



CROW ISLAND



Strategic Goals
Annual Plan
Year-End-Report

2021-2022

June 14, 2022

2021-2025 Strategic Goal Areas

Strategic Goal One

Intellectual Engagement and Motivation to Learn

A key driver for academic success and in developing a mindset of lifelong learning is one's intellectual engagement and intrinsic motivation to learn. Real-world problem-solving will serve to foster high levels of student engagement and to support students with skills and tools to manage long-term, collaborative projects. Through differentiated instruction, students will demonstrate a keen sense of self efficacy and the ability to make a greater impact on the outside world.

Strategic Goal Two

Positive Culture & Well Being

A culture of positive well-being amongst students, staff and community serves as a catalyst for continual growth. Relationships and understanding of others are prioritized to promote educational excellence, equity, and resilience. Understanding personal identities and self-awareness is used to facilitate better connections in an increasingly complex world.

Strategic Goal Three

Local & National Leader in Progressive Education & Talent Development

A commitment to respecting childhood and elevating progressive teaching, learning and innovation aides in the District's ability to serve as a lighthouse. Staff continually hone their practice, collaborate, and celebrate successes, building a regional and national network. Recruiting, developing, and retaining the highest-quality staff remains a priority. Ongoing communication with our parents and community builds trust and confidence in the District's progressive identity.

Strategic Goal Four

Financial Stewardship & Facility Improvements

An innovative, experiential, and inclusive environment enhances the quality of educational experience for the entire learning community and requires essential facility upgrades and investment in capital improvements. The District remains dedicated to the transparent use of taxpayer resources and respecting the investment in its community's schools.

Focused 2021-2022 Strategies: At-a-Glance

Strategic Goal Area 1:

1.2 Align grade 5-8 practices (academic, extracurricular, advisory, etc.) across the Skokie and Washburne campuses to foster a cohesive student experience, preparing students for the transition to high school.

1.4 Refine Early Literacy (K-1) services, curriculum, resources, and instruction to improve readiness in reading and writing at later grades.

1.6 Define and build students' executive functioning skills in a K-8 progression: Organizing & Planning; Initiating Tasks and Staying Focused; Managing Emotions.

Strategic Goal Area 2:

2.2 Promote wellness for all stakeholders- students, staff, community- and ensure collaboration across schools around connection and belonging.

2.3 Nurture a responsive and inclusive culture amongst students, staff and families that values diverse perspectives and cultivates community engagement.

Strategic Goal Area 3:

3.2 Refine Parent and Community educational programming and outreach based on feedback to meet their evolving needs.

3.3 Embed Progressive principles and practices into professional learning programs, including new teacher mentorship.

3.5 Continue to develop strategies for retention, engagement, and recruitment of the highest quality staff to remain competitive in an evolving workforce landscape.

Strategic Goal Area 4:

4.1 Manage short-term and long-term financial plans effectively, inclusive of collective bargaining agreements that align with Board's financial philosophy.

4.2 Build a system to collaborate with local governmental agencies to identify potential partnerships for service and financial efficiencies for taxpayers.

4.4 Advance the Educational Master Facility Plan and determine the scope and timing of a potential referendum to address the current and emerging needs of our students' educational programming.

Focused Strategies 2021-2022: Action Plans

Goal Area #1: Intellectual Engagement and Motivation to Learn

1.2 Align grade 5-8 practices (academic, extracurricular, advisory, etc.) across the Skokie and Washburne campuses to foster a cohesive student experience, preparing students for the transition to high school.

2021-2022 Action Plan *Admin Lead: Barry Rodgers*

Utilize the Design Thinking Process with the Skokie and Washburne school staff following these stages:

Empathy Stage - grades 5-9 student perspective (October/November) Completed

- Faculty shadow students in order to provide insight into student experience grades 5-9 (October/November)
- Conduct student survey with students from Skokie and Washburne School (Moved from October to November)
- Conduct Alumni Focus group for feedback on student experience and relevance of practices (November)

Define Stage Completed

- Research best practice for middle school programming school design (December-January)
- Identify Priorities based on Empathy stage findings organized around the following key areas - Academic, SEL, Student Services, Extracurricular Activities (November/December)

Ideation Stage

- Cultivate partnerships with national leadership organizations to inform middle school design and practices - Examples Challenge Success, AMLE, What Schools Could Be, High Tech High Graduate School of Education (April) **Completed**
- Ideate immediate changes and develop prototypes to be implemented in Spring 2022 (January/February) **Completed**
- Develop larger picture (long term) concepts to reinvision 5-8 student experience and create goals (March - May) **Completed**
- Develop middle school schedule concepts aligned with a strategic plan and Portrait of a Graduate (April) **This will be the focus of a task force in fall of 2022.**
- Build capacity in the area of inquiry based instruction by providing professional development for all staff (Launch-Summer Institute 2022) **Completed**

Prototyping and Implementation Stages

- Determine the viability of pilot prototype schedules for teams at Washburne School (Spring 2022) **This will be the focus of a task force in fall of 2022.**
- Implement 5-8 ideas for the 2021-22 school year (Jan-April) **Completed**
 - Advisory
 - Extracurricular Activities
 - SEL
 - Student Services
 - Academic

Feedback/Reflect

- District Task Force to discuss efforts with Skokie and Washburne teachers and solicit input on future changes (March-April) **Completed**
- Summer work review of 2021-22 measures and determine next year's annual plan. **To be completed by the Director of Innovation, Teaching and Learning and the Administrative Team June - August.**

Measures
How will it be monitored?

Product/Deliverable:

Summary Report of Empathy Stage Findings (December 2021) [Empathy Stage Findings](#)

Student Survey report used to inform 5-8 common practices and experiences [5-8 Student Survey](#)

Provide summary document of 5-8 Staff Task Force findings and recommendations and to build collaboration and alignment. 5-8 task force to provide measures to be implemented during the current school year (April 2022) [5-8 Task Force Summary Presentation](#)

D36 Summer 2022 Inquiry Institute agenda in collaboration with national leaders in this area [Agenda](#)

Data/Metrics:

Monitor engagement data through the Panorama Survey on Student Supports and Environments - Increase the percentage of student engagement in grades 6-8 by 10%.

- 2020-21 Fall 36% Spring 37% (baseline)
- **2021-22 Fall 44% ; Spring 39% (did not yet meet 10% growth target)**

NT Township Preparedness Survey data - 8th grade & Sophomore Reports (June 2022)

[2018-2019 Baseline Report](#) (2020 & 2021 postponed due to pandemic)

2021-2022 Report **Available in August 2022**

Teacher survey data for Summer 2022 Inquiry Institute demonstrating knowledge and skills gained and an overall satisfaction rate of 90% **Survey Data TBD in Mid June**

Student Performance Data (monitored in District Improvement Plan)

- [Fall Assessment Report](#)

- [Fall Assessment Update](#)
- [District Improvement Plan Fall Report](#)
- [District Improvement Plan June Report](#)

SUMMARY

Key findings, current actions, and recommendations for future action steps for aligning and improving the 5-8 middle school experience were shared at the April Board Meeting. The key areas of focus are Academic Rigor and Homework, Project Based Learning, SEL and Community Building, and Student Voice and Choice. The 5-8 Summer Institute will launch the implementation of Project Based Learning in partnership with the Buck Institute. Washburne school will convene a task force to develop school schedule prototypes beginning with an advance research team this summer and a full committee in the fall. Additionally, both Skokie and Washburne communities will build upon the work of the 5-8 Task Force.

1.4 Refine Early Literacy (K-1) services, curriculum, resources, and instruction to improve readiness in reading and writing at later grades.

2021-2022 Action Plan *Admin Lead: Denise Matthews*

Implement daily phonemic awareness instruction (Heggerty) with fidelity in Kindergarten and early first grade (September 2021). **Completed**

Administer the Heggerty diagnostic tool for all kindergarten students 3 times a year to drive instruction and inform intervention needs (each trimester) **Completed**

Establish Early Literacy Task Force to address the following:

- Provide parent materials and engagements for supporting early literacy at home **Completed** - [LINKS TO RESOURCES](#)
- Provide learning opportunities on the use of Heggerty for Kindergarten and First Grade staff - Fall 2021 - **Completed** - [PROFESSIONAL DEVELOPMENT HANDOUT](#)
- Expand classroom libraries and guided reading libraries/book rooms - March 2022 **Completed**; Purchased decodable books for each first grade teacher (6 sets of 24 titles of decodable books); 144 books for each first grade classroom; Used with Project Read's scope and sequence; Fiction and non-fiction books; Focus on short vowel patterns
- Outreach to Pre-K entities for engagement on phonemic strategies and expectations to inform continued planning. **Completed** - [Preschool Leadership Meeting Summary](#)

Capitalize on integrated work between the Department of Innovation, Teaching and Learning and the Department of Student Services to maximize literacy instruction & interventions -March 2022

Completed - Reading Interventionists/Facilitators reviewed current data, prioritized current needs and evidence-based best practice:

- Addition of more decodable book titles to meet the needs of emerging readers
- Extension of phonemic awareness instruction through all trimesters in first grade
- Second grade inclusion of a new 12 week Heggerty primary extension unit to address tier I needs at Crow Island
- Two day Summer Institute on the [Science of Reading](#) (K-4)
- Commitment to ongoing professional learning in the 2022-2023 school year with additional planning after the [Science of Reading Summer Institute](#)

Revise roles and responsibilities for those staff supporting kindergarten and first grade to improve efficiencies and quality of service. **Completed** [Roles and Responsibilities Recommendations](#)

Measures
How will it be monitored?

Product/Deliverable:

ITL/DSS recommendation report for improved literacy instruction and intervention supports with clarified roles, responsibilities, and processes (K & 1) - Feb 2022

[Literacy Instruction and Intervention Supports Recommendations](#)

Data/Metrics:

Heggerty diagnostic reports and related action plans by trimester (new assessment - baseline data). -

Baseline Established: [DOCUMENT WITH STUDENT DATA AND SUMMARY OF FINDINGS](#)

[School Improvement Plan June Report](#) (include action plans)

Include a new database to monitor students and programming over time

UPDATE: Goal for summer 2022 and 2022/2023 school year

Track % of students requiring interventions and their response to those interventions.

- **Baseline Established in Grade 1 → 15.1% of students received reading intervention (number expected to increase next year)**

Log of resources and workshops to assist parents with supporting early literacy at home **Completed**

[LINKS TO RESOURCES](#)

K-1 teaching staff survey results about the effectiveness of PD opportunities.

Goal: 85% satisfaction rating amongst participants

Heggerty Training (December); 86.7% rated the training with a 5 : found this professional to be helpful and applicable in their practice. GOAL MET

Long-term metric

Reduce the number of students in grades 2-4 requiring reading interventions (in decoding)

Fall 2021 Baseline data. Grade 2: 18.6%; Grade 3: 6.2%; Grade 4: 1.0%

Fall 2022 Data to be presented in September 2022

SUMMARY

The District's focus on early literacy in kindergarten and first grade is in response to evidence-based research regarding literacy instruction, a review of student performance data, and in response to the effects of the pandemic on our earliest learners. Targeted efforts were made to provide daily instruction in phonemic awareness skills in kindergarten while embedding this instruction into a play-based model. To ensure consistency and fidelity of instruction, the District provided professional learning and modeling activities in each elementary building. As a result, we have seen significant growth over the course of the school year in the acquisition of early literacy skills in Kindergarten. First grade teachers also provided explicit instruction in phonemic awareness using Heggerty with fidelity. For the 2022-2023 school year, the District will provide specific professional learning in reading instruction, beginning with training through the "Science of Reading" in the District's Summer Institute. Multi-tiered systems of support (MTSS) will be reviewed and revised in the fall to ensure the needs of all students are being met, with the additional support of a new MTSS Coordinator.

1.6 Define and build students' executive functioning skills in a K-8 progression: Organizing & Planning; Initiating Tasks and Staying Focused; Managing Emotions.

2021-2022 Action Plan *Admin Lead: Barry Rodgers*

Convene Executive Functioning Task Force; Re-emerge 2019-2020 work on Executive Functioning benchmarks by grade level band and evaluate based on current practice and refine in accordance with research-based practices (November 2021) **(Resources Aggregated) Task force and action plan postponed until the 2022-23 school year in consideration of workload priorities and to ensure high quality outcomes in other goal areas. Steps will be taken to aggregate current practices and resources during the spring and as part of summer professional development to ensure the Executive Functioning Task Force is well positioned for the 2022-23 school year.**

Finalize plan of Executive Functioning outcomes by grade level bands; connect to SEL framework as appropriate (April 2022) **Moved to Winter 2023**

Identify quality resources to support targeted instruction by grade level (April, May 2022) **Moved to Winter 2023**

Develop a Professional Learning Plan to support staff to implement a common instructional support and language-use for exec functioning (May/June 2022) **Replace with: Identify partners for professional development for Executive Functioning. Fall 2022**

Establish explicit means of instruction to support students meeting the targets, embed parent education **(The majority of this work will be geared for Fall 2022)**

Measures
How will it be monitored?

Product/Deliverable:

Inventory of current practices for elementary and middle school (January 2022) **May 2022 Completed**
[Executive Functioning Documentation](#)

Comprehensive Executive Functioning Plan for the District with key indicators for each developmental level (April 2022) **Moved to Winter 2023**
[EF Goal Statements by Grade](#)

Executive Functioning diagnostic practices report (Spring 2022) **Fall 2022: Incorporated into EF Task Force goals.**

Executive Functioning rollout plan for 2022-23 School year June 2022
- Provide action steps and resources for k-8 rollout of Executive Functioning lessons and supports Parent Education timeline for 2022-23 school year **Moved to Fall/Winter 2022**

Data/Metrics:

8th grade Township survey data - Time management and study skills-indicating less prepared. Increase % of students reporting very prepared or prepared (baseline data below):

- Study Skills 61%
- Time Management 59%
- Working on Long Term Project 68%

Data available in August 2022

Baseline IEP goal data with the longitudinal goal of fewer IEP goals over time as we strengthen our instruction. **Focus was changed to improve goal writing practices around Executive functioning aligned to specific instruction.**

SUMMARY

The focus of this year's work was to position the District to conduct a full review and implementation of District-wide Executive Functioning Practices during the 2022-23 school year. Current Executive Functioning practices were aggregated by staff at each grade level. Resources to support Executive Functioning have been collected in a working document in order to provide an accessible resource and foundational knowledge base for team members. A guidance document specifying SEL Performance Descriptors, Executive Functioning Indicators, and Goal Statements has been developed and will be further reviewed by the EF Task Force as part of their work during the 2022-23 school year.

Focused Strategies 2021-2022: Action Plans

Goal Area #2: Positive Culture & Well-Being

2.2 Promote wellness for all stakeholders- students, staff, community- and ensure collaboration across schools around connection and belonging.

2.3 Nurture a responsive and inclusive culture amongst students, staff and families that values diverse perspectives and cultivates community engagement.

<p style="text-align: center;">2021-2022 Action Plan <i>Admin Lead: Kelly Tess & Denise Matthews</i></p>
<p>Develop an SEL Parent Ambassador group to act as liaisons in the district’s commitment to social emotional well-being and learning. Completed</p> <p>Utilize 2-3 SEL ambassadors per building to not only promote WPIs, but also to gather informal feedback from the community on offerings and/or areas that require attention. Completed</p> <p>Maintain a District staff SEL Committee to promote consistency and accessibility to SEL instructional resources and supports for staff and students; meet regularly with the committee and SEL coaches. Completed (Meeting Dates: Sep. 18, Oct. 2, Jan. 5, Feb. 2, Mar. 9, Apr. 13, May 6)</p> <p>District Committed to RULER as an evidence-informed SEL curricular resource. Training begins amongst building SEL leadership teams Summer 2022</p> <p>Provide targeted workshops and learning opportunities for staff and parents (linked here) that promote productive communication and perspective taking; partnering with the Learning Tree organization. (refer to linked calendar) Completed</p> <p>Develop staff and community learning opportunities on the topic of <i>identity and belonging</i> utilizing regional and Township partners. Ongoing (Board Workshops November, January, February; Summer Book Study for all staff and Board-Summer 2022)</p> <p>Build a 2022-2023 Plan with staff and parents for furthering the understanding of <i>identity and belonging</i> Ongoing (Summer 2022 Book Study, Keynote Speakers on Equity in August 2022)</p> <p>Utilize the <i>Integrated Comprehensive Systems for Equity Framework</i> to inform the work of the strategies in this Goal Area. Ongoing</p>
<p style="text-align: center;">Measures <i>How will it be monitored?</i></p>
<p>Product/Deliverable:</p> <p>Committee/Task Force agendas (see links by meeting month) to include learned practices from CASEL and Learning Tree (i.e. inclusive opening, engaging activity, optimistic closure, zones of</p>

regulation check-in) **Completed** [Sep.](#) [Oct.](#) [Jan.](#) [Mar.](#) [May](#)

[Prescribed coursework](#) (Learning Tree) log required for all staff throughout the school year related to social emotional well-being and its impact on professional practice. (August - June)

[Professional Development Summary Report](#) provided to Board **completed** (~~May~~ June)

2022-2023 *Identity & Belonging* Engagement Plan **Ongoing** (parent, staff, and student education–Summer 2022 Book Study, Keynote Speakers on Equity in August 2022)

Data/Metrics:

Gather feedback from the community on offerings and/or areas that require attention, through SEL ambassadors and satisfaction surveys. Survey data will be compared longitudinally to both illustrate growth and areas where there is a continued need for support

Goal: 85% satisfaction rating amongst participants(% on Likert Scale)

100% of parents rated the training as of 5: found this professional learning to be helpful and applicable in their practice. Goal met.

WU vs. Institute Day attendance of social emotional learning offerings

Goal: 25% increase in WU registration connecting to courses related to SEL

40% increase in WU registration connecting to courses related to SEL - Goal Met

SUMMARY

The goals focused on in this area this year were largely in response to both community and staff feedback following the 2020/2021 school year, identifying the need to prioritize the social and emotional health and well-being of our students, staff, parents and community. We made a targeted effort to provide professional learning and parent education in mirrored areas, such that our parents and staff were receiving similar information in supporting both our students and each other. In addition, the District SEL Committee doubled down on the work they had previously committed to in the Spring of 2020 that was largely put on hold as we focused on the mitigations and challenges of keeping our students in person for learning this year without disruption. As a result of the committee's efforts, the District is on track to introduce an evidence informed, District-wide SEL resource, [RULER](#), beginning with training for staff and administrator leadership teams this summer. RULER will continue to roll out into our buildings and classrooms beginning in August and throughout the 2022/2023 school year, with regular updates to the Board and community on the impact this is having on our students as they continue to navigate the social and emotional impact of the pandemic.

Focused Strategies 2021-2022: Action Plans

Goal Area 3: Local and National Leadership in Progressive Education and Talent Development

3.2 Refine Parent and Community educational programming and outreach based on feedback to meet their evolving needs.

3.3 Embed Progressive principles and practices into professional learning programs, including new teacher mentorship.

2021-2022 Action Plan *Admin Lead: Kelly Tess*

Provide Varied Parent and Community Engagements **Completed**

- Monthly Winnetka Parent Institute (WPI) offerings that mirror themes provided in professional development for staff, equipping parents and teachers with similar vocabulary, approach and value of social emotional well-being.
- Offer sessions at various times and modes. (September - May) September: Search Inside Yourself; November: Navigating Difficult Conversations; January: Executive Function; February: Good Anxiety; March: Relational Discipline (The final three offerings were shared as video links as a means to offer access to parents when timing does not allow them to attend a parent learning event.)

Engage parents with materials and workshops to support other goal areas (reported in those goal areas, ex. Early Literacy) **Ongoing**

Grades 5-8 Technology/Social Media Workshops aligning with Strategic Goal 1.2

- **January 7: [Raising Balanced Kids in a Hyperconnected World](#) (140+ attendance in partnership with D34)**
- **[January 12: Panel focused on the movie "Like"](#) (20 attended)**

Provide an annual menu of professional learning opportunities for staff aligned with District goals (to include Winnetka University offerings as well as trainings, workshops, educational series, etc.). Embed choice and whole person approach to experiences. (Quarterly, Sep. - June) **Completed**
[Summary Report linked here](#)

Modify New Teacher workshops utilizing a SPARK model to tailor information in a convenient, accessible way. These 30 minute zoom webinars will center a single theme, and be required for all new teachers, but open to all staff. Webinars will be recorded and shared back out with staff for review on their own time. **Completed - September: Preparing for Parent/Teacher Conferences; October: Reading Your Pay Stub; November: Navigating Difficult Conversations & Creative Classroom Communications; January: Executive Function; February: Good Anxiety, Understanding Your Credit Score, ; March: Relational Discipline, Identity Theft, Understanding HSA Benefits**

Measures
How will it be monitored?

Product/Deliverable:

Diverse formatting of parent education to provide convenient, accessible ways to benefit from learning. (i.e. Zoom, in-person, webinars)

- [Summary Report outlining offerings and formatting](#) (June)

Spark Workshops: 30 Minute Zoom Webinars

- [Summary Report outlining themes](#) (June)

Data/Metrics:

Diverse formatting of parent education to provide convenient, accessible ways to benefit from learning. (i.e. Zoom, in-person, webinars)

- Goal: 85% satisfaction rating amongst participants(% on Likert Scale)
- **100% of parents rated the training as a 5: found this professional learning to be helpful and applicable in their practice. (represents responses to Winnetka Parent Institute Offerings in Sep, Nov.) GOAL MET**

[Log of offered WU courses](#), themes and participation in addition to salary advancement statistics (Quarterly, Sep. - June)

- **Shift to monitoring percentage of participation in WU Courses with direct link to annual goals in order to monitor that professional learning offerings tied to compensation have a direct link to the strategic plan.**

Spark Workshops: 30 Minute Zoom Webinars

- Goal: 85% satisfaction rating amongst participants(% on Likert Scale)
- **88% of staff rated the Spark Workshops as a 5: found this professional learning to be helpful and applicable in their practice. GOAL MET**

SUMMARY

It was a priority of the District to make learning and connection highly accessible and meaningful to both our staff and parent community after a year and a half of forced separation due to the pandemic. As such, this year's professional learning and parent education offerings were provided with convenience being of a high priority in tandem with timely topics of high interest. While the Winnetka Parent Institute has historically garnered high interest, it is becoming harder and harder for parents to attend learning opportunities during the school day, not to mention that the majority of our households are increasingly two-income households with parents unable to make time around their work schedule. And yet, there has still been an expressed interest from our parent community to have learning opportunities that speak to timely needs. This year's professional learning and parent education were designed to mirror each other in an effort to arm teachers and parents with similar and complementing information, vocabulary and strategies. Likewise, many of our learning opportunities were shifted to Zoom webinars and/or recordings for viewing at a time convenient for the consumer. Based on user response, this seems to have

been positively received; however, there is still great value in offering in-person experiences as well to allow for the connection that happens more easily than through the computer screen. The District will continue to keep this in mind next year when designing learning opportunities for staff and parents, to include the highly prioritized progressive value of “voice and choice” in what types of offerings we put out to our staff and parent community.

3.5 Continue to develop strategies for retention, engagement, and recruitment of the highest quality staff to remain competitive in an evolving workforce landscape.

<p>2021-2022 Action Plan <i>Admin Lead: Kelly Tess</i></p>
<p>Develop and maintain relationships with local teacher preparation programs(i.e. Lake Forest College, North Park University, Northeastern University, DePaul University, Loyola University) Completed: Student Teachers from Northwestern, Northeastern, North Park and Loyola in District. Teacher Recruitment open house invite scheduled for March 25, sent to all universities listed above. Interview/Resume Workshop hosted for students at North Park University, April 2022</p> <p>Engage in opportunities for our administrative team (and eventually teaching staff) to visit teacher prep classrooms and share practices from Winnetka in an effort to attract future educators (December 2021; January 2022) Not yet able to push into classrooms due to COVID safety restrictions; will review in spring 2022.</p> <p>Provide interview/resume workshops for new graduates from local teacher preparation programs. These will be hosted in the district with the offer to interview participants who are appropriately certified for any Fall 2022 openings. Participants will receive an invitation to interview in Spring 2022 if qualified. Completed - Scheduled March 25, 2022; Interview/Resume Workshop hosted for students at North Park University, April 2022</p>
<p>Measures <i>How will it be monitored?</i></p>
<p>Product/Deliverable:</p> <p>Log “teaching” opportunities in teacher prep programs to entice future applicants (Sep. - May)</p> <ul style="list-style-type: none"> ● In-house: March 25, 2022 ● Visiting professor: North Park University, April 11, 2022 <p>- Keep log of candidates attracted to District based on these “teaching” opportunities (Mar - July)</p> <p>Data/Metrics:</p>

Host 20% more (when compared to 2019/2020) student teachers in the District to form a stronger pipeline of new talent. **Unmet due to ongoing and varying COVID restrictions by Teacher Prep programs (many still hosting majority of classes remotely)**

SUMMARY

While we were able to make some important connections with teacher preparatory programs in the area this year, this area was still more limited than we had hoped based on ongoing COVID restrictions at the collegiate level. It will be of great importance to continue to prioritize connecting with prospective teachers as the teacher shortage remains a reality. Likewise, the relationships formed this year with program directors at the collegiate level will serve as important lifelines as we aim to uphold this goal to a higher level in the 2022/2023 school year. The District is taking measures to continue to increase its outreach to prospective candidates in the coming school year with initiatives like a new website (launching in September 2022) and a more established social media presence as a means to distribute timely and digestible information about the District.

Focused Strategies 2021-2022: Action Plans

Goal Area #4: Financial Stewardship and Facility Improvements

4.1 Manage short-term and long-term financial plans effectively, inclusive of collective bargaining agreements that align with Board’s financial philosophy.

2021-2022 Action Plan <i>Admin Lead: Brad Goldstein</i>
Prepare for and engage in WEA negotiations, addressing salaries, benefits, and working condition topics. (Summer 2021 - Spring 2022) Completed Evaluate current financial performance aligned with Board’s Financial Philosophy (inclusive of cost-per-pupil targets) and update 5-year forecast for long-term planning and priorities- Completed - Reviewed at Finance and Facility Subcommittee meetings (September 2, 2021, October 28, 2021, February 15); Citizen Task Force Planning.
Measures <i>How will it be monitored?</i>
Product/Deliverable: Negotiated WEA contract aligned with District’s financial goals while upholding commitment to recruiting and retaining excellent talent. (Approved May 24, 2022) WEA Contract 2022-2027
Data/Metrics: Financial Performance Report demonstrating accountability to financial targets (such as 3% cost per pupil), includes our 5-year forecasting model. (quarterly) Finance Subcommittee Presentation 10.28.21 Finance Subcommittee Presentation 2.15.22
<u>SUMMARY</u>
WEA negotiations were completed, and a 5-year contract was approved on May 24, 2022. The process was done with a high level of mutual respect and efficiency on behalf of both the Board and WEA. We will begin working on our SEIU negotiations for our custodial and maintenance contract in the Spring of 2023, as the current contract is set to expire June 2023.

4.2 Build a system to collaborate with local governmental agencies to identify potential partnerships for service and financial efficiencies for taxpayers.

<p>2021-2022 Action Plan <i>Admin Lead: Brad Goldstein</i></p>
<p>Collaborate with Winnetka Park District to complete formal Intergovernmental Agreement (Fall/Winter 2021). Progress - expected completion summer 2022</p> <p>Collaborate with Community partner organizations and governmental agencies to determine partnership with Facility Proposal (Fall/Winter 2021). Ongoing</p>
<p>Measures <i>How will it be monitored?</i></p>
<p>Product/Deliverable:</p> <p>Board-approved IGA with Winnetka Park District (Expected June 2022). Expected Summer 2022</p> <p>Formal partnership with community organizations/agencies for facility plans and investments (Spring 2022) Still in progress with Winnetka Park District, Winnetka Public School Nursery (renters at Skokie)</p> <p>Data/Metrics:</p> <p>Financial analysis of savings/costs associated with intergovernmental agreements with long-term projections for ongoing monitoring (Mid-year; End-of-year). Presented at April 11, 2022 Facilities Subcommittee.</p> <p>Financial analysis of community program use for potential facility additions/renovations that benefit the community (taxpayers) outside of the school day (ex. Park District use). Completed- Shared at April 11, 2022 Facilities Subcommittee. Facilities Subcommittee Meeting 4.11.22</p>
<p><u>SUMMARY</u></p>
<p>We continue to work on finalizing an Intergovernmental Agreement with the Park District that details the relationship and reciprocal nature of our work together. We hope to have this completed and approved by both governing bodies by the end of the summer. We are in discussions on an extension of our lease with WPSN, which ends in the summer of 2023.</p>

4.4 Advance the Educational Master Facility Plan and determine the scope and timing of a potential referendum to address the current and emerging needs of our students' educational programming.

Paragraph 1: - what was accomplished this year

Paragraph 2: plan for next year

2021-2022 Action Plan

Admin Lead: Trisha Kocanda & Brad Goldstein

Use the feedback from the Citizen Task Force to inform the Superintendent's recommendation for what should be shared and tested with the community in an effort to advance the EMFP (Spring - October 2021). **Completed**

Communicate the impact of facility essential upgrades, renovations, and additions in direct ways to show taxpayers the impact of financial investment in facilities. This involves small and large group community engagements and print media. (February/March 2022) **Completed**

Survey the community (mail survey) and use data to determine scope of a potential November 2022 referendum. (March/April 2022)**Completed**

Conduct ongoing educator focus groups with architect and the grade 5-8 Alignment Task Force to inform space design as it relates to the student experience (September 2022 & then paused)
Completed

Utilize polling data to prepare a resolution for a capital referendum. (April/May 2022).**Completed**

Implement the 3-year critical facility plan and update based on evolving needs and priorities. (Spring/Summer 2022).**Completed**

Evaluate 5-year projections and fund balance to ensure they align with any referendum use of fund balance. **Completed**

Measures

How will it be monitored?

Product/Deliverable:

Citizen Task Force recommendation, post-polling (April/May 2022).

[Community Engagement Polling](#)

Evidence of community communications related to impact of facility plan and financial stewardship (ex. Records of meetings, materials, financial reports).

[Winnetka 36 Webpage for Downsized Capital Improvement Proposal](#)

FY2024-2027 Capital Improvement plan aligned with clear financial 5-year analysis in lieu of a referendum. (March 2022) **Ongoing**

Multi-Year educational enhancement plan from operating fund balance with clear financial 5-year analysis (December 2021; Fall 2022 -**updated to follow Strategic Goal 1.2 Recommendations**).

Data/Metrics:

Report of polling data by Public Opinion Strategies organization with at least 50% of respondents reporting awareness of the District's Capital Plan (April/May 2022).

[Community Engagement Polling](#)

5-year financial analysis for two capital planning options that maintain at least a 40% fund balance and targets no more than 3% cost per pupil in the operating budget (March 2022).

- Plan 1: Referendum Supported Plan
- Plan 2: In lieu of Referendum Plan

[5-Year Forecast for Referendum Supported Plan](#)

[5-Year Forecast in lieu of Referendum](#)

SUMMARY

The Board has been presented with feedback from the Citizen's Task Force and community polling results, which will drive the decision-making process for a Board Resolution regarding a referendum in August. This summer Perkins + Will and the Administration will continue to work on the 3-year capital plan should a referendum not pass.