



District Improvement Plan

2024-2025

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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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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.

<p>Priority Area 1. Student Achievement / Curriculum</p>	<p>Goals:</p> <ul style="list-style-type: none"> a. Invest in staff professional development. b. Explore intervention options. c. Create a monitoring system. 	<p>Three-year Plan</p> <ul style="list-style-type: none"> ● Year 1: Focus on Literacy (2024-2025) ● Year 2: Focus on Math (2025-2026) ● Year 3: Focus on Literacy Program Evaluation (2026-2027)
<p><u>Close the achievement gap in math and reading.</u></p>		
<p>Priority Area 2. School Climate / Behavior</p>	<p>Goals:</p> <ul style="list-style-type: none"> a. Strengthen training for staff. b. Partner with students. c. Prioritize empathic behavior among students and staff. 	<p>Three-year Plan</p> <ul style="list-style-type: none"> ● 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)
<p><u>Vision: Promote a positive school climate.</u></p>		
<p>Priority Area 3. School Safety</p>	<p>Goals:</p> <ul style="list-style-type: none"> a. Maintain and update safety plans. b. Intensify safety training. 	<p>Three-year Plan</p> <ul style="list-style-type: none"> ● 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)
<p><u>Vision: Sustain a safe, learning environment.</u></p>		

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<p>Priority Area 4. Community-District Relations</p>	<p>Goals:</p> <ul style="list-style-type: none"> a. Update and maintain website content. b. Increase modes of (two-way) communication. c. Increase opportunities for in-person communication. 	<p>Three-year Plan</p> <ul style="list-style-type: none"> ● 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)
<p><u>Vision: Cultivate mutual trust and collaborative relationships.</u></p>		
<p>Priority Area 5. Programs / Services</p>	<p>Goals:</p> <ul style="list-style-type: none"> a. Identify the needs of students, staff, and the community. b. Allocate resources to meet needs. 	<p>Three-year Plan</p> <ul style="list-style-type: none"> ● 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)
<p><u>Vision: Enhance curricular and extra-curricular opportunities at all grade levels.</u></p>		

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Priority Area 1. Student Achievement / Curriculum

<p><u>Vision: Close the achievement gap in math and reading.</u></p>	<p>Goals:</p> <ol style="list-style-type: none"> a. Invest in staff professional development. b. Explore intervention options. c. Create a monitoring system. 	<p>Three-year Plan</p> <ul style="list-style-type: none"> ● Year 1: Focus on Literacy (2024-2025) ● Year 2: Focus on Math (2025-2026) ● Year 3: Focus on Literacy Program Evaluation (2026-2027)
<p><u>Year 1: Focus on Literacy (2024-2025)</u></p> <ol style="list-style-type: none"> a. Prior to the start of the 2024-2025 school year, the district will audit and publish its Literacy Framework (core PK-8 curriculum, resources, and practices used for literacy for traditional and bilingual classrooms). b. By the end of the school year, the district will develop a multi-year professional development plan to support implementation of the Literacy Framework. c. Beginning with the 2024-2025 evaluation cycle, implementation of the district’s Literacy Framework will be a consideration in performance evaluations of all teachers. d. Throughout the school year and beginning by November 4, 2024, all certified staff and teaching assistants will participate in a book study related to literacy and structured literacy. e. Throughout the school year and beginning by September 27, 2024, all certified district administrators will participate in a Leadership Academy focused implementation of Professional Learning Communities and implementation of Multi-tiered Systems of Support (MTSS). f. By the end of 2024-2025, the district will organize, publish, and utilize a PK-8 comprehensive plan for reading interventions for monolingual and bilingual students. g. Beginning with the 2025-2026 evaluation cycle, implementation of Tier 2 literacy interventions will be a consideration in performance evaluations of all teachers. 		
<p><u>Year 2: Focus on Math (2025-2026)</u></p> <ul style="list-style-type: none"> ● Prior to the start of the 2025-2026 school year, the district will audit and publish its Mathematics Curriculum (core PK-8 curriculum, resources, and practices used for mathematics for traditional and bilingual classrooms). ● By March 31, 2026, the district will develop a three-year professional development plan to support implementation of the Mathematics Curriculum. ● Beginning with the 2025-2026 evaluation cycle, implementation of the district’s Mathematics Curriculum will be a consideration in performance evaluations of all relevant teachers. ● By the end of 2025-2026, the district will organize, publish, and utilize a PK-8 Mathematics plan for interventions for monolingual and bilingual students. 		

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- Beginning with the 2026-2027 evaluation cycle, implementation of Tier 2 literacy interventions will be a consideration in performance evaluations of all teachers.

Continuation: Year 2 of 3

- Revisit the multi-year professional development plan to support implementation of the Literacy Framework to include professional development for interventions. Republish as needed.
- Implementation of year one of the three-year professional development plan supporting implementation of the Literacy Framework.
- Evaluation of certified staff to include consideration of the district's Literacy Framework and interventions.
- All PK-8 reading/language arts teachers will implement Tier 2 reading interventions according to the comprehensive plan for reading interventions for monolingual and bilingual.
- All K-8 reading specialists/interventionists will implement Tier 3 reading interventions according to the comprehensive plan for reading interventions for monolingual and bilingual.

Year 3: Focus on Literacy Program Evaluation (2026-2027)

- TBD

Continuation: Year 3 of 3

- Implementation of year two the three-year professional development plan supporting implementation of the Literacy Framework.
- Implementation of year one of the three-year professional development plan supporting implementation of Mathematics.

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Action Steps–Priority Area 1

1-a. Prior to the start of the 2024-2025 school year, the district will audit and publish its Literacy Framework (core PK-8 curriculum, resources, and practices used for literacy for traditional and bilingual classrooms).

The Big Idea: The district needs to review all of the materials that are being used to teach literacy. This is an opportunity to stop doing some things and start doing new things, but only if those shifts move RCS into better alignment with the state’s Literacy Framework and put our students on target for improvement in literacy. When 1-a is completed, there will be a single published document, the Literacy Framework, that lists what is provided by the district to teachers for literacy instruction for use with our monolingual-English and multilingual-Spanish students.

Task	Notes	Target Date	Person/s Responsible	Aligns with Goal/s
<input checked="" type="checkbox"/> Compile a list of all curriculum and resources provided by the school district to teachers that are used for literacy for traditional and bilingual classrooms.	Started, January 2024 by LR, MF, and JF. 2024-25 RCS Curriculum Hand...	May 1, 2024	LR, MF	b, c
<input checked="" type="checkbox"/> Identify which curriculum and resources are provided in English and/or Spanish.	Started, January 2024 by LR, MF, and JF. 2024-25 RCS Curriculum Hand...	May 1, 2024	LR, MF	b, c
<input checked="" type="checkbox"/> Identify grade levels, schools, and programs where curriculum and resources are used.	LR and MF will work with instructional coaches to identify. Send out a draft to teachers for feedback. 2024-25 RCS Curriculum Hand...	May 1, 2024	LR, MF, Instructional Coaches	b, c
<input checked="" type="checkbox"/> Identify when and what grade levels and in what programs specific components from within the materials are used.	LR and MF will work with instructional coaches to identify. Send out a draft to teachers for feedback. 2024-25 RCS Curriculum Hand... See Seven Components of Literacy	May 1, 2024	LR, MF, Instructional Coaches	b, c

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<input checked="" type="checkbox"/> Identify how curriculum and resources align with the Illinois Literacy Framework.	CO Team working with building admin in collaboration with UIUC College of Ed / ROE. 2024-25 RCS Curriculum Hand...	May 15, 2024	LR, MF	b, c
<input type="checkbox"/> Review literacy materials in accordance with the curriculum rubric to be released by ISBE on 07/01/2024.	See note below*	July 15, 2024	LR, MF	b, e
<input checked="" type="checkbox"/> Publish a summary document for literacy instruction, Literacy Framework, that identifies curriculum, resources, and practices that are currently available for use with traditional and bilingual classrooms.	2024-25 RCS Curriculum Hand...	August 1, 2024	LR, MF	b, c

Notes / Updates / Links

- The Instructional Advisory Committee (IAC) is involved in reviewing materials. Specifically reviewed Magnetic Reading Pilot to help the district to move forward with aligning resources to Illinois Literacy Framework. IAC has been reviewing materials for the past two years.
 - Teachers invited to be part of the literacy subcommittee, 2021-2023.
 - Teachers were asked if they would like to pilot the Magnetic Reading Pilot during the school year 2023-2024.
- 2024-2025 RCS Curriculum Handbook shared with all staff on 8/23/24. [2024-25 RCS Curriculum Handbook](#) Other curricular areas continue to be added (i.e. math), bilingual literacy framework is pending review now that updated curriculum resources (Adelante) are in place.
- *After reviewing the published curriculum rubric, it was decided to not be helpful. The addendum from ISBE simply asked Y or N aligned with the Illinois Literacy Framework.

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1-b. By the end of the school year, the district will develop a multi-year professional development plan to support implementation of the Literacy Framework.

The Big Idea: Now that we have developed our Literacy Framework, we revisit our professional development plans to make sure all of our teachers know how to “use it”. This means providing professional development on any new materials, resources, or strategies. Our professional development plan needs to take into account new teachers coming into our district each year as well as veteran RCS teachers. When 1-b is completed, we will have a document that maps out at least three-years worth of professional development to support the district’s Literacy Framework.

Task	Notes	Target Date	Person/s Responsible	Aligns with Goal/s
<input type="checkbox"/> K-5 walkthroughs to assess current literacy instruction.		3/1/2025	Curriculum Associates	a
<input type="checkbox"/> Identify ongoing literacy training needs (what programs, instructional approaches, etc.)		4/1/2025	LR, MF, Building Admin	a
<input type="checkbox"/> Draft three-year plan available for review.		4/15/2025	LR, MF	a
<input type="checkbox"/> Review of plan. Open for comment / feedback from staff and admin.		4/30/2025	All Staff	a
<input type="checkbox"/> Finalize three-year plan.		5/31/2025	LR, MF, CO LT	a

Notes / Updates / Links

- Current Professional Development for Literacy Tracking Document [L](#) Literacy Resources - Am I Trained?
- [L](#) PD 2 Year Plan Current Plan
- Curriculum Associates Tools: [PDF](#) [iready-magnetic-reading-coaching-tool-3-5.pdf](#) [PDF](#) [magnetic-reading-getting-started-checklist.pdf](#)

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1-c. Beginning with the 2024-2025 evaluation cycle, implementation of the district’s Literacy Framework will be a consideration in performance evaluations of all teachers and building administrators.

The Big Idea: Performance evaluation of teachers is an opportunity to provide coaching to improve instruction in the classroom. Successful implementation of the district’s Literacy Framework must be embedded as an important part of teacher and administrator evaluation. When 1-c is completed, all teachers and administrators will understand how their individual performance evaluations connect to the Literacy Framework.

Notes / Updates / Links

Task	Notes	Target Date	Person/s Responsible	Aligns with Goal/s
<input checked="" type="checkbox"/> Building administrators complete at least one formal observation of non-tenured K-5 teachers or 6-8 RLA teachers during literacy instruction.		8/2024	Building Administrators	c
<input type="checkbox"/> Develop a classroom walkthrough tool for building administrators and/or instructional coaches to provide feedback on literacy instruction.		1/2025	JR, CIA	c
<input checked="" type="checkbox"/> Provide in-depth professional development around the Science of Reading to building and district administrators to increase understanding of effective literacy practices.	LETRS Training*.	8/2024	LR, ROE	a, c
<input type="checkbox"/> Implement a new evaluation tool for building and district administrators		7/2025	CO LT	a, c

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that gives consideration to implementation of literacy initiatives.				
<p>Notes / Updates / Links</p> <ul style="list-style-type: none"> • Note, other than professional expectations of participation in the book study (see 1d), this will not be directly integrated into the evaluations of teaching assistants and other non-certified support staff. • *LETRs (Language Essentials for Teachers of Reading and Spelling) Training for Administrators is a four day training over the course of two years with classroom and outside of classroom expectations for participants. The training is provided through the ROE with Lexia trainers. Participants beginning in 2024-2025 are Ramey, Blomberg, Crawford, Oprondek, Mahoney, Wiegel, Harmon, Woods, Sebestik, Dider, Roundtree, and Huntley. Scheduled dates are 8/5/24, 12/13/24, 8/4/25, and 12/12/25. https://www.lexialearning.com/letrs/administrators 				

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1-d. Throughout the school year and beginning by November 4, 2024 all certified staff and teaching assistants will participate in a book study related to literacy and structured literacy.

The Big Idea: We have to continue to improve literacy instruction with all staff, and not all of our teachers and teaching assistants have a strong understanding of what literacy instruction is. All of our teachers and teaching assistants (along with administrators) will benefit from deepening their understanding of literacy and the concept of structured literacy. To do this, we will run a year-long book study. Book studies work well in short meetings, small groups, and large groups. Not everyone will necessarily have the same book as we want books to be as relevant as possible to our employees work setting. When 1-d is completed, all teachers and administrators will have participated in a year-long book study about literacy instruction.

Task	Notes	Target Date	Person/s Responsible	Aligns with Goal/s
<input checked="" type="checkbox"/> Identify texts to be used at PK-5 and 6-8.	Determined to use <i>Shifting the Balance</i> with PK-5 and <i>Improving Adolescent Literacy: Effective Classroom and Intervention Practices</i> with 6-8.	8/15/2024	SW, CO LT	a
<input checked="" type="checkbox"/> Purchase and distribute texts.	<i>Shifting the Balance</i> purchased with Title I funds. Inventoried and distributed to schools the week of August 26, 2024. Link for <i>Improving Adolescent Literacy: Effective Classroom and Intervention Practices</i> https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/adlit_pg_082608.pdf	8/30/2024	SW	a
<input checked="" type="checkbox"/> Develop PD implementation plan.	At 6-8, Instructional Coaches and building admin will facilitate PD.  DIP 1d PD Plan	9/15/2024	SW	a

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<input checked="" type="checkbox"/> Launch Book Study		11/4/2024		a, b, c
Notes / Updates / Links				
<ul style="list-style-type: none">Meeting with Beth Mears ROE SchoolWorks on 9/3 and 9/11 to review implementation of <i>Shifting the Balance</i> Book Study.				

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1-e. Throughout the school year and beginning by September 27, all certified district administrators will participate in a Leadership Academy focused implementation of Professional Learning Communities (PLCs) and implementation of Multi-tiered Systems of Support (MTSS).

The Big Idea: All district administrators need to lead systems that support student learning, and the district needs a consistent language and vision for leading and implementing these systems. This starts with administrators having a deeper understanding of PLCs and MTSS. The Leadership Academy framework will happen outside of regular work hours and administrators will collaboratively study multiple texts and begin to develop plans for improving systems at both the building and district levels.

Task	Notes	Target Date	Person/s Responsible	Aligns with Goal/s
<input checked="" type="checkbox"/> Identify text/s to be used.	Determined to use <i>Taking Action: A Handbook for RTI at Work</i> .	7/15/2024	SW, CO LT	a
<input checked="" type="checkbox"/> Purchase and distribute texts.		7/25/2024	SW	a
<input checked="" type="checkbox"/> Develop PD implementation plan.	Determined to use Administrative Leadership Academy Framework.	7/25/2024	SW, CO LT	a
<input checked="" type="checkbox"/> Launch Book Study	Initiated book study during Administrative Retreat 7/29-8/1.	9/24/2024	SW, JR	a, b, c

Notes / Updates / Links

- Administrative Leadership Academy Framework: fourth Wednesday of the Month from 4:30-7:30 except for November/December and May. 8/28, 9/25, 10/23, 12/4*, 1/22, 2/26, 3/26, 4/23, 5/21*
- After beginning the book study (7/29-8/1), each building requested a copy of the *RTI at Work Plan Book*. Purchased and distributed to building admin on 8/28.

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1-f. By the end of 2024-2025, the district will organize, publish, and utilize a PK-8 comprehensive plan for reading interventions for monolingual and bilingual students.

The Big Idea: Similar to what we did in 1a, we now have to look closely at what is being used for literacy interventions for students who are not at grade level or not making adequate progress. Literacy interventions are already in place, and this step is about making sure we have better consistency for literacy interventions across the district. By the time we are done with 1-f, we will publish and utilize a comprehensive plan for reading interventions that aligns with our multi-tiered systems of support (MTSS)

Task	Notes	Target Date	Person/s Responsible	Aligns with Goal/s
<input checked="" type="checkbox"/> Establish a district MTSS-academic committee that will meet at least once per trimester.	To include literacy specialists, psychologists, building admin, instructional coaches. Eventually expand to include other teachers*.	11/1/2024	JR, AD, LR, MF	b, c
<input type="checkbox"/> Compile a list of all <u>instructional materials</u> provided by the school district to teachers that are used for reading interventions with monolingual and bilingual classrooms.	List is created, pending review.	5/31/2025	MTSS-academic	b, c
<input type="checkbox"/> Compile a list of all <u>assessments</u> provided by the school district to teachers that are used for reading interventions with monolingual and bilingual classrooms.		5/31/2025	MTSS-academic	b, c
<input type="checkbox"/> Evaluate <u>interventions</u> to determine when, where, how, and why they are used.		8/1/2025	MTSS-academic	b

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<input type="checkbox"/> Align interventions to the district’s MTSS framework.	Possible revisions to existing MTSS framework will be needed.	8/1/2025	MTSS-academic	b, c
<input type="checkbox"/> Publish a PK-8 comprehensive plan for reading interventions.	This will include the work done above regarding instructional materials, assessments, and interventions.	8/1/2025	LR, MF, JR	a
<input type="checkbox"/> Identify and select a MTSS data platform to be used district wide.	It is possible that a platform will not be selected until after the above work is done. Would prefer to select a system and have it in place for the 2025-2026 school year.	5/31/2025	MTSS-academic, MBT (see 2a)	c

Notes / Updates / Links

- Existing MTSS Handbook [PDF RCS MTSS 2021-2022.pdf](#)
- *Initially, the certified staff on the MTSS-academic team will be limited to staff that can be pulled during the school day to work on this project. Intent is to include classroom teachers for long-term MTSS-academic implementation.

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1-g. Beginning with the 2025-2026 evaluation cycle, implementation of Tier 2 literacy interventions will be a consideration in performance evaluations of all teachers.

The Big Idea: Performance evaluation of teachers is an opportunity to provide coaching to improve instruction in the classroom. Successful implementation of the district’s Literacy Framework must be embedded as an important part of teacher and administrator evaluation. When 1-g is done, all teachers and administrators will understand how their individual performance evaluations connect to the implementation of literacy interventions..

Task	Notes	Target Date	Person/s Responsible	Aligns with Goal/s
<input type="checkbox"/> Beginning by April 2025, the district’s Performance Evaluation Reform Act (PERA) Committee will identify and align items from the evaluation framework with the district’s intervention plan.		4/2025	TM, PERA Committee	c
<input type="checkbox"/> The PERA Committee will make adjustments to the evaluation framework, as needed, to promote emphasis on successful implementation of the district’s intervention plan.		4/2025	TM, PERA Committee	c
<input type="checkbox"/> Prior to beginning evaluations with affected teachers, all administrators will receive training on how the evaluation tool will be used to consider their successful implementation of the district’s intervention plan.		7/2025	TM	a, c

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<input type="checkbox"/> Prior to the start of a teacher’s 2025-2026 evaluation, all affected teachers will be provided with an overview of how the evaluation tool will be used to consider their successful implementation of the district’s intervention plan.		8/2025	TM, Building Administrators	a, c
Notes / Updates / Links				

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Priority Area 2. School Climate / Behavior

<p><u>Vision: Promote a positive school climate.</u></p>	<p>Goals:</p> <ul style="list-style-type: none"> a. Strengthen training for staff. b. Partner with students. c. Prioritize empathic behavior among students and staff. 	<p>Three-year Plan</p> <ul style="list-style-type: none"> ● 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)
<p><u><i>Year 1: Focus on Classroom and School-Wide Behavioral Management Systems (2024-2025)</i></u></p> <ul style="list-style-type: none"> a. By the start of the second trimester, the district will implement consistent school-wide and classroom management plans. b. Throughout the school year, all certified district administrators will participate in a Leadership Academy focused implementation of Professional Learning Communities and implementation of MTSS. c. 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. 		
<p><u><i>Year 2: Focus on Tier 2 Behavioral Interventions Implementation (2025-2026)</i></u></p> <ul style="list-style-type: none"> ● 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. ● 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] ● 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. ● By X date, the district will identify and staff will be able to use at least five unique Tier 2 behavioral interventions that are appropriate to each grade level. ● Beginning with the 2025-2026 evaluation cycle, implementation of Tier 2 behavioral will be a consideration in performance evaluations of all teachers and support staff. 		

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Continuation: Year 2 of 3

- Based on implementation levels 2a, including successes and areas for growth, RCS will provide ongoing professional development to staff.
- Implement incorporation of classroom and school-wide behavioral management systems will be a consideration into performance evaluations of all teachers, building administrators, and teaching assistants.

Year 3: Focus on Tier 3 Behavioral Interventions Implementation (2026-2027)

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Continuation: Year 3 of 3

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2-20-2025 Version

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Action Steps–Priority Area 2

2-a. By the start of the second trimester, the district will implement consistent school-wide and classroom management plans.

The Big Idea: Currently, all classroom teachers are expected to have a classroom management plan in place. By the time 2a is completed, the district will have consistent school-wide (school-to-school) and individual classroom (classroom-to-classroom) management plans. This does not mean plans are identical or that schools and classroom teachers cannot do things differently, but some key aspects of management should be consistent, regardless of setting. 2a also includes developing and implementing fidelity checks to support successful implementation.

Task	Notes	Target Date	Person/s Responsible	Aligns with Goal/s
<input checked="" type="checkbox"/> By October 15, 2024, the district will establish an MTSS Behavior Team (MBT), and the team will meet at least twice per trimester.	To include psychologists, social workers, building admin, teachers, TAs.	10/15/2025	DH, JR	a
<input checked="" type="checkbox"/> Review classroom management plans by school. Aggregate data.	See meeting agendas and notes		DH, JR, MBT	a, b, c
<input checked="" type="checkbox"/> Review school-wide management plans by school. Aggregate data.	See meeting agendas and notes.		DH, JR, MBT	a, c
<input type="checkbox"/> Draft a district-wide management plan.	See meeting agendas and notes. Team is working on a template.	2/21/2025	DH, JR, MBT	a, c
<input type="checkbox"/> The MBT will develop and administrators and instructional coaches will begin implementing a system of fidelity checks related to implementation of school and classroom management plans.		4/30/2025	DH, JR, MBT	c
<input type="checkbox"/> Develop a one-year professional		6/15/2025	MBT, LR, MF, JR	a

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development plan to support 2-a during the summer of 2025 and the 2025-2026 school year.				
<input type="checkbox"/> Identify and select a MTSS data platform to be used district wide.			MBT, MTSS-academic (see 1f)	
Notes / Updates / Links <ul style="list-style-type: none"> • MBT Meeting Agenda/Note: 📄 MBT Agenda 				

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2-b. Throughout the school year, all certified district administrators will participate in a Leadership Academy focused implementation of Professional Learning Communities and implementation of MTSS. (See 1-e above)

The Big Idea: All district administrators need to lead systems that support student learning, and the district needs a consistent language and vision for leading and implementing these systems. This starts with administrators having a deeper understanding of PLCs and MTSS. The Leadership Academy framework will happen outside of regular work hours and administrators will collaboratively study multiple texts and begin to develop plans for improving systems at both the building and district levels.

Task	Notes	Target Date	Person/s Responsible	Aligns with Goal/s
<input checked="" type="checkbox"/> Identify text/s to be used.	Determined to use <i>Taking Action: A Handbook for RTI at Work</i> .	7/15/2024	SW, CO LT	a
<input checked="" type="checkbox"/> Purchase and distribute texts.		7/25/2024	SW	a
<input checked="" type="checkbox"/> Develop PD implementation plan.	Determined to use Administrative Leadership Academy Framework.	7/25/2024	SW, CO LT	a
<input checked="" type="checkbox"/> Launch Book Study	Initiated book study during Administrative Retreat 7/29-8/1.	9/24/2024	SW, JR	a

Notes / Updates / Links

- Administrative Leadership Academy Framework: fourth Wednesday of the Month from 4:30-7:30 except for November/December and May. 8/28, 9/25, 10/23, 12/4*, 1/22, 2/26, 3/26, 4/23, 5/21*
- After beginning the book study (7/29-8/1), each building requested a copy of the *RTI at Work Plan Book*. Purchased and distributed to building admin on 8/28.

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2-c. 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: Performance evaluation of employees who work with students is an opportunity to provide coaching to improve classroom and school-wide behavior management systems. Successful implementation of these systems must be embedded as an important part of employee evaluation. When 2-c is done, all employees who work with students will understand how their individual performance evaluations connect to the classroom and school-wide behavioral management systems.

Task	Notes	Target Date	Person/s Responsible	Aligns with Goal/s
<input type="checkbox"/> For teacher evaluations, beginning by April 2025, the district’s Performance Evaluation Reform Act (PERA) Committee will identify and align items from the evaluation framework with expectations for classroom and school-wide behavioral management systems.		4/1/2025	PERA Committee	
<input type="checkbox"/> For teacher evaluations, the PERA Committee will make adjustments to the evaluation framework, as needed, to promote emphasis on successful implementation of classroom and school-wide behavioral management systems.		6/1/2025	PERA Committee	
<input type="checkbox"/> Prior to beginning evaluations with affected employees, all administrators will receive training on how the evaluation tool will be used to		8/1/2025	TM, CO LT	

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<p>consider their successful implementation of classroom and school-wide behavioral management systems.</p>				
<p><input type="checkbox"/> Prior to the start of an employee’s evaluation, all affected employees will be provided with an overview of how the evaluation tool will be used to consider their successful implementation of classroom and school-wide behavioral management systems.</p>		8/15/2025	TM, Building Admin	
<p>Notes / Updates / Links</p> <ul style="list-style-type: none"> • How will we integrate this into the evaluations of TAs and Administrators? 				

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Priority Area 3. School Safety

<p><u>Vision: Sustain a safe, learning environment.</u></p>	<p>Goals:</p> <ol style="list-style-type: none"> a. Maintain and update safety plans. b. Intensify safety training. 	<p>Three-year Plan</p> <ul style="list-style-type: none"> ● 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)
<p><u>Year 1: Focus on Crisis Management Response (2024-2025)</u></p> <ol style="list-style-type: none"> a. By September 30, 2024 RCS will begin implementation of at least quarterly building perimeter checks. b. By December 1, 2024 RCS will update the existing Emergency Operations Plan (EOP). c. By January 31, 2025, the district will have a comprehensive emergency reunification plan in place. d. June 1, 2025, the district will have a technology incident response team and plan in place. 		
<p><u>Year 2: Focus on Building Security Systems (2025-2026)</u></p> <ul style="list-style-type: none"> ● By X date, the district will establish building security standards. ● By X date, the district will evaluate all building entrance security systems and make recommendations for future technology and/or infrastructure needs. ● By X date, develop a budgeted plan to ensure all schools meet established security standards. ● By October 31, 2025, provide basic training for all employees related to the technology incident response plan in order to minimize risk. <p>Continuation: Year 2 of 3</p> <ul style="list-style-type: none"> ● All employees will participate in an emergency response drill that includes the emergency reunification plan. ● Review and update emergency reunification plans as needed. ● Update all schools' Emergency Operations Plans (EOP) and Procedures. 		
<p><u>Year 3: Focus on Technology Systems (2026-2027)</u></p> <ul style="list-style-type: none"> ● By X date, the district will evaluate all internal camera systems, including hardware and software. ● By X date, the district will develop a budgeted plan to renew and update internal camera systems. ● By X date, the district will review security protocols of all third party vendors with access to internal network systems and make adjustments as needed. 		

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Continuation: Year 3 of 3

- Implementation of the budgeted plan to ensure all schools meet established security standards.


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Action Steps–Priority Area 3

3-a. By September 30, 2024 RCS will begin implementation of at least quarterly building perimeter checks.

The Big Idea: For each school site, we will continually assess whether an unwanted person is able to gain access to the interior of the school building. We will do this at least quarterly and at least three times per year when students are present. Data collected from these perimeter checks will be used to update emergency operations planning. Perimeter checks also serve to inform ongoing staff training.

Task	Notes	Target Date	Person/s Responsible	Aligns with Goal/s
<input checked="" type="checkbox"/> Create a tracking / monitoring tool.	 School Perimeter Tracking Tool	9/15/2024	SW	a
<input checked="" type="checkbox"/> Perimeter check one.	See below.	9/30/2024	SW, RPD	a, b
<input checked="" type="checkbox"/> Perimeter check two.	See below.	12/15/2024	SW, RPD	a, b
<input type="checkbox"/> Perimeter check three.		3/1/2025	SW, RPD	a, b
<input type="checkbox"/> Perimeter check four.		6/30/2025	SW, RPD	a, b

Notes / Updates / Links

- *Perimeter check one completed on 9/13/2024. Issues are noted in the tracking document and are being addressed.
- Completed on 2/4/25 and 2/5/25 by Kraft (RPD) and Woods. All doors were secure.


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3-b. By December 1, 2024 RCS will update the existing Emergency Operations Plan (EOP).

The Big Idea: The purpose of an EOP for a school is to ensure the safety and well-being of students, staff, and visitors by providing a structured response to potential emergencies. An EOP outlines the procedures to follow in various emergency situations, including natural disasters (e.g., earthquakes, floods, tornadoes), human-caused incidents (e.g., active shooter events, chemical spills, intruders), and medical emergencies. Our EOP was first written in 2016 and last revised in 2019. By the time 3-b is completed, the district will have a revised EOP.

Task	Notes	Target Date	Person/s Responsible	Aligns with Goal/s
<input checked="" type="checkbox"/> Review existing building EOP.	*See below.	09/15/2024	SW, RPD	a
<input type="checkbox"/> Update all campus maps.	**See below.	11/1/2024	SW	a
<input checked="" type="checkbox"/> Draft revised EOP.		11/1/2024	SW, RPD	a
<input checked="" type="checkbox"/> Review revised EOP.		11/15/2024	CO LT, Building Admin	a
<input checked="" type="checkbox"/> Publish EOP Internally.	Given this is an emergency planning document, this document remains internal to RCS and necessary first responders.	12/1/2024	SW, RPD	a, b

Notes / Updates / Links

- *First review on 9/10/2024 SW and RPD. Contacted John Dwyer from Champaign County EMA to see if there is more current state guidance / template and expectations for EOP. Existing document posted by the state is from 2012.
- **Revised draft maps received from the architect on 9/13/2024. Sent to building admin for corrections.
- **Received notification from Champaign County METCAD on 9/12/2024 that they will be doing a comprehensive interior and exterior mapping that overlays with the Geographic Information System and will be accessible by METCAD. The timeline for these detailed maps is 8-10 months. We will incorporate these maps into the EOP once they are received. In the short term, we will use the updated architectural drawings.
- RPD and SW presented information to the BOE at the October meeting. BOE approved EOP at the November meeting, and the document was published internally and distributed to relevant stakeholders as listed in the EOP.
-  11-14-2024 Emergency Operations Plan 2024-2025.pdf Approved, requires redaction.

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3-c. By January 31, 2025, the district will have a comprehensive emergency reunification plan in place.				
The Big Idea: When there is an emergency situation in a school that requires evacuation, the district must have a plan in place for safely and efficiently reunifying students with families. By the time 3-c is completed, the district will have a detailed reunification plan in place.				
Task	Notes	Target Date	Person/s Responsible	Aligns with Goal/s
<input checked="" type="checkbox"/> Provide training to a core group of staff members who will be responsible for overseeing reunification.	School Safety And Violent Event Incident Management (Reunification) scheduled through Illinois Emergency Management Agency for 9/17/24.	9/30/2024	SW	b
<input checked="" type="checkbox"/> Evaluate existing emergency management software for compatibility with the reunification system.	See note below*.	10/31/2024	SW, NB, DW, RPD	a, b
<input checked="" type="checkbox"/> Incorporate reunification plan into the revised EOP.	See 3-b.	1/15/2025	SW, RPD	a
<input type="checkbox"/> Practice reunification with central office staff and building administrators.	Reunification drill with central office staff and building administrators is planned for summer 2025-2026. Possible district-wide drill on 1/2026 institute day.	8//2025	SW, RPD	a, b
Notes / Updates / Links <ul style="list-style-type: none"> • NB, DW, TM, and RPD scheduled for School Safety And Violent Event Incident Management (Reunification). Woods attended in 2023-2024. • *Determined in September to transition from NAV360 to Raptor due to ongoing technical limitations of NAV360. We will still need to evaluate Raptor once reunification plan is developed. Raptor has been fully implemented. 				

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3-d. By June 1, 2025, the district will have a technology incident response team and plan in place.				
The Big Idea: The district needs to put in place an emergency response plan intended to address concerns of a potential cyber threat and/or data breach.				
Task	Notes	Target Date	Person/s Responsible	Aligns with Goal/s
<input checked="" type="checkbox"/> Identify technology incident response standards that will direct planning.	Consulted with Bushue HR	2/15/2025	SW, NB	a
<input type="checkbox"/> 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
<input type="checkbox"/> Based on the draft plan, form the incident response team.		4/15/2025	SW, NB	a
<input type="checkbox"/> Incident response team review and adopt the technology incident response plan.		6/1/2025	SW, NB	a
Notes / Updates / Links				

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Priority Area 4. Community-District Relations

<p><u>Vision: Cultivate mutual trust and collaborative relationships.</u></p>	<p>Goals:</p> <ul style="list-style-type: none"> a. Update and maintain website content. b. Increase modes of (two-way) communication. c. Increase opportunities for in-person communication. 	<p>Three-year Plan</p> <ul style="list-style-type: none"> ● 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)
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Year 1: Focus on Establishing a Strong Base and Encouraging Engagement (2024-2025)

- a. Update and Maintain Website Content:
 - i. Conduct a comprehensive audit of current website content to identify outdated or missing information.
 - ii. Develop a content update schedule to ensure regular and timely updates.
- b. Increase Modes of (Two-Way) Communication:
 - i. Launch at least quarterly district newsletter to keep the community informed about important updates, events, and initiatives.
 - ii. Introduce a feedback form on the district website to gather community input and suggestions.
 - iii. Implement a mobile app interface to facilitate easy access to family-school communication tools.
- c. Increase Opportunities for In-Person Communication:
 - i. Establish a Family Advisory Committee (FAC) that is representative of the district to provide ongoing input and feedback on district initiatives.
 - ii. Organize at least quarterly town hall meetings to provide a platform for direct dialogue between the district and community members, ideally facilitated and/or led by FAC.
 - iii. Schedule regular office hours where community members can meet with district representatives and/or school board members.

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.

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- 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.

Year 3: Focus on Driving Innovation and Strengthening Collaboration (2026-2027)

- a. Update and Maintain Website Content:
 - i. Continuously update and expand the website content.
- b. Increase Modes of (Two-Way) Communication:
 - i. Launch virtual FAC meetings/webinars to reach community members who cannot attend in-person events.
- c. Increase Opportunities for In-Person Communication:
 - i. Organize regular community workshops and training sessions on topics determined in collaboration with FAC.

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Action Steps–Priority Area 4

4-a. Update and Maintain Website Content:				
<ul style="list-style-type: none"> i. Conduct a comprehensive audit of current website content to identify outdated or missing information. ii. Develop a content update schedule to ensure regular and timely updates. 				
The Big Idea: RCS will ensure that families and community members have access to current and comprehensive information. This goal supports transparency and accessibility, making the website a reliable resource for all stakeholders.				
Task	Notes	Target Date	Person/s Responsible	Aligns with Goal/s
<input type="checkbox"/> Implement a new website interface.			SW, NB	a,
<input type="checkbox"/> Integrate the ParentSquare feed into the website.	Will integrate with the launch of a new website. Currently ParentSquare does integrate on the website via the Facebook feed portal.	3/1/25	SW, NB	a
<input type="checkbox"/> Develop a district-level content update schedule to ensure regular and timely updates.		4/1/25	SW, NB, HT	a
<input type="checkbox"/> Develop a building-level content update schedule to ensure regular and timely updates.		3/1/25	SW, NB	a
Notes / Updates / Links				
<ul style="list-style-type: none"> • Once the new website is launched, SW and NB will develop a tool for content monitoring. At the district level and at each building, a person will be assigned to review and update specific content pieces at least monthly. 				

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

- i. Launch at least quarterly district newsletter to keep the community informed about important updates, events, and initiatives.**
- ii. Introduce a feedback form on the district website to gather community input and suggestions.**
- iii. Implement a mobile app interface to facilitate easy access to family-school communication tools.**

The Big Idea: RCS will ensure families and community members have multiple, convenient ways to stay informed and share their input. This two-way communication approach helps keep the community engaged, informed, and empowered to participate in district initiatives and decision-making

Task	Notes	Target Date	Person/s Responsible	Aligns with Goal/s
<input checked="" type="checkbox"/> Launch at least quarterly district newsletter to keep the community informed about important updates, events, and initiatives.	Since the start of the 24-25 school year, RCS has sent out a weekly newsletter via ParentSquare.		SW	b
<input type="checkbox"/> Introduce a feedback form on the district website to gather community input and suggestions.	Will be added once the new district website is up and running.	3/1/2025	SW, NB	c
<input checked="" type="checkbox"/> Implement a mobile app interface (ParentSquare) to facilitate easy access to family-school communication tools.	ParentSquare launched at the start of the 24-25 school year.		NB, DW, SW	c

Notes / Updates / Links

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

- i. Establish a Family Advisory Committee (FAC) that is representative of the district to provide ongoing input and feedback on district initiatives.**
- ii. Schedule regular office hours where community members can meet with district representatives and/or school board members.**

The Big Idea: RCS will create structured and accessible opportunities for families and community members to provide valuable feedback and engage directly with district representatives and school board members. This initiative seeks to build stronger relationships, ensure that community voices are heard, and improve transparency and responsiveness to community needs.

Task	Notes	Target Date	Person/s Responsible	Aligns with Goal/s
<input checked="" type="checkbox"/> Establish a Family Advisory Committee (FAC) that is representative of the district to provide ongoing input and feedback on district initiatives.		11/1/2024	TC	a, b
<input checked="" type="checkbox"/> Schedule regular office hours where community members can meet with district representatives and/or school board members.		2/1/2025	SW, CO LT	a, b

Notes / Updates / Links

- First FAC meeting was 9/10/25. Being referred to as “The Bulldog Advisory Parent Group.” TC is working to build increased interest among families.
- Additional FAC events scheduled for 11/12 and 11/14.
- “Office hours” initiated with the November school board meeting. Thirty minutes prior to meetings.
- [w Running Notes.docx](#) from FAC meetings/events

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Priority Area 5. Programs / Services

<u>Vision: Enhance curricular and extra-curricular opportunities at all grade levels.</u>	Goals: <ol style="list-style-type: none"> a. Identify the needs of students, staff, and the community. b. Allocate resources to meet needs. 	Three-year Plan <ul style="list-style-type: none"> ● 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)
<u>Year 1: Focus on Needs Assessment and Resource Allocation (2024-2025)</u> <ol style="list-style-type: none"> a. Identify the Needs of Students, Staff, and the Community: <ol style="list-style-type: none"> 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. 		
<u>Year 2: Focus on Planning and Allocation (2025-2026)</u> <ol style="list-style-type: none"> a. Allocate Resources to Meet Needs: <ol style="list-style-type: none"> i. Develop a plan for resource allocation based on identified needs and priorities. ii. Prioritize funding for programs and services that enhance both curricular and extracurricular opportunities. 		
<u>Year 3: Focus on Implementation and Expansion (2026-2027)</u> <ol style="list-style-type: none"> a. Implement New Programs and Enhance Existing Services: <ol style="list-style-type: none"> i. Pilot new curricular and extracurricular programs that address identified needs and interests. ii. Expand successful programs based on initial outcomes and feedback from stakeholders. iii. Provide professional development opportunities for staff to support program implementation and innovation. b. Monitor and Adjust Resource Allocation: <ol style="list-style-type: none"> i. Adjust funding priorities and resource allocation strategies based on program performance and evolving needs. ii. Seek additional funding sources and grants to sustain and expand successful initiatives. 		

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Action Steps–Priority Area 5

5-a. Identify the Needs of Students, Staff, and the Community:				
<ul style="list-style-type: none"> 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
<input type="checkbox"/> (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 Families	Spring 2025	SW, CO LT	a
<input type="checkbox"/> (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 2025	SW, Building Admin	a
<input type="checkbox"/> (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 2025	SW, CO LT	a
<input type="checkbox"/> (5-a.ii.)Gather and Organize Existing	Collect data on current program	Summer	SW, CO LT	a

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Program Data	performance, including academic results, attendance records, participation rates, and previous survey feedback. Organize this data for analysis.	2025		
<input type="checkbox"/> (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 2025	SW, CO LT	a
<input type="checkbox"/> (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
<p>Notes / Updates / Links</p> <ul style="list-style-type: none"> • Draft Survey for Families • January 2025, contact RSP Associates to pursue working with them to develop a comprehensive, non-biased self assessment survey. 				

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Acronyms

AD	Allison Didier	SW	Scott Woods
CIA	Curriculum Instruction and Assessment Department	TM	Tom Magers
CO LT	Central Office Leadership Team	TC	Tonya Carter
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		
LR	Lindsay Rubach		
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		
SAEBRs	Social, Academic, and Emotional Behavior Risk Screener		

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District Improvement Plan Team

Position	Name
Director of PreK	Bednarz, Lori
Director of Technology	Benson, Nakia
Director of Facilities	Clark, Shannon
Assistant Director of Special Education	Crawford, Kelly
Assistant Superintendent; Director of Special Education	Didier, Allison
Assistant Superintendent	Frerichs, Jennifer
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
Director of Human Resources	Magers, Tom
Principal, Northview Elementary	Mahoney, Kelly
Director of Curriculum and Instruction	Roundtree, Jamie
Curriculum and PD Teacher Leader	Rubach, Lindsay
Principal, Pleasant Acres. Bilingual Program Administrator	Sebestik, Samantha
Superintendent	Woods, Scott