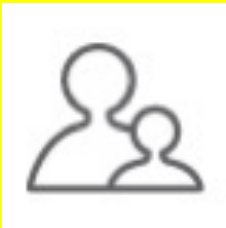
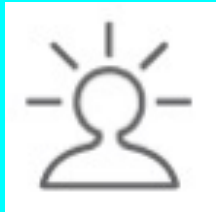

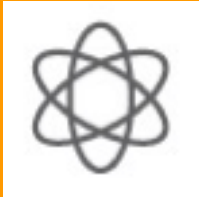












STRATEGIC PLAN 2015-2020

<p>Differentiation</p> 	<p>Professional Learning System</p> 	<p>Kindergarten</p> 	<p>STEAM</p> 	<p>21st Century Experiential Learning</p> 	<p>Environmental Design</p> 
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2012-2017 Plan Revision
June 2015
January 2016

The 2015-2020 Strategic Plan was developed following a comprehensive revision of the 2012-2017 Plan and the identification of 6 Ambitious Opportunities (collapsed from 7), 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. Year 1 outcomes were established as a “Big 5 Focus” for the District.

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.) -climate control study -energy-efficient design.</p> <p>(NEW) 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.

2015-2016 Annual Goals- The Big “5”

Areas of specific focus for the 2015-2016 school year (The Big “5”) evolved from the Superintendent's Entry Plan Findings and include:

1. Math (Differentiation)
 - Develop clear goals, measures, and targets for student growth and achievement (content, practices and disposition)
 - Increase parent education efforts (website, WPPI)
2. Reading (Differentiation)
 - Finalize Curriculum (KUDs) and Develop clear goals, measures, and targets for student growth and achievement (content & disposition)
3. Kindergarten (extended day study)
 - Conduct feasibility study to determine if lengthening the kindergarten day is viable
4. STEAM
 - Pilot prototype environments at three schools and gathering feedback on student engagement, design thinking, and logistics including recommendation of options on program expansion.
5. Winnetka University (Professional Learning System)
 - Implement phase 1 of Winnetka University by offering courses beginning in winter and developing robust courses for 2016-2017 school year.

Mid-Year Outcome Report



Goal 1: Differentiation

Collection of growth and achievement evidence for each learner to ensure students are supported and challenged. Clear District-level goals, measures, and targets set for determining student growth and achievement by content area. Communication mechanisms employed to ensure parents have clear understanding of their child's performance over time. Consistent standards for eligibility and service delivery for Special Education programming. Descriptors for programs and continuum of Special Education services. Intervention materials aligned with core curriculum for Special Education and Response to Intervention. Improved transition from school to school for Special Education and Response to Intervention

2015-2016 Outcomes

1.1 Initiate *Standards-Based Reporting* with World Language and Kindergarten

Process Initiated	Mid-Year Update	Year-End Update
Fall 2016	The World Language Committee is implementing cornerstone assessments and analyzing resulting data. Curriculum is being re-alignment based on student performance. This work will establish content for standards based report cards in 2016-2017.	Re-prioritized goals and deferred.
Fall 2016	Beginning in the 2016-2017 school year, Illinois School districts are required to administer the Kindergarten Individual Development Survey (KIDS) assessment. Kdg. teachers have attended training and are reviewing current assessment practices to compare with KIDS assessment expectations. Progress toward standards-based reporting aligns with the assessment indicators.	State modified implementation to fall 2017. Summer work includes 15 hours to prepare for the KIDS Assessment implementation.

1.2. Pilot Social-Emotional Learning continuums in all grades to monitor student growth + achievement K-8 (SEL Committee)

Implement Pilot	Mid-Year Update	Year-End Update
Spring 2016 – Fall 2016	SEL continuums have been drafted by the committee, feedback gathered (via survey monkey) at staff meetings held in January. Survey results will be reviewed at committee meeting scheduled for February 22, 2016, to build pilot plan for spring 2016.	Pilot is currently underway and the SEL committee met on May 18, 2016, to review feedback from Pilot. Summer committee work includes revising checklists and developing plan for partial implementation in 2016-2017.

1.3. Embedding student growth assessment measures in teacher evaluations to comply with PERA law for 2016-2017 implementation. (refer to Professional Learning System Outcome 2.4 for update).

1.4. ~~Pilot e-portfolio platforms and processes with STEAM environment at Hubbard Woods, Skokie, & Carleton Washburne Schools.~~

School	Implement Pilot	Mid-Year Update																				
HW	Fall 2016 - See Saw app collects reflections and facilitates student/teacher conferences.	<p>Student documents progress through prompts asking: <i>what are you working on, why are you working on that, and how are you going to accomplish that goal?</i></p> <table border="1"> <thead> <tr> <th>Grade Level</th> <th>Portfolio Entries</th> <th>Students</th> <th>Average # of Entries</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>65</td> <td>31</td> <td>2.10</td> </tr> <tr> <td>2</td> <td>58</td> <td>31</td> <td>1.87</td> </tr> <tr> <td>3</td> <td>550</td> <td>57</td> <td>9.65</td> </tr> <tr> <td>4</td> <td>221</td> <td>54</td> <td>4.09</td> </tr> </tbody> </table>	Grade Level	Portfolio Entries	Students	Average # of Entries	1	65	31	2.10	2	58	31	1.87	3	550	57	9.65	4	221	54	4.09
Grade Level	Portfolio Entries	Students	Average # of Entries																			
1	65	31	2.10																			
2	58	31	1.87																			
3	550	57	9.65																			
4	221	54	4.09																			
SK – Digital Literacy Class (5 th grade)	Fall 2016 - Schoology Collects reflections, facilitates project planning and presentations.	<p>Student sets smart goals for 20% time and moonshot thinking. Student presents final product along with reflections of what worked and what didn't and why.</p> <p>Other documentation from Skokie School MakerSpace</p> <ul style="list-style-type: none"> • Moonshots - http://padlet.com/kathymcdonough/skdiglit9b • SMART Goals- https://goo.gl/NSp6m6 <p>MakerSpace Snapshots-</p>																				

		https://goo.gl/AA1HA4
CW – Innovative Learning L(ab)	Google Drive Collects reflections, facilitates project planning and presentations.	Student sets smart goals and presents final product along with reflections of what worked and what didn't and why.

Year-End Report:

Pilot was successful (based on teacher feedback) at Hubbard Woods. ePortofolio platform will be offered at Crow Island and Greeley Schools. Skokie School will continue with Smart goals and Schoology, and expand opportunities for STEAM experiences. Washburne will utilize google drive for ePortfolio work.

1.5. Emphasizing school-specific data trends and patterns to create SIP (Building Principals/SIP Committees)

Mid Year Update:

Data trends have been identified and incorporated in School Improvement Plans For 2015-2016.

- Crow Island School Improvement Plan
- Greeley School Improvement Plan
- Hubbard Woods School Improvement Plan
- Skokie School Improvement Plan
- Carleton Washburne School Improvement Plan

Year-End Report:

School-specific Improvement Plans for 2016-2017 will be developed in alignment with Shared Vision.

1.5.1 Math

Outcomes	Mid-Year Update	Year-End Update
Develop CLEAR goals, measures, and targets for student growth and achievement (content, practices, & disposition)	Goals - October Board Report (link) Math Committee developing/assigning assessments to match each goal (Nov 2015 – March 2016).	Piloting assessments in May in grades K- 2, Piloting summative assessments for grades 3, 6, and 7. Drafting disposition surveys for grades 4, 5, and 8.
Increase parent education efforts	Website WPI Offerings New Trier Partnership with two parent presentations	28 Math Programs offered for parents. Grade-specific summer activities will be added to the website.
Embed more	Introduced the following at the K-5	Completed. See

technology-based resources to support differentiation (emphasis on high-readiness learners)	grades: <ul style="list-style-type: none"> - ST Math reinforcement of conceptual understanding and fluency (digital platform) - On-line tasks and activities from sites such as Robert Kaplinsky, Glenrock Consulting, Questioning my Metacognition and Estimation 180, Yummy Math, Illustrative Mathematics, Inside Mathematics, NCTM Illuminations, and Which One Doesn't Belong 	Recommendation for 2016-2017.
Special Education staff included in core math professional development	One elementary special education faculty member serves on the math committee to ensure that the interventions that are utilized in special education instruction align with the current language arts curriculum.	Completed. See Recommendation for 2016-2017.

Recommendation:

1. Continue to build upon and add Parent Education opportunities in the 2016-2017 school year. Continue to build upon and enhance website.
2. Continue with ST Math, and online resources to support differentiation.
3. Special Education teachers will specifically be invited to attend two professional development opportunities in 2016-2017 (Jo Boaler event in Wilmette and Innov8 (NCTM) conference in November.

1.5.2 Reading

Outcomes	Mid-Year Update	Year-End Update
Finalize Curriculum (KUDs) & Develop CLEAR goals, measures, and targets for student growth and achievement (content & disposition)	ELA Committee drafted KUDS and received feedback from teachers November 2015 – January 2016.	Board presentation, February 23, 2016, Reading Curriculum Redesign. Summer work includes writing anchor 3 anchor units per grade level.
Special Education staff included in core reading professional development and revised curriculum rollout	Reading interventionists serve on the committee.	Literacy facilitators asked for special ed faculty members volunteers to join the committee.

Recommendation:

Special Education faculty members will be recruited/included in the 2016-2017 school year to ensure that the interventions that are utilized in special education instruction align with the current language arts curriculum.

1.6 Streamline the RtI process for special education eligibility purposes for implementation and refinement in the 2016-2017 school year.

Outcomes	Mid-Year Update	Year-End Update
Catalog effective intervention tools	Response to Intervention Tools	Completed. Refined intervention tools for relevancy and tools most frequently used.
Develop District-wide referral tools and supplemental communications templates for in-district use.	Current committee work includes modifying tools in use to support efficient, systematic processes K-8. This work will be completed by May 2016.	Completed. Refined referral tool/communication template for multi-tiered systems and supports in middle schools. Summary form developed to support communication from elementary to middle school and building-to-building. Referral tools and supplemental communication templates on schedule for 2016-2017 implementation.
Revisit entry/exit norms	Reviewed entry/exit norms currently in place.	Increased understanding of existing norms that can be utilized functionally for entry and entrance (i.e., AIMS Web/Teacher's College) Beginning review for SEL. Math team piloting math interventions.

Recommendation:

2016-2017 work to include refinement of quantifiable data, reconciliation of local/national norms, and advancement of tier 1 supports.

1.7 ~~Implement SOAR program in grades 5-8; determine opportunity for expansion at lower schools.~~

Outcomes	Mid-Year Update	
Implement SOAR program in grades 5-8	November 17, 2015 Board Meeting Presentation	Year end memo to Board, June
Determine opportunity	Modify service delivery model at	Evaluate again in 2016-2017

for expansion at lower school*	each elementary building and continue to provide support services within home elementary school.	and over course of next year determine if something more customized, possibly partnering with NSSED.
Determine opportunity for expansion at middle school	Maintain existing program structure for grade 5-6. Modify service delivery at Washburne grades 7-8 to mirror program delivery model at Skokie School, which includes separation of students who are in need of a replacement curriculum from those who qualify for SOAR program.	Staffing to support adjustments in program based on Board approval.

Recommendation:

*It was anticipated that Phase two of implementation would include addition of a program at the elementary level; however, currently, modifications are being made to service delivery at each of the elementary buildings, where students who are demonstrating increased need for emotional support are offered this support within their home elementary school. This mode of service delivery is recommended for continuation.

1.8 Complete special education curricular program inventory and assess needs to create more K-8 consistent practices.

Outcomes	Mid-Year Update
Special Education curricular program inventory	Inventory Completed
Special Education needs assessment	Embedded in annual staffing planning

Year-End Report

[Review Program and Offerings to ensure that student needs can be addressed within a broad continuum of services](#)



Goal 2: Professional Learning System

Develop procedures to recruit, hire develop and retain personnel. Promote effective innovative practices through improved use of data and feedback to impact growth and achievement. Participate in regular training to improve overall performance. Develop all staff to provide consistently high quality programs and services addressing personal and professional growth.

2015-2016 Outcomes

2.1 ~~Implement phase I of Winnetka U by offering courses beginning in winter and develop robust courses for 2016-2017 school year.~~

Outcomes	Course Offering	
	#	Type
Winter 2016 Course Offerings	Offer 6 in-house courses plus online/local courses that meet criteria for WU Credit.	Catalog February 2016 In-house classes include <i>Froebel Philosophy and Introduction to the Froebel Gifts, Learning and the Brain: Using Brain Science to Improve Memory and Attention, Discovering Geometry, Mindfulness in the Classroom, Discovery Education Ambassadors, Differentiation of Instruction & Assessment</i>
FY2016-2017 School Year	Target: 10 in-house course offerings	Call for professors will exceed the target established for the 2016-2017 school year. 7 summer courses will be offered. 9 – 10 courses are anticipated for fall 2016. Spring 2017 course offering being formed.

Comments:

The WU committee is continuing to recruit teachers for course offerings, establishing partnerships with local universities. Retroactive approvals, system for pre-approvals initiated (48 hour approval turnaround), and investigating tool for program administration.

Winter program was delayed to Spring. Course Offerings included 4 courses *Philosophy and Introduction to the Froebel Gifts, Mindfulness in the Classroom, Google Educator Level 1, Learning and the Brain: Using Brain Science to Improve Memory and Attention.*

Year-End Report:

“Call for Professors” continue through year-end. To-date fourteen course offerings have been suggested and are pending approval. University Partnership discussions have begun with Northwestern and other local universities.

My Learning Plan is the portal being activated for fall 2016, which will house all WU information including registration, communications, evaluations, catalogs, etc. Winter 2017 catalog will be available October 1 to provide a semester-ahead cycle for registration.

Positive feedback received from staff that participated in spring 2016 course offerings. Logistics identified for further refinement include administrative related tasks such as classroom space, assignments, and coordinated communications.

2.2 Write new evaluation tool for associates with supportive trainings.

Outcomes	Mid-Year Update	Year-End Update
New evaluation tool	March – June 2016 anticipated. Pilot/Implement 2016-2017	New Evaluation tool completed for classroom/special education associates based on revised Job Descriptions to be implemented in the 2016-2017 school year.
Provide associate training specific to assignment to classroom/special education or resource center/technology	Training completed for Special Education/Classroom associates.	Training schedule based on revised job descriptions for classroom/special education associates. Beginning fall 2016, work with RC directors, technology associates, and technology team to revise job descriptions to reflect incorporation of Makerspace (STEAM) in libraries (elementary school). Develop necessary training to support new responsibilities. Revise evaluation document establishing rubric based on new criteria. Middle school tech associate job descriptions are not anticipated to change.
Refine training to accompany final evaluation tool.		Classroom and Special Education Associate Training Program 2015-2016 refined for to address specific job responsibilities as incorporated in new evaluation tool.

2.3 ~~Implement new evaluation tool for custodial and maintenance staff with supportive training.~~

Outcomes	Mid-Year Update	Year-End Update
Implement new evaluation tool	Completed summer 2015	Custodian Evaluation Tool Implemented spring 2016
Provide custodial/maintenance training to provide consistently high quality programs and services	Training Agendas	Review evaluations and feedback from staff to refine training for 2016-2017 school year to ensure alignment to high quality performance as delineated in the evaluation rubric (based on ISBE standards).

2.4 ~~Prepare for new teacher evaluation tool with student growth measures and targets (PERA compliance).~~

Outcomes	Mid-Year Update	Year End Update
Develop student growth measures	PERA committee has met seven times during the 2015-2016 school year. Progress toward completion on schedule.	PERA committee completed work May 2016 for August 2016 implementation. See May 17, 2016 Board memo.
Communication Plan to inform certified staff of measures and targets to incorporate in 2016-2017 teacher evaluations.	Progress communicated through bi-monthly Connect 36 updates	Licensed staff to receive updated information based on joint committee decisions at conclusion of the school year, with related documentation distributed to staff August 25, 2016, for 2016-2017 implementation.

2.5 ~~Systematize how grade level and departments meet weekly to review student growth and achievement; meetings attended by principals and needs/resources supported by central office (data literacy).~~

Outcomes	Mid-Year Update	Year-End Update
Instituted Collaborative Learning Teams at every building by grade level/department	Every principal meets with Collaborative Learning Teams (one per grade + one per department) for one hour a week. Follow protocols from <i>Learning Forward</i> research to look at planning and student work.	Completed implementation of CLT meetings with plans to continue in 2016-2017.
Scheduled monthly meetings with Superintendent and principal to update	Superintendent meets with principals monthly to discuss grade level meetings and building goals.	Completed implementation of monthly meetings with plans to continue in 2016-2017.

on Collaborative Learning Team Progress		
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2.6 Develop procedures to recruit, hire, develop and retain personnel.

Outcomes	Mid-Year Update	Year-End Update
Develop recruitment plan	Postponed to 2016-2017 with new central office administrator.	
Implement recruitment plan	Postponed to 2016-2017 with new central office administrator.	
Develop vision for mentoring and induction program based on teacher needs, research and model programs	Mentoring handbook completed for years 1 and 2 program	Mentoring handbook reviewed for edits/additions for the 2016-2017 school year. Minor edits expected.
Revise job descriptions for facilitators/coaches and “one-of” positions.	Facilitator/coach revised job description due at conclusion of 2015-2016 school year for implementation in 2016-2017.	Revised job descriptions for middle school math and LA, and elementary school math facilitators for implementation in 2016-2017.
Develop Coaching Handbook	Postponed due to other priorities.	



Goal 3: Kindergarten

Decision regarding the length of the kinder school day based on feasibility study that includes consideration of enrollment patterns programming options, and facility/staffing plan.

2015-2016 Outcomes

3.1 Evaluate the enrollment patterns and trends related to potential kindergarten programming options.

Outcomes	Mid-Year Update	Results	Year-End Update
Analysis of enrollment patterns and trends	Completed and presented at November 17, 2015, School Board meeting	Anticipated decline of 2% for 2016-2017 kindergarten student enrollment. Percentage likely mitigated if extended day offered.	Determined need for more sophisticated demographic study.
Analysis of enrollment patterns and trends related to programming options (families who have a child entering kindergarten within the next 5 years).	Completed and presented at November 17, 2015, School Board meeting	54% favor extended day program, regardless of fee 17% favor extended day program, at no charge. 13% favor half day program	Will continue to be analyzed in conjunction with a District-wide enrollment study scheduled for 2016-2017.

3.2 ~~Conduct facility capacity plan for all five schools to absorb an extended day kindergarten program.~~

	2015-2016 (1/2 day program)	Space available to accommodate extended day program based on current enrollment projections.	Space update
Crow Island	2 classrooms	0	0 without additional mobiles. 2 classroom total
Greeley	2 classrooms	1 classroom	4 classrooms total
Hubbard Woods	2 classrooms	1 classroom	3

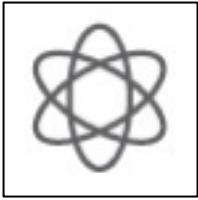
Skokie		2 classrooms	Could add 2 board determined not to at april work session
Carleton Washburne		5 classrooms	Not under consideration.

Year-End Report:

Crow Island cannot support an extended day program without adding temporary classrooms. It could house a ½ day program with the extended day opportunities provided at an alternate location. Greeley can support an extended day program. NSSED – Early Childhood program would be relocated to Skokie School. Hubbard Woods can support an extended day program. Demographic and enrollment study to be completed prior to recommendation of plan to absorb an extended kindergarten day.

~~3.3 — Conduct feasibility study to determine if lengthening the kindergarten day is viable.~~

Outcomes	Mid-Year Update
Costs to offer half day program	Preliminary estimates provided in November 17, 2015, School Board report.
Costs to offer extended day program	Preliminary estimates provided in November 17, 2015, School Board report.
Costs to offer full day program	Full day program was removed from consideration - December 15, 2015, School Board Report.



Goal 4: STEAM

Provide every student with the opportunity to engage in design thinking, making, tinkering, engineering, and co-curricular participation. Dedicated STEAM spaces to exist at each school in the Resource Center.

2015-2016 Outcomes

4.1 ~~Pilot prototype environments at three schools and gather feedback on student engagement, design thinking and logistics to determine program expansion opportunities.~~

Outcomes	Mid Year Update (Feedback gathered)	
Student Engagement	Classroom Observation	December 15, 2015 and January 26, 2016 Board meetings.
Design Thinking	Student/Teacher perception surveys	December 15, 2015 and January 26, 2016 Board meetings.
Logistics	Student/parent/teacher feedback	December 15, 2015 and January 26, 2016 Board meetings.

Year-end Report:

[STEAM expansion approved at March 15, 2016, School Board meeting.](#)

4.2 Embed NGSS’s engineering strand in the science curriculum revision.

Outcomes	Mid-Year Update	Year-End Update
Embed NGSS’s engineering strand in the science curriculum revision	The NGSS has been embedded into the science curriculum revision and the partnership between science and STEAM experiences is being piloted with specific science units this year (i.e., circuitry, physics and engineering).	Presented new Science Curriculum KUDS at April 19, 2016, School Board meeting which embedded the NGSS engineering standards into curricular units. Students have been engaged in the Pilot. Continue to implement in the units and look for ways to utilize the Steam space.

4.3 Introduce interactive techbooks and hands on science materials (i.e., Little Bits) to align with new NGSS

Outcomes	Mid-Year Update	
Interactive techbooks and hands on science materials aligned with new NGSS	Students in grades 1-8 integrate computer modeling and simulation to demonstrate understanding of computer science concepts. SK researching products to align with NGSS integration. CW investigating online tools to support NGSS integration.	Science (grades 7-8) piloted <i>Explore Learning</i> gizmos (online manipulatives). Grades 3-8 to pilot in 2016-2017.

4.4 Infuse explicit design thinking language in the Visual and Fine Arts curriculum.

Outcomes	Mid-Year Update	
Visual and Fine Arts Curriculum	Teachers have participated in professional development opportunities to begin discussions on infusing design thinking within the curriculum while piloting experiences in the classroom.	The exploratory rotation of Fine Arts curriculum at Skokie School will take 3 of their 12 weeks to embed STEAM concepts throughout the 2016-2017 school year. Design thinking language has been infused in the theater and art classes at Washburne and music & science classes at the elementary schools

4.5 Review the middle schools to examine how we might add more STEAM electives to the course offerings.

Outcomes	Mid-Year Update	Year-End Update
Skokie School grades 5-6	Reviewing Skokie schedule to determine options for embedding MakerSpace experience into 5 th and 6 th grade class rotation.	Skokie School piloted 2 different schedule versions to finalize options. The exploratory rotation of fine arts at Skokie will take 3 of their 12 weeks to embed STEAM concepts throughout the year.
Carleton Washburne School grades 7-8	Innovative Tech and Computer Engineering Exploratory broad enough to build in experiences to meet the needs of all learners	Based on student election and schedule, increase # of Innovative Tech and Computer Engineering sections. Investigating options for

		providing more access to the STEAM Space including before/after school and during lunch periods.
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Goal 5: 21st Century Experiential Learning

Design more experiential learning opportunities for students focused on global citizenship and civic responsibility (emphasis grades 5-8). Targeted outcomes to increase innovation, creativity, critical thinking and collaboration with outside world.

2015-2016 Outcomes

5.1 — ~~Commit to at least one innovative project per school designed to respond to the question, “How might we dramatically embed experiential learning as the core of our ‘classroom learning’ experience?”~~

Outcomes	Mid-Year Update	Year-End Update
Crow Island	Scheduling overhaul to improve student experience. A committee has met 3 times, survey data gathered, and options being developed. We are hoping to redesign our schedule to allow for more uninterrupted blocks of instructional time and to improve the overall student experience. Work to date includes a survey to all staff, research of other school's schedules and scheduling models, meetings with other school administrator's to encourage "outside the box" thinking and drafting of some options. Staff members have been updated on the process along the way.	Committee determined that Principal would address scheduling redesign and staff would partner with Backyard Nature Center to embed nature themes in each grade as follows: K – parent/child nature walk 1 st grade garden beds and bird watching 2 nd grade nature mindfulness 3 rd grade – Crow illand woods 4 th grade –various nature activities. Crow Island determined to continue this partnership in the 2016- 2017 school year.
Greeley	The 3rd and 4th grade teachers decided to initiate campfire meetings to better support student's socially/emotionally across grade levels. Students in 3rd and 4th grades are mixed together to form small groups and meet once a week to engage in collaborative games together. The activities are designed to promote collaboration, problem solving and to develop deeper relationships with one another. Three sessions have been held and been very successful. Students enjoy learning more about one another	Greeley held five campfire sessions and developed a restructured approach to engage in collaborative activities based on this year's pilot project.

	and collaborating with other students whom they don't know well.		
Hubbard Woods	Create more opportunities for students to interact with the outdoors, especially with the use of the new Hubbard Woods garden.		Student Green Team and PTO worked together to implement plan. Actualized Aunt Ruth's Garden in grades K-4. Plantings will be harvested in spring and fall. Arbor Day activities were planned and a town hall meeting held for future planning.
Skokie	Skokie has assembled a Scheduling Committee representative of all key areas in the building: advisors, exploratories, special staff, special ed and admin. We have now met on four separate release days, and are currently in the phase of our work where we have identified 3 possible models. Students will be joining us for a panel on Jan. 25 to review the models and provide their feedback. The results of that panel and our efforts as a committee will then be shared out at the Jan. 25 staff meeting. We will follow that with another release day meeting to flesh out the details of a possible pilot of the chosen models in the spring.		The Scheduling Committee Collected feedback received from students, staff and parents on how to improve the Skokie Schedule, given its current limitations. Two possible models were identified and tested the 1 st week of May.
Carleton Washburne	Cafeteria Redesign	Presented to Superintendent, drafted architect designs	Dream design was cost prohibitive. The plans included moving walls and adding windows, enhancing interior lighting and finding a spot for the "burne" (informal space for students to decompress). A determination was made to implement the redesign in four phases. The committee is currently working on revised plan.

Year-End Update:

Prototypes due February 28, 2016. All schools will have implemented and tested at least one prototype by April 4, 2016. *Design Thinking – Final Innovation Projects* were presented at June 8, 2106 School Board meeting.

5.2 Develop 5-8 Social Studies Units focused on global citizenship and civic responsibility

Comments:

Social Studies curricular unit development deferred to 2016-2017. A District-wide Day of Service is being planned for the 2016-2017 school year to be held on Martin Luther King Day. A committee has been formed and will continue to meet over the summer to develop the framework and structure.



Goal 6: Environmental Design

In conjunction with a financial forecasting model, design and implement a long-term facility usage plan to address current and anticipated educational programming needs (i.e., STEAM, kindergarten, etc.), climate control, energy efficient design opportunities.

6.1 — Develop long-term financial plan.

Outcomes	Mid-year update	Year-end update
Implement long-term financial plan including debt reduction	Met with financial consultants and Financial Philosophy Subcommittee, October 14, 2015, to investigate alternatives to reduce debt. Full Board discussion at October 20, 2015, Work Session meeting.	Long term financial plan including debt reduction was presented to the Board at its February work session meeting .
Maximize investment opportunities in a diverse investment portfolio.	Met with financial consultants and Financial Philosophy Subcommittee to discuss diversification of investment portfolio. Presentation to School Board in conjunction with 2015 Tax Levy discussions October, November and December meetings.	Completed as detailed above.

6.2 ~~Conduct a building capacity study which encompasses current usage and potential uses to support an extended day kindergarten program (see [kindergarten update](#)) STEAM programming, enrollment variances optimal spaces, etc.)~~

STEAM	Mid-year update	Year-end update
Crow Island	Current Resource Center or adjacent spaces available but not optimal. Potential space available through addition of temporary classrooms.	STEAM implementation will be located in space adjacent to library
Greeley	Resource Center can accommodate STEAM space.	Computer Lab section of Resource Center
Hubbard Woods	Maintain current STEAM space in Resource Center.	
Skokie	To provide STEAM experiences for all 5 th and 6 th graders, reconfigure the computer lab	In addition to the current STEAM spaces, Skokie will be building a TV studio (Oak

	in addition to the current MakerSpace classroom.	Street Lab) adjacent to the computer lab.
Carleton Washburne	Maintain existing space.	

Year-end Report:

Building capacity study was completed in summer 2015, which encompasses current usage. A baseline resource document, looked at in conjunction with District architects, was documented in related software for future use.

6.3 Evaluate environmental impacts of building operations and facility design.

Outcomes	Mid-Year Update
Environmental impacts of building operations and facility design	10-Year Life Safety Report. Facilities Update, December 15, 2015, Report to School Board.

Year-end Report:

The nature of the life safety study looks at environmental impacts on our buildings. In addition cost estimates were obtained for future introduction of air conditioning should that decision ever be made and financed.

~~6.4 Build an initial financial projection model with the support of software to monitor the impacts of the life safety & deferred maintenance report, new curricular programs, environmental improvements, legislation, etc.~~

Outcomes	Mid-Year Update	Year-End Update
Financial Projection Model	Financial Forecasting Model been developed tested and implemented on a preliminary basis, discussed with the financial committee in October. and will be updated for presentation in February/March 2016.	Financial Forecasts were presented at the February 23, 2016, Work Session Meeting. Suggested improvements from the 10-Year Life Safety Report are being incorporated into the long-term facilities plan and integrated in with financial projections including related construction projects for the summer 2016.

6.5 Assist in design of curricular programs from a financial and facilities perspective.

Outcomes	Mid-Year Update	Year-End Update
Kindergarten	Incorporated preliminary costs for facilities and staffing within Kindergarten Day Study	Completed for initial study.
STEAM	Incorporated preliminary costs for	Completed for 2016-2017

	facilities and staffing within STEAM program expansion proposal	expansion.
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~~6.6—Evaluate the long-term financial implications related to staffing, facilities and enrollment.~~

Year-End Report:

Financial Forecasting Model developed incorporates the consideration of staffing, facilities, and enrollment, and will be utilized in conjunction with staffing recommendations and curricular programs.