



...the educational prism through which students realize meaning and purpose in their lives...

**TO: Members, Board of Education
Dr. Al Roberts, Superintendent**

FROM: Chris Jasculca

RE: Strategic Plan Update

DATE: September 14, 2010

The attached report features an update regarding the status of all the Specific End Results (SER) contained in the district's strategic plan, including information about what was accomplished during the 2010-2011 school year. In addition to being part of the board packet for this meeting, the report will be made available to the public on the district's Web site (<http://www.op97.org/meetings/sp/index.html>). A link to the report will be sent to parents/guardians via the D97 community listserv and to all district staff via e-mail.

Attachments:

- Update on the status of all strategic plan SERs, including accomplishments from the 2009-2010 school year



Strategic Plan Update September 14, 2010

District 97 continues to make significant progress toward achieving the Specific End Results (SER) featured in our strategic plan. Below is what has been accomplished to date. The update for each SER is provided in bold text.

STRATEGY I. We will ensure the highest academic achievement for each student.

SPECIFIC END RESULTS

1. Increase the numbers of students entering first grade who have the skill sets needed to succeed in school by establishing an all-day Kindergarten for all children. **Full-day Kindergarten has been implemented at all elementary schools; summary data from the first full year of district-wide implementation will be available this fall.**
2. Implement a positive behavior intervention program across the district. **PBIS has been implemented district wide; schools are measuring/monitoring impact (e.g., reduction in visits to the office) of the program on discipline on an ongoing basis; regular reports regarding the PBIS program are presented each trimester, including the one provided to the Board by Dr. Kevin Anderson on July 13, 2010 as part of the Student Academic/Behavioral Report; Chicago Tribune published an article on August 26, 2010 about the positive impact of PBIS on our schools.**
3. Adapt instruction to meet the needs of different academic abilities and learning styles. **RtI for literacy is in place for all students in grades K-8; completed first year of the district-wide literacy pilot; launching math pilot this year.**
4. Redefine the role of the current GTD teachers to meet the needs of students with different academic needs and learning styles. **Report about the GTD program provided to the Board on May 25, 2010; program in grades K-2 is flexible in nature with GTD working with classroom teacher to provide differentiated instructional strategies; program for grades 3-5 is classroom based and pull out with identified Level II students receiving instruction from the GTD in a small setting outside the classroom; math acceleration occurs in the elementary schools on a case-by-case basis; math acceleration is more formal at the middle school level – math matrix developed so quantitative and qualitative data from elementary schools can be used for placement purposes.**

GTD at Brooks spends 30 percent of time serving as differentiation consultant working with teachers and the rest of time providing instruction in a Lit Skills class; all children who received “exceeds” on the ISAT reading subtest from the previous year will be with the GTD for one trimester during the school year, which is a model followed with each grade level.

GTD at Julian spends 30 percent of time providing consultation to teachers regarding differentiation; rest of the time spent teaching elective classes (open to all children) focusing on problem-based learning model of differentiation instruction.

5. Increase middle school instruction time in core subjects (science, math, social studies, language arts) to no less than 50-60 minutes per day on average. **No significant progress to date.**
6. Ensure elementary school instruction time in core subjects (science, math, social studies, language arts) is not less than 50-60 minutes per day on average. **No significant progress to date.**
7. Implement professional development programs designed to improve student achievement. **Greater focus placed on programs/goals aimed at student achievement and academic improvement, especially in the classes offered through U97; work of the School Improvement Teams is ongoing; staff development last year focused on RtI; sessions on integration of technology held this summer.**
8. Replace the current teacher evaluation model with a professional growth model focused on practices that promote student achievement. **Beginning the third year of implementation for the new model; modifications were made to the evaluation tool that align the final rating to the classifications on the growth rubric; administrative training on the use of the model was held throughout the year; staff training videos were used at the school level; will continue professional development through the Consortium for Educational Change.**
9. Establish an Office of Parent Ombudsman at the district office. **The district administration will conduct outreach in the community to investigate the need for/interest in an Office of Parent Ombudsman and determine the potential role and responsibilities of this position. If this outreach reveals a need for the parent ombudsman position, and resources are available to create it, the goal will be to complete the hiring process and have someone in place no later than July 1, 2011. The special education department will be discussing how the district can include some of the ideas discussed at a recent parent partnership training held in Bloomington, Illinois.**
10. Develop a program to promote a positive classroom and school environment where children feel safe and welcome, i.e. which promotes psychological safety of all students. **PBIS program implemented district wide; half of the schools will receive Tier 2 training during 2010-2011 school year.**
11. Determine whether to continue, discontinue, or modify academic programs based on data. **Middle school language arts program approved by the Board; elementary reading committee submitted its recommendation to the Board on August 24, 2010 to have McGraw-Hill *Treasures* program replace Open Court starting in fall 2011; work on the health program will continue this year.**

- 12 Increase the number of District 97 students in each disaggregated subgroup entering high school taking at least three honors courses. **Information has been received from high school and is being analyzed.**
- 13 Increase the number of classes that integrate current forms of communication, information processing, and interaction within normal daily learning. **Moved to Phase 3.**
- 14 Improve transparency for determining that the highest academic achievement for each student has been achieved. **Student performance report is presented three times a year; more of these reports will be put online to make them more accessible to the public; a new, more community-friendly format for these reports will be considered for this year.**

STRATEGY II. We will make each student the active agent of his/her educational experience.

SPECIFIC END RESULTS

- 1 Increase opportunities for student leadership at all ages. **Moved to Phase 3.**
- 2 Build capability among parents, students and staff to support empowered learning. **Recommend revisiting this SER and investigate whether it can be rolled into other existing SERs.**
- 3 Provide support for optimal instructional design at every school. **There are a number of programs aimed at achieving this SER that have been implemented in District 97 schools, which include, but are not limited to Route to Reading at Julian, Power of Partnership program at Holmes and Brooks, Passport to Reading at Longfellow; adoption of consistent, common curricula across the district is also providing continuity of instruction at all schools.**
- 4 Implement integrated, project-based learning and assessment practices at all grade levels in all schools. **Moved to Phase 3.**
- 5 Establish a language arts program that includes authentic literary experiences. **Program has been established; Illinois text book loan money is used to fund it; books were purchased using ITL funds and added to school collections.**
- 6 Institute a conferencing structure where all students actively participate in setting specific goals with teachers and parents. **Has not been implemented yet at the district level, but is currently being done at Julian and Lincoln.**
- 7 Implement a process for students and teachers to compile and utilize portfolios that document the progress and development of the student over time. **District designed a K-2 portfolio for academic achievement that is being piloted at schools; anticipate the**

increased access to technology tools will allow more consistent collection of student work.

- 8 Implement student self-reflections and self-evaluations in all curricular areas at all grade levels. **Moved to Phase 3.**
- 9 Institute community-service learning programs at all schools. **D97 schools are engaged in a number of community service projects on a regular basis throughout the year; service learning class at Julian that works with various local organizations; many schools organized activities/collected money to benefit earthquake victims in Haiti, and also provided food and supplies for PADS program and local senior citizens.**
- 10 Foster classroom cultures that encourage student choice and voice throughout the day. **Accomplished through the PBIS program that has been implemented district wide.**
- 11 Identify/maximize school and community resources that are dedicated to improving all students' overall development and learning, in accordance with each student's individual needs. **Grant from the Oak Park Township, Title I dollars and district funds all used to achieve this SER; trimester report about educational and behavior performance measures and outcomes; PBIS program.**

STRATEGY III. We will establish a culture of inclusion that respects and promotes diversity.

SPECIFIC END RESULTS

- 1 Establish an environment that celebrates differences. **There are a number of current District 97 programs and activities aimed at achieving this SER that include, but are not limited to, dance troupes, music groups, Institute Day activities, and the African American Leadership Academy.**
- 2 Create a diversity leadership network. **Network has been created; met four times during the 2009-2010 school year; worked with the HR department on minority recruitment; overall work of network is ongoing with goals aimed at impacting students, parents/guardians and staff.**
- 3 Establish district-wide diversity goals. **The goals have been developed; will seek input from community and staff this fall regarding action steps for accomplishing these goals.**
- 4 Substantially increase use of the Multicultural Resource Center. **Director is currently working on updating the center's Web site; information about the center is sent out on a regular basis via the weekly school packets and listservs; in addition, the center has:**
 - **Developed partnerships with the Village of Oak Park Community Relations Department, Fellowship Community Services, Thrive Center, Oak Park**

YMCA, Volunteer Center, OPRF High School, CEDA, Representative LaShawn Ford and Ten Thousand Villages of Oak Park.

- **Secured support for activities from church and parent groups**
 - **Worked on initiatives with students and teaching staff from Loyola, Concordia, Roosevelt and Kennedy King**
- 5 **Develop a highly qualified staff that reflects broad diversity with an emphasis on the demographics of the district. Actively recruited minority candidates via community outreach, attendance at job fairs, contact with education deans of colleges and universities, which resulted in hiring 16 minority candidates for the 60 positions that were available this fall (26 percent); teacher training in English as a Second Language is taking place; teacher training in curriculum adaptation methods for students with disabilities is ongoing; an additional mentor was hired for the standardized mentoring program; diversity and culture were among the topics discussed during the recent new staff orientation.**
 - 6 **Reflect broad diversity throughout the curriculum. Ongoing; currently promoting use of Multicultural Center; district has an extensive arts and music program; all district materials are reviewed for coverage of diversity issues and fairness to all groups.**
 - 7 **Provide diversity training for all students. Ongoing; schools undertake a number of community service projects each year; schools teaching students not to bully through PBIS program; enforcement of bullying covered in district policy 5601; MCRC working with teachers to address cultural and diversity issues in the classroom.**
 - 8 **Maximize interaction between special education and general education. SER will be accomplished through the RtI program, which will be in place in all schools this fall; IEP team handles prior review of every out-of-district special education placement recommendation; events organized last year that helped accomplish this SER included F.L.O.W. and Summer Student Empowerment, as well as the Martin Luther King Health Challenge.**
 - 9 **Ensure that identification of students with special needs is fair and equitable. SER will be accomplished through the RtI program, which will be in place in all schools this fall.**
 - 10 **Bring all D97 facilities to current standards of the Americans with Disabilities Act. Funding not available to achieve this SER at this time.**
 - 11 **Actively engage parents and guardians in their students' educational program. Ongoing; organizing parent workshops through the Supported Education Association (SEA); established parent support groups in grades K-5; teaching and learning is planning to launch parent advisory/advocacy groups this fall; parent/educator partnership trained through ISBE will develop goals this fall for promoting collaboration between parents and the district.**

- 12 Offer individualized support to potential and current special education students and their families through an advocacy program. **Parent/educator partnership trained through ISBE will develop goals this fall for promoting collaboration between parents and the district.**
- 13 Offer parents and students individualized support, as needed, through mentoring programs. **This SER is currently being achieved through Family Night activities at the schools, and events such as F.L.O.W., Summer Student Empowerment and Friday Night Place; student mentoring is provided through the PBIS program.**
- 14 Provide full day kindergarten at all elementary schools in the district. **Completed implementation during the 2009-2010 school year; information/data about the program will be provided by Dr. Anderson this fall.**
- 15 Provide a full day pre-school option within D97 for all children. **Increased the number of spots available in the district; hired a liaison to assist with the program.**
- 16 Increase unity among school board, administration, principals, teachers and staff in establishing positive interpersonal relationships in the school and community. **SER being accomplished through the work of various committees such as the Recognition of Educational Dedication (RED) Committee, Education Council and Ad Leadership, as well as activities such as board retreats; welcome receptions for Superintendent Roberts being held at each school.**

STRATEGY IV. We will ensure learning experiences that develop the whole child to accomplish our mission and objectives.

SPECIFIC END RESULTS

- 1 Increase interdisciplinary projects (involving media specialists, classroom, music, art, and PE teachers) to at least three per year in all D97 classrooms. **Offered through Institute Day workshops/sessions; projects are building-based with numerous collaborations in place across the district.**
- 2 Incorporate multiple intelligences practices into the curriculum. **Staff development sessions offered by GTD teachers at district and building meetings.**
- 3 Increase the number of non-traditional class configurations across the district (e.g. multi-age, looping, world language immersion). **FLES in Kindergarten was added last year as all schools finished implementation of the full-day program.**
- 4 Integrate progressive education philosophy into learning activities (e.g. through experiential learning, teacher as guide, student collaboration, and opportunities for choice). **Action steps that have either been completed thus far or are ongoing include:**

- Provide training of progressive education philosophies for all D97 teachers
 - Allow students to assist in creating and upholding classroom rules
 - Arrange classroom configurations to facilitate active and collaborative learning and group discussions
 - Provide opportunities for students to conference with teachers individually on an ongoing basis
 - Develop integrated subject matter projects including library, art, music, computer and gym classes
 - Provide common planning time for grade-level and ancillary teachers
 - Include experiential, hands-on activities in students' experiences in the classroom whenever possible
 - Include opportunities to explore links between the classroom and the broader community (service learning)
 - Create opportunities and incentives to parent/guardian involvement (parent nights)
- 5 Provide a wide variety of after-school enrichment programs at all schools. **Enrichment programs available at several schools, including Hatch and Whittier; Longfellow currently looking into starting a program.**
 - 6 Minimize routine homework in favor of providing enrichment opportunities on an as-needed basis. **No significant progress to date. However, based on the report delivered to the Board on May 25, 2010, a homework study will be initiated.**
 - 7 Increase multidisciplinary projects (taught by individual classroom teachers) to at least 3 per year in all D97 classrooms. **District is currently working to identify the most effective way(s) to achieve this SER.**
 - 8 Provide each child with the models and techniques through which to develop self-discipline. **Accomplished through the PBIS program that has been implemented district wide.**
 - 9 Expand age-appropriate opportunities for all students to participate in art, music, drama, dance, World Languages, and physical education activities. **There are a number of current District 97 programs and activities aimed at achieving this SER that include, but are not limited to, CAST, BRAVO!, Hubbard Street Dance, Lincoln Trekkers program, World Language program at Irving, and instrumental and choral music groups.**
 - 10 We will take full advantage of generational transitions. **Moved to Phase 3.**
 - 11 We will work toward transparency through honesty and openness to create trusting relationships to further practices that develop the whole child. **All current professional growth and development opportunities are geared toward this SER.**

STRATEGY V. We will guarantee that all necessary resources, including financial, will be available and aligned with our mission and objectives.

SPECIFIC END RESULTS

- 1 Pass an operating tax referendum. **Potential referendum in spring 2011; formed administrative planning committee; launched Web pages this fall to keep community updated throughout the decision-making process and providing them with access to resources they can use to study this issue; planning survey and community forums this fall.**
- 2 Demonstrate operating efficiencies to the community. **FORC and FAC play important roles in accomplishing this SER; there are three to four finance reports issued each year; created Focus on Finance brochure that was disseminated to the community; information posted in several places on the Web site.**
- 3 Ensure collaboration with all local taxing agencies regarding resources. **Work with local taxing agencies on a regular basis.**
- 4 Establish efficient and safe facility utilization guidelines. **FAC meets monthly; currently looking at building models to determine efficiency (heating, energy, number of classrooms/capacity).**
- 5 Ensure necessary and sufficient staffing levels. **Hired 60 staff this summer/fall to replace individuals who retired or departed the district for other reasons; have worked with principals to ensure all staffing guidelines are being met.**
- 6 Ensure 99% uptime for every day technology needs. **Fiber and wireless installed district wide last summer/fall; launched Help Desk system in summer 2009; installed new file back-up system; installed new Uninterrupted Power Source system to that provides 30-45 minutes of up time during a power outage; launched new tech Web site this fall; approved technology plan will move the district forward in instructional usage and professional development; laptops distributed to teachers during summer and fall, and training is ongoing.**
- 7 Improve transparency for determining that all necessary resources, including financial, will be available and aligned with our mission and objectives. **Ongoing; expanded the number of citizens serving on FORC; provide quarterly review of district resource allocation.**
- 8 Increase resource allocation to integrate current forms of communication, information processing and interaction within normal daily learning. **Moved to Strategy 7 (SER 10) since its focus is communications.**

STRATEGY VI. We will ensure the highest caliber staff who will lead the district in its mission and objectives.

SPECIFIC END RESULTS

- 1 Create professional development opportunities that meet the needs of staff. **Opportunities available through U97 classes and workshops/sessions offered in conjunction with Institute Days.**
- 2 Increase the diversity of D97 teaching staff so it reflects the diversity of the community. **Participated in job fairs, contacted education deans from colleges and universities, reached out to community seeking candidate referrals and advertised in educational publication such as Teachers of Color magazine; 26 percent of the people hired this fall for openings in the district were minority candidates.**
- 3 Ensure the hiring process helps promote the hiring of high-caliber staff. **Members of Ad Leadership underwent Ventures Training to hone interviewing skills and optimize use of application system.**
- 4 Ensure retention of new and experienced high-caliber teaching staff. **Ongoing; always seeking to provide staff with access to high-quality mentorship opportunities; hired an additional teacher leader for mentoring this fall.**
- 5 Ensure that staff evaluations support and promote professional growth. **New evaluation model in place; members of Ad Leadership trained on use of model by CEC; timeline overview sheet provided to all administrators; reminder e-mails sent to administrators on evaluation timeline due dates.**

STRATEGY VII. We will constructively communicate internally and externally.

SPECIFIC END RESULTS

1. Ensure effective and timely communication by all employees. **Implemented School Messenger system; information about school and district-related programs, projects, events and activities were disseminated to stakeholders on a regular basis through family of Web sites, newsletters, weekly packets, listservs (including newly created D97 community listserv) and resources offered by community partners (Village of Oak Park, Oak Park River Forest High School, Oak Park Public Library, etc.); proposed plan to establish the Committee for Collaborative Communication that will work to enhance two-way communication among the district's internal and external stakeholders and promote the programs and services offered by the district.**
2. Improve intercultural communication skills of teachers, principals and administrators. **Multicultural Education Department had a booth at the New Parent Orientation in fall 2009 that featured information about and artifacts from the Multicultural Resource Center; held an open house at the Multicultural Resource Center in October 2009; organized annual Ethnic Festival; promoted numerous cultural events and activities organized by community organizations; provided schools in other districts and community organizations with access to the artifacts from the**

Multicultural Resource Center; contributed to the development of intercultural communication skills through U97 classes and Salad Bowl publication.

3. Reduce communication overload experienced by the Board of Education and D97 staff. **Launched Gmail and PowerSchool at the start of the year and offered staff numerous training sessions on their use; launched BoardBook in January 2010; created D97feedback e-mail address to provide a repository for collecting comments and questions from the community regarding various initiatives; sent weekly update e-mails to Board members and Administrative Leadership team; sent regular updates to community via D97 community listserv.**
4. Reduce packet-fatigue for parents. **Digital backpack launched district wide in January 2010; significantly reduced the number of families receiving information in a hard copy format. Below is the total number of families for each school that asked for information to be sent home on paper following the launch of the digital backpack.**
 - Beye – 50
 - Brooks – 60
 - Hatch – 110
 - Holmes – 25
 - Irving – 300
 - Julian – 51
 - Lincoln – 114
 - Longfellow – 25
 - Mann – 4
 - Whittier – 100
5. Create a vibrant, current, consistent and easily navigated web presence throughout the district. **Changed the front page of the district's Web site to feature news and event information; made additional changes to the district's main site (increased font size, new top-level navigation, icons on home page) to make it more user-friendly and easier to navigate; used other pages on the main district Web site (publications/policies, administration, Board of Education) to promote programs and disseminate important information; hired a Web master who started on July 1; currently working with schools, departments, PTOs, etc. to update content on all district Web sites by winter break; finalizing selection of a vendor to assist with redesign of district's family of Web site, including implementation of content management system; plan is to complete redesign of family of Web sites by summer 2011.**
6. Ensure current, cohesive and extensible technological systems and support for communication across D97. **Completed installation of fiber and wireless district wide in summer/fall 2009; implemented School Messenger system; increased the user population for PTO listservs by automatically importing the e-mail addresses for parents/guardians from PowerSchool into the listserv(s) for the school(s) where their child/children attend; extension of PowerTeacher to K-5 scheduled for this**

fall; report card system will be handled through PowerSchool; standards-based gradebooks with parent communication portals are being piloted.

7. Adopt a participatory approach to decision-making and management. **Ongoing; opportunities available through participation on various committees.**
8. Implement a staff morale improvement plan for all the employees of D97. **In progress; Recognition of Educational Dedication (RED) Committee created framework for a staff recognition program; Superintendent Roberts and Educational Council are interested in reviewing the proposed programs and providing recommendations.**
9. Communicate the value of a strong D97 to taxpayers and other key stakeholder groups (Park District, legislators, press, etc.) via a structured and achievable public relations campaign plan and process. **Changed front page of the district's Web site to feature news and event information, as well as PDF versions of various public documents (Focus on Finance, Personnel and Student Data Report, climate survey results, etc.); held inaugural State of the District Address in January at Julian; superintendent, board representative and communications coordinator attended PTO Council meetings every month and provided the group with updates; cabinet members presented to the PTO Council on a variety of topics (technology, special education, hiring, etc.) throughout the year; local media published approximately 190 district-related stories from July 1, 2009 to present day, more than half of which were generated through proactive outreach efforts by the district.**
10. Increase resource allocation to integrate current forms of communication, information processing and interaction within normal daily learning. **Number of teachers have created Web pages and blogs they use to communicate with parents/guardians and students beyond the work done in the classroom; plan to create a standardized teacher Web page as part of Web redesign project.**