

2026-2029

Strategic Plan



From the Superintendent

Determining the vision of a school district provides a sense of purpose and direction, allowing for a common path to success. The strategic planning process provides an opportunity to define the long-term goals that guide organizational growth and to establish a vision and path for the future.

For the 2025-29 plan, we prioritized our work through a **community-centered process** in order to share a collective vision for the future of Evergreen Park School District 124. One of my favorite quotes describes a leader in the following way: *“A leader has the vision and conviction that a dream can be achieved. He inspires the power and energy to get it done with a collective voice.”*

What we have learned from our first strategic plan is that **a plan is only as good as its action**. As a result, we will continue to build upon our strong foundation by **prioritizing the voices of our community and stakeholders** in every phase of implementation. This commitment allows our plan to remain a living, evolving framework—one that reflects our collective goals and leads to meaningful outcomes for students, families, and staff.

Our current plan will be built upon **three foundational pillars: Curriculum and Instruction, Student Support Services, and Culture**. Throughout the plan—and based on stakeholder feedback—**communication** and **equity** will serve as the plate upon which everything we do as a district rests. These guiding principles will ensure that every decision, initiative, and outcome reflects our shared commitment to student success and community partnership.

Together, we will continue to build on the strengths of Evergreen Park School District 124 and create a future where every child is known, valued, and inspired to thrive.

Your Partner in Education



Dr. Jenna Woodland
Superintendent



Evergreen Park School District 124

Strategic Planning Pillars



Thank You to All of the Strategic Planning Committee
Members for your Participation!

Community Members	D124 Board of Education	D124 Staff Members
Monika Okitipi Tammy Bobel Monique Ranuro Erica Duke-Mitchell Lauren Hall Michelle Bryant Smith Tiavian Franco Antoniya Reed Nilda Ramirez George Peso Colleen Klimczak Frank Murray Tom O'Malley	Michael Aumiller Denise Jones Rachel Marroquin David Sheppard Dr. Michael Thomas Lauren Dowden Oneal Gray	Jane Ramazinski Katie Ricca Theoharopoulos Emily Miller Mary Zofkie Cindy Roman Dr. Jenna Woodland Dr. Ashley Carlson Dan Lee Rebecca Tyrrell Megan Locke Amanda Hattar Dr. Jenna Moller John Jensen Danielle Weston Carrie Berry Dr. Matthew Banach Haley Vermeer Scott Liska Britni Vienna Llora Sullivan Rachel Wilson Kelly Smith Rob Lininger Allie Wilson



Culture: The Heart of Our Success

The most effective school district cultures celebrate and support great teaching and learning for all students. They empower teachers to continually communicate, collaborate, reflect, inquire, and innovate. Everything we do in Evergreen Park School District 124 is designed to promote innovation and excellence in education. Culture directly impacts the potential success of students and staff across all of our schools.



During the district's initial strategic planning initiatives, collaboration was at the center of our values. Evergreen Park School District 124 continues to be guided by community, teacher, and student feedback—ensuring that all voices are heard, seen, and valued.

Within the culture of our district, we recognize that a divide has historically existed among our four quadrants. However, the district has taken intentional steps to bridge this divide, including:

- Providing opportunities for elementary students to connect across the district before entering **Central Middle School**,
- Hosting **staff articulation meetings** to align instructional practices and expectations,
- Creating **equitable learning experiences** for all students across buildings, and
- Promoting our districtwide belonging initiative, **#iBelongInEvergreen**.





In addition to these internal efforts, **community collaboration** continues to strengthen our culture and collective impact. Evergreen Park School District 124 partners with a variety of local organizations, businesses, and families to enhance learning and engagement, including:

- **Parent advisory councils** and **family engagement nights** are designed to deepen communication and understanding between school and home.
- **Collaborative events** such as the Evergreen Park Education Foundation fundraisers, local library partnerships promoting literacy, and district-wide cultural celebrations that bring families together.
- **District Community Leadership Team (DCLT)** is driving partnerships and bringing the resources of our community into our schools and homes.

Teachers and community members passionately agree on the importance of creating cohesive and collaborative school systems. This is especially vital, as our four elementary buildings feed into a single middle school. Continuing to strengthen these collaborative systems and partnerships will remain essential to the district's ongoing success and to cultivating a culture where every student feels they truly belong. By creating this inclusive and comprehensive learning environment, D124 reaffirms its commitment to **equity, representation, and belonging**—ensuring that every family in Evergreen Park feels **seen, supported, and connected** to the school community.



EPSD 124 Culture

SMART Goal

1A) By June of 2029, the district will strengthen family engagement by developing and administering an annual Family Engagement Survey to gather meaningful feedback on communication, involvement opportunities, and school-home partnerships. Survey data will be reviewed each semester to identify trends, measure improvement, and inform targeted action steps that increase family participation and satisfaction across all schools.

1B) By June of 2029, the district will foster a stronger sense of student belonging by implementing targeted practices that promote inclusion, connection, and positive school climate. Using baseline data from the student belonging survey provided by the District Equity Leadership Team (DELT), the district will improve overall student belonging ratings by 5% over the duration of the strategic plan.

1C) By June 2029, the district will increase its “Collaborative Teachers” rating on the 5Essentials Survey by at least 3%, as measured by staff perceptions of trust, shared responsibility for student learning, and collaborative planning.

Success Criteria:

1A) The district will continue to prioritize stakeholder feedback and input in the decision making process including the voices of community members and parents.

Accountability Measures:

- The parent advisory group will meet quarterly and provide recommendations that are documented and reviewed by district leadership.
- Parent and community feedback directly informs updates to the strategic plan, district policies, or instructional priorities.
- A Special Education Parent Advisory Committee meets quarterly to provide ongoing parent feedback on special education parent involvement, communication, and shared decision-making during the IEP process.

Stakeholders Responsible:

- Superintendent, Administrative Team

Success Criteria:

1B) The district will continue to prioritize student belonging by incorporating student voice in decision making, promoting inclusion, connection and a positive and safe learning environment.

Accountability Measures:

- Student voice and inclusion efforts will be provided at all buildings (i.e. student impact groups, student leadership committees, student advisories, ect.)
- SEL initiatives will support all student belonging initiatives district wide
- Professional learning will be provided to all staff on belonging, its impact on academic success, behavior, and student well-being.

Stakeholders Responsible:

- Superintendent, DELT, Administrative Team



Success Criteria:

1C) The district will enhance and sustain high-quality teacher collaboration by implementing structured opportunities for teacher voice and shared leadership aligned to the 5Essentials framework and internal surveys.

Accountability Measures:

- Teacher feedback will directly shape district decision making and instructional priorities.
- Teachers and staff will be provided with structured collaboration time to ensure consistent and aligned curriculum implementation across the district.
- The district will maintain ongoing feedback loops that allow teachers to regularly share input with administration to support continuous improvement.

Stakeholders Responsible:

- Superintendent, Administrative Team

Collaboration & Communication Commitments	Belonging Commitments
• Results from stakeholder feedback sessions are publicly shared through multiple communication channels (i.e. newsletter, district platforms, weekly updates, Perspective newsletter, etc.) • The district will continue to provide timely and relevant information to all stakeholders creating an environment of trust through transparency. (internal)	• The district will develop and maintain an accessible Family Resource Hub that reflects and celebrates the diverse demographics, cultures, and needs of our community. • Ensure representation across demographics, neighborhoods, and schools in every stakeholder group or advisory council. • Stakeholder representation is evident in key committees and advisory groups, including curriculum, facilities, and culture/engagement teams.



Student Support Services

The term *Student Support Services* encompasses a wide range of programs and resources designed to meet the individual, diverse needs of students across the district. Through a variety of programs and offerings, our dedicated staff shows a commitment to supporting all learners.

As a district, we are focused on nurturing the mental and emotional well-being of all of our students, ensuring equitable access for students with disabilities in the least restrictive environment, and providing meaningful opportunities for all students to engage with grade-level, standards-based instruction alongside their peers.



Family Involvement

Evergreen Park School District 124 recognizes the importance of parent and family involvement in decision-making as an essential part of ensuring student success. We have extraordinary parents and guardians who are strong advocates for their children and desire opportunities for engagement and involvement in their child's life, including:

- Involvement as an equal member of the IEP or 504 team
- Participation in parent-teacher conferences and meetings
- Attendance at school events and opportunities to volunteer
- Participation in parent training
- Participation in Special Education Parent Advisory Group

Mental and Emotional Health:

Supporting the whole child extends beyond the classroom. D124 continues to strengthen partnerships with community organizations to provide wraparound mental health and family support services.

Through collaboration with local mental health providers, social service organizations, and community partners, we strive to ensure that every student and family has access to



the care and resources they need. By integrating these supports into our schools, we aim to promote resilience, reduce barriers to learning, and foster a sense of belonging and stability for all students.

Least Restrictive Environment (LRE)

The district remains firmly committed to providing students with disabilities access to the general education environment whenever possible so every student is valued, challenged, and supported to achieve their fullest potential. We believe that inclusion not only benefits students with disabilities but also enriches the educational experience for all learners by fostering empathy, collaboration, and diverse perspectives. Our educators work to design collaborative individualized plans that balance specialized supports with opportunities for participation in grade-level instruction.

Student Support Services
SMART Goal (Illinois Special Education Accountability & PBIS Tier Fidelity)
2A) By June 2029, the district will meet or exceed the Illinois Special Education Accountability and Support System SEASS Indicator 5A state performance plan target by increasing the percentage of students with IEPs served in the general education setting 80% or more of the school day.
2B) By June 2029, the district will strengthen MTSS practices by expanding social-emotional, behavioral, and mental health supports to improve student well-being and academic outcomes.
2C) By June 2029, the district will strengthen family participation and satisfaction in the special education process by providing structured, meaningful, and equitable opportunities for families of students with disabilities to engage in IEP/504 meetings, trainings, advisory groups, and school activities.
2A) Success Criteria: The district will increase access for students with IEPs to high-quality, grade-level standards-based instruction alongside general education peers through strong inclusive practices and targeted support. Accountability Measures: • Use data to adjust supports and instructional strategies to maximize access and engagement. • Align lesson plans and materials to grade-level priority standards while providing accommodations and scaffolds for students with disabilities. • Provide job-embedded professional development on inclusive practices, Universal Design for Learning (UDL), and instructional strategies for students with disabilities. • Facilitate collaboration and planning time for general and special education teachers to review student data and adjust instruction. • Ensure that assistive technology and accommodations are effectively used to support student participation.



Stakeholders Responsible:

Director and Assistant Director of Student Support Services, Case Manager, Administrative Team, Student Support Services Committee, and staff.

2B) Success Criteria: The district will increase the effectiveness of all Tiered SEL and behavioral interventions by ensuring consistent implementation, fidelity, progress monitoring, and data-driven decision-making across all schools.

Accountability Measures:

- Complete Tier I, Tier II, and Tier III fidelity assessments annually and develop building-level action steps to strengthen implementation.
- Establish a district-level review team to review fidelity results and monitor implementation of action steps across schools.
- Implement a quarterly MTSS behavioral data submission process to monitor intervention effectiveness and student outcomes.
- Deliver job-embedded learning opportunities that increase staff confidence in supporting student mental health and social-emotional needs.
- Establish coaching opportunities for staff responsible for Tier II and Tier III interventions.
- Provide building-level consultation to ensure interventions are matched to student needs.
- Provide job-embedded professional development, which can include topics such as SEL skill-building strategies, trauma-informed practices, and de-escalation strategies.
- Implement a district referral system connecting students and families to internal and community supports.
- The district will maintain and/or expand partnerships with mental health providers and community agencies to increase access to students and families.

Stakeholders Responsible:

Director and Assistant Director of Student Support Services, Case Manager, Administrative Team, Student Support Services Committee, and staff.

2C) Success Criteria: The district will increase opportunities, events, and activities for families of students with disabilities while simultaneously collecting feedback to ensure participation is meaningful and using the results to guide continuous improvement in engagement practices.

Accountability Measures:

- The district will increase structured opportunities for families of students with disabilities.
- Engagement and satisfaction data will be collected systematically through surveys, feedback forms, or other tools.
- Families will report feeling welcomed, informed, included, and satisfied with their participation.
- The district will use the collected data to make recommendations for continuous improvement in family engagement practices, MTSS supports, and special education planning.

Stakeholders Responsible:

Director and Assistant Director of Student Support Services, Case Manager, Administrative



Team, Student Support Services Committee, and staff.

Communication Commitments	Belonging Commitments
• The district will establish structured opportunities—such as Parent Advisory Committee meetings, listening sessions, and surveys—for families to share input that directly informs district planning, programming, and continuous improvement efforts. • The district will provide clear, timely, and accessible information to families regarding available supports, mental health resources, and special education services, using multiple communication formats and languages to reach all stakeholders equitably.	• The district will ensure that all students, including those with disabilities, learn and grow alongside their peers in general education settings to the greatest extent appropriate, promoting a culture where every student is valued and included • The district will foster an environment where every family feels welcomed, heard, and respected—recognizing parents as essential partners in supporting students' academic, social, and emotional success.



Curriculum and Instruction

Evergreen Park has an **experienced and dedicated teaching staff** committed to innovation, collaboration, and continuous improvement in all areas of curriculum and instruction. The shared desire among our educators to bring their voices to the table and to be heard is one of our greatest assets as a district. Together, we will continue to ensure **high-quality curriculum and instruction for all students at every grade level.**

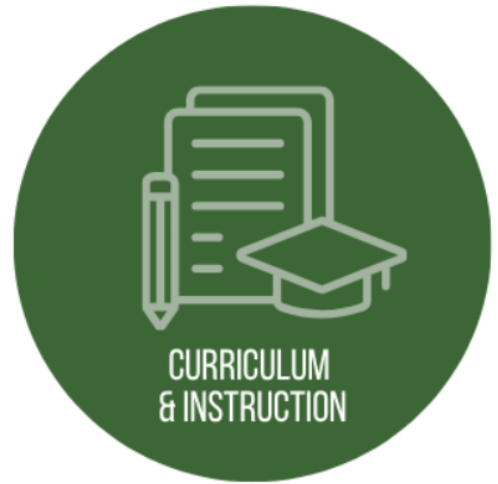
By prioritizing the following focus areas, the district's curriculum and instruction will continue to grow and evolve to best serve the needs of all students:

- **Standards-Based Instruction**
- **District Common Assessments**
- **Research-Based Best Practices** aligned to a common instructional framework (HQT1 Framework)
- **Data-Driven Decision Making** to guide instruction and interventions using Culturally Responsive Teaching Strategies

Next Steps: Deepening Instructional Excellence

Having established a strong foundation through these initiatives, Evergreen Park School District 124 will move forward by focusing on:

- Sustaining and strengthening high-quality Tier I instruction through a shared district framework,
- Progressing into Tier II interventions to provide targeted support for students who need additional assistance,
- Expanding small group instruction to personalize learning and accelerate growth, and
- Using data to measure student learning outcomes, ensuring instructional practices are responsive, effective, and equitable for every learner.



EPSD 124 Curriculum & Instruction

SMART Goal (Tied to Student Growth & Illinois Designations):

3A) By June 2029, the district will demonstrate sustained progress toward maintaining a “Commendable” or higher designation in all schools, as defined by the Illinois State Board of Education’s accountability framework. The district will increase the percentage of students meeting and exceeding ELA and Math standards by an average of 0.6 percentage points annually, resulting in a total increase of approximately 3 percentage points over five years and reflecting steady, research-aligned growth.

3B) By June 2029, the district will reduce identified student group proficiency gaps by an average of 0.6 percentage points annually, resulting in a total reduction of approximately 3 percentage points over five years, through the consistent implementation of the Multi-Tiered System of Support (MTSS) framework, targeted interventions, and ongoing data-driven instructional practices.

Success Criteria:

3A) The district will continue to implement the High Quality Tier I Framework, collecting data and providing job-embedded professional development ensuring strong Tier I instruction for all students.

Accountability Measures:

- The district will increase indicators in component 3 of the HQT1 Framework as it relates to whole group instruction from “Partially in Place” to “In Place”.
- The district will provide job-embedded professional development at the building and district level responsive to data collected during learning walks.
- The district will conduct a comprehensive review of curriculum resources to identify and document cultural representation, strengths, and areas where equity gaps exist.

Stakeholders Responsible:

- Assistant Superintendent, Administrative Team, staff

Success Criteria:

3B) The district will implement a consistent Multitiered Systems of Support (MTSS) plan district wide.

Accountability Measures:

- The district will disaggregate data based on student socio-economic status, race, ethnicity, gender and disability status at the district, building, and classroom level.
- The district will implement Tier II and Tier III interventions with fidelity.
- The district will increase indicators in component 4 of the HQT1 Framework as it relates to small group/differentiated instruction from “Partially in Place” to “In Place”.

Stakeholders Responsible:

- Assistant Superintendent, Administrative Team, staff





Communication Commitments	Belonging Commitments
• The district will communicate data and instructional decisions transparently, ensuring that staff, families, and community members understand how information informs growth and equity-focused action. • The district will share progress and outcomes from MTSS implementation ensuring consistent two-way communication with stakeholders.	• The district will foster environments where staff, students, and families feel valued and heard, especially in conversations about data, equity, and school improvement. • The district will provide ongoing professional development and targeted support to ensure that all educators implement culturally responsive instructional practices that meet the needs of every student.

