



New Lenox School District 122

District Improvement Plan

2025-2026

District Improvement Team/Board of Education Goals

Submitted to the Board of Education on October 21, 2025



Developing the District Plan

School improvement is a continuous, collaborative process focused on enhancing student learning and achievement. It engages the entire school community—students, staff, families, and leaders. Since 1986, Illinois schools have been required to develop and implement School Improvement Plans (SIPs).

After careful review, the District Improvement Team (DIT) will establish districtwide goals that align with building-level priorities and targeted areas of need. These goals will serve as a framework for supporting student growth and raising overall achievement across the district. This plan is designed to be a shared understanding of what continuous improvement looks like and how it can be achieved.

Implementation and Continuous Review

Implementation will occur throughout the school year. Progress will be monitored during School Improvement Team meetings. The goals will be reviewed with the Board of Education during the strategic board meetings. These evaluations will validate the effectiveness of current strategies and provide opportunities for adjustments as needed. An intentional cycle of inquiry can help our district focus on accountability and real process towards improvement efforts.

If significant changes are required after the initial Board review, district administration will communicate revisions and provide progress updates to the Board of Education.

Mission

The mission of New Lenox Schools, in partnership with the community, will be to promote academic excellence which focuses on the growth of the whole child. We will stimulate children to develop pride in themselves, community, and country, which will be reflected in their present and future decisions.

Beliefs

Our belief statements reflect the values, commitments, and identity of the district. They form the foundation of our strategic improvement efforts.

We believe:

- Every child can learn and achieve at high levels.
- Educating the whole child requires meeting academic, social, and emotional needs.



- Education is a shared responsibility among home, school, and community.
- All children deserve a safe, supportive, and inclusive learning environment.
- Students should be equipped with the skills to collaborate, think critically, and contribute productively to society.

Goals

District goals reflect our commitment to student success and continuous improvement. They are organized into three priority areas:

1. **Student Achievement** – Increase academic performance and growth for all learners through rigorous instruction, effective interventions, and enriched learning opportunities.
2. **Budget and Facilities** – Maintain sound financial practices and provide safe, well-equipped learning environments that support innovation and student needs.
3. **Parents, Community, and Climate** – Strengthen partnerships with families and the community while fostering a positive, respectful, and inclusive school climate.

Goals and Action Plans

Student Achievement

Goal 1 - Student Supports

District 122 will strengthen curriculum, instruction, and supports by reviewing assessment data and aligning services to meet the needs of all learners, including students served through MTSS, English Learners (EL), Special Education, and the GATE program.

Curriculum

- Utilize cognitive science techniques known in the district as *Teaching Technique Toolbox* (T3) to improve instructional practices and student learning.*
- Conduct a curriculum review in preparation for upcoming renewals in Health, Social Studies, ELA, and Spanish.*

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- Implement reading strategies across all curricular areas.*
- Pilot new programs: enVision Math in select kindergarten classes*
- Review ELA curriculum options and pilot programs for possible adoption in grades K–5.*
- Expand NLU workshops focusing on cognitive science and effective instructional practices.*
- Prepare for full-day kindergarten by reviewing curriculum and staff training needs*
- Strengthen vertical articulation (6–8) on myPerspectives curriculum.*
- Implement research-based interventions in Instructional ELA: Read Well (K–3), Read 180 (4–6), Language! Live (7–8).
- Provide training for the District Successful Strategies Team to support classroom management and classroom functioning techniques.
- Explore and implement research based Tier 1 executive function curriculum to support students' success in general education classrooms.*
- Strengthen the MTSS process with aligned professional development addressing academic, behavioral, and social-emotional needs.*
- Provide an opportunity for special educators to collaborate regarding district special education programming and making data-based and least restrictive placement decisions.

Assessment

- Administer assessments from the district's Comprehensive Assessment Plan and analyze data to address learner needs.
- Examine the enVision math common assessments.*
- Review IPT criteria for Pre-K EL screening.*
- Review EL progress reports aligned with WIDA standards.
- Provide test-taking practice for grades 3–7 before TerraNova Next, inView, and IAR.*
- Collaborate with Lincoln-Way to administer the Pre-ACT in grade 8.*
- Review math report card skills and pacing in Kindergarten.*



- Begin reviewing Kindergarten report card skills.*
- Review ELA report card standards to align with new adoption resources.*

Special Education Assessment

- Utilize NWEA MAP benchmark assessment in Instructional ELA classrooms in grades 4-6 to monitor student progress.*

Supports

Multi-Tiered Systems of Support (MTSS)

- Refine the MTSS process and schedule time for data reviews.*
- Evaluate the effectiveness of WIN time.*
- Analyze acceptance criteria for the GATE program.*
- Review weighting of IAR, TerraNova, and aims assessments in GATE program matrices.*
- Monitor the impact of shifting the GATE program to an Accelerated model from a cluster model.*

English Language Learners (EL)

- Review EL service models in response to increasing enrollment.*
- Provide professional development and collaboration with local Lincoln-Way area EL teachers.*
- Review Pre-K and Kindergarten service models and levels of support.*

Special Education

- Establish guidelines for age-appropriate classroom functioning skills to support our multi-tiered systems of support.

Considerations

- Staff development activities
- State and local assessment timelines



Goal 2 - Teaching, Learning, and Technology

District 122 will enhance teaching and learning by integrating digital tools and balancing print and digital resources, while strengthening technology systems and services to ensure secure, reliable, and equitable access that supports instruction, efficiency, communication, and digital literacy for all students and staff.

Digital Curriculum

- Develop and implement a District AI Plan in accordance with ISBE guidelines.*
- Review and align digital subscriptions with core curriculum priorities.*
- Increase professional learning and coaching from the Instructional Technology Coach.*
- Train Digital Learning Ambassadors on AI and subscription integration.*
- Update the Technology Handbook to include guidance on AI use and AI literacy*
- Support classroom learning by thoughtfully balancing print and digital resources.

Technology to Improve the Learning Environment

- Establish procedures and insurance protections to implement in the event of an internal or third-party hack or data breach.
- Implement and refine the “Refresh” cycle for technology hardware, devices, and infrastructure.
- Increase the level of service, support, and communication for staff and students in need of technology support by refining technology department staffing, ticket processes, and staff training procedures.*
- Improve technology access by refining processes including rostering, subscriptions, SSO, website, and device management.*
- Provide professional development opportunities to technology staff to improve skills and acquire needed certifications.
- Improve case management efficiency with the addition of the EdPlan Connect platform and management of caseloads within PowerSchool.*
- Establish electronic paperwork procedures to move to electronic file management.*

*New for 2025-2026



- Establish and refine efficient technology onboarding procedures for staff and students to provide access to digital resources when learning/employment begins.*
- Educate staff and students on cybersecurity, digital/AI literacy, and data protection measures to protect staff and student information.*

Considerations

- Utilization of technology whenever possible to enhance the learning environment
- Budget
- Professional development

Budget and Facilities

Goal 1 - Financial Review

District 122 stakeholders will participate in a collegial review of the five-year financial forecast as well as provide input regarding overall balanced budget issues.

Financial Plan

- Create a comprehensive financial plan for the school district that will incorporate all financial and operational considerations .

Considerations

- The financial plan will be an easy to understand and valuable resource that will be used by the Board of Education, Superintendent, and District leadership team for strategic planning and decision making purposes
- Pending the Board's decision on implementing Full Day Kindergarten in 2028, the Five-Year Financial Forecast will depict the impact of implementing Full Day Kindergarten. *

*New for 2025-2026



Goal 2 - Facility Plan

The District will review and maintain the multi-year facility plan that addresses staffing, building capacity, safety, operational, energy efficiency, and general maintenance issues in an effort to continue enhancing the instructional environment of all buildings.

Forecasting and Planning

- Create a comprehensive long-term capital improvement plan, building capacity model, staffing forecast, and District Security Plan.

Considerations

- Long-Term Capital Improvement Plan
 - Maintain and update the District capital improvement plan in order to track current and potential building capital needs.
- Staffing Forecast
 - Utilize the District enrollment forecast to determine the required number of teachers for the next school year.
 - Develop comprehensive study of implementing full day kindergarten and share with the Board of Education at a special meeting.*
- Building Capacity Model
 - Maintain and update the District building capacity model in order to track current and potential building capacity usage.
 - Evaluate and plan for the impact of full-day kindergarten on facility usage: Analyze classroom allocation, common spaces, and support areas across all elementary schools to ensure that building capacity supports the transition to full-day kindergarten.
- District Security Plan
 - Educate staff on Cyber Security, Data Protection, and Phishing procedures.
 - Periodically review, update, communicate, and enforce the District Security Plan document.

*New for 2025-2026



Parents, Community, and Climate

Goal 1 - Parents, Community, and Climate

District 122 will continue to partner with parents, students, staff, community, feeder districts, and the Board of Education regarding building and maintaining positive school climates that include clear definitions, common language, preventative measures, and procedures.

Communication

- Maintain clear communication with stakeholders on finance, curriculum, special education, health, and safety.
- Use technology tools to keep parents, staff, and the community informed.

Family & Student Support

- Host parent training nights in Special Education to equip families as active partners in their child's education.
- Increase parent involvement in schools.
- Explore resources and training to improve IEP efficiency and parent involvement.*

Community Partnerships

- Coordinate with Lincoln-Way on high school credit course sequencing.*
- Invite community members into schools with events such as a Senior Citizen Breakfast.
- Share district updates at community events like the State of the Village and Citizen's Academy.
- Review the District Safety Plan with reunification retraining for administrators and district office staff.*
- Work with New Lenox Park District to recommend cost-effective, accessible, and engaging playground options within budget.*

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Engagement and Culture

- Promote awareness and acceptance of diversity and special needs across the school community.
- Expand articulation opportunities within the District and with Lincoln-Way area schools.*
- Review and implement character education lessons.
- Schedule Superintendent and Associate Superintendent visits (“Sup Scoop”) to listen to staff needs.

Considerations

- Communication between home and school
- Ways to creating an environment of acceptance

Funding Sources

Goal	Federal/State Grants	Local Funds
Student Achievement Goals	Title I Title II	Textbook Line Staff Development Technology Line
Budget and Facility Goals	State Maintenance Grants State Construction Grants	Existing Cash Reserves Education Fund O&M Fund Capital Projects Fund Life Safety Bonds Technology Line
Parents, Community, Climate Goals		Public Relations Line Supplies and Materials Staff Development Line Technology Line

District Improvement Team (DIT)

Cherry Hill	Annie Behning, Special Education Teacher
Spencer Trail	Cheryl Martino, Teacher

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Haines	Jill Jandacek, Teacher
Nelson Prairie	Michele Willis, Teacher
Tyler	Lisa Anderson, Teacher
Spencer Pointe	Haley White, Teacher
Nelson Ridge	Jennifer Tingley, Teacher
Bentley	Laura McDonald, Interventionist
Oster-Oakview	Claire Lasak, Information Specialist
Spencer Crossing	Victoria Proffitt, Teacher
Martino	Bonnie Groen-Olson, Principal Mary Beth Graef, Teacher/Union Representative
Liberty	Carolyn McEttrick, Teacher
District Office	Lori Motsch, Superintendent Liza Bruni, Associate Superintendent Marianne Cucci, Assistant Superintendent of Curriculum and Instructional Technology Robert Groos, Chief School Business Official Amanda Novotny, Director of Special Education Andy White, Director of Technology Jason Sterritt, Director of Organizational Planning and Facilities Heidi Morgan, Instructional Technology Coach