

## East Aurora School District 131 School Improvement Plan 2025-2026



EAST AURORA DISTRICT 131

|  |                                 |       |                                     |  |  |
|--|---------------------------------|-------|-------------------------------------|--|--|
| <b>School Name:</b>                                  | L D Brady Elementary School     |       | <b>Principal Name:</b>              | Elizabeth M. Vivanco   |  |
| <b>Mission:</b>                                      | Striving for Excellence         |       | <b>Vision:</b>                      | 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. |  |
| <b>School Improvement Team:</b>                      |                                 |       |                                     |  |  |
| Name:  | Elizabeth Vivanco               | Name: | Brenda Ramos                        | Name:  |  |
| Role:  | Principal                       | Role: | Special Education Teacher Assistant | Role:  |  |
| Name:  | Paul Mutschler                  | Name: | Griselda Salmeron                   | Name:  |  |
| Role:  | Assistant Principal             | Role: | Dual Language 5th Grade Teacher     | Role:  |  |
| Name:  | Jacqueline Beltran              | Name: | Alexandra Zepeda                    | Name:  |  |
| Role:  | School Behaviorist              | Role: | Special Education Resource Teacher  | Role:  |  |
| Name:  | Haydee Cazares                  | Name: |                                     | Name:  |  |
| Role:  | Dual Language 1st Grade Teacher | Role: |                                     | Role:  |  |
| Name:  | Nancy Figueroa                  | Name: |                                     | Name:  |  |
| Role:  | Dual Language 3rd Grade Teacher | Role: |                                     | Role:  |  |
| Name:  | Jacqueline Nevarez              | Name: |                                     | Name:  |  |
| Role:  | Dual Language Teacher Assistant | Role: |                                     | Role:  |  |
|  |                                 |       |                                     |  |  |
| <b>School Designation and Priorities</b>             |                                 |       |                                     |  |  |
| <b>School Designation</b>                            | Commendable                     |       | <b>Report Card Year:</b>            | 2023-2024  |  |
| <b>Report Card general findings and focus areas:</b> |                                 |       |                                     |  |  |
|  |                                 |       |                                     |  |  |

# Instruction- Guiding Principle Educational Equity and Student Achievement

## Numeracy Goal & Action Plan

### Annual Student 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.

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                | 22.27%       | 12.31% | 20.49% | 0.00%  | 22.55%   | 0.00%  | 50.00%      | 50.00% | 0.00%    | 25.78% | 18.49%  |
| Math Achievement (MAP)           | 19.43%       | 9.23%  | 17.56% | 0.00%  | 19.57%   | 0.00%  | 50.00%      | 50.00% | 0.00%    | 21.88% | 16.81%  |
| Math Growth (MAP)                | 48.56%       | 36.92% | 50.25% | 66.67% | 49.35%   | 25.00% | 50.00%      | 0.00%  | 85.71%   | 44.88% | 52.59%  |
| Math Proficiency (IAR/ACT) 2024  | 6.57%        | 0.00%  | 5.61%  | 0.00%  | 7.03%    | 0.00%  | 11.11%      | 0.00%  | 0.00%    | 7.14%  | 5.97%   |
| Math Growth (IAR/ACT) 2024       | 15.07%       |        |        | 0.00%  | 16.67%   | 33.33% | 0.00%       | 0.00%  | 0.00%    | 18.75% | 14.93   |
| Math Proficiency (IAR/ACT) 2025  |              |        |        |        |          |        |             |        |          |        |         |
| Math Growth (IAR/ACT) 2025       |              |        |        |        |          |        |             |        |          |        |         |
| Math Grades Proficient or Higher |              |        |        |        |          |        |             |        |          |        |         |
| iReady (K-8)                     | 12.30%       | 4.76%  | 10.78% | 0.00%  | 12.12%   | 0.00%  | 50.00%      | 50.00% | 0.00%    | 13.28% | 11.21%  |

### 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.

If we build capacity for student engagement using strategies that promote student dialogue and providing appropriately-paced structured tasks based on assessment data for active participation and increased ownership, THEN teachers will plan and consistently implement more student dialogue by providing sentence frames/stems that support content and language objectives, and build up to a discourse summarizing and demonstrating mastery of the standard and school leaders will review lesson planning around student oracy and provide feedback about student interaction and engagement, AND students will have more opportunities to express their learning and have scaffolded support to summarize and demonstrate mastery of the standard.

### 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? |
|---|--|---|---|--|-----------------------|--------------------------------|
| Develop a common expectation for unit and lesson planning to address grade-level standards.   | Introduction<br>08/18-8/19/25;<br>ongoing implementation | Lesson Plans, Unit Standard Exemplars         | Monthly lesson plan reviews, PLCs at the beginning of each unit | SIP Team and All Staff                               |                       |                                |
| Task: Ensure that the school's vision for student engagement and ownership is communicated clearly and monitored for progress.  |  |   |   | SIP Team and All Staff, then to Students and Parents |                       |                                |
| 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. | Implementation<br>Quarter 2<br>(10/23/25)                |   |   | Classroom Teachers and PLCs                          |                       |                                |

|   |                                       |  |  |  |  |  |  |  |
|---|---------------------------------------|--|--|--|--|--|--|--|
| Task: All teachers will submit lesson plans including activities for student dialogue that support the mastery of the standard on a monthly basis.  |                                       |  |  |  |  | Classroom and Encore teachers          |  |  |
| Task: Review lesson plans and give feedback on student dialogue strategies (use of sentence frames/stems, use of academic vocabulary)   |                                       |  |  |  |  | Administrators and Instructional Coach |  |  |
|   |                                       |  |  |  |  |  |  |  |
| 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. | 06/23-06/24/25, 7/30-7/31/25, ongoing | SIP Day Agendas, PLC Agendas, Faculty Meeting Agendas  | Monthly reviews at SLT meetings                        | SLT  |  |  |  |  |
| Task: Provide immediate professional development on effective questioning and discussion techniques to engage students in dialogue.   | Mid-September 2025                    |  |  | Administrators and Instructional Coach, Biliteracy Institute attendees, Language Acquisition Facilitator               |  |  |  |  |
| Task: Using Biliteracy Institute learnings, Language Acquisition Facilitator, Instructional Coach to guide and review unpacking standards during SIP and PLC time.                                    |                                       |  |  | Administrators and Instructional Coach, Biliteracy Institute attendees, Language Acquisition Facilitator, all teachers |  |  |  |  |
| Task: Establish a system for ongoing feedback and coaching focused on discussion facilitation skills.   |                                       |  |  | n  |  |  |  |  |
| Task: Use data from classroom observations to tailor professional development.  |                                       |  |  |  |  |  |  |  |
|   |                                       |  |  |  |  |  |  |  |
| Administer common formative assessments on a schedule agreed upon by all grade- level members.  | 09/2025 and twice per month           | CFA spreadsheet, CFA and unit assessments, student work samples (top 2 scoring and bottom 2 scoring) | Monthly at SLT/ILT meeting                             | Teachers implement, ILT monitors   |  |  |  |  |
| Task: Schedule CFAs based on the standards for the unit.  |                                       |  |  | Teachers implement, ILT monitors   |  |  |  |  |
| Task: Track completion of CFAs using data collection spreadsheet  | 09/2025 and twice per month           | Reading assessment using HMH resource, Math assessment using iReady, data spreadsheet                | Monthly at SLT/ILT meeting                             | Teachers implement, PLC Facilitators, Instructional Coach and admin monitor  |  |  |  |  |
| Task: Analyzing data to drive instruction   | 09/2025 and twice per month           | Data spreadsheet, PLC agenda   | Monthly at SLT/ILT meeting                             | Teachers implement, PLC Facilitators, Instructional Coach and admin monitor  |  |  |  |  |
|   |                                       |  |  |  |  |  |  |  |
| Use strategies such as sentence stems/frames and the Try It/Discuss It/Connect It routine to have teachers support students in dialogue.  | Implementation Quarter 2 (10/23/25)   | Lesson plans, anchor charts of sentence frames and academic vocabulary, walkthrough observations     | Monthly at SLT meeting                                 | All Staff  |  |  |  |  |
| Task: Provide PD on specific oracy strategies   | Monthly                               | District-provided monthly strategies and iReady structure and routines                               | Monthly at faculty meetings and individually as needed | Instructional Coach and Math Facilitator implement and admin monitors  |  |  |  |  |
| Task: Facilitate student-to-student interactions through structured dialogue opportunities, like Try It/Discuss It/Connect It routine and cooperative learning groups.                                |                                       |  |  | Classroom and Encore Teachers, Related Services, TAs in small groups, Support Staff                                    |  |  |  |  |

|  |                                     |   |                        |  |   |  |  |  |
|--|-------------------------------------|---|------------------------|--|---|--|--|--|
| Task: Use positive verbal praise to celebrate student contributions to discussions, enhancing their ownership and engagement.  |                                     |   |                        |  | Classroom and Encore Teachers, Related Services, TAs in small groups, Support Staff |  |  |  |
| Task: Conduct walkthroughs to collect data about the percentage of lessons that using sentence stems/frames and Try It/Discuss It/Connect It routine that include student dialogue and provide feedback.   | Implementation Quarter 2 (10/23/25) |   |                        |  | Administrators and Instructional Coach  |  |  |  |
|  |                                     |   |                        |  |   |  |  |  |
|  |                                     |   |                        |  |   |  |  |  |
| 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. | 8/25/25 and ongoing                 | Walkthrough observations, lesson plans, anchor charts, district texts/resources | Monthly at SLT meeting |  | All Staff   |  |  |  |
| Task: Conduct walkthroughs and provide feedback on instruction.  |                                     |   |                        |  | Administrators and Instructional Coach, peers                                       |  |  |  |
| Task: Structured peer observation once per semester (at least one observer and one observation per teacher/TA) giving feedback using consistent form   |                                     | Observation feedback form   |                        |  | Classroom and Encore Teachers, TAs  |  |  |  |
| Task: Using the district-provided curriculum resources with integrity and fidelity   |                                     |   |                        |  | All Staff   |  |  |  |

# Instruction- Guiding Principle Educational Equity and Student Achievement

## Literacy Goal & Action Plan

### Annual Student 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 mathematics by 5% across all reported groups/demographics, as measured by the Spring 2026 Illinois Assessment of Readiness (IAR), compared to Spring 2025 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                | 12.70%       | 6.45%  | 9.36%  | 0.00%  | 12.45%   | 0.00%  | 50.00%      | 50.00% | 0.00%    | 9.52%  | 16.10%  |
| Literacy Achievement (MAP)           | 9.43%        | 6.45%  | 6.40%  | 0.00%  | 9.01%    |        | 50.00%      | 50.00% | 0.00%    | 6.35%  | 12.71%  |
| Literacy Growth (MAP)                | 35.17%       | 36.21% | 32.82% | 33.33% | 34.96%   | 33.33% | 50.00%      | 50.00% | 14.29%   | 35.25% | 35.09%  |
| Spanish Literacy Achievement (MAP)   | 40.00%       | 0.01%  |        | 0.00%  | 100.00%  | 0.00%  | 0.00%       | 0.00%  |          | 15.00% | 23%     |
| Spanish Literacy Growth (MAP)        | 41.00%       | 2.00%  |        | 0.00%  | 100.00%  | 0.00%  | 0.00%       | 0.00%  |          | 15.00% | 25%     |
| Lit Proficiency (IAR/ACT) 2024       | 5.90%        | 0.00%  | 4.80%  | 0.00%  | 6.30%    |        | 0.00%       | 0.00%  |          | 2.90%  | 9%      |
| Literacy Growth (IAR/ACT) 2024       | 18.62%       |        |        | 0.00%  | 22.50%   | 0.00%  | 0.00%       | 0.00%  | 0.00%    | 26.56% | 15.15   |
| Lit Proficiency (IAR/ACT) 2025       |              |        |        |        |          |        |             |        |          |        |         |
| Lit Growth (IAR/ACT) 2025            |              |        |        |        |          |        |             |        |          |        |         |
| Literacy Grades Proficient or Higher |              |        |        |        |          |        |             |        |          |        |         |
| ACCESS 2024                          |              |        |        |        |          |        |             |        |          |        |         |
| ACCESS 2025                          |              |        |        |        |          |        |             |        |          |        |         |

### Priority Teaching Practices

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IF we build capacity for student engagement using strategies that promote student dialogue and providing appropriately-paced structured tasks based on assessment data for active participation and increased ownership, THEN teachers will plan and consistently implement more student dialogue by providing sentence frames/stems that support content and language objectives, and build up to a discourse summarizing and demonstrating mastery of the standard and school leaders will review lesson planning around student oracy and provide feedback about student interaction and engagement, AND students will have more opportunities to express their learning and have scaffolded support to summarize and demonstrate mastery of the standard.

### 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? |
|--|--|---|---|--|-----------------------|--------------------------------|
| Develop a common expectation for unit and lesson planning to address grade-level standards.                                    | Introduction 08/18-8/19/25; ongoing implementation | Lesson Plans, Unit Standard Exemplars         | Monthly lesson plan reviews, PLCs at the beginning of each unit | SIP Team and All Staff                               |                       |                                |
| Task: Ensure that the school's vision for student engagement and ownership is communicated clearly and monitored for progress. |  |   |   | SIP Team and All Staff, then to Students and Parents |                       |                                |

|  |                                       |  |                                 |  |  |  |  |  |  |
|--|---------------------------------------|--|---------------------------------|--|--|--|--|--|--|
| Task: In Language Arts, 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. |                                       |  |                                 |  |  | Classroom Teachers and PLCs            |  |  |  |
| Task: All teachers will submit lesson plans including activities for student dialogue that support the mastery of the standard on a monthly basis.   |                                       |  |                                 |  |  | Classroom and Encore teachers          |  |  |  |
| Task: Review lesson plans and give feedback on student dialogue strategies (use of sentence frames/stems, use of academic vocabulary)  |                                       |  |                                 |  |  | Administrators and Instructional Coach |  |  |  |
|  |                                       |  |                                 |  |  |  |  |  |  |
|  |                                       |  |                                 |  |  |  |  |  |  |
| 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.  | 06/23-06/24/25, 7/30-7/31/25, ongoing | SIP Day Agendas, PLC Agendas, Faculty Meeting Agendas  | Monthly reviews at SLT meetings | SLT  |  |  |  |  |  |
| Task: Provide immediate professional development on effective questioning and discussion techniques to engage students in dialogue.  |                                       |  |                                 | Administrators and Instructional Coach, Biliteracy Institute attendees, Language Acquisition Facilitator               |  |  |  |  |  |
| Task: Using Biliteracy Institute learnings, Language Acquisition Facilitator, Instructional Coach to guide and review unpacking standards during SIP and PLC time.                                     |                                       |  |                                 | Administrators and Instructional Coach, Biliteracy Institute attendees, Language Acquisition Facilitator, all teachers |  |  |  |  |  |
| Task: Establish a system for ongoing feedback and coaching focused on discussion facilitation skills. Use data from classroom observations to tailor professional development.                         |                                       |  |                                 | Administrators and Instructional Coach   |  |  |  |  |  |
|  |                                       |  |                                 |  |  |  |  |  |  |
|  |                                       |  |                                 |  |  |  |  |  |  |
| Administer common formative assessments on a schedule agreed upon by all grade- level members.   | 09/2025 and twice per month           | CFA spreadsheet, CFA and unit assessments, student work samples (top 2 and bottom 2)             | Monthly at SLT/ILT meeting      | ILT and teachers   |  |  |  |  |  |
| Task: Schedule CFAs based on the standards for the unit.   |                                       |  |                                 | ILT and teachers   |  |  |  |  |  |
| Task:  |                                       |  |                                 |  |  |  |  |  |  |
|  |                                       |  |                                 |  |  |  |  |  |  |
|  |                                       |  |                                 |  |  |  |  |  |  |
| Use strategies such as sentence stems/frames to have teachers support students in dialogue.  | 08/20/25 and ongoing                  | Lesson plans, anchor charts of sentence frames and academic vocabulary, walkthrough observations | Monthly at SLT meeting          | All Staff  |  |  |  |  |  |
| Task: Facilitate student-to-student interactions through structured dialogue opportunities, like cooperative learning groups.  |                                       |  |                                 | Classroom and Encore Teachers, Related Services, TAs in small groups, Support Staff                                    |  |  |  |  |  |
| Task: Foster a community that celebrates student contributions to discussions and task completion, enhancing their ownership and engagement.   |                                       |  |                                 | Classroom and Encore Teachers, Related Services, TAs in small groups, Support Staff                                    |  |  |  |  |  |
| Task: Conduct walkthroughs to collect data about the percentage of lessons that using sentence stems/frames that include student dialogue and provide feedback.  |                                       |  |                                 | Administrators and Instructional Coach   |  |  |  |  |  |

[illegible]

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

## Culture for Belonging & Action Plan

### Annual 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.

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 |
|----------------------------|--------------|-----|----|--------|----------|--------|-------------|--------|----------|--------|---------|
| <b>ADA</b>                 | 89.57%       |     |    | 80.84% | 89.75%   | 88.79% | 91.95%      | 92.52% | 0.00%    | 89.50% | 89.66%  |
| <b>Chronic Absenteeism</b> | 16.46%       |     |    | 0.82%  | 14.81%   | 0.41   | 0.41%       | 0.00%  | 0.00%    | 5.35%  | 11.11%  |
| <b>Referrals</b>           | 23.46%       |     |    | 0.41%  | 20.99%   | 0.82%  | 0.41%       | 0.82%  | 0.00%    | 15.23% | 8.23%   |
| <b>OSS Incidents</b>       | 0.82%        |     |    | 0.00%  | 0.00%    | 0.00%  | 0.41%       | 0.41%  | 0.00%    | 0.81%  | 0.00%   |
| <b>ISI Incidents</b>       | 1.23%        |     |    | 0.00%  | 0.41%    | 0.41%  | 0.41%       | 0.00%  | 0.00%    | 0.82%  | 0.41%   |

### 5Essentials Snapshot:

| Survey Year | Overall ImprovementRating: | Ambitious Instruction: | Collaborative Teachers: | Effective Leaders: | Supportive Environment: | Involved Families: |
|-------------|----------------------------|------------------------|-------------------------|--------------------|-------------------------|--------------------|
| <b>2025</b> | <b>Not Yet Organized</b>   | <b>Neutral</b>         | <b>Weak</b>             | <b>Weak</b>        | <b>Weak</b>             | <b>Weak</b>        |

### 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.

IF we build school capacity for students to follow modeled expectations, show pride and cultivate a sense of belonging while maintaining and developing an emotionally regulated bicultural identity, THEN staff will create a safe, inclusive learning environment/community so students will feel welcomed and have a sense of pride in their education. School leaders will support in prioritizing connection and shifting the building culture to restorative/trauma-informed practices AND students will increase daily attendance, motivation within the classroom and demonstrate the Bobcat Way.

### 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? |
|--|--------------------------|---|---|---|-----------------------|--------------------------------|
| Ensure the sustainability of positive behavioral strategies via schoolwide integration and community buy-in.                                 | 8/18/25-ongoing          | ODR Data,PBIS                                 | During staff meetings? Parent survey? Parent teacher conference | Admin,SIP team                                    |                       |                                |
| Task: Staff members will lead students in schoolwide expectations rotations at the beginning of the year and after Winter and Spring Breaks. | 8/22/25, 1/9/26, 4/10/26 |   |   | Staff members                                     |                       |                                |
| Task: Communicate flexibility to adapt schedules to accommodate SEL throughout school day in addition to during morning routine              |                          |   |   | Admin, Staff Members                              |                       |                                |
| Task: Extend SEL lessons to home via newsletters and other communication   | September - ongoing      |   | Monthly   | Admin, Classroom Teachers, Social Workers, Encore |                       |                                |



|   |                          |                       |  |  |                                     |  |  |  |
|---|--------------------------|-----------------------|--|--|-------------------------------------|--|--|--|
| Task: Staff will commit to giving out three Brady Paws daily and one Class Paw weekly.  | 8/20/25-ongoing          | Class Paw Thermometer |  |  | All Staff                           |  |  |  |
| Task: Subs will hand out the pink Brady Paws (worth 5 regular Paws) to students who follow the Bobcat Way.  |                          |                       |  |  |                                     |  |  |  |
| 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.                                | 8/20/25-ongoing          |                       |  |  |                                     |  |  |  |
| Foster positive relationships among students, their families, the school, and the community   | 8/18/25-ongoing          | 5essentials survey    |  |  | All staff                           |  |  |  |
| Task: Implement PD that focuses on trauma-informed instruction and apply restorative practices when addressing students' behavior   | 8/20/25-ongoing          |                       |  |  | Admin                               |  |  |  |
| Task: Promote positive engagement with families to stress the importance of attendance and use the Showing up matters for R.E.A.L.framework from Attendance Works (Build Routines, Increase Engagement, Provide Access to resources, and Support Learning). | 8/20/25-ongoing          |                       |  |  | Admin, Staff Members                |  |  |  |
| Task: Teachers will create a nurturing, engaging classroom that will encourage children to come to school.  | 8/20/25-ongoing          |                       |  |  | All teachers                        |  |  |  |
| Task: Admin will cultivate a schoolwide culture of attendance and use data to adopt effective attendance practices  | 8/20/25-ongoing          |                       |  |  | Admin                               |  |  |  |
| Task: Staff will welcome each family and child at the beginning of the year, with a post card or note welcoming the student to your classroom or a phone call before school begins.   | 8/20/25-ongoing          |                       |  |  | All Staff                           |  |  |  |
| 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.  | 8/20/25-ongoing          |                       |  |  | Admin                               |  |  |  |
| Task: Target chronically absent students (those who missed 10% or more of school in the prior year) and/or during the first two weeks, student has 2 absences; or in the first four weeks has 2-3 absences; and in the first 8 weeks has 4 absences.        | 8/20/25-ongoing          |                       |  |  | Admin, Attendance Buddies, Teachers |  |  |  |
| Assess student/adult relationships and intervene to ensure that every child has a meaningful relationship with at least one adult in the building.  | PBIS, 5essentials survey |                       |  |  | All building staff,Admin            |  |  |  |
| Task: Determine implementation fidelity of Tier 1 PBIS supports and student response to the supports using the Tiered Fidelity Inventory 3.0 (subscales 1.3, 1.4, and 1.5) from PBIS.   |                          |                       |  |  | Admin                               |  |  |  |
| Task: Implement Relationship Mapping strategy from Making Caring Common Project   | October Staff Meeting    |                       |  |  | All Staff                           |  |  |  |
| 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.   | October-ongoing          |                       |  |  | Admin, PBIS Team                    |  |  |  |

|  |                 |  |  |  |  |                      |  |  |  |  |
|--|-----------------|--|--|--|--|----------------------|--|--|--|--|
| Task: Launch a "Lunch Buddy" or "Reading Buddy" Program pairing students with older peers (e.g., 5th graders) to share lunch or reading time once per week.                            | October-ongoing |  |  |  |  | Admin                |  |  |  |  |
| Task: Implement 2x10 Relationship and trust building strategy; spend two minutes per day for 10 days talking with a student  | October-ongoing |  |  |  |  | Assigned Staff       |  |  |  |  |
| Task: Create a Wall of Belonging (outside Library) with a display photos of staff and students with captions like "We are Bobcats"/"Somos Bobcats" to promote a culture of connection. | September       |  |  |  |  | Zepeda, All Teachers |  |  |  |  |
| Task: Conduct Monthly Staff Connection Reviews monthly in grade-level or staff meetings to update and monitor progress.  |                 |  |  |  |  | Admin                |  |  |  |  |
| Task: Continue interventions for Tier 2 and Tier 3 students with regular monitoring.   |                 |  |  |  |  | PBIS Team            |  |  |  |  |



| Assessment                                | Reporting Format  |
|---|---|
| Literacy/Math MAP Baseline                | Percentage Meeting/Exceeding Reading Norms  |
| Literacy/Math Achievement (MAP)           | Percentage of students scoring at or above the 41st percentile (average)  |
| Literacy/Math Growth (MAP)                | Percentage of students meeting or exceeding their projected growth targets (Fall to Winter)   |
| Spanish Literacy Achievement (MAP)        | Percentage of students scoring at or above the 41st percentile (average)  |
| Spanish Literacy Growth (MAP)             | Percentage of students meeting or exceeding their projected growth targets (Fall to Winter)   |
| Literacy/Math Proficiency (IAR/ACT) 2024  | Percentage of students scoring at "meets" or "exceeds standards" on IAR or ACT  |
| Literacy/Math Growth (IAR/ACT) 2024       | Percentage of students who improved at least one performance level from Spring 23 to Spring 24  |
| Literacy/Math Proficiency (IAR/ACT) 2025  | Percentage of students scoring at "meets" or "exceeds standards" on IAR or ACT  |
| Literacy/Math Growth (IAR/ACT) 2025       | Percentage of students who improved at least one performance level from Spring 24 to Spring 25  |
| Literacy/Math Grades Proficient or Higher | Percentage of students earning a grade of "Proficient" or higher in their ELA or math course grades   |
| iReady (K-8)                              | Percentage of students scoring on or above grade level on iReady Math   |
| ACCESS 2024                               | Percentage of EL scoring 4.8 or higher (proficient) 2024  |
| ACCESS 2025                               | Percentage of EL scoring 4.8 or higher (proficient) 2025  |
| 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)<br>÷ (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  |

|             |                                       |
|-------------|---------------------------------------|
| <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                     |