



FREMONT
SCHOOL DISTRICT 79

2026-27 Annual Plan

Board Approved: August 24, 2026



2026-27 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.

- *Execute Year 2 of the RULER roll-out by moving from staff training to classroom practice, ensuring students utilize RULER tools—including the Charter, Mood Meter, and Meta-Moment, and Blueprint—as part of their daily routine.*
- *Bridge to Year 3 (2027-2028) by introducing RULER tools to families through consistent communication and "Parent University" sessions.*
- *Map our Portrait of a Graduate competencies (Resilient Life-Long Learners, Responsible Citizens, and Courageous Leaders) to classroom instruction, ensuring lessons reflect student experiences and foster safety and belonging.*
- *Integrate the Safety & Security Coordinator roles and responsibilities into the District's planning to bolster practices.*
- *Educate students and families on the Standard Response Protocols (SRP).*

[maintenance goal]

- *Continue using the District Behavior Matrix and targeted attendance outreach to ensure a consistent, positive environment that supports student wellness. This includes documenting procedures to improve attendance rates.*

Measures

Product/Deliverables:

- Fidelity alignment plan with Year 2 RULER roll-out plan and implementation (April 2027)
- RULER Year 3 (2027-2028) Roll-out Plan (December 2026)
- SEL Framework aligned with RULER and Portrait of a Graduate (March 2027)
- Attendance Improvement Plan (September 2026)
- Impact log/communications related to new Coordinator of Safety & Security (March 2027)
- Education Plan for SRP rollout with students and families (November 2026)

Data/Metrics:

- RULER tool Usage: 100% of classrooms have a visible Charter and Mood Meter in active use.



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- RULER Student Surveys: 80% of students report they know how to use a Mood Meter and/or Meta-Moment to help manage their feelings.
- Attendance: Maintain a district-wide attendance goal of at least 95%.
- Behavior: A 3% reduction in behavioral referrals compared to the 25-26 school year.
- SAEBRS data to show a reduction in the number of students who remain “at-risk”, based on the teacher report (grades K-2) and the students' self-report (grades 3-8).
 - 2025-26 Baseline: Grades K-2 - 66 students (teacher report)
 - 2025-26 Baseline: Grades 3-5 - 57 students (self-report)
 - 2025-26 Baseline: Grades 6-8 - 40 students (self-report)
- At least 90% of staff report feeling confident with Standard Response Protocol procedures and practices

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]

- *Empower Student Ambassadors to lead school-wide assemblies and site-based initiatives, shifting from teacher-directed activities to student-run leadership.*
- *Solidify the peer mentoring program by ensuring regular, consistent meeting times for trained mentor students to support their younger peers and build school-wide belonging, and include upstander training.*
- *Elevate existing service projects by incorporating student-led education on the community problems being addressed, bridging the gap between one-time donations and active community partnerships.*

Measures

Product/Deliverable:

- District Student Ambassador-Led Event Calendar & Participation Log (May 2027)
- District-wide Peer Mentorship participation rates. (May 2027)
- Log of district-wide student leadership and community service opportunities. (May 2027)

Data/Metrics:

Maintain K-8 student ambassador participation and increase leadership participation rates in clubs and activities. (May 2027)

- Baseline: 2025-2026: ES: 56% / IS: 33% / MS: 38%

Implementation of the peer mentoring program and collection of baseline participation rates.

- Baseline: 2026-2027: ES / IS / MS

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



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

- *Continue annual Organizational Wellness Survey in the fall that includes feedback, action planning, and implementation, with a summative survey in spring.*
- *Continue the Wellness Committee to gather employee-sourced ideas for wellness programming.*

Measures

Product/Deliverable: None

Data/Metrics:

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



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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 the following:*
 - *Initial implementation year for Math 6/7, Pre-Alg, Alg, Geom, MS ELA 2 pathway, and PK Math.*
 - *Identify essential standards and unpack standards for PK-1 ELA*
- *Continue to integrate PLC best practices through professional learning across the District, focused on specific areas identified by our staff through our professional learning survey in the spring of 2026.*
 - *Intervention*
 - *What I Need (WIN) time*
- *Effectuate artificial intelligence vision established by district think tank group from spring 2026.*
 - *Implement and monitor FSD79 AI Guidelines*
 - *Develop and integrate AI Literacy Framework for students*
 - *Develop and implement professional development learning plan for staff*
 - *Develop and implement family communication timeline*
 - *Review guidelines and implementation in Spring 2027*

[maintenance goal]

- *Engage in the third year of the instructional coaching model, with a targeted focus on:*
 - *Strategic plan district priorities, teacher-initiated partnerships, new staff, and technology resource integration (including AI).*

Measures

Product/Deliverable:

- Professional learning plan focused on PLC areas identified by our staff in the spring of 2026: Intervention and What I Need (WIN) time (August 2026)
- Instructional coaching log: coaching cycles, design support/workshops, and thinking partner engagements (May 2027)
- FSD79 AI Guidelines Review (May 2027)



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- AI Literacy Framework (December 2026)
- AI Professional Learning Plan (September 2026)
- AI Family Communication Timeline (September 2026)

Data/Metrics:

100% of PLC teams will continue to implement essential standards in the classrooms (including common formative assessments, team data analysis, intervention, extension, etc.) for at least one course/subject. (May 2027)

Increase the percentage of PLC teams who mark “beyond implementation or deeply embedded ” in three key areas of focus. (May 2027)

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

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

- 30 total coaching cycles with staff
- 40 total support design/workshops
- 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.”

Improve our annual ECRISS overall student growth score.

- 2022-2023 Baseline: -0.01
- 2023-2024: 0.10
- 2024-2025: 0.00
- 2025-2026: -0.06



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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.

- *Implement MTSS practices aligned with the updated (spring 2026) FSD79 MTSS guidebook, including:*
 - *Continue to adapt practices to best utilize available time and best support students during WIN time with specific expectations/guidance for staff at each school.*
 - *Continued emphasis on push-in and “clustering” opportunities to provide our students with more co-teaching and/or inclusive services.*
 - *Co-teaching implementation and professional development focus on MS math*
- *Study and possibly adopt an MTSS data integration platform for implementation in 2027-2028.*
- *Introduce ELA clustering in 5th grade and study integration of ELA clustering at the MS for 2027-2028.*
- *Implement year three of the multilingual three-year plan to promote inclusion through a tiered model of push-in and pull-out support*
 - *Participate in a targeted professional learning plan supported by the State Bilingual Education Award (BEA)*

Measures

Product/Deliverable:

- Multilingual Collaboration Service Delivery Model (Year Three) (September 2026)
- Multilingual Professional Learning Plan (August 2026)
- Push-In/Clustering/Co-Teaching Implementation for SY26-27 (September 2026) and Planning for SY27-28 (April 2027)

Data/Metrics:

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

- Reading Spring 2023 Baseline: 14%
- Reading Spring 2024: 13%
- Reading Spring 2025: 14%
- Reading Spring 2026: 11%
- Math Spring 2023 Baseline: 12%
- Math Spring 2024: 11%
- Math Spring 2025: 11%
- Math Spring 2026: 8%

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

- 2025-2026 baseline: 17.6%



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- 2026-2027 goal: 20.6%

Decrease the percentage of K-8 students receiving pull-out multilingual services.

- 2025-2026 Baseline: 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.
- 2026-2027 goal: 58% of students receive pull-out ML services

Make ongoing progress towards student group proportionality in our ELA and math pathways, [Proportionality Data Set](#).

- 2025-2026 Status:
 - 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.*
- *Introduce universal math screening assessments in grades K-2*

Measures

Product/Deliverable:

- Introduce universal math screening assessments in grades K-2
 - Assess three times a year (September 2026, January 2027, May 2027)
 - Introduce practices that mirror the literacy universal screening process with diagnostic assessment and intervention practices integrated (May 2027)

Data/Metrics:

ECRISS benchmark goals include:

- Increase our overall math growth score
 - 2022-2023 Baseline: -0.13
 - 2023-2024: 0.08
 - 2024-2025: -0.02



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- 2025-2026: -0.15

- Increase our female overall math growth score.
 - 2022-2023 Baseline: -0.21
 - 2023-2024: 0.03
 - 2024-2025: -0.07
 - 2025-2026: -0.16

Math - Exceed existing meet/exceed benchmark for IAR by spring 2027.

- 2022-2023 Baseline: 49%
- 2023-2024: 53%
- 2024-2025: 54%
- 2025-2026: 54% (preliminary data, not final)

Grade level cohorts will increase or maintain their math National Achievement Percentile on NWEA MAP by the spring of 2027.

- 2022-2023 Baseline: 5/8 grade levels maintained/increased
- 2023-2024: 5/8 grade levels maintained/increased
- 2024-2025: 6/8 grade levels maintained/increased
- 2025-2026: 5/8 grade levels maintained/increased

Math Pathways

- Increase the percentage of 8th graders completing Algebra I or Geometry.
 - 2022-2023 Baseline: 45.1%
 - 2023-2024: 44.4%
 - 2024-2025: 57.1%
 - 2025-2026: 65.0%
- Increase the percentage of students representing our different student groups that are enrolled in the Algebra I and Geometry pathways [See 2b]
- Attain at least expected growth (“green”) in all district math pathways (Grade Level, Algebra I, Geometry)
 - 2022-2023 Baseline: All groups green
 - 2023-2024: All groups green
 - 2024-2025: Geometry blue. Grade Level and Algebra I green
 - 2025-2026: All groups green
- Increase the quantity of higher than expected growth (“blue”) for targeted student groups.
 - 2022-2023 Baseline: All groups green
 - 2023-2024: All groups green
 - 2024-2025: All groups green
 - 2025-2026: All groups green

Math Universal Screeners K-2

- Establish initial baseline in 2026-2027



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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.

- *Effectively integrate new K-5 ELA resources.*
 - *Targeted focus on consistent, explicit evidence-based Tier I instructional strategies*
- *Continue convening the K-5 ELA implementation committee.*
- *Continue implementation of K-5 literacy universal screening (three times a year), diagnostics, and 6-step lesson plan interventions.*
- *Engage in ongoing professional learning with The Reading League.*

Measures

Product/Deliverable:

- K-5 universal literacy screeners implementation dates (3x a year). (August 2026)
- Professional learning support from The Reading League (March 2027)
- Professional learning to support the implementation of the new K-5 ELA resources (May 2027)
 - Heggerty Bridge to Reading (K-2)
 - Heggerty Bridge to Writing (K)
 - Collaborative Classroom (K-2)
 - Amplify CKLA (3-5)

Data/Metrics:

All grades (K-5) will meet or exceed their FastBridge baseline universal literacy screening scores from the spring of 2026 to the spring of 2027

- 2025 and 2026 Spring Baselines
 - Kindergarten - 2025: 62%, 2026: 53%
 - 1st Grade - 2025: 66%, 2026: 71%
 - 2nd Grade - 2025: 63%, 2026: 64%
 - 3rd Grade - 2025: 68%, 2026: 65%
 - 4th Grade - 2025: 63%, 2026: 63%
 - 5th Grade - 2025: 61%, 2026: 59%

Increase ECRISS 2026-27 overall Reading growth score

- 2022-2023 Baseline: 0.16
- 2023-2024: 0.28
- 2024-2025: 0.02
- 2025-2026: 0.03

ELA - Improve existing meet/exceed benchmark for IAR by spring 2027.

- 2022-2023 Baseline: 63%
- 2023-2024: 71%



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- 2024-2025: 71%
 - 2025-2026: 75% (preliminary data, not final)
- Grade level cohorts will increase or maintain their Reading National Achievement Percentile on NWEA MAP by the spring of 2027.
- 2022-2023 Baseline: 4/8 grade levels maintained/increased
 - 2023-2024: 4/8 grade levels maintained/increased
 - 2024-2025: 4/8 grade levels maintained/increased
 - 2025-2026: 5/8 grade levels maintained/increased

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

- *Continue developing CTE/STEM programming at the MS*
 - *Introduce SmartLab HQ classes over course of school year*
 - *Introduce SmartLab Studio*
 - *Gather student feedback for our CTE/STEM courses career cluster awareness*
 - *Explore introduction of elective structure in 7th grade for 2027-28*
 - *Explore/integrate opportunities for career pathway partnerships*
- *Sustain/refine IS CTE/STEM programming updates from 2025-26*
- *Introduce the STREAM Course at the ES*
- *Further develop and update FSD79 CTE Scope and Sequence*
 - *Explore/integrate opportunities for career pathway partnerships*

Measures

Product/Deliverable:

- Introduce SmartLab HQ classes over course of school year
 - Summer/fall space renovation (December 2026)
 - 1st trimester: SmartLab instructional methods introduced (August 2026)
 - 2nd trimester: Continue integrating methods, start move into space (November 2026)
 - 3rd trimester: full integration into space (February 2027)
- Introduce SmartLab Studio
 - Establish new space and install equipment (July 2026)
 - Determine integration opportunities, such as student announcements, video clubs, etc. (December 2026)
- Introduce STREAM course at the elementary school
 - Integrate literacy practices into curriculum (August 2026)
- Generate recommendation for elective structure in 7th grade for 2027-28 (Jan 2027)
- Updated K-8 CTE Scope and Sequence (May 2027)

Data/Metrics:

At least 80% of MS students identified their CTE/STEM course helped them learn more about a specific career cluster or clusters.



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- *8th grade related studies CTE courses*
- *SmartLab courses*
- *Entrepreneurship (mxincedu) courses*

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



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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.
[maintenance goal]

- Offer endorsement pathways for teachers to earn their English as a Second Language (ESL) endorsement to support goal area 2b.
- Support teachers earning their administrative credentialing through the NEIU cohort program.
- Develop an effective social media recruitment campaign featuring short, authentic videos and testimonials.
- Maintain the Grow Your Own Teacher Plan (developed in 2026)

Measures

Product/Deliverable:

- Updated Grow Your Own (GYO) Teacher Engagement Plan (May 2027)
- Recruitment Campaign (October 2026)
- NEIU cohort program description (September 2026)
- Social media recruitment campaign plan (January 2027)

Data/Metrics:

- Strengthen the district talent pipeline by supporting 10 aspiring educators and providing targeted pathways for 3 current teachers to obtain their ESL endorsements
- At least 3 teachers actively engaged in the NEIU Principal Prep cohort
- At least 4 social media engagement posts

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

- Expand the Fremont School District Leadership and Professional Advancement Plan to provide more leadership pathways.
- Develop and implement a mentoring program for technology staff and bus drivers.
- Develop a mentoring program for nurses.
- Implement the mentoring program for maintenance employees.



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Measures

Product/Deliverable:

- Updated Fremont School District Leadership and Professional Advancement Plan (November 2026)
- Updated Educational Support Personnel and Substitute Mentor Plan (January 2027)

Data/Metrics:

At least 85% of participants feel the leadership experience supported their professional advancement.

At least 85% satisfaction rate of participants in the Educational Support Personnel and Substitute Mentoring Program.



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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. **[maintenance goal]**

- *Execute Summer 2026 Construction Projects at or under budget and on schedule by maintaining weekly construction meetings between FSD79, Construction Manager & Architect. This includes monitoring change order requests and ensuring punchlist items are completed in a timely manner.*
- *Ensure successful 2027 Health Life Safety Construction Planning, Bidding, and Contract Execution by working closely with district architects, establishing aggressive vendor outreach, and ensuring contracts are finalized by December 2026.*
- *Continue advocating for fair and reasonable developer impact fees when new developments emerge.*

Measures

Product/Deliverable:

- Comprehensive summary of Summer 2026 Construction Projects, including final inspections, outstanding items, and budget analysis. (February 2027)
- Summer 2027 Health Life Safety scope of work and designs (October 2026), Bid Release & Open (November 2026), and BOE approval (December 2026), Issue Contracts (January 2027)
- Finalized Impact Fees Agreements (ongoing)

Data/Metrics:

- Summer 2026 construction projects:
 - Completed on schedule
 - Completed at or below the authorized budget
- Attain a minimum of three bids for the 2027 Health Life Safety Projects per trade to ensure a competitive bid process.
- Secure favorable developer and/or impact fee agreements for 100% of new residential developments that support the district's future operational and capital needs.



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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]

- *Create a comprehensive and dynamic 5-year Capital Plan that supports the strategic plan, Health Life Safety Projects (HLS), and Educational Long-Range Facility Projects (ELFP).*
- *Achieve investment & revenue diversification to maximize additional revenue by monitoring alternate revenue initiatives (i.e. community STEM donations) and tracking legislative changes impacting EBF Funding, charter school funding, and grants.*
- *Maintain a balanced operating budget through ongoing planning and monitoring.*

Measures

Product/Deliverable:

- Updated 5-year financial forecast that includes ELFP Projects, HLS Projects, Learning and Student Services Initiatives, and Recruitment and Retention Investments. (October/November 2026)
- Analysis of interest income and study of alternative revenue sources and revenue-related legislative changes. (February 2027)
- Balanced Operating Budget (September 2026)

Data/Metrics:

- 100% of HLS projects are accounted for within the 5-year financial forecast within the state- approved budget.
- Increase non-tax levy revenue by 1% through strategic investments and alternative revenue sources.
- Positive year-end operating budget variance (not inclusive of capital transfers) while adhering to the Board-approved Fund Balance Policy.



2026-27 Communications Plan

1. Capture the progress and accomplishments of the 2023-2027 Strategic Plan & support the development of the next District strategic plan

- Chronicle and publish the 2023-27 Strategic Plan progress and accomplishments
 - Showcase strong Fremont student performance (academic, leadership, service)
 - Document and inform the community on current and forthcoming District construction projects
 - Share the growth in recruitment and retention outcomes
 - Inform the community of the District's efforts to properly plan for enrollment growth due to new residential developments
 - Communicate financial investments related to goal outcomes
- Establish one-way and two-way engagement opportunities for parents, students, staff, and community members to inform the forthcoming new District strategic plan
 - Focus Groups
 - Surveys
 - Presentations
 - Media, etc.
- Create the next Strategic Plan “brochure” and webpage

Product/Deliverable:

- Published products chronicling the progress and accomplishments of the 2023-2027 Strategic Plan
 - Infographic
 - Newsletter
 - Construction projects webpage
 - Video, etc.
- New District Strategic Plan (Spring 2027)
- Community Survey (Winter 2026-27)

Data/Metrics:

- At least 4 modes of communicating 2023-2027 Strategic Plan accomplishments (i.e. video, infographic, etc.) to maximize exposure.
- Increase participation in focus group forums by 10% from 2023 totals.
 - Baseline: 59 parents across 5 sessions in 2023



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2. Develop ongoing community-based partnerships

- Expand High-Five Fridays to include more agencies (i.e. Hawthorn Woods, Round Lake, etc.)
- Partner with local businesses on service and leadership opportunities for Fremont students, such as expanding our CTE/STEM offerings
- Maintain active partnerships with area chambers and municipalities
- Continue partnership with Del Webb retirement community
 - Band concerts
 - Book Buddies collaborative reading with second-graders
 - Presentation from District administration
- Invite local municipal leaders to participate in events like Veterans Day assembly, reading to a class

Product/Deliverable:
- High-Five Fridays event log - Del Webb collaborative event log - Community partnerships log
Data/Metrics:
- At least four collaborative events with Del Webb community - Expand High-Five Fridays to include at least seven different first-responder organizations

3. Pursue non-property tax revenue sources to support strategic initiatives

- Develop outreach to area businesses and organizations to establish sponsorship and donation opportunities to contribute to our schools
- Continue advocating for fair and reasonable impact fees
- Communicate effectively with legislators to ensure legislation is maximized to support alternative revenue due to lower state and federal funding, enrollment growth, and increased general costs

Product/Deliverable:
- Business outreach and collaboration log - Legislative outreach and collaboration log - Log of efforts to pursue non-property tax funding (i.e. grants)
Data/Metrics:
- Secure at least two donations from area businesses



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4. Implement new Student Information System (SIS) for District teachers, staff, and families for SY2027-2028

Product/Deliverable:
- Implementation and Communication Plan for Infinite Campus (February 2027)
Data/Metrics:
- n/a