

ROCK ISLAND-MILAN SCHOOL DISTRICT #41
Board of Education Meeting

June 9, 2026

Sharon Williams, Ed. D.

Superintendent





AGENDA

1. Seal of Biliteracy Recognitions
2. Strategic Plan - Quarterly Report
3. 5Essentials Results
4. Committee of the Whole - Potential 2026 - 2027 Discussion Topics
5. Quarterly Investment Report
6. FY2026 Budget Amendment Presentation & Public Hearing

Seal of Biliteracy

Commendation Toward Biliteracy

Debra Frantz, Director of Multilingual Learning
Dr. LaShanta Williams, Multilingual Learning
Coordinator



Multilingualism and the Seal of Biliteracy



Why Multilingualism Matters

- Earn **college credit** through the Illinois State Seal of Biliteracy.
- **Strengthen** memory, attention, problem-solving, and **academic performance**.
- **Build communication skills, cultural awareness, and empathy**.
- **Expand career opportunities** and increase earning potential.
- **Develop the global competencies** needed for today's interconnected world.



The Pathway to Seal of Biliteracy

Senior students must show proficiency in English and a World Language by meeting the criteria set by the Illinois State Board of Education (ISBE).

Acceptable (English) scores are gathered via:	Acceptable (World or Heritage Language) scores are gathered via:
<ul style="list-style-type: none">● ACT or SAT English subtest● WIDA ACCESS (while in HS)● Avant STAMP4S English assessment	<ul style="list-style-type: none">● Avant STAMP4S (Spanish, German, French, Arabic)● ALTA Language Assessment (Swahili, Dari) or● Portfolio Method (Karen)



World Language and ML Teachers

World Language



- Spanish: Norma Ramirez, Nikki Regan, Lonnie Behnke
- German: Nick Eli
- French: Ms. Bouchareb

Multilingual Learners

- Maria Schrup
- Jose Burgos
- Robert Mwaga
- Mayra Beltran



Seal of Biliteracy Results

	2023-2024	2024-2025	2025-2026
Commendation 	5 German Spanish	9 German Spanish Swahili	16 French German Spanish Swahili
Seal of Biliteracy 	9 Arabic Kinyarwanda* Spanish	14 Karen Kinyarwanda Spanish Swahili	11 Arabic Dari* Karen Spanish Swahili
	<i>*First in IL</i>		<i>*First in IL</i>

SoBL status
 CtB status appears
 on **official high
 school** transcript.

SoBL/CtB “seal”
 provided to place
 on **diplomas.**



Honored Students: Commendation



Agelix (Alex) Leon

Swahili

Chukiwa Sudi

Swahili

Ramadhan Sango

Swahili

Nelson Htoo

Spanish

Paloma Tapia Montoya

Spanish

Aaron Marfetan

Spanish

Yazmin Tinoco

Spanish

Hayden S. Vance

Spanish

Averi Vroman

Spanish

Sell Lei

German

Trevor Hamburg

German

Braden Gilliland

German

Andrew Niemi

German

Asta Kizungu

French

Annabelle Avegnon

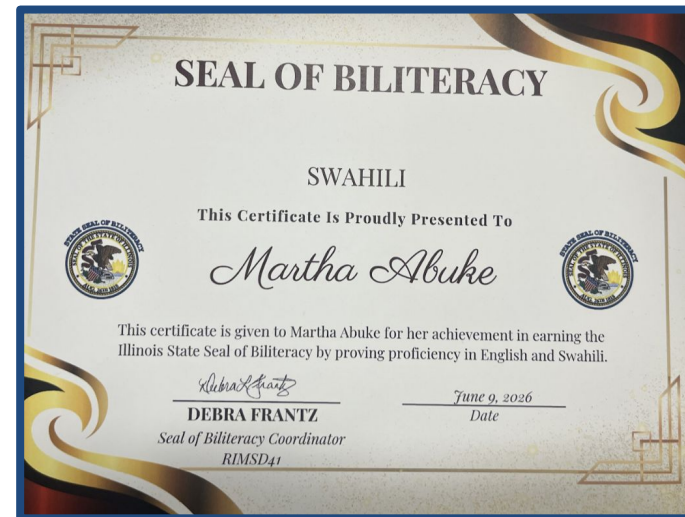
French

Thereza Mustafa

French



Honored Students: Seal of Biliteracy



Martha Abuke	Swahili
Maese Shukuru	Swahili
Fatuma Keya	Swahili
Alexandra Alva	Spanish
Matteo Gomez	Spanish
Christopher Castaneda	Spanish
Ximena Guerrero	Spanish
Thalia Camacho	Spanish
Rawan Shoukry	Arabic
Aimal Rahmani	Dari
Beautiful Wah	Karen



Strategic Plan Quarterly Report

Priority Champions

**Scott Vance
Dr. Dorian Maag
Kristin Allen
Annaka Whiting
Ramona Dixon
Jeff Dase**





1

We will provide all district team members with consistent, role-specific, ongoing professional learning and resources.



Team Information

Meeting Cadence: 1st Tuesday of every month

Location: Online/In-Person

Time: Between 4:00 & 6:00pm

9 Group Members

Team Members:

- Scott Vance - Champion
- Debra Frantz - Co-Champion
- Gretchen Hampsey - Co-Champion
- Joey Dilulio
- Jennifer Fuhr
- Stacey Golz
- Amy Jahn
- Dr. Yolanda Grandberry-Pugh
- Edward Yancy



Work Completed to Date:

- Provided all staff groups with job specific professional learning at January and March In-Services (1.1).
- Developed a standardized protocol for professional learning and feedback (1.1).
- Surveyed staff to determine a baseline for the understanding of growth mindset across the district (1.2).
- Provided Growth Mindset professional learning at the March In-Service. Training was provided via the district partnership with AVID (1.2).



Year 2 Focus

Priority 1	Specific Result	Categories
<p>We will provide all district team members with consistent, role-specific, ongoing professional learning and resources.</p>	<p>1.1 The district will ensure professional learning is provided and implemented with fidelity.</p>	<ul style="list-style-type: none"> ● Needs Assessment & Data Analysis <ul style="list-style-type: none"> ○ Content & Training Priorities ● Strategic Planning & Systems <ul style="list-style-type: none"> ○ PD Scheduling & Logistics ● Documentation, Monitoring & Feedback
	<p>1.3 The district will prioritize the equitable allocation of district, state, and federal funding and resources to support school community members' growth and instructional excellence.</p>	<ul style="list-style-type: none"> ● Budgeting, Funding & Resource Allocation ● PD Planning & Strategic Alignment ● Scheduling & Coordination ● Equity, Differentiation & Building Voice





2

We will provide high-quality instruction, resources, and targeted support.



Team Information

Meeting Cadence: Monthly as large team

Time: 4:00-5:30 pm

16 Group Members

3 Sub-Committees

- PLCs and Standards
- High School Pacing
- Scholar Voice & Choice



Action Items and Timelines

Specific Result	Description	Target Completion
2.1	The district will refine the standards aligned curricula across all grade levels/content areas to improve scholar grade level/content mastery.	June 30, 2026
2.2	The district will seek scholar voice and choice to drive participation and engagement.	June 30, 2026
2.3	The district will implement evidence- based instructional strategies to enhance engagement and achievement for all learners.	June 30, 2027
2.4	The district will create common grade level/content level assessments and utilize assessment data to inform instructional decisions.	June 30, 2027



Specific Result	Description	Target Completion
2.5	The district will provide ongoing, job-embedded professional learning aligned to district priorities and scholar achievement goals.	June 30, 2027
2.6	The district will make supports and pathways accessible to address the unique needs of all learners.	June 30, 2027
2.7	The district will align the work of school-based professional learning communities with multi-tiered systems of support to address the academic, social/emotional learning, cultural, and attendance needs of all scholars.	June 30, 2028



Work Completed to Date

Specific Result 2.1: PLC's and Standards

- Collected and examined current PLC schedules and agendas.
- Began collaboration with school leaders on common PLC schedules and agendas to design a schedule for all buildings allowing for weekly grade/content level PLC's for the 2026-2027 school year
- Received quotes for district wide PLC professional learning.
- Supported teacher leaders in guiding teams through analysis of state assessment data.
- Facilitated professional learning through lead teachers to support a deepened understanding of grade/content level learning standards.
- Designed a professional learning slideshow to support teachers with the unpacking/backwards mapping process that occurs at the beginning of each new unit/module.



Work Completed To Date

Specific Result 2.1: Refined Curriculum Maps, 9-12 Math and ELA

- Developed partnership with RIHS instructional leaders to refine curriculum guides for grades 9-12 ELA and Math; 50% of refined guides will be completed by June 30, 2026.

Specific Result 2.2: Scholar Voice and Choice

- Gathered and utilized input from Scholar Advisory Councils to draft a 2026-2027 protocol to collect student voice quarterly in grades 7-12.
- Developed a protocol to share Scholar Advisory Council key details with various stakeholders.



Year 2 Focus

Priority 2	Specific Result	Categories
We will provide high-quality instruction, resources, and targeted support.	2.1 The district will refine the standards-aligned curricula across all grade levels/content areas to improve scholar grade level/content mastery.	<ul style="list-style-type: none">● PLCs● Grade Level/Content Area Standards and Refinement
	2.3 The district will implement evidence-based instructional strategies to enhance engagement and achievement for all learners.	<ul style="list-style-type: none">● HIIP (High Impact Instructional Practices)● Resource Hub





3

We will foster clear and consistent communication with all school community members.



Team Information

Current Meeting Cadence: 2nd Wednesday of every month

Location: Administration Center, Board Room & Online

Time: 4:30 - 5:30pm

14 Group Members

Annaka Whiting - Champion

Kler Soe - Co Champion

Alicia Sanders

Annette Moreno

Brooke Bennett

David Knuckey

Isabel Peña

John Hawley

Joshua Chapman

Kevin Turner

Nicole Berry

Sharon Williams

Thomas Ryan

Tonya Smith



Action Items and Timelines

Specific Result	Description	Target Completion
3.1	Provide equitable communication tools to align effective communication to all school community members.	June 30, 2027
3.2	Ensure all school community members know when and how to use district-approved communication tools to send and receive information.	June 30, 2027
3.3	Provide timely and accurate access to language supports that allow all school community members to communicate effectively.	June 30, 2028
3.4	Develop uniform processes and procedures to communicate so all school community members understand and effectively use communication mediums.	June 30, 2028



Work Completed to Date

- Gathered information on current communication tools and practices
 - Staff Survey
 - Parent Survey
- Identified communication gaps and areas for improvement
- Piloted and implemented new communication platforms
 - Connect
 - Parent feedback
- Began development of communication resources and supports
 - Internal Communications and External
 - Communications to school leaders & staff sent
 - Developed quick start guide for families and scholars
 - Ready to Rock the School Year
 - Unpack Your Backpack Night



Year 2 Focus

Priority 3	Specific Result	Categories
We will foster clear and consistent communication with all school community members.	3.1 The district will provide equitable communication tools to align effective communication to all school community members.	<ul style="list-style-type: none">● Definitions● Communications Style Guide<ul style="list-style-type: none">○ Translations○ Language Access○ Metrics for each guide
	3.2 The district will ensure all school community members know when and how to use the district-approved communication tools to send and receive information.	<ul style="list-style-type: none">● Professional Development





4

We will build and maintain a community that supports all school community members.



Specific Results & Target Completion

Specific Result	Description	Target Completion
4.1	The district will enhance community partnerships by removing barriers and utilizing a variety of community engagement strategies.	June 30, 2026
4.2	The district will ensure that all school community members have access to updated and relevant resources.	June 30, 2030
4.3	The district will systematize the celebration of various types of district/community partnerships.	June 30, 2030



Priority 4: Complete in 2025-2026

Complete in 2025-2026

- ✓ Establishment of an operational definition of “Community Partner” (4.1)
- ✓ Survey/Data Collection to gauge existing “Community Partnerships” (4.1)
- ✓ Website Accessibility Exercise (4.2)
- ✓ Review of District’s Volunteer Process (4.1 and 4.2)

In-progress- Exploration of Volunteer Management Software



Priority 4: Operational Definition

Community Partnership

A purposeful, strategic collaboration between organizations that advances shared goals, delivers mutual benefit, and strengthens trust.



Priority 4: Community Partnership Survey

DATA STUDY: NOTICE & WONDER

Notice	Wonder
<ul style="list-style-type: none"> • RIHS has the most, but Jr. Highs have the least • If Jr. Highs know what partnership exist in the elementary schools • RICMS has quite a bit more than Horrace Mann • EH has quite a bit less; RICMS has a bit more 	<ul style="list-style-type: none"> • If there might be a potential for Jr. High to tap into the elementary partners • Programming is talored to pre-school <ul style="list-style-type: none"> ◦ Opportunity for partnership • If numbers at RICMS are assoicated with it being a choice school



Priority 4: Community Partnership Survey

F. C. E.
Family and Community Engagement

**Website Usability Survey- Priority 4
Committee Members**

Please use this tool to navigate the [district's website](#) for usability. Please take into account the work that we have done this year around the development of an operational definition of community partner, and the ultimate goal of removing barriers that stand in the way of true partnerships.

You will select a role and answer the questions based on the viewpoint of that role.

* Indicates required question

Email *

Record ramona.dixon@rimsd41.org as the email to be included with my response

Choose a role. *

Parent

Community Member or Community Entity

Potential Volunteer

Pros

- Website visually appealing
- Contains lots of good information
- Modern look
- Lots of Celebrations

Cons

- Information is not easy to find
- Translation capabilities for languages outside of Spanish
- Some pages are not yet up and running
- At first glance it appears to be a website for Rocky only
- Volunteer information not accessible or easy to find



Priority 4: Plan for 2026-2027

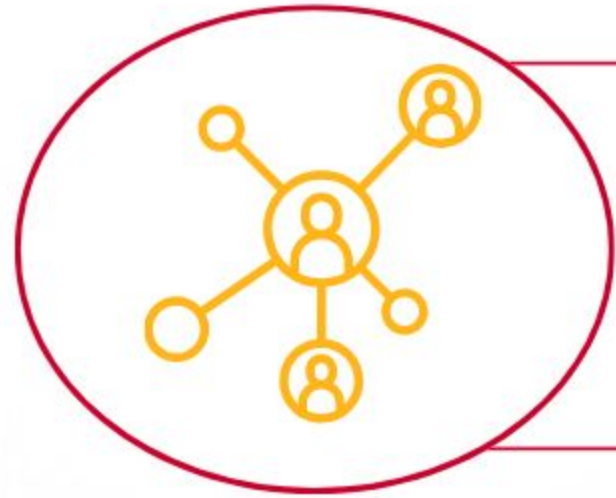
- ❑ Establish SMART Goals based on work completed at Strategic Plan Retreat.
- ❑ Leverage website accessibility exercise data to work in collaboration with communications on the barriers of the Knowledge and Access Gap.
- ❑ Mainstream requirement for community partnership/volunteer orientation, background, celebration, and accessibility to opportunities.



Year 2 Focus

Priority 4	Specific Result	Categories
<p>We will build and maintain a community that supports all school community members.</p>	<p>4.2 The district will ensure that all school community members have access to updated and relevant resources.</p>	<ol style="list-style-type: none"> 1. Platform/Dashboard Development 2. Establishment of Process/Procedure <ul style="list-style-type: none"> ● Collaboration <ul style="list-style-type: none"> ○ 2 categories, collaboration stand throughout both
	<p>4.3 The district will systematize the celebration of various types of district/community partnerships.</p>	<ul style="list-style-type: none"> ● Collaboration <ul style="list-style-type: none"> ○ 2 categories, collaboration stand throughout both <ol style="list-style-type: none"> 1. Shared Calendar 2. Automation of Recognition





5

We will nurture relationships and connections with all school community members.



Team Information

Current Meeting Cadence: 2nd Thursday of every month

Location: Administration Center, Board Room

Time: 4:00 - 5:30pm

19 Group Members

Jeff Dase - Champion

Andrew "Andy" Campbell

Katherine "Kat" Nelson

Beth MacKenna - Co Champion

Chad Davis

Christina "Christy" Varnes

Patrick Versluis

Felicia Colon

Cory Holloway

Beth Raygor

Shavonne Singleton

Bettina McWilliams

Brooke Spaulding

Kylee Raygor

Andrea Gilman

Cassandra Mikaio

Ian Scott

Eric Fisk

Selena Wellington



Action Items and Timelines

<p style="text-align: center;">Description Specific Result 5.1</p> <p>The district will prioritize developing opportunities to nurture team member to team member relationships in order to create a more collaborative and caring environment.</p>	<p style="text-align: center;">Target Completion</p>
<p>Cross-Grade/Content Connections create structured opportunities for campus staff to share among one another</p>	<p style="text-align: center;">June 30, 2026</p>
<p>Team Building within PLCs incorporate community building activities</p>	<p style="text-align: center;">June 30, 2026</p>
<p>Celebrating Collaboration ensuring recognition time is established for shout-outs at district and school wide events</p>	<p style="text-align: center;">June 30, 2026</p>
<p>Continue Staff Spotlight Events, Employee Gala Night</p>	<p style="text-align: center;">June 30, 2026</p>



Action Items and Timelines

<p style="text-align: center;">Description Specific Result 5.1</p> <p>The district will prioritize developing opportunities to nurture team member to team member relationships in order to create a more collaborative and caring environment.</p>	<p style="text-align: center;">Target Completion</p>
<p>Mentorship Programs, pairing new staff with experienced mentors along with opportunities for peer mentoring across teams which aligns to ones individualized professional growth</p>	<p style="text-align: center;">June 30, 2026</p>
<p>Staff-Led Workshops, opportunities to share knowledge and skills by leading workshops and training sessions for colleagues</p>	<p style="text-align: center;">June 30, 2026</p>
<p>Reflection Sessions, reflect on data driven decisions that are aligned to data trends and the collaborative process, strengthening trust and communication</p>	<p style="text-align: center;">June 30, 2026</p>



Work Completed To Date

- Collaborative Team Meetings (PLCs, Committees)
- Culture and Wellness Initiatives
- Relational Activities and Events
- Structured Meeting Agendas
- Student Recognition Initiatives
- Staff Recognition Initiatives
- School Events/Ceremonies - Highlights & Celebrations
- Communication & Reporting - Celebrations & Recognition



Work Completed To Date

- Regular Peer Collaboration
- Structured & Specific Knowledge Sharing
- Staff-Led Professional Development and Training
- Technology and Resource Sharing
- Book Studies and Walk-through Feedback
- Data Review and Analysis
- Team Involvement in Decision-Making
- Stakeholder Inclusion and Communication



Year 2 Focus

Priority 5	Specific Result	Categories
We will nurture relationships and connections with all school community members.	5.2 The district will provide the resources to develop nurturing relationships between scholars and district team members to empower scholars to obtain their highest potential.	<ul style="list-style-type: none">● Resources● Procedures● Child's perception
	5.3 The district will generate and strengthen trusting relationships between families and district team members in order to increase scholar achievement.	<ul style="list-style-type: none">● Family's perception● Data/ measurements● Communication



5Essentials Results 2025 - 2026

Jeff Dase, Deputy Superintendent



How do we define school culture and climate?

School climate refers to the overall atmosphere, environment, and quality of life within a school, including aspects such as safety, relationships, and academic expectations. It encompasses the physical, emotional, and social aspects of the school experience, as well as the perceptions and attitudes of students, staff, and parents.

On the other hand, **school culture** is the collection of values, beliefs, norms, and traditions that shape the way a school operates and influences the behavior of its members. This includes the shared expectations and attitudes of teachers, administrators, students, and parents, as well as the rituals and practices that define the school's identity.

Although school climate and culture are interconnected, they are distinct concepts that play a significant role in shaping the overall school environment and experience.



5Essentials Survey

The **5Essentials Survey** is a research-based school improvement survey administered annually in **Illinois public schools**. It was developed by the **University of Chicago Consortium on School Research** and is mandated by the **Illinois State Board of Education (ISBE)**.

The goal is to gather feedback from:

- **Teachers**
Students (grades 4–12)
- **Parents**

This feedback helps schools understand their organizational strengths and areas for improvement that are tied to **student learning outcomes**.



5 Essentials Respondents

Effective Leaders: School leadership inspires a shared vision, builds trust, and empowers staff to take ownership of school improvement. **(Respondents: Teachers)**

Collaborative Teachers: Teachers work together in professional communities to improve instruction and foster collective responsibility for student learning. **(Respondents: Teachers)**

Supportive Environment: The school is safe, respectful, and responsive to the needs of all students — socially, emotionally, and academically. **(Respondents: Students & Teachers)**

Involved Families: The school builds strong partnerships with families and engages them as active participants in their children's education. **(Respondents: Parents/ Families)**

Ambitious Instruction: Students are challenged with rigorous, engaging, and well-aligned instruction that promotes deep understanding. **(Respondents: Students & Teachers)**



Role of Core & Elevating Indicators

Role of Core Indicators

- Measure what matters the most – student growth & proficiency in all grades & graduation rate at HS.
- Serve as key drivers of a school's designation.

Role of Elevating Indicators

- Metrics that meet ESSA requirements and that support student outcomes.
- Elevating indicators can help to raise a school's designation but never lower it.

Profile of Performance Model

- Benefits:
 - No ranking or sorting
 - Streamlined, simpler indicators
 - Growth indicator for all schools
 - Clear, easy to understand thresholds
 - Strengths-based (half the indicators can elevate but not lower a designation)



CORE INDICATORS

Core indicators recognize school strengths on critical student outcomes.

ELEVATING INDICATORS

Strong performance on elevating indicators can raise a school's designation, not lower it.



5 Essentials in Practice

What Research Tells Us About the Link Between School Organizational Conditions and Improved School and Student Outcomes:

Research shows strong school climate has been demonstrated to reduce the negative effects of socioeconomic status has on academic achievement and helps foster higher overall academic achievement and attendance rates. - Berkowitz et al. (2017) & Cohen, McCabe, Michelli, & Pickeral (2009)

Improvement in the areas of Leadership, High Academic Expectations, Teacher Relationships and Collaboration, and School Safety and Order were all independently associated with reduced teacher turnover. - Kraft et al. (2016)



Strategic Plan Alignment

Priority 1: We will provide all district team members with consistent, role-specific ongoing professional learning and resources.

- Effective Leaders
- Collaborative Teachers

Priority 2: We will provide high-quality instruction, resources, and targeted support.

- Supportive Environment

Priority 3: We will foster clear and consistent communication with all community members

- Involved Families
- Supportive Environment

Priority 4: We will build and maintain a community that supports all school community members.

- Supportive Environment
- Ambitious Instruction

Priority 5: We will nurture relationships and connections with all school community members.

- Collaborative Teachers
- Involved Families
- Supportive Environment



5Essentials

5Essentials

RIMSD 41 is partially organized for improvement.

*Schools that are at or above benchmark on 3 or more essentials are **10 times more likely to improve** than schools that are below the benchmark.*

- Very Strong
- Strong
- Weak
- Very Weak
- Neutral
- No Data
- Low Response/Not Applicable



School Year Comparisons

SY25 - SY26



RIMSD 5Essentials Results

5Essentials	2024	2025	2026	2-Year Change
Effective Leaders	Weak	Neutral	Neutral	+2
Collaborative Teachers	Weak	Neutral	Neutral	+3
Involved Families	Weak	Neutral	Neutral	+4
Supportive Environment	Neutral	Neutral	Neutral	+4
Ambitious Instruction	Neutral	Neutral	Neutral	+3



5Essentials School Celebrations

Growth - Increased by one Designation

Frances Willard Elementary School

Rock Island Academy

Thomas Jefferson Elementary School

Thurgood Marshall Learning Center

Growth - Increased by two Designations

Denkman Elementary School



5Essentials School Celebrations

Organized School

Eugene Field Elementary School

Strong in Effective Leadership

Eugene Field Elementary School
Thomas Jefferson Elementary School



5Essentials School Celebrations

Well-Organized School



Denkmann Elementary School
Thomas Jefferson Elementary School



Next Steps: Improvement

Effective Leaders: foster trust through consistency, transparency, and follow-through.

- Establish and consistently adhere to communication timelines for staff, students, and families.
- Conduct regular "state of the school" updates to share progress, challenges, and next steps.

Collaborative Teachers: cultivate a culture of collaboration focused on student outcomes.

- Create opportunities for vertical and horizontal team collaboration across grade levels and content areas.
- Celebrate and share successful instructional strategies across teams and buildings.



Next Steps: Improvement

Involved Families: build authentic relationships with families as partners in student success.

- Develop a comprehensive family engagement calendar with multiple opportunities for participation throughout the year.
- Provide family workshops focused on supporting academic achievement, attendance, and social-emotional growth.

Supportive Environment: continue developing positive relationships among students, staff, and families.

- Implement intentional relationship-building activities at the classroom and schoolwide levels.
- Recognize and celebrate positive behavior, attendance, academic growth, and staff contributions regularly.



Next Steps: Improvement

Ambitious Instruction: maintain high expectations and provide opportunities for all students to succeed.

- Align instructional practices with rigorous grade-level standards and learning targets.
- Utilize differentiated instructional strategies to meet diverse student needs.
- Monitor classroom rigor through learning walks and instructional feedback cycles.
- Expand enrichment and acceleration opportunities alongside intervention supports.
- Ensure all students regularly engage in higher-order thinking, problem-solving, and academic discourse.

Overall: These are examples of strategies that move beyond recommendations and provide specific, actionable steps that can be implemented, monitored, and measured through school improvement plans, observations, data reviews, and continuous improvement processes.



New! Climate and Culture Webpage



Culture and Climate

This page provides insights into the culture and climate of Rock Island–Milan School District 41, based on our 5Essentials and Satisfactory Survey results.



5Essentials Results

The 5Essentials Survey identifies five indicators that lead to improved outcomes for all scholars, including improved attendance and larger test score gains.



The 5Essentials were developed by the University of Chicago Urban Education Institute, in partnership with Chicago Public Schools. Past research has shown that schools strong on at least three of the five essentials are 10 times more likely to improve student learning than schools weak on three or more of the five essentials. Scholars, parents, and teachers take the 5Essentials survey each spring as a part of the Illinois State Board of Education-required culture and climate survey. Results help guide school teams to improved learning environments for scholars.

5Essential Results



Satisfaction Survey Results

The Satisfaction Survey is an internal district survey that aims to collect feedback from parents, scholars, and staff about their experiences in their respective schools or work location.



The Satisfaction Survey gathers meaningful input from staff, parents, and scholars. The purpose of this survey is to understand the experiences, perceptions, and needs of our school community so we can strengthen what is working well and address areas that need improvement. Our stakeholders' voices guide our continuous improvement efforts and help ensure that every school is a place where staff feel supported, families feel welcomed, and scholars thrive.

Satisfaction Survey Results



Committee of the Whole 2026 - 2027

Dr. Sharon Williams, Superintendent



Committee of the Whole - Past Topics

2024 - 2025	School and Topic	2025 - 2026	School and Topic
August	Rock Island Academy: School Counseling, Social Work and Mental Health Awareness	August	Horace Mann Early Learning Center; Early Childhood Education
September	Thurgood Marshall Learning Academy: Literacy, Numeracy, and Accelerated Learning	September	Denkman ES: Climate and Culture
November	Washington JHS: Facilities Management Planning (Phase III Community Input)	November	Rock Island HS: Scholar Rights and Responsibilities - Code of Conduct
January	Eugene Field ES: Technology Use; Social Media; Artificial Intelligence	January	Earl Hanson ES: College and Career Readiness and Post Secondary Opportunities
February	Edison JHS: Grading Policies, Procedures and Practices; Graduation Rate and 9th Grade on Track to Graduation	February	Ridgewood ES: Facilities Management Plan
May	Longfellow ES: Language Diversity and Access	April	Frances Willard ES: Budget Planning and Transparency
		May	RICMS: Bullying, Technology Use/Social Media



Committee of the Whole - Potential Topics

- College and Career Readiness and Post Secondary Opportunities
- Facilities Management Planning
- Community Input
- Early Childhood Learning
- Safety and Security
- Technology Use/Social Media
- Mental Health Awareness
- Climate and Culture
- Continuum of Care for Scholars with Exceptionalities
- Scholar Rights and Responsibilities (Code of Conduct)
- Athletics, Extracurricular Activities and Scholar Engagement
- Anti-bullying and Discipline Policies
- Budget Planning and Transparency
- Sustainability and Energy Efficiency
- Recruitment and Retention of Teachers and Staff
- Culturally Responsive Curriculum and Teaching
- Community and Family Engagement
- Special Education Continuum of Services



Quarterly Investment Report

Annaka Whiting, Chief Financial Officer



Report Overview & Purpose

Objective:

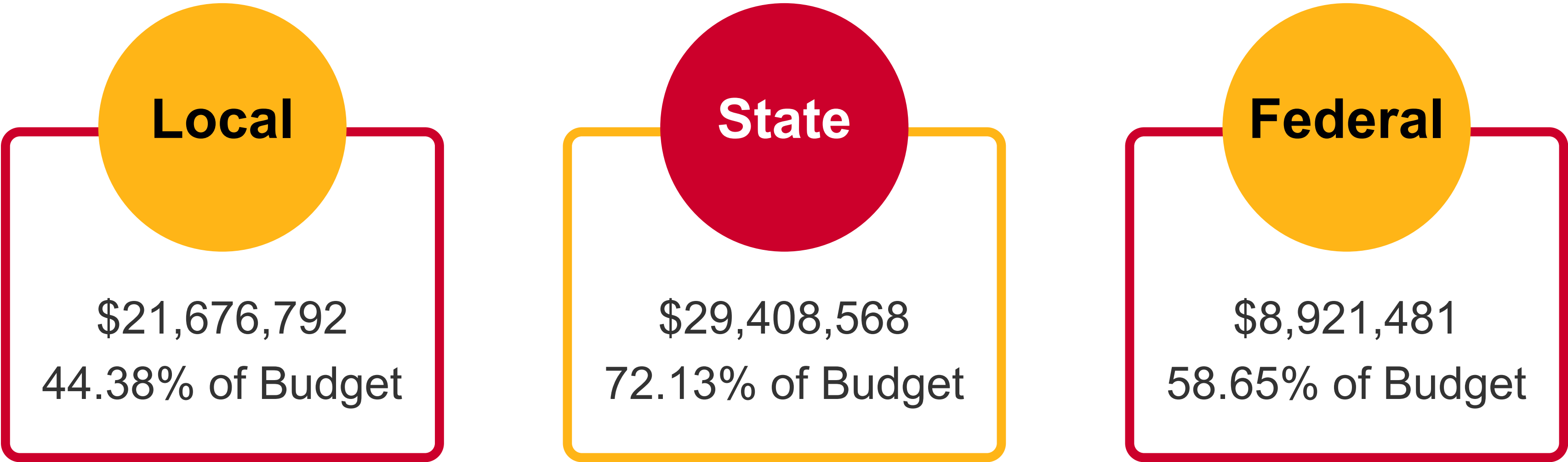
- Provide a clear, transparent view of the District's financial position to the Board and community.
- Monitor financial stability and guide long-term planning.

Scope:

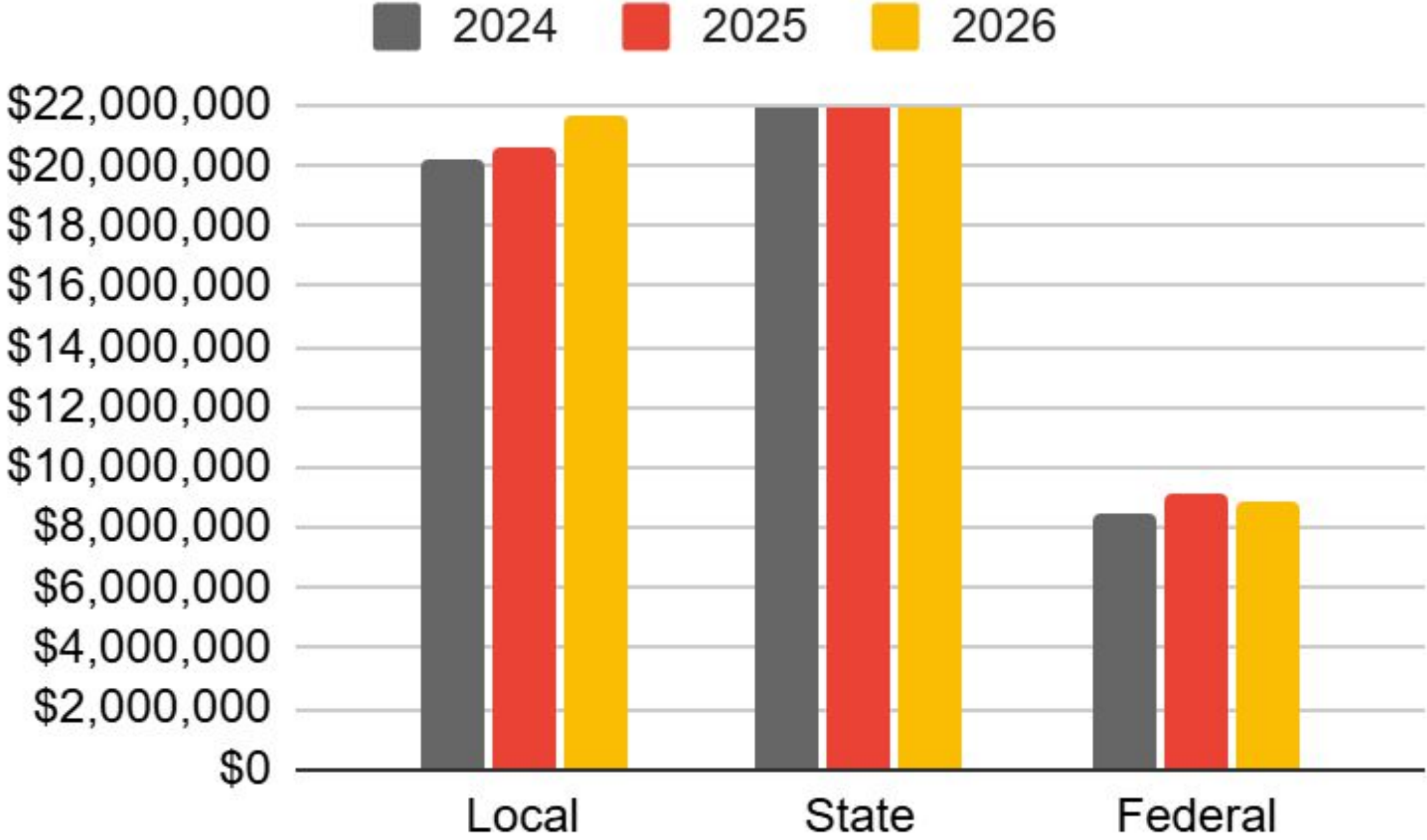
- **Focus:** Operating Funds (Educational, O&M, Transportation, IMRF/SS, Working Cash, Tort).
- **Excluded:** Debt Service and Capital Projects (due to restricted/irregular activity).



YTD Revenues



Revenue Comparisons



YTD Expenditures

Salaries Benefits

\$58,306,804
70.92% of Budget

Purchased Services

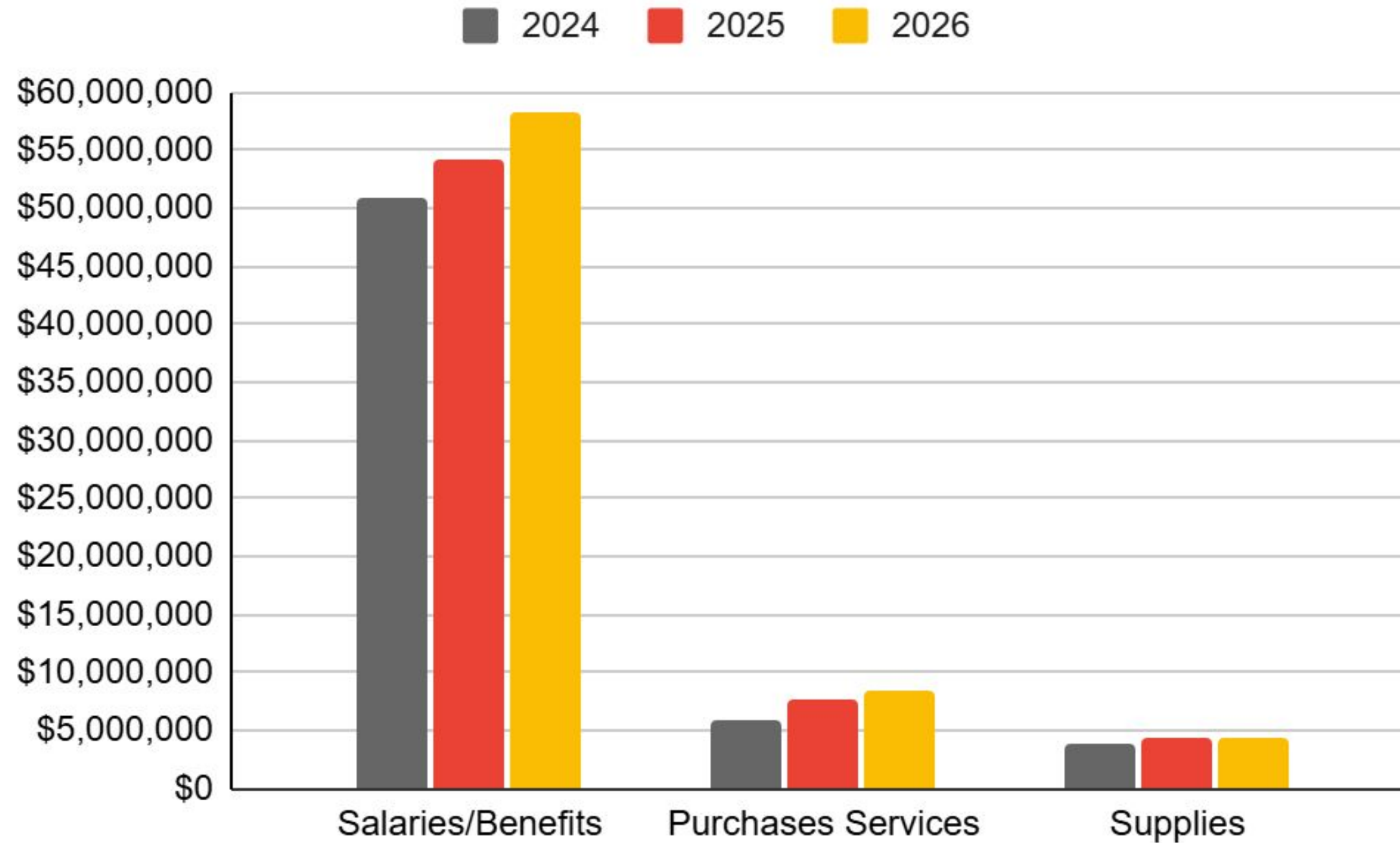
\$8,464,500
68.07% of Budget

Supplies

\$4,271,073
71.51% of Budget



Expenditure Comparisons



Q3 Summary

COMPARED TO THE SAME PERIOD, TOTAL REVENUES ARE

\$2,837,624

HIGHER THAN THE PREVIOUS YEAR

COMPARED TO THE SAME PERIOD, TOTAL EXPENDITURES ARE

\$4,947,106

HIGHER THAN THE PREVIOUS YEAR

COMPARED TO THE SAME PERIOD, THE FUND BALANCE IS \$99M

-\$6,255,556

LOWER THAN THE PREVIOUS YEAR

Q3 2025 Summary & Comparison

- Revenues @ 3/31/25 - \$2,110,517 higher than the previous year
- Expenditures @ 3/31/25 - \$4,752,343 higher than the previous year
- Fund balance @ 3/31/25 - \$105M



Q3 Investment Report

Total Portfolio: \$104,508,008

- **Growth:** -\$11.7M over prior year

Primary Decrease Driver:

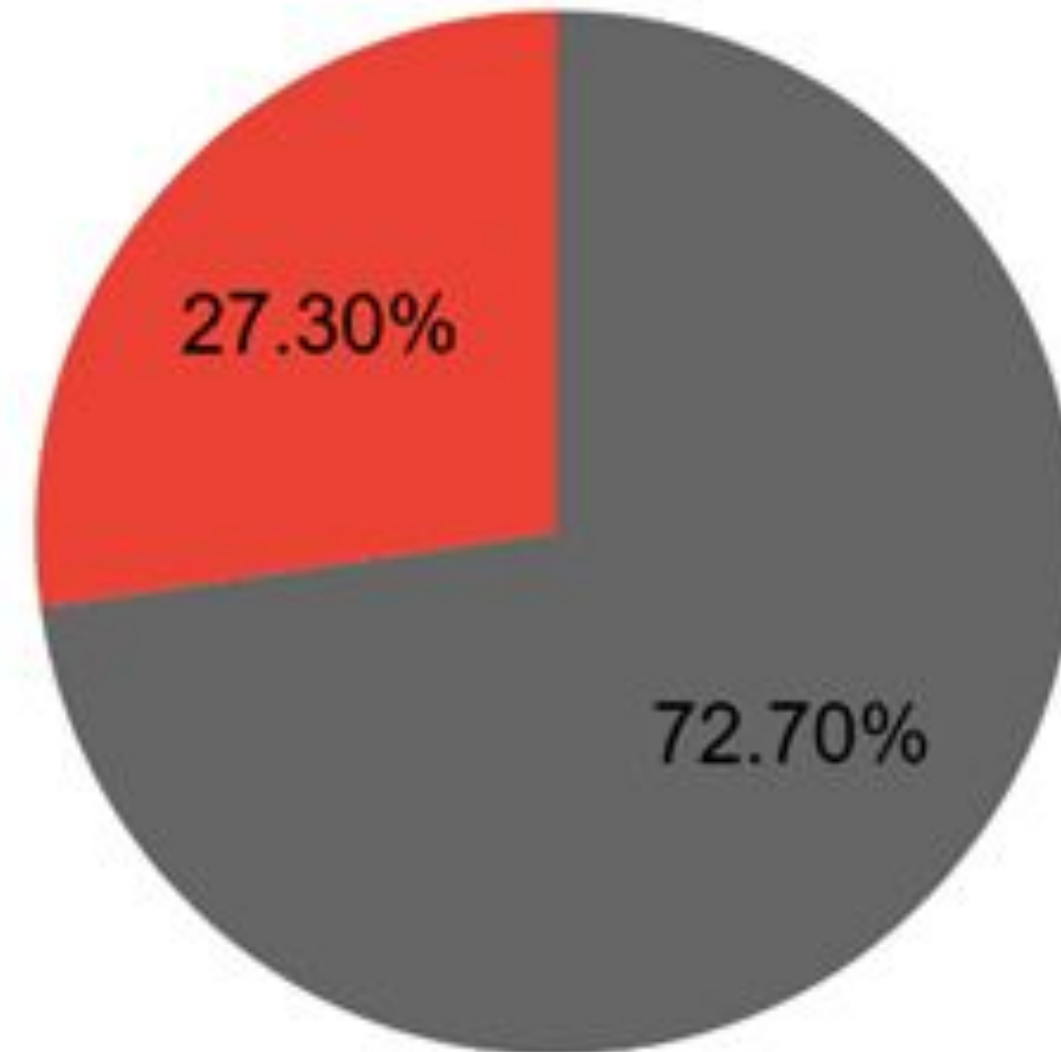
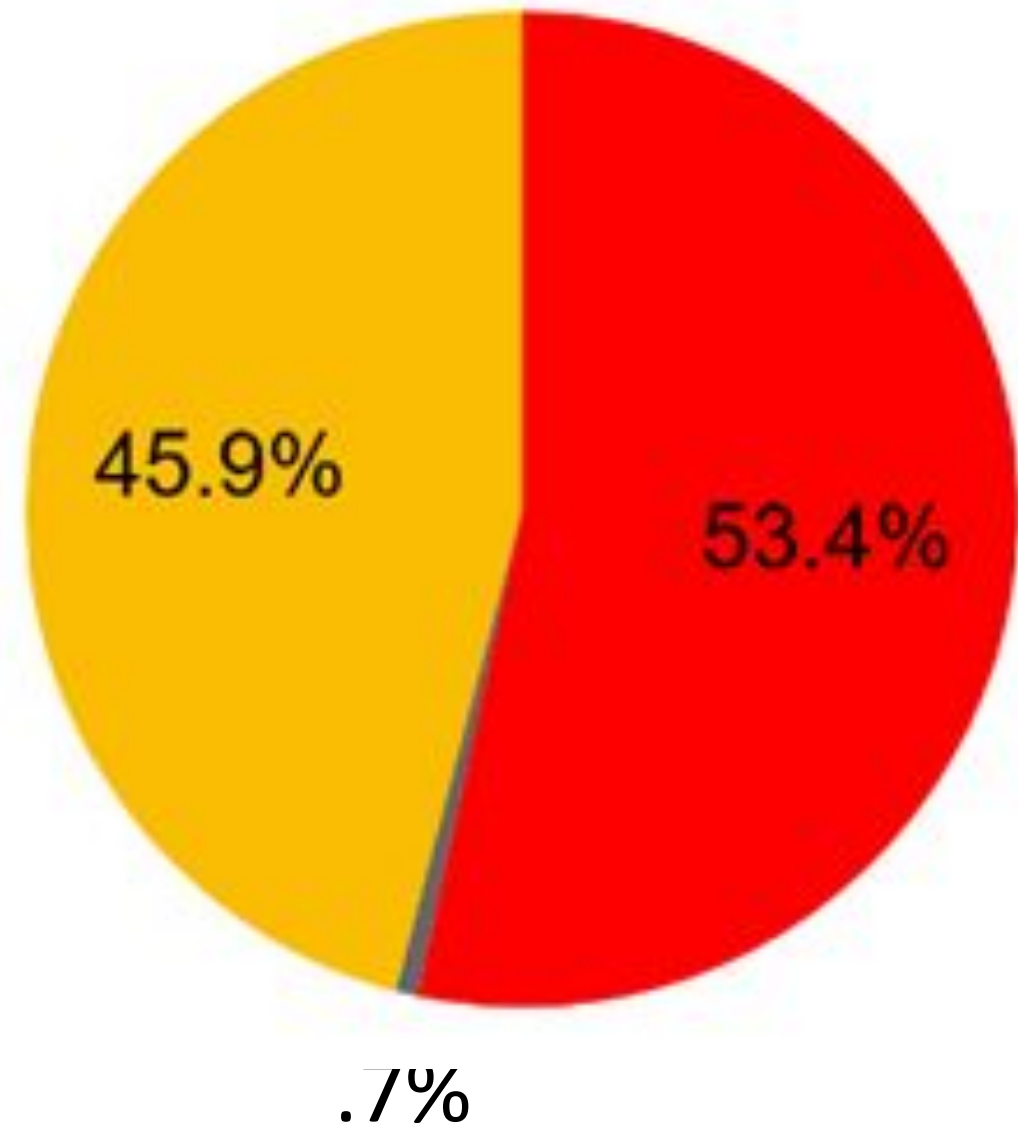
- Increase in Capital Projects due to bond issuance
- Bond draw on \$55M bond of \$11M as of March 31, 2026



Portfolio Allocation

● Blackhawk Bank & Trust ● Illinois Funds ● PTMA

● Checking/Money Market ● Repurchase Account



Performance

Total Portfolio ("With Cash"): This calculation includes *all* district funds, including the daily checking accounts used to pay bills. Because checking accounts earn lower interest than dedicated investments, this number represents our blended operational return.

Invested Portion ("Without Cash"): This calculation looks *only* at the funds actively placed in investment vehicles (like money markets or savings). This metric isolates the performance of our investment strategy, removing the drag of necessary operational cash.



Benchmark Comparison

Fund Name	Balance (3/31/26)	Rate of Return (w/cash)	vs. Benchmark	Rate of Return (w/o cash)	vs. Benchmark
<i>Education</i>	\$37,432,234	3.15%	-0.55%	2.57%	-1.13%
<i>Operations & Maint.</i>	\$2,963,845	3.04%	-0.66%	3.04%	-0.66%
<i>Bond & Interest</i>	-\$3,344,521	3.04%	-0.66%	3.04%	-0.66%
<i>Transportation</i>	\$1,914,769	3.12%	-0.58%	3.12%	-0.58%
<i>IMRF</i>	\$1,516,023	3.04%	-0.66%	3.04%	-0.66%
<i>Capital Projects</i>	\$63,601,931	3.36%	-0.34%	3.36%	-0.34%
<i>Tort</i>	\$240,095	3.04%	-0.66%	3.04%	-0.66%
<i>Life/Safety</i>	\$183,631	<u>3.04%</u>	-0.66%	<u>3.04%</u>	-0.66%
TOTAL / AVG	\$104,508,008	3.29%	-0.41%	3.19%	-0.51%



Year-to-Year Comparison

<u>Fund</u>	<i>March 31, 2026</i>		<i>March 31, 2025</i>	
	<u>Cash/Invest</u>	<u>w/o cash</u>	<u>Cash/Invest</u>	<u>w/o cash</u>
Education	\$37,432,234	2.57%	\$27,187,034	3.22%
O & M	\$2,963,845	3.04%	\$4,250,674	3.66%
Bond & Interest	-\$3,344,521	3.04%	\$2,962,986	3.66%
Transportation	\$1,914,769	3.12%	\$2,904,903	3.66%
IMRF	\$1,516,023	3.04%	\$2,271,096	3.66%
Capital Projects	\$63,601,931	3.36%	\$74,002,177	4.11%
Tort	\$240,095	3.04%	\$2,417,907	3.66%
Life/Safety	<u>\$183,631</u>	<u>3.04%</u>	<u>\$177,592</u>	<u>3.66%</u>
Totals/ Avgs	<u>\$104,508,008</u>	<u>3.19%</u>	<u>\$116,174,369</u>	<u>3.85%</u>



Q3 Summary

Investment Portfolio Overview

- Total cash and investment portfolio: **\$104.5M**
- Portfolio remains fully collateralized and highly liquid
- Average quarterly interest rate: **3.29%**
- Investment strategy continues to prioritize:
 - Safety
 - Liquidity
 - Operational flexibility

Key Takeaways

- District maintains a stable financial position.
- Cash flow trends remain consistent with seasonal revenue cycles.
- Current projections will help guide financial decisions and budget development.



FY2026 Budget Amendment Presentation & Public Hearing

Annaka Whiting, Chief Financial Officer



Revenues by Fund

Fund	Original Budget	April Est.	Final Amendment	Reason
Education	\$90,042,280	\$90,361,415	\$92,476,355	Reflect actuals for Tax Levy, CPPRT, Interest, Fees, Grants, Student Activity Funds
Operations & Maintenance	\$8,431,330	\$8,625,165	\$8,591,775	Reflect Actual Tax Levy
Debt Service	\$7,162,165	\$7,526,345	\$7,533,975	Reflect Actual Tax Levy
Transportation	\$2,129,295	\$2,196,460	\$2,208,915	Reflect Actual Tax Levy
IMRF/Social Security	\$2,529,305	\$2,393,890	\$2,383,245	Reflect Actual Tax Levy



Revenues by Fund

Fund	Original Budget	Est. Amendment	Final Amendment	Reason
Capital Projects	\$3,363,370	\$5,114,200	\$5,447,970	Increase in 1% sales tax & Interest
Working Cash	\$654,395	\$438,165	\$437,905	Lower Interest
Tort	\$1,700,785	\$1,782,190	\$1,784,180	Reflect Actual Tax Levy
Life & Safety	\$5,960	\$6,065	\$5,960	Estimated Interest
Totals	\$116,018,885	\$118,443,895	\$120,370,280	



Expenditures by Fund

Fund	Original Budget	Est. Amendment	Final Amendment	Reason
Education	\$89,285,375	\$89,466,740	\$91,510,625	Adjustments for grant awards, Miner Foundation, & PRIME grants
Operations & Maintenance	\$9,160,260	\$9,263,050	\$8,900,850	Adjustments for actual repairs/maint. & utilities
Debt Service	\$6,080,935	\$7,605,235	\$7,635,235	Reflect Actual Payments
Transportation	\$2,094,540	\$2,074,535	\$2,108,365	Est. Actuals/Activity Bus
IMRF/Social Security	\$2,493,895	\$2,493,895	\$2,551,785	Adjustments for estimated salaries



Expenditures by Fund

Fund	Original Budget	Est. Amendment	Final Amendment	Reason
Capital Projects	\$24,750,000	\$26,279,975	\$22,028,875	Bond Projects
Working Cash	\$0	\$0	\$0	No Change
Tort	\$1,700,785	\$1,573,705	\$1,769,280	Insurance Premiums/Actual Expenditures
Life & Safety	\$0	\$0	\$0	No Change
Totals	\$135,565,790	\$138,757,135	\$136,505,015	



Summary

Fund	Revenues	Expenditures	Difference
Education	\$92,126,355	\$91,510,625	\$965,730
Operations & Maintenance	\$8,591,775	\$8,900,850	(\$309,075)
Debt Service	\$7,533,975	\$7,635,235	(\$101,260)
Transportation	\$2,208,915	\$2,108,365	\$100,550
IMRF/Social Security	\$2,383,245	\$2,551,785	(\$168,540)
Capital Projects	\$5,447,970	\$22,028,875	(\$16,580,905)
Working Cash	\$437,905	\$0	\$437,905
Tort	\$1,784,180	\$1,769,280	\$14,900
Life Safety	\$5,960	\$0	\$5,960
Total	\$120,520,280	\$136,505,015	(\$15,634,735)



Fund Balance

Projected Beginning Fund Balances, July 1, 2025	
Education	\$35,939,525
Operations & Maintenance	\$7,063,900
Debt Service	\$534,161
Transportation	\$2,548,207
IMRF/Social Security	\$2,233,432
Capital Projects	\$69,823,000
Working Cash	\$1,486,495
Tort	\$858,123
Life Safety	\$177,403
Total	\$120,664,246



Fund Balance

Actual Beginning Fund Balances, July 1, 2025	
Education	\$40,597,219
Operations & Maintenance	\$6,910,940
Debt Service	\$1,370,097
Transportation	\$2,494,223
IMRF/Social Security	\$2,723,115
Capital Projects	\$13,165,719
Working Cash	\$59,365,841
Tort	\$1,048,784
Life Safety	\$179,191
Total	\$127,855,129



Fund Balance

Current projected Ending Fund Balances, June 30, 2026	
Education	\$36,696,430
Operations & Maintenance	\$6,334,970
Debt Service	\$1,615,391
Transportation	\$2,582,962
IMRF/Social Security	\$2,268,842
Capital Projects	\$48,436,370
Working Cash	\$2,140,890
Tort	\$858,123
Life Safety	\$183,363
Total	\$101,117,341



Fund Balance

Projected Amended Budget Ending Fund Balances, June 30, 2026	
Education	\$42,163,237
Operations & Maintenance	\$6,601,865
Debt Service	\$1,268,837
Transportation	\$2,594,773
IMRF/Social Security	\$2,554,575
Capital Projects	\$52,359,979
Working Cash	\$4,028,581
Tort	\$1,063,684
Life Safety	\$185,151
Total	\$112,820,682



Next Steps

- **Tonight (June 9th):** Public hearing and approval of amended budget at BoE meeting.
- **June 10th** Amended Budget made available on District's website.
- Within 30 days of approval, file approved amended budget with ISBE and Rock Island County Clerk.



BOARD OF EDUCATION

ROCK ISLAND MILAN

SCHOOL DISTRICT #1

