

DEPARTMENT OF CURRICULUM AND INSTRUCTION
Wilmette Public Schools

ACTION ITEM

Date: September 23, 2019

To: Kari Cremascoli, Ph.D.
Superintendent

From: Building Principals
Grade Level Administrators
Assistant Principals

Heather Glowacki, Ed.D.
Assistant Superintendent and Administrator for Human Resources

Tony DeMonte
Administrator for Technology, Information, and Safety

Katie S. Lee
Administrator for Curriculum & Instruction

Kristin Swanson, Ph.D.
Administrator for Student Services

Angela DeMay
Assistant Director of Special Services

Ellen Crispino
Business Manager/CSBO

Subject: 2019 - 2020 District 39 Strategic Plan

PROPOSED ACTION BY BOARD OF EDUCATION

Approve the 2019-2020 District 39 Strategic Plan

Background

District 39 follows a yearly sequence of purposeful planning to ensure all goals and initiatives are aligned:

- In May, the Community Review Committee (CRC) presents their report each year.
- In June, the administrative team presents a progress update of that year's Strategic Plan. In addition, an analysis of strategic priorities commences for the coming year.
- In August, the Superintendent responds formally to the Community Review Committee's (CRC) report and recommendations.

- In September, District 39 Administration presents a proposed Strategic Plan to the Board of Education for approval in October.
- In October, Superintendent submits District/Superintendent’s Goals to the Board based on the Strategic Plan.
- In January and February, the administrative team presents progress updates on the implementation of the Strategic Plan.

Strategic Plan Format

The cover page identifies the strategic plan components, corresponding descriptions and proposed 2019-2020 strategic initiatives organized by the phase sequence.

Strategic Plan Components	Descriptions
Situation <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.
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 on the Strategic Plan document attached to report.</i>
Phases of the Strategic Initiative	Phase Sequence: Developing-----> Implementing-----> Reflecting <i>Developing</i> <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 <i>Implementing</i> <ul style="list-style-type: none"> ● Put plan into practice ● Gather feedback/input ● Adjust plan, as needed ● Report to the Board of Education <i>Reflecting</i> <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

New Strategic Initiative

In this section, the initiative presented is in the early stages of development and a new area of focus for District 39.

Effective Integration of Technology - Year 1: Developing

District 39 believes that devices such as laptops and iPads are tools for teaching and learning. As students access technology tools and resources, effective use is a priority. Therefore, District 39 is committed to making devices accessible to students and providing professional development on the effective integration of technology so that learning experiences for students are enhanced.

Continuing Strategic Initiatives

In this section, the initiatives presented have been introduced to the Board previously. These are ongoing areas of focus for District 39:

- Delivering a Nutritious School Lunch Program
- Student Growth through Differentiation & Personalization
- Designing a Kindergarten Enrichment Program
- Building School Culture and Community
- Creating Flexible Learning Environments

Delivering a Nutritious School Lunch Program - Year 2: Developing

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. The Nutrition Committee will implement recommended outcomes from the 2018-19 survey, and determine if the changes are desired and determine impact on lunch fees.

Student Growth through Differentiation & Personalization - Year 2: Developing

Historically, student achievement was the primary focus for measuring student success. However, District 39 recognized that achievement combined with student growth data offered a more complete picture of student success. In addition, other student data such as curriculum-based assessments, non-cognitive factors, and classroom performance are important to consider for students of *all* levels of achievement. District 39 is committed to differentiating instruction and providing appropriate personalized interventions to positively impact student growth and achievement.

Designing a Kindergarten Enrichment Program - Year 2: Developing

Although District 39's long-term goal is a full-day Kindergarten, a half-day Kindergarten is currently offered. Based on the 2017-2018 strategic review, District 39 developed a feasible plan to offer a sustainable fee-based kindergarten enrichment option. The Board of Education approved the first phase of construction at Central School and Harper School to address the need for additional classroom space and a program development committee will continue to design the enrichment program. District 39 commits to completing the phased construction plan and developing a fee-based kindergarten enrichment option for implementation in fall 2020.

Building School Culture and Community - Year 4: Developing

School culture refers to the beliefs, perceptions, relationships, attitudes, and rules that influence all aspects of how a school functions. It also encompasses the physical and emotional safety of students, the orderliness of classrooms, as well as the degree to which a school embraces diversity. District 39 is committed to improve school culture by directly engaging in conversations about diversity and inclusion as well as fostering a sense of connectedness among all students and staff. In addition, District 39 will engage students in ongoing learning activities to address anti-bias, bullying, diversity/inclusion and social conflict, and increase the level of understanding across our schools and community about the threats posed by hate and intolerance.

Creating Flexible Learning Environments - Year 2: Developing - Highcrest Middle School

District 39's library and technology spaces have been transformed so that students can learn and practice skills needed for college and careers. District 39's Learning Commons spaces are structured to foster an environment that promotes communication, creativity, critical thinking, and collaboration (4Cs). Last fall, the Learning Commons spaces were completed in all District 39 elementary schools and Wilmette Junior High School. This year, Highcrest Middle School (HMS) Learning Commons will be completed by winter of 2019.

Annual Business

In this section, the goals and outcomes presented are a current part of District 39's responsibilities. The Departments of Business, Curriculum & Instruction, and Technology are committed to the work of the respective departments with the following outcomes/goals:

- Throughout 2019-2020 school year, District 39 will continue implementation of the 2018 district-wide safety plan which includes facility improvements and safe practices training for students and teachers.
- Throughout 2019-2020 school year, District 39 will implement revised grades 5-6 report cards/progress reporting documents, 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.
- By June 2020, Department of Curriculum & Instruction will have completed the second year of Science Curriculum Review.
- By June of 2020, District 39 will continue all efforts to achieve energy cost reductions and promote environmental literacy among students as outlined in the action steps under "Sustainability Planning, Practices, and Education".

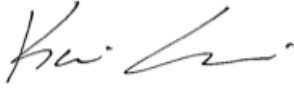
CONCLUSION

Although all initiatives will be addressed thoroughly, the administration would like to highlight the following for 2019-2020:

- Building a School Culture and Community
- Student Growth through Differentiation & Personalization
- Effective Integration of Technology

The administration presents the 2019-2020 Strategic Plan to the Board for approval. Following board discussion, revisions, if any, will be made accordingly.

Recommended for approval to the Board of Education,



Kari Cremascoli, Ph.D., Superintendent

*Attachment:
2019 – 2020 District 39 Strategic Plan*

2019 - 2020 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 deliver the intended outcome.	
Year	Shares the status of a multi-year initiative. <i>For multi-year Continuing Strategic Initiatives - 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"> ● Effective Integration of Technology <i>Continuing Strategic Initiatives</i> Year 2: Developing <ul style="list-style-type: none"> ● Delivering a Nutritious School Lunch Program ● Student Growth through Differentiation & Personalization ● Designing a Kindergarten Enrichment Program ● Creating Flexible Learning Environments Year 4: Developing <ul style="list-style-type: none"> ● Building a School Culture and Community <i>Annual Business</i> <ul style="list-style-type: none"> ● School Safety ● Standards-based Learning and Reporting ● Science Curriculum Review ● Sustainability Planning & Practices

New Strategic Initiatives

Effective Integration of Technology Year 1: Developing	
Situation	<p>Technology can significantly improve teaching and learning. While face-to-face learning remains fundamental to education, online tools can help teachers individualize learning, deepen student understanding, and increase student engagement and achievement. There are concerns from the school district regarding a lack of access to digital learning opportunities for elementary students. There is often a greater need than availability. As a result, teachers are not able to predict if they are able to have access to technology tools to differentiate and plan high quality lessons for students.</p> <p>As students access technology tools and resources, a continued focus should be placed on using technology effectively. District 39 believes that devices are tools for teaching and learning with a primary focus on the four Cs (Communication, Collaboration, Critical Thinking, & Creativity).</p>
Question(s)	How do we effectively integrate technology in District 39?
Intended Outcome	<p>By fall 2019, survey staff and parents as a needs assessment for technology in D39.</p> <p>By spring 2020, every student will have access to one device at school and a professional development plan will be implemented for students, staff, and community members.</p>
Action Steps Summary	<ol style="list-style-type: none"> 1. Increase access to technology so that every student has access to one device. 2. Advocate for a balanced approach to technology use in the classroom, supporting a blend of traditional and innovative modes of teaching. 3. Provide in-depth professional development in a tiered, ongoing manner. 4. Partner with the community to support a balanced use of technology that includes a thoughtful approach to health and wellness. 5. Reinforce Digital Citizenship with all District 39 students. 6. Research platform for elementary level for clear communication with parents. 7. Update D39 philosophy of technology.

Continuing Strategic Initiatives

Delivering a Nutritious School Lunch Program Year 2: 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. The Nutrition Committee will implement recommended outcomes from the 2018-19 survey, and determine if the changes are desired and determine impact on lunch fees.
Question(s)	Did the changes to the D39 existing lunch program improve nutrition standards and are they desirable to students?
Intended Outcome	<p>By June 2020, District 39 will trial 10 new menu items and improve nutrition education. Recommendations for improvements with a focus on offering healthy and enjoyable options for students are based on the results of the review. As a result, satisfaction ratings will improve as measured by:</p> <ul style="list-style-type: none"> • Increase the number of parents that indicate satisfaction/extreme satisfaction with D39 food services from 85.9% to 89%. • Increase percentage of parents that indicate satisfaction/extreme satisfaction with the nutritional value of school lunches as follows:

	<ul style="list-style-type: none"> ○ 84.6% to 88% of elementary parents, 79.9% to 83% of Highcrest parents, and 78.9% to 82% of Wilmette Junior High parents. ● Increase percentage of students that indicate they like food provided by schools as follows: <ul style="list-style-type: none"> ○ 81.8% to 85% of elementary students, 79.6% to 83% of Highcrest students, and 68.8% to 72% of Wilmette Junior High students. ● Increase percentage of students that indicate satisfaction/extreme satisfaction with the nutritional value of school lunches as follows: <ul style="list-style-type: none"> ○ 68.2% to 72% of Highcrest students and 59.8% to 63% of Wilmette Junior High students
Action Steps Summary	<ol style="list-style-type: none"> 1. Continue meeting with food services committee of parents, school leaders & staff to review the D39 school lunch program. 2. Develop recommended revisions to our current lunch program to provide “cleaner” options and calculate cost impact. 3. Conduct trial of offering free 2nds and 3rds of fruits and vegetables to determine level of interest and cost impact. 4. Students and parents will be surveyed regarding overall satisfaction with food services and nutrition quality. 5. Meet with kitchen staff to obtain input regarding new menu items/preparation. 6. Plan and disseminate information about nutrition and menu items students, parents and staff. 7. Provide a report to the Board of Education with recommended changes to the D39 school lunch program.

**Student Growth through Differentiation & Personalization
Year 2: Developing**

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 reviewed existing assessment tools and concluded that NWEA MAP assessment offers a measure of student growth. Since multiple data points are necessary to provide a complete picture of student growth, other student data such as curriculum-based assessments, non-cognitive factors, and classroom performance are important to consider when determining levels of student growth. The shift to student growth expands our focus to students of <i>all</i> levels of achievement.</p> <p>Differentiating instruction is not a program but rather a process that enables all teachers to match 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. Although the district has years of experience in differentiating instruction for students, there are more components in place that allow the District to further enhance the personalization of student learning:</p> <ul style="list-style-type: none"> ● Mobile learning ● Flexible learning environments ● Student quantitative and qualitative data ● Student growth focus
Question(s)	<p>Does Differentiated Instruction and Personalized Learning promote student growth and achievement? What does 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 Outcomes	<ol style="list-style-type: none"> 1. District 39 will evaluate the impact of differentiating instruction and personalized learning as measured by maintaining or increasing the percentage of students who demonstrate high growth by meeting or exceeding growth targets at 65% on MAP Growth Reading and Mathematics Assessments. 2. District 39 will evaluate the impact of differentiating instruction and personalized learning as measured by the percentage of students and student subgroups who grow in performance on MAP Reading and Mathematics Assessments. 3. In addition, District 39 will continue to analyze end-of-year state-mandated assessment results and curriculum-based measures to inform improvement efforts in differentiating instruction for all students.

Action Steps Summary	<ol style="list-style-type: none"> 1. Differentiate instruction and provide appropriate interventions to impact student growth and achievement. 2. Continue to implement the Response to Intervention process for monitoring student progress in academic and/or behavior. 3. Engage staff on the use of qualitative and quantitative data to inform instructional decisions. 4. Maximize the strengths of specialist roles to support teachers by serving as a resource and co-teaching. 5. Provide professional development in how to engage students in developing personalized learning paths. 6. Communicate with parent community about differentiation practices. 7. Continue to analyze end-of-year state-mandated assessment results and curriculum-based measures to identify goals for professional development as well as determine any curriculum resource needs.
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Designing a Kindergarten Enrichment Program 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 the 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>
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Question(s)	How will Kindergarten Enrichment be implemented in District 39?
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Intended Outcome	By November of 2019, District 39 will complete a construction timeline plan for Phase II (Romona and McKenzie). By June 2020, District 39 will have completed the development of a kindergarten enrichment program scheduled to be implemented Fall 2020.
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Action Steps Summary	<p>Construction Plan</p> <ul style="list-style-type: none"> • Review Central construction plans with STR Architects. <ol style="list-style-type: none"> 1. Present construction recommendations to the Facilities Development Committee. 2. Request Board of Education to authorize the bidding process. 3. Approve construction bids by the Board of Education. • Identify timing for Phase II construction (Romona & McKenzie) <p>Kindergarten Enrichment Program Development</p> <ul style="list-style-type: none"> • Continue the work of the Kindergarten Enrichment Committee. <ol style="list-style-type: none"> 1. Review and refine core kindergarten program components. 2. Develop the kindergarten enrichment program components. 3. Purchase materials and develop enrichment lessons and resources that align with the Kindergarten Enrichment Program goals. 4. Create a communication plan, webpage, and other informational tools to inform and support families. 5. Provide professional development for teachers. 6. Plan for logistical items such as transportation, lunch, and schedules.
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Building School Culture and Community
Year 4: Developing

Situation

School culture refers to the beliefs, perceptions, relationships, attitudes, and rules that influence all aspects of how a school functions. It also encompasses the physical and emotional safety of students, the orderliness of classrooms, as well as the degree to which a school embraces diversity.

Given the complexity of the topic, many educational organizations, such as the National School Climate Center, have produced descriptions of positive school cultures. The following list is a representative selection of a few general characteristics commonly associated with positive school cultures:

- Relationships and interactions are characterized by openness, trust, respect, and appreciation.
- Criticism, when voiced, is constructive and well-intentioned, not antagonistic or self-serving.
- Mistakes not punished as failures, but they are seen as opportunities to learn and grow for both students and educators.
- Students are consistently held to high academic expectations, and a majority of students meet or exceed those expectations.
- All students have access to the academic support and services they may need to succeed.
- Educational resources and learning opportunities are equitably distributed to all students, including minorities and students with disabilities.
- The individual successes of students and teachers are recognized and celebrated.
- Students and staff members feel emotionally and physically safe, and the school's policies and facilities promote student safety.
- School leaders, teachers, and staff members model positive, healthy behaviors for students.
- Staff relationships are collegial, collaborative, and productive, and all staff members are held to high professional standards.

District 39 values these characteristics and is dedicated to fostering a positive school culture which positively impacts school climate.

Several of these characteristics are prioritized in other District initiatives such as Differentiated Instruction (includes Student Growth and Personalized Learning) and School Safety.

- Students are consistently held to high academic expectations, and a majority of students meet or exceed those expectations.
- All students have access to the academic support and services they may need to succeed.
- Educational resources and learning opportunities are equitably distributed, and all students, including minorities and students with disabilities.
- Students and staff members feel emotionally and physically safe, and the school's policies and facilities promote student safety.

Under the School Culture initiative, District 39 will continue the efforts outlined above as well as focus in particular on the following culture characteristics:

- Relationships and interactions are characterized by openness, trust, respect, and appreciation.
- Students and staff members feel emotionally and physically safe, and the school's policies and facilities promote student safety.
- School leaders, teachers, and staff members model positive, healthy behaviors for students.
- Staff relationships are collegial, collaborative, and productive, and all staff members are held to high professional standards.

Accomplishments	<p>District 39 has continuously dedicated efforts to improve school culture. The following is a summary list of accomplishments:</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> ● 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. ● Developed ways to promote respect and celebrate differences among people. ● Provided staff professional development on District 39’s bullying policy (7:180), the difference between social conflict and bullying, and restorative practices. ● Tracked discipline and student conflict throughout the buildings. ● Implemented restorative discipline practices to provide more meaningful consequences to behavior. ● Monitored and reported on cases of bullying as required by law. ● Monitored and reported on positive student attendance rates and chronic absenteeism. ● Implemented 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. ● Gather feedback/input using the 5 Essentials Survey from parents, students, and teachers. ● Deepened the District’s commitment to a positive school environment through a resolution condemning hate which was shared with the public at June 2019 Board of Education meeting.
Question(s)	<p>How can District 39 impact school culture to promote inclusion, diversity and a sense of belonging resulting in a positive climate among students and staff? How will District 39 promote a sense of connectedness among students and staff?</p>
Intended Outcome	<p>During 2019-2020 school year, District 39 will improve school culture by directly engaging in conversations about diversity/inclusion and fostering a sense of connectedness among all students and staff. Improved school culture will be measured by:</p> <ul style="list-style-type: none"> ● Positive and Chronic Absenteeism Student Attendance ● Annual Bullying Report ● 5Essentials Survey for Students & Staff ● District School Culture Survey for Staff ● School Climate Section of Mindsets, Essential Skills, and Habits (MESH)
Action Steps Summary	<ol style="list-style-type: none"> 1. Provide continuous staff professional development focused on building school and classroom community, fostering inclusion, and facilitating difficult conversations in a developmentally appropriate manner. 2. Evaluate available data and need for developing a plan for strengthening staff connectedness. 3. Engage students in ongoing learning activities to address anti-bias, bullying, diversity/inclusion and social conflict, and increase the level of understanding across our schools and community about the threats posed by hate and intolerance. 4. Strengthen schoolwide and classroom behavior systems. 5. Engage parents in informational/educational events on topics such as social emotional wellness, inclusion, diversity and behaviors (social conflicts vs. bullying). 6. Evaluate current Social Emotional Learning curricula and determine whether it meets D39’s evolving needs Kindergarten through 8th grade. 7. Evaluate discipline and referral data tracking systems.

**Creating Flexible Learning Environments
Year 2: Developing - Highcrest Middle School**

<p>Situation</p>	<p>The Learning Commons initiative has provided the spaces required for an enhanced implementation of technology/library curricula. These spaces are structured to foster an environment that promotes communication, creativity, critical thinking, and collaboration (4Cs). Therefore, each school's Learning Commons will increase and enrich learning opportunities that are not available in general education classrooms. District 39's library and technology spaces have been transformed so that students can learn and practice skills needed for college and careers.</p> <p>This fall, the Learning Commons spaces are completed in all District 39 elementary schools and Wilmette Junior High School. Highcrest Middle School (HMS) will be completed in Winter of 2019.</p>
<p>Accomplishments</p>	<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 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. ● 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. <p>Year 3</p> <ul style="list-style-type: none"> ● STR Architects developed construction and interior plans for Highcrest Middle School's Learning Commons. The plan included a direct connection between the outdoor classroom/gardens to the interior design. The initial priority was placed on hardscape and drainage as construction commenced. ● A three-phased plan was created to address the redevelopment of the outdoor classroom and garden.

	<ul style="list-style-type: none"> ○ Phase I: Summer 2019 <ul style="list-style-type: none"> ▪ Hardscape/drainage/infrastructure design embedded in the STR design for Learning Commons construction. ○ Phase II: Spring 2020 <ul style="list-style-type: none"> ▪ Courtyard surface landscaping after hardscape construction is complete. <ul style="list-style-type: none"> ● Identify landscape architects/educational organizations to partner with in the design of outdoor classroom. ● Engage students in the process. ● Create a revitalized courtyard space including garden and learning areas. ● \$50,000 budgeted for 2019-20 (if additional funds are needed, can be budgeted for next fiscal year- summer 2020) ○ Phase III: Spring 2021 <ul style="list-style-type: none"> ▪ Consider enhancements to the mini-farm, rain garden, a new additional garden, etc. to compensate for space lost due to construction. ▪ Design & budgeting during 2019-20 school year.
Question(s)	How does a Learning Commons space and culture affect student learning, creativity, and interest/motivation?
Intended Outcomes	By spring of 2020: <ul style="list-style-type: none"> ● Learning Commons construction will be completed at Highcrest Middle School. ● Courtyard surface landscaping plan (Phase will be completed and implemented. ● Plan to address lost outdoor learning space (Phase III) will be developed.
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. 3. Implement Phase II outdoor classroom/garden plan <ol style="list-style-type: none"> a. Identify licensed, professional landscape architect designer for outdoor classroom design. b. Engage student and staff participation by gathering feedback about “wants” and uses for the outdoor classroom. 4. Develop plans for Phase III <ol style="list-style-type: none"> a. Convene staff and student committee to gather feedback and determine Phase III planning for compensatory spaces and mini-farm. b. Identify space(s) for external outdoor learning environment/garden <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. Evaluate effectiveness of 4C’s implementation. 3. Identify a variety of learning experiences that can be utilized in a student-centered, flexible space like the Learning Commons.

School Safety

Intended Outcome	Throughout 2019-2020 school year, District 39 will continue implementation of the 2018 district-wide safety plan which includes facility improvements and safe practices training for students and teachers.
Action Steps Summary	<ol style="list-style-type: none"> 1. Assess the need for additional security cameras. 2. Provide “Stop the Bleed” training using the Stop the Bleed kits. 3. Continue discussions about using cement posts/benches/planters to limit vehicle entrance. 4. Continue to evaluate replacement of door locking mechanisms for large space areas. 5. Replace public announcement (PA) speakers in gymnasiums to increase volume level. 6. Provide reunification kits, training and communication. 7. Continue safety training in collaboration by the Wilmette Police Dept. and Wilmette Fire Dept.

Standards-based Learning and Reporting

Intended Outcome	Throughout 2019-2020 school year, District 39 will implement revised grades 5-6 report cards/progress reporting documents, 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. Highest Middle School <ol style="list-style-type: none"> a. Implement revised grades 5-6 report cards with process marks, achievement letter grades, and grade level priority standard marks. b. Gather staff and student feedback about reporting system components. c. Provide ongoing staff development to guide grading and reporting practices, and to reference reporting documents. d. Parent Engagement Events/Activities <ol style="list-style-type: none"> i. Create information for parents to provide guidance and reference student progress documents. ii. Host informational events and provide parent communication about the standards-based progress reporting system. iii. Gather parent feedback about reporting system components. 2. Wilmette Junior High School <ol style="list-style-type: none"> a. Engage grades 7-8 staff in professional development focused on standards-based grading and reporting practices. b. Form a committee of teachers and administrators to review Wilmette Junior High School’s progress reporting/report card documents. c. Assess whether the current format efficiently reports progress, process, and product, as well as its alignment in the K-12 progression. If not, revise/update progress reporting/report card documents. d. Review and develop an appropriate timeline for progress report revisions and implementation. e. Develop a parent communication plan, parent focus group schedule, and feedback gathering format.

Grades K-8 Science Curriculum Review

Intended Outcome	A six - eight year cycle is typical of curriculum reviews conducted by school districts. Based on the District 39’s curriculum review cycle, fall 2018 signaled the start of the seventh year since the last science curriculum review. By June 2020, Department of Curriculum & Instruction will have completed the second year of Science Curriculum Review.
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Action Steps Summary	<p>Year 1: Developing (2018-2019)</p> <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 the 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, & Education	
Intended Outcomes	<p>District 39 continually seeks to achieve energy cost reductions and promote environmental literacy among students. By June of 2020, District 39 will complete the intended action steps as outlined.</p>
Action Steps Summary	<ol style="list-style-type: none"> 1. Using a 10-year pay-back, continue to monitor feasibility of solar panels for D39 school roofs. 2. Review an energy efficient lighting system for MEC, with a 5-year pay back. 3. Review Future Green next steps. 4. Ensure positive environmental practices during construction projects through the use of sustainable materials, grant funding applications, and cost analysis: 2019-20 Central School. 5. Communicate and train staff on D39 sustainability practices such as recycling, composting, and reusable products. 6. Continue partnership with districtwide PTO to communicate and educate parent community about the district's green efforts. 7. Engage students in participating and/or leading the district's green efforts through school-based "Green Teams". 8. Continue to implement and Integrate environmental literacy into curricular areas as applicable.