East Aurora School District 131 School Improvement Plan 2025-2026

EAST AURORA DISTRICT 131

School Name:	Early Childhood Canter (ECC)	Principal Name:	Susan Y. Orozco
Mission:	See attachment	Vision:	See attachment

School Improvement Team:

Name:	Susan Y Orozco	Name:	TBD	Name:	
Role:	Principal	Role:	Assistant Principal	Role:	
Name:	Laura Manzanos	Name:		Name:	
Role:	Instructional coach	Role:		Role:	
Name:	Mary Ward	Name:		Name:	
Role:	Speech Language Pathologist	Role:		Role:	
Name:	Kathryn Pizzitola	Name:		Name:	
Role:	Blended Teacher	Role:		Role:	
Name:	Abbey St. Germain	Name:		Name:	
Role:	Blended Teacher	Role:		Role:	
Name:	Adriana Chavoya	Name:		Name:	
Role:	Instructional Teacher	Role:		Role:	

School Designation and Priorities

School Designation		Report Card Year:	

Report Card general findings and focus areas:

N/A

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.

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, 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 across both PS3 and PS4 subgroups, as measured by the Spring 2026 DRDP results, compared to Spring 2025 results.

Specific: The Early Childhood Center preschool will target improvement in LLD8 – Phonological Awareness for literacy in both PS3 and PS4 subgroups, as measured by DRDP assessments.

Measurable:Success will be determined by a 6% increase in the percentage of students meeting or exceeding age-level expectations from Spring 2025 to Spring 2026 DRDP results.

Achievable:A 6% growth goal is realistic given current performance data, instructional supports, and evidence-based literacy practices that can be implemented in daily instruction.

Relevant:Phonological awareness is a foundational literacy skill essential for reading and writing readiness, directly supporting ECC's mission to prepare students for kindergarten success.

Time-Bound:This goal will be met by the end of the 2025–2026 school year (measured in Spring 2026).

Schoolwide Current Reality by Subgroup:

DRDP (PK)	All Students	IEP	EL	PS3	PS4	Half Day	Full Day	Spanish Dominant	English Dominant	Males	Females
24.25 school year -->	263	25.01%	31.06%	19.80%	80.20%	76	187	166	97	49.04%	50.06%
2025-2026 School Year -->											

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 school capacity to make instructional adjustments based on student needs/skill levels (3e): as students enter school for the first time, they are building their own learning styles and interests. Teachers must be adaptable to meet students at individual levels to build capacity for learning. 2) Build school capacity to ask questions that children are interested in answering (3b): engagement will increase as teachers learn student interests and individualize instructional dialogue in the classroom. Focusing on student interest and engagement will improve outcomes as students become curious 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: Meet as an SLT to analyze the Spring 2025 data to determine baseline	July 2025	Learning Genie School readiness report	Monthly	SLT & Admin		Yes
SUBTASK: Disaggregate DRDP math data by classroom and demographic groups (EL, gender, IEP, etc.).	July 2025	Learning Genie School readiness report	Monthly	SLT & Admin		In Progress
SUBTASK: Identify patterns, strengths, and areas for growth.	July 2025	Learning Genie School readiness report	Monthly	SLT & Admin		Yes
SUBTASK: Plan dates and topics for Fall PD and delegate who will run these	July 2025	Learning Genie School readiness report	Monthly	SLT & Admin		In Progress
SUBTASK: SLT create a presentation to present to staff	July 2025	Learning Genie School readiness report	Monthly	SLT & Admin		In Progress
Action Step: Create SIP presentation to share with staff at a faculty meeting	August 2025	Canva Presentation, handouts	once	SLT & Admin		In Progress

SUBTASK: Communicate importance of differentiaton and student engagement as key strategies for supporting the curriculum. Establish common definitions and expectations for all.	August 2025	First Day Presentation, Handout	Ongoing	PLC facilitators/Admin		
SUBTASK: Review LLD8/COG 3 scales for Spring 2024 student growth. Survey teachers @ PLCs to self-identify their strengths and areas for growth in our goal areas	August 2025 Institute Day	Learning Genie School readiness report, Teacher survey/results	monthly	PLC facilitators/Admin		
Action Step: Foster an environment that supports experimentation and sharing of instructional strategies. Set aside time for teachers to discuss successes and challenges in PLC meetings	August 2025	PLC agenda and notes	weekly	PLC facilitators/Admin		
SUBTASK: Utilize relfection in first PLC to reflect on teams areas for growth and strengths	8.26.25	PLC agenda and notes	weekly	PLC facilitators/Admin		
SUBTASK: Meet as ILT to go over reflection data/trends and plan faculty meetings accordingly	8.28.25	PLC agenda and notes	monthly	PLC facilitators/Admin		
SUBTASK: Continue professional development cycles, informed by feedback and data. Ensure professional learning sessions are differentiated to meet varied teacher needs.	November to December 2025	Agendas, presentations, walk through data, survey data	Bi-Quarterly	Administration, SLT & ILT		
Action Step: Set and monitor short-term (45 Day Review - Mid Oct) goals related to differentiation and questioning. Provide targeted support for teachers who need additional help.	September,Octo February, May	45 day-SMART GOAL form; Baseline data	Monthly	Administration, SLT & ILT		
SUBTASK: Set aside time in PLC agendas for teachers to reflect on their instructional practices to support growth in differentiation and questioning, reinforcing a culture of feedback and continuous improvement.	September 2025-May 2026	PLC agenda and notes	weekly	PLC facilitators		
SUBTASK: PLCs analyze data to identify trends	09.16.25	Benchmark Collection data for LDD8 and COG3	Monthly	PLC facilitators		
SUBTASK: PLCs identify students needing more support/needing enrichment	September 2025-May 2026	plc agenda and notes and CFA collection data	Monthly	PLC facilitators		
SUBTASK: PLCs create plan to differentiate instruction based on data analysis	September 2025-May 2026	plc agenda and notes and CFA collection data	Monthly	PLC facilitators		
Action Step:Conduct a comprehensive evaluation of the student engagement/questioning growth initiative. Plan for the next steps to sustain and build on successes. Review and update professional development plans based on the year's experiences. Plan for future training and support. Ensure that all instructional strategies are aligned with evidence-based practices and the curriculum.	April to May 2026	Agendas, Notes, Survey	Annually	Administration, SLT & ILT		
Action Step: Celebrate achievements/contributions of all community members. Engage in reflection/planning for the next academic year. Share accomplishments at the State of the School presentation.	April to May 2026	State of the School Presentation and Benchmark Data	Annually	Administration, SLT & ILT		

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, the Early Childhood Center preschool will increase the percentage of students meeting or exceeding age level expectations in COG3 - Number Sense of Quantity (mathematics) by 6% across across all subgroups, as measured by the Spring 2026 DRDP results, compared to Spring 2025 results.

Specific: The Early Childhood Center preschool will target improvement in COG3 - Number Sense of Quantity for mathematics in both PS3 and PS4 subgroups, as measured by DRDP assessments.

Measurable:Success will be determined by a 6% increase in the percentage of students meeting or exceeding age-level expectations from Spring 2025 to Spring 2026 DRDP results.

Achievable:A 6% growth goal is realistic based on current data trends, available instructional resources, and targeted intervention strategies in mathematics.

Relevant:Improving number sense directly supports early math readiness, foundational cognitive skills, and overall kindergarten readiness, aligning with ECC's mission for early academic development.

Time-Bound:This goal will be met by the end of the 2025–2026 school year (measured in Spring 2026).

Schoolwide Current Reality by Subgroup:

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2025-2026 School Year -->											

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.

We want to improve at:1) Building school capacity to make instructional adjustments based on student needs/skill levels (3e): as students enter school for the first time, they are building their own learning styles and interests. Teachers must be adaptable to meet students at individual levels to build capacity for learning. 2) Building school capacity to ask questions that children are interested in answering to increase student engagement (3b): engagement will increase as teachers learn student interests and individualize instructional dialogue in the classroom. Focusing on student interest and engagement will improve outcomes as students become curious learners.

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Action Step: Celebrate achievements/contributions of all community members. Engage in reflection/planning for the next academic year. Share accomplishments at the State of the School presentation.	April to May 2026	State of the School Presentation and Benchmark Data	Annually	Administration, SLT & ILT		

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, the Early Childhood Center School will foster a culture for belonging measured by a 6% increase in the overall TPOT score as compared to the 2025 Spring results.

Specific: We will score a minimum of 91% on the Spring 2026 TPOT, improving from the Spring 2025 score of 86% to foster a culture of belonging.

Measurable: Progress will be measured through the Teaching Pyramid Observation Tool (TPOT) scores, with a target of a 6% increase from the prior year.

Achievable:A 6% increase is realistic given current resources, professional development opportunities, and targeted strategies for enhancing inclusive classroom practices.

Relevant:Increasing TPOT scores directly supports the school's mission to promote social-emotional development, positive behavior supports, and a sense of belonging for all students

Time-Bound:Goal will be achieved by June 2026 as measured by the Spring 2026 TPOT results.

Schoolwide Current Reality by Subgroup:

	All Students	IEP	EL	PS3	PS4	Half Day	Full Day	Spanish Dominant	English Dominant	Males	Females
ADA											
Chronic Absenteeism											
Referrals											

5Essentials Snapshot:

Survey Year	Overall ImprovementRating:	Ambitious Instruction:	Collaborative Teachers:	Effective Leaders:	Supportive Environment:	Involved Families:
Sel…	**Organized**	**No Data**	**Neutral**	**Neutral**	**No Data**	**Neutral**

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	11: Teaching Problem Solving
Spring 2025		91%	62%	71%	87%	80%
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 a capacity for teachers to provide opportunities for children to work together (3c): as teachers develop a classroom environment that supports all learners, opportunities for social development are created through intentional use of small groups and encouraging exploration. (TPOT #4)

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	Date	Resource	Frequency	Responsible		Status
Action Step: Establish expectations for consistent classroom procedures in the three identified growth areas of TPOT. Engage teachers in discussions about initial implementation steps. Identify which procedures/routines are priority for the development of a school-wide plan.	August 2025	Curriculum Committee/BOE presentation & School Wide Expectation plan	Once	SLT after first day		In Progress
Action Step: Obtain peer feedback on areas of strength/growth in the three identified growth areas of TPOT.	September 2025	PD presentations and PD sign-in sheets	Once	Implement: Admin, Monitor: SLT Team		
Action Step: Analyze last year's data and identify the sub-scales where we can grow the most	August & September 2025	TPOT DATA 2024-2025	Monthly	SLT & Admin		Yes
SUBTASK: Organize peer observations to obtain feedback on areas of strength/growth.	September 2025	PD presentations and PD sign-in sheets	Once	Implement: Admin, Monitor: SLT Team		
SUBTASK: Identify areas of growth and areas of success	7.31.25	TPOT DATA	Monthly	SLT & Admin		Yes
SUBTASK: Present goal to staff	8.18 & 8.25	Insitute Day Slide Deck Presentat	Once	SLT & Admin		In Progress
SUBTASK: Plan Fall PD sessions to support the areas of growth	7.31.25	TPOT DATA, Presentation Outline	Monthly	SLT & Admin		In Progress
SUBTASK: Identify focus. Create PD sessions in both English and Spanish	September 2025-May 2026	PD presentations and PD sign-in		SLT & Admin		
SUBTASK: Complete FALL TPOT	November 2025	TPOT DATA	Once	Instructional Coaches		
SUBTASK: Analyze fall TPOT data and identify strength & growth trends	September 2025	TPOT DATA	Once	SLT & Admin		
SUBTASK: Present FALL data to staff	October 2025	TPOT DATA	Once	SLT & Admin		
SUBTASK: SLT review/Analyze FALL data to identify strengths/growth opportunities	October 2025	TPOT DATA	Once	SLT & Admin		
Action Step: Review the importance of reinforcing consistent procedures/routines upon return from winter break.	December 2025	PD presentation & handouts	Once	Admin, Coaches (handouts), PLC team		
SUBTASK: Complete SPRING TPOT	April 2026	TPOT DATA	Once	Instructional Coaches		
SUBTASK: Analyze SPRING TPOT data and identify growth trends	April 2026	TPOT DATA	Once	Instructional Coaches		
Action Step: Celebrate achievements/contributions of all community members. Engage in reflection/planning for the next academic year. Share accomplishments at the State of the School presentation.	April to May 2026	State of the School Presentation and Benchmark Data	Annually	Administration, SLT & ILT		

Numeracy Goal

	Spring 2025 Scores	Benchmark Data	45 Day Review- Mid October	45 Day Review- Mid December/January			45 Day Review- Start of March			45 Day Review- Mid May		
	DRDP COG3 Math Achievement	DRDP COG3 Math Achievement	DRDP COG3 Math Achievement	DRDP COG3 Math Achievement	DRDP COG3 Math Achievement	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
Numeracy Goal	Overall Building: 82%	Overall Building:	Overall Building:	Overall Building	Overall Building	Overall Building	Overall Building	Overall Building	Overall Building	Overall Building	Overall Building	Overall Building
	PS3 21%											
	PS4 87%											

Literacy Goal

	2025 DRDP LLD8 Phonological Awareness	DRDP LLD8 Phonological Awareness	DRDP LLD8 Phonological Awareness	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
Literacy Goal	Overall Building 73%	Overall Building	Overall Building	Overall Building	Overall Building	Overall Building	Overall Building	Overall Building	Overall Building	Overall Building	Overall Building	Overall Building
			Spanish MAP Reading Achievement	Spanish MAP Reading Achievement	Spanish MAP Reading Growth		Spanish MAP Reading Achievement	Spanish MAP Reading Growth		Spanish MAP Reading Achievement	Spanish MAP Reading Growth	
	PS3 37%		Overall Building	Overall Building	Overall Building		Overall Building	Overall Building		Overall Building	Overall Building	
	PS4 76%		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 (TPOT 7/8/11)

	ADA	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
	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

	TPOT Spring 2025		TPOT Fall 2025		TPOT Spring 2026		OSS Days
	Overall Building:		Overall Building:		Overall Building:		Overall Building
	1 Schedules, Routines, and Activities	92%	1 Schedules, Routines, and Activities		1 Schedules, Routines, and Activities		Grade
	2 Transitions Between Activities are Appropriate	91%	2 Transitions Between Activities are Appropriate		2 Transitions Between Activities are Appropriate		Grade
	3 Teachers Engage in Supportive Conversations with Children	93%	3 Teachers Engage in Supportive Conversations with Children		3 Teachers Engage in Supportive Conversations with Children		Grade
	4 Promoting Children's Engagement	91%	4 Promoting Children's Engagement		4 Promoting Children's Engagement		
	5 Providing Directions	90%	5 Providing Directions		5 Providing Directions		
	6 Collaborative Teaming	91%	6 Collaborative Teaming		6 Collaborative Teaming		
	7 Teaching Behavior Expectations	62%	7 Teaching Behavior Expectations		7 Teaching Behavior Expectations		
	8 Teaching Social Skills and Emotional Competencies	71%	8 Teaching Social Skills and Emotional Competencies		8 Teaching Social Skills and Emotional Competencies		
	9 Teaching Friendship Skills	88%	9 Teaching Friendship Skills		9 Teaching Friendship Skills		
	10 Teaching Children to Express Emotions	89%	10 Teaching Children to Express Emotions		10 Teaching Children to Express Emotions		
	11 Teaching Problem Solving	80%	11 Teaching Problem Solving		11 Teaching Problem Solving		
	12 Interventions for Children with Persistent Challenging Behavior	87%	12 Interventions for Children with Persistent Challenging Behavior		12 Interventions for Children with Persistent Challenging Behavior		
	13 Connecting with Families	95%	13 Connecting with Families		13 Connecting with Families		Grade
	14 Supporting Family Use of the Pyramid Model Practices	86%	14 Supporting Family Use of the Pyramid Model Practices		14 Supporting Family Use of the Pyramid Model Practices		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