



# SCHOOL IMPROVEMENT PLAN

April 20, 2026



EAST AURORA SCHOOL DISTRICT 131

# SIP TEAM

Susan Orozco, Principal  
Jodi Eppenstein, Assistant Principal  
Adriana Chavoya, Instructional Teacher  
Mayra Loera, Family Support Specialist  
Laura Manzanos, Instructional Coach  
Iliana Ochoa, Preschool Inclusion Specialist  
Katheryn Pizzitola, Blended Teacher  
Abbey St. Germain, Blended Teacher  
Mary Ward, Speech Language Pathologist

# Early Childhood Center



## Our Mission & Vision:

### *East Aurora Preschool Program* Mission and Vision

The *East Aurora Preschool Program* is a dual language and multicultural learning community where...

*Children* are encouraged to be kind, curious, and independent thinkers who respect themselves and others.

*Staff* inspires students' exploration and confidence in a safe, nurturing environment which celebrates individuality and honors cultural identity.

*Families* are recognized as their child's first teachers and are empowered to advocate for their child's success.

*Together* we are all teachers and learners, supported by our district and community to reach our full potentials.

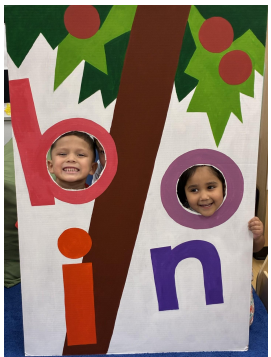
Our vision is to encourage our community to value the importance of educating our youngest learners. We believe children's life long success is shaped by a vibrant, purposeful, nurturing early childhood learning environment. We prepare our preschoolers to become active and compassionate citizens of the global community.



# OUR CURRENT REALITY



|   | All Students | IEP | EL  | PS3 | PS4 | Half Day | Full Day | Spanish Dominant | English Dominant | Males | Females |
|---|--------------|-----|-----|-----|-----|----------|----------|------------------|------------------|-------|---------|
| <b>Math Achievement SIP Goal—<br/>Cognition: Math (COG3:<br/>Number Sense of Quantity)</b>            | 72%          | 45% | 66% | 44% | 78% | 54%      | 78%      | 67%              | 76%              | 69%   | 74%     |
| <b>Literacy Achievement SIP Goal<br/>— Language &amp; Literacy (LLD8:<br/>Phonological Awareness)</b> | 65%          | 42% | 64% | 53% | 69% | 58%      | 67%      | 67%              | 63%              | 62%   | 69%     |





# OUR CURRENT REALITY

|                               | All Students | IEP         | EL    | Black     | Hispanic | White       | Two or More | Asian | Newcomer | Males | Females |
|-------------------------------|--------------|-------------|-------|-----------|----------|-------------|-------------|-------|----------|-------|---------|
| Annual Daily Attendance (ADA) | 87.8%        | 88.4%       | 86.8% | 85.1%     | 87.8%    | 88%         | 57.3%       | 95.1% | 83.3%    | 87.7% | 86.2%   |
| Chronic Absenteeism           | 74%          | 76%         | 72%   | 82%       | 72%      | 100%        | 80%         | 33%   | 64%      | 66%   | 73%     |
|                               | Fall 2024    | Spring 2025 |       | Fall 2025 |          | Spring 2026 |             |       |          |       |         |
| TPOT Scores                   | 76%          | 86%         |       | 83%       |          | Coming Soon |             |       |          |       |         |



# OUR FOCUS ON LITERACY:

## SMART GOAL:

By the end of the 2025–2026 school year, the Early Childhood Center Preschool will increase the percentage of students meeting or exceeding age level expectations in LLD8 -Phonological Awareness (literacy) by 6% across all subgroups, as measured by the Spring 2026 DRDP results, compared to Spring 2025 results.

## Priority Teaching Practice:

Strengthen teacher capacity to use scaffolded questioning to meet student needs, skill levels, and emerging learning styles. At the same time, instruction is driven by student interests, which increases engagement and curiosity. Together, these practices foster more personalized learning experiences and lead to improved student outcomes and the development of confident, motivated learners.

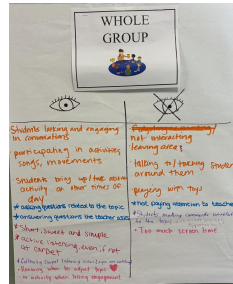
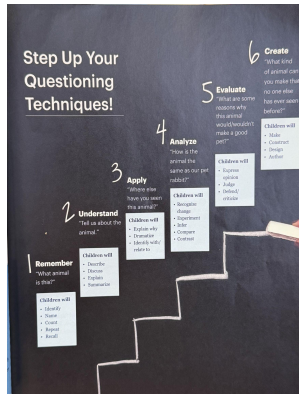
## Key Actions:

Collect baseline and determine strengths and areas for growth in phonological awareness and letter and word knowledge.

Build staff understanding of scaffolded questioning and student engagement as key instructional priorities.

Created and delivered targeted, data-informed professional development using the NAEYC book “Big Questions for Young Minds: Extending Children’s Thinking” within whole and small group settings.

Foster a collaborative culture through PLCs. Teachers reflect, share strategies, set short-term goals and monitor progress in phonological awareness and letter and word knowledge and use ongoing data analysis and differentiated questioning based on student needs identified through CFAs and 45 day data reviews.





# OUR FOCUS ON A CULTURE FOR BELONGING:

## SMART GOAL:

By the end of the 2025–2026 school year, the Early Childhood Center Preschool will foster a culture for belonging as measured by a 6% increase in the overall TPOT score as compared to the 2025 Spring results.

## Priority Teaching Practice:


Strengthen teacher capacity to provide collaborative opportunities while intentionally fostering a classroom environment where all learners thrive socially. Teachers will promote meaningful peer interactions through the use of positive descriptive feedback and differentiated questioning steps, ultimately deepening engagement, social development, and a culture for belonging.

## Key Actions:

Use Spring 2025 TPOT results to determine strengths and areas for growth in the alignment to the Pyramid Model.

Build staff understanding of scaffolded questioning and positive descriptive feedback to increase student engagement and a culture of belonging for all students.

Create and deliver targeted, data-informed professional development using the NCPMI website resources, the TPOT Big 5 Pyramid Practices and our updated Behavior Response Practices .

| Classroom<br>Salón                       |   |
|--|---|
| <b>Be Respectful</b><br>Ser respetuoso   | <ul style="list-style-type: none"> <li>Listen to others</li> <li>Wait my turn</li> <li>Escuchar a otros</li> <li>Esperar mi turno</li> </ul>   |
| <b>Be Responsible</b><br>Ser responsable | <ul style="list-style-type: none"> <li>Follow directions</li> <li>Clean up</li> <li>Seguir instrucciones</li> <li>Limpiar</li> </ul>   |
| <b>Be Safe</b><br>Estar seguro           | <ul style="list-style-type: none"> <li>Keep my body calm</li> <li>Use materials appropriately</li> <li>Use walking feet</li> <li>Mantener mi cuerpo calmado</li> <li>Usar materiales apropiadamente</li> <li>Combinar</li> </ul>                                     |
| <b>Adults</b><br>Adultos                 | <ul style="list-style-type: none"> <li>Interact with and scaffold learning</li> <li>Model student expectations</li> <li>Use positive language (avoid 'no, stop, don't')</li> <li>Interactar con y andamiaje de aprendizaje</li> <li>Modelar las expectativas de los estudiantes</li> <li>Usar lenguaje positivo (evitar el 'no, pare, no')</li> </ul> |

Revised by East Aurora Preschool SEL Team 2025-2026 school year

