



# NEW LENOX SCHOOL DISTRICT 122

## ***School Achievement 2017-2018***

***District Improvement Team/Board of Education Goals***

***Submitted to the Board of Education  
October 18, 2017***

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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 [Illinois Code: 105 ILCS 5/2-3.63; 23 Illinois Administrative Code, 1.10; H.R. 1 (NCLB) Sec. 1116, p. 86.] 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 districtwide 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 **2017-2018** 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

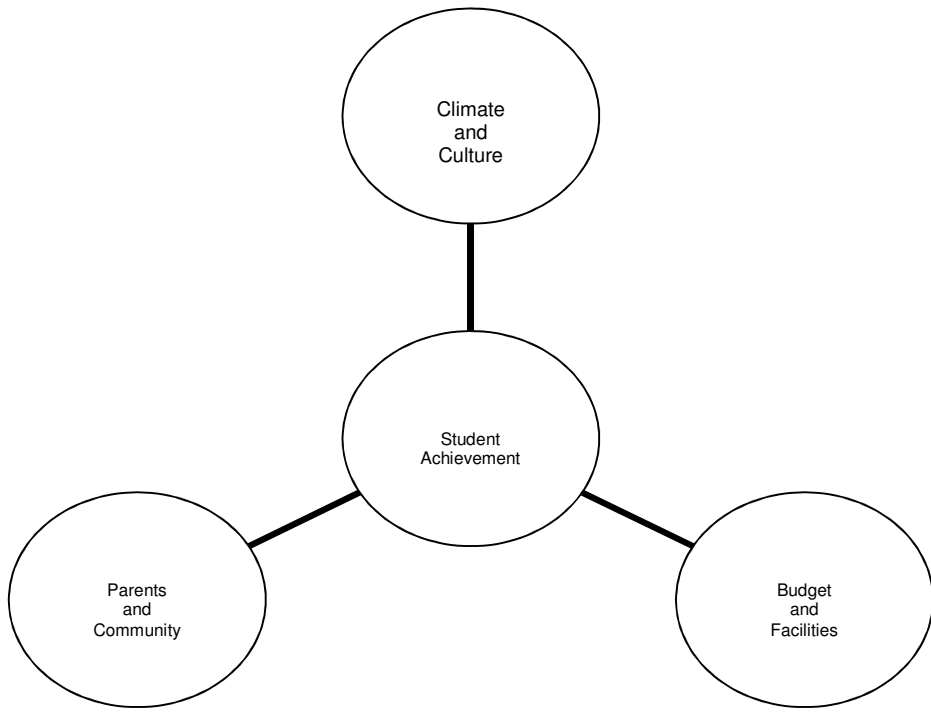
The **goals** are centered on students' success, performance, and achievement in our learning community and represent the District's commitment to such goals. These goals are depicted through the following:

**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 goal must be met.



## **THE GOALS AND ACTION PLAN**

### **STUDENT ACHIEVEMENT**

#### **GOAL 1**

**The Administration and Teachers will review assessment tools and grading practices to make informed instructional decisions to meet the needs of all learners in District 122.**

#### **STRATEGIC ACTIVITIES**

- Administer the newest version of the aimsweb assessment called the aimswebPlus. New measures will be administered to students in grades K-8 in the areas of reading and math.
- Progress monitor students below the 25% in the areas of reading and math using the aimswebPlus.
- Review alternative norm-referenced tests to possibly replace the TerraNova.
- Analyze PARCC data to determine the alignment to the Common Core State Standards.
- Review data from the Illinois Science Assessment (ISA) when scores are released and make instructional recommendations.
- Administer the state physical education test, known as the Illinois FitnessGram, to students in grades 3-8.
- Conduct reading and writing assessments from the pilot ELA programs and review the data collected.
- 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.
- Utilize the Matrix database to access student scores.
- Discuss grading practices including redoing work, weighting grades, and standards based grading.
- Review scheduling options and class structures to best support IEPs, 504s and Rtl students.
- Discuss report cards and grading in relation to the pilot reading series.

#### **CONSIDERATIONS**

- Staff development budget
- Staff development activities and timeline
- State assessment timelines

## **STUDENT ACHIEVEMENT**

### **GOAL 2**

**The District 122 ELA committee will review and pilot a new reading series.**

#### **STRATEGIC ACTIVITIES**

- Pilot the Pearson ReadyGen program in grades K-5 (3 teachers in kindergarten, 7 teachers in first grade, 3 teachers in second grade, 4 teachers in third grade, 3 teachers in fourth grade, and 3 teachers in fifth grade will participate.)
- Pilot the Pearson myPerspectives program in grades 6-8 (4 teachers in sixth grade, 3 teachers in seventh grade and 2 teachers in eighth grade will participate.)
- Analyze the difference in topics and skills between current curriculum and pilot curriculum.
- Determine any gaps in skills that need to be addressed with the transition from the old program to a new one.
- Review sight word sequence and foundational skills in kindergarten and first grade.
- Examine student assessment scores for students in the pilot classes compared to students in non-pilot classes.
- Incorporate technology tools embedded in the pilot series.
- Discuss grading of new lessons and determine skills that need to be assessed.

#### **CONSIDERATIONS**

- Staff development for program implementation
- Providing common plan time for program review
- Utilization of technology

## **STUDENT ACHIEVEMENT**

### **GOAL 3**

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

#### **STRATEGIC ACTIVITIES**

- Increase Tier I differentiation strategies in ELA.
- Support teachers in their efforts to provide quality reading and writing instruction.
- Support teachers in their efforts to teach active reading strategies through whole group, guided and flexible groups at all grade levels.
- Utilize available tools to teach close reading strategies, grammar, and writing.
- Explore technology to support grammar instruction.
- Review editing and revision practices to improve writing performance (rainbow editing and pilot ELA writing lessons).
- Provide staff development for teachers in the implementation of writing across the content areas.
- Utilize universal writing organizers, vocabulary organizers, and close reading marks across all content areas.
- Utilize reading specialists as coaches to support teachers and model interventions and assessments.
- Implement a Collab class at the junior high to support students in need of extra support.
- Introduce more digital reading materials to students (TumbleBook, Epic, Time Edge).

#### **CONSIDERATIONS**

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

## **STUDENT ACHIEVEMENT**

### **GOAL 4**

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

#### **STRATEGIC ACTIVITIES**

- Increase Tier I differentiation strategies in Math.
- Continue to implement Everyday Math 4 in grades K-5, Pearson Digits in grades 6-8, and Envision Algebra in grade 8 with fidelity.
- Utilize iPads and the online components from Everyday Math 4 in grades K-5, and Pearson Digits in grades 6-8, and Pearson Envision Algebra in grade 8.
- Encourage parents to use digital curriculum tools at home.
- Continue to incorporate Reflex Math in grades 2-6 to improve computation and fact fluency.
- Assist teachers in creating math centers/guided math groups that provide opportunities for kinesthetic learning with math manipulatives and usage of digital tools and devices.
- Create a learning atmosphere that encourages a sense of inquiry and investigation.
- Continue to articulate with Lincoln-Way regarding the sequence of courses throughout grades 6-8.
- Articulate across grade levels to discuss the alignment of Everyday Math 4 and Digits.

#### **CONSIDERATIONS**

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



## **STUDENT ACHIEVEMENT**

### **GOAL 5**

**District 122 will continue implementation of the Next Generation Science Standards (NGSS) and prepare for the upcoming Illinois Science Assessment (ISA).**

#### **STRATEGIC ACTIVITIES**

- Implement lessons from the curriculum binders in the area of life science, physical science, earth science, and engineering practices.
- Focus on science and engineering practices that mirror the practice of professional scientists and engineers.
- Enhance lessons with more STEM based activities.
- Prepare for the Illinois Science Assessment in grades 5 and 8.
- Continue to utilize digital tools for scientific inquiry lessons and labs including Mystery Science in grades K-5 and Gizmos in grades 6-8.
- Incorporate A World in Motion (AWIM) lessons in grades K-8.
- Encourage staff to attend STEM workshops and trainings to enhance their instruction.
- Include hands-on STEM activities into the fifth grade Outdoor Ed program.

#### **CONSIDERATIONS**

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

## **STUDENT ACHIEVEMENT**

### **GOAL 6**

**District 122 will review the new Illinois Learning Standards for Social Studies in grades K-8.**

#### **STRATEGIC ACTIVITIES**

- Implement new civics, economic and financial literacy, geography and history standards.
- Review correlation of social studies standards and our current curriculum by map diary mapping lessons in grades K-8.
- Provide planning time to discuss alignment of skills and topics covered at each grade level.
- Provide professional development for teachers on how to develop questions and plan inquiries.
- 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.
- Develop Research Stimulations and introduce students to Data Based Questions (DBQ).
- Host trainings provided by the PDA on implementation of the Social Studies Standards and on Socratic Seminar.
- Conduct vertical team meetings to review scope and sequence in grades 3-4 and 6-8.

#### **CONSIDERATIONS**

- Cost for substitutes
- Offer professional development
- Provide common plan time

## **STUDENT ACHIEVEMENT**

### **GOAL 7**

**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**

- Continue to communicate student progress with parents regarding RTI interventions and growth.
- 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.
- Utilize reading specialists as coaches to assist teachers with delivering research-based interventions.
- Review the "Collab" class concept in seventh and eighth grade to support students in need of additional reading and math support.
- Continue to seek out research based interventions.
- Evaluate effectiveness of current math and reading interventions.
- Allocate common time for staff to review the needs of Rtl students.

#### **CONSIDERATIONS**

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

## **STUDENT ACHIEVEMENT**

### **GOAL 8**

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

#### **STRATEGIC ACTIVITIES**

- Refine special education specialist's role in overall programming.
- Improve efficiency of IEP meetings.
- Create an additional EXCEL program.
- Expand community outings for self-contained programs.
- Continue implementation of Creative Curriculum and Strategies Gold in Early Childhood.
- Improve early childhood student outcomes, as evidenced on the Illinois Childhood Outcomes Summary Form.
- Provide programming for students with social emotional needs through the REACH program.
- Create inclusion opportunities for early childhood and self-contained programs.

#### **CONSIDERATIONS**

- Staff costs
- Curriculum materials needed
- Scheduling
- Technology

## **STUDENT ACHIEVEMENT**

### **GOAL 9**

**District 122 will evaluate the feasibility of a primary Spanish program.**

#### **STRATEGIC ACTIVITIES**

- Continue implementing a Spanish program in kindergarten.
- Explore curriculum materials, resources, and assessment tools.
- Review the potential and feasibility of a multi-year phase in program for Spanish programming at the elementary level.
- Evaluate the effectiveness of the program throughout the school year and make changes as needed.

#### **CONSIDERATIONS**

- Staff costs
- Curriculum materials needed
- Scheduling

## **STUDENT ACHIEVEMENT**

### **GOAL 10**

**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.
- Discuss the highest achieving math students and determine placement and/or math sequencing for students at the junior high level.
- Work with Lincoln-Way to support high achieving math students.
- Utilize the DE Math Techbook with sixth grade GATE students.
- Provide support for teachers in the area of differentiation.
- Review the GATE identification process and matrices for qualifications.
- Provide teacher training in best practices for gifted clustering.
- Encourage teachers to attend the Illinois Association of Gifted Students Conference.
- Offer gifted workshops through NLU.

#### **CONSIDERATIONS**

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

## **PARENTS AND COMMUNITY**

### **GOAL 1**

**District 122 will increase communication and understanding with stakeholders regarding financial and curriculum programming and information.**

#### **STRATEGIC ACTIVITIES**

- Enhance website with relevant and pertinent information in the areas regarding budget, student achievement, special programming, and safety.
- Continue with the “You Asked, We Answered” section to the website to address questions about school operations, funding, and programming.
- 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.
- Continue to explore additional communication tools such as Facebook, interactive PowerPoints, parent meetings and videos to disseminate information.
- Distribute FAQ's to parents and post on the website.
- Continue to seek new opportunities for family involvement and encourage participation in the New Lenox PTO, Foundation, building and district events.
- Continue to implement the system for building press releases and Facebook updates.
- Continue to host a Power Reading Parent Night to inform parents of ways to support their students reading development.
- Expand special education parent workshops.
- Continue to look at methods to streamline communication from district, school and grade level.

#### **CONSIDERATIONS**

- Ability to inform all members of the community
- Interest level of different community groups

## **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**

- Communicate the plan for REACH programing for the 2017-2018 school year.
- Host parent information nights and training nights.
- Expand Special Education website to include current and new programming options and information.
- Distribute parent lending library list to every parent and post on the website.

#### **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.

### **CONSIDERATIONS**

- Uncertainty of State funding
- Equity among the buildings
- Impact on student learning and class size

## **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 Facilities and Planning/Business Manager, and building principals.
- Hire and implement transition plan for Director of Facilities and Planning
- Review and update long-range capital projects plan with the new comprehensive matrix.
- 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 principal and the Director of Facilities and Planning to determine need for enhancements for the learning environment.
- Continue to implement proper procedures for asbestos management.
- Dedicate financial resources through a comprehensive funding plan.

### **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.
- Train teachers on all new features of safety measures utilizing the Crisis Go 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.

#### **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 Board of Education regarding building and maintaining positive school climates that include clear definitions, common language, preventative measures, and procedures.**

### **STRATEGIC ACTIVITIES**

- Continue to teach tolerance and acceptance of all people.
- 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 Tier I social emotional learning curriculum.
- Share curriculum, programming, and special activities at Board Meetings.
- Implement the revised character education curriculum.
- Incorporate digital citizenship into lessons.
- 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 and Foundation.

### **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 enhance technology to ensure use of state-of-the-art technological tools and increase the application of a digital curriculum.**

#### **STRATEGIC ACTIVITIES**

- Purchase and incorporate iPads at a 1:1 ratio for grades K, 6, 7, and 8.
- Implement Google Apps for Education and Google Classroom at all grade levels.
- Host Google Bootcamp trainings.
- 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.
- Design a public relations component for informing the public of innovative technology programs.
- Provide collaborative opportunities for teachers to refine digital curriculum.
- Provide professional development for teachers on technology based teaching strategies and classroom technology management.
- Utilize a grade level app list and a mobile device management system for consistency with curriculum content across grade levels.
- Design a process to monitor and review device, application, and web resource usage in order to support the digital curriculum adoption process.
- 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.
- Investigate ways to reduce the number of separate logins used by staff and students to access digital resources.
- Establish procedures and insurance protections to implement in the event of an internal or third-party hack or data breach.
- Continue to implement a Digital Learning Ambassador program to support teachers' professional learning and the integration of technology into the curriculum.
- Continue to seek opportunities to include technology in a variety of ways to differentiate and further student learning and engagement.

#### **CONSIDERATIONS**

- Apple lease
- Training on Google Apps and digital curriculum
- Additional budget for iPads
- Digital versus paper environment
- Teacher, student and parent perception of the process
- Timeline for tech readiness
- Students without Internet at home
- Digital Subscriptions

## **CLIMATE AND CULTURE**

### **GOAL 3**

**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**

- Align curriculum sequencing in the areas of English Language Arts, Mathematics, Science, and Social Studies across grade levels.
- Provide dates for grade level and cross grade level meetings for Pre-K-8.
- 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.
- Continue to increase individual communication with teachers and students.
- Meet with the high schools for articulation between the junior highs.
- Work with Lincoln-Way to ensure a smooth transition using the PSAT 8/9.

#### **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	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

## District Improvement Team (DIT)

Cherry Hill	Amy Gagliano, Teacher
Spencer Trail	Ann Klein, Teacher Lori Motsch, Principal
Haines	Caroline Gheorghiu, Teacher
Prairie	Kelly Eaker, Teacher
Tyler	Sara Witthouse, Teacher Lindsay Lowell, Teacher
Spencer Pointe	Jen Tekiela, Teacher
Ridge	Jennifer Tingley, Teacher
Bentley	Kathy Seeley, Teacher
Oakview	Deb Kedzior, Teacher
Spencer Crossing	Carolyn McEttrick, Teacher
Martino	Brian Laack, Teacher Bonnie Groen, Principal
Liberty	Julie Ferree, Teacher
District Office	Peggy Manville, Superintendent Liza Bruni, Associate Superintendent of Student Services Bob Groos, Business Manager Marianne Cucci, Director of Curriculum Glenda Fahey, Instructional Technology Coordinator Katie Kollross, Union Representative