

**DEPARTMENT OF CURRICULUM AND INSTRUCTION
Wilmette Public Schools**

INFORMATION ITEM

Date: January 28, 2019

To: Members, Board of Education

From: Building Principals
Grade Level Administrators
Assistant Principals

Ellen Crispino
Interim Business Manager

Romy DeCristofaro, Ph.D.
Interim Administrator for Student & Special Services

Angela DeMay
Assistant Director of Special Services

Tony DeMonte
Director of Technology & Media Services

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

Katie S. Lee
Administrator for Curriculum & Instruction

Subject: 2018-2019 Strategic Plan Updates: Annual Business Section

BACKGROUND

On September 24, 2018, the Board of Education approved the implementation of the 2018-2019 District 39 Strategic Plan. The yearly planning cycle includes Strategic Plan updates. This executive summary report will focus on mid-year updates of the action steps identified under Annual Business. The updates on the Continuing and New Strategic Initiatives will be presented in February and March respectively.

School Safety

The State of Illinois requires school districts to review school safety plans annually. In addition, District 39 regularly collaborates with the Wilmette Police Department and Wilmette Fire Department each time a significant act of violence occurs across the country. Given the unsettling school violence last school year, District 39 conducted a more thorough review of existing safety practices to identify areas for improvement.

On August 27, 2018, Tony DeMonte, Director of Technology and Media Services, presented a board update¹ on school security including this 2017-2018 review process:

- School Resource Officer of the Wilmette Police Department and representatives from the Wilmette Fire Department toured of all buildings with administration.
- Administrators, staff, and parents provided recommendations for consideration.
- Administration complied, reviewed and prioritized all safety recommendations gathered.
 - In some cases, suggestions were not recommended by administration or the Wilmette Police Department.
- A phased plan was developed for improvements.
 - Phase 1:
 - Items involving mostly process changes.
 - These were immediately addressed.
 - Phase 2:
 - Items requiring additional planning and budget.
 - These would be addressed during summer 2018 or 2018-2019 school year.
 - Phase 3:
 - Items under further consideration due to either substantial cost or unrealistic implementation.

The Phase 1 and Phase 2 status charts presented during the August 27, 2018 board meeting have been updated. Additional items and more detailed information will be shared with the Board members in closed session.

Phase 1

SUGGESTION	ACTION	August 2018	January 2019
School Resource Officer conducts a walkthrough of each building with Principal, MEC with Superintendent, and offers suggestions.	These suggestions were reviewed by administration and embedded in our phased list for further review.	<i>Completed</i>	<i>Completed</i>
Supervise unlocked doors for student arrival and dismissal.	Principals made plans for this fall.	<i>Completed</i>	<i>Completed</i>
Establish outside supervision standards.	These were created. Specific zones for supervision were identified, ensuring 2-way radio availability and easily identifiable staff using colored vests. Practices such as student entry/exit were identified as well.	<i>Completed</i>	<i>Completed</i>
Provide improved mass notification systems to alert staff and students in an emergency.	Staff phone numbers were updated. Training was provided to Principals on how to communicate via an app.	<i>Completed</i>	<i>Completed</i>

¹ School Security Update 2018-08-27; <https://bit.ly/2sux9sc>

Phase 1 continued

SUGGESTION	ACTION	August 2018	January 2019
School access badges in all Wilmette Police Department squad cars.	Cards were printed and distributed.	<i>Completed</i>	<i>Completed</i>
Develop plan for large group spaces in the event of an intruder.	Plans were made by Principals for schools and discussed between Principals at all schools.	<i>Completed</i>	<i>Completed</i>
Consistency of color coded lanyards for staff, substitutes and visitors.	Colors identified and lanyards distributed to schools.	<i>Completed</i>	<i>Completed</i>
Develop plans for when alarms turn on unexpectedly.	Discussed at annual safety audit this past spring. Recommendations considered and checked against crisis plan.	Implement Fall 2018	<i>Completed</i>
Include active shooter training for staff.	Administration discussed using particular programs like ALICE and the inclusion of physically fighting back in the event of an active shooter. This was added to the annual training list.	Implement Fall 2018	<i>Completed</i>
Check clarity of PA systems in large student spaces.	Identified problem spots will be adjusted by support company.	Implement Fall 2018	<i>Completed</i>
Develop a crisis plan for the MEC.	Working with School Resource Officer to develop protocols.	Implement Fall 2018	<i>Completed</i>
Ability to make PA announcements from anywhere in the school.	Equipment ordered and work scheduled.	Implement Fall 2018	<i>Completed</i>
Train crisis teams to make emergency announcements and schedule regularly.	After work is completed, this will take place.	Implement Fall 2018	<i>Completed</i>
Develop procedures for managing large group events during the school day.	Trials took place in spring with printable tickets. Practices were shared among Principals.	Implement Fall 2018	<i>Completed</i>
Develop procedures for students and visitors to enter different doors.	Each school is defining their practices when not already in place.	Implement Fall 2018	<i>Completed</i>
Visitors to provide drivers licenses to Secretaries. The Secretaries will hold until visitor leaves the building.	Signage being created. Principals to communicate to parents.	Implement Fall 2018	<i>Completed</i>
Post school address next to all phones and insert in crisis manual.	Stickers have already begun to be placed in some schools. The crisis manual is going through a review this year.	Implement Fall 2018	<i>Completed</i>

Phase 2

SUGGESTION	ACTION	August 2018	January 2019
Install badge reader at every external door used by students and staff at the schools.	Harper, McKenzie and Romona are completed. Central, HMS and WJHS are scheduled for work this fall.	Implement Fall 2018	<i>Completed</i>
Replace door locks at WJHS so that they can be locked internally.	Order has been placed. Installation will be done through school year.	Implement Fall 2018	<i>Completed</i>
Audit ability to lock large spaces like auditorium, gyms and cafeteria.	Quotes are being collected to do the work.	Implement Fall 2018	<i>Ongoing</i>
Add additional security cameras to buildings.	Locations identified by Principals. Order placed. Installation set to begin early September.	Implement Fall 2018	<i>Completed</i>
Add a security camera monitoring station to each school.	Order placed. Work scheduled for September.	Implement Fall 2018	<i>Completed</i>
Audit reliability and build in backup plan for visitor management system.	New Windows based laptops were ordered with a spare.	Implement Fall 2018	<i>Completed</i>
Social media checks for students when a concern is noted.	Protocols will be developed by Social Workers during Institute Day. D39 is also considering the use of proactive monitoring tools that scan public social media accounts.	Implement Fall 2018	<i>Completed</i>
Train substitutes regularly in crisis plan.	Addition has been made.	Implement Fall 2018	<i>Completed</i>
Review security at Extracurricular activities.	Idea to be reviewed by Principals and Athletic Director.	Implement Fall 2018	<i>Completed</i>

All District 39 staff including teachers, custodians/maintenance, principals, and district administrators have received safety training by members of Wilmette Police & Fire Departments. Ensuring the safety and security of students and staff in District 39 is a primary and ongoing goal.

Standards-based Learning and Reporting

Illinois State Board of Education (ISBE) provides districts with content area learning standards which are grade level specific. Curriculum reviews began in District 39 to update and align curriculum maps in all content areas with the newly adopted learning standards. Learning standards have always served as a guide for teachers in designing lessons, delivering instruction, monitoring student progress, and sharing student progress information with parents.

The 2017-2018 elementary report cards are aligned with grade level standards that communicates what students are learning and provide an efficient, yet detailed description of student progress. The kindergarten report card is designed to serve as a continuum of development. Each child's progress report takes into consideration the unique progression and development throughout the year.

According to the 2017-2018 and 2018-2019 Strategic Plans, District 39 was prepared to use revised progress reporting documents and report cards for grades 5 and 6 at Highcrest Middle School. In July 2018, parents received communication² which included information about report cards and progress updates. However, based on feedback and questions posed by parents, District 39 paused the implementation plan which was communicated in August and November 2018³.

The pause provided an opportunity to organize a visit with an expert in the field on January 16, 2019. District 39 invited Dr. Thomas Guskey, a Senior Research Scholar at the University of Louisville, Professor Emeritus in the College of Education at the University of Kentucky, and author/editor of 25 award winning books, to speak to many staff members during the day as well as approximately 123 parents in the evening. This parent event⁴ was organized in response to feedback requesting an opportunity to learn about grading and reporting on student learning. District 39 believes in the separation of process (homework completion, class participation), product (achievement), and progress (status toward achieving grade level standards) when reporting about a student's progress in learning.

The purpose of the District 39 reporting system is to provide a communication framework among students, parents, teachers, and administrators that fosters each student's academic growth and the development of learner characteristics. On February 2019, parents of Highcrest Middle School students will receive the *non-updated* report card documents. Curricular achievement will be noted by a letter grade of A, B, C, D, or U. Other process behaviors that promote learning like homework completion and class participation will be shared in the learner section divided into three descriptors: engaged, prepared, and self-directed.

Moving forward, District 39 will provide product, process, and progress information starting next school year in the following manner:

- Product: Student's achievement will be noted by a letter grade.
- Process: Learner qualities/behaviors will be reported separately from achievement.
- Progress: Student's progress will be reported on a set of priority learning standards for each content area.

Throughout the remainder of this school year, administrators will work with staff and parents to finalize the 2019-2020 Highcrest report card format to reflect each of these components.

² 5-8 Campus Summer Updates; <https://www.smore.com/dw7rf>

³ HMS Progress Reporting Update; <https://www.smore.com/xz5cu>

⁴ Grading and Reporting Student Learning with Dr. Tom Guskey; <https://bit.ly/2T3IQly>

District 39 Instrumental Music Program

Last year, the Instrumental Music Program was defined as a co-curricular activity according to Board Policy 6:190. Work continued to better delineate how this definition will impact current practices. After an analysis of the impact of sectional scheduling (small group technique instruction during the school day), administration recommended an improved sectional rotation schedule that ensures band/orchestra students would not miss more than four other classes per content area as a “first step”. In order to assist in sectionals scheduling and adhere to the new protocol of a maximum of 4 classes per content area missed, Jazz ensembles at the 7th and 8th grades will be offered as an extra-curricular activity -- meaning that Jazz ensembles will shift to a self-sustaining after school club managed by the district.

The new scheduling approach of the small group technique classes during the school day has been implemented during the first semester (September - January). Teachers have informally reported positive results from their perspective and administrators have noted a decline in negative feedback from parents and students. In order to confirm these observations, Instrumental Music teachers have met to work with administrators in creating student and parent surveys. Students were asked to complete the survey the week of January 22nd during their morning ensemble practice. Once the student data is collected, the parents will receive a similar survey to complete. The results will reveal whether the sectional scheduling produced positive results or the need for further improvements.

Grades K-8 Science Curriculum Review

The last K-8 Science Curriculum Review Committee concluded during the 2011-2012 school. The resulting curriculum was implemented over three consecutive years at each grade-span division: Elementary grades K-4, grades 5-6 at Highcrest Middle School, and finally in grades 7-8 at Wilmette Junior High School.

A six - eight year time span is typical of the review cycle used by most districts. This interval takes into account teachers’ ability to learn and implement curricular changes using new materials and districts’ budgetary considerations related to new curriculum materials. Finally, companies have a cycle of research and development that guide curriculum resource design. Based on the curriculum review cycle, fall 2019 signaled the start of the seventh year since the last science curriculum review. Therefore, the Department of Curriculum & Instruction assembled teacher representatives from all grade levels and special education to collaborate in a two-year review.

The 2018-2019 Science Curriculum Review Committee members have studied:

- The dimensions of the Next Generation Science Standards:
 - Dimension 1: Science and Engineering Practices
 - Practices are the behaviors that scientists engage in as part of their daily work.
 - Scientists engage in scientific inquiry by formulating a question that can be answered through investigation.
 - Scientists engage in engineering design by formulating a problem that can be solved through design.

- Dimension 2: Crosscutting Concepts
 - Concepts that can be applied to all areas of science and may link other content areas to science.
- Dimension 3: Core Ideas
 - Important ideas/information for students to understand and know.
 - For example, concepts like patterns, cause/effect, scale, proportion, structure and function.
- The shifts in expectations and roles of students in an NGSS-aligned science classroom as well as discussed misconceptions of what NGSS is and is not.
- The NGSS Lesson Screener to help review science lessons to determine how/if they are NGSS-aligned.

In addition, the committee members will use a science materials rubric containing criteria outlined by NGSS to assist in evaluating the quality of curriculum materials presented by publishing vendors in January and February.

Sustainability Planning and Practices

District 39 continually seeks to ensure positive environmental practices during construction projects through the use of sustainable materials, grant funding applications, and cost analysis. The two-current addition/renovation projects being undertaken by District 39, Kindergarten Enrichment and the Highcrest Middle School Learning Commons, are being designed to meet and exceed rigorous energy codes and standards.

For example, the primary material at Harper, modular brick masonry, will be made in Marseilles, IL, within 100 miles of the project, far exceeding the LEED Credit 500 miles for locally produced materials. Exterior wall will have continuous insulation from footings to walls to roof. Glass will be low emissivity and chosen to be appropriately spectrally selective. Paints and interior finishes with low volatile organic compounds (low-VOC) to provide a healthy indoor environment.

Mechanical equipment will have energy conserving features such as:

1. Variable Frequency Drives (VFD's) on new Roof Top Units (RTU's) supply and exhaust fans.
2. Environmentally friendly refrigerant R-410A is run in the Roof Top Units and variable refrigerant flow split systems.
3. New RTU and variable refrigerant flow split system efficiencies are designed to meet and exceed energy standards.
4. Electronically commutated motors used on fan powered boxes to improve air flow efficiency.
5. Scheduling of systems operation is enhanced through the building automation system.

Electrical systems will have the following energy conservation features:

1. Low energy consuming LED light fixtures.
2. Daylight harvesting in new media center to automatically turn-off and dim lights in areas receiving sufficient daylight.
3. Vacancy sensors to turn off lights in unused spaces.

Plumbing and water conservation and environmental quality enhancement features include:

1. Metering faucets at lavatories.
2. Water bottle filling stations at water coolers.
3. 1.6 gallon toilet flush valves are currently being considered to be either dual-flush or 1.28 gallon per flush low flow.

STR Partners have reviewed the current status of grants available at this time for construction and energy conservation. Currently, no grants are available but STR Partners will continue to monitor State and Utility programs should any applicable grants become available. Costs for both projects are being monitored for value by the Construction Manager with Nicholas Associates.

CONCLUSION

District 39 administrators and staff have worked diligently toward achieving the goals and/or outcomes of the 2018-2019 Strategic Plan. The Board will be presented updates on the Continuing and New Strategic Initiatives in February and March respectively. The Board of Education may expect a full Strategic Plan review in June.

Recommended for presentation to the Board of Education,



Raymond E. Lechner, Ph.D., Superintendent