



CROW ISLAND



Strategic Goals Annual Plan

2023-2024

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 2023-2024 Strategies: At-a-Glance

Strategic Goal Area 1:

Key: Strikethrough denotes goal work completed in 2022-2023

1.1 Define and implement the arc of progressive hallmark experiences for each grade, exemplifying the Portrait of a Graduate. Inquiry based learning projects will embed core academic content and reflect values of academic excellence, whole child focus, and experiential learning

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.

~~1.3 Assess and Recommend grade 5-8 scheduling that supports inquiry-based, collaborative learning and inclusive school-wide programming~~ **Goal Completed - Continue ongoing work**

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

1.5 Embed equitable and inclusive practices to differentiate learning experiences for all students to grow and achieve; ensure alignment with best-practice instruction, resources, and professional learning.

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:

2.1 Monitor the implementation of, and assess the effectiveness of, the District's SEL practices in our schools and classrooms

~~2.2 promote wellness for all stakeholders-students, staff, community-and ensure collaboration across schools around connection and belonging~~ **Goal Completed - Continue ongoing work**

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

2.4 Identify and address areas of stress for students and staff to maintain and improve a positive climate and culture.

Strategic Goal Area 3:

3.1 Advance and lead the practice of Progressive Education and partner with innovative organizations.

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.~~ **Goal Completed - Continue ongoing work**

~~3.4 Develop a Profile of an Educator that not only illustrates what a successful practitioner looks like in Winnetka, but how the District will consistently provide professional support in order to ensure that illustration is possible.~~ **Goal Completed - Continue ongoing work**

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.

~~4.3 Monitor post-pandemic demographics and enrollment forecasting to ensure the District is well-informed for long-term planning, aligned with Cost-Per-Pupil growth targets.~~ **Goal Completed - Continue ongoing work**

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.

Key Findings Resulting from June 2023 End of Year Report

1. Student growth and achievement data consistently point to a need for improved core instructional materials and practices—particularly in the area of literacy.
2. There is a critical need to better serve students performing in the 26th-60th percentile (Tier I instruction).
3. Intervention has made a positive difference in supporting students’ growth in the area of literacy
4. There is continued inconsistency in performance across the elementary schools
5. Math achievement remains high, but growth is not at the rate it once was
6. Students and staff report out key areas for growth at each building

Goal Area #1: Intellectual Engagement and Motivation to Learn

Admin Lead: Assistant Superintendent of Innovation, Teaching and Learning

Strategic Plan Subgoal 1.1 - Define and implement the arc of progressive hallmark experiences for each grade, exemplifying the Portrait of a Graduate. Inquiry based learning projects will embed core academic content and reflect values of academic excellence, whole child focus, and experiential learning

2023-2024 Annual Goal: Define selected experiences, ensuring alignment with Progressive Education tenets and the District’s Portrait of a Graduate, as well as a consistent experience for students within each grade.

Why did we select this annual goal?
<ul style="list-style-type: none">• Reported inconsistency of experiences across schools and a desire to incorporate competencies from Portrait of a Graduate into instructional planning and design.
How will we work to reach this goal?
<ul style="list-style-type: none">• Guided discussion at grade level release meetings<ul style="list-style-type: none">○ Review alignment with Progressive Education tenets and Portrait of a Graduate competencies○ Identify and document the activity’s alignment with academic standards
How will we know when we’ve met our goal?
<ul style="list-style-type: none">• By June of 2024, information regarding alignment between selected hallmark activities, Progressive Education tenets, and Portrait of a Graduate competencies will inform the District’s list of progressive hallmark activities by grade level. <p>Product/Deliverable:</p> <ol style="list-style-type: none">1. List of progressive hallmark experiences by grade2. Tool to determine alignment between current experiences and definition of progressive education
Reporting Mechanism <i>Where will it be reported?</i>
Annual Plan

Strategic Plan Subgoal 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.*

2023-2024 Annual Goal:

1. *Teachers in Grades 5-8 will plan or implement a Project-Based Learning project by June 2024.*
2. *A new Middle School Homework Guidelines will be developed for staff implementation at the start of the 2024-25 school year.*

Why did we select this annual goal?
<ul style="list-style-type: none"> • The <i>Quality of Student Discussion</i> rating on the 5Essentials survey (SK & CW), which is based on teacher responses, was the weakest area within the <i>Ambitious Instruction</i> component for both middle schools, indicating a need to increase engagement. Increased student engagement and ownership of their learning will also help the District to better serve students, especially those performing in the 26th-60th percentile. • Student responses to <i>Academic Press</i> on the 5Essentials survey (SK & CW) demonstrate a large discrepancy between experiences of Skokie and Washburne students, suggesting the need for better cohesion between the schools and a more gradual release of responsibility to students.
How will we work to reach this goal?
<ul style="list-style-type: none"> • All middle school staff will participate in PBL professional development and project planning guided by building administration. In addition, a PBL 101 course will be offered on-site to staff to ensure that at least one representative within each team, grade level, and department meeting at the middle school level has attended the PBL 101. • A Middle School Homework Task Force will be formed to: <ul style="list-style-type: none"> ○ Review current practice ○ Review best practices for homework and executive functioning at the middle school level ○ Assess the current reality of middle school homework practices in District 36 and their alignment with homework best practices ○ Present findings and suggested adjustments to the Board ○ Communicate and implement updated Homework Philosophy and Practices recommendations at the start of the 2024-25 school year
How will we know when we've met our goal?
<ol style="list-style-type: none"> 1. <i>100% of teachers in Grades 5-8 will plan or implement a Project-Based Learning project by June 2024.</i> 2. <i>By the spring of 2024, a new Middle School Homework Guidelines will be developed for staff implementation at the start of the 2024-25 school year.</i>
Reporting Mechanism <i>Where will it be reported?</i>

Annual Plan

Strategic Plan Subgoal 1.3: ~~Assess and Recommend grade 5-8 scheduling that supports inquiry-based, collaborative learning and inclusive school-wide programming~~ **COMPLETE**

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

2023-2024 Annual Goal: *Recommend Tier I programming for literacy, to be informed by our literacy pilot participants, for implementation at the start of the 2024-25 school year.*

Why did we select this annual goal?
<ul style="list-style-type: none"> ● Student data indicates a need to shift core instructional approach in order to impact student growth and achievement in literacy. <ul style="list-style-type: none"> ○ Early literacy indicators such as Nonsense Word Fluency and Oral Reading Fluency demonstrate students entering the fall below the national median. ○ NWEA growth as assessed by ECRA shows inconsistent performance year to year and across elementary schools
How will we work to reach this goal?
<ul style="list-style-type: none"> ● Approximately 60 teachers spanning Grades K-8 will pilot one of the four programs selected by the Literacy Leadership Committee in the spring of 2023. <ul style="list-style-type: none"> ○ Publisher-lead training will occur in September to ready pilot participants for implementation sometime between October and February ○ The pilot will entail replacing one current unit of study with one from the piloted program that best aligns with the intended learning outcomes of the current unit of study ○ During the pilot phase, participants will come together to debrief and learn from one another ○ By early March, pilot participants will complete a feedback tool aligned to the tenets of Progressive Education, the competencies outlined in Portrait of Graduate, and alignment to evidence-based practices such as those outlined by the Science of Reading ● The Literacy Leadership Committee, comprised of some pilot participants, literacy coaches, and administrators, will meet four times to update the district Literacy Instructional Framework, recommend a program for adoption starting in the 2023/24 school year, and detail plans for professional development and roll-out in the fall of 2024.
How will we know when we've met our goal?
<ul style="list-style-type: none"> ● Review of spring data analysis through ECRA will show substantial increase in student growth and achievement data amidst reading scores leading to the selection of new Tier I Literacy programming.
Reporting Mechanism <i>Where will it be reported?</i>
Annual Plan

Strategic Plan Subgoal 1.5: *Embed equitable and inclusive practices to differentiate learning experiences for all students to grow and achieve; ensure alignment with best-practice instruction, resources, and professional learning.*

2023-2024 Annual Goal: *Refine the District-wide approach to differentiation being addressed through intervention/enrichment blocks in all five schools ensuring alignment, consistency, and effectiveness.*

Why did we select this annual goal?
Key findings from this past year continue to point to inconsistencies between our schools and a vital need to improve in the area of addressing the needs of all students. Data-driven decision-making allows teachers to identify individual student strengths, weaknesses, and learning styles. By analyzing data, teachers can tailor their instruction to meet the specific needs of each student, leading to more personalized learning experiences and increased engagement.
How will we work to reach this goal?
A scaled approach towards training and implementation will be employed, beginning with building administrators and school psychologists, teachers, then more targeted instruction for coaches and interventionists. Otus will enable teachers and administrators to have more efficient, better informed, data-based decision meetings by making relevant data more accessible and timely. In addition, the incorporation of Behavioral and Social-Emotional data along with Academic will allow for data-informed whole-child decisions.
How will we know when we've met our goal?
By the spring of 2024, 100% of teachers will log onto Otus following benchmark assessment periods to interact with student data and provide feedback to inform future progress towards integration of the tool.
Reporting Mechanism <i>Where will it be reported?</i>
Annual Plan

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

2023-2024 Annual Goal: *Develop grade level descriptors in the areas of Organizing & Planning, Initiating Tasks and Staying Focused, and Managing Emotions that outline a K-8 alignment of skill development for our students.*

Why did we select this annual goal?
5Essentials data (CL , GR , HW , SK , CW) shows discrepancies in <i>Student Responsibility</i> between buildings and grade bands, confirming the Key Finding related to inconsistent experiences for students within the District.
How will we work to reach this goal?
<ul style="list-style-type: none"> ● An Executive Functioning Task Force will be formed to: <ul style="list-style-type: none"> ○ Review current practice ○ Review current identified best practices for executive functioning ○ Assess the current reality of executive functioning practices within the District ○ Present findings and suggested adjustments to the Board ○ Communicate and implement single-point descriptors for each skill area and grade level at the start of the 2024-25 school year
How will we know when we've met our goal?
By the spring of 2024, single-point descriptors for each skill area and grade level will be developed for staff implementation in the 2024-25 school year.
Reporting Mechanism <i>Where will it be reported?</i>
Annual Plan

Focused Strategies 2023-2024 Action Plans

Goal Area #2: Positive Culture & Well-Being

Admin Lead: Denise Matthews

Strategic Plan Subgoal 2.1: *Monitor the implementation of, and assess the effectiveness of, the District's SEL practices in our schools and classrooms.*

2023-2024 Annual Goals:

By June 2024, 100% of teachers will be using two or more RULER strategies with regularity in the classroom as seen through classroom observation and staff surveys.

By June 2024, a standardized social emotional universal screener will be piloted and a recommendation will be made for implementation for the 2024-2025 school year based on stakeholder feedback and pilot screener reviews.

Why did we select this annual goal?

In the 2022-2023 school year, the District focused professional learning on the adoption of the RULER approach to social-emotional learning in response to students and staff reporting a need to support social emotional and behavioral needs. Staff RULER Year 1 Reflection Survey results - Spring 2023 indicate staff familiarity with two of the four anchor strategies (charter and mood meter) from RULER. In addition, staff expressed the need to obtain more coaching and professional learning to use and implement the last two anchor strategies (Meta Moment and Blueprint). (staff survey results to be linked here).

The District's SEL committee and administration also identified a need to utilize a normed SEL screener to gather information about the mental health and wellbeing of staff and students to obtain more detailed information regarding the results of the District's efforts in supporting social emotional learning identifying the specific needs of students to be able to implement targeted interventions.

How will we work to reach this goal?

All staff will receive additional professional learning opportunities and coaching from SEL coaches in the area of RULER (see professional learning calendar and draft RULER PD calendar). This will include time during specific early release Mondays, Institute Days and through coaching opportunities in each building. SEL coaches have developed a scope and sequence for RULER instruction in classrooms.

Social workers, psychologists and SEL coaches have gathered information and identified two standardized screeners to pilot for the 2023-2024 school year (DESSA and SSIS). SEL coaches and administrators will survey staff to identify those willing to pilot the screeners with students. They will determine how often the pilot will be administered and how feedback will be obtained to determine the most appropriate tool to use moving forward.

How will we know when we've met our goal?
<p>Spring 2024 staff survey/observation results indicate that 100% of teachers utilize at least two of the four anchor strategies from RULER in their classrooms.</p> <p>SEL Coaches and committee will be able to share the results of the pilot data for two screeners and, along with staff surveys, be able to make a recommendation regarding the most appropriate SEL screener to utilize in the 2024-2025 school year.</p>
Reporting Mechanism <i>Where will it be reported?</i>
Annual Plan

Strategic Plan Subgoal 2.2: *Promote wellness for all stakeholders-students, staff, community-and ensure collaboration across schools around connection and belonging*

2023-2024 Annual Goal: *By June 2024, there will be a minimum three percent increase in favorable responses in the area of a sense of connection and belonging from the Panorama survey results for students and staff in each building.*

Why did we select this annual goal?
<p>Feedback from the spring 2023 Panorama survey indicated room for growth in the area of connection and belonging:</p> <ul style="list-style-type: none"> ● Staff Data - 70th percentile belonging ● Teacher Data - 73rd percentile belonging ● Student Data (3-5) 77th percentile
How will we work to reach these goals?
<p>Implement monthly observances in all schools as one step to promote connection and belonging by: Developing a communication plan, aligning current resources, connecting with PTO, and including student leadership groups.</p>
How will we know when we've met our goal?
<p>There will be a minimum of a 3 percent increase in Panorama Survey results in the area of connection and belonging.</p>
Measures

<i>How will it be monitored?</i>
The Panorama Survey will be administered two times a year (fall and spring) and the results will be compared with spring 2023 survey results in each school building.
Reporting Mechanism <i>Where will it be reported?</i>
Annual Plan

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

2023-2024 Annual Goal: *By June 2024, the District will implement monthly observances in all buildings which will be embedded practices that are shared in district communication.*

Why did we select this annual goal?
<p>After completing the book study of <i>Belonging Through a Culture of Dignity: The Keys to Successful Equity Implementation</i> by Floyd Cobb and John Krownapple, feedback from the stakeholders has shown a high level of interest in nurturing a responsive and inclusive culture.</p> <p>Staff members attended an Equity event at New Trier which sparked a deeper interest in this work. In addition, staff and students have shared feedback on the Panorama survey indicating room for growth in the areas of climate and culture (add data)</p>
How will we work to reach these goals?
A communication plan will be developed to introduce monthly observances for the 2023-2024 school year . Featuring books from school libraries that align with monthly observances. Gathering and sharing staff resources of developmentally appropriate resources for each month’s observances. Partnership/communication with public library)
How will we know when we’ve met our goal?
Artifacts/evidence of monthly observances in each school building.

Strategic Plan Subgoal 2.4: *Identify and address areas of stress for students and staff to maintain and improve a positive climate and culture.*

2023-2024 Annual Goal:

By June 2024, as indicated by the Panorama survey, results of a minimum three percent increase in favorable responses regarding the sense of connection and belonging for students and staff will be achieved.

Why did we select this annual goal?
<p>Staff shared feedback indicating room for growth in the areas of climate and culture (identified areas):</p> <ul style="list-style-type: none"> ● Request for more teacher/staff voice in decision-making ● Clarity/Communication around District-Level decision-making ● Number of new initiatives ● Need for increased teacher collaboration to unpack & embed professional learning
How will we work to reach this goal?
<p>In collaboration with the Department of Human Resources and Professional Learning:</p> <ul style="list-style-type: none"> ● Create a shared leadership network to ensure staff voice ● Develop professional learning plan
How will we know when we've met our goal?
<p>Staff surveys and feedback obtained in spring 2024 indicate improvements in the above mentioned areas.</p>
Reporting Mechanism <i>Where will it be reported?</i>
Annual Plan

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

Admin Lead: Jeff Knapp

Strategic Plan Subgoal 3.1: *Advance and lead the practice of Progressive Education and partner with innovative organizations.*

2023-2024 Annual Goal:

<ul style="list-style-type: none"> ● Why did we select this annual goal?
<ul style="list-style-type: none"> ● The District invests in staff through Professional Learning, but observes the knowledge can be isolated to those staff attending. This goal is designed to increase collaboration and knowledge sharing across the District in alignment with the Portrait of an Educator competencies.
<ul style="list-style-type: none"> ● How will we work to reach this goal?
<ul style="list-style-type: none"> ● Align Portrait of an Educator competencies with Professional Learning through a reflection tool utilized to increase collaboration and expand professional growth amongst staff.
<ul style="list-style-type: none"> ● How will we know when we've met our goal?
<ul style="list-style-type: none"> ● By Spring of 2024 a process will be created for educators ensuring the professional learning they are engaging in connects to the seven competencies within the Portrait of an Educator. Additionally, this process will include the requirement to establish a plan for disseminating learned material out to peers following a professional learning opportunity. ● By Fall of 2024 this process will be the standard for all staff participating in professional learning opportunities.
<p>Reporting Mechanism <i>Where will it be reported?</i></p>
<p>Annual Plan</p>

<p>2023-2024 Action Plan</p>

1. Utilize the Portrait of an Educator with staff attending professional development to impact student learning through core competencies. **BEGINNING 23/24**
2. Provide staff with Progressive Education research (including Key Progressive Tenets) to develop a research based understanding as a guide for Winnetka D36. **BEGINNING 23/24**

Measures
How will it be monitored?

Product/Deliverable:

1. A post-professional development reflection form will be developed for staff to record growth in the components of Portrait of an Educator. **BEGINNING 23/24**
2. The Winnetka D36 [staff intranet](#) will be utilized for research supporting the [Tenets of Progressive Education](#) in The Winnetka Public Schools. **BEGINNING 23/24**

Data/Metrics:

1. Staff will utilize the survey after Professional Learning opportunities to show growth via data collection on each component of Portrait of an Educator. ([Portrait of an Educator Competencies](#)) **BEGINNING 23/24**
2. Quantitative: Re-administer the portion of the Superintendent survey from Summer of 2022 on Progressive Education to ensure better understanding amongst stakeholders. Ensure staff have access to the following documents: "[Tenets of Progressive Education](#)", [Portrait of a Graduate](#), and [Portrait of an Educator](#). **BEGINNING 23/24**

Noted for 23/24 in EOY Update

- Initially the plan was to re-administer the Superintendent survey questions on understanding of Progressive Education in Winnetka. Based on the work this year, this survey will instead be re-administered in 2023/2024 after more work and education has been done for staff, parents and community members.
- The hub of research on Progressive Education has been created for the District internal website and will continue to be supplemented for the benefit of all staff members. Further work with the new website will include more Progressive Education research that would be appropriate for parents and community members.

Reporting Mechanism
Where will it be reported?

Annual Plan

Strategic Plan Subgoal 3.2: *Refine Parent and Community educational programming and outreach based on feedback to meet their evolving needs.*

2023-2024 Annual Goal:

Why did we select this annual goal?
<ul style="list-style-type: none"> Feedback from the community has shown a high level of interest and appreciation of Winnetka Parent Institute offerings on key goal areas and initiatives. It is a goal of the District to maintain this high level of satisfaction.
How will we work to reach this goal?
<ul style="list-style-type: none"> Align Winnetka Parent Institute offerings with key initiatives in the District as well as feedback from the community.
How will we know when we've met our goal?
<ul style="list-style-type: none"> Exit survey data from 80% or more of the community in attendance will indicate a better understanding of District initiatives and that the presentation aligned with what community members expected to learn. (additional feedback will also be gathered to show alignment with Portrait of a Graduate competencies).
Reporting Mechanism <i>Where will it be reported?</i>
Annual Plan

2023-2024 Action Plan
<ol style="list-style-type: none"> District 36 staff will collaborate to mirror professional learning that is occurring for our staff to reinforce with the parents/community to keep stakeholders up to speed and be able to reinforce critical learning for all. <ol style="list-style-type: none"> Examples will include: <ul style="list-style-type: none"> Science of Reading and Literacy Pilot information Progressive Education Student Services Information/Processes RULER/Social Emotional Learning implementation areas for Winnetka D36 Technology awareness and what students are doing online Key transition information/education for parents (ie. incoming Kg; incoming Middle School; incoming High School)

Measures
How will it be monitored?

Product/Deliverable:

1. Parent/Community Education will continue to be developed (as begun in the 2021/2022 school year) by implementing [Winnetka Parent Institute \(WPI\) offering](#) (on average) once per month during the 2023/2024 school year. The Winnetka Experience: Portrait of a Graduate, Portrait of an Educator, and Progressive Education (Jeff Knapp, Assistant Superintendent of Professional Learning and Human Resources and Beth Carmody, Principal)
 - a. Not Quite Little Kid, Not Quite Teenager: The Developmental Progression of the Middle School Child (Skokie and Washburne Administration)
 - b. Acceleration in Winnetka 36 (Dr. Becky Mathison, Director of Innovation, Teaching and Learning)
 - c. From Washburne to New Trier: (Paul Waechtler, Principal) A D36 Parent's Guide to the New Trier Transition
 - d. What does Progressive Education mean in Winnetka School District 36? (Jeff Knapp, Assistant Superintendent and Beth Carmody, Principal)
 - e. The Transition to Kindergarten in D36 (D36 Administration)
 - f. TBD

Data/Metrics:

Quantitative: Exit survey data with a goal of 85% satisfaction rating from participants and reported here: [Feedback Survey Satisfaction Results for WPI 2023/2024](#)

Noted for 23/24 in EOY Update

- Next steps will include leveling up certain WPI events from this year to bring parents the next steps of our Professional Learning initiatives including but not limited to: Science of Reading/Curriculum Piloting for Literacy, Differentiation (Math/Reading), Project Based Learning, Progressive Education/Portrait of an Educator, and RULER/SEL.
- Popular WPI events including those around transitions will be annual offerings due to the popularity and feedback received during the 2022/2023 school year.

Reporting Mechanism
Where will it be reported?

Annual Plan

Strategic Plan Subgoal 3.3: *Embed Progressive principles and practices into professional learning programs, including new teacher mentorship.*

2023-2024 Annual Goal:

Why did we select this annual goal?

- Feedback obtained during the 2022/2023 school year indicated Winnetka staff wanted to be more directly involved in Professional Learning planning efforts. The District has a strong interest in ensuring that all Professional Learning is relevant for Winnetka staff and utilizing this opportunity with a collaborative group of administration/educators to assist.

How will we work to reach this goal?

- Develop a network of administrators and staff centered on a shared leadership approach to designing professional learning in alignment with the District’s goals, Portrait of an Educator, Portrait of a Graduate, and Progressive Education tenets.

How will we know when we’ve met our goal?

- After each Institute Day (and new teacher events), an evaluation form will be given to ensure that an overall goal of a minimum of 80% reporting high engagement/connection is obtained from those in attendance.
- Feedback collected from staff indicating a disconnect to the professional learning experience will be brought back to the shared leadership group to explore ways to be responsive and improve the learning experience at the next opportunity.

Reporting Mechanism
Where will it be reported?

Annual Plan

2023-2024 Action Plan

1. All district staff will have the opportunity to align professional learning with their own goals, school goals, and/or district goals for the 2023/2024 school year.
2. Educators will have opportunities to highlight/share Progressive Tenets in action along with alignment to the Portrait of an Educator and/or Portrait of a Graduate.

Measures
How will it be monitored?

Product/Deliverable:

Professional Learning Calendar/Plans for all staff will be implemented

- Ex: [Professional Learning Calendar 2023/2024](#), “Highlighting our Portrait of a Graduate, Portrait of an Educator, and/or Progressive Tenets” through the Weekly Connect, Institute Days (2023/2024), New Teacher Orientation and Mentorship Program, SPARK Offerings

Data/Metrics:

Quantitative: During each staff institute as well as regular check-ins with new teachers, [survey feedback](#) will be administered to gauge whether staff feel engaged and that the learning is relevant to their goal area(s) through a Likert scale evaluation.

Noted for 23/24 in EOY Update

- The District will be continuing work in major initiative areas including: Literacy, Special Education, Social Emotional Learning, Project Based Learning, and Equity/Belonging.
- In order to address alignment of Professional Learning with District Staff goals, the Winnetka Education Association (WEA) has partnered with District Administration to form a Shared Leadership Network. This group began a partnership in 2023 to collaborate on the structures of Institute Day and Early Release Mondays during the 2023/2024 school year. Goals for the group include weaving in more Progressive Education principles as identified through the Portrait of an Educator process (Whole Child Approach, Meaningful/Experiential Learning and Collaborative Community).
- The new staff to Winnetka were given an opportunity to reflect on the first year experience. The data collected shows a high rate of satisfaction and the feedback will be utilized by the New Staff Orientation Committee in planning for the 2023/2024 school year (including orientation as well as the overall mentorship program).

Reporting Mechanism
Where will it be reported?

Annual Plan

Strategic Plan Subgoal 3.4: *Develop a Profile of an Educator that not only illustrates what a successful practitioner looks like in Winnetka, but how the District will consistently provide professional support in order to ensure that illustration is possible.*

2023-2024 Annual Goal:

Why did we select this annual goal?

- The District has previously developed Portrait of a Graduate for defining the student experience. The Portrait of an Educator will complement the Portrait of a Graduate and Progressive Tenets to show how current and future Winnetka educators will thrive in the District.

How will we work to reach this goal?

- Bring Portrait of an Educator, Portrait of a Graduate and the tenets of Progressive Education from theoretical to action with established practices that embody these three areas.

How will we know when we've met our goal?

- By Spring 2024, a complete hiring process and set of interview questions aligned with the Portrait of an Educator competencies will be developed and ready for hiring candidates for the 2024/2025 school year.
- Now that the District has established a Portrait of an Educator and Portrait of a Graduate, work will occur to establish a leadership network amongst other successful schools in Progressive Education to develop strategies, practices, collaborative teams that enhance our local and national links to other progressive educators.

Reporting Mechanism
Where will it be reported?

Annual Plan

2023-2024 Action Plan

1. Utilize the "Portrait of an Educator" to help assist and/or drive other goal areas that involve the key fundamental competencies of our staff as well as future staff candidates.

Measures
How will it be monitored?

Product/Deliverable:

1. Develop a roll out plan for Portrait of an Educator to both internal and external stakeholders.
2. Developing a protocol set for interviews aligned to Portrait of an Educator. Develop a formalized hiring process to communicate within Winnetka.

Data/Metrics:

- Quantitative: Tracking that all stakeholder groups (internal: staff; external: families, community) receive digital and/or printed communication materials of the launch of Portrait of an Educator and a follow up data survey of understanding (staff, community, WPI surveys).
- All Winnetka staff will see and receive a video highlighting the Portrait of an Educator and key talking points.
- Communication efforts will include monthly highlights of Winnetka educators in the "Painting our Portrait" section of our website (adding Portrait of an Educator to the current Portrait of a Graduate section)
- All building and district leaders will have an interview question set aligned to the Portrait of an Educator and have a formalized process document for hiring new candidates.

Noted for 23/24 in EOY Update

- The Portrait of an Educator Team wrapped up the collaborative process after a third meeting

<p>this Spring.</p> <ul style="list-style-type: none"> • A presentation from the Assistant Superintendent was made to the Board at the April 2023 meeting outlining the Portrait of an Educator process. • Next steps for this goal area heading into the 2023/2024 school year include: <ul style="list-style-type: none"> ○ District-wide communication of the Portrait of an Educator to internal stakeholders at August Institute Days. A plan will also include communications for external stakeholders beginning with a Fall roll-out. ○ Further work will be done with the administrative team to utilize the Portrait of an Educator as a key recruiting tool for future Winnetka educators including actions for branding and recruitment for future educators.
<p>Reporting Mechanism <i>Where will it be reported?</i></p>
<p>Annual Plan</p>

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

2023-2024 Annual Goal:

<p>Why did we select this annual goal?</p>
<ul style="list-style-type: none"> • This goal serves as a response to a nationwide educational labor shortage and increased competition for attracting the highest quality candidates in the the North Shore area. The District is working to appeal to future candidates by encouraging direct pipelines with universities.
<p>How will we work to reach this goal?</p>
<ul style="list-style-type: none"> • Increase partnerships with universities to continue to attract the best candidates for future employment in Winnetka.
<p>How will we know when we’ve met our goal?</p>
<ul style="list-style-type: none"> • The District will increase by 10% the number of university observers, practicum students, student-teachers and/or interns during the 2023/2024 school year compared to last year.
<p>Reporting Mechanism <i>Where will it be reported?</i></p>

Annual Plan

2023-2024 Action Plan

1. Local University partnerships (Data tracking methods of observations and practicum/student teaching experiences) and Winnetka 36 Staff Survey Data (Panorama and district institute engagement/alignment) will be reported out on the District annual plan document at the end of the school year.
2. Partnerships will develop with universities to create and maintain collaborative relationships.
 - a. Focus: Develop recruitment and marketing materials in order to attract and inform candidates about Winnetka. (ie. Recruitment video, data tracking of media sources, launch new employment page, recruiting pamphlet, branding etc)
3. Attend job/career/recruiting fair opportunities to showcase and identify top candidates for current and future openings.
 - a. Focus: Local/state/national fairs as well as unique presenting opportunities to further the Winnetka D36 brand.
4. Improve the wellness of D36 staff and deliver professional learning with a focus on Social Emotional Learning for all stakeholders to ensure a sense of belonging.
 - a. Focus: Panorama all staff data collection (pre and post data).

Measures

How will it be monitored?

Product/Deliverable:

Relationships and partnerships will be developed/enhanced to increase the pipeline of quality candidates as well as effectively retain existing staff in The Winnetka Public Schools District 36.

Data/Metrics:

Quantitative:

- Google analytics on a stand alone employee
- Diversifying the platforms for recruiting efforts (ie. LinkedIn)
- University partners will receive a personal letter and a document specific towards recruitment purposes.
- The District collects and improves [data](#) from past years logging all outreach opportunities highlighting recruitment/retention including parent/staff presentations, career fairs, college/teacher prep visits, staff wellness, etc.
- The District collects and improves [data](#) from Panorama for all staff (as outlined in Goal 2) from prior years.

Noted for 23/24 in EOY Update

- Partnerships are being cultivated by the District with local Universities to create pipelines for future educators. Observations, practicums, and student-teaching opportunities will continue to grow as a result of these partnerships as the data will reflect from this year and into the

next school year. Baseline data from 2021/2022 to 2022/2023 shows the number of student-teachers/practicum students increased by 100%. A partnership has been recently formulated between the District and National Louis University that will show a potential increase again for the 2023/2024 school year.

- The Portrait of a Graduate/Portrait of an Educator/Progressive Education Tenets will be a key contributor to the branding of the Winnetka Public Schools as a critical recruiting tool in telling the story of our community. The work between Human Resources and the Communications department will expand heading into the 2023/2024 school year in terms of branding efforts. The District will work towards more outreach in the future to connect with potential future Winnetka candidates through job fairs and other networking opportunities.
- The RULER/SEL initiative has taken hold in Winnetka and will grow with the assistance of the District SEL coaches heading into year two of a three year implementation plan. The area of belonging and tracking data (Panorama) with our community of adult learners will be a continued focus for seeing growth with all District staff. The Human Resources/Professional Learning Department works closely with the Student Services Department to assist the SEL Coaches in developing a [revised RULER implementation plan](#) for year 2 and 3 of implementation based on the staff's [reflection and feedback](#). [Panorama Survey](#) for staff and teachers indicated improvement in belonging, school climate and well-being for 2022/2023 and will continue to be tracked for next school year.
- It is important to note that although the work has been marked complete for 2022/2023, this work will be ongoing for the 2023/2024 school year.

Reporting Mechanism
Where will it be reported?

Annual Plan

Goal Area #4: Financial Stewardship and Facility Improvements

Admin Lead: Brad Goldstein

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

2023-2024 Annual Goal: 4.1A *Continue to build out the Long-Term Master Facility Plan and pricing for 10-years forward to ensure funding is in line with our ability to complete these projects for our aging facilities.*

Why did we select this annual goal?
Our buildings are aging, and it is important to ensure that we have funding available through effective utilization of fund balance to address these needs.
How will we work to reach this goal?
The board will be updated semi-annually on the updated cost projection of this work, along with a forecasted projection of fund balance. <ul style="list-style-type: none">• We will evaluate the need to update our Debt Service Extension Base in order to fund these projects in the long-term. This will be done through subcommittee work.• We will evaluate the need to update the fund balance policy to reflect changes needed to accomplish this goal. This will be done through subcommittee work.
How will we know when we’ve met our goal?
We will have a comprehensive Long-Term Master Facility Plan that extends beyond its current timeline, identifying projected funding needs by the end of the fiscal year. <ul style="list-style-type: none">• We will work with Perkins & Will to perform cost estimation updates to reflect trends in construction costs and impact of inflation over the life of the project• We will have a working document that is reflective of the scope of work that is necessary to ensure our buildings continue to provide an educational environment that is reflective of our community standards.
Reporting Mechanism <i>Where will it be reported?</i>
Annual Plan

2023-2024 Annual Goal: 4.1B *Work with the Board to review and update the Board’s Financial Philosophy and Fund Balance Policy to affirm it is still appropriate for the current and future Boards.*

Why did we select this annual goal?
The Board is committed to a timely review of the Financial Philosophy while ensuring the budget is balanced in accounting for student, facility and financial priorities.
How will we work to reach this goal?
<p>This will be accomplished through work with the Finance Subcommittee and Committee of the Whole</p> <ul style="list-style-type: none"> • We will evaluate policy 4:10 on fiscal and business management to see if it should be updated. • We will evaluate the need to update policy 4:20, our fund balance policy to reflect changes needed to accomplish this goal.
How will we know when we've met our goal?
<p>The Board will have had the opportunity to provide input on these policies and make any appropriate updates prior to the end of FY 2024.</p> <ul style="list-style-type: none"> • The Board will adopt any changes necessary through the Policy Subcommittee. • Any changes in policy will be shared with the public to ensure transparency, and provide reasoning behind any changes in these policies.
Reporting Mechanism <i>Where will it be reported?</i>
Annual Plan

2023-2024 Action Plan
<p>Prepare for and engage in SEIU negotiations, addressing salaries, benefits, and working condition topics. (Fall 2022 - Spring 2023) COMPLETE</p> <p>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</p>
Measures <i>How will it be monitored?</i>

Product/Deliverable:

Negotiated SEIU contract aligned with District’s financial goals while upholding commitment to recruiting and retaining excellent talent. **COMPLETE**

Ongoing: Assistant Superintendent and CFO have met with attorneys and are collecting data from other Districts to plan for negotiations in February. **COMPLETE**

Data/Metrics:

[Financial Performance Report](#) demonstrating accountability to financial targets (such as 3% cost per pupil), includes our [5-year forecasting model](#). (quarterly)

Noted for 23/24 in EOY Update

- The Board has received updated 5-year projections throughout the year. These were adjusted to reflect the referendum funding, as well as the long-term maintenance plan. New Board members were given the Financial Philosophy, and this will be a topic of discussion at the next Finance Subcommittee or Committee of the Whole to discuss any updates the Board deems necessary.

Reporting Mechanism
Where will it be reported?

Annual Plan

Strategic Plan Subgoal 4.2: *Build a system to collaborate with local governmental agencies to identify potential partnerships for service and financial efficiencies for taxpayer*

2023-2024 Annual Goal:

Why did we select this annual goal?
How will we work to reach this goal?
How will we know when we’ve met our goal?

Reporting Mechanism <i>Where will it be reported?</i>
Annual Plan

2023-2024 Action Plan
<p>Collaborate with Winnetka Park District to complete formal Intergovernmental Agreement (Summer 2022 Spring 2023). COMPLETE</p> <p>Collaborate with Community partner organizations and governmental agencies to determine partnership with Facility Proposal (Fall/Winter 2022). COMPLETE</p>
Measures <i>How will it be monitored?</i>
<p>Product/Deliverable:</p> <p>Board-approved IGA and Land Conveyance agreement with Winnetka Park District (Expected to be approved July 20, 2023)</p> <p>Data/Metrics:</p> <p>Formal partnership with community organizations/agencies for facility plans and investments (Fall 2022-Winter 2023). COMPLETE</p> <p>On-going We continue to work with the Village of Winnetka and the Park Districts on the stormwater project, IGA and land conveyance. We have worked on parking issues at Greeley as well as our traffic study and security plans for our buildings. COMPLETE</p> <p><i>Noted for 23/24 in EOY Update</i></p> <ul style="list-style-type: none"> The Village is continuing to keep the District updated regularly on the status of the stormwater project at Crow Island. They expect to break ground in the spring of 2024 in advance of our groundbreaking at Crow Island. The District will continue to keep neighbors updated in cooperation with The Village to ensure minimal impact on the

neighborhoods around the property.

- A [traffic study](#) was completed by Eriksson Engineering in April 2023. The report was shared with Administration and our Architectural team to discuss options for Crow Island, and the impact this may have on the neighborhood. Perkins and Will are working on design development to incorporate recommendations for traffic flow in the area.
- The District is working with Telgian on security design for our renovations. This will be bid out in the fall for all five schools. This will also incorporate recommendations from our security consultant, Paul Timm from Allegion PLC. The Board will continue to be update on security recommendations throughout the summer as the District continues design development.

Reporting Mechanism
Where will it be reported?

Annual Plan

~~**4.3 Monitor post-pandemic demographics and enrollment forecasting to ensure the District is well-informed for long term planning, aligned with Cost-Per-Pupil growth targets.**~~

2023-2024 Action Plan

Evaluate results of community survey regarding new move ins for demographic trends
Commit to demographic study in 23-24 school year

Measures
How will it be monitored?

Product/Deliverable:

Update to the Board and Community on demographic trends (Fall 2022 **Spring 2023**) **COMPLETE**

Data/Metrics:

Updated demographic by school (Fall 2022) **February 2023**
[Enrollment Study 2023-McKibben Demographic Research, Inc.](#)
COMPLETE

Reporting Mechanism
Where will it be reported?

Annual Plan

~~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.~~ **Goal Completed - Continue ongoing work**

2021-2022 Action Plan

Resolution for referendum for ballot (August 2022) **COMPLETE**

Engage with community to share fact-based information regarding the referendum leading up to the election in November (Fall 2022) **COMPLETE**

Develop district plans to advance EMFP if referendum should pass or not pass (Fall 2022) **COMPLETE**

Continue design process to move EMFP forward and evaluate long term facility plan (Fall 2022-Winter 2023) **COMPLETE**

Measures

How will it be monitored?

Product/Deliverable:

[Resolution](#) for referendum (August 2022) **COMPLETE**

[3-Year Critical Facilities Plan](#) should a referendum not pass (November 2022) **COMPLETE**

Evaluate [5-year projections](#) and fund balance to ensure they align with any referendum use of fund balance. (Fall 2022)

COMPLETE

Data/Metrics:

Recommended language for resolution approved by Board at August Board meeting

[Resolution](#)

COMPLETE

Share cost information for 310-Year ~~Critical Facility~~ Long-Term Maintenance Plan- with the Board

AMENDED

5-year projections shared with Board should a referendum pass or not pass

[Facilities Meeting 8.22](#)

COMPLETE

Noted for 23/24 in EOY Update

- The District successfully passed a \$58.4 million referendum in November 2022. This will allow the District to add a gym and three classrooms at Crow Island, a multi-purpose room at Hubbard Woods, and complete critical renovations at all schools including health, life safety work, accessibility, HVAC upgrades including air conditioning, safety and security updates, electrical and plumbing upgrades and other critical work. This will happen over the next three summers, with an expected completion date of fall 2025.
- The District is also working on completing a 10-year long-term maintenance plan to be funded utilizing fund balance. This was previewed with the Board at subcommittee meetings in the early spring. The Administration will focus on planning out funding for this plan and continue to update the Board on this each year of the plan.

Reporting Mechanism
Where will it be reported?

Annual Plan