



# **Consolidated District Plan**

**2026-2027**

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# Executive Summary

## **Local and State Context**

**Local Context:** The Rock-Island Milan has 1 Early Childhood Center, 9 elementary schools, 2 Junior High Schools, 1 High School, and 1 Alternative Learning Center. The district services nearly 6,200 students of which nearly 60% are low-income, 20% require special services, 15% are English Language Learners. As such we receive federal funding, earmarked for all of the aforementioned areas.

**State Context:** As a prerequisite for the approval of Federal Grants, the Illinois State Board of Education (ISBE) requires each district to submit a Consolidated District Plan Application. This plan must be both approved by the board and developed in manner that considers timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders, administrators, other appropriate school personnel, and parents of children in schools served under the Every Student Succeeds Act (ESSA) legislation, and as appropriate, is coordinated with other programs under ESSA, the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the Rehabilitation Act of 1973 (20 U.S.C. 701 et seq.), the Strengthening Career and Technical Education for the 21st Century Act (20 U.S.C.2301 et seq.), the Workforce Innovation and Opportunity Act (29 U.S.C. 3103 et seq.), the Head Start Act (42 U.S.C. 9831 et seq.), the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.), the Adult Education and Family Literacy Act (29 U.S.C. 3271 et seq.), and other Acts as appropriate. (Illinois State Board of Education, 2024).

## **Rationale for Consolidated Grant Application**

- To ensure student learning plans cultivate a climate where every child can make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.
- To ensure schools receive the resources necessary to create a safe, healthy, and inclusive learning environment, while also considering the social-emotional needs of the child.
- To ensure the most highly qualified educators are prepared to meet the needs of all students
- To ensure fiscal accountability around the intended uses of Federal Funds to support the above.

## **The RIMSD Consolidated Plan Focus**

- Increasing Student Achievement for All students; emphasis on Students with Disabilities.
- Offering specialized professional development for paraprofessionals, content educators, special educators, general educators, building leaders, and district leaders aimed at increasing student achievement through the embracing of the school improvement planning process and the 5 Essentials Framework.
- Ensuring fidelity and inter-rater reliability in the identification of sound instructional practices that are certain to guarantee result through the instructional walkthrough tool calibration.
- Braiding and weaving funding while staying accountable to the intended uses of Federal Funds to support the above in the most efficient and effective manners.



# **Quarter 1 Draft Action Plans**

**2026-2027**

<b>Denkman Elementary School</b>			
<b>2026-2027 SCHOOL IMPROVEMENT <u>QUARTER 1 ACTION PLAN ON A PAGE</u></b>			
<b><u>AREAS OF FOCUS</u></b>	<b><u>AMBITIOUS INSTRUCTION ACTIONS</u></b>	<b><u>PERSON(S) RESPONSIBLE</u></b>	<b><u>DUE DATE</u></b>
Academic Vocab	Use Educational Epiphany Tools to teach and track Academic Vocab at each grade level for all subjects.	All Teachers	<i>In place throughout the school year</i>
Reading Fluency	Each grade level classroom will have a reading fluency practice at least 3 times a week for at least 15 minutes. Students will be partnered and will have a common text to practice reading aloud with each other for this practice.	All Classroom Teachers	<i>In place throughout the school year post Fall MAP</i>
Math Intervention Tool	Use the MIT to meet students' areas of need, grouped by abilities.	All Classroom Teachers	<i>In place throughout the school year post Fall MAP</i>
Fact Fluency	Practice various fact fluency activities (Reflex, flashcards, skip counting songs, etc).	All Classroom Teachers	<i>In place throughout the school year</i>
<b>Progress Monitoring Tool(s):</b> MClass, academic vocab assessments, District Timed Assessments <b>Frequency:</b> Monthly, weekly			
<b><u>AREA OF FOCUS</u></b>	<b><u>INVOLVED FAMILIES ACTIONS</u></b>	<b><u>PERSON(S) RESPONSIBLE</u></b>	<b><u>DUE DATE</u></b>
Parent Lighthouse Booster Club	Include at least one on the BLT Staff should attend meetings Advertise for family membership	PLC Leadership/Principal/ MTSS	<i>In place throughout the school year</i>
Monthly Family Engagement Activities	Calendar of events will be established, staff will sign up to support/plan, and all staff and families will be encouraged to attend and support.	BLT	<i>In place throughout the school year</i>
<b>Progress Monitoring Tool(s):</b> Sign up sheets, attendance at events <b>Frequency:</b> Monthly, Quarterly			
<b><u>AREA OF FOCUS</u></b>	<b><u>LEADERSHIP KEY ACTIVITIES</u></b>	<b><u>PERSON(S) RESPONSIBLE</u></b>	<b><u>DUE DATE</u></b>
PLC	Consistently shared document printed and sorted	MTSS/BLT	

MTSS Teams Houston Group	Take our Learning from the Solution Tree Conference TEAMS working in PLC @ Work and adapt that learning throughout our work at Denkan.	MTSS Team	
<b>Progress Monitoring Tool(s):</b> Printed Running Documents (PLC, BLT, MTSS) <b>Frequency:</b> Weekly			
<u>AREAS OF FOCUS</u>	<u>SUPPORTIVE ENVIRONMENT KEY ACTIVITIES</u>	<u>PERSON(S) RESPONSIBLE</u>	<u>DUE DATE</u>
<b>Progress Monitoring Tool(s):</b> <b>Frequency:</b>			

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<b>EARL HANSON</b>			
<b>2026-2027 SCHOOL IMPROVEMENT <u>QUARTER 1 ACTION PLAN ON A PAGE</u></b>			
<b><u>AREAS OF FOCUS</u></b>	<b><u>AMBITIOUS INSTRUCTION ACTIONS</u></b>	<b><u>PERSON(S) RESPONSIBLE</u></b>	<b><u>DUE DATE</u></b>
ELA/Math Intervention	More purposeful, skill focused 15-20 mins daily 3rd-6th <i>Ensure</i> 40 minute block with para support *Change 5th Grade intervention time? MWF: ELA intervention (2 week rotation) T-Th: Math intervention (2 week rotation) Ensure Boost minutes *Add Lexia *Add enrichment opportunities	All Teachers Title Paras *Library Para	
PLCs	High Functioning (Solution Tree)-Math and ELA New PLC Schedule	Principal Teachers	
Progress Monitoring	<b><i>Dibels: All students 3 times a year</i></b> Ensure all students under 40th percentile are PM'd every 10 days.		
SST (Student Support Team)	SST (Student Support Team) will meet and review academic data weekly.		
<b>Progress Monitoring Tool(s):</b> mClass <b>Frequency:</b> 10 day cycle			
<b><u>AREA OF FOCUS</u></b>	<b><u>INVOLVED FAMILIES ACTIONS</u></b>	<b><u>PERSON(S) RESPONSIBLE</u></b>	<b><u>DUE DATE</u></b>
Family Events	Set schedule at beginning of year (4 annual events) and monthly; Multi-cultural night, Trunk or Treat, Summer kickoff (registration, water games, field day activities, etc.), Music Programs (3-6 winter; K-2 spring); Tie in academics to family events. Tie in attendance to family events.	Teachers Principals FACE Team PTO Rotary	
Attendance Team	Create a team meeting weekly Meet with families once students miss x days,		
<b>Progress Monitoring Tool(s):</b> <b>Frequency:</b>			
<b><u>AREA OF FOCUS</u></b>	<b><u>LEADERSHIP KEY ACTIVITIES</u></b>	<b><u>PERSON(S) RESPONSIBLE</u></b>	<b><u>DUE DATE</u></b>

Prof.Development	More all staff meetings (10 mins) -All hours subm.		
<b>Progress Monitoring Tool(s):</b> <b>Frequency:</b>			
<b><u>AREAS OF FOCUS</u></b>	<b><u>SUPPORTIVE ENVIRONMENT KEY ACTIVITIES</u></b>	<b><u>PERSON(S) RESPONSIBLE</u></b>	<b><u>DUE DATE</u></b>
<b>Progress Monitoring Tool(s):</b> <b>Frequency:</b>			

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<b>Edison Junior High School</b>			
<b>2026-2027 SCHOOL IMPROVEMENT <u>QUARTER 1 ACTION PLAN ON A PAGE</u></b>			
<b><u>AREAS OF FOCUS</u></b>	<b><u>AMBITIOUS INSTRUCTION ACTIONS</u></b>	<b><u>PERSON(S) RESPONSIBLE</u></b>	<b><u>DUE DATE</u></b>
Epiphany Vocabulary	Introduce EJHS staff to Booket and explain the “why”. Model AVID strategy.	ELT	8/5/26
Epiphany Vocabulary	Booket Pretest (Epiphany Vocabulary)	Advisory Teachers	8/6/26
Epiphany Vocabulary	Review Data in grade level PLC	All Teachers	8/10/26
Epiphany Vocabulary	AVID Strategies (Frayer Model)	All Teachers	8/10-9/8
Epiphany Vocabulary	Booket Mid-Test (Epiphany Vocabulary)	Advisory Teachers	9/08/26
Epiphany Vocabulary	Progress Monitor / Review Data in grade level PLC	All Teachers	9/08/26
Epiphany Vocabulary	AVID Strategies (Frayer Model)	All Teachers	9/8 - 9/28
Epiphany Vocabulary	Post Test Booket	All Teachers	9/28/26
<b>Progress Monitoring Tool(s):</b> Booket			
<b>Frequency:</b> Every 4 weeks (Mid-term and end of quarter)			
<b><u>AREA OF FOCUS</u></b>	<b><u>INVOLVED FAMILIES ACTIONS</u></b>	<b><u>PERSON(S) RESPONSIBLE</u></b>	<b><u>DUE DATE</u></b>
Family Engagement	Open House/Unpack your Backpack	Admin	08/04/26
Family Engagement	Multi-Cultural Night	FACE Team	TBD (Sept)
Family Engagement	Parent-Teacher Conferences	All Staff	10/1-10/2
Family Engagement	Golden Eagle Breakfast	All Staff	
<b>Progress Monitoring Tool(s):</b>			
<b>Frequency:</b>			

<b><u>AREA OF FOCUS</u></b>	<b><u>COLLECTIVE LEADERSHIP KEY ACTIVITIES</u></b>	<b><u>PERSON(S) RESPONSIBLE</u></b>	<b><u>DUE DATE</u></b>
Attendance, Behavior, Curriculum	Weekly grade level/content PLC's		
Collaboration of vocabulary and writing	Cross Curricular Meetings		
<b><u>AREAS OF FOCUS</u></b>	<b><u>SUPPORTIVE ENVIRONMENT KEY ACTIVITIES</u></b>	<b><u>PERSON(S) RESPONSIBLE</u></b>	<b><u>DUE DATE</u></b>
Attendance	ROE Truancy Check-Ins, monthly meetings with students and families	ROE	
Attendance	Utilizing Advisory Teachers to support student attendance. Bi-Weekly	All Staff	
Attendance	Morning Meeting Monthly Attendance Awards (Perfect Attendance)	Admin	Monthly
<b>Progress Monitoring Tool(s):</b> Skyward (Student Attendance), EJHS Dashboard, ABC/PLC Tracker <b>Frequency:</b>			

**EUGENE FIELD**

2026-2027 SCHOOL IMPROVEMENT **QUARTER 1 ACTION PLAN ON A PAGE**

<u>AREAS OF FOCUS</u>	<u>AMBITIOUS INSTRUCTION ACTIONS</u>	<u>PERSON(S) RESPONSIBLE</u>	<u>DUE DATE</u>
ELA & Math	Aligning the intervention schedule with proper supports	Admin/Grade level/Rep	October 2026
ELA & Math	Interventions with fidelity and consistency (Expectation and best practice - T work with lowest group for core intervention time)	Admin	October 2026
ELA & Math	Para training for intervention time	Staff	October 2026

**Progress Monitoring Tool(s):** mClass, Admin walkthroughs, other interventions

**Frequency:** every 10 days, weekly

<u>AREA OF FOCUS</u>	<u>INVOLVED FAMILIES ACTIONS</u>	<u>PERSON(S) RESPONSIBLE</u>	<u>DUE DATE</u>
Building	Community Resource night (Attendance, Rooms(Connect), PTO, Truancy, Busing, ROE, NEST, Pals, Food Pantry, Mikki and her list of resources, Robert Young, Public Library, YMCA, RIFAC, King Center, KinderCare, Skip-a-long)	Staff/Admin	October 2026

**Progress Monitoring Tool(s):** Attendance at the event

**Frequency:** End of the 1st quarter

<u>AREA OF FOCUS</u>	<u>LEADERSHIP KEY ACTIVITIES</u>	<u>PERSON(S) RESPONSIBLE</u>	<u>DUE DATE</u>
Building wide	Behavior	Admin	Ongoing
Building wide	Attendance	Admin	Ongoing

**Progress Monitoring Tool(s):**

**Frequency:**

<u>AREAS OF FOCUS</u>	<u>SUPPORTIVE ENVIRONMENT KEY ACTIVITIES</u>	<u>PERSON(S) RESPONSIBLE</u>	<u>DUE DATE</u>
Building wide	Precorrection video/slideshow (Assign times by grade levels) - Crosswalk, Gym, Cafeteria, Office, Hallway, Bathroom, Playground, Library, Indoor recess, Front of the building	Staff	Ongoing
Building wide	Positive competition (lunch room behavior, hallway behavior, recess behavior)	Staff	Ongoing

**Progress Monitoring Tool(s):** Scoreboard, Staff  
**Frequency:** Weekly

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<b>FRANCES WILLARD</b>			
<b>2026-2027 SCHOOL IMPROVEMENT <u>QUARTER 1 ACTION PLAN ON A PAGE</u></b>			
<b><u>AREAS OF FOCUS</u></b>	<b><u>AMBITIOUS INSTRUCTION ACTIONS</u></b>	<b><u>PERSON(S) RESPONSIBLE</u></b>	<b><u>DUE DATE</u></b>
ELA	4-6 Focus on fluency/ 3-6 focus on foundational skills (mCLASS with fidelity)	Pauwels leads work out with teachers	
ELA	Building wide understanding of SPED services (core plus more)		
MATH	Daily math review (grade level focuses on GAN but incorporate all strands)		
MATH	Building wide understanding of SPED services (core plus more)		
<b>Progress Monitoring Tool(s):</b>			
<b>Frequency:</b>			
<b><u>AREA OF FOCUS</u></b>	<b><u>INVOLVED FAMILIES ACTIONS</u></b>	<b><u>PERSON(S) RESPONSIBLE</u></b>	<b><u>DUE DATE</u></b>
Learning Academies	Develop a calendar that incorporates dinner and a learning activity. What can our year long theme be that can get the most involvement?		
<b>Progress Monitoring Tool(s):</b>			
<b>Frequency:</b>			
<b><u>AREA OF FOCUS</u></b>	<b><u>LEADERSHIP KEY ACTIVITIES</u></b>	<b><u>PERSON(S) RESPONSIBLE</u></b>	<b><u>DUE DATE</u></b>
PLC's			
Data	BLT meet to review action plan and continue/develop new goals and steps		
<b>Progress Monitoring Tool(s):</b>			
<b>Frequency:</b>			
<b><u>AREAS OF FOCUS</u></b>	<b><u>SUPPORTIVE ENVIRONMENT KEY ACTIVITIES</u></b>	<b><u>PERSON(S) RESPONSIBLE</u></b>	<b><u>DUE DATE</u></b>
Attendance	Using AVID folders/binders, keep parents aware of quarterly calendars and		

	attendance to meet the 90% goal.		
<b>Progress Monitoring Tool(s):</b> <b>Frequency:</b>			

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<b>HMELC</b> 2026-2027 SCHOOL IMPROVEMENT <b>QUARTER 1 ACTION PLAN ON A PAGE</b>			
<b><u>AREAS OF FOCUS</u></b>	<b><u>AMBITIOUS INSTRUCTION ACTIONS</u></b>	<b><u>PERSON(S) RESPONSIBLE</u></b>	<b><u>DUE DATE</u></b>
ELA	Seek out professional dev (in person) for kickstart training.	Nicole	10/2026
ELA	At the end of each quarter during PLC meetings, teachers will assess students in each tier and adjust small group instruction accordingly. Based on GOLD Class Profile Data	Staff	6/1/27
ELA			
MATH	At the end of each quarter during PLC meetings, teachers will assess students in each tier and adjust small group instruction accordingly. Based on GOLD Class Profile Data	Staff	6/2027
MATH	Find some Professional Development trainings for math instruction.	Nicole	10/2026
MATH			
<b><u>AREA OF FOCUS</u></b>	<b><u>INVOLVED FAMILIES ACTIONS</u></b>	<b><u>PERSON(S) RESPONSIBLE</u></b>	<b><u>DUE DATE</u></b>
FAMILY ENGAGEMENT	Encourage all programs to attend family events. Dispersing information to all programs and families.	Office Staff	6/2027
FAMILY ENGAGEMENT			
<b><u>AREA OF FOCUS</u></b>	<b><u>LEADERSHIP KEY ACTIVITIES</u></b>	<b><u>PERSON(S) RESPONSIBLE</u></b>	<b><u>DUE DATE</u></b>
COLLABORATION	School Leadership team will meet each quarter to review progress from key activities	School Leadership Team	6/2027
COLLABORATION			
<b><u>AREAS OF FOCUS</u></b>	<b><u>SUPPORTIVE ENVIRONMENT KEY ACTIVITIES</u></b>	<b><u>PERSON(S) RESPONSIBLE</u></b>	<b><u>DUE DATE</u></b>

STUDENT ATTENDANCE	Ensure that attendance plans are utilized in PFA and ECSE so parents are aware of student attendance. If attendance falls below 80% a plan will be shared with parents.	SLT	6/2027
STUDENT ATTENDANCE			

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<b>Longfellow</b> 2026-2027 SCHOOL IMPROVEMENT <b>QUARTER 1 ACTION PLAN ON A PAGE</b>			
<b><u>AREAS OF FOCUS</u></b>	<b><u>AMBITIOUS INSTRUCTION ACTIONS</u></b>	<b><u>PERSON(S) RESPONSIBLE</u></b>	<b><u>DUE DATE</u></b>
ELA	<p><b>Focus PLC on GRR &amp; Formative Classroom Data</b></p> <ol style="list-style-type: none"> <li>1. PLC training               <ol style="list-style-type: none"> <li>a. Develop schedule</li> <li>b. Training and expectations for staff</li> <li>c. PLC form that includes ELA Data and GRR Expectations</li> </ol> </li> <li>2. What data is appropriate for meetings               <ol style="list-style-type: none"> <li>a. DIBELS</li> <li>b. MAP</li> <li>c. Progress Monitoring</li> <li>d. ESGI (K-1)</li> <li>e. CKLA / EL Education Unit Assessments</li> </ol> </li> <li>3. Actionable steps               <ol style="list-style-type: none"> <li>a. How are teachers grouping for GRR                   <ol style="list-style-type: none"> <li>i. Training at the beginning of the year (revisit the phases)</li> </ol> </li> <li>b. What resources will teachers need                   <ol style="list-style-type: none"> <li>i. Look at the lessons and build in the GRR into practice</li> </ol> </li> <li>c. What materials will students need</li> </ol> </li> </ol>		
Math	<p><b>Focus PLC on GRR &amp; Formative Classroom Data</b></p> <ol style="list-style-type: none"> <li>1. PLC training               <ol style="list-style-type: none"> <li>a. Develop schedule</li> <li>b. Training and expectations for staff</li> <li>c. PLC form that includes Math Data and GRR Expectations</li> </ol> </li> <li>2. What data is appropriate for meetings               <ol style="list-style-type: none"> <li>a. MAP</li> <li>b. Progress Monitoring</li> <li>c. ESGI (K-1)</li> <li>d. Eureka &amp; Illustrative Unit Assessments</li> </ol> </li> <li>3. Actionable steps               <ol style="list-style-type: none"> <li>a. How are teachers grouping for GRR</li> </ol> </li> </ol>		

	<ul style="list-style-type: none"> <li>i. Training at the beginning of the year (revisit the phases)</li> <li>b. What resources will teachers need <ul style="list-style-type: none"> <li>i. Look at the lessons and build in the GRR into practice</li> </ul> </li> <li>c. What materials will students need</li> </ul>		
<b>Progress Monitoring Tool(s):</b>			
<b>Frequency:</b>			
<b><u>AREA OF FOCUS</u></b>	<b><u>INVOLVED FAMILIES ACTIONS</u></b>	<b><u>PERSON(S) RESPONSIBLE</u></b>	<b><u>DUE DATE</u></b>
Family Engagement	<b>Family Quarterly Meetings</b> <ul style="list-style-type: none"> <li>1. Schedule of Meetings - 1 Wednesday/Quarter <ul style="list-style-type: none"> <li>a. Math 1st Q</li> <li>b. ELA 2nd Q</li> <li>c. Science 3rd Q</li> <li>d. Testing 4th Q</li> </ul> </li> <li>2. Time for Teacher Planning of Meetings</li> <li>3. Promote Meetings</li> <li>4. Prepare Materials</li> </ul>	All staff	<i>Each Quarter</i>
<b>Progress Monitoring Tool(s):</b>			
<b>Frequency:</b>			
<b><u>AREA OF FOCUS</u></b>	<b><u>LEADERSHIP KEY ACTIVITIES</u></b>	<b><u>PERSON(S) RESPONSIBLE</u></b>	<b><u>DUE DATE</u></b>
PLC	Weekly PLC meeting <ul style="list-style-type: none"> <li>1. Develop schedule</li> <li>2. Training and expectations for staff</li> <li>3. PLC form that includes ELA and Math Data and GRR Expectations</li> </ul>	Leonard/Staff	
<b>Progress Monitoring Tool(s):</b>			
<b>Frequency:</b>			
<b><u>AREAS OF FOCUS</u></b>	<b><u>SUPPORTIVE ENVIRONMENT KEY ACTIVITIES</u></b>	<b><u>PERSON(S) RESPONSIBLE</u></b>	<b><u>DUE DATE</u></b>

Attendance	<b>Promoting 90% and above student attendance</b> <ol style="list-style-type: none"> <li>1. Promoting to parents and scholars the attendance expectations</li> <li>2. Weekly attendance doughnut parties</li> <li>3. Monthly Attendance Certificates</li> <li>4. Quarterly Perfect Certificates</li> <li>5. Quarterly Celebration for those with 90% or above</li> <li>6. Bulletin Board Space</li> </ol>	Inman/Konrardy	
<b>Progress Monitoring Tool(s):</b> <b>Frequency:</b>			

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<b>Rock Island Academy</b>			
<b>2026-2027 SCHOOL IMPROVEMENT <u>QUARTER 1 ACTION PLAN ON A PAGE</u></b>			
<b><u>AREAS OF FOCUS</u></b>	<b><u>AMBITIOUS INSTRUCTION ACTIONS</u></b>	<b><u>PERSON(S) RESPONSIBLE</u></b>	<b><u>DUE DATE</u></b>
ELA/Math Classroom Management Intervention	Peer Observation. Scheduling and planning for observations. Per semester, each classroom teacher will complete one peer observation in the areas of ELA, math, intervention, and/or classroom management.	MTSS Building Team -100% classroom teachers	End of Q1
ELA/Math	Academic Language. Each classroom teacher will complete PBOs per lesson and incorporate academic language into each.	Administration -100% classroom teachers	End of Q1
ELA/Math Intervention	Leader Teachers. MTSS Building team members will guide, lead, report, and represent their assigned grade levels and/or departments; K/1, 2/3, 4/5/6, ML, Special Education, Paraprofessionals, Specialists.	MTSS Building Team	End of Q1
ELA/Math	Grade Level Groupings Intervention. Each grade level, K-6 will dedicate at least 30 minutes to grade level intervention on Mondays, Tuesdays, Thursdays and Fridays.	MTSS Interventionist -100% classroom teachers	End of Q1
Math	Professional development. Each classroom teacher will participate in professional development to learn, strengthen, and implement teaching practices in math intervention.	MTSS Interventionist, Administration -100% classroom teachers	End of Q1
Science	Mystery Science/Amplify instruction. Each classroom teacher will dedicate at least 60 minutes weekly on Wednesdays to teach the dedicated science curriculum.	Administration -100% classroom teachers	End of Q1
<b>Progress Monitoring Tool(s):</b> Observation sign-up; walk-throughs; lesson plans; <b>Frequency:</b> Once per semester; 5 walk-throughs per week / one per teacher per quarter; teachers submit weekly lesson plans			
<b><u>AREA OF FOCUS</u></b>	<b><u>INVOLVED FAMILIES ACTIONS</u></b>	<b><u>PERSON(S) RESPONSIBLE</u></b>	<b><u>DUE DATE</u></b>
Family Engagement	Monthly family events focused on the 3 Dual Capacity Framework Areas by Dr. Karen. Send out flyers, post on social media, get translations in advance	RIA FACE Team	Monthly

Family Engagement	Family asset survey	District FACE Team	Q1
<b>Progress Monitoring Tool(s):</b> District FACE Event Form <b>Frequency:</b> Monthly			
<b><u>AREA OF FOCUS</u></b>	<b><u>LEADERSHIP KEY ACTIVITIES</u></b>	<b><u>PERSON(S) RESPONSIBLE</u></b>	<b><u>DUE DATE</u></b>
Collaboration	Peer Observation. Per semester, each classroom teacher will complete one peer observation reflection form in the areas of ELA, math, intervention, and/or classroom management.	MTSS Building Team -100% <i>classroom teachers</i>	End of Q1
Collaboration	Grade Level Groupings Intervention. Each grade level, K-6 will dedicate at least 30 minutes to grade level intervention on Mondays, Tuesdays, Thursdays and Fridays. Teams will review data and select appropriate interventions per student group.	General education teachers	End of Q1
<b>Progress Monitoring Tool(s):</b> <b>Frequency:</b>			
<b><u>AREAS OF FOCUS</u></b>	<b><u>SUPPORTIVE ENVIRONMENT KEY ACTIVITIES</u></b>	<b><u>PERSON(S) RESPONSIBLE</u></b>	<b><u>DUE DATE</u></b>
Student Attendance	Individual/small group interventions with at-risk students	United Way representative	
<b>Progress Monitoring Tool(s):</b> <b>Frequency:</b>			

<b>RICMS</b> 2026-2027 SCHOOL IMPROVEMENT <b>QUARTER 1 ACTION PLAN ON A PAGE</b>			
<b><u>AREAS OF FOCUS</u></b>	<b><u>AMBITIOUS INSTRUCTION ACTIONS</u></b>	<b><u>PERSON(S) RESPONSIBLE</u></b>	<b><u>DUE DATE</u></b>
ELA/Math	In order to prepare all students K-2 to be able to read at grade level (65%ile or higher in NWEA reading) and to apply basic math facts at grade level (78th%ile or higher in NWEA math) by the end of 2nd grade, the majority of parapro support will be used in k-2. Individual parapro will be assigned to individual teachers for blocks of time in order to minimize interruptions to core instruction time. Parapro responsibilities will be to support teachers by reinforcing basic reading and math interventions based on the needs of individual or small groups of students.	RICMS principals	<i>By Labor Day</i>
Math/Science	In order for students to better understand and analyze charts, graphs, and data models (makes up a massive portion of the ISA assessment and is aligned to the Next Generation Science Standards), all RICMS teachers will utilize charts, graphs, and data models weekly.	RICMS teachers	<i>B</i>
<p><b>Progress Monitoring Tool(s):</b> 1) Schedule of parapro placement 2) A document that details teacher, parapro, students, skills being reinforced 3)Weekly PLC talks about the weekly data charts, graphs, and data models.</p> <p><b>Frequency:</b></p> <ol style="list-style-type: none"> <li>1) Once in first quarter</li> <li>2) Ongoing</li> <li>3) Weekly</li> </ol>			
<b><u>AREA OF FOCUS</u></b>	<b><u>INVOLVED FAMILIES ACTIONS</u></b>	<b><u>PERSON(S) RESPONSIBLE</u></b>	<b><u>DUE DATE</u></b>
Family Support of Academics	RICMS will partner with Ms. Dixon and Ron Mirr to develop 1 family event where parents of K-2 students will learn how to better support their children academically.		
<b>Progress Monitoring Tool(s):</b> The event document created			

<b>Frequency: Once</b>			
<b><u>AREA OF FOCUS</u></b>	<b><u>LEADERSHIP KEY ACTIVITIES</u></b>	<b><u>PERSON(S) RESPONSIBLE</u></b>	<b><u>DUE DATE</u></b>
PLC	Develop a new PLC model that aligns with the district expectations		
<b>Progress Monitoring Tool(s): PLC agendas</b> <b>Frequency: Weekly</b>			
<b><u>AREAS OF FOCUS</u></b>	<b><u>SUPPORTIVE ENVIRONMENT KEY ACTIVITIES</u></b>	<b><u>PERSON(S) RESPONSIBLE</u></b>	<b><u>DUE DATE</u></b>
Safety	Develop a plan to communicate the school expectations for I Love you Guys protocols	RICMS Principals	
Communication	School administrators and teachers will learn how to use Apptegy Connect.	Staff	
<b>Progress Monitoring Tool(s): Communication of I Love You Guys plan developed and the Apptegy training checklist</b> <b>Frequency: Once</b>			

**Ridgewood**

**2026-2027 SCHOOL IMPROVEMENT QUARTER 1 ACTION PLAN ON A PAGE**

<b><u>AREAS OF FOCUS</u></b>	<b><u>AMBITIOUS INSTRUCTION ACTIONS</u></b>	<b><u>PERSON(S) RESPONSIBLE</u></b>	<b><u>DUE DATE</u></b>
Instructional Practices Math & ELA	Continue implementing HIIP's 1-3	BLT, principal	Oct. 2026
Instructional Practices	Implementing a new MTSS / BIT process created by the district MTSS team.	District admin., BLT, BIT, principal	Oct. 2026

**Progress Monitoring Tool(s):** Walkthrough tool data  
**Frequency:** Bi-Weekly, quarterly

<b><u>AREA OF FOCUS</u></b>	<b><u>INVOLVED FAMILIES ACTIONS</u></b>	<b><u>PERSON(S) RESPONSIBLE</u></b>	<b><u>DUE DATE</u></b>
Family Events	Planning to add academic enrichment to each FACE event.	FACE Team, principal	June 2027
Family Resources	Creating Food Pantry at Heather Ridge Apts.	SchoolCounselor Heather Ridge Apts. Management	Oct. 2026
Parent / Student Enrichment.	Begin school wide academic vocabulary with parents. This will consist of an academic word of the week shared with parents. Parents will be encouraged to work on the words with their student(s)	Principal, Grade Level Teachers	Oct. 2026

**Progress Monitoring Tool(s):** FACE Tracking Tool, Feedback from Heather Ridge Apts. Management,  
**Frequency:** Monthly

<b><u>AREA OF FOCUS</u></b>	<b><u>LEADERSHIP KEY ACTIVITIES</u></b>	<b><u>PERSON(S) RESPONSIBLE</u></b>	<b><u>DUE DATE</u></b>
<b>Time &amp; Priority</b>	Revision to Master Schedule (PLC's, BIT	Principal	July 14th,

<b>Management</b>	process, Increased instructional time)		2026
<b>Progress Monitoring</b>	Establish a feedback cycle for teachers for progress monitoring of student interventions	Principal	July 14th 2026
<b><u>AREAS OF FOCUS</u></b>	<b><u>SUPPORTIVE ENVIRONMENT KEY ACTIVITIES</u></b>	<b><u>PERSON(S) RESPONSIBLE</u></b>	<b><u>DUE DATE</u></b>
<b>Professional Development</b>	Continue partnership with BHASED ( <i>PD series on shaping mindset around inclusive practices</i> )	<b>Principal, Nichole Ruddell (BHASED)</b>	<b>Ongoing</b>
<b>Progress Monitoring Tool(s):</b> Satisfaction Survey, 5 Essentials Survey, Assessment Data ( <i>Students w/ Disabilities</i> ) <b>Frequency:</b> Quarterly, Annually			
<b><u>AREAS OF FOCUS</u></b>	<b><u>SUPPORTIVE ENVIRONMENT KEY ACTIVITIES</u></b>	<b><u>PERSON(S) RESPONSIBLE</u></b>	<b><u>DUE DATE</u></b>

Leadership Activities

- Master schedule for increasing instructional time
- Adjusting PLC agendas to clearly state expectations

<b>ROCK ISLAND HIGH SCHOOL</b>			
<b>2026-2027 SCHOOL IMPROVEMENT <u>QUARTER 1 ACTION PLAN ON A PAGE</u></b>			
<b><u>AREAS OF FOCUS</u></b>	<b><u>AMBITIOUS INSTRUCTION ACTIONS</u></b>	<b><u>PERSON(S) RESPONSIBLE</u></b>	<b><u>DUE DATE</u></b>
Academic Vocabulary	Words of the Week posters (schoolwide word walls) Words of the Week would be embedded into classroom instruction.	Teachers/ Building leadership	
Student Discourse	Small group /partner interactions Provide HOT questions as starters for students Required responses are supported with text evidence Think -pair-share Student development of questions Socratic seminars PD - best practices	Teachers Building Leadership Librarian	
<b>Progress Monitoring Tool(s):</b>			
<b>Frequency:</b>			
<b><u>AREA OF FOCUS</u></b>	<b><u>INVOLVED FAMILIES ACTIONS</u></b>	<b><u>PERSON(S) RESPONSIBLE</u></b>	<b><u>DUE DATE</u></b>
Increasing Communication w/Families & Community	Social Media page (FB, Instagram, Tiktok) promoting events & academic vocabulary of the week		Weekly Posts
	Step 1: Create social media accounts <ul style="list-style-type: none"> <li>● Get approval from the principal to</li> <li>● Create a Facebook account</li> <li>● Create an Instagram account</li> <li>● Create a TikTok account</li> </ul> Once approved create accounts	Katie Yolanda	July 1, 2026

	<p>Step 2: Ask community partners to make a vocab TikTok</p> <ul style="list-style-type: none"> <li>• Get approval from the principal to recruit professionals to help with this initiative</li> <li>• Recruit community partners to participate</li> <li>• Draft a letter or email for recruiting</li> <li>• Create a sign up sheet - Google Form</li> </ul>		August 1, 2026
<p><b>Progress Monitoring Tool(s):</b>  <b>Frequency:</b></p> <ul style="list-style-type: none"> <li>• Weekly             <ul style="list-style-type: none"> <li>○ Post a new word each time the designated person shares a new word</li> </ul> </li> <li>• Data Collection:             <ul style="list-style-type: none"> <li>○ Keep track of participants/followers</li> </ul> </li> </ul>			
<b><u>AREA OF FOCUS</u></b>	<b><u>COLLECTIVE LEADERSHIP KEY ACTIVITIES</u></b>	<b><u>PERSON(S) RESPONSIBLE</u></b>	<b><u>DUE DATE</u></b>
PLC Organization and Expectations	Teams review norms every meeting and refer back to them to keep all on track throughout the meeting.	Principal and ILT	Weekly
PLC Organization and Expectations	PLC's will follow the PLC process using the agenda template	Principal and ILT	
<p><b>Progress Monitoring Tool(s):</b> PLC Teams Rubric  <b>Frequency:</b> Weekly</p>			
<b><u>AREAS OF FOCUS</u></b>	<b><u>SUPPORTIVE ENVIRONMENT KEY ACTIVITIES</u></b>	<b><u>PERSON(S) RESPONSIBLE</u></b>	<b><u>DUE DATE</u></b>
Attendance	<p><b>Survey students attendance barriers</b></p> <ul style="list-style-type: none"> <li>- Skills will be assessed to analyze challenges students face for being in the classroom.</li> <li>- Launch an attendance campaign based</li> </ul> <p><b>Weekly attendance check</b></p> <ul style="list-style-type: none"> <li>-Involve homeroom teachers to contact parents who are missing 2 days or more that week (wellness check form).</li> <li>-Same action second week + letter sent home</li> </ul>	Burgos, Andedo, Rice	TBD
<p><b>Progress Monitoring Tool(s):</b>  <b>Frequency:</b></p>			

Supportive environment Key Activities:

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<b>Thomas Jefferson Elementary</b> 2026-2027 SCHOOL IMPROVEMENT <b>QUARTER 1 ACTION PLAN ON A PAGE</b>			
<b><u>AREAS OF FOCUS</u></b>	<b><u>AMBITIOUS INSTRUCTION ACTIONS</u></b>	<b><u>PERSON(S) RESPONSIBLE</u></b>	<b><u>DUE DATE</u></b>
Essential Standard -ELA -Math	PLC discussions - focus ALL students - can use this as the Day 1 focus Agreement would be to have ALL Students achieve proficiency with one Essential Standard, PBO, and EE36 Academic Vocabulary, Gradual Release Responsibility	Classroom Teachers, Special Education Resource, Principal	<i>2nd Quarter</i>
Tier 3 in classroom - ELA - Math	15 minute daily with Day 1 students in classroom (Reading and Math fluency)	Classroom Teachers, Special Education Resource, Principal	<i>2nd Quarter</i>
1st Quarter Breakfast Club (1st and 2nd Graders) ELA	8:20-8:35 4x week - no Friday - foundational skills	Specials Education Resource, Specials' Teachers, Building Supervisor, Guidance Counselor	<i>2nd Quarter</i>
Math	Math Facts - Reflex ST Math Daily - <a href="http://thatquiz.org">thatquiz.org</a> - progress monitoring on Fridays.	Classroom Teachers, Principal	<i>2nd Quarter</i>
<p><b>Progress Monitoring Tool(s):</b> <a href="http://thatquiz.org">thatquiz.org</a>, fluency passages, mClass 1st grade progress monitoring - letters sounds, cvc words, writing letters by sound, Essential Standard Tier 1 curriculum assessments, walkthrough data, Peer to Peer walkthrough data</p> <p><b>Frequency:</b> math and reading fluency weekly, BOQ-MOQ-EOQ</p>			
<b><u>AREA OF FOCUS</u></b>	<b><u>INVOLVED FAMILIES ACTIONS</u></b>	<b><u>PERSON(S) RESPONSIBLE</u></b>	<b><u>DUE DATE</u></b>
Family Math Night (Sept. 22)	Discussing math facts - goals per grade level - provide resources to families	FACE Team, Principal	<i>2nd Quarter</i>
Parent/Teacher Conferences (Sept 30-Oct. 2)	Fall Satisfaction Survey (98% submission rate 2025)	Office Staff, ParaTeam, Classroom Teachers	<i>2nd Quarter</i>

<b>Progress Monitoring Tool(s):</b> FACE Team will track data at each event, Principal will watch the submission percentage to adjust and achieve the goal. <b>Frequency:</b> 2 Family Events targeted for 1st quarter			
<b>AREA OF FOCUS</b>	<b>LEADERSHIP KEY ACTIVITIES</b>	<b>PERSON(S) RESPONSIBLE</b>	<b>DUE DATE</b>
Grade Level Essential Standard (Math) - PBO - EE36	Weekly PLC grade levels - discuss BOQ assessment	Classroom teacher and Principal, Resource Team, PLC-trained Team	Weekly Check-in - 2nd quarter
Grade Level Essential Standard (ELA) - PBO - EE36	Weekly PLC grade levels - discuss BOQ assessment	Classroom teacher and Principal, Resource Team, PLC-trained Team	Weekly Check-in - 2nd quarter
<b>Progress Monitoring Tool(s):</b> Weekly PLC notes - BOQ assessment data <b>Frequency:</b> Weekly			
<b>AREAS OF FOCUS</b>	<b>SUPPORTIVE ENVIRONMENT KEY ACTIVITIES</b>	<b>PERSON(S) RESPONSIBLE</b>	<b>DUE DATE</b>
Attendance	Attendance Parties, POC NX Parent phone calls	"A" Team, TJ Way, Office Staff, Building Supervisor, Guidance Counselor	<i>2nd Quarter</i>
Attendance	Bulldog Passports - new	"A" Team, TJ Way, Office Staff, Building Supervisor, Guidance Counselor	<i>2nd Quarter</i>
<b>Progress Monitoring Tool(s):</b> Check weekly/monthly attendance <b>Frequency:</b> daily, weekly, monthly			

<b>TMLC</b> 2026-2027 SCHOOL IMPROVEMENT <b>QUARTER 1 ACTION PLAN ON A PAGE</b>			
<b><u>AREAS OF FOCUS</u></b>	<b><u>AMBITIOUS INSTRUCTION ACTIONS</u></b>	<b><u>PERSON(S) RESPONSIBLE</u></b>	<b><u>DUE DATE</u></b>
Curriculum & Assessment Alignment	Essential standards named in every course. PBOs and common formative assessments become our normal. Explicit instruction is the expectation, K–shared language.	TMLC Staff	
Data-Driven Collaboration	Teams refine CFAs with student data, calibrate scoring, and tighten the reteach cycle. Vocabulary and comprehension routines run in every classroom.	TMLC Staff	
Literacy Integration & Growth	Literacy practices are how we do business. We measure growth on IAR, ISA, PreACT & ACT — and tell the story of Titan readers who rose.	TMLC Staff	
<b>Progress Monitoring Tool(s):</b>			
<b>Frequency:</b>			
<b><u>AREA OF FOCUS</u></b>	<b><u>INVOLVED FAMILIES ACTIONS</u></b>	<b><u>PERSON(S) RESPONSIBLE</u></b>	<b><u>DUE DATE</u></b>
Map the Event Calendar and Criteria Alignment	Schedule the first 2–3 FACE events of the school year to establish a consistent timeline. For each planned event, intentionally embed core elements from Dr. Karen Mapp's Dual Capacity Framework (such as making them explicitly "Linked to learning" or designed to build "mutual trust") to guarantee the school meets the 50% criteria right from the start	F.A.C.E. Team	
FACE Tracker Training	Train the implementing team on how to log data immediately following Quarter 1 events so that progress toward the 10-event annual goal is accurately captured and monitored.	F.A.C.E. Team	

<b>Progress Monitoring Tool(s):</b> <b>Frequency:</b>			
<b><u>AREA OF FOCUS</u></b>	<b><u>COLLECTIVE LEADERSHIP KEY ACTIVITIES</u></b>	<b><u>PERSON(S) RESPONSIBLE</u></b>	<b><u>DUE DATE</u></b>
Administer Baseline PLC @ Work assessment	During September 2026, conduct the initial pre-assessment using the PLC Teams Rubric with all content area teams. Use this data to establish a clear baseline for each team across the 4 indicators and identify specific growth areas needed to move teams toward the "Implementing" rating.		
Establish PLC Team Norms and Meeting Structures	Provide targeted professional development to team leaders on building a collaborative culture. Require each content area team to establish formal norms, roles, and a structured meeting schedule focused on the core PLC questions, ensuring a solid foundation is in place before the mid-year progress checks.		
<b>Progress Monitoring Tool(s):</b> <b>Frequency:</b>			
<b><u>AREAS OF FOCUS</u></b>	<b><u>SUPPORTIVE ENVIRONMENT KEY ACTIVITIES</u></b>	<b><u>PERSON(S) RESPONSIBLE</u></b>	<b><u>DUE DATE</u></b>
Create and Launch an attendance tracking and intervention system	Set up a weekly tracking routine to catch dipping attendance early. Implement an immediate outreach protocol for Quarter 1—such as automated alerts, positive phone calls home, or parent conferences—to re-engage students before they fall significantly behind the 90% attendance target.		
Implement Positive Attendance Incentives and Recognition	Establish a monthly reward system during Quarter 1 to recognize both perfect attendance and "most improved" attendance. By providing immediate positive reinforcement—such as student highlights, certificates, or small privileges—you build early momentum and motivate at-risk students to stay above the 90% threshold before chronic patterns set in.		
<b>Progress Monitoring Tool(s):</b> <b>Frequency:</b>			

<b>Washington Junior High School</b>			
<b>2026-2027 SCHOOL IMPROVEMENT <u>QUARTER 1 ACTION PLAN ON A PAGE</u></b>			
<b><u>AREAS OF FOCUS</u></b>	<b><u>AMBITIOUS INSTRUCTION ACTIONS</u></b>	<b><u>PERSON(S) RESPONSIBLE</u></b>	<b><u>DUE DATE</u></b>
ELA	Academic Vocabulary - IAR test practice advisory slides,	Nunn	
Math	Success Math intervention redesign	Udon, Shaw and Brown	
<b>Progress Monitoring Tool(s):</b>			
<b>Frequency:</b>			
<b><u>AREA OF FOCUS</u></b>	<b><u>INVOLVED FAMILIES ACTIONS</u></b>	<b><u>PERSON(S) RESPONSIBLE</u></b>	<b><u>DUE DATE</u></b>
Relationships	Tailgate event to share information from ELA, Math, Science and Social Studies classes, RI library card drive, MKL center and YWCA as community partners.	FACE committee	
Academic	Open House- Teachers sharing what the students will be learning this quarter.	Teachers	
<b>Progress Monitoring Tool(s):</b>			
<b>Frequency:</b>			
<b><u>AREA OF FOCUS</u></b>	<b><u>COLLECTIVE LEADERSHIP KEY ACTIVITIES</u></b>	<b><u>PERSON(S) RESPONSIBLE</u></b>	<b><u>DUE DATE</u></b>
Culture and Climate	Committee choices to build trust and accountability.	Smith	
PBO	Monitoring the HIP and PBO's		
<b>Progress Monitoring Tool(s):</b>			
<b>Frequency:</b>			
<b><u>AREAS OF FOCUS</u></b>	<b><u>SUPPORTIVE ENVIRONMENT KEY ACTIVITIES</u></b>	<b><u>PERSON(S) RESPONSIBLE</u></b>	<b><u>DUE DATE</u></b>
Attendance	Attendance team- <ul style="list-style-type: none"> <li>• groups per grade level, specific staff me</li> </ul>	Deaner	

<b>Progress Monitoring Tool(s):</b> <b>Frequency:</b>			

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