

SCHOOL IMPROVEMENT PLANS 2018-2019 – SKOKIE SCHOOL DISTRICT 73½ STRATEGIC PLAN DOCUMENT 2018-23

ACADEMICS

COMMUNITY ENGAGEMENT

FISCAL RESPONSIBILITY

LEARNING ENVIRONMENT

WHOLE CHILD

ACADEMICS	ACTION STATEMENT	INITIATIVE	MCCRACKEN	MIDDLETON	MEYER	
NURTURE, EMPOWER, AND PREPARE STUDENTS TO MAXIMIZE THEIR POTENTIAL IN A GLOBAL COMMUNITY	REVIEW, REVISE, AND MAKE RECOMMENDATIONS RELATED TO STEAM OPPORTUNITIES PREK-8 EXPLORE WAYS TO INTEGRATE STE(A)M INTO THE PREK-5 SCHOOL DAY.	REVIEW AND MAKE RECOMMENDATIONS RELATED TO STEAM OPPORTUNITIES PREK-8: EXPLORE WAYS TO INTEGRATE STE(A)M INTO THE PREK-5 SCHOOL DAY.	In collaboration with the Director of Curriculum, Instruction, and Assessment, and the Director of Innovations and Instructional Technology, review current STEAM programming and begin to research additional ways to incorporate STEAM throughout the school day.	In collaboration with the Director of Curriculum, Instruction, and Assessment, as well as the Director of Innovations and Instructional Technology, begin to research ways to integrate additional STEAM opportunities into our school day for students in grades 1-5.	In collaboration with the Director of Curriculum, Instruction, and Assessment, as well as the Director of Innovations and Instructional Technology, continue to grow the Maker Space program so that all PreK & K students have appropriate STEAM learning opportunities within their school day.	
		BASED UPON APPROVED RECOMMENDATIONS, REVISE STEAM PROGRAMMING.				
	DEVELOP A SYSTEMIC PROCESS FOR STUDENTS PREK-8 TO ANALYZE AND RESPOND TO THEIR GROWTH AND LEARNING	DEVELOP A SYSTEMIC PROCESS FOR STUDENTS PREK-8 TO ANALYZE AND RESPOND TO THEIR GROWTH AND LEARNING.	In collaboration with the district Academics committee, Director of Curriculum, Instruction, and Assessment, and Instructional coaches, continue to provide professional development opportunities which focus on students' ability to analyze and respond to their Growth and Learning, including how to increase and measure the success of goal setting within the classroom setting.	In collaboration with the district Academics committee and the Director of Curriculum, Instruction, and Assessment, develop a consistent process for student goal setting, implement developed process, review and refine process. Determine how to measure the success of this goal setting process. Ensure professional development is designed and delivered to support this process.	In collaboration with the district Academics committee and the Director of Curriculum, Instruction, and Assessment, begin to research an effective, meaningful, and appropriate process for student goal setting within an early childhood setting.	
		PROVIDE PROFESSIONAL DEVELOPMENT AND SUPPORT TO STAFF WHO WILL IMPLEMENT THE SYSTEMIC PROCESS.				
	PROMOTE EQUITY BY EVALUATING, IDENTIFYING, AND BEGINNING TO ADDRESS CURRENT BIASES IN CURRICULUM, INSTRUCTION, ASSESSMENT, AND MATERIALS	EVALUATE AND IDENTIFY EQUITY WITHIN THE CURRICULUM, INSTRUCTION, ASSESSMENT, AND MATERIAL IN OUR DISTRICT.	In collaboration with district administration, district committees, and the Director of Curriculum, Instruction, and Assessment begin to identify equity in our current curriculum, use of instructional strategies, assessment, and material used throughout our school. Continue to evaluate Social Studies curriculum.	In conjunction with district administration, district committees, and the Director of Curriculum, Instruction, and Assessment, begin to evaluate our curriculum, focusing on English Language Arts, for appropriate representation. Begin to research additional curricula for English Language Arts via the curriculum revision cycle. Continue to evaluate Social Studies curriculum.	In conjunction with district administration, district committees, and the Director of Curriculum, Instruction, and Assessment, ensure that the instructional materials currently used, and selected to be used, within our ELA and Social Studies curricula are free from cultural and gender bias.	
		BASED ON THE OUTCOMES OF THE ABOVE INITIATIVE, BEGIN TO ADDRESS CURRENT BIASES IN OUR CURRICULUM, INSTRUCTION, ASSESSMENT, AND MATERIALS, AS IT RELATES TO EQUITY.				
	ANALYZE INQUIRY STANDARDS AND INCREASE OPPORTUNITIES FOR STUDENTS TO PROBLEM SOLVE VIA REAL WORLD SCENARIOS.	ANALYZE INQUIRY STANDARDS AND INCREASE OPPORTUNITIES FOR STUDENTS TO PROBLEM SOLVE VIA REAL WORLD SCENARIOS.				
		PROVIDE PROFESSIONAL DEVELOPMENT AND SUPPORT TO STAFF WHO WILL IMPLEMENT THE STANDARDS.				
	CONTINUE TO SUPPORT, MONITOR, AND/OR EVALUATE THE OUTCOMES OF THE 2013-2018 STRATEGIC PLAN.	CONTINUE TO SUPPORT, MONITOR, AND/OR EVALUATE THE OUTCOMES OF THE 2013-2018 STRATEGIC PLAN.	In collaboration with district administration, district committees, and staff, continue to support, monitor, and evaluate all instructional programs, policies, and materials implemented as a result of the 2013-2018 strategic plan. Continue to review and revise RCDC documents and implement standards-referenced grading.	In collaboration with district administration, district committees, and staff, continue to support, monitor, and evaluate all instructional programs, policies, and materials implemented as a result of the 2013-2018 strategic plan. Continue to review and revise RCDC documents; implement standards-referenced grading; review, after each trimester, the implementation of SRG and make necessary adjustments to assessments, rubrics, and RCDC. Maintain current P.E. programming and number of minutes. Maintain additional outcomes from the previous Strategic Plan.	Keep RCDC documents current; implement standards-referenced grading; review, after each trimester, the implementation of SRG; adjust assessments and rubrics, as needed. Continue to implement outcomes of 2013-18 plan.	

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ACADEMICS

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COMMUNITY ENGAGEMENT	ACTION STATEMENT	INITIATIVE	MCCRACKEN	MIDDLETON	MEYER
ENGAGING A COMMUNITY IN WHICH RELATIONSHIPS ARE CULTIVATED TO FOSTER A SAFE, SUPPORTIVE, RESPECTFUL, AND INCLUSIVE ENVIRONMENT WHERE EVERY STUDENT WILL THRIVE	RECRUIT, DEVELOP, AND RETAIN A STAFF THAT MIRRORS THE DIVERSE POPULATION OF THE COMMUNITY.	DISCUSS WITH LOCAL REPRESENTATIVES AT HIGH SCHOOLS AND EDUCATION REPRESENTATIVES AT UNIVERSITIES, THE DEVELOPMENT OF A PROGRAM TO INSPIRE AND DEVELOP PROSPECTIVE TEACHERS TO TEACH WITHIN OUR COMMUNITY.	In coordination with the district Community Engagement committee, District 219 administration/staff and local university representatives, support the development of a program which increases and inspires graduates to become teachers within our community. 8th grade teachers will continue to partner with District 219 teachers during department articulation meetings throughout the school year. Continue to partner with local universities to place high quality student observers and student teachers in classrooms.	Continue partnership with Loyola University, which houses a fall education course at Middleton during the school day; continue to place Loyola education students in classrooms for observations, as well as year-long student teaching assignments. Partner with the district Community Engagement committee to expand our program into high school students. Consider ways to partner different grade levels within the building as buddy classrooms.	Identify prospective teachers within our community, and create volunteer opportunities for them at Meyer.
		DEVELOP PROGRAM FOR MCCRACKEN STUDENTS INTERESTED OR POTENTIALLY INTERESTED IN TEACHING AS A CAREER CHOICE.	Support the implementation of a program in coordination with the district Community Engagement committee to begin to identify and assist McCracken students that may be interested in a teaching career. Explore ways in which these identified students may benefit from a partnership with a McCracken teacher.	Not applicable.	Support the implementation of a program in coordination with the district Community Engagement committee to begin to identify and assist McCracken students that may be interested in a teaching career. Explore ways in which these identified students may benefit from a partnership with a Meyer staff member and/or classroom.
		EXPLORE GRANT FUNDING SOURCES TO SUPPORT THESE PROGRAMS.			
	CONNECT STUDENTS AND STAFF WITH THE LARGER COMMUNITY IN ORDER TO PROMOTE GROWTH, LEARNING, AND A GLOBAL PERSPECTIVE.	PURSUE CONNECTIONS AND CULTIVATE RELATIONSHIPS WITH COMMUNITY ORGANIZATIONS, ARTISANS, AND BUSINESSES TO PROMOTE EXPERIENCES AND ENHANCE LEARNING .			
	EXAMINE, DEVELOP, AND EXPAND MODES OF TWO-WAY COMMUNICATION IN ORDER FOR EVERYONE WITHIN THE COMMUNITY TO BE INFORMED, EDUCATED, AND ENGAGED REGARDING STUDENT LEARNING AND SCHOOL, DISTRICT, AND COMMUNITY ACTIVITIES.	PILOT A HOME VISITING PROGRAM.	In collaboration with the district Community Engagement committee, begin to explore ways in which the implementation of a Home Visiting Program will help to support McCracken students and families in a variety of ways.	In conjunction with the district Community Engagement committee, pilot their developed home visit program. Determine the effects and impact of the home visit program; consider ways to use the home visit program in our building, partnering with the Student Services Team in particular, to support families and bridge home and school.	In collaboration with the district Community Engagement committee, pilot the beginning aspects of a research-based home visit program. Collect data on the effects and impact of the home visit program; consider ways to use the home visit program; make recommendations for next steps.
		DETERMINE THE FEASIBILITY OF ALL TEACHERS USING A COMMUNICATION SYSTEM, SUCH AS SEESAW OR CLASS DOJO, TO ENGAGE WITH FAMILIES; CREATE EXPECTATIONS SO THERE IS CONSISTENT USE ACROSS GRADE LEVELS THROUGHOUT THE DISTRICT.			Support staff members utilizing Seesaw as a two-way communication tool. Help ensure the use is supporting the tool's purpose, and the needs of our parent population.
		DISCOVER ADDITIONAL TOOLS FOR THE ENHANCEMENT OF COMMUNICATION BETWEEN HOME AND SCHOOL TO RECOMMEND FOR IMPLEMENTATION.			
	CONTINUE TO SUPPORT, MONITOR, AND/OR EVALUATE THE OUTCOMES OF THE 2013-2018 STRATEGIC PLAN.	WELCOME PICNIC, INTERNATIONAL FESTIVAL, PROJECT SEED, PARENT MENTOR PROGRAM, FAMILY CONNECTION PROGRAM, COMMUNITY ART PROJECTS.	In collaboration with district administration, district committees, and staff, continue to support, monitor, and evaluate all programs and community events implemented as a result of the 2013-2018 strategic plan. Continue to support McCracken staff in attending Project SEED..	Continue to support previous outcomes from the previous Strategic Plan. Implement the community art project (sole stones) at Middleton; evaluate the success and determine an additional project for the 2019-2020 school year. Continue to support the Parent Mentor program via our participation and placement of Parent Mentors in both first and second grade classrooms. Support teachers in attending Project SEED.	Continue to support outcomes from the previous Strategic Plan; Support the Parent Mentor Program and Project SEED training program. Continue to ensure that the Family Connection Program is providing support to the district's new families.

SCHOOL IMPROVEMENT PLANS 2018-2019 – SKOKIE SCHOOL DISTRICT 73½ STRATEGIC PLAN DOCUMENT 2018-23

[ACADEMICS](#)

[COMMUNITY ENGAGEMENT](#)

[FISCAL RESPONSIBILITY](#)

[LEARNING ENVIRONMENT](#)

[WHOLE CHILD](#)

<u>FISCAL RESPONSIBILITY</u>	ACTION STATEMENT	INITIATIVE
<p>MAINTAIN FISCAL RESPONSIBILITY WHILE PROVIDING STUDENT-CENTERED, INNOVATIVE EDUCATIONAL PROGRAMS IN A SAFE, HEALTHY ENVIRONMENT.</p>	<p>OPTIMIZE FISCAL PRACTICES OF DISTRICT DAILY OPERATIONS.</p>	<p>DEVELOP A LONG RANGE FACILITY PLAN</p>
		<p>CREATE A BUSINESS OFFICE MANUAL</p>
		<p>IMPLEMENT A PROCUREMENT CARD PROGRAM</p>
	<p>COLLABORATE WITH OTHER LOCAL DISTRICTS TO EXAMINE THE POSSIBILITIES OF SHARED SERVICES AND/OR CONSOLIDATION.</p>	<p>MEET WITH NILES TOWNSHIP CSBO'S QUARTERLY TO DISCUSS COST SHARING OPPORTUNITIES</p>
	<p>RESEARCH AND IMPLEMENT NEW REVENUE OPPORTUNITIES.</p>	<p>INVESTIGATE OPTIONS FOR GRANT WRITING SERVICES/CONSULTANTS</p>
		<p>IMPLEMENT A PROCUREMENT CARD PROGRAM WITH 2% CASH BACK REBATES</p>
		<p>ATTEND VILLAGE MEETINGS QUARTERLY TO STAY ABREAST OF NEW DEVELOPMENTS</p>
	<p>CONTINUE TO SUPPORT, MONITOR, AND/OR EVALUATE THE OUTCOMES OF THE 2013-2018 STRATEGIC PLAN.</p>	<p>ATTEND IASBO DELEGATE ADVISORY ASSEMBLY MEETINGS</p>
		<p>ATTEND ED-RED MEETINGS REGULARLY</p>
		<p>PRESENT FINANCIAL UPDATES TO THE BOE MONTHLY</p>
		<p>PRESENT A STATE OF THE DISTRICT REPORT ANNUALLY</p>
		<p>PRESENT FINANCIAL PROJECTIONS ANNUALLY</p>

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ACADEMICS

COMMUNITY ENGAGEMENT

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<p>CONTINUE TO FOSTER A SAFE, SUPPORTIVE, AND STIMULATING LEARNING ENVIRONMENT THAT ENCOURAGES ALL STUDENTS AND STAFF TO WORK COLLABORATIVELY AND CREATIVELY TO LIVE, LEARN AND LEAD IN A RAPIDLY CHANGING AND DIVERSE GLOBAL SOCIETY</p>	<p>ENGAGE STAFF, FAMILIES/CAREGIVERS, AND THE COMMUNITY IN EDUCATION FOCUSED ON DIGITAL CITIZENSHIP AND STUDENT USE OF TECHNOLOGY.</p>	<p>PROVIDE MULTIPLE OPPORTUNITIES FOR FAMILIES TO EXPERIENCE HOW STUDENTS USE TECHNOLOGY TO ENHANCE THEIR GROWTH AND LEARNING.</p>			
		<p>REVIEW THE CURRENT SCOPE AND SEQUENCE OF DIGITAL CITIZENSHIP THROUGHOUT THE DISTRICT TO CREATE A POSITIVE SCHOOL CULTURE THAT SUPPORTS SAFE AND RESPONSIBLE TECHNOLOGY USE.</p>	<p>In collaboration with the Learning Environment committee, begin to review the current scope and sequence of McCracken digital citizenship curriculum to continue to create a positive school culture that supports safe and responsible technology use in the classroom.</p>	<p>In partnership with the Learning Environment committee, begin to review the current scope and sequence of Middleton's digital citizenship curriculum; consider ways to connect digital citizenship with social-emotional learning (Second Step).</p>	<p>Determine age appropriate and effective ways to connect digital citizenship with social-emotional learning.</p>
	<p>CREATE LEARNING ENVIRONMENTS THAT SUPPORT COLLABORATION AND COMMUNICATION IN A TECHNOLOGICAL WORLD BY DEVELOPING STUDENTS' ABILITY TO PROBLEM SOLVE AND TAKE ACADEMIC RISKS WHILE EMPOWERING THEM TO SOLVE REAL-WORLD CHALLENGES.</p>	<p>EVALUATE STUDENT PROGRAMMING TO SUPPORT AN ENGAGING, HANDS-ON CLASSROOM ENVIRONMENT EMPOWERING STUDENTS TO DEVELOP IN-DEMAND KNOWLEDGE AND SKILLS CONNECTED TO DISTRICT STE(A)M INITIATIVES.</p>			
		<p>PROVIDE ONGOING STAFF PROFESSIONAL DEVELOPMENT WITH A FOCUS ON INCREASING STUDENTS' ABILITY TO PROBLEM SOLVE AND TAKE ACADEMIC RISKS TO SOLVE REAL-WORLD CHALLENGES</p>			
	<p>PROVIDE TRANSFORMATIVE LEARNING EXPERIENCES BY CREATING AN ENGAGING, HANDS-ON CLASSROOM ENVIRONMENT TO ENSURE STUDENTS DEVELOP IN-DEMAND KNOWLEDGE AND SKILLS FOR SELF-DISCOVERY.</p>	<p>ENHANCE OUR LEARNING SPACES WITHIN THE DISTRICT FOCUSING ON BEAUTIFICATION THAT IS REPRESENTATIVE OF OUR DIVERSE COMMUNITY</p>			
		<p>INCORPORATE A REVIEW OF CLASSROOM EQUIPMENT AND DESIGN USED BY STAFF AND STUDENTS TO SUPPORT A TECHNOLOGY PLAN THAT IS FORWARD THINKING AND SUPPORTS OUR TECHNOLOGY, LEARNING OBJECTIVES, AND DIVERSITY.</p>	<p>In collaboration with the District Learning Environment Committee, and the Technology Department, review current McCracken classroom equipment and design to support the outlined technology plan.</p>	<p>Collaborate with the District Learning Environment Committee, and the District Technology Department to review classroom equipment and design per the District Technology Department timeline.</p>	<p>Collaborate with the District Learning Environment Committee, and the District Technology Department to review classroom equipment and design per the District Technology Department timeline.</p>
	<p>ACTIVELY MANAGE A FACILITIES PLAN THAT IS INNOVATIVE AND SUPPORTS SAFETY, DISTRICT TECHNOLOGY, OPEN LEARNING, CREATIVITY, AND DIVERSITY.</p>	<p>INCORPORATE A REVIEW OF CLASSROOM EQUIPMENT AND DESIGN INTO THE DISTRICT FACILITIES PLAN (MCCRACKEN).</p>	<p>In collaboration with the District Learning Environment committee and District administration, support and assist with the comprehensive review of McCracken classroom equipment and design to ensure students are able to access curriculum and instruction in a transformative and hands-on classroom environment.</p>	<p>Not applicable</p>	<p>NA</p>
		<p>CONTINUE TO REVIEW SAFETY AND SECURITY PROCEDURES, PHYSICAL SPACES, AND COMMUNICATION THAT ARE ALIGNED WITH OUR DISTRICT CRISIS PLAN.</p>	<p>In collaboration with the District Learning Environment, District administration, crisis coordinator, and local emergency agencies, continue to conduct safety drills as scheduled, implement safety and security procedures and communicate with students, staff, and families.</p>	<p>In collaboration with the district Learning Environment committee, district administration, district crisis coordinator, and local emergency agencies, continue to conduct safety drills as scheduled, implement safety and security procedures as developed, and communicate with students, staff, and families. Review physical spaces and collaborate with the Director of Buildings and Grounds to ensure safety and security of classrooms and our building.</p>	<p>In collaboration with the district Learning Environment committee, district administration, district crisis coordinator, and local emergency agencies, continue to conduct safety drills as scheduled, implement safety and security procedures as developed, and communicate with students, staff, and families.</p>
	<p>CONTINUE TO SUPPORT, MONITOR, AND/OR EVALUATE THE OUTCOMES OF THE 2013-2018 STRATEGIC PLAN.</p>	<p>CONTINUE TO SUPPORT, MONITOR, AND/OR EVALUATE THE OUTCOMES OF THE 2013-2018 STRATEGIC PLAN.</p>	<p>In collaboration with district administration, district committees, and staff, continue to support, monitor, and evaluate all programming implemented for the purpose of providing a safe and secure learning environment as a result of the 2013- 2018 strategic plan.</p>	<p>In collaboration with district administration, district committees, and staff, continue to support, monitor, and evaluate all programming implemented for the purpose of providing a safe and secure learning environment as a result of the 2013-2018 strategic plan.</p>	<p>In collaboration with district administration, district committees, and staff, continue to support, monitor, and evaluate all programming implemented for the purpose of providing a safe and secure learning environment as a result of the 2013-2018 strategic plan.</p>

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<u>WHOLE CHILD</u>	<u>ACTION STATEMENT</u>	<u>INITIATIVE</u>	<u>McCRACKEN</u>	<u>MIDDLETON</u>	<u>MEYER</u>
<p>USING A HOLISTIC APPROACH, ESTABLISH A SAFE, HEALTHY, AND INCLUSIVE COMMUNITY THAT EMPOWERS STUDENTS TO DEVELOP COMPASSION AND EMPATHY</p>	REVIEW, REVISE, AND MAKE RECOMMENDATIONS RELATED TO SOCIAL-EMOTIONAL LEARNING OPPORTUNITIES PREK-8.	<p>ASSESS THE IMPLEMENTATION, INTEGRATION, AND OVERALL EFFECTIVENESS OF OUR SEL CURRICULUM.</p> <p>BASED ON OUTCOMES ABOVE, EXPLORE SEL CURRICULUM OPTIONS AS NECESSARY.</p>	In collaboration with the District Whole Child committee and Second Step coordinator, support the evaluation of our current Social and Emotional Second Step curriculum. Building Student Support team will continue to use various school data sources (discipline, BESS, social skills group) and referral processes (team, parent, student) to proactively identify students in need of Tier II and Tier III social and emotional intervention supports.	In conjunction with the District Whole Child committee and Second Step coordinator, support the evaluation of our current Social and Emotional curriculum (Second Step). Consider ways to measure the overall effectiveness of the curriculum via developed assessments, discipline data, and social skills group data.	In conjunction with the District Whole Child committee, Student Support Team and Social Worker, support the evaluation of our current Social and Emotional curriculum, program and schoolwide efforts. Develop effective measurement tools utilizing various data to determine student skill development and growth and the effectiveness of the work we are doing.
	DEVELOP A SHARED UNDERSTANDING AND APPRECIATION OF OTHERS TO CREATE SAFE SPACES FOR ALL STUDENTS AND STAFF.	<p>SECURE ANTI-BIAS TRAINING AND LEARNING OPPORTUNITIES FOR MEMBERS OF THE SCHOOL COMMUNITY.</p> <p>PROVIDE TRAUMA AND CRISIS TRAINING TO MEMBERS OF OUR SCHOOL COMMUNITY.</p> <p>EXPLORE OPPORTUNITIES FOR OUR SCHOOL COMMUNITY TO ENGAGE IN TEACHING AND LEARNING PRACTICES THAT INCLUDE SELF-REGULATION, SOCIAL THINKING, AND MINDFULNESS.</p>	In collaboration with the District Whole Child committee, identify McCracken student support staff that would benefit from professional development focused on trauma and crisis training and provide opportunities for staff to share their training and knowledge with other staff members to adequately support students.	Assist in the planning of our November Institute day, which will provide professional development for staff related to trauma-informed instruction. Support staff attendance at outside professional development related to trauma-informed instruction and practices. Continue to support staff's attendance at CPI training. Support our SST members in their planning and delivering of professional development related to peer mediation and restorative justice.	Assist in the planning of our November Institute day, which will provide professional development for staff related to trauma-informed instruction. Support staff attendance at outside professional development related to trauma-informed instruction and practices. Continue to support staff's attendance at CPI training.
	PROVIDE OPPORTUNITIES FOR STUDENTS TO EXPLORE AND FOSTER CONNECTIONS WITH PEERS AND THE GREATER COMMUNITY IN ORDER TO DEVELOP COMPASSION AND EMPATHY.	<p>CREATE AND PROVIDE OPPORTUNITIES FOR STUDENTS TO INCREASE CONNECTIONS WITH PEERS WITHIN SCHOOLS AND BETWEEN SCHOOLS.</p> <p>EXPAND LEARNING OPPORTUNITIES IN THE COMMUNITY.</p>	In collaboration with the District Whole Child committee and student support staff, support the creation of additional opportunities for students to connect in meaningful ways with peers within McCracken and between surrounding schools for the purpose of increasing compassion and empathy. Continue to evaluate and update our current peer mediation program to provide students with a healthy alternative to problem solve around conflicts with peers.	Consider ways to connect grade-levels with buddy grade-levels (per the request of our building teacher leaders). Support the work of our district Whole Child committee members and additional ways to connect students with one another. Support grade-level teams in their efforts to complete mystery Skype exchanges. Continue to support tutors from a neighboring high school who work with our students.	Increase opportunities for preschool and kindergarten students to learn and grow together. Support the work of our district Whole Child committee members and additional ways to connect students with one another.
	EXPLORE OPTIONS TO EDUCATE STUDENTS ON HOW TO NURTURE HEALTHY BODIES AND OPPORTUNITIES FOR DIVERSIFIED NUTRITIONAL CHOICES.	<p>ASSESS CURRENT NUTRITIONAL OPTIONS FOR LUNCH, REVIEW DISTRICT GUIDELINES FOR SNACKS AND PARTIES, AND MAKE RECOMMENDATIONS IN ORDER TO DIVERSIFY NUTRITIONAL CHOICES AS NEEDED.</p> <p>ASSESS CURRENT CURRICULAR PROGRAMMING FOR TEACHING STUDENTS ABOUT HEALTHY CHOICES, AND MAKE RECOMMENDATIONS FOR ADDITIONAL OR ALTERNATE OPTIONS.</p>			
	EXPLORE OPPORTUNITIES FOR SELF-DIRECTED PLAY.	<p>ASSESS CURRENT OPPORTUNITIES FOR SELF-DIRECTED PLAY. EXPLORE RESEARCH REGARDING BEST PRACTICES AROUND SELF-DIRECTED PLAY. MAKE RECOMMENDATIONS TO BUILDINGS BASED UPON RESEARCH AND CURRENT PROGRAMMING.</p>	Support the implementation of any recommendations by the District Whole Child committee to explore additional opportunities for our students to engage in age-appropriate self-directed play.	Maintain the current recess structure (unstructured play); continue to support the training of our recess supervisors. Partner with the Whole Child committee and support their recommendations related to age-appropriate self-directed play.	Continue to promote recess as unstructured play time. Incorporate wheel toys, sand and water table use for additional play opportunities. Partner with the Whole Child committee and support their recommendations related to age-appropriate, self-directed play.
	CONTINUE TO SUPPORT, MONITOR, AND/OR EVALUATE THE OUTCOMES OF THE 2013-2018 STRATEGIC PLAN.	CONTINUE TO SUPPORT, MONITOR, AND/OR EVALUATE THE OUTCOMES OF THE 2013-2018 STRATEGIC PLAN.			