

2018 - 2019 District 39 Strategic Plan

Strategic Plan Components and Descriptions

Strategic Plan Components	Descriptions	
Situation provided for new and continuing initiatives	Provides background/context for the current reality of the strategic initiative. Explains the motivating factors and drivers prompting the initiative.	
Question(s)	Provides the central question(s) that needs to be answered.	
Intended Outcome(s)	Establishes what will be accomplished by striving to answer the question(s).	
Action Steps Summary	Summarizes the actions that will lead to delivering the intended outcome.	
Year	Shares the status of a multi-year initiative. <i>For Year 3 Continuing Strategic Initiatives - Year 1 & Year 2 accomplishments will be shared.</i>	
Phases of the Strategic Initiative Phase Sequence: Developing--> Implementing--> Reflecting	Developing <ul style="list-style-type: none"> • Research and gather resources • Explore best practice • Formulate a plan • Recommend the plan • Report to the Board of Education Implementing <ul style="list-style-type: none"> • Put plan into practice • Gather feedback/input • Adjust plan, as needed • Report to the Board of Education Reflecting <ul style="list-style-type: none"> • Evaluate and adjust • Implement and reflect • Repeat above • Roll off of strategic plan following a year of reflection • Becomes a part of D39's practice 	Strategic Initiatives - Categorized by Year and Phase <i>New Strategic Initiatives</i> Year 1: Developing <ul style="list-style-type: none"> • School Nutrition • Differentiated Instruction <i>Continuing Strategic Initiatives</i> Year 1: Developing <ul style="list-style-type: none"> • Learning Commons - Highcrest Middle School Year 2: Developing <ul style="list-style-type: none"> • Kindergarten Enrichment • Personalized Learning Year 3: Implementing <ul style="list-style-type: none"> • School Attendance • School Climate • Student Growth Year 3: Reflecting <ul style="list-style-type: none"> • Learning Commons - Romona & McKenzie Schools <i>Annual Business</i> <ul style="list-style-type: none"> • School Safety • Standards-based Learning and Reporting • Science Curriculum Review • Instrumental Music Program • Sustainability Planning & Practices

New Strategic Initiatives

School Nutrition Year 1: Developing

Situation	District 39 is committed to providing a school environment that promotes healthy lifestyles including healthy nutrition. The school lunch program is intended to serve students well-balanced lunches. Therefore, lunch menus are designed to expose students to foods that will positively impact their lifelong food choices. A review of the school lunch program should be conducted periodically in order to assess and reflect on current practices.
Question(s)	Does the D39 existing lunch program provide healthy food options that meet nutrition standards and also are desirable to students?
Intended Outcome	By June 2019, District 39 will complete the school lunch program evaluation. The evaluation will result in recommendations for improvements with a focus on offering healthy and enjoyable options for students based on the results of the review.
Action Steps Summary	<ol style="list-style-type: none"> 1. Establish a food services committee of parents, school leaders & staff to review the D39 school lunch program. 2. Develop recommended revisions to our current lunch program and estimated costs. 3. Survey parents on new recommendations and gather input towards revised program considerations and associated costs. 4. Provide a report to the Board of Education with recommended changes to the D39 school lunch program.

Differentiated Instruction Year 1: Developing

Situation	<p>For more than two decades, Wilmette District 39 has fully embraced the practice of differentiating instruction as a way to meet the needs of students. This instructional approach is not a program but rather a process that enables <u>all</u> teachers to improve learning by matching students' learning characteristics to curriculum. This process requires teachers to anticipate and acknowledge the differences in students' readiness, interests, and learning styles. In differentiating instruction, teachers address student learning differences by modifying content, process, product, and environment.</p> <p>Although all educators are expected to differentiate instruction to meet the needs of students, District 39 has provided Differentiation Support Teachers (DST) to assist in promoting and supporting the instructional approach. The district's collaborative model for differentiated instruction allows for the DSTs to plan with classroom teachers, provide resources, analyze student data, and assess student progress. They support teachers by using strategies such as co-teaching and modeling differentiation strategies.</p> <p>As with every instructional approach and curriculum, a review of differentiation practices is necessary in order to assess effectiveness.</p>
Question(s)	<p>How does the D39 Differentiated Instruction model fit with current best practices?</p> <p>What do all teachers need in terms of training or professional development?</p> <p>How can D39 improve consistency with differentiation practices?</p> <p>How does Differentiated Instruction support Personalized Learning?</p>
Intended Outcome	By June 2019, District 39 will audit current differentiation practices, delivery model of supports, and make recommendations based on the results.
Action Steps Summary	<ol style="list-style-type: none"> 1. Review current practices and provide standard recommended practices appropriate to content and/or grade level. 2. Support collegial observation opportunities as a professional development strategy on differentiating instruction. 3. Review, reflect, and revise the Differentiation Support Teacher role to align throughout the District. 4. Communicate with parent community about differentiation practices.

Continuing Strategic Initiatives

Kindergarten Enrichment Year 2: Developing	
Situation	<p>Kindergarten Enrichment has been a request from the community for over a decade. Currently, District 39 offers a half-day kindergarten program, but has neither space nor the budget resources to extend the kindergarten school day. Many District 39 parents pay private tuition for a kindergarten enrichment program. Numerous parents have indicated a willingness to pay for an optional D39 Kindergarten Enrichment program that would essentially extend the kindergarten school day by four hours in each elementary building. Therefore, during 2017-2018 school year, District 39 committed to conducting a feasibility study to determine if a fee-based kindergarten enrichment option could be offered.</p> <p>Based on the 2017-18 strategic review, District 39 can offer a sustainable fee-based kindergarten enrichment program. The strategic review recommended construction at each k-4 school and a fee of \$6,500 per pupil. To deliver D39 Kindergarten Enrichment, the Board of Education recommended a phased implementation plan. A long-term goal is to offer a full-day Kindergarten program at all of our elementary schools.</p>
Question(s)	How will Kindergarten Enrichment be implemented in District 39?
Intended Outcome	<p>By February of 2019, District 39 will complete a construction plan for the first two schools for Board of Education approval.</p> <p>By February of 2019, District 39 will have formed a committee to begin the development of a kindergarten enrichment program scheduled to be implemented Fall 2020.</p>
Action Steps Summary	<ol style="list-style-type: none"> 1. Identify two elementary schools for Phase 1 construction. 2. Review construction plans with STR Architects. 3. Establish Kindergarten Enrichment Program Committee to develop the enrichment programming. 4. Present construction recommendations to the Facilities Development Committee. 5. Request Board of Education to authorize the bidding process. 6. Approve construction bids by the Board of Education.

Personalized Learning Year 2: Developing	
Situation	<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. Although the district has years of experience in differentiating instruction for students, there are components in place that may allow the District to further enhance the personalization of student learning:</p> <ul style="list-style-type: none"> • Mobile learning program • Flexible learning environments • Student data stored in a data warehouse • Student growth focus <p>There are multiple ways to implement a personalized learning approach and an investigation of what would best serve District 39 students should be conducted. Last year, administrators crafted District 39's definition of Personalized Learning with careful consideration to the Community Review Committee's draft definition:</p>

	<i>Personalized Learning (PL) is a guided instructional approach where learning is student-initiated, student-driven, and teacher facilitated. It allows for learning experiences to address distinct learning needs. In a Personalized Learning environment, students take an active role in their learning by exercising their voice and choice in setting learning outcomes, establishing learning pace, and monitoring progress.</i>
Question(s)	How would Personalized Learning benefit students in our district? What are the different Personalized Learning frameworks that would best fit the needs of District 39? How does Personalized Learning support Differentiated Instruction?
Intended Outcome	By spring of 2019, District 39 will complete an audit of current practices that aligns with District 39’s definition of Personalized Learning and identified framework.
Action Steps Summary	<ol style="list-style-type: none"> 1. Continue to provide opportunities for administrators to explore and learn about Personalized Learning in a variety of ways such as attending workshops/conferences and site visits. 2. Identify a framework for personalized learning in D39 from which implementation will be designed. 3. Conduct a gap analysis of current practices and identified framework. 4. Identify professional development needs for staff based on analysis of current practices.

**School Climate: Creating a Culture of Empathy
Year 3: Developing**

Situation	<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 incidents 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. Before, during and after school bullying incidents may involve racial and/or religious tension, social conflicts and/or bullying 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"> ● A coordinated effort to develop empathy, instill respect, and promote acceptance of responsibility will reduce behavioral incidents. ● A single standard format for tracking behaviors will help identify patterns of social conflict and bullying. ● 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). ● Professional development for staff will help improve responses to behavioral incidents. <p>Within the last couple of years, District 39 has reviewed student education resources and learned about restorative practices to address the social emotional learning needs of students districtwide. The committee members concluded that the Second Step resources/materials best match the needs of elementary students. However, the review revealed that resources/materials for grades 5-8 needed more investigation. After two years of learning and developing, District 39 is ready to finalize a Social Emotional Learning program outline that ensures that topics and educational events will be implemented yearly.</p>
Accomplishments	<p>Year 1</p> <ul style="list-style-type: none"> ● Developed a public equity and diversity statement. ● Provided parent education and staff professional development on the culture of diversity and inclusiveness in schools. ● Engaged students in activities to further promote kindness, bullying prevention, confidence/self-esteem, empathy, diversity, and inclusivity.

	<ul style="list-style-type: none"> ○ WJHS PTO/iGNITE sponsored Victor Pacini, motivational speaker on bullying prevention and importance of kindness, to speak to students about being kind to others. Following the presentation, students attended breakout sessions where they discussed empathy, diversity, and inclusivity. ○ HMS PTO/iGNITE sponsored Greg Siegman to speak on the importance of community and the value of random acts of kindness. Following the presentation, students created images of kindness, created Kindness Quilts to share with elementary schools. ○ Elementary students and/or staff learned techniques to help keep themselves be mindful, kind, empathetic, and patient. Staff participated in learning through school climate book clubs and delivered lessons using Second Step resources to promote empathy, diversity, and inclusivity. <ul style="list-style-type: none"> ● Provided staff professional development on District 39’s bullying policy (7:180), the difference between social conflict and bullying, and restorative practices. ● Monitored and reported on cases of bullying as required by law. <p>Year 2</p> <ul style="list-style-type: none"> ● Approved and posted Statement of Inclusion to District 39’s website under its mission statement. <ul style="list-style-type: none"> ○ <i>District 39 believes inclusion plays a vital role in student growth. We are committed to providing a safe and equitable learning environment that fosters a mindset of empathy, respect, and belonging for all District 39 students and staff. By respecting each person’s unique identity, perspective, and learning style, we create a stronger community. We honor differences including races and cultures, genders and sexual orientations, abilities and aspirations, identities and affiliations, socioeconomics and worldviews. Embracing diversity prepares our students to thrive in an increasingly complex global community.</i> ● Developed ways to promote respect and celebrate differences among people. Examples include: <ul style="list-style-type: none"> ○ Community Circles – a format that provides a safe, supportive space where students can talk about sensitive topics, work through differences, and build consensus. ○ Cultural Awareness – an opportunity for students to share aspects of their culture with classmates or others as a way to increase awareness and appreciation for cultural differences among them. ○ Upstanders – an upstander is someone who recognizes when something is wrong and acts to make it right. It provides a way for students to understand what it means to be socially responsible within the context of bullying or any other situation. ○ Student Advisory Boards – Highcrest Middle School and Wilmette Junior High School created an opportunity for student leaders to engage in promoting a positive school climate. ● Tried two Social Emotional Learning universal screeners – Devereaux Student Strengths Assessment (DESSA) for elementary school aged students and Mindsets, Essential Skills, and Habits (MESH) for middle school aged students. ● Monitored and reported on cases of bullying as required by law.
Question(s)	<p>How do we promote empathy, respect, and responsibility in students? How do we approach, respond, and support students who engage in social conflict and/or bullying? How is new behavior portal of eduCLIMBER being used to support the tracking of student behavior within the building? What venues should be used to educate students, teachers, and parents about bullying and social conflicts? How do we empower students and teachers to respond to incidents of bullying and social conflict? What research embedded in Social Emotional Learning (SEL) and the Second Step program helps District 39 refine our efforts in improving school climate?</p>
Intended Outcome	<p>By spring of 2019, District 39 will collect and analyze data to assess the current status of school climate. District 39 will finalize an outline of Social Emotional Learning continuum that ensures that topics and educational events will be implemented yearly.</p>
Action Steps Summary	<ol style="list-style-type: none"> 1. Continue to monitor bullying with an annual report to the Board of Education. 2. Develop a 5-8 Social Emotional continuum outline with supporting resources appropriate and relevant to the student population. 3. Investigate meaningful ways to measure effectiveness of Social Emotional Learning.

	<ol style="list-style-type: none"> 4. Implement the new universal screener DESSA 2,4/MESH 5-8. 5. Use eduCLIMBER to track discipline and student conflict throughout the buildings. 6. Gather feedback/input using the 5 Essentials Survey from parents, students, and teachers. 7. Implement restorative discipline practices to provide more meaningful consequences to behavior. 8. Provide parent communication/resources/education on Social Emotional Learning topics.
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**Student Growth -- Response to Growth Intervention (RtGI)
Year 3: Implementing**

Situation	<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>The district has 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. The well-established Response to Intervention (RtI) model will provide a way to include student growth data that will contribute to rich, collaborative discussions and instructional planning throughout the year.</p>
Accomplishments	<p>Year 1</p> <ul style="list-style-type: none"> • Identified current local assessment, Performance Series, could not provide the data needed to examine student growth comparisons. • Learned that Pearson, company of INFORM data warehouse system, retired their product. • Investigated and procured Northwest Evaluation Association’s Measure of Academic Progress (NWEA MAP). Once adopted by District 39, all New Trier township sender districts began using the same assessment tool. • Searched and found eduCLIMBER, a data warehouse system to replace INFORM. Department of Curriculum & Instruction began learning about the system and negotiations to ensure it can provide data in a useful, user-friendly manner. <p>Year 2</p> <ul style="list-style-type: none"> • Administered new assessment, Measure of Academic Progress (MAP), for students in grades 2-8. • Provided staff professional development on the MAP assessment platform and introduced the resources, reports, and tools provided based on student results. • Adopted the student growth model embedded and provided within MAP. This model uses percentiles to group students with other students who have similar levels of attainment/achievement. The four student groupings are used to predict future performance and results are shared as a percentile of the student’s academic peers’ scores: low achievement/high growth, high achievement/high growth, low achievement/low growth, high achievement/low growth. • Migrated years of historical student data into the new data warehouse system, eduCLIMBER. • Collaborated with eduCLIMBER programmers to determine how the data will be displayed for District 39’s use. • Introduced/trained eduCLIMBER to first round of users to gather input on improvements which were fine tuned.
Question(s)	<p>What will District 39 do to support students who are not demonstrating expected growth? How will District 39 engage students and parents in learning about student growth?</p>
Intended Outcome	<p>Throughout the school year, District 39 will fully implement the inclusion of student growth data to the Response to Intervention process. D39 will identify students who are not making expected growth and implement appropriate interventions as needed.</p>

Action Steps Summary	<ol style="list-style-type: none"> 1. Create an addendum to the Response to Intervention Manual: Monitoring, Promoting, and Supporting Student Growth. 2. Develop a growth discussion guide for data meetings to include teacher preparation, parent engagement, assessment reporting and interpretation, and intervention strategies. 3. Provide training on the NWEA MAP Student Growth Report. 4. Add student growth quadrant data to the annual Fall Assessment board report and share a spring update. 5. Develop a system for supporting students identified who do not demonstrate growth on NWEA MAP. 6. Setup data warehouse system, ensure accuracy of data stored, and create collections of data to support Response to Growth Intervention. 7. Establish specific criteria for measuring and monitoring all students identified with an academic growth plan. 8. Develop a protocol for addressing the academic needs of students who do not meet expected growth. 9. Provide opportunities for teachers and parents to learn about encouraging the development of growth mindsets in students. 10. Present a progress update to the Board to establish a baseline for the student growth model. 11. Rebrand Intervention Team (I-Team) to create a structure for academic or behavior problem-solving accomplished at the team/grade level.
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School Attendance Year 3: Reflecting

Situation	<p>Promoting healthy attendance habits and ensuring students develop a sense of responsibility, resilience, and a strong work ethic around school will support them now and in the future. In early grades, attendance habits are formed and 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. The potential causes that influence student attendance may be home-school connection, academic or specific program avoidance, and/or social avoidance.</p> <p>Positive attendance rates have improved by five percent since 2016 when District 39 established a positive attendance goal. During the 2017-18 school year, 72% of our students had positive attendance (present for 95% of days or more and fewer than 9 absences). Chronic absences have gone down to five percent since they were at a high of 7.1% during the 2014-15 school year. A student is considered chronically absent when they have 18 or more excused or unexcused absences.</p> <p>In April 2017, the Illinois State Board of Education approved the State’s plan under Every Student Succeeds Act (ESSA) to include chronic absenteeism as an indicator reflecting 10% of a school’s quality score. In October 2018, each school in Illinois will receive a Summative Designation score that will be included in the 2018 School Report Card.</p>
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Accomplishments	<p>Year 1</p> <ul style="list-style-type: none"> • Developed systems for routinely monitoring student attendance patterns in order to provide tiered interventions and support to students and families. • Utilized the School Refusal Assessment tool to analyze information about students who were chronically absent to better understand the root causes that were affecting students impacted by school refusal. • Made efforts to inform and partner with parents about the importance of positive attendance through the development of an attendance informational webpage and principal newsletters with links to resources. • Increased positive attendance rate from 67% in 2015-16 to 70% in 2016-17. • Decreased chronic absences from 5.9% in 2015-16 to 5.7% in 2016-17. <p>Year 2</p> <ul style="list-style-type: none"> • Continued and refined attendance practices from the prior year to monitor attendance, investigate reasons for absences, and intervene early.
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	<ul style="list-style-type: none"> • Implemented monthly parent communications to increase awareness about their child’s attendance. • Provided parent education and staff professional development on supporting students with school avoidance and anxiety. • Positive attendance rate increased from 70% in 2016-17 to 72% in 2017-18. • Chronic absences decreased from 5.7% in 2016-17 to 5% in 2017-18.
Question(s)	How do we move students from chronic or at-risk absences to positive attendance?
Intended Outcome	By June 2019, District 39 will increase positive attendance from 72% to 75%.
Action Steps Summary	<ol style="list-style-type: none"> 1. Develop a response protocol to implement with students who demonstrate chronic absences. 2. Engage students in goal setting or creating contracts. 3. Report monthly number of late arrivals and leaving early to school along with number of absences. 4. Continue parent communication and support for students and families to address chronic absences. 5. Continue the routine monitoring of student attendance that have been put in place as part of the strategic attendance initiative. 6. Notify parents for monthly positive attendance. 7. Provide training/support for parents/teachers/students on managing school refusal/anxiety. 8. Identify and develop multi-tiered interventions to promote positive school attendance (95% of time or more).

Learning Commons
Year 1: Developing - Highcrest Middle School
Year 3: Reflecting - Romona School & McKenzie School

Situation	This fall, the Learning Commons spaces are completed in all District 39 schools with the exception of Highcrest Middle School (HMS) which is slated for 2019. While technology and library curriculum has been 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.
Accomplishments	<p>Year 1</p> <ul style="list-style-type: none"> • Central Elementary School was the location of the first Learning Commons. During 2016-2017, 100% of Central students demonstrated creativity, communication, critical thinking, and collaboration when engaged in learning experiences held in the Learning Commons. This concluded Central School’s two-year cycle of monitoring its use and the application of the 4Cs as a formal part of the strategic plan. • Harper’s “Dolphin Den” was utilized by staff and students for over 900 hours almost doubling the baseline of 560 hours of usage established in 2015-2016! As of May 2017, Harper students identified creativity as the most common skill used with the MakerSpace challenges and indicated that the remaining 4Cs were equally applied. • McKenzie and Romona Schools finalized construction plans and construction was completed during the summer months. • WJHS results were equally impressive with 9,007 visits to the Learning Commons almost tripling the 3,456 visits established in 2015-2016 school year. 84% of WJHS students indicated that the space contributed more to the application of the 4Cs compared to their classrooms. <p>Year 2</p> <ul style="list-style-type: none"> • All students at Harper School were presented with Makerspace Challenges. An impressive number of challenges were completed by students ranging in grades K-4; over 4,500 challenges were completed! In addition, 100% of students participated in the Hour of Code as well as Maker

	<p>Days on December 21st, February 1st, and March 23rd. This concluded Harper School’s two-year cycle of monitoring its use and the application of the 4Cs as a formal part of the strategic plan.</p> <ul style="list-style-type: none"> • Romona School’s Learning Commons usage had already increased by 62% by the end of January 2018! The students participated in the Hour of Code, Breakout box challenges, and STEAM activities. In addition, students self-assessed their use of the 4C’s with each “C” being identified by approximately 60% of the participating students. A committee of teachers have collaboratively created a list of learning experiences as well as share ideas or showcase the 4C’s through social media. • McKenzie School has increased usage as well! Like the other elementary schools, the students are engaged in learning experiences held in the Learning Commons such as Hour of Code, Breakout box challenges, Green Screen activities, STEM projects and Project-based learning. • 100% of WJHS students demonstrated creativity, communication, critical thinking, and collaboration when engaged in learning experiences held in the Learning Commons such as Hour of Code, Reading and Math Breakout box challenges, Tinker Thursdays, Google (Virtual Reality), and more. In addition, HMS/WJHS teachers have been monitoring their understanding of the 4C’s and how they are able to apply them in the classroom for their students. They have been documenting new risks they are taking and identifying future needs. This concluded Wilmette Junior High School’s two-year cycle of monitoring its use and the application of the 4Cs as a formal part of the strategic plan.
Question(s)	How does a Learning Commons space and culture affect student learning, creativity, and interest/motivation?
Intended Outcomes	<p>By spring of 2019:</p> <ul style="list-style-type: none"> • District 39 will develop plans for Learning Commons construction at HMS. • 80% of McKenzie students can demonstrate creativity, communication, critical thinking, and collaboration when engaged in learning experiences held in the Learning Commons. • 80% of Romona students can demonstrate creativity, communication, critical thinking, and collaboration when engaged in learning experiences held in the Learning Commons.
Action Steps Summary	<p>Facility Development</p> <ol style="list-style-type: none"> 1. Finalize facility design to include the preservation of garden spaces. 2. Implement the use of Learning Commons spaces. <p>Educational Development</p> <ol style="list-style-type: none"> 1. Identify the application of the 4Cs and engagement levels on a given activity through student self-assessments. 2. Identify a variety of learning experiences that can be utilized in a student-centered, flexible space like the Learning Commons.

Annual Business

School Safety

Intended Outcome	Throughout 2018-2019 school year, District 39 will continue implementation of the 2018 district-wide safety plan which includes facilities improvements, crisis plan review, safe practices training for students and teachers.
Action Steps Summary	<ol style="list-style-type: none">1. Review Phase 1 final recommendations for September 2018 implementation.2. Establish committee for the District 39 Crisis Plan review, including staff, Wilmette Police Dept. and Wilmette Fire Dept.3. Complete Phase 2 recommendations by January 2019.4. Continue collaboration for safety training by the Wilmette Police Dept. and Wilmette Fire Dept.5. Update Board of Education, in closed session, on plan implementation, January 2019.

Standards-based Learning and Reporting

Intended Outcome	Throughout 2018-2019 school year, District 39 will implement revised grades 5-6 report cards, engage all stakeholders in learning, and gather feedback from stakeholders. District 39 will implement a communication plan to engage students and parents in learning about student growth.
Action Steps Summary	<ol style="list-style-type: none">1. Elementary Schools<ol style="list-style-type: none">a. Engage parents on how to interpret the report cards and how they can support students using the information being provided.2. Highcrest Middle School<ol style="list-style-type: none">a. Implement a parent communication plan.b. Implement revised grades 5-6 report cards with traditional achievement grades and grade level academic standard descriptions.c. Gather feedback from HMS students, parents, and teachers and consider for any revisions and/or adjustments.3. Wilmette Junior High School<ol style="list-style-type: none">a. Engage Grades 7-8 staff in professional development focused on standards-based practices and impact of feedback on student learning.b. Form a committee of teachers and administrators to review WJHS grade progress reporting/report card documents.c. Revise/update progress reporting/report card documents.

District 39 Instrumental Music Program

Intended Outcome	Throughout 2018-2019 school year, District 39 will review effectiveness of improvements to the D39's co-curricular Instrumental Music Program.
Action Steps Summary	<ol style="list-style-type: none">1. Monitor and gather feedback from students and parents regarding the sectional rotation schedule modifications.2. Determine the need or level of interest in offering other forms of instrumental music learning experiences beyond current offerings.

Grades K-8 Science Curriculum Review

Intended Outcome	By June 2019, Department of Curriculum & Instruction will have completed the first year of Science Curriculum Review.
Action Steps	Year 1: Developing (2018-2019)

Summary	<ol style="list-style-type: none"> 1. Review current District 39 Science Curriculum and reflect on current practices. 2. Evaluate alignment with the Next Generation Science Standards and adjust as needed. 3. Apply environmental literacy audit findings to the Science Curriculum Review process. 4. Assess curriculum material needs to deliver instruction. <p>Year 2: Developing (2019-2020)</p> <ol style="list-style-type: none"> 1. Pilot and reflect on effectiveness of curriculum materials and resources. 2. Revise/update/create curriculum maps, as needed. 3. Revise/update report card descriptors to reflect changes to course goals/objectives, if necessary. 4. Purchase curriculum materials and resources to support revisions/updates to curriculum. 5. Provide professional development and training. <p>Year 3: Implementing (2020-2021)</p> <ol style="list-style-type: none"> 1. Implement revised curricula and gather information from teachers. 2. Revise/update curriculum maps based on feedback, as needed.
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Sustainability Planning & Practices
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Intended Outcomes	<p>District 39 continually seeks to achieve energy cost reductions and promote environmental literacy among students. By June of 2019, District 39 will determine cost-neutral feasibility of energy efficient options for D39 to include solar energy and lighting.</p>
Action Steps Summary	<ol style="list-style-type: none"> 1. Using a Solar panel consultant, determine the feasibility of solar panels for D39 school roofs. 2. Review a report from STR Architects to recommend an energy efficient lighting system for MEC, with a 5-year pay back. 3. Ensure positive environmental practices during construction projects through the use of sustainable materials, grant funding applications, and cost analysis: <ol style="list-style-type: none"> a. Kindergarten Enrichment b. Highcrest Middle School - Learning Commons