RANTOUL CITY SCHOOLS
BROADMEADOW-EASTLAWN-NORTHVIEW-PLEASANT ACRES
PreK Center – RISE Academy – JW Eater
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District Improvement Plan
2025-2026

Year 2 of 3
DRAFT 11-11-2025

RANTOUL CITY SCHOOLS EXISTS TO BUILD A STRONGER COMMUNITY BY EDUCATING OUR STUDENTS.

BUILDING COMMUNITY. EDUCATING STUDENTS.
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Our Mission and Guiding Principles

Rantoul City Schools exists to build a stronger community by educating our students.

To fulfill our mission, RCS will:
- Collaborate with the community, families, and other stakeholders.
- Encourage students who are critical thinkers, leaders, and global navigators, grounded in equity and cultural understanding,
- Provide a school environment where all learners feel free to embrace challenges and practice resilience,
- Ensure students' individual needs are met,
- Combat social and racial inequities, and
- Expect excellence from all learners and stakeholders both in the classroom and throughout our school community.

Nuestra Misión y Principios Rectores

Las escuelas de la ciudad de Rantoul existen para construir una comunidad más fuerte al educar a nuestros estudiantes.

Para cumplir nuestra misión, RCS:
- Colaborará con la comunidad, familias y otras partes interesadas.
- Alentar a los estudiantes que son pensadores críticos, líderes y navegantes globales, basados en la equidad y comprensión cultural,
- Proporcionar un entorno escolar donde todos los estudiantes se sientan libres para aceptar los desafíos y practicar la resiliencia,
- Asegurar que se satisfagan las necesidades individuales de los estudiantes,
- Combatir las desigualdades sociales y raciales, y
- Esperar la excelencia de todos los alumnos y las partes interesadas tanto en la clase como en toda la comunidad escolar.

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Core Values/Beliefs (We believe that…)

The following core values/beliefs (within specific categories) were "common" Core Values/Beliefs conveyed by attendees at the Rantoul City SD 137 "Goal-Setting Workshop:" (May 16, 2024)

Students and Learning (We believe that…)
- A safe and engaging environment is necessary for learning.
- All students deserve to learn.
- All students deserve high-quality learning standards and resources.

Teachers and Teaching (We believe that…)
- All staff should be supported and held accountable.
- Students and staff deserve to be safe.
- Teaching should empower the academic and social-emotional growth of all students.

Responsibility of the Schools to the Community and the Community to the Schools (We believe that …)
- Schools should be welcoming.
- Trusting and collaborative relationships are built through effective communication.
- We are partners in education.

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2024-2025 Executive Summary

The 2024–2025 school year marked a period of substantial progress toward the five Board-established priority areas. The district focused on implementing evidence-based literacy practices, strengthening behavioral systems, expanding safety measures, and deepening engagement with families and community partners. While much was accomplished, several initiatives remain in progress and will continue into the 2025–2026 school year to ensure full implementation and sustainability.

Priority Area 1: Student Achievement and Curriculum

Accomplishments: The district continued implementation of the RCS Literacy Framework, emphasizing consistency across K–8 classrooms. District-wide professional development on early literacy, oracy, phonological awareness, and writing was provided, aligned with the Seven Components of Literacy. The use of benchmark and intervention data systems was expanded to support MTSS alignment for monolingual and bilingual students.

In Progress:
- Multi-Year Literacy Professional Development Plan (1-b) A comprehensive multi-year professional development plan has been drafted. Jaime and Diana will revise and distribute it for staff feedback via survey by mid-September, with a final version to be presented at the October 1 DIP meeting.
- Integration of Literacy Framework into Evaluations (1-c) A K–5 literacy walkthrough tool is being developed to support administrator feedback. The evaluation framework will be clarified to ensure literacy implementation and student growth are appropriately reflected without introducing a new tool.
- PK–8 Reading Intervention Plan (1-f) The district has compiled assessment and intervention resources and aligned them to the MTSS framework.
- Evaluation Alignment for Literacy Interventions (1-g) Implementation of Tier 2 literacy intervention evaluation components will be deferred to 2026–2027. The PERA Committee will define how intervention fidelity and program use (UFLI, Phonics for Reading, Palabras a su Paso, Lunita, Estrellita) align within the evaluation framework.

Of note in priority area 1, is the decision to postpone significant work around mathematics for the 2025-2026 school year due to the state's planned roll out of its *Numeracy Plan.* You will see a change in year 2 and 3 priorities for the 2025-2026 school year.

Priority Area 2: School Climate and Behavior

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Accomplishments: The district advanced implementation of consistent school-wide behavioral expectations across all campuses. Targeted staff training was provided on restorative practices, trauma-informed support, and classroom management.

In Progress: Evaluation Alignment for Behavioral Systems (2-c) The PERA Committee will continue work into 2025–2026 to integrate behavioral management indicators into the teacher and teaching assistant evaluation framework. Administrator and staff training on the revised evaluation components will precede implementation.

Priority Area 3: School Safety

Accomplishments: The Emergency Operations Plan was updated and maintained, including lockdown, evacuation, and reunification procedures. Regular safety drills and staff emergency response training were conducted. Coordination with local law enforcement and first responders increased.

In Progress: Technology Incident Response Plan (3-d; now 3-a) Development of the district's technology incident response plan is underway. The Directors of Technology and Facilities have been assigned to finalize standards, form the response team, and present a completed plan with a revised target completion date of May 2026.

Priority Area 4: Community–District Relations

Accomplishments: The district strengthened partnerships through family engagement events such as the Family Literacy Night, BPAC Hispanic Heritage Celebration, and Coffee & Conversation sessions. Community visibility increased through participation in local events and improved district communications. A consistent calendar of family and community engagement activities was established across all schools.

No unfinished items were identified for this priority area.

Priority Area 5: Programs and Services

In Progress: Comprehensive Needs Assessment (5-a) Surveys and feedback tools are being finalized to gather input from students, families, and staff. The district will analyze this data to evaluate program effectiveness and develop an improvement recommendation report in the 2025–2026 cycle.

Summary and Next Steps

RCS made meaningful strides in aligning instruction, professional learning, and support systems to district goals. The emphasis on literacy, behavioral consistency, and stakeholder engagement has strengthened the foundation for continued growth. In 2025–2026, the district will finalize and implement the multi-year literacy professional development plan, complete the PK–8 reading intervention framework, finalize updates to

evaluation tools aligned with literacy and behavior initiatives, establish a technology incident response plan, and conduct a district-wide needs assessment to inform programming priorities.

A significant part of moving forward with the DIP is for RCS to focus on leadership development. To do this, preparation began during the 2024-2025 school year for the formation of Instructional Leadership Teams (ILTs) at each building. These teams began their work at the start of the 2025–2026 school year and will continue throughout the year. Their role will focus on the improvement of school-wide academic and behavioral support systems. Funding for the ILTs was allocated through the School Improvement Grant (SIG).

These ongoing efforts will ensure sustained progress toward equitable achievement, safe learning environments, and strong partnerships with families and the community.

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Initial Three-Year Summary

Identified below are the five Board-established priority areas with a vision statement and goals for each (May 16, 2024). Based on each priority area, along with its vision and goals, RCS has mapped out a simple three-year plan.

Priority Area 1. Student Achievement / Curriculum Close the achievement gap in math and reading.	Goals: a. Invest in staff professional development. b. Explore intervention options. c. Create a monitoring system.	**Three-year Plan** ● Year 1: Focus on Literacy (2024-2025) ● Year 2: Focus on Math (2025-2026) ● Year 3: Focus on Literacy Program Evaluation (2026-2027) **Revised Starting 2025-2026** ● Year 1: Focus on Literacy (2024-2025) ● *Year 2: Focus on Literacy Program Implementation (2025-2026)* ● *Year 3: Focus on Math (2026-2027)*
Priority Area 2. School Climate / Behavior Vision: Promote a positive school climate.	Goals: a. Strengthen training for staff. b. Partner with students. c. Prioritize empathic behavior among students and staff.	**Three-year Plan** ● Year 1: Focus on Classroom and School-Wide Behavioral Management Systems (2024-2025) ● Year 2: Focus on Tier 2 Behavioral Interventions Implementation (2025-2026) ● Year 3: Focus on Tier 3 Behavioral Interventions Implementation (2026-2027)
Priority Area 3. School Safety Vision: Sustain a safe, learning environment.	Goals: a. Maintain and update safety plans. b. Intensify safety training.	**Three-year Plan** ● Year 1: Focus on Crisis Management Response (2024-2025) ● Year 2: Focus on Building Security Systems (2025-2026)

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		● Year 3: Focus on Technology Systems (2026-2027)

Priority Area 4. Community-District Relations
 	
Vision: Cultivate mutual trust and collaborative relationships.
	Goals:
	  a. Update and maintain website content.
	  b. Increase modes of (two-way) communication.
	  c. Increase opportunities for in-person communication.
		Three-year Plan
		● Year 1: Focus on Establishing a Strong Base and Encouraging Engagement (2024-2025)
		● Year 2: Focus on Expanding Communication Channels and Enhancing Accessibility (2025-2026)
		● Year 3: Focus on Driving Innovation and Strengthening Collaboration (2026-2027)

Priority Area 5. Programs / Services
 	
Vision: Enhance curricular and extra-curricular opportunities at all grade levels.
	Goals:
	  a. Identify the needs of students, staff, and the community.
	  b. Allocate resources to meet needs.
		Three-year Plan
		● Year 1: Focus on Needs Assessment (2024-2025)
		● Year 2: Focus on Resource Allocation (2025-2026)
		● Year 3: Focus on Implementation and Expansion (2026-2027)

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Priority Area 1. Student Achievement / Curriculum

Vision: Close the achievement gap in math and reading.	Goals: a. Invest in staff professional development. b. Explore intervention options. c. Create a monitoring system.	**Three-year Plan** ● Year 1: Focus on Literacy (2024-2025) ● Year 2: Focus on Literacy Program Implementation (2025-2026) ● Year 3: Focus on Math (2026-2027)

Year 2: Focus on Literacy Program Implementation (2025-2026)

a. Tasks carrying over from 2024-2025
 i. Publish for staff the multi-year professional development plan to support implementation of the Literacy Framework.
 ii. Develop a classroom walkthrough tool for building administrators and/or instructional coaches to provide feedback on literacy instruction.
 iii. Publish, and utilize a 1-8 comprehensive plan for reading interventions for monolingual and bilingual students.
b. Develop and publish publicly a family friendly curriculum guide for grade 1-5 literacy instruction and interventions.
c. Applicable reading/language arts teachers will implement Tier 2 and all K-8 reading specialists/interventionists will implement Tier 3 reading reading interventions according to the comprehensive plan for reading interventions for monolingual and bilingual.
d. Beginning with the 2026-2027 evaluation cycle, implementation of Tier 2 literacy interventions will be a consideration in performance evaluations of all relevant teachers.
e. Implementation of Instructional Leadership Teams (ILTs) to support literacy program implementation.

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Action Steps–Priority Area 1

1-a. Tasks carrying over from 2024-2025

The Big Idea: Some tasks remain incomplete from the 2024-2025 school year but are still needed for us to continue to strengthen our literacy program implementation.

Task	Notes	Target Date	Person/s Responsible	Aligns with Goal/s
☐ i. Publish for staff the multi-year professional development plan to support implementation of the Literacy Framework.	Draft plan added 10/21/25. DKR to review with COLT review scheduled for 11/4/25.	12/1	DKR, COLT	a
☐ ii. Develop a classroom walkthrough tool for building administrators and/or instructional coaches to provide feedback on literacy instruction.	Draft plan added 10/20/25 DKR to review with ICs and Building Admin on 10/29/25 (Principal Mtg)	10/31	DKR, Building Admin	c
☐ iii. Publish, and utilize a grades 1-8 comprehensive plan for reading interventions for monolingual and bilingual students.		12/1	DKR, MF, 6-8 ICs and Reading Interventionist	a, b, c

Notes / Updates / Links
- 1.a.i Draft 📄 DRAFT 3-Year Professional Learning Plan
- 1.a.ii Draft 📄 Word Recognition Walkthrough
- 1.a.iii Tiered Support for Reading Intervention See 1b. Plan for 6-8 needed meeting scheduled with JWE for 10/31–moved to 11/6. Need to publish a list of approved interventions for staff DKR and MF will compile list.

1-b. Develop and publish publicly a family friendly curriculum guide for grade 1-5 literacy instruction and interventions.				
The Big Idea: Elementary grades are crucial to literacy instruction, and we have undergone significant changes to how we teach reading, writing, speaking and listening. The purpose of this task is to provide families with a user friendly overview of what to expect in grades 1-5 during the literacy instructional block as well as how we provide interventions for students who struggle.				
Task	Notes	Target Date	Person/s Responsible	Aligns with Goal/s
☑ Draft curriculum guide.		9/1	DKR, JR, MF	b, c
☑ Review with literacy specialists, principals, and instructional coaches.	Sent to stakeholders for review.	9/15	DKR, JR, MF, Principals, ICs, Literacy Specialists	b, c
☑ Share with families.	Shared with families on 10/9 via ParentSquare and Family-Teacher Conferences.	10/31	DKR, SW	b, c

Notes / Updates / Links
- ENGLISH Public RCS Literacy Framework
- SPANISH Public RCS Literacy Framework
- We need to revise and update the curriculum website. Consider separate interfaces for families and staff.

1-c. Applicable reading/language arts teachers will implement Tier 2 and all K-8 reading specialists/interventionists will implement Tier 3 reading reading interventions according to the comprehensive plan for reading interventions for monolingual and bilingual.

The Big Idea:

Task	Notes	Target Date	Person/s Responsible	Aligns with Goal/s
☑ Develop a timeline of intervention cycles. Mapped to SIP days for data analysis.		Prior to start of 25-26	DKR	b, c
☑ Share timeline of intervention cycles with admin and buildings.		7/29/25 & 8/14/25	DKR	b, c
☑ Implementation facilitated through SIP days/data analysis.		SIP days	Literacy Specialists & ICs	b, c

Notes / Updates / Links
- Timeline of Intervention Cycles
- Initial Tier 2 Identification Protocol
- Tier 2/3 Rate of Improvement Review Protocol

1-d. Beginning with the 2026-2027 evaluation cycle, implementation of Tier 2 literacy interventions will be a consideration in performance evaluations of all applicable teachers.				
The Big Idea:				
Task	Notes	Target Date	Person/s Responsible	Aligns with Goal/s
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Notes / Updates / Links ●				

1-e. Implementation of Instructional Leadership Teams (ILTs) to support literacy program implementation.				
The Big Idea:				
Task	Notes	Target Date	Person/s Responsible	Aligns with Goal/s
☑ Develop ILT Implementation Plan	📄 Focused Schools - Schedule of …	7/15	JR, COLT, CIA	a
☑ Buildings form ILTs	📄 Instructional Leadership Teams…	8/1	Building Admin	a
☑ Launch and implement ILTs		8/15		a, b, c
Notes / Updates / Links Please add artifacts documenting our ILT work here.				

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Priority Area 2. School Climate / Behavior

Vision: Promote a positive school climate.	Goals: 　a. Strengthen training for staff. 　b. Partner with students. 　c. Prioritize empathic behavior among students and staff.	**Three-year Plan** ● Year 1: Focus on Classroom and School-Wide Behavioral Management Systems (2024-2025) ● Year 2: Focus on Tier 2 Behavioral Interventions Implementation (2025-2026) ● Year 3: Focus on Tier 3 Behavioral Interventions Implementation (2026-2027)

Year 2: Focus on Tier 2 Behavioral Interventions Implementation (2025-2026)

a. Tasks carrying over from 2024-2025: Beginning with the 2025-2026 evaluation cycle, classroom and school-wide behavioral management systems will be a consideration in performance evaluations of all teachers and teaching assistants.

b. Prior to the start of the 2025-2026 school year, the district will update and publish a revised MTSS behavioral manual. The revised manual will address organizational and implementation challenges in the current MTSS behavioral system.

c. By X date, the district will identify and staff will begin using at least three unique Tier 2 behavioral interventions that are appropriate to each grade level.

d. Beginning with the 2026-2027 evaluation cycle, implementation of Tier 2 behavioral will be a consideration in performance evaluations of all teachers and support staff.

e. Implementation of Instructional Leadership Teams (ILTs) to support building-based leadership development around data-based decision making.

f. Establish a kindergarten committee to review the transition to Kindergarten and make recommendations to help reduce behavioral concerns.

g. ~~By X date, all students in grade X and all students new to RCS will be screened using X behavioral screener. [May continue with SAEBRs]~~
Note: The district currently uses SAEBRs. The district will refrain from changes at this time due to pending ISBE implementation of SB 1560.

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Action Steps–Priority Area 2

2-a. Tasks carrying over from 2024-2025: Beginning with the 2025-2026 evaluation cycle, classroom and school-wide behavioral management systems will be a consideration in performance evaluations of all teachers and teaching assistants.				
The Big Idea:				
Task	Notes	Target Date	Person/s Responsible	Aligns with Goal/s
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Notes / Updates / Links ●				

2-b. Prior to the start of the 2025-2026 school year, the district will update and publish a revised MTSS behavioral manual. The revised manual will address organizational and implementation challenges in the current MTSS behavioral system.

The Big Idea:

Task	Notes	Target Date	Person/s Responsible	Aligns with Goal/s
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Notes / Updates / Links
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2-c. By X date, the district will identify and staff will begin using at least three unique Tier 2 behavioral interventions that are appropriate to each grade level.				
The Big Idea:				
Task	Notes	Target Date	Person/s Responsible	Aligns with Goal/s
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Notes / Updates / Links ●				

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2-d. Beginning with the 2026-2027 evaluation cycle, implementation of Tier 2 behavioral will be a consideration in performance evaluations of all teachers and support staff.				
The Big Idea:				
Task	Notes	Target Date	Person/s Responsible	Aligns with Goal/s
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Notes / Updates / Links ●				

2-e. Implementation of Instructional Leadership Teams (ILTs) to support building-based leadership development around data-based decision making.

The Big Idea:

Task	Notes	Target Date	Person/s Responsible	Aligns with Goal/s
☑ Develop ILT Implementation Plan	📄 Focused Schools - Schedule of …	7/15	JR, COLT, CIA	a
☑ Buildings form ILTs	📄 Instructional Leadership Teams…	8/1	Building Admin	a
☑ Launch and implement ILTs		8/15		a, b, c

Notes / Updates / Links
Please add artifacts documenting our ILT work here.

2-f. Establish a kindergarten committee to review the transition to Kindergarten and make recommendations to help reduce behavioral concerns.

The Big Idea:

Task	Notes	Target Date	Person/s Responsible	Aligns with Goal/s
☑ Establish parameters of the committee.	See notes for 10/1 found here: 📄 District Improvement Plan Me…	10/1	SW, JR, KM, SS, AD	
☐ Form committee and meet.	First meeting 10/19. Notes below.	Ongoing	SS, KM	
☐ Make recommendations to COLT.		3/1/26	SS, KM, COLT	a, b, c

Notes / Updates / Links
📄 Kinder Meeting Outline 10/1/25

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Priority Area 3. School Safety

Vision: Sustain a safe, learning environment.	Goals:
	  a. Maintain and update safety plans.
	  b. Intensify safety training.
		Three-year Plan
		● Year 1: Focus on Crisis Management Response (2024-2025)
		● Year 2: Focus on Building Security Systems (2025-2026)
		● Year 3: Focus on Technology Systems (2026-2027)

Year 2: Focus on Building Security Systems (2025-2026)

  a. Tasks carrying over from 2024-2025: The district will have a technology incident response team and plan in place.

  b. The district will establish building security standards.

  c. The district will evaluate all building entrance security systems and make recommendations for future technology and/or infrastructure needs.

  d. Develop a budgeted plan to ensure all schools meet established security standards.

  e. All administrators and office staff will participate in an emergency response drill that includes the emergency reunification plan.

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Action Steps–Priority Area 3

3-a. Tasks carrying over from 2024-2025: The district will have a technology incident response team and plan in place.

The Big Idea: Technology is integral to instruction and operations, but it also presents growing security risks. A clear incident response plan ensures the district can respond quickly and effectively to data breaches, system outages, and cybersecurity threats. Having a trained team in place reduces downtime, protects sensitive information, and maintains trust with families and staff.

Task	Notes	Target Date	Person/s Responsible	Aligns with Goal/s
☑ Identify technology incident response standards that will direct planning.	Consulted with Bushue HR	2/15/2025	SW, NB	a
☑ Draft technology incident response plan.	Draft plan started. Not completed as of 2/11/25. 📄 Rantoul City Schools 137 Incid…	3/15/2025	SW, NB	a
☐ Based on the draft plan, form the incident response team.		01/2026	BD, NB	a
☐ Incident response team review and adopt the technology incident response plan.		02/2026	BD, NB	a
☐ Provide basic training for all employees related to the technology incident response plan in order to minimize risk.	SW will work within the Ed Leaders Network to develop a virtual training to go alongside building-level training.	05/2026	BD, NB, SW	b

Notes / Updates / Links
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3-b. The district will establish building security standards.

The Big Idea: Currently, each school implements security measures based on available resources and past upgrades, resulting in variation among campuses. Establishing a districtwide set of building security standards will ensure consistency, equity, and compliance with best practices across all sites. Standards will guide future facility planning, budgeting, and staff training.

Task	Notes	Target Date	Person/s Responsible	Aligns with Goal/s
☐ Review possible building security standard systems.		Ongoing	BD	
☐ Recommend building security standards to District Facilities Committee.		1/2026	BD, Facilities Committee	
☐ The Facilities Committee adopts standards.		3/2026	BD, Facilities Committee	

Notes / Updates / Links
- Security Review underway. Key deficiencies identified in certain entry control points. Preliminary work is being accomplished on quotes to improve building security and correct deficiencies. Early recommendations include eliminating inside door sensors and adding power mechanical panic bars to magnetized doors. Protective glazing quotes INW. Key control standards in preliminary review.

3-c. The district will evaluate all building entrance security systems and make recommendations for future technology and/or infrastructure needs.

The Big Idea: A secure and controlled entry process is one of the most visible and critical components of school safety. Evaluating the current entrance systems across all schools will identify gaps in consistency, reliability, and technology integration. Recommendations will inform capital planning and ensure that each campus maintains a safe and efficient entry process.

Task	Notes	Target Date	Person/s Responsible	Aligns with Goal/s
☐ Based on adopted security standards, Conduct an inventory of current entrance security systems (hardware, software, and procedures).		04/2026	BD, NB, SRO	
☐ Gather input from principals, secretaries, and local first responders on usability and effectiveness.		05/2026		
☐ Identify deficiencies and categorize them as urgent, moderate, or long-term priorities.		08/2026		

Notes / Updates / Links
- Review of existing security systems INW. SRO looped into security talks. Current goal is to have working standards in place by the beginning of 2026-2027 school year with major discrepancies having been corrected.

3-d. Develop a budgeted plan to ensure all schools meet established security standards.

The Big Idea: Student and staff safety is foundational to a positive learning environment. While RCS schools have many existing safety measures, there are inconsistencies and/or incomplete components across campuses in security infrastructure. Developing a districtwide, budgeted plan will ensure that every school meets the same safety standards and that future improvements are prioritized and funded systematically rather than reactively.

Task	Notes	Target Date	Person/s Responsible	Aligns with Goal/s
☐ Prioritize Identified Needs: Review findings from building entrance assessments (3-c) and overall site security to categorize needs by level of urgency, compliance requirements, and impact on student and staff safety. Develop short-term (immediate), mid-term, and long-term priorities.				
☐ Develop Cost Estimates: For each priority category, determine estimated costs using vendor quotes, historical pricing, and maintenance data. Include both installation and ongoing maintenance costs.				
☐ Align Needs with Funding Sources: Identify appropriate funding streams (e.g., district operations, capital projects, school safety grants, federal or state allocations) for each category of need.				
☐ Draft Phased, Budgeted Plan: Create a				

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multi-year plan that sequences projects based on priority, cost, and funding availability. Include timelines, responsible parties, and dependencies.				
☐ Review and Revise: Share the draft plan with the district facilities committee and COLT for feedback. Adjust priorities or cost allocations as needed.				
☐ Finalize and Communicate: Present the final budgeted plan to the Board of Education for review.				

Notes / Updates / Links
Development of a budgeted plan is likely to be deferred to the first half of the 2026-2027 school year.

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3-e. All administrators and office staff will participate in an emergency response drill that includes the emergency reunification plan.				
The Big Idea: Effective crisis response depends on practice and coordination among all staff. A districtwide emergency response drill that includes reunification procedures will enhance readiness and clarify each individual's role in a crisis. The exercise will also identify logistical gaps and strengthen partnerships with law enforcement and community agencies.				
Task	Notes	Target Date	Person/s Responsible	Aligns with Goal/s
☐ Review and update the district's emergency reunification plan.				
☐ Coordinate with police, fire, and emergency management agencies to plan the drill.				
☐ Schedule and communicate expectations for all administrators and office staff.				
☐ Conduct the drill and document observations.		6/1/2026	TM, SW, SRO	b
☐ Debrief with participants to identify strengths and areas for improvement.				
Notes / Updates / Links				

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Priority Area 4. Community-District Relations

Vision: Cultivate mutual trust and collaborative relationships.	Goals:
	
	  a. Update and maintain website content.
	  b. Increase modes of (two-way) communication.
	  c. Increase opportunities for in-person communication.
		Three-year Plan
		● Year 1: Focus on Establishing a Strong Base and Encouraging Engagement (2024-2025)
		● Year 2: Focus on Expanding Communication Channels and Enhancing Accessibility (2025-2026)
		● Year 3: Focus on Driving Innovation and Strengthening Collaboration (2026-2027)

Year 2: Focus on Expanding Communication Channels and Enhancing Accessibility (2025-2026)

  a. Update and Maintain Website Content:
      i. Ensure the website is compliant with accessibility standards to serve all community members.
     ii. Develop and publish detailed FAQs and resource guides based on common community inquiries.
    iii. Integrate multimedia content, such as videos and infographics, to enhance user engagement.
  b. Increase Modes of (Two-Way) Communication:
      i. Conduct surveys to gather community feedback on the effectiveness of existing communication channels.
  c. Increase Opportunities for In-Person Communication:
      i. Expand the scope and reach of FAC meetings by hosting them in different schools with specific topics of interest to encourage more focused discussions.

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Action Steps–Priority Area 4

4-a. Update and Maintain Website Content:
   i. **Ensure the website is compliant with accessibility standards to serve all community members.**
   ii. **Develop and publish detailed FAQs and resource guides based on common community inquiries.**
   iii. **Integrate multimedia content, such as videos and infographics, to enhance user engagement.**

The Big Idea: The district website serves as the central hub for communication with families, staff, and the community. To build trust and ensure accessibility for all users, the website must reflect accurate, current, and inclusive content. Enhancing accessibility compliance and adding multimedia and FAQ resources will make information more transparent, user-friendly, and engaging for all stakeholders.

Task	Notes	Target Date	Person/s Responsible	Aligns with Goal/s
☐ Conduct an accessibility audit to ensure compliance with ADA and WCAG standards.	May include use of external review tools such as SiteImprove or AudioEye.	6/1/2026	NB	a
☐ Develop/update and publish at least two FAQ and/or resource pages based on common family and community inquiries.	-Topics bullying/behavior, reading/language arts	3/1/2026	DK, SW	a
☐ Collaborate with principals and teachers to capture classroom highlights and integrate multimedia content (videos, infographics, and images) to improve engagement.	-Who do we have with the skillset to implement this?			a

Notes / Updates / Links
- The third task on the list will need further discussion with building and district leadership to determine our capacity to do this well and in-house.

4-b. Increase Modes of (Two-Way) Communication:

    i.   **Conduct surveys to gather community feedback on the effectiveness of existing communication channels.**

The Big Idea: Open, two-way communication is essential for building mutual trust and strengthening district-community partnerships. In addition to maintaining traditional communication tools, the district will explore and pilot interactive digital platforms that enable facilitated discussions, collaborative idea sharing, and structured feedback collection. These tools will help ensure that a broader range of voices is heard and that district decisions reflect authentic community input.

Task	Notes	Target Date	Person/s Responsible	Aligns with Goal/s
☐ Conduct surveys to assess the effectiveness of current communication channels and identify gaps or underrepresented audiences.	Consider separate surveys for families, staff, and community partners.		SW, NB	b
☐ Research and evaluate digital tools that support interactive, facilitated community engagement.	Review accessibility, moderation, and data reporting features.		SW, NB	b
☐ Pilot one interactive engagement tool or format.			SW, NB	b

Notes / Updates / Links
For the second task, considering ThoughtExchange as an interactive tool.

4-c. Increase Opportunities for In-Person Communication:

    i.   **Expand the scope and reach of FAC meetings by hosting them in different schools with specific topics of interest to encourage more focused discussions.**

The Big Idea: In-person communication builds trust and connection. By rotating meeting locations and focusing on topics that matter to families, the district can create more meaningful, accessible opportunities for community engagement.

Task	Notes	Target Date	Person/s Responsible	Aligns with Goal/s
☐ Host Family Advisory Council meetings at multiple school sites with defined discussion topics.	-Include summaries and next steps after each meeting. -Need an annual schedule in advance.		TC	c
☑ Add at least one additional community engagement event or open forum during the school year	Bullying panel on 11/6 at Eater. Evaluate attendance to guide future planning.	11/6	TC	c

Notes / Updates / Links
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Priority Area 5. Programs / Services

Vision: Enhance curricular and extra-curricular opportunities at all grade levels.	Goals: a. Identify the needs of students, staff, and the community. b. Allocate resources to meet needs.	**Three-year Plan** ● Year 1: Focus on Needs Assessment and Resource Allocation (2024-2025) ● Year 2: Focus on Implementation and Expansion (2025-2026) ● Year 3: Focus on Sustainability and Community Engagement (2026-2027) **Revised Starting 2025-2026** ● Year 1: Focus on Needs Assessment and Resource Allocation (2025-2026) ● Year 2: Focus on Implementation. (2026-2027)

Year 1: Focus on Needs Assessment and Resource Allocation (2025-2026)
    a. Identify the Needs of Students, Staff, and the Community:
        i. Conduct surveys to gather feedback from students, teachers, parents, and community members.
        ii. Analyze current program effectiveness and identify areas for improvement based on feedback and data.

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Action Steps–Priority Area 5

5-a. Identify the Needs of Students, Staff, and the Community:
  i. **Conduct surveys to gather feedback from students, teachers, parents, and community members.**
  ii. **Analyze current program effectiveness and identify areas for improvement based on feedback and data.**

The Big Idea: The main idea of this goal is to understand and address the needs of students, staff, and the broader community to improve school programs and services.

Task	Notes	Target Date	Person/s Responsible	Aligns with Goal/s
☐ (5-a.i.)Design and Develop Surveys	Create surveys tailored for students, teachers, parents, and community members. Ensure questions address areas of interest such as curriculum, school climate, extracurricular programs, and resource needs Draft Survey for Familie_s	Spring 2026	SW, CO LT	a
☐ (5-a.i.) Distribute Surveys and Promote Participation	Launch the surveys across various platforms (email, district website, social media, and in-person events) to maximize reach. Include clear instructions and support for those needing help with survey access.	Spring 2026	SW, Building Admin	a
☐ (5-a.i.) Analyze Feedback and Compile Report	Collect and analyze survey responses, identifying key insights and common themes. Compile findings into a report to be shared with district leadership, staff, and the community as part of the improvement planning.	Spring 2026	SW, CO LT	a
☐ (5-a.ii.)Gather and Organize Existing	Collect data on current program	Summer	SW, CO LT	a

Program Data	performance, including academic results, attendance records, participation rates, and previous survey feedback. Organize this data for analysis.	2026		
☐ (5-a.ii.) Conduct Program Effectiveness Analysis	Analyze the collected data to evaluate program strengths and weaknesses. Identify trends and correlations that indicate areas needing improvement and prioritize focus areas based on their impact.	Summer 2026	SW, CO LT	a
☐ (5-a.ii.) Create an Improvement Recommendation Report	Develop a report summarizing findings and suggesting improvements for each program based on the analysis. This report will be presented to the BOE for review and future action planning.	August Board Meeting	SW	a, b

Notes / Updates / Links
- Draft Survey for Families
- January 2025, contact RSP Associates to pursue working with them to develop a comprehensive, non-biased self assessment survey. Board approved working with RSP. Decision made not to move forward based on cost.
- Considering ThoughtExchange as an interactive survey tool.

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Acronyms

AD	Allison Didier	SAEBRs	Social, Academic, and Emotional Behavior Risk Screener
BD	Bryant Deer	SW	Scott Woods
CIA	Curriculum Instruction and Assessment Department	TM	Tom Magers
CO LT	Central Office Leadership Team	TC	Tonya Carter
DKL	Diana Kistler Ramey	SRO	School Resource Officer
DIP	District Improvement Plan		
DW	Darcy Widener		
IAC	Instructional Advisory Committee		
HT	Hanna Tiemen		
JF	Jennifer Frerichs		
JR	Jaime Roundtree		
LETRS	Language Essentials for Teachers of Reading and Spelling		
MBT	MTSS Behavior Team		
MF	Michelle Frey		
MTSS	Multi-tiered Systems of Support		
NB	Nakia Benson		
PD	Professional Development		
PERA	Performance Evaluation Reform Act		
ROE	Regional Office of Education		

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District Improvement Plan Team

Position	Name
Director of PreK	Bednarz, Lori
Director of Technology	Benson, Nakia
Principal, Broadmeadow Elementary	Amy Blomberg
Director of Facilities	Deer, Bryant
Assistant Superintendent; Director of Special Education	Didier, Allison
District Bilingual Coordinator	Frey, Michelle
Director of Alternative Programs; Principal, RISE Academy	Henderson, DeAndre
Principal, JW Eater Junior High	Jacobs, Heather
Director of Finance	Johnson, Chris
Instructional Programming Coordinator	Kisler Ramey, Diana
Director of Human Resources	Magers, Tom
Principal, Northview Elementary	Mahoney, Kelly
Director of Curriculum and Instruction	Roundtree, Jamie
Principal, Pleasant Acres. Bilingual Program Administrator	Sebestik, Samantha
Board Member	Sweat, Debbra
Director of Food Services	Wilcoxon, Debbie
Superintendent	Woods, Scott

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