



A Community of Learners

Memo: 2017-19 School Improvement Plans

TO: School Board
Superintendent Kocanda

FROM: Barry Rodgers
Director of Innovation, Teaching and Learning

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Background:

School Improvement Plans included in this report outline efforts from November 14, of 2017 to March of 2019. An adjustment to the previous one year time frame was made in order to implement a spring to spring timeline. The new timeline 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. This spring we will institute the new time frame beginning with a goal setting process completed prior to the end of the school year.

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.

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. School Improvement Plans during this cycle focus on student support, community building, and documenting progress with the aim of building on our continuous improvement efforts.

School Improvement Plan Highlights 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 focuses on our District goal of developing a district-wide service delivery model. Actions 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 continued its effort to provide improvements in its service delivery model. An important component of the improvements is focussed on increasing the percentage of students receiving "push in" support in the regular classroom setting in target grades 3 and 4. Recent data indicates an increase in support within the classroom as the year progresses and over time as students get older. In grade three, 26% of support was provided in the general education classroom in January as compared to 20% of support provided in the general education classroom in the fall. In grade four, 59% of support provided in the general education classroom compared to 53% of support provided in the general education classroom in the fall. The increase of IEP supports provided in the general classroom setting is resulting in our ability to meet the needs of all students.

In order to increase all staff's capacity to support a wider range of student needs, a professional learning plan was developed by the Crow Island Team. The work of the plan specifically addresses issues of behavior, regulation, and executive function. As part of this work, Crow Island partnered with NSSED. The plan offers all staff a variety of choices that are or can be job embedded, instructionally based, and complete with staff tools and strategies. To date, all staff have participated in 5 out of 8 workshops and 45% have participated in additional training sessions through NSSED. This work is facilitating 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 implemented a two-year plan to increase its level of engagement with Greeley families and the greater Greeley/Winnetka Community. [Greeley SIP](#)

Highlights

Greeley's School Improvement efforts have served to strengthen the home school connection and provide opportunities for students to engage with the community. This was accomplished by inviting community members to special events, including local businesses and institutions to collaborate in teaching and supporting the school, and by creating interactive experiences for students to see themselves as active members of the community.

As active members of the Winnetka Community, students participated in numerous service and outreach activities, building upon our Shared Vision of "making a meaningful difference in the world." Evidence of the good work of Greeley School including "Bring Your Neighbor to School Day," "Food Pantry Collection" and Oak Tree Planting" is incorporated as artifacts in the document.

As a result of their experiences, students are developing a genuine interest and awareness of the larger community, while building independence and leadership. Community members are appreciating additional opportunities to interact with the school. Moving forward, these school improvement efforts are laying the groundwork for partnerships with the Village Police, and Fire Departments.

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 utilized town hall meetings, community events such as "Bring Your Neighbor to School," and a "Heart of the School" initiative to create meaningful learning experiences for students. To promote student awareness of local resources and engagement in the community, Hubbard Woods created a "bingo board" with spaces on it indicating community touchpoints and experiences. The indicators included:

- I know someone who helps in emergencies
- A community member helped me learn about a curricular area
- I shared arts with the community
- I brought a neighbor something to brighten their day
- I went to a park I don't usually go to in Winnetka
- I went to an event at the Winnetka library
- A community member helped us with a service project

Pre-assessment data indicated that on average, a Hubbard Woods student demonstrated knowledge and experience with 41% of community touchpoints. Post assessment data showed that on average, a Hubbard Woods student demonstrated 63% knowledge and experience with community touchpoints. The significant increase in connections with community touchpoints reflects students' deepening understanding of being part of the Winnetka community and the role of Hubbard Woods as a community partner and presence.

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 utilized the School Improvement process as an opportunity to assess and evaluate the effectiveness of the programming put into place over the last four years with respect to intervention and special education, reporting of student progress, and incorporating Inquiry into the instructional day. 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 showing 94% of students identified for interventions in reading and 65% meeting growth projections in math.
- Addition of a 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")

The work of the plan codifies school improvement efforts over the past four years and will help to build future success in the key areas listed. In addition, it will serve to strengthen the articulation between Skokie and Washburne School.

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

The advisory program has improved in several areas. The two most readily apparent areas of success are in curriculum and communication. The Advisory Committee has worked to revise the Advisory curriculum and has shared the new curriculum with all staff members. There has been a greater focus on the topics that are important for universal learning across the school: team-building, respect, and resilience. Not only has the committee provided greater communication and lesson design for staff, they have also communicated more regularly with parents.

As indicated in the 2018 SIP Memo, 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 improved their ability to address student needs through a focussed effort to develop a MTSS (Multiple Systems of Support) program.

The work of the Washburne community has resulted in a clearer, more effective system of identifying needs, planning and implementing interventions and evaluating progress.

Three approaches have proven to be successful in improving supports for students.

- In the first year of implementation, a staff-wide focus on Executive Functioning Skills was established with agreements made by all to help students improve their study skills. This was combined with the redesign of existing Tier 2 interventions and the creation of an Executive Functioning FLEX class.
- Washburne has established consistent data dives with all team members as participants facilitated by the reading specialist and psychologist. These discussions allowed for a review of the current assessment data.
- Washburne has established weekly Student Support Meetings. Academic Teams have a weekly schedule designed to focus on the needs of an individual student.

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

A new School Improvement Plan cycle will begin this spring with a goal setting process at each school. Findings of School Improvement Plans will be used to inform new school improvement goals and to facilitate next steps as indicated in each plan. In addition, School Improvement Plans will be used to help inform District level planning for the 2019-2020 school year.