

STRATEGIC PLAN PROGRESS REPORT SPRING 2016

Report Summary

Goal 1: Student Growth and Achievement	Goal 2: Learning Environment	Goal 3: Professional Practices	Goal 4: Family and Community Engagement	Goal 5: Resources

Status Key

Green	Action plans established to meet goal are on-track.
Yellow	One or two steps of the action plan may not yet be met according to the timeline planned, but sufficient progress to ensure timely completion has been made.
Orange	One or more steps of the action plan are not being completed as planned which may result in the plan not being completed. Immediate actions are being taken to address this potential delay.
Red	One or more strategies cannot be completed as originally planned and an alternative plan is being developed.

GOAL 1: Student Growth & Achievement	POSSIBLE INDICATORS:
District #31 students will grow in their mastery of the New Illinois Learning Standards.	Data to be reviewed: <ul style="list-style-type: none"> ➤ Percent of students meeting growth targets on the NWEA MAP assessment ➤ Students meeting and exceeding expectations for college and career readiness ➤ Students demonstrating mastery on the ACCESS Test Data to be collected/analyzed in the future: <ul style="list-style-type: none"> ➤ Subgroups of students growing and closing achievement gaps ➤ Students meeting and exceeding growth targets on common assessments or curriculum tests ➤ Students meeting or exceeding growth targets on teacher created assessments ➤ Similar or better growth on assessments than comparison districts (e.g., feeder schools, schools with similar demographics) ➤ Strong District #31 student performance in high school

2015-2016 Outcomes Summary:

- Reading Growth: 48% of District 31 students met their growth targets in Reading. This reflects an increase of 8% from 2014-2015.
- Math Growth: 60% of District 31 students met their growth targets in Math. This reflects an increase of 24% from 2014-2015.
- Reading Achievement: 46% of District 31 students demonstrated College and Career Readiness (Met or Exceeded on the MAP). This reflects an increase of 4% from 2014-2015.
- Math Achievement: 46% of District 31 students demonstrated College and Career Readiness (Met or Exceeded on the MAP). This reflects an increase of 6% from 2014-2015.
- ACCESS Performance: 199 District 31 students (K-8th) took ACCESS, a test of English language proficiency, in January. Based on results, 25% have exited the ELL/Bilingual program at Winkelman and Field Schools. The Illinois State Board of Education (ISBE) State expectation is for 16-18% of students in the programs to exit annually.

STRATEGY 1

Develop and implement a defined and coordinated curriculum which identifies standards-based learning outcomes and aligns resources and materials to achieve those outcomes.

2015-2016 Actions Summary:

- The process of curriculum mapping includes identifying and defining priority learning standards, determining when standards will be taught, developing assessments to measure whether students have mastered the standards, and identifying strategies for differentiation. The process of developing curriculum maps and refining unit plans is the work of grade level and department Professional Learning Communities (PLCs). Times for PLCs to meet and access to content experts have been provided to teams that have begun this work. Several Winkelman and Field teams have been pioneers in this work during 2015-2016 and have developed processes and templates that will facilitate the work of other teams following their lead.

STRATEGY 2

Develop an assessment system which includes aligned formative and summative assessments, grading criteria, and standards-based report cards. Use all assessment data to measure student progress toward mastery of learning outcomes, drive instruction, assess instructional effectiveness, and determine interventions and enrichments needed.

2015-2016 Actions Summary:

- The District's PERA Joint Committee, consisting of equal numbers of teachers and administrators, worked with Jill Engle from the Consortium for Educational Change (CEC) to update the Teacher Evaluation Plan to include student growth. The new Plan was presented to all certificated staff by Joint Committee members, and the Plan handbook has been revised in line with the agreed upon changes. The student growth plan is directly correlated with Strategic Plan and PLC work.
- MAP data was collected on all students in grades 2-7 in the fall, winter, and spring. The winter administration was added in 2015-2016 in order to give teams information to help drive their instruction and identify students in need of enrichment or intervention. Some students in kindergarten and grade 1 took the MAP for the 1st time this year and some grade 8 students took MAP in the spring.
- District 31 held its first annual Data Retreat on June 10th. 70 licensed staff members attended this day which was spent reviewing data in the context of the Strategic Plan, identifying strengths and areas for continued growth, and developing tentative goals for the 2016-2017 school year.
- Grade level and departmental PLC teams report spending more time identifying, reviewing, and using assessment data and having more conversations about modifying instruction based on those data.

STRATEGY 3

Develop a system that provides for differentiation, tiered interventions, and enrichment based on assessment results for academics and social emotional learning.

2015-2016 Actions Summary:

- The K-5 Math Committee reviewed, researched, and revised the process for identifying advanced math students and placing them into Core + and Core ++ math classes in grade 3.
- Current curriculum mapping and PLC work will lay the foundation for building additional enrichment opportunities at the elementary level. The Gifted Committee, including parents and a consultant in the area of gifted, will continue to study enrichment models in 2016-2017 for implementation in 2017-2018. Temporary opportunities for enrichment in English Language Arts (ELA) in grades 3-5 are being explored for 2016-2017.

GOAL 2: Learning Environment

POSSIBLE INDICATORS:

District #31 will provide a safe, supportive, challenging, and inspiring learning environment that promotes the physical, academic, social, and emotional growth of all students, empowering them to become active partners in their own learning.

Data to be Reviewed:

- Student attendance / Tardy data
- Behavior infraction data
- Positive Behavior data
- Extra curricular participation
- Life-Safety compliance

Data to be collected / reviewed in the future:

- Meeting and exceeding Social / Emotional Learning growth targets
- Positive student, parent, and staff satisfaction and climate data
- Facility cleanliness and maintenance

2015-2016 Outcomes Summary:

- Student Attendance: District 31 students had a 95% daily attendance rate.
- Tardies: Tardies at Field were reduced from 140 in September and 196 in October to 24 in April and 16 in May.
- Behavior Infractions: There were a total of 724 kindergarten through grade 8 behavior infractions reported in Skyward.
- Positive Behavior Data:
 - An estimated 500 + "Bees" were given to Winkelman students in recognition of positive behavior per month.
 - An average of 377 LEAF awards were given per Quarter to Field students.
 - 45 commendation letters were mailed home to Field students.
- Extra Curricular Participation: A total of 30 different after school activities were offered to District 31 students with a combined participation total of 803 students.
- District 31 has filed its Ten Year Life Safety Report with the state and it has been approved. A number of the items on the report have been completed or are in the process of being completed, while others will be attended to on an ongoing basis.
- Staff / Parent / Student Satisfaction: Qualitative and quantitative satisfaction data on various school programs and functioning were collected via face to face conversations and online surveys.

STRATEGY 4

Develop a behavior system that clearly identifies common expectations/consequences and teaches, monitors, and reinforces these throughout the school year.

2015-2016 Actions Summary:

- Over 70% of Winkelman classrooms received weekly Tier 1 Social Emotional lessons. The remaining classrooms received this instruction bi-weekly. Lessons started out being co-taught by the social worker and psychologist and responsibilities for instruction in the social emotional lesson were transitioned to the classroom teacher. Over 80% of the teachers reported that the lessons were “somewhat” or “very” helpful in teaching social emotional skills such as empathy, regulation, and problem solving.
- The Winkelman Wildcat Way committee (W3) met many times throughout the year to develop the positive behavioral supports program at Winkelman which included recognition of positive student behavior and interventions for inappropriate behavior. Staff were trained throughout the year in positive behavior supports based on the Safe and Civil Schools framework.
- Field School implemented a building wide executive functioning program designed by the Rush Neurobehavioral Center.
- Field students who needed additional support with executive functioning were identified and provided a study skills class in their schedule.
- Erin’s Law training took place at both Winkelman and Field. Erin’s Law teaches students awareness about safe and unsafe touch.
- The Alyssa’s Mission program was, again, brought to Field School. Students were taught to feel more confident in self-reporting or reporting others who might be at risk for self-harm or suicide.
- Field continued the LEAF awards program to promote and reward positive behaviors.
- Winkelman continued the 3B’s awards program to promote and reward positive behaviors. 3B’s is being converted to ROAR (Respect for all, Ownership - making safe choices for my actions, Achievement - working hard to learn, and Responsibility - knowing what is expected of me - committed to the Winkelman Wildcat Way).

STRATEGY 5

Create a community and culture that formally recognizes and celebrates District, school, and individual student and staff growth and accomplishments.

2015-2016 Actions Summary:

- Staff were nominated by colleagues and rewarded in ways such as duty free days and recognized within weekly staff notes.
- Celebration times were offered during weekly faculty meetings for professional accomplishments and personal events such as engagements, marriages, and babies.
- End-of-year retirements and resignations were recognized through before and after school celebrations.
- “Celebrations” were a large part of the Data Retreat on June 10th. ([slides of the Celebrations generated by staff](#))

STRATEGY 6

Provide a range of experiential learning opportunities inside and outside the school day which provide opportunities for creativity, exploration, and application to help students discover their lives’ passions and interests.

2015-2016 Actions Summary:

- A combination of in-house and vendor after school activities were offered to kindergarten through grade 8 students. End-of-Year staff, student, and parent satisfaction feedback and interest data were collected and will be used to guide plans for 2016-2017.

- A Makerspace Committee designed a Makerspace at Winkelman School to be implemented at the beginning of 2016-2017. Makerspaces are designed to promote creativity, collaboration, and critical thinking and foster exploration and application in STEAM (Science, Technology, Engineering, Arts, Mathematics) through hands on activities and challenges.
- The Field STEM Lab was updated to include state-of-the art equipment including 3D printers and modules including engineering.

GOAL 3: Professional Practices	POSSIBLE INDICATORS:
<p>District #31 will achieve a supportive and positive work environment where collaborative structures and processes are used to ensure shared leadership and data-based decision making.</p>	<p>Data to be Reviewed:</p> <ul style="list-style-type: none"> ➤ Staff participation in professional development opportunities ➤ Staff satisfaction and climate data <p>Data to be collected / reviewed in the future:</p> <ul style="list-style-type: none"> ➤ Staff retention rates ➤ Students meeting and exceeding learning growth targets ➤ Effective Teacher Evaluation System ➤ Staff providing professional development opportunities ➤ Meeting time spent answering PLC questions ➤ Staff participation in on-site and job-embedded professional development and learning.
<p>2015-2016 Outcomes Summary:</p> <ul style="list-style-type: none"> ● Staff Participation in Professional Development: <ul style="list-style-type: none"> ○ 47% of D31 licensed staff attended off site professional development opportunities. This represents an increase of 12% over attendance in 2014-2015. ● Staff Satisfaction and Climate Data: Qualitative in-person staff satisfaction and climate data indicated 18 challenges in the fall reduced to 6 in the spring. 	
<p>STRATEGY 7</p>	
<p>Deliver proactive and systematic professional development focused on critical areas and provide ongoing implementation support through coaching and other resources.</p>	
<p>2015-2016 Actions Summary:</p> <ul style="list-style-type: none"> ● District Leadership Team (DLT) members completed 8- day SMART goal training by the Consortium for Educational Change (CEC) and are now certified SMART trainers. ● Staff participated in professional development on Professional Learning Communities (PLCs) during half and full day institute days throughout the school year. Workshops were jointly coordinated by the District administrative team and the CEC. ● CEC’s Mark Van Clay provided on-site coaching to PLC teams, the DLT (District Leadership Team), and Cabinet. ● Consultants met with specific teams to provide support and direction for the work being completed (e.g., Laura Beltchenko for English Language Arts curriculum mapping, Dr. Rick Van Acker for social / emotional, and Jill Engle for student growth). ● In-District and out-of-District professional development opportunities were regularly shared with staff. 	

STRATEGY 8

Develop a collaborative leadership structure for shared decision making including a District Leadership Team (DLT), School Leadership Teams (SLT), and Grade Level / Department Level Teams which are responsible for the implementation of the Strategic Plan and are held accountable for the achievement of identified goals.

2015-2016 Actions Summary:

- The District successfully formed a District Leadership Team (DLT) which met approximately once a month. The DLT was co-lead by the Superintendent and WNTA President.
- School Leadership Teams (SLT's) were formed at both Winkelman and Field and were co-lead by the Principal and a Teacher Leader. Teams met regularly and successfully communicated between the PLC's and DLT.
- Grade Level / Department level PLC's were formed. Teams selected their team leaders who also served as representatives on the SLT.
- The Strategic Plan was effectively used as the foundation for all work in the District. Data for each of the goal areas was analyzed as part of the first annual Data Retreat on June 10th and outcomes of the Strategic Plan were reported to the Board in June.

STRATEGY 9

Establish common Professional Learning Community (PLC) expectations around a focus on learning as the primary agenda element for each meeting.

2015-2016 Actions Summary:

- All District 31 licensed staff have had the opportunity to be a part of a grade level, departmental, or similar role PLC. All teams are regularly meeting and many teams have started using the four PLC questions as their primary agenda elements. The four PLC questions include: What do we want all students to know and be able to do? How will we know when they know it / can do it? What do we do when students have already learned it? What do we do when students have not learned it? All PLC teams are asking for more time to meet and collaborate on a regular basis to discuss standards, instruction, data, and differentiation.

GOAL 4: Engage Families and Communities

District #31 will enhance the education of students through meaningful partnerships with families and the community.

POSSIBLE INDICATORS:

Data to be reviewed:

- Participation in parent education opportunities
- Attendance at school / district events

Data to be collected / analyzed in the future:

- Parent and community satisfaction and feedback data
- Numbers of volunteers / hours of service
- Learning opportunities for families
- Family and community access to communication

2015-2016 Outcomes Summary:

- Participation in Parent Education Opportunities: A total of 7 evening parent education opportunities were presented across the district.

- Attendance at School / District Events: Participation rates at school events (e.g., curriculum nights, open houses, student performances, etc.) ranged from a low of 60% to a high of 91% of students having at least one parent / family member represented at the event.

STRATEGY 10

Expand two-way communication with families and community members through outreach, education, and support, including goal / progress updates, on how the District is achieving and expanding the use of satisfaction data aligned to District priorities.

2015-2016 Actions Summary:

- D31 hosted a number of events for parents and/or students at the schools such as curriculum nights, open houses, parent-teacher conferences, musical and theater events, and sports events.
- The Parent Teacher Club (PTC) and Education Foundation sponsored a number of events for students, families, and community members throughout the school year such as the 5K, Winter Benefit, and Taste of District 31.
- Satisfaction data and input regarding various school programs, events, and practices are regularly sought from parents, students, and community members through a variety of means such as surveys and face to face meetings.
- Weekly E-News, monthly Board Briefs, Annual Report, and special announcements continue to be means of communication with families and community members.

GOAL 5: Resources

District #31 will continue to improve its financial stability while continuing to obtain the required resources to meet the goals of the District's Strategic Plan and will communicate financial information to stakeholders.

POSSIBLE INDICATORS:

Data to be reviewed:

- 3-5 year fund balances
- Audit findings
- Per pupil instructional costs
- Bond ratings
- Illinois State Board of Education Financial Profile Status

Data to be collected / analyzed in the future:

- Stakeholder satisfaction survey data

2015-2016 Outcomes Summary:

- Fund balances continue to remain above the Board targeted goal of 35%. Cautious spending and careful budgeting has provided a platform for sound financial planning.
- Through improved internal controls, the most recent audit found that no material weaknesses or significant deficiencies exist.
- Per pupil operating costs have remained relatively stable and continue to be low for the surrounding area, at \$15,752.
- During the process to issue bonds in July of 2015, Moody's Credit Rating Agency assigned the District with an improved credit rating of Aa3 with a positive outlook.
- The Illinois State Board of Education assigns each district a Financial Profile score. District 31 continues to earn the score of four, which is the highest category for financial health.

STRATEGY 11

Effective communication with stakeholders about the financial health of the District.

2015-2016 Actions Summary:

- A Finance & Operations Report was included in the 2015-2016 Annual Report.
- Board of Education members are receiving monthly budget reports illustrating revenues and expenditures to date by month and year, as well as a Treasurer's Report, which includes a General Ledger Summary indicating the fund balance of all funds.
- Financial information is continually posted on the District's website, under Business Services.
- Administrators are being given quarterly budget reports and updated information as requested in order to have knowledge of the status of the accounts they are responsible for and to make efforts to remain within budget.

STRATEGY 12

Allocation of resources to ensure the success of the Strategic Plan.

2015-2016 Actions Summary:

- The fiscal year 2016 budget allocations included support of the Strategic Plan which provided increased opportunities for professional development. A portion of the professional development provided to staff was funded through a successful grant application process.
- The 2016 Summer Work plan was created specifically to support the work of the Strategic Plan and summer work activities were organized by goal area.
- The District continued participating in the ERATE Program in order to obtain reimbursements for Category 1 expenses associated with internet and phone services. Additional applications for ERATE funding were also approved by USAC for Category 2 items, which will assist in funding technology infrastructure improvements for the 2016-2017 school year.
- The District has continued efforts through municipal partnering in order to obtain services at a low cost or through an exchange of services.
 - Joint bidding with surrounding districts for transportation contracts and paper purchases continue in order to obtain economies of scale for service and product pricing.
 - Purchases through a Safety Grant offered through the Workers' Compensation Pool have provided products for safer buildings at a much lower negotiated cost. There is also an associated reimbursement for the products which reduces costs further. The intent of purchasing the products offered through this program is to promote safer buildings, which in turn reduces the potential costs of workers' compensation claims.
 - The District continues to participate in pools, namely for Workers' Compensation, Property / Liability, and Health, Dental, and Life Insurance. Participating in pools provides a safety net for the District protecting it from large fluctuations in market changes as well as providing a cushion when excessive levels of experience occur. As a result, the District avoids excessive costs in these areas.
- The 2015 levy process successfully captured all new property through an appropriate levy request.

