



A Community of Learners

Informational Memo: 2019-20 School Improvement Plans

TO: School Board
Superintendent Kocanda

FROM: Barry Rodgers
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Background:

The District has adopted a spring to spring timeline for School Improvement Plans. This year, plans were intentionally delayed to the fall in order to incorporate the District Wide goal focused on Social Emotional Learning. A timeline for the 2019-20 school year is as follows:

- Initial SIP Plans shared: October 22, 2020
- Mid-Year Board Update: March 17, 2020
- End of Year Board Report: June 11, 2020

School improvement efforts are driven through the work of our institute days, committee work, Collaborative Learning Teams, and grade level meetings. These efforts facilitate productive conversations centered on how to best help students grow and achieve in all realms of their development. Principals and school teams have collaborated to determine the focus of their school improvement plans and to outline future action steps.

School Improvement Plans expand upon our academic goals of reading and math featured in the District Improvement Plan by incorporating other important aspects of child development as well as a focus on school climate and culture. These elements reflect the new approach to school accountability ushered in by the

recently enacted federal ESSA (Every Student Succeeds Act). The policy recognizes the importance of social emotional learning and 21st-century skills as critical factors in determining the success of students and school communities.

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

Following our district strategic emphasis on social-emotional learning, all schools have crafted school improvement goals focusing on the critical area of social-emotional learning. Moreover, utilizing the theory of action from CASEL, our initial goals will focus primarily on adult learning and building capacities in the five social-emotional competencies in our staff.

Elementary Schools (Crow Island/Greeley/Hubbard Woods)

The three elementary buildings have a shared goal that focuses on establishing the mindsets, skills, structures and environment that support staff well-being and the ability to effectively and efficiently meet a wider range of student needs.

Crow Island School

Crow Island's SIP will support the shared goal by providing professional development opportunities and seeking participation by all staff members. In addition, utilizing the research on Multi Tiered Systems of Support (MTSS) structures from the previous year's SIP plan, the staff will establish an SEL MTSS structure to support all students' social emotional and behavioral needs.

Greeley School

Greeley's SIP will support the shared goal by providing professional development opportunities for staff, along with creating a mindfulness space for staff. A second goal will address the staff's need for professional development that will target instructional practices for addressing the regulation needs of students.

Hubbard Woods School

Hubbard Woods's SIP will support the shared goal by increasing both the number of SEL topics at staff meetings and the number of activities that support adult emotional well-being. Furthermore, the building has established a goal to increase their knowledge, understanding, and practice of Multi Tiered Systems of Support (MTSS).

Skokie School

The Skokie School will provide frameworks and strategies to help staff work toward balance through understanding what supports and depletes well-being, both individually and collectively, with the goal of staff members taking ownership of replenishing their energy in order to be a positive contributing member to the Skokie School community. In addition, each member of the staff community will share ownership to support the students' and each other's social emotional learning through collaboration.

Washburne School

Washburne School strives to develop a shared understanding around the value and impact of social emotional learning both for staff self-care and for students' holistic success. To achieve this goal, there will be dedicated time for the topic of social emotional learning during staff meetings along with more opportunities for activities that support adult self-care. Additionally, to support student needs, professional development targeting instructional practices to address de-escalation of students and non-compliment behaviors will be provided to staff.

The District utilizes a common School Improvement Instrument that provides coherence, clarity and meaning for all levels of our learning community. The tool is designed as a "living document" to promote progress towards our goals and to facilitate innovation.

The School Improvement Instrument includes 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 towards 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

School Improvement Plans for each school are listed below:

[Crow Island School](#)

[Greeley School](#)

[Hubbard Woods School](#)

[Skokie School](#)

[Washburne School](#)

Alignment with the District 36 Shared Vision

In developing School Improvement Plans, we emphasize the connection to our Shared Vision. Our District has the core belief of attending to the whole child and specifically addressing Social Emotional Learning will help us live our Shared Vision. We believe that when faculty and staff have a strong understanding of SEL, they will be able to advance the following key tenets of our Vision for every student:

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

Next Steps

Schools will implement School Improvement Plans with the support of our Administrative Team. A mid-year SIP update will be shared in March. An end of year update of School Improvement Plans, complete with outcomes and reflections, will be shared in June.