

East Aurora School District 131 School Improvement Plan 2026-2027



School Name:	L.D. Brady Elementary School	Principal Name:	Elizabeth M. Vivanco
Mission:	Striving for Excellence	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. Brady's Shared Why (2022): We will collaborate with colleagues and families in a positive manner keeping our practice student-centered, rigorous, and differentiated for the whole child, honoring their strengths and addressing individual needs.

School Improvement Team	Name:	Chad Beager	Name:	Teresa Madrigal	Name:	Elizabeth Vivanco
	Role:	SpEd Instructional Teacher	Role:	Dual Language Kinder Teacher	Role:	Principal
	Name:	Jacqueline Beltran	Name:	Griselda Salmeron	Name:	
	Role:	Behaviorist	Role:	Dual Language 5th Grade Teacher	Role:	
	Name:	Amber Gustilo	Name:	Alexandra Zepeda	Name:	
	Role:	Instructional Coach	Role:	SpEd Resource Teacher	Role:	
	Name:	Paul Kantz	Name:	Courtney Bissell	Name:	
	Role:	Dual Language 4th Grade Teacher	Role:	Assistant Principal	Role:	

School Designation and Priorities

School Designation	Commendable	Report Card Year:	2025-2026
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Report Card general findings and focus areas:

Although Brady has maintained Commendable status since 2018, we have seen a downward trend in our Overall Index Score since 2023, when we had 56.08. In 2024, we had 53.14 and in 2025 it was 50.79. We have no subgroups, as we do not have sufficient percentage of students with disabilities and the majority of our student population is English Learners. We have discussed this as a staff, identifying our strengths: increases in both ELA and Math Proficiency ,and EL Progress to Proficiency, and a decrease in our chronic absenteeism. We also reviewed our areas needing improvement, such as science proficiency and increased growth and achievement in both ELA and Math. After collaborative reflection with the staff, we agreed to continue with our SIP action steps and further develop our plan as it appeared we were on the right track, remaining focused on scaffolding instruction for student mastery of standards through oracy and writing.

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, Brady School 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 Illinois Assessment of Readiness (IAR)** , compared to Spring 2026 results.

Specific:

Measurable:

Achievable:

Relevant:

Time-Bound:

Schoolwide Current Reality by Subgroup:

	All Students	IEP	EL	Black	Hispanic	White	Two or More	Asian	Newcomer	Males	Females
Math MAP Baseline 25-26	38%	13%	33%	0%	39%	30%	50%	0%	39%	36%	40%
Math Achievement (MAP 25-26*Spring)	27%	11.40%	22%	0%	27.20%	20%	50%	0%	5.60%	27%	26.10%
Math Growth (MAP 25-26 *Fall to Spring)	53%	40%	50%	20%	54%	86%	0%	0%	50%	55%	51%
Math Proficiency (IAR) 25-26	12.70%	0%	11.60%	0%	13.10%	0%	0.00	0%	13.30%	14.90%	10.20%
Math Growth (IAR) 24/25-25/26	15%	16.70%	15.90%	0%	15.40%	0%	0.00	0.00	30%	9.30%	21.60%
Math Proficiency (IAR) 2027											
Math Growth (IAR) 2027											
Math Grades Proficient or Higher	22.40%	12.9%	23.50%	3.5%	22.60%	25.90%	2.60%	25.00%	12.80%	18.20%	27.30%
iReady (K-8) *Spring 25-26	15.40%	8.60%	12.00%	20%	14.90%	22.20%	0%	0%	5.60%	15.60%	15.20%

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...**

If teachers facilitate structured academic discussions in which students — not the teacher — do the majority of the talking, using protocols such as structured turn-and-talks, Socratic seminars, or discussion stems that require students to cite evidence and respond to peers, with the teacher using strategic wait time and probing questions rather than filling silence with answers, then students will develop the habit of articulating, defending, and refining their thinking through language; as a result, students will demonstrate stronger academic language use, deeper conceptual understanding, and improved performance on tasks requiring written or oral justification of their reasoning.

Action Planning

Action Steps & subtasks (insert more rows as needed, related to monitoring data/ PD- in sequential order)	Dates to be Implemented	Artifacts to show this action is in progress?	How frequently does the SIP team monitor?	Who is responsible to implement and monitor?	Cost & Funding Source	Was the action step completed?
Action Step 1: Develop a common expectation for unit and lesson planning to address grade-level standards.	Ongoing throughout 26-27 SY	Lesson Plans, Unit Standard Exemplars	Monthly lesson plan reviews, PLCs at the beginning of each unit	SIP Team and All Staff	NA	
Task: In Math, classroom teachers will unpack the priority standards for the unit to develop the discourse exemplar and student dialogue that will demonstrate their mastery of the standard, integrating iReady Language Routines and Number Talks.	Ongoing throughout 26-27 SY	Discourse exemplars	Lesson plan reviews	Classroom Teachers and PLCs	NA	

Task: All teachers will submit lesson plans including activities for student dialogue that support the mastery of the standard on a monthly basis, with opportunities to co-plan with Instructional Coach or admin the week prior.	Ongoing throughout 26-27 SY	Lesson Plan folder	Admin reviews weekly	Classroom and Encore teachers, Related Services	NA	
Task: Review lesson plans and give feedback on student dialogue strategies (use of sentence frames/stems, use of academic vocabulary).	Ongoing throughout 26-27 SY	BR Walkthrough Focus	Admin reviews weekly	Administrators and Instructional Coach	NA	
Action Step 2: Build ongoing and intensive job-embedded professional learning that provides effective and relevant tools and knowledge and continuously pushes teachers to reflect on their instructional practices.	Ongoing throughout 26-27 SY	SIP Day Agendas, PLC Agendas, Faculty Meeting Agendas	Monthly reviews at SLT meetings	SLT	NA	
Task: Provide professional development on writing strategies, effective questioning and discussion techniques to engage students in dialogue.	Ongoing throughout 26-27 SY	SIP Agenda	once monthly	Administrators and Instructional Coach, Language Acquisition Facilitator, Teachers	NA	
Task: Provide professional development to new staff on unpacking standards using the Linguistically Unpacking Template.	Starting 9.1.26; Ongoing throughout 26-27 SY	PLC Agendas	Monthly	Administrators, Instructional Coach, Language Acquisition Facilitator, all new teachers and related services providers		
Task: Admin, Instructional Coach and Language Acquisition Facilitator will guide teachers in unpacking standards and developing student discourse and writing activities during scheduled coaching opportunities.	Starting Week of 8.31.26; Ongoing throughout 26-27 SY	SIP Day Agendas, PLC Agendas, Faculty Meeting Agendas	Expectation for all staff to attend first three coaching cycles; optional for rest of school year	Administrators, Instructional Coach, Language Acquisition Facilitator, all teachers	NA	
Task: Provide ongoing observations, feedback and coaching focused on discussion facilitation skills.	Ongoing throughout 26-27 SY	SIP Day Agendas, PLC Agendas, Faculty Meeting Agendas	Monthly	Admin	NA	
Task: Use data from classroom observations to tailor professional development.	Ongoing throughout 26-27 SY	SIP Day Agendas, PLC Agendas, Faculty Meeting Agendas	Monthly	Admin and Instructional Coach, Language Acquisition Facilitator	NA	
Action Step 3: Integrate the use of effective instructional practices, such as explicit instruction, cooperative learning, hands-on learning activities, scaffolding, varied group instruction, checking for understanding, and providing students with criteria for success.	Ongoing throughout 26-27 SY	Walkthrough observations, lesson plans, anchor charts, district texts/resources	Monthly at SLT meeting	All Staff	NA	
Task: Conduct walkthroughs and provide feedback on instruction, specifically student discourse and strategies for Dual Language and Children with Disabilities	Starting 8.31.26; Ongoing throughout 26-27 SY	Walkthrough observations, lesson plans, anchor charts, district texts/resources	Weekly	Administrators and Instructional Coach, peers	NA	
Task: Structured peer observation once per quarter, giving feedback using consistent form	Week of 9.14.26, Week of 11.16.26, Week of 2.8.27, Week of 4.19.27	Observation feedback form	Four times per year	Classroom and Encore Teachers, TAs	NA	

Task: Using the district-provided curriculum resources with integrity and fidelity	Starting 8.31.26; Ongoing throughout 26-27 SY	Walkthrough observations, lesson plans, anchor charts, district texts/resources	Monthly at SLT meeting	All Staff	NA	
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?
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?
Action Step 3: Integrate the use of effective instructional practices, such as explicit instruction, cooperative learning, hands-on learning activities, scaffolding, varied group instruction, checking for understanding, and providing students with criteria for success.	Ongoing throughout 26-27 SY	Walkthrough observations, lesson plans, anchor charts, district texts/resources	Monthly at SLT meeting	All Staff	NA	
Task: Provide instruction that includes High-Leverage Practices for Students with Disabilities such as scaffolded supports, explicit instruction, flexible groupings, and active student engagement strategies with multiple opportunities to respond	Ongoing throughout 26-27 SY	Lesson plans, walkthroughs	Monthly at SLT meeting	Admin and SLT	NA	
Task: Follow the District-developed scope and sequence for Instructional classroom instruction	Ongoing throughout 26-27 SY	Lesson plans, walkthroughs	Monthly at SLT meeting	Admin and SLT	NA	
Task: Provide opportunities for Instructional students to integrate with Gen Ed peers during small group time and Science	Starting Week of 9.8.26	Schedule	Monthly at SLT meeting	Teachers, Interventionists, Instructional Coach, Encore Teachers	NA	

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, Brady School will increase the **percentage of students meeting or exceeding grade-level expectations in reading by 6% across all reported groups/demographics** , as measured by the **Spring 2027 Illinois Assessment of Readiness (IAR)** , compared to Spring 2026 results.

Specific:

Measurable:

Achievable:

Relevant:

Time-Bound:

Schoolwide Current Reality by Subgroup:

	All Students	IEP	EL	Black	Hispanic	White	Two or More	Asian	Newcomer	Males	Females
Literacy MAP Baseline 25-26	21%	2%	14%	0%	22%	0%	50%	0%	6%	17%	25%
Literacy Achievement (MAP 25-26*Spring)	14%	0%	8.70%	0%	14.10%	0%	50%	0%	5.60%	13.20%	14.50%
Literacy Growth (MAP 25-26 *Fall to Spring)	39%	19%	35%	50%	39%	33%	0%	0%	22%	35%	43%
Spanish Literacy Achievement (MAP 25-26*Spring)	26.8%	11.10%	27.10%	0%	26.80%	25%	0%	0.00	38.90%	20.90%	32%
Spanish Literacy Growth (MAP 25-26 *Fall to Spring)	47%	29%	48%	0%	47%	50%	0%	0.00	50%	46%	47%
Literacy Proficiency (IAR) 2025-2026	18.30%	0%	12.60%	0%	18.90%	0%	0.00	0.00	0.00	13.40%	24%
Literacy Growth (IAR) 24/25-25/26	28.80%	25%	28.60%	100%	28.20%	0%	0.00	0.00	30%	25.60%	32.40%
Literacy Proficiency (IAR) 2027											
Literacy Growth (IAR) 2027											
Literacy Grades Profient or Higher	14.60%	8.30%	13.00%	17.60%	14.20%	22.20%	2.40%	8.30%	10.50%	10.00%	20.20%
ACCESS 2025-2026	4.47%	0%	4.47%	0.00	4.57%	0%	0%	0%	0%	4.12%	4.88%
ACCESS 2026-2027											

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Action Planning

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Task: In Literacy classroom teachers will unpack the priority standards for the unit to develop the discourse exemplar and student dialogue that will demonstrate their mastery of the standard, integrating discussion and writing routines.	Ongoing throughout 26-27 SY	Discourse exemplars	Lesson plan reviews	Classroom Teachers and PLCs	NA	

Task: All teachers will submit lesson plans including activities for student dialogue that support the mastery of the standard on a monthly basis, with opportunities to co-plan with Instructional Coach or admin the week prior.	Ongoing throughout 26-27 SY	Lesson Plan folder	Admin reviews weekly	Classroom and Encore teachers, Related Services	NA	
Task: Review lesson plans and give feedback on student dialogue strategies (use of sentence frames/stems, use of academic vocabulary)	Ongoing throughout 26-27 SY	BR Walkthrough Focus	Admin reviews weekly	Administrators and Instructional Coach	NA	
Action Step 2: Build ongoing and intensive job-embedded professional learning that provides effective and relevant tools and knowledge and continuously pushes teachers to reflect on their instructional practices.	Ongoing throughout 26-27 SY	SIP Agenda	once monthly	Administrators and Instructional Coach, Language Acquisition Facilitator, Teachers	NA	
Task: Provide professional development on writing strategies, effective questioning and discussion techniques to engage students in dialogue.	Starting 9.1.26; Ongoing throughout 26-27 SY	PLC Agendas	Monthly	Administrators, Instructional Coach, Language Acquisition Facilitator, all new teachers and related services providers	NA	
Task: Admin, Instructional Coach and Language Acquisition Facilitator will guide teachers in unpacking standards and developing student discourse and writing activities during scheduled coaching opportunities.	Starting Week of 8.31.26; Ongoing throughout 26-27 SY	SIP Day Agendas, PLC Agendas, Faculty Meeting Agendas	Expectation for all staff to attend first three coaching cycles; optional for rest of school year	Administrators, Instructional Coach, Language Acquisition Facilitator, all teachers	NA	
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Task: Use data from classroom observations to tailor professional development.	Ongoing throughout 26-27 SY	SIP Day Agendas, PLC Agendas, Faculty Meeting Agendas	Monthly	Admin and Instructional Coach, Language Acquisition Facilitator	NA	
Action Step 3: Integrate the use of effective instructional practices, such as explicit instruction, cooperative learning, hands-on learning activities, scaffolding, varied group instruction, checking for understanding, and providing students with criteria for success.	Ongoing throughout 26-27 SY	Walkthrough observations, lesson plans, anchor charts, district texts/resources	Monthly at SLT meeting	All Staff	NA	
Task: Conduct walkthroughs and provide feedback on instruction, specifically student discourse and strategies for Dual Language and Children with Disabilities	Starting 8.31.26; Ongoing throughout 26-27 SY	Walkthrough observations, lesson plans, anchor charts, district texts/resources	Weekly	Administrators and Instructional Coach, peers	NA	
Task: Structured peer observation once per quarter, giving feedback using consistent form	Week of 9.14.26, Week of 11.16.26, Week of 2.8.27, Week of 4.19.27	Observation feedback form	Four times per year	Classroom and Encore Teachers, TAs	NA	
Task: Using the district-provided curriculum resources with integrity and fidelity	Starting 8.31.26; Ongoing throughout 26-27 SY	Walkthrough observations, lesson plans, anchor charts, district texts/resources	Monthly at SLT meeting	All Staff	NA	

Task: PLCs will create writing prompts and rubrics using HMH (Grades K-2) and IAR Writing samples (3-5), focusing on Informational/Explanatory Writing for Quarter 1 and Opinion Writing for Quarter 2.	Starting 9.17.26 SIP Day; Ongoing throughout 26-27 SY during PLC	Writing prompts, rubrics, HMH units	At end of Quarter 1 and end of Quarter 2	PLCs	NA	
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?
Action Step 3: Integrate the use of effective instructional practices, such as explicit instruction, cooperative learning, hands-on learning activities, scaffolding, varied group instruction, checking for understanding, and providing students with criteria for success.	Ongoing throughout 26-27 SY	Walkthrough observations, lesson plans, anchor charts, district texts/resources	Monthly at SLT meeting	All Staff	NA	
Task: Provide instruction that includes Dual Language strategies such as Dictado, Cross-Linguistic Connections and Preview-View-Review.	Ongoing throughout 26-27 SY	Walkthrough observations, lesson plans, anchor charts, district texts/resources	Monthly at SLT meeting	All Staff	NA	
Action Step 4: Develop and implement a schoolwide Student Learning Objective for student discourse using ACCESS Speaking prompts.	Pre-Test: Week of 8.31.26, Midpoint: Week of 11.9.26, Post-Test: Week of 1.25.27	Seesaw activities, rubrics, student work samples	Three times per year	Classroom Teachers and Scoring Team	Title III	
Task: Scoring Team will create prompts and rubrics using ACCESS Speaking sample items per grade-level band in Grades 1-5 and classroom teachers will administer pre-, mid-, and post-tests.	Pre-Test: Week of 8.31.26, Midpoint: Week of 11.9.26, Post-Test: Week of 1.25.27	Seesaw activities, rubrics, student work samples	Three times per year	Classroom Teachers and Scoring Team	Title III	
Task: Scoring Team will score pre-, mid-, and post-tests and identify teaching strategies for intervention. Teachers will reinforce strategies in small groups.	Pre-Test: Week of 8.31.26, Midpoint: Week of 11.9.26, Post-Test: Week of 1.25.27	Seesaw activities, rubrics, student work samples	Three times per year	Classroom Teachers and Scoring Team	Title III	
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?

Action Step 3: Integrate the use of effective instructional practices, such as explicit instruction, cooperative learning, hands-on learning activities, scaffolding, varied group instruction, checking for understanding, and providing students with criteria for success.	Ongoing throughout 26-27 SY	Walkthrough observations, lesson plans, anchor charts, district texts/resources	Monthly at SLT meeting	All Staff	NA	
Task: Provide instruction that includes High-Leverage Practices for Students with Disabilities such as scaffolded supports, explicit instruction, flexible groupings, and active student engagement strategies with multiple opportunities to respond.	Ongoing throughout 26-27 SY	Lesson plans, walkthroughs	Monthly at SLT meeting	Admin and SLT	NA	
Task: Follow the District-developed scope and sequence for Instructional classroom instruction.	Ongoing throughout 26-27 SY	Lesson plans, walkthroughs	Monthly at SLT meeting	Admin and SLT	NA	
Task: Provide opportunities for Instructional students to integrate with Gen Ed peers during small group time and Science	Starting Week of 9.8.26	Schedule	Monthly at SLT meeting	Teachers, Interventionists, Instructional Coach, Encore Teachers	NA	

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, Brady Elementary School will increase the percentage of students with zero referrals to 92% as measured by Synergy discipline reports.											
Specific:											
Measurable:											
Achievable:											
Relevant:											
Time-Bound:											
Schoolwide Current Reality by Subgroup:											
	All Students	IEP	EL	Black	Hispanic	White	Two or More	Asian	Newcomer	Males	Females
ADA (25-26)	93.2%	92.2%	93.4%	86.8%	93.5%	94.4%	93.8%	90.4%	93.1%	92.6%	93.6%
Chronic Absenteeism (25-26)	19%	31%	22%	60%	21%	20%	50%	0	22%	23%	20%
Referrals (25-26)	81%	11%	10%	2%	17%	0%	0	0%	0%	14%	5%
OSS Incidents (25-26)	3%	2%	3%	0	3%	0	0	0	0%	3%	1%
ISI Incidents (25-26)	0	0	0	0	0	0	0	0	0	0	0
Satchel Pulse Snapshot:											
Survey Month	Relationship Skills (#)	Responsible Decision Making (#)		Self Awareness (#)	Self Management (#)	Social Awareness (#)		Tier 1 (%)	Tier 2 (%)	Tier 3 (%)	
October 25	68%	31%		50%	54%	26%		72.80%	14.20%	8.80%	
January 26	N/A	N/A		N/A	N/A	N/A		N/A	N/A	N/A	
May 26	54%	45%		44%	59%	34%		76%	14%	8%	
5Essentials Snapshot:											
Survey Year	Overall Improvement Rating:	Ambitious Instruction:		Collaborative Teachers:		Effective Leaders:		Supportive Environment:		Involved Families:	
25-26 SY	Not Yet Organized	Weak		Weak		Weak		Weak		Weak	
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...											
We will have students follow modeled expectations and the Bobcat Way (being respectful, responsible and safe). Staff will foster a sense of belonging, establishing connection and using restorative/trauma-informed practices.											
Action Planning											
Action Steps & subtasks (insert more rows as needed, related to monitoring data/ PD- in sequential order)	Dates to be Implemented	Artifacts to show this action is in progress?			How frequently does the SIP team monitor?	Who is responsible to implement and monitor?		Cost & Funding Source	Was the action step completed?		
Action Step 1: Ensure the sustainability of positive behavioral strategies via schoolwide integration and community buy-in.	Ongoing throughout 26-27 SY	PBIS Matrix, signs throughout the school, referral data			SLT monthly	All Staff		NA			
Task: Staff members will lead students in schoolwide expectations rotations at the beginning of the year and after Winter and Spring Breaks.	8.21.26, 1.5.27, 4.5.27	PBIS Matrix, signs throughout the school, PBIS Rotations Schedule			Three times per year	All Staff		NA			
Task: Adapt schedules to accommodate SEL throughout school day in addition to during morning routine.	Ongoing throughout 26-27 SY	Journal writing during cool-down time (e.g.)			Ongoing	All Staff		NA			
Task: Staff will commit to giving out three Brady Paws daily and one Class Paw weekly, which students can exchange for rewards.	Ongoing throughout 26-27 SY	Pawperiences Schedule (Week of 12.14.26 and Week of 5.24.27), Quarterly Class Paw Rewards			Ongoing and quarterly	All Staff		NA			
Task: Subs will hand out the pink Brady Paws (worth 5 regular Paws) to students who follow the Bobcat Way.	Ongoing throughout 26-27 SY	Pawperiences Schedule (Week of 12.14.26 and Week of 5.24.27), Quarterly Class Paw Rewards			Ongoing	All Staff		NA			
Task: Staff will consult the Major/Minor T-chart and use the Behavior Interventions Planner from the Classroom Management Guidelines outlining the interventions put in place before writing a referral and submit to admin.	Review on Institute Day 8.18.26; Ongoing throughout 26-27 SY	Behavior T-Chart and Behavior Interventions Planner			Ongoing	All Staff		NA			

Task: All classrooms will implement a classroom management plan with rules, consequences and positive reward system, with frequent check-ins with Behaviorist.	Starting on 8.31.26; Ongoing throughout 26-27 SY	Classroom Management Plan and Coaching Opportunities Schedule	Ongoing	All Staff	NA	
Action Step 2: Foster positive relationships among students, their families, the school, and the community	Ongoing throughout 26-27 SY	SchoolStatus, ClassDojo, Brady Bulletin	Ongoing	All Staff	NA	
Task: Implement PD that focuses on trauma-informed instruction and apply restorative practices when addressing students' behavior.	8.18.26 Institute Day; Ongoing throughout 26-27 SY	SIP Agendas, PLC Agendas	Ongoing	All Staff	NA	
Task: Staff will welcome each family and child at the beginning of the year, with a post card, phone call or note welcoming the student to your classroom.	Postcards 7.1.26; First two weeks of school	Postcards, Contact Log	Ongoing	All Staff	NA	
Task: Target chronically absent students (those who missed 10% or more of school in the prior year) and start them on Attendance Buddies at beginning of the year, reviewing attendance data on a monthly basis.	8.26.26 Training for Attendance Buddies; Ongoing throughout 26-27 SY	25-26 Attendance data, tracker form, 26-27 Attendance data	Ongoing	Admin and attendance clerk	NA	
Task: Target students based on chronically absent criteria for check-ins, attendance incentives, parent meetings, Attendance Buddies, ROE referrals.	Ongoing throughout 26-27 SY	26-27 Attendance data, Parent Meeting schedule	Ongoing	Admin and attendance clerk	NA	
Action Step 3: Assess student/adult relationships and intervene to ensure that every child has a meaningful relationship with at least one adult in the building.	Starting 9.14.26 (first Faculty Meeting); Ongoing throughout 26-27 SY	Referral data, Relationship Mapping Tool, Panorama data	SLT Monthly	All Staff	NA	
Task: Determine implementation fidelity of Tier 1 PBIS supports and student response to the supports using the Tiered Fidelity Inventory 3.0 (subscales 1.9, 1.10 and 1.16) and improve the implementation fidelity of (subscales 1.3, 1.4, and 1.5) from PBIS.	End of September 2026	Ratings on the Tiered Fidelity Inventory 3.0, classroom observations	Twice per year	PBIS Coaches and Admin	NA	
Task: Implement Relationship Mapping strategy from Making Caring Common Project	Starting 9.14.26 (first Faculty Meeting); Ongoing throughout 26-27 SY	Relationship Mapping Tool, Relationship-building strategies	Ongoing	All Staff	NA	
Task: Assign Adult Advocates or "Anchor Adults" to regularly check in with students without a known connection and set expectations for weekly or bi-weekly interactions.	Starting 9.14.26 (first Faculty Meeting); Ongoing throughout 26-27 SY	Relationship Mapping Tool, Relationship-building strategies	Ongoing	All Staff	NA	
Task: Implement 2x10 Relationship and trust building strategy; spend two minutes per day for 10 days talking with a student	Starting 9.14.26 (first Faculty Meeting); Ongoing throughout 26-27 SY	Relationship Mapping Tool, Relationship-building strategies	Ongoing	All Staff	NA	
Task: Conduct Monthly Staff Connection Reviews in grade-level or staff meetings to update and monitor progress.	Starting 9.14.26 (first Faculty Meeting); Ongoing throughout 26-27 SY	Relationship Mapping Tool, Relationship-building strategies	Ongoing	All Staff	NA	
Task: Launch a "Lunch Buddy" or "Reading Buddy" Program pairing students with older peers (e.g., 3-5th graders) to share lunch or reading time once per week.	Starting 9.8.26; Ongoing throughout 26-27 SY	Seating chart for cafeteria, schedule for Reading Buddies	Ongoing	All Staff	NA	
Task: Create a Wall of Belonging with a monthly rotating display of writing, drawings and/or photos of staff and students to promote a culture of connection.	Ongoing throughout 26-27 SY	Student work samples	Ongoing	All Staff	NA	
Task: Continue interventions for Tier 2 and Tier 3 students with regular monitoring.	Ongoing throughout 26-27 SY	MTSS Agendas, Interventionist schedule	Ongoing	Interventionists	NA	
Action Step 4: Assess staff relationships and intervene to ensure that every staff member has a feeling of belonging and sense of community.	Ongoing throughout 26-27 SY	5Essentials; School-Created Survey	3 times per year	All Staff	NA	
Task: Survey all staff with 5-Essentials-type questions and include building culture questions.	3 times per year: September, January and May	5Essentials; School-Created Survey	3 times per year	All Staff	NA	

Task: Implement connection circles using themes from <i>Better Together: Six Essential Conversations for Cultivating Adult SEL and Relational Trust in Your School</i> .	August 18th Institute (Collective Agreements and Values), September 17 SIP Day (Identity), October 30 SIP Day (Stress), January 4th Institute Day (Supportive Strategies)	Pre-work from book; agendas	4 times per year	All Staff	NA	
Task: Create monthly morale-boosting events.	Starting 8.21.26	Schedule, fliers	Monthly	All Staff	NA	
Task: Continue relationship-building activities at all meetings and implement connection circles.	Ongoing throughout 26-27 SY	Agendas	Ongoing	All Staff	NA	
Task: Continue Brady Treats Day during lunch period to allow for more interaction and community-building.	Ongoing throughout 26-27 SY	Brady Treat Day Schedule	Monthly	All Staff	NA	
Task: Continue Staff Brilliant Bobcat quarterly recognition.	Starting 10.19.26	Google Form for nominations	Quarterly	All Staff	NA	
Action Step 5: Encourage parents to feel a sense of belonging and part of the school community.	Ongoing throughout 26-27 SY	5Essentials	Annually	All Staff	NA	
Task: Provide learning opportunities for parents at a mandatory station at Family Nights.	October and April Family Nights	Fliers, schedule	Twice per year	Admin	NA	
Task: Encourage parents to volunteer as mystery readers.	Starting October; Ongoing throughout 26-27 SY	Parent volunteer list; schedule; flier, ClassDojo	Monthly/biweekly	Classroom Teachers, Parent Liaison	NA	
Task: Invite parents to attend quarterly school celebrations and student recognition.	Starting October; Ongoing throughout 26-27 SY	Quarterly assessment, behavior and attendance data, invitations, Google Form for RSVPs, tickets	Quarterly	All Staff	NA	
Task: Create a Parent Resource Room as a welcome center for families.	Ongoing throughout 26-27 SY	MV resources, toys	Ongoing	Parent Liaison	NA	
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?
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?

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

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