

SY17 District-Department-Individual Goals - Administrative Services

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District Theory of Action:

If we use the high-level direction ("**big rocks**") from our vision plan to determine the district's goals and develop action plans for directing change and improvement, then D97 will...

- *Become student focused*
- *Incorporate the perspectives and needs of students and teachers*
- *Engage all students*
- *Support students to feel happy, respected and excited*
- *Provide equal opportunity for all students*
- *Develop critical thinking skills*
- *Support students to find their passion and develop a lifelong love of learning*
- *Meet the diverse needs of all students*
- *Support students to develop tolerance, empathy and care for each other and the world*
- *Engage the entire community in support of our schools and each and every student*

District KPI:

- *Education for the Future Survey results*
- *Course Taking (Algebra I, GTD programs, Visual/Performing Arts programs)*
- *PARCC, MAP, Common Assessments (WUOS, Eureka Math, middle school ELA, math)*
- *MAP Quadrant report*
- *5E*

Department of Administrative Services Theory of Action:

IF WE...

- Design and implement effective and efficient systems and programs
- Lead district processes for data integrity
- Monitor progress toward system goals

THEN D97 STAFF WILL (CREATE A POSITIVE LEARNING ENVIRONMENT BY)...

- Strengthening Tier I instruction,
- Consistently monitor and measure student growth,
- Accurately and regularly assess individual student needs,
- Monitoring interventions and personally connecting to students to more quickly break disciplinary cycles

IN ORDER FOR STUDENTS TO...

- Develop critical problem solving and empathy skills
- Demonstrate increased growth as measured by MAP
- Spend more time in engaging instruction, and less time in the discipline system

Department KPI: (Students)

- 80% of students in grades K-8 responding favorably to the Positive Learning Environment Student Survey (Education for the Future adapted survey) in the Fall and Spring
- At least 55% of students meet individual growth targets in MAP in Reading and Math
- <3% of students in grades K-8 receiving OSS and/or ISS by the end of the year
- Students in grades K-8 receive no more than 3 suspensions (OSS and ISS) in one school year
- At least 90% of incoming Kindergarten students complete the KRT by end of 2nd week of school (2017)
- 98% of all currently enrolled students have correct school, grade level, birthdate, legal name, and classes in district and state systems by the first day of school

Department Goals:

Big Rock #1: Educate the whole child by ensuring all systems, structures and processes within District 97 reflect an understanding of what it means to support the successful development of each and every student.		
Timing	Goal/Actions	Evidence
Fall and Spring	Administer student Second Step Survey (Positive Learning Environment) 2x/year (fall and spring)	Survey Results
Begins w/ Dec. Ad Leadership Systems in place by EOY	Data entry/collection process, system data transfer processes, and school-level data quality check processes	Instruction documents Increase in data integrity

Big Rock #2: Establish a comprehensive system of support for District 97 staff.		
Timing	Goal/Actions	Evidence
Monthly	Check Power School discipline data against the Notice of Student Suspension forms sent to central office	Tracking spreadsheet
Three times per year	Data Dives to drive reflection and planning for school leaders	PowerPoint Decks & Reflection Materials
Three times per year	Opportunity for PowerSchool users to bring a lunch and learn new Power School skills with Liz Battaglia with some individualized attention.	Sign in sheets Increase in data integrity

Big Rock #1:

Claim - The fall Second Step Survey (Positive Learning Environment Student Survey) was administered to elementary and middle school student on November 14 - November 30, 2016.

Evidence - Fall Survey Results, 90% response rate

Impact - First the first time we have student perception data for grades 1-8 about social emotional experiences. (5E is administered annually to grades 6-8; Illinois Youth Survey is administered every other year to 8th grade students). We will be able to use this survey data to monitor progress toward our vision.

Claim- A process for data surety has been developed and will be presented at the December 12, 2016 Ad Leadership meeting.

Evidence - Data Surety Powerpoint and Google Sheet

Impact - For the first time we have designed a structure and process to regularly monitor the accuracy of our data as well as consistently update student data district-wide as it changes.

Big Rock #2:

Claim - Powerschool discipline data is checked against Notice of Student Suspension form sent to the Central Office twice a month.

Evidence - A student discipline tracking spreadsheet has been created and monitored on a weekly basis. The student discipline tracking spreadsheet reflects all student discipline records in Powerschool.

Impact - Analysis of student discipline data accurately reflect student discipline records.

Claim - Fall data dive was completed on October 3, 2016. The winter data dive is scheduled for February 6, 2016.

Evidence - District and school level leaders received district and school level data decks on attendance, discipline, 5E, KRT, DIBELS, MAP and PARCC. Middle School leaders received

GPA and risk & opportunity data. Leaders also received student lists to drive action planning.

District and school leaders completed a Google Doc reflection template.

Impact - District and school leaders had comprehensive data that was used for School Improvement Planning and RtI intervention planning and implementation. Principals led school-level data dives using this information, and it was used in grade level benchmark meetings.

Claim - Powerschool users had an opportunity to receive individualized attention and learn new Powerschool skills.

Evidence - As part of the November 8 Institute Day schedule, time was set aside to provide a 1:1 learning experience to Powerschool users. Seven Powerschool users signed up for one of the ten available appointment slots. Topics were set by the users and included attendance procedures, grade book, quick export and resetting Powerschool user passwords (Trecie).

Impact - PowerSchool users who attended the Institute Day sessions increased their knowledge and skills as a result of their participation.

December 2, 2016

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