

*East Aurora School District 131 School Improvement Plan 2026-2027*



|                     |                                                                                                                                                                                                                                                               |                        |                                                                                                                                                                                                                                                                                                     |
|---------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>School Name:</b> | Benavides STEAM Academy                                                                                                                                                                                                                                       | <b>Principal Name:</b> | Patricia Rangel                                                                                                                                                                                                                                                                                     |
| <b>Mission:</b>     | Each and every day, the Benavides STEAM Academy staff will collaborate with students, families, and the community to inspire each and every child to exceed his or her optimal potential on a path of life-long learning in a safe and nurturing environment. | <b>Vision:</b>         | At Benavides STEAM Academy, we envision a community of innovative learners who, through the integration of STEAM and dual language, develop the skills to be bilingual, biliterate, bicultural, and equipped with the critical thinking, creativity, and collaboration needed for lifelong success. |

|                         |              |                                  |              |                                          |              |            |
|-------------------------|--------------|----------------------------------|--------------|------------------------------------------|--------------|------------|
| School Improvement Team | <b>Name:</b> | <b>Patricia Rangel</b>           | <b>Name:</b> | <b>Ivana Cortez &amp; Tricia Coleman</b> | <b>Name:</b> | <b>TBD</b> |
|                         | <b>Role:</b> | Principal                        | <b>Role:</b> | 1st Grade Representatives (ED)           | <b>Role:</b> | TBD        |
|                         | <b>Name:</b> | <b>Alexa Garcia</b>              | <b>Name:</b> | <b>Norma Anguiano</b>                    | <b>Name:</b> | <b>TBD</b> |
|                         | <b>Role:</b> | Assistant Principal              | <b>Role:</b> | 2nd Grade Representative (SD)            | <b>Role:</b> | TBD        |
|                         | <b>Name:</b> | <b>Ashley Genslinger</b>         | <b>Name:</b> | <b>Erica Pang</b>                        | <b>Name:</b> |            |
|                         | <b>Role:</b> | Instructional Coach              | <b>Role:</b> | Bilingual Interventionist                | <b>Role:</b> |            |
|                         | <b>Name:</b> | <b>Eva Wisemiller</b>            | <b>Name:</b> | <b>Bonny Ramirez</b>                     | <b>Name:</b> |            |
|                         | <b>Role:</b> | Kindergarten Representative (ED) | <b>Role:</b> | ENCORE Representative                    | <b>Role:</b> |            |

**School Designation and Priorities**

|                           |             |                          |           |
|---------------------------|-------------|--------------------------|-----------|
| <b>School Designation</b> | Commendable | <b>Report Card Year:</b> | 2025-2026 |
|---------------------------|-------------|--------------------------|-----------|

**Report Card general findings and focus areas:**

**Key Strengths:**

- Commendable designation (2025–2026) – highest EA131 designation earned.
- Zero behavior referrals and zero OSS incidents across all subgroups – an exceptional school climate.
- 5Essentials: Well-Organized overall; Collaborative Teachers and Effective Leaders both rated Very Strong.
- Math baseline: 79% of students meeting/exceeding norms; 85% meeting projected growth targets.
- Satchel Pulse Tier 1 improving: 77.5% (Oct) → 79% (May); Tier 3 declining from 7.8% → 5%.
- Rich dual language STEAM programming with strong family involvement infrastructure.

**Priority Areas for 2026–2027:**

- Literacy spring achievement (38%) lags math (64%) – the primary academic gap. IEP (12%), EL (18%), and Newcomer (13%) students are well below the school average.
- Spanish literacy spring achievement is 21% overall – a targeted growth area for the dual language program.
- Chronic absenteeism at 13% overall; Black students at 21% – needs focused outreach.
- ADA at 94.5% – below the 95% district target; no subgroup is hitting 95%.
- Satchel Pulse Social Awareness is the lowest SEL domain (35 in Oct → 54 by May).
- Culture goal for 26–27 has not yet been defined in the SIP – proposed target: reduce chronic absenteeism from 13% to ≤10%.

# Instruction- Guiding Principle Educational Equity and Student Achievement

## Numeracy Goal & Action Plan

### Annual Student Numeracy SMART Goal

By the end of the 2026–2027 school year, **Benavides STEAM Academy** will increase the **percentage of students meeting or exceeding grade-level expectations in mathematics by 6%** across all reported groups/demographics, as measured by the **Spring 2027 i-Ready Math Diagnostic** (End of Year Administration), compared to Fall 2026 results.

Specific: Benavides STEAM Academy will improve mathematics achievement by increasing the percentage of students who meet or exceed grade-level expectations. The focus is on all students and every reported subgroup/demographic, ensuring equitable growth across the school.

Measurable: Success will be measured using the Spring 2027 i-Ready Math Diagnostic (End-of- Year Administration). Progress will be determined by comparing Spring 2027 results to the Fall 2026 baseline, with a target increase of 6 percentage points in students meeting or exceeding grade-level expectations.

Achievable: A 6% increase is an ambitious yet attainable goal through implementation of high-quality Tier I instruction, consistent use of i-Ready personalized learning, data-driven PLC discussions, targeted interventions (MTSS), progress monitoring, and instructional coaching focused on mathematics best practices.

Relevant: Improving mathematics achievement aligns with Benavides STEAM Academy's mission to provide rigorous, standards-based instruction and supports the district's strategic priorities of increasing student achievement, closing achievement gaps among demographic groups, and preparing students for future academic success.

Time-Bound: The goal will be achieved during the 2026–2027 school year, beginning with the Fall 2026 i-Ready Math Diagnostic and concluding with the Spring 2027 i-Ready Math Diagnostic. Progress should be monitored throughout the year using Winter diagnostic data, classroom formative assessments, PLC data meetings, and intervention reviews.

### Schoolwide Current Reality by Subgroup:

|                                         | All Students | IEP | EL  | Black | Hispanic | White | Two or More | Asian | Newcomer | Males | Females |
|-----------------------------------------|--------------|-----|-----|-------|----------|-------|-------------|-------|----------|-------|---------|
| Math MAP Baseline 25-26                 | 79%          | 52% | 74% | 68%   | 80%      | 70%   | 75%         | 100%  | 81%      | 80%   | 79%     |
| Math Achievement (MAP 25-26*Spring)     | 64%          | 34% | 57% | 58%   | 64%      | 60%   | 75%         | 100%  | 81%      | 66%   | 62%     |
| Math Growth (MAP 25-26 *Fall to Spring) | 85%          | 82% | 83% | 84%   | 84%      | 90%   | 100%        | 100%  | 81%      | 85%   | 85%     |
| Math Proficiency (IAR) 25-26            | N/A          | N/A | N/A | N/A   | N/A      | N/A   | N/A         | N/A   | N/A      | N/A   | N/A     |
| Math Growth (IAR) 24/25-25/26           | N/A          | N/A | N/A | N/A   | N/A      | N/A   | N/A         | N/A   | N/A      | N/A   | N/A     |
| Math Proficiency (IAR) 2027             | N/A          | N/A | N/A | s     | N/A      | N/A   | N/A         | N/A   | N/A      | N/A   | N/A     |
| Math Growth (IAR) 2027                  | N/A          | N/A | N/A | N/A   | N/A      | N/A   | N/A         | N/A   | N/A      | N/A   | N/A     |
| Math Grades Proficient or Higher        | N/A          | N/A | N/A | N/A   | N/A      | N/A   | N/A         | N/A   | N/A      | N/A   |         |
| iReady (K-8) *Winter 25-26              | N/A          | N/A | N/A | N/A   | N/A      | N/A   | N/A         | N/A   | N/A      | N/A   | N/A     |

### 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. **Example: We will implement structured academic discussion protocols across all classrooms in order to strengthen student reasoning and academic language development. Priority Practice + Visible Skills: We will... in order to strengthen...**

Teachers will consistently implement the Clarify–Evaluate–Respond (CER) framework to improve mathematics achievement by:

\*Clearly communicating grade-level learning targets, success criteria, and opportunities for students to demonstrate and transfer their learning.

\*Continuously evaluating student understanding using formative assessment practices, student discourse, progress-monitoring data, and individualized learning pathways.

\*Responding to evidence of student learning by differentiating instruction, providing timely feedback, adjusting instructional practices, and implementing targeted interventions and enrichment to ensure all students make progress toward grade-

### 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? |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|--------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|-------------------------------------------------------|-----------------------|--------------------------------|
| Implement the CER framework during daily mathematics instruction. Every math lesson will explicitly communicate the learning target and success criteria, engage students in mathematical discourse and problem solving, and conclude with student self-reflection on mastery of the success criteria. | August 2026; daily      | Walkthrough data, visible learning targets/success criteria (LISC), student exit tickets, lesson plans, classroom observations | Monthly                                   | All K-5 Teachers, Instructional Coach, Administration | Existing Resources    | In Progress                    |

|                                                                                                                                                                                                                                                                                                                            |                                   |                                                                                                   |         |                                                         |                    |             |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|---------------------------------------------------------------------------------------------------|---------|---------------------------------------------------------|--------------------|-------------|
| Use i-Ready Math Diagnostic domain data and classroom formative assessments to create flexible instructional groups. Groups will be adjusted every 4–6 weeks based on student performance in Number & Operations, Algebraic Thinking, Measurement & Data, and Geometry.                                                    | September 2026; every 4–6 weeks   | Flexible grouping rosters, i-Ready domain reports, PLC data meeting notes, intervention schedules | Monthly | Classroom Teachers, Instructional Coach                 | Existing Resources | In Progress |
| Strengthen Tier I mathematics instruction through consistent implementation of high-impact instructional practices. Teachers will incorporate mathematical discourse, multiple representations, productive struggle, explicit vocabulary instruction, and daily checks for understanding aligned to grade-level standards. | August 2026; ongoing              | Walkthrough look-for data, lesson plans, student work samples, coaching logs                      | Monthly | Classroom Teachers, Instructional Coach, Administration | Existing Resources | In Progress |
| Provide targeted intervention and enrichment based on evaluation data. Students identified through i-Ready and formative assessment data will receive differentiated small-group instruction during WIN/MTSS time, with progress monitored every 4–6 weeks.                                                                | September 2026; ongoing           | Intervention rosters, progress monitoring data, MTSS documentation, i-Ready growth reports        | Monthly | Classroom Teachers, Interventionists, MTSS Team         | Existing Resources | In Progress |
| Monitor student progress through collaborative PLC cycles. Grade-level teams will analyze formative assessments, i-Ready data, and common assessments to determine instructional responses, identify students needing support or enrichment, and adjust instructional plans.                                               | Biweekly throughout 2026–2027     | PLC agendas, data protocols, student work analysis, action plans                                  | Monthly | Grade-Level Teams, Instructional Coach, Administration  | Existing Resources | In Progress |
| Provide individualized student feedback and goal setting. Students will track their own mathematics growth using learning trackers, reflect on progress toward success criteria, and establish short-term learning goals after each benchmark assessment.                                                                  | Beginning September 2026; ongoing | Student data folders, goal-setting sheets, conference notes, reflection journals                  | Monthly | Classroom Teachers, Students                            | Existing Resources | In Progress |
| Monitor implementation of the CER framework through instructional walkthroughs and coaching cycles. Leadership will collect evidence of learning targets, success criteria, formative assessment practices, instructional adjustments, and student engagement to ensure consistent implementation across classrooms.       | Monthly                           | Walkthrough trends, coaching feedback forms, implementation dashboards                            | Monthly | Administration, Instructional Coach                     | Existing Resources | In Progress |

### EL 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? |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|--------------------------------------------------------------------------------------------------------|-------------------------------------------|----------------------------------------------------------------------|-----------------------|--------------------------------|
| Implement the CER framework with intentional language supports during daily mathematics instruction. Teachers will explicitly communicate learning targets and success criteria using visuals, modeled examples, sentence stems, and structured mathematical discourse to increase English Learners' access to grade-level mathematics. | August 2026; Daily              | Walkthrough data, lesson plans, language objectives, student discourse samples, classroom observations | Monthly                                   | Classroom Teachers, EL Teachers, Instructional Coach, Administration | Existing Resources    | In Progress                    |
| Use i-Ready Math Diagnostic, ACCESS, classroom formative assessments, and language proficiency data to develop individualized learning pathways for English Learners. Flexible instructional groups will be reviewed and adjusted every 4–6 weeks based on both mathematics and language needs.                                         | September 2026; Every 4–6 Weeks | Data reports, PLC notes, grouping plans, ACCESS reports                                                | Monthly                                   | Classroom Teachers, EL Staff, Instructional Coach                    | Existing Resources    | In Progress                    |
| Provide differentiated mathematics instruction that integrates language development. Teachers will intentionally embed academic vocabulary instruction, structured partner discourse, visual representations, and scaffolded problem-solving opportunities to strengthen mathematical reasoning and academic language.                  | August 2026; Ongoing            | Student work samples, walkthrough data, coaching logs, vocabulary resources                            | Monthly                                   | Classroom Teachers, EL Staff                                         | Existing Resources    | In Progress                    |
| Monitor English Learner progress through PLC collaboration and MTSS processes. Grade-level teams will analyze mathematics and language data to identify students requiring additional instructional support or intervention and adjust instructional plans accordingly.                                                                 | Biweekly                        | PLC agendas, intervention documentation, student progress monitoring                                   | Biweekly                                  | PLC Teams, EL Staff, Administration                                  | Existing Resources    | In Progress                    |

### CWD 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? |
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| Implement the CER framework while ensuring specially designed instruction is embedded within Tier 1 mathematics instruction. Teachers will clearly communicate learning targets and success criteria while providing accommodations, scaffolds, and multiple means of engagement aligned to students' IEPs.                                    | August 2026; Daily              | Walkthrough data, lesson plans, accommodation documentation, classroom observations         | Monthly | Classroom Teachers, Special Education Teachers, Administration      | Existing Resources | In Progress |
| Use i-Ready Math Diagnostic data, IEP progress monitoring, classroom formative assessments, and teacher observations to develop individualized learning pathways for students with disabilities. Flexible instructional groups and interventions will be reviewed every 4–6 weeks.                                                             | September 2026; Every 4–6 Weeks | IEP progress reports, intervention logs, grouping plans, i-Ready reports                    | Monthly | Classroom Teachers, Special Education Teachers, MTSS Team           | Existing Resources | In Progress |
| Respond to student learning through co-planned differentiated instruction and targeted interventions. General education and special education teachers will collaborate to adjust instructional strategies, provide timely feedback, and ensure students have access to grade-level mathematical content while receiving appropriate supports. | September 2026; Ongoing         | Co-planning agendas, walkthrough evidence, intervention documentation, student work samples | Monthly | Classroom Teachers, Special Education Teachers, Instructional Coach | Existing Resources | In Progress |
| Monitor progress of students with disabilities through collaborative data meetings. PLCs, MTSS meetings, and IEP progress reviews will be used to evaluate student growth, determine instructional effectiveness, and revise intervention plans based on student performance data.                                                             | Monthly                         | PLC notes, MTSS documentation, IEP progress monitoring reports, action plans                | Monthly | Special Education Team, Classroom Teachers, Administration          | Existing Resources | In Progress |

# Instruction- Guiding Principle Educational Equity and Student Achievement

## Literacy Goal & Action Plan

### Annual Student Literacy SMART Goal

By the end of the 2026–2027 school year, **Benavides STEAM Academy** will increase the **percentage of students meeting or exceeding grade-level expectations in literacy by 6%** across all reported groups/demographics, as measured by the **Spring 2027 i-Ready Literacy Diagnostic** (End of Year Administration), compared to Fall 2026 results.

Specific: Benavides STEAM Academy will improve literacy achievement by increasing the percentage of students who meet or exceed grade-level expectations in reading. The focus is on all students and every reported subgroup/demographic, ensuring equitable growth and closing achievement gaps across the school.

Measurable: Success will be measured using the Spring 2027 i-Ready Literacy Diagnostic (End-of- Year Administration). Progress will be determined by comparing Spring 2027 results to the Fall 2026 baseline, with a target increase of 6 percentage point in students meeting or exceeding grade-level expectations.

Achievable: A 6% increase is an ambitious yet attainable goal through the consistent implementation of high-quality Tier I literacy instruction, the Clarify–Evaluate–Respond (CER) instructional framework, data-driven PLC collaboration, targeted interventions, individualized learning pathways, progress monitoring, and instructional coaching focused on evidence-based literacy practices.

Relevant: Improving literacy achievement aligns with Benavides STEAM Academy's mission to ensure all students become proficient readers and writers while supporting the district's strategic priorities of increasing academic achievement, closing achievement gaps among student groups, and preparing students for long-term academic success across all content areas.

Time-Bound: The goal will be achieved during the 2026–2027 school year, beginning with the Fall 2026 i-Ready Literacy Diagnostic and concluding with the Spring 2027 i-Ready Literacy Diagnostic. Progress will be monitored throughout the year using Winter diagnostic data, classroom formative assessments, PLC data meetings, and intervention reviews.

### Schoolwide Current Reality by Subgroup:

|                                                     | All Students | IEP | EL  | Black | Hispanic | White | Two or More | Asian | Newcomer | Males | Females |
|-----------------------------------------------------|--------------|-----|-----|-------|----------|-------|-------------|-------|----------|-------|---------|
| Literacy MAP Baseline 25-26                         | 48%          | 18% | 29% | 53%   | 46%      | 70%   | 50%         | 100%  | 19%      | 47%   | 49%     |
| Literacy Achievement (MAP 25-26*Spring)             | 38%          | 12% | 18% | 47%   | 35%      | 70%   | 50%         | 80%   | 13%      | 36%   |         |
| Literacy Growth (MAP 25-26 *Fall to Spring)         | 64%          | 54% | 57% | 53%   | 64%      | 70%   | 75%         | 100%  | 50%      | 68%   | 61%     |
| Spanish Literacy Achievement (MAP 25-26*Spring)     | 21%          | 6%  | 29% | 0%    | 24%      | 0%    | 0%          | 0%    | 38%      | 22%   | 21%     |
| Spanish Literacy Growth (MAP 25-26 *Fall to Spring) | 37%          | 26% | 46% | 0%    | 41%      | 0%    | 25%         | 40%   | 25%      | 36%   | 38%     |
| Literacy Proficiency (IAR) 2025-2026                | N/A          | N/A | N/A | N/A   | N/A      | N/A   | N/A         | N/A   | N/A      | N/A   | N/A     |
| Literacy Growth (IAR) 24/25-25/26                   | N/A          | N/A | N/A | N/A   | N/A      | N/A   | N/A         | N/A   | N/A      | N/A   | N/A     |
| Literacy Proficiency (IAR) 2027                     | N/A          | N/A | N/A | N/A   | N/A      | N/A   | N/A         | N/A   | N/A      | N/A   | N/A     |
| Literacy Growth (IAR) 2027                          | N/A          | N/A | N/A | N/A   | N/A      | N/A   | N/A         | N/A   | N/A      | N/A   | N/A     |
| Literacy Grades Profient or Higher                  | N/A          | N/A | N/A | N/A   | N/A      | N/A   | N/A         | N/A   | N/A      | N/A   |         |
| ACCESS 2025-2026                                    | N/A          | N/A | N/A | N/A   | N/A      | N/A   | N/A         | N/A   | N/A      | N/A   |         |
| ACCESS 2026-2027                                    |              |     |     |       |          |       |             |       |          |       |         |

### 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. **Example: We will implement structured academi discussion protocols across all classrooms in order to strengthen student reasoning and academic language development. Priority Practice + Visible Skills: We will... in order to strengthen...**

Teachers will consistently implement the Clarify–Evaluate–Respond (CER) framework to improve literacy achievement by:

\*Clearly communicating grade-level learning targets, success criteria, and opportunities for students to demonstrate and transfer their learning.

\*Continuously evaluating student understanding using formative assessment practices, student discourse, progress-monitoring data, and individualized learning pathways.

\*Responding to evidence of student learning by differentiating instruction, providing timely feedback, adjusting instructional practices, and implementing targeted interventions and enrichment to ensure all students make progress toward grade-level proficiency.

### 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? |
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| Implement the Clarify-Evaluate-Respond (CER) framework during daily literacy instruction. Teachers will explicitly communicate the learning target and success criteria, engage students in meaningful reading, writing, speaking, and listening tasks, and conclude lessons with student reflection and self-assessment aligned to the success criteria.                 | Aug 2026, daily                 | Walkthrough data, HMH lessons, posted learning targets/success criteria, student self-assessments, classroom observations                       | Monthly | All K-2 teachers, Instructional Coach, Administration       | Existing Resources | In Progress |
| Use multiple sources of literacy data to monitor student learning and create individualized learning pathways. Teachers will analyze i-Ready Diagnostic domain data, Amira reading data, classroom formative assessments, and running records to identify strengths and instructional needs. Flexible instructional groups will be reviewed and adjusted every 4-6 weeks. | September 2026; Every 4-6 weeks | Flexible grouping rosters with domain rationale, Amira usage reports, i-Ready domain data, PLC meeting notes, progress monitoring documentation | Monthly | Classroom Teachers, Interventionists, Instructional Coach   | Existing Resources | In Progress |
| Respond to student learning by providing differentiated Tier I instruction and targeted interventions. Teachers will adjust instructional strategies based on ongoing evaluation data by providing scaffolded instruction, guided reading, small-group instruction, conferring, and targeted intervention or enrichment to meet students' literacy needs.                 | September 2026; Ongoing         | Intervention schedules, student work samples, instructional plans, progress-monitoring data                                                     | Monthly | Classroom Teachers, Interventionists, SPED, EL Staff        | Existing Resources | In Progress |
| Strengthen literacy instruction through collaborative PLC cycles. Grade-level teams will regularly analyze student work, formative assessment results, and benchmark data to determine instructional responses, identify students requiring additional support or enrichment, and monitor the effectiveness of instructional practices.                                   | Biweekly                        | PLC agendas, data protocols, student work analysis, instructional action plans                                                                  | Monthly | Grade-Level Teams, Instructional Coach, Administration      | Existing Resources | In Progress |
| Increase student ownership of literacy learning. Students will set individual literacy goals, monitor their progress using student data trackers, reflect on their achievement of learning targets and success criteria, and participate in teacher-student conferences to identify next steps for growth.                                                                | September 2026; Ongoing         | Student data folders, goal-setting sheets, conference notes                                                                                     | Monthly | Classroom Teachers, Students                                | Existing Resources | In Progress |
| Ensure equitable literacy instruction for all student groups. Teachers will use evaluation data to provide differentiated supports for English Learners, students with IEPs, multilingual learners, and students performing below grade level while maintaining access to grade-level texts, tasks, and discourse opportunities.                                          | August 2026; Ongoing            | Walkthrough data, HMH lesson plans, intervention documentation, subgroup progress reports                                                       | Monthly | Classroom Teachers, EL Staff, SPED Teachers, Administration | Existing Resources | In Progress |
| Monitor implementation of the CER framework through instructional walkthroughs and coaching cycles. School leaders and instructional coaches will collect evidence of learning targets, success criteria, formative assessment practices, instructional adjustments, student engagement, and rigorous literacy instruction to support continuous improvement.             | Monthly                         | Walkthrough trends, coaching logs, implementation dashboards, feedback summaries                                                                | Monthly | Administration, Instructional Coach                         | Existing Resources | In Progress |

### EL 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? |
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| Implement the CER framework with intentional language supports during daily literacy instruction. Teachers will clearly communicate learning targets and success criteria using visuals, sentence stems, modeled reading, structured partner talk, and academic language supports to increase English Learners' access to grade-level literacy instruction. | August 2026; Daily              | Walkthrough data, HMH lesson plans, posted language objectives, student discourse samples, classroom observations | Monthly                                   | Classroom Teachers, EL Staff, Instructional Coach, Administration | Existing Resources    | In Progress                    |
| Intensify Spanish literacy instruction for English Learners and Newcomer students in the Dual Language Program. Increase structured Spanish read alouds, phonics instruction, vocabulary development, and writing opportunities while monitoring progress toward increasing Spanish literacy achievement from 21% to 27%.                                   | September 2026; Monthly         | Spanish literacy assessment data, intervention logs, ACCESS reports, student writing samples                      | Monthly                                   | Bilingual Interventionist, EL Staff, Dual Language Teachers       | Existing Resources    | In Progress                    |
| Use i-Ready Literacy, Amira, ACCESS, classroom assessments, and running records to create individualized literacy learning pathways for English Learners. Flexible groups will be reviewed every 4-6 weeks based on literacy and language acquisition data.                                                                                                 | September 2026; Every 4-6 Weeks | Flexible grouping rosters, ACCESS data, Amira reports, i-Ready reports, PLC documentation                         | Monthly                                   | Classroom Teachers, EL Staff, Instructional Coach                 | Existing Resources    | In Progress                    |
| Monitor English Learner progress through collaborative PLCs and MTSS meetings. Grade-level teams will analyze literacy and language data to determine instructional adjustments, interventions, and student progress toward grade-level literacy proficiency.                                                                                               | Biweekly                        | PLC agendas, MTSS documentation, student progress monitoring, intervention plans                                  | Monthly                                   | PLC Teams, EL Staff, Administration                               | Existing Resources    | In Progress                    |

### CWD 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? |
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| Implement the CER framework while embedding specially designed instruction within daily literacy instruction. Teachers will clearly communicate learning targets and success criteria while providing accommodations, scaffolds, and multiple means of engagement aligned to students' IEPs.               | August 2026; Daily      | Walkthrough data, HMH lesson plans, classroom observations, accommodation documentation     | Monthly | Classroom Teachers, Special Education Teachers, Administration      | Existing Resources | In Progress |
| Implement targeted literacy intervention for students with IEPs by aligning IEP goals, i-Ready Literacy domain data, HMH foundational skills, Amira data, and progress monitoring. Review student progress monthly to ensure access to grade-level literacy instruction while addressing individual needs. | September 2026; Monthly | IEP progress monitoring, co-planning logs, intervention schedules, i-Ready subgroup reports | Monthly | Special Education Teachers, Classroom Teachers, Administration      | Existing Resources | In Progress |
| Co-plan and co-teach literacy instruction to ensure students with disabilities receive appropriate accommodations, differentiated instruction, and evidence-based interventions within Tier I instruction whenever appropriate.                                                                            | September 2026; Ongoing | Co-planning agendas, lesson plans, walkthrough evidence, coaching logs                      | Monthly | Classroom Teachers, Special Education Teachers, Instructional Coach | Existing Resources | In Progress |
| Monitor literacy growth for students with disabilities through PLC, MTSS, and IEP review cycles. Teams will analyze progress-monitoring data to evaluate intervention effectiveness, revise instructional supports, and ensure students are making progress toward grade-level literacy proficiency.       | Monthly                 | PLC notes, MTSS documentation, IEP progress reports, intervention action plans              | Monthly | Special Education Team, Administration, Classroom Teachers          | Existing Resources | In Progress |

| Culture- Guiding Principle Educational Equity, Collaborative Leadership, and Student Achievement                                                                                                                                                                                                                                                                                                                                                                                                       |                             |       |                                 |                                                                                  |                         |                                           |                     |                                               |                         |                       |                                |            |            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|-------|---------------------------------|----------------------------------------------------------------------------------|-------------------------|-------------------------------------------|---------------------|-----------------------------------------------|-------------------------|-----------------------|--------------------------------|------------|------------|
| Culture of Belonging & Action Plan                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                             |       |                                 |                                                                                  |                         |                                           |                     |                                               |                         |                       |                                |            |            |
| Annual Culture of Belonging SMART Goal                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                             |       |                                 |                                                                                  |                         |                                           |                     |                                               |                         |                       |                                |            |            |
| By the end of the 2026–2027 school year, Benavides STEAM Academy will reduce the percentage of chronically absent students from 13% to fewer than 10%, with particular attention to closing the gap for Black students (currently 21%), as measured by end-of-year attendance records.                                                                                                                                                                                                                 |                             |       |                                 |                                                                                  |                         |                                           |                     |                                               |                         |                       |                                |            |            |
| Specific: Benavides STEAM Academy will improve student attendance by reducing the percentage of students who are chronically absent from 13% to fewer than 10%. The school will place a targeted emphasis on reducing chronic absenteeism among Black students, who currently have the highest chronic absenteeism rate at 21%, while improving attendance outcomes for all student groups.                                                                                                            |                             |       |                                 |                                                                                  |                         |                                           |                     |                                               |                         |                       |                                |            |            |
| Measurable: Success will be measured using end-of-year attendance records. Progress will be monitored throughout the school year using monthly attendance reports, chronic absenteeism dashboards, subgroup attendance data, and MTSS attendance monitoring to ensure the school is on track to achieve the attendance goal.                                                                                                                                                                           |                             |       |                                 |                                                                                  |                         |                                           |                     |                                               |                         |                       |                                |            |            |
| Achievable: Reducing chronic absenteeism to below 10% is an ambitious yet attainable goal through the implementation of proactive attendance monitoring, early identification of at-risk students, family engagement, attendance incentive programs, MTSS supports, individualized attendance plans, and collaboration among school staff, families, and community partners.                                                                                                                           |                             |       |                                 |                                                                                  |                         |                                           |                     |                                               |                         |                       |                                |            |            |
| Relevant: Improving attendance directly supports Benavides STEAM Academy's mission to provide equitable access to high-quality instruction by increasing instructional time, improving academic achievement, strengthening student engagement, and reducing attendance disparities among student groups. This goal aligns with the district's priorities of educational equity, student achievement, and whole-child support.                                                                          |                             |       |                                 |                                                                                  |                         |                                           |                     |                                               |                         |                       |                                |            |            |
| Time-Bound: The goal will be achieved during the 2026–2027 school year, beginning with the Fall 2026 attendance baseline and concluding with end-of-year attendance records. Attendance data will be reviewed monthly through attendance team meetings, MTSS processes, and School Improvement Team reviews to monitor progress and adjust interventions as needed.                                                                                                                                    |                             |       |                                 |                                                                                  |                         |                                           |                     |                                               |                         |                       |                                |            |            |
| Schoolwide Current Reality by Subgroup:                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                             |       |                                 |                                                                                  |                         |                                           |                     |                                               |                         |                       |                                |            |            |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | All Students                | IEP   | EL                              | Black                                                                            | Hispanic                | White                                     | Two or More         | Asian                                         | Newcomer                | Males                 | Females                        |            |            |
| ADA (25-26)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 94.5%                       | 94.8% | 94.7%                           | 94.7%                                                                            | 94.4%                   | 95.5%                                     | 97.4%               | 94.1%                                         | 96.3%                   | 94.4%                 | 94.6%                          |            |            |
| Chronic Absenteeism (25-26)                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 13%                         | 15%   | 13%                             | 21%                                                                              | 14%                     | 0%                                        | 0%                  | 20%                                           | 6%                      | 12%                   | 15%                            |            |            |
| Referrals (25-26)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 0                           | 0     | 0                               | 0                                                                                | 0                       | 0                                         | 0                   | 0                                             | 0                       | 0                     | 0                              |            |            |
| OSS Incidents (25-26)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 0                           | 0     | 0                               | 0                                                                                | 0                       | 0                                         | 0                   | 0                                             | 0                       | 0                     | 0                              |            |            |
| ISI Incidents (25-26)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 0                           | 0     | 0                               | 0                                                                                | 0                       | 0                                         | 0                   | 0                                             | 0                       | 0                     | 0                              |            |            |
| Panorama Snapshot:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                             |       |                                 |                                                                                  |                         |                                           |                     |                                               |                         |                       |                                |            |            |
| Survey Month                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Relationship Skills (#)     |       | Responsible Decision Making (#) |                                                                                  | Self Awareness (#)      |                                           | Self Management (#) |                                               | Social Awareness (#)    |                       | Tier 1 (%)                     | Tier 2 (%) | Tier 3 (%) |
| October 25                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 85                          |       | 79                              |                                                                                  | 63                      |                                           | 65                  |                                               | 35                      |                       | 78%                            | 15%        | 8%         |
| January 26                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 78                          |       | 46                              |                                                                                  | 71                      |                                           | 74                  |                                               | 56                      |                       | 78.50%                         | 14.80%     | 6.80%      |
| May 26                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 57                          |       | 61                              |                                                                                  | 80                      |                                           | 76                  |                                               | 54                      |                       | 79%                            | 14%        | 5%         |
| 5Essentials Snapshot:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                             |       |                                 |                                                                                  |                         |                                           |                     |                                               |                         |                       |                                |            |            |
| Survey Year                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Overall Improvement Rating: |       | Ambitious Instruction:          |                                                                                  | Collaborative Teachers: |                                           | Effective Leaders:  |                                               | Supportive Environment: |                       | Involved Families:             |            |            |
| 25-26 SY                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Well-Organized              |       | No Data                         |                                                                                  | Very Strong             |                                           | Very Strong         |                                               | No Data                 |                       | Strong                         |            |            |
| 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. <b>Example: We will implement structured academi discussion protocols across all classrooms in order to strengthen student reasoning and academic language development. Priority Practice + Visible Skills: We will... in order to strengthen...</b> |                             |       |                                 |                                                                                  |                         |                                           |                     |                                               |                         |                       |                                |            |            |
| Teachers and staff will consistently implement a proactive culture of belonging and attendance framework by:                                                                                                                                                                                                                                                                                                                                                                                           |                             |       |                                 |                                                                                  |                         |                                           |                     |                                               |                         |                       |                                |            |            |
| Building strong relationships through intentional daily community-building routines, positive student interactions, and family partnerships that foster students' sense of belonging.                                                                                                                                                                                                                                                                                                                  |                             |       |                                 |                                                                                  |                         |                                           |                     |                                               |                         |                       |                                |            |            |
| Monitoring attendance and engagement using attendance data, Panorama, and MTSS processes to identify students at risk for chronic absenteeism early.                                                                                                                                                                                                                                                                                                                                                   |                             |       |                                 |                                                                                  |                         |                                           |                     |                                               |                         |                       |                                |            |            |
| Responding to attendance concerns through timely outreach, individualized attendance plans, adult mentorship, and coordinated family supports to improve student engagement and increase daily attendance.                                                                                                                                                                                                                                                                                             |                             |       |                                 |                                                                                  |                         |                                           |                     |                                               |                         |                       |                                |            |            |
| 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? |            |            |
| Implement a schoolwide culture of belonging through daily relationship-building practices. Every classroom will conduct daily Morning Meetings, incorporate SEL routines, and intentionally build positive student relationships to increase engagement and connectedness.                                                                                                                                                                                                                             |                             |       | August 2026; Daily              | Walkthrough data, classroom schedules, SEL lesson plans, Panorama implementation |                         | Monthly                                   |                     | All Staff, Administration                     |                         | Existing Resources    | In Progress                    |            |            |
| Implement an Early Attendance Response System. Review attendance weekly to identify students approaching chronic absenteeism (5%, 8%, and 10% thresholds). Assign an adult mentor and develop individualized attendance plans for students identified as at-risk.                                                                                                                                                                                                                                      |                             |       | August 2026; Weekly             | Attendance dashboard, intervention logs, attendance plans, mentor assignments    |                         | Monthly                                   |                     | Administration, Office Staff, Attendance Team |                         | Existing Resources    | In Progress                    |            |            |
| Strengthen family engagement through proactive communication. Every teacher will communicate with at least five families weekly using SchoolStatus, prioritizing students with attendance concerns while also celebrating positive attendance and student success.                                                                                                                                                                                                                                     |                             |       | September 2026; Weekly          | SchoolStatus reports, communication logs                                         |                         | Monthly                                   |                     | All Staff                                     |                         | Existing Resources    | In Progress                    |            |            |
| Provide tiered attendance interventions through the MTSS process. Attendance teams will analyze attendance, academic, behavioral, and SEL data to identify barriers and coordinate interventions with families and community resources.                                                                                                                                                                                                                                                                |                             |       | September 2026; Biweekly        | MTSS meeting notes, attendance intervention plans, progress monitoring           |                         | Monthly                                   |                     | MTSS Team, Social Worker, Administration      |                         | Existing Resources    | In Progress                    |            |            |

|                                                                                                                                                                                                                                                                                    |                                |                                                                           |                                                  |                                                              |                                  |                                       |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|---------------------------------------------------------------------------|--------------------------------------------------|--------------------------------------------------------------|----------------------------------|---------------------------------------|
| Recognize and celebrate improved attendance. Implement monthly and quarterly classroom and schoolwide attendance recognition programs that celebrate individual growth, improved attendance, and homeroom attendance while encouraging positive attendance habits.                 | September 2026; Monthly        | Attendance recognition logs, newsletters, assemblies                      | Monthly                                          | Administration, PBIS Team, Teachers                          | Existing Resources               | In Progress                           |
| Monitor implementation through Attendance Team and School Improvement Team meetings. Leadership will review attendance trends by subgroup, evaluate intervention effectiveness, monitor chronic absenteeism rates, and adjust supports as needed to achieve the schoolwide goal.   | Monthly                        | Attendance dashboards, meeting agendas, subgroup reports, action plans    | Monthly                                          | Administration, Attendance Team, SIP Team                    | Existing Resources               | In Progress                           |
| <b>EL Action Planning</b>                                                                                                                                                                                                                                                          |                                |                                                                           |                                                  |                                                              |                                  |                                       |
| <b>Action Steps &amp; subtasks (insert more rows as needed, related to monitoring data/ PD- in sequential order)</b>                                                                                                                                                               | <b>Dates to be Implemented</b> | <b>Artifacts to show this action is in progress?</b>                      | <b>How frequently does the SIP team monitor?</b> | <b>Who is responsible to implement and monitor?</b>          | <b>Cost &amp; Funding Source</b> | <b>Was the action step completed?</b> |
| Strengthen partnerships with EL and Newcomer families through culturally and linguistically responsive communication. Provide attendance expectations, school updates, and resources in families' home languages while conducting regular outreach to address attendance barriers. | August 2026; Ongoing           | Translated communication, SchoolStatus logs, family meeting documentation | Monthly                                          | EL Staff, Bilingual Interventionist, Administration          | Existing Resources               | In Progress                           |
| Monitor attendance of English Learners and Newcomers monthly through MTSS and attendance review meetings. Identify students with emerging attendance concerns and implement individualized attendance supports before chronic absenteeism develops.                                | September 2026; Monthly        | Attendance reports, MTSS documentation, attendance plans                  | Monthly                                          | EL Team, Administration                                      | Existing Resources               | In Progress                           |
| Increase family engagement through bilingual family workshops and school events. Provide information about attendance expectations, school resources, transportation, health services, and strategies for supporting consistent attendance.                                        | Quarterly                      | Family event sign-in sheets, surveys, workshop materials                  | Quarterly                                        | EL Staff, Administration                                     | Existing Resources               | In Progress                           |
| <b>CWD Action Planning</b>                                                                                                                                                                                                                                                         |                                |                                                                           |                                                  |                                                              |                                  |                                       |
| <b>Action Steps &amp; subtasks (insert more rows as needed, related to monitoring data/ PD- in sequential order)</b>                                                                                                                                                               | <b>Dates to be Implemented</b> | <b>Artifacts to show this action is in progress?</b>                      | <b>How frequently does the SIP team monitor?</b> | <b>Who is responsible to implement and monitor?</b>          | <b>Cost &amp; Funding Source</b> | <b>Was the action step completed?</b> |
| Monitor attendance for students with disabilities through monthly attendance and IEP reviews. Identify attendance patterns that may affect educational progress and address barriers collaboratively with families.                                                                | September 2026; Monthly        | Attendance reports, IEP documentation, intervention plans                 | Monthly                                          | Special Education Team, Administration                       | Existing Resources               | In Progress                           |
| Develop individualized attendance support plans for students with disabilities experiencing chronic absenteeism. Collaborate with families to identify barriers and implement supports aligned with each student's needs.                                                          | September 2026; Ongoing        | Attendance support plans, family communication logs, progress monitoring  | Monthly                                          | Special Education Teachers, Social Worker, Administration    | Existing Resources               | In Progress                           |
| Coordinate wraparound supports through MTSS and related service providers. Collaborate with school psychologists, social workers, nurses, and community agencies to remove barriers to consistent attendance and increase student engagement.                                      | Ongoing                        | MTSS documentation, referral logs, meeting notes                          | Monthly                                          | MTSS Team, Special Education Team, Related Service Providers | Existing Resources               | In Progress                           |



| Assessment                                | Reporting Format                                                                                                                                                          |
|-------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Literacy/Math MAP Baseline                | Percentage Meeting/Exceeding Reading Norms                                                                                                                                |
| Literacy/Math Achievement (MAP)           | Percentage of students scoring at or above the 61st percentile (average)                                                                                                  |
| Literacy/Math Growth (MAP)                | Percentage of students meeting or exceeding their projected growth targets (Fall to Spring)                                                                               |
| Spanish Literacy Achievement (MAP)        | Percentage of students scoring at or above the 61st percentile (average)                                                                                                  |
| Spanish Literacy Growth (MAP)             | Percentage of students meeting or exceeding their projected growth targets (Fall to Spring)                                                                               |
| Literacy/Math Proficiency (IAR/ACT) 25/26 | Percentage of students scoring at "meets" or "exceeds standards" on IAR or ACT                                                                                            |
| Literacy/Math Growth (IAR/ACT)            | Percentage of students who improved at least one performance level from Spring 25 to Spring 26                                                                            |
| Literacy/Math Grades Proficient or Higher | Percentage of students earning a grade of "Proficient" or higher in their ELA or math course grades (*Where proficient is defined as a C or above in traditional grading) |
| iReady (K-8)                              | Percentage of students scoring on or above grade level on iReady Math                                                                                                     |
| ACCESS 2025                               | Percentage of EL scoring 4.8 or higher (proficient) 2025                                                                                                                  |
| ACCESS 2026                               | Percentage of EL scoring 4.8 or higher (proficient) 2026                                                                                                                  |
| 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                                                                                                                                          |

|               |                                                                                                                      |
|---------------|----------------------------------------------------------------------------------------------------------------------|
| <b>ACT</b>    | American College Test                                                                                                |
| <b>ACCESS</b> | ACCESS for ELLs or Assessing Comprehension and Communication in English State-to-State for English Language Learners |
| <b>DRDP</b>   | Desired Results Developmental Profile                                                                                |
| <b>ADA</b>    | Average Daily Attendance                                                                                             |
| <b>OSS</b>    | Out of School Suspension                                                                                             |
| <b>ISI</b>    | In School Intervention                                                                                               |
| <b>FoT</b>    | Freshmen on Track                                                                                                    |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| John Hattie's Visible Learning research centers on making learning visible to both teachers and students. His priority teaching practices tied to CER (usually referring to the Clarify, Evaluate, and Respond cycle, or Claim-Evidence-Reasoning in science) focus on high-impact interventions that accelerate student growth. <a href="#">1</a> , <a href="#">2</a> , <a href="#">3</a> , <a href="#">4</a><br>Hattie's most impactful teaching practices can be organized into the Clarify, Evaluate, and Respond framework:                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>suggested priority practice</b>                                                                                                                                                                                                                                                                                                                                                              | <b>Shared Building Instructional Focus: CER (What? How? Why?) "Think It. Say It. Write It."</b>                                                                                                                                                                                                                                      |
| 1. Clarify (Teacher Clarity & Learning Intentions)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>example from Numeracy tab: Example: We will implement structured academic discussion protocols across all classrooms in order to strengthen student reasoning and academic language development. Priority Practice + Visible Skills: We will... in order to strengthen...</b>                                                                                                                |                                                                                                                                                                                                                                                                                                                                      |
| Teacher clarity boasts a massive effect size (0.75), making it one of Hattie's highest-ranked interventions. <a href="#">1</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | *Teachers should expect students to be able to identify and recall foundational facts, vocabulary, and basic concepts using structured visuals and templates                                                                                                                                                                                                                                    | Teachers should expect students to be able to identify and recall foundational facts, vocabulary, and basic concepts using student-created, engaging structured visuals and templates.                                                                                                                                               |
| Learning Intentions & Success Criteria (LISC): Clearly communicating what students are learning and what success looks like.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | We will facilitate discussions for students to share their knowledge of texts as they self-monitor their understanding and purposes of reading.                                                                                                                                                                                                                                                 | We will facilitate discussions for students to share their knowledge as they self-monitor and reflect on their learning.                                                                                                                                                                                                             |
| Cognitive Task Analysis: Knowing the required steps to move students from surface-level knowledge to deep conceptual understanding and transfer. <a href="#">1</a> , <a href="#">2</a> , <a href="#">3</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | We will implement the Clarify, Evaluate, and Respond framework to include:<br>-clear communication of what students are learning and what success looks like with students having the knowledge to transfer their learning.<br>-ongoing evaluation of student learning tracking with individualized student learning paths<br>-adjustments of instructional strategies based on evaluation data | We will implement the Clarify, Evaluate, and Respond framework to include:<br>-clear communication of learning goals, success criteria, and transfer of learning<br>-ongoing evaluation of student learning tracking with individualized student learning paths<br>-adjustments of instructional strategies based on evaluation data |
| 2. Evaluate (Formative Assessment & Self-Efficacy)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                      |
| Teachers must habitually evaluate the impact of their efforts on student learning. <a href="#">1</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Clearly communicate learning goals while intentionally guiding students through building, applying, and transferring new skills/understanding using ongoing progress monitoring and reflection with opportunities for students to assess their own learning against success criteria to set goals and take ownership of growth with specific feedback to close learning gaps.                   | Clearly communicate learning goals while guiding students through building, applying, and transferring new skills/understanding by adjusting instruction using ongoing progress monitoring, promoting self-awareness and student ownership with specific feedback to close learning gaps.                                            |
| Visible Learning & Progress: Tracking where students are, where they have come from, and trajectories of learning.<br>Student Self-Assessment/Self-Grading: Hattie ranks this near the top (effect size 1.33+ in some scales); students must be able to evaluate their own progress against the success criteria. <a href="#">1</a> , <a href="#">2</a> , <a href="#">3</a> , <a href="#">4</a> , <a href="#">5</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | We will communicate with students learning goals to promote self awareness and reflection opportunities to support students bridge the gap and take ownership                                                                                                                                                                                                                                   | Clearly communicate learning goals to promote deeper student learning                                                                                                                                                                                                                                                                |
| 3. Respond (Feedback & Intervention)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | We will intentionally incorporate clarifying, evaluating, and reasoning strategies into instruction to promote deeper student learning and help students make connections between their current understanding and the desired learning outcomes.                                                                                                                                                | facilitate discussions, adjustments of instructional strategies, clearly communicate learning goals.                                                                                                                                                                                                                                 |
| Intervening to bridge the gap between where the student is and the desired success criteria. <a href="#">1</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Shared Building Instructional Focus: CER (What? How? Why?) "Think it. Say it. Write it."                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                      |
| Effective Feedback: Providing feedback regarding the task, process, and self-regulation rather than just praise.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                      |
| Responsive Teaching: Adjusting instructional strategies based on evaluation data rather than sticking rigidly to the lesson plan. <a href="#">1</a> , <a href="#">2</a> , <a href="#">3</a> , <a href="#">4</a> , <a href="#">5</a><br>(Note: If you were referring to the Claim-Evidence-Reasoning model, Hattie ties these into Direct Instruction and Explicit Teaching—which have an effect size well above the hinge point—by having teachers clearly model the construction of claims and the reasoning process.) <a href="#">1</a> , <a href="#">2</a> , <a href="#">3</a> , <a href="#">4</a> , <a href="#">5</a><br>If you'd like to explore this further, let me know:<br>Is your goal to implement LISC (Learning Intentions/Success Criteria) or to use the Claim-Evidence-Reasoning model?<br>What subject area and grade level do you teach?<br>I can provide specific, actionable examples tailored to your classroom. | *Teachers should respond with structuring our lessons (small groups) around what the students need/work on rather than continuing to move on without further practice. Sharing out with any extra support the students see.                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | We will communicate what students are learning by tracking where the students are and where they have come from through feedback with data and student work to reflect where we need to continue our growth in. (could this then lead into our focus small groups in math and reading centers?)                                                                                                 | Communicating and setting individual student learning goals so they can have ownership of growth with targeted feedback to close learning gaps.                                                                                                                                                                                      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                      |

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|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|--------------------------------------------------|
| STEAM -                                                                                                                                                                                                                                                                                                                                                                                                                  | Panorama                                                               | staff                                                                                                                                                    |                |                                                  |
| Mystery Reader - Morning Routine                                                                                                                                                                                                                                                                                                                                                                                         | 5 essentials - no more - staff students, parents will use Panorama     | Field Day for teachers                                                                                                                                   |                |                                                  |
| Literacy Centers - Math & Reading                                                                                                                                                                                                                                                                                                                                                                                        | Panorama - bucket - sense of belonging                                 | Quarterly outings                                                                                                                                        |                |                                                  |
| Guest speakers:                                                                                                                                                                                                                                                                                                                                                                                                          | How often will it be administered                                      | Shout outs in the Faculty Lounge                                                                                                                         |                |                                                  |
| Kindergarten Social Studies-<br>Q2 Community helpers<br>Q3 Then and Now -Centers (3)<br>Q4 Celebrating Holidays                                                                                                                                                                                                                                                                                                          | Panorama - Fall and Spring for K-2 self rated, teacher rating kids SEL | Chain reaction (getting mugged...etc.)                                                                                                                   |                |                                                  |
| 1st Grade Social Studies-<br>Q1 Community Helpers - parents coming in to share what they do<br>Q2 Rights and Responsibilities<br>Q3 Then and Now -Centers with games from the past, projects, making jam or ice cream<br>Q4 Different cultures - rotating each classroom and exploring different cultures, celebrations, traditions, exploring different cultures within classroom (pinata, chopsticks, fish kite, etc.) |                                                                        | Heart cut outs                                                                                                                                           |                |                                                  |
| independent reading opportunity (during guided reading or centers)                                                                                                                                                                                                                                                                                                                                                       |                                                                        |                                                                                                                                                          |                |                                                  |
| Teacher Feedback Day: Contact at least five parents each week using SchoolStatus through email, text, or phone call to strengthen communication and build positive school-home relationships                                                                                                                                                                                                                             |                                                                        | We are committed to a building-wide implementation of "committing to belonging" so that every student experiences a love of learning in every classroom. |                |                                                  |
| Quarterly lunch with an adult                                                                                                                                                                                                                                                                                                                                                                                            |                                                                        |                                                                                                                                                          |                |                                                  |
| Quarterly recess with an adult                                                                                                                                                                                                                                                                                                                                                                                           |                                                                        |                                                                                                                                                          |                |                                                  |
| Field Day                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                        |                                                                                                                                                          |                |                                                  |
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| 2nd Grade: Science                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                        |                                                                                                                                                          |                |                                                  |
| Q1: What is strong enough to make a canyon? 3 parents per class                                                                                                                                                                                                                                                                                                                                                          |                                                                        |                                                                                                                                                          |                |                                                  |
| Q3: Lesson How can you get more birds to visit a bird feeder? 2 parents per class                                                                                                                                                                                                                                                                                                                                        |                                                                        |                                                                                                                                                          |                |                                                  |
|                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                        |                                                                                                                                                          |                |                                                  |
| 1st Grade Science                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                        |                                                                                                                                                          |                |                                                  |
| Maybe if lessons are extra long, parents can come in and the students teach parents about the lesson                                                                                                                                                                                                                                                                                                                     |                                                                        |                                                                                                                                                          |                |                                                  |
|                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                        |                                                                                                                                                          |                |                                                  |
| Art- Parent Art Apprentices for Hands-On Learning/Logistics<br>Q1- Artistic Behaviors (Identity) Intro to Art Genre/Media: Drawing, Mixed-Media/Fiber, Painting, Photography/Tech, Printmaking/Sculpture<br>Q2- Shape (Unity) Independent Centers with Parent Assistant (1 per table)<br>Q3- Color (Diversity)<br>Q4- Line/Texture (Illusion)                                                                            |                                                                        |                                                                                                                                                          |                |                                                  |
|                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                        |                                                                                                                                                          |                |                                                  |
| Parent Workshop Topic Ideas                                                                                                                                                                                                                                                                                                                                                                                              |                                                                        |                                                                                                                                                          |                |                                                  |
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| Action Step                                                                                                                                                                                                                                                                                                                                                                                                              | Timeline                                                               | Artifacts                                                                                                                                                | SIP Monitoring | Responsible                                      |
| Host quarterly STEAM Family Learning Nights where families participate in hands-on learning experiences aligned to grade-level curriculum. Activities will strengthen home-school partnerships while increasing student engagement and attendance.                                                                                                                                                                       | Quarterly                                                              | Event calendar, sign-in sheets, family surveys, photos                                                                                                   | Quarterly      | Administration, Teachers, ENCORE Staff           |
| Celebrate the diverse cultures represented within the Benavides community through schoolwide multicultural events. Families will be invited to share traditions, languages, food, music, literature, and cultural experiences to strengthen students' sense of belonging and family engagement.                                                                                                                          | 2-3 events annually                                                    | Event flyers, participation logs, family feedback, student reflections                                                                                   | Quarterly      | Family Engagement Team, Teachers, Administration |
| Formalize the "Lunch or Recess with a Loved One" initiative. Invite parents, guardians, grandparents, and community mentors to participate quarterly. Monitor participation and intentionally reach out to families of students who may be less connected to school.                                                                                                                                                     | Quarterly                                                              | Participation logs, photos, family feedback                                                                                                              | Quarterly      | Administration, Office Staff, Teachers           |
| Implement monthly Family Engagement Opportunities such as literacy nights, math nights, fine arts showcases, student performances, STEM challenges, and student exhibitions that celebrate learning and encourage family participation.                                                                                                                                                                                  | Monthly                                                                | Event calendar, attendance records, surveys                                                                                                              | Monthly        | Teachers, Administration                         |
| Expand volunteer opportunities for families. Develop a Parent Partnership Program that includes classroom volunteers, Art Parent Apprentices, Science Lab volunteers, library volunteers, and field experience support to increase meaningful family involvement.                                                                                                                                                        | Beginning September 2026, Ongoing                                      | Volunteer logs, sign-in sheets, volunteer schedules                                                                                                      | Quarterly      | Administration, Office Staff                     |
| Recognize and celebrate student success and attendance through family-centered recognition events. Students demonstrating improved attendance, positive citizenship, perseverance, or academic growth will be recognized with their families during assemblies and school celebrations.                                                                                                                                  | Monthly                                                                | Recognition lists, newsletters, assembly programs                                                                                                        | Monthly        | PBIS Team, Administration                        |
| Increase two-way communication with families through SchoolStatus, newsletters, social media, and classroom updates. Teachers will regularly share positive student accomplishments, upcoming events, and attendance reminders to strengthen school-home partnerships.                                                                                                                                                   | Weekly                                                                 | SchoolStatus logs, newsletters, social media posts                                                                                                       | Monthly        | All Staff                                        |