



# **Strategic Goals Annual Plan**

## **2021-2022**

*October 19, 2021*

# 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)*

- 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 (October)
- Conduct Alumni Focus group for feedback on student experience and relevance of practices (November)

#### *Define Stage*

- 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)
- Ideate immediate changes and develop prototypes to be implemented in Spring 2022 (January/February)
- Develop larger picture (long term) concepts to reinvision 5-8 student experience and create goals (March - May)
- Develop middle school schedule concepts aligned with a strategic plan and Portrait of a Graduate (April)
- Build capacity in the area of inquiry based instruction by providing professional development for all staff (Launch-Summer Institute 2022)

#### *Prototyping and Implementation Stages*

- Determine the viability of pilot prototype schedules for teams at Washburne School (Spring 2022)

- Implement 5-8 ideas for the 2021-22 school year (Jan-April)
  - 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)
- Summer work review of 2021-22 measures and determine next year’s annual plan

**Measures**  
*How will it be monitored?*

**Product/Deliverable:**

Summary Report of Empathy Stage Findings (December 2021)

Student Survey report used to inform 5-8 common practices and experiences

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 (March 2022)

D36 Summer 2022 Inquiry Institute agenda in collaboration with national leaders in this area

**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 Baseline, Fall 36% Spring 37%

NT Township Preparedness Survey data - 8th grade & Sophomore Reports (June 2022)  
[2018-2019 Baseline Report](#) (2020 & 2021 postponed due to pandemic)

Teacher survey data for Summer 2022 Inquiry Institute demonstrating knowledge and skills gained and an overall satisfaction rate of 90%

Student Performance Data (monitored in District Improvement Plan)

**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).

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

Establish Early Literacy Task Force to address the following:

- Provide parent materials and engagements for supporting early literacy at home - December 2022
- Provide learning opportunities on the use of Heggerty for Kindergarten and First Grade staff - Fall 2021
- Expand classroom libraries and guided reading libraries/book rooms (by March 2022)
- Outreach to Pre-K entities for engagement on phonemic strategies and expectations to inform continued planning. (Spring 2022)

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)

Revise roles and responsibilities for those staff supporting kindergarten and first grade to improve efficiencies and quality of service.

### **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

#### **Data/Metrics:**

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

Include a new database to monitor students and programming over time.

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

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

At least 85% of parents will mark the resources and workshops as helpful.

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

Goal: 85% satisfaction rating amongst participants

Long-term metric

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

Fall 2021 Baseline data.

## 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)

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

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

Develop a Professional Learning Plan to support staff to implement a common instructional support and language-use for exec functioning (May/June 2022)

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

### Measures *How will it be monitored?*

#### **Product/Deliverable:**

Inventory of current practices for elementary and middle school (January 2022)

Comprehensive Executive Functioning Plan for the District with key indicators for each developmental level (April 2022)

Executive Functioning diagnostic practices report (Spring 2022)

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

#### **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%

Baseline IEP goal data with the longitudinal goal of fewer IEP goals over time as we strengthen our instruction.

# 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;"><b>2021-2022 Action Plan</b> <i>Admin Lead: Kelly Tess &amp; 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. (September 2021)</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. (ongoing)</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. (ongoing)</p> <p>Provide targeted workshops and learning opportunities for staff and parents (<a href="#">linked here</a>) that promote productive communication and perspective taking; partnering with the Learning Tree organization. (refer to linked calendar)</p> <p>Develop staff and community learning opportunities on the topic of <i>identity and belonging</i> utilizing regional and Township partners. (November 2021 - March 2022)</p> <p>Build a 2022-2023 Plan with staff and parents for furthering the understanding of <i>identity and belonging</i>.</p> <p>Utilize the <i>Integrated Comprehensive Systems for Equity</i> Framework to inform the work of the strategies in this Goal Area.</p>
<p style="text-align: center;"><b>Measures</b> <i>How will it be monitored?</i></p>
<p><b>Product/Deliverable:</b></p> <p>Committee/Task Force agendas to include learned practices from CASEL and Learning Tree (i.e. inclusive opening, engaging activity, optimistic closure, zones of regulation check-in)</p>



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 Syllabus Report provided to Board (May)

2022-2023 *Identity & Belonging* Engagement Plan (parent, staff, and student education)

**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)

WU vs. Institute Day attendance of social emotional learning offerings

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

# 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.

<p><b>2021-2022 Action Plan</b> <i>Admin Lead: Kelly Tess</i></p>
<p>Provide Varied Parent and Community Engagements</p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- Offer sessions at various times and modes. (September - May)</li> </ul> <p>Engage parents with materials and workshops to support other goal areas (reported in those goal areas, ex. Early Literacy)</p> <p>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)</p> <p>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.</p>
<p><b>Measures</b> <i>How will it be monitored?</i></p>
<p><b>Product/Deliverable:</b></p> <p>Diverse formatting of parent education to provide convenient, accessible ways to benefit from learning. (i.e. Zoom, in-person, webinars)</p> <ul style="list-style-type: none"> <li>- Summary Report outlining offerings and formatting (June)</li> </ul> <p>Spark Workshops: 30 Minute Zoom Webinars</p> <ul style="list-style-type: none"> <li>- Summary Report outlining themes (June)</li> </ul>

**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)

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

- Goal: 85% satisfaction rating amongst participants

Spark Workshops: 30 Minute Zoom Webinars

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

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

**2021-2022 Action Plan**

*Admin Lead: Kelly Tess*

Develop and maintain relationships with local teacher preparation programs(i.e. Lake Forest College, North Park University, Northeastern University, DePaul University, Loyola University)

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)

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.

**Measures**

*How will it be monitored?*

**Product/Deliverable:**

Log “teaching” opportunities in teacher prep programs to entice future applicants (Sep. - May)

- Keep log of candidates attracted to District based on these “teaching” opportunities (Mar - July)

**Data/Metrics:**

Host 20% more (when compared to 2019/2020) student teachers in the District to form a stronger pipeline of new talent.

# 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.

<b>2021-2022 Action Plan</b> <i>Admin Lead: Brad Goldstein</i>
Prepare for and engage in WEA negotiations, addressing salaries, benefits, and working condition topics. (Summer 2021 - Spring 2022)  Evaluate current financial performance aligned with <a href="#">Board’s Financial Philosophy</a> (inclusive of cost-per-pupil targets) and update 5-year forecast for long-term planning and priorities.
<b>Measures</b> <i>How will it be monitored?</i>
<b>Product/Deliverable:</b>  Negotiated WEA contract aligned with District’s financial goals while upholding commitment to recruiting and retaining excellent talent. (Spring 2022)  <b>Data/Metrics:</b>  Financial Performance Report demonstrating accountability to financial targets (such as 3% cost per pupil), includes our 5-year forecasting model. (quarterly)

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

<b>2021-2022 Action Plan</b> <i>Admin Lead: Brad Goldstein</i>
Collaborate with Winnetka Park District to complete formal Intergovernmental Agreement (Fall/Winter 2021).  Collaborate with Community partner organizations and governmental agencies to determine partnership with Facility Proposal (Fall/Winter 2021).
<b>Measures</b> <i>How will it be monitored?</i>

**Product/Deliverable:**

Board-approved IGA with Winnetka Park District (May 2022).

Formal partnership with community organizations/agencies for facility plans and investments (Spring 2022)

**Data/Metrics:**

Financial analysis of savings/costs associated with intergovernmental agreements with long-term projections for ongoing monitoring (Mid-year; End-of-year).

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).

**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.**

**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).

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)

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

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 - April, 2022)

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

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

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

**Measures**

*How will it be monitored?*

**Product/Deliverable:**

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

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

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

Multi-Year educational enhancement plan from operating fund balance with clear financial 5-year analysis (December 2021).

**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).

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