



**FREMONT**  
SCHOOL DISTRICT 79



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## 2023-2024 Annual Plan

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### 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.

- *Embed common and consistent social-emotional health and wellness activities into regular meetings at the school and district level, including early release.*
- *Provide at least 3 parent education opportunities related to social-emotional health, wellness, and safety.*
- *Study best practices for fully integrated social-emotional health and wellness in all content areas and compare to current District practices to build a plan to address gaps.*
- *Further integrate and grow our positive behavioral intervention supports (PBIS) and use of restorative practices, including applicable professional development.*
- *Continue developing and improving our Safety & Security procedures based on the latest research and recommendations inclusive of: new mobile crisis tool, detailed reunification planning, initiation of a safety and security committee, enhanced ALICE training with “live” drills (staff only) with improved staff and parent training videos.*

#### Measures

##### Product/Deliverables:

- Library of social-emotional health and wellness activities for meeting use. (December 2023)
- Updated PBIS practices and professional development. (April 2024)
- Plan to reach an integrated social-emotional health and wellness in all content areas. (April 2024)
- District safety & security plan with updated tools, training, and reunification points. (March 2024)

##### Data/Metrics:

- Report of at least 80% satisfaction for participants in Parent University events focusing on Social-Emotional Health, Wellness & Safety.
- Reduce student office/nurse referrals by 5% in trimester 2 & 3:
  - Trimester 1 (baseline): # visits



## 2023-2024 Annual Plan

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

- *Facilitate activities that allow students to act as leaders within their classrooms, grade levels, buildings and across the district.*
- *Incorporate opportunities for school and district-wide service projects to build a sense of community for the District.*

### Measures

**Product/Deliverable:**

-Log student leadership opportunities. (May 2024)

**Data/Metrics:**

-Participation rates in clubs and activities involving leadership (baseline year).  
-At least 50% student participation in service projects.

**Objective 1.c.:** Cultivate a positive organizational culture with targeted staff morale efforts.

- *Continue Wellness Committee for employee-sourced ideas for wellness programming.*
- *Launch an employee Organizational Wellness Survey that includes cycles of feedback, action planning, and implementation.*
- *Initiate monthly District Office Interdepartmental meetings to increase collaboration and shared goal-setting.*

### Measures

**Product/Deliverable:**

-Organizational Wellness Survey implementation plan. (September 2023)  
-Wellness programming opportunities with participation rates by “course.” (May 2024)

**Data/Metrics:**

-At least 85% of employees report satisfaction/high satisfaction in the Organization Wellness Survey.



**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.

- *Introduce new team leader positions across the District.*
  - *Provide ongoing professional development for team leaders.*
  - *Shift building structures from SIP teams to Building Instructional Leadership Teams (BILT), composed of the team leaders at each school.*
  - *Introduce regular District Guiding Coalition meetings, composed of the team leaders and district Instructional Leadership Team (ILT).*
- *Integrate PLC best practices across the District with support of Solution Tree Staff Development partner.*
  - *Embrace the three big ideas: Focus on Learning, Collaborative Culture & Collective Responsibility, and Results Orientation.*
- *Commence our first year of the early release professional learning model.*
  - *Focus implementation year on staff social-emotional health and wellness and team building, distributive leadership, and a “Culture of Learning”*
- *Utilize the Teacher on Special Assignment (TOSA) role to support PLC and weekly early release implementation.*
- *Develop a vision and model for instructional coaching integration for 2024-2025.*

**Measures**

**Product/Deliverable:**

- District-wide PLC guiding commitments, products as an outgrowth of the Guiding Coalition work. (March 2024)
- Instructional coaching recommendation for 2024-2025. (January 2024)

**Data/Metrics:**

- 100% of licensed staff are participating in PLCs, with each PLC led by a teacher team leader.
  - 75% of PLC participants indicate "We are organized into high-performing, collaborative teams in which members work together interdependently to achieve common goals. We have developed and adhere to team norms and protocols."
  - Improve our annual ECRISS overall student growth score.
- Baseline: 0.05 (grades K-2) and -0.01 (grades 3-8) SY 2022-2023*



## 2023-2024 Annual Plan

**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.

- *Promote a sense of belonging for all of our students to build healthy dispositions and raise achievement:*
  - *Provide professional learning for administrators, classroom teachers, and special education staff on inclusive practices.*
  - *Pursue opportunities to provide more inclusion for our students receiving special education services with targeted efforts focused on instructional classrooms.*
  - *Create push-in and “clustering” opportunities to provide more inclusion for our students who are multilingual.*
  - *Identify and pursue more inclusive enrichment, acceleration, and intervention opportunities.*
- *Build improved understanding and implementation of MTSS practices (Prek-8), determining areas for growth and celebration.*
  - *Review Tier I instructional practices to ensure differentiation of instruction is embedded in all classrooms.*

### Measures

**Product/Deliverable:**

-Special Education Annual Staffing Report (January 2024)  
-Analysis of inclusive opportunities, identifying District strengths and areas for growth (January 2024)

**Data/Metrics:**

-Increase the percentage of time students with an IEP access the general education curriculum by 5% for the 23-24 school year. Current baseline: ES - 77%; IS - 58%; MS - 84%  
-Increase the amount of time our students who are multilingual spend in the general education classroom by 5%. *Need to establish a baseline.*



## 2023-2024 Annual Plan

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

- *Integrate our new K-5 math resources and our renewal of our 6-8 math resources.*
  - *Provide ongoing professional development to support integration.*
- *Continue focus on increasing the growth and achievement of our female students, with female-specific instructional strategies integrated in the classroom.*
- *Promote focus on rigor, access, and equity in our math courses.*
- *Evaluate effectiveness of pathway adjustments.*
- *Promote vertical articulation collaboration between grade levels.*
- *Provide parent education opportunities related to our math instruction and resources.*
- *Utilize the Teacher on Special Assignment (TOSA) role to support these math objectives.*

### Measures

#### **Product/Deliverable:**

- Targeted instructional strategies for females to close the achievement gap. (October 2023)
- Professional development calendar and plan. (October 2023)

#### **Data/Metrics:**

- Report of at least 80% satisfaction for participants in Parent University events focusing on math learning.
- ECRISS benchmark goals include:
  - Increase our overall math growth score of 0.04 (grades K-2) and -0.13 (grades 3-8) from 2022-2023. Ideally returning to, or exceeding, our highest pre-pandemic growth score of 0.19 in 2018-2019.
  - Increase our female overall math growth score from a score of -0.18 (grades K-2) and -0.21 (grades 3-8).
  - Attain at least expected growth (“green”) in all math pathways at each grade level.



## 2023-2024 Annual Plan

**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.

- *Establish a PK-8 ELA curriculum and resource review team to begin a two-year review process of our current instructional practices, best practices research (Science of Reading), student performance data, curriculum, and resources.*
- *Study current phonemic awareness and phonics instruction and engage in a Kindergarten phonics resource pilot experience.*
- *Promote vertical articulation collaboration between grade levels.*
- *Remain apprised of literacy legislation from the State of Illinois and anticipate its impact on our practices.*

### Measures

**Product/Deliverable:**

-PK-8 ELA curriculum and resource two-year review structure (September 2023) and outcome reports to inform year two. (May 2024)

-Kindergarten phonics resource pilot feedback and recommendation. (February 2024)

**Data/Metrics:**

-District-wide reading performance review with longitudinal analysis determining patterns to disrupt and areas to reinforce.

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

- *Launch an 8th grade pilot CTE course and gather feedback to inform future actions.*
- *Define future opportunities to expand programming PK-8, including curricular opportunities and club programs.*
- *Reflect on our related studies offerings for opportunities to complement and/or enhance them.*

### Measures

**Product/Deliverable:**

-Pilot 8th grade CTE Course overview (September 2023) and participation levels (March 2024)

-Identification of recommended future District actions, based on pilot experience.

**Data/Metrics:**

-At least 70% of students taking the CTE course indicated the course helped identify high-interest and low-interest career clusters.



**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.

- *Implement Strategic Recruitment & Retention Plan Priorities:*
  - *Embed FSD79 new Strategic Plan and Branding into recruitment efforts, including redesigned website*
  - *Develop targeted marketing materials for hardest-to-fill positions: bus drivers and special education*
  - *Standardize onboarding procedures for all employee groups.*
- *Build a 2024-2025 hiring plan that initiates recruitment in January with targeted timelines and aggressive recruitment outreach.*
- *Participate in D120 Aspire “Grow Your Own” programming to recruit the future workforce.*
- *Utilize the IL State Teacher Vacancy Grant Pilot Program funds to promote this goal area.*

**Measures**

**Product/Deliverable:**

- Onboarding Procedures Plan (January 2024)
- The 2024-2025 hiring plan and timelines (January 2024)

**Data/Metrics:**

- Increase the number of applicants for all positions by 10%.
- Meet an 85% hiring goal (for known vacancies) by June 1, 2024 for the SY24-25. (Baseline SY23-24: 68%)





## 2023-2024 Annual Plan

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

- *Develop “credit-bearing courses” through a District-led professional development program that is low cost and leads to advancement on the salary schedule.*
- *Modify workday calendars to invest in additional professional development time for safety and job-specific learning for the following employee groups: Paraprofessionals, Bus Drivers, Lunchroom Supervisors*
- *Develop a mentoring program for paraprofessionals and substitutes to implement in the 2024-2025 school year.*
- *Initiate university partnerships to offer low-cost endorsements, certifications, and licensure opportunities for teaching and paraprofessional employee groups (LBS1, ELL, and PEL)*

### Measures

**Product/Deliverable:**

- District Credit-bearing Course Catalog (December 2023)
- Paraprofessional and substitute 2024-2025 Mentoring Program Plan (May 2024)
- BloomBoard University Partnership Plan (October 2023)

**Data/Metrics:**

- At least 5 licensed staff members enrolled in course offerings
- 85% of each employee group surveyed felt the professional development this year impacted their growth or students growth.
- At least 3 employees enrolled in each of the following BloomBoard supported programs:
  - Teaching English Learners Certification*
  - Teaching Students With Disabilities Certification*
- At least 1 employee enrolled in the Teacher Apprenticeship Program*



**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 Master Facility Plan (EMFP), in partnership with the Fremont community, to advance strategic goals, address facility maintenance and sustainability, while accounting for student enrollment growth.

- *Select an architectural firm to lead the EMFP process, meeting the requirements found in the RFQ.*
- *Engage the Fremont community to work with the District to create a long-term EMFP, reflecting community values, and responsible stewardship.*
- *Invest in a Fremont D79 specific demographic study to accurately forecast enrollment growth over the next 5-10 years.*
- *Embed recommended safety and security enhancements into long-term facility planning.*
- *Negotiate with developers and village officials for fair impact fees and related matters for new developments, with special emphasis on the Ivanhoe Village development.*

**Measures**

**Product/Deliverable:**

- Demographic Study Report (January 2024)
- Developer Impact Fee Agreement(s) (ongoing)
- EMFP timeline, plan, and deliverables with evidence of Fremont community involvement. (April 2024)

**Data/Metrics:**

- Negotiated impact fee agreements that demonstrate expenditures matching revenues, to minimize impact on current taxpayers.
- Facility plans that match enrollment forecasts with responsible financial investments.



## 2023-2024 Annual Plan

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

- *Build a five-year financial plan that aligns with the District’s strategic goals, including:*
  - *Strategic Plan*
  - *Future Developments*
  - *Educational programming*
  - *Market competitive salary and benefits*
  - *State and federal grant maximization*
- *Develop a plan that effectively utilizes fund balances for short-and long-term planning as it relates to facilities and enrollment growth.*

### Measures

**Product/Deliverable:**

- Fund balance plan that accounts for EMPF goals, inclusive of enrollment growth. (May 2024)

**Data/Metrics:**

- Balanced five-year financial plan with balanced budgets and fund balances maintained at least 75% of operating funds.