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# Strategic Planning Update

— Board - Admin - Strategic —  
March 3, 2020

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# Our Agenda: 5:00



**Dinner**

5:00 PM

**Welcome**

Julie Brua, Superintendent

Eric Bechelli, Board President

**Strategic Planning  
Updates 2019-2020**

Personalized Learning

Classroom Environment

4 C's: Communication, Collaboration, Creativity, Critical  
Thinking

Community Involvement

Professional Development: Human Capital

# Vision 37

## Community Engagement & Strategic Planning



### OUR MISSION

#### WHY WE EXIST

Maximizing the Full Potential of Each Child by  
Supporting the Heart & Challenging the Mind

### OUR VALUES

#### WHAT WE STAND FOR

- Respect
- High Standards
- 5Cs: Creativity, Collaboration, Critical Thinking, Communication, and Citizenship

### OUR VISION

#### WHERE WE ARE HEADED

The full potential of each child is maximized when we:

- Provide a safe, respectful and positive environment
- Create and maintain effective home, school and community partnerships
- Develop and deliver learning experiences that stimulate curiosity and discovery
- Utilize resources wisely while keeping the best interest of the children and community at the forefront
- Draw strength from our diversity

# Portrait of a Graduate



Effective  
Communicator

Collaborative  
Problem Solver



Compassionate  
Global Citizen

Empowered  
Learner

Innovative Critical  
Thinker

Thank you  
for being  
here!





# OUR GOALS AND CRITICAL AREAS



## WHAT WE WILL ACHIEVE

## WHAT IS OUR PRIORITY WORK

GOAL 1	GOAL 2	GOAL 3	GOAL 4	GOAL 5
Personalized Learning	Classroom Environment	4Cs: Communication, Collaboration, Creativity, and Critical Thinking	Community Involvement	Professional Development: Human Capital
Maximize every student's growth and achievement.	Responsibly and equitably prioritize resources to provide 21 <sup>st</sup> Century learning spaces.	Develop students who master the 4Cs: Communication, Collaboration, Creativity, and Critical Thinking	Engage families and community to ensure student success.	Develop and retain innovative staff who embrace collaboration and continuous improvement.
Every student should be provided a rigorous, consistent curriculum that personalizes learning opportunities to meet his/her needs, academically and social emotionally, for individual growth in District 37. Meaningful data is used to guide instruction, programming, and collaboration.	Providing attractive, safe, secure, and healthy spaces in which students can engage in active and meaningful ways involves managing District 37's resources efficiently and effectively to enhance the teaching and learning process with the use of modern technology for all learners.	District 37 is focused on helping all students develop strengths in critical thinking, effective communication, innovative and courageous exploration, complex problem-solving and discovery and connection to personal passion.	Successful people communicate and collaborate effectively with global audiences. District 37 will focus on fostering strong partnerships with families from diverse backgrounds in order to engage community stakeholders to invest in the long-term success of students, schools, and the District.	Teachers who feel happy, valued, and safe each day and are supported in their passions and pursuit of learning, will choose to remain contributing members of District 37's vision and culture of high expectations, excellence, and personal well-being for all.



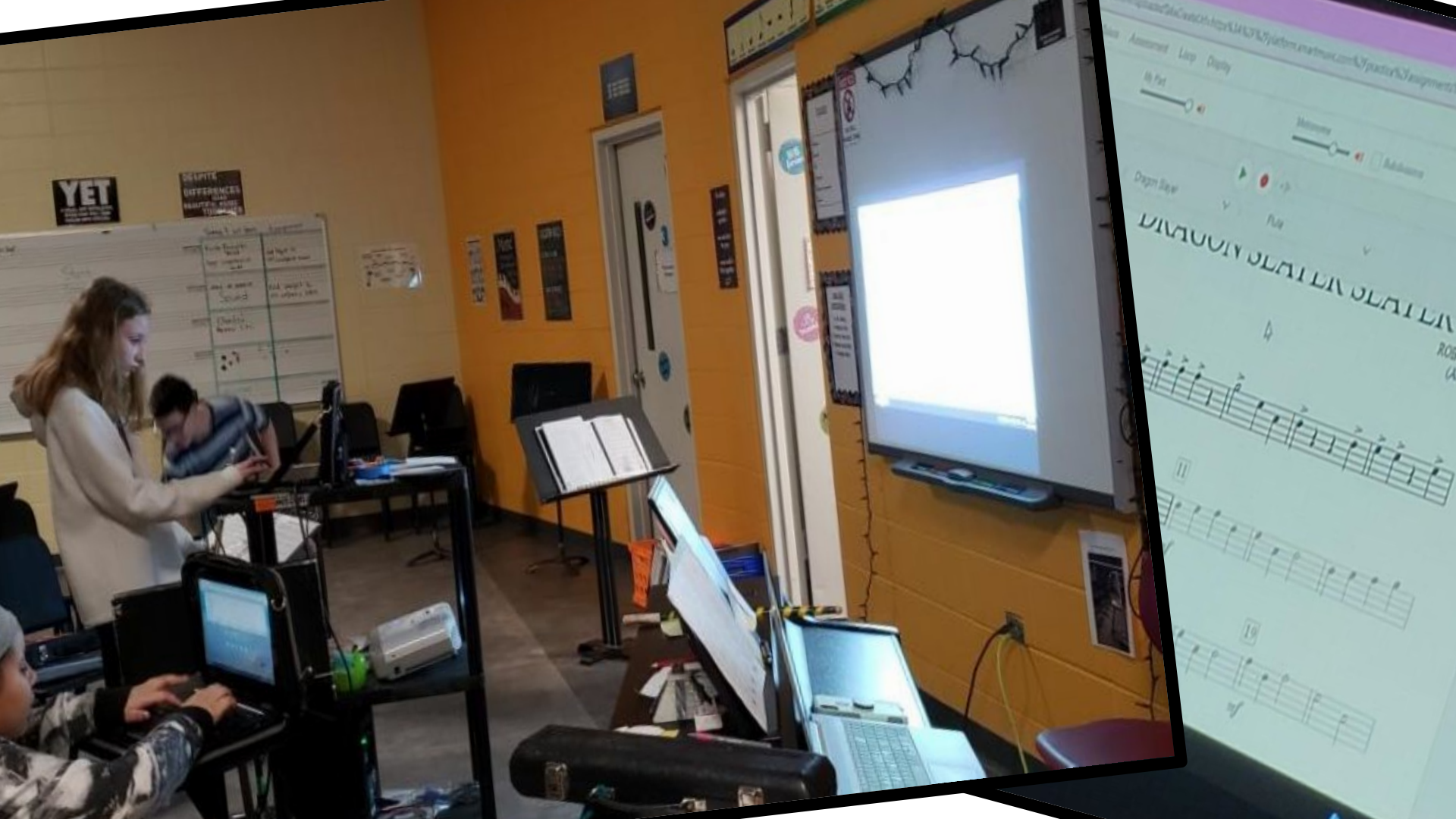
# Personalized Learning

## Personalized Learning

*Maximize every student's growth and achievement.*

**Curriculum and Instruction**

- Implement K-8 music curriculum aligned to National Core Arts Standards(report card)
- Make growth in reading iReady, MAP and reading/writing IAR scores for all students including those with IEPs by 3%
- Make growth in math MAP, iReady, and IAR scores for all students including those with IEPs by 3%
- Implement Standards Based Grading in grade 5 (PD, report card)
- Prepare for grade 6 Standards Based Grading implementation for 2020-2021 (PD plan)
- Implement MTSS (RTI) program at South (trimester reports)
- Study and/or pilot reading-writing workshop model 2-4 (PD)
- Continue to implement UDL 5-8 (1 per trimester)
- Continue to build avenues for student success through access to SEL standards through BLT (Central) and SEL Committee (South) and through new districtwide SEL committee with emphasis on behavior and positive incentives (minutes)
- Focus on equity: scheduling, acceleration process, Special Education, EL (ACCESS, accel process document, MAP, IAR)
- Implement grammar and writing rubrics 6-8 (rubrics)
- Study Foreign Language option after school (Fun Fluency)





**Grade 8 Music Proficiency Map**

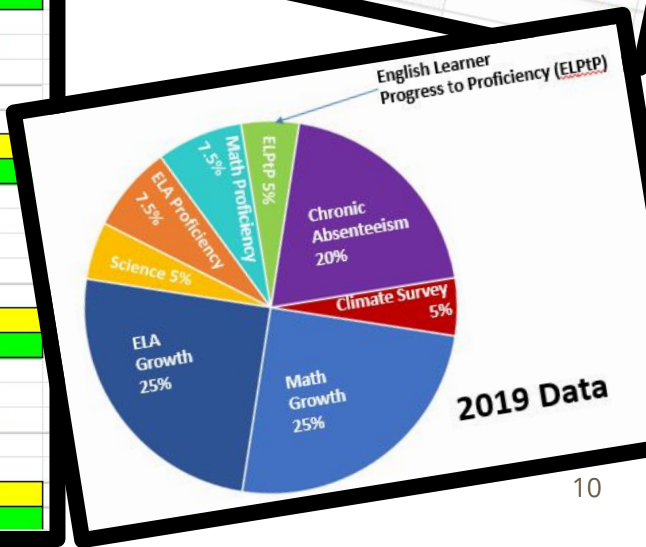
Grade	Introduction to Guitar 2 Days	Unit 2: 1st String 4 Days	Unit 3: 2nd String 4 Days	Unit 4: 3rd String 4 Days	Final Project 4 Days	Chords
<b><u>Creating</u></b>		<b><u>Cr3.1.8</u></b>	<b><u>Cr3.1.8</u></b>	<b><u>Cr3.1.8</u></b>	<b><u>Cr1.1.8</u></b> <b><u>Cr2.1.8</u></b> <b><u>Cr3.1.8b</u></b>	<b><u>Cr2.1.8b</u></b>
<b><u>Performing</u></b>		<b><u>Pr6.1.8</u></b> <b><u>Pr4.1.8</u></b> <b><u>Pr6.1.8b</u></b> <b><u>Pr4.1.8b</u></b>	<b><u>Pr6.1.8</u></b> <b><u>Pr4.1.8</u></b> <b><u>Pr6.1.8b</u></b> <b><u>Pr4.1.8b</u></b>	<b><u>Pr6.1.8</u></b> <b><u>Pr4.1.8</u></b> <b><u>Pr6.1.8b</u></b> <b><u>Pr4.1.8b</u></b>	<b><u>Pr5.1.8</u></b>	<b><u>Pr4.1.8d</u></b>
<b><u>Responding</u></b>	<b><u>Re7.1.8</u></b> <b><u>Re7.1.8c</u></b> <b><u>Re7.1.8b</u></b> <b><u>Re8.1.8</u></b>				<b><u>Re9.1.8</u></b>	
<b><u>Connecting</u></b>					<b><u>Cn10.1.8</u></b>	



	Grade	Total Students	Subject	Exceeded	Met	Approached	Partially Met	Did Not Yet Meet	Total Met & Exceeded
2017	3	91	ELA	0	31 (34%)	27 (30%)	16 (18%)	17 (19%)	31 (34%)
2017	3	91	Math	4 (4%)	33 (36%)	24 (26%)	21 (23%)	9 (10%)	37 (40%)
2018	3	94	ELA	0%	35.10%	25.50%	21.30%	18.10%	35.10%
2018	3	94	Math	7.40%	26.60%	33.00%	21.30%	11.70%	34%
2019	3	69	ELA	3 (4%)	25 (36%)	17 (25%)	16 (24%)	7 (10%)	(28) 41%
2019	3	70	Math	6 (9%)	25 (36%)	22 (31%)	10 (14%)	7 (10%)	(31) 44%
2017	4	71	ELA	0	21 (30%)	34 (48%)	10 (14%)	6 (8%)	21 (30%)
2017	4	71	Math	1 (1%)	23 (32%)	30 (42%)	9 (13%)	8 (11%)	24 (33%)
2018	4	88	ELA	3.40%	29.50%	30.70%	25%	11.40%	32.90%
2018	4	89	Math	0%	31.50%	32.60%	29.20%	6.70%	31.50%
2019	4	99	ELA	5 (5%)	28 (28%)	24 (25%)	26 (27%)	13 (13%)	(33) 33%
2019	4	99	Math	1 (1%)	22 (25%)	36 (36%)	22 (22%)	18 (18%)	(23) 23%
2017	5	84	ELA	0	20 (24%)	26 (31%)	22 (26%)	16 (19%)	20 (24%)
2017	5	84	Math	0	8 (10%)	33 (39%)	30 (36%)	13 (15%)	8 (10%)
2018	5	71	ELA	0%	23.90%	33.80%	26.80%	15.50%	24%
2018	5	71	Math	0%	18.30%	42.30%	19.70%	19.70%	18.30%
2019	5	90	ELA	1 (1%)	32 (34.4%)	25.50%	27%	12%	(33) 37%
2019	5	94	Math	1 (1%)	16 (17%)	35 (37%)	30 (32%)	12 (13%)	(17) 18%
2017	6	89	ELA	0	10 (11%)	34 (38%)	39 (44%)	6 (7%)	10 (11%)
2017	6	89	Math	0	5 (6%)	34 (38%)	35 (39%)	15 (17%)	5 (6%)
2018	6	83	ELA	0%	33.70%	34.90%	21.70%	9.60%	33.70%
2018	6	83	Math	0%	6%	39.80%	44.60%	9.60%	6%
2019	6	73	ELA	0%	18 (25%)	43.00%	23.00%	9.40%	(18) 25%
2019	6	73	Math	0%	12 (16%)	25 (35%)	21 (28%)	15 (20%)	(12) 16%
2017	7	91	ELA	4 (4%)	23 (25%)	27 (30%)	23 (25%)	14 (15%)	27 (29%)
2017	7	91	Math	0	7 (8%)	33 (36%)	35 (38%)	15 (18%)	7 (8%)
2018	7	86	ELA	3.50%	18.60%	31.40%	27.90%	18.60%	22.10%
2018	7	87	Math	0%	14.90%	36.80%	39.10%	9.20%	14.90%
2019	7	84	ELA	2 (2%)	28 (33%)	39.00%	19.00%	6.00%	(30) 36%
2019	7	82	Math	0%	11 (13%)	32 (39%)	31 (38%)	8 (10%)	(11) 13%
2017	8	89	ELA	3 (3%)	19 (21%)	30 (34%)	22 (25%)	15 (17%)	22 (24%)
2017	8	89	Math	0	16 (18%)	17 (19%)	30 (34%)	26 (29%)	16 (18%)
2018	8	92	ELA	1.10%	21.70%	22.80%	26.10%	28.30%	22.80%
2018	8	92	Math	0%	13.00%	31.50%	31.50%	23.90%	13%
2019	8	88	ELA	2 (2%)	19 (22%)	19 (22%)	28 (32%)	19 (22%)	(21) 24%
2019	8	84	Math	0%	9 (11%)	27.00%	30.00%	31.00%	9 (11%)

## Illinois Assessment of Readiness

Overall	2017 M & E	2018 M & E	2019 M & E
Overall	25% ELA 19% MATH	29% ELA 20% MATH	33% ELA 21% MATH
	44%	49%	



# iReady Data Student Growth-Central



**The iReady scores listed below are end-of-year targets**

Kindy Math Students:

Made Annual Target Growth- 13%

Made Annual Stretch Growth- 5%

4th Grade Math Students:

Made Annual Target Growth- 22%

Made Annual Stretch Growth- 3%

1st Grade Math Students:

Made Annual Target Growth -22%

Made Annual Stretch Growth - 8%

2nd Grade Math Students:

Made Annual Target Growth -38%

Made Annual Stretch Growth - 10%

3rd Grade Math Students:

Made Annual Target Growth -13%

Made Annual Stretch Growth -3%

# iReady Data Student Growth-South



**The iReady scores listed below are end-of-year targets**

5th Grade Math Students:

Made Annual Target Growth - 18%

Made Annual Stretch Growth - 3%

7th Grade Math Students:

Made Annual Target Growth - 29%

Made Annual Stretch Growth - 0%

6th Grade Math Students:

Made Annual Target Growth - 22%

Made Annual Stretch Growth - 3%

8th Grade Math Students:

Made Annual Target Growth - 45%

Made Annual Stretch Growth - 18%



# F&P/MAP Data Student Growth - Central



Kindergarten	Fall	Winter	Spring
Below GL	85%	48%	
At / Above GL	13%	52%	
Not Tested	1%	0	
Adequate Growth		91%	

First Grade	Fall	Winter	Spring
Below GL	61%	53%	
At / Above GL	39%	47%	
Not Tested	0	0	
Adequate Growth		90%	

Second Grade	Fall	Winter	Spring
Below GL	47%	33%	
At / Above GL	52%	66%	
Not Tested	1%	1%	
Adequate Growth		79%	

Third Grade	Fall	Winter	Spring
Below GL	38%	38%	
At / Above GL	62%	62%	
Not Tested		0	
Adequate Growth		88%	

Fourth Grade	Fall	Winter	Spring
Below GL	30%	25%	
At / Above GL	69%	75%	
Not Tested	1%	0	
Adequate Growth		68%	

Total School K-4	Fall	Winter	Spring
Below GL	54%	40%	
At / Above GL	46%	59%	
Not Tested	.74%	1%	
Adequate Growth		82%	

# F&P/MAP Data Student Growth - Central



Kindy- 21/43 (49%) of students below grade level are currently receiving MTSS/ELL/SPED services

1st Grade- 16/33 (48%) of students below grade level are currently receiving MTSS/ELL/SPED services

2nd Grade- 26/30 (87%) of students below grade level are currently receiving MTSS/ELL/SPED services

3rd Grade- 23/30 (77%) of students below grade level are currently receiving MTSS/ELL/SPED services

4th Grade- 14/19 (74%) of students below grade level are currently receiving MTSS/ELL/SPED services

**\*\*Students who are below grade level and not currently receiving any additional services have either refused ELL services, or are receiving Tier 2 instruction in the classroom**



# MAP Data Student Growth-Central

## Math

2nd Grade

Target Growth-28%

Made Growth-93%

3rd Grade

Target Growth-39%

Made Growth-77%

4th Grade

Target Growth- 21%

Made Growth- 81%

## Reading

2nd Grade

Target Growth-30%

Made Growth-71%

3rd Grade

Target Growth-48%

Made Growth- 80%

4th Grade

Target Growth-33%

Made Growth- 52%

\*\*Winter MAP data is calculated for Tier 3 students

# MAP Data Student Growth-South



## Math

5th Grade  
Target Growth-39%  
Made Growth-68%

6th Grade  
Target Growth-28%  
Made Growth-47%

7th Grade  
Target Growth- 47%  
Made Growth-52%

8th Grade  
Target Growth-46%  
Made Growth-71%

## Reading

5th Grade\*  
Target Growth-71%  
Made Growth-100%

6th Grade  
Target Growth-37%  
Made Growth-45%

7th Grade\*  
Target Growth-50%  
Made Growth-85%

8th Grade  
Target Growth-48%  
Made Growth-53%

\*Tier 3 only-Full Year



# Student Services: IEP Goals

## **Math Goals**

### **Central:**

Primary 82% met  
Intermediate 91% met

### **South:**

5th Grade 94% met  
6th Grade 100% met  
7th Grade 100% met  
8th Grade 100% met  
(T1)

## **Reading Goals**

### **Central:**

Primary: 91%  
Intermediate: 95%

### **South:**

5th Grade 77%  
6th Grade 100%  
7th Grade 88%  
8th Grade 100%

## **Writing Goals**

### **Central:**

Primary 73% Met  
Intermediate 80%

### **South:**

5th Grade 100% Met  
6th Grade 100% Met  
7th Grade 80% Met  
8th Grade 87% Met  
(T1)

# Personalized Learning

Standards - Based Grading at Central

Standards - Based Grading at South - start with 5th grade for 2019-2020

Prepare for Standards-Based Grading for 6th grade - post IAR Testing

Grade Proficiency Map						
Kindergarten	Unit 1: Counting 30 Days (End Oct.)	Unit 2: Working with Numbers 22 Days (End Nov.)	Unit 3: Addition / Place Value 35 Days (End Jan.)	Unit 4: Subtraction 25 Days (End Mar.)	Unit 5: Measurement / Analyzing Data 20 Days (End Apr.)	Unit 6: Shapes 20 Days (End May.)
Counting and Cardinality (K only)	K.CC.1 K.CC.2 K.CC.3 (reversals) K.CC.4a K.CC.4b	K.CC.3 K.CC.4A K.CC.5 K.CC.6 K.CC.7	K.CC.1 K.CC.2 K.CC.3		K.CC.1 K.CC.2 K.CC.3 (no reversals) K.CC.5 K.CC.6 K.CC.7 Mastery	
Operations and Algebraic Thinking			K.OA.1 K.OA.2 K.OA.3 K.OA.4 K.OA.5	K.OA.1 K.OA.2 K.OA.3 K.OA.4 K.OA.5 Mastery		
Number and Operations in Base Ten			K.NBT.1	K.NBT.1	K.NBT.1	
Measurement and Data	K.MD.3	K.MD.3			K.MD.1 K.MD.2 K.MD.3	
Geometry	K.G.1 K.G.2 K.G.5 K.G.6					K.G.1 K.G.2 K.G.3 K.G.4 K.G.5 K.G.6

# Implement MTSS program at South



MTSS/RTI Students											
School		Pre K	K	1	2	3	4	5	6	7	8
	Maximum Class Size	20	25	25	25	25	25	25	27	27	27
Central/South	Reading			12	11	14	10	1	12	11	0
	Math			10	8	7	1	2	23	19	11
	Other										
Total By Grade											
				22	19	21	11	3	35	30	11



Wonts a pon a time there  
 whas a boat. He went to  
 school. He got a F on his  
 work. So he crad and crad and  
 crad until there whas a  
 flad. All the Tachsc didn't  
 know whar the flad whas

comeing from. They found  
 out whare the flad whas from

# Reading - Writing Workshop Model



- Who's Doing the Work Conference
- Reading Recovery Conference
  - What Is Everyone Else Doing?
- School Visits
  - Millburn Elementary School
  - Hillcrest Elementary School
- ½ Day PD with Lauren Schulz & Laura Beltchenko



# Special Education/UDL Push in Push Out

<u>5th</u>	<u>ELA IN Gen Ed</u>	<u>ELA OUT</u>	<u>%</u>	<u>Math IN</u>	<u>Math OUT</u>	<u>%</u>
13 TOTAL	11	2 (ELS)	85%	11	2 (ELS)	85%
<u>6th</u>						
16 TOTAL	14	2 (1 ELS)	88%	14	2 (ELS)	88%
<u>7th</u>						
14 TOTAL	12	2 (ELS)	86%	12	2 (ELS)	86%
<u>8th</u>						
10 TOTAL	8	2 (ELS)	80%	8	2 (ELS)	80%





## TIGERS PROGRAM



**T**alking level (Voice Level)

**I**nquire (I Need Help)

**G**oal (Outcome or Learning Target)

**E**nergy Level (Movement)

**R**espectful and Responsible (Behavior)













**S**uccess (Implementation Leads to Success)



# Behavioral Update: Skyward Data

## Central

- Breakdown by Offenses: Total 382
  - Top 3: Defiance (120), Physical Contact (107), Fighting (25)
- Breakdown by Location
  - Top 3: Class (182), Hallway (37), Recess (36)
- Breakdown by Grade
  - K (148), 1st (56), 2nd (85), 3rd (30), 4th (63),

Daily Behavior Report Card			
Name _____		Date _____	
<b>Morning</b>			
Super  <input type="checkbox"/>	Good  <input type="checkbox"/>	Warning  <input type="checkbox"/>	Sad  <input type="checkbox"/>
<b>Afternoon</b>			
Super  <input type="checkbox"/>	Good  <input type="checkbox"/>	Warning  <input type="checkbox"/>	Sad  <input type="checkbox"/>
<b>End of Day</b>			
Super  <input type="checkbox"/>	Good  <input type="checkbox"/>	Warning  <input type="checkbox"/>	Sad  <input type="checkbox"/>
<b>Today Extended:</b> <input type="checkbox"/> Art <input type="checkbox"/> School Library <input type="checkbox"/> P.E. <input type="checkbox"/> Public Library <input type="checkbox"/> Homework <input type="checkbox"/> Assembly <input type="checkbox"/> Other _____		<b>How much did you:</b> <input type="checkbox"/> Very Good <input type="checkbox"/> Very Little <input type="checkbox"/> None at all/Enough	<b>How did you feel:</b> _____
Teacher Comments: _____ _____			
Parent Comments: _____ _____			
Parent/Guardian Signature: _____			

# Behavioral Update: Skyward Data

## South

- Breakdown by Offenses: Total 732
  - Top 3: Defiance (211), Disruption (133), Physical Contact (53)
- Breakdown by Location
  - Top 3: Class (371), Bus (98), Cafeteria (61)
- Breakdown by Grade
  - 5th (126), 6th (232), 7th (139), 8th (235)

# Suspensions and Bullying

- **Central**
  - Suspensions- 5
  - Bullying Incidents- 8
  - Bus Reports- 20
- **South**
  - Suspensions-16
  - Bullying Incidents-4
  - Bus Reports-98



# Opportunity Coalition

Tuesday, November 5, 2019  
3:45 p.m. - Central Library

## Minutes

In attendance: Eric Becelli, Julie Brua, Diego Munoz, Bill Sullivan

Bill S. used the following information to outline the advent of the O  
Gavin District 37 and its connections to the national network of Sc  
organized through the NEA and the Schools of Opportunity projec

1. Leaders for Just Schools and Opportunity Coalition
  - a. Opportunity Coalition





A woman with long brown hair, wearing a white polka-dot shirt and dark pants, is sitting on a dark carpeted floor. She is smiling and holding a Mr. Potato Head toy. Around her are several large red and white patterned bags, some containing toys like a stuffed animal and a Mr. Potato Head. There are also some small toys on the floor, including a yellow and purple one. In the background, there are yellow chairs and a wooden wall. Three children are sitting around her, looking at the Mr. Potato Head toy. One child is a boy with blonde hair, another is a boy with dark hair, and a third is a girl with blonde hair.

## Immersion Method

Fun Fluency teaches Spanish classes using an immersion method. Our multi-sensory language method combines movement, games, play, songs, rhythms,...

# Fun Fluency





# Classroom Environment

## Classroom Environment

*Responsibly and equitably  
prioritize resources to  
provide 21st Century  
learning spaces.*

**Learning Spaces**

- Design new entrance/office spaces at Central and South (blueprints)
- Design STEM labs at Central and South bid docs, floorplans)
- Put in asphalt drives for Central and South
- Propose flooring solutions for Central hallways/music spaces
- Study options for South classroom furniture
- Complete new boiler and chiller replacements at South and Central
- Meet with Discover Cares to determine enhancement plans for South and Central

**Technology**

- Implement 1:1 devices 5-8 (technology survey/SAMR model)
- Prepare for 1:1 implementation for grade 4 (wireless points/Tech Comm)
- Continue to add Promethean boards in classrooms (obsolescence plan)
- Replace teacher laptops (20 each building) (obsolescence plan)
- Implement new online tool for work/tech requests (work requests)

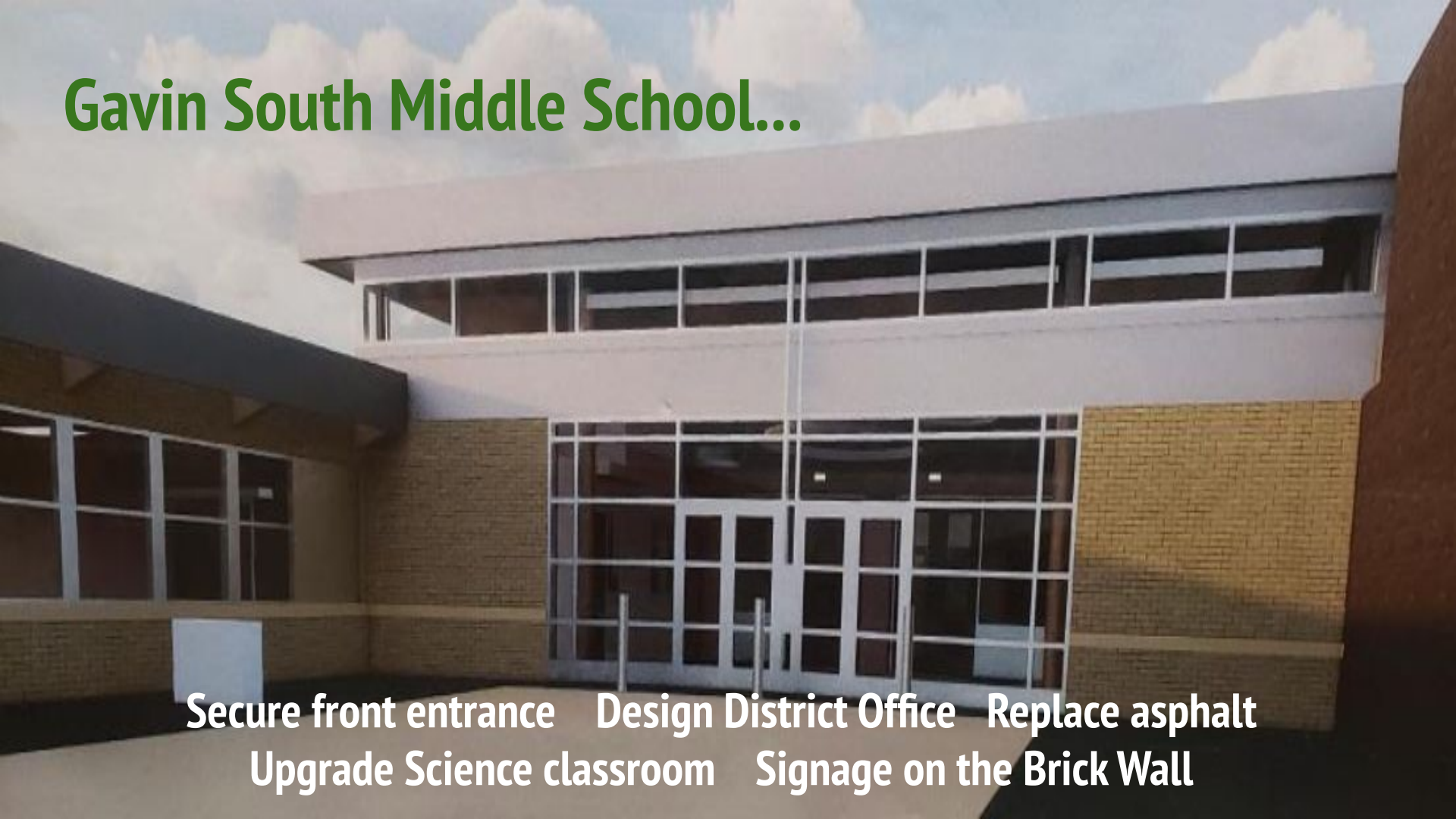
**Financial Resources**

- Continue to build fund balances in order to responsibly and equitably support learning environments and address life safety areas. (audit)
- Analyze days of cash on hand at end of fiscal year (audit)
- Replace blackboards with whiteboards (South)

## **Gavin Central Elementary School...**

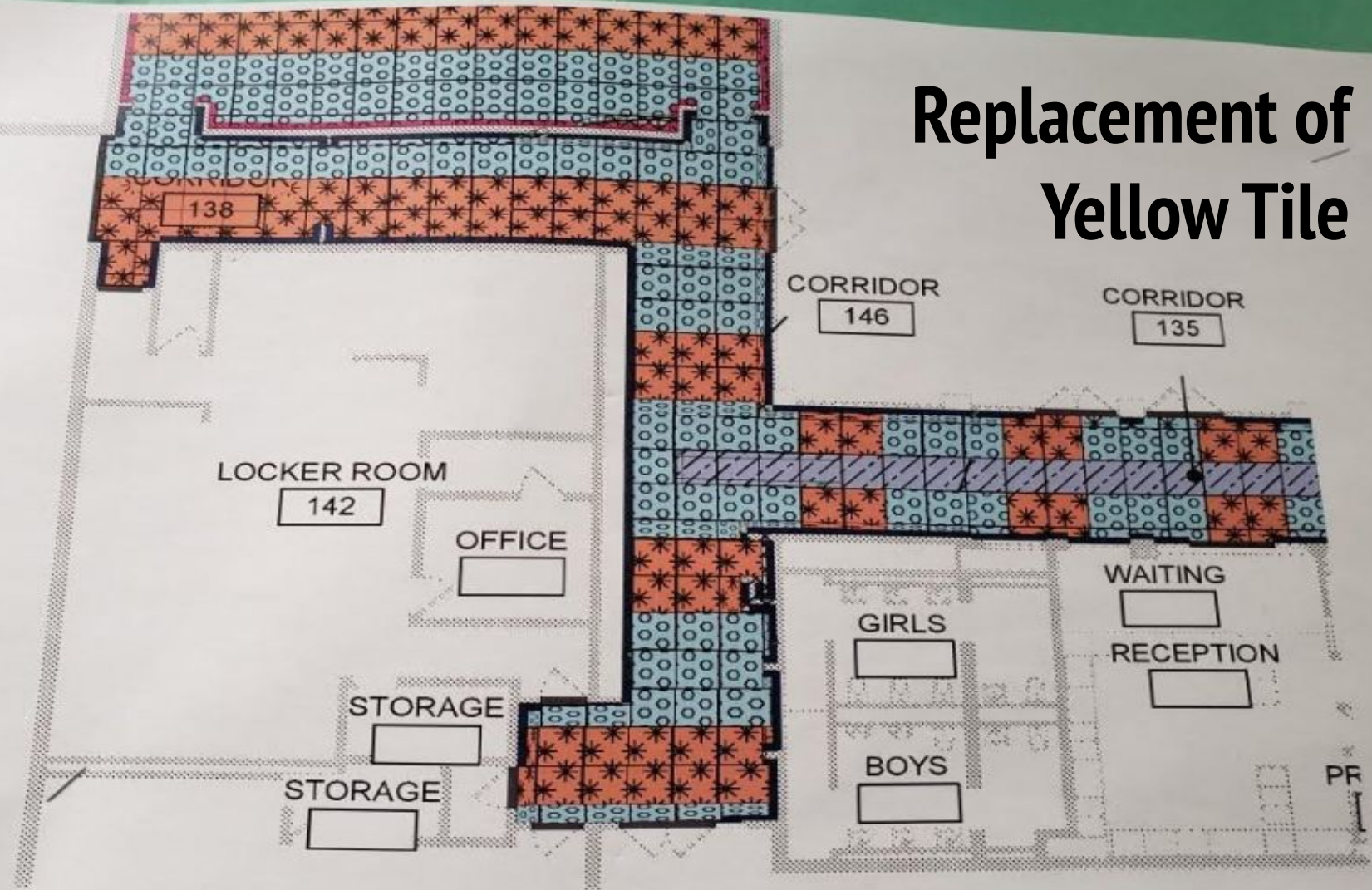
- **Secure Entrance Upgrades**
- **Replace Chillers & Pumps**
- **Upgrade Science Classroom**
- **Propose Flooring Options (2020-21 summer)**

# Gavin South Middle School...



**Secure front entrance   Design District Office   Replace asphalt  
Upgrade Science classroom   Signage on the Brick Wall**

# Replacement of Yellow Tile





# Technology

## 2018-2019

Tablets will be purchased for remaining 5th and 6th grade students (apprx. 115 units). Mrs. Kaye/Mr. Dean's class will still share a set.

Through e-rate the district will look to expand its wireless presence at Central, our Internet pipe to 500MB and other networking enhancements.

## 2019-2020

1:1 Tablets (180) were purchased for the remaining grades at Gavin South as well as starting to turn over older staff computers (up to 40 laptops).

The rest of the wireless and network devices to augment the district's WAN.

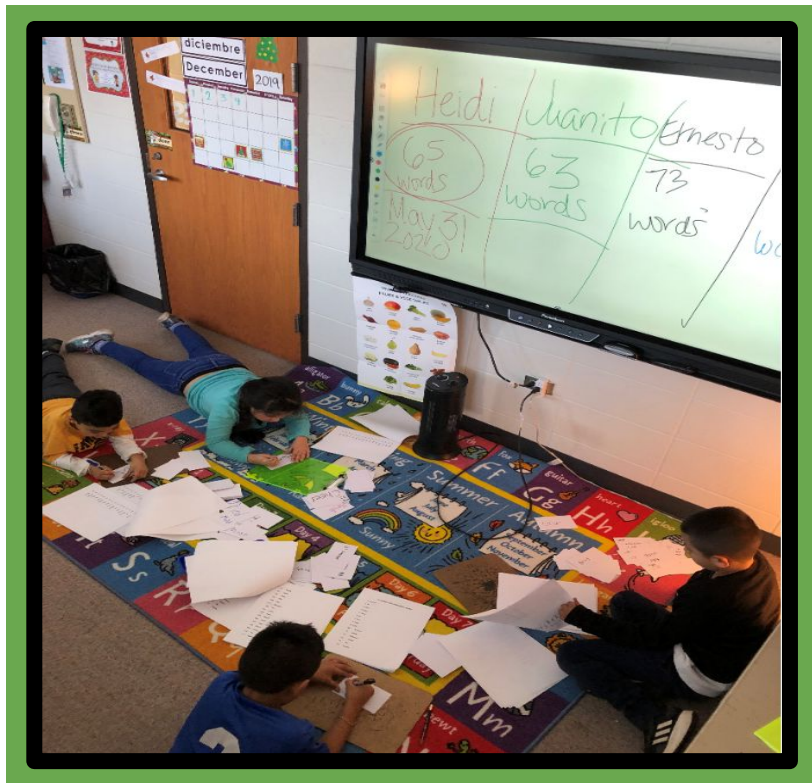
## 2020-2021

1:1 Tablets were purchased for the grade 4 students and staff.

25 Tablets were purchased for the grade 1 students and staff.

South Cameras will be installed at Central.

# District Technology Committee



- **Maintaining a part-time Technology Coach who can train staff with different aspects of technology to be used by teachers (Google Classroom, Skyward, etc.).**
  - Support our Learning Management System - Google/Skyward
- **Implementing SAMR (Substitution, Augmentation, Modification, Redefinition) for classroom activities.**
  - Goal will be set for staff to “substitute” one activity per trimester with a technology based activity.





- **Revamping current AUP to fit with current practices and goals of the district.**
- **Increasing technology fee to \$50 per year for grades that have 1:1. Ultimately, the recommendation will be to have outgoing 8th grade students to take their tablets with them upon graduation.**
- **Purchasing a laptop bag for each student to carry devices**
- **Continuing to utilize grants (Title I) to add Promethean boards and devices for STEM at Central**
- **Introducing a parent night in the fall to explain AUP and Technology Fee**



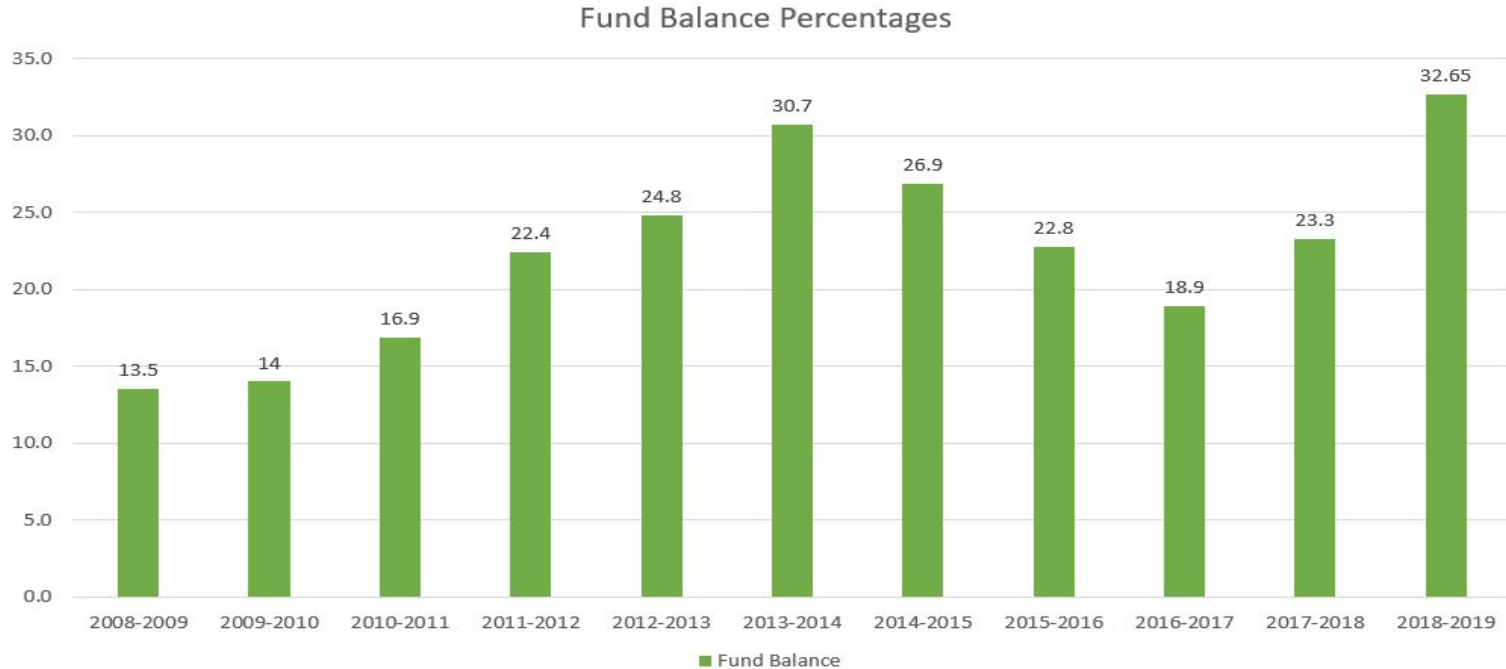


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DUDE®**



**Education Management  
for a Better Tomorrow**

# Fund Balance - 32.65%



## FY 2019 Evidence-Based Funding



This district is at 64% financial capacity to meet expectations

## District 37 Moves Up in ISBE Financial Profile Score

The Illinois State Board of Education (ISBE) has developed the School District Financial Profile to help monitor the finances of school districts and identify which are in, or are moving toward, financial difficulty. There are five indicators that make up a school's total profile score:

- 1 Fund Balance-to-Revenue Ratio
- 2 Expenditure-to-Revenue Ratio
- 3 Days Cash on Hand
- 4 Percent of Short-Term Borrowing Ability Remaining
- 5 Percent of Long-Term Debt Margin Remaining

Based upon these weighted indicators, an overall total profile score is derived that best determines a district's financial strengths or weaknesses with four designations for each district from highest to lowest with the highest score of 4.0.

### GAVIN DISTRICT 37 TOTAL PROFILE SCORE

D37 Score 3.8	Financial Recognition (3.54 - 4.00)
	Financial Review (3.08 - 3.53)
	Financial Early Warning (2.62 - 3.07)
	Financial Watch (1.00 - 2.61)

Based upon the 2018-2019 ISBE School Audit of our financials and our total profile score, Gavin D37 has moved up from a designation of "Financial Review" at 3.45 to "Financial Recognition" with a score of 3.8 out of 4.0.

READ MORE ABOUT THE SCHOOL DISTRICT FINANCIAL PROFILE: <https://www.isbe.net/Documents/OEPP-PCTC-Profile.pdf>



# 4C's: Communication, Collaboration, Creativity, Critical Thinking



4Cs: Communication,  
Collaboration, Creativity,  
and Critical Thinking

*Develop Students Who  
Master the 4 C's:  
Communication,  
Collaboration, Creativity,  
and Critical Thinking*

### **Student Voice**

- Implement K-8 student-led conferences (Skyward schedule, PT conf)
- Implement student goal setting K -8
- Continue to provide opportunities for student leadership, voice and choice through presentations (Board mtgs, BPAC, Behavioral Design Team)

### **Student Inquiry**

- Finish roll out of year 3 of inquiry-based units in science K-5 & review inquiry-based assessment (unit plans and assessments)
- Write inquiry-based common assessments in science 6-8 (assessments)
- Continue reading-writing workshop model with student choice options and implement writing rubrics in literacy 5-8 (rubrics)
- Power learning targets and write units for inquiry-based K-4 Social Studies (units)
- Write units and determine resources for inquiry-based 5-8 Social Studies (units)
- Review and explore STEM programs for students K-5: Project Launch K-4; explore coding options (unit plans)
- Implement PLTW Robotics for grades 7 and 8 (Board preso)
- Implement 1 unit per grade level K-2 of Project Launch (Board preso)

### **4Cs Rubrics**

- Create 4C's rubrics: K-6 (rubrics)

# Student Led Conferences/Goals

## Student Leadership Takes the Helm with Student-Led Conferences



At Central, students shared their work with their teachers and parents/guardians through portfolios, center activities, presentations, etc. Each grade level team collaborated to create a format that worked best for their team of students.

South School students created Google slide presentations through a common template developed by a core group of staff and students led their parents through the Google presentation. During the student-led conferences, teachers were available to answer specific questions that parents had about their child's performance, as well.

Over 564 student conferences took place on Nov. 14. The next student-led conference date is scheduled for both schools on Tuesday, March 10 from 1-8 p.m. and all families are invited to attend.

A survey will go out to all Gavin parents/guardians to provide feedback prior to setting up next year's student-led conferences.

Within the "Four Cs" Strategic Planning Goal (*Communication, Collaboration, Creativity and Critical Thinking*), there will now be a greater focus on adding more student voice to the Gavin D37 schooling experience. By the recommendation of the D37 Calendar Committee and through the work of our teachers, parent-teacher conferences were transitioned to **student-led** conferences. These conferences took place on Thursday, Nov. 14.



*"Personally, the student-led conferences provided insights into how much my students truly are learning. Empowering the children to share what they do, how they learn and play and communicate this to their parents embodies whole child learning. Learning essential life skills early on will better prepare them for future success."*

—Diane Barrett, Central Pre-Kindergarten Teacher



*"What stood out to me the most about the student-led conferences was the interaction between the students and their parents/guardians. The kids were front and center and they seemed proud of being the ones to show their work. Plus, the parents/guardians had a chance to talk to teachers if they chose to."*

—Bill Sullivan, South English Language Arts Teacher



*"I loved how the students lit up as they led the conference and communicated their growth. The students truly took ownership and were so proud!"*

—Holly Gaida, Central Structured Learning Teacher







Student Voice



# New Clubs/Interests

- Frozen Jr. Musical
- NJHS
- Good Vibe Tribe
- STEM Club
- Mini Golf/STEM Night
- Yoga Night
- Central Intramurals
- Parent PE Days
- Los Tigres Latino Student Club
- 94 Students in the Band. 129 Students in the Chorus programs
- According to Marv Salalila, “There are the following numbers of student athletes by season: Season 1, 49; Season 2, 57; and, Season 3, 57.”

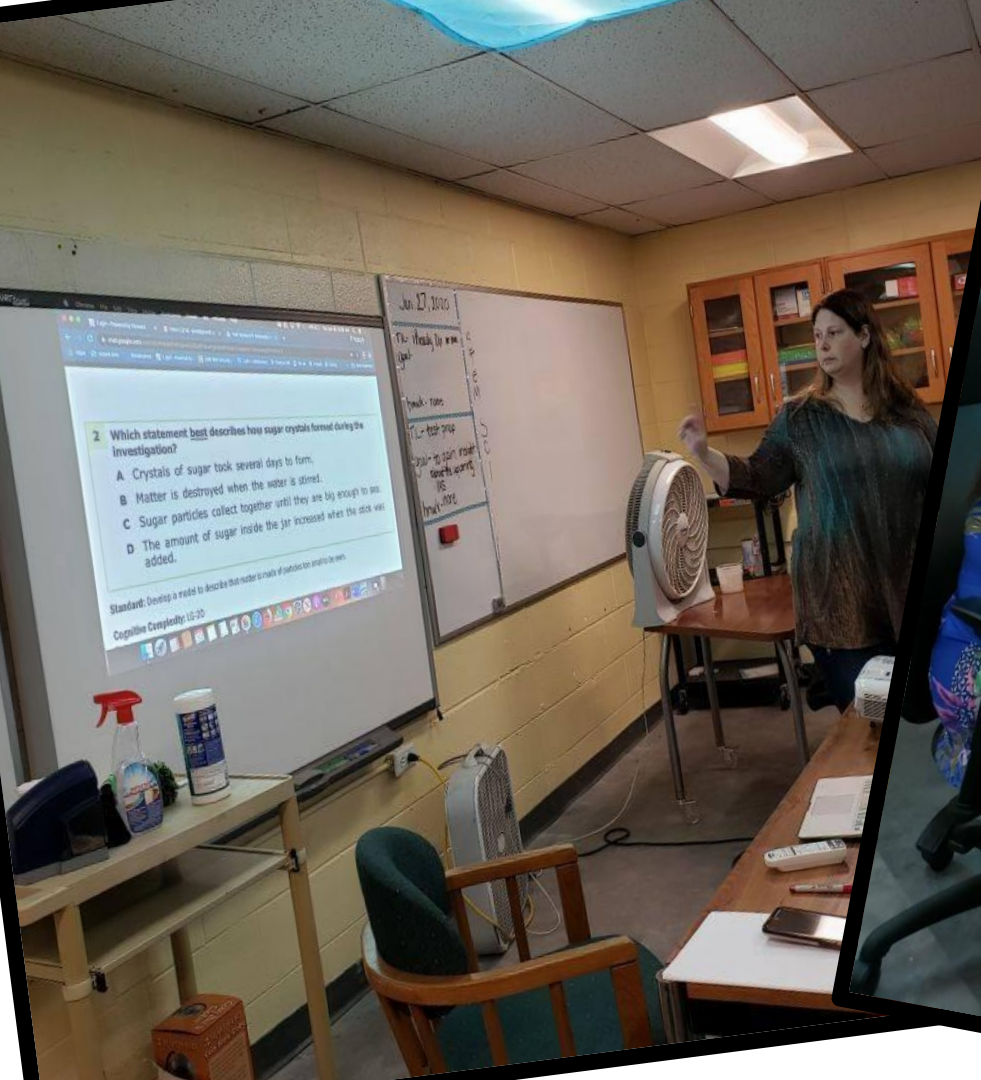


# Student Inquiry - Science



Grade	T <sub>1</sub>	T <sub>2</sub>	T <sub>3</sub>
K	Exploring My Weather (STC) (through STEM) (2018-2019)	Exploring Forces in Motion (STC) (2018-2019)	Exploring Plants and Animals (2018-2019)
1	Patterns (Inves. 3 Foss) (2017-2018)	*Sound and Light (Investigation 1,2 & 4 FOSS) (2017-2018)	Plants and Animals (FOSS) (2017-2018)
2	Insects & Plants (FOSS) (2018-2019)	Solids and Liquids (FOSS) (2018-2019)	Pebbles, Sand and Silt (FOSS) (2019-2020)
3	Motion and Matter (FOSS) (2018-2019)	Water and Climate (FOSS) (2018-2019)	Structures of Life (FOSS) (2019-2020)
4	Energy (FOSS) 2018-2019	Soil, Rock and Landforms (FOSS) (2018-2019)	Animal Studies (STC) add internal structures w/frogs (2019-2020)
5	Earth and Sun (FOSS) (2017-2018)	Mixtures and Solutions (FOSS) (2017-2018)	Living Systems (FOSS) (2017-2018)
6	Chemistry Chemical Interactions (FOSS) Energy (Thermal)	Geologic Time/Changing Earth Earth History (FOSS)	Forces in Motion
7	From Molecules to Organisms	Genetics: Heredity, Inheritance, and Variation of Traits	Ecosystems and Interactions Diversity of Life (FOSS) Matter and Energy
8	Energy and Waves (FOSS)	Weather (FOSS) and Climate Evolution & Human Impact	Astronomy









Dr. Julie A. Brua @jabrua1 · Jan 10  
Walked into a 5th grade ELA class to see research simulation writing in action! So proud of the hard work our young writers are doing @Gavi



LEAP RUBRIC FOR PROSE CONSTRUCTED RESPONSE ITEMS v3.01

Research Simulation Task (RST) and Literary Analysis Task (LAT)					
Construct Measured	Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Reading Comprehension and Written Expression	<ul style="list-style-type: none"><li>The student response demonstrates full comprehension of ideas stated explicitly and/or inferentially by providing an accurate analysis;</li><li>addresses the prompt and provides effective development of the topic that is consistently appropriate to task, purpose, and audience;</li><li>uses clear reasoning supported by relevant, text-based evidence in the development of the topic;</li><li>is effectively organized with clear and coherent writing;</li><li>uses language effectively to clarify ideas.</li></ul>	<ul style="list-style-type: none"><li>The student response demonstrates comprehension of ideas stated explicitly and/or inferentially by providing a mostly accurate analysis;</li><li>addresses the prompt and provides mostly effective development of the topic that is appropriate to task, purpose, and audience;</li><li>uses mostly clear reasoning supported by relevant text-based evidence in the development of the topic;</li><li>is organized with mostly clear and coherent writing;</li><li>uses language that is mostly effective to clarify ideas.</li></ul>	<ul style="list-style-type: none"><li>The student response demonstrates basic comprehension of ideas stated explicitly and/or inferentially by providing a generally accurate analysis;</li><li>addresses the prompt and provides some development of the topic that is somewhat appropriate to task, purpose, and audience;</li><li>uses some reasoning and text-based evidence in the development of the topic;</li><li>demonstrates some organization with somewhat coherent writing;</li><li>uses language to express ideas with some clarity.</li></ul>	<ul style="list-style-type: none"><li>The student response demonstrates limited comprehension of ideas by providing a minimally accurate analysis;</li><li>addresses the prompt and provides minimal development of the topic that is limited in its appropriateness to task, purpose, and audience;</li><li>uses limited reasoning and text-based evidence;</li><li>demonstrates limited organization and coherence;</li><li>uses language to express ideas with limited clarity.</li></ul>	<ul style="list-style-type: none"><li>The student response demonstrates no comprehension of ideas by providing an inaccurate or no analysis;</li><li>is undeveloped and/or inappropriate to the task, purpose, and audience;</li><li>includes little to no text-based evidence;</li><li>lacks organization and coherence;</li><li>does not use language to express ideas with clarity.</li></ul>
	The student response to the prompt demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear.	The student response to the prompt demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding, but the meaning is generally clear.	The student response to the prompt demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that often impede understanding.	The student response to the prompt does not demonstrate command of the conventions of standard English at the appropriate level of complexity. Frequent and varied errors in mechanics, grammar, and usage impede understanding.	

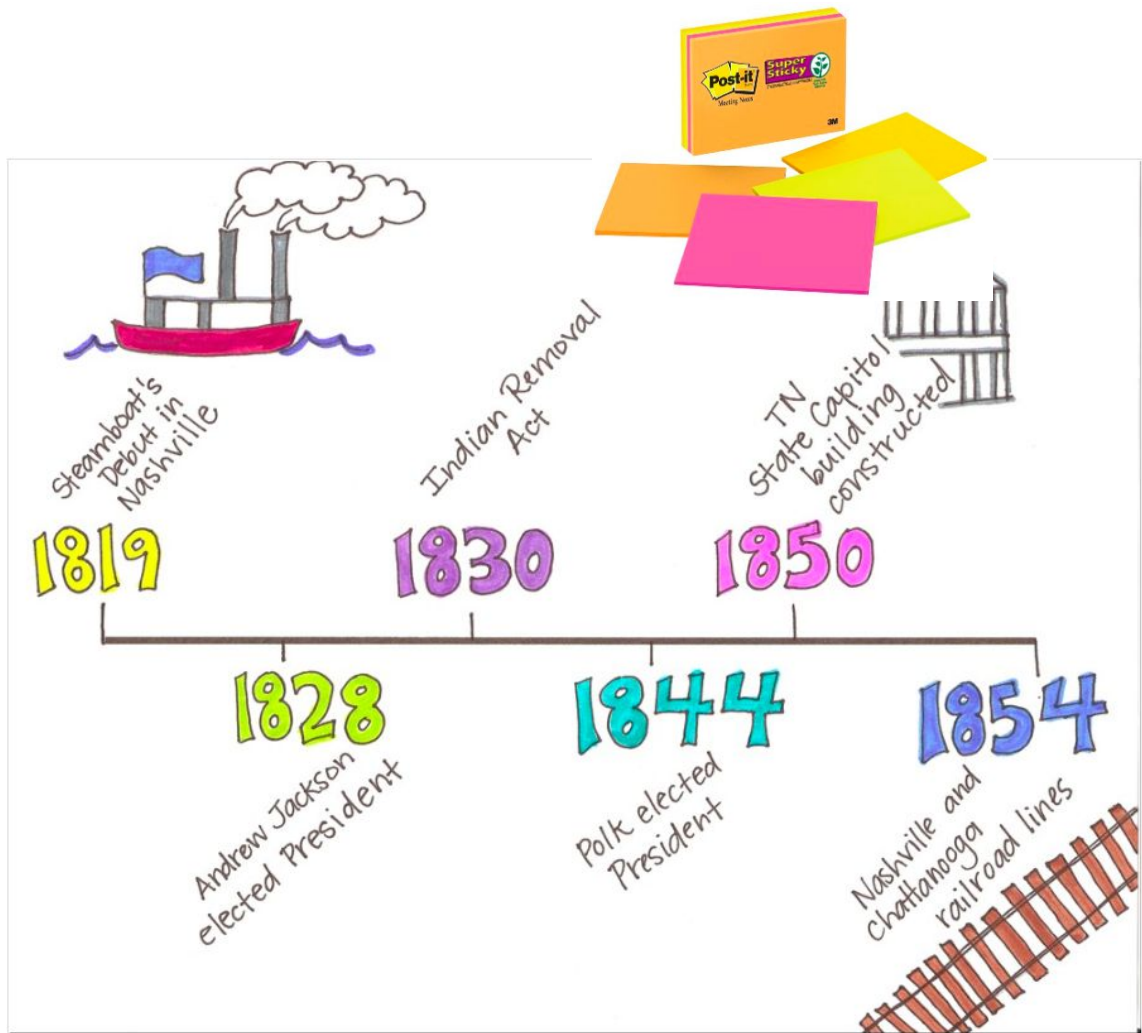
You are a very gifted writer -  
I ♥ your quotes!



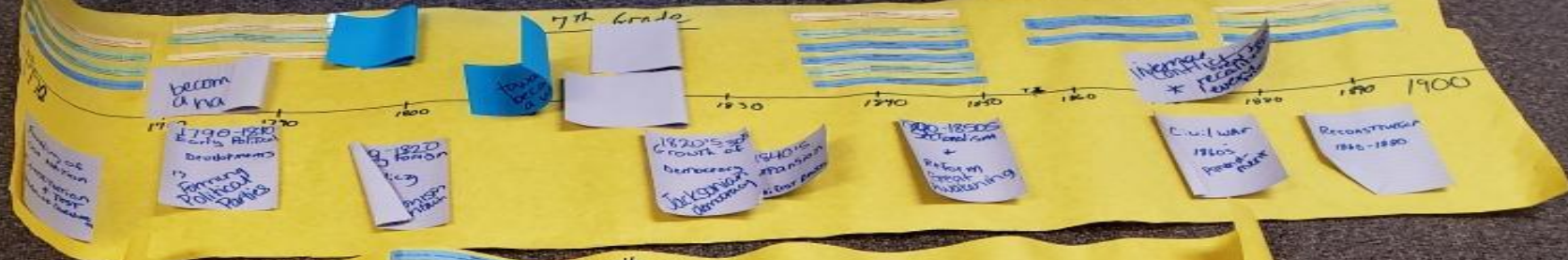


# Content: Getting Started

Using your Sticky Notepads, create a timeline of the important content for your time period.



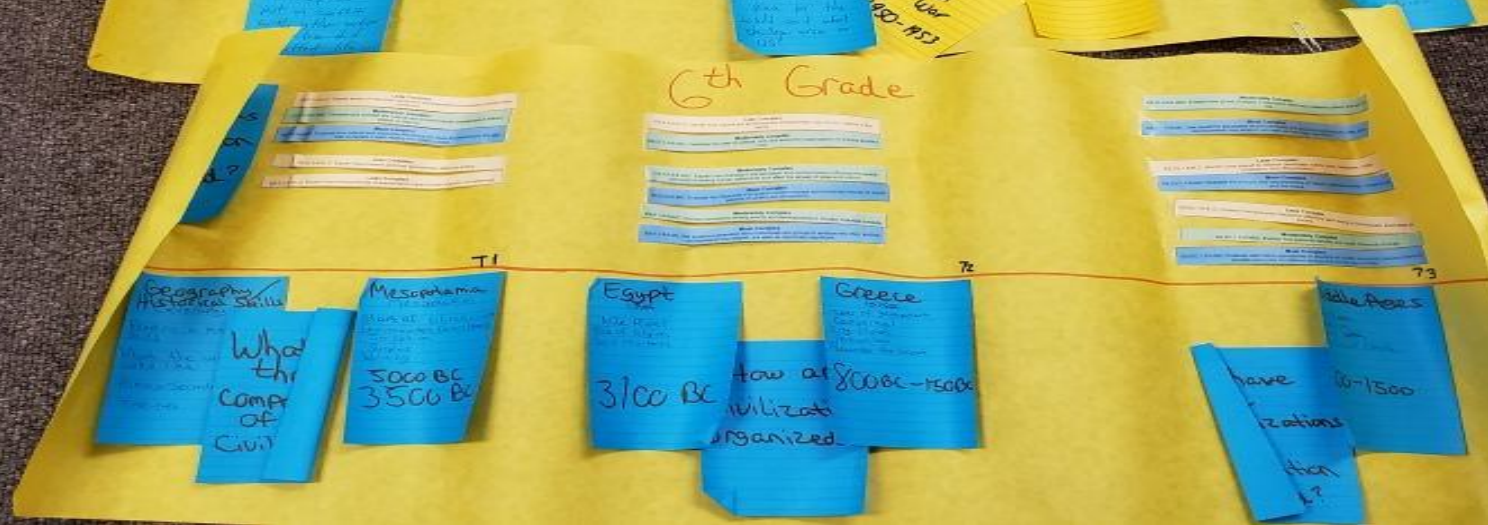
# 7th Grade



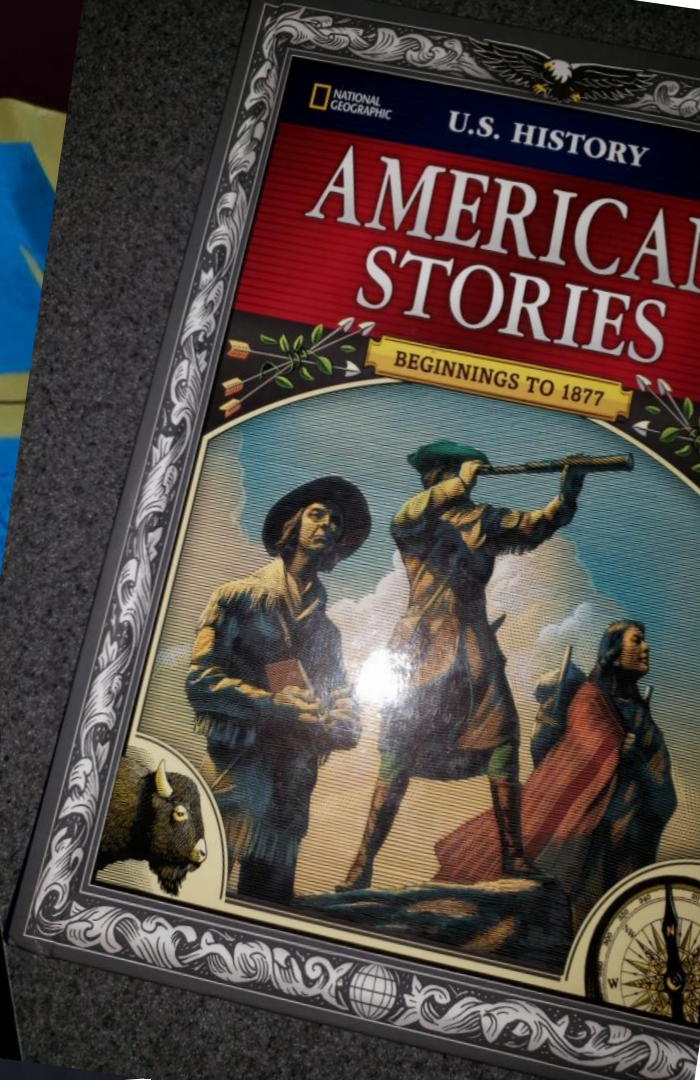
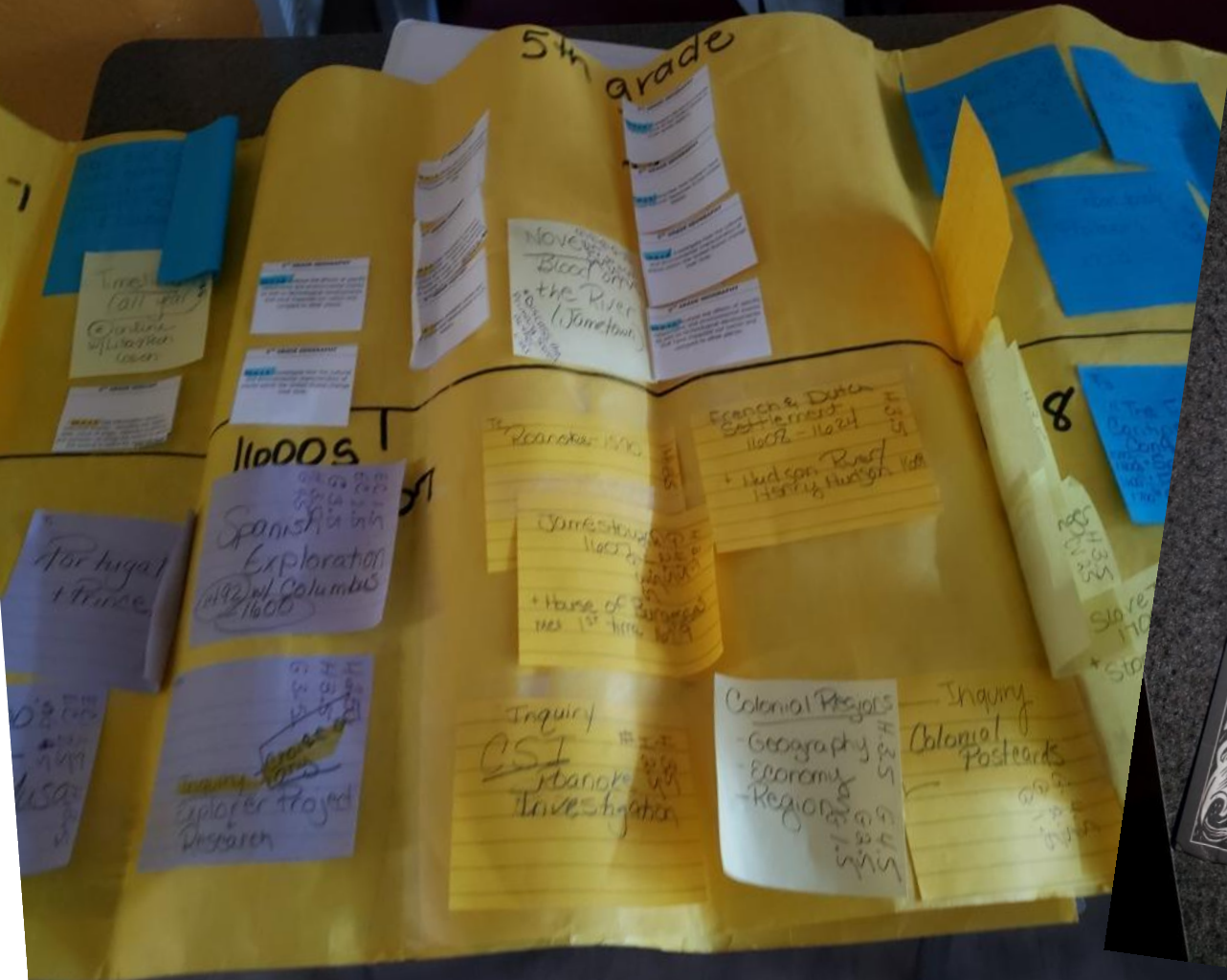
# 8th Grade



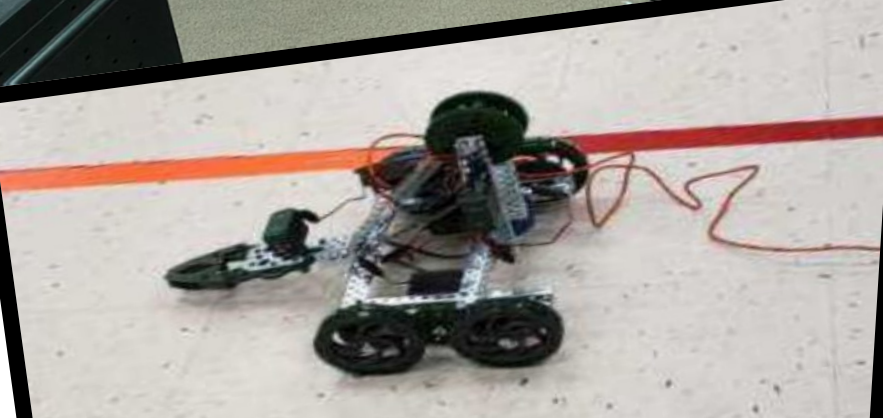
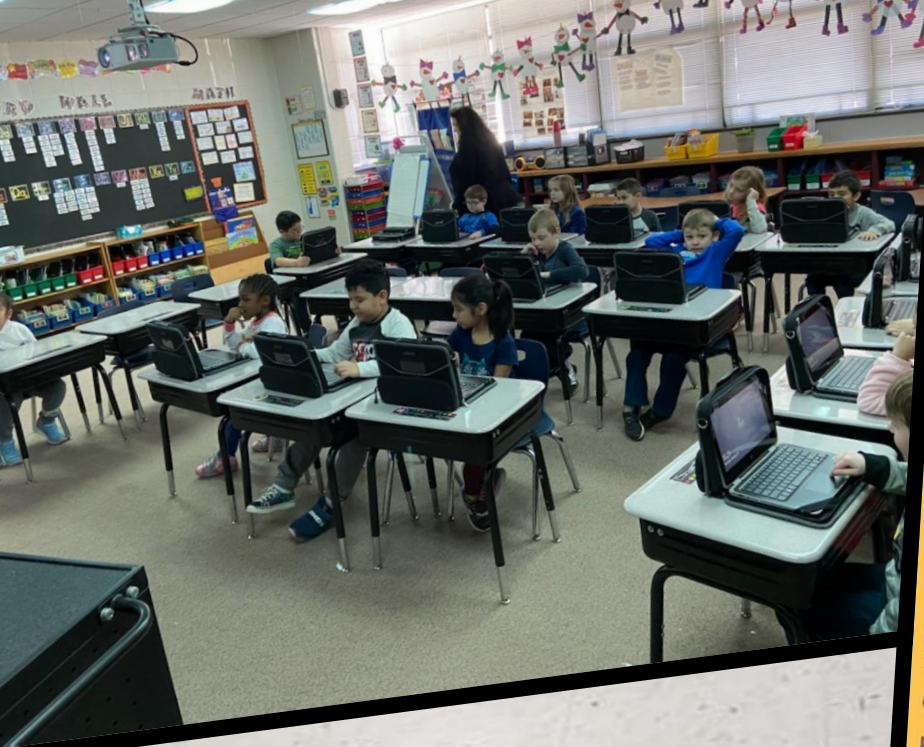
# 6th Grade











## OUR APPROACH TO INTRODUCING STEM PROGRAMS TO STUDENTS

**STEM Grade K** Project Launch: Pushes and Pulls, Exploring Weather and other activities

**STEM Grade 1** Project Launch: Sun, Moon, and Stars and other activities

**STEM Grade 2** Project Launch: The Changing Earth and other activities

**STEM Grade 3** Project Explore: Mars, Birdman, and Skydive and other activities

**STEM Grade 4** Engineering, Chemical Changes and other activities

**STEM Grade 5 STEM (1 trimester)**  
Students learn about buoyancy/ weight distribution, angle and force needed to propel an object, team building activities as well as how to write code for the computer to tell character or image on the computer how to move or change. This leads into programming the Ozobots to complete an obstacle course.

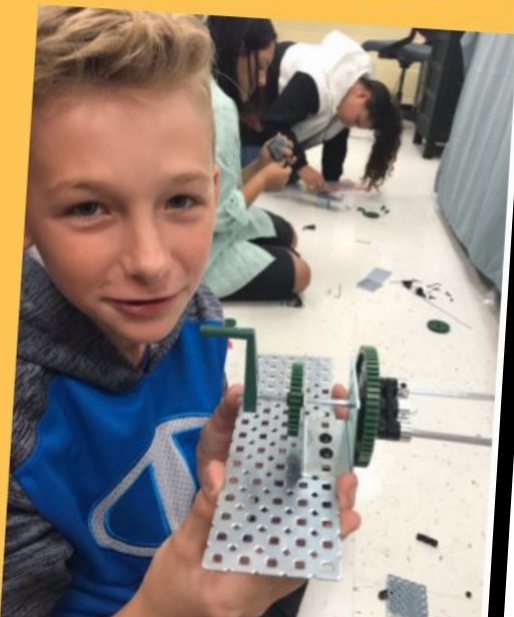
**PLTW Grade 6 Design and Modeling (1 trimester)**  
Students discover the design process and develop an understanding of the influence of creativity and innovation in their lives. They are then challenged and empowered to use and apply what they've learned throughout the unit to design an ankle foot orthosis for a child who has cerebral palsy.

**READ MORE ABOUT THE U.S. STEM JOB MARKET**  
<https://www.nsf.gov/nsb/sei/edTool/data/workforce-03.html>

## PLTW Grades 7-8 Robotics (1 trimester)

Throughout the trimester students trace the history, development, and influence of automation and robotics as they learn about mechanical systems, energy transfer, machine automation, and computer control systems. They will use the design process and the VEX Robotics System to design, build, and program real-world objects such as traffic lights, pull toys, and chair lifts.

**PLTW Grade 8 App Creator**  
(1 trimester beginning in 2020-21)





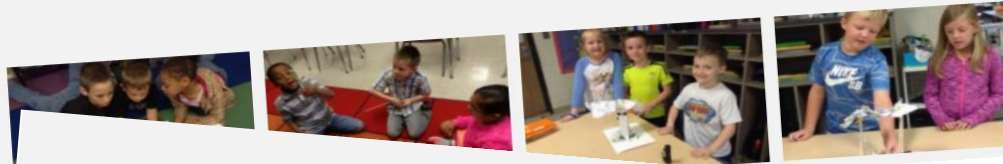


## Pushes and Pulls

Students investigate pushes and pulls on the motion of an object and develop knowledge and skills related to forces of differing strengths and directions. Their explorations include pushes and pulls found in their everyday world, such as pushing a friend on a swing or pulling a wagon. In this problem, Suzi needs to move rocks from her yard so she can...

## Light: Observing the Sun, Moon, and Stars

After observing the sun, moon, and stars, students identify and describe patterns in their recorded data. Angelina, Mylo, and Suzi introduce the design problem, which challenges students to create a playground structure designed to protect students from ultraviolet radiation. Students utilize their knowledge of light to design, build, and test structures created to solve this problem. Students then evaluate their designs, share their findings, and explore ideas to improve their structures based on the testing data.



## The Changing Earth

Students explore how the surface of the Earth is always changing. They are introduced to different types of maps and explore how these maps convey different information about the world in which we live, including where water is found on Earth. Angelina, Mylo, and Suzi introduce the design problem when faced with the challenge of helping a community threatened by a potential landslide. Students investigate the different forces that shape the surface of the Earth and design solutions to limit the impact of erosion on this fictional community, which is located at the bottom of a hill that was recently destabilized by a fire.



# District Leadership Team

Established Purpose and Goals

District Governance Team for Curriculum,  
Instruction, and Assessment

Staff and Parents  
K-6 4C's Rubrics

**WE ARE GAVIN PROUD**

## **District 37 Universal Values**

### **Respect**

Be respectful to each other in D37.

Model the behavior wanted from others.

Emulate kindness and empathy when interacting with staff and students.

Discuss student matters privately with the appropriate staff and with the intention of problem-solving.

Use positive tone and volume when interacting with staff and students.

Create opportunities for positive and understanding relationships with staff, parents, students and community.

### **High Standards/Expectations**

All means all.

Hold each other to high expectations in D37.

Focus on helping staff and students meet individual challenges.

Create rigorous curricular experiences for ALL learners through Tier 1 instruction.

Embrace differentiation while providing high standards and expectations for staff and students.

Empower each other and students to achieve high District standards.

### **5 C's: Creativity, Collaboration, Critical Thinking, Communication, and Citizenship**

Encourage each other to embrace learning opportunities.

Remain open to new ideas.

Be willing to "turn the ship" in another direction as it may provide new opportunities.

Provide experiences for creative, self-driven, and meaningful learning through real-world opportunities and service learning.

Embrace personalized learning for staff and students with an emphasis on voice and choice.





# Community Engagement

## Community Involvement

*Engage families and community to ensure student success.*

**Community Engagement**

- Study the process for forming a PTA-like GIG involvement committee
- Determine avenues for parent involvement at Central and South School through Community Outreach Committee (parent involvement data)
- Set 3 year goals based upon 5 Essentials feedback (student, staff, community)
- Introduce BPAC and culture – Dia De Los Muertos (committee mtgs)

**Service Learning**

- Explore and pilot community service for 7-8 South students (serv lrng proj)
- Study opportunities for student service for K-4 Central students (St. Council)
- Create state of the district community flyer with highlights (flyer)
- Create website dashboard to communicate progress on applicable Strategic Plan metrics (dashboard)





...grateful to the  
Gavin Involvement Group for its  
many hours of service in support  
of our student programs through  
fundraising for events.

The Gavin Involvement Group,  
similar to a PTO or PTA, supports  
the following opportunities for  
our students, families and/or  
staff:

- Got Sneakers Drive
- Market Day
- Halloween Dance
- Book Fair
- Holiday Bazaar

## EIN Assistant

Your Progress:

1. Identity ✓

2. Authenticate ✓

**Congratulations! Your EIN has been successfully assigned.**

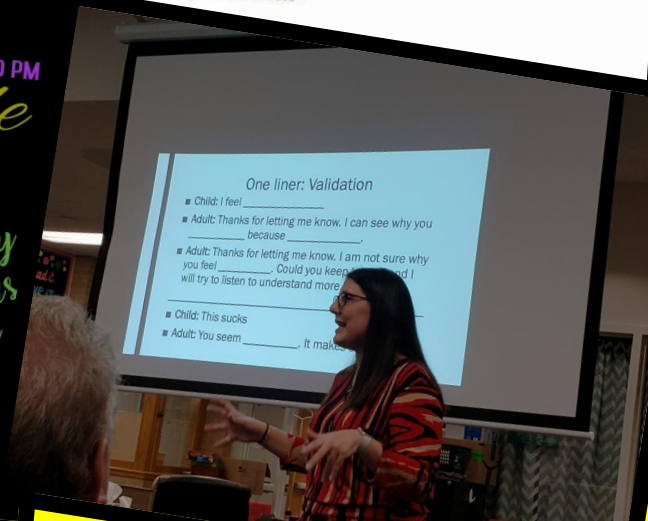
EIN Assigned: **84-4886714**

Legal Name: **GAVIN INVOLVEMENT GROUP**

Your confirmation letter will be mailed to you. This letter will be an important information regarding your EIN. Allow up to 4 weeks for delivery.

We strongly recommend you print this page for your records.

For additional information about using your EIN, visit [www.ein.gov](http://www.ein.gov).



### One liner: Validation


- Child: I feel \_\_\_\_\_
- Adult: Thanks for letting me know. I can see why you \_\_\_\_\_ because \_\_\_\_\_
- Adult: Thanks for letting me know. I am not sure why you feel \_\_\_\_\_. Could you keep \_\_\_\_\_. I will try to listen to understand more \_\_\_\_\_
- Child: This sucks
- Adult: You seem \_\_\_\_\_. It makes \_\_\_\_\_










 Pack again soon! | [fmsc.org](https://fmsc.org) | [#fmsc](https://twitter.com/fmsc)

**Boxes Packed: 205**  
**Meals: 44,280**  
**Kids Fed For A Year: 121**  
**Cost: \$10,627**



 **Our House of Hope Rescue**  
19 hrs · 🌐

We are loving our new partnership with Gavin School Dist. #37 In Ingles  
Their proactive and alternative approach to learning is of benefit to all and  
we are so happy to be a part of it.



# ULLC/5 Essentials Data - What's Next?

- Posting Learning Targets in Classrooms - ULLC
- SAMR - 1 Lesson each Trimester in Google Doc - Tech Committee
- Lessons with Acceptable Use with Lisa Adler - posters coming
- PLCs - ULLC/5 Essentials
- Behavioral Design Team 8.8.19 - ULLC
  - [https://docs.google.com/document/d/1Ltrch\\_F1hCJZWGCBI2WYwJTgr8lUjwbKp2q\\_\\_n03m9Y/edit](https://docs.google.com/document/d/1Ltrch_F1hCJZWGCBI2WYwJTgr8lUjwbKp2q__n03m9Y/edit)
  - CHAMPS Training 8.27.19 and 9.18.19
- Math Curricular Maps/Realignment/Coaching Work 8.6.-8.7.19+ - 5Essentials/ULLC
- ELA Best Practices, DOK, and Rubrics 8.22.19 (grades 4-8); 10.16 (grades EC-3)+ - 5 Essentials/ULLC
- Science Kits - 3 left for PD & new South Teacher with Anne Reichel
- Social Studies Piloteer - Carrie Lieding - T 2 and 3 - National Geographic

# Central Action Steps for Attendance

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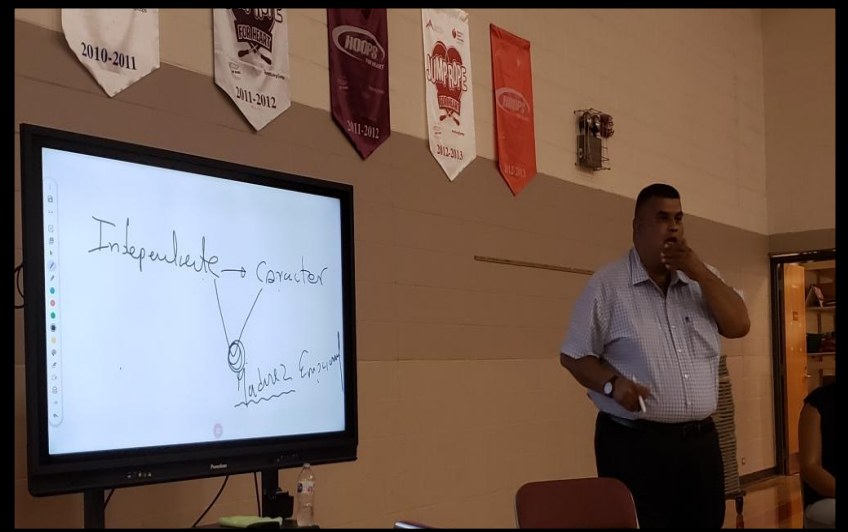
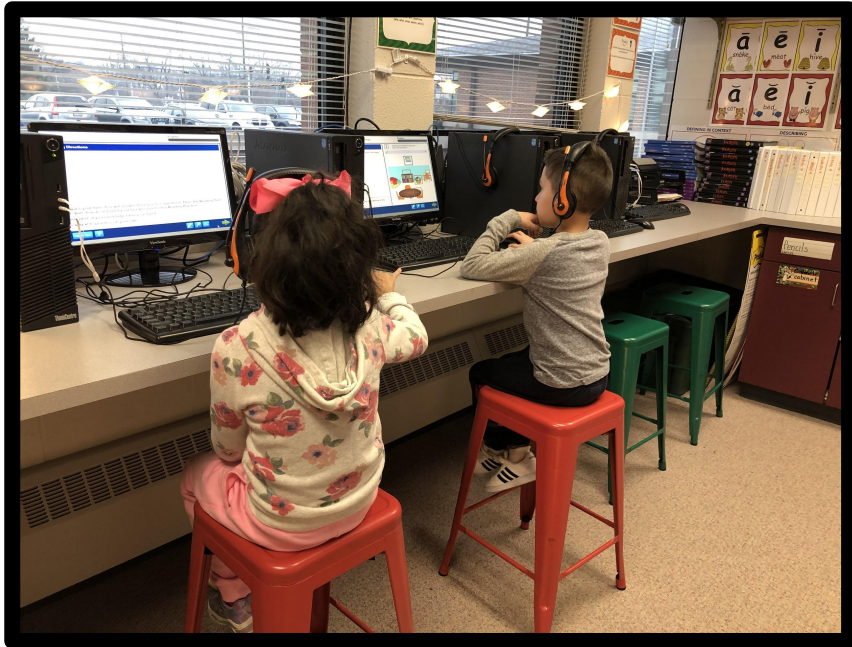
- Spirit weeks to promote attendance
- Participation in Attendance week with Lake Co. Regional Office of Ed
- Letters home to inform parents of attendance concerns

## South Goal Area

- For the 2019-20 school, South will look to improve student clarity and parent communication through the implementation of schoolwide use of student planners.



# Bilingual Parent Advisory Committee



# vistas del distrito 37

DISTRITO ESCOLAR GAVIN 37  
PRIMERA DE UNA SERIE DE DOS PARTES  
NOVIEMBRE 2019

RETRATO DE UN GRADUADO DE GAVIN  
© SOLUCIONADOR DE PROBLEMAS COLABOR  
UNICADOR EFECTIVO CASIVO



## Gavin Escuelas Sucesos

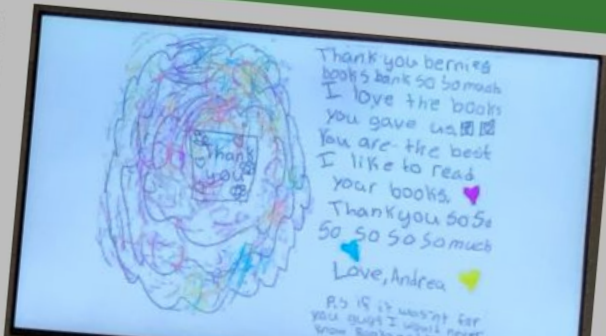
19 de de febrero de, 2020

Maximizar el potencial completo de cada niño mediante el apoyo al corazón y Desafiando la Mente

## Gavin D37 destacados ...

### Los estudiantes del South Paquete Libros en Banco del Libro de Bernie

La otra mitad de nuestra clase de sexto grado Gavin South participó en un proyecto de servicio en el Banco del Libro de Bernie el viernes, 14 de febrero. Los estudiantes ordenados a través de los libros.



Thank you bernie's  
books bank so much  
I love the books  
you gave us.   
You are the best  
I like to read  
your books.   
Thank you so so  
so so so so much  
Love, Andrea

P.S. Is it wasn't for  
you guys I would never  
know. Right?

todo el potencial  
apoyando el corazón  
la mente

ESCUELAS SON IMPORTANTES  
AS FAMILIAS Y PARA NUESTRA

promete a garantizar que  
los estén en el centro de todas  
las cosas y la planificación. Con nuestro  
modelo "Retrato de un graduado",  
hemos nuestra visión y misión en  
de boletines de dos partes.

### Referéndum D37 apro

Los votantes del Distrito  
Escolar Primario Gavin 37  
aprobaron el referéndum del  
6 de noviembre, despejando  
el camino para completar  
proyectos de capital.

El trabajo de diseño esp  
comenzó de inmediato













Maximizing the full potential of each child by supporting the heart & challenging the mind

#### GREAT SCHOOLS MATTER TO OUR FAMILIES AND TO OUR COMMUNITY

D37 is committed to ensuring our children are at the heart of all decision making and planning. With our "Portrait of a Graduate" model approach, we will be sharing our vision and mission in a two-part newsletter series.



#### OUR GAVIN D37 MISSION-- THE FULL POTENTIAL OF EACH CHILD IS MAXIMIZED WHEN WE:

- Provide a safe, respectful and positive environment
- Create and maintain effective home, school and community partnerships
- Develop and deliver learning experiences that stimulate curiosity and discovery
- Utilize resources wisely while keeping the best interest of the children and community at the forefront
- Draw strength from our diversity

#### IN THIS EDITION LEARN ABOUT

- How our community supports District 37 schools by passing the November referendum, clearing the way to complete capital projects
- How we are developing SEL (Social Emotional Learning) for all our students
- Our "STEM" program and how it supports our students' natural interests in integration of subjects and real world problem solving
- How our new shared food service program with the Hollow has met with great success

# district 37 views

GAVIN SCHOOL DISTRICT 37  
FIRST OF A TWO-PART SERIES | NOVEMBER 2019

#### PORTRAIT OF A GAVIN GRADUATE

- COLLABORATIVE PROBLEM SOLVER
- EFFECTIVE COMMUNICATOR
- COMPASSIONATE GLOBAL CITIZEN
- INNOVATIVE CRITICAL THINKER
- EMPOWERED LEARNER



#### D37 Referendum Passes at the Polls on November 6, 2018

Gavin Elementary School District 37 voters approved the November 6 referendum, clearing the way to complete capital projects.

Specific design work began immediately with input from architects, staff, students, and the community. The Board began the process of approving the project phases and design work; then, construction bids were sought and awarded for each component of the project. The District began selling bonds immediately after the passage of the referendum. Once the bonds were sold and bids were approved, construction began.

*"Our job as school leaders is to provide the best educational environment for our students and staff. Approximately three years ago, the District began the strategic design to determine the upgrades needed for the current and future educational needs of our students. The results of the Life Safety audit accelerated that process. We are excited that our community understood and supported the educational needs for the Gavin Elementary School District."*  
—Dr. Julie A. Brusa, Superintendent

*"We appreciate our community coming together for Gavin's needs. With the results from the Life Safety audit in 2016, it was crucial to pass a referendum to provide the necessary repairs/removals for Gavin Central and South Schools. The Board of Education thanks our community for their continued support of our Gavin students."*

—Eric Bechelli, Board President

#### SUMMER 2019 PROJECTS:

- Complete air conditioning at South
- Repair roofing at Central and South
- Replace boiler at South
- Abate asbestos and replace hallway carpet at South
- Select classroom refresh with flooring and paint at South

Separately, thanks to a \$10,000 donation by the Boys Iceless Hockey League of Lake Villa, Illinois, the gym floor was sanded and resurfaced at South this past summer.

The money raised is used for educational assemblies, field trips, sports uniforms and banners, libraries, music program instruments, art-related items, and other school-specific projects.

#### What a win for our district 37 students!

READ MORE ABOUT SCHOOL REPAIRS  
<https://www.dailyherald.com/news/2018/11/06/venue-back-funding-for-gavin-school-repairs>



Maximizing the full potential of each child by supporting the heart & challenging the mind

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- Create and maintain effective home, school and community partnerships
- Develop and deliver learning experiences that stimulate curiosity and discovery
- Utilize resources wisely while keeping the best interest of the children and community at the forefront
- Draw strength from our diversity

#### IN THIS EDITION LEARN ABOUT

- How District 37 is reaching out to our community through the new Community Engagement Committee
- How our district is focusing on student achievement and fiscal stability
- Our student-led conferences and how these promote social-emotional and leadership skills
- How our community supports District 37 by passing the November 2018 referendum clearing the way to complete capital projects during summer 2020

# district 37 views

GAVIN SCHOOL DISTRICT 37  
SECOND OF A TWO-PART SERIES | FEBRUARY 2020

#### PORTRAIT OF A GAVIN GRADUATE

- COLLABORATIVE PROBLEM SOLVER
- EFFECTIVE COMMUNICATOR
- COMPASSIONATE GLOBAL CITIZEN
- INNOVATIVE CRITICAL THINKER
- EMPOWERED LEARNER



#### D37 COMMUNITY ENGAGEMENT COMMITTEE BUILDS STUDENTS, STAFF AND COMMUNITY CONNECTION



The Community Engagement Committee (CEC) was formed this year in Gavin Elementary School District 37 and is dedicated to strengthening family and community participation in the improvement of student achievement at the school and district levels.

*"The Community Engagement Committee is comprised of people who want to make a difference in our students' lives and enrich their school experience as much as possible. All are welcome to join. Follow our Facebook page to keep up with us, our events, and meetings."*

—Erika Capper,  
Community Engagement  
Committee Chairperson

LEARN MORE OR CONTACT THE COMMUNITY ENGAGEMENT COMMITTEE (CEC):  
Facebook: GavinDistrict37  
Twitter: @Gavin37  
Email: CommunityEngagement@Gavin37.org

—Eric Bechelli, District 37 School Board President



# Professional Development: Human Capital

Professional Development/ Human Capital

Develop and retain innovative staff who embrace collaboration and continuous improvement.

### **Human Capital**

- Continue to introduce supports through Employee Assistance Program (usage rate)
- Share/Revise new job descriptions with staff (Fall 2019)
- Review and refine mentoring program for new staff (Evaluation docs)

### **Professional Learning**

- Provide professional development in areas of higher level questioning in math, literacy, writing, and technology (PD, evaluation docs)
- Implement enhanced schedules (math minutes South; differentiation Central)
- Meet with PERA Committee to discuss teacher evaluation documents-how to help teachers with understanding each domain/element and study new online tool (tool and eval docs)
- Study reading-writing workshop model 2-4 (PD; meetings)
- Implement new Tech Coach role at South (job description)
- Post instructional objectives in each classroom; build check in for understanding





Unit 3:  
Concepts in  
Geometry  
  
s/20 days



Unit 6:  
Equations  
  
Unit  
Introduct  
Statist  
  
3 week



Dr. Julie A. Brua @jabrua1 · Nov 15  
South focuses on restorative practices learning session with St. Services Sean  
@GavinSD37 !







 **EvaluWise<sup>®</sup>** Account

**Making Teacher Evaluation  
Manageable and Effective**

*Works With Any Evaluation Rubric or Criteria*

# Other Items to Share

- DHL Computers coming to Central
- Kindergarten Pre-Registration and Switcharoo; May Pre-K Screening 5.28-29
- Camp Wonderland Overnight
- Gavin Involvement Group Central Parties and South Family Fun Night
- 3 Parent Universities: Tour of South, Google Presentation, Anxiety in Students
- Fluency at South
- Created/Revamped Red Crisis Binders
- New Payroll/Accounting Specialist
- Threat Assessment Team





**Thank you!**