



L D Brady
Elementary
School

SCHOOL IMPROVEMENT PLAN

March 16, 2026





Growing Every Day

THE POWER OF YET 

“El poder del todavía” nos enseña que siempre hay espacio para mejorar. Cada intento es un paso hacia el aprendizaje y el crecimiento.

 **CRECIENDO CON ESFUERZO**

	Keep trying; you will improve over time.
Mistakes help us grow and learn new things.	
	With effort, we can learn anything!

*Believe in yourself; keep growing!
¡Cree en ti mismo; sigue creciendo!*

SIP TEAM

Elizabeth M. Vivanco, Principal

David Ontiveros, Assistant Principal

Jacqueline Beltran, Behaviorist

Haydee Cazares, Dual Language 1st Grade Teacher

Nancy Figueroa, Dual Language 3rd Grade Teacher

Jacqueline Nevarez, Dual Language Teacher Assistant

Brenda Ramos, Special Education Teacher Assistant

Griselda Salmeron, Dual Language 5th Grade Teacher

Alexandra Zepeda, Special Education Resource Teacher

Cheryl Fauth, Instructional Coach



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Our Mission:

Striving for Excellence



Our Vision:

Brady school staff, parents, students and community members strive to provide a safe and caring learning environment, while demonstrating respect, high academic expectations, and accountability for all.



OUR CURRENT REALITY

	All Students	IEP	EL	Black	Hispanic	White	Two or More	Asian	Newcomer	Males	Females
Math Achievement (MAP)	38%	7%	37%	12%	40%	14%	38%	31%	26%	34%	42%
Math Proficiency IAR (2024)	14%	0%	10%	N/A	15%	N/A	N/A	N/A	0%	18%	10%
iReady (K-8)	6%	1%	6%	0%	6%	0%	0%	0%	11%	10%	1%
Literacy Achievement (MAP) English	21%	6%	14%	16%	22%	22%	34%	1%	5%	17%	24%
Literacy Achievement (MAP) Spanish	34%	7%	37%	3%	34%	5%	8%	N/A	26%	20%	38%
Literacy Proficiency IAR (2024)	13%	0%	7%	0%	14%	N/A	N/A	N/A	0%	11%	16%





OUR CURRENT REALITY

	All Students	IEP	EL	Black	Hispanic	White	Two or More	Asian	Newcomer	Males	Females
Annual Daily Attendance (ADA)	93.2%	92.1%	93.4%	87.1%	93.4%	93.7%	94.5%	92.1%	92.7%	92.8%	93.7%
Chronic Absenteeism	22%	28%	22%	40%	21%	11%	50%	0%	26%	23%	20%
Referrals	13%	4%	6%	0.8%	11%	0%	0.4%	0.4%	0.4%	9%	4%



OUR FOCUS ON LITERACY:

SMART GOAL:

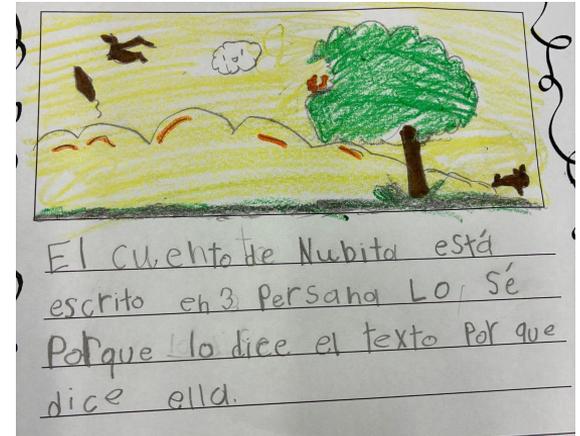
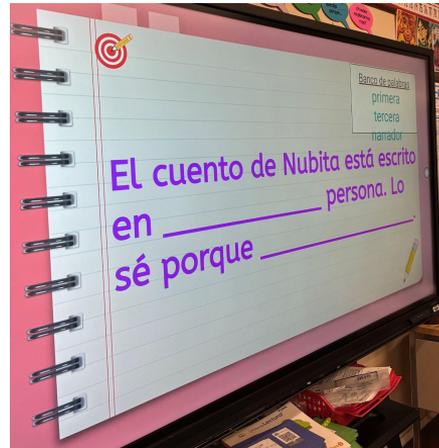
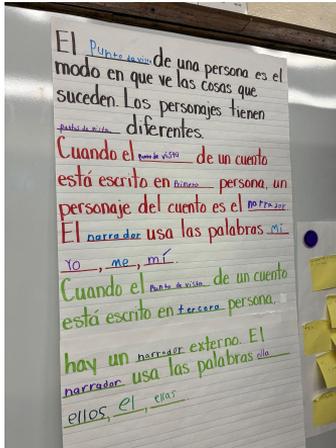
By the end of the 2025–2026 school year, Brady School will increase the percentage of students meeting or exceeding grade-level expectations in reading by 5% across all reported groups/demographics, as measured by the Spring 2026 Illinois Assessment of Readiness (IAR), compared to Spring 2025 results.

Priority Teaching Practice:

- Increase student engagement using strategies that promote student dialogue
- Implement appropriately-paced structured tasks based on assessment data
- Provide sentence frames/stems that support content and language objectives, and build up to a discourse summarizing and demonstrating mastery of the standard

Key Actions:

- Common expectations for unit and lesson planning to address grade-level standards.
- Professional learning that provides effective and relevant tools and knowledge to improve instructional practices.
- Use strategies such as sentence stems/frames to have teachers support students in dialogue.
- Integrate the use of effective instructional practices across the building.



OUR FOCUS ON NUMERACY:

SMART GOAL:

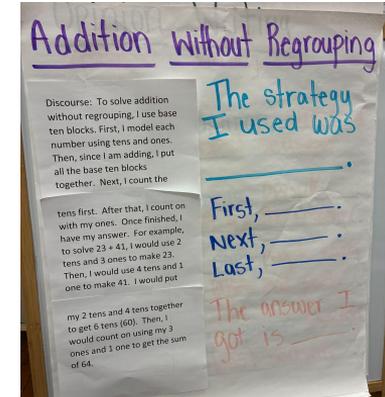
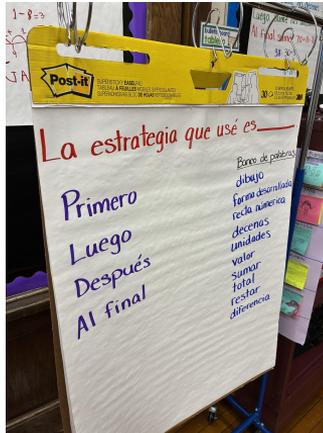
By the end of the 2025–2026 school year, Brady School will increase the percentage of students meeting or exceeding grade-level expectations in mathematics by 5% across all reported groups/demographics, as measured by the Spring 2026 Illinois Assessment of Readiness (IAR), compared to Spring 2025 results.

Priority Teaching Practice:

- Increase student engagement using strategies that promote student dialogue
- Implement appropriately-paced structured tasks based on assessment data
- Provide sentence frames/stems that support content and language objectives, and build up to a discourse summarizing and demonstrating mastery of the standard

Key Actions:

- Common expectations for unit and lesson planning to address grade-level standards.
- Professional learning that provides effective and relevant tools and knowledge to improve instructional practices.
- Use strategies such as sentence stems/frames and the Try It/Discuss It/Connect It routine from iReady to have teachers support students in dialogue.
- Integrate the use of effective instructional practices across the building.



OUR FOCUS ON A CULTURE FOR BELONGING:

SMART GOAL:

By June 2026, Brady School will foster a culture for belonging that 92% of all students will receive zero referrals as measured by Synergy discipline reports.

Priority Teaching Practice:

- Model expectations to show pride and cultivate a sense of belonging
- Maintain and develop an emotionally regulated bicultural identity
- Create a safe, inclusive learning environment prioritizing connection
- Shift the building culture to restorative/trauma-informed practices
- Increase daily attendance and demonstrate respect, responsibility and safety

Key Actions:

- Ensure the sustainability of positive behavioral strategies via schoolwide integration and community buy-in.
- Foster positive relationships among students, their families, the school, and the community.
- Assess student/adult relationships and intervene to ensure that every child has a meaningful relationship with at least one adult in the building.



