Oak Park Speaks: Community Guidance for a District 97 Vision

Presented to the District 97 Board of Education

JUNE 28, 2016

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INTRODUCTION

This document represents the input and ideas provided by the members of District 97's various stakeholder groups who participated in community conversations, served on the Superintendent's Advisory Panel, provided online feedback, or attended a "listen and learn" or "town hall" session. The primary purpose of this document is to help guide the Board of Education's and district administration's work on the creation of a vision statement, identification of goals and development of action plans. By drawing upon the experiences, expertise and efforts of students, parents/guardians, community members, faculty and staff from across Oak Park, we have the opportunity to develop a shared vision for our schools and the children we serve.

BACKGROUND/PROCESS

Upon joining District 97, Dr. Kelley embarked on a "listen and learn" tour to better understand the issues, strengths and challenges of the district and its stakeholders. One of the key priorities articulated by Dr. Kelley in the 100-day report (which included many of the findings from her tour) was to create a "clear, shared vision, with a sustained focus." An explicit principle was that the vision be co-constructed by students, parents/guardians, the community, teachers, school and district administrators, elected officials and the District 97 Board of Education. To that end, Dr. Kelley and the district have been committed to and intentional about creating opportunities to collaborate with all of the aforementioned stakeholders.

In January, 50 leaders from across the district participated in an interactive planning day that led to the creation of several six-word stories that communicated the vision for District 97 students' learning experiences. The district solicited community feedback on the "vision" stories as part of the vision planning work.

This work was the launching point for the community conversations and the formation of the Superintendent's Advisory Panel (Panel), which is comprised of a group of 33 stakeholders from across the district brought together to shepherd the District 97 vision planning process. Additionally, M^2 Communications was engaged to help facilitate this process.

Between April 16 and April 30, M^2 Communications conducted 13 community conversations and heard from 255 parents/guardians, community members, district staff members, teachers, administrators and students (current and alumni). Based on the analysis of these crucial conversations, Dr. Kelley's listen and learn tour, and the six-word stories, the Panel has developed two strategic priorities, or "big rocks," that reflect that work. These "big rocks" will provide District 97 with a map to move it closer to its vision for all of its students.

This vision planning document was then drafted and shared with the community. Stakeholders made comments on the document online and attended one of several town hall meetings hosted by Dr. Kelley. This document is being presented to the District 97 Board of Education and the administration as they set goals and develop action plans for the district.

ELEMENTS OF THE VISION
The Panel identified the elements of a vision that the Board of Education will use to develop a vision statement for the district. These elements, which are listed below, were arrived at through research conducted with the community (including the community conversations), as well as via deliberations by the Panel.

District 97 will…

- Be student focused
- Incorporate the perspectives and needs of students and teachers
- Engage and challenge students
- Support students to feel happy, respected and excited
- Provide equal opportunity for all students
- Develop critical thinking skills and support students as global citizens ready for our ever-changing world
- Support students to find their passion and develop a lifelong love of learning
- Meet the diverse needs of all students
- Support students to develop tolerance, empathy and care for each other and the world
- Engage the entire community in support of our schools and each and every student

VALUES/LENS THROUGH WHICH WE APPROACH THE WORK
The following list articulates the fundamental, non-negotiable principles that must guide the work of District 97, regardless of which priorities are selected:

- Ensure that there is equity in both opportunities and outcomes so that all students succeed regardless of race, income and need for special education support
- Consistency, clear expectations
- Equitably allocated resources
- Positive relationships between educators and students is crucial for the student experience
- Support (for everything – e.g. teachers)
- Communications, engagement, transparency and trust-building
- Value the whole child and teacher/student relationships
- Expectations/norms for adults and their relationships need to be clearly articulated

DISTRICT 97'S FOCUS FOR THE NEXT TWO YEARS

There was clear consensus throughout the community conversations, as well as within the Panel's deliberations, that the district's primary and immediate focus should be to:

Create a positive learning environment for all District 97 students that is equitable, inclusive and focused on the whole child.

The work that accompanies this focus will involve clearly defining the terms listed in the above statement with the help of stakeholders, and then sharing those definitions with the entire District 97 community. This work began in earnest during the community conversations and Panel meetings. The feedback provided by the community and efforts put forth by the Panel members, which is reflected below, have provided the Board of Education and the district with a key starting point for accomplishing their goal:

Equity. During the community conversations, many stakeholders—from educators, parents/guardians and community members to students—articulated that some students experience the district "differently." This was described as the existence of unfair biases and negative assumptions that some adults in schools have around student behavior and academic performance. Both stakeholders and members of the Panel provided examples that illustrate this belief, including:

- Inequities in student outcomes based on achievement data.
- Access to and participation in gifted classes – these classrooms are overwhelmingly populated by white students.
- Representation in discipline data – African American students (particularly boys) are far more likely to be disciplined (including suspensions). Anecdotally, students talked about the lack of consistency in discipline with different students receiving different consequences for the same offense.
- Inequitable opportunities to benefit from the International Baccalaureate (IB) philosophy and curriculum. For example, students receiving special education services do not get the same exposure to IB work because they are frequently pulled out of the classroom.
- Participation in extracurricular activities – there are inequities from an access standpoint because there are fees for participation.

The Panel's discussions around equity led its members to the conclusion that equity does not necessarily mean equal. That in order to address inequities, different people will need different things.

Inclusion. The theme of inclusion was an important one raised throughout the community conversations. It was used in the context of equity, and in its broadest definition of ensuring

that all students feel and are included in every aspect of the district. However, it was also used in the more specific context of special education. In this context, stakeholders raised significant concerns about students being siloed and separated from the rest of the district, particularly as they move into upper grade levels. While there was some praise for the implementation of the inclusion model, which includes co-teaching of classes by special and regular education teachers and "pushing in" of services to students in regular classrooms, there was concern that this was not available for all students.

Whole child focused. The need to recognize, support and engage all aspects of each student was a common theme throughout the community conversations and the Panel's deliberations. Many people felt that the focus on academic achievement, while important, overshadowed the importance of social/emotional learning, artistic expression, and other important aspects of a student's development and positive sense of self. Stakeholders also expressed significant concern around the emphasis on standardized testing and want to ensure children are seen as "more than a test score." They want teachers to evaluate students in a robust way that is founded on knowing each student well and incorporates multiple qualitative and quantitative measures. Similar to the concepts of equity and inclusion, stakeholders felt that attention to the whole child – from abundant and high quality preschool programs through engaging and empowering middle school experiences – should be reflected in all aspects of the district's work and valued on par with academic achievement.

Positive learning environment. A positive learning environment includes equity, inclusion and a focus on the whole child. Both the participants in the community conversations and the Panel members identified social/emotional learning and the relationship between teachers and students as keys to establishing and maintaining a positive learning environment. In terms of social/emotional learning, one of the examples raised on a consistent basis was the need to provide students with the language and tools to prevent bullying and/or successfully handle incidents that occur. The teacher-student relationship was also consistently cited as the core of a positive learning environment. Both the community conversation participants and Panel members discussed the need for the district to prioritize and support this fundamental relationship through time, training and other resources.

FRAMEWORK FOR ACTION
Through its vision planning process, District 97 has sought to establish and implement a shared vision for what we want for our schools and students. Recognizing that our vision is expansive, it is important that the "big rocks" be focused on a few things rather than attempt to do everything at once. That said, focus does not mean siloing. For example, the Panel recognizes that attention given to something like professional development will likely impact other areas (e.g. implementing new curricula, addressing biases, enhancing social/emotional learning, scheduling of the school day, week and year etc.).

Working towards this vision demands a "work in progress" approach whereby the district will be in a constant state of improvement, feedback, evaluation and adjustment. This is the dynamic nature of educational improvement that will help our students become college and career ready. For this reason, and because the ongoing cycle of our work will likely lead to additions and adjustments, this document outlines plans for two years.

As the district embarks on its efforts to address the two "big rocks" listed below during that two-year period, the Panel recommends the following framework:
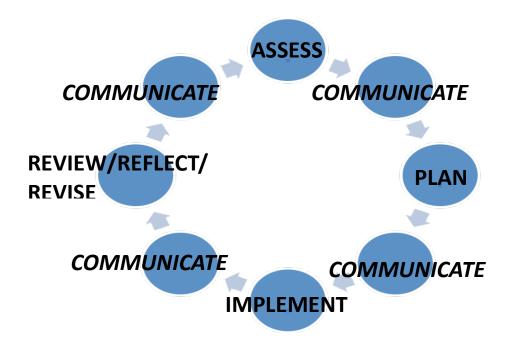
Assess. Begin tackling the "big rocks" by assessing the work the district is doing in each area. This assessment would include performing an audit that covers what initiatives the district has in place, how those initiatives are working and for whom they are intended, as well as the identification of the gaps between what the district is currently doing and the needs to be addressed.

Plan. Each "big rock" will require the development and implementation of a thoughtful process that is inclusive of key stakeholders and attentive to the shared vision and values of the district (outlined above). Developing a comprehensive and thoughtful plan is critical for garnering buy-in from all stakeholders and facilitating smooth implementation. This plan should include embedded accountability that requires ongoing review to ensure the work is achieving the intended goals.

Implement. Begin implementing the actions for each "big rock," being mindful of the shared vision and values of the district throughout the process.

Review/reflect/revise. As the work of each "big rock" is being implemented, there must be a system in place for reviewing, reflecting on and revising the work as necessary.

Communicate. Develop and implement a two-way communications plan for sharing all aspects of the work on an ongoing basis with stakeholders. By sharing each step of the process (plan, implementation, review/reflect/revise), stakeholders will be updated and informed about the status of the goals and work, and have a mechanism for offering feedback. This will also help facilitate and foster stakeholder knowledge, input and buy-in.

A circular diagram showing a continuous cycle: ASSESS → COMMUNICATE → PLAN → COMMUNICATE → IMPLEMENT → COMMUNICATE → REVIEW/REFLECT/REVISE → COMMUNICATE

SPECIFIC AREAS OF FOCUS – THE "BIG ROCKS"

The Panel, informed by the community conversations and other stakeholder research, arrived at two major areas it believes the district should focus on for at least the next two years. The Board and administration will use this high-level direction to help determine the district's goals and develop action plans for directing change and improvement. The Board and administration's work on these important endeavors will include setting clear and measurable benchmarks for evaluating progress and identifying the need for mid-course adjustments or corrections.

#1 – Educate the whole child by ensuring all systems, structures and processes within District 97 reflect an understanding of what it means to support the successful development of each and every student.

#2 – Establish a comprehensive system of support for all District 97 staff especially teachers..

WHAT WOULD IT LOOK LIKE IF DISTRICT 97 IS ADDRESSING THE "BIG ROCKS"?

In collecting feedback – online and during the town hall sessions – stakeholders were asked what they might expect to see in the next year or two if the District is moving in the right direction in terms of addressing the "big rocks" listed above. While this list is not meant to be comprehensive, it does give some important and specific "clues" in terms of what our stakeholders are looking for as we work to move our shared vision forward.

- The district would articulate the expectations for each grade level and students would have a consistent experience across the district.
- If the district supports stronger relationships between students and adults, student work and behavior will be improved.
- Through implementation of a social/emotion learning curriculum, professional development and other strategies, there will be: a decrease in disciplinary actions; an increase problem solving among students; less tardiness and absenteeism; and an overall improvement in student outcomes.
- Educator team meetings will include looking at artifacts of student work, beyond traditional MAP scores, and other ways of evaluating students holistically.
- Educators will be clear at the beginning of the year what the district has planned (e.g. new curriculum) and professional development and other supports will be woven in throughout the year to support those plans.
- District 97 – through increased options and/or community partnerships – will better support the needs of working parents and their children.
- District 97 will review and improve the alignment of courses and preparation of students for District 200.
- Teachers will report a greater sense of efficacy.
- Organizations that use District 97 facilities will represent the demographics of our student body and be inclusive.
- The concept of a "growth mindset" – belief that, through effective effort, all can achieve – will be more fully understood and embraced by all District 97 educators and will further be used as a disposition screen for hiring new staff.
- Communications and engagement with all District 97 stakeholders will improve and evidence will include actions taken as a result of stakeholder ideas and questions.
- The district will identify ways to measure and collect data around positive interactions between teachers and students.
- The district will have a curriculum map in place to create continuity.
- Teachers will have more time and means of collaborating including face-to-face experiences and through technology.
- Teachers will feel supported and enthusiastic about working in District as evidenced by retention and recruitment of excellent teachers.
- Students will feel happy and have good relationships with their teachers and will be excited to go to school and to learn.
- We will begin to see reductions in the current gaps in achievement.

SUPERINTENDENT'S ADVISORY PANEL MEMBERS

The 33-member Superintendent's Advisory Panel – a group of students, teachers, staff, parents/guardians, community members and administrators – reviewed and synthesized the findings from the community conversations and embarked on discussions that led to the development of this document. This document will ultimately be provided as guidance to the District 97 Board of Education and administration.

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Craig Iseli	Cindy Wong
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APPENDICES

Over the course of the Panel's work to provide high-level guidance to the District 97 Board of Education and administration, the members engaged in very focused and productive discussions about what might be done to achieve a shared vision of our best selves. While determining the "what" and "how" of improving our district are tasks for the Board and the administration, the Panel's ideas are captured here as background information and offer a strong launching point.

APPENDIX 1

Rationale and Recommended Actions for the "Big Rocks"

#1 – Educate the whole child by ensuring all systems, structures and processes within District 97 reflect an understanding of what it means to support the successful development of each and every student.

Rationale

Understanding the current state of the district is essential for creating a baseline for improvement. This process needs to begin with defining key terms like "equity" and "positive learning environment." Developing a shared meaning between all stakeholders for these and other terms in the context of District 97 is essential for growth. In addition, the process used to determine these definitions serves an important opportunity for engaging stakeholders to ensure the definitions reflect the broader district community and establishing an effective system of two-way communication.

Once there is a shared understanding of these key terms, District 97 then needs to identify its priorities and look at the structures, systems and processes that directly and indirectly impact teaching and learning. These structures, systems and processes need to work toward equity, inclusion, a focus on the whole child and a positive learning environment for each student. After the district assesses its current state, it can identify what is working and should be continued and/or enhanced, what is not working and should be changed or eliminated, and what gaps exist that need to be filled.

The foundational work of defining the terms and performing an audit of the district's current structures, systems and processes is intended to support a deeper understanding of what the district is doing and how it impacts students. It will provide the necessary insight for making changes that will level the playing field and support each student's personal growth, sense of well-being, happiness and academic success.

Action items

    A. Define key terms

The goal is to identify key terms (e.g., "whole child," "equity," "inclusion" and "positive learning environment") and develop common language and understanding of them throughout district. This

shared language and understanding will then support the district's efforts to address the "whole child," establish a "positive learning environment" and ensure "equity," "inclusion" and other key values throughout all aspects of its work.

B. Audit current systems, structures and processes

The goal is to take a deep dive into the current work of the district and understand all of the structures, systems and processes that directly and indirectly impact teaching and learning. This work will include identifying the existing systems, structures and processes and setting priorities of which to audit first; analyzing if and how they work and for whom; and then determining what gaps exist and how to address them (in existing programs and in terms of unidentified and/or unmet needs). It will also be carried out with the vision and values listed above serving as guiding principles. District 97 must work to understand and address the persistent opportunity and outcome gaps that impact education in our schools. By doing so, we can begin to untangle the web of untended consequences that have prevented some of our students from sharing equally in the tremendous opportunities that are available to them.

Below is an initial list of some of the areas identified during the District 97 vision planning process that may be included in the audit (Appendix 2 lists some of the questions to ask about each area). This list can serve as a starting point for the district's audit and will likely be added to going forward.

- Curricular framework
- Professional development
- Instructional practices across all curricular areas
- Social Emotional Learning (SEL) efforts
- Special education programs
- Intervention programs and support systems
- Implementation of "growth mindset"
- Extracurricular activities
- Committee structure
- Communications
- Process for student recommendations for summer school
- System for gifted program selection
- Decisions around which students get IB classes
- Scheduling
- Curriculum and instruction that is culturally relevant
- Testing and assessment program
- Discipline policies

#2 – Establish a comprehensive system of support for District 97 teachers.

Rationale

One of the keys to student success is ensuring that teachers have the support they need to help children reach their potential. This support must take many forms. For example, it includes professional

development opportunities through which teachers learn new skills and methods, often times from outside experts. However, job embedded opportunities that enable teachers to address the specific needs of students and learn through collaboration with other teachers are also critically important. In addition, administrators benefit from professional development that helps them best support their teachers and create the kind of environment where they can flourish. Lastly, having time to build relationships with students, learning how to implement a new curriculum, and collaborating with colleagues, etc. is vital to the growth and development of teachers.

District 97 will look at the current set of supports that are available to teachers, and will determine what works and what is missing in an effort to build a more comprehensive system that leverages the talents of the teachers and aligns with their needs and the needs of their students. The plan and status of this work will be communicated to parents and community members so they know what to expect in terms of each child's classroom experience.

Action items

   A. Audit District 97's current supports for teachers, including the professional development that is being offered

District 97 must ensure that the teachers have everything they need to be content and pedagogical experts. This includes providing them with time and resources for establishing and maintaining an equitable and positive learning environment, and developing individual and meaningful relationships with their students.

   B. Develop a strong plan for teacher support that is aligned with the district's priorities and clearly reflects the expressed needs of teachers and their students

District 97 will use the information from the audit of its systems, structures and processes, as well as the analysis of current supports for teachers, to develop a robust plan for supporting teachers going forward. This plan must be clear, strategic, and mutually owned and understood by district administrators, faculty and staff. As it is implemented, the overall plan and its components must be continually reviewed and evaluated to ensure it is meeting the intended goals. If it is not meeting those goals, it must be adjusted accordingly.

Below are some of the key areas to be considered when developing a robust system of supports for teachers:

   • Provide time and structure for teachers to reflect on their work and the needs of their students, and to collaborate with each other
   • Set clear priorities and provide targeted supports so teachers are clear on the expectations for themselves and their students and can gain a deeper knowledge in a few areas rather than be spread thinly across a number of initiatives
   • Involve teachers in decision-making from the beginning to ensure that the efforts are actionable and the needs of teachers and students are being addressed
   • Develop a strong professional development program that…

- asks teachers what they need and then reflects those needs
- supports equity and inclusion of all students
- utilizes the expertise found in the district
- is both consistent across the district, while also differentiated and individualized to meet the needs of all employees
- provides support for teachers to get to know their students and develop a positive learning environment for them
- Includes professional development for administrators focused on supporting their teachers

APPENDIX 2

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Audit of current systems, structures and processes:
Suggested priority areas and guiding questions
(As discussed by the Superintendent's Advisory Panel)

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- Curricular Framework
    - Does it clearly identify the learning outcomes in a given timeline?
    - Are there curricular priorities?
    - Is there an RTI plan for how teachers will address students at different levels?
    - Are there opportunities for teachers and administration to work together to develop curricula or curricular focus?
    - What are the structures to support the roll out?
    - How will professional development be aligned to support this?
- Professional development
    - Is there an overall vision with clear focus and plan for the year that has been articulated to the teachers?
    - Is the professional development meaningful, productive and effective?
    - Is there a process for evaluating professional development? Does it align with student and teacher needs – e.g. curriculum, differentiated instruction, unpacking personal bias and its impact on teaching and learning, culturally relevant instruction, SEL and how to develop relationships with students and families?
    - Does professional development use the expertise within the district (e.g. teachers helping teachers) and provide opportunities for sharing and collaboration among teachers?
    - Do all District 97 employees (e.g. teachers of all grade levels and subject areas, teaching assistants, support staff, principals/administrators) engage in the right amount of meaningful, useful professional development?
- Instructional practices across all curricular areas
    - Do District 97 practices in the classroom reflect belief in educating the whole child (e.g. attend to academic, social emotional, creative aspects of students)?
    - Is there consistency across all areas of the school day (e.g. math, reading/language arts, physical education, arts, extra-curriculars)?
- Social Emotional Learning (SEL) efforts
    - What is currently being done to support the SEL needs of District 97 students (e.g. programs like Second Step)?
    - How are teachers and all staff prepared to support SEL learning among their students?
    - What are the learning goals for these efforts and are the goals being met for all students? If not, who is not being served/served well?
    - What needs require additional support (e.g. anti-bullying and dealing with bullying) and what needs are not being met by programs and supports offered?
    - How much time are teachers able to spend with students getting to know them and develop relationships with them?
- Special education programs
    - Is the district delivering comprehensive and consistent special education services across the district? (e.g. co-teaching)
    - Is the district using research-based practices with a proven track record of effectiveness?

- o How are principals supported at the school level?
- o How are teachers being supported?
- o How can regular ed. and special ed. teachers be given more time to collaborate?
- o What schools/teachers use effective practices that can be shared across the district?
- Intervention programs and support systems
  - o Ultimately, the district needs a multi-tiered system of supports that is comprehensive in terms of addressing student needs and is clearly understood and accessible by all stakeholders – including teachers, families and students.
  - o What is available – what needs does each program/support address and how?
  - o Who has access and how is that determined?
  - o Is what we are doing achieving its intended goals?
  - o Are they implemented equitably across the district?
  - o What community resources are available and are they being utilized/leveraged to the full extent possible? What needs require additional support (e.g. more programs like Friday Night Place) and what needs are not being met by programs and supports offered?
- Implementation of "growth mindset"
  - o How are teachers being supported to understand/implement this concept?
  - o How are administrators being supported to understand/implement this concept?
  - o How can the district demonstrate its commitment to this concept?
- Extracurricular activities
  - o What activities are available?
  - o Who is and isn't involved?
  - o Are their students who would like to be involved? If so, why aren't they?
- Committee structure
  - o What does this look like?
  - o Does it support the needs of the district – at the classroom level, school level and district-wide?
- Communications
  - o How does District 97 communicate with all stakeholders about its goals, work and progress?
  - o Does the district maintain two-way communications (talk and listen) with all stakeholders and gather feedback from its "customers" (i.e. students, families)?
  - o Are all stakeholders equally/adequately informed and heard from?
  - o What changes/additions can be made to strengthen District 97 communications?
  - o How will communications be embedded as the "big rocks" are implemented?
  - o Are their opportunities for families/community to state a preference in terms of how they receive district and school communications?
  - o What are the informal networks that exist across the district and how can we leverage them as messengers?
  - o What are some opportunities/locations for the district to go where the parents are instead of asking them to go to the district?
- Process for student recommendations for summer school
  - o What information (quantitative and qualitative) is used to make decisions?
  - o Who is involved in the decision (e.g. teachers)?
- System for gifted program selection
  - o How are these decisions made – initially and for continuing in gifted classes?

- o What information is used to make decisions about placement in gifted classes and who's involved (e.g. teachers)?
  - o Are there multiple entry points and multiple points in time when students can be identified for gifted classes?
  - o Who is not getting into these classes – why and what should be done about this?
- Decisions around which students get IB classes
  - o What information (quantitative and qualitative) is used to make decisions?
  - o Who is involved in the decision (e.g. teachers)?
  - o What is the impact on students who do not have access to the IB curriculum?
- Scheduling
  - o What does the schedule for the school day/week/year look like and does it support "whole child" teaching and learning?
  - o Is there adequate time for getting to know each student as a person and a learner?
  - o Do teachers have the time they need to prepare, collaborate etc.?
  - o Does the school day and year provide opportunities for all students to access the complete curriculum (e.g. academic, arts, supports) fully?
- Curriculum and instruction that is culturally relevant
  - o Does the district's curricula reflect a commitment to equity and cultural relevancy?
  - o Are there curricula that the district can adopt with a foundation of cultural relevancy?
  - o Does the district provide professional development to teachers around this idea?
  - o Does the district provide support to principals around this idea?
- Testing and assessment program
  - o Are there common assessments with common timelines?
- Discipline policies
  - o Does the data reflect inequities in terms of who receives disciplinary action and level of severity?
  - o Is there a district-wide discipline protocol that is clearly articulated from the district to the schools? From the schools to parents?
  - o How is disciplinary action communicated to parents when it has been taken?
  - o Are there effective alternative methods the district can adopt to address potential inequities?

APPENDIX 3

Vision Planning Process Guidance with Timeline
District 97 – Superintendent's Advisory Panel

During a couple of Panel meetings, conversations included examples of what this work would look like over the course of two years. The following is offered as guidance of what this work might include – examples and timelines for action and outcomes that may serve as a helpful starting point for the district as they develop a detailed implementation plan.

What we will focus on	Create an equitable, inclusive, whole child focused and positive learning environment for all District 97 students.
Focus areas/"big rocks" to get there	1. Educate the whole child by ensuring all systems, structures and processes within District 97 reflect an understanding of what it means to support the successful development of each and every student. 2. Establish a comprehensive system of support for District 97 teachers.
Guidance on action steps over the next 2 years	1. Ensure all systems, structures and processes within District 97 reflect an understanding of what it means to educate the whole child and support the successful development of each and every student. A. Identify and determine a process for defining key terms (e.g. whole child, equity, positive learning environment) – summer 2016 B. Develop a plan for communicating about these key terms to all stakeholders in order to develop a common language and understanding that will support a district-wide vision and work plan – summer 2016 C. Begin using key terms/common language as a means of planning, evaluating and adjusting all of the district's work – summer 2016 ○ Establish checkpoints and norms to ensure these concepts are put into action D. Revisit key terms and common language – Does our shared understanding still hold? Do we need to adjust? Do we need to add to our list of key terms? - ongoing E. Define what needs to be audited (e.g. use the list above as a starting point and identify all areas to be audited and questions to be asked within each) – summer 2016 F. Develop a process for the audit that includes alignment with a detailed timeline and identification of who is responsible for each step – summer 2016 G. Conduct audit – Sept 2016 – Aug 2017 H. Develop plan for reporting findings to all stakeholders – Sept 2016 – Aug 2017 I. Set priorities for addressing issues identified by the audit – Sept 2016 – Aug 2017 J. Develop plan for addressing priorities during the 2017-18 school year that includes: timeline, roles and responsibilities, ongoing plan and scheduled check points for monitoring progress and benchmarks for measuring progress – Sept 2016 – Aug 2017

	K. Review plan and work done during the 2016-17 school year – Sept 2017 – Aug 2018
	    ○ Identify successes and challenges
	    ○ Determine the "lessons learned" to be applied to future efforts
	L. Implement plan to address priorities identified by the audit – Sept 2017 – Aug 2018
	M. Communicate clearly with all stakeholders on progress (following the what, when and how spelled out in the implementation plan) – Sept 2017 – Aug 2018
	N. Make mid-course corrections to the implementation plan as needed – Sept 2017 – Aug 2018
	O. Determine priorities to be addressed during the 2018-19 school year – Sept 2017 – Aug 2018
	P. Develop a plan for addressing priorities during the 2018-19 school year that includes: timeline, roles and responsibilities, ongoing plan and scheduled check points for monitoring progress and benchmarks for measuring progress – Sept 2017 – Aug 2018
	
	2. Establish a comprehensive system of support for District 97 teachers.
	
	A. Identify what the current supports are in place for teachers (including professional development) and gather data on teachers' perceptions of support they get – summer 2016
	B. Define the process for analyzing what is in place and where there are gaps in terms of teacher supports including a detailed timeline and identification of who is responsible for each step – summer 2016
	C. Conduct the analysis of District 97 teacher supports – Sept 2016 – Aug 2017
	D. Create a plan for professional learning and support to begin implementing during the 2017-18 school year that is aligned to teacher needs and key priorities and includes: timeline, roles and responsibilities, ongoing plan and scheduled check points for monitoring progress and benchmarks for measuring progress – Sept 2016 – Aug 2017
	E. Review plan and work done during the 2016-17 school year – Sept 2017 – Aug 2018
	    ○ Identify successes and challenges
	    ○ Determine the "lessons learned" to be applied to future efforts
	F. Implement plan for teachers' professional learning and support – Sept 2017 – Aug 2018
	G. Set up a two-way communications system that gathers feedback from teachers and provides them with information – Sept 2017 – Aug 2018
	H. Make mid-course corrections to the implementation plan as needed – Sept 2017 – Aug 2018
	I. Determine priorities to be addressed during the 2018-19 school year

	– summer 2018 J. Develop a plan for addressing priorities during the 2018-19 school year that includes: timeline, roles and responsibilities, ongoing plan and scheduled check points for monitoring progress and benchmarks – summer 2018
High-level timeline	1. Ensure all systems, structures and processes within District 97 reflect an understanding of what it means to educate the whole child and support the successful development of each and every student. A. Define terms – summer 2016 B. Identify all things to be audited – summer 2016 C. Develop a plan/structure for audit with roles and responsibilities – summer/fall 2016 D. Conduct audit – fall 2016 – winter & spring 2017 E. Plan priorities/next steps based on audit - summer 2017* * take action along the way as possible 2. Establish a comprehensive system of support for District 97 teachers. A. Identify what the current supports are in place for teachers – summer 2016 B. Define the process for analyzing what is in place and where there are gaps in terms of teacher supports – summer 2016 C. Conduct the analysis of District 97 teacher supports – Sept 2016 – Aug 2017 D. Create a plan for professional learning and support to begin implementing during the 2017-18 school year – Sept 2016 – Aug 2017 E. Implement plan for teachers professional learning and support – Sept 2017 – Aug 2018 F. Set up a two-way communications system – Sept 2017 – Aug 2018 K. Make mid-course corrections to the implementation plan as needed – Sept 2017 – Aug 2018 L. Determine priorities to be addressed during the 2018-19 school year – summer 2018 M. Develop a plan for addressing priorities during the 2018-19 – summer 2018
How will we know?	* *Metrics/measurements to be set by BOE and administration/schools/educators* 1. Ensure all systems, structures and processes within District 97 reflect an understanding of what it means to educate the whole child and support the successful development of each and every student. • Terms defined and communicated with all stakeholders (differentiated by depth of info needed – e.g. parents/community – high level; student and teachers – detailed/action oriented) • Audit plan completed inclusive of teachers/staff voices • Audit conducted – findings communicated will all stakeholders (differentiated by depth of info needed – e.g. parents/community –

	high level; student and teachers – detailed/action oriented)
	- Priorities/next steps established and communicated with all stakeholders (differentiated by depth of info needed – e.g. parents/community – high level; student and teachers – detailed/action oriented) - Priorities and next steps have begun to be implemented; progress reported; mid-course corrections being made based on feedback and evaluation of work 2. Establish a comprehensive system of support for District 97 teachers - Analysis of current teacher supports defined and conducted - Plan for professional learning and support developed - Plan has begun to be implemented - Two-way communications system gathers feedback and evaluation and provides information and mid-course corrections are made as needed