

WE'RE ALL IN.

# District 33 Building Goals Update

February 5, 2026





# WEST CHICAGO ELEMENTARY SCHOOLS

*Together for Excellence • Juntos por lo Excelente!*

## District 33 Mission

Equip students to become life-long learners who embrace diversity, welcome innovation, and aspire to be catalysts for positive change and growth.

## District 33 Vision

To be recognized as the school district that fosters:

- An innovative, rigorous & future-oriented education
- A culture of equity, diversity & personalized learning
- Student agency to develop voice, choice, ownership & self-sufficiency
- Active community partnerships

## District 33 Core Values

- Collaboration
- Equity
- High expectations
- High levels of engagement
- Partnerships
- Student voice & choice
- Support for the whole child
- Trusting relationships

## Portrait of a Graduate

Clear communicator

Collaborator

Critical thinker & problem-solver

Empathetic



Culturally aware

Resilient

Technologically adaptable

Advocate for self & others

### BOARD MEMBERS

Rita Balgeman  
President

Felicia Gills  
Vice President

Tom Doyle  
Secretary

Phebe Balzer

Morgan Banasiak

Sandra Garcia

Chad McLean

### SUPERINTENDENT

Kristina Davis, Ed.S



# ACHIEVE

# 2026

*Inspire.  
Empower.  
Achieve.*

## KEY PERFORMANCE INDICATORS, MEASURES, AND TARGETS WILL BE ALIGNED TO EACH GOAL AREA



### GOAL #1

#### STUDENT GROWTH & ACHIEVEMENT

Ensure all students meet challenging academic, physical, and social-emotional standards.



### GOAL #2

#### LEARNING CULTURE OF EQUITY, ENGAGEMENT & AGENCY

Cultivate a welcoming, nurturing, and student-centered learning environment that embraces student curiosity and originality, and is aligned to clear learning expectations.



### GOAL #3

#### PROFESSIONAL CULTURE OF TEAMWORK & CONTINUOUS IMPROVEMENT

Embrace a culture of collaboration, inclusivity, trust, innovation, and professional growth that attracts, develops, and retains a diverse, high-quality staff.



### GOAL #4

#### FAMILY ENGAGEMENT & COMMUNITY PARTNERSHIPS

Collaborate and communicate with our families and community to build strong relationships and increase equitable opportunities that help students and families thrive.



### GOAL #5

#### EFFECTIVE & INNOVATIVE USE OF RESOURCES

Meet the evolving needs of our students by leveraging all available resources to provide high-quality programs and services, and innovative technology and learning environments, while maintaining fiscal responsibility.

### GOAL #1 STRATEGIES

**Strategy #1:** We will implement a consistent, multi-tiered system of support (MTSS), across all ages and groups, that promotes the holistic development of every student academically, physically, and social-emotionally.

### GOAL #2 STRATEGIES:

**Strategy #2:** We will embed identifiable common learning expectations and tools that result in increased student agency (voice and choice) in learning experiences and a more equitable student-centered learning environment.

**Strategy #3:** We will implement, in partnership with families, developmentally appropriate expectations, structures, processes, and monitoring tools that demonstrate students own their learning.

**Strategy #4:** We will add new extracurricular student opportunities at elementary and middle school levels that will increase student engagement and build positive relationships.

### GOAL #3 STRATEGIES:

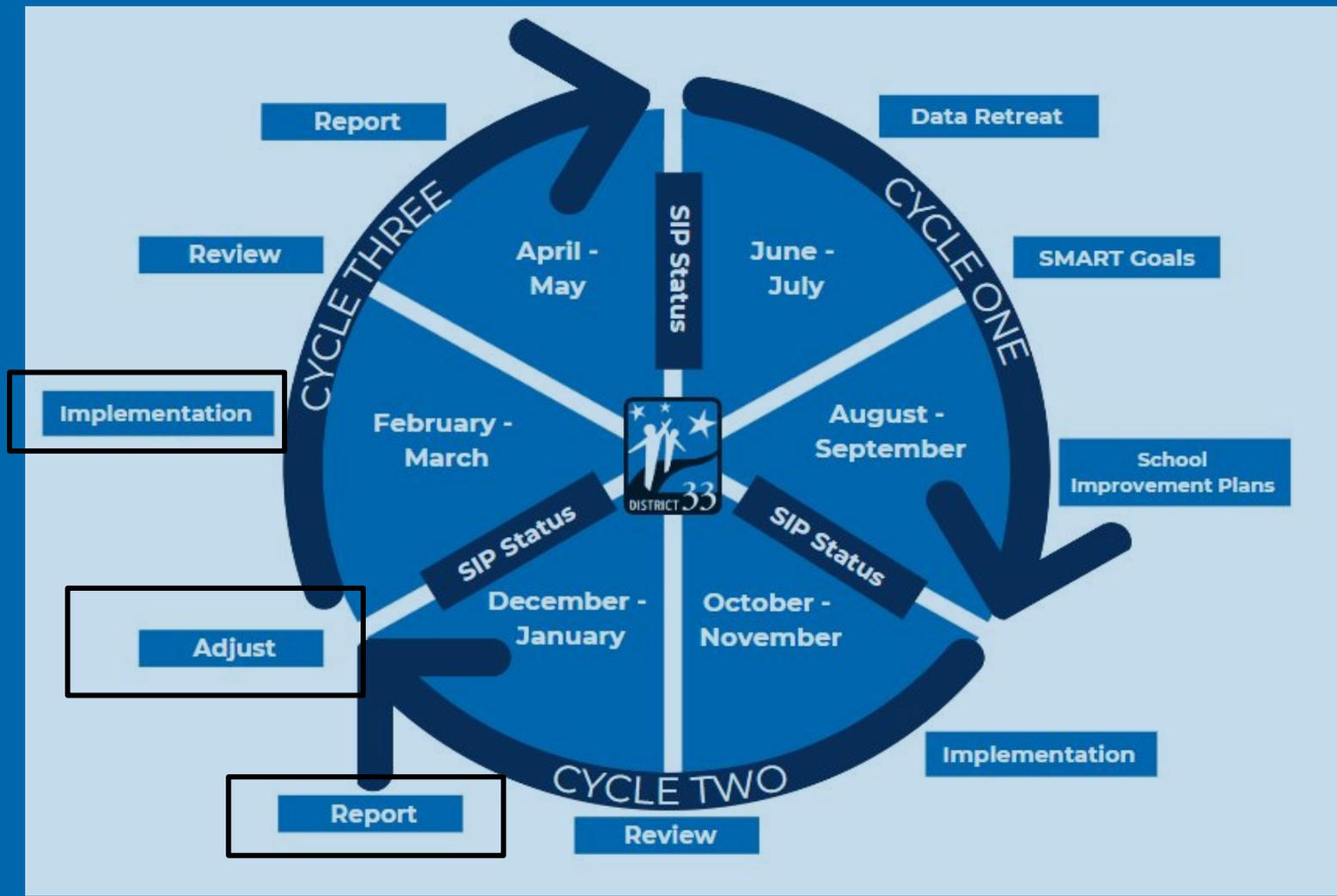
**Strategy #5:** We will set and achieve common expectations for staff collaboration, teamwork, and shared decision-making opportunities through training, support, and shared accountability across all levels.

### GOAL #4 STRATEGIES:

**Strategy #6:** We will foster community partnerships in order to minimize non-academic barriers, engage families, and provide experiential opportunities for students.

### GOAL #5 STRATEGIES:

**Strategy #7:** We will upgrade existing infrastructure and provide resources to create safe, progressive, and productive learning and working environments.





# District 33 Goals



## GOAL 1

### Reading

By Spring 2026, 50% of students will be at or above the 50th percentile in MAP English Reading, an increase from the Spring 2025 result of 39%.

## GOAL 2

### Math

By Spring 2026, 60% of students will be at or above the 50th percentile in MAP Math, an increase from the Spring 2025 result of 51%.

## GOAL 3

### Culture

By Spring 2026, District 33 will have a score of “Strong” in 3 areas on the 5Essentials Survey from the Spring 2025 result of 1 strong area.



# Building Goals



# Birth to 3 Goals

SMART Goal	Fall 2025	Winter 2026	Spring 2026
<b>Literacy:</b> By Spring 2026, 70% of families will show growth on the school-wide Literacy Assessment 1: Reading/Storytelling frequency.	--	77%	
<b>Parent Child Interaction:</b> By Spring 2026, 50% of students will meet the standard for Teaching Domain Area 1 (explains reasons for something to child). (Baseline spring 2025 was 45%)	29%		
<b>Culture:</b> By Spring 2026 the ProQol Assessment indicator “I am pleased with how I am able to keep up with techniques and protocols.” will increase to a score of 4.46 from the Spring 2025 score of 4.31.	4.21	4.43	

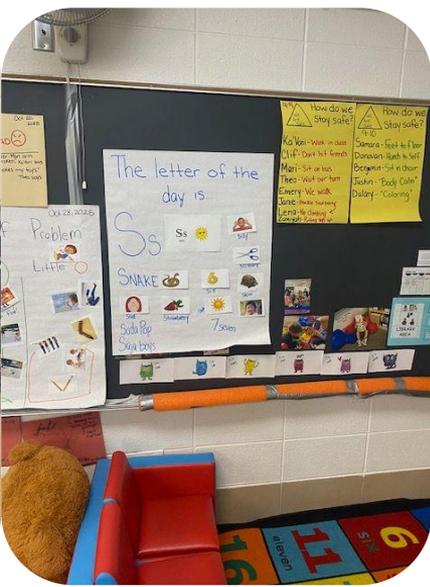
# Birth to Three





# Pioneer Preschool

SMART Goal	Fall 2025	Winter 2026	Spring 2026 Goals
<b>Literacy:</b> By Spring 2026, 80% of P5 students will show grade-level performance (building middle), as measured by DRDP LLD 6: Comprehension of Age-Appropriate Text from the fall 2025 baseline.	37%	56%	80%
<b>Mathematics:</b> By Spring 2026, 85% or more of P5 students will show grade-level performance (building middle), as measured by DRDP COG 3: Number Sense of Quantity from the fall 2025 baseline.	56%	78%	85%
<b>Culture Staff:</b> By Spring 2026, the score on the 'Collaborative Teachers' category of the 5 Essentials Survey will increase to an average score of 60 from a Spring 2025 average score of 51.	51	N/A	60
<b>Family:</b> By Spring of 2026, the score on the 'Involved Families' category of the 5Essentials survey will increase or remain at an average score of 60 or higher.			
<b>Student:</b> By Spring 2026, 85% of P5 students will show on grade-level performance (building middle), as measured by DRDP SED 4: Social-Emotional Development from the fall 2025 baseline as measured by DRDP SED 4: Relationship and Social Interactions with Peers.	48%	70%	85%

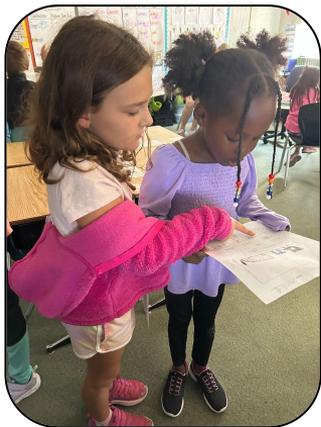
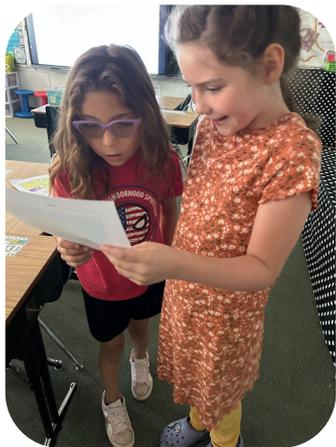
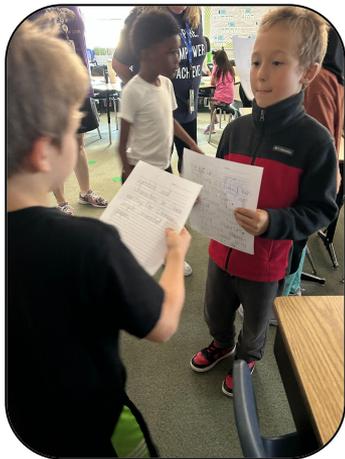


# 2025-2026 Literacy Goals

School	SMART Goal	Spring 2025	Fall 2025	Winter 2026	Spring 2026 Goal
Currier	By Spring 2026, <b>50%</b> of students will be at or above the 50th percentile in MAP English Reading from a Spring 2025 baseline of <b>33%</b> on English MAP.	33%	28%	34%	50%
Gary	By Spring 2026, <b>50%</b> of students will be at or above the 50th percentile in MAP English from a Spring 2025 baseline of <b>43%</b> on English MAP.	43%	46%	47%	50%
Indian Knoll	By Spring 2026, <b>50%</b> of students will be at or above the 50th percentile in MAP English Reading from a Spring 2025 baseline of <b>41%</b> on English MAP.	41%	44%	47%	50%
Turner	By Spring 2026, <b>50%</b> of students will be at or above the 50th percentile in MAP English Reading from a Spring 2025 baseline of <b>37%</b> on English MAP.	37%	37%	40%	50%
Wegner	By Spring of 2026, <b>50%</b> of students will be at or above the 50th percentile in MAP English Reading from a Spring 2025 baseline of <b>27%</b> on English MAP.	27%	28%	34%	50%
Leman Middle	By Spring 2026, <b>50%</b> of students will be at or above the 50th percentile in MAP English Reading from a Spring 2025 baseline of <b>43%</b> on English MAP.	43%	44%	52%	50%

# Literacy in Action

1. Pioneer Preschool - Our coaches have recently led professional development on highly effective read-alouds. Our Building Leadership team is completing walk-through visits of classrooms to review this practice and make plans for further training.
2. Currier - New engagement library with manipulatives for teachers to check out! Additional reading action plan in response to Winter MAP data.
3. Gary - The Coaching Cycles are supporting specific strategies to implement stronger phonics instruction for K-2 and academic engagement for grades 3-5.
4. IK - Coaching cycles support K-1 with fidelity of UFLI implementation which includes pacing and deliberate practice; Grades 2-5 cycles have supported Amplify Backwards planning, specifically collecting formative assessment data to analyze and adjust teaching, targeting small group instruction.
5. Turner - Coaching cycles focused on student engagement, UFLI, Amplify small group instruction, and reading and writing strategies. Teachers have participated in peer observations and are using sentence stems to provide constructive critique and clarifying questions.
6. Wegner - Backwards mapping and intentional planning to support deeper conversations and engagement with texts in Amplify, coaching cycles to support strong implementation of UFLI, including pacing and deliberate practice.
7. Lemay Middle - Piloting the myPerspectives curricular resource, school-wide strategy of asking rigorous questions (DOK) across all content areas and Marking Up The Text to engage students in their reading across all content areas

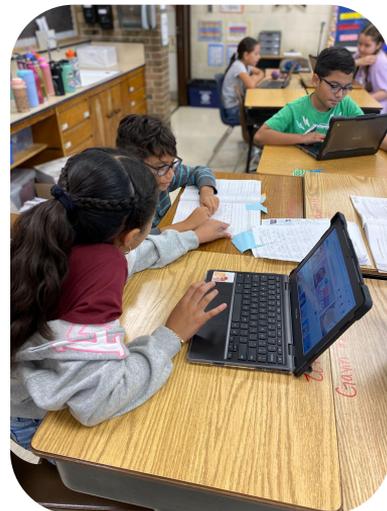
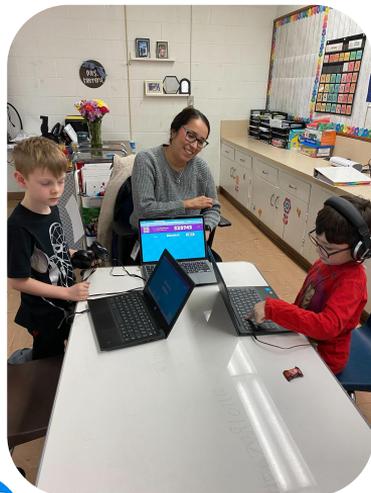
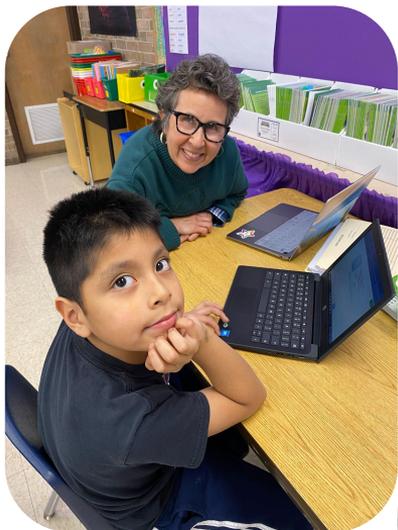


# 2025-2026 ACCESS Goals

School	SMART Goal including baseline	Spring 2025	Spring 2026 Goals
Currier	By Spring 2026, <b>13%</b> of students who are English Learners will attain English proficiency on the ACCESS test, an increase from the Spring 2025 results of <b>6%</b> .	6%	13%
Gary	By Spring 2026, <b>21%</b> of students who are English learners will attain English proficiency on the ACCESS test from the 2025 baseline of <b>27%</b> .	27%	21%
Indian Knoll	By Spring 2026, <b>12%</b> of students who are English Learners will attain English proficiency on the ACCESS test, an increase from the Spring 2025 results of <b>10%</b> .	10%	12%
Turner	By Spring 2026, <b>12%</b> of students who are English Learners will attain English Proficiency on the ACCESS test, an increase from the 2025 results of <b>7%</b> .	7%	12%
Wegner	By Spring of 2026, <b>10%</b> of students who are English Learners will attain English proficiency on the ACCESS test, an increase from the Spring 2025 results of <b>4%</b> .	4%	10%
Leman Middle	By Spring 2026, <b>8%</b> of students who are English learners will attain English proficiency on the ACCESS test, an increase from a Spring 2025 baseline of <b>6%</b> .	6%	8%

# Language Development in Action

1. Currier - Continued use of Ellevation in all classrooms. ELD groups during WIN time.
2. Gary - Prioritizing student growth by strengthening the four language domains across Amplify, Social Studies, and Science, ensuring that all English Learners receive consistent and intentional language support.
3. IK - Backwards planning in Amplify specifically selecting EL strategies to target student needs and identify scaffolds to support language acquisition.
4. Turner - Students on the bubble of exiting ACCESS engaged in target practice to support language acquisition and test preparation. Coaching and use of accountable talk with sentence stems supported building academic language, participation, and language development
5. Wegner - Strategic support for students on bubble of exiting ACCESS, intentional planning in math and literacy to implement scaffolds and strategies to support language acquisition
6. Lemman Middle - Action plans for students who are on the “bubble” of exiting ACCESS. All student did goal setting for ACCESS. WICOR strategies of DOK and Accountable Talk through Numbered Heads Together to increase oral fluency

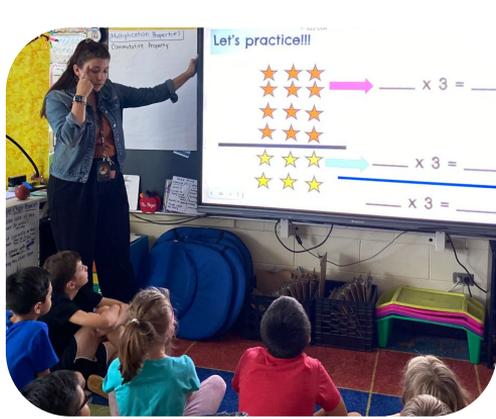


# 2025-2026 Math Goals

School	SMART Goal including Baseline	Spring 2025	Fall 2025	Winter 2026	Spring 2026 Goals
Currier	By spring of 2026, <b>60%</b> of students will be at or above the 50th percentile in MAP Mathematics from a spring 2025 baseline of <b>51%</b> .	51%	42%	53%	60%
Gary	By spring of 2026, <b>60%</b> of students will be at or above the 50th percentile in MAP Mathematics from a spring 2025 baseline of <b>58%</b> .	58%	53%	56%	60%
Indian Knoll	By spring of 2026, <b>60%</b> of students will be at or above the 50th percentile in MAP Mathematics from a spring 2025 baseline of <b>55%</b> .	55%	53%	56%	60%
Turner	By spring of 2026, <b>60%</b> of students will be at or above the 50th percentile in MAP Mathematics from a spring 2025 baseline of <b>58%</b> .	58%	44%	57%	60%
Wegner	By spring of 2026, <b>60%</b> of students will be at or above the 50th percentile in MAP Mathematics from a spring 2025 baseline of <b>44%</b> .	44%	46%	48%	60%
Leman Middle	By spring of 2026, <b>60%</b> of students will be at or above the 50th percentile in MAP Mathematics from a spring 2025 baseline of <b>49%</b> .	49%	45%	49%	60%

# Math in Action

1. Currier - Continue math PD series with peer observations. PLC PDSA inquiry cycles incorporating writing into math using IAR proficiency scales. Common math constructed response template used in grades 3-5.
2. Gary - We have been focusing on looking at the MAP data to help us better support our staff and students in what is needed. Some staff has also attended Micro-PD with Kate.
3. IK - Using RACES to support constructive responses in math; Using Building Fact Fluency to support flexible thinking and automaticity; Digging into the MAP learning continuum to purposefully plan small group instruction.
4. Turner - Building wide sentence stems for clarifying & critique questions. Coaching cycles & professional development with a focus of Eureka lesson planning, stronger & clearer, and Building Fact Fluency.
5. Wegner - Coaching cycles and professional development around accountable talk and purposeful questioning to increase student engagement and accountability.
6. Leman Middle - very focused on building writing skills in math through the RACE structure



# 2025-2026 Building Culture Goals

School	SMART Goal	Spring 2025	Spring 2026 Goals
<b>Pioneer Preschool</b>	By Spring 2026, the score on the 'Collaborative Teachers' category of the 5 Essentials Survey will increase to an average score of <b>60</b> from a Spring 2025 score of <b>51</b> .	<b>51</b>	<b>60</b>
<b>Currier</b>	By Spring 2026, the score on the 'Supportive Environment' category of the 5Essentials survey will increase to a score of <b>60</b> from a Spring 2025 score of <b>49</b> .	<b>49</b>	<b>60</b>
<b>Gary</b>	By Spring 2026, the score on the 'Supportive Environment' category of the 5Essentials survey will increase to a score of <b>60</b> from a Spring 2025 score of <b>54</b> .	<b>54</b>	<b>60</b>
<b>Indian Knoll</b>	By Spring 2026, the score on the 'Ambitious Instruction' category of the 5 Essentials Survey will increase to a score of <b>60</b> from a Spring 2025 score of <b>49</b> .	<b>49</b>	<b>60</b>
<b>Turner</b>	By Spring 2026, the Essential 'Ambitious Instruction' will increase to a score of <b>60</b> from a Spring 2025 score of <b>37</b> .	<b>37</b>	<b>60</b>
<b>Wegner</b>	By Spring 2026, the score on the 'Involved Families category of the 5Essentials survey will increase to a score of <b>50</b> from a Spring 2025 score of <b>42</b> .	<b>42</b>	<b>50</b>
<b>Leman Middle</b>	By Spring 2026, the score on the 'Ambitious Instruction' category of the 5Essentials survey will increase to a score of <b>60</b> from a Spring 2025 score of <b>49</b> .	<b>49</b>	<b>60</b>

# Culture Plan in Action

1. Currier - Currier hallway patrol keeps us safe each day! The Currier Principal Advisory Committee met with Mr. Cadena to get additional fencing and signage on our playgrounds. Continued pulse surveys in all grades to monitor student safety in the building.
2. Gary - We surveyed students in 3rd-5th about Academic Personalism in a format similar to 5 Essentials survey. Responses were shared with students and staff. We are about to survey them again to compare responses.
3. IK - 4th and 5th grade students completed a 5Essentials pulse survey; PAC team defined Ambitious Instruction, analyzed the pulse survey data and identified examples of Ambitious Instruction in the classroom; Currently working on a presentation to share with the students at IK.
4. Turner - 4th & 5th Grade Focus group is meeting weekly to analyze our November 5Essentials: Ambitious Instruction pulse survey data. Students discuss misconceptions or misunderstanding with the survey questions, review what each response “score” means and talk through possible responses tied to student safety. 5Essentials lessons and discussions taking place each month in grades 4-5.
5. Wegner - Staff completed 5Essentials pulse survey to determine successes and next steps to continue to improve opportunities to involve families, including planning first PTO event
6. Leman Middle - BLT and Principal Advisory collaborated to define “strongly agree” characteristics for Academic Press, our lowest area. Then our BLT led the whole staff to review the student feedback, commit to changes by writing a mission statement. Teams wrote “code phrases” to alert students of when they are doing a really challenging task. One team decided on “It’s time to brain press.”



# Culture Plan in Action



# Portrait of a Graduate



# Portrait of a Graduate

## PORTRAIT OF A GRADUATE

Clear communicator  
Collaborator  
Critical thinker &  
problem-solver  
Empathetic



Culturally  
Resilient  
Technologically  
adaptable  
Advocate

## Retrato de Un Graduado

Comunicador claro  
Flexible  
Se adapta  
a la tecnología  
Colaborador



Culturalmente  
Aboga por sí mismo  
Empático  
Razonador crítico  
de problemas

WE'RE ALL IN.

All of us. *All for them.*

Todos nosotros. *Todos por ellos.*





THANK YOU.

*Questions?*