School Name:		Bardwell Elementary Sci	hool	Principal Name:	Catherine Cohoon
Mission:	D131 Mission: Our mission is to	educate and empower all s	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 Sherida	n 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 Interventionis	t Role:	
Name:	Jennifer Ortiz	Name:	Jennifer Shriber	Name:	
Role:	Teacher	Role:	Library Assistant	Role:	

School Designation and Priorities

Report Card general findings and focus areas:

School Designation

Report Card Year:

2024

## 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

		Schoo	lwide Curre	nt 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 Proficency (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 Profient or Higher											
ACCESS 2024	4.03%	0%	4.03%	0%	4.27%	0%	0%	0%	0%	3.23%	4.72%
ACCESS 2025											
	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 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 me	onitoring this	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.		
<b>Subtask:</b> 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		
<b>Subtask:</b> 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 implemtation 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		

<b>Subtask:</b> Provide professional development for teachers on questi techniques that produce thoughtful dialogue and on methods for in academic language.		Sept - Oct 2025	Planning Docum	nent LINK	Monthly	SIP Team, Admir	n, Teachers	
<b>Teachers:</b> Google survey self-reflecting of how often teachers exer	outo							
discussion strategies. Reviewing the Look Fors for daily self reflect implementation after the lesson (ties in to the Google survey). Use strategies embedded in the lessons. Students: Surveys to give to to hear feedback of how they feel about their learning (what they fedid well and why, and what was the most challenging and what their to improve). Survey will be given weekly targeting a specific strategreflect on during an SEL period. Student review discussion Look FC	ion on g y HMH gtudents lit they c can do y to or a eaders: back on							
Schoolwide: Making sure that the Professional Development is oc Monthly faculty SIP meetings, Bimonthly SLT targeted meetings, sli used for PD, schedules of coaches and admin and sign up sheets								
Teachers: Reviewing the Look Fors for student to student interactive discussions, and recording it on self-check list.  Students: Tic-Tac-Toe anchor chart of discussion strategies, Spelli Discussion i Discussion i Discussion i SIP Leaders: Weekly PLC in. Look over feedback from Teacher surveys. Observations from walkthroughs. (to begin late October)	ng out							

# 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

			Sc	hoolwide Cui	rrent Reality	by Subgroup	<b>)</b> :				
	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 arou

		A	ction 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		
<b>Subtask:</b> Conduct classroom walkthroughs to observe implemtation of questioning and discussion techniques and provide feedback	Ongoing		Monthly	Admin and Instructional Coaches		
<b>Subtask:</b> Review and discuss sample questioning stems in PLCs	Ongoing		Monthly	Teachers / Instructional Coaches and SLT Member		

<b>Subtask:</b> Examine student work or evaluate impact of questioning techniques.		Ongoing		Monthly		Teachers / SLT			
Subtask: Provide professional deve teachers on questioning and discuss that produce thoughtful dialogue and increasing the use of academic lang	sion techniques d on methods for	Sept - Oct 2025	SIP PD planning	Monthly		SIP Team, Admir	n, Teachers		
Action Step: Integrate academic lar scaffolds for EL and CWDs to help s mathematical problem-solving methe explanations of reasoning.	students develop	08/20/2025- 05/29/2026	Planning Docum Problem-solving	Grade-level CFA Teacher/Student Analyze and Dis PLCs	Checklist	Teachers / SIP T	eam, Admin		
Subtask: Provide professional deve academic language supports for ma		Sept - Oct 2025		Monthly		SIP Team, Admir	n, Teachers		
Subtask: Conduct walkthroughs to a academic language use in math less feedback		Ongoing		Monthly		Admin and Instru	uctional Coaches		
<b>Subtask</b> : Review and analyze stude to monitor progresss in mathematica use of academic langauge		Ongoing		Monthly		Teachers / SLT			
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.									

Schoolwide: Making	sure that the				
Professional Develo	oment is				
occurring; Monthly fa	culty SIP				
meetings, Bimonthly	SLT targeted				
meetings, slides use	d for PD,				
schedules of coache	s and admin				
and sign up sheets					

Culture- Guidir	na Drincial	Educati	onal Ea	unity /	Callabar	ativo L	nadorch	in and (	Studont	Achiever	
Culture- Guidii	ng Fillicipi				onging 8			ıp, anu v	Student	Acilievei	Henr
					or Belonging						
June 2026, Bardwell Elementary Sc	chool will foster a cultu	e for belonging that						A at the end of the	he school year.		
pecific: Targets chronic absenteeism		ent belonging and e	ngagement								
easurable: Less than 18% of student chievable: Based on historical data a		alaaa									
elevant: Directly connect to school cli											
ime-Bound: To be achieved by the en											
					ent Reality b						
ADA	All Students IE 92.90%	P EL 91.50%		92.30%	Hispanic 92.90%	White 94.40%	Two or More 87.20%	<b>Asian</b> 93.10%	Newcomer	Males 92.50%	Females 93.30%
Chronic Absenteeism				redacted	17.8	redacted	redacted	redacted		20.70%	
Referrals											
OSS Incidents	7	1	5	0	6	1			0	5	
ISI Incidents Graduation Rate (HS)	24	7	16	0	23	1	0		0	20	) 4
FoT (HS)											
				5Essen	tials Snapsh	not:					
Survey Year Overall Improvem	nentRating: Am	oitious Instructio	n: Colla	aborative 1	Teachers:	Effective	Leaders:	Supportive	Environment:	Involved	Families:
2025 Not Yet Orga	anized	Weak		Weak		We	ak	Ne	utral	W	eak
					POT (PreK)						
4	4: Promoting Childr	en's 7: Tea	aching Behavi	/ior	8: Teaching So and Emoti	ional	12: Interve				
Data Period Overall	Engagement		Expectations		Competer		Challenging		(Insert so	chool specific me	asure here)
Spring 2025 fall 2025											
Spring 2026											
			Р	Priority To	eaching Prac	ctices					
For this section identify 1-2 Priority Tea	aching Practices that y	ou will use to move	from your currer	ent reality to	vour identified goa	al above. Pleas	e explain why this	s practice was se	elected and how y	rou believe it will in	annot this annotic
rool			,		,						ipaci uns speciic
goal.									h-:		
goal. F we build capacity for establishing an	nd sustaining a classro						ning, see meanin		heir work, persev	ere through challer	
yoal.  F we build capacity for establishing an pride in their achievements.		om culture where al	I students are er	empowered to	to take responsibil	lity for their lear		gful purpose in th		ere through challer	
oal.  we build capacity for establishing an ride in their achievements.		om culture where al	I students are er	empowered to	to take responsibil	lity for their lear		gful purpose in th		ere through challer	
oal.  we build capacity for establishing an ride in their achievements.  HEN all stakeholders will develop a g	growth mindset, develo	om culture where al	I students are er	empowered to	to take responsibil	lity for their lear	learning and emb	gful purpose in the	ge and change.		nges, and take
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oal.  we build capacity for establishing an dide in their achievements.  HEN all stakeholders will develop a g  ND students will obtain valuable skills ersonal excellence	growth mindset, develo	om culture where al	I students are er	empowered to rule and the settings,	to take responsibil	lity for their lear	learning and emb	gful purpose in the	ge and change.		nges, and take
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School-wide Climate and Culture	by October 2025; monitor and support through June 2026	Student-centered: School-wide Tiler I Behavior Assemblies (F/WS); Fail and Spring Assemblies focused on anti-bullying and celebration of learning; Quarterly school-wide load of learning; Quarterly school-wide Country and selevent buddy activities; Monthly ABC Student Recognition: Academics, Behavior; Citizenship, Bardwell School Sprit Days (Fridays), Quarterly School Sprit Celebrations (Sprit Weeks, A-Z						

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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 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
Additional Measures ADA	Reporting Format  Average daily attendance (ADA) percentages
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ADA	Average daily attendance (ADA) percentages
ADA Chronic Absenteeism	Average daily attendance (ADA) percentages  Percentage of students chronically absent
ADA Chronic Absenteeism Behavior Referrals	Average daily attendance (ADA) percentages  Percentage of students chronically absent  Percentage of students with one or more behavior referrals
ADA Chronic Absenteeism Behavior Referrals Out of School Suspension	Average daily attendance (ADA) percentages  Percentage of students chronically absent  Percentage of students with one or more behavior referrals  Percentage of students with one or more Out-of-School Suspension (OSS) incidents
ADA Chronic Absenteeism Behavior Referrals Out of School Suspension In-School Intervention	Average daily attendance (ADA) percentages  Percentage of students chronically absent  Percentage of students with one or more behavior referrals  Percentage of students with one or more Out-of-School Suspension (OSS) incidents  Percentage of students receiving In-School Intervention (ISI)
ADA Chronic Absenteeism Behavior Referrals Out of School Suspension In-School Intervention Graduation Rate FoT	Average daily attendance (ADA) percentages  Percentage of students chronically absent  Percentage of students with one or more behavior referrals  Percentage of students with one or more Out-of-School Suspension (OSS) incidents  Percentage of students receiving In-School Intervention (ISI)  ACGR = (Number of Graduates ÷ (Number of Graduates + Number of Non-Graduates)) × 100  Number of students who earned at least 5 credits and failed no more than 0.5 credits in core subjects)
ADA Chronic Absenteeism Behavior Referrals Out of School Suspension In-School Intervention Graduation Rate FoT Abbreviations	Average daily attendance (ADA) percentages  Percentage of students chronically absent  Percentage of students with one or more behavior referrals  Percentage of students with one or more Out-of-School Suspension (OSS) incidents  Percentage of students receiving In-School Intervention (ISI)  ACGR = (Number of Graduates ÷ (Number of Graduates + Number of Non-Graduates)) × 100  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
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DRDP	Desired Results Developmental Profile
ADA	Average Daily Attendance
oss	Out of School Suspension
ISI	In School Intervention
FoT	Freshmen on Track