

2026-2027 School Improvement Plans

Presented to the Board of Education

September 15, 2026

2026-2027 Ardmore School Improvement Goals

Strategic Plan Goal	Goal Component	SMART Goal	Areas of Action
Student Learning Goal Statement: Enhance instructional practices and learning experiences to ensure academic growth and achievement for all students.	Personalized Support and Interventions: Delivering tailored academic, behavioral, and social-emotional support through a Multi-Tiered System of Supports (MTSS) to meet the diverse needs of students, ensuring every learner receives the resources and interventions necessary to succeed.	ELA: Achievement Goal By June 2027, 70% of students in grades 3 - 5 will meet benchmark on IAR as reported by ECRA Spring Summary Report.	➤ MTSS Framework & Handbook ○ Benchmarking ○ PLC Data Discussion Calendars ○ ELA PDSA Cycles ➤ Collegial Class Visits ➤ Thinking Maps ➤ The Comprehension Playbook
		ELA: Growth Goal By June 2027, 86% of students will meet their ECRA Growth Targets as reported by the ECRA Spring Report	
		Math: Achievement Goal By June 2027, 68% of students in grades 3 - 5 will meet benchmark on IAR as reported by ECRA Spring Summary Report.	➤ MTSS Framework & Handbook ○ Benchmarking ○ PLC Data Discussion Calendars ○ Math PDSA Cycles ➤ Collegial Class Visits ➤ Thinking Maps ➤ Building Thinking Classrooms
Health and Well-being Goal Statement: Foster a culture of health and well-being across the district by promoting wellness for all students, staff, and families.	Mental Health: Providing resources, support, and education to empower students, staff, and families to build resilience, address challenges, and promote overall mental well-being.	Collect baseline data for support and crisis calls using the new LINC system.	➤ MTSS Framework & Handbook ➤ Thrively
Family and Community	Parent/Guardian Groups:	Attendance: By June 2027,	➤ MTSS Framework &

Engagement Goal Statement: Sustain and establish meaningful relationships with families and the community to promote collaboration, open communication, and a shared sense of belonging for all.	Strengthening connections with families by fostering open communication, offering resources, and creating opportunities for active participation in the educational journey of their children.	Ardmore will increase its attendance rate from 94.83% to 95.1% or higher.	Handbook ➤ Utilize the Strive for 5 Communication Toolkit ➤ Attendance Outreach
---	--	--	---

2026-2027 North School Improvement Goals

District Strategic Plan Goal	Goal Component	SMART Goal	Areas of Action
Student Learning Goal Statement: Enhance instructional practices and learning experiences to ensure academic growth and achievement for all students.	Personalized Support and Interventions: Delivering tailored academic, behavioral, and social-emotional support through a Multi-Tiered System of Supports (MTSS) to meet the diverse needs of students, ensuring every learner receives the resources and interventions necessary to succeed.	ELA: By Spring of 2027, we will reduce the percentage of students who fall in the "low growth" category from 5% to 4% according to ECRA's "Spring School Growth Summary" report. By Spring of 2027, 58% of students will meet or exceed on IAR. By Spring of 2027, 55% of students will be proficient in ENIL, and 60% of students will be proficient in IRLA.	➤ Thinking Maps ➤ The Writing Revolution ➤ The Comprehension Playbook ➤ PDSA cycles ➤ Utilize WIN block to support Universal and Targeted instruction ➤ Quarterly self-reflections on grade-level "I Can" statements
		Math: By Spring of 2027, we will reduce the percentage of students who fall in the "low growth" category from 14% to 7% according to ECRA's "Spring School Growth Summary" report. By Spring of 2027, 55% of students will meet or exceed on IAR.	➤ Utilize WIN block to support Universal and Targeted instruction ➤ Instructional Framework ➤ Thinking Maps ➤ PDSA cycles ➤ Refine component delivery of core curriculum ➤ Quarterly self-reflections on grade-level "I Can" statements

Health and Well-being Goal Statement: Foster a culture of health and well-being across the district by promoting wellness for all students, staff, and families.	Mental Health: Providing resources, support, and education to empower students, staff, and families to build resilience, address challenges, and promote overall mental well-being.	Collect baseline data for support and crisis calls using the new LINC system.	➤ MTSS Framework & Handbook ➤ Thrively
Family and Community Engagement Goal Statement: Sustain and establish meaningful relationships with families and the community to promote collaboration, open communication, and a shared sense of belonging for all.	Parent/Guardian Groups: Strengthening connections with families by fostering open communication, offering resources, and creating opportunities for active participation in the educational journey of their children.	Attendance: By June 2027, District 45 will increase its attendance rate from 94.8% to 95.8%.	Universal ➤ Communicate and monitor the attendance goal and progress with the North community. ➤ Engage SLT and classrooms in identifying ways teachers can positively impact attendance. ➤ Celebrate attendance successes by recognizing classrooms meeting the goal, students with 0–1 absences, and school-wide attendance reaching 95.8%. Targeted/Intensive ➤ Attendance Protocol ➤ Implement Attendance Check-in System ➤ Create incentive plans for students who have attendance issues ➤ Celebrate families who have “most improved” attendance ➤ Celebrate students who have “most improved” attendance every month

			Parent Groups ➤ Develop African American Focus Group ➤ Refine United Focus Group for Spanish-speaking families Community Outreach ➤ August Adventure Trail ➤ Hot Chocolate and Books Event
--	--	--	--

2026-2027 Schafer School Improvement Goals

Strategic Plan Goal	Goal Component	SMART Goal	Areas of Action
Student Learning Goal Statement: Enhance instructional practices and learning experiences to ensure academic growth and achievement for all students.	Personalized Support and Interventions: Delivering tailored academic, behavioral, and social-emotional support through a Multi-Tiered System of Supports (MTSS) to meet the diverse needs of students, ensuring every learner receives the resources and interventions necessary to succeed.	ELA: By June 2027, 39% of students in grades 3 - 5 will meet or exceed on IAR. (37% of students in Spring 2026)	➤ MTSS Framework & Handbook ➤ Thinking Maps ➤ The Writing Revolution ➤ The Comprehension Playbook ➤ Explicit Teaching ➤ TPR
		Math: By June 2027, 39% of students in grades 3 - 5 will meet or exceed on IAR. (37% of students in Spring 2026)	➤ MTSS Framework & Handbook ➤ Thinking Maps ➤ Building Thinking Classrooms ➤ Explicit Teaching ➤ Number Talks ➤ Math Workshop ➤ TPR ➤ Math Action Plan
Health and Well-being Goal Statement: Foster a culture of health and well-being across the school by promoting wellness for all students, staff, and families.	Health & Well-Being: Providing resources, support, and education that empower students, staff, and families to build resilience, navigate challenges, and foster a strong sense of belonging, joyfulness, connection, and overall mental well-being.	Health & Well-Being: Collect baseline data on students who are frequently in the nurse's office for non-medical reasons	➤ Develop plan with Nurse, PPS, Admin, and Teacher to identify and support students ➤ MTSS Framework & Handbook ➤ Thrively ➤ The Year, One Timeline- SEL
Family and Community Engagement Goal Statement: Sustain and establish meaningful relationships with families and the community to promote collaboration, open communication, and a shared sense of belonging for all.	Parent/Guardian Groups: Strengthening connections with families by fostering open communication, offering resources, and creating opportunities for active participation in the educational journey of their	Attendance: By June 2027, 67% of students will attend 95% of the school year. (66% of students Spring 2026)	➤ MTSS Framework & Handbook ➤ Utilize the Strive for 5 Communication Toolkit ➤ Attendance Outreach ➤ The Year, One Timeline - SEL

children.

Math Action Plan

MATH → UNIVERSAL INSTRUCTION & GROWTH

The math lane strengthens universal instruction through shared standards, common vocabulary, data use, coaching, and high-quality small-group instruction.

The math work will follow the same six-phase cycle as the broader school plan:
Launch → Establish → Deepen → Reteach → Sustain → Close

Phase	Math Action	Owner	Timing	Evidence / Intended Outcome
Launch	Build a K–5 math data dashboard by consolidating MAP, IAR, Eureka module, and classroom assessment data to identify strengths, gaps, and patterns by grade level and student group.	Instructional Coach + Grade-Level PLCs	August–September	Shared K–5 data picture; priority standards and student needs identified
Launch	Identify 3 grade-level math non-negotiables (grades 3-5) by naming 3 GANS (Greatest Area of Need) and identifying the critical K–2 prerequisite skills students need for success in later mathematics.	Instructional Coach + Grade-Level PLCs	Sept. 1 & 8 Sept. 29 check-in	Each grade has 3 clearly defined priority standards and prerequisite skills that guide instruction and intervention
Establish	Universal PD on math workshop structures and small-group instruction, including explicit modeling, purposeful teacher questioning, student discourse, independent practice, and responsive small groups.	Instructional Coach	Sept. 16 Building Meeting	Teachers implement a consistent workshop structure and use small groups based on identified student needs

Establish	Align math vocabulary across grade levels and languages, beginning with number bonds, representations, and high-leverage mathematical language. Identify consistent terminology and opportunities for students to explain mathematical thinking orally.	Grade-Level PLCs + Instructional Coach	September	K–5 vocabulary progression and shared language; increased student use of mathematical language
Establish	Develop common expectations for mathematical discourse and representations, including how students explain, model, justify, and represent their thinking.	Instructional Coach + Grade-Level PLCs	September–October	Common look-fors for student mathematical thinking and discourse
Deepen	Conduct Grade-Level Data Days to analyze current performance against priority standards, identify students requiring Targeted support, and establish targeted instructional groups with measurable goals.	Grade-Level PLCs + SST	October	Flexible intervention groups, identified skill deficits, and short-cycle progress-monitoring plans
Deepen	Launch six-week coaching cycles in grades 3–5 focused on responsive small-group instruction, math discourse, and using student evidence to adjust instruction.	Teams/Individual Teachers + Instructional Coach	October–December	Coaching plans, classroom evidence, student work samples, and teacher reflection
Deepen	Use student work and formative assessment to adjust groups and instruction rather than relying solely on benchmark data. Teachers regularly identify the next instructional step for individual students and groups.	Grade-Level PLCs	October–December	Flexible groups change in response to learning; intervention is increasingly targeted
Reteach	Use winter data to identify priority reteaching needs and begin a second coaching cycle focused on the specific standards and student groups demonstrating the greatest need.	Teams/Individual Teachers + Instructional Coach	January	Winter data directly informs reteaching priorities and coaching support
Reteach	Increase classroom modeling and co-planning around high-impact math practices, particularly small-group instruction, questioning, representations, and student explanation of mathematical thinking.	Instructional Coach + Teachers	January–February	Teachers demonstrate increased independence and intentionality in responsive math instruction

Reteach	Add math growth data to the mid-year leadership data pull and stage audit to determine whether implementation is producing evidence of improved student outcomes.	Administration + SLT	February	Leadership identifies areas of progress, gaps, and adjustments needed for the second semester
Sustain	Conduct a spring observation/debrief cycle focused on the quality of math workshop structures, small-group instruction, student discourse, and alignment to priority standards.	Grade-Level PLCs + Instructional Coach	March–April	Teachers increasingly lead planning, grouping, and analysis independently
Sustain	Build teacher ownership of math intervention cycles by having PLCs independently analyze data, form flexible groups, select strategies, and monitor progress with coaching used strategically rather than as the primary driver.	Grade-Level PLCs	March–April	PLCs demonstrate increased independence in using data to drive instruction
Close	Compile full-year math data into an FY25–FY27 trend dashboard, examining achievement, growth, priority standards, intervention outcomes, and patterns across grade levels.	Administration + SLT	June	Clear multi-year picture of math growth and persistent areas of need
Close	Complete the Math Lane Stage Audit to determine the school's current implementation stage, identify what is ready to be sustained, and name the next level of practice for FY28.	Administration + SLT	June	FY28 math priorities and professional learning needs are clearly identified

2026-2027 Stevenson School Improvement Goals

Strategic Plan Goal	Goal Component	SMART Goal	Areas of Action/Action Steps
Student Learning Goal Statement: Enhance instructional practices and learning experiences to ensure academic growth and achievement for all students.	Personalized Support and Interventions: Delivering tailored academic, behavioral, and social-emotional support through a Multi-Tiered System of Supports (MTSS) to meet the diverse needs of students, ensuring every learner receives the resources and interventions necessary to succeed.	Stevenson Growth: MAP Growth Goal: By the end of the 26/27 school year, 65% of Stevenson students will meet their growth goal/target(s) in MAP ELA (in both English and Spanish) MAP Proficiency Goal: By the end of the 26/27 school year, 50% of Stevenson monolingual students will meet their proficiency goal/target(s) in MAP ELA, in English. By the end of the 26/27 school year, 34% of Stevenson TBE students will meet their proficiency goal/target(s) in MAP ELA, in Spanish.	➤ MTSS Framework & Handbook Provide PD to staff; identify the relationship between the handbook and framework. ➤ Universal Instruction ➤ Thinking Maps ➤ The Writing Revolution ➤ The Comprehension Playbook ➤ Focus on foundational skills daily
		Stevenson Growth: By the end of the 26/27 school year, 72% of Stevenson students will meet their growth goal in Spring Math MAP. By the end of the 26/27 school year, 40% of Stevenson students will meet the proficiency benchmark in Spring Math MAP.	➤ MTSS Framework & Handbook Provide PD to staff; identify the relationship between the handbook and framework. ➤ Universal Instruction ➤ Thinking Maps ➤ Building thinking Classrooms ➤ Universal math language ➤ Focus on fluency in all classrooms daily.

Health and Well-being Goal Statement: Foster a culture of health and well-being across the district by promoting wellness for all students, staff, and families.	Mental Health: Providing resources, support, and education to empower students, staff, and families to build resilience, address challenges, and promote overall mental well-being.	Stevenson: Collect baseline data for support and crisis calls using the new LINC system.	➤ MTSS Framework & Handbook Provide PD to staff; identify the relationship between the handbook and framework. ➤ Thrively Kindergarten parents will be invited to come in and take the survey with their child.
Family and Community Engagement Goal Statement: Sustain and establish meaningful relationships with families and the community to promote collaboration, open communication, and a shared sense of belonging for all.	Parent/Guardian Groups: Strengthening connections with families by fostering open communication, offering resources, and creating opportunities for active participation in the educational journey of their children.	Stevenson Attendance: By May 2027, we will increase its attendance rate to 95% or higher.	➤ MTSS Framework & Handbook Provide PD to staff; identify the relationship between the handbook and framework. ➤ Utilize the Strive for 5 Communication Toolkit The principal will share monthly topics in the family newsletter. ➤ Attendance Outreach Attendance committee meets monthly and connects with ROE.

2026-2027 Westmore School Improvement Goals

Strategic Plan Goal	Goal Component	SMART Goal	Areas of Action
Student Learning Goal Statement: Enhance instructional practices and learning experiences to ensure academic growth and achievement for all students.	Personalized Support and Interventions: Delivering tailored academic, behavioral, and social-emotional support through a Multi-Tiered System of Supports (MTSS) to meet the diverse needs of students, ensuring every learner receives the resources and interventions necessary to succeed.	IELA: By June 2027, 60% of students in grades 3 - 5 will meet or exceed on IAR.	➤ Foundational Skills (Syllable Types refinement, independent practice) ➤ Thinking Maps (comprehension & writing) ➤ Writing Revolution (sentence-level rollout/planning; section on note-taking) ➤ Interactive Learning Structures ➤ IRLA Coaching Cycles (incl. independent work) ➤ Cross-grade level articulation/collaboration (IRLA, independent work, writing)
		Math: By June 2027, 62% of students in grades 3 - 5 will meet or exceed on IAR.	➤ Math Vocabulary (consistency in language around Place Value & Number Sense; comprehending math word problems) ➤ Thinking Maps (comprehending math word problems; integration in Read-Draw-Write) ➤ Differentiated Instruction (Digital & Analog tools; enhancing impact of WIN time) ➤ Interactive Learning Structures

			➤ Cross-grade level articulation/collaboration
Health and Well-being Goal Statement: Foster a culture of health and well-being across the district by promoting wellness for all students, staff, and families.	Mental Health: Providing resources, support, and education to empower students, staff, and families to build resilience, address challenges, and promote overall mental well-being.	100% of PLC teams will apply the 4 PLC questions to SEL (agendas as evidence).	➤ Emotional Intelligence and Regulation (Consistency in building-wide use of RULER Acronym, Tools, & Vocabulary) ➤ Apply PLC 4 Questions to SEL (review of SEL standards / cross-walk with our curricular resources; SEL planning for questions 1&2; teams use any existing or team-created data points; using Morning Meeting / Class Meetings / Closing Circle /Conferences for intervention) ➤ Cross-grade level articulation/collaboration
Family and Community Engagement Goal Statement: Sustain and establish meaningful relationships with families and the community to promote collaboration, open communication, and a shared sense of belonging for all.	Parent/Guardian Groups: Strengthening connections with families by fostering open communication, offering resources, and creating opportunities for active participation in the educational journey of their children.	Attendance: By June 2027, WE will increase its attendance rate from 94.35% to 94.75% or higher.	➤ Attendance Folders ➤ Positive Contacts (two per student – one physical like a postcard and one ParentSquare) ➤ Family Partnerships (strategies to foster proactive, positive relationships beyond positive contacts – i.e., having parents write positive notes to their students at Curriculum Night to save for tough days or post) ➤ Grade-Level “Competition” Boards w/theme-related

			monthly incentive for winning grade level
--	--	--	---

2026-2027 York Center School Improvement Goals

Strategic Plan Goal	Goal Component	SMART Goal	Areas of Action
Student Learning Goal Statement: Enhance instructional practices and learning experiences to ensure academic growth and achievement for all students.	Personalized Support and Interventions: Delivering tailored academic, behavioral, and social-emotional support through a Multi-Tiered System of Supports (MTSS) to meet the diverse needs of students, ensuring every learner receives the resources and interventions necessary to succeed.	ELA: By June 2027, 50% of students in grades 3 - 5 will meet or exceed on IAR.	➤ MTSS Framework & Handbook ○ Sept. 4 Launch ○ Ongoing PD during staff meetings ○ Benchmarking meetings 3x/ year ○ Progress Monitoring ➤ Instructional Framework ○ Review roadmaps at PLCs ○ Identify priority standards for each module & unit ➤ Thinking Maps ○ Roll out complete by Nov. 20 ○ Provide PD for Maps in Math and Writing off the Map ➤ The Writing Revolution ○ PD provided during PLC ➤ Review IAR rubrics and writing samples during PLC ➤ Monthly reading celebrations based on steps ➤ The Comprehension Playbook (3rd Grade and Rm 7) ○ PD provided during PLC ➤ Building Thinking Classrooms ○ PD provided during PLC ➤ Specialists team ○ Thinking Maps with 6 Minute Solutions to add comprehension to fluency
		Math: By June 2027, 50% of students in grades 3 - 5 will meet or exceed on IAR.	

Strategic Plan Goal	Goal Component	SMART Goal	Areas of Action
			○ Supporting Comprehension Playbook ○ Writing Revolution for EL team ○ Thinking Maps for writing ○ Rocket math for fact fluency ○ Acadience for progress monitoring ○ Focus Math & Equip Lessons ○ Sped Spotlight ○ TA Check-in
Health and Well-being Goal Statement: Foster a culture of health and well-being across the district by promoting wellness for all students, staff, and families.	Mental Health: Providing resources, support, and education to empower students, staff, and families to build resilience, address challenges, and promote overall mental well-being.	Collect baseline data for support and crisis calls using the new LINC system.	➤ MTSS Framework & Handbook ➤ Thrively ➤ Monitor LINC data ○ Monthly at SLT ➤ Student connectedness survey in November ○ Morning mentors based on survey
Family and Community Engagement Goal Statement: Sustain and establish meaningful relationships with families and the community to promote collaboration, open communication, and a shared sense of belonging for all.	Parent/Guardian Groups: Strengthening connections with families by fostering open communication, offering resources, and creating opportunities for active participation in the educational journey of their children.	Attendance: By June 2027, York Center will increase its attendance rate from 94.6% to 95% or higher.	➤ MTSS Framework & Handbook ➤ Utilize the Strive for 5 Communication Toolkit ➤ Attendance Outreach ○ Attendance team meets 2x a month ○ Monthly attendance celebrations ○ Large attendance calendar w/ goal ➤ Families invited into YC ○ Open house ○ Parents play in PE ○ Track-A-Thon

Strategic Plan Goal	Goal Component	SMART Goal	Areas of Action
			○ Book fair ○ Student meetings ➤ Community ○ Library visits ➤ Communication ○ Parent Square newsletters ○ 5 minutes to start a staff meeting with positive messages home ○ Kick-off on 9/4 with messages for all

2026-2027 Early Childhood School Improvement Goals

Strategic Plan Goal	Goal Component	SMART Goal	Areas of Action
Student Learning Goal Statement: Enhance instructional practices and learning experiences to ensure academic growth and achievement for all students.	Personalized Support and Interventions: Delivering tailored academic, behavioral, and social-emotional support through a Multi-Tiered System of Supports (MTSS) to meet the diverse needs of students, ensuring every learner receives the resources and interventions necessary to succeed.	ELA: By May 2027, 80% of our students will meet or exceed age expectations in their identifying and naming letter skills, according to Teaching Strategies GOLD.	➤ Develop shared practices and continuity across PFA and SPED classrooms. ○ Discuss and implement strategies and novelty ideas to improve ELA/reading and math skills. ○ Review results after strategies were implemented to determine which strategies were successful. ○ Apply standard criteria to determine which strategies become permanent tools and which strategies are dropped.
		Math: By May 2027, 80% of our students will meet or exceed age expectations according to Teaching Strategies GOLD in their understanding of shapes (Indicator 21b - Understands Shapes).	
		By May 2027, 75% of our students will meet or exceed age expectations according to Teaching Strategies GOLD in connecting numerals to quantities.	
Health and Well-being Goal Statement: Foster a culture of health and well-being across the district by promoting wellness for all students, staff, and families.	Mental Health: Providing resources, support, and education to empower students, staff, and families to build resilience, address challenges, and promote overall mental well-being.	By May 2027, 65-80% of EC students will meet or exceed age expectations in their ability to interact with peers given classroom instruction and consistent attendance, according to Teaching Strategies GOLD data (Indicator 2c) (See attendance goal).	➤ Develop shared practices and continuity across PFA and SPED classrooms. ○ Discuss and implement strategies and novelty ideas to improve peer-to-peer interactions and the ability to follow limits and

Strategic Plan Goal	Goal Component	SMART Goal	Areas of Action
		By May 2027, 75-85% of EC students will meet or exceed age expectations in their ability to follow limits and expectations in the classroom and school settings according to Teaching Strategies GOLD (Indicator 1b).	expectations in the school setting. ○ Review results after strategies were implemented to determine which strategies were successful. ○ Apply standard criteria to determine which strategies become permanent tools and which strategies are dropped.
Family and Community Engagement Goal Statement: Sustain and establish meaningful relationships with families and the community to promote collaboration, open communication, and a shared sense of belonging for all.	Parent/Guardian Groups: Strengthening connections with families by fostering open communication, offering resources, and creating opportunities for active participation in the educational journey of their children.	Attendance: By May 2027, EC students will attend school 80% of the time in order to increase overall engagement in their education. By May 2027, 90% of EC families will participate in one school-led parent engagement opportunity in order to increase overall community engagement. Collect baseline attendance data in two categories: ● Parent education events (i.e., events put on by the Parent Liaison) ● Family nights (i.e., literacy night/open house)	➤ Develop shared practices and continuity across PFA and SPED classrooms. ○ Discuss and implement strategies to utilize ParentSquare to engage families. ○ Review results after strategies were implemented to determine which strategies were successful. ○ Apply standard criteria to determine which strategies become permanent tools and which strategies are dropped.

2026-2027 Jackson School Improvement Goals

Strategic Plan Goal	Goal Component	SMART Goal	Areas of Action
Student Learning Goal Statement: Enhance instructional practices and learning experiences to ensure academic growth and achievement for all students.	Personalized Support and Interventions: Delivering tailored academic, behavioral, and social-emotional support through a Multi-Tiered System of Supports (MTSS) to meet the diverse needs of students, ensuring every learner receives the resources and interventions necessary to succeed.	ELA: By the end of the 2026-2027 school year, 46% of Jackson students will meet benchmark proficiency projections on IAR reading.	➤ MTSS Framework & Handbook ➤ Instructional Framework ➤ Thinking Maps ➤ IRC Learning Partner
		Math: By the end of the 2026-2027 school year, 43% of Jackson students will meet benchmark proficiency projections on IAR math.	➤ MTSS Framework & Handbook ➤ Instructional Framework ➤ Thinking Maps ➤ Workshop model ➤ IRC Learning Partner
Health and Well-being Goal Statement: Foster a culture of health and well-being across the district by promoting wellness for all students, staff, and families.	Mental Health: Providing resources, support, and education to empower students, staff, and families to build resilience, address challenges, and promote overall mental well-being.	Collect baseline data for support and crisis calls using the new LINC system.	➤ MTSS Framework & Handbook ➤ Thrively
Family and Community Engagement Goal Statement: Sustain and establish meaningful relationships with families and the community to promote collaboration, open communication, and a shared sense of belonging for all.	Parent/Guardian Groups: Strengthening connections with families by fostering open communication, offering resources, and creating opportunities for active participation in the educational journey of their children.	Attendance: By the end of the 2026-2027 school year, school average daily attendance rate will be 94.1% or higher.	➤ MTSS Framework & Handbook ➤ Utilize the Strive for 5 Communication Toolkit ➤ Attendance Outreach

ELA Action Plan

Jackson Goal: Student Learning - ELA 2026-27						
Overarching District Goal	Enhance instructional practices and learning experiences to ensure academic growth and achievement for all students in English language arts.					
SMART Indicator	By the end of the 2026-2027 school year, 46% of Jackson students will meet benchmark proficiency projections on IAR Reading.					
Tasks/Action NOTES	Timeline	Target Group	Person(s) Responsible	Performance Indicator/ Evidence	Progress Updates	
					Description	Date
Create a Strategic Planning Guide Work with an external strategist to draft a multi-year road map for scaling strategy consistency and WIDA objectives.	May '26 - May '27	SLT, EL teachers, Gen-ed teachers, Instructional coach	Admin, EL team, Instructional coach, IRC Consultant	Toolbox Team Planning Guide Outline	Creation of Jackson SIP for '26-'27 school year	June 2026
					Review SIP progress and make adjustments where necessary	Monthly SLT meetings
Central Strategy Hub Buildout	26-27 school year	Staff/Faculty	Consultant, Admin, Instructional Coach	Uploaded Strategy Toolbox	Staff rollout and accessibility verification	September 2026
Build a centralized, mobile-responsive Strategy Hub (JA Dashboard) using a single, easy-to-access					SLT meetings to check for updates and changes to the hub.	2nd/4th quarter

location for instructional resources and support materials.						
Finalize the template and upload the Strategy Toolbox						
Toolbox Usability Design Audit and design the Dashboard of the centralized landing page, organizing materials by user task.	26-27 School Year	Staff/Faculty	SLT Team	Selection of Template and Visual Organization of the Hub ML Toolbox is Ready to Roll Out to the Staff	Planning day with consultant	Fall '26
Match Need to Tool Workshops	26-27 School Year	Teachers	SLT, IRC Consultant, and PLCs	Workshop Presentation Occurred for Selected Purpose and Was Attended	Presentation Links	Following workshops
Retain an educational consultant to design and lead hands-on workshops helping teachers select appropriate tools for specific cognitive tasks, avoiding 'strategy fatigue' for ML students.					PLC Selected Tools	Following workshops
					Staff Attendance	Following workshops
Spotlight Strategy Implementation	26-27 SIP days	All students	Content Area Teachers, Coach and EL Case Managers	Data and Artifact Analysis of Student Samples	PLC and SLT Meetings	Weekly/monthly

Standardize exactly one high-yield instructional strategy per quarter across all PLCs, coordinated by building leaders during scheduled monthly professional learning communities.				Standing agenda item on PLC agenda.	Look-for Tool created	January 2027
					Walk-through Form with Look-for Tool	May 2027
MTSS Integration Framework Verify alignment of spotlight strategies and the MTSS district framework.	26-27 School Year	All students	Content Area Teachers, Coach and EL Case Managers, Students	Strategies are delivered at all tiers	PLC PDSAs	Quarterly
					Student feedback data	Following each PDSA

2026-2027 Jefferson School Improvement Goals

Strategic Plan Goal	Goal Component	SMART Goal	Areas of Action
Student Learning Goal Statement: Enhance instructional practices and learning experiences to ensure academic growth and achievement for all students.	Personalized Support and Interventions: Delivering tailored academic, behavioral, and social-emotional support through a Multi-Tiered System of Supports (MTSS) to meet the diverse needs of students, ensuring every learner receives the resources and interventions necessary to succeed.	ELA: By the end of the 2026-2027 school year, 42% of Jefferson students will meet or exceed grade-level standards on the Illinois Assessment of Readiness (IAR) in ELA, and 70% will meet or exceed their individual Winter-to-Winter ECRA MAP projections, demonstrating measurable academic growth.	➤ MTSS Framework & Handbook ➤ Instructional Framework ➤ Thinking Maps ➤ Prioritize "Must Do" standards to create WIN time
		Math: By the end of the 2026-2027 school year, 27% of Jefferson students will meet or exceed grade-level standards on the Illinois Assessment of Readiness (IAR) in Math, and 70% will meet or exceed their individual Winter-to-Winter ECRA MAP projections, demonstrating measurable academic growth.	➤ MTSS Framework & Handbook ➤ Instructional Framework ➤ Thinking Maps ➤ WIN time structures
Health and Well-being Goal Statement: Foster a culture of health and well-being across the district by promoting wellness for all students, staff, and families.	Mental Health: Providing resources, support, and education to empower students, staff, and families to build resilience, address challenges, and promote overall mental well-being.	Collect baseline data for support and crisis calls using the new LINC system.	➤ MTSS Framework & Handbook ➤ Thrively ➤ Maintain Jefferson Jumpstart and consistent RAM implementation
Family and Community Engagement Goal Statement: Sustain and establish meaningful	Parent/Guardian Groups: Strengthening connections with families by fostering open	Attendance: By the end of the 2026-2027 school year, Jefferson Middle School will reduce its	➤ MTSS Framework & Handbook ➤ Utilize the Strive for 5 Communication Toolkit

relationships with families and the community to promote collaboration, open communication, and a shared sense of belonging for all.	communication, offering resources, and creating opportunities for active participation in the educational journey of their children.	chronic absenteeism rate to 14% and look to increase its Daily attendance to 94% as measured by end-of-year school report card attendance data, through the implementation of our multi-tiered system of support (MTSS) that provides universal, targeted, and intensive interventions to improve student attendance and engagement.	➤ Attendance Outreach ➤ Curriculum Night/Back-to-School Night
--	--	--	--