

ALDRICH MIDDLE SCHOOL

Principal: Joe Vrydaghs

Assistant Principal: Sinem Bertlin

School Continuous Improvement Plan 2024-25

Beliefs, Mission, Vision, Values		
Beliefs	1. Every child can learn; their individual differences are an asset and add value to our Aldrich community. 2. Learning environments must provide safe, respectful, equitable spaces in which teaching and learning can occur. 3. Although there exists a systemic resistance to equity, each Aldrich student must receive an equitable education.	
Mission	To provide each of our unique students all they need in order to reach their full potential within a community of respect, compassion, and excellence.	
Vision	All Aldrich students will become successful, resilient citizens who contribute positively to an ever-changing world.	
Values	*Equity *Respect *Citizenship *Diversity *Responsibility	
What is Our School Story?		

Story

In the diverse community of Beloit, Aldrich Middle School stands as a beacon of educational excellence and inclusivity. With a foundation built on the values of love, care, and support, Aldrich Middle School is committed to providing an unparalleled educational experience for its students.

At the heart of Aldrich Middle School is a commitment to each student's potential. By addressing the unique needs of each scholar, the school aims to help every student reach their full potential. Teachers and staff dedicate themselves to establishing meaningful relationships with students, guiding them on their educational journey, and providing personalized support to ensure the success of all. By meeting the social-emotional needs of their students, they nurture resilience, encourage collaboration, and become unapologetic allies and champions for justice.

Aldrich Middle School focuses intensively on student behavior and achievement. Emphasizing accountability and personal growth, students are encouraged to take responsibility for their choices. Teachers provide opportunities for students to practice essential skills, whether related to academic skills or skills from our Portrait of a Graduate such as critical thinking, communication, teamwork, adaptability, and continuous learning skills.

Aldrich Middle School takes pride in offering a myriad of opportunities for students to connect with teachers, engage in extracurricular activities, and participate in a wide variety of learning opportunities. These experiences enrich the lives of students, allowing them to explore their talents, discover their interests, and pursue their passions. The school recognizes the significance of involving parents and families in the educational journey, inviting all Aldrich families to actively

	<p>participate and contribute to their children's learning.</p> <p>Today, Aldrich Middle School thrives as a consistent, structured, safe, respectful, engaging, and equitable environment. The school's narrative is built upon a foundation of love, care, and support, dedicated to the belief that every child can learn and thrive. Aldrich Middle School stands as a testament to the power of unity, resilience, and a shared vision, guiding its students towards a future filled with promise and possibility.</p>	
Theory of Action		
School Based Theory of Action	IF...	<p>IF teachers build lessons clearly aligned to and focused on achieving clear and measurable unifying learning targets (last year's focus)...</p> <p>AND IF teachers understand the multiple ways they can measure student understanding throughout each lesson (Formative Assessment~Check for Understanding)...</p> <p>AND IF teachers share with students clear success criteria by which student understanding of the learning target will be measured...</p> <p>AND IF based upon those success criteria teachers provide students ways to demonstrate their</p>

		understanding of the learning target... AND IF based upon student understanding of the learning target teachers provide students timely, actionable feedback...
	THEN...	THEN students will know how to improve their understanding of the learning target...
	AS A RESULT...	AND student outcomes will improve.

Literacy SMARTE Priority Goal

TEACHER OUTCOMES: During the 2024-25 school year, all teachers will use ongoing formative assessment practices throughout each lesson in order to monitor student understanding and adjust instruction accordingly, as measured by the CIP Progress Monitoring Tool.

STUDENT OUTCOMES:

1. During the 2024-25 school year the percentage of Aldrich 6th and 7th grade students meeting expectations on the Reading MAP will increase from 24% to 30% and the percentage of advanced students will increase from 2% to 4% as measured by comparing the 2024 Spring Reading MAP to the 2025 Spring Reading MAP.
2. During the 2024-25 school year the percentage of 8th grade students meeting expectations on the Pre-ACT will increase from 47% to 52% as measured by comparing the 2024 Spring Pre-ACT to the 2025 Spring Pre-ACT.

Math SMARTE Priority Goal

TEACHER OUTCOMES: During the 2024-25 school year, all teachers will use ongoing formative assessment practices throughout each lesson in order to monitor student understanding and adjust instruction accordingly, as measured by the CIP Progress Monitoring Tool.

STUDENT OUTCOMES:

1. During the 2024-25 school year the percentage of Aldrich 6th and 7th grade students meeting expectations on the Math MAP will increase from 19% to 25% and the percentage of advanced students will increase from 2% to 4% as measured by comparing the 2024 Spring Math MAP to the 2025 Spring Math MAP.
2. During the 2024-25 school year the percentage of 8th grade students meeting expectations on the Pre-ACT will increase from 31% to 36% as measured by comparing the 2024 Spring Pre-ACT to the 2025 Spring Pre-ACT.

SEB SMARTE Priority Goal

By June 2025, Aldrich will create a data-driven action plan in order to demonstrably improve classroom learning environments across all grade levels throughout the 2025-26 year.