



# SCHOOL IMPROVEMENT PLAN

---

February 17, 2026



EAST AURORA SCHOOL DISTRICT 131

# SIP TEAM

Nelson Granadillo, Principal  
James Los, Assistant Principal  
Jamie Linder, Assistant Principal  
Melissa DeFrenza, Dean  
Erik Toman, Math Coach  
Kari Del Fiacco, Science/SS Coach  
Christine Dodd, Special Ed Coach  
Erin Trejo, 8th Math  
Lisa Conte, 8th Math  
Caroline Andres, 8th ELA  
Emily McGinnis, 7th Math  
Maria Gallego, 7th ELA  
Mandy Martinez, 6th Science  
Brandon Staker, Music  
Francisco De Los Santos, PE/Health



## Our 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.



## Our Vision:

Provide Academic Excellence and a Socially Responsible teaching community for all students.





# OUR CURRENT REALITY



	All Students	IEP	EL	Black	Hispanic	White	Two or More	Asian	Newcomer	Males	Females
<b>FALL Math Achievement (MAP)</b>	16.82%	5.45%	5.06%	14.89	16.06%	20.0%	50.0%	100%	0.00%	19.14%	14.25%
<b>Math Proficiency IAR (2025)</b>	11.0%	0%	1.5%	9.1%	10.5%	12.5%	14.3%	20.0%	2.2%	14%	8.0%
<b>iReady (K-8) (Winter)</b>	7.4%	0.0%	0.0%	7.1%	6.6%	8.3%	33.3%	50.0%	0.0%	10.1%	4.4%
<b>FALL Literacy Achievement (MAP)</b>	25.5%	5.6%	7.0%	28.0%	20.90%	44.4%	50.0%	100%	0.00%	21.3%	22.4%
<b>Literacy Proficiency (IAR)</b>	25.5%	1.1%	6.4%	20.0%	25.5%	12.5%	28.6%	100%	0.0%	23.3%	27.8%





# OUR CURRENT REALITY



	All Students	IEP	EL	Black	Hispanic	White	Two or More	Asian	Newcomer	Males	Females
<b>Annual Daily Attendance (ADA)</b>	91.4%	90.6%	90.2%	90.8%	91.4%	93.1%	94.2%	96.7%	88.6%	91.3%	91.6%
<b>Chronic Absenteeism</b>	30.0%	45.0%	35.0%	28.0%	30.0%	36.0%	33.0%	0.0%	41.0%	31.0%	28.0%
<b>Referrals</b>	24.2%	27.0%	25.9%	43.4%	23.2%	18.8%	0.0%	16.7%	25.4%	30.1	18.0%



# OUR FOCUS ON LITERACY:

## SMART GOAL:

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.

## Priority Teaching Practice:

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

## Key Actions:

- Use multiple means of representation so all students can access grade-level literacy and math content, including academic language supports.
- Strengthen questioning, discussion, and student discourse to increase engagement and explanation of thinking in reading, writing, and math.
- Implement consistent cooperative learning structures to promote active participation and peer collaboration.
- Provide PD, coaching, and administrative monitoring through PLCs and classroom visits to ensure consistent Tier 1 implementation.



# OUR FOCUS ON NUMERACY:

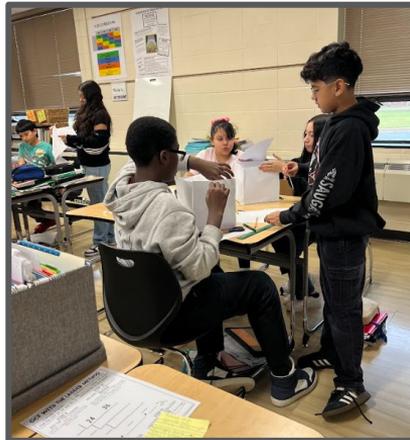
## SMART GOAL:

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.

## Priority Teaching Practice:

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



## Key Actions:

### CWD

- Use varied explanations, scaffolds, and supported open ended questions to make literacy content accessible for students with disabilities.
- Implement structured cooperative learning groups that increase CWD participation in reading, writing, and discussion.

### EL

- Strengthen consistent use of sheltered instruction strategies to support literacy comprehension and vocabulary development for ELs.
- Provide PD on scaffolding questions and discussions to help ELs use academic language and participate confidently in literacy tasks.



# OUR FOCUS ON A CULTURE FOR BELONGING:

## SMART GOAL:

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.



## Priority Teaching Practice:

We build teacher capacity to foster positive, trusting relationships with and among students.

## Key Actions:

### Tier 1 Action Steps

- Require consistent implementation of Second Step and use a check sheet for student check ins, grades, attendance, sports eligibility, and SEL goals.
- Expand PD on building positive relationships, creating classroom community, and improving school culture, supported by quarterly student and staff survey data.

### CWD Action Steps

- Adapt Second Step lessons and check sheet routines with supports that allow students with disabilities to participate fully.
- Provide PD and guidance on relationship building and classroom community strategies designed to increase connection and belonging for CWD.

### EL Action Steps

- Support teachers in adapting Second Step lessons, check ins, and monitoring tools so EL students can participate and communicate effectively.
- Use survey data to identify EL trends and provide PD on strategies that strengthen belonging, positive interactions, and classroom community for multilingual learners.

## SIMMONS CHRONICALLY ABSENT

