East Aurora School District 131 School Improvement Plan 2025-2026

EA | EAST AURORA DISTRICT 131

School Name:	Beaupre Elementary	**Principal Name:**	Lirio Ramirez
Mission:	Inspiring Learners to achieve excellence.	**Vision:**	Beaupre students will be empowered to reach their full potential through high academic expectations, strong partnerships with home and community, the modeling of integrity, and exposure to diversity in a safe nurturing environment.

School Improvement Team:

Name:	David Ontiveros	Name:	Maria T. Hernandez	Name:	
Role:	AP	Role:	Instructional Teacher	Role:	
Name:	Lauren Linares	Name:		Name:	
Role:	Instructional Coach	Role:		Role:	
Name:	Alison Sperando	Name:		Name:	
Role:	Math Interventionist	Role:		Role:	
Name:	Angela Steffen	Name:		Name:	
Role:	SLP	Role:		Role:	
Name:	Justin Skattum	Name:		Name:	
Role:	3rd Grade Teacher	Role:		Role:	
Name:	Amanda Fishleigh	Name:		Name:	
Role:	3rd Grade Teacher	Role:		Role:	

School Designation and Priorities

School Designation	Commendable	Report Card Year:	2024-2025

Report Card general findings and focus areas:

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, Beaupre School will have 45% of students meeting their math growth goal across all reported groups/demographics, as measured by the Spring 2026 MAP Math Scores, compared to Fall 2025 MAP Math results.

Specific: Math growth

Measurable: MAP assessment

Achievable: based on historical data

Relevant: to quality tier 1 instruction

Time-Bound: fall assessment to spring assessment

Schoolwide Current Reality by Subgroup:

	All Students	IEP	EL	Black	Hispanic	White	Two or More	Asian	Newcomer	Males	Females
Math MAP Baseline	20.83%	10.45%	17.30%	0%	22.52%	N/A	0%	N/A	100.00%	20.69%	20.97%
Math Achievement (MAP)	32.50%	14.93%	29.19%	23.08%	33.33%	N/A	0%	N/A	80.00%	32.76%	32.26%
Math Growth (MAP)	48.70%	64.06%	46.30%	25%	49.70%	N/A	66.67%	N/A	100%	54.05%	43.80%
Math Proficiency (IAR/ACT) 2024	5.70%	0%	1.90%	0%	5.75%	N/A	N/A	N/A		10.30%	2%
Math Growth (IAR/ACT) 2024	10.75%	14.29%	15.25%	0%	11.49%	0%	N/A	N/A		14.29%	7.84%
Math Proficiency (IAR/ACT) 2025											
Math Growth (IAR/ACT) 2025											
Math Grades Proficient or Higher											
iReady (K-8)	7.82%	1.54%	6.04%	0%	8.52%	N/A	0%	N/A	10.53%	10.26%	5.56%

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.

1. Build teacher capacity to explain content through modeling for effective use of language.
2. Build teacher capacity to scaffold learning to make content accessible for all learners.

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?
Action Step: 3.1.50 All teachers use multiple strategies to gain every student's attention and ensure that every student understands directions and content. Teachers create an environment where all students feel intellectually and socially safe for learning.	Quarter 1					
Subtasks: Teachers will use a three-step approach when introducing new content: verbal explanation, visual representation, and physical modeling.	Quarter 1	Present at staff meeting	Once a month	Administrators, instructional coach		
Subtasks: Build classroom routines for checking understanding	Ongoing		Once a month	Administrators, instructional coach		

Subtasks: Staff presents professional development 1 time a month during a faculty meeting to share a language strategy they implement to make content comprehensible. Follow up of implementation to be shared on bulletin board and/or newsletter.	Ongoing, 1x per month	Staff meeting agendas and handouts		Once a month	PLC members	
Action Step: 3.2.71 Develop and expect teachers to regularly engage in the use of effective instructional practices, such as explicit instruction, cooperative learning, hands-on learning activities, scaffolding, varied group instruction, checking for understanding, and providing students with criteria for success.	Ongoing					
Subtasks: Clearly articulate that all teachers are expected to use these practices regularly. School will provide a checklist of instructional strategies (e.g., visual supports, activating prior knowledge) and ask teachers to choose, implement and reflect on their use of these during PLC meetings.	Ongoing	Instructional Strategies Checklist (fill out as a PLC team)		Once a month	PLC members	
Subtasks: Small group schedule is posted and followed to support differentiated instruction. Groups are flexible and content is based on data.	Quarter 1 and ongoing	Posted schedules		After benchmark testing is completed	Administrators, instructional coach	
Subtasks: Staff presents professional development 1 time a month during a faculty meeting to share a language strategy they implement to make content comprehensible. Follow up of implementation to be shared on bulletin board and/or newsletter.	Ongoing, 1x per month	Staff meeting agendas and handouts		Once a month	PLC members	

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, Beaupre School will have 45% of students meeting their reading growth goal across all reported groups/demographics, as measured by the Spring 2026 MAP Reading Scores, compared to Fall 2025 MAP Reading results.

Specific: Reading growth

Measurable: MAP assessment

Achievable: based on historical data

Relevant: to quality tier 1 instruction

Time-Bound: fall assessment to spring assessment

Schoolwide Current Reality by Subgroup:

	All Students	IEP	EL	Black	Hispanic	White	Two or More	Asian	Newcomer	Males	Females
Literacy MAP Baseline	19.59%	0%	4.35%	0%	22.09%	N/A	0%	N/A	N/A	14.63%	23.21%
Literacy Achievement (MAP)	31.96%	9.68%	21.74%	0%	36.05%	N/A	0%	N/A	N/A	26.83%	35.71%
Literacy Growth (MAP)	38.14%	48.39%	36.96%	25%	40.70%	N/A	0%	N/A	N/A	34.15%	41.07%
Spanish Literacy Achievement (MAP)	41.44%	26.67%	40.37%	100%	40.19%	N/A	0%	N/A	100%	34.48%	49.06%
Spanish Literacy Growth (MAP)	44.34%	33.33%	43.27%	100%	44.66%	N/A	0%	N/A	0%	38.18%	50.98%
Lit Proficency (IAR/ACT) 2024	10.30%	0%	5.80%	N/A	10.80%	N/A	0%	N/A		7.70%	12.50%
Literacy Growth (IAR/ACT) 2024	18.28%	0%	27.12%	0%	11.49%	N/A	N/A	N/A	N/A	7.15%	27.45%
Lit Proficiency (IAR/ACT) 2025											
Lit Growth (IAR/ACT) 2025											
Literacy Grades Profient or Higher											
ACCESS 2024	0%										
ACCESS 2025	2.05%	0%	2.05%	16.67%	1.60%	N/A	0%	N/A	0%	1.96%	2.15%

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Subtasks: Clearly articulate that all teachers are expected to use these practices regularly. School will provide a checklist of instructional strategies (e.g., visual supports, activating prior knowledge) and ask teachers to choose, implement and reflect on their use of these during PLC meetings.	Ongoing	Instructional Strategies Checklist (fill out as a PLC team)	Once a month	PLC members	
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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, Beaupre School will foster a culture for belonging that __% of all students as measured by _____.

Specific: Adult participation in family events

Measurable: By attendance via sign in

Achievable: Based on historic data

Relevant: To culture and climate of the building

Time-Bound: Ongoing through the scheduled events for the year

Schoolwide Current Reality by Subgroup:

	All Students	IEP	EL	Black	Hispanic	White	Two or More	Asian	Newcomer	Males	Females
ADA	91.20%	92.08%	91.20%	94.19%	91.12%	N/A	86.96%	N/A	77.13%	91.58%	90.91%
Chronic Absenteeism	25.82%	23.53%	25.77%	7.69%	26.55%	N/A	33.33%	N/A	50.00%	25.21%	26.40%
Referrals	13.06%	23.50%	13.40%	38.46%	11.89%	N/A	N/A	N/A	0.00%	21.67%	4.80%
OSS Incidents	2.04%	2.94%	2.06%	0%	2.20%	N/A	N/A	N/A	0%	3.33%	0.60%
ISI Incidents	0.81%	0%	0.50%	7.69%	0.44%	N/A	N/A	N/A	0%	1.67%	0%
Graduation Rate (HS)											
FoT (HS)											

5Essentials Snapshot:

Survey Year	Overall Improvement Rating:	Ambitious Instruction:	Collaborative Teachers:	Effective Leaders:	Supportive Environment:	Involved Families:
2024	Moderately Organized	Neutral	Neutral	Neutral	Neutral	Neutral
2025	Moderately Organized	Neutral	Neutral	Neutral	Neutral	Neutral

Priority Teaching Practices

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To build teacher and leader capacity to establish high expectations (of self and others), embed them in everyday practice and language, reinforce them through shared accountability, and follow through on strategies for dramatically improving student outcomes.

To build teacher capacity to foster acceptance?
To build teacher capacity to create student ownership?

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?
Action Step: 4.3.40 Strengthen Parent Involvement Through Welcoming Visitor Practices and Aligned Communication						
Subtasks: Staff will send home a positive communication about each student to families one time a year.	Ongoing	Class spreadsheet roster for teachers to check off	Quarterly	All staff		
Subtasks: Staff will plan and implement community events every quarter	Ongoing	Quarterly Events	Quarterly	All staff		

Subtasks: Create a vision statement for how family involvement looks at Beaupre. Share out the plan with staff and families so families know how to be involved.	Quarter 1/beginning of year	Copy of vision/plan	Revisit each quarter	All staff & families	

	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
	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 Math Growth**			**MAP Math Growth**			**MAP Math Growth**		
	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		
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
	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
	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	
	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	
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
	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
	OSS Days			**OSS Days**			**OSS Days**			**OSS Days**		
	Overall Building			Overall Building			Overall Building			Overall Building		
	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 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 Proficency (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
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

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