ARDMORE
EAGLES

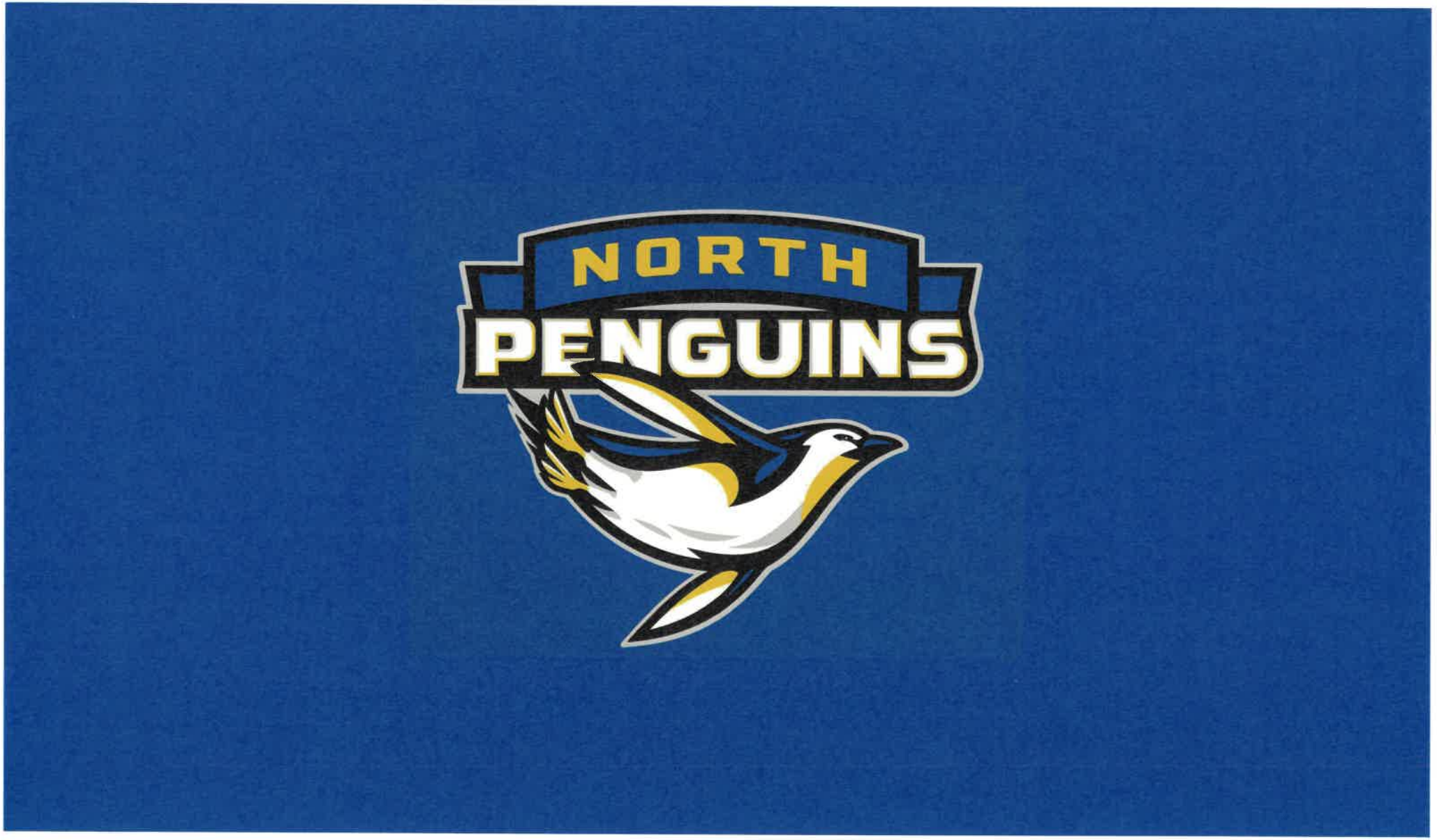
Ardmore Goal: Student Learning - ELA 2025-26						
Overarching District Goal	Enhance instructional practices and learning experiences to ensure academic growth and achievement for all students in English language arts.					
Ardmore Goals	District Goal: All schools will achieve their ECRA **growth** goal/target(s) in ELA. **Ardmore Goal: 82% of K-5 students will meet or exceed ECRA growth targets as measured by ECRA Spring Summary Report**					
	District Goal: All schools will meet their ECRA **proficiency** goal/target(s) in ELA. **Ardmore Goal: 64% of 3rd-5th grade students will perform in the Proficient or Above Proficient categories on the Spring 2026 IAR assessment**					
	District Goal: All schools will meet XXXX goal/target(s) in ELA. **Ardmore Goal: 75% of students will be Proficient on IRLA on the last day of the 2025-26 school year.**					
Tasks/Action	Timeline	Target Group	Person(s) Responsible	Performance Indicator/ Evidence	Progress Updates	
					Description	Date
Implement MTSS Steering Committee action steps as they are established throughout the year	Ongoing		IC & Building Admin	As identified by the Steering Committee		
Provide targeted support via PLC Personalized Plans & All Staff PD for the implementation of the 4 Part Mini Lesson Structure using the Writing Revolution & Comprehension Playbook.	All scheduled staff meetings	All certified staff	IC & ALT	SLT Feedback Cycles		
Analyze ECRA results at each Benchmarking to montior SIP Goal progress and inform PDSA development at the PLC level	September January May	All certified staff	Building Admin	SLT Feedback Cycles		
Monthly kindergarten skill based benchmarking & data tracking	Monthly	Kinder Teachers/Students	IC & Kinder PLC	Kinder Benchmarking Tracking Doc		
IAR standards performance analysis in fall with all grades	9/2	All certified staff	Building Admin	PDSA Standards Instructional Planning Docs		
PLC establish data calendars to support analysis of MAP, & IRLA scores after each assessent window	9/2	All certified staff	SLT Reps	Data Calendar/PLC Agenda		
Establish PDSA Standards Instructional Planning Doc based on IAR performance on specific priority standards (YWC meets Priority Standards meets PDSA)	Ongoing - initiated on 9/2	All certified staff	SLT Reps	PLC PDSA Standards Instructional Planning Doc		
Establish student groups in ECRA for students receiving specialized support & AA to monitor growth	End of September	Red Team & Students receiving specialized support	Psych & AA Teacher & ALT	ECRA Dashboard		

Ardmore Goal: Student Learning - Math 2025-26						
Overarching Goal	Enhance instructional practices and learning experiences to ensure academic growth and achievement for all students in mathematics.					
Ardmore Goal	District Goal: All schools will achieve their ECRA **growth** goal/target(s) in math. **Ardmore Goal: 83% of K-5 students will meet or exceed ECRA growth targets as measured by ECRA Spring Summary Report**					
	District Goal: All schools will meet their ECRA **proficiency** goal/target(s) in math. **Ardmore Goal: 64% of 3rd-5th grade students will perform in the Proficient or Above Proficient categories on the Spring 2026 IAR assessment**					
	District Goal:All schools will meet XXXX goal/target(s) in math. **Ardmore Goal: The average performance by K-5 students on Eureka assessments will be _____% or higher at the close of the 2025-26 school year.**					
Tasks/Action	Timeline	Target Group	Person(s) Responsible	Performance Indicator/ Evidence	Progress Updates	
					Description	Date
Implement MTSS Steering Committee action steps as they are established throughout the year	Ongoing		IC & Building Admin	As identified by the Steering Committee		
Analyze ECRA results at each Benchmarking to montior SIP Goal progress and inform PDSA development at the PLC level	September January May	All certified staff	Building Admin	SLT Feedback Cycles		
Monthly kindergarten skill based benchmarking & data tracking	Monthly	Kinder Teachers/Students	IC & Kinder PLC	Kinder Benchmarking Tracking Doc		
IAR standards performance analysis in fall with all grades	9/2	All certified staff	Building Admin	PDSA Standards Instructional Planning Docs		
PLC establish data calendars to support analysis of MAP & Eureka	9/2	All certified staff	SLT Reps	Data Calendar/PLC Agenda		
Establish PDSA Standards Instructional Planning Doc based on IAR performance on specific priority standards (YWC meets Priority Standards meets PDSA)	Ongoing - initiated on 9/2	All certified staff	SLT Reps	PLC PDSA Standards Instructional Planning Doc		
Establish student groups in ECRA for students receiving specialized support to monitor growth	End of September	Red Team & Students receiving specialized support	Psych & AA Teacher & ALT	ECRA Dashboard		

Ardmore Goal: Student Learning - Math 2025-26						
Overarching Goal	Enhance instructional practices and learning experiences to ensure academic growth and achievement for all students in mathematics.					
Ardmore Goal	District Goal: All schools will achieve their ECRA **growth** goal/target(s) in math. **Ardmore Goal: 83% of K-5 students will meet or exceed ECRA growth targets as measured by ECRA Spring Summary Report**					
	District Goal: All schools will meet their ECRA **proficiency** goal/target(s) in math. **Ardmore Goal: 64% of 3rd-5th grade students will perform in the Proficient or Above Proficient categories on the Spring 2026 IAR assessment**					
	District Goal:All schools will meet XXXX goal/target(s) in math. **Ardmore Goal: The average performance by K-5 students on Eureka assessments will be _____% or higher at the close of the 2025-26 school year.**					
Tasks/Action	Timeline	Target Group	Person(s) Responsible	Performance Indicator/ Evidence	Progress Updates	
					Description	Date

District Goal: Health/Well-being 2025-26						
Overarching Goal	Foster a culture of health and well-being across the district by promoting wellness for all students, staff, and families.					
SMART Indicators	District Goals: **All** schools will achieve their student attendance goal. **Ardmore Goal: School will have an average attendance rate of 94% or higher for the 2025-26 school year.**					
	Implementation of identified Thrively components. (process indicator)					
Tasks/Action	Timeline	Target Group	Person(s) Responsible	Performance Indicator/ Evidence	Progress Updates	
					Description	Date
Collect baseline staff and student Thrively data including hope index and well-being index.	October January March May	All staff & students	All staff	Thrively Results		
Implement individualized intervention plan for chronically absent students	Monthly	Chronically absent students	Building Admin	Attendance data for identified students		
Host Thrively results walk through with staff to create pathways to use the information in a meaningful way to support students	Initiated by 10/15	All certified staff	Building Admin & ALT	SLT Feedback Cycles		
Implement MTSS Steering Committee action steps as they are established throughout the year	Ongoing		IC & Building Admin	As identified by the Steering Committee		
Engage in cycles of data practices at the building and PLC level that inform our response to student SEL needs through universal (Ruler & Responsive Classroom) Targeted, and Specialized supports	Bi-Monthly MTSS Committee Meetings	All staff & students	MTSS Committee	Data results & programming changes		

District Goal: Family and Community Engagement 2025-26						
Overarching Goal	Sustain and establish meaningful relationships with families and the community to promote collaboration, open communication, and a shared sense of belonging for all.					
	District Goal: All schools will achieve family and community engagement goal. (TBD) **Ardmore Goal: 87% of parents will participate in Conferences (focus is on the "right kind" of engagement - specific to academic progress)**					
	Implementation of identified ParentSquare components. (process indicator)					
Tasks/Action	Timeline	Target Group	Person(s) Responsible	Performance Indicator/ Evidence	Progress Updates	
					Description	Date
Collect baseline engagement data via ParentSquare.	Ongoing	All parents	Building Admin	Parent engagement levels		
Secure data regarding parent attendance at Conferences to monitor goal progress	December 1	All parents	All certified staff	87% or higher attendance		
Establish individualized confirmation of parent review of report cards at each quarter	End of Q1 End of Q2 End of Q3	All parents & students	All certified staff	90% or more of parents confirming review of report cards		
Volunteer teachers on the Multicultural Committee to engage families from diverse backgrounds in educational programming in the building	By Spring	Families from diverse backgrounds	Multicultural Committee	Programming results		


NORTH
PENGUINS

Vision of North: At North School, every student will build the strength to be resilient, the heart to be responsible, the mind of a critical thinker, and the spirit of a positive mindset – ready to take on the day with confidence!

Goal: North School obtains exemplary status on the Illinois School Report Card by performing in the top ten percent of schools in the state with no underperforming population groups.

All North School students, regardless of their background or ability, will demonstrate high levels of growth to close achievement gaps among student population groups.

Collective Commitments	Goal or Associated SMART Goal	Action Plan		
		Overview	Nitty Gritty	Updates
1. We believe in student growth that acknowledges their background, ability, or location.	**ELA** Overarching Goal: Enhance instructional practices and learning experiences to ensure academic growth and achievement for all students in English language arts. SMART Goals: By Spring of 2026, we will reduce the percentage of students who fall in the "low growth" category from 9% to 4% according to ECRA's "Spring School Growth Summary" report. By Spring of 2026, we will increase the percentage of students who met the attainment benchmark for reading from 32% to 37% according to ECRA's "Spring IAR School Growth Summary" report. **Math** Overarching Goal: Enhance instructional practices and learning experiences to ensure academic growth and achievement for all students in mathematics. SMART Goals: By Spring of 2026, we will reduce the percentage of students who fall in the "low growth" category from 13% to 8% according to ECRA's "Spring School Growth Summary" report. By Spring of 2026, we will increase the percentage of students who met the attainment benchmark from 32% to 37% according to ECRA's "Spring School Growth Summary" report.	**Commit to the PLC process.** **Develop tutoring programs that utilize staff as well as community resources.** **Implement a Tier 2/Tier 3 plan that will support student learning. (Equitable Conferencing and WIN time).**	**Commitment to the PLC process.** *General PLC Commitments (4 PLC Questions)* - Complete PLC self-assessments 2 times a year (hardware, software, and accountability) - PLCs and SLT will participate in the beginning of year data review - ECRA, MAP, IRLA/ENIL, IAR - Quarterly PLC reflections at SLT - SLT will discuss the work of the PLCs, examine Math and ELA data, and discuss plans for responding to student data - Benchmark review of ECRA/MAP *Math Specific* - PLCs will prepare to teach each Eureka Module by engaging in the Examining Assessments Protocol for the Mid- and End-of-Module assessment. - PLCs will monitor student progress within Eureka by analyzing student work samples, pre-assessments, exit tickets, topic quizzes. - PLCs will use the ATLAS protocol to analyze student data from mid- and end-of-module assessments. Based on these data reviews, PLCs will create plans for responding to instruction during WIN time. These will be shared at SLT. - Refined Digital Math Tools - PLCS will identify a subgroup to track growth (PDSA) *ELA Specific* - PLCs will prepare to teach each ARC Unit (road maps, assessments, priority standards, etc...). - PLCs will balance their time engaging with the components of the ARC PLC Plan. Specifically, the components: "IRLA/ENIL Reading Growth" and "Lesson Planning for Next Week." - Review Pre-, Mid-, Post- assessment data for each unit as a PLC. - PLCs will engage in a ARC Deep Data Dive and Growth Quadrant 3 times a year. - The QLC team will provide level accuracy checks once a month. - The Writing Revolution 2.0 (professional learning for writing e.g. coaching cycles) - Comprehension Play Book (professional learning for reading e.g. coaching cycles) - PLCS will identify a subgroup to track growth in SchoolPace (PDSA) **Tutoring Program** -In partnership with our community partner, Park View, we will provide... reading support during the ELA block **After establishing ENIL/IRLA levels and completing Fall MAP benchmarking **MTSS (Targeted and Intensive Intervention)** -Provide collaboration time with EL, SPED Resource, and the Learning Specialist. If needed, we will carve out time for collaboration around Extended Resource and AA -Utilize the building schedule to preserve the Core/Universal instruction and allow for opportunities for students to access -targeted (Tier 2) instruction within the classroom -Utilize Equip to accelerate growth and target instruction during WIN time. Based on these data reviews, PLCs will create plans for responding to instruction. These will be shared with SLTs. -Interventions will be provided by the learning specialist as well as a paraprofessional (beginning September) in both reading and math (Focused Math). -Teachers will create an equitable conferencing schedule to target striving readers and accelerate growth. -Allocate time for discussion and professional learning around MTSS in both ELA and Math	

Vision of North: At North School, every student will build the strength to be resilient, the heart to be responsible, the mind of a critical thinker, and the spirit of a positive mindset – ready to take on the day with confidence!
Goal: North School obtains exemplary status on the Illinois School Report Card by performing in the top ten percent of schools in the state with no underperforming population groups.
All North School students, regardless of their background or ability, will demonstrate high levels of growth to close achievement gaps among student population groups.

Collective Commitments	**Goal or Associated SMART Goal**	**Action Plan**		
		Overview	Nitty Gritty	Updates
2. We believe students need to be in school in order to learn.	Overarching Goal: Foster a culture of health and well-being across the district by promoting wellness for all students, staff, and families. SMART Goals: For the 2025-2026 school year, the overall attendance rate for North School will be 96%. (Health/Well-Being) (Family/Community Engagement)	**Monitor attendance for tardies, excused, and unexcused absences.** **Establish interventions to address attendance concerns/needs.**	**Monitoring** -On a daily basis, building and grade-level attendance will be monitored. -MTSS meetings, weekly admin, psych., sw meetings **Intervention** -Communicate attendance goal and updates to the North Community -Home visits will be conducted as necessary by admin, school psych, social worker, and related staff. -Utilize the Attendance Protocol -SLT will investigate ways classroom teachers can positively impact student attendance on a quarterly basis. - Celebrate classrooms that are meeting the attendance goal - Create incentive plans for students who have attendance issues MTSS Attendance	

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Collective Commitments	**Goal or Associated SMART Goal**	**Action Plan**		
		Overview	Nitty Gritty	Updates
3. We believe in supporting EL students' growth in English proficiency so they can succeed in all academic settings.		**Data analysis for our EL population group.** **Collaboration with SLA, ELL, & district bilingual coach on successful strategies for ELs.**	**Data Analysis** -ECCRA (a district data dashboard) data reviews with SLT and PLCs -Review ACCESS trend data as an SLT -SLT review of speaking and writing rubrics -Ensure TBE students aren't pulled from English time -Implement and evaluate the Newcomer Resources the EL department is putting together. -Continue and improve upon Welcome Buddies	

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Collective Commitments	Goal or Associated SMART Goal	Action Plan		
		Overview	Nitty Gritty	Updates
4. Relationships are the foundation of everything we do. We believe that social emotional learning directly impacts all students' success and sense of well being.	SMART Goals: For the 2025-2026 school year, the overall attendance rate for North School will be 96%. Increase family attendance at Curriculum Night (9/4) from 41% to 60% and Open House (2/19) from 47% to 60%	**Establish relationships - relationships are the foundation of everything we do.** **Implement Ruler and Responsive Classroom strategies with fidelity.** **Refine a program for move ins.** **Engage Latino/x and black families in the building.** **Respond** Thrively data	**Relationships** - Develop and communicate a family/community engagement goal -Consult with the African American Focus group as well as the United Focus Group to develop experiences that engage families in the school and community. - 4 positive contacts per child; 1x per quarter. - 4 summer pop-up events - Hot Chocolate and Book Event - Relationship mapping - Track engagement on Parent Square to collect baseline engagement data **RULER/Responsive Classroom** - Utilize interactive modeling to teach and reteach expectations, Provide opportunites for staff to provide ideas during professional learning opportunities - Utilize interactive learning structures to minimize problem behaviors and engage students - Continue to implement and refine scheduled SEL times (morning meeting, quiet time, closing circle) - Continue to implement and refine reminding, redirecting, and reinforcing language through teacher survey and building PD - Continue to implement and refine the use of the Mood Meter - The RuRe team will analyze and monitor student behavior - The RuRe team will support the implementation of the RULER Lesson Scope & Sequence - The MTSS Behavior Team will monitor student behavior - Based on SWIS data, RuRe will identify strategies to support ~~conflict~~ specific behaviors **Move-Ins** Improve the current Welcome Buddies program. Current Program (from 2024-2025): New student receives a tour of the school on their first day or prior to their first day of North Elementary School. Then, a two-week check-in during lunch occurs to see how the student is adjusting. **Thrively** - Collect baseline staff and student Thrively Data (hope index and well-being index)	Curriculum Night Update 9.8: Overall Attendance was 43% which was an increase of 2% from last year Relationship Mapping with Staff 10.29 Teacher Language Presentation 11.5

SCHAFER
SHARKS

SC Goal: Student Learning - ELA 2025-26						
Overarching Goal	Enhance instructional practices and learning experiences to ensure academic growth and achievement for all students in English language arts.					
SMART Indicators	**At the end of the 2025-2026 school year, 33% of students will meet or exceed their MAP ELA proficiency goal (English). (29% meet/exceed attainment-Spring 2025)** **At the end of the 2025-2026 school year, 29% of students will meet or exceed their MAP ELA proficiency goal (Spanish). (25% meet/exceed attainment-Spring 2025)** **At the end of the 2025-2026 school year, 91% of students will meet or exceed their MAP ELA growth goal as measured in ECRA.(English & Spanish). (88% meet/exceed growth-Spring 2025)**					
Tasks/Action	Timeline	Target Group	Person(s) Responsible	Performance Indicator/ Evidence	Progress Updates	
					Description	Date
Action Plan						

	Smart Goal	Indicators	Measures	Action Steps	Fall Data	11/25 Check in ATLAS Protocol	Winter Data	2/3 Check in ATLAS Protocol	Spring Data	5/12 Check in ATLAS Protocol
Kindergarten	By Spring, 2026, 55% of K students will be on target for IRLA Reading Level By Spring 2026, 42% of K students will be on target for ENIL Reading Level	SchoolPace Data	Conference Activity by Tier IRLA/ENIL Levels Accuracy	Maintain an Equitable conference activity Maintain a Quick Levels Check schedule	94.6% of students proficient or above in IRLA 54.5% of students proficient or above in ENIL					
		ARC Common Assessments	Pre. Mid. Post Assessments	Letter sound per SchoolPace Assessment Silbas per SchoolPace Assessment						
1st Grade	By the end of the 2025 - 26 school year 60% (previously 48%) of students will [either meet or exceed] their growth target as determined by NWEA's ELA MAP. By the end of the 2025 - 26 school year 50% (previously 38%) of students will [be in the 26th percentile or higher in ELA] as determined by ELA MAP.	SchoolPace Data	Conference Activity by Tier IRLA/ENIL Levels Accuracy	Equitable conference activity- meeting their meeting times Frequent messages home for home reading. Extra practice home for Greens. Practice can count as their Steps	48% of students who met their projected growth 38% of students proficient in English 85% of students proficient in Spanish					
		ELA MAP Data	Projected Growth	Use individual student profiles to plan for differentiated small group instruction.						
2nd Grade	By the end of the 2025 - 26 school year 55% of students will [either meet or exceed] their growth target as determined by NWEA's ELA MAP. By the end of the 2025 - 26 school year 65% of students will meet proficiency as determined by ELA MAP. By the end of the 2025 - 26 school year 31% of students will [either meet or exceed] their growth target as determined by NWEA's ELA MAP SPANISH. By the end of the 2025 - 26 school year 40% of students will meet proficiency as determined by ELA MAP SPANISH	ARC Common Assessments	Pre. Mid. Post Assessments	Teach priority standards. Reteach standards and focus lessons.	43% of students who met their projected growth 57% of students proficient in English 33% of students proficient in Spanish					
		SchoolPace Data	Conference Activity by Tier	Equitable conference schedules. Assessing as needed.						
3rd Grade	By the end of the 2026 school year 80% of students will meet their growth target as determined by NWEA's ELA MAP By the end of the 2025 school year 45% of students will be proficient as determined by NWEA's ELA MAP. By the end of the 2025 school year 38% of students will be proficient as determined by NWEA's Spanish ELA MAP.	ELA MAP Data	Projected Growth Domains	Use NWEA student profiles to guide small group instruction during ELA WIN time. We will sprinkle in subject related domains- vocabulary into ELA WIN time	76% of students who met their projected growth 40% of students proficient in English 28% of students proficient in Spanish					
		ARC Common Assessments	Pre. Mid. Post Assessments Constructed Responses	Comprehension Playbook lessons						
4th Grade	By the end of the 2025 - 26 school year 45% of students will [either meet or exceed] their growth target as determined by NWEA's ELA MAP. By the end of the 2025-26 school year 42% of students will meet proficiency as determined by NWEA's ELA MAP.	ELA MAP Data	Projected Growth Domains	Using student profile in NWEA/Mid point data Using student profile in NWEA/Small group instruction	32% of students who met their projected growth 42% of students proficient					
		ARC Common Assessments	Pre. Mid. Post Assessments Constructed responses	Teach (and reteach) priority standards Modeling with the ARC rubric						
5th Grade	By the end of the 2025 - 26 school year 53% of students will [either meet or exceed] their growth target as determined by NWEA's ELA MAP. By the end of the 2025 - 26 school year 40% of students will [be in the 26-89 percentile or higher in math] as determined by ELA MAP.	ELA MAP Data	Projected Growth Domains	We will use the comprehension playbook and the writing revolution	48% of students who met their projected growth					
		ARC Common Assessments	Pre. Mid. Post Assessments Constructed Responses	MAP Data practice reading passages and questions Small group instruction	32% of students proficient-ENGLISH 20% of students proficient-SPANISH					

SC: Student Learning - Math 2025-26						
Overarching Goal	Enhance instructional practices and learning experiences to ensure academic growth and achievement for all students in mathematics.					
SMART Indicators	**At the end of the 2025-2026 school year, 42% of students will meet or exceed their MAP Math proficiency goal. (38% meet & exceed attainment-Spring 2025)** **At the end of the 2025-2026 school year, 89% of students will meet or exceed their MAP Math growth goal as measured in ECRA. (English & Spanish). (86% meet/exceed growth-Spring 2025)**					
Tasks/Action	**Timeline**	**Target Group**	**Person(s) Responsible**	**Performance Indicator/ Evidence**	**Progress Updates**	
					Description	**Date**
Action Plan						

	Smart Goal	Indicators	Measures	Action Steps	Fall Data	11/25 Check in ATLAS Protocol	Winter Data	2/3 Check in ATLAS Protocol	Spring Data	5/12 Check in ATLAS Protocol
Kindergarten	By the end of the 25-26 school year 70% of students will [either meet or exceed] their growth target as determined by NWEA's Math MAP	MAP Math	Projected Growth	Create and Maintain Math Conferencing schedule during Math WIN Happy Numbers Assignments per Eureka Module	68% of students proficient	ATLAS Protocol				
		Eureka Common Assessments	Specific Problems from Mid & End of module assessments Problem Set Concept Development							
1st Grade	By the end of the 2025 - 26 school year 62% (previously 40%) of students will [either meet or exceed] their growth target as determined by NWEA's Math MAP. By the end of the 2025 - 26 school year 67% (previously 55%) of students will [be in the 26th percentile or higher in math] as determined by Math MAP.	Fluency	Fluency Formative Assessments	Addition/Subtraction of 40 problems within 3 minutes Freckle assessments within	40% of students who met their projected growth 55% of students proficient					
		Eureka Common Assessments	Exit Tickets	Use to create individualize instruction for small groups intervention.						
		Math MAP Data	Projected Growth	Looking at student profiles for individualized practice						
2nd Grade	By the end of the 2025 - 26 school year 71% of students will [either meet or exceed] their growth target as determined by NWEA's Math MAP. By the end of the 2025 - 26 school year 70% of students will meet proficiency as determined by Math MAP.	Problem Solving	Specific problems from Mid & End of module assessments	SWB strategy for word problems Choose problems based on student data and strategies	58% of students who met their projected growth 62% of students proficient					
		Fluency	Fluency formative assessments	Will use a teacher made assessment to monitor progress as well as reflex to track progress.						
3rd Grade	By the end of the 2025 - 26 school year 68% of students will [either meet or exceed] their growth target as determined by NWEA's Math MAP. By the end of the 2025 - 26 school year 50% of students will proficient as determined by Math MAP.	Math MAP Data	Projected Growth Domains	Use NWEA student profiles to guide small group instruction during Math WIN time. We will sprinkle in subject related domains- numbers and operations into Math	63% of students who met their projected growth 46% of students proficient					
		Eureka Common Assessments	Pre, Mid & End of module assessments Exit Tickets	Use Zearn, Explicit teaching, small group instruction Use Atlas protocol for data analysis						
4th Grade	By the end of the 2025 - 26 school year 45% of students will [either meet or exceed] their growth target as determined by NWEA's Math MAP. By the end of the 2025 - 26 school year 50% of students will [be in the 26 percentile or higher in math] as determined by Math MAP.	Math MAP Data	Projected Growth Domains	Using student profile in NWEA/Mid point data	33% of students who met their projected growth 37% of students proficient					
		Eureka Common Assessments	Exit Tickets	Reteach priority standards Boost groups reteach lesson!						
5th Grade	By the end of the 2025 - 26 school year 40% of students will [either meet or exceed] their growth target as determined by NWEA's Math MAP. By the end of the 2025 - 26 school year 30% of students will [be in the 26-89 percentile or higher in math] as determined by Math MAP.	Math MAP Data	Projected Growth Domains	Small group instruction Freckle data	36% of students who met their projected growth 23% of students proficient					
		Fluency	Fluency Benchmarks Fluency Formative Assessments	6-problem benchmark assessment given bi-monthly Common Core Sheets digital practice						

SC: Health/Well-being						
Overarching Goal	Foster a culture of health and well-being across the district by promoting wellness for all students, staff, and families.					
SMART Indicators	**At the end of the 2025-2026 school year, 57% of students will attend school 95% of the school year. (56% of students Spring 2025)**					
	Implementation of identified Thrively components. (process indicator)					
Action Plan	Timeline	Target Group	Person(s) Responsible	Performance Indicator/ Evidence	Progress Updates	
					Description	Date

Schafer Goal: Family and Community Engagement 2025-26						
Overarching Goal	Sustain and establish meaningful relationships with families and the community to promote collaboration, open communication, and a shared sense of belonging for all.					
SMART Indicators	**At the end of the 2025-2026 school year**, 57% of students will attend school 95% of the **school year. (56% of students Spring 2025)**					
	At the end of the 2025-2026 school year, 90% of families will feel connected to their child's teacher and school according to surveys sent through Parent Square. (88% Spring 2025 Pulse Survey)					
	Implementation of identified ParentSquare components. (process indicator)					
Tasks/Action	Timeline	Target Group	Person(s) Responsible	Performance Indicator/ Evidence	Progress Updates	
					Description	Date
Action Plan						

ELA Action Plan Template

Goal / Expected Outcome: At the end of the 2025-2026 school year, 33% of students will meet or exceed their MAP ELA proficiency goal (English). (29% green/blue attainment-Spring 2025), At the end of the 2025-2026 school year, 29% of students will meet or exceed their MAP ELA proficiency goal (Spanish). (25% green/blue attainment-Spring 2025)

Action Steps	Responsible	Deadline	Resources	Potential Barriers	Result
What task will be done?	*Who will do it?*	*By when?*	*What do you need to complete this step? (People, money, tools, etc.)*	*What could get in the way of task completion? How will you overcome them?*	*What evidence will indicate growth?*
PD for Comprehension Playbook	**Kelly and Diana**	**August and Ongoing**	**Comprehension Playbook resource**	**Teachers will need time to investigate this resource. Videos to watch,anchor charts to be made.**	**Formative Assessments that are assessing reading comprehension standards; MAP Scores**
PD for Writing Revolution	**Kelly**	**TBD- PLCs**	**Writing Revolution books**	**Teachers will need time to investigate these resources.**	**Implementing strategies throughout the school year**
Completing Steps Challenge- Shark Tooth Necklace reward for grade levels ; celebrations could include ice cream, etc… school celebrations students would like at end of link 25 SC Data Day SC Data Day Slides	**Classroom teachers/ SLT**	**Quarterly**	• **Shark tooth necklace supplies for all students** • **Bulletin board- large world map with a shark for each grade level** • **Display with reading steps by door 3 to be completed by week 4 of**	**Keeping students motivated**	**Completed reading steps**

			school		
Completing Books Challenge at each grade level. Stamina Building	Classroom teachers	Ongoing, Monthly	Reading Stamina	Keeping students motivated	Completed books
School-wide Theme-Swimming Around the World with a Good Book Grade level choose a kind of shark mascot. Read I Am the Shark by Joan Holub- all kinds of sharks	Team leads choose the type of shark for their grade level K- Whale 1- Angel 2- Thresher 3- Tiger 4- Hammerhead 5- Great White STARS- Gummy	Teams have a shark chosen today	2 world maps; I am the Shark by by Joan Holub (enough copies for each grade level)		
Explicit Teaching	School Wide	100% of staff by January	4 Step Lesson Planner (Discussion at 9/10 building meeting)	Need for additional coaching. Shift in mindset/habits	Use of planner and observation
Reading Binders for all Students (power goals, resources, and Books I've Read with title, start / end date, star rating, and thoughts about the book)	SLT/Classroom Teachers	Resources (Reader Voices) by 8/19 PowerGoals by 9/29 Book Tracker of Finished books by 11/3 for grades 2-5. K&1st - Use class poster to track with student turn and talk by 11/3.	• Half inch binders for all students (with a sleeve on the front to add a cover) • Alphabet stickers, shark stickers	Students keeping track of them. Should they be sent home or stay at school?	Use of binders Share with reading buddies

		K implement binders Q3			

Working backward, identify all the steps needed to accomplish the goal or achieve the expected outcome. Then, put each item in the Action Steps column and fill out the fields for that row. Make sure to break the goal into simple, specific action steps.

Maths Action Plan Template

Goal / Expected Outcome: At the end of the 2025-2026 school year, 42% of students will meet or exceed their MAP Math proficiency goal.

Action Steps	Responsible	Deadline	Resources	Potential Barriers	Result
What task will be done?	*Who will do it?*	*By when?*	*What do you need to complete this step? (People, money, tools, etc.)*	*What could get in the way of task completion? How will you overcome them?*	*What evidence will indicate growth?*
MTSS	**School Wide**	**TBD**	**TBD**	**TBD**	**TBD**
PD for Boaler work (number talks)	**Kelly, Lauren, Diana & Alyssa**	**TBD**	**Jo Boaler Resources Jo Boaler PD Slides**	**Timing within the math block, inconsistent implementation,**	**Growth in MAP scores**
Design guidance materials and PD for Math Workshop	**Kelly and Crystal**	**August PLCs**	**Math workshop PD slides Math workshop schedule slides**	**None**	**Consistent use of math workshop with fidelity, MAP score growth**
Build an Academic language toolkit (K-5), including delineations for introducing, reinforcing with guidance documents.	**Marlene and Lauren**	**August**	**Toolkit Folder**	**Time**	**Increased MAP scores**
Teachers will use Maths academic language as intended in the Eureka Academic Language Toolkit	**School Wide**	**Year long**	**Academic Language in Math: A Toolkit for Teachers**	**inconsistent implementation**	**Increased MAP scores**

PD on Common Data Protocols Expectations (PLCs and Individually)	**PLCs and Individually**	**Following CFAs**	**ATLAS Protocol- Math Core** **ATLAS Protocol- Math fluency**	**inconsistent use** **Confusion on data talk**	**- More effective planning** **- WIN time planning**
Explicit Teaching	**School Wide**	**100% of staff by January**	**4 Step Lesson Planner**	**Lack of meaningful planning**	**Growth in MAP scores**
Finding the Story within the Maths Problem	**School Wide**	**Year long**	**Smekens resources**	**inconsistent implementation time**	**Increased MAP scores**

Working backward, identify all the steps needed to accomplish the goal or achieve the expected outcome. Then, put each item in the Action Steps column and fill out the fields for that row. Make sure to break the goal into simple, specific action steps.

Health/Well-being Action Plan Template

Goal / Expected Outcome: Create process goal (baseline year)

Action Steps	Responsible	Deadline	Resources	Potential Barriers	Result
What task will be done?	*Who will do it?*	*By when?*	*What do you need to complete this step? (People, money, tools, etc.)*	*What could get in the way of task completion? How will you overcome them?*	*What evidence will indicate growth?*
Before/After School Homework Club?					
Attendance Liaisons (Ask about Barriers)	**Attendance Committee/ Current MTSS Team**	**Ongoing**	**Attendance Works**	**Parent bringing students to school**	**Attendance percentages**
Strive for 95	**Attendance Committee**	**Ongoing**	**Strive for 95 letter at the beginning of the school year**	**Parent bringing students to school**	**Attendance percentages**
Attendance Groups	**Melissa - Going to dig into ROE for training dates**	**Ongoing**	**Attendance Works**	**Parent bringing students to school**	**Attendance percentages**
Magnet of school contact information/attendance line/school hours			**Magnet**		

Family and Community Engagement Action Plan Template

Goal / Expected Outcome: Create process goal (baseline year)

Action Steps	Responsible	Deadline	Resources	Potential Barriers	Result
What task will be done?	*Who will do it?*	*By when?*	*What do you need to complete this step? (People, money, tools, etc.)*	*What could get in the way of task completion? How will you overcome them?*	*What evidence will indicate growth?*
Before/After School Homework Club?			**Parkview Assistance - PM** **FRIDA Program - PM** **Stipend (flex) - AM**		
Pulse Survey - 2 Questions about feeling connected					
Strive for 95			**Brag tags for attendance (instead of certificates) done monthly**		
Make resources/presentations, etc accessible to all families regardless of language needs			**Unknown at this time - Researching!**		
Curriculum Night Centers (Aug. 27, 2025)			**PREPARATIONS** - Presentation Slides to send link & give to secretaries - Teaser Video to promote		**FEEDBACK** - Baseline year with PS - teacher's share attendance - Survey: did you attend last year? Did you

			CLASSROOM - Curriculum: goals for the year (1-pg doc) Conferences Sign-up Make and Takes (Video Recording of Expl. & QR codes) - CHAMPS - morning, bed routines (Foster making template by 8/20) - READING - voices stick; questions (Wirth/Ramirez making mini voices by 8/15& videos 8/15) - Parent Volunteer Doc w/criteria **GYM** - FRIDA - to provide craft for kids - Club Sign-up (Handout w/ schedule, contact info & pic) - Claudia / Tom - Parent Square Reps - Leticia / Lisa - BIL Rep - PTA: Room Parent sign-up & questions(commitment level) **CAFETERIA** - MUSIC Performance 5th Grade - icy treat		attend this year? Why?

Tracking newsletter viewing			**- Link to teacher bios on website - Highlight grade level; team to write learning summary**		
Magnet			**Magnet Building skills at home**		
Teachers call parents to introduce & invite w/ in 2 weeks of start			**- Talking sheet to highlight curriculum events**		

Working backward, identify all the steps needed to accomplish the goal or achieve the expected outcome. Then, put each item in the Action Steps column and fill out the fields for that row. Make sure to break the goal into simple, specific action steps.

Attendance Impact One-Pager

School Tiered Strategy

STEVENSON
LIONS

Stevenson: Student Learning - ELA 2025-26						
Overarching Goal	Enhance instructional practices and learning experiences to ensure academic growth and achievement for all students in English language arts.					
SMART Indicators	By the end of the 25/26 school year, 50% of Stevenson students will meet their **growth** goal/target(s) in MAP ELA (in both English, and Spanish) By the end of the 25/26 school year, 40% of Stevenson monolingual students will meet their **proficiency** goal/target(s) in MAP ELA, in English. By the end of the 25/26 school year, 25% of Stevenson TBE students will meet their **proficiency** goal/target(s) in MAP ELA, in Spanish.					
Tasks/Action	Timeline	Target Group	Person(s) Responsible	Performance Indicator/ Evidence	Progress Updates	
					Description	Date
Stevenson will establish and communicate ECRA growth goals in ELA.	September 2 School Improvement Day	All Staff	Laura	agenda		
Stevenson will establish and communicate ECRA proficiency goals in ELA.	September 2 School Improvement Day	All Staff	Laura	agenda		
Implement MTSS suggestions for improvement, as discussed during MTSS steering committee meeting	End of each quarter	All staff	Laura	End of year fidelity survey		
Provide targeted support (professional development) for the implementation of identified instructional practices (e. g., Writing Revolution, Comprehension Playbook, Thinking Maps).	On going	all staff	Coach	agendas		

Stevenson: Student Learning - ELA 2025-26						
Overarching Goal	Enhance instructional practices and learning experiences to ensure academic growth and achievement for all students in English language arts.					
SMART Indicators	By the end of the 25/26 school year, 50% of Stevenson students will meet their **growth** goal/target(s) in MAP ELA (in both English, and Spanish) By the end of the 25/26 school year, 40% of Stevenson monolingual students will meet their **proficiency** goal/target(s) in MAP ELA, in English. By the end of the 25/26 school year, 25% of Stevenson TBE students will meet their **proficiency** goal/target(s) in MAP ELA, in Spanish.					
Tasks/Action	Timeline	Target Group	Person(s) Responsible	Performance Indicator/ Evidence	Progress Updates	
					Description	Date
PLCs will check SchoolPace data weekly. **On any given date, 95% of Stevenson students reading at emergency or at-risk levels in IRLA or ENIL should have had an equitable conference within the past 14 days, with an average number of days between conferences at 5 or fewer.**	Weekly	Students @ the emergency & at-risk levels	Team Lead, all classroom teachers are responsible for their conferencing	PLC agendas with notes		
SLT will check SchoolPace data related conferencing at each meeting	Bi-Weekly	Students @ the emergency & at-risk levels	SLT	SchoolPace, standing SLT agenda item ST Conferencing Data 25-26		
Instructional coach & learning specialist will provide support for creating and maintaining equitable conference schedules.	First quarter after IRLA/ENIL levels are complete	all classroom teachers	Katie & Patty	equitable conference schedules		
Following each MAP benchmark, PLCs will meet and design MTSS groups based on student needs.	September, January, May	all students	all classroom teachers	targeted intervention progress monitoring data		
PD on how to enter points, evidence, and notes into SchoolPace	October	Offered to all teachers	Katie	Staff Meeting agenda		
Use explicit teaching to ensure all priority standards are being taught during core.	on going	all teachers	Katie responsible for PD, classroom teachers responsible for carrying out the work.	presesentations, walk throughs		
Teachers will commit to ensure high levels of learning	on going	all students	Staff	Guide to ensure EC and Power Goal advancement		

Stevenson: Student Learning - ELA 2025-26						
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	By the end of the 25/26 school year, 40% of Stevenson monolingual students will meet their **proficiency** goal/target(s) in MAP ELA, in English.					
	By the end of the 25/26 school year, 25% of Stevenson TBE students will meet their **proficiency** goal/target(s) in MAP ELA, in Spanish.					
Tasks/Action	Timeline	Target Group	Person(s) Responsible	Performance Indicator/ Evidence	Progress Updates	
					Description	Date
Students will have the opportunity to make up steps at school if they choose.	on going	students behind on steps	Katie	calendar invites		

Stevenson: Student Learning - Math 2025-26						
Overarching Goal	Enhance instructional practices and learning experiences to ensure academic growth and achievement for all students in mathematics.					
SMART Indicators	72% of Stevenson students will meet their **growth goal** in Spring Math MAP. (63% in 2024-2025) 40% of Stevenson students will meet the **proficiency benchmark** in Spring Math MAP. (34% in 2024-2025)					
Tasks/Action	Timeline	Target Group	Person(s) Responsible	Performance Indicator/ Evidence	Progress Updates	
					Description	Date
Stevenson school will establish and communicate ECRA growth goals in math.	September School Improvement Day	All staff	Laura	agenda		
Stevenson school will establish and communicate ECRA proficiency goals in math.	September School Improvement Day	All staff	Laura	agenda		
Implement MTSS suggestions for improvement, as discussed during MTSS steering committee meeting	on going	all teachers	Laura, as rep	PLC and SIP agendas		
Provide targeted support (professional development) for the implementation of identified instructional practices (e. g., Freckle, refined digital math tools).	as needed	Classroom teachers	Katie	plc agendas, presentations		
PLC's will choose exit tickets to be collected for data	All year	PLCs	Team leads	plc agendas		
During PLC's, classroom teachers will use exit tickets, mid-mod, equip data to discuss support for students	2x a month	PLCs	Team leads	plc agendas		

Stevenson: Student Learning - Math 2025-26						
Overarching Goal	Enhance instructional practices and learning experiences to ensure academic growth and achievement for all students in mathematics.					
SMART Indicators	72% of Stevenson students will meet their **growth goal** in Spring Math MAP. (63% in 2024-2025)					
	40% of Stevenson students will meet the **proficiency benchmark** in Spring Math MAP. (34% in 2024-2025)					
Tasks/Action	Timeline	Target Group	Person(s) Responsible	Performance Indicator/ Evidence	Progress Updates	
					Description	Date
Classroom teachers will use Equip pre-assessment data to support in small groups during MTSS time	At the beginning of every module	Targeted Students	Classroom teachers	equip data		
Instructional coach will provide support/ideas for enrichment groups during MTSS time	SIP day	Enrichment group of students	Katie & Classroom Teachers	MAP data (increase % of green and blues)		
Following each MAP benchmark, PLCs will meet and design MTSS groups based on student needs.	September, January, May	all students	all classroom teachers	targeted intervention progress monitoring data		

Stevenson: Family and Community Engagement 2025-26						
Overarching Goal	Sustain and establish meaningful relationships with families and the community to promote collaboration, open communication, and a shared sense of belonging for all.					
SMART Indicators	Stevenson School will increase family attendance at community nights by ensuring all families attend at least one school event.					
	All staff members will communicate to families via ParentSquare.					
Tasks/Action	Timeline	Target Group	Person(s) Responsible	Performance Indicator/ Evidence	Progress Updates	
					Description	Date
Stevenson will reach for 100% of parents to attend atleast ONE evening event.	By May 2026	Attendees at: Meet the Teacher, Curriculum Night, Reading Night, Science Night, PTO events.	Teachers and principal	Take attendance/collect signin sheets		
Collect baseline engagement data via ParentSquare.	August	Parents	Stacy	Number of families registered and receiving our messages.		
Teachers will use ParentSquare with families to make first connection about attendance initially, and then follow up with a personal phone call if attendance increases.	ongoing	Students who are 10% of more tardy/absent	Social Worker/Principal	Decreased absenteeism.		
One Book, One School event	February 2026	families	Reading committee/Sarah	Parent Square flyer		
Survey families to see if they feel "connected".	December and May	Families	Laura	Increased attendance at events.		
Develop and implement a parent survey tool/process to gather baseline data. (district level)	May	Families	CO	Survey		

Stevenson: Family and Community Engagement 2025-26						
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	All staff members will communicate to families via ParentSquare.					
Tasks/Action	Timeline	Target Group	Person(s) Responsible	Performance Indicator/ Evidence	Progress Updates	
					Description	Date
Collaborate with PTA on their initiatives for engagement	on going	Families	Laura & Melissa	parent square flyer		
Book Fair combined with hands-on (non-screen) game event (e.g. board games, card games, dice games, etc.)	October	Families	Laura	parent square flyer		
Utilize Parent Square for Parent teacher conferences, reminders and newsletters	on going	families	classroom teachers	parent square		
Set time each month to make positive phone calls/ postcards home/ parent square message.	monthly	families	classroom teachers	parent square		
Guest (parent or community member) visits in classrooms/grade levels to speak/present on their area of expertise, read a book, etc.	on going	whole school	team leads will organize for grade level	PLC agendas		
Parent-Teacher Conferences	November	families	Teachers	attendance log		
Multi-Cultural Night	October	families	Asma	parent square flyer		

Stevenson: Health/Well-being 2025-26						
Overarching Goal	Foster a culture of health and well-being across the district by promoting wellness for all students, staff, and families.					
SMART Indicators	By May 2026, we will decrease the number of students who are chronically absent from 35% to 10%.					
	Implementation of identified Thrively components. (process indicator)					
Tasks/Action	Timeline	Target Group	Person(s) Responsible	Performance Indicator/ Evidence	Progress Updates	
					Description	Date
All schools establish and communicate student attendance goal.	First staff meeting 9/10/25	whole school	Principal	SIP		
Collect baseline staff and student Thrively data including hope index and well-being index.	SIP 9/2	whole school	principal	SIP		
Provide support to buildings collectively and individually based on their health/well-being goals, indicators, and tasks/actions.			CO			
Principals will to investigate new ways to decrease chronic absenteeism by attending PD and working with the ROE.	on going	Students	principal	Share with staff and implement		
Assign morning mentors to students with chronic tardy issues.	quarterly at attendance meetings	Students on the chronic tardy list	Social Worker/principal	Letters send home via ParentSquare		
Having community building days monthly (Game days, dance party	monthly	all students	slt	Calendar		

Stevenson: Health/Well-being 2025-26						
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SMART Indicators	By May 2026, we will decrease the number of students who are chronically absent from 35% to 10%.					
	Implementation of identified Thrively components. (process indicator)					
Tasks/Action	Timeline	Target Group	Person(s) Responsible	Performance Indicator/ Evidence	Progress Updates	
					Description	Date
monthly (Game days, dance party morning, secret staff spirit days, etc...)	monthly	all students	sit	Calendar		
Send home a letter regarding last years attendance data and flyer "Helping Improve School Attendance" home to explain how students qualified for new lunch group.	ongoing	students	principal/Social Worker	attendance data		
Create Attendance Club where students meet monthly to talk about barriers to coming to school and increase peer relationships.	August	Students who are 10% of more tardy/absent	Social Worker/Principal	Families sign up and come to lunch/breakfast events.		
Invite students to eat with a staff member at either breakfast or lunch.	ongoing	Students who are 10% of more tardy/absent	Social Worker/Principal	Students come to breakfast/lunch		
Attendance committee will meet regularly and send letters home quarterly.	ongoing	Students who are 10% of more tardy/absent	Social Worker/Principal/Nurse	Decreased absenteeism.		

WESTMORE
WILDCATS

Westmore: Student Learning - ELA 2025-26						
Overarching Goal	Enhance instructional practices and learning experiences to ensure academic growth and achievement for all students in English language arts.					
WE SMART Indicators	ECRA **growth** goal/target(s) in ELA: By the end of 2025-26 school year, all student groups will meet or exceed expected growth with an effect size **at or above zero.** (see ECRA growth projection report here)					
	ECRA **proficiency** goal/target(s) in ELA (IAR). By the conclusion of the 2025-26 school year, Westmore will increase the percentage of students meeting benchmark from 58% to 61% (third quartile of ECRA's proficiency projection). (see ECRA achievement projection report here)					
	30% of students baselined at the emergency level will grow 1.5+ years (1+ for kinder).					
Tasks/Action	Timeline	Target Group	Person(s) Responsible	Performance Indicator/ Evidence	Progress Updates	
					Description	Date
Analyze baselined emergency readers – who is accelerating growth and who isn't? Crosswalk with SpEd, EL, etc At-risk readers - sliding back?	Create Cards for Students after leveling - Oct Nov - Quadrant Jan - Quadrant March - Quadrant May - Quadrant	Grade-levels	Teams	Quadrant Sort/Atlas in PLCs		
MTSS Systems for Emergency Readers	Monthly Academic Review By 10/8 - Share system with staff at Building mtg.	Emergency Readers	Classroom Teachers Resource Teachers EL Resource Teachers School Psych	Agenda		
Encoding PD for Emergency Readers 9/10 - Decoding/Encoding 10/22 - D/E Part 2 12/3 - D/E Part 3	Building Meeting PD 9/10 10/22 12/3	Grade Level Teachers Resource Teachers EL Resource Teacher	Sharon & Amy	Building Meeting Agendas Student Data		
Writing Revolution - Learn 5 key areas	SIP Days					

Westmore: Student Learning - ELA 2025-26						
Overarching Goal	Enhance instructional practices and learning experiences to ensure academic growth and achievement for all students in English language arts.					
WE SMART Indicators	ECRA **growth** goal/target(s) in ELA: By the end of 2025-26 school year, all student groups will meet or exceed expected growth with an effect size **at or above zero.** (see ECRA growth projection report here)					
	ECRA **proficiency** goal/target(s) in ELA (IAR). By the conclusion of the 2025-26 school year, Westmore will increase the percentage of students meeting benchmark from 58% to 61% (third quartile of ECRA's proficiency projection). (see ECRA achievement projection report here)					
	30% of students baselined at the emergency level will grow 1.5+ years (1+ for kinder).					
Tasks/Action	Timeline	Target Group	Person(s) Responsible	Performance Indicator/ Evidence	Progress Updates	
					Description	Date
Writing Revolution - Learn 5 key areas	Building Mtgs.					
IRLA Coaching cycle with each classroom teacher						

Westmore: Student Learning - Math 2025-26						
Overarching Goal	Enhance instructional practices and learning experiences to ensure academic growth and achievement for all students in mathematics.					
	ECRA **growth** goal/target(s) in math. By the end of 2025-26 school year, all student groups will meet or exceed expected growth with an **effect size at or above zero.** (see ECRA growth projection report here)					
	ECRA **proficiency** goal/target(s) in math (IAR). By the conclusion of the 2025-26 school year, Westmore will increase the percentage of students meeting benchmark from 55% to 62% (third quartile of ECRA's proficiency projection). (see ECRA achievement projection report here)					
	65% of students will earn a 3 or 4 on 75% of questions on each Eureka assessment.					
Tasks/Action	Timeline	Target Group	Person(s) Responsible	Performance Indicator/ Evidence	Progress Updates	
					Description	Date
RDW * PD: Do a relaunch of RDW with anchor charts on 9/2 and possibly a check-in in Nov/Dec * Embed applicable Mathematical Practices within RDW PD					RDW Folder	
MATH VOCABULARY * Ensure every grade level has vocab cards with visuals for priority vocab by module - expecation that all staff actively uses math vocab cards * PD - Why math vocab is important; how to embed in instruction (including WIN practice and potentially "testing out" of math vocab practice); clarity in vertical articulation (which words are a priority at each grade level; including SpEd - potentially selecting highest priority vocab for students with IEPs)) * Math Vocab assessment?					Copy cards for each grade level by module	
DIGITAL RESOURCES Teams determine implementation plan for Zern and Freckle (why and how these tools will be used to support school and team goals)						

Westmore: Student Learning - Math 2025-26						
Overarching Goal	Enhance instructional practices and learning experiences to ensure academic growth and achievement for all students in mathematics.					
	ECRA **growth** goal/target(s) in math. By the end of 2025-26 school year, all student groups will meet or exceed expected growth with an **effect size at or above zero.** (see ECRA growth projection report here)					
	ECRA **proficiency** goal/target(s) in math (IAR). By the conclusion of the 2025-26 school year, Westmore will increase the percentage of students meeting benchmark from 55% to 62% (third quartile of ECRA's proficiency projection). (see ECRA achievement projection report here)					
	65% of students will earn a 3 or 4 on 75% of questions on each Eureka assessment.					
Tasks/Action	Timeline	Target Group	Person(s) Responsible	Performance Indicator/ Evidence	Progress Updates	
					Description	Date
support school and team goals) Teams determine which metric(s) they will monitor in Zern and Freckle						
MATH PDSA: Every team does one Math PDSA. Recommended focus on implementation of RDW, Math Vocab, or Mathematical Practices.						

Westmore: Health/Well-being (Student-focused) 2025-26						
Overarching Goal	Foster a culture of health and well-being across the district by promoting wellness for all students, staff, and families.					
SMART Indicators	Reduce chronic absenteeism from 11% (~45 students in 24-25) to 8% (~32 students)					
	86% of students in grades 2-5 will report that they "always" or "almost always" feel part of their classroom community (+5% from 24-25)					
	Implementation of identified Thrively components. (process indicator) - 100% of students will complete the Hope index each quarter					
Tasks/Action	Timeline	Target Group	Person(s) Responsible	Performance Indicator/ Evidence	Progress Updates	
					Description	Date
SEL Scope and Sequence - Update	Template created by 8/11 Teams given time at each SIP Institute Day to update?	Grade-level Teams	Amy P, Kim S + Grade-level teams	S&S		
* SEL PD Overview: Purpose and difference between RULER and Responsive * importance of emotional intelligence	9/2 Institute Day	Staff	CORE Trained RULER team	9/2 Agenda		
RULER: PD Plan	SIP/Institute	Staff	CORE Trained RULER team, Vicki	Agendas		
Responsive Classroom: Interactive Learning Structures * PD * 1 Coaching cycle per team * Modeled at Building Meetings * Additional Follow Up * WE Interactive Learning Structure Resource	Monthly Building Meetings/	All Staff	Teams, Amy	Coaching Cycle dates		
Update WE Community / Belonging Survey and create administration protocol / timeline	Last week of Sept. - 1st 2nd week of Jan. - 2nd Last week of April - 3rd	Grade-level Teams	SLT	Completed survey		
School - level communication from Scott - parent newsletter (report on weekly average attendance), in Curriculum Night, etc - communicate that we are working to raise attendance as part of D45 strategic plan	Ongoing	All Parents	Scott	Parent Newsletters Curriculum Night Slides		

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	Implementation of identified Thrively components. (process indicator) - 100% of students will complete the Hope index each quarter					
Tasks/Action	Timeline	Target Group	Person(s) Responsible	Performance Indicator/ Evidence	Progress Updates	
					Description	Date
Establish protocol for attendance communication for students who WERE or are becoming chronically absent (from teacher to family) - WHO: Student on chronic absenteeism list from 24-25 and based on monthly data pull; find ways to clearly identify these students on class list (i.e. asteriks) - WHAT: Expressed they were missed, find out reason for absent, help problem solve (or refer to someone who can help) – need to write a script for phone call and e-mail	8/13/2025 9/2	Students who WERE or are becoming chronically absent	Identifying students on class lists: Scott, Shawna, Kim Quinney *include if students are IEP for Support Teachers* Creating the staff-facing protocol (including templates): Renee M & Mary will create draft for team to review in August Absence Teacher Template	Students identified on class lists Staff-facing protocol will be created Reduction in chronic absenteeism		
Before school starts - Teachers will contact the families of chronically absent students families. The purpose to start a collaboration and supportive relationship with the teacher. How can we be a partner in ensuring child is at school because we care, want them here, and value them as a part of our classroom ommunity. How can we support to ensure this happens?						
Prioritize one histoically chronically absent student per homeroom based on historical data? Team that supports that student makes a plan?						

Westmore: Health/Well-being (Student-focused) 2025-26						
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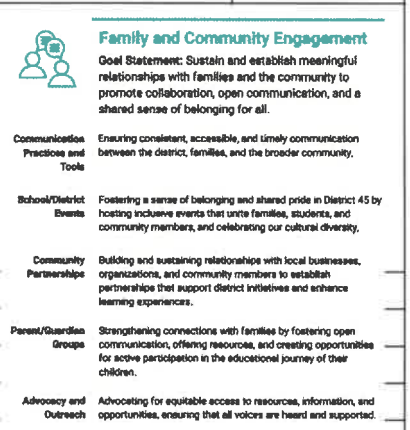
	86% of students in grades 2-5 will report that they "always" or "almost always" feel part of their classroom community (+5% from 24-25)					
	Implementation of identified Thrively components. (process indicator) - 100% of students will complete the Hope index each quarter					
Tasks/Action	Timeline	Target Group	Person(s) Responsible	Performance Indicator/ Evidence	Progress Updates	
					Description	Date
Collect baseline data around % of students qualifying for targeted and intensive behavior/SEL support (to make goals for 26-27)			Vicki Sarah Rivera MTSS			

District Goal: Family and Community Engagement (Family-focused) 2025-26						
Overarching Goal	Sustain and establish meaningful relationships with families and the community to promote collaboration, open communication, and a shared sense of belonging for all.					
SMART Indicators	Westmore School's overall daily attendance rate will be 95%.					
	All Staff will collaborate to ensure each student receives two positive communications home before Parent-Teacher Conferences. (process indicator)					
	All Staff will use Parent Square to regularly communicate with families via Newsletters and individualized messages.					
Tasks/Action	Timeline	Target Group	Person(s) Responsible	Performance Indicator/ Evidence	Progress Updates	
					Description	Date
Create communication system for positive notes –Print out class lists –TAs, Non-Classroom Teachers pick students the students have contact with. Specials take # of students. Teachers communicate with their class. –Classroom teacher send by end of Sept. Others by end of October	Classroom teacher - end of Sep support staff - end of Oct + Build in time to do this on 9/2 Institute?	All students - focusing on students that need extra positive reinforcement first	Elizabeth - Print Class lists, Order postcards All staff - Send Positive Message to student Scott / Shawna - Create system/lists to divide students amongst non-classroom teachers & highlight "early contact" students	Tracking Google sheet - Katie making	PLC - Monthly Check-in	
					SLT - Monthly Check-in	
Attendance Information shared with families - Include goals and effect of positive attendance.	August & Quarterly	Families	Scott	Monthly		
Attendance Information shared with students with monthly results posted on digital displays and morning announcemnts. Quarterly results will be share at the celebration assemblies.	Monthly & Quarterly	students	Kim Quinney **Pull Data **WE Daily Announcements	Monthly Data		
Create incentive wheel for grade levels who acheive 95% attendance quarterly.	quarterly	students & teachers	SLT representative - Aurora	Digital or physical spinner with 4-5 options of rewards Done at Quarterly Assembly		



District Goal: Family and Community Engagement (Family-focused) 2025-26						
Overarching Goal	Sustain and establish meaningful relationships with families and the community to promote collaboration, open communication, and a shared sense of belonging for all.					
SMART Indicators	Westmore School's overall daily attendance rate will be 95%.					
	All Staff will collaborate to ensure each student receives two positive communications home before Parent-Teacher Conferences. (process indicator)					
	All Staff will use Parent Square to regularly communicate with families via Newsletters and individualized messages.					
Tasks/Action	Timeline	Target Group	Person(s) Responsible	Performance Indicator/ Evidence	Progress Updates	
					Description	Date
System for students who are absent --All students have absent folder --Reading work = 2 reading steps --Math work = Fluency or Math Review --Expect to return, if not Ss do during WIN time or Lunch & Learn --Include Missed You Sheet Coverletter	Share with Teachers on 9/2 Institute	Students	100 Folders (Maroon) & Cover letter - Scott Teachers - Content of folder Slide for Curriculum Night - Shawna	Attendance Data		

YORK CENTER
LIONS

York Center: Student Learning - ELA 2025-26						
Overarching Goal	Enhance instructional practices and learning experiences to ensure academic growth and achievement for all students in English language arts.					
SMART Indicators	All schools will achieve their ECRA **growth** goal/target(s) in ELA. By May 2026, the percent of students identified with low growth percentages per ECRA will decrease from 15% to 10%. (Based on Spring ECRA report)					
	All schools will meet their ECRA **proficiency** goal/target(s) in ELA. By May 2026, the percent of students meeting the benchmark per ECRA will increase from 16% to 20%. (Based on Spring ECRA Report)					
	By May 2026, the percentage of students demonstrating reading engagement will increase from 29% to 75%. (Spring 2025- 71%)					
Tasks/Action	Timeline	Target Group	Person(s) Responsible	Performance Indicator/ Evidence	Progress Updates	
Establish and communicate ECRA growth goals in ELA.	9/2 Institute Day meeting	All staff	SLT	9/2 presentation	9/2 Presentation to Staff	Complete
Establish and communicate ECRA proficiency goals in ELA.	9/2 Institute day	All staff	SLT	9/2 presentation		
Implement MTSS suggestions for improvement, as discussed during MTSS steering committee meeting	9/2 SIP, on going as needed from Steering Committee	all staff	SLT, Leslie as rep from Steering Committee	9/2 presentation		
Provide targeted support (professional development) for the implementation of identified instructional practices (e. g., Writing Revolution, Comprehension Playbook, Thinking Maps).	As needed through out 25/26 school year, staff meetings & PLC meetings depending on needs	all staff	Katie Curi	PLC Agendas	10/14 Institute Day	Several attended and shared resources during PLC.
					11/25/2025 Institute Day	Schoolwide Thinking MAP Training
Provide professional development on identified literacy supports (Morpheme Magic, Phonemic Awareness, Heggerty)	Opening Institute with TA's and as needed After Fall Data Day at PLCs	Classroom Teachers & TAs	Leslie	Progress discussed during MTSS meetings	Met with all PLCs regarding these possible supports. Continued conversations as needed and we continue to discuss targeted instruction.	
1 PLC a week focuses on state standards for ELA and alignment using the ELA Road Maps	Monthly	All Staff	PLC	Meeting agendas		
Design questions aligned with formatting for assessments	Aligned with ARC Units	Classroom Teachers and Specialists	Leslie and Katie	Touch base with PLCs after Unit 1 to determine usefulness of these resources	Utlizing pre- mid- & post formative assessments	
Teaching Assistant training on intervention for fluency etc.	8/12	Teaching Assistants	Leslie	Implementation as needed with students	Training complete	Fluency interventions implemented in some classrooms

York Center: Student Learning - ELA 2025-26						
Overarching Goal	Enhance instructional practices and learning experiences to ensure academic growth and achievement for all students in English language arts.					
SMART Indicators	All schools will achieve their ECRA **growth** goal/target(s) in ELA. By May 2026, the percent of students identified with low growth percentages per ECRA will decrease from 15% to 10%. (Based on Spring ECRA report)					
	All schools will meet their ECRA **proficiency** goal/target(s) in ELA. By May 2026, the percent of students meeting the benchmark per ECRA will increase from 16% to 20%. (Based on Spring ECRA Report)					
	By May 2026, the percentage of students demonstrating reading engagement will increase from 29% to 75%. (Spring 2025- 71%)					
Tasks/Action	Timeline	Target Group	Person(s) Responsible	Performance Indicator/ Evidence	Progress Updates	
Implement Schoolwide Monthly Reading Challenges	Monthly	All students	Ani/ Katie	Increase steps met goal %.	Reading Incentive Plan Calendars	More students on track for step goals
Monthly Levels Check for Students "At Risk"	Monthly	Students identified in IRLA as at-risk	Katie	SchoolPace data		

York Center: Student Learning - Math 2025-26						
Overarching Goal	Enhance instructional practices and learning experiences to ensure academic growth and achievement for all students in mathematics.					
SMART Indicators	All schools will achieve their ECRA **growth** goal/target(s) in math. By May 2026, the percent of students identified with low growth percentages per ECRA will decrease from 12% to 9%. (Based on Spring ECRA report)					
	All schools will meet their ECRA **proficiency** goal/target(s) in math. By May 2026, the percent of students meeting the benchmark per ECRA will increase from 24% to 30%. (May change based on fall ECRA report)					
	By May 2026, the percent of students demonstrating fact fluency will increase. Increase will be determined based on baseline data gathered through Freckle in September of 2025.					
Tasks/Action	Timeline	Target Group	Person(s) Responsible	Performance Indicator/ Evidence	Progress Updates	
All K-8 schools establish and communicate ECRA growth goals in math.	Institute Day 9/2	YC Staff	SLT	Agenda Presentation	9/2	Goals Shared
All K-8 schools establish and communicate ECRA proficiency goals in math.	Institute Day 9/2	YC Staff	SLT	Agenda Presentation		
Implement MTSS suggestions for improvement, as discussed during MTSS steering committee meeting	9/2 SIP, on going as needed from Steering Committee	Staff	MTSS Steering Committee	Agenda Presentation		
Provide targeted support (professional development) for the implementation of identified instructional practices (e. g., Building Thinking Classrooms in Mathematics, refined digital math tools).	On-going	Staff	Instructional Coach	Agendas Presentations	Staff meeting about Zearn & Freckle	
Provide opportunities for spiral review	Daily	All students	Classroom Teachers	MAP data	Daily Implementation	
Explore Defined Learning for students needing enrichment in math	Fall	Accelerated Learners	Team Leaders	Eureka assessment data	Presentation in November	
Discuss with PLCs ways to build fact fluency	Fall	Students struggling with fluency	Team Leaders	Increase fluency data		
Utilize Pre-assessment data to form groups for tailored small group instruction duirng WIN time.	Throughout the year	All students	Staff teaching Math	Eureka assessment data		

York Center: Health/Well-being 2025-26						
Overarching Goal:	Foster a culture of health and well-being across the district by promoting wellness for all students, staff, and families.					
SMART Indicators	All schools will achieve their student attendance goal. By May 2026, we will decrease the number of students who are chronically absent from 19% to 10%. Implementation of identified Thrively components.					
Tasks/Action	Timeline	Target Group	Person(s) Responsible	Performance Indicator/ Evidence	Progress Updates	
					Description	Date
All schools establish and communicate student attendance goal.	Institute Day and Monthly Staff Meetings	All Staff	SLT	SIP Presentation		
Collect baseline staff and student Thrively data, including hope index and well-being index. Thrively Implementation Plan	Due 10/3/25	Staff and Students	Classroom Teacher	All students have baseline data	Strengths Assessment and Hope Survey 1	10/3/25
Provide support to buildings collectively and individually based on their health/well-being goals, indicators, and tasks/actions.	On going	Staff and Students	SLT	SLT Agenda		
YC Specific						
The Dr. D's will go to trainings to investigate new ways to decrease chronic absenteeism	Summer	Students at-risk for absenteeism	Ani	Attendance rates	Chronic Absentee Webinar Moving the Needle: Research-Driven Strategies to Combat Chronic Absenteeism	July 2025 September 2025
Assign morning mentors to students with chronic tardy issues.	Ongoing, as needed	Students at-risk for absenteeism/ tardies	Special Area Teachers	Decrease tardies Schedule	SW has assigned and refined these mentors	
Reformat YC Wednesdays to align with new calendar to ensure we are having community building days monthly (Game days, dance party morning, secret staff spirit days, etc...)	Monthly	All students	SLT	Attendance rates		
Send text on 3rd unexcused absence of support	As needed	Unexcused Absentees	Ani	Change in unexcused absence rate	Sent Parent Square messages to anyone with 3 unexcused	Start 8/25
Schedule twice a month Attendance Meetings with the attendance team	August	Students at-risk for absenteeism	Attendance Team	Attendance Rates Attendance Team Agendas	The Attendance Team reviews student overall attendance, individual attendance for concerns, and enacts plans for targeted and intensive support or positive communication home.	2x/month
Create an attendance dashboard	August	All students	Ani	Attendance Dashboard	The Attendance Dashboard is updated regularly and details communication, interventions, etc.	8/25
Pull daily attendance per calendar day data- Review last year absences with	Weekly	Students at-risk for absenteeism	Attendance Team	24-25 Calendar 25-26 Calendar		
Parent/student/ school connectedness impacts attendance- 5 minutes to message parents through Parent Square at each staff meeting	2x/ month	All students	All classroom teachers and specialists	Attendance rates	5 minutes during every staff meeting is dedicated to messaging families through ParentSquare with positive news.	2x/ month
Monthly staff updates on attendance	Monthly	All students	Attendance Team	Meet attendance benchmarks		Monthly
Positive Attendance Post Cards and Notifications	Quarterly	Students with regular attenance	Attendance Team	Maintain attendance		
Send Notices in Mail	Quarterly	Truant/ Chronic Absentee	Ani & Kim	Decrease in absences		
Chronic Absentee Notifications	Quarterly	Students at risk of chronic absenteeism	Ani	Decrease in absences		
Themes for high absence months	High Absence Months	Students at risk of chronic absenteeism	SLT	Decrease in absences		
Celebrations for 95% in attendance schoolwide streaks	When we reach 95% of days with 95% attendance Starting in October based on baseline data	Students at risk of chronic absenteeism- But all will celebrate	SLT	Decrease in absences	Attendance Celebrations	Start- October

York Center: Health/Well-being 2025-26						
Overarching Goal	Foster a culture of health and well-being across the district by promoting wellness for all students, staff, and families.					
SMART Indicators	All schools will achieve their student attendance goal. By May 2026, we will decrease the number of students who are chronically absent from 19% to 10%.					
	Implementation of identified Thrively components.					
Tasks/Action	Timeline	Target Group	Person(s) Responsible	Performance Indicator/ Evidence	Progress Updates	
					Description	Date
Regular communication of symptoms that are ok and not ok to be at school with	Monthly	Students at risk of chronic absenteeism	Ani	Decrease in absence for unecessary reason	Communication via ParentSquare Newsletter	1st week of the month
Target high absence days for spirit days/ celebrations	Montly	Students at risk of chronic absenteeism	SLT	Decrease in absences	Since historically our high absence days occur on Mondays or around a 3-day weekend, we will target spirit days, assemblies and other celebrations for these days.	10/6- Reading celebration on a Monday 10/10- Student surprise spirit day on a Friday before a 4 day weekend. 11/3- Attendance Celebration on a Monday
Review 24-25 High Relative Attendance List	September Staff Meeting	High absentee and tardy population groups	SLT	Attendance rates	Complete- Teachers sent proactive messages to build relationships for students on this list.	9/2/25
Implement "Wake-up Call" protocol/ Provide Alarm Clock	As Need	Tardy	Ani	Decrease in tardies		
Implement MTSS Interventions for Attendance (https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/3-tiers-of-intervention/)	On going, as needed	Students at risk of chronic absenteeism	Paula	Decrease in absences		
Continue "Know Me- Know My Name" program- students and teachers identify connections Utilize Thrively features if possible	November	All students	SLT	Data collected from connection activity		

York Center: Family and Community Engagement 2025-26						
Overarching Goal	Sustain and establish meaningful relationships with families and the community to promote collaboration, open communication, and a shared sense of belonging for all.					
SMART Indicators	All schools will achieve their student attendance goal. By May 2026, we will decrease the number of students who are chronically absent from 19% to 10%.					
	All schools will achieve family and community engagement goal. (TBD) We will engage with 95% of parents during Parent-Teacher Conferences.					
	Implementation of identified ParentSquare components. (process indicator)					
Tasks/Action	Timeline	Target Group	Person(s) Responsible	Performance Indicator/ Evidence	Progress Updates	
					Description	Date
All schools establish and communicate family and community engagement goal.	9/2	All Staff	SLT	Agenda		
Collect baseline engagement data via ParentSquare.	On going	All Staff	SLT	Family Interaction Rate	Sent first newsletters	Week of 8/11
Provide support to buildings collectively and individually based on their family and community engagement goals, indicators, and tasks/actions.	On going	All Staff	All Staff	PLC Agendas		
Develop and implement a parent survey tool/process to gather baseline data. (district level)	3x a year (Fall, Winter, Spring)	Families	District	Survey results		
York Center Specific						
Family Reading Night and Science/Math Night in collaboration with Stevenson & PTA.	2x per year	All families	YC Staff	Family Attendance Rate	Science Night	10/9/2025
Utilize Parent Square for Parent teacher conferences and reminders	Fall	All families	YC Staff	Family Attendance Rate	ParentSquare Conference Sign-ups Training 10/8	10/8 and Fall Conferences
First 5 minutes of each staff meeting dedicated to parent square messages home.	2x per month	All families	All YC Staff	Family Interaction Rate	5 minutes during every staff meeting is dedicated to messaging families through ParentSquare with positive news.	2x/ month

York Center: Family and Community Engagement 2025-26						
Overarching Goal	Sustain and establish meaningful relationships with families and the community to promote collaboration, open communication, and a shared sense of belonging for all.					
SMART Indicators	All schools will achieve their student attendance goal. By May 2026, we will decrease the number of students who are chronically absent from 19% to 10%.					
	All schools will achieve family and community engagement goal. (TBD) We will engage with 95% of parents during Parent-Teacher Conferences.					
	Implementation of identified ParentSquare components. (process indicator)					
Tasks/Action	Timeline	Target Group	Person(s) Responsible	Performance Indicator/ Evidence	Progress Updates	
					Description	Date
Continue family newsletters via Parent Square	Weekly	All families	All YC Staff	Family Interaction Rate	Teachers and Principal send weekly newsletters through ParentSquare	Weekly
Family Meet ups at the libraries	Start Summer '25 6/13/25	All families	Ani	Family Interaction Rate	Library Visit- VPPL and Lombard	6/13/25

JACKSON
JAGUARS

Jackson Goal: Student Learning - ELA 2025-26						
Overarching Goal	Enhance instructional practices and learning experiences to ensure academic growth and achievement for all students in English language arts.					
	By the end of the 2025-2026 school year, 44% of Jackson students will meet or exceed grade level standards on IAR in ELA. By the end of the 2025-2026 school year, 88% of Jackson students will meet or exceed their individual fall-to-spring ECRA MAP projections.					
Tasks/Action	Timeline	Target Group	Person(s) Responsible	Performance Indicator/ Evidence	Progress Updates	
					Description	Date
Establish and communicate ELA SMART indicators to all staff.	Fall 2025	Certified & non-certified staff	SLT	SMART Work Overview presentation.	Presentation facilitated during 9-2-25 SIP day.	9-2-25
Establish and communicate ECRA proficiency goals in ELA.	Fall 2025	Certified & non-certified staff	SLT	SMART Work Overview presentation.	Presentation facilitated during 9-2-25 SIP day.	9-2-25
Implement MTSS suggestions for improvement, as discussed during MTSS steering committee meeting	August - May	Students	Classroom teachers and school-based MTSS team	TBD based on communication from MTSS steering committee.	Inital Survery for Staff	9/10
					Instructional coach seeking feedback to bring to MTSS steering committee	10/9
					Survey Results Presentation to share back to staff	10/22
Provide targeted support (professional development) for the implementation of identified instructional practices (e. g., Writing Revolution, Comprehension Playbook, Thinking Maps).	August - May	Students	Classroom teachers, literacy leader, and instructional coach	PDSA cycle documentation	Professional Development Training for staff	10/14
					Professional Development Training for staff	1/20
Increase the effective use of data to inform and support universal and targeted instruction.	August - May	Students	Classroom teachers and instructional coach	PDSA cycle documentation	PDSA facilitated by instructional coach	weekly/bi-weekly

Engage in ongoing PDSA cycle work and review.	August - May	Students	Classroom teachers and instructional coach	PDSA cycle documentation & PDSA Index	PDSA discussion during department time	Monthyly Wednesday After School Dept Meetings
Maintain commitment to effective PLC structures and processes.	August - May	Grade level content PLCs	Grade level content PLC members	Self-assessment data from PLC team hardware, software, and accountability rubrics.	Self-assessment and next steps training.	11/25

Jackson Goal: Student Learning - Math 2025-26						
Overarching Goal	Enhance instructional practices and learning experiences to ensure academic growth and achievement for all students in mathematics.					
	By the end of the 2025-2026 school year, 41% of Jackson students will meet or exceed grade level standards on IAR in math.					
	By the end of the 2025-2026 school year, 86% of Jackson students will meet or exceed their individual fall-to-spring ECRA MAP projections.					
Tasks/Action	Timeline	Target Group	Person(s) Responsible	Performance Indicator/ Evidence	Progress Updates	
					Description	Date
Establish and communicate math SMART indicators to all staff.	Fall 2025	Certified & non-certified staff	SLT	SMART Work Overview presentation.	Presentation facilitated during 9-2-25 SIP day.	9/2
Establish and communicate ECRA proficiency goals in math.	Fall 2025	Certified & non-certified staff	SLT	SMART Work Overview presentation.	Presentation facilitated during 9-2-25 SIP day.	9/2
Implement MTSS suggestions for improvement, as discussed during MTSS steering committee meeting	August - May	Students	Classroom teachers and school-based MTSS team	TBD based on communication from MTSS steering committee.	Inital Survery for Staff	9/10
					Instructional coach seeking feedback to bring to MTSS steering committee	10/9
					Survey Results Presentation to share back to staff	10/22
Provide targeted support (professional development) for the implementation of identified instructional practices (e. g., Building Thinking Classrooms in Mathematics, refined digital math tools).	August - May	Students	Classroom teachers, literacy leader, and instructional coach	PDSA cycle documentation	PD provided on Defined Learning to incorporate project based learning into the curriculum	10/14
					PD provided on Freckle & Zearn features to incorporate into the classroom	10/14
Increase the effective use of data to inform and support universal and targeted instruction.	August - May	Students	Classroom teachers and instructional coach	PDSA cycle documentation	PDSA cycles are being monitored with the instructional coach	weekly/bi-weekly
Engage in ongoing PDSA cycle work	August - May	Students	Classroom teachers and	PDSA cycle documentation & PDSA	PDSA discussion during department time	Monthyly Wednesday After School Dept Meetings

and review.	[illegible]	[illegible]	instructional coach	[illegible] Index		
Maintain commitment to effective PLC structures and processes.	August - May	Grade level content PLCs	Grade level content PLC members	Self-assessment data from PLC team hardware, software, and accountability rubrics.	Self-assessment and next steps training.	11/25

Jackson Goal: Health/Well-being 2025-26						
Overarching Goal	Foster a culture of health and well-being across the district by promoting wellness for all students, staff, and families.					
SMART Indicators	By the end of the 2025-2026 school year, the number of students who miss more than 10% of the school year will decrease by 3% from fall baseline. Implementation of identified Thrively components. (process indicator)					
Tasks/Action	Timeline	Target Group	Person(s) Responsible	Performance Indicator/ Evidence	Progress Updates	
					Description	Date
Establish and communicate student attendance goal.	9/2/2025 SIP DAY	Students missing 11% or more of the school year	MTSS SLT	High Absence Count Report/PowerSchool SIP Agenda	Staff Attendance Presentation	9/24/25
Collect baseline staff and student Thrively data including hope index and well-being index.	Staff = 9/2/25 Students = 10/3/25	All students and staff	Thrively = SLT	Thrively Assessment Data	Staff Thrively Presentation	9/2/25
					Staff Completed Thrively assessments	9/2/25
					Student Presentations: 6th 7th 8th	9/25/25
					Students complete Thrively Assessment	9/26/25
Collect baseline student attendance data and identify grade level students in need of support.	8/11/25	All students	MTSS	High Absence Count Report/PowerSchool	Identified students from PowerSchool Report	8/11/25
Provide support collectively and individually based on health/well-being goals, indicators, and tasks/actions. (Adopt-A-Student)	Adopt students starting 9/24/25	Students who missed 11% or more of the 2024-2025 school year.	MTSS Grade Level Teams	High Absence Count Report/PowerSchool Adopt-A-Student Doc	Teacher select students to adopt	9/24/25
					Update teams on monthly activity results	*dates on Adopt A Student Google Sheet*
		Student who			Ready-2-Roar Parent Letter	

Provide more intensive support for students not responding to Adopt-A-Student intervention (Ready - 2- Roar)	Q2-Q4	missed 11% or more of the current year (data reviewed quarterly) without extenuating circumstance	Related Service Providers	High Absence Count Report/PowerSchool Ready-2-Roar attendance docs		
Provide more intensive support for students not responding to Ready-2-Roar intervention (AIM Group)	Q3-Q4	Student who did not meet R2R goals during prior quarter	Related Service Providers	High Absence Count Report/PowerSchool	AIM Parent Letter	
					AIM Lessons	

Jackson Goal: Family and Community Engagement 2025-26						
Overarching Goal	Sustain and establish meaningful relationships with families and the community to promote collaboration, open communication, and a shared sense of belonging for all.					
SMART Indicators	By the end of the 2025-2026 school year, the number of students who miss more than 10% of the school year will decrease by 3% from fall baseline.					
	Implementation of identified ParentSquare components. (process indicator)					
Tasks/Action	Timeline	Target Group	Person(s) Responsible	Performance Indicator/ Evidence	Progress Updates	
					Description	Date
Establish and communicate family and community engagement goal.	9/2/2025 SIP DAY	Students missing 11% or more of the school year	MTSS SLT	High Absence Count Report/PowerSchool SIP Agenda	Staff Attendance Presentation	9/24/25
Collect baseline engagement data via ParentSquare.	Fall 2025	Families	SLT	Weekly Summary data tool.	Weekly emailed summary report	Weekly
Provide support for staff in the area of ParentSquare professional learning.	August - May	Staff	SLT	Agendas and supporting presentations/documents	Staff Presentation	9/2/25
Every student will receive one positive postcard home.	August - May	Students	Staff	Positive Postcards Home Log	Q1: 35% of students who have received Q2% of students who have received postcard Q3% of students who have received postcard	Monthly
Send communication home to families about the importance of attendance	Start of Q2	Families	SLT	ParentSquare COmmunication	Attendance Infographic	
Develop family engagement practices for each attendance group intervention level.	August - May	Families	MTSS/SLT	Practices outline documentation Parent Square R2R Communication to families 2x per quarter	Ready-2-Roar Parent Letter Q2 Communication Home Q3 Communication Home Q3 Communication Home AIM Parent Letter	
Team conferences with families where action plans for student support are developed in collaboration with students and families.	November 2025	Families	Staff	Student problem-solving documents.		

JEFFERSON
WILDCATS

We Are Jefferson

2025-2026 SCHOOL IMPROVEMENT PLAN

Overall Student Growth Goals:

- By the end of the 2025-2026 school year, **40%** of Jefferson students will meet or exceed grade-level standards on the Illinois Assessment of Readiness (IAR) in ELA and **80%** will meet or exceed their individual Fall-to-Spring ECRA MAP projections, demonstrating measurable academic growth.
- By the end of the 2025-2026 school year, **26%** of Jefferson students will meet or exceed grade-level standards on the Illinois Assessment of Readiness (IAR) in Math and **80%** will meet or exceed their individual Fall-to-Spring ECRA MAP projections, demonstrating measurable academic growth.
- By the end of the 2025–2026 school year, Jefferson Middle School will reduce its chronic absenteeism rate from **24% to 22%**, 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.

School Improvement Plan Summary:

At Jefferson Middle School, our school improvement efforts center around four key domains that shape the overall student experience: **Classroom Experience**, **Community Experience**, **Social Experience**, and **Everlasting Experience**. While we remain fully accountable to our identified student growth goals, we recognize that meaningful academic progress is closely tied to the quality of the identified experiences in which students are immersed at Jefferson. As such, we are committed to establishing clear goals and actionable steps within each of these four domains to support and enhance student success. By continuously improving these areas, we aim to create a well-rounded, supportive, and engaging school experience that helps all students reach their full potential.

We Are Jefferson

2025-2026 SCHOOL IMPROVEMENT PLAN

Domain: Class Experience

Goal Statement: Our school will increase student academic achievement by making the classroom experience the foundation for growth—strengthening core academic skills, cultivating a positive and engaging classroom culture, and promoting student ownership and responsibility in every learning environment.

Domain: Community Experience

Goal Statement: Strengthen the school community by enhancing student experiences through expanded extracurricular opportunities, fostering stronger relationships among students, staff, and families, and increasing meaningful parent and family involvement in school events and activities.

Domain: Social Experience

Goal Statement: Provide a safe, inclusive, and supportive school environment that fosters a strong sense of belonging and ensures both the mental and physical well-being of all students, while offering equitable opportunities for academic achievement and personal growth—empowering students to take ownership of their learning, behavior, and contributions to the school community.

Domain: Everlasting Experience

Goal Statement: Rooted in the vision of creating everlasting experiences, the school will cultivate a vibrant learning environment through dynamic student activities, immersive learning opportunities, and shared events that inspire joy, curiosity, and a lasting sense of hope and connection.

We Are Jefferson

2025-2026 SCHOOL IMPROVEMENT PLAN

Focus Area Summaries:

ACADEMIC SKILLS FOCUS: The academic skills focus includes targeted and universal interventions in revamped 6th and 7th-grade math blocks, and a review of block structures for enhanced support. In ELA, grades 6–8 will vertically align literature circles as well as a review of block scheduling to incorporate targeted interventions. **Classroom Experience, Community Experience,** and **Social Experience**

NEW TEACHER ONBOARDING: Jefferson Middle School aims to create a well-rounded onboarding process that helps new staff understand important values like fostering academic growth, social development, and community engagement through intentional teaching practices and supportive environments. Its purpose-driven approach is guided by our School Improvement Plan and social-emotional learning initiatives to ensure all students thrive and succeed. **Classroom Experience** and **Community Experience**

JEFFERSON JUMPSTART: Jefferson Jumpstart is a three-week launch to the school year designed for both teachers and students, prioritizing the development of classroom culture, routines, and relationships before regular Chromebook use begins. The launch highlights the importance of setting expectations, establishing rules, teaching RULER lessons, practicing transitions and procedures, and engaging in fun, community-building activities to lay a solid foundation for a successful year. This culminates with an all-school field day on the Friday before Labor Day. **Classroom Experience, Community Experience, Social Experience,** and **Everlasting Experience**

RAM REFINED: As part of our school improvement efforts, Jefferson Middle School is focusing on enhancing and refining the Responsive Advisory Model (RAM) to better support student connection, engagement, and school culture. This year, we are implementing changes that emphasize team building, with each advisory forming distinct team names with crests to build a stronger sense of identity and belonging. To foster ongoing engagement and fun, individual RAM's will participate in regular competitions and school-wide activities throughout the year. These efforts will be highlighted during quarterly assemblies that recognize achievements and promote community spirit. The year will culminate in our signature event, the ROAR Olympics, celebrating teamwork, participation, and the positive impact of RAM. Through these intentional enhancements, we aim to create a more connected, inclusive, and energized school environment. **Classroom Experience, Community Experience, Social Experience,** and **Everlasting Experience**

INSTRUCTIONAL FOCUS: For the upcoming school year, Jefferson Middle School's instructional focus will center on increasing student ownership and responsibility in the classroom. We believe that when students take greater ownership of their learning, they become more engaged, self-directed, and motivated to succeed. To support this shift, we will implement targeted coaching cycles and provide ongoing, building-based professional development for staff. These efforts will equip teachers with strategies to foster student agency, create more student-centered learning environments, and promote accountability across all content areas. This focus aligns with our broader goal of improving academic outcomes by empowering students to take an active role in their learning journey. **Classroom Experience, Community Experience,** and **Social Experience**

ATTENDANCE: Jefferson Middle School will implement a comprehensive attendance strategy by forming an Attendance Team to regularly review data and apply the 2025–2026 JE Attendance Protocols. Grade-level teams will monitor attendance trends and apply universal interventions to support regular attendance. The school will aim to ensure that each student misses no more than nine school days and arrives on time each day by promoting clear attendance expectations, initiating early interventions, and engaging families consistently. **Classroom Experience, Community Experience, Social Experience,** and **Everlasting Experience**

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2025-2026 SCHOOL IMPROVEMENT PLAN

Actionable Items to Meet Our Goals:

Action Steps	District: Area:	Timeline	Person(s) Responsible	Success Indicator	Associated Resources	Progress

Three Week Jumpstart	Health and Well-Being	August 13th - 29th	All Staff!
			
			Planned by: DiGiovanni, Kulovits, and Osterman
				Task Completion List
				
				Hope Index Growth from Fall - Spring
					• Three Week Plans
					• Calendar
					• Post Data
					  ○ Staff Survey
					  ○ Student Survey
					• Revised plans
						☐ Not Evident
						☐ Emerging
						☑ ~~Met~~

RAM Refined/ROAR	Health and Well-Being	August - May	All Staff! Planned by: Clow, Fugarino, Lopez	Task Completion List Initial Data Being Collected - Hope Index Growth from Fall - Spring	• Team Building Activities • RAM Crest • Student Feedback • Teacher Feedback • Badges • RAM Library being built • Charter Champions	☐ Not Evident ☑ ~~Emerging~~ ☐ Met
New Teacher Onboarding Program	Student Learning	August - May	Riley	Task Completion List Post-Survey	• Slides ○ Initial onboarding • Group Meetings • Differentiated coaching cycle	☐ Not Evident ☑ ~~Emerging~~ ☐ Met

					• We need to consider time and availability?	
ELA: Increase the use of data to inform instruction and support universal and targeted interventions.	Student Learning: ELA	August - May	Bulfer, Sciullo, Osterman, and ALL ELA Teachers	• Use a data review meeting schedule and follow with fidelity.	• JE MTSS Meeting Schedule • Meeting Minutes • JE Data Dashboard • Steering Committee • Need to increase individual and team conversations around ELA data • Q2 Interventions were supported by the review of data.	☐ **Not Evident** ☑ ~~**Emerging**~~ ☐ **Met**
ELA: Implement a 6-8 vertically aligned fall and spring semester literature circle activity	Student Learning: ELA	August - May	All ELA Teachers! Planned by: Anderson, Sciullo, Pakeltis	Task Completion List MAP Data IAR Data	• Link Vertically Aligned Literature Circle Unit Plans • Reflection Protocol Needed	☐ **Not Evident** ☑ ~~**Emerging**~~ ☐ **Met**

to increase engagement and individual student reading culture						
6th and 7th grade math teachers meet to discuss Roll-out of new math block	Student Learning: Math	Aug 11, 2…	Ulczak, Rezner, Fugman, Koppe, Kocimski	• First 2-3 weeks plan for roll out. • Create a universal template for WIN planning.	• Introduce/revisit structure/vision /data • Create a plan to roll out with students and train them on procedures • Introduce template for WIN planning • Add to PLC agenda for Monday/Friday • Begin adding activities for first module • Groups have been selected in Math Blocks • WIN Time has started. • Bring 6th and 7th together to share approaches, provide feedback on	☐ **Not Evident** ☐ **Emerging** ☑ ~~**Met**~~

					direction.	
Increase the use of data to inform instruction and support universal and targeted interventions.	Student Learning: Math	August - May	Bulfer, Sciullo, Osterman, and ALL MATH Teachers	• Use a data review meeting schedule and follow with fidelity.	• JE MTSS Meeting Schedule • Create a document to Include data review meeting schedule and minutes	☐ **Not Evident** ☑ ~~**Emerging**~~ ☐ **Met**
Math Block Improvement	Student Learning: Math	August - May	All Math Teachers! Planned by: Riley, Stanek-Kurek, Ulczak	MAP Data IAR Data	• New 6/7 Math Block Break Down Document (with linked student MAP data)	☐ **Not Evident** ☑ ~~**Emerging**~~ ☐ **Met**
Utilize an	Health and	August - May	Attendance	Dropping the 25-26	JE Attendance	☐ **Not**

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Attendance Protocol to assist in data review and implementation of universal, targeted, and intensive interventions.	Well-Being		Team: Bulfer, Clow, Osterman, Avila, Duffy, School Nurse	Chronic Absenteeism Rate by 2% from 24% - 22%	Protocol Meeting every 21 days and identifying and marking appropriative supports for individual students Communicating and sharing Tier 1 expectations, resources, and support protocols	**Evident** ☑ ~~Emerging~~ ☐ **Met**
Increase parent communication around building and individual attendance goals through the Wildcat Weekly and individual attendance reports each quarter.	Family and Community Engagement	August - May	Attendance Team: Bulfer, Clow, Osterman, Avila, Duffy, School Nurse	Dropping the 25-26 Chronic Absenteeism Rate by 2% from 24% -22%	**Wildcat Weekly - Sharing expectations, goals, and monthly percentages.** **PowerSchool Reporting** **Targeted and Intensive (individual and groups)** **Monthly Team Newsletters**	☐ **Not Evident** ☑ ~~Emerging~~ ☐ **Met**

Create baseline data around parent engagement: Weekly Newsletter Views, P/T Conference Attendance, and Multicultural Night Attendance	Family and Community Engagement	August - May	Bulfer	• Monitor Weekly Newsletter Reviews • P/T Conference Attendance • Multicultural Night Attendance	**Needs additional support**	☑ ~~Not Evident~~ ☐ Emerging ☐ Met
As a staff, we will focus on Increasing Student Ownership and Responsibility through	Student Learning	This will be used at initial 25-26 onboarding and professional development. Teachers will	Bulfer and Clow	• Feedback from staff. • All staff choosing a focus by 9/3	JE Professional Development Menu • **Increasing Student Ownership and Responsibility**	☐ Not Evident ☑ ~~Emerging~~ ☐ Met

professional development.		review and select their focus from this menu.				
Each teacher will engage with the instructional coach for Coaching Cycle #1	Student Learning	Sept - December	Bulfer and Riley	• Teacher semester reflections • Teacher successful completion of cycles • Observable increase in student ownership and responsibility	• Instructional Coach observation feedback forms. • Coaching Cycle Forms for Teachers	☐ **Not Evident** ☑ ~~**Emerging**~~ ☐ **Met**
Each teacher will engage with the instructional coach for Coaching Cycle #2	Student Learning	January - May	Bulfer and Riley	• Teacher semester reflections • Teacher successful completion of cycles • Observable increase in student ownership and responsibility	☐ Instructional Coach observation feedback forms. ☐ Coaching Cycle Forms for teachers	☐ **Not Evident** ☐ **Emerging** ☐ **Met**