New Berlin Elementary School

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 Members

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 achieve an 85% fidelity average towards Implementation of Whole Brain Instruction, and we will maintain a 92% attendance rate per grade level.				
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 Professional Development on the Five Steps to Whole Brain Instruction Implementation: 1. Understand 2. Implement 3. Motivate	Give teachers the tool kit to implement a full Whole Brain Instructional Platform in their respective rooms	All Staff Admin Team	Professional Development record indicating 90% attendance or better Lesson Plans	Ongoing

4. Teach 5. Guide			Grade Level Collaboration Reflection Sheet	
1C. Maintain consistency of Whole Brain Tier 1 Instruction throughout the building.	Whole Brain Instruction promotes positive school climate, safer learning environment, and more trusting and respectful student/teacher relationships.	All Staff PBIS Team Admin Team	Monthly walk-throughs using a Whole Brain Instruction Implementation Record demonstrating 85% fidelity.	Ongoing

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

The Building Principal will run attendance reports and collect, record, and report on the Whole Brain Instruction Strategies made throughout the year using the BEEP model applied via observations to determine an average of the overall implementation of the Whole Brain Instruction, and introduce a building wide Student Engagement Average Spreadsheet that tracks the application of strategies.

September Baseline Data: K-5 Implementation: 35%	Winter Baseline: K-5 Implementation: 60%	Spring Projection: K-5 Implementation: 85%	Spring Final Results: K-5 Implementation: TBD

Goal 2 ELA: 1. Implement Evidence-Aligned Literacy Instruction. By May 2026, 100% of ELA classrooms (K–8) will implement evidence-aligned literacy practices with 95% fidelity.

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 evidence-aligned literacy practices	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	August 2025-May 2026
1B: All K-5 teachers will identify strategies provided by the reading specialist during the ELA PD meetings that have been tried or implemented during the ELA block including, but not limited to: -Use of graphic organizers -Engaging in information text and fiction -Analyzing complex text, synthesize ideas, and writing to demonstrate their understanding	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 Informational Text up to 75% accuracy	August 2025-May 2026

-Using content and assessment vocabulary				
1C: 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
1D: K-5 teachers will implement Tier 1 guided reading instruction utilizing HMH, i-Ready Passage Reading Fluency Assessments, SAVVAS and other leveled reading materials.	Incorporating consistent Tier 1 small group instruction 5 days per week.	K-5 Teachers	Staff will post guided reading schedules and complete lesson plans for guided reading weekly with 100% implementation. 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	August 2025-May 2026

			leveled reading materials.	
1F: 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

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

The Building Principal will report on the implementation of evidence-aligned literacy practices throughout the year using BEEP model observations, recording PD development, guidance during ILT meetings, monitoring through grade level team meetings, and inventorying literacy resources.

September Baseline Data: K-5 Implementation: 70%	Winter Baseline: K-5 Implementation: 80%	Spring Projection: K-5 Implementation: 95%	Spring Final Results: K-5 Implementation: %

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 by 3% according to i-Ready assessments. In addition, each grade level will maintain their current percentage of early on grade level and mid or above grade level based on the Fall baseline.				
STRATEGIES & ACTION STEPS	**RATIONALE FOR STRATEGIES/ACTIONS**	**PERSON RESPONSIBLE**	**MEASURES OF SUCCESS**	**TIMELINE**
1A. All classroom and intervention staff teaching mathematics will participate in professional development that is targeted toward best practices in math Instruction.	Targeting instructional areas that have been identified as weaknesses through data analysis including CUBES and Extended Response.	Certified Classroom Staff Certified Interventionists Paraprofessional Interventionist	PD Attendance Log-90% attendance rate at Math PD	August 2025-May 2026
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	Incorporating Research-Based instructional strategies for instruction across all content areas will raise student achievement.	Building Leadership Team Admin Team All Staff	PD Attendance Log-90% attendance at BEEP PD	August 2025-May 2026

model of instruction.				
1C: K-5 Teachers will implement the BEEP model of instruction utilizing our district Math consultant. In grades 3 - 8, teachers connect the IL Learning Standards in their daily curriculum and backwards plan to the state assessment. Teachers embed assessment into daily practices to ensure students have multiple opportunities to develop assessment capabilities.	High quality, structured lessons focusing on best practices will increase on task time and encourage productive struggle in mathematics.	K-5 Teachers, Interventionists Admin Team	100% of observations by administration and/or the Building Leadership Team will have at least five observable components of the BEEP model.	August 2025-May 2026
1D: K-5 teachers will implement Tier 1 i-Ready and SAVVAS math curriculum in all regular education classroom settings.	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 (My Path) and SAVVAS (SuccessMaker). Monthly reflection during common planning meetings to include analysis of	August 2025-May2026

			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).	

1E: K-5 teachers and interventionists will implement Tier 2 and Tier 3 math interventions after analyzing data from i-Ready (MyPath), SAVVAS (Black Boxes & SuccessMaker), 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 Intervention Team Admin Team	Intervention staff will provide the digital intervention log and directions on how to properly fill it out for documentation of interventions. 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. Staff will have intervention lesson plans for Tier 2 or 3 groups. Grade Level Data Meeting Agendas	August 2025-May 2026

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	2	K	14	K	reassess	K	
1	7	1	11	1	reassess	1	
2	7	2	11	2	reassess	2	
3	13	3	25	3	reassess	3	
4	21	4	27	4	reassess	4	
5	27	5	30	5	reassess	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 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.

Potential Reasons for the Gaps:

Future subgroups will be identified later this year with our IAR results. Gaps may be attributed to a lack of resources or support at home, grade level changes, IEP percentage, and student attendance 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 3 of implementing a new research based math curriculum (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.