



A Community of Learners

**Informational Memo: Strategic Plan: 2019-2020 Annual Goals
Monthly Update**

TO: School Board

FROM: Dr. Trisha Kocanda, *Superintendent*

February 25, 2020

Background

Annual goals evolve from community feedback, the prior year-end review and meetings held with The School Board, the Administrative Team and staff. These goals continue the work of the [5-Year Strategic plan](#). Each area of focus has clearly defined goals with outcomes and measures. The School Board approved the 2019-2020 annual goals at its September 24, 2019, meeting.

The 2019-2020 Annual Plan includes six goals. There is one continuing goal related to finance and facilities. The remaining five goals are focused on Reaching All Learners (teaching and learning). The annual goal related to Social Emotional Learning is a new goal area for the District, primarily emerging from feedback from staff.

Monthly updates representing key progress toward these goal areas will be reported at every Board meeting. These monthly updates serve as highlights, and are not meant to include all progress that has been made nor are they necessarily inclusive of all indicators. A comprehensive mid-year report was provided at the January 2020 Regular Board meeting. [Click here to view.](#)

Goal Area/Targeted Indicator	Monthly Highlights
1. Financial/Facility	
1.1 Develop a 5-year financial plan to advance the Educational Master Facility Plan (EMFP).	<ul style="list-style-type: none"> Reviewed updated financing options and 5-year projections with Finance Subcommittee Opened bids for summer work at The Skokie School and Crow Island Reviewed revised EMFP with Perkins + Will with Facilities Subcommittee
2. Reaching All Learners	
2.1 Build a community-wide understanding and commitment to the value of SEL and its impact on students' holistic success and well-being	<ul style="list-style-type: none"> A WPI workshop on the SEL competencies of Social Awareness and Relationship Skills was held on Jan.30. The seven New Trier Township public school districts, along with NSSED, have formed a partnership with CASEL. Winnetka co sponsored the 5th Annual Preschool-Kindergarten Summit: Bringing Social Emotional Learning to the Surface, Teaching with Intent. The event was attended by over 200 local educators and early childhood professionals. Met with Skokie/Washburne, Greeley, and Crow Island PTO exec boards to discuss SEL and technology Met with a Washburne student focus group to discuss their tech use in and out of school and how it impacts their well-being Held two Township-wide parent events with the showing of the movie <i>Like</i> (Wilmette)

	<p>and a parent information session on Digital Responsibility from Project B3 (Avoca)</p> <ul style="list-style-type: none"> Elementary Tech Integration Specialists partnered with the Erikson Institute present ideas for media use in the early childhood classroom to all D36 Kindergarten teachers
<p>2.2 Embed inquiry projects with real world applications integrating the learning standard of taking informed action with respect to global citizenship and civic responsibility for grades 5-8.</p>	<ul style="list-style-type: none"> Team Possibility at Washburne is developing student-driven reports tackling topical issues. Student questions driving the inquiry process include examples such as: <ul style="list-style-type: none"> Should we have an electoral college? What is the best approach to immigration? What is the true value of college now and in the future? In order to scaffold inquiry skills, students are conducting research and constructing evidence based arguments. Skokie school has been actively planning for a school wide Inquiry Week in April. Goals for the grade levels are: <ul style="list-style-type: none"> 5th Grade: Understanding ourselves empowers us to positively impact the world. 6th Grade: We can use our interests to positively impact the world The Skokie Inquiry Committee is working with teachers to develop lessons and activities to scaffold inquiry skills leading up to Inquiry Week.
<p>2.3 Expand and strengthen MTSS practices to effectively identify and</p>	<ul style="list-style-type: none"> Met with District facilitators and ITL team members to discuss writing rubrics and

serve all students who require intervention in writing.	current expectations of students for written expression.
2.4 Expand co-teaching and flexible service teaching models to enhance integrated service delivery and differentiation in all schools.	<ul style="list-style-type: none"> ● Special Education Action Team formed and met to discuss current primary areas of focus and to provide feedback for document development. <ul style="list-style-type: none"> ○ Primary areas of focus include early intervention, transition practices, continuum of services, scale of expectation regarding student regulation, supports to students and staff, professional development ○ Documents created and shared with full staff for opportunity to comment
2.5 Upgrade and align district hiring and recruitment practices to ensure selection of the highest quality candidates.	

[Attachment: Strategic Plan with 2019-2020 Annual Goals](#)