



A Community of Learners

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

TO: School Board

FROM: Dr. Trisha Kocanda, *Superintendent*

December 17, 2019

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 will be provided at the January 2020 Regular Board meeting.

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"> Met with Perkins and Will and Pepper Construction to review summer construction timeline and EMFP updates Walked Crow Island with Perkins and Will and Gunny Harboe, an architect that specializes in historic preservation to determine Health/Life Safety and ADA work to be completed Dr. Kocanda met with Administrators to work on revised EMFP plan for Carleton Washburne Finance subcommittee reviewed project timeline to determine phasing of facilities plan
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"> Met with Hubbard Woods PTO exec board to discuss SEL and technology Organized a Township-wide Technology and SEL event attended by all New Trier Township Tech Coaches Met with elementary Tech Integration Specialists and Erikson Institute to continue work on K-2 Home/School Media Use plan. Completed the second full day CASEL workshop comprised of District Administrators, teachers, and parents Completed the first in a series of three Winnetka Parent Institute sessions focused on SEL competencies.

<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"> • Crow Island 4th grade students led Hour of Code activities for over 100 students and their families. Students had to complete a “job application” to be considered for the leadership position. • Skokie and Washburne First Lego Robotics teams both qualified for the State Championship. Skokie’s research/inquiry project was to create a portable air conditioner and Washburne’s project was to address the drainage problems in the field between Skokie and Washburne. • 4th-grade students at Hubbard Woods created Math Digital Portfolios to explain their reasoning when problem-solving. • Students on the Erickson/Goldberg team have begun a yearlong inquiry project examining how geography impacts people. This year-long unit establishes foundations for students to create their own culture. Students have completed work ancient mesopotamia and researched multiple locations, including but not limited to Argentina, China, Ecuador, Iceland, Mozambique, and New Zealand.
<p>2.3 Expand and strengthen MTSS practices to effectively identify and serve all students who require intervention in writing.</p>	<ul style="list-style-type: none"> • Met with elementary reading interventionists to review current practices; discussed refining universal screening subtests at first grade. Also reviewed entrance criteria and discuss consistencies across elementary buildings.
<p>2.4 Expand co-teaching and flexible service teaching models to enhance integrated service delivery and differentiation in all schools.</p>	<ul style="list-style-type: none"> • Presented with NSSED, Lake Forest School District, Deerfield School District at the national TASH conference regarding inclusive practices; five members of the staff at Washburne also attended. • DSS committee met to continue work on goals and discrepancy statements for written expression and executive functioning.

2.5 Upgrade and align district hiring and recruitment practices to ensure selection of the highest quality candidates.

- Survey data collected from newest hires following their first trimester of work in the district--this survey will be given again following trimesters two and three, providing us with information regarding the hiring experience, on-boarding of our newest employees, professional development, administrative and peer support, access to resources, etc. This data will lead to improvements made in our hiring and mentoring process for the 2020/2021 school year.
- (October/November) Administrative team shared in a two-day renewal/training for evaluation. By doing this in-house as a full team, we were able to collectively reflect on the ways in which we align our standards for high quality teaching in Winnetka, which ultimately connects to the ways in which we hire.

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