

INFORMATION ITEM

Date: June 15, 2020

To: Members, Board of Education

From: Building Principals
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Assistant Principals

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Subject: Review of 2019-2020 District 39 Strategic Plan

BACKGROUND

On September 23, 2019, the Board of Education approved the implementation of the 2019-2020 District 39 Strategic Plan. The district initiatives were divided into three sections: New Strategic Initiatives, Continuing Strategic Initiatives, and Annual Business.

This month's report will note the status of each goal, provide a summary update and any applicable next steps.

New Initiative

Effective Integration of Technology Year 1: Developing

Intended Outcome	By spring 2020, every student will have access to one device at school and a professional development plan will be implemented for students, staff, and community members.
Status	<i>Outcome Met</i>

Philosophy of Technology

District 39 revisited and reviewed the technology philosophy/position statement to ensure it was relevant for all grade levels. It was determined that it continues to be appropriate to guide the work as the district moves forward in technology-enhanced learning.

District 39 believes in equitable access to information and information technology to learn effectively and live productively in an increasingly global and digital society. We strive to empower students and teachers to become critical consumers and creative producers of information in our global society. We teach our students to become enthusiastic readers, skillful researchers, and ethical users of information by incorporating innovative technologies that promote learning through collaboration, creativity, communication, and critical thinking.

Equitable Access to Technology

District 39 has increased access to technology so that every student has access to one device to be used as a tool for learning. Prior to this year, mobile learning was fully implemented at Highcrest Middle School and Wilmette Junior High School. To effectively integrate technology, adequate access to technology in District 39's elementary schools has been provided in the following ways:

- First grade classrooms have been provided iPads with standard cases.
- Second and third grade classrooms were provided iPads with keyboard cases.
- Fourth grade classrooms have been provided with a cart of iPads to be shared which supplements the already provided Chromebooks from a previous deployment.
- Kindergarten classrooms have access to a shared cart of devices for use when teacher lesson plans are designed with technology that enhances instruction and/or learning cycle. This decision aligns with the district's belief in developmental appropriateness for the age group.
- A replacement cycle has been established where one grade level's devices will be replaced per year similar to the grades 5-8 replacement plan.

Using a Balanced Approach and Communication

District 39 advocates for a balanced approach to technology use in the classroom by supporting a blend of traditional and innovative modes of teaching. Teachers are encouraged to use the iPads and the creativity and creation applications as a learning tool for the purpose of supporting and/or enhancing the curriculum when appropriate. For example, an online portfolio and communication tool called Seesaw for Schools has been provided for all elementary schools. Through this tool, students can showcase their learning by taking a picture of a tangible product to share with families, reflect on their work and the process of learning using video/audio, or create it directly on the application.

Professional Development

A variety of professional development opportunities has been offered to teachers over the course of the school year.

One successful and creative approach implemented was the #d39online Challenge. In order to meet the various staff needs and readiness levels, a team of teachers in the Department of Technology and Media designed an optional offering where diverse teams of teachers worked together to accomplish monthly challenges. The activities provided on the challenge boards were created to increase staff capacity in the use of the learning tools. As the teams completed the activities, the members earned points which were totaled and prizes were awarded. This creative, gamified approach to professional development appealed to about half of the district staff.

In addition to the challenge, Apple trainers called Creatives came onsite during an Institute Day to provide a variety of workshops. The teachers chose one of the following workshops based on their topic preference:

- Reaching All Learners
- Digital Workflow in the Classroom
- Video Lab for Teachers: Class Projects with Clips
- Keynote Projects for Every Student

There was also an off-site opportunity for a group of teachers to attend. IDEAcon is a teaching and learning conference designed for all educators including technology specialists, librarians, and classroom teachers. The conference breakout sessions engaged participants on the different ways to effectively integrate technology and explore pedagogical strategies and resources connected to instructional technology.

Digital Citizenship, Health and Wellness

All staff including librarians and technology teachers reinforced District 39's commitment to teaching digital citizenship with students. Books focused on being good digital citizens were highlighted in the school library collections and promoted in activities, displays, and book talks. Library and technology classes placed an additional emphasis on being responsible digital citizens during technology-based lessons. Also, classroom teachers incorporated appropriate online behavior and responsible use as part of their classroom culture, community, and behavior expectations.

District 39 offered and hosted family and community engagement events that focused on health and wellness by using a balanced technology approach.

- Technology Use and Physical Health
 - On December 4, 2020, District 39 hosted an event that focused solely on physical health while using technology. The broad topics addressed were sight, hearing, weight, posture, and electromagnetic field (EMF). The invited panelists included an eye doctor, pediatrician, chiropractor, occupational therapist and EMF expert. Guidance was given and attendees had ample opportunity to get their questions answered.
- LIKE Event and Discussion
 - On January 29, 2020, the attendees viewed the *LIKE* movie from IndiFlix. The movie focused on the impact of social media on people's lives and effects of technology on the brain. After the movie, attendees were engaged in a moderated conversation with multiple mental health experts from New Trier township social service agencies.
- Parenting in the Digital Age
 - On March 11, 2020, District 39 presented on how to support parents in a time where technology is at their child's fingertips. Topics included creating boundaries with mobile devices, monitoring for potentially dangerous applications (Apps), sharing privacy expectations that all children should have, dealing with inappropriate content, and issues around online social conflict.

Remote Learning

Due to COVID-19 pandemic and the ensuing stay-at-home order, Wilmette Public Schools closed its facilities and fully transitioned to remote learning on March 16, 2020 through the end of the 2019-2020 school year. Since District 39 had increased access to technology so that every student had one device to be used as a tool for learning, District 39

was able to provide every first through fourth grade student access to a device to take home. Students were also taught how to navigate and use digital platforms like Seesaw and Google Classroom from the start of the school year which allowed for increased independence at home. Although Kindergarten students did not have a district-provided device at home, most were able to use Seesaw as a learning platform as well as a communication tool with their teachers.

In addition, staff benefited from the professional development provided throughout the year. The tools teachers learned through #d39online training increased their capacity to enhance delivery of instruction through the use of technology tools such as Flipgrid, Book Creator, Seesaw, Google Classroom, and Schoology. One unintended, yet positive, outcome did occur due to the shift to remote learning. Teachers, administrators, and other staff members learned how to video-conference, record instructional videos, and learn about the safe ways to communicate online and deliver instruction in synchronous and asynchronous methods. It reinforces the notion that need drives learning and the pandemic provided the need to inspire learning new skills. It is important to note that the support from the districtwide Technology and Library department was invaluable during this time. Each technology teacher, librarian, database expert, and technician were key resources for continuous support as families, students, and teachers transitioned to remote learning.

Next Steps

- Continue implementation of staff professional development plan.
- Continue a balanced approach of using technology tools in order to enhance teaching and learning.
- Continue to host family and community engagement events on digital citizenship, health, and wellness.

Continuing Initiatives

**Delivering a Nutritious School Lunch Program
Year 2: Developing**

Intended Outcome	By June 2020, District 39 will trial 10 new menu items and improve nutrition education. Recommendations for improvements with a focus on offering healthy and enjoyable options for students based on the results of the review.
Status	<i>Outcome Met</i>

District 39 is committed to providing a well-balanced, school lunch program. During the 2018-2019 school year, a School Nutrition committee, comprised of parents, staff, and administrators, was established to review the District 39 lunch program.

The committee began by administering a survey to determine if parents and students were satisfied with current food options, felt the options met nutritional standards, and whether the options were desirable to students. Using the key results from last year, the committee set goals for this year’s work. However, due to COVID19 pandemic prompting the shift to remote learning, lunches were not served from mid-March to June. It also did not allow for the opportunity to conduct a post-survey. The goals/outcomes provided below were set to serve as the metrics for improvement:

- Increase the number of parents that indicate satisfaction/extreme satisfaction with D39 food services from 85.9% to 89%.
- Increase percentage of parents that indicate satisfaction/extreme satisfaction with the nutritional value of school lunches as follows:
 - 84.6% to 88% of elementary parents, 79.9% to 83% of Highcrest parents, and 78.9% to 82% of Wilmette Junior High parents.
- Increase percentage of students that indicate they like food provided by schools as follows:
 - 81.8% to 85% of elementary students, 79.6% to 83% of Highcrest students, and 68.8% to 72% of Wilmette Junior High students.
- Increase percentage of students that indicate satisfaction/extreme satisfaction with the nutritional value of school lunches as follows:
 - 68.2% to 72% of Highcrest students and 59.8% to 63% of Wilmette Junior High students.

This year, the committee narrowed its focus to providing “cleaner” food, new menu items, and increased fruits and vegetables. They began by reviewing the ingredients of current offerings and based on the reviews, either removed items or found “cleaner” versions. For example, corn dogs, pudding, jello, and bosco sticks were among the items removed. While the goal was to trial ten (10) new menu items, the food service coordinator, Lisa Winter, and her team were able to trial 14 new items before school closure occurred. The results of new menu items varied by school but were predominantly well-liked with the exception of the creamed spinach. For example, sliced turkey, whole wheat bagels, roasted broccoli, cauliflower and parmesan, and pork carnitas bowl were among the new items added.

Highcrest students were able to purchase fresh cut fruit bowls at the deli line in addition to the hot lunch line. Also, at Wilmette Junior High students were also able to purchase fresh cut fruit bowls at the deli line, hot lunch line, as well as the a la carte lines. At the elementary schools, all students were able to select from a variety of cut, fresh fruit options on a daily basis. The monthly menus and principal newsletters highlighted a featured, “cleaner” item to bring attention to the option and inform parents. New food items were announced during daily, morning announcements and/or displayed on screens to increase awareness of the options to District 39 students.

In order to continue offering these healthier menu items, the school cooks required an extra half hour per day for food preparation. Lunch fees have not increased since FY17-18, even though costs continue to rise. Based on the current cost of food items and the additional labor cost, the recommendation is to increase lunch fees 15 cents per day for kindergarten through sixth grades and to increase the lunch fees an additional 20 cents per day for seventh and eighth grades.

The lunch program is a self-sustaining program and thus the lunch fees are designed to offset costs. In May, the Board approved to increase the lunch fee for the 2020-2021 lunch fees to \$3.75 per day for kindergarten through sixth grades and \$4.15 per day for seventh and eighth grades.

Next Steps

- Continue to serve nutritious school lunches and safely serve lunches every year.
- If able, resume administering satisfaction surveys periodically as a tool to reflect on school lunch offerings.

**Student Growth through Differentiation & Personalization
Year 2: Developing**

Intended Outcome

District 39 will evaluate the impact of differentiating instruction and personalized learning as measured by maintaining or increasing the percentage of students who demonstrate high growth by meeting or exceeding growth targets at 65% on MAP Growth Reading and Mathematics Assessments.

District 39 will evaluate the impact of differentiating instruction and personalized learning as measured by the percentage of students and student subgroups who grow in performance on MAP Reading and Mathematics Assessments.

Status

In Progress

The Board of Education was presented with an annual Fall Assessment Report¹ during the October Committee of the Whole meeting and the Board of Education meeting. Throughout the year, the administration has focused on reviewing assessment data, sharing data with staff, and addressing ways to support student growth. The following are examples of the action steps taken at each school:

- Engaged staff in learning intervention and progress monitoring strategies during staff meetings.
- Reviewed student data with specialist teams which includes reading specialists, psychologists, and principals to support the Response to Intervention (RtI) process.
- Participated in data-driven problem-solving meetings facilitated by Intervention Leadership Team members.
- Dedicated staff meetings to encourage a culture of data use by engaging staff on the use of qualitative and quantitative data to inform instructional decisions in content areas.
- Maximize the strengths of specialist roles by serving as a co-teacher and a resource to support students. These specialists may serve on a Student Assistance Team (SAT) or function individually: psychologists, learning behavior specialists, social workers, differentiation support teachers, and technology teachers.
- Analyzed end-of-year state assessment results so that principals can meet with grade level groups and collaborate on developing a plan to celebrate strengths while addressing areas for improvement.

During remote learning, additional efforts were implemented as best as possible to support the needs of students. The following are several examples of how teachers throughout the district personalized and differentiated during these unique circumstances:

- Teachers offered differentiated activities and assignment options - enrichment and support.
- Social Workers provided social emotional check-in opportunities for students to support existing and/or new developed needs.
- Specialists such as psychologists, differentiation support teachers, social workers have also co-taught lessons in content areas and/or lessons to address the emotional needs of students.
- Teachers offered choice to students in the ways they engaged with learning new content.

¹ Fall Assessment Report: <https://bit.ly/2V5HZEE>

- When needed, small group lessons or 1:1 live synchronous video conferencing sessions focused on providing specific, targeted interventions or extensions.

Due to COVID-19 pandemic and the ensuing stay-at-home order, the Executive Order 2020-15 suspended all mandated state assessments like Illinois Assessment of Readiness (IAR). Spring local assessments like NWEA MAP were also cancelled. Therefore, the intended outcomes outlined in this strategic plan will be added to the 2020-2021 Strategic Plan as a continuing initiative.

Next Steps

- Add to the 2020-2021 Strategic Plan as a continuing initiative.

**Designing a Kindergarten Enrichment Program
Year 2: Developing**

Intended Outcome

By November of 2019, District 39 will complete a construction timeline plan for Phase II (Romona and McKenzie).
By June 2020, District 39 will have completed the development of a kindergarten enrichment program scheduled to be implemented Fall 2020.

Status

Outcome Met; In Progress

During the October 28, 2019 Board of Education meeting, Board members received an update on the new program called the Kindergarten Enrichment and Enhancement Program of District 39 or “KEEP39.” KEEP39 will provide kindergarten families with an optional, in-district kindergarten enrichment program designed to enhance the instruction provided to students through D39’s high-quality half-day academic kindergarten program. KEEP39 will include enrichment and exploration through a variety of activities and purposeful play designed to offer opportunities for students to enhance development as critical and creative thinkers as well as responsible and productive lifelong learners.

The Kindergarten Enrichment Program Development Committee, comprised of four Kindergarten teachers, Administrator for Curriculum & Instruction, and elementary principals, continued to meet and develop the program’s framework. This framework includes lesson ideas and activities that will enrich learning in literacy, math, social studies, science, socialization and purposeful play. It will also provide enhanced social emotional experiences to inspire kindness, empathy, and resilience as well as embrace inclusivity and diversity. For example, a lesson may focus on fostering the ability to accurately recognize one’s emotions and thoughts. The students may be introduced to this core competency through literature (specifically through characters in a book) and then reinforced throughout the week during purposeful play or other interpersonal interactions. The next lesson would be to use this ability to recognize emotions and understand how it may influence behavior.

District 39 continues to be excited to work toward meeting this long standing need in our community by providing families an option for a kindergarten enrichment program within their neighborhood school to complement the existing academic kindergarten programming. Kindergarten enrichment will be offered to Central and Harper families during the 2020-2021 school year with plans to extend the program to Romona and McKenzie families pending the success of the program and completion of construction projects at each of these schools to support program expansion.

District 39 has included a Kindergarten Enrichment page on the district website so that families may access KEEP39 information including how to enroll and/or register. In addition, Principals of Central and Harper Schools, Becky Littmann and Aaron Dubnow respectively, have created a pre-recorded Kindergarten orientation presentation. They shared with families in May to highlight both the existing Kindergarten academic half-day and the Kindergarten Enrichment & Enhancement Program (KEEP39).

This spring, the work of the committee paused and is scheduled to resume this summer in order to meet the intended outcome set for this initiative. The members will plan and develop lessons under the hopeful assumption that schools will reopen without restrictions in fall 2020. This approach will prepare the teachers to implement KEEP39 at any point in the school year as well as provide the foundation to adjust and modify as needed.

Next Steps

- Add to the 2020-2021 Strategic Plan as a continuing initiative.

**Building School Culture & Community
Year 4: Developing**

Intended Outcome

During the 2019-2020 school year, District 39 will improve school culture by directly engaging in conversations about diversity/inclusion and fostering a sense of connectedness among all students and staff.

Status

In Progress

District 39 values the importance of developing a positive school climate and has acknowledged the importance of this initiative as an ongoing goal. Within the past two years, the district has:

- Developed a public equity and diversity statement.
- Provided parent education and staff professional development on the culture of diversity and inclusiveness in schools.
- Engaged students in activities to further promote kindness, bullying prevention, confidence/self-esteem, empathy, diversity, and inclusivity.
- Provided staff professional development on District 39’s bullying policy (7:180), the difference between social conflict and bullying, and restorative practices.
- Approved and posted Statement of Inclusion to District 39’s website under its mission statement.
- Developed ways to promote respect and celebrate differences among people. Examples include Community Circles, Cultural Awareness, Upstanders, and Student Advisory Boards
- Tried two Social Emotional Learning universal screeners – Devereaux Student Strengths Assessment (DESSA) for elementary school aged students and Mindsets, Essential Skills, and Habits (MESH) for middle school aged students.
- Monitored and reported on cases of bullying as required by law.

District 39’s “Building School Culture and Community” initiative continues to focus on enhancing each schools’ culture and connectedness. Administrators, staff, and students have embraced this initiative and have added to the list of accomplishments outlined on the Strategic Plan. For example, since the start of the school year, District 39 has:

- Hosted school-based celebrations and community-building activities to kick off the school year
 - Celebrating Our Values: Central students and staff gathered for an all-school assembly in August. Central students came together in song and pledged to treat each other with dignity and respect as part of their “First Class Central” theme.
 - Celebrating Our Goals: As part of the “Together We Make Harper” project, students and staff wrote their goals for the year on paper dolphins and taped them to a Harper mural located in the second grade hallway.
 - Celebrating the First Day: McKenzie staff organized a Hollywood-style red carpet welcome for returning students and families on the first day of school. Each student was celebrated as they embarked on their year-long journey of learning and growing at McKenzie.
 - Celebrating Special Days: At Romona, students are treated to a special luncheon with their principals during their birthday month. Students with August birthdays received mustang sunglasses in celebration of their bright futures.

- Celebrating Our Actions: Students at Highcrest receive “Hawk Feathers” from teachers and staff to recognize instances where they exhibit Honest, Accountable, Welcoming, Kind and Safe (HAWKS) behavior. The feathers are used in a raffle where students can win prizes each week.
- Celebrating Each Other: Students and staff at Wilmette Junior High are working together to create team and classroom identities. Students also participated in a merit challenge in September to celebrate safe, responsible, respectful and inclusive actions.
- Provided all staff with anti-bias/inclusion training led by the Anti-Defamation League
 - October 14, 2019 Institute Day: Allyship in the Face of Hate - Responding to Bias Incidents in Schools
 - Staff learned strategies for responding to bias and equipping educators with skills to decide when and how to challenge incidents.
 - January 15, 2019 Staff Meetings: Practicing Zero Indifference
 - Staff learned how to respond effectively to identity-based name-calling and other bias-based behaviors within the school community.
 - February 17, 2020 Institute Day: From Identity to Practice - Understanding our own biases and what to do with them.
 - Staff engaged in meaningful conversations about how our identities shape our engagement with students, families, and colleagues and how to ensure that all members of a school community feel welcome.
- Led Social-Emotional Learning lessons and classroom community-building lessons within classrooms and homerooms across our District
- Continued to teach and celebrate kindness, empathy and inclusion through various efforts
 - Participated in a district-wide Unity Day celebration of kindness and inclusion
 - On October 23, 2019, staff and students wore orange in support of Unity Day and engaged in discussions about joining efforts to stand up to bullying by being united for kindness, acceptance, and inclusion.
- Hosted/offered educational presentations and events to engage families, community members, and residents focused on strengthening partnerships and offering insight and information on topics of interest to our school community
 - Allyship in the Face of Hate (December)
 - Coping with and Overcoming Anxiety (January)
 - *Like* Movie Screening & Social Media and Discussion (January)
 - Understanding How Identities are Impacting Students Today (February)
 - Fostering Resilient Learners (February)
 - Preparing for Transitions (March)
 - Parenting in a Digital Age (March)

District 39 has partnered with the Anti-Defamation League (ADL) and Youth Services of Glenview/Northbrook to hold community discussions on topics such as hate, bias, diversity, identity, and an inclusive culture for all. Other events were also hosted in partnership with District 39 PTOs/PTAs, New Trier Township districts, and/or Family Service Center.

COVID19 and the stay-at-home order also created a need to address some new concerns. It was imperative for teachers to deliver meaningful, manageable, and connected learning but even more important was the need to focus on maintaining positive relationships and staying connected to students. Teachers found many ways to remain connected with students. Here are some examples:

- Live video class meetings - full class and/or small groups
- Lunch group meetings on Zoom or Google Meet
- Personalized video messages to students from teachers and/or principals
- Daily video announcements with special pet announcers
- Schoolwide challenges and special mystery readers

- Used student feedback/survey data to reach students who felt “unsuccessful” during remote learning
- #d39givesback - menu of service learning options where students were able to contribute to their home and local communities
- End of year farewell booklets
- Reverse parades and 8th grade “Drive in” graduation
- Staff-created “Miss You” videos

Also, parents needed support as well. Tony DeMonte partnered with Renee Dominquez to provide two very timely virtual parent nights in a webinar format:

- Stress Management During the COVID-19 Crisis: Considerations for Maintaining Resilient Families During a Time of Social Distancing (April)
 - Description: Dr. Dominguez from Family Service Center will discuss common psychological impacts of collective traumatic experiences and consider ways in which parents can manage their experiences and support their families during the COVID-19 crisis. She will highlight foundational psychological principles that can guide us to adaptively manage our experiences under these extreme, distressing circumstances.
- Connecting Kids: How to Virtually Connect Kids at a Time When They Can’t Be Physically Connected (April)
 - Description: Tony DeMonte from Wilmette School District joined by Dr. Dominguez from Family Service Center will talk about strategies on how to maintain social relationships during these unique times. Tips on how to facilitate digital connections and example apps/tools will be discussed.

Next Steps

- Add to the 2020-2021 Strategic Plan as a continuing initiative.

**Learning Commons
Year 2: Developing - Highcrest Middle School**

Intended Outcome

By spring of 2020:

- Learning Commons construction will be completed at Highcrest Middle School.
- Courtyard surface landscaping plan (Phase will be completed and implemented)
- Plan to address lost outdoor learning space (Phase III) will be developed.

Status

*Outcome Met - Highcrest Learning Commons
In Progress - Courtyard and Outdoor learning space/garden*

The Learning Commons spaces provide students with opportunities to explore and collaborate together in ways not possible within more traditional spaces. It is about utilizing student voice, increasing student engagement, heightening collaborative learning, and prioritizing students’ learning environment needs.

With the help of the Board of Education, District 39 has completed a significant, multi-year, district-wide facility improvement effort. The last ribbon cutting ceremony of the new Learning Commons took place at Highcrest Middle School on January 27, 2020. This means that all of our students pre-K through 8th grade now have access to a state-of-the-art learning center designed to enhance collaboration, communication, critical thinking and creativity. The development of these spaces has been a community effort involving staff representation and partnerships with PTAs and PTOs to raise funds for furniture. Additionally, each school received generous financial gifts from District 39 Educational Foundation.

At Highcrest Middle School, the work continued as staff and students shifted their attention to the Outdoor Classroom/Garden Project, Phase II, now that construction has been completed. Tom Martin along with Deb Samyn

and Kevin Clark of The Lakota Group worked with students, teachers, administrators to gather information about insights of the project. During the February 2, 2020 Committee of the Whole meeting, The Lakota Group presented their design suggestions and options. After reviewing the design and cost estimates provided by the Lakota Group, District administrators recommended moving forward with finalizing plans and looking for additional funding. Therefore, District 39 went out to bid and established May 28th as the due date. These bids will be presented at the June Board of Education meeting.

As a result of COVID19 pandemic and stay-at-home order, Phase III of the three-phased plan to address the redevelopment of the outdoor classroom and garden paused and will resume in the new school year.

Next Steps	<ul style="list-style-type: none">● Add to the 2020-2021 Strategic Plan as a continuing initiative.<ul style="list-style-type: none">○ Year 3: Developing - Highcrest Middle School - Courtyard, Outdoor Classroom, and Garden
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Annual Business

School Safety	
Intended Outcome	Throughout the 2019-2020 school year, District 39 will continue implementation of the 2018 district-wide safety plan which includes facility improvements and safe practices training for students and teachers.
Status	<i>Outcome Met; Ongoing</i>
<p>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. During the 2017-2018 school year, a security review process was established categorizing priorities in phases for implementation. This information along with a detailed board update was presented on August 27, 2018 by Tony DeMonte, Director of Technology and Media Services.</p> <p>This year, administration identified, planned, and completed the following security projects for this year:</p> <ul style="list-style-type: none"> • Additional security cameras have been installed at Wilmette Junior High School. All other district schools will have additional cameras installed by the end of the school year. • Public Announcement (PA) speakers in all gyms have clarity issues due to the horn style speaker and the acoustics of a gym. This is a universal issue with all gymnasium speakers in and out of District 39. In order to improve clarity, District 39 experimented with swapping the horn speakers with stereo speakers. As a result, clarity greatly improved. Therefore, the remaining speakers in District 39 gymnasiums will be outfitted with stereo speakers. • Stop the Bleed is a national awareness/call-to-action campaign intended to encourage bystanders to become trained, equipped, and empowered to help in a bleeding emergency before professional help arrives. The Wilmette Police Department has provided Stop the Bleed training to all paraprofessionals, maintenance staff, and Mikaelian Education Center staff. As opportunities arise, more staff will receive training from either the Wilmette Police Department or District 39 nurses who are also certified trainers. Stop the Bleed kits, donated by the Wilmette Optimist Club and North Cook Intermediate Service Center, have been placed in all schools as well as the Mikaelian Education Center. More kits will be purchased and mounted in hallways for easy access. • Last year, District 39’s Crisis Plan language was reviewed and updated by a committee of staff, Wilmette Police Department, and Wilmette Fire Department. This year, the Crisis Plan was shared with staff. The revised abridged format allows for any future updates to be made current immediately. For example, District 39 worked in conjunction with the Wilmette Police Department to identify a reunification site which has been added to the Crisis Plan. • The polling place at Highcrest Middle School was moved out of district to minimize access to the building when students are present. • All mental health professionals and building administrators participated in a threat assessment training to ensure that we have common processes, procedures, and resources throughout the district to respond to threats. <p>Ensuring the safety and security of students and staff in District 39 is a primary, ongoing goal. This goal also includes the health safety of the entire Wilmette District 39 community. Focused attention to this initiative has been and will always be a priority.</p>	
Next Steps	<ul style="list-style-type: none"> • Continue to engage in annual reflections on how to improve on school safety and security. • Create ongoing plans with action items identified based on yearly reflections.

Standards-based Learning and Reporting

Intended Outcome	Throughout the 2019-2020 school year, District 39 will implement revised grades 5-6 report cards/progress reporting documents, engage all stakeholders in learning, and gather feedback from stakeholders. District 39 will implement a communication plan to engage students and parents in learning about student growth.
Status	<i>In Progress</i>

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 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.

HIGHCREST MIDDLE SCHOOL

Highcrest Middle School implemented the revised grades 5-6 report cards this fall that included process marks, achievement letter grades, and marks for progress toward grade level priority standards. Progress reports went to families in November and included details of progress toward standards and information about each student's learner behaviors in the areas of preparation, self-direction, and engagement.

Following the first quarter progress reports and conferences, staff feedback indicated that the majority felt well-prepared for conferences and progress reports, with no staff members indicating feeling unprepared. Staff shared their reflections about what went well and what was challenging. These reflections have identified items to be addressed through staff meetings and teacher collaboration meetings in preparation for semester report cards in February.

Websites for communication and guidance were set up for both staff and parents. A screencast of information was shared with families, and staff has continued professional development on the revised format and systems in place. Communication will continue throughout the remaining quarters, and feedback will continue to be gathered in order to ensure any needed changes are implemented in the coming year.

WILMETTE JUNIOR HIGH SCHOOL

In fall 2019, a committee of Wilmette Junior High (WJHS) staff representatives were formed to review the elements of the current reporting system and determine if revisions were needed. During the first five meetings, the committee has reviewed articles from authorities in the area of grading and assessment, gathered feedback from staff and parents, and have spent time learning from Highcrest staff members about their journey. Through these discussions, it has been determined that revisions are necessary for WJHS, and that the three components of learner behaviors, progress toward priority standards, and summative achievement should be evaluated. The committee had planned to continue the work toward final revision recommendations, if needed, along with a timeline for implementation. However, the work was paused until fall of 2020.

DISTRICTWIDE

Due to COVID-19 pandemic and the ensuing stay-at-home order, Wilmette Public Schools closed its facilities and fully transitioned to remote learning on March 16, 2020 through the end of the 2019-2020 school year. Since remote learning cannot replicate in-person instruction, teachers were given the flexibility to provide meaningful and manageable educational experiences tailored to the varying needs of Kindergarteners through 8th grade students in connected and targeted ways during remote learning. Information provided for second semester reflects experiences, learning, and growth during in-person instruction (January - mid-March) and remote learning (mid-March - June).

Next Steps	<ul style="list-style-type: none"> ● Continue the work of the WJHS committee in fall 2020. ● Continue to engage parents in understanding how learning standards guide instructional decisions and lesson design.
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Grades K-8 Science Curriculum Review

Intended Outcome	By June 2020, the Department of Curriculum & Instruction will have completed the second year of Science Curriculum Review.
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Status	<i>Outcome Met</i>
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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 representative teams of enthusiastic and knowledgeable teacher leaders from all grade levels, special education, and differentiation support to formally review District 39’s curriculum in a two-year review.

Last year (2018-2019), the Science Curriculum Review Committee began the work of aligning District 39 science curriculum and materials to the Illinois Learning Standards. The standards are based on the Next Generation Science Standards (NGSS) which incorporate three dimensions of science learning:

- Science and Engineering Practices - What scientists do to investigate the natural world and what engineers do to design and build systems
- Disciplinary Core Ideas - Key ideas in science that build on each other throughout the grades
- Crosscutting Concepts - Exploration of connections across the four domains of science: Physical Science, Life Science, Earth and Space Science and Engineering

This school year, the committee members are using Elevate Science and Amplify Science resources and materials with their students. These materials were selected with special consideration of the needs, interests, and abilities of our students as well as its particular attention to the three dimensions of science learning. The science curriculum materials support transitioning students from “learning about” science to “figuring out” science which is the primary focus of the Next Generation Science Standards (NGSS). Close attention has been given to ensure that students engage in phenomenon investigations and incorporate multiple learning modalities, inquiry and argumentation.

A curriculum review committee’s 2nd year tasks were completed for grades K - 8:

1. Pilot and reflect on the effectiveness of curriculum materials and resources.
2. Revise/update/create curriculum maps, as needed.
3. Revise/update report card descriptors to reflect changes to course goals/objectives, if necessary.
4. Purchase curriculum materials and resources (grades 2-8) to support revisions/updates to curriculum.
5. Provide professional development and training.

The 2020-2021 school year is the implementation phase of the revised curricula. It will be taught and ongoing reflection/feedback will guide any updates needed to the curriculum maps. All 2nd - 4th grade classrooms will implement Elevate Science. All 5th - 8th grade science classes will implement Amplify Science. Teachers will receive ongoing professional development and support throughout the year.

Next Steps	<ul style="list-style-type: none"> ● Provide ongoing professional development and support. ● Implement revised 2nd - 8th grade curricula and gather information/feedback. ● Revise/update curriculum maps based on feedback, as needed.
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Sustainability Planning & Practices

Intended Outcome	By June of 2020, District 39 will continually seek to achieve energy cost reductions and promote environmental literacy among students.
Status	<i>Ongoing</i>

CONSTRUCTION PROJECTS

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 current addition/renovation projects being undertaken by District 39 are designed to meet and exceed rigorous energy codes and standards. The design process for Kindergarten Enrichment has been an entire effort in sustainability beginning with the early district-wide program analysis. The analysis shifted the location of programs which minimized the amount of additions and construction required to double the capacity of the kindergarten program.

Within Central School itself, STR Partners continually followed the sustainability mantra of “reduce, reuse, and recycle”. Efforts have been made to keep as much of the existing room configuration and materials as possible while still achieving the functional needs and desire to have enjoyable space for students and teachers. STR Partners enhanced the interior environment by providing better indoor air quality. This has been done by replacing difficult to control, noisy, unit ventilation units with a rooftop unit (RTU) that provides greater thermal comfort, filtered air, and quieter delivery.

Specific technical sustainability features that are vast improvements over old “always on or off” mechanical systems include:

1. RTU with heat wheel for energy conservation
2. High efficiency motors with variable frequency drives (VFD’s)
3. Modulating compressors to follow load of the space
4. Reuse of fin tube radiation in the space
5. Condensing units with modulating compressors to follow load for spaces

In addition, electricity consumption is being greatly reduced by changing light fixtures from fluorescent to light emitting diode (LED) type.

FUTURE GREEN

District 39 was able to lock in electrical rates through Future Green/Engie for 2 years starting at the end of June 2020. Last year, there was a 20 year payback period when solar panel options were reviewed with Future Green. District 39 will continue to monitor options for a 10 year payback period for solar panels. Future Green’s Small Subscriber program that offers discounts to community members for switching electrical suppliers with rebates for the school districts is currently on hold. In order to set up a profitable program, they have determined that they need more volume to make this program profitable.

LED LIGHTING AT MIKAELIAN EDUCATION CENTER (MEC)

District 39 continues to investigate the option of replacing all of the lights at the MEC with LED lighting, but the cost of doing this all at once still has a payback period much longer than five (5) years. Over the last two (2) years, LED lights were installed in various areas throughout the MEC gradually. At this point, 14 office areas now have LED lighting. As budget and time allow, the district’s electrician will continue to phase in the LED lights over time.

SUSTAINABILITY EDUCATION

District 39 continues to partner with the district wide PTO Environmental Awareness group to communicate and educate students, families, and staff about District 39’s sustainability/green practices such as recycling, composting, and reusable products. This year’s first meeting was held on October 14, 2019 and focused on documenting all efforts into the form of an annual reference chart. This chart contains action items, persons responsible, and date of completion. Examples of action item include:

- limiting idling by bus drivers/families
- PTO representatives sharing information with families during back to school events and/or curriculum night
- educating staff through trainings
- seasonal newsletter, *Sustainable Stats*, highlighting D39’s green practices and providing helpful tips
- updated website page to include information about D39 Green Teams, District Operations, Noteworthy News, Sustainable lessons

This document also serves as an open mode of communication among all members of the multi-stakeholder team:

- Katie Lee, Administrator for Curriculum & Instruction
- Lisa Winter, Sustainability Liaison and Food Coordinator
- Liz Gibbs, Curriculum Coordinator
- Aimee Stolz, D39 PTO Environmental Awareness Chair
- Beth Drucker, Amanda Nugent, and Lynsy Jacobs, Committee Members

During remote learning, sustainability and environmental awareness lessons or activities did not cease. Student-led green teams or staff members created schoolwide “challenges” for students to reduce, reuse and recycle at home. Students celebrated and learned about Earth Day and how they can contribute to a healthier environment.

Next Steps	<ul style="list-style-type: none"> • Continue to work on determining cost-neutral feasibility of energy efficient options to include solar energy and lighting.
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STRATEGIC PLANNING UPDATE

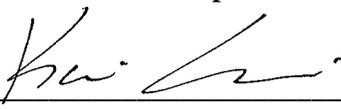
During the February Board of Education meeting, the Board approved the Consortium for Educational Change (also known as CEC) as the group to facilitate a new D39 Strategic Planning Process. Originally, CEC was going to work with a team of stakeholders, including administrators, teachers, staff and parents from throughout the district, to help facilitate our Strategic Planning work. The goal was to celebrate successes as a district and identify improvement opportunities within a five-year plan. A multi-year plan developed through a stakeholder input process would focus efforts and guide long-term work. Currently, the work with CEC has been paused and will resume as soon as possible next school year. In the interim, the administration, with Board of Education support, will follow the usual process in developing the 2020-2021 Strategic Plan.

CONCLUSION

As this report reflects, outcomes and goals may require multiple years to come to fruition. These initiatives have a large impact on teaching and learning; the updates provide a gauge for maintaining the schedule of implementation for successful results.

The strategic plan is a “living document.” District 39 will begin the 2020-2021 planning process in late June by first embedding any initiative that will continue for another year. For any new initiatives, recommendations from the Community Review Committee, Board Strategy Committee, and District 39 administration contribute to the district strategic plan.

Recommended for presentation to the Board of Education,



Kari Cremascoli, Ph.D., Superintendent