



Vision97 4ALL

Equitable Schools, Successful Students!

2016-2017 Major Initiatives
May 9, 2017



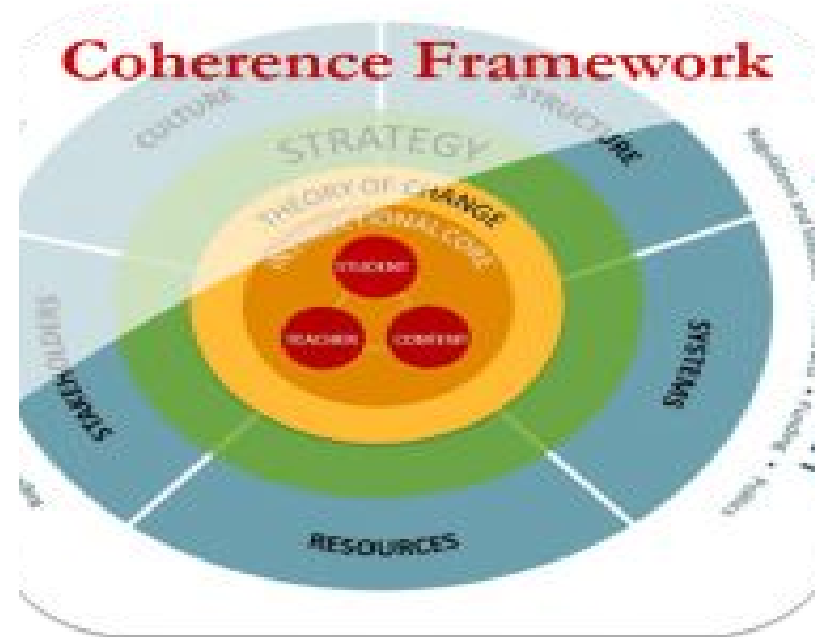
*Create a positive learning environment for all District 97 students that is **equitable**, inclusive and focused on the whole child.*

District 97 Theory of Action

If we focus on our two “big rocks” (coherent strategy), then we will achieve our vision:

#1 - 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.



Shared Vision, Focused Results

All Measures

5Essentials / Effective Leaders

Program Coherence

Program Coherence

School programs are coordinated and consistent with its goals for student learning.

Aggregate

By School

DATA RANGE

• 1 Year Performance

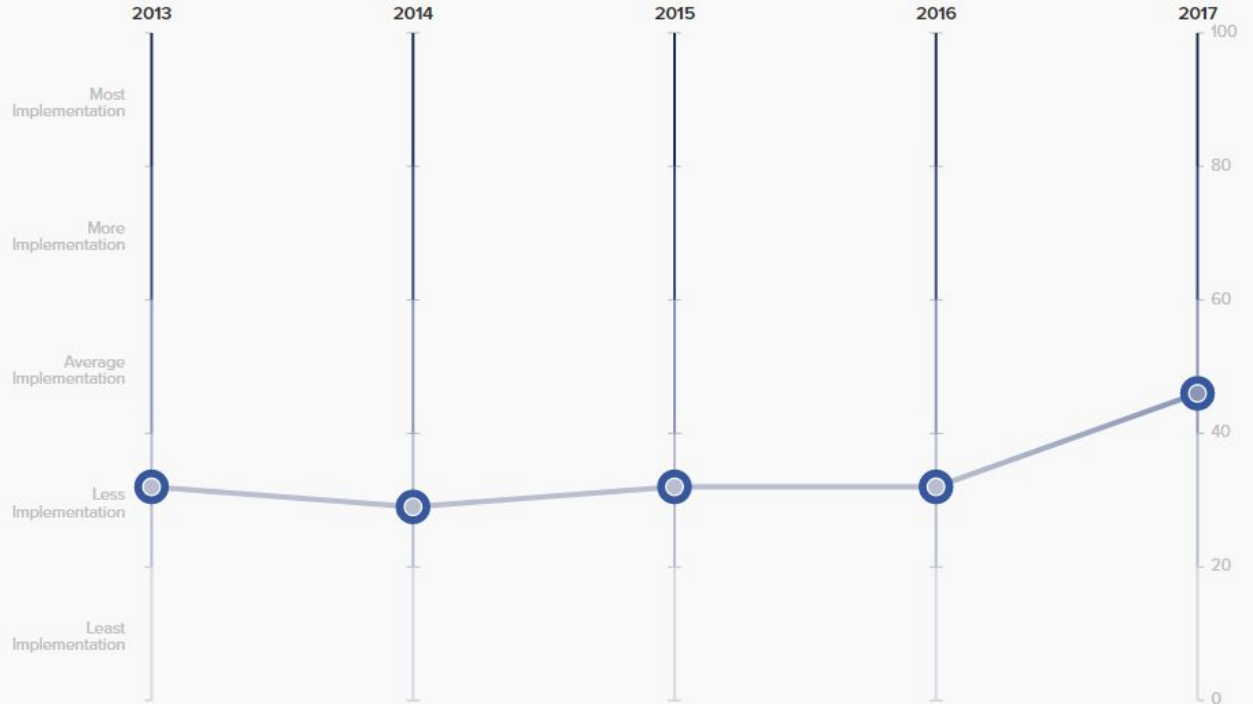
↗ 2 Year Change

↗ All Year Trends

Program Coherence

2013	2014	2015	2016	2017
32	29	32	32	46

How has performance changed across all surveys?



All Measures

5Essentials

Effective Leaders

In schools with Effective Leaders, principals and teachers work together to implement a shared vision. In such schools, people, programs, and resources are focused on a [More...](#)

Aggregate

By School

DATA RANGE

1 Year Performance

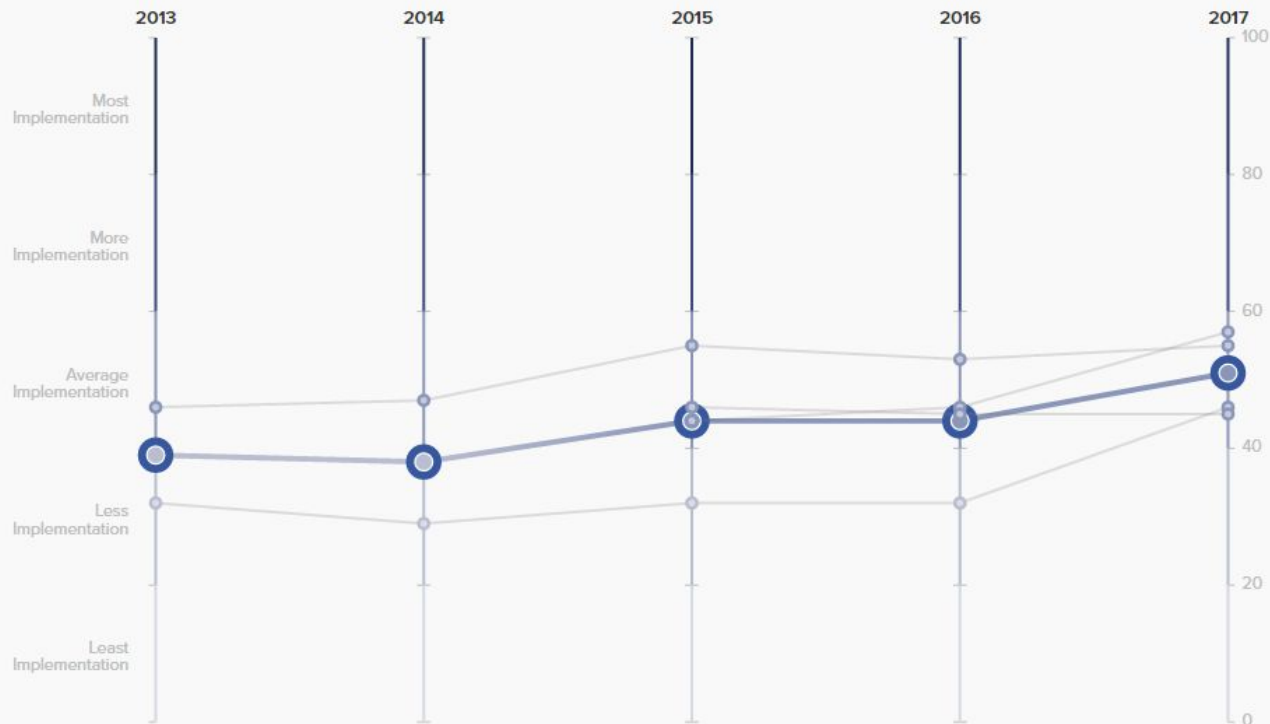
2 Year Change

All Year Trends

Effective Leaders

2013	2014	2015	2016	2017
39	38	44	44	51

How has performance changed across all surveys?



All Measures

5Essentials / Effective Leaders

Instructional Leadership

Instructional Leadership

The school leadership team sets high standards for teaching and student learning.

Aggregate

By School



DATA RANGE

1 Year Performance

2 Year Change

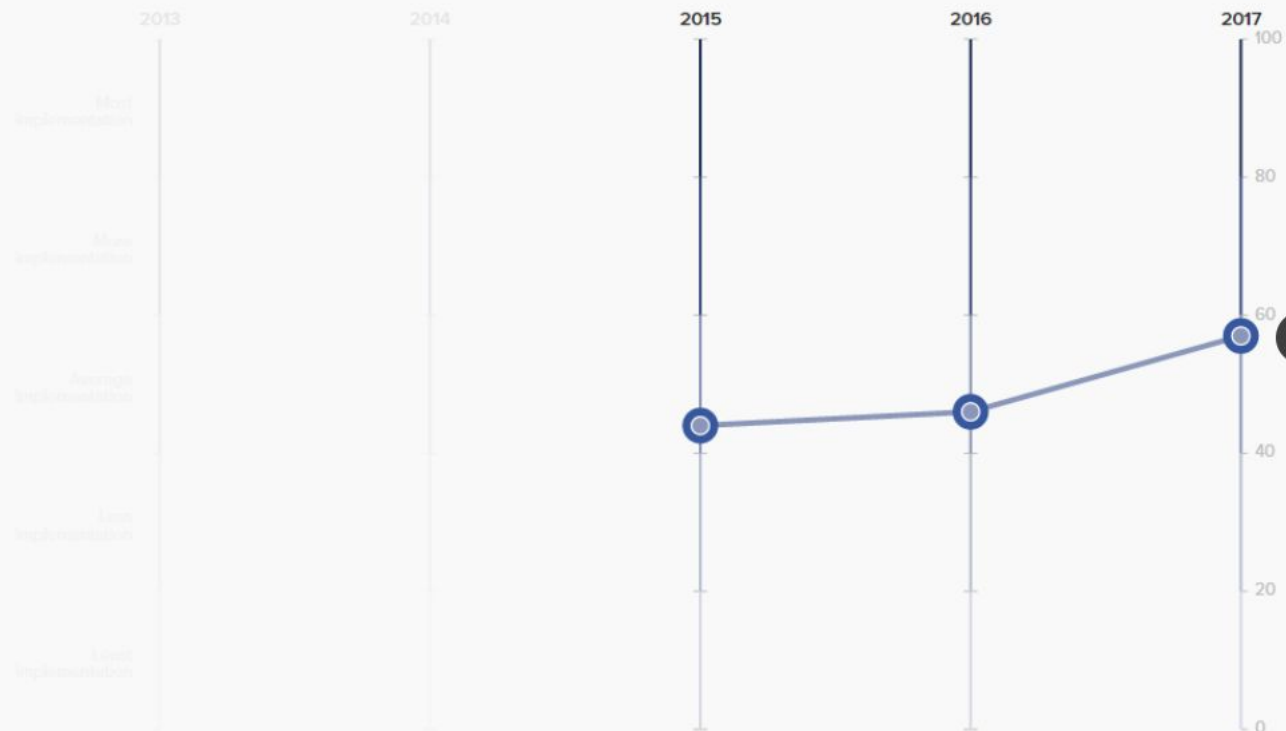
All Year Trends

Instructional Leadership

2013	2014	2015	2016	2017
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N/A	N/A	44	46	57
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How has performance changed across all surveys?



Equitable Access to Materials

Writing Units of Study - Then

- Writing instruction varied across the schools in terms of content and amount of time.
- There were no district-wide supported resources or training for teaching writing (written responses/assessments were part of the K-5 ELA Resource Guides, but did not provide instructional resources or guidance for the teaching of writing).

Writing Units of Study - Now

- Teachers are implementing the workshop model and the WUOS materials in their classrooms.
- Teachers are meeting in their school-based grade level teams to plan together, as well as sharing student work.
- Principals and coaches are supporting teachers in the classroom, providing feedback and support (monitored via classroom visits and artifacts, such as anchor charts and students' writing samples).
- Student performance is assessed and monitored via "on-demand" writing assessments; schools and teachers used this data in their improvement plans and in their SLOs.
- Principals are using rubrics and survey data to look at student and adult learning needs to support WUOS practices in the classroom.

Writing Units of Study - Next Steps

- We are surveying staff and planning for the rollout for Year 2 implementation (what the needs are for support and monitoring).
- At our last PD, we asked for short- and long-term objectives from each principal so that we can continue to assess and monitor the implementation.

Eureka Math - Then

- D97 K-5 teachers were not using a core, common math curriculum program.
- This resulted in a lack of alignment between and across grade levels in terms of instruction and assessment.
- Teachers reported spending time finding resources rather than having quality resources provided to them.

Eureka Math - Now

- K-5 teachers have participated in 3 full-day training sessions facilitated by Eureka Math consultants.
- K-5 teachers are using one core math curriculum program, Eureka Math.
- Teacher teams are using common assessments (mid-module and end of module assessments).
- However, we don't have a tool where the teachers can input student learning results for district-level analysis and reflection. We are not able to verify the pacing.

K-5 Unit Plans & IB Plans - Then

- Students had different experiences with the curriculum across the district's elementary schools.
- There were no documented written curricula for K-5 ELA and Math. Some summative assessments were common, but uneven in implementation.
- At our middle schools, IB Coordinators continued to hold department meetings (and grade-specific department meetings) to work towards developing common unit plans and assessments across both middle schools. Progress was made at different rates depending on the department.

K-5 Unit Plans & IB Plans - Now

- Our K-5 written curriculum frameworks for ELA (first unit) is complete. This includes resources and common assessments. Teachers across the district will have common guidance for instruction of literacy.
- The committee is getting ready to finish the second and third units; it includes the resources as well as the common assessments.

K-5 Unit Plans & IB Plans - Now

- Our 6-8 IB Units for the first trimester are complete. This gives teachers consistent guidance for teaching and assessing all students across both middle schools. *(The units rewritten were aligned to the checklist to meet the IB requirements.)*
- The IB Units for the 2nd trimester are expected to be completed by May 31st.
- The IB Units for the 3rd trimester are not expected to be completed until we return next school year.
- All IB unit plans will be implemented during the 2017-2018 school year.

Multicultural Collection

- MCRC resources were moved to Dole branch of the Oak Park library last Fall.
- As of January, MCRC resources are accessible to students, staff and community year round.
- MCRC artifacts are on display at Dole and main library branches.
- We have collaborated with OPPL staff to incorporate and align MCRC resources with D97 curriculum and units of study.
- We are continuing our focus on multicultural education in D97.
- We are deepening our relationship with OPPL Multicultural Collection Librarian (Naomi Priddy).

Equitable Access to Opportunities

Strengthen Foundation for MTSS - Then

- Meetings about individual student progress varied in process and/or did not occur systematically.
- Academic and behavioral interventions for Tier 2 and Tier 3 varied across school buildings, with little to no interventions available at the middle schools. Students did not move into or out of interventions systematically.
- Common assessment data lived with individual teachers, and was not able to be viewed or utilized at the grade level, school level, or district level. No district-wide data on K-1 math learning was collected. Progress monitoring systems varied across buildings.

Strengthen Foundation for MTSS - Now

- D97 Instructional Framework is finalized and has been through a multi-stage stakeholder vetting process.
- School leaders are creating master schedules (district-wide), with key non-negotiables to support student learning for all.
- A benchmark meeting protocol will be provided to all MTSS teams during upcoming school year.
- At least one K-1 math screening tool has been recommended to the BOE and approved (AIMSWeb Plus).
- At least one progress monitoring tool has been recommended to the BOE and approved (AIMSWeb Plus).

Strengthen Foundation for MTSS - Next Steps

- Implement AIMSWeb Plus and manage and monitor the data it produces (September).
- Monitor the quality of intervention plans (September - May).
- Attend and monitor MTSS meetings at schools (September - May).
- Monitor tier movement.
- Train principals on what makes a quality intervention plan, facilitating whole-child problem-solving conversations, and how to monitor Tier 1 differentiation through *standing Ad Leadership professional learning time* (September - May).
- Decide on academic interventions to purchase, using a committee process similar to the Eureka Math process.

Analyzing Teaching for Student Results - Then

- Our focus of teacher evaluation was on compliance (completing forms, visiting classrooms just to say we visited) and direction (telling teachers what to do).
- We never collected and used data to support (and empower) teachers to improve student learning.

Analyzing Teaching for Student Results - Now

- In terms of staff evaluation, our focus has shifted away from compliance to supporting teachers to improve student learning.
- Using a concept called Breakthrough Coaching, we are shifting the role of the principal (and other leaders) to instructional leaders.
- Focusing observations on high leverage practices that will improve student learning.

Formative Assessment for Results (FAR) - Then

- Our grade-level teams and departments were meeting together but did not have common protocols, processes, and vocabulary for truly analyzing student work and assessments.
- Principals did not have common expectations from the district in terms of how to support teacher professional communities at the school level.
- This varied from school to school and was dependent on principal experience.

Formative Assessment for Results (FAR) - Now

- Teacher leaders understand how to analyze student learning results and to use that information to plan action.
- Teacher leaders understand how to use protocols to facilitate professional conversations centered on student learning.
- Teacher leaders understand that norms are essential for productive teams.

PERA - THEN

- Our evaluation system lacked sophistication (we did not utilize rubrics, we did not progress monitor our evaluation system, we did not have the reports from teacher observations).
- We did not have an evaluation plan.
- We did not have student-focused, learning focused evaluation.
- Student growth was not a part of evaluation.
- The process was more “compliance” driven than focused on continuous learning.
- Teachers and staff had limited knowledge about the process.
- Systems and structures did not allow for conversation about student growth (and local assessments were not in place).

PERA - Now

- We met as a team (principals and assistant principals) earlier in the year to work on Student Learning Objective expectations.
- We are currently working on consistent high-levels of expectation through our calibration work. Recent sessions took place on:
 - Wednesday, April 12 at 9:00 -10:20 a.m.
 - Wednesday, April 12 at 10:30 - noon
 - Friday, April 21 at 8:30 - 9:45 a.m.
 - Wednesday, April 26 at 8:30 - 9:45 a.m.

PERA - Next Steps

- Our PERA Joint Committee will gather feedback from the staff by June 7th.
- The Joint committee will meet and analyze by the end of June.
- Dr. Carrie Kamm will survey team leaders to find out how many teams are using SLO mechanisms to have conversations about student growth during team meetings.
- During SY18, administrators will focus on preparation and planning (Domain 1) to support differentiating instruction to meet all student needs.
- We are conducting our next data dive on May 15th to examine student growth (*of at least one year*).

Equity in Discipline

SB100 & Responsive Discipline - Then

- Minority male students, students with IEP's and low income students were disproportionately represented in discipline data.
- OSS overused for discipline infractions.
- Lack of systematic professional learning about appropriate classroom management and school climate.
- We had evidence that not all of our students were experiencing positive learning environments. For example, minority male students, students with IEP's and low income students were disproportionately represented in discipline data.

Discipline Data - Then

OSS 2015-2016 YTD					Gender		Grade Level								Race					Lunch Status			IEP							
School	Total OSS	Number of Students	% of Students	Avg. Duration	M	F	K	1	2	3	4	5	6	7	8	White N/%	Black N/%	Hispanic N/%	Asian N/%	Multi-racial N/%	Paid	Red.	Free	No IEP	IEP					
Beye	7	4	1.00%	1.4	4		1	1		2						1	0.49%	3	3.26%						1	1	2	1	3	
Hatch																														
Holmes	4	4	0.77%	1.0	4		1		1	1	1						1	1.05%			3	4.05%	1		3	4				
Irving	8	7*	1.42%	1.3	6	1	2	1	1							2	0.77%	3	3.06%				1	1.85%	2	1	4	4	3	
Lincoln	4	3	0.47%	1.8	3		1	1					1			1	0.28%	2	1.85%					1		2	1	2		
Longfellow	4	2	0.29%	1.3		1							1				1	0.84%									1		1	
Mann	7	3	0.66%	1.0	2	1	2				1					1	0.39%	2	3.33%						1		2	2	1	
Whittier	13	6	1.35%	1.2	5	1			2	2	2						3	4.55%	3	5.66%					2		4	2	4	
Brooks	12	10	1.04%	1.7	7	3								9	1	2	0.39%	5	2.73%			1	3.33%	2	1.83%	3	1	6	7	3
Julian	25	23	2.39%	1.7	15	8							1	6	16	6	1.15%	13	6.28%	2	2.00%			2	2.11%	13	2	8	16	7
D97 Total	84	62	1.05%	1.4	46	15	7	3	4	5	4	5	1	15	17	13	0.40%	33	3.04%	5	0.73%	1	0.43%	8	1.17%	24	5	32	37	24

**Year-to-Date data reflects suspensions recorded SY16 through 5/6/2016

* Student ethnicity (American Indian) not listed in table.

Discipline Data - Now

OSS 2016-2017 YTD					Gender		Grade Level								Race					Lunch Status			IEP							
School	Total OSS	Number of Students	% of Students	Avg. Duration	M	F	K	1	2	3	4	5	6	7	8	White N/%	Black N/%	Hispanic N/%	Asian N/%	Multi-racial N/%	Paid	Red.	Free	No IEP	IEP					
Beye	1	1	0.26%	1.0	1					1						1	0.49%								1				1	
Hatch																														
Holmes	2	2	0.36%	1.0	1	1	1				1						1	1.02%	1	1.96%					1		1	2		
Irving	4	4	0.82%	1.0	4		1	1	1	1						2	0.81%	2	2.17%						2	1	1		4	
Lincoln	9	6	0.90%	1.7	4	1	2		1	1		1				2	0.55%	2	1.80%				1	1.30%	3	1	1	3	2	
Longfellow	1	1	0.14%	1.0	1				1								1	0.86%									1		1	
Mann																														
Whittier	5	2	0.44%	1.2	1	1	1		1							1	0.40%		1	1.89%							2		2	
Brooks	13	5	0.51%	1.9	3	2							1	1	3	1	0.19%	3	1.47%			1	0.90%	1		4	3	2		
Julian	3	3	0.30%	1.3	3									2	1		2	0.98%	1	0.90%						3	2	1		
D97 Total	38	24	0.39%	1.3	18	5	5	1	4	3	1	1	3	2	3	7	0.21%	11	1.00%	3	0.41%			2	0.27%	8	2	13	10	13

**Year-to-Date data reflects suspensions recorded SY17 through 3/31/2017

SB100 & Responsive Discipline - Next Steps

- Teachers in grades K-5 will continue to implement Second Step, a student-centered, research-based, universal classroom-based curriculum.
- Students hosting Town Hall (feel a sense of belonging and acceptance) on May 18th.
- Cultural Competency Staff Training will be provided SY18.
- Continue to review student discipline data at the classroom, school and district level - use structured protocol.
- Employ more responsive disciplinary practices.
- Continuous professional learning on classroom management and bias training.
- Focus on relationship building and preventive practices.

Operational Excellence

Safety/Crisis Response Planning - Then

- We had outdated safety plans.
- We lacked regular school safety team meetings.
- Our safety training was inconsistent
- We lacked consistent review of safety plans.
- We had insufficient knowledge of aspects of school safety.
- Our safety teams only met during times of crisis.

Safety/Crisis Response Planning - Now

- Each D97 building has an updated safety/emergency plan that is reviewed annually in collaboration with the OPPD.
- All schools have a safety team that meets regularly to review safety data (safety drills, student crisis situations, local situations, etc.) that may impact the safety and wellbeing of staff and students.
- All D97 buildings are in compliance with state and federal safety requirements.
- We have hosted quarterly safety team meetings/trainings with OPPD.
- Yearly safety team training with OPPD or other state/local agencies.
- Quarterly review of safety plan with staff.

TeachBoost - Then

- We had a uniform system for principals to track evaluations, but there was nothing in place for informal walk throughs or for communicating with staff on an ongoing basis.
- The existing system did not provide a whole picture for staff goals, areas of success, areas for improvement, or a place for documenting artifacts which provided evidence of student growth.
- D97 lacked a tool for tracking instructional learning walks and collecting the data gathered on those walks.

TeachBoost - Now

- Principals have a common tool to organize their evaluation data and this data can be shared with other (central office) administrators.
- TeachBoost is set up where forms can be shared and feedback can be provided through the system. However, we haven't used the tool to capture our learning walk data.
- PERA Joint Committee will examine our school cultures and whether they provide the supportive conditions for staff partnerships with their supervisor to track their growth and areas of focus.
- The evaluation forms are now all in one place; however, learning walk forms and other related resource materials are not yet available on TeachBoost.

TIE NET

- The previous program, ESPED, was not compatible with PowerSchool (our student information system). Also, ESPED was not responsive to our unique IEP needs.
- TIE NET (PowerSchool) is now in use across the district, which improves our ability to complete our state reports and meet the state's compliance timelines. We have had to do some customization of the tool (to make it user friendly).

AESOP

- We successfully launched AESOP in all 10 schools last Fall.
- However, we are still working to recruit additional effective substitutes. We have been interviewing new substitutes candidates and training all new substitutes.

Non-major initiatives

Food Services

- *New lunch count process to improve accuracy*
- *Annual training and/or refresher course for all lunchroom staff*

Transportation

- *Streamline entire operation under one individual who serves as “Transportation Department”*
- *Bus passes delivered before 1st day of school*

Buildings & Grounds

- *Work-order system to help better communication stream, while being more descriptive in requests*
- *Oversight of cleanliness and condition of buildings*

Non-major initiatives

Registration

- *Align procedures for registration/enrollment to what we say we value (e.g., improve how we process “investigations”)*
- *Cross training of employees within department to allow assistance of tasks when needed*
- *Create sooner and more frequent process of linking InfoSnap information to PowerSchool*