

SCHOOL IMPROVEMENT PLANS 2019-2020 – 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.			
		BASED UPON APPROVED RECOMMENDATIONS, REVISE STEAM PROGRAMMING.	In collaboration with the Director of Curriculum, Instruction, and Assessment, the Director of Innovations and Instructional Technology, and the District STEAM Lead teacher, continue to review current tier one STEAM programming which now includes 8th grade robotics. In addition, review the incorporation of new STEAM enrichment opportunities, specifically VEX Robotics grade-level competition clubs.	In collaboration with the Director of Curriculum, Instruction, and Assessment, as well as the Director of Innovations and Instructional Technology, continue to research ways to integrate additional STEAM opportunities into our school day for students in grades 1-5. Present ideas to Building Leadership Team for feedback and refining; BLT will then present ideas to all teachers for feedback and to help determine a final plan for implementation during the 2020-2021 school year. Present plan to Board of Education for approval in spring 2020. Some ideas may include: STEAM as a special, library makerspace, STEAM kits for check-out in the library, buddy classroom activities related to STEAM, Hour of Code activities.	In collaboration with the Director of Curriculum, Instruction, and Assessment, as well as the Director of Innovations and Instructional Technology, continue to increase the number of Maker Space opportunities for PreK and Kindergarten students, during the school day. In collaboration with parent leaders, create a school garden to integrate hands-on activities into the STEAM curriculum.
	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, Instructional coaches, and Data team, continue to develop consistent goal-setting practices among grade-level teams to increase students' ability to analyze and respond to their Growth and Learning. Establish an appropriate method to analyze and monitor the progress of goal-setting practices.	In collaboration with the district Academics committee and the Director of Curriculum, Instruction, and Assessment, continue to 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.	In collaboration with the district Academics committee and the Director of Curriculum, Instruction, and Assessment, continue 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.	In collaboration with district administration, Academics committee, Director of Curriculum, Instruction, and Assessment, and Instructional coaches, continue to determine a professional development plan that will assist staff with the implementation of consistent goal-setting practices.	In collaboration with the district Academics committee and the Director of Curriculum, Instruction, and Assessment, develop a professional learning plan for staff; ensure the plan provides multiple opportunities for learning and practice.	In collaboration with the district Academics committee and the Director of Curriculum, Instruction, and Assessment, develop a professional learning plan around the student goal-setting process, including the use of exemplars to model developmentally appropriate practices.
	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, continue to identify equity in our current curriculum and programming, use of instructional strategies, assessment, and materials used throughout our school. Continue to review and evaluate our extracurricular offerings to ensure programs are inclusive and include clubs that celebrate student diversity. Participate in our district equity audit.	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. Participate in the district Equity audit.	In conjunction with district administration, district committees, and the Director of Curriculum, Instruction, and Assessment, evaluate current instructional materials within our ELA and Social Studies curricula for cultural and gender bias. Participate in the district Equity audit.
		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.			

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	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.	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; continue to refine our 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.	In collaboration with district administration, district committees, and staff, continue to support, monitor, and/or evaluate initiatives from the 2013-2018 strategic plan, including the review of the written curriculum and RCDC units and resources, alignment of standards-referenced grading practices across the district, and other outcomes detailed in the strategic plan.

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<u>COMMUNITY ENGAGEMENT</u>	ACTION STATEMENT	INITIATIVE	McCRACKEN	MIDDLETON	MEYER
<p>ENGAGING A COMMUNITY IN WHICH RELATIONSHIPS ARE CULTIVATED TO FOSTER A SAFE, SUPPORTIVE, RESPECTFUL, AND INCLUSIVE ENVIRONMENT WHERE EVERY STUDENT WILL THRIVE</p>	<p>RECRUIT, DEVELOP, AND RETAIN A STAFF THAT MIRRORS THE DIVERSE POPULATION OF THE COMMUNITY.</p>	<p>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.</p>			
		<p>DEVELOP PROGRAM FOR MCCRACKEN STUDENTS INTERESTED OR POTENTIALLY INTERESTED IN TEACHING AS A CAREER CHOICE.</p>	<p>Support the implementation of the Pathway Program in coordination with the Community Engagement committee. Continue to partner with the Community Engagement committee to increase the number of opportunities for students to gain authentic experiences in classroom settings. Identify ways for McCracken staff to continue to promote our Pathway Program. In addition, review the overall effectiveness of current opportunities for McCracken Pathway students to participate through our BOOST after-school tutoring program.</p>	<p>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 Middleton staff member or classroom.</p>	<p>Support the implementation of the Pathway Program in coordination with the Community Engagement committee, by identifying ways in which Meyer staff members and classrooms may encourage and help develop McCracken students interested in teaching in the early childhood setting.</p>
		<p>EXPLORE GRANT FUNDING SOURCES TO SUPPORT THESE PROGRAMS.</p>			
	<p>CONNECT STUDENTS AND STAFF WITH THE LARGER COMMUNITY IN ORDER TO PROMOTE GROWTH, LEARNING, AND A GLOBAL PERSPECTIVE.</p>	<p>PURSUDE CONNECTIONS AND CULTIVATE RELATIONSHIPS WITH COMMUNITY ORGANIZATIONS, ARTISANS, AND BUSINESSES TO PROMOTE EXPERIENCES AND ENHANCE LEARNING .</p>			
	<p>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.</p>	<p>PILOT A HOME VISITING PROGRAM.</p>	<p>In conjunction with the district Community Engagement committee, continue to support and build the home visit program to branch out to additional district families. Determine the overall impact of the home visit program on McCracken families and the potential to expand the program by exploring more opportunities to partner with members of our Student Services Team and other staff members as appropriate.</p>	<p>In conjunction with the district Community Engagement committee, continue to pilot their developed home visit program. Determine the effects and impact of the home visit program; continue to consider different 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.</p>	<p>In conjunction with the district Community Engagement committee, continue to expand the home visit program, established by our PreK program at Meyer. Develop ways to communicate and increase participation of families in the program.</p>
		<p>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.</p>			
		<p>DISCOVER ADDITIONAL TOOLS FOR THE ENHANCEMENT OF COMMUNICATION BETWEEN HOME AND SCHOOL TO RECOMMEND FOR IMPLEMENTATION.</p>			
	<p>CONTINUE TO SUPPORT, MONITOR, AND/OR EVALUATE THE OUTCOMES OF THE 2013-2018 STRATEGIC PLAN.</p>	<p>WELCOME PICNIC, INTERNATIONAL FESTIVAL, PROJECT SEED, PARENT MENTOR PROGRAM, FAMILY CONNECTION PROGRAM, COMMUNITY ART PROJECTS.</p>	<p>In collaboration with district administration, district committees, staff, and PTO, continue to support, monitor, and evaluate all instructional programs, policies, and materials implemented as a result of the 2013-2018 strategic plan.</p>	<p>In collaboration with district administration, district committees, staff, and PTO, continue to support, monitor, and evaluate all instructional programs, policies, and materials implemented as a result of the 2013-2018 strategic plan.</p>	

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<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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<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>In collaboration with the Technology Department, the District Director of Technology, the Learning Environment committee, and the PTO, support, participate, and communicate all opportunities that assist families with navigating and understanding how students utilize technology, such as monitoring devices with the Securly website and app and through attending an upcoming Digital Citizenship community district-wide event.</p>	<p>In conjunction with the Technology Department, the District Director of Technology, the Learning Environment committee, the Community Engagement committee, and the PTO, support and participate in opportunities and events that connect student technology and families, such as an upcoming Digital Citizenship event.</p>	<p>In conjunction with the Technology Department, the District Director of Technology, the Learning Environment committee, the Community Engagement committee, and the PTO, support and participate in opportunities and events that connect student technology and families, in the early childhood setting. Determine age-appropriate and effective ways to connect digital citizenship with social-emotional 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>Support the analysis and review of the current scope and sequence of McCracken's digital citizenship curriculum in collaboration with the Learning Environment committee. In addition, partner with the Whole Child committee's exploration of new social and emotional curriculum, specific to the inclusion of digital citizenship lessons.</p>	<p>In partnership with the Learning Environment committee, continue 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>In partnership with the Learning Environment committee, continue to 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>Partner with the Technology Department to incorporate Technology Tuesdays to provide staff with on-going and relevant technology related instructional practices. In addition, partner with the Director of Curriculum, Instruction, and Assessment and instructional coaches to plan professional development focused on increasing students' ability to problem solve around real world challenges.</p>	<p>Incorporate Technology Tuesdays, where the Technology Department will share various instructional practices and technology professional development with staff members; partner with the Director of Technology and Director of Curriculum, Instruction, and Assessment to plan additional staff professional development aligned to the STEAM initiative.</p>	<p>In collaboration with the Technology Department, as well as the Director of Innovations and Instructional Technology, incorporate Technology Tuesdays into after school in-services to support and help teachers integrate technology into classroom instruction. In addition, working with the Director of Curriculum, Instruction, and Assessment, plan additional professional learning opportunities in the Maker Space program.</p>

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<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>Partner with the District Learning Environment committee, extracurricular activity sponsors, district administration, and outside agencies to continue to add art features throughout McCracken representative of our diverse community.</p>	<p>Collaborate with the District Learning Environment Committee, outside agencies, and our art teacher to determine spaces within the building to consider for art installations that represent and honor our diverse community.</p>	<p>Partner with the District Learning Environment committee, district administration, Meyer staff and parents, to continue to add art installations throughout the school to represent our pride for our diverse and inclusive 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 administration, staff, and the Learning Environment committee, gather community input about student learning spaces. Parents will have an opportunity to view our pilot furniture during parent-teacher conferences. In addition, provide opportunities for students and staff to provide feedback around McCracken pilot furniture and continue to explore ways to improve the functionality of common areas throughout the school building. Purchase and install new furniture at McCracken that supports the ongoing creation of flexible, engaging, and transformative learning experiences.</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 and recommend 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>CONTINUE TO REVIEW SAFETY AND SECURITY PROCEDURES, PHYSICAL SPACES, AND COMMUNICATION THAT ARE ALIGNED WITH OUR DISTRICT CRISIS PLAN.</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 instructional programs, policies, and materials implemented 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 instructional programs, policies, and materials implemented as a result of the 2013-2018 strategic plan.</p>	

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<p>USING A HOLISTIC APPROACH, ESTABLISH A SAFE, HEALTHY, AND INCLUSIVE COMMUNITY THAT EMPOWERS STUDENTS TO DEVELOP COMPASSION AND EMPATHY</p>	<p>REVIEW, REVISE, AND MAKE RECOMMENDATIONS RELATED TO SOCIAL-EMOTIONAL LEARNING OPPORTUNITIES PREK-8.</p>	<p>ASSESS THE IMPLEMENTATION, INTEGRATION, AND OVERALL EFFECTIVENESS OF OUR SEL CURRICULUM.</p>	<p>In collaboration with the District Whole Child committee and Second Step coordinator, support the evaluation of our current Social and Emotional curriculum (Second Step). Continue to monitor and measure the effectiveness of the current program by accessing a variety of data such as behavior referrals, Second Step assessment results, and social and emotional tier two group data.</p>	<p>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.</p>	<p>In conjunction with the District Whole Child committee, Student Support Team and Social Worker, support the evaluation of our current Social and Emotional curricular resources, program, and schoolwide efforts.</p>
		<p>BASED ON OUTCOMES ABOVE, EXPLORE SEL CURRICULUM OPTIONS AS NECESSARY.</p>	<p>In collaboration with the Whole Child committee, support the pilot of new SEL curriculum, providing any necessary feedback to inform decision making process.</p>	<p>In conjunction with the District Whole Child committee and Second Step coordinator, pilot SEL curriculum and provide feedback to the committee.</p>	<p>In conjunction with the District Whole Child committee, pilot SEL curricular resources for early childhood, and provide feedback to the committee for the selection process.</p>
	<p>DEVELOP A SHARED UNDERSTANDING AND APPRECIATION OF OTHERS TO CREATE SAFE SPACES FOR ALL STUDENTS AND STAFF.</p>	<p>SECURE ANTI-BIAS TRAINING AND LEARNING OPPORTUNITIES FOR MEMBERS OF THE SCHOOL COMMUNITY.</p>	<p>Continue to partner with district administration, SkokieCares, and staff to participate in SEED (Seeking Educational Equity and Diversity) seminars. The mission of the National SEED Project is to drive personal, organizational, and community change toward greater equity and diversity. In addition, continue to participate in the district equity audit.</p>	<p>As part of our comprehensive professional development plan, provide job-embedded opportunities for staff focused on equity and diversity, including dedicated Tuesday in-services, SEED training opportunities outside of the Tuesday schedule, and building-based book clubs aligned to the topic.</p>	<p>Continue to partner with district administration, SkokieCares, and staff to participate in SEED (Seeking Educational Equity and Diversity), to provide learning opportunities for staff, to move us towards more equitable opportunities and anti-bias approaches to teaching and learning.</p>
		<p>PROVIDE TRAUMA AND CRISIS TRAINING TO MEMBERS OF OUR SCHOOL COMMUNITY.</p>	<p>In collaboration with the Director of Curriculum, Instruction, and Assessment, and district administration, continue to plan additional professional development around trauma-informed practices, which will extend learning that took place during the previous year. In addition, we will explore further opportunities for our student services team to attend professional development specific to restorative justice practices and develop a plan to incorporate practices school-wide.</p>	<p>Assist in the planning of several district-wide Tuesday in-services, which will build upon the previous year's learning on trauma-informed practices. Support the work of our MTSS leadership team, which will include research on trauma-informed practices. 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.</p>	<p>Continue to plan additional professional learning sessions on trauma-informed practices, building upon previous learning. Support staff attendance at outside professional learning sessions related to trauma-informed instruction and practices. Continue to support staff attendance at crisis prevention training.</p>
		<p>EXPLORE OPPORTUNITIES FOR OUR SCHOOL COMMUNITY TO ENGAGE IN TEACHING AND LEARNING PRACTICES THAT INCLUDE SELF-REGULATION, SOCIAL THINKING, AND MINDFULNESS.</p>	<p>Continue to explore ways in which students can benefit from the inclusion of growth mindset and self-regulation strategies throughout the school day. Include our student services team and MTSS leadership team in researching and sharing a variety of classroom strategies with colleagues. Explore ways in which these strategies can be incorporated into after-school programming.</p>	<p>Via MTSS leadership team and SST, begin to explore these topics and how they may benefit Middleton students as a Tier 1 approach. Support piloting of these ideas within classrooms. Partner with outside organizations for continued work on mindfulness and self-regulation, including via an art therapy grant project. Support P.E. in their use of mindful moments. Provide professional development on restorative justice for interested teachers.</p>	<p>Expand staff professional learning opportunities on Zones of Regulation, to help students self-regulate, identify and control their emotions, and resolve conflicts. Implement the Zones of Regulation school-wide to provide a consistent approach in all classrooms.</p>
	<p>PROVIDE OPPORTUNITIES FOR STUDENTS TO EXPLORE AND FOSTER CONNECTIONS WITH PEERS AND THE GREATER COMMUNITY IN ORDER TO DEVELOP COMPASSION AND EMPATHY.</p>	<p>CREATE AND PROVIDE OPPORTUNITIES FOR STUDENTS TO INCREASE CONNECTIONS WITH PEERS WITHIN SCHOOLS AND BETWEEN SCHOOLS.</p>	<p>In collaboration with the District Whole Child committee, student support staff, and extracurricular sponsors, continue to 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</p>	<p>Continue to support ways to connect grade-levels with buddy grade-levels via our organized buddy classroom project. 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</p>	<p>Continue to create opportunities for PreK and Kindergarten classrooms to partner up with one another, including Maker Space and Meyer Garden activities.</p>

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			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.	Skype exchanges. Continue to support tutors from a neighboring high school who work with our students, as well as university observers from diverse universities.	
	EXPAND LEARNING OPPORTUNITIES IN THE COMMUNITY.				
EXPLORE OPTIONS TO EDUCATE STUDENTS ON HOW TO NURTURE HEALTHY BODIES AND OPPORTUNITIES FOR DIVERSIFIED NUTRITIONAL CHOICES.	ASSESS CURRENT NUTRITIONAL OPTIONS FOR LUNCH, REVIEW DISTRICT GUIDELINES FOR SNACKS AND PARTIES, AND MAKE RECOMMENDATIONS IN ORDER TO DIVERSIFY NUTRITIONAL CHOICES AS NEEDED.				
	ASSESS CURRENT CURRICULAR PROGRAMMING FOR TEACHING STUDENTS ABOUT HEALTHY CHOICES, AND MAKE RECOMMENDATIONS FOR ADDITIONAL OR ALTERNATE OPTIONS.				
EXPLORE OPPORTUNITIES FOR SELF-DIRECTED PLAY.	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.		Maintain McCracken's daily unstructured recess periods across all grade levels to provide students opportunities to interact with their peers in a variety of age-appropriate, student-led activities. Partner with the Whole Child committee to support any recommendations related to self-directed play.	Maintain the current recess structure (unstructured play with a structured play option); 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. Partner with the Whole Child committee and support their recommendations related to age-appropriate, self-directed play. Establish a staff book study to research ways in which we can integrate self-directed play into the curriculum.
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.	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.	