East Aurora School District 131 School Improvement Plan 2025-2026



| School Na | ame: | Waldo Middle Scho | ol | Principal Name: | Eileen Roberts |
|-----------|---------------------------------------|-----------------------|---|-----------------|--|
| Missio | physical development of e | ery student. Students | academic, social, emotional, and s will attain maximum learning ctive members of society. | Vision: | 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/Directo | r Role: | |
| Name: | Adrianne 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/Facili | tator 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: Adrianne Espinoza Za | | ora Name: | | |
| Role: | Instructional coach | Role: | Assistant Principal | Role: | |

| School Designation and Priorities | | | | | | | | | |
|-----------------------------------|---------------|-------------------|-----------|--|--|--|--|--|--|
| School Designation | Comprehensive | Report Card Year: | 2024-2025 | | | | | | |
| | | | | | | | | | |

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

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

| | | S | choolwide C | urrent Realit | y by Subgrou | ıp: | | | | | |
|------------------------------------|--------------|--------|-------------|---------------|--------------|--------|-------------|--------|----------|--------|---------|
| | 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 Proficency (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 Profient 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 specfic 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 ne in sequential o | nitoring data/ PD- | 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 s | 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 literacy 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 incoprorates questions and task from each DOK level. | | | October | PLC leader ag | endas, IC PD | Quarterly | | IC / PLC / Adm | in | | | |
| Teachers will include reading, writing, listening or speaking in their daily lessons to support growth of our EL learners. | | August 18 | Create a drive work in for pro monitoring. | to drop student gress | Quarterly | | IC /TEam leade | er/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 | | | | | IC | | | | | |

| | | | PLC leader age | | | | | | | | |
|---|---|---|---|---|--|---|--|---|--|--|--|
| oortance of a | | August 18 | information about eachers. | | Quarterly | | PLC | | | | |
| | | August 18 | | | Quarterly | | PLC | | | | |
| | | August 18 | | | Quarterly | | TL/PLC | | | | |
| groups for s | students to | August 18 | | | Quarterly | | Admin and PLO | | | | |
| | | | | | | | | ., and CWD ther | we will meet | | |
| stablish a regular cycle of data analysis in PLCs to assess the fectiveness of small group interventions. Use this data to regroup udents or refine instructional strategies as needed. | | August 18 | 15 day small gro | oup intervention | Quarterly | - | PLC leaders wi | II initiate. | | | |
| rovide teachers with professional development tools or protocols for nonitoring student progress within small groups, ensuring interventions re impactful and aligned with student needs. | | August 18 | | | Quarterly | | Admin/IC's will | provide a tool | | | |
| | | September | | | st | | Team will initiate (Admin/IC should make a spreadsheet with topic and reward) | | | | |
| | | | | | | | | | | In Pro | gress |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| rii | ds in their PI Is that requir or rigorous, or municate le lighlight how Is groups for s S. In capacity to level expect Cs to asse this data to leded. Int tools or p Ss, ensuring Interest toward | ds in their PLCs. Is that require grade-level or rigorous, grade-level- Inmunicate learning lighlight how these goals groups for students to a reapacity to use small grouped expectation in literactors to assess the ethis data to regroup eded. In tools or protocols for | ds in their PLCs. August 18 Is that require grade-level- or rigorous, grade-level- annunicate learning lighlight how these goals August 18 August 18 August 18 August 18 August 18 r capacity to use small groups, specificatevel expectation in literacy by 6% and second | ds in their PLCs. August 18 teachers. PLC discussion PLC data shee data. August 18 Learning goals are visible in the PLCs introduce reading strateg reapacity to use small groups, specifically targeting oulevel expectation in literacy by 6% and students will be a this data to regroup leveled. August 18 Learning goals are visible in the PLCs introduce reading strateg reapacity to use small groups, specifically targeting oulevel expectation in literacy by 6% and students will be a this data to regroup leveled. August 18 Learning goals are visible in the PLCs introduce reading strateg or eading strateg and students will be a this data to regroup leveled. August 18 Learning goals are visible in the PLCs introduce reading strateg or eading strateg or eading strateg and students will be a this data to regroup leveled. August 18 develop a PD seprovide instruction instruction are stoward proficiency, | ds in their PLCs. August 18 teachers. PLC discussions will include PLC data sheet with CFA data. August 18 Learning goals and standards are visible in the classroom. PLCs introduce a monthly reading strategy. August 18 PLCs introduce a monthly reading strategy. August 18 reapacity to use small groups, specifically targeting our students testilevel expectation in literacy by 6% and students will become confident and tools or protocols for ps, ensuring interventions August 18 August 18 Learning goals and standards are visible in the classroom. PLCs introduce a monthly reading strategy. 15 day small group intervention day 4 develop a PD sequence to provide instruction; collection tool | ds in their PLCs. August 18 teachers. Quarterly PLC discussions will include PLC data sheet with CFA data. Quarterly numunicate learning lighlight how these goals August 18 Learning goals and standards are visible in the classroom. PLCs introduce a monthly reading strategy. Quarterly r capacity to use small groups, specifically targeting our students testing at Level 2 at level expectation in literacy by 6% and students will become confident learners profice. Cs to assess the ethis data to regroup leeded. August 18 Today small group intervention day 15 day small group intervention day Quarterly develop a PD sequence to provide instruction; collection tool Quarterly Quarterly Quarterly 15 day small group intervention day Quarterly Quarterly | ds in their PLCs. August 18 teachers. Quarterly PLC discussions will include PLC data sheet with CFA data. Quarterly numunicate learning lighlight how these goals August 18 Learning goals and standards are visible in the classroom. Quarterly PLCs introduce a monthly reading strategy. Quarterly r capacity to use small groups, specifically targeting our students testing at Level 2 and Level 3 on the part of the par | ds in their PLCs. August 18 teachers. PLC discussions will include PLC data sheet with CFA data. Quarterly PLC PLC August 18 teachers. Quarterly PLC August 18 data. Quarterly PLC August 18 data. Quarterly PLC August 18 Learning goals and standards are visible in the classroom. PLCs introduce a monthly reading strategy. Quarterly Admin and PLC Admin and PLC Admin and PLC Cs to assess the eithis data to regroup seeded. August 18 August 18 leachers. Quarterly Admin and PLC Admin and PLC Admin and PLC Admin and PLC August 18 leachers. Quarterly Admin and PLC Admin and PLC | ds in their PLCs. August 18 teachers. Quarterly PLC Is that require grade-level- or rigorous, grade-level- August 18 data. PLC discussions will include PLC data sheet with CFA data. Quarterly PLC Inmunicate learning lighlight how these goals August 18 Learning goals and standards are visible in the classroom. August 18 PLCs introduce a monthly reading strategy. Quarterly Admin and PLC It groups for students to August 18 August 18 Quarterly Admin and PLC It greating to use small groups, specifically targeting our students testing at Level 2 and Level 3 on the 2025 IAR, EL, and CWD there level expectation in literacy by 6% and students will become confident learners proficient at grade level or above. Cs to assess the It shat to regroup August 18 August 18 August 18 August 18 Augus | distinct their PLCs. August 18 teachers. Quarterly PLC Is that require grade-level or rigorous, grade-level- August 18 data. PLC discussions will include PLC data sheet with CFA data. Quarterly PLC Immunicate learning lighlight how these goals August 18 August 18 Learning goals and standards are visible in the classroom. Quarterly TL/PLC I groups for students to are visible in the classroom. PLCs introduce a monthly reading strategy. Quarterly Admin and PLC I groups for students to are visible in the classroom. Quarterly Admin and PLC I groups for students to are visible in the classroom. Quarterly Admin and PLC I groups for students to are visible in the classroom. Quarterly Admin and PLC I groups for students to be a small groups, specifically targeting our students testing at Level 2 and Level 3 on the 2025 IAR, EL, and CWD then we will meet learners proficient at grade level or above. Cs to assess the bethis data to regroup are dedd. August 18 August 18 develop a PD sequence to provide instruction; collection tool are provide instruction; collection tool are will initiate. August 18 A | August 18 teachers. Quarterly PLC Is that require grade-level- or rigorous, grade-level- August 18 data. PLC discussions will include PLC data sheet with CFA data. Quarterly PLC Immunicate learning gighlight how these goals August 18 Learning goals and standards are visible in the classroom. August 18 PLCs August 18 Learning goals and standards are visible in the classroom. Quarterly TL/PLC Quarterly Admin and PLC Tapacity to use small groups, specifically targeting our students testing at Level 2 and Level 3 on the 2025 IAR, EL, and CWD then we will meet level expectation in literacy by 6% and students will become confident learners proficient at grade level or above. Cs to assess the this data to regroup seeded. August 18 August 18 develop a PD sequence to provide instruction; collection tool August 18 provide instruction; collection tool Team will initiate (Admin/IC) should make a spreadsheet with topic and reward) |

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 | |
| Math MAP Baseline | 23.53 | 9.92 | 15.38 | 15.56 | 24 | 25.53 | 37.5 | 0 | 6.67 | 22.69 | 24.31 | |
| Math Achievement (MAP) | 17.22 | 6.87 | 11.19 | 13.33 | 17.44 | 17.65 | 25 | 0 | 6.67 | 17.01 | 17.4 | |
| Math Growth (MAP) | 61.43 | 58.59 | 61.07 | 61.36 | 61.44 | 56.25 | 62.5 | 0 | 77.78 | 61.68 | 61.21 | |
| Math Proficiency (IAR) 2024 | 3.65 | 0.77 | 0 | 1.79 | 3.7 | 3.85 | 0 | 0 | 0 | 3.73 | 3.57 | |
| Math Growth (IAR) 2024 | 43.1 | 33.1 | 40.3 | 43.9 | 42.7 | 50 | 0 | 0 | | 42.6 | 43.5 | |
| Math Proficiency (IAR) 2025 | | | | | | | | | | | | |
| Math Growth (IAR) 2025 | | | | | | | | | | | | |
| Math Grades Proficient or Higher | 86.94 | 90.51 | 87.36 | 84.44 | 86.82 | 88.89 | 100 | 100 | 86.67 | 82.71 | 90.88 | |
| iReady (K-8) | 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 | needed, related to monitoring data/ PD- in Dates to De Dates to De Artifacts to Snow this action is in progress? Artifacts to Snow this action is How frequently does the SiP who is responsible to implement and monitor? Funding | | | | | | | | | | | |
| 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 incoprorates 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 | | | | | | | | |

Instruction- Guiding Principle Educational Equity and Student Achievement Numeracy Goal & Action Plan

| | | Numeracy | Goal & P | Ction Pi | an | | | |
|---|-----------|--|-------------|-----------|--|-------------------|---|--|
| | | Annual Stude | nt Numeracy | SMART Goa | ıl | | | |
| 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 lead | er/PLC facilitato | r | |
| 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 | | | |
| Collaborate with PLCs to identify the core standards that require grade-level learning intentions. Begin by setting expectations for rigorous, grade-level-aligned learning goals. | August 18 | PLC discussions will include PLC data sheet with CFA data. | Quarterly | | PLC | | | |
| Encourage teachers to clearly and consistently communicate learning intentions to students at the start of each lesson. Highlight how these goals connect to larger academic outcomes. | August 18 | Learning goals and standards are visible in the classroom. | Quarterly | | TL/PLC | | | |
| Introduce quick strategies like cooperative learning groups for students to begin engaging actively with the learning intentions. | August 18 | PLCs introduce a monthly reading strategy. | Quarterly | | Admin and PLO | 0 | | |
| Priority Teaching Practice 2 - If we build tea the 2025 IAR, EL, and CWD then we will meet | | | | | | | | |
| Establish a regular cycle of data analysis in PLCs to assess the effectiveness of small group interventions. Use this data to regroup students or refine instructional strategies as needed. | August 18 | 15 day small group intervention day | Quarterly | | PLC leaders w | ill initiate. | | |
| Provide teachers with professional development tools or protocols for monitoring student progress within small groups, ensuring interventions are impactful and aligned with student needs. | August 18 | develop a PD sequence to provide instruction; collection tool | Quarterly | | Admin/IC's will | provide a tool | | |
| Celebrate small wins, such as a student's progress toward proficiency, to build momentum and reinforce the value of this practice. | September | insert team leader spreadsheet | Quarterly | | Team will initiate (Admin/IC should make a spreadsheet with topic and reward). Quarterly goal setting sheet. Post grade level scores for local assessments (IAR, iReady) in classrooms/hallways (I am) | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |

Culture- Guiding Principle Educational Equity, Collaborative Leadership, and Student Achievement Culture for Belonging & Action Plan

Annual Culture for Belonging SMART Goal

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 | v Subaroup: |
|--------------------|------------|-------------|
| | | |

| | All Students | IEP | EL | Black | Hispanic | White | Two or More | Asian | Newcomer | Males | Females |
|---------------------|--------------|-----|-----|-------|----------|-------|-------------|-------|----------|-------|---------|
| ADA | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% |
| Chronic Absenteeism | 24% | | | | | | | | | | |
| Referrals | 1722 | | | | | | | | | | |
| OSS Incidents | 256 | | | | | | | | | | |
| ISI Incidents | 308 | | | | | | | | | | |

5Essentials Snapshot:

| 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

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 disrepect 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 s | 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 disrepect 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? | | | | | | | |
| ntry to school? entry to classroom? collaboration/group work? How can we review procedure/process for these areas? | | | | | | | |
| DR-frequency with teacher/student/restorative conversations | | | | | | | |
| | | | | | | | |

| | 45 | Day Review | v. Mid Octo | oher | | | 45 Day | Review- Mi | d Decemb | or/ January | | | 45 [| Day Review- Start of M | March | | | | 45 Day Rev | view- Mid M | av | |
|-------------------------|--|--|---------------|--|-----------------|--|-------------------|--|---|--|-------------------|---|------------------|--|--|-----------------|--|------------------|--|----------------|--|-----------------|
| | MAP Math Achievement | iReady Math | | | Prof. or Higher | MAD Moth | Achievement | iReady Math | | | s Prof. or Higher | MAP Math A | | iReady Math Proficiency | | Prof. or Higher | MAP Math | | | h Proficiency | | Prof. or Higher |
| | Overall Building | Overall Building | · · Onciency | Overall Building | | Overall Building | | Overall Building | ······································· | Overall Building | | Overall Building | oovenierit | Overall Building | Overall Building | | Overall Building | Oeveniellt | 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 | | Grade | | Grade | |
| | | Grade | | Grade | | Grade | | | | Grade | | Grade | | Grade | Grade | | Grade | | Grade | | Grade | |
| | Grade Grade | Grade | | Grade | | Grade | | Grade Grade | | Grade | | Grade | | Grade | Grade | | Grade | | Grade | | Grade | |
| | | | | | | | | | | | | | | | | | | | | | | |
| | Grade | Grade | | Grade | | Grade | | Grade | | Grade | | Grade | | Grade | Grade | | Grade | | Grade | | Grade | |
| | MAP Math Growth | | | | | MAP Ma | th Growth | | | | | MAP Mat | h Growth | | | | MAP Mat | h Growth | | | | |
| | Overall Building | | | | | Overall Building | | | | | | Overall Building | | | | | Overall Building | | | | | |
| | Grade | | | | | Grade | | | | | | Grade | | | | | Grade | | | | | |
| meracy Goal | Grade | | | | | Grade | | | | | | Grade | | | | | Grade | | | | | |
| | Grade | | | | | Grade | | | | | | Grade | | | | | Grade | | | | | |
| | Grade | | | | | Grade | | | | | | Grade | | | | | Grade | | | | | |
| | Grade | | | | | Grade | | | | | | Grade | | | | | Grade | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | |
| | MAP Reading Achievement Overall Building | MAP Readin Overall Building | ng Growth | ELA Grades Overall Building | Prof. or Higher | MAP Readin Overall Building | | MAP Readi Overall Building | ing Growth | ELA Grades Overall Building | | MAP Reading Overall Building | Achievement | MAP Reading Growth Overall Building | ELA Grades Overall Building | Prof. or Higher | MAP Reading Overall Building | Achievement | MAP Read Overall Building | ling Growth | ELA Grades Overall Building | Prof. or Higher |
| | Grade Grade | Grade | | Grade | | Grade | | Grade | | Grade | | Grade | | Grade | Grade | | Grade | | Grade | | Grade | |
| | Grade | Grade | | Grade | | Grade | | Grade | | Grade | | Grade | | Grade | Grade | | Grade | | Grade | | Grade | |
| | Grade | Grade | | Grade | | Grade | | Grade | | Grade | | Grade | | Grade | Grade | | Grade | | Grade | | Grade | |
| | Grade Grade | Grade | | Grade | | Grade | | Grade | | Grade | | Grade | | Grade Grade | Grade | | Grade | | Grade | | Grade | |
| | Grade | Grade | | Grade | | Grade | | Grade | | Grade | | Grade | | Grade Grade | Grade | | Grade | | Grade | | Grade | |
| | 2.000 | | | O COLOR | | Ordado | | | | 0.000 | | Grade | | | Giado | | Oldac | | | | Cidac | |
| | Spanish MAP Reading Achievement | Spanish MAP Re | eading Growth | | | Spanish MAP Ro | ading Achievement | Spanish MAP R | teading Growth | | | Spanish MAP Rea | ding Achievement | Spanish MAP Reading Growth | | | Spanish MAP Rea | ding Achievement | Spanish MAP F | Reading Growth | | |
| | Overall Building | Overall Building | | | | Overall Building | | Overall Building | 9 | | | Overall Building | | Overall Building | | | Overall Building | , | Overall Building | | | |
| | Grade | Grade | | | | Grade | | Grade | | | | Grade | | Grade | | | Grade | | Grade | | | |
| eracy Goal | Grade | Grade | | | | Grade | | Grade | | | | Grade | | Grade | | | Grade | | Grade | | | |
| | Grade | Grade | | | | Grade | | Grade | | | | Grade | | Grade | | | Grade | | Grade | | | |
| | Grade | Grade | | | | Grade | | Grade | | | | Grade | | Grade | | | Grade | | Grade | | | |
| | Grade | Grade | | | | Grade | | Grade | | | | Grade | | Grade | | | Grade | | Grade | | | |
| | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | |
| | ADA | Chronic Abs | senteeism | Disciplin | ne Referrals | | DA | Chronic Alt | nsenteeism | Discinli | ne Referrals | 14 | DA. | Chronic Absenteelem | Disciplin | ne Referrals | A | DA. | Chronic A | hsenteeism | Disciplin | e Referrals |
| | ADA Overall Building | Chronic Abs | senteeism | Disciplin Overall Building | ne Referrals | A Overall Building | ADA | Chronic Ab | osenteeism | Disciplii Overall Building | ne Referrals | AL Overall Building |)A | Chronic Absenteeism Overall Building | Disciplin Overall Building | ne Referrals | A Overall Building | DA . | Chronic Al Overall Building | bsenteeism | Disciplin Overall Building | e Referrals |
| | Overall Building | Overall Building | senteeism | Overall Building | | Overall Building | | Overall Building | osenteeism | Overall Building | | Overall Building | DA . | Overall Building | Overall Building | ne Referrals | | DA . | Overall Building | | Overall Building | e Referrals |
| | Overall Building Grade | | senteeism | | | | | | osenteeism | | | | DA . | | | ne Referrals | Overall Building | DA . | | | | e Referrals |
| | Overall Building Grade Grade | Overall Building Grade Grade | senteeism | Overall Building Grade Grade | | Overall Building Grade Grade | | Overall Building Grade Grade | senteeism | Overall Building Grade Grade | | Overall Building Grade Grade | DA . | Overall Building Grade Grade | Overall Building Grade Grade | ne Referrals | Overall Building Grade Grade | DA . | Overall Building Grade Grade | | Overall Building Grade Grade | e Referrals |
| | Overall Building Grade Grade Grade Grade | Overall Building Grade Grade Grade | senteeism | Overall Building Grade Grade Grade | | Overall Building Grade Grade Grade | | Overall Building Grade Grade Grade | senteeism | Overall Building Grade Grade Grade | | Overall Building Grade Grade Grade | DA | Overall Building Grade Grade Grade | Overall Building Grade Grade Grade | ne Referrals | Overall Building Grade Grade Grade | DA . | Overall Building Grade Grade Grade | | Overall Building Grade Grade Grade | e Referrals |
| | Overall Building Grade Grade | Overall Building Grade Grade | senteeism | Overall Building Grade Grade | | Overall Building Grade Grade | | Overall Building Grade Grade | senteeism | Overall Building Grade Grade | | Overall Building Grade Grade | DA . | Overall Building Grade Grade | Overall Building Grade Grade | ne Referrals | Overall Building Grade Grade | DA . | Overall Building Grade Grade | | Overall Building Grade Grade | e Referrals |
| | Overall Building Grade Grade Grade Grade Grade | Overall Building Grade Grade Grade Grade | senteeism | Overall Building Grade Grade Grade Grade | | Overall Building Grade Grade Grade Grade | | Overall Building Grade Grade Grade Grade | osenteeism | Overall Building Grade Grade Grade Grade | | Overall Building Grade Grade Grade Grade | DA | Overall Building Grade Grade Grade Grade Grade | Overall Building Grade Grade Grade Grade | ne Referrals | Overall Building Grade Grade Grade Grade | DA . | Overall Building Grade Grade Grade Grade | | Overall Building Grade Grade Grade Grade Grade | e Referrals |
| | Overall Building Grade Grade Grade Grade Grade Grade Grade Grade Grade OSS Days | Overall Building Grade Grade Grade Grade | senteeism | Overall Building Grade Grade Grade Grade | | Overall Building Grade Grade Grade Grade Grade | B Days | Overall Building Grade Grade Grade Grade | osenteeism | Overall Building Grade Grade Grade Grade | | Overall Building Grade Grade Grade Grade Grade Grade Grade Grade | | Overall Building Grade Grade Grade Grade Grade | Overall Building Grade Grade Grade Grade | ne Referrals | Overall Building Grade Grade Grade Grade Grade Grade Grade Grade | | Overall Building Grade Grade Grade Grade | | Overall Building Grade Grade Grade Grade Grade | e Referrals |
| | Overall Building Grade Grade Grade Grade Grade Grade Orade Orade Overall Building | Overall Building Grade Grade Grade Grade | senteeism | Overall Building Grade Grade Grade Grade | | Overall Building Grade Grade Grade Grade Grade Grade Grade OSS Overall Building | B Days | Overall Building Grade Grade Grade Grade | senteeism | Overall Building Grade Grade Grade Grade | | Overall Building Grade Grade Grade Grade Grade Grade Orade OSS Overall Building | | Overall Building Grade Grade Grade Grade Grade | Overall Building Grade Grade Grade Grade | ne Referrals | Overall Building Grade Grade Grade Grade Grade Grade Grade OSS Overall Building | | Overall Building Grade Grade Grade Grade | | Overall Building Grade Grade Grade Grade Grade | e Referrals |
| \$ Balancia | Overall Building Grade Grade Grade Grade Grade Grade Grade Orse Grade Overall Building Grade | Overall Building Grade Grade Grade Grade | senteeism | Overall Building Grade Grade Grade Grade | | Overall Building Grade Grade Grade Grade Grade Grade Grade Orade Overall Building Grade | B Days | Overall Building Grade Grade Grade Grade | senteeism | Overall Building Grade Grade Grade Grade | | Overall Building Grade Grade Grade Grade Grade Grade Orade OSS Overall Building Grade | | Overall Building Grade Grade Grade Grade Grade | Overall Building Grade Grade Grade Grade | ne Referrals | Overall Building Grade Grade Grade Grade Grade Grade Orade Grade Grade | | Overall Building Grade Grade Grade Grade | | Overall Building Grade Grade Grade Grade Grade | e Referrals |
| e & Belonging Goal | Overall Building Grade Grade Grade Grade Grade Grade Orade Orade Overall Building | Overall Building Grade Grade Grade Grade | senteeism | Overall Building Grade Grade Grade Grade | | Overall Building Grade Grade Grade Grade Grade Grade Grade OSS Overall Building | B Days | Overall Building Grade Grade Grade Grade | senteeism | Overall Building Grade Grade Grade Grade | | Overall Building Grade Grade Grade Grade Grade Grade Orade Grade Overall Building Grade Grade | | Overall Building Grade Grade Grade Grade Grade | Overall Building Grade Grade Grade Grade | ne Referrals | Overall Building Grade Grade Grade Grade Grade Grade Grade OSS Overall Building | | Overall Building Grade Grade Grade Grade | | Overall Building Grade Grade Grade Grade Grade | e Referrals |
| • & Belonging Goal | Overall Building Grade | Overall Building Grade Grade Grade Grade | senteeism | Overall Building Grade Grade Grade Grade | | Overall Building Grade OSS Overall Building Grade Grade Grade | B Days | Overall Building Grade Grade Grade Grade | osenteeism | Overall Building Grade Grade Grade Grade | | Overall Building Grade Grade Grade Grade Grade Grade Orade OSS Overall Building Grade | | Overall Building Grade Grade Grade Grade Grade | Overall Building Grade Grade Grade Grade | ne Referrals | Overall Building Grade Grade Grade Grade Grade Grade Orade Grade Grade | | Overall Building Grade Grade Grade Grade | | Overall Building Grade Grade Grade Grade Grade | e Referrals |
| e & Belonging Goal | Overall Building Grade Grade Grade Grade Grade Orade | Overall Building Grade Grade Grade Grade | senteeism | Overall Building Grade Grade Grade Grade | | Overall Building Grade Grade Grade Grade Grade Grade Grade Grade Grade Overall Building Grade Grade Grade Grade Grade Grade Grade Grade | B Days | Overall Building Grade Grade Grade Grade | osenteeism | Overall Building Grade Grade Grade Grade | | Overall Building Grade Grade Grade Grade Grade Grade Overall Building Grade | | Overall Building Grade Grade Grade Grade Grade | Overall Building Grade Grade Grade Grade | ne Referrals | Overall Building Grade | | Overall Building Grade Grade Grade Grade | | Overall Building Grade Grade Grade Grade Grade | e Referrals |
| s & Belonging Goal | Overall Building Grade | Overall Building Grade Grade Grade Grade | senteeism | Overall Building Grade Grade Grade Grade | | Overall Building Grade OSS Overall Building Grade Grade Grade | B Days | Overall Building Grade Grade Grade Grade | osenteeism | Overall Building Grade Grade Grade Grade | | Overall Building Grade Grade Grade Grade Grade Grade Orade Overall Building Grade Grade Grade Grade | | Overall Building Grade Grade Grade Grade Grade | Overall Building Grade Grade Grade Grade | ne Referrals | Overall Building Grade OSS Overall Building Grade Grade Grade | | Overall Building Grade Grade Grade Grade | | Overall Building Grade Grade Grade Grade Grade | e Referrals |
| & Belonging Goal | Overall Building Grade Grade Grade Grade Grade Orade | Overall Building Grade Grade Grade Grade | senteeism | Overall Building Grade Grade Grade Grade | | Overall Building Grade Grade Grade Grade Grade Grade Grade Grade Grade Overall Building Grade Grade Grade Grade Grade Grade Grade Grade | B Days | Overall Building Grade Grade Grade Grade | osenteeism | Overall Building Grade Grade Grade Grade | | Overall Building Grade Grade Grade Grade Grade Grade Overall Building Grade | | Overall Building Grade Grade Grade Grade Grade | Overall Building Grade Grade Grade Grade | ne Referrals | Overall Building Grade | | Overall Building Grade Grade Grade Grade | | Overall Building Grade Grade Grade Grade Grade | e Referrals |
| ire & Belonging Goal | Overall Building Grade Grade Grade Grade Grade Orade | Overall Building Grade Grade Grade Grade | senteeism | Overall Building Grade Grade Grade Grade | | Overall Building Grade Grade Grade Grade Grade Grade Grade Grade Grade Overall Building Grade Grade Grade Grade Grade Grade Grade Grade | B Days | Overall Building Grade Grade Grade Grade | osenteeism | Overall Building Grade Grade Grade Grade | | Overall Building Grade Grade Grade Grade Grade Grade Overall Building Grade | | Overall Building Grade Grade Grade Grade Grade | Overall Building Grade Grade Grade Grade | ne Referrals | Overall Building Grade | | Overall Building Grade Grade Grade Grade | | Overall Building Grade Grade Grade Grade Grade | e Referrals |
| ure & Belonging Goal | Overall Building Grade Grade Grade Grade Grade Orade | Overall Building Grade Grade Grade Grade | senteeism | Overall Building Grade Grade Grade Grade | | Overall Building Grade Grade Grade Grade Grade Grade Grade Grade Grade Overall Building Grade Grade Grade Grade Grade Grade Grade Grade | B Days | Overall Building Grade Grade Grade Grade | senteeism | Overall Building Grade Grade Grade Grade | | Overall Building Grade Grade Grade Grade Grade Grade Overall Building Grade | | Overall Building Grade Grade Grade Grade Grade | Overall Building Grade Grade Grade Grade | ne Referrals | Overall Building Grade | | Overall Building Grade Grade Grade Grade | | Overall Building Grade Grade Grade Grade Grade | e Referrals |
| re & Belonging Goal | Overall Building Grade Grade Grade Grade Grade Orade | Overall Building Grade Grade Grade Grade | senteeism | Overall Building Grade Grade Grade Grade | | Overall Building Grade Grade Grade Grade Grade Grade Grade Grade Grade Overall Building Grade Grade Grade Grade Grade Grade Grade Grade | B Days | Overall Building Grade Grade Grade Grade | osenteeism | Overall Building Grade Grade Grade Grade | | Overall Building Grade Grade Grade Grade Grade Grade Overall Building Grade | | Overall Building Grade Grade Grade Grade Grade | Overall Building Grade Grade Grade Grade | ne Referrals | Overall Building Grade | | Overall Building Grade Grade Grade Grade | | Overall Building Grade Grade Grade Grade Grade | e Referrals |
| s & Belonging Goal | Overall Building Grade Grade Grade Grade Grade Orade | Overall Building Grade Grade Grade Grade | senteeism | Overall Building Grade Grade Grade Grade | | Overall Building Grade Grade Grade Grade Grade Grade Grade Grade Grade Overall Building Grade Grade Grade Grade Grade Grade Grade Grade | B Days | Overall Building Grade Grade Grade Grade | osenteeism | Overall Building Grade Grade Grade Grade | | Overall Building Grade Grade Grade Grade Grade Grade Overall Building Grade | | Overall Building Grade Grade Grade Grade Grade | Overall Building Grade Grade Grade Grade | ne Referrals | Overall Building Grade | | Overall Building Grade Grade Grade Grade | | Overall Building Grade Grade Grade Grade Grade | e Referrals |

| 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 Proficency (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 Profient 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 |
| | |
| ADA | Average daily attendance (ADA) percentages |
| ADA Chronic Absenteeism | Average daily attendance (ADA) percentages Percentage of students chronically absent |
| ADA Chronic Absenteeism Behavior Referrals | Average daily attendance (ADA) percentages Percentage of students chronically absent Percentage of students with one or more behavior referrals |
| ADA Chronic Absenteeism Behavior Referrals Out of School Suspension | Average daily attendance (ADA) percentages Percentage of students chronically absent Percentage of students with one or more behavior referrals Percentage of students with one or more Out-of-School Suspension (OSS) incidents |
| ADA Chronic Absenteeism Behavior Referrals Out of School Suspension In-School Intervention | Average daily attendance (ADA) percentages Percentage of students chronically absent Percentage of students with one or more behavior referrals Percentage of students with one or more Out-of-School Suspension (OSS) incidents Percentage of students receiving In-School Intervention (ISI) |
| ADA Chronic Absenteeism Behavior Referrals Out of School Suspension In-School Intervention Graduation Rate FoT | Average daily attendance (ADA) percentages Percentage of students chronically absent Percentage of students with one or more behavior referrals Percentage of students with one or more Out-of-School Suspension (OSS) incidents Percentage of students receiving In-School Intervention (ISI) ACGR = (Number of Graduates ÷ (Number of Graduates + Number of Non-Graduates)) × 100 Number of students who earned at least 5 credits and failed no more than 0.5 credits in core subjects) |
| ADA Chronic Absenteeism Behavior Referrals Out of School Suspension In-School Intervention Graduation Rate FoT Abbreviations | Average daily attendance (ADA) percentages Percentage of students chronically absent Percentage of students with one or more behavior referrals Percentage of students with one or more Out-of-School Suspension (OSS) incidents Percentage of students receiving In-School Intervention (ISI) ACGR = (Number of Graduates ÷ (Number of Graduates + Number of Non-Graduates)) × 100 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 |
| ADA Chronic Absenteeism Behavior Referrals Out of School Suspension In-School Intervention Graduation Rate FoT Abbreviations MAP | Average daily attendance (ADA) percentages Percentage of students chronically absent Percentage of students with one or more behavior referrals Percentage of students with one or more Out-of-School Suspension (OSS) incidents Percentage of students receiving In-School Intervention (ISI) ACGR = (Number of Graduates ÷ (Number of Graduates + Number of Non-Graduates)) × 100 Number of students who earned at least 5 credits and failed no more than 0.5 credits in core subjects) |
| ADA Chronic Absenteeism Behavior Referrals Out of School Suspension In-School Intervention Graduation Rate FoT Abbreviations | Average daily attendance (ADA) percentages Percentage of students chronically absent Percentage of students with one or more behavior referrals Percentage of students with one or more Out-of-School Suspension (OSS) incidents Percentage of students receiving In-School Intervention (ISI) ACGR = (Number of Graduates ÷ (Number of Graduates + Number of Non-Graduates)) × 100 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 |
| ADA Chronic Absenteeism Behavior Referrals Out of School Suspension In-School Intervention Graduation Rate FoT Abbreviations MAP | Average daily attendance (ADA) percentages Percentage of students chronically absent Percentage of students with one or more behavior referrals Percentage of students with one or more Out-of-School Suspension (OSS) incidents Percentage of students receiving In-School Intervention (ISI) ACGR = (Number of Graduates ÷ (Number of Graduates + Number of Non-Graduates)) × 100 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 Measures Of Academic Progress (NWEA Assessment) |

| DRDP | Desired Results Developmental Profile |
|------|---------------------------------------|
| ADA | Average Daily Attendance |
| oss | Out of School Suspension |
| ISI | In School Intervention |
| FoT | Freshmen on Track |