



FREMONT
SCHOOL DISTRICT 79

2025-2026 Annual Plan

Board approved: August 27, 2025

Update: January 26, 2026

End-of-Year Report: June 15, 2026



2025-26 Annual Plan



SAFE, HEALTHY & CONNECTED CULTURE

Leading a healthy culture that promotes wellness, safety, and belonging for ALL, requires a continuous improvement approach inclusive of student, staff, parent, and community voice and engagement.

Lead Administrators: Krista Winkelman, Brian Bullis, and Allison Stempien

Objective 1.a.: Implement high-quality, consistent social-emotional health, wellness, and safety practices for adults and students.

- *Initiate the 3-Year SEL RULER roll-out plan:*
 - *Ensure ALL staff (licensed and non-licensed) receive the foundational professional learning for RULER.*
 - *Create staff-only school Charters; utilize “mood meter” in staff meetings; embed “meta moment” and blueprint in staff-specific work.*
 - *Build the second year of the rollout plan for students.*
- *Implement the grade-specific SEL curricular framework and Portrait of a Graduate*
 - *Demonstrate increased emotional awareness, empathy, and problem-solving skills.*
 - *Use consistent SEL language and practices.*
 - *Effectively integrate social-emotional learning strategies into daily instruction across all school environments.*
- *Implement the district behavior matrix that emphasizes consistent and positive discipline, building-wide and classroom expectations at the start of the school year to improve student behavior outcomes and provide ongoing training throughout the school year.*
- *Improve student attendance rates with targeted communication, interventions, and parent education.*
- *Expand safety plans to embed the Lake County Memorandum of Understanding (MOU) for shared crisis response among participating school districts in Lake County.*

Measures

Product/Deliverables:

[RULER Yearlong Professional Development plan for all staff](#) (licensed & non-licensed)
[Professional development plan for all staff to build a culture of belonging, promote positive student behavior, increase attendance, and implement the District Behavior Matrix.](#)

Grade-specific SEL curricular framework

- [2026 - 2027 Themes Scope and Sequence - Lincoln](#)



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- [ES RULER First-Year Implementation Planning Framework for Teachers](#)
- [IS RULER First-Year Implementation Planning Framework for Teachers](#)
- [MS RULER First-Year Implementation Planning Framework for Teachers](#)

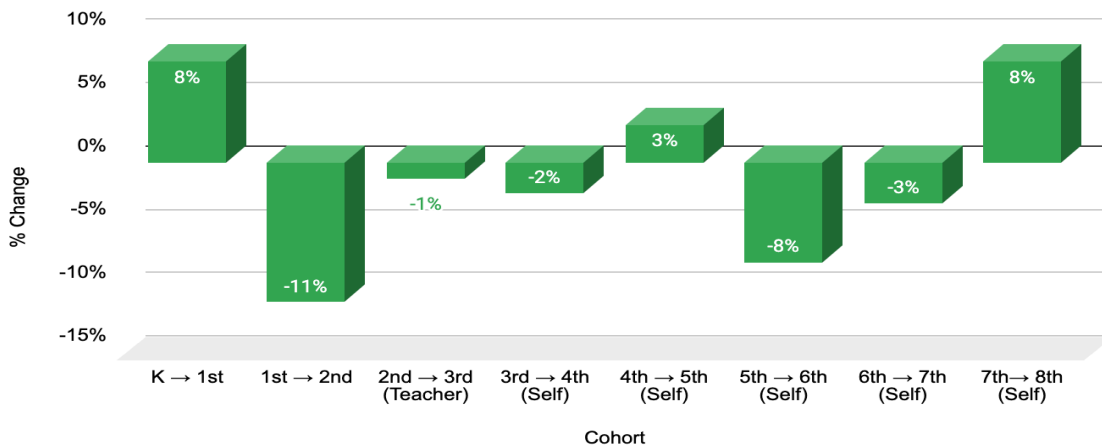
Data/Metrics:

100% completion of RULER training for all staff. **Goal Met**

Review SAEBRs data to show a reduction in the percentage of students in each grade-level cohort who score “at-risk”, based on students' self-report (grades 3-8) and teacher report (grades K-2). **Goal Partially Met**

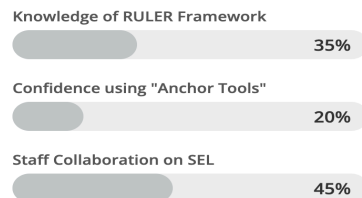
- 2024-2025 Baseline: [Strat. Plan 1 a. Aggregation of SAEBRs Data 24-25](#)
- 2025-2026 [Strat. Plan 1 a. Aggregation of SAEBRs Data 25-26](#)

% Change in SAEBRs Scores by Cohort

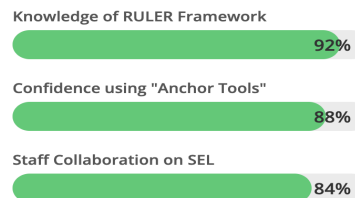


Staff survey on RULER (pre and post). **Goal Met**

SEPTEMBER 2025



APRIL 2026



Decrease the yearly number of disciplinary incidents by 2% at each school. **Goal Met**

- 2024-2025 Baseline: ES: 242* IS: 242 MS: 694
- 2025-2026 Data: ES: 233 IS: 176 MS: 611



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Improve student attendance to 95% for the 2025-2026 school year. **Progress - Goal Not Met**

- 2024-2025 Baseline: Lincoln; 90% ES: 92.90% IS: 93.40 % MS: 93.40%
- 2025-2026 Data: Lincoln; 90.70% ES: 93.70% IS: 94.20% MS: 93.70%

Expand safety plans to embed the Lake County Memorandum of Understanding (MOU). **Draft Completed** (non-public for security reasons)

*Updated with an accurate number.

Objective 1.b.: Embed student leadership opportunities within the District and the greater community to advance social and emotional practices with real-world experiences.

[maintenance goal]

- *Further facilitate and grow activities that allow students to act as leaders within their classrooms, grade levels, buildings, and across the district.*
- *Develop a district-wide peer mentoring program.*
- *Incorporate additional opportunities for school and district-wide service projects to build a sense of community for the District.*

Measures

Product/Deliverable:

Fine-tuned [K-8 student ambassador program](#)
[Log student leadership and service opportunities](#)
[Peer Mentoring Programs 25-26](#)

Data/Metrics:

Increase K-8 student ambassador participation rates by 5%.

- 2024-2025 Baseline: ES/IS: 20% / MS: 30%
- 2025-2026: ES: 56% **Goal Met**
IS: 33% **Goal Met**
MS: 38% **Goal Not Met**

Increase participation rates in clubs and activities involving leadership.

- 2024-2025 Baseline: ES: 20% / IS: 25% / MS: 53%
- 2025-2026: ES: 56% **Goal Met**
IS: 33% **Goal Met**
MS: 38% **Goal Not Met**

Maintain 100% student participation in ES/IS/MS service projects. **Goal Met**



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Objective 1.c.: Cultivate a positive organizational culture with targeted staff morale efforts.
[maintenance goal]

- *Continue the Wellness Committee to gather employee-sourced ideas for wellness programming.*
- *Initiate two cycles of the Organizational Wellness Survey that include feedback, action planning, and implementation.*

Measures

Product/Deliverable: None

Data/Metrics:

Maintain a 90% employee satisfaction/high satisfaction rate in the Organizational Wellness Survey. **Goal Met**

- Fall 2025: 94% employee satisfaction rate
- Spring 2026: 91% employee satisfaction rate



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GROWTH AND ACHIEVEMENT FOR ALL

Empowering all in our Fremont community to be lifelong learners and leaders requires effective engagement of students, staff and families with meaningful, evidence-based practices that promote achievement and growth.

Lead Administrators: *Brian Bullis and Krista Winkelman*

Objective 2.a.: Launch a highly effective, job-embedded professional learning system inclusive of Professional Learning Communities (PLC) and instructional coaching.

- *Identify, unpack, implement, and pursue student attainment of essential standards for at least one course/subject by each PLC team.*
 - *Continue to integrate PLC best practices through professional learning across the District, focused on specific areas identified by our staff in the spring of 2025.*
- *Engage in the second year of the instructional coaching model. The coaches will primarily support:*
 - *Strategic plan district priorities, teacher-initiated partnerships, new staff, and technology resource integration.*

Measures

Product/Deliverable:

Professional learning plan focused on PLC areas identified by our staff in the spring of 2025: What I Need (WIN) Time Implementation, Intervention, Extension

- [Professional Collaboration and Learning](#) job-embedded experiences within each team to learn and grow.
- [Coach liaisons](#) assigned to each team and team leader for personalized, real-time support

[Instructional coaching log](#): coaching cycles, design support/workshops, and thinking partner engagements

Data/Metrics:

100% of PLC teams will implement essential standards in the classrooms (including common formative assessments, team data analysis, intervention, extension, etc.) for at least one course/subject. **Goal Met**

Increase the percentage of PLC teams who mark “beyond implementation or deeply embedded ” in three key areas of focus.



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- Intervention
 - Fall 2023 Baseline: 16%
 - Fall 2024: 16%
 - Spring 2025: 37%
 - Spring 2026: 47%, **Goal Met**
- Extension
 - Fall 2023 Baseline: 5%
 - Fall 2024: 0%
 - Spring 2025: 5%
 - Spring 2026: 21%, **Goal Met**
- Data sharing team culture
 - Fall 2023 Baseline: 10%
 - Fall 2024: 28%
 - Spring 2025: 58%
 - Spring 2026: 63%, **Goal Met**

The instructional coaches will collectively engage FSD79 staff in at least:

- 40 total coaching cycles with staff
 - 53 coaching cycles completed **Goal Met**
- 40 total support design/workshops
 - 102 design support/workshops completed **Goal Met**
- At least 80% of Frontline professional learning surveys agree or strongly agree that the coaching cycles “will impact my professional growth or student growth in regards to content knowledge or skills or both.”
 - 100% agreed or strongly agreed **Goal Met**

Improve our annual ECRISS overall student growth score.

- 2024-2025 baseline: 0.00 **Pending July Data**

Math - Exceed the pre-pandemic benchmark of 46% meet/exceed in IAR by spring 2026.

Pending July Data

- *Goal metrics unavailable due to new ISBE cut scores, however, based on application/analysis of new ISBE cut scores:*
 - 2022-2023 Baseline: 49%
 - 2023-2024: 53%
 - 2024-2025: 54%
 - 2025-2026: 54% (preliminary data, not final)

English - Exceed 2025 benchmark of 58% meet/exceed in IAR by spring 2026. **Pending July Data**



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- *Goal metrics unavailable due to new ISBE cut scores, however, based on application/analysis of new ISBE cut scores:*
 - 2022-2023 Baseline: 63%
 - 2023-2024: 71%
 - 2024-2025: 71%
 - 2025-2026: **Pending July Data**

Grade level cohorts will increase or maintain their National Achievement Percentile on NWEA MAP by the spring of 2026 (Math & Reading).

- Math - 5/8 grades increased or maintained - **Goal Partially Met**
- Reading - 5/8 grades increased or maintained - **Goal Partially Met**

Objective 2.b.: Embed comprehensive, inclusive educational practices for all learners, with a focus on special education, multilingual, enrichment, and Multi-Tiered Systems of Support (MTSS) services.

- *Bolster FSD79's MTSS practices to produce improved student outcomes*
 - *Update/refresh our FSD79 MTSS guidebook*
 - *Update entrance/exit criteria and measures used*
 - *Ensure that academic and behavioral areas are effectively embedded*
 - *Embed "What I Need (WIN)" model at all schools and grade levels to provide targeted interventions, reinforcements, and extensions.*
 - *Create push-in and "clustering" opportunities to provide our students with more co-teaching and/or inclusive services for improved outcomes.*
- *Further integrate and evaluate advanced learner cluster grouping and acceleration procedures.*
 - *Evaluate the implementation of new whole-grade acceleration procedures.*
 - *Evaluate the first year of bridge opportunities (grades 3-8) to move between pathways (onramps and offramps) for ELA and math.*
- *Implement the multilingual three-year plan to promote inclusion through a tiered model of push-in and pull-out support.*
 - *Integration of the Summit K12 resource*

Measures

Product/Deliverable:

[WIN program](#) integrated at all grade levels

[ML Collaboration Service Delivery Model](#) (Year One)

[Push-In/Clustering Implementation](#) for SY25-26 and Planning for SY26-27

Updated [FSD79 MTSS guidebook](#)



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Data/Metrics:

Decrease the percent of students below the 25th NPR, based on the MAP national quartile distribution:

- Reading Spring 2024 Baseline: 14%
 - Spring 2025: 11% **Goal Met**
- Math Spring 2024 Baseline: 11%
 - Spring 2025: 8% **Goal Met**

Increase the percentage of students (receiving multilingual services) who reach an exit score of 4.8 on the ACCESS assessment.

- 2024-2025 baseline: 25.7%
 - 2025-2026 goal: Increase by another 3 percentage points (28.7%)
 - *Based on preliminary results released in May 2026, 37 students achieved an exit score of 4.8 or higher, representing 17.6%. The final results will be released in July 2026. These results should be interpreted with caution, as the 2026 ACCESS assessment was a new, updated version. It is recommended to use this percentage as a new baseline for the updated ACCESS assessment.*
- Goal Not Met/Reset baseline**

Decrease the percentage of K-8 students receiving 5 days per week of pull-out multilingual services from 90% to 75%.

- 63% of students receive pull-out ML services: 23% receive 5-day-per-week pull-out services, & 40% receive 3-day-per-week pull-out services. **Goal Met**

Baseline Data: May 2025				
Grades	# of students receiving ML services	# of students 5 days per week pull-out	# of students receiving inclusive services	% of students receiving 5 days per week pull-out services
K-8	206	186	20	90%
Pre-K	42	0	42	0%

December 2025 Update						
Grades	# of students receiving ML	# of students 3 days per week pull-out	# of students 5 days per week pull-out	# of students receiving inclusive services	# of students receiving services in SpEd	% of students receiving pull-out services
K-8	192	76	45	65	6	63%
Pre-K	33	0	0	30	3	0%

Baseline Data: May 2026						
Grades	# of students receiving ML	# of students 3 days per week pull-out	# of students 5 days per week pull-out	# of students receiving inclusive services	# of students receiving services in SpEd	% of students receiving pull-out services
K-8	193	80	41	67	5	63%
Pre-K	40	0	0	37	3	0%

Make ongoing progress towards student group proportionality in our ELA and math pathways.

- [Proportionality Data Set](#) - **Goal Partially Met**



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- ELA 2 Pathway
 - Gap Closed for Black student group
 - Gap Closing for Hispanic/Latino, Low SES, and Male student groups
 - Gap Widening for IEP student group
 - Gap Persists for Multilingual
- Algebra 1/Geometry Pathway
 - Gap Closing for Multilingual, Hispanic/Latino, Low SES, and Female student groups
 - Gap Widening for IEP student group

Objective 2.c.: Implement revised math curriculum and resources, elevating achievement for all, while closing achievement gaps. **[maintenance goal]**

- *Continue to effectively integrate our K-8 math resources*
- *Continue to focus on increasing the growth and achievement of our female students, with female-specific instructional strategies integrated in the classroom.*
- *Continue to evaluate the effectiveness of pathway adjustments.*

Measures

Product/Deliverable: None

Data/Metrics:

ECRISS benchmark goals include:

- Increase our overall math growth score
 - 2024-2025 baseline: -0.02 **Pending July Data**
- Increase our female overall math growth score.
 - 2024-2025 baseline: -0.07 **Pending July Data**

Math Pathways

- Increase the percentage of 8th graders completing Algebra I or Geometry.
 - 2024-2025 baseline: 57%
 - 2025-2026 - 67% **Goal Met**
- Increase the percentage of students representing our different student groups that are enrolled in the Algebra I and Geometry pathways [See 2b]
 - [2024-2025 Baseline](#)
 - [Proportionality Data Set](#) - **Goal Partially Met**
- Attain at least expected growth (“green”) in all district math pathways JULY
- Increase the quantity of higher than expected growth (“blue”) for targeted student groups.
 - 2024-2025 Baseline: All groups green. **Pending July Data**



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Objective 2.d.: Refine literacy curriculum, resources, instruction, preK-8 alignment, and services reflective of the most current evidence-based standards for long-term, equitable achievement.

- *Continue convening the PK-5 ELA curriculum and resource review team to complete year three of a three-year curriculum and resource review process.*
- *Reach full implementation of K-5 literacy universal screening, diagnostics, and 6-step lesson plan interventions.*
 - *Deliver K-5 universal literacy screeners three times a year.*
 - *Analyze current assessment structure for opportunities for future improvements (aligned with strategic plan goals embedded in literacy, math, and MTSS).*
- *Effectively integrate a new 6-8 ELA resource, Amplify ELA.*
- *Engage in ongoing professional learning with The Reading League.*
- *Study impact of second year of Kindergarten phonics instruction resource implementation.*

Measures

Product/Deliverable:

[K-5 universal literacy screeners implementation dates](#) (3x a year)

Diagnostic assessments and 6-step lesson plan interventions evident in all K-5 classrooms

- Grade Level Tracking **Completed.** (*identifiable student information*)

Recommendation for an anchor K-5 literacy resource

[Professional learning support \(13 total days\) from The Reading League](#)

[Professional learning to support the implementation of the new 6-8 ELA resources](#)

- [January 5 Amplify ELA Strengthen Training](#)

[Analysis of our district assessment structure and recommendations for improvement](#)

Data/Metrics:

All grades (K-5) will meet or exceed their baseline universal literacy screening scores from the spring of 2025 to the spring of 2026

- [Baseline Data](#) - 3 out of 6 met/exceeded **Goal Partially Met**

Kindergarten phonics resource implementation increasing FastBridge Early Literacy score and ECRIS overall growth score for Kindergarten ELA.

- 2024-2025 FastBridge 2025 spring baseline: 62% of students at/above 35th NPR
 - 2025-2026 FastBridge spring: 53% of students at/above 35th NPR **Goal Not Met**
 - 2025-2026 ECRIS overall growth score for K ELA - **Pending July Data**

2024-2025 ECRIS 2025 overall Reading growth score of 0.02 - **Pending July Data**



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At least 80% of Frontline professional learning surveys agree or strongly agree that each *The Reading League* session “will impact my professional growth or student growth in regards to content knowledge or skills or both.”

- -96% agreed/strongly agreed - **Goal Met**

Objective 2.e.: Bolster STEM programming and build Career Technical Education (CTE) pathways.

- *Continue convening the district CTE committee to review our current instructional practices, best practice research, curriculum, and resources.*
 - *Further develop and update FSD79 CTE Scope and Sequence*
 - *Integrate CTE learning experiences into our PK-8 related studies courses, with a focus on career exploration.*
 - *Design CTE/STEM space for the middle school summer 2026 renovation.*
- *Adopt and implement SchoolLinks as a career exploration anchor resource in grades 3-5*
- *Pilot new 8th grade related studies CTE elective courses and evaluate for future offerings.*
- *Pilot mxincedu entrepreneurship course in 6th, 7th, and 8th grade.*
- *Integrate an IS Technology class rebrand.*

Measures

Product/Deliverable:

[SY2026-2027 Middle School Elective CTE/STEM Course Plan](#)

[K-8 CTE Scope and Sequence](#)

Renovated STEM/CTE space at MS

Data/Metrics:

At least 80% of MS students taking the pilot CTE/STEM course helped them learn more about a specific career cluster or clusters. **Goal Met**

- Trimester 1 - 100%
- Trimester 2 - 98%
- Trimester 3 - 100%

At least 80% of IS students have indicated a career interest in the SchoolLinks platform. **Goal Met**

- 3rd grade = 81%
- 4th grade = 93%
- 5th grade = 84%



2025-26 Annual Plan



TALENT RECRUITMENT & DEVELOPMENT

Building a diverse Fremont team committed to excellence requires innovative, talent-centered systems that effectively attract and retain staff.

Lead Administrator: Allison Stempien

Objective 3.a.: Devise innovative approaches to recruit, develop and retain Fremont talent.

- *Design and implement a Grow Your Own Teacher plan aimed at engaging college students who are pursuing their education degree, and build a sustainable pipeline of future educators.*
 - *Connect with former Fremont students pursuing their teaching credentials.*
 - *Develop a partnership with colleges and universities to find meaningful ways to connect with students pursuing their teaching credentials.*
- *Develop and implement a comprehensive recruitment and retention plan for school bus drivers.*

Measures

Product/Deliverable:

[School Bus Driver Recruitment and Retention Plan](#)

[Grow Your Own \(GYO\) Teacher Engagement Plan](#)

Data/Metrics:

Establish Grow Your Own (GYO) relationships with at least 10 aspiring educators. **Goal Met**

- *Observations: 5*
- *Student Teachers: 3*
- *Speech Language Pathologist Internships: 2*
- *BloomBoard Teacher Licensure Programs:*
 - *Master's Degree Participants:*
 - *1 Paraprofessional (Spring 2026 Graduation)*
 - *2 Paraprofessionals (Fall 2025 Start Date)*
 - *Bachelor's Degree Participants:*
 - *1 Paraprofessional (Fall 2026 Start Date)*
- *National Louis University Licensure Programs:*
 - *1 Paraprofessional (Spring 2026 Graduation)*
 - *1 Paraprofessional (Winter 2026 Start Date)*

Achieve a 100% staffing rate for bus drivers by December 2025 and maintain a minimum of a 93% retention rate through the end of the school year. - **Goal Partially Met**

- *100% staffing rate for bus drivers*
- *90% retention rate through the end of the school year*



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Objective 3.b.: Develop a mentoring and professional learning system for all employee groups.

- *Design and implement in-district leadership experiences to support professional advancement for teachers and school service personnel.*
- *Develop a mentoring program for maintenance employees.*
- *Refine and implement a mentoring program for substitute teachers.*
- *Implement the mentoring program for administrative assistants and lunchroom supervisors.*

Measures

Product/Deliverable:

[Fremont School District Leadership and Professional Advancement Plan](#)

[Refined Substitute Mentoring Program Plan](#)

[Maintenance Department Mentoring Program Plan](#)

[First-year implementation summary of substitute, administrative assistant, and lunchroom supervisor mentoring program](#)

Data/Metrics:

At least 85% of participants feel the leadership experience supported their professional advancement. **Goal Not Met**

- 80% of respondents reported that the leadership experience they participated in supported their professional knowledge or advancement (n=5).

At least 85% satisfaction rate with substitutes, administrative assistance, and lunchroom supervisors participating in the mentor program. **Goal Met**

- 100% of respondents reported being either highly satisfied or satisfied (n=6)



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FINANCIAL & FACILITY STEWARDSHIP

Advancing the District's vision requires that taxpayer resources are taken into consideration when developing a transparent, responsible budget. Long-term enrollment growth planning is rooted in community involvement and strong fiscal stewardship.

Lead Administrator: Ivy Fleming

Objective 4.a.: Establish an Educational Long-Range Facility Plan (ELFP), in partnership with the Fremont community, to advance strategic goals, address facility maintenance and sustainability, while accounting for student enrollment growth.

- *Implementation of the Educational Long-Range Facility Plan (ELFP), approved by the Board of Education:*
 - *Implementation of Phase I of the Long-Range Facility Plan*
 - *CTE/STEM Classroom*
 - *Renovated Cafeteria and Kitchen*
 - *Enhanced Security Vestibules*
 - *Additional Traffic Entrance and Exit at the Intermediate School*
 - *5-year and 10-year capital improvement plan reflective of strategic goals, demographic trends, stakeholder priorities and responsible financial investments*
 - *Associated funding plan that maintains educational excellence with responsible financial investments*
- *Negotiate with developers and village officials for fair impact fees, other funding sources, and related matters for new developments, with special emphasis on Ivanhoe Village development*

Measures

Product/Deliverable:

[2026 Summer Capital Projects](#) approved by the Board of Education

Approved negotiated impact fee agreement for new developments **Ongoing**

Data/Metrics:

Negotiated impact fee agreements with evidence of fair and reasonable amounts **Ongoing**

- [Walnut Ridge Objection Filed 12/23/25](#)
- [Vacant Land Objection Filed 12/23/25](#)
- [Redwood](#)

[ELFP Phase I Year 1 implementation plan](#) that supports community priorities and enrollment forecasts, with responsible financial investments for capital and operational needs **Goal Met**



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Objective 4.b.: Ensure the five-year financial forecast includes balanced annual budgets, healthy fund balances, and market-competitive employee benefits and compensation.

[maintenance goal]

- *Build a five-year financial plan that aligns with the District's strategic goals and incorporates expenditures for future growth and expansion, including:*
 - *Safety & Security Initiatives*
 - *Educational Programming*
 - *Recruitment & Retention*
 - *Short- and long-term Capital needs*
 - *Market-competitive salary and benefits*
 - *State and federal grant maximization*
- *Develop a plan that effectively utilizes fund balances for short- and long-term planning as it relates to facilities and enrollment growth.*
- *Issue Health-Life Safety (HLS) Bonds to align with the District's strategic goals, which incorporate Health Life Safety expenditures to meet state HLS mandates.*

Measures

Product/Deliverable:

[Successful HLS Bond Issuance](#)

Data/Metrics:

A balanced five-year projection ([Operating Funds All Funds](#)) aligned with the District's fund balance plan, which includes 2026 Summer Capital Projects and Health-Life Safety expenditures. **Goal Met**

HLS bond proceeds align with the budget requirements of planned HLS projects. **Goal Met**



2025-26 Communications Plan

1. Devise strategies to aid in staff recruitment and retention efforts

- Create an updated version of the District's staff recruitment video
- Continue weekly social media and internal communications get-to-know-you and staff spotlight features to highlight District employees
- Expand the District's use of LinkedIn as a marketing tool
- Collaborate with the Human Resources department on additional initiatives

Product/Deliverable:

[Staff recruitment video](#)

[Staff recognition and get-to-know-you features](#)

Data/Metrics:

At least 400 views of new staff recruitment video **Goal Met**

- Received 471 views on YouTube

Increase LinkedIn followers by 20% (379 followers as of 6/1/25) **Goal Not Met**

- 433 total followers (14% increase)

2. Implement updated internal communication strategies

- Incorporate findings from staff survey to shape the delivery and formatting of staff communications, including weekly staff internal e-newsletter
- Establish new procedures and best practices for the Central Office team to follow when submitting content for the internal staff newsletter
- Implement new notification systems for parents and staff, which include improved language services
- Devise systems to ensure the maintenance and accuracy of District and school internal calendars

Product/Deliverable:

[New notification system](#) (Finalsite Messages XR)

[Standard operating procedures for school and District Google Calendars](#)

Revised staff, [District](#), and [principal](#) e-newsletter templates

Data/Metrics: None



2025-26 Communications Plan

3. Bolster community engagement opportunities

- Establish opportunities to team up with local police and fire departments, and villages to build community connections with our District and schools
- Develop outreach to area businesses and organizations to establish sponsorship and donation opportunities to contribute to our schools
- Review Parent University programming

Product/Deliverable:

[Community satisfaction survey](#)

Data/Metrics:

Average at least one on-site interactive experience with first-responders and students per month during the school year **Goal Met**

- 20 High-Five Friday events

At least two sponsorship/donation agreements with local businesses **Goal Not Met**

- Have contacted seven businesses to establish a relationship

Over 80% satisfaction rate for the community with the school district **Goal Met**

- 88.4%

4. Promote District news to media outlets

- Submit District press releases to the *Daily Herald* and pitch major noteworthy story ideas to their Lake County beat reporter, as well as other media outlets, to inform the community and support transparency

Product/Deliverable:

[Stories featuring FSD79 in the media](#)

Data/Metrics:

Average at least two earned media placements per month during the school year **Goal Not Met**

- 15 total media clips during the 2025-2026 school year