

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



EAST AURORA DISTRICT 131

<b>School Name:</b>	Fred Rodgers Magnet Academy	<b>Principal Name:</b>	Brian Valek
<b>Mission:</b>	The Magnet Academy's purpose is to increase student interest and ability in STEM education to be college and career ready. The academy uses the standard district curriculum with enrichment and expansion to emphasize science, technology, engineering and mathematics.	<b>Vision:</b>	The Fred Rodgers Magnet Academy provides a unique educational opportunity for students interested and talented in math, science, and technology.

### School Improvement Team:

Name:	Brian Valek	Name:	Marlon Williams	Name:	Bethany Morton
Role:	Principal	Role:	Assistant Principal	Role:	Teacher
Name:	Melissa Brosius	Name:	Laura Krueger	Name:	Angela Powell-Berger
Role:	Teacher	Role:	Teacher	Role:	Teacher
Name:	Cheryl Lewis	Name:	Amy Huggins	Name:	Frankie Wozniak
Role:	STEM Coach	Role:	Teacher	Role:	Teacher
Name:	Brandon Thompson	Name:		Name:	
Role:	Counselor	Role:		Role:	
Name:		Name:		Name:	
Role:		Role:		Role:	
Name:		Name:		Name:	
Role:		Role:		Role:	

### School Designation and Priorities

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

Students at Fred Rodgers magnet Academy have demonstrated significant achievement in ELA and mathematics since 2021. Last year, our ELA scores have greatly exceed the state average, with our students attaining proficiency at nearly twice the state average. Mathematics has also shown consistent growth year to year since 2021, with last year's scores also surpassing the state average for proficiency. Our work this year will be to continue to push forward the percentage of students who meet or exceed state standards. Our ELA scores have relative plateaued over the past three years; and there is still over 20% of our students who have yet to reach proficiency. Math scores have risen by a nearly consistent interval each of the past four years but, overall, still fewer than 40% of our students demonstrate proficiency. Our efforts to provide deeper engagement for our students through our priority teaching practice focus on questioning and discussion techniques should help students abilities to think critically and perform better on future assessments.

# 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, Fred Rodgers Magnet Academy will increase the percentage of students meeting or exceeding grade-level expectations in mathematics by 5% across all reported groups/demographics, as measured by the Spring 2026 Illinois Assessment of Readiness (IAR), compared to Spring 2025 results.

**Specific:** Our goal compares rates of proficiency from spring 2025 and spring 2026.

**Measurable:** Students meeting or exceeding grade-level expectations will increase by 5% on the Illinois Assessment of Readiness.

**Achievable:** 5% is a reasonable goal for all students and subgroups to attain.

**Relevant:** The IAR demonstrates students' proficiency on grade-level standards.

**Time-Bound:** by the end of the 2025-206 school year.

### Schoolwide Current Reality by Subgroup:

	All Students	IEP	EL	Black	Hispanic	White	Two or More	Asian	Newcomer	Males	Females
<b>Math MAP Baseline</b>	74.55%	54.55%	57.14%	53.85%	74.15%	90.00%	66.67%	100.00%	N/A	81.29%	67.63%
<b>Math Achievement (MAP)</b>	60.57%	54.55%	35.71%	38.46%	59.32%	80.00%	66.67%	100.00%	N/A	68.35%	52.52%
<b>Math Growth (MAP)</b>	61.65%	63.64%	42.86%	53.85%	60.17%	80.00%	33.33%	100.00%	N/A	65.47%	58.27%
<b>Math Proficiency (IAR) 2024</b>	31.29%	33.33%	3.23%	33.33%	30.04%	37.50%	0.00%	100.00%	N/A	40.00%	23.65%
<b>Math Growth (IAR) 2024</b>	54.80%	N/A	40.90%	N/A	55%	58.30%	N/A	N/A	N/A	56.30%	53.60%
<b>Math Proficiency (IAR) 2025</b>	39%								N/A		
<b>Math Growth (IAR) 2025</b>									N/A		
<b>Math Grades Proficient or Higher</b>	87.04%	64.29%	77.78%	76.47%	87.46%	84.62%	100.00%	100.00%	N/A	85.48%	88.48%
<b>iReady (K-8)</b>	19.78%	20.00%	0.00%	22.22%	19.87%	15.38%	0.00%	100.00%	N/A	26.09%	12.36%

### 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.*

The priority teaching practice selected for our numeracy goal is **3b. Using Questioning and Discussion Techniques**. The elements being emphasized will be 1. asking open-ended, high-level questions, 2. engaging all students in discussion, and 3. promoting student-to-student dialogue and elaboration. This practice was selected due to its alignment in helping students develop their growth in math practice standard 3 to construct viable arguments and critique the reasoning of others.

### 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?
Professional development on Depth of Knowledge at September faculty meeting	September 22, 2025	Slide deck	Monthly	Teachers		
Math teachers will provide regular formative assessments in which provide a written explanation of the strategies used to solve extended response problems.The Math PLC will conduct monthly review of student responses across grade levels.	Final PLC meeting per month (September)	Student written responses	Monthly	Math PLC	\$0.00	
Peer review student responses to math extended response problems/critical thinking activities	September, 2025	Student work on Claim, Evidence and Reasoning, DBQ	Monthly	Teachers		

Cross content area collaboration during faculty meetings	2nd faculty meeting of each month	Slide decks, teacher reflections	Monthly	Teachers	Building Funds	
Professional development on questioning and discussion strategies used in instruction at October faculty meeting.	October 27, 2025	iReady starter sets, <a href="#">Flashlight</a> , <a href="#">360 Skill Driven Language cards</a> , poster, slide deck, teacher reflections	Monthly	Teachers		
Professional development on rubric design at November faculty meeting.	November 24, 2025	Rubric samples, slide deck, teacher reflections	Quarterly	SIP Team		
Professional development on peer review process at December faculty meeting.	December 15, 2025	Materials used in faculty meeting (slide deck, handouts, etc.)	Monthly	SIP Team/Teachers		
BLAF will review monthly teaching practice at FRMA meeting	Monthly	Monthly newsletter	Monthly	BLAF, principal		
LBS will support students on caseload in questioning and peer response strategies by providing sentence stems, question webs, structured feedback protocols, and two column notes or graphic organizers to use in class discussion and writing activities.	Monthly	LBS notes	Monthly	LBS, principal		

# 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, Fred Rodgers Magnet Academy will increase the percentage of students meeting or exceeding grade-level expectations in literacy by 5% across all reported groups/demographics, as measured by the Spring 2026 Illinois Assessment of Readiness (IAR), compared to Spring 2025 results.

**Specific:** Our goal compares rates of proficiency from spring 2025 and spring 2026.

**Measurable:** Students meeting or exceeding grade-level expectations will increase by 5% on the Illinois Assessment of Readiness.

**Achievable:** 5% is a reasonable goal for all students and subgroups to attain.

**Relevant:** The IAR demonstrates students' proficiency on grade-level standards.

**Time-Bound:** by the end of the 2025-206 school year.

### Schoolwide Current Reality by Subgroup:

	All Students	IEP	EL	Black	Hispanic	White	Two or More	Asian	Newcomer	Males	Females
<b>Literacy MAP Baseline</b>	81.43%	78.26%	28.57%	76.92%	81.43%	80.00%	100.00%	100.00%	N/A	82.73%	80.00%
<b>Literacy Achievement (MAP)</b>	63.93%	60.87%	21.43%	53.85%	63.71%	70.00%	66.67%	100.00%	N/A	64.03%	63.57%
<b>Literacy Growth (MAP)</b>	59.64%	65.22%	50.00%	53.85%	61.18%	50.00%	0.00%	100.00%	N/A	60.43%	58.57%
<b>Spanish Literacy Achievement (MAP)</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Spanish Literacy Growth (MAP)</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Lit Proficiency (IAR) 2024</b>	73.74%	73.33%	54.84%	88.89%	72.84%	81.25%	80.00%	100.00%	N/A	73.08%	74.32%
<b>Literacy Growth (IAR) 2024</b>	54.20%	N/A	59.60%	N/A	54	49.30%	N/A	N/A	N/A	54.20%	54.40%
<b>Lit Proficiency (IAR) 2025</b>	76.30%								N/A		
<b>Lit Growth (IAR) 2025</b>									N/A		
<b>Literacy Grades Proficient or Higher</b>	97.54%%	91.30%	100.00%	92.31%	97.93%	95.00%	100.00%	100.00%	N/A	95.04%	100.00%
<b>ACCESS 2024</b>	35.71%	0.00%	35.71%	N/A	35.71%	N/A	N/A	N/A	N/A	33.33%	40.00%
<b>ACCESS 2025</b>				N/A		N/A	N/A	N/A	N/A		

### 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.*

The priority teaching practice selected for our literacy goal is Danielson 3B. **Using Questioning and Discussion Techniques.** The elements being emphasized will be 1. asking open-ended, high-level questions, 2. engaging all students in discussion, and 3. promoting student-to-student dialogue and elaboration. Staff will consider teaching practices using instructional materials and strategies that are appropriate and engaging and plan activities that reach a higher Depth of Knowledge.

### 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?
Review use of Color Coded Writing	September 22, 2025					
Professional development on Depth of Knowledge	September 22, 2025	Slide deck	Monthly	Teachers		
Peer review student responses to math extended response problems/critical thinking activities	September, 2025	Student work on Claim, Evidence and Reasoning, DBQ	Monthly	Teachers		
Cross content area collaboration during faculty meetings	2nd faculty meeting of each month	Presentations	Monthly	Teachers	Building Funds	

Professional development on questioning and discussion strategies used in instruction, including Question Formulation Technique.	October 27, 2025	iReady starter sets, <a href="#">Flashlight</a> , <a href="#">360 Skill Driven Language cards</a> , poster	Monthly	Teachers		
Professional development on rubric design	November 24, 2025	Rubric samples	Quarterly	SIP Team		
Teaching peer review process - what good review looks like	December 15, 2025	Materials used in faculty meeting (slide deck, handouts, etc.)		SIP Team/Teachers		
Professional development on Reciprocal Teaching	January 26, 2026	Slide deck	Monthly	Teachers		
Professional development on use of debates in class	February 27, 2026	Slide deck	Monthly	Teachers		
Professional development on use of Socratic Seminars	March 23, 2026	Slide deck	Monthly	Teachers		
BLAF will review monthly teaching practice at FRMA la	Monthly	Monthly newsletter	Monthly	BLAF, principal		
LBS will support students on caseload in questioning and peer response strategies by providing sentence stems, question webs, structured feedback protocols, and two column notes or graphic organizers to use in class disucssion and writing activiites.	Monthly	LBS notes	Monthly	LBS, principal		

# Culture- Guiding Principle Educational Equity, Collaborative Leadership, and Student Achievement

## Culture for Belonging & Action Plan

### Annual Culture for Belonging SMART Goal

**ES/MS/HS:** By June 2026, Fred Rodgers Magnet Academy will foster a culture for belonging that demonstrate a 5% growth in perception belonging of all students as measured by the Illinois 5 Essentials survey.

**Specific:** Our goal is to raise the positive student rate of response by 5%.

**Measurable:** Results from the Illinois 5 Essentials will be used.

**Achievable:** 5% is a reasonable goal for all students and subgroups to attain.

**Relevant:** Student perception of belonging is a strong indicator of our school culture which, in turn, should produce greater engagement and stronger academic and social-emotional growth.

**Time-Bound:** Performance from the spring 2026 administration of the Illinois 5 Essentials survey.

### Schoolwide Current Reality by Subgroup:

	All Students	IEP	EL	Black	Hispanic	White	Two or More	Asian	Newcomer	Males	Females
<b>ADA</b>	95.45%%	94.13%	96.79%	97.31%	95.36%	94.93%	96.17%	99.43%	N/A	95.62%	95.31%
<b>Chronic Absenteeism</b>	10%	0%	<1%	0%	9%	1%	0%	0%	N/A	5%	6%
<b>Referrals</b>	6%	0%	0%	0%	94%	5%	0%	0%	N/A	84%	16%
<b>OSS Incidents</b>	4%	0%	0%	0%	100%	0%	0%	0%	N/A	83%	17%
<b>ISI Incidents</b>	<1%	0%	0%	0%	100%	0%	0%	0%	N/A	100%	0%

### 5Essentials Snapshot:

Survey Year	Overall Improvement Rating:	Ambitious Instruction:	Collaborative Teachers:	Effective Leaders:	Supportive Environment:	Involved Families:
<b>2025</b>	<b>Organized</b>	<b>Strong</b>	<b>Weak</b>	<b>Weak</b>	<b>Strong</b>	<b>Strong</b>

### 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.*

1. Teachers will provide deliberate activities in order to build positive trusting relationships with peers and staff

2. Teachers will provide an opportunity for student reflection

These were selected because data from previous years shows a trend of a lack in some students for feeling as if they belong to the overall school community. Focusing on increasing feelings of belongings will increase student engagement, leadership, and creativity and innovation within STEM related fields.

### 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?
SIP team will develop a schedule and activity list that will be utilized by student families	August and September	Schedule for family meetings and list of potential activities	September	SIP Team	TBD	
SIP will organize family groupings across grade levels with staff input	August and September	Listing of student groupings	End of September	SIP Team, Team Leaders	TBD	
Create student perception survey to progress monitor.	September 15, 2025	Survey	Quarterly	SIP Team	TBD	

Staff will administer a survey in order to determine a baseline for student school belonging survey from APA	September 8, 2025	Survey results	Quarterly	SIP Team	TBD	
SIP Team will plan and distribute a set of relationship building activities within the classroom	September 25, 2025	List of activities to be reported at Team Leader meeting	Monthly	Grade level teams	TBD	
SIP team will garner information from data regarding progress in order to inform our decision making within the school	October 6, 2025	Survey data	Monthly	SIP Team	TBD	
SIP will organize family groupings across grade levels with staff input	August and September	Listing of student groupings	End of September	SIP Team Leaders	TBD	
Student family groups will meet with assigned staff members once a month	Quarterly	Student reflections	Monthly	FRMA	TBD	
SIP team will gain teacher feedback throughout	Monthly Team Leader Meetings /Faculty SIP Meetings	Informal staff discussion	Monthly	Team Leaders	TBD	
To help ELs with this goal teachers will use inclusive language in instruction (particularly with questioning and small group discussions), ensure the classroom represents all cultures and heritages, facilitate structured cooperative learning strategies, and incorporate student identity and culture into lessons.	Monthly	Monthly newsletter	Monthly	BLAF, principal	TBD	
To help CWD students improve their perception of belonging in our school community, teachers will build positive relationships with all students, facilitate cooperative learning strategies that are inclusive of CWD, employ strategies that emphasize all students' strengths, and provide clear classroom structures and support.	Monthly	LBS and teacher collaboration notes	Monthly	LBS, principal	TBD	

[illegible]



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