Literacy Outside the Classroom

Battle of the Books

Spelling Bee

Literacy Night

Stories & Snacks

Newspaper

Crafting with Books

River Trails

SCHOOL DISTRICT 26

Indian Grove Goal Update

2025-2026
February 10, 2026

Alignment

- Student Goals
- Classroom/Teacher Goals
- Principal/Building Goals
- Annual District Goals
- Strategic Plan Goals
- Vision/Mission
- Core Values and Beliefs

YEARLY STUDENT PERFORMANCE TARGETS

Just-Right Learning	At least 65% of students tested at BOY will meet or exceed their EOY target in reading and math
High School/College Ready	At least 80% of students tested at EOY will be at or above the 50th percentile in reading and math
Catch-Up Targets	A majority of students at or below the 50th percentile at BOY will exceed their expected end-of-year growth target in reading and math
Balanced and Targeted Growth	A decrease in the number of students at or below the 35th percentile at BOY by end-of-year in reading and math
Balanced and Targeted Growth	An increase in the number of students at or above the 90th percentile at BOY by end-of-year in reading and math

YEARLY TARGETS COMPARISON

Category	Description	How It's Measured	22-23 Fall - Spring			Goal Met	23-24 Fall - Spring			Goal Met	24-25 Fall - Spring			Goal Met
Just-Right Learning	At least 65% of students tested at BOY will meet or exceed their EOY target in reading and math	**Growth** MAP Fall-to-Spring Conditional Growth	MAP ELA	177/369	48%	☐	MAP ELA	196/370	53%	☐	MAP ELA	202/349	58%	☐
			MAP Math	147/369	39.8%	☐	MAP Math	286/371	77.1%	☑	MAP Math	303/350	86.6%	☑
High School/College Ready	At least 80% of students tested at EOY will be at or above the 50th percentile in reading and math	**Achievement** MAP Spring Achievement Percentiles Aimsweb Benchmark Comparison (Percentile)	MAP ELA	248/375	66.1%	☐	MAP ELA	264/372	71%	☐	MAP ELA	252/355	71%	☐
			Aims EL	54/85	63.5%	☐	Aims EL	47/75	62.7%	☐	Aims EL	47/79	59.5%	☐
			Read Total	*302/460*	*65.7%*	☐	*Read Total*	*311/447*	*69.6%*	☐	*Read Total*	*314/435*	*72.2%*	☐
			MAP Math	242/375	64.5%	☐	MAP Math	299/372	80%	☑	MAP Math	296/355	83%	☑
			Aims EN	70/85	82.4%	☑	Aims EN	55/75	73.3%	☐	Aims EN	47/80	58.8%	☐
			Math Total	*312/460*	*67.8%*	☐	*Math Total*	*354/447*	*79.2%*	☐	*Math Total*	*343/435*	*78.9%*	☐
Catch-Up Targets	A majority of students at or below the 50th percentile at BOY will exceed their expected end-of-year growth target in reading and math	**Growth** MAP Fall-to-Spring Conditional Growth	MAP ELA	67/115	58.3%	☑	MAP ELA	67/108	62%	☑	MAP ELA	83/126	66%	☑
			MAP Math	56/103	54.4%	☑	MAP Math	62/127	49%	☐	MAP Math	114/132	86%	☑
				Fall	*Spring*			*Fall*	*Spring*			*Fall*	*Spring*	
Balanced and Targeted Growth	A decrease in the number of students at or below the 35th percentile at BOY by end-of-year in reading and math	**Achievement** MAP Fall-to-Spring Achievement Percentiles Aimsweb Benchmark Comparison	MAP ELA	73	74	☐	MAP ELA	70	54	☑	MAP ELA	65	60	☑
			Aims EL	35	15	☑	Aims EL	30	11	☑	Aims EL	38	19	☑
			Read Total	*108*	*89*	☑	*Read Total*	*100*	*65*	☑	*Read Total*	*103*	*79*	☑
			MAP Math	57	68	☐	MAP Math	65	39	☑	MAP Math	68	29	☑
			Aims EN	37	15	☑	Aims EN	30	12	☑	Aims EN	40	11	☑
			Math Total	*94*	*83*	☑	*Math Total*	*95*	*51*	☑	*Math Total*	*108*	*40*	☑
Balanced and Targeted Growth	An increase in the number of students at or above the 90th percentile at BOY by end-of-year in reading and math	**Achievement** MAP Fall-to-Spring Achievement Percentiles Aimsweb Fall-to-Spring Benchmark Distribution	MAP ELA	63	43	☐	MAP ELA	50	44	☐	MAP ELA	44	46	☑
			Aims EL	7	10	☑	Aims EL	8	7	☐	Aims EL	13	12	☐
			Read Total	*70*	*53*	☐	*Read Total*	*58*	*51*	☐	*Read Total*	*57*	*58*	☑
			MAP Math	63	37	☐	MAP Math	40	92	☑	MAP Math	44	105	☑
			Aims EN	4	20	☑	Aims EN	4	14	☑	Aims EN	8	19	☑
			Math Total	*67*	*57*	☑	*Math Total*	*44*	*106*	☑	*Math Total*	*52*	*124*	☑
						10/22 45.5%				12/22 54.5%				15/22 68.2%

Overall Index Score
80.73
Commendable

Indicator scores range from 0-100 as a valuation of raw performance

ELA Proficiency	ELA Growth	ELPtP	Science Proficiency
100.00/100	76.80/100	89.20/100	82.76/100

Math Proficiency	Math Growth	Chronic Absenteeism	Climate Survey
100.00/100	68.83/100	78.64/100	100.00/100

Indicator Weight Distribution

7.50%	7.50%	25.00%	25.00%	5.00%	20.00%	5.00%	5.00%

Indicator	2022-2023	2023-2024	2024-2025
ELA Proficiency	100	100	100
ELA Growth	66.47	65.39	76.80
Math Proficiency	100	100	100
Math Growth	44.51	67.31	68.83
Science Proficiency	100	100	82.76
EL PtP	85.85	89.04	89.20
Chronic Absenteeism	77.29	78.81	78.64
Climate Survey	100	100	100
Overall Index Score	72.50	78.39	80.73

*All scores on 100 point scale

Head Ready

COMPREHENSION THROUGH DISCOURSE

Heart Ready

SUPPORTING EXECUTIVE FUNCTIONING FOR ALL

COMPREHENSION = To acquire and actively use knowledge

Surface   Deep/Transfer

DISCOURSE

| SPEAKING & LISTENING | WRITING |

DISCOURSE

Essential	Performance
Ambitious Instruction	48 Neutral

In schools with strong Ambitious Instruction, classes are challenging and engaging. The instruction is clear, well-structured, and encourages students to build and apply knowledge. When combined with a supportive environment, Ambitious Instruction has the most direct effect on student learning. It is:

- well-defined with clear expectations for student success,
- interactive and encourages students to build and apply knowledge,
- well-paced (not measured), and
- aligned across grades (not measured).

Measures	Performance	Respondent
Math Instruction	62 Strong	Student
English Instruction	56 Neutral	Student
Academic Press	49 Neutral	Student
Quality of Student Discussion	24 Weak	Teacher

Essential	Performance
Ambitious Instruction	48 Neutral

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Measures	Performance	Respondent
Quality of Student Discussion	55 Neutral	Teacher
Academic Press	48 Neutral	Student
Math Instruction	47 Neutral	Student
English Instruction	43 Neutral	Student

Indicator	2022-2023	2023-2024	2024-2025
ELA Proficiency	100	100	100
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GROW YOUR THINKING!

Choose one question from TWO columns that will help you GROW your thinking!

LITERAL	RETELL/RECALL	APPLY	EVALUATE/ANALYZE	CREATE
The character is ...	In the story...	I think... because...	This evidence that makes me think this is... I know this because...	What would happen if...Why?
The setting is ...	In the text...	The message is....	I learned ...	What can you do about this?
The problem is...	In the beginning...	This makes me think about...	The main idea, theme, or central message is...	What caution can be taken?
The solution is ...	After that....	___ reminds me of___	This matters because...	How does this help us with...?
Some facts are...	Next, ...	My connection is...	This is important because...	Can you design a... to...?
This text...	The character felt...	I predict... because...	My reasoning is	How else would you...?
The text features are...	In the middle...	I wonder...because...	The big ideas are...	How would you have handled...? Why?
	The problem was solved when...	I visualize...	I think ___ wants me to know...	What changes to... would you recommend? Why?
	In the end...	I can infer...	_____ helps me understand... because...	
		The key ideas are...	I used to think___ but now I think__ because...	
		This makes me feel...		
		The text features/stuctures that helped me are ...		

INDIAN GROVE OWLS

Comprehension Through Discourse

Discourse = Speaking and writing.
Comprehension = To acquire and actively use knowledge.

Discourse

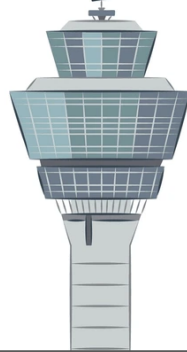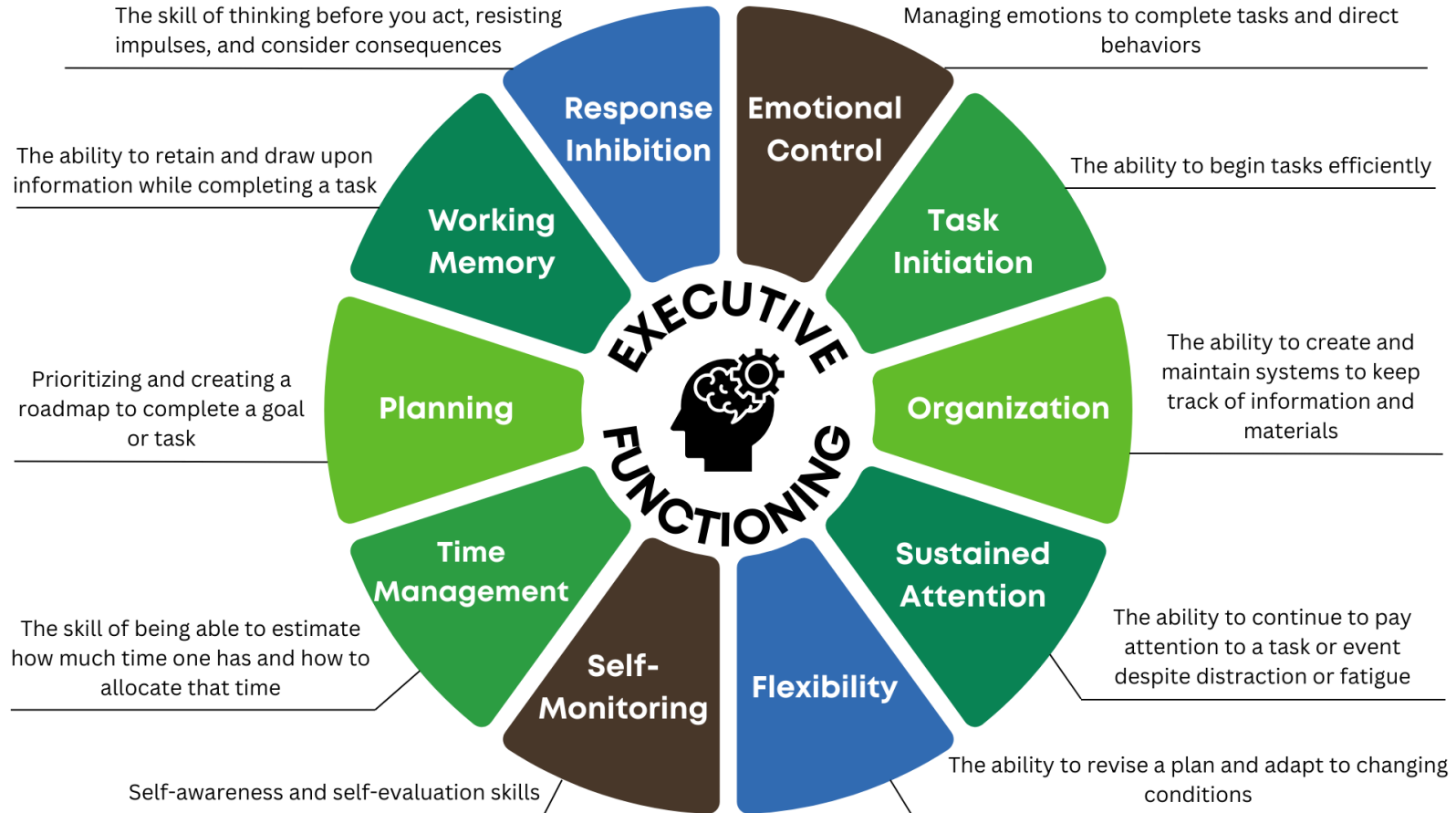| Environment (see)	Supports (access to success)	Elaborate & Explain (apply/use)
Prepare the environment to optimize engagement structures, collaboration, and learning (e.g. desk arrangement, instructional routines, visuals, Thinking Tools)	*Provide* students with access to discussion/learning (e.g. Talking Tools, routine cues, content terminology)	*Prompt* students to elaborate, clarify responses, and/or use relevant terminology to make their thinking more visible and complete.
Classroom Community Routines Procedures Expectations Learning culture	**Modeling** Think aloud Fish Bowl Discourse protocols	**Prompting for Depth** Comprehension Continuum Claim-Evidence-Reasoning Explain thinking (metacognition)
Student Arrangements Partners/Groups Flexible Conducive to discourse	**Tools** Thinking/Talking/Listening Tools Organizers Sentence starters/continuers Technology	**Student Agency** Students doing most speaking Element of choice Student-led
Visuals Learning Targets/I Cans Anchor charts Graphic organizers Directions/Information	**Differentiation** Accommodations Total Physical Response (TPR) Intentional, leveled materials	**Reflection** Self & Peer Assessments Self & Peer Reflections

EXECUTIVE FUNCTIONING = Our mental capacity to **manage** and **integrate** what we encounter in life with what we know and then **decide how to respond**.

CONNECTION	PREDICTABILITY	CONSISTENCY

HEART READY

The skill of thinking before you act, resisting impulses, and consider consequences

Managing emotions to complete tasks and direct behaviors

The ability to retain and draw upon information while completing a task

The ability to begin tasks efficiently

Prioritizing and creating a roadmap to complete a goal or task

The ability to create and maintain systems to keep track of information and materials

The skill of being able to estimate how much time one has and how to allocate that time

The ability to continue to pay attention to a task or event despite distraction or fatigue

Self-awareness and self-evaluation skills

The ability to revise a plan and adapt to changing conditions

EXECUTIVE FUNCTIONING

Response Inhibition
Emotional Control
Task Initiation
Organization
Sustained Attention
Flexibility
Self-Monitoring
Time Management
Planning
Working Memory

Goal: Forming Connections with Students, Between Students, and with Families

Tool	Description
Building Relationships	Step-by-step guide and resources to help you plan how you will approach building and maintaining relationships in your learning space.
Classroom Circle Resources	Classroom circles are an excellent way to build connections and classroom community, and are also great for reflecting on learning, problem solving, and conflict resolution. The Circle Planning Guide will show you everything you need to know about setting up and regularly using circles to support students functioning needs and the Circle Keeping Prompts offer a variety of CASEL aligned questions to build and maintain skills.

Goal: Setting Up a Consistent and Predictable Environment

Tool	Description
Setting Up Your Physical Environment	Helpful information to keep in mind when setting up your space for learning, including the Calm Corner, physical setups,
Establishing Routines	Step-by-step guide and resources to plan common routines to create consistency and predictability for students.
Establishing Expectations	Step-by-step guide and resources to plan and communicate your expectations to the students.
Establishing Consequences	Step-by-step guide and resources to plan and help students understand the potential consequences (positive and negative) of their behaviors and choices.
Ways to Adapt the Environment	Tips for adults to adapt the physical learning environment to better support students' executive functioning needs.
Creating a Calming Space in Your Classroom	Step-by-step guide and resources to plan and communicate your expectations for using the calming space for the students to regulate and reflect.

Self-Monitoring & Self-Stopping

Self-monitoring means being conscious of our own actions/behavior/work in real time. It involves us being able to ask questions like "What am I doing right now?" and "Is it working?"
Self-stopping is our ability to stop or pause to prevent an impulsive action.

We have been using the **STOP: Read the Room strategy** to help build both of these skills. When a child is stuck, or having difficulty meeting expectations, rather than telling them what they should be doing, we use some targeted questions related to the Space, Time, Objects, or People (STOP) around to help guide them to figure it out on their own. When this skill gets internalized, it increases a child's independence and problem solving abilities.

SPACE	TIME	OBJECTS	PEOPLE
What does the space tell me? What is the space used for? What is going on in the space? Does the space have rules?	What does the time tell me? What time of day is it? Is something scheduled for this time? Is something coming up?	What do the objects tell me? What is the purpose of the objects? Are they necessary? Are there things I need to bring?	What are the people telling me? What does their body language say? What do their expressions tell me?

What does this look like in action?

Say, for example, the child is unsure of what to do. We help them pause and observe:

- Take a look around. What do you see others doing?
- What usually happens when we're here or at this time?
- What do you think you could use [object] for?
- So, what will your next steps be?

The key idea is that we are helping the child flex their brain muscles and figure out on their own their next steps, rather than them being reliant on someone else to tell them.