

Vision97 4ALL PLAN: GOALS, STRATEGIES, & MEASURES

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|-----------------|--|-------------|-----------------------------------|
| Team/Department | Superintendent | | |
| School/District | Oak Park Elementary School District 97 | | |
| Plan Year(s) | 2017-2018 | | |
| Lead Person | Carol L Kelley | | |
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Executive Summary

Vision

The vision of District 97 is to create a positive learning environment for all students that is equitable, inclusive and focused on the whole child.

Our Goals

At Oak Park Elementary School District 97, our commitment to learning, growth, and success for every student is reflected in our four aspirational goals for every student, without exception. The Goals are our statements of our promise to our students, our families, and our community:

- **Known, nurtured, and celebrated LEARNER** (every student feels a sense of belonging and is meaningfully engaged in rigorous learning -- with their unique needs being met and their strengths leveraged)
- **Empowered and passionate SCHOLAR** (every student is inspired to develop their full potential – academic, physical, artistic, and emotional – in order to cultivate high-intellectual performance)
- **Confident and persistent ACHIEVER** (every student has access and opportunity to learn at high levels, eliminating the predictability of learning outcomes associated with race, gender, and socioeconomic status)
- **Creative CRITICAL THINKER & GLOBAL CITIZEN** (every student is meaningfully engaged in our learning environments and challenged to become a critical thinker, creative solution-seeker and contributor to the global community)

Strategies

Our Four Pillars provide a coherent, durable foundation for our work. They frame the capabilities we must develop to ensure successful accomplishment of our 2017-2022 Goals. Together, these Four Pillars enable us to define 12 Targeted Strategies and Objectives we will focus on over the next five years (2017-2022), so that our day-to-day attention is in alignment with our long-term intention for every student to achieve or experience the four aspirational Goals, without exception. Please visit the district's website (www.op97.org) to read the complete plan.

| # | Strategic Directions (Four Pillars) | Description |
|---|--|--|
| 1 | Equitable Access to Rigorous, Responsive Instruction | Foster the supporting conditions for schools and leaders to create learning environments where all students have access to challenging, engaging instruction, which reflects students' prior knowledge, learning styles and cultural background. |
| 2 | Strong Relationships with Families and Community | Build supporting conditions for schools and leaders to create learning environments where trust among home-school-community is nurtured through shared responsibility for student success, proactive communication and meaningful stakeholder "voice." |
| 3 | Effective Teachers, Leaders, and Staff for every Student, for every School | Build supporting conditions so our principals and school leaders articulate a clear school vision, and are actively involved in planning, guiding and assessing instruction and student learning. Our teachers, leaders and staff receive timely, focused support and intervention (e.g., coaching, mentoring, peer support, targeted training). |
| 4 | Data-Informed Continuous Improvement | Build supporting conditions for schools and leaders to create well-established procedures, and so day-to-day operations run smoothly to facilitate teaching, learning and leadership. Focus efforts to align school resources on strategies that enhance teaching practices that accelerate learning for all students. |

Measures

The metrics below represent the high-level quantitative ways we will measure the successful advancement of the district vision that we co-created with our stakeholders. While these are the primary criteria we will use to evaluate our overall progress, we plan to utilize additional internal data points in concert with these factors, along with qualitative data collected from students, faculty, staff, parents/guardians and community members, to conduct a comprehensive analysis of our efforts.

| Inclusive: <i>The collective responsibility to provide equitable opportunities for access & promote active participation of all stakeholders in an accepting & supporting environment.</i> | | | | |
|---|----------|------------------|-------------------|-------------------|
| Universal Goal 1: Every Oak Park District 97 student is a known, nurtured, & celebrated learner . | | | | |
| Student Measure | Baseline | 2017-2018 Target | Excellence Target | Data Availability |
| INCLUSIVE-GOAL 1 Positive Learning Environment Student Survey (PLESS) % favorable responses to “When I am at school, I feel:” 1. “I belong” | 70% | 71% | 90% | Fall & Spring |
| INCLUSIVE-GOAL 1 PLESS % favorable responses to “When I am at school, I feel:” 2. “I am recognized for good work” | 65% | 66% | 90% | Fall & Spring |
| INCLUSIVE-GOAL 1 PLESS % favorable responses to “When I am at school, I feel:” 3. “Students at my school treat me with respect” • Second Step implementation | 53% | 55% | 90% | Fall & Spring |
| Positive Learning Environment: <i>A place where all members of the school community are engaged in hands-on, real-world experiences and feel safe, empowered, supported and valued.</i> | | | | |
| Universal Goal 2: Every Oak Park District 97 student is an empowered and passionate scholar . | | | | |
| POSITIVE LEARNING ENVIRONMENT-GOAL 2 PLESS % favorable responses to: 4. “When I am at school, I feel I have choices in the way I learn (elem)/what I learn (middle)” • Computational Thinking Training for middle school math/science teachers with Kathy Hayden (T&L) | 54% | 58% | 90% | Fall & Spring |

| Student Measure | | | | |
|---|-------|--------------------|-----|---------------|
| POSITIVE LEARNING ENVIRONMENT-GOAL 2 PLESS % favorable responses to: 5. "Is there an adult you know (other than your parent) you could talk to about important things in your life?" | N/A | | 90% | Fall & Spring |
| POSITIVE LEARNING ENVIRONMENT-GOAL 2 PLESS % favorable responses to: 6. "I participate in at least one of the following activities: School sports team, other sports, service clubs, other activity clubs, service or volunteer projects, church youth group or other faith-based youth group" | N/A | | 95% | Fall & Spring |
| POSITIVE LEARNING ENVIRONMENT-GOAL 2 Attendance 7. Student attendance rate <ul style="list-style-type: none"> Monthly attendance reporting (Data Coordinator) | 62.1% | 64% | 98% | Monthly |
| POSITIVE LEARNING ENVIRONMENT-GOAL 2 Attendance 8. % of students with fewer than 10 tardies to school <ul style="list-style-type: none"> Monthly attendance reporting (Data Coordinator) | 82% | 85% (177 more) | 95% | Monthly |
| POSITIVE LEARNING ENVIRONMENT-GOAL 2 Discipline 9. % of students receiving office discipline referrals <ul style="list-style-type: none"> Restorative Practices Training for select staff Trauma Informed Classrooms Training (TBD) Monthly discipline reporting (Paige) | 13% | 11% (181 fewer) | 3% | Monthly |
| POSITIVE LEARNING ENVIRONMENT-GOAL 2 Discipline 10. % of students receiving in-school or out-of-school suspensions <ul style="list-style-type: none"> Restorative Practices Training Trauma Informed Classrooms Training (TBD) Monthly discipline reporting (Paige) | 2.58% | 2% (35 fewer) | 1% | Monthly |

| Equity: <i>Is the practice 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.</i> | | | | |
|--|--|--|----------------------------------|------------------------|
| Universal Goal 3: Every Oak Park District 97 student is a confident & persistent achiever . | | | | |
| Student Measure | Baseline | 2017-2018 Target | Excellence Target | Data Availability |
| EQUITY-GOAL 3 PLESS % favorable responses to "When I am at school, I feel:" 11. "Working hard will make me do well in school" | 88% | 89% | 95% | Fall & Spring |
| EQUITY-GOAL 3 PLESS % favorable responses to "When I am at school, I feel:" 12. "Very good (elem)/Quality (middle) work is expected at my school" | 76% | 77% (188 more) | 90% | Fall & Spring |
| EQUITY-GOAL 3 NWEA MAP % of 3rd grade students at or above grade level (199 RIT) in the Spring in: 13. Reading <ul style="list-style-type: none"> WUoS-Teaching and Learning | 76% | 80% (25 more) | 90% | Annually |
| EQUITY-GOAL 3 NWEA MAP Reduction in achievement gap between and 80% excellence target and % of students at or above the college ready projection (70th percentile) by race, income status, and IEP status in: 14. Reading <ul style="list-style-type: none"> WUOS (Teaching and Learning) IB Unit Plans/Common Summative Assessments (Teaching and Learning) High Quality, Research Based Interventions (Special Education) aimswebPlus Progress Monitoring (Special Education) | White - 70% Black - 25% Hispanic - 49% Asian - 65% Multiracial - 62% Full Price - 65% Free/Reduced - 24% No IEP - 63% IEP - 21% | White - 73% Black - 28% Hispanic - 52% Asian - 68% Multiracial - 65% Full Price - 68% Free/Reduced - 27% No IEP - 66% IEP - 24% | 80%, w/ gap reduction of 3%/year | Fall, Winter, & Spring |
| EQUITY-GOAL 3 NWEA MAP Reduction in achievement gap between and 80% excellence target and % of students at or above the college ready projection (70th percentile) by race, income status, and IEP status in: 15. Mathematics <ul style="list-style-type: none"> Implementation of Eureka Math (Teaching & Learning) 3rd Grade Differentiation Initiative (Teaching & Learning) Computational Thinking Training for middle school math/science teachers with Kathy Hayden (T&L) IB Unit Plans/Common Summative Assessments (Teaching and Learning) | White - 57% Black - 12% Hispanic - 31% Asian - 65% Multiracial - 51% Full Price - 52% Free/Reduced - 14% No IEP - 49% | White - 60% Black - 15% Hispanic - 34% Asian - 68% Multiracial - 54% Full Price - 55% Free/Reduced - 17% No IEP - 52% | 80%, w/ gap reduction of 3%/year | Fall, Winter, & Spring |





| <ul style="list-style-type: none"> High Quality, Research Based Interventions (Special Education) | IEP - 17% | IEP - 20% | | |
|--|--|--|-------------------|-------------------|
| EQUITY-GOAL 3 NWEA MAP % of Tier 2 and Tier 3 students who make at least 1.5 years of growth in: 16. Reading <ul style="list-style-type: none"> K-2 RUOS (Teaching and Learning) Branching Minds (Teaching and Learning) aimswebPlus (Teaching and Learning) aimswebPlus Progress Monitoring (Special Education) High Quality, Research Based Interventions (Special Education) | Tier 2 - 31% Tier 3 - 26% | Tier 2 - 38% Tier 3 - 36% | 80% | Annually |
| EQUITY-GOAL 3 NWEA MAP % of Tier 2 and Tier 3 students who make at least 1.5 years of growth in: 17. Mathematics <ul style="list-style-type: none"> aimswebPlus (Teaching and Learning) Branching Minds (Teaching and Learning) 3rd Grade Differentiation Initiative- Teaching and Learning aimswebPlus Progress Monitoring (Special Education) | Tier 2 - 16% Tier 3 - 20% | Tier 2 - 16% Tier 3 - 20% | 80% | Annually |
| Whole Child Focused: <i>The practice of supporting, measuring, and celebrating all aspects of a student's development of a student's development (social/emotional, academic, physical, artistic, expression) through caring and respectful relationships.</i> Universal Goal 4: Every Oak Park District 97 student is a creative critical thinker and global citizen. | | | | |
| Student Measure | Baseline | 2017-2018 Target | Excellence Target | Data Availability |
| WHOLE CHILD-GOAL 4 PLESS % favorable responses to "When I am at school, I feel:" 18. "My teachers treat me with respect" | 79% | 80% | 90% | Fall & Spring |
| WHOLE CHILD-GOAL 4 PLESS % favorable responses to "When I am at school, I feel:" 19. "My teachers listen to my ideas" | 68% | 69% | 90% | Fall & Spring |
| WHOLE CHILD-GOAL 4 PLESS % favorable responses to "When I am at school, I feel:" 20. "I am challenged by the work my teachers ask me to do" <ul style="list-style-type: none"> Computational Thinking Training for middle school math/science teachers | 59% | 60% | 90% | Fall & Spring |

SY18 Plan


As previously stated, our Four Pillars provide a coherent, durable foundation for our work. They frame the capabilities we must develop to ensure successful accomplishment of our 2017-2022 Goals. Together, these Four Pillars enable us to define 12 Targeted Strategies and Objectives we will focus on over the next five years (2017-2022).




Below, please find our 2017-2018 district plan for aligning our day-to-day efforts with our long-term intention for every student to achieve or experience the four aspirational Goals, without exception. Please visit the district's website (www.op97.org) to read the our schools' plan.

Finally, during the 2017-2018 school year, I will report out to the community our progress on the SY18 implementation plan, using the following key:

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| Not started  | In progress, expected to meet  | In progress, not expected to meet  | Completed  |
|--|--|--|--|

[Anticipated Dates for Community Updates: November 28th, February 27th, and June 12th]

| # | Strategic Directions (Four Pillars) | Description | Status as of November 29th |
|---|--|--|---|
| 1 | Equitable Access to Rigorous, Responsive Instruction | <p>Foster the supporting conditions for schools and leaders to create learning environments where all students have access to challenging, engaging instruction, which reflects students' prior knowledge, learning styles and cultural background.</p> <p>(1.2) Challenging and Engaging All Students - (L1) Encourage teachers and staff to question and challenge their own beliefs and actions about students' ability to meet high expectations, and communicate those high expectations to students.</p> <p>Major initiatives we will highlight include:</p> <ul style="list-style-type: none"> • IB Reauthorization Efforts • GTD Ad Hoc Recommendation • Multi-Tiered Systems of Support, Tier 2 and 3 Progress, and SY19 Recommendations (intervention supports, staffing) • Master Schedule Recommendations • Co-Teaching <p>(1.3) Student Choice, Voice, and Agency - (T1) Teachers will provide opportunities for students to direct their own learning and to work with other students on cognitively demanding culturally socially relevant real world tasks that require students to engage in discussion, question, explore, research, make decisions and communicate their findings.</p> |  |

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| | | <p>Major initiatives we will highlight include:</p> <ul style="list-style-type: none"> • <i>Grade 3 Enrichment Units</i> • <i>Student Led IEP Goal Setting</i> • <i>Technology Advisory Committee</i> | |
| 2 | Strong Relationships with Families and Community | <p>Build supporting conditions for schools and leaders to create learning environments where trust among home-school-community is nurtured through shared responsibility for student success, proactive communication and meaningful stakeholder "voice."</p> <p>(2.1) Community Focus on Challenges and Opportunities - (O4) Support staff/district in using a variety of communication tools on a regular basis, seeking to facilitate two-way interaction through each type of medium.</p> <p>Major initiatives include:</p> <ul style="list-style-type: none"> • <i>Strategic Communications with School Community</i> <p>(2.2) Leveraging Community Resources - (L3) Establish opportunities for community and staff to share partnering information such as student strengths and learning preferences to inform our current educational practices</p> <p>Major initiatives include:</p> <ul style="list-style-type: none"> • <i>Early Development Instrument (EDI)</i> • <i>Rethinking Discipline</i> |  |
| 3 | Effective Teachers, Leaders, and Staff for every Student, for every School | <p>Build supporting conditions so our principals and school leaders articulate a clear school vision, and are actively involved in planning, guiding and assessing instruction and student learning. Our teachers, leaders and staff receive timely, focused support and intervention (e.g., coaching, mentoring, peer support, targeted training).</p> <p>(3.1) Nurturing Leadership in All - (T6) Staff will participate in professional learning via collaborative learning team meetings (FAR), peer coaching, and peer observations (classroom, school visits, videos, etc...)</p> <p>Major initiatives include:</p> <ul style="list-style-type: none"> • <i>Training/Support for FAR leaders (FAR = Formative Assessment for Student Results)</i> • <i>Instructional Coaching</i> <p>(3.2) Being Intentional in Creating our Workforce - (L6) Provide frequent feedback regarding classroom practice based on observations of teacher planning, classroom instruction and student products.</p> <p>Major initiatives include:</p> <ul style="list-style-type: none"> • <i>Targeted strategy to recruit/interview/hire staff who mirror D97 student community</i> • <i>Calibration for Administration</i> • <i>Instructional Technology in Classrooms</i> |  |
| 4 | Data-Informed Continuous Improvement | <p>Build supporting conditions for schools and leaders to create well-established procedures, and so day-to-day operations run smoothly to facilitate teaching, learning and leadership. Focus efforts to align school resources on strategies that enhance teaching practices that accelerate learning for all students.</p> |  |

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| | | <p>(4.2) Needs-Based Allocation of Resources - (L8) Meet with principal and leadership teams to review how data is being used to drive continuous improvement of instruction and intervention</p> <p>Major initiatives include training/support for district committees in their data use:</p> <ul style="list-style-type: none">• <i>Building Leadership Teams</i>• <i>Diversity Council</i>• <i>PLC</i>• <i>MTSS</i>• <i>Instructional Coach Meetings</i>• <i>MTSS School Meetings</i> <p>(4.3) Sound Stewardship of Public Funds - (O8) Implement a user-friendly data system tracking progress of every school and every department.</p> <p>Major initiatives include:</p> <ul style="list-style-type: none">• Student Surveys• School Improvement Plans | |
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Vision97 4ALL Learning Sessions

Each leader in our district has created action plans to support our universal goals. Throughout the school year, we will be conducting learning sessions on the strategic objectives outlined in our vision plan. The purpose of these sessions is to educate and inform the Board and community about the initiatives and projects taking place in our schools and classrooms. The dates for each learning session are listed in our calendar below.

The proposed format for these informational learning sessions will be:

- Board meeting presentation by D97 Champions
- Board asks questions/discusses initiative/project presented
- Audience ask questions (clarify presentation) and provide feedback on their insight and experiences

In addition to the learning sessions, I will be scheduling coffee/office hours in various locations throughout the community each month. Look for more information visiting the district's website (www.op97.org).

| Date of Session | D97 Champion | Initiative/Project |
|---|--|--|
| October 24 th | Amy Warke/Mr. Michael Arensdorff/Eboney Lofton Schools: <i>Irving, Julian, Brooks</i> | (1.3) Student Choice, Voice, and Agency - (T1) Teachers will provide opportunities for students to direct their own learning and to work with other students on cognitively demanding culturally socially relevant real world tasks that require students to engage in discussion, question, explore, research, make decisions and communicate their findings. Major initiatives we will highlight include: <ul style="list-style-type: none"> • <i>Grade 3 Enrichment Units</i> • <i>Student Led IEP Goal Setting</i> • <i>Technology Advisory Committee</i> |
| November 28th Video Summary - Data Summit | | |
| January 23 rd | Carrie Kamm/Eboney Lofton/Emily Fenske/Amy Warke Schools: TBD | (1.2) Challenging and Engaging All Students - (L1) Encourage teachers and staff to question and challenge their own beliefs and actions about students' ability to meet high expectations, and communicate those high expectations to students. Major initiatives we will highlight include: <ul style="list-style-type: none"> • <i>IB Reauthorization Efforts</i> • <i>GTD Ad Hoc Recommendation</i> • <i>Multi-Tiered Systems of Support, Tier 2 and 3 Progress, and SY19 Recommendations (intervention supports, staffing)</i> |

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| | | <ul style="list-style-type: none"> • Master Schedule Recommendations • Co-Teaching |
| <p align="center">February 27th Video Summary - Data Summit</p> | | |
| February 27 th | <p>Carrie Kamm/Emily Fenske/Eboney Lofton</p> <p>Schools: TBD</p> | <p>(3.1) Nurturing Leadership in All - (T6) Staff will participate in professional learning via collaborative learning team meetings (FAR), peer coaching, and peer observations (classroom, school visits, videos, etc...)</p> <p>Major initiatives we will highlight include:</p> <ul style="list-style-type: none"> • D97 Mentoring Curriculum • Formative Assessment for Results (FAR) • Instructional Coaching • Cultural Competency Training for staff |
| April 24 th | <p>Felicia Starks-Turner</p> <p>Schools: TBD</p> | <p>(2.2) Leveraging Community Resources - (L3) Establish opportunities for community and staff to share partnering information such as student strengths and learning preferences to inform our current educational practices</p> <p>Major initiatives we will highlight include:</p> <ul style="list-style-type: none"> • Early Development Instrument (EDI) • Rethinking Discipline |
| May 22 nd | <p>Amy Warke/Michael Arensdorff/Emily Fenske/Laurie Campbell</p> <p>Schools: TBD</p> | <p>(3.2) Being Intentional in Creating our Workforce - (L6) Provide frequent feedback regarding classroom practice based on observations of teacher planning, classroom instruction and student products.</p> <p>Major initiatives we will highlight include:</p> <ul style="list-style-type: none"> • Targeted strategy to recruit/interview/hire staff who mirror D97 student community • Calibration for Administration • Instructional Technology in Classrooms |
| <p align="center">June 12th Video Summary - Data Summit</p> | | |

Respectfully submitted,

Dr. Carol L. Kelley

SUPERINTENDENT'S EVALUATION TEMPLATE

I. QUANTITATIVE RATING (INDICATORS #1-10):

Inclusive: *The collective responsibility to provide **equitable opportunities for access** & promote active participation of all stakeholders in an accepting & supporting environment.*

Universal Goal 1:

Every Oak Park District 97 student is a known, nurtured, & celebrated **learner**.

| Student Measure | Baseline | 2017-2018 Target | Excellence Target | Data Availability |
|---|----------|------------------|-------------------|-------------------|
| INCLUSIVE-GOAL 1 Positive Learning Environment Student Survey (PLESS) % favorable responses to "When I am at school, I feel:" 1. "I belong" | 70% | 1. 71% | 90% | Fall & Spring |
| INCLUSIVE-GOAL 1 PLESS % favorable responses to "When I am at school, I feel:" 2. "I am recognized for good work" | 65% | 2. 66% | 90% | Fall & Spring |
| INCLUSIVE-GOAL 1 PLESS % favorable responses to "When I am at school, I feel:" 3. "Students at my school treat me with respect" ● Second Step implementation | 53% | 3. 55% | 90% | Fall & Spring |

Equity: *Is the practice 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.*

Universal Goal 3: Every Oak Park District 97 student is a confident & persistent **achiever**.

| Student Measure | Baseline | 2017-2018 Target | Excellence Target | Data Availability |
|---|----------|------------------|-------------------|-------------------|
| EQUITY-GOAL 3 PLESS % favorable responses to "When I am at school, I feel:" 11. "Working hard will make me do well in school" | 88% | 4. 89% | 95% | Fall & Spring |
| EQUITY-GOAL 3 | 76% | 5. 77% | 90% | Fall & Spring |

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| PLESS % favorable responses to “When I am at school, I feel:” 12. “Very good (elem)/Quality (middle) work is expected at my school” | | | | |
| EQUITY-GOAL 3 NWEA MAP % of 3rd grade students at or above grade level (199 RIT) in the Spring in: 13. Reading • WUoS-Teaching and Learning | 76% | 6. 80% | 90% | Annually |
| EQUITY-GOAL 3 NWEA MAP % of Tier 2 and Tier 3 students who make at least 1.5 years of growth in: 14. Reading • K-2 RUOS (Teaching and Learning) • Branching Minds (Teaching and Learning) • aimswebPlus (Teaching and Learning) • aimswebPlus Progress Monitoring (Special Education) • High Quality, Research Based Interventions (Special Education) | Tier 2 - 31% Tier 3 - 26% | 7. Tier 2 - 38% 8. Tier 3 - 36% | 80% | Annually |
| EQUITY-GOAL 3 NWEA MAP % of Tier 2 and Tier 3 students who make at least 1.5 years of growth in: 15. Mathematics • aimswebPlus (Teaching and Learning) • Branching Minds (Teaching and Learning) • 3rd Grade Differentiation Initiative- Teaching and Learning • aimswebPlus Progress Monitoring (Special Education) | Tier 2 - 16% Tier 3 - 20% | 9. Tier 2 - 16% 10. Tier 3 - 20% | 80% | Annually |

I. QUANTITATIVE RATING CONT'D (INDICATORS #11-50):

| Four Pillars, Strategic Objectives & Professional Practices | Major Initiatives | 2017-2018 Targets | Progress Update/Next Steps |
|---|---|--|---|
| <p>Pillar 1: Equitable Access to Rigorous, Responsive Instruction</p> <p>(1.2) Challenging and Engaging All Students</p> <p>(L1) Principals/Leadership will encourage teachers and staff to question and challenge their own beliefs and actions about students' ability to meet high expectations, and communicate those high expectations to students.</p> <p>[Domain 2 – Strategic Planning Process] [Domain 2 – Sustainability]</p> | <p>Multi-Tiered Systems of Support (PBIS, Master Schedules, UDL Instructional Toolkit Strategies)</p> <p>Restorative Justice & Social/Emotional Learning Practices</p> <p>Cultural Competency Training for staff</p> <p>Co-Teaching Pilot</p> <p>GTD Ad Hoc Committee</p> | <ol style="list-style-type: none"> 11. Monitor the implementation of Second Step. 12. Create common Tier 1 behavior monitoring forms and protocols. 13. Recommend Tier 2 & 3 K-5 math interventions to Board by May 22nd. 14. Recommend Tier 2 & 3 K-5 reading comprehension interventions to Board by May 22nd. 15. Conduct needs assessment and recommend intervention supports (staffing, schedule, resources) for schools by May 22nd. 16. Provide high quality, comprehensive, UDL informed instructional toolkit strategies to staff by May 22nd. 17. By October 1st, provide a protocol and mechanism to SPED staff for monitoring students' academic progress toward IEP goals. 18. Lead partnership with Oak Park Youth Township (training schedule, communication-principals/teachers, families) to implement of Cargo Circles with 5th grade classes. 19. By May 31st, conducting a year-long pilot around co-teaching as an inclusive service delivery model at Irving and Whittier. 20. Select applicants for GTD Ad Hoc Committee and notify selected members on 9/18 21. Co-plan for monthly GTD Ad Hoc Committee meetings. These meetings are currently scheduled to take place on September 25, October 16, November 20 and December 18 from 6 p.m. to 7:30 p.m. 22. Conduct staff listen-and-learn with 3rd Grade Teachers, Instructional coaches, and GTD staff 23. Co-present recommendations for improvement to D97's current GTD service delivery model to BOE by May 22nd. | <p><u>Pillar 1 Meeting held on 12/5:</u></p> <ul style="list-style-type: none"> - New (middle school) PBIS coach creating look for document; working with elementary PBIS internal team on what common Tier 1 protocols look like (in-progress). (BM forms and protocols will be used by teachers.) - MTSS committee is focused now on looking at math interventions; most of committee are LAL specialist; they are doing a lot of PD to inform what they will be looking for in terms of intervention resource for math; - We do have K-5 reading comprehension intervention in place now. We will need to take the pulse on the implementation; will talk to LAL team to see if this is something we need to complete. - Plan to have recommendation for MTSS staffing recommendation in January. - We are providing job -embedded PD support (and follow up coaching to staff to open access and opportunities for students with disabilities. We've transitioned to Wilson (from SLANT) because of its research based evidence; we have provided LLI training; coaching support |

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| | | | <ul style="list-style-type: none"> - Multi-sensory reading program: Wilson; 10 Ts going through level 1 training - Progress monitoring: aimsweb Plus (have offered multiple training; Ss progress monitored weekly/bi weekly) |
| <p>Pillar 1: Equitable Access to Rigorous, Responsive Instruction</p> <p>(1.3) Student Choice, Voice, and Agency</p> <p>(T1) Teachers will provide opportunities for students to direct their own learning and to work with other students on cognitively demanding culturally socially relevant real world tasks that require students to engage in discussion, question, explore, research, make decisions and communicate their findings.</p> <p>[Domain 2 – Capacity Building]</p> | <p>K-5 ELA & Math Curriculum and Materials</p> <p>6-8 Math & Science</p> <p>Professional Learning</p> <p>Student Led IEP Goal Setting</p> <p>Classroom Assessments</p> | <p>24. By November 21st, support the K-2 staff with the implementation of classroom set up of small group instruction, conferencing, administering Benchmark Assessment System (BAS) and set up of the classroom libraries through professional learning and coaching.</p> <p>25. By May 22nd, continue to support teachers and schools in the development of our K-5 balanced literacy program through the K-5 ELA Written Curriculum, K-2 Reading Units of Study, K-5 Writing Units of Study, and Word Study Pilot.</p> <p>26. By May 22nd, support the 3rd Grade/Gifted, Talented, and Differentiation (GTD) teacher planning team in the creation of 3rd grade math enrichment resources to enhance Eureka Math modules.</p> <p>27. Recommend a plan for the enrichment units to be created in the other grades (4th and 5th) by May 22nd.</p> <p>28. By May 22nd, provide opportunities for our 6-8 math teams to work with Kathy Hayden and take concepts from the unit plans and develop lessons aligned to standards and a framework using computational thinking leveraging Canvas.</p> <p>29. By May 22nd, meet with the Middle School Science team to determine if any additional resources are need to be purchased to support the lessons that have been developed over the school year.</p> <p>30. Given an IEP meeting, 90% of students in grades 5-8 with disabilities will meaningfully participate in the meeting by creating an agenda, presenting their goals and discussing progress.</p> | <p><u>Pillar 1 meeting on 12/5:</u></p> <ul style="list-style-type: none"> - Continuing to consider how to incorporate classroom libraries into reading instruction - Plan to administer teacher survey (grades 3-5) to obtain feedback on options regarding RUOS roll out for upcoming school year. - Planning stages for Math enrichment units for 4th grade - Computational thinking work with Kathy Hayden (in MS science) continues; will be remote PD during winter months; will determine next steps--perhaps taking it to ELA and humanities (computational thinking can be done in each content area) |

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| | | Students will also indicate which advocacy levers need to be engaged for academic success. | |
| <p>Pillar 2: Strong Relationships with Families and Community</p> <p>(2.1) Community Focus on Challenges and Opportunities</p> <p>(O4) Support staff/district in using a variety of communication tools on a regular basis, seeking to facilitate two-way interaction through each type of medium.</p> <p>[Domain 4 – Sustainability]</p> | Strategic Communications with School Community | <p>31. By May 31st, conduct communications audit to improve the methods, instruments and resources we use to communicate with our stakeholders.</p> <p>32. Host monthly meetings with principals and department heads in order to support the work of our schools and departments by helping them effectively address issues in a timely manner, and also publicizing/highlighting what they are doing to promote student learning and aid student progress.</p> <p>33. Conduct listen-and-learn sessions with Union Leadership about quality of feedback offered to staff and support for implementation of new curriculum materials (9/19, 1/30, 5/29)</p> <p>34. (Superintendent) Host various listening sessions in the community by May 31st.</p> <p>35. (Superintendent) Conduct community wide book read to promote understanding of the district's vision plan.</p> <p>36. (Superintendent) Present at various community events to promote community's understanding of the district's vision plan (e.g., Amanda Lewis event on 11/13, Collaboration for Early Childhood on 11/16, etc...)</p> | <p>- Monthly "district" strategic communication sessions held on 9/11, 10/2, and 11/13.</p> <p>- Held listen-and-learn session with Union leadership on 9/19.</p> <p>- Superintendent's Community Cafe held on 11/8 and 11/29. Next session will be held on 12/9.</p> <p>- Superintendent has announced community book read Culturally Responsive Teaching & The Brain. Discussion will take place on 1/20.</p> |
| <p>Pillar 2: Strong Relationships with Families and Community</p> <p>(2.2) Leveraging Community Resources</p> <p>(L3) Principal/Leadership team will establish opportunities for parents and teachers to share partnering information such as student strengths and learning preferences.</p> | <p>Early Development Instrument (EDI)</p> <p>Rethinking Discipline (Student Handbook)</p> | <p>37. By May 31st, we will engage the community in a conversation on how early childhood-aged students are developing in our community (what are the resources, what are our challenges); using this information, encourage a community conversation about the needs for our students.</p> <p>38. By May 31st, we will research alternative discipline practices and policies to develop new structures to guide classroom discipline in a way to ensure equitable outcomes in student discipline.</p> | <p>- EDI MOU is currently under attorney review. Following this review, it will be shared with BOE for approval.</p> <p>- EDI pilot meetings will begin (with community) in December.</p> <p>- We have begun our ad-hoc committee with staff to research alternative discipline practices to ensure equitable outcomes in student discipline.</p> |

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| <p>[Domain 4 – Strategic Planning Process, Inquiry]</p> | | <p>39. By May 31st, school practices will be examined from the student lens to ensure that we are implementing efficient and safe processes for organizing students in the building.</p> | |
| <p>Pillar 3: Effective Teachers, Leaders, and Staff for every Student, for every School</p> <p>(3.1) Nurturing Leadership in All</p> <p>(T6) Staff will participate in professional learning via collaborative learning team meetings (FAR), peer coaching, and peer observations (classroom, school visits, videos, etc...)</p> <p>[Domain 2 – Sustainability] [Domain 2 – Capacity Building]</p> | <p>Training/Support for FAR leaders (FAR = Formative Assessment for student Results)</p> <p>Instructional Coaching</p> | <p>40. By May 31st, we will provide shoulder-to-shoulder support to principals and FAR leaders in supporting teacher teams in implementing FAR practices in K-5 grade level teams and 6-8 departments. These practices consist of teachers sharing student work and collaboratively analyzing assessment and instructional practices during grade-level/department meetings. Build a 3-year FAR sustainability and evaluation plan.</p> <p>41. By May 31st, provide strategic direction to the instructional coach team (lead development of theory of action, lead vision process, create long-term professional learning plan aligned to vision and theory of action)</p> <p>42. By May 31st, provide individual support to instructional coaches through monthly check-ins and monitoring of principal/instructional coach relationship and work in order</p> | |
| <p>Pillar 3: Effective Teachers, Leaders, and Staff for every Student, for every School</p> <p>(3.2) Being Intentional in Creating our Workforce</p> <p>(L6) Provide frequent feedback regarding classroom practice based on observations of teacher planning, classroom instruction and student products.</p> <p>[Domain 2 – Capacity Building]</p> | <p>Calibration for Administration</p> <p>Instructional Technology PD Plans</p> | <p>43. Principals will engage in a calibration sessions to assist the alignment in high expertise teaching practices to support student achievement. The first exercise will occur prior to launching the evaluation cycle for non-tenure and tenure staff after Labor Day. We will end our school year with a Calibration exercise for the principals to ensure they maintained the consistency in the evaluation process throughout the school year.</p> <p>44. Beginning in September, we will use the "Learning Walk Tool" and/or our BrightBytes data to assist team and school leaders in planning monthly Professional Learning opportunities for staff.</p> | |

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| <p>Pillar 4: Data-Informed Continuous Improvement</p> <p>(4.2) Needs-Based Allocation of Resources</p> <p>(L8) Meet with principal and leadership teams to review how data is being used to drive continuous improvement of instruction and intervention</p> <p>[Domain 2 – Capacity Building] [Domain 3 – Capacity Building]</p> | <p>Training/Support for district committees in their data use:</p> <ul style="list-style-type: none"> • <i>Building Leadership Teams</i> • <i>Diversity Council</i> • <i>PLC</i> • <i>MTSS</i> • <i>Instructional Coach Meetings</i> • <i>MTSS School Meetings</i> | <p>45. Beginning in September, we will support Principals in implementing BLT structure in service of achievement of School Improvement goals. Support principals in providing professional learning and time for data-informed collegial collaboration about strategies for improving student achievement.</p> <p>46. Beginning in December, we will design twice monthly instructional coach professional learning sessions designed to address the question, "What does it look like/sound like to coach for equity?"</p> <p>47. Beginning in January, we will monitor and provide feedback to MTSS team leaders and principals regarding benchmark meeting facilitation in order to insure that issues related to equity, access, and disproportionality are discussed.</p> <p>48. Beginning in September, we will provide professional learning to MTSS team leaders 3x per year (or more often, where possible or needed) on facilitating meetings utilizing the district benchmark meeting protocol.</p> | |
| <p>Pillar 4: Data-Informed Continuous Improvement</p> <p>(4.3) Sound Stewardship of Public Funds</p> <p>(O8) Implement a user-friendly data system tracking progress of every school and every department.</p> <p>[Domain 3 – Culture] [Domain 3 – Instructional Program]</p> | <p>Student Surveys</p> <p>School Improvement Plans</p> | <p>49. By October 1, we will create 2017-18 actionable and measurable goals at the district level and for the MTSS committee at each school. Benchmark measures will be taken from this year's survey data.</p> <p>50. By October 1, each school will create SIP plans that include big pictures, milestones of when each strategy will occur and how it will be monitored.</p> | |

II. QUALITATIVE RATING:

Instructions: There are 18 individual criteria spread across six different domains on which the superintendent is to be evaluated on a scale from 1 (low) to 4 (high). For each of the criteria, a definition/example/illustration/evidence to look for is provided for what each score might look like.

Each board member must provide a numerical score for each of the 8 criteria, and is also invited to share any thoughts or commentary for each (although it's not required). At the bottom of this response form is an opportunity for each board member to provide any general thoughts that they care to share regarding the performance of the Superintendent beyond the specific criterion of the LCI rubric.

Please complete this form by entering responses in the yellow highlighted blocks, save the file with your initials in the file name, and email back to hspurlock@op97.org not later than [REDACTED]. The scores will be aggregated into a board average and comments assembled into a single document. All board member scores and comments will be masked. The scores and comments will be shared with the Superintendent during the May Superintendent evaluation executive session as called for in the 2017-18 Superintendent Evaluation Plan. The Superintendent will also be asked to complete this response form for the purposes of self-reflection/evaluation and also comparison of Board and Superintendent perspectives.

Domain 2 – School Culture and Instructional Program: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

| CRITERION | Score definition/example/illustration/evidence to look for | | | |
|--|--|---|--|---|
| | Ineffective 1 | Developing 2 | Effective 3 | Highly Effective 4 |
| 2C. Capacity Building <i>(Developing potential and tapping existing internal expertise to promote learning and improve practice)</i> | a. Assumes titled leaders are able to handle administrative responsibilities and teachers to be able to instruct students b. Is unaware of effective and appropriate technologies available | a. Invests in activities that promote the development of a select group of leaders b. Provides the necessary hardware and software, and establishes the expectation that principals and teachers will ensure that technology is integrated into student learning experiences | a. Develops the instructional and leadership capacity of staff , district wide b. Promotes the use of the most effective and appropriate technologies to support teaching and learning and ensures that necessary resources are available | a. Develops and taps the instructional and leadership capacity of all stakeholder groups in the district to assume a variety of formal and informal leadership roles in the school b. Engages varied perspectives in determining how to best integrate the use of the most effective and appropriate technologies into teaching, learning and the daily workings of the district and its |

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| | | | | school(s) |
| SCORE FOR CRITERION 2C: | | | | |
| 2C COMMENTS (IF ANY): | | | | |
| 2D. Sustainability <i>(A focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future)</i> | a. Uses "accountability" to justify a system that links student achievement with accolades and blame | a. Assessment and accountability systems, though in place, are misaligned so that it is difficult to see how data from one explicitly relates to or informs the other | a. Develops district assessment and accountability systems to monitor student progress , uncover patterns and trends, and contextualize current student strengths and needs inside a history that connects changes in teaching and learning to student achievement. | a. Facilitates regular use of easily accessible assessment and accountability systems that enable students, teachers, and parents to uncover patterns and trends, monitor student progress as it relates to teacher learning, and contextualize student achievement both inside history and projected into the future. |
| SCORE FOR CRITERION 2D: | | | | |
| 2D COMMENTS (IF ANY): | | | | |
| 2E. Strategic Planning Process: Monitoring/inquiry <i>(The implementation and stewardship of goals, decisions and actions)</i> | a. Judges the merit of the instructional program based on what is used by others | a. Evaluates the impact of the instructional program based on results of standardized assessments | a. Gathers input from staff and surveys students as well as formal assessment data as part of process to monitor and evaluate the impact of the instructional program | a. Provides time and the expectation for students and staff to participate in multiple cycles of field testing, feedback and revision of the instructional program in order to monitor and evaluate its impact and make necessary refinements to support continuous improvement |
| SCORE FOR CRITERION 2E: | | | | |
| 2E COMMENTS (IF ANY): | | | | |

Domain 3 – Safe, Efficient, Effective Learning Environment: An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

| CRITERION | Score definition/example/illustration/evidence to look for | | | |
|--|---|---|---|---|
| | Ineffective 1 | Developing 2 | Effective 3 | Highly Effective 4 |
| 3A. Capacity Building <i>(Developing potential and tapping existing internal expertise to promote learning and improve practice)</i> | a. Obtains and uses human, fiscal and technological resources based on available funds or last year's budget, instead of current need b. Considers self as the sole actual leader of the district, but distributes responsibilities for unwanted tasks to others | a. Obtains human, fiscal and technological resources and allocates them based on current need, but without an apparent plan b. Shares “leadership” by providing others with limited responsibilities for pre- identified tasks and functions, but no decision making ability | a. Obtains, allocates, aligns, and efficiently utilizes human, fiscal, and technological resources b. Develops the capacity for distributed leadership by providing interested individuals with opportunities and support for assuming leadership responsibilities and roles | a. Solicits input from various stakeholders and considers the district vision in determining, obtaining, allocating and utilizing necessary human, fiscal and technological resources, aligning them with present and future needs b. Embeds distributed leadership into all levels of the district by enabling administrative, teacher, student and parent leaders to assume leadership roles, and co-create a process by which today's leaders identify, support and promote the leaders of tomorrow |
| YOUR SCORE FOR CRITERION 3A: | | | | |
| 3A COMMENTS (IF ANY): | | | | |
| 3B. Culture <i>(Attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)</i> | a. Speaks to the importance of school safety, but is inconsistent in creating and implementing specific plans to ensure it | a. Establishes rules and related consequences designed to keep students safe, but relies on inconsistent procedures | a. Promotes and protects the welfare and safety of students and staff as a non- negotiable priority | a. Engages multiple, diverse groups of stakeholders in defining, promoting and protecting the welfare and safety of students and staff, within and beyond school walls |
| YOUR SCORE FOR CRITERION 3B: | | | | |
| 3B COMMENTS (IF ANY): | | | | |
| 3D. Instructional | a. Allocates only the time necessary | a. Approves time scheduled outside of | a. Ensures administrator, teacher | a. Engages groups of |

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| Program (design and delivery of high quality curriculum that produces clear evidence of learning) | to comply with instructional and assessment related regulations and mandates | the typical school day for teachers to support instruction and learning | and organizational time is focused to support quality instruction and student learning | administrators, students and teachers in determining how to best allocate and manage time to support ongoing and sustainable improvements in quality instructional practices and student learning |
| YOUR SCORE FOR CRITERION 3D: | | | | |
| 3D COMMENTS (IF ANY): | | | | |

Domain 4 – Community: An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

| CRITERION | Score definition/example/illustration/evidence to look for | | | |
|--|--|---|--|---|
| | Ineffective 1 | Developing 2 | Effective 3 | Highly Effective 4 |
| 4A. Strategic Planning Process: Inquiry (gather and analyze data to monitor effects of actions and decisions on goal attainment and enable mid-course adjustments as needed to better enable success) | a. Makes decisions about whether or not to change the educational environment based on own impressions and beliefs | a. Collects and analyzes data and information pertinent to the educational environment | a. Collects and analyzes data and information pertinent to the educational environment, and uses it to make related improvements | a. Engages in ongoing collection, analysis and use of data on the educational environment, involving diverse stakeholders as a strategy for ensuring continuous improvement |
| YOUR SCORE FOR CRITERION 4A: | | | | |
| 4A COMMENTS (IF ANY): | | | | |
| 4C. Sustainability (A focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as | a. Points to lack of family and caregiver involvement as a key explanation for lack of achievement | a. Approves or takes actions intended to increase family and caregiver support for the district, but does not track their success | a. Builds and sustains positive relationships with families and caregivers | a. Builds sustainable, positive relationships between the district and its families and caregivers, and enables them to take on significant roles in ongoing improvement |

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| the legacy of the future) | | | | efforts |
| YOUR SCORE FOR CRITERION 4C: | | | | |
| 4C COMMENTS (IF ANY): | | | | |

General: Using the rubric above, please respond to the following questions:

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| What do you consider the Superintendent's greatest strengths and/or accomplishments? | |
| What are the Superintendent's areas/opportunities for improvement? | |
| Please provide any general comments that you care to share regarding the Superintendent's performance, skills, and/or accomplishments this year | |

III. OVERALL EVALUATION RATING

| EVALUATION COMPONENT | SCORE | RATING |
|---|-------|--------|
| QUANTITATIVE AVERAGE (TARGETS) | | |
| QUALITATIVE AVERAGE (ISLLC RUBRIC) | | |
| <p><u>KEY</u> <i>Highly Effective = 3.25 - 4.00</i> <i>Proficient = 2.75 - 3.24</i> <i>Developing = 2.00 - 2.74</i> <i>Ineffective = 1.00 - 1.99</i></p> | | |

Overall Evaluation Rating: TBD

