2026 Summative Designation

West Chicago Elementary School District 33
November 5, 2026

Reach Higher
ACHIEVE TOGETHER

D33 Strategic Plan
2026-2031

Reach Higher
ACHIEVE TOGETHER

OUR MISSION

We equip all students to become lifelong learners who lead meaningful change, embrace diversity, and inspire innovation.

OUR MOTTO

Reach Higher. Achieve Together.

OUR VISION

West Chicago Elementary School District 33 is a thriving, inclusive community where every learner grows, leads, and shapes a better future.

CORE VALUES

High Expectations & Accountable Learning
Safety & Belonging
Student Voice & Choice
Engaging & Innovative Learning
Collaboration & Partnerships

PORTRAIT OF A GRADUATE

- Clear Communicator
- Collaborator
- Critical Thinker & Problem-Solver
- Empathetic
- Culturally Aware
- Resilient
- Technologically Adaptable
- Advocate for Self & Others



STUDENT ACHIEVEMENT

By 2031, the district will demonstrate measurable growth and achievement in rigorous academic, physical, and social-emotional standards, with reduced disparities among student groups.

Strategy 1: Ensure coherence across curriculum, instructional practices, and assessment systems to provide clear expectations and meaningful learning experiences for all students.

Strategy 2: Strengthen our Multi-Tiered Systems of Support (MTSS) to identify and eliminate barriers to success to meet the academic and behavioral needs of all student groups.

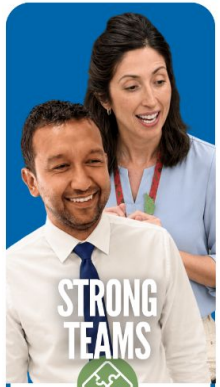


ENGAGED LEARNING

By 2031, the district will cultivate a supportive, inclusive, and engaging school environment where all students feel safe, connected, and motivated to participate in their learning community.

Strategy 1: Enhance learning experiences to promote student voice, choice, inquiry, and real-world application across all grade levels and content areas.

Strategy 2: Implement consistent, district-wide practices that promote belonging, positive behavior, and culturally responsive environments for all students.



STRONG TEAMS

By 2031, the district will develop and sustain a collaborative professional culture that attracts, grows, and retains a diverse, highly effective workforce.

Strategy 1: Set and achieve high expectations for staff collaboration, teamwork, and decision-making that are rooted in a shared belief in every student's potential.

Strategy 2: Establish and sustain quality professional learning structures that promote continuous improvement, collaboration, and shared accountability.



FAMILY & COMMUNITY PARTNERSHIPS

By 2031, the district will deepen family and community partnerships with families and community stakeholders to expand opportunities that directly benefit the well-being and success of students and families.

Strategy 1: Create clear, consistent, and culturally responsive communication systems that encourage all families to stay informed, share feedback, and engage in their child's school experience.

Strategy 2: Collaborate with local organizations and families to provide integrated supports, meaningful learning experiences, and shared decision-making opportunities that promote student success and well-being.



SMART RESOURCES

By 2031, the district will ensure access to high-quality programs, services, and learning environments by strategically aligning resources while maintaining long-term fiscal sustainability and transparency.

Strategy 1: Implement budgeting and resource allocation processes that directly support district goals and prioritize student and staff needs.

Strategy 2: Create systems that ensure high-quality programming and operations while evaluating effectiveness and replicating successful practices.

Elementary & Middle Schools

75%

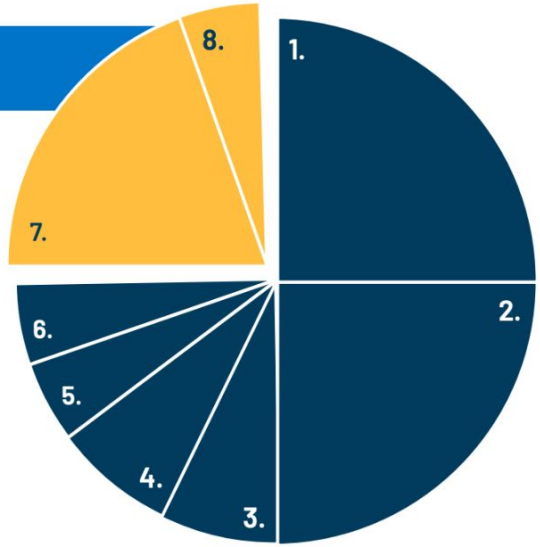
Academic Indicators

1. English Language Arts Growth: 25%
2. Math Growth: 25%
3. English Language Arts Proficiency: 7.5%
4. Math Proficiency: 7.5%
5. Science Proficiency: 5%
6. English Learner Progress to Proficiency: 5%

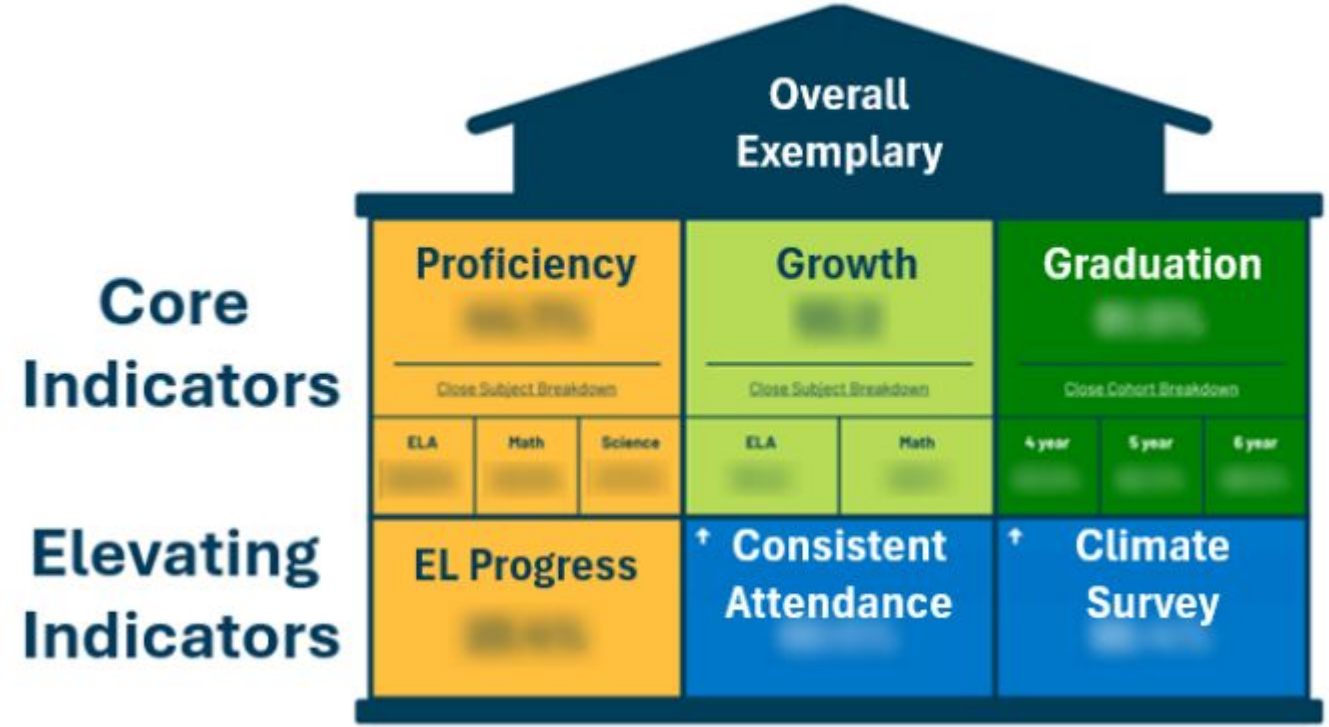
25%

School Quality & Student Success Indicators

7. Chronic Absenteeism: 20%
8. Climate Survey: 5%
9. *P-2**
10. *3-8**
11. *Fine Arts**



ISBE Summative Designation Overview - Past



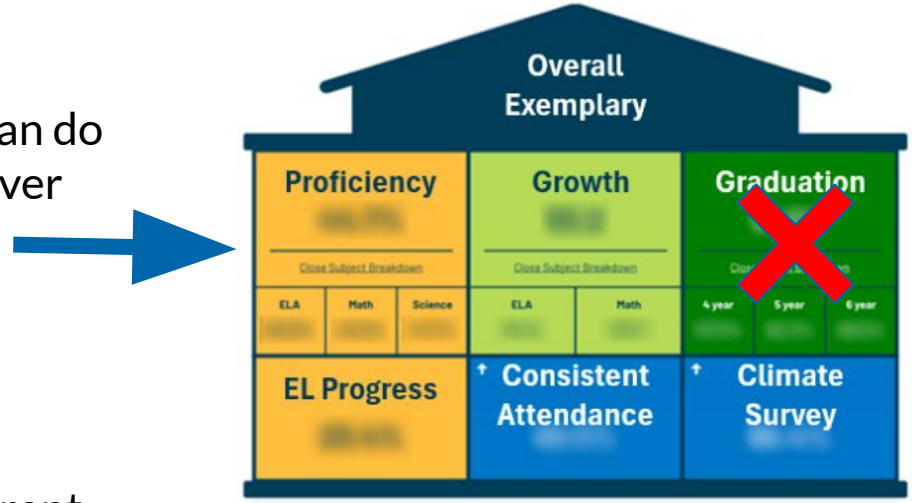
ISBE Summative Designation Overview


Performance Level
Exemplary
Approaching Exemplary
Commendable
Developing
Comprehensive

Core Indicators

These measures recognize school strengths on critical student outcomes:

- **Proficiency**: What students know and can do
- **Growth**: How much students improve over time
- **Graduation Rate**: How many students successfully complete high school

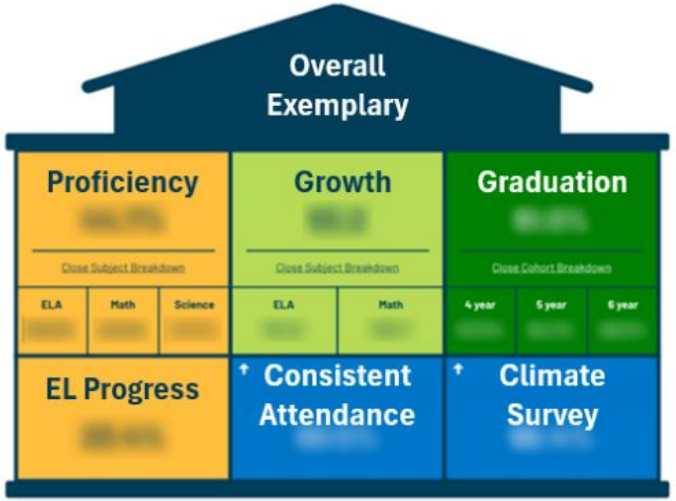


Together, these measures reflect both current performance and progress over time.

Elevating Indicators

These indicators provide additional insight into the conditions that support learning:

- **English Learner Progress:** Shows how well the school supports students in developing English proficiency
- **Attendance**: Signals family and student engagement
- **Climate Survey Participation**: Helps ensure survey data is representative of all student voices

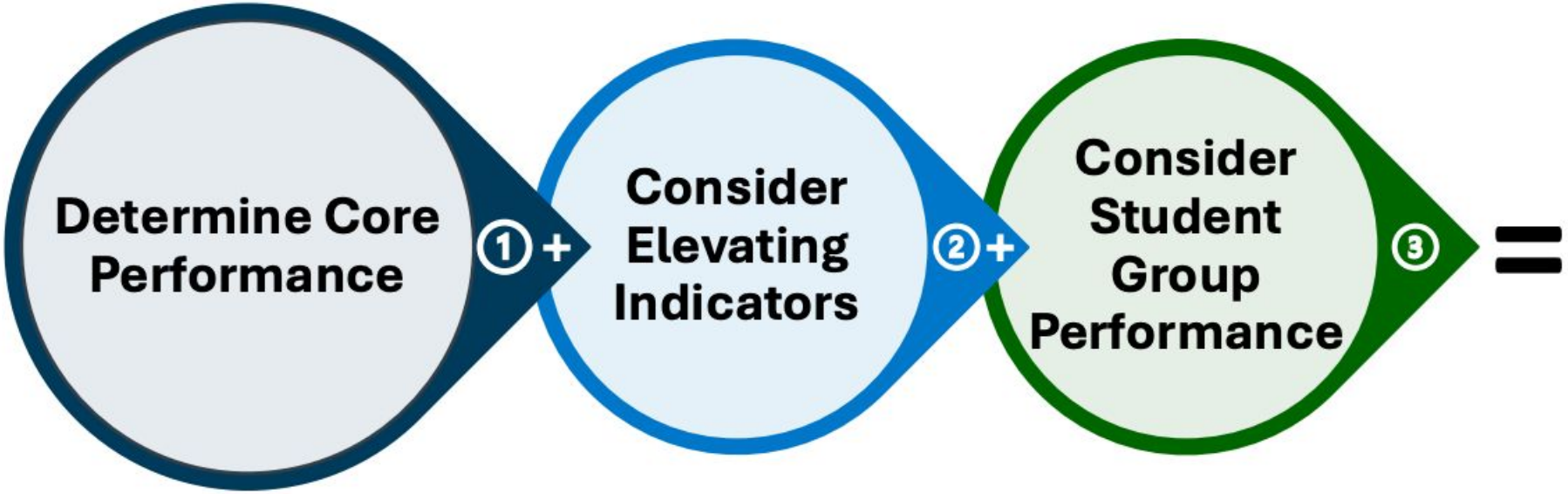


These measures offer practical, actionable signals that schools can use to support improvement.

How Levels are Calculated

	CORE INDICATORS				ELEVATING INDICATORS				
	Composite Proficiency	Composite Growth (Student Growth Percentile (SGP))		Graduation Rate	EL Progress		Consistent Attendance		Climate Survey
	All schools	Baseline SGP	Cohort SGP	High schools	K-8 schools	High schools	K-8 schools	High schools	All schools
Exemplary	≥ 75	≥ 67.5	≥ 60	≥ 93	≥ 75	≥ 50	≥ 88	≥85	≥ 95
Approaching Exemplary	≥ 52 < 75	≥ 60 <67.5	≥52.5 < 60	≥ 88 < 93	≥ 50 < 75	≥ 40 < 50	≥ 80 < 88	≥70 < 85	≥90 < 95
Commendable	≥ 48 < 52	≥ 45 < 60	≥ 43 <52.5	≥ 80 < 88	≥32.5 < 50	≥ 25 < 40	≥ 65 < 80	≥ 55 < 70	≥ 85 < 90
Developing	≥ 35 < 48	≥ 35 < 45	≥32.5 < 43	≥ 67 < 80	≥ 15 <32.5	≥ 15 < 25	≥ 50 < 65	≥ 40 < 55	≥ 65 < 85
Comprehensive	< 35	< 35	< 32.5	< 67	< 15	< 15	< 50	< 40	< 65

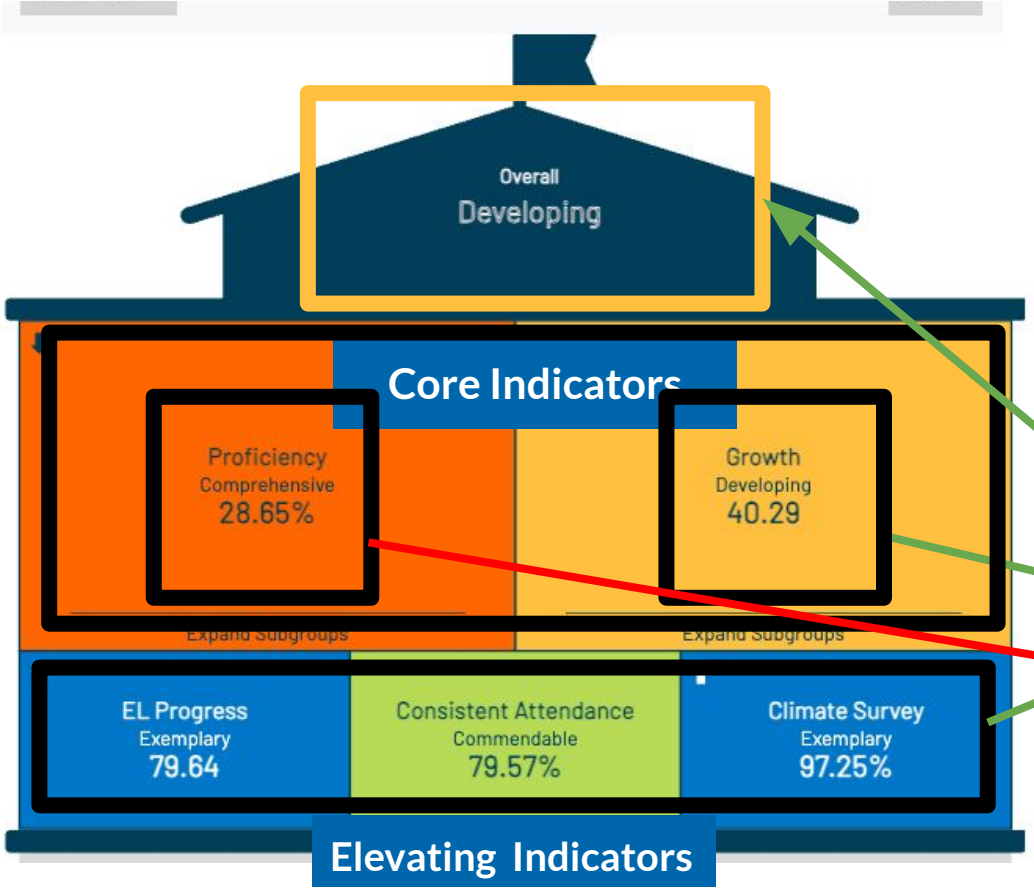
Determining an Overall Profile of Performance



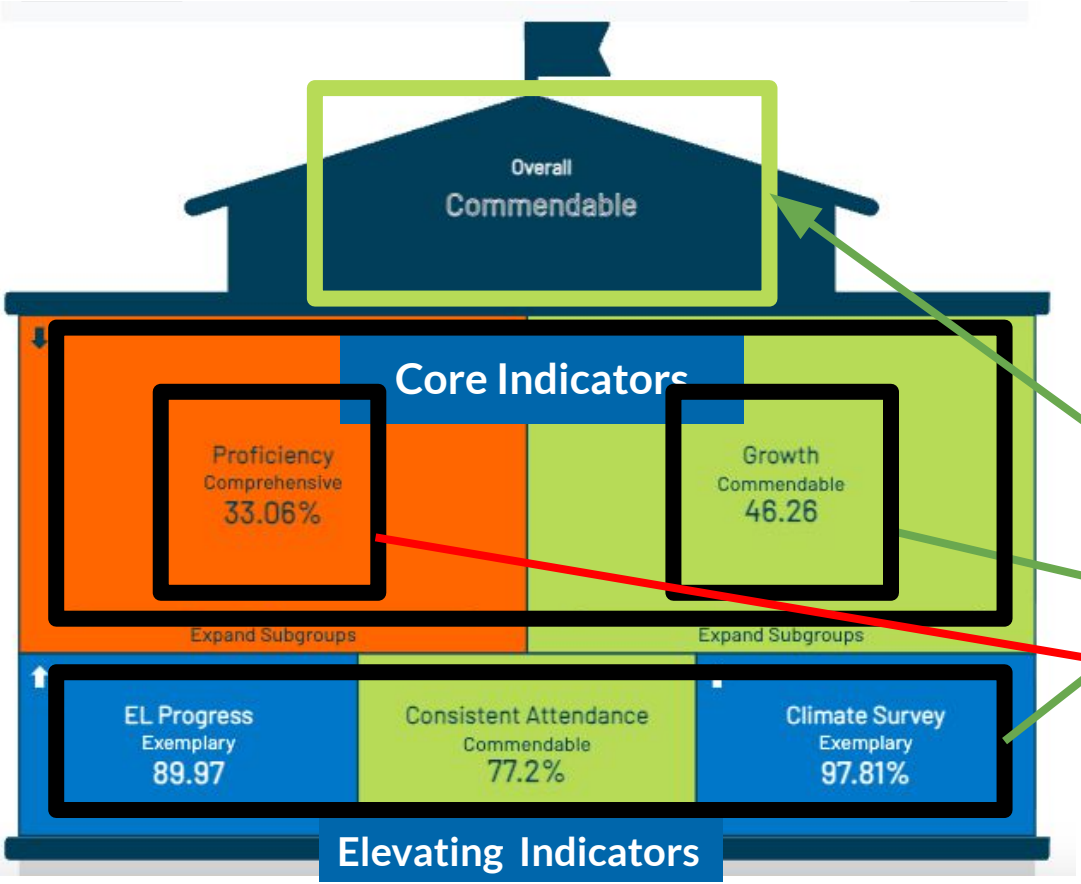
School Summative Designation Ratings

Summative Designation	School
Exemplary	Turner
Approaching Exemplary	Gary
Commendable	Indian Knoll Leman
Developing	Currier Wegner
Comprehensive	

Reminder: Birth to Three and Pioneer do not receive a summative designation rating as they do not have students of age to receive any data to determine an overall school rating.



Performance Level
Exemplary
Approaching Exemplary
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Comprehensive

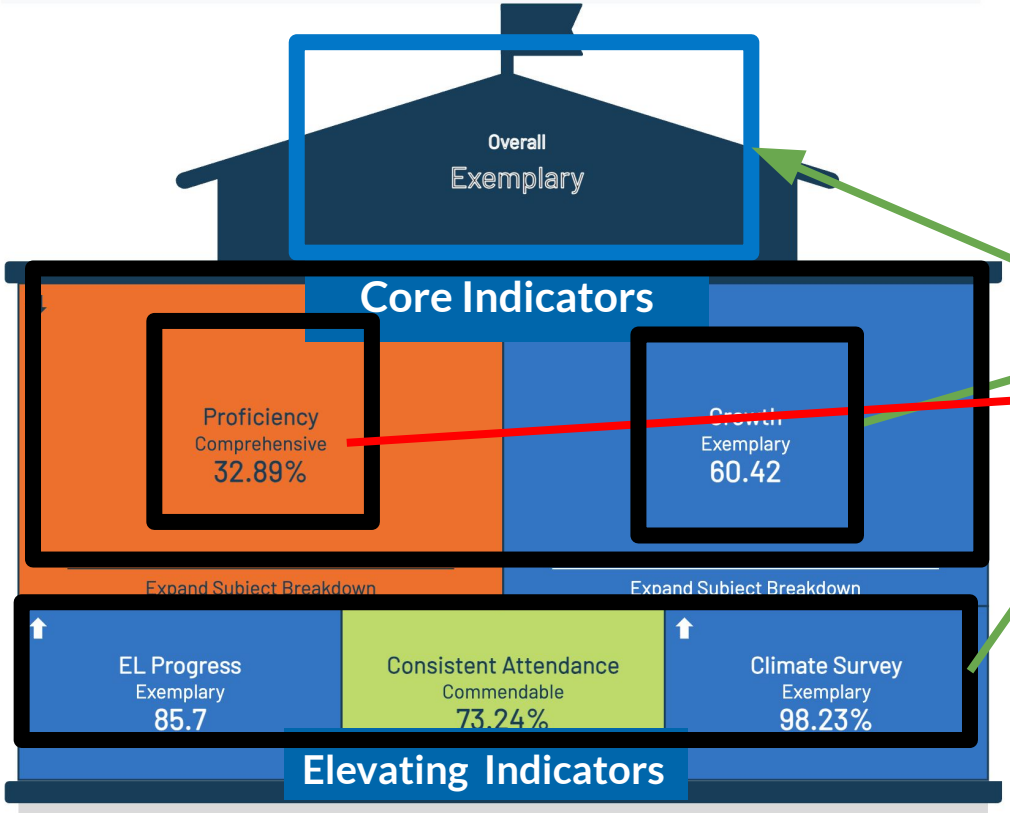


Performance Level
Exemplary
Approaching Exemplary
Commendable
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Indian Knoll Elementary

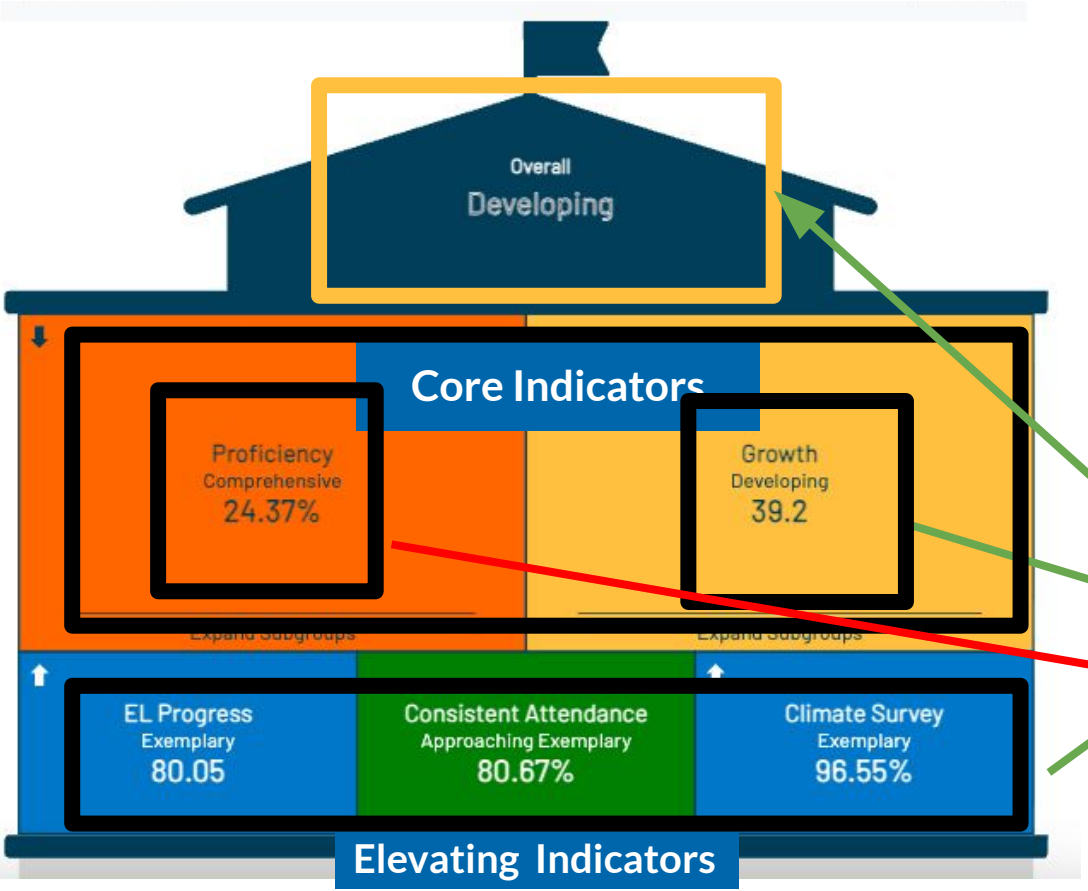
All Students

2026



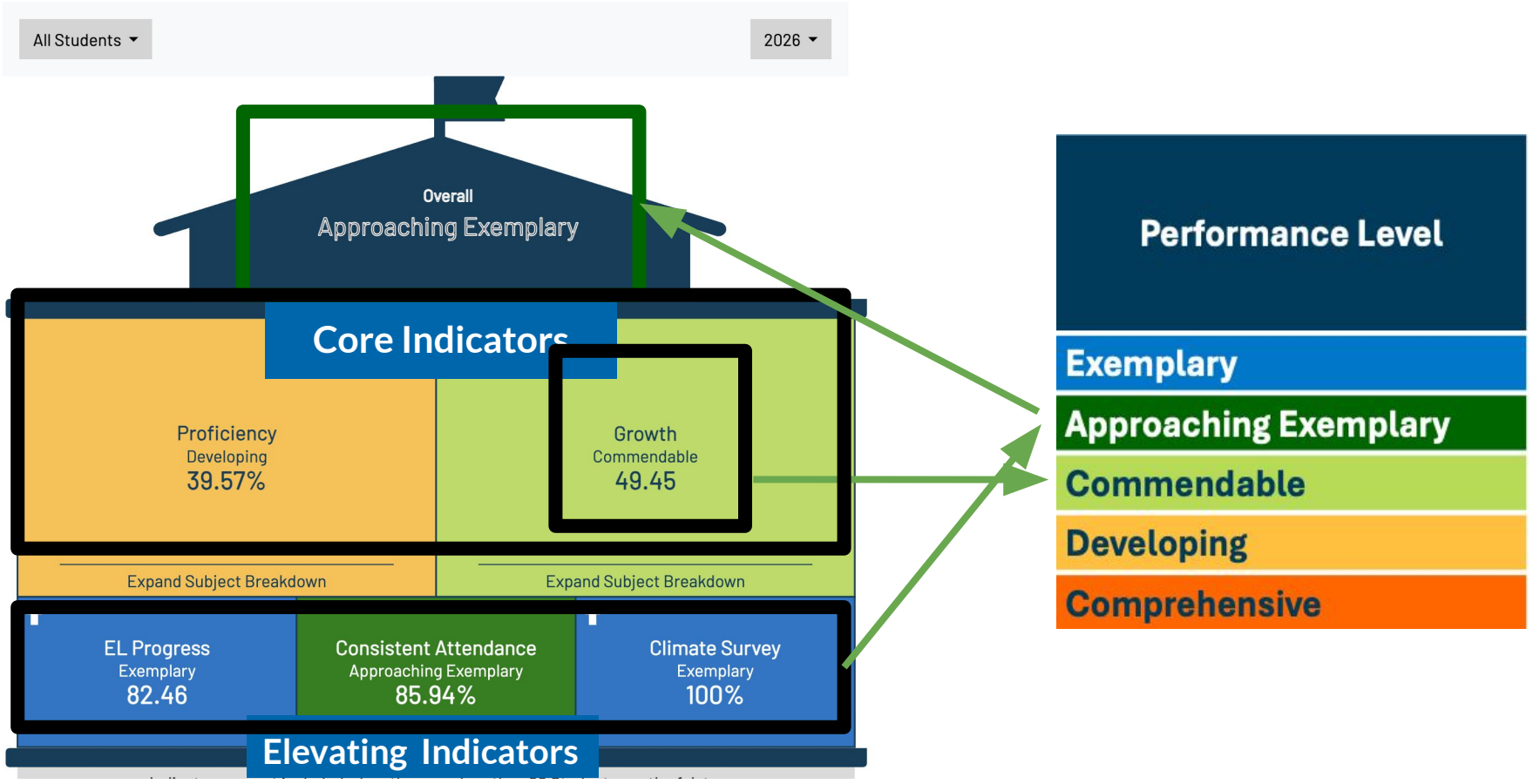


Turner Elementary

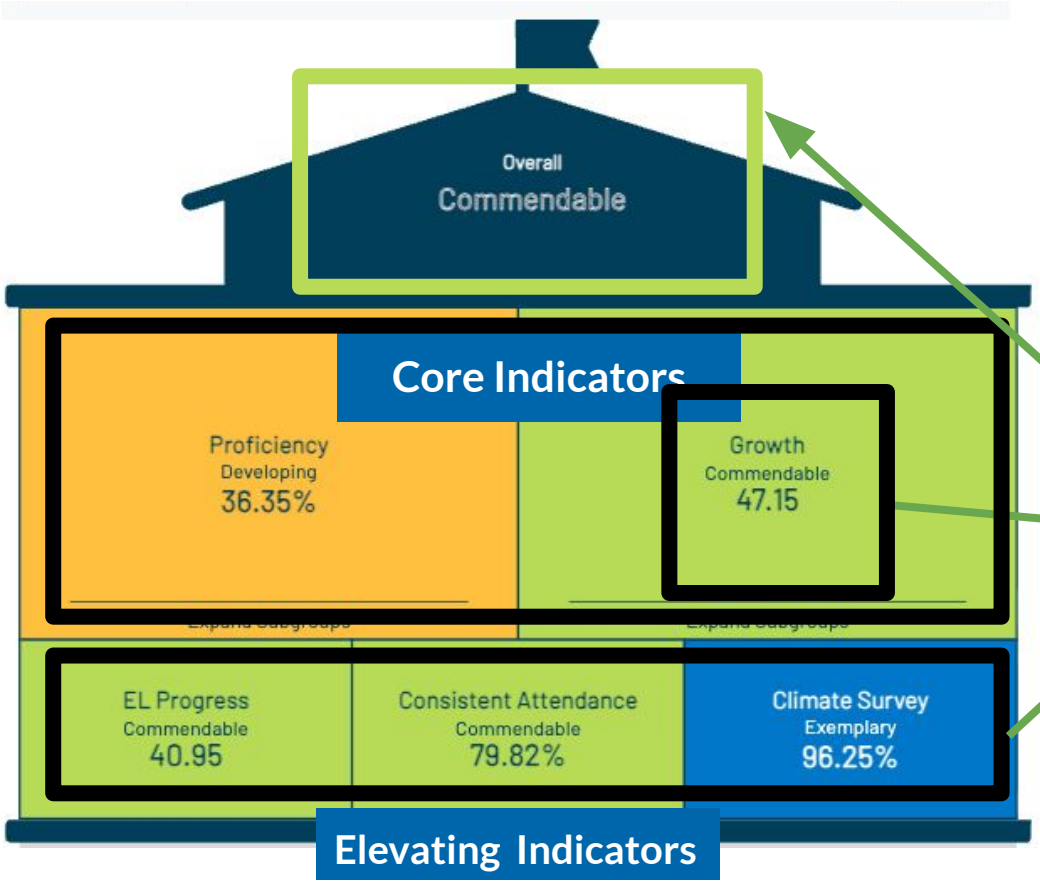


Performance Level
Exemplary
Approaching Exemplary
Commendable
Developing
Comprehensive

Wegner Elementary



Gary Elementary



Performance Level
Exemplary
Approaching Exemplary
Commendable
Developing
Comprehensive

Next Steps

1. Buildings will share the summative designation at the building level. They will review the data to see areas or growth as a building.
2. Indian Knoll and Leman are still in Targeted Status Improvement, so we are working on submitting our year long school improvement plan to ISBE. We have also begin professional development for our staff in both buildings for this year.
3. We will continue to monitor our attendance data as we submit it to the state to make sure it is accurate.

Thank you!





How Elevating Indicators Raise Core Indicators

- To elevate ***Comprehensive*** or ***Developing*** Core performance requires one Exemplary and one Approaching Exemplary elevating Indicator.
- To elevate ***Commendable*** or ***Approaching Exemplary*** core performance, two Exemplary elevating indicators are needed.
- Bottom line - you need stronger elevating indicators to move up levels

▲ Developing or ▲ Comprehensive
One Exemplary and One Approaching Exemplary Indicator is Needed



▲ Commendable or ▲ Approaching Exemplary
Two Exemplary Indicators Are Needed



Intermediate Profile Level	Any Comprehensive Student Groups?	Final Profile Level
Exemplary	No	Exemplary
Exemplary	Yes	▼ Commendable
Approaching Exemplary	No	Approaching Exemplary
Approaching Exemplary	Yes	▼ Commendable
Commendable	No	Commendable
Commendable	Yes	Commendable
Developing	No	Developing
Developing	Yes	Developing
Comprehensive	Not applicable	Comprehensive