

East Aurora School District 131 School Improvement Plan 2026-2027



School Name:		Beaupre		Principal Name:		Lirio Ramirez, David Ontiveros	
Mission:		Inspiring Learners to achieve excellence.		Vision:		Beaupre students will be empowered to reach their full potential through high academic expectations, strong partnerships with home and community, the modeling of integrity, and exposure to diversity in a safe nurturing environment.	
School Improvement Team	Name:	Lirio Ramirez	Name:	Yolanda Cifuentes	Name:	Juan Sida	
	Role:	Principal	Role:	1st	Role:	2nd	
	Name:	David Ontiveros	Name:	Amanda Fishleigh	Name:	Lauren Linares	
	Role:	Assistant Principal	Role:	3rd	Role:	Instructional Coach	
	Name:	TJ Arnonld	Name:	Carmen Hernandez	Name:		
	Role:	4/5	Role:	Kinder	Role:		
	Name:	Cheryl Broach	Name:	Kim Lozano	Name:		
	Role:	K/1	Role:	3rd	Role:		

School Designation and Priorities

Commendable

Report Card general findings and focus areas:

Targeted Support Designation: The school is under federal accountability because the Children with Disabilities (Students with IEPs) subgroup performs at or below the level of the state's lowest-performing schools.
Commendable summative designation, a school that has no underperforming student groups.

IAR Academic Growth

ELA Growth 45.40%: Well below the state baseline average of 50.0, indicating students are falling behind state growth trends.

Math Growth 51.1%: Scoring slightly higher to the state average,

Chronic Absenteeism 22.6%: More than a quarter of the student body misses 10% or more of the school year, severely limiting instructional seat time.

Student Mobility 13.6%: Moderate student turnover that requires building relationships between students, staff and parents.

Numeracy Goal & Action Plan

Annual Student Numeracy SMART Goal

By the end of the 2026-2027 school year, Beaupre Elementary School will increase the **percentage of students meeting or exceeding grade-level expectations in mathematics by 6% across all reported groups/demographics**, as measured by the **Spring 2027 Illinois Assessment of Readiness (IAR)**, compared to Spring 2026 results.

Specific: Focuses on Teacher Clarity and Feedback practices.

Measurable: 100% teacher participation, 90% implementation fidelity, student growth measures.

Achievable: Supported through coaching, PLCs, and walkthrough feedback.

Relevant: Aligns with high-impact instructional strategies

Time-Bound: To be achieved by the end of the 2026–2027 school year.

Schoolwide Current Reality by Subgroup:

	All Students	IEP	EL	Black	Hispanic	White	Two or More	Asian	Newcomer	Males	Females
Math MAP Baseline 25-26	30%	N/A	27.40	N/A	30.90%	N/A	N/A	N/A	41.70%	33.90%	26.10%
Math Achievement (MAP 25-26*Spring)	18.40%	8%	15.40%	N/A	18.30%	N/A	N/A	N/A	13%	22.90%	14.00%
Math Growth (MAP 25-26 *Fall to Spring)	46%	41%	44%	N/A	46%	N/A	N/A	N/A	48%	49%	43%
Math Proficiency (IAR) 25-26	11.40%	38.50%	8.20%	N/A	12.00%	N/A	N/A	N/A	28.60%	33.30%	20%
Math Growth (IAR) 24/25-25/26											
Math Proficiency (IAR) 2027											
Math Growth (IAR) 2027											
Math Grades Proficient or Higher											
iReady (K-8) Spring 25-26	14.30%	8%	11.30%	5.90%	4.10%	N/A	N/A	N/A	5%	18.10%	10.70%

Priority Teaching Practices

We will intentionally communicate the learning goal (LG), establish clear success criteria (SC), and provide feedback (F) that helps students monitor and advance their learning (Teacher Clarity- effect size .75).
We will respond to student needs by providing targeted support (TS), enrichment (E), and opportunities for language development (LD) (Feedback- effect size .7).

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: Teachers will regularly engage in the use of effective instructional practices	Aug 2026-May 2027					
Subtask: Teachers will meet with instructional coach and interventionists quarterly during prep time to discuss small groups, intervention students, and strategies to improve their practice.	Quarterly	Interventionist Grade Level Agendas				
Subtask: Staff will lead professional learning for each other to support instructional practices.	Quarterly	Professional Learning Slide Decks				

Subtask: Small group rotation schedule is posted, stations are taught (only 1 on device), and followed to support independent work effort.	Q1 Aug-Oct	Lesson plans turned in 1 time a month (teacher discretion or Small Group at a Glance)				
Subtask: Small group teacher schedule is posted and followed to support differentiated instruction. Groups are flexible and content is based on data.	Q2 Oct-Jan	Lesson plans turned in 1 time a month (teacher discretion or Small Group at a Glance)				
Subtask: Station rotations are rigorous, data driven, and hands on.	Q3 Jan-Mar	Lesson plans turned in 1 time a month (teacher discretion or Small Group at a Glance)				
Subtask: Teachers will conference with students and discuss data outcomes and goals	Q4 Mar-May	Lesson plans turned in 1 time a month (teacher discretion or Small Group at a Glance)				
Action Step: Teachers will communicate daily learning intentions to explain why the learning matters.						
What does success look like?						
Connect lessons to previous learning. Identify what successful learning looks like. Review success criteria before independent work. Use exemplars and non-examples.						
Action Step: Develop and implement a building-wide standards-based student tracking system to be completed quarterly in order to monitor student performance, identify areas of need, and provide targeted academic supports and interventions. Additionally, a rubric will provided to the teachers.	Quarterly	Tracker				
EL 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 Steps: Teachers will use language strategies to support multilingual learners	Aug 2026-May 2027					
Subtask: Teachers will provide sentence stems and/or word banks for students	Aug 2026-May 2027					
CWD 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 Steps: Teachers will use differentiated strategies to support students with different needs	Aug 2026-May 2027					
Subtask: Teachers will provide modified tasks, sentence stems and/or word banks for students	Aug 2026-May 2027					

Literacy Goal & Action Plan											
Annual Student Literacy SMART Goal											
By the end of the 2026-2027 school year, Beaupre ElementarySchool will increase the percentage of students meeting or exceeding grade-level expectations in reading by 6% across all reported groups/demographics , as measured by the Spring 2027 Illinois Assessment of Readiness (IAR) , compared to Spring 2026 results.											
Specific: Focuses on Teacher Clarity and Feedback practices.											
Measurable: 100% teacher participation, 90% implementation fidelity, student growth measures.											
Achievable: Supported through coaching, PLCs, and walkthrough feedback.											
Relevant: Aligns with high-impact instructional strategies											
Time-Bound: To be achieved by the end of the 2026–2027 school year.											
Schoolwide Current Reality by Subgroup:											
	All Students	IEP	EL	Black	Hispanic	White	Two or More	Asian	Newcomer	Males	Females
Literacy MAP Baseline 25-26	20%	8%	12%	29%	20%	N/A	N/A	N/A	4%	20%	21%
Literacy Achievement (MAP 25-26*Spring)	11.00%	2.00%	5.00%	18.00%	11.00%	N/A	N/A	N/A	4.00%	10.00%	11.60%
Literacy Growth (MAP 25-26 *Fall to Spring)	39%	34%			39%	N/A	N/A	N/A	24%	43%	35%
Spanish Literacy Achievement (MAP 25-26*Spring)											
Spanish Literacy Growth (MAP 25-26 *Fall to Spring)											
Literacy Proficiency (IAR) 2025-2026	13%	0%	3%		13%	N/A	N/A	N/A	0%	8%	17%
Literacy Growth (IAR) 24/25-25/26				N/A		N/A	N/A	N/A	0.00		
Literacy Proficiency (IAR) 2027											
Literacy Growth (IAR) 2027											
Literacy Grades Profient or Higher	45%%										
ACCESS 2025-2026											
ACCESS 2026-2027											
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. Example: We will implement structured academic discussion protocols across all classrooms in order to stengthen student reasoning and academic language development. Priority Practice + Visible Skills: We will... in order to strengthen...											
We will intentionally communicate the learning goal, establish clear success criteria, and provide feedback that helps students monitor and advance their learning (Teacher Clarity- effect size .75). We will respond to student needs by providing targeted support, enrichment, and opportunities for language development (Feedback- effect size .7).											
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: Teachers will regularly engage in the use of effective instructional practices	Aug 2026-May 2027										
Subtask: Teachers will meet with instructional coach and interventionists quarterly during prep time to discuss small groups, intervention students, and strategies to improve their practice.	Aug 2026-May 2027	Interventionist Grade Level Agendas									
Subtask: Staff will lead professional learning for each other to support instructional practices.	Aug 2026-May 2027	Professional Learning Slide Decks									

Subtask: Small group rotation schedule is posted, stations are taught (only 1 on device), and followed to support independent work effort.	Aug 2026-May 2027	Lesson plans turned in 1 time a month (teacher discretion or Small Group at a Glance)				
Subtask: Small group teacher schedule is posted and followed to support differentiated instruction. Groups are flexible and content is based on data.	Aug 2026-May 2027	Lesson plans turned in 1 time a month (teacher discretion or Small Group at a Glance)				
Subtask: Station rotations are rigorous, data driven, and hands on.	Aug 2026-May 2027	Lesson plans turned in 1 time a month (teacher discretion or Small Group at a Glance)				
		Lesson plans turned in 1 time a month (teacher discretion or Small Group at a Glance)				
EL 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: Teachers will intentionally implement research-based literacy strategies that strengthen English Learners' language development across reading, writing, speaking, and listening.	Aug 2026-May 2027					
Teachers will use visual supports, graphic organizers, and anchor charts to increase comprehension and vocabulary acquisition.	Aug 2026-May 2027					
Teachers will provide differentiated reading and writing tasks with appropriate linguistic scaffolds based on students' English language proficiency levels.	Aug 2026-May 2027					
CWD 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?
Teachers will implement differentiated, evidence-based instructional strategies to ensure sCWD have equitable access to grade-level literacy instruction and opportunities to demonstrate learning.	Aug 2026-May 2027					
Use visual supports, graphic organizers, and explicit modeling to scaffold literacy tasks.	Aug 2026-May 2027					
Deliver targeted small-group and individualized instruction based on student data and progress monitoring.	Aug 2026-May 2027					

Culture- Guiding Principle Educational Equity, Collaborative Leadership, and Student Achievement												
Culture of Belonging & Action Plan												
Annual Culture of Belonging SMART Goal												
By the end of the 2026-2027 school year, Beaupre School will foster a culture for belonging by cultivating connections with 60% of our students and inviting our parents to become partners in learning through offering 4 or more school events.												
Specific: Focuses on belonging, family partnerships, and SEL.												
Measurable: 60% student connection target, four family events, and multiple data indicators.												
Achievable: Uses existing SEL programming and family engagement opportunities.												
Relevant: Supports Beaupre's vision of creating a welcoming, inclusive learning environment.												
Time-Bound: By the end of the 2026–2027 school year.												
Schoolwide Current Reality by Subgroup:												
	All Students	IEP	EL	Black	Hispanic	White	Two or More	Asian	Newcomer	Males	Females	
ADA (25-26)	92.1%	93%	92%	94%	90%				90%	92%	92%	
Chronic Absenteeism (25-26)	24%	50%	51%	0%	50%				59%	50%	50%	
Referrals (25-26)	11%	27%	13%	10%	13.%				6%	23%	3%	
OSS Incidents (25-26)	3%	9%	3%	5%	3%				3%	6%	0	
ISI Incidents (25-26)	.4%	1%	0	5%	3%				0	.7%	0	
Satchel Pulse Snapshot:												
Survey Month	Relationship Skills (#)	Responsible Decision Making (#)		Self Awareness (#)	Self Management (#)	Social Awareness (#)		Tier 1 (%)	Tier 2 (%)	Tier 3 (%)		
October 25												
January 26												
May 26												
5Essentials Snapshot:												
Survey Year	Overall Improvement Rating:	Ambitious Instruction:		Collaborative Teachers:	Effective Leaders:	Supportive Environment:		Involved Families:				
25-26 SY	Moderately Organized	Neutral		Neutral	Neutral	Neutral		Select one				
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. Example: We will implement structured academi discussion protocols across all classrooms in order to strengthen student reasoning and academic language development. Priority Practice + Visible Skills: We will... in order to strengthen...												
We will intentionally teach, model, and reinforce social-emotional skills while partnering with families to build students' self-regulation, coping skills, academic strategies and positive relationships across school and home environments.												
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?		
Parent survey to ask for their interests in workshops (Parental Involvement Action Step, 1 of 2)		Aug 2026-May 2027	Pending: To be created before the beginning of the year.									
(Parental Involvement Action Step, 2 of 2)												
Action Step: Class dojo as a schoolwide initiative		Aug 2026-May 2027										
Subtask: Classroom teachers will have a Dojo Classroom used for management support and communication with co teachers and families.		Aug 2026-May 2027										
Subtask: Classroom teachers will decide on number of classroom points to receive schoolwide reward.		Quarterly										
Subtask: Purchase a building Puma stuffed animal and rotate it every 2 weeks for which class has the best attendance.		Every 2 weeks										
Subtask: Buddy System between grades that meets once a month		Monthly										
EL 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?
Subtask: Teach and practice self-regulation and coping strategies.	Aug 2026-May 2027					
Teachers will build meaningful partnerships with English Learner (EL) families by providing culturally and linguistically responsive communication and engagement opportunities that support student success.	Aug 2026-May 2027					Yes
Teach and practice self-regulation and coping strategies.	Aug 2026-May 2027					
CWD 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?
We will intentionally teach, model, and reinforce social-emotional skills while partnering with families to build students' self-regulation, coping skills, academic strategies and positive relationships across school and home (target for EL families) create into action steps and subtask	Aug 2026-May 2027					
Subtask: Incorporate visual supports, social stories, and structured routines to reinforce SEL skills.	Aug 2026-May 2027					
Subtask: Collaborate with related service providers and families to ensure consistency in implementing behavioral and instructional strategies.	Aug 2026-May 2027					

Assessment	Reporting Format
Literacy/Math MAP Baseline	Percentage Meeting/Exceeding Reading Norms
Literacy/Math Achievement (MAP)	Percentage of students scoring at or above the 61st percentile (average)
Literacy/Math Growth (MAP)	Percentage of students meeting or exceeding their projected growth targets (Fall to Spring)
Spanish Literacy Achievement (MAP)	Percentage of students scoring at or above the 61st percentile (average)
Spanish Literacy Growth (MAP)	Percentage of students meeting or exceeding their projected growth targets (Fall to Spring)
Literacy/Math Proficiency (IAR/ACT) 25/26	Percentage of students scoring at "meets" or "exceeds standards" on IAR or ACT
Literacy/Math Growth (IAR/ACT)	Percentage of students who improved at least one performance level from Spring 25 to Spring 26
Literacy/Math Grades Proficient or Higher	Percentage of students earning a grade of "Proficient" or higher in their ELA or math course grades (*Where proficient is defined as a C or above in traditional grading)
iReady (K-8)	Percentage of students scoring on or above grade level on iReady Math
ACCESS 2025	Percentage of EL scoring 4.8 or higher (proficient) 2025
ACCESS 2026	Percentage of EL scoring 4.8 or higher (proficient) 2026
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