



2025-2026 School Improvement Plan

District Mission and Vision

Mission: The mission of CUSD #16 is to serve our communities by equipping students with the skills and tools needed to achieve their personal best and demonstrate Pretzel PRIDE-
Perseverance
Respect
Integrity
Discipline
Empathy

Vision: *New Berlin graduates strive to be the best, be engaged, ready to lead and serve future generations of Pretzels.*

Beliefs

*We believe all students have individual talents.
We believe all students have an equitable opportunity to learn and achieve their academic and personal best.
We believe in our teachers' passions.
We believe learning extends beyond the classroom.
We believe our schools serve as a safe and secure environment for all students.
We believe in Pretzel Pride.
We believe in the value of every person.
We believe everyone working together will result in positive and collaborative working relationships that make the community stronger.
We believe that character counts.
We believe that Pretzels serve others and achieve their dreams*

School Theme

Pretzel TEAM-Together Everyone Achieves More

New Berlin Elementary School Improvement Team

BLT Members

Katie Barrett, Renee Cooper, Skylar Davis, Courtney Fry, Wendy Kanllakan, Jolene Luca, Taylor Maus, Whitney Peecher, Emily Sworobowicz

ILT Members

Ashley Berola, Jamie Brown, Amanda Fleshman, Carli Hemphill, Hailee Hamilton, Liz Birch, Kara Cox, Grace Crawford, Shelly Haas, Jenna Katterhenry, Audrey Lanzotti

PBIS Members

Christina Iacono, Peyton Kirkpatrick, Kelsi Knox, Brad Olysav, Stacey Maxson, Madison Reynolds, Kara Pecoraro

Administration

Jill Larson, Matthew Jokisch, Tyler Berola

Goal 1 SEL: During the 2025-2026 school year, we will increase our percentage of students and teachers responding favorably (2 or above) to items in the Self-Management section of the universal screener by 6%, and we will maintain a 92% attendance rate per grade level. Concurrently, we will achieve an 85% fidelity average towards Implementation of Whole Brain Instruction to enhance climate and culture.

STRATEGIES & ACTION STEPS	RATIONALE FOR STRATEGIES/ACTIONS	PERSON RESPONSIBLE	MEASURES OF SUCCESS	TIMELINE
1A. Attendance at each grade level will maintain 92% monthly.	Consistent attendance is closely linked to academic success, social development, and student well-being.	All Staff	Monthly attendance check-ins Attendance incentives	Ongoing
1B. Implement SEL lessons in the classroom at least 1 time a week using Character Strong's PurposeFull People curriculum.	Providing common language and learning strategies will provide consistency throughout the building.	All Staff	Admin Check-Ins Lesson Plans Grade Level Collaboration Reflection Sheet	Ongoing

<p>1C. Maintain consistency of PBIS Tier 1 & Tier 2 throughout the building. Establish Tier One PBIS Kick-Off and refresher workshops.</p>	<p>PBIS promotes positive school climate, safer learning environment, and more trusting and respectful student/teacher relationships.</p>	<p>All Staff PBIS Team</p>	<p>Skyward Data Tier 1 PBIS Data Tier 2 PBIS Data PBIS Kick-Off</p>	<p>Ongoing</p>
<p>1D. Implement Professional Development on the Five Steps to Whole Brain Instruction Implementation:</p> <ol style="list-style-type: none"> 1. Understand 2. Implement 3. Motivate 4. Teach 5. Guide 	<p>Give teachers the tool kit to implement a full Whole Brain Instructional Platform in their respective rooms</p>	<p>All Staff Admin Team</p>	<p>Professional Development record indicating 90% attendance or better Lesson Plans Grade Level Collaboration Reflection Sheet</p>	<p>Ongoing</p>
<p>1E. Maintain consistency of Whole Brain Tier 1 Instruction throughout the building.</p>	<p>Whole Brain Instruction promotes positive school climate, safer learning environment, and more trusting and respectful student/teacher relationships.</p>	<p>All Staff PBIS Team Admin Team</p>	<p>Monthly walk-throughs using a Whole Brain Instruction Implementation Record demonstrating 85% fidelity.</p>	<p>Ongoing</p>

Monitoring Plan: How will you monitor the effectiveness of your strategy/action?

The Administrative Team and the School Social Worker will use Character Strong's PurposeFull People Universal Screeners to track this data.

September Baseline Data: K-2 Teacher Rating: 76.6% 3-5 Self Rating: 83.7%	Winter Baseline: K-2 Teacher Rating: 78.6% 3-5 Self Rating: 89.1%	Spring Projection: K-2 Teacher Rating: 82.6% 3-5 Self Rating: 89.7%	Spring Final Results: K-2 Teacher Rating: ____% 3-5 Self Rating: ____%
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Goal 2 ELA: During the 2024-2025 school year, NBE will increase the percentage of students at each grade level (K-5) performing at early on grade level or above by 6%, according to i-Ready assessments. Said increase will result in at least four more students per grade level achieving early on grade level or above. **In short, NBE will add a minimum of 20 students to early on grade level or above by the Spring i-Ready Assessments.**

STRATEGIES & ACTION STEPS	RATIONALE FOR STRATEGIES/ACTIONS	PERSON RESPONSIBLE	MEASURES OF SUCCESS	TIMELINE
1A. All classroom and intervention staff teaching reading will participate in professional development targeting reading Instruction, i-Ready (MyPath), and progress monitoring.	Targeting instructional areas that have been identified as weaknesses through data analysis.	Certified Classroom Staff Certified Interventionists Paraprofessional Interventionist	PD Attendance Log-90% attendance rate at literacy PD Evidence of i-Ready assessment benchmarks and respective progress monitoring.	August 2025-May 2026
1B: K-5 Teachers will participate in professional development workshops that are	Incorporating high quality instructional practices will raise students comprehension and	K-5 Teachers, Interventionist, Special Staff Admin Team	90% attendance at PD focused on BEEP components	August 2025-May 2026

focused on high quality instructional practices that support the BEEP model of instruction.	achievement across all content areas.			
1C: K-5 Teachers will implement the BEEP model of instruction.	High quality, structured lessons focusing on best practices will increase on task time and encourage productive struggle in reading and comprehension.	K-5 Teachers, Interventionist, Special Staff Admin Team	100% of observations will have at least five observable components of the BEEP model.	August 2025 -May 2026
1D: All K-5 teachers will identify strategies provided by the reading specialist / i-Ready consultant during the ELA PD meetings that have been tried or implemented during the ELA block.	Incorporating best practice for literacy instruction. Reading and writing workshop model.	Grade Level Teams Special Staff Admin Team	Common planning Time Team Agendas & Attendance log-1 time a month 100% attendance Identified in Tier 1 lesson plans Identified in guided reading lesson plans Survey of staff at semester Attendance at PD with Reading Consultant	August 2025 -May 2026
1E: K-5 teachers will implement Tier 1 ELA curriculum in whole group: i-Ready, HMH into	Incorporating consistent Tier 1 instruction will add continuity in the education of all K-5 students.	K-5 teachers Admin Team	Teacher Lesson Plans will be up to date and current with evidence of i-Ready, HMH, & SAVVAS	August 2025 -May 2026

<p>Reading, & SAVVAS Realize in all regular education classroom settings.</p>			<p>Monitored through analysis of grades K-5 through report cards.</p> <p>Reflection of Tier 1 curriculum assessments during common planning meetings (Monthly) to identify that 80% of the students in a classroom/grade are meeting standard (Standards based grade of 3 or % grade of 70 or more).</p>	
<p>1F: K-5 teachers will implement Tier 1 guided reading instruction utilizing HMH, i-Ready Passage Reading Fluency Assessments, SAVVAS and other leveled reading materials.</p>	<p>Incorporating consistent Tier 1 small group instruction 5 days per week.</p>	<p>K-5 Teachers</p>	<p>Staff will post guided reading schedules and complete lesson plans for guided reading weekly with 100% implementation.</p> <p>The K-5th grade staff will complete 100% of all students 3 times a year to identify student growth at independent reading level utilizing HMH, i-Ready Passage Reading Fluency Assessments, SAVVAS and other</p>	<p>August 2025-May 2026</p>

			leveled reading materials.	
1G: K-5 teachers and interventionists will implement Tier 2 and Tier 3 Reading interventions after analyzing data from i-Ready and class performance to meet students' varying needs.	Research based and classroom interventions/ differentiated instruction will increase student achievement in the areas of comprehension and fluency across grade levels	K-5 teachers Reading Intervention Team Admin Team	Staff will complete intervention documentation & attendance log for each student. Logs will be reviewed at monthly data meetings to ensure 100% of logs are completed for students in intervention. Staff will have intervention lesson plans for Tier 2 or 3 groups. Grade Level Data Meeting Agendas	August 2025 -May 2026
1H: All K-5 Teachers will implement Science of Reading routines (phonological awareness, phonics, fluency, vocabulary, and comprehension)	Incorporating best practice for literacy instruction. Reading and writing workshop model.	K-5 teachers Admin Team	Monthly walk-throughs using the literacy look-for tool will demonstrate 85% fidelity.	August 2025-May 2026

Monitoring Plan: How will you monitor the effectiveness of your strategy/action?

Student achievement data on the i-Ready Assessment will be monitored.

September 2025 Baseline Data		December 2025 Winter Benchmark		Spring 2026 Projection		May 2026 i-Ready Assessment	
Grade	% Early on Grade Level or Above	Grade	% Early on Grade Level or Above	Grade	% Early on Grade Level or Above	Grade	% Early on Grade Level or Above
K	41	K	56	K	47	K	
1	12	1	38	1	18	1	
2	31	2	45	2	37	2	
3	62	3	74	3	68	3	
4	40	4	44	4	46	4	
5	47	5	64	5	53	5	

Please describe performance of student groups, identification of opportunity and achievement gaps, and potential reasons for your school's current status.

Economic Disadvantage: Analysis of the 2025 IAR data a discrepancy was shown in the number of economically disadvantaged students.

If analysis of data reveals there are student groups not achieving at the same level as other students, explain what are the gaps and potential reasons for the gaps.

All Students		Economic Disadvantaged Students	
Grade Level	# Met or Exceeded Expectations	Grade Level	# Met or Exceeded Expectations
3rd		3rd	
4th		4th	
5th		5th	

Potential Reasons for the Gaps:

Lack of resources or support at home. Staff turnover, grade level changes, and staff/student attendances that affected consistency in instruction and accountability.

Provide an explanation of specific changes you intend to make and how those changes will improve student learning.

The 25-26 school year will provide daily in person instruction to all students. Each grade level is in year 2 of implementing a new research based ELA curriculum (i-Ready and SAVVAS). The daily intervention block provides 30 minutes of targeted instruction. Teachers/school will provide resources to enhance learning (books, manipulatives, and technology). Administration will run monthly attendance reports to send letters and make contact at home.

Goal 3 Math: During the 2025-2026 school year, NBE will increase the percentage of students at each grade level (K-5) performing at early on grade level or above by 6% according to i-Ready assessments. Said increase will result in at least four more students per grade level achieving early on grade level or above. **In short, NBE will add a minimum of 20 students to early on grade level or above by the Spring i-Ready Assessments.**

STRATEGIES & ACTION STEPS	RATIONALE FOR STRATEGIES/ACTIONS	PERSON RESPONSIBLE	MEASURES OF SUCCESS	TIMELINE
<p>1A. All classroom and intervention staff teaching mathematics will participate in professional development that is targeted toward best practices in math Instruction.</p>	<p>Targeting instructional areas that have been identified as weaknesses through data analysis including CUBES and Extended Response.</p>	<p>Certified Classroom Staff Certified Interventionists Paraprofessional Interventionist</p>	<p>PD Attendance Log-90% attendance rate at Math PD</p>	<p>August 2025-May 2026</p>
<p>1B. All classroom and intervention staff teaching mathematics will participate in workshops that are focused on high quality instructional practices that support the implementation of the BEEP model of instruction.</p>	<p>Incorporating Research-Based instructional strategies for instruction across all content areas will raise student achievement.</p>	<p>Building Leadership Team Admin Team All Staff</p>	<p>PD Attendance Log-90% attendance at BEEP PD</p>	<p>August 2025-May 2026</p>

<p>1C: K-5 Teachers will implement the BEEP model of instruction.</p>	<p>High quality, structured lessons focusing on best practices will increase on task time and encourage productive struggle in mathematics.</p>	<p>K-5 Teachers, Interventionists Admin Team</p>	<p>100% of observations by administration and/or the Building Leadership Team will have at least five observable components of the BEEP model.</p>	<p>August 2025-May 2026</p>
<p>1D: K-5 teachers will implement Tier 1 i-Ready and SAVVAS math curriculum in all regular education classroom settings.</p>	<p>Incorporating consistent Tier 1 instruction will add continuity in the education of all K-5 students.</p>	<p>K-5 teachers Admin Team</p>	<p>Teacher Lesson Plans will be up to date and current with evidence of i-Ready (My Path) and SAVVAS (SuccessMaker).</p> <p>Monthly reflection during common planning meetings to include analysis of curriculum based student assessment performance to identify that 80% of the students in a classroom/grade are meeting standard on assessments (Standards based grade of 2 or % grade of 70 or more).</p>	<p>August 2025-May2026</p>

<p>1E: K-5 teachers and interventionists will implement Tier 2 and Tier 3 math interventions after analyzing data from i-Ready (MyPath), SAVVAS (SuccessMaker), and class performance to meet students' varying needs.</p>	<p>Research based and classroom interventions/ differentiated instruction will increase student achievement in the areas of comprehension and fluency across grade levels</p>	<p>K-5 teachers Intervention Team Admin Team</p>	<p>Intervention staff will provide the digital intervention log and directions on how to properly fill it out for documentation of interventions.</p> <p>Staff will complete digital intervention documentation & attendance log for each student receiving intervention. Logs will be reviewed at monthly data meetings to ensure 100% of logs are completed for students in intervention.</p> <p>Staff will have intervention lesson plans for Tier 2 or 3 groups.</p> <p>Grade Level Data Meeting Agendas</p>	<p>August 2025-May 2026</p>
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Monitoring Plan: How will you monitor the effectiveness of your strategy/action?

Student achievement data on the i-Ready Assessment taken in September, December, and May.

September 2025 Baseline Data		December 2025 Winter Benchmark		Spring Projection 2026		May 2026 Spring i-Ready Results	
Grade	% Early on Grade Level	Grade	% Early on Grade Level	Grade	% Early on Grade Level	Grade	% Early on Grade Level
K	0	K	43	K	6	K	
1	4	1	25	1	10	1	
2	11	2	16	2	17	2	
3	13	3	32	3	19	3	
4	23	4	40	4	29	4	
5	38	5	50	5	44	5	

Please describe performance of student groups, identification of opportunity and achievement gaps, and potential reasons for your school's current status.

Economic Disadvantage: Analysis of the 2024 IAR data shows a discrepancy was shown in the number of economically disadvantaged students.

If analysis of data reveals there are student groups not achieving at the same level as other students, explain what are the gaps and potential reasons for the gaps.

All Students		Economically Disadvantaged Students	
Grade Level	# Met or Exceeded Expectations	Grade Level	# Met or Exceeded Expectations
3rd Grade		3rd Grade	
4th Grade		4th Grade	
5th Grade		5th Grade	

Potential Reasons for the Gaps:

Lack of resources or support at home during absences. Staff turnover, grade level changes, and staff/student attendances that affected consistency in instruction and accountability.

Provide an explanation of specific changes you intend to make and how those changes will improve student learning.

The 25-26 school year will provide daily in person instruction to all students. The daily intervention block provides 30 minutes of targeted instruction. Teachers/school will provide resources to enhance learning (books, manipulatives, and technology). Administration will run monthly attendance reports to send letters and make contact at home.