

ROCK ISLAND-MILAN SCHOOL DISTRICT NO. 41

BOARD OF EDUCATION SPECIAL BOARD MEETING

ROCK ISLAND-MILAN ADMINISTRATION OFFICE
2000 7TH AVE
ROCK ISLAND, IL 61201



TUESDAY, JUNE 23, 2026

6:00 PM

<https://meet.google.com/fzb-nmks-pmq>

I. Preliminary

A. Call to Order and Roll Call

B. Pledge of Allegiance

C. Approval of Board of Education Minutes...Action

It is recommended that the Board of Education approve the June 9, 2026, regular meeting minutes as well as all June 9, 2026, executive meeting minutes to remain confidential.

II. Communications

Requests from persons wishing to speak on certain agenda items will be called upon at this time. Citizens may also use this time to address the Board of Education on items not on the agenda. Comments should be limited to three (3) minutes.

III. Action of Routine Matters

A. Approval of Agenda... Action

B. Approval of Additions and/or Deletions

C. Blanket Motion... Action

Opportunity will be given for the selection of items that need no discussion to be approved at the appropriate time on the agenda. The following items are recommended for the Blanket Motion:

1. Contracts for Service (a-c)... Action

a. NWEA/HMH Company Vendor Increase for FY27... Action

It is recommended that the Board of Education approve the increase from \$88,580 to \$106,220 to NWEA/HMH Company 121 NW Everett Street, Portland, OR 97209 for fiscal year 27.

b. Rock Island Regional Office of Education #49 Vendor Increase for FY27... Action

It is recommended that Board of Education approve the increase from \$72,000 to \$83,250 to Rock Island Regional Office of Education #49 3561 60th Street Suite 310, Moline, IL 61265 for fiscal year 27.

c. ThoughtExchange FY27... Action

It is recommended that the Board of Education approve the contract for service with ThoughtExchange, 1990 Suite E, Columbia Avenue, PO Box 2260, Rossland, BC VOG1Y0 in the amount of \$43,010.10 for fiscal year 27.

2. Certified Appointments... Action

It is recommended that the Board of Education approve the certified appointments of Leslie Baker, Andrew Doughty, Joseph Gawron, Jeannie Napier, Emma Osborn, Hannah Wheeler, and Cameron Yeater for the 2026 - 27 school year.

3. Certified Summer Session Appointments... Action

It is recommended that the Board of Education approve the following certified summer session appointments of Troy Copeland, Troy Joseph, Lance Ricco and Jeffrey Schmulbach for the 2025 - 26 school year.

4. Certified Coach Resignations... Action

It is recommended that the Board of Education accept the certified resignation of Sepehr Kalhor, Assistant Wrestling Coach at Rock Island High School with five (5) years of service, effective 06/04/2026.

5. Certified Retirement... Action

It is recommended that the Board of Education accept the certified retirement of Connie A. Hayek, English Teacher at Rock Island High School, with thirty-three (33) years of service, effective 06/03/2027.

6. Non-Certified Appointments... Action

It is recommended that the Board of Education approve the non-certified appointments of Tara Austin, Abraham Blanco, Adriana Blanco, Mackenzie Brokaw, Eugenio Campos III, Ashley Fawks, Aminia Mashimango and Corey Parker for the 2026 - 27 school year.

7. Non-Certified Internal Transfers... Action

It is recommended that the Board of Education approve the non-certified internal transfers of Christopher Fischer and Jacob VanDam for the 2026 - 2027 school year.

8. Non-Certified Resignations... Action

It is recommended that the Board of Education accept the non-certified resignation of Cassie Bernal, Paraprofessional at Longfellow Elementary School, with two (2) years of service, effective 06/04/2026.

9. Consolidated District Plan... Action

It is recommended that the Board of Education approve the Consolidated District Plan and the Consolidated School Improvement Plans for the 2026 - 27 school year as presented.

10. Head Start Playground Construction... Action

It is recommended that the Board of Education approve the construction of a new

preschool playground at Earl Hanson Elementary School for the Head Start program in the amount of \$54,728.40 for fiscal year 27.

IV. Operations

A. Freedom of Information Act (FOIA) Requests... Information

The district received a FOIA request and responded within the required timeframe to Daniel Cramer, who requested utility statements, facility condition assessments, and energy audits and/or assessments.

The district received a FOIA request and responded within the required timeframe to Andrew Waeyaert, who requested RFP/RFP and any subsequent signed construction management agreements with Russell Construction.

The district received a FOIA request and responded within the required timeframe to Brooke Bennett, who requested enrollment numbers for each building in the district as of December 22, 2025. The enrollment numbers for each class at Rock Island High School as of December 22, 2025 as well as June 5, 2026.

V. Personnel

A. Administrator Salary Scale... Action

It is recommended the Board of Education approve the Administrator Salary Scale as presented for the 2026 - 2027 school year.

B. Non-Affiliated, Non-Administrator Salary Scale... Action

It is recommended the Board of Education approve the Non-Affiliated, Non-Administrator Salary Scale as presented for the 2026 - 2027 school year.

C. Principal, Rock Island Center for Math and Science... Action

It is recommended that the Board of Education approve the appointment of Krista Lonian to the position of Principal of Rock Island Center for Math and Science for the 2026 - 27 school year at an annual salary of \$120,796.

D. Dean, Washington Junior High School...Action

It is recommended that the Board of Education approve the appointment of Terence Dillard to the position of Dean at Washington Junior High School for the 2026 - 2027 school year at an annual salary of \$101,444.

E. Director of Information Technology... Action

It is recommended that the Board of Education approve the appointment of Brendan Sears to the position of Director of Information Technology for the 2026 - 27 school year at an annual salary of \$128,418.

F. Second Shift Building Operations Supervisor...Action

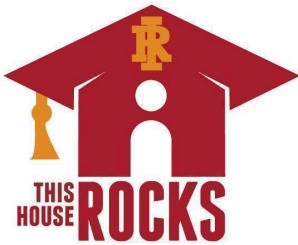
It is recommended that the Board of Education approve the appointment of Mr. Mario Vesey to the position of Second Shift - Building Operations Supervisor for the 2026-2027 school year at the salary of \$67,182, prorated to start date.

VI. Executive Session

It is recommended that the Board of Education move to executive session to discuss pending litigation, when an action against, affecting or on behalf of the particular public body has been filed and is pending before a court or administrative tribunal, or when the public body finds that an action is probable or imminent, in which case the basis for the finding shall be recorded and entered into the minutes of the closed meeting. 5

ILCS120/2(c)(11). In addition to discuss the appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the public body, including hearing testimony on a complaint lodged against an employee of the public body or against legal counsel for the public body to determine its validity. 5 ILCS 120/2(c)(1). 5 ILCS 120/2(c)(9): Student disciplinary cases. 5 ILCS 120/2(c)(10): The placement of individual students in special education programs and other matters relating to individual students.

VII. Adjournment



Sharon Williams, Ed.D.
Superintendent of Schools

To: RIMSD 41 Board of Education
 From: Dr. Sharon Williams
 Cabinet Champion: Ramona Dixon, Director of Grants, Accountability, and Assessments
 Date: June 23, 2026
 Re: **NWEA/HMH Company Vendor Increase for 26-27**

The Board of Education approved a contract for service with NWEA/HMH Education on May 12, 2026, for \$88,580. We are seeking approval for an increase of \$17,640 to the prior contract for professional development services.

Body of Work	Total Cost
MG: Connecting MAP Growth Data to Standards-Aligned Instruction (Virtual, 2-hour session, up to 30 participants) — 11 sessions	\$13,860
MAP: Action Planning with MAP Data (Virtual, 2-hour session, up to 30 participants) — 1 session	\$1,260
MG: Reports for Leaders: Analyze Start of Year Data (Virtual, 2-hour session, up to 30 participants) — 1 session	\$1,260
MAP: Empowering MTSS with MAP Data for Leaders (Virtual, 2-hour session, up to 30 participants) — 1 session	\$1,260
Total:	\$17,640

Therefore, it is recommended that the Rock Island-Milan School District’s Board of Education approve the increase from \$88,580 to \$106,220 to NWEA/HMH Company 121 NW Everett Street, Portland, OR 97209.

Investment Period: July 2026- June 2027
Total Investment: \$106,220
Funding Source: Title II Funds

Contract for Service Form **Rock Island-Milan School District 41**

VENDOR NAME: NWEA/HMH Education Company **CONTACT NAME:** Lindsay Hudak

PHONE: N/A **EMAIL:** lindsay.hudak@hnhco.com

ADDRESS: 14046 Collection Center Drive Chicago IL 60693-0140

DATES OF SERVICE TO BE COMPLETED: 2026/2027 School Year

SCHOOL DISTRICT CONTACT: Paulette Ridsen-Rice

COMPENSATION: \$17,640

Description	Base Contract Amount
MG: Connecting MAP Growth Data to Standards-Aligned Instruction (Virtual, 2-hour session, up to 30 participants) — 11 sessions	\$13,860
MAP: Action Planning with MAP Data (Virtual, 2-hour session, up to 30 participants) — 1 session	\$1,260
MG: Reports for Leaders: Analyze Start of Year Data (Virtual, 2-hour session, up to 30 participants) — 1 session	\$1,260
MAP: Empowering MTSS with MAP Data for Leaders (Virtual, 2-hour session, up to 30 participants) — 1 session	\$1,260
Grand Total	\$17,640

Invoicing Details:
1. Invoice the Rock Island Milan School District #41 after each session.

Is this a Subscription/Software: Yes or **No**

If yes, this is an internal form that does not need to be sent to the vendor.

Subscription/Software Name: _____ **Website:** _____

Subscription/Software Start Date: _____ **End Date:** _____

SOPPA Approved: Yes or No _____

School Board President/Superintendent: _____ **Date:** _____

Requesting School: Administration Center

Budget Code: Title II

Signature of Vendor: Lindsay Hudak **Date:** 6/15/26

Signature of Requestor: R. Dixon **Date:** 6/15/26

Signature of Budget Administrator: R. Dixon **Date:** 6/15/26



SALES ORDER

Order Date: 05/29/2026
Order #: 00143358

Start Date: 07/01/2026
End Date: 06/30/2027

Prepared For

Account Name: Rock Island/Milan SD 41
Agency Code: 11976
Primary Contact: Ramona Dixon
Email: ramona.dixon@rimsd41.org

Customer Information

Rock Island/Milan SD 41
2101 6th Ave
Rock Island, IL 61201
United States

Bill-To Information

Rock Island/Milan SD 41
2101 6th Ave
Rock Island, IL 61201
United States

NWEA Sales Point of Contact

Lindsay Hudak
lindsay.hudak@hnhco.com

Products & Services

Product	Sales Price	Quantity	Total Price
MG: Connecting MAP Growth Data to Standards-Aligned Instruction (2 hr virtual, up to 30 participants)	\$1,260.00	11	\$13,860.00
MAP: Action Planning with MAP Data (Virtual, 2-hour session, up to 30 participants)	\$1,260.00	1	\$1,260.00
MG: Reports for Leaders- Analyze Start of Year Data (Virtual, 2-hour session, up to 30 participants)	\$1,260.00	1	\$1,260.00
MAP: Empowering MTSS with MAP Data for Leaders (2 hr virtual, up to 30 participants)	\$1,260.00	1	\$1,260.00

Subtotal	\$17,640.00
Estimated Tax	\$0.00
Grand Total	\$17,640.00

Invoicing Information

Unless otherwise specified, payment terms are Net 30. Remittance instructions will be included with your invoice.

Until this Sales Order is signed, the pricing is valid for 30 days from the Order Date listed at the top of this document. Please confirm the billing address or specify changes to your Sales Point of Contact.



For a copy of the latest NWEA division W-9, it is available at <https://support.hmhco.com/s/article/Billing-and-Invoices>. Click on "Requesting a W-9" and select "NWEA".

The Tax ID for NWEA, a division of HMH Education Company, is 04-1456030.

Terms and Conditions

This Sales Order is between Customer and NWEA, a division of HMH Education Company, and is subject to the HMH Standard PreK-12 Terms of Purchase located at <https://www.hmhco.com/terms-of-purchase> (the "Agreement") for the Products and Services listed above. By signing this Sales Order, you agree you have read, understand, and agree to the Agreement.

Signature

Customer
Signature: _____

Customer
Printed Name: _____

Date: _____

Customer Title _____



Request for Taxpayer Identification Number and Certification

Go to www.irs.gov/FormW9 for instructions and the latest information.

**Give form to the
 requester. Do not
 send to the IRS.**

Before you begin. For guidance related to the purpose of Form W-9, see *Purpose of Form*, below.

Print or type. See Specific Instructions on page 3.	<p>1 Name of entity/individual. An entry is required. (For a sole proprietor or disregarded entity, enter the owner's name on line 1, and enter the business/disregarded entity's name on line 2.)</p> <p style="font-size: 1.2em; margin-left: 20px;">HMH Education Company</p>	
	<p>2 Business name/disregarded entity name, if different from above.</p> <p style="font-size: 1.2em; margin-left: 20px;">NWEA</p>	
	<p>3a Check the appropriate box for federal tax classification of the entity/individual whose name is entered on line 1. Check only one of the following seven boxes.</p> <p style="margin-left: 20px;"> <input type="checkbox"/> Individual/sole proprietor <input checked="" type="checkbox"/> C corporation <input type="checkbox"/> S corporation <input type="checkbox"/> Partnership <input type="checkbox"/> Trust/estate <input type="checkbox"/> LLC. Enter the tax classification (C = C corporation, S = S corporation, P = Partnership) <small>Note: Check the "LLC" box above and, in the entry space, enter the appropriate code (C, S, or P) for the tax classification of the LLC, unless it is a disregarded entity. A disregarded entity should instead check the appropriate box for the tax classification of its owner.</small> <input type="checkbox"/> Other (see instructions) _____ </p>	<p>4 Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3):</p> <p>Exempt payee code (if any) _____</p> <p>Exemption from Foreign Account Tax Compliance Act (FATCA) reporting code (if any) _____</p> <p style="text-align: right;"><i>(Applies to accounts maintained outside the United States.)</i></p>
	<p>3b If on line 3a you checked "Partnership" or "Trust/estate," or checked "LLC" and entered "P" as its tax classification, and you are providing this form to a partnership, trust, or estate in which you have an ownership interest, check this box if you have any foreign partners, owners, or beneficiaries. See instructions <input type="checkbox"/></p>	
	<p>5 Address (number, street, and apt. or suite no.). See instructions.</p> <p style="margin-left: 20px;">125 High Street *****Not a remittance address****</p>	<p>Requester's name and address (optional)</p>
	<p>6 City, state, and ZIP code</p> <p style="margin-left: 20px;">Boston, MA 02110</p>	
	<p>7 List account number(s) here (optional)</p>	

Part I Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the instructions for Part I, later. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN*, later.

Social security number										
or										
Employer identification number										
0	4		-	1	4	5	6	0	3	0

Note: If the account is in more than one name, see the instructions for line 1. See also *What Name and Number To Give the Requester* for guidelines on whose number to enter.

Part II Certification

Under penalties of perjury, I certify that:

1. The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and
2. I am not subject to backup withholding because (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding; and
3. I am a U.S. citizen or other U.S. person (defined below); and
4. The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.

Certification instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and, generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions for Part II, later.

Sign Here Signature of U.S. person **Nicholas J. Iannone, Jr.**

Digitally signed by Nicholas J. Iannone, Jr.
 Date: 2025.05.18 11:53:29 -04'00'

General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

Future developments. For the latest information about developments related to Form W-9 and its instructions, such as legislation enacted after they were published, go to www.irs.gov/FormW9.

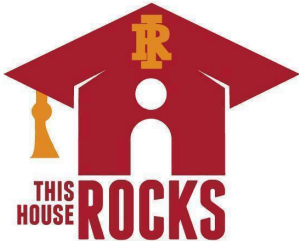
What's New

Line 3a has been modified to clarify how a disregarded entity completes this line. An LLC that is a disregarded entity should check the appropriate box for the tax classification of its owner. Otherwise, it should check the "LLC" box and enter its appropriate tax classification.

New line 3b has been added to this form. A flow-through entity is required to complete this line to indicate that it has direct or indirect foreign partners, owners, or beneficiaries when it provides the Form W-9 to another flow-through entity in which it has an ownership interest. This change is intended to provide a flow-through entity with information regarding the status of its indirect foreign partners, owners, or beneficiaries, so that it can satisfy any applicable reporting requirements. For example, a partnership that has any indirect foreign partners may be required to complete Schedules K-2 and K-3. See the Partnership Instructions for Schedules K-2 and K-3 (Form 1065).

Purpose of Form

An individual or entity (Form W-9 requester) who is required to file an information return with the IRS is giving you this form because they



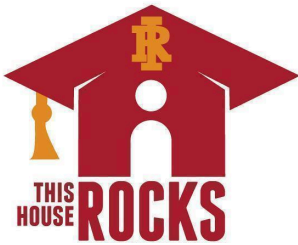
Sharon Williams, Ed.D.
Superintendent of Schools

To: RIMSD 41 Board of Education
From: Dr. Sharon Williams
Cabinet Champion: Scott Vance, Assistant Superintendent for Teaching and Learning
Date: May 12, 2026
Re: HMH - NWEA Contract for Service

For school districts to accurately measure student growth across time, a research validated assessment tool is critical. RIMSD #41 adopted the Northwest Education Association (NWEA), beginning in the 2016-2017 school year. NWEA closely mirrors the State assessment. NWEA assesses English Language Arts (ELA) and Mathematics. Since 2016-2017, we have used NWEA in grades K-11 for Measures of Academic Progress (MAP). Students take an online math and ELA assessment three times per year to monitor growth. The outcomes of these assessments are used by teachers to inform instructional practices and enhance curriculum alignment district-wide. These assessments are directly tied to our District Strategic Plan. The total cost for this renewal is \$88,580.00.

It is recommended that the board approve the Online Assessment Software License Renewal of NWEA (121 NW Everett Street, Portland, OR 97209) for the amount of \$88,580, District funds will be used for the NWEA contract.

Investment Period: July 1, 2026 - June 30, 2027
Total Investment: \$88,580.00
Funding Source: District Funds



Sharon Williams, Ed.D.
Superintendent of Schools

To: RIMSD 41 Board of Education
From: Dr. Sharon Williams
Cabinet Champion: Ramona Dixon, Director of Grants, Accountability, and Assessments
Date: June 23, 2026
Re: **Rock Island Regional office of Education #49 Vendor Increase for 26-27**

The Board of Education approved a contract for service with the ROE on May 12, 2026, for work to be completed for RIMSD for \$72,000. We are seeking approval for an increase of \$11,250 to the prior contract for work with the Regional Offices of Education on behalf of the non-public schools: Jordan Catholic and Alleman Catholic High School for training, principal leadership cohorts, counselors training/development, and other professional learning opportunities for staff.

Body of Work	Total Cost
Jordan - Teacher Coaching and Consulting up to 15 hours	\$3,250
Alleman - Leadership Training and Support, Teacher Coaching and Consulting	\$8,000
Total:	\$11,250

Therefore, it is recommended that the Rock Island-Milan School District's Board of Education approve the increase from \$72,000 to \$83,250 to Regional Office of Education #49 3561 60th St. Suite 310 Moline, IL 61265.

Investment Period: July 2026- June 2027

Total Investment: \$83,250

Funding Source: Title I, Title II, Title I SIG Funds, and Non-Public Proportionate Share of Title II Funds

Rock Island-Milan School District #41

2000 7th Avenue, Rock Island, IL 61201
309-793-5900 x10210 | 309-793-5905 fax
Sharon.williams@rimsd41.org
www.rimsd41.org

Thank you for your committed partnership with the Rock Island County ROE School Improvement Team. We are delighted that you and your team recognize the importance of prioritizing overall improvement of school practices and student achievement. Your support package includes up to 50 hours of dedicated school assistance, encompassing:

School Improvement Support - \$8,000.00

- Behavior and Social-Emotional Learning - 25 Hours Total
 - *The Anxious Generation* Book Study - Jessica Bollman
 - 15 hours - Virtual
 - AHS will purchase required books
 - RIROE 49 will facilitate a structured professional learning series that includes:
 - A multi-session book study exploring themes from *The Anxious Generation*
 - Application of research to classroom practice
 - Staff reflection and discussion protocols
 - The Regulated Classroom Professional Development - Hannah Reade
 - 10 Hours - In-Person
 - AHS will purchase all required Regulated Classroom training kits.
 - RIROE 49 will provide:
 - Training on The Regulated Classroom framework
 - Practical strategies for co-regulation, classroom routines, and environmental supports
 - A schoolwide SEL walkthrough to assess climate, regulation supports, and implementation readiness
 - A summary of findings and recommended next steps
- Academic Instructional Support - 25 Hours Total
 - RIROE 49 Team will provide instructional coaching and academic support services

Effective collaboration among teams is essential to ensure that all processes and supports are implemented with integrity, adhering to best practices. RIROE 49 is committed to being an accountability partner and will maintain frequent communication.

All documents and forms provided to schools are confidential and may not be copied, shared, or modified without permission from RIROE 49.



ROCK ISLAND COUNTY REGIONAL OFFICE OF EDUCATION
SERVICE. INTEGRITY. EXCELLENCE.

This Agreement is between the Rock Island County Regional Office of Education #49 and Alleman Catholic High School in Rock Island County, Illinois for the amount of \$8,000. This agreement pertains to the partnership for support between our entities beginning on the 1st day of July, 2026. All hours must be utilized on or before June 30, 2027. Any hours left unused will not be reimbursed or reallocated for future use.

Should you have any questions, please contact Hannah Reade at the Rock Island County Regional Office of Education 49. We value your partnership and eagerly anticipate working together to maintain continued growth and high levels of achievement.

Please sign below to confirm your acknowledgment and understanding of the service agreement.

Regional Superintendent of RIROE 49 Date

RIROE 49 Coordinator of ROE Services Date

Approved School Entity Personnel Date



ROCK ISLAND COUNTY REGIONAL OFFICE OF EDUCATION
SERVICE. INTEGRITY. EXCELLENCE.

Thank you for your committed partnership with the Rock Island County ROE School Improvement Team. We are delighted that you and your team recognize the importance of prioritizing overall improvement of school practices and student achievement.

Your support package includes up to 15 hours of dedicated school assistance, encompassing:

- Whole staff professional development
- Tailored professional development for individual teams/personnel
- Personalized coaching sessions
- Collaborative team coaching
- Systems development and implementation
- Leadership support and training

Additional support methods may be considered based on the discretion of RIROE leadership. Each hour exceeding the Basic Package of 15 hours, will be charged at the Essential Package hourly rate. Additional hours purchased cannot exceed an additional 15 hours without committing to the Intensive Package option. Collaboratively, designated school personnel and specialists from the Rock Island County Regional Office of Education 49 will design a customized support plan for the year, with the flexibility to make necessary adjustments. Effective collaboration among teams is essential to ensure that all processes and supports are implemented with integrity, adhering to best practices. All documents and forms provided to schools are confidential and may not be copied, shared, or modified without permission from RIROE 49.

This services agreement is to begin on the 1st day of July, 2026. The cost for this service is \$3,250. All hours must be utilized on or before June 30, 2027. Any hours left unused will not be reimbursed or reallocated for future use.

Should you have any questions, please contact Hannah Reade at the Rock Island County Regional Office of Education 49. We value your partnership and eagerly anticipate working together to maintain continued growth and high levels of achievement.

This Agreement is between the Rock Island County Regional Office of Education #49 and Jordan Catholic School in Rock Island County, Illinois for the amount of \$3,250. This agreement pertains to the partnership for support between our entities beginning on the 1st day of July, 2026.

Please sign below to confirm your acknowledgment and understanding of the service agreement.

Regional Superintendent of RIROE 49

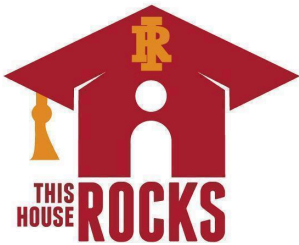
Date

RIROE 49 Coordinator of ROE Services

Date

Approved School Entity Personnel

Date



Sharon Williams, Ed.D.
Superintendent of Schools

To: RIMSD 41 Board of Education
From: Dr. Sharon Williams
Cabinet Champion: Ramona Dixon, Director of Grants, Accountability, and Assessments
Date: May 12, 2026
Re: **Regional Office of Education # 49**

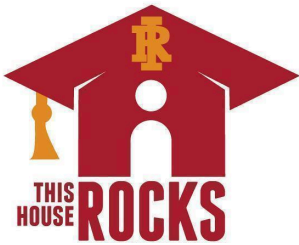
As a part of the Illinois State Board of Education’s School Improvement Initiative, Regional Offices of Education and specified vendors have been approved by ISBE to provide learning partner services to intensive, comprehensive, and targeted schools. Following the planning year and a comprehensive needs assessment, schools designated as comprehensive must partner with at least one Illinois State Board of Education Partner to focus on garnering supports that are aligned with supporting, supplementing, and enhancing the individual building school improvement plan.

In addition, as a district we rely heavily on other services from the ROE such as teacher training, principal leadership cohorts, counselors training/development, and other professional learning opportunities for staff across the district.

Body of Work	Total Cost
Monthly School Improvement Coaching and Consulting	\$30,000
Leadership Training and Support @ a rate of 1000/person for up to 12 leaders	\$12,000
Miscellaneous Professional Development for ALL Staff District-Wide	\$30,000
Total:	\$72,000

Therefore, it is recommended that the Rock Island-Milan School District’s Board of Education approve the payment of \$72,000 to Regional Office of Education #49 3561 60th St. Suite 310 Moline, IL 61265.

Investment Period: July 2026- June 2027
Total Investment: \$72,000
Funding Source: Title I, Title II, and Title I SIG Funds



Sharon Williams, Ed.D.
Superintendent of Schools

To: RIMSD 41 Board of Education
From: Dr. Sharon Williams
Date: June 23, 2026
Re: ThoughtExchange Renewal

ThoughtExchange provides a full suite of survey and exchange tools with advanced analysis tools and AI analytics. The solution is designed to bring the full power of advanced and complex survey design coupled with complex exchanges for a more holistic and detailed understanding of participant data. The survey and exchange tools will enhance our ability to make strategic, operational and cultural decisions by quickly pinpointing the actions our community can support and make building trust easier.

The complexities of planning for school, district and infrastructure improvement call for a more robust tool to receive and analyze school community input and feedback. ThoughtExchange will provide ongoing support and training during and through implementation of the tools. Leadership team members will have access to analytics and data visualization that are automatically generated by the software.

ThoughtExchange utilizes two primary modes of engagement: Exchanges and Surveys.

Exchanges are online conversations with and among a specified group of people on an open-ended question. A Leader in the organization asks an open - ended question to Participants, who share their thoughts, one thought at a time, during the Share step. Participants then read other Participant thoughts and rate them on a scale of 1-5. Exchanges can include a certain number of Survey Questions to help filter and analyze data sets.

Surveys are traditional surveys designed to collect quantitative data. While a survey may include open-ended questions, they lack the sharing and rating of thoughts uniquely offered by Exchanges.

It is recommended that the Board of Education approve the contract for service for \$43,010.10 with ThoughtExchange, 1990 Suite E. Columbia Avenue, PO Box 2260, Rossland, BC VOG1Y0.

Investment Period: July 1, 2026 - June 30, 2027
Total Investment: \$ 43,010.10
Funding Source: Title II Funds

Contract for Service Form

Rock Island-Milan School District 41

VENDOR NAME: ThoughtExchange **EMAIL:** kevin.skelcher@thoughtexchange.com

ADDRESS: 1990 Columbia Avenue, Suite E PO Box 2260 Rossland, BC, V0G 1Y0

DATES OF SERVICE TO BE COMPLETED: SY 2026-2027

SCHOOL DISTRICT CONTACT: Dr. Sharon Williams

COMPENSATION: \$ 43,010.10

DESCRIPTION OF DUTIES:

Engage: Capture and prioritize community voice through structured conversations and adaptive surveys, ensuring perspectives are meaningfully represented in decision-making.
Discover: Generate clear, defensible insight by analyzing engagement data alongside other relevant data sources, surfacing patterns, priorities, and risks to support informed decision-making.
ThoughtPartner Professional Services:
• Customer Success - Ongoing partnership to ensure the platform is aligned with your priorities and delivering meaningful outcomes, including guidance on engagement strategy and execution.
• Strategic Advisory - Advisory and execution support for complex or highstakes initiatives, including engagement design, insight interpretation, and action planning to translate feedback into outcomes.

Is this a Subscription/Software: Yes or No

If NO, go to next section. If YES, complete below, then go to next section (no vendor signature)

Subscription/Software Name: ThoughtExchange **Website:** https://thoughtexchange.com/

Subscription/Software Start Date: 07/01/2026 **End Date:** 06/30/2027

SOPPA Approved: Yes or No

Requester Name/Building: Dr. Sharon Williams - Admin Center

Budget Code: Title II Funds

Signature of Vendor:  **Date:** June 11, 2026 | 13:06:04 PDT

Signature of Budget Administrator: _____ **Date:** _____



Is the licensee exempt from sales and use tax? Yes No

Customer Purchasing Contact Email:

Any purchasing or vendor registration documents can be directed to accounts@thoughtexchange.com

Acceptance

By signing this Service Order, you: a) represent you are authorized to execute this agreement on behalf of the undersigned organization; (b) agree to purchase the subscription pursuant to the terms and fees set forth herein; (c) agree to pay the Total Payable (and applicable sales and use taxes) and authorize ThoughtExchange to submit invoices for such payment; and (d) agree to be bound by the terms and conditions published at <https://thoughtexchange.com/subscription-terms> (the "Subscription Terms").

Rock Island-Milan School District #41

ThoughtExchange

By: _____ /sig/
Name: Jason Roesster
Title: President of Board of Education RIMSD#41
Date: _____

DocuSigned by:
Andrew Oh
By: _____
Name: Andrew Oh
Title: sCFO
Date: June 11, 2026 | 13:06:04 PDT



Certified Appointments

It is recommended that the Board of Education approve the following certified appointments for the 2026-27 school year.

- Leslie Baker - Special Education Teacher at Rock Island High School
Salary - \$84,187/annually

- Andrew Doughty - English Teacher at Rock Island High School
Salary - \$52,442/annually

- Joseph Gawron - Music Teacher at Longfellow Elementary School
Salary - \$52,442/annually

- Jeannie Napier - Psychologist at Districtwide
Salary - \$87,312/annually

- Emma Osborn - Fourth Grade Teacher at Ridgewood Elementary School
Salary - \$53,649/annually

- Hannah Wheeler - Social Worker at Districtwide
Salary - \$59,397/annually

- Cameron Yeater - Adaptive Physical Education Teacher at Ridgewood
Salary - \$58,757/annually

Certified Summer Session Appointments

It is recommended that the Board of Education approve the following certified summer session appointments for the 2025-26 school year.

- Troy Copeland - Drivers Education Teacher (Summer Session 1 & 2) at Rock Island High School
Salary - \$39.22/hourly

- Troy Joseph - Drivers Education Teacher (Summer Session 1 & 2) at Rock Island High School
Salary - \$39.22/hourly

- Lance Ricco - Drivers Education Teacher (Summer Session 1 & 2) at Rock Island High School
Salary - \$39.22/hourly



Personnel Recommendations
Board of Education Meeting
June 23, 2026

Jeffrey Schmulbach - Drivers Education Teacher (Summer Session 1 & 2) at
Rock Island High School
Salary - \$39.22/hourly

Non-Certified Appointments

It is recommended that the Board of Education approve the following non-certified appointments for the 2026-27 school year.

Tara Austin - Paraprofessional (Hall Monitor) at Rock Island High School
Salary - \$21.69/hourly

Abraham Blanco - Paraprofessional (Special Education) at Thurgood Marshall Learning Center
Salary - \$20.50/hourly

Adriana Blanco - Paraprofessional at Thurgood Marshall Learning Center
Salary - \$21.46/hourly

Mackenzie Brokaw - Paraprofessional at Denkmann Elementary School
Salary - \$20.50/hourly

Eugenio Campos III - Paraprofessional (Hall Monitor) at Rock Island High School
Salary - \$21.69/hourly

Ashley Fawks - Paraprofessional at Ridgewood Elementary School
Salary - \$21.46/hourly

Aminia Mashimango - Paraprofessional at Frances Willard Elementary School
Salary - \$21.46/hourly

Corey Parker - Paraprofessional (Hall Monitor) at Rock Island High School
Salary - \$21.69/hourly



Non-Certified Internal Transfers

It is recommended that the Board of Education approve the following non-certified internal transfers for the 2026-27 school year.

Christopher Fischer - Paraprofessional at Thomas Jefferson Elementary School to Paraprofessional at Denkmann Elementary School
 Salary - \$21.46/hourly

Jacob VanDam - Paraprofessional (Special Education) at Ridgewood Elementary School to Paraprofessional (Special Education) at Denkmann Elementary School
 Salary - \$26.42/hourly

Certified Coach Resignation

It is recommended that the Board of Education accept the following certified coach resignation during the 2025-26 school year.

<u>Staff Member</u>	<u>Current Position</u>	<u>Years of Continuous Service</u>
Sepehr Kalhor	Assistant Wrestling Coach At Rock Island High School	5 Years Effective 06/04/2026

Non Certified Resignation

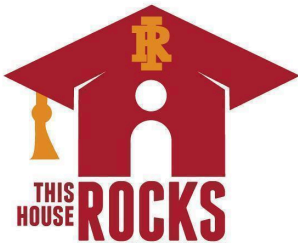
It is recommended that the Board of Education accept the following non certified resignation during the 2025-26 school year.

<u>Staff Member</u>	<u>Current Position</u>	<u>Years of Continuous Service</u>
Cassie Bernal	Paraprofessional at Longfellow Elementary School	2 Years Effective 06/04/2026

Certified Retirement

It is recommended that the Board of Education accept the following certified retirement during the 2025-26 school year.

<u>Staff Member</u>	<u>Current Position</u>	<u>Years of Continuous Service</u>
Connie A. Hayek	English Teacher at Rock Island High School	33 Years Effective 06/03/2027



Sharon Williams, Ed.D.
Superintendent of Schools

To: RIMSD 41 Board of Education
From: Dr. Sharon Williams
Cabinet Champion: Ramona Dixon, Director of Grants, Accountability, and Assessments
Date: June 23, 2026
Re: **Consolidated District Plan & Consolidated School Improvement Plans**

Guidance: The District Plan shall be developed with 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).

Purpose:

1. 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.
2. 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.
3. To ensure the most highly qualified educators are prepared to meet the needs of all students
4. To ensure fiscal accountability around the intended uses of Federal Funds to support the above.

It is recommended that the Rock Island- Milan School District's Board of Education approve the Consolidated District Plan and Consolidated School Improvement Plans for the 26-27 school year as presented.

Investment Period: July 1, 2026 - June 30, 2027
Total Investment: No monetary investment; board approval required
Funding Source: N/A



**Consolidated
District
Plan (CDP)
2026-2027**

Table of Contents

Executive Summary

Memo

School Improvement Plans

Quarter 1 Draft Action Plans

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).

26

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.



**Consolidated School
Improvement Plan(CSIP)
Goal Sheet
2026-2027**

Denkmann C-SIP 2026-2027

<p><u>AMBITIOUS INSTRUCTION:</u> <u>ELA Measures:</u> Student Growth Summary Reports MAP Achievement Reports IAR Reports</p>	<p>A. ELA Growth: By June of the 26-27 school year the percentage of students at Denkmann who will meet or exceed their projected growth target in ELA will increase from 47.95% to 55% as measured by the Fall to Spring Projections on the NWEA Assessment.</p> <p>B. ELA Proficiency: By June of 2027, the percentage of students at Denkmann at or above the 65th percentile in ELA will increase from 26.02% to 33% as measured by the Spring 2027 NWEA MAP ELA Achievement Report.</p> <p>C. ELA State: By June of 2027, the percentage of students at Denkmann who scored proficient or above proficient on the ELA section of IAR will increase from 43% to 46%.</p>
<p><u>AMBITIOUS INSTRUCTION:</u> <u>MATH Measures:</u> Student Growth Summary Reports MAP Achievement Reports IAR Reports</p>	<p>A. Math Growth: By June of the 26-27 school year the percentage of students at Denkmann who will meet or exceed their projected growth target in MATH will increase from 41.64% to 48% as measured by the Fall to Spring Projections on the NWEA Assessment.</p> <p>B. Math Proficiency: By June of 2027, the percentage of students at Denkmann at or above the 78th percentile in MATH will increase from 13.2% to 18% as measured by the Spring 2027 MAP MATH Achievement Report.</p> <p>C. Math State: By June of 2027, the percentage of students at Denkmann who scored proficient or above proficient on the MATH section of IAR will increase from 28% to 30%.</p>
<p><u>AMBITIOUS INSTRUCTION-EQUITY</u> <u>Equity Measures:</u> Student Growth Summary Reports MAP Achievement Reports IAR Reports</p>	<p>A. EQUITY Growth: By June of the 26-27 school year the percentage of students with disabilities at Denkmann who will meet or exceed their projected growth target in ELA will increase from 44.23% to 46% and in MATH from 26.92% to 30% as measured by the Fall to Spring 28 Projections on the NWEA Assessment.</p> <p>B. Equity Proficiency: By June of 2027, the percentage of students with disabilities at Denkmann at or above the 65th percentile in ELA will increase from 7.69% to 9% AND at or above the 78th percentile in MATH will increase from 5.77% to 8% as measured by the Spring 2027 NWEA Achievement Reports in ELA and MATH.</p> <p>C. Equity State: By June of 2027, the percentage of students with disabilities at Denkmann who scored proficient or above proficient on the ELA section of IAR will increase from 7.8% to 10% AND the percentage proficient or above proficient on the MATH section of the IAR from 5.2% to 8%.</p>
<p><u>INVOLVED FAMILIES</u> <u>Measure:</u> FACE Tracker</p>	<p>During the 26-27 school year Denkmann will host at least 10 FACE events, of which 50% must be “Linked to learning and development”, “Relational: Built on mutual trust”, or “Asset-based” as measured by Dr. Karen Map’s Dual Capacity Framework.</p>
<p><u>COLLABORATIVE LEADERSHIP</u> <u>Measure:</u> PLC Teams Rubric</p>	<p>By June of 2027 100% of content area teams at Denkmann will be rated as at least Implementing in all 4 indicators as measured by the pre and post assessment of the PLC @ Work Continuum: Building a Collaborative Culture Through High Performance Teams to be administered in September (2026) and June (2027).</p>
<p><u>SUPPORTIVE ENVIRONMENT</u> <u>Measure:</u> <90% days attended</p>	<p>By June of 2027, the percentage of students at Denkmann attending school 90% or more of the school year will increase from 84.96% to 88%.</p>

Earl Hanson C-SIP 2026-2027

<p><u>AMBITIOUS INSTRUCTION:</u> <u>ELA Measures:</u> Student Growth Summary Reports MAP Achievement Reports IAR Reports</p>	<p>A. ELA Growth: By June of the 26-27 school year the percentage of students at Earl Hanson who will meet or exceed their projected growth target in ELA will increase from 41.2% to 50% as measured by the Fall to Spring Projections on the NWEA Assessment.</p> <p>B. ELA Proficiency: By June of 2027, the percentage of students at Earl Hanson are at or above the 65th percentile in ELA will increase from 32.21% to 40% as measured by the Spring 2027 NWEA MAP ELA Achievement Report.</p> <p>C. ELA State: By June of 2027, the percentage of students at Earl Hanson who scored proficient or above proficient on the ELA section of IAR will increase from 27.78% to 32%.-Waiting on official scores. We will adjust if needed.</p>
<p><u>AMBITIOUS INSTRUCTION:</u> <u>MATH Measures:</u> Student Growth Summary Reports MAP Achievement Reports IAR Reports</p>	<p>A. Math Growth: By June of the 26-27 school year the percentage of students at Earl Hanson who will meet or exceed their projected growth target in MATH will increase from 30.34% to 40% as measured by the Fall to Spring Projections on the NWEA Assessment.</p> <p>B. Math Proficiency: By June of 2027, the percentage of students at Earl Hanson at or above the 78th percentile in MATH will increase from 20.60% to 30% as measured by the Spring 2027 MAP MATH Achievement Report.</p> <p>C. Math State: By June of 2027, the percentage of students at Earl Hanson who scored proficient or above proficient on the MATH section of IAR will increase from 18.35% to 19%.-Waiting on official scores. We will adjust if needed.</p>
<p><u>AMBITIOUS INSTRUCTION-EQUITY</u> <u>Equity Measures:</u> Student Growth Summary Reports MAP Achievement Reports IAR Reports</p>	<p>A. EQUITY Growth: By June of the 26-27 school year the percentage of students with disabilities at Earl Hanson who will meet or exceed their projected growth target in ELA will increase from 23.53% to 35% and in MATH from 19.70% to 30% as measured by the Fall to Spring 29 Projections on the NWEA Assessment.</p> <p>B. Equity Proficiency: By June of 2027, the percentage of students with disabilities at Earl Hanson are at or above the 65th percentile in ELA will increase from 2.94 % to 15% AND at or above the 78th percentile in MATH will increase from 1.52 % to 15% as measured by the Spring 2027 NWEA Achievement Reports in ELA and MATH.</p> <p>C. Equity State: By June of 2027, the percentage of students with disabilities at Earl Hanson who scored proficient or above proficient on the ELA section of IAR will increase from 10% to 20% AND the percentage proficient or above proficient on the MATH section of the IAR from 30% to 40%.</p>
<p><u>INVOLVED FAMILIES</u> <u>Measure:</u> FACE Tracker</p>	<p>During the 26-27 school year Earl Hanson will host at least 10 FACE events, of which 50% must be “Linked to learning and development”, “Relational: Built on mutual trust”, or “Asset-based” as measured by Dr. Karen Map’s Dual Capacity Framework.</p>
<p><u>COLLABORATIVE LEADERSHIP</u> <u>Measure:</u> PLC Teams Rubric</p>	<p>By June of 2027 100% of grade level teams at Earl Hanson will be rated as at least Implementing in all 4 indicators as measured by the pre and post assessment of the PLC @ Work Continuum: Building a Collaborative Culture Through High Performance Teams to be administered in September (2026) and June (2027).</p>
<p><u>SUPPORTIVE ENVIRONMENT</u> <u>Measure:</u> <90% days attended</p>	<p>By June of 2027, the percentage of students at Earl Hanson attending school 90% or more of the school year will increase from 68.98% to 75%.</p>

Edison Jr. High C-SIP 2026-2027

<p><u>AMBITIOUS INSTRUCTION:</u> <u>ELA Measures:</u> Student Growth Summary Reports MAP Achievement Reports IAR Reports</p>	<p>A. ELA Growth: By June of the 26-27 school year the percentage of students at Edison Junior High School who will meet or exceed their projected growth target in ELA will increase from 52.2% to 55% as measured by the Fall to Spring Projections on the NWEA Assessment.</p> <p>B. ELA Proficiency: By June of 2027, the percentage of students at Edison Junior High School at or above the 65th percentile in ELA will increase from 33% to 35% as measured by the Spring 2027 NWEA MAP ELA Achievement Report.</p> <p>C. ELA State: By June of 2027, the percentage of students at Edison Junior High School who scored proficient or above proficient on the ELA section of IAR will increase from 34% to 36%.</p>
<p><u>AMBITIOUS INSTRUCTION:</u> <u>MATH Measures:</u> Student Growth Summary Reports MAP Achievement Reports IAR Reports</p>	<p>A. Math Growth: By June of the 26-27 school year the percentage of students at Edison Junior High School who will meet or exceed their projected growth target in MATH will increase from 47% to 50% as measured by the Fall to Spring Projections on the NWEA Assessment.</p> <p>B. Math Proficiency: By June of 2027, the percentage of students at Edison Junior High School at or above the 78th percentile in MATH will increase from 16% to 18% as measured by the Spring 2027 MAP MATH Achievement Report.</p> <p>C. Math State: By June of 2027, the percentage of students at Edison Junior High School who scored proficient or above proficient on the MATH section of IAR will increase from 25% to 27%.</p>
<p><u>AMBITIOUS INSTRUCTION-EQUITY</u> <u>Equity Measures:</u> Student Growth Summary Reports MAP Achievement Reports IAR Reports</p>	<p>A. EQUITY Growth: By June of the 26-27 school year the percentage of students with disabilities at Edison Junior High School who will meet or exceed their projected growth target in ELA will increase from 41.5% to 43% and in MATH from 42.6% to 44% as measured by the Fall to Spring Projections on the NWEA Assessment.</p> <p>B. Equity Proficiency: By June of 2027, the percentage of students with disabilities at Edison Junior High School at or above the 65th percentile in ELA will increase from 1.5% to 2.5% AND at or above the 78th percentile in MATH will increase from 0% to .5% as measured by the Spring 2027 NWEA Achievement Reports in ELA and MATH.</p> <p>C. Equity State: By June of 2027, the percentage of students with disabilities at Edison Junior High School who scored proficient or above proficient on the ELA section of IAR will increase from 0% to 1% AND the percentage proficient or above proficient on the MATH section of the IAR from 0% to 1%.</p>
<p><u>INVOLVED FAMILIES</u> <u>Measure:</u> FACE Tracker</p>	<p>During the 26-27 school year Edison Junior High School will host at least 10 FACE events, of which 50% must be “Linked to learning and development”, “Relational: Built on mutual trust”, or “Asset-based” as measured by Dr. Karen Map’s Dual Capacity Framework.</p>
<p><u>COLLABORATIVE LEADERSHIP</u> <u>Measure:</u> PLC Teams Rubric</p>	<p>By June of 2027 100% of content area teams at Edison Junior High School will be rated as at least Implementing in all 4 indicators as measured by the pre and post assessment of the PLC @ Work Continuum: Building a Collaborative Culture Through High Performance Teams to be administered in September (2026) and June (2027).</p>
<p><u>SUPPORTIVE ENVIRONMENT</u> <u>Measure:</u> <90% days attended</p>	<p>By June of 2027, the percentage of students at Edison Junior High School attending school 90% or more of the school year will increase from 62.6% to 66%.</p>

Eugene Field C-SIP 2026-2027

<p><u>AMBITIOUS INSTRUCTION:</u> <u>ELA Measures:</u> Student Growth Summary Reports MAP Achievement Reports IAR Reports</p>	<p>A. ELA Growth: By June of the 26-27 school year, the percentage of students at Eugene Field who will meet or exceed their projected growth target in ELA will increase from 48% to 50% as measured by the Fall to Spring Projections on the NWEA Assessment.</p> <p>B. ELA Proficiency: By June of 2027, the percentage of students at Eugene Field at or above the 65th percentile in ELA will increase from 34% to 36% as measured by the Spring 2027 NWEA MAP ELA Achievement Report.</p> <p>C. ELA State: By June of 2027, the percentage of students at Eugene Field who scored proficient or above proficient on the ELA section of IAR will increase from 51% to 53%.</p>
<p><u>AMBITIOUS INSTRUCTION:</u> <u>MATH Measures:</u> Student Growth Summary Reports MAP Achievement Reports IAR Reports</p>	<p>A. Math Growth: By June of the 26-27 school year, the percentage of students at Eugene Field who will meet or exceed their projected growth target in MATH will increase from 50.5% to 52.5% as measured by the Fall to Spring Projections on the NWEA Assessment.</p> <p>B. Math Proficiency: By June of 2027, the percentage of students at Eugene Field at or above the 78th percentile in MATH will increase from 21% to 23% as measured by the Spring 2027 MAP MATH Achievement Report.</p> <p>C. Math State: By June of 2027, the percentage of students at Eugene Field who scored proficient or above proficient on the MATH section of IAR will increase from 42% to 44%.</p>
<p><u>AMBITIOUS INSTRUCTION-EQUITY</u> <u>Equity Measures:</u> Student Growth Summary Reports MAP Achievement Reports IAR Reports</p>	<p>A. EQUITY Growth: By June of the 26-27 school year, the percentage of students with disabilities at Eugene Field who will meet or exceed their projected growth target in ELA will increase from 30% to 32% and in MATH from 38% to 40% as measured by the Fall to Spring Projection on the NWEA Assessment.</p> <p>B. Equity Proficiency: By June of 2027, the percentage of students with disabilities at Eugene Field at or above the 65th percentile in ELA will increase from 2% to 4%, AND at or above the 78th percentile in MATH will increase from 9% to 11%, as measured by the Spring 2027 NWEA Achievement Reports in ELA and MATH.</p> <p>C. Equity State: By June of 2027, the percentage of students with disabilities at Eugene Field who scored proficient or above proficient on the ELA section of IAR will increase from 21% to 23% AND the percentage proficient or above proficient on the MATH section of the IAR from 17.5% to 19.5%.</p>
<p><u>INVOLVED FAMILIES</u> <u>Measure:</u> FACE Tracker</p>	<p>During the 26-27 school year Eugene Field will host at least 10 FACE events, of which 50% must be “Linked to learning and development”, “Relational: Built on mutual trust”, or “Asset-based” as measured by Dr. Karen Map’s Dual Capacity Framework.</p>
<p><u>COLLABORATIVE LEADERSHIP</u> <u>Measure:</u> PLC Teams Rubric</p>	<p>By June of 2027 100% of grade-level teams at Eugene Field will be rated as at least Implementing in all 4 indicators as measured by the pre and post-assessment of the PLC @ Work Continuum: Building a Collaborative Culture Through High Performance Teams to be administered in September (2026) and June (2027).</p>
<p><u>SUPPORTIVE ENVIRONMENT</u> <u>Measure:</u> <90% days attended</p>	<p>By June of 2027, the percentage of students at Eugene Field attending school 90% or more of the school year will increase from 82.63% to 83.5%.</p>

Frances Willard C-SIP 2026-2027

<p><u>AMBITIOUS INSTRUCTION:</u> <u>ELA Measures:</u> Student Growth Summary Reports MAP Achievement Reports IAR Reports</p>	<p>A. ELA Growth: By June of the 26-27 school year the percentage of students at Frances Willard who will meet or exceed their projected growth target in ELA will increase from 41% to 50% as measured by the Fall to Spring Projections on the NWEA Assessment.</p> <p>B. ELA Proficiency: By June of 2027, the percentage of students at Frances Willard at or above the 65th percentile in ELA will increase from 14% to 20% as measured by the Spring 2027 NWEA MAP ELA Achievement Report.</p> <p>C. ELA State: By June of 2027, the percentage of students at Frances Willard who scored proficient or above proficient on the ELA section of IAR will increase from 25% to 33%.</p>
<p><u>AMBITIOUS INSTRUCTION:</u> <u>MATH Measures:</u> Student Growth Summary Reports MAP Achievement Reports IAR Reports</p>	<p>A. Math Growth: By June of the 26-27 school year the percentage of students at Frances Willard who will meet or exceed their projected growth target in MATH will increase from 44% to 50% as measured by the Fall to Spring Projections on the NWEA Assessment.</p> <p>B. Math Proficiency: By June of 2027, the percentage of students at Frances Willard at or above the 78th percentile in MATH will increase from 8% to 15% as measured by the Spring 2027 MAP MATH Achievement Report.</p> <p>C. Math State: By June of 2027, the percentage of students at Frances Willard who scored proficient or above proficient on the MATH section of IAR will increase from 23% to 30%.</p>
<p><u>AMBITIOUS INSTRUCTION-EQUITY</u> <u>Equity Measures:</u> Student Growth Summary Reports MAP Achievement Reports IAR Reports</p>	<p>A. EQUITY Growth: By June of the 26-27 school year the percentage of students with disabilities at Frances Willard who will meet or exceed their projected growth target in ELA will increase from 34% to 38% and in MATH from 41% to 48% as measured by the Fall to Spring Projection on the NWEA Assessment.</p> <p>B. Equity Proficiency: By June of 2027, the percentage of students with disabilities at Frances Willard at or above the 65th percentile in ELA will increase from 4% to 9% AND at or above the 78th percentile in MATH will increase from 2% to 7% as measured by the Spring 2027 NWEA Achievement Reports in ELA and MATH.</p> <p>C. Equity State: By June of 2027, the percentage of students with disabilities at Frances Willard who scored proficient or above proficient on the ELA section of IAR will increase from 4% to 9% AND the percentage proficient or above proficient on the MATH section of the IAR from 4% to 9%.</p>
<p><u>INVOLVED FAMILIES</u> <u>Measure:</u> FACE Tracker</p>	<p>During the 26-27 school year Frances Willard will host at least 10 FACE events, of which 50% must be “Linked to learning and development”, “Relational: Built on mutual trust”, or “Asset-based” as measured by Dr. Karen Map’s Dual Capacity Framework.</p>
<p><u>COLLABORATIVE LEADERSHIP</u> <u>Measure:</u> PLC Teams Rubric</p>	<p>By June of 2027 100% of grade-level teams at Frances Willard will be rated as at least Implementing in all 4 indicators as measured by the pre and post assessment of the PLC @ Work Continuum: Building a Collaborative Culture Through High Performance Teams to be administered in September (2026) and June (2027).</p>
<p><u>SUPPORTIVE ENVIRONMENT</u> <u>Measure:</u> <90% days attended</p>	<p>By June of 2027, the percentage of students at Frances Willard attending school 90% or more of the school year will increase from 67% to 80%.</p>

Horace Mann C-SIP 2026-2027

<p><u>AMBITIOUS INSTRUCTION:</u> <u>ELA Measures:</u> Student Growth Summary Reports MAP Achievement Reports IAR Reports</p>	<p>A. Reading : By June of the 26-27 school year the percentage of students at HMELC who are BELOW on GOLD will decrease from 23% to 20% as measured by the assessment.</p> <p>B. Reading: By June of the 26-27 school year the percentage of students at HMELC who are MEETS on GOLD will increase from 69% to 72% as measured by the assessment.</p> <p>C. Reading: By June of the 26-27 school year the percentage of students at HMELC who are EXCEEDS on GOLD will increase from 8% to 10% as measured by the assessment.</p>
<p><u>AMBITIOUS INSTRUCTION:</u> <u>MATH Measures:</u> Student Growth Summary Reports MAP Achievement Reports IAR Reports</p>	<p>A. Math: By June of the 26-27 school year the percentage of students at HMELC who are BELOW on GOLD will decrease from 30% to 27% as measured by the assessment.</p> <p>B. Math: By June of the 26-27 school year the percentage of students at HMELC who are MEETS on GOLD will increase from 64% to 67% as measured by the assessment.</p> <p>C. Math: By June of the 26-27 school year the percentage of students at HMELC who are EXCEEDS on GOLD will increase from 6% to 9% as measured by the assessment.</p>
<p><u>AMBITIOUS INSTRUCTION-EQUITY</u> <u>Equity Measures:</u> Student Growth Summary Reports MAP Achievement Reports IAR Reports</p>	<p>A. EQUITY: By June of the 26-27 school year the percentage of students with disabilities at HMELC who are BELOW on GOLD will decrease from 20% to 17% as measured by the assessment. 33</p> <p>B. EQUITY: By June of the 26-27 school year the percentage of students with disabilities at HMELC who are MEETS on GOLD will increase from 70% to 73% as measured by the assessment.</p> <p>C. EQUITY: By June of the 26-27 school year the percentage of students with disabilities at HMELC who are EXCEEDS on GOLD will increase from 10% to 13% as measured by the assessment.</p>
<p><u>INVOLVED FAMILIES</u> <u>Measure:</u> FACE Tracker</p>	<p>During the 26-27 school year HMELC will host at least 10 FACE events, of which 50% must be “Linked to learning and development”, “Relational: Built on mutual trust”, or “Asset-based” as measured by Dr. Karen Map’s Dual Capacity Framework.</p>
<p><u>COLLABORATIVE LEADERSHIP</u> <u>Measure:</u> PLC Teams Rubric</p>	<p>By June of 2027 100% of teams at HMELC will be rated as at least Implementing in all 4 indicators as measured by the pre and post assessment of the PLC @ Work Continuum: Building a Collaborative Culture Through High Performance Teams to be administered in September (2026) and June (2027).</p>
<p><u>SUPPORTIVE ENVIRONMENT</u> <u>Measure:</u> <90% days attended</p>	<p>By June of 2027, the percentage of students at HMELC attending school 90% or more of the school year will increase from 89% to 90%.</p>

Longfellow C-SIP 2026-2027

<p><u>AMBITIOUS INSTRUCTION:</u> <u>ELA Measures:</u> Student Growth Summary Reports MAP Achievement Reports IAR Reports</p>	<p>A. ELA Growth: By June of the 26-27 school year the percentage of students at Longfellow Liberal Arts who will meet or exceed their projected growth target in ELA will increase from 37.5% to 40.5% as measured by the Fall to Spring Projections on the NWEA Assessment.</p> <p>B. ELA Proficiency: By June of 2027, the percentage of students at Longfellow at or above the 65th percentile in ELA will increase from 10.94% to 13.94% as measured by the Spring 2027 NWEA MAP ELA Achievement Report.</p> <p>C. ELA State: By June of 2027, the percentage of students at Longfellow who scored proficient or above proficient on the ELA section of IAR will increase from 16% to 19%.</p>
<p><u>AMBITIOUS INSTRUCTION:</u> <u>MATH Measures:</u> Student Growth Summary Reports MAP Achievement Reports IAR Reports</p>	<p>A. Math Growth: By June of the 26-27 school year the percentage of students at Longfellow who will meet or exceed their projected growth target in MATH will increase from 36.84% to 39.84% as measured by the Fall to Spring Projections on the NWEA Assessment.</p> <p>B. Math Proficiency: By June of 2027, the percentage of students at Longfellow at or above the 78th percentile in MATH will increase from 5.26% to 8.26% as measured by the Spring 2027 MAP MATH Achievement Report.</p> <p>C. Math State: By June of 2027, the percentage of students at Longfellow who scored proficient or above proficient on the MATH section of IAR will increase from 7% to 13.76%.</p>
<p><u>AMBITIOUS INSTRUCTION-EQUITY</u> <u>Equity Measures:</u> Student Growth Summary Reports MAP Achievement Reports IAR Reports</p>	<p>A. EQUITY Growth: By June of the 26-27 school year the percentage of students with disabilities at Longfellow who will meet or exceed their projected growth target in ELA will increase from 31.11% to 34.11% and in MATH from 44.44% to 47.44% as measured by the Fall to Spring Projections on the NWEA Assessment.</p> <p>B. Equity Proficiency: By June of 2027, the percentage of students with disabilities at Longfellow at or above the 65th percentile in ELA will increase from 6.67% to 9.67% AND at or above the 78th percentile in MATH will increase from 2.22% to 5.22% as measured by the Spring 2027 NWEA Achievement Reports in ELA and MATH.</p> <p>C. Equity State: By June of 2027, the percentage of students with disabilities at Longfellow who scored proficient or above proficient on the ELA section of IAR will increase from 0% to 3% AND the percentage proficient or above proficient on the MATH section of the IAR from 14.71% to 17.71%.</p>
<p><u>INVOLVED FAMILIES</u> <u>Measure:</u> FACE Tracker</p>	<p>During the 26-27 school year Longfellow will host at least 10 FACE events, of which 50% must be “Linked to learning and development”, “Relational: Built on mutual trust”, or “Asset-based” as measured by Dr. Karen Map’s Dual Capacity Framework.</p>
<p><u>COLLABORATIVE LEADERSHIP</u> <u>Measure:</u> PLC Teams Rubric</p>	<p>By June of 2027 100% of grade-level teams at Longfellow will be rated as at least Implementing in all 4 indicators as measured by the pre and post assessment of the PLC @ Work Continuum: Building a Collaborative Culture Through High Performance Teams to be administered in September (2026) and June (2027).</p>
<p><u>SUPPORTIVE ENVIRONMENT</u> <u>Measure:</u> <90% days attended</p>	<p>By June of 2027, the percentage of students at Longfellow attending school 90% or more of the school year will increase from 72.79% to 75.79%.</p>

Rock Island Academy C-SIP 2026-2027

<p><u>AMBITIOUS INSTRUCTION:</u> <u>ELA Measures:</u> Student Growth Summary Reports MAP Achievement Reports IAR Reports</p>	<p>A. ELA Growth: By June of the 26-27 school year the percentage of students at Rock Island Academy who will meet or exceed their projected growth target in ELA will increase from 29.3% to 36.3% as measured by the Fall to Spring Projections on the NWEA Assessment.</p> <p>B. ELA Proficiency: By June of 2027, the percentage of students at Rock Island Academy at or above the 65th percentile in ELA will increase from 4.5% to 14.1% as measured by the Spring 2027 NWEA MAP ELA Achievement Report.</p> <p>C. ELA State: By June of 2027, the percentage of students at Rock Island Academy who scored proficient or above proficient on the ELA section of IAR will increase from 15.7% to 24.1%.</p>
<p><u>AMBITIOUS INSTRUCTION:</u> <u>MATH Measures:</u> Student Growth Summary Reports MAP Achievement Reports IAR Reports</p>	<p>A. Math Growth: By June of the 26-27 school year the percentage of students at Rock Island Academy who will meet or exceed their projected growth target in MATH will increase from 31.8% to 38.6% as measured by the Fall to Spring Projections on the NWEA Assessment.</p> <p>B. Math Proficiency: By June of 2027, the percentage of students at Rock Island Academy at or above the 78th percentile in MATH will increase from 1.4% to 11.2% as measured by the Spring 2027 MAP MATH Achievement Report.</p> <p>C. Math State: By June of 2027, the percentage of students at Rock Island Academy who scored proficient or above proficient on the MATH section of IAR will increase from 10.7% to 19.6%.</p>
<p><u>AMBITIOUS INSTRUCTION-EQUITY</u> <u>Equity Measures:</u> Student Growth Summary Reports MAP Achievement Reports IAR Reports</p>	<p>A. EQUITY Growth: By June of the 26-27 school year the percentage of students with disabilities at Rock Island Academy who will meet or exceed their projected growth target in ELA will increase from 24.8% to 32.3% and in MATH from 29.4% to 36.4% as measured by the Fall to Spring Projections on the NWEA Assessment.</p> <p>B. Equity Proficiency: By June of 2027, the percentage of students with disabilities at Rock Island Academy at or above the 65th percentile in ELA will increase from 2.7% to 12.4% AND at or above the 78th percentile in MATH will increase from 0.0% to 10.0% as measured by the Spring 2027 NWEA Achievement Reports in ELA and MATH.</p> <p>C. Equity State: By June of 2027, the percentage of students with disabilities at Rock Island Academy who scored proficient or above proficient on the ELA section of IAR will increase from 9.3% to 18.3% AND the percentage proficient or above proficient on the MATH section of the IAR from 2.3% to 12.0%.</p>
<p><u>INVOLVED FAMILIES</u> <u>Measure:</u> FACE Tracker</p>	<p>During the 26-27 school year Rock Island Academy will host at least 10 FACE events, of which 50% must be “Linked to learning and development”, “Relational: Built on mutual trust”, or “Asset-based” as measured by Dr. Karen Map’s Dual Capacity Framework.</p>
<p><u>COLLABORATIVE LEADERSHIP</u> <u>Measure:</u> PLC Teams Rubric</p>	<p>By June of 2027 100% of grade-level teams at Rock Island Academy will be rated as at least Implementing in all 4 indicators as measured by the pre and post assessment of the PLC @ Work Continuum: Building a Collaborative Culture Through High Performance Teams to be administered in September (2026) and June (2027).</p>
<p><u>SUPPORTIVE ENVIRONMENT</u> <u>Measure:</u> <90% days attended</p>	<p>By June of 2027, the percentage of students at Rock Island Academy attending school 90% or more of the school year will increase from 65.0% to 68.5%.</p>

Rock Island Center for Math & Science C-SIP 2026-2027

<p><u>AMBITIOUS INSTRUCTION:</u> <u>ELA Measures:</u> Student Growth Summary Reports MAP Achievement Reports IAR Reports</p>	<p>A. ELA Growth: By June of the 26-27 school year the percentage of students at RICMS who will meet or exceed their projected growth target in ELA will increase from 44.27% to 49.84% as measured by the Fall to Spring Projections on the NWEA Assessment.</p> <p>B. ELA Proficiency: By June of 2027, the percentage of students at RICMS at or above the 65th percentile in ELA will increase from 24.89% to 32.40% as measured by the Spring 2027 NWEA MAP ELA Achievement Report.</p> <p>C. ELA State: By June of 2027, the percentage of students at RICMS who scored proficient or above proficient on the ELA section of IAR will increase from 31% to 37.9%.</p>
<p><u>AMBITIOUS INSTRUCTION:</u> <u>MATH Measures:</u> Student Growth Summary Reports MAP Achievement Reports IAR Reports</p>	<p>A. Math Growth: By June of the 26-27 school year the percentage of students at RICMS who will meet or exceed their projected growth target in MATH will increase from 42.73% to 48.46% as measured by the Fall to Spring Projections on the NWEA Assessment.</p> <p>B. Math Proficiency: By June of 2027, the percentage of students at RICMS at or above the 78th percentile in MATH will increase from 14.76% to 3.28% as measured by the Spring 2027 MAP MATH Achievement Report.</p> <p>C. Math State: By June of 2027, the percentage of students at RICMS who scored proficient or above proficient on the MATH section of IAR will increase from 24% to 31.6%.</p>
<p><u>AMBITIOUS INSTRUCTION-EQUITY</u> <u>Equity Measures:</u> Student Growth Summary Reports MAP Achievement Reports IAR Reports</p>	<p>A. EQUITY Growth: By June of the 26-27 school year the percentage of students with disabilities at RICMS who will meet or exceed their projected growth target in ELA will increase from 46% to 51.4% and in MATH from 46% to 51.4% as measured by the Fall to Spring Projections on 8@ NWEA Assessment.</p> <p>B. Equity Proficiency: By June of 2027, the percentage of students with disabilities at RICMS at or above the 65th percentile in ELA will increase from 7% to 16.3% AND at or above the 78th percentile in MATH will increase from 5% to 4.5% as measured by the Spring 2027 NWEA Achievement Reports in ELA and MATH.</p> <p>C. Equity State: By June of 2027, the percentage of students with disabilities at RICMS who scored proficient or above proficient on the ELA section of IAR will increase from 5.88% to 15.29% AND the percentage proficient or above proficient on the MATH section of the IAR from 15.69% to 24.12%.</p>
<p><u>INVOLVED FAMILIES</u> <u>Measure:</u> FACE Tracker</p>	<p>During the 26-27 school year RICMS will host at least 10 FACE events, of which 50% must be “Linked to learning and development”, “Relational: Built on mutual trust”, or “Asset-based” as measured by Dr. Karen Map’s Dual Capacity Framework.</p>
<p><u>COLLABORATIVE LEADERSHIP</u> <u>Measure:</u> PLC Teams Rubric</p>	<p>By June of 2027 100% of grade-level teams at RICMS will be rated as at least Implementing in all 4 indicators as measured by the pre and post assessment of the PLC @ Work Continuum: Building a Collaborative Culture Through High Performance Teams to be administered in September (2026) and June (2027).</p>
<p><u>SUPPORTIVE ENVIRONMENT</u> <u>Measure:</u> <90% days attended</p>	<p>By June of 2027, the percentage of students at RICMS attending school 90% or more of the school year will increase from 87.75% to 88.975%.</p>

Ridgewood C-SIP 2026-2027

<p><u>AMBITIOUS INSTRUCTION:</u> <u>ELA Measures:</u> Student Growth Summary Reports MAP Achievement Reports IAR Reports</p>	<p>A. ELA Growth: By June of the 26-27 school year the percentage of students at Ridgewood Elementary who will meet or exceed their projected growth target in ELA will increase from 35.18% to 50% as measured by the Fall to Spring Projections on the NWEA Assessment.</p> <p>B. ELA Proficiency: By June of 2027, the percentage of students at Ridgewood Elementary at or above the 65th percentile in ELA will increase from 17.39% to 30% as measured by the Spring 2027 NWEA MAP ELA Achievement Report.</p> <p>C. ELA State: By June of 2027, the percentage of students at Ridgewood Elementary who scored proficient or above proficient on the ELA section of IAR will increase from 32% to 40%.</p>
<p><u>AMBITIOUS INSTRUCTION:</u> <u>MATH Measures:</u> Student Growth Summary Reports MAP Achievement Reports IAR Reports</p>	<p>A. Math Growth: By June of the 26-27 school year the percentage of students at Ridgewood Elementary who will meet or exceed their projected growth target in MATH will increase from 30.08% to 40% as measured by the Fall to Spring Projections on the NWEA Assessment.</p> <p>B. Math Proficiency: By June of 2027, the percentage of students at Ridgewood Elementary at or above the 78th percentile in MATH will increase from 7.81% to 15% as measured by the Spring 2027 MAP MATH Achievement Report.</p> <p>C. Math State: By June of 2027, the percentage of students at Ridgewood Elementary who scored proficient or above proficient on the MATH section of IAR will increase from 26% to 40%.</p>
<p><u>AMBITIOUS INSTRUCTION-EQUITY</u> <u>Equity Measures:</u> Student Growth Summary Reports MAP Achievement Reports IAR Reports</p>	<p>A. EQUITY Growth: By June of the 26-27 school year the percentage of students with disabilities at Ridgewood Elementary who will meet or exceed their projected growth target in ELA will increase from 26.09% to 30% and in MATH from 27.08% to 30% as measured by the Fall 27 Spring Projections on the NWEA Assessment.</p> <p>B. Equity Proficiency: By June of 2027, the percentage of students with disabilities at Ridgewood Elementary at or above the 65th percentile in ELA will increase from 2.17% to 5% AND at or above the 78th percentile in MATH will increase from 0% to 5% as measured by the Spring 2027 NWEA Achievement Reports in ELA and MATH.</p> <p>C. Equity State: By June of 2027, the percentage of students with disabilities at Ridgewood Elementary who scored proficient or above proficient on the ELA section of IAR will increase from 5.88% (24-25) to 8% AND the percentage proficient or above proficient on the MATH section of the IAR from 5.88% (24-25) to 8%.</p>
<p><u>INVOLVED FAMILIES</u> <u>Measure:</u> FACE Tracker</p>	<p>During the 26-27 school year Ridgewood will host at least 10 FACE events, of which 50% must be “Linked to learning and development”, “Relational: Built on mutual trust”, or “Asset-based” as measured by Dr. Karen Map’s Dual Capacity Framework.</p>
<p><u>COLLABORATIVE LEADERSHIP</u> <u>Measure:</u> PLC Teams Rubric</p>	<p>By June of 2027 100% of grade-level teams at Ridgewood Elementary will be rated as at least Implementing in all 4 indicators as measured by the pre and post assessment of the PLC @ Work Continuum: Building a Collaborative Culture Through High Performance Teams to be administered in September (2026) and June (2027).</p>
<p><u>SUPPORTIVE ENVIRONMENT</u> <u>Measure:</u> <90% days attended</p>	<p>By June of 2027, the percentage of students at Ridgewood Elementary attending school 90% or more of the school year will increase from 62.4% to 75%.</p>

Rock Island High School C-SIP 2026-2027

<p><u>AMBITIOUS INSTRUCTION:</u> <u>ELA Measures:</u> Student Growth Summary Reports MAP Achievement Reports ACT Suite of Assessments Reports</p>	<p>A. ELA Growth: By June of the 26-27 school year the percentage of students at ROCK ISLAND HIGH SCHOOL who will meet or exceed their projected growth target in ELA will increase from 39.68% to 45% as measured by the Fall to Spring Projections on the NWEA Assessment.</p> <p>B. ELA Proficiency: By June of 2027, the percentage of students at ROCK ISLAND HIGH SCHOOL; at or above the 65th percentile in ELA will increase from 40.99% to 46% as measured by the Spring 2027 NWEA MAP ELA Achievement Report.</p> <p>C. ELA State: By June of 2027, the percentage of students at ROCK ISLAND HIGH SCHOOL who scored proficient or above proficient on the ELA section of ACT Suite of Assessments will increase from 32.23% to 39%.</p>
<p><u>AMBITIOUS INSTRUCTION:</u> <u>MATH Measures:</u> Student Growth Summary Reports MAP Achievement Reports ACT Suite of Assessments Reports</p>	<p>A. Math Growth: By June of the 26-27 school year the percentage of students at ROCK ISLAND HIGH SCHOOL who will meet or exceed their projected growth target in MATH will increase from 41.26% to 47% as measured by the Fall to Spring Projections on the NWEA Assessment.</p> <p>B. Math Proficiency: By June of 2027, the percentage of students at ROCK ISLAND HIGH SCHOOL at or above the 78th percentile in MATH will increase from 16.1% to 24% as measured by the Spring 2027 MAP MATH Achievement Report.</p> <p>C. Math State: By June of 2027, the percentage of students at ROCK ISLAND HIGH SCHOOL who scored proficient or above proficient on the MATH section of ACT Suite of Assessments will increase from 20.93% to 28 %.</p>
<p><u>AMBITIOUS INSTRUCTION-EQUITY</u> <u>Equity Measures:</u> Student Growth Summary Reports MAP Achievement Reports ACT Suite of Assessments Reports</p>	<p>A. EQUITY Growth: By June of the 26-27 school year the percentage of students with disabilities at ROCK ISLAND HIGH SCHOOL who will meet or exceed their projected growth target in ELA will increase from 34.18% to 40% and in MATH from 36.56% to 42% as measured by the Fall to Spring Projections on the NWEA Assessment.</p> <p>B. Equity Proficiency: By June of 2027, the percentage of students with disabilities at ROCK ISLAND HIGH SCHOOL at or above the 65th percentile in ELA will increase from 9.69% to 18% AND at or above the 78th percentile in MATH will increase from 2.69% to 12% as measured by the Spring 2027 NWEA Achievement Reports in ELA and MATH.</p> <p>C. Equity State: By June of 2027, the percentage of students with disabilities at ROCK ISLAND HIGH SCHOOL who scored proficient or above proficient on the ELA section of ACT Suite of Assessments will increase from 0% to 10% AND the percentage proficient or above proficient on the MATH section of the ACT Suite of Assessments from 0% to 10%.</p>
<p><u>INVOLVED FAMILIES</u> <u>Measure:</u> FACE Tracker</p>	<p>During the 26-27 school year ROCK ISLAND HIGH SCHOOL will host at least 10 FACE events, of which 50% must be “Linked to learning and development”, “Relational: Built on mutual trust”, or “Asset-based” as measured by Dr. Karen Map’s Dual Capacity Framework.</p>
<p><u>COLLABORATIVE LEADERSHIP</u> <u>Measure:</u> PLC Teams Rubric</p>	<p>By June of 2027 100% of content area teams at ROCK ISLAND HIGH SCHOOL will be rated as at least Implementing in all 4 indicators as measured by the pre and post assessment of the <i>PLC @ Work Continuum: Building a Collaborative Culture Through High Performance Teams</i> to be administered in September (2026) and June (2027).</p>
<p><u>SUPPORTIVE ENVIRONMENT</u> <u>Measure:</u> <90% days attended</p>	<p>By June of 2027, the percentage of students at ROCK ISLAND HIGH SCHOOL attending school 90% or more of the school year will increase from 53.34% to 58%.</p>

Thurgood Marshall C-SIP 2026-2027

<p><u>AMBITIOUS INSTRUCTION:</u> <u>ELA Measures:</u> Student Growth Summary Reports MAP Achievement Reports ACT Suite of Assessments Reports</p>	<p>A. ELA Growth: By June of the 26-27 school year the percentage of students at Thurgood Marshall who will meet or exceed their projected growth target in ELA will increase from 41.38% to 47.2% as measured by the Fall to Spring Projections on the NWEA Assessment.</p> <p>B. ELA Proficiency: By June of 2027, the percentage of students at Thurgood Marshall at or above the 65th percentile in ELA will increase from 6.9% to 16.21% as measured by the Spring 2027 NWEA MAP ELA Achievement Report.</p> <p>C. ELA State: By June of 2027, the percentage of students at Thurgood Marshall who scored proficient or above proficient on the ELA section of ACT Suite of Assessments will increase from 28.2% to 35.38%.</p>
<p><u>AMBITIOUS INSTRUCTION:</u> <u>MATH Measures:</u> Student Growth Summary Reports MAP Achievement Reports ACT Suite of Assessments Reports</p>	<p>A. Math Growth: By June of the 26-27 school year the percentage of students at Thurgood Marshall who will meet or exceed their projected growth target in MATH will increase from 32.14% to 38.29% as measured by the Fall to Spring Projections on the NWEA Assessment.</p> <p>B. Math Proficiency: By June of 2027, the percentage of students at Thurgood Marshall at or above the 78th percentile in MATH will increase from 0% to 10% as measured by the Spring 2027 MAP MATH Achievement Report.</p> <p>C. Math State: By June of 2027, the percentage of students at Thurgood Marshall who scored proficient or above proficient on the MATH section of ACT Suite of Assessments will increase from 17.1% to 25.39%.</p>
<p><u>AMBITIOUS INSTRUCTION-EQUITY</u> <u>Equity Measures:</u> Student Growth Summary Reports MAP Achievement Reports ACT Suite of Assessments Reports</p>	<p>A. EQUITY Growth: By June of the 26-27 school year the percentage of students with disabilities at Thurgood Marshall who will meet or exceed their projected growth target in ELA will increase from 33.3% to 39.93% and in MATH from 21.43% to 29.27% as measured by the Fall to Spring Projections on the NWEA Assessment.</p> <p>B. Equity Proficiency: By June of 2027, the percentage of students with disabilities at Thurgood Marshall at or above the 65th percentile in ELA will increase from 0% to 10% AND at or above the 78th percentile in MATH will increase from 0% to 10% as measured by the Spring 2027 NWEA Achievement Reports in ELA and MATH.</p> <p>C. Equity State: By June of 2027, the percentage of students with disabilities at Thurgood Marshall who scored proficient or above proficient on the ELA section of ACT Suite of Assessments will increase from 1.5% to 1.35% AND the percentage proficient or above proficient on the MATH section of the ACT Suite of Assessments from 0% to 10%.</p>
<p><u>INVOLVED FAMILIES</u> <u>Measure:</u> FACE Tracker</p>	<p>During the 26-27 school year Thurgood Marshall will host at least 10 FACE events, of which 50% must be “Linked to learning and development”, “Relational: Built on mutual trust”, or “Asset-based” as measured by Dr. Karen Map’s Dual Capacity Framework.</p>
<p><u>COLLABORATIVE LEADERSHIP</u> <u>Measure:</u> PLC Teams Rubric</p>	<p>By June of 2027 100% of content area teams at Thurgood Marshall will be rated as at least Implementing in all 4 indicators as measured by the pre and post assessment of the PLC @ Work Continuum: Building a Collaborative Culture Through High Performance Teams to be administered in September (2026) and June (2027).</p>
<p><u>SUPPORTIVE ENVIRONMENT</u> <u>Measure:</u> <90% days attended</p>	<p>By June of 2027, the percentage of students at Thurgood Marshall attending school 90% or more of the school year will increase from 13.3% to 21.97%.</p>

Thurgood Marshall C-SIP 2026-2027

<p><u>AMBITIOUS INSTRUCTION:</u> <u>ELA Measures:</u> Student Growth Summary Reports MAP Achievement Reports IAR Reports</p>	<p>A. ELA Growth: By June of the 26-27 school year the percentage of students at Thurgood Marshall who will meet or exceed their projected growth target in ELA will increase from 66% to 69.4% as measured by the Fall to Spring Projections on the NWEA Assessment.</p> <p>B. ELA Proficiency: By June of 2027, the percentage of students at Thurgood Marshall at or above the 65th percentile in ELA will increase from 25% to 32.5% as measured by the Spring 2027 NWEA MAP ELA Achievement Report.</p> <p>C. ELA State: By June of 2027, the percentage of students at Thurgood Marshall who scored proficient or above proficient on the ELA section of IAR will increase from 51.9% to 56.71%.</p>
<p><u>AMBITIOUS INSTRUCTION:</u> <u>MATH Measures:</u> Student Growth Summary Reports MAP Achievement Reports IAR Reports</p>	<p>A. Math Growth: By June of the 26-27 school year the percentage of students at Thurgood Marshall who will meet or exceed their projected growth target in MATH will increase from 66% to 69.4% as measured by the Fall to Spring Projections on the NWEA Assessment.</p> <p>B. Math Proficiency: By June of 2027, the percentage of students at Thurgood Marshall at or above the 78th percentile in MATH will increase from 0% to 5% as measured by the Spring 2027 MAP MATH Achievement Report.</p> <p>C. Math State: By June of 2027, the percentage of students at Thurgood Marshall who scored proficient or above proficient on the MATH section of IAR will increase from 21.4% to 29.26%.</p>
<p><u>AMBITIOUS INSTRUCTION-EQUITY</u> <u>Equity Measures:</u> Student Growth Summary Reports MAP Achievement Reports IAR Reports</p>	<p>A. EQUITY Growth: By June of the 26-27 school year the percentage of students with disabilities at Thurgood Marshall who will meet or exceed their projected growth target in ELA will increase from <u>no data</u> % to <u> </u> % and in MATH from <u>no data</u> % to <u> </u> % as measured by the Fall to Spring Projections on the NWEA Assessment. (student group not large enough for a data set)</p> <p>B. Equity Proficiency: By June of 2027, the percentage of students with disabilities at Thurgood Marshall at or above the 65th percentile in ELA will increase from <u>no data</u> % to <u> </u> % AND at or above the 78th percentile in MATH will increase from <u>no data</u> % to <u> </u> % as measured by the Spring 2027 NWEA Achievement Reports in ELA and MATH. (student group not large enough for a data set)</p> <p>C. Equity State: By June of 2027, the percentage of students with disabilities at Thurgood Marshall who scored proficient or above proficient on the ELA section of IAR will increase from 7.1% to 13% AND the percentage proficient or above proficient on the MATH section of the IAR from 0% to 5%.</p>
<p><u>INVOLVED FAMILIES</u> <u>Measure:</u> FACE Tracker</p>	<p>During the 26-27 school year Thurgood Marshall will host at least 10 FACE events, of which 50% must be “Linked to learning and development”, “Relational: Built on mutual trust”, or “Asset-based” as measured by Dr. Karen Map’s Dual Capacity Framework.</p>
<p><u>COLLABORATIVE LEADERSHIP</u> <u>Measure:</u> PLC Teams Rubric</p>	<p>By June of 2027 100% of content area teams at Thurgood Marshall will be rated as at least Implementing in all 4 indicators as measured by the pre and post assessment of the PLC @ Work Continuum: Building a Collaborative Culture Through High Performance Teams to be administered in September (2026) and June (2027).</p>
<p><u>SUPPORTIVE ENVIRONMENT</u> <u>Measure:</u> <90% days attended</p>	<p>By June of 2027, the percentage of students at Thurgood Marshall attending school 90% or more of the school year will increase from 13.3% to 18%.</p>

Thomas Jefferson C-SIP 2026-2027

<p>AMBITIOUS INSTRUCTION: ELA Measures: Student Growth Summary Reports MAP Achievement Reports IAR Reports</p>	<p>A. ELA Growth: By June of the 26-27 school year the percentage of students at Thomas Jefferson who will meet or exceed their projected growth target in ELA will increase from 38% to 44% as measured by the Fall to Spring Projections on the NWEA Assessment.</p> <p>B. ELA Proficiency: By June of 2027, the percentage of students at Thomas Jefferson at or above the 65th percentile in ELA will increase from 20% to 28% as measured by the Spring 2027 NWEA MAP ELA Achievement Report.</p> <p>C. ELA State: By June of 2027, the percentage of students at Thomas Jefferson who scored proficient or above proficient on the ELA section of IAR will increase from 35% to 42%.</p>
<p>AMBITIOUS INSTRUCTION: MATH Measures: Student Growth Summary Reports MAP Achievement Reports IAR Reports</p>	<p>A. Math Growth: By June of the 26-27 school year the percentage of students at Thomas Jefferson who will meet or exceed their projected growth target in MATH will increase from 44% to 50% as measured by the Fall to Spring Projections on the NWEA Assessment.</p> <p>B. Math Proficiency: By June of 2027, the percentage of students at Thomas Jefferson at or above the 78th percentile in MATH will increase from 14% to 23% as measured by the Spring 2027 MAP MATH Achievement Report.</p> <p>C. Math State: By June of 2027, the percentage of students at Thomas Jefferson who scored proficient or above proficient on the MATH section of IAR will increase from 28% to 35%.</p>
<p>AMBITIOUS INSTRUCTION-EQUITY Equity Measures: Student Growth Summary Reports MAP Achievement Reports IAR Reports</p>	<p>A. EQUITY Growth: By June of the 26-27 school year the percentage of students with disabilities at Thomas Jefferson who will meet or exceed their projected growth target in ELA will increase from 18% to 26% and in MATH from 22% to 30% as measured by the Fall to Spring Projections on the NWEA Assessment.</p> <p>B. Equity Proficiency: By June of 2027, the percentage of students with disabilities at Thomas Jefferson at or above the 65th percentile in ELA will increase from 2% to 12% AND at or above the 78th percentile in MATH will increase from 3% to 13% as measured by the Spring 2027 NWEA Achievement Reports in ELA and MATH.</p> <p>C. Equity State: By June of 2027, the percentage of students with disabilities at Thomas Jefferson who scored proficient or above proficient on the ELA section of IAR will increase from 0% to 10% AND the percentage proficient or above proficient on the MATH section of the IAR from 7% to 16%.</p>
<p>INVOLVED FAMILIES Measure: FACE Tracker</p>	<p>During the 26-27 school year Thomas Jefferson will host at least 10 FACE events, of which 50% must be “Linked to learning and development”, “Relational: Built on mutual trust”, or “Asset-based” as measured by Dr. Karen Map’s Dual Capacity Framework.</p>
<p>COLLABORATIVE LEADERSHIP Measure: PLC Teams Rubric</p>	<p>By June of 2027 100% of grade-level teams at Thomas Jefferson will be rated as at least Implementing in all 4 indicators as measured by the pre and post assessment of the PLC @ Work Continuum: Building a Collaborative Culture Through High Performance Teams to be administered in September (2026) and June (2027).</p>
<p>SUPPORTIVE ENVIRONMENT Measure: <90% days attended</p>	<p>By June of 2027, the percentage of students at Thomas Jefferson attending school 90% or more of the school year will increase from 83% to 85%.</p>

Washington Jr. High C-SIP 2026-2027

<p><u>AMBITIOUS INSTRUCTION:</u> <u>ELA Measures:</u> Student Growth Summary Reports MAP Achievement Reports IAR Reports</p>	<p>A. ELA Growth: By June of the 26-27 school year the percentage of students at Washington Junior High who will meet or exceed their projected growth target in ELA will increase from 58% to 63% as measured by the Fall to Spring Projections on the NWEA Assessment.</p> <p>B. ELA Proficiency: By June of 2027, the percentage of students at Washington Junior High at or above the 65th percentile in ELA will increase from 37% to 42% as measured by the Spring 2027 NWEA MAP ELA Achievement Report.</p> <p>C. ELA State: By June of 2027, the percentage of students at Washington Junior High who scored proficient or above proficient on the ELA section of IAR will increase from 45% to 49%.</p>
<p><u>AMBITIOUS INSTRUCTION:</u> <u>MATH Measures:</u> Student Growth Summary Reports MAP Achievement Reports IAR Reports</p>	<p>A. Math Growth: By June of the 26-27 school year the percentage of students at Washington Junior High who will meet or exceed their projected growth target in MATH will increase from 40% to 44% as measured by the Fall to Spring Projections on the NWEA Assessment.</p> <p>B. Math Proficiency: By June of 2027, the percentage of students at Washington Junior High at or above the 78th percentile in MATH will increase from 13% to 16% as measured by the Spring 2027 MAP MATH Achievement Report.</p> <p>C. Math State: By June of 2027, the percentage of students at Washington Junior High who scored proficient or above proficient on the MATH section of IAR will increase from 27% to 30%.</p>
<p><u>AMBITIOUS INSTRUCTION-EQUITY</u> <u>Equity Measures:</u> Student Growth Summary Reports MAP Achievement Reports IAR Reports</p>	<p>A. EQUITY Growth: By June of the 26-27 school year the percentage of students with disabilities at Washington Junior High who will meet or exceed their projected growth target in ELA will increase from 33% to 40% and in MATH from 44% 42 to 48% as measured by the Fall to Spring Projections on the NWEA Assessment.</p> <p>B. Equity Proficiency: By June of 2027, the percentage of students with disabilities at Washington Junior High at or above the 65th percentile in ELA will increase from 8% to 10 % AND at or above the 78th percentile in MATH will increase from 3% to 5 % as measured by the Spring 2027 NWEA Achievement Reports in ELA and MATH.</p> <p>C. Equity State: By June of 2027, the percentage of students with disabilities at Washington Junior High who scored proficient or above proficient on the ELA section of IAR will increase from 10 % to 12 % AND the percentage proficient or above proficient on the MATH section of the IAR from 8 % to 10 %.</p>
<p><u>INVOLVED FAMILIES</u> <u>Measure:</u> FACE Tracker</p>	<p>During the 26-27 school year Washington Junior High will host at least 10 FACE events, of which 50% must be “Linked to learning and development”, “Relational: Built on mutual trust”, or “Asset-based” as measured by Dr. Karen Map’s Dual Capacity Framework.</p>
<p><u>COLLABORATIVE LEADERSHIP</u> <u>Measure:</u> PLC Teams Rubric</p>	<p>By June of 2027 100% of content area teams at Washington Junior High will be rated as at least Implementing in all 4 indicators as measured by the pre and post assessment of the PLC @ Work Continuum: Building a Collaborative Culture Through High Performance Teams to be administered in September (2026) and June (2027).</p>
<p><u>SUPPORTIVE ENVIRONMENT</u> <u>Measure:</u> <90% days attended</p>	<p>By June of 2027, the percentage of students at Washington Junior High attending school 90% or more of the school year will increase from 69% to 75%.</p>



Consolidated District Plan

2026-2027

Table of Contents

Executive Summary

Memo

School Improvement Plans

Quarter 1 Draft Action Plans

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

Denkman Elementary School			
2026-2027 SCHOOL IMPROVEMENT <u>QUARTER 1 ACTION PLAN ON A PAGE</u>			
<u>AREAS OF FOCUS</u>	<u>AMBITIOUS INSTRUCTION ACTIONS</u>	<u>PERSON(S) RESPONSIBLE</u>	<u>DUE DATE</u>
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>
Progress Monitoring Tool(s): MClass, academic vocab assessments, District Timed Assessments Frequency: Monthly, weekly			
<u>AREA OF FOCUS</u>	<u>INVOLVED FAMILIES ACTIONS</u>	<u>PERSON(S) RESPONSIBLE</u>	<u>DUE DATE</u>
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>
Progress Monitoring Tool(s): Sign up sheets, attendance at events Frequency: Monthly, Quarterly			
<u>AREA OF FOCUS</u>	<u>LEADERSHIP KEY ACTIVITIES</u>	<u>PERSON(S) RESPONSIBLE</u>	<u>DUE DATE</u>
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	
Progress Monitoring Tool(s): Printed Running Documents (PLC, BLT, MTSS) Frequency: Weekly			
<u>AREAS OF FOCUS</u>	<u>SUPPORTIVE ENVIRONMENT KEY ACTIVITIES</u>	<u>PERSON(S) RESPONSIBLE</u>	<u>DUE DATE</u>
Progress Monitoring Tool(s): Frequency:			

DRAFT

EARL HANSON 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 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	<i>Dibels: All students 3 times a year</i> 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.		
Progress Monitoring Tool(s): mClass Frequency: 10 day cycle			
<u>AREA OF FOCUS</u>	<u>INVOLVED FAMILIES ACTIONS</u>	<u>PERSON(S) RESPONSIBLE</u>	<u>DUE DATE</u>
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,		
Progress Monitoring Tool(s): Frequency:			
<u>AREA OF FOCUS</u>	<u>LEADERSHIP KEY ACTIVITIES</u>	<u>PERSON(S) RESPONSIBLE</u>	<u>DUE DATE</u>

Prof.Development	More all staff meetings (10 mins) -All hours subm.		
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>
Progress Monitoring Tool(s): Frequency:			

DRAFT

Edison Junior High School			
2026-2027 SCHOOL IMPROVEMENT <u>QUARTER 1 ACTION PLAN ON A PAGE</u>			
<u>AREAS OF FOCUS</u>	<u>AMBITIOUS INSTRUCTION ACTIONS</u>	<u>PERSON(S) RESPONSIBLE</u>	<u>DUE DATE</u>
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
Progress Monitoring Tool(s): Booket			
Frequency: Every 4 weeks (Mid-term and end of quarter)			
<u>AREA OF FOCUS</u>	<u>INVOLVED FAMILIES ACTIONS</u>	<u>PERSON(S) RESPONSIBLE</u>	<u>DUE DATE</u>
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	
Progress Monitoring Tool(s):			
Frequency:			

<u>AREA OF FOCUS</u>	<u>COLLECTIVE LEADERSHIP KEY ACTIVITIES</u>	<u>PERSON(S) RESPONSIBLE</u>	<u>DUE DATE</u>
Attendance, Behavior, Curriculum	Weekly grade level/content PLC's		
Collaboration of vocabulary and writing	Cross Curricular Meetings		
<u>AREAS OF FOCUS</u>	<u>SUPPORTIVE ENVIRONMENT KEY ACTIVITIES</u>	<u>PERSON(S) RESPONSIBLE</u>	<u>DUE DATE</u>
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
Progress Monitoring Tool(s): Skyward (Student Attendance), EJHS Dashboard, ABC/PLC Tracker Frequency:			

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

DRAFT

FRANCES WILLARD			
2026-2027 SCHOOL IMPROVEMENT <u>QUARTER 1 ACTION PLAN ON A PAGE</u>			
<u>AREAS OF FOCUS</u>	<u>AMBITIOUS INSTRUCTION ACTIONS</u>	<u>PERSON(S) RESPONSIBLE</u>	<u>DUE DATE</u>
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)		
Progress Monitoring Tool(s):			
Frequency:			
<u>AREA OF FOCUS</u>	<u>INVOLVED FAMILIES ACTIONS</u>	<u>PERSON(S) RESPONSIBLE</u>	<u>DUE DATE</u>
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?		
Progress Monitoring Tool(s):			
Frequency:			
<u>AREA OF FOCUS</u>	<u>LEADERSHIP KEY ACTIVITIES</u>	<u>PERSON(S) RESPONSIBLE</u>	<u>DUE DATE</u>
PLC's			
Data	BLT meet to review action plan and continue/develop new goals and steps		
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>
Attendance	Using AVID folders/binders, keep parents aware of quarterly calendars and		

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

DRAFT

HMELC			
2026-2027 SCHOOL IMPROVEMENT <u>QUARTER 1 ACTION PLAN ON A PAGE</u>			
<u>AREAS OF FOCUS</u>	<u>AMBITIOUS INSTRUCTION ACTIONS</u>	<u>PERSON(S) RESPONSIBLE</u>	<u>DUE DATE</u>
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			
<u>AREA OF FOCUS</u>	<u>INVOLVED FAMILIES ACTIONS</u>	<u>PERSON(S) RESPONSIBLE</u>	<u>DUE DATE</u>
FAMILY ENGAGEMENT	Encourage all programs to attend family events. Dispersing information to all programs and families.	Office Staff	6/2027
FAMILY ENGAGEMENT			
<u>AREA OF FOCUS</u>	<u>LEADERSHIP KEY ACTIVITIES</u>	<u>PERSON(S) RESPONSIBLE</u>	<u>DUE DATE</u>
COLLABORATION	School Leadership team will meet each quarter to review progress from key activities	School Leadership Team	6/2027
COLLABORATION			
<u>AREAS OF FOCUS</u>	<u>SUPPORTIVE ENVIRONMENT KEY ACTIVITIES</u>	<u>PERSON(S) RESPONSIBLE</u>	<u>DUE DATE</u>

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			

DRAFT

Longfellow
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	<p>Focus PLC on GRR & Formative Classroom Data</p> <ol style="list-style-type: none"> 1. PLC training <ol style="list-style-type: none"> a. Develop schedule b. Training and expectations for staff c. PLC form that includes ELA Data and GRR Expectations 2. What data is appropriate for meetings <ol style="list-style-type: none"> a. DIBELS b. MAP c. Progress Monitoring d. ESGI (K-1) e. CKLA / EL Education Unit Assessments 3. Actionable steps <ol style="list-style-type: none"> a. How are teachers grouping for GRR <ol style="list-style-type: none"> i. Training at the beginning of the year (revisit the phases) b. What resources will teachers need <ol style="list-style-type: none"> i. Look at the lessons and build in the GRR into practice c. What materials will students need 		
Math	<p>Focus PLC on GRR & Formative Classroom Data</p> <ol style="list-style-type: none"> 1. PLC training <ol style="list-style-type: none"> a. Develop schedule b. Training and expectations for staff c. PLC form that includes Math Data and GRR Expectations 2. What data is appropriate for meetings <ol style="list-style-type: none"> a. MAP b. Progress Monitoring c. ESGI (K-1) d. Eureka & Illustrative Unit Assessments 3. Actionable steps <ol style="list-style-type: none"> a. How are teachers grouping for GRR 		

	<ul style="list-style-type: none"> i. Training at the beginning of the year (revisit the phases) b. What resources will teachers need <ul style="list-style-type: none"> i. Look at the lessons and build in the GRR into practice c. What materials will students need 		

Progress Monitoring Tool(s):
Frequency:

<u>AREA OF FOCUS</u>	<u>INVOLVED FAMILIES ACTIONS</u>	<u>PERSON(S) RESPONSIBLE</u>	<u>DUE DATE</u>
Family Engagement	Family Quarterly Meetings <ul style="list-style-type: none"> 1. Schedule of Meetings - 1 Wednesday/Quarter <ul style="list-style-type: none"> a. Math 1st Q b. ELA 2nd Q c. Science 3rd Q d. Testing 4th Q 2. Time for Teacher Planning of Meetings 3. Promote Meetings 4. Prepare Materials 	All staff	<i>Each Quarter</i>

Progress Monitoring Tool(s):
Frequency:

<u>AREA OF FOCUS</u>	<u>LEADERSHIP KEY ACTIVITIES</u>	<u>PERSON(S) RESPONSIBLE</u>	<u>DUE DATE</u>
PLC	Weekly PLC meeting <ul style="list-style-type: none"> 1. Develop schedule 2. Training and expectations for staff 3. PLC form that includes ELA and Math Data and GRR Expectations 	Leonard/Staff	

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>

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

DRAFT

Rock Island Academy 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 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
Progress Monitoring Tool(s): Observation sign-up; walk-throughs; lesson plans; Frequency: Once per semester; 5 walk-throughs per week / one per teacher per quarter; teachers submit weekly lesson plans			
<u>AREA OF FOCUS</u>	<u>INVOLVED FAMILIES ACTIONS</u>	<u>PERSON(S) RESPONSIBLE</u>	<u>DUE DATE</u>
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
Progress Monitoring Tool(s): District FACE Event Form Frequency: Monthly			
<u>AREA OF FOCUS</u>	<u>LEADERSHIP KEY ACTIVITIES</u>	<u>PERSON(S) RESPONSIBLE</u>	<u>DUE DATE</u>
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
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>
Student Attendance	Individual/small group interventions with at-risk students	United Way representative	
Progress Monitoring Tool(s): Frequency:			

RICMS 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	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>Progress Monitoring Tool(s): 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>Frequency:</p> <ol style="list-style-type: none"> 1) Once in first quarter 2) Ongoing 3) Weekly 			
<u>AREA OF FOCUS</u>	<u>INVOLVED FAMILIES ACTIONS</u>	<u>PERSON(S) RESPONSIBLE</u>	<u>DUE DATE</u>
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.		
Progress Monitoring Tool(s): The event document created			

Frequency: Once			
<u>AREA OF FOCUS</u>	<u>LEADERSHIP KEY ACTIVITIES</u>	<u>PERSON(S) RESPONSIBLE</u>	<u>DUE DATE</u>
PLC	Develop a new PLC model that aligns with the district expectations		
Progress Monitoring Tool(s): PLC agendas Frequency: Weekly			
<u>AREAS OF FOCUS</u>	<u>SUPPORTIVE ENVIRONMENT KEY ACTIVITIES</u>	<u>PERSON(S) RESPONSIBLE</u>	<u>DUE DATE</u>
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	
Progress Monitoring Tool(s): Communication of I Love You Guys plan developed and the Apptegy training checklist Frequency: Once			

Ridgewood

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>
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

<u>AREA OF FOCUS</u>	<u>INVOLVED FAMILIES ACTIONS</u>	<u>PERSON(S) RESPONSIBLE</u>	<u>DUE DATE</u>
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

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

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

Leadership Activities

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

ROCK ISLAND HIGH SCHOOL			
2026-2027 SCHOOL IMPROVEMENT <u>QUARTER 1 ACTION PLAN ON A PAGE</u>			
<u>AREAS OF FOCUS</u>	<u>AMBITIOUS INSTRUCTION ACTIONS</u>	<u>PERSON(S) RESPONSIBLE</u>	<u>DUE DATE</u>
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	
Progress Monitoring Tool(s):			
Frequency:			
<u>AREA OF FOCUS</u>	<u>INVOLVED FAMILIES ACTIONS</u>	<u>PERSON(S) RESPONSIBLE</u>	<u>DUE DATE</u>
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"> ● Get approval from the principal to ● Create a Facebook account ● Create an Instagram account ● Create a TikTok account 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"> • Get approval from the principal to recruit professionals to help with this initiative • Recruit community partners to participate • Draft a letter or email for recruiting • Create a sign up sheet - Google Form 		August 1, 2026
<p>Progress Monitoring Tool(s): Frequency:</p> <ul style="list-style-type: none"> • Weekly <ul style="list-style-type: none"> ○ Post a new word each time the designated person shares a new word • Data Collection: <ul style="list-style-type: none"> ○ Keep track of participants/followers 			
AREA OF FOCUS	COLLECTIVE LEADERSHIP KEY ACTIVITIES	PERSON(S) RESPONSIBLE	DUE DATE
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>Progress Monitoring Tool(s): PLC Teams Rubric Frequency: Weekly</p>			
AREAS OF FOCUS	SUPPORTIVE ENVIRONMENT KEY ACTIVITIES	PERSON(S) RESPONSIBLE	DUE DATE
Attendance	<p>Survey students attendance barriers</p> <ul style="list-style-type: none"> - Skills will be assessed to analyze challenges students face for being in the classroom. - Launch an attendance campaign based <p>Weekly attendance check</p> <ul style="list-style-type: none"> -Involve homeroom teachers to contact parents who are missing 2 days or more that week (wellness check form). -Same action second week + letter sent home 	Burgos, Andedo, Rice	TBD
<p>Progress Monitoring Tool(s): Frequency:</p>			

Supportive environment Key Activities:

DRAFT

Thomas Jefferson Elementary 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>
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 - thatquiz.org - progress monitoring on Fridays.	Classroom Teachers, Principal	<i>2nd Quarter</i>
<p>Progress Monitoring Tool(s): thatquiz.org, 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>Frequency: math and reading fluency weekly, BOQ-MOQ-EOQ</p>			
<u>AREA OF FOCUS</u>	<u>INVOLVED FAMILIES ACTIONS</u>	<u>PERSON(S) RESPONSIBLE</u>	<u>DUE DATE</u>
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>

Progress Monitoring Tool(s): FACE Team will track data at each event, Principal will watch the submission percentage to adjust and achieve the goal. Frequency: 2 Family Events targeted for 1st quarter			
AREA OF FOCUS	LEADERSHIP KEY ACTIVITIES	PERSON(S) RESPONSIBLE	DUE DATE
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
Progress Monitoring Tool(s): Weekly PLC notes - BOQ assessment data Frequency: Weekly			
AREAS OF FOCUS	SUPPORTIVE ENVIRONMENT KEY ACTIVITIES	PERSON(S) RESPONSIBLE	DUE DATE
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>
Progress Monitoring Tool(s): Check weekly/monthly attendance Frequency: daily, weekly, monthly			

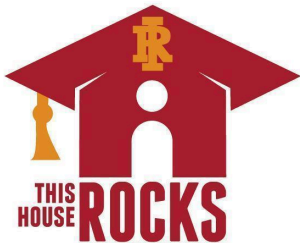
TMLC 2026-2027 SCHOOL IMPROVEMENT QUARTER 1 ACTION PLAN ON A PAGE			
<u>AREAS OF FOCUS</u>	<u>AMBITIOUS INSTRUCTION ACTIONS</u>	<u>PERSON(S) RESPONSIBLE</u>	<u>DUE DATE</u>
Curriculum & Assessment Alignment	Essential standards named in every course. PBOs and common formative assessments become our normal. 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	
Progress Monitoring Tool(s):			
Frequency:			
<u>AREA OF FOCUS</u>	<u>INVOLVED FAMILIES ACTIONS</u>	<u>PERSON(S) RESPONSIBLE</u>	<u>DUE DATE</u>
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	

Progress Monitoring Tool(s): Frequency:			
<u>AREA OF FOCUS</u>	<u>COLLECTIVE LEADERSHIP KEY ACTIVITIES</u>	<u>PERSON(S) RESPONSIBLE</u>	<u>DUE DATE</u>
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.		
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>
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.		
Progress Monitoring Tool(s): Frequency:			

Washington Junior High School			
2026-2027 SCHOOL IMPROVEMENT <u>QUARTER 1 ACTION PLAN ON A PAGE</u>			
<u>AREAS OF FOCUS</u>	<u>AMBITIOUS INSTRUCTION ACTIONS</u>	<u>PERSON(S) RESPONSIBLE</u>	<u>DUE DATE</u>
ELA	Academic Vocabulary - IAR test practice advisory slides,	Nunn	
Math	Success Math intervention redesign	Udon, Shaw and Brown	
Progress Monitoring Tool(s):			
Frequency:			
<u>AREA OF FOCUS</u>	<u>INVOLVED FAMILIES ACTIONS</u>	<u>PERSON(S) RESPONSIBLE</u>	<u>DUE DATE</u>
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	
Progress Monitoring Tool(s):			
Frequency:			
<u>AREA OF FOCUS</u>	<u>COLLECTIVE LEADERSHIP KEY ACTIVITIES</u>	<u>PERSON(S) RESPONSIBLE</u>	<u>DUE DATE</u>
Culture and Climate	Committee choices to build trust and accountability.	Smith	
PBO	Monitoring the HIP and PBO's		
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>
Attendance	Attendance team- <ul style="list-style-type: none"> • groups per grade level, specific staff me 	Deaner	

Progress Monitoring Tool(s): Frequency:			

DRAFT



Sharon Williams, Ed.D.
Superintendent of Schools

To: RIMSD 41 Board of Education
From: Dr. Sharon Williams
Cabinet Champion: Nicole Berry, Director of Early Childhood Programs
Date: June 23, 2026
Re: Head Start One Time Funds Request - Playground Proposal

During our most recent Office of Head Start federal review, it was documented that the existing playground utilized by Head Start students at Earl Hanson Elementary was in need of repair or replacement due to the peeling of paint and the age range not being appropriate for 3-5 year olds.

This proposal is for the purchase, removal and replacement of the playground at Earl Hanson that is and will be utilized by the preschool students. This proposal is from a Sourcewell vendor (Play Illinois, Inc.). We have past experience with them as they have installed five playgrounds for us since 2020 at various locations in addition to new equipment.

The proposal has the new playground equipment rated for ages 2-12 and will hold up to 41 scholars at a time. The total cost is \$54,728.40.

It is recommended that the Board of Education approve the attached proposal one time funding application with the Office of Head Start for a removal and new construction for a preschool playground at Earl Hanson for the Head Start program in the amount of \$54,728.40.

Investment Period: July 2026 - June 2027
Total Investment: \$54,728.40
Funding Source: Head Start

GRANT APPLICATION COVER SHEET

Please follow these steps in the grant application process. Include a description of the grant, its purpose, and pertinent budget information. Applications must be reviewed and routed in the following order before submission to the granting body:

1. Principal
2. Teaching & Learning
3. Director of Grants
4. Chief Financial Officer
5. Technology
6. Superintendent

Name of Grantor: Head Start
(Ex: ROE, ISBE, Day Foundation, etc.)

Project Title: Playground Proposal for Hanson Head Start

Grant Applied for by: Nicole Berry
(Individual)

School: HMECC - Head Start

I have reviewed the attached grant application.

Nicole Berry
Principal

6/1/2021
Date

Curriculum Office*

Date

Director of Grants

Date

Chief Financial Officer*

Date

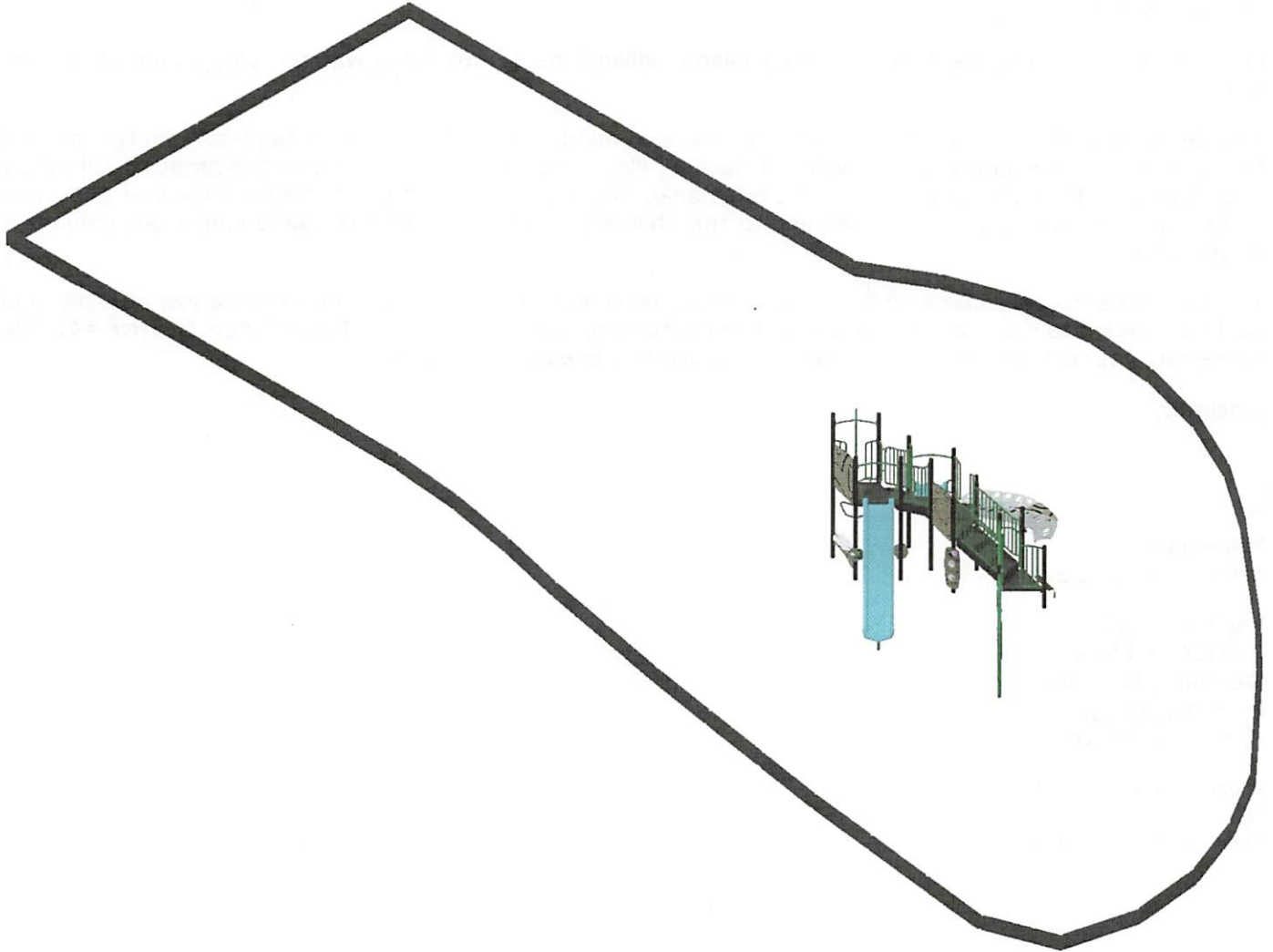
Technology Office

Date

Superintendent

Date

*Copies of the cover sheet and accompanying information should be filed in the Business Office and the Teaching & Learning Office



4000 9th St | Rock Island, IL 61201-6722

May 27, 2026

Brigette Hajduk
Rock Island - Milan School District #41
4000 9th Street
Rock Island, IL 61201

Dear Brigette Hajduk:

Play Illinois, LLC is delighted to provide Rock Island - Milan School District #41 with this playground equipment proposal.

This design was developed with your specific needs in mind, and we look forward to discussing this project further with you to ensure your complete satisfaction. Play Illinois, LLC is confident that this proposal will satisfy Rock Island - Milan School District #41's functional, environmental, and safety requirements -- and most importantly -- bring joy and excitement to the children and families directly benefiting from your new playground.

You have our personal commitment to support this project and your organization in every manner possible, and we look forward to developing a long-standing relationship with Rock Island - Milan School District #41. We appreciate your consideration and value this opportunity to earn your business.

Sincerely,

Kali Parson
Sales Representative

Play Illinois, LLC
310 N Grant Street
Westmont, IL 60559
www.playil.com
www.bciburke.com

Phone: 844-222-9990
Fax: -
Email: kparson@playil.com

FEATURED PLAY EVENTS



ROCK 'N' ROLL SLIDE

This exclusive slide adds excitement to your playgrounds. It features 'Burke Built™' quality, and the double-wall compounded plastic construction means it is stronger and will last longer.



VELO™ SLIDE

Rapid and swift, the Velo Slide is designed to be the fastest, most exciting sliding experience for kids!



ACORN PANEL

Create the perfect play area for children with Burke's Interactive Play Panels. The play panels encourage exploration, interaction and develop fine-motor skills for children with all abilities.

DESIGN SUMMARY

Play Illinois, LLC is very pleased to present this Proposal for consideration for the Rock Island - Milan Head Start Play located in Rock Island. BCI Burke Company, LLC has been providing recreational playground equipment for over 100 years and has developed the right mix of world-class capabilities to meet the initial and continuing needs of Rock Island - Milan School District #41. We believe our proposal will meet or exceed your project's requirements and will deliver the greatest value to you.

The following is a summary of some of the key elements of our Proposal:

- Project Name: Rock Island - Milan Head Start Play
- Project Number: 129-218475-
- User Capacity: 41
- Age Groups: 2 to 12
- Dimensions: 32' 10" x 31' 2"
- Designer: Kristin La Cross

Play Illinois, LLC has developed a custom playground configuration based on the requirements as they have been presented for the Rock Island - Milan Head Start Play playground project. Our custom design will provide a safe and affordable playground environment that is aesthetically pleasing, full of fun for all users and uniquely satisfies your specific requirements. In addition, proposal # 129-218475-2 has been designed with a focus on safety, and is fully compliant with ASTM F1487 and CPSC playground safety standards.

We invite you to review this proposal for the Rock Island - Milan Head Start Play project and to contact us with any questions that you may have.

Thank you in advance for giving us the opportunity to make this project a success.

SERIES LINE: Synergy | 6' Stone Borders

GROUP:

SY-3857/Freestanding

DESIGNED FOR AGES:

2 to 12

Rock Island - Milan Head Start Play

Rock Island, IL 61201-6722

SITE PLAN VIEW

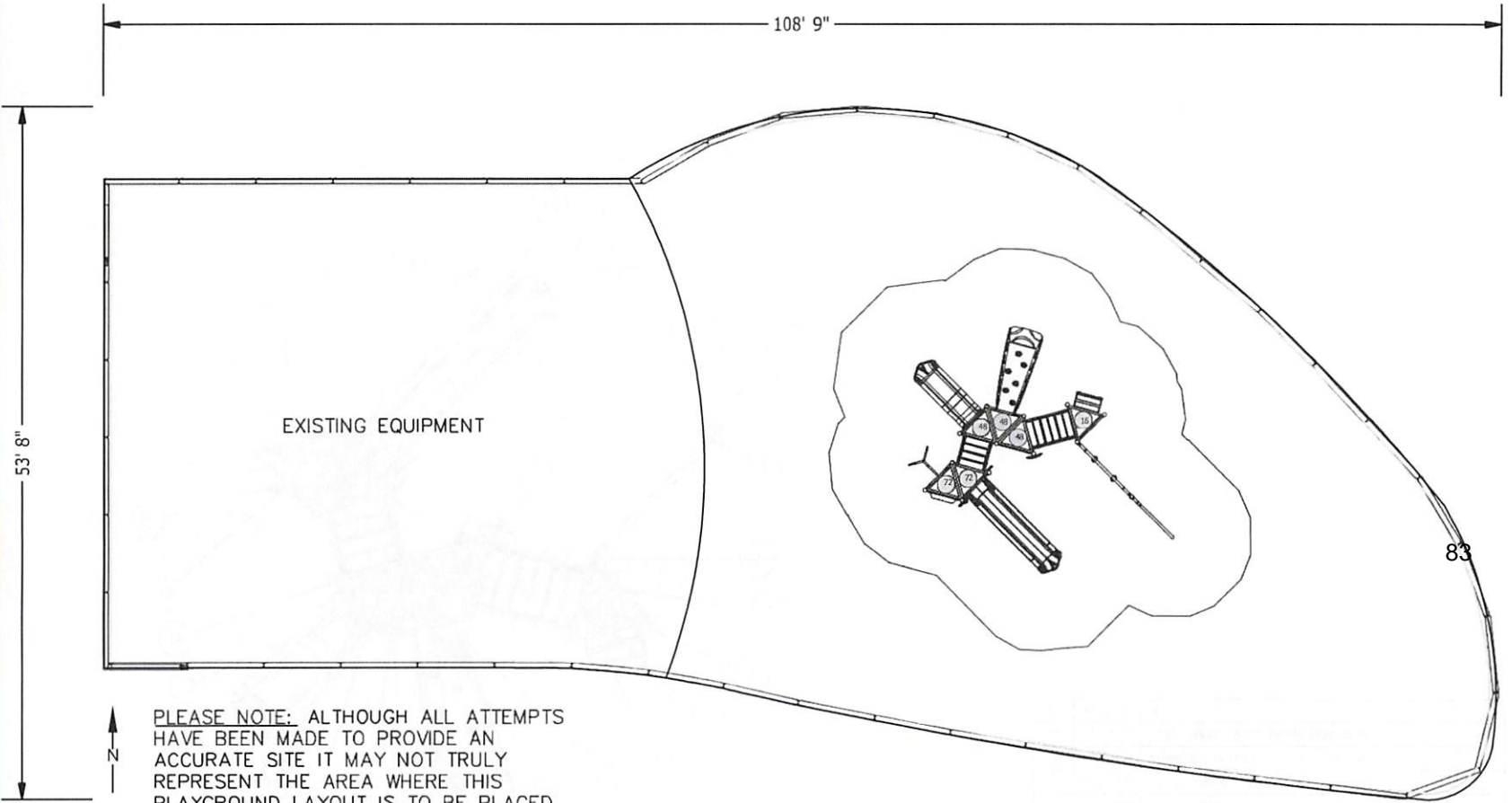
05/27/2026

Play Illinois, LLC

129-218475-2

Designer: Kristin La Cross

BCT BURKE COMPANY, LLC | PO BOX 549 FOND DU LAC, WI 54936-0549 | 920.971.9220 | BCTBURKE.COM



PLEASE NOTE: ALTHOUGH ALL ATTEMPTS HAVE BEEN MADE TO PROVIDE AN ACCURATE SITE IT MAY NOT TRULY REPRESENT THE AREA WHERE THIS PLAYGROUND LAYOUT IS TO BE PLACED. UNLESS OTHERWISE NOTED THE PLAY AREA IS ASSUMED TO BE LEVEL.

OVERALL BOUNDING OF USE ZONES

Area: 5829.8 sq.ft.
 Perimeter: 324.7 ft.
STRUCTURE SIZE: 53' 8"x108' 9"
POST SIZE(S): 3.5"

**The space requirements shown here are to ASTM standards. Requirements for other standards may be different.

PLAYGROUND ACCESSIBILITY (Provided/Required)

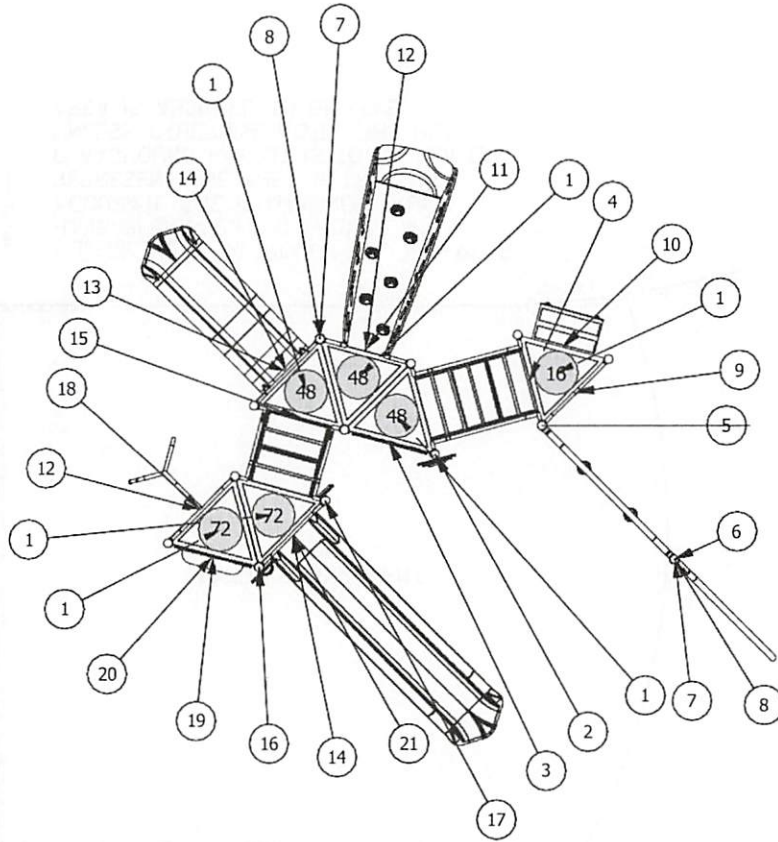
TOTAL EVENTS	ELEVATED EVENTS	TRANSFER ACCESSIBLE EVENTS	RAMP ACCESSIBLE EVENTS	GROUND EVENTS	TYPES OF GROUND EVENTS
11	7 / 4	6 / 0	0 / 0	5 / 2	4 / 2

The use and layout of play components identified in this plan conform to the CPSC guidelines. U.S. CPSC recommends the separation of age groups in playground layouts.

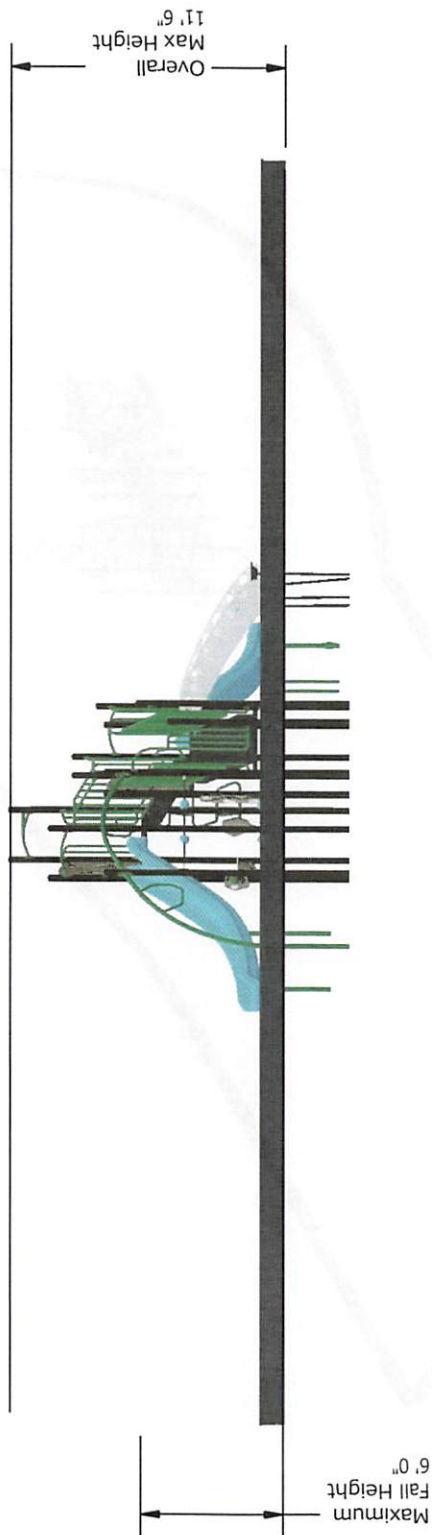
Warning: Accessible safety surfacing material is required beneath and around this equipment that is compliant with ASTM, CPSC, and ADAAG requirements.

SY-3857

Burke
PLAY THAT MOVES YOU



ITEM	COMP.	DESCRIPTION
1	290-0106	TRIANGLE PLATFORM
2	590-0466	ACORN HUNT
3	590-0160	ACORN PANEL, 2-SIDED ABOVE PLATFORM
4	390-0107	32" TRANSITION STAIR W/BARRIERS
5	390-0341	SkyConnect Link
6	390-0338	UPPER BODY HANGSPOT
7	690-1000	METAL STRUCTURE ID LABEL
8	690-0212	METAL 2-12 WARNING LABEL
9	290-0104	OFFSET ENCLOSURE
10	390-0226	SINGLE STEP
11	390-0339	RockReach, 48"
12	290-0110	CLIMBER ENCLOSURE
13	490-0132	ROCK N ROLL SLIDE 40"-48"
14	490-0141	SLIDE SIT DOWN BAR
15	390-0101	24" TRANSITION STAIR W/BARRIERS
16	590-0464	RING SINGLE POST ACTIVITY
17	590-0456	TOUCH SINGLE POST ACTIVITY
18	390-0300	ATOM CLIMBER 56"-72"
19	590-0409	SYNERGY COUNTER BELOW PLATFORM
20	590-0088	CRAZY MAZE PANEL, ABOVE PLATFORM
21	490-0144	VELO SLIDE 64"-72"



SERIES LINE: Synergy | 6' Stone Borders

ELEVATION VIEW

GROUP:
SI-3857 | Freestanding

Rock Island - Milan Head Start Play

05/27/2026

Rock Island, IL 61201-6722

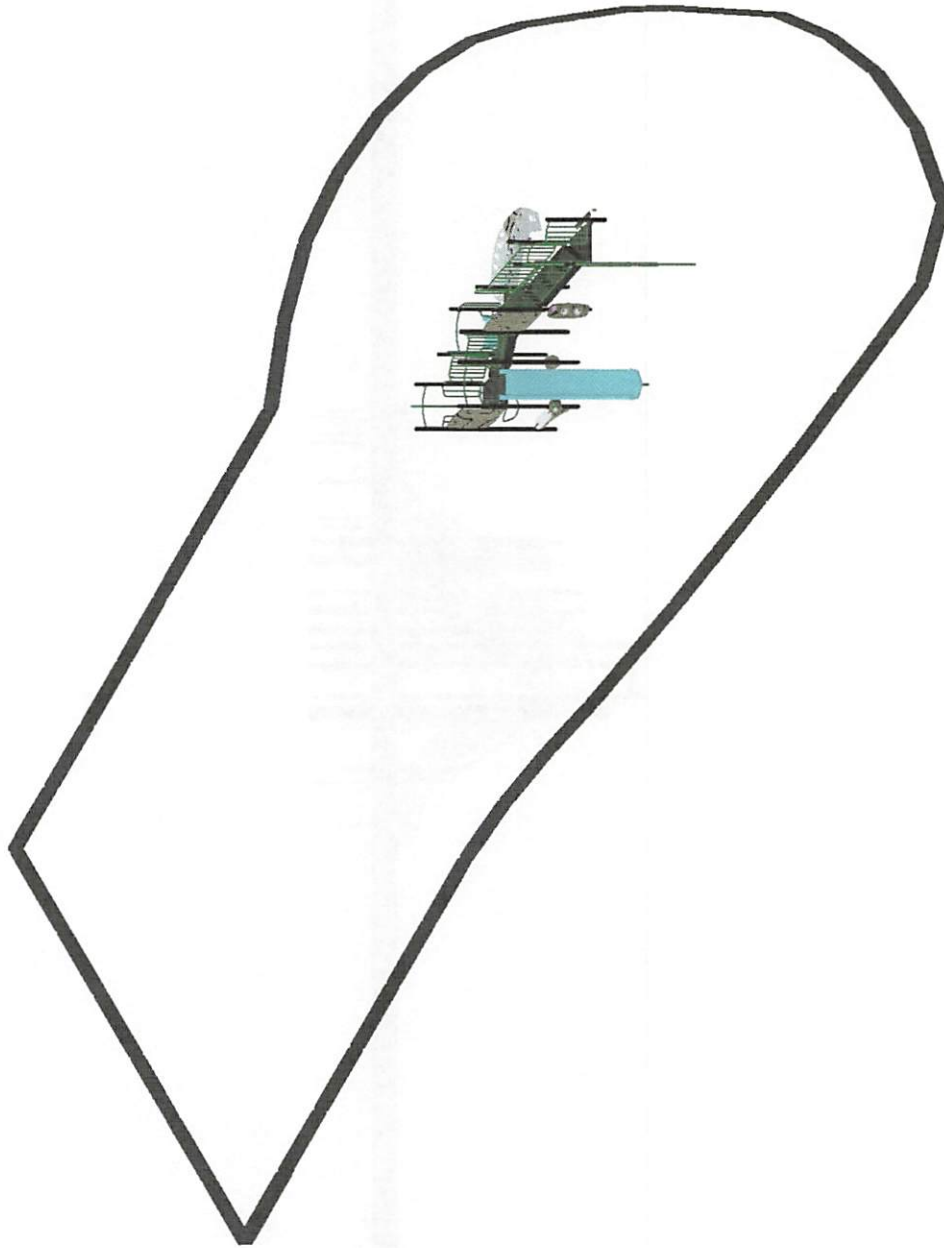
Play Illinois, LLC

DESIGNED FOR AGES:
2 to 12

Burke
PLAY THAT MOVES YOU

129-218475-2

Designer: Kristin La Cross



SERIES LINE: Synergy | 6' Stone Borders

ISOMETRIC VIEW

GROUP:
SY-3857 | Freestanding

Rock Island - Milan Head Start Play

05/27/2026

Rock Island, IL 61201-6722

Play Illinois, LLC

DESIGNED FOR AGES:
2 to 12

Burke
PLAY THAT MOVES YOU.

129-218475-2

Designer: Kristin La Cross

PROPOSAL 129-218475-2 | 5/27/2026 | 2026 PRICING

The play components identified in this proposal are IPEMA certified. The use and layout of these components conform to the requirements of ASTM F1487 and CPSC. To verify product certification, visit www.ipema.org.



The space requirements shown in this proposal are to ASTM standards. Requirements for other standards may be different.

SY-3857

Synergy

Component No.	Description	Qty	User Cap.	Ext. User Cap.	Weight	Ext. Weight
072-0300-107C	3 1/2" OD X 107" CAPPED POST	1	0	0	40	40
072-0300-123C	3 1/2" OD X 123" CAPPED POST	4	0	0	45	180
072-0300-127C	3 1/2" OD X 127" CAPPED POST	1	0	0	47	47
072-0300-139C	3 1/2" OD X 139" CAPPED POST	2	0	0	51	102
072-0300-151C	3 1/2" OD X 151" CAPPED POST	2	0	0	55	110
072-0300-171C	3 1/2" OD X 171" CAPPED POST	2	0	0	63	126
072-0300-91C	3 1/2" OD X 91" CAPPED POST	1	0	0	34	34
290-0104	OFFSET ENCLOSURE	1	0	0	26	26
290-0106	TRIANGLE PLATFORM	6	2	12	33	198
290-0110	CLIMBER ENCLOSURE	2	0	0	21	42
390-0101	24" TRANSITION STAIR W/BARRIERS	1	5	5	143	143
390-0107	32" TRANSITION STAIR W/BARRIERS	1	3	3	198	198
390-0226	SINGLE STEP	1	2	2	42	42
390-0300	ATOM CLIMBER 56"-72"	1	3	3	54	54
390-0338	UPPER BODY HANGSPOT	1	1	1	38	38
390-0339	RockReach, 48"	1	2	2	195	195
390-0341	SkyConnect Link	1	2	2	33	33
490-0132	ROCK N ROLL SLIDE 40"-48"	1	1	1	76	76
490-0141	SLIDE SIT DOWN BAR	2	0	0	5	10
490-0144	VELO SLIDE 64"-72"	1	2	2	113	113
590-0088	CRAZY MAZE PANEL, ABOVE PLATFORM	1	1	1	32	32
590-0160	ACORN PANEL, 2-SIDED ABOVE PLATFORM	1	2	2	32	32
590-0409	SYNERGY COUNTER BELOW PLATFORM	1	2	2	37	37
590-0456	TOUCH SINGLE POST ACTIVITY	1	1	1	6	6
590-0464	RING SINGLE POST ACTIVITY	1	1	1	4	4
590-0466	ACORN HUNT	1	1	1	25	25
690-0212	METAL 2-12 WARNING LABEL	2	0	0	1	2
690-1000	METAL STRUCTURE ID LABEL	2	0	0	1	2

Freestanding

6' Stone Borders

Component No.	Description	Qty	User Cap.	Ext. User Cap.	Weight	Ext. Weight
046-0053	6ft STONEBORDER/2 DRIVE PINS	49	0	0	32	1,568
046-0055	END CAP	2	0	0	4	8

Special Notes:

Prices do not include unloading, material storage, site excavation/preparation, removal of excess soil from footing holes, site security, or sales tax (if applicable). Prices are based on standard colors per CURRENT YEAR BCI Burke Catalog. Custom colors, where available, would be an extra charge. **Pricing reflects 2026 Co-Op prices.**

Total Equipment Price:	\$31,380.00
Co-Op Discount:	-(2,196.60)
Installation:	16,945.00
Removal of Existing Structure:	3,500.00
EWf Surfacing:	3,000.00
Shipping Cost:	2,100.00
Total:	\$54,728.40

COLOR SELECTION LIST | Default Color Option

GROUP 1 (SY-3857)

- Accessory: Olive
- HDPE 1 Color: Gray
- HDPE 2 Color: Spanish Moss-Black-Spanish Moss
- Platform: Gray
- Post: Brown
- Rotomold Plastic: Ocean

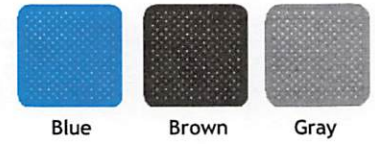
GROUP 2 (Freestanding)

COLORS THAT MOVE YOU

Powder Coat Paint



Platforms



Solis Hue Toppers



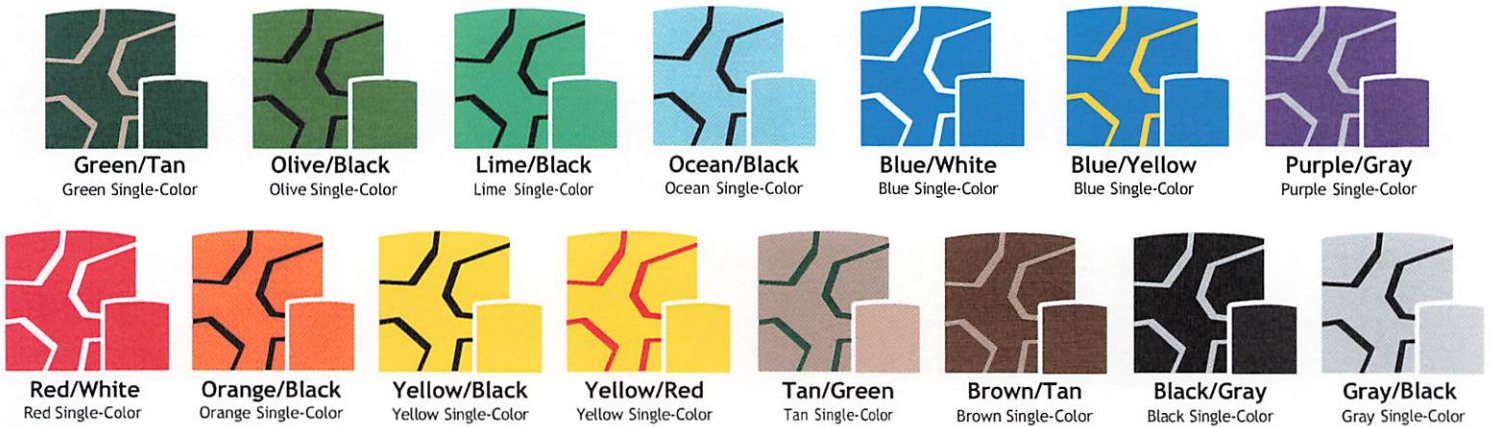
Traditional Series Site Amenities



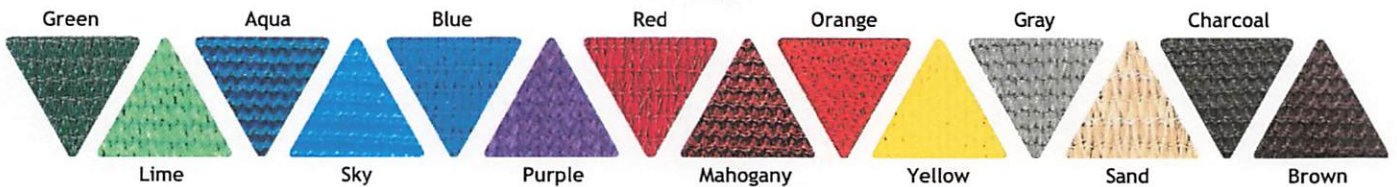
Rocket Climbers



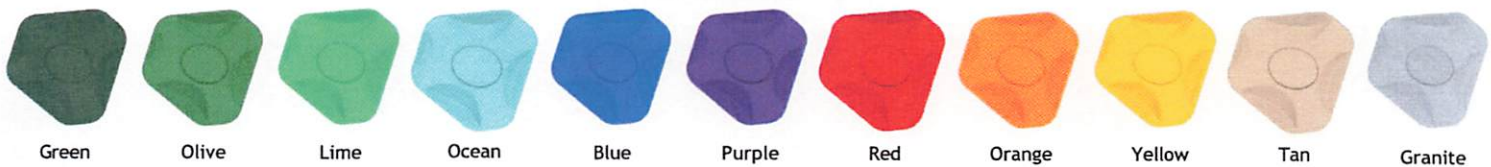
HDPE Plastic Panels



Shade Canopies



Rotomold Plastic



Visit Bciburke.Com/Color To Customize Your Playground Colors?

BURKE GENERATIONS WARRANTY

BCI Burke Company, LLC ("Burke") warrants that all standard products are warranted to be free from defects in materials and workmanship, under normal use and service, for a period of one (1) year from the date of shipment.

We stand behind our products.

In addition, the following products are warranted, under normal use and service from the date of shipment as follows:

- One Hundred (100) Year Limited Warranty on aluminum and steel upright posts (including Nucleus®, Nucleus Evolution®, Nucleus Aspire®, Intensity®, Level X®, Synergy®, Synergy Imagination® & 4ME®) against structural failure due to corrosion, deterioration or workmanship.
- One Hundred (100) Year Limited Warranty on KoreKconnect® Clamp Castings against structural failure due to corrosion, deterioration or workmanship.
- One Hundred (100) Year Limited Warranty on Hardware (nuts, bolts, washers).
- One Hundred (100) Year Limited Warranty on bolt-through and direct-bolt fastening and clamp systems (Synergy®, Intensity®, Nucleus®).
- Twenty-Five (25) Year Limited Warranty on spring assemblies and aluminum cast animals.
- Fifteen (15) Year Limited Warranty on structure platforms and decks, metal roofs, table tops, bench tops, railings and barriers against structural failure due to materials or workmanship.
- Fifteen (15) Year Limited Warranty on all plastic components against structural failure due to materials or workmanship.
- Ten (10) Year Limited Warranty on ShadePlay® Canopies fabric, threads, and cables against degradation, cracking or material breakdown resulting from ultra-violet exposure, natural deterioration or manufacturing defects. This warranty is limited to the design loads as stated in the specifications.
- Ten (10) Year Limited Warranty on NaturePlay® Boulders and GFRC products against structural failure due to natural deterioration or workmanship. Natural wear, which may occur with any concrete product with age, is excluded from this warranty.
- Ten (10) Year Limited Warranty on Full Color Custom Signage against manufacturing defects that cause delamination or degradation of the sign. Full Color Custom Signs also carry a two (2) year warranty against premature fading of the print and graphics on the signs.
- Five (5) Year Limited Warranty on Nucleus®, Intensity®, and RopeVenture® cables against premature wear due to natural deterioration or manufacturing defects. Determination of premature wear will be at the manufacturer's discretion.
- Five (5) Year Limited Warranty on rubber belt material against premature wear due to natural deterioration or manufacturing defects. Determination of premature wear will be at the manufacturer's discretion.
- Five (5) Year Limited Warranty on moving parts, including swing components, against structural failure due to materials or workmanship.
- Five (5) Year Limited Warranty on PlayEnsemble® cables and mallets against defects in materials and workmanship.
- Three (3) Year Limited Warranty on electronic panel speakers, sound chips and circuit boards against electronic failure caused by manufacturing defects.

The warranty stated above is valid only if the equipment is erected in conformity with the layout plan and/or installation instructions furnished by BCI Burke Company, LLC using approved parts; have been maintained and inspected in accordance with BCI Burke Company, LLC instructions. Burke's liability and your exclusive remedy hereunder will be limited to repair or replacement of those parts found in Burke's reasonable judgment to be defective. Any claim made within the above stated warranty periods must be made promptly after discovery of the defect. A part is covered only for the original warranty period of the applicable part. Replacement parts carry the applicable warranty from the date of shipment of the replacement from Burke. After the expiration of the warranty period, you must pay for all parts, transportation and service charges.

Burke reserves the right to accept or reject any claim in whole or in part. Burke will not accept the return of any product without its prior written approval. Burke will assume transportation charges for shipment of the returned product if it is returned in strict compliance with Burke's written instructions.

THE FOREGOING WARRANTIES ARE EXCLUSIVE AND IN LIEU OF ANY OTHER WARRANTY, EXPRESS OR IMPLIED, INCLUDING BUT NOT LIMITED TO ANY IMPLIED WARRANTY OR MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE. IF THE FOREGOING DISCLAIMER OF ADDITIONAL WARRANTIES IS NOT GIVEN FULL FORCE AND EFFECT, ANY RESULTING ADDITIONAL WARRANTY SHALL BE LIMITED IN DURATION TO THE EXPRESS WARRANTIES AND BE OTHERWISE SUBJECT TO AND LIMITED BY THE TERMS OF BURKE'S PRODUCT WARRANTY. SOME STATES DO NOT ALLOW THE EXCLUSION OF CERTAIN IMPLIED WARRANTIES, SO THE ABOVE LIMITATION MAY NOT APPLY TO YOU.

Warranty Exclusions: The above stated warranties do not cover: "cosmetic" defects, such as scratches, dents, marring, or fading; damage due to incorrect installation, vandalism, misuse, accident, wear and tear from normal use, exposure to extreme weather; immersion in salt or chlorine water, unauthorized repair or modification, abnormal use, lack of maintenance, or other cause not within Burke's control; and

Limitation of Remedies: Burke is not liable for consequential or incidental damages, including but not limited to labor costs or lost profits resulting from the use of or inability to use the products or from the products being incorporated in or becoming a component of any other product. If, after a reasonable number of repeated efforts, Burke is unable to repair or replace a defective or nonconforming product, Burke shall have the option to accept return of the product, or part thereof, if such does not substantially impair its value, and return the purchase price as the buyer's entire and exclusive remedy. Without limiting the generality of the foregoing, Burke will not be responsible for labor costs involved in the removal of products or the installation of replacement products. Some states do not allow the exclusion of incidental damages, so the above exclusion may not apply to you.

The environment near a saltwater coast can be extremely corrosive. Some corrosion and/or deterioration is considered "normal wear" in this environment. Product installed within 500 yards of a saltwater shoreline will only be covered for half the period of the standard product warranty, up to a maximum of five years, for defects caused by corrosion. Products installed in direct contact with saltwater or that are subjected to salt spray are not covered by the standard warranty for any defects caused by corrosion.

Contact your local Burke Representative for warranty information regarding Burke Turf® and Burke Tile products.

Terms of Sale

Pricing: Prices published in this catalog are in USD, are approximate and do not include shipping & handling, surfacing, installation nor applicable taxes. All prices are subject to change without notice. Contact your Burke representative for current pricing. Payments are to be made in USD.

Weights: Weights are approximate and may vary with actual orders.

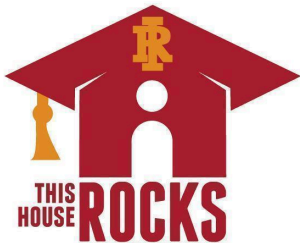
Installation: All equipment is shipped unassembled. For a list of factory-certified installers in your area, please contact your Burke representative.

Specifications: Product specifications in this catalog were correct at the time of publication. However, product improvements are ongoing at Burke, and we reserve the right to change or discontinue specifications without notice.

Loss or Damage in Transit: A signed bill of lading is our receipt from a carrier that our shipment to you was complete and in good condition upon arrival. Before you sign, please check the Bill of Lading carefully when the shipment arrives to make sure nothing is missing and there are no damages. Once the shipment leaves our plant, we are no longer responsible for any damage, loss or shortage.

For more information regarding the warranty, call Customer Service at 920-921-9220 or 800-356-2070.

01/2025



Sharon Williams, Ed.D.
Superintendent of Schools

To: RIMSD 41 Board of Education
From: Dr. Sharon Williams
Cabinet Champion: Annaka Whiting, CFO/Dr. Dominique Moore, ASHR
Date: June 23, 2026
Re: Administrator Salary Schedule

As part of our ongoing efforts to streamline compensation, we have consolidated the salary information for all administrators into a single salary schedule.

Previously, separate salary schedules were maintained for different administrative roles. After careful review, we determined that combining this information into one comprehensive document would enhance clarity, simplify reference, and improve efficiency for both current and future personnel.

This updated salary schedule now includes salary information for all Director-level positions, including those that were previously documented separately. Additionally, we have standardized the formatting, ensuring that salary structures, benefits, and other relevant compensation details are presented consistently, making comparisons easier and more straightforward.

The salary schedule includes a 3% cost of living adjustment, which is 0.6% higher than the Consumer Price Index-Urban (CPI-U) from January of the previous year to January of the current year (2.4%), as outlined in our Compensation and Benefits guide. Employees will also receive a step increase, if applicable.

It is recommended the Board of Education approve the Administrator Salary Schedule as presented for the academic year 2026-2027.

12 Month Position Salary Scale (Administrator)

STEP	1	2	3	4	5	6	7	8	9	10	11	12	MAX
Deputy Superintendent	\$160,414	\$162,821	\$165,263	\$167,742	\$170,258	\$172,812	\$175,404	\$178,035	\$180,706	\$183,416	\$186,168	\$188,960	\$190,240
Assistant Superintendent of Human Resources	\$153,122	\$155,419	\$157,750	\$160,116	\$162,518	\$164,956	\$167,430	\$169,941	\$172,491	\$175,078	\$177,704	\$180,370	\$181,591
Assistant Superintendent of Teaching & Learning													
Chief Financial Officer													
Director of Student Services	\$149,474	\$151,717	\$153,992	\$156,302	\$158,647	\$161,026	\$163,442	\$165,893	\$168,382	\$170,908	\$173,471	\$176,073	\$177,268
Director of Grants, Assessment & Accountability													
Early Childhood Director	\$145,828	\$148,016	\$150,236	\$152,489	\$154,777	\$157,098	\$159,455	\$161,847	\$164,274	\$166,738	\$169,239	\$171,778	\$172,943
EL Director													
High School Principal													
Alternative School Principal													
Special Ed Coordinator	\$132,271	\$134,255	\$136,269	\$138,313	\$140,388	\$142,493	\$144,631	\$146,800	\$149,002	\$151,237	\$153,506	\$155,808	\$156,865
Teaching & Learning Coordinator													
EL/BL Coordinator													
Assistant Director of Grants Assessment & Accountability													
Director of Information Technology													
High School Assistant Principal	\$125,972	\$127,862	\$129,780	\$131,727	\$133,702	\$135,708	\$137,744	\$139,810	\$141,907	\$144,035	\$146,196	\$148,389	\$149,396
Athletic Director	\$119,977	\$121,777	\$123,603	\$125,458	\$127,339	\$129,249	\$131,188	\$133,156	\$135,153	\$137,181	\$139,238	\$141,327	\$142,282
Director of Accounting and Financial Reporting													
Director of Human Resources													
Director of Building Operations	\$104,328	\$105,893	\$107,481	\$109,093	\$110,730	\$112,391	\$114,077	\$115,788	\$117,525	\$119,287	\$121,077	\$122,893	\$123,723
Director of Nutrition Services													
Director of Communications	\$90,258	\$91,612	\$92,987	\$94,381	\$95,797	\$97,234	\$98,692	\$100,173	\$101,675	\$103,201	\$104,749	\$106,320	\$107,915
Assistant Athletic Director	\$74,350	\$75,465	\$76,597	\$77,746	\$78,912	\$80,096	\$81,297	\$82,517	\$83,754	\$85,011	\$86,286	\$87,580	\$88,894

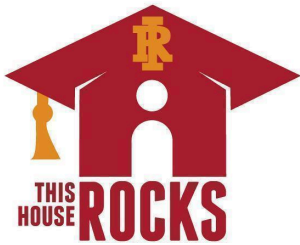
93

210 Day Position Salary Scale

STEP	1	2	3	4	5	6	7	8	9	10	11	12	MAX
Student Intervention Administrator	\$112,151	\$113,833	\$115,541	\$117,274	\$119,033	\$120,818	\$122,631	\$124,470	\$126,337	\$128,232	\$130,156	\$132,108	\$133,002
Junior High School Principal	\$126,809	\$128,712	\$130,642	\$132,602	\$134,591	\$136,610	\$138,659	\$140,739	\$142,850	\$144,993	\$147,167	\$149,375	\$150,386
Elementary Principal	\$120,770	\$122,581	\$124,420	\$126,286	\$128,181	\$130,103	\$132,055	\$134,036	\$136,046	\$138,087	\$140,158	\$142,261	\$143,226
Junior High School Assistant Principal	\$109,543	\$111,186	\$112,854	\$114,547	\$116,265	\$118,009	\$119,779	\$121,576	\$123,400	\$125,251	\$127,129	\$129,036	\$129,909

200 Day Position Salary Scale

STEP	1	2	3	4	5	6	7	8	9	10	11	12	MAX
High School Dean	\$104,328	\$105,893	\$107,481	\$109,093	\$110,730	\$112,391	\$114,077	\$115,788	\$117,525	\$119,287	\$121,077	\$122,893	\$123,723
Elementary Assistant Principal	\$99,358	\$100,848	\$102,361	\$103,896	\$105,454	\$107,036	\$108,642	\$110,271	\$111,926	\$113,604	\$115,308	\$117,038	\$117,831
Junior High School Dean	\$96,992	\$98,447	\$99,923	\$101,422	\$102,943	\$104,488	\$106,055	\$107,646	\$109,260	\$110,899	\$112,563	\$114,251	\$115,026



Sharon Williams, Ed.D.
Superintendent of Schools

To: RIMSD 41 Board of Education
From: Dr. Sharon Williams
Cabinet Champion: Annaka Whiting, CFO/Dr. Dominique Moore, ASHR
Date: June 23, 2026
Re: Non-Affiliated, Non-Administrator Salary Schedule

In the 2025 - 2026 school year, the Business and Human Resources Department collaborated to ensure that there was a standardized pay structure for non-affiliated, non-administrator employees. In previous years, lack of a standardized salary schedule resulted in inconsistencies in compensation, a lack of transparency, and potential inequities in how pay is determined. Without the formalized pay scale, salaries for employees in similar roles would vary widely due to factors such as individual negotiations or personal circumstances, rather than being based on qualifications, job responsibilities, or experience. The implementation of a clear and structured pay scale ensures that compensation decisions are based on objective criteria, thereby reducing concerns about favoritism or bias. It also provides employees with greater clarity regarding their potential for salary growth.

The salary schedule includes a 3% cost of living adjustment, which is 0.6% higher than the Consumer Price Index-Urban (CPI-U) from January of the previous year to January of the current year (2.4%), as outlined in our Compensation and Benefits guide. Employees will also receive a step increase, if applicable.

It is recommended the Board of Education approve the Non-Affiliated, Non-Administrator Salary Schedule as presented for the academic year 2026-2027.

12 Month Position Salary Scale (Non-Affiliated, Non-Administrator)

STEP	1	2	3	4	5	6	7	8	9	10	11	12	MAX
Supervisor I Accounting Supervisor	\$84,236	\$85,500	\$86,783	\$88,084	\$89,406	\$90,747	\$92,108	\$93,489	\$94,892	\$96,315	\$97,760	\$99,226	\$100,714
Specialist I Technology Specialist Senior Payroll Specialist	\$79,101	\$80,287	\$81,492	\$82,714	\$83,955	\$85,214	\$86,492	\$87,790	\$89,107	\$90,443	\$91,800	\$93,177	\$94,574
Manager I District Safety Manger	\$69,976	\$71,026	\$72,091	\$73,173	\$74,270	\$75,384	\$76,515	\$77,663	\$78,828	\$80,010	\$81,210	\$82,428	\$83,665
System Administrator	\$69,101	\$70,137	\$71,189	\$72,257	\$73,341	\$74,441	\$75,558	\$76,691	\$77,841	\$79,009	\$80,194	\$81,397	\$82,617
Specialist II AP Specialist A&L Specialist GA&A Specialist IT Specialist	\$67,167	\$68,175	\$69,197	\$70,235	\$71,289	\$72,358	\$73,444	\$74,545	\$75,663	\$76,798	\$77,950	\$79,120	\$80,306
Supervisor II Building/Operations Supervisor	\$67,167	\$68,175	\$69,197	\$70,235	\$71,289	\$72,358	\$73,444	\$74,545	\$75,663	\$76,798	\$77,950	\$79,120	\$80,306
Coordinator I Communication Coordinator Human Resources Coordinator District Translation Coordinator	\$65,477	\$66,459	\$67,456	\$68,468	\$69,495	\$70,537	\$71,595	\$72,669	\$73,759	\$74,866	\$75,989	\$77,129	\$78,285
Executive Assistant Executive Assistant to the Superintendent BoE Secretary/Executive Assistant to the CFO	\$65,475	\$66,457	\$67,454	\$68,466	\$69,493	\$70,535	\$71,593	\$72,667	\$73,757	\$74,864	\$75,986	\$77,126	\$78,283
Liaison I Community Family Liaison	\$58,475	\$59,352	\$60,243	\$61,146	\$62,063	\$62,994	\$63,939	\$64,898	\$65,872	\$66,860	\$67,863	\$68,881	\$69,913
Coordinator II Administrative Coordinator for Teaching & Learning High School Safety Coordinator	\$55,758	\$56,594	\$57,443	\$58,305	\$59,180	\$60,067	\$60,968	\$61,883	\$62,811	\$63,753	\$64,709	\$65,680	\$66,665

STEP	1	2	3	4	5	6	7	8	9	10	11	12	MAX
HR Assistant/Benefits Coordinator													
Student Services Support Coordinator													
Specialist III Accounts Payable Clerk													
Technology Support Specialist	\$52,780	\$53,572	\$54,376	\$55,191	\$56,019	\$56,859	\$57,712	\$58,578	\$59,457	\$60,348	\$61,254	\$62,172	\$63,105

205 Day Position Salary Scale

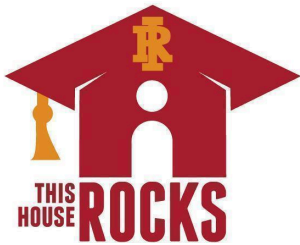
STEP	1	2	3	4	5	6	7	8	9	10	11	12	MAX
Liaison II Community Family Liaison	\$47,468	\$48,180	\$48,902	\$49,636	\$50,380	\$51,136	\$51,903	\$52,682	\$53,472	\$54,274	\$55,088	\$55,914	\$56,753

190 Day Position Salary Scale

STEP	1	2	3	4	5	6	7	8	9	10	11	12	MAX
Manager II Cafeteria Manager	\$40,321	\$40,926	\$41,540	\$42,163	\$42,796	\$43,438	\$44,089	\$44,751	\$45,422	\$46,103	\$46,795	\$47,497	\$48,209

182 Day Position Salary Scale

STEP	1	2	3	4	5	6	7	8	9	10	11	12	MAX
Interventionist Truancy Interventionist	\$47,960	\$48,679	\$49,409	\$50,151	\$50,903	\$51,666	\$52,441	\$53,228	\$54,026	\$54,837	\$55,659	\$56,494	\$57,341



Sharon Williams, Ed.D.
Superintendent of Schools

To: RIMSD 41 Board of Education
From: Sharon Williams, Ed.D.
Cabinet Champion: Dr. Dominique Moore, Assistant Superintendent of HR
Date: June 23, 2026
Re: Principal, Rock Island Center for Math and Science

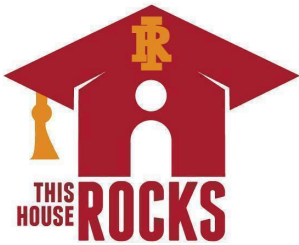
The district posted our open position for the Principal of Rock Island Center for Math and Science (RICMS) and yielded a pool of twelve (12) applicants. The two candidates who met the required qualifications were invited to the interview process. The selection process included screening, a performance task presentation, an in-person panel interview, and a writing task. One candidate was invited to a finalist interview with the Superintendent and Deputy Superintendent. Following this process, Ms. Krista Lonian emerged as the strongest candidate and is recommended as the next principal of Rock Island Center for Math and Science.

Ms. Lonian taught in the Rock Island - Milan School District from 2003 - 2005 and again from 2018 - 2022 and has served as an assistant principal at RICMS for three years and one year as a Student Assistant Manager (SAM). Ms. Lonian holds a Bachelor's of Science Degree in Elementary Education from Western Illinois University and two Master's Degrees from American College of Education in Elementary Education and Literacy.

Ms. Lonian's references herald her as a servant leader who fosters a positive and productive school environment for scholars and staff. Many reference letters for Ms. Lonian came from teachers and staff at RICMS who focused on her calm demeanor, her solutions focused leadership, strong communication skills and high expectations for instructional excellence. Ms. Lonian is also characterized as a well-rounded leader who exhibits skill in building; effective systems, strong community partnership and space for collaboration. She is cited as having a positive impact on the Building Leadership Team and for supporting initiatives such as the Tornado Table and ensuring that the John Deere partnership continues to have a strong impact on the school community.

It is recommended that the Board of Education approve the appointment of Krista Lonian to the position of Principal for the 2026-27 school year at the salary of \$120,796.

Investment Period: One year contract
Total Investment: \$120,796
Funding Source: District Funds



Sharon Williams, Ed.D.
Superintendent of Schools

To: RIMSD 41 Board of Education
From: Sharon Williams, Ed.D.
Cabinet Champion: Dr. Dominique Moore, Assistant Superintendent of HR
Date: June 23, 2026
Re: Dean, Washington Junior High School

During the selection process for multiple school leadership positions, interview teams considered all available vacancies while evaluating candidates. Mr. Terence Dillard initially applied and interviewed for a different leadership position. Although he was not selected for that specific role, the interview team recognized his leadership experience, skills, and potential to serve the Rock Island–Milan School District effectively. Mr. Dillard was among a competitive pool of more than twenty applicants considered for multiple leadership opportunities across the district. Through the interview process, it became evident that his qualifications and strengths aligned well with the district's leadership needs, ultimately leading to his recommendation for the Dean position at Washington Junior High School.

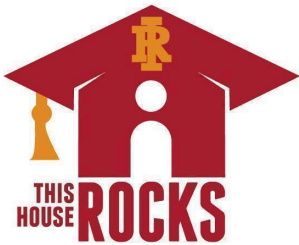
The comprehensive selection process included application screening, a data analysis presentation, a panel interview, a writing task, and a second-round interview with the Deputy Superintendent, and Principal of Washington Junior High School (WJHS). Following this process, Mr. Terence Dillard emerged as the strongest candidate and is recommended for appointment as Dean of Washington Junior High School.

Mr. Dillard brings more than two decades of educational experience, supported by an Education Specialist degree in Educational Leadership, a Master of Education in Educational Leadership, and a Bachelor of Science in Health and Physical Education. He has served as an Assistant Principal, District Behavioral Specialist, and instructional leader across multiple school districts.

His references describe him as a well-rounded educational leader with excellent administrative experience and a strong ability to build positive relationships with students, staff, and parents. They consistently highlight his collaborative leadership style, effective communication skills, and commitment to fostering a positive school culture. References further note his ability to work effectively with diverse stakeholders while maintaining a focus on student achievement, staff development, and continuous school improvement.

It is recommended that the Board of Education approve the appointment of Mr. Terence Dillard to the position of Dean at Washington Junior High School for the 2026–2027 school year at an annual salary of \$101,444.

Investment Period: One year contract
Total Investment: \$101,444
Funding Source: District Funds



Sharon Williams, Ed.D.
Superintendent of Schools

To: RIMSD 41 Board of Education
From: Sharon Williams, Ed.D.
Cabinet Champion: Dr. Dominique Moore, Assistant Superintendent of HR
Date: June 23, 2026
Re: Director of Information Technology

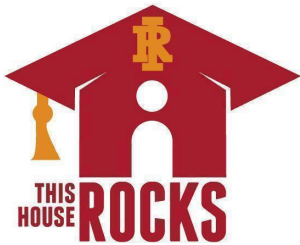
The applicant pool for the Director of Information Technology position included six (6) applicants. The selection process yielded a pool of two (2) candidates who met the minimum qualifications. These two (2) candidates were invited to interview. The selection process included screening, a performance task presentation, an in-person panel interview, and a writing task. One candidate was invited to second round interviews with the Superintendent and Deputy Superintendent. Following this process, Mr. Brandon Sears emerged as the strongest candidate and is recommended for the Director of Information Technology position.

Mr. Brendan Sears holds a Master of Science in Leadership and Executive Coaching and a Bachelor of Arts in Speech Communications. He has served Rock Island-Milan School District #41 since 2015, beginning as a substitute and serving as Technology Support Specialist at Rock Island High School since 2021. He has demonstrated exceptional leadership and innovation by designing and operating the ChromeDepot program, significantly reducing Chromebook damage, loss, and loaner usage through improved inventory systems, PBIS integration, and the RoomBooks initiative. Brendan secured a \$3,000 grant for classroom charging stations, implemented digital attendance and tardy kiosks, and developed a student technology worker program. In addition to providing comprehensive technology support for staff, students, and district events, he has delivered professional development, supported student wellness through connections to school resources, and streamlined technology support processes, resulting in substantial time savings and increased efficiency.

Mr. Sears was described by his references as a highly effective communicator who builds strong relationships with staff, administrators, vendors, and stakeholders. They noted that he is detail-oriented, dependable, and consistently follows through on responsibilities with accuracy and professionalism. References also characterized Mr. Sears as a natural leader whose collaborative approach fosters positive working relationships and teamwork. Overall, his references consistently highlighted his strong communication skills, attention to detail, and professionalism.

It is recommended that the Board of Education approve the appointment of Mr. Brendan Sears to the position of Director of Information Technology for the 2026-27 school year at the salary of \$128,418.

Investment Period: One year contract
Total Investment: \$128,418
Funding Source: District Funds



Sharon Williams, Ed.D.
Superintendent of Schools

To: RIMSD 41 Board of Education
From: Dr. Sharon Williams
Cabinet Champion: Frank Mendoza, Director of Operations
Date: June 16, 2026
Re: Second Shift - Building Operations Supervisor

The selection process for the Second Shift - Building Operations Supervisor yielded a pool of nine (9) candidates. Six (6) candidates were invited to the interview process, all accepted the invitation and were interviewed. The selection process included screening and an in-person panel interview. Mr. Mario Vesey emerged as the candidate of choice and is being recommended for the Second Shift - Building Operations Supervisor position.

Mr. Vesey currently serves as a second-shift custodian at Rock Island High School and holds a Basic Certification for Custodial Technician. Prior to joining the district, he served in the U.S. Army as a mechanic, where he developed a strong work ethic, attention to detail, and commitment to excellence. He has also held supervisory positions, providing him with valuable leadership experience and the ability to effectively oversee and support staff.

Throughout the interview process, Mr. Vesey demonstrated professionalism, a thorough understanding of the responsibilities associated with the position, and a positive attitude toward learning and continuous improvement. He expressed a genuine commitment to maintaining high standards and contributing to the success of the district. His experience, leadership skills, and dedication to quality service make him a highly qualified candidate.

It is recommended the Board of Education approve the appointment of Mr. Mario Vesey to the position of Second Shift - Building Operations Supervisor for the 2026 - 2027 school year at the salary of \$67,182, prorated to start date.

Investment Period: One year contract
Total Investment: \$67,182
Funding Source: District