



STRATEGIC PLAN 2015-2020

Differentiation 	Professional Learning System 	Kindergarten 	STEAM 	21st Century Experiential Learning 	Environmental Design 
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District Annual Goals 2017-2018
September 19, 2017

The Winnetka Public Schools community empowers every student to flourish in an innovative, experiential environment. We support and challenge all learners to actively engage in continual growth and achievement to make a meaningful difference in the world.

The 2015-2020 Strategic Plan was developed following a comprehensive revision of the 2012-2017 Plan and the identification of 6 Ambitious Opportunities, which emerged from the Superintendent’s Entry Plan. The “Ambitious Opportunities” represent the strategic work (drivers) for the District for the next 3-5 years.

6 Ambitious Opportunities DRIVERS					
Differentiation	Professional Learning System	Kindergarten	STEAM	21st Century Experiential Learning	Environmental Design
					
Intended Impact (Next 3 - 5 Years) OUTCOMES					
<p>Clear goals, measures, and targets for determining student growth & achievement by content area.</p> <p>Communication mechanisms employed to ensure parents have clear understanding of their child’s performance over time.</p> <p>Collection of growth and achievement evidence for each learner to ensure students are supported and challenged (ex. high-</p>	<p>Teachers/Administrators - improved use of data and feedback to impact growth + achievement; promote effective innovative practices (WU)</p> <p>Develop procedures to recruit, hire develop and retain personnel.</p> <p>Associates, Cust./Main, District office staff participate in regular training to improve overall performance.</p>	<p>Decision regarding the length of the Kinder school day based on a feasibility study</p>	<p>Dedicated STEAM spaces at each school in the Resource Centers</p> <p>Every student has the opportunity to engage in design thinking, making, tinkering, engineering, and co-curricular participation</p> <p>Application of design thinking practices for all students.</p>	<p>Design more experiential learning opportunities for students focused on global citizenship and civic responsibility (emphasis grades 5-8). Targeted outcomes are increased innovation, creativity, critical thinking, and collaboration with the outside world.</p>	<p>Financial forecasting model utilized for decision-making.</p> <p>Design and Implement a long-term facility usage plan to address -current and anticipated educational programming needs (i.e. STEAM, kindergarten, etc.)</p> <p>-climate control study</p> <p>-energy-efficient design.</p> <p>(NEW 2016) Determine facility and</p>

<p>readiness learners).</p> <p>Consistent standards for eligibility and service delivery for Special Education programming.</p> <p>Descriptors for programs and continuum of Special Education services</p> <p>Intervention materials aligned with core curriculum for Special Education and Response to Intervention.</p> <p>Improved transition from school to school for Special Education and Response to Intervention.</p>	<p>Implement Winnetka University.</p>				<p>operational needs to support projected enrollment.</p>
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COMMUNICATION

Implement a Communications Plan aligned with District priorities and initiatives tailored for all stakeholders. Share the District’s vision with community members and partners to foster positive relationships with the community at large.

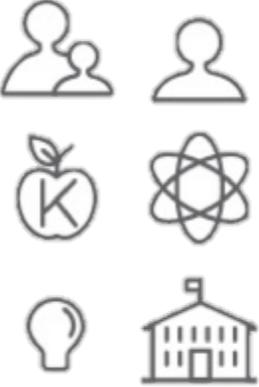
FINANCIAL

Develop long term financial plans to ensure facilities support current and future needs for educating students including climate control, green energy efficient design, and flexible learning spaces.

2017-2018 Annual Goals

Annual goals evolve from community feedback, the prior year-end review and meetings held with The School Board, Central Office and Administrative Team. These goals continue the work of the Strategic plan. Each area of focus has clearly defined goals with outcomes and measures.

This year's plan also recognizes the time, energy, and resources need to support the *Future Ready D36* initiative. Therefore, the Goal areas are narrowed to two in order to encompass the educational master facility plan initiative and the ongoing work of Reaching ALL Learners.

Goal Area	2017-2018 Annual Goals
<p>1. Future Ready D36</p> 	<p>1.1 Develop a long term Educational Master Facility Plan (EMFP) that aligns school facilities, enrollment, and our vision for teaching and learning to meet the needs of current and future students in a fiscally responsible manner.</p>
<p>2. Reaching All Learners</p> 	<p>2.1 Provide meaning and context for our major assessments for teachers, parents and students (Year 2 of 2-year goal).</p>
	<p>2.2 Utilize inquiry projects and real world applications to enhance high-readiness access & challenge.</p>
	<p>2.3 Implement K-2 Intervention model of support.</p>
	<p>2.4 Establish a District-wide Integrated service delivery model (Year 2 of 2-year goal).</p>
	<p>2.5 Ensure all students demonstrate the outcomes of utilizing the design thinking process (collaboration, empathy, communication, resilience) in their experiential learning opportunities (Year 2 of 2-year goal).</p>
	<p>2.6 Strengthen Home-School-Community Partnerships.</p>

Goal 1. Future Ready: 2017-2018 Outcomes

- 1.1 Develop a long term Educational Master Facility Plan (EMFP) that aligns school facilities, enrollment, and our vision for teaching and learning to meet the needs of current and future students in a fiscally responsible manner.**

Measure(s):

- Meet 90% of targeted milestones for each Phase of *Future Ready D36* plan.
- Board approved Educational Master Facility Plan by June 2018.
- Updated financial projections to ensure decisions include long-term impact.

Action Steps

- Implement Plan as detailed in *Anticipated Milestone Activity Calendar (7/14/17)*.

Goal 2. Reaching All Learners: 2017-2018 Outcomes

2.1 Provide meaning and context for our major assessments for teachers, parents and students (Year 2 of 2-year goal).

2.1 Measure(s)

- Maintain at least 90% or greater indication that there was an increase in understanding by parents for WPI sessions focused on assessment.
 - 2017 baseline = 100% indicated an increase in understanding
- Meet a 90% satisfaction rate for participants in professional learning strand dedicated to assessment (emphasis on MAP-Measures of Academic Progress).
- Meet targets focused on math and reading in District Improvement Plan (fall and spring).
- Maintain at least 90% satisfaction rate for Parent/Teacher conference in grades K-6; Meet an 85% conference satisfaction rate for Parent/Teacher conference in grades 7-8.
 - *Fall 2016 Results K-4 (93%); 5-6 (90%); 7-8 (78%)*
 - *Winter 2017 Results K-4 (N/A); 5-6 (91%); 7-8 (77%)*

2.1 Action Items

- Build upon teacher's capacity to analyze large-scale assessments for instructional planning to improve student growth and achievement.
 - Develop new professional learning strand for MAP advanced users.
 - Embed data analysis professional learning in weekly Collaborative Learning Team (CLT) meetings.
- Administer MAP assessment three times/year for students in grades 3-8.
 - Implement parent education programming for assessment understanding with emphasis on the MAP assessment.
 - Send communications to accompany fall and spring MAP results for families.
- Develop 2017-18 Assessment Calendar that increases efficiency and coherence.
 - Revise Math Disposition Survey Instrument.
 - Integrate SVMI "MARS" tasks into math curriculum units.
- Develop District Improvement Plan informed by performance data.
 - Develop Fall Assessment report to include MAP, PARCC, SVMI, and NT survey data.
- Implement a common approach for coherent use of data at parent-teacher conferences in capturing a composite picture of student progress.

2.2. Utilize inquiry projects and real world applications to enhance high-readiness access & challenge.

2.2 Measure(s)

- Collect model “exemplars” of highly-effective inquiry projects that offer challenge and support for high-readiness learners.
- Meet a 75% participation rate for 5th and 6th grade students for math enrichment through the Math Forum.
 - *2016-2017 baseline participation = 40% of students in Grade 6, 0% of students in 5th grade.*
- Increase the number of top quartile students meeting MAP growth targets in top in grades 5, 6, and 7.
 - *Spring 2017 Baseline Data = for grades 4-6, 0/3 grades met growth target in top quartile in math; 2/3 meeting growth target in top quartile in ELA.*

2.2 Action Items

- Exemplars of Inquiry Learning
 - Initiate Social Studies curriculum review with emphasis on the understanding and implementation of new inquiry based standards.
 - Establish a new professional learning strand for inquiry based learning to build teacher capacity and to foster new inquiry learning opportunities at each school.
 - Identify and disseminate digital resources to support interdisciplinary and inquiry-based learning.
 - Document and share exemplar inquiry projects with teachers across the District.
- Math Forum Participation
 - Collaborate on a monthly basis with the Math Forum to develop practices, which maximize the use of the Math Forum to further challenge all students.
 - Math facilitators will utilize the Math Forum in order to scaffold higher levels of understanding and discourse in the classroom.
 - Provide teacher communications to provide awareness for parents regarding Math Forum enrichment opportunities.
- MAP Upper Quartile Growth High Readiness Learning Support
 - Integrate rich, challenging math tasks into learning plans to teach high-readiness learners (resources include use of the Math Forum and SVMI MARS problems).
 - Introduce and pilot digital applications supporting ELA and math standards that promote personalized learning and additional rigor (Words Their Way, ThinkCerca, Worldly Wise, Pearson Realize and ST Math).

2.3 Implement K-2 Intervention model of support.

2.3 Measure(s)

- 85% of students receiving intervention in decoding, fluency and/or comprehension will successfully exit by meeting grade level expectations within 16 weeks of intervention.
- 85% of students receiving intervention in math calculation or concepts and application will successfully exit by meeting grade level expectations within 16 weeks of intervention.

2.3 Action Steps

- Train new math interventionists on research-based intervention programs to serve K-2 students.
- Provide targeted interventions for K-2 students in need of support from trained personnel in reading and math.
- Establish parent communication protocols common across the District for K-2 students receiving interventions.
- Implement use of new data warehouse for progress monitoring using common assessment data.
- Establish a baseline for the number of students who currently have IEP goals in the area of math (spring 2017) to monitor long-term impact of K-2 targeted interventions.

2.4. Establish a District-wide Integrated service delivery model (Year 2 of 2-year goal).

2.4 Measure(s)

- Increase the percentage of special education services offered within the general education setting in elementary grades in reading by 15%.
 - *Baseline: 8% of special education services in reading are within the general education setting.*
- Increase the percentage of special education services offered within the general education setting in elementary grades in math by 15%.
 - *Baseline: 23% of special education services in math are within the general education setting.*
- Meet or exceed a 50% MAP growth target in reading and math for students with an IEP (by cohort).
- Visual continuum developed that represents consistent District-wide service delivery options based on student needs.

2.4 Action Items

- Determine the baseline percentage of services provided in the general education setting to students with an IEP across grade levels 3-8 in reading and math.
- Establish baseline parameters (entrance/exit) for when services will be offered within general education classrooms or outside of general education classrooms.
- Refine associate support models to reduce student transitions.
- Improve writing of targeted IEP goals that will guide service delivery determinations.
- Support improved service delivery models with NSSED support and guidance.
- Partner with NSSED on strategic planning with a common, aligned vision of support.
- Provide parent education and outreach about special education to improve understanding of IEP processes.
- Provide targeted professional development for staff regarding best practices for educating students with special needs.
- Conduct a School Board work session specific to this goal (November).

2.5 Ensure all students demonstrate the outcomes of utilizing the design thinking process (collaboration, empathy, communication, resilience) in their experiential learning opportunities (Year 2 of 2-year goal).

2.5 Measure(s):

- Evidence that ALL students have one or more experiences per semester to participate in Design Thinking activities through classroom experiences (ex. Roof project, coding, and robotics) beyond “makerspace” time.
- A new individualized learning platform using a badging system to track individualized growth and progress for students in grades K-4 (to be ready for implementation in Fall of 2018).
- Increase female participation by 10% in non-required STEAM experiences (CW Electives, Drop-in MakerSpace, FlexTime (CW), out-of-District conferences/ presentations).
 - *Baseline 2016-2017 Skokie MakerSpace: 9% of females regularly participate, increase to 19%.*
 - *Baseline 2016-2017 Flex-time (CW) CoLab Visits: Twenty-eight students chose the CoLab during flex-time, 82% male and 18% female, increase to 28%.*
- Increase (and diversify) the number of students who participate in leadership activities associated with STEAM by 10%.
 - *Baseline 2016-2017 Leadership Participation: 36 students, increase to 40 or more students.*

STEAM Leadership Participation (Hour of Code, Institute Day Presentations, School Board Presentations, Conference/Workshop Presentations, STEAM Ambassadors, Student Tech Support Team, etc.)	Female	Male
K-4	0	0
5-6	9	15
7-8	5	7

2.5 Action Items – Year 2 Work

- Develop additional Design Thinking activities for each grade facilitated by science and STEAM facilitators.
- Increase the access to meaningful STEAM experiences at Skokie and Washburne by offering more courses and before/after school opportunities.
- Continue to build the use of SeeSaw at all elementary schools and Skokie School, allowing students to reflect and document their work on a weekly basis.
- Develop an individualized learning platform using a badging system to track individualized growth and progress ready for implementation in Fall of 2018 for at least one half of the K-4 STEAM units.
- Share information regarding “Futures Unlimited, ” program designed for 8th grade girls to introduce them to non-traditional careers in STEM.) in early Fall. (<http://www.nationalgirlscollab.org/mini-grant/futures-unlimited>)
- Partner with Washburne math/science/STEAM teachers to recruit students in late Fall for “Futures Unlimited.”
- Promote “Girls Who Code” for students in grades 7-8.
- Increase awareness of New Trier STEAM opportunities beginning in 5th grade (ex. invite New Trier Applied Arts teachers to share program opportunities).
- Increase the access to STEAM spaces before school, at lunch, and after school through club opportunities.
- Continue to develop STEAM ambassador team and student tech support team for grades 4-6.

2.6 Strengthen Home-School-Community Partnerships.

Measure(s)

- Maintain at least 90% satisfaction rate for Parent/Teacher conference in grades K-6; Meet a 85% conference satisfaction rate for Parent/Teacher conference in grades 7-8.
 - *Fall 2016 Results K-4 (93%); 5-6 (90%); 7-8 (78%)*
 - *Winter 2017 Results K-4 (N/A); 5-6 (91%); 7-8 (77%)*

- Maintain at least 90% or greater indication that there was an increase in understanding by parents for WPI sessions.
 - [*2016-2017 baseline*](#) = 98% indicated an increase in understanding
- Increase parent satisfaction rate with D36 experience to 78%.
 - *Baseline Results - 2016 (70%); 2015 (73%); 2014 (73%)*
- Increase staff support and establish parent support for the District's Shared vision; agreeing that the District has a clear, shared vision to direct our work.
 - *Staff – increase to 85% strongly agree or agree [baseline results – 2015 (53%); spring 2017 (81%).*
 - Parent – baseline year.
- Increase the WPI courses focused on student social/emotional health to four per semester.
 - *Baseline (2016-2017) – three per semester.*
- Increase the access of supplemental curricular resources at home.

Action Items

- Provide parent access to resources that includes online applications and activities to support student learning at home.
 - Math → Pearson Realize, ST Math
 - ELA → ThinkCERCA, NewsELA, No Red Ink/IXL
- Design WPI session on student social/emotional health based on parent feedback and suggestions, utilizing community resources.
- Present to community organizations regarding District vision and goals (ex. Rotary, Chamber of Commerce, Realtors, etc.)
- Encourage staff to communicate the Shared Vision “in action” with parents and colleagues through newsletters, emails, and social media.
- Plan activities for school partnerships with neighbors and residents to increase access to the schools and improve relations.
- Support the Police Department's request to increase visibility and positive relations with students and school staff.
- Develop video series that highlights the District's Shared Vision and progressive identity to share on website, with new families, relators, and professional education networks.
- Continue partnerships with local preschools via the Alliance for Early Childhood and other informal meetings.
- Implement a common approach for coherent use of data at parent-teacher conferences in capturing a composite picture of student progress.
- Complete enhancements to the individual school pages on the District website as well as Prospective Families page.