



SCHOOL IMPROVEMENT PLAN



WE ARE OAK PARK

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SOMOS OAK PARK



You are welcome here

Eres bienvenido aqui

December 15, 2025



EAST AURORA SCHOOL DISTRICT 131

SIP TEAM

Annette McMahon, **Principal**
Marisela Garcia, **Assistant Principal**
Victoria Haier, **Instructional Coach**
Brianna Caputo, **Teacher**
Samantha Sweeney, **Teacher**
Lynn Kermer, **Teacher**
Cynthia Benavides, **Teacher**
Anna Mann, **Teacher**
Molly Purse, **Teacher**
Liliana Ramirez, **Teacher**
Jennifer Kmiec, **Interventionist**
Janis Cortez, **Interventionist**
Erica Vazquez, **Interventionist**
Noelle St. Germain, **Interventionist**



Our Mission:

To establish a nurturing and inclusive learning environment that elevates the strengths of students and families, embraces diversity, and empowers students to develop the self-confidence and self-reliance necessary for lifelong success.

Our Vision:

Cultivating an excellence-driven, compassionate, and innovative environment that empowers all students to thrive academically, socially and emotionally.

Our Motto:

Each student matters and every moment counts!





OUR CURRENT REALITY

	All Students	IEP	EL	Black	Hispanic	White	Two or More	Asian	Newcomer	Males	Females
Math Achievement (MAP)	28%	11.5%	24%	29%	28%	50%	N/A	100%	45%	29%	27%
Math Proficiency IAR (2025)	14.8%	12%	11.1%	0%	14.9%	N/A	N/A	N/A	N/A	13.8%	15.9%
iReady (K-8)	2.8%	0%	1.8%	0%	2.9%	N/A	N/A	N/A	0%	3.1%	2%
Literacy Achievement (MAP)	16%	9.6%	9%	29%	16%	0%	N/A	0%	9%	15%	17%
Literacy Proficiency (IAR)											
PreK-Desired Results	25.5%	9%	17.6%	0%	25.7%	N/A	N/A	N/A	N/A	19.5%	33.3%
Developmental Profile COG3 (Number Sense)	42%	21.6%	60.8%	N/A	N/A	N/A	N/A	N/A	N/A	50%	50%
PreK-Desired Results Developmental Profile LLD8 (Phonological Awareness)	41%	23.5%	58.8%	N/A	N/A	N/A	N/A	N/A	N/A	50%	50%



OUR CURRENT REALITY

	All Students	IEP	EL	Black	Hispanic	White	Two or More	Asian	Newcomer	Males	Females
Annual Daily Attendance (ADA)	94.1%	94.6%	94.3%	91%	94.1%	91.5%	0%	96.6%	92.8%	93.6%	94.5%
Chronic Absenteeism	21%	15%	20%	14%	21%	50%	0%	0%	30%	23%	20%
Referrals	9.7%	15%	74%	1%	99%	0%	0%	0%	0	85%	14.8%



OUR FOCUS ON LITERACY:



EAST AURORA SCHOOL DISTRICT 131

SMART GOAL:

Preschool: 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, phonological awareness) by 6% across all reported groups/demographics, as measured by the Spring 2026 DRDP results, compared to Spring 2025 results.

Elementary: 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.



Priority Teaching Practice:

Strengthening teacher capacity to consistently plan and implement student-centered engagement strategies in literacy instruction enables teachers to embed practices that promote active participation, deeper thinking, and meaningful connections to text. As a result, students are more likely to become motivated, confident, and engaged readers, leading to improved reading outcomes. This practice directly supports the school's literacy goal by fostering inclusive, high-quality instruction that increases student participation, builds belonging, closes achievement gaps, and sustains continued improvement.



Key Actions:

Ensure the use of differentiated strategies and supports for all students (CWD, EL)

Three days a week dedicated to Literacy during WIN time

ILT walkthroughs to identify strengths and areas offering growth opportunities

Specific development and focus on writing

Communication process to increase collaboration between certified staff

Focus on proficiency



OUR FOCUS ON NUMERACY:

SMART GOAL:

Preschool: 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 mathematics COG3 by 6% across all reported groups/demographics, as measured by the Spring 2026 DRDP results, compared to Spring 2025 results.

Elementary: 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.

Priority Teaching Practice:

Building and strengthening teacher capacity to plan and implement engagement strategies aligned to high-quality instruction enables teachers and leaders to design math lessons that promote active participation, student voice, and equitable access to rigorous content. As a result, students engage in meaningful mathematical discourse, persevere in problem-solving, and view themselves as capable mathematical thinkers, leading to increased confidence, participation, and achievement. This practice directly supports the SMART goal by creating student-centered math classrooms where intentional engagement strategies boost belonging, close achievement gaps, and sustain high-quality instruction.



Key Actions:

Consistently include math activities in Preschool centers

Math focused WIN time twice weekly

Communication tool to increase collaboration between staff members and related services

School, classroom and student level goal setting (MAP, iReady)

Challenges during all school breaks

Whole school Math focused activities

OUR FOCUS ON A CULTURE FOR BELONGING:

SMART GOAL:

Preschool: By June 2026, Oak Park School will foster a culture for belonging measured by increase in the overall TPOT score by 2% as compared to the 2025 Spring results (89%).

Elementary: 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.

Priority Teaching Practice:

Fostering a culturally responsive, inclusive classroom environment—one that builds strong relationships, promotes belonging, and actively engages students and families—enables teachers and leaders to create supportive learning spaces and partner effectively with families. As a result, students feel valued, attend more consistently, and engage more deeply in their learning.

When students' cultures, languages, and lived experiences are integrated into the classroom, school becomes more relevant and relationships strengthen. This increases student investment, motivation, attendance, and engagement.



Key Actions:

Implement schoolwide practices and professional learning to equip teachers with strategies that build culturally responsive, inclusive classrooms where students feel valued, connected and engaged

- Instruction in and reinforcement of expectations
- Second Step and Pyramid Model Instruction
- School wide reward system that recognizes achievements and improvements across multiple areas
- Build / strengthen relationships with families and community partners



