



STRATEGIC PLAN 2015-2020

Differentiation	Professional Learning System	Kindergarten	STEAM	21st Century Experiential Learning	Environmental Design

District Annual Goals 2016-2017
DRAFT
9/14/2016

The 2015-2020 Strategic Plan was developed following a comprehensive revision of the 2012-2017 Plan and the identification of 6 Ambitious Opportunities (collapsed from 7), which emerged from the Superintendent's Entry Plan. The "Ambitious Opportunities" represent the strategic work (drivers) for the District for the next 3-5 years. Year 1 outcomes were established as a "Big 5 Focus" for the District.

6 Ambitious Opportunities DRIVERS					
Differentiation	Professional Learning System	Kindergarten	STEAM	21st Century Experiential Learning	Environmental Design
					
Intended Impact (Next 3 - 5 Years) OUTCOMES					
Clear goals, measures, and targets for determining student growth & achievement by content area.	Teachers/Administrators - improved use of data and feedback to impact growth + achievement; promote effective innovative practices (WU)	Decision regarding the length of the Kinder school day based on a feasibility study	Dedicated STEAM spaces at each school in the Resource Centers	Design more experiential learning opportunities for students focused on global citizenship and civic responsibility (emphasis grades 5-8). Targeted outcomes are increased innovation, creativity, critical thinking, and collaboration with the outside world.	Financial forecasting model utilized for decision-making.
Communication mechanisms employed to ensure parents have clear understanding of their child's performance over time.	Develop procedures to recruit, hire, develop and retain personnel.		Every student has the opportunity to engage in design thinking, making, tinkering, engineering, and co-curricular participation		Design and Implement a long-term facility usage plan to address -current and anticipated educational programming needs (i.e. STEAM, kindergarten, etc.) -climate control study -energy-efficient design.
Collection of growth and achievement evidence for each learner to ensure students are supported and challenged (ex. high-	Associates, Cust./Main, District office staff participate in regular training to improve overall performance.		Application of design thinking practices for all students.		(NEW) Determine facility and

<p>readiness learners).</p> <p>Consistent standards for eligibility and service delivery for Special Education programming.</p> <p>Descriptors for programs and continuum of Special Education services</p> <p>Intervention materials aligned with core curriculum for Special Education and Response to Intervention.</p> <p>Improved transition from school to school for Special Education and Response to Intervention.</p>	<p>Implement Winnetka University.</p>				<p>operational needs to support projected enrollment.</p>
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COMMUNICATION

Implement a Communications Plan aligned with District priorities and initiatives tailored for all stakeholders. Share the District's vision with community members and partners to foster positive relationships with the community at large.

FINANCIAL

Develop long term financial plans to ensure facilities support current and future needs for educating students including climate control, green energy efficient design, and flexible learning spaces.

Key: **Red** indicates 2015-2016 area of focus, **Green** indicates 2016-2017 area of focus.

2016-2017 Annual Goals

The District's 2015-2020 Strategic Plan is organized by six drivers to move the District forward in areas that were deemed important and visionary by our school community. Last year, the District focused on the BIG 5 annual goals. These goals were prioritized to ensure the work was coherent and clear and included an emphasis on math, Reading, Kindergarten (extended day study), STEAM, and Winnetka University (Professional Learning System).

The 2016-2017 District annual goals evolved from community feedback, the year-end review and meetings held with The School Board, Central Office and Administrative Team. These goals continue the work of the Strategic plan. Each area of focus has clearly defined goals with outcomes and measures.

Goal Area	2016-2017 Targeted Outcomes
1. Effective Communication	<p>1.1 Design and implement a parent education and outreach program aligned with District goals and parent input.</p> <p>1.2 Increase awareness and understanding of the District's Shared vision amongst staff, parents, community members, and beyond Winnetka</p>
2. Experiential Learning	<p>2.1 Ensure all students demonstrate the outcomes of utilizing the design thinking process (collaboration, empathy, communication, resilience) in their experiential learning opportunities.</p>
 	
3. Fiscal Management & Facility Design	<p>3.1 Implement plan to address Operating Fund financial reserves in excess of projected target of 50-60% level.</p> <p>3.2 Develop a plan to resolve the District's enrollment imbalance</p> <p>3.3. Develop facility concepts to support research-based 21st Century Learning Design</p>
	
4. Reaching All Learners	<p>4.1 Provide meaning and context for our major assessments for teachers, parents and students (2-year goal)</p> <p>4.2 Implement District Improvement Plan in the areas of math and reading with clear goals and assessment targets</p> <p>4.3 Complete ELA curriculum revision and implementation and monitor student growth and achievement.</p> <p>4.4 Design District-wide professional learning framework to engage teachers for their continual growth.</p> <p>4.5 Establish a District-wide Special Education service delivery model (2-year goal)</p> <p>4.6 Refine exit and entrance criteria and pilot referral/progress monitoring tools developed in 2015-2016 to support transition from RtI to General Education or Special Education.</p>
 	

Goal 1. Effective Communication: 2016-2017 Outcomes

1.1 Design and implement a parent education and outreach program aligned with District goals and parent input.

Measure(s):

- 80% of participants in parent education indicate a better understanding of the topic based on evaluations.
- At least three District-wide sessions are offered each semester.

Action Steps

- Enhance consistency in communication throughout the District by coordinating topics and messages at the school and District levels.
- Incorporate feedback from the 2016 Survey to determine Parent Education topics. Parents referenced Math; STEAM; Social and Emotional Wellness; Progressive Education; and the New Trier Experience as key areas of interest. Coordinate and promote at least three District-wide Parent Education sessions per semester.
- Communicate a schedule that shares relevant information at pertinent times throughout the year by utilizing a variety of communication platforms.

1.2 Increase awareness and understanding of the District's Shared vision amongst staff, parents, community members, and beyond Winnetka.

Measure(s)

- 70% of staff will agree or strongly agree that the District has a clear Shared Vision to direct our work
 - *Baseline data from 2016 - 53% of staff agreed or strongly agreed*
- Increase social media followers by 25% in 2016-2017
- Increase press coverage by 5% in 2016-2017
- Produce at least two videos in 2016-2017 that pertain to the Shared Vision.

Action Items

- Expand community engagement efforts to reach community members who are not current parents (i.e. promoting Parent Education opportunities to preschool parents and grandparents; outreach to realtors regarding Enrollment Balancing Project; increased involvement by District Office staff in local civic organizations) that create an awareness of the District's Shared Vision.
- Increase local and national press on the District (potential topics include STEAM program expansion, examples of Progressive Education in the 21st Century, etc.) to share the District 36 story and efforts toward achieving the Shared Vision.
- Build District branding that clearly articulates the Shared Vision (i.e. updated Board Presentation and Memo formats) with improved alignment between communication platforms.

- Communicate the outcome of District Improvement Plan and School Improvement Plan goals and response with School Board for accountability.
- Conduct survey to determine awareness and understand of the Shared Vision within the community to establish a baseline to measure growth in 2017-2018.
- Include the research and rationale for curricular and instructional experiences in our District schools (explaining the *Why?*) to align with our Shared Vision.

Goal 2. Experiential Learning: 2016-2017 Outcomes

2.1 Ensure all students demonstrate the outcomes of utilizing the design thinking process (collaboration, empathy, communication, resilience) in their experiential learning opportunities.

Measure(s)

- 60% of students in grades 2-4 and 70% of students in grades 5-8 demonstrate design thinking principles in their problem solving according to the D36 MakerSpace Rubric.
- Student access to STEAM experiences before school, at lunch, and after school will increase by 40% in the first year.

Action Items

- Increase the access to meaningful STEAM experiences at Skokie and Washburne by offering more courses and before/after school opportunities.
- Increase STEAM opportunities and curriculum connections at all five schools through cross-curricular planning, with an emphasis on science.
- Expand the e-portfolio to all elementary schools to track successes and document smart failures
- Integrate revised science curriculum (aligned with Next Generation Science Standards) and STEAM program.

Goal 3. Fiscal Management & Facility Design: 2016-2017 Outcomes

3.1 Implement plan to address Operating Fund financial reserves in excess of projected target of 50-60% level.

Measure(s):

- Board approved long-term plan for use of operating fund financial reserves

Action Steps

- Redeem and refinance bonds and provide property tax relief to taxpayers in alignment with the District's financial philosophy; June 2017
- Maintain projected operating fund balances at 50%
- Maintain facilities in accordance with 21st Century education expectations (air conditioning, furniture, technology, rebuilding classrooms & common areas?)
- Monitor future education funding models (state, local & federal impacts)
- Update financial projections to ensure financial decisions include long-term impact

3.2 Develop a plan to resolve the District's enrollment imbalance

Measure(s)

- Board approved plan, based on community input, to balance student enrollment

Action Items

- Utilize the recommendations from the Community Advisory Committee to inform decision.
- Acquire technical consultant to support the rebalancing plan
- Report on preliminary facility, logistics, and financing plan to support the overall approach to resolve the District's enrollment imbalance.
- Update financial projections to ensure decisions include long-term impact

3.3 Develop facility concepts to support research-based 21st Century Learning Design

Measure(s)

- Classroom "menu" of items that support best practices of 21st Century Learning Prototypes developed for typical classroom, common area settings, and environment

Action Items

- Identify research-based material to inform decision-making process
Select innovative environments, nationally and internationally, to serve as benchmarks
- Develop preliminary concepts of potential adaptation to existing District facilities, including estimated costs and potential funding sources

Goal 4. Reaching All Learners: 2016-2017 Outcomes

4.1 Provide meaning and context for our major assessments for teachers, parents and students (2-year goal)

Measure(s)

- Parent/Teacher conference satisfaction levels increase from 2016 baseline data.
 - *Baseline data from 2016; K-4 (79%); 5-6 (52%); 7-8 (46%)*
 - *Goals for 2016 - K-4 (84%); 5-6 (60%); 7-8 (55%)*
- Assessment Reports (ex. District Improvement Plan) given biannually (fall and spring) utilizing multiple measures.

Action Items (Year 1)

- Parent/Teacher conferences to include specific and consistent sharing of student data; embed improvement ideas provided by parent input into conference structures at K-4, Skokie, and Washburne
- Provide a coherent process for reporting data that reinforces our intent to use multiple measures for assessing growth and achievement
- Engage faculty to utilize assessment data to inform instruction and good decision making
- Implement new assessments with fidelity and utilize data for instructional planning and student goal setting (MAP, SVMI, Math Disposition, etc.)

4.2. Implement District Improvement Plan in the areas of math and reading with clear goals and assessment targets

Measure(s)

- Set and meet targets in the areas of math and reading.

Action Items

- Set and monitor growth and achievement targets for the District's 3 Math goals
- Set and monitor growth and achievement targets for the District's 3 Reading goals
- Embed response to findings from the District math program evaluation conducted by Dr. Sherrin and Mr. Lynn.

4.3 Complete ELA curriculum revision and implementation and monitor student growth and achievement.

Measure(s)

- Meet grade level targets for Teachers College reading assessments
- Articulation of Grammar Scope and Sequence document

Action Steps

Reading Strategies

- Implement new Essential Questions and KUD's under three major areas (anchor units) for all grades.
- Utilize learning plans to accompany 3 core reading strands:
 - Building a Reading Life
 - Literary Reading
 - Informational Reading
- **Language Acquisition:** Pilot materials for Word Study K-8 Vocabulary Acquisition Sequence
- **Grammar Scope and Sequence** - Complete grammar conventions scope and sequence document and implement staggered roll-out for different grade levels

4.4. Design District-wide professional learning framework to engage teachers for their continual growth.

Measure(s)

- Increase Winnetka University course offerings by 20%
- Achieve staff satisfaction rates of at least 80% on Institute Days
- Embed student growth measures, in accordance with District plan and State law, in 100% of teacher evaluations

Action Items

- Design Phase II Winnetka University course offerings to support faculty professional growth and development.
- Embed District goal-aligned professional learning on Institute Days to streamline focus on targeted areas
- Implement student growth in teacher evaluations in compliance with PERA policy; continue reliability work with administrators to support consistent implementation in practice

4.5. Establish a District-wide Special Education service delivery model (2-year Goal)

Measure(s):

- 85% of all special education service delivery models will be offered in each of our five school buildings.
- Special education referrals at the middle school level will decrease by 10%.
- Publish a visual continuum communication piece that outlines the variety of services that are offered in and out of District and can be effectively communicated to parents.

Action Items – Year 1 Work

- Catalog services currently provided both in and outside the general ed classroom
- Establish effective continuum of services that is modeled by all five school buildings and develop professional learning to ensure practice aligns with structure.
- Structure the continuum of associate support to promote student independence
- Set criteria for identifying when specialized programs or outplacements provide the least restrictive environment.
- Create an effective, student-centered transition process from The Skokie School to Carleton Washburne for students with identified areas of need.

4.6. Refine exit and entrance criteria and pilot referral/progress monitoring tools developed in 2015-2016 to support transition from RtI to general ed or special ed. (BM)

Measure(s)

- 85% of all students who receive RtI support in reading and math will be transitioned after 12 weeks of direct intervention

Action Items

- Determine current length of time students spend in RtI to establish understanding and effectiveness of our current program model
- Identity percentage of students who currently transition from RtI to general education or special education
- Establish parameters that will be utilized to determine when transition into or out of RtI is appropriate
 - Tier 1 to Tier 2
 - Tier 2 to Tier 3
 - Tier 3 to Special Education
 - Any Tier to General Education
- Monitor students' progress following transition to establish effectiveness of our program model