



# Vision 97

## *[DRAFT] Goals & Action Plan*

Board of Education Meeting

June 13, 2017



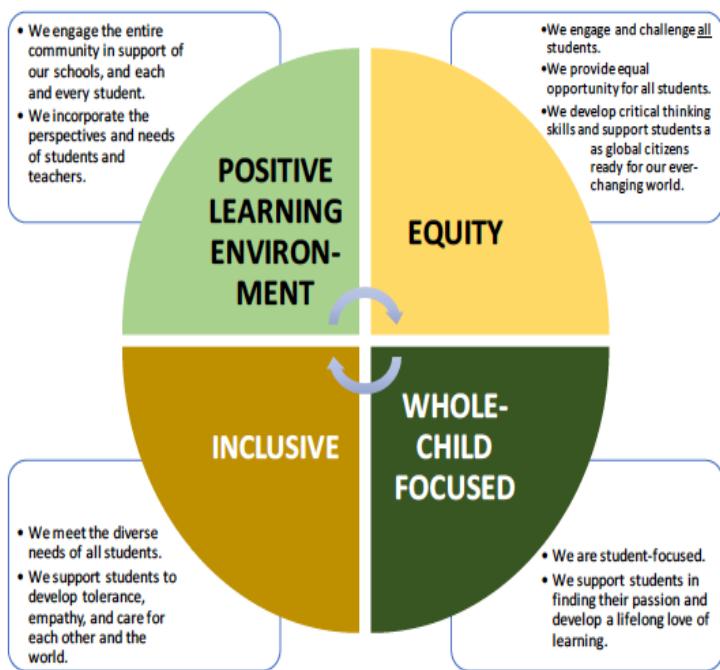
## **D97 Vision:**

Create a positive learning environment for all D97 students that is equitable, inclusive, and focused on the whole-child.



### FOUR KEY TERMS:

There are four **Key Terms** in our Vision that form the foundation of this plan. Our **Vision Elements** provides compelling images of our intent relative to each Key Term.



### Four Key Terms

**Positive Learning Environment** assures that all members of the school community are engaged in hands-on, real-world experiences and feel safe, empowered, supported and valued.

**Equity** motivates beliefs and creates systems that provide access and opportunities for all students in order to eliminate the predictability of outcomes associated with race, gender and socioeconomic status.

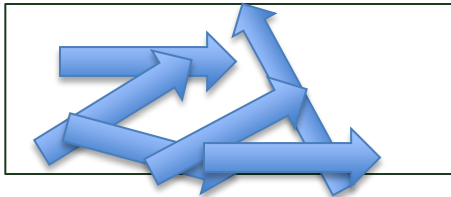
**Inclusive** focuses on our collective responsibility to provide equitable opportunities for access and promote active participation of all stakeholders in an accepting and supporting environment.

**Whole-child Focused** promotes the practice of supporting, measuring and celebrating all aspects of a student's development (social/emotional, academic, physical, artistic expression) through caring and respectful relationships.

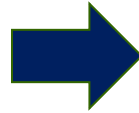
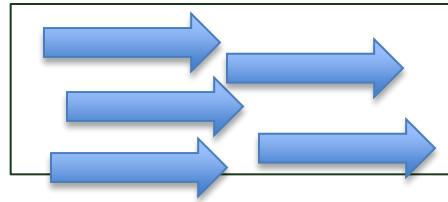


# Big Rock #1... Align Values with Actions

Misalignment



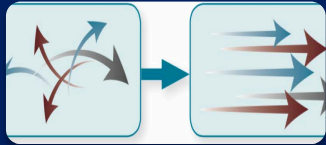
Alignment



**Alignment:** Getting all systems, structures and processes to reflect our stated value of educating the whole child (e.g., we act in ways that reflect our understanding of supporting the successful development of each student).

A primary aim of *planning* is unity of purpose, or **alignment**

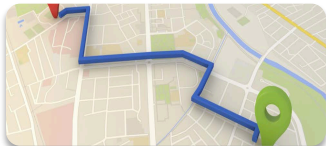
## Big Rock #2: Establish Comprehensive Support for Staff



Develop a **vision- alignment plan**, in a way that:



✓ Clarifies the **goals and measures** of student achievement



✓ Outlines the **roadmap** for accomplishing the goals;



✓ Embraces the **diverse voices** of our stakeholders;



✓ Mobilizes **leadership** for courageous action at all levels.

# Vision 97 "Pillars"



*"Equitable  
Access to  
Rigorous,  
Responsive  
Instruction"*



*"Strong  
Relationships  
with Families  
and  
Community"*



*"Effective  
Teachers,  
Leaders, and  
Staff for Every  
Student, for  
Every School"*



*"Data-  
Informed  
Continuous  
Improvement"*

*Organized for Equity & Excellence*

# Vision 97 Targeted Strategies



## Pillar #1:

- *Equitable Access to Rigorous, Responsive Instruction*

1.1 - Instructional systems designed for **ALL** learners

1.2 - Challenging and engaging **ALL** students

1.3 - Student choice, voice, and agency

## Pillar #2:

- *Strong Relationships with Families and Community*

2.1 - Community focus on challenges and opportunities

2.2 - Leveraging community resources

2.3 - Two-way communication and outreach

# Vision 97 Targeted Strategies



## Pillar #3:

- *Effective Teachers, Leaders, and Staff for Every Student, for Every School*

3.1 - Nurturing leadership in **ALL**

3.2 - Being intentional in creating our workforce

3.3 - Fostering collective efficacy: mindset → behavior → results

## Pillar #4:

- *Data-Informed Continuous Improvement*

4.1 - Data-supported decision-making and accountability

4.2 - Needs-based allocation of resources

4.3 - Sound stewardship of public funds





Every Oak Park District 97 Student is...

- ... known, nurtured, and celebrated ***learner***
- ...empowered and passionate ***scholar***
- ...confident and persistent ***achiever***
- ...creative, ***critical thinker & global citizen***



## In District 97, we will strive to...

*Know, nurture, and celebrate every learner so each scholar will become empowered, passionate, confident & persistent achievers who are conditioned by their learning to be creative, critical thinkers and global citizens.*



# *[DRAFT] District Measures*



## **INCLUSIVE**

... known, nurtured, and celebrated ***learner***

% of favorable responses to climate survey questions and focus groups (student voice) *[Fall, Spring]*

1. *“When I am at school, I feel I belong.”*
2. *“When I am at school, I am recognized for good work.”*
3. *“When I am at school, students at my school treat me with respect.”*



## WHOLE-CHILD FOCUSED

### ...empowered and passionate ***scholar***

- % of favorable responses to climate survey questions [Fall, Spring]
  - “When I am at school, I feel I have choices in the way I learn (elem)/what I learn (middle)”
  - “Is there an adult you know (other than your parent) you could talk to about important things in your life?”
  - “I participate in at least one of the following activities: school sports team, other sports, service clubs, other activity clubs, civic, service or volunteer projects, church youth group or other faith-based youth group.”
- % of students present (measured by frequency of school attendance and on-time arrival at school) [Monthly]
- % of students receiving office discipline referrals [Monthly]
- % of students receiving in-school or out-of-school suspensions [Monthly]

# Vision 97 [DRAFT] District Measures



## EQUITY

### ...confident and persistent **achiever**

- % of favorable responses to climate survey questions [Fall, Spring]
  - “When I am at school, I feel working hard will make me do well in school.”
  - “When I am at school, I feel very good (elem)/quality (middle) work is expected at my school.”
- % of 3<sup>rd</sup> grade students at or above grade level (199 RIT) in the Spring in Reading (Note: Plans to switch this out to Fountas & Pinnell 3<sup>rd</sup> grade reading level expectation (P/Q) beginning in 2018-2019.)



## **EQUITY (continued)**

### **...confident and persistent *achiever***

- Reduction in achievement gap between 80% excellence target and % of students at or above the college ready projection (70<sup>th</sup> percentile) by race, income status, and IEP status in:
  - Reading
  - Mathematics
- % of Tier 2 and Tier 3 students who make at least 1.5 years of growth in:
  - Reading
  - Mathematics



## POSITIVE LEARNING ENVIRONMENT

### ...creative **critical thinker & global citizen**

- % of favorable responses to climate survey questions (student voice) [*Fall, Spring*]
  - *“When I am at school, I feel my teachers treat me with respect.”*
  - *“When I am at school, I feel my teachers listen to my ideas.”*
  - *When I am at school, I feel I am challenged by the work my teachers ask me to do.”*





# *[DRAFT] District Vision- Action Plans*

# Goal 1: *Inclusive*

*Every student should feel safe, a sense of belonging, and be meaningfully engaged in rigorous learning with their unique needs met and their strengths leveraged*

*...known, nurtured, and celebrated learner*

PROFESSIONAL PRACTICES	TARGETED STRATEGIES	PROFESSIONAL DEVELOPMENT
<p><b>(T8)</b> Teachers will share student work and collaboratively analyze this learning data during grade-level/departmental meetings <i>(HATTIE: TEACHER ESTIMATES OF ACHIEVEMENT 1.62 EFFECT SIZE)</i></p> <p><b>(T3)</b> Teachers will include parents in setting learning goals for students and developing improvement strategies. <i>(HATTIE: PARENTAL INVOLVEMENT .49)</i></p> <p><b>(L8)</b> Principal and Leadership Team will meet with individual teacher teams to review how data is being used to drive continuous improvement of instruction and intervention. <i>(HATTIE: COLLECTIVE TEACHER EFFICACY 1.57)</i></p> <p><b>(L3)</b> Principal and Leadership Team will establish opportunities for parents and teachers to share partnering information such as student strengths and learning preferences. <i>(HATTIE: PRINCIPAL/SCHOOL LEADERS .33, PARENTAL INVOLVEMENT .49)</i></p>	<p>1.1 - Instructional systems designed for <u>ALL</u> learners</p> <p>2.3 - Two-way communication and outreach</p> <p>3.3 - Fostering collective efficacy: mindset → behavior → results</p> <p>4.1 - Data-supported decision-making and accountability</p>	<p>Formative Assessment for Results (FAR)</p> <p>Cultural Competency Training</p> <p>Restorative Practices</p> <p>Social Emotional (Standards) Training</p> <p>2-Way Communications (Active Family Engagement)</p> <p>Early Developmental Instrument (EDI)</p>

# Goal 2: *Whole-Child Focused*

## BIG PICTURE

Every student should be inspired to develop their full potential – academic, physical, artistic, and emotional – in order to cultivate high-intellectual performance.

*...empowered and passionate scholar*

PROFESSIONAL PRACTICES	TARGETED STRATEGIES	PROFESSIONAL DEVELOPMENT
<p><b>(T1)</b> Teachers will provide opportunities for students to direct their own learning <i>(HATTIE: STUDENT-CENTERED TEACHING .36 EFFECT SIZE, INQUIRY BASED TEACHING .3, PROBLEM-BASED TEACHING .3)</i></p> <p><b>(T4)</b> Teachers will communicate with parents regarding positive student behavior and achievement not just regarding misbehavior or failure. <i>(HATTIE: PARENT INVOLVEMENT .49)</i></p> <p><b>(L1)</b> 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. <i>(HATTIE: TEACHER EXPECTATIONS .43, PRINCIPAL/SCHOOL LEADERS .33)</i></p>	<p>1.3 - Student choice, voice, and agency</p> <p>2.3 - Two-way communication and outreach</p> <p>3.3 - Fostering collective efficacy: mindset → behavior → results</p>	<p>Student-Led Goal Setting</p> <p>Reading Units of Study (K-5)</p> <p>Writing Units of Study (3-5)</p> <p>Social Emotional Learning in the Curriculum (K-8)</p> <p>Curriculum-embedded, performance-based assessments (K-8)</p> <p>Standards-based reporting</p>

# Goal 3: *Equity*

## BIG PICTURE

Equity is the cornerstone of our vision efforts. This motivates beliefs and creates systems that provide access and opportunities for all students in order to eliminate the predictability of outcomes associated with race, gender, and socioeconomic status.

*...confident and persistent achiever*

PROFESSIONAL PRACTICES	TARGETED STRATEGIES	PROFESSIONAL DEVELOPMENT
<p><b>(T2)</b> Teachers will organize instruction around standards and communicate clear expectations so students understand what they will learn and do as a result of the learning in order to ensure students' continuous growth and development <i>(HATTIE: TEACHER CLARITY .75 EFFECT SIZE)</i></p> <p><b>(T1)</b> Teachers will provide opportunities for students 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 <i>(HATTIE: CLASSROOM DISCUSSION .82 EFFECT SIZE)</i></p> <p><b>(L2):</b> Principal will lead ongoing grade-level school-wide dialogue around expectations, effective instruction, assessment, &amp; demonstrations of student work samples that meet rigorous standards. <i>(HATTIE: TEACHING STRATEGIES .60, PRINCIPALS/SCHOOL LEADERS .33)</i></p>	<p>1.1 - Instructional systems designed for <u>ALL</u> learners</p> <p>1.2 - Challenging and engaging <u>ALL</u> students</p> <p>2.1 - Community focus on challenges and opportunities</p> <p>3.1 - Nurturing leadership in <u>ALL</u></p> <p>4.2 - Needs-based allocation of resources</p> <p>4.3 - Sound stewardship of public funds</p>	<p>Effective Instruction (Danielson Framework)</p> <p>Unpacking Rigorous Learning Standards &amp; Lesson Planning</p> <p>Curriculum-embedded, performance-based assessments (K-8)</p> <p>Inclusive Classroom Support</p> <p>Examination of Student Work</p> <p>Eureka Math (K-5) Reading Units of Study (K-2) Writing Units of Study (3-5) Science (6-8)</p>

# Goal 4: *Positive LE*

## BIG PICTURE

Every student should be able to be meaningfully engaged in our learning environments and challenged to become a critical thinker, creative solution-seeker and contributor to the global community.

### ...creative critical thinker & global citizen

PROFESSIONAL PRACTICES	TARGETED STRATEGIES	PROFESSIONAL DEVELOPMENT
<p><b>(T5)</b> Administrators and teachers will maintain openness in their practice, inviting feedback and reflecting critically on student results <i>(HATTIE: COLLECTIVE TEACHER EFFICACY 1.57 EFFECT SIZE)</i></p> <p><b>(T6)</b> Teachers will demonstrate continuous learning through classroom application of professional development activities and professional literature. <i>(HATTIE: PROFESSIONAL DEVELOPMENT .45)</i></p> <p><b>(L5)</b> Principals will provide time and resources for teachers to observe practices of peers or practitioners in other classrooms or schools <i>(HATTIE: PRINCIPAL/SCHOOL LEADERSHIP .33)</i></p> <p><b>(L6):</b> Principal will provide frequent feedback regarding classroom practice based on observations of teacher planning, classroom instruction and student products.</p>	<p>1.1 - Instructional systems designed for <b><u>ALL</u></b> learners</p> <p>1.2 - Challenging and engaging <b><u>ALL</u></b> students</p> <p>2.2 - Leveraging community resources</p> <p>3.2 - Being intentional in creating our workforce</p> <p>4.1 - Data-supported decision-making and accountability</p>	<p>High Expectations Teaching &amp; High Leverage Teaching Strategies for ALL (Growth Mindset)</p> <p>Building Leadership Training (School Improvement Planning &amp; Execution)</p> <p>Analyzing Teaching for Student Results (Site Visits)</p>