

SCHOOL IMPROVEMENT PLANNING 2026-2027

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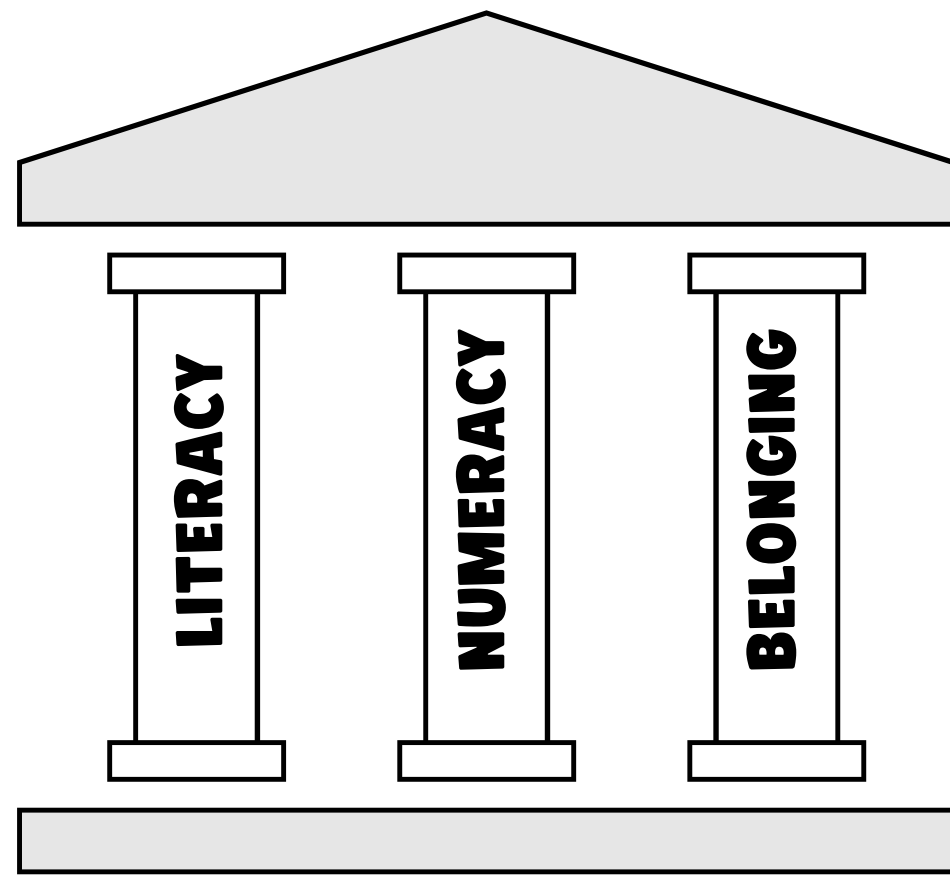
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EAST AURORA
SCHOOL DISTRICT 131

SIP MATTERS:

CONNECTING PLANS TO STUDENT OUTCOMES



- The why: School Improvement Plans exist to drive measurable gains in student achievement
- Three focus areas anchor every plan: Literacy, Numeracy, and Culture of Belonging
- Outcomes are everyone's responsibility: the plan only moves student results when every staff member, not just administrators or coaches, owns a piece of it

Priority Teaching Practices

Visible Learning Practice

+

Skill Students Will Display

=

Staff Focus This Year

COWHERD MIDDLE SCHOOL

Cowherd Middle School staff will use class discussion routines in order to strengthen students' ability to articulate ideas, support claims with evidence, and engage in meaningful academic discourse.

(Student Friendly: Cowherd Middle School staff will provide students with regular opportunities to discuss, collaborate, and share their thinking with peers in order to strengthen communication skills, critical thinking, and the ability to support ideas with evidence.)

Parent & Family Engagement

Parent Involvement: Develop a tiered outreach process for families of students with multiple discipline referrals to conduct problem solving conferences, behavior intervention plans that include family input, and connect families with community resources.	Aug – Sept	Monthly
Parent Involvement: Establish family partnership focused on supporting the building's attendance, behavior, course performance and safety goals with sessions in the morning and early evening to promote accessibility.	Sept – May	Monthly Partnership in Action meetings

TEMPLATE
UPDATES:

WHAT IS NEW THIS
YEAR?



GROUNDING IN EVIDENCE: HATTIE'S VISIBLE LEARNING & HIGH-IMPACT PRACTICES

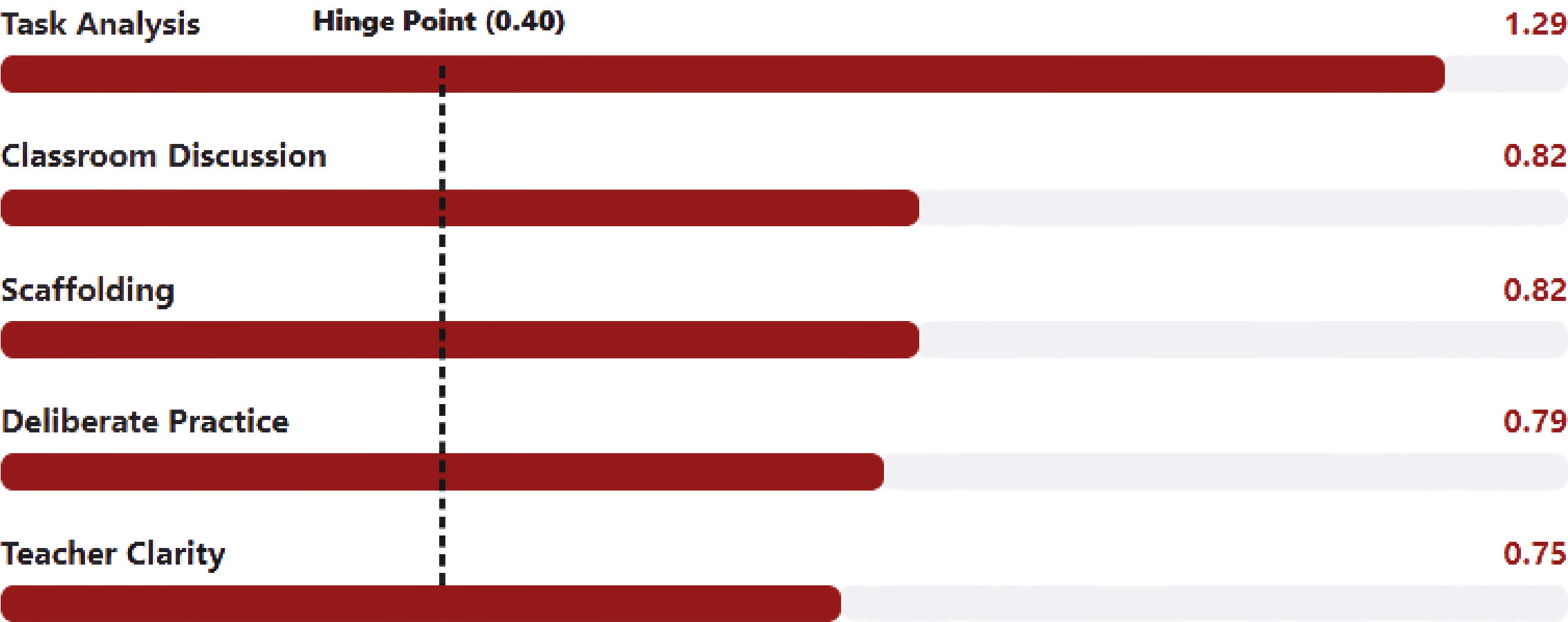
EFFECT SIZE

A statistical measure of how much a strategy accelerates student learning, expressed in standard deviations of growth.

HINGE POINT: 0.40

The threshold representing a typical year's growth. Strategies above 0.40 accelerate learning beyond what a year of schooling would normally produce.

Sample Practices & Effect Size



Why we went this direction:

- Anchors building-level PTP selections in research evidence rather than preference alone
- Creates a shared, district-wide language for talking about instructional impact
- Directs limited PD time and resources toward practices proven to move the needle

ALIGNMENT TO INSTRUCTIONAL OUTCOMES:

Priority Teaching Practices by Building

■ Discussion-Based ■ Direct Instruction / Deliberate Practice ■ Teacher Clarity & Feedback ■ Frameworks & Strategies

ELEMENTARY

Allen Elementary School
Deliberate Practice

Bardwell Elementary School
Student-Centered Discussions

Beaupre Elementary School
Teacher Clarity & Feedback

Benavides STEAM Academy
Clarify-Evaluate-Respond (CER) Framework

Brady Elementary School
Structured Academic Discussions

Dieterich Elementary School
Structured Academic Discussions

Gates Elementary School
Scaffolding Strategies

Hermes Elementary School
Structured Academic Discussions & Writing Protocols

Johnson Elementary School
Student-Led Questioning, Discussion, and Reflection

Krug Elementary School
Purposeful Questioning, Structured Discussion, and Timely Feedback

O'Donnell Elementary School
Small Group Instruction

Oak Park Elementary School
Structured Academic Discussions

Rollins Elementary School
Structured Academic Discussions

EARLY LEARNING

Early Childhood Center
Direct Instruction (Literacy) & Deliberate Practice (Numeracy)

Gonzalez Child Center
Deliberate Practice (Literacy) & Direct Instruction (Numeracy)

MIDDLE SCHOOL

Cowherd Middle School
Class Discussion Routines

Fred Rogers Magnet Academy
Cognitive Task Analysis

Simmons Middle School
Cognitive Task Analysis

Waldo Middle School
Cognitive Task Analysis

ALTERNATIVE / HIGH SCHOOL

East Aurora Extension
Structured Intervention Approach

East Aurora High School
Discussion Strategies

PROFESSIONAL DEVELOPMENT

Scope of Work: Level 1- Focus

- Unpack the "why" behind school improvement planning
- Reflect on SY25–26 plans using data tools and protocols
- Review academic and culture dashboards for strengths/growth areas
- Prioritize high-impact numeracy, literacy, and belonging practices
- Develop strong actions with a CWD and EL focus
- Identify next steps and site-specific action items
- Commit to accountability for sustained progress

Scope of Work: Level 2- Follow Through

- Site-based workshop to advance Level 1 SIP implementation
- Work through prioritized to-do lists
- Refine action steps and progress monitoring details
- Identify PD needs and define scope of work
- Build strategies to communicate the plan during August
- Foster staff commitment and collective ownership
- Solidify next steps and commitments for implementation



EAST AURORA SCHOOL DISTRICT 131
2026-2027 SCHOOL IMPROVEMENT PLANNING



Principals, building administrators, and School Improvement Team (SIP) members (with a maximum team size of 8) are to sign up and participate in the upcoming SIP professional development sessions.

This summer SIP series is directly aligned to school improvement planning and implementation. School teams will attend sessions together to maximize collaboration & alignment. Each SIP team member and building administrators are expected to complete both levels: Level 1 Focus & Level 2 Follow-Through. These sessions will span two total days.

Non-administrator SIP members will be compensated for their time. Your commitment to this work is essential in laying a strong foundation for effective school improvement planning in the year ahead.



Pick 1 Date From SIP Level 1

Level 1: Focus
Monday, June 1st 2026
Wednesday, June 3rd 2026
Friday, June 5th 2026

Pick 1 Date From SIP Level 2

Level 2: Follow-Through
Workshop Day: 1 full day (5 hours)
OR
(2) Workshop half days: 2 half days (2.5 hours each)
Complete plans due by 6/30/2026

COACHING & FEEDBACK STRUCTURES FOR BUILDING LEADERS

Summer 2026

- **Feedback and support provided to all schools**

2026 - 2027 School Year

- **Check-Ins with Executive Directors**
- **Four 45-day monitoring cycles**
 - **School Leadership Teams**
 - **Data protocols**



INCLUSIVE PLANNING: ALIGNING SIP TO THE NEEDS OF CWD & EL

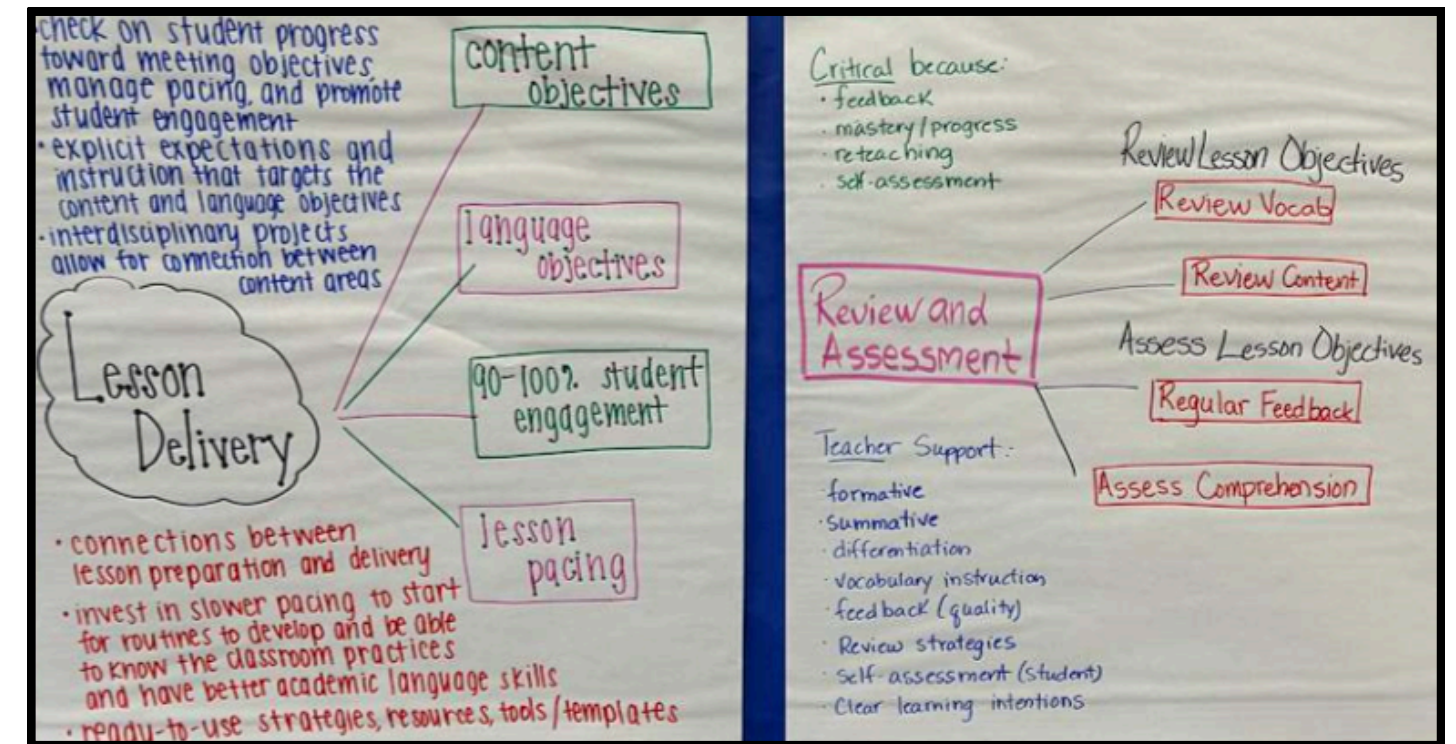
- Equity anchors this work
- Urgency of Need
- Strong Instructional and Belonging Centered Actions
- Interdepartmental Collaboration:

LANGUAGE ACQUISITION

Partnered to bring **SIOP training** to middle school and East Aurora Extension administrators and instructional coaches, building shared capacity to support EL students at the secondary level.

STUDENT SERVICES

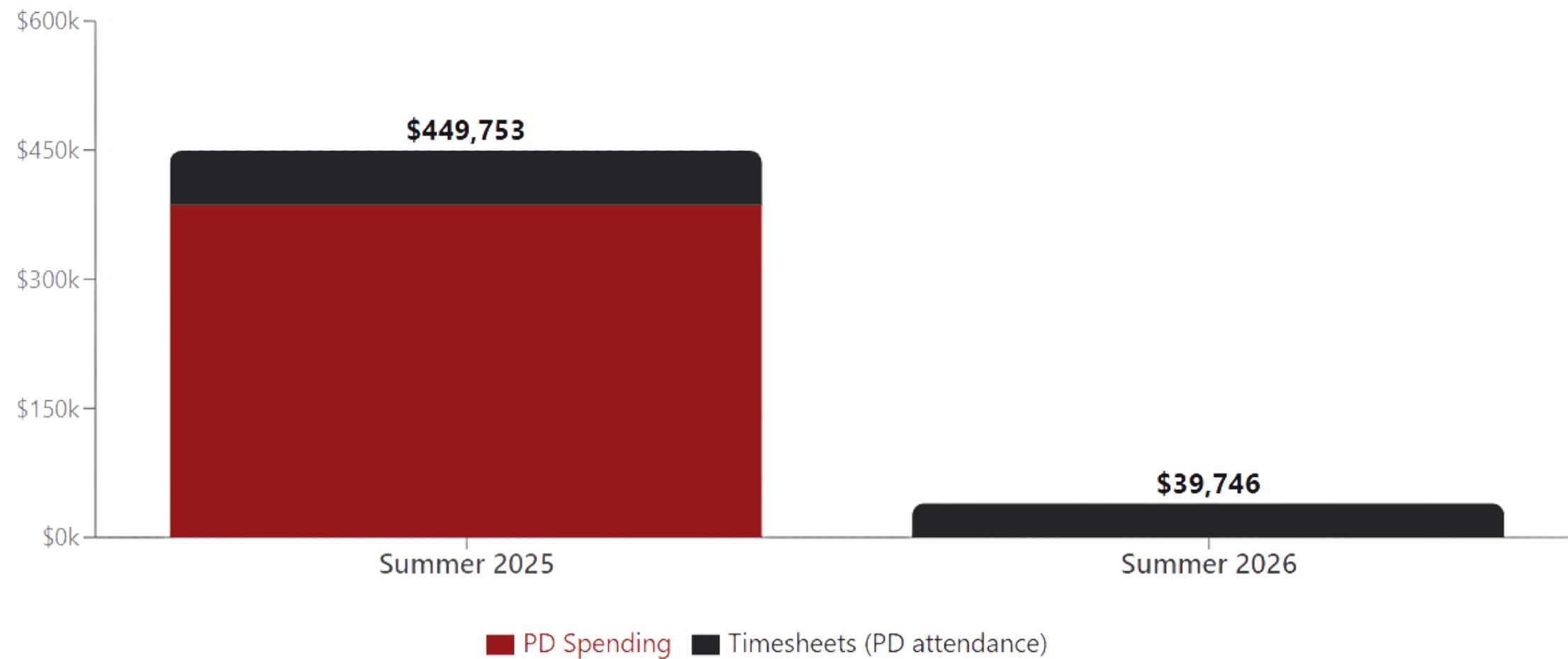
Partnered to bring the **SLD Project** to meet with every principal of a school in status, providing feedback and thought partnership on instructional actions that align with each school's SIP to support children with disabilities.



COST DIFFERENTIAL

Summer SIP Series: Cost Comparison

Summer 2025 vs. Summer 2026



SUMMER 2025 TOTAL

\$449,752.73

SUMMER 2026 TOTAL

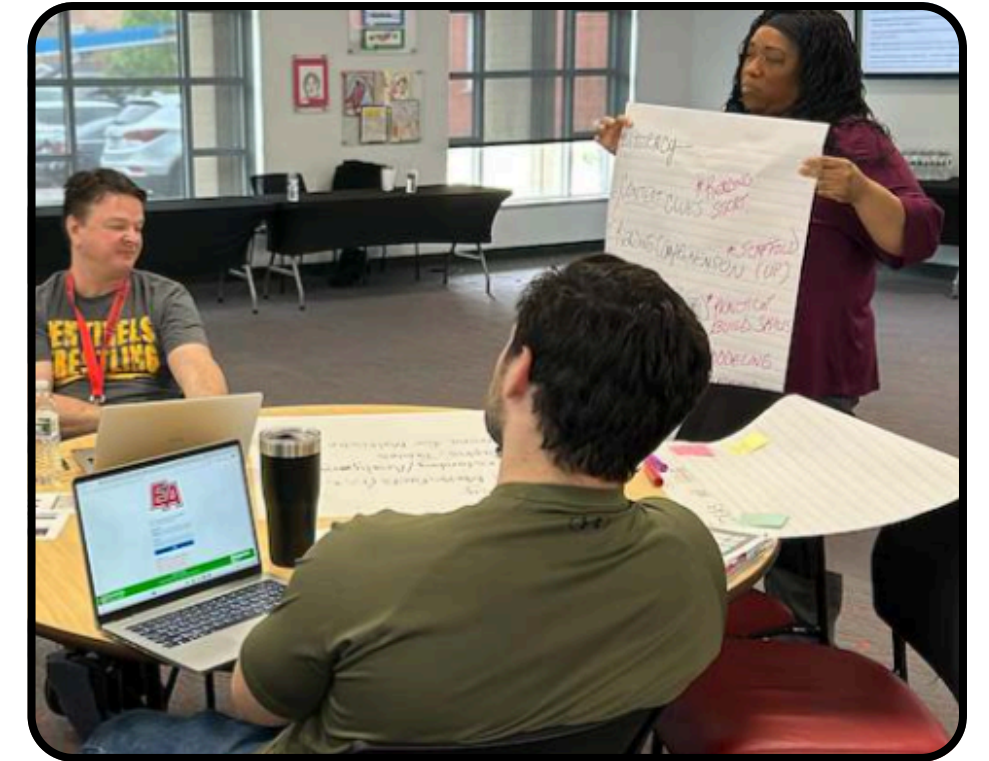
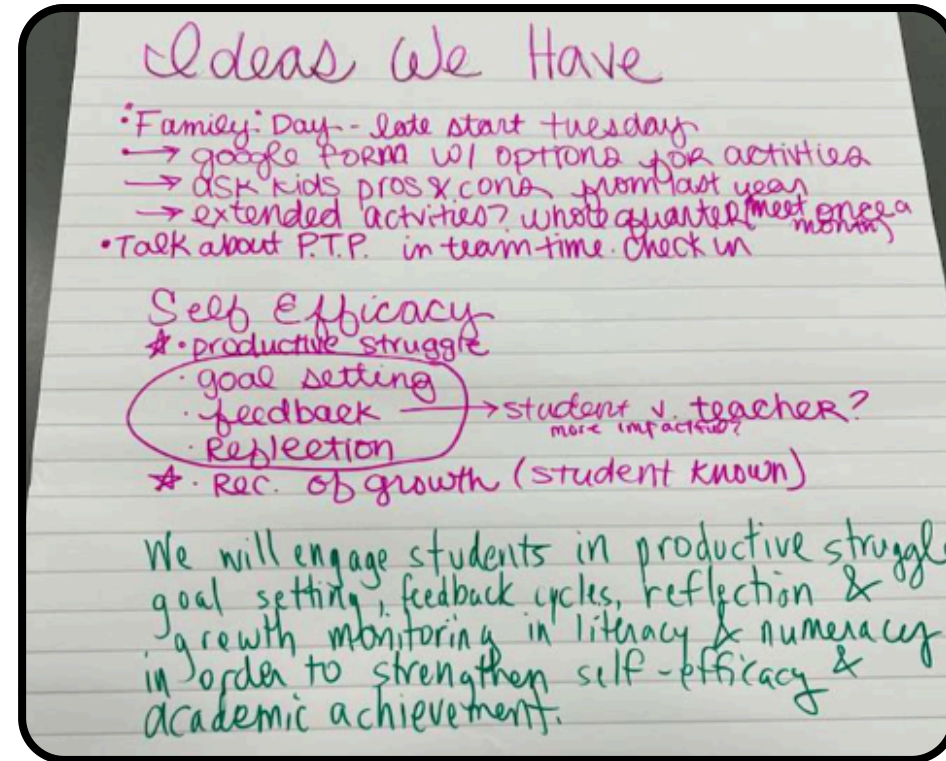
\$39,746.00

TOTAL SAVINGS

\$410,006.73

(91.2% reduction)

SUCCESS METRICS



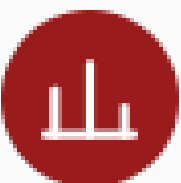
Instructional Focus Commitment

Building-wide commitment to each site's Priority Teaching Practice.



Learning Visits

A robust learning visit plan, using classroom walkthrough data to coach school leaders on strengths and growth areas.



Data Monitoring

Ongoing progress checks against benchmarks and SIP goals.



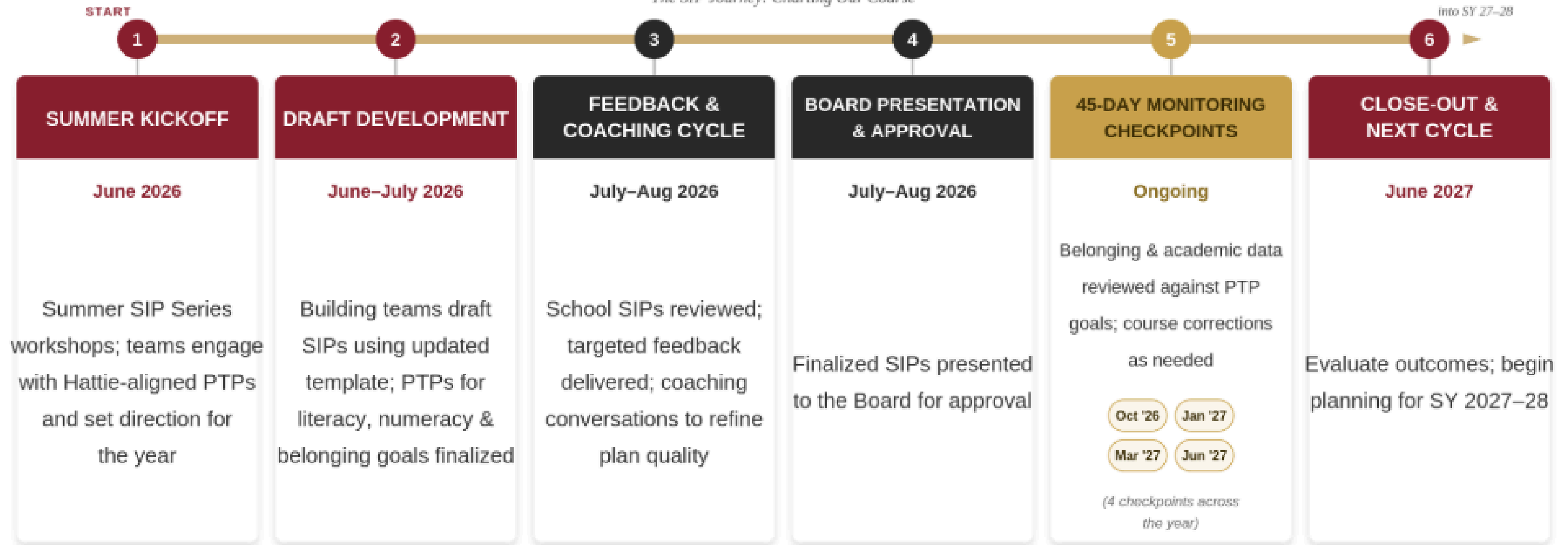
Family & Belonging

Increased family involvement, tracked through a quantifiable measure of belonging.

TIMELINE & KEY MILESTONES FOR 26-27

SY 2026-27

The SIP Journey: Charting Our Course



Planning & Development



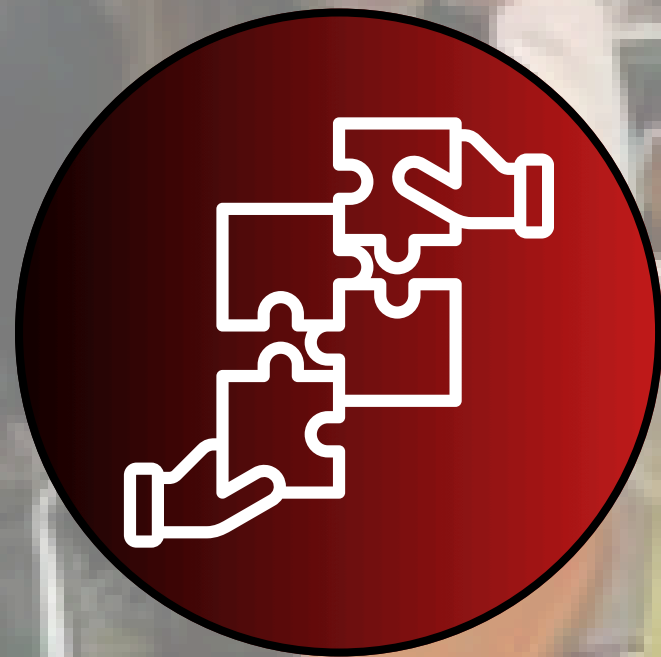
Review & Board Approval



Monitoring & Data Review

ONGOING THROUGHOUT THE YEAR

Monthly principal check-ins • Monthly BOE Curriculum Committee updates from school leadership teams



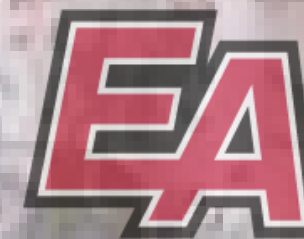
THANK YOU.



QUESTIONS?



FEEDBACK.



EAST AURORA
SCHOOL DISTRICT 131