



A Community of Learners

Informational Memo: 2016-17 School Improvement Plan Year-End Update

TO: School Board
Superintendent Kocanda

FROM: Barry Rodgers
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Background

As stated in the mid-year update, School Improvement Plans (SIPs) for the 2016-17 school year were shared at the November 2016 Board meeting and developed using a new School Improvement Instrument that provides coherence, clarity and meaning for stakeholders. School Teams developed goals with an emphasis of local needs and a strong connection to the District 36 Shared Vision.

Goals for Reading and Mathematics were developed and incorporated into the District Improvement Plan. A review of the 2017 District Improvement Plan will be shared at the June Board Meeting. School improvement efforts are driven through the work of our institute days, committee work, Collaborative Learning Teams, and grade level meetings. These efforts have facilitated productive conversations with teachers and staff, and focused actions on how to best help students grow and achieve in all realms of their development.

Each plan features a description of action plans and evidence of progress towards goals.

Specifically, the School Improvement Plans include the following elements:

- **School Improvement Goal**
- **Vision:** Articulates how the School Improvement Plan supports our Shared Vision
- **Key Indicators of Progress:** Includes measures and evidence identified to provide a valuable feedback mechanism toward goals.
- **Action Plan:** Defines efforts, responsibilities and timeframe
- **Evidence:** Utilizes both quantitative and qualitative data
- **Final Reflection:** Summarizes our efforts and leads to continuous improvement

End of 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 is also listed below.

Crow Island

Stated Goal:

Eighty percent of students will grow in each of the six strands of Social Emotional Learning (SEL) skills (empathy, resilience, relationships, community, communication, and self-management and awareness) which will enable them to better engage in activities that will help them make a meaningful difference in their world.

Highlights:

Crow Island faculty have engaged students in numerous activities to build students' skills across the six strands of Social Emotional Learning. In doing so, they have partnered closely with the PTO to make the experiences available to students.

Instructional activities have been chosen and developed to intentionally build important SEL skills. Prime examples of the work of the Crow Island learning community includes letter writing to a former Crow Island student who is serving in the military, the Creation of a "Kindness is Cooler" bulletin board, social thinking lessons, student initiated playground projects, Peace Power activities, and Earth Week projects.

Students were benchmarked by all staff using the SEL rubrics in October of 2016. Students were assessed again in May across all six areas to document

growth and the impact of these efforts on the school community to intentionally develop these important traits.

Outcomes:

The data indicates that Crow Island Students grew significantly in all six strands of social emotional learning. The stated goal of 80% of students moving up at least one level was achieved in all grades with the exception of Kindergarten which was reported at 76%. More telling, the vast majority of students at all grade levels reported that they "often" or "consistently" displayed the six strands of social emotional learning (empathy, resilience, relationship, community, communication and self management). The detailed School Improvement Plan for Crow Island School can be found here:

[Crow Island SIP: End of Year Report \(Link\)](#)

Greeley

Revised SIP Goal and Plan:

The original plan called for identifying a standardized leadership survey to gauge student growth in the domain of leadership. Unable to find an age appropriate student leadership survey, Greeley has modified their plan to focus on student leadership and Social Emotional Learning (SEL) standards. The Greeley faculty will review the school's *current* student leadership and SEL practices, and develop new practices that will enhance all students' leadership and SEL growth. Greeley faculty will incorporate new leadership/SEL practice during the 2016-2017 school year. The new practices will support students' leadership capacity and ability to make a meaningful difference in their world.

Highlights:

Instead of using a standalone leadership or character education lessons, Greeley teachers have chosen an alternative approach to integrate leadership and SEL across the curriculum. Greeley is in the process of creating a new student leadership/SEL program using Design Thinking. Using the Greeley values as a guide (respect, positive attitude, empathy, compassion, friendship and peace), the school community will foster leadership/SEL opportunities and instruction to bring out the positive leader in each student. An SEL teacher evaluation report was given in February and in May to 1st-4th grade classes to assess student growth in the domains of leadership and SEL.

The SIP process has driven conversations for work on seven areas to enhance/improve upon. Those categories include: student articulation, buddy classes, the Golden Book (acknowledges positive behaviors), direct student leadership activities/supports with the younger children, service learning/school store, student led problem solving, spirit days and town hall meetings.

Teachers have been weaving the Greeley values into morning meetings. The SIP process has also led to increased leadership opportunities. Students have been involved in developing activities for Martin Luther King Day, the planning of a school-wide talent show, a service project with Lincoln Park Zoo, Garden Planting, Mindfulness Activity, and the creation of the "Greeley Store."

Outcomes:

Students participated in a number of activities that support mindfulness, service, and leadership. The end of year assessment demonstrated significant growth in all six areas of SEL. Greeley students exceeded their goal of 80% of students demonstrating that they "often" or "consistently" show evidence of each of the six social emotional indicators in all but the community category in the fourth grade where students reported 75%. Overall, the school improvement process helped to further develop and refine the Greeley School community's ability to cultivate social emotional learning, leadership, and well-being in students.

The detailed School Improvement Plan for Greeley School can be found here:

[**Greeley SIP: End of Year \(Link\)**](#)

Hubbard Woods

Stated Goal:

By creating a long-term relationship through cohort continuity (each grade continuing with an organization for all four years), we will deepen our understanding of and participation with a specified service organization. We will increase the points of contact with our service learning projects/organizations by 25%. Points of contact include any opportunity

where students are learning more about the organization. We will deepen our understanding of the organization by 25%.

Highlights:

Students were benchmarked in the fall with regards to their familiarity and interaction (touch points) with local service organizations. Major activities and experiences for each grade level have been developed by month. Fourth grade is underway with the Night Ministry, Third Grade is working with the Floured Apron, Second Grade is working with New Trier Food Pantry, and First grade has partnered with the Lincoln Park Zoo's Preservation initiative. Students were reassessed in May to measure the impact of these important service learning experiences.

Outcomes:

Post assessment data demonstrated the majority of students now have a strong understanding of the organization and can explain its mission. The stated goal of increasing points of contact were exceeded in all grades. For each grade level, the number of touchpoints is listed below.

First Grade: Students participated in a year long exploration of animal habitats and conservation with an emphasis of developing the skill of thinking like a scientist. In the spring, students participated in a culminating project in which they researched local wildlife and created a variety of artifacts, including non-fiction writing pieces, dioramas, and pictures.

Touchpoints: 0 to start 3 at end--at beginning there was no understanding of the organization and the score total on pre-test rubric was 0, at the end the total points equaled 156 out of 260 total possible.

Second Grade: Students learned much about the value of service through a partnership with the New Trier Food Pantry. They raised money by creating a Thrift store which evolved from a commerce unit in class. Money raised from the Thrift store was used to purchase food for the NT food pantry. Students purchased food for donation. As a result, they were able to see first hand the impact of their efforts. Post test data indicated that students learned a great deal about the work of the NT Food Pantry as well as the importance of service to the community.

Touchpoints: 0 to start, 3 at end, Pre-test rubric score=26, post-test 193 out of 235.

Third Grade: Students worked with The Floured Apron. This organization's

objective is to empower low-income women with the training, knowledge, and mentoring they need to forge a new career path in the baking, restaurant, and/or food service industry. The children were able to deepen their understanding of the organization's mission of teaching and how to help each other. Spending a day cooking with graduates of the program allowed students to experience first hand the work they do on a regular basis and feel a part of the program. We expanded this year by adding a cookbook sale where students took ownership of the sale activities. Overall this was a very positive meaningful experience for all.

Touchpoints: 2 to start, 4 at end, Pre-test rubric score=106, post-test 216 out of 240.

Fourth Grade: Students built upon the service connection they had with the Night Ministry beginning in third grade. They sought to understand the needs of these people on a deeper level and went out of their way to build the collection of items and balance the packages. Students were able to share their understanding, show empathy and built their own sense of gratitude for their own lives. From gathering personal hygiene products to creating snack bags, the students were responsible and mindful of their efforts for the benefit of another. Moreover the efforts have supported the District's Vision of building our students' capacity to make a meaningful difference in the world.

Touchpoints: 2 to start, 4 at end, Pre-test rubric score=165, post-test=239 out of 290

The detailed School Improvement Plan for Hubbard Woods School can be found here:

[**Hubbard Woods SIP: End of Year \(Link\)**](#)

Skokie

Stated Goal:

The Skokie School will participate in a year-long pilot of an alternative schedule model that increases student access to intervention support and incorporates enrichment opportunities into the school week, as well as learning experiences that bring application to learned concepts inspired by student interest and inquiry. The goal of this schedule model is to increase the reach to all learners, meeting students needs at a diversity of levels and throughout the day.

Highlights: The Skokie School took on the largest building project it has experienced in many years by overhauling its entire schedule model to build

time into the day that supports student inquiry and academic support. As part of this ongoing process involving all stakeholders in the community, Skokie has piloted a new schedule model.

As a result of the new pilot schedule, we have seen an increase in the number of students receiving interventions, an increase in arts classes, increased STEAM integration, a large number of student directed projects, and student enthusiasm regarding the number of new learning opportunities.

In the spirit of design thinking and innovation, feedback from the initial schedule has helped to inform schedule prototype ideas for continuous improvement. During the third trimester, Skokie implemented a new schedule prototype. The experience helped to further inform the benefits and challenges of the new school day schedule.

Outcomes:

Overall feedback indicates strong support for inquiry time and for interventions provided for in the school day. When asked how they personally valued the inquiry period based on a 5 point scale, 80% of students indicated a score of 3 or above with 5 being the highest at 35%. When asked how students personally valued having a skills period, 85% of students indicated a score of 3 or above with 5 being the highest at 38%. Inquiry and Intervention embedded in the school day benefited all students without compromising other subject areas.

The following Skokie Schedule Experience video https://youtu.be/8qJ_DlwIGPc captures the the positive outcomes driven by rethinking the school day. As a result of their school improvement efforts, The Skokie School will be moving forward with a new schedule in the fall of 2017 that provides opportunities for innovative learning blocks at the end of each trimester based on student interest while preserving core academic time.

The detailed School Improvement Plan for Skokie School can be found here:
[**Skokie SIP: End of Year \(Link\)**](#)

Washburne

Washburne has two goal areas of focus for their school improvement efforts.

Stated Goal 1:

In order to meet the academic, behavioral, and social needs of the students at Washburne, the MTSS (Multi Tiered System of Support) team will educate the staff on MTSS and assist them with implementing a system for providing interventions to students at the Tier 1, Tier 2, and Tier 3 levels.

Highlights:

The first goal focused on further developing an effective and coherent student system for academic support. Utilizing a Multi-Tiered System of Support (MTSS) model, a concerted effort has been made to provide an understanding into MTSS processes and the current intervention model. In the spirit of growth mindset, staff collaborated to identify areas of strength and areas for improvement.

The ongoing professional collaboration has led to more clarity and coherence for providing needed support to students. A variety of offerings have been identified in the areas of math, reading, writing, study skills, and guided support. Each area is offered to students during two distinct periods throughout the school day. Intervention capacity is also being aided by the use of data and by streamlining the referral process.

In the Spring teachers participated in guided “Data Days” occurring after the focussing on MAP assessments and student progress. Teams of teachers reviewed student growth data on the MAP assessment to identify strengths and possible needs. In addition, members of the MTSS Committee have recently attended a workshop on MAP Skills Navigator System which will allow for more detailed and personalized information to better support student learning.

Outcomes:

The SIP process has resulted in tangible outcomes. There is now more defined criteria for referrals. The staff’s knowledge of utilizing data to better understand student’s achievement levels and identifying individuals for intervention. New processes and forms are helping to build further clarity and efficiency in the MTSS process.

Results from the staff survey demonstrates a greater awareness of Tier 1 Interventions, showing improvement from 75% to 91%. Results from the staff survey demonstrate strong growth in the staff’s ability to use data to inform their instruction (48% to 93%) and ability to determine a need for

intervention (41% to 88%). The survey data also indicates that the staff is making greater use of those interventions (75% to 88%). The data indicated that there is room for improvement on how FLEX time can be used for Tier 2 interventions as 22% agreed that this was an effective use of time. As a result, future work of the committee will focus on the use of FLEX time for Tier 2 Interventions.

Stated Goal 2:

To continue supporting the traditions of the child-centered approach to education in Winnetka, the advisory program would like to refocus the efforts of this program to ensure that we are providing the best experience possible for our students. The Washburne advisory program is comprised of three major strands (intellectual, social emotional, and altruistic), and focuses on the “Four-R’s” (relationships, responsibility, resilience, and reflection).

Highlights:

The Advisory Committee, with the assistance of four subcommittees, is leading the work of examining and recommending improvements to the advisory program. Data has been gathered through the creation of a staff survey and by conducting two student focus groups. Initial feedback from students during those focus groups demonstrated the value of having a personal experience with an advisor to help them discuss their progress and to set goals in preparation for student-led parent conferences. Students also indicated areas of improvement. Focus group feedback indicated perception that the “Four R’s” component of advisory sometimes has limited impact and meaning. Nonetheless, students see a great deal of value in advisory as a place of support and community building.

The goals of advisory and the values of relationship, responsibility, resilience, and reflection can be seen in newly created advisory activities. A prime example of this was the Martin Luther King Day activities. Each advisory spent time together reflecting on the meaning behind the day, and also spent time working together to “make a meaningful difference in the world” by helping to make five blankets from each advisory to donate to Lurie’s Children’s Hospital. A Schoology group was created as an organizational tool to serve as a knowledgebase of advisory resources. This will allow materials to be more easily revised and also provide teachers a place to collaborate and share ideas with each other. The committee will be meeting this summer to build upon their work by designing lessons connecting to the major themes

of the advisory program.

Outcomes:

Information about the advisory program was collected through teacher surveys and student focus groups. Based on the most recent spring data, 89% of advisories reported that they presented the 4R's monthly, weekly, or daily. This demonstrates a strong commitment to promoting these values through advisory. An area of growth identified was increasing parent communication regarding advisory. Teachers reported ongoing communication with parents but that 18.5% of teachers reported that they did not communicate with parents regarding the advisory program specifically. A subcommittee focused on parent communication is examining how to further educate parents about advisory activities through a Winnetka Parent Institute in the upcoming school year.

Both students and teachers agreed upon the need to have ACC events that were not athletic in nature, to encourage participation from a wide range of students. Providing more collaborative team building activities for all students will help to promote the values of relationships, responsibility, resilience, and reflection in all students.

The detailed School Improvement Plan for Washburne can be found here:
[Washburne SIP: End of Year \(link\)](#)

Alignment with the District 36 Shared Vision

School Improvement Plans focus on different components of our Shared Vision based on the work of each school community. Schools goals and action steps are connected to their needs and aligned with our Shared Vision. Through the efforts of each community, our schools are living our Shared Vision by

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

