East Aurora School District 131 School Improvement Plan 2025-2026

EAST AURORA DISTRICT 131

School Name:	Benavides STEAM Academy	Principal Name:	Patricia Rangel
Mission:	Each and every day, the Benavides STEAM Academy staff will collaborate with students, families, and the community to inspire each and every child to exceed his or her optimal potential on a path of life-long learning in a safe and nurturing environment.	**Vision:**	

School Improvement Team:

Name:	Patricia Rangel	Name:	Danielle Balles	Name:	
Role:	Principal	Role:	Social Worker/Student Supports Representative	Role:	
Name:	Alexa Garcia	Name:	Erica Pang	Name:	
Role:	Assistant Principal	Role:	Bilignual Interventionist	Role:	
Name:	Ashley Genslinger	Name:	Bonny Ramirez	Name:	
Role:	Instructional Coack	Role:	ENCORE Representative	Role:	
Name:	Eva Wisemiller	Name:		Name:	
Role:	Kindergarten Representative	Role:		Role:	
Name:	Tricia Coleman	Name:		Name:	
Role:	1st Grade Representative	Role:		Role:	
Name:	Norma Anguiano	Name:		Name:	
Role:	2nd Grade Representative	Role:		Role:	

School Designation and Priorities

School Designation	Commendable	Report Card Year:	2024

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, 65% of Benavides STEAM Academy students K-2 will meet or exceed their expected math growth goal as measured by NWEA MAP.

Specific: Benavides STEAM Academy Students K-2

Measurable: NWEA MAP Math Assessment

Achievable: 65% of Students

Relevant: Student Math Achievement

Time-Bound: End of the 2025-2026 School Year

Schoolwide Current Reality by Subgroup:

	All Students	IEP	EL	Black	Hispanic	White	Two or More	Asian	Newcomer	Males	Females
Math MAP Baseline	67.39%	40.91%	60.66%	57.14%	68.35%	58.33%	75%	75%	50.00%	70.91%	64.60%
Math Achievement (MAP)	61.49%	36.36%	53.55%	42.86%	62.95%	50%	75%	75%	50%	63.98%	59.01%
Math Growth (MAP)	84.95%	81.82%	84.53%	75.00%	85.14%	91.67%	75.00%	100.00%	100.00%	84.81%	85.09%
Math Proficiency (IAR/ACT) 2024											
Math Growth (IAR/ACT) 2024											
Math Proficiency (IAR/ACT) 2025											
Math Growth (IAR/ACT) 2025											
Math Grades Proficient or Higher											
iReady (K-8)	28.13 %	11.36%	21.98%	23.81%	27.54%	33.33%	50%	50%	0%	31.88%	24.38%
DRDP (PK)	All Students	IEP	EL	3 year olds	4 year olds	Half Day	Full Day	Spanish Dominant	English Dominant	Males	Females

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.

Build school capacity to adjust instruction based on formative feedback. 3d
Build school capacity to monitor student understanding throughout the lesson. 3d

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?
Conduct PD on formative assessment strategies for checking student understanding in real time.	August 2025	PD agendas, sign-in sheets, slide decks, teacher reflections	Monthly	Instructional Coach, Assistant Principal, PLC facilitators	$500 – Title II or PD budget	
Model formative assessment techniques during PLCs and team meetings.	Sept–Oct 2025	PLC agendas, modeled lesson videos, reflection forms	Biweekly	Instructional Coach, Grade-Level Leads, Math Interventionists	$0 – In-house modeling	
Implement informal walkthroughs with look-fors related to formative feedback and checks for understanding.	Sept–Dec 2025	Walkthrough forms, feedback logs	Weekly	Admin Team, SIP Team	$0	
Teachers collaboratively analyze student work and formative data during PLCs.	Oct–Jan 2025	Student work samples, data analysis forms, PLC notes	Monthly	PLC Leads, Instructional Coach	$0	
Track trends in formative assessment data to adjust instructional strategies.	Nov 2025 – Mar 2026	Data tracking sheets, PLC notes, instructional adjustment logs	Monthly	SIP Team, Data Coach	$0	

Offer targeted follow-up PD based on teacher needs identified through walkthrough and data analysis.	Jan–Mar 2026	PD calendar, feedback forms, attendance sheets	Quarterly	Assistant Principal, PD Coordinator	$300 – Title II
Celebrate progress and share best practices in staff meetings.	April 2026	Staff meeting agendas, teacher showcases	Monthly	Principal, Teacher Leaders	$0
Conduct end-of-year reflection on PD impact and instructional shifts.	May 2026	Reflection forms, student outcome data, teacher surveys	Once	SIP Team, Principal	$0
Establish a schoolwide system for regularly collecting and analyzing common formative data, including student work samples, to guide instructional decisions and interventions.					

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, 65% of Benavides STEAM Academy students K-2 will meet or exceed their expected ready growth goal in their dominant language as measured by NWEA MAP.

Specific: Benavides STEAM Academy Students K-2

Measurable: NWEA MAP Reading Assessment (Spanish and English)

Achievable: 65% of Students

Relevant: Student Literacy Achievement

Time-Bound: By the end of the 2025-2026 School Year

Schoolwide Current Reality by Subgroup:

	All Students	IEP	EL	Black	Hispanic	White	Two or More	Asian	Newcomer	Males	Females	
Literacy MAP Baseline	50.31%	32%	31.69%	57.14%	49.28%	58.33%	75%	50%	0%	51.55%	49.06%	
Literacy Achievement (MAP)	42.81%	25%	25.14%	38.10%	42.39%	50%	75%	50%	0%	42.86%	42.77%	
Literacy Growth (MAP)	70.66%	56.82%	69.06%	70.00%	70.80%	50%	100%	75%	50%	72.15%	69.18%	
Spanish Literacy Achievement (MAP)	31.88%	11.36%	40.66%	0%	36.23%	0%	0.00%	0%	50%	27.50%	36.25%	0
Spanish Literacy Growth (MAP)	54.89%	45.45%	61.67%	15%	59.85%	25%	50.00%	0%	50.00%	51.59%	58.13%	0
Lit Proficency (IAR/ACT) 2024												
Literacy Growth (IAR/ACT) 2024												
Lit Proficency (IAR/ACT) 2025												
Lit Growth (IAR/ACT) 2025												
Literacy Grades Profient or Higher												
ACCESS 2024	6.95%	6.45%	6.95%	100%	6.70%	0.00%	0	0.00%	0.00%	7.69%	6.02%	
ACCESS 2025												
DRDP (PK)	All Students	IEP	EL	3 year olds	4 year olds	Half Day	Full Day	Spanish Dominant	English Dominant	Males	Females	

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.

Build school capacity to ensure alignment of goals, activities, materials, and assessments. 1a
Build school capacity to develop outcomes that are rigorous and measurable. 1d

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?
Conduct PD on backward design, standards unpacking, and aligning assessments to learning goals.	August 2025	PD agendas, materials, sign-in sheets, teacher-created alignment templates	Monthly	Instructional Coach, Admin Team	$600 – Title II or PD funds	
Facilitate team planning sessions to align curriculum maps with priority standards and student outcomes.	Aug–Sept 2025	Curriculum maps, planning notes, pacing guides, shared unit plans	Biweekly	Grade-Level Leads, Instructional Coach	$0 – Internal	
Provide exemplar models of rigorous and measurable learning outcomes.	Sept 2025	Outcome samples, anchor charts, rubrics	Monthly	Instructional Coach, Reading Interventionist	$0 – Internal	
Review and revise unit plans to ensure alignment with state standards and rigor expectations.	Oct–Nov 2025	Revised unit plans, alignment checklists, peer feedback forms	Monthly	PLC Leads, Teachers	$0 – Internal	
Use common formative assessments to evaluate alignment between instruction and outcomes.	Oct 2025 – Feb 2026	CFA data, teacher analysis forms, student work samples	Monthly	SIP Team, PLC Leads, Teachers	$0 – Internal	
Host collaborative calibration sessions to analyze assessment rigor and scoring consistency.	Nov 2025 – Jan 2026	Calibration protocols, scoring guides, inter-rater reliability logs	Monthly	Admin Team, Instructional Coach, Reading Interventionists, Resource	$200 – Title II	
Monitor lesson plans and assessments for continued alignment and measurable outcomes.	Dec 2025 – April 2026	Lesson plan review notes, observation checklists	Biweekly	Admin Team, Instructional Coach	$0 – Internal	
Provide ongoing feedback to teams through coaching cycles and data debriefs.	Jan–May 2026	Coaching logs, feedback forms, meeting agendas	Monthly	Coaches, Principal, SIP Team	$0 – Internal	
End-of-year audit of curriculum, assessments, and student outcomes to inform next year's planning.	May 2026	Audit report, data summaries, teacher survey responses	Once	SIP Team, Principal, Curriculum Director	$0 – Internal	

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, Benavides STEAM Academy will foster a culture for belonging by maintaining an average daily student attendance rate of 95% or above.

Specific: Benavides STEAM Academy Students K-2

Measurable: Average Daily Attendance Rate

Achievable: 95% Daily Attendance

Relevant: Student Attendance

Time-Bound: By June 2026

Schoolwide Current Reality by Subgroup:

	All Students	IEP	EL	Black	Hispanic	White	Two or More	Asian	Newcomer	Males	Females
ADA											
Chronic Absenteeism											
Referrals											
OSS Incidents	0	0	0	0	0	0	0	0	0	0	0
ISI Incidents	0		0	0	0	0	0	0	0	0	0
Graduation Rate (HS)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
FoT (HS)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

5Essentials Snapshot:

Survey Year	Overall ImprovementRating:	Ambitious Instruction:	Collaborative Teachers:	Effective Leaders:	Supportive Environment:	Involved Families:
2025	Well-Organized	No Data	Very Strong	Very Strong	No Data	Strong

TPOT (PreK)

Data Period	Overall	4: Promoting Children's Engagement	7: Teaching Behavior Expectations	8: Teaching Social Skills and Emotional Competencies	12: Interventions for Children with Persistent Challenging Behaviors	(Insert school specific measure here)
Spring 2025						
Fall 2025						
Spring 2026						

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.

Build capacity to create a learning environment that supports collaboration and independence. 2e

Build school capacity to communicate high expectations for learning and achievement. 2b

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?
Conduct PD on instructional strategies that promote student independence and collaboration.	August 2025	PD agenda, sign-in sheets, strategy toolkits, teacher feedback	Monthly	PD Coordinator, Instructional Coach	$500 – Title II/PD funds	
Share models and videos of classroom structures that support group work and student agency.	Sept 2025	Shared videos, teacher reflections, lesson examples	Monthly	Instructional Coach, Lead Teachers	$0 – Internal	
Establish classroom norms and anchor charts for collaboration and goal setting.	Aug–Sept 2025	Photos of norms, anchor charts, student goal-setting forms	Monitored during walkthroughs	Classroom Teachers, Instructional Coach	$0 – Internal	
Conduct PD on growth mindset language and communicating high expectations for all students.	Sept–Oct 2025	PD agendas, teacher reflections, classroom signage	Monthly	Instructional Coach, Admin Team	$300 – Title II	

Implement student-led conferences and self-assessment structures.	Oct–Nov 2025	Student portfolios, rubrics, conference schedules	Monthly	Teachers, Counselors	$0 – Internal	
Conduct classroom walkthroughs focused on evidence of student collaboration, voice, and independence.	Oct 2025 – March 2026	Walkthrough forms, feedback notes, trend data	Biweekly	Admin Team, SIP Team	$0 – Internal	
Monitor and coach for use of academic discourse and accountable talk to support rigor and high expectations.	Nov 2025 – April 2026	Coaching notes, video observations, student transcripts	Monthly	Instructional Coach, Admin Team	$0 – Internal	
Collect student voice data on classroom environment and expectations through surveys.	January 2026	Survey data, summary reports	Quarterly	SIP Team, School Counselor	$0 – Internal	
Showcase exemplar classrooms or "learning walks" where peers observe collaboration and high expectations.	February – April 2026	Walkthrough reflections, teacher debrief notes	Once per quarter	Admin Team, Teacher Leaders	$200 – PD/Title II	
Conduct end-of-year reflection with teachers on shifts in student collaboration and expectations.	May 2026	Teacher reflection forms, meeting notes, evidence of changes in practice	Once	SIP Team, Principal	$0 – Internal	

	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 K	Grade K	Grade K	Grade K	Grade K	Grade K	Grade K	Grade K	Grade K	Grade	Grade	Grade
	Grade 1	Grade 1	Grade 1	Grade 1	Grade 1	Grade 1	Grade 1	Grade 1	Grade 1	Grade	Grade	Grade
	Grade 2	Grade 2	Grade 2	Grade 2	Grade 2	Grade 2	Grade 2	Grade 2	Grade 2	Grade	Grade	Grade
	MAP Math Growth			**MAP Math Growth**			**MAP Math Growth**			**MAP Math Growth**		
	Overall Building			Overall Building			Overall Building			Overall Building		
	Grade K			Grade K			Grade			Grade		
	Grade 1			Grade 1			Grade			Grade		
	Grade 2			Grade 2			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 K	Grade K	Grade K	Grade K	Grade K	Grade K	Grade K	Grade K	Grade K	Grade K	Grade K	Grade K
	Grade 1	Grade 1	Grade 1	Grade 1	Grade 1	Grade 1	Grade 1	Grade 1	Grade 1	Grade 1	Grade 1	Grade 1
	Grade 2	Grade 2	Grade 2	Grade 2	Grade 2	Grade 2	Grade 2	Grade 2	Grade 2	Grade 2	Grade 2	Grade 2
	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 K	Grade K		Grade K	Grade K		Grade K	Grade K		Grade K	Grade K	
	Grade 1	Grade 1		Grade 1	Grade 1		Grade 1	Grade 1		Grade 1	Grade 1	
	Grade 2	Grade 2		Grade 2	Grade 2		Grade 2	Grade 2		Grade 2	Grade 2	
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 K	Grade K	Grade K	Grade K	Grade K	Grade K	Grade K	Grade K	Grade K	Grade K	Grade K	Grade K
	Grade 1	Grade 1	Grade 1	Grade 1	Grade 1	Grade 1	Grade 1	Grade 1	Grade 1	Grade 1	Grade 1	Grade 1
	Grade 2	Grade 2	Grade 2	Grade 2	Grade 2	Grade 2	Grade 2	Grade 2	Grade 2	Grade 2	Grade 2	Grade 2
	OSS Days			**OSS Days**			**OSS Days**			**OSS Days**		
	Overall Building			Overall Building			Overall Building			Overall Building		
	Grade K			Grade K			Grade K			Grade K		
	Grade 1			Grade 1			Grade 1			Grade 1		
	Grade 2			Grade 2			Grade 2			Grade 2		

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
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