

## East Aurora School District 131 School Improvement Plan 2025-2026



EAST AURORA DISTRICT 131

<b>School Name:</b>	Waldo Middle School	<b>Principal Name:</b>	Eileen Roberts
<b>Mission:</b>	KD Waldo School is committed to enhancing the academic, social, emotional, and physical development of every student. Students will attain maximum learning potential, enabling them to become productive members of society.	<b>Vision:</b>	KD Waldo Community is committed to providing safe, nurturing environment that is conducive to educating the whole child.

### School Improvement Team:

Name:	Sheila Armstrong	Name:	Gayle Yanong	Name:	
Role:	Assistant Principal	Role:	Band Teacher/Director	Role:	
Name:	Adrienne Espinoza-Zamora	Name:	Yolanda Lowe	Name:	
Role:	Assistant Principal	Role:	TIS	Role:	
Name:	Kyle Novak	Name:	Jeffrey Simpson	Name:	
Role:	Dean of Students	Role:	Instructional Coach/Facilitator	Role:	
Name:	Briana LaCiura	Name:	Lisa Samp	Name:	
Role:	Instructional coach	Role:	Science Teacher	Role:	
Name:	Ninette Fowler	Name:	Ashley Alarcon	Name:	
Role:	Instructional coach	Role:	English Teacher	Role:	
Name:	Anne Danos	Name:	Adrienne Espinoza Zamora	Name:	
Role:	Instructional coach	Role:	Assistant Principal	Role:	

### School Designation and Priorities

<b>School Designation</b>	Comprehensive	<b>Report Card Year:</b>	2024-2025
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### Report Card general findings and focus areas:

Waldo is a school in designation status. With about 700 students in total, we have about 70% low income, 15% of students have IEP's, and 58% EL learners. We are just under 40% growth on IAR ELA and just over 40% in math growth. We are under performing in the area of CWD. Our chronic absenteeism rate is 24%. Waldo has made growth over the last few years, but still has work to do to close the achievement gap for our students.

# Instruction- Guiding Principle Educational Equity and Student Achievement

## Literacy Goal & Action Plan

### Annual Student Literacy SMART Goal

**ES/MS:** By the end of the 2025–2026 school year, Waldo School will increase the percentage of students meeting or exceeding grade-level expectations in literacy by 6% (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:** Students will increase proficiency by 6% in literacy

**Measurable:** Measureable by IAR

**Achievable:** Focus on students testing at Level 2 and Level 3 from the 2025 IAR

**Relevant:** Ensuring students are performing at grade-level

**Time-Bound:** The formal assessments are scheduled through the year. (IAR)

### Schoolwide Current Reality by Subgroup:

	All Students	IEP	EL	Black	Hispanic	White	Two or More	Asian	Newcomer	Males	Females
Literacy MAP Baseline	22.13%	6.20%	10.28%	15.56%	22.44%	23.53%	37.50%	0	0	16.67%	27.22%
Literacy Achievement (MAP)	13.36%	3.88%	4.67%	8.89%	13.62%	17.65%	12.50%	0	0	10.12%	16.39%
Literacy Growth (MAP)	53.68%	45.53%	5.04%	59.09%	53.03%	58.82%	62.50%	0	25%	49.69%	57.43%
Spanish Literacy Achievement (MAP)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Spanish Literacy Growth (MAP)	0%										
Lit Proficiency (IAR) 2024	10.84%	2.33%	2.16%	10.71%	10.84%	11.54%	12.50%	0	0		13.01%
Literacy Growth (IAR) 2024	39.10%	38%	37%	46.70%	38.40%	38%	n/a	n/a	n/a		40.50%
Lit Proficiency (IAR) 2025										8.73%	
Lit Growth (IAR) 2025	.									37.70%	
Literacy Grades Proficient or Higher	85.07%	82.35%	83.12%	78.26%	85.20%	94.12%	100.00%	50.00%	80.00%	80.67%	89.21%
ACCESS 2024	1.32%	1.05%	1.32%	0	1.36%	0	0	0	0	1.28%	1.37%
ACCESS 2025											

### 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 specific goal.

**Priority Teaching Practice 1** -If we build teacher capacity to identify and design rigorous, grade-level learning targets then we will meet or exceed grade-level expectation in literacy by 6% and students will become confident learners proficient at grade level or above.

**Priority Teaching Practice 2** - If we build teacher capacity to use small groups, specifically targeting our students testing at Level 2 and Level 3 on the 2025 IAR, then we will meet or exceed grade-level expectation in literacy by 6% and students will become confident learners proficient at grade level or above.


### 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?
<b>Priority Teaching Practice 1 -If we build teacher capacity to identify and design rigorous, grade-level learning intentions then we will meet or exceed grade-level expectation in literacy by 6% and students will become confident learners proficient at grade level or above.</b>						
PLCs will collaborate to review lessons and assesments to ensure that each task incorprates questions and task from each DOK level.	October	PLC leader agendas, IC PD on DOK	Quarterly	IC / PLC / Admin		
Teachers will include reading, writing, listening or speaking in their daily lessons to support growth of our EL learners.	August 18	Create a drive to drop student work in for progress monitoring.	Quarterly	IC /TEam leader/PLC facilitator		
Teachers will support Students with CWD by incorporating scaffolding and differentiation strategies into their grade level lesson planning and instructional practices to ensure equitable access to the curriculum	August 18	Instructional coaches will push into PLC's or Staff meetings to present scaffolding and differnetiation best practice strategies	Quarterly	IC		

[illegible]

# 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, Waldo Middle School will increase the percentage of students meeting or exceeding grade-level expectations in mathematics by 6% (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: Students will increase proficiency by 6% in numeracy

Measurable: Measureable by IAR

Achievable: Focus on tier 2 bubble students

Relevant: Ensuring students are performing at grade-level

Time-Bound: The formal assessments are scheduled through the year. (IAR)

### Schoolwide Current Reality by Subgroup:

	All Students	IEP	EL	Black	Hispanic	White	Two or More	Asian	Newcomer	Males	Females
<b>Math MAP Baseline</b>	23.53	9.92	15.38	15.56	24	25.53	37.5	0	6.67	22.69	24.31
<b>Math Achievement (MAP)</b>	17.22	6.87	11.19	13.33	17.44	17.65	25	0	6.67	17.01	17.4
<b>Math Growth (MAP)</b>	61.43	58.59	61.07	61.36	61.44	56.25	62.5	0	77.78	61.68	61.21
<b>Math Proficiency (IAR) 2024</b>	3.65	0.77	0	1.79	3.7	3.85	0	0	0	3.73	3.57
<b>Math Growth (IAR) 2024</b>	43.1	33.1	40.3	43.9	42.7	50	0	0		42.6	43.5
<b>Math Proficiency (IAR) 2025</b>											
<b>Math Growth (IAR) 2025</b>											
<b>Math Grades Proficient or Higher</b>	86.94	90.51	87.36	84.44	86.82	88.89	100	100	86.67	82.71	90.88
<b>iReady (K-8)</b>	5.33	2.19	3.51	4.65	5.48	0	12.5	0	0	5.43	5.23

### 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 specific goal.*

**Priority Teaching Practice 1** - If we build teacher capacity to identify and design rigorous, grade-level learning intentions then we will meet or exceed grade-level expectation in numeracy by 6% and students will become confident learners proficient at grade level or above.

**Priority Teaching Practice 2** - If we build teacher capacity to use small groups as interventions, specifically targeting our students testing at Level 2 and level 3 on the 2025 IAR, then we will meet or exceed grade-level expectation in numeracy by 6% and students will become confident learners proficient at grade level or above.

### 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?
Priority Teaching Practice 1 - If we build teacher capacity to identify and design rigorous, grade-level learning intentions then we will meet or exceed grade-level expectation in numeracy by 6% and students will become confident learners proficient at grade level or above.						
PLCs will collaborate to review lessons and assesments to ensure that each task incorprates questions and task from each DOK level.	October	PLC leader agendas, IC PD on DOK	Quarterly	IC / PLC / Admin		
PLC leaders will communicate the urgency and importance of aligning learning intentions with rigorous academic standards in their PLCs.	August 18	PLC leader agenda include informaiton about this for teachers.	Quarterly	PLC		

<p align="center"><b>Instruction- Guiding Principle Educational Equity and Student Achievement</b></p> <p align="center"><b>Numeracy Goal &amp; Action Plan</b></p>	
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Annual Student Numeracy SMART Goal	
1. All students will demonstrate proficiency in basic numeracy skills (addition, subtraction, multiplication, and division) by the end of the school year.	95%
2. All students will demonstrate proficiency in understanding fractions and decimals by the end of the school year.	90%
3. All students will demonstrate proficiency in understanding measurement and geometry by the end of the school year.	92%
4. All students will demonstrate proficiency in understanding data and statistics by the end of the school year.	88%
5. All students will demonstrate proficiency in understanding probability and statistics by the end of the school year.	85%

[illegible]

<b>Culture- Guiding Principle Educational Equity, Collaborative Leadership, and Student Achievement</b>	
<b>Culture for Belonging &amp; Action Plan</b>	

Annual Culture for Belonging SMART Goal	
1. <b>Goal:</b> Increase employee engagement scores by 15% by the end of the year.	2. <b>Measurement:</b> Employee engagement scores measured through quarterly surveys.
3. <b>Initiative:</b> Implement a monthly "Employee Spotlight" program to recognize and celebrate employee achievements.	4. <b>Measurement:</b> Track the number of employees featured in the spotlight and the positive feedback received.
5. <b>Goal:</b> Enhance cross-departmental collaboration and communication.	6. <b>Measurement:</b> Conduct regular cross-departmental meetings and projects.
7. <b>Initiative:</b> Organize quarterly "Cross-Departmental Workshops" to foster collaboration and knowledge sharing.	8. <b>Measurement:</b> Track the number of participants and the effectiveness of the workshops.
9. <b>Goal:</b> Improve the overall work environment and employee satisfaction.	10. <b>Measurement:</b> Conduct annual employee satisfaction surveys.
11. <b>Initiative:</b> Implement a "Wellness Wednesday" program to promote employee health and well-being.	12. <b>Measurement:</b> Track employee participation in wellness activities and the resulting improvement in satisfaction scores.

**MS:** By June 2026, Waldo Middle School will foster a positive culture that promotes a feeling of belonging and reduce ODRs for disrespect by 10%

Specific: Student referrals will be reduced by 10%.

Measureable: Office referrals will be reduced by 10% by June 2026 as reported by Synergy

Achievable: This is a 10% reduction from 2024-2025.

Relevant: We want all students to feel that they belong and are connected to Waldo.

Time: will be moniotored quarterly and progress monitored by teams as part of team practices

**Schoolwide Current Reality by Subgroup:**

[illegible]

5Essentials Snapshot:			
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Survey Year	Overall ImprovementRating:	Ambitious Instruction:	Collaborative Teachers:	Effective Leaders:	Supportive Environment:	Involved Families:
2025	Not Yet Organized	Weak	Weak	Weak	Neutral	Weak

Priority Teaching Practices	
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*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 specific goal.*

**Priority Teaching Practice 1** -If we build capacity for teachers to foster positive and trusting relationships with and among students, then teachers will create inclusive, emotionally safe classrooms and students will show a feeling of belonging.

**Priority Teaching Practice 2** - If we build teacher capacity to clearly communicate expectations for behavior, then teachers will create a positive culture that promotes a feeling of belonging and students will show this by a reduced ODRs for disrespect by 10%

## Action Planning

Priority Teaching Practice 1 -If we build capacity for teachers to foster positive and trusting relationships with and among students, then teachers will create inclusive, emotionally safe classrooms and students will show a feeling of belonging.

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?
Significant 72	8/20/25-8/22/25	Sig 72 slide deck	Monthly	Team leaders		
Second Step	8/25/25	Online platform - progress report	Monthly	1st period teachers		

Priority Teaching Practice 2 - If we build teacher capacity to clearly communicate expectations for behavior, then teachers will create a positive culture that promotes a feeling of belonging and students will show this by a reduced ODRs for disrespect by 10%

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?
CHAMPS	8/18/25	Poster rooms/building	Monthly	Team leaders		
PAC? Align with SIP goals/5 Essential like questions/thoughts						

Culture- Guiding Principle Educational Equity, Collaborative Leadership, and Student Achievement				
Culture for Belonging & Action Plan				
Annual Culture for Belonging SMART Goal				
can we have a walk through tool? What does it look like? Feel like to observe this in motion?				
entry to school? entry to classroom? collaboration/group work? How can we review procedure/process for these areas?				
ODR-frequency with teacher/student/restorative conversations				

	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	
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	MAP Math Growth						MAP Math Growth						MAP Math Growth						MAP Math Growth					
	Overall Building		Overall Building		Overall Building		Overall Building		Overall Building		Overall Building		Overall Building		Overall Building		Overall Building		Overall Building		Overall Building		Overall Building	
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	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	
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	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		Overall Building		Overall Building		Overall Building		Overall Building	
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	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	
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	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		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	

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 Proficiency (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 Proficiency (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 Proficient 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

<b>DRDP</b>	Desired Results Developmental Profile
<b>ADA</b>	Average Daily Attendance
<b>OSS</b>	Out of School Suspension
<b>ISI</b>	In School Intervention
<b>FoT</b>	Freshmen on Track