# Regular Board of Education Meeting

Monday, October 5, 2026 6:45 PM
Administration Center - Joanne H. Osmond Boardroom, 131 McKinley Ave., Lake Villa, Illinois 60046

1. **Call to Order**
2. **Roll Call**
3. **Electronic Participation of a Board Member (Roll Call Vote)**
4. **Closed Session (Roll Call Vote)**
   - ***Discussion of minutes of meetings lawfully closed under this Act, whether for purposes of approval by the body of the minutes or semi-annual review of the minutes as mandated by Section 2.06. 5 ILCS 120/2(c)(21)***
5. **Resume Open Session at 7:00 p.m. (Voice Vote)**
6. **Approval of Agenda (Roll Call Vote)**
7. **Pledge of Allegiance**
8. **Communications**
9. **Public Comments**
10. **Consent Agenda A (Roll Call Vote)**

10.1. Regular Board Meeting Minutes — *September 28, 2026*
10.2. Destruction of Closed Session Audio Recordings — *February 17, 2025; March 3, 2025, Early; March 3, 2025, Late*
10.3. Electronic Communication Received by the Board
10.4. Freedom of Information Act Requests
10.5. Personnel Report
   - New Hire
   - Resignation: *Wendy Hernandez*, Lunch Supervisor; *Aubrie Wild*, Teacher
   - Notification of Retirement: *Joanne Becker*, Teacher; *Ann Van Kast*, Teacher
   - Leave of Absence Requests: *Madeline Coffaro*, Teacher; *Gretchen Neziri*, Teacher; *Kendall Sandahl*, Teacher

10.6. Semi-Annual Review / Approval of Closed Session Minutes Recommended for Release

11. **Reports**

11.1. Food Service Report (Whitsons)

| | | |
|---|---|---|
| 11.2. | Superintendent's Report | |
| 11.3. | Summer 2026 Improvement Projects Update | |
| 11.4. | Policy Compliance Review — Operational Services | |
| 11.5. | Insurance Committee Report | **Presenter:** Anna Kasprzyk |

12. **Old Business**

13. **New Business**

| | | |
|---|---|---|
| 13.1. | 2026 IASB Resolutions Committee Report (Discussion) | |
| 13.2. | Bulletin Board Article for December Newsletter (Discussion) | |
| 13.3. | District and Aligning School Improvement Plan (Voice Vote) | |

14. **Calendar Review**

15. **Public Comments**

16. **Adjourn**

# Electronic Communications Received by the Board

***October 5, 2026***

| Date | Sender | Communication Type | Subject / Summary |
|---|---|---|---|
| | | | |
| | | | |
| | | | |

*****Nothing to report*****

# Freedom of Information Act Requests
# October 5, 2026

| | Request Date | Name / Company | Records Requested | Status | Status Date |
|---|---|---|---|---|---|
| 1. | 9/21/2026 | *Catarina Mascarenhas*<br>Prairie State Wire | *"(...) existing records concerning the administration of the Freedom of Information Act, created or received between January 1, 2024 and the date of this request:*<br>*1. Documents showing compensation and payments made to the FOIA Officer;*<br>*2. Documents showing any payments made related to legislation and/or lobbying related to FOIA;*<br>*3. Documents showing any correspondence, communications, and/or coordination between the Public Body and any third party related to the Public Body's FOIA Policies;*<br>*4. Documents showing any correspondence, communications, and/or coordination between the Public Body and any third party related to any FOIA lobbying activities.*<br>*Please furnish the records in the electronic format requested where feasible."* | Responded<br>*Request is denied.*<br>(District does not have any records responsive to this request) | 10/1/26 |
| 2. | 9/17/2026 | *Oshea Smith*<br>Sunlight Access | *"(...) electronic summary of purchase orders (not the individual purchase orders themselves) issued by Lake Villa Community Consolidated School District 41 from March 1, 2026 to July 31, 2026. "* | Responded<br>*Request is granted* | 10/1/26 |
| 3. | 10/1/2026 | *Susan Park*<br>The Data Branch | *"(...) purchase orders issued between June 24, 2026, and the present"* | Responded<br>*Request is granted* | 10/1/26 |

| Completed Building Improvements and Grounds Maintenance Projects - Summer 2026 | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Palombi School** | | **Martin School** | | **Thompson School** | | **Hooper School** | | **District Office** | |
| | | | | | | | | | |
| **Project** | **Budget** | **Project** | **Budget** | **Project** | **Budget** | **Project** | **Budget** | | |
| Clean/Finish Gym Wood Floors | O&M Budget | Clean/Finish Gym Wood Floors | O&M Budget | Clean/Finish Gym Wood Floor | O&M Budget | Replacement of Rtu 1-6 which serves rooms in the 300 wing including Gym and Library | Referendum Bonds | | |
| RTU Replacement 4, 5, 8, 9, 23,24,25,29 | Referendum Bonds | Kitchen Hood Replacement | Referendum Bonds | Kitchen Hood Replacement | Referendum Bonds | | | | |
| Detention Pond Site Work | O&M Budget | Water heater Replacement | Referendum Bonds | H/L/S Item P6 Replace kitchen faucet to remove non-complaint eye wash station | O&M Budget/Referendum Bonds | | | | |
| H/L/S Item 9. Seal wall penetrations with fire retardant sealant | O&M Budget/Referendum Bonds | Booster Pump Replacement for new Water Heater | Referendum Bonds | | | | | | |
| H/L/S Item 10. Replace carpet with non-combustible flooring | O&M Budget/Referendum Bonds | H/L/S Item P3 Replace master thermostatic mixing valve for domestic water heaters | Referendum Bonds | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |

# MEMO

**DATE:** October 5, 2026

**TO:** Dr. Sandra Keim-Bounds, Superintendent
Members of the Board of Education

**FROM:** Anna Kasprzyk, Chief School Business Official

**RE:** Insurance Committee Report

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The Insurance Committee met on September 29, 2026. During the meeting, the committee provided feedback on the 2026-2027 Benefits Open Enrollment that took place in August and reviewed the enrollment census. A summary of this census is included on page 2 of the memo.

The committee also explored potential topics for upcoming 2026-2027 meetings, including:

- Exploring ways to better communicate with and educate staff about available benefits.
- Switching to a different BCBS PPO network to lower claim costs.

The committee plans to meet at least three times during the 2026-2027 year, with the next meeting scheduled for January 2027.

If you have any questions, please do not hesitate to contact me.

## 2026-2027 Plan Year Enrollment Summary ( 9/29/2026)

| | | |
|---|---|---|
| **2026-2027 PPO 700** | Employee | 169 |
| | Employee + Child(ren) | 23 |
| | Employee + Family | 41 |
| | Employee + Spouse | 13 |
| **TOTAL** | | **246** |

| | | |
|---|---|---|
| **2026-2027 HDHP PPO $3,400 with HSA** | Employee | 8 |
| | Employee + Child(ren) | 1 |
| | Employee + Family | 2 |
| | Employee + Spouse | 2 |
| **TOTAL** | | **13** |

| | | |
|---|---|---|
| **2026-2027 Dental High PPO Plan** | Employee | 96 |
| | Employee + Child(ren) | 8 |
| | Employee + Family | 23 |
| | Employee + Spouse | 7 |
| **TOTAL** | | **134** |

| | | |
|---|---|---|
| **2026-2027 Dental Low PPO Plan** | Employee | 55 |
| | Employee + Child(ren) | 8 |
| | Employee + Family | 16 |
| | Employee + Spouse | 9 |
| **TOTAL** | | **88** |

| | | |
|---|---|---|
| **2026-2027 DHMO Plan** | Employee | 3 |
| | Employee + Child(ren) | 1 |
| | Employee + Family | 5 |
| | Employee + Spouse | 1 |
| **TOTAL** | | **10** |

| | | |
|---|---|---|
| **2026-2027 Voluntary Vision** | Employee | 168 |
| | Employee + Child(ren) | 16 |
| | Employee + Family | 42 |
| | Employee + Spouse | 15 |
| **TOTAL** | | **241** |

# Aligning District and School Improvement Plans

**Lake Villa Community Consolidated School District 41**
**Hooper, Martin, Thompson, and Palombi Schools**

**2026-2027**

Lake Villa 41
Learn
Lead
Serve

***Part I:  Mission, Vision, Motto, Beliefs, and Goals***

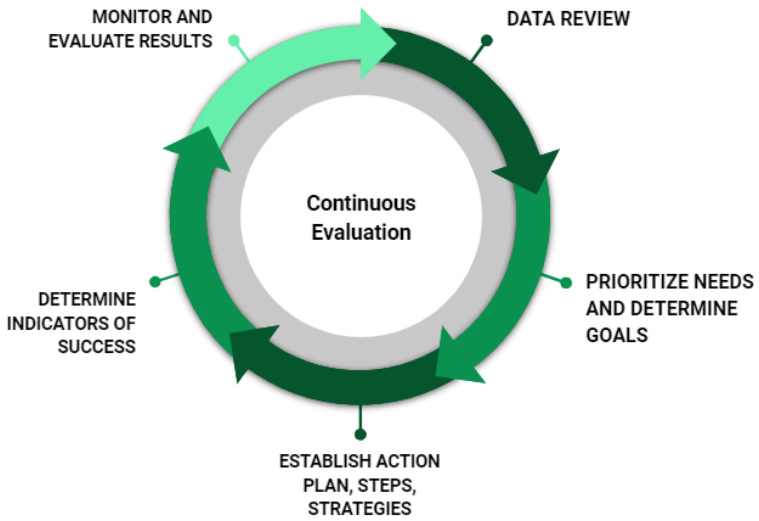
| | |
|---|---|
| *Mission* | To achieve excellence by empowering and inspiring students to learn, lead, and serve. |
| *Vision* | All students will achieve excellence.<br>All students are leaders.<br>All stakeholders are actively engaged in education. |
| *Motto* | Achieving Excellence Takes Everyone |
| *Beliefs* | We serve each other with trust and value open communication among all stakeholders.<br>We believe all learn in unique ways and can be successful.<br>We deserve a safe and respectful environment where everyone working together will be challenged and encouraged. |
| *Goals* | ➔ Improve academic achievement for all students<br>➔ Provide a safe, nurturing, and inviting learning environment<br>➔ Enhance and retain a competent and caring staff<br>➔ Actively engage our community in the life of the district<br>➔ Maintain fiscal stability |

## *Part II: Building Leadership Team Members*

| **Palombi Middle School Team Members** | **Hooper Elementary School Team Member** |
|---|---|
| *Angela Sisi, Principal* | *Patty Nikson, Principal* |
| *Heather Spaulding, Dean of Students* | *Annie Vinson, Assistant Principal* |
| *Julie Pozezinski, Dean of Student Services* | *Lynn Driscoll, Kindergarten Teacher* |
| *Kelsey Delahunty, Dean of Culture and Discipline* | *Lynn Hughes, First Grade Teacher* |
| *Jayme Mcgann and Gloria Fingard, Sixth Grade Teachers* | *Jordan Feger, Second Grade Teacher* |
| *Heather Besse and Lynn Grosclaude, Seventh Grade Teachers* | *Alyssa Robinson, Third Grade Teacher* |
| *Gretchen Neziri and Colleen Wire, Eighth Grade Teachers* | *Austin Alcozer, Fourth Grade Teacher* |
| *Emily Dahowski, Co-Curricular Teacher* | *Ann Dowden, Fifth Grade Teacher* |
| *Kiley Sokolovski, Special Education Teacher* | *Katie Bertram, Special Education Teacher* |
| *Morgan Chellin, Instructional Coach* | *Rachel Effa, PE Teacher* |
| | *Alyssa Kay, Instructional Coach* |

| **Martin Elementary School Team Members** | **Thompson Elementary School Team Member** |
|---|---|
| *Scott Klene, Principal* | *Melissa Rhodes, Principal* |
| *Wendy Loveless, Lead Teacher* | *Erinn Vincent, Assistant Principal* |
| *Amber Vice, Kindergarten Teacher* | *Hillary Young, Kindergarten Teacher* |
| *Jessica Gonzalez, First Grade Teacher* | *Kendall Sandahl, First Grade Teacher* |
| *Vanessa Larson, Second Grade Teacher* | *Madeline Coffaro, Second Grade Teacher* |
| *Traci Ehrenhofer, Third Grade Teacher* | *Betsy Perhacs, Third Grade Teacher* |
| *Jennifer Sutton, Fourth Grade Teacher* | *Jennifer Powell, Fourth Grade Teacher* |
| *Ivy Moore, Fifth Grade Teacher* | *Abigail Kittle, Fifth Grade Teacher* |
| *Kristin Roggy, Interventionist Teacher* | *Jolin Kania, Reading Interventionist* |
| *Thomas Power, Music* | *Sydney Misiek, Music Teacher* |
| *Amanda McCabe, Instructional Coach* | *Stefanie Ziccarelli, Instructional Coach* |

***Part III: Data Analysis***




**Goal Update Key**

| |
|---|
| **Goal Accomplished** |
| **Goal Near Met** |
| **Continue Monitoring** |
| **Modify** |
| **Goal Not Met** |
| **Discontinued** |

***Part IV: District Action Plan 2026-2027***

## Goal 1: Improve Academic Achievements of All Students (Reading)

Focus: English Language Arts (Academic)

### *District SMART Goal*

➔ Overall MAP RIT Growth (Reading): Increase Mean RIT from 184 Mean RIT during the fall of 2026 to 188 Mean RIT during the winter of 2027 and to 191 Mean RIT by the end of the 2026-2027 school year

| | | |
|---|---|---|
| Fall Update: 186 Mean RIT (Continue Monitoring) | Winter Update | Spring Update |

➔ Overall MAP Growth (Reading): Maintain the percentage of students who met/exceeded the anticipated student growth percentile at 50% and above to close instructional gaps during the 2026-2027 school year

| | | |
|---|---|---|
| Fall Update: 52% Met Spring Growth Target (Continue Monitoring) | Winter Update | Spring Update |

➔ Overall IAR (Reading): Maintain the percentage of students who met/exceeded the anticipated student growth percentile during the 2026-2027 school year

| | | |
|---|---|---|
| Fall Update: Data Not Yet Available | Winter Update: (Data Available Fall of 2027) | Spring Update: (Data Available Fall of 2027) |

### *District Subgroup SMART Goal*

➔ Special Education MAP RIT Growth (Reading): Increase Mean RIT from 176 Mean RIT during the fall of 2026 to 181 Mean RIT during the winter of 2027 and to 183 Mean RIT by the end of the 2026-2027 school year

| | | |
|---|---|---|
| Fall Update: 176 Mean RIT (Continue Monitoring) | Winter Update | Spring Update |

➔ English Learners MAP RIT Growth (Reading): Increase Mean RIT from 175 Mean RIT during the fall of 2026 to 180 Mean RIT during the winter of 2027 and to 182 Mean RIT by the end of the 2026-2027 school year

| | | |
|---|---|---|
| Fall Update: 175 Mean RIT (Continue Monitoring) | Winter Update | Spring Update |

## *Palombi SMART Goal*

➔ Overall MAP RIT Growth (Reading): Increase Mean RIT from 213 Mean RIT during the fall of 2026 to 214 Mean RIT during the winter of 2027, and to 215 Mean RIT by the end of the 2026-2027 school year

| | | |
|---|---|---|
| Fall Update: 213 Mean RIT (Continue Monitoring) | Winter Update | Spring Update |

➔ Overall IAR (Reading): Increase the percentage of students who met/exceeded the anticipated student growth percentile during the 2026-2027 school year

| | | |
|---|---|---|
| Fall Update: Data Not Yet Available | Winter Update: (Data Available Fall of 2027) | Spring Update: (Data Available Fall of 2027) |

## *Hooper SMART Goal*

➔ Overall MAP RIT Growth (Reading): Increase Mean RIT from 173 Mean RIT during the fall of 2026 to 178 Mean RIT during the winter of 2027, and to 182 Mean RIT by the end of the 2026-2027 school year

| | | |
|---|---|---|
| Fall Update: 173 Mean RIT (Continue Monitoring) | Winter Update | Spring Update |

➔ Overall IAR (Reading): Increase the percentage of students who met/exceeded the anticipated student growth percentile during the 2026-2027 school year

| | | |
|---|---|---|
| Fall Update: Data Not Yet Available | Winter Update: (Data Available Fall of 2027) | Spring Update: (Data Available Fall of 2027) |

## *Martin SMART Goal*

➔ Overall MAP RIT Growth (Reading): Increase Mean RIT from 173 Mean RIT during the fall of 2026 to 178 Mean RIT during the winter of 2027, and to 182 Mean RIT by the end of the 2026-2027 school year

| | | |
|---|---|---|
| Fall Update: 173 Mean RIT (Continue Monitoring) | Winter Update | Spring Update |

➔ Overall IAR (Reading): Increase the percentage of students who met/exceeded the anticipated student growth percentile during the 2026-2027 school year

| | | |
|---|---|---|
| Fall Update: Data Not Yet Available | Winter Update: (Data Available Fall of 2027) | Spring Update: (Data Available Fall of 2027) |

## *Thompson SMART Goal*

➔ Overall MAP RIT Growth (Reading): Increase Mean RIT from 177 Mean RIT during the fall of 2026 to 181 Mean RIT during the winter of 2027 and to 185 Mean RIT by the end of the 2026-2027 school year

| Fall Update: 177 Mean RIT (Continue Monitoring) | Winter Update | Spring Update |
|---|---|---|

➔ Overall IAR (Reading): Increase the percentage of students who met/exceeded the anticipated student growth percentile during the 2026-2027 school year

| Fall Update: Data Not Yet Available | Winter Update: (Data Available Fall of 2027) | Spring Update: (Data Available Fall of 2027) |
|---|---|---|

## Action Plan: Improve Academic Achievements of All Students (Reading)

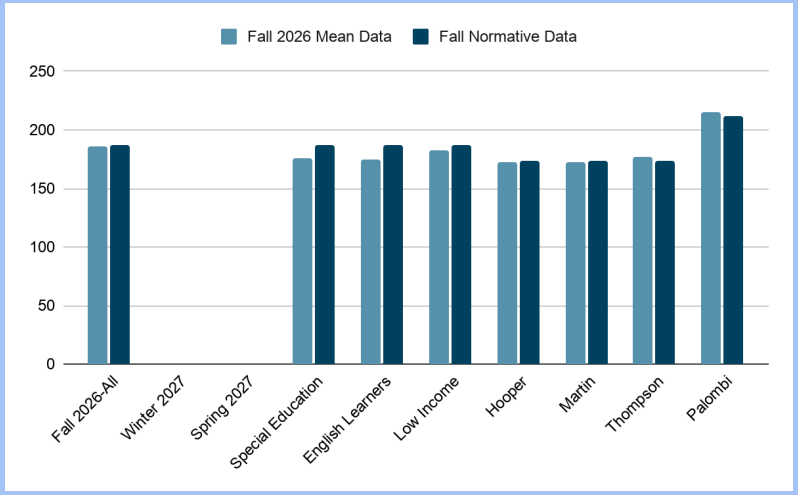
| **Focus Area** | **Action Steps** | **Timeframe** | **Evidence of Progress** | **Project Leaders Responsible for Implementation and Monitoring** | **Update** |
|---|---|---|---|---|---|
| English Language Arts<br><br>Mission/LIM Alignment: Lead/Academics | Continued and enhanced implementation of Professional Learning Communities, with a focus on subgroup data | 2026-2027 School Year | Documented instructional adjustments or intervention plans in PLC team notes specifically designed to target gaps identified in the subgroup data.<br><br>Increased Staff Expertise<br><br>Improved student performance outcomes in Reading | Full Administrative Team (Superintendent, Assistant Superintendent, Director of Curriculum & Instruction, Director of Student Services, Principals, Deans) | |
| | Monitoring of subgroup data for Special Education, English Learners, Low Income and Identified Grade Level Data Through ECRA | 2026-2027 School Year | Documentation of regular, scheduled reviews of subgroup reading data from ECRA during PLC and Data Dig meetings.<br><br>Increased performance of Special Education, English Learner, and Low-Income subgroups on reading | Assistant Superintendent, Director of Curriculum & Instruction, Director of Student Services, Coordinators, Principals, and Teaching Staff | |

| | | | | | |
|---|---|---|---|---|---|
| | | | assessments (NWEA Growth Assessment) | | |
| | Monitoring instructional strategies, staff needs, and student needs for Special Education, English Learners, Low Income, and Identified Grade Levels | 2026-2027 School Year | Improved student performance for Special Education, English Learners, and Low-Income subgroups<br><br>Building-level professional development and coaching cycle logs. | Assistant Superintendent, Director of Curriculum & Instruction, Director of Student Services, Coordinators, Principals, Instructional Coaches, and Teaching Staff | |
| | Standards-Based Grading: Continuous evaluation of rubrics, proficiency scales, understanding priority standards, and clear student-friendly "I Can Statements" | 2026-2027 School Year | Increased staff expertise and confidence in applying proficiency scales accurately<br><br>Improved student performance outcomes in ELA | Full Administrative Team (Superintendent, Assistant Superintendent, Director of Curriculum & Instruction, Director of Student Services, Principals, Deans) | |
| | Re-align ELA assessments to priority standards and proficiency scales | 2026-2027 School Year | Improved student performance outcomes in ELA<br><br>Publication of revised ELA assessment blueprints mapped to priority standards, increased teacher clarity, and PLC logs reflecting standard-specific data analysis | Director of Curriculum & Instruction, Instructional Coaches, Multilingual Coordinator, Director of Student Services | |
| | Expand enrichment opportunities within core curriculum areas | 2026-2027 School Year | Improved student outcomes in ELA<br><br>Increase growth in upper quintiles | Director of Curriculum & Instruction, Instructional Coaches, Principals, and Teaching Staff | |
| | Administrators will log and collaboratively reflect with Building Leadership Teams on the Implementation of ‘Look Fors’ with a focus on: clear expectations, rigor using Hess, scaffolding, relevance, student feedback, assessment | 2026-2027 School Year | Documented notes from Building Leadership Team meetings showing time spent analyzing Look Fors and collaborating on next steps<br><br>Documentation of Coaching Cycles | Administrative Team<br>Building Leadership Teams<br>Instructional Coaches | |

| | | | | | |
|---|---|---|---|---|---|
| | for learning, and response to individual student talents and needs | | | | |
| | Evaluation of Student Delivery Model for Special Education | 2026-2027 School Year | Improved student performance outcomes in English Language Arts | Director of Student Services, Teaching and Learning Administrative Team | |
| | Evaluation of Comprehension Resources for Special Education | 2026-2027 School Year | Improved student performance outcomes in English Language Arts | Director of Student Services, Teaching and Learning Administrative Team | |
| Ongoing Review and Maintenance: | | | | | |
| | Research-based Instruction: I Can Statements, Priority Standards Aligned Assessments, Proficiency Scales, Teacher Clarity | 2026 - 2027 School Year | Increased teacher clarity and confidence in the use of proficiency scales | Assistant Superintendent, Director of Curriculum & Instruction, Director of Student Services, Coordinators, Principals, and Teaching Staff | |
| | ELA Block Guidelines and Look Fors | 2026 - 2027 School Year | | Assistant Superintendent, Director of Curriculum & Instruction, Director of Student Services, Coordinators, Principals, and Teaching Staff | |
| | Implementation of Coaching Cycles | 2026 - 2027 School Year | Results-Based Coaching Cycle documentation | Instructional Coaches, Principals, and Teaching Staff | |
| | Professional Learning Communities | 2026 - 2027 School Year | Consistent documentation of PLC meeting agendas and minutes focused specifically on analyzing reading/ELA data. | Assistant Superintendent, Director of Curriculum & Instruction, Director of Student Services, Coordinators, Principals, and Teaching Staff | |
| | Integration of Decodables, Mentor Texts, and Resources and Supplements for Special Education and English Learners | 2026 - 2027 School Year | Increased student performance in Reading/ELA including Oral Reading Fluency, UFLI Progress Monitoring, and MAP Growth Assessments | Assistant Superintendent, Director of Curriculum & Instruction, Director of Student Services, Coordinators, Principals, and Teaching Staff | |

## Supporting Data: Improve Academic Achievements of All Students (Reading)

### Measures of Academic Progress



## Goal 2: Improve Academic Achievements of All Students (Math)

Focus: Math (Academic)

### *District SMART Goal*

➔ Overall MAP RIT Growth (Math): Increase Mean RIT from 188 Mean RIT during the fall of 2026 to 193 Mean RIT during the winter of 2027 and to 199 Mean RIT by the end of the 2026-2027 school year

| | | |
|---|---|---|
| Fall Update: 188 Mean RIT (Continue Monitoring) | Winter Update | Spring Update |

➔ Overall MAP Growth (Math): Maintain the percentage of students who met/exceeded the anticipated student growth percentile at 50% and above to close instructional gaps during the 2026-2027 school year

| | | |
|---|---|---|
| Fall Update: 55% Met Spring Growth Target (Continue Monitoring) | Winter Update | Spring Update |

➔ Overall IAR (Math): Increase the percentage of students who met/exceeded the anticipated student growth percentile during the 2026-2027 school year

| | | |
|---|---|---|
| Fall Update: Data Not Yet Available | Winter Update: (Data Available Fall of 2027) | Spring Update: (Data Available Fall of 2027) |

### *District Subgroup SMART Goal*

➔ Special Education MAP RIT Growth (Math): Increase Mean RIT from 179 Mean RIT during the fall of 2026 to 183 Mean RIT during the winter of 2027 and to 187 Mean RIT by the end of the 2026-2027 school year

| | | |
|---|---|---|
| Fall Update: 179 Mean RIT (Continue Monitoring) | Winter Update | Spring Update |

➔ English Learners MAP RIT Growth (Math): Increase Mean RIT from 184 Mean RIT during the fall of 2026 to 189 Mean RIT during the winter of 2027 and to 193 Mean RIT by the end of the 2026-2027 school year

| | | |
|---|---|---|
| Fall Update: 184 Mean RIT (Continue Monitoring) | Winter Update | Spring Update |

## *Palombi SMART Goal*

➔ Overall MAP RIT Growth (Math): Increase Mean RIT from 217 Mean RIT during the fall of 2026 to 220 Mean RIT during the winter of 2027 and to 223 Mean RIT by the end of the 2026-2027 school year

| | | |
|---|---|---|
| Fall Update: 217.3 Mean RIT (Continue Monitoring) | Winter Update | Spring Update |

➔ Overall IAR (Math): Increase the percentage of students who met/exceeded the anticipated student growth percentile during the 2026-2027 school year

| | | |
|---|---|---|
| Fall Update: Data Not Yet Available | Winter Update: (Data Available Fall of 2027) | Spring Update: (Data Available Fall of 2027) |

## *Hooper SMART Goal*

➔ Overall MAP RIT Growth (Math): Increase Mean RIT from 176 Mean RIT during the fall of 2026 to 183 Mean RIT during the winter of 2027 and to 190 Mean RIT by the end of the 2026-2027 school year

| | | |
|---|---|---|
| Fall Update: 176.6 Mean RIT (Continue Monitoring) | Winter Update | Spring Update |

➔ Overall IAR (Math): Increase the percentage of students who met/exceeded the anticipated student growth percentile during the 2026-2027 school year

| | | |
|---|---|---|
| Fall Update: Data Not Yet Available | Winter Update: (Data Available Fall of 2027) | Spring Update: (Data Available Fall of 2027) |

## *Martin SMART Goal*

➔ Overall MAP RIT Growth (Math): Increase Mean RIT from 178 Mean RIT during the fall of 2026 to 185 Mean RIT during the winter of 2027 and to 191 Mean RIT by the end of the 2026-2027 school year

| | | |
|---|---|---|
| Fall Update: 178.2 Mean RIT (Continue Monitoring) | Winter Update | Spring Update |

➔ Overall IAR (Math): Increase the percentage of students who met/exceeded the anticipated student growth percentile during the 2026-2027 school year

| | | |
|---|---|---|
| Fall Update: Data Not Yet Available | Winter Update: (Data Available Fall of 2027) | Spring Update: (Data Available Fall of 2027) |

## *Thompson SMART Goal*

➔ Overall MAP RIT Growth (Math): Increase Mean RIT from 179 Mean RIT during the fall of 2026 to 186 Mean RIT during the winter of 2027 and to 192 Mean RIT by the end of the 2026-2027 school year

| Fall Update: 179.7 Mean RIT (Continue Monitoring) | Winter Update | Spring Update |
|---|---|---|

➔ Overall IAR (Math): Increase the percentage of students who met/exceeded the anticipated student growth percentile during the 2026-2027 school year

| Fall Update: Data Not Yet Available | Winter Update (Data Available Fall of 2027) | Spring Update (Data Available Fall of 2027) |
|---|---|---|

## Action Plan: Improve Academic Achievements of All Students (Math)

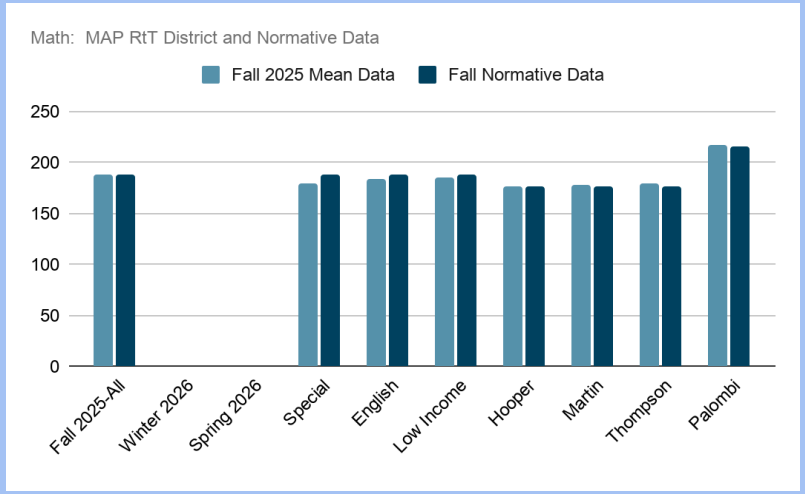
| **Focus Area** | **Action Steps** | **Timeframe** | **Evidence of Progress** | **Project Leaders Responsible for Implementation and Monitoring** | **Update** |
|---|---|---|---|---|---|
| Math Programming<br><br>Mission/LIM Alignment: Lead/Academics | Continue and enhance implementation of Professional Learning Communities, with a focus on subgroup data | 2026-2027 School Year | Documented instructional adjustments or intervention plans in PLC team notes specifically designed to target gaps identified in the subgroup data.<br><br>Increased Staff Expertise<br><br>Improved student performance Outcomes in math | Full Administrative Team (Superintendent, Assistant Superintendent, Director of Curriculum & Instruction, Director of Student Services, Principals, Deans) | |
| | Monitoring of subgroup data for Special Education, English Learners, Low Income and Identified Grade Level Data Through ECRA | 2026-2027 School Year | Documentation of regular, scheduled reviews of subgroup math data from ECRA during PLC and Data Dig meetings.<br><br>Increased performance of Special Education, English Learner, and Low-Income | Assistant Superintendent, Director of Curriculum & Instruction, Director of Student Services, Coordinators, Principals, and Teaching Staff | |

| | | | | | |
|---|---|---|---|---|---|
| | | | subgroups on Math assessments (NWEA Growth Assessment) | | |
| | Monitoring instructional strategies, staff needs, and student needs for Special Education, English Learners, Low Income, and Identified Grade Levels | 2026-2027 School Year | Improved student performance for Special Education, English Learners, and Low-Income subgroups<br><br>Building-level professional development and coaching cycle logs. | Assistant Superintendent, Director of Curriculum & Instruction, Director of Student Services, Coordinators, Principals, and Teaching Staff | |
| | Expand enrichment opportunities in core curriculum areas | 2026-2027 School Year | Improved student outcomes in Math<br><br>Increase growth in upper quintiles | | |
| | Standards-Based Grading: Continuous evaluation of rubrics, proficiency scales, understanding priority standards, and clear student-friendly "I Can Statements" | 2026-2027 School Year | Increased staff expertise and confidence in applying proficiency scales accurately<br><br>Improved student performance outcomes in Math | Full Administrative Team (Superintendent, Assistant Superintendent, Director of Curriculum & Instruction, Director of Student Services, Principals, Deans) | |
| | Evaluation of Student Delivery Model for Special Education | 2026-2027 School Year | Increased Staff Expertise<br><br>Improved student performance in Math for the Special Education Subgroup | Administrative Team Members (Director of Student Services, Special Education Coordinator, Principals) | |
| Ongoing Review and Maintenance: | | | | | |
| | Research-based Instruction: I Can Statements, Priority Standards Aligned Assessments, Proficiency Scales, Teacher Clarity | 2026 - 2027 School Year | Increased teacher clarity and confidence in the use of proficiency scales | Assistant Superintendent, Director of Curriculum & Instruction, Director of Student Services, Coordinators, Principals, and Teaching Staff | |
| | Math Block Guidelines and Look Fors | 2026 - 2027 School Year | Increased teacher clarity<br><br>Consistent documentation of PLC meeting agendas and minutes | Assistant Superintendent, Director of Curriculum & Instruction, Director of Student Services, Coordinators, Principals, and Teaching Staff | |
| | Implementation of Coaching Cycles | 2026 - 2027 School Year | Results-Based Coaching Cycle documentation | Instructional Coaches, Principals, and Teaching Staff | |

| | | | | | |
|---|---|---|---|---|---|
| | Professional Learning Communities | 2026 - 2027 School Year | Consistent documentation of PLC meeting agendas and minutes focused specifically on analyzing reading/ELA data. | Assistant Superintendent, Director of Curriculum & Instruction, Director of Student Services, Coordinators, Principals, and Teaching Staff | |

## Supporting Data: Improve Academic Achievements of All Students (Math)

### Measures of Academic Progress



## Goal 3: Provide a Safe, Nurturing, and Inviting Learning Environment

Focus: To Improve Student Learning Environment (Serve)

### *District SMART Goal*

➔ By June 2027, 100% of classrooms will embed daily Morning Meetings/Team Huddles that incorporate critical circle features, achieving a **90% school-wide fidelity rate** on walkthroughs to foster a collaborative, nurturing, and inviting learning environment

| | | |
|---|---|---|
| Fall Update: 5% (Continue Monitoring) | Winter Update | Spring Update |

➔ By June 2027, increase students' participation in leadership opportunities within the district from 14% during the fall of 2027 to 19% by the winter of 2027, and 31% by the end of the 2026-2027 school year

| | | |
|---|---|---|
| Fall Update: 14% (Continue Monitoring) | Winter Update | Spring Update |

### *Palombi SMART Goal*

➔ By June 2027, 100% of classrooms will embed daily Morning Meetings/Team Huddles that incorporate critical circle features, achieving a **90% school-wide fidelity rate** on walkthroughs to foster a collaborative, nurturing, and inviting learning environment

| | | |
|---|---|---|
| Fall Update: 10% (Continue Monitoring) | Winter Update | Spring Update |

➔ By June 2027, increase students' participation in leadership opportunities within the district from 30% during the fall of 2027 to 48% by the winter of 2027, and 60% by the end of the 2026-2027 school year

| | | |
|---|---|---|
| Fall Update: 30% (Continue Monitoring) | Winter Update | Spring Update |

### *Hooper SMART Goal*

➔ By June 2027, 100% of classrooms will embed daily Morning Meetings/Team Huddles that incorporate critical circle features, achieving a **90% school-wide fidelity rate** on walkthroughs to foster a collaborative, nurturing, and inviting learning environment

| | | |
|---|---|---|
| Fall Update: 12% (Continue Monitoring) | Winter Update | Spring Update |

➔ By June 2027, increase students' participation in leadership opportunities within the district from 5% during the fall of 2027 to 10% by the winter of 2027, and 20% by the end of the 2026-2027 school year

| | | |
|---|---|---|
| Fall Update: 5% (Continue Monitoring) | Winter Update | Spring Update |

## *Martin SMART Goal*

➔ By June 2027, 100% of classrooms will embed daily Morning Meetings/Team Huddles that incorporate critical circle features, achieving a **90% school-wide fidelity rate** on walkthroughs to foster a collaborative, nurturing, and inviting learning environment

| | | |
|---|---|---|
| Fall Update: 0% (Continue Monitoring) | Winter Update | Spring Update |

➔ By June 2027, increase students' participation in building-wide leadership opportunities within the school from 12% during the fall of 2027 to 18% by the winter of 2027, and 25% by the end of the 2026-2027 school year

| | | |
|---|---|---|
| Fall Update: 12% (Continue Monitoring) | Winter Update | Spring Update |

## *Thompson SMART Goal*

➔ By June 2027, 100% of classrooms will embed daily Morning Meetings incorporating critical circle features, achieving a **90% school-wide fidelity rate** on walkthroughs to foster a collaborative, nurturing, and inviting learning environment

| | | |
|---|---|---|
| Fall Update: 0% (Continue Monitoring) | Winter Update | Spring Update |

➔ By June 2027, increase students' participation in building-wide leadership opportunities within the school from 3% during the fall of 2026 to 15% by the winter of 2027, and 20% by the end of the 2026-2027 school year

| | | |
|---|---|---|
| Fall Update: 3% (Continue Monitoring) | Winter Update | Spring Update |

## Action Plan: Provide a Safe, Nurturing, and Inviting Learning Environment

| Focus Area | Action Steps | Timeframe | Evidence of Progress | Persons Responsible for Implementation and Monitoring | Update |
|---|---|---|---|---|---|
| Provide Safe, Nurturing, and Inviting Learning Environment<br><br>Mission/LIM Alignment: Lead/Serve | Continued focus on Student Engagement and Classroom Environment, including Restorative Practices | 2026 - 2027 School Year | Increased Staff Expertise<br><br>Improve the culture and climate of all schools | Dean of Culture and Discipline; Full Administrative Team (Superintendent, Assistant Superintendent, Director of Curriculum & Instruction, Director of Student Services, Director of Personnel, Principals, Deans) | |
| | Continued focus on Positive Behavior Supports for Classroom Teachers | 2026 - 2027 School Year | Increased Staff Expertise<br><br>Improve the culture and climate of all schools<br><br>PBIS implementation fidelity logs and reduced classroom discipline referrals<br><br>Improve the culture and climate of all schools | Full Administrative Team (Superintendent, Assistant Superintendent, Director of Curriculum & Instruction, Director of Student Services, Principals, Deans) | |
| | Review and update MTSS Document with a focus on EL and Accelerated students | 2026 - 2027 School Year | Increased Staff Expertise<br><br>Improve the culture and climate of all schools<br><br>Published updated MTSS framework document and meeting records tracking EL and accelerated student progress<br><br>Improve the culture and climate of all schools | Full Administrative Team (Superintendent, Assistant Superintendent, Director of Curriculum & Instruction, Director of Student Services, Principals, Deans) | |
| | Increased implementation of Social-Emotional Learning Competencies | 2026 - 2027 School Year | Increased Staff Expertise<br><br>Improve the culture and climate of all schools | Dean of Culture and Discipline; Full Administrative Team (Superintendent, Assistant Superintendent, Director of Curriculum & | |

| | | | | | |
|---|---|---|---|---|---|
| | | | Lesson plans reflecting SEL competency integration and improved SEL screener scores<br><br>Improve the culture and climate of all schools | Instruction, Director of Student Services, Principals, Deans) | |
| | Competencies Alignment to Leader in Me and core curricular areas | 2026 - 2027 School Year | Increased Staff Expertise<br><br>Improve the culture and climate of all schools<br><br>Cross-walk alignment maps connecting SEL competencies with Leader in Me and curriculum frameworks<br><br>Improve the culture and climate of all schools | Dean of Culture and Discipline; Full Administrative Team (Superintendent, Assistant Superintendent, Director of Curriculum & Instruction, Director of Student Services, Principals, Deans) | |
| | Implementation of Tiered Social-Emotional Supports | 2026 - 2027 School Year | Increase Resources for Staff and Students<br><br>Inventory of Tier 2 and Tier 3 SEL interventions and documentation of student referral tracking | Full Administrative Team (Superintendent, Assistant Superintendent, Director of Curriculum & Instruction, Director of Student Services, Principals, Deans) | |
| | Staff Education on Trauma-Informed Practices | 2026 - 2027 School Year | Increased Staff Expertise<br><br>-Increased number of staff participating in CPI training<br><br>Improve the culture and climate of all schools | Dean of Culture and Discipline; Full Administrative Team (Superintendent, Assistant Superintendent, Director of Curriculum & Instruction, Director of Student Services, Principals, Deans) | |
| Ongoing Review and Maintenance: | | | | | |
| | Expectations Charts and Trimester Reviews with Students, Continue with Check-In/Check-Out, Anti-Bullying/Kindness Committees, Staff Exposure of De-Escalation Strategies | 2026 - 2027 School Year | Improved school cultures<br><br>Completed trimester review records | All | |

| | | | | | |
|---|---|---|---|---|---|
| | Continue with Check-In/Check-Out, Anti-Bullying/Kindness Committees, Culture Surveys | 2026 - 2027 School Year | CICO participation logs, and positive trends in school climate survey results | All | |
| | Staff Exposure of De-Escalation Strategies | 2026 - 2027 School Year | Documentation of verbal de-escalation training logs<br><br>Reduction in office discipline referrals | All | |

## Goal 4: Enhance and Retain a Competent and Caring Staff

Focus: English Language Arts, Math, Learning Environment (Learn and Serve)

***District-Wide Goal***

➔ Increase job-embedded, intense professional learning, as described within action steps, in response to needs prior to and during the 2026-2027 school year

| Fall Update: Continue Monitoring | Winter Update | Spring Update |
|---|---|---|

## Action Plan: Enhance and Retain a Competent and Caring Staff

| Focus Area | Action Steps | Timeframe | Evidence of Progress | Persons Responsible for Implementation and Monitoring | Update |
|---|---|---|---|---|---|
| Enhance and Retain a Competent and Caring Staff<br><br>Mission/LIM Alignment: LEAD/Academics/Leadership | Recognition of Staff: Embedded into team meetings, Student recognition of their teacher, year-long retirement celebrations (e.g., parking spot), spotlight teacher, theme for year | 2026 - 2027 School Year | Improved culture and climate of all schools | Administrative Team | |
| | Further development of Professional Learning Community dialogue with a focus on special education and English Learners, identified grade level, and growth | 2026 - 2027 School Year | PLC meeting logs/agendas reflecting subgroup data analysis and documented instructional adjustments/interventions for Special Education and English Learners<br><br>Improved student performance outcomes in Math and English Language Arts | Administrative Team and Instructional Coaches | |
| | Focus on the 4Essential Roles of Leadership: streamlined growth, unity, and functioning | 2026 - 2027 School Year | Increased staff expertise<br><br>Documentation in | Administrative Team | |

| | | | | | |
|---|---|---|---|---|---|
| | as high-performance teams | | BLT/Leadership team meeting notes | | |
| | Professional Learning Events in Areas of Standards-Based Grading, Artificial Intelligence, Functioning as a Professional Learning Community with a focus on special education and English Learners, Social Emotional Learning Competencies, 4 Essential Roles of Leadership, Special Education Delivery Models, Co-Teaching, and Comprehension | 2026 - 2027 School Year | Increased staff expertise<br><br>Increased student preparedness and availability to learn<br><br>Increased student achievement<br><br>Improved the culture and climate of all schools | Dean of Culture and Discipline; Full Administrative Team (Superintendent Assistant Superintendent, Director of Curriculum & Instruction, Director of Student Services, Principals, Deans) | |
| | Conduct *Yes We Can* and *All Means All* Book Studies | 2026 - 2027 School Year | Documenting book study attendance/participation in BLT notes<br><br>Increased student achievement<br><br>PLC meeting logs/agendas reflecting subgroup data analysis and documented instructional adjustments/interventions for all students | Director of Curriculum and Instruction, Principals, Instructional Coaches, Teachers | |
| | Support identified grade levels through coaching cycles, modeling, co-teaching, and infusion of interventionists when available | 2026 - 2027 School Year | Increased staff expertise<br><br>Documentation of coaching cycles in Results-Based Coaching Cycle Logs<br><br>Increased student achievement on benchmark/growth assessments | Director of Curriculum and Instruction, Principals, Instructional Coaches, Teachers | |
| | Professional Learning in the Areas of Instructional Strategies, Scaffolding, Backward Design, and Proficiency | 2026 - 2027 School Year | Increased staff expertise<br><br>Improve the culture and climate of all schools<br><br>Increased student performance outcomes | Full Administrative Team (Superintendent, Assistant Superintendent, Director of Curriculum & Instruction, Director of Student Services, Principals, Deans) | |
| | Professional Learning in and | 2026 - 2027 School Year | Increased Staff Expertise | Assistant Superintendent, | |

| | | | | | |
|---|---|---|---|---|---|
| | Assessment of Social-Emotional Learning | | Improve the culture and climate of all schools | Director of Curriculum and Instruction, Director of Student Services, Principals | |
| | Ongoing Alignment of Social-Emotional Learning Competencies and Integration into core curriculum Scope and Sequences | 2026 - 2027 School Year | Increased Staff Expertise<br><br>Curriculum mapping updates showing embedded SEL competencies<br><br>Improve the culture and climate of all schools | Dean of Culture and Discipline; Full Administrative Team (Superintendent, Assistant Superintendent, Director of Curriculum & Instruction, Director of Student Services, Principals, Deans), Instructional Coaches | |
| | Professional Learning in the Area of English Language Learners (e.g., Ellevation Strategies, Summer PD EL Sessions) | 2026 - 2027 School Year | Increased staff expertise in reviewing English Language Learner data<br><br>Increased student achievement | Assistant Superintendent, Director of Curriculum & Instruction, EL Coordinator, Bilingual Coordinator, Principals, Deans, Instructional Coaches | |
| | Evaluation Training to Ensure Inter-Rater Reliability | 2026 - 2027 School Year | Increased Staff Expertise<br><br>Improved student performance outcomes | All | Completed |
| | Building Walks With a Focus on the Area of Math and Reading | 2026 - 2027 School Year | Increased Staff Expertise<br><br>Improved student performance outcomes | All | |
| Ongoing Review and Maintenance of: | | | | | |
| | Coaching Cycles | 2026-2027 School Year | Documentation in Results-Based Coaching Cycle Logs | All | |
| | Capacity Building, LETRS, Trauma-Informed Practices | 2026 - 2027 School Year | Increased Staff Expertise<br><br>Improved student performance outcomes | All | |
| | Continued review of Math Language Routines, Understanding Student Thinking to Synthesize Learning | 2026 - 2027 School Year | Increased Staff Expertise<br><br>Improved student performance outcomes | All | |

| | | | | | |
|---|---|---|---|---|---|
| | Continued Deeper Understanding of Amplify ELA | 2026 - 2027 School Year | Increased Staff Expertise<br><br>Improved student performance outcomes | All | |
| | Continue building and improving Check-In/Check-Out processes | 2026 - 2027 School Year | Increased Staff Expertise<br><br>Improved student performance outcomes | All | |

## Goal 5: Engage the Community in the Life of the School District

Focus: Community Engagement (Leadership)

***District-Wide Goal***

➔ Increase opportunities for shareholder engagement through parent and community events and opportunities during the 2026-2027 school year

| Fall Update: Continue Monitoring | Winter Update | Spring Update |
|---|---|---|

## Action Plan: Engage the Community in the Life of the School District

| **Focus Area** | **Action Steps** | **Timeframe** | **Evidence of Progress** | **Project Leaders Responsible for Implementation and Monitoring** | **Update** |
|---|---|---|---|---|---|
| Engage the Community in the Life of the School District<br><br>Mission/LIM Alignment: LEAD/Academics/Leadership | Strategic Plan development with a focus on future-ready learners in alignment with the Portrait of a Learner | 2026 - 2027 School Year | Completion | District-Level Administration | |
| | Continuation of a Leader in Me Community Event with a focus on integrating community members | 2026 -2027 School Year | Opportunities for community members and leaders to be engaged in the life of the district | Full Administrative Team (Superintendent, Assistant Superintendent, Director of Curriculum & Instruction, Director of Student Services, Principals, Deans) | |
| | Continue with Positive Social Media Posts | 2026 -2027 School Year | Ongoing district-wide testimonials shared on social media | Building Principals and Deans | |
| | District-wide Career Day Events with community members | 2026 -2027 School Year | Completion | Building Principals and Deans | |

| | | | | | |
|---|---|---|---|---|---|
| Ongoing Review and Maintenance | | | | | |
| | Community Newsletter, Leader in Me Engagement, Submitting Newspaper Articles, Parent Advisory Committees at Individual Schools and District | 2026 -2027 School Year | Increased engagement | All | |

## Goal 6: Maintain Financial Stability

Focus: Financial Stability (Serve)

### *District SMART Goal*

➔ Utilization of financial resources with a focus on teaching and learning needs as identified within the Multi-Year Teaching and Learning and Operations Plans during the 2026-2027 school year

| Fall Update: Continue Monitoring | Winter Update | Spring Update |
|---|---|---|

## Action Plan: Maintain Financial Stability

| **Focus Area** | **Action Steps** | **Timeframe** | **Evidence of Progress** | **Project Leaders Responsible for Implementation and Monitoring** | **Update** |
|---|---|---|---|---|---|
| Optimizing Resources to Support Teaching, Learning Needs, and a Positive and Safe Learning Environment<br><br>Mission/LIM Alignment: LEAD/Academics | Strategic Plan development with a Focus on future-ready learners in alignment with the Portrait of a Learner, ensuring the plan reflects maintaining financial stability | 2026 - 2027 School Year | Completion | District-Level Administration | |
| Ongoing Review and Maintenance: | | | | | |
| | Maintain a Fund Balance with the District's Fund Balance Policy<br>Ensure the annual budget development process explicitly incorporates the fund balance targets to address structural deficits.<br>Develop financial projection scenarios with specific economic scenarios (e.g., fluctuations in state funding, | 2026 - 2027 School Year | Completion | District-Level Administration | |

| | | | | | |
|---|---|---|---|---|---|
| | staffing, enrollment shifts, or inflation spikes) to mitigate future structural deficits. Institute a targeted annual financial review of major district initiatives, software subscriptions, or operational contracts to evaluate their return on investment and ensure inefficiencies aren't slowly draining the reserves. | | | | |

***Part IV: Mid-Year Reflection***

Mid-Year Summary of Data Analysis

**District-Wide**

Math

- 

Reading

- 

Learning Environment

- 

Competent and Caring Staff

- 

Community Engagement

- 

Fiscal Stability

- 

**Hooper:**

Math

- 

Reading

- 

Learning Environment

- 

Competent and Caring Staff

- 

Community Engagement

- 

Fiscal Stability

- 

**Martin:**

Math

- Reading
- Learning Environment
- Competent and Caring Staff
- Community Engagement
- Fiscal Stability

**Thompson:**

- Math
- Reading
- Learning Environment
- Competent and Caring Staff
- Community Engagement
- Fiscal Stability

**Palombi:**

- Math
- Reading
- Learning Environment

Competent and Caring Staff
- 
Community Engagement
- 
Fiscal Stability
- 

Mid-Year Celebrations

**District-Wide**
Math
- 
Reading
- 
Learning Environment
- 
Competent and Caring Staff
- 
Community Engagement
- 
Fiscal Stability
- 

**Hooper:**
Math
- 
Reading
- 
Learning Environment
- 
Competent and Caring Staff
- 
Community Engagement

- Fiscal Stability
  - Strategic management to ensure continued fiscal stability

**Martin:**

Math
- Reading
- Learning Environment
- Competent and Caring Staff
- Community Engagement
- Fiscal Stability
-

**Thompson:**

Math
- Reading
- Learning Environment
- Competent and Caring Staff
- Community Engagement
- Fiscal Stability
-

**Palombi:**

Math
- 
Reading
- 
Learning Environment
- 
Competent and Caring Staff
- 
Community Engagement
- 
Fiscal Stability
- 

Mid-Year Areas for Growth

**District-Wide**
Math
- 
Reading
- 
Learning Environment
- 
Competent and Caring Staff
- 
Community Engagement
- 
Fiscal Stability
- 

**Hooper:**
Math

- Reading
- Learning Environment
- Competent and Caring Staff
- Community Engagement
- Fiscal Stability
  - Strategic management to ensure continued fiscal stability

**Martin:**
Math
- Reading
- Learning Environment
- Competent and Caring Staff
- Community Engagement
- Fiscal Stability
-

**Thompson:**
Math
- Reading
- Learning Environment
-

Competent and Caring Staff
- Community Engagement
- Fiscal Stability
-

**Palombi:**
Math
- Reading
- Learning Environment
- Competent and Caring Staff
- Community Engagement
- Fiscal Stability

***Part V: End-of-Year Reflection***

End-of-Year Summary of Data Analysis

**District-Wide**
Math
- Reading
- Learning Environment

- Competent and Caring Staff
- Community Engagement
- Fiscal Stability
-

**Hooper:**
Math
- Reading
- Learning Environment
- Competent and Caring Staff
- Community Engagement
- Fiscal Stability
-

**Martin:**
Math
- Reading
- Learning Environment
- Competent and Caring Staff
- Community Engagement
-

Fiscal Stability

- 

**Thompson:**

Math

- 

Reading

- 

Learning Environment

- 

Competent and Caring Staff

- 

Community Engagement

- 

Fiscal Stability

- 

**Palombi:**

Math

- 

Reading

- 

Learning Environment

- 

Competent and Caring Staff

- 

Community Engagement

- 

Fiscal Stability

- 

End-Of-Year Celebrations

**District-Wide**

Math

- 

Reading

- 

Learning Environment

- 

Competent and Caring Staff

- 

Community Engagement

- 

Fiscal Stability

- 

**Hooper:**

Math

- 

Reading

- 

Learning Environment

- 

Competent and Caring Staff

- 

Community Engagement

- 

Fiscal Stability

- 

**Martin:**

Math

- 

Reading
- Learning Environment
- Competent and Caring Staff
- Community Engagement
- Fiscal Stability
-

**Thompson:**
Math
- Reading
- Learning Environment
- Competent and Caring Staff
- Community Engagement
- Fiscal Stability
-

**Palombi:**
Math
- Reading
- Learning Environment

- Competent and Caring Staff
- Community Engagement
- Fiscal Stability
-

End-Of-Year Areas for Growth

**District-Wide**
Math
- Reading
- Learning Environment
- Competent and Caring Staff
- Community Engagement
- Fiscal Stability
-

**Hooper:**
Math
- Reading
- Learning Environment
-

Competent and Caring Staff
- 
Community Engagement
- 
Fiscal Stability
- 

**Martin:**
Math
- 
Reading
- 
Learning Environment
- 
Competent and Caring Staff
- 
Community Engagement
- 
Fiscal Stability
- 

**Thompson:**
Math
- 
Reading
- 
Learning Environment
- 
Competent and Caring Staff
- 
Community Engagement
- 

Fiscal Stability

- 

**Palombi:**

Math

- 

Reading

- 

Learning Environment

- 

Competent and Caring Staff

- 

Community Engagement

- 

Fiscal Stability

- 

# Lake Villa D41

## District & School Improvement

2026-2027

Lake Villa 41
Learn
Lead
Serve

# Focus of D41

Across all areas we are committed to continuing and enhancing our Professional Learning Communities as well as our journey with standards-based grading.

Lake Villa D41 students consistently perform at or above the national norms on NWEA in both Math and Reading. We celebrate these successes while acknowledging that there is room for growth.

# Goal 1:  Improve Academic Achievements of All Students (Reading)

Our action steps prioritize data-driven assessment refinement, and instructional leadership to improve student outcomes.

The initiatives center on three core areas:

- Targeted Subgroup Support
- Curriculum and Assessment
- Instructional Practices

# Goal 2:  Improve Academic Achievements of All Students (Math)

Our action steps prioritize data-driven instruction, instructional leadership, and refined assessment frameworks centered on these three core areas:

- Targeted Subgroup Support
- Instructional Practices
- Standards-Based Grading

# Goal 3:  Provide a Safe, Nurturing, and Inviting Learning Environment

We are focused on cultivating a supportive, engaging, and inclusive school climate through comprehensive behavioral and social-emotional frameworks centered on these core areas:

- Social-Emotional Learning (SEL) and Wellness
- Positive School Climate
- Targeted Interventions

# Goal 4:  Enhance and Retain a Competent and Caring Staff

We are focused on cultivating a supportive school culture and providing comprehensive professional development to enhance inclusive instructional practices centered on these core areas:

- Staff Culture and Leadership
- Targeted Professional Learning
- Integrated Support and Evaluation

# Goal 5: Engage the Community in the Life of the School District

We are focused on aligning the district's educational vision with robust community engagement and positive public communication centered on these areas:

- Strategic Vision
- Community Integration
- Positive Communication

# Goal 6:  Maintain Fiscal Stability

Our action steps prioritize on aligning the district’s educational vision with long-term fiscal responsibility and proactive financial management centered on these core areas:

- Strategic Planning
- Financial Planning
- Operational Efficiency

# THANK YOU

| | | | |
|---|---|---|---|
| 5 OCT, MON | 6:45 – 9:15pm | Board of Education Meeting |
| 8 OCT, THU | All day | Parent Teacher Conferences - No School |
| 9 OCT, FRI | All day | Parent Teacher Conferences - No School |
| 12 OCT, MON | All day | Columbus Day - No School |
| 14 OCT, WED | 6:15 – 8pm | IASB Lake Division Fall Meeting - Waukegan High School |
| 21 OCT, WED | 5:30 – 8pm | Strategic Planning Event #2 |
| 26 OCT, MON | 6:30 – 9pm | Board of Education Meeting |
| 3 NOV, TUE | All day | Non-Attendance Day - No School |
| 4 NOV, WED | 8am – 3pm | Strategic Planning Event #3 |
| 13 NOV, FRI | All day | 1st Trimester Ends |
| 15 NOV, SUN | All day | School Board Members Day |
| 16 NOV, MON | All day<br>6:30 – 9pm | School Board Candidates Filing Period Begins<br>Board of Education Meeting |
| 20 NOV, FRI | All day | 2026 Joint Annual Conference (Day 1/3) |
| 21 NOV, SAT | All day | 2026 Joint Annual Conference (Day 2/3) |
| 22 NOV, SUN | All day | 2026 Joint Annual Conference (Day 3/3) |
| 23 NOV, MON | All day<br>All day | Non Attendance Day - No School School<br>Board Candidates Filing Period Ends |
| 24 NOV, TUE | All day | Non Attendance Day - No School |
| 25 NOV, WED | All day | Non Attendance Day - No School |
| 26 NOV, THU | All day | Thanksgiving Day - No School |

| | | | |
|---|---|---|---|
| 27 NOV, FRI | All day | Non Attendance Day - No School |
| 9 DEC, WED | 5:30 – 8pm | Strategic Planning Event #4 |
| 14 DEC, MON | 6:30 – 9pm | Board of Education Meeting |
| 21 DEC, MON | All day | Winter Break - No School (Day 1/12) |
| 22 DEC, TUE | All day | Winter Break - No School (Day 2/12) |
| 23 DEC, WED | All day | Winter Break - No School (Day 3/12) |
| 24 DEC, THU | All day | Winter Break - No School (Day 4/12) |
| 25 DEC, FRI | All day | Winter Break - No School (Day 5/12) |
| 26 DEC, SAT | All day | Winter Break - No School (Day 6/12) |
| 27 DEC, SUN | All day | Winter Break - No School (Day 7/12) |
| 28 DEC, MON | All day | Winter Break - No School (Day 8/12) |
| 29 DEC, TUE | All day | Winter Break - No School (Day 9/12) |
| 30 DEC, WED | All day | Winter Break - No School (Day 10/12) |
| 31 DEC, THU | All day | Winter Break - No School (Day 11/12) |
| 1 JAN, FRI | All day | Winter Break - No School (Day 12/12) |
| 4 JAN, MON | All day | School Resumes |
| 11 JAN, MON | 6:30 – 9pm | Board of Education Meeting |
| | 7 – 8pm | Palombi Student Presentation to the Board |
| 18 JAN, MON | All day | Dr. Martin Luther King Jr Day - No School |
| 20 JAN, WED | 5:30 – 8pm | Strategic Planning Event #5 |
| 25 JAN, MON | 6:30 – 9pm | Board of Education Meeting |