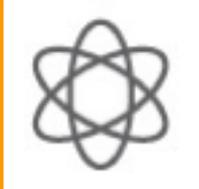


Year 4 Strategic Plan Goals
Year-End Outcome Report, June 2019

2015-2020 Strategic Plan: 6 Ambitious Ideas – Drivers

2018-2019 Annual Plan: Goal Areas

<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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1. *Future Ready D36*
2. Reaching All Learners

Goal 1. Future Ready: 2018-2019 Outcomes

- 1.1 Approve a long term Educational Master Facility Plan (EMFP) and develop a corresponding capital project timeline.

Measure(s):

- 1.1A Meet 90% of targeted milestones for final phases of *Future Ready* D36.

AT MID-YEAR Comprehensive monthly reports have been provided to The School Board detailing findings from each Phase of Future Ready D36 Plan and subsequent capital improvement priorities as follows:

- August 21, 2018
- September 25, 2018
- October 10, 2018 Special Work Session
- October 23, 2018 (with approval of EMFP)
- November 12, 2018 Special Work Session
- November 27, 2018
- December 10, 2018 Special Work Session
- December 18, 2018 Approved Capital Project Plan

AT YEAR-END Goal met. Targeted milestones for final phases of *Future Ready* D36 were met. Continued monthly reports detailing findings from each Phase of Future Ready D36 Plan and subsequent capital improvement priorities were presented as follows:

- January 29, 2019
- March 18, 2019 (Referendum Information Session)
- March, 19, 2019

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

AT MID-YEAR Goal met. Board approved EMFP on October 23, 2018.

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

AT MID-YEAR Reviewed financial impact of deferred maintenance and capital improvement plan at:

- August 16, 2018 Financial Subcommittee Meeting
- August 21, 2018 School Board Meeting
- October 23, 2018 School Board Meeting
- November 12, 2018 Special Work Session
- November 27, 2018 School Board Meeting
- December 10, 2018 Special Work Session
- December 18, 2018 School Board Meeting

AT YEAR-END Goal Met (ongoing). Reviewed financial impact of scheduling prioritized health/life safety projects and referendum items (ADA accessibility and domestic water piping) over next four years.

- April 15, 2019 Special Work Session
- May 14, 2019 Financial Subcommittee Meeting
- May 21, 2019 School Board Meeting

1.1D Board approved Educational Master Facility Plan: Phase 1 Implementation Plan by May 2019.

AT MID-YEAR Phase 1 Plan priorities approved via referendum resolution on December 18, 2018

AT YEAR-END Goal not meet due to results of April 2, 2019 Referendum (Health Life Safety projects prioritized over next 4 years)

Goal 2. Reaching All Learners: 2018-2019 Outcomes

- 2.1 Embed high-quality and relevant inquiry projects with real world applications to challenge and support all learners.

Measure(s)

- 2.1A Expand the number of model “exemplars” of highly effective inquiry projects District- wide.
Baseline=14 model “exemplars”; Goal= 25 model “exemplars”

AT MID-YEAR Teacher teams at each school are developing exemplar inquiry activities and aligning to curriculum standards.

AT YEAR-END [Goal Met. Inquiry Exemplars](#)

- 2.1B Maintain or increase the number of “top quartile students” meeting MAP growth targets in all grades.

- o Spring 2018 baseline data = 6/6 grades met growth targets in math; 5/6 grades meeting growth targets in top quartile in reading.

AT MID-YEAR Data derived from Spring 2019 Assessments. To be reported in June 2019.

At YEAR-END Goal not met 2/6 grade levels in Reading
 Goal nearly met 5/6 grade levels in Math

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

AT MID-YEAR Growth and Achievement determined based on Spring 2019 assessment data.

AT YEAR-END Goal partially met. Growth and Achievement determined based on Spring 2019 assessment data. [Link to DIP](#)

MAP National Achievement: Reading

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Fall 2018	87	96	94	97	97	94
Spring 2019	93	94	92	97	97	92

MAP National Achievement: Math

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Fall 2018	87	95	93	92	97	97

Spring 2019	93	93	89	95	99	98
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- 2.1D Document inquiry learning based professional learning for staff and administration.
- Provide inquiry/integrated learning workshops for administration and facilitators during the first trimester.
 - Integrate inquiry professional learning into collaborative learning teams each trimester.

AT MID-YEAR

- Conducted three teacher Institute Day workshops (August 24 @ CW, October 22 @ SK) including a professional learning strand (November 9) focused on inquiry-based learning.
- Provided a professional learning workshop focussed on questioning and inquiry for Skokie teachers on early release day.
- Provided a half day workshop on inquiry based learning for D36 administrators and facilitators on August 13, 2018, and September 14, 2018.
- Added “Inquiry Learning” goals for all curriculum committees (ELA, Sci, SS). Goals being addressed at monthly CLT meetings.
- Hosted full-day Social Studies Curriculum Committee release, on October 2, 2018, with a focus on facilitating inquiry project concepts grades K-8.
- Established a Learning Space Design Team comprised of teachers, administrators and WPSF representatives.
- The Learning Space Design Team participated in a full day workshop examining the impact of space on teaching and learning with Dr. Robert Dillon.
- Members of the Learning Space Design Team attended the Association for Learning Environment Learningscapes conference on school design on November 1, 2018.
- A team of 20 D36 Educators attended the National Council of Social Studies conference in Chicago, November 30 - December 1, 2018. The conference featured the theme of “Inquiry as Engagement: Connecting Across Difference.”

AT YEAR END

- Conducted three teacher Institute Day workshops (August 24 @ CW, October 22 @ SK) including a professional learning strand (November 9) focused on inquiry-based learning.
- Provided a professional learning workshop focussed on questioning and inquiry for Skokie teachers on early release day.
- Provided a half day workshop on inquiry based learning for D36 administrators and facilitators on August 13, 2018, and September 14, 2018.
- Added “Inquiry Learning” goals for all curriculum committees (ELA, Sci, SS). Goals being addressed at monthly CLT meetings.
- Hosted full-day Social Studies Curriculum Committee release, on October 2, 2018, with a focus on facilitating inquiry project concepts grades K-8.
- Created Learning Space Team which examined the connection between learning spaces and progressive inquiry based teaching practices.
- The Learning Space Design Team participated in a full day workshop examining the impact of space on teaching and learning with Dr. Robert Dillon.

- Members of the Learning Space Design Team attended the Association for Learning Environment Learningscapes conference on school design on November 1, 2018.
 - A team of 20 D36 Educators attended the National Council of Social Studies conference in Chicago, November 30 - December 1, 2018. The conference featured the theme of “Inquiry as Engagement: Connecting Across Difference.”
 - Completed Social Studies Curriculum KUD’s including new inquiry standards.. Presented Social Studies Curriculum at May 21 Board Meeting.
- Facilitate inquiry professional learning strand for D36 Institute Days. Inquiry learning strand with a 85% satisfaction rate for participating teachers (satisfaction rate determined upon completion of learning strand on February 18, 2019, institute day).

AT YEAR-END Goal met 92%

2.1E Identify and utilize a tool to measure the impact of improvements in classroom learning spaces. Elements to be measured include student engagement, teacher practice, student agency etc.

AT MID-YEAR

- Partnered with Steelcase Education Research to utilize research-based instrument and expertise to measure the impact of learning spaces on active learning. Teachers involved in the learning space pilot classrooms were surveyed. Grade 5-8 Students from selected classrooms were also surveyed using tool.
- Established tier I modernization prototype classrooms at all schools.
- Updated Board with presentation, “[Learning Space Design Team Collaborative with Winnetka Public School Foundation](#)” at its meeting on September 25, 2018.
- The Learning space design team implemented the use of a Google Plus platform to share questions and understanding about their prototype learning spaces.

AT YEAR-END Goal met.

- Partnered with Steelcase Education Research to utilize research-based instrument and expertise to measure the impact of learning spaces on active learning. Teachers involved in the learning space pilot classrooms were surveyed. Grade 5-8 Students from selected classrooms were also surveyed using tool.
- Established tier I modernization prototype classrooms at all schools.
- Updated Board with presentation, “[Learning Space Design Team Collaborative with Winnetka Public School Foundation](#)” at its meeting on September 25, 2018.
- The Learning space design team implemented the use of a Google Plus platform to share questions and understanding about their prototype learning spaces.
- Completed Learning Spaces pilot, action research, and white paper. Presented findings at May 21 Board Meeting.

2.2. Strengthen MTSS practices to effectively identify and serve students who require intervention in reading, writing or math.

Measure(s)

- 2.2A Increase the number of interventions offered within the general education classroom over the course of the school year by 20%.
 - o Baseline number of interventions within the general education classroom will be established after data meetings in September 2018.

AT MID-YEAR [Provided overview of framework for intervention delivery at November 27, 2018, Board Meeting](#)

Baseline number of interventions derived from building level student support meetings, September 2018:
Grades K-4, 12% of intervention groups are offered in the general education setting. (57 groups total/7 groups are in general education)
Grades 5-8 - NA (interventions are offered during a skills period or as an elective class)

AT YEAR-END Goal Not Met.
Grades K-4: Spring data: 15% of intervention groups are offered within the general education setting, This is an increase of 3% from September, 2018.

Over the course of the school year, informal intervention supports have been offered within the general education classroom. Most formal intervention continues to occur outside of the general education classroom.

- 2.2B Increase the number of grade level cohorts (K-3rd) where 85% of students receiving intervention in reading decoding, fluency and comprehension successfully exit by meeting grade level expectations following targeted intervention.
 - o Baseline - May 2018, 5/11 cohorts met 85% target

AT MID-YEAR Data meetings will occur late January early February 2019.

AT YEAR-END Goal Met. 5/7 cohorts met 85% target (71% of cohorts)

Grade	Phonemic Awareness	Decoding	Fluency	Comprehension
1st	100%	56%	n/a	100%
2nd	n/a	78%	100%	n/a
3rd	n/a	88%	100%	n/a

Note: Intervention has been offered informally in kindergarten this school year inclusive of Tier 1 recommendations for classroom teachers.

2.2C Maintain at least 85% of students K-3rd exiting intervention by meeting grade level expectations in writing and math.

- Baseline - May 2018, 7/7 cohorts met or exceeded the 85% target

AT MID-YEAR Data meetings will occur late January early February 2019.

AT YEAR END Goal not met.

Kindergarten - Specific formal intervention was not offered in Kindergarten. Interventionists provided informal intervention including Tier I recommendations to classroom teachers for early numeracy development.

First Grade - 69% exited intervention

Second Grade - 40% exited intervention

Third Grade - Formal interventions for numeracy were not required in 3rd grade.

Writing: Specific intervention for writing was not offered this school year. Most students who require intervention for writing are receiving this support through special education services.

2.2D Increase provision of documentation to parents regarding student performance and progress in MTSS to at least two times annually.

- Parent letter at introduction of intervention
- Progress report mid intervention
- Year End report/exit report

AT MID-YEAR Parents of students receiving interventions received [letter](#) of introduction early fall 2018.

AT YEAR-END Goal Met. Parents will receive updated progress reports from interventionists by June 11, 2019.

2.3 Implement co-teaching and instructional coaching models to enhance integrated service delivery in elementary schools

Measure(s)

2.3A Increase the number of students who are accessing integrated services

- Baseline - current IEP minutes in and out of general education classrooms as of August 27, 2018

AT MID-YEAR Provided overview of framework for co-teaching and instructional coaching models at [November 27, 2018, Board Meeting](#)

AT YEAR END Provided an updated overview of integrated service delivery and instructional coaching at the [April 23, 2019 Board Meeting](#)

- At least 50% of students on an IEP will have more integrated service exposure.

AT MID-YEAR Of the 81 students who have had annual reviews since the beginning of the school year, 58% have increased access to integrated services (inclusive of students who have been dismissed from special education).

AT YEAR-END Goal nearly met (48%) As of 5/24/19 of 275 students who have had annual reviews and have, 48% have realized increased access to integrated services (inclusive of students who have been dismissed from special education)

- 2.3B Increase the percentage of students who successfully exit special education by meeting their goals (at least 5% decrease for students on an IEP)
- Baseline 19.8 % currently in special education (16.05% when remove speech only IEPs)

AT MID-YEAR Of the 81 students who have had annual reviews since the beginning of the school year, 16% have been dismissed from special education.

AT YEAR-END Goal Met. (11% met IEP goals and exited special education)
Of the 275 students who have had annual reviews and have received services since the beginning of the school year, 11% have been dismissed from special education.
17.25 % of students currently in special education (14.17% when remove speech-only IEPs)

- 2.3C Increase the number of students who access flexible service delivery for speech and language support by at least 10%
- Baseline - 61 students on speech-only IEPs grades K-8 - anticipate this number will decrease as more students access flexible services.

AT MID-YEAR 57 students are receiving speech only services, K-8 (decrease of 7%)

AT YEAR-END Goal Met. 50 students are receiving speech only services, K-8 (decrease of 18%)

- 2.3D Meet or exceed a 50% MAP growth target in reading and math for students with an IEP (by cohort).
- Baseline Growth targets for Fall, 2017 – Spring, 2018 by IEP cohort (6/8 cohorts met in Reading and Math)

AT MID-YEAR Mid year MAP testing is ongoing and growth target data is not yet available.

AT YEAR-END Goal Partially Met. Year end MAP testing: 5 of 6 cohorts met growth targets in reading (6th grade at 48%); 4 of 6 cohorts met growth targets in math (4th grade at 38%, 5th grade at 32%).

- 2.4. Leverage technology-based resources to increase student engagement and personalized learning opportunities.

Measure(s):

- 2.4A 80% of students in grade 3 and grade 4 will earn at least two microcredentials (badges) for makerspace learning outcomes (Coding, Circuitry, Robotics, and the 4C's.)

AT MID-YEAR This goal is in progress, with the transition to the new staffing structure, the team is working towards how to best implement this goal aligned to progressive practices.

Learning targets for badge completion have been identified for coding, construction, circuitry, and robotics. Students have completed various challenges related to the targeted badging areas.

AT YEAR END In progress

The decision to use microcredentials (badging) to evaluate learning targets in the MakerSpace is under review. Students are completing learning targets for coding, construction, circuitry, and robotics by completing the common challenges described in 2.4C and 2.4G.

Tech Integration specialists, in partnership with resource center directors, will determine if a badging “system” best meets this goal. If not, this goal will be updated for 19-20 to reflect the appropriate method for measuring MakerSpace learning outcomes.

2.4B Each elementary school will have at least one four-week rotation of Girls Coding Club.

AT MID-YEAR Coding clubs have been proposed and approved. They will launch in February 2019.

AT YEAR END Goal Complete.

Girls coding club took place at all three elementary schools for **5** weeks at each location. **35** girls participated in the program. Parents and students were surveyed in the final week of the program and are requesting the following:

- 1) advanced Coding for Girls be offered in 2019-20
- 2) repeat of entry level coding for girls

2.4C Design challenges will be added to each grade level (grades K-4) for a total of 4 design challenges at each grade common between the three elementary schools.

AT MID-YEAR All three elementary schools tested activities related to stop-motion animation and greenscreen.

AT YEAR END Goal Complete

For 2018-2019, there were at least [4 common design challenge experiences](#) for each grade level. The purpose of the design challenge will be consistent, the process of achieving that purpose and the tool utilized may vary by school. The challenges are meant to be fluid, but the K-4 team will address 4 challenges in common each year.

2.4D Student innovation teams (grades 4-8) will problem-solve at least two rapid cycle problems related to their school communities or beyond.

AT MID-YEAR

Greeley- Students innovation teams have worked on the problem of trash on the playground and redesigning the RC/Makerspace

Hubbard Woods- 4th grade class worked to solve a Town Hall attendance issue with spacing needs regarding the inclusion of Kindergarten students and students problem solved activities to improve the lunch room environment based on student survey data.

AT YEAR END Goal Complete at 4 out of 5 schools, 50% at Washburne
Crow Island 4th grade Peace Power Corps worked on a recycling Initiative determining how they could educate their classmates and teachers to recycle more effectively. Some students created posters and some created a group at lunchtime to collect any garbage they found on the playground during recess.

4th grade students provided leadership at stations during the district-wide Hour of Code event. [Hour of Code Video](#)

Greeley 40+ student ambassadors led stations at Greeley
[STEM Expo](#)

Hubbard Woods 4th grade Students presented at [Tech 2019 in Springfield on May 7](#)

Skokie Student tech team provided support to teachers and students throughout the year.

The tech team is working to develop a partnership with the Binary Hearts group at New Trier High School.

Washburne Students who are interested in drone flight worked together to create an instructional video to teach others how to fly drones.

2.4E Collect baseline data for student and staff survey to replace the BrightBytes data tool for use in monitoring and evaluating student learning in a technology-rich environment.

AT MID-YEAR In progress. Apple LTS survey and Project Tomorrow Speak Up Survey are being considered.

AT YEAR-END Goal Complete. Apple LTS survey was adopted and implemented in May of 2019. Results were shared with Technology Integration Specialists and principals. [Baseline data will be used to set goals for 2019-2020.](#)

2.4F Meet student growth and achievement targets focused on math and reading in District Improvement Plan (fall and spring).

AT MID-YEAR Growth and Achievements determined based on Spring 2019 assessment data.

AT YEAR END Goal Partially Met. [See District Improvement Plan](#)

2.4G Grade-specific learning outcomes for coding program in grades K-4.

AT MID-YEAR In progress. Implementing various coding curriculum and aligning outcomes by grade levels. Languages include Scratch, Python, Java, Unity, and Logo.

AT YEAR END Goal Complete.

[K-4 coding progressions](#) defined by the National Computer Science K12 Framework. Each grade level has specific coding challenges, choice of resources (hardware) to complete the challenges, and key concepts to be learned during the challenges.

2.5 Strengthen Home-School-Community Partnerships to support Reaching ALL Learners goals.

Measure(s):

- 2.5A Meet a 80% conference satisfaction rate for Parent/Teacher conference in grades 7-8.
- Fall 2016 Results 7-8 (78%); Winter 2017 Results 7-8 (77%)

AT MID-YEAR - Fall 2018 (73%)

- 2.5B 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;
 - [2017-2018](#) = 97% indicated an increase in understanding

AT MID-YEAR [99% indicated an increase in understanding.](#)

AT YEAR-END Goal met. [96% indicated an increase in understanding.](#)

- 2.5C Increase WPI attendance to 350 guests over the course of 2018-2019
- [2017-2018 baseline](#) = 314

AT MID-YEAR [296 guests have attended sessions \(due in part to Township partnership to host and promote a session\).](#)

AT YEAR-END Goal met. [513 guests attended sessions.](#)

- 2.5D Maintain the WPI courses focused on student social/emotional health to four per semester (targeted per parent feedback).
- Baseline (2016-2017) – three per semester; (2017-2018) -- four per semester

AT MID-YEAR [Three sessions including content on this topic were offered.](#)

AT YEAR-END Goal met. [Eight sessions including content on this topic were offered.](#)

- 2.5E In collaboration with Department of Student Services, plan and promote three WPI sessions for parents pertaining to student support in and out of school.

AT MID-YEAR [Planned and hosted one session, Navigating Your Child's IEP: A Parent's Role.](#)

AT YEAR-END Goal met. Planned and hosted the following sessions in coordination with the Department of Student Services:

Navigating Your Child's IEP: A Parent's Role (10/16/2018)

Managing Your Child's School Anxiety & School Refusal (2/27/19)

"Angst" Screening and panel discussion (two sessions) (3/7 and 3/8/19)

The A to Zzzs of Sleep Training Individuals with Autism (5/1/19)