



SCHOOL IMPROVEMENT PLAN



September 15, 2025



EAST AURORA SCHOOL DISTRICT 131

SIP TEAM

Eileen Roberts, Principal

Adrianne Espinoza-Zamora,

Assistant Principal

Sheila Armstrong, Assistant Principal

Kyle Novak, Dean of Students

Lisa Samp, Teacher

Ashley Alarcon, Teacher

Jeff Simpson, SCI/SS Facilitator

Gayle Yanong, Teacher

Yolanda Lowe, TIS

Ninette Fowler, Instructional Coach

Kate O'Neil, Instructional Coach

Sarah Kitz, Instructional Coach

Anne Danos, Instructional Coach



Our Mission:

K.D. Waldo Middle 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.



Our Vision:

The K.D. Waldo community is committed to providing a safe, nurturing environment that is conducive to educating the whole child.





OUR CURRENT REALITY

SY 24-25	All Students	IEP	EL	Black	Hispanic	White	Two or More	Asian	Newcomer	Males	Females
Math Achievement (MAP)	17.22%	6.87%	11.19%	13.33%	17.44%	17.65%	25%	n/a	6.67%	17.01%	17.40%
Math Proficiency (IAR) (2024)	3.65%	.77%	0%	1.79%	3.7%	3.85%	0%	n/a	0%	3.73%	3.57%
iReady (K-8)	5.33%	2.19%	3.51%	4.65%	5.48%	0%	12.5%	0%	0%	5.43%	5.23%
Literacy Achievement (MAP)	13.36%	3.88%	4.67%	8.89%	13.62%	17.65%	12.50%	n/a	0%	10.12%	16.39%
Literacy Proficiency (IAR) (2024)	10.84%	2.33%	2.16%	10.71%	10.84%	11.54%	12.50%	n/a	0%	8.73%	13.01%





OUR CURRENT REALITY

24-25 SY	All Students	IEP	EL	Black	Hispanic	White	Two or More	Asian	Newcomer	Males	Females
Annual Daily Attendance (ADA)	91%	89%	90%	89%	91%	90%	95%	97%	90%	90%	91%
Chronic Absenteeism	24%	19%	20%	21%	20%	17%	n/a	n/a	18%	19%	20%
Referrals	29%	32%	62%	12%	82%	5%	1%	0.1%	10%	71%	29%



OUR FOCUS ON LITERACY:

SMART GOAL:

By the end of the 25–26 school year, Waldo middle school will increase the percentage of students meeting or exceeding grade-level expectations in literacy by 6% across all reported groups/demographics, as measured by the Spring 2026 Illinois Assessment of Readiness (IAR) compared to Spring 2025 results.



Priority Teaching Practice:

We are building teacher capacity to:

- Identify and design rigorous, grade-level learning targets
- Use small groups, specifically targeting students at Level 2 and 3 on 2025 IAR

Then we will meet or exceed grade-level expectation in literacy by 6% and students will become confident learners proficient at grade level or above.



Key Actions:

EL Action Steps: Support growth of EL Learners	<ul style="list-style-type: none">• Include reading, writing, listening and speaking into daily lessons
CWD Action Steps: Support students to ensure equity	<ul style="list-style-type: none">• Incorporate scaffolded instruction• Differentiated instruction
Tier 1 Action Steps: Implement alignment to grade level and small groups	<ul style="list-style-type: none">• Review lesson standards and DOK• Clarify learning intentions• Utilize small group interventions

OUR FOCUS ON NUMERACY:



EAST AURORA SCHOOL DISTRICT 131

SMART GOAL:

By the end of the 2025–2026 school year, Waldo Middle School will increase the percentage of students meeting or exceeding grade-level expectations in mathematics by 6% (no less than 5%) across all reported groups/demographics, as measured by the Spring 2026 Illinois Assessment of Readiness (IAR), compared to Spring 2025 results.

Priority Teaching Practice:

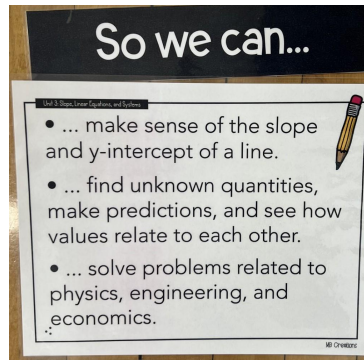
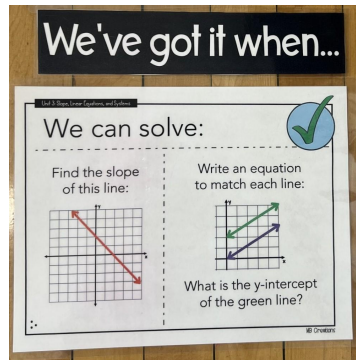
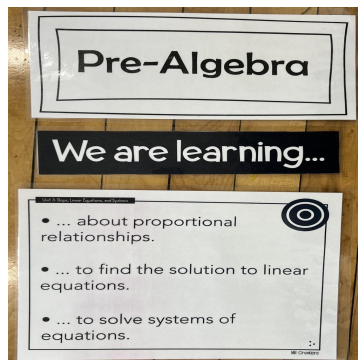
We are building teacher capacity to:

- Identify and design rigorous, grade-level learning intentions
- Use small group interventions, specifically targeting our students testing at levels 2 and 3 on 2025 IAR

Then we will meet or exceed grade-level expectation in numeracy by 6% and students will become confident learners proficient at grade level or above.

Key Actions:

EL Action Steps: Support growth of EL Learners	<ul style="list-style-type: none">• Include reading, writing, listening and speaking into daily lessons
CWD Action Steps: Support students to ensure equity	<ul style="list-style-type: none">• Incorporate scaffolded instruction• Differentiated instruction
Tier 1 Action Steps: Implement alignment to grade level and small groups	<ul style="list-style-type: none">• Review lesson standards and DOK• Clarify learning intentions• Utilize small group interventions



OUR FOCUS ON A CULTURE FOR BELONGING:

SMART GOAL:

We will reduce the number of daily behavior referrals by 10% by fostering positive relationships between staff and students and among students and setting clear expectations throughout the building.



Priority Teaching Practice:

We are building teacher capacity to:

- Foster positive and trusting relationships with and among students, then teachers will create inclusive, emotionally safe classrooms where students will show a feeling of belonging.
- Clearly communicate expectations for behavior, then teachers will create a positive culture that promotes a feeling of belonging.

In creating a positive classroom culture, our daily behavior referrals will reduce.



Key Actions:

EL Action Step: Use Second Step Curriculum to improve students' SEL skills	<ul style="list-style-type: none"> • Teach empathy and problem-solving skills • Provides EL students equitable access to social and academic success
CWD Action Step: Implementing CHAMPS Behavior Management System across Teams	<ul style="list-style-type: none"> • Create consistent Team-wide expectations for students • Scaffold instruction and clearly communicate learning goals
Tier 1 Action Step: Build in time for teachers to engage in team building strategies	<ul style="list-style-type: none"> • Build a sense of belonging and community. • Connects students to teachers and peers

