

**2015-2016 -- 2021-2022 STRATEGIC PLAN  
JUNE 2017 PROGRESS REPORT**

**ACTION PLAN SUMMARY**

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

**Status Key**

<b>Green</b>	Action plans established to meet goal are on-track.
<b>Yellow</b>	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.
<b>Orange</b>	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.
<b>Red</b>	One or more strategies cannot be completed as originally planned and an alternative plan is being developed.

**GOALS AND STRATEGIES DETAILS**

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

## **OUTCOMES SUMMARY 2015-2016 and 2016-2017**

- **SPRING 2015-2016**

- 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-8) 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.

- **MID-YEAR 2016-2017**

- Field
  - Use of agendas / turning in homework - October building goal 70%; outcome 72%
  - MAP growth data available end of January
- Winkelman
  - MAP growth data available end of January

- **SPRING 2016-2017**

- Academics
  - Reading Growth: 57% of District 31 students met their growth targets in Reading. This reflects an increase of 6% from 2015-2016.
  - Math Growth: 56% of District 31 students met their growth targets in Math. This reflects an decrease of 4% from 2015-2016.
  - Reading Achievement: 49% of District 31 students demonstrated College and Career Readiness (Met or Exceeded on the MAP). This reflects an increase of 3% from 2015-2016.
  - Math Achievement: 48% of District 31 students demonstrated College and Career Readiness (Met or Exceeded on the MAP). This reflects an increase of 3% from 2015-2016.
- English Proficiency
  - ACCESS Performance: 170 District 31 students (K-8) took ACCESS, a test of English language proficiency, in January. Based on results, 8 % exited the ELL/Bilingual program at Winkelman and Field Schools. This number of students meeting exit criteria for ACCESS is lower than in years past due to the test being recalibrated this year for more rigor and more alignment with Common Core expectations. The average state exit rate this year is 2.5%.
- Self-Regulation and Social-Emotional Skills
  - Second Step (Accuracy on Summative Assessment at each grade level)
    - Kindergarten 88% Accuracy, 1st 86%, 2nd 81%, 3rd 84%, 4th 82%, 5th 84%

- Systematic Screening for Behavior Disorders (SSBD)
  - 45% of the population was screened, 9% had high need, 5% were non-identified, 3% of the non-identified were high need and 2% were moderate
  - Tier 3 students were serviced through social work groups and Tier 2 were serviced by the Connections program
- Connections
  - 6 Winkelman students at Tier 2 were partnered with teacher mentors for a daily check in. Classroom teachers kept data on a chart that students brought to each class.
  - 5 students made growth. 83% of the students who participated met their goals of improving targeted behavior.
  - Each day, students can earn points for positive behavior. 1 student earned over 1000 points. 3 students earned over 500 points. A total of 4 students, 67% of the students, earned 500 points and above.

## 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.

### ACTIONS SUMMARY 2015-2016 and 2016-2017

- **SPRING 2015-2016**
  - 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.
- **MID-YEAR 2016-2017**
  - During the 2016-2017 school year a group of 5 subs were hired for Tuesdays at Winkelman and Thursdays at Field to allow PLC's regular ½ days to meet to map the curriculum. All PLC teams will meet 6-9 half days over the course of the school year.
  - English Language Arts (ELA) - Laura Beltchenko used as consultant
    - Kindergarten and Grade One: ELA Foundational Skills have been mapped and implemented. ELA Literature and Informational Text standards are being mapped in 2016-2017.
    - Grade Two: ELA Literature and Informational Text standards have been prioritized and are beginning to be mapped.
    - Grade Three: ELA standards have been prioritized and one ELA unit is being mapped and is scheduled to be implemented in the spring of 2017.
    - Grade Four: All ELA standards are being mapped and implemented in 2016-2017.
    - Grade Five: ELA standards have been prioritized and one ELA unit is being mapped and is scheduled to be implemented in the spring of 2017.
    - Grade Six, Seven, and Eight: ELA mapping and unit development are being completed in 2016-2017.
  - Mathematics - Kristen Clegg consultant
    - Grades Six, Seven, and Eight: All Math standards / units are mapped. Vertical alignment has begun.
  - Science - Robert Wolfe consultant

- Grades Six, Seven, and Eight: Science teachers are working with Robert Wolfe to study and prioritize standards and develop units of study. The first two sessions have been completed.
- Social Studies - Phil Roden and DBQ Consultant
  - Grades Six, Seven, and Eight: Social studies standards / units are mapped. Implementation for 2016-2017.
- Executive Functioning - Rush Neurobehavioral Center Consultants
  - Grades Six, Seven, and Eight:
    - 100% of the Field staff members have been trained in Rush Executive Functioning Program.
    - The Rush Executive Functioning Program is providing quarterly team coaching to answer the PLC questions, review data, and ensure integrity of the program. The first coaching has been completed.
    - The school supply list was modified to ensure all students receive the materials necessary to implement the Executive Functioning Program with integrity. A Committee is currently reviewing and evaluating this list.
  - All specials teams and teachers are in the process of mapping their curriculum. All teams are currently in the process of refining their year-long curriculum map in which priority standards and units of study are identified by month or quarter/semester.
  - PE Consultant - Tom Rocco
- **SPRING 2016-2017**
  - Substitute teachers continued to be employed for Tuesdays at Winkelman and Thursdays at Field to allow PLC's regular ½ days to meet to map the curriculum.
  - Consultants continued to work with PLCs including Laura Beltchenko for English Language Arts (ELA), Kristen Clegg for Mathematics, Tom Rocco for PE, and Rush Neurobehavioral Center Consultants for Executive Functioning.
  - PLC Curriculum Mapping Updates
    - Kindergarten
      - Continued to implement completed Foundational Skills map
      - Prioritized literature and information standards
      - Will create 1st Trimester units by end of summer to implement in the Fall
      - Goal is have all ELA standards mapped for ELA by the end of the 2017-2018 school year.
    - Grade One
      - Continued to implement completed Foundational Skills map
      - Prioritized literature and information standards
      - Will create 1st Trimester units by end of summer to implement in the Fall
      - Goal is have all ELA standards mapped for ELA by the end of the 2017-2018 school year.
    - Grade Two
      - Have prioritized ELA standards.
      - Working on mapping Trimester 1 standards, including foundational standards, over the summer and continuing to map ELA during the 2017-2018 school year.
    - Grade Three
      - Completed 3rd trimester ELA map and implemented their new unit.

- Organized scope and sequence for 1st and 2nd trimesters by prioritizing and unwrapping the standards and will continue this work over summer and into 2017-2018 school year.
- Grade Four
  - Completed first drafts of all units and lessons; will use summer work to revise and edit
  - Continuing to refine and revise into 2017-2018 school year. More focus on writing standards.
- Grade Five
  - Completed 3rd trimester ELA map and implemented their new unit.
  - Organized scope and sequence for 1st and 2nd trimesters by prioritizing and unwrapping the standards and will continue this work over summer and into 2017-2018 school year.
- District Specials Teams
  - Continue to be in the process of their year-long curriculum in which priority standards and units of study are identified by month or quarter semester. Work continuing over the summer and into 2017-2018 school year.
- Grades 6-8 Mathematics
  - Working on revising their map to focus on priority standards and ensure 6-8 alignment.
  - Revising assessments to increase alignment and rigor.
- Grades 6-8 ELA
  - Made progress during 2016-2017 coming together as a collaborative team that shares similar philosophies and practices.
  - Will be developing more cohesive and aligned maps over the summer and into 2017-2018.
- Grades 6-8 Science
  - Learned more about the new science standards and where they align / don't align with current practice / curriculum.
  - Beginning the mapping process over the summer and into 2017-2018.
- Grades 6-8 Social Studies
  - Implemented their revised standards and maps during the current school year.
  - Developed common expectations around writing standards as they relate to social studies.
  - Will continue work of mapping and revising into 2017-2018.

## 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.

### ACTIONS SUMMARY 2015-2016 and 2016-2017

- **SPRING 2015-2016**
  - 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.

- **MID-YEAR 2016-2017**

- Assessments to support Curriculum Mapping:
  - All PLC teams are beginning to develop common assessments and formative assessments as part of the curriculum mapping process (PLC Question 2 - How do we know if they know it / can do it?). Teams are at different stages of designing and delivering common assessments, depending on where they are in the mapping process (see Strategy 1 progress update). Some teams are beginning to collaborate and reflect on common assessment data collected and use that information to drive future instruction.
  - Teachers have been given initial training on types of assessments and best practices in designing assessments as part of their Teacher Institute Days during the 2016-2017 school year. Additional training and coaching is being provided during the PLC meeting times.
- Assessments to meet PERA Student Growth Requirements:
  - D31 staff have been given ongoing professional development (teacher institute days), coaching, and support (PLC meetings) during the 2016-2017 school year to ensure all staff are successful with meeting the student growth requirement of PERA. Most staff are working together in teams to assess student growth. Many teams and individuals have completed the student growth requirement. All teams have quality plans in place and are on track to be successful.
- Aligned and Comprehensive D31 Student Assessment System:
  - A D31 Assessment Committee was developed based on a need that came to the DLT through the SLT's. A charge was developed that identified both short term and long term goals. The team has met once and changes to the January Benchmark were made based on the feedback from the committee. The committee will continue to meet with developing a comprehensive and aligned student assessment system that meets the needs of the students, parents, teachers, and district.
- Assessments to Measure Social-Emotional Needs
  - In the fall of 2016, a social-emotional screener was used to identify students in need of additional supports at both Winkelman and Field. This was the first time schools used such a tool.

- **SPRING 2016-2017**

- Assessments to Support Curriculum Mapping
  - Many teams have started to develop and utilize common assessments. All teams have plans to create common assessments and will be doing this work over the summer and into 2017-2018.
- Assessments to Meet PERA Student Growth Requirements
  - 100% of Winkelman and Field staff completed a growth goal and prepared assessments to meet the PERA growth requirement.
- Aligned and Comprehensive D31 Student Assessment System
  - D31 Assessment Committee developed a revised District-wide student assessment plan with initial implementation in 2017-2018. The revised plan decreases student testing time and addresses needs identified by staff.

- Assessments to Measure Social-Emotional Needs
  - Winkelman
    - Administered the Systematic Screening for Behavior Disorders (SSBD) screener to identify Tier 2 and 3 Intervention Groups (see Goal 1 Outcomes Summary Spring 2016-2017 for results)
    - Administered the Second Step summative assessment to all students (see Goal 1 Outcomes Summary Spring 2016-2017 for results)
  - Field
    - Administered Behavioral and Emotional Screening System (BESS) in the fall to identify Tier 2 and 3 needs.

### STRATEGY 3

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

#### ACTION SUMMARY 2015-2016 and 2016-2017

- **SPRING 2015-2016**
  - 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 gifted and enrichment models in 2016-2017 for implementation in 2017-2018. For the 2016-2017 school year, additional enrichment opportunities were put in place through the after school club program. Specifically a literature club was offered for students in Grades 3-5.
- **MID-YEAR 2016-2017**
  - The Gifted Committee has met twice to review District needs and best practices in order to make a proposal for enrichment and gifted supports and services for the 2017-2018 school year.
  - The Multi Tiered Systems of Support (MTSS) Committee met once and is scheduled to meet prior to winter break. The committee will present a transitory tiered system of supports and interventions until the following has occurred: universal core instruction is in place at all grade levels in language arts, math, and behavior; an assessment system is developed and is accessible; and the team infrastructures are fully functioning (DLT, SLT, Grade Level, Department).
- **SPRING 2016-2017**
  - The Gifted Committee presented a plan to the Winkelman SLT and DLT for English Language Arts Core + classes for grades 3-5 for initial implementation in 2017-2018 and the employment of a Winkelman Gifted and Enrichment Coach / Teacher. The DLT approved the plan, and the BOE approved the employment of the coach / teacher..
  - The Multi Tiered Systems of Support (MTSS) Committee presented MTSS plans to Winkelman and Field SLTs and staff

- Winkelman
  - Fully integrated Second Step with fidelity check
  - Administered the SSBD screener to students
  - Identified students with internalizing and externalizing behaviors
  - Identified Tier 3 students for the Connections program; will extend to Tiers 1 and 2 students in 2017-2018
  - Created Social Work groups
  - Used data to identify students in need of interventions beginning at the start of the 2017-2018
  
- Field
  - Administered BESS; results used to identify Tier 3 students; created social work groups
  - Grade 6 began implementing Second Step

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: <ul style="list-style-type: none"> <li>➤ Student attendance / Tardy data</li> <li>➤ Behavior infraction data</li> <li>➤ Positive Behavior data</li> <li>➤ Extra curricular participation</li> <li>➤ Life-Safety compliance</li> </ul> Data to be collected / reviewed in the future: <ul style="list-style-type: none"> <li>➤ Meeting and exceeding Social / Emotional Learning growth targets</li> <li>➤ Positive student, parent, and staff satisfaction and climate data</li> <li>➤ Facility cleanliness and maintenance</li> </ul>

**OUTCOMES SUMMARY 2015-2016 and 2016-2017**

● **SPRING 2015-2016**

- 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.

- **MID-YEAR 2016-2017**

- Grades Six, Seven, and Eight
  - 95% of school challenges were successfully met.
    - Building Challenge 1 (August) - Chromebook charging
    - Building Challenge 2 (September) - On time to class
    - Building Challenge 3 (October) - Writing assignments in agenda
    - Building Challenge 4 (November) - Accuracy in writing in the agenda-in progress
  - 90% or more of students earn Tiger Tickets or a commendation
    - As of 11/10/2016, 124 students (43%) turned in Tiger Tickets.
  - 5% increase in the numbers of students earning Citizenship LEAF awards
    - Total LEAF Awards Quarter 1: 6th/70%, 7th 82%, 8th/72%
    - Quarter 1 Citizenship
      - 2016-40
      - 2017-60

- **SPRING 2016-2017**

- Student / Parent / and Staff Satisfaction and Climate Data
  - Qualitative in-person staff satisfaction and climate data indicated staff feel challenges are being addressed and are decreasing.
  - 5Essentials Survey
    - Satisfaction Data - 5Essentials satisfaction data is reviewed. Results are used to identify areas of strength and areas for improvement in regards to satisfaction and climate.
      - [Winkelman School](#)
      - [Field School](#)
    - Survey Participation

	Winkelman			Field		
	Staff	Parents	Students	Staff	Parents	Students
2014-2015	48.2%	0.0%	NA	55.6%	0.0%	29.4%
2016-2017	54.2%	2.2%	NA	91.9%	9.3%	88.9%

- School Emergency and Crisis Planning
  - Required Emergency and Crisis Planning reviews take place including local police and fire departments. Emergency and Crisis Plans are updated.
  - Required safety drills continue to occur with documentation submitted to the State. Local police and fire departments continue to participate.
  - Northfield Township is working on making plans to deal with intruders uniform throughout Glenview and Northbrook.

- Extra-Curricular Activities

2015-2016		2016-2017	
# Activities	# Students	# Activities	# Students
30	803	37	575 +

- District 31 Student Attendance

2015-2016	2016-2017
95%	95.45%

- K-8 Behavior Infractions / Suspensions

	2015-2016	2016-2017
K-8 Behavior Infractions Entered into Skyward	724	772 (110 w; 662 F - includes 151 Level 1, 68 Level 2, 13 Level 3 during Quarter 4))
Suspensions	3 in-school 3 out-of-school	24 (18 W; 6 F)

○ Positive Behavior Data:

- Winkelman ROAR Tickets: An estimated 1,000 tickets were given out each month as a positive behavior incentive. Students whose tickets were pulled earned an extra recess for them and a friend.

	2015-2016	2016-2017
Per month	500 +	1,000

- Field Commendation Letters 45 commendation letters were mailed home to Field students.

2015-2016	2016-2017
45	47

- Field Tiger Tickets

January 2017	June 2017
50%	100%

- Field Leaf Awards

Grade Level	Quarter 1	Quarter 2	Quarter 3	Quarter 4
6	70%	67%	66%	75%
7	82%	83%	76%	76%
8	72%	60%	72%	72%

- Citizenship Awards

School Year	Quarter 1	Quarter 2	Quarter 3	Quarter 4
2015-2016	40	42	42	56
2016-2017	60	85	78	90

■ Final LEAF Awards

School Year	Academic Gold LEAF	Citizenship Gold LEAF	Award of Excellence
2014-2015	145	12	12
2015-2016	148	16	16
2016-2017	164	38	38

- Field Spring Student Led Conferences in sixth and seventh grade
- Field Executive Functioning - Building Challenge for Spring focussed on students using their agendas.
  - Field Executive Functioning Student Assessment
    - 100% students used the materials management system
    - 100% students had papers filed in the management system
    - Percentage students who wrote homework in their agendas correctly

Grade Level	% Students Who Wrote in Homework	% Students Who Recorded Tests, Quizzes, and Studying	Percentage Students Who Wrote in Steps to Accomplish Long Term Projects
6	97%	95%	NA
7	92%	86%	79%
8	74%	71%	69%

**STRATEGY 4**

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

**ACTIONS SUMMARY 2015-2016 and 2016-2017**

● **SPRING 2015-2016**

- 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).

- **MID-YEAR 2016-2017**

- Winkelman
  - The Wildcat Way 3 (W3) Committee displayed common behavior expectations in common areas around the school.
  - The W3 continued its Safe and Civil Schools cohort and continued training staff during faculty meetings.
  - A universal social and emotional screener was implemented K-8. Data from the social emotional screener will be used to form intervention groups.
  - Dr. VanAcker continues to work with specific grade levels and individual teachers regarding positive behavior management.
- Field
  - BIF developed a teacher handbook for behavior to ensure consistency and clarity.
  - BIF created an individual and team-wide positive behavior incentive program.
  - BIF is exploring consequence options in order to maximize effectiveness.
  - A sub-committee drafted levels of behaviors, staff responses, and responsible persons. BIF and PLCs are reviewing the sub-committee's recommendations.
  - The School Leadership Team (SLT) is reworking the LEAF program to work, in part, with the behavior program.
  - Dr. Van Acker provided one of four professional development opportunities for staff during staff meetings on key challenging behavior issues.
  - Dr. Van Acker has provided one of four quarterly coaching for teams geared towards the needs of the staff/teams.
  - Dr. Jaselskis provided two professional development opportunities focussing on ADHD and students in crisis. A third has been requested.
  - Social emotional screeners for students were administered in September/Early October to ensure groups and other appropriate action can begin early.

- **SPRING 2016-2017**

- Winkelman

- The Winkelman Wildcat Way (W3) Team created presentations for staff. The material used came from the Safe & Civil Schools *Foundations* training that W3 attended throughout the year.
  - 9-9-16: Tier I Behavior Supports
  - 10-18-16: Safe & Civil Schools *Foundations*: Common Area Data
  - 11-9-16: Effective Supervision
  - 11-30-16: Corrective Feedback
  - 12-7-16: Positive Interactions
  - 1-9-17: Behavior De-escalation
  - 4-10-17: Team Building Through Movement
- Reestablished common area expectations based on ROAR (Respect, Ownership, Achievement, Responsibility)
- Introduced peer coaching and support with students guiding one another in the problem solving process

- Field

- BIF evaluated and refined the teacher handbook for behavior to ensure consistency and clarity. In April, the committee rolled out a specific leveled behavior system with more clarity in who manages behavior and what the responses should be for behaviors.
- BIF committee rolled out a new recording system for the leveled behavior system.
- BIF maintained the individual and team-wide positive behavior incentive program.
- The School Leadership Team (SLT) is reworking the LEAF program to coordinate with the behavior program.
- Dr. Van Acker provided three of four professional development opportunities for staff during staff meetings on key challenging behavior issues. The fourth planned was cancelled per the recommendation of the SLT co-leaders due to other needs the staff needed to address.
- Dr. Van Acker has provided four of four quarterly coaching for teams geared towards the needs of the staff/teams.
- Dr. Jaselskis provided three professional development opportunities focussing on ADHD, anxiety, and students in crisis. A third has been requested.
- Social emotional screeners for students were administered in September/Early October to ensure groups and other appropriate action can begin early. A girls group was started in the spring.
- Executive functioning was taught in all advisories for the whole school year. An executive functioning student assessment was completed. Four quarterly coaching sessions were completed with Georgia Bozeday.

## **STRATEGY 5**

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

### **ACTION SUMMARY 2015-2016 and 2016-2017**

- **SPRING 20015-2016**

- 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](#))
- **MID-YEAR 2016-2017**
  - Winkelman and Field are expecting to roll Strategy 5 into one of their school goals during upcoming SLT meetings.
- **SPRING 2016-2017**
  - Field
    - A Life Saver board was started at Field as an opportunity for all staff to recognize each other.
    - All staff were given a copy of the “Kindness Diaries” book
    - Recognition Assembly
    - LEAF awards at the end of every quarter
    - End of the year fitness award
    - Math-a-thon celebration
    - End of season parties for sports, musical, and choir
  - Winkelman
    - Staff are recognized at faculty meetings by colleagues through the “Pass it On” program. A staff member writes a positive letter to a colleague thanking them for something and reads it at a faculty meeting. That person prepares a letter for the following meeting and the chain begins.
    - Science Fair
    - Farewell to 5th
    - Assembly to celebrate students’ efforts raising money for the Leukemia and Lymphoma Society
    - Only 1 item in the WIN box in the Spring
    - All staff given a copy of “The Kindness Diaries”
    - End of Year Celebration for staff at Principal’s house

## 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.

### ACTIONS SUMMARY 2015-2016 and 2016-2017

- **SPRING 2015-2016**
  - After School Activities
    - A combination of in-house and vendor after school activities were offered to grade 2-8 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.
    - Field reintroduced after school activities.
  - Makerspace / STEM Lab

- A Makerspace Committee designed a Makerspace at Winkelman School , ordered all materials and furniture, and set it up for implementation 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.

- **MID-YEAR 2016-2017**

- After School Activities
  - Winkelman expanded its after school program to include K-5.
  - Field modified its afterschool programs based on student interest.
- Makerspace / STEM Lab
  - Year one of the Winkelman Makerspace was implemented.
- Field Trips
  - Each grade level, K-8, takes 2-3 field trips per year.. Field trips planned this year, to date, include the following:
    - Kindergarten - The Grove
    - Grade One - Marriot Lincolnshire for the Nutcracker; The Grove or Wagner Farm
    - Grade Two - Marriott Lincolnshire Theater (See a Play); Golf Mill Theatre (Earth Day movie); Botanic Gardens
    - Grade Three - Northbrook Historical Society; Wendella Boat Ride Architectural Tour
    - Grade Four - See the play Frindle; Museum of Science and Industry (still deciding on this one)
    - Grade Five - Bilingual students to Northeastern University
    - Grade Six - Flamenco dancing, Art Institute
    - Grade Seven - Anne Frank Play, visits to senior homes
    - Grade Eight - Holocaust Museum/Skokie Sculpture Garden, Pilsen, Feed My Starving Children

- **SPRING 2016-2017**

- K-8 after school activities continued -
- Use of Makerspace / STEM Lab continued for K-3; plans to include grades 4-5 in place for 2017-2018.
- Field Trips
  - Kindergarten: October- The Grove, May - Peggy Notebaert Museum, June- Walk to Firehouse
  - Grade One: December-Marriott, May-Adler Planetarium
  - Grade Two: February-Marriott, April-Gold Mill Theatre, May-Botanic Garden
  - Grade Three: April - Northbrook Historical Society, June - Wendella Boat
  - Grade Four: March - Metropolis, June-Science and Industry
  - Grade Five: April-Gott to NIU, May-The Grove
  - Grade Six - Flamenco dancing, Art Institute
  - Grade Seven - Anne Frank Play, Tapas Restaurant
  - Grade Eight - Holocaust Museum/Skokie Sculpture Garden, Pilsen, Feed My Starving Children



GOAL 3: Professional Practices	POSSIBLE INDICATORS:
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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.	Data to be Reviewed: <ul style="list-style-type: none"> <li>➤ Staff participation in professional development opportunities</li> <li>➤ Staff satisfaction and climate data</li> </ul> Data to be collected / reviewed in the future: <ul style="list-style-type: none"> <li>➤ Staff retention rates</li> <li>➤ Students meeting and exceeding learning growth targets</li> <li>➤ Effective Teacher Evaluation System</li> <li>➤ Staff providing professional development opportunities</li> <li>➤ Meeting time spent answering PLC questions</li> <li>➤ Staff participation in on-site and job-embedded professional development and learning.</li> </ul>
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**OUTCOMES SUMMARY 2015-2016 and 2016-2017**

- **SPRING 2015-2016**

- Staff Participation in Professional Development:
  - 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.

- **SPRING 2016-2017:**

- Staff Participation in Professional Development (PD):
  - Off-Site PD Participation

	2014-2015	2015-2016	2016-2017
Off site PD	35%	47%	32%

- On-Campus PD Participation
    - Experts / Consultants - Dr. Van Acker, Mark Van Clay, Laura Beltchenko, and Tom Rocco
- Staff Satisfaction and Climate Data - See Goal 3 Outcomes Summary

○ Teacher Evaluation Summative Performance Ratings

	Total #	Excellent		Proficient		Needs Improvement		Unsatisfactory	
		#	%	#	%	#	%	#	%
2015-2016	35	22	63%	13	37%	0	0%	0	0%
2016-2017	48	16	33%	29	60%	3	6%	0	0%

○ Professional Learning Community (PLC) Time

	2016-2017
Winkelman	weekly and 4 half days
Field	8 half days per year and quarterly staff meetings

**STRATEGY 7**

Deliver proactive and systematic professional development focused on critical areas and provide ongoing implementation support through coaching and other resources.

**ACTIONS SUMMARY 2015-2016 and 2016-2017**

● **SPRING 2015-2016**

- 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.

- **MID-YEAR 2016-2017**

- District:

- Professional development funds were set aside to bring consultants and content area experts to the district to support specific teams. This is considered job-embedded training as is more effective at impacting classroom practices than sending staff outside of the district to workshops and conferences. Some staff have attended outside workshops and conferences, but this has been kept to a minimum in order to reduce teacher time out of the classroom.
- District teacher institute days focused on the current work of the district (e.g., PLC's, PERA, Assessment)

- Winkelman:

- Professional development being provided during ½ day PLC meetings through coaching and consultation.
- Roles and responsibilities within the literacy department were shifted to allow for coaching time from the literacy specialists to support the ELA curriculum mapping and implementation at all grades.
- A math interventionist / coach was added.
- Professional development provided at Staff Meetings - topics relate to implementation of the strategic plan

- Field

- Professional development being provided during ½ day PLC meetings through coaching and consultation.
- Professional development provided at Staff Meetings - topics relate to implementation of the strategic plan
- The SLT approved scheduling half-days to focus on Executive Functioning.
- Dr. Van Acker will provide four professional development opportunities for staff during staff meetings on key behavior issues that are challenging the staff - one of four staff meeting presentations are completed.
- Dr. Van Acker will provide quarterly coaching for teams geared towards the needs of the staff/teams - one in four coaching sessions are completed.
- Dr. Jaselskis provided two professional development opportunities focussing on ADHD and students in crisis.

- **SPRING 2016-2017**

- Winkelman

- Professional Development Through PLC's - teams received job-embedded professional development through working with literacy coaches and content area consultants (Laura Beltchenko for ELA, Tom Rocco for PE)
- W3 Faculty meeting trainings
- Coaching

- Field

- Professional development being provided during ½ day PLC meetings through coaching and consultation.
- Professional development provided at Staff Meetings - topics relate to implementation of the Strategic Plan
- The SLT approved scheduling half-days to focus on Executive Functioning.
- Dr. Van Acker provided three professional development opportunities for staff during staff meetings on key behavior issues that are challenging the staff - one of four staff meeting presentations are completed.
- Dr. Van Acker provided quarterly coaching for teams geared towards the needs of the staff/teams
- Dr. Jaselskis provided three professional development opportunities focussing on ADHD, anxiety and students in crisis.

- Georgia Bozeday provided four quarterly coaching sessions focussing on Executive Functioning

## 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.

### ACTIONS SUMMARY 2015-2016 and 2016-2017

- **SPRING 2015-2016:**
  - 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.
- **MID-YEAR 2016-2017**
  - The DLT and SLTs are meeting regularly. Dr. Mark Van Clay is providing ongoing coaching to the SLT and DLT co-leaders on how to effectively lead the Strategic Plan through the shared leadership process.
  - The DLT has identified its responsibilities to be as follows: oversee the Strategic Plan and ensure it is being implemented at the District and school levels successfully and in a timely manner; review SLT needs that may be District issues and charge individuals / groups to propose solutions, review solutions, and oversee implementation of solutions.
  - The SLTs have identified their responsibilities to be as follows: oversee the Strategic Plan is being implemented at the school level successfully and in a timely manner; review school needs that can be handled at the school level and charge individuals / groups to design and propose solutions; review school needs that may be District issues and take these needs to the DLT for review and consideration; review student achievement and growth data and identify school improvement efforts to improve results.
- **SPRING 2016-2017**
  - The District Leadership Team (DLT) met once a month. The DLT was co-lead by the Superintendent and WNTA President.
  - School Leadership Teams (SLTs) for Winkelman and Field were co-lead by the Principals and a Teacher Leaders. Teams met regularly and successfully communicated between the PLC's and DLT.
  - Grade Level / Department level PLC's met regularly to answer PLC questions 1 and 2 and work on curriculum mapping. Each team's leader also served as his / her respective team's representative 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 second annual Data Retreat on June 7th and outcomes of the Strategic Plan are being 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.

### **ACTIONS SUMMARY 2015-2016 and 2016-2017**

- **SPRING 2015-2016**

- 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 want all students to know and be able to do? How will we know when they know it / can do it? All PLC teams are asking for more time to meet and collaborate on a regular basis to discuss standards, instruction, data, and differentiation.

- **MID-YEAR 2016-2017**

- All District #31 licensed staff are part of a grade level, departmental, or similar role PLC.
- All teams are regularly meeting. All teams have 6-10 half day meetings throughout the school year. This time is made available through the hiring of a cadre of subs that cover team meetings at Winkelman on Tuesdays and Field on Thursdays. Additional meeting time is available to some PLC teams through common plan time or other means.
- The expectation that all teams begin to answer PLC questions #1 and #2 (What do we want all students to know and be able to do? How will we know when they know it / can do it?) Some teams have exceeded the expectations and have the foundation to begin answering PLC questions #3 and #4: What do we want all students to know and be able to do? How will we know when they know it / can do it? Some teams are far enough along in the process that they have begun to use their PLC time to reflect on common data and make changes to their instruction accordingly.

- **SPRING 2016-2017**

- All District #31 licensed staff member was part of a grade level, departmental, or similar role PLC. All teams regularly met to discuss PLC questions 1 and 2 and develop curriculum mapping as their primary agenda elements. PLC questions 1 and 2 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? Last spring, all PLC teams requested more time to meet and collaborate on a regular basis to discuss standards, instruction, data, and differentiation. Additional time was provided throughout this school year.

GOAL 4: Engage Families and Communities	POSSIBLE INDICATORS:
District #31 will enhance the education of students through meaningful partnerships with families and the community.	Data to be reviewed: <ul style="list-style-type: none"> <li>➤ Participation in parent education opportunities</li> <li>➤ Attendance at school / district events</li> </ul> Data to be collected / analyzed in the future: <ul style="list-style-type: none"> <li>➤ Parent and community satisfaction and feedback data</li> <li>➤ Numbers of volunteers / hours of service</li> <li>➤ Learning opportunities for families</li> <li>➤ Family and community access to communication</li> </ul>

<p><b>OUTCOMES SUMMARY 2015-2016 and 2016-2017</b></p> <ul style="list-style-type: none"> <li>● <b>SPRING 2015-2016</b> <ul style="list-style-type: none"> <li>○ Participation in Parent Education Opportunities: A total of 7 evening parent education opportunities were presented across the district.</li> <li>○ 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.</li> </ul> </li> <li>● <b>SPRING 2016-2017</b> <ul style="list-style-type: none"> <li>○ Participation in Parent Education Opportunities: A total of four evening parent education opportunities were presented across the district. During 2016-2017, these included:               <ul style="list-style-type: none"> <li>■ 5th Grade Parent Night - attendance not taken</li> <li>■ 8th Grade / High School Transition Night - 44% students represented by family; 40 attendees (3 sessions held)</li> <li>■ Executive Functioning Parent Workshop - 16 attendees (8 Winkelman and 8 Field)</li> <li>■ K - 8 Erin's Law - 4 parents attended a presentation led by Victor Pacini</li> </ul> </li> <li>○ Attendance at School / District Events: Participation rates at school events (e.g., curriculum nights, open houses, student performances, fall family fest, etc.) ranged from a low of 72 % to a high of 94 % of students having at least one parent / family member represented at the event.</li> <li>○ Parent and Community Satisfaction and Feedback Data               <ul style="list-style-type: none"> <li>■ Parents Input / Feedback                   <ul style="list-style-type: none"> <li>● 2016-2017 5Essentials Survey - See Goal 3 Outcomes Summary</li> <li>● 2017-2018 District Calendar Survey</li> <li>● Lunch Program Survey</li> <li>● 2016-2017 Winkelman After School Clubs Survey Rating Overall Students' Experiences                       <ul style="list-style-type: none"> <li>○ On a scale of 1-5, with 5 being the highest positive experience                           <ul style="list-style-type: none"> <li>■ 5: 56.9%</li> <li>■ 4: 30.3%</li> <li>■ 3: 10.1%</li> <li>■ 2: 0.9%</li> <li>■ 1: 1.8%</li> </ul> </li> </ul> </li> </ul> </li> </ul> </li> </ul> </li> </ul>
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- Family Activities
  - Open Houses
  - Curriculum Nights
  - Fall Family Festivals
  - Student performances - grade level musicals, middle school play, band concerts
  - Art Enrichment in K-5 classrooms
  - K-5 Science Fair
  - K-5 Art Fair
  
- Parent / District Partnership
  - Parent Teacher Club
  - Education Foundation

## 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.

### ACTIONS SUMMARY 2015-2016 and 2016-2017

- **SPRING 2015-2016**

- D#31 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.

- **MID-YEAR 2016-2017**

- D31 continues to host 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. These events are altered to better meet the needs of the students and parents according to survey data.
- Field Open House was “flipped”. Parents received videos containing information.
- Field P / T Conferences were moved to October and February in order to ensure parent contact earlier in the grading periods to better intervene with students in academic crisis.

- The Parent Teacher Club (PTC) and Education Foundation continue to sponsor a number of events for students, families, and community members throughout the school year such as the 5K.
- Satisfaction data and input regarding various school programs, events, and practices are regularly sought from parents, staff, students, and community members through a variety of means such as surveys and face to face meetings.
  - Parents are encouraged to complete the 5Essentials survey.
  - A District parent satisfaction survey is being developed for implementation in the spring of 2017.
  - The Superintendent holds individual team meetings with staff to gather qualitative data on strengths and challenges of the District.
- Principals and directors hold parent meetings.
  - November 2016 - Executive Functioning for Parents (16 parents attended - 8 Winkelman and 8 Field)
  - Eighth grade transition parent meeting is offered at numerous times during conferences.
- Written communication continues and has been enhanced
  - Winkelman and Field Schools' principals each send weekly communications to parents.
  - Weekly District communication is sent to parents and staff via E-News.
  - A 2016-2017 December District newsletter was electronically sent to parents, staff, and local businesses and was included within the District #31 website for community viewing.
- The Superintendent is scheduled to meet with local real estate agents to inform them of District strengths and improvement initiatives.
- A Communication Plan Committee is being formed and will meet beginning January 2017. This Committee is charged with developing a two-way communication plan to present to the Board of Education in the spring of 2017.
- Winkelman works in partnership with the following organizations / persons:
  - Youth Services of Glenview
  - Amazing Minds
  - Chess Wizards
  - Noggin Builders
  - Young Rembrandts
  - Adventure Campus
  - Boy Scouts
  - Junior Achievement
  - Glenview Fire Department
  - Fermilab
  - Champion Martial Arts
  - Phil Schwarz

- **SPRING 2016-2017**

- The Communication Plan Committee developed:
  - A Communication Plan Guideline that outlines what should be communicated, methods to do so, and responsible persons
  - A 0.5 FTE Communication Facilitator job description



The plan was presented to the Board of Education during the May Board meeting and will be implemented beginning July 1, 2017.

- D#31 continued hosting 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 continued to sponsor 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 continue to be 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, two District Newsletters,, and special announcements served as a means of communication with families and community members.

GOAL 5: Resources	POSSIBLE INDICATORS:
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.	Data to be reviewed: <ul style="list-style-type: none"> <li>➤ 3-5 year fund balances</li> <li>➤ Audit findings</li> <li>➤ Per pupil instructional costs</li> <li>➤ Bond ratings</li> <li>➤ Illinois State Board of Education Financial Profile Status</li> </ul> Data to be collected / analyzed in the future: <ul style="list-style-type: none"> <li>➤ Stakeholder satisfaction survey data</li> </ul>
<b>OUTCOMES SUMMARY 2015-2016 and 2017-2018</b> <ul style="list-style-type: none"> <li>● <b>SPRING 2015-2016</b> <ul style="list-style-type: none"> <li>○ 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.</li> <li>○ Through improved internal controls, the most recent audit found that no material weaknesses or significant deficiencies exist.</li> <li>○ Per pupil operating costs have remained relatively stable and continue to be low for the surrounding area, at \$15,752.</li> <li>○ 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.</li> <li>○ 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.</li> </ul> </li> </ul>	

- **SPRING 2016-2017**

- The District's overall fund balance continues to remain well above the Board targeted goal of 35%.
- The District continues to improve, communicate, and practice sound internal controls. The 2015-2016 audit found no material weaknesses or significant deficiencies exist and we expect similar results for the 2016-2017 audit.
- The Operating Expenditure Per Pupil is approximately \$2,000 less than the average of other school districts in the Township.
- The District has retained its Aa3 bond rating.
- The District's 2017 Financial Profile Score remains at the Recognition Level, which is the highest level awarded by the State.

## **STRATEGY 11**

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

### **ACTIONS SUMMARY 2015-2016 and 2016-2017**

- **SPRING 2015-2016**

- 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 all account activity by fund as well as the fund balance of all funds.
- Financial information is continually posted on the District's website, under Business Services. Items include the Annual Budget, Audit Report, Administrative Compensation Report, Teacher Salaries, Compensation > \$75,000, etc.
- 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.

- **MID-YEAR 2016-2017**

- Financial communication
  - Regular financial reports are included in the monthly Board of Education meeting packets. Changes and variations from the prior year and prior month are discussed at the Board meeting and the trends between both years are illustrated and explained, as well. The General Ledger Summary provides information for Assets, Liabilities, Equity, Revenues, and Expenses that are recorded in the system's financial software. Buildings, their contents, and land values continue to be reported on the annual statements. Fixed Asset Reports are updated on an annual basis, and a formal scan or assets valued at \$1,000 or more is completed every second or third year depending on the purchasing activity.
  - Quarterly financial updates to the budget expenditures continue to be reported to the administrators responsible for that area of spending.
  - Additional information is shared on the website such as the Annual Budget Presentation and the Tentative levy presentation.

- The District continues to review its financial position and will provide information to the stakeholders regarding the status of pursuing the issuance of the remaining \$2 million in bonds that were approved but not sold, from the 2015 bond issuance.
  - Efforts to maintain financial health
    - Participation in the ERATE Program requires continual attention throughout the year from providing information to verifying details, in order to have a successful funding year. This level of attention continues to remain in place in order to benefit from the reimbursements from USAC and reduce demands on the budget for technology purposes. Applications for the upcoming year are in discussion.
    - The focus for building fund balances has been to continue to remain diligent with conservative spending patterns in order to promote healthier funds balances while allocating resources to support the Strategic Plan.
    - Municipal partnering continues to increase and has become the preferred method of conducting business, whenever possible. Currently, the District is working with Districts 27, 28, 29, 30, and 225 to bid for auditing and transportation services. We are currently under contract for one more year under our current auditing firm, but our transportation contract expires this year so are working to go out to bid in the next couple of months.
    - The District continues to participate in pools for workers' compensation, property/liability risks, and health, dental, and life insurance programs. In addition to be able to budget more precisely when working with a pool, the District has also received distributions (less renewal costs) from designated reserves available from the strong performance of the pools in which we participate.
    - The 2016 levy process will again strive to capture all new property tax receipts which, in Cook County, must be requested/filed by the designated date in December. If any new property is missed, the District cannot go back and recoup in the following year. Efforts to fine-tune the levy process for all funds, except the Education Fund, has also been practiced for the last few years in order to provide more appropriate funding levels in general while providing increased funding to the Education Fund, which covers the vast majority of expenses for the District and incurs expenses beyond the increase in CPI that reflects a minimal increase to funding the past few years.
    - The District applies for and accesses State and Federal grant funds. Anticipated fiscal year 2017 grant funds total approximately \$1.2 million.
    - The District partners with its parent organizations, the Parent Teacher Club and Education Foundation, to fund initiatives. This year's initiative focuses on STEAM (Science, Technology, Engineering, Arts, and Mathematics).
- **SPRING 2016-2017**
  - Financial Communication
    - The District's third newsletter is scheduled for distribution during the summer of 2017 and will focus on District finances and facility improvements.
    - A summary of investments has been added to the reports included in the monthly board reports as well as the summaries of purchases on the District's P-Cards.
    - Quarterly reporting to administrators has remained in place and reports are also provided upon request during those intervals.
    - The District recently participated in an Annual Surveillance Review with Moody's credit rating agency to communicate the status of the District's financial health to its current and potential investors.
    - Financial information will be brought to the District's Financial Stakeholder Committee as circumstances warrant which would include any intent to issue additional working cash bonds.
    - Pending legislation brings on continual challenges to the district's finances. Communication with our legislators continue in order to provide them information on the financial impact that will occur with certain legislation.
  - Efforts to Maintain Financial Health

- The District continues to participate in the ERATE Program and applications have been completed and approved for reimbursements connected to the FY18 internet expenses . Fiscal Year 2016-2017 reports will soon be completed in order to receive reimbursements in FY18 for FY17 phone, voice, and internet expenditures.
- The practice to levy an appropriate amount of tax revenues to meet in expenses for O&M, Transportation, Social Security and IMRF has continued so efforts to build the fund balance in the Education Fund with any remaining tax receipts is successful.
- Participating in pools continues to work in our favor for our property liability insurance and health insurance. Positive results with our Workers' Comp pool has resulted in improved rates for premiums due to high interest earnings, well-managed settlement agreements, and returns of contributions.
- Construction is in progress on a property development that was originally delayed. The District should receive impact fees from this project and should be able to levy for new property tax receipts beginning with the 2017 levy process. As construction continues, the available new property will be requested in subsequent years' levy process.
- The District again participated in a joint bidding process with Northfield Township schools, this year including the high school, for transportation services in an effort to obtain better pricing than would be available independently.
- Participation in state and federal grant programs continues. These grants include Title I, II, and III (ELL Grants) as well as IDEA Flow-through and IDEA Preschool.
- The District continues to receive support from its parent organizations, namely the PTC and Education Foundation.

## STRATEGY 12

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

### ACTIONS SUMMARY 2015-2016 and 2016-2017

- **SPRING 2015-2016**

- 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 provides a safer environment for students and staff and 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 can budget more accurately while also avoiding excessive costs in these areas.
- The 2015 levy process successfully captured all new property through an appropriate levy request. The allocation of the funds levied has also provided healthier fund balances for all funds and has concentrated on building the Education Fund to a more appropriate level.
- The District also worked through a joint purchasing contract to capture much lower pricing for its most recent vehicle purchase.

- **MID-YEAR 2016-2017**

- Building Improvements
  - The majority of the 2015 bond issues, \$3 million, were issued for a number of improvements to the District, including the HVAC updates at Field and Winkelman as well as completing some of the items on the Ten Year Life Safety Report. To date, we have expended almost all of the funds received for exactly those items and are nearing the completion of the second building's HVAC project.
  - In an effort to continually provide a safe environment for all, the District continues to participate in the Safety Grant awarded through SELF, the workers' compensation pool. This year's purchases for the spring include adding flooring material to help avoid accidents through slips, trips, and fall, which is the most common type of injury employees incur during work.
- The District has financially supported all efforts that directly correspond to the Strategic Plan. Examples include:
  - Return and enhancement of the after school programs and corresponding transportation services
  - Addition of a Makerspace at Winkelman
  - Update and enhancement of the STEM Lab at Field
  - Professional development offered outside the District (workshops, conferences, etc.) and in-house via consultants and District staff. Professional development has directly supported curriculum mapping, assessments, professional learning communities, shared leadership, etc. as described within this report. Corresponding supplies and material have also been provided. The use of grant funds, whenever possible, continues to be a part of the plan.
  - Return of field trips
  - Stipends issued to teachers for responsibilities related to District and School Leadership Teams and Professional Learning Communities leadership
  - Costs corresponding to committee work including the Gifted, Safety, and Assessment Committees

- **SPRING 2016-2017**

- The District continues to financially support all efforts that directly correspond to the Strategic Plan. Additional examples include:
  - Goal 1 Strategies 1 and 2
    - Summer 2017 paid work for teachers to continue standards-based curriculum mapping and assessment development

- Goal 2
  - Summer 2017 facility updates to enhance safety and privacy rights
- Goal 4 Strategy 10
  - Increase in the Communication Facilitator's Full Time Equivalency (FTE) from 0.1 to 0.36.
  - Approval of an updated District website
- Goal 4 Strategy 11
  - Fall, winter, and summer District newsletters
- Building and Safety Improvements
  - The Board recently approved projects recommended by the Safety Committee and those are now underway. Construction has started on the Field Entrance and nurse's office and will be completed this summer, as well as a more secure entrance at the District Office and renovations at Winkelman's front office and nurse's office.
  - Additional safety improvements were approved and efforts to complete those are in progress.
  - The Board also approved the replacement of the phone system and the demolition of the mobiles.
  - The sound and lighting system is being updated for Field's auditorium.
  - Building tours have been taking place in order to receive input for improvements.