



EAST AURORA DISTRICT 131

School Name:		Waldo Middle School		Principal Name:		Eileen Roberts	
Mission:		KD Waldo School is committed to enhancing the academic, social, emotional, and physical development of every student. Students will attain maximum learning potential, enabling them to become productive members of society.		Vision:		KD Waldo Community is committed to providing safe, nurturing environment that is conducive to educating the whole child.	
School Improvement Team	Name:	Camille McKay	Name:	Anne Stockl	Name:	Sarah Kitz	
	Role:	Teacher	Role:	Librarian	Role:	Teacher	
	Name:	Jon Hall	Name:	Eileen Roberts	Name:	Kiera Snyder	
	Role:	Teacher	Role:	Administrator	Role:	Teacher	
	Name:	Gayle Yanong	Name:	Adrianne Espinoza Zamora	Name:		
	Role:	Teacher	Role:	Administrator	Role:		
	Name:	Lisa Samp	Name:	Anne Danos	Name:		
Role:	Teacher	Role:	Teacher	Role:			
School Designation and Priorities							
School Designation		Targeted		Report Card Year:		2025-2026	
Report Card general findings and focus areas:							
WMS has approximately 700 students in total. Waldo has approximately 70% low income students, 14% of the students have IEP's, 6% are homeless, and 61% are English Language Learners. The ISBE Targeted Status is due to the performance levels within our CWD & EL subgroups. Our growth was 38% for IAR ELA and 47% for IAR Math. Our chronic absenteeism is 26%. We have made growth over the years, but continue to have work to do to close our achievement gap.							

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, Waldo Middle School 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: WMS will increase the percentage of students meeting or exceeding grade-level expectations in mathematics by 6% across all reported groups/demographics.

Measurable: Student performance will increase by 6% as measured by the Illinois Assessment of Readiness (IAR).

Achievable: A 6% increase is a realistic and attainable through supported action steps.

Relevant: The goal aligns directly with the school's focus on improving mathematics achievement for all student groups.

Time-Bound: By the end of the 2026-2027 school year

Schoolwide Current Reality by Subgroup:

	All Students	IEP	EL	Black	Hispanic	White	Two or More	Asian	Newcomer	Males	Females
Math MAP Baseline 25-26	19%	4.30	11.50	6.10	19.70	21.40	44.40	N/A	5.40	23.60	15.10
Math Achievement (MAP 25-26*Spring)	19%	4.30	11.50	6.10	19.70	21.40	44.40	N/A	5.40	23.60	15.10
Math Growth (MAP 25-26 *Fall to Spring)	40%	44.00	50.00	59.00	56.00	43.00	56.00	50.00	32.00	58.00	53.00
Math Proficiency (IAR) 25-26	8.30	3.00	3.50	2.90	8.00	20.00	33.30	N/A	1.50	9.40	7.30
Math Growth (IAR) 24/25-25/26	20.80	14.70	18.20	18.50	20.30	26.70	50.00	50.00	18.40	18.50	22.90
Math Proficiency (IAR) 2027											
Math Growth (IAR) 2027											
Math Grades Proficient or Higher	79.85%	92.93%	77.79%	71.67%	80.26%	85.71%	90.48%	N/A	46.63%	77.70%	80.80%
iReady (K-8) *Winter 25-26	15%	1.10	7.00	12.10	14.90	21.40	10.00	N/A	1.90	15.10	14.40

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 stengthen student reasoning and academic language development. Priority Practice + Visible Skills: We will... in order to strengthen...**

We will use the Cognitive Task Analysis (CTA) framework to help students think critically and strengthen problem solving, analytical and math reasoning skills.

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?
Provide professional learning on the Cognitive Task Analysis (CTA) framework	Nov 1	PD agendas, sign-in sheets, PLC agendas, classroom walkthrough data, cut sheet	Quarterly	Administration & SIP TEAM		In Progress
Teachers will develop and communicate clear daily Learning Targets, Language Targets and Success Criteria aligned to grade level learning standards	Ongoing	PLC agendas, PLC protocols, classroom walkthrough data, Learning and Language Targets posted	Quarterly	Team leaders		In Progress
Teachers will implement CTA by breaking a complex task down into small steps, model the steps with think alouds , use visual supports (flow charts, anchor charts, checklists) and prompt using questions to guide student thinking	Ongoing	PLC agendas, classroom walkthrough data, visual classroom displays; graphic organizers	Quarterly	PLC Facilitators		In Progress

Students will engage in CTA through peer discussions where they verbalize their reasoning, logic and thinking	Ongoing	PLC agendas, classroom walkthrough data	Quarterly	Teachers		In Progress
School leaders will conduct walk through visits to monitor the implementation of CTA, earning intentions, instructional practices, and student engagement. Data will be shared quarterly with staff.	Daily	Classroom walkthrough data	Quarterly	Administration		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?
Provide professional learning on implementation SIOP sheltered strategies such as scaffolding, visual supports, and graphic organizers with the goal of integrating grade-level academic content with targeted language development.		PD agendas, SIOP planning tools, PLC agendas, classroom walkthrough data, vocabulary PD, graphic organizer , stems, scaffolding 3	Quarterly	Administration & SIP TEAM		In Progress
SIP Team will model and facilitate professional learning on explicit vocabulary instruction to enhance comprehension and conceptual understanding		PD agendas, anchor charts, graphic organizers, student notebooks, word walls, classroom walkthrough data, vocabulary PD	Quarterly	Administration & SIP TEAM		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?
Special education and general education staff will collaborate to plan grade level appropriate instruction, SCAFFOLDING, and assessment for the CWD subgroup (SIOP PAGE 134)	Daily	PLC Unit work	quarterly	Case Managers	n/a	In Progress
Integrate evidence-based instructional scaffolds to ensure all students have equitable access to rigorous, grade-level content	Ongoing	PD Agendas, PLC Agendas, classroom walkthrough data, Scaffolding PD 1 , Scaffolding PD 2 , Scaffolding PD 3	monthly	teachers responsible for implementing	n/a	In Progress
School leaders will conduct walk throughs to monitor grade level learning, academic vocabulary development, unit modifications and small group instruction.	Weekly	learning walk through tool	quarterly	Administration	n/a	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, Waldo Middle 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: WMS will increase the percentage of students meeting or exceeding grade-level expectations.

Measurable: Student performance will increase by 6% as measured by the Illinois Assessment of Readiness (IAR).

Achievable: A 6% increase is a realistic and attainable through supported action steps.

Relevant: The goal aligns directly with the school's focus on improving reading achievement for all student groups.

Time-Bound: By the end of the 26-27 School Year

Schoolwide Current Reality by Subgroup:

	All Students	IEP	EL	Black	Hispanic	White	Two or More	Asian	Newcomer	Males	Females
Literacy MAP Baseline 25-26	23	3.30%	11.80%	21.20	22.70%	30.80%	11.10%	NA	1.80%	20.60%	24.30%
Literacy Achievement (MAP 25-26*Spring)	23%	3.30%	11.80%	21.20	22.70%	30.80%	11.10%	NA	1.80%	20.60%	24.30%
Literacy Growth (MAP 25-26 *Fall to Spring)	53%	36%	48%	13%	54%	46%	44%	50%	37%	53%	53%
Spanish Literacy Achievement (MAP 25-26*Spring)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Spanish Literacy Growth (MAP 25-26 *Fall to Spring)	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) 2025-2026	19.10%	5%	8.90%	8.60%	19.60%	20%	33.30%	N/A	3.10%	17%	21.10%
Literacy Growth (IAR) 24/25-25/26	22.90%	22.30%	20.20%	18.50%	23.20%	20%	37.50%	N/A	22.90%	22.30%	23.50%
Literacy Proficiency (IAR) 2027											
Literacy Growth (IAR) 2027											
Literacy Grades Proficient or Higher	71.30%	90.32%	67.01%	69.35%	70.64%	95.24%	88.89%	100.00%	100.00%	73.40%	77.50%
ACCESS 2025-2026	0.75	N/A	0.75	N/A	0.78	N/A	N/A	N/A	N/A	0.49	1.03
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 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 use the Cognitive Task Analysis (CTA) framework to help students think critically and strengthen comprehension and literacy reasoning skills.

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?
Provide professional learning on the Cognitive Task Analysis (CTA) framework	Nov 1	SIP team slide decks, teacher evidence, learning walk through, cut sheets	quarterly	SIP Team	n/a	In Progress
Teachers will develop and communicate clear daily Learning Targets, Language Intentions and Success Criteria aligned to grade level learning standards	Ongoing	SIP team slide decks, teacher evidence, rubrics, learning targets	quarterly	SIP Team	n/a	In Progress
Teachers will implement CTA by breaking a complex task down into small steps, model the steps with think alouds , use visual supports (flow charts, anchor charts, checklists) and prompt using questions to guide student thinking	Ongoing	PLC agendas, classroom walkthrough data, visual classroom displays; graphic organizers	quarterly	Teachers		In Progress

Students will engage in CTA through peer discussions where they verbalize their reasoning, logic and thinking	Ongoing	PLC agendas, classroom walkthrough data	quarterly	Teachers		In Progress
School leaders will conduct walkthrough visits to monitor the implementation of CTA, learning intentions, instructional practices, and student engagement. Data will be shared quarterly with staff.	Daily	graphs & charts, learning walk through tool	quarterly	Administration	n/a	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?
Provide professional learning on implementation of SIOP sheltered strategies such as scaffolding, visual supports, and graphic organizers with the goal of integrating grade-level academic content with targeted language development	Nov 1	PD agendas, SIOP planning tools, PLC agendas, classroom walkthrough data, vocabulary PD, graphic organizer , stems, scaffolding 3	quarterly	PLC facilitators	n/a	In Progress
SIP Team will model and facilitate professional learning on explicit vocabulary instruction to enhance comprehension and conceptual understanding	Nov 1	PD agendas, anchor charts, graphic organizers, student notebooks, word walls, classroom walkthrough data, vocabulary PD	quarterly	Teachers		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?
Special education and general education staff will collaborate to plan grade level appropriate instruction and assessment for the CWD subgroup	Daily	PLC Unit work; PLC Agendas	quarterly	Case Managers	n/a	In Progress
Integrate evidence-based instructional scaffolds to ensure all students have equitable access to rigorous, grade-level content	Nov 1	PD Agendas, PLC Agendas, classroom walkthrough data, Scaffolding PD 1 , Scaffolding PD 2 , Scaffolding PD 3	quarterly	Teachers		In Progress
School leaders will conduct walk throughs to monitor grade level learning, academic vocabulary development, unit modifications and small group instruction.	Weekly	learning walk through tool	quarterly	Administration	n/a	In Progress

Culture- Guiding Principle Educational Equity, Collaborative Leadership, and Student Achievement

Culture of Belonging & Action Plan	
1. Establish a Clear Vision and Mission Statement: Define the organization's purpose, values, and goals related to belonging and inclusion. 2. Leadership Commitment: Ensure that senior leaders and managers actively champion and model inclusive behaviors. 3. Recruitment and Hiring Practices: Implement unbiased hiring processes that attract diverse talent. 4. Employee Training and Development: Provide ongoing training on diversity, equity, and inclusion for all employees. 5. Open Communication Channels: Create safe spaces for employees to voice concerns and suggestions. 6. Regular Assessment and Feedback: Conduct surveys and focus groups to gauge the effectiveness of belonging initiatives. 7. Accountability and Metrics: Set measurable goals and track progress towards belonging objectives. 8. Recognition and Rewards: Acknowledge and reward employees who demonstrate inclusive behaviors. 9. Supportive Policies: Develop policies that address workplace harassment, discrimination, and accommodations. 10. Continuous Improvement: Regularly review and refine the organization's belonging strategy.	1. Establish a Clear Vision and Mission Statement: Define the organization's purpose, values, and goals related to belonging and inclusion. 2. Leadership Commitment: Ensure that senior leaders and managers actively champion and model inclusive behaviors. 3. Recruitment and Hiring Practices: Implement unbiased hiring processes that attract diverse talent. 4. Employee Training and Development: Provide ongoing training on diversity, equity, and inclusion for all employees. 5. Open Communication Channels: Create safe spaces for employees to voice concerns and suggestions. 6. Regular Assessment and Feedback: Conduct surveys and focus groups to gauge the effectiveness of belonging initiatives. 7. Accountability and Metrics: Set measurable goals and track progress towards belonging objectives. 8. Recognition and Rewards: Acknowledge and reward employees who demonstrate inclusive behaviors. 9. Supportive Policies: Develop policies that address workplace harassment, discrimination, and accommodations. 10. Continuous Improvement: Regularly review and refine the organization's belonging strategy.

Annual Culture of Belonging SMART Goal	
1. Increase the number of employees who report a sense of belonging to the organization by 10% by the end of the year.	2. Implement a new employee onboarding program that includes a focus on belonging and community.
3. Conduct a survey to assess the current level of belonging among employees and identify areas for improvement.	4. Create a dedicated space for employees to share their stories and experiences related to belonging.
5. Offer training and development opportunities for managers to enhance their skills in fostering a culture of belonging.	6. Establish a mentorship program that pairs experienced employees with new hires to provide support and guidance.
7. Encourage open communication and feedback from employees to address concerns and suggestions related to belonging.	8. Celebrate and recognize employees who demonstrate a strong sense of belonging and contribute to a positive work environment.

By the end of the 2026-2027 school year, Waldo Middle School will decrease the percentage of chronic absenteeism from 27% to 22%, through the implementation of relationship-centered practices and student support systems.

Specific: Waldo Middle School will decrease the percentage of chronic absenteeism

Measurable: Chronic absenteeism will decrease from 27% to 22%.

Achievable: A 5% increase is a realistic and attainable through supported action steps.

Relevant: The goal aligns directly with the priority teaching practice of cultivating a supportive learning environment.

Time-Bound: By the end of the 2026-2027 school year.

Schoolwide Current Reality by Subgroup:

	All Students	IEP	EL	Black	Hispanic	White	Two or More	Asian	Newcomer	Males	Females
ADA (25-26)	90.4%	90.3%	90%	90%	90.4%	89.1%	91%	94.5%	86.9%	90%	90.7%
Chronic Absenteeism (25-26)	31%	33%	30%	39%	30%	36%	30%	50%	41%	32%	30%
Referrals (25-26)	62%	62%	72.5%	83.4%	83.4%	4.3%	1.4%	0.1%	71.4%	67.6%	56.65
OSS Incidents (25-26)	16.2%	33.3%	23.2%	27.3%	15.2%	26.7%	20%	0%	45.7%	18.8%	13.7%
ISI Incidents (25-26)	29.7%	66.7%	46.4%	45.5%	279%	46.7%	60%	0%	22.9%	34.3%	25.3%

Satchel Pulse Snapshot:

Survey Month	Relationship Skills (#)	Responsible Decision Making (#)	Self Awareness (#)	Self Management (#)	Social Awareness (#)	Tier 1 (%)	Tier 2 (%)	Tier 3 (%)
October 25	185	123	114	192	42	75.80%	14.50%	5.70%
January 26	152	141	128	218	49	76.50%	15.50%	5.60%
May 26	204	117	112	181	40	78%	15%	5%

5Essentials Snapshot:

Survey Year	Overall Improvement Rating:	Ambitious Instruction:	Collaborative Teachers:	Effective Leaders:	Supportive Environment:	Involved Families:
25-26 SY	Not Yet Organized	Neutral	Weak	Weak	Neutral	Weak

Priority Teaching Practices	
1. Engage students in learning	2. Use formative assessment
3. Use effective classroom management	4. Use effective instructional practices
5. Use effective assessment practices	6. Use effective professional learning
7. Use effective communication	8. Use effective leadership
9. Use effective data analysis	10. Use effective technology
11. Use effective social-emotional learning	12. Use effective family and community engagement
13. Use effective equity and social justice	14. Use effective special education
15. Use effective health and safety	16. Use effective career and college readiness
17. Use effective environmental education	18. Use effective arts and humanities
19. Use effective physical education	20. Use effective language acquisition
21. Use effective mathematics	22. Use effective science
23. Use effective social studies	24. Use effective foreign languages
25. Use effective computer science	26. Use effective engineering
27. Use effective design	28. Use effective business
29. Use effective law	30. Use effective medicine
31. Use effective agriculture	32. Use effective industry
33. Use effective arts and culture	34. Use effective sports
35. Use effective recreation	36. Use effective leisure
37. Use effective travel	38. Use effective tourism
39. Use effective hospitality	40. Use effective food and beverage
41. Use effective retail	42. Use effective manufacturing
43. Use effective construction	44. Use effective transportation
45. Use effective energy	46. Use effective environmental services
47. Use effective waste management	48. Use effective water and wastewater
49. Use effective air quality	50. Use effective noise and vibration
51. Use effective climate change	52. Use effective sustainability
53. Use effective urban planning	54. Use effective land use
55. Use effective transportation planning	56. Use effective infrastructure
57. Use effective public works	58. Use effective public safety
59. Use effective fire protection	60. Use effective law enforcement
61. Use effective corrections	62. Use effective juvenile justice
63. Use effective social services	64. Use effective human services
65. Use effective health care	66. Use effective public health
67. Use effective nursing	68. Use effective pharmacy
69. Use effective dentistry	70. Use effective optometry
71. Use effective podiatry	72. Use effective chiropractic
73. Use effective massage therapy	74. Use effective acupuncture
75. Use effective yoga	76. Use effective meditation
77. Use effective mindfulness	78. Use effective spirituality
79. Use effective religion	80. Use effective philosophy
81. Use effective ethics	82. Use effective logic
83. Use effective mathematics	84. Use effective science
85. Use effective social studies	86. Use effective foreign languages
87. Use effective computer science	88. Use effective engineering
89. Use effective design	90. Use effective business
91. Use effective law	92. Use effective medicine
93. Use effective agriculture	94. Use effective industry
95. Use effective arts and culture	96. Use effective sports
97. Use effective recreation	98. Use effective leisure
99. Use effective travel	100. Use effective tourism
101. Use effective hospitality	102. Use effective food and beverage
103. Use effective retail	104. Use effective manufacturing
105. Use effective construction	106. Use effective transportation
107. Use effective energy	108. Use effective environmental services
109. Use effective waste management	110. Use effective water and wastewater
111. Use effective air quality	112. Use effective noise and vibration
113. Use effective climate change	114. Use effective sustainability
115. Use effective urban planning	116. Use effective land use
117. Use effective transportation planning	118. Use effective infrastructure
119. Use effective public works	120. Use effective public safety
121. Use effective fire protection	122. Use effective law enforcement
123. Use effective corrections	124. Use effective juvenile justice
125. Use effective social services	126. Use effective human services
127. Use effective health care	128. Use effective public health
129. Use effective nursing	130. Use effective pharmacy
131. Use effective dentistry	132. Use effective optometry
133. Use effective podiatry	134. Use effective chiropractic
135. Use effective massage therapy	136. Use effective acupuncture
137. Use effective yoga	138. Use effective meditation
139. Use effective mindfulness	140. Use effective spirituality
141. Use effective religion	142. Use effective philosophy
143. Use effective ethics	144. Use effective logic
145. Use effective mathematics	146. Use effective science
147. Use effective social studies	148. Use effective foreign languages
149. Use effective computer science	150. Use effective engineering
151. Use effective design	152. Use effective business
153. Use effective law	154. Use effective medicine
155. Use effective agriculture	156. Use effective industry
157. Use effective arts and culture	158. Use effective sports
159. Use effective recreation	160. Use effective leisure
161. Use effective travel	162. Use effective tourism
163. Use effective hospitality	164. Use effective food and beverage
165. Use effective retail	166. Use effective manufacturing
167. Use effective construction	168. Use effective transportation
169. Use effective energy	170. Use effective environmental services
171. Use effective waste management	172. Use effective water and wastewater
173. Use effective air quality	174. Use effective noise and vibration
175. Use effective climate change	176. Use effective sustainability
177. Use effective urban planning	178. Use effective land use
179. Use effective transportation planning	180. Use effective infrastructure
181. Use effective public works	182. Use effective public safety
183. Use effective fire protection	184. Use effective law enforcement
185. Use effective corrections	186. Use effective juvenile justice
187. Use effective social services	188. Use effective human services
189	

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 cultivate a supportive learning environment through relationship-centered practices to ensure students feel safe, connected, and supported in their learning.

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?
PLC facilitators will establish and incorporate family events (ex: Freight Fiesta, Winter GALA, STEM Night) to connect parents to student learning beyond the classroom	October 2026, December 2026, March 2027	Agendas and sign in sheets	quarterly	PLC facilitators		No
Admin and team leaders will establish consistent Check & Connect practices and trusted adult partnerships to strengthen student relationships and ensure students feel safe, valued, and connected to school.	Sept-7th and 8th, Oct-6th	Staff PD , Form and spreadsheet	quarterly	Team Leaders		No
The principal will establish and implement a principal advisory committmee (PAC) to invite student voices and foster a sense of ownership in shaping the school community.	Monthly	Agendas , working document	quarterly	Principal		No
Teachers will participate in Connection Circles in order to strengthen relationships among staff.	Monthly	Agendas	quarterly	Administration		No

EL Action Planning									
1	2	3	4	5	6	7	8	9	10
1. Identify the student's current level of English language proficiency and academic achievement. 2. Determine the student's specific needs and goals for English language learning. 3. Develop a plan of action that includes specific strategies and interventions to address the student's needs. 4. Implement the plan of action and monitor the student's progress. 5. Evaluate the effectiveness of the plan and make adjustments as needed.									

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?
The assistant principal will establish and facilitate new comer check in groups to foster positive student-adult relationships and support students' connection to the school community.	Sept-6th grade, October-7th grade, November-8th grade	Agenda, pre-test, post test, curriculum work	quarterly	AP Espinoza Zamora		No

CWD Action Planning									
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

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?
Case Managers will provide a template to 8th grade students in advance to share during transition meeting where they can share their strength, weakness, and goals, fostering student voice and a sense of belonging as they prepare for high school.	as the IEP approaches	Student slide deck template , student responses	quarterly	Case managers	n/a	No

			45 Day Review- Mid October						45 Day Review- Mid December/January (Winter 2026 - Q2)						45 Day Review- Mid of March (Q3)						45 Day Review- Mid May (Spring 2026 - Q4 Progress)					
			iReady Math Proficiency		Math Grades Prof or Higher (Q1)		Use of Academic Vocabulary Strategies Walkthrough Data		iReady Math Proficiency		Math Grades Prof or Higher (Q2)		Use of Academic Vocabulary Strategies Walkthrough Data		Monitor HERE		Math Grades Prof or Higher (Q3)		Use of Academic Vocabulary Strategies Walkthrough Data		iReady Math Proficiency		Math Grades Prof or Higher (Q4)		Use of Academic Vocabulary Strategies Walkthrough Data	
Numeracy Goal			Overall Building		Overall Building		Overall Building		Overall Building		Overall Building		Overall Building		Overall Building		Overall Building		Overall Building		Overall Building		Overall Building		Overall Building	
			Grade 6		Grade 6		Grade 6		Grade 6		Grade 6		Grade 6		Grade 6		Grade 6		Grade 6		Grade 6		Grade 6		Grade 6	
			Grade 7		Grade 7		Grade 7		Grade 7		Grade 7		Grade 7		Grade 7		Grade 7		Grade 7		Grade 7		Grade 7		Grade 7	
			Grade 8		Grade 8		Grade 8		Grade 8		Grade 8		Grade 8		Grade 8		Grade 8		Grade 8		Grade 8		Grade 8		Grade 8	
			CWD		CWD		CWD		CWD		CWD		CWD		CWD		CWD		CWD		CWD		CWD		CWD	
			EL		EL		EL		EL		EL		EL		EL		EL		EL		EL		EL		EL	
			Daily Learning Intentions are Posted - Walkthrough Data		Formative Assessment Review - PLC documentation (2 x monthly)		Monitor HERE		Daily Learning Intentions are Posted - Walkthrough Data		Formative Assessment Review - PLC documentation (2 x monthly)		Monitor HERE		Daily Learning Intentions are Posted - Walkthrough Data		Formative Assessment Review - PLC documentation (2 x monthly)		Monitor HERE		Daily Learning Intentions are Posted - Walkthrough Data		Formative Assessment Review - PLC documentation (2 x monthly)		Monitor HERE	
			Overall Building		Overall Building				Overall Building		Overall Building				Overall Building		Overall Building				Overall Building		Overall Building			
			Grade 6		Grade 6				Grade 6		Grade 6				Grade 6		Grade 6				Grade 6		Grade 6			
			Grade 7		Grade 7				Grade 7		Grade 7				Grade 7		Grade 7				Grade 7		Grade 7			
			Grade 8		Grade 8				Grade 8		Grade 8				Grade 8		Grade 8				Grade 8		Grade 8			
Literacy Goal			iReady Reading Proficiency		ELA Grades Prof or Higher (Q1)		Use Academic Vocabulary Strategies		iReady Reading Proficiency		ELA Grades Prof or Higher (Q2)		Use Academic Vocabulary Strategies		Monitor HERE		ELA Grades Prof or Higher (Q3)		Use Academic Vocabulary Strategies		iReady Reading Proficiency		ELA Grades Prof or Higher (Q4)		Use Academic Vocabulary Strategies	
			Overall Building		Overall Building		Overall Building		Overall Building		Overall Building		Overall Building		Overall Building		Overall Building		Overall Building		Overall Building		Overall Building		Overall Building	
			Grade 6		Grade 6		Grade 6		Grade 6		Grade 6		Grade 6		Grade 6		Grade 6		Grade 6		Grade 6		Grade 6		Grade 6	
			Grade 7		Grade 7		Grade 7		Grade 7		Grade 7		Grade 7		Grade 7		Grade 7		Grade 7		Grade 7		Grade 7		Grade 7	
			Grade 8		Grade 8		Grade 8		Grade 8		Grade 8		Grade 8		Grade 8		Grade 8		Grade 8		Grade 8		Grade 8		Grade 8	
			CWD		CWD				CWD		CWD				CWD		CWD				CWD		CWD			
			EL		EL				EL		EL				EL		EL				EL		EL			
			Daily Learning Intentions Posted		Formative Assessment Review -PLC documentation (2 x monthly)		Monitor HERE		Daily Learning Intentions Posted		Formative Assessment Review -PLC documentation (2 x monthly)		Monitor HERE		Daily Learning Intentions Posted		Formative Assessment Review -PLC documentation (2 x monthly)		Monitor HERE		Daily Learning Intentions Posted		Formative Assessment Review -PLC documentation (2 x monthly)		Monitor HERE	
			Overall Building		Overall Building				Overall Building		Overall Building				Overall Building		Overall Building				Overall Building		Overall Building			
			Grade 6		Grade 6				Grade 6		Grade 6				Grade 6		Grade 6				Grade 6		Grade 6			

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