

DEPARTMENT OF CURRICULUM AND INSTRUCTION
Wilmette Public Schools

INFORMATION ITEM

Date: June 18, 2018

To: Members, Board of Education

From: Building Principals
Grade Level Administrators
Assistant Principals

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Subject: Review of 2017-2018 District 39 Strategic Plan

BACKGROUND

On October 23, 2017, the Board of Education approved the implementation of the 2017-2018 District 39 Strategic Plan. The district initiatives were divided into three sections: New Strategic Initiatives, Continuing Strategic Initiatives, and Annual Business. This month's report will note the status of each goal, provide a summary update and any applicable next steps.

New Initiatives

Kindergarten Enrichment Year 1: Developing	
Intended Outcome	By spring of 2018, a feasibility study on the viability of an enrichment option will be completed. The study will focus on factors impacting a half-day fee-based enrichment option for kindergarten students.
Status	<i>In Progress</i>
District 39 and the Board of Education initiated a study regarding the feasibility of a fee-based Kindergarten Enrichment program. Following a review of prior explorations, administration prepared	

to deeply investigate how to provide this programming for District 39 families. After the Board of Education approved the 2017-2018 Strategic Plan, the first step was to assess available space at each elementary school. The district hired STR Architects to conduct this space study. Upon completion, the firm revealed that construction of additional classrooms would be required. The estimated cost was \$5,681,600 and the space would be available by 2020-2021 school year. Based on STR's estimated cost for construction, administration surveyed families to gather levels of interest or commitment to a fee-based kindergarten enrichment program if tuition was set at \$6,500 per student. Since the D39 Kindergarten Enrichment Survey results indicated much support for a fee-based kindergarten enrichment program, the Board of Education requested more space and funding options.

- To address space, administration presented two possible options: build classrooms or build modular units.
- To address funding, administration presented two possible options: District 39 assumes all construction costs while parents assume all program costs OR parents assume all construction and program costs.

Throughout the year, several discussions and board reports were presented on the space and funding options, two survey results, and budget scenarios on the potential impact on fund balances for each of the three options investigated:

- March 19, 2018 - Board of Education Meeting
- April 9, 2018 - Committee of the Whole Meeting
- April 23, 2018 - Board of Education Meeting
- May 14, 2018 - Committee of the Whole Meeting
- May 21, 2018 - Board of Education Meeting
- June 11, 2018 - Committee of the Whole Meeting
- June 18, 2018 - Board of Education Meeting

District 39 administration recommends a phased implementation of Kindergarten Enrichment Program. The enrichment offering proposed would be self-sustaining with no (or minimal) impact on tax dollars.

Phased Implementation of Kindergarten Enrichment Program

Construction Phases

- **Phase 1:** Classroom construction planning begins in 2019-2020 at two elementary schools. (Available for use in 2020 - 2021)
- **Phase 2:** Classroom construction planning begins in 2020-2021 at the remaining two elementary schools. (Available for use in 2021 - 2022)

Half-Day Kindergarten Enrichment Program Implementation Phases

- **Phase 1:** Half-Day Kindergarten Enrichment Program offered to District 39 families as an optional fee-based program at two elementary schools starting fall 2020. Tuition established at \$6,500 per student. Lottery-based enrollment would allow for families across the district to participate.
- **Phase 2:** Half-Day Kindergarten Enrichment Program offered to District 39 families as an optional fee-based program at four elementary schools starting fall 2021. Tuition established at \$6,500 per student.

Next Steps	<ul style="list-style-type: none"> • Add as a continuing initiative in the 2018-2019 Strategic Plan. <ul style="list-style-type: none"> ○ STR Architects presents recommendations to the Facilities Development Committee. ○ Board of Education authorizes the bidding process in November 2018. ○ If successful, final board approval could initiate work as early as January 2019.
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District 39 Instrumental Music Program Year 1: Developing	
Intended Outcome	By spring of 2018, recommendations for a District 39 Grades 5-8 Instrumental Music Program will be presented to the Board of Education.
Status	Outcome Met
<p>District 39 offers an Instrumental Music Program for students in grades 5-8. The program is currently shared between District 39 and Avoca District 37, with grades 7 and 8 orchestra students participating at Marie Murphy School in District 37. Beginning in 2018-2019 school year, both band and orchestra components of the Instrumental Music Program will be delivered and managed by District 39.</p> <p>To better define the District 39 position/philosophy of the Instrumental Music Program, it was important to differentiate between the program as an enrichment option, or as a part of a related arts program. Two steps have been taken to better define the program: evaluation of survey feedback proposing an option of moving the program into the school day as a related arts course, as well as the evaluation of current Board Policy (6:190).</p> <p>District 39 surveyed current band and orchestra parents and students and the results indicated that keeping band rehearsals outside of the school day as opposed to making band rehearsals a related arts course option (curricular), would be the preferred option. The feedback from the survey showed that current parents and students did not want to forfeit the related arts options offered at the 5-8 level if that was the only way to move rehearsals into the school day.</p> <p>According to Board Policy 6:190 (recently revised and slated to be approved after the third and final read at the Board meeting on 3/19/17), the Instrumental Music Program can be defined as co-curricular. As a result, administration recommended that the Instrumental Music Program in District 39 be defined as a co-curricular activity.</p> <p>Work continued to better delineate how this definition will impact current practices with respect to assessment, student choice, and alternatives to the existing Instrumental Music Program. After an analysis of the impact of sectional scheduling (small group instruction during the school day), administration recommended an improved sectional rotation schedule that ensures band/orchestra students would not miss more than four other classes per content area as a “first step”. The new scheduling approach will be implemented next school year, and then feedback would be gathered from students and parents about the effectiveness of this change, as work continues to improve the Instrumental Music Program. In addition, students participating in the program will receive standards-based progress updates replacing the traditional achievement grades.</p> <p>In order to assist in sectionals scheduling and adhere to the new protocol of a maximum of 4 classes per content area missed, Jazz ensembles at the 7th and 8th grades will be offered as an extra-curricular activity -- meaning that Jazz ensembles will shift to a self-sustaining after school club managed by the district. Therefore, students who join the club will participate in 29 after school ensemble rehearsals for a fee of \$125/student. The teacher will receive a club stipend of \$1,423.76.</p>	
Next Steps	<ul style="list-style-type: none"> ● Add as a continuing initiative in the 2018-2019 Strategic Plan. <ul style="list-style-type: none"> ○ Monitor and gather feedback from students and parents regarding the sectional rotation schedule modifications.

**Personalized Learning
Year 1: Developing**

Intended Outcome	By spring of 2019, District 39 will develop a working definition/philosophy of Personalized Learning aligned with its mission.
Status	<i>In Progress</i>

Personalized Learning

Personalized Learning is an instructional model that is grounded on the idea that the learning needs of diverse student populations are often not addressed due to fixed time, place, and traditional classrooms. Proponents of Personalized Learning claim that student engagement and commitment to learning increase as they become more actively involved in designing their learning experiences. This involvement is often referred to as student agency. For example, a student may have a choice of learning environment, selection of subject matter, learning approach, and pace of learning. Personalized learning puts students at the center and empowers them to take control of their learning.

This year, the administrators learned about Personalized Learning through sharing and discussing research gathered through articles/books, visiting/interviewing districts and attending workshops/conferences. Two questions guided the investigation:

- What is Personalized Learning?
- What are the different models/levels of implementation that would best fit the needs of District 39?

The chart below provides a timeline and status of the actions steps:

Timeline & Status	Action Steps
October <i>completed</i>	<ul style="list-style-type: none"> • District 39 consulted with Education Elements. They provided a “Learning about Personalized Learning” playlist of resources on Student-Centered Learning that includes articles, videos, and various artifacts to explore. • Administrators created meeting agenda items by month.
November <i>completed</i>	<ul style="list-style-type: none"> • Administrator attended the North American Council for Online Learning Conference. They are the leading voice in online, blended and competency-based education.
December <i>completed</i>	<ul style="list-style-type: none"> • Administrators were presented with an overview of Personalized Learning and compared the meaning behind personalization, differentiation, and individualization.
January <i>completed</i>	<ul style="list-style-type: none"> • Administrators learned about the characteristics of Personalized Learning and reflected on current D39 practices that align with them.
February <i>completed</i>	<ul style="list-style-type: none"> • A list of schools implementing Personalized Learning was compiled and administrators signed up for site visits and/or calls.
March/April <i>completed</i>	<ul style="list-style-type: none"> • Site visits and/or phone interviews will take place and reported back to the administrative team.

April <i>completed</i>	<ul style="list-style-type: none"> • Administrators will discuss the role of a school leader in Personalized Learning.
June <i>completed</i>	<ul style="list-style-type: none"> • A representative from the Community Review Committee will share their findings so that their input will be considered in how District 39 defines Personalized Learning. • Administrators will draft a definition of Personalized Learning for District 39. • Following the June Board meeting, administrators will develop plans to address next year's action steps.

As a result, the administration has drafted this definition of Personalized Learning for District 39.

Personalized Learning (PL) is a guided instructional approach where learning is student-initiated, student-driven, and teacher facilitated. It allows for learning experiences to address distinct learning needs. In a Personalized Learning environment, students take an active role in their learning by exercising their voice and choice in setting learning outcomes, establishing learning pace, and monitoring progress.

K-4 Mobile Learning/Tech Tools

Since February 2018, dedicated sets of Chromebooks were provided to every 4th grade classroom with the exception of one classroom that was provided iPads. A survey was given to the classroom teachers during the last week in school to gauge their experience after having a set of devices always available for the last three months.

Classroom teachers noted that Chromebooks were used in part but not limited to the following tasks: research, writing, testing, math practice websites, projects and reading. Teachers reported that having access to the devices at any point was valuable. Teachers used devices during What I Need (WIN) time. The devices also provided opportunities for students to independently engage in learning tasks while teachers worked with students in small groups or one on one.

Now that classroom teachers have had experience with a variety of devices (Chromebooks, laptops, and iPads), sixteen teachers were asked for their preference in device:

- ten teachers selected Chromebooks
- four teachers selected iPads*
- two teachers chose laptops

**Interestingly, the teacher who had access to iPads selected the iPad as the preferred device.*

Most teachers had a clear preference for one device or another citing everything from simplicity to familiarity. One takeaway from the survey responses is that more training is needed. Also, responses indicated a lack of understanding regarding the availability of apps on Chromebooks. Some assumed that some iPad apps were not available on Chromebooks. In fact, when the Chromebook is flipped into tablet mode, the apps are actually available. Additional training on the use of Chromebooks would easily correct these misunderstandings.

Next Steps	<ul style="list-style-type: none"> • Add as a continuing initiative in the 2018-2019 Strategic Plan. <ul style="list-style-type: none"> ○ Review recommendations made by Community Review Committee report. ○ Develop a recommended plan for 2018-2019 school year.
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Continuing Strategic Initiatives

School Climate: Creating a Culture of Empathy Year 2: Developing	
Intended Outcome	District 39 will review current practices, study best practices and develop short- and long-term plans to improve school climate.
Status	<i>In Progress</i>
<p>District 39 proactively engages stakeholders in learning about diversity, equity, and inclusiveness. These efforts will contribute to a positive school climate within each school community. During last school year, District 39 administrators, teachers, Board members, and Community Review Committee (CRC) members collaboratively crafted a Statement of Inclusion. Earlier this fall, District 39 adopted this Statement of Inclusion. It can be found on the district website along with the District’s mission statement as each represent the beliefs of District 39.</p> <p>During the January 22, 2018 Board of Education meeting, administration presented specific examples of how each school promoted respect and celebrated differences among people. In addition, District 39 prioritized the need to clearly distinguish age-appropriate social conflicts from bullying incidences so that students, teachers, and parents share a common understanding or definition. Principals have investigated ways to engage and utilize student leadership to help promote positive school climate and upstander behavior.</p> <p>Grades K-4 received direct instruction on managing and recognizing bullying through the use of the Second Step Supplemental Bullying unit. In addition, buildings created a culture of being “upstanders” through assemblies, skits, videos, and continued class discussions. Highcrest Middle School and Wilmette Junior High offered #weareupstanders events throughout the month of October. This included announcements differentiating between bullying and social conflict, assemblies, Kindness Challenge, Unity Day, students created Upstander videos, and staff sharing stories of upstanding. Both schools have confidential reporting protocols and encourage students to report when they witness incidents.</p> <p>This school year, there were two founded cases on bullying, one with a WJHS student and one with an elementary student. The WJHS case involved cyber-bullying through texting and SnapChat. The situation with the elementary student involved name calling and physical aggression at recess and before school on the playground. Most unexpected interactions between students are considered social conflict.</p> <p>District 39 continued the work of this initiative by having the Response to Intervention (RtI)/Social Emotional Learning (SEL) Committee review SEL curricula, universal screeners, strategies, and resources. A committee comprised of teachers, specialist and administrators consulted other districts and met with representatives from a variety of Social Emotional Learning programs to review and learn about existing programs and resources. In efforts to obtain feedback on the Second Step resources, students and teachers were surveyed. The results indicated to the administration that Second Step is the preferred program for the elementary schools. To address the needs of students in grades 5-8, teacher representatives will pilot resources from Facing History and Ourselves as supplemental materials integrated into English Language Arts and Social Studies curricula. Summer writing projects have been approved for teachers to create supplemental materials intended to increase student engagement of Social Emotional Learning:</p>	

- Social Emotional Learning through Service Learning - Focus on developing empathy, impact on community, and collaboration.
- Social Emotional Learning unit plans for use during What I Need (WIN).

In addition, the committee researched and reviewed universal screening tools that measures the core competencies:

- self-awareness
- self-management
- social awareness
- relationship skills
- responsible decision-making

Two of the screening tools were trialed by teachers in efforts to gather teacher feedback. As a result, the committee recommended the use of Devereux Student Strengths Assessment (DESSA) for elementary-aged students and Mindsets, Essential Skills, and Habits (MESH) for grades 5-8 students in 2018-2019 school year.

Next Steps	<ul style="list-style-type: none"> • Add as a continuing initiative in the 2018-2019 Strategic Plan. <ul style="list-style-type: none"> ○ Continue to monitor bullying with an annual report to the Board of Education. ○ Develop a 5-8 Social Emotional program and supporting resources. ○ Investigate meaningful ways to measure effectiveness of Social Emotional Learning.
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**Student Growth -- Response to Growth Intervention (RtGI)
Year 2: Developing**

Intended Outcome	<p>By spring of 2018, District 39 will develop a student growth model that includes:</p> <ul style="list-style-type: none"> • specific criteria for measuring and monitoring students identified with a need for a growth plan. • a protocol for addressing the needs of students who do not meet expected growth. • opportunities for teachers and parents to learn about how to encourage the development of growth mindsets in students.
Status	<i>In Progress</i>

District 39 has a strong, well-developed multi-tier approach to identifying and supporting students with learning and behavior needs. This approach is called Response to Intervention or RtI. District 39 has been working on developing a similar model of supports for high achieving students and their growth as learners. The goal is to use student, school and district data to promote student growth for ALL learners.

Under a Student Growth Model that uses percentiles, students are grouped with other students who have similar levels of achievement. The student groupings are used to predict future performance of these students and results are shared as a percentile of the student's academic peers' scores. In other words, it captures achievement and growth in four quadrants:

- low achievement/high growth
- high achievement/high growth
- low achievement/low growth
- high achievement/low growth

Through the use of eduCLIMBER - data warehouse tool, student data can be viewed by grade, school, and district views and display information in terms of these four quadrants. Students will move from quadrant to quadrant within a single school year and/or over time as they advance grade levels and engage in new learning. Learners are unique and their profiles differ as well. For example, many of the students in the low achievement/low growth may have an individual education plan or a 504 plan to support their learning needs. District 39's goal is to identify those students who *consistently* do not meet growth targets and/or those who consistently do not increase in achievement. Overall, District 39 students achieve well above their statewide peers in reading and mathematics. Achievement data is meaningful but when we begin to reflect on and factor in the amount of "growth" students make over time, it can provide insight into student learning.

NWEA MAP Growth assessments in math and reading was administered for the first time this year. The results are available on the MAP platform 24 hours after the assessment window has closed and the data auto-syncs to eduCLIMBER. This allows for staff to access data in a timely manner. In addition, progress reports offering useful information for instructional decision-making can be generated at the classroom, school, and district levels. For example, MAP's Achievement Status and Growth Report applies a Student Growth Percentile Model to display students according to achievement and growth rankings in the four quadrants explained earlier.

Although a single measure does *not* provide enough information for a complete assessment of student growth, quantitative assessment data *does* provide an *entry point* for discussion. It is important to deeply understand the learner by considering factors that may influence student growth such as learning history, in-class artifacts, habits, mindset, and time management. Together, a learner's profile and achievement/growth data serve as a basis for setting learning goals and objectives. This information helps a teacher determine how they can differentiate instruction and what curriculum resources match the learner's needs within the classroom. This spring, a team of teachers from a variety of roles/perspectives (primary classroom, middle school homeroom, learning behavior specialist, music, psychologist) engaged in discussions on how learner profile information gathered and viewed. This information will be applied to the creation of a guidance document. On February 26, 2018, administration presented the timeline for next steps. Over the summer, a draft of a guidance document will be created for further review and fine-tuning in the fall.

Next Steps

- Add as a continuing initiative in the 2018-2019 Strategic Plan.
 - Create a "Monitoring, Promoting, and Supporting Student Growth" Guidance Document to include teacher preparation, parent engagement, assessment reporting and interpretation, and intervention strategies.
 - Add student growth quadrant data to the annual Fall Assessment board report.

**School Attendance
Year 2: Implementing**

Intended Outcome	The District will increase positive attendance from 67% to 75% by June 2018.
Status	<i>In Progress</i>

During 2017-18 in year two of implementation, District 39 continued attendance practices initiated in the previous year and also focused on providing parents and staff with additional educational opportunities and resources to learn about strategies for supporting students with school avoidance and anxiety. Further, the strategic steps taken to create a culture of empathy assisted efforts to make school a safe and supportive place for students experiencing challenges with school avoidance and anxiety.

In April 2017, the Illinois State Board of Education approved the State’s plan under the Every Student Succeeds Act (ESSA) to include chronic absenteeism as an indicator reflecting 10% of a school’s quality score. In October 2018, each school in Illinois will receive a Summative Designation score that will be included in the 2018 School Report card. The lowest 5% of schools with one or more consistently underperforming sub-groups will be identified for targeted support and improvement.

Attendance data indicates that collaborative efforts taken by District 39 educators and parents have had a positive impact on student attendance rates. At the conclusion of the 2017-18 school year, District 39’s total positive attendance rate reached 72%. Grade level data shows that students in grades K through 5th grade had the strongest attendance rates. As students progress through the grades having developed healthy attendance habits early, positive attendance rates in the middle school and junior high in future years will continue to improve. Worth noting is that if early childhood and kindergarten students were removed from the district attendance average, the total positive attendance rate is 75%. While attendance is not required for these grades, District 39 feels it is important to monitor and promote positive attendance in the early grades.

2017-18 Attendance Data

	EC	K	1	2	3	4	5	6	7	8	Total
Positive	59%	73%	80%	74%	76%	75%	76%	71%	67%	64%	72%
Chronic	9.4%	5.4%	0.8%	2.8%	3.8%	4.7%	5%	4.7%	6.5%	9.5%	5%

**Data collected using June 1 enrollment data and the last day of 8th grade student attendance (June 12, 2018)*

While the district fell short of the 75% goal, positive attendance rates have improved by five percent over the past two years since the goal was established, and eight percent going back to the 2012-13 school year. Further, chronic absences have gone down to five percent with 28 fewer students on the chronic absence list this school year when compared to last. One challenge toward meeting the positive attendance goal this year was the late end of school date. Many students were absent the last week of school which had an impact on attendance data. As of Tuesday, June 5th, District 39’s total positive attendance rate was 74% with only 4.5% of students identified as being chronically absent. One week later when final attendance data was pulled on Tuesday, June 12th, 51 students had dropped off the

positive attendance list and 19 students were added to the chronic absence list. With the calendar changes next year, it is anticipated that there will be fewer absences at the end of the school year.

Attendance Trends in District 39

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Positive Attendance	64%	65%	63%	67%	70%	72%
Chronic Absences	5.1%	5.7%	7.1%	5.9%	5.7%	5%

Promoting healthy attendance habits and ensuring students develop a sense of responsibility, resilience, and a strong work ethic around school will support them now and in the future. In collaboration with District 39 families, progress was made toward this strategic goal of improving positive attendance and efforts should continue going forward.

Next Steps

- Add as a continuing initiative in the 2018-2019 Strategic Plan.
 - Continue the routine monitoring of student attendance that have been put in place as part of the strategic attendance initiative.
 - Begin routine monitoring and reporting of student tardy information.
 - Continue parent communication and support for students and families to address chronic absences.

Sustainability Planning & Practices Year 2: Implementing	
Intended Outcome	<p>By spring of 2018:</p> <ul style="list-style-type: none"> ● District 39 will conduct an audit of sustainability and environmental literacy goals/objectives within existing curricula. ● District 39 will continue to develop 5-year and 10-year facility plans to include cost effective sustainability projects identifying financial and energy savings.
Status	Outcome Met
<p><i>Environmental Literacy</i></p> <p>The Department of Curriculum and Instruction has conducted a thorough review of existing curricula for environmental literacy goals and objectives. U.S. Department of Education identifies effective environmental and sustainability education as the following:</p> <ul style="list-style-type: none"> ● Interdisciplinary learning about the key relationships between dynamic environmental, energy, and human systems; ● Use of the environment and sustainability to develop STEM content knowledge and thinking skills to prepare graduates for the 21st century technology-driven economy; and ● Development of civic engagement knowledge and skills and students' application of such knowledge and skills to address sustainability issues in their community. <p>Environmental literacy is defined as knowledge applied to respond to an environmental situation or issue. The environmental literacy audit results confirm that District 39 curricula provides students with a multitude of learning opportunities. During the next cycle of Science and/or Social Studies Curriculum Review, these findings will provide a starting point for rich discussion, reflection, and revisions.</p> <p><i>Five-year and Ten-year Facility Plans</i></p> <p>All facility plans are reviewed annually by the Board of Education with administration. District 39 continually seeks to identify cost effective and environmentally conscientious ways to operate.</p>	
Next Steps	<ul style="list-style-type: none"> ● Add under Annual Business in the 2018-2019 Strategic Plan. <ul style="list-style-type: none"> ○ Apply environmental literacy findings to Science/Social Studies curriculum reviews.

Learning Commons
Year 2: Implementing - Romona School & McKenzie School
Year 3: Reflecting - Harper School and Wilmette Junior High School

Intended Outcome	<p>By Spring 2018:</p> <ul style="list-style-type: none"> • 80% of Harper students can demonstrate creativity, communication, critical thinking, and collaboration when engaged in learning experiences held in the Learning Commons. • 80% of WJHS students can demonstrate creativity, communication, critical thinking, and collaboration when engaged in learning experiences held in the Learning Commons • Romona will increase the use of Learning Commons by 25% compared to the traditional LMC/Tech classes. • McKenzie will increase the use of Learning Commons by 25% compared to the traditional LMC/Tech classes.
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Status	Outcome Met
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District 39 has been undergoing a cycle of revitalization and updating of the libraries in each of our six schools. This multi-year goal was a result of 2013-2014 Community Review Committee’s research and report about the skills needed by students today – known as the 4Cs (creativity, collaboration, communication, and critical thinking). This repurposing of existing spaces to support curricular improvements began with Central School in 2015. Romona and McKenzie Schools are in their first year of having a Learning Commons. Both schools set goals to increase the use of the Learning Commons by 25% compared to the traditional LMC/Tech classes. Harper School and Wilmette Junior High School are in their final reflective year. Both schools strive to have 80% of their respective students demonstrating creativity, communication, critical thinking, and collaboration when engaged in learning experiences held in the Learning Commons.

All schools have far exceeded the goals set forth in the 2017-2018 Strategic Plan.

- 100% of WJHS students demonstrated creativity, communication, critical thinking, and collaboration when engaged in learning experiences held in the Learning Commons such as Hour of Code, Reading and Math Breakout box challenges, Tinker Thursdays, Google (Virtual Reality), and more. In addition, HMS/WJHS teachers have been monitoring their understanding of the 4C’s and how they are able to apply them in the classroom for their students. They have been documenting new risks they are taking and identifying future needs.
- All students at Harper School were presented with Makerspace Challenges. An impressive number of challenges were completed by students ranging in grades K-4; over 4,500 challenges were completed! In addition, 100% of students participated in the Hour of Code as well as Maker Days on December 21st, February 1st, and March 23rd.
- Romona School’s Learning Commons usage had already increased by 62% by the end of January 2018! The students participated in the Hour of Code, Breakout box challenges, and STEAM activities. In addition, students self-assessed their use of the 4C’s with each “C” being identified by approximately 60% of the participating students. A committee of teachers have collaboratively created a list of learning experiences as well as share ideas or showcase the 4C’s through social media.
- McKenzie School has increased usage as well! Like the other elementary schools, the students are engaged in learning experiences held in the Learning Commons such as Hour of Code, Breakout box challenges, Green Screen activities, STEM projects and Project-based learning.

This concludes Harper School and Wilmette Junior High School’s two-year cycle of monitoring its use and the application of the 4Cs as a formal part of the strategic plan. Romona School and McKenzie School will complete their strategic plan cycle after their reflecting year (2018-2019).	
Next Steps	<ul style="list-style-type: none"> ● Add to the 2018-2019 Strategic Plan as a continuing initiative. <ul style="list-style-type: none"> ○ Year 1: Developing – Highcrest Middle School Learning Commons <ul style="list-style-type: none"> ■ Plan for Learning Commons construction scheduled for summer 2019. ■ Incorporate the school garden as an extension of the learning spaces design (outdoor classroom).

Annual Business

Curriculum Review Committee Year 1: Developing	
Intended Outcome	By spring of 2018, Grades 5-8 Related Arts Course progression will be recommended for implementation beginning fall 2018.
Status	Outcome Met
<p>An update on the work completed for the Grades 5-8 Related Arts Course Progression (also referred to as the Creative Arts) was presented during the April 23, 2018 Board of Education meeting. Essentially, the recommendations addressed gaps in structure and developed strands of study that progress through the grades 5-8 with a .5 increase of staffing.</p> <p>At Highcrest Middle School, students would engage in all exploratory courses offered in their respective grade level since the duration of the creative arts rotations have been adjusted to 6 weeks. Choir will continue to be an optional choice held outside of the school day. At Wilmette Junior High School, 7th grade students are provided more choices in each discipline. Wilmette Junior High School students will rank specific elective courses and/or broader categories (i.e. music, art, media/digital...etc.) then placed in four nine-week courses honoring their preferences as best as possible. These structural recommendations continue to honor best practice of exploration for middle school/junior high settings while allowing for new learning experiences such as computational thinking, block-based programming, Python, and Swift.</p> <p>District 39’s recommended courses support the fundamental, research-based concepts of middle/junior high schools: exploration and choice. These courses are designed to encourage exploration and introduce students to new subjects and interests. The creative arts program provides the district opportunities to evolve with the advances in society. For example, topics that were once only considered for college or high school levels are beginning to shift to middle school students like computational thinking and programming/coding languages.</p> <p>In addition, as students become 7th and 8th graders, there is a shift toward specialization - broad topics/experiences to subtopics. As students begin to specialize, the duration of the courses incrementally increases from six-week explorations to nine-weeks. For example, fifth graders continue to learn general music concepts and develop more sophisticated skills so that by 8th grade, students can focus on a particular instrument like guitar, drumming, and voice -- by choice. They are given an opportunity to reflect on interests and offer preferences regarding their own path of learning much like how high school electives are offered.</p>	

**Revised Curricula Implementation
Year 2: Implementing**

Intended Outcome	Implement, monitor, and reflect on revised curricula and Progress Reporting/Report Card Implementation Plan.
Status	<i>In Progress</i>

An update on the implementation of the revised Grades 1-4 standards-based report cards was presented during the January 22, 2018 Board of Education meeting. In February, parents of 1st through 4th grade students received their child’s progress reports and a guide that explains each section. The revised grade level descriptors better reflect what students are learning and provide a more efficient, yet detailed description of student progress. The progress reporting document for Kindergarten is designed as a continuum of development. Each child’s progress report takes into consideration the unique progression and development throughout the year.

In regards to Grades 5-8 Standards-based Learning and Reporting, there were two areas of focus: Professional development on feedback and a review of reporting documents and its alignment with standards-based practices. HMS/WJHS Administrators & members of Department of C&I engaged staff on the importance of feedback on student learning. Also, teachers engaged in learning about standards-based practices using professional article discussions during grade level meetings, department meetings, team meetings, staff meetings, and teacher institute days. Staff members attended a two-day workshop with Rick Wormeli, well-known in not only standards-based learning but in middle school education.

1. Grade Level meetings (HMS): 11/2018, 1/2018
2. Team meetings (WJHS): 11/2018
3. Staff Meetings (HMS): 11/15, 11/29, 4/11, 4/18, 5/30
4. Staff Meetings (WJHS): 12/13, 3/21, 5/30
5. Institute Days: February 2018, April 20, 2018 (sessions included Schoology Mastery Feature, Aligning Assessments with Standards, Panel discussion with D109 on SBL, Fun With Numbers -- the grading scale, and school-based sessions to discuss consistency with elements, as well as looking at other districts’ report cards)
6. Rick Wormeli: Teresa Dobson, Aaron Dubnow, Doug Wernet, Eric Senne, Amanda Utynek, Sue Epler, and Andrea Dwenger
7. Kelly Jackson established relationship with District 109 schools to learn from their experiences.

There are six advantages of standards-based learning and how reporting student progress should align.

1. Establishes clear and **consistent** expectations for what students are learning.
2. Provides more targeted instruction based on students' strengths and weaknesses.
3. Encourages students to reflect on and take responsibility for their own learning.
4. Separates work habits and behavior from academic skills.
5. Shifts the focus toward mastery of essential learning standards and away from the accumulation of points toward a grade.
6. Provides clear communication and expectations regarding student progress toward trimester learning standards that is accurate, fair, specific and timely.

In addition, HMS staff engaged in a review of D39’s reporting documents and its alignment with standards-based practices. Using grade level/content specific learning standards and D39 curriculum maps, staff began establishing common assessment and student progress reporting practices. The

Grades 5-6 reporting documents have been finalized and are being prepared for implementation next fall. Reporting documents reflect consistent practice and alignment from 1st grade through 6th grade. As is currently the practice at the elementary level, report cards in grades 5 and 6 will show a student's progress toward standards in each individual content area. Student progress toward standards will be indicated with an M, P, or E (Meets, Progressing, Experiencing Difficulty) for each standards-aligned descriptor, and each content area will have multiple standards to be met over the course of the school year. The report card descriptors for each area were developed by teacher teams and address the overarching goals of each grade level content area making them unique for each course of study. Students will also receive a 3, 2, or 1 for "Learner Descriptors" (engaged, prepared, self-directed), which follows the current practice. Report card comments will specifically address students who might be struggling in an area or those who might have met a standard but are continuing to progress at a deeper level. This new structure will allow for comments to be more targeted and personalized for individual students. Based on past parent feedback, this will be a positive change since the current report card comments tend to be more generalized and a description of learning standards.

Next Steps

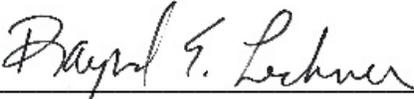
- Add as a continuing initiative in the 2018-2019 Strategic Plan.
 - Finalize a parent communication plan.
 - Gather feedback from HMS students, parents, and teachers and consider for any revisions and/or adjustments.
 - Form a committee of teachers to continue learning about standards-based learning and reporting as well as review WJHS grade progress reporting documents.

Student School Day and Schedule Year 2: Implementing	
Intended Outcome	Implement 2017-2018 master school schedules district-wide. Implement Grades 1-4 Friday early dismissals.
Status	Outcome Met
<p>The K-4 scheduling committee has met quarterly to review strengths and/or challenges to the new elementary schedule. Friday early dismissals have been utilized by staff for student data review, curriculum planning, and collaborative time with members of the Department of Curriculum and Instruction can provide small group trainings and support.</p>	

CONCLUSION

As this report reflects, outcomes and goals may require multiple years to come to fruition. These initiatives have a large impact on teaching and learning; the updates provide a gauge for maintaining the schedule of implementation for successful results. The strategic plan is a “living document.” District 39 will begin the 2018-2019 planning process in late June by first embedding any initiative that will continue for another year. For any new initiatives, recommendations from the Community Review Committee, Board Strategy Committee, and District 39 administration contribute to the district strategic plan.

Recommended for presentation to the Board of Education,



Raymond E. Lechner, Ph.D., Superintendent