



EAST AURORA DISTRICT 131

School Name:	John W. Gates Elementary	Principal Name:	Fatima Ballesteros
Mission:	Our purpose is to educate and empower all students to reach their full potenial.	Vision:	Gates students, families, and staff will collaborate to provide a safe an

School Improvement Team:

Name:	Fatima Ballesteros	Name:	Diana Ochoa	Name:	Sara Lojewski
Role:	Principal	Role:	Second Grade Teacher	Role:	Math Interventionist
Name:	Krista Barenie	Name:	Ducle Chavez	Name:	Jaclyn Waldvogel
Role:	Assistant Principal	Role:	First Grade Teacher	Role:	Assistant Principal
Name:	Laurel Todas	Name:	Aleli Navarette	Name:	
Role:	Instructional Coach	Role:	Kindergarten Teacher	Role:	
Name:	Sue-Z Bruno	Name:	Tiffany Scott	Name:	
Role:	Fifth Grade Teacher	Role:	Social Worker	Role:	
Name:	Sue Cunningham	Name:	Linda Contreras	Name:	
Role:	Fourth Grade Teacher	Role:	Reading Interventionist	Role:	
Name:	Rhonda McFarland	Name:	Laurie Zapata	Name:	
Role:	Third Grade Teacher	Role:	Reading Interventionist	Role:	

School Designation and Priorities

School Designation	Targeted	Report Card Year:	2024-2025
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Report Card general findings and focus areas:

Gates Elementary School has been identified with a Targeted Support designation by the Illinois State Board of Education (ISBE) due to academic underperformance of its students with disabilities subgroup. AMS demonstrates overall progress in several areas, this designnation indicates that one or more student groups are not meeting state-established benchmarks in academic achievement.

As a result, the school's focus areas include:

Key findings point to achievement gaps in standarized test scores, highlighting the need for more effective student supports for diverse learners. Furthermore, there are opportunities to further strengthen inclusive practices, enhanced differentiated instruction, and improve access to targeted interventions for students with disabilities.

As a result the school's focus areas include:

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Implementing evidence-based instructional strategies to support diverse learners (HMH professional development, Marzano book study, learning cycles with Language Acquisition department & dual language consultants, Kane County ROE professional development, East Aurora PD workshops).

Providing targeted support through observation and feedback for classroom instruction.

Increasing collaboration between all Gates staff.

Monitoring student growth data to adjust supports and improve outcomes throughout the school year.

Continuing collaborate with families for student success.

Increasing collaboration between general education and special education teams..

meeting or exceeding age level expectations in mathematics by ____% (no less than 5%) across all reported

Numeracy Goal & Action Plan

Annual Student Numeracy SMART Goal

ES/MS: By the end of the 2025–2026 school year, Gates 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 Illinois Assessment of Readiness (IAR), compared to Spring 2025 results.

Specific: Focus is math growth/achievement.

Measurable: A 5% increase using MAP & IAR student data.

Achievable: Based on current trends and targeted interventions.

Relevant: To support school-wide academic performance goals.

Time-Bound: To be achieved by Spring of 2026

Schoolwide Current Reality by Subgroup:

	All Students	IEP	EL	Black	Hispanic	White	Two or More	Asian	Newcomer	Males	Females
Math MAP Baseline	25.73%		21.69	20	25.91	20				31.55	18.71
Math Achievement (MAP)	20.69		18.01	10	20.89	20				24.76	15.79
Math Growth (MAP)	57.77		58.68	42.86	57.19	100				58.33	57.14
Math Proficiency (IAR/ACT) 2024	2.78		2.41	0	2.9	0				4.96	0
Math Growth (IAR/ACT) 2024	44.84	24.11	48.34	NA	45.2	NA	NA	NA	NA	NA	NA
Math Proficiency (IAR/ACT) 2025											
Math Growth (IAR/ACT) 2025											
Math Grades Proficient or Higher	66.67		68.29	40	67.72	50	100	100		60.44	74.58
iReady (K-8)	13.99		13.41	0	14.55	0				15.82	12.05
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.

3a. Communicating with Students

Explaining content clearly and accurately

Modeling academic language and vocabulary

IF we build capacity for teachers to communicate learning expectations clearly using student-friendly language, modeling, and checking for understanding

THEN teachers will deliver focused, responsive instruction that supports student engagement and leaders will build their capacity to observe, give targeted feedback, and support teachers in refining instructional clarity and student engagement strategies

AND students will demonstrate increased engagement and on-task behavior, participate in class discussions, and improve assessment results.

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 EL Action>>						
<<Add CWD Action>>						
Learn and incorporate priority teaching standard to teaching practice	8/1/2025	-PowerPoint training on 3a	-Walkthrough form data - monitored by SLT monthly	SLT, Admin, Teachers		In Progress
		-Presentation of classroom artifacts demonstrating use of 3a				In Progress

		-Rubric of use of 3a				In Progress
Individualized, adaptive instruction using iReady MyPath	9/2/2025	iReady weekly usage reports	Once per month	ILT		In Progress
Daily spiral reviews (Drops in the Bucket)	9/2/2025	Student work samples	Once per month	SLT		In Progress
Create word problem template for consistent application of problem solving strategies in grades K-5	September	Problem solving template	1st quarter	SLT		No
Share the word problem math template w/staff	September	- model template for primary & intermediate	1st quarter	SLT & Admin		No
Implement use of word problem template to solve problems and explain reasoning.	October	Student work samples	Twice per month	K-5 teachers		In Progress
Learn and incorporate priority teaching standard to teaching practice	Quarterly	-Walkthrough form data - monitored by SLT quarterly	Quarterly	teachers & SLT		In Progress
Understand scoring parameters for IAR math problems.	10/15/2025	Presentation to staff	1st quarter	Dr. Ami Engel		In Progress
Kane ROE Tier I	1st quarter	SLT receive training ... rubric/learning walk throughs	1st quarter	Gates Admin	1600 +	In Progress

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Literacy Goal & Action Plan

Annual Student Literacy SMART Goal

ES/MS: By the end of the 2025–2026 school year, Gates 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 Illinois Assessment of Readiness (IAR), compared to Spring 2025 results.

Specific: Focused on literacy achievement.

Measurable: A 5% increase using IAR data

Achievable: Based on current trends and based on current interventions.

Relevant: Supports school wide-academic performance goals with of focus on Tier I instruction (teacher practices).

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	19.74		11.81	16.67	20.06	16.67	-	-	-	18.84	20.81
Literacy Achievement (MAP)	14.47		8.12	16.67	14.48	16.67	-	-	-	14.01	15.03
Literacy Growth (MAP)	47.54		46.31	62.5	46.67	75	100	50		47.03	48.13
Spanish Literacy Achievement (MAP)	21.75		26.92	0	21.9	0		100		20.14	23.4
Spanish Literacy Growth (MAP)	45.52		51.49	25	45.52	25	100	100		39.86	51.47
Lit Proficiency (IAR/ACT) 2024	11.11		9.04	20	11.11	0	0	0		14.88	6.32
Literacy Growth (IAR/ACT) 2024	50.8		48.6	NA	50.6	NA	NA	NA	NA	52.1	48.7
Lit Proficiency (IAR/ACT) 2025											
Lit Growth (IAR/ACT) 2025											
Literacy Grades Profient or Higher	57.07		59.72	40	57.78	33.33	100	100		53.33	61.8
ACCESS 2024	8.87		8.87	NA	8.96	0	0	0		10.81	6.72
ACCESS 2025											
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

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3a. Communicating with Students											
Explaining content clearly and accurately											
Modeling academic language and vocabulary											
Providing clear directions and procedures											
IF we build capacity for teachers to communicate learning expectations clearly using student-friendly language, modeling, and checking for understanding											
THEN teachers will deliver focused, responsive instruction that supports student engagement and leaders will build their capacity to observe, give targeted feedback, and support teachers in refining instructional clarity and student engagement strategies											
AND students will demonstrate increased engagement and on-task behavior, participate in class discussions, and improve assessment results.											

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 EL Action>>						
<<Add CWD Action>>						

[illegible]

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, Gates School will foster a culture for belonging such that we will maintain an attendance rate of 95 % for the 2025-2026 school year.												
Specific: Targets chronic absenteeism as indicator of student belonging and engagement.												
Measurable: Clear threshold-less than 20% of students chronically absent.												
Achievable: Based on historical data and support systems in place (CICO, SEL programs, and family outreach)												
Relevant: Directly connected to school climate, student engagement, and equity.												
Time-Bound: To be achieved by the end of Spring 2026.												
Schoolwide Current Reality by Subgroup:												
	All Students	IEP	EL	Black	Hispanic	White	Two or More	Asian	Newcomer	Males	Females	
ADA	89.89	87.41	90.35	85.96	90.17	81.21	80.98		88.86	89.39	90.51	
Chronic Absenteeism	36.3	47.87	35.35	46.67	35.71	50	100					
Referrals	154	62	122	3	146	5			11	134	20	
OSS Incidents	5	1	4		5	0				5		
ISI Incidents	6	1	5		6	0				6		
Graduation Rate (HS)												
FoT (HS)												
5Essentials Snapshot:												
Survey Year	Overall ImprovementRating:		Ambitious Instruction:		Collaborative Teachers:		Effective Leaders:		Supportive Environment:		Involved Families:	
2025	Moderately Organized		Neutral		Neutral		Neutral		Neutral		Neutral	
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.												
3a. Communicating with Students												
Explaining content clearly and accurately												
Modeling academic language and vocabulary												
Providing clear directions and procedures												
If we build teacher capacity to use clear language, model expectations, and regularly check for understanding in ways that foster connection and emotional safety,												
THEN teachers will deliver responsive instruction that promotes student belonging and engagement, and leaders will strengthen their ability to provide feedback that enhances instructional clarity and SEL integration,												
AND students will feel more connected to school, leading to increased attendance, active participation, improved self-regulation, and greater academic success.												
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?		

Culturally Responsive Relationship-Building to Reduce Chronic Absenteeism Among all students. Second Step	August, ongoing	-Calendar of instruction of research-based SEL strategies/curriculum (Second Step)	-Walkthrough form data/rubric - monitored by SLT monthly	SLT, Admin, Teachers	0	In Progress
	8/25/2025	-PowerPoint training on 3a	NA	SLT & Admin	0	In Progress
	1st Quarter	-Presentation of classroom artifacts demonstrating use of 3a	monthly	IC & Admin	0	In Progress
	1st Quarter	-Rubric for use of 3a	monthly	IC & Admin	0	In Progress
	8/20/2025	Each day a student is absent parent will get guardian's phone call from attendance secretary.	monthly	Attendance secretary	0	In Progress
	8/20/2025	Parent letter will be sent home informing parent of 3 or more days absent. District Letter	monthly	Attendance secretary	0	In Progress
	1st Quarter	Attendance awards for 95% or more (certificates, pencils, & paw magnet)	quarterly	Admin, & Attendance secretary	\$200	In Progress
		Collect data on chronically absent	quarterly	Attendance secretary		
		Gate admin will make phone call to	quarterly	Gates Admin		
		Classrooms will display SS evidence	quarterly	walkthroughs Gates Admin & IC		
		Grade level team provide SS discussion	weekly	collection of PLC Gates Admin		

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