



A Community of Learners

Memo: 2017-19 School Improvement Plan Mid-Year Update

TO: School Board
Superintendent Kocanda

FROM: Barry Rodgers
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Background:

School Improvement Plans were presented at the November 14 Board meeting. Each school community has been working on incorporating important aspects of child development such as social emotional learning and 21st century skills. School improvement efforts are driven through the work of our institute days, committee work, collaborative learning teams, and grade level meetings. School Improvement Plans are complemented by the District Improvement Plan which focuses on the key academic areas of mathematics and reading. The combined school improvement efforts are part of a comprehensive approach to support student success in all realms of their development.

As indicated in the November Board report, adjustments have been made to the timing of school improvement plans in order to implement a spring to spring timeline. The new time frame will serve to increase the effectiveness and alignment of school plans as each school will be positioned to begin each school year with clearly articulated plans in place. The new timeframe also provides the added benefit of a more synchronous alignment with the Future Ready D36 Educational Master Facility Plan.

Plans utilize a School Improvement Instrument that provides coherence, clarity and meaning for stakeholders. Each plan features a description of action plans and

evidence of progress towards goals.

Our schools have SIPs dedicated to student support, community building, and documenting progress with the aim of building on our continuous improvement efforts.

Mid-Year School Improvement Plan Updates for each school are listed below.

For each school, there is a general overview provided in the document. A link for each School Improvement Plan detailing progress is listed under each description.

Crow Island School

Crow Island's SIP will augment our District goal of developing a district wide service delivery model. Actions will provide support and instruction for special education students within the general education setting focusing on models of inclusion and teaming. [Crow Island SIP](#)

Highlights

Crow Island has increased the percentage of students receiving "push in" support in the regular classroom setting in target grades 3 and 4. In the literacy block, there was an increase from 10% to 22% for students with IEPs. In mathematics, there was increase from 20% to 37%. The increase of IEP supports provided in the general classroom setting is resulting in our ability to meet the needs of all students.

Team planning time for classroom support of students in grades 1-4 has doubled. These changes are producing improvements of our service delivery model. This includes more support interactions with students, increased differentiation of instruction, better coordination between teachers and support staff, increased capacity of classroom teachers, and stronger understanding of curriculum expectations for all staff.

Greeley School

In an effort to further strengthen the home-school-community connection, Greeley School will implement a two-year plan to increase its level of engagement with Greeley families and the greater Greeley/Winnetka Community. [Greeley SIP](#)

Highlights

Greeley has strengthened the home school connection and provided opportunities for students to engage with the community. Greeley has hosted families with

preschoolers, created a gallery walk and have hosted alumni speakers. Greeley students invited neighbors to their Winter Sharing event.

Building upon the success of the Winter Sharing experience, Greeley created a “Bring a Neighbor to School Day”. Students were able to engage with local residents as they led tours as expert guides. Students were able to see themselves as community members and were required to reflect upon their learning. Forty five community members attended and reported a stronger understanding and connection to the school.

Greeley initiated a partnership with New Trier High School students on a US Constitution project. Students collaborated to create multimedia projects including a *school house rocks* video on the Constitution of the United States.

Hubbard Woods School

The Hubbard Woods School Community aims to deepen understanding of the importance of being part of a community and to increase the role of Hubbard Woods as a community partner and presence. Community connections are designed to facilitate meaningful learning experiences for all students.

[Hubbard Woods SIP](#)

Highlights

Hubbard Woods has facilitated student connections with community institutions. A librarian from the Winnetka Public Library read from “The World According to Humphrey” and students were all given the book as part of a shared reading experience. The school Green Team brought in a representative to promote recycling and sustainability.

In order to build school culture and an understanding of service, students shared their community pictures on WGST and displayed photos and community events in the hallways. Teachers are in the process of using formative assessments to determine the impact of their efforts on student understanding, service, and leadership.

Skokie School

The Skokie School SIP is designed to measure and quantify programmatic improvements to document recent progress and to direct the path forward under the Future D36 initiative. This includes the impact of the Skills Period, Special Education staffing models, student progress report improvements, and the addition of an inquiry period. [Skokie SIP](#)

Highlights

The Skokie School SIP team created a profile outlining programmatic improvements over the past four years. The profile captures key elements of the work of the Skokie School community.

- Addition of the Skills Period (Intervention and Enrichment) to the Building Schedule
- Access to support at intervention and challenge levels
- Addition of Math Forum to reach high-achieving Math Learners
- Modification to Special Education practices and staffing to build teachers capacity and allow for higher levels of access for students
- Improvements made to Student Progress Reports
- Addition of the Inquiry Period providing for interest based experiential learning
- Addition of two MakerSpaces and incorporation of Technology into the Arts strand
- School-wide adoption of Social and Emotional programs (Zones of Regulation and “Choose Kind”)

This cumulative work of the Skokie Community will help to inform improvements for teaching and learning for the Future Ready D36 educational master facility plan.

Washburne School

Washburne is implementing a multi-year goal to meet the academic, behavioral, and social needs of the students at Washburne. In addition, Washburne is utilizing their advisory program to improve the student experience at Washburne and to foster three developmental strands (intellectual, social emotional, and altruistic).

[Washburne SIP \(Advisory\)](#)

[Washburne SIP \(MTSS\)](#)

Highlights

Staff have noted improvements in executive functioning skills. Sixty eight percent of staff believed that new approaches improved homework completion rates. Forty five percent of staff who taught lessons on organization of materials saw an increase in student preparedness for class. Washburne offered a Winnetka Parent Institute workshop on Executive Functioning skills. Washburne staff discussed plans and presented strategies for parents to use at home. The workshop received very positive reviews with 95% of parents reporting that the presentation helped them

to understand executive functioning supports at Washburne.

The work of improving the student advisory experience is on-going. The Advisory Committee has been presenting at staff meetings, helping review some of the common lessons presented to all students. Qualitative data is being captured with the use of posters in every classroom that allow tracking of participation of student activities that revolve around the “four Rs” (relationships, responsibility, resilience, and reflection). Qualitative data in conjunction with survey data will be collected at the end of this year to determine areas of targeted improvement for the 2018-19 school year.

The important dates for the timeline for School Improvement Plans are listed below:

- ☐ Initial SIP Plans shared: November 14, 2017
- ☐ Mid-Year Board Update: March 19, 2018
- ☐ Fall 2018 Check-In (Internal): November 2019
- ☐ Completed SIP Plans: March 2019

Alignment with the District 36 Shared Vision

School Improvement Plans are developed emphasizing different components of our Shared Vision based on the work of each school community. Schools will focus on the following elements connected to the Shared Vision:

- ☐ Every Student to Flourish
- ☐ Innovation
- ☐ Experiential learning
- ☐ Support and challenge
- ☐ Continuous growth and achievement
- ☐ Making a difference in the world

Next Steps

Each school will continue to implement their respective plans and collect feedback and evidence of progress. A complete review of school improvement outcomes and reflection of the school improvement process will be shared at the March 2019 Board meeting.