

**DRAFT**  
**2018-2021 STRATEGIC PLAN**





## SUNSET RIDGE SCHOOL DISTRICT 29

525 Sunset Ridge Road • Northfield, Illinois • 60093  
847 881 9400 • Fax: 847 446 6388 • [www.sunsetridge29.org](http://www.sunsetridge29.org)

*Cultivating a learning community that engages the hearts and minds of students, one child at a time*

### **BACKGROUND INFORMATION**

The original District #29 Strategic Plan was developed in 2007-2008. A diverse team of staff, parents and community members reviewed the District's survey data, assessment data, school improvement plans, and future trends in education. The team created a mission statement and list of beliefs, which captured the spirit of the District and expressed our core purpose, broad goal areas and general objectives. District committees comprised of administrators, staff, Board members, and parents specified goals and objectives and carried out the plans. Progress was reported at regular Board of Education meetings and posted on the District website. This plan served as a guide to District endeavors from 2008-2011.

The Strategic Planning process was repeated during the 2011-2012 school year. The second process began with a comprehensive District survey of parents, staff, students and community members. The Team, which again included staff, parents, and Board members, reviewed the components and accomplishments of the past plan, analyzed survey data, and researched educational trends. The Team identified strengths, areas for improvement, future opportunities, and potential challenges. The Team reaffirmed the District's mission statement and revised the belief statements. New themes were developed, and action plans were created. This plan served as a guide to District endeavors from 2012-2015.

During the 2015-2016 school year, the District completed another comprehensive survey (utilizing the same questions from the 2008 and 2011 surveys). Stakeholder input was gathering regarding strengths and areas for growth. Based on the results of that survey, combined with data from the Illinois 5Essential Survey, Measures of Academic Progress (MAP), the Partnership for Assessment of Readiness for College and Careers (PARCC), New Trier Placement Tests, the District adopted new annual goals and objectives. This plan continued served as a guide to District endeavors from 2015-2017.

During the 2017-2018 school year a Strategic Planning Steering Committee comprised of staff, administrators, parents, and Board members reviewed the components and accomplishments of the most recent plan, analyzed current survey and assessment data, and researched educational trends. Data reviewed included the following; 2009-2017 Measures of Academic Progress Assessment Results, 2015-2017 Partnership for Assessment of Readiness for College and Careers Results, 2010-2017 New Trier Placement Tests Results, 2010-2017 New Trier Freshman Survey Results, 2008-2016 Parent Survey Results, 2008-2016 Staff Survey Results, 2014-2017 Illinois 5Essentials School Climate Survey results. The Committee identified a number of strengths, opportunities for growth, and disconnects (i.e., areas with conflicting data) for targeted goal setting. Broad goals and objectives to achieve them were generated and vetted through various stakeholder groups. District committees comprised of administrators, staff, Board members, and parents will then turn the goals and objectives into specific annual action plans, and progress will be reported to the Board of Education and community.

# Strengths, Opportunities, Disconnects Analysis

## STRENGTHS

- Dedicated & Caring Staff
- Administrative Leadership
- Individualized Attention
- Innovative Programming
- Mathematics
- Support Services
- Computer Science
- Fine & Performing Arts
- High Overall Growth

## DISCONNECTS

- Discipline
- Homework
- Academic Rigor
- SEL Integration
- Communications
- Parental Involvement

## OPPORTUNITIES

- Reading & English
- Grammar & Writing
- Foreign Language
- Social Emotional Learning
- Professional Development
- Technology Integration
- Communication Systems
- Pace of Initiatives
- Differentiation



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### **Our Mission...**

Cultivating a learning community that engages the hearts and minds of students, one child at a time

### **We Believe...**

- The whole child is at the heart of all decisions.
- Each child deserves an education tailored to his or her unique abilities, learning style, social and emotional needs.
- Commitment to excellence drives continuous improvement.
- Student growth and learning thrive in communities that embrace creativity and innovation, critical thinking and problem solving, collaboration, communication and self-advocacy.
- Exceptional educational programming fosters ethical, respectful, independent and socially responsible citizens.

### **Our Formula for Success...**

- Recruit and retain the most effective, professional and committed staff
- Cultivate a safe, supportive and intimate learning community
- Promote active parent engagement, community partnerships and strong student-staff connections
- Implement innovative curricular and instructional practices supported by effective professional development
- Tailor curriculum and instructional practices to children's unique abilities, learning styles, and social and emotional needs
- Utilize quantitative and qualitative data and research to guide decision making and drive student growth
- Maintain transparent and strategic fiscal management

## 2018-2021 GOALS & OBJECTIVES

### High Quality Teaching & Learning:

**GOAL AREA - Create consistently rich, innovative, engaging, and high-quality learning opportunities that result in growth and achievement for all students and foster collaboration, problem solving, critical thinking, and independent learning.**

#### **OBJECTIVES:**

- Implement the new K-8 reading curricula.
- Implement the Units of Study writing program in first through eighth grades.
- Complete modifications and improvements to the foreign language curriculum.
- Continue to write and implement the new K-8 social studies curriculum.
- Complete Year II of 3-year 4<sup>th</sup>-8<sup>th</sup> grade science cross curriculum collaboration partnership with Museum of Science and Industry and make recommendations for improvements and enhancements.
- Document the K-8 computer science scope and sequence and make recommendations for improvements and enhancements.
- Regularly monitor the high-quality programming in all content areas while seeking opportunities for growth.
- Design, Implement, and revise the District 29 Return to School Plan.

#### **PERFORMANCE INDICATORS:**

- Performance on standardized academic assessments (e.g., MAP, IAR, Subject Area Assessment Rubrics). Student engagement. Staff, student, and parent/guardian satisfaction.

### Meeting Needs of Learners:

**GOAL AREA - Sustain a learning environment that supports the unique strengths and evolving needs of individual students.**

#### **OBJECTIVES:**

- Monitor and assess the effectiveness of the continuum of support services provided to diverse learners at both ends of the learning continuum, and make recommendations for improvement and enhancement.
- Continue the commitment to differentiation as essential to meeting the needs of all learners, one child at a time, through professional development and on-going assessment of instructional effectiveness.
- Explore athletic offerings and make recommendations for improvement/enhancement.
- Facilitate professional development opportunities that support the 2018-2021 strategic plan goals, including mechanisms to scaffold the implementation of new initiatives.

#### **PERFORMANCE INDICATORS:**

- Student services annual report data. Self-reported student and parental satisfaction with student services

### Safe and Supportive Learning Environment:

**GOAL AREA - Ensure a positive school climate based on clear and equitable practices, where all members of the school community feel emotionally and physically safe, included, and accepted.**

#### **OBJECTIVES:**

- Review and revise K-8 SEL curriculum and activities, including preventative measures, direct instruction, internal activities, and service learning opportunities that seamlessly integrate SEL practices into the fabric of the District curriculum.

- Examine “disconnects” in parent and staff perspectives regarding discipline and recommend ways to enhance the clarity and transparency of behavior expectations.

**PERFORMANCE INDICATORS:**

- Staff, parent, and student satisfaction with school climate

**Meaningful Stakeholder Engagement:**

**GOAL AREA – Cultivate and strengthen intentional and meaningful partnerships with families and community agencies to support the educational success and healthy development of all students.**

**OBJECTIVES:**

- Review and revise the district’s communication systems (e.g., website, teacher pages, newsletters) in order to improve the accessibility and effectiveness of information.
- Investigate opportunities to improve communication between parents and teachers regarding student growth and performance.
- Explore opportunities to engage stakeholders in district decision-making processes, district programs, and activities.
- Examine and address the “disconnects” between staff and parent perceptions as identified in the 2018 satisfaction survey.

**PERFORMANCE INDICATORS:**

- Consumer satisfaction with the District website, reporting systems, and opportunities for involvement

**Thriving Workforce:**

**GOAL - Foster a collaborative, creative, and inclusive workplace that attracts, develops, and actively supports the best talent.**

**OBJECTIVES:**

- Recruit, select, develop, and retain only the most effective, professional, compassionate and committed personnel.
- Facilitate professional development opportunities that support the 2018-2021 strategic plan goals, including mechanisms to scaffold the implementation of new initiatives.
- Continue implementation of formal district mentoring program.
- Encourage innovation at all levels.
- Develop a research-based, analytical process for determining the appropriate pace and evaluation procedures for new initiatives.

**PERFORMANCE INDICATORS:**

- Staff, parent, and student satisfaction with educational programming. Staff satisfaction with mentoring support. Evidence of innovative programming

**GOAL - Ensure the long-term financial stability of the District by aligning resources with District priorities.**

**OBJECTIVES:**

- Finalize the Middlefork Capital Improvement plan and implement the project as scheduled.
- Remain fiscally responsible by monitoring state finances and fiscal policy, and taking appropriate steps to counteract possible ill effects.
- Manage district resources in a way that secures financial strength, maintains appropriate reserves, and reflects transparency.

**PERFORMANCE INDICATORS:**

- Construction budget and timeline
- State and private financial rating

# **ACTION PLANS**

**GOAL AREA I - HIGH QUALITY TEACHING & LEARNING :**

**Create consistently rich, innovative, engaging, and high-quality learning opportunities that result in growth and achievement for all students and foster collaboration, problem solving, critical thinking, and independent learning.**

**OBJECTIVES:**

1. Implement the new K-8 reading curricula.
2. Implement the Units of Study writing program in first through eighth grades.
3. Complete modifications and improvements to the foreign language curriculum.
4. Continue to write and implement the new K-8 social studies curriculum.
5. Complete Year II of 3-year 4<sup>th</sup>-8<sup>th</sup> grade science cross curriculum collaboration partnership with Museum of Science and Industry and make recommendations for improvements and enhancements.
6. Document the K-8 computer science scope and sequence and make recommendations for improvements and enhancements.
7. Regularly monitor the high-quality programming in all content areas while seeking opportunities for growth.
8. Design, Implement, and revise the District 29 Return to School Plan.

PARTICIPANTS	ACTIVITIES (Committee Assignment)	TIMELINE	DELIVERABLES
<p>Mary Frances Greene Ivy Sukenik Jennifer Kiedaisch Sherri Styczen Ed Stange</p>	<p>1. Implement and assess the new K-8 reading curriculum scope and sequence and make recommendations for improvements. (ELA)</p> <p>2. Implement staff training on Units of Study writing program. (ELA)</p> <p>3. Complete modifications and improvements to the foreign language curriculum.</p>	<p>Completed: May 2020</p> <p>Completed: May 2020</p> <p>Completed: May 2019</p>	<p>Report to the Board</p> <p>Report to the Board</p> <p>Report to the Board</p>
<p><i>To Be Determined:</i> <i>Select Staff Members</i> <i>Select Parents</i> <i>Select Board Member</i></p>	<p>4. Continue to write and implement the new K-8 social studies curriculum. 4a. Complete K-3 unit development activities. (Social Studies) 4b. Continue modification of 4-8 common assessment. (Social Studies)</p> <p>5. Complete Year III of MoSI partnership. (MSI)</p> <p>6. Evaluate the strengths and opportunities for growth and report findings to the Board of Education. (Technology) 6a. Complete K-8 Instructional Scope &amp; Sequence 6b. Complete External Technology Audit and review recommendations</p> <p>7. Design, Implement, and revise the District 29 Return to School Plan.</p>	<p>May 2021</p> <p>Completed: May 2019</p> <p>Completed: May 2019</p> <p>May 2021</p> <p>May 2021</p>	<p>Report to the Board</p> <p>Report to the Board</p> <p>Report to the Board</p> <p>Report to the Board</p> <p>Report to the Board</p>



**GOAL AREA II - MEETING THE NEEDS OF LEARNERS:**

Sustain a learning environment that supports the unique strengths and evolving needs of individual students.

**OBJECTIVES:**

1. Monitor and assess the effectiveness of the continuum of support services provided to diverse learners at both ends of the learning continuum, and make recommendations for improvement and enhancement.
2. Continue the commitment to differentiation as essential to meeting the needs of all learners, one child at a time, through professional development and ongoing assessment of instructional effectiveness.
3. Explore athletic offerings and make recommendations for improvement/enhancement.
4. Facilitate professional development opportunities that support the 2018-2021 strategic plan goals, including mechanisms to scaffold the implementation of new initiatives.

PARTICIPANTS	ACTIVITIES	TIMELINE	DELIVERABLES
<p>Emily Dunham Mary Frances Greene Ivy Sukenik Jennifer Kiedaisch Ed Stange</p> <p><i>To Be Determined: Select Staff Members Select Parents Select Board Member</i></p>	<ol style="list-style-type: none"> <li>1. Monitor and assess the effectiveness of the continuum of support services provided to diverse learners at both ends of the learning continuum, and make recommendations for improvement and enhancement.</li> <li>2. Continue the commitment to differentiation as essential to meeting the needs of all learners, one child at a time, through professional development and ongoing assessment of instructional effectiveness.</li> <li>3. Explore athletic offerings and make recommendations for improvement/enhancement.</li> <li>4. Facilitate professional development opportunities that support the 2018-2021 strategic plan goals, including mechanisms to scaffold the implementation of new initiatives.</li> </ol>	<p>May 2021</p> <p>May 2021</p> <p>Completed: December 2020</p> <p>May 2021</p>	<p>Report to the Board</p> <p>Year-end report of activities</p> <p>Report to the Board Revised Program</p> <p>Multi-Year Professional Development Plan</p>

**GOAL AREA III - SAFE AND SUPPORTIVE LEARNING ENVIRONMENT:**

**Ensure a positive school climate based on clear and equitable practices, where all members of the school community feel emotionally and physically safe, included, and accepted.**

**OBJECTIVES:**

- 1. Review and revise K-8 SEL curriculum and activities, including preventative measures, direct instruction, internal activities, and service learning opportunities that seamlessly integrate SEL practices into the fabric of the District curriculum.**
2. Examine “disconnects” in parent and staff perspectives regarding discipline and recommend ways to enhance the clarity and transparency of behavior expectations.

<b>PARTICIPANTS</b>	<b>ACTIVITIES (Committee)</b>	<b>TIMELINE</b>	<b>DELIVERABLES</b>
<p><del>Mary Frances Greene</del> Ivy Sukenik Jennifer Kiedaisch Emily Dunham Ed Stange</p> <p><i>To Be Determined: Select Staff Members Select Parents Select Board Member</i></p>	<ol style="list-style-type: none"><li>1. Examine “disconnects” in parent and staff perspectives regarding discipline and recommend ways to enhance the clarity and transparency of behavior expectations.</li><li><b>2. Review and revise K-8 SEL curriculum and activities, including preventative measures, direct instruction, internal activities, and service learning opportunities that seamlessly integrate SEL practices into the fabric of the District curriculum.</b></li></ol>	<p>Completed: February 2020</p> <p><b>May 2021</b></p>	<p>Report to Board</p> <p>Report to Board</p>

**GOAL AREA IV - MEANINGFUL STAKEHOLDER ENGAGEMENT:**

**Ensure a positive school climate based on clear and equitable practices, where all members of the school community feel emotionally and physically safe, included, and accepted.**

**OBJECTIVES:**

1. Review and revise the district’s communication systems (e.g., website, teacher pages, newsletters) in order to improve the accessibility and effectiveness of information.
2. Investigate opportunities to improve communication between parents and teachers regarding student growth and performance.
3. Explore opportunities to engage stakeholders in district decision-making processes, district programs, and activities.
4. Examine and address the “disconnects” between staff and parent perceptions as identified in the 2018 satisfaction survey.

PARTICIPANTS	ACTIVITIES	TIMELINE	DELIVERABLES
<p>Sheri Styczen Ed Stange <del>Mary Frances</del> <del>Greene</del> Ivy Sukenik Jennifer Kiedaisch Emily Dunham</p> <p><i>To Be Determined: Select Staff Members Select Parents Select Board Member</i></p>	<ol style="list-style-type: none"> <li>1. Review and revise the district’s communication systems (e.g., website, teacher pages, newsletters) in order to improve the accessibility and effectiveness of information.               <ol style="list-style-type: none"> <li>1a. Implement new District website with focus on improving accessibility and consistency.</li> <li>1b. Review Board newsletter (format, frequency) and make recommendations for revisions.</li> <li>1c. Explore new opportunities through social media to connect with Stakeholders (Parent Square, Dashboard).</li> </ol> </li> <li>2. Investigate opportunities to improve communication between parents and teachers regarding student growth and performance.</li> <li>3. Explore opportunities to engage stakeholders in district decision-making processes, district programs, and activities.</li> <li>4. Examine and address the “disconnects” between staff and parent perceptions as identified in the 2018 satisfaction survey.</li> </ol>	<p>September 2018</p> <p>November 2018</p> <p><b>December 2020</b></p> <p>May 2019</p> <p>May 2019</p> <p>May 2019</p>	<p>New District website</p> <p>Board Newsletters</p> <p>Report to Board.</p> <p>Report to Board</p> <p>Report to Board</p> <p>Report to Board</p>

**GOAL AREA V - THRIVING WORKFORCE:**

Foster a collaborative, creative, and inclusive workplace that attracts, develops, and actively supports the best talent.

**OBJECTIVES:**

1. Recruit, select, develop, and retain only the most effective, professional, and committed personnel.
2. Encourage innovation at all levels.
3. Develop a research-based, analytical process for determining the appropriate pace and evaluation procedures for new initiatives.

PARTICIPANTS	ACTIVITIES	TIMELINE	DELIVERABLES
Ed Stange Tom Beerheide <del>Mary Frances</del> Greene Ivy Sukenik Jennifer Kiedaisch Emily Dunham Sheri Styczen Corey Dreher  <i>To Be Determined:</i> <i>Select Staff Members</i> <i>Select Parents</i> <i>Select Board Member</i>	<ol style="list-style-type: none"><li>1. Recruit, select, develop, and retain only the most effective, professional, and committed personnel.<ol style="list-style-type: none"><li>1a. Explore more opportunities for advertising open positions.</li><li>1b. Continue implementation of District Mentoring program. (Mentor)</li><li>1c. Collect and analyze data regarding the effectiveness of the staff mentoring program. (Mentor)</li><li>1d. Conduct staff evaluations as prescribed by the PERA-JOINT Committee. (PERA/JOINT)</li></ol></li><li>2. Encourage innovation at all levels.</li><li>3. Develop a research-based, analytical process for determining the appropriate pace and evaluation procedures for new initiatives.</li></ol>	May 2021          May 2021  May 2019	Report to Board          Report to Board  Report to Board

**GOAL AREA VI - FINANCIAL SUSTAINABILITY:**

Ensure the long-term financial stability of the District by aligning resources with District priorities.

**OBJECTIVES:**

1. Finalize the Middlefork Capital Improvement plan and implement the project as scheduled.
2. Remain fiscally responsible by monitoring state finances and fiscal policy, and taking appropriate steps to counteract possible negative effects.
3. Manage district resources in a way that secures financial strength, maintains appropriate reserves, and reflects transparency.

PARTICIPANTS	ACTIVITIES	TIMELINE	DELIVERABLES
<p>Ed Stange Tom Beerheide <del>Mary Frances</del> <del>Greene</del> Ivy Sukenik Jennifer Kiedaisch Sheri Styczen Emily Dunham Corey Dreher</p> <p><i>To Be Determined:</i> <i>Select Staff Members</i> <i>Select Parents</i> <i>Select Board Member</i></p>	<ol style="list-style-type: none"> <li>1. Finalize the Middlefork Capital Improvement plan and implement the project as scheduled.                             <ol style="list-style-type: none"> <li>1a. Obtain Board of Education approval for preliminary capital improvement project and financing plans.</li> <li>1b. Complete subcontractor bidding process.</li> <li>1c. Coordinate and complete construction activities.</li> </ol> </li> <li>2. Remain fiscally responsible by monitoring state finances and fiscal policy, and taking appropriate steps to counteract possible negative effects.                             <ol style="list-style-type: none"> <li>2a. Monitor changes in state and federal fiscal policy and make recommendation to Board of Education to respond as appropriate.</li> <li>2b. Maintain approved budget and report financial status on a quarterly basis to the Board of Education.</li> </ol> </li> <li>3. Manage district resources in a way that secures financial strength, maintains appropriate reserves, and reflects transparency.                             <ol style="list-style-type: none"> <li>3a. Monitor the District's long-term finances in relation to Fund Balance Policy, including the settlement of a fiscally responsible contract with the teachers' union.</li> </ol> </li> </ol>	<p>July 2018</p> <p>January 2019 Summer 2019</p> <p>June 2021</p> <p>June 2021</p>	<p>Board approval of project. Award subcontractor bids. Completed renovation activities</p> <p>Reports to Finance Committee</p> <p>Reports to Finance Committee</p> <p>Negotiated Collective Bargaining Agreement</p> <p>Reports to Finance Committee</p>

**COMMITTEE ACTION PLANS  
2020-2021**

**COMMITTEE: Return to School Task Force**

**GOAL: Implement 2020-2021 Return to School Plan**

STEPS	PARTICIPANTS	TIMEFRAME	OUTCOMES
<ol style="list-style-type: none"> <li>1. Design “living document” to outline continuum of options, programming information, related mitigation strategies, and decision-making/reporting mechanisms.</li> <li>2. Solicit feedback from stakeholders regarding programming .</li> <li>3. Regularly meet to review metrics and make program recommendation to the Board of Education.</li> </ol>	<p align="center">           Nancy Detlefsen            Amanda Alpert Knight            Anne Peterson            Scott Subeck            Ed Stange            Ivy Sukenik            Jennifer Kiedaisch            Emily Dunham            Sheri Styczen            Misty Bell            Rachel Berkhof            Robin Zogby            Jordan Bauer            Pilar Westfall            Dawn Meziere            April Toofan            Oksana Milan            Sandra Dold         </p>	<p align="center">May 20201</p>	<p align="center">Implementation of Plan</p>

**COMMITTEE ACTION PLANS  
2020-2021**

**COMMITTEE: Middlefork ELA**

**GOAL: Support continued implementation of new reading/writing programs.**

STEPS	PARTICIPANTS	TIMEFRAME	OUTCOMES
<ol style="list-style-type: none"> <li>1. Collaborate on drafting vision and mission statements for ELA, including Must Dos for literacy instruction.</li> <li>2. Conduct a needs assessment for shared areas for growth.</li> <li>3. Develop a plan to make teachers observing teachers part of school culture.</li> <li>4. Develop ways to train TAs on literacy instruction (I.e. conferring, small group work).</li> <li>5. Share ideas at each meeting for engaging and exciting students to read and write.</li> <li>6. List helpful resources currently used and explore new resources.</li> <li>7. Develop a school-wide UOS conferring system to help teachers monitor their growth across grade levels.</li> <li>8. Review Units of Study Videos, Nawal Casiano sessions and Teachers College training and plan ongoing PD opportunities for teachers.</li> <li>9. Prioritize specific overarching goals across grade levels.</li> <li>10. Build digital libraries that provide diverse voices, levels, and opportunities for students to engage with reading.</li> </ol>	<p style="text-align: center;">           Lisa Brumwell            Caitlin Anderson            Anna Wendt*            Paige Dempsey            Dodi Bailen            Matthew Wilkinson*            Lindsay Bozeday            Hillary Davis            Cait Leary            Julia Kisiel            Sara Brown            Molly Michalek            Laurie Barry            Jillian Wiedrich             *=Teacher Co-leaders         </p>	<p style="text-align: center;">           Fall 2020             Winter 2020/2021             Spring 2020/2021         </p>	<p style="text-align: center;">           Vision and Mission Statement for Literacy Instruction             Professional Development Calendar for Teachers             Professional Development Plan for Teachers and Teaching Assistants             Preferred Resource List             Conferring Data Management System         </p>

**COMMITTEE ACTION PLANS  
2020-2021**

**COMMITTEE: Social Studies**

**GOAL: Develop a deep understanding of the Inquiry Design Model and apply to social studies units**

STEPS	PARTICIPANTS	TIMEFRAME	OUTCOMES
<p>Collaboration with Dr. Kathy Swan (<a href="https://education.uky.edu/profile/kathy-swan/">https://education.uky.edu/profile/kathy-swan/</a>)</p> <p>9/17/20. What is Inquiry? Inquiry MicroTeach &amp; Standards</p> <p>10/15/20. Framing an Inquiry—Compelling Questions</p> <p>11/19/20. Framing an Inquiry—Arguments and Claims</p> <p>1/21/21. Filling an Inquiry</p> <p>2/18/21. Finishing an Inquiry, Part I—Staging the Compelling Question, Extensions and PBL</p> <p>3/18/21. Finishing an Inquiry, Part II—Taking Informed Action</p> <p>4/15/21. Blueprinting an Inquiry Based Curriculum—Building a House of Inquiry</p> <p>5/20/21. Blueprinting an Inquiry Based Curriculum—Looping Inquiry</p>	<p>Matt Wilkinson Chris Roberts Lisa Brumwell Mindy Golub Christine Keopraseuth Jennifer Kahlenberg Kristin Gonzalez Caitlin Anderson Lindsay Bozeday Robin Zogby Jen Kiedaisch Ivy Sukenik</p>	<p>2020-21 School Year</p>	<ul style="list-style-type: none"> <li>• Develop an IDM inquiry working through the 10 steps of building an inquiry.</li> <li>• Understand the role of compelling and supporting questions, formative and summative performance tasks, and disciplinary sources in comprising the elements of inquiry.</li> <li>• Participate in the demonstration of several inquiries and discuss the implementation of inquiry in the classroom.</li> <li>• Build an understanding of an inquiry based curriculum modifying the blueprint for a variety of outcomes including focused inquiries, embedded action inquiries, and student directed inquiry.</li> <li>• Craft an inquiry loop for their own classroom putting together a series of inquiries together around a binding social studies concept or question.</li> <li>• Discuss the role of an inquiry ecosystem and pinpointing healthy organisms (e.g., student agency, administrative buy in, peer collaboration) that promote effective inquiry environments.</li> </ul>



**COMMITTEE ACTION PLANS  
2020-2021**

**COMMITTEE: D29 Connect**

**GOAL: Examine current SEL programming, initiatives, and activities through the CASEL lens and connect all SEL work through a District-wide scope and sequence.**

STEPS	PARTICIPANTS	TIMEFRAME	OUTCOMES
<ul style="list-style-type: none"> <li>• Connect SEL programs, initiatives, &amp; activities across grade-levels and district               <ul style="list-style-type: none"> <li>◦ Communicate plans from all District 29 SEL committees (Social Justice, Colleague-to-Colleague, Middlefork SEL, Foundations, Service Leagues, Play Pods)</li> </ul> </li> <li>• Document SEL programs, initiatives &amp; activities across grade-levels and district (Scope &amp; Sequence)</li> <li>• Utilize CASEL resources in order to strengthen SEL programming across the district</li> <li>• Analyze current SEL practices and provide resources to weave SEL content into existing curriculum</li> </ul>	Lauren Gray Susan George Joe Lewis Caitlin Anderson Carly Cohen Dana Dorsey Katie Downs Mindy Golub Kristin Gonzalez Kim Hanson Heather Johnson Kellie Johnson Jennifer Kahlenberg Donna Kasper Hilary Logan Chirs Roberts Rachel Schrader Rebecca Schur Shannon Tremont Matt Wilkinson Ivy Sukenik Jennifer Kiedaisch	<p><u>Fall 2020</u> Organize subcommittees</p> <p>Explore SEL resources, focusing on the CASEL Schoolwide Guide</p> <p>Examine Panorama Survey results</p> <p><u>Winter 2021</u> Create SELPAC plans</p> <p>Document current SEL programming and align practices to CASEL framework</p> <p>Curate SEL resources and share with staff</p> <p><u>Spring 2021</u> Finalize SEL scope &amp; sequence</p> <p>Research professional development opportunities</p>	<p>Connect the SEL programming at MFS and SRS</p> <p>K-8 SEL Scope and Sequence</p> <p>Visual aligning SEL Scope and Sequence with CASEL competencies</p> <p>Monthly SELPAC meetings (SEL Parent Advisory Committee)</p> <p>Panorama surveys for grades 3-8 and community members</p>

**COMMITTEE ACTION PLANS  
2020-2021**

**COMMITTEE: SEL- Foundations**

**GOAL: To improve school climate by reducing behavioral and motivational barriers to learning.**

STEPS	PARTICIPANTS	TIMEFRAME	OUTCOMES
<p>Steps from <i>Foundations Module A</i> (Sprick, Booher, &amp; Rich, 2014):</p> <ul style="list-style-type: none"> <li>• Reduce misbehaviors such as disruption, disrespect, and bullying</li> <li>• Promote safety and prosocial behavior</li> <li>• Support both academic instruction and social-emotional learning</li> <li>• Establish a positive climate</li> <li>• Enhance staff consistency in teaching expectations and correcting misbehavior</li> </ul> <p>The above steps are what would typically happen over a three year period as the Foundations team follows the Foundations curriculum and attends Foundations trainings. We are already working on the above steps and have been for over two years. However, our steps for reducing behavioral and motivational barriers to learning look very different this year during our hybrid model of in-person and remote learning. Our current steps for this year include:</p> <ul style="list-style-type: none"> <li>• Teaching consistent, school-wide expectations and correcting misbehavior for               <ol style="list-style-type: none"> <li>1. wearing masks</li> <li>2. keeping six feet of distance</li> </ol> </li> <li>• Tracking misbehaviors for the above expectations</li> </ul>	<p><b>Teacher leader:</b> Rebecca Schur</p> <p><b>Committee Participants:</b> Ivy Sukenik Jordan Bauer Katie Downs Lauren Gray Christine Keosapreuth Rachel Schrader Dave Sislow Susan Stonequist Shannon Tremont Pilar Westfall</p>	<p>Year-long</p> <p><b>Committee Meetings:</b> -November 12 -December 10 -January 26 -February 23 -March 23 -April 27th -May 25</p> <p><b>Foundations Zoom Trainings</b> (1-3 PM for three days in a row): -October 20, 2020 -October 21, 2020 -October 22, 2020 -December 1, 2020 -December 2, 2020 -December 3, 2020 -February 9, 2021 -February 10, 2021 -February 11, 2021 -April 27, 2021 -April 28, 2021 -April 29, 2021</p>	<p>Students will follow the school-wide expectations regarding masks and keeping six feet of distance which will reduce barriers to learning. In addition, staff will remain consistent with correcting any of the above misbehaviors. This will hopefully help students and staff both feel safe and be physically safe while being at school during a pandemic.</p>

**COMMITTEE ACTION PLANS  
2020-2021**

**COMMITTEE: Middlefork SEL**

**GOAL: Continue to strengthen and document SEL instruction, practices, and initiatives at Middlefork School, with a focus on SEL in a hybrid and/or full remote learning environment**

STEPS	PARTICIPANTS	TIMEFRAME	OUTCOMES
<ul style="list-style-type: none"> <li>• Articulate and document current SEL instruction and practices for the hybrid learning model and improve continuity between grades/pods</li> <li>• Identify additional opportunities for SEL instruction, practices and resources in both hybrid and full remote learning models</li> <li>• Utilize the ‘Casel Guide to Schoolwide SEL’ in order to examine and enhance SEL instruction, practices, and initiatives at Middlefork</li> </ul>	<p>Jen Kiedaisch Susan George* Sara Brown* Maureen O’Looney Kellie Johnson Cait Leary Rachel Berkhof Donna Kasper Shawna Rosen Lynn Nelson Paige Dempsey Molly Michalek Jillian Wiedrich</p> <p>*Teacher Co-Leaders</p>	<p style="text-align: center;"><u>Fall 2020</u></p> <p>Needs assessment Articulate current practices Begin exploring CASEL guide</p> <p style="text-align: center;"><u>Winter 2020/21</u></p> <p>Implement Pod Pals initiative Share resources and practices with staff for two competencies</p> <p style="text-align: center;"><u>Spring 2021</u></p> <p>Add to resource document and survey staff regarding revisions for next year</p>	<ul style="list-style-type: none"> <li>• Document of resources for direct instruction and practices in SEL focused on competencies of self-management and relationship skills</li> <li>• Revised school-wide initiative “Pod Pals” and reflection on continuation for next school year</li> </ul>

**COMMITTEE ACTION PLANS  
2020-2021**

**COMMITTEE: SEL - Social Justice**

**GOAL: Creating, supporting and providing feedback regarding purposeful, meaningful, and effective PD that is teacher-centered as well as specifically grounded in social justice education goals.**

STEPS	PARTICIPANTS	TIMEFRAME	OUTCOMES
<ul style="list-style-type: none"> <li>• Justice Leagues Logistics               <ul style="list-style-type: none"> <li>○ Grounded in the Teaching Tolerance IDJA Social Justice Standards</li> <li>○ Provide feedback regarding staff participation in Justice Leagues</li> <li>○ Develop activities for Justice Leagues</li> <li>○ Determine next steps for Justice Leagues and <a href="#">logic maps</a> developed summer 2020-2021 (ex. reviewing policy)</li> </ul> </li> <li>• Gauging attitudes and development through the implementation of a staff surveys</li> </ul>	<p>Committee members with feedback from staff</p> <p>Committee:            Lauren Gray            Shannon Tremont            Jennifer Kahlenberg            Mindy Golub            Kristin Gonzalez            Katie Downs            Kim Hanson            Dana Dorsey            Joe Lewis            Caitlin Anderson            Kim Albright            Lindsay Bozeday            Adrienne Handelman            Sarah Dengsawang            Hillary Davis            Anna Wendt            Monica Brouillette            Matt Wilkinson            Del Allen            Betsy Swanson            Nina Furman</p>	<p>2020-2021 School Year</p>	<p><b>Short Term (Fall 2020):</b></p> <ul style="list-style-type: none"> <li>• Active participation in Justice Leagues</li> <li>• Teachers engage in conversations</li> </ul> <p><b>Medium Term (Spring 2021):</b></p> <ul style="list-style-type: none"> <li>• Teachers apply Justice League learnings to the classroom</li> <li>• Students are demonstrating curiosity about <a href="#">IDJA</a></li> <li>• End-of-year staff survey on gauging attitudes</li> </ul>

**COMMITTEE ACTION PLANS  
2020-2021**

**COMMITTEE: Colleague to Colleague**

**GOAL: To understand and uphold our mission statement anew in the COVID-19 context.**

STEPS	PARTICIPANTS	TIMEFRAME	OUTCOMES
<p>Provide a forum for professional sharing and collaboration with a focus on the unique circumstances of this school year (intrapod and cross-pod learning, resource sharing, and collaboration).</p> <p>Prioritize taking care of ourselves and each other (developing our own plans as well as bringing in outside professionals to assist with SEL strategies).</p> <p>Plan activities to foster connection and support in order to offset some of the disconnection felt within each building as well as between them.</p>	<p>Kim Albright** Monica Brouillette* Lisa Brumwell Hilary Davis Paige Dempsey Kim Hanson** Nicole Johston Donna Kasper Julia Kisiel Gloria Leal Cait Leary Hilary Logan Tiffany Neuhausel Chris Roberts* Susan Stonequist Neha Varughese Anna Wendt Matt Wilkinson</p> <p>*teacher leaders **secretaries</p>	<p>year-long</p> <p>meeting dates: 9/22/20 10/20/20 11/17/20 12/15/20 1/19/21 2/16/21 3/16/21 4/20/21 5/18/21</p>	<p>Staff will gain professional knowledge and tools from each other directly and also as outside PD experiences are shared with the Committee.</p> <p>Personal well being and workplace morale will improve through attention to the social emotional aspect of our work together as colleagues, as a committee, across the D29 Connect group and in the larger District community.</p> <p>Staff will come to know each other better as colleagues and as people, thus building a more solid network of trust and support in our professional community.</p>

**COMMITTEE ACTION PLANS  
2020-2021**

**COMMITTEE: Special Education**

**GOAL: Develop a strong foundation in knowledge, attitudes, skills, and behaviors to meaningfully include all students in the least restrictive environment.**

STEPS	PARTICIPANTS	TIMEFRAME	OUTCOMES
<p style="text-align: center;">In Collaboration with NSSED</p> <p>9/29/20. Establish a shared understanding of meaningful inclusion</p> <p>10/27/20. Introduction to UDL &amp; Understanding Membership/UDL Principle of Engagement</p> <p>11/10/20. Applying Inclusive Strategies for Membership/UDL Principle of Engagement</p> <p>12/08/20. Understanding Learning/UDL Principle of Representation</p> <p>1/12/21. Applying Inclusive Strategies for Learning/UDL Principle of Representation</p> <p>2/18/21. Understanding Participation/UDL Principle of Action &amp; Expression</p> <p>3/18/21. Applying Inclusive Strategies for Participation/UDL Principle of Action &amp; Expression</p> <p>4/15/21. Collaborative Lesson Planning</p> <p>5/27/21. Reflection/Future Planning</p>	<p>Nina Furman Maureen O'Looney Laurie Barry Susan George Dana Dorsey Jordan Bauer Rebecca Schur Neha Varughese Dorothy Bailen Carly Cohen Adelaide Allen Claire Rasso Sara Brown Brittany Pengiel Meghan Moorman (NSSED SLE Teacher) Katie Downs (psychologist intern) Emily Dunham</p>	<p style="text-align: center;">2020-21 School Year</p>	<ul style="list-style-type: none"> <li>• Develop an understanding of meaningful inclusion and its importance for students.</li> <li>• Develop an understanding of best practices, process, and thinking frameworks related to UDL, differentiation, &amp; inclusion.</li> <li>• Apply UDL, differentiation, &amp; inclusion strategies to facilitate meaningful inclusive opportunities for students.</li> <li>• Utilize an intentional process for designing, implementing and evaluating instruction for all students</li> <li>• Identify individualized learning targets based on standards</li> <li>• Participate in reflection of current practices to align with best practices for inclusive education.</li> </ul>

**COMMITTEE ACTION PLANS  
2020-2021**

**COMMITTEE/GROUP: Technology**

**GOAL: Complete technology security audit.**

STEPS	PARTICIPANTS	TIMEFRAME	OUTCOMES
<ol style="list-style-type: none"> <li>1. Complete NIST registry gap analysis.</li> <li>2. Identify areas for potential improvement.</li> <li>3. Provide report to Board of Education with recommended system improvements.</li> </ol>	Sheri Styczen Brian Thiel Rory Welch	March 2021	Report to Board of Education with recommended system improvements.

**COMMITTEE/GROUP: Administrative Team**

**GOAL: Implement revisions of D29 communication systems**

STEPS	PARTICIPANTS	TIMEFRAME	OUTCOMES
<ol style="list-style-type: none"> <li>1. Implement Parent Square stakeholder communication system.</li> <li>2. Implement District communication Dashboard .</li> </ol>	Ed Stange Ivy Sukenik Jennifer Kiedaisch Emily Dunham Sheri Styczen Corey Dreher Tom Beerheide	December 2020  December 2020	New communication portal.  New Dashboard link to website.

**COMMITTEE/GROUP: Professional Development**

**GOAL: Facilitate professional development activities to support 2020-2021 strategic plan goals.**

STEPS	PARTICIPANTS	TIMEFRAME	OUTCOMES
<ol style="list-style-type: none"> <li>1. Develop and implement district-wide staff development activities for Institute Days, School Improvement Days, and eLearning Planning Days.</li> <li>2. Facilitate implementation of the District Professional Growth a&amp; Service Program.</li> </ol>	Ed Stange Ivy Sukenik Jennifer Kiedaisch Emily Dunham Sheri Styczen Corey Dreher Tom Beerheide	May 2021  May 20201	Board Report of Activities and Outcomes  Board Report of Activities and Outcomes

**COMMITTEE/GROUP: Administrative Team, Leadership Team, Mentor Committee, PERA Committee****GOAL: Recruit, develop, and retain high-quality staff.**

STEPS	PARTICIPANTS	TIMEFRAME	OUTCOMES
1. Recruit staff utilizing a variety of employment sources. 2. Mentor new staff through District's formal mentoring program. 3. Evaluate the effectiveness of the District's formal mentoring program. 4. Conduct performance evaluations according to PERA/SB7 requirements.	Administrative Team Mentoring Committee PERA/JOINT Committee	Aug 2020- May 2021   May 2021	Report to Board.

**COMMITTEE/GROUP: Finance Committee****GOAL: Manage District's financial resources and remain fiscally responsible.**

STEPS	PARTICIPANTS	TIMEFRAME	OUTCOMES
1. Monitor state finances and fiscal policy, and taking appropriate steps to counteract possible negative effects. 2. Monitor changes in state and federal fiscal policy. 3. Monitor revenues and expenditures and report findings to the Board.	Scott Subeck Amanda Alpert Knight Rory Welch Tom Beerheide	May 2021  May 2021  May 2021	