



School Improvement Plan 2009 - 10



Greeley School

275 Fairview Avenue
Winnetka, Illinois

The Winnetka Public Schools Vision

We are a dynamic community of learners committed to respecting childhood, challenging the intellect, nurturing creativity, fostering reflection, encouraging action, and exploring possibilities for the future. We believe that a developmental, child-centered approach to education is the most effective way to meet the needs of our students and the high level of expectations we set for them. We are guided by a set of beliefs embedded in a culture that honors tradition, reflects on transitions, and makes choices about transformations.

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SECTION 1

DEMOGRAPHICS & BACKGROUND INFORMATION

Analysis of Existing Conditions and Community Characteristics

The Community of Winnetka

Winnetka is a primarily residential village of four square miles, located on the shore of Lake Michigan twenty miles north of Chicago. A convenient forty minute drive or train ride to Chicago allows ready access to the city for cultural activities and professional sports events. Ravinia Festival Park, the summer home of the Chicago Symphony Orchestra, is ten minutes north of Winnetka. Northwestern University, Lake Forest College, and National-Louis University are close by.

Incorporated in 1869, Winnetka derives its name from the Native American word for “beautiful land.” The forest preserve on the village’s western border features many acres of magnificent lagoons and wooded picnic sites. Winnetka has a relatively stable population of approximately 12,400 and contains 4,310 housing units, which are predominately upscale single-family residences. The traditional architecture and well-maintained lawns along tree-lined streets of this attractive suburb reflect the pride that citizens take in their community.

Continued citizen support of the Park District allows extensive use of two public golf courses, indoor and outdoor tennis courts, paddle tennis courts, an indoor ice-skating rink, several beaches, a boat launch area, and many parks. An exceptional variety of recreational activities are available for children and families throughout the year. Annual fairs, parades, holiday celebrations, and contests fosters a strong sense of community identity. Some fifty organizations attract adults with interests ranging from history, historic preservation, gardens and government to sports, music, arts, and theater.

Another source of local pride is the Winnetka Community House, which has enriched the lives of residents by providing educational, recreational, fine arts, and fitness activities for all ages. This unique institution is supported entirely by citizen donations in addition to user fees and rentals.

A further example of the child-centered nature of the community is the nonprofit Winnetka Alliance for Early Childhood. The Alliance was founded by village organizations dedicated to promoting the healthy growth and development of young children from birth to age eight.

A community with affluence, advanced academic degrees, and professional success of many of its residents, Winnetka remains a friendly, informal, family-focused community that values education and achievement yet possesses a strong sense of civic and social responsibility. Many families moved to Winnetka because of its nationally-recognized school system and remain as “empty nesters” because of their enduring attachment to the village.

Community members' participation in the schools is considerable and their expectations for the district and for their children are high. They provide learning opportunities outside of school for their children and enrichment in the areas of travel, cultural exposure, and sports participation.

The Winnetka Public Schools District 36

Winnetka schools have a long tradition of leadership in progressive public education. Throughout its history, the District's commitment to the consideration of the individual needs of the whole child and to the mastery of academic skills has never wavered. That commitment to educational excellence is grounded in a firm belief in individualized education and relies upon the active involvement of teachers and parents in the educational process.

The District serves 1,970 junior kindergarten through eighth grade children in three elementary schools, one fifth and sixth grade center, and one middle school for grades seven and eight. Children in grades kindergarten through fourth attend Hubbard Woods, Crow Island, and Greeley Schools. The Skokie School and Carleton W. Washburne School currently serve about 964 fifth through eighth grade students.

In addition to the Superintendent, the central office is staffed with a Chief Financial Operating Officer, a Director of Curriculum, a Director of Pupil Services, a Director of Human Resources, and a Director of Technology and Communications. Each building has a principal, and The Skokie School and Carleton W. Washburne School have assistant principals.

Over 89% of the 220 member professional staff hold advanced degrees and average nearly nine and a half years of teaching experience. Ninety-nine Teacher Associates support the instructional program.

Special education services are provided through both the district and the Northern Suburban Special Education District (NSSSED), which is comprised of eighteen school districts. Individual students are served through a learning disabilities program, reading improvement programs, social workers, and speech therapists.

The District's dedication to developmental and integrated learning is evidenced by programs that develop a wide range of interests. In the elementary schools, children may start the Suzuki string program in kindergarten or join the orchestra in fifth grade. Spanish and technology are integrated into the regular curriculum beginning in first grade.

Fifth and sixth graders are assigned to a two-teacher-core program. They also spend two periods each day in exploratory classes, which include art, computer literacy, music, dramatics, movement, keyboarding, service, and second language. Seventh and eighth graders are taught English, social studies, math, and science classes by a team of four teachers. Students also devote one period to second language and/or three twelve-week blocks of exploratory classes. All students are assigned to an advisor who monitors their academic and social progress, provides guidance for improving study skills, and arranges additional parent conferences when necessary.

Strong financial support of education by Winnetka residents dates back to 1859 when the first public school building was financed by private funds. In 1917, having reached the limit of its bonding power, the community responded generously to volunteers in a door-to-door fundraising campaign to build a new junior high school. Extensive parental involvement in school programs, PTO activities, and parents as volunteers in the classrooms has assisted the district in achieving its outstanding reputation. The District's annual budget for 2007–2008 was approximately \$45 million. The annual operating expense per pupil was \$15,214 of which approximately 95% was derived from local sources. Furthermore, the community has funded the Winnetka Public Schools Foundation, which raises money annually to support school programs.

Winnetka is one of six elementary districts sending graduates to New Trier Township High School, from which approximately 96% attend college.

The Students of Winnetka

Students have, for the most part, participated in early childhood education programs and are positive in their attitudes toward learning. Active participation in sports, cultural activities, and other areas of interest occupy a significant proportion of their out-of-school time. Their enriched environment is exemplified by the degree of travel that they have experienced, their awareness and use of the newest technology available, and the availability of material goods. Although the student community is experiencing some changes demographically, it remains largely Caucasian and homogeneous.

Process for Identifying and Reviewing Students' Needs and Encouraging Community Involvement at Greeley School

All of The Winnetka Public Schools share a philosophy of instruction that is developmental in nature and defined by the individual needs of children. The needs of each child change over time, thereby requiring a flexible response from the school setting. There are fundamental organizing concepts of any school, however, which will ensure an appropriate and consistent disposition for decision making and problem solving as those needs arise. This annual plan is presented with those fundamental organizers in mind, which serve as the basis for identifying and reviewing the needs of children at Greeley School. We believe that children's learning needs will be best served when a youngster experiences a learning environment that is committed to consistent communication between home and school, close coordination of the instructional program, collaboration with parents to augment instruction, building on a positive culture, promoting a responsible community, encouraging positive attitudes for learning, and developing multiple forms of assessment to evaluate student progress.

The Winnetka Public Schools are guided by a philosophy which is contained in a district document entitled *Winnetka: A Community of Learners*. The original version of this document was written in 1986. Following the community's and staff's input, it was revised in 1998. Excerpts from the document appear in bold throughout this annual improvement plan to show how the philosophy of the school district is being implemented in our annual goals. The complete version of the *Winnetka: A Community of Learners* document is available online at www.winnetka36.org.

Teaching and Learning

The primary mission of a school is teaching and learning. The learning environment, our instructional strategies, the manner in which we assess our students and their responses to the learning environment, all constitute components of thoughtful and meaningful decision making on the part of faculty and parents.

Learning Environment

We create environments in our schools that support and challenge the child. While such environments are initially constructed by the teacher, they are also responsive to the child. Learning is participatory and experiential. Thoughtful and appropriate decisions are made by all participants. Physical design features enhance children's comfort. As our students move through the grades, the content expands while the context remains interactive and dynamic. During this process, we reflect on our practice and adapt our responses to our developing students. Careful observation deepens our understanding of the children and heightens the importance of the experiences we create. The children's expression of their discoveries and acquired knowledge is their response to the environment; the teacher responds and the dialogue continues.

Encouraging Positive Attitudes for Learning

Each classroom includes children spanning a wide spectrum of academic abilities. Heterogeneous grouping is a fundamental principle of our schools. A youngster's progress is referenced to his/her own growth and competitive activities are, for the most part, de-emphasized. An individualized style of instruction requires close coordination among student, teacher, and parent. The goal is for each child to achieve success as a learner and to have confidence that needed assistance will be provided. To assist in that goal Teacher Associates are employed in all Kindergarten and first grade classrooms and the Resource Center. In addition, Teacher Associates will be assigned to classrooms where the presence of a special needs youngster(s) requires substantial modifications of classroom instruction. Our Pupil Services/Pupil Resources Team (i.e., Nurses, Social Worker, Psychologist, Reading Teachers, Learning Disabilities Teachers, Speech and Language Therapist, Resource Center Director, Math Lab Instructor, Technology Instructors, and Science Facilitator) is available for consultation and/or direct service to children, their families, and faculty.

School Design as Responsive to Children

Greeley was originally built in 1912. Two subsequent additions responded to the increase in student population. Each addition reflected the thinking of that time. Newer spaces reflect the need for low counter spaces, classroom bathrooms, and large work areas. Older spaces reveal wood floors, high ceilings, big windows, and variously-sized classroom space. The consequence of this variation is that class size is often determined by square footage. Our community has supported additional improvements to all areas of the school. The creation of more storage, group space in the hallways, the construction of lofts and platforms for seating, and the refurbishment of the auditorium have all been the result of parent support. The redesigning of the courtyard was achieved through parent donations and work. Decisions related to facility planning are mutually arrived at through an administrator, teacher, and parent committee. In 2009, a major renovation was completed at the school providing four new classrooms, several

new offices, improved handicapped accessibility, a new resource center (library) and a large multi-purpose room. Our courtyard, Willoughby Woods, was enclosed and landscaped, as well. With this renovation, the main entrance was returned to its original location at the corner of Fairview and Hawthorn.

Instructional Strategies

Developmental Learning

Learning is more efficient and effective when instruction is organized and presented in a manner that is compatible with each child's developmental stages. Skills and concepts are introduced and reinforced appropriately. Learning takes place most effectively when children are challenged by genuine problems associated with their interests.

Integrated Learning

Organizing concepts and skills from different disciplines around a common theme help students to make connections. Integrated units of study foster higher order thinking and creativity while emphasizing subject matter.

Experiential Learning

Our schools provide students with an opportunity to explore the world. Direct contact with places, events, people, and materials are essential to cognitive and emotional development. Children need experience to share and understand forms of information. Meaning emerges because of the interplay between the child's experience and new information.

The instructional strategies utilized by the faculty incorporate a variety of approaches to teaching that are aligned with the learning needs of the students. The district-wide curriculum ensures consistent curriculum content at each grade level. Our commitment to heterogeneous groupings within each classroom requires differentiated instructional approaches to that centrally-developed curriculum. A strong professional culture within the school and the district encourages the exchange of ideas, methodologies, and strategies that allows each teacher to design instruction that is balanced to achieve academic as well as social emotional goals.

Learning Processes and Student Responses

Brain/intelligence research, which supports and challenges current practices, enhances our curriculum planning and instruction. The identification of each student's talents and strengths, and areas in need of growth and development, presents opportunities for teacher and student to reflect upon the best strategy(ies) for learning. Students are encouraged to understand how they think and learn.

There are several vehicles in place that review the manner in which Greeley School engages its students in learning. Grade level committees across the district meet multiple times per year to review pedagogy, curricular decisions, and student responses. In addition, weekly faculty/grade level meetings at the building level provide opportunities for teachers to discuss the same as it relates to our students. Articulation meetings, twice a year, provide opportunities for teachers to discuss educational issues with colleagues who teach in the grade ahead of them as

well as the prior grade level. Multiple forms of assessment are implemented to document student progress.

Learning Technologies

Rapid and continual changes in technology challenge us to provide the appropriate tools and instruction for our community of learners. Understanding the possibilities inherent in technology and developing the ability to make productive and ethical choices in a technological environment require intellectual and social skills that have their foundation in the basic curriculum.

Technology is used to support and challenge our students in their learning. Currently, there are multiple computers in each classroom and a computer lab in the Resource Center. Training has been provided to teachers. The potential for technology use in instructional and assessment activities requires long-term planning for technology acquisition and implementation. Currently, a district-wide technology committee oversees the implementation of the 2007–10 Technology Plan. Current classroom uses include:

- providing children with expanded opportunities to read and write. Using the computer as a word processor is one example. For many students, the computer solves some difficulties associated with composing, revising, editing, and publishing their work.
- using the computer network to allow children to become pen pals with others around the world.
- linking students with others with similar interests, engaging in problem solving, and accessing informational resources to enhance report writing.
- supporting artistic expression through graphics creation applications.
- using voice-activated applications to assist handicapped students with the writing process.

Student Learning, Progress, and Achievement

School learning, progress, and achievement are best assessed through a combination of evaluative techniques including standardized instruments, parental communication, teacher observation, and child reporting.

Curriculum Design and Alignment

Carleton W. Washburne, former Superintendent of the Winnetka Public Schools, wrote in *A Living Philosophy of Education* (1940) that “a philosophy of education, evolved by those who are living among children, helping them, and being taught by them, is itself living, and like all living things, it is ever-changing.” This fluidity is descriptive of effective curriculum. The foundation on which all curricula is constructed is the *Winnetka: A Community of Learners* document which states the mission of the Winnetka Public Schools. Making the goals of the statement operational is dependent on several district and school-wide committees.

- **Curriculum Committees:** Serving each of the academic areas are committees made up of faculty from each grade level. Discussions regarding curriculum, materials, assessment, and instruction are disseminated through individual grade level and faculty meetings.

Chairs of the curriculum committees sit on the Curriculum Council where broader, district-wide decisions are made.

- **Grade level meetings:** permit teachers to work with colleagues to assess the alignment of their instructional decisions with district goals.
- **Informal classroom assessments:** determine progress of individual students and the group toward stated goals.

Assessment System and Student Work

In The Winnetka Public Schools, we are committed to the growth of the whole child in all academic, social, emotional, and physical dimensions. We recognize that students come to school with different abilities and timetables for development. Our intent is to recognize individual differences, interests, strengths, and weaknesses to foster positive growth for each student. In this way students will develop a sense of success and satisfaction, a sense of one's own capability, and the skills, attitudes, and understanding needed for success as a student and as a person.

We believe that our children should have multiple opportunities to demonstrate what they know. Assessment is a tool that provides a picture of the child in the process of being a learner. This perspective guides educational priorities and includes parents in the process. The value of the individual and his/her contribution to the world lies in the manner in which he/she uses intelligence, experience, and creativity in real-life circumstances.

Assessment and evaluation of children's learning is an ongoing process and an integral part of our instructional program. Close, careful, and collaborative observation of children over time is a fundamental part of our program. In addition to these observations, we utilize a number of assessment tools to gain a fuller understanding of how children learn. Standardized measures are introduced at grades 3 and 4 with the Illinois Standards Achievement Test (ISAT).

Portfolios, thoughtful and selected collections of student work over time, are an important part of the assessment process at Greeley School. We are growing in our understanding of the uses of portfolios with our students. Portfolios tell a child's story of learning and growth. The specific contents of the collection are far less important than the thoughtful process that children engage in as they construct and assess the collection of their work over time. Portfolio Evenings at some grade levels and the use of portfolios at conferences provide an opportunity for parents to participate in this important part of the child's learning.

As a faculty, we explore multiple ways in which children can explain their learning. Project assessment, performance assessment, and utilization of the arts are all seen as legitimate ways for children to demonstrate their learning.

Newsletters from teachers to parents reinforce curricular goals and objectives and provide specific information about a child's school day. Their purpose is to provide information as well as to encourage parent participation in the process of their child's learning as well as to develop a greater understanding between the school and family.

Curriculum Summaries are distributed at Go-To-School Night. These overviews give parents a broad scope and sequence of the curriculum for a particular grade level.

Learning Community

Mission Statement

We are a dynamic community of learners committed to respecting childhood, challenging the intellect, nurturing creativity, fostering reflection, encouraging action and exploring possibilities for the future. We believe that a developmental, child-centered approach to education is the most effective way to meet the needs of our students and the high level of expectations we set for them. We are guided by a set of beliefs embedded in a culture that honors tradition, reflects on transitions and makes choices about transformations.

Expectations

Our mission statement challenges us to seek and value excellence in our students. The value of school learning is dependent upon the students' ability to use it effectively and responsibly. Our world will depend on individuals who can:

- **read with comprehension;**
- **communicate effectively in writing, and speaking by formulating and expressing ideas clearly and by understanding the ideas conveyed by others;**
- **access and evaluate information by interpreting and assessing its usefulness and meaning;**
- **demonstrate quantitative reasoning and use mathematics as a language for understanding relationships in the world;**
- **use scientific principles as a basis for making hypotheses, interpreting data, and drawing conclusions;**
- **be reflective and resourceful in making rational decisions, solving problems and understanding the consequences of actions;**
- **understand and interact responsibly with the environment;**
- **understand the diversity and commonality among people;**
- **communicate in languages other than English so they may participate with awareness and sensitivity as productive members of a global society;**
- **understand the role and impact of technology on society and utilize technological resources;**
- **encourage, appreciate and participate in the expression of multiple art forms and value the importance of the arts to society;**
- **understand the role and impact of technology on society and use the technological resources when appropriate;**
- **understand the importance of the individual in relationship to society and the effect that each person can have on others, on the community and on the world;**
- **develop and maintain enduring relationships and healthful living;**
- **work cooperatively with others to achieve a common goal.**

Leadership and School Administration

Shared decision-making shifts the traditional roles and responsibilities of nearly everyone involved. When the focus is on instructional improvement, faculty and administrators working as a team hold enormous potential for improving the process of education. At Greeley School, opportunities for discussion about teaching practice, children, experiences, and observations all support the expression of personal perspective.

An Organizational Structure

As our enrollment grows and our curriculum expands we confront the task of organizing the school day in a manner that is attentive to individual children's needs, the structure of academic disciplines (including the arts, second language, and kinetic wellness), and the need for collaborative faculty planning. The age of children, their attention spans, and energy levels, as well as our desire to elicit curricular content from the understandings and experiences of our students guide us as we create a comprehensive instructional program for each child.

The Role of Effort and Self Esteem

Self-esteem is acquired by working diligently in school. It is achieved by the continued development of useful skills and knowledge. Confidence in oneself is the result of interacting with ideas, people, and the environment in healthy and satisfying ways. Confidence develops in the presence of objective standards, healthy competition, and a nurturing environment that encourages social, as well as individual growth.

Consistent Relationships

Because of changing family roles and social structures, children now more than ever, need opportunities for continuing relationships. Our schools are a place where these long-term relationships occur. A child learns to maintain enduring relationships through experience. Trust in friendships, teachers, and school culture develops confidence. Our goal of developing relationships guides our organizational structures.

The Arts

Historically, the arts have been an integral part of our school experience. The arts provide the context that makes regard for and response to the whole child possible. Our commitment to the integration of the arts in our school experience is validated by research about learning. The arts are fundamental to literacy. Giving students the opportunity and tools with which to enter the world of the arts provides them with avenues for the expression of their intellect, creative imagination, and curiosity. The arts are the voice of our humanity.

Physical and Emotional Well-being

All members of our community must work together to instill the attitudes, skills, and knowledge necessary for the physical and emotional well being of our children. Information that aids the necessary development of good nutrition, exercise, and health habits promotes a sound mind and body.

The Role of Play and Exploration

School is a place where opportunities and time for play and exploration are valued and sought. The use of play as both the work and language of the young child changes as the children grow. In play, children practice the concrete processes that they will eventually internalize as abstract thought. Play and exploration are the media through which children can formulate and test their own ideas.

Professional Development Opportunities and Other Supports for Teachers and Staff

A good school is a collection of good classrooms. To encourage teachers to expand their pedagogical repertoires requires a commitment to long-term professional development. These include not only school- and district-sponsored opportunities, but also various teacher initiated projects that teachers engage in to enhance their professional competence. Access to current professional literature, visiting each other's classrooms, and time to have good professional conversations about children, learning, and what's happening in each classroom are but a few of the means for refining professional development. To create this environment schools must be sites where teachers work collegially in a problem-solving framework focused on improving instruction.

The Role of the Teacher

When students work with and learn from individuals of character and intellect, they interact with role models whom they may wish to emulate. Teachers must be deserving of this admiration. Therefore, allocating time for learning is as important for teachers as for children. The district is committed to addressing the educational needs and interests of teachers as well as the educational needs and interests of children.

To provide an instructional program to meet the high standards of our faculty and of the community, an extraordinary amount of time is devoted to coordinating, communicating, and refining our practice. Maintaining and refining knowledge of current theory, practice, and materials is a priority as we grow in the understanding of our goals as a community of learners. The following practices are examples of this commitment:

- **WTI and Consultants:** Faculty attend Winnetka Teachers' Institute seminars and workshops as well as other professional growth activities. Consultants from neighboring colleges and universities are available to our faculty for review of current research and practice.
- **District-wide Grade Level and Curriculum Planning meetings:** Faculty members meet regularly to plan and organize curriculum.
- **Faculty Meetings:** Greeley faculty meets most Mondays.
- **Grade Level Faculty Meetings:** are held weekly for planning purposes.
- **Articulation meetings:** Twice a year, grade level teachers meet with teachers from the preceding and following grade levels for an extensive review of current practice and materials.
- **Pupil Services Team:** is a weekly forum for the discussion of meeting children's needs through an examination of current instructional practice and program.
- **Informal Meetings:** between support services personnel and classroom teachers.

- **Distribution of articles and periodicals:** germane to issues of instruction and learning with follow up discussion.
- **Staff development:** Faculty share expertise in the form of workshops, lectures, and discussion groups within and outside the school.

Community Participation in the School-Based Learning Community

Communication

The constant flow of information inherent in the process of communication has many facets and occurs in many settings. Within the classroom and in parent teacher conferences, in the school newspaper, at fireside chats, at PTO and School Board meetings, on Go-To-School Night or at the dinner table at home, the process of communication gives voice to each invested individual at the level which they are best able to respond. The absence of any single constituency diminishes the forces that make democracy work. The critical balance between the needs of the individual and the good of the whole is put in perspective by constant communication between all shareholders. Therefore, each individual has the responsibility to listen, encourage, and impart ideas. Each individual also has the right to be heard respectfully. In a democracy, individuals are encouraged to interpret and analyze, ask questions, challenge, make choices, think reflectively, and collaborate with others. Communication begins early in life and is nurtured by those who have the benefit of experience.

Home-School Communication

The values of a child-centered philosophy of instruction and requisite home-school communication are areas of emphasis which exemplify our mutual goals. The following events, documents, and practices are only a partial listing of the value we place on communication with parents:

- **Go-To-School Nights:** Fall open house when teachers' instructional program for the year is presented to parents.
- **Regularly scheduled parent conferences:** in October, February, and May.
- **Written Learning Experience Forms:** are provided for parents at the end of the year as a review of student work in all areas. In the Fall parents complete a reflection sheet that helps inform teachers.
- **Portfolio Evening Conferences:** are a time for children to present a collection of their own work to their parents and take part in the evaluation of their learning.
- **Telephone and email:** in each classroom/office in order to facilitate school-home communication.
- **Weekly Bulletin:** organized by the PTO where events of the school are announced.
- **Classroom newsletters:** inform parents of curricular activities and upcoming events.
- **Specials Newsletter:** occasional publication informing parents of curricular themes and activities in Music, Art, Kinetic Wellness, Spanish, and Technology.
- **Reflections: Teachers & Parents:** a column in the weekly bulletin for teachers and parents to contribute a written selection for publication with their reflections on teaching and learning.

- **School Directory:** a publication of the PTO providing general information about the school as well as an alphabetized listing of all students, families, and faculty.
- **Regularly-scheduled daytime and evening PTO meetings:** where issues and programs are discussed.
- **End-of-year letters from parents to principal:** provide an opportunity for parents to evaluate the current year and help the school plan for the following year for each child. A letter is sent home to parents inviting this end of year assessment.
- **Winnetka Parents Institute:** these formal presentations provide parents an opportunity to learn about the philosophy and practices of our district and school community.

Building a Positive Culture

The culture of Greeley School can be characterized as welcoming, thoughtful, respectful of children, and deeply committed to excellence in teaching and learning. We work tirelessly toward that goal so that our school can be a most joyful place for students, faculty, and parents. Some of the more deliberate activities that contribute to our positive culture are:

- **Buddy Relationships:** opportunities for older and younger classrooms of children to form alliances around learning activities.
- **New Teacher Group:** faculty members lead regularly-scheduled meetings for new teachers to facilitate their adjustment to our school and community.
- **Faculty Meetings:** time for the faculty to exchange ideas, share information, and become grounded in our school culture.
- **PTO Welcome Committee:** is helpful to new families in the community and provides a number of events and contacts to assist families in their adjustment to Winnetka.
- **Room Parents:** assist in both an educational and social classroom context.
- **Classroom Constitutions:** promote an agreed upon standard for behavior within the schoolhouse.

The Development of Community

We are a village of individuals and of groups who are deliberate and intentional about developing community. Individual growth is indebted to group experience and complex networks of interaction. The free and open flow of ideas encourages differences. We value those differences and recognize that growth is made possible through reasoned dialogue. Knowledge and experience are not possessions of individuals alone, but of groups that work to promote the growth of all their members.

Collaboration with Parents to Augment Instruction

In addition to reporting and communicating to parents, we devote considerable energies to developing and co-developing programs where parents and teachers are working together to augment the instructional program. Many of our parents have assumed leadership roles for projects which are a part of our school culture. Examples of these projects are the Environmental Stewardship Program, Art Helpers, The All-School Publishing Center, the Enrichment Program, Lunch Bunch Coordinators, Great Books, and Outdoor Education Counselors. In addition, our parents have assumed the roles of research project assistants,

Resource Center support personnel, and speakers sharing their interests and expertise. Another invaluable resource has been the Winnetka Public Schools Foundation that generates funds to support programs that enhance instruction.

Being Part of a Responsible and Inclusive Community

The social experience of the child in the school setting is a crucial part of his/her overall development. Clearly, the school must communicate standards of safety, discipline, and behavior. More important, however, is that children experience school as a safe place where they feel free to participate in wholesome and positive activities. Especially during the elementary years, children are defining themselves and their social relationships and require guidance in their daily interactions.

In general our students are well behaved and those isolated incidents of misbehavior that require communication are well received by parents. The school and the family act in unison to communicate appropriate values and standards of behavior. Some guidelines and practices, which are part of our school routine, include:

- **Greeley Citizenship:** a written statement of school rules is included in the directory and in Crier articles.
- **Supervision of students:** at recess by faculty and classroom teachers and at the lunch hour by our Instructional Assistants.
- **Lunchroom supervision meetings:** are held regularly to codify the standards and procedures to follow when instances of behavior require response.
- **Presence of School Nurse/Entrance Monitor:** to assist in providing a healthy and safe environment.
- **Consultation from a Social Worker and Psychologist:** available to classroom teachers, children, and their families regarding issues of social and emotional adjustments.

Appreciation of Diversity

Democratic principles contemplate an open society founded on tolerance of differences and on mutual respect. It is appropriate that students be encouraged to understand the American culture in which they are growing as they prepare for an active role in shaping that society. It is imperative that students understand the modern world and the past, respect divergent cultures and traditions, and exercise judgment and perspective as appropriate to their age and experience.

SECTION 2

SCHOOL REPORT CARD

14-016-0360-02-2002

Greeley Elem School 1

Greeley Elem School
Winnetka SD 36
Winnetka, ILLINOIS



ILLINOIS
SCHOOL
REPORT
CARD

GRADES : PK K 1 2 3 4

State and federal laws require public school districts to release report cards to the public each year.

Starting in 2009, charter school information is included in district statistics.

STUDENTS

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION													
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Multi racial /Ethnic	Low- Income Rate	Limited- English- Proficient Rate	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate	Total Enrollment
School	94.6	0.3	1.4	1.0	0.3	2.4	0.0	0.0		0.0	1.4	96.4	294
District	94.1	0.1	1.1	3.1	0.1	1.5	0.0	0.2		0.1	2.0	94.6	1,958
State	53.3	19.1	20.8	4.1	0.2	2.5	42.9	8.0		3.7	13.5	93.7	2,070,125

Low-income students come from families receiving public aid; live in institutions for neglected or delinquent children; are supported in foster homes with public funds; or are eligible to receive free or reduced-price lunches.

Limited-English-proficient students are those students eligible for transitional bilingual programs.
Mobility rate is based on the number of times students enroll in or leave a school during the school year.
Chronic truants are students who are absent from school without valid cause for 18 or more of the last 180 school days.

INSTRUCTIONAL SETTING

PARENTAL CONTACT*		STUDENT-TO-STAFF RATIOS			
	Percent	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator
School	100.0	--	--	--	--
District	100.0	13.2		9.2	157.0
State	96.7	18.4		13.3	201.8

* Parental contact includes parent-teacher conferences, parental visits to school, school visits to home, telephone conversations, and written correspondence.

AVERAGE CLASS SIZE (as of the first school day in May)										
Grades	K	1	2	3	4	5	6	7	8	9 - 12
School	15.7	20.7	16.3	16.0	17.5					
District	16.2	18.5	19.8	19.2	18.2					
State	20.5	20.9	21.3	21.8	22.2					

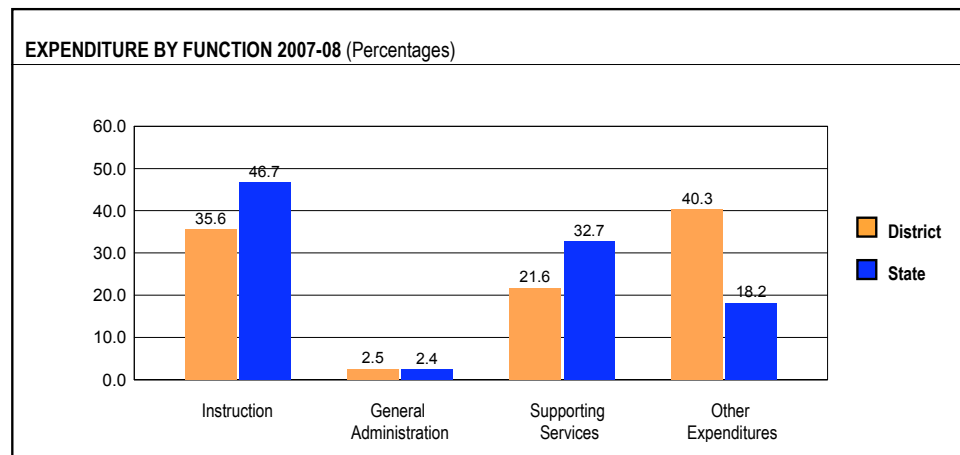
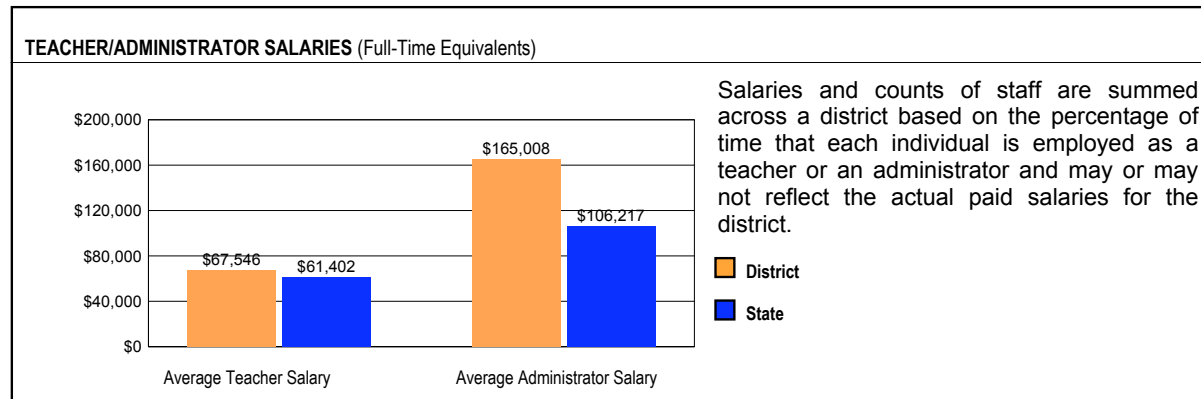
TIME DEVOTED TO TEACHING CORE SUBJECTS (Minutes Per Day)												
Grades	Mathematics			Science			English/Language Arts			Social Science		
	3	6	8	3	6	8	3	6	8	3	6	8
School	60			18			100			30		
District	67			36			100			40		
State	59			30			145			30		

TEACHER INFORMATION (Full-Time Equivalents)								
	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	Total Number
District	94.1	0.6	2.3	3.0	0.0	21.4	78.6	173
State	85.1	8.3	5.0	1.4	0.2	22.9	77.1	133,017

TEACHER INFORMATION (Continued)					
	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above	% of Teachers with Emergency or Provisional Credentials	% of Classes Not Taught by Highly Qualified Teachers
School	--	--	--	0.0	0.0
District	12.9	12.5	87.5	0.0	0.0
State	12.5	44.1	55.8	0.6	1.2

Some teacher/administrator data are not collected at the school level.

SCHOOL DISTRICT FINANCES



REVENUE BY SOURCE 2007-08				EXPENDITURE BY FUND 2007-08			
	District	District %	State %		District	District %	State %
Local Property Taxes	\$30,932,785	85.1	58.7	Education	\$25,440,321	56.1	71.5
Other Local Funding	\$3,639,522	10.0	6.3	Operations & Maintenance	\$2,375,058	5.2	8.6
General State Aid	\$424,549	1.2	18.6	Transportation	\$469,410	1.0	3.9
Other State Funding	\$1,039,669	2.9	9.0	Bond and Interest	\$2,749,770	6.1	6.3
Federal Funding	\$310,099	0.9	7.4	Rent	\$0	0.0	0.0
TOTAL	\$36,346,624			Municipal Retirement/ Social Security	\$811,973	1.8	1.8
				Fire Prevention & Safety	\$0	0.0	0.9
				Site & Construction/ Capital Improvement	\$13,529,700	29.8	6.8
				TOTAL	\$45,376,232		

OTHER FINANCIAL INDICATORS				
	2006 Equalized Assessed Valuation per Pupil	2006 Total School Tax Rate per \$100	2007-08 Instructional Expenditure per Pupil	2007-08 Operating Expenditure per Pupil
District	\$636,291	2.61	\$8,816	\$15,214
State	**	**	\$6,103	\$10,417

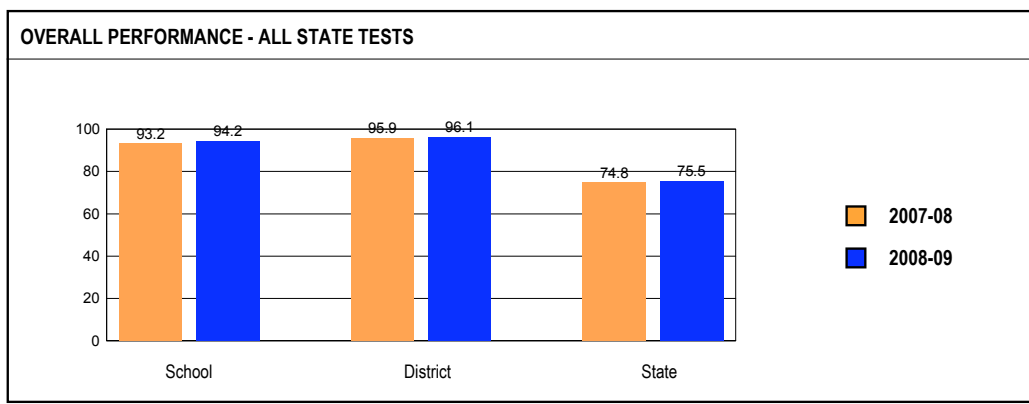
** Due to the way Illinois school districts are configured, state averages for equalized assessed valuation per pupil and total school tax rate per \$100 are not provided.
Equalized assessed valuation includes all computed property values upon which a district's local tax rate is calculated.
Total school tax rate is a district's total tax rate as it appears on local property tax bills.
Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.
Operating expenditure per pupil includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

ACADEMIC PERFORMANCE

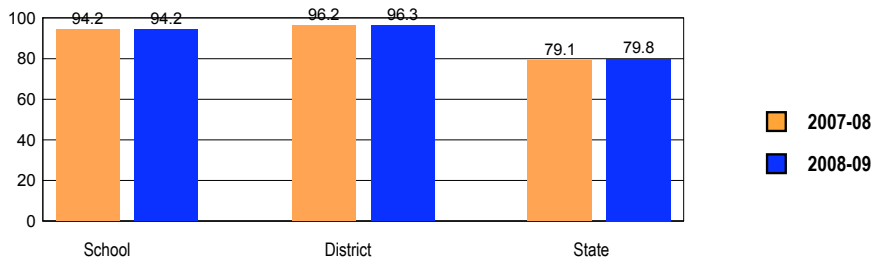
OVERALL STUDENT PERFORMANCE

These charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards for your school, district, and the state. They represent your school's performance in reading, mathematics, and science.

The 2007-08 school year was the first time that Limited English Proficient (LEP) students took the ISAT or PSAE (with accommodations) instead of the IMAGE test. Therefore, any comparisons with prior year's achievement levels for LEP students should be made with appropriate caution.

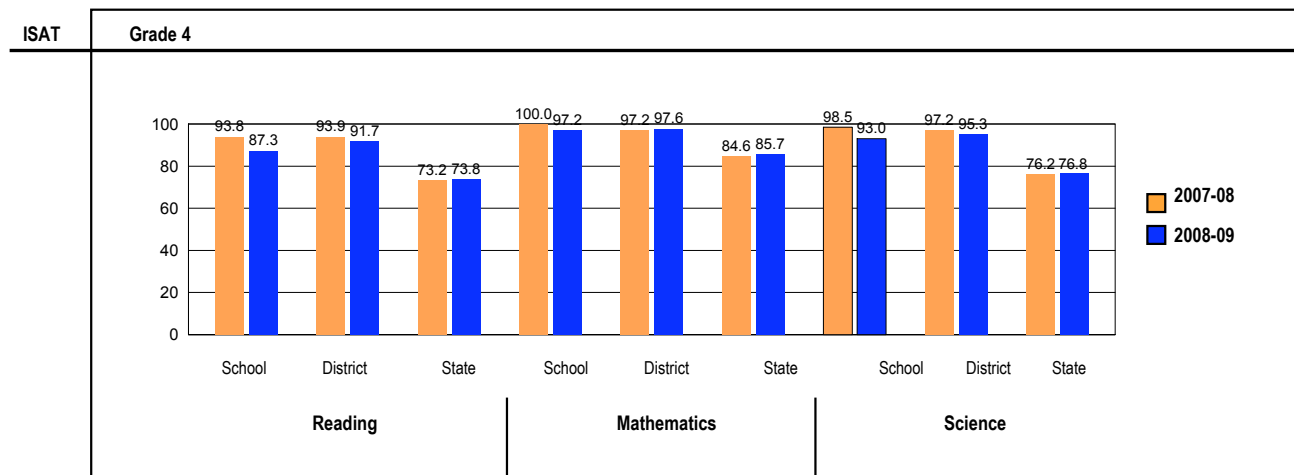
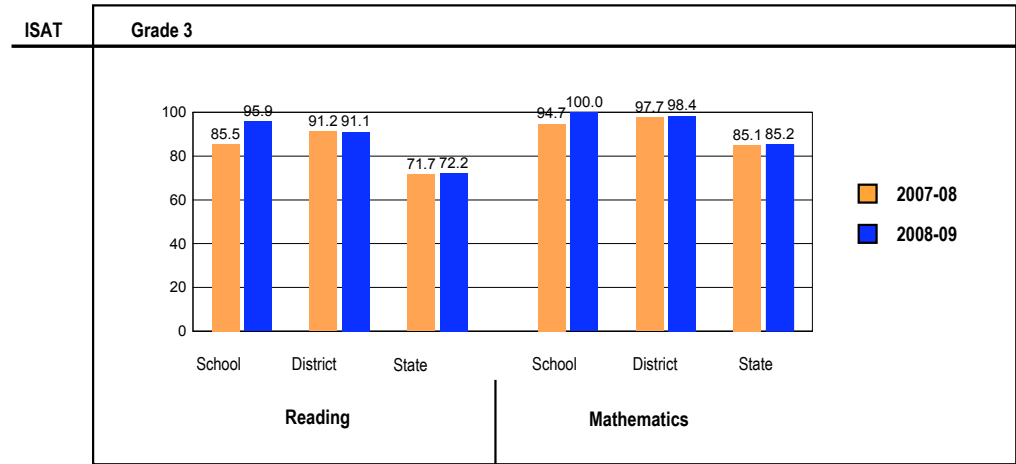


OVERALL ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) PERFORMANCE



ISAT PERFORMANCE

These charts provide information on attainment of the Illinois Learning Standards. They show the percents of student scores meeting or exceeding Standards for the grades and subjects tested on ISAT.



PERFORMANCE ON STATE ASSESSMENTS

Federal law requires that student achievement results for reading, mathematics, and science for schools providing Title I services be reported to the general public.

The Illinois Standards Achievement Test (ISAT) is administered to students in grades 3 through 8. The Prairie State Achievement Examination (PSAE) is administered to students in grade 11. The Illinois Alternate Assessment (IAA) is administered to students with disabilities whose Individualized Education Programs (IEPs) indicate that participation in the ISAT or PSAE would not be appropriate.

Students with disabilities have an IEP (No Child Left Behind Act). An IEP is a written plan for a child with a disability who is eligible to receive special education services under the Individuals with Disabilities Education Act.

Reading and Mathematics are tested in grades 3 through 8 and 11. Science is tested in grades 4, 7, and 11.

In order to protect students' identities, test data for groups of fewer than ten students are not reported.

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR READING AND MATHEMATICS														
		Gender			Racial/Ethnic Background						LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi racial /Ethnic				
School	*Enrollment	120	59	61	114	1	0	1	0	4	0	0	17	0
	Reading Mathematics	0.0	0.0	0.0	0.0								0.0	0.0
District	*Enrollment	1,396	727	669	1,319	2	15	44	1	15	4	0	237	0
	Reading Mathematics	0.2	0.1	0.3	0.2		0.0	0.0		0.0			0.8	0.8
State	*Enrollment	1,073,392	548,452	524,651	574,717	203,366	215,934	43,962	1,676	32,799	72,638	258	152,593	473,876
	Reading Mathematics	0.3	0.3	0.2	0.1	0.6	0.3	0.1	0.2	0.3	0.2	0.8	0.4	0.4
		0.3	0.3	0.2	0.1	0.6	0.3	0.1	0.2	0.3	0.2	0.8	0.4	0.4

* Enrollment as reported during the testing windows for grades 3 - 8 and 11.

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR SCIENCE ONLY														
		Gender			Racial/Ethnic Background						LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi racial /Ethnic				
School	*Enrollment	71	35	36	67	1	0	1	0	2	0	0	12	0
	Science	0.0	0.0	0.0	0.0								0.0	
District	*Enrollment	498	264	234	473	1	5	14	1	4	3	0	91	0
	Science	0.0	0.0	0.0	0.0			0.0					0.0	
State	*Enrollment	448,699	228,285	220,300	248,119	82,562	85,745	18,385	751	12,734	25,035	120	62,799	186,799
	Science	0.5	0.6	0.4	0.2	1.2	0.6	0.1	0.5	0.5	0.4	0.0	0.8	0.8

* Enrollment as reported during the testing windows for grades 4, 7, and 11.

ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT)

The following tables show the percentages of student scores in each of four performance levels. These levels were established with the help of Illinois educators who teach the grade levels and learning areas tested. Due to rounding, the sum of the percentages in the four performance levels may not always equal 100.

- Level 1 -- Academic Warning - Student work demonstrates limited knowledge and skills in the subject. Because of major gaps in learning, students apply knowledge and skills ineffectively.
- Level 2 -- Below Standards - Student work demonstrates basic knowledge and skills in the subject. However, because of gaps in learning, students apply knowledge and skills in limited ways.
- Level 3 -- Meets Standards - Student work demonstrates proficient knowledge and skills in the subject. Students effectively apply knowledge and skills to solve problems.
- Level 4 -- Exceeds Standards - Student work demonstrates advanced knowledge and skills in the subject. Students creatively apply knowledge and skills to solve problems and evaluate the results.

Grade 3

Grade 3 - All

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
School	0.0	4.1	44.9	51.0	0.0	0.0	16.3	83.7
District	0.5	8.4	41.9	49.2	0.0	1.6	27.2	71.2
State	4.7	23.2	46.2	26.0	3.3	11.4	44.2	41.0

Grade 3 - Gender

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
Male	School	0.0	8.3	41.7	50.0	0.0	0.0	25.0	75.0
	District	1.0	9.1	44.4	45.5	0.0	3.0	25.3	71.7
	State	6.0	25.4	45.4	23.2	3.7	11.3	42.4	42.6
Female	School	0.0	0.0	48.0	52.0	0.0	0.0	8.0	92.0
	District	0.0	7.6	39.1	53.3	0.0	0.0	29.3	70.7
	State	3.3	20.8	47.0	28.9	3.0	11.6	46.0	39.4

Grade 3 - Racial/Ethnic Background

Levels	Reading				Mathematics				
	1	2	3	4	1	2	3	4	
White	School	0.0	4.3	42.6	53.2	0.0	0.0	17.0	83.0
	District	0.6	7.3	42.7	49.4	0.0	0.6	28.7	70.8
	State	2.2	13.9	47.1	36.8	1.0	5.7	39.4	53.9
Black	School								
	District								
	State	8.4	34.7	45.1	11.8	8.6	21.5	49.6	20.3
Hispanic	School								
	District								
	State	7.8	37.3	44.9	10.0	4.7	17.6	53.0	24.8
Asian/Pacific Islander	School								
	District								
	State	1.3	11.0	45.3	42.4	0.9	3.6	29.1	66.4
Native American	School								
	District								
	State	3.8	19.1	50.0	27.1	1.3	10.9	45.8	42.0
Multiracial/Ethnic	School								
	District								
	State	3.5	19.3	48.7	28.5	2.3	9.8	45.9	42.0

Grade 4

Grade 4 - All

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	1.4	11.3	40.8	46.5	0.0	2.8	43.7	53.5	0.0	7.0	63.4	29.6
District	0.8	7.5	39.5	52.2	0.0	2.4	46.6	51.0	0.0	4.7	58.5	36.8
State	1.4	24.8	45.9	27.9	1.1	13.1	58.2	27.6	3.1	20.1	59.2	17.6

Grade 4 - Gender

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
Male	School	0.0	14.3	45.7	40.0	0.0	2.9	31.4	65.7	0.0	5.7	54.3	40.0
	District	0.8	9.8	42.1	47.4	0.0	3.0	42.1	54.9	0.0	6.8	51.9	41.4
	State	1.8	27.8	44.9	25.4	1.4	13.6	56.5	28.5	3.4	19.9	57.0	19.6
Female	School	2.8	8.3	36.1	52.8	0.0	2.8	55.6	41.7	0.0	8.3	72.2	19.4
	District	0.8	5.0	36.7	57.5	0.0	1.7	51.7	46.7	0.0	2.5	65.8	31.7
	State	0.9	21.6	47.0	30.4	0.9	12.6	59.9	26.6	2.7	20.3	61.5	15.6

Grade 4 - Racial/Ethnic Background

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
White	School	1.5	10.4	40.3	47.8	0.0	3.0	41.8	55.2	0.0	7.5	61.2	31.3
	District	0.8	7.5	39.8	51.9	0.0	2.5	46.9	50.6	0.0	5.0	58.1	36.9
	State	0.6	15.0	46.3	38.1	0.5	6.8	54.8	38.0	0.8	9.8	62.7	26.6
Black	School												
	District												
	State	3.0	41.2	44.4	11.5	2.8	26.2	61.5	9.5	7.8	39.1	49.5	3.6
Hispanic	School												
	District												
	State	2.4	37.5	46.9	13.2	1.5	19.0	66.2	13.3	4.8	31.3	58.4	5.5
Asian/Pacific Islander	School												
	District												
	State	0.2	10.5	41.0	48.3	0.3	4.1	42.4	53.1	1.2	8.8	59.5	30.5
Native American	School												
	District												
	State	0.4	19.9	50.8	28.8	0.0	9.7	64.4	25.8	0.8	14.4	65.3	19.5
Multiracial/Ethnic	School												
	District												
	State	1.0	22.5	48.1	28.5	0.7	12.5	60.2	26.5	2.4	17.1	63.1	17.5

Grade 4 - Students with Disabilities

Levels	Reading				Mathematics				Science				
	1	2	3	4	1	2	3	4	1	2	3	4	
IEP	School	8.3	33.3	50.0	8.3	0.0	16.7	58.3	25.0	0.0	25.0	75.0	0.0
	District	2.3	27.9	51.2	18.6	0.0	14.0	55.8	30.2	0.0	18.6	67.4	14.0
	State	6.2	53.3	30.7	9.7	4.8	31.2	52.0	12.0	8.2	34.3	49.3	8.2
Non-IEP	School	0.0	6.8	39.0	54.2	0.0	0.0	40.7	59.3	0.0	3.4	61.0	35.6
	District	0.5	3.3	37.1	59.0	0.0	0.0	44.8	55.2	0.0	1.9	56.7	41.4
	State	0.6	20.3	48.3	30.7	0.6	10.3	59.1	30.0	2.3	17.9	60.7	19.1

2009 ADEQUATE YEARLY PROGRESS (AYP) Status Report

Is this school making Adequate Yearly Progress (AYP)?	Yes	Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	No
Is this school making AYP in Reading?	Yes	2009-10 Federal Improvement Status	
Is this school making AYP in Mathematics?	Yes	2009-10 State Improvement Status	

	Percent Tested on State Tests				Percent Meeting/Exceeding Standards *						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe Harbor Target **	Met AYP	%	Safe Harbor Target **	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		70.0			70.0			90.0		78.0	
All	100.0	Yes	100.0	Yes	91.5		Yes	98.3		Yes	96.4	Yes		
White	100.0	Yes	100.0	Yes	91.2		Yes	98.2		Yes				
Black														
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic														
LEP														
Students with Disabilities														
Economically Disadvantaged														

Four Conditions Are Required For Making Adequate Yearly Progress (AYP):

1. At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.
2. At least 70.0% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 70.0% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. ***
3. For schools not making AYP solely because the IEP group fails to have 70.0% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.
4. At least 90% attendance rate for non-high schools and at least 78% graduation rate for high schools.

* Includes only students enrolled as of 05/01/2008.

** Safe Harbor Targets of 70.0% or above are not printed.

*** Subgroups with fewer than 45 students are not reported. Safe Harbor only applies to subgroups of 45 or more. In order for Safe Harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet state standards from the previous year plus meet the other indicators (attendance rate for non-high schools and graduation rate for high schools) for the subgroup. For subgroups that do not meet their Safe Harbor Targets, a 75% confidence interval is applied. Safe Harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

SECTION 3

SUMMARY OF 2008-09 BUILDING LEVEL GOALS

Greeley School Goals for 2008-09

Throughout the year, our staff will revisit the core values of our philosophy, as stated in *Winnetka: A Community of Learners*. We will reflect on these values through staff and district-level conversations and will integrate the values in our strategies as we work toward meeting our goals.

Goal 1

We will embark on a deeper exploration of our beliefs of Progressive Education and its pedagogy. This will include further conversation, study, and reflection on all aspects of a child's educational experience.

Last year Greeley School explored Progressive Education in many ways. As a building, in teams and individually, the following was done to achieve our goal:

- The Pupil Service Team worked collaboratively to develop a more efficient and meaningful meeting protocol when discussing a particular student. The team read and discussed the books, *From Another Angle*, and *Starting Strong*, by Patricia Carini. Allison Greer shared the Descriptive Review process with the team. Elements from the literature review, discussions, and faculty meetings were incorporated to revise forms and develop meeting protocols that are more in alignment with our progressive practices.
- Don Monroe came to Greeley to speak to us about the history of our school, and of progressive education as we know it in Winnetka.
- Two committees were formed to address better collaboration and communication, and ways to celebrate and share the good work that goes on at Greeley.
- Through our school newsletter, the *Crier*, various elements of progressive education were shared with parents by spotlighting specific examples of the good work that goes on at our school.
- Progressive Education articles were shared on our Connections bulletin board. Also, teachers shared new and exciting activities/lessons that were taking place in individual classrooms via the Connections bulletin board, or the school's staff newsletter.
- New lessons were developed and implemented that integrated curriculum. Examples of this include: the Allowance board game in 2nd grade that enabled students to use what they learned about money, such as how to earn or lose money and how to make change; an integrated unit in 3rd grade that played off the pioneer unit, combining history, tradition, and math concepts (geometric designs of quilt making); and in 4th grade, students explored a unit called Junior Architect using math concepts such as linear measurement, scale representations, perimeter and area to design their own clubhouses. They built a three-dimensional model from a two-dimensional blueprint.

Collaboration, problem solving, application of knowledge and learning were highlights of this unit.

- The New Parent Orientation offered a hands-on experience of Progressive Education by incorporating the Froebel gifts into the evening's presentation.
- We celebrated the national election process by electing our new school mascot. The students actively participated in this event. From registering to vote, to serving as zoo animal delegates, participating in the primary election, debating and voting, and finally swearing in our new mascot, the Polar Bear, the students were immersed in the process from start to finish. By incorporating technology into the progressive education philosophy, the students and teachers documented the election process through podcasting and iMovie.
- Several teachers presented at the Illinois Computing Educators (ICE) conference, highlighting the various ways technology supports progressive education.
- The faculty participated in our first teacher retreat. The teachers engaged in activities that fostered collegial relationships. An outside consultant, Adam Shames, lead the teachers in thoughtful conversation as we looked at progressive education in our building and how better collegial relationships can help us reach our building goals.
- Several teachers throughout the school and grade levels made use of the Froebel gifts to support, extend, and enrich student learning.
- 1st grade Teachers revised the Arctic study to include more experiential learning opportunities for their students.
- Daniel Pink's book, *A Whole New Mind*, was given to the faculty for summer reading.
- Faculty attended various workshops last year highlighting the writing process, co-teaching, and differentiation.
- The PST and general education teachers are planning lessons together, allowing for a co-teaching model that benefits all learners in a class.
- Our Spring Sing was a collaborative effort involving both the specials and the classroom teachers. Spanish, Kinetic Wellness, Art, and Music were integrated with the general curriculum highlighting Spanish culture, language, dance, artwork, and music.

SECTION 4

SUMMARY OF 2008-09 DISTRICT GOALS

District goals from the 2008-09 Plan and the major progress attained in each area are listed in this section.

In addressing the district focuses each year, it is recognized that we approach all of our work in teaching and learning with the *Winnetka: A Community of Learners* document firmly in mind. This means we:

- Apply our philosophy to all of our work regarding curriculum review, development and implementation.
- Communicate to parents and the community how our teaching is carefully guided by our philosophy.
- Strive to meet the needs of diverse learners.
- Recognize the importance of teaching to the whole child.
- Recognize the importance of preserving our district culture through our mentoring and induction program.

Teaching and Learning

The school's primary purpose revolves around teaching and learning. In this category, the elements of learning environment, instructional strategies, learning processes, student responses, and learning technologies will be considered in relation to the school as an institution.

Goal 1

1. To expand the work of the following committees including discussions of curriculum development, professional development, assessment, and differentiation.
 - Social Studies
 - Language Arts
 - Kinetic Wellness

The Social Studies Committee completed its curriculum review in the summer of 2009. The work for the 2008-09 school year included finalizing the K-8 scope and sequence and completing the Major Themes template at each grade level. This template outlines the essential questions, unifying themes, context, possible performance tasks and global connections at each grade level. It also distributes questions across the five major strands of the social studies (political science, economics, history, geography, social science and culture.) In addition, teachers worked in grade level teams to design units using the "Backwards Design" model in which established goals and outcomes are outlined in detail. From these goals and outcomes, teachers design performance tasks (assessments to serve as evidence of what students understand and know how to do) and learning plans (the activities that help students gain understanding). The completed document was posted online for teachers during the summer

of 2009 and curriculum summaries were updated accordingly. In addition, the curriculum was presented to the Board at the September 2009 Board meeting.

The Language Arts Committee began its review process last year in the summer of 2008. With a focus on assessment, looking at student growth over time and differentiating instruction to meet the needs of all learners, we asked Dr. Bonnie Campbell Hill to join us for a release day and share her reading and writing continuums. The Committee worked to understand how continuums are used to document student progress and began the process of sharing the continuums across the district. Further, Laura Benson, one of Dr. Campbell Hill's colleagues, visited the district three times throughout the year to support teachers in these efforts. Ms. Benson also helped the Committee work with all staff to create a K-8 Essential Agreement Document in which we outline what types of instructional practices reflect best practice and that we value and use across the district. In addition, Ms. Benson supported the Committee's work to research best practice in Word Study (which encompasses phonemic awareness, spelling, vocabulary, and grammar) and gradual release of responsibility (in which students take increasing ownership for their own learning).

The Kinetic Wellness Department began its curriculum review process by revisiting the Illinois State Standards and assuring the alignment of our curriculum to these standards. In addition, the Department began the process of updating the curriculum by including new units of study such as those involving mental health and nutrition. The curriculum review is scheduled to be completed by early 2010.

Student Learning, Progress, and Achievement

This area addresses the instruction offered, contributes to an assessment of its effectiveness, and provides necessary information on teaching and learning, as well as the learning community. It addresses the three main categories of curriculum design and alignment, student work, and assessment systems.

Goal 2

To continue to evaluate the Reporting/Conference guidelines, gather information, and make adjustments as recommended.

The Reporting and Conferencing Committee continued its review process during the 2008-09 school year. It began by surveying all parents about their reporting and conferencing experiences and preferences. The Committee then combined this data with survey data from two teacher surveys. In addition, the Committee researched the reporting and conferencing schedules and practices of surrounding districts, and read articles about reporting/conferencing best practice. With this data in mind, a new reporting and conferencing schedule was developed to be piloted in the 2009-10 school year. The new conference schedule eliminates the in-take conference in October and sets a November and March conference period. Further, the Kindergarten conference schedule is now better aligned with grades 1-8. The new schedule was shared with parents via newsletter, communication from principals, and information contained in the summer packet. Next spring, we will gather feedback from teachers and parents on the new schedule and protocols and make any necessary adjustments

Goal 3

To continue to explore both authentic and standardized assessment practices in curricular areas in order to best meet the needs of all students.

We have continued to research standardized and authentic assessment practices. Last year, we focused our efforts on designing a Literacy Assessment Plan for the district. This Plan includes several different types of assessment (those providing national norms and local norms) and also integrates the Response to Intervention framework so that we are collecting multiple data points on each student in Literacy. The Assessment Plan is meant to serve as a baseline for assessment in that every student at a given grade level will be administered the assessments listed. Teachers supplement these assessments with other informal and formal assessments and teacher observation on an ongoing basis. All of this data is used together to make instructional decisions for students. We will be building our Math Assessment Plan during the 2009-10 school year.

Learning Community

A learning community is one that is committed to continuing its own learning as well as encouraging, supporting and facilitating all of its members in its learning. Areas addressed in this section are a shared vision and mission statement, leadership and school administration, organizational structure, professional development opportunities, and supports for teachers and staff, and community participation in the school-based learning community.

Goal 4

To create a plan to implement the Federally-mandated initiative, Response to Intervention (RtI). To be completed by the Curriculum Coordinator

Last year, the district created a committee called the District Differentiation Committee (DDC). The DDC was comprised of a teacher representative from each building who also served as a member of their building RtI team and an administrator from each building. The DDC was chaired by our District Differentiation and Assessment Coordinator (a Teacher on Special Assignment position). In addition, a representative from NSSED (Northern Suburban Special Education District) served as a consultant to the DDC and its related work throughout the year. The first goal of the DDC was to create and submit an RtI Plan to the State by January 1, 2009. In addition, the DDC helped support buildings as each began related staff development. Further, the group began the process of discussing how to best educate parents about RtI. An article was written by the Differentiation and Assessment Coordinator and placed in all school newsletters. In addition, the Coordinator met with several district PTOs to begin discussions and an evening WPI (Winnetka Parents Institute) session was held in the spring. A podcast of this presentation is available on our website. Further, the DDC shared building initiatives with each other and generated a list of goals to guide our future work at both the building and district levels.

SECTION 5

ACTION PLANS FOR 2009-10

Greeley School Goal For 2009-10

Goal 1 We will embark on a deeper exploration of our beliefs of Progressive Education and it's pedagogy. This will include further conversation, study, and reflection on differentiation, play and choice in a child's educational experience.

District-Wide Goals for the 2009-10 School Year

The following district-wide goals were developed with input from the *Winnetka: A Community of Learners* document and the work of the Curriculum Council throughout the 2008-09 school year. Some of these are continuations of goals set in previous years and others are new initiatives.

In addressing the district focuses each year, it is recognized that we approach all of our work in teaching and learning with the *Winnetka: A Community of Learners* document firmly in mind. This means we:

- Apply our philosophy to all of our work regarding curriculum review, development, and implementation.
- Communicate to parents and the community how our teaching is carefully guided by our philosophy.
- Strive to meet the needs of diverse learners.
- Recognize the importance of teaching to the whole child.
- Recognize the importance of preserving our district culture through our mentoring and induction program.
- Engage in professional articulation across the district as it pertains to curriculum, the use of technology, and developmental practice.

Primary Focuses for 2009-10

The following goals are a continuation of the work started during the 2008-09 school year and which may also fall under the umbrella of Strategic Planning.

1. To build on the work of the Language Arts Committee from 2008-09 including the integrated discussions of professional development, assessment, continuum work and differentiation.
2. To effectively differentiate instruction for all students.