

School Name:		Bardwell Elementary School		Principal Name:	
				Catherine Cohoon	
Mission:		D131 Mission: Our mission is to educate and empower all students to reach their full potential.		Vision:	
				Bardwell Bears ROAR: Respectful and Responsible, Open Hearts and Minds, Achieving Excellence, Resilient and Resourceful	
School Improvement Team:					
Name:	Catherine Cohoon	Name:	Meggan Garcia Sheridan	Name:	Candy Aguilera
Role:	Principal	Role:	Teacher	Role:	Parent Liaison
Name:	Michele Kandl	Name:	Isabel Kirk	Name:	Kristin Berdis
Role:	Assistant Principal	Role:	Teacher	Role:	Instructional Coach
Name:	Laura Sandoval	Name:	Lauran Jordan	Name:	Cheryl Beasley
Role:	Assistant Principal	Role:	Teacher	Role:	Instructional Coach
Name:	Jill Zeugner	Name:	Julie Dispensa	Name:	
Role:	Teacher	Role:	Special Education Resource Teacher	Role:	
Name:	Katherine Garcia	Name:	Mary Ann Kettell	Name:	
Role:	Teacher	Role:	Reading Interventionist	Role:	
Name:	Jennifer Ortiz	Name:	Jennifer Shriber	Name:	
Role:	Teacher	Role:	Library Assistant	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

Literacy Goal & Action Plan

Annual Student Literacy SMART Goal

ES/MS: By the end of the 2025–2026 school year, Bardwell 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: Focused on literacy achievement

Measurable: 5% increase, using IAR data

Achievable: Based on current trends and targeted interventions

Relevant: Supports schoolwide academic performance goals

Time-Bound: To be achieved by the end of the 2025-26 school year

Schoolwide Current Reality by Subgroup:

	All Students	IEP	EL	Black	Hispanic	White	Two or More	Asian	Newcomer	Males	Females
Literacy MAP Baseline	13.44%	1.64%	7.10%	15.38%	12.85%	10.00%	60.00%	50.00%	0%	11.85%	14.79%
Literacy Achievement (MAP)	8.32%	1.64%	3.87%	3.85%	8.16%	10.00%	20.00%	50.00%	0%	7.32%	9.17%
Literacy Growth (MAP)	38.46%	37.29%	38.99%	16.67%	38.53%	44.44%	60.00%	100.00%	10.53%	36.53%	40.13%
Spanish Literacy Achievement (MAP)											
Spanish Literacy Growth (MAP)											
Lit Proficiency (IAR/ACT) 2024	7.18%	4.00%	2.99%	14.29%	6.85%	20.00%	0%	0%	0.00%	7.14%	7.03%
Literacy Growth (IAR/ACT) 2024	46.20%	38.70%	43.50%	Redacted	45.10%	Redacted	Redacted	Redacted	Not available	46.60%	45.80%
Lit Proficiency (IAR/ACT) 2025											
Lit Growth (IAR/ACT) 2025											
Literacy Grades Proficient or Higher											
ACCESS 2024	4.03%	0%	4.03%	0%	4.27%	0%	0%	0%	0%	3.23%	4.72%
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

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.

If we build capacity to/for designing and facilitating rich, student-centered discussions by asking open-ended, high-level questions and promoting dialogue that engages all learners in deep thinking and elaboration,

THEN staff will be confident in their practices, gradually move to facilitator roles as students gain more experience, embrace the change and the challenge, and be open to learning from honest constructive feedback.

Thereupon, leaders will actively collaborate and problem solve challenges with teachers to increase proficiency in their implementation of discussion strategies,

AND students will strengthen skills in oracy, gain confidence and become more engaged, improve expressing their ideas through writing, transfer these skills to other classes, peers, and grades, and critically analyze the world around them. This will contribute to meeting our goal as students apply these skills to state assessments.

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?	What does monitoring this action look like?	Who is responsible to implement and monitor?	Cost & Funding Source	Was the action step completed?
Action Step: Identify and implement strategies, as well as clear rules and norms, to help students engage in collaborative learning, offer and receive feedback from peers and teachers, engage in questioning and examining claims, and provide encouragement and recognition of effort and progress.	08/20/2025-05/29/2026	Discussion Techniques Link		SIP Team, Admin, ALL Teachers, Teaching Assistants, Reading and math interventionists, resource teachers.		
Subtask: Integrate Language-Focused Scaffolds into Question and Discussion Techniques to support EL, CWDs and SL Learners in strengthening their oracy skills.	Ongoing		Monthly	Teachers / SLT		
Subtask: Use instructional strategies to engage in cooperative learning groups where students teach one another, learn from one another, and assume responsibility for one another's learning with teacher support.	Ongoing	Planning Document LINK		SIP Team, Admin, Teachers, Teaching Assistants		
Action Step: Identify and implement questioning and discussion techniques across grade levels and settings (including intervention, Special Education, Encore) for growth and academic achievement aligned to grade level literacy standards.	08/20/2025-05/29/2026					
Subtask: Conduct classroom walkthroughs to observe implementation of questioning and discussion techniques and provide feedback	Ongoing		Monthly	Admin and Instructional Coaches		
Subtask: Review and discuss sample questioning stems in PLCs	Ongoing		Monthly	Teachers / Instructional Coaches and SLT Member		
Subtask: Examine student work or exit tickets to evaluate impact of questioning techniques	Ongoing		Monthly	Teachers / SLT		

Subtask: Provide professional development for teachers on questioning and discussion techniques that produce thoughtful dialogue and on methods for increasing the use of academic language.	Sept - Oct 2025	Planning Document LINK	Monthly	SIP Team, Admin, Teachers
<p>Teachers: Google survey self-reflecting of how often teachers execute discussion strategies. Reviewing the Look Fors for daily self reflection on implementation after the lesson (ties in to the Google survey). Using HMH strategies embedded in the lessons. Students: Surveys to give to students to hear feedback of how they feel about their learning (what they felt they did well and why, and what was the most challenging and what they can do to improve). Survey will be given weekly targeting a specific strategy to reflect on during an SEL period. Student review discussion Look Fors on a checklist (personal or a classroom anchor chart). SIP Leaders: Weekly check-in with PLC members to discuss student survey feedback on targeted discussion strategy. At monthly SLT meetings leaders will discuss grade level feedback from teacher surveys.</p>				
<p>Schoolwide: Making sure that the Professional Development is occurring; Monthly faculty SIP meetings, Bimonthly SLT targeted meetings, slides used for PD, schedules of coaches and admin and sign up sheets</p>				
<p>Teachers: Reviewing the Look Fors for student to student interactions in discussions, and recording it on self-check list. Students: Tic-Tac-Toe anchor chart of discussion strategies, Spelling out Discussion/ ¡Discusión! SIP Leaders: Weekly PLC Check-in. Look over feedback from Teacher surveys. Observations from walkthroughs. (to begin late October)</p>				

Instruction- Guiding Principle Educational Equity and Student Achievement

Numeracy Goal & Action Plan

Annual Student Numeracy SMART Goal

ES/MS: By the end of the 2025–2026 school year, Bardwell Elementary 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 mathematics achievement

Measurable: 5% increase, using IAR data

Achievable: Based on current trends and targeted interventions

Relevant: Supports schoolwide academic performance goals

Time-Bound: To be achieved by the end of the 2025-26 school year

Schoolwide Current Reality by Subgroup:

	All Students	IEP	EL	Black	Hispanic	White	Two or More	Asian	Newcomer	Males	Females
Math MAP Baseline	20.73%	4.92%	17.99%	11.54%	20.62%	22.22%	50%	50%	24.32%	24.04%	17.94%
Math Achievement (MAP)	14.99%	3.28%	12.42%	7.69%	15.08%	11.11%	50%		16.22%	18.82%	11.76%
Math Growth (MAP)	59.49%	57.63%	61.70%	27.78%	60.92%	50%	33.33%	50%	68.42%	61.71%	57.59%
Math Proficiency (IAR/ACT) 2024	2.35%	2%	1.12%	0%	2.17%	20%	0%		0%	3.25%	1.61%
Math Growth (IAR/ACT) 2024	59%	59.70%	58.50%	Redacted	59.10%	Redacted	Redacted	Redacted	Not available	62.80%	55.30%
Math Proficiency (IAR/ACT) 2025											
Math Growth (IAR/ACT) 2025											
Math Grades Proficient or Higher											
iReady (K-8)	8.69%	3.17%	7.55%	0%	9.22%	6.25%	25%		13.46%	12.12%	5.85%
	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 specific goal.

If we build capacity to/for designing and facilitating rich, student-centered discussions by asking open-ended, high-level questions and promoting dialogue that engages all learners in deep thinking and elaboration,

THEN staff will be confident in their practices, gradually move to facilitator roles as students gain more experience, embrace the change and the challenge, and be open to learning from honest constructive feedback.

Thereupon, leaders will actively collaborate and problem solve challenges with teachers to increase proficiency in their implementation of discussion strategies,

AND students will strengthen skills in oracy, gain confidence and become more engaged, improve expressing their ideas through writing, transfer these skills to other classes, peers, and grades, and critically analyze the world around them.

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?
Action Step: Identify and implement questioning and discussion techniques across grade levels and settings (including intervention, Special Education, Encore) for growth and academic achievement aligned to grade level mathematics standards.	08/20/2025-05/29/2026	Discussion Techniques Link Discussion methods checklists Discussion checklist- teacher & student	Monthly	Teachers / SIP Team, Admin		
Subtask: Conduct classroom walkthroughs to observe implementation of questioning and discussion techniques and provide feedback	Ongoing		Monthly	Admin and Instructional Coaches		
Subtask: Review and discuss sample questioning stems in PLCs	Ongoing		Monthly	Teachers / Instructional Coaches and SLT Member		

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Culture- Guiding Principle Educational Equity, Collaborative Leadership, and Student Achievement													
Culture for Belonging & Action Plan													
Annual Culture for Belonging SMART Goal													
By June 2026, Bardwell Elementary School will foster a culture for belonging that fewer than 18% of all students will be chronically absent as measured by ADA at the end of the school year.													
Specific: Targets chronic absenteeism as an indicator of student belonging and engagement													
Measurable: Less than 18% of students chronically absent													
Achievable: Based on historical data and support systems in place													
Relevant: Directly connect to school climate, student engagement, and equity													
Time-Bound: To be achieved by the end of the 2025-26 school year													
Schoolwide Current Reality by Subgroup:													
	All Students	IEP	EL	Black	Hispanic	White	Two or More	Asian	Newcomer	Males	Females		
ADA	92.90%	91.50%	93%	92.30%	92.90%	94.40%	87.20%	93.10%		92.50%	93.30%		
Chronic Absenteeism	18.30%	20.80%	17.80%	redacted	17.8	redacted	redacted	redacted		20.70%	16.20%		
Referrals													
OSS Incidents	7	1	5	0	6	1	0	0		5	2		
ISI Incidents	24	7	16	0	23	1	0	0		20	4		
Graduation Rate (HS)													
FoT (HS)													
5Essentials Snapshot:													
Survey Year	Overall ImprovementRating:		Ambitious Instruction:		Collaborative Teachers:		Effective Leaders:		Supportive Environment:		Involved Families:		
2025	Not Yet Organized		Weak		Weak		Weak		Neutral		Weak		
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.													
If we build capacity for establishing and sustaining a classroom culture where all students are empowered to take responsibility for their learning, see meaningful purpose in their work, persevere through challenges, and take pride in their achievements.													
THEN all stakeholders will develop a growth mindset, develop partnerships amongst staff, be vulnerable to release ownership to students of learning and embrace the challenge and change.													
AND students will obtain valuable skills for school and beyond, set meaningful goals across school settings, strive for excellence, model expectations for peers, and reinforce expectations for themselves as they strive for personal excellence													
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?	
Action Step: Build and sustain culturally responsive relationships		08/20/2025-05/29/2026				Monthly							
Subtask: Provide professional development on culturally responsive teaching practices		Sept - Oct 2025				Monthly							
Subtask: Implement "getting to know you" activities that explore student interests, cultural backgrounds and learning preferences		Oct - Nov 2025				Monthly							
Action Step: Implement consistent classroom routines and expectations that promote ownership of learning		08/20/2025-05/29/2026				Monthly							
Subtask: Co-create classroom norms with students and revisit them regularly		Aug - Sept 2025				Monthly							
Subtask: Use goal setting conferences for students to track their own progress		Sept - Oct 2025				Monthly							
Subtask: Provide regular opportunities for students to showcase their work		Ongoing				Monthly							
The ones below can be deleted													
Culturally Responsive Relationship-Building to Reduce Chronic Absenteeism Among English Learners		Monthly sequence to be completed by June 2026		Attendance Buddies: Quarterly school-wide recognition for attendance; Daily connection routines (morning/class meetings, two-by-ten relationship strategy) Evaluate impact through attendance trends and student perception data									
Culturally Responsive Relationship-Building to Reduce Chronic Absenteeism Among Children With Disabilities		Monthly sequence to be completed by June 2026		Attendance Buddies: Quarterly school-wide recognition for attendance; Daily connection routines (morning/class meetings, two-by-ten relationship strategy) Evaluate impact through attendance trends and student perception data									

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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