

DEPARTMENT OF CURRICULUM AND INSTRUCTION
Wilmette Public Schools

ACTION ITEM

Date: September 21, 2020

To: Kari Cremascoli, Ph.D.
Superintendent

From: Building Principals
Grade Level Administrators
Assistant Principals

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

Tony DeMonte
Administrator for Technology, Information, & Safety

Katie S. Lee
Administrator for Curriculum & Instruction

Kristin Swanson, Ph.D.
Administrator for Student Services

Angela DeMay
Assistant Director of Special Services

Corey Bultemeier
Chief School Business Official

Subject: 2020 - 2021 District 39 Strategic Plan

PROPOSED ACTION BY BOARD OF EDUCATION

Approve the 2020-2021 District 39 Strategic Plan

Background

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

- In May or June, the Community Review Committee (CRC) presents a report each year.
- In June, the administrative team presents a progress update of that year's Strategic Plan. In addition, an analysis of strategic priorities commences for the coming year.
- In August/September, the Superintendent responds formally to the Community Review Committee's (CRC) report and recommendations.
- In September, District 39 Administration presents a proposed Strategic Plan to the Board of Education for approval in October.
- In October, the Superintendent submits District/Superintendent's Goals to the Board based on the Strategic Plan.
- In January and February, the administrative team presents progress updates on the implementation of the Strategic Plan.

Strategic Plan Format

The cover page identifies the strategic plan components, corresponding descriptions and proposed 2020-2021 strategic initiatives organized by the phase sequence.

Strategic Plan Components	Descriptions
Situation <i>provided for new and continuing initiatives</i>	Provides background/context for the current reality of the strategic initiative. Explains the motivating factors and drivers prompting the initiative.
Question(s)	Provides the central question(s) that needs to be answered.
Intended Outcome(s)	Establishes what will be accomplished by striving to answer the question(s).
Action Steps Summary	Summarizes the actions that will lead to delivering the intended outcome.
Year	Shares the status of a multi-year initiative.
Phases of the Strategic Initiative	Phase Sequence: Developing-----> Implementing-----> Reflecting <i>Developing</i> <ul style="list-style-type: none"> ● Research and gather resources ● Explore best practice ● Formulate a plan ● Recommend the plan ● Report to the Board of Education <i>Implementing</i> <ul style="list-style-type: none"> ● Put plan into practice ● Gather feedback/input ● Adjust plan, as needed ● Report to the Board of Education <i>Reflecting</i> <ul style="list-style-type: none"> ● Evaluate and adjust ● Implement and reflect ● Repeat above ● Roll off of strategic plan following a year of reflection ● Becomes a part of D39’s practice

New Strategic Initiative

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

2020-2021 Wilmette District 39 Reopening Plan - Year 1: Implementing

On March 13, 2020, Governor Pritzker made an emergency declaration to close schools statewide. Unfortunately, the 2019-2020 school year ended with teaching and learning occurring remotely as the community needed to abide by the Stay at Home order. In June, District 39 began planning for fall 2020 and formed a committee and advisory task force of over 100 members - staff, students, administrators, district families, board members, and community members. District 39 kept the health and safety of all members of the Wilmette school community as a priority while developing its Fall 2020 Reopening Plan. The team aimed to build in-person student learning and connections as often as possible while abiding by state health and safety guidelines, and was guided by four commitments for return to learning:

- The health and safety of students and staff is a priority.
- Flexible and adaptable instructional models must be developed to provide consistency and the ability to respond without interruption.
- Manageable, meaningful and sustainable teaching and learning are critical to our ongoing success.
- Targeted and connected learning is our goal.

Plans focused on solutions that are flexible and adaptable for different scenarios, ensuring that learning is targeted, connected, meaningful and manageable while thoughtfully addressing the health and safety needs of students and staff in sustainable ways. District 39 is committed to implementing its Reopening Plan while monitoring and abiding by the guidance received from the Illinois Department of Public Health (IDPH), local/regional health officials, and Illinois State Board of Education -- to name a few.

Continuing Strategic Initiatives

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

- Delivering a Kindergarten Enrichment Program
- Student Growth through Differentiation & Personalization
- Creating Flexible Learning Environments

Delivering a Kindergarten Enrichment Program - Year 3: Developing/Implementing

Although District 39's long-term goal is a full-day Kindergarten, a half-day Kindergarten is currently offered. Construction at Central School and Harper School was completed to address the need for additional classroom space and the program development committee completed designing the enrichment program. District 39 will implement the program and seek guidance from the Board of Education on the construction plans for McKenzie School and Romona School.

Student Growth through Differentiation & Personalization - Year 3: Implementing

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

Creating Flexible Learning Environments - Year 3: Implementing - Highcrest Middle School - Courtyard, Outdoor Classroom, and Garden

District 39's library and technology spaces have been transformed so that students can learn and practice skills needed for college and careers. Last year, the Learning Commons spaces were completed in all six District 39 schools. This year, Highcrest Middle School has one remaining project to complete. District 39 is committed to finalizing and implementing the outdoor learning spaces.

Annual Business

In this section, the goals and outcomes presented are a current part of District 39's responsibilities. District 39 is committed to the work of the respective departments/schools with the following outcomes/goals:

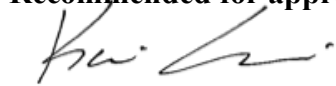
- During the 2020-2021 school year, District 39 will improve school culture by directly engaging in learning/conversations about diversity/inclusion and fostering a sense of connectedness among all students and staff. District 39 understands the impact of school culture on the promotion of inclusion, diversity, and a sense of belonging. District 39 values how school culture contributes to a positive climate among students and staff.
- Throughout 2020-2021 school year, District 39 will continue implementation of the 2018 district-wide safety plan which includes facility improvements and safe practices training for students and teachers.
- By June 2021, Department of Curriculum & Instruction will have completed the third year of Science Curriculum Review.
- Throughout the 2020-2021 school year, District 39 will continue to ensure positive environmental practices during all and/or future construction projects through the use of sustainable materials, grant funding applications, and cost analysis - as well as promote environmental literacy and responsibility among students.

CONCLUSION

Although all initiatives will be addressed thoroughly, the administration would like to highlight the Fall Reopening Plan and the unique circumstances of the 2020-2021 school year. As the global pandemic remains to impact all communities including school communities everywhere, we are acutely focused on meeting the learning and social emotional needs of each and every District 39 student. The primary concern has been and continues to be student, staff, and community safety and wellness. We are grateful for the Wilmette community of families for their understanding, kindness, patience, and support. Also, the administration humbly expresses our deepest gratitude to the Wilmette Board of Education for your empathy, guidance, and partnership.

Finally, the administration presents the 2020-2021 Strategic Plan to the Board for approval. Following board discussion, revisions, if any, will be made accordingly.

Recommended for approval to the Board of Education,



Kari Cremascoli, Ph.D., Superintendent

*Attachment:
2020 – 2021 District 39 Strategic Plan*

2020 - 2021 District 39 Strategic Plan

Strategic Plan Components and Descriptions

Strategic Plan Components	Descriptions	
Situation provided for new and continuing initiatives	Provides background/context for the current reality of the strategic initiative. Explains the motivating factors and drivers prompting the initiative.	
Question(s)	Provides the central question(s) that needs to be answered.	
Intended Outcome(s)	Establishes what will be accomplished by striving to answer the question(s).	
Action Steps Summary	Summarizes the actions that will deliver the intended outcome.	
Year	Shares the status of a multi-year initiative.	
Phases of the Strategic Initiative Phase Sequence: Developing--> Implementing--> Reflecting	Developing <ul style="list-style-type: none"> ● Research and gather resources ● Explore best practice ● Formulate a plan ● Recommend the plan ● Report to the Board of Education Implementing <ul style="list-style-type: none"> ● Put plan into practice ● Gather feedback/input ● Adjust plan, as needed ● Report to the Board of Education Reflecting <ul style="list-style-type: none"> ● Evaluate and adjust ● Implement and reflect ● Repeat above ● Roll off of strategic plan following a year of reflection ● Becomes a part of D39's practice 	<p style="text-align: center;">Strategic Initiatives - Categorized by Year and Phase</p> <p><i>New Strategic Initiatives</i></p> <p>Year 1: Implementing</p> <ul style="list-style-type: none"> ● 2020-2021 Wilmette District 39 Reopening Plan <p><i>Continuing Strategic Initiatives</i></p> <p>Year 3: Developing/Implementing</p> <ul style="list-style-type: none"> ● Delivering a Kindergarten Enrichment Program ● Student Growth through Differentiation & Personalization ● Creating Flexible Learning Environments <p><i>Annual Business</i></p> <ul style="list-style-type: none"> ● Building School Culture and Community ● School Safety ● Science Curriculum Review ● Sustainability Planning & Practices

New Strategic Initiatives

2020-2021 Wilmette District 39 Reopening Plan Year 1: Implementing	
Situation	<p>Early March of 2020, New Trier Township school districts worked collaboratively with local agencies and public health officials as the country monitored developments regarding COVID-19 (coronavirus). The situation began rapidly evolving, as did the guidance from public health agencies on potential school responses. At the time, there were no local cases reported in any of the township districts. However, as a proactive measure, all school districts began preparing for health, safety and educational preparedness and creating an e-Learning plan in the event that a large number of absences occurred or a potential school closure.</p> <p>On March 12th, District 39 canceled school for March 13th and announced that remote e-learning would begin on Monday, March 16th. On March 13th, Governor Pritzker made an emergency declaration to close schools statewide through March 30th in an effort to slow the spread of COVID-19. Staff, students, and families prepared to shift from in-person learning to a complete remote learning experience. With spring break approaching and an abundance of caution for the health and safety of students and staff, all New Trier Township schools extended school closures through Monday, April 13, 2020. The Governor's orders were monitored regularly and the plan was modified to be aligned with the orders for the remaining two months of school. What was, at first, thought to be temporary ultimately resulted with the school year ending with remote learning.</p> <p>As the 2019-2020 school year came to a close, District 39 formed the Fall 2020 Planning Committee and Advisory Task Force and began working on plans for reopening and improved remote learning in the 2020-2021 school year. The Fall 2020 Planning Committee comprised of teachers, staff, administrators, parents and students began working to develop a continuum of scenarios under which Illinois schools may be allowed to reopen fall of 2020, including scenarios for in-person instruction, hybrid models, and remote learning. The committee was organized into the areas of consideration: Health and Safety, School Operations & Logistics, and Teaching & Learning. The primary goal/aim was to build in-person student learning and connections as much as possible <i>while</i> abiding by state health and safety guidelines. The health and safety of students and staff remained a priority throughout the teams' reopening planning. Additional commitments reflected that flexible and adaptable instructional models must be developed to provide consistency and the ability to respond without interruption and recognition that manageable, meaningful and sustainable teaching and learning are critical to our ongoing success. Targeted and connected learning has remained one of the district's goal throughout.</p>
Question(s)	How will District 39 meet the learning needs of students while keeping all members of the school community safe and well?
Intended Outcome	By June 2021, District 39 will have implemented the 2020-2021 Reopening Plan keeping student, staff, and community safety and wellness as a priority while ensuring that learning is targeted, connected, meaningful and manageable.
Action Steps Summary	<ol style="list-style-type: none"> 1. Implement the 2020-2021 Reopening Plan which was and refined in collaboration with a multi-stakeholder (faculty, staff, administrators, students, district families, community members, and medical experts) and in accordance with health, safety and educational guidance set forth by the Illinois State Board of Education (ISBE) and the Illinois Department of Public Health (IDPH). <ol style="list-style-type: none"> a. Implement a modified in-person model for students in grades K-4. b. Implement hybrid model for students in grades 5-8. c. Implement a fully remote model for students in all grades. d. Be prepared to pivot between models, based on health and safety guidance and direction from state health officials. 2. Provide targeted and ongoing professional development and training for faculty and staff to support implementation of the plan and effective curriculum and instruction across environments. <ol style="list-style-type: none"> a. Summer training, including training on social-emotional CASEL competencies b. Pre-service training and mentoring for new and new-to-position teachers and faculty

- c. Weeklong professional development and training for all teachers and staff
- d. Ongoing professional development and training for teachers and staff throughout the school year
- 3. Conduct ongoing review, reflection, and refinement to the plan, as necessary.
- 4. Form a [Metrics Reopening Advisory Team](#) to establish and review metrics to guide decisions on adjustments to plans and implementation.
 - a. Meet weekly to study the metrics and progress related to the Reopening Plan and suggest improvements to operational procedures along with health/safety protocols.
 - b. Metrics Reopening Advisory Team will make weekly recommendations to the Superintendent.
- 5. Building community among in-person learners, remote learners, and staff.
 - a. Implement strategies and targeted intervention to support social-emotional well-being.
 - b. Implement class community building strategies.
 - c. Implement home school community building strategies.
 - d. Develop/nurture home school community building in partnership with PTA/Os.
- 6. Parent Partnerships
 - a. Create and update a “one stop shop” for parents/families to access useful and helpful information, videos, and updates throughout the year.
 - i. [2020-2021 District 39 Families Toolbox](#) - linked to District 39 website homepage: www.wilmette39.org
 - b. Seek input/suggestions from district families regarding parent events offered throughout the year -- some sample topics would be -- technology, social emotional wellness, stress management, and helping children cope as well as increase competency and independence.
 - c. Conduct a review of district-wide communication practices and methods.
 - d. Evaluate ways to strengthen the home/school partnership and improve two-way directional dialogue between parents, teachers, and administrators.

[2020-2021 Reopening Plan](#)

- Teaching & Learning - starts on page 16
- Health & Safety - starts on page 37
- School Operations & Logistics - starts on page 51

Continuing Strategic Initiatives

Delivering a Kindergarten Enrichment Program Year 3: Developing/Implementing	
Situation	<p>Kindergarten Enrichment has been a request from the community for over a decade. Currently, District 39 offers a half-day kindergarten program, but has neither space nor the budget resources to extend the kindergarten school day. Many District 39 parents pay private tuition for a kindergarten enrichment program. Numerous parents have indicated a willingness to pay for an optional D39 Kindergarten Enrichment program that would essentially extend the kindergarten school day by four hours in each elementary building. Therefore, during the 2017-2018 school year, District 39 committed to conducting a feasibility study to determine if a fee-based kindergarten enrichment option could be offered.</p> <p>Based on the 2017-18 strategic review, District 39 can offer a sustainable fee-based kindergarten enrichment program. The strategic review recommended construction at each k-4 school and a fee of \$6,500 per pupil. To deliver D39 Kindergarten Enrichment, the Board of Education recommended a phased implementation plan. A long-term goal is to offer a full-day Kindergarten program at all of our elementary schools.</p>
Question(s)	How will Kindergarten Enrichment be implemented in District 39?
Intended Outcome	By June 2021, District 39 will have completed and reviewed the Kindergarten Enrichment and Enhancement Program (KEEP39) at Central Elementary School and Harper Elementary School.
Action Steps Summary	<p>Construction Plan</p> <ul style="list-style-type: none"> ● Identify timing for Phase II construction (Romona & McKenzie) ● Review McKenzie and Romona Schools' construction plans with STR Architects. <ul style="list-style-type: none"> a. Present construction recommendations to the Facilities Development Committee. b. Request Board of Education to authorize the bidding process. c. Approve construction bids by the Board of Education. <p>Kindergarten Enrichment Program Development</p> <ul style="list-style-type: none"> ● Implement KEEP39 program at Central and Harper Elementary Schools. ● Review and reflect on programming elements to guide improvements, if needed. ● Gather feedback and input from all stakeholders to use to evaluate the program and guide improvements: teachers, students, and families.

**Student Growth through Differentiation & Personalization
Year 3: Implementing**

Situation	Historically, student attainment (achievement) data has been the focus for reporting student success. In the spring of 2016, an investigative process for developing a student growth model began. The first step focused on the development of growth target ranges for District 39. The district reviewed existing assessment tools and concluded that NWEA MAP assessment offers a measure of student growth. Since multiple data points are necessary to provide a complete picture of student growth, other student data such as curriculum-based assessments, non-cognitive factors, and classroom performance are important to consider when determining levels of student growth. The shift to student growth expands our focus to students of <i>all</i> levels of achievement.
Question(s)	What does District 39 do to support students who are not demonstrating expected growth? How will District 39 engage students and parents in learning about student growth?
Intended Outcome	<p>District 39 will evaluate the impact of differentiating instruction and personalized learning as measured by maintaining or increasing the percentage of students who demonstrate high growth by meeting or exceeding growth targets at 65% on MAP Growth Reading and Mathematics Assessments.</p> <p>District 39 will evaluate the impact of teaching and learning as measured by the percentage of students and student subgroups who grow in performance on MAP Reading and Mathematics Assessments.</p> <p>In addition, District 39 will continue to analyze benchmarking assessments such as NWEA MAP, aimswebPlus, Devereaux Student Strengths Assessment (DESSA) and Mindsets, Essential Skills, and Habits (MESH) along with curriculum-based measures to inform improvement efforts in differentiating instruction for all students.</p>
Action Steps Summary	<ol style="list-style-type: none"> 1. Differentiate instruction and provide appropriate interventions to impact student growth and achievement. 2. Continue to implement the Multi-tiered Systems of Supports (MTSS) for monitoring student progress in academic and/or behavior as well as social emotional well-being. MTSS incorporates the strengths of Response to Intervention (RtI) and Response to Growth Intervention (RtGI). 3. Engage staff on the use of qualitative and quantitative data to inform instructional decisions. <ul style="list-style-type: none"> ○ NWEA MAP ○ aimswebPlus ○ DESSA or MESH ○ ScootPad ○ Curriculum Based Assessments 4. Provide professional development and support teachers as they engage students in learning to meet their needs and/or strengths.

Creating Flexible Learning Environments
Year 3: Implementing - Highcrest Middle School - Courtyard, Outdoor Classroom, and Garden

Situation	<p>District 39’s Learning Commons initiative has provided the spaces required for an enhanced implementation of technology/library curricula. These spaces are structured to foster an environment that promotes communication, creativity, critical thinking, and collaboration (4Cs). Therefore, each school’s Learning Commons will increase and enrich learning opportunities that are not available in general education classrooms. District 39’s library and technology spaces have been transformed so that students can learn and practice skills needed for college and careers. Winter of 2019 marked the conclusion of the Learning Commons spaces in each of the District 39 schools.</p> <p>There is one important project remaining at Highcrest Middle School. When STR Architects developed the construction and interior plans for Highcrest Middle School’s Learning Commons, the plan included a direct connection between the outdoor classroom/gardens to the interior design.</p> <p>A three-phased plan was created to address the redevelopment of the outdoor classroom and garden.</p> <ul style="list-style-type: none"> ● Phase I: Summer 2019 - <i>completed</i> <ul style="list-style-type: none"> ○ Hardscape/drainage/infrastructure design embedded in the STR design for Learning Commons construction. ● Phase II: Spring 2020 - <i>paused</i> <ul style="list-style-type: none"> ○ Courtyard surface landscaping after hardscape construction is complete. <ul style="list-style-type: none"> ■ Identify landscape architects/educational organizations to partner with in the design of outdoor classroom. ■ Engage students in the process. ■ Create a revitalized courtyard space including garden and learning areas. ■ \$50,000 budgeted for 2019-20 (if additional funds are needed, can be budgeted for next fiscal year- summer 2020) ● Phase III: Spring 2021 <ul style="list-style-type: none"> ○ Consider enhancements to the mini-farm, rain garden, a new additional garden, etc. to compensate for space lost due to construction. ○ Design & budgeting during 2019-20 school year.
Question(s)	How does a Learning Commons space and culture affect student learning, creativity, and interest/motivation?
Intended Outcomes	By spring of 2021, the plan to address outdoor learning space (Phase III) will be finalized and implemented.
Action Steps Summary	<p>Facility Development</p> <ol style="list-style-type: none"> 1. Implement Phase II outdoor classroom/garden plan. <ol style="list-style-type: none"> a. Identify licensed, professional landscape architect designer for outdoor classroom design. b. Engage student and staff participation by gathering feedback about “wants” and uses for the outdoor classroom. 2. Finalize and implement plans for Phase III <ol style="list-style-type: none"> a. Convene staff and student committee to gather feedback and determine Phase III planning for compensatory spaces and mini-farm. b. Identify space(s) for external outdoor learning environment/garden

Annual Business

Building School Culture and Community	
Intended Outcome	<p>District 39 understands the impact of school culture on the promotion of inclusion, diversity, and a sense of belonging. District 39 values how school culture contributes to a positive climate among students and staff. During the 2020-2021 school year, District 39 will improve school culture by directly engaging in learning/conversations about diversity/inclusion and fostering a sense of connectedness among all students and staff. Improved school culture will be measured by:</p> <ul style="list-style-type: none"> ● Positive and Chronic Absenteeism Student Attendance ● Annual Bullying Report ● 5Essentials Survey for Students & Staff ● District School Culture Survey for Staff ● School Climate Section of Mindsets, Essential Skills, and Habits (MESH)
Action Steps Summary	<ol style="list-style-type: none"> 1. Provide continuous staff professional development focused on building school and classroom community, fostering inclusion, and facilitating difficult conversations in a developmentally appropriate manner. 2. Evaluate available data and need for developing a plan for strengthening staff connectedness. 3. Engage students in ongoing learning activities to address anti-bias, bullying, diversity/inclusion and social conflict, and increase the level of understanding across our schools and community about the threats posed by hate and intolerance. 4. Engage parents in informational/educational events on topics such as social emotional wellness, inclusion, diversity and behaviors.

School Safety	
Intended Outcome	Throughout 2020-2021 school year, District 39 will continue implementation of the 2018 district-wide safety plan which includes facility improvements and safe practices training for students and teachers.
Action Steps Summary	<ol style="list-style-type: none"> 1. Installing additional security cameras at all schools. 2. Provide additional “Stop the Bleed” kits. 3. Continue to evaluate replacement of door locking mechanisms for large space areas. 4. Install public announcement (PA) speakers in WJHS stairwells. 5. Provide reunification kits, training and communication. 6. Continue safety training in collaboration with the Wilmette Police Department and Wilmette Fire Department.

Grades K-8 Science Curriculum Review	
Intended Outcome	<p>A six - eight year cycle is typical of curriculum reviews conducted by school districts. Based on the District 39’s curriculum review cycle, fall 2018 signaled the start of the seventh year since the last science curriculum review.</p> <p>As a result of this school year’s safety protocols and practices, the full implementation of the revised curricula implementation will pause for grades K-4 and begin fall 2021. Grades 5-8 will implement the revised curricula with special attention to the safety protocols and practices unique to this current school year.</p>

Action Steps Summary	<p>Year 1: Developing (2018-2019)</p> <ol style="list-style-type: none"> 1. Review current District 39 Science Curriculum and reflect on current practices. 2. Evaluate alignment with the Next Generation Science Standards and adjust as needed. 3. Apply environmental literacy audit findings to the Science Curriculum Review process. 4. Assess curriculum material needs to deliver instruction. <p>Year 2: Developing (2019-2020)</p> <ol style="list-style-type: none"> 1. Pilot and reflect on the effectiveness of curriculum materials and resources. 2. Revise/update/create curriculum maps, as needed. 3. Revise/update report card descriptors to reflect changes to course goals/objectives, if necessary. 4. Purchase curriculum materials and resources to support revisions/updates to curriculum. 5. Provide professional development and training. <p>Year 3: Implementing (2020-2021)</p> <ol style="list-style-type: none"> 1. Implement Next Generation Science Standards (NGSS) aligned lessons and units of study for grades K-8. <ul style="list-style-type: none"> ○ K-4 implementation will use curricular resources that support the safety protocols and practices unique to this school year and full implementation will begin fall 2021. ○ 5-8 Implementation of revised curriculum and Amplify Science curricular resources will begin. 2. Gather reflections and information from teachers in order to revise/update 5-8 curriculum maps, as needed. <p>Year 4: Implementing (2021-2022)</p> <ol style="list-style-type: none"> 3. Implement K-4 revised curriculum and Elevate Science materials/resources. 4. Revise/update curriculum maps based on feedback, as needed.
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Sustainability Planning, Practices, & Education	
Intended Outcomes	<p>District 39 continually seeks to achieve energy cost reductions and promote environmental literacy among students. By June of 2021, District 39 will complete the intended action steps as outlined.</p>
	<ol style="list-style-type: none"> 1. Ensure positive environmental practices during all and/or future construction projects through the use of sustainable materials, grant funding applications, and cost analysis. 2. Communicate and train staff and students on D39 sustainability practices such as recycling, composting, and reusable products. 3. Continue partnership with districtwide PTO to communicate and educate parent community about the district's green efforts.