East Aurora School District 131 School Improvement Plan 2025-2026

EA | EAST AURORA DISTRICT 131

School Name:	Hermes Elementary	Principal Name:	Kelly Hills
Mission:		Vision:	

School Improvement Team:

Name:	Eulalia Hernandez	Name:	Gretchen Cebi	Name:	
Role:	Assistant Principal	Role:	Instructional Coach	Role:	
Name:	Nicholas Geati	Name:		Name:	
Role:	Data Analyst	Role:		Role:	
Name:	Megan Boese	Name:		Name:	
Role:	Reading Interventionist	Role:		Role:	
Name:	Nicole Clarke	Name:		Name:	
Role:	1st Grade Dual Langauge (English) Teacher	Role:		Role:	
Name:	Brooke Brenner	Name:		Name:	
Role:	4th Grade Dual Language (English) Teacher	Role:		Role:	
Name:	Rachel Wrigglesworth	Name:		Name:	
Role:	5th Grade Dual Language (English) Teacher	Role:		Role:	

School Designation and Priorities

School Designation	Commendable	Report Card Year: 2024	

Report Card general findings and focus areas:

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

Annual Student Numeracy SMART Goal

PreK: By the end of the 2025–2026 school year, _____ School will increase the percentage of students meeting or exceeding age level expectations in mathematics by _____% (no less than 5%) across all reported groups/demographics, as measured by the Spring 2026 DRDP results, compared to Spring 2025 results.

ES/MS: By the end of the 2025–2026 school year, Hermes 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.

HS: By the end of the 2025–2026 school year, _____ School will increase the percentage of students meeting or exceeding grade-level expectations in mathematics by _____% (no less than 5%) across all reported groups/demographics, as measured by the Spring 2026 ACT, 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	25.40%	16.18%	22.16%	17.95%	25.39%	50.00%	40.00%	50.00%	14.29%	27.91%	22.73%
Math Achievement (MAP)	37.68%	21.05%	34.66%	28.21%	37.84%	50.00%	60.00%	75.00%	42.86%	41.25%	33.88%
Math Growth (MAP)	52.52%	47.06%	51.93%	45.45%	53.15%	25.00%	40.00%	75.00%	75.00%	50.40%	54.87%
Math Proficiency (IAR/ACT) 2024	3.75%	0.00%	1.52%	4.00%	3.46%	0.00%	50.00%	0.00%	0.00%	3.87%	3.62%
Math Growth (IAR/ACT) 2024	32.39%	16.67%	32.00%	0.00%	33.33%	N/A	N/A	100%	N/A	29.41%	35.14%
Math Proficiency (IAR/ACT) 2025											
Math Growth (IAR/ACT) 2025											
Math Grades Proficient or Higher											
iReady (K-8)	9.11%	0.00%	8.24%	6.82%	9.03%	25.00%	20.00%	16.67%	0.00%	7.78%	10.48%
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.

Questioning and Discussion Techniques

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?
Initiate professional development sessions focused on developing teachers' abilities to create meaningful student-centered discussions. Provide opportunities for teachers to practice stepping aside to allow students to take the lead in conversations.		Thought Catcher (insert link)				

Subtask Model Try It/Discuss and Connect routine and/or record for staff to view inclusive of CWDs		Building a bank of recorded lessons (insert link)				
Subtask Provide oppotunities for PLCs to discuss and reflect on what was observed.		Reflection Sheet (insert link)				
Implement student-centered discussion routines and support their use through leader observation, timely feedback, and ongoing adjustments		See artifacts below				
Subtask Create a resource bank of effective discussion strategies and routines for teachers to access and contribute to.		Resource Bank (insert link)				
Subtask Monitor and support the implementation of student-centered discussion techniques, providing feedback and adjusting support as necessary.		Walk through rubrics/ email communication (insert link)				
Use student data to assess the impact of discussion techniques on critical thinking and oracy.		iReady diagnostic & MAP data				
Subtask Use the iReady diagnostic results and IEP goals to group students and guide instruction.		Teachers provide math grouping lists				
Subtask Monitor student usage of "My Path" (include the usage minutes in the newletter)		Weekly graphs		Nick Geati		
Subtask Analyze data trends (CFAs, MAP, iReady Diagnostic) and make necessary instructional adjustments to ensure these methods meet diverse student needs and promote higher-level thinking.		PLC reflection sheets that have quantitative evidence of proficiency by class, proficiency by standard, and/or students that need remediation (insert links)				
Create opportunities for teachers to share their experiences and successes in facilitating student-centered discussions. Foster a culture that values experimentation and reflection on instructional practices.						
Engage the school community in discussions about the benefits of student-centered conversations. Celebrate successes and share stories of improved student engagement and critical thinking with stakeholders.						
		Learning Community Reflection				
		Data Reflection				
		Lesson Review and Planning				
		Student Engagement planning				
		Data Driving Planning Tool				
		Data Chat Planning				

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

Annual Student Literacy SMART Goal

PreK: By the end of the 2025–2026 school year, _____ School will increase the percentage of students meeting or exceeding age level expectations in mathematics by _____% (no less than 5%) across all reported groups/demographics, as measured by the Spring 2026 DRDP results, compared to Spring 2025 results.

ES/MS: By the end of the 2025–2026 school year, Hermes 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.

HS: By the end of the 2025–2026 school year, _____ School will increase the percentage of students meeting or exceeding grade-level expectations in mathematics by _____% (no less than 5%) across all reported groups/demographics, as measured by the Spring 2026 ACT, 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	17.37%	7.35%	10.80%	15.38%	17.04%	25.00%	40.00%	25.00%	0.00%	18.46%	16.18%
Literacy Achievement (MAP)	27.00%	10.53%	18.47%	30.77%	25.84%	50.00%	60.00%	50.00%	0.00%	25.87%	28.22%
Literacy Growth (MAP)	37.87%	35.29%	35.80%	33.33%	38.28%	0.00%	20.00%	75.00%	25.00%	38.89%	36.73%
Spanish Literacy Achievement (MAP)	32.07%	16.33%	40.88%	0.00%	35.66%	33.33%	20.00%	0.00%	60.00%	29.63%	34.63%
Spanish Literacy Growth (MAP)	38.71%	41.67%	45.64%	3.57%	41.32%	33.33%	40.00%	33.33%	0.00%	39.05%	38.34%
Lit Proficency (IAR/ACT) 2024	10.88%	2.33%	5.53%	8.00%	11.11%	0.00%	33.33%	0.00%	0.00%	9.68%	12.23%
Literacy Growth (IAR/ACT) 2024	46.48%	50.00%	46.00%	25.00%	48.48%	N/A	N/A	0.00%	N/A	44.12%	48.65%
Lit Proficiency (IAR/ACT) 2025											
Lit Growth (IAR/ACT) 2025											
Literacy Grades Profient or Higher											
ACCESS 2024	3.46%	2.63%	3.46%	N/A	3.16%	N/A	N/A	50.00%	N/A	2.55%	4.58%
ACCESS 2025	6.98%	1.49%	6.98%	0.00%	7.05%	N/A	0.00%	N/A	0.00%	5.12%	9.30%
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.

Teachers will use instructional materials and strategies that are appropriate and engaging for students. This will include incorporating the various components of HMH into the literacy block, respecting the minutes allocation as provided by the Language Acquisition Department. Teachers implementing HMH with fidelity will result in an increased number of students reading at or above grade level.

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?

Initiate professional development sessions focused on developing teachers' abilities to implement content, norms and routines aligned to HMH Lessons. Provide opportunities for teachers to practice stepping aside to allow students to take the lead in conversations.	Thought Catcher (insert link)				
Subtask Model HMH Lessons and/or record for staff to view inclusive of CWDs	Building a bank of recorded lessons (insert link)		Gretchen Cebi		
Subtask Provide opportunities for PLCs to discuss and reflect on what was observed.	Reflection Sheet (insert link)		PLC Leads		
Subtask K-2 classes will work on implementing the foundational skill lesson routines. This includes CWDs and ELs	Report out during "School within a School" (Faculty Meeting Agenda)		All staff		
Subtask 3-5 classes will work on implementing the word study lesson routines. This includes CWDs and ELs.	Report out during "School within a School" (Faculty Meeting Agenda)		All staff		
Implement student-centered discussion routines and support their use through leader observation, timely feedback, and ongoing adjustments	Evidence of discussion structures like Turn & Talk, Think-Pair-Share and Quick-Write-Talk				
Subtask K-5 classes will work on implementing "Engage and Respond" HMH routines. This includes CWDs and ELs	Evidence of written responses in MyBook.				
Subtask Monitor and support the implementation of student-centered discussion techniques, providing feedback and adjusting support as necessary.	Discussion prompts, sentence stems visible to support student discussion, walkthrough data				
Use student data to assess the impact of HMH components in Tier 1 and Tier 2 settings.	Amira, HMH assessments, & MAP data,	Monthly			
Subtask Use the HMH assessment results to group students and HMH materials to guide and implement instruction.	Teachers provide small, flexible groups with specific goals		Classroom teachers		
Subtask Monitor student usage of "Amira" (include the usage minutes in the newletter)	Weekly graphs		Nick Geati		
Subtask Analyze data trends (CFAs, MAP) and make necessary instructional adjustments to ensure these methods meet diverse student needs and promote student ability to access grade-level material.	PLC reflection sheets that have quantitative evidence of proficiency by class, proficiency by standard, and/or students that need remediation (insert links)		Admin, Leadership Team		
Create opportunities for teachers to share their experiences and successes in facilitating HMH routines during faculty meetings. Foster a culture that values experimentation and reflection on instructional practices.					
Engage the school community in discussions about the benefits of HMH routines. Celebrate successes and share stories of improved student engagement and critical thinking with stakeholders.					
Use the school within the school model (4--k-5 groupings) to discuss during the SIP faculty meeting					
Follow up on school within a school model with component specfic questionnaires during PLC to demonstrate the use of the focus component at a specific grade level					
Use fishbowl model to have a trained staff member (coach, expert teacher) model in teacher classrooms the specific component and allow time for debriefing					
Follw-up on the fishbowl with admin/coach walkthroughs and PLC conversations					

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

Annual Culture for Belonging SMART Goal

PreK: By June 2026, _____ School will foster a culture for belonging measured by a ___% increase in the overall TPOT score as compared to the 2025 Spring results.

ES/MS/HS: By June 2026, Hermes School will foster a culture for belonging that fewer than 20% of all students are identified as Chronically Absent, as measured by end-of-year attendance records in alignment with state reporting guidelines.

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	91.02%	89.29%	91.67%	89.53%	91.28%	78.69%	93.46%	90.63%	89.10%	91.20%	90.83%
Chronic Absenteeism	31.49%	37.50%	28.53%	45.83%	30.17%	50%	16.67%	33.33%	39.68%	29.18%	33.97%
Referrals	19.15%	12.50%	17.07%	41.67%	16.46%	16.67%	33.33%	16.67%	6.35%	28.11%	9.54%
OSS Incidents	2.58%	1.56%	1.87%	8.33%	1.27%	16.67%	33.33%	16.67%	0.00%	4.63%	0.38%
ISI Incidents	0.55%	1.56%	0.00%	4.17%	0.21%	0.00%	0.00%	0.00%	0.00%	1.07%	0.00%
Graduation Rate (HS)											
FoT (HS)											

5Essentials Snapshot:

Survey Year	Overall Improvement Rating:	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.

Culturally Responsive Teaching and Relationship Building

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?

Attendance Committee						
Subtask: Attendance Buddies	September	Data from Synergy	Weekly	Admin/Parent Liaison/Attendance Clerk		
Subtask: Strive for 95 Attendance Campaign	Monthly	Data from Synergy; Student Attendance Rewards and Incentives	Monthly	Attendance Clerk/Data Analyst/Admin		
Subtask: More frequent and more timely home visits						
Culturally Responsive Relationship-Building to Reduce Chronic Absenteeism Among all learners to include CWD and EL Learners			Weekly	All staff will participate in implementation; Attendance Committee will monitor		
Subtask: Provide staff with monthly relationship building strategies (introduce at the monthly SIP focus meeting for the following month. Then at each meeting, do a shareout/reflection of the current month's strategies)				All staff will participate in implementation; Attendance Committee will monitor		
Subtask: Staff members send home positive messages to parents-for all students, but track specifially Tier 2 and Tier 3 students						
Subtask: Review Chronic Absenteeism List-Identify adults in the building who can pair up and serve as a mentor for those parents						
Subtask: Good News Phone Calls				Admin		

45 Day Review Tracking Sheet

	45 Day Review- Mid October			45 Day Review- Mid December/January			45 Day Review- Start of March			45 Day Review- Mid May		

Numeracy Goal

	MAP Math Achievement	iReady Math Proficiency	Math Grades Prof. or Higher	MAP Math Achievement	iReady Math Proficiency	Math Grades Prof. or Higher	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	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	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			MAP Math Growth			MAP Math 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		

Literacy Goal

	MAP Reading Achievement	MAP Reading Growth	ELA Grades Prof. or Higher	MAP Reading Achievement	MAP Reading Growth	ELA Grades Prof. or Higher	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	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	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		Spanish MAP Reading Achievement	Spanish MAP Reading Growth		Spanish MAP Reading Achievement	Spanish MAP Reading Growth	
	Overall Building	Overall Building		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		Grade	Grade	

Culture & Belonging Goal

	ADA	Chronic Absenteeism	Discipline Referrals	ADA	Chronic Absenteeism	Discipline Referrals	ADA	Chronic Absenteeism	Discipline Referrals	ADA	Chronic Absenteeism	Discipline Referrals
	Overall Building	Overall Building	Overall Building	Overall Building	Overall Building	Overall Building	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	Grade	Grade	Grade	Grade	Grade	Grade
	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade

	OSS Days			OSS Days			OSS Days			OSS Days		
	Overall Building			Overall Building			Overall Building			Overall Building		
	Grade			Grade			Grade			Grade		
	Grade			Grade			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 Proficency (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