

To: Board of Education
From: Strategic Plan Goal Champions
Date: June 3, 2026

Goal One: Student Growth and Achievement

Standards-Based Grading and Reporting Progress:

- Developed a clear report card template designed for easy interpretation by students and families.
- Planned the rollout of a new digital reporting tool to track student progress efficiently.
- Math Framework: Finalized a comprehensive K–5 Mathematics scope and sequence to ensure direct alignment with reported standards.

Implementation Timeline:

- 2025–2026: K–5 students will receive standards-based report card markings in Mathematics and Science.
- 2026–2027: English Language Arts and Social Studies will transition to standards-based reporting.

Family Communication:

- Families will be supported through ongoing education efforts on the new K–5 report card and PowerSchool tools for middle school.

Advanced Learning

- *Improved Qualification Process:* For qualification to advanced programming, we have moved to a more comprehensive Student Profile model. This includes the use of Plus Indicators (qualitative data on unique thinking and problem-solving) and to ensure students who are near qualification thresholds receive the most appropriate level of challenge.
- *Enhanced Family Communication and Transparency:* We have formalized a new communication timeline for the 2026–2027 school year. This includes:
 - Direct parent notifications via PowerSchool in early June
 - Detailed explanations of programming and the qualification process on the district website
 - The addition of a Parent Information meeting to explain the components of advanced programming at all levels and answer any questions from students' families.

English Language Arts

We have completed our second year of implementing Amplify CKLA (Core Knowledge Language Arts).

- NWEA MAP results indicate that reading achievement remains high. Spring 2026 percentiles range from the 71st (Grade 5) to the 78th (Grade 2), maintaining consistency with last year's performance (SY25 CKLA range: 69th percentile in 3rd - 81st percentile in 2nd).
- This spring, K–5 teachers thoroughly "unpacked" the CKLA curriculum to ensure every lesson and resource is directly mapped to our ELA priority standards.
- We are currently aligning our ELA Enrichment Programming with the CKLA framework. This ensures that advanced learners engage with a cohesive set of standards that deepen, rather than deviate from, the core curriculum.
- We will continue to track CKLA implementation and student data to refine instruction and ensure ongoing growth for all learners.

Mathematics

Mathematics achievement and growth also show continued strength:

- Spring 2026 Achievement Percentiles: Range from the 69th to 91st percentile.
 - For comparison, the Spring 2025 Achievement Percentile range was higher (from the 76th percentile in Grade 7 to the 93rd percentile in Grade 4).
- We anticipate reviewing how these MAP results align with student performance on the Illinois Assessment of Readiness (IAR) once scores are released.

Illinois Assessment of Readiness (IAR)

- The Illinois State Board of Education is currently reviewing students' spring assessments. We will analyze student performance once our district's scores are released.

Goal Two: Learning Environment and Culture

The 2025-26 school year saw both the introduction of the Elementary Intervention and Support Coordinator (ISC) and increased synthesis of social-emotional supports and structures at Hauser Junior High. The district leadership team identified a priority goal for the year related to implementation of our Multi-Tiered System of Supports (MTSS) for students who are working on developing their social-emotional and emotional regulation skills. This goal area was a key area of focus for the added ISC.

Elementary social workers shared student screening, behavior referral, and nurse office visit data during building-level data review days to identify classrooms and groups of students that could benefit from additional Tier 2 intervention supports. These supports included additional lessons on conflict resolution, targeted skill-building in managing disappointment or frustration, and small groups focused on self-regulation or peer relationships.

At our junior high, the Building Leadership Team (BLT) completed an inventory of current SEL/behavioral practices and began offering suggestions for enhancing existing class structures to provide more specific instruction in conflict resolution and emotion management. Several teachers piloted the Character Strong curriculum, and the BLT members have been working to incorporate that curriculum into encore classes next year. The Hauser Principal and Assistant Principal presented to the Board of Education in March to bring clarity to questions about processes related to social-emotional concerns and adult response to social conflicts and/or negative behavior in the Hauser community.

Additionally, staff across the district continued to build consistency with behavioral response and tracking of concerns or incidents within our Educator Handbook system, to allow for more strategic deployment of resources and intervention. A refinement in the coding and use of Educator Handbook has resulted in better methods for tracking student behavioral challenges across all 5 schools.

Work in the summer of 2025 by our district social work and leadership team established common language and response across district buildings so that students could have consistent responses between elementary and junior high.

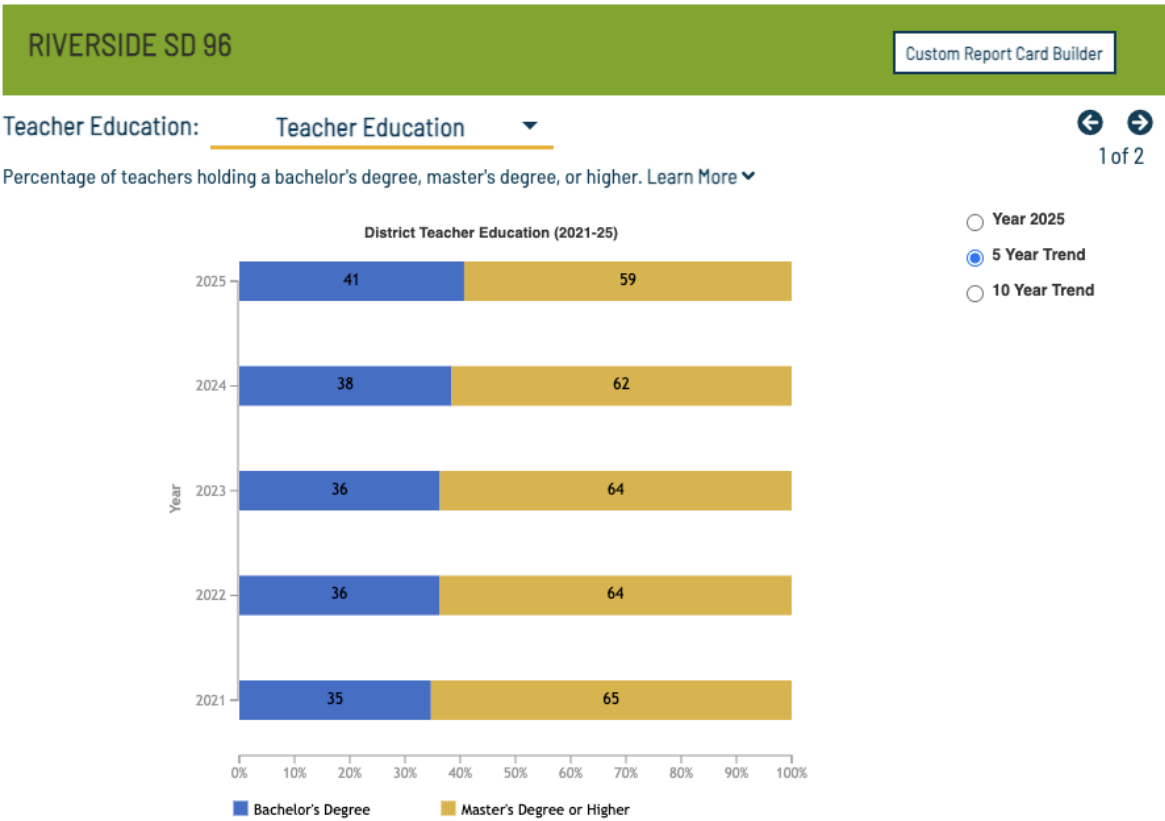
PASS/Renaissance student screeners were completed twice this school year, and results continue to indicate that our students are within the expected to high average range in terms of their attitudes toward self and school. Our district mental health staff will engage in some work this summer to select an alternate screening tool that may provide additional useful information to our staff as we continue to support student social and emotional skill development and mental health.

Our District Leadership Team and our district staff continued to support consistent school attendance for all students. Building leaders committed to consistent communication with parents highlighting the importance of student attendance, and our teachers and building staff focused on reminding students of the value they bring to classroom communities and reminding them that the class misses them when they are not there. District and building initiatives continue to look for ways to foster a sense of belonging for each student. Average daily attendance and chronic absenteeism will be reported at the June BOE meeting.

Finally, we continue to demonstrate a strong commitment to the Responsive Classroom model of classroom structures and community building. Fourteen staff members have applied to participate in Responsive Classroom training this summer. As a district, we are committed to the principles of classroom community and student ownership over their own classroom and learning, which are embedded in the Responsive Classroom model.

Goal Three: High Quality Staff

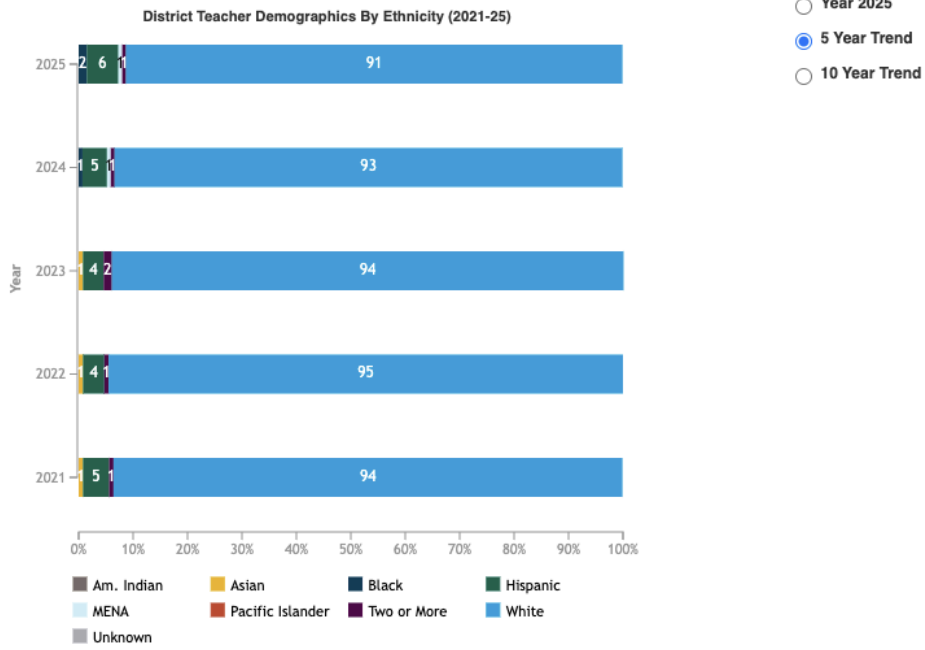
The district's percentage of teachers holding a master's degree or higher, as reported on the Illinois State Board of Education (ISBE) Report Card is 59.3%. This represents a reduction in the number of District 96 staff who hold a Masters Degree. The chart below is an excerpt from the Illinois State Report Card Fall 2025 (SY 2024-2025)

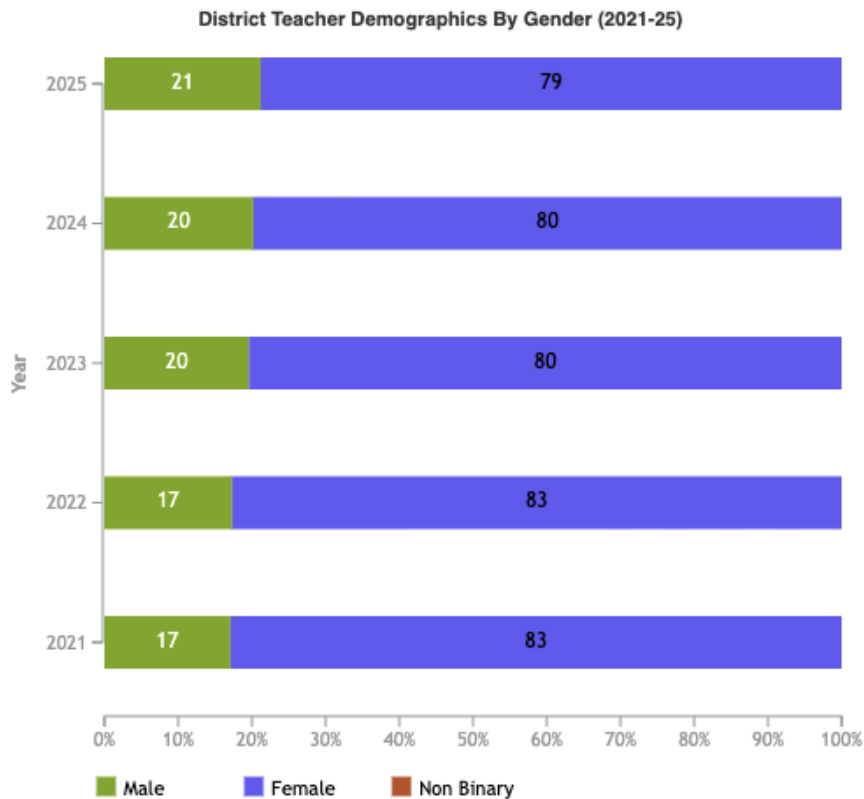


This excerpt from the Illinois State Report Card indicates the district's ongoing commitment to a diverse workforce.

Total Teachers: Demographics

The chart displays the demographics for teachers in this district. The numeral within the circle is the total number of teachers (FTE). Learn More





To enhance consistency and structure in its interview process, the district refined its hiring practices for certified and administrative roles. A key element of this improvement is the incorporation of rubrics, which will help maintain objectivity and fairness in evaluations by reducing bias and subjectivity. This process was utilized for the recent administrative positions.

For district-provided professional development sessions, we track participant satisfaction using two key rating items. Participants are asked to rate their agreement on a scale, and we focus on the combined percentage of "Strongly Agree" and "Agree" responses.

Here's how the feedback for certified employees has trended:

- Impact on Social and Emotional Growth:** During the 2025-2026 school year, 76% of survey respondents indicated that the professional learning provided would enhance their own or students' social-emotional growth. This aggregate of professional development provided in the district is also potentially indicative of the topics discussed or presented in specific professional development workshops and sessions. During the August 2025 Institute Day, 83% of participants indicated that the Institute Day session focused on

belonging and connectedness, with facilitator Rachael Mahmook supporting social-emotional growth and learning.

- **Impact on Professional Growth and Content Knowledge/Skills:** 83.4% of participants felt the professional development would impact their professional growth or student growth in content knowledge or skills. This represents a significant increase from the prior school year.

While these year-over-year changes can vary by topic and overall professional learning needs, overall satisfaction with our professional development remains high. We are committed to continuous improvement and will strive to provide even more impactful opportunities in the upcoming school year.

For the 2025-2026 school year, the district launched the employee satisfaction survey. This survey was developed by EAB (formerly the Education Advisory Board), a consulting firm known for its expertise in driving transformative change in educational institutions. EAB offers insight-driven solutions across six key areas: enrollment, student success, data and analytics, institutional strategy, access and equity, and advancement.

School Name	Spring 2026 Participation
Total District	168 (-1)
Ames	41 (-2)
Blythe Park	21 (-3)
Central Elementary School	37 (even)
Hollywood Elementary School	18 (even)
Hauser Junior High School	51(+3)
District 96 Administration Center	0 (same)

	Spring 2025	Fall 2025	Winter 2026	Spring 2026 (Current)	Notes
District Participation	151	207	169	168	Participation is even since the winter survey.
District Overall Score	3.52	N/A	3.70	3.67	Your overall district score is roughly the same as in the winter, but still higher than spring.
Highest Disagreement Area	Time and Resources (24%)	Recognition and Value (23%)	Recognition and Value (20%)	Recognition and Value (19%)	Recognition and Value continues to be the highest area of priority to address.
Highest Disagreement Question in General	I am treated fairly by my colleagues (48%)	Teachers are recognized for excellent work by district administrators (29%)	I see a path for professional advancement in my district (30% disagreement)	I see a path for professional advancement in my district (28% disagreement)	Professional advancement continues to be the highest priority question overall
Highest Disagreement in Priority Disagreement Area	Most days, I have a manageable workload (39% - Time and Resources)	Same as above	Teachers are recognized for excellent work by district leadership(27%)		Recognition that is timely and specific tends to move the needle on recognition.

Areas of Strength	Recognition and value is the best overall area.	Personal safety and belonging is the best overall area.	Personal safety and belonging (94% agreement), Leadership Trust and Values Alignment (88% agreement)	Personal safety and belonging (94%) and Leadership Trust and Values (91%)	Great work here!
“District leadership has communicated clear actions they will take in response to previous teacher survey results.”	~45% disagreed, 22% neutral, 32% agreed	Omitted	~38% disagreed		This is a strong improvement from previous years.

For the 2024-2025 school year, District 96 introduced a new Key Performance Indicator (KPI) focused on staffing: "District 96 will implement a responsive, data-driven staffing model that addresses the evolving needs of our student population."

To better meet student needs for the upcoming 2025-2026 school year, District 96 is added the following positions:

- 1 Elementary Intervention & Support Coordinator (administrative)
- 1 additional Bilingual EL Teacher
- 1 additional Instructional Coach
- 1 additional Resource Teacher
- 1 additional Elementary Physical Education Teacher

For the 2026-2027 School Year an additional middle school math teacher will be added

- 1 additional middle school math teacher

The 2025-2026 school year marked significant changes in personnel. This was due to a few anticipated retirements and the resignations of the Director of Finance and Operations and the Director of Teaching and Learning. The following personnel changes are noted here:

- New Human Resource Specialist
- New Director of Facilities and Maintenance (replacing previous Director of Buildings and Grounds)
- New Director of Finance and Operations
- New Director of Teaching and Learning
- New Principal Ames School
- New Principal Blythe Park School

Goal Four: Family and Community Partnerships

The overarching goal of this action team identified as continuing to build trust, capacity, and confidence through robust family and community engagement, resulted in a year of continuous growth and improvement of processes that support strong family engagement. Family engagement and the development of an inclusive community are key components of the current strategic plan and will continue to be areas of focus in the new strategic plan.

The Family and Community Partnerships Action Team convened 5 times during the 2025-2026 school year.

Key Progress Highlights:

- **Enhanced Communication Platforms:** Regular updates and enhanced use of the district website. The district has continued to enhance our social media presence as a way of connecting to families, staff, students and the community at large.
- **Engaging Family Learning Events:** We successfully hosted the fourth annual district-wide Family Learning Night, a dedicated math learning event that brought families together.
- **Continued One Book One School** at all 4 elementary schools
- **Celebrated Cultural Heritage events** at all 4 elementary schools
- **Hosted a Parent Information Night** facilitated by Dr. Doug Bolton on raising resilient children.
- **Strategic Survey Planning:** 452 respondents provided feedback about the district. This information will be utilized to develop future goals and direction.
- **Continued to provide Board liaison to Parent Leadership Team and Family and Community Partnerships Action Team.**

Goal Five: Stewardship of Resources

- The district maintained an annual School District Financial Profile rating of **Financial Recognition (4.0)** for Fiscal Year 2025, as calculated and shared in the most recent audit presentation.
- The FY26 Budget will be presented for discussion at the June Board of Education meeting; overall, the discretionary spending increases (aside from salaries and benefits) remained **below the Consumer Price Index**.
- Scheduled facility maintenance, repairs, and improvement projects have been completed on time and **within the original Board-approved budget**.
- **Summer 2026 Improvement Projects include the following:**
 - **Masonry work Hauser**
 - **Window project Hauser**

- **New boiler system Central/Hauser**
- **New playground Blythe Park school (in cooperation with the Village of Riverside)**
- Thorough will begin **June 1** throughout the district, which will work around activities such as **Summer School**.
- A preliminary **FY27 Budget** will be presented to **the Finance Committee on June 25**.
- Response times have been improved, now averaging less than **24 hours for B&G** work orders through Freshdesk and less than **8 hours for Technology** work orders.
- District-wide technology updates for the 26-27 school year
 - YouTube will be blocked on all student devices (staff members will be able to access educational video materials)
 - Securly Home will be available for all families in the district
 - All student passwords will be reset for the start of the new school year