D97 Vision 4ALL *(aspired level of learning)*

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

Oak Park Elementary School District 97 SY17 Goals & KPIs:

Vision Term	Vision Element	Goal	Metric	Excellence Target	Data Availability
Positive Learning Environment *Is a positive global learning environment, where all members of the school community are engaged in an authentic experience where everyone feels safe, empowered, supported and valued.*	Engage the entire community in support of our schools and each & every student	Every family feels like a partner in supporting our schools & each & every student	**5Essentials** Teacher-Parent Trust 1. "Teachers & parents are partners in improving student learning" **5Essentials** Human & Social Resources in the Community 2. "Students come from communities where there are adults they can trust who provide a safe environment"	**Most Implementation** (80th percentile)	Annually
	Incorporate the perspectives and needs of students & teachers	Students & staff feel empowered, valued, & respected	**Education For the Future (EFF)** % favorable responses to "When I am at school, I feel:" 3. "My teachers listen to my ideas" 4. "My teachers treat me with respect" **5Essentials** Teacher Influence 5. "Teachers have influence in a broad range of decisions regarding school policies & practices"	**90%** favorable **Most Implementation** (80th percentile)	Fall & Spring Annually

Vision Term	Vision Element	Goal	Metric	Excellence Target	Data Availability
Equity *Is the practices of beliefs and creation of systems that provide access and opportunities for all students in order to eliminate the predictability of outcomes associated with race, gender and socioeconomic status.*	Engage and challenge <u>all</u> students	Every student is challenged & engaged	**Education For the Future (EFF)** % favorable responses to "When I am at school, I feel:" 6. "I am challenged by the work my teachers ask me to do" **Attendance** 7. % of students with greater than 95% attendance	**90%** favorable **98%**	Fall & Spring Monthly
	Provide equal opportunity for all students	All students have access to programs & supports to prepare them for success in high school	**Course Taking** 8. % of students enrolled in at least one art, music, drama, or tech course 9. % of D97 students placed into Plane Geometry, Advanced Algebra, or Geometry in 9th grade **School-Wide PBIS Tiered Fidelity Inventory** 10. % of possible points for access to behavioral interventions, including options for Tier II interventions, critical features, & practices matched to student need	**99%** **75%** **90%**	Fall, Winter, & Spring Annually Annually

Vision Term	Vision Element	Goal	Metric	Excellence Target	Data Availability
	Develop critical thinking skills and support students as global citizens ready for our ever-changing world	We support every student to be a critical thinker, ready to contribute to their community	**PARCC** % of students meeting or exceeding expectations by: 11. Creating & justifying logical mathematical solutions & analyzing & correcting the reasoning of others 12. Solving real-world problems, representing & solving problems with symbols, reasoning quantitatively, & strategically using appropriate tools 13. Showing they can read & analyze fiction, drama, & poetry 14. Showing they can read & analyze nonfiction, history, science, & the arts 15. Showing they can compose well-developed writing, using details from what they have read	**80%**	Annually

Vision Term	Vision Element	Goal	Metric	Excellence Target	Data Availability
Inclusive *Is the collective responsibility to provide equitable opportunities for access and promote active participation of all stakeholders in an accepting and supporting environment.*	Meet the diverse needs of all students	Each student is known for who they are & their unique needs are met	**MTSS Tier Movement** 16. % of identified students who move up or out of tiered academic support **NWEA MAP** % of students meeting or exceeding individual growth targets in: 17. Reading 18. Mathematics	**30%** move from Tier II to Tier I **20%** move from Tier III to Tier II **70%**	Fall, Winter, & Spring

Vision Term	Vision Element	Goal	Metric	Excellence Target	Data Availability
Whole Child Focused *Is supporting, measuring and celebrating all aspects of a student's development (social/emotional, academic, physical, artistic expression) through caring and respectful relationships.*	Be student focused	Caring adult-student relationships	**Education For the Future (EFF)** % favorable responses to "When I am at school, I feel:" 19. "My teachers care about me"	**90%** favorable	Fall & Spring
	Support students to find their passion & develop a lifelong love of learning	Students lead their own learning & become lifelong learners	**Education For the Future (EFF)** % favorable responses to "When I am at school, I feel:" 20. "I have fun learning" 21. "I have choices in the way I learn (elem)/what I learn (middle)"	**90%** favorable	Fall & Spring
	Support students to develop tolerance, empathy, and care for each other & the world	Students feel safe & a sense of belonging	**Education For the Future (EFF)** % favorable responses to "When I am at school, I feel:" 22. "I belong" 23. "Students at my school treat me with respect"	**90%** favorable	Fall & Spring

D97 Vision 4ALL

Superintendent's SY17 KPIs:

Metric	2013-2014	2014-2015	2015-2016 Baseline	2016-2017 Target	Excellence Target
Attendance 8. % of students with greater than 95% attendance			69%	72% (175 more students)	98%
NWEA MAP % of students meeting or exceeding individual growth targets in: 17. Reading		57% (Fall to Winter)	53% (Fall to Spring)	56% (135 more)	70%
NWEA MAP % of students meeting or exceeding individual growth targets in: 18. Mathematics		49% (Fall to Winter)	45% (Fall to Spring)	48% (135 more)	70%
Education For the Future (EFF) % favorable responses to "When I am at school, I feel:" 19. "I belong"	N/A	N/A	72%	74% favorable (94 more)	90% favorable

Superintendent's SY17 Goals & Action Plan:

Big Rock #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.				
MSPR Standards				
Domain 1 Culture (c)	Domain 2 Capacity Building (a)	Domain 3 Capacity Building (b)		Domain 5 Sustainability (a)
Timing	**Goal/Actions**	**Measurable Outcomes**		**Progress Update**
August - May 2017	Share "working draft definitions" of four key terms with stakeholders	❏ Define Key Terms in Vision [August 2015] ❏ Schedule meeting to look at input from staff [September 2015] ❏ Solicit feedback from stakeholders to tune working draft definitions [October-November] ❏ Share live, updated document every couple of months [December 2015 - May 2016]		

October 2016 - December 2016	Share working draft metrics with Board and community	❏ Identify key metrics ❏ Solicit feedback from Superintendent Advisory Panel ❏ Present to Board and Community ❏ Solicit feedback from staff & community	
October 2016 – June 2017	Create coherence and focus around district's vision via department and school goals.	❏ Align department goals to district vision [see SY17 Goals[❏ Align school goals to district vision (see SIT Charters] ❏ Visit schools to help leaders understand and operationalize vision ❏ Manage feedback cycle for department and school action plans	
October 2016 – May 2017	Develop key messages and a clear plan for two-way communications about vision plan and district's efforts.	❏ Update format of district news updates into short, 'news-y" way for district to tell its stories (version for staff, version for parents/community) ❏ Establish superintendent corner on website ❏ Hosts community conversations for students, staff, and community to capture input during implementation of vision plan ❏ Solicit feedback from Superintendent Advisory Panel	
December 2016 - January 2018	Facilitate targeted universalism process to review key systems, structures and processes based upon *opportunities for students and opportunity systems. (e.g., What are the systems, structures and processes that manage opportunities?)*	❏ Select 3-5 district metrics to examine (think about opportunities for students and opportunity systems). ❏ Host a series of community conversations, sharing the universal goals. ❏ In community conversations, set a goal for 2018 for the percentage of students in any group (race, gender, income, etc...) that will attain this goal and how you will measure it (using existing or new measures) ❏ Review the disaggregated data of the level of attainment of the goal for each group in the district Board and Superintendent's Advisory Panel ❏ Work with Carrie, April, and Emily to engage in reflection/investigation about which opportunity structures are responsible for the gap in attainment for each group. Different opportunity structures will be important to different groups. These conversations will take place with the specific group (homogenous). ❏ Work with Carrie and April to design targeted strategies to close the opportunity gap for specific groups (assisted by Cab-Vaat and others). ❏ With help from Cab-Vaat and Superintendent Advisory Panel, prioritize what systems, structures, and processes we want to align to vision and sort in priority order. *(Start list with high leverage opportunities, where people will notice.)* ❏ Identify short-term priorities to address (January 2017-May 2017) ❏ Identify long-term priorities to research how to address (2017) ❏ Make recommendations to BOE on long term issues (January 2018)	

Big Rock #2: Establish a comprehensive system of support for District 97 staff.		
MSPR Standards		
Domain 1 Culture (c) **Domain 2 Capacity Building (a)** **Domain 3 Capacity Building (b)** **Domain 5 Sustainability (a)**		
Timing	**Goals**	**Actions**
December 2016	Publish executive summary of Organizational Audit designed to help central office leaders improve support for instructional leadership	❏ Submit executive summary BOE (12/6 informational) ❏ Submit " Phase II - Central Office Transformation" to BOE (12/20 meeting packet)
December 2016 – May 2017	Begin transformation of central office (to help central office leaders improve support for instructional leadership)	❏ Agendas for Super Cabinet meetings include departmental reports on progress on priorities and KPI's ❏ Transformation Champions provide in-depth reports on transformation (April - May 2017)
December 2016 - January 2017	Conduct Back Office Survey	❏ Request Data Analyst to conduct 2nd annual "back office" survey to assess operational needs ❏ Results from Back Office Survey published to administration
December 2016 - April 2017	Conduct external audit that covers how initiatives the district has in place for teacher/staff support are working, as well as the identification of the gaps between what the district is currently doing and the needs to still be addressed.	❏ Request BOE approval of external audit of initiatives (staff implementation and perceptions) ❏ Advertise RFP and select vendor ❏ Vendor conducts audit and presents findings and recommendations ❏ Based upon assets-reality gaps in teacher/staff support, work with HR & Business departments to determine changes needed

April – May 2017	Host Super Cabinet Retreat (Off Campus) to plan for SY18	❏ Map out workflows, competencies and responsibilities charts, answering these questions:
		    What jobs/roles need to be done to respond to student needs? e.g. Increase in achievement gap between subgroups calls for dramatic interventions and actions and commitment to the successful implementation of the core curriculum
		    What competencies do we need for the future?
		    What data are we using to validate and substantiate those jobs
		    How do we strive for accomplishment vs. compliance?
		    How are we currently responding to the most critical areas of improvement?
		    Do we have the right talent now, in place, on board?
		    What organizational capacities need to be built or acquired in order to successfully deliver on the district's mission and the Superintendent's goals?
		Develop SY18 performance objectives for central office staff and principals based on reflections and SY17 Action Plans, KPIs, TOAs

July 2017 – August 2017	Official launch of Central Office Transformation (help central office leaders improve support for	❏ Transformation dashboard formalized ❏ Develop Action Plans for each department member FY18 Action Plans with SMART goals and

	instructional leadership) .	KPIs that are tied to TOAs ❏ SY18 Action Plans approved by BOE