

**ILLINOIS STATE BOARD OF EDUCATION MEETING**  
**February 19, 2026**

**To:** Illinois State Board of Education

**From:** Dr. Tony Sanders, State Superintendent of Education   
Dr. Kimako Patterson, Chief of Staff   
Dr. Michele Morris, Interim Chief Education Officer – Instruction 

**Agenda Topic:** Illinois Comprehensive Numeracy Plan – Revisions Update

**Expected Outcome:** Board Presentation Item

**Materials:** Illinois Comprehensive Numeracy Plan – Second Draft

**Staff Contact(s):** Dr. Ronda Dawson, Executive Director of Teaching and Learning  
Kirsten Parr, Director of Standards and Instruction  
Aimee Sutton, Project Lead for Standards and Instruction

**Purpose of Agenda Item**

The Standards and Instruction Department requests the Board to authorize Draft 2 of the Illinois Comprehensive Numeracy Plan.

**Background Information/History**

This section describes revisions made to the first draft of the Illinois Comprehensive Numeracy Plan based on feedback received between October 15, 2025, and November 20, 2025, through the first round of the listening tours and the written feedback form that was located on the ISBE Numeracy Plan webpage.

**General Changes**

- Established three distinct goals for students, educators, and leaders, which were incorporated into Sections One, Two, and Three.
- Developed audience-specific workbook pages positioned at the end of Sections One, Two, and Three.
- Created Section Four: Tools and Resources, which includes ISBE resources, supplemental materials, and a glossary of key terms.
- Incorporated graphic design to enhance readability by incorporating charts, tables, and graphics throughout all sections.
- Integrated references and embedded links to existing ISBE programs, departments, and resources, where appropriate.
- Revised all sections to ensure relevance, eliminate redundancies, and relocate content to the most appropriate sections, as needed.

**Vision and Purpose**

- Identified the three primary goals of the Numeracy Plan.
- Provided an overview of each section of the plan.
- Included audience descriptions and specific section recommendations tailored for each audience.

**Framework for the Evidence-Based Development of Numeracy Skills**

- Defined evidence-based instruction and provided examples and non-examples.
- Defined explicit instruction and inquiry learning, including a comparison of both approaches.
- Identified and defined the Six Components of Numeracy.
- Included grade-level progressions of mathematical standards domains from K-12.
- Expanded scaffolding information and incorporated supporting graphics.
- Removed content related to traditional versus reform approaches.

**Educator Professional Learning and Development**

- Expanded and reordered the professional learning continuum to begin with leaders and conclude with educator preparation programs.
- Incorporated references to the Illinois Performance Standards for School Leaders, Mathematics Standards for Elementary Teachers, and Mathematics Standards for Mathematics Teachers in Middle Grades.

- Expanded content on equity in professional learning.
- Excluded recommended credit hour information for educator preparation programs as outlined in *The Mathematical Education of Teachers II*.

#### **Framework for Effective Leadership, Systems of Support, and Implementation Considerations**

- Organized content into five phases to support schools in developing a local numeracy plan.
- Began each phase with reflection questions to guide schools in creating a local numeracy plan.
- Referenced the ATLAS Looking at Data Protocol.
- Removed personal pronouns to align with the established writing style and voice of previous sections.
- Added strategies to foster shared ownership of a robust local numeracy vision.

#### **Tools and Resources**

- Added this section to Draft 2, as it was not included in the initial draft.
- Included resources organized by section and provided a glossary.