

## 2017 - 2018 District 39 Strategic Plan

### Strategic Plan Components and Descriptions

Strategic Plan Components	Descriptions	
<b>Situation</b> <i>provided for new and continuing initiatives</i>	Provides background/context for the current reality of the strategic initiative. Explains the motivating factors and drivers prompting the initiative.	
<b>Question(s)</b>	Provides the central question(s) that needs to be answered.	
<b>Intended Outcome(s)</b>	Establishes what will be accomplished by striving to answer the question(s).	
<b>Action Steps</b>	Defines the actions that will lead to delivering the intended outcome.	
<b>Year</b>	Shares the status of a multi-year initiative.	
<b>Phases of the Strategic Initiative</b>	Phase Sequence: Developing-----> Implementing-----> Reflecting  <b><i>Developing</i></b> <ul style="list-style-type: none"> <li>● Research and gather resources</li> <li>● Explore best practice</li> <li>● Formulate a plan</li> <li>● Recommend the plan</li> <li>● Report to the Board of Education</li> </ul> <b><i>Implementing</i></b> <ul style="list-style-type: none"> <li>● Put plan into practice</li> <li>● Gather feedback/input</li> <li>● Adjust plan, as needed</li> <li>● Report to the Board of Education</li> </ul> <b><i>Reflecting</i></b> <ul style="list-style-type: none"> <li>● Evaluate and adjust</li> <li>● Implement and reflect</li> <li>● Repeat above</li> <li>● Roll off of strategic plan following a year of reflection</li> <li>● Becomes a part of D39's practice</li> </ul>	<b>Strategic Initiatives - Categorized by Year and Phase</b>  <b><i>New Strategic Initiatives</i></b> <b>Year 1: Developing</b> <ul style="list-style-type: none"> <li>● Kindergarten Enrichment</li> <li>● Instrumental Music Program</li> <li>● Personalized Learning</li> </ul> <b><i>Continuing Strategic Initiatives</i></b> <b>Year 2: Developing</b> <ul style="list-style-type: none"> <li>● School Climate</li> <li>● Student Growth</li> </ul> <b>Year 2: Implementing</b> <ul style="list-style-type: none"> <li>● School Attendance</li> <li>● Sustainability</li> <li>● Learning Commons - Romona &amp; McKenzie Schools</li> </ul> <b>Year 3: Reflecting</b> <ul style="list-style-type: none"> <li>● Learning Commons - Harper and Wilmette Junior High Schools</li> </ul> <b><i>Annual Business</i></b> <b>Year 1: Developing</b> <ul style="list-style-type: none"> <li>● Grades 5-8 Related Arts Course Progression</li> </ul> <b>Year 2: Implementing</b> <ul style="list-style-type: none"> <li>● Revised Curricula Implementation</li> <li>● Student School Day and Schedule</li> </ul>

## New Strategic Initiatives

<b>Kindergarten Enrichment Year 1: Developing</b>	
<b>Situation</b>	District 39 has a half-day kindergarten program. Therefore, many District 39 parents opt to pay private tuition for a kindergarten enrichment program. We receive inquiries about the possibility of a full day program options at our elementary school. Parents have found transporting their children to/from District 39 Kindergarten and a private kindergarten enrichment program logistically challenging. In addition, we have experienced the need to add an additional 1st grade section each year because parents who have opted for a private full day Kindergarten program will enroll their child into District 39's 1st grade. Currently, space for additional enrichment programming for Kindergartners is presently not available or limited.
<b>Question(s)</b>	Is it feasible for District 39 to offer a sustainable, fee-based kindergarten enrichment option?
<b>Intended Outcome</b>	By spring of 2018, a feasibility study on the viability of a enrichment option will be completed. <ul style="list-style-type: none"> <li>● The feasibility study will focus on factors impacting a half-day fee-based enrichment option for kindergarten students and presented to the Board.</li> </ul>
<b>Action Steps</b>	<ol style="list-style-type: none"> <li>1. Research and learn about how other districts provide an enrichment program through site visits.</li> <li>2. Conduct a feasibility study to determine if a fee-based kindergarten enrichment option can be offered in District 39.               <ol style="list-style-type: none"> <li>a. The study would explore factors such as:                   <ul style="list-style-type: none"> <li>● Interest - gather input from parents of Kindergarten, 1<sup>st</sup> and 2<sup>nd</sup> grade students</li> <li>● Space - lunchroom, classrooms, playground, specials, ..etc.</li> <li>● Staff - kindergarten teachers, paras, specials, special education support, transportation...etc</li> <li>● Enrichment options - programming</li> <li>● Cost analysis - fee review for parents, cost of all factors for the district...etc.</li> </ul> </li> </ol> </li> <li>3. Gather feedback from parent regarding any proposed options.</li> </ol>

<b>District 39 Instrumental Music Program Year 1: Developing</b>	
<b>Situation</b>	<p>District 39 offers an Instrumental Music Program for students in grades 5-8. Currently, the program is shared between District 39 and District 37 which is a long-standing relationship between the two township districts. Grades 7 and 8 orchestra students participate at Marie Murphy School in District 37 and grades 6-8 band students participate at Wilmette Junior High School (WJHS) in our district. Many parents have requested a self-sufficient, D39 Instrumental Music Program where both orchestra and band are housed in District 39.</p> <p>In addition, parents have expressed dissatisfaction with the instructional delivery model. Specifically, they are dissatisfied with how sectional practices occur during another core content class such as math, reading, and social studies. For example, a student may miss social studies class for small group practice sessions with the band teacher. Although students enjoy being a part of band or orchestra, it has been reported that students struggle with missing class. District 39 has been asked to evaluate whether the needs/interest of all students are being met through the current program. Students join band/orchestra with varied experience and for a variety of reasons. Some experienced students have a desire to be a member of an ensemble and prepare for competitive opportunities. Other students are interested in exploring an instrument at a novice level.</p>
<b>Question(s)</b>	<ul style="list-style-type: none"> <li>● What is the District's position/philosophy of the instrumental music program -- enrichment or related arts course?           <ul style="list-style-type: none"> <li>○ If enrichment or a related art, what expectations and/or practices need to be defined for topics such as assessment/grades, rehearsals/sectionals, performances/competition, and attendance?</li> <li>○ What are the alternative options for scheduling full rehearsals and sectionals?</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>● Is it feasible for District 39 to offer a self-sufficient, sustainable, Instrumental Music Program independent of other district partnerships? <ul style="list-style-type: none"> <li>○ What factors impact the District 39's ability to become self-sufficient? (space, scheduling/time, staff, and other costs)</li> </ul> </li> <li>● What consequences may arise from a change in programming for band and orchestra?</li> </ul>
<b>Intended Outcome</b>	By spring of 2018, recommendations for a District 39 Grades 5-8 Instrumental Music Program will be presented to the Board of Education.
<b>Action Steps</b>	<ol style="list-style-type: none"> <li>1. Gather input/feedback from all District 39 parents and students regarding the Instrumental Music Program including any potential recommended changes.</li> <li>2. Review and define the District's position/philosophy of an instrumental music program.</li> <li>3. Investigate alternative options for offering an instrumental music program.</li> <li>4. Develop a self-sufficient program by: <ol style="list-style-type: none"> <li>a. Conducting a facilities/space study</li> <li>b. Considering staffing needs</li> <li>c. Develop recommendations for changes</li> <li>d. Cost analysis of factors that support proposed changes (e.g. curriculum, instruments, space..etc)</li> </ol> </li> </ol>

**Personalized Learning  
Year 1: Developing**

<b>Situation</b>	<p>District 39's mission is to nurture, guide, and challenge students to become creative thinkers, collaborators, and socially responsible, compassionate, and productive citizens of a global society. Educators and researchers continue to explore what it means to prepare students for the present as well as the future and learn about how to meet the needs of District 39's diverse learners, thinkers, and collaborators. We have years of experience in differentiating instruction for students. However, there are components in place that may allow the District to provide yet another level of personalized learning:</p> <ul style="list-style-type: none"> <li>● Mobile learning program</li> <li>● Flexible learning environments</li> <li>● Student data stored in a data warehouse</li> <li>● Student growth focus</li> </ul> <p>When reflecting on these existing components, District 39 believes that we may be able to evolve to a higher level of differentiation -- making it even more personal for each and every student. However, there are multiple ways to implement a personalized learning approach. By carefully crafting District 39's definition of Personalized Learning, we can further support student's strengths, areas of growth, and interests. We must learn and investigate what would best serve District 39 students.</p>
<b>Question(s)</b>	<ul style="list-style-type: none"> <li>● What does Personalized Learning mean for District 39?</li> <li>● How would Personalized Learning benefit students in our district?</li> <li>● What are the different models/levels of implementation that would best fit the needs of District 39?</li> </ul>
<b>Intended Outcome</b>	By spring of 2019, District 39 will develop a working definition/philosophy of Personalized Learning aligned with its mission.
<b>Action Steps</b>	<ol style="list-style-type: none"> <li>1. Provide opportunities for administrators to explore and learn about Personalized Learning in a variety of ways such as attending workshops/conferences and site visits.</li> <li>2. Conduct a K-4 mobile learning audit assessing the needs of technology tools at the elementary level.</li> <li>3. Develop a draft position/philosophy statement regarding Personalized Learning for District 39 students.</li> </ol>

**Continuing Strategic Initiatives**

## School Climate: Creating a Culture of Empathy Year 2: Developing

<b>Situation</b>	<p>There is a need to better develop empathy, instill respect, and promote acceptance of responsibility within our school communities. Currently, debates regarding the difference between social conflict and bullying are occurring among a variety of people in and out of the educational setting. Potentially, some situations defined as “bullying” could actually be incidences of typical social conflict for the age group. Education of all District 39 stakeholders is needed in this area and continued efforts should be made in developing a common understanding.</p> <p>The district takes cases of bullying seriously and investigates all reports of bullying. Bullying incidences may occur before, during and after school and take place in person or online through social media. An unsafe school climate impacts teaching and learning. Therefore, proactive measures need to be made in the areas of diversity, equity, and inclusiveness:</p> <ul style="list-style-type: none"> <li>● A coordinated effort to develop empathy, instill respect, and promote acceptance of responsibility will reduce behavioral incidents.</li> <li>● A single standard format for tracking behaviors will help identify patterns of social conflict and bullying.</li> <li>● Education will help parents and students understand the difference between social conflict (which is a normal part of social learning) and bullying (which is harmful).</li> <li>● Professional development for staff will help improve responses to behavioral incidents.</li> </ul>
<b>Question(s)</b>	<ul style="list-style-type: none"> <li>● How do we promote empathy, respect, and responsibility in students?</li> <li>● What is the difference between social conflict and bullying?</li> <li>● What tracking system can be implemented consistently so that students transitioning from schools remain on the “radar”?</li> <li>● What venues should be used to educate students, teachers, and parents about bullying and social conflicts?</li> <li>● How do we empower teachers to respond to incidents of bullying and social conflict?</li> <li>● What research embedded in Social Emotional Learning and the Second Step program helps District 39 refine our efforts in improving school climate?</li> </ul>
<b>Intended Outcome</b>	<p>By June of 2018, District 39 will review current practices, study best practices and develop short- and long-term plans to improve school climate.</p>
<b>Action Steps</b>	<ol style="list-style-type: none"> <li>1. Add the Statement of Inclusion to District 39’s website under its mission statement.</li> <li>2. Identify areas of difference in the student body and develop ways to promote how these differences can be respected and celebrated by students, parents, and teachers.</li> <li>3. Identify and communicate explicit definitions for social conflict vs. bullying.</li> <li>4. Plan educational opportunities and provide resources for parents, staff, and students to learn the distinction between social conflict and bullying.</li> <li>5. Implement restorative discipline practices to provide more meaningful consequences to behavior.             <ol style="list-style-type: none"> <li>a. Continued training and support.</li> <li>b. Parent education</li> </ol> </li> <li>6. Investigate ways to engage and utilize student leadership to help promote a positive school climate and “upstander behavior”.</li> <li>7. Develop a consistent practice of behavior tracking among schools.</li> <li>8. Establish behavior tracking categories and collect baseline data each quarter.</li> <li>9. Review Second Step Bullying supplemental materials.</li> <li>10. Review of the SEL curricula, universal screeners, strategies, and resources by the Response to Intervention (RtI)/Social Emotional Learning (SEL) Committee.             <ol style="list-style-type: none"> <li>a. Second Step Curriculum Resources</li> <li>b. Second Step’s Bullying Supplemental Materials</li> <li>c. Other similar resources available.</li> </ol> </li> </ol>

**Student Growth -- Response to Growth Intervention (RtGI)  
Year 2: Developing**

<b>Situation</b>	<p>Historically, student attainment (achievement) data has been the focus for reporting student success. In the spring of 2016, an investigative process for developing a student growth model began. The first step focused on the development of growth target ranges for District 39. The district decided to establish growth target ranges using local data only. Multiple data points are necessary to provide a more complete assessment of student growth. Therefore, other student data such as curriculum-based assessments, non-cognitive factors, and classroom performance should be considered in developing a student growth model.</p> <p>Last year, the district spent time applying, analyzing, and reflecting on the best approach for examining student growth. The shift to student growth expands our focus to students of all levels of achievement. Once established, we believe a Response to Growth Intervention (RtGI) model will provide a comprehensive combination of student data that will contribute to rich, collaborative discussions and instructional planning throughout the year. Ultimately, the outcome will be an approach to provide interventions for students who are not demonstrating growth gains according to the RtGI model.</p>
<b>Question(s)</b>	How should District 39 ensure that all students are growing academically?
<b>Intended Outcome</b>	<p>By spring of 2018, District 39 will develop a student growth model that includes:</p> <ul style="list-style-type: none"> <li>● specific criteria for measuring and monitoring students identified with a need for a growth plan.</li> <li>● a protocol for addressing the needs of students who do not meet expected growth.</li> <li>● opportunities for teachers and parents to learn about how to encourage the development of growth mindsets in students.</li> </ul>
<b>Action Steps</b>	<ol style="list-style-type: none"> <li>1. Setup data warehouse system, ensure accuracy of data stored, and create collections of data to support Response to Growth Intervention.             <ol style="list-style-type: none"> <li>a. Identify a team of teacher leaders to learn, use, and eventually train others on eduCLIMBER, data warehouse system.</li> <li>b. Engage staff</li> <li>c. Gather feedback from the user perspective and make improvements, as needed.</li> </ol> </li> <li>2. Implement NWEA MAP mathematics and reading assessments for grades 2-8.</li> <li>3. Establish specific criteria for measuring and monitoring all students identified with an academic growth plan.</li> <li>4. Develop a protocol for addressing the academic needs of students who do not meet expected growth.</li> <li>5. Provide opportunities for teachers and parents to learn about encouraging the development of growth mindsets in students.</li> <li>6. Present a progress update to the Board to establish a baseline for the student growth model.</li> </ol>

**School Attendance  
Year 2: Implementing**

<b>Situation</b>	<p>In early grades, attendance habits are formed. These habits contribute to compounding episodes in later grades that could lead to school refusal. Illness is a justifiable reason for missing school. At times, students may have medical situations that result in absences. Unfortunately, absences not related to illness accumulate to the total days missed and these sporadic absences build up to a point where students can miss more than nine days of school. During the 2015-16 school year, 67% of our students had positive attendance.</p> <p>The last four years of positive school attendance data shows a consistent rate of 63% to 65% with 2015-2016 year being 67%. Although attendance rates have not significantly fluctuated, 2015-2016 data shows that approximately 6% of the remaining 29% of students not showing positive attendance patterns were considered chronically absent (missed 18 or more days of school). Of the students who were identified as chronically absent, approximately 40% of elementary students, 67% of grades 5-8 students were believed to have been impacted by school refusal and school related anxiety.</p>
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	<p>The potential causes that influence student attendance may be:</p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 33%;"> <p>Home-school Connection</p> <ul style="list-style-type: none"> <li>● Response to student behaviors</li> <li>● Unfamiliarity with school supports</li> <li>● Separation Anxiety (begins in Kindergarten)</li> <li>● Motivation to attend school</li> <li>● Medical situation</li> </ul> </td> <td style="vertical-align: top; width: 33%;"> <p>Academic or specific program avoidance</p> <ul style="list-style-type: none"> <li>● School start-and-end times</li> <li>● Homework practices</li> <li>● Increased assessments</li> <li>● Performance expectations</li> </ul> </td> <td style="vertical-align: top; width: 33%;"> <p>Social avoidance</p> <ul style="list-style-type: none"> <li>● Social conflicts</li> <li>● Bullying and teasing</li> <li>● Lack of identification with social group</li> </ul> </td> </tr> </table>			<p>Home-school Connection</p> <ul style="list-style-type: none"> <li>● Response to student behaviors</li> <li>● Unfamiliarity with school supports</li> <li>● Separation Anxiety (begins in Kindergarten)</li> <li>● Motivation to attend school</li> <li>● Medical situation</li> </ul>	<p>Academic or specific program avoidance</p> <ul style="list-style-type: none"> <li>● School start-and-end times</li> <li>● Homework practices</li> <li>● Increased assessments</li> <li>● Performance expectations</li> </ul>	<p>Social avoidance</p> <ul style="list-style-type: none"> <li>● Social conflicts</li> <li>● Bullying and teasing</li> <li>● Lack of identification with social group</li> </ul>
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<p><b>Question(s)</b></p>	<ul style="list-style-type: none"> <li>● What factors/triggers influence student attendance?</li> <li>● What reasons contribute to the pattern or trend over time in regards to student absence?</li> <li>● Is there a particular cohort (K-4, 5-6, 7-8) where attendance is more problematic?</li> </ul>					
<p><b>Intended Outcome</b></p>	<p>The District will increase positive attendance from 67% to 75% by June 2018.</p>					
<p><b>Action Steps</b></p>	<p>Identify and develop multi-tiered interventions to promote positive school attendance (95% of time or more).</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; vertical-align: top; padding: 5px;"> <p>Home-school Connection</p> <ol style="list-style-type: none"> <li>1. Inform parents on district attendance practices               <ol style="list-style-type: none"> <li>a. Provide educational opportunities for parents and staff with a focus on the early indicators and students at risk for school avoidance.</li> <li>b. Include information in principal’s communication</li> <li>c. Send letter to families of students in Tier 2 and Tier 3 during 16-17 providing resources and tips to start the school year strong</li> <li>d. Send monthly attendance reports to parents</li> </ol> </li> <li>2. Provide parents resources available to support positive attendance.</li> <li>3. Create comprehensive attendance</li> </ol> </td> <td style="width: 33%; vertical-align: top; padding: 5px;"> <p>Academic or specific program avoidance</p> <ol style="list-style-type: none"> <li>1. Prioritize and reduce academic stressors (e.g. Alternatives to student presentations to demonstrate student competencies).</li> <li>2. Provide teachers with training about school refusal/anxiety.</li> <li>3. Increase communication about homework expectations and ways parents can help their children.</li> <li>4. Create a central location where parents can access information about homework practices on district website.</li> </ol> </td> <td style="width: 33%; vertical-align: top; padding: 5px;"> <p>Social avoidance</p> <ol style="list-style-type: none"> <li>1. Review positive school-wide culture of inclusion and acceptance through programmatic and systematic effort.</li> <li>2. Establish social groups with Social Worker.</li> <li>3. Teach students coping strategies for managing stress and anxiety.</li> <li>4. Track all bullying investigations systematically.</li> </ol> </td> </tr> </table>			<p>Home-school Connection</p> <ol style="list-style-type: none"> <li>1. Inform parents on district attendance practices               <ol style="list-style-type: none"> <li>a. Provide educational opportunities for parents and staff with a focus on the early indicators and students at risk for school avoidance.</li> <li>b. Include information in principal’s communication</li> <li>c. Send letter to families of students in Tier 2 and Tier 3 during 16-17 providing resources and tips to start the school year strong</li> <li>d. Send monthly attendance reports to parents</li> </ol> </li> <li>2. Provide parents resources available to support positive attendance.</li> <li>3. Create comprehensive attendance</li> </ol>	<p>Academic or specific program avoidance</p> <ol style="list-style-type: none"> <li>1. Prioritize and reduce academic stressors (e.g. Alternatives to student presentations to demonstrate student competencies).</li> <li>2. Provide teachers with training about school refusal/anxiety.</li> <li>3. Increase communication about homework expectations and ways parents can help their children.</li> <li>4. Create a central location where parents can access information about homework practices on district website.</li> </ol>	<p>Social avoidance</p> <ol style="list-style-type: none"> <li>1. Review positive school-wide culture of inclusion and acceptance through programmatic and systematic effort.</li> <li>2. Establish social groups with Social Worker.</li> <li>3. Teach students coping strategies for managing stress and anxiety.</li> <li>4. Track all bullying investigations systematically.</li> </ol>
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	<p>practices.</p> <ol style="list-style-type: none"> <li>a. Targeted intervention at K and Grade 1</li> <li>b. Routine attendance tracking</li> <li>c. Train school nurses in addressing absences.</li> <li>d. Develop consistent guidelines for nurse and parents about when to send or keep a student home.</li> </ol>		
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**Sustainability Planning & Practices  
Year 2: Implementing**

<b>Sustainability Planning &amp; Practices Year 2: Implementing</b>			
<b>Situation</b>	<p>A sustainability audit performed by Wold Architects and Engineers identified potential energy savings projects and recommended improvements for coordination and communication of sustainability efforts district-wide. According to the Wold audit, the district has embedded cross-curricular instruction related to environmental awareness, but needs to coordinate building activities regarding student/staff sustainability practices, promote the use of school gardens for educational experiences, and unify communication practices to staff and community.</p> <p>District 39 continually seeks to identify cost effective and environmentally conscientious ways to operate. By improving upon current sustainability planning and practices, ways to conserve natural resources in a cost effective manner will be identified.</p> <p>The following improved planning and practices will increase District 39's commitment to sustainability practices and promotion of environmental literacy:</p> <ul style="list-style-type: none"> <li>● Sustainable facility projects will yield long term financial savings.</li> <li>● Coordinated instructional efforts will ensure district-wide alignment related to environmental practices.</li> <li>● Improved communication practices within the schools and community will showcase D39 leadership in environmental/sustainability efforts.</li> <li>● Improve its reduce, reuse, and recycle practices by establishing consistent school based plans.</li> </ul>		
<b>Question(s)</b>	<ul style="list-style-type: none"> <li>● How can sustainability and environmental literacy education be promoted?</li> </ul>		
<b>Intended Outcomes</b>	<p>By spring of 2018:</p> <ul style="list-style-type: none"> <li>● District 39 will conduct an audit of sustainability and environmental literacy goals/objectives within existing curricula. <ul style="list-style-type: none"> <li>○ A findings report will be shared -- strengths, areas of need, and recommendations for future curricular work.</li> </ul> </li> <li>● District 39 will continue to develop 5-year and 10-year facility plans to include cost effective sustainability projects identifying financial and energy savings.</li> </ul>		
<b>Action Steps</b>	<ol style="list-style-type: none"> <li>1. Sustainability Liaison will establish strategic sustainability and environmental literacy, with regard to the following: <ol style="list-style-type: none"> <li>a. Utilize student-led Green Teams to measure student understanding, involve students in green activities and share work with the community.</li> <li>b. Collaborate with PTO/PTA regarding enrichment opportunities related to sustainability, school garden activities/usage, and environmental awareness.</li> </ol> </li> </ol>		

	<ol style="list-style-type: none"> <li>c. Continue to implement and improve upon D39 reduce, reuse and recycle practices.</li> <li>d. Conduct a garbage audit w/ SWANCC Fall 2017 to find additional items to educate people.</li> <li>e. Continue to train custodians to promote proper cafeteria composting procedures and standardize measurement of compost waste.</li> </ol> <ol style="list-style-type: none"> <li>2. Department of Curriculum &amp; Instruction will conduct an audit of environmental literacy goals/objectives within existing curricula. <ol style="list-style-type: none"> <li>a. Identify curricular connections in which environmental literacy and sustainability are addressed and/or needed.</li> </ol> </li> <li>3. Ensure positive environmental practices during construction projects through the use of sustainable materials, grant funding applications, and cost analysis.</li> </ol>
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<p><b>Learning Commons</b>  <b>Year 2: Implementing - Romona School &amp; McKenzie School</b>  <b>Year 3: Reflecting - Harper School &amp; Wilmette Junior High School</b></p>
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<b>Situation</b>	This fall, the Learning Commons spaces are completed in all District 39 schools with the exception of Highcrest Middle School which is slated for 2018. While technology and library curriculum is being redesigned to reflect 21st Century ideas and learning, library and technology spaces had not been transformed to support this type of teaching and learning. Learning Commons spaces are structured to foster an environment that promotes communication, creativity, critical thinking, and collaboration (4Cs). Learning Commons spaces will increase and enrich learning opportunities that are not available in general education classrooms.
<b>Question(s)</b>	<ul style="list-style-type: none"> <li>● How can a unified space better utilize resources, space and staff?</li> <li>● How does a Learning Commons space and culture affect student learning, creativity, and interest/motivation?</li> <li>● How can we facilitate a variety of experiences due to the varied modalities of learning that can be utilized in a student-centered, flexible space?</li> <li>● How do we promote higher order thinking by having a flexible space for learning experiences that are designed to teach, apply and demonstrate critical and creative thinking skills?</li> <li>● What new and emerging technologies, that are not accessible in a traditional classroom, can give students the opportunity to increase their usage and understanding in their future careers?</li> </ul>
<b>Intended Outcomes</b>	<p>By spring of 2018:</p> <ul style="list-style-type: none"> <li>● 80% of Harper students can demonstrate creativity, communication, critical thinking, and collaboration when engaged in learning experiences held in the Learning Commons.</li> <li>● 80% of WJHS students can demonstrate creativity, communication, critical thinking, and collaboration when engaged in learning experiences held in the Learning Commons.</li> <li>● Romona will increase the use of Learning Commons by 25% compared to the traditional LMC/Tech classes.</li> <li>● McKenzie will increase the use of Learning Commons by 25% compared to the traditional LMC/Tech classes.</li> </ul>
<b>Action Steps</b>	<p><b>Facility Development</b></p> <ol style="list-style-type: none"> <li>1. Schedule future date for Highcrest Middle School school-based planning and implementation of Learning Commons spaces.</li> </ol> <p><b>Educational Development</b></p> <ol style="list-style-type: none"> <li>1. Identify the application of the 4Cs and engagement levels on a given activity through student self-assessments.</li> <li>2. Identify a variety of learning experiences that can be utilized in a student-centered, flexible space like the Learning Commons.</li> </ol>



**Curriculum Review Committees  
Year 1: Developing**

<b>Intended Outcomes</b>	By spring of 2018: <ul style="list-style-type: none"> <li>Grades 5-8 Related Arts Course progression will be recommended for implementation beginning fall 2018.</li> </ul>
<b>Action Steps</b>	Grades 5-8 Related Arts Committee will: <ul style="list-style-type: none"> <li>Develop a District 39 position/philosophy statement regarding the learning experiences offered through the related arts courses.</li> <li>Conduct an audit of the related arts courses offered from grades 5-8.</li> <li>Revise/update/create curriculum maps to reflect District 39 position/philosophy statement.</li> <li>Revise/update report card descriptors to reflect changes to course goals/objectives, <i>if necessary</i>.</li> </ul>

**Revised Curricula Implementation  
Year 2: Implementing**

<b>Intended Outcomes</b>	Implement, monitor, and reflect on revised curricula and Progress Reporting/Report Card Implementation Plan.
<b>Action Steps</b>	<p>English Language Arts (ELA) Curriculum</p> <ol style="list-style-type: none"> <li>Implement the revised reading components of the ELA Curriculum</li> <li>Continue to provide training and support throughout the year.</li> <li>Reflect on year two of the revised writing component and year one of revised reading component.</li> </ol> <p>World Language Curriculum</p> <ol style="list-style-type: none"> <li>Implement the revised World Language Curricula.</li> <li>Supplement curriculum supporting materials with authentic resources.</li> <li>Reflect on year one of the revised curriculum.</li> </ol> <p>Library Media/Technology Curriculum</p> <ol style="list-style-type: none"> <li>Implement the revised Library Media/Technology Curricula.</li> <li>Implement Digital Citizenship Curriculum and Assessment.</li> <li>Reflect on year one of the revised curriculum.</li> </ol> <p>Progress Reporting/Report Cards Implementation Plan</p> <ol style="list-style-type: none"> <li>Implement revised Grades 1-4 standards-based report cards.</li> <li>Engage Grades 5-8 staff in professional development focused on feedback and standards-based practices.</li> <li>Finalize Grades 5-6 reporting documents to prepare for 2018-2019 implementation.</li> <li>Identify existing evidence within D39 curricula to support teachers report on student progress.</li> </ol>

**Student School Day and Schedule  
Year 2: Implementing**

<b>Intended Outcome</b>	<ul style="list-style-type: none"> <li>Implementation of the 2017-2018 master school schedules district-wide.</li> <li>Implementation of Grades 1-4 Friday early dismissals.</li> </ul>
<b>Action Steps</b>	<ol style="list-style-type: none"> <li>Gather ongoing feedback and reflect on the impact of new schedules and Friday early dismissals.</li> <li>Monitor student attendance on Fridays.</li> </ol>