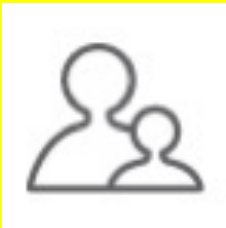
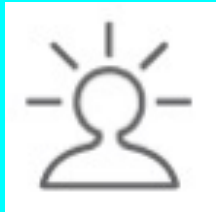

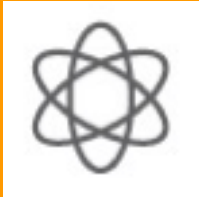












STRATEGIC PLAN 2015-2020

Differentiation 	Professional Learning System 	Kindergarten 	STEAM 	21st Century Experiential Learning 	Environmental Design 
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2012-2017 Plan Revision
June 2015
January 2016
June 2016
January 2017
June 2017
June 2018

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.

6 Ambitious Opportunities DRIVERS					
Differentiation 	Professional Learning System 	Kindergarten 	STEAM 	21st Century Experiential Learning 	Environmental Design 
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.					

Annually, the District establishes areas of specific focus within this structure that drives the work for the school year.

2017-2018 Annual Plan: Goal Areas

1. *Future Ready D36* – Develop a long term Educational Master Facility Plan
2. Reaching All Learners

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):

- 1.1A Meet 90% of targeted milestones for each Phase of *Future Ready* D36 Plan.

AT MID-YEAR Comprehensive monthly reports have been provided to School Board detailing findings from each Phase of Future Ready D36

AT YEAR END: Phase 1-5 met planned pace and milestones. Phase 6 extended into Fall 2018. Goal Met.

- 1.1B Board approved Educational Master Facility Plan by June 2018

AT YEAR END: Extended timeline Fall 2018.

- 1.1C Updated financial projections to ensure decisions include long-term impact.

AT MID-YEAR Shared projections with School Board at September 19, 2017, School Board meeting. Next update will be prepared for Financial Subcommittee after staffing is determined and budget process is started.

AT YEAR END: Cost estimates with initial and 30-year outlook (including taxpayer impact) reported, along with long-term funding and financing options for Future Ready D36 initiative.



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)

Measure(s)

2.1A Maintain at least 90% of 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
- 2018 Spring = 100%

AT YEAR END: Goal Met

2.1B Meet a 90% satisfaction rate for participants in professional learning strand dedicated to assessment (emphasis on MAP-Measures of Academic Progress).

Conducted professional learning strand on MAP and assessment at the November 10th and January 22nd institute day (final session to be held on April 2, 2018).

Learning strand cohort satisfaction rate (Nov./Jan/Apr) = 100%

AT YEAR END: Goal Met

2.1C Meet targets focused on math and reading in District Improvement Plan (fall and spring).

AT YEAR END: [District Improvement Plan – 2017-2018](#)

MAP National Achievement: Reading

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
2017 Fall	89%	96%	95%	97%	94%	95%
2018 Spring	93%	88%	91%	94%	92%	89%

MAP National Achievement Percentage: Math

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
2017 Fall	86%	94%	90%	90%	90%	97%
2018 Spring	91%	89%	86%	91%	94%	98%

2.1D 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%)*
- *Fall 2017 Results K-4 (97%); 5-6 (85%); 7-8 (82.5%)*
- *Winter 2018 Results K-4 (N/A); 5-6 (93%); 7-8 (80%)*

AT YEAR END: Goal Met grades K-6, 7-8 Improved (not met).

Process Initiated/ Associated Measure	
August 2017 2.1	Completed assessment calendar providing meaning and coherence.
Fall 2017 2.1A	Developed District Improvement Plan through collaborative process and performance data establishing clear goals, targets and action steps (attach link to DIP), Presented at November Board meeting.
Fall 2017 2.1	Provided parents with fall 2017 student MAP results and information related to reading and understanding MAP reports. Linked additional MAP resources and information on D36 website.
Fall 2017 2.D	Provided student data to parents as part of a composite picture of student progress at fall conference.
Fall 2017 2.1	Embedded data analysis into weekly collaborative learning team meetings.
Fall 2017 2.1	Integrated SVM I MARS tasks in grades 2-8 with all grades completing 1 comprehensive task process.
October 2017 2.1	Presented fall assessment report at October 17, 2017, Board meeting.
January 2018 2.1	Administered mid-year MAP assessment in addition to fall and spring.
January 2018 2.1	Developed MAP disposition instrument to be administered to students in February 2018.
2.1 February 2018	School based data teams and administrative teams analyzed mid-year MAP data.
2.1 March 2018	Created draft of student profile created utilizing Illuminate platform.
2.1 March 2018	Sent communications to families regarding PARCC and ISA.
2.1 May 2016	Conducted WPI: Understanding the MAP assessment in D36

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

Measure(s)

2.2A Collect model “exemplars” of highly-effective inquiry projects that offer challenge and support for high-readiness learners. A log of inquiry exemplars can be found here
<https://docs.google.com/document/d/1x3d6ewTJ2MvRjNpPnYvM1YdMjGC-IPgkChL9kaQ7xSc/edit>

AT YEAR END Goal Met

2.2B Meet a 75% participation rate for 5th and 6th grade students for math enrichment through the Math Forum.

- o 2016-2017 baseline participation = 40% of students in Grade 6, 0% of students in 5th grade.
- o 2017-2018 participation= 60% of students in grade 6; 40% of students in grade 5

AT YEAR END: Participation improved but limited due to change in Math Forum operations (ownership).

2.2C Increase the percentage of top quartile students meeting MAP growth targets in grades 5, 6, and 7.

- o Spring 2017 Baseline Data = for grades 4-6, 0 of 3 grades met growth target in top quartile in math; 2 of 3 meeting growth target in top quartile in ELA.
- o Spring 2018 Data = for grades 4-6, 3 of 3 grades met growth target in top quartile in math; 3 of 3 meeting growth target in top quartile in ELA.

AT YEAR END: Goal Met

Process Initiated/ Associated Measure	Mid-Year Update (August 2017 - December 2017) Year End Update *(January 2018 - June 2018)
Fall 2017 2.2B	Provided training to teachers from Math Forum through National Council of Teachers Mathematics (NCTM)
Fall 2017 2.2	Launched social studies curriculum cycle. Committee participated in 2 days of professional learning with an emphasis on new inquiry component of the Illinois Social Studies Standards.
Fall 2017	Developed and provided Inquiry professional learning strand conducted on November and January institute days
Fall 2017 2.2	Identified and aggregated digital resources to support interdisciplinary and inquiry based learning.

Fall 2017 2.2	Piloted “no red ink” and IXL for 7 th and 8 th grade students to enhance grammar and writing conventions.
Fall 2017 2.2	Implemented “wordly wise” digital platform for word study and vocabulary in grades 6, 7, and 8.
Fall 2017 2.2	Implemented “ThinkCERCA” platform in 7 th and 8 th grade classrooms to improve informational reading and argumentation.
November 2017 2.2	Developed professional strand for institute days focused on informational writing and real-world applications.
December 2017 2.2B	Held Math Forum WPI on Tools for Math Success in College and Careers: Collaborative Problem Solving – Listening and Communication through NCTM.
February 2018 2.2	Established math clubs at all elementary schools serving grades 3 and 4.
March 2018 2.2	Piloted math problem solving project where 6 th grade students serve as mentors to 4 th grade students.
April 2018 2.2	Completed Inquiry Based Learning professional development strand with 25 teachers across the District.
Spring 2018 2.2	Created and documented exemplars of inquiry projects that offer challenge and support for high-readiness learners.

2.3 Implement K-2 Intervention model of support

Measure(s)

2.3A 85% of students receiving intervention in decoding, fluency and/or comprehension will successfully exit by meeting grade level expectations within 16 weeks of intervention.

AT MID-YEAR: Preliminary reading data reflects successful exits to date (Note: Not all student review meetings have been held – completion date 1st week of February).

- 46% fluency
- 71% decoding
- 54% comprehension

AT YEAR END: Data collected in May 2018 indicates the following for successful exits from intervention in reading for grades K-2:

Grade	Decoding	Fluency	Comprehension	Writing
Kindergarten	92%	89%	-	-
First	84%	79%	73%	81%
Second	71%	82%	79%	100%

Green highlights indicate Goal Met in these areas

2.3B 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.

AT MID-YEAR: Preliminary math data reflects successful exits to date
 (Note: Not all student review meetings have been held)
 14% math calculation/concepts and application

AT YEAR END: Data collected in May 2018 indicates the following for successful exits from intervention in math for grades K-2:

Kindergarten: 92% (early numeracy)
 First: 100%
 Second: 85%

AT YEAR END: Goal Met.

Process Initiated/ Associated Measure	Mid-Year Update (August 2017 - December 2017) Year End Update *(January 2018 - June 2018)
August 2017 2.3	Completed trainings related to K-2 interventions including: “teaching for student centered education, Bridges training and NCTM conference training.
September 2017 2.3	Created intervention tracking tool using <i>Illuminate</i> as a data platform.
Fall 2017 2.3	Identified universal parent communication protocol regarding intervention to be in place for fall 2018,
Fall 2017 2.3	Established baseline for students who have IEP goals in math: Kindergarten (2), 1 st grade (7), 2 nd grade (11), 3 rd grade (8), 4 th grade (9), 5 th grade (15), 6 th grade (17), 7 th grade (10).
	Year End Update
March, 2018	Completed final draft of parent communication tool regarding recommended interventions for use in the 2018-2019 school year.
March, 2018	Implemented use of <i>Illuminate</i> tracking tool to manage attendance and time in intervention – trial period
May, 2018	Gathered initial feedback from interventionists regarding the intervention tracking tool.
May, 2018	Update on number of students with math goals by grade level: Kindergarten (4), 1 st grade (7), 2 nd grade (6), 3 rd grade (12), 4 th grade (7), 5 th grade (18), 6 th grade (15), 7 th grade (18), 8 th grade (17)

2.4. Establish a District-wide Special Education service delivery model (Year 2 of 2-year Goal)

Measure(s):

2.4A Increase the percentage of special education services offered within the general education setting in elementary grades in reading by 15%.

- o *Baseline: 8% of special education services in reading are within the general education setting.*

AT MID-YEAR 15% of special education services in reading are within the general education setting (grades 1-4).

AT YEAR END: Data collected in May 2018 indicates the following: 8% of special education services in reading are within the general education setting (grades 1-4).

Goal Not Met - [See the attached narrative for details regarding data collected.](#)

2.4B Increase the percentage of special education services offered within the general education setting in elementary grades in math by 15%.

- o *Baseline: 23% of special education services in math are within the general education setting.*

AT MID-YEAR 28% of special education services in math are within the general education setting (grades 1-4).

AT YEAR END: Data collected in May 2018 indicates the following: 32% of special education services in math are within the general education setting (grades 1-4).

[Goal Not Met - See the attached narrative for details regarding data collected.](#)

2.4C Meet or exceed a 50% MAP growth target in reading and math for students with an IEP (by cohort).

AT MID-YEAR Winter MAP Testing in process.

AT YEAR END: Growth targets for Fall, 2017 – Spring, 2018 by IEP cohort

Grade Level	Met Reading Target	Met Math Target
3	65%	64%
4	43%	36%
5	56%	42%

6	62%	57%
7	63%	56%
8	39%	61%

4 of 6 grades met growth target in reading

4 of 6 grades met growth target in math

2.4D Visual continuum developed that represents consistent District-wide service delivery options based on student needs.

AT MID-YEAR Developed draft schematic to be presented to DSS staff at March release meeting.

AT YEAR END: The visual continuum has been completed and will be posted on the District’s website prior to the end of this school year.

AT YEAR END: Goal Met

Process Initiated/ Associated Measures	Mid-Year Update (August 2017 - December 2017) Year End Update *(January 2018 - June 2018)
September 2017 2.4A, 2.4B	Initiated changes in service delivery grades k-4 pushing in services within the general education classroom to the greatest extent possible.
November 10, 2017 2.4A, 2.4B, 2.4D	Received training on writing legally defensible IEP Goals on November 10, 2017.
November 14, 2017 December 12, 2017 2.4A, 2.4B	Held Board Workshops in collaboration with NSSED to educate Board members and community on student diversity and integration of services.
January 22, 2018	Held 2 nd of 3 staff workshops in collaboration with NSSED on integrated service delivery.
January 22, 2018 2.4A, 2.4B	Modified method of determining baseline entrance/exit parameters to more closely follow the IEP Process.
	Year-End Update
April 2, 2018	Held 3 rd of 3 staff workshops in collaboration with NSSED on integrated service delivery
April 2, 2018 2.4A, 2.4B	Established barriers to incorporating more inclusionary practices and effective strategies for breaking down these barriers.
April, 2018 2.4D	Completed Visual Continuum, presented to staff and to the School Board.
May 7, 2018 2.4A, 2.4B	WPI held on Demystifying Your Child’s IEP; video is posted on the website.

- 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).

Measure(s):

2.5A 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. [Link to evidence](#)

AT MID-YEAR Students have participated in design thinking and engineering experiences in the classrooms through projects including the butterfly migration (K), castles (K), towers (2), commerce (2), animal study (3), pioneer study (3), immigration (4), circuitry (4), building bridges (5), column structure (5), earthquake stabilization (6), ship building (6), pill challenge (7), tree and leaf study (7), google expeditions to International Space Station (8), digital microscopes (8).

AT YEAR END Students have participated in design thinking and engineering experiences in the classrooms through projects including build a dinosaur(K), design a castle (K), zip lines (1), spinning tops (1), marble run (2), beach erosion, magete car tricks (2), plant pollination (2), weather project (3), mass produced product (4), apron project (4), aqueducts (6), CSI Investigation (6), bottle rockets (8), inertia towers (8), roller coaster challenge (8), iFly (8).

AT YEAR END: Goal Met

- 2.5B 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).

AT MID-YEAR Targets have been set for coding, circuitry, robotics, and digital citizenship in preparation for badge design and deployment.

AT YEAR END Badging was implemented at Hubbard Woods School for the Drone Flight Academy providing a model for success for our 2018-2019 microcredential (badging) platform. ([Badging Plan](#)), ex. [Drone Academy](#)

AT YEAR END: Goal Met

- 2.5C 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%.*
AT MID-YEAR 2017-2018: 18% of females regularly participate in the Skokie MakerSpace
AT END YEAR: 2017-2018: 26% of females regularly participate in the Skokie MakerSpace
AT YEAR END: Goal Met

- *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%.*
AT MID-YEAR: 2017-2018: Eight students chose the CoLab during flex-time, 75% male and 25% female.
AT END YEAR: 2017-2018: Eight students chose the CoLab during flex-time, 75% male and 25% female.
AT YEAR END: Goal Not Met

2.5D 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.*
AT END YEAR: 2017-2018: Over 50 students participated in leadership activities associated with STEAM.
AT YEAR END: Goal Met

STEAM Leadership Participation (Hour of Code, Institute Day Presentations, Future Ready D36, School Board Presentations, Conference/Workshop Presentations, STEAM Ambassadors, Student Tech Support Team, etc.)	Mid-Year Female	Mid-Year Male	Mid-Year Total	Year-End Female	Year-End Male	Year-End Total
K-4	8	6	14	2	0	0
5-6	6	8	14	20	15	35
7-8	25	13	38	25	6	29
Totals	39	27	66	47	21	64

Process Initiated/ Associated Measures	Mid-Year Update	Year-End Update
June 2017 2.5B	Created a continuum of activities that all elementary students will experience in the Makerspace.	Goal Complete. Additional work will be done.

Summer 2017 2.5A	Developed Design Thinking activities to be implemented in grades k-4 during 2018.	Goal Complete
September 2018 2.5D	Initiated lunchtime open Maker Space time at the elementary schools with 10-12 students participating each week at each school.	Goal Complete
January 12, 2018 2.5D	Increased participation from 12 female students to 22 female in "Futures Unlimited" to learn from role models in STEAM Careers.	Goal Complete
January 2018 2.5D	Increased participation in New Trier Applied Arts courses for females from 13% in 2014-2015, to 29% in 2017-2018.	Completed mid-year, will continue to grow and modify student makerspace experiences.

2.6 Strengthen Home-School-Community Partnerships.

Measure(s)

2.6A 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.

- o *Fall 2016 Results K-4 (93%); 5-6 (90%); 7-8 (78%)*
- o *Fall 2017 Results K-4 (97%); 5-6 (85%); 7-8 (82%)*
- o *Winter 2017 Results K-4 (NA); 5-6 (91%); 7-8 (77%)*

AT YEAR END: Goal Met grades K-6, 7-8 Improved (not met).

2.6B Maintain at least 90% or greater indication that there was an increase in understanding by parents for WPI sessions.

- o [2016-2017 baseline](#) = 98% indicated an increase in understanding
- o 2017-2018

AT MID-YEAR = 95% indicated an increase in understanding

AT YEAR END = 97% Goal met.

2.6C Increase parent satisfaction rate with D36 experience to 78%.

- o *Baseline Results - 2016 (70%); 2015 (73%); 2014 (73%)*

AT MID-YEAR - 2017 Results (90%) gathered from fall 2017 post conference survey.

AT YEAR END: Goal Met

- 2.6D 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%).)
- AT MID-YEAR** Administered staff survey January 24, 2018 (81%)
AT YEAR END Goal Not Met (maintained)
- Parent – baseline year. Strongly Agree/Agree (84%) – Fall 2017
- 2.6E Increase the WPI courses focused on student social/emotional health to four per semester.
- Baseline (2016-2017) – three per semester.
 - Fall (2017-2018) held three [WPI sessions](#) focusing on student social/emotional health.
- AT YEAR END:** [Goal Met](#)
- 2.6F Increase the access of supplemental curricular resources at home.

Process Initiated/ Associated Measures	Mid-Year Update (August 2017 - December 2017) Year End Update *(January 2018 - June 2018)
Fall 2017 2.6	Improvements made to ELA website including word study (curriculum, philosophy and resources)
Fall 2017 2.6B	Administer survey following WPI sessions to determine the increase in knowledge gained from participation.
Fall 2017 2.6C	Solicited feedback from parents following fall 2017 parent-teacher conferences asking, “which of the following best describes your experience with The Winnetka Public Schools?”
Fall 2017 2.6D	Solicited feedback from parents following fall 2017 parent teacher conferences asking, “the District has a clear shared vision to direct our work?” How strongly do you agree/disagree with this statement?
January 2018 2.6D	Solicited feedback (January Institute Day Survey) from staff asking to what degree they believe that the District has a clear, shared vision to direct our work. How strongly do you agree/disagree with this statement?
Fall 2017 2.6E	Offered three WPI sessions focusing on social/emotional health including: Navigating internet safety and media use; Not quite little kid, not quite teenager: the developmental progression of the middle school child; and Parenting resolutions 2018: Unplug and Yell Less.
Spring 2018 2.6 F	Math committee members created documents for sharing digital math resources for families <i>ST Math At Home</i> and <i>Pearson Realize Letter To Parents</i>