



Oak Park Elementary School District 97

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TO: Members, Board of Education
FROM: Dr. Carol Kelley, Superintendent
SUBJECT: Superintendent Report
DATE: January 24, 2017

The purpose of the attached report is to update the Board of Education and community on the status of the superintendent's goals. These goals have explicit links to the district's 2016-2018 vision and goals (big rocks), which are also listed below.

The ultimate purpose is to support each student's attainment of our universal goals. A copy of the metrics we are using to measure our progress over the next few years has been included with my report.

A full copy of the district's vision plan is also included with this report.

1.24.17 Update on Superintendent's SY17 Goals & Action Plan:

Superintendent's SY17 KPIs:

Metric	2014-2015	2015-2016 Baseline	1 st QTR	December	January	2016-2017 Target	Excellence Target
Attendance 8. % of students with greater than 95% attendance <i>(Data monthly)</i>		69%	72.8%	n/a	n/a	72% (175 more students)	98%
NWEA MAP % of students meeting or exceeding individual growth targets in: 17. Reading <i>(Data Collected in Fall, Winter & Spring)</i>	57% (Fall to Winter)	53% (Fall to Spring)	n/a	n/a	MAP window is currently open	56% (135 more)	70%
NWEA MAP % of students meeting or exceeding individual growth targets in: 18. Mathematics <i>(Data Collected in Fall, Winter & Spring)</i>	49% (Fall to Winter)	45% (Fall to Spring)	n/a	n/a	MAP window is currently open	48% (135 more)	70%
Education For the Future (EFF) % favorable responses to "When I am at school, I feel:" <i>(Data Collected in Fall & Spring)</i> 19. "I belong"	N/A	72%	N/A	N/A	N/A	74% favorable (94 more)	90% favorable

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.

MSPR Standards

Domain 1 Culture (c), Sustainability (a)
 Domain 2 Capacity Building (a), Sustainability (a), Strategic Planning (a)
 Domain 3 Capacity Building (b)
 Domain 4 Strategic Planning (a), Sustainability (a)
 Domain 5 Sustainability (a)

Timing	Goals/Actions	Measurable Outcomes	Progress Update/Next Steps
August 2016 -	Share "working draft definitions" of four key	1. Define Key Terms in Vision - COMPLETE (August 2016) 2. Schedule meeting to look at input from staff – COMPLETE (September 2016)	We are currently using the district's website and our Let's Talk feature to share and capture suggestions

May 2017	terms with stakeholders	<ol style="list-style-type: none"> 3. Solicit feedback from stakeholders to tune working draft definitions – IN PROGRESS 4. Share live, updated document every couple of months - IN PROGRESS Please click here for further information on how you can share your feedback (forward to your contacts). 	<p>for tuning of the key terms found in our vision statement. (Please note: Cab-VAAT will have the final responsibility for the refinement of the definitions.)</p> <p>Another key next step is to review district policies so they explicitly link to the key vision terms. Additionally, we would like to recommend an “equity” policy to the BOE. To date, the following examples of equity policies have been shared with me.</p> <ul style="list-style-type: none"> • Portland Public Schools - http://www.pps.net/cms/lib8/OR01913224/Centricity/Domain/51/RACIALEducation_Equity_Policy.pdf • Seattle Public Schools - https://www.psesd.org/wp-content/uploads/2016/03/Seattle-Racial-Equity-Policy.pdf • Roanoke Public Schools (pages five to eight) - https://www.psesd.org/wp-content/uploads/2016/03/Seattle-Racial-Equity-Policy.pdf • Please click here for the example of an equity policy from Oregon. <p>I think the next step would be for the administration to revisit with the BOE Policy Committee and then move to administrative and board level.</p>
October 2016 - December 2016	Share working draft metrics with Board and community	<ol style="list-style-type: none"> 1. Identify key metrics COMPLETE (August 2016) 2. Solicit feedback from Superintendent Advisory Panel COMPLETE (August – November 2016) 3. Present to Board and Community COMPLETE (November 15, 2016) 4. Solicit feedback from staff & community COMPLETE (November - December 2016) 	<p>Now that we have confirmed that the goals we have established are universal – <i>our community believes each child attending our schools should attain the goals we have established</i> – my next step is to build awareness of Vision97 4ALL with families and community members. As one example, on January 27th, I am speaking with the Collaboration Council, further building and sustaining positive relationships with Oak Park’s early childhood providers.</p> <p>Looking toward the future, I hope to share data and information pertinent to our universal goals with the</p>

			community and work collectively with our partners to make related improvements. Ultimately, we want to help each D97 student attain the universal goals outlined in our 2016-2018 vision action & alignment plan.
October 2016 – June 2017	Create coherence and focus around district's vision via department and school goals.	<ol style="list-style-type: none"> 1. Align department goals to district vision COMPLETE (November 15, 2016) 2. Align school goals to district vision COMPLETE (November 15, 2016) 3. Visit schools to help leaders understand and operationalize vision - IN PROGRESS 4. Manage feedback cycle for department and school action plans - IN PROGRESS 	<p>Since the last update, we have spoken with 3 (out of 10) school improvement teams (SIT) to gauge their work and progress on our goals. I saw evidence that we have helped the staff align their efforts to our universal goals (see attached document, 2016-2018 Vision Action & Alignment).</p> <p>I think, the next level of work in the district is to figure out a way to bring this same coherence and focus (around our vision and universal goals) to the board and larger staff and Oak Park community (external to our school leaders). Coherence and focus is a foundational element of any successful change process.</p>
October 2016 – May 2017	Develop key messages and a clear plan for two-way communications about vision plan and district's efforts.	<ol style="list-style-type: none"> 1. Establish superintendent corner on website COMPLETE (beginning November 30, 2016) See current post, called <i>"Building Caring Adult-Student Relationships"</i> here. 2. Update format of district news updates into short, 'news-y' way for district to tell its stories (version for staff, version for parents/community) PENDING 3. Hosts community conversations for students, staff, and community to capture input during implementation of vision plan PENDING 4. Solicit feedback from Superintendent Advisory Panel PENDING 	<p>Based upon the public comments made during the December 6th board meeting, I recognized the need for administration to conduct an outreach campaign to engage those members of our community who do not have direct connections with current actions being taken in our schools to address the key areas of our vision (<i>equity, inclusion, positive learning environment, and focused on the whole child</i>).</p> <p>This week, I meet with Anthony Clark (Suburban Unity Alliance), Saria Lofton, Wyanetta Johnson, Mary Bird, and John Duffy. Prior to our next BOE meeting, I will have met with a group of parents on January 25th (organized by Frances Kraft) and January 26th (organized by Facebook Group, Raising Race Conscious Kids in and around Oak Park). Finally, I will be meeting with the Collaboration for Early Childhood Council on Friday, January 27th.</p> <p>At our upcoming Cab-VAAT meeting, we plan to discuss the status of our temporary website, featuring information about our vision work. While this will be helpful in spreading the message about our work and progress, I believe (especially after meeting with and listening to the community members listed above),</p>

			<p>the next level of my work is thinking about the following questions:</p> <ul style="list-style-type: none"> • How can I communicate D97 stories to the community so they appreciate the hard work our staff is doing? • How can I help the community see themselves as a part of the solution (as opposed to simply raising concerns)? • How can I involve the community in ways where they feel they can influence the work (while understanding the difference between influencing versus getting their way on each topic)? • How can I harness that energy and passion of these leaders and other community members? <p>I will share these questions with members of my team to inform the plans for our upcoming community conversations (<i>Community Conversations with Dr. K, Superintendent of D97</i>) as well as my work with our school leaders.</p>
December 2016 - January 2018	Facilitate targeted universalism process to review key systems, structures and processes based upon <i>opportunities for students and opportunity systems. (e.g., What are the systems, structures and processes that manage opportunities?)</i>	<ol style="list-style-type: none"> 1. Host a series of community conversations, sharing the universal goals. - COMPLETE (December 2016) 2. Select 3-5 district metrics to examine (think about opportunities for students and opportunity systems). - IN PROGRESS 3. In community conversations, set a goal for 2018 for the percentage of students in any group (race, gender, income, etc...) that will attain this goal and how you will measure it (using existing or new measures) 4. Review the disaggregated data of the level of attainment of the goal for each group in the district Board and Superintendent's Advisory Panel - N PROGRESS 5. Work with Carrie, April, and Emily to engage in reflection/investigation about which opportunity structures are responsible for the gap in attainment for each group. Different opportunity structures will be important to different groups. These conversations will take place with the specific group (homogenous).- IN PROGRESS 6. Work with Carrie and April to design targeted strategies to close the opportunity gap for specific groups (assisted by Cab-Vaat and others). - IN PROGRESS 7. With help from Cab-Vaat and Superintendent Advisory Panel, prioritize what systems, structures, and processes we want to align to vision and sort in priority order. (<i>Start list with high leverage opportunities, where people will notice.</i>) - PENDING 	<p>At our January Institute Day on January 27th, we will involve the staff in using the district's universal goals to reflect on what opportunity structures are in place to support each D97 student in attaining the universal goals.</p> <p>Each principal has been paired with a staff member on the CAB-VAAT team, and they co-facilitate the District Vision/ Opportunity Structures session with their staff (2:00-3:00 @ elementary schools; during the morning session @ middle schools).</p> <p>To listen to Institute Day introduction that will be shared the staff, please click here.</p> <p>Following Institute Day, the Cab-VAAT team will use this information to identify short-term priorities we will address for the remainder of this school year. This information will be shared with the Superintendent's Advisory Panel in late February (2/22/17) and then with the full community.</p>

		8. Identify short-term priorities to address (January 2017-May 2017) - PENDING 9. Identify long-term priorities to research how to address (2017) – PENDING Make recommendations to BOE on long term issues (January 2018)	
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Big Rock #2: Establish a comprehensive system of support for District 97 staff.

MSPR Standards

Domain 1 Culture (c)
Domain 2 Capacity Building (a), Instructional Program (a and c)
Domain 3 Capacity Building (a, b)
Domain 5 Sustainability (a)

Timing	Actions	Measurable Outcomes	Progress Update/Next Steps
December 2016	Publish executive summary of Organizational Audit designed to help central office leaders improve support for instructional leadership	1. Submit executive summary BOE - COMPLETE (December 20, 2016) 2. Submit "Phase II - Central Office Transformation" to BOE - COMPLETE (January 10, 2017)	No further update at this time.
December 2016 – May 2017	Begin transformation of central office (to help central office leaders improve support for instructional leadership)	1. Agendas for Super Cabinet meetings include departmental reports on progress on priorities and KPI's - IN PROGRESS 2. Transformation Champions provide in-depth reports on transformation (April - May 2017) - PENDING	No further update at this time.
December 2016 - January 2017	Conduct Back Office Survey	1. Request Data Analyst to conduct 2nd annual "back office" survey to assess operational needs – COMPLETE (December 12th) 2. Results from Back Office Survey published to administration - IN PROGRESS	The results of the survey will be shared during the Administrative Leadership's Data Dive on Monday, February 6 th . The Business Office, Technology Department, and HR will use these results to plan actions that will further enhance the efficiency and effectiveness of their services to our schools.
December 2016 - April 2017	Conduct external audit that covers how initiatives the district has in place for teacher/staff support are working, as well as the identification of the gaps between what the district is	Request BOE approval of external audit of initiatives (staff implementation and perceptions) Advertise RFP and select vendor Vendor conducts audit and presents findings and recommendations 1. Based upon assets-reality gaps in teacher/staff support, work with HR & Business departments to determine changes needed - PENDING	At our January Institute Day on January 27 th , we will involve the staff in using the district's universal goals to reflect on what opportunity structures are in place to support each D97 student in attaining the universal goals. Additionally, we plan to ask the staff to identify what support they will need to close the opportunity gaps between the current and desired results for our

	currently doing and the needs to still be addressed.		students. This information will be shared with D97 Professional Learning Committee to build our staff support plan for the upcoming school year.
April 2017 – May 2017	Host Super Cabinet Retreat (Off Campus) to plan for SY18	<ol style="list-style-type: none"> Map out workflows, competencies and responsibilities charts, answering these questions: - PENDING <ul style="list-style-type: none"> <i>What jobs/roles need to be done to respond to student needs? e.g. Increase in achievement gap between subgroups calls for dramatic interventions and actions and commitment to the successful implementation of the core curriculum</i> <i>What competencies do we need for the future?</i> <i>What data are we using to validate and substantiate those jobs</i> <i>How do we strive for accomplishment vs. compliance?</i> <i>How are we currently responding to the most critical areas of improvement?</i> <i>Do we have the right talent now, in place, on board?</i> <i>What organizational capacities need to be built or acquired in order to successfully deliver on the district's mission and the Superintendent's goals?</i> Develop SY18 performance objectives for central office staff and principals based on reflections and SY17 Action Plans, KPIs, TOAs - PENDING 	No further update at this time.
July 2017 – August 2017	Official launch of Central Office Transformation (help central office leaders improve support for instructional leadership)	<ol style="list-style-type: none"> Transformation dashboard formalized - PENDING Develop Action Plans for each department member FY18 Action Plans with SMART goals and KPIs that are tied to TOAs - PENDING SY18 Action Plans approved by BOE - PENDING 	n/a