

East Aurora School District 131 School Improvement Plan 2025-2026



School Name:	Oak Park Elementary School	Principal Name:	Annette McMahon
Mission:	Ensuring high levels of learning for all.	Vision:	Oak Park Elementary School is a nurturing and collaborative environment that recognizes student and family strengths, respects diversity, and empowers students who will build self-confidence and self-reliance skills necessary to be successfully contributing participants in the surrounding world.

School Improvement Team:

Name:	Annette McMahon	Name:	Anna Nightingale	Name:	
Role:	Principal	Role:	3rd Grade Teacher	Role:	
Name:	Marisela Garcia	Name:	Samantha Sweeney	Name:	
Role:	Assistant Principal	Role:	4th Grade Teacher	Role:	
Name:	Victoria Haier	Name:	Brianna Caputo	Name:	
Role:	Instructional Coach	Role:	5th Grade Teacher	Role:	
Name:	Liliana Ramirez	Name:	Ben DeValdivielso	Name:	
Role:	Preschool Teacher	Role:	Data Analyst	Role:	
Name:	Cynthia Benavides	Name:		Name:	
Role:	2nd Grade Teacher	Role:		Role:	
Name:	Lynn Kermer	Name:		Name:	
Role:	3rd Grade Teacher	Role:		Role:	

School Designation and Priorities

School Designation	Targeted	Report Card Year:	2024
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Report Card general findings and focus areas:

Instruction- Guiding Principle Educational Equity and Student Achievement

Numeracy Goal & Action Plan

Annual Student Numeracy SMART Goal

PreK: By the end of the 2025–2026 school year, Oak Park School will increase the percentage of students (enrolled and started by October 15th) meeting or exceeding age level expectations in mathematics COG3 by 6% across all reported groups/demographics, as measured by the Spring 2026 DRDP results, compared to Spring 2025 results.

ES: By the end of the 2025–2026 school year, Oak Park School will increase the percentage of students meeting or exceeding grade-level expectations in mathematics by 5% (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: Focused on math achievement

Measurable: A 5% increase, using IAR data and DRDP data.

Achievable: 6.88% proficiency with targeted support and engaging instruction

Relevant: Supports school-wide academic performance goals and deeper student participation.

Time-Bound: To be achieved by Spring of 2026.

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	All Students	IEP	EL	Black	Hispanic	White	Two or More	Asian	Newcomer	Males	Females
Math MAP Baseline	28.32%	14%	25.37%	25%	28.36%	0%	0%	100%	60%	26.80%	30.08%
Math Achievement (MAP)	20.98%	12%	19.02%	25%	21.09%	0%	0%	0%	40%	18.30%	24.06%
Math Growth (MAP)	59.15%	48%	60.49%	50%	60.44%	0%	0%	0%	100%	57.24%	61.36%
Math Proficiency (IAR/ACT) 2024	1.88%	0%	1.71%	0%	1.91%	0%	0%	0%	0%	1.05%	3.08%
Math Growth (IAR/ACT) 2024	53.00%										
Math Proficiency (IAR/ACT) 2025											
Math Growth (IAR/ACT) 2025											
Math Grades Proficient or Higher											
iReady (K-8)	12.32%	8%	10.89%	25%	12.45%	0%	0%	0%	40%	11.41%	13.33%
DRDP (PK)	All Students	IEP	EL	3 year olds	4 year olds	Half Day	Full Day	Spanish Dominant	English Dominant	Males	Females
	86%	22.50%	37.40%	44.1%	55.90%					46.40%	53.60%

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.

IF we build and strengthen teacher capacity to effectively and consistently plan and implement engagement strategies aligned to high-quality instructional practices, **THEN** teachers and leaders will be able to design and deliver math lessons that intentionally foster active participation, student voice, and equitable access to rigorous content, **AND** students will be able to engage in meaningful mathematical discourse, demonstrate perseverance in problem-solving, and see themselves as capable mathematical thinkers—resulting in increased participation, confidence, and achievement in mathematics.

Impact on SMART Goal: This practice was chosen because student centered engagement strategies help create classrooms where all students can see themselves as capable mathematical thinkers. When teachers are equipped with the knowledge and tools to intentionally plan for engagement during math instruction student participation increases fostering a sense of belonging and confidence closing achievement gaps and sustaining high quality instruction making this practice essential to reaching the school's math improvement goal.

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: Effectively and consistently plan and implement engagement strategies aligned to high-quality instructional practices						In Progress

Subtask: All Preschool Centers will consistently include a math component to include 1 or more of the 7 measures assessed by DRDP, to include ECERS 3 checklists in each area.	August 2025 - May 2026	Walkthrough Data	monthly	Teachers implement, Admin and Coaches monitor	NA	In Progress
Subtask: All Preschool teachers will display open ended conversation starters in each center area, to increase the use of language by all students (EL, CWD)	August 2025 - May 2026	Walkthrough Data	monthly	Teachers implement, Admin and Coaches monitor	NA	In Progress
Subtask: Develop teacher surveys to identify current strengths and areas of growth related to instructional strategies, using the data collected to inform professional development and create individual goals.	August 2025	Teacher survey results	Upon completion of Survey with firm Due Date	SIP Team	NA	In Progress
Subtask: Offer training on evidence-based engagement strategies (e.g., Kagan structures, math discourse routines, culturally responsive practices) aligned to high-quality instructional practices for all students (EL, CWD).	September 2025 - April 2026	Student work displayed, observations/walk throughs, class created anchor charts	weekly	Teachers implement, Admin and Coaches monitor		In Progress
Subtask: Incorporate two days per week where WIN time will be Math focused	August 2025	Daily schedule, student work	weekly	Teachers implement, Admin and Coaches monitor	NA	In Progress
Subtask: Conduct non-evaluative walkthroughs to monitor strategy use and provide timely, actionable feedback.	August 2025 - May 2026	Walkthrough Data	weekly	Admin monitor	NA	In Progress
Action Step: Employ differentiated strategies and supports for all students (CWD, EL) such as sentence stems, word banks, pictures, realia, manipulatives, PVR, physical movement	August 2025 - May 2026	Walkthrough Data	weekly	Teachers implement, Admin and Coaches monitor		In Progress
Subtask: Provide professional develop/modeling to support teacher use of differentiated strategies and support for all students	September 2025 - May 2026		Monthly			In Progress
Subtask: Staff led book study and professional development focused on meeting the needs of all learners	September 2025 - May 2026	Agendas, staff feedback	monthly	ILT	1003a funds used to purchase books	In Progress
Action Step: Develop guidelines for CFA administration expectations, rigor, and fidelity and for PLCs	August 2025	Agenda, guideline document	monthly	ILT / SLT	NA	In Progress
Subtask: Establish a formalized process for PLCs and CFA administration (agenda, template)						

Instruction- Guiding Principle Educational Equity and Student Achievement											
Literacy Goal & Action Plan											
Annual Student Literacy SMART Goal											
PreK: By the end of the 2025–2026 school year, Oak Park School will increase the percentage of students meeting or exceeding age level expectations in Literacy (LLD8 and LLD9, phonological awareness and letter and word knowledge) by 6% across all reported groups/demographics, as measured by the Spring 2026 DRDP results, compared to Spring 2025 results.											
ES: By the end of the 2025–2026 school year, Oak Park School 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: Focused on literacy achievement											
Measurable: A 5% increase, using IAR data and DRDP data.											
Achievable: 11.88% proficiency with targeted support and engaging instruction											
Relevant: Supports school-wide academic performance goals and deeper student participation.											
Time-Bound: To be achieved by Spring of 2026.											
Schoolwide Current Reality by Subgroup:											
	All Students	IEP	EL	Black	Hispanic	White	Two or More	Asian	Newcomer	Males	Females
Literacy MAP Baseline	16.84%	10%	12.25%	25%	16.79%	25%	-	0%	0%	17.76%	15.79%
Literacy Achievement (MAP)	10.88%	6%	7.84%	25%	10.95%	0%	-	0%	0%	10.53%	11.28%
Literacy Growth (MAP)	40.64%	38%	43.63%	0%	41.54%	0%	-	100%	20%	44.37%	36.36%
Spanish Literacy Achievement (MAP)											
Spanish Literacy Growth (MAP)											
Lit Proficiency (IAR/ACT) 2024	6.88%	2.78%	5.13%	0%	7.01%	0%	-	0%	0%	6.32%	7.69%
Literacy Growth (IAR/ACT) 2024	44.40%										
Lit Proficiency (IAR/ACT) 2025											
Lit Growth (IAR/ACT) 2025											
Literacy Grades Profient or Higher											
ACCESS 2024	5.12%	1.79%	5.12%	0%	5.26%	0%	-	0%	0%	5.60%	4.44%
ACCESS 2025											
DRDP (PK)	All Students	IEP	EL	3 year olds	4 year olds	Half Day	Full Day	Spanish Dominant	English Dominant	Males	Females
	76%	22.50%	37.40%	44.1%%	55.90%					46.40%	53.60%
Priority Teaching Practices											
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Build and strengthen teacher capacity to effectively and consistently plan and implement engagement strategies aligned to high-quality instructional practices. Impact on Smart Goal: By strengthening teacher capacity to plan intentionally for student engagement embedded in high quality reading instruction that promotes active participation, deeper thinking, and personal connection to text, students are more likely to become motivated active readers which directly contributes to improved reading outcomes.											
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?		
<<Add EL Action>>											
<<Add CWD Action>>											
All Preschool teachers will display open ended conversation starters in each center area, to increase the use of expressive, receptive and reciprocal language by all students (EL, CWD)	August 2025	Walkthrough Data		monthly		Teachers implement, Admin and Coaches monitor		NA	In Progress		

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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											
PreK: By June 2026, Oak Park School will foster a culture for belonging measured by maintaining and/or increase in the overall TPOT score as compared to the 2025 Spring results.											
ES/MS/HS: By June 2026, Oak Park School will foster a culture for belonging such that fewer than 20% of all students will be chronically absent as measured by end of year attendance records in alignment with state reporting guidelines.											
Specific: Focused on reducing chronic absenteeism through a culture of belonging											
Measurable: 20% decrease in chronic absenteeism (54 chronically absent students to 43 chronically absent students)											
Achievable: Based on historical data, resources, and planned interventions											
Relevant: Tied directly to improving school culture, student engagement, and equity											
Time-Bound: Goal deadline is June 2026											
Schoolwide Current Reality by Subgroup:											
	All Students	IEP	EL	Black	Hispanic	White	Two or More	Asian	Newcomer	Males	Females
ADA	90.92			94%	93%	94%	-	91%		93%	93%
Chronic Absenteeism	20.80%	23.20%	18.70%	-	20.90%	-	-	-	-	23.70%	17.30%
Referrals	21.20%			25%	21.69%	0%	-	0%	-	34.23%	6.72%
OSS Incidents	1.77%										
ISI Incidents	0.35%										
Graduation Rate (HS)											
FoT (HS)											
5Essentials Snapshot:											
Survey Year	Overall ImprovementRating:	Ambitious Instruction:	Collaborative Teachers:	Effective Leaders:	Supportive Environment:	Involved Families:					
2025	Partially Organized	Neutral	Neutral	Neutral	Weak	Weak					
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	3: Teachers engage in supportive conversations with children.					
Spring 2025	89%	95%	82%	77%	91%	95%					
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 specific goal.											
Foster a culturally responsive and inclusive classroom environment that cultivates strong relationships, promotes a sense of belonging, and actively engages students and families to reduce chronic absenteeism. Impact on Smart Goal: When students' cultures, languages, and lived experiences are woven into the classroom, school feels relevant, relationships deepen, and students are more invested—both emotionally and physically—in showing up and engaging. This leads to higher motivation, more consistent attendance, and richer learning participation.											
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?				
<<Add EL Action>>											
<<Add CWD Action>>											

Build capacity in staff by providing professional development on engagement strategies	August 2025, ongoing	Attendance and Behavior data	monthly	SLT, ILT, Committees	Building, Targeted 1003a, and Title funds	In Progress
All Preschool teachers will display open ended conversation starters in each center area, to increase the use of social / emotional language by all students which will lead to an improved culture for belonging (EL, CWD)	August 2025, ongoing	Walkthrough Data	monthly	Teachers implement, Admin and Coaches monitor		In Progress
All Preschool staff will focus on implementing the Preschool Program expectations during the first six weeks of school. They will also consistently reinforce and review expectations in all areas, including arrival/dismissal, classroom, mealtime, hallway, playground/gym, and bathroom, which will lead to an improved culture for belonging	August 2025, ongoing	Walkthrough Data	monthly	Teachers implement, Admin and Coaches monitor		In Progress
All Preschool staff will implement the SEL curriculum (Second Step) and use Pyramid Model best practice strategies both inside and outside the classroom with fidelity (follow SEL team pacing) which will lead to an improved culture for belonging	August 2025, ongoing	Walkthrough Data, TPOT Data, Referral Data, MTSS Data	monthly	Teachers implement, Admin and Coaches monitor		In Progress
All staff will implement the Second Step SEL curriculum with fidelity across all classrooms which will lead to an improved culture for belonging	August 2025, ongoing	Student pre and post evaluation.	weekly	Teachers implement, Admin and Coaches monitor		In Progress
Establish and implement a consistent school-wide reward system that recognizes and celebrates students for academic achievement and positive behavior on a regular basis.	August 2025, ongoing	Paw tickets, classroom paw meters, Star Student T-shirts	daily	Teachers implement, Admin and Coaches monitor		In Progress
School store for school-wide reward system to be held once a month on the first Friday	August 2025, ongoing	Attendance Data at School Store	monthly	Teachers, Admin, Coaches, Community members		In Progress
All Teachers will greet students daily by name with inclusive gestures (e.g., eye contact, high-five, handshake, or check-in).	August 2025, ongoing	Walkthrough Data	bi-weekly	Teachers implement, Admin and Coaches monitor		In Progress
Teachers set up regular check-ins for students with 3+ absences to offer support and gather insight.	August 2025, ongoing	Contact log on Synergy	monthly	Teachers implement, Admin and Coaches monitor		In Progress
MTSS team will partner with attendance team to connect families with needed resources (transportation, mental health, etc.).	August 2025, ongoing	attendance data, spreadsheet	weekly/bi-weekly	MTSS, attendance commity, Admin		In Progress
Develop culturally responsive lessons and events (year-round and special days and holidays)	August 2025, ongoing	student created artifacts	Through out the school year	Teachers, Coach, Admin		In Progress
Administrators will facilitate a grade level meeting (3-5) or read aloud (K-2) with grade levels with a focus on belonging, attendance, and behavior glows and grows which will lead to an improved culture for belonging	September 2025, ongoing	Monthly agendas	Monthly	Admin		In Progress
Invite community partners to present, volunteer, and attend school events (old Second, APD, Calvary Church, EAHS)	August 2025 - May 2026	Visitor sign-in/SLT agenda	Ongoing	Admin Team, SLT		In Progress

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

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