



FREMONT
SCHOOL DISTRICT 79

2024-2025 Annual Plan

Board Approved: August 19, 2024



2024-25 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.

- *Promote student-first, asset-based language across the district.*
- *Charge PK-8 SEL committee to complete a two-year process of reviewing classroom/school practices, student data analysis, and evidence-based approach to determine the following for implementation in fall 2025:*
 - *SEL Vision via Portrait of a Graduate*
 - *Student expectations by grade level (curriculum)*
 - *Classroom/School Resources*
 - *Professional Learning Plan*
 - *Integration of Positive Behavioral Supports (PBS) and use of restorative practices.*
- *Review district PAWS, discipline, and building-wide and classroom expectations at the start of the school year to improve student behavior outcomes and provide ongoing training.*
- *Embed more mental health resources and learning opportunities for staff, students, and families to address community needs.*
- *Implement refined Safety & Security practices related to the StopIt App (mobile crisis tool), detailed reunification planning, and new transportation radios and bus security cameras.*
- *Conduct a comprehensive cyber-security audit and develop a response plan.*

Measures

Product/Deliverables:

PK-8 SEL Portrait of a Graduate, curriculum and resource committee recommendation, and outcome reports (including parent communication) to inform implementation for the following year. (February 2025)

Targeted professional development plan for staff to promote improved student behavior in a developmentally appropriate manner. (October 2024)



2024-25 Annual Plan

Provide at least two parent education opportunities related to social-emotional health, wellness, and safety. (May 2025)

Develop a one-stop shop for mental health resources on the District website. (December 2024)

District safety & security plan with updated tools, reunification procedures, and transportation radios and bus security cameras. (December 2024)

Cyber security audit findings with response plan (April 2025)

Data/Metrics:

- Report of at least 90% satisfaction for participants in Parent University events focusing on Social-Emotional Health, Wellness & Safety.
- Aggregation of SAEBRs data to develop an initial benchmark related to students' social-emotional learning.

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

- *Further facilitate and grow activities that allow students to act as leaders within their classrooms, grade levels, buildings, and across the district.*
- *Establish a K-8 student ambassador program to support new students, special events, and service opportunities.*
- *Incorporate additional 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 2025)

K-8 student ambassador program implementation (October 2024)

Data/Metrics:

- K-8 student ambassador participation rates.
- Increase participation rates in clubs and activities involving leadership.
 - 2023-2024 baseline; ES/IS: 11%/ MS: 23%
 - 2024-2025 Goal: ES/IS: 20% / MS: 30%
- Maintain 100% student participation in service projects at the ES/IS/MS.



2024-25 Annual Plan

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

- *Continue Wellness Committee for employee-sourced ideas for wellness programming.*
- *Initiate two cycles of the Organizational Wellness Survey that includes feedback, action planning, and implementation.*

Measures

Product/Deliverable:

Organizational Wellness Survey Implementation Plan. (September 2024)

Wellness programming opportunities with participation rates. (May 2025)

Data/Metrics:

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



2024-25 Annual Plan



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.

- *Commence our second year of the early release professional learning model.*
 - *Prioritize learning opportunities focused on PLC priority areas.*
 - *Identify, unpack, implement, and pursue student attainment of essential standards for at least one course/subject by each PLC team.*
 - *Further promote teacher involvement in leading professional learning through our Wildcat Academy model and Fremont College.*
- *Continue to integrate PLC best practices across the District with the support of Solution Tree Staff Development partner.*
 - *Start transitioning from learning about PLCs to independently implementing PLC practices.*
 - *Focus PLC professional learning opportunities on specific areas identified by our staff in the spring of 2024.*
- *Implement the instructional coaching model for 2024-2025. The coaches will support:*
 - *Strategic plan district priorities*
 - *Teacher-initiated partnerships*
 - *New staff*
 - *Technology resource integration*
- *Design a “FSD79 Menu of Professional Learning Opportunities” that promotes teacher involvement in leading and participating in professional learning, driven by teacher input.*
 - *Include high priority areas: artificial intelligence and deescalation strategies.*

Measures

Product/Deliverable:

Professional learning plan focused on PLC areas identified by our staff in the spring of 2024: intervention, common formative assessments, identifying levels of performance, and extension (August 2024: Semester 1; January 2025: Semester 2)

Instructional coaching log: coaching cycles, design support/workshops, and thinking partner engagements (May 2025)



2024-25 Annual Plan

Professional learning plan focused on artificial intelligence and de-escalation strategies.
(August 2024: Semester 1; January 2025: Semester 2)

FSD79 unpacked Essential Standard template to serve as PLC team model (August 2024)

Data/Metrics:

-Increase the number of FSD79 staff members that lead internal professional learning opportunities:

- Fremont College 2023-2024 baseline: 4 courses
- Wildcat Academy 2023-2024 baseline: N/A (baseline year)

-100% of PLC teams will identify, unpack essential standards for at least one course/subject.

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

-Increase the percentage of PLC teams who mark “beyond implementation or deeply embedded ” in four key areas of focus. [\[link to benchmark data\]](#) (April 2025)

- Collaboration
- Intervention
- Extension
- Data sharing team culture

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

- 50 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.

- 2023-2024 baseline: 0.10

-Math - Exceed pre-pandemic benchmark of 46% meet/exceed in IAR by spring 2025.

-ELA - Exceed 2024 benchmark of 61% meet/exceed in IAR by spring 2025.

-All grade level cohorts will increase their National Achievement Percentile on NWEA MAP by the spring of 2025 (Math & Reading).



2024-25 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:*
 - *Continue to provide professional learning for administrators, teachers, and support staff on inclusive practices, co-teaching, special education instructional classroom programming, and multilingual programming.*
 - *Create push-in and “clustering” opportunities to provide more co-teaching and/or inclusive services for our students who are multilingual or receiving special education services.*
 - *Provide more targeted instruction and independence for service delivery*
 - *Identify and pursue more inclusive enrichment, acceleration, and intervention opportunities.*
- *Embed consistent, grade-level classroom Tier I and Tier II intervention associated with PLC essential standard work and in response to K-5 literacy universal screening.*
- *Review Tier I and Tier II classroom management practices to ensure procedures and expectations are embedded consistently in all classrooms (associated with objective 1.a).*
- *Create additional support and opportunities for advanced learning.*
 - *Review and revise our early entrance, single subject, and whole grade acceleration procedures, with a focus on greater access and more reliable measures for decision-making.*
 - *Engage a cohort of teachers in advanced learner cluster grouping professional learning with the intent to implement related practices in 2025-2026, with a targeted focus on grades K-2. (May 2025)*
 - *Pursue student group proportionality in our ELA and math pathways.*
 - *Formalize bridge opportunities (grades 3-8) to move between pathways (onramps and offramps) for ELA and math.*

Measures

Product/Deliverable:

Integrate opportunities for responsive WIN (What I Need Now) intervention/extension time during the academic day at each school:

- Identify opportunities within our existing structures (September 2024)
- Identify opportunities within each school schedule for further implementation in 2025-2026. (March 2025)

Defined co-teaching opportunities at the Intermediate School and the Middle School. (September 2024)

Updated early entrance, single subject, and whole grade acceleration procedures. (October 2024)



2024-25 Annual Plan

Documented “bridge” opportunities and criteria for students to move between math and ELA pathways (onramps and offramps) (February 2025)

Data/Metrics:

-Collect baseline of student access to co-teaching opportunities at the IS and MS for students with IEPs and Multilingual Students.

-Increase the percentage of students in a less restrictive environment (LRE) from August 2024 to June 2025.

	Outplaced Students (Public & Private)		Inside General Education less than 40%		79%-40% or more in General Education		80% or more in General Education	
	Fall 2024	Spring 2025	Fall 2024	Spring 2025	Fall 2024	Spring 2025	Fall 2024	Spring 2025
ES	7.10%		12.80%		19.00%		61.40%	
IS	8.60%		11.80%		20.40%		59%	
MS	5.00%		0%		31.90%		63%	

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

- 2023-2024 baseline: 19%
- 2024-2025 goal: Increase by 3%

-Demonstrate increased growth on the ACCESS Assessment (Comprehension, Oral and Literacy Proficiency Levels).

- The middle school Comprehension Proficiency Level will shift to positive growth.
- The elementary and middle school Oral Proficiency Levels will shift to positive growth.

August 2024 - Baseline Data				
School	Average Comprehension Proficiency Level Growth 2023 ACCESS to 2024 ACCESS	Average Oral Proficiency Level Growth 2023 ACCESS to 2024 ACCESS	Average Literacy Proficiency Level Growth 2023 ACCESS to 2024 ACCESS	Average Composite Growth 2023 ACCESS to 2024 ACCESS
Elementary	1	-0.5	0.9	0.5
Intermediate	0.4	0.6	0.5	0.6
Middle	-0.1	-0.1	0.1	0.1

-Make progress towards proportionality of our underrepresented student groups in our math and ELA pathways (ELA2, Algebra I, and Geometry pathways).

- 2023-2024 Algebra I/Geometry baselines (Grades 6-8):
 - Multilingual: 2% (District proportionality: 8%)
 - Female: 46% (District proportionality: 49%)
 - IEP: 3% (District proportionality: 13%)



2024-25 Annual Plan

- Hispanic or Latino: 10% (District proportionality: 18%)
- Low SES: 4% (District proportionality: 9%)
- 2023-2024 ELA 2 baselines (Grades 3-8):
 - Multilingual: 1% (District proportionality: 12%)
 - Male: 44% (District proportionality: 52%)
 - IEP: 3% (District proportionality: 13%)
 - Black: 1% (District proportionality: 3%)
 - Hispanic or Latino: 4% (District proportionality: 18%)
 - Low SES: 3% (District proportionality: 8%)

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

- *Continue to effectively integrate our new K-5 math resources and our renewal of our 6-8 math resources.*
 - *Provide ongoing professional development to support integration, including use of instructional coaches.*
- *Continue 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.*

Measures

Product/Deliverable: None

Data/Metrics:

- ECRISS benchmark goals include:

- Increase our overall math growth score
 - 2023-2024 baseline: 0.08
- Increase our female overall math growth score.
 - 2023-2024 baseline: 0.03

- Math Pathways

- Increase the percentage of 8th graders completing Algebra I or Geometry.
 - 2023-2024 baseline: 56%
- 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
- Increase the higher than expected growth (“blue”) for targeted student groups.
 - 2023-2024 baselines: All targeted student groups “green”



2024-25 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.

- *Continue convening the PK-8 ELA curriculum and resource review team to complete year two of a three-year review process of our current instructional practices, best practices research (Science of Reading), student performance data, curriculum, and resources.*
- *Study impact of first year of Kindergarten phonics instruction resource implementation.*
- *Promote vertical articulation collaboration between grade levels.*
- *Remain apprised of the Illinois Comprehensive Literacy Plan from the State of Illinois and related learning opportunities it can have on our practices.*
- *Engage in ongoing professional learning with The Reading League. (May 2025)*
 - *Provide specific learning opportunities focused on areas identified by our staff in the spring of 2024, including: decoding, spelling, and fluency and foundational writing guidance (May 2025)*
 - *Pilot the use of a universal oral reading fluency test (Grades 1-5) and early literacy measures (Grade K). (Fall or Winter 2024)*
- *Utilize instructional coaches and additional professional learning opportunities to support literacy instruction.*

Measures

Product/Deliverable:

Recommendation for the K-5 universal assessments for 2025-2026. (February 2025)

PK-8 ELA curriculum and resource committee progress and outcome reports. (May 2025)

Data/Metrics:

-100% of K-5 students will participate in a universal oral reading fluency test (Grades 1-5) and early literacy measures (Grade K) and establish a baseline.

-Kindergarten phonics resource implementation increasing ECRISS overall growth score for Kindergarten ELA.

- 2023-2024 baseline: 0.00

-At least 80% of Frontline professional learning surveys agree or strongly agree each The Reading League session “will impact my professional growth or student growth in regards to content knowledge or skills or both.”



2024-25 Annual Plan

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

- *Convene a district CTE committee to begin a review process of our current instructional practices, best practice research, curriculum, and resources. (September 2024)*
 - *Conduct an analysis of our current PK-8 related studies courses and identify any areas opportunities for future CTE integration (career exploration) including resources, facilities, and course offerings.*
- *Integrate CTE learning experiences into our PK-8 related studies courses, with a focus on career exploration.*
- *Redesign our middle school related studies offerings to maintain fine arts and embed STEM and CTE to begin implementation in 2025-2026 school year.*

Measures

Product/Deliverable:

FSD79 CTE PK-8 scope and sequence that documents learning experiences aligned with the Illinois career clusters (May 2025)

Recommendation for revised MS related studies courses, embedding STEM and CTE, and maintain Fine Arts, for 2025-2026 (January 2025)

Data/Metrics: None



2024-25 Annual Plan



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.

- *Develop a comprehensive employee retention program that enhances job satisfaction and employee engagement based on employee feedback. This program will include:*
 - *Feedback strategies, such as retention interviews*
 - *Recognition programs*
 - *Benefit/Compensation Strategies*
 - *Professional learning*
 - *Wellness*
- *Enhance partnerships with aspiring educators.*
 - *Continue to participate in the Aspire program through Mundelein High School*
 - *Develop partnerships with Stevenson High School and Grayslake Central High School*
 - *Connect with former Fremont School District 79 students pursuing their teaching credentials*
 - *Support college students with classroom observation and student teaching requirements*

Measures

Product/Deliverable:

Employee Retention Program Overview (April 2025)

Aspiring Educator Partnership Framework (January 2025)

Data/Metrics:

-90% of employees feel valued, supported, and motivated to stay and contribute to the Fremont community.

-Increase partnership opportunities with aspiring educators

- 2023-2024 baseline: 8 students (2 Aspire students, 4 observations, and 2 student teachers)
- 2024-2025 target: Increase by 10%



2024-25 Annual Plan

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

- *Design and implement a coherent professional learning plan designed to enhance and strengthen the administrative leadership team within Fremont School District 79.*
- *Build a menu of University partnerships to offer low-cost teacher licensure opportunities for paraprofessionals and aspiring educators.*
- *Develop a mentoring program for administrative assistants and lunchroom supervisors.*
- *Implement the inaugural mentoring program for substitute teachers and paraprofessionals.*

Measures

Product/Deliverable:

Administrative Team Professional Learning Plan (September 2024)

Teacher Licensure Pathway Catalog (November 2024)

Administrative Assistant and Lunchroom Supervisor 2025-2026 Mentoring Program Plan (April 2025)

First-year implementation summary of substitute teachers and paraprofessionals mentoring program (May 2025)

Data/Metrics

-At least 85% of the members of the administrative team indicate they believe the professional learning plan strengthened their leadership capacity.

-At least 2 paraprofessionals enrolled in a teacher licensure program.

-At least 85% satisfaction rate with substitute teachers and paraprofessionals participating in the mentor program.



2024-25 Annual Plan



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.

- *Recommend an Educational Long-Range Facility Plan (ELFP), as presented by the community-based Steering Committee, for School Board adoption that includes:*
 - *5-year and 10-year capital improvement plan reflective of strategic goals, demographic trends, stakeholder priorities and responsible financial investments*
 - *Enrollment-driven long-range plan (10+ years) that accounts for student growth milestones beyond the next 10 years*
 - *Associated funding plan that maintains educational excellence with responsible financial investments*
- *Negotiate with developers and village officials for fair impact fees, other funding sources, and related matters for new developments, with special emphasis on Ivanhoe Village development*

Measures

Product/Deliverable:

Approved ELFP by the Board of Education (December 2024)

Approved negotiated agreement for new developments (ongoing)

Data/Metrics:

-Negotiated impact fee agreements with evidence of fair and reasonable amounts

-Facility plans that match enrollment forecasts with responsible financial investments for capital and operational needs



2024-25 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 and incorporates expenditures for future growth and expansion, including:*
 - *Safety & Security Initiatives*
 - *Educational Programming*
 - *Recruitment & Retention*
 - *Short- and long-term Capital needs*
 - *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 counts for ELFP goals, inclusive of enrollment growth (December 2024)

Data/Metrics:

-Balanced five-year financial plan with balanced budgets and fund balances aligned with the associated plan.



2024-25 Communications Plan

1. Devise strategies to aid in staff recruitment and retention efforts

- Implement a survey as part of the onboarding process to determine what District recruitment tools were utilized during the staff member's job search
- Create an updated version of the District's informational "This is Fremont School District 79" video
- Develop a weekly social media feature to highlight District staff
- Redesign weekly staff internal newsletter to drive increased engagement
- Generate staff and parent testimonials to highlight the District
- Expand the District's use of LinkedIn as a marketing tool
- Collaborate with the Human Resources department on additional initiatives

Product/Deliverable:

Updated "This is FSD79" video (November 2024)

Weekly staff recognition feature (August 2024)

Parent & staff testimonials (January 2025)

Staff recruitment onboarding survey (August 2024)

Data/Metrics:

-300 views of the new "This is FSD79" video

-Increase staff satisfaction rate related to recognition by 10% (48.8% in 2024)

-Increase LinkedIn followers by 20% (326 followers as of 7/10/24)

2. Implement communication systems that will create efficiencies and automation for both staff and stakeholders

- Establish new procedures for the Central Office team to submit content for the weekly internal staff newsletter
- Create a new Communications hub on the District website for increased ease of reference for all stakeholders
- Develop rebranded District and principal e-newsletters and establish clear deadlines for sharing and developing content, while supporting the shift in administrative structure between the elementary and intermediate schools
- Implement new notification systems for parents and staff, which include improved language services



2024-25 Communications Plan

Product/Deliverable:

Website Communications hub (August 2024)

New notification system (January/February 2025)

Data/Metrics:

-Stakeholder satisfaction rate with the District of 90%

3. Bolster student leadership with a District podcast

- Develop framework, including initial setup, for a school district podcast focused on student leadership and achievement
- Establish a content deadline schedule for District administrators who will be leading the episodes
- Serve as producer of podcast and provide guidance to students with the aim of making it student-produced

Product/Deliverable:

District podcast (September 2024)

Podcast planning outline (August 2024)

Data/Metrics:

-Average of 100 listens per podcast episode

4. Support community engagement as part of the District's Educational Long-Range Facility Plan

- Highlight the development of the District's forthcoming facility plan, including soliciting community feedback
- Share fiscal management data to keep the community informed
- Maintain the District's ELFP webpage

Product/Deliverable:

Community ELFP feedback forum (Fall 2024)

Financial highlights social media graphics (September 2024)

Data/Metrics: None



2024-25 Communications Plan

5. Promote District news to media outlets

- Submit District press releases to the *Daily Herald* and pitch major noteworthy story ideas to their Lake County beat reporter as well as other media outlets to inform the community and support transparency

Product/Deliverable:
Stories featuring FSD79 in the media
Data/Metrics:
-Increase the number of stories on the District featured in <i>Daily Herald</i> by 20% (18 stories in 2023-24)