Vision 2030

Fulfilling the Promise of Public Education In Illinois

AN ADVOCACY FRAMEWORK

Vision 2030 provides a blueprint to enhance public education through future-focused learning with shared accountability and predictable funding
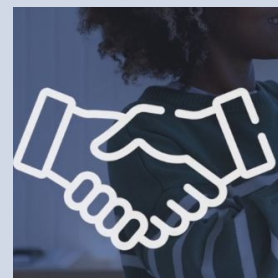
AGENDA

01
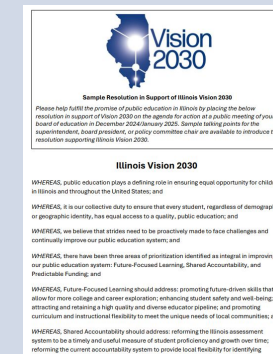
Vision 2030

Background
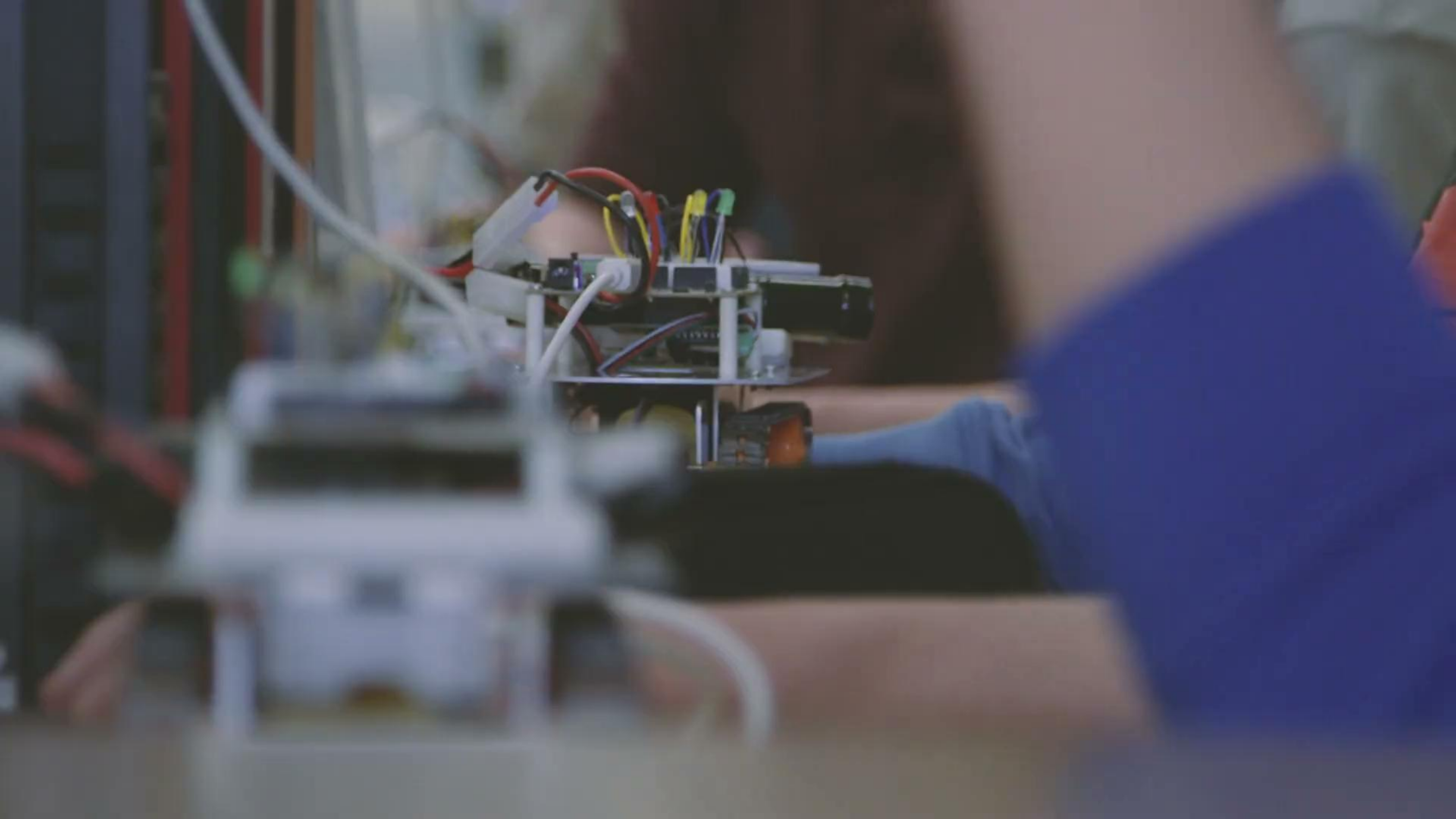
Building on the Work of Vision 2020

Vision 2020 Goals and Outcomes

- Recruit and Retain High-Impact Educators
- Provide Relevant Professional Development

Highly Effective Educators

- Develop the "Whole Child"
- Invest in Early Childhood Education
- College and Career Readiness
- Expand Equity in Technology Access

21st Century Learning

- Expand Educator Role and Responsibility in State Governance
- Implement a Balanced Accountability System
- Restructure Mandates

Shared Accountability

- Fund Education Based on Local Need
- Stabilize State Funding for Education
- Enhance District Flexibility to Increase Financial Efficiency

Equitable & Adequate Funding

- Evidence Based Funding (EBF)
- Teacher Recruitment
- College and Career Readiness
- Illinois Balanced Accountability System

EBF has increased State funding from $5.9 billion in 2017 **to $8.28 billion in 2024**

Call to Action

Goal: Grassroot support for Vision 2030 through local Board Resolutions across Illinois

- 90% of Boards in Illinois Supported Vision 2020
- Board Resolutions were critical in communicating to legislators the unified support for the Goals of Vision 2020
- School districts across Illinois are being asked to express support for the goals and priorities of Vision 2030 by passing a resolution at a public meeting.

Sample Resolution in Support of Illinois Vision 2030

Please help fulfill the promise of public education in Illinois by placing the below resolution in support of Vision 2030 on the agenda for action at a public meeting of your board of education in December 2024/January 2025. Sample talking points for the superintendent, board president, or policy committee chair are available to introduce the resolution supporting Illinois Vision 2030.

Illinois Vision 2030

WHEREAS, public education plays a defining role in ensuring equal opportunity for children in Illinois and throughout the United States; and

WHEREAS, it is our collective duty to ensure that every student, regardless of demographic or geographic identity, has equal access to a quality, public education; and

WHEREAS, we believe that strides need to be proactively made to face challenges and continually improve our public education system; and

WHEREAS, there have been three areas of prioritization identified as integral in improving our public education system: Future-Focused Learning, Shared Accountability, and Predictable Funding; and

WHEREAS, Future-Focused Learning should address: promoting future-driven skills that allow for more college and career exploration; enhancing student safety and well-being; attracting and retaining a high quality and diverse educator pipeline; and promoting curriculum and instructional flexibility to meet the unique needs of local communities; and

WHEREAS, Shared Accountability should address: reforming the Illinois assessment system to be a timely and useful measure of student proficiency and growth over time; reforming the current accountability system to provide local flexibility for identifying

ew of student success; and reforming the mandate cedures that promote flexibility and local decision

address: protecting the integrity and funding of the gthening public education through pension reforms; ces for Capital and safety needs; and

cation improvement proposal for comprehensive ted by not only the education community, but in es, businesses, and others whose priorities reflect

at the _____ Board of Education ool Administrators (IASA), Illinois Association of ' Association (IPA), Illinois Association of School ociation of Regional Superintendents of Schools for the Study of Demographics and Diversity ucation Administrators (IAASE), and the Association SS) in supporting the Vision 2030 education

_____ Board of Education urges e the necessary legislative changes to implement pillars of education improvement as contained in

___.

_____, Board President

_____, Board Secretary

02

Future-Focused
Learning

Future Focused Learning

Reshaping our schools and classrooms and redefining student success to reflect and prepare students for all the different ways that the world and economy continue to change.

1 Promote future-driven skills that allow for more college and career exploration

2 Enhance student safety and well-being

3 Attract and retain a high quality and diverse educator pipeline

4 Promote curriculum and instructional flexibility to meet the unique needs of local communities

Future Focused Learning: Ideals

Resources for Safe Buildings

Students learn best, and educators teach most effectively, when they feel safe and connected to one another and to their communities

Emerging Career Fields

We want to engage students in thinking about their pathways to college and career sooner—as early as elementary school (grades K-5) - while having opportunities for vocational training and college-level courses while still in high school

Consider Mandates

We must encourage and preserve time and financial resources for local curriculum innovation and programming by allowing local educators and school boards to make opt-in decisions to best meet the needs of students in our communities

Excellent Educators

Opportunities to develop new approaches to attract and retain excellent educators, encourage future career educators, provide innovative opportunities for educators to grow, while filling needs in special education, math and science, and bilingual education

Future Focused Learning: Policy

Promote future-driven skills that allow for more college and career exploration, flexible pathways, and early college opportunities

Enhance student safety and well-being in quality facilities that are conducive to learning and are safe for all students and personnel

Attract and retain a high quality and diverse educator pipeline and an improved professional experience

Promote curriculum and instructional flexibility to meet the unique needs of local communities

03

Shared
Accountability

Shared Accountability

Thinking beyond annual standardized tests to more fairly and effectively measure student success by considering both growth and proficiency over time.

1 Reform the Illinois assessment system to be a timely and useful measure of student proficiency and growth over time

2 Reform the current accountability system to provide local flexibility for identifying indicators that create a more holistic view of student success

3 Reform the mandate process to ensure implementation procedures that promote flexibility and local decision making

Shared Accountability: Ideals

Growth and Proficiency

Academic progress does not always happen in a linear manner—both growth and proficiency should be measured over time within and across grade levels

Real Time Data

Timely insights from benchmark assessments—even if drawn from unofficial data—can be a powerful tool to inform teaching strategies and academic interventions at both classroom and individual student levels

Meaningful Assessments

Identifying and considering all the things that matter to a student's success in the elementary grades, early indicators of college and career readiness in middle school & keep students on-track toward high school graduation and a college/career pathway

School Ratings

Should be established based on clear performance thresholds rather than rankings that can pit schools within the same district against one another - with a focus on publicly recognizing all schools that achieve high levels of student achievement at or above grade-level

Shared Accountability: Policy

Reform the Illinois assessment system to be a timely and useful measure of student proficiency and growth over time

Reform the current accountability system to provide local flexibility for identifying indicators that create a more holistic view of student success

Reform the mandate process to ensure implementation procedures that promote flexibility and local decision making

04

Predictable
Funding

Predictable Funding

Providing excellent education resources and future-focused learning opportunities for student success requires long-term predictable and sustainable funding.

1   Protect the integrity and funding of the evidence-based funding formula

2   Strengthen public education through pension reforms

3   Establish equitable statewide funding sources for capital and safety needs

4   Enhance financial flexibility for all school districts

Predictable Funding: Ideals

Fund EBF

The State must consistently fulfill its promise of allocating a minimum of $350 million in annual Evidence-Based Funding

Life Safety Projects

Health and life safety projects should not be subject to limitation by property tax caps or require ISBE approval and rethink the current levy structure to address these urgent needs without impacting educational funding

Pension Reform (Tier 2)

Changes to the current pension model must occur to attract and retain high-quality staff to educate our students, but it is not effective or realistic to divert local school district resources away from schools and students to shoulder this responsibility

School Facility Sales Tax

All school districts deserve this option—and should have the flexibility to use these dollars not just for capital projects, but also to support school safety and mental health initiatives (this is already available to half of the school districts in the State)

Predictable Funding: Policy

Protect the integrity and funding of the evidence-based funding formula at the annual statutory minimum of $350 million

Strengthen public education through pension reforms including a Tier II pension model that attracts and retains high-quality professionals

Establish equitable funding sources for capital and safety needs with a statewide solution to provide for all districts

Enhance financial flexibility for all school districts to allow for maximum flexibility at the local level to educate students

Vision 2030

Centers Around

- Keeping students safe
- Keeping high-quality educators in front of students
- Enhancing post-secondary success
- Improving measurement of what is working

Vision 2030

Priorities for the Future

01
Future Focused Learning

02
Shared Accountability

03
Predictable Funding

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Vision 2030

To learn more and share your support please visit:

IllinoisVision2030.com

Questions?

Eugene Field Elementary

Eugene Field Mission Statement:

Eugene Field Eagles Learn, Lead and Succeed with the 7 Habits!

<u>Eugene Field Vision:</u>

To become a school that provides academic, social, and emotional growth through differentiated instruction and various leadership opportunities.

25 Teachers, 26 Support Staff Members
Andy Campbell, Principal
Chad Davis, Assistant Principal

I am proud that our staff puts smiles on student faces every day while maintaining a high standard of academic integrity!

THIS HOUSE ROCKS

Eugene Field Elementary

- **Leader In Me Seven Habits**

  - **Be proactive**: Taking charge and be in control of your emotions
  - **Begin with the end in mind**: Have a plan and set goals
  - **Put first things first**: Prioritize and work on the most important things
  - **Think win-win**: Consider what others want and collaborate to build trust
  - **Seek first to understand, then to be understood**: Listen before you talk and develop an understanding of others' needs
  - **Synergize**: Work together to develop innovative solutions
  - **Sharpen the saw**: Balance your life by making time for renewing activities

- **Positive Behavior Assemblies**

- **Be Nice, Work Hard, Do Things Right**

THIS HOUSE ROCKS

Eugene Field Elementary

MAP Data - ELA	Fall	Winter
Tier 1	58.8%	59.6%
Tier 2	20.9%	21.1%
Tier 3	20.3%	19.3%

79.9% of students increased their RIT score

52% of students met their growth target

THIS HOUSE ROCKS

Eugene Field Elementary

MAP Data - Math	Fall	Winter
Tier 1	64.4%	70.0%
Tier 2	16.7%	15.1%
Tier 3	18.9%	14.9%

89.4% of students increased their RIT score

67% of students met their growth target

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Eugene Field Elementary

460 Students

1st semester attendance rate – 94.5%
1st semester attendance 23/24 – 94.6%

1st semester behavior infractions – 69
1st semester infractions 23/24 – 179

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ROCKS

Eugene Field Elementary

Continuous School Improvement Efforts

- **Collaborative Conversations**
  - Academic
  - Attendance
  - Behavior
- **Effective and efficient systems for improvement**
- **Data driven decisions with action plans**
- **Professional Learning Community (PLC) work**
- **Focusing on "best for kids" approaches**

THIS HOUSE ROCKS

Eugene Field Elementary

THIS HOUSE
ROCKS

Scholar Rights and Responsibilities Regarding Technology Use, Social Media and Artificial Intelligence

Scott Vance, Ed. S.
Assistant Superintendent of Teaching and Learning

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Our Discussion Topics

Technology Use
Social Media
Artificial Intelligence

Board Policy and Scholar Code of Conduct

- **Technology Use:**

  - Staff: Board Policy 5:125 Personal Technology and Social Media; Usage and Conduct
  - Students: Board Policies 7:180 (Prevention and Response to Bullying),7:190 (Student Behavior), 7:345 (Use of Educational Technologies; Student Data Privacy), and Section 1 of the Student Code of Conduct

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Board Policy and Scholar Code of Conduct

- **Social Media:**

  - Staff: 5:125 Personal Technology and Social Media; Usage and Conduct
  - Student: 7:180 (Cyberbullying)

- **Artificial Intelligence:**

  - Staff: 5:30 (General Personnel)
  - Students: 7:190 (Student Behavior)

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What are the experts saying about technology use and our scholars?

- **AI in the Classroom**
  - CHatGPT and other chatbot-Plagiarism Concerns
  - Task automation: grading and lesson planning
  - Need to teach students how to think critically regarding AI

- **Immersive Environments**
  - Augmented, virtual, and mixed reality
  - Create 360 degree interactive scenarios

Spector, C. (2024, February 14). Stanford Report. https://news.stanford.edu/

What are the experts saying about technology use and our scholars?

- **Gamification**
  - Turning learning activities into fun game like scenarios
  - Think..."chocolate-covered broccoli"

- **Data-gathering and Analysis**
  - Personalized learning aligned with student's interests and skills levels
  - Increased data collection leads to privacy concerns

Spector, C. (2024, February 14). Stanford Report. https://news.stanford.edu/

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What are our next actions?

- Finalize our 1:1 technology plan and provide professional development for all.

- Invite teachers and leaders to attend AI workshops.

- Invite technology leaders to our School Leadership PLCs.

- Review and update the Scholar Code of Conduct to reflect current (and future) trends in technology use.

- Expanding the course offerings and learning opportunities for teachers and scholars through the Computer Science Equity Grant.

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Discussion Prompts

- What are the impacts of Artificial Intelligence?

- What are the impacts of screen time on scholars?

- How are scholars accessing and using technology?

- Are there areas we didn't address that are important to talk about regarding scholar or staff use of technology?

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BOARD OF EDUCATION
ROCK ISLAND MILAN
SCHOOL DISTRICT #41

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