

WE'RE ALL IN.

Student Services Department Three Year Plan





WEST CHICAGO ELEMENTARY SCHOOLS

Together for Excellence ★ ¡Juntos por la Excelencia!



ACHIEVE

2026

**Inspire.
Empower.
Achieve.**

District 33 Mission

Equip students to become life-long learners who embrace diversity, welcome innovation, and aspire to be catalysts for positive change and growth.

District 33 Vision

To be recognized as the school district that fosters:

- ✦ An innovative, rigorous & future-oriented education
- ✦ A culture of equity, diversity & personalized learning
- ✦ Student agency to develop voice, choice, ownership & self-sufficiency
- ✦ Active community partnerships

District 33 Core Values

- ✦ Collaboration
- ✦ Partnerships
- ✦ Equity
- ✦ Student voice & choice
- ✦ High expectations
- ✦ Support for the whole child
- ✦ High levels of engagement
- ✦ Trusting relationships

Portrait of a Graduate

Clear communicator
Collaborator
Critical thinker & problem-solver
Empathetic



Culturally aware
Resilient
Technologically adaptable
Advocate for self & others

BOARD MEMBERS

Rita Balgeman
President

Felicia Gills
Vice President

Tom Doyle
Secretary

Hebe Balzer

Morgan Banasiak

Sandra Garcia

Chad McLean

SUPERINTENDENT

Kristina Davis, Ed.S

KEY PERFORMANCE INDICATORS, MEASURES, AND TARGETS WILL BE ALIGNED TO EACH GOAL AREA



GOAL #1

STUDENT GROWTH & ACHIEVEMENT

Ensure all students meet challenging academic, physical, and social-emotional standards.



GOAL #2

LEARNING CULTURE OF EQUITY, ENGAGEMENT & AGENCY

Cultivate a welcoming, nurturing, and student-centered learning environment that embraces student curiosity and originality, and is aligned to clear learning expectations.



GOAL #3

PROFESSIONAL CULTURE OF TEAMWORK & CONTINUOUS IMPROVEMENT

Embrace a culture of collaboration, inclusivity, trust, innovation, and professional growth that attracts, develops, and retains a diverse, high-quality staff.



GOAL #4

FAMILY ENGAGEMENT & COMMUNITY PARTNERSHIPS

Collaborate and communicate with our families and community to build strong relationships and increase equitable opportunities that help students and families thrive.



GOAL #5

EFFECTIVE & INNOVATIVE USE OF RESOURCES

Meet the evolving needs of our students by leveraging all available resources to provide high-quality programs and services, and innovative technology and learning environments, while maintaining fiscal responsibility.

GOAL #1 STRATEGIES

Strategy #1: We will implement a consistent, multi-tiered system of support (MTSS), across all ages and groups, that promotes the holistic development of every student academically, physically, and social-emotionally.

GOAL #2 STRATEGIES:

Strategy #2: We will embed identifiable common learning expectations and tools that result in increased student agency (voice and choice) in learning experiences and a more equitable student-centered learning environment.

Strategy #3: We will implement, in partnership with families, developmentally appropriate expectations, structures, processes, and monitoring tools that demonstrate students own their learning.

Strategy #4: We will add new extracurricular student opportunities at elementary and middle school levels that will increase student engagement and build positive relationships.

GOAL #3 STRATEGIES:

Strategy #5: We will set and achieve common expectations for staff collaboration, teamwork, and shared decision-making opportunities through training, support, and shared accountability across all levels.

GOAL #4 STRATEGIES:

Strategy #6: We will foster community partnerships in order to minimize non-academic barriers, engage families, and provide experiential opportunities for students.

GOAL #5 STRATEGIES:

Strategy #7: We will upgrade existing infrastructure and provide resources to create safe, progressive, and productive learning and working environments.

→ Why a Three Year Plan ?

- Listening sessions in Spring of 2025
- Internal Special Education Audit

Identified Focus Areas:

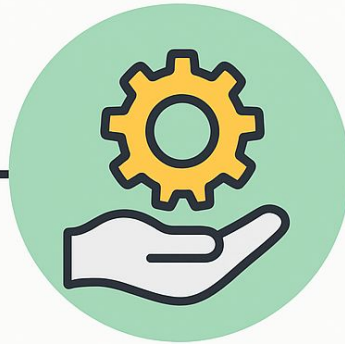
- Strengthening inclusive practices
- Building legal compliance expertise
- Enhancing data-driven decision making
- Developing consistent service delivery models



Student Services in District 33



**SPECIAL
EDUCATION
PROCEDURES**



**SERVICE
DELIVERY**



**BEHAVIOR
SUPPORTS**

→ Special Education



Needs Identified	Next Steps
Lack of consistent special education procedures between buildings Strengthen IEP Writing and Legal Compliance Lack of professional development opportunities for special education staff	Creating Common Procedures IEP Meeting Checklists Paperwork Compliance Guidance Changing Policy Professional development

Special Education Procedures

3 YEAR PLAN		
FY25	FY26	FY27
● Provide professional development ○ Embrace/paperwork Reminders ○ IDEA, FAPE, LRE, timelines ○ Strengthen PLOP and Goal writing ● Strengthen Data Collection ● Revise Procedures as policy changes	● Provide professional development ○ Embrace/paperwork Reminders ○ IDEA, FAPE, LRE, timelines ○ Strengthen PLOP and Goal writing ● Strengthen Data Collection ● Revise Procedures as policy changes	● Provide professional development ○ Embrace/paperwork Reminders ○ IDEA, FAPE, LRE, timelines ○ Strengthen PLOP and Goal writing ● Strengthen Data Collection ● Revise Procedures as policy changes



Service Delivery



Needs Identified	Next Steps
Consistency across the district-Equity among levels and buildings Lacking intervention resources for reading and writing Inconsistent service delivery across the district Enhance progress monitoring/data collection	Continuum of Service Workload Caseloads

Service Delivery

3 YEAR PLAN

FY25

- Review Service Delivery Across Schools
 - Workload/Caseload Analysis across disciplines
- Review inclusion models
- Understanding inclusion-why and how
- Review Self Contained
 - concerns with widespread abilities within sections
 - Unbalanced classes in some schools
- Inventory Sped Curriculum
 - Identify skill areas
 - Identify Missing pieces
- Identify next steps in vetting/piloting interventions

FY26

- Review student need and how we are programming to support progress
- Differentiation Training to support inclusion
 - Districtwide PD, scaffolding, Accommodations, modifications

FY27

- Review data from Year 1 and Year 2 to make Special Education program recommendations
- Continued Differentiation Training
 - Districtwide PD, scaffolding, Accommodations, modifications



Behavior Supports



Needs Identified	Next Steps
Increasing Positive Behavior Supports and Interventions	Discipline Anti-Bully Crisis Prevention/ School Safety

Behavior Supports

3 YEAR PLAN

● FY25

- Increase staff training in Crisis Prevention
- Form District Wide PBIS/Discipline committee
- Allocate time for team meetings to support problem solving student behavior
- Work with behavior consultant to offer PD to Assistant Principals and District Behavior Specialists
- Functional Behavioral Assessment Training for Psych/Social Workers/AP's

● FY26

- Increase Staff training on Crisis Prevention
- Review Behavior Policies related to Discipline and Bullying
- Training to develop a toolbox of positive behavior supports
- Develop systems for data collection
- Understanding and Utilizing Behavior Screener Data
- Refine process for Functional Behavioral Assessment

● FY27

- Continue staff training in Crisis Prevention
- Training to develop a toolbox of positive behavior supports
- Refine Systems for Data Collection

Work Already Underway



- Professional Development Calendar created and shared with Special Education Staff
- Met with Job alike groups in August and September
- Shared guidance on IEP procedures to promote consistency across the district
- Initiated discussions on best practices in special education
- Hosted district attorney sessions with two groups on legally compliant IEPs
- Provided support regarding updated ISBE change



THANK YOU.

Questions?



WE'RE ALL IN.

All of us. *All for them.*

