

Vision97 4ALL DISTRICT GOALS & ACTION PLAN

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

Over the upcoming years (2017 - 2022), we will share our collective expertise to help every D97 student experience or achieve the following goals:

- **Known, nurtured, and celebrated LEARNER** (every student feels a sense of belonging and are 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)

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.

Key Term	Universal Goal	Student Measures	2017-2018 Targets	Excellence Targets	Data Availability
Inclusive <i>Is the collective responsibility to provide equitable opportunities for access and promote active participation of all stakeholders in an accepting and supporting environment.</i>	Every Oak Park District 97 student is a known, nurtured, & celebrated learner .	Positive Learning Environment Student Survey (PLESS) % favorable responses to "When I am at school, I feel:" <ol style="list-style-type: none"> 1. "I belong" 2. "I am recognized for good work" 3. "Students at my school treat me with respect" 	71% 66% 55%	90% 90% 90%	Fall & Spring

Key Term	Universal Goal	Student Measures	2017-2018 Targets	Excellence Targets	Data Availability
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>	Every Oak Park District 97 student is a confident & persistent achiever .	NWEA MAP % of 3rd grade students at or above grade level (199 RIT) in the Spring in: 13. Reading NWEA MAP % of Tier 2 and Tier 3 students who make at least 1.5 years of growth in: 16. Reading	80% Tier 2 - 38% Tier 3 - 36%	90% 80%	Fall & Spring Annually

Key Term	Universal Goal	Student Measures	2017-2018 Targets	Excellence Targets	Data Availability
Positive Learning Environment <i>Is 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>	Every Oak Park District 97 student is a creative critical thinker & global citizen .	PLESS % favorable responses to "When I am at school, I feel:" <ol style="list-style-type: none"> 18. "My teachers treat me with respect" 19. "My teachers listen to my ideas" 20. "I am challenged by the work my teachers ask me to do" 	79% 69% 60%	90% 90% 90%	Fall & Spring

Theory of Action

If we implement the following strategic directions, targeted objectives and educational practices, we will help every D97 student experience or achieve these goals:

Strategic Directions

#	Strategic Directions (Four Pillars)	Description	Status
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.	<input type="checkbox"/>
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."	<input type="checkbox"/>
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).	<input type="checkbox"/> <input type="checkbox"/>
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.	<input type="checkbox"/>

SY18 District Action Plan

Strategic Directions (Four Pillars)	Targeted Objectives	Educational Practices	Major Initiatives
Equitable Access to Rigorous, Responsive Instruction	(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.	Cultural Competency Training for staff Restorative Justice & Social/Emotional Learning Practices Multi-Tiered Systems of Support (PBIS, Master Schedules, UDL Instructional Toolkit Strategies) Co-Teaching Pilot
	(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.	K-5 ELA & Math Curriculum and Materials 6-8 Math & Science Professional Learning Standards Based Grading/Authentic Classroom Assessments Student Led IEP Goal Setting
Strong Relationships with Families and Community	(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.	Strategic Communications with Community
	(2.2) Leveraging Community Resources	(L3) Establish opportunities for Kindergarten teachers to share partnering information such as student strengths and learning preferences to inform community expansion of early learning opportunities	Early Development Instrument (EDI) Rethinking Discipline

			(Student Handbook) Family Engagement Committee
Effective Teachers, Leaders, and Staff for every Student, for every School	(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...)	Training/Support for FAR leaders (FAR = Formative Assessment for student Results) Instructional Coaching
	(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.	Calibration for Administration Instructional Technology PD Plans Professional Learning Support for staff
Data-Informed Continuous Improvement	(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	FAR Teams (Formative Assessment for student Results) Training/Support for district committees in their data use: <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>
	(4.3) Sound Stewardship of Public Funds	(O8) Implement a user-friendly data system tracking progress of every school and every department.	Student Surveys School Improvement Plans

Vision97 4ALL Learning Sessions

Getting It Done!

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 directions outlined in our vision plan. The purpose of these sessions is to educate and inform the 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. Please join us for one or all of the following community sessions so we can continue to strengthen our partnership and give all of our students the education they deserve. The schedule for the year is listed 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 to come beginning in October. Finally, I invite you to visit the district's website (www.op97.org) or follow us on Twitter and Facebook to access information about upcoming district events and activities.

Date of Session	D97 Champion	Initiative/Project
October 24 th	Amy Warke/Mr. Michael Arensdorff/Eboney Lofton Schools: TBD	(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. Examples of initiatives include: <ul style="list-style-type: none"> • <i>K-5 ELA & Math Curriculum & Materials</i> • <i>6-8 Math and Science Professional Learning</i> • <i>Standards Based Grading/Authentic Classroom Assessments</i> • <i>Student Led IEP Goal Setting</i>
November 28th Video Summary - Data Summit		

Date of Session	D97 Champion	Initiative/Project
November 28 th	<p>Carrie Kamm/Eboney Lofton/Emily Fenske</p> <p>Schools: TBD</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>Examples of major initiatives include:</p> <ul style="list-style-type: none"> • <i>Cultural Competency Training for staff</i> • <i>Restorative Justice & Social/Emotional Learning Practices</i> • <i>Multi-Tiered Systems of Support (PBIS, Master Schedules, UDL Instructional Toolkit Strategies)</i> • <i>Co-Teaching</i>
January 23 rd	<p>Carrie Kamm/Emily Fenske</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>Examples of major initiatives include:</p> <ul style="list-style-type: none"> • <i>Formative Assessment for Results (FAR)</i> • <i>Instructional Coaching</i>
<p align="center">February 27th Video Summary - Data Summit</p>		
February 27 th	<p>Chris Jasculca/Amanda Siegfried</p> <p>Schools: TBD</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>Examples of major initiatives include:</p> <ul style="list-style-type: none"> • <i>Strategic Communications with School Community (improving internal and external communications)</i>
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>Examples of major initiatives include:</p> <ul style="list-style-type: none"> • <i>Early Development Instrument (EDI)</i> • <i>Family Engagement Committee</i> • <i>Rethinking Discipline</i> • <i>School Culture</i>

Date of Session	D97 Champion	Initiative/Project
May 22 nd	Amy Warke/Michael Arensdorff/Emily Fenske Schools: TBD	(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. Examples of major initiatives include: <ul style="list-style-type: none">• <i>Calibration for Administration</i>• <i>Instructional Technology in Classrooms</i>• <i>Professional Learning Support for staff</i>
June 12th Video Summary - Data Summit		

In advance, I appreciate your continued support and engagement with our Vision97 4ALL plan.

Respectfully submitted,

Dr. Carol L. Kelley

SUPERINTENDENT'S SY18 MILESTONES

Sub-Project Label	Sub-Project Description				
Strategic Communications with Community	Support district in using a variety of communication tools on a regular basis, seeking to facilitate two-way interaction through each type of medium.				
KEY TASKS		Start Date	Due Date	Check-in Dates	Lead Person
Monthly, host sessions with members of D97 administration team to plan and prepare specific communications opportunities		9/11	5/14	9/7/17	C. Kelley
				10/1/17	
				11/1/17	
Look for opportunities to “tell the district's story” by conveying the key messages and using examples of the district's work as evidence of those messages		9/11	Ongoing	9/7/17	C. Kelley
				10/1/17	
				11/1/17	
Provide opportunity for Instructional Coaches and Principals to share best practices of what schools are doing to 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. (9/29, 10/19, 11/10, 12/8)		9/29		9/7/17	C. Kelley
				10/1/17	
				11/1/17	
Conduct staff listen-and-learn sessions with staff (via Ed Council on 10/2, 11/6, 12/4, 2/5, 3/5, 4/2, 5/7)		9/11	5/7	9/7/17	C. Kelley
				10/1/17	
				11/1/17	
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)		9/19	5/29	9/7/17	C. Kelley
				10/1/17	
				11/1/17	
Provide opportunity for members of Professional Learning Committee and Principals to share best practices of what schools are doing to support professional learning via collaborative learning team meetings (FAR), peer coaching, and peer observations (classroom, school visits, videos, etc...) (9/25, 10/30, 11/27, 1/29, 2/26, 3/22, 4/23, 5/24)		9/25	5/24	9/7/17	C. Kelley
				10/1/17	
				11/1/17	
Conduct staff conversations with FAR leaders, principals, and instructional coaches and share stories with community.		10/15	5/15	9/7/17	C. Kelley
				10/1/17	
				11/1/17	
Provide opportunity for members of MTSS Committee and Principals to share best practices of what schools are doing to review how data is being used to drive continuous improvement of instruction and intervention in their buildings. (9/18, 10/23, 11/20, 12/18, 1/22, 2/20, 3/19, 4/16, 5/21)		9/18	5/21	9/7/17	C. Kelley
				10/1/17	
				11/1/17	
Conduct staff conversations with MTSS leaders, principals, and Carrie, Emily and Eboney to share stories with community.		9/18	5/21	9/7/17	C. Kelley
				10/1/17	
				11/1/17	

Sub-Project Label	Sub-Project Description				
Early Development Instrument	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.				
KEY TASKS		Start Date	Due Date	Check-in Dates	Lead Person
Create Communication Plan for schools and community members		7/1	12/1	9/7/17	C. Kelley
				10/1/17	
				11/1/17	
Complete and submit Data Sharing Agreements and/or MOU forms		8/28	10/1	9/7/17	C. Kelley
				10/1/17	
Set up teacher/administration and community orientation dates and logistics		9/7	12/1	9/7/17	F. Starks
				10/1/17	
				11/1/17	
Complete and submit teacher/student roster		9/7	11/1	9/7/17	F. Starks
				10/1/17	
				11/1/17	
Complete and submit District Profile Template		9/7	11/1	9/7/17	F. Starks
				10/1/17	
				11/1/17	
Distribute Passive Consents to participating schools to be sent out to all Kindergarten parents		9/7	11/1	9/7/17	F. Starks
				10/1/17	
				11/1/17	
Confirm teaching training date.		9/7	10/1	9/7/17	F. Starks
				10/1/17	E. Fenske
Reserve computer lab for teacher training		9/7	10/1	10/1/17	F. Starks
				11/1/17	MArensdorff

<u>Sub-Project Label</u>	<u>Sub-Project Description</u>
GTD Ad Hoc Committee	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.

KEY TASKS	Start Date	Due Date	Check-in Dates	Lead Person
Send call for GTD Ad Hoc Committee applicants	8/23	9/8	9/7/17	C. Kelley
			10/1/17	
			11/1/17	
Select applicants for GTD Ad Hoc Committee and notify selected members on 9/18	9/11	9/17	9/7/17	C. Kelley
			10/1/17	
			11/1/17	
Co-plan for monthly 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. (location is TBD).	9/19	12/5	9/7/17	C. Kelley
			10/1/17	
			11/1/17	
Recommend service delivery model to BOE.	9/25	2/1		C. Kelley
Conduct staff listen-and-learn with 3 rd Grade Teachers, Instructional coaches, and GTD staff	10/2	3/5	9/7/17	C. Kelley
			10/1/17	
			11/1/17	