

# District Improvement Plan 2021-2022

District Improvement Team/Board of Education Goals

Submitted to the Board of Education  
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## DEVELOPING THE DISTRICT PLAN

School improvement planning is the process of developing, implementing, and integrating activities to maximize human, material, and fiscal resources. Illinois schools have been required to complete a school improvement plan (SIP) since 1986. After careful review, the DIT Committee will develop global district goals that support the goals and targeted areas of need at the building level. This plan will cite district wide goals that impact overall student achievement. The essence of the goals will be depicted through the following categories: climate, leadership, instruction and curriculum, professional development, and parents and community (CLIPP).

## IMPLEMENTATION AND UPDATING THE PLAN

Implementation of the plan will begin during the **2021-2022** School Year. Semiannual evaluations at the School Improvement Team meetings will provide a forum for the continuous validation of the current plan and provide an opportunity for necessary revisions. If any major changes need to be implemented after the initial Board review of the plan, the administration will make the Board of Education aware about such changes and the progress being made in the implementation of the action plan.



## 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.

## BELIEFS

**Belief statements** express the fundamental convictions, values and unique character of the District. These belief statements are the underlying foundation of the District Strategic Plan.

### **We believe:**

- in educating the whole child.
- all children can learn.
- in addressing all children's needs.
- education is a partnership between home, school, and community.
- in helping all children reach their potential.
- in building responsible, productive citizens.
- in providing a caring and safe environment for our children.
- in giving children the opportunity to develop the skills to work cooperatively inside and outside of the classroom.

# DISTRICT IMPROVEMENT TEAM MODEL

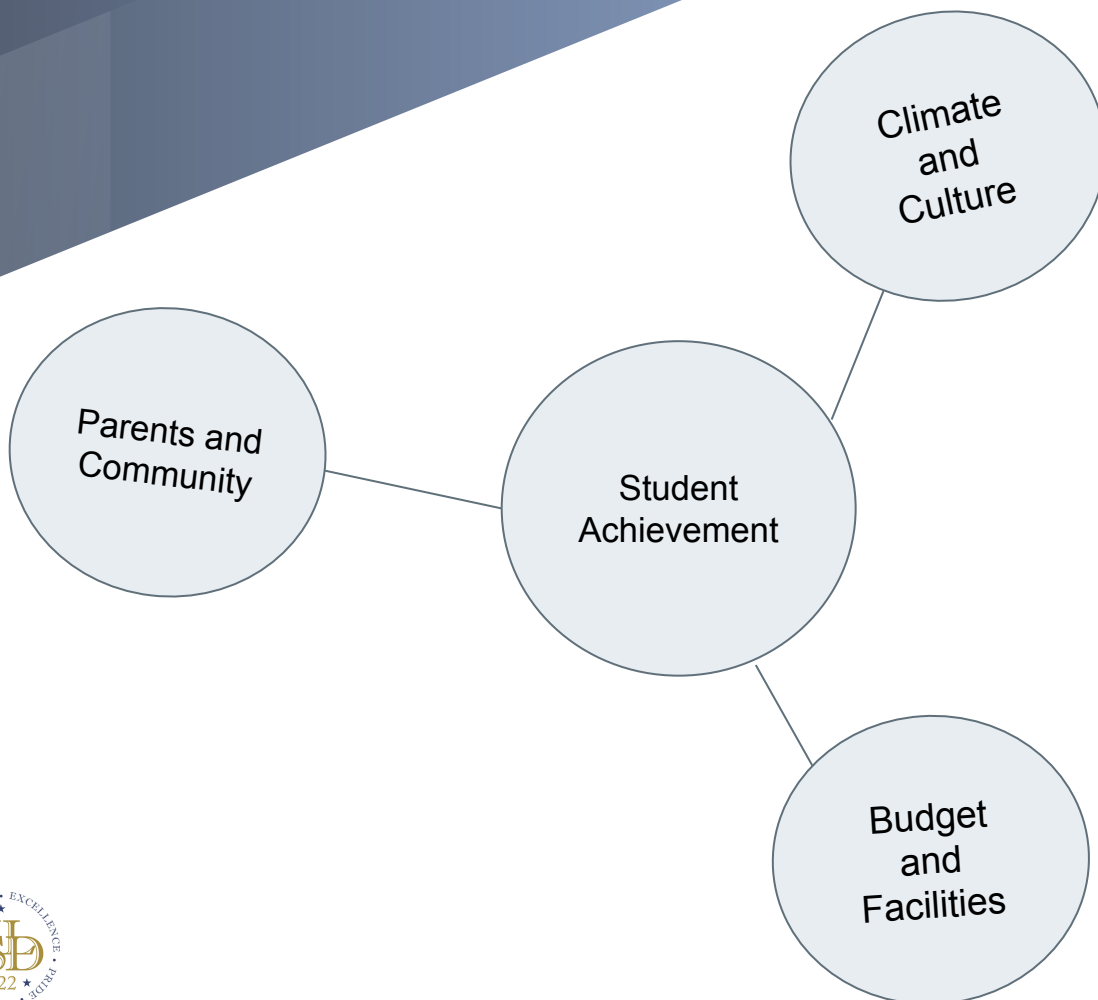
The **goals** are centered on students' success, performance, and achievement in our learning community and represent the District's commitment to such goals. These goals are depicted through the following:

**STUDENT ACHIEVEMENT:** An analysis of instructional strategies and curriculum employed to ensure the success of the goals.

**PARENTS AND COMMUNITY:** A description of the partnerships with parents and other community members critical to the success of the goals.

**BUDGET AND FACILITIES:** A description of the budget process/activities and facilities' review needed to support the success of the goals.

**CLIMATE AND CULTURE:** An examination of the learning environment and conditions in which the goals must be met.



# THE GOALS AND ACTION PLAN



# STUDENT ACHIEVEMENT

## **GOAL 1**

**The administration and teachers will review assessment tools to make informed instructional decisions to meet the needs of all learners in District 122.**

### **STRATEGIC ACTIVITIES**

- Benchmark all students in the area of reading and math using aimswebPlus.
- Progress monitor students below the 25% in the areas of reading and math using aimswebPlus.
- Screen potential EL students using the WIDA recommendations.
- Review ACCESS data and determine needs of EL students.
- Provide practice activities to eighth grade students prior to the administration of the PSAT 8/9 in November.
- Train teachers on utilizing formative assessments, including digital tools to inform instruction.
- Import data into 5Lab, our data management system.
- Administer the KIDS assessment to all kindergarten students within the first 40 days of school.
- Implement the online TerraNova and inView assessments.
- Utilize Strategies Gold in Pre-K to monitor early learning standards.
- Administer all state mandated assessments (IAR, ISA, DLA, Access, KIDS).
- Share assessment information with staff and families.

### **CONSIDERATIONS**

- Staff development activities and timeline
- State assessment timelines



# STUDENT ACHIEVEMENT

## GOAL 2

**District 122 will continue to enhance our teaching and learning by increasing the application of a digital curriculum and technology.**

### STRATEGIC ACTIVITIES

- Continue to monitor and review device, application, and web resource usage in order to support the digital curriculum adoption process.
- Train teachers on how to use all digital subscriptions and curriculum.
- Implement Google Apps for Education and Google Classroom at all grade levels.
- Incorporate technology tools embedded in core curriculum.
- Purchase and incorporate iPads at a 1:1 ratio for all grades, teachers, and paraprofessionals.
- Offer EdTech trainings to staff to improve their understanding of technology at the point of instruction.
- Provide trainings and coaching from the Instructional Technology Coach.
- Provide professional development for teachers on technology based teaching strategies and classroom technology management.
- Continue to implement a Digital Learning Ambassador program to support teachers' professional learning and the integration of technology into the curriculum.
- Maintain a Technology Handbook to address remote learning, 1:1 iPads going home and student digital safety.
- Expand and update wireless coverage and network speed to accommodate increased 1:1 network traffic.
- Refine processes for distributing and managing 1:1 iPads that travel between classrooms.
- Review student technology Scope & Sequence from PreK-8 to ensure technology standards are being met.
- Continue to refine a grade level app list and a mobile device management system for consistency with curriculum content across grade levels.
- Review the effectiveness and costs of our current district subscriptions and apps.
- Educate students on the importance of digital/Internet safety, digital citizenship, and device care.
- Establish procedures and insurance protections to implement in the event of an internal or third-party hack or data breach.
- Continue to seek opportunities to include technology in a variety of ways to differentiate and further student learning and engagement.
- Implement and refine the "Refresh" 5-year technology cycle for hardware, devices & infrastructure.
- Continue to expand and improve the use of SSO procedures.
- Assess the need for keyboards and laptops since labs have been replaced with iPads.
- Educate staff on the new SOPPA laws.
- Research the new requirements for the Website Accessibility Act in preparation for implementation in August 2022.
- Implement multi-factor authentication for login.
- Increase the level of service, support, and communication for staff and students in need of technology support including rostering, subscriptions, SOS ticket process, website, and device management.

### CONSIDERATIONS

- Training on Google Classroom, Seesaw, Zoom and digital curriculum
- Budget for devices, subscriptions, infrastructure
- Digital versus paper environment
- Teacher, student, and parent perception of the process
- Timeline for tech readiness
- Students without Internet at home
- Digital Subscriptions



# STUDENT ACHIEVEMENT

## GOAL 3

**District 122 students targeted within each quartile on collective tests will demonstrate growth in student achievement in the fundamental learning area of reading and math by demonstrating growth on the aimswebPlus and TerraNova.**

### STRATEGIC ACTIVITIES

- Review strategies to best meet the needs of students at various ability levels, post pandemic.
- Implement core district curriculum and targeted instruction to meet the needs of all students with an emphasis on identifying deficits in math and reading.
- Acknowledge a difference in students' skill levels as a result of the pandemic as compared to pre-pandemic school years. Adjust pacing and differentiation to meet the students where they are at in the learning process.
- Implement all curriculum with fidelity and adhere to the District pacing guides and curriculum maps including but not limited to Everyday Math, enVision, ReadyGEN, myPerspectives, TCI Science & Social Studies, HMH Social Studies.
- Research methods to progress monitor math concepts and applications.
- Maintain a curriculum and subscription adoption model based on research and student needs.
- Utilize district subscriptions for additional skill practice in the area of reading and math.
- Implement WIN time in grades 4-6.
- Continue to offer a Collab class at the junior high level to support students in need of extra support.
- Hire ESSER aides to provide interventions to students in need of support in grades 4-6.
- Collaborate with Reading Specialists on the Power Reading service model.
- ELA Strategies
  - Support teachers in their efforts to teach active reading strategies through whole groups, guided and flexible groups at all grade levels.
  - Support building-wide sight word reading initiatives in K-3.
  - Continue to implement diagramming sequence lessons.
  - Incorporate Notice and Note strategies.
  - Utilize reading specialists as coaches to support teachers and model interventions and assessments.
- Math Strategies
  - Implement the new Savvas enVision math program in grades 6-8 and Savvas enVision Algebra in grade 8 with fidelity and adhere to the District pacing guides and curriculum maps.
  - Create a learning atmosphere that encourages a sense of inquiry and investigation.
  - Support building-wide math fact fluency initiatives in a remote setting.
  - Continue to articulate with Lincoln-Way regarding the sequence of courses throughout grades 6-8.
  - Identify students with "bubble" scores and implement strategies to move students up a quartile on local and state assessments.

### CONSIDERATIONS

- Utilization of technology whenever possible to enhance the learning environment
- Timing for cross grade level meetings
- Budget

# STUDENT ACHIEVEMENT

## GOAL 4

**District 122 will continue to implement new science and social studies curriculums.**

### STRATEGIC ACTIVITIES

- Reconvene the science and social studies committees to review the new curriculums and gather feedback.
- Implement the TCI (grades 1-6) and HMH (grades 7-8) social studies curriculum bought in 2020-2021 and focus on the civics, economic and financial literacy, geography and history standards.
- Follow the District pacing guides for science and social studies and diary map any changes needed.
- Provide additional professional development and follow up trainings for the new curriculum, if needed.
- Science
  - Incorporate STEM lessons and lab activities from TCI.
  - Utilize Kesler Science resources in grades 7-8.
  - Prepare for the Illinois Science Assessment in grades 5 and 8 by focusing on NGSS standards.
  - Continue to utilize digital tools for scientific inquiry lessons and labs including Mystery Science in grades K-5 and Gizmos in grades 3-8.
  - Incorporate A World in Motion (AWIM) lessons in grades K-8 (when returning to in-person learning).
  - Encourage staff to attend STEM workshops and trainings to enhance their instruction.
  - Include hands-on STEM activities into the fifth grade Outdoor Ed program (when returning to in-person learning).
- Social Studies
  - Teach students how to gather and evaluate sources, develop claims using evidence and communicate conclusions.
  - Model ways to analyze and respond to historical documents.
  - Teach students to pick a side of a topic and prove their stance through documents and facts.
- Utilize Research Stimulations embedded in the new curriculum and introduce students to Data Based Questions (DBQ).

### CONSIDERATIONS

- Cost for outside workshops and trainings
- Testing considerations for the ISA
- Cost for additional STEM/lab materials

# STUDENT ACHIEVEMENT

## GOAL 5

**District 122 will continue to implement Rtl to target students below the 25<sup>th</sup> percentile in Reading and Math by providing research based interventions and progress monitoring utilizing the aimswebPlus assessment.**

### STRATEGIC ACTIVITIES

- Review multiple sources of data including but not limited to the aimswebPlus, TerraNova, Reflex, running records, and classroom performance to identify students' strengths and weaknesses.
- Apply research based math and reading interventions with fidelity.
- Identify and provide additional support to students in need of phonics, spelling, writing, and printing in the primary grades.
- Utilize reading specialists as coaches to assist teachers with delivering research-based interventions.
- Work with reading specialists to review support options for students.
- Review Power Reading service model.
- Monitor the percentages of students scoring below the 25% on aimswebPlus to determine support needed.
- Review the "Collab" class concept in seventh and eighth grade to support students in need of additional reading and math support.
- Address the needs of students returning to school after being remote and students who have not attended preschool.
- Continue to seek out research based interventions for reading and math, including *ReadyUp!* for Reading and *Number Worlds* for Math.
- Allocate common time for staff to review the needs of Rtl students.
- Review math interventions to improve concepts and application of skills.
- Use WIN time to support students in need of interventions.
- Hire and train ESSER aides to support students in need of additional Rtl support.
- Continue to communicate student progress with parents regarding RTI interventions and growth.

### CONSIDERATIONS

- Team meeting collaboration time
- Identification of additional resources for intervention programs
- Cost of interventions
- Utilization of technology whenever possible

# STUDENT ACHIEVEMENT

## GOAL 6

**District 122 will increase and enhance special education programming for our students.**

### STRATEGIC ACTIVITIES

- Continue to implement research-based ELA interventions (iLit and LLI) within resource and instructional settings.
- Review math curriculum and interventions within resource and instructional settings (Number Worlds and SuccessMaker).
- Continue to improve efficiency of IEP meetings.
- Improve early childhood student outcomes, as evidenced on the Illinois Childhood Outcomes Summary Form.
- Improve preschool screening process to efficiently identify students who require in-person screening.
- Continue implementation of the district's process in consideration, evaluation & implementation of assistive technology.
- Continue training teachers and staff on classroom management strategies utilizing the CHAMPS Classroom Management Approach.
- Provide social/emotional resources and support to our district staff to support students.
- Enhance our district's Tier 1 social/emotional learning curriculum in order to support all student's social/emotional needs.
- Continue to host parent virtual trainings.
- Provide professional development to general education teachers on the differentiation of classroom lessons and curriculum to address the needs of students with special education services.

### CONSIDERATIONS

- Staff costs
- Curriculum materials needed
- Scheduling
- Technology



# STUDENT ACHIEVEMENT

## GOAL 7

**District 122 will continue to review the Gifted Education Program (GATE) and the needs of our students.**

### STRATEGIC ACTIVITIES

- Continue to meet with the Gifted Education Committee to discuss programming, curriculum, differentiation, and teacher training.
- Review the GATE identification process and matrices for qualifications.
- Review the GATE cluster method for supporting students.
- Work to digitalize the GATE Matrix.
- Incorporate the District lessons from the GATE binders.
- Refine procedures for the Accelerated Placement Act.
- Utilize ReadyGEN reading analysis extension questions in GATE ELA classes.
- Utilize Everyday Math and enVision enrichment lessons.
- Implement project based learning lessons for GATE students in grades 4-6.
- Continue to keep parents informed of GATE programming and curriculum.
- Review *Math Puzzles* by Huzefa Kapadia.

### CONSIDERATIONS

- Cost for substitutes for committee meeting
- Curriculum and additional resources
- Staffing
- Identification process

# PARENTS AND COMMUNITY

## GOAL 1

**District 122 will maintain communication with stakeholders regarding financial, curriculum, health and safety information.**

### STRATEGIC ACTIVITIES

- Promote parent involvement and create a sense of connectedness to our schools in this pandemic environment.
- Enhance website with relevant and pertinent information in the areas regarding budget, student achievement, special programming, return to learn updates, and safety.
- Maintain quarterly Superintendent Communication via Connect Ed email and website.
- Expand the stakeholders in the parent advisory committee for the purpose of reviewing the parent-student handbook, student discipline procedures, and food service related issues.
- Utilize District newsletters to inform stakeholders of all financial areas of the District as well as curriculum programs.
- Enhance public relations in the form of social media utilizing tools such as Facebook, Instagram, Twitter, interactive PowerPoints, parent meetings and videos to disseminate information.
- Distribute FAQ's to parents and staff and post on the website.
- Continue to seek new opportunities for virtual family involvement and encourage participation in the New Lenox PTO, building and district events.
- Continue to implement the system for building press releases and social media updates.
- Explore a virtual Power Reading Parent Night to inform parents of ways to support their students reading development.
- Explore virtual special education parent workshops.
- Continue to look at methods to streamline communication from district, school and grade level.
- Utilize digital tools such as SeeSaw and Google Classroom to communicate student's on-going progress.
- Share a Health Parent-Student Handbook with families.
- Share an In-Person Learning Staff Health Handbook with all staff.
- Share a Technology Handbook with families and staff.
- Continue to educate parents on new state mandates such as the Sex Health Education requirements.

### CONSIDERATIONS

- Ability to inform all members of the community
- Interest level of different community groups
- Budget
- Space
- Curriculum Needs

# PARENTS AND COMMUNITY

## **GOAL 2**

**District 122 will increase communication and understanding with stakeholders regarding the Special Education continuum and services provided by 122.**

### **STRATEGIC ACTIVITIES**

- Host parent information and training nights.
- Expand the Special Education section of the district website to include parent resource and programming options.

### **CONSIDERATIONS**

- Parent advocacy for their students
- Community members understanding of the process
- The 2% of homes lacking technological tools (i.e. Internet)



# BUDGET AND FACILITIES

## GOAL 1

**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.**

### STRATEGIC ACTIVITIES

- Provide comprehensive community communication regarding the District's financial status and needs.
- Evaluate the effect of the previous budget reductions upon all facets of the learning environment.
- Review and update long-range capital projects plan.
- Develop future enrollment/space plan.
- Prioritize uses for potential increased revenue.
- Develop and recommend multi-year contracts.
- Examine the refinancing of existing bonds and/or new bonds as a source of revenue.
- Review the tax levy process to provide for student needs while maintaining sensitivity to the taxpayers.
- Review the option of land sales and a county sales tax as a source of revenue.
- Examine partnerships with other local units of government for funding opportunities.
- Monitor boundaries and make recommendations as needed.
- Analyze the effects of the COVID-19 line item on the budget.
- Review the cost and implications of reduced class size.

### CONSIDERATIONS

- Uncertainty of State funding
- Equity among the buildings
- Impact on student learning and class size
- Impact of spending due to COVID-19

# BUDGET AND FACILITIES

## GOAL 2

**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.**

### STRATEGIC ACTIVITIES

- Continue the implementation of a facility team that includes architect/engineer, construction manager, Director of Organizational Planning and Facilities, Business Manager, and building principals.
- Review and update long-range capital projects plan with the comprehensive matrix.
- Continue to monitor enrollment trends.
- Develop future enrollment/space plan with PMA technology tool.
- Review boundaries and make recommendations as needed.
- Continue to review the needs of each campus with building principals and the Director of Facilities and Planning to determine the need for enhancements for the learning environment.
- Continue to implement proper procedures for asbestos management.
- Dedicate financial resources through a comprehensive funding plan.
- Ensure COVID-19 safety protocols are in place at each building.

### CONSIDERATIONS

- Immediate and critical maintenance issues at the building level that impact student safety
- Instructional needs
- Board of Education decisions regarding facilities improvement and its impact on long-term facility plan
- Overall beautification (internal and external)

# BUDGET AND FACILITIES

## GOAL 3

**District 122 will participate in a review of all safety and crisis policies, procedures, and practices for all buildings.**

### STRATEGIC ACTIVITIES

- Meet with the Safety Committee to review priorities and needs.
- Prioritize needs and establish a plan to ensure all safety measures are effectively implemented.
- Continue to practice drills with staff and emergency personnel.
- Practice drills during lunch, recess and times students are in different areas of the school (specials, passing periods, etc.).
- Train teachers on all new features of safety measures utilizing the CrisisGo app.
- Communicate and implement any revisions of practices throughout the entire school community.
- Buildings will participate in training scenarios to prepare for crises and problem solve effective procedures.
- Inform parents of our safe school initiatives and procedures.
- Practice intruder drills.
- Continue training on CrisisGo app and utilizing the iPass self-certification.
- Implement Threat Assessment procedures utilizing a Threat Assessment Team.
- Implement and evaluate health protocols related to maintaining safety guidelines provided by ISBE/IDPH/Will County Department of Health pertaining to COVID-19.

### CONSIDERATIONS

- Partnership with Police and Fire Departments
- Funding sources
- Certified and Support Staff training
- Facility safety improvements

# CLIMATE AND CULTURE

## GOAL 1

**District 122 will create a partnership with parents, students, staff, and the Board of Education regarding building and maintaining positive school climates that include clear definitions, common language, preventative measures, and procedures.**

### STRATEGIC ACTIVITIES

- Implement the Safe Return to In-Person Instructional Plan.
- Assess the needs of students and staff in response to the pandemic.
- Create awareness/acceptance of diversity and special needs within our school community, as well as globally.
- Continue to teach tolerance and acceptance of all people.
- Plan to meet with the diversity committee to review lessons developed.
- Increase communication of guidelines by creating a Technology Handbook and a Health Pandemic Handbook.
- Utilize Seesaw and Google Classroom for teacher-parent communication.
- Follow comprehensive guidelines for reporting bullying situations.
- Provide the School Board with monthly discipline reports.
- Make resources available on the website that provide information and guidance on mistreatment and bullying.
- Acknowledge parent/student bullying compact.
- Implement CHAMPS in all grades PreK-8.
- Share curriculum, programming, and special activities at Board Meetings.
- Explore topics for parent education/awareness nights.
- Continue to provide opportunities for grade level and campus articulation.
- Communicate the same information to parents and staff.
- Provide district-wide institute days focused on technology and current curriculum topics.
- Continue to create a culture of open communication with the Board and implement strategies for effective board meetings.
- Promote activities sponsored by the New Lenox PTO.
- Create online technology tutorials for parents to support students' curriculum needs.
- Provide opportunities for students to engage in virtual clubs.
- Provide opportunities for SEL activities for students.
- Implement a wellness program for staff.
- NLSD Administrators will participate in a book study using *The Trust Edge* by David Horsager.

### CONSIDERATIONS

- Level of awareness between home and school regarding positive school climate
- Future consideration of implementation in the classroom
- Character education and social emotional needs of students



# CLIMATE AND CULTURE

## GOAL 2

**District 122 will continue to provide opportunities for articulation between Pre-K-8 teachers. District 122 will continue to articulate with Lincoln-Way Central and Lincoln-Way West through vertical teaming.**

### STRATEGIC ACTIVITIES

- Schedule grade level and cross grade level meetings for Pre-K-8.
- Create opportunities for K-1 articulation.
- Review curriculum sequencing for K-8 language arts, mathematics, science, and social studies, as well as art, music, and physical education.
- Determine universal instructional strategies to employ in grades 6-8 including Notice & Note Reading Strategies.
- Continue to increase individual communication with teachers and students.
- Meet with the high schools for articulation between the junior highs.
- Continue to participate in LWACC monthly vertical teaming observations and sharing sessions.
- Work with Lincoln-Way to ensure a smooth transition using the PSAT 8/9.
- Meet with preschools to share Kindergarten curriculum standards and learning opportunities.
- Continue regular collaboration meetings with District 122 Superintendent and superintendents from the feeder elementary districts and the high school district.

### CONSIDERATIONS

- Use of Title II funds for professional growth
- Use of local staff development lines
- Coordination of vertical high school team meetings
- Coordination of school calendar and in-service/institute days
- Communication with parents

# FUNDING SOURCES

Goal	Federal/State Grants	Local Funds
Student Achievement Goals	Title I ESSER Funds	Textbook Line Staff Development Technology Line
Parents and Community Goals	Title I	Public Relations Line Supplies and Materials
Budget and Facilities Goals	Life Safety Funds	Operations and Maintenance Construction Fund Balances
Climate and Culture Goals	Title II Funds	Staff Development Line Salary and Benefits
ALL	Cares Act ESSER Funds	COVID-19 Line

# DISTRICT IMPROVEMENT TEAM (DIT)

Cherry Hill	Kim Rudsinski, SLP
Spencer Trail	Cheryl Martino, Teacher Deirdre Scott, Principal
Haines	Jill Jandacek, Teacher
Prairie	Michelle Willis, Teacher
Tyler	Lisa Anderson, Teacher
Spencer Pointe	Haley White, Teacher
Ridge	Jennifer Tingley, Teacher
Bentley	Laura McDonald, Teacher
Oakview	Deb Kedzior, Teacher
Spencer Crossing	Carolyn McEttrick, Teacher
Martino	Mary Beth Graef, Teacher Bonnie Groen, Principal
Liberty	Julie Ferree, Teacher
District Office	Lori Motsch, Superintendent Liza Bruni, Assistant Superintendent Bob Groos, Business Manager/CSBO Marianne Cucci, Director of Curriculum Amanda Novotny, Director of Special Education Jason Sterritt, Director of Organizational Planning and Facilities Heidi Morgan, Instructional Technology Coach Mary Wolf, Union Representative