

# ROCK ISLAND-MILAN SCHOOL DISTRICT NO. 41



## BOARD OF EDUCATION REGULAR MEETING

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

TUESDAY, JUNE 10, 2025

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

It is recommended that the Board of Education approve the minutes of the regular meeting of May 27, 2025, all executive meeting minutes from May 27, 2025, Special Meeting Minutes from May 21, 2025, and May 28, 2025.

### **II. Special Items**

#### **A. Amended Budget Presentation... Information**

Ms. Annaka Whiting, Chief Financial Officer, will present the proposed 2024 - 25 Amended Budget.

#### **B. Public Hearing for the 2024 - 25 Amended Budget... Hearing**

The Board of Education will conduct a public hearing on the 2024 -25 Amended Budget.

#### **C. Strategic Plan Update - Semester 2... Information**

Mr. Jeff Dase, Deputy Superintendent and Cabinet Members will provide an update on Strategic Plan Goals for the second semester.

#### **D. Facility Management Plan Update... Information**

Ms. Annaka Whiting, Chief Financial Officer, and Mr. Joshua Becker, Director of Building Operations, will provide an update on the Facility Management Plan.

### **III. Reports**

- A. Board Members
- B. Superintendent
- C. RIEA President

### **IV. Communications**

Requests from persons wishing to speak on certain agenda items will be called upon at the appropriate time.

Citizens wishing to address the Board of Education on items not on the agenda. Comments should be limited to three (3) minutes. *(Matters regarding specific employees or students are of a*

*confidential nature and will not be heard in open session.)*

**V. Action of Routine Matters**

A. Approval of Additions and/or Deletions

**B. Approval of Agenda... Action**

C. Nomination for Future Agenda Items

**D. 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 -s) ... Action**

**a. Aperture Education... Action**

It is recommended that the Board of Education approve the annual cost for (DESSA) assessment administration provided by Aperture Education, 1 Pierce Place, Suite 900 W, Itasca, IL 61403 in the amount of \$17,915.20 for the 2025 - 26 school year.

**b. Apptegy Rooms... Action**

It is recommended that the Board of Education approve the contract for service with Apptegy, 2201 Brookwood Drive, Suite 115, Little Rock, AR 72202 to provide the two-way communication software platform 'Rooms' for a cost of \$58,610 for the 2025 - 28 school years.

**c. Chemical Bid... Action**

It is recommended that the Board of Education approve the bid from Smart Systems, 303 S. Brykit Avenue, Mishawaka, IN 46544 to provide kitchen cleaning products, sanitation materials, a food safety education for kitchen staff not to exceed \$32,000 for the 2025 - 26 school year, with an option to renew annually up to five (5) years.

**d. Crisis Prevention Institute... Action**

It is recommended that the Board of Education approve the renewal training for the District Crisis Prevention Intervention program trainers and training through Crisis Prevention Institute, 10850 W. Park Place, Suite 250, Milwaukee, WI 53224 for staff crisis intervention training not to exceed \$15,000 for the 2025 - 26 school year.

**e. Every Child... Action**

It is recommended that the Board of Education approve the contract for service with Every Child to provide services to our Head Start Preschool students and families for \$23,550 for the 2025 - 26 school year.

**f. Doors Inc.... Action**

It is recommended that the Board of Education approve the contract for service with Doors Inc., 110 West 55th Street, Davenport, IA 52806 to supply

maintenance tools and materials for the district, not to exceed \$20,000 for the 2025 -26 school year.

**g. Follett Content Solutions... Action**

It is recommended that the Board of Education approve Follett Content Solutions, P.O. Box 7410597, Chicago, IL 60674 to provide library materials district-wide not to exceed \$16,200 for the 2025 - 26 school year.

**h. Illinois Association of School Boards (IASB) Membership Renewal... Action**

It is recommended that the Board of Education approve the membership renewal, online subscriptions, as well as conference and online learning courses from IASB, 2921 Baker Drive, Springfield, IL 62703 not to exceed \$22,000 for the 2025 -26 school year.

**i. NCS Pearson... Action**

It is recommended that the Board of Education approve NCS Pearson, Inc. 5601 Green Valley Drive, #220, Bloomington, MN to provide educational materials and assessments district wide not to exceed \$35,00 for the 2025 - 26 school year.

**j. Northwest Education Association... Action**

It is recommended that the Board of Education approve the renewal with Northwest Education Association (NWEA) for online assessment software for \$87,780 for the 2025 - 26 school year.

**k. One Step, Inc... Action**

It is recommended that the Board of Education approve the contract for service with One Step, Inc., 806 W. 4th Street, Davenport, IA 52802 for the 2025 -26 school year not to exceed \$75,000 for printing and promotional items.

**l. Preschool for All Trike Track... Action**

It is recommended that the Board of Education approve the contract for service with Sooner Concrete Construction, 453 47th Avenue Ct., East Moline, IL 61244 to install a concrete trike path around the pavilion at Horace Mann Early Learning Center for \$19,585.

**m. Project Lead the Way... Action**

It is recommended that the Board of Education approve the contract for service with Project Lead the Way, Inc. 555 North Morton Street, Bloomington, IN 47404 to provide STEM learning services for \$18,649 for the 2024 - 25 school year.

**n. Quad City Press... Action**

It is recommended that the Board of Education approve the contract for service with Quad City Press, 2425 47th Avenue, Rock Island, IL 61201 for the 2025 -26 school year not to exceed \$25,000 for printing and promotional items.

**o. Sterling Commercial Roofing FY 25 Addendum.... Action**

It is recommended that the Board of Education approve the contract for service with Sterling Commercial Roofing, 7595 State Street, Bettendorf, IA 52722 for

additional work in the district not to exceed \$35,000 for the remainder of the 2024 -25 school year.

**p. Sterling Commercial Roofing... Action**

It is recommended that the Board of Education approve the contract for service with Sterling Commercial Roofing, 7595 State Street, Bettendorf, IA 52772 not to exceed \$35,000 for the 2025 -26 school year for maintenance and repairs district wide.

**q. The Paper Corporation.... Action**

It is recommended that the Board of Education approve the contract for service with the Paper Corporation, 1770 NE 58th Avenue, Des Moines, IA 50302 not to exceed \$72,000 for the purchase of paper for various district locations during the 2025 -26 school year.

**r. The Printers Mark... Action**

It is recommended that the Board of Education approve the contract for service with The Printers Mark, 1512 4th Avenue, Rock Island, IL 6121 for the 2025 -26 school year not to exceed \$25,000 for printing and promotional items.

**s. Werner Restoration... Action**

It is recommended that the Board of Education approve the contract with Werner Restoration, 102 Innovation Way, Colona, IL 61241 to complete necessary repairs at Thomas Jefferson Elementary, not to exceed \$100,000 in the 2024 - 25 school year.

**2. Bills for Payment... Action**

It is recommended that the Board of Education authorize bills for payment dated May 30, 2025, in the amount of \$4,748,105.85.

**3. 2025 - 26 Board Meeting Dates - Amendment... Action**

It is recommended that the Board of Education approve the amended 2025 -26 Board meeting dates.

**4. Consolidated District Plan... Action**

It is recommended that the Board of Education approve the Consolidated District Plan for the 2025 - 26 school year.

**5. Lakeshore Learning Materials... Action**

It is recommended that the Board of Education approve Lakeshore Materials, LLC, 2695 East Dominguez Street, Carson, CA 90895 to provide various school-related supplies not to exceed \$30,000 for the 2025 -26 school year.

**6. School Board Travel for Conference - ILJAC... Action**

It is recommended that the Board of Education approve the estimated expenses for Jason Roessler, Michael Matherly, Nicole Cisne Durbin, Susan Crowder, Tracy Pugh and Andrea Gilman to attend the Joint Annual Conference (Triple I) in Chicago, IL November 21 - 23, 2025 at an estimated expense of \$7,482.

**7. School Board Travel for Conference - NABSE... Action**

It is recommended that the Board of Education approve the attendance at NABSE (National Alliance of Black School Educators) conference for Jason Roessler, Michael Matherly and Tracy Pugh in Chicago, IL for December 10 - 14, 2025 at an estimated expense of \$6,219.

**8. SHI - Chromebook purchase... Action**

It is recommended that the Board of Education approve the purchase of 300 Chromebooks along with management console licenses from SHI, 290 Davidson Avenue, Somerset, NJ 08873 for \$81,000 for the 2025 - 26 school year.

**9. Site Surveys... Action**

It is recommended that the Board of Education approve seeking a proposal and entering into a contract with IMEG, 623 26th Avenue, Rock Island, IL 61201, for site surveys at Eugene Field and Rock Island Academy at an estimated cost of \$15,000 per site.

**10. St. George Greek Orthodox Church Parking Lot Resurfacing... Action**

It is recommended that the Board of Education approve a \$85,000 contribution (50% of the \$170,000 estimate) toward repaving St. George Greek Orthodox Church parking lot used by Eugene Field.

**11. Certified Appointments... Action**

It is recommended that the Board of Education approve the following certified appointments of Meagan Baker and Morgan Laden for the 2025 - 26 school year.

**12. Non-Certified Appointments... Action**

It is recommended that the Board of Education approve the non-certified appointment of Delores Hampton for the 2025 - 26 school year.

**13. Summer Appointments... Action**

It is recommended that the Board of Education approve the following summer appointments for the 2025 summer intersession of David Ames, Wendy Czekalski, Tanisha Daniels, Medgar Harris, Alejandro Pompa, Lanette (Lana) Sterling, and Carrie Titus.

**14. Non-Certified Support Coach Appointments... Action**

It is recommended that the Board of Education approve the following non-certified support coach appointments of Xander George, Nickolas Roessler, and Gregory Quick for the 2025 - 26 school year.

**15. Certified Resignations... Action**

It is recommended that the Board of Education accept the following certified resignations during the 2024 - 25 school year of Megan Delp, Edison Junior High English Teacher with three (3) years of service, Victoria Miller, District Substitute Teacher with thirteen (13) years of service and Paula Zigler, Rock Island High School Physical Education Teacher with three (3) years of service.

**16. Non-Certified Resignations... Action**

It is recommended that the Board of Education accept the following non-certified resignations during the 2024 - 25 school year of Emma Dayhoff, Horace Mann Early Learning Center ECSE Paraprofessional with four (4) years of service and Jennifer McVay, Administration Center Benefits Coordinator/Human Resources Assistant with eleven (11) years of service.

**17. Non-Certified Termination... Action**

It is recommended that the Board of Education approve the termination of employee (25.10.1) immediately.

**18. Non-Certified Termination... Action**

It is recommended that the Board of Education approve the termination of employee (25.1.2) effective immediately.

**VI. Operations**

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

The district received a FOIA request and responded within the required timeframe to Jenny Hipskind, who requested any letters or memoranda notifying Deputy Superintendent Jeff Dase of his administrative leave, including documentation outlining the reasons of terms of leave. Ms. Hipskind also requested any disciplinary records, complaints, or investigations related to Mr. Dase from the past year of employment.

The district received a FOIA request and responded within the required timeframe to Mike Vichich, who requested electronic records of all purchase orders issued by the Rock Island - Milan School District 41 from January 1, 2020, through March 31, 2025, across all departments.

**VII. Business/Finance**

**A. 2024 -25 Amended Budget... Action**

It is recommended that the Board of Education adopt the amended budget for the 2024 -25 Fiscal Year.

**B. Resolution to Expend Funds... Action**

It is recommended that the Board of Education authorize the Superintendent to enter into contracts and make essential expenditures prior to the formal adoption of the Fiscal Year 2026 budget.

**C. Resolution - Working Cash Fund Abatement Fund Transfer... Action**

It is recommended that the Board of Education approve the resolution to transfer the working cash funds as presented.

**D. Intergovernmental Agreement - Village of Milan... Action**

It is recommended that the Board of Education approve the intergovernmental agreement with the Village of Milan from July 1, 2025 - June 30, 2027 for the New Housing Construction Rebate Program.

## **VIII. Personnel**

### **A. Principal - Earl Hanson ... Action**

It is recommended that the Board of Education approve Kevin Turner for the position of Principal at Earl Hanson Elementary School for the 2025 - 26 school year at a salary of \$124,447.

### **B. Assistant Principal - Rock Island High School... Action**

It is recommended that the Board of Education approve John Campbell for the position of Assistant Principal at Rock Island High School for the 2025 -26 school year at a salary of \$124,447.

### **C. Dean - Rock Island High School... Action**

It is recommended that the Board of Education approve Tom VanBlaricome for the position of Dean at Rock Island High School for the 2025 -26 school year at a salary of \$101,289.

### **D. Dean - Rock Island High School... Action**

It is recommended that the Board of Education approve Dr. Yolanda Grandberry-Pugh for the position of Dean at Rock Island High School for the 2025 - 26 school year at a salary of \$109,117.

### **E. Dean - Washington Junior High School... Action**

It is recommended that the Board of Education approve Alyson Baldwin for the position of Dean at Washington Junior High School for the 2025 - 26 school year at a salary of \$95,579.

## **IX. 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 probably 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). Collective negotiating matters between the public body and its employees or their representatives, or deliberations concerning salary schedules for one or more classes of employees. 5 ILCS 120/2(c)(2).

## **X. Adjournment**

**Rock Island – Milan School District  
#41  
Board of Education Meeting  
June 10, 2025**

Sharon Williams, Ed. D.  
Superintendent of Schools



# FY 2025 Amended Budget

Annaka Whiting  
Chief Financial Officer



# Revenues by Fund

## Budget Summary Page 2, Line 9

Fund	Original Budget	Amendment
Education	\$85,553,970	\$85,461,525
Operations & Maintenance	\$7,543,265	\$7,868,715
Debt Service	\$5,964,865	\$6,663,430
Transportation	\$2,179,732	\$2,298,575
Municipal Retirement/Social Security	\$3,705,892	\$1,814,550
Capital Projects	\$3,398,307	\$4,910,500
Working Cash	\$360,521	\$391,025
Tort	\$1,514,479	\$1,645,320
Fire Prevention & Safety	\$2,786	\$5,015
	<b>\$110,223,817</b>	<b>\$111,058,655</b>



<b>Revenue - Fund</b>	<b>Adjustments</b>
Education	Property Tax - \$1.5M; CCPRT - (\$435,000) Grants - (\$850,000); Fees - (\$90,000); Interest - (\$280,000)
Operations & Maintenance	Property Tax - \$450,000 Interest (\$125,000)
Debt Service	Property Tax - (\$1M) Debt Payments - (\$500,000)
Transportation	Property Tax - \$200,000 Interest - (\$89,000)
Mun. Retirement/Social Sec	Property Tax - (\$1.8M)
Capital Projects	Interest - (\$400,000) 1% sales tax - \$900,000 CARES III - \$900,000
Working Cash	Property Tax - \$30,000
Tort	Property Tax - \$120,000 Interest - \$11,000
Fire Prevention & Safety	Interest - \$2,000

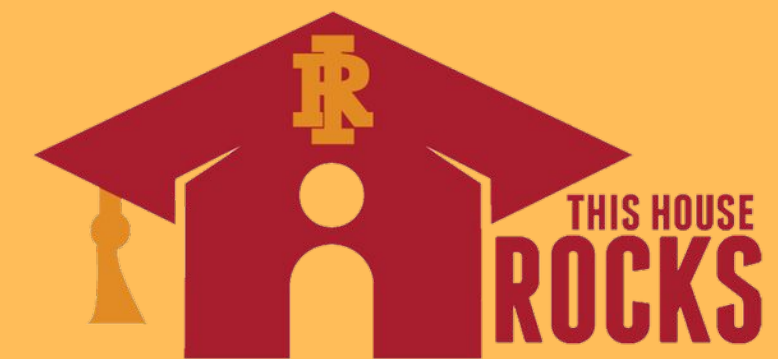
\*Amounts are rounded



# Expenditures by Fund

## Budget Summary Page 2, Line 19

Funds	Original Budget	Amendment
Education	\$85,074,411	\$85,772,570
Operations & Maintenance	\$6,846,902	\$7,379,945
Debt Service	\$5,829,431	\$6,891,290
Transportation	\$1,863,396	\$1,709,100
Municipal Retirement/Social Security	\$2,334,592	\$2,247,395
Capital Projects	\$3,000,000	\$5,264,820
Working Cash	\$0	\$0
Tort	\$1,386,678	\$2,180,760
Fire Prevention & Safety	\$0	\$0
	<b>\$106,335,410</b>	<b>\$111,445,880</b>



<b>Exp. - Fund</b>	<b>Adjustments</b>
Education	Instruction - (\$5M); Support Services \$7M; Community Services - (\$600,000) Payments to Other Units - (\$715,000)
Operations & Maintenance	Equipment - \$200,000 Electrical/Plumbing - \$150,000 Repairs - \$200,000
Debt Service	Actual Debt Service Payments - \$100,000
Transportation	Transportation Costs - (\$154,000)
Mun. Retirement/Social Sec	Payroll Benefits - (\$90,000)
Capital Projects	Capital Outlay & Final ESSER payments - \$2.2M
Working Cash	None
Tort	Claims - \$700,000; Secure Entries - \$64,000
Fire Prevention & Safety	None <span style="float: right;">*Amounts are rounded</span>



# Fund Balances July 1, 2024

Original Budget – Beginning Fund Balances  
Total – \$63,131,938

Education	Operations & Maintenance	Debt Service	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety
35,325,222	7,098,914	2,162,890	4,072,782	2,219,807	8,440,767	2,316,973	1,315,614	178,969

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Actual Beginning Fund Balances (Page 2, Line 3)  
Total – \$72,722,200

Education	Operations & Maintenance	Debt Service	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety
40,768,135	7,133,505	1,472,173	2,217,449	2,997,004	13,391,935	2,974,984	1,594,627	172,388



# Projected Ending Fund Balances June 30, 2025

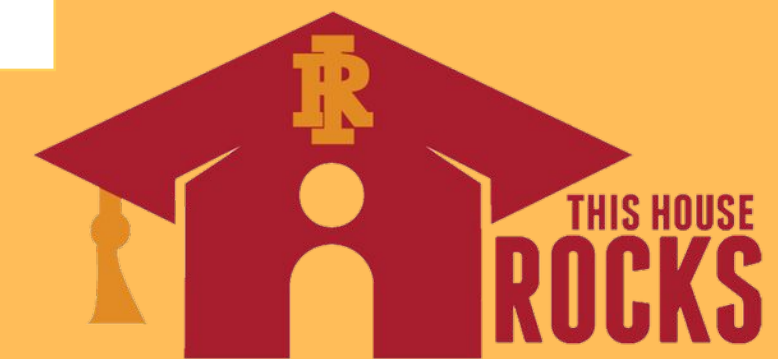
Original Budget – Ending Fund Balances  
Total – \$67,020,345

Education	Operations & Maintenance	Debt Service	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety
35,804,781	7,795,277	2,298,324	4,389,118	3,591,107	8,839,074	2,677,494	1,443,415	181,755

Amended Budget – Ending Fund Balances (Page 3, Line 81)  
Total – \$127,334,975

Education	Operations & Maintenance	Debt Service	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety
42,257,090	7,622,275	1,244,313	2,806,924	2,564,159	68,037,615	1,566,009	1,059,187	177,403

(Estimated Fund Balance without Bond Proceeds – \$72,334,975)



## Next Steps

1. Public Hearing
2. Approval of Amended Budget (later on agenda)
3. Submit documents to ISBE, County & ROE within 30 days



# Strategic Plan Semester Two Update

Jeff Dase  
Deputy Superintendent



# Strategic Plan Priorities

1. Engage all stakeholders through building respectful relationships.
2. Improve academic outcomes and close the achievement gaps through ensuring equity and opportunities for all students.
3. Enhance and Improve Operations.



# Priority # 1 Progress

## Engage all stakeholders through building respectful relationships

1. We will provide consistent and ongoing communication.
2. We will foster a positive climate of mutual trust and respect among faculty, staff, administrators, families, students, and community.
3. We will promote a culture of respect, understanding, and acceptance through continued district work in Cultural Competence.



# Communication to Stakeholders

<b>Form of Communication</b>	<b>Frequency</b>
Communication	On-going, as needed
District Newsletters	Rock Island – Milan Lines Weekly Newsletter (19)
Cabinet Newsletters	Cabinet Connections Weekly Newsletters (19)
Superintendent Updates	Monthly (5)



# 5Essentials Results

## Response Rates

	2023-2024	2024-2025
Students	90.44%	94.00%
Teachers	83.36%	92.10%
Parents	24.45%	35.99%

**Progress:**

**Student Response Rates: 79% of schools increased**

**Teacher Response Rates: 88% of schools increased**

**Parent Response Rates: 88% of schools increased**



# 5 Essentials Results

## Climate Survey Results

	2023-2024	2024-2025
Effective Leaders	Weak	Neutral
Collaborative Teachers	Weak	Neutral
Supportive Environment	Neutral	Neutral
Involved Families	Weak	Neutral
Ambitious Instruction	Neutral	Neutral

### Climate Rankings

**Very Strong**

**Strong**

**Neutral**

**Weak**

**Very Weak**



# Priority # 2 Progress

**Improve academic outcomes and close the achievement gaps through ensuring equity and opportunities for all students.**

1. We will provide access to interventions, support, and enrichment for all students.
2. We will provide equitable opportunities to all students for academic growth to meet and exceed grade level expectations.
3. We will improve the graduation rate.



# Course Offerings

## Selected Rigorous Course Enrollment

Ethnicity	Total	Percentage	Progress
Non-White	602	53.94%	-1.48%
White	514	46.06%	+1.48%

**Target: Increase non-white enrollment by at least 2%**

**Semester 1 Result: +1.35% (54.07% to 55.42%)**

**Semester 2 Result: -1.48%**

**Selected Courses: Honors, AVID, PLTW, Dual Credit, and Advanced Courses**



# Course Offerings

## Selected Rigorous Course Enrollment

Ethnicity	2022-2023	2023-2024	2024-2025
Non-White	51.47%	53.82%	53.94%
White	48.53%	46.18%	46.06%

**Target: Increase non-white enrollment by at least 2%**  
**Semester 1 Result: Increased by 1.35% (54.07 to 55.42%)**  
**Semester 2 Result: Decreased by 1.48%**

**Selected Courses: Honors, AVID, PLTW, Dual Credit, and Advanced Courses**



# Course Offerings

## Selected Rigorous Course Enrollment

2022-2023	2023-2024	2024-2025
51	47	49

**Target: 51 Courses**

**Semester 1 Result: 49**

**Semester 2 Result: 49**

**Selected Courses: Honors, AVID, PLTW, Dual Credit, and Advanced Courses**



# Course Offerings

## Selected Rigorous Course Sections

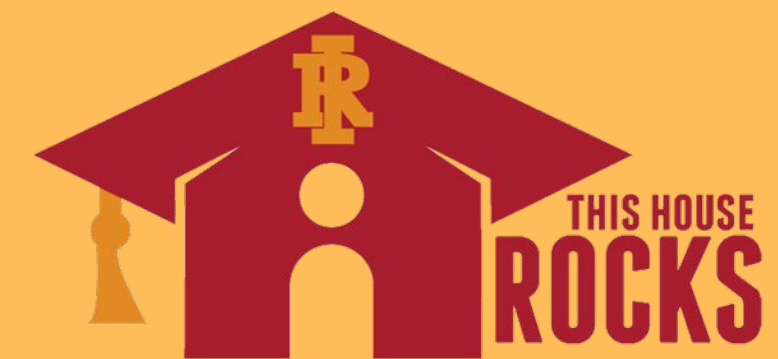
2022-2023	2023-2024	2024-2025
97	97	108

Target: NA

Semester 1 Result: 102

Semester 2 Result: 108

Selected Courses: Honors, AVID, PLTW, Dual Credit, and Advanced Courses



# Discipline Progress - Suspensions

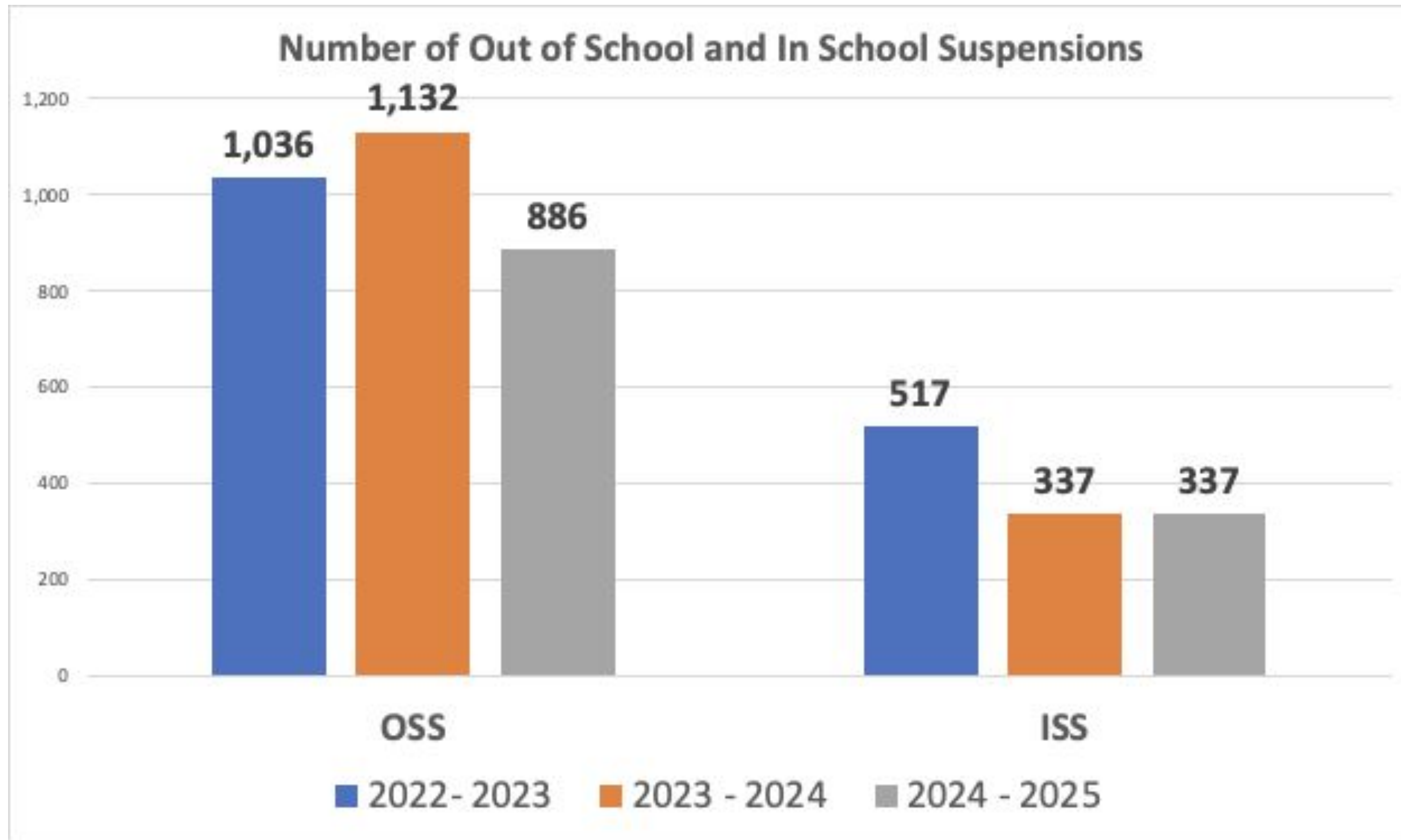
**Target:** Decrease out-of-school and in-school suspensions by at least 10% from prior school year.

Type	Total	Semester 2 Progress
OSS	886*	-22% (from 1,132 through 2nd Semester 2023-2024)
ISS	337*	0% (from 337 through 2nd Semester 2023-2024)

\* Tentative-data pulled before 5 day analysis period (past practice)



# Number of OSS and ISS



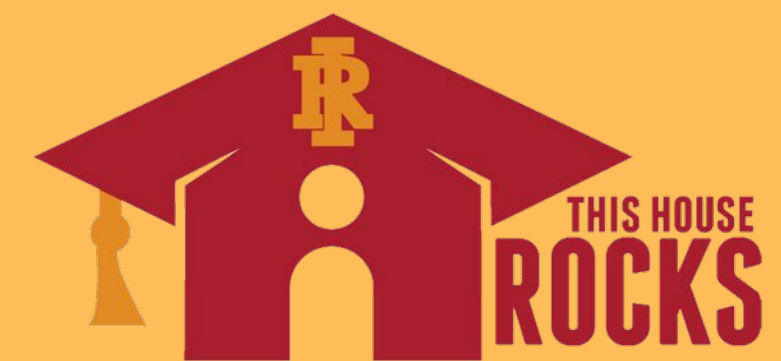
\* Tentative-data pulled before 5-day analysis period (past practice)



# Disaggregated Discipline Data - Suspensions

Grade	OSS
K	19
1	52
2	50
3	27
4	45
5	48
6	66
7	138
8	141
9	350
10	149
11	82
12	35

Ethnicity	OSS
African-American	681
Asian	16
Hispanic	143
Multi-Race	112
American Indian/ Alaska Native	2
White	248



# 1st Grade Readiness

**Measurement:** 1st grade readiness as measured by our district-wide assessment (MAP).

**Target:** 50% of Kindergarten scholars meeting or exceeding reading growth targets

Grade	BOY	MOY	EOY	S2 Progress
K	NA	48.7%	59.6%	+10.9%



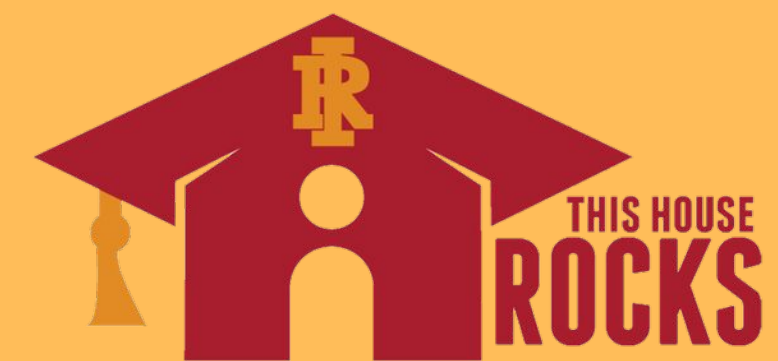
# 3rd Grade Scholar Performance

**Measurement:** Reading at grade level in the 3rd grade, as measured by Lexile (MAP), RIT Growth Targets (MAP), and IAR

## Targets:

- MAP Lexile Level Target: 80% of scholars will meet the Lexile Target (520L), 3rd Grade Lexile Range: 520L - 820
- MAP Growth Target: 60% of scholars will meet their individual growth targets
- IAR 3rd Grade Reading Target

Target	BOY	MOY	EOY	S2 Progress
Lexile	20.0%	32.9%	43.5%	+10.6%
Growth	55.1%	40.9%	54.1%	+13.2%
IAR	N/A	N/A	N/A	N/A



# 7th Grade Scholar Performance

**Measurement:** Scholars will perform math at grade level in the 7th grade, as measured by RIT Growth Targets (MAP) and IAR proficiency.

## Targets:

- MAP Growth Target: 60% of scholars will meet their individual growth targets
- IAR Target: 13% of scholars score in the meets or exceeds range on the IAR

Target	BOY	MOY	EOY	S2 Progress
Growth	58.6%	52.7%	53.8%	+1.1
IAR	N/A	N/A	N/A	N/A



# 11th Grade Scholar Performance

**Measurement:** Scholars will perform on grade level in Reading and Math in the 11th grade as measured by the SAT.

## Targets:

- ELA Target: 13% of scholars will score meets or exceeds on the SAT/ACT.
- Math Target: 6% of scholars will score meets or exceeds on the SAT/ACT.

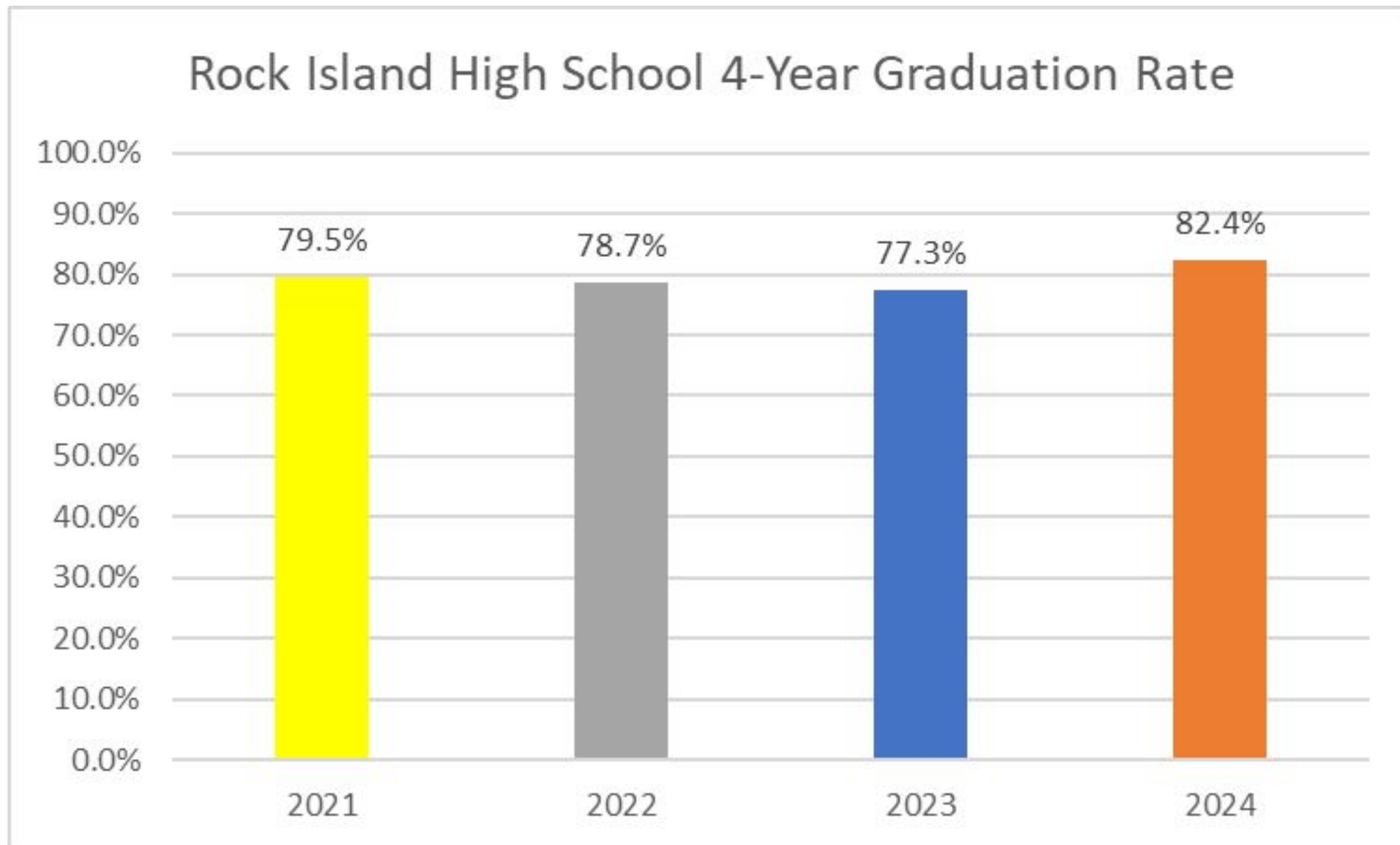
Target	2022 - 2023 SAT	2023 - 2024 SAT	2024 - 2025 ACT	S2 Progress
SAT/ACT ELA	14.3%	12.3%	N/A	N/A
SAT/ACT Math	9.7%	5.4%	N/A	N/A



# 4-Year Graduation Rate

**Measurement:** Graduation Rate

**Target:** 87% of scholars will graduate in 4 years



*Lagging indicator - ISBE Report Card Release in October 2025*



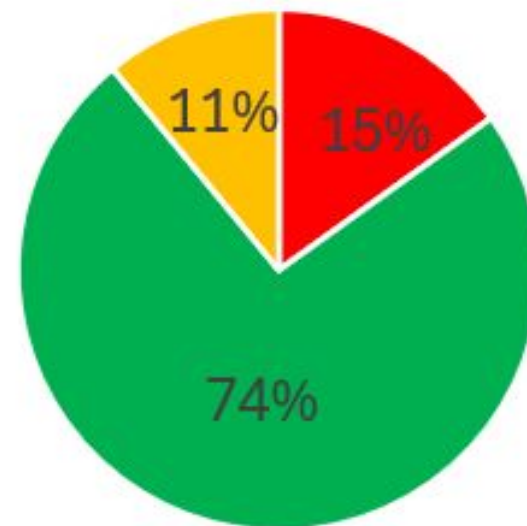
# 9th Grade on Track to Graduation

**Measurement:** Graduation Rate

**Target:** 85% of 9th grade scholars will be on track to graduate in 4 years

- Students identified as “on track” have earned **at least five full-year course credits (10 semester credits)** and have earned no more than **one semester “F” in a core course (English, math, science, or social science)**. Course credits from summer sessions are not included in this calculation.

RIHS FOT S1 SY25



*This indicator will be measured after second semester grades are finalized.*

■ Off Track ■ On Track ■ Warning



# Priority # 3 Progress

## Enhance and Improve Operations

1. Recruit, hire, develop, and retain a diverse staff.
2. Every building in the district has a safe, modern, welcoming physical environment.
3. Ensure financial integrity to be sure our financial resources work for us to meet our priorities.



# Recruitment & Retention

**Measurement:** The number of minority teaching faculty will increase annually.

**Target:** Increase annually.

Focus	Number 2023 - 2024	Number 2024 - 2025	
Minority Teachers	71	75	+4
Minority Staff Members	189	185	-4



# Recruitment & Retention

**Measurement:** The percentage of minority teaching faculty will increase annually.

**Target:** Increase annually.

Focus	Percentage 2023 - 2024	Percentage 2024 - 2025	
Minority Teachers	15.6%	16.4%	+0.01%
Minority Staff Members	34.4%	34.2%	+2%



# Fiscal Management

**Measurement:** Maintain the state financial recognition level (score above 3.5) and maintain 120 days of cash on hand (state recommendation is 90 days cash on hand)

**Target:** Financial recognition score, days cash on hand

Measure	2024 Status	Progress
State Financial Score	3.9	+0.1
# Days Cash on Hand	160	+6 days



# Next Actions for Improvement: Semester One Update

## Priority 1: Engage all stakeholders through building respectful relationships

1. Community newsletter – **in progress**
2. New website vendor implementation – **completed**
3. 5Essentials PD – **completed**
4. Superintendent's Advisories and Roundtables – **completed**



# Next Actions for Improvement: Semester One Update

**Priority 2: Improve academic outcomes and close the achievement gaps through ensuring equity and opportunities for all students**

1. Curriculum management audit – **completed**
2. NWEA (MAP) PD – **completed**
3. Center for HS Success PD – **completed**
4. ACT practice assessment and online instructional resources – **completed**
5. School Leaders' PD and PLCs – **completed**
6. Instructional walkthrough and feedback tool PD – **completed**



# Next Actions for Improvement: Semester 2 Update

## Priority 3: Enhance and Improve Operations

1. Complete short and long-term FMP – **completed**
2. Increase working cash to fund construction and maintenance projects – **completed**
3. Human resources audit – **completed**
4. Budget timeline and collaboration – **completed**



# Strategic Planning Update

e2L Strategic Design Methodology



powered by engage2learn



# Strategic Planning Update

## e2L Strategic Design Methodology

powered by  engage2learn

 engage2learn

Community Engagement  
Assessment of Representative Stakeholders'  
Input and Perspectives

Responsible Rollout  
Implementation Support

ENGAGE



DESIGN



VISION FOR  
LEARNING



CREATE



LEAD



Long-Term Strategic Vision  
Needs Assessment  
Strategic Plan Goals

Shared Vision  
Aspirational Goals  
Backward Design

Specific Results  
Action Planning

**July 30th &  
July 31st**

[engage2learn.org](https://engage2learn.org)

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# **BUILDING OUR FUTURE**

**June 10, 2025**

SHARON WILLIAMS, Ed. D.  
SUPERINTENDENT OF SCHOOLS



**ROCK ISLAND - MILAN  
SCHOOL DISTRICT #41**

# AGENDA

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- Projects
- Bond Proceeds
- Partner Update



# CURRENT PROJECTS

- Denkmann Elementary
  - New Roof
  - Tuckpointing
- Earl Hanson
  - Fire Alarms
- Edison Jr. High School
  - Secured Entry Redesign
- Longfellow Elementary
  - Tuckpointing
- Rock Island Center for Math & Science
  - Parking Lot Improvements



# CURRENT PROJECTS

- Rock Island High School
  - Cafeteria Flooring
  - HVAC Design, Replacements and Controls Update
  - Tuckpointing
- Thomas Jefferson
  - Fire Alarms
- Washington Jr High School
  - Secured Entry Redesign
  - Basement Repairs

# UPCOMING PROJECTS

- Rock Island High School
  - Aquatics Center
  - Band room renovations
  - Orchestra room renovations
- School Additions
  - Eugene Field
  - RIA
- Local 105 Iron Workers Donation of Benches to RIA

# ONGOING/PREVENTATIVE MAINTENANCE

- Updated drinking fountain installation
- Gymnasium Floor Sealing
  - Thomas Jefferson, Earl Hanson, Longfellow, Frances Willard
- Floor Repair
  - Ridgewood Restroom, Washington Restroom, CMS 1025
- Thomas Jefferson Basement Repairs
- Thurgood Marshall Library
  - Water infiltration redirection/moisture remediation
- RIHS Restroom Door/Lock Installation
- Wall Repair - Denkmann Elementary
- Boiler Drains/Repair
- Waterline Valve Shutoff Installation
- Sewer line repair - RIHS Dungeon / Horace Mann

# BOND PROCEEDS UPDATE

Bond Proceeds: \$55,000,000

## Requirements

First Draw 10%: August 2025

First Payment Due: Jan 1, 2026

85% spent within 3 years

Total Committed Funds	Total Bond Draw	% Committed	% Drawn
\$4,740,729	\$0.00	8.6%	0%

# PARTNER UPDATES



RUSSELL

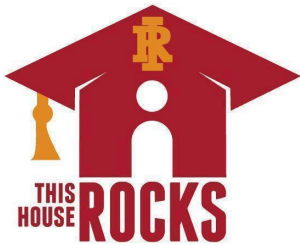


- RIHS
- CMS
- Thomas Jefferson
- Ridgewood
- Washington
- Thurgood
- Longfellow



- Eugene Field
- RIA
- Edison
- Earl Hanson
- Frances Willard
- Horace Mann
- Denkmann





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: June 10, 2025  
Re: Aperture Education

The Rock Island - Milan School District was awarded a 5-year grant in the amount of \$3,835,171.68 to partner with two (2) organizations, Connect with Kids (CWK) and Empirical Education, Inc. (EE), around social emotional learning (SEL) and mental health at the high school level. This grant is awarded by the U.S. Department of Education and is called Education Innovation and Research Grant (EIR). The grant began January 1, 2023 and will end on December 31, 2027.

As part of the research on SEL for the EIR grant the Devereux Student Strength Assessment (DESSA) is conducted multiple times per year. The DESSA is completed by both teachers and scholars and will be given throughout the life of the grant. The DESSA provides information on eight key social and emotional competencies aligned to the CASEL framework. Scores from the assessment are used to pinpoint each scholars specific strengths and opportunities for growth in each of the eight social and emotional competency domains and guide school/program wide, class-wide, small group strategies, and individual strategies to promote these competencies.

As an approved RIMSD vendor since 2023, it is recommended that the Board of Education approve the annual cost for assessment administration of \$17,912.50 by Aperture Education, 1 Pierce Place, Suite 900W Itasca, IL 61403.

**Investment Period: July 1, 2025 - June 30, 2026**  
**Total Investment: \$17,912.50**  
**Funding Source: Federal Funds (EIR Grant)**

# Contract for Service Form

## Rock Island-Milan School District 41

**VENDOR NAME:** Aperture Education, LLC **EMAIL:** mcampbell@apertureed.com

**ADDRESS:** 1 Pierce Place  
Itasca, IL 60143

**DATES OF SERVICE TO BE COMPLETED:** 2025-2026 school year

**SCHOOL DISTRICT CONTACT:** Stacey Golz

**COMPENSATION:** \$ 17,912.50

**DESCRIPTION OF DUTIES:**

Aperture Education has a product called DESSA that the students and staff use during the Education and Innovation Research Grant years to assess student SEL competencies. This is an online portal, with surveys conducted multiple times each year.

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

**Subscription/Software Name:** Aperture **Website:** www.appertureed.com

**Subscription/Software Start Date:** 07/01/2025 **End Date:** 06/30/2025

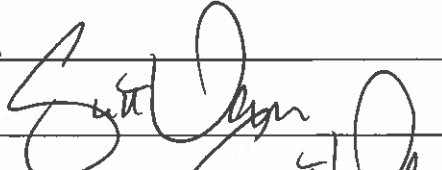
**SOPPA Approved:** Yes  or No

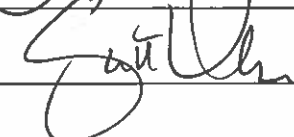
**School Board President or Superintendent** \_\_\_\_\_ **Date** \_\_\_\_\_

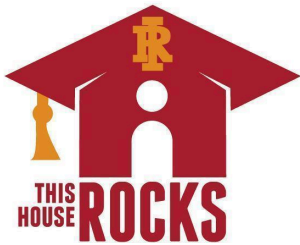
**Requesting School:** RIHS

**Budget Code:** 1-5-100-091-3000-3142-0

**Signature of Vendor:** N/A **Date:** \_\_\_\_\_

**Signature of Requestor:**  **Date:** 6/2/25

**Signature of Budget Administrator:**  **Date:** 6/2/25



Sharon Williams, Ed.D.  
*Superintendent of Schools*

To: RIMSD 41 Board of Education  
From: Dr. Sharon Williams  
Cabinet Champion: Kler Soe, Director of Communications  
Date: June 10, 2025  
Re: Apptegy Rooms add-on

As we continue to move forward with improving our district-wide communication strategies, one of the objectives we've identified is the consolidation of our means of communicating with our stakeholders. We are requesting to move forward with adding two-way communication services through our current website vendor, Apptegy. Their 'Rooms' platform will allow us to use our existing mobile app to communicate back and forth with scholars, staff, and parents. If stakeholders have questions about upcoming assignments, class curriculum, or anything day-to-day, they can message their teacher directly through this platform. It also serves as a safe space for teachers to communicate with students and their guardians in a way that protects the teacher and allows administrators to have proper oversight.

It is recommended that the Board of Education approve the attached contract for services with Apptegy for \$58,610 to purchase the Rooms add-on for the district. This is a 3-year agreement, and as such, we receive a discounted rate. This platform will replace our current communication channel, Remind. Apptegy will handle the setup, migration process from Remind, as well as provide unlimited training.

**Investment Period: 7/1/2025-7/1/2028**  
**Total Investment: \$58,610.00**  
**Funding Source: District**

# Powering Your School's Identity

Apptegy started in 2014 with the goal of enabling public school districts to build a strong brand and communicate more effectively with their audiences. In 2015, we partnered with our first three beta clients. Today, 2025, we've partnered with more than 4,000 clients in all 50 states to build their website, custom mobile app, and the mass notification system.

## What Makes Us Different

### 1 Apptegy's Ease of Use

With our publishing platform, Apptegy, **you don't need any programming knowledge** to update your district's website, app, or mass notification system. Now, you can promote your success stories across all communication channels right from your smartphone.

### 2 The User Experience for Your Community

Wherever your community engages with you online, **they'll be able to do so with ease.** No more pinching and pulling to view your website on a smartphone or being redirected somewhere else within your mobile app.

### 3 Your Experience Working With Us

From the beginning, Apptegy set out to be more than a software provider. We strive to be a true partner and resource for our districts. That commitment and our personal, fast, and easy support has earned Apptegy an unheard-of **99% client retention rate.**

“

I have to tell you, this platform is GREAT. Thrillshare simplifies the process of posting things to various school online resources to the point where I can see where we will be sharing so much with parents, especially on the app.

...

All of you at Apptegy have been absolutely wonderful to work with. We have received great feedback on our new website and app, and one of our most recent posts reached more people than we ever have! That would never have happened without Thrillshare!

”

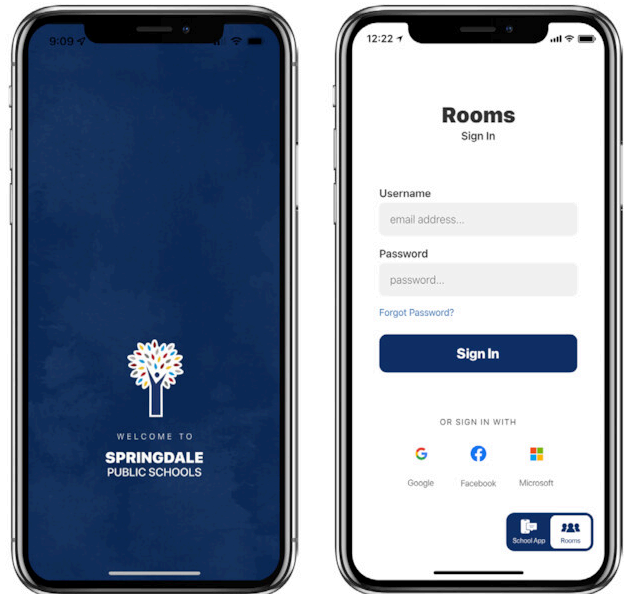
# Scope & Deliverables

At Apptegy, we've developed the first publishing platform for school districts, so your team manages all of your communication channels from a single place. This means that all administrative, school, and classroom communication can now be run from one place without the need to utilize multiple systems.

By eliminating the technological barrier required to communicate, Thrillshare makes it easy to assign roles and privileges to your team to update what they care most about. With this level of customization and control, you can be confident about consistent messaging being shared with your community.

## Rooms

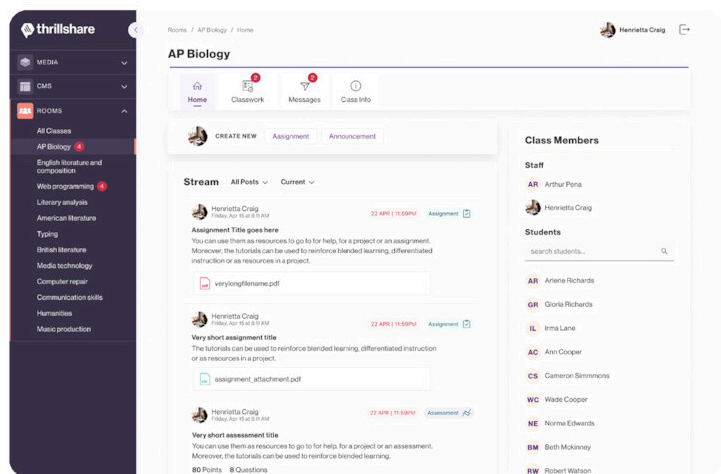
We build beautiful mobile apps for **Android and iPhone** that focus on what really matters: the user experience. And now with Rooms, classroom communication and messaging is integrated directly into your school app to give parents even more of a reason to continue to come back to the app for meaningful information.



## Easy to Use

For too long, teachers have been forced to choose between communication tools that aren't intuitive or tools that are all separate from the District communications.

We've eliminated this trade-off by providing teachers, coaches, and extracurricular sponsors with tools that make it as easy as possible to communicate with their families while keeping it within the district app and website.





## Two-Way Messaging

If a student or guardian has questions about upcoming assignments, class curriculum, or anything day-to-day, they can message their teacher directly through our Messages platform. This is a safe space for teachers to communicate with students and their guardians in a way that protects the teacher and allows administrators to have proper oversight.

## Unlimited 1:1 Training & Support

Apptegy is the first company in K-12 Technology to offer unlimited, free one-on-one training and support to every single teacher, coach, and staff member at your district.

Every district has had a bad experience with a tool where teachers weren't able to get the help or support they needed immediately – which usually results in failed implementations.

That's why our support team is ready to provide immediate help via chat, phone call, or zoom - so that your teachers and staff are able to learn the tools as quickly and easily as possible.

Hi Kimberly! 🙋

We're ready to help! Send us a message in the chat below or call us at 501-613-0370!

**Start a conversation**

Our usual reply time

🕒 **33 Seconds**

➤ Send us a message

# I. Estimated Transition Timeline

---

## **Kick-off**

Week 1

In this meeting, we discuss high-level timeline, set training dates, and talk through data exports from your student information system and any other relevant databases.

---

## **Data Export Setup**

Weeks 2-3

We set up data exports from your SIS to ensure proper syncing. We will have a meeting to ensure everything is working appropriately.

---

## **Development & User Migration**

Weeks 4-6

We build Rooms within your Thrillshare Platform and set up all relevant classes, extracurriculars, and sports.

We will import users and test for appropriate access.

---

## **Training Sessions**

Weeks 7-8

An ideal training schedule will include a setup call with your project lead, in-depth sessions for all of your power users, then a number of group or individual trainings with all teachers, coaches, and club sponsors.

---

## **Launch Campaign**

Weeks 9-10

The final step is ensuring that your school community is aware and excited about the new communication tools.

We provide you with marketing materials and handouts to provide your parents so that they can easily get settled in and start communicating.

---

## **Support**

Ongoing

Now that you are live, we work together to drive adoption and communication within Rooms. You will be working closely with your Client Success Manager on marketing strategies and our Support Team on any questions your users have after the switch.

## II. Order Form

Client Name: Rock Island - Milan School District #41, IL			
Address: 2000 7th Avenue,, Rock Island		Email: redrick.terry@rimisd41.org	
Illinois 61201		Phone: 309-793-5900	
Name	Price	Qty	Subtotal
<b>Rooms Development and Professional Development (one-time)</b> Training and support for teachers  *Billed one-time	\$7,600	1	\$7,600
<b>Rooms Development Discount (one-time)</b> Discounting Thrillshare rooms development cost for extended agreement	-\$2,000	1	-\$2,000
<b>Rooms (annual)</b> Thrillshare Rooms Publishing Platform (desktop and mobile) for ~6200 students  *Billed and payable in full annually  *For Clients that elect automatic renewal, pricing subject to 5% annual increases after last year of initial purchased term (see MSA for more info)	\$17,670	3	\$53,010
<b>SIS setup and user migration</b> Included in Thrillshare Rooms cost	\$0	1	\$0

### III. Payment Schedule

Payment Schedule: Payable subject to the terms of Agreement	Amount
Total of the above, collectively, the "Services"	\$58,610.00
July 1, 2025 ("Client Start Date")	\$23,270 (\$5,600 discounted development + \$17,760 annual)
July 1, 2026	\$17,670 annual
July 1, 2027	\$17,670 annual
July 1, 2028	\$17,670 (annual, if renewed) *Subject to 5% increase for renewal

This Order Form and Master Services Agreement (collectively, the "Agreement") is entered into as of the effective date listed above ("Effective Date") between Apptegy, Inc. ("Apptegy"), and the client listed above ("Client"). This Agreement includes and incorporates the above Order Form, as well as the attached Master Services Agreement ("MSA"). By signing below, Client acknowledges receipt of this Agreement, including the Order Form and the MSA, and hereby accepts and agrees to be bound by this Agreement.

**Client**

By:  SIGNATURE  
Sharon Williams

Name: Dr. Sharon Williams

Title: Superintendent

Date:

**Apptegy, Inc.**

By:  SIGNATURE  
Blake Norman

Name: Blake Norman

Title: Sales Manager



## Master Services Agreement

The following terms and conditions are a binding part of the Order Form and Master Services Agreement of Apptegy, Inc. (together with its affiliates, agents, and assigns, "**Apptegy**") between Apptegy and the Client that is set out in the Order Form. References to the "**Agreement**" below collectively include the Order Form (including and incorporating the terms and conditions set out in the "**Estimated Transition Timeline**" and the "**Payment Schedule**" that is provided with this Agreement) and the following terms and conditions. This Agreement provides the terms and conditions for Client to purchase and use Apptegy's Services (as defined below). Capitalized terms used but not otherwise defined in the following terms and conditions will have the meanings given to them in the Order Form.

**1. Integration with Other Documents.** This Agreement is the entire agreement between Apptegy and Client with respect to the Services, except as expressly set out below. No separate written or online agreements or terms and conditions will be incorporated in this Agreement or otherwise bind the parties unless expressly set out in this Agreement or in a Client Addendum (as defined below). The Client Addendum will control and govern with respect to all matters expressly addressed in the Client Addendum, and this Agreement will control and govern with respect to all other matters. If you do not have a separate Client Addendum, this Agreement will control and govern in all circumstances. To be enforceable on the parties, any amendment, modification, or addition to the terms and conditions of this Agreement must be set out in a separate addendum confirming such amendments, modifications, and/or additions in writing (a "**Client Addendum**").

**2. Services; License.** During the License Term, Apptegy will provide, and Client and the individuals allowed to access the Services by or on behalf of Client ("**User(s)**") may access and use, the products and services set out in the Order Form (collectively, "**Services**"). Client hereby grants Apptegy a limited, nonexclusive, revocable, worldwide, fully-paid, royalty-free license to use, copy, and modify Client's information, material, data, photographs, videos, intellectual property (including without limitation all copyrights, trademarks, service marks, and similar rights), and other content (collectively, "**Client Content**") for providing and improving the Services. Client's right to access and use the Services, and Apptegy's license to Client Content, will automatically terminate upon termination or expiration of this Agreement.

**3. Fees.** Client will pay to Apptegy all fees set out in the Order Form. Apptegy will submit invoice(s) to Client for all fees due upon execution of the Agreement and/or on the Client Start Date(s) (as defined below) as set out in the Order Form. Apptegy will invoice all subsequent-year fees on or about the anniversary of the applicable Client Start Date(s). Client agrees to pay all invoices in full within 30 days of the date of the invoice. Client agrees that (i) development and implementation fees are due as set out in the Order Form, (ii) fees for use of the Services are payable in annual portions for each year of the License Term as set out in the Order Form, (iii) fees for use of the Services are subject to Five Percent (5%) annual increases, starting the first renewal year after the last year of the term initially purchased by Client and continuing each year thereafter, as set out in the Order Form, and (iv) discounts for purchases of bundled Services will automatically expire if Client cancels any of the bundled Services and Client will thereafter be invoiced for the full price of the continuing Services. Client acknowledges that fees for Services do not include taxes, duties, and other government charges, including sales, use, consumption, VAT, GST, and other withholding, as applicable, and Client is solely responsible for any such obligations.

**4. License Term.** The term of Client's license to use the Services (the "**License Term**") will start on the date(s) set out on the Order Form (the "**Client Start Date(s)**"). Clients that purchase multiple Apptegy products may have different license start dates for different products. If no license start date is set out on the Order Form, the Thrillshare Media Client Start Date will be the date that is 60 days after Apptegy receives an executed Agreement from Client and the Thrillshare Rooms Client Start Date will be the date that is 90 days after Apptegy receives an executed Agreement from Client. The License Term will terminate on the anniversary of the applicable Client Start Date(s) that is after the number of license years initially purchased by Client, as set out in the Order Form, plus any renewal periods. This Agreement will renew for successive, additional periods of one (1) year from the anniversary of the Client Start Date(s), unless Client provides Apptegy with written notice of non-renewal before the end of the then-current License Term. Subject only to applicable procurement and appropriations law, Client agrees that it may not terminate this Agreement before the expiration of any then-current License Term without cause, unless Client pays Apptegy all fees in full for all license years of the then-current License Term, as set out in the Order Form, plus payment of any previously discounted amounts for the Services during the Term. All fees paid to Apptegy are non-refundable, subject only to applicable procurement and appropriations law.

**5. Performance Terms.** In addition to this Agreement, the rights and obligations of the Client and Apptegy with respect to providing, accessing, and using the Services will also be subject to and governed by the Apptegy Terms of Use ("**Terms of Use**") and Privacy Policy ("**Privacy Policy**"), available at the following links: <https://www.apptegy.com/terms-and-conditions/> and <https://www.apptegy.com/privacy-policy/>. The Terms of Use and Privacy Policy, as each may be amended, are incorporated into this Agreement in their entirety, as applicable to Client. Without limiting the generality of the foregoing, the Terms of Use and Privacy Policy set out and govern the terms and conditions for Services availability, User eligibility and acceptable use, data privacy and security, regulatory notices and information, warranties, disclaimers, and liability limitations, assignment, and other related terms. The applicability of the Terms of Use and Privacy Policy is limited to the order of priority set out below.

**6. Carrier Restrictions.** Apptegy provides text, voice, and email messaging to Client subject to restrictions placed on Apptegy by mobile and wireless carriers, network operators, and aggregators (collectively, “**Carriers**”), and industry protocols and standards. For example, Carriers have (i) placed limits on the number of characters that may be included in messages sent via the Services and (ii) placed restrictions on the type of messaging content that may be sent through the Services. Carrier restrictions are not within the control of Apptegy and are subject to change without notice. When new or modified restrictions apply, certain features and functions of the Services may change as a result without notice to you. Client agrees that Apptegy will not be responsible or liable for any change in the Services that arise from or in connection with such restrictions.

**7. TCPA/CTIA Compliance.** Client is exclusively responsible for complying with applicable laws and regulations governing communications sent via the Services by Client and Users under Client’s account, including, but not limited to, the Telephone Consumer Protection Act of 1991, as it may be amended (“**TCPA**”), and the requirements and policies of CTIA – The Wireless Association (“**CTIA**”). Client is encouraged to establish and implement methods and procedures to ensure compliance with applicable laws and regulations, including the TCPA and the CTIA, and to inform and train each of its employees, contractors, and representatives who use the Services on the methods and procedures. Apptegy may provide Client with materials and information about such laws and regulations, including the TCPA and the CTIA;

Client acknowledges that all such materials and information is provided for general education purposes only. No such act by or information from Apptegy (whether individually or taken as a whole) will create or be deemed to create responsibility or liability on the part of Apptegy with respect to Client’s compliance with the laws and regulations governing the communications sent via the Services by Client and Users under Client’s account, including the TCPA and/or the CTIA.

**8. COPPA Notice and Compliance.** Apptegy prohibits use of the Services by children under the age of thirteen (13), unless and only to the extent the child is a User invited or added to the Services by Client. When children are invited or added to the Services as Users under Client's account, Apptegy provides the Services with respect to the children solely in the educational context authorized by Client under this Agreement and solely for the benefit of Client and its Users. Client consents, as agent for and on behalf of such children (and their parents and guardians), to Apptegy's collection, use, and storage of personal information about or from the children in accordance with this Agreement. Client acknowledges that Apptegy is relying on Client's consent in the previous sentence for the purposes of complying with the Children's Online Privacy Protection Act, as it may be amended ("**COPPA**"), and that Apptegy is authorized to presume that Client has obtained and will maintain all required parent or guardian consent for Apptegy's collection, use, and disclosure of information for any children under the age of thirteen (13) that are invited or added to the Services under Client's account.

Please note that Client is responsible for complying with COPPA with respect to Users under Client's account if Client invites or adds children under the age of thirteen (13) to the Services. Client is encouraged to establish and implement methods and procedures to ensure compliance with COPPA, and to inform and train each of its employees, contractors, and representatives who use the Services on the methods and procedures. Apptegy may provide Client with materials and information about complying with COPPA; Client acknowledges that all such materials and information is provided for general education purposes only. No such act by or information from Apptegy (whether individually or taken as a whole) will create or be deemed to create responsibility or liability on the part of Apptegy with respect to Client's compliance with COPPA.

The Terms of Use and Privacy Policy, accessible as set out above, confirm that Apptegy may collect information about children as a necessary part of providing the Services to Client (for example, as applicable: contact information for communications sent via the Services; posts made on messaging tools in the Services; information included in assignments and other class content submitted via the Services) and provide notice regarding Apptegy's collection, use, and disclosure of personal information from children. Please note that some or all of this information may not be private as to the individual child, parent, or guardian. For example, for Users of Rooms, information shared by a User via the chat feature of Rooms will be visible to Client, as the party providing access to the Services to its Users. In some circumstances, information provided by or about a child may be available or visible to other individual Users. For example, for Users of Rooms, information about a child that is posted in the group messaging tool in a child's Room may be visible to other individual Users that are also authorized users for the same Room. Apptegy will collect, use, and disclose such information in accordance with COPPA and the Privacy Policy.

**9. Accessibility Compliance.** Client is exclusively responsible for complying with all applicable laws and regulations governing accessibility of the parts of the Services under the control of Client (for example: Client's website and/or mobile applications), including, but not limited to, the Americans with Disabilities Act, as it may be amended ("**ADA**"), and the requirements and policies of Web Content Accessibility Guidelines ("**WCAG**"). Client is encouraged to establish and implement methods and procedures to ensure compliance with applicable laws and regulations, including the ADA and the WCAG, and to inform and train each of its employees, contractors, and representatives who use the Services on the methods and procedures. The Services include tools to assist Client with accessibility compliance, and Apptegy may provide Client with materials and information about such laws and regulations, including the ADA and the WCAG; Client acknowledges that all such tools, materials, and information are provided to assist Client with its compliance obligations and for general education purposes only. No such functionality, act by, or information from Apptegy (whether individually or taken as a whole) will create or be deemed to create responsibility or liability on the part of Apptegy with respect to Client's compliance with the laws and regulations governing accessibility of the parts of the Services under the control of Client (for example: Client's website and/or mobile applications), including the ADA and/or the WCAG.

**10. Third Party Functions.** Apptegy relies on third-party providers and partners for parts of the Services (for example: posting a message or communication on a Facebook or Twitter account; hosting Client websites). APPTEGY IS NOT RESPONSIBLE FOR ANY CONSEQUENCE, LOSS, OR DAMAGE (DIRECT OR INDIRECT) ARISING FROM OR RELATING TO THE PARTS OF THE SERVICES MANAGED OR MADE AVAILABLE BY OR VIA THIRD-PARTY PROVIDERS AND PARTNERS. Please see the Terms of Use and Privacy Policy for more information.

**11. Disclaimers; Limited Liability.** Apptegy provides the Services subject to certain disclaimers and limitations of liability. Please see the Terms of Use and Privacy Policy for more information.

**12. Intellectual Property.** Nothing in this Agreement or the performance of this Agreement will convey, license, or otherwise transfer any right, title, or interest in any intellectual property or other proprietary rights held by either party, except as expressly set out in the Agreement. Apptegy retains all right, title, and interest in all intellectual property rights, including patent, trademark, trade secret, and copyright (whether registered or unregistered), in and to the Services and the underlying software and technologies, all related technical documentation, and all derivative works, improvements, and modifications to any of the foregoing. Client agrees the foregoing is necessary to Apptegy providing the Services.

**13. Compliance with Laws.** The parties agree to comply with all laws applicable to the use of the Services and performance of this Agreement.

**14. Miscellaneous.** The Order Form and Master Services Agreement, together with (i) the Terms of Use and Privacy Policy, and (ii) the Client Addendum, if applicable, is the entire agreement between the parties with respect to the subject matter, and supersedes all prior agreements and understandings, whether written or oral. If any conflict or ambiguity exists with respect to any term or condition of any of the foregoing, the following priority will govern and control: (1) if applicable, the Client Addendum for all matters expressly addressed in the Client Addendum; then (2) this Order Form and Master Services Agreement for all other matters; and then (3) the Terms of Use and Privacy Policy. Apptegy is not subject to any obligations that are not expressly identified in this Agreement, a Client Addendum, or the Terms of Use and Privacy Policy.

This Agreement is governed by the laws of the state in which Client is located, without regard to conflict of law principles. The parties irrevocably submit to the exclusive jurisdiction and venue of the federal courts having jurisdiction where Client is located for any dispute that relates to the Services or this Agreement. Except as set out in this Agreement, this Agreement may not be amended or modified without the prior written consent of both parties.

Neither party may assign this Agreement without the prior written consent of the other party, except in connection with a merger, acquisition, or sale of all or substantially all of a party's assets or voting securities. If any provision(s) of this Agreement is held invalid or unenforceable, such invalidity or unenforceability will not invalidate or render the Agreement unenforceable, but rather the Agreement will be construed as if not containing the unenforceable provision(s), and the rights and obligations of the parties will be construed and enforced to honor the parties' original intent to the maximum extent permitted under applicable law. This Agreement will inure to the benefit of the successors and assigns of the parties. The Agreement may be executed in multiple counterparts and executed by original, facsimile, or electronic signature (including PDF, Proposify, HelloSign, and similar methods), each of which when delivered will be deemed an original, and all of which together will constitute one agreement.



# Contract for Service Form

## Rock Island-Milan School District 41

**VENDOR NAME:** Apptegy **EMAIL:** \_\_\_\_\_  
**ADDRESS:** 2201 Brookwood Drive, Suite 115, Little Rock, AR 72202  
**DATES OF SERVICE TO BE COMPLETED:** 2025 - 2028 School Years  
**SCHOOL DISTRICT CONTACT:** Kler Soe  
**COMPENSATION:** \$ 58,610.00

**DESCRIPTION OF DUTIES:**

Provide two-way communication software (add-on) for teacher to student/family communication. Apptegy Rooms will be replacing Remind as the communication channel.

**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:** \_\_\_\_\_ **Website:** \_\_\_\_\_  
**Subscription/Software Start Date:** July 1, 2025 **End Date:** June 30, 2028

**SOPPA Approved:** Yes  or No

**Requesting School:** RIMSD41 District

**Budget Code:** \_\_\_\_\_

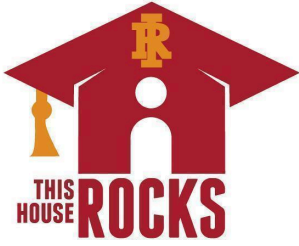
**Signature of Vendor:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Signature of Budget Administrator:**  **Date:** 6.5.2025

\_\_\_\_\_  
**Superintendent or School Board President**

71

\_\_\_\_\_  
**Date**



Sharon Williams, Ed.D.  
*Superintendent of Schools*

To: RIMSD 41 Board of Education  
From: Dr. Sharon Williams  
Cabinet Champion: Beth MacKenna, Director of Nutrition Services  
Date: June 10, 2025  
Re: Chemical Bid Approval

We respectfully request the Board of Education’s approval to award the chemical bid for the 2025-2026 school year to Smart Systems. A formal bid request was issued and distributed to the following local and regional vendors:

<b>Vendor</b>	<b>Location</b>	<b>Bid Submitted</b>
EMS Detergent	North Liberty, IA	NO
Kohl Wholesales	Quincy, IL	NO
Smart Systems	Mishawaka, IN	\$32,000

Smart Systems was the sole respondent, submitting a bid of \$32,000 annually, based on projected usage, sanitation training, and 13 site visits. Additional services provided by Smart Systems include:

1. A comprehensive manual sanitation program which includes delivery of sanitation materials, OSHA compliant documentation, and in-service food safety education for kitchen staff on a regular basis.
2. Computerized service reports after each visit, sent to the Nutrition Service Director, which includes a brief description of the service and training provided. Also designating if the kitchen is in HACCP compliance.
3. Ware wash program that includes delivery of detergent, rinse additives and de-liming agents in addition to routine maintenance on a regular basis. Staff will also receive in-service training on dish machines along with proper operation and maintenance.
4. Provide continuing education that will meet the USDA Professional Standards for all food service employees.
5. All buildings will be serviced at least every six weeks, or monthly, during the school year.

Optional successive on (1) year renewals not to exceed five (5) years total with the successful respondent. Such renewals would allow for the continuation of services and products to RIMSD41. Extensions will be effective through an amendment to the Agreement.

**Investment Period: July 1, 2025 – June 30, 2026**  
**Total Investment: Not to exceed \$32,000**  
**Funding Source: Nutrition Department Funds**

**Rock Island-Milan School District #41**  
2000 7<sup>th</sup> Avenue, Rock Island, IL 61201  
309-793-5900 x10210 | 309-793-5905 fax  
Sharon.williams@rimsd41.org  
www.rimsd41.org

# Contract for Service Form

## Rock Island-Milan School District 41

VENDOR NAME: Smart System EMAIL: michael@smart-4.com  
ADDRESS: 303 S. Byrkit Avenue, Mishawaka, IN  
DATES OF SERVICE TO BE COMPLETED: July 1, 2025 - June 30, 2026  
SCHOOL DISTRICT CONTACT: Beth Mackenna  
COMPENSATION: \$ 32,000.00

### DESCRIPTION OF DUTIES:

Chemical supplies, distribution of sanitation (manual and warewash) supplies, sanitation training & service.

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)*

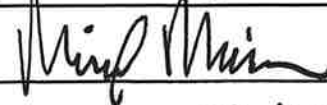
Subscription/Software Name: \_\_\_\_\_ Website: \_\_\_\_\_

Subscription/Software Start Date: \_\_\_\_\_ End Date: \_\_\_\_\_

SOPPA Approved: Yes  or No

Requesting School: RIMSD #41

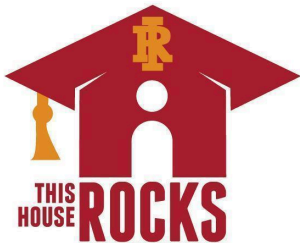
Budget Code: 1-5-(080, 100, 160, & 180)-084-2562-4900-0

Signature of Vendor:  MICHAEL MILLER Date: 6/3/2025

Signature of Budget Administrator: Beth Mackenna Date: 06/02/2025

\_\_\_\_\_  
Superintendent or School Board President

\_\_\_\_\_  
Date



Sharon Williams, Ed.D.  
*Superintendent of Schools*

To: RIMSD 41 Board of Education  
From: Dr. Sharon Williams  
Cabinet Champion: Alicia Sanders, Director of Student Services  
Date: June 10, 2025  
Re: Crisis Prevention Institute Renewal

The purpose of this memo is to inform the Board of Education about the district's plan to continue utilizing Crisis Prevention Institute (CPI) training for staff, with a focus on maintaining a safe and supportive learning environment.

Crisis Prevention Institute (CPI) is a nationally recognized program that equips staff with skills to safely manage disruptive and crisis situations. It emphasizes the importance of de-escalation, trauma-informed practices, and nonviolent physical intervention as a last resort. CPI aligns with our district's goals of promoting positive behavioral supports, student well-being, and staff preparedness.

**District Implementation Plan:**

- Trainers: The district will utilize three certified trainers on staff, renewal certification of two certified trainers
- Schedule: Annual on-going training June/July 2025, must have annual training met by December 2025
- Training Cohort: All administrators and building behavior support teams (teachers, paraprofessionals, safety teams, etc.)
- Documentation: All training will be documented and monitored through the Student Services Department and Human Resources Department

**Investment Period: July 1, 2025 - June 30, 2026**

**Total Investment: Not to exceed \$15,000**

**Funding Source: IDEA Funds**

**Rock Island-Milan School District #41**

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

# Contract for Service Form

## Rock Island-Milan School District 41

**VENDOR NAME:** Crisis Prevention Institute **EMAIL:** info@crisisprevention.com

**ADDRESS:** 10850 W. Park Place, Ste 250, Milwaukee, WI 53224

**DATES OF SERVICE TO BE COMPLETED:** SY25-26

**SCHOOL DISTRICT CONTACT:** Jenny Fuhr

**COMPENSATION:** \$ not to exceed \$15,000

**DESCRIPTION OF DUTIES:**

Nonviolent Crisis Intervention Online Course & Workbooks  
2 Instructor Renewals (Charles Butler & Christi Varnes)

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:** CPI Nonviolent Crisis Intervention **Website:** cirsisprevention.com

**Subscription/Software Start Date:** upon purchase **End Date:** one year from purchase date

**SOPPA Approved:** Yes  or No  N/A Does not hold student data

**Requesting School:** District

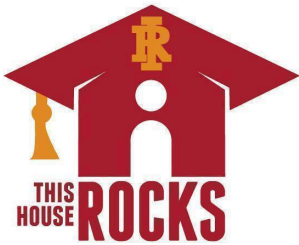
**Budget Code:** 1-5-080-046-2210-3140-0

**Signature of Vendor:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Signature of Budget Administrator:** \_\_\_\_\_ **Date:** \_\_\_\_\_

\_\_\_\_\_  
**Superintendent or School Board President**

\_\_\_\_\_  
**Date**



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 3, 2025  
Re: Every Child Contract 2025-2026 School Year

Every Child is the community partner agency that the Head Start Preschool program collaborates with in order to provide services to our Head Start Preschool students and their families. In addition, we also partner with them for mental health consultation services throughout the school year.

It is recommended that the school board approve a contract for service with Every Child for the 2025-2026 school year in the amount of \$23,550 to be paid for with Head Start Preschool funding.

**Total Investment: \$ 23,550**  
**Investment Period: July 1, 2025 - June 30, 2026**  
**Funding Source: Head Start**



## AGREEMENT FOR PROFESSIONAL SERVICES

Between:

Rock Island Milan School District Head Start AND EveryChild

EveryChild enters into an agreement with RIMSD Head Start to provide supportive clinical coaching services within RIMSD Head Start programming during the 2025-2026 school year. This agreement serves to outline the duties of each partnered agency and to define the service scope of work/framework.

Specifically, EveryChild agrees to:

- 1) Provide each of the seventeen (17) RIMSD Head Start classrooms with two (2) two-hour classroom observations and two (2) one-hour reflective debrief meetings annually. Observations are to be held once in the fall (2025) and another in the spring (2026).
- 2) Participate bi-yearly in RIMSD Head Start Health and Mental Health Advisory Council.
- 3) Support children's mental health by providing up to (15) additional hours of individual student observation, and an additional fifteen (15) hours of educator support/ clinical coaching for Teaching Staff regarding how to promote positive behaviors and create a regulated classroom environment.
- 4) Provide a Service Summary Report twice a year, after the completion of both fall and spring observations.
- 5) Conduct two designated consultation office hours once a month intended for staff to seek guidance, discuss concerns, and receive individualized or small-group consultation related to early childhood mental health.
- 6) Provide therapeutic support for those children aged birth to five (0-5) who have been exposed to violence or trauma specifically identified and referred to SFS by RIMSD Head Start.

RIMSD Head Start agrees to:

- 1) Payment of \$23,550 as the agreed upon fee for the scope of work described above to be facilitated within the 2025-2026 school year. Said payment is made to be paid in full by November 28<sup>th</sup>, 2025.
- 2) Take the lead role within collaborative efforts to obtain and secure any/all required permissions and consents for service as required by local, State, and Federal regulation.
- 3) Encourage Teaching Staff to participate in debrief meetings.
- 4) Refer to Safe from the Start therapeutic programming the families with known exposure to violence and/or trauma.



# Contract for Service Form

## Rock Island-Milan School District 41

VENDOR NAME: Every Child EMAIL: brittanyl@foreverychild.org

ADDRESS: 524 15th Street, Moline, IL 61265

DATES OF SERVICE TO BE COMPLETED: July 1, 2025 - June 30, 2025

SCHOOL DISTRICT CONTACT: Nicole Berry

COMPENSATION: \$ 23,550

### DESCRIPTION OF DUTIES:

Provide each of the seventeen (17) RIMSD Head Start classrooms with two (2) two-hour classroom observations and two (2) one-hour reflective debrief meetings annually. Observations are to be held once in the fall (2025) and another in the spring (2026).  
Participate bi-yearly in RIMSD Head Start Health and Mental Health Advisory Council.  
Support children's mental health by providing up to (15) additional hours of individual student observation, and an additional fifteen (15) hours of educator support/ clinical coaching for Teaching Staff regarding how to promote positive behaviors and create a regulated classroom environment.  
Provide a Service Summary Report twice a year, after the completion of both fall and spring observations.  
Conduct two designated consultation office hours once a month intended for staff to seek guidance, discuss concerns, and receive individualized or small-group consultation related to early childhood mental health.  
Provide therapeutic support for those children aged birth to five (0-5) who have been exposed to violence or trauma specifically identified and referred to SFS by RIMSD Head Start.

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: \_\_\_\_\_ Website: \_\_\_\_\_

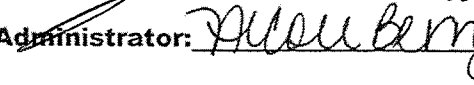
Subscription/Software Start Date: \_\_\_\_\_ End Date: \_\_\_\_\_

SOPPA Approved: Yes  or No

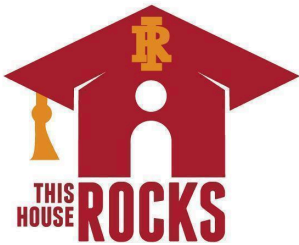
Requesting School: HMELC

Budget Code: 1-5-080-080-3000-3110-0

Signature of Vendor:  Date: 6-3-25  
MICHAEL TERRY OBG

Signature of Budget Administrator:  Date: 6-3-25  
NICOLE MANN

\_\_\_\_\_  
Superintendent or School Board President Date



Sharon Williams, Ed.D.  
*Superintendent of Schools*

To: RIMSD 41 Board of Education  
From: Dr. Sharon Williams  
Cabinet Champion: Josh Becker, Director of Building Operations  
Date: June 3, 2025  
Re: Doors Inc Contract for Service

Following a review of anticipated maintenance requirements for FY2026, the operations team requests Board approval of a vendor contract with Doors, Inc in an amount not to exceed \$20,000. The contract will facilitate the procurement of essential maintenance supplies, equipment, and tools necessary to support daily operations and unplanned repair needs for building entrances and security.

This agreement will help ensure that the Operations Department remains fully equipped to maintain the safety and functionality of school facilities—contributing to a secure and well-maintained learning environment for all students and staff.

It is recommended that the Board of Education approve the continued partnership with Doors Inc, located at 110 West 55th St. Davenport, Iowa, not to exceed \$20,000, as a key supplier of maintenance tools and materials. This ongoing relationship is vital to supporting timely repairs and the overall upkeep of district-owned facilities.

**Investment Period: July 1, 2025 - June 30, 2026**

**Total Investment: Not to exceed \$20,000**

**Funding Source: District Funds/Maintenance and Operations Department**

**Rock Island-Milan School District #41**

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

# Contract for Service Form

## Rock Island-Milan School District 41

**VENDOR NAME:** Doors Incorporated **EMAIL:** jwilkins@doorsincdavenport.com

**ADDRESS:** 110 W 55th St, Davenport, IA 52806

**DATES OF SERVICE TO BE COMPLETED:** July 1, 2025-June 30, 2026

**SCHOOL DISTRICT CONTACT:** Joshua Becker

**COMPENSATION:** \$ Not to exceed \$20,000

**DESCRIPTION OF DUTIES:**

To furnish doors, handles, hinges, keys & locks needed by our maintenance department for all district buildings.

**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:** \_\_\_\_\_ **Website:** \_\_\_\_\_

**Subscription/Software Start Date:** \_\_\_\_\_ **End Date:** \_\_\_\_\_

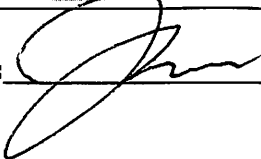
**SOPPA Approved:** Yes  or No

### DISTRICT BUILDINGS

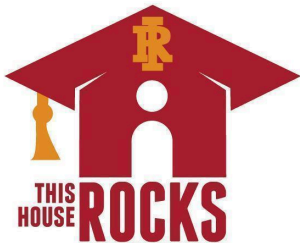
**Requesting School:** \_\_\_\_\_

**Budget Code:** O & M BUDGETS

**Signature of Vendor:** Brian Wear Digitally signed by Brian Wear  
DN: C=US, E=brianwear@doorsincdavenport.com,  
O=Doors Inc., OU=Vice President, CN=Brian Wear  
Date: 2025.05.21 08:31:47-0500 **Date:** \_\_\_\_\_

**Signature of Budget Administrator:**  **Date:** 5/21/25

\_\_\_\_\_  
**Superintendent or School Board President** 81 Date



Sharon Williams, Ed.D.  
*Superintendent of Schools*

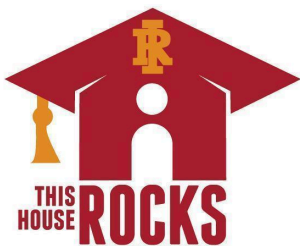
To: RIMSD 41 Board of Education  
From: Dr. Sharon Williams  
Cabinet Champion: Scott Vance, Assistant Superintendent for Teaching and Learning  
Date: June 10, 2025  
Re: Follett Content Solutions

Follett Content Solutions is a nationwide provider of supplies and materials for classrooms and libraries. Examples of supplies and materials provided by Follett Content Solutions include: books, eBooks, Makerspace materials, audiovisual resources, etc.

As an approved vendor with Rock Island-Milan School District, Follett Content Solutions has been the primary supplier of library materials for the district since 2023. The average expenditures for the district have been \$16,032.61.

Therefore it is recommended that the Board of Education approve Follett Content Solutions, PO Box #7410597, Chicago, IL as an approved vendor for an expenditure amount not exceeding \$16,200.00

**Investment Period: July 1, 2025 - June 30, 2026**  
**Total Investment: Not to Exceed \$16,200.00**  
**Funding Source: District Library Funds**



Sharon Williams, Ed.D.  
*Superintendent of Schools*

To: RIMSD 41 Board of Education  
From: Dr. Sharon Williams  
Cabinet Champion: Annaka Whiting, Chief Financial Officer  
Date: June 10, 2025  
Re: Illinois Association of School Boards (IASB)

Continued participation in the Illinois Association of School Boards (IASB) offers numerous strategic, educational, and operational advantages that support our mission to provide high-quality education and effective governance. IASB membership offers a wide range of professional development programs tailored to board members and administrators such as leadership training and governance workshops as well as a variety of publications, research reports and guidance material. IASB also offers policy services including PRESS (Policy Reference Education Subscription Services) and SBPOL (School Board Policies Online) which support the creation and maintenance of compliant, up-to-date board policies.

Membership in the Illinois Association of School Boards is a valuable investment in the effectiveness, accountability, and continuous improvement of our school board and district leadership.

It is recommended that the Board of Education approve the membership renewal, online subscriptions as well as conference and online learning courses from IASB, 2921 Baker Drive, Springfield, IL 62703 not to exceed \$22,000 for the 2025 -26 school year.

**Investment Period: 2025 - 26 School Year**  
**Total Investment: Not to exceed \$22,000.00**  
**Funding Source: District Funds**

# Contract for Service Form

## Rock Island-Milan School District 41

**VENDOR NAME:** \_\_\_\_\_ **EMAIL:** \_\_\_\_\_

**ADDRESS:** \_\_\_\_\_

**DATES OF SERVICE TO BE COMPLETED:** \_\_\_\_\_

**SCHOOL DISTRICT CONTACT:** \_\_\_\_\_

**COMPENSATION: \$** \_\_\_\_\_

**DESCRIPTION OF DUTIES:**

---

**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:** \_\_\_\_\_ **Website:** \_\_\_\_\_

**Subscription/Software Start Date:** \_\_\_\_\_ **End Date:** \_\_\_\_\_

**SOPPA Approved:** Yes  or No

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**Requesting School:** \_\_\_\_\_

**Budget Code:** \_\_\_\_\_

**Signature of Vendor:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Signature of Budget Administrator:** \_\_\_\_\_ **Date:** \_\_\_\_\_

---

**Superintendent or School Board President**

**Date**

## CONTRACT FOR SERVICE FORM INSTRUCTIONS

1. Enter **Vendor Name, Email, and Address**
2. Enter **Dates of Service** (most common is school year, *ex. 2024-25 school year*)
3. Enter **School District Contact**
4. Enter **Compensation** (if you do not know the exact amount, it is best to use an estimate with a cushion built in, *ex. If it was \$1,234 last year, you might use Not to exceed \$2,000*)
5. Enter **Description of Duties** (BRIEFLY describe the services to be provided)
6. Check YES or NO for **Is this a Subscription/Software** (if NO, proceed to the next section. If YES, complete the subscription/software information lines)
7. Enter **Requesting School**
8. Enter **Budget Code**
9. Submit form to **Vendor** for a **signature and date** (not needed if the Contract is for a subscription/software)
10. **Budget Admin signs and dates**
11. Form is scanned and emailed to the Executive Assistant to the Superintendent. If Federal funds are being used, please send to the Grants, Accountability & Assessments Specialist; the GAA/T&L Departments will ensure it is delivered to the Executive Assistant once they have approved.

## GUIDELINES

1. Contracts for Service are required for ALL service and subscription/software purchases. If it is not a physical good, it likely requires a Contract. This includes rentals but does not include memberships.
2. Contracts are required to be completed and approved prior to any services being scheduled or performed.
3. Contracts over \$10,000 (either for a single purchase or for the total spent with a single vendor across the District throughout the fiscal year) require School Board approval.
4. All Contracts, upon approval, require a requisition be entered into APECS so that a Purchase Order will be created.
5. The signed and returned Contract will not be sent directly to the vendor by the Executive Assistant. Instead, the approved Contract should be attached to the requisition in APECS and will be sent to the vendor along with the Purchase Order.
6. The required process for the purchase of all services, subscriptions, and software is as follows: (a) Contract for Service; (b) requisition in APECS with signed and approved Contract attached; (c) PO; (d) service performed/ subscription ordered.
7. Under **Dates of Service, Compensation, and Description of Duties**, please provide enough information for the Superintendent to determine if the Contract is allowable, however, please do not be so specific that amendments are required for minor changes (*ex. **Dates of Service** marked as "Every Thursday in February and March" but one day is a snow day and gets rescheduled to the next day. The Contract now has to be amended because it only allows for service to be provided on Thursdays. A better option would be "Spring 2025" or "Third Quarter 2025"*).
8. Please contact the Business Office with any questions or needed clarification.

**Remit Payment To:**

Illinois Association of School Boards  
2921 Baker Drive  
Springfield, Illinois 62703-5929

**Amount Due** \$8,505.00



**Bill To:**

Customer #: 810410  
Invoice #: 462661  
Rock Island/Milan SD 41  
Attn: Dr. Sharon Williams  
2000 7th Ave  
Rock Island, IL 61201-2636

Select Payment Method	
<input type="checkbox"/>	Check Enclosed      Check Number _____
If you wish to use another form of payment, please contact IASB at (217) 528-9688, ext. 1145. Please note that due to processing fees, payment via credit card will incur an additional 3% transaction fee.	

PLEASE DETACH AND REMIT WITH YOUR PAYMENT



2921 Baker Drive  
Springfield, Illinois 62703-5929  
(217) 528-9688  
Fax: (217) 528-2831  
FEIN: 31-1540788

Customer #: 810410

**BILL TO**

Rock Island/Milan SD 41  
Attn: Dr. Sharon Williams  
2000 7th Ave  
Rock Island, IL 61201-2636

**INVOICE**

Invoice #: 462661  
Invoice Date: 05/02/2025  
PO #:

**DUE UPON RECEIPT**

**SHIP TO**

Rock Island/Milan SD 41  
2000 7th Ave  
Rock Island, IL 61201-2636

Description	Quantity	Price	Discount	Amount
BoardBook Subscription	1	\$4,000.00	\$0.00	\$4,000.00
Policy Reference Education Subscription Service (Basic PRESS) Member	1	\$1,055.00	\$0.00	\$1,055.00
PRESS Plus Add on Subscription Member with SBPOL discount	1	\$825.00	\$0.00	\$825.00
School Board Policies Online (SBPOL) Subscription	1	\$2,625.00	\$0.00	\$2,625.00

Invoice Total	\$8,505.00
Taxes	\$0.00
Amount Paid	\$0.00
<b>PLEASE PAY</b>	<b>\$8,505.00</b>

**Remit Payment To:**

Illinois Association of School Boards  
2921 Baker Drive  
Springfield, Illinois 62703-5929

**Amount Due** \$11,251.00



**Bill To:**

Customer #: 810410  
Invoice #: 461053  
Rock Island/Milan SD 41  
Attn: Accounts Payable  
2000 7th Ave  
Rock Island, IL 61201

Select Payment Method	
<input type="checkbox"/>	Check Enclosed      Check Number _____
If you wish to use another form of payment, please contact IASB at (217) 528-9688, ext. 1145. Please note that due to processing fees, payment via credit card will incur an additional 3% transaction fee.	

PLEASE DETACH AND REMIT WITH YOUR PAYMENT



2921 Baker Drive  
Springfield, Illinois 62703-5929  
(217) 528-9688  
Fax: (217) 528-2831  
FEIN: 31-1540788

Customer #: 810410

**BILL TO**  
Rock Island/Milan SD 41  
Attn: Accounts Payable  
2000 7th Ave  
Rock Island, IL 61201

**INVOICE**

Invoice #: 461053  
Invoice Date: 05/02/2025  
PO #:

**DUE UPON RECEIPT**

**SHIP TO**  
Rock Island/Milan SD 41  
2000 7th Ave  
Rock Island, IL 61201

Description	Quantity	Price	Discount	Amount
IASB Active Membership Dues	1	\$11,251.00	\$0.00	\$11,251.00

Invoice Total	\$11,251.00
Taxes	\$0.00
Amount Paid	\$0.00
<b>PLEASE PAY</b>	<b>\$11,251.00</b>

May 2, 2025

Invoice mailed to  
Superintendent's  
office.

Dear Superintendent:

A statement is enclosed containing information regarding your district's Fiscal Year 2025-2026 membership of the Illinois Association of School Boards. We thank you for your continued support.

Your district's dues amount **for FY 2026 can be found on the enclosed invoice**. Member dues are based upon three variables: Base Charge + (Weighted Factor x Final Resources). The Base Charge and the Weighted Factor are linked to student enrollment (not ADA) and expenditures. Please know that in the future, your district will not experience more than a 4% annual increase in dues regardless of the calculated amount.

The Association's Areas of Focus and Board of Directors Results Indicators continue to guide the work of IASB staff. We will continue to seek new and innovative ways to accomplish our mission of developing the competencies and confidence of providing timely and meaningful support to our members.

IASB has launched an Advocacy Ambassador Program, which will connect board members to legislators to discuss important legislative topics and advocate on behalf of public education. IASB staff sends legislative updates to keep members informed on current issues and ensure platforms for a strong collective voice on common interests and concerns.

Subscriptions to PRESS Plus continue to grow, and I am proud that IASB staff continue to provide timely responses to member districts.

The Association will offer the Equity Immersion event again in conjunction with the 2025 Joint Annual Conference.

The Association continues to offer a range of sponsored programs which allow districts to save valuable resources, including:

- Illinois School District Liquid Asset Fund Plus (ISDLAF+) for investment opportunities for Illinois districts,
- Illinois School District Agency for property casualty pool (ISDA),
- Illinois Energy Consortium (IEC) powered by Future Green for electric, gas group purchasing and solar power opportunities,
- BoardBook, web-based software application for document management,
- Illinois Schools Employee Benefit Consortium, health insurance pool, and
- SuperEval, an evaluation program for leadership in school districts.

Please know that we are committed to continuous improvement and service to our members. We value your membership and investment in IASB.

If you have any questions regarding your dues amount, please contact your IASB Outreach & Training Director or the IASB Business Services department.

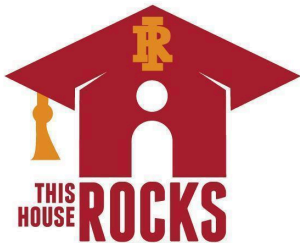
Thank you again for your support.

Sincerely,

A handwritten signature in black ink, appearing to read "Kimberly A. Small". The signature is written in a cursive, flowing style.

Kimberly A. Small  
Executive Director, IASB

Enclosures



Sharon Williams, Ed.D.  
*Superintendent of Schools*

To: RIMSD 41 Board of Education  
From: Dr. Sharon Williams  
Cabinet Champion: Alicia Sanders, Director of Student Services  
Date: June 10, 2025  
Re: NCS Pearson Renewal

It is recommended that the Board approve NCS Pearson as a renewal vendor for purchasing educational materials and assessments district-wide. The District orders from Pearson because they are a leading vendor in standardized psychological and educational assessments. Many of the assessments the District relies on are exclusive to Pearson, making them an essential resource for our needs. Pearson also offers one of the largest, if not the largest selections of testing instruments and rating scales in the industry. In addition, we utilize their digital scoring platform, which streamlines our assessment process. Our orders include IQ tests, academic assessments, speech evaluations, and social-emotional rating scales, all of which are integral to supporting student development and academic progress across the district.

**Investment Period: July 1, 2025 - June 30, 2026**  
**Total Investment: Not to exceed \$35,000**  
**Funding Source: IDEA and Head Start Budgets**

# Contract for Service Form

## Rock Island-Milan School District 41

**VENDOR NAME:** Pearson Education (NCS Pearson, Inc) **EMAIL:** \_\_\_\_\_

**ADDRESS:** Pearson Assessments, 2601 Green Valley Dr, Bloomington, MN 55437

**DATES OF SERVICE TO BE COMPLETED:** SY 25-26

**SCHOOL DISTRICT CONTACT:** Alicia Sanders

**COMPENSATION:** \$ Not to exceed \$35,000

### DESCRIPTION OF DUTIES:

Forms/Assessment materials are ordered multiple times throughout the school year for use district-wide. Orders include IQ tests, academic assessments, speech evaluations, and social-emotional rating scales, all of which are integral to supporting student development and academic progress across the district.

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:** Pearson Education **Website:** pearsonassessments.com

**Subscription/Software Start Date:** 7/01/25 **End Date:** 6/30/26

**SOPPA Approved:** Yes  or No

**Requesting School:** District

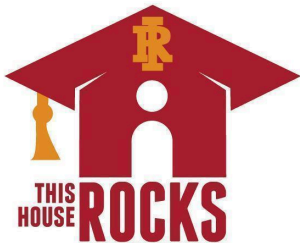
**Budget Code:** 1-5-080-046-1220-3140-0 (online forms) & 1-5-080-046-1220-4100-0 (print forms)

**Signature of Vendor:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Signature of Budget Administrator:** \_\_\_\_\_ **Date:** \_\_\_\_\_

\_\_\_\_\_  
**Superintendent or School Board President**

\_\_\_\_\_  
**Date**



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: June 10, 2025  
Re: Northwest Education Association (NWEA)

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 \$85,780.

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 \$85,780.00, District funds will be used for the NWEA contract.

**Investment Period: July 1, 2025 - June 30, 2026**  
**Total Investment: \$85,780**  
**Funding Source: District Funds**



## SALES ORDER

Order Date: 05/07/2025

Start Date: 07/01/2025

Order #: 00118688

End Date: 06/30/2026

### Prepared For

Account Name: Rock Island/Milan SD 41

Agency Code: 11976

Primary Contact: Scott Vance

Email: scott.vance@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
MAP Growth K-12	\$14.50	5,840	\$84,680.00
MAP Growth Foundations Online Annual License	\$1,100.00	1	\$1,100.00

Subtotal	\$85,780.00
Estimated Tax	\$0.00
<b>Grand Total</b>	<b>\$85,780.00</b>

### 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.hnhco.com/s/article/Billing-and-Invoices>. Click on "Requesting a W-9" and select "NWEA".

The Tax ID for NWEA, a division of Houghton Mifflin Harcourt Publishing Company, is 04-1456030.



## Terms and Conditions

This Sales Order is between Customer and NWEA, a division of Houghton Mifflin Harcourt Publishing 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 \_\_\_\_\_



# Contract for Service Form

## Rock Island-Milan School District 41

VENDOR NAME: NWEA EMAIL: \_\_\_\_\_

ADDRESS: 121 NW Everett Street Portland, OR 97209

DATES OF SERVICE TO BE COMPLETED: 2025-2026 school year

SCHOOL DISTRICT CONTACT: Stacey Golz

COMPENSATION: \$ 85,780

**DESCRIPTION OF DUTIES:**

MAP assessment for the 2025-2026 School year

Is this a Subscription/Software: Yes  or No

95

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

Subscription/Software Name: NWEA Website: www.NWEA.org

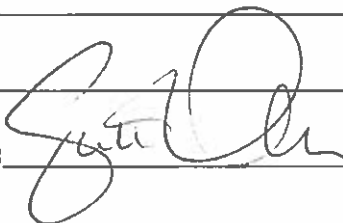
Subscription/Software Start Date: 07/01/2025 End Date: 06/30/2026

SOPPA Approved: Yes  or No

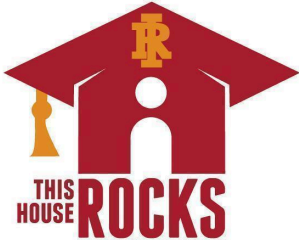
Requesting School: RIMSD #41

Budget Code: District funds

Signature of Vendor: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Budget Administrator:  Date: 6/4/25

\_\_\_\_\_  
Superintendent or School Board President Date



Sharon Williams, Ed.D.  
*Superintendent of Schools*

To: RIMSD 41 Board of Education  
From: Dr. Sharon Williams  
Cabinet Champion: Annaka Whiting, Chief Financial Officer  
Date: June 10, 2025  
Re: Printing and Promotional Items - One Step, Inc.

The Pre-Qualified Contractors program is a procurement method designed to streamline purchasing for supplies and services. Through this process, the district issues a Request for Proposals (RFP) or bid solicitation for an indefinite quantity contract, requesting unit pricing from vendors based on volume ranges. For example, a vendor may be asked to provide pricing for 0 to 500 units, 501 to 1,000 units, and so on. This approach allows the district to evaluate and award contracts based on submitted pricing and award multiple contracts for the same items to maintain flexibility and competitiveness. Once contracts are in place, the district can make purchases using purchase orders under the agreed terms, eliminating the need to solicit bids for each individual transaction. This process increases efficiency, provides pricing transparency, and reduces administrative burden.

A RFP was issued on May 9<sup>th</sup> for vendors to provide pricing for the following categories in which all items must be customizable with the district's logo and branding standards:

- T-shirts, hoodies, polos (youth and adult sizes)
- Banners, yard signs, posters
- Printed materials (brochures, flyers, postcards)
- Promotional items (pens, water bottles, tote bags, lanyards, etc.)
- Custom notebooks, planners, folders

The District received three responses and is seeking approval to award individual contracts to the respondents. This request is for Board approval to enter into a contract with One Step, Inc.

**It is recommended that the Board of Education approve a contract for service with One Step, Inc, 806 W. 4th Street, Davenport, IA 52802 for fiscal year 2026, not to exceed \$75,000.**

**Investment Period: July 1, 2025 – June 30, 2026**  
**Total Investment: Not to exceed \$75,000 for each approved vendor**  
**Funding Source: District Funds**

**Rock Island-Milan School District #41**  
2000 7<sup>th</sup> Avenue, Rock Island, IL 61201  
309-793-5900 x10210 | 309-793-5905 fax  
Sharon.williams@rimsd41.org  
www.rimsd41.org

# Contract for Service Form

## Rock Island-Milan School District 41

VENDOR NAME: One Step, Inc. EMAIL: \_\_\_\_\_

ADDRESS: 806 W. 4th Street, Davenport, IA 52802

DATES OF SERVICE TO BE COMPLETED: Fiscal Year 2026

SCHOOL DISTRICT CONTACT: Annaka Whiting

COMPENSATION: \$ not to exceed \$75,000

### DESCRIPTION OF DUTIES:

Printing and promotional items for the District.  
T-shirts, hoodies, polos (youth and adult sizes)  
Banners, yard signs, posters  
Printed materials (brochures, flyers, postcards)  
Promotional items (pens, water bottles, tote bags, lanyards, etc.)  
Custom notebooks, planners, folders

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: \_\_\_\_\_ Website: \_\_\_\_\_

Subscription/Software Start Date: \_\_\_\_\_ End Date: \_\_\_\_\_

SOPPA Approved: Yes  or No

Requesting School: RIMSD41 District

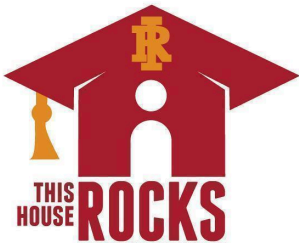
Budget Code: Misc. supply codes

Signature of Vendor: [Signature] Date: 5/30/2025

Signature of Budget Administrator: [Signature] Date: 6/2/25

\_\_\_\_\_  
Superintendent or School Board President

\_\_\_\_\_  
Date



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 4, 2025  
Re: **Sooner Concrete Construction - Preschool for All Trike Track - HMELC**

It is recommended that the school board approve a contract for service with Sooner Concrete Construction for the installation of a concrete trike pad around the pavilion at Horace Mann Early Learning Center including excavation and rock, grade and pour in the amount of \$19,585 to be paid for with Preschool for All funding.

**Total Investment: \$ 19,585**  
**Investment Period: June 2025**  
**Funding Source: Preschool for All**

# Proposal

## Sooner Concrete Construction

453 47<sup>th</sup> Ave. Ct. • East Moline, IL 61244

(309) 292-2006

PROPOSAL SUBMITTED TO <u>RI Schools</u>	PHONE	DATE <u>6/07/25</u>
STREET <u>3530 38<sup>th</sup> Ave</u>	JOB NAME	
CITY, STATE, AND ZIP CODE <u>Rock Island</u>	JOB LOCATION	
ARCHITECT	DATE OF PLANS	JOB PHONE

We hereby submit specifications and estimates for:

<u>Concrete Pad around the Pavilion</u>
<u>Excavation and Rock, Grade and pour</u>
<u>4000 lb mix</u>
<u>Wheel In Concrete</u>

**Sooner concrete not responsible for cracking, peeling, or flaking concrete. Workmanship guaranteed not product.  
DO NOT USE DE-ICERS ON CONCRETE**

**RIGHT TO CANCEL**

**CONCRETE WILL GET HARD AND CRACK**

Owner has an unconditional right to cancel the agreement, without penalty or obligation until midnight of the third business day after the agreement was signed. Cancellation must be done in writing. Upon cancellation, any property traded in, any payments made under the agreement, and any negotiable instrument executed will be returned within 10 business days following receipt by the contractor of cancellation notice.

Homeowner is responsible for property fees, location of garage and any covenants pertaining to garage.

**We Propose** hereby to furnish material and labor - complete in accordance with above specifications, for the sum of:

dollars (\$ 19,585 ).

Payment to be made as follows

All material is guaranteed to be specified. All work to be completed in a workmanlike manner according to standard practices. Any alteration or deviation from above specifications involving extra costs will be executed only upon written orders, and will become an extra charge and above the estimate. Owner to carry fire, tornado and other necessary insurance. Our worker's fully covered by Workman's Compensation Insurance.

Authorized Signature \_\_\_\_\_

Note: This proposal may be withdrawn by us if not accepted within \_\_\_\_\_ days.

**Acceptance of Proposal** - The above prices, specifications and conditions and are hereby accepted. You are authorized to do the work as specified. Payment will be made as outlined above.

Signature Math

Signature \_\_\_\_\_

Date of Acceptance: \_\_\_\_\_

# Contract for Service Form

## Rock Island-Milan School District 41

**VENDOR NAME:** Sooner Concrete Construction **EMAIL:** \_\_\_\_\_

**ADDRESS:** 453 47th Avenue Ct, East Moline, IL 61244

**DATES OF SERVICE TO BE COMPLETED:** June 2025

**SCHOOL DISTRICT CONTACT:** Nicole Berry/Joshua Becker

**COMPENSATION:** \$ 19,585

**DESCRIPTION OF DUTIES:**

Installation of a concrete trike pad around the pavilion at Horace Mann Early Learning Center including excavation and rock, grade and pour.

**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:** \_\_\_\_\_ **Website:** \_\_\_\_\_

**Subscription/Software Start Date:** \_\_\_\_\_ **End Date:** \_\_\_\_\_

**SOPPA Approved:** Yes  or No

**Requesting School:** HMELC

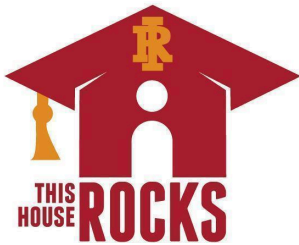
**Budget Code:** 1-5-270-011-2540-5400-0

**Signature of Vendor:**  **Date:** \_\_\_\_\_

**Signature of Budget Administrator:**  **Date:** 6/4/2025

\_\_\_\_\_  
**Superintendent or School Board President**

\_\_\_\_\_  
**Date**



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: June 10, 2025  
Re: Project Lead the Way (PLTW)

Project Lead the Way is a nationally recognized program that integrates STEM learning and activities into schools. Currently, several schools within the Rock Island Milan School District utilize Project Lead the Way. RIMSD has been awarded a Computer Science Equity grant, and as part of that grant the District will be expanding Project Lead the Way into two (2) additional elementary schools for the 2025-2026 school year.

The contract for service with Project Lead the Way includes the following:

- Annual Course Registration Fee:
  - Edison Junior High
  - Eugene Field Elementary
  - RICMS
  - RIHS
  - Thomas Jefferson
  - Washington Junior High
- Professional Development

It is recommended that the Board of Education approve the contract for service with Project Lead the Way, Inc. 555 North Morton Street, Bloomington, IN. 47404 \$18,649.00.

**Investment Period: July 1, 2024 - June 30, 2025**

**Total Investment: \$18,649.00**

**Funding Source: District and Computer Science Equity Grant**

**Rock Island-Milan School District #41**

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

**Contract for Service Form**

**Rock Island-Milan School District 41**

**VENDOR NAME:** PLTW **EMAIL:** \_\_\_\_\_

**ADDRESS:** 5939 Castle Creek Pathway North Drive  
Indianapolis, IN 46250

**DATES OF SERVICE TO BE COMPLETED:** 2024-2025 school year

**SCHOOL DISTRICT CONTACT:** Stacey Golz

**COMPENSATION:** \$ 18,649.00

**DESCRIPTION OF DUTIES:**

Participation Fee, Professional Development, and materials

**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

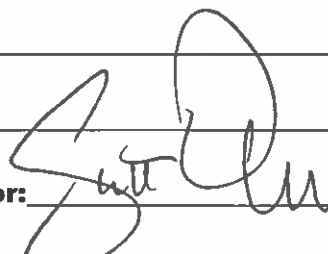
**School Board President or Superintendent** \_\_\_\_\_ **Date** \_\_\_\_\_

**Requesting School:** RIMDS #41 (RIHS, EJHS, WJHS, EF, TJ, RICMS)

**Budget Code:** District and State Funds

**Signature of Vendor:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Signature of Requestor:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Signature of Budget Administrator:**  \_\_\_\_\_ **Date:** 6/2/25

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 05/21/2025  
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## ROCK ISLAND SCHOOLS

Purchase Order: 8952010

<b>Originator:</b> WALTHALL, JENNIFER	<b>Requested By:</b> WALTHALL, JENNIFER	<b>PO Date:</b> 08/04/2024
<b>Req. Center:</b> EDISON JUNIOR HIGH	<b>PO Type:</b> Regular	<b>Date Needed:</b> 08/05/2024
<b>Ship To:</b> EDISON JUNIOR HIGH	<b>Buyer:</b>	<b>PO Dispatch:</b> Email
<b>Description:</b> EJHS PLTW GATEWAY PARTICIPATION FEE 24-25	<b>Bid No.:</b>	<b>Ref. No.:</b>
<b>Marked For:</b>	<b>Campus/Bldg./Room:</b>	
<b>Status:</b> Approved	<b>Hold Reason:</b>	<b>FOB:</b> D - FOBD Destination freight paid by vendor

<b>Req. No.:</b> 250350	<b>Req. Date:</b> 08/04/2024
<b>Vendor ID:</b> 24216	<b>Attention To:</b> Wendy Irizarry
<b>Name:</b> PROJECT LEAD THE WAY, INC	<b>Phone:</b> (317) 669-0889
<b>Address:</b> 5939 CASTLE CREEK PARKWAY NORTH DRIVE	<b>Fax No.:</b> (317) 536-3518
<b>City:</b> INDIANAPOLIS	<b>Email:</b> productsupport@pltw.org
<b>State:</b> IN	
<b>Country:</b> USA	
<b>Zip:</b> 46250	

Bid/TC No.	Description	Amount
<b>GROUP NO.: 1</b>		
<b>Account No.</b>	<b>Description</b>	<b>Amount</b>
1-5-160-000-1120-3141-0	EJHS PLTW CONT SVC	950.00
<b>Qty.</b>	<b>UOM</b>	<b>PCode</b>
1.0000		
	<b>Description</b>	<b>Unit Cost</b>
	EJHS PROJECT LEAD THE WAY	950.0000
<b>Tax:</b>	<b>Discount:</b>	<b>Shipping:</b>
0.00	0.00	0.00
	<b>Group Total:</b>	950.00
	<b>GRAND TOTAL:</b>	950.00

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**NOTES**

Notes (Internal):  
 Notes to Vendor:

Approver	Action Taken By	Date	Comments	Action

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Page: 1 of 1  
05/21/2025  
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## ROCK ISLAND SCHOOLS

Purchase Order: 8952011

<b>Originator:</b> WALTHALL, JENNIFER	<b>Requested By:</b> WALTHALL, JENNIFER	<b>PO Date:</b> 08/04/2024
<b>Req. Center:</b> WASHINGTON JUNIOR HIGH	<b>PO Type:</b> Regular	<b>Date Needed:</b> 08/05/2024
<b>Ship To:</b> WASHINGTON JUNIOR HIGH	<b>Buyer:</b>	<b>PO Dispatch:</b> Email
<b>Description:</b> WJHS PLTW GATEWAY PARTICIPATION FEE 24-25	<b>Bid No.:</b>	<b>Ref. No.:</b>
<b>Marked For:</b>	<b>Campus/Bldg./Room:</b>	
<b>Status:</b> Approved	<b>Hold Reason:</b>	<b>FOB:</b> D - FOB Destination freight paid by vendor

<b>Req. No.:</b> 250351	<b>Req. Date:</b> 08/04/2024
<b>Vendor ID:</b> 24216	<b>Attention To:</b> Wendy Irizarry
<b>Name:</b> PROJECT LEAD THE WAY, INC	<b>Phone:</b> (317) 669-0889
<b>Address:</b> 5939 CASTLE CREEK PARKWAY NORTH DRIVE	<b>Fax No.:</b> (317) 536-3518
<b>City:</b> INDIANAPOLIS	<b>Email:</b> productsupport@pltw.org
<b>State:</b> IN	
<b>Country:</b> USA	
<b>Zip:</b> 46250	

Bid/TC No.	Description	Amount
<b>GROUP NO.: 1</b>		
<b>Account No.</b>	<b>Description</b>	<b>Amount</b>
1-5-180-000-1120-3141-0	WJHS PLTW CONT SVC	950.00
<b>Qty.</b>	<b>UOM</b>	<b>PCode</b>
1.0000		
	<b>Description</b>	<b>Unit Cost</b>
	WJHS PROJECT LEAD THE WAY	950.0000
<b>Tax:</b>	0.00	<b>Discount:</b> 0.00
		<b>Shipping:</b> 0.00
		<b>Group Total:</b> 950.00
		<b>GRAND TOTAL:</b> 950.00

**NOTES**

Notes (Internal):

Notes to Vendor:

Approver	Action Taken By	Date	Comments	Action

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05/21/2025  
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## ROCK ISLAND SCHOOLS

Purchase Order: 8952012

<b>Originator:</b> WALTHALL, JENNIFER	<b>Requested By:</b> WALTHALL, JENNIFER	<b>PO Date:</b> 08/04/2024
<b>Req. Center:</b> RI CENTER FOR MATH & SCIENCE	<b>PO Type:</b> Regular	<b>Date Needed:</b> 08/05/2024
<b>Ship To:</b> RI CENTER FOR MATH & SCIENCE	<b>Buyer:</b>	<b>PO Dispatch:</b> Email
<b>Description:</b> RICMS PLTW GATEWAY PARTICIPATION FEE 24-25	<b>Bid No.:</b>	<b>Ref. No.:</b>
<b>Marked For:</b>	<b>Campus/Bldg./Room:</b>	
<b>Status:</b> Approved	<b>Hold Reason:</b>	<b>FOB:</b> D - FOB Destination freight paid by vendor
<b>Req. No.:</b> 250352	<b>Req. Date:</b> 08/04/2024	
<b>Vendor ID:</b> 24216	<b>Attention To:</b> Wendy Irizarry	
<b>Name:</b> PROJECT LEAD THE WAY, INC	<b>Phone:</b> (317) 669-0889	
<b>Address:</b> 5939 CASTLE CREEK PARKWAY NORTH DRIVE	<b>Fax No.:</b> (317) 536-3518	
<b>City:</b> INDIANAPOLIS	<b>Email:</b> productsupport@pltw.org	
<b>State:</b> IN		
<b>Country:</b> USA		
<b>Zip:</b> 46250		

Bid/TC No. Description 105

GROUP NO.: 1

Account No.	Description	Amount			
1-5-320-000-1110-3141-0	RICMS PLTW CONT SVC	950.00			
Qty.	UOM	PCode	Description	Unit Cost	Ext. Cost
1.0000			RICMS PROJECT LEAD THE WAY	950.0000	950.00
<b>Tax:</b>	0.00	<b>Discount:</b>	0.00	<b>Shipping:</b>	0.00
			<b>Group Total:</b>		950.00
			<b>GRAND TOTAL:</b>		950.00

**NOTES**

Notes (Internal):  
Notes to Vendor:

Approver	Action Taken By	Date	Comments	Action

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05/21/2025  
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# ROCK ISLAND SCHOOLS

Purchase Order: 8952013

<b>Originator:</b> WALTHALL, JENNIFER	<b>Requested By:</b> WALTHALL, JENNIFER	<b>PO Date:</b> 08/04/2024
<b>Req. Center:</b> ROCK ISLAND HIGH SCHOOL	<b>PO Type:</b> Regular	<b>Date Needed:</b> 08/05/2024
<b>Ship To:</b> ROCK ISLAND HIGH SCHOOL	<b>Buyer:</b>	<b>PO Dispatch:</b> Email
<b>Description:</b> RIHS PLTW ENGINEERING PARTICIPATION FEE 24-25	<b>Bid No.:</b>	<b>Ref. No.:</b>
<b>Marked For:</b>	<b>Campus/Bldg./Room:</b>	
<b>Status:</b> Approved	<b>Hold Reason:</b>	<b>FOB:</b> D - FOB Destination freight paid by vendor

<b>Req. No.:</b> 250353	<b>Req. Date:</b> 08/04/2024
<b>Vendor ID:</b> 24216	<b>Attention To:</b> Wendy Irizarry
<b>Name:</b> PROJECT LEAD THE WAY, INC	<b>Phone:</b> (317) 669-0889
<b>Address:</b> 5939 CASTLE CREEK PARKWAY NORTH DRIVE	<b>Fax No.:</b> (317) 536-3518
<b>City:</b> INDIANAPOLIS	<b>Email:</b> productsupport@pltw.org
<b>State:</b> IN	
<b>Country:</b> USA	
<b>Zip:</b> 46250	

Bid/TC No.	Description	Amount
<b>GROUP NO.: 1</b>		
<b>Account No.</b>	<b>Description</b>	<b>Amount</b>
1-5-100-000-1130-3141-0	RIHS PLTW CONT SVC	3,200.00
<b>Qty.</b>	<b>UOM</b>	<b>PCode</b>
1.0000		
	<b>Description</b>	<b>Unit Cost</b>
	RIHS PROJECT LEAD THE WAY ENGINEERING PARTICIPATION 2024-2025	3200.0000
<b>Tax:</b>	0.00	<b>Discount:</b> 0.00
		<b>Shipping:</b> 0.00
		<b>Group Total:</b> 3,200.00
		<b>GRAND TOTAL:</b> 3,200.00

## NOTES

Notes (Internal):  
Notes to Vendor:

Approver	Action Taken By	Date	Comments	Action
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## ROCK ISLAND SCHOOLS

Purchase Order: 8952329

<b>Originator:</b> NAHRGANG, KERI <b>Req. Center:</b> ROCK ISLAND HIGH SCHOOL <b>Ship To:</b> ROCK ISLAND HIGH SCHOOL <b>Description:</b> RIHS/Bookstore/Kitterman PLTW <b>Marked For:</b> Bookstore/Kitterman <b>Status:</b> Approved	<b>Requested By:</b> NAHRGANG, KERI <b>PO Type:</b> Regular <b>Buyer:</b> <b>Bid No.:</b> <b>Campus/Bldg./Room:</b> <b>Hold Reason:</b>	<b>PO Date:</b> 09/04/2024 <b>Date Needed:</b> 09/05/2024 <b>PO Dispatch:</b> Email <b>Ref. No.:</b>  <b>FOB:</b> D - FOB Destination freight paid by vendor
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<b>Req. No.:</b> 250678  <b>Vendor ID:</b> 24216 <b>Name:</b> PROJECT LEAD THE WAY, INC <b>Address:</b> 5939 CASTLE CREEK PARKWAY NORTH DRIVE  <b>City:</b> INDIANAPOLIS <b>State:</b> IN <b>Country:</b> USA <b>Zip:</b> 46250	<b>Req. Date:</b> 09/04/2024  <b>Attention To:</b> Wendy Irizarry <b>Phone:</b> (317) 669-0889 <b>Fax No.:</b> (317) 536-3518  <b>Email:</b> productsupport@pltw.org	
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<b>Bid/TC No.</b>	<b>Description</b>
-------------------	--------------------

<b>GROUP NO.: 1</b>					107
<b>Account No.</b>	<b>Description</b>				<b>Amount</b>
1-5-100-066-2210-3320-0	TITLE 2 RIHS PROF DEV CONF				2,400.00
<b>Qty.</b>	<b>UOM</b>	<b>PCode</b>	<b>Description</b>	<b>Unit Cost</b>	<b>Ext. Cost</b>
1.0000			Jason Kitterman Project Lead the Way Principles of Engineering 101241137POE3 Online/Virtual; 10/1/24-12/12/24 Tuesday & Thursday, 8pm-10pm, ET	2400.0000	2,400.00
<b>Tax:</b>	0.00	<b>Discount:</b>	0.00	<b>Shipping:</b>	0.00
				<b>Group Total:</b>	2,400.00
				<b>GRAND TOTAL:</b>	2,400.00

**NOTES**

**Notes (Internal):**  
**Notes to Vendor:**

Approver	Action Taken By	Date	Comments	Action
WHITAKER, JEFFREY		09/04/2024		Approved
DIXON, RAMONA		09/04/2024		Approved
WYERS, TRACY		09/04/2024		Approved
WALTHALL, JENNIFER		09/04/2024		Approved
WILLIAMS, SHARON		09/04/2024		Approved

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2:22 28 PM

## ROCK ISLAND SCHOOLS

Purchase Order: 8952438

<b>Originator:</b> ROBINSON, TAYLOR	<b>Requested By:</b> ROBINSON, TAYLOR	<b>PO Date:</b> 09/11/2024
<b>Req. Center:</b> EDISON JUNIOR HIGH	<b>PO Type:</b> Regular	<b>Date Needed:</b> 09/12/2024
<b>Ship To:</b> EDISON JUNIOR HIGH	<b>Buyer:</b>	<b>PO Dispatch:</b> Email
<b>Description:</b> PLTW Gateway program	<b>Bid No.:</b>	<b>Ref. No.:</b>
<b>Marked For:</b>	<b>Campus/Bldg./Room:</b>	
<b>Status:</b> Approved	<b>Hold Reason:</b>	<b>FOB:</b> D - FOB Destination freight paid by vendor

<b>Req. No.:</b> 250795	<b>Req. Date:</b> 09/11/2024
<b>Vendor ID:</b> 24216	<b>Attention To:</b> Wendy Irizarry
<b>Name:</b> PROJECT LEAD THE WAY, INC	<b>Phone:</b> (317) 669-0889
<b>Address:</b> 5939 CASTLE CREEK PARKWAY NORTH DRIVE	<b>Fax No.:</b> (317) 536-3518
<b>City:</b> INDIANAPOLIS	<b>Email:</b> productsupport@pltw.org
<b>State:</b> IN	
<b>Country:</b> USA	
<b>Zip:</b> 46250	

Bid/TC No.	Description	Amount
<b>GROUP NO.: 1</b>		
<b>Account No.</b>	<b>Description</b>	<b>Amount</b>
1-5-160-058-1123-4100-0	EJHS DEERE PLTW SUPPLIES	149.00
<b>Qty.</b>	<b>UOM</b>	<b>PCode</b>
1.0000	PLTW gateway program	149.0000
<b>Tax:</b>	0.00	<b>Discount:</b> 0.00
<b>Shipping:</b>	0.00	<b>Group Total:</b> 149.00
<b>GRAND TOTAL:</b>		149.00

**NOTES**

**Notes (Internal):**

**Notes to Vendor:**

Approver	Action Taken By	Date	Comments	Action
DI IULIO, JOEY		09/11/2024		Approved
WYERS, TRACY		09/11/2024		Approved
WALTHALL, JENNIFER		09/11/2024		Approved
WILLIAMS, SHARON		09/11/2024		Approved



Project Lead The Way  
5939 Castle Creek Parkway North Drive  
Indianapolis, IN 46250-4343

Account	Eugene Field Elem School
Created	05/25/2025
Expires	07/09/2025

**Bill To**

**Ship To**

Quantity	Item	Unit Price	Amount
6	PLTW CT 2-Day	\$500.00	\$3,000.00
1	PLTW Launch Participation-2025/2026	\$950.00	\$950.00
<b>Total</b>			<b>\$3,950.00</b>

QUOTE DOES NOT INCLUDE SHIPPING OR SALES TAX WHERE APPLICABLE



Project Lead The Way  
5939 Castle Creek Parkway North Drive  
Indianapolis, IN 46250-4343

Account	Thomas Jefferson Elem School
Created	05/25/2025
Expires	07/09/2025

**Bill To**

**Ship To**

Quantity	Item	Unit Price	Amount
6	PLTW CT 2-Day	\$500.00	\$3,000.00
1	PLTW CT 5-Day	\$1,200.00	\$1,200.00
1	PLTW Gateway Participation-2025/2026	\$950.00	\$950.00
1	PLTW Launch Participation-2025/2026	\$950.00	\$950.00
<b>Total</b>			<b>\$6,100.00</b>

QUOTE DOES NOT INCLUDE SHIPPING OR SALES TAX WHERE APPLICABLE



Sharon Williams, Ed.D.  
*Superintendent of Schools*

To: RIMSD 41 Board of Education  
From: Dr. Sharon Williams  
Cabinet Champion: Annaka Whiting, Chief Financial Officer  
Date: June 10, 2025  
Re: Printing and Promotional Items - Quad City Press

The Pre-Qualified Contractors program is a procurement method designed to streamline purchasing for supplies and services. Through this process, the district issues a Request for Proposals (RFP) or bid solicitation for an indefinite quantity contract, requesting unit pricing from vendors based on volume ranges. For example, a vendor may be asked to provide pricing for 0 to 500 units, 501 to 1,000 units, and so on. This approach allows the district to evaluate and award contracts based on submitted pricing and award multiple contracts for the same items to maintain flexibility and competitiveness. Once contracts are in place, the district can make purchases using purchase orders under the agreed terms, eliminating the need to solicit bids for each individual transaction. This process increases efficiency, provides pricing transparency, and reduces administrative burden.

A RFP was issued on May 9<sup>th</sup> for vendors to provide pricing for the following categories in which all items must be customizable with the district's logo and branding standards:

- T-shirts, hoodies, polos (youth and adult sizes)
- Banners, yard signs, posters
- Printed materials (brochures, flyers, postcards)
- Promotional items (pens, water bottles, tote bags, lanyards, etc.)
- Custom notebooks, planners, folders

The District received three responses and is seeking approval to award individual contracts to the respondents. This request is for Board approval to enter into a contract with Quad City Press.

**It is recommended that the Board of Education approve a contract for service with Quad City Press, 2425 47th Avenue, Rock Island, IL 61201 for fiscal year 2026, not to exceed \$25,000.**

**Investment Period: July 1, 2025 - June 30, 2026**  
**Total Investment: Not to exceed \$25,000**  
**Funding Source: District Funds**

**Rock Island-Milan School District #41**  
2000 7<sup>th</sup> Avenue, Rock Island, IL 61201  
309-793-5900 x10210 | 309-793-5905 fax  
Sharon.williams@rimsd41.org  
www.rimsd41.org

**Contract for Service Form**

**Rock Island-Milan School District 41**

**VENDOR NAME:** Quad City Press **EMAIL:** dave@gcpress.com  
**ADDRESS:** 2425 47th Avenue, Rock Island, IL 61201

**DATES OF SERVICE TO BE COMPLETED:** Fiscal Year 2026

**SCHOOL DISTRICT CONTACT:** Annaka Whiting

**COMPENSATION:** \$ not to exceed \$25,000

**DESCRIPTION OF DUTIES:**

Provide printing and promotional items for the school district.  
T-shirts, hoodies, polos (youth and adult sizes)  
Banners, yard signs, posters  
Printed materials (brochures, flyer's, postcards)  
Promotional items (pens, water bottles, tote bags, lanyards, etc.)  
Custom notebooks, planners, folders

**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:** \_\_\_\_\_ **Website:** \_\_\_\_\_

**Subscription/Software Start Date:** \_\_\_\_\_ **End Date:** \_\_\_\_\_

**SOPPA Approved:** Yes  or No

**Requesting School:** RIMSD41 District

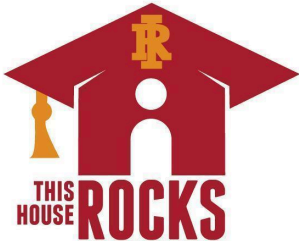
**Budget Code:** \_\_\_\_\_

**Signature of Vendor:** Dave Brieser **Date:** 5-30-25

**Signature of Budget Administrator:** A Whiting **Date:** 6/2/25

\_\_\_\_\_  
**Superintendent or School Board President**

\_\_\_\_\_  
**Date**



Sharon Williams, Ed.D.  
*Superintendent of Schools*

To: RIMSD 41 Board of Education  
From: Dr. Sharon Williams  
Cabinet Champion: Joshua Becker  
Date: June 10, 2025  
Re: Sterling Commercial Roofing Remainder FY25

We have received a quote from Sterling Commercial Roofing for a project with the gutters at EJHS to stop the continuous leaks in rooms 203 and 216 in the amount of \$7,150. This will take us above the amount needing board approval for FY2025. It has been guaranteed that the project will be completed and billed prior to the end of the fiscal year if this change is approved.

With this project and outstanding invoices it is a recommendation for the Board of Education to approve the use of Sterling Commercial Roofing for services not to exceed \$35,000 for the remainder of fiscal year 2025. This contract for service will ensure that the operations department will be able to make any necessary roofing and gutter repairs, preventing extensive water damage from roof leaks.

**It is recommended that the Board of Education approve the Contract for Service for Sterling Commercial Roofing, 7595 State Street, Bettendorf, IA 52722, not to exceed \$35,000 for the remainder of fiscal year 2025.**

**Investment Period: July 1, 2024 - June 30, 2025**  
**Total Investment: \$35,000**  
**Funding Source: District Funds/Operations and Maintenance Department**

# Contract for Service Form

## Rock Island-Milan School District 41

**VENDOR NAME:** Sterling Commercial Roofing **EMAIL:** akeller@sterlingroofing.com

**ADDRESS:** 2711 Locust Street, Sterling, IL 61081

**DATES OF SERVICE TO BE COMPLETED:** June 30, 2025

**SCHOOL DISTRICT CONTACT:** Joshua Becker

**COMPENSATION:** \$ Not to Exceed \$35,000

### DESCRIPTION OF DUTIES:

To furnish labor, materials, equipment and supervision for roof and gutter work for our district buildings.

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:** \_\_\_\_\_ **Website:** \_\_\_\_\_

**Subscription/Software Start Date:** \_\_\_\_\_ **End Date:** \_\_\_\_\_

**SOPPA Approved:** Yes  or No

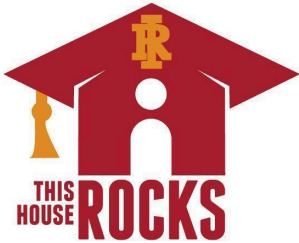
**Requesting School:** \_\_\_\_\_

**Budget Code:** \_\_\_\_\_

**Signature of Vendor:** Tim Beard Digitally signed by Tim Beard  
DN: cn=Tim Beard, o= Sterling Commercial Roofing, email=tbeard@tectaamerica.com, c=US  
Date: 2025.05.15 12:04:41 -05'00' **Date:** 5-15-25

**Signature of Budget Administrator:**  **Date:** 5/15/25

\_\_\_\_\_  
**Superintendent or School Board President** 114 \_\_\_\_\_  
**Date**



Sharon Williams, Ed.D.  
*Superintendent of Schools*

To: RIMSD 41 Board of Education  
From: Dr. Sharon Williams  
Cabinet Champion: Joshua Becker  
Date: June 10, 2025  
Re: Sterling Commercial Roofing

The Rock Island/Milan School District 41 is recommending a continued partnership with Sterling Roofing, located at 7595 State St, Bettendorf, IA 52722 , as a primary contractor for roof repair on district buildings. This partnership is essential for repairs and upkeep of district-owned properties.

After assessing the district's needs for the upcoming fiscal year with the current roof conditions, the recommendation is for the Board of Education to approve the use of Sterling Commercial Roofing for services not exceeding \$35,000 for FY26. This contract for service will ensure that the operations department will be able to make any necessary roofing and gutter repairs, preventing extensive water damage from roof leaks.

**It is recommended that the Board of Education approve the Contract for Service not to exceed \$35,000 for Sterling Commercial Roofing for fiscal year 2026.**

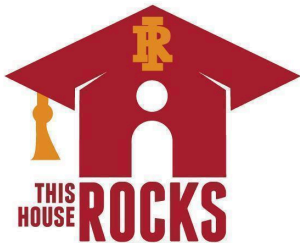
**Investment Period: July 1, 2025 - June 30, 2026**

**Total Investment: \$35,000**

**Funding Source: District Funds/Operations and Maintenance Department**

**Rock Island-Milan School District #41**

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



Sharon Williams, Ed.D.  
*Superintendent of Schools*

To: RIMSD 41 Board of Education  
From: Dr. Sharon Williams  
Cabinet Champion: Annaka Whiting, Chief Financial Officer  
Date: June 10, 2025  
Re: The Paper Corporation FY2026 Vendor Approval

The Paper Corporation has a well-established track record of providing reliable service, high-quality products, and competitive pricing. In previous years, they have consistently met or exceeded the district's expectations in areas such as product availability, timely delivery, customer service, and overall cost effectiveness. Their responsiveness to order changes and ability to fulfill both large and routine requests make them a dependable vendor for the district's ongoing supply needs.

Having an approved vendor in place prior to the start of the fiscal year helps support efficient operations across schools and administrative offices. Paper is a regularly used supply essential to instructional and administrative functions. Establishing a vendor in advance allows for smoother planning, timely ordering, and consistent availability of materials needed to support daily operations.

**It is recommended that the Board of Education approve the contract for services with The Paper Corporation, located at 1770 NE 58th Avenue, Des Moines, IA 50302, for the purchase of paper for various district locations throughout Fiscal Year 2026, not to exceed \$72,000.**

**Investment Period: July 1, 2025 – June 30, 2026**  
**Total Investment: Not to exceed \$72,000**  
**Funding Source: District Funds**

# Contract for Service Form

## Rock Island-Milan School District 41

VENDOR NAME: The Paper Corporation EMAIL: papercorp@fcdist.com

ADDRESS: 1770 NE 58th Avenue, Des Moines, IA 50302

DATES OF SERVICE TO BE COMPLETED: Fiscal Year 2026

SCHOOL DISTRICT CONTACT: Annaka Whiting

COMPENSATION: \$ not to exceed \$72,000

### DESCRIPTION OF DUTIES:

Supply paper to various district locations

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)*

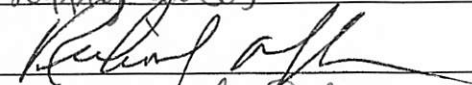
Subscription/Software Name: \_\_\_\_\_ Website: \_\_\_\_\_

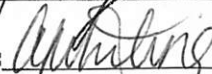
Subscription/Software Start Date: \_\_\_\_\_ End Date: \_\_\_\_\_

SOPPA Approved: Yes  or No

Requesting School: RIMSD 41 District

Budget Code: MISC supply codes

Signature of Vendor:  Date: May 30, 2025

Signature of Budget Administrator:  Date: May 30, 2025

\_\_\_\_\_  
Superintendent or School Board President

\_\_\_\_\_  
Date



Sharon Williams, Ed.D.  
*Superintendent of Schools*

To: RIMSD 41 Board of Education  
From: Dr. Sharon Williams  
Cabinet Champion: Annaka Whiting, Chief Financial Officer  
Date: June 10, 2025  
Re: Printing and Promotional Items – Printers Mark

The Pre-Qualified Contractors program is a procurement method designed to streamline purchasing for supplies and services. Through this process, the district issues a Request for Proposals (RFP) or bid solicitation for an indefinite quantity contract, requesting unit pricing from vendors based on volume ranges. For example, a vendor may be asked to provide pricing for 0 to 500 units, 501 to 1,000 units, and so on. This approach allows the district to evaluate and award contracts based on submitted pricing and award multiple contracts for the same items to maintain flexibility and competitiveness. Once contracts are in place, the district can make purchases using purchase orders under the agreed terms, eliminating the need to solicit bids for each individual transaction. This process increases efficiency, provides pricing transparency, and reduces administrative burden.

A RFP was issued on May 9<sup>th</sup> for vendors to provide pricing for the following categories in which all items must be customizable with the district’s logo and branding standards:

- T-shirts, hoodies, polos (youth and adult sizes)
- Banners, yard signs, posters
- Printed materials (brochures, flyers, postcards)
- Promotional items (pens, water bottles, tote bags, lanyards, etc.)
- Custom notebooks, planners, folders

The District received three responses and is seeking approval to award individual contracts to the respondents. This request is for Board approval to enter into a contract with The Printers Mark.

**It is recommended that the Board of Education approve a contract for service with The Printers Mark, 1512 4<sup>th</sup> Avenue, Rock Island, IL 61201 for fiscal year 2026, not to exceed \$25,000.**

**Investment Period: July 1, 2025 – June 30, 2026**  
**Total Investment: Not to exceed \$25,000**  
**Funding Source: District Funds**

**Rock Island-Milan School District #41**  
2000 7<sup>th</sup> Avenue, Rock Island, IL 61201  
309-793-5900 x10210 | 309-793-5905 fax  
Sharon.williams@rimsd41.org  
www.rimsd41.org

# Contract for Service Form

## Rock Island-Milan School District 41

VENDOR NAME: The Printers Mark EMAIL: mberthoud@transmhs.org

ADDRESS: 1512 4th Avenue, Rock Island, IL 61201

DATES OF SERVICE TO BE COMPLETED: Fiscal Year 2026

SCHOOL DISTRICT CONTACT: Annaka Whiting

COMPENSATION: \$ not to exceed \$25,000

### DESCRIPTION OF DUTIES:

Printing and promotional items for the school district.  
T-shirts, hoodies, polos (youth and adult sizes)  
Banners, yard signs, posters  
Printed materials (brochures, flyers, postcards)  
Promotional items (pens, water bottles, tote bags, lanyards, etc.)  
Custom notebooks, planners, folders

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: \_\_\_\_\_ Website: \_\_\_\_\_

Subscription/Software Start Date: \_\_\_\_\_ End Date: \_\_\_\_\_

**SOPPA Approved:** Yes  or No

Requesting School: RIMSD41 District

Budget Code: \_\_\_\_\_

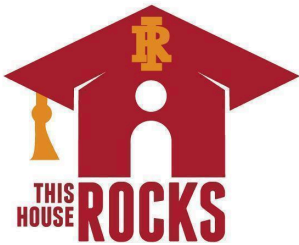
Signature of Vendor: Michelle Berthoud Date: 5/30/25

Signature of Budget Administrator: Annaka Whiting Date: 6/2/25

\_\_\_\_\_  
Superintendent or School Board President

119

\_\_\_\_\_  
Date



Sharon Williams, Ed.D.  
*Superintendent of Schools*

To: RIMSD 41 Board of Education  
From: Dr. Sharon Williams  
Cabinet Champion: Josh Becker, Director of Building Operations  
Date: June 10, 2025  
Re: Werner Restoration Contract for Service FY25 Update

This memo seeks approval to adjust the Contract for Service with Werner Restoration to an amount not to exceed \$100,000 for the remainder of Fiscal Year 2025 (FY25). In December 2024, Werner was approved to board up the old administration building for safety purposes, they have also provided emergency services for the boiler at Thurgood Marshall in February, and additional work and final completion for the damage at Thomas Jefferson due to the flooding in the lower level that occurred on March 21st.

This request would include the payment to Werner Restoration for \$56,000 for the work completed on the initial emergency cleanup services at Thomas Jefferson Elementary School following the discovery of an undetected drainage line break, which caused flooding in the lower-level classrooms. This payment for repair and emergency services takes our FY25 total over the current contract for service amount that was requested last month.

To ensure sufficient funding is allocated and available for any additional or related services required through the end of FY25, we request approval for an amended contract for service in the amount of \$100,000. This will cover both the current scope and any unforeseen restoration needs that may arise, allowing work to proceed without administrative delay and ensuring timely building repairs.

**It is recommended that the Board of Education approve a contract with Werner Restoration, 102 Innovation Way, Colona, IL 61241, to complete the necessary repairs at Thomas Jefferson in the amount not to exceed \$100,000.**

**Investment Period: July 1, 2024 - June 30, 2025**

**Total Investment: Not to exceed \$100,000**

**Funding Source: District Funds/Operations and Maintenance Department**

**Rock Island-Milan School District #41**

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

# Contract for Service Form

## Rock Island-Milan School District 41

VENDOR NAME: Werner Restoration EMAIL: alissa@wernerrestorationinc.com

ADDRESS: 102 Innovation Way, Colona, IL 61241

DATES OF SERVICE TO BE COMPLETED: June 30th, 2025

SCHOOL DISTRICT CONTACT: Josh Becker

COMPENSATION: \$ Not to Exceed \$100,000

### DESCRIPTION OF DUTIES:

To cover materials and labor for any needed projects for the 2024-25 school year, including the emergency work needed at Thomas Jefferson.

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: \_\_\_\_\_ Website: \_\_\_\_\_

Subscription/Software Start Date: \_\_\_\_\_ End Date: \_\_\_\_\_

SOPPA Approved: Yes  or No

Requesting School: District

Budget Code: O & M Budget

Signature of Vendor:  Date: 5/30/25

Signature of Budget Administrator:  Date: 6/2/25

\_\_\_\_\_  
Superintendent or School Board President

\_\_\_\_\_  
Date

## SUMMARY OF CHECKS AND WIRES

May 30, 2025

### COMPUTERIZED CHECK RUN

#### EDUCATION

##### Ed Fund CHECKS

V206733-V206831

Education	\$	946,349.99
Transportation	\$	31,264.71
Debt Service Fund		
Capital Projects	\$	201,871.89
Life Safety		
Tort Immunity		
	\$	<u>1,179,486.59</u>

##### Ed Fund ACH

VA3171-VA3246

Education	\$	549,763.28
Transportation	\$	5,224.64
Debt Service Fund		
Capital Projects	\$	82,702.50
Life Safety		
Tort Immunity	\$	<u>8,857.50</u>
	\$	<u>646,547.92</u>

**TOTAL EDUCATION \$ 1,826,034.51**

#### O&M

##### O&M CHECKS

B38489-B38511 \$ 201,693.36

##### O&M Fund ACH

BA461-BA475 \$ 53,277.15

**TOTAL O&M \$ 254,970.51**

#### HEALTH

##### Health Fund CHECKS

##### Health Fund ACH

HA65 \$ 214.50

**TOTAL HEALTH \$ 214.50**

**TOTAL COMPUTERIZED CHECK RUN \$ 2,081,219.52**

### WIRES

Ed, Bldg, Tort Salary Checks	\$	1,857,861.43
Federal Income Tax	\$	244,943.00
OASDI/Medicare	\$	149,282.06
State Withholdings	\$	110,906.91
Teacher's Retirement Systems/IMRF	\$	239,014.18
Employee Deductions	\$	<u>64,878.75</u>

Benefits Payments

**TOTAL WIRES \$ 2,666,886.33**

**GRAND TOTAL \$ 4,748,105.85**

# ROCK ISLAND SCHOOLS

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## CHECK REGISTER FOR BH EDUCATION - VENDOR CHECKS - ACH

Report Code: AP\_CHECKREG

CHECK NO.	CHECK DATE	TYPE	VENDOR TYPE - ID	VENDOR NAME	AMOUNT
3171	06/02/2025	ACH	P - 17764	AJIBOLA, BEATRICE OLABISI	17.64
3172	06/02/2025	ACH	P - 07209	ANSON, STEPHANIE A	77.98
3173	06/02/2025	ACH	P - 07843	BEIERLEIN, CHRISTINE M	87.50
3174	06/02/2025	ACH	P - 96248	BOWLYOU, APRIL LINN	60.00
3175	06/02/2025	ACH	P - 06395	BRADDY, CRISTINA MARIA	138.60
3176	06/02/2025	ACH	P - 07074	BRADDY, STEVEN M	212.45
3177	06/02/2025	ACH	P - 07534	BRADLEY, DONNA LEIGH	72.24
3178	06/02/2025	ACH	P - 03229	BURBRIDGE, SUSANNE E	1,200.00
3179	06/02/2025	ACH	P - 96462	COOK, DANIELLE JEAN	81.00
3180	06/02/2025	ACH	P - 96303	COOK-BEHRENS, CAREY LYNN	121.17
3181	06/02/2025	ACH	P - 95925	DRAPER, LISA M	16.90
3182	06/02/2025	ACH	P - 97205	EATON, MADELEINE G	26.95
3183	06/02/2025	ACH	P - 03992	EDMONDS, MIKKI M	282.22
3184	06/02/2025	ACH	P - 96798	EYGABROAD, TINA M	181.96
3185	06/02/2025	ACH	P - 17944	GAMBLE, JOHNNA RANEE	53.90
3186	06/02/2025	ACH	P - 96440	HAMPSEY, GRETCHEN ANN	109.00
3187	06/02/2025	ACH	P - 97100	HOLTROP, JOCELYN LESLIE	104.72
3188	06/02/2025	ACH	P - 95523	HUGHES, ELIZABETH ELLIS	111.55
3189	06/02/2025	ACH	P - 97282	JONES, NOELLE E	32.89
3190	06/02/2025	ACH	P - 05386	KETCHAM, JODI L	44.52
3191	06/02/2025	ACH	P - 95794	KUFFLER, LISA MARIE	53.55
3192	06/02/2025	ACH	P - 95225	LOHMANN, DIONNE L	47.74
3193	06/02/2025	ACH	P - 18391	LYON, LAURIE CHRISTINE	21.70
3194	06/02/2025	ACH	P - 07108	MANWEILER, MATTHEW R	118.16
3195	06/02/2025	ACH	P - 96205	MARSHALL, AMY LYNN	250.43
3196	06/02/2025	ACH	P - 04786	MARTIN, MELISSA JEAN	16.45
3197	06/02/2025	ACH	P - 95469	MATTLY, AMBER MARIE	70.84
3198	06/02/2025	ACH	P - 97268	MOORE, DOMINIQUE P	197.40
3199	06/02/2025	ACH	P - 97138	OCHOA, ASHLY N	35.00
3200	06/02/2025	ACH	P - 96892	PITTARD, SUSIE J	6.58
3201	06/02/2025	ACH	P - 03200	POTERACK, TONIA R	95.20
3202	06/02/2025	ACH	P - 04743	ROBERGE, TERI A	28.90
3203	06/02/2025	ACH	P - 95047	RODRIGUEZ, FALLON MARIE	18.10
3204	06/02/2025	ACH	P - 07652	SCHMIDT, SONJI LASHAWN	81.00
3205	06/02/2025	ACH	P - 06768	SCHULENBERG, ANN C	106.26
3206	06/02/2025	ACH	P - 97202	SCRANTON, NICHOLE J	142.24
3207	06/02/2025	ACH	P - 17884	SERAN, MADELYN KRISTIN	60.00
3208	06/02/2025	ACH	P - 97149	SHANNON, AARON DANIEL	181.58
3209	06/02/2025	ACH	P - 05313	SIERRA-SANDERS, ALICIA A	194.23
3210	06/02/2025	ACH	P - 95655	TAETS, MCKENZIE A	20.86
3211	06/02/2025	ACH	P - 96679	THOMAS, KIMBERLY JEAN	110.39
3212	06/02/2025	ACH	P - 97191	THOMPSON, PAULA JO	17.98

# ROCK ISLAND SCHOOLS

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## CHECK REGISTER FOR BH EDUCATION - VENDOR CHECKS - ACH

Report Code: AP\_CHECKREG

CHECK NO.	CHECK DATE	TYPE	VENDOR TYPE - ID	VENDOR NAME	AMOUNT
3213	06/02/2025	ACH	P - 96100	TRICE, KRYSTALL LATINA	79.98
3214	06/02/2025	ACH	P - 96788	WALTHALL, JENNIFER LYNN	292.15
3215	06/02/2025	ACH	P - 17994	WANGLER, HEATHER K	62.16
3216	06/02/2025	ACH	P - 02933	WEAS, CORRENA R	16.95
3217	06/02/2025	ACH	P - 97266	WHITING, ANNAKA M	374.66
3218	06/02/2025	ACH	P - 05113	WILLIAMS, LASHANTA	338.75
3219	06/02/2025	ACH	P - 97199	WOOLSEY, JENNIFER I	34.93
<b>Total No. of Checks :</b>				<b>Total Amount :</b>	<b>6,107.36</b>

# ROCK ISLAND SCHOOLS

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## CHECK REGISTER FOR BH EDUCATION - VENDOR CHECKS - CHECK

Report Code: AP\_CHECKREG

CHECK NO.	CHECK DATE	TYPE	VENDOR TYPE - ID	VENDOR NAME	AMOUNT
206733	05/30/2025	Check	V - 10001	A & A AIR CONDITIONING	349.89
206734	05/30/2025	Check	V - 19447	AAA RENTS	2,818.90
206735	05/30/2025	Check	V - 10245	ACT II TRANSPORTATION, INC.	23,655.00
206736	05/30/2025	Check	V - 11013	AFSCME COUNCIL 31	2,135.70
206737	05/30/2025	Check	V - 20196	AMERICAN SCHOOL COUNSELOR ASSO	708.00
206738	05/30/2025	Check	V - 24309	AVID CENTER	14,175.00
206739	05/30/2025	Check	V - 24732	BACKGROUND INVESTIGATION BUREAU, LLC	97.25
206740	05/30/2025	Check	V - 20275	BARNES & NOBLE	1,253.80
206741	05/30/2025	Check	V - 22296	BLITT AND GAINES, P.C.	584.34
206742	05/30/2025	Check	V - 22296	BLITT AND GAINES, P.C.	170.63
206743	05/30/2025	Check	V - 22296	BLITT AND GAINES, P.C.	600.46
206744	05/30/2025	Check	V - 22296	BLITT AND GAINES, P.C.	321.81
206745	05/30/2025	Check	V - 26493	BOOKPAL	345.75
206746	05/30/2025	Check	V - 21140	BOOKSAMILLION.COM	81.54
206747	05/30/2025	Check	V - 26350	C AND H EDUCATIONAL CONSULTING	14,000.00
206748	05/30/2025	Check	V - 25948	CAMELOT THERAPEUTIC SCHOOLS, LLC	11,946.46
206749	05/30/2025	Check	V - 25324	CARSON-DELLOSA PUBLISHING	50.00
206750	05/30/2025	Check	V - 22526	CENGAGE LEARNING, INC.	2,574.00
206751	05/30/2025	Check	V - 26317	COLUMN SOFTWARE PBC	122.85
206752	05/30/2025	Check	V - 15079	COUNCIL FOR PROFESSIONAL RECOGNITION	425.00
206753	05/30/2025	Check	V - 18970	CITY OF DAVENPORT	562.50
206754	05/30/2025	Check	V - 14209	BLICK ART MATERIALS	729.93
206755	05/30/2025	Check	V - 23928	RESTAURANTE EL MARIACHI INC	722.00
206756	05/30/2025	Check	V - 25641	ERIC HAYES	458.00
206757	05/30/2025	Check	V - 23428	FIRM SYSTEMS	399.00
206758	05/30/2025	Check	V - 24904	FLORIDA STATE DISBURSEMENT UNIT	63.14
206759	05/30/2025	Check	V - 26250	FOLLETT CONTENT SOLUTIONS	1,015.81
206760	05/30/2025	Check	V - 26442	HAND2MIND INC	699.62
206761	05/30/2025	Check	V - 25687	HEGGERTY PHONEMIC AWARENESS	1,601.64
206762	05/30/2025	Check	V - 11475	HY-VEE FOOD STORE	6,482.53
206763	05/30/2025	Check	V - 16693	IASA	200.00
206764	05/30/2025	Check	V - 15394	ILLINOIS ASSOCIATION OF SCHOOL PERSONNEL ADMIN	6,250.00
206765	05/30/2025	Check	V - 26383	INSIGHT EDUCATION GROUP LLC	29,750.00
206766	05/30/2025	Check	V - 11675	ILLINOIS ASCD	676.00
206767	05/30/2025	Check	V - 19730	ILLINOIS DEPARTMENT OF REVENUE	459.46
206768	05/30/2025	Check	V - 14937	ILLINOIS SCHOOL FOR THE DEAF	285.00

# ROCK ISLAND SCHOOLS

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## CHECK REGISTER FOR BH EDUCATION - VENDOR CHECKS - CHECK

Report Code: AP\_CHECKREG

CHECK NO.	CHECK DATE	TYPE	VENDOR TYPE - ID	VENDOR NAME	AMOUNT
206769	05/30/2025	Check	V - 10441	JOHANNES BUS SERVICE INC.	3,599.71
206770	05/30/2025	Check	V - 10246	JOHNSON DISTRIBUTING INC.	7.00
206771	05/30/2025	Check	V - 24174	JUMPIN JOEYS/BOUNCE QC	550.00
206772	05/30/2025	Check	V - 24174	JUMPIN JOEYS/BOUNCE QC	890.00
206773	05/30/2025	Check	V - 24174	JUMPIN JOEYS/BOUNCE QC	550.00
206774	05/30/2025	Check	V - 10461	KIDDER MUSIC SERVICE	1,140.00
206775	05/30/2025	Check	V - 12092	KING FOOD SERVICE, INC.	744.00
206776	05/30/2025	Check	V - 25922	LAKESHORE LEARNING MATERIALS, LLC	945.07
206777	05/30/2025	Check	V - 25137	LANGUAGE LIZARD, LLC	8,847.72
206778	05/30/2025	Check	V - 25974	LEARNWELL	331.18
206779	05/30/2025	Check	V - 23642	LEGO EDUCATION	2,969.55
206780	05/30/2025	Check	V - 26481	LERNER PUBLISHING GROUP, INC.	495.00
206781	05/30/2025	Check	V - 20947	LOFFREDO FRESH PRODUCE CO., INC.	8,455.98
206782	05/30/2025	Check	V - 22615	LONGFELLOW BOOSTER CLUB	629.00
206783	05/30/2025	Check	V - 23032	MAKING FRIENDS WELCOME SERVICE, INC.	48.00
206784	05/30/2025	Check	V - 25756	MARENEM INC	236.50
206785	05/30/2025	Check	V - 16990	M-F ATHLETIC COMPANY	328.95
206786	05/30/2025	Check	V - 15666	MIDWEST MAILWORKS, INC.	110.23
206787	05/30/2025	Check	V - 10060	NORTH SCOTT COMM SCHL DIST	373.92
206788	05/30/2025	Check	V - 10613	OFFICE MACHINE CONSULTANT	1,244.69
206789	05/30/2025	Check	V - 10620	ORIENTAL TRADING COMPANY, INC.	682.00
206790	05/30/2025	Check	V - 19654	PACIFIC LEARNING, INC	9,540.00
206791	05/30/2025	Check	V - 19416	PAPA JOHN'S OF IOWA	3,712.50
206792	05/30/2025	Check	V - 10639	PERMA-BOUND BOOKS	3,297.12
206793	05/30/2025	Check	V - 26467	PHOTOFROG STUDIO	1,293.75
206794	05/30/2025	Check	V - 10081	PIZZA & SUBS	166.80
206795	05/30/2025	Check	V - 26486	PLAY IN SUNSHINE PHOTO	550.00
206796	05/30/2025	Check	V - 22570	PRO CLEAN CAR WASH AND DETAILING	405.00
206797	05/30/2025	Check	V - 14524	PUTNAM MUSEUM	202.50
206798	05/30/2025	Check	V - 20222	QUAD CITY PRESS	2,256.00
206799	05/30/2025	Check	V - 26425	QUAD CORPORATION INC	184.48
206800	05/30/2025	Check	V - 25748	QUALITY AWARDS & LAMINATING	314.25
206801	05/30/2025	Check	V - 10232	R. K. DIXON CO.	284.71
206802	05/30/2025	Check	V - 18832	REALLY GOOD STUFF, LLC	2,273.65
206803	05/30/2025	Check	V - 26244	REED CHARITABLE FOUNDATION, INC.	350.00
206804	05/30/2025	Check	V - 20608	RIDDELL ALL AMERICAN	15,077.95
206805	05/30/2025	Check	V - 11658	ROCK ISLAND FITNESS AND	970.38

# ROCK ISLAND SCHOOLS

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## CHECK REGISTER FOR BH EDUCATION - VENDOR CHECKS - CHECK

Report Code: AP\_CHECKREG

CHECK NO.	CHECK DATE	TYPE	VENDOR TYPE - ID	VENDOR NAME	AMOUNT
206806	05/30/2025	Check	V - 10721	ROCK ISLAND BOARD OF EDUCATION	62.00
206807	05/30/2025	Check	V - 18465	ROCK ISLAND SCHOOL DISTRICT 41	727,779.55
206808	05/30/2025	Check	V - 10706	REGIONAL OFFICE OF EDUCATION-MOLINE	3,200.00
206809	05/30/2025	Check	V - 13348	SADDLEBACK EDUCATIONAL, INC	2,175.60
206810	05/30/2025	Check	V - 20442	SCHOLASTIC TEACHERS STORE	2,857.99
206811	05/30/2025	Check	V - 24126	SCHOOL DATEBOOKS, INC	6,496.49
206812	05/30/2025	Check	V - 10476	SCHOOL SPECIALTY, INC.	2,715.45
206813	05/30/2025	Check	V - 25582	SCOTT COUNTY SHERIFF	187.30
206814	05/30/2025	Check	V - 21721	SKATE CITY QCA, LLC	1,400.00
206815	05/30/2025	Check	V - 26148	SMART SYSTEMS, INC.	600.00
206816	05/30/2025	Check	V - 25981	AK MUSIK LLC dba SOUND CONSERVATORY	2,990.00
206817	05/30/2025	Check	V - 23588	SPEECH CORNER, LLC	539.94
206818	05/30/2025	Check	V - 24211	SPRING FORWARD LEARNING CENTER	3,212.50
206819	05/30/2025	Check	V - 26484	STANTEC CONSULTING SERVICES INC.	126,887.15
206820	05/30/2025	Check	V - 24811	STEVE WEISS MUSIC INC.	946.00
206821	05/30/2025	Check	V - 23240	SWANSON CONSTRUCTION COMPANY	74,984.74
206822	05/30/2025	Check	V - 15967	TRANE	675.00
206823	05/30/2025	Check	V - 15380	TRI-STATE TRAVEL	6,350.00
206824	05/30/2025	Check	V - 26017	TROPHY WORLD, INC.	840.50
206825	05/30/2025	Check	V - 25451	TRUGREEN & ACTION PEST CONTROL	240.00
206826	05/30/2025	Check	V - 25313	UPSLOPE SOLUTIONS	3,845.00
206827	05/30/2025	Check	V - 26424	VLP CONSULTING AND LEADERSHIP DEVELOPMENT LLC	5,000.00
206828	05/30/2025	Check	V - 14330	WARD'S SCIENCE	941.40
206829	05/30/2025	Check	V - 24843	WI SCTF	100.00
206830	05/30/2025	Check	V - 22334	WILSON LANGUAGE TRAINING CORP.	1,172.88
206831	05/30/2025	Check	V - 11948	ZANER BLOSER	2,458.50

Total No. of Checks : 99

Total Amount : 1,179,486.59

# ROCK ISLAND SCHOOLS

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## CHECK REGISTER FOR BH OBM - OBM CHECKS - ACH

Report Code: AP\_CHECKREG

<u>CHECK NO.</u>	<u>CHECK DATE</u>	<u>TYPE</u>	<u>VENDOR TYPE - ID</u>	<u>VENDOR NAME</u>	<u>AMOUNT</u>
461	06/02/2025	ACH	P - 03740	COLVIN, COREY N	7.99
462	06/02/2025	ACH	P - 96790	LOHMANN, RALPH AUGUST	62.02
463	06/02/2025	ACH	P - 96296	MUNOZ, JUSTIN TYLER	23.94
464	06/02/2025	ACH	P - 96058	SCHAULAND, AMY H	103.25
465	06/02/2025	ACH	P - 97121	WEBB, NATHAN THOMAS	6.65
<b>Total No. of Checks : 5</b>					<b>Total Amount : 203.85</b>

# ROCK ISLAND SCHOOLS

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## CHECK REGISTER FOR BH OBM - OBM CHECKS - CHECK

Report Code: AP\_CHECKREG

CHECK NO.	CHECK DATE	TYPE	VENDOR TYPE - ID	VENDOR NAME	AMOUNT
38489	05/30/2025	Check	V - 26299	A&A MUFFLER AND LUBE	100.45
38490	05/30/2025	Check	V - 10018	ADEL WHOLESALERS, INC.	169.71
38491	05/30/2025	Check	V - 25870	CAMPOS #3 INC	3,107.36
38492	05/30/2025	Check	V - 26490	CONSOLIDATED ELECTRICAL DISTRIBUTORS, INC.	736.89
38493	05/30/2025	Check	V - 15518	CRAWFORD COMPANY	1,941.88
38494	05/30/2025	Check	V - 26489	DOORS, INC	54.00
38495	05/30/2025	Check	V - 12258	GLASS SERVICE CENTER, INC.	211.25
38496	05/30/2025	Check	V - 22315	GRAVES ENVIRONMENTAL, INC.	600.00
38497	05/30/2025	Check	V - 26045	CERTASITE, LLC (HEARTLAND)	1,146.40
38498	05/30/2025	Check	V - 23196	ILLINOIS OFFICE OF THE STATE FIRE MARSHAL	75.00
38499	05/30/2025	Check	V - 26413	IMAGINE NATION, LLC	170.48
38500	05/30/2025	Check	V - 23698	J.L. BRADY COMPANY, LLC	82,245.00
38501	05/30/2025	Check	V - 14673	MENARDS, INC.	202.50
38502	05/30/2025	Check	V - 10428	MIDAMERICAN ENERGY COMPANY	46,675.32
38503	05/30/2025	Check	V - 10614	OLDS BOILER & WELDING SERVICE	12,087.76
38504	05/30/2025	Check	V - 24758	PILLAR EQUIPMENT, INC	424.40
38505	05/30/2025	Check	V - 22570	PRO CLEAN CAR WASH AND DETAILING	12.00
38506	05/30/2025	Check	V - 26225	QUAD CITY TECH, INC.	3,280.76
38507	05/30/2025	Check	V - 10722	CITY OF ROCK ISLAND	6,705.50
38508	05/30/2025	Check	V - 18465	ROCK ISLAND SCHOOL DISTRICT 41	35,793.22
38509	05/30/2025	Check	V - 23326	SHERWIN WILLIAMS	76.45
38510	05/30/2025	Check	V - 25071	STERLING COMMERCIAL ROOFING, INC	2,000.32
38511	05/30/2025	Check	V - 15967	TRANE	3,876.71
<b>Total No. of Checks : 23</b>					<b>Total Amount : 201,693.36</b>

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**Report Code:** AP\_CHECKREG

**Search Criteria:**

<b>Fiscal Year</b>	<b>: 2025</b>
<b>FY Period - Task</b>	<b>: 11 - A4</b>
<b>Start Due Date</b>	<b>: None</b>
<b>End Due Date</b>	<b>: None</b>
<b>Check Date</b>	<b>: 05/30/2025</b>
<b>Reprint Check Date</b>	<b>: None</b>
<b>Separate Check for Each Fund</b>	<b>: No</b>
<b>Group By</b>	<b>: FIN_INST_ACCT_ID, FIN_INST_TRAN_SOURCE</b>
<b>Sort By</b>	<b>: VENDOR_SHORT_NAME</b>
<b>Sort Employee Checks By Pay Location</b>	<b>: No</b>

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## CHECK REGISTER FOR BH EDUCATION - VENDOR CHECKS - ACH

Report Code: AP\_CHECKREG

CHECK NO.	CHECK DATE	TYPE	VENDOR TYPE - ID	VENDOR NAME	AMOUNT
3220	06/02/2025	ACH	V - 25525	AMAZON.COM SERVICES, INC.	117,751.38
3221	06/02/2025	ACH	V - 11940	BSN SPORTS, LLC	1,035.23
3222	06/02/2025	ACH	V - 10131	CAROLINA BIOLOGICAL SUPPLY	1,895.16
3223	06/02/2025	ACH	V - 17243	CDW GOVERNMENT, INC.	128,703.96
3224	06/02/2025	ACH	V - 10174	CONES REPAIR SERVICE, INC.	1,421.42
3225	06/02/2025	ACH	V - 18471	DELL INC.	47,367.40
3226	06/02/2025	ACH	V - 16777	HUGHES NETWORK TECHNOLOGIES	38,923.00
3227	06/02/2025	ACH	V - 12439	ILLINOIS PRINCIPALS ASSOCIATION	439.00
3228	06/02/2025	ACH	V - 24278	JOSTENS, INC	4,322.30
3229	06/02/2025	ACH	V - 24908	KOHL WHOLESALE	143,822.01
3230	06/02/2025	ACH	V - 25213	LEGAT ARCHITECTS, INC	86,932.50
3231	06/02/2025	ACH	V - 12057	MACGILL & CO.	652.62
3232	06/02/2025	ACH	V - 20508	NCS PEARSON INCORPORATED	6,560.76
3233	06/02/2025	ACH	V - 24189	THE OUTHOUSE	550.00
3234	06/02/2025	ACH	V - 26008	PAN-O-GOLD BAKING CO.	2,621.40
3235	06/02/2025	ACH	V - 25751	QUALITY CONTROLLED STAFFING, INC.	5,224.64
3236	06/02/2025	ACH	V - 25604	RIVERSIDE INSIGHTS	282.02
3237	06/02/2025	ACH	V - 25681	SHI INTERNATIONAL CORP	279.00
3238	06/02/2025	ACH	V - 19712	STAPLES ADVANTAGE	3,726.96
3239	06/02/2025	ACH	V - 18768	TRI-CITY ELECTRIC CO. OF IOWA	4,627.50
3240	06/02/2025	ACH	V - 20134	WEST MUSIC	65.00
3241	06/02/2025	ACH	V - 23030	WESTERN PSYCHOLOGICAL SERVICE (WPS)	1,495.00
<b>Total No. of Checks : 22</b>					<b>Total Amount : 598,698.26</b>

# ROCK ISLAND SCHOOLS

Page 2 of 3  
05/30/2025  
10:19:09 AM

## CHECK REGISTER FOR BH OBM - OBM CHECKS - ACH

Report Code: AP\_CHECKREG

CHECK NO.	CHECK DATE	TYPE	VENDOR TYPE - ID	VENDOR NAME	AMOUNT
466	06/02/2025	ACH	V - 25525	AMAZON.COM SERVICES, INC.	726.21
467	06/02/2025	ACH	V - 17235	GREENWOOD CLEANING SYSTEMS, IN	4,297.65
468	06/02/2025	ACH	V - 10355	HANDY TRUE VALUE HARDWARE	588.04
469	06/02/2025	ACH	V - 24908	KOHL WHOLESALE	234.72
470	06/02/2025	ACH	V - 10568	KONE INC.	296.72
471	06/02/2025	ACH	V - 24232	LAKEWOOD ELECTRIC & GENERATOR SVC, INC	7,095.60
472	06/02/2025	ACH	V - 25213	LEGAT ARCHITECTS, INC	3,280.00
473	06/02/2025	ACH	V - 26382	MGT IMPACT SOLUTIONS, LLC	21,239.20
474	06/02/2025	ACH	V - 23695	MIDWEST ALARM SERVICES	14,679.16
475	06/02/2025	ACH	V - 10003	THYMET PEST CONTROL	636.00
<b>Total No. of Checks : 10</b>					<b>Total Amount : 53,073.30</b>

# ROCK ISLAND SCHOOLS

Page 3 of 3  
05/30/2025  
10:19:09 AM

**Report Code:** AP\_CHECKREG

**Search Criteria:**

<b>Fiscal Year</b>	<b>: 2025</b>
<b>FY Period - Task</b>	<b>: 11 - A5</b>
<b>Start Due Date</b>	<b>: None</b>
<b>End Due Date</b>	<b>: None</b>
<b>Check Date</b>	<b>: 05/30/2025</b>
<b>Reprint Check Date</b>	<b>: None</b>
<b>Separate Check for Each Fund</b>	<b>: No</b>
<b>Group By</b>	<b>: FIN_INST_ACCT_ID, FIN_INST_TRAN_SOURCE</b>
<b>Sort By</b>	<b>: VENDOR_SHORT_NAME</b>
<b>Sort Employee Checks By Pay Location</b>	<b>: No</b>

# ROCK ISLAND SCHOOLS

Page 1 of 3  
05/30/2025  
10:19:23 AM

## CHECK REGISTER FOR BH EDUCATION - VENDOR CHECKS - ACH

Report Code: AP\_CHECKREG

<b>CHECK NO.</b>	<b>CHECK DATE</b>	<b>TYPE</b>	<b>VENDOR TYPE - ID</b>	<b>VENDOR NAME</b>	<b>AMOUNT</b>
3242	06/02/2025	ACH	V - 26444	AMERITAS LIFE INSURANCE CORP	17,748.66
3243	06/02/2025	ACH	V - 26020	ANNA THIRTYACRE	300.00
3244	06/02/2025	ACH	V - 26278	COMBINED INSURANCE COMPANY OF AMERICA	1,330.19
3245	06/02/2025	ACH	V - 11015	IMRF ACCOUNT	11,765.00
3246	06/02/2025	ACH	V - 26286	RELIANCE STANDARD LIFE INSURANCE COMPANY	10,598.45
<b>Total No. of Checks : 5</b>				<b>Total Amount :</b>	<b>41,742.30</b>

# ROCK ISLAND SCHOOLS

Page 2 of 3  
05/30/2025  
10:19:23 AM

## CHECK REGISTER FOR BH HEALTH INS - HEALTH INSURANCE - ACH

Report Code: AP\_CHECKREG

<u>CHECK NO.</u>	<u>CHECK DATE</u>	<u>TYPE</u>	<u>VENDOR TYPE - ID</u>	<u>VENDOR NAME</u>	<u>AMOUNT</u>
65	06/02/2025	ACH	V - 18449	WORTHINTON-OLSON, INC.	214.50
				<b>Total No. of Checks :</b>	<b>1</b>
				<b>Total Amount :</b>	<b>214.50</b>

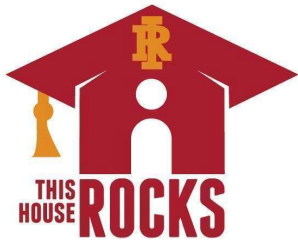
# ROCK ISLAND SCHOOLS

Page 3 of 3  
05/30/2025  
10:19:23 AM

**Report Code:** AP\_CHECKREG

**Search Criteria:**

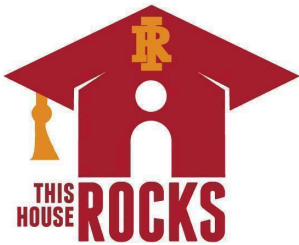
<b>Fiscal Year</b>	<b>: 2025</b>
<b>FY Period - Task</b>	<b>: 11 - A6</b>
<b>Start Due Date</b>	<b>: None</b>
<b>End Due Date</b>	<b>: None</b>
<b>Check Date</b>	<b>: 05/30/2025</b>
<b>Reprint Check Date</b>	<b>: None</b>
<b>Separate Check for Each Fund</b>	<b>: No</b>
<b>Group By</b>	<b>: FIN_INST_ACCT_ID, FIN_INST_TRAN_SOURCE</b>
<b>Sort By</b>	<b>: VENDOR_SHORT_NAME</b>
<b>Sort Employee Checks By Pay Location</b>	<b>: No</b>



Rock Island - Milan School District #41  
Board of Education Meeting Dates  
2025 - 26 School Year

<b>BOARD MEETING DATE</b>	<b>LOCATION</b>
July 22, 2025	Administration Center
August 12, 2025	Administration Center
August 26, 2025	Rock Island High School
September 9, 2025	Administration Center
September 23, 2025	Horace Mann Early Learning
<i>Fall Intersession</i>	
October 28, 2025	Administration Center
**November 10, 2025	Administration Center
November 25, 2025	Denkmann Elementary
December 9, 2025	Administration Center
<i>Winter Intersession</i>	
January 13, 2026	Administration Center
January 27, 2026	Earl Hanson Elementary
February 10, 2026	Administration Center
February 24, 2026	Rock Island Center Math & Science
March 10, 2026	Administration Center
<i>Spring Intersession</i>	
April 14, 2026	Administration Center
April 28, 2026	Administration Center
May 12, 2026	Administration Center
May 26, 2026	Ridgewood Elementary
June 9, 2026	Administration Center

*\*\*Meeting adjustment due to Veteran's Day Holiday*



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 10th, 2025  
Re: **Consolidated District Plan**

**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 for the 25-26 school year as presented.

**Investment Period: July 1st 2025 - June 30th 2026**  
**Total Investment: No monetary investment; board approval required**  
**Funding Source: N/A**



# **Consolidated District Plan**

**2025-2026**



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Eugene Field Elementary School.....

Frances Willard Elementary School.....

Longfellow Liberal Arts.....

Ridgewood Elementary School.....

Rock Island Academy.....

Rock Island Center for Math and Science.....

Rock Island High School.....

Thomas Jefferson Elementary School.....

Thurgood Marshall Learning Center.....

Washington Junior High School.....

Alleman Catholic High School.....

Jordan Catholic School.....

# 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

- 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 and English Language Learners.
- 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

### 1. School Profile

<b style="color: red; font-size: 1.2em;">Denkmann</b>	<b>Mission:</b> Our Mission is to provide a safe and diverse environment where all students will grow academically, socially, and emotionally as positive leaders.	<b>Vision:</b> Student centered classrooms with rigor for all.
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### 2. Professional Development

<b>PD Focus Areas</b>	<input type="checkbox"/> Co-Teaching <input type="checkbox"/> Differentiation <input type="checkbox"/> English Language Arts <input type="checkbox"/> English Language Learners <input type="checkbox"/> Enrichment <input type="checkbox"/> Fine Arts <input type="checkbox"/> Mathematics	<input type="checkbox"/> Science <input type="checkbox"/> Special Education <input type="checkbox"/> Social Emotional Learning <input type="checkbox"/> Social Studies <input type="checkbox"/> Technology <input type="checkbox"/> Other: _____
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### 3. Key Activity SMART Goals

<u>Key Activity</u> <b>SMART GOAL #1</b>		
Determine Your Measure(s) <i>*Select all that apply</i>	<input type="checkbox"/> AVID Coaching and Certification Instrument <input type="checkbox"/> Boost <input type="checkbox"/> Dibels <input type="checkbox"/> Lexia <input type="checkbox"/> Local Classroom Assessments <input type="checkbox"/> NewsELA Usage <input type="checkbox"/> NWEA MAP Growth <input type="checkbox"/> NWEA MAP RIT	<input type="checkbox"/> mClass <input type="checkbox"/> My iGDI's <input type="checkbox"/> ST Math Data <input type="checkbox"/> Teaching Strategies Gold <input type="checkbox"/> Walkthrough Tool <i>Please list any other metrics not named:</i> <input type="checkbox"/> Optional 1: _____ <input type="checkbox"/> Optional 2: _____
Establish your frequency of Measure(s) <i>*Select one</i>	<input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Every 3 weeks <input type="checkbox"/> Every 4 weeks	<input type="checkbox"/> Every 6 weeks <input type="checkbox"/> Every 8 weeks <input type="checkbox"/> Every Quarter <input type="checkbox"/> Other: Fall, Winter, Spring

<b>Key Activity SMART GOAL #2</b>		
Determine Your Measure(s) <b>*Select all that apply</b>	<input type="checkbox"/> AVID Coaching and Certification Instrument <input type="checkbox"/> Boost <input type="checkbox"/> Dibels <input type="checkbox"/> Lexia <input type="checkbox"/> Local Classroom Assessments <input type="checkbox"/> NewsELA Usage <input type="checkbox"/> NWEA MAP Growth <input type="checkbox"/> NWEA MAP RIT	<input type="checkbox"/> mClass <input type="checkbox"/> My iGDI's <input type="checkbox"/> ST Math Data <input type="checkbox"/> Teaching Strategies Gold <input type="checkbox"/> Walkthrough Tool <i>Please list any other metrics not named:</i> <input type="checkbox"/> Optional 1: _____ <input type="checkbox"/> Optional 2: _____
Frequency of your Measure(s) <b>*Select one</b>	<input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Every 3 weeks <input type="checkbox"/> Every 4 weeks	<input type="checkbox"/> Every 6 weeks <input type="checkbox"/> Every 8 weeks <input type="checkbox"/> Every Quarter <input checked="" type="checkbox"/> Other: Fall, Winter, Spring

#### 4. Annual Student Growth Goals

<b>Annual Student Growth Goal: ELA</b>	
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<b>Annual Student Growth Goal: Math</b>	
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#### 5. Key Activities & Theories of Actions Aligned to the 5 Essentials

##### Essential 1: Ambitious Instruction

**Check all that apply:**

- English Instruction:** Students interact with course material and one another to build and apply critical reading and writing skills
- Math Instruction:** Students interact with course material and one another to build and apply knowledge in their math classes.
- Academic Press:** Teachers expect students to do their best and meet academic demands.
- Quality of Student Discussion:** Students participate in classroom discussions that build their critical thinking skills.

<b>Key Activities</b>	<p>We will focus on creating a habit of quality student discussion using student engagement activities. Using Kagan strategies (ie think pair share, hand up stand up pair up, four corner discussion activities) along with specific planning for Reading, Math, Science, and Social Studies activities during PLC to make this happen.</p> <p>All classrooms and teachers will make sure there are anchor charts with academic vocabulary connected to the standards teachers are teaching in all CORE learning areas.</p>
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<b>Theory of Action for "Ambitious Instruction"</b>	
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## Essential 2: Effective Leaders

**Check all that apply:**

- Teacher Influence:** Teachers have influence in a broad range of decisions regarding school policies and practices.
- Program Coherence:** School programs are coordinated and consistent with goals for student learning.
- Teacher-Principal Trust:** Teachers and principals share a high level of mutual trust and respect.
- Instructional Leadership:** The school leadership team sets high standards for teaching and student learning.

<b>Key Activities</b>	<ul style="list-style-type: none"> <li>• Continued learning and leading in using the Leader in Me programming to increase all staff's capacity for leadership.</li> <li>• Principal coaching through Solution Tree... to support our principal's leadership growth and to support staff growth in leadership.</li> <li>• Creating a year long PD plan that will be supported by Global PD licenses for all staff to support a growth mindset for all staff.</li> </ul>
Theory of Action for " <b>Effective Leaders</b> "	

## Essential 3: Collaborative Teachers

**Check all that apply:**

- Collaborative Practices:** Teachers observe each others' practice and work together to review assessment data and develop instructional strategies.
- Collective Responsibility:** Teachers share a strong sense of responsibility for student development, school improvement, and professional growth.
- School Commitment:** Teachers are deeply committed to the school.
- Teacher-Teacher Trust:** Teachers are supportive of one another, personally and professionally.
- Quality of Professional Development:** Professional development is rigorous and focused on student learning.

<b>Key Activities</b>	<ul style="list-style-type: none"> <li>• Continued work toward PLCs that are driven by the Dufour 4 guiding questions of a PLC (and Data Driven)</li> <li>• Intentional Data Chats that happened Monthly (led by principal/maybe counselor)</li> <li>• We will also continue our work with understanding "Collective Efficacy". We will ensure that all teachers and building staff understand the tools we are using to teach students and support student learning and social development are to be used by all.</li> </ul>
Theory of Action for " <b>Collaborative Teachers</b> "	

### Essential 4: Supportive Environment

**Check all that apply:**

- Peer Support for Academic Work (ES):** Students demonstrate behaviors that lead to academic achievement.
- School-Wide Future Orientation (HS):** The school engages all students in planning for life after graduation.
- Expectations for Post-Secondary Education (HS):** The school expects all students to attend college and promotes college-readiness.
- Academic Personalism (ES):** Teachers connect with students in the classroom and support them in achieving academic goals.
- Student-Teacher Trust:** Students and teachers share a high level of mutual trust and respect.
- Safety:** Students feel safe both in and around the school building, and while they travel to and from home.

**Key Activities**

- The application of using the Leader in Me in all things we do. The Leader in Me tools that all teachers have access to are all vetted and approved by CASTLE and support our students' social development. This helps us create the climate and culture of our building.
- We will intentionally teach the 7 Habits and incorporate them in daily lessons at all levels and we will blend them into our PBIS structures for creating "Pawsitive" learning environment for all students.

Theory of Action for  
"Supportive Environment"

### Essential 5: Involved Families

**Check all that apply:**

- Parent Influence on Decision-Making:** The school has created opportunities for parents to participate in developing academic programs and influencing school curricula.
- Teacher-Parent Trust:** Teachers and parents are partners in improving student learning.
- Parent Involvement in School:** Parents are active participants in their child's schooling.

**Key Activities**

We are creating a "Denkman Booster Club" that will be it's own 501c3 starting next school year. We are currently working through the tax paperwork to creat this group so they have their own tax exempt number and bank account. This group has 3 founding members working through this process and have taken a leadership role. This team will meet monthly and have defined roles for leadership (two chairs, secretary, and treasurer) They will work directly with the FACE team to support their efforts and they will raise funds to support building.

Theory of Action for  
"Involved Families"



## Consolidated School Improvement Plan

### 1. School Profile

<b>Earl Hanson</b>	<b>Mission:</b> At Earl Hanson we help each other grow by being kind and working together as a team so we can all become lifelong learners.	<b>Vision:</b> To prepare college and career ready global citizens in collaboration with our community and families!
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### 2. Professional Development

<b>PD Focus Areas</b>	<input type="checkbox"/> Co-Teaching <input checked="" type="checkbox"/> Differentiation <input type="checkbox"/> English Language Arts <input type="checkbox"/> English Language Learners <input type="checkbox"/> Enrichment <input type="checkbox"/> Fine Arts <input type="checkbox"/> Mathematics	<input type="checkbox"/> Science <input type="checkbox"/> Special Education <input type="checkbox"/> Social Emotional Learning <input type="checkbox"/> Social Studies <input type="checkbox"/> Technology <input type="checkbox"/> Other: _____
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### 3. Key Activity SMART Goals

<b>Key Activity SMART GOAL #1</b>	100% of teachers will use and track AVID WICOR strategies (emphasis on organization, notetaking, and/or data collection strategies) monthly during the 25-26 school year.	
Determine Your Measure(s) <i>*Select all that apply</i>	<input checked="" type="checkbox"/> AVID Coaching and Certification Instrument <input type="checkbox"/> Boost <input type="checkbox"/> Dibels <input type="checkbox"/> Lexia <input type="checkbox"/> Local Classroom Assessments <input type="checkbox"/> NewsELA Usage <input type="checkbox"/> NWEA MAP Growth <input type="checkbox"/> NWEA MAP RIT	<input type="checkbox"/> mClass <input type="checkbox"/> My iGDI's <input type="checkbox"/> ST Math Data <input type="checkbox"/> Teaching Strategies Gold <input type="checkbox"/> Walkthrough Tool <i>Please list any other metrics not named:</i> <input checked="" type="checkbox"/> Optional 1: AVID Data Collection Spreadsheet Tool <input type="checkbox"/> Optional 2: Monthly WICOR Chart/Sheet
Establish your frequency of Measure(s) <i>*Select one</i>	<input type="checkbox"/> Weekly <input checked="" type="checkbox"/> Monthly <input type="checkbox"/> Every 3 weeks <input type="checkbox"/> Every 4 weeks	<input type="checkbox"/> Every 6 weeks <input type="checkbox"/> Every 8 weeks <input type="checkbox"/> Every Quarter <input type="checkbox"/> Other: Fall, Winter, Spring

<b>Key Activity</b> <b>SMART GOAL #2</b>	EH leaders (building/teacher) will participate in AVID WICOR strategy professional development once per quarter (focus on accessing the data, celebrating positive patterns, and citing potential opportunities for improvement in the use of WICOR Strategies) during the 25-26 school year.	
Determine Your Measure(s) *Select all that apply	<input checked="" type="checkbox"/> AVID Coaching and Certification Instrument <input type="checkbox"/> Boost <input type="checkbox"/> Dibels <input type="checkbox"/> Lexia <input type="checkbox"/> Local Classroom Assessments <input type="checkbox"/> NewsELA Usage <input type="checkbox"/> NWEA MAP Growth <input type="checkbox"/> NWEA MAP RIT	<input type="checkbox"/> mClass <input type="checkbox"/> My iGDI's <input type="checkbox"/> ST Math Data <input type="checkbox"/> Teaching Strategies Gold <input type="checkbox"/> Walkthrough Tool <i>Please list any other metrics not named:</i> <input checked="" type="checkbox"/> Optional 1: PD Agenda/Meeting Notes <input checked="" type="checkbox"/> Optional 2: WICOR Charts and list of what's working and what needs additional supports
Frequency of your Measure(s) *Select one	<input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Every 3 weeks <input type="checkbox"/> Every 4 weeks	<input type="checkbox"/> Every 6 weeks <input type="checkbox"/> Every 8 weeks <input checked="" type="checkbox"/> Every Quarter <input type="checkbox"/> Other: Fall, Winter, Spring

#### 4. Annual Student Growth Goals

<b>Annual Student Growth Goal: ELA</b>	By the end of the 2024/2025 school year 65 percent of the Earl Hanson students will meet or exceed their growth targets in ELA as measured by MAP.
<b>Annual Student Growth Goal: Math</b>	By the end of the 2024/2025 school year 65 percent of the Earl Hanson students will meet or exceed their growth targets in Math as measured by MAP.

#### 5. Key Activities & Theories of Actions Aligned to the 5 Essentials

<b>Essential 1: Ambitious Instruction</b>	
<b>Check all that apply:</b> <input checked="" type="checkbox"/> <b>English Instruction:</b> Students interact with course material and one another to build and apply critical reading and writing skills <input checked="" type="checkbox"/> <b>Math Instruction:</b> Students interact with course material and one another to build and apply knowledge in their math classes. <input type="checkbox"/> <b>Academic Press:</b> Teachers expect students to do their best and meet academic demands. <input type="checkbox"/> <b>Quality of Student Discussion:</b> Students participate in classroom discussions that build their critical thinking skills.	
<b>Key Activities</b>	ELA: Focus on providing professional development on the use of WICOR Strategies aimed at the establishment of regular practice with complex texts as well as collaborative learning through group discussions.
Theory of Action for <b>"Ambitious Instruction"</b>	We believe that by providing professional development and laying expectations for use of the strategies received during the professional development our teachers will be able to differentiate for more students during whole group instruction time in both ELA and in Math.

## Essential 2: Effective Leaders

**Check all that apply:**

- Teacher Influence:** Teachers have influence in a broad range of decisions regarding school policies and practices.
- Program Coherence:** School programs are coordinated and consistent with goals for student learning.
- Teacher-Principal Trust:** Teachers and principals share a high level of mutual trust and respect.
- Instructional Leadership:** The school leadership team sets high standards for teaching and student learning.

<b>Key Activities</b>	Ensure Grade Level PLC's and the BIT Team have a consistent focus on Data Analysis.
Theory of Action for <b>"Effective Leaders"</b>	We believe that by analyzing the same data together, we will identify growth opportunities and engage in collaborative dialogues to develop effective solutions.

## Essential 3: Collaborative Teachers

**Check all that apply:**

- Collaborative Practices:** Teachers observe each others' practice and work together to review assessment data and develop instructional strategies.
- Collective Responsibility:** Teachers share a strong sense of responsibility for student development, school improvement, and professional growth.
- School Commitment:** Teachers are deeply committed to the school.
- Teacher-Teacher Trust:** Teachers are supportive of one another, personally and professionally.
- Quality of Professional Development:** Professional development is rigorous and focused on student learning.

<b>Key Activities</b>	Ensure Grade Level PLC's and the BIT Team have a consistent focus on Data Analysis.
Theory of Action for <b>"Collaborative Teachers"</b>	We believe that by analyzing data together, we will identify growth opportunities and engage in collaborative dialogues to develop effective solutions.

### Essential 4: Supportive Environment

**Check all that apply:**

- Peer Support for Academic Work (ES):** Students demonstrate behaviors that lead to academic achievement.
- School-Wide Future Orientation (HS):** The school engages all students in planning for life after graduation.
- Expectations for Post-Secondary Education (HS):** The school expects all students to attend college and promotes college-readiness.
- Academic Personalism (ES):** Teachers connect with students in the classroom and support them in achieving academic goals.
- Student-Teacher Trust:** Students and teachers share a high level of mutual trust and respect.
- Safety:** Students feel safe both in and around the school building, and while they travel to and from home.

<b>Key Activities</b>	<ul style="list-style-type: none"> <li>• Students accessing complex text</li> <li>• Students engaging in subject-matter discourse (ELA/Math)</li> </ul>
Theory of Action for <b>“Supportive Environment”</b>	We believe that by teachers participating in focused professional development on accessing complex texts and student dialogue, and leadership setting expectations for use of the strategies learned, students will rise to the occasion of higher expectations time and time again!

### Essential 5: Involved Families

**Check all that apply:**

- Parent Influence on Decision-Making:** The school has created opportunities for parents to participate in developing academic programs and influencing school curricula.
- Teacher-Parent Trust:** Teachers and parents are partners in improving student learning.
- Parent Involvement in School:** Parents are active participants in their child’s schooling.

<b>Key Activities</b>	Under the leadership of the Family Engagement Team (FET) EH will host one family and community engagement event per month for the 25-26 school year.
Theory of Action for <b>“Involved Families”</b>	We believe by intentionally planning and hosting at least one event per month, families will have opportunities to connect with one another (building relational capacity) as well take away something that will help them help their students academically.



## Consolidated School Improvement Plan

### 1. School Profile

<b>Edison Jr. High</b>	<b>Mission:</b> To prepare Edison's students for individual growth and success by providing a safe and quality education within our inclusive community.	<b>Vision:</b> To be the model Junior High School in the Rock Island - Milan School District.
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### 2. Professional Development

<b>PD Focus Areas</b>	<input checked="" type="checkbox"/> Co-Teaching <input checked="" type="checkbox"/> Differentiation <input type="checkbox"/> English Language Arts <input type="checkbox"/> English Language Learners <input checked="" type="checkbox"/> Enrichment <input type="checkbox"/> Fine Arts <input type="checkbox"/> Mathematics	<input type="checkbox"/> Science <input type="checkbox"/> Special Education <input type="checkbox"/> Social Emotional Learning <input type="checkbox"/> Social Studies <input type="checkbox"/> Technology <input type="checkbox"/> Other: _____
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### 3. Key Activity SMART Goals

<b>Key Activity SMART GOAL #1</b>	We will write the smart goal for ST math puzzles at the end of the year when we get the current year totals.	
Determine Your Measure(s) <i>*Select all that apply</i>	<input type="checkbox"/> AVID Coaching and Certification Instrument <input type="checkbox"/> Boost <input type="checkbox"/> Dibels <input type="checkbox"/> Lexia <input type="checkbox"/> Local Classroom Assessments <input type="checkbox"/> NewsELA Usage <input type="checkbox"/> NWEA MAP Growth <input type="checkbox"/> NWEA MAP RIT	<input type="checkbox"/> mClass <input type="checkbox"/> My iGDI's <input checked="" type="checkbox"/> ST Math Data <input type="checkbox"/> Teaching Strategies Gold <input type="checkbox"/> Walkthrough Tool <i>Please list any other metrics not named:</i> <input type="checkbox"/> Optional 1: _____ <input type="checkbox"/> Optional 2: _____
Establish your frequency of Measure(s) <i>*Select one</i>	<input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Every 3 weeks <input type="checkbox"/> Every 4 weeks	<input type="checkbox"/> Every 6 weeks <input type="checkbox"/> Every 8 weeks <input type="checkbox"/> Every Quarter <input type="checkbox"/> Other: Fall, Winter, Spring

<b>Key Activity SMART GOAL #2</b>	We will be writing a smart goal based on NWEA spring map results for the 2025-26 when the window closes.	
Determine Your Measure(s) <b>*Select all that apply</b>	<input type="checkbox"/> AVID Coaching and Certification Instrument <input type="checkbox"/> Boost <input type="checkbox"/> Dibels <input type="checkbox"/> Lexia <input type="checkbox"/> Local Classroom Assessments <input type="checkbox"/> NewsELA Usage <input checked="" type="checkbox"/> NWEA MAP Growth <input type="checkbox"/> NWEA MAP RIT	<input type="checkbox"/> mClass <input type="checkbox"/> My iGDI's <input type="checkbox"/> ST Math Data <input type="checkbox"/> Teaching Strategies Gold <input type="checkbox"/> Walkthrough Tool <i>Please list any other metrics not named:</i> <input type="checkbox"/> Optional 1: _____ <input type="checkbox"/> Optional 2: _____
Frequency of your Measure(s) <b>*Select one</b>	<input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Every 3 weeks <input type="checkbox"/> Every 4 weeks	<input type="checkbox"/> Every 6 weeks <input type="checkbox"/> Every 8 weeks <input type="checkbox"/> Every Quarter <input checked="" type="checkbox"/> Other: Fall, Winter, Spring

#### 4. Annual Student Growth Goals

<b>Annual Student Growth Goal: ELA</b>	By May 2025, 80 percent of EJHS students will demonstrate growth (fall to spring) in the area of ELA as demonstrated on MAP.
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<b>Annual Student Growth Goal: Math</b>	By May 2025, 80 percent of EJHS students will demonstrate growth (fall to spring) in the area of math as demonstrated on MAP.
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#### 5. Key Activities & Theories of Actions Aligned to the 5 Essentials

<b>Essential 1: Ambitious Instruction</b>	
<b>Check all that apply:</b> <input checked="" type="checkbox"/> <b>English Instruction:</b> Students interact with course material and one another to build and apply critical reading and writing skills <input checked="" type="checkbox"/> <b>Math Instruction:</b> Students interact with course material and one another to build and apply knowledge in their math classes. <input type="checkbox"/> <b>Academic Press:</b> Teachers expect students to do their best and meet academic demands. <input type="checkbox"/> <b>Quality of Student Discussion:</b> Students participate in classroom discussions that build their critical thinking skills.	
<b>Key Activities</b>	Edison will focus on Student Discourse within all subject areas.
Theory of Action for <b>“Ambitious Instruction”</b>	We believe that by increasing student discourse, we will see an increase in student assessment scores as measured by MAP and IAR.

## Essential 2: Effective Leaders

**Check all that apply:**

- Teacher Influence:** Teachers have influence in a broad range of decisions regarding school policies and practices.
- Program Coherence:** School programs are coordinated and consistent with goals for student learning.
- Teacher-Principal Trust:** Teachers and principals share a high level of mutual trust and respect.
- Instructional Leadership:** The school leadership team sets high standards for teaching and student learning.

<b>Key Activities</b>	Edison will focus on students strengthening and maintaining their intervention goals during teacher advisory intervention time.
Theory of Action for <b>“Effective Leaders”</b>	We believe that by consistent tracking with the teacher advisor support, we will see an increase in student assessment scores as measured by MAP and IAR.

## Essential 3: Collaborative Teachers

**Check all that apply:**

- Collaborative Practices:** Teachers observe each others’ practice and work together to review assessment data and develop instructional strategies.
- Collective Responsibility:** Teachers share a strong sense of responsibility for student development, school improvement, and professional growth.
- School Commitment:** Teachers are deeply committed to the school.
- Teacher-Teacher Trust:** Teachers are supportive of one another, personally and professionally.
- Quality of Professional Development:** Professional development is rigorous and focused on student learning.

<b>Key Activities</b>	Edison teachers will be required each quarter to cross curricular plan with a cross curricular partner.
Theory of Action for <b>“Collaborative Teachers”</b>	We believe that by meeting with our cross curricular partners, we will increase teacher efficacy.

### Essential 4: Supportive Environment

**Check all that apply:**

- Peer Support for Academic Work (ES):** Students demonstrate behaviors that lead to academic achievement.
- School-Wide Future Orientation (HS):** The school engages all students in planning for life after graduation.
- Expectations for Post-Secondary Education (HS):** The school expects all students to attend college and promotes college-readiness.
- Academic Personalism (ES):** Teachers connect with students in the classroom and support them in achieving academic goals.
- Student-Teacher Trust:** Students and teachers share a high level of mutual trust and respect.
- Safety:** Students feel safe both in and around the school building, and while they travel to and from home.

<b>Key Activities</b>	Edison’s PBIS team will develop opportunities to create trust building activities with students during morning meeting time.
Theory of Action for “ <b>Supportive Environment</b> ”	We believe that by having trust building activities with students during morning meetings, we will build a supportive and safe environment.

### Essential 5: Involved Families

**Check all that apply:**

- Parent Influence on Decision-Making:** The school has created opportunities for parents to participate in developing academic programs and influencing school curricula.
- Teacher-Parent Trust:** Teachers and parents are partners in improving student learning.
- Parent Involvement in School:** Parents are active participants in their child’s schooling.

<b>Key Activities</b>	Edison’s Face Team will develop a family engagement survey to determine what Edison’s stakeholders needs and interests are to increase parental involvement in school.
Theory of Action for “ <b>Involved Families</b> ”	We believe that by providing a family engagement survey to Edison stakeholders we will create meaningful family events for all stakeholders.



## Consolidated School Improvement Plan

### 1. School Profile

<h2>Eugene Field Elementary School</h2>	<p><b>Mission:</b> Our mission is to create a positive, supportive, and empowering learning environment where every student is encouraged to be nice, work hard, and do things right.</p>	<p><b>Vision:</b> Our vision is to create a school where kindness, dedication, and integrity are the foundation for success. By making students laugh and smile, we are creating lifelong learners who contribute positively to their community</p>
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### 2. Professional Development

<p><b>PD Focus Areas</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Co-Teaching</li> <li><input type="checkbox"/> Differentiation</li> <li><input checked="" type="checkbox"/> English Language Arts</li> <li><input type="checkbox"/> English Language Learners</li> <li><input type="checkbox"/> Enrichment</li> <li><input type="checkbox"/> Fine Arts</li> <li><input checked="" type="checkbox"/> Mathematics</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Science</li> <li><input type="checkbox"/> Special Education</li> <li><input type="checkbox"/> Social Emotional Learning</li> <li><input type="checkbox"/> Social Studies</li> <li><input type="checkbox"/> Technology</li> <li><input checked="" type="checkbox"/> Other: PLC</li> </ul>
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### 3. Key Activity SMART Goals

<p><b>Key Activity SMART GOAL #1</b></p>	<p>55% of all students will meet their fall to winter growth goal in ELA as evidenced by NWEA MAP Data. (52% 24/25 SY)</p>	
<p>Determine Your Measure(s) <i>*Select all that apply</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> AVID Coaching and Certification Instrument</li> <li><input type="checkbox"/> Boost</li> <li><input type="checkbox"/> Dibels</li> <li><input type="checkbox"/> Lexia</li> <li><input type="checkbox"/> Local Classroom Assessments</li> <li><input type="checkbox"/> NewsELA Usage</li> <li><input checked="" type="checkbox"/> NWEA MAP Growth</li> <li><input type="checkbox"/> NWEA MAP RIT</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> mClass</li> <li><input type="checkbox"/> My iGDI's</li> <li><input type="checkbox"/> ST Math Data</li> <li><input type="checkbox"/> Teaching Strategies Gold</li> <li><input type="checkbox"/> Walkthrough Tool</li> </ul> <p><i>Please list any other metrics not named:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Optional 1: _____</li> <li><input type="checkbox"/> Optional 2: _____</li> </ul>
<p>Establish your frequency of Measure(s) <i>*Select one</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Weekly</li> <li><input type="checkbox"/> Monthly</li> <li><input type="checkbox"/> Every 3 weeks</li> <li><input type="checkbox"/> Every 4 weeks</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Every 6 weeks</li> <li><input type="checkbox"/> Every 8 weeks</li> <li><input type="checkbox"/> Every Quarter</li> <li><input checked="" type="checkbox"/> Other: Fall, Winter, Spring</li> </ul>

<b>Key Activity SMART GOAL #2</b>	70% of all students will meet their fall to winter growth goal in Math as evidenced by NWEA MAP Data (67% 24/25 SY)	
Determine Your Measure(s) <b>*Select all that apply</b>	<input type="checkbox"/> AVID Coaching and Certification Instrument <input type="checkbox"/> Boost <input type="checkbox"/> Dibels <input type="checkbox"/> Lexia <input type="checkbox"/> Local Classroom Assessments <input type="checkbox"/> NewsELA Usage <input checked="" type="checkbox"/> NWEA MAP Growth <input type="checkbox"/> NWEA MAP RIT	<input type="checkbox"/> mClass <input type="checkbox"/> My iGDI's <input type="checkbox"/> ST Math Data <input type="checkbox"/> Teaching Strategies Gold <input type="checkbox"/> Walkthrough Tool <i>Please list any other metrics not named:</i> <input type="checkbox"/> Optional 1: _____ <input type="checkbox"/> Optional 2: _____
Frequency of your Measure(s) <b>*Select one</b>	<input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Every 3 weeks <input type="checkbox"/> Every 4 weeks	<input type="checkbox"/> Every 6 weeks <input type="checkbox"/> Every 8 weeks <input type="checkbox"/> Every Quarter <input checked="" type="checkbox"/> Other: Fall, Winter, Spring

**4. Annual Student Growth Goals**

<b>Annual Student Growth Goal: ELA</b>	At least 80% of K-6 students will meet or exceed expected growth in ELA from Fall of 2024 to Spring of 2025 as measured by MAP Reading.
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<b>Annual Student Growth Goal: Math</b>	At least 80% of K-6 students will meet or exceed expected growth in Math from Fall of 2024 to Spring of 2025 as measured by MAP Math.
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**5. Key Activities & Theories of Actions Aligned to the 5 Essentials**

<b>Essential 1: Ambitious Instruction</b>	
<b>Check all that apply:</b> <input checked="" type="checkbox"/> <b>English Instruction:</b> Students interact with course material and one another to build and apply critical reading and writing skills <input checked="" type="checkbox"/> <b>Math Instruction:</b> Students interact with course material and one another to build and apply knowledge in their math classes. <input type="checkbox"/> <b>Academic Press:</b> Teachers expect students to do their best and meet academic demands. <input type="checkbox"/> <b>Quality of Student Discussion:</b> Students participate in classroom discussions that build their critical thinking skills.	
<b>Key Activities</b>	Regular and consistent vertical and horizontal PLC time to allow staff to set ambitious instructional outcomes that allow students to interact with course material and build critical skills for success in ELA and Math.
Theory of Action for <b>“Ambitious Instruction”</b>	By having regular and consistent vertical and horizontal PLC time, we believe that we will increase the academic ability of all students.

## Essential 2: Effective Leaders

**Check all that apply:**

- Teacher Influence:** Teachers have influence in a broad range of decisions regarding school policies and practices.
- Program Coherence:** School programs are coordinated and consistent with goals for student learning.
- Teacher-Principal Trust:** Teachers and principals share a high level of mutual trust and respect.
- Instructional Leadership:** The school leadership team sets high standards for teaching and student learning.

<b>Key Activities</b>	Regular and consistent communication, via Remind messages, staff meetings, and regular building walkthroughs, will build relationships that foster an environment where leadership is the expectation.
Theory of Action for <b>“Effective Leaders”</b>	By having regular and consistent communication, we believe that we will create effective leaders throughout our building.

## Essential 3: Collaborative Teachers

**Check all that apply:**

- Collaborative Practices:** Teachers observe each others’ practice and work together to review assessment data and develop instructional strategies.
- Collective Responsibility:** Teachers share a strong sense of responsibility for student development, school improvement, and professional growth.
- School Commitment:** Teachers are deeply committed to the school.
- Teacher-Teacher Trust:** Teachers are supportive of one another, personally and professionally.
- Quality of Professional Development:** Professional development is rigorous and focused on student learning.

<b>Key Activities</b>	Regular, consistent, and relevant professional development with time built in for training, follow up, follow through, and conversation that will benefit our students.
Theory of Action for <b>“Collaborative Teachers”</b>	By making professional development relevant and providing time for staff to implement, we believe that we will build collaborative relationships amongst staff

### **Essential 4: Supportive Environment**

**Check all that apply:**

- Peer Support for Academic Work (ES):** Students demonstrate behaviors that lead to academic achievement.
- School-Wide Future Orientation (HS):** The school engages all students in planning for life after graduation.
- Expectations for Post-Secondary Education (HS):** The school expects all students to attend college and promotes college-readiness.
- Academic Personalism (ES):** Teachers connect with students in the classroom and support them in achieving academic goals.
- Student-Teacher Trust:** Students and teachers share a high level of mutual trust and respect.
- Safety:** Students feel safe both in and around the school building, and while they travel to and from home.

<b>Key Activities</b>	Regular and consistent classroom visits by administration and communication of the school expectation, “Be Nice, Work Hard, Do Things Right.” not only for the classroom, but for life in general.
Theory of Action for <b>“Supportive Environment”</b>	By being visible and communicating expectations, we believe that we will create a supportive environment at Eugene Field.

### **Essential 5: Involved Families**

**Check all that apply:**

- Parent Influence on Decision-Making:** The school has created opportunities for parents to participate in developing academic programs and influencing school curricula.
- Teacher-Parent Trust:** Teachers and parents are partners in improving student learning.
- Parent Involvement in School:** Parents are active participants in their child’s schooling.

<b>Key Activities</b>	Regular and consistent communication through Remind and other messaging avenues, an open door policy with administration, and an active PTO.
Theory of Action for <b>“Involved Families”</b>	By consistently communicating effectively and efficiently, we believe that we will create involved families.



## Consolidated School Improvement Plan

### 1. School Profile

<p style="text-align: center; color: red; font-weight: bold; margin: 0;">Frances Willard Elementary School</p>	<p><b>Mission:</b> We, at Frances Willard, are Leaders and Learners.</p>	<p><b>Vision:</b> Prepare all children for individual success by providing a safe and inclusive quality education within a multicultural community.</p>
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### 2. Professional Development

<p><b>PD Focus Areas</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Co-Teaching</li> <li><input type="checkbox"/> Differentiation</li> <li><input type="checkbox"/> English Language Arts</li> <li><input type="checkbox"/> English Language Learners</li> <li><input type="checkbox"/> Enrichment</li> <li><input type="checkbox"/> Fine Arts</li> <li><input type="checkbox"/> Mathematics</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Science</li> <li><input type="checkbox"/> Special Education</li> <li><input type="checkbox"/> Social Emotional Learning</li> <li><input type="checkbox"/> Social Studies</li> <li><input type="checkbox"/> Technology</li> <li><input checked="" type="checkbox"/> Other: AVID</li> </ul>
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### 3. Key Activity SMART Goals

<p style="text-align: center; font-weight: bold; margin: 0;">Key Activity SMART GOAL #1</p>	<p>By August 1, 2025, the building calendar (year long schedule of professional development, ILT meetings, BLT meetings, AVID meetings, data days, etc) will have been created then reviewed and updated quarterly as measured by original document and quarterly reviews documented in ILT notes.</p>	
<p>Determine Your Measure(s) <i>*Select all that apply</i></p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> AVID Coaching and Certification Instrument</li> <li><input type="checkbox"/> Boost</li> <li><input type="checkbox"/> Dibels</li> <li><input type="checkbox"/> Lexia</li> <li><input type="checkbox"/> Local Classroom Assessments</li> <li><input type="checkbox"/> NewsELA Usage</li> <li><input type="checkbox"/> NWEA MAP Growth</li> <li><input type="checkbox"/> NWEA MAP RIT</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> mClass</li> <li><input type="checkbox"/> My iGDI's</li> <li><input type="checkbox"/> ST Math Data</li> <li><input type="checkbox"/> Teaching Strategies Gold</li> <li><input type="checkbox"/> Walkthrough Tool</li> </ul> <p><i>Please list any other metrics not named:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Optional 1: _____</li> <li><input type="checkbox"/> Optional 2: _____</li> </ul>
<p>Establish your frequency of Measure(s) <i>*Select one</i></p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Weekly</li> <li><input checked="" type="checkbox"/> Monthly</li> <li><input type="checkbox"/> Every 3 weeks</li> <li><input type="checkbox"/> Every 4 weeks</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Every 6 weeks</li> <li><input type="checkbox"/> Every 8 weeks</li> <li><input checked="" type="checkbox"/> Every Quarter</li> <li><input type="checkbox"/> Other: Fall, Winter, Spring</li> </ul>

<b>Key Activity</b> <b>SMART GOAL #2</b>	During the 2025-2026 school year, staff will utilize planning strategies learned through Accelerate to Educate professional development, to focus on Tier I instruction by identifying priority standards and determining appropriate scaffolding needs in each unit to see growth in unit assessments as well as overall MAP scores as measured by the unit planning document and data from assessments.	
Determine Your Measure(s) *Select all that apply	<input type="checkbox"/> AVID Coaching and Certification Instrument <input type="checkbox"/> Boost <input type="checkbox"/> Dibels <input type="checkbox"/> Lexia <input type="checkbox"/> Local Classroom Assessments <input type="checkbox"/> NewsELA Usage <input type="checkbox"/> NWEA MAP Growth <input type="checkbox"/> NWEA MAP RIT	<input type="checkbox"/> mClass <input type="checkbox"/> My iGDI's <input type="checkbox"/> ST Math Data <input type="checkbox"/> Teaching Strategies Gold <input type="checkbox"/> Walkthrough Tool <i>Please list any other metrics not named:</i> <input checked="" type="checkbox"/> Optional 1: Unit Planning Tool <input type="checkbox"/> Optional 2: _____
Frequency of your Measure(s) *Select one	<input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Every 3 weeks <input type="checkbox"/> Every 4 weeks	<input type="checkbox"/> Every 6 weeks <input type="checkbox"/> Every 8 weeks <input type="checkbox"/> Every Quarter <input checked="" type="checkbox"/> Other: Fall, Winter, Spring

#### 4. Annual Student Growth Goals

<b>Annual Student Growth Goal: ELA</b>	By May 2025, 60% of students at Frances Willard will meet or exceed their ELA growth goal as measured by NWEA MAP.
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<b>Annual Student Growth Goal: Math</b>	By May 2025, 85% of students at Frances Willard will meet or exceed their growth goal as measured by NWEA MAP.
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#### 5. Key Activities & Theories of Actions Aligned to the 5 Essentials

<b>Essential 1: Ambitious Instruction</b>	
<b>Check all that apply:</b> <input type="checkbox"/> <b>English Instruction:</b> Students interact with course material and one another to build and apply critical reading and writing skills <input type="checkbox"/> <b>Math Instruction:</b> Students interact with course material and one another to build and apply knowledge in their math classes. <input checked="" type="checkbox"/> <b>Academic Press:</b> Teachers expect students to do their best and meet academic demands. <input type="checkbox"/> <b>Quality of Student Discussion:</b> Students participate in classroom discussions that build their critical thinking skills.	
<b>Key Activities</b>	<ul style="list-style-type: none"> <li>Teachers will use specific AVID strategies identified to increase engagement and student discourse.</li> <li>Teachers will use strategies learned from Acceleration for All to prepare Tier I lessons so that all students receive grade level instruction. The focus will be on priority standards and scaffolding strategies in each lesson.</li> </ul>
Theory of Action for "Ambitious Instruction"	We believe that by focusing on grade-level knowledge (not remediation), and providing professional development on use of specific strategies, we will accelerate all students' learning.

## Essential 2: Effective Leaders

**Check all that apply:**

- Teacher Influence:** Teachers have influence in a broad range of decisions regarding school policies and practices.
- Program Coherence:** School programs are coordinated and consistent with goals for student learning.
- Teacher-Principal Trust:** Teachers and principals share a high level of mutual trust and respect.
- Instructional Leadership:** The school leadership team sets high standards for teaching and student learning.

<b>Key Activities</b>	<ul style="list-style-type: none"> <li>• Before the end of the school year, determine teams/committees.</li> <li>• During the summer create the calendar to include data days (grade level PLC's at the end of mClass cycles), vertical PLC meetings, PD for Acceleration for All, AVID PD for all staff, CHAMPS (classroom management) PD</li> <li>• Determine how success will be measured for each initiative/action. Who/How will data be collected. When will it be reviewed/monitored?</li> </ul>
Theory of Action for <b>"Effective Leaders"</b>	We believe that by starting the year with a clear plan in place, we will know what we are doing, how we are doing it, and if we are successfully doing it.

## Essential 3: Collaborative Teachers

**Check all that apply:**

- Collaborative Practices:** Teachers observe each others' practice and work together to review assessment data and develop instructional strategies.
- Collective Responsibility:** Teachers share a strong sense of responsibility for student development, school improvement, and professional growth.
- School Commitment:** Teachers are deeply committed to the school.
- Teacher-Teacher Trust:** Teachers are supportive of one another, personally and professionally.
- Quality of Professional Development:** Professional development is rigorous and focused on student learning.

<b>Key Activities</b>	<ul style="list-style-type: none"> <li>• Introduce the newly created walk through tool to ensure all staff know the look fors.</li> <li>• Provide time for walk throughs so all staff have an opportunity to observe, be observed, and use feedback in meaningful ways.</li> </ul>
Theory of Action for <b>"Collaborative Teachers"</b>	We believe that by utilizing the instructional walk-through tool as a whole building, we will create a culture of continuous growth fostered through trust.

### **Essential 4: Supportive Environment**

**Check all that apply:**

- Peer Support for Academic Work (ES):** Students demonstrate behaviors that lead to academic achievement.
- School-Wide Future Orientation (HS):** The school engages all students in planning for life after graduation.
- Expectations for Post-Secondary Education (HS):** The school expects all students to attend college and promotes college-readiness.
- Academic Personalism (ES):** Teachers connect with students in the classroom and support them in achieving academic goals.
- Student-Teacher Trust:** Students and teachers share a high level of mutual trust and respect.
- Safety:** Students feel safe both in and around the school building, and while they travel to and from home.

<b>Key Activities</b>	<ul style="list-style-type: none"> <li>● Use AVID folders/binders as means to organize ourselves and track goals.</li> <li>● Use CHAMPS/CKH strategies to increase student-teacher trust.</li> <li>● Admin will continue to build relationships with students and families as means to foster safe learning environments.</li> </ul>
Theory of Action for <b>“Supportive Environment”</b>	We believe that by continuing to create a safe environment (safe from harm and safe to take academic risk), we will grow our culture of being leaders and learners.

### **Essential 5: Involved Families**

**Check all that apply:**

- Parent Influence on Decision-Making:** The school has created opportunities for parents to participate in developing academic programs and influencing school curricula.
- Teacher-Parent Trust:** Teachers and parents are partners in improving student learning.
- Parent Involvement in School:** Parents are active participants in their child’s schooling.

<b>Key Activities</b>	<ul style="list-style-type: none"> <li>● Set monthly meetings that include the building leadership team and parents.</li> <li>● Plan quarterly grade band meetings for families to understand what their child is learning and how we can support one another. FACE Process Conditions...see activity data.             <ul style="list-style-type: none"> <li>○ K-2</li> <li>○ 3-6 helping parents learn specific reading strategies</li> </ul> </li> </ul>
Theory of Action for <b>“Involved Families”</b>	We believe that by including families in more learning opportunities, we will see improved student attendance and academic success.



## Consolidated School Improvement Plan

### 1. School Profile

<h2 style="color: red; margin: 0;">Longfellow Liberal Arts</h2>	<p><b>Mission:</b> Longfellow strives for all to learn, live, and give with pride. We provide a welcoming, safe place for students and families to learn and grow.</p>	<p><b>Vision:</b> We want students to achieve their maximum potential and be college, career, and life ready.</p>
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### 2. Professional Development

<p><b>PD Focus Areas</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Co-Teaching</li> <li><input type="checkbox"/> Differentiation</li> <li><input type="checkbox"/> English Language Arts</li> <li><input type="checkbox"/> English Language Learners</li> <li><input type="checkbox"/> Enrichment</li> <li><input type="checkbox"/> Fine Arts</li> <li><input type="checkbox"/> Mathematics</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Science</li> <li><input type="checkbox"/> Special Education</li> <li><input checked="" type="checkbox"/> Social Emotional Learning</li> <li><input type="checkbox"/> Social Studies</li> <li><input type="checkbox"/> Technology</li> <li><input type="checkbox"/> Other: _____</li> </ul>
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### 3. Key Activity SMART Goals

<p><b>Key Activity SMART GOAL #1</b></p>	<p>By May of 2026 Longfellow will decrease Tier 3 students by 3% in the areas of ELA and Math.</p>	
<p>Determine Your Measure(s) <i>*Select all that apply</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> AVID Coaching and Certification Instrument</li> <li><input type="checkbox"/> Boost</li> <li><input type="checkbox"/> Dibels</li> <li><input type="checkbox"/> Lexia</li> <li><input type="checkbox"/> Local Classroom Assessments</li> <li><input type="checkbox"/> NewsELA Usage</li> <li><input checked="" type="checkbox"/> NWEA MAP Growth</li> <li><input type="checkbox"/> NWEA MAP RIT</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> mClass</li> <li><input type="checkbox"/> My iGDI's</li> <li><input type="checkbox"/> ST Math Data</li> <li><input type="checkbox"/> Teaching Strategies Gold</li> <li><input type="checkbox"/> Walkthrough Tool</li> </ul> <p><i>Please list any other metrics not named:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Optional 1: _____</li> <li><input type="checkbox"/> Optional 2: _____</li> </ul>
<p>Establish your frequency of Measure(s) <i>*Select one</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Weekly</li> <li><input type="checkbox"/> Monthly</li> <li><input type="checkbox"/> Every 3 weeks</li> <li><input type="checkbox"/> Every 4 weeks</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Every 6 weeks</li> <li><input type="checkbox"/> Every 8 weeks</li> <li><input type="checkbox"/> Every Quarter</li> <li><input checked="" type="checkbox"/> Other: Fall, Winter, Spring</li> </ul>

<b>Key Activity SMART GOAL #2</b>	By May 2026, Longfellow will decrease its Chronic absences by 10%.	
Determine Your Measure(s) <i>*Select all that apply</i>	<input type="checkbox"/> AVID Coaching and Certification Instrument <input type="checkbox"/> Boost <input type="checkbox"/> Dibels <input type="checkbox"/> Lexia <input type="checkbox"/> Local Classroom Assessments <input type="checkbox"/> NewsELA Usage <input type="checkbox"/> NWEA MAP Growth <input type="checkbox"/> NWEA MAP RIT	<input type="checkbox"/> mClass <input type="checkbox"/> My iGDI's <input type="checkbox"/> ST Math Data <input type="checkbox"/> Teaching Strategies Gold <input type="checkbox"/> Walkthrough Tool <i>Please list any other metrics not named:</i> <input checked="" type="checkbox"/> Optional 1: Skyward <input type="checkbox"/> Optional 2: _____
Frequency of your Measure(s) <i>*Select one</i>	<input type="checkbox"/> Weekly <input checked="" type="checkbox"/> Monthly <input type="checkbox"/> Every 3 weeks <input type="checkbox"/> Every 4 weeks	<input type="checkbox"/> Every 6 weeks <input type="checkbox"/> Every 8 weeks <input type="checkbox"/> Every Quarter <input checked="" type="checkbox"/> Other: Fall, Winter, Spring

**4. Annual Student Growth Goals**

<b>Annual Student Growth Goal: ELA</b>	By May 2025, Longfellow students will have a decrease in Tier 3 ELA according to MAP data from Fall to Spring by 3% using mclass as an intervention.
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<b>Annual Student Growth Goal: Math</b>	By May 2025, Longfellow students will have a decrease in Tier 3 Math scores according to MAP data from Fall to Spring by 3% by using ST Math as an intervention.
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**5. Key Activities & Theories of Actions Aligned to the 5 Essentials**

<b>Essential 1: Ambitious Instruction</b>	
<b>Check all that apply:</b> <input checked="" type="checkbox"/> <b>English Instruction:</b> Students interact with course material and one another to build and apply critical reading and writing skills <input checked="" type="checkbox"/> <b>Math Instruction:</b> Students interact with course material and one another to build and apply knowledge in their math classes. <input type="checkbox"/> <b>Academic Press:</b> Teachers expect students to do their best and meet academic demands. <input type="checkbox"/> <b>Quality of Student Discussion:</b> Students participate in classroom discussions that build their critical thinking skills.	
<b>Key Activities</b>	ELA Interventions Include: mClass, Boost, Lexia, NewsELA, Learning A-Z Math: ST Math, Khan Academy (Mappers), EQUIP, Affirm
Theory of Action for <b>“Ambitious Instruction”</b>	We believe that by using the above strategies that we will meet and exceed our growth targets/goals.

## Essential 2: Effective Leaders

**Check all that apply:**

- Teacher Influence:** Teachers have influence in a broad range of decisions regarding school policies and practices.
- Program Coherence:** School programs are coordinated and consistent with goals for student learning.
- Teacher-Principal Trust:** Teachers and principals share a high level of mutual trust and respect.
- Instructional Leadership:** The school leadership team sets high standards for teaching and student learning.

<b>Key Activities</b>	<ul style="list-style-type: none"> <li>• Teacher influence includes: Building Leadership Team, MTSS, PLC's and BIT teams will meet regularly to monitor data and work through a PDSA cycle.</li> <li>• Teacher -Principal Trust: Staff and BLT team will continue to analyze data from satisfaction survey, 5 Essential Feedback and Labor Management team to adjust activities that build trust.</li> </ul>
Theory of Action for <b>"Effective Leaders"</b>	We believe that by having data discussions as whole staff, grade levels and by departments we will see an increase in students meeting their goals.

## Essential 3: Collaborative Teachers

**Check all that apply:**

- Collaborative Practices:** Teachers observe each others' practice and work together to review assessment data and develop instructional strategies.
- Collective Responsibility:** Teachers share a strong sense of responsibility for student development, school improvement, and professional growth.
- School Commitment:** Teachers are deeply committed to the school.
- Teacher-Teacher Trust:** Teachers are supportive of one another, personally and professionally.
- Quality of Professional Development:** Professional development is rigorous and focused on student learning.

<b>Key Activities</b>	<ul style="list-style-type: none"> <li>• Collective Responsibility; Teachers participate in building, district level PLC's. They also attend family events and building committees.</li> <li>• BIT team -talking about interventions in collaboration with teachers</li> <li>• Talking about data in grade level meeting for example: Common data to compare-MAP, Dibels, mClass data, exit tickets</li> </ul>
Theory of Action for <b>"Collaborative Teachers"</b>	We believe that by having common data discussions we will see areas of need or improvement. When teachers participate in family events it provides a collective united front in education for the whole child.

### Essential 4: Supportive Environment

**Check all that apply:**

- Peer Support for Academic Work (ES):** Students demonstrate behaviors that lead to academic achievement.
- School-Wide Future Orientation (HS):** The school engages all students in planning for life after graduation.
- Expectations for Post-Secondary Education (HS):** The school expects all students to attend college and promotes college-readiness.
- Academic Personalism (ES):** Teachers connect with students in the classroom and support them in achieving academic goals.
- Student-Teacher Trust:** Students and teachers share a high level of mutual trust and respect.
- Safety:** Students feel safe both in and around the school building, and while they travel to and from home.

**Key Activities**

- Building Intervention teams
- Sharing at staff meetings of common practice.
- SDQ
- Weekly Cool Tools
- Longfellow News
- Lunch Buddies
- Peer Mediation
- Springforward
- Summer Jump Start
- SIOP Training Summer 2025

Theory of Action for  
**“Supportive Environment”**

We believe that by meeting quarterly during BIT Team days we will work collaboratively to problem solve student academic and behavioral needs.

### Essential 5: Involved Families

**Check all that apply:**

- Parent Influence on Decision-Making:** The school has created opportunities for parents to participate in developing academic programs and influencing school curricula.
- Teacher-Parent Trust:** Teachers and parents are partners in improving student learning.
- Parent Involvement in School:** Parents are active participants in their child’s schooling.

**Key Activities**

- Daily Planners
- Remind Messages
- Newsletters
- Parent Community Events

Theory of Action for  
**“Involved Families”**

We believe that by working as a school-family team, we will make all families of Longfellow feel welcomed.



## Consolidated School Improvement Plan

### 1. School Profile

<h2 style="color: red; margin: 0;">Ridgewood Elementary</h2>	<b>Mission:</b> To provide a safe, positive, equitable and inclusive educational experience for our Roadrunner Family.	<b>Vision:</b> To inspire and create life-long learners and leaders every day to reach their highest potential.
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### 2. Professional Development

<b>PD Focus Areas</b>	<input type="checkbox"/> Co-Teaching <input checked="" type="checkbox"/> Differentiation <input type="checkbox"/> English Language Arts <input type="checkbox"/> English Language Learners <input type="checkbox"/> Enrichment <input type="checkbox"/> Fine Arts <input type="checkbox"/> Mathematics	<input type="checkbox"/> Science <input type="checkbox"/> Special Education <input type="checkbox"/> Social Emotional Learning <input type="checkbox"/> Social Studies <input type="checkbox"/> Technology <input checked="" type="checkbox"/> Other: Inclusion <input checked="" type="checkbox"/> Other: Progress Monitoring
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### 3. Key Activity SMART Goals

<b>Key Activity SMART GOAL #1</b>	By May 30, 2025, 45% of students will be in the Tier 1 category on the spring NWEA MAP reading test.  By May 30, 2025, 45% of students will be in the Tier 1 category on the spring NWEA MAP math test.	
Determine Your Measure(s) <i>*Select all that apply</i>	<input type="checkbox"/> AVID Coaching and Certification Instrument <input type="checkbox"/> Boost <input type="checkbox"/> Dibels <input type="checkbox"/> Lexia <input type="checkbox"/> Local Classroom Assessments <input type="checkbox"/> NewsELA Usage <input checked="" type="checkbox"/> NWEA MAP Growth <input checked="" type="checkbox"/> NWEA MAP RIT	<input type="checkbox"/> mClass <input type="checkbox"/> My iGDI's <input type="checkbox"/> ST Math Data <input type="checkbox"/> Teaching Strategies Gold <input type="checkbox"/> Walkthrough Tool <i>Please list any other metrics not named:</i> <input type="checkbox"/> Optional 1: _____ <input type="checkbox"/> Optional 2: _____
Establish your frequency of Measure(s) <i>*Select one</i>	<input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Every 3 weeks <input type="checkbox"/> Every 4 weeks	<input type="checkbox"/> Every 6 weeks <input type="checkbox"/> Every 8 weeks <input type="checkbox"/> Every Quarter <input checked="" type="checkbox"/> Other: Fall, Winter, Spring

<b>Key Activity SMART GOAL #2</b>	100% of grade level teachers will use mClass progress monitoring with fidelity by April 21st 2025. Progress will be assessed bi-weekly, and recorded in the mClass PM Fidelity Tracker.	
Determine Your Measure(s) <i>*Select all that apply</i>	<input type="checkbox"/> AVID Coaching and Certification Instrument <input type="checkbox"/> Boost <input type="checkbox"/> Dibels <input type="checkbox"/> Lexia <input type="checkbox"/> Local Classroom Assessments <input type="checkbox"/> NewsELA Usage <input type="checkbox"/> NWEA MAP Growth <input type="checkbox"/> NWEA MAP RIT	<input checked="" type="checkbox"/> mClass <input type="checkbox"/> My iGDI's <input type="checkbox"/> ST Math Data <input type="checkbox"/> Teaching Strategies Gold <input type="checkbox"/> Walkthrough Tool <i>Please list any other metrics not named:</i> <input type="checkbox"/> Optional 1: _____ <input type="checkbox"/> Optional 2: _____
Frequency of your Measure(s) <i>*Select one</i>	<input checked="" type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Every 3 weeks <input type="checkbox"/> Every 4 weeks	<input type="checkbox"/> Every 6 weeks <input type="checkbox"/> Every 8 weeks <input type="checkbox"/> Every Quarter <input checked="" type="checkbox"/> Other: Fall, Winter, Spring

**4. Annual Student Growth Goals**

<b>Annual Student Growth Goal: ELA</b>	By the end of the 2024-2025 school year, Ridgewood will decrease the overall number of students in Tier 3 by 20% in informational text as evidenced by MAP and district approved assessments.
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<b>Annual Student Growth Goal: Math</b>	By the end of the 2024-2025 school year, Ridgewood will decrease the overall number of students in Tier 3 by 20% in measurement and data as evidence by MAP and district approved assessments.
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**5. Key Activities & Theories of Actions Aligned to the 5 Essentials**

<b>Essential 1: Ambitious Instruction</b>	
<p><b>Check all that apply:</b></p> <input checked="" type="checkbox"/> <b>English Instruction:</b> Students interact with course material and one another to build and apply critical reading and writing skills <input checked="" type="checkbox"/> <b>Math Instruction:</b> Students interact with course material and one another to build and apply knowledge in their math classes. <input type="checkbox"/> <b>Academic Press:</b> Teachers expect students to do their best and meet academic demands. <input type="checkbox"/> <b>Quality of Student Discussion:</b> Students participate in classroom discussions that build their critical thinking skills.	
<b>Key Activities</b>	<p>Math-</p> <ul style="list-style-type: none"> <li>● Monthly T &amp; L talks</li> <li>● Partnership with RIROE focused on increasing effectiveness of math interventions that lead to overall improved math instruction.</li> <li>● Working with Instructional Coaches to develop skills in ST Math.</li> </ul> <p>English-</p> <ul style="list-style-type: none"> <li>● Monthly T &amp; L talks</li> <li>● Partnership with Instructional Coaches to increase the understanding of the ELA curriculum.</li> <li>● ELA Intervention fidelity checks</li> </ul>

	<ul style="list-style-type: none"> <li>● BIT/MTSS Student Request Form</li> <li>● 24-25 RW Indicator Sheet</li> <li>● 24-25 Building-Wide Assessment Breakdowns</li> <li>● Intervention Questionnaire</li> <li>● mClass PM Fidelity Tracker (English)</li> </ul> <a href="#">BIT/MTSS Student Request Form</a> <ul style="list-style-type: none"> <li>●  24-25 RW Indicator Sheet</li> <li>●  24-25 Building-Wide Assessment Breakdowns</li> <li>●  Intervention Questionnaire</li> <li>●  mClass PM Fidelity Tracker <b>(English)</b></li> <li>●  Jan. 23 Principal Planning <b>(Math)</b></li> <li>●  Intervention Implementation Tool Copy RIROE <b>(Math)</b></li> <li>●  February 26 PD <b>(Math)</b></li> </ul>
Theory of Action for “ <b>Ambitious Instruction</b> ”	We believe that by improving teacher’s ability to assess, and address student needs, we will increase overall student performance.

**Essential 2: Effective Leaders**

<p><b>Check all that apply:</b></p> <p><input type="checkbox"/> <b>Teacher Influence:</b> Teachers have influence in a broad range of decisions regarding school policies and practices.</p> <p><input checked="" type="checkbox"/> <b>Program Coherence:</b> School programs are coordinated and consistent with goals for student learning.</p> <p><input type="checkbox"/> <b>Teacher-Principal Trust:</b> Teachers and principals share a high level of mutual trust and respect.</p> <p><input checked="" type="checkbox"/> <b>Instructional Leadership:</b> The school leadership team sets high standards for teaching and student learning.</p>	
<b>Key Activities</b>	<ul style="list-style-type: none"> <li>● Weekly staff meetings to discuss student, and staff performance as a whole. Meetings include staff, PLC (Grade level / Dept. and vertical), BIT, BLT, PBIS, Safety, and FACE.</li> <li>● Ridgewood Team Structure 24-25</li> <li>● Evaluation Process</li> <li>● Monthly Family Events</li> </ul>
Theory of Action for “ <b>Effective Leaders</b> ”	We believe that by keeping stakeholders informed, and creating opportunities for them to lead, we will create the culture necessary for an environment that supports shared leadership.

### Essential 3: Collaborative Teachers

**Check all that apply:**

- Collaborative Practices:** Teachers observe each others' practice and work together to review assessment data and develop instructional strategies.
- Collective Responsibility:** Teachers share a strong sense of responsibility for student development, school improvement, and professional growth.
- School Commitment:** Teachers are deeply committed to the school.
- Teacher-Teacher Trust:** Teachers are supportive of one another, personally and professionally.
- Quality of Professional Development:** Professional development is rigorous and focused on student learning.

<b>Key Activities</b>	<ul style="list-style-type: none"> <li>● PLC's (Grade Level, Vertical), BIT meetings (Quarterly), BLT meetings (Monthly)</li> <li>● Ridgewood Team Structure 24-25</li> <li>● Surveys (Satisfaction, 5 Essentials)</li> <li>● Staff PD (provided during PLC's and/or external vendors)</li> </ul>
Theory of Action for "Collaborative Teachers"	We believe that by providing time for staff to collaborate, we will create a team environment where colleagues can be informed, heard, and supported.

### Essential 4: Supportive Environment

**Check all that apply:**

- Peer Support for Academic Work (ES):** Students demonstrate behaviors that lead to academic achievement.
- School-Wide Future Orientation (HS):** The school engages all students in planning for life after graduation.
- Expectations for Post-Secondary Education (HS):** The school expects all students to attend college and promotes college-readiness.
- Academic Personalism (ES):** Teachers connect with students in the classroom and support them in achieving academic goals.
- Student-Teacher Trust:** Students and teachers share a high level of mutual trust and respect.
- Safety:** Students feel safe both in and around the school building, and while they travel to and from home.

<b>Key Activities</b>	<ul style="list-style-type: none"> <li>● Teacher / Staff evaluation process (Danielson Framework)</li> <li>● PLC's (Grade Level, Vertical), BIT meetings (Quarterly), BLT meetings (Monthly)</li> <li>● Ridgewood Team Structure 24-25</li> <li>● Surveys (Satisfaction, 5 Essentials)</li> <li>● Staff PD (provided during PLC's and/or external vendors)</li> <li>● Counseling (School based and outside services)</li> <li>● SDQ &amp; SEL curriculum</li> </ul>
Theory of Action for "Supportive Environment"	We believe that by creating a platform that allows stakeholders to express themselves in a productive manner, and creating opportunities for empowerment, we will have an established system of support.

## Essential 5: Involved Families

**Check all that apply:**

- Parent Influence on Decision-Making:** The school has created opportunities for parents to participate in developing academic programs and influencing school curricula.
- Teacher-Parent Trust:** Teachers and parents are partners in improving student learning.
- Parent Involvement in School:** Parents are active participants in their child's schooling.

**Key Activities**

- FACE Team
- Monthly family engagement events
- Parent volunteers
- Surveys (Satisfaction, 5 Essentials)
- Parent Teacher Conferences
- Remind messages
- School Facebook Page
- Video Correspondence
- Robocalls

Theory of Action for **“Involved Families”**

We believe that by developing relationships with families that ensure they play an important part in the school, we will create an increased sense of school pride and accountability.



## Consolidated School Improvement Plan

### 1. School Profile

<b style="color: red; font-size: 1.2em;">Rock Island Academy</b>	<b>Mission:</b> To empower diverse learners in a safe and respectful environment.	<b>Vision:</b> To be a model school for respectful relationships, leadership, and diversity.
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### 2. Professional Development

<b>PD Focus Areas</b>	<input type="checkbox"/> Co-Teaching <input checked="" type="checkbox"/> Differentiation <input type="checkbox"/> English Language Arts <input type="checkbox"/> English Language Learners <input type="checkbox"/> Enrichment <input type="checkbox"/> Fine Arts <input type="checkbox"/> Mathematics	<input type="checkbox"/> Science <input checked="" type="checkbox"/> Special Education <input checked="" type="checkbox"/> Social Emotional Learning <input type="checkbox"/> Social Studies <input checked="" type="checkbox"/> Technology <input checked="" type="checkbox"/> Other: Classroom Management <input checked="" type="checkbox"/> Other: MTSS
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### 3. Key Activity SMART Goals

<b>Key Activity SMART GOAL #1</b>	By June 2026, AVID strategies focused on growth mindset will be fully implemented in all grade classrooms.	
Determine Your Measure(s) <i>*Select all that apply</i>	<input checked="" type="checkbox"/> AVID Coaching and Certification Instrument <input type="checkbox"/> Boost <input type="checkbox"/> Dibels <input type="checkbox"/> Lexia <input type="checkbox"/> Local Classroom Assessments <input type="checkbox"/> NewsELA Usage <input type="checkbox"/> NWEA MAP Growth <input type="checkbox"/> NWEA MAP RIT	<input type="checkbox"/> mClass <input type="checkbox"/> My iGDI's <input type="checkbox"/> ST Math Data <input type="checkbox"/> Teaching Strategies Gold <input checked="" type="checkbox"/> Walkthrough Tool <i>Please list any other metrics not named:</i> <input type="checkbox"/> Optional 1: _____ <input type="checkbox"/> Optional 2: _____
Establish your frequency of Measure(s) <i>*Select one</i>	<input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Every 3 weeks <input type="checkbox"/> Every 4 weeks	<input type="checkbox"/> Every 6 weeks <input type="checkbox"/> Every 8 weeks <input checked="" type="checkbox"/> Every Quarter <input type="checkbox"/> Other: Fall, Winter, Spring

<b>Key Activity SMART GOAL #2</b>	By June 2026, 85% of general education classroom teachers will implement MTSS intervention systems with fidelity by submitting at least two progress monitoring data points per quarter.	
Determine Your Measure(s) <b>*Select all that apply</b>	<input type="checkbox"/> AVID Coaching and Certification Instrument <input type="checkbox"/> Boost <input checked="" type="checkbox"/> Dibels <input checked="" type="checkbox"/> Lexia <input type="checkbox"/> Local Classroom Assessments <input type="checkbox"/> NewsELA Usage <input type="checkbox"/> NWEA MAP Growth <input type="checkbox"/> NWEA MAP RIT	<input type="checkbox"/> mClass <input type="checkbox"/> My iGDI's <input type="checkbox"/> ST Math Data <input type="checkbox"/> Teaching Strategies Gold <input type="checkbox"/> Walkthrough Tool <i>Please list any other metrics not named:</i> <input checked="" type="checkbox"/> Optional 1: MTSS <input checked="" type="checkbox"/> Optional 2: MobyMaxx
Frequency of your Measure(s) <b>*Select one</b>	<input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Every 3 weeks <input type="checkbox"/> Every 4 weeks	<input type="checkbox"/> Every 6 weeks <input type="checkbox"/> Every 8 weeks <input checked="" type="checkbox"/> Every Quarter <input type="checkbox"/> Other: Fall, Winter, Spring

#### 4. Annual Student Growth Goals

<b>Annual Student Growth Goal: ELA</b>	By September 2024, 100 percent of RIA students will be identified for tier 1, 2, 3 ELA interventions within the classroom to begin streamlining MTSS for student growth.
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<b>Annual Student Growth Goal: Math</b>	By September 2024, 100 percent of RIA students will be identified for tier 1, 2, 3 math interventions within the classroom to begin streamlining MTSS for student growth.
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#### 5. Key Activities & Theories of Actions Aligned to the 5 Essentials

<b>Essential 1: Ambitious Instruction</b>	
<p><b>Check all that apply:</b></p> <input type="checkbox"/> <b>English Instruction:</b> Students interact with course material and one another to build and apply critical reading and writing skills <input type="checkbox"/> <b>Math Instruction:</b> Students interact with course material and one another to build and apply knowledge in their math classes. <input checked="" type="checkbox"/> <b>Academic Press:</b> Teachers expect students to do their best and meet academic demands. <input type="checkbox"/> <b>Quality of Student Discussion:</b> Students participate in classroom discussions that build their critical thinking skills.	
<b>Key Activities</b>	Using AVID strategies, students will improve the quality of discussion and discourse using growth mindset. Teachers will receive training and there will be an expectation for how many times discourse strategies should be used in the classroom on a weekly basis. We will produce and use a GoogleForm to monitor the use of all strategies in each grade level. We will also monitor AVID effectiveness through a self-assessment for students at a quarterly level that identifies student ability to apply the organization skills being learned.
Theory of Action for <b>“Ambitious Instruction”</b>	We believe that by implementing AVID strategies with fidelity that we will grow our student knowledge base and increase student achievement using data that can be measured to indicate effectiveness.

## Essential 2: Effective Leaders

**Check all that apply:**

- Teacher Influence:** Teachers have influence in a broad range of decisions regarding school policies and practices.
- Program Coherence:** School programs are coordinated and consistent with goals for student learning.
- Teacher-Principal Trust:** Teachers and principals share a high level of mutual trust and respect.
- Instructional Leadership:** The school leadership team sets high standards for teaching and student learning.

<b>Key Activities</b>	BLT will use data driven decision-making to ensure that PD time is effective, efficient, and aligned with our school improvement plan; focusing on action and application.
Theory of Action for <b>“Effective Leaders”</b>	We believe that by utilizing distributed leadership, we will increase trust in the building and allow for all staff to feel that their voice is valued and respected.

## Essential 3: Collaborative Teachers

**Check all that apply:**

- Collaborative Practices:** Teachers observe each others’ practice and work together to review assessment data and develop instructional strategies.
- Collective Responsibility:** Teachers share a strong sense of responsibility for student development, school improvement, and professional growth.
- School Commitment:** Teachers are deeply committed to the school.
- Teacher-Teacher Trust:** Teachers are supportive of one another, personally and professionally.
- Quality of Professional Development:** Professional development is rigorous and focused on student learning.

<b>Key Activities</b>	SIP team will navigate the process of creating tasks for PLC (grade level and vertical alignment) with a goal of building educator self-efficacy and leadership opportunities.
Theory of Action for <b>“Collaborative Teachers”</b>	We believe that by giving more onus for learning and leading to our staff, we will cultivate a culture of trust, collaboration and collective responsibility through accountability.

### **Essential 4: Supportive Environment**

**Check all that apply:**

- Peer Support for Academic Work (ES):** Students demonstrate behaviors that lead to academic achievement.
- School-Wide Future Orientation (HS):** The school engages all students in planning for life after graduation.
- Expectations for Post-Secondary Education (HS):** The school expects all students to attend college and promotes college-readiness.
- Academic Personalism (ES):** Teachers connect with students in the classroom and support them in achieving academic goals.
- Student-Teacher Trust:** Students and teachers share a high level of mutual trust and respect.
- Safety:** Students feel safe both in and around the school building, and while they travel to and from home.

<b>Key Activities</b>	As a part of AVID, students will facilitate their individual data collection and receive support in understanding the impact of their growth as it relates to future goals.
Theory of Action for <b>“Supportive Environment”</b>	We believe that by offering students the ability to own their learning, develop leadership skills, and expose students to a plethora of post-secondary options, we will increase their likelihood of future success via a whole-child approach.

### **Essential 5: Involved Families**

**Check all that apply:**

- Parent Influence on Decision-Making:** The school has created opportunities for parents to participate in developing academic programs and influencing school curricula.
- Teacher-Parent Trust:** Teachers and parents are partners in improving student learning.
- Parent Involvement in School:** Parents are active participants in their child’s schooling.

<b>Key Activities</b>	Using a weekly Pre-ferral postcard system to add more positive communication between school and home.
Theory of Action for <b>“Involved Families”</b>	We believe that by utilizing parents as assets in their student’s education, we will be able to foster a team approach to increase student outcomes both at school and at home.



## Consolidated School Improvement Plan

### 1. School Profile

<h3 style="color: red;">Rock Island Center for Math and Science</h3>	<b>Mission:</b> Nurture students of all abilities and talents to learn and succeed at their highest potential in a STEAM environment that is welcoming to all.	<b>Vision:</b> Develop critical thinkers, problem solvers, and leaders through a specialized STEAM-focused education.
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### 2. Professional Development

<b>PD Focus Areas</b>	<input type="checkbox"/> Co-Teaching <input checked="" type="checkbox"/> Differentiation <input type="checkbox"/> English Language Arts <input type="checkbox"/> English Language Learners <input type="checkbox"/> Enrichment <input type="checkbox"/> Fine Arts <input type="checkbox"/> Mathematics	<input type="checkbox"/> Science <input type="checkbox"/> Special Education <input type="checkbox"/> Social Emotional Learning <input type="checkbox"/> Social Studies <input type="checkbox"/> Technology <input type="checkbox"/> Other: _____
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### 3. Key Activity SMART Goals

<b>Key Activity SMART GOAL #1</b>	English Instruction: A. During the 1st quarter of the 2025-2026 school year, all grade levels will develop a set of academic vocabulary to be taught through read to learn strategies. B. During the 2nd, 3rd, and 4th quarters of the 2025-2026 school year, all teachers will administer quarterly grade specific vocabulary quizzes to assess student acquisition of academic vocabulary.	
Determine Your Measure(s) <i>*Select all that apply</i>	<input type="checkbox"/> AVID Coaching and Certification Instrument <input type="checkbox"/> Boost <input type="checkbox"/> Dibels <input type="checkbox"/> Lexia <input checked="" type="checkbox"/> Local Classroom Assessments <input type="checkbox"/> NewsELA Usage <input checked="" type="checkbox"/> NWEA MAP Growth <input type="checkbox"/> NWEA MAP RIT	<input type="checkbox"/> mClass <input type="checkbox"/> My iGDI's <input type="checkbox"/> ST Math Data <input type="checkbox"/> Teaching Strategies Gold <input type="checkbox"/> Walkthrough Tool <i>Please list any other metrics not named:</i> <input type="checkbox"/> Optional 1: _____ <input type="checkbox"/> Optional 2: _____
Establish your frequency of Measure(s) <i>*Select one</i>	<input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Every 3 weeks <input type="checkbox"/> Every 4 weeks	<input type="checkbox"/> Every 6 weeks <input type="checkbox"/> Every 8 weeks <input checked="" type="checkbox"/> Every Quarter <input checked="" type="checkbox"/> Other: Fall, Winter, Spring

<b>Key Activity SMART GOAL #2</b>	Math Instruction - A. During the first quarter of the 2025-26 school year, all teachers will participate in professional development regarding best practices of math talks B. During the 2nd, 3rd, and 4th quarters of the 2025-26 school year, all teachers will conduct weekly math talks in their math classes.	
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Determine Your Measure(s) *Select all that apply	<input type="checkbox"/> AVID Coaching and Certification Instrument <input type="checkbox"/> Boost <input type="checkbox"/> Dibels <input type="checkbox"/> Lexia <input type="checkbox"/> Local Classroom Assessments <input type="checkbox"/> NewsELA Usage <input checked="" type="checkbox"/> NWEA MAP Growth <input type="checkbox"/> NWEA MAP RIT	<input type="checkbox"/> mClass <input type="checkbox"/> My iGDI's <input type="checkbox"/> ST Math Data <input type="checkbox"/> Teaching Strategies Gold <input type="checkbox"/> Walkthrough Tool <i>Please list any other metrics not named:</i> <input checked="" type="checkbox"/> Optional 1: PD Sheets <input checked="" type="checkbox"/> Optional 2: Math Talks
Frequency of your Measure(s) *Select one	<input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Every 3 weeks <input type="checkbox"/> Every 4 weeks	<input type="checkbox"/> Every 6 weeks <input type="checkbox"/> Every 8 weeks <input checked="" type="checkbox"/> Every Quarter <input checked="" type="checkbox"/> Other: Fall, Winter, Spring

#### 4. Annual Student Growth Goals

<b>Annual Student Growth Goal: ELA</b>	ELA Goal for 2024-2025: 54% of RICMS students will achieve 41st percentile or above in Map reading (yellow, green, or blue levels).
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<b>Annual Student Growth Goal: Math</b>	Math Goal for 2024-2025: 55% of RICMS students will achieve 41st percentile or above in Map Math (yellow, green, or blue).
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#### 5. Key Activities & Theories of Actions Aligned to the 5 Essentials

##### Essential 1: Ambitious Instruction

<b>Check all that apply:</b> <input type="checkbox"/> <b>English Instruction:</b> Students interact with course material and one another to build and apply critical reading and writing skills <input type="checkbox"/> <b>Math Instruction:</b> Students interact with course material and one another to build and apply knowledge in their math classes. <input checked="" type="checkbox"/> <b>Academic Press:</b> Teachers expect students to do their best and meet academic demands. <input checked="" type="checkbox"/> <b>Quality of Student Discussion:</b> Students participate in classroom discussions that build their critical thinking skills.	
<b>Key Activities</b>	<p>English Instruction - Teach academic vocabulary and Reading to Learn strategies through the utilization of high interest texts in both fiction and non-fiction genres.</p> <p>Math Instruction - We will improve math scores by focusing on the use of structured math talks aligned with either Eureka Math 2 or ST Math.</p>
<b>Theory of Action for "Ambitious Instruction"</b>	<p>We believe that if we teach academic vocabulary, comprehension strategies, and text structure through increased access to high interest texts, we will improve test scores, cultivate motivated and confident readers, and establish a lifelong love of literacy in our students.</p> <p>We believe that students who engage in structured math talks will improve math conceptual thinking and, therefore, improve math scores on NWEA Map math assessments and increase the number of puzzles students complete in ST Math.</p>

## Essential 2: Effective Leaders

**Check all that apply:**

- Teacher Influence:** Teachers have influence in a broad range of decisions regarding school policies and practices.
- Program Coherence:** School programs are coordinated and consistent with goals for student learning.
- Teacher-Principal Trust:** Teachers and principals share a high level of mutual trust and respect.
- Instructional Leadership:** The school leadership team sets high standards for teaching and student learning.

<b>Key Activities</b>	In PLC time and in in-service time, we will articulate vertically up and down grade levels and with other departments.
Theory of Action for <b>“Effective Leaders”</b>	We believe that by increasing the time grade levels have to participate in vertical planning and monitor data students will show growth in reading, math, writing, behavior, and MAP testing.

## Essential 3: Collaborative Teachers

**Check all that apply:**

- Collaborative Practices:** Teachers observe each others’ practice and work together to review assessment data and develop instructional strategies.
- Collective Responsibility:** Teachers share a strong sense of responsibility for student development, school improvement, and professional growth.
- School Commitment:** Teachers are deeply committed to the school.
- Teacher-Teacher Trust:** Teachers are supportive of one another, personally and professionally.
- Quality of Professional Development:** Professional development is rigorous and focused on student learning.

<b>Key Activities</b>	<p>We will Reconstruct grade level PLCs to emphasize the following</p> <ul style="list-style-type: none"> <li>● Evaluate assessment data from Map/Dibels</li> <li>● Set a semester-long goal for improvement in specific skills - 1 in ELA and 1 in math.</li> <li>● Grade level teams would use Map, ST Math, Reflex Math, and classroom assessments to monitor the progress in PLC meetings</li> </ul>
Theory of Action for <b>“Collaborative Teachers”</b>	We believe that when teachers participate in grade level meetings focused on skill deficits based on data, students will have high levels of success.

### Essential 4: Supportive Environment

**Check all that apply:**

- Peer Support for Academic Work (ES):** Students demonstrate behaviors that lead to academic achievement.
- School-Wide Future Orientation (HS):** The school engages all students in planning for life after graduation.
- Expectations for Post-Secondary Education (HS):** The school expects all students to attend college and promotes college-readiness.
- Academic Personalism (ES):** Teachers connect with students in the classroom and support them in achieving academic goals.
- Student-Teacher Trust:** Students and teachers share a high level of mutual trust and respect.
- Safety:** Students feel safe both in and around the school building, and while they travel to and from home.

<b>Key Activities</b>	Teachers and students will engage in meaningful interactions through the monitoring of individual and whole class data charts, goal setting, and monitoring progress.
Theory of Action for <b>“Supportive Environment”</b>	We believe when students and staff are engaged in implementing whole class and individual data charts, goal setting and monitoring academic progress, we will achieve our student growth goals.

### Essential 5: Involved Families

**Check all that apply:**

- Parent Influence on Decision-Making:** The school has created opportunities for parents to participate in developing academic programs and influencing school curricula.
- Teacher-Parent Trust:** Teachers and parents are partners in improving student learning.
- Parent Involvement in School:** Parents are active participants in their child’s schooling.

<b>Key Activities</b>	<p>We will construct a parent involvement process to include the following</p> <ul style="list-style-type: none"> <li>• Parent involvement handbook to outline expectations for parent volunteers and to list possible opportunities</li> <li>• A monitoring system of parent involvement</li> </ul>
Theory of Action for <b>“Involved Families”</b>	We believe by actively engaging families and fostering a collaborative environment, we can significantly enhance trust and relationships within our school community.



## Consolidated School Improvement Plan

### 1. School Profile

<b>Rock Island High School</b>	<b>Mission:</b> Our mission here at Rock Island High School is to empower students to become life long learners and community leaders.	<b>Vision:</b> To be established by the building leadership team.
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### 2. Professional Development

<b>PD Focus Areas</b>	<input checked="" type="checkbox"/> Co-Teaching <input checked="" type="checkbox"/> Differentiation <input checked="" type="checkbox"/> English Language Arts <input checked="" type="checkbox"/> English Language Learners <input type="checkbox"/> Enrichment <input type="checkbox"/> Fine Arts <input type="checkbox"/> Mathematics	<input type="checkbox"/> Science <input type="checkbox"/> Special Education <input type="checkbox"/> Social Emotional Learning <input type="checkbox"/> Social Studies <input type="checkbox"/> Technology <input type="checkbox"/> Other: AVID
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### 3. Key Activity SMART Goals

<b>Key Activity SMART GOAL #1</b>	Goals to be determined by leadership this summer.	
Determine Your Measure(s) <i>*Select all that apply</i>	<input checked="" type="checkbox"/> AVID Coaching and Certification Instrument <input type="checkbox"/> Boost <input type="checkbox"/> Dibels <input type="checkbox"/> Lexia <input type="checkbox"/> Local Classroom Assessments <input type="checkbox"/> NewsELA Usage <input type="checkbox"/> NWEA MAP Growth <input type="checkbox"/> NWEA MAP RIT	<input type="checkbox"/> mClass <input type="checkbox"/> My iGDI's <input type="checkbox"/> ST Math Data <input type="checkbox"/> Teaching Strategies Gold <input type="checkbox"/> Walkthrough Tool <i>Please list any other metrics not named:</i> <input type="checkbox"/> Optional 1: _____ <input type="checkbox"/> Optional 2: _____
Establish your frequency of Measure(s) <i>*Select one</i>	<input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Every 3 weeks <input type="checkbox"/> Every 4 weeks	<input type="checkbox"/> Every 6 weeks <input type="checkbox"/> Every 8 weeks <input type="checkbox"/> Every Quarter <input type="checkbox"/> Other: Fall, Winter, Spring

<b>Key Activity SMART GOAL #2</b>	Goals to be determined by leadership this summer.	
Determine Your Measure(s) *Select all that apply	<input type="checkbox"/> AVID Coaching and Certification Instrument <input type="checkbox"/> Boost <input type="checkbox"/> Dibels <input type="checkbox"/> Lexia <input type="checkbox"/> Local Classroom Assessments <input type="checkbox"/> NewsELA Usage <input type="checkbox"/> NWEA MAP Growth <input type="checkbox"/> NWEA MAP RIT	<input type="checkbox"/> mClass <input type="checkbox"/> My iGDI's <input type="checkbox"/> ST Math Data <input type="checkbox"/> Teaching Strategies Gold <input type="checkbox"/> Walkthrough Tool <i>Please list any other metrics not named:</i> <input type="checkbox"/> Optional 1: _____ <input type="checkbox"/> Optional 2: _____
Frequency of your Measure(s) *Select one	<input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Every 3 weeks <input type="checkbox"/> Every 4 weeks	<input type="checkbox"/> Every 6 weeks <input type="checkbox"/> Every 8 weeks <input type="checkbox"/> Every Quarter <input checked="" type="checkbox"/> Other: Fall, Winter, Spring

**4. Annual Student Growth Goals**

<b>Annual Student Growth Goal: ELA</b>	Increasing the number of students in Tier 1 reading/grade level to 60% by May of 2025 based on MAP Readings Scores.
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<b>Annual Student Growth Goal: Math</b>	Increasing the number of students in Tier 1 math/grade level to 58% by May of 2025 based upon MAP Math Scores.
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**5. Key Activities & Theories of Actions Aligned to the 5 Essentials**

<b>Essential 1: Ambitious Instruction</b>	
<b>Check all that apply:</b> <input type="checkbox"/> <b>English Instruction:</b> Students interact with course material and one another to build and apply critical reading and writing skills <input type="checkbox"/> <b>Math Instruction:</b> Students interact with course material and one another to build and apply knowledge in their math classes. <input type="checkbox"/> <b>Academic Press:</b> Teachers expect students to do their best and meet academic demands. <input type="checkbox"/> <b>Quality of Student Discussion:</b> Students participate in classroom discussions that build their critical thinking skills.	
<b>Key Activities</b>	
Theory of Action for <b>“Ambitious Instruction”</b>	

## Essential 2: Effective Leaders

**Check all that apply:**

- Teacher Influence:** Teachers have influence in a broad range of decisions regarding school policies and practices.
- Program Coherence:** School programs are coordinated and consistent with goals for student learning.
- Teacher-Principal Trust:** Teachers and principals share a high level of mutual trust and respect.
- Instructional Leadership:** The school leadership team sets high standards for teaching and student learning.

<b>Key Activities</b>	
Theory of Action for “ <b>Effective Leaders</b> ”	

## Essential 3: Collaborative Teachers

**Check all that apply:**

- Collaborative Practices:** Teachers observe each others’ practice and work together to review assessment data and develop instructional strategies.
- Collective Responsibility:** Teachers share a strong sense of responsibility for student development, school improvement, and professional growth.
- School Commitment:** Teachers are deeply committed to the school.
- Teacher-Teacher Trust:** Teachers are supportive of one another, personally and professionally.
- Quality of Professional Development:** Professional development is rigorous and focused on student learning.

<b>Key Activities</b>	
Theory of Action for “ <b>Collaborative Teachers</b> ”	

### **Essential 4: Supportive Environment**

**Check all that apply:**

- Peer Support for Academic Work (ES):** Students demonstrate behaviors that lead to academic achievement.
- School-Wide Future Orientation (HS):** The school engages all students in planning for life after graduation.
- Expectations for Post-Secondary Education (HS):** The school expects all students to attend college and promotes college-readiness.
- Academic Personalism (ES):** Teachers connect with students in the classroom and support them in achieving academic goals.
- Student-Teacher Trust:** Students and teachers share a high level of mutual trust and respect.
- Safety:** Students feel safe both in and around the school building, and while they travel to and from home.

**Key Activities**

Theory of Action for  
“**Supportive Environment**”

### **Essential 5: Involved Families**

**Check all that apply:**

- Parent Influence on Decision-Making:** The school has created opportunities for parents to participate in developing academic programs and influencing school curricula.
- Teacher-Parent Trust:** Teachers and parents are partners in improving student learning.
- Parent Involvement in School:** Parents are active participants in their child’s schooling.

**Key Activities**

Theory of Action for  
“**Involved Families**”



## Consolidated School Improvement Plan

### 1. School Profile

<h1 style="color: red; margin: 0;">Thomas Jefferson Elementary School</h1>	<p><b>Mission:</b> Create a safe, inclusive, fun and engaging school culture, where all students can be successful and responsible future community members.</p>	<p><b>Vision:</b> Our school is a community asset where all stakeholders feel welcomed, supported, and valued. All students are provided the necessary support to reach their maximum potential and be successful academically, socially, and emotionally.</p>
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### 2. Professional Development

<p><b>PD Focus Areas</b></p>	<input type="checkbox"/> Co-Teaching <input checked="" type="checkbox"/> Differentiation <input type="checkbox"/> English Language Arts <input type="checkbox"/> English Language Learners <input type="checkbox"/> Enrichment <input type="checkbox"/> Fine Arts <input type="checkbox"/> Mathematics	<input type="checkbox"/> Science <input checked="" type="checkbox"/> Special Education <input type="checkbox"/> Social Emotional Learning <input type="checkbox"/> Social Studies <input type="checkbox"/> Technology <input checked="" type="checkbox"/> Other: Tier 3 Supports/Processes
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### 3. Key Activity SMART Goals

<p><b>Key Activity SMART GOAL #1</b></p>	<p>By December 2025 (MOY), 63% of Thomas Jefferson students will meet or exceed their DIBELS reading growth goal composite score based on MOY data from December 2024.</p>	
<p>Determine Your Measure(s) <i>*Select all that apply</i></p>	<input type="checkbox"/> AVID Coaching and Certification Instrument <input type="checkbox"/> Boost <input checked="" type="checkbox"/> Dibels <input type="checkbox"/> Lexia <input checked="" type="checkbox"/> Local Classroom Assessments <input type="checkbox"/> NewsELA Usage <input checked="" type="checkbox"/> NWEA MAP Growth <input type="checkbox"/> NWEA MAP RIT	<input checked="" type="checkbox"/> mClass <input type="checkbox"/> My iGDI's <input type="checkbox"/> ST Math Data <input type="checkbox"/> Teaching Strategies Gold <input type="checkbox"/> Walkthrough Tool <p><i>Please list any other metrics not named:</i></p> <input checked="" type="checkbox"/> Optional 1: Breakfast Club <input type="checkbox"/> Optional 2: _____
<p>Establish your frequency of Measure(s) <i>*Select one</i></p>	<input type="checkbox"/> Weekly <input checked="" type="checkbox"/> Monthly <input type="checkbox"/> Every 3 weeks <input type="checkbox"/> Every 4 weeks	<input type="checkbox"/> Every 6 weeks <input type="checkbox"/> Every 8 weeks <input checked="" type="checkbox"/> Every Quarter <input checked="" type="checkbox"/> Other: Fall, Winter, Spring

<b>Key Activity SMART GOAL #2</b>	By December 2025 (MOY), 56% of Thomas Jefferson students will meet or exceed their NWEA MAP growth target based on NWEA MAP based on MOY data from December 2024.	
Determine Your Measure(s) <i>*Select all that apply</i>	<input type="checkbox"/> AVID Coaching and Certification Instrument <input type="checkbox"/> Boost <input type="checkbox"/> Dibels <input type="checkbox"/> Lexia <input checked="" type="checkbox"/> Local Classroom Assessments <input type="checkbox"/> NewsELA Usage <input checked="" type="checkbox"/> NWEA MAP Growth <input type="checkbox"/> NWEA MAP RIT	<input type="checkbox"/> mClass <input type="checkbox"/> My iGDI's <input checked="" type="checkbox"/> ST Math Data <input type="checkbox"/> Teaching Strategies Gold <input type="checkbox"/> Walkthrough Tool <i>Please list any other metrics not named:</i> <input type="checkbox"/> Optional 1: _____ <input type="checkbox"/> Optional 2: _____
Frequency of your Measure(s) <i>*Select one</i>	<input type="checkbox"/> Weekly <input checked="" type="checkbox"/> Monthly <input type="checkbox"/> Every 3 weeks <input type="checkbox"/> Every 4 weeks	<input type="checkbox"/> Every 6 weeks <input type="checkbox"/> Every 8 weeks <input checked="" type="checkbox"/> Every Quarter <input checked="" type="checkbox"/> Other: Fall, Winter, Spring

**4. Annual Student Growth Goals**

<b>Annual Student Growth Goal: ELA</b>	By the Spring of 2025, 65% of our students will meet or exceed our Reading growth goals.
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<b>Annual Student Growth Goal: Math</b>	By the Spring of 2025, 65% of our students will meet or exceed our Math MAP growth goals.
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**5. Key Activities & Theories of Actions Aligned to the 5 Essentials**

<b>Essential 1: Ambitious Instruction</b>	
<p><b>Check all that apply:</b></p> <input checked="" type="checkbox"/> <b>English Instruction:</b> Students interact with course material and one another to build and apply critical reading and writing skills <input checked="" type="checkbox"/> <b>Math Instruction:</b> Students interact with course material and one another to build and apply knowledge in their math classes. <input type="checkbox"/> <b>Academic Press:</b> Teachers expect students to do their best and meet academic demands. <input type="checkbox"/> <b>Quality of Student Discussion:</b> Students participate in classroom discussions that build their critical thinking skills.	
<b>Key Activities</b>	<p><b>English Instruction</b> - Implement a process for Tier 3 instruction within the General Education classroom.</p> <p><b>Math Instruction</b> - Begin to focus on ST Math as a supportive tool/resource that can drive Tier 2 interventions within the General Education classroom. Based on feedback provided by the Moline School District as provided by Teryl Lamb (ST Math consultant) there is data to support a correlation between 1,000 puzzles completed by a single student and a 4-5 point RIT score increase on NWEA MAP. Thomas Jefferson has created a 1K, 2K, and 3K Club tracking progress weekly for all students and celebrating this milestone. These scores are displayed on a tv outside of the cafeteria for all students to view this achievement.</p>

<p>Theory of Action for <b>“Ambitious Instruction”</b></p>	<p>We believe that by implementing a Tier 3 process like the RTI Breakfast Club model that is aligned both with our Tier 1 (CKLA and EL Education) and Tier 2 curriculum (mClass), we will achieve our school-wide DIBELS growth goal for the 2025-2026 school year.</p> <p>We believe that by focusing our attention on ST Math as a tool for identifying Tier 2 small group support in the classroom aligned with quality Tier 1 curriculum (Eureka K-5, Illustrative 6th grade), as well as celebrating the completion of 1,000 puzzles per student, we will achieve our school-wide NWEA MAP growth goal for the 2025-2026 school year.</p>
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**Essential 2: Effective Leaders**

<p><b>Check all that apply:</b></p> <p><input type="checkbox"/> <b>Teacher Influence:</b> Teachers have influence in a broad range of decisions regarding school policies and practices.</p> <p><input checked="" type="checkbox"/> <b>Program Coherence:</b> School programs are coordinated and consistent with goals for student learning.</p> <p><input type="checkbox"/> <b>Teacher-Principal Trust:</b> Teachers and principals share a high level of mutual trust and respect.</p> <p><input type="checkbox"/> <b>Instructional Leadership:</b> The school leadership team sets high standards for teaching and student learning.</p>	
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<p><b>Key Activities</b></p>	<p>With our MTSS Team, and using the Breakfast Club criteria to identify students: BELOW the 20th percentile in NWEA MAP ELA BOY WELL BELOW Benchmark in DIBELS BOY do NOT have an active IEP in place or any Tier 3 instruction being progress monitored. Thomas Jefferson will create an instructional skill-based plan for each grade level to be progress monitored (bi-weekly) and executed for 15 minutes 4 days a week (60 minutes per week for a duration of 1 quarter-9 weeks). As of today (4/28/25) approximately 30/290 students fit this criteria (10% of our student population).</p> <p>Within the MTSS Team, a small group will conduct and lead a book study regarding the book, Best Practices at Tier 3 by Rogers, Smith, Buffum, Mattos. This group will be composed of several grade level educators, as well as those from the Special Services department. This cohort will present ideas and validations at our Staff Meetings periodically. All teachers at TJ will receive a copy of this book.</p> <p>Within the MTSS Team, a small group of 3rd-6th grade teachers and Special Services staff, will create and present best practices based on the Lumos Learning IAR grade level test and practice workbooks. Each student will receive a consumable workbook next year.</p>
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<p>Theory of Action for <b>“Effective Leaders”</b></p>	<p>We believe that with our MTSS Team creating the Tier 3 instructional plan in conjunction with collective and differentiated learning for our staff, we will increase our cohesiveness based on our overall Staff Satisfaction Survey, more specifically regarding the question, "PD in this building helps me improve my professional practice." Feedback score for this area in the Fall of 2024 was 91.5%.</p>
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### Essential 3: Collaborative Teachers

**Check all that apply:**

- Collaborative Practices:** Teachers observe each others' practice and work together to review assessment data and develop instructional strategies.
- Collective Responsibility:** Teachers share a strong sense of responsibility for student development, school improvement, and professional growth.
- School Commitment:** Teachers are deeply committed to the school.
- Teacher-Teacher Trust:** Teachers are supportive of one another, personally and professionally.
- Quality of Professional Development:** Professional development is rigorous and focused on student learning.

<b>Key Activities</b>	<p>A small cohort from the TJ Way Action Team will create a process for making practice public. This will include classroom visits/observations scheduled throughout the year between grade levels (minimum 2 for the school year). This cohort will set an observation criteria based on the tool that is utilized by administrators for their walkthroughs as well as create a schedule for these visits.</p> <p>Based on a live professional development by the author in February of 2025, all staff members will receive the book, <i>The Road to Awesome</i> by Darrin Peppard. A small cohort stemming from the TJ Way Action Team will lead a book study sharing ideas and validations at Staff Meetings periodically throughout the school year.</p>
Theory of Action for <b>“Collaborative Teachers”</b>	We believe that by making practice public through coordinated and standardized classroom visits/observations as created by members of the TJ Way, in conjunction with a staff book study led by members of the TJ Way, we will increase our overall level of collaboration and support for one another at Thomas Jefferson.

### Essential 4: Supportive Environment

**Check all that apply:**

- Peer Support for Academic Work (ES):** Students demonstrate behaviors that lead to academic achievement.
- School-Wide Future Orientation (HS):** The school engages all students in planning for life after graduation.
- Expectations for Post-Secondary Education (HS):** The school expects all students to attend college and promotes college-readiness.
- Academic Personalism (ES):** Teachers connect with students in the classroom and support them in achieving academic goals.
- Student-Teacher Trust:** Students and teachers share a high level of mutual trust and respect.
- Safety:** Students feel safe both in and around the school building, and while they travel to and from home.

<b>Key Activities</b>	<p>Members of the CST (Campus Safety Team) will continue to meet monthly looking for areas to improve arrival, dismissal, and operations within the building during the school day. Most of the areas of concern this school year have been related to functioning cameras and Love you guys protocols.</p> <p>Create a monthly plan with the CST for next school year regarding all emergency drills and Love You Guys protocols to be practiced.</p> <p>Continue to monitor activities throughout the day as performed by the Building Supervisor and our Student Safety Squad.</p>
Theory of Action for <b>“Supportive Environment”</b>	We believe that by our CST creating a plan of execution for our emergency drills and Love You Guys protocols, in conjunction with our daily safety checks, we will increase overall awareness and response time in a true emergency

## Essential 5: Involved Families

**Check all that apply:**

- Parent Influence on Decision-Making:** The school has created opportunities for parents to participate in developing academic programs and influencing school curricula.
- Teacher-Parent Trust:** Teachers and parents are partners in improving student learning.
- Parent Involvement in School:** Parents are active participants in their child's schooling.

**Key Activities**

Town Hall Meetings will focus on MTSS as applied to academics and how we utilized this every day here within the school building to reach ALL students  
 We will set aside at least one of our Family And Community Engagement (FACE) events next year and focus on ST Math as a tool or resource that will assist our students in achieving their math MAP growth goal.  
 A presentation regarding ST Math will take place at one of the Fall Booster Club meetings. A copy of the Road to Awesome by Darrin Peppard will be given to the Booster Club officers (President, Vice President, and Treasurer). They will be invited to future conversations regarding this book study led by TJ Staff Members.

Theory of Action  
 for  
**“Involved Families”**

We believe that by including our Parents/Guardians/Caregivers (PGCs) in our academic conversations (Town Halls, FACE events, Booster Club meetings, and Staff Meetings focused on our Road to Awesome Book Study), we will gather important feedback that will allow us to better accommodate our students.



## Consolidated School Improvement Plan

### 1. School Profile

<b>Thurgood Marshall Learning Center</b>	<b>Mission:</b> To create a learning environment fostering students' belief in their own self-worth and capacity for growth
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### 2. Professional Development

<b>PD Focus Areas</b>	<input type="checkbox"/> Co-Teaching <input checked="" type="checkbox"/> Differentiation <input type="checkbox"/> English Language Arts <input type="checkbox"/> English Language Learners <input type="checkbox"/> Enrichment <input type="checkbox"/> Fine Arts <input type="checkbox"/> Mathematics	<input type="checkbox"/> Science <input type="checkbox"/> Special Education <input checked="" type="checkbox"/> Social Emotional Learning <input type="checkbox"/> Social Studies <input type="checkbox"/> Technology <input type="checkbox"/> Other: _____
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### 3. Key Activity SMART Goals

<b>Key Activity SMART GOAL #1</b>	During the 2025 - 2026 school year, TMLC will increase positive teacher-parent communication through an effort by each teacher to make at least two positive contact efforts (via phone call, email, or message) per student per semester. Success will be measured using the guardian contact log which teachers complete after each phone call.	
Determine Your Measure(s) <i>*Select all that apply</i>	<input type="checkbox"/> AVID Coaching and Certification Instrument <input type="checkbox"/> Boost <input type="checkbox"/> Dibels <input type="checkbox"/> Lexia <input type="checkbox"/> Local Classroom Assessments <input type="checkbox"/> NewsELA Usage <input type="checkbox"/> NWEA MAP Growth <input type="checkbox"/> NWEA MAP RIT	<input type="checkbox"/> mClass <input type="checkbox"/> My iGDI's <input type="checkbox"/> ST Math Data <input type="checkbox"/> Teaching Strategies Gold <input type="checkbox"/> Walkthrough Tool <i>Please list any other metrics not named:</i> <input checked="" type="checkbox"/> Optional 1: Call Log <input type="checkbox"/> Optional 2: _____
Establish your frequency of Measure(s) <i>*Select one</i>	<input checked="" type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Every 3 weeks <input type="checkbox"/> Every 4 weeks	<input type="checkbox"/> Every 6 weeks <input type="checkbox"/> Every 8 weeks <input checked="" type="checkbox"/> Every Quarter <input type="checkbox"/> Other: Fall, Winter, Spring

<b>Key Activity SMART GOAL #2</b>	100% of students in regular attendance at TMLC will develop a personalized post-secondary plan, such as enrollment in college, vocational training, military service, or entering the workforce, by participating in at least three structured planning activities (e.g., PACE activities, career assessments, counselor meetings, and goal-setting workshops).	
Determine Your Measure(s) *Select all that apply	<input type="checkbox"/> AVID Coaching and Certification Instrument <input type="checkbox"/> Boost <input type="checkbox"/> Dibels <input type="checkbox"/> Lexia <input type="checkbox"/> Local Classroom Assessments <input type="checkbox"/> NewsELA Usage <input type="checkbox"/> NWEA MAP Growth <input type="checkbox"/> NWEA MAP RIT	<input type="checkbox"/> mClass <input type="checkbox"/> My iGDI's <input type="checkbox"/> ST Math Data <input type="checkbox"/> Teaching Strategies Gold <input type="checkbox"/> Walkthrough Tool <i>Please list any other metrics not named:</i> <input checked="" type="checkbox"/> Optional 1: Career Survey <input type="checkbox"/> Optional 2: _____
Frequency of your Measure(s) *Select one	<input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Every 3 weeks <input type="checkbox"/> Every 4 weeks	<input type="checkbox"/> Every 6 weeks <input type="checkbox"/> Every 8 weeks <input checked="" type="checkbox"/> Every Quarter <input type="checkbox"/> Other: Fall, Winter, Spring

**4. Annual Student Growth Goals**

<b>Annual Student Growth Goal: ELA</b>	During the 2024-2025 school year, TMLC will continue to adapt ELA district curriculum to align instruction with the home schools.
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<b>Annual Student Growth Goal: Math</b>	During the 2024-2025 school year, TMLC will continue to adapt the district mathematics curriculum to align instruction with the home schools.
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**5. Key Activities & Theories of Actions Aligned to the 5 Essentials**

<b>Essential 1: Ambitious Instruction</b>	
<b>Check all that apply:</b> <input checked="" type="checkbox"/> <b>English Instruction:</b> Students interact with course material and one another to build and apply critical reading and writing skills <input checked="" type="checkbox"/> <b>Math Instruction:</b> Students interact with course material and one another to build and apply knowledge in their math classes. <input type="checkbox"/> <b>Academic Press:</b> Teachers expect students to do their best and meet academic demands. <input checked="" type="checkbox"/> <b>Quality of Student Discussion:</b> Students participate in classroom discussions that build their critical thinking skills.	
<b>Key Activities</b>	Innovative instructional practices focusing on problem solving such as classroom discussions, debates, and group problem-solving
Theory of Action for "Ambitious Instruction"	We believe that by increasing structured critical thinking activities, we will increase our students' problem solving capabilities.

## Essential 2: Effective Leaders

**Check all that apply:**

- Teacher Influence:** Teachers have influence in a broad range of decisions regarding school policies and practices.
- Program Coherence:** School programs are coordinated and consistent with goals for student learning.
- Teacher-Principal Trust:** Teachers and principals share a high level of mutual trust and respect.
- Instructional Leadership:** The school leadership team sets high standards for teaching and student learning.

<b>Key Activities</b>	Walkthroughs Informal observations Formal observations Principal talks School wide events
Theory of Action for <b>“Effective Leaders”</b>	We believe school leaders present in the hallways and classrooms build stronger relationships and proactively address concerns prior to negatively impacting learning.

## Essential 3: Collaborative Teachers

**Check all that apply:**

- Collaborative Practices:** Teachers observe each others’ practice and work together to review assessment data and develop instructional strategies.
- Collective Responsibility:** Teachers share a strong sense of responsibility for student development, school improvement, and professional growth.
- School Commitment:** Teachers are deeply committed to the school.
- Teacher-Teacher Trust:** Teachers are supportive of one another, personally and professionally.
- Quality of Professional Development:** Professional development is rigorous and focused on student learning.

<b>Key Activities</b>	Teachers in each core subject areas (ELA, Math, Science, and Social Studies) will meet monthly to collaboratively develop, implement, and evaluate at least one targeted instructional strategy that addresses the specific learning needs of our struggling students in each of the content areas. Success will be measured by student engagement as documented through participation tracking and student feedback.
Theory of Action for <b>“Collaborative Teachers”</b>	We believe that through developing targeted instructional activities for our struggling students, we will increase their engagement and comprehension of material.

### **Essential 4: Supportive Environment**

**Check all that apply:**

- Peer Support for Academic Work (ES):** Students demonstrate behaviors that lead to academic achievement.
- School-Wide Future Orientation (HS):** The school engages all students in planning for life after graduation.
- Expectations for Post-Secondary Education (HS):** The school expects all students to attend college and promotes college-readiness.
- Academic Personalism (ES):** Teachers connect with students in the classroom and support them in achieving academic goals.
- Student-Teacher Trust:** Students and teachers share a high level of mutual trust and respect.
- Safety:** Students feel safe both in and around the school building, and while they travel to and from home.

**Key Activities**

School-Wide Titan Time Activities  
 PACE curriculum  
 Community interactions  
 Military career exploration  
 College and trade school visits  
 career assessments  
 counselor meetings  
 goal-setting workshops

Theory of Action for  
**“Supportive Environment”**

### **Essential 5: Involved Families**

**Check all that apply:**

- Parent Influence on Decision-Making:** The school has created opportunities for parents to participate in developing academic programs and influencing school curricula.
- Teacher-Parent Trust:** Teachers and parents are partners in improving student learning.
- Parent Involvement in School:** Parents are active participants in their child’s schooling.

**Key Activities**

Monthly family and community engagement events  
 Contact Log

Theory of Action for  
**“Involved Families”**

We believe that increasing positive communication with parents, we will build trust and positive collaboration.



## Consolidated School Improvement Plan

### 1. School Profile

<b>Washington Junior High School</b>	<b>Mission:</b> To prepare all students for college, career and life readiness.	<b>Vision:</b> To provide an opportunity to learn and grow.
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### 2. Professional Development

<b>PD Focus Areas</b>	<input type="checkbox"/> Co-Teaching <input checked="" type="checkbox"/> Differentiation <input checked="" type="checkbox"/> English Language Arts <input type="checkbox"/> English Language Learners <input type="checkbox"/> Enrichment <input type="checkbox"/> Fine Arts <input checked="" type="checkbox"/> Mathematics	<input checked="" type="checkbox"/> Science <input checked="" type="checkbox"/> Special Education <input type="checkbox"/> Social Emotional Learning <input checked="" type="checkbox"/> Social Studies <input type="checkbox"/> Technology <input checked="" type="checkbox"/> Other: Academic Language
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### 3. Key Activity SMART Goals

<b>Key Activity SMART GOAL #1</b>	By June of 2026, the number of WJHS Tier 1 students will increase by 3% by using specific and intentional reading supports and interventions for all students as measured by NWEA MAP.	
Determine Your Measure(s) <i>*Select all that apply</i>	<input type="checkbox"/> AVID Coaching and Certification Instrument <input type="checkbox"/> Boost <input type="checkbox"/> Dibels <input type="checkbox"/> Lexia <input type="checkbox"/> Local Classroom Assessments <input type="checkbox"/> NewsELA Usage <input checked="" type="checkbox"/> NWEA MAP Growth <input type="checkbox"/> NWEA MAP RIT	<input type="checkbox"/> mClass <input type="checkbox"/> My iGDI's <input type="checkbox"/> ST Math Data <input type="checkbox"/> Teaching Strategies Gold <input type="checkbox"/> Walkthrough Tool <i>Please list any other metrics not named:</i> <input type="checkbox"/> Optional 1: _____ <input type="checkbox"/> Optional 2: _____
Establish your frequency of Measure(s) <i>*Select one</i>	<input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Every 3 weeks <input checked="" type="checkbox"/> Every 4 weeks	<input type="checkbox"/> Every 6 weeks <input type="checkbox"/> Every 8 weeks <input type="checkbox"/> Every Quarter <input checked="" type="checkbox"/> Other: Fall, Winter, Spring

<b>Key Activity SMART GOAL #2</b>	By June of 2026, the number of WJHS Tier 1 students will increase by 3% by using specific and intentional math supports and interventions for all students as measured by NWEA MAP.	
Determine Your Measure(s) <i>*Select all that apply</i>	<input type="checkbox"/> AVID Coaching and Certification Instrument <input type="checkbox"/> Boost <input type="checkbox"/> Dibels <input type="checkbox"/> Lexia <input type="checkbox"/> Local Classroom Assessments <input type="checkbox"/> NewsELA Usage <input checked="" type="checkbox"/> NWEA MAP Growth <input type="checkbox"/> NWEA MAP RIT	<input type="checkbox"/> mClass <input type="checkbox"/> My iGDI's <input type="checkbox"/> ST Math Data <input type="checkbox"/> Teaching Strategies Gold <input type="checkbox"/> Walkthrough Tool <i>Please list any other metrics not named:</i> <input type="checkbox"/> Optional 1: _____ <input type="checkbox"/> Optional 2: _____
Frequency of your Measure(s) <i>*Select one</i>	<input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Every 3 weeks <input type="checkbox"/> Every 4 weeks	<input type="checkbox"/> Every 6 weeks <input type="checkbox"/> Every 8 weeks <input type="checkbox"/> Every Quarter <input checked="" type="checkbox"/> Other: Fall, Winter, Spring

**4. Annual Student Growth Goals**

<b>Annual Student Growth Goal: ELA</b>	By May 2025, the number of WJHS Tier 3 students will decrease by 6% by using specific and intentional reading supports and interventions for all students who are below grade level as measured by MAP.
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<b>Annual Student Growth Goal: Math</b>	By May 2025, the number of WJHS Tier 3 students will decrease by 3% by using specific and intentional math supports and interventions for all students who are below grade level as measured by MAP.
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**5. Key Activities & Theories of Actions Aligned to the 5 Essentials**

<b>Essential 1: Ambitious Instruction</b>	
<p><b>Check all that apply:</b></p> <input type="checkbox"/> <b>English Instruction:</b> Students interact with course material and one another to build and apply critical reading and writing skills <input type="checkbox"/> <b>Math Instruction:</b> Students interact with course material and one another to build and apply knowledge in their math classes. <input checked="" type="checkbox"/> <b>Academic Press:</b> Teachers expect students to do their best and meet academic demands. <input type="checkbox"/> <b>Quality of Student Discussion:</b> Students participate in classroom discussions that build their critical thinking skills.	
<b>Key Activities</b>	<ul style="list-style-type: none"> <li>● Using common acronyms and routines</li> <li>● Coplanning with PLC for content accountability</li> <li>● Differentiation for EL and SPED students</li> </ul>
Theory of Action for <b>“Ambitious Instruction”</b>	We believe that by the instruction of academic common language we will increase the deepening of understanding and automaticity of academic routines in all classrooms.

## Essential 2: Effective Leaders

**Check all that apply:**

- Teacher Influence:** Teachers have influence in a broad range of decisions regarding school policies and practices.
- Program Coherence:** School programs are coordinated and consistent with goals for student learning.
- Teacher-Principal Trust:** Teachers and principals share a high level of mutual trust and respect.
- Instructional Leadership:** The school leadership team sets high standards for teaching and student learning.

<b>Key Activities</b>	PLC data discussions MTSS data discussions Grade level data discussions Monthly staff meetings PLC accountability and data analyzation
Theory of Action for <b>“Effective Leaders”</b>	We believe that by having planned building wide data discussions WJHS students will increase in growth targets and goals as measured by NWEA MAP.

## Essential 3: Collaborative Teachers

**Check all that apply:**

- Collaborative Practices:** Teachers observe each others’ practice and work together to review assessment data and develop instructional strategies.
- Collective Responsibility:** Teachers share a strong sense of responsibility for student development, school improvement, and professional growth.
- School Commitment:** Teachers are deeply committed to the school.
- Teacher-Teacher Trust:** Teachers are supportive of one another, personally and professionally.
- Quality of Professional Development:** Professional development is rigorous and focused on student learning.

<b>Key Activities</b>	Teachers: Designated time for vertical alignment with teachers across grade levels Dedicated time to discuss the progression of the building goals and/or student growth
Theory of Action for <b>“Collaborative Teachers”</b>	We believe that by allowing teachers time to concentrate on area/standards to better prepare students for the next grade level we will cultivate areas of trust, collaboration and collective responsibility.

### **Essential 4: Supportive Environment**

**Check all that apply:**

- Peer Support for Academic Work (ES):** Students demonstrate behaviors that lead to academic achievement.
- School-Wide Future Orientation (HS):** The school engages all students in planning for life after graduation.
- Expectations for Post-Secondary Education (HS):** The school expects all students to attend college and promotes college-readiness.
- Academic Personalism (ES):** Teachers connect with students in the classroom and support them in achieving academic goals.
- Student-Teacher Trust:** Students and teachers share a high level of mutual trust and respect.
- Safety:** Students feel safe both in and around the school building, and while they travel to and from home.

<b>Key Activities</b>	Compass (Suite 360) Weekly SEL lessons Wellness Wednesday PACE activities quarterly REACH organization partnership
Theory of Action for <b>“Supportive Environment”</b>	We believe that by continuing to utilize Compass (Suite 360) resources with fidelity and partnering with the ROE 49 organization we will be able to develop a stronger Tier 1 and provide intentional Tier 2 SEL resources for students.

### **Essential 5: Involved Families**

**Check all that apply:**

- Parent Influence on Decision-Making:** The school has created opportunities for parents to participate in developing academic programs and influencing school curricula.
- Teacher-Parent Trust:** Teachers and parents are partners in improving student learning.
- Parent Involvement in School:** Parents are active participants in their child’s schooling.

<b>Key Activities</b>	FACE events quarterly Newsletter monthly Remind messages Website/signage Social media
Theory of Action for <b>“Involved Families”</b>	We believe that by incorporating additional school/family communication tools we will develop stronger relationships with WJHS families.



## Consolidated School Improvement Plan

### 1. School Profile

<b style="color: red;">Alleman Catholic High School</b>	<b>Mission:</b> Alleman Catholic High School develops a faith lived community by exemplifying gospel values through Catholic education.	<b>Vision:</b> Alleman strives to provide a foundation for the religious, moral, intellectual, emotional, physical, and social development of each individual. Alleman Catholic High School is determined to be a catalyst for change and for growth in service to the Catholic community as well as to society.
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### 2. Professional Development

<b>PD Focus Areas</b>	<input type="checkbox"/> Co-Teaching <input type="checkbox"/> Differentiation <input type="checkbox"/> English Language Arts <input type="checkbox"/> English Language Learners <input checked="" type="checkbox"/> Enrichment <input type="checkbox"/> Fine Arts <input type="checkbox"/> Mathematics	<input type="checkbox"/> Science <input type="checkbox"/> Special Education <input checked="" type="checkbox"/> Social Emotional Learning <input type="checkbox"/> Social Studies <input type="checkbox"/> Technology <input checked="" type="checkbox"/> Other: Student Leadership <input checked="" type="checkbox"/> Other: Planning
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### 3. Key Activity SMART Goals

<b>Key Activity SMART GOAL #1</b>	We will provide leadership development training for students in various extracurricular activities to foster a culture of leadership and involvement.	
Determine Your Measure(s) <i>*Select all that apply</i>	<input type="checkbox"/> AVID Coaching and Certification Instrument <input type="checkbox"/> Boost <input type="checkbox"/> Dibels <input type="checkbox"/> Lexia <input type="checkbox"/> Local Classroom Assessments <input type="checkbox"/> NewsELA Usage <input type="checkbox"/> NWEA MAP Growth <input type="checkbox"/> NWEA MAP RIT	<input type="checkbox"/> mClass <input type="checkbox"/> My iGDI's <input type="checkbox"/> ST Math Data <input type="checkbox"/> Teaching Strategies Gold <input type="checkbox"/> Walkthrough Tool <i>Please list any other metrics not named:</i> <input checked="" type="checkbox"/> Optional 1: Teacher/Staff Observation <input type="checkbox"/> Optional 2: _____
Establish your frequency of Measure(s) <i>*Select one</i>	<input type="checkbox"/> Weekly <input checked="" type="checkbox"/> Monthly <input type="checkbox"/> Every 3 weeks <input type="checkbox"/> Every 4 weeks	<input type="checkbox"/> Every 6 weeks <input type="checkbox"/> Every 8 weeks <input type="checkbox"/> Every Quarter <input type="checkbox"/> Other: Fall, Winter, Spring

<b>Key Activity SMART GOAL #2</b>	Teachers will track the learning of every student through multiple measures and review this data by department.	
Determine Your Measure(s) *Select all that apply	<input type="checkbox"/> AVID Coaching and Certification Instrument <input type="checkbox"/> Boost <input type="checkbox"/> Dibels <input type="checkbox"/> Lexia <input checked="" type="checkbox"/> Local Classroom Assessments <input type="checkbox"/> NewsELA Usage <input type="checkbox"/> NWEA MAP Growth <input type="checkbox"/> NWEA MAP RIT	<input type="checkbox"/> mClass <input type="checkbox"/> My iGDI's <input type="checkbox"/> ST Math Data <input type="checkbox"/> Teaching Strategies Gold <input type="checkbox"/> Walkthrough Tool <i>Please list any other metrics not named:</i> <input type="checkbox"/> Optional 1: _____ <input type="checkbox"/> Optional 2: _____
Frequency of your Measure(s) *Select one	<input type="checkbox"/> Weekly <input type="checkbox"/> Monthly <input type="checkbox"/> Every 3 weeks <input type="checkbox"/> Every 4 weeks	<input type="checkbox"/> Every 6 weeks <input type="checkbox"/> Every 8 weeks <input checked="" type="checkbox"/> Every Quarter <input type="checkbox"/> Other: Fall, Winter, Spring

**4. Annual Student Growth Goals**

<b>Annual Student Growth Goal: ELA</b>	
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<b>Annual Student Growth Goal: Math</b>	
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**5. Key Activities & Theories of Actions Aligned to the 5 Essentials**

<b>Essential 1: Ambitious Instruction</b>	
<b>Check all that apply:</b> <input checked="" type="checkbox"/> <b>English Instruction:</b> Students interact with course material and one another to build and apply critical reading and writing skills <input checked="" type="checkbox"/> <b>Math Instruction:</b> Students interact with course material and one another to build and apply knowledge in their math classes. <input type="checkbox"/> <b>Academic Press:</b> Teachers expect students to do their best and meet academic demands. <input type="checkbox"/> <b>Quality of Student Discussion:</b> Students participate in classroom discussions that build their critical thinking skills.	
<b>Key Activities</b>	Our building's key activity for the 2025-2026 school year will be to improve teacher effectiveness by providing more teacher training and professional development in the areas of planning, instruction and assessment strategies. This will be monitored by daily/weekly walkthroughs, consistent feedback and goal setting sessions.
Theory of Action for <b>"Ambitious Instruction"</b>	We believe that by increasing teacher training, we will see increased student performance and improved retention.

## Essential 2: Effective Leaders

**Check all that apply:**

- Teacher Influence:** Teachers have influence in a broad range of decisions regarding school policies and practices.
- Program Coherence:** School programs are coordinated and consistent with goals for student learning.
- Teacher-Principal Trust:** Teachers and principals share a high level of mutual trust and respect.
- Instructional Leadership:** The school leadership team sets high standards for teaching and student learning.

<b>Key Activities</b>	Our building's key activity for effective leaders is to strengthen our existing building leadership team.
Theory of Action for " <b>Effective Leaders</b> "	We believe that by strengthening our BLT, we will see improved student behavior and teacher buy-in.

## Essential 3: Collaborative Teachers

**Check all that apply:**

- Collaborative Practices:** Teachers observe each others' practice and work together to review assessment data and develop instructional strategies.
- Collective Responsibility:** Teachers share a strong sense of responsibility for student development, school improvement, and professional growth.
- School Commitment:** Teachers are deeply committed to the school.
- Teacher-Teacher Trust:** Teachers are supportive of one another, personally and professionally.
- Quality of Professional Development:** Professional development is rigorous and focused on student learning.

<b>Key Activities</b>	Our building's key activity for collaborative teachers is to increase opportunities for common planning time with an adjusted Wednesday early out schedule and using our BLT to plan effective meeting agendas to deliver as needed PD.
Theory of Action for " <b>Collaborative Teachers</b> "	We believe by increasing opportunities for collaboration, we will see improvement in our processes and procedures.

### **Essential 4: Supportive Environment**

**Check all that apply:**

- Peer Support for Academic Work (ES):** Students demonstrate behaviors that lead to academic achievement.
- School-Wide Future Orientation (HS):** The school engages all students in planning for life after graduation.
- Expectations for Post-Secondary Education (HS):** The school expects all students to attend college and promotes college-readiness.
- Academic Personalism (ES):** Teachers connect with students in the classroom and support them in achieving academic goals.
- Student-Teacher Trust:** Students and teachers share a high level of mutual trust and respect.
- Safety:** Students feel safe both in and around the school building, and while they travel to and from home.

<b>Key Activities</b>	Our building's key activity for a supportive environment is to enhance our SEL offerings for students and teachers.
Theory of Action for <b>"Supportive Environment"</b>	We believe that by offering improved SEL instruction, we will see more connections between students and staff.

### **Essential 5: Involved Families**

**Check all that apply:**

- Parent Influence on Decision-Making:** The school has created opportunities for parents to participate in developing academic programs and influencing school curricula.
- Teacher-Parent Trust:** Teachers and parents are partners in improving student learning.
- Parent Involvement in School:** Parents are active participants in their child's schooling.

<b>Key Activities</b>	Our building's key activity to improve the environment will be to address building needs as a response to feedback from our stakeholders.
Theory of Action for <b>"Involved Families"</b>	We believe that by improving our response to feedback and opportunities for connection, we will continue to increase trust and a feeling of well being in our school.



## Consolidated School Improvement Plan

### 1. School Profile

<h2 style="color: red;">Jordan Catholic School</h2>	<p><b>Mission:</b> The mission of Jordan Catholic School is to provide students with a Catholic education resulting in graduates who are followers of Jesus, committed to Gospel values, serving others and the recognition and development of their God given gifts and talents.</p>	<p><b>Vision:</b> At Jordan Catholic every child flourishes in an environment of academic challenge and spiritual growth. JCS challenges students to develop the knowledge, skills, and work habits to succeed. To that end, the entire JCS community is committed to helping each student discover, and realize, his or her potential. It is our goal to give all students the unique opportunity to be educated in a safe, structured, and Faith-based learning environment.</p>
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### 2. Professional Development

<p><b>PD Focus Areas</b></p>	<input type="checkbox"/> Co-Teaching <input type="checkbox"/> Differentiation <input type="checkbox"/> English Language Arts <input type="checkbox"/> English Language Learners <input type="checkbox"/> Enrichment <input type="checkbox"/> Fine Arts <input type="checkbox"/> Mathematics	<input type="checkbox"/> Science <input type="checkbox"/> Special Education <input type="checkbox"/> Social Emotional Learning <input type="checkbox"/> Social Studies <input type="checkbox"/> Technology <input type="checkbox"/> Other: _____
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### 3. Key Activity SMART Goals

<p><b>Key Activity SMART GOAL #1</b></p>	<p>JCS will increase student performance in the areas of Math and Reading by 2% (compared to 24-25 scores) from Fall 2025 to Spring 2026 by providing teachers with PD support and increased collaboration opportunities.</p>	
<p>Determine Your Measure(s) <i>*Select all that apply</i></p>	<input type="checkbox"/> AVID Coaching and Certification Instrument <input type="checkbox"/> Boost <input type="checkbox"/> Dibels <input checked="" type="checkbox"/> Lexia <input type="checkbox"/> Local Classroom Assessments <input type="checkbox"/> NewsELA Usage <input checked="" type="checkbox"/> NWEA MAP Growth <input checked="" type="checkbox"/> NWEA MAP RIT	<input type="checkbox"/> mClass <input type="checkbox"/> My iGDI's <input type="checkbox"/> ST Math Data <input type="checkbox"/> Teaching Strategies Gold <input type="checkbox"/> Walkthrough Tool <p><i>Please list any other metrics not named:</i></p> <input checked="" type="checkbox"/> Optional 1: AIMSweb <input checked="" type="checkbox"/> Optional 2: ALEKS <input checked="" type="checkbox"/> Optional 3: Lalilo
<p>Establish your frequency of Measure(s) <i>*Select one</i></p>	<input type="checkbox"/> Weekly <input checked="" type="checkbox"/> Monthly <input type="checkbox"/> Every 3 weeks <input type="checkbox"/> Every 4 weeks	<input type="checkbox"/> Every 6 weeks <input type="checkbox"/> Every 8 weeks <input checked="" type="checkbox"/> Every Quarter <input type="checkbox"/> Other: Fall, Winter, Spring

<b>Key Activity SMART GOAL #2</b>	JCS will close the achievement gap as it relates to Title I students in the areas of reading and math by 2-5% from Fall 2025 to Spring 2026.	
Determine Your Measure(s) *Select all that apply	<input type="checkbox"/> AVID Coaching and Certification Instrument <input type="checkbox"/> Boost <input type="checkbox"/> Dibels <input checked="" type="checkbox"/> Lexia <input type="checkbox"/> Local Classroom Assessments <input type="checkbox"/> NewsELA Usage <input checked="" type="checkbox"/> NWEA MAP Growth <input checked="" type="checkbox"/> NWEA MAP RIT	<input type="checkbox"/> mClass <input type="checkbox"/> My iGDI's <input type="checkbox"/> ST Math Data <input type="checkbox"/> Teaching Strategies Gold <input type="checkbox"/> Walkthrough Tool <i>Please list any other metrics not named:</i> <input checked="" type="checkbox"/> Optional 1: AIMSweb <input checked="" type="checkbox"/> Optional 2: ALEKS <input checked="" type="checkbox"/> Optional 3: Lalilo
Frequency of your Measure(s) *Select one	<input checked="" type="checkbox"/> Weekly <input checked="" type="checkbox"/> Monthly <input type="checkbox"/> Every 3 weeks <input type="checkbox"/> Every 4 weeks	<input type="checkbox"/> Every 6 weeks <input type="checkbox"/> Every 8 weeks <input checked="" type="checkbox"/> Every Quarter <input type="checkbox"/> Other: Fall, Winter, Spring

#### 4. Annual Student Growth Goals

<b>Annual Student Growth Goal: ELA</b>	Increase 2% in performance over last year.
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<b>Annual Student Growth Goal: Math</b>	Increase 2% in performance over last year.
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#### 5. Key Activities & Theories of Actions Aligned to the 5 Essentials

<b>Essential 1: Ambitious Instruction</b>	
<b>Check all that apply:</b> <input checked="" type="checkbox"/> <b>English Instruction:</b> Students interact with course material and one another to build and apply critical reading and writing skills <input checked="" type="checkbox"/> <b>Math Instruction:</b> Students interact with course material and one another to build and apply knowledge in their math classes. <input checked="" type="checkbox"/> <b>Academic Press:</b> Teachers expect students to do their best and meet academic demands. <input type="checkbox"/> <b>Quality of Student Discussion:</b> Students participate in classroom discussions that build their critical thinking skills.	
<b>Key Activities</b>	Our building's key activity for the school year will be to improve teacher effectiveness by providing more teacher training in the areas of lesson planning, delivering engaging instruction and formative and summative assessment strategies. This will be monitored by walkthroughs, consistent feedback and goal setting sessions.
Theory of Action for <b>"Ambitious Instruction"</b>	We believe that by increasing teacher training, we will see increased student performance and improved retention.

## Essential 2: Effective Leaders

**Check all that apply:**

- Teacher Influence:** Teachers have influence in a broad range of decisions regarding school policies and practices.
- Program Coherence:** School programs are coordinated and consistent with goals for student learning.
- Teacher-Principal Trust:** Teachers and principals share a high level of mutual trust and respect.
- Instructional Leadership:** The school leadership team sets high standards for teaching and student learning.

<b>Key Activities</b>	Our building's key activity for effective leaders is to establish a building leadership team.
Theory of Action for " <b>Effective Leaders</b> "	We believe that by establishing a BLT, we will see improved student behavior and teacher buy in.

## Essential 3: Collaborative Teachers

**Check all that apply:**

- Collaborative Practices:** Teachers observe each others' practice and work together to review assessment data and develop instructional strategies.
- Collective Responsibility:** Teachers share a strong sense of responsibility for student development, school improvement, and professional growth.
- School Commitment:** Teachers are deeply committed to the school.
- Teacher-Teacher Trust:** Teachers are supportive of one another, personally and professionally.
- Quality of Professional Development:** Professional development is rigorous and focused on student learning.

<b>Key Activities</b>	Our building's key activity for collaborative teachers is to increase opportunities for common planning time with a new Wednesday early out schedule and using our BLT to plan effective meeting agendas to deliver as needed PD.
Theory of Action for " <b>Collaborative Teachers</b> "	We believe that by increasing opportunities for collaboration, we will see improvement in our processes and procedures.

### **Essential 4: Supportive Environment**

**Check all that apply:**

- Peer Support for Academic Work (ES):** Students demonstrate behaviors that lead to academic achievement.
- School-Wide Future Orientation (HS):** The school engages all students in planning for life after graduation.
- Expectations for Post-Secondary Education (HS):** The school expects all students to attend college and promotes college-readiness.
- Academic Personalism (ES):** Teachers connect with students in the classroom and support them in achieving academic goals.
- Student-Teacher Trust:** Students and teachers share a high level of mutual trust and respect.
- Safety:** Students feel safe both in and around the school building, and while they travel to and from home.

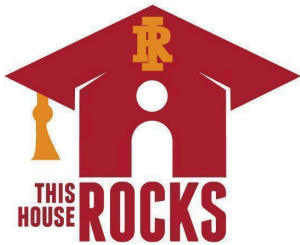
<b>Key Activities</b>	Our building's key activity for a supportive environment is to enhance our SEL offerings for students and teachers.
Theory of Action for <b>"Supportive Environment"</b>	We believe that by offering improved SEL instruction, we will see more connections between students and staff.

### **Essential 5: Involved Families**

**Check all that apply:**

- Parent Influence on Decision-Making:** The school has created opportunities for parents to participate in developing academic programs and influencing school curricula.
- Teacher-Parent Trust:** Teachers and parents are partners in improving student learning.
- Parent Involvement in School:** Parents are active participants in their child's schooling.

<b>Key Activities</b>	Our building's key activity to improve the environment will be to address building needs as a response to feedback from our families. This will in turn create a high level of confidence that our goals align with our families' feedback for a clean, well connected building that offers a safe environment for our students.
Theory of Action for <b>"Involved Families"</b>	We believe that by improving our response to feedback and opportunities for connection, we will continue to increase trust and a feeling of well being in our school.



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: June 10, 2025  
Re: Lakeshore Learning Materials, LLC

Lakeshore Learning Materials, LLC is a provider of various school related supplies, including school furniture, teaching supplies, arts/crafts supplies, etc. The RIMSD Head Start Program has been using Lakeshore Learning for supplies and materials. In addition, several Kindergarten classes in the district have also used Lakeshore Learning as a source for instructional materials and supplies.

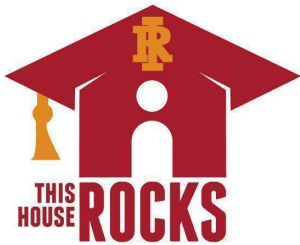
Looking back and historical purchases, the District has spent on average approximately \$29,000.00 a year. Funding for these purchases comes from the Head Start grant as well as other District funding sources, including PRIME grants. Based on past purchases, it is recommended that a funding limit of \$30,000.00 be approved.

It is recommended that the Board of Education approve Lakeshore Learning Materials, LLC., 2695 East Dominguez Street, Carson, CA 90895 as an approved vendor with a expenditure limit not to exceed \$30,000.00.

**Investment Period: July 1, 2025 - June 30, 2026**  
**Total Investment: Not to exceed \$30,000.00**  
**Funding Source: Federal and District Funds**

Name	Dates	Conference	Location	Registration	Hotel/Night	Mileage (round trip)	Per Diem/Day	Total
Jason Roessler	November 21 - 23, 2025	ILJAC 2025	Chicago, IL	\$540.00	\$ 200 housing deposit	\$231.00	92 x 3 = \$276.00	\$1,247.00
Susan Crowder	November 21 - 23, 2025	ILJAC 2025	Chicago, IL	\$540.00	\$ 200 housing deposit	\$231.00	92 x 3 = \$276.00	\$1,247.00
Michael Matherly	November 21 - 23, 2025	ILJAC 2025	Chicago, IL	\$540.00	\$ 200 housing deposit	\$231.00	92 x 3 = \$276.00	\$1,247.00
Nicole Cisne Durbin	November 21 - 23, 2025	ILJAC 2025	Chicago, IL	\$540.00	\$ 200 housing deposit	\$231.00	92 x 3 = \$276.00	\$1,247.00
Andrea Gilman	November 21 - 23, 2025	ILJAC 2025	Chicago, IL	\$540.00	\$ 200 housing deposit	\$231.00	92 x 3 = \$276.00	\$1,247.00
Tracy Pugh	November 21 - 23, 2025	ILJAC 2025	Chicago, IL	\$540.00	\$ 200 housing deposit	\$231.00	92 x 3 = \$276.00	\$1,247.00
								<b>\$7,482.00</b>

Name	Dates	Conference	Location	Registration	Hotel/Night	Mileage (round trip)	Per Diem/Day	Total
Jason Roessler	December 10-14, 2025	NABSE 2025	Chicago, IL	\$550.00	\$230/Night = \$924.00	\$231.00	92 x 4 = \$368.00	\$2,073.00
Michael Matherly	December 10-14, 2025	NABSE 2025	Chicago, IL	\$550.00	\$230/Night = \$924.00	\$231.00	92 x 4 = \$368.00	\$2,073.00
Tracy Pugh	December 10-14, 2025	NABSE 2025	Chicago, IL	\$550.00	\$230/Night = \$924.00	\$231.00	92 x 4 = \$368.00	\$2,073.00
								<b>\$6,219.00</b>



Sharon Williams, Ed.D.  
*Superintendent of Schools*

To: RIMSD 41 Board of Education  
From: Dr. Sharon Williams  
Cabinet Champion: Troy Bevans, IT Director  
Date: June 10th, 2025  
Re: SHI Chromebooks Acquisition

To support the district's 1:1 student device initiative, the Technology Department conducts an annual review of student enrollment data to determine the number of devices required for the upcoming school year. Based on this analysis, a recommended quantity and vendor quote are presented to the Board for approval prior to the conclusion of the current school year. This process ensures sufficient time for device delivery, setup, and distribution during the summer break.

It is recommended that the Rock Island – Milan School Board approve the purchase of 300 Lenovo 100e Gen 4 Chromebooks at \$239.00 each, along with management console licenses at \$31.00 each, for a total cost of \$81,000.00. The devices will be purchased from SHI, located at 290 Davidson Avenue, Somerset, NJ 08873. Title I funds will be used to finance this acquisition.

**Investment Period:** July 1, 2025 - June 30th, 2026  
**Total Investment:** \$81,000.00  
**Funding Source:** Title I Funds



Pricing Proposal  
 Quotation #: 26252854  
 Created On: 6/2/2025  
 Valid Until: 6/30/2025

## IL-County of Rock Island School District 41

### Sam Reyes

2000 7th Avenue  
 ROCK ISLAND, IL 612018116  
 United States  
 Phone: (309) 793-5900  
 Fax:  
 Email: sam.reyes@rimisd41.org

### Kate Niemiera

Phone:  
 Fax:  
 Email: Kate\_Niemiera@shi.com

All Prices are in US Dollar (USD)

Product	Qty	Your Price	Total
1 Lenovo 100e Chromebook Gen 4 82W0 - Kompanio 528 up to 2.2 GHz - Chrome OS - Mali-G52 2EE MC2 - 4 GB RAM - 32 GB eMMC - 11.6" TN 1366 x 768 (HD) - Wi-Fi 6 - graphite gray - kbd: English Lenovo - Part#: 82W0001EUS Contract Name: OMNIA Partners IT Solutions, Products & Services Contract #: 2024056-02 <b>Note:</b> In Stock	300	\$239.00	\$71,700.00
2 Chrome OS Management Console - License - academic Google - Part#: CROSSWDISEDUNEW Contract Name: OMNIA Partners IT Solutions, Products & Services Contract #: 2024056-02	300	\$31.00	\$9,300.00
		Total	\$81,000.00

### Additional Comments

Please note: Google has a zero returns policy.

Please Note: Lenovo has a zero returns policy on any custom build machines. Lenovo also does not allow returns on open box/phased out products. For these products, orders are non-cancellable and non-returnable from point of order.

Due to the potential impact of any current or future tariffs, the price and availability of hardware items on this quote may be subject to change.

Maximize your technology's lifecycle with SHI's services to recover, redeploy, remarket, and recycle your devices. For more information, contact [AssetRecoveryServices@SHI.com](mailto:AssetRecoveryServices@SHI.com)

Thank you for choosing SHI International Corp! The pricing offered on this quote proposal is valid through the expiration date listed above. To ensure the best level of service, please provide End User Name, Phone Number, Email Address and applicable Contract Number when submitting a Purchase Order. For any additional information including Hardware, Software and Services Contracts, please contact an SHI Inside Sales Representative at (888) 744-4084. SHI International Corp. is 100% Minority Owned, Woman Owned Business. TAX ID# 22-3009648; DUNS# 61-1429481; CAGE# 01-243957G; CAGE 1HTF0

*The products offered under this proposal are resold in accordance with the terms and conditions of the Contract referenced under that applicable line item.*



Sharon Williams, Ed.D.  
*Superintendent of Schools*

To: RIMSD 41 Board of Education  
From: Dr. Sharon Williams  
Cabinet Champion: Annaka Whiting, Chief Financial Officer  
Date: June 10, 2025  
Re: Site Survey

We are requesting Board approval to seek a proposal and enter into an agreement for facility site surveys at Eugene Field Elementary School and Rock Island Academy, as part of upcoming facility improvement projects.

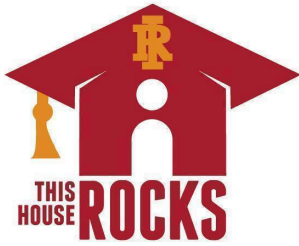
IMEG is being recommended to perform this work based on guidance from our architect, IDG+, and our construction management partner, Russell Construction. The estimated cost for the site surveys is approximately \$15,000 per location. To ensure competitive pricing for any future work, we will obtain proposals from IMEG for all district locations identified in the Facilities Management Plan as requiring a site survey.

We are only seeking approval at this Board meeting to proceed with Eugene Field and Rock Island Academy due to our ambitious timeline to begin planning proposed additions at both sites. All other locations will be brought to the Board of Education for separate approval.

It is recommended that the Board of Education approve seeking a proposal from IMEG and entering into an agreement for site surveys at Eugene Field and Rock Island Academy, at an estimated cost of \$15,000 per site, to be funded through the Capital Projects Fund/Bond Proceeds.

**Investment Period: N/A**  
**Total Investment: Not to Exceed \$15,000 per location**  
**Funding Source: Capital Projects Fund/Bond Proceeds**

**Rock Island-Milan School District #41**  
2000 7<sup>th</sup> Avenue, Rock Island, IL 61201  
309-793-5900 x10210 | 309-793-5905 fax  
Sharon.williams@rimsd41.org  
www.rimsd41.org



Sharon Williams, Ed.D.  
*Superintendent of Schools*

To: RIMSD 41 Board of Education  
From: Dr. Sharon Williams  
Cabinet Champion: Annaka Whiting, Chief Financial Officer  
Date: June 10, 2025  
Re: St. George Greek Orthodox Church

The St. George Greek Orthodox Church and the District have been in conversation over the course of several months regarding the use of their parking lot by the Eugene Field school community. After consultation with both parties' legal counsel, we have agreed to contribute 50% of the cost to repave their parking lot, which is used heavily by Eugene Field Elementary families for student drop-off and pick-up. The condition of the lot has deteriorated and is in need of resurfacing to ensure continued safe and effective use. They received three quotes and the lowest bid is an estimated total cost of \$170,000 from Bob's Blacktop.

We are requesting Board approval to contribute 50% of the estimated cost, or \$85,000, toward the project. This contribution would be paid from the Capital Projects Fund. In addition, we are requesting a 10% contingency (\$8,500) to cover any unexpected costs, as the estimate was received several months ago and may be subject to change.

We are currently working with St. George on a formal agreement that would allow the District to continue using the parking lot at a set monthly rate moving forward. Once finalized, that agreement will be brought to the Board for approval.

**Investment Period: July 1, 2025 – June 30, 2026**  
**Total Investment: Not to exceed \$93,500**  
**Funding Source: Capital Improvement Fund**

**Rock Island-Milan School District #41**  
2000 7<sup>th</sup> Avenue, Rock Island, IL 61201  
309-793-5900 x10210 | 309-793-5905 fax  
Sharon.williams@rimsd41.org  
www.rimsd41.org



Paid in full upon completion. A 1.5% per month service/interest charge will be applied to all past due or unpaid accounts. All legal and attorney fees that may be incurred to collect past due accounts are the liability of the buyer.

In order to comply with the "Time for Filing" as provided by law, it is our policy to start lien proceedings within 45 days of the completion of our work, if your account is not paid in full.

Note: Any costs, not included in this proposal, that occur if the city becomes involved will be passed on to the owner.

If soft areas are encountered or develop during construction. You will be notified, and this will need to be fixed before work can continue. This will be an addition to the original price.

Proper utility location and verification is the full responsibility of the owners/owner's representative. The owner or owner's representative shall ascertain the exact utility locations and elevations. This contractor accepts no responsibility for improper locations or failure to show locations on site and/or plans, as there is not any consistency by utility companies/contractors in placement in (depth, locations, etc.)

We will use the upmost care when excavating, patching, etc. But we will not assume any liability for utility damages, fines penalties, and drainage tubes etc. (If it is incurred it will be passed on to the owner).

Our work is weather sensitive scheduling will vary from time to time.

If you have an overlay, water drainage will remain the same unless otherwise noted to the contractor before work is started. If you have seal-coating work done Bob's Blacktop and its representatives will be responsible for persons or vehicles that walk or drive through. Striping usually takes place right after an overlay is completed or sealcoating on some instances striping will take place on the following day of completion.

Acceptance of this proposal forms a legal/binding contract subject to all terms and conditions included here within. Please review terms and conditions prior to signing. The proposal is valid for (30) days from the above date. Upon signing and returning proposal we will enter you into our work schedule.

If you have any questions, please feel free to contact myself Bob at 563 529 5690

Price \$ 170,000.00

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Bobby Green

Thank You!



Personnel Recommendations  
Board of Education Meeting  
June 10, 2025

**Certified Appointments**

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

Meagan Baker - Special Education Teacher at Frances Willard  
Elementary School  
\$50,915/annual

Morgan Laden - School Social Worker at District Wide  
Salary - \$58,993/annual

**Non-Certified Appointment**

It is recommended that the Board of Education approve the following non-certified appointment for the 2025-26 school year.

Delores Hampton - Cafeteria at Eugene Field  
Salary - \$15.86/hour

**Summer Appointments**

It is recommended that the Board of Education approve the following summer appointments for the 2025 summer intercession.

David Ames - Summer Custodial Help at District Wide  
Salary - \$17.00/hour

Wendy Czekalski - Summer Custodial Help at District Wide  
Salary - \$17.00/hour

Tanisha Daniels - Summer Custodial Help at District Wide  
Salary - \$17.00/hour

Medgar Harris - Summer Custodial Help at District Wide  
Salary - \$17.00/hour

Alejandro Pompa - Summer Custodial Help at District Wide  
Salary - \$17.00/hour

Lanette (Lana) Sterling - Summer Custodial Help at District Wide  
Salary - \$17.00/hour



Carrie Titus - Summer Custodial Help at District Wide  
Salary - \$17.00/hour

**Non-Certified Support Coach Appointments**

It is recommended that the Board of Education approve the following non-certified support coach appointments for the 2025-26 school year.

Xander George - Volunteer Assistant Football Coach at Rock Island High School

Nickolas Roessler - Assistant Varsity Football Coach at Rock Island High School (Split Stipend)  
Salary - \$3,326/annual stipend

Gregory Quick - 7th Grade Assistant Football Coach at Edison Junior High School  
Salary - \$3,497/annual stipend

**Certified Resignations**

It is recommended that the Board of Education accept the following certified resignations during the 2024-25 school year.

<b><u>Staff Member</u></b>	<b><u>Current Position</u></b>	<b><u>Years of Continuous Service</u></b>
Megan Delp	English Teacher at Edison Junior High	3 Years Effective 06/05/2025
Victoria Miller	Substitute Teacher at District Wide	13 Years Effective 06/05/2025
Paula Zigler	Physical Education Teacher at Rock Island High School	3 Years Effective 06/05/2025



**Non-Certified Resignations**

It is recommended that the Board of Education accept the following non-certified resignations during the 2024-25 school year.

<b><u>Staff Member</u></b>	<b><u>Current Position</u></b>	<b><u>Years of Continuous Service</u></b>
Emma Dayhoff	ECSE Paraprofessional at Horace Mann Early Learning Center	4 Years Effective 06/05/2025
Jennifer McVay	Benefits Coordinator Human Resources Assistant at Administrative Center	11 Years Effective 06/05/2025

District Type:

- School District
- Joint Agreement

ILLINOIS STATE BOARD OF EDUCATION  
School Business Services Division

SCHOOL DISTRICT/JOINT AGREEMENT BUDGET FORM \*  
July 1, 2024 - June 30, 2025

Accounting Basis:

- Cash
- Accrual

Is this an amended budget? Yes \_\_\_\_\_

Date of Amended Budget: 06/10/25  
(MM/DD/YY)

District Name: Rock Island SD 41

District RCDT No: 49081041025

Balanced budget; no Deficit Reduction Plan is required.

**If your FY2024 AFR states that you need to do a deficit reduction plan and your FY2025 budget is balanced, please state the measures you took to have your budget become balanced. (Bckgrnd-Assumpt 25-26)**

Budget of Rock Island SD 41, County of Rock Island,  
State of Illinois, for the Fiscal Year beginning July 1, 2024 and ending June 30, 2025.

WHEREAS the Board of Education of Rock Island SD 41,  
County of Rock Island, State of Illinois, caused to be prepared in tentative form a budget, and the Secretary of this Board has made the same conveniently available to public inspection for at least thirty days prior to final action thereon;

AND WHEREAS a public hearing was held as to such budget on the 10 day of June, 2025,  
notice of said hearing was given at least thirty days prior thereto as required by law, and all other legal requirements have been complied with;

NOW, THEREFORE, Be it resolved by the Board of Education of said district as follows:

Section 1: That the fiscal year of this school district be and the same hereby is fixed and declared to be  
beginning July 1, 2024 and ending June 30, 2025.

Section 2: That the following budget containing an estimate of amounts available in each Fund, separately, and expenditures from each be  
and the same is hereby adopted as the budget of this school district for said fiscal year.

**ADOPTION OF BUDGET**

The budget shall be approved and signed below by members of the School Board. Adopted this 10 day of June, 2025  
by a roll call vote of \_\_\_\_\_ Yeas, and \_\_\_\_\_ Nays, to wit:

** MEMBERS VOTING YEA:	** MEMBERS VOTING NAY:

\* Based on the 23 Illinois Administrative Code-Part 100 and inconformity with Section 17-1 of the School Code.  
 \*\* Type in the members who voted "YEA" nor "NAY". Actual school board member signatures are not required for electronic submission.  
 (1) A certified copy of this document must be filed with the county clerk within 30 days of adoption as required by Section 18-50 of the Property Tax Code (35 ILCS 200/18-50).  
 (2) Districts are required to submit the adopted/amended budget electronically to ISBE within 30 days of adoption or by October 30, whichever comes first. Budgets are submitted through IWAS: <https://apps.isbe.net/iwas/asp/login.asp?js=true>  
**Please type the member signatures before submitting to ISBE. We do not accept PDF copies.**

	A	B	C	D	E	F	G	H	I	J	K	L
1	<i>Begin entering data on EstRev 6-11 and EstExp 12-20 tabs.</i>		(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)	
2	Description: Enter Whole Numbers Only	Acct #	Educational	Operations & Maintenance	Debt Service	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety	
3	ESTIMATED BEGINNING FUND BALANCE (without Student Activity Funds) <sup>1</sup> as of July 1, 2024		40,768,135	7,133,505	1,472,173	2,217,449	2,997,004	13,391,935	2,974,984	1,594,627	172,388	
4	<b>RECEIPTS/REVENUES (without Student Activity Funds)</b>											
5	LOCAL SOURCES	1000	35,105,405	6,063,715	6,663,430	1,633,955	1,814,550	3,181,420	391,025	1,645,320	5,015	
6	FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT	2000	0	0		0	0					
7	STATE SOURCES	3000	34,605,465	1,805,000	0	664,620	0	50,000	0	0	0	
8	FEDERAL SOURCES	4000	15,750,655	0	0	0	0	1,679,080	0	0	0	
9	Total Direct Receipts/Revenues <sup>8</sup>		85,461,525	7,868,715	6,663,430	2,298,575	1,814,550	4,910,500	391,025	1,645,320	5,015	
10	Receipts/Revenues for "On Behalf" Payments <sup>2</sup>	3998										
11	Total Receipts/Revenues		85,461,525	7,868,715	6,663,430	2,298,575	1,814,550	4,910,500	391,025	1,645,320	5,015	
12	<b>DISBURSEMENTS/EXPENDITURES (without Student Activity Funds)</b>											
13	INSTRUCTION	1000	49,831,190				932,630			0		
14	SUPPORT SERVICES	2000	30,057,440	7,379,945		1,709,100	1,309,890	5,264,820		2,180,760	0	
15	COMMUNITY SERVICES	3000	3,905,210	0		0	4,875			0		
16	PAYMENTS TO OTHER DISTRICTS & GOVT UNITS	4000	1,978,730	0	0	0	0	0		0	0	
17	DEBT SERVICES	5000	0	0	6,891,290	0	0			0	0	
18	PROVISION FOR CONTINGENCIES	6000	0	0	0	0	0	0		0	0	
19	Total Direct Disbursements/Expenditures <sup>9</sup>		85,772,570	7,379,945	6,891,290	1,709,100	2,247,395	5,264,820		2,180,760	0	
20	Disbursements/Expenditures for "On Behalf" Payments <sup>2</sup>	4180	0	0	0	0	0	0		0	0	
21	Total Disbursements/Expenditures		85,772,570	7,379,945	6,891,290	1,709,100	2,247,395	5,264,820		2,180,760	0	
22	Excess of Direct Receipts/Revenues Over (Under) Direct Disbursements/Expenditures		(311,045)	488,770	(227,860)	589,475	(432,845)	(354,320)	391,025	(535,440)	5,015	
23	<b>OTHER SOURCES/USES OF FUNDS</b>											
24	<b>OTHER SOURCES OF FUNDS (7000)</b>											
25	<b>PERMANENT TRANSFER FROM VARIOUS FUNDS</b>											
26	Abolishment the Working Cash Fund <sup>16</sup>	7110										
27	Abatement of the Working Cash Fund <sup>16</sup>	7110	1,800,000									
28	Transfer of Working Cash Fund Interest	7120										
29	Transfer Among Funds	7130										
30	Transfer of Interest	7140										
31	Transfer from Capital Projects Fund to O&M Fund	7150		0								
32	Transfer of Excess Fire Prev & Safety Tax & Interest <sup>3</sup> Proceeds to O&M Fund	7160		0								
33	Transfer of Excess Accumulated Fire Prev & Safety Bond and Int <sup>3a</sup> Proceeds to Debt Service Fund	7170			0							
34	<b>SALE OF BONDS (7200)</b>											
35	Principal on Bonds Sold <sup>4</sup>	7210						55,000,000				
36	Premium on Bonds Sold	7220										
37	Accrued Interest on Bonds Sold	7230										
38	Sale or Compensation for Fixed Assets <sup>5</sup>	7300										
39	Transfer to Debt Service to Pay Principal on GASB 87 Leases	7400			0							
40	Transfer to Debt Service to Pay Interest on GASB 87 Leases	7500			0							
41	Transfer to Debt Service Fund to Pay Principal on Revenue Bonds	7600			0							
42	Transfer to Debt Service Fund to Pay Interest on Revenue Bonds	7700			0							
43	Transfer to Capital Projects Fund	7800						0				
44	ISBE Loan Proceeds	7900										
45	Other Sources Not Classified Elsewhere	7990										
46	Total Other Sources of Funds <sup>8</sup>		1,800,000	0	0	0	0	55,000,000	0	0	0	

	A	B	C	D	E	F	G	H	I	J	K	L
1	<i>Begin entering data on EstRev 6-11 and EstExp 12-20 tabs.</i>		(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)	
	Description: Enter Whole Numbers Only	Acct #	Educational	Operations & Maintenance	Debt Service	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety	
47	<b>OTHER USES OF FUNDS (8000)</b>											
49	<b>TRANSFER TO VARIOUS OTHER FUNDS (8100)</b>											
50	Abolishment or Abatement of the Working Cash Fund <sup>16</sup>	8110							1,800,000			
51	Transfer of Working Cash Fund Interest	8120						0				
52	Transfer Among Funds	8130										
53	Transfer of Interest <sup>6</sup>	8140										
54	Transfer from Capital Projects Fund to O&M Fund	8150										
55	Transfer of Excess Fire Prev & Safety Tax & Interest <sup>3</sup> Proceeds to O&M Fund	8160										
56	Transfer of Excess Accumulated Fire Prev & Safety Bond <sup>3a</sup> and Int Proceeds to Debt Service Fund	8170										
57	Taxes Pledged to Pay Principal on GASB 87 Leases	8410										
58	Grants/Reimbursements Pledged to Pay Principal on GASB 87 Leases	8420										
59	Other Revenues Pledged to Pay Principal on GASB 87 Leases	8430										
60	Fund Balance Transfers Pledged to Pay Principal on GASB 87 Leases	8440										
61	Taxes Pledged to Pay Interest on GASB 87 Leases	8510										
62	Grants/Reimbursements Pledged to Pay Interest on GASB 87 Leases	8520										
63	Other Revenues Pledged to Pay Interest on GASB 87 Leases	8530										
64	Fund Balance Transfers Pledged to Pay Interest on GASB 87 Leases	8540										
65	Taxes Pledged to Pay Principal on Revenue Bonds	8610										
66	Grants/Reimbursements Pledged to Pay Principal on Revenue Bonds	8620										
67	Other Revenues Pledged to Pay Principal on Revenue Bonds	8630										
68	Fund Balance Transfers Pledged to Pay Principal on Revenue Bonds	8640										
69	Taxes Pledged to Pay Interest on Revenue Bonds	8710										
70	Grants/Reimbursements Pledged to Pay Interest on Revenue Bonds	8720										
71	Other Revenues Pledged to Pay Interest on Revenue Bonds	8730										
72	Fund Balance Transfers Pledged to Pay Interest on Revenue Bonds	8740										
73	Taxes Transferred to Pay for Capital Projects	8810										
74	Grants/Reimbursements Pledged to Pay for Capital Projects	8820										
75	Other Revenues Pledged to Pay for Capital Projects	8830										
76	Fund Balance Transfers Pledged to Pay for Capital Projects	8840										
77	Transfer to Debt Service Fund to Pay Principal on ISBE Loans	8910										
78	Other Uses Not Classified Elsewhere	8990										
79	<b>Total Other Uses of Funds <sup>9</sup></b>		0	0	0	0	0	0	1,800,000	0	0	
80	<b>Total Other Sources/Uses of Fund</b>		1,800,000	0	0	0	0	55,000,000	(1,800,000)	0	0	
81	<b>ESTIMATED ENDING FUND BALANCE (without Student Activity Funds) as of June 30, 2025</b>		42,257,090	7,622,275	1,244,313	2,806,924	2,564,159	68,037,615	1,566,009	1,059,187	177,403	
82												
83	<b>Student Activity (Fund 11) ESTIMATED BEGINNING FUND BALANCE as of July 1, 2024</b>		516,334									
84	<b>RECEIPTS/REVENUES (For Student Activity Funds)</b>											
85	<b>Total Student Activity Direct Receipts/Revenues (Local Sources)</b>	1799	0									
86	<b>DISBURSEMENTS/EXPENDITURES (For Student Activity Funds)</b>											
87	<b>Total Student Activity Direct Disbursements/Expenditures</b>	1999	0									
88	<b>Excess of Direct Receipts/Revenues Over (Under) Direct Disbursements/Expenditures</b>		0									
89	<b>Student Activity ESTIMATED ENDING FUND BALANCE as of June 30, 2025</b>		516,334									
90												

220

	A	B	C	D	E	F	G	H	I	J	K	L
1	<i>Begin entering data on EstRev 6-11 and EstExp 12-20 tabs.</i>		(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)	
2	Description: Enter Whole Numbers Only	Acct #	Educational	Operations & Maintenance	Debt Service	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety	
91	Total ESTIMATED BEGINNING FUND BALANCE (All Sources Including Student Activity Funds) as of July 1, 2024		41,284,469	7,133,505	1,472,173	2,217,449	2,997,004	13,391,935	2,974,984	1,594,627	172,388	
92	RECEIPTS/REVENUES (All Sources with Student Activity Funds)											
93	LOCAL SOURCES	1000	35,105,405	6,063,715	6,663,430	1,633,955	1,814,550	3,181,420	391,025	1,645,320	5,015	
94	FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT	2000										
95	STATE SOURCES	3000	34,605,465	1,805,000	0	664,620	0	50,000	0	0	0	
96	FEDERAL SOURCES	4000	15,750,655	0	0	0	0	1,679,080	0	0	0	
97	Total Direct Receipts/Revenues <sup>8</sup>		85,461,525	7,868,715	6,663,430	2,298,575	1,814,550	4,910,500	391,025	1,645,320	5,015	
98	Receipts/Revenues for "On Behalf" Payments <sup>2</sup>	3998	0	0	0	0	0	0	0	0	0	
99	Total Receipts/Revenues		85,461,525	7,868,715	6,663,430	2,298,575	1,814,550	4,910,500	391,025	1,645,320	5,015	
100	DISBURSEMENTS/EXPENDITURES (All Sources with Student Activity Funds)											
101	INSTRUCTION	1000	49,831,190				932,630			0		
102	SUPPORT SERVICES	2000	30,057,440	7,379,945		1,709,100	1,309,890	5,264,820		2,180,760	0	
103	COMMUNITY SERVICES	3000	3,905,210	0		0	4,875			0		
104	PAYMENTS TO OTHER DISTRICTS & GOVT UNITS	4000	1,978,730	0	0	0	0	0	0	0	0	
105	DEBT SERVICES	5000	0	0	6,891,290	0	0	0	0	0	0	
106	PROVISION FOR CONTINGENCIES	6000	0	0	0	0	0	0	0	0	0	
107	Total Direct Disbursements/Expenditures <sup>9</sup>		85,772,570	7,379,945	6,891,290	1,709,100	2,247,395	5,264,820		2,180,760	0	
108	Disbursements/Expenditures for "On Behalf" Payments <sup>2</sup>	4180	0	0	0	0	0	0	0	0	0	
109	Total Disbursements/Expenditures		85,772,570	7,379,945	6,891,290	1,709,100	2,247,395	5,264,820		2,180,760	0	
110	Excess of Direct Receipts/Revenues Over (Under) Direct Disbursements/Expenditures		(311,045)	488,770	(227,860)	589,475	(432,845)	(354,320)	391,025	(535,440)	5,015	
111	OTHER SOURCES/USES OF FUNDS											
112	OTHER SOURCES OF FUNDS (7000)											
113	Total Other Sources of Funds <sup>8</sup>		1,800,000	0	0	0	0	55,000,000	0	0	0	
114	OTHER USES OF FUNDS (8000)											
116	Total Other Uses of Funds <sup>9</sup>		0	0	0	0	0	0	1,800,000	0	0	
117	Total Other Sources/Uses of Fund		1,800,000	0	0	0	0	55,000,000	(1,800,000)	0	0	
118	ESTIMATED ENDING FUND BALANCE (All Sources with Student Activity Funds) as of June 30, 2025		42,773,424	7,622,275	1,244,313	2,806,924	2,564,159	68,037,615	1,566,009	1,059,187	177,403	
119												
120	SUMMARY OF EXPENDITURES Without Student Activity Funds (by Major Object)											
121	Description	Acct #	(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)	Total By Object
122			Educational	Operations & Maintenance	Debt Service	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety	
123	Object Name											221
124	Salaries	100	54,022,855	2,985,245		0		0		0	0	57,008,100
125	Employee Benefits	200	20,618,460	571,265		0	2,247,395	0		0	0	23,437,120
126	Purchased Services	300	4,614,820	1,700,275	1,945	1,709,100		0		1,497,115	0	9,523,255
127	Supplies & Materials	400	4,576,860	1,408,870		0		0		0	0	5,985,730
128	Capital Outlay	500	119,075	709,690		0		5,264,820		474,620	0	6,568,205
129	Other Objects	600	1,576,270	0	6,889,345	0	0	0		195,815	0	8,661,430
130	Non-Capitalized Equipment	700	244,230	4,600		0		0		13,210	0	262,040
131	Termination Benefits	800	0	0		0		0		0		0
132	Total Expenditures		85,772,570	7,379,945	6,891,290	1,709,100	2,247,395	5,264,820		2,180,760	0	111,445,880

	A	B	C	D	E	F	G	H	I	J	K
1			(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)
2	Description: Enter Whole Numbers Only	Acct #	Educational	Operations & Maintenance	Debt Service	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety
3	<b>BEGINNING CASH BALANCE ON HAND (without Student Activity Funds)7 as of July 1, 2024</b>										
4	<b>Total Direct Receipts &amp; Other Sources</b> <sup>8</sup>		34,450,570	6,575,130	762,021	1,958,732	2,666,277	15,177,320	2,895,470	1,393,563	172,388
5	<b>OTHER RECEIPTS</b>										
6	Interfund Loans Payable (Loans from Other Funds)	411									
7	Interfund Loans Receivable (Repayment of Loans)	141									
8	Notes and Warrants Payable	433									
9	Other Current Assets	199									
10	<b>Total Other Receipts</b>		0	0	0	0	0	0	0	0	0
11	<b>Total Direct Receipts, Other Sources, &amp; Other Receipts</b>		87,261,525	7,868,715	6,663,430	2,298,575	1,814,550	59,910,500	391,025	1,645,320	5,015
12	<b>Total Amount Available</b>		121,712,095	14,443,845	7,425,451	4,257,307	4,480,827	75,087,820	3,286,495	3,038,883	177,403
13	<b>Total Direct Disbursements &amp; Other Uses</b> <sup>9</sup>		85,772,570	7,379,945	6,891,290	1,709,100	2,247,395	5,264,820	1,800,000	2,180,760	0
14	<b>OTHER DISBURSEMENTS</b>										
15	Interfund Loans Receivable (Loans to Other Funds) <sup>10</sup>	141									
16	Interfund Loans Payable (Repayment of Loans)	411									
17	Notes and Warrants Payable	433									
18	Other Current Liabilities	499									
19	<b>Total Other Disbursements</b>		0	0	0	0	0	0	0	0	0
20	<b>Total Direct Disbursements, Other Uses, &amp; Other Disbursements</b>		85,772,570	7,379,945	6,891,290	1,709,100	2,247,395	5,264,820	1,800,000	2,180,760	0
21	<b>ENDING CASH BALANCE ON HAND (without Student Activity Funds) as of June 30, 2025</b>		35,939,525	7,063,900	534,161	2,548,207	2,233,432	69,823,000	1,486,495	858,123	177,403
22											
23	<b>Activity Funds BEGINNING CASH BALANCE ON HAND7 as of July 1, 2024</b>		516,334								
24	<b>Total Direct Receipts &amp; Other Sources</b> <sup>8</sup>		0								
25	<b>Total Amount Available</b>		516,334								
26	<b>Total Direct Disbursements &amp; Other Uses</b> <sup>9</sup>		0								
27	<b>Activity funds ENDING CASH BALANCE ON HAND7 as of June 30, 2025</b>		516,334								
28											
29	<b>Total BEGINNING CASH BALANCE ON HAND (with Student Activity Funds)7 as of July 1, 2024</b>		34,966,904	6,575,130	762,021	1,958,732	2,666,277	15,177,320	2,895,470	1,393,563	222 172,388
30	<b>Total Direct Receipts &amp; Other Sources</b> <sup>8</sup>		87,261,525	7,868,715	6,663,430	2,298,575	1,814,550	59,910,500	391,025	1,645,320	5,015
31	<b>Total Other Receipts</b>		0	0	0	0	0	0	0	0	0
32	<b>Total Direct Receipts, Other Sources, &amp; Other Receipts</b>		87,261,525	7,868,715	6,663,430	2,298,575	1,814,550	59,910,500	391,025	1,645,320	5,015
33	<b>Total Amount Available</b>		122,228,429	14,443,845	7,425,451	4,257,307	4,480,827	75,087,820	3,286,495	3,038,883	177,403
34	<b>Total Direct Disbursements &amp; Other Uses</b> <sup>9</sup>		85,772,570	7,379,945	6,891,290	1,709,100	2,247,395	5,264,820	1,800,000	2,180,760	0
35	<b>Total Other Disbursements</b>		0	0	0	0	0	0	0	0	0
36	<b>Total Direct Disbursements, Other Uses, &amp; Other Disbursements</b>		85,772,570	7,379,945	6,891,290	1,709,100	2,247,395	5,264,820	1,800,000	2,180,760	0
37	<b>Total ENDING CASH BALANCE ON HAND (with Student Activity Funds)7 as of June 30, 2025</b>		36,455,859	7,063,900	534,161	2,548,207	2,233,432	69,823,000	1,486,495	858,123	177,403

	A	B	C	D	E	F	G	H	I	J	K
1			(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)
2	Description: Enter Whole Numbers Only	Acct #	Educational	Operations & Maintenance	Debt Service	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety
3	<b>RECEIPTS/REVENUES FROM LOCAL SOURCES (1000)</b>										
4	<b>AD VALOREM TAXES LEVIED BY LOCAL EDUCATION AGENCY</b>	<b>1100</b>									
5	Designated Purposes Levies <sup>11</sup> (1110-1120)	-	25,195,390	5,852,435	4,443,040	1,560,650	678,300		390,165	1,569,020	
6	Leasing Purposes Levy <sup>12</sup>	1130	390,160								
7	Special Education Purposes Levy	1140	312,130								
8	FICA and Medicare Only Levies	1150					974,865				
9	Area Vocational Construction Purposes Levy	1160									
10	Summer School Purposes Levy	1170									
11	Other Tax Levies (Describe & Itemize)	1190									
12	<b>Total Ad Valorem Taxes Levied by District</b>		<b>25,897,680</b>	<b>5,852,435</b>	<b>4,443,040</b>	<b>1,560,650</b>	<b>1,653,165</b>	<b>0</b>	<b>390,165</b>	<b>1,569,020</b>	<b>0</b>
13	<b>PAYMENTS IN LIEU OF TAXES</b>	<b>1200</b>									
14	Mobile Home Privilege Tax	1210									
15	Payments from Local Housing Authority	1220									
16	Corporate Personal Property Replacement Taxes <sup>13</sup>	1230	6,500,000				75,000				
17	Other Payments in Lieu of Taxes (Describe & Itemize)	1290									
18	<b>Total Payments in Lieu of Taxes</b>		<b>6,500,000</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>75,000</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
19	<b>TUITION</b>	<b>1300</b>									
20	Regular Tuition from Pupils or Parents (In State)	1311									
21	Regular Tuition from Other Districts (In State)	1312									
22	Regular Tuition from Other Sources (In State)	1313									
23	Regular Tuition from Other Sources (Out of State)	1314									
24	Summer School Tuition from Pupils or Parents (In State)	1321									
25	Summer School Tuition from Other Districts (In State)	1322									
26	Summer School Tuition from Other Sources (In State)	1323									
27	Summer School Tuition from Other Sources (Out of State)	1324									
28	CTE Tuition from Pupils or Parents (In State)	1331									
29	CTE Tuition from Other Districts (In State)	1332									
30	CTE Tuition from Other Sources (In State)	1333									
31	CTE Tuition from Other Sources (Out of State)	1334									
32	Special Education Tuition from Pupils or Parents (In State)	1341									
33	Special Education Tuition from Other Districts (In State)	1342									
34	Special Education Tuition from Other Sources (In State)	1343									
35	Special Education Tuition from Other Sources (Out of State)	1344									
36	Adult Tuition from Pupils or Parents (In State)	1351									
37	Adult Tuition from Other Districts (In State)	1352									
38	Adult Tuition from Other Sources (In State)	1353									
39	Adult Tuition from Other Sources (Out of State)	1354									
40	<b>Total Tuition</b>		<b>0</b>								
41	<b>TRANSPORTATION FEES</b>	<b>1400</b>									
42	Regular Transportation Fees from Pupils or Parents (In State)	1411									
43	Regular Transportation Fees from Other Districts (In State)	1412									
44	Regular Transportation Fees from Other Sources (In State)	1413									
45	Regular Transportation Fees from Co-curricular Activities (In State)	1415									
46	Regular Transportation Fees from Other Sources (Out of State)	1416									
47	Summer School Transportation Fees from Pupils or Parents (In State)	1421									
48	Summer School Transportation Fees from Other Districts (In State)	1422									
49	Summer School Transportation Fees from Other Sources (In State)	1423									
50	Summer School Transportation Fees from Other Sources (Out of State)	1424									
51	CTE Transportation Fees from Pupils or Parents (In State)	1431									
52	CTE Transportation Fees from Other Districts (In State)	1432									
53	CTE Transportation Fees from Other Sources (In State)	1433									
54	CTE Transportation Fees from Other Sources (Out of State)	1434									
55	Special Education Transportation Fees from Pupils or Parents (In State)	1441									
56	Special Education Transportation Fees from Other Districts (In State)	1442									
57	Special Education Transportation Fees from Other Sources (In State)	1443									
58	Special Education Transportation Fees from Other Sources (Out of State)	1444									

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	A	B	C	D	E	F	G	H	I	J	K
1			(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)
2	Description: Enter Whole Numbers Only	Acct #	Educational	Operations & Maintenance	Debt Service	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety
59	Adult Transportation Fees from Pupils or Parents (In State)	1451									
60	Adult Transportation Fees from Other Districts (In State)	1452									
61	Adult Transportation Fees from Other Sources (In State)	1453									
62	Adult Transportation Fees from Other Sources (Out of State)	1454									
63	<b>Total Transportation Fees</b>					0					
64	<b>EARNINGS ON INVESTMENTS</b>	<b>1500</b>									
65	Interest on Investments	1510	1,116,000	187,245	62,225	73,305	86,385	492,915	860	76,300	5,015
66	Gain or Loss on Sale of Investments	1520									
67	<b>Total Earnings on Investments</b>		1,116,000	187,245	62,225	73,305	86,385	492,915	860	76,300	5,015
68	<b>FOOD SERVICE</b>	<b>1600</b>									
69	Sales to Pupils - Lunch	1611	77,145								
70	Sales to Pupils - Breakfast	1612									
71	Sales to Pupils - A la Carte	1613									
72	Sales to Pupils - Other (Describe & Itemize)	1614									
73	Sales to Adults	1620									
74	Other Food Service (Describe & Itemize)	1690									
75	<b>Total Food Service</b>		77,145								
76	<b>DISTRICT/SCHOOL ACTIVITY INCOME</b>	<b>1700</b>									
77	Admissions - Athletic	1711	88,055								
78	Admissions - Other	1719									
79	Fees	1720	3,245								
80	Book Store Sales	1730									
81	Other District/School Activity Revenue (Describe & Itemize)	1790									
82	Student Activity Fund Revenues	1799									
83	<b>Total District/School Activity Income (without Student Activity Funds 1799)</b>		91,300	0							
84	<b>Total District/School Activity Income (with Student Activity Funds 1799)</b>		91,300								
85	<b>TEXTBOOK INCOME</b>	<b>1800</b>									
86	Textbook Rentals - Regular Textbooks	1811	48,675								
87	Textbook Rentals - Summer School Textbooks	1812									
88	Textbook Rentals - Adult/Continuing Education Textbooks	1813									
89	Textbook Rentals - Other (Describe & Itemize)	1819									
90	Textbook Sales - Regular Textbooks	1821									
91	Textbook Sales - Summer School	1822									
92	Textbook Sales - Adult/Continuing Education	1823									
93	Textbook Sales - Other (Describe & Itemize)	1829									
94	Other Textbook Income (Describe & Itemize)	1890									
95	<b>Total Textbooks</b>		48,675								
96	<b>OTHER REVENUE FROM LOCAL SOURCES</b>	<b>1900</b>									224
97	Rentals	1910	215,815								
98	Contributions and Donations from Private Sources	1920									
99	Impact Fees from Municipal or County Governments	1930									
100	Services Provided Other Districts	1940									
101	Refund of Prior Years' Expenditures	1950									
102	Payments of Surplus Moneys from TIF Districts	1960									
103	Drivers' Education Fees	1970									
104	Proceeds from Vendors' Contracts	1980									
105	School Facility Occupation Tax Proceeds	1983			2,158,165			2,688,505			
106	Payment from Other Districts	1991									
107	Sale of Vocational Projects	1992									
108	Other Local Fees (Describe & Itemize)	1993									
109	Other Local Revenues (Describe & Itemize)	1999	1,158,790	24,035							
110	<b>Total Other Revenue from Local Sources</b>		1,374,605	24,035	2,158,165	0	0	2,688,505	0	0	0
111	<b>Total Receipts/Revenues from Local Sources (without Student Activity Funds 1799)</b>	<b>1000</b>	35,105,405	6,063,715	6,663,430	1,633,955	1,814,550	3,181,420	391,025	1,645,320	5,015
112	<b>Total Receipts/Revenues from Local Sources (with Student Activity Funds 1799)</b>		35,105,405								

	A	B	C	D	E	F	G	H	I	J	K
1			(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)
2	Description: Enter Whole Numbers Only	Acct #	Educational	Operations & Maintenance	Debt Service	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety
<b>FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT (2000)</b>											
113	Flow-Through Revenue from State Sources	2100									
114	Flow-Through Revenue from Federal Sources	2200									
115	Other Flow-Through Revenue (Describe & Itemize)	2300									
116	<b>Total Flow-Through Receipts/Revenues From One District to Another District</b>	<b>2000</b>	<b>0</b>	<b>0</b>		<b>0</b>	<b>0</b>				
<b>RECEIPTS/REVENUES FROM STATE SOURCES (3000)</b>											
<b>UNRESTRICTED GRANTS-IN-AID (3001-3099)</b>											
119	Evidence Based Funding Formula (Section 18-8.15)	3001	33,673,185	1,805,000							
120	Reorganization Incentives (Accounts 3005-3021)	3005									
121	Fast Growth District Grants	3030									
122	Other Unrestricted Grants-in-Aid From State Sources (Describe & Itemize)	3099									
123	<b>Total Unrestricted Grants-In-Aid</b>		<b>33,673,185</b>	<b>1,805,000</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>		<b>0</b>	<b>0</b>
124	<b>RESTRICTED GRANTS-IN-AID (3100-3900)</b>										
<b>SPECIAL EDUCATION</b>											
125	Special Education - Private Facility Tuition	3100	22,980								
126	Special Education - Funding for Children Requiring Sp Ed Services	3105									
127	Special Education - Personnel	3110									
128	Special Education - Orphanage - Individual	3120	211,155								
129	Special Education - Orphanage - Summer Individual	3130	85								
130	Special Education - Summer School	3145									
131	Special Education - Other (Describe & Itemize)	3199									
132	<b>Total Special Education</b>		<b>234,220</b>	<b>0</b>		<b>0</b>					
133	<b>CAREER AND TECHNICAL EDUCATION (CTE)</b>										
134	CTE - Technical Education - Tech Prep	3200									
135	CTE - Secondary Program Improvement (CTEI)	3220	107,735								
136	CTE - WECEP	3225									
137	CTE - Agriculture Education	3235									
138	CTE - Instructor Practicum	3240									
139	CTE - Student Organizations	3270									
140	CTE - Other (Describe & Itemize)	3299									
141	<b>Total Career and Technical Education</b>		<b>107,735</b>	<b>0</b>			<b>0</b>				
142	<b>BILINGUAL EDUCATION</b>										
143	Bilingual Education - Downstate - TPI and TBE	3305									
144	Bilingual Education - Downstate - Transitional Bilingual Education	3310									
145	<b>Total Bilingual Education</b>		<b>0</b>				<b>0</b>				
146	State Free Lunch & Breakfast	3360	43,430								
147	School Breakfast Initiative	3365									
148	Driver Education	3370	52,995								
149	Adult Education (from ICCB)	3410									
150	Adult Education - Other (Describe & Itemize)	3499									
151	<b>TRANSPORTATION</b>										
152	Transportation - Regular and Vocational	3500									
153	Transportation - Special Education	3510				664,620					
154	Transportation - Other (Describe & Itemize)	3599									
155	<b>Total Transportation</b>		<b>0</b>	<b>0</b>		<b>664,620</b>	<b>0</b>				
156	Learning Improvement - Change Grants	3610									
157	Scientific Literacy	3660									
158	Truant Alternative/Optional Education	3695									
159	Early Childhood - Block Grant	3705	460,025								
160	Chicago General Education Block Grant	3766									
161	Chicago Educational Services Block Grant	3767									
162	School Safety & Educational Improvement Block Grant	3775									
163	Technology - Technology for Success	3780									
164	State Charter Schools	3815									
165	Extended Learning Opportunities - Summer Bridges	3825									
166											225
167											

	A	B	C	D	E	F	G	H	I	J	K
1			(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)
2	Description: Enter Whole Numbers Only	Acct #	Educational	Operations & Maintenance	Debt Service	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety
168	Infrastructure Improvements - Planning/Construction	3920									
169	School Infrastructure - Maintenance Projects	3925									
170	Other Restricted Revenue from State Sources (Describe & Itemize)	3999	33,875					50,000			
171	<b>Total Restricted Grants-In-Aid</b>		932,280	0	0	664,620	0	50,000	0	0	0
172	<b>Total Receipts/Revenues from State Sources</b>	3000	34,605,465	1,805,000	0	664,620	0	50,000	0	0	0
173	<b>RECEIPTS/REVENUES FROM FEDERAL SOURCES (4000)</b>										
174	<b>UNRESTRICTED GRANTS-IN-AID RECEIVED DIRECTLY FROM FEDERAL GOVT. (4001-4009)</b>										
175	Federal Impact Aid	4001									
176	Other Unrestricted Grants-In-Aid Received from Fed. Govt. (Describe & Itemize)	4009									
177	<b>Total Unrestricted Grants-In-Aid Received Directly from Fed Govt</b>		0	0	0	0	0	0	0	0	0
178	<b>RESTRICTED GRANTS-IN-AID RECEIVED DIRECTLY FROM FEDERAL GOVT (4045-4090)</b>										
179	Head Start	4045	2,093,380								
180	Construction (Impact Aid)	4050									
181	MAGNET	4060									
182	Other Restricted Grants-In-Aid Received from Fed. Govt. (Describe & Itemize)	4090	600,620								
183	<b>Total Restricted Grants-In-Aid Received Directly from Federal Govt.</b>		2,694,000	0		0	0	0			0
184	<b>RESTRICTED GRANTS-IN-AID RECEIVED FROM FEDERAL GOVT. THRU THE STATE (4100-4999)</b>										
185	<b>TITLE V</b>										
186	Title V - Flexibility and Accountability	4100									
187	Title V - SEA Projects	4105									
188	Title V - Rural Education Initiative (REI)	4107									
189	Title V - Other (Describe & Itemize)	4199									
190	<b>Total Title V</b>		0	0		0	0				
191	<b>FOOD SERVICE</b>										
192	Breakfast Start-Up Expansion	4200									
193	National School Lunch Program	4210	3,069,210								
194	Special Milk Program	4215									
195	School Breakfast Program	4220	962,885								
196	Summer Food Service Admin/Program	4225	2,135								
197	Child and Adult Care Food Program	4226									
198	Fresh Fruit and Vegetables	4240	64,055								
199	Food Service - Other (Describe & Itemize)	4299									
200	<b>Total Food Service</b>		4,098,285				0				
201	<b>TITLE I</b>										
202	Title I - Low Income	4300	6,447,000								
203	Title I - Low Income - Neglected, Private	4305									
204	Title I - Migrant Education	4340									
205	Title I - Other (Describe & Itemize)	4399									
206	<b>Total Title I</b>		6,447,000	0		0	0				
207	<b>TITLE IV</b>										
208	Title IV - Student Support & Academic Enrichment Grant	4400	150,000								
209	Title IV - Part A - Student Support & Academic Enrichment Grants Safe and Drug Free Schools	4415									
210	Title IV - 21st Century	4421									
211	Title IV - Other (Describe & Itemize)	4499									
212	<b>Total Title IV</b>		150,000	0		0	0				
213	<b>FEDERAL - SPECIAL EDUCATION</b>										
214	Federal Special Education - Preschool Flow-Through	4600	29,900								
215	Federal Special Education - Preschool Discretionary	4605									
216	Federal Special Education - IDEA Flow Through	4620	1,720,515								
217	Federal Special Education - IDEA Room & Board	4625									
218	Federal Special Education - IDEA Discretionary	4630									
219	Federal Special Education - IDEA - Other (Describe & Itemize)	4699									
220	<b>Total Federal Special Education</b>		1,750,415	0		0	0				

226

1	A	B	C	D	E	F	G	H	I	J	K
2	Description: Enter Whole Numbers Only	Acct #	(10) Educational	(20) Operations & Maintenance	(30) Debt Service	(40) Transportation	(50) Municipal Retirement/ Social Security	(60) Capital Projects	(70) Working Cash	(80) Tort	(90) Fire Prevention & Safety
221	<b>CTE - PERKINS</b>										
222	CTE - Perkins-Title IIIE Tech Prep	4770									
223	CTE - Other (Describe & Itemize)	4799									
224	<b>Total CTE - Perkins</b>		0	0			0				
225	Federal - Adult Education	4810									
226	ARRA - General State Aid - Education Stabilization	4850									
227	ARRA - Title I - Low Income	4851									
228	ARRA - Title I - Neglected, Private	4852									
229	ARRA - Title I - Delinquent, Private	4853									
230	ARRA - Title I - School Improvement (Part A)	4854									
231	ARRA - Title I - School Improvement (Section 1003g)	4855									
232	ARRA - IDEA - Part B - Preschool	4856									
233	ARRA - IDEA - Part B - Flow-Through	4857									
234	ARRA - Title IID - Technology - Formula	4860									
235	ARRA - Title IID - Technology - Competitive	4861									
236	ARRA - McKinney - Vento Homeless Education	4862									
237	ARRA - Child Nutrition Equipment Assistance	4863									
238	Impact Aid Formula Grants	4864									
239	Impact Aid Competitive Grants	4865									
240	Qualified Zone Academy Bond Tax Credits	4866									
241	Qualified School Construction Bond Credits	4867									
242	Build America Bond Tax Credits	4868									
243	Build America Bond Interest Reimbursement	4869									
244	ARRA - General State Aid - Other Government Services Stabilization	4870									
245	Other ARRA Funds - II	4871									
246	Other ARRA Funds - III	4872									
247	Other ARRA Funds - IV	4873									
248	Other ARRA Funds - V	4874									
249	ARRA - Early Childhood	4875									
250	Other ARRA Funds - VII	4876									
251	Other ARRA Funds - VIII	4877									
252	Other ARRA Funds - IX	4878									
253	Other ARRA Funds - X	4879									
254	Other ARRA Funds - Ed Job Fund Program	4880									
255	<b>Total Stimulus Programs</b>		0	0	0	0	0	0		0	0
256	Race to the Top Program	4901									
257	Race to the Top - Preschool Expansion Grant	4902									
258	Title III - Instruction for English Learners & Immigrant Students	4905									
259	Title III - English Language Acquisition	4909	67,640								227
260	McKinney Education for Homeless Children	4920									
261	Title II - Eisenhower - Professional Development Formula	4930									
262	Title II - Teacher Quality	4932	159,790								
263	Title II - Part A - Supporting Effective Instruction - State Grants	4935									
264	Federal Charter Schools	4960									
265	State Assessment Grants	4981									
266	Grant for State Assessments and Related Activities	4982									
267	Medicaid Matching Funds - Administrative Outreach	4991	214,345								
268	Medicaid Matching Funds - Fee-For-Service Program	4992	30,750								
269	Other Restricted Grants Received from Fed. Govt. thru State (Describe & Itemize)	4998	138,430					1,679,080			
270	<b>Total Restricted Grants-In-Aid Received from Federal Govt. Thru the State</b>		13,056,655	0	0	0	0	1,679,080		0	0
271	<b>TOTAL RECEIPTS/REVENUES FROM FEDERAL SOURCES</b>	4000	15,750,655	0	0	0	0	1,679,080	0	0	0
272	<b>TOTAL DIRECT RECEIPTS/REVENUES (without Student Activity Funds 1799)</b>		85,461,525	7,868,715	6,663,430	2,298,575	1,814,550	4,910,500	391,025	1,645,320	5,015
273	<b>TOTAL DIRECT RECEIPTS/REVENUES (with Student Activity Funds 1799)</b>		85,461,525								

1	A	B	C	D	E	F	G	H	I	J	K
2	Description: Enter Whole Numbers Only	Funct #	(100) Salaries	(200) Employee Benefits	(300) Purchased Services	(400) Supplies & Materials	(500) Capital Outlay	(600) Other Objects	(700) Non-Capitalized Equipment	(800) Termination Benefits	(900) Total
3	<b>10 - EDUCATIONAL FUND (ED)</b>										
4	<b>INSTRUCTION (ED)</b>	<b>1000</b>									
5	Regular Programs	1100	18,437,005	4,643,140	184,555	674,320	1,825	1,140	74,065		24,016,050
6	Tuition Payment to Charter Schools	1115									0
7	Pre-K Programs	1125	4,008,995	1,054,730	25,330	97,710			8,380		5,195,145
8	Special Education Programs (Functions 1200 - 1220)	1200	8,366,300	2,294,045	308,450	30,160					10,998,955
9	Special Education Programs Pre-K	1225	797,935	200,160	2,340	6,395					1,006,830
10	Remedial and Supplemental Programs K-12	1250	660,245	258,090	435,165	951,385					2,304,885
11	Remedial and Supplemental Programs Pre-K	1275									0
12	Adult/Continuing Education Programs	1300									0
13	CTE Programs	1400	774,875	216,385	74,265	26,730			2,160		1,094,415
14	Interscholastic Programs	1500	1,488,060	127,750	182,225	321,685			7,030		2,126,750
15	Summer School Programs	1600	45								45
16	Gifted Programs	1650	469,365	113,945		1,435					584,745
17	Driver's Education Programs	1700									0
18	Bilingual Programs	1800	1,952,575	502,285	38,905	9,605					2,503,370
19	Truant Alternative & Optional Programs	1900									0
20	Pre-K Programs - Private Tuition	1910									0
21	Regular K-12 Programs Private Tuition	1911									0
22	Special Education Programs K-12 Private Tuition	1912									0
23	Special Education Programs Pre-K Tuition	1913									0
24	Remedial/Supplemental Programs K-12 Private Tuition	1914									0
25	Remedial/Supplemental Programs Pre-K Private Tuition	1915									0
26	Adult/Continuing Education Programs Private Tuition	1916									0
27	CTE Programs Private Tuition	1917									0
28	Interscholastic Programs Private Tuition	1918									0
29	Summer School Programs Private Tuition	1919									0
30	Gifted Programs Private Tuition	1920									0
31	Bilingual Programs Private Tuition	1921									0
32	Truants Alternative/Opt Ed Programs Private Tuition	1922									0
33	Student Activity Fund Expenditures	1999									0
34	<b>Total Instruction<sup>14</sup> (Without Student Activity Funds 1999)</b>	<b>1000</b>	<b>36,955,400</b>	<b>9,410,530</b>	<b>1,251,235</b>	<b>2,119,425</b>	<b>1,825</b>	<b>1,140</b>	<b>91,635</b>	<b>0</b>	<b>49,831,190</b>
35	<b>Total Instruction<sup>14</sup> (With Student Activity Funds 1999)</b>	<b>1000</b>	<b>36,955,400</b>	<b>9,410,530</b>	<b>1,251,235</b>	<b>2,119,425</b>	<b>1,825</b>	<b>1,140</b>	<b>91,635</b>	<b>0</b>	<b>49,831,190</b>
36	<b>SUPPORT SERVICES (ED)</b>	<b>2000</b>									
37	<b>Support Services - Pupil</b>	<b>2100</b>									
38	Attendance & Social Work Services	2110	788,105	177,900							966,005
39	Guidance Services	2120	1,648,640	405,920	10,715						2,065,275
40	Health Services	2130	784,520	171,080	685	14,430					970,715
41	Psychological Services	2140	1,143,925	270,140							1,414,065
42	Speech Pathology & Audiology Services	2150	888,980	207,650							1,096,630
43	Other Support Services - Pupils (Describe & Itemize)	2190	76,995	790	1,290						79,075
44	<b>Total Support Services - Pupil</b>	<b>2100</b>	<b>5,331,165</b>	<b>1,233,480</b>	<b>12,690</b>	<b>14,430</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>6,591,765</b>
45	<b>Support Services - Instructional Staff</b>	<b>2200</b>									
46	Improvement of Instruction Services	2210	1,519,175	380,765	497,605	32,465		19,910	1,425		2,451,345
47	Educational Media Services	2220	271,745	61,435	34,465	53,290					420,935
48	Assessment & Testing	2230	104,080	20,785		18,835					143,700
49	<b>Total Support Services - Instructional Staff</b>	<b>2200</b>	<b>1,895,000</b>	<b>462,985</b>	<b>532,070</b>	<b>104,590</b>	<b>0</b>	<b>19,910</b>	<b>1,425</b>	<b>0</b>	<b>3,015,980</b>
50	<b>Support Services - General Administration</b>	<b>2300</b>									
51	Board of Education Services	2310		14,070	107,385	9,170		20,635			151,260
52	Executive Administration Services	2320	320,245	48,990	45,920	23,970		7,305			446,430
53	Special Area Administration Services	2330	112,560	24,540							137,100
54	Tort Immunity Services	2361,									0
55	2365										0
55	<b>Total Support Services - General Administration</b>	<b>2300</b>	<b>432,805</b>	<b>87,600</b>	<b>153,305</b>	<b>33,140</b>	<b>0</b>	<b>27,940</b>	<b>0</b>	<b>0</b>	<b>734,790</b>
56	<b>Support Services - School Administration</b>	<b>2400</b>									
57	Office of the Principal Services	2410	3,444,395	746,990	30	5,565					4,196,980
58	Other Support Services - School Administration (Describe & Itemize)	2490									0
59	<b>Total Support Services - School Administration</b>	<b>2400</b>	<b>3,444,395</b>	<b>746,990</b>	<b>30</b>	<b>5,565</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4,196,980</b>
60	<b>Support Services - Business</b>	<b>2500</b>									
61	Direction of Business Support Services	2510	131,495	6,555	70						138,120
62	Fiscal Services	2520	342,700	7,576,160	85,125	8,800	6,960	4,575			8,024,320

1	A	B	C	D	E	F	G	H	I	J	K
2	Description: Enter Whole Numbers Only	Funct #	(100) Salaries	(200) Employee Benefits	(300) Purchased Services	(400) Supplies & Materials	(500) Capital Outlay	(600) Other Objects	(700) Non-Capitalized Equipment	(800) Termination Benefits	(900) Total
63	Operation & Maintenance of Plant Services	2540	512,645	105,545	69,705	5,125	70,275		6,575		769,870
64	Pupil Transportation Services	2550			79,530						79,530
65	Food Services	2560	1,432,530	230,370	88,315	2,054,425	31,670	1,460	7,460		3,846,230
66	Internal Services	2570	5,185	1,120	9,400						15,705
67	<b>Total Support Services - Business</b>	<b>2500</b>	<b>2,424,555</b>	<b>7,919,750</b>	<b>332,145</b>	<b>2,068,350</b>	<b>108,905</b>	<b>6,035</b>	<b>14,035</b>	<b>0</b>	<b>12,873,775</b>
68	<b>Support Services - Central</b>	<b>2600</b>									0
69	Direction of Central Support Services	2610									0
70	Planning, Research, Development & Evaluation Services	2620			93,975						93,975
71	Information Services	2630	135,005	24,215	122,580	8,450		355			290,605
72	Staff Services	2640	511,555	92,570	192,900	19,905		2,270	1,900		821,100
73	Data Processing Services	2660	554,300	91,945	642,750	16,540			108,910		1,414,445
74	<b>Total Support Services - Central</b>	<b>2600</b>	<b>1,200,860</b>	<b>208,730</b>	<b>1,052,205</b>	<b>44,895</b>	<b>0</b>	<b>2,625</b>	<b>110,810</b>	<b>0</b>	<b>2,620,125</b>
75	<b>Other Support Services - Misc. (Describe &amp; Itemize)</b>	<b>2900</b>				24,025					24,025
76	<b>Total Support Services</b>	<b>2000</b>	<b>14,728,780</b>	<b>10,659,535</b>	<b>2,082,445</b>	<b>2,294,995</b>	<b>108,905</b>	<b>56,510</b>	<b>126,270</b>	<b>0</b>	<b>30,057,440</b>
77	<b>COMMUNITY SERVICES (ED)</b>	<b>3000</b>	<b>2,338,675</b>	<b>548,395</b>	<b>798,060</b>	<b>162,440</b>	<b>8,345</b>	<b>22,970</b>	<b>26,325</b>		<b>3,905,210</b>
78	<b>PAYMENTS TO OTHER DIST &amp; GOVT UNITS (ED)</b>	<b>4000</b>									
79	<b>Payments to Other Dist &amp; Govt Units (In-State)</b>	<b>4100</b>									
80	Payments for Regular Programs	4110									0
81	Payments for Special Education Programs	4120			483,080						483,080
82	Payments for Adult/Continuing Education Programs	4130									0
83	Payments for CTE Programs	4140									0
84	Payments for Community College Programs	4170									0
85	Other Payments to In-State Govt Units - Programs (Describe & Itemize)	4190									0
86	<b>Total Payments to Other Dist &amp; Govt Units (In-State)</b>	<b>4100</b>			<b>483,080</b>			<b>0</b>			<b>483,080</b>
87	Payments for Regular Programs - Tuition	4210									0
88	Payments for Special Education Programs - Tuition	4220						1,420,620			1,420,620
89	Payments for Adult/Continuing Education Programs - Tuition	4230									0
90	Payments for CTE Programs - Tuition	4240						61,265			61,265
91	Payments for Community College Programs - Tuition	4270						13,765			13,765
92	Payments for Other Programs - Tuition	4280									0
93	Other Payments to In-State Govt Units - Tuition (Describe & Itemize)	4290									0
94	<b>Total Payments to Other Dist &amp; Govt Units - Tuition (In State)</b>	<b>4200</b>						<b>1,495,650</b>			<b>1,495,650</b>
95	Payments for Regular Programs - Transfers	4310									0
96	Payments for Special Education Programs - Transfers	4320									0
97	Payments for Adult/Continuing Ed Programs - Transfers	4330									0
98	Payments for CTE Programs - Transfers	4340									0
99	Payments for Community College Program - Transfers	4370									0
100	Payments for Other Programs - Transfers	4380									0
101	Other Payments to In-State Govt Units - Transfers (Describe & Itemize)	4390									0
102	<b>Total Payments to Other Dist &amp; Govt Units-Transfers (In State)</b>	<b>4300</b>			<b>0</b>			<b>0</b>			<b>229</b>
103	Payments to Other Dist & Govt Units (Out of State)	4400									0
104	<b>Total Payments to Other Dist &amp; Govt Units</b>	<b>4000</b>			<b>483,080</b>			<b>1,495,650</b>			<b>1,978,730</b>
105	<b>DEBT SERVICE (ED)</b>	<b>5000</b>									
106	<b>Debt Service - Interest on Short-Term Debt</b>	<b>5100</b>									
107	Tax Anticipation Warrants	5110									0
108	Tax Anticipation Notes	5120									0
109	Corporate Personal Property Repl Tax Anticipated Notes	5130									0
110	State Aid Anticipation Certificates	5140									0
111	Other Interest on Short-Term Debt (Describe & Itemize)	5150									0
112	<b>Total Debt Service - Interest on Short-Term Debt</b>	<b>5100</b>						<b>0</b>			<b>0</b>
113	<b>Debt Service - Interest on Long-Term Debt</b>	<b>5200</b>									0
114	<b>Total Debt Service</b>	<b>5000</b>						<b>0</b>			<b>0</b>
115	<b>PROVISION FOR CONTINGENCIES (ED)</b>	<b>6000</b>									0
116	<b>Total Direct Disbursements/Expenditures (without Student Activity Funds (1999))</b>		<b>54,022,855</b>	<b>20,618,460</b>	<b>4,614,820</b>	<b>4,576,860</b>	<b>119,075</b>	<b>1,576,270</b>	<b>244,230</b>	<b>0</b>	<b>85,772,570</b>
117	<b>Total Direct Disbursements/Expenditures (with Student Activity Funds (1999))</b>		<b>54,022,855</b>	<b>20,618,460</b>	<b>4,614,820</b>	<b>4,576,860</b>	<b>119,075</b>	<b>1,576,270</b>	<b>244,230</b>	<b>0</b>	<b>85,772,570</b>
118	<b>Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures (without Student Activity Funds 1999)</b>										<b>(311,045)</b>
119	<b>Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures (with Student Activity Funds 1999)</b>										<b>(311,045)</b>
120											

1	A	B	C	D	E	F	G	H	I	J	K
2	Description: Enter Whole Numbers Only	Funct #	(100) Salaries	(200) Employee Benefits	(300) Purchased Services	(400) Supplies & Materials	(500) Capital Outlay	(600) Other Objects	(700) Non-Capitalized Equipment	(800) Termination Benefits	(900) Total
121	<b>20 - OPERATIONS AND MAINTENANCE FUND (O&amp;M)</b>										
122	<b>SUPPORT SERVICES (O&amp;M)</b>	<b>2000</b>									
123	<b>Support Services - Pupil</b>	<b>2100</b>									
124	Other Support Services - Pupils <i>(Describe &amp; Itemize)</i>	2190									0
125	<b>Support Services - Business</b>	<b>2500</b>									
126	Direction of Business Support Services	2510									0
127	Facilities Acquisition & Construction Services	2530					354,615				354,615
128	Operation & Maintenance of Plant Services	2540	2,985,245	571,265	1,700,275	1,408,870	355,075		4,600		7,025,330
129	Pupil Transportation Services	2550									0
130	Food Services	2560									0
131	<b>Total Support Services - Business</b>	<b>2500</b>	<b>2,985,245</b>	<b>571,265</b>	<b>1,700,275</b>	<b>1,408,870</b>	<b>709,690</b>	<b>0</b>	<b>4,600</b>	<b>0</b>	<b>7,379,945</b>
132	<b>Other Support Services - Misc. <i>(Describe &amp; Itemize)</i></b>	<b>2900</b>									0
133	<b>Total Support Services</b>	<b>2000</b>	<b>2,985,245</b>	<b>571,265</b>	<b>1,700,275</b>	<b>1,408,870</b>	<b>709,690</b>	<b>0</b>	<b>4,600</b>	<b>0</b>	<b>7,379,945</b>
134	<b>COMMUNITY SERVICES (O&amp;M)</b>	<b>3000</b>									0
135	<b>PAYMENTS TO OTHER DIST &amp; GOVT UNITS (O&amp;M)</b>	<b>4000</b>									
136	<b>Payments to Other Dist &amp; Govt Units (In-State)</b>	<b>4100</b>									
137	Payments for Regular Programs	4110									0
138	Payments for Special Education Programs	4120									0
139	Payments for CTE Program	4140									0
140	Other Payments to In-State Govt Units - Programs <i>(Describe &amp; Itemize)</i>	4190									0
141	<b>Total Payments to Other Dist &amp; Govt Units (In-State)</b>	<b>4100</b>			0			0			0
142	Payments to Other Dist & Govt Units (Out of State) <sup>14</sup>	4400									0
143	<b>Total Payments to Other Dist &amp; Govt Unit</b>	<b>4000</b>			0			0			0
144	<b>DEBT SERVICE (O&amp;M)</b>	<b>5000</b>									
145	<b>Debt Service - Interest on Short-Term Debt</b>	<b>5100</b>									
146	Tax Anticipation Warrants	5110									0
147	Tax Anticipation Notes	5120									0
148	Corporate Personal Prop Repl Tax Anticipated Notes	5130									0
149	State Aid Anticipation Certificates	5140									0
150	Other Interest on Short-Term Debt <i>(Describe &amp; Itemize)</i>	5150									0
151	<b>Total Debt Service - Interest on Short-Term Debt</b>	<b>5100</b>						0			0
152	<b>Debt Service - Interest on Long-Term Debt</b>	<b>5200</b>									0
153	<b>Total Debt Service</b>	<b>5000</b>						0			0
154	<b>PROVISION FOR CONTINGENCIES (O&amp;M)</b>	<b>6000</b>									0
155	<b>Total Direct Disbursements/Expenditures</b>		<b>2,985,245</b>	<b>571,265</b>	<b>1,700,275</b>	<b>1,408,870</b>	<b>709,690</b>	<b>0</b>	<b>4,600</b>	<b>0</b>	<b>7,379,945</b>
156	<b>Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures</b>										<b>488,770</b>
157											
158	<b>30 - DEBT SERVICE FUND (DS)</b>										
159	<b>PAYMENTS TO OTHER DIST &amp; GOVT UNITS (DS)</b>	<b>4000</b>									<b>230</b>
160	<b>Payments to Other Dist &amp; Govt Units (In-State)</b>	<b>4100</b>									
161	Payments for Regular Programs	4110									0
162	Payments for Special Education Programs	4120									0
163	Other Payments to In-State Govt Units - Programs <i>(Describe &amp; Itemize)</i>	4190									0
164	<b>Total Payments to Other Dist &amp; Govt Units (In-State)</b>	<b>4000</b>						0			0
165	<b>DEBT SERVICE (DS)</b>	<b>5000</b>									
166	<b>Debt Service - Interest on Short-Term Debt</b>	<b>5100</b>									
167	Tax Anticipation Warrants	5110									0
168	Tax Anticipation Notes	5120									0
169	Corporate Personal Prop Repl Tax Anticipation Notes	5130									0
170	State Aid Anticipation Certificates	5140									0
171	Other Interest on Short-Term Debt <i>(Describe &amp; Itemize)</i>	5150									0
172	<b>Total Debt Service - Interest On Short-Term Debt</b>	<b>5100</b>						0			0
173	<b>Debt Service - Interest on Long-Term Debt</b>	<b>5200</b>									0
174	<b>Debt Service - Payments of Principal on Long-Term Debt <sup>15</sup> (Lease/Purchase Principal Retired) <i>(Describe &amp; Itemize)</i></b>	<b>5300</b>						2,402,415			2,402,415
175	<b>Debt Service - Other <i>(Describe &amp; Itemize)</i></b>	<b>5400</b>						4,486,930			4,486,930
176	<b>Total Debt Service</b>	<b>5000</b>			1,945	1,945		6,889,345			6,891,290
177	<b>PROVISION FOR CONTINGENCIES (DS)</b>	<b>6000</b>									0
178	<b>Total Direct Disbursements/Expenditures</b>				<b>1,945</b>	<b>1,945</b>		<b>6,889,345</b>			<b>6,891,290</b>

	A	B	C	D	E	F	G	H	I	J	K
1	Description: Enter Whole Numbers Only	Funct #	(100) Salaries	(200) Employee Benefits	(300) Purchased Services	(400) Supplies & Materials	(500) Capital Outlay	(600) Other Objects	(700) Non-Capitalized Equipment	(800) Termination Benefits	(900) Total
179	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										(227,860)
180											
181	<b>40 - TRANSPORTATION FUND (TR)</b>										
182	<b>SUPPORT SERVICES (TR)</b>	<b>2000</b>									
183	<b>Support Services - Pupils</b>	<b>2100</b>									
184	Other Support Services - Pupils (Describe & Itemize)	2190									0
185	<b>Support Services - Business</b>										
186	Pupil Transportation Services	2550			1,367,585						1,367,585
187	Other Support Services - Business (Describe & Itemize)	2900			341,515						341,515
188	<b>Total Support Services</b>	<b>2000</b>	<b>0</b>	<b>0</b>	<b>1,709,100</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1,709,100</b>
189	<b>COMMUNITY SERVICES (TR)</b>	<b>3000</b>									0
190	<b>PAYMENTS TO OTHER DIST &amp; GOVT UNITS (TR)</b>	<b>4000</b>									
191	<b>Payments to Other Dist &amp; Govt Units (In-State)</b>	<b>4100</b>									
192	Payments for Regular Program	4110									0
193	Payments for Special Education Programs	4120									0
194	Payments for Adult/Continuing Education Programs	4130									0
195	Payments for CTE Programs	4140									0
196	Payments for Community College Programs	4170									0
197	Other Payments to In-State Govt Units - Programs (Describe & Itemize)	4190									0
198	<b>Total Payments to Other Dist &amp; Govt Units (In-State)</b>	<b>4100</b>			<b>0</b>			<b>0</b>			<b>0</b>
199	<b>Payments to Other Dist &amp; Govt Units (Out-of-State) (Describe &amp; Itemize)</b>	<b>4400</b>									0
200	<b>Total Payments to Other Dist &amp; Govt Units</b>	<b>4000</b>			<b>0</b>			<b>0</b>			<b>0</b>
201	<b>DEBT SERVICE (TR)</b>	<b>5000</b>									
202	<b>Debt Service - Interest on Short-Term Debt</b>	<b>5100</b>									
203	Tax Anticipation Warrants	5110									0
204	Tax Anticipation Notes	5120									0
205	Corporate Personal Prop Repl Tax Anticipation Notes	5130									0
206	State Aid Anticipation Certificates	5140									0
207	Other Interest on Short-Term Debt (Describe & Itemize)	5150									0
208	<b>Total Debt Service - Interest On Short-Term Debt</b>	<b>5100</b>						<b>0</b>			<b>0</b>
209	<b>Debt Service - Interest on Long-Term Debt</b>	<b>5200</b>									0
210	<b>Debt Service - Payments of Principal on Long-Term Debt <sup>15</sup> (Lease/Purchase Principal Retired) (Describe &amp; Itemize)</b>	<b>5300</b>									0
211	<b>Debt Service - Other (Describe &amp; Itemize)</b>	<b>5400</b>									0
212	<b>Total Debt Service</b>	<b>5000</b>						<b>0</b>			<b>0</b>
213	<b>PROVISION FOR CONTINGENCIES (TR)</b>	<b>6000</b>									0
214	<b>Total Direct Disbursements/Expenditures</b>		<b>0</b>	<b>0</b>	<b>1,709,100</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1,709,100</b>
215	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										589,475
216											231
217	<b>50 - MUNICIPAL RETIREMENT/SOC SEC FUND (MR/SS)</b>										
218	<b>INSTRUCTION (MR/SS)</b>	<b>1000</b>									
219	Regular Program	1100		299,585							299,585
220	Pre-K Programs	1125		72,265							72,265
221	Special Education Programs (Functions 1200-1220)	1200		377,795							377,795
222	Special Education Programs Pre-K	1225		35,970							35,970
223	Remedial and Supplemental Programs K-12	1250									0
224	Remedial and Supplemental Programs Pre-K	1275									0
225	Adult/Continuing Education Programs	1300									0
226	CTE Programs	1400		10,690							10,690
227	Interscholastic Programs	1500		93,215							93,215
228	Summer School Programs	1600									0
229	Gifted Programs	1650		6,595							6,595
230	Driver's Education Programs	1700									0
231	Bilingual Programs	1800		36,515							36,515
232	Truant Alternative & Optional Programs	1900									0
233	<b>Total Instruction</b>	<b>1000</b>		<b>932,630</b>							<b>932,630</b>
234	<b>SUPPORT SERVICES (MR/SS)</b>	<b>2000</b>									
235	<b>Support Services - Pupil</b>	<b>2100</b>									
236	Attendance & Social Work Services	2110		22,425							22,425

1	A	B	C	D	E	F	G	H	I	J	K
2	Description: Enter Whole Numbers Only	Funct #	(100) Salaries	(200) Employee Benefits	(300) Purchased Services	(400) Supplies & Materials	(500) Capital Outlay	(600) Other Objects	(700) Non-Capitalized Equipment	(800) Termination Benefits	(900) Total
237	Guidance Services	2120		65,255							65,255
238	Health Services	2130		91,810							91,810
239	Psychological Services	2140		17,245							17,245
240	Speech Pathology & Audiology Services	2150		12,470							12,470
241	Other Support Services - Pupils (Describe & Itemize)	2190		7,590							7,590
242	<b>Total Support Services - Pupil</b>	<b>2100</b>		<b>216,795</b>							<b>216,795</b>
243	<b>Support Services - Instructional Staff</b>	<b>2200</b>									
244	Improvement of Instruction Services	2210		32,835							32,835
245	Educational Media Services	2220		25,895							25,895
246	Assessment & Testing	2230		460							460
247	<b>Total Support Services - Instructional Staff</b>	<b>2200</b>		<b>59,190</b>							<b>59,190</b>
248	<b>Support Services - General Administration</b>	<b>2300</b>									
249	Board of Education Services	2310									0
250	Executive Administration Services	2320		17,220							17,220
251	Special Area Administrative Services	2330		425							425
252	Claims Paid from Self Insurance Fund	2361									0
253	Risk Management and Claims Services Payments	2365									0
254	<b>Total Support Services - General Administration</b>	<b>2300</b>		<b>17,645</b>							<b>17,645</b>
255	<b>Support Services - School Administration</b>	<b>2400</b>									
256	Office of the Principal Services	2410		148,310							148,310
257	Other Support Services - School Administration (Describe & Itemize)	2490									0
258	<b>Total Support Services - School Administration</b>	<b>2400</b>		<b>148,310</b>							<b>148,310</b>
259	<b>Support Services - Business</b>	<b>2500</b>									
260	Direction of Business Support Services	2510		17,625							17,625
261	Fiscal Services	2520		48,395							48,395
262	Facilities Acquisition & Construction Services	2530									0
263	Operation & Maintenance of Plant Service	2540		487,230							487,230
264	Pupil Transportation Services	2550									0
265	Food Services	2560		174,190							174,190
266	Internal Services	2570		9,430							9,430
267	<b>Total Support Services - Business</b>	<b>2500</b>		<b>736,870</b>							<b>736,870</b>
268	<b>Support Services - Central</b>	<b>2600</b>									
269	Direction of Central Support Services	2610									0
270	Planning, Research, Development & Evaluation Services	2620									0
271	Information Services	2630		19,320							19,320
272	Staff Services	2640		39,335							39,335
273	Data Processing Services	2660		72,425							72,425
274	<b>Total Support Services - Central</b>	<b>2600</b>		<b>131,080</b>							<b>131,080</b>
275	<b>Other Support Services - Misc. (Describe &amp; Itemize)</b>	<b>2900</b>									0
276	<b>Total Support Services</b>	<b>2000</b>		<b>1,309,890</b>							<b>1,309,890</b>
277	<b>COMMUNITY SERVICES (MR/SS)</b>	<b>3000</b>		<b>4,875</b>							<b>4,875</b>
278	<b>PAYMENTS TO OTHER DIST &amp; GOVT UNITS (MR/SS)</b>	<b>4000</b>									
279	Payments for Regular Programs	4110									0
280	Payments for Special Education Programs	4120									0
281	Payments for CTE Programs	4140									0
282	<b>Total Payments to Other Dist &amp; Govt Units</b>	<b>4000</b>		<b>0</b>							<b>0</b>
283	<b>DEBT SERVICE (MR/SS)</b>	<b>5000</b>									
284	<b>Debt Service - Interest on Short-Term Debt</b>	<b>5100</b>									
285	Tax Anticipation Warrants	5110									0
286	Tax Anticipation Notes	5120									0
287	Corporate Personal Prop Repl Tax Anticipation Notes	5130									0
288	State Aid Anticipation Certificates	5140									0
289	Other Interest on Short-Term Debt (Describe & Itemize)	5150									0
290	<b>Total Debt Service</b>	<b>5000</b>						<b>0</b>			<b>0</b>
291	<b>PROVISION FOR CONTINGENCIES (MR/SS)</b>	<b>6000</b>									0
292	<b>Total Direct Disbursements/Expenditures</b>			<b>2,247,395</b>				<b>0</b>			<b>2,247,395</b>
293	<b>Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures</b>										<b>(432,845)</b>
294											
295	<b>60 - CAPITAL PROJECTS (CP)</b>										
296	<b>SUPPORT SERVICES (CP)</b>	<b>2000</b>									

1	A	B	C	D	E	F	G	H	I	J	K
2	Description: Enter Whole Numbers Only	Funct #	(100) Salaries	(200) Employee Benefits	(300) Purchased Services	(400) Supplies & Materials	(500) Capital Outlay	(600) Other Objects	(700) Non-Capitalized Equipment	(800) Termination Benefits	(900) Total
297	<b>Support Services - Business</b>										
298	Facilities Acquisition & Construction Services	2530					5,264,820				5,264,820
299	Other Support Services - Business <i>(Describe &amp; Itemize)</i>	2900									0
300	<b>Total Support Services</b>	<b>2000</b>	0	0	0	0	5,264,820	0	0		5,264,820
301	<b>PAYMENTS TO OTHER DIST &amp; GOVT UNITS (CP)</b>	<b>4000</b>									
302	<b>Payments to Other Dist &amp; Govt Units (In-State)</b>	<b>4100</b>									
303	Payments to Regular Programs	4110									0
304	Payment for Special Education Programs	4120									0
305	Payment for CTE Programs	4140									0
306	Payments to Other Govt Units - Programs (In-State) <i>(Describe &amp; Itemize)</i>	4190									0
307	<b>Total Payments to Other Districts &amp; Govt Units</b>	<b>4000</b>			0			0			0
308	<b>PROVISION FOR CONTINGENCIES (CP)</b>	<b>6000</b>									0
309	<b>Total Direct Disbursements/Expenditures</b>		0	0	0	0	5,264,820	0	0		5,264,820
310	<b>Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures</b>										<b>(354,320)</b>
311											
312	<b>70 WORKING CASH FUND (WC)</b>										
313											
314	<b>80 - TORT FUND (TF)</b>										
315	<b>INSTRUCTION (TF)</b>	<b>1000</b>									
316	Regular Programs	1100									0
317	Tuition Payment to Charter Schools	1115									0
318	Pre-K Programs	1125									0
319	Special Education Programs (Functions 1200 - 1220)	1200									0
320	Special Education Programs Pre-K	1225									0
321	Remedial and Supplemental Programs K-12	1250									0
322	Remedial and Supplemental Programs Pre-K	1275									0
323	Adult/Continuing Education Programs	1300									0
324	CTE Programs	1400									0
325	Interscholastic Programs	1500									0
326	Summer School Programs	1600									0
327	Gifted Programs	1650									0
328	Driver's Education Programs	1700									0
329	Bilingual Programs	1800									0
330	Truant Alternative & Optional Programs	1900									0
331	Pre-K Programs - Private Tuition	1910									0
332	Regular K-12 Programs Private Tuition	1911									0
333	Special Education Programs K-12 Private Tuition	1912									0
334	Special Education Programs Pre-K Tuition	1913									0
335	Remedial/Supplemental Programs K-12 Private Tuition	1914									0
336	Remedial/Supplemental Programs Pre-K Private Tuition	1915									233
337	Adult/Continuing Education Programs Private Tuition	1916									0
338	CTE Programs Private Tuition	1917									0
339	Interscholastic Programs Private Tuition	1918									0
340	Summer School Programs Private Tuition	1919									0
341	Gifted Programs Private Tuition	1920									0
342	Bilingual Programs Private Tuition	1921									0
343	Truants Alternative/Opt Ed Programs Private Tuition	1922									0
344	<b>Total Instruction<sup>14</sup></b>	<b>1000</b>	0	0	0	0	0	0	0	0	0
345	<b>SUPPORT SERVICES (TF)</b>	<b>2000</b>									
346	<b>Support Services - Pupil</b>	<b>2100</b>									
347	Attendance & Social Work Services	2110									0
348	Guidance Services	2120									0
349	Health Services	2130									0
350	Psychological Services	2140									0
351	Speech Pathology & Audiology Services	2150									0
352	Other Support Services - Pupils <i>(Describe &amp; Itemize)</i>	2190									0
353	<b>Total Support Services - Pupil</b>	<b>2100</b>	0	0	0	0	0	0	0	0	0
354	<b>Support Services - Instructional Staff</b>	<b>2200</b>									
355	Improvement of Instruction Services	2210									0
356	Educational Media Services	2220									0

1	A	B	C	D	E	F	G	H	I	J	K
2	Description: Enter Whole Numbers Only	Funct #	(100) Salaries	(200) Employee Benefits	(300) Purchased Services	(400) Supplies & Materials	(500) Capital Outlay	(600) Other Objects	(700) Non-Capitalized Equipment	(800) Termination Benefits	(900) Total
357	Assessment & Testing	2230									0
358	<b>Total Support Services - Instructional Staff</b>	<b>2200</b>	0	0	0	0	0	0	0	0	0
359	<b>Support Services - General Administration</b>	<b>2300</b>									
360	Board of Education Services	2310			91,340						91,340
361	Executive Administration Services	2320									0
362	Special Area Administration Services	2330									0
363	Claims Paid from Self Insurance Fund	2361									0
364	Risk Management and Claims Services Payments	2365			1,402,950			195,815			1,598,765
365	<b>Total Support Services - General Administration</b>	<b>2300</b>	0	0	1,494,290	0	0	195,815	0	0	1,690,105
366	<b>Support Services - School Administration</b>	<b>2400</b>									
367	Office of the Principal Services	2410									0
368	Other Support Services - School Administration <i>(Describe &amp; Itemize)</i>	2490									0
369	<b>Total Support Services - School Administration</b>	<b>2400</b>	0	0	0	0	0	0	0	0	0
370	<b>Support Services - Business</b>	<b>2500</b>									
371	Direction of Business Support Services	2510									0
372	Fiscal Services	2520							4,990		4,990
373	Facilities Acquisition & Construction Services	2530									0
374	Operation & Maintenance of Plant Services	2540			2,825		474,620		8,220		485,665
375	Pupil Transportation Services	2550									0
376	Food Services	2560									0
377	Internal Services	2570									0
378	<b>Total Support Services - Business</b>	<b>2500</b>	0	0	2,825	0	474,620	0	13,210	0	490,655
379	<b>Support Services - Central</b>	<b>2600</b>									
380	Direction of Central Support Services	2610									0
381	Planning, Research, Development & Evaluation Services	2620									0
382	Information Services	2630									0
383	Staff Services	2640									0
384	Data Processing Services	2660									0
385	<b>Total Support Services - Central</b>	<b>2600</b>	0	0	0	0	0	0	0	0	0
386	<b>Other Support Services - Misc. (Describe &amp; Itemize)</b>	<b>2900</b>									
387	<b>Total Support Services</b>	<b>2000</b>	0	0	1,497,115	0	474,620	195,815	13,210	0	2,180,760
388	<b>COMMUNITY SERVICES (TF)</b>	<b>3000</b>									
389	<b>PAYMENTS TO OTHER DIST &amp; GOVT UNITS (TF)</b>	<b>4000</b>									
390	<b>Payments to Other Dist &amp; Govt Units (In-State)</b>	<b>4100</b>									
391	Payments for Regular Programs	4110									0
392	Payments for Special Education Programs	4120									0
393	Payments for Adult/Continuing Education Programs	4130									0
394	Payments for CTE Programs	4140									0
395	Payments for Community College Programs	4170									0
396	Other Payments to In-State Govt Units - Programs <i>(Describe &amp; Itemize)</i>	4190									234
397	<b>Total Payments to Other Dist &amp; Govt Units (In-State)</b>	<b>4100</b>			0			0			0
398	Payments for Regular Programs - Tuition	4210									0
399	Payments for Special Education Programs - Tuition	4220									0
400	Payments for Adult/Continuing Education Programs - Tuition	4230									0
401	Payments for CTE Programs - Tuition	4240									0
402	Payments for Community College Programs - Tuition	4270									0
403	Payments for Other Programs - Tuition	4280									0
404	Other Payments to In-State Govt Units - Tuition <i>(Describe &amp; Itemize)</i>	4290									0
405	<b>Total Payments to Other Dist &amp; Govt Units - Tuition (In State)</b>	<b>4200</b>						0			0
406	Payments for Regular Programs - Transfers	4310									0
407	Payments for Special Education Programs - Transfers	4320									0
408	Payments for Adult/Continuing Ed Programs - Transfers	4330									0
409	Payments for CTE Programs - Transfers	4340									0
410	Payments for Community College Program - Transfers	4370									0
411	Payments for Other Programs - Transfers	4380									0
412	Other Payments to In-State Govt Units - Transfers <i>(Describe &amp; Itemize)</i>	4390									0
413	<b>Total Payments to Other Dist &amp; Govt Units-Transfers (In State)</b>	<b>4300</b>			0			0			0
414	Payments to Other Dist & Govt Units (Out of State)	4400									0
415	<b>Total Payments to Other Dist &amp; Govt Units</b>	<b>4000</b>			0			0			0
416	<b>DEBT SERVICE (TF)</b>	<b>5000</b>									

1	A	B	C	D	E	F	G	H	I	J	K
2	Description: Enter Whole Numbers Only	Funct #	(100) Salaries	(200) Employee Benefits	(300) Purchased Services	(400) Supplies & Materials	(500) Capital Outlay	(600) Other Objects	(700) Non-Capitalized Equipment	(800) Termination Benefits	(900) Total
417	<b>Debt Service - Interest on Short-Term Debt</b>										
418	Tax Anticipation Warrants	5110									0
419	Tax Anticipation Notes	5120									0
420	Corporate Personal Property Replacement Tax Anticipation Notes	5130									0
421	State Aid Anticipation Certificates	5140									0
422	Other Interest on Short-Term Debt <i>(Describe &amp; Itemize)</i>	5150									0
423	<b>Debt Service - Interest on Long-Term Debt</b>	<b>5200</b>									0
424	<b>Debt Service - Payments of Principal on Long-Term Debt <sup>15</sup> (Lease/Purchase Principal Retired) <i>(Describe &amp; Itemize)</i></b>	<b>5300</b>									0
425	<b>Debt Service - Other <i>(Describe &amp; Itemize)</i></b>	<b>5400</b>									0
426	<b>Total Debt Service</b>	<b>5000</b>			0			0			0
427	<b>PROVISION FOR CONTINGENCIES (TF)</b>	<b>6000</b>									0
428	<b>Total Direct Disbursements/Expenditures</b>		0	0	1,497,115	0	474,620	195,815	13,210	0	2,180,760
429	<b>Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures</b>										(535,440)
430											
431	<b>90 - FIRE PREVENTION &amp; SAFETY FUND (FP&amp;S)</b>										
432	<b>SUPPORT SERVICES (FP&amp;S)</b>	<b>2000</b>									
433	<b>Support Services - Business</b>	<b>2500</b>									
434	Facilities Acquisition & Construction Services	2530									0
435	Operation & Maintenance of Plant Service	2540									0
436	<b>Total Support Services - Business</b>	<b>2500</b>	0	0	0	0	0	0	0		0
437	<b>Other Support Services - Misc. <i>(Describe &amp; Itemize)</i></b>	<b>2900</b>									0
438	<b>Total Support Services</b>	<b>2000</b>	0	0	0	0	0	0	0		0
439	<b>PAYMENTS TO OTHER DISTRICTS &amp; GOVT UNITS (FP&amp;S)</b>	<b>4000</b>									
440	Payments to Regular Programs	4110									0
441	Payments to Special Education Programs	4120									0
442	Other Payments to In-State Govt Units - Programs <i>(Describe &amp; Itemize)</i>	4190									0
443	<b>Total Payments to Other Districts &amp; Govt Units (FPS)</b>	<b>4000</b>						0			0
444	<b>DEBT SERVICE (FP&amp;S)</b>	<b>5000</b>									
445	<b>Debt Service - Interest on Short-Term Debt</b>	<b>5100</b>									
446	Tax Anticipation Warrants	5110									0
447	Other Interest on Short-Term Debt <i>(Describe &amp; Itemize)</i>	5150									0
448	<b>Total Debt Service - Interest on Short-Term Debt</b>	<b>5100</b>						0			0
449	<b>Debt Service - Interest on Long-Term Debt</b>	<b>5200</b>									0
450	<b>Debt Service - Payments of Principal on Long-Term Debt <sup>15</sup> (Lease/Purchase Principal Retired) <i>(Describe &amp; Itemize)</i></b>	<b>5300</b>									0
451	<b>Total Debt Service</b>	<b>5000</b>						0			0
452	<b>PROVISIONS FOR CONTINGENCIES (FP&amp;S)</b>	<b>6000</b>									0
453	<b>Total Direct Disbursements/Expenditures</b>		0	0	0	0	0	0	0		235 0
454	<b>Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures</b>										5,015

	B	C	D	E	F	G	H
1	<b>If there is an amount in column C or column G, please describe the type of revenue or expenditure in column D or column H.</b>						
2	<b>Revenue Check:</b> OK						
3	<b>Expenditure Check:</b> OK						
4	<b>Revenues Acct. (EstRev tab)</b>	<b>Amount</b>	<b>Describe Revenue</b>		<b>Expenditures Fund-Function (EstExp tab)</b>	<b>Amount</b>	<b>Describe Expenditures</b>
5	1190				10-2190	\$ 79,075	Playground supervisors
6	1290				10-2490		
7	1614				10-2900	\$ 24,025	Title I Support Supplies
8	1690				10-4190		
9	1790				10-4290		
10	1819				10-4390		
11	1829				10-4400		
12	1890				10-5150		
13	1993				20-2190		
14	1999	\$ 1,182,825	Scoreboard- sale of advertising, other miscellaneous, R-Milan Fo		20-2900		
15	2300				20-4190		
16	3099				20-4400		
17	3199				20-5150		
18	3299				30-4190		
19	3499				30-5150		
20	3599				30-5300	\$ 4,486,930	Prinicpal and Interest payments on bonds
21	3999	\$ 83,875	Computer Science Grant, After School/Health Communities		30-5400	\$ 1,945	Closing Cost and agent fees
22	4009				40-2190		
23	4090	\$ 600,620	EIR Grant		40-2900	\$ 341,515	Misc student activity transportation
24	4199				40-4190		
25	4299				40-4400		
26	4399				40-5150		
27	4499				40-5300		
28	4699				40-5400		
29	4799				50-2190	\$ 7,590	Playground supervisors
30	4998	\$ 1,817,510	Final ESSER Revenues		50-2490		
31					50-2900		
32					50-5150		
33					60-2900		
34					60-4190		
35					80-2190		
36					80-2490		236
37					80-2900		
38					80-4190		
39					80-4290		
40					80-4390		
41					80-4400		
42					80-5150		
43					80-5300		
44					80-5400		
45					90-2900		
46					90-4190		
47					90-5150		
48					90-5300		

DEFICIT BUDGET SUMMARY INFORMATION - Operating Funds Only (School Districts Only)					
Description	EDUCATIONAL FUND (10)	OPERATIONS & MAINTENANCE FUND (20)	TRANSPORTATION FUND (40)	WORKING CASH FUND (70)	TOTAL
Direct Revenues	85,461,525	7,868,715	2,298,575	391,025	96,019,840
Direct Expenditures	85,772,570	7,379,945	1,709,100		94,861,615
Difference	(311,045)	488,770	589,475	391,025	1,158,225
Estimated Fund Balance - June 30, 2025	42,257,090	7,622,275	2,806,924	1,566,009	54,252,298

**Balanced budget; no Deficit Reduction Plan is required.**

A deficit reduction plan is required if the local board of education adopts (or amends) the 2024-2025 school district budget in which the "operating funds" listed above result in direct revenues (line 9, BudgetSum 2-4) being less than direct expenditures (line 19, BudgetSum 2-4) by an amount equal to or greater than one-third (1/3) of the ending fund balance (line 81, BudgetSum 2-4).

**Note:** The balance is determined using only the four funds listed above. That is, if the estimated ending fund balance is less than three times the deficit spending, the district must adopt and file with ISBE a deficit reduction plan to balance the shortfall within three years.

Per School Code (105 ILCS 5/17-1) - If the Deficit AFR Summary Information tab from the 2023-2024 Annual Financial Report (AFR) reflects a deficit as defined above, then the school district shall adopt and submit a deficit reduction plan (found here on page 23-27) to ISBE within 30 days after acceptance of the AFR.

The deficit reduction plan, if required, is developed using ISBE guidelines and format.

	A	B	C	D	E	F	G	
1	<b>*School Districts Only</b>		<b>DEFICIT REDUCTION PLAN ESTIMATED BUDGET FY2024-2025</b>					
2								
3	<b>49081041025</b>							
4	<i>District Number</i>							
5	<b>Rock Island SD 41</b>							
6	<i>District Name</i>		<b>Educational Fund</b>	<b>Operations &amp; Maintenance Fund</b>	<b>Transportation Fund</b>	<b>Working Cash Fund</b>	<b>Total</b>	
7	<b>ESTIMATED BEGINNING FUND BALANCE</b> <i>(must equal prior Ending Fund Balance)</i>		40,768,135	7,133,505	2,217,449	2,974,984	53,094,073	
8	<b>RECEIPTS/REVENUES</b>		<b>Acct #</b>					
9	<b>LOCAL SOURCES</b>		<b>1000</b>	35,105,405	6,063,715	1,633,955	391,025	43,194,100
10	<b>FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT</b>		<b>2000</b>	0	0	0		0
11	<b>STATE SOURCES</b>		<b>3000</b>	34,605,465	1,805,000	664,620	0	37,075,085
12	<b>FEDERAL SOURCES</b>		<b>4000</b>	15,750,655	0	0	0	15,750,655
13	<b>Total Receipts/Revenues</b>			85,461,525	7,868,715	2,298,575	391,025	96,019,840
14	<b>DISBURSEMENTS/EXPENDITURES</b>		<b>Funct #</b>					
15	<b>INSTRUCTION</b>		<b>1000</b>	49,831,190				49,831,190
16	<b>SUPPORT SERVICES</b>		<b>2000</b>	30,057,440	7,379,945	1,709,100		39,146,485
17	<b>COMMUNITY SERVICES</b>		<b>3000</b>	3,905,210	0	0		3,905,210
18	<b>PAYMENTS TO OTHER DISTRICTS &amp; GOVT. UNITS</b>		<b>4000</b>	1,978,730	0	0		1,978,730
19	<b>DEBT SERVICES</b>		<b>5000</b>	0	0	0		0
20	<b>PROVISION FOR CONTINGENCIES</b>		<b>6000</b>	0	0	0		0
21	<b>Total Disbursements/Expenditures</b>			85,772,570	7,379,945	1,709,100		94,861,615
22	<b>Excess of Receipts/Revenue Over/(Under) Disbursements/Expenditures</b>			(311,045)	488,770	589,475	391,025	1,158,225
23	<b>OTHER SOURCES/USES OF FUNDS</b>							
24	<b>OTHER SOURCES OF FUNDS (7000)</b>			1,800,000	0	0	0	1,800,000
25	<b>OTHER USES OF FUNDS (8000)</b>			0	0	0	1,800,000	1,800,000
26	<b>TOTAL OTHER SOURCES/USES OF FUNDS</b>			1,800,000	0	0	(1,800,000)	0
27	<b>ESTIMATED ENDING FUND BALANCE</b>			42,257,090	7,622,275	2,806,924	1,566,009	54,252,298

	A	B	H	I	J	K	L
1	<b>*School Districts Only</b>		<b>ESTIMATED BUDGET FY2025-2026</b>				
2							
3	<b>49081041025</b>						
4	<i>District Number</i>						
5	<b>Rock Island SD 41</b>						
6	<i>District Name</i>		<b>Educational Fund</b>	<b>Operations &amp; Maintenance Fund</b>	<b>Transportation Fund</b>	<b>Working Cash Fund</b>	<b>Total</b>
7	<b>ESTIMATED BEGINNING FUND BALANCE</b> <i>(must equal prior Ending Fund Balance)</i>		42,257,090	7,622,275	2,806,924	1,566,009	54,252,298
8	<b>RECEIPTS/REVENUES</b>	<b>Acct #</b>					
9	<b>LOCAL SOURCES</b>	1000					0
10	<b>FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT</b>	2000					0
11	<b>STATE SOURCES</b>	3000					0
12	<b>FEDERAL SOURCES</b>	4000					0
13	<b>Total Receipts/Revenues</b>		0	0	0	0	0
14	<b>DISBURSEMENTS/EXPENDITURES</b>	<b>Funct #</b>					
15	<b>INSTRUCTION</b>	1000					0
16	<b>SUPPORT SERVICES</b>	2000					0
17	<b>COMMUNITY SERVICES</b>	3000					0
18	<b>PAYMENTS TO OTHER DISTRICTS &amp; GOVT. UNITS</b>	4000					0
19	<b>DEBT SERVICES</b>	5000					0
20	<b>PROVISION FOR CONTINGENCIES</b>	6000					0
21	<b>Total Disbursements/Expenditures</b>		0	0	0		0
22	<b>Excess of Receipts/Revenue Over/(Under) Disbursements/Expenditures</b>		0	0	0	0	0
23	<b>OTHER SOURCES/USES OF FUNDS</b>						
24	<b>OTHER SOURCES OF FUNDS (7000)</b>						0
25	<b>OTHER USES OF FUNDS (8000)</b>						0
26	<b>TOTAL OTHER SOURCES/USES OF FUNDS</b>		0	0	0	0	0
27	<b>ESTIMATED ENDING FUND BALANCE</b>		42,257,090	7,622,275	2,806,924	1,566,009	54,252,298

	A	B	M	N	O	P	Q
1	<b>*School Districts Only</b>		<b>ESTIMATED BUDGET FY2026-2027</b>				
2							
3	<b>49081041025</b>						
4	<i>District Number</i>						
5	<b>Rock Island SD 41</b>						
6	<i>District Name</i>		<b>Educational Fund</b>	<b>Operations &amp; Maintenance Fund</b>	<b>Transportation Fund</b>	<b>Working Cash Fund</b>	<b>Total</b>
7	<b>ESTIMATED BEGINNING FUND BALANCE</b> <i>(must equal prior Ending Fund Balance)</i>		42,257,090	7,622,275	2,806,924	1,566,009	54,252,298
8	<b>RECEIPTS/REVENUES</b>	<b>Acct #</b>					
9	<b>LOCAL SOURCES</b>	1000					0
10	<b>FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT</b>	2000					0
11	<b>STATE SOURCES</b>	3000					0
12	<b>FEDERAL SOURCES</b>	4000					0
13	<b>Total Receipts/Revenues</b>		0	0	0	0	0
14	<b>DISBURSEMENTS/EXPENDITURES</b>	<b>Funct #</b>					
15	<b>INSTRUCTION</b>	1000					0
16	<b>SUPPORT SERVICES</b>	2000					0
17	<b>COMMUNITY SERVICES</b>	3000					0
18	<b>PAYMENTS TO OTHER DISTRICTS &amp; GOVT. UNITS</b>	4000					0
19	<b>DEBT SERVICES</b>	5000					0
20	<b>PROVISION FOR CONTINGENCIES</b>	6000					0
21	<b>Total Disbursements/Expenditures</b>		0	0	0		0
22	<b>Excess of Receipts/Revenue Over/(Under) Disbursements/Expenditures</b>		0	0	0	0	0
23	<b>OTHER SOURCES/USES OF FUNDS</b>						
24	<b>OTHER SOURCES OF FUNDS (7000)</b>						0
25	<b>OTHER USES OF FUNDS (8000)</b>						0
26	<b>TOTAL OTHER SOURCES/USES OF FUNDS</b>		0	0	0	0	0
27	<b>ESTIMATED ENDING FUND BALANCE</b>		42,257,090	7,622,275	2,806,924	1,566,009	54,252,298

	A	B	R	S	T	U	V
1	<b>*School Districts Only</b>		<b>ESTIMATED BUDGET FY2027-2028</b>				
2							
3	<b>49081041025</b>						
4	<i>District Number</i>						
5	<b>Rock Island SD 41</b>						
6	<i>District Name</i>		<b>Educational Fund</b>	<b>Operations &amp; Maintenance Fund</b>	<b>Transportation Fund</b>	<b>Working Cash Fund</b>	<b>Total</b>
7	<b>ESTIMATED BEGINNING FUND BALANCE</b> <i>(must equal prior Ending Fund Balance)</i>		42,257,090	7,622,275	2,806,924	1,566,009	54,252,298
8	<b>RECEIPTS/REVENUES</b>	<b>Acct #</b>					
9	<b>LOCAL SOURCES</b>	1000					0
10	<b>FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT</b>	2000					0
11	<b>STATE SOURCES</b>	3000					0
12	<b>FEDERAL SOURCES</b>	4000					0
13	<b>Total Receipts/Revenues</b>		0	0	0	0	0
14	<b>DISBURSEMENTS/EXPENDITURES</b>	<b>Funct #</b>					
15	<b>INSTRUCTION</b>	1000					0
16	<b>SUPPORT SERVICES</b>	2000					0
17	<b>COMMUNITY SERVICES</b>	3000					0
18	<b>PAYMENTS TO OTHER DISTRICTS &amp; GOVT. UNITS</b>	4000					0
19	<b>DEBT SERVICES</b>	5000					0
20	<b>PROVISION FOR CONTINGENCIES</b>	6000					0
21	<b>Total Disbursements/Expenditures</b>		0	0	0		0
22	<b>Excess of Receipts/Revenue Over/(Under) Disbursements/Expenditures</b>		0	0	0	0	0
23	<b>OTHER SOURCES/USES OF FUNDS</b>						
24	<b>OTHER SOURCES OF FUNDS (7000)</b>						0
25	<b>OTHER USES OF FUNDS (8000)</b>						0
26	<b>TOTAL OTHER SOURCES/USES OF FUNDS</b>		0	0	0	0	0
27	<b>ESTIMATED ENDING FUND BALANCE</b>		42,257,090	7,622,275	2,806,924	1,566,009	54,252,298

	A	B	W	X	Y	Z
1	<b>*School Districts Only</b>		<b>SUMMARY</b> <b>BUDGET ADDENDUM - DEFICIT REDUCTION PLAN</b> <b>ESTIMATED BUDGET</b> Date of Adoption: <input type="text"/> (Enter as MM/DD/YY)			
2						
3	<b>49081041025</b>					
4	District Number					
5	<b>Rock Island SD 41</b>					
6	District Name		FY2024-2025	FY2025-2026	FY2026-2027	FY2027-2028
7	<b>ESTIMATED BEGINNING FUND BALANCE</b> <i>(must equal prior Ending Fund Balance)</i>		53,094,073	54,252,298	54,252,298	54,252,298
8	<b>RECEIPTS/REVENUES</b>		<b>Acct #</b>			
9	<b>LOCAL SOURCES</b>		<b>1000</b>	43,194,100	0	0
10	<b>FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT</b>		<b>2000</b>	0	0	0
11	<b>STATE SOURCES</b>		<b>3000</b>	37,075,085	0	0
12	<b>FEDERAL SOURCES</b>		<b>4000</b>	15,750,655	0	0
13	<b>Total Receipts/Revenues</b>			96,019,840	0	0
14	<b>DISBURSEMENTS/EXPENDITURES</b>		<b>Funcnt #</b>			
15	<b>INSTRUCTION</b>		<b>1000</b>	49,831,190	0	0
16	<b>SUPPORT SERVICES</b>		<b>2000</b>	39,146,485	0	0
17	<b>COMMUNITY SERVICES</b>		<b>3000</b>	3,905,210	0	0
18	<b>PAYMENTS TO OTHER DISTRICTS &amp; GOVT. UNITS</b>		<b>4000</b>	1,978,730	0	0
19	<b>DEBT SERVICES</b>		<b>5000</b>	0	0	0
20	<b>PROVISION FOR CONTINGENCIES</b>		<b>6000</b>	0	0	0
21	<b>Total Disbursements/Expenditures</b>			94,861,615	0	0
22	<b>Excess of Receipts/Revenue Over/(Under) Disbursements/Expenditures</b>			1,158,225	0	0
23	<b>OTHER SOURCES/USES OF FUNDS</b>					
24	<b>OTHER SOURCES OF FUNDS (7000)</b>			1,800,000	0	0
25	<b>OTHER USES OF FUNDS (8000)</b>			1,800,000	0	0
26	<b>TOTAL OTHER SOURCES/USES OF FUNDS</b>			0	0	0
27	<b>ESTIMATED ENDING FUND BALANCE</b>			54,252,298	54,252,298	54,252,298

**Deficit Reduction Plan-Background/Assumptions (School Districts Only)**

**Fiscal Year 2024-2025  
through Fiscal Year 2027-2028**

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**Rock Island SD 41      49081041025**

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*Please complete the following schedule and include a brief description to identify any areas of the budget that will be impacted from one year to the next. If the deficit reduction plan relies upon new local revenues, identify contingencies for further budget reductions which will be enacted in the event those new revenues are not available.*

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**1. Background and Narrative of Budget Reductions:**

**2. Assumptions Used in the Deficit Reduction Plan:**

- EBF and Estimated New Tier Funding:

- Equal Assessed Valuation and Tax Rates:

- Employee Salaries and Benefits:

***Deficit Reduction Plan-Background/Assumptions (School Districts Only)***  
***Fiscal Year 2024-2025***  
***through Fiscal Year 2027-2028***

- Short- and Long-Term Borrowing:

- Educational Impact:

- Other Assumptions:

- Has the district considered shared services or outsourcing (Ex: Transportation, Insurance)? If yes, please explain:

## Evidence-Based Funding: Fiscal Year 2025 Spending Plan

### N/A - EBF Spending Plan Not Required for Amended Budgets

#### Part I: Achieving Student Growth and Making Progress Toward State Education Goals

The questions below allow you to indicate the strategic priorities and strategies that will drive your efforts to achieve student growth and make progress toward state education goals. These may involve investing in any combination of an Organizational Unit's core resources: time, money, people, and programs.

*Collaboration Opportunity - Organizational Units may find that Part I is most easily and effectively completed if led by program leaders in consultation with finance leaders.*

1) What are the Organizational Unit's strategic goals for student success for the 2024-25 school year? What measures will be used to evaluate progress? (No more than 2000 characters, including spaces.)

	Top Strategy 1	Top Strategy 2	Top Strategy 3
2) Select the top three strategies that the Organizational Unit will employ to achieve student growth and make progress toward state education goals. (Select three different responses from the dropdown list.)			
If "Other" was selected in question 2, please describe. (No more than 1000 characters, including spaces.)			

#### Part II: Planned Use of Evidence-Based Funding

The questions below provide an opportunity to document the stakeholders with whom you consulted and the data you analyzed as you determined your strategic allocations of FY 2025 EBF dollars. Key statistics related to EBF distributions are provided for your reference. Form 50-36/50-39 is typically released before current-year appropriations are known. Therefore, the figures provided are for the prior fiscal year.

*Collaboration Opportunity - Organizational Units may find that questions in this section are most easily and effectively completed if led by finance leaders in consultation with program leaders.*

Evidence-Based Funding Organizational Unit Results (FY 2024)	Final Resources / Adequacy Target = <b>Percent of Adequacy</b>	Average Student Enrollment	#N/A	Adequacy Target	#N/A
		Final Resources	#N/A	Percent of Adequacy	#N/A
	Base Funding Minimum + Tier Funding = <b>Gross State Contribution</b>	Tier Assignment	#N/A	Gross State Contribution	#N/A
	Within FY 2024 Gross State Contribution, Resources Attributable to <b>Specific Populations</b>	FY24 Base Funding Minimum	#N/A	FY 2024 Tier Funding	#N/A
		Low-Income Students	#N/A		
		English Learners (ELs)	#N/A		
		Special Education	#N/A		

	FY 2025 Tier Funding	Funding Type (Select)	*Note: Tier Funding allocations are published annually at <a href="https://www.isbe.net/Pages/ebfdistribution.aspx">https://www.isbe.net/Pages/ebfdistribution.aspx</a> . Amounts are available in early August. Districts must use actual funding amounts if they are available before submitting the budget to ISBE.
1) FY 2025 Tier Funding Allocation*: Enter the dollar amount of Tier Funding (e.g., NEW MONEY only) allocated to the Organizational Unit for FY 2025. Select whether the amount is estimated or actual funding.			

		Data Source 1	Data Source 2	Data Source 3
2)	Select the <b>top three</b> sources of data used to inform the Organizational Unit's planned allocation of EBF dollars. (Select three different responses.)			
3)	Indicate with which groups the Organizational Unit engaged to inform its intended allocation of EBF dollars. (Select any that apply; otherwise leave blank.)	Bilingual Program Director(s)	Principals	Bilingual Parent Advisory Committee
		Special Ed. Program Director(s)	School Improvement Teams	Other Parent Group(s)
		Other Program Leaders	Teacher or Support Staff Unions	Community Focus Group(s)
		School Board Members	Other School Staff	Other
	[Optional] Provide a brief description of the Organizational Unit's process for consulting with internal and external stakeholders in determining the allocation of EBF dollars. (No more than 1000 characters, including spaces.)			

		Priority Investment 1	Priority Investment 2	Priority Investment 3
4)	Given the data analyzed, the stakeholders consulted, and the priorities identified in Part I, indicate the top three priority investments the Organizational Unit will make with its FY 2025 Base Funding Minimum (e.g., excluding Tier Funding). Choose "Other" if investments do not match the provided list. (Select three different responses. "Other" may be selected more than once if needed.)			
	If "Other" was selected in question 4, please describe. (No more than 1000 characters, including spaces.)			

**Cost Factor Table**

The table below presents the regionally adjusted amount embedded in the Organizational Unit's FY 2024 Adequacy Target for each of the 34 cost factors in the Evidence-Based Funding model (Column F). Column G is required for all Organizational Units that receive at least \$5,000 in Tier Funding, while column H is optional. Organizational Units may choose to provide additional narrative context in Columns I-M to elaborate on the figures included in the table. ISBE has produced guidance for populating the cost factor table. The guidance includes a definition for each cost factor, along with suggestions for using Employee Information System position codes and common expenditure accounts to support a determination of expenditures. This guidance is available at <https://www.isbe.net/ebfspendingplan>.

5) **Column G:** If the Organizational Unit will receive at least \$5,000 in FY 2025 Tier Funding (as entered in Q2.1/cell G31), column G is required. Please indicate the Organizational Unit's planned expenditures in FY 2025 from Tier Funds only. Organizational Units are not expected to place a value in each cell. Rather, the table allows for the communication of priority investments with new state resources for the current fiscal year. During years in which there is no new Tier Funding, column G will not be required. During years in which Tier Funding is available, the amount of new Tier Funding entered in Q2.1/cell G31 above must equal the sum in cell G90 below. If some or all Tier Funding is invested outside of the cost factors, enter a dollar amount in cell G89 and provide additional context in the space for a narrative beginning in row 93.

**Column H:** Optionally, Organizational Units may populate column H with total planned expenditures in FY 2025 for each cost factor from all revenue sources (e.g., not just from EBF). By comparing the figures in column F to the figures entered in column H, the Organizational Unit may engage local stakeholders in productive dialogue about resource allocation decisions.

Cost Factors	Amount in FY 2024 Adjusted Adequacy Target	Budgeted FY 2025 Investments with New Tier Funding <b>[N/A]</b>	Budgeted FY 2025 Expenditures (All Resources) <b>[Optional]</b>	Optional District Narratives
<b>Core Investments</b>	Core Teachers	#N/A		Enter optional context for core investment decisions.
	Specialist Teachers	#N/A		
	Instructional Facilitator	#N/A		
	Core Intervention Teacher	#N/A		
	Substitute Teachers	#N/A		
	Guidance Counselor	#N/A		
	Nurse	#N/A		
	Supervisory Aide	#N/A		
	Librarian	#N/A		
	Librarian Aide	#N/A		
	Principal	#N/A		
	Assistant Principal	#N/A		
	School Site Staff	#N/A		
	<b>Subtotal</b>	<b>#N/A</b>		

Per Student Investments	Gifted	#N/A		Enter optional context for per student investment decisions.
	Professional Development	#N/A		
	Instructional Materials	#N/A		
	Assessments	#N/A		
	Computer & Tech Equipment	#N/A		
	Student Activities	#N/A		
	Maintenance & Operations	#N/A		
	Central Office	#N/A		
	Employee Benefits	#N/A		
<b>Subtotal*</b>		<b>#N/A</b>		
Additional Investments	Low-Income Intervention Teacher	#N/A		Enter optional context for additional investment decisions.
	Low-Income Pupil Support Staff	#N/A		
	Low-Income Extended Day Teacher	#N/A		
	Low-Income Summer School Teacher	#N/A		
	EL Intervention Teacher	#N/A		
	EL Pupil Support Staff	#N/A		
	EL Extended Day Teacher	#N/A		
	EL Summer School Teacher	#N/A		
	EL Core Teacher	#N/A		
	Sp Ed Teacher	#N/A		
	Sp Ed Instructional Assistant	#N/A		
	Sp Ed Psychologist	#N/A		
<b>Subtotal</b>		<b>#N/A</b>		
<b>Other Investments</b>				
<b>Total**</b>		<b>#N/A</b>		<b>Tier Funding Check (Cell G90)</b>
<p>*The subtotal for Per Student Investments is a calculated figure that adjusts salary portions of Central Office and Maintenance &amp; Operations to account for regional salary differences. As a result, the sum of each individual cost factor will not equal the subtotal.</p> <p>**The total is the Final Adequacy Target (adjusted for Regionalization Factor) calculated in the Full FY 2024 EBF Calculation file. Due to differences in rounding, this figure may vary slightly from the sum of the subtotals in this table.</p>				

If some or all Tier Funding was invested outside of the cost factors, please describe. (No more than 1000 characters, including spaces.)

**Part III: Support for Special Student Groups**

EBF statute sets aside specific allocations to be spent for special education, English learners, and low-income students. Per statute these designated funds must be spent on programs and services benefiting these specific student groups. Funds for English learners and low-income students must be spent in addition to, and not in lieu of, funding that supports general programs of instruction for all students. Funds attributable to special education must be used for the provision of special education facilities and services as outlined in ILCS 14-1.08. Current-year EBF amounts attributable to each of the special student groups must be reported in cells G100-G102 below. If the Organizational Unit received at least \$5,000 for any of the student groups, a response to the questions below is required. For amounts less than \$5,000, a response is optional. All other EBF funds may be spent in any manner deemed appropriate by the school district.

**Collaboration Opportunity** - Organizational Units may find that questions in this section are most easily and effectively completed through collaboration between program leaders affiliated with each student group and finance leaders.

1)	FY 2025 Student Population Allocations*: Enter the dollar amount of resources attributable to Specific Populations within the FY25 Gross State Contribution. Enter "0" if no funds are allocated for a student group. Select whether amounts are estimated or actual.	Low-Income Students	Enter Amounts	Select type	*Note: Allocations for each of the three student groups are published annually at <a href="http://isbe.net/ebfdist">isbe.net/ebfdist</a> under "Reports." Amounts are typically available by September 1. Districts must use actual funding amounts if they are available before submitting the budget to ISBE.
		English Learners			
		Special Education			

2) <b>Organizational Unit investment of EBF dollars for low-income students: Select the investments that apply. (Optionally, dollar amounts for each investment may be entered.)</b> <b>Response Optional</b>	Low-Income Intervention Teacher		Low-Income Extended Day Teacher		Other Investments	
	[Optional - Enter \$]		[Optional - Enter \$]		[Optional - Enter \$]	
	Low-Income Pupil Support Staff		Low-Income Summer School Teacher			
[Optional - Enter \$]		[Optional - Enter \$]				
Additional context for the Organizational Unit's planned use of dollars attributable to low-income students in FY 2025. (Required if "Other Investments" selected above. No more than 500 characters, including spaces.)						

3) <b>Organizational Unit investment of EBF dollars for English learners: Select the investments that apply. (Optionally, dollar amounts for each investment may be entered.)</b> <b>Response Optional</b>	English Learner Intervention Teacher		English Learner Extended Day Teacher		English Learner Core Teacher	
	[Optional - Enter \$]		[Optional - Enter \$]		[Optional - Enter \$]	
	English Learner Pupil Support Staff		English Learner Summer School Teacher		Other Investments	
[Optional - Enter \$]		[Optional - Enter \$]		[Optional - Enter \$]		
Additional context for the Organizational Unit's planned use of dollars attributable to English learners in FY 2025. (Required if "Other Investments" selected above. No more than 500 characters, including spaces.)						

4) <b>Organizational Units investment of EBF dollars for Special Education: Select the investments that apply. (Optionally, dollar amounts for each investment may be entered.)</b> <b>Response Optional</b>	Special Education Teacher		Special Education Psychologist			
	[Optional - Enter \$]		[Optional - Enter \$]			
	Special Education Instructional Assistant		Other Investments			
[Optional - Enter \$]		[Optional - Enter \$]				
Additional context for the Organizational Unit's planned use of dollars attributable to Special Education students in FY 2025. (Required if "Other Investments" selected above. No more than 500 characters, including spaces.)						

**Plan Assurances**

Please complete the assurances below related to Article 14C of the Illinois School Code, which stipulates allowable expenditures for English learners. Organizational Units should maintain supporting documentation (e.g., sign-in sheets, meeting agendas) to affirm the veracity of the below assurances. Note that a separate collection of the Bilingual Service Plan takes place before each school year and must be separately reviewed by the Bilingual Parent Advisory Committee (BPAC). Responses in this plan should be aligned with information contained in the Bilingual Service Plan. Responses in this section are only required if an Organizational Unit receives any amount of EBF dollars attributable to English learners.

**Collaboration Opportunity** - Organizational Units may find that the plan assurances are most easily and effectively completed if led by program leaders.

- 1). "I hereby affirm that at least 60% of the school district's state funds attributable to English learners will be used for instructional costs of programs and services for English learners (function 1000), in accordance with Article 14C of the Illinois School Code. The remaining balance of state funds attributable to English learners will also be used to serve English learners."
- 2). "My school district has at least one attendance center with 20 or more English learners (including parental refusals) who speak the same home language other than English in grades K-12. Alternatively and/or additionally, my school district has at least one attendance center with 20 or more English learners (including parent refusals) who speak the same home language other than English in pre-K."
- 3). "I hereby affirm that the school district's BPAC will review this EBF Spending Plan by or before October 31, 2024."
- 4). Enter the anticipated date on which the BPAC review will take place and the name of the BPAC chair for SY 2024-25.

BPAC Meeting (MM/DD/YYYY)	
Name of Chair	

Spending Plan Completion Tracker		
Use the information below to confirm completion of all required questions. Note that the "status" column adjusts to responses, so the tracker is most helpful to consult after you have completed the spending plan.		
Question	Status	Acceptance Criteria
Part 1, Q1	Incomplete	Character length of response must be >10 and <=2000, including spaces.
Part 1, Q2	Incomplete	A different response must be selected in G11, I11, and L11; cells cannot be blank.
Part 1, Q2 (Narrative)	Complete	Response required only if "Other" selected in G11, I11, or L11; character length of response must be >10 and <=1000, including spaces.
Part 2, Q1	Incomplete	A numeric value must be entered in cell G31 (estimated or actual Tier Funding, or 0 if appropriations did not include Tier Funding). A type must be selected in cell H31.
Part 2, Q2	Incomplete	A different response must be selected in G35, I35, and L35; cells cannot be blank.
Part 2, Q3	Incomplete	At least one response must be selected.
Part 2, Q4	Incomplete	Cells G43, I43, and L43 cannot be blank. "Other" may be selected more than once, but other responses may not be repeated.
Part 2, Q4 (Narrative)	Complete	Response required only if "Other" selected in G43, I43, or L43; character length of response must be >10 and <=1000, including spaces.
Part 2, Q5 (Cell G90)	Incomplete	Cell G90 must be equal to the value in cell G31.
Part 2, Q5 (Narrative)	Complete	Response required only if a value was entered in cell G89; character length of response must be >10 and <=1000, including spaces.
Part 3, Q1 Low-Income Funds	Incomplete	A numeric value must be entered. A type must be selected in cell H100.
Part 3, Q1 English Learner Funds	Incomplete	A numeric value must be entered, which may be "0" if the organizational unit received no funding for the specified student group. A type must be selected in cell H101.
Part 3, Q1 Spec. Ed. Funds	Incomplete	A numeric value must be entered. A type must be selected in cell H102.
Part 3, Q2	Complete	At least one response must be selected.
Part 3, Q2 (Narrative)	Complete	Response required only if "Other Investments" was selected in the previous question; character length of response must be >10 and <=500, including spaces.
Part 3, Q3	Complete	At least one response must be selected.
Part 3, Q3 (Narrative)	Complete	Response required only if "Other Investments" was selected in the previous question; character length of response must be >10 and <=500, including spaces.
Part 3, Q4	Complete	At least one response must be selected.
Part 3, Q4 (Narrative)	Complete	Response required only if "Other Investments" was selected in the previous question; character length of response must be >10 and <=500, including spaces.
Assurances 1	Complete	Response required if the value entered in cell G101>0.
Assurances 2	Complete	Response required if the value entered in cell G101>0.
Assurances 3	Complete	Response required if "Yes" selected in cell E133.
Assurances 4 (Meeting Date)	Complete	Response required if "Yes" selected in cell E133; enter date in MM/DD/YYYY format.
Assurances 4 (Name of Chair)	Complete	Response required if "Yes" selected in cell E133.

**ESTIMATED LIMITATION OF ADMINISTRATIVE COSTS (School Districts Only)**

*(For Local Use Only)*

***This is an estimated Limitation of Administrative Costs Worksheet only and will not be accepted for Official Submission of the Limitation of Administrative Costs Worksheet.***

The worksheet is intended for use during the budgeting process to estimate the district's percent increase of FY2025 budgeted expenditures over actual FY2024 expenditures. Budget information is copied to this page. Insert the prior year estimated actual expenditures to compute the estimated percentage increase (decrease).

The official Limitation of Administrative Costs Worksheet is attached to the end of the Annual Financial Report (ISBE Form 50-35) and may be submitted in conjunction with that report.

An official Limitation of Administrative Costs Worksheet can also be found on the ISBE website at: [Limitation of Administrative Costs](#)

**ESTIMATED LIMITATION OF ADMINISTRATIVE COSTS WORKSHEET**

(Section 17-1.5 of the School Code)

School District Name: **Rock Island SD 41**

RCDT Number: **49081041025**

Description	Funct. No.	Estimated Actual Expenditures, Fiscal Year 2024				Budgeted Expenditures, Fiscal Year 2025			
		(10)	(20)	(80)		(10)	(20)	(80)	
		Educational Fund	Operations & Maintenance Fund	Tort Fund	Total	Educational Fund	Operations & Maintenance Fund	Tort Fund	Total
1. Executive Administration Services	2320	394,575		0	394,575	446,430		0	446,430
2. Special Area Administration Services	2330	136,079		0	136,079	137,100		0	137,100
3. Other Support Services - School Administration	2490	0		0	0	0		0	0
4. Direction of Business Support Services	2510	182,434	0	0	182,434	138,120	0	0	138,120
5. Internal Services	2570	10,427		0	10,427	15,705		0	15,705
6. Direction of Central Support Services	2610	0		0	0	0		0	0
7. Deduct - Early Retirement or other pension obligations required by state law and included above.					0				0
<b>8. Totals</b>		723,515	0	0	723,515	737,355	0	0	737,355
<b>9. Estimated Percent Increase (Decrease) for FY2025 (Budgeted) over (Actual) FY 2024</b>									2%



## Reference Description

- 1 Each fund balance should correspond to the fund balance reflected on the books as of June 30th - Balance Sheet Accounts #/20 and #/30 (audit figures, if available).
- 2 Accounting and Financial Reporting for Certain Grants and Other Financial Assistance. The "On-Behalf" Payments should only be reflected on this page (Budget Summary, Lines 10 and 20).
- 3 Requires the secretary of the school board to notify the county clerk (within 30 days of the transfer approval) to abate an equal amount of taxes to be next extended. See Sec. 10-22.14 & 17-2.11.
- 3a Requires notification to the county clerk to abate an equal amount from taxes next extended. See section 10-22.14
- 4 Principal on Bonds Sold:
  - (1) Funding Bonds are to be entered in the fund or funds in which the liability occurs.
  - (2) Refunding Bonds can be entered in the Debt Services Fund only.
  - (3) Building Bonds can be entered in the Capital Projects Fund only.
  - (4) Fire Prevention and Safety Bonds can be entered in the Fire Prevention & Safety Fund only.
- 5 The proceeds from the sale of school sites, buildings, or other real estate shall be used first to pay the principal and interest on any outstanding bonds on the property being sold, and after all such bonds have been retired, the remaining proceeds from the sale next shall be used by the school board to meet any urgent district needs as determined under Sections 2-3.12 and 17-2.11 of the School Code. Once these issues have been addressed, any remaining proceeds may be used for any other authorized purpose and for deposit into any district fund.
- 6 The School Code, Section 10-22.44 prohibits the transfer of interest earned on the investment of "any funds for purposes of Illinois Municipal Retirement under the Pension Code." This prohibition does not include funds for Social Security and Medicare-only purposes. For additional requirements on interest earnings, see 23 Illinois Administrative Code, Part 100, Section 100.50.
- 7 Cash plus investments must be greater than or equal to zero.
- 8 For cash basis budgets, this total will equal the Budget Summary - Total Direct Receipts/Revenues (Line 9) plus Total Other Sources of Funds (Line 46).
- 9 For cash basis budgets, this total will equal the Budget Summary - Total Direct Disbursements/Expenditures (Line 19) plus Total Other Uses of Funds (Line 79).
- 10 Working Cash Fund loans may be made to any district fund for which taxes are levied (Section 20-5 of the School Code).
- 11 Include revenue accounts 1110 through 1115, 1117, 1118 & 1120.
- 12 The School Code Section 17-2.2c. Tax for leasing educational facilities or computer technology or both, and for temporary relocation expense purposes.
- 13 Corporate personal property replacement tax revenue must be first applied to the Municipal Retirement/Social Security Fund to replace tax revenue lost due to the abolition of the corporate personal property tax (30 ILCS 115/12). This provision does not apply to taxes levied for Medicare-Only purposes.
- 14 Only tuition payments made to private facilities. See Functions 4200 or 4400 for estimated public facility disbursements/expenditures.
- 15 Payment towards the retirement of lease/purchase agreements or bonded/other indebtedness (principal only) otherwise reported within the fund - e.g.: alternate revenue bonds. (Describe & Itemize)
- 16 Only abolishment of Working Cash Fund must transfer its funds directly to the Educational Fund upon adoption of a resolution and at the close of the current school Year (see 105 ILCS 5/20-8 for further explanation)  
 Only abatement of working cash fund can transfer its funds to any fund in most need of money  
 (see 105 ILCS 5/20-10 for further explanation)

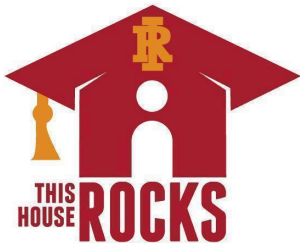
**CHECK FOR ERRORS**

This worksheet checks various cells to assure that selected items are in balance.

Please fix errors below before submitting to ISBE.

Budget Item References	Message
<b>1. Deficit Reduction Plan (DefReductPlan 23-27 tab)</b>	
Is Deficit Reduction Plan Required? (Joint Agreements do not complete Deficit Reduction Plan.)	Deficit Reduction Plan is not required
If required, is Deficit Reduction Plan completed? (DefReductPlan 23-27 tab)	
<b>2. Cover Page (Cover tab)</b>	
District Name must be selected from drop-down. (Cell H13)	OK
Accounting Basis must be selected on Cover sheet.	OK
Dates (Day, Month, Year) must be input on Cover sheet.	OK
Board Names must be typed on Cover sheet.	ERROR - TYPE BOARD NAMES
<b>3. Budget Summary: Other Sources (BudgetSum 2-4 tab - Acct 7000) must equal Other Uses (BudgetSum 2-4 tab - Acct 8000).</b>	
Estimated Beginning Fund Balance July, 1 2024 for all Funds (Cells C3 - K3) (Line must have a number or zero. Do not leave blank.)	OK
Estimated Activity Fund Beginning Fund Balance July, 1 2024 (Cell C83) (Cell must have a number or zero. Do not leave blank.)	OK
Transfer Among Funds (Funds 10, 20, 40 - Acct 7130 - Cells C29, D29, F29), must equal (Funds 10, 20 & 40 - Acct 8130 - Cells C52, D52, F52).	OK
Transfer of Interest (Funds 10 thru 90 - Acct 7140 - Cells C30:K30), must equal (Funds 10 thru 60, & 80 - Acct 8140 - Cells C53:H53, J53).	OK
Transfer to Debt Service to Pay Principal on GASB 87 Leases (Fund 30 - Acct 7400 - Cell E39) must equal (Funds 10, 20 & 60 - Acct 8400 Cells C57:H60).	OK
Transfer to Debt Service to Pay Interest on GASB 87 Leases (Fund 30 - Acct 7500 - Cell E40) must equal (Funds 10, 20 & 60 - Acct 8500 - Cells C61:H64).	OK
Transfer to Debt Service Fund to Pay Principal on Revenue Bonds (Fund 30 - Acct 7600 - Cell E41) must equal (Funds 10 & 20 - Acct 8600 - Cells C65:D68).	OK
Transfer to Debt Service to Pay Interest on Revenue Bonds (Fund 30 - Acct 7700 - Cell E42) must equal (Funds 10 & 20 - Acct 8700 - Cells C69:D72).	OK
Transfer to Capital Projects Fund (Fund 60 - Acct 7800 - Cell H43) must equal (Fund 10 & 20, Acct 8800 - Cells C73:D76).	OK
<b>4. Summary of Cash Transactions: Beginning Cash Balance on Hand July 1, 2024 (CashSum 5 tab, All Funds) cannot be negative.</b>	
Educational (Fund 10 - Cell C3)	OK
Operations & Maintenance (Fund 20 - Cell D3)	OK
Debt Service (Fund 30 - Cell E3)	OK
Transportation (Fund 40 - Cell F3)	OK
Municipal Retirement/Social Security (Fund 50 - Cell G3)	OK
Capital Projects (Fund 60 - Cell H3)	OK
Working Cash (Fund 70 - Cell I3)	OK
Tort (Fund 80 - Cell J3)	OK
Fire Prevention & Safety (Fund 90 - Cell K3)	OK
Activity Funds (Cell C23)	OK
<b>5. Summary of Cash Transactions: Ending Cash Balance on Hand June 30, 2024 (CashSum 5 tab - All Funds) cannot be negative.</b>	
Educational (Fund 10 - Cell C21)	OK
Operations & Maintenance (Fund 20 - Cell D21)	OK
Debt Service (Fund 30 - Cell E21)	OK
Transportation (Fund 40 - Cell F21)	OK
Municipal Retirement/Social Security (Fund 50 - Cell G21)	OK
Capital Projects (Fund 60 - Cell H21)	OK
Working Cash (Fund 70 - Cell I21)	OK
Tort (Fund 80 - Cell J21)	OK
Fire Prevention & Safety (Fund 90 - Cell K21)	OK
<b>6. Summary of Cash Transactions: Other Receipts (CashSum 5 tab) must equal Other Disbursements (CashSum 5 tab).</b>	
Interfund Loans Payable (Funds 10:60, 80, 90 - Acct 411 - Cells C6:H6, J6:K6) must equal Interfund Loans Receivable (Funds 10:20, 40, 70 - Acct 141 - Cells C15:D15, F15, I15).	OK
Interfund Loans Receivable (Funds 10, 20, 40, 70 - Acct 141 - Cells C7:D7, F7, I7) must equal Interfund Loans Payable (Funds 10:60, 80, 90 - Acct 411 - Cells C16:H16, J16, K16).	OK
<b>7. Estimated Revenue (EstRev 6-11 tab)</b>	
Amounts must be input for revenue.	OK
<b>8. Estimated Expenditures (EstExp 12-20 tab)</b>	
Amounts must be input for expenditures.	OK
<b>9. Itemization Notes: Revenues/Expenditures reported that require note on Itemize 21 tab.</b>	
Include brief note(s) describing revenue source.	OK
Include brief note(s) describing expenditure use.	OK
<b>10. EBF Spending Plan</b>	
All required questions have been answered.	OK

End of Balancing



Sharon Williams, Ed.D.  
*Superintendent of Schools*

To: RIMSD 41 Board of Education  
From: Dr. Sharon Williams  
Cabinet Champion: Annaka Whiting, Chief Financial Officer  
Date: June 10, 2025  
Re: Resolution to Expend Funds

The resolution included on the agenda seeks to authorize the Superintendent to make essential expenditures and enter into contracts prior to the formal adoption of the Fiscal Year 2026 (FY2026) budget. This recommendation is intended to ensure the continuity of district operations and sound fiscal management during the early part of the fiscal year.

Under Section 17-1 of the Illinois School Code (105 ILCS 5/10-22.8), the Board is required to adopt an annual budget by September 30. However, many necessary expenditures occur before this deadline, such as the purchase of instructional materials and supplies, execution of service contracts, and hiring and compensation of staff. These early commitments are vital to prepare schools for a successful start to the academic year.

The proposed resolution would authorize the Superintendent or designee to carry out these purchases and contractual obligations in advance of the final budget's adoption, while remaining in full compliance with applicable state laws and board policies.

Establishing this authority through formal resolution reflects a fiscally responsible approach. It ensures uninterrupted operations, supports timely procurement and staffing, and provides the flexibility needed to manage the district's financial obligations proactively and transparently.

**ROCK ISLAND MILAN SCHOOL DISTRICT 41  
RESOLUTION FOR THE EXPENDITURE OF FUNDS  
PRIOR TO ADOPTION OF FY2026 BUDGET**

**WHEREAS**, pursuant to Section 17-1 of the Illinois School Code (105 ILCS 5/10-22.8), the Board of Education is required to pass a budget by the end of the 1<sup>st</sup> quarter of the fiscal year, on or before September 30<sup>th</sup> of each year;

**WHEREAS**, pursuant to Section 4:60 of the Board Policy Manual for Rock Island Milan School District 41, adoption of the annual budget authorizes the Superintendent or designee to purchase budgeted supplies, equipment, and services, provided that State law is followed;

**WHEREAS**, also pursuant to Section 4:60 of the Board Policy Manual for Rock Island Milan School District 41, the Superintendent or designee shall manage the District's purchases and contracts in accordance with State law, the standards set forth in this policy, and other applicable School Board policies;

**WHEREAS**, also pursuant to Section 4:60 of the Board Policy Manual for Rock Island Milan School District 41, the Superintendent or designee shall manage the execution of District contracts; and

**WHEREAS**, there are purchases required to be made and funds to be expended prior to the formal adoption of the annual budget for Fiscal Year 2026 so that the schools are ready for opening, personnel are paid and other services and supplies are purchased;

**NOW THEREFORE, BE IT RESOLVED** by the Board of Education for Rock Island Milan School District 41, Rock Island County, Illinois as follows:

**Section 1.** The Board of Education hereby finds that all of the recitals contained in the preambles to this Resolution are true, correct, and complete and does hereby incorporate them into this Resolution by reference.

**Section 2.** This Resolution is in full force effective June 10, 2025

**Section 3.** The Board of Education authorizes the School District's Superintendent or designee to purchase items or enter contracts on its behalf prior to adoption of the Fiscal Year 2026 annual budget.

**ADOPTED** this \_\_\_\_ day of \_\_\_\_ 20\_\_ upon receiving a motion from Member \_\_\_\_\_, and a second of the motion by Member \_\_\_\_\_ followed by a roll call vote recorded as follows:

**AYES:** \_\_\_\_\_

**NAYS:** \_\_\_\_\_

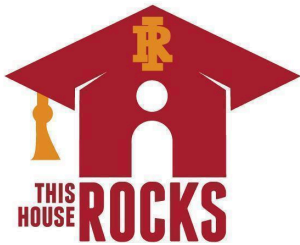
**ABSENT/ABSTAIN:** \_\_\_\_\_

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President, Board of Education

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Board Secretary



Sharon Williams, Ed.D.  
*Superintendent of Schools*

To: RIMSD 41 Board of Education  
From: Dr. Sharon Williams  
Cabinet Champion: Annaka Whiting, CFO  
Date: June 10, 2025  
Re: Resolution Transferring Bond Proceeds

At the time of closing, the \$55 million in proceeds from the sale of the 2025 bond series were properly deposited into the Working Cash Fund, as required by law. However, in order to utilize these funds for their intended purpose—supporting capital improvements—they must ultimately be transferred to the Capital Projects Fund.

State law does not permit a direct transfer from the Working Cash Fund to the Capital Projects Fund. Instead, the appropriate procedure requires that the funds first be transferred from the Working Cash Fund to the Operations and Maintenance (O&M) Fund, and then from the O&M Fund to the Capital Projects Fund. This two-step process must be authorized by a formal Board resolution.

The resolution on the agenda for approval authorizes the Business Office to carry out these transfers by making the necessary journal entries in compliance with all applicable legal, accounting, and audit standards.

RESOLUTION abating the working cash fund of Rock Island School  
District Number 41, Rock Island County, Illinois.

\* \* \*

WHEREAS, the Board of Education (the “*Board*”) of Rock Island School District Number 41, Rock Island County, Illinois (the “*District*”), has heretofore created and maintained a working cash fund in and for the District (the “*Fund*”); and

WHEREAS, the Board has determined and does hereby determine that it is necessary and in the best interests of the District that the Fund be abated; and

WHEREAS, Section 20-10 of the School Code of the State of Illinois, as amended (the “*Code*”), authorizes the Board to abate the Fund:

NOW, THEREFORE, Be It and It Is Hereby Resolved by the Board of Education of Rock Island School District Number 41, Rock Island County, Illinois, as follows:

*Section 1. Incorporation of Preambles.* The Board hereby finds that all of the recitals contained in the preambles to this Resolution are full, true and correct and does incorporate them into this Resolution by this reference.

*Section 2. Amount of Abatement.* The Fund shall be abated as of the date hereof by the amount of \$55,000,000 (the “*Abatement Amount*”).

*Section 3. Permanent Transfer.* The School Treasurer of the District is hereby authorized and directed to permanently transfer on the date hereof the Abatement Amount to the operations and maintenance fund of the District (the “*O&M Fund*”), the same being the fund of the District most in need of the Abatement Amount. It is also hereby found and determined that (a) the Abatement Amount, when added to the O&M Fund and regardless of any subsequent

transfers of the Abatement Amount, will not result in an excessive accumulation of assets in the O&M Fund, and (b) following said abatement, the balance to the credit of the Fund, including the amount of any taxes heretofore levied by the District for the Fund pursuant to Section 20-3 of the Code, but not yet collected and deposited into the Fund, and amounts transferred pursuant to Section 20-4 of the Code and to be reimbursed to the Fund, is at least equal to 0.05% of the value, as equalized or assessed by the Department of Revenue, of the taxable property in the District.

*Section 4. Outstanding Loans.* If necessary to effectuate such abatement and permanent transfer, any outstanding loans from the Fund to other funds of the District in an amount, together with any cash immediately transferred pursuant to Section 2 above, equal in the aggregate to the Abatement Amount shall be paid to the O&M Fund, and any remaining outstanding loans shall be paid to the Fund at the time and in the manner required by the Code.

*Section 5. Transfer to Capital Projects Fund.* In accordance with the rules and regulations of the Illinois State Board of Education and specifically Section 100.50(d)(2) of Title 23 of the Illinois Administrative Code, the Abatement Amount may be further transferred from time to time from the O&M Fund to the District's Capital Projects Fund to be used as provided in said rules and regulations.

*Section 6. Severability.* If any section, paragraph, clause or provision of this Resolution shall be held to be invalid or unenforceable for any reason, the invalidity or unenforceability of such section, paragraph, clause or provision shall not affect any of the remaining provisions of this Resolution.

*Section 7. Repealer and Effective Date.* All resolutions or parts thereof in conflict herewith be and the same are hereby repealed and that this Resolution shall be in full force and effect forthwith upon its adoption.

Adopted June 10, 2025.

President, Board of Education

Clerk, Board of Education

STATE OF ILLINOIS            )  
  ) SS  
COUNTY OF ROCK ISLAND    )

**CERTIFICATION OF CLERK**

I, the undersigned, do hereby certify that I am the duly qualified and acting Clerk of the Board of Education of Rock Island School District Number 41, Rock Island County, Illinois (the “Board”), and that as such official I am the keeper of the records and files of the Board.

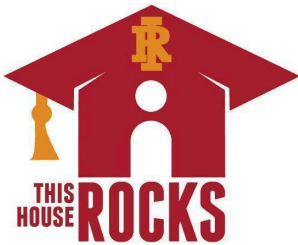
I do further certify that the foregoing constitutes a true, correct and complete copy of a resolution adopted at a meeting of the Board held on the 10th day of June, 2025, entitled:

RESOLUTION abating the working cash fund of Rock Island School District Number 41, Rock Island County, Illinois.

I do further certify that the deliberations of the Board on the adoption of said resolution were conducted openly, that the vote on the adoption of said resolution was taken openly, that said meeting was called and held at a specified time and place convenient to the public, that notice of said meeting was duly given to all of the news media requesting such notice, that an agenda for said meeting was posted at the location where said meeting was held and at the principal office of the Board on a day other than a Saturday, Sunday or legal holiday in the State of Illinois and at least 48 hours in advance of the holding of said meeting, that a true, correct and complete copy of said agenda as so posted is attached hereto as *Exhibit A*, that at least one copy of said agenda was continuously available for public review from the time of such posting until said meeting, that said meeting was called and held in strict compliance with the provisions of the Open Meetings Act of the State of Illinois, as amended, and with the provisions of the School Code of the State of Illinois, as amended, and that the Board has complied with all of the provisions of said Act and said Code and with all of the procedural rules of the Board.

IN WITNESS WHEREOF, I hereunto affix my official signature, this 10th day of June, 2025.

Clerk, Board of Education



Sharon Williams, Ed.D.  
*Superintendent of Schools*

To: RIMSD 41 Board of Education  
From: Dr. Sharon Williams  
Cabinet Champion: Annaka Whiting, Chief Financial Officer  
Date: June 10, 2025  
Re: Intergovernmental Agreement - New Housing Construction Rebate

Since 2003, the Rock Island-Milan School District has partnered with the Village of Milan to incentivize new single-family home and condominium construction within both the Village and District boundaries. This collaboration has been instrumental in promoting residential development in our community.

We recommend renewing this property tax rebate partnership to continue supporting growth in the District. Under the proposed agreement, the program will offer a rebate equal to 40% of the District's portion of property taxes on new construction (excluding land) for up to three years following occupancy. The rebate will be capped at \$2,000 annually. The term of the agreement will be from July 1, 2025, through June 30, 2027, with consideration for renewal thereafter.

It is important to note that historically the District provided a 40% rebate of its property tax portion without a cap. However, due to recent increases in property values and the program's history, staff recommends implementing the annual cap to ensure fiscal responsibility while continuing to encourage development.

The last agreement was from July 1, 2022 - June 30 2025 and the rebates were as follows:

Year	# of Participants	Total Rebate
2025	12	\$ 19,121.12
2024	13	\$ 18,622.99
2023	11	\$ 16,701.95

**Staff recommends approval of the intergovernmental agreement with the Village of Milan from July 1, 2025 - June 30, 2027 for the New Housing Construction Rebate Program.**

**NEW HOUSING CONSTRUCTION PROPERTY TAX REBATE PROGRAM**

WHEREAS, the construction of new single family homes and condominiums in the Rock Island - Milan School District has been limited during the past decade(s), and

WHEREAS, the Rock Island - Milan School District is desirous of promoting new single family home and condominium construction,

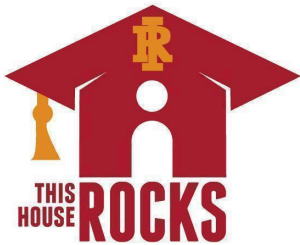
NOW, THEREFORE, BE IT RESOLVED on this \_\_\_\_ day of \_\_\_\_\_, 2025 that a new single family home and condominium construction property tax rebate partnership, described below shall be renewed and offered.

1. Said program is available to the owner occupant of any newly built single family home or condominium in the Rock Island -Milan School District if the developer(s) and the municipality join with the School District.
2. The program is available for residential construction on any lot which is undeveloped (not occupied by a building) as of the effective date of this resolution.
3. Forty percent (40%) of the School District property taxes shall be rebated by the School District to the owner-occupant for the prorated property taxes for three years (36 months) following issuance of a Certificate of Occupancy upon proof of payment of real estate taxes by said owner, not to exceed \$2,000 in any given year.
4. The School District will rebate its share of the property taxes for the improvements value only (home), not the land.
5. The School District will continue to work with the City to maintain the system for processing the rebate within thirty (30) days of presenting the required documents.
6. This incentive program shall be available for the period commencing July 1, 2025 and expiring June 30, 2027.

\_\_\_\_\_  
School Board President

ATTEST:

\_\_\_\_\_  
Board Secretary



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 10, 2025  
Re: Principal, Earl Hanson Elementary School

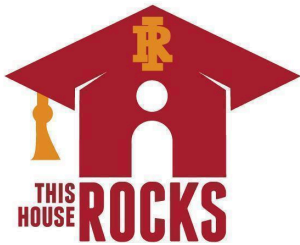
The selection process for the Principal at Earl Hanson Elementary School yielded a pool of seventeen (17) candidates. Six (6) candidates were invited to the interview process, all six (6) accepted the invitation and were interviewed. The selection process included screening, a task presentation, an in-person panel interview, and a writing assessment. Two candidates were invited to final interviews with the Superintendent. Mr. Kevin Turner emerged as the candidate of choice and is being recommended for the Earl Hanson Elementary School Principal position.

Mr. Turner brings to the district six (6) years of administrative experience, including roles as an Elementary School Principal and Teaching and Learning (TLCS) Innovator. He holds a Master of Arts Degree in Education with a concentration in Principalship from University of Northern Iowa.

Mr. Turner's references speak highly of his leadership acumen, describing him as having a growth mindset, highly collaborative, data driven, deeply caring and passionate about scholar success. He is viewed as being genuine and skilled at building great relationships with scholars, staff, and the community at large. He is also described as being a visible and calm leader who puts children first.

It is recommended the Board of Education approve the appointment of Mr. Kevin Turner to the position of Principal at Earl Hanson Elementary School for the 2025-26 school year at the salary of \$124,447.

**Investment Period: One year contract**  
**Total Investment: \$124,447**  
**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 10, 2025  
Re: Assistant Principal, Rock Island High School

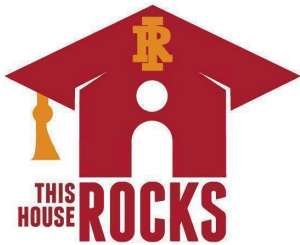
The selection process for the Assistant Principal at Rock Island High School yielded a pool of seventeen (17) candidates. Eight (8) candidates were invited to the interview process, six (6) accepted the invitation and were interviewed. The selection process included screening, a task presentation, an in-person panel interview, and a writing assessment. Two candidates were invited to final interviews with the Superintendent. Mr. John Campbell emerged as the candidate of choice and is being recommended for the position of Assistant Principal at Rock Island High School.

Mr. Campbell brings to the district four (4) years of experience as an Assistant Principal and 14 years of experience as an educator. Mr. Campbell also served as a member of law enforcement for three (3) years as a patrol deputy in Hillsborough County, Florida. Mr. Campbell holds a Master of Arts degree in Educational Leadership and an Educational Specialist degree in Educational Leadership.

Mr. Campbell's references describe him as a strong instructional leader with a commitment to education and excellence. He is also described as dedicated and hardworking. It was noted that he has exceptional skills in driving academic achievement and fostering a positive school culture. He has a hands-on approach to supervision of students and provides teachers with support in both academic and classroom management strategies.

It is recommended that the Board of Education approve the appointment of Mr. John Campbell to the position of Assistant Principal at Rock Island High School for the 2025-26 school year at the salary of \$124,447.

**Investment Period: One year contract**  
**Total Investment: \$124,447**  
**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 10, 2025  
Re: Dean, Rock Island High School

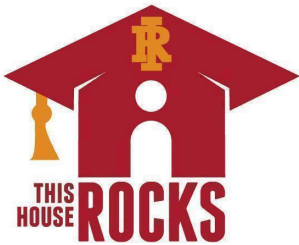
The selection process for the Dean position yielded a pool of sixteen (16) candidates. Ten (10) candidates were invited to the interview process for one (1) Junior High School vacancy and two (2) vacancies at RIHS. All accepted the invitation and were interviewed. The selection process included screening, a task presentation, an in-person panel interview, and a writing assessment. Three (3) candidates were invited to final interviews with the Superintendent. Mr. Tom VanBlaricome emerged as the candidate of choice and is being recommended for one of two Dean positions at Rock Island High School.

Mr. VanBlaricome brings to the district over twelve (12) years of experience as a secondary school teacher, in both Illinois and Iowa, and 5 years of experience as a police officer in the greater metroplex of Washington, DC. Mr. Van Blaricome holds a Master of Arts degree in Educational Leadership and a Masters of Arts degree in American History & Government.

Mr. VanBlaricome's references describe him as an 'invaluable member of the school community'. His references remarked that Mr. VanBlaricome consistently demonstrates professionalism, integrity, and a strong work ethic. It was also said that Mr. VanBlaricom has the ability to effectively cultivate positive relationships with students, staff, administrators, and parents.

It is recommended the Board of Education approve the appointment of Mr. Tom VanBlaricome to the position of Dean at Rock Island High School for the 2025-26 school year at the salary of \$101,289.

**Investment Period: One year contract**  
**Total Investment: \$101,289**  
**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 10, 2025  
Re: Dean, Rock Island High School

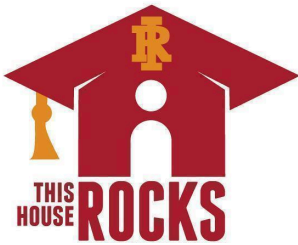
The selection process for the Dean position yielded a pool of sixteen (16) candidates. Ten (10) candidates were invited to the interview process for one (1) Junior High School vacancy and two (2) vacancies at RIHS. All accepted the invitation and were interviewed. The selection process included screening, a task presentation, an in-person panel interview, and a writing assessment. Three (3) candidates were invited to final interviews with the Superintendent. Dr. Yolanda Grandberry-Pugh emerged as the candidate of choice and is being recommended for one of the Dean positions at Rock Island High School.

A native of Rock Island, Dr. Grandberry-Pugh has served in the Rock Island-Milan School District for almost 20 years. Prior to her service in the district, she taught in the Memphis City Schools in Memphis, TN. Dr. Grandberry-Pugh holds a Doctorate of Education in Educational Leadership, an Education Specialist degree in Educational Administration, and a Masters Degree in Leadership & Policy Studies.

Dr. Grandberry-Pugh has served as principal designee at one of the elementary schools in the district and is a participant in the newly formed Aspiring Leaders Academy. References noted that she has demonstrated leadership and excellent communication skills in all areas of her work. Dr. Grandberry-Pugh's references describe her as having the qualities of integrity, honesty, and purpose.

It is recommended the Board of Education approve the appointment of Dr. Yolanda Grandberry-Pugh to the position of Dean at Rock Island High School for the 2025-26 school year at the salary of \$109,117.

**Investment Period: One year contract**  
**Total Investment: \$109,117**  
**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 10, 2025  
Re: Dean, Washington Junior High School

The selection process for the Dean position yielded a pool of sixteen (16) candidates. Ten (10) candidates were invited to the interview process for one (1) Junior High School vacancy and two (2) vacancies at RIHS. All accepted the invitation and were interviewed. The selection process included screening, a task presentation, an in-person panel interview, and a writing assessment. Three (3) candidates were invited to final interviews with the Superintendent. Ms. Alyson Baldwin emerged as the candidate of choice and is being recommended for the Dean position at Washington Junior High School.

Ms. Baldwin brings to the district over sixteen (16) years of educational experience, nine (9) years as a Paraprofessional and six (6) years as a Special Education Teacher. She holds a Bachelor's Degree in Elementary Education with a Special Education concentration and a Master Degree in Administration. She has training in Dialectical Behavior Therapy and has led the charge to help train teachers as part of her role on the building leadership team.

Ms. Baldwin's references describe her as a passionate aspiring leader who engages students in learning and staff in research and growth on educational issues and practices. Her references describe her as a well-rounded educator who voluntarily participates on committees and takes on coaching assignments.

It is recommended the Board of Education approve the appointment of Ms. Alyson Baldwin to the position of Dean at Washington Junior High School for the 2025-26 school year at the salary of \$95,579.

**Investment Period: One year contract**  
**Total Investment: \$95,579**  
**Funding Source: District Funds**