

2016 - 2017

**STRATEGIC GOALS
ANNUAL REPORT**



**DOWNERS GROVE
GRADE SCHOOL
DISTRICT 58**

Submitted by:

**Kari Cremascoli
David Bein
James Eichmiller
Megan Hewitt
Lorie Pilster
Matt Rich
Jessica Stewart
Jayne Yudzentis**

TABLE OF CONTENTS

| | |
|---|-----|
| Foreword | ii |
| District 58 Mission Statement | iii |
| District 58 Vision Statement | iv |
| Strategic Goals: 2015-2016 Annual Report of Progress | 1 |
| Student Learning: Curriculum, Instruction & Programming..... | 2 |
| Student Well-Being/Social-Emotional Learning (SEL) | 9 |
| Technology for Teaching and Learning | 10 |
| Facilities, Finance, Operations and Maintenance | 10 |

FOREWORD

Dear District 58 Community Member,

It has been a very busy and productive year in District 58! We established several challenging, yet actionable, Strategic Plan Action Goals for the 2016-17 school year, and realized tremendous accomplishments in each area. These goals involved curriculum improvements, community engagement, social-emotional learning, technology, finances, facility improvement planning and much more. As you will see in this Annual Report of Progress, we have made terrific growth and are proud of our achievements as well as those of our students.

As we reflect upon the accomplishments of our staff and students in 2016-17, the significant progress relative to the Board's Strategic Plan in each focus area is evident. With the Board's Strategic Plan adopted in 2011, we updated our core curriculum in Mathematics and English Language Arts to meet Common Core State Standards and to support differentiation and growth for all students, implemented Social-Emotional Learning curricula and programming, introduced 1:1 technology for all first through eighth grade students, and made improvements to our facilities while maintaining fiscal responsibility. We continue to strengthen our academic curricula and educational programming options to ensure each child is challenged and supported to grow academically, socially and emotionally. The Board also continues to focus on the community engagement efforts of the District and ongoing maintenance needs of our aging facilities.

We look forward to embarking on a new Strategic Planning process in the 2017-18 school year to help guide and inform the District's plans for the future. Through this process, we will actively engage our stakeholders as we envision and plan for the District's future improvement efforts.

Our children are our community's most precious and valuable investment. Their future is in our collective hands, and we look forward to envisioning and planning for that future together.

Thank you for your continued support of District 58 and the wonderful community we serve.

Sincerely,

Kari Cremascoli, Ph.D.
Superintendent of Schools

District 58 Mission Statement

The mission of District 58, in partnership with parents and community, is to challenge and engage each child by providing quality educational programs and support services in a safe, nurturing, and child centered environment in order to prepare all students to be lifelong learners and contributing members of a global society.

WE * ENVISION . . . WE SEEK . . . WE BELIEVE

We Envision a school district that inspires children, sparks creative and innovative thinking, celebrates diversity, and builds visionaries.

We Seek an education that excites minds, touches spirits, challenges abilities, and prepares our children for life.

We Believe every child should be expected to grow, stretch, evolve and embrace the challenges of the future in a global environment.

* We refers to everyone: the school board, staff, parents, students, citizens, business and community leaders

STRATEGIC GOALS ACTION PLAN

2016-2017

End-of-Year Progress Report

The following report provides an end-of-year summary of the progress accomplished in each of the goal areas of the Strategic Goals Action Plan of the Grade School District 58 for 2016-2017. Progress reporting codes as described below are used for ease of review.

Progress Report Key:

Accomplished and Ongoing: The goal established for 2016-2017 has been accomplished and work in this goal area is ongoing.

Accomplished: The goal established for 2016-2017 has been accomplished and work in this goal area is complete.

Expected Progress: Work on the goal established for 2016-2017 is in-progress and goal is on-track to be accomplished.

Insufficient Progress: Work on the goal established 2016-2017 has been less than expected and/or insufficient thus far.

Not Yet Addressed: The goal established for 2016-2017 has not yet been addressed.

Review/Revise Goal: The goals established for 2016-2017 should be reviewed and/or revised.

Student Learning: Curriculum, Instruction & Programming

Instructional Practices that Support Student Engagement, Achievement and Growth:

- ✓ Differentiated and Flexible Instruction: Through ongoing professional development, teacher collaboration, curriculum committee work, and instructional leadership, the District continues to: develop capacity for differentiated, student-centered instruction informed by curriculum objectives, performance data, and formative assessment; increase teacher understanding and implementation of formative assessment as part of daily teaching and learning through the use of staff collaboration time and ongoing professional development; and develop school building structures to support flexible instructional delivery models through the use of staff collaboration time and professional development.

Accomplished and Ongoing: *Professional development was facilitated by the Metro-Chicago Math Initiative. Faculty learning opportunities focused on applying formative assessment information to support student learning and growth. Teachers of Mathematics in grades Kindergarten through eighth grade participated in quarterly learning experiences. Additionally, the grade level professional development occurred with an emphasis on collaboration and curriculum work. Specific learning opportunities to support this type of thinking and teaching were also provided to teachers on the November 10th Institute Day. Principals, grade level teams and curriculum teams will continue to support the implementation of differentiated and flexible instructional strategies as well as formative assessment through the building school improvement plans, staff meetings, collaboration time, instructional coaching and both individual and team dialogues. As we look toward 2017-18, the focus of these experiences will return to the English-Language Arts content area as the district begins to explore the ELA committee's district-wide learning practices.*

- ✓ Student Engagement in and Ownership of Learning: Increasing student engagement and ownership in the learning process through differentiated instruction; exploring the process of student goal setting; and developing innovative traditional and digital products for use as formative and summative assessments.

Expected Progress: *Teacher training is available and supported for staff through coaching, institute days, and professional development classes. Products include traditional and digital artifacts. Many teachers have begun to utilize Seesaw to develop student portfolios. As we look to 2017-18 with the new report card, we will be encouraging teachers to explore ways to share student products and progress with families. On November 10th and November 14th, thirty teachers and administrators were trained on advanced data applications and goal setting by NWEA MAP. Some of these teachers have begun piloting development of student growth goals. Continued development and exploration occurred during second semester. Curriculum*

Committees continue to review and integrate both traditional and digital products within their curricula considerations and blueprints as well as in conjunction with the publisher resource reviews being conducted by the ELA Committee.

Teacher Evaluation Framework (Year 3):

- ✓ Supporting the implementation of student growth goals as part of the evaluation process.
- ✓ Continuing to expand the understanding among teachers and administrators of the major components of the evaluation framework and its implementation to improve professional practice and student outcomes.
- ✓ Working collaboratively to refine the evaluation process to support growth and improvement in teaching and learning.

Accomplished and Ongoing: *Administrators and teaching staff partnered and collaborated on the teacher evaluation process throughout the 2016-17 school year. This collaboration allowed for meaningful dialogue focused on improvement efforts, sharing of ideas, teaching and learning, and the exploration and refinement of effective evaluation procedures. This year, the professional development and collaboration included the development of academic goals that utilize data for evaluating student growth. In August 2016, administrators and teaching staff met to plan and develop initial student growth goals. Goals and action plans were refined as part of the October work day and reviewed, as needed, during the November in-service day. The Joint Committee of teachers and administrators met in January and April 2017 to gather feedback on the process used for incorporating student growth goals into the evaluation process. Information and feedback was gathered from all certified staff through a survey conducted in May 2017. The Committee will reconvene during the 2017-2018 school year to review and revise the process, as needed, based on feedback from teachers and administrators.*

Programs of Instruction: The District will review programs of instruction and supports to continue to provide high quality, student-centered instruction in all classrooms.

- ✓ English-Language Arts (ELA): Conducting an analysis of needs in English-Language Arts learning; developing a consistent scope and sequence for English-Language Arts instruction; and exploring and possibly pilot additional resources as recommended by the ELA Curriculum Committee to support English-Language Arts scope and sequence.

Expected Progress: *The ELA Committee has explored and designed a preliminary blueprint template for elementary and middle level ELA curricula. The committee is currently exploring a variety of publisher resources and piloted the Benchmark Advance, Houghton Mifflin Journeys, Houghton Mifflin Collections, and McGraw Hill StudySync tools. The Committee reviewed these tools and results, and presented a progress update and recommendations for next steps at the June Board of Education Meeting. The committee will begin the blueprint development and district-wide staff development in English Language Arts during the 2017-18 school year.*

- ✓ Science and the Next Generation Science Standards (NGSS): Exploring unit development and potential resources for Next Generation Science Standards (NGSS)-linked curricular units K-8; and providing professional development for shifts in instructional methodology based on NGSS framework.

Expected Progress: *The STEM committee has facilitated initial professional development for all teachers pre-kindergarten through sixth grade. Teachers are beginning to utilize the instructional concepts identified in the professional development through the Mystery Science resources. This is the first full implementation of the instructional shifts. The committee has joined the Illinois District Science Collaborative in developing topic writing and piloting experiences. Members of the Middle School STEM committee have begun participating in the piloting training. STEM committee members will participate in deeper training in the Next Generation Science Standards during the 2017-18 school year with anticipated curriculum development opportunities in conjunction with the District Science Collaborative during the summer of 2018.*

- ✓ Mathematics: Supporting implementation of Math Curriculum Blueprint through professional development and ongoing teacher collaboration; refining the Math Curriculum Blueprint, including the provision of professional development for the Math Committee regarding assessment; and refining acceleration and support methodologies in math.

Expected Progress: *All district math teachers from kindergarten through eighth grade participated in professional development facilitated by Metro Chicago Math Initiative. These learning activities were coordinated with grade-level professional learning time and school-based collaboration meetings. The Math Curriculum Blueprint is being used to guide math instruction and continues to be refined through teacher feedback. Grade-level teams have reviewed and provided additional feedback and recommendations to make ongoing improvements to the Math Curriculum Blueprint and topics. Topics continue to be revised and adjusted after each grade level meeting. The Math Committee developed and implemented a*

plan for accelerating and supporting students. Additionally, the Math Committee received training in assessment development, selected an item bank for accessing assessment items and began developing grade level common and available assessments to be implemented in the 2017-2018 school year.

- ✓ Resource Development and Allocation: Analyzing intervention and enrichment supports and services; and reviewing supports for instructional leadership and professional development.

Accomplished: *The administration, along with the LRC team, reviewed and revised the program of instruction provided by LRC teachers to develop a consistent program for students that is based on current library standards. The LRC team has developed a new LRC curriculum blueprint based on the Illinois Standards-Aligned Instruction for Libraries (I-SAIL) that will be utilized in the 2017-2018 school year throughout all LRC classes in grades (K - 8). The administration, along with the LRC teacher team, has developed more structure within the roles and responsibilities of the LRC teacher, designing a role that places direct instruction of students as the main priority. The role of the LRC instructional assistant has also been developed and structured to ensure students and staff have the supports they need to support teaching and learning.*

As a result of the review of supports for instructional leadership and professional development, the District administrative team has recommended the addition of two administrative positions. The District has experienced growth in special programs (BEST, DLP, RISE, and EL/Biliteracy), as well as in the enrollment at Highland School. In order to best support students, parents, and staff, there is need to add the position of Special Programs Coordinator and the position of English Learner and Biliteracy Coordinator/Highland School Assistant Principal for the 2017-2018 school year. Both district and building administrators will work closely with the new administrative team members to support a successful transition in roles.

- ✓ Special Education Programming and Services: Supporting the implementation of consistent special education procedures and protocols PreK-8.

Accomplished and Ongoing: *While refinement of protocols and procedures can continue to occur in response to changing needs and legal guidance, our district staff report that established protocols have increased their team's efficiency, helped to clarify roles and responsibilities, and have served as good reminders of legal mandates. These protocols are in place and in use across every building. The IEP Steering Committee has made suggestions for additional protocol development for fall 2017 implementation and feedback*

will continue to be gathered in order to ensure protocols remain responsive and appropriate to student need.

Community Partnerships: Continue to strengthen community partnerships and communication, promoting community awareness, support, and engagement regarding student learning and District 58 programs.

- ✓ Launch a new website that will serve as a communications tool with our community.

Accomplished: *The district launched a new website on January 3, 2017. The website features a modern design that is responsive to different end user devices. The new site is hosted and maintained internally. Available content will continue to be enhanced to support parent, teacher and community communications. In addition, classroom teachers have received training on classroom website design and many have created new, modern websites to share information and resources. Since its January launch, the new district website has received positive feedback from web content contributors and website visitors. The District has consistently updated the website to ensure its content is timely and informative for stakeholders.*

- ✓ Review opportunities to continue and/or expand the Board's community engagement efforts, including related policy reviews/revisions.

Accomplished: *The Board formed the Meet and Confer Strategic Plan Committee, which seeks to provide the Board and District 58 stakeholder groups with another avenue for communication, feedback, ongoing strategic goal review and suggestions for future strategic planning efforts. The committee comprises a wide variety of parents, teachers, staff, administrators, board members and DGEEA/DGESP/DGCMA union representatives. The committee has met monthly since December 2016. Meetings have informed the stakeholder groups on relevant District 58 Strategic Plan topics and progress, and provided a valuable opportunity for discussion and feedback. The committee also addressed the need to update the District 58 Strategic Plan, noting that the current plan is seven years old, and the District has accomplished the plan's overarching goals. The committee created a draft strategic planning timeline. The draft timeline kicks off the strategic planning process during the June 2017 Board of Education retreat. Should the Board decide to go forward with strategic planning efforts, they would aim to wrap up the process by late spring 2018.*

The Board also recruited three new members to join each of its standing committees: the Policy Committee, Financial Advisory Committee, and the Legislative Committee. The new committee members joined in winter 2017.

The Board's Policy Committee drafted new policies related to expanding community engagement during Board of Education meetings. The Board approved these policies in fall 2016 and implemented them at subsequent meetings. The Board continues to actively attend the identified PTA Meetings and Building Tours as well as the Board coffees. Board visits to PTA meetings have been well-received by PTAs, members of the Board and the community at large.

- ✓ Evaluate the District's communication plan with the aim of promoting understanding of the goals and initiatives of the District.

Not Yet Addressed: *The communication plan will be reviewed and evaluated in conjunction with the strategic planning efforts of the Board in the 2017-2018 school year.*

- ✓ Review and continue to improve upon communication with parents regarding student progress, including recommendations relative to improvements in report cards and ongoing professional development relative to grading.

Accomplished and Ongoing: *The elementary and middle school report card committees have worked throughout the past year and a half to develop and refine the new standards-based report card that will be implemented for the 2017-2018 school year. Ongoing support and staff development will be provided throughout the 2017-18 school year to support teachers in the implementation. The administration has developed a communication plan for educating parents about the revised report card. The communications will provide opportunities for parents to attend informational report card sessions during September and/or October 2017. The administration and teaching staff will monitor the progress of the report card implementation and will develop additional supports and communications as needed. Additional committee work will take place during the 2017-18 school year, focusing on the parent-teacher conference structure and other communications to parents regarding student progress.*

- ✓ Explore opportunities and develop plans for updating the Board's Strategic Plan.

Accomplished and Ongoing: *At its regular meeting in October 2016, the Board formed the Meet and Confer Strategic Plan Committee. This committee was formed with the aim of 1) providing a better avenue for the Board to have meaningful, ongoing dialogue with our community and specifically the leadership of a variety of stakeholder groups regarding board governance, the vision and direction of the district, and the district's progress with regard to the Strategic Plan; 2) providing an avenue for improved communication, feedback and ongoing review of the progress of the district relative to the Strategic Plan and the agreed upon, annually*

established Action Goals of the district; and, 3) initiating discussion regarding future strategic planning process.

The Board recruited a wide variety of parents, teachers, staff, administrators, board members and DGEEA/DGESP/DGCMA union representatives. The committee has met monthly since December 2016. District administrators have given presentations on the District's current strategic planning areas, sharing information on relevant District 58 Strategic Plan topics and progress and providing valuable opportunities for discussion and feedback. The committee reviewed the progress the District has made on its current Strategic Plan, which was approved in July 2011, and discussed plans for updating it in the 2017-18 school year. The committee created a draft strategic planning timeline, which proposes to initiate the strategic planning process during the June 2017 Board of Education retreat and selection of a Strategic Plan consultant in fall 2017. In collaboration with the Board and district administration, the consultant would lead efforts to engage the community and organize strategic planning community workshops throughout winter 2017-18. Using data and insights from these efforts, the consultant, in partnership with the District and Board, would develop Strategic Plan recommendations in spring 2018, with the goal of presenting a Strategic Plan report to the Board of Education by late-spring 2018.

Student Well-Being/Social-Emotional Learning (SEL)

Supportive Learning Environment:

- ✓ Monitor the implementation of SEL skill instruction for all students in grades PreK through 8, working to provide a consistent, research-based program of instruction in SEL skill development.

Accomplished: *SEL skill instruction is incorporated into the program of instruction for all students in preschool through grade eight. SEL training and supports are provided to staff through new teacher trainings and building and district inservice/school improvement days. Professional development and training opportunities will continue to be a part of the District professional development plan on an annual basis. The District will continue to develop more systematic SEL supports and tier 2 and tier 3 instruction through the work of the social work team.*

- ✓ Continue to use survey results and feedback from staff, students, and parents to develop and implement individual building action plans related to fostering a positive, caring, collaborative learning environment within each school as led by Building Leadership Teams.

Accomplished: *Each year, school teams use survey results and feedback from parents, staff, and students to develop and refine improvement efforts in creating a supportive learning environment and program of instruction to increase students' SEL skill development. Both the 5Essentials Survey and the School Environment Surveys will continue to be utilized as part of the ongoing improvement efforts at both the individual school and district level. The results are used to guide and inform future improvement efforts.*

Technology for Teaching and Learning

1:1 Learning Program: The District will monitor the 1:1 learning program and plan for future device refresh by: gathering input from students, parents and teachers on the effectiveness of the 1:1 program; and examining and analyzing needs and options for device refresh, including consideration of the options for the optimal device and schedule for implementation.

Expected Progress: *After careful review and consideration, the technology committee made the recommendation to implement a partial update of our 1:1 devices for the 2017-2018 school year. The committee recommends focusing on the middle schools through a Chromebook deployment in those schools. In support of that initiative, the district will offer professional development to middle school faculty. 1:1 surveys have been sent to students, teachers and parents. The committee will analyze these data and other feedback in the fall of 2017 to help inform future instructional technology planning. The committee plans to make a recommendation for the elementary school devices during the 2017-2018 school year for possible deployment/refresh during the 2018-2019 school year.*

Facilities, Finance, Operations and Maintenance

Fiscally Responsible and Transparent Budgeting: Administer the District in a fiscally responsible manner by continuing to work with the Financial Advisory Committee (FAC) and to budget proactively in light of legislative and revenue changes.

Accomplished: *The Financial Advisory Committee continues to meet regularly to review the financial status and needs of the District and to provide community input regarding financial planning. Potential legislative changes are being monitored for impacts on District finances. A preliminary budget was prepared and presented to the Board and community at the April Budget Workshop. The district further reviewed and revised the tentative budget, which was presented to the Board in July.*

Facility Needs, Improvement and Planning: Review facility needs and funding options, and establish a plan to address prioritized facilities needs, including consideration of: the 10-year health and life safety study and other facility-related reports; completion and analysis of a demographic study of the District and each school region; examination and analysis of options for district-wide phone system replacement; review of the status, needs and options for updating middle school laboratories; review and consideration of Lester School facility needs; and continuing to engage and inform the community regarding plans for the District's facilities.

Expected Progress: *A summary, Facilities-at-a-Glance document was shared with the Board at its January meeting. A detailed review of facility status and needed work that incorporates the life safety study, Wight report, and other information was prepared and shared with the Board and community at the April Budget Workshop. A proposal for replacing the phone system was approved by the Board in June. A Lester School feasibility study was completed with facility use options presented to the Board and community at the April Board meeting, and the Board is committed to continuing discussions about Lester School.*