East Aurora School District 131 School Improvement Plan 2025-2026

EA EAST AURORA DISTRICT 131

School Name:	Simmons Middle School	Principal Name:	Nelson Granadillo
Mission:	The staff and community of Simmons Middle School promotes a positive learning environment for the academic, social, physical, and emotional development of each and every student to achieve high and realistic academic goals.	Vision:	Provide Academic Excellence and a Socially Responsible teaching community for all students.

School Improvement Team:

Name:		Name:	Kari Del Fiacco	Name:	Melissa Defrenza
Role:		Role:	Teacher	Role:	Dean
Name:	Erik Toman	Name:	Lisa Conte	Name:	Nelson Granadillo
Role:	Teacher	Role:	Teacher	Role:	Principal
Name:	Erin Trejo	Name:	Mandy Martinez	Name:	
Role:	Teacher	Role:	Teacher	Role:	
Name:	Caroline Andres	Name:	Maria Gallego	Name:	
Role:	Teacher	Role:	Teacher	Role:	
Name:	Christine Dodd	Name:	Jamos Los	Name:	
Role:	Teacher	Role:	AP	Role:	
Name:	Emily McGinnis	Name:	Jamie Linder	Name:	
Role:	Teacher	Role:	AP	Role:	

School Designation and Priorities

School Designation	Commendable	Report Card Year:	2024

Report Card general findings and focus areas:

Simmons Middle School, located in Aurora, Illinois (East Aurora SD 131), serves grades 6–8 with an enrollment of approximately 1,000 students. The student population is predominantly Hispanic (around 90%), with about 90% identified as low-income, 50% as English Learners, and 15% receiving special education services. The school holds a Commendable designation on the Illinois Report Card, indicating no underperforming student groups but also not ranking in the top 10% statewide. Academic performance remains an area for growth, with proficiency rates on the Illinois Assessment of Readiness (IAR) averaging around 10–15% in ELA and 7–12% in math. Chronic absenteeism is a significant challenge, affecting nearly one-third of students. The school has a student-teacher ratio of about 16:1, with most teachers averaging 10 years of experience and over 65% holding advanced degrees. Simmons offers robust bilingual and ESL programs, along with extracurricular activities designed to promote engagement. Key priorities include improving academic outcomes, reducing absenteeism, and strengthening family and community partnerships to support student success.

Literacy Goal & Action Plan

Annual Student Literacy SMART Goal

ES/MS: By the end of the 2025–2026 school year, Simmons Middle School will increase the percentage of students meeting or exceeding grade-level expectations in literacy by 5% (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.

Specific: Focused on reading achievement

Measurable: A 5% increase of students meeting or exceeding grade level expectations using IAR data for all students

Achievable: Based on current trends and targeted interventions.

Relevant: Supports school-wide academic performance goals.

Time-Bound: To be achieved by Spring 2026

Schoolwide Current Reality by Subgroup:

	All Students	IEP	EL	Black	Hispanic	White	Two or More	Asian	Newcomer	Males	Females
Literacy MAP Baseline	30.3%	8.3%	12.4%	28.9%	29.5%	55.6%	50.0%	100.0%		28.5%	32.4%
Literacy Achievement (MAP)	21.8%	5.6%	7.0%	28.0%	20.90%	44.4%	50.0%	100.0%		21.3%	22.4%
Literacy Growth (MAP)	54.2%	42.4%	48.1%	57.9%	53.6%	50.0%	83.3%	80.0%		53.1%	55.3%
Spanish Literacy Achievement (MAP)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		N/A	N/A
Spanish Literacy Growth (MAP)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		N/A	N/A
Lit Proficency (IAR) 2024	20.2%	3.4%	9.8%	26.8%	19.2%	10.0%	50.0%	75.0%		17.3%	23.2%
Literacy Growth (IAR) 2024	???	???	???	???	???	???	???	???		???	???
Lit Proficency (IAR) 2025	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		N/A	N/A
Lit Growth (IAR) 2025	???	???	???	???	???	???	???	???		???	???
Literacy Grades Profient or Higher											
ACCESS 2024	2.90%	1.11%	2.90%	0.00%	3.00%	0%	?	0.00%		1.95%	4.20%
ACCESS 2025											

Priority Teaching Practices

IF we build the capacity to engage students in learning by:
- Using instructional materials and strategies that are appropriate and engaging
- Structuring tasks for active student participation

THEN teachers will
- facilitate student-centered classrooms by implementing school-wide authentic engagement strategies that include student choice
- actively participate in PLCs through strategy focused conversations
- shadow colleagues and reflect on engagement strategies
- receive support from Instructional Coaches

Admin will
- regularly observe, support, and provide feedback on engagement strategy practices
- promote active participation in PLCs and team meetings.

AND students will
- improve performance on tasks requiring explanation, reasoning, and collaboration
- increase confidence in expressing ideas
- demonstrate increased critical thinking, active participation, and risk taking
- take initiative to show multiple ways of demonstrating knowledge, self-reflection and independence

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?

Help teachers vary their repertoires for explaining content, new concepts, and new information. (3.2.71)	August '25 to May '26	Instructional Coaches' Presentation links.	Bi-monthly	Admin Instructional Coaches SLT		
Develop and expect teachers to regularly engage in the use of effective instructional practices. (3.2.71)	August '25 to May '26	Presentation created by coaches on effective instructional practices, document used with students and the self-reflection document for teachers	Monthly	Admin Instructional Coaches SLT		
Administration coming for regular visits in PLC's, team meetings, and classrooms.	August '25 to May '26	Administrative feedback forms	Bi-monthly	Admin Instructional Coaches SLT		
Provide professional development for teachers on questioning and discussion techniques that produce thoughtful dialogue and on methods for increasing the use of academic language. (3.2.72)	August '25 to May '26	Professional development presentations. Instructional Coaching cycles forms, notes and feedback forms. PLC meeting documents.	Monthly	ILT SLT		
Use strategies such as cooperative learning groups to have teachers support students in teaching one another, learning from one another, and assuming responsibility for one another's learning. (3.2.72)	September '25 to May '26	Teacher developed documents. Peer feedback forms. Teacher sign-up forms.	Bi-monthly	Teachers SLT		
During classroom observations, ensure that teachers ask open-ended questions so that all students can respond and discuss answers. (3.2.72)	September '25 to May '26	Admin/IC anecdotal notes	Quarterly	Admin Instructional Coaches SLT		

Instruction- Guiding Principle Educational Equity and Student Achievement
Numeracy Goal & Action Plan

Annual Student Numeracy SMART Goal

ES/MS: By the end of the 2025–2026 school year, Simmons Middle School will increase the percentage of students meeting or exceeding grade-level expectations in mathematics by 5% (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.

Specific: Simmons Middle School will increase the percentage of students meeting or exceeding grade-level expectations in mathematics. results.

Measurable: Increase the percentage of students meeting or exceeding grade-level expectations in mathematics by 5% across all reported groups/demographics

Achievable: Based on current trends and targeted interventions.

Relevant: Supports scool-wide academic performance goals.

Time-Bound: To be achieved by Spring 2026

Schoolwide Current Reality by Subgroup:

	All Students	IEP	EL	Black	Hispanic	White	Two or More	Asian	Newcomer	Males	Females
Math MAP Baseline	25.17%	7.27%	11.03%	19.15%	24.96%	20.00%	50.00%	100.00%	0.00%	27.20%	22.91%
Math Achievement (MAP)	16.82%	5.45%	5.06%	14.89%	16.06%	20.00%	50.00%	100.00%	0.00%	19.14%	14.25%
Math Growth (MAP)	64.71%	54.90%	63.90%	67.50%	64.88%	40.00%	66.67%	80.00%	57.14%	64.04%	65.44%
Math Proficiency (IAR) 2024	7.42%	0.00%	1.79%	4.88%	6.96%	20.00%	9.84%	37.50%	0.00%	9.04%	5.77%
Math Growth (IAR) 2024											
Math Proficiency (IAR) 2025											
Math Growth (IAR) 2025											
Math Grades Proficient or Higher											
iReady (K-8)	4.64%	1.01%	0.48%	4.35%	4.37%	10.00%	0.00%	50.00%	0.00%	6.61%	2.54%

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 specfic goal.

IF we build the capacity to engage students in learning by:
- using instructional materials and strategies that are appropriate and engaging
- structuring tasks for active student participation

THEN teachers will
- facilitate student-centered classrooms by implementing school-wide authentic engagement strategies that include student choice
- actively participate in PLCs through strategy focused conversations
- shadow colleagues and reflect on engagement strategies
- receive support from Instructional Coaches

Admin will
- regularly observe, support, and provide feedback on engagement strategy practices
- promote active participation in PLCs and team meetings.

AND students will
- improve performance on tasks requiring explanation, reasoning, and collaboration
- demonstrate increased critical thinking, active participation, and risk taking
- increase confidence in expressing ideas
- take initiative to show multiple ways of demonstrating knowledge, self-reflection and independence

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?

Help teachers vary their repertoires for explaining content, new concepts, and new information. (3.2.71)	August '25 to May '26	Instructional Coaches' Presentation links.	Bi-monthly	Admin Instructional Coaches SLT	
Develop and expect teachers to regularly engage in the use of effective instructional practices. (3.2.71) ~instructional coaches presenting at faculty meetings	August '25 to May '26	Presentation created by coaches on effective instructional practices, document used with students and the self-reflection document for teachers	Monthly	Admin Instructional Coaches SLT	
Administration coming for regular visits in PLC's, team meetings, and classrooms.	August '25 to May '26	Administrative feedback forms	Bi-monthly	Admin Instructional Coaches SLT	
Provide professional development for teachers on questioning and discussion techniques that produce thoughtful dialogue and on methods for increasing the use of academic language. (3.2.72)	August '25 to May '26	Professional development presentations. Instructional Coaching cycles forms, notes and feedback forms. PLC meeting documents.	Monthly	ILT SLT	
Use strategies such as cooperative learning groups to have teachers support students in teaching one another, learning from one another, and assuming responsibility for one another's learning. (3.2.72)	September '25 to May '26	Teacher developed documents. Peer feedback forms. Teacher sign-up forms.	Bi-monthly	Teachers SLT	
During classroom observations, ensure that teachers ask open-ended questions so that all students can respond and discuss answers. (3.2.72)	September '25 to May '26	Admin/IC anecdotal notes	Quarterly	Admin Instructional Coaches SLT	

Culture of Belonging & Action Plan

Annual Culture of Belonging SMART Goal

ES/MS/HS: By June 2026, Simmons Middle School will foster a culture of belonging such that fewer than 30% of all students are identified as chronically absent as measured by end-of-year attendance records.

Specific: Targets chronic absenteeism as an indicator of student belonging and engagement.

Measurable: Clear threshold - less than 30% of students chronically absent. (Decrease by approximately 2-3 students per homeroom - 15 per team)

Achievable: Based on historical data and support systems in place (eg. mentorships, SEL programs, family outreach)

Relevant: Directly connected to school climate, student engagement, and equity.

Time-Bound: To be achieved by the end of the 2025-2026 school year.

Schoolwide Current Reality by Subgroup:

	All Students	IEP	EL	Black	Hispanic	White	Two or More	Asian	Newcomer	Males	Females
ADA	90.70%	89.70%	90.30%	88.40%	91.20%	89.00%	89.80%	95.70%		90.10%	91.40%
Chronic Absenteeism	42.60%	56.70%	44.70%	55.60%	42.10%	58.30%	33.30%	33.30%		44.50%	41.90%
Referrals	31.20%	5.10%	19.90%	3.50%	26.20%	0.50%	0.10%	0.00%		21.40%	9.90%
OSS Incidents	11.60%	2.30%	7.30%	2.00%	8.80%	0.40%	0.00%	0.00%		7.90%	3.70%
ISI Incidents	14.10%	2.70%	9.00%	2.20%	11.20%	0.20%	0.00%	0.00%		9.50%	4.60%

5Essentials Snapshot:

Survey Year	Overall ImprovementRating:	Ambitious Instruction:	Collaborative Teachers:	Effective Leaders:	Supportive Environment:	Involved Families:
2025	**Not Yet Organized**	**Neutral**	**Weak**	**Weak**	**Neutral**	**Weak**

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 specfic goal.

IF we build teacher capacity to foster positive, trusting relationships with and among students

THEN teachers will:
- foster respectful talk and active listening among students and between teacher and students
- demonstrate warmth, caring, and fairness in interactions
- build positive, trusting relationships with and among students
- acknowledge and affirm student contributions
- respond thoughtfully to student behavior or ideas

Admin will:
- demonstrate positive relationships with staff through clear and timely communication
- demonstrate positive relationships with students

AND students will:
- increase daily attendance
- have an adult that they can trust and go to when something arises
- feel a greater sense of belonging
- experience positive peer to peer relationships, especially with regards to language and communication
- experience fewer mental health issues

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?
Create opportunities to celebrate all community members' contributions to students' academic, behavioral, and social–emotional growth.	August '25 to May '26	PRIDE Cards, Celebrations and assemblies for celebrating student achievement	Quarterly	SLT		
Create and communicate a culture of school attendance both school-wide and with families.	August '25 to May '26	School status communication and documented communications in synergy	Monthly	SLT		
Set "SEL/Homeroom" goals that all teachers are responsible for consistent implementation of the Second Step curriculum	August '25	Completion of Second Step Tracker. Team Student progress tracking spreadsheet. PRIDE Cards	Bi-monthly	SLT		

Provide teachers with guidance and a "check sheet" to help keep track of goals (Student "how are you?" check in, student progess on grades, sport eligiblity, attendance and Second Step.	August '25	Student progress tracking document (Created by: Mandy)	Monthly	SLT		
Expand professional development that focuses on building positive relationships with students, creating a classroom community, and having positive interactions with students.(4.1.70)	August '25 to May '26	Profession Development documents/ resources	Biweekly	SLT		
Design and administer a student survey to collect data on their perceptions of school culture. Review the data quarterly and plan actions to address results. (4.1.70)	August '25 to May '26	Student Survey Schedule of Survey adminstration dates	Quarterly (towards the end of each quarter)	SLT		
Design and administer a staff survey to collect data on their perceptions of school culture. Review the data quarterly and plan actions to address results. (4.1.70)	August '25 to May '26	Staff Survey Schedule of Survey adminstration dates, Admin tracking sheet of teacher check-ins	Quarterly (towards the end of each quarter)	SLT Teachers		

	45 Day Review- Mid October			45 Day Review- Mid December/January			45 Day Review- Start of March			45 Day Review- Mid May		
Numeracy Goal	**MAP Math Achievement**	**iReady Math Proficiency**	**Math Grades Prof. or Higher**	**MAP Math Achievement**	**iReady Math Proficiency**	**Math Grades Prof. or Higher**	**MAP Math Achievement**	**iReady Math Proficiency**	**Math Grades Prof. or Higher**	**MAP Math Achievement**	**iReady Math Proficiency**	**Math Grades Prof. or Higher**
	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	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade
	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade
	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade
	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade
	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade
	MAP Math Growth			**MAP Math Growth**			**MAP Math Growth**			**MAP Math Growth**		
	Overall Building			Overall Building			Overall Building			Overall Building		
	Grade			Grade			Grade			Grade		
	Grade			Grade			Grade			Grade		
	Grade			Grade			Grade			Grade		
	Grade			Grade			Grade			Grade		
Literacy Goal	**MAP Reading Achievement**	**MAP Reading Growth**	**ELA Grades Prof. or Higher**	**MAP Reading Achievement**	**MAP Reading Growth**	**ELA Grades Prof. or Higher**	**MAP Reading Achievement**	**MAP Reading Growth**	**ELA Grades Prof. or Higher**	**MAP Reading Achievement**	**MAP Reading Growth**	**ELA Grades Prof. or Higher**
	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	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade
	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade
	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade
	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade
	Spanish MAP Reading Achievement	**Spanish MAP Reading Growth**		**Spanish MAP Reading Achievement**	**Spanish MAP Reading Growth**		**Spanish MAP Reading Achievement**	**Spanish MAP Reading Growth**		**Spanish MAP Reading Achievement**	**Spanish MAP Reading Growth**	
	Overall Building	Overall Building		Overall Building	Overall Building		Overall Building	Overall Building		Overall Building	Overall Building	
	Grade	Grade		Grade	Grade		Grade	Grade		Grade	Grade	
	Grade	Grade		Grade	Grade		Grade	Grade		Grade	Grade	
	Grade	Grade		Grade	Grade		Grade	Grade		Grade	Grade	
	Grade	Grade		Grade	Grade		Grade	Grade		Grade	Grade	
Culture & Belonging Goal	**ADA**	**Chronic Absenteeism**	**Discipline Referrals**	**ADA**	**Chronic Absenteeism**	**Discipline Referrals**	**ADA**	**Chronic Absenteeism**	**Discipline Referrals**	**ADA**	**Chronic Absenteeism**	**Discipline Referrals**
	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	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade
	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade
	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade
	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade
	OSS Days			**OSS Days**			**OSS Days**			**OSS Days**		
	Overall Building			Overall Building			Overall Building			Overall Building		
	Grade			Grade			Grade			Grade		
	Grade			Grade			Grade			Grade		
	Grade			Grade			Grade			Grade		
	Grade			Grade			Grade			Grade		

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 Proficency (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 Proficency (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 Profient 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) ÷ (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