

# Fighting for What's Right!



2018-2019

## DISTRICT-LEVEL PRIORITIES

(Collective Action Plans)



Oak Park Elementary School District 97  
Dr. Carol Kelley (Superintendent)

**~ Fighting for What's Right ~**

*"I want us to claim this role [of warrior] for ourselves,  
to be warriors for the human spirit,  
people brave enough to refrain from adding  
to the fear and aggression of this time.*

*This is no easy task, not to meet aggression with aggression,  
to consciously choose to stay out of fear  
and support others to do the same,  
to quell the anxiety and anger that erupts so reflexively and choose for peace.*

*Of course it's hard – what isn't these days?*

*I just want to be struggling for the right things."*

– **Margaret Wheatley**

## FIGHTING FOR WHAT'S RIGHT

Building upon the work undertaken to define our district's vision, during the 2016-2017 school year, Oak Park Elementary School District 97 completed a five-year strategic plan, developed with significant involvement of D97 stakeholders. The plan – VISION97 4ALL - outlined **four aspirational goals** for student learning, as well as **four building blocks, professional practices and strategic objectives** that assure a coherent roadmap for accomplishing our goals for student success.

A results-focused plan is the first step toward accomplishing our mission and goals. However, without disciplined implementation, the plan will founder and may not live up to its promise. After we “plan the work”, then we must “work the plan” to achieve desired outcomes.

During the 2017-2018 school year – the first full year of implementation of the strategic plan – our leadership team embarked on a two-step process of “making sense” of the implications of our comprehensive strategic plan for our school system and executing some aspects of the plan for baseline/calibration purposes, particularly regarding our indicators for student learning and development.

For the 2018-2019 school year, our aim is to deepen the implementation process on multiple dimensions of the strategic plan. We intend to “fight for what’s right” by putting more systematic processes into place at the school and district levels in order to help each student feel a sense of belonging, read at or above grade level by the end of grade 3, and be ready for advance course taking by the time they move into high school. In this document, you will find the district-level priorities we will implement during the 2018-2019 school year to support our schools as they fight for what’s right. We believe a collective focus on these priorities will strengthen the effectiveness and efficiency of our operations and infrastructure as a whole, so that our schools and students can thrive. They include a set of five collective-action priorities that will serve as the core of our district and building leadership team deliberations. Furthermore, those collective-action priorities are complemented by a set of initiatives specific to each department and school.

Over the course of the upcoming school year, we intend to monitor these priorities continuously during school-level BLT meetings or district-level Ad Leadership meetings. Additionally, as a collective team, we will review and discuss evidence-based progress reports on the following dates:

- Tuesday, October 30th
- Tuesday, March 5th
- Tuesday, May 28<sup>th</sup>

During these conversations, we will report out our findings to the Board of Education, employees, parents and community. Doing so will strengthen our stakeholders’ trust in and commitment to our school district, and will facilitate successful accomplishment of the aspirational goals of our strategic plan.

*Dr. Carol L. Kelley (Superintendent)*

# OUTLINE

	<i>page</i>
The Foundation of Our 2018-2019 Implementation Plan	<b>4</b>
I. Highlights of the 2018-2019 Collective Action Plan	<b>5</b>
II. District-level Priorities	<b>7</b>
III. Department-level Priorities	<b>16</b>
IV. Vital Signs Scorecard™	<b>21</b>

## The Foundation of Our 2018-2019 Implementation Plan

Our five-year plan – VISION 4ALL – is the starting point for articulating our annual priorities at every level in our system. The plan makes a clear distinction between the outcomes for students and the decisions and actions we must take to achieve those results for our students. Placing student achievement at the center of our collective work enables our school system and the entire community to “keep the main thing, the main thing.”

The key components of that long-term plan are described briefly below. For additional information, please consult the full strategic plan document.

### Goals & Measures of Student Success

*(See pages 11-12 of the Strategic Plan)*

We articulated four aspirational Goals for student achievement, and a set of Measures (or indicators) of student progress for each Goal. The Goals address the academic, behavioral and social-emotional development of our students.

### Four Pillars

*(See pages 7 of the Strategic Plan)*

Our Four Pillars are the building blocks of our work on behalf of our students. They define the capabilities we must develop continuously to nurture effective instruction and a mission-focused, empowering organizational infrastructure.

### Professional Practices for Instructional Effectiveness

*(See pages 13 of the Strategic Plan)*

Effective instruction is the strongest predictor of student learning. Therefore, we defined the Teaching Practices, Leadership Practices and Organizational Practices we must implement and improve in every classroom and every school, every day. Those practices are framed around our Four Pillars.

### Twelve Strategic Objectives for Student Success

*(See pages 14-16 of the Strategic Plan)*

Our Strategic Objectives define the support system and infrastructure critical for building and sustaining thriving schools. They, too, are framed around our Four Pillars, and encompass areas such as: family and community engagement; school safety; health and wellness; professional development; and planning and accountability processes.

In the next section, we outline the district-level collective priorities proposed for the new school year. Those system-wide initiatives are followed by an overview of the specific priorities which each district-level Department has identified as the focus of its work during the 2018-2019 school year.

Furthermore, when each school completes its annual school improvement plan in Fall 2018, then every organizational entity within D97 will have clearly-defined priorities for the new school year, consistent with the mission, goals, and roadmap outlined in our district’s five-year strategic plan. That system-wide alignment – from the school level to central office – strengthens our whole organization and builds capacity at every level within D97.

# I. Highlights of the 2018-2019 Collective Action Plan

Following our end-of-year review of student learning data, extensive conversation at the district level, and ongoing consultation with our building principals, we have identified the following Five Priorities as our collective focus areas for the 2018-2019 school year. These five priorities are deemed most supportive of the needs of our schools and most relevant at this time for moving our whole organization towards higher levels of effectiveness, efficiency, and readiness in years to come. Specifically, during the 2018-2019 school year, our focus will be on:

- *Increasing the percentage of students who are reading at or above grade level*
- *Increasing the percentage of middle-schoolers who are projected to be college-ready upon graduation from D97*
- *Increasing the percentage of students who feel a sense of “belonging” while at school*

The five priorities were also selected on the basis of what our organization is fiscally able to handle at this time.

As mentioned earlier, each district-level team has also identified their own department-specific objectives for the new school year, thereby strengthening a culture of results-focused planning, disciplined implementation and continuous monitoring of progress system-wide.

## Five District-Level Priorities & their Objectives

Priority	Description	Champion
1 <b>Strengthen Literacy Instruction</b>	<i>We will strengthen K-5 literacy instruction through a balanced literacy approach that addresses student learning styles, incorporating student voice and promoting instruction responsive to student needs.</i>	Amy Warke
2 <b>Strengthen Middle School Instruction</b>	<i>We will revise International Baccalaureate units for cognitively demanding student-centered experiences in grades 6-8.</i>	Amy Warke
3 <b>Middle School Behavior: Tier 1 PBIS and Culture/Climate Supports</b>	<i>We will build collective understanding and the capacity of school culture/climate teams to lead and monitor implementation of Tier I Positive Behavior Intervention Supports (PBIS).</i>	Carrie Kamm
4 <b>Social-Emotional Supports</b>	<i>We will refine and expand targeted social-emotional supports that address all aspects of a student’s development through caring and respectful relationships.</i>	Eboney Lofton
5 <b>Co-teaching Expansion (Inclusive Teaching Practices)</b>	<i>We will broaden implementation of inclusive practices that support that support meaningful access to general education learning environments, curricula and experiences for students with disabilities</i>	Eboney Lofton

## Five District-Level Priorities & Sub-Priorities

Priority	Sub-Priorities	Champion
1	<p>1.1 Grades K-2: Reading Units of Study</p> <hr/> <p>1.2 Grades 3-5: Reading Units of Study</p> <hr/> <p>1.3 Grades K-5: Word Study Review Process</p> <hr/> <p>1.4 Monitoring implementation and impact</p>	Amy Warke
<b>Strengthen Literacy Instruction</b>		
2	<p>2.1 International Baccalaureate (IB) Unit and Assessment Revisions</p> <hr/> <p>2.2 IB Assessment Practices and Reporting</p> <hr/> <p>2.3 IB Interdisciplinary Unit Development</p> <hr/> <p>2.4 Monitoring implementation of IB philosophy and practices</p>	Amy Warke
<b>Strengthen Middle School Instruction</b>		
3	<p>3.1 District Culture &amp; Climate Framework</p> <hr/> <p>3.2 Tier 1 Readiness &amp; Professional Learning</p> <hr/> <p>3.3 Tier 1 Systems</p> <hr/> <p>3.4 Tier 1 Implementation &amp; Monitoring</p>	Carrie Kamm
<b>Middle School Behavior: Tier 1 PBIS and Culture/Climate Supports</b>		
4	<p>4.1 Capacity building</p> <hr/> <p>4.2 Implementation of Supports</p> <hr/> <p>4.3 Monitoring of Support Delivery</p> <hr/> <p>4.4 Assessment of Impact</p>	Ebony Lofton
<b>Social-Emotional Supports</b>		
5	<p>5.1 Scheduling and Structure</p> <hr/> <p>5.2 Professional Learning</p> <hr/> <p>5.3 Implementation</p> <hr/> <p>5.4 Monitoring</p> <hr/> <p>5.4 Assessment of Impact</p>	Ebony Lofton
<b>Co-teaching Expansion (Inclusive Teaching Practices)</b>		

## II.

# District-Level Priorities and Milestones of Progress

We have “chunked” the district-level collective priorities into smaller sub-priorities, enabling more manageable implementation. Each sub-priority consists of milestones of progress, or specific tasks to be completed by a specific date. Each milestone is also associated with a Lead person – an individual with the responsibility for ensuring successful completion of that milestone through disciplined implementation, continuous monitoring and timely communication with appropriate stakeholders.

Consistent follow-through is vital to consistent results. Therefore, D97 will be tracking progress on the execution of these priorities throughout the school. District leadership will also be giving periodic updates to the Board and community stakeholders at several points during the school year. These steps foster broader-based engagement of staff and shared accountability for results. We believe that sustaining the support and commitment of our stakeholders demand these levels of transparency and follow-through.

On the pages that follow, we outline the sub-priorities and corresponding milestones for each of the five district priorities for 2018-2019 school year.

## PRIORITY #1: STRENGTHEN LITERACY INSTRUCTION

Priority	Sub-Priority		Lead
<b>1</b> Strengthen Literacy Instruction	<b>1.1 Grades K-2: Reading Units of Study</b>	<i>Monitor and support year two implementation of best practices of a balanced literacy approach</i>	Amy Warke
	<b>1.2 Grades 3-5: Reading Units of Study</b>	<i>Support year one of implementation of best practices of a balanced literacy approach</i>	
	<b>1.3 Grades K-5: Word Study Review Process</b>	<i>Pilot and review word study resources to select resources for adoption, to support instruction in a balanced literacy approach.</i>	
	<b>1.4 Monitoring implementation and impact</b>	<i>Track implementation and success of Reading Units of Study through surveys, walk throughs, checklists, student data reviews, and observations, analyze results to inform action planning.</i>	

### Milestones of Progress

Sub-Priority	KEY TASKS	Start Date	Due Date	Check-in Dates	Lead Person
<b>1.1 Grades K-2: Reading Units of Study</b>	Offer summer professional learning opportunities to build the capacity of teachers and staff in implementing the Reading Units of Study.	6/8/28	8/14/18	6/26, 6/28, 7/10 6/8, 6/13, 6/18, 6/21, 6/27, 8/13, 8/14	Tawanda Lawrence & Emily Fenske
	Revise the K-2 ELA Written Curriculum and develop assessment resources to support instruction and reporting.	7/22018	8/3/18	7/26/18	Tawanda Lawrence
	Implement Job-embedded coaching cycles with D97 instructional coaches.	9/4/18	5/31/19	11/12/18	Tawanda Lawrence
	Support BAS administration with professional learning and norming sessions (D97 instructional coaches).	8/21/18	5/31/19	8/2018 1/2019 3/2018	Tawanda Lawrence
	Provide professional learning and support to teachers, administrators, and coaches (external coaches)	8/21/18	5/31/19	11/27/18	Tawanda Lawrence

Sub-Priority	KEY TASKS	Start Date	Due Date	Check-in Dates	Lead Person
<b>1.2 Grades 3-5: Reading Units of Study</b>	Offer summer professional learning opportunities to build the capacity of teachers and staff in implementing the Reading Units of Study.	6/8/28	8/14/18	6/26, 6/28, 7/10 6/8, 6/13, 6/18, 6/21, 6/27, 8/13, 8/14	Tawanda Lawrence & Emily Fenske
	Revise the 3-5 ELA Written Curriculum.	7/22018	8/3/18	7/26/18	Tawanda Lawrence
	Implement Job-embedded coaching cycles with D97 instructional coaches.	9/4/18	5/31/19	11/12/18	Tawanda Lawrence
	Support BAS administration with professional learning and norming sessions (D97 instructional coaches).	8/21/18	5/31/19	8/2018 1/2019 3/2018	Tawanda Lawrence
	Provide professional learning and support to teachers, administrators, and coaches (external coaches)	8/21/18	5/31/19	11/27/18	Tawanda Lawrence

Sub-Priority	KEY TASKS	Start Date	Due Date	Check-in Dates	Lead Person
<b>1.3 Grades K-5: Word Study Review Process</b>	Pilot Teachers College Phonics program resources and continue to pilot Foundations, Words Their Way, and Mondo Phonics (K-5 Word Study Committee members)	8/22/18	1/18/19	10/2018 12/2018	Tawanda Lawrence
	Select resources for recommendation to the Board for adoption (K-5 Word Study Committee members)	1/22/19	2/14/19		Tawanda Lawrence
	Develop adoption timeline and professional learning plan (K-5 Word Study Committee members)	1/22/19	2/14/19		Tawanda Lawrence

Sub-Priority	KEY TASKS	Start Date	Due Date	Check-in Dates	Lead Person
<b>1.4 Monitoring Implementation and Impact</b>	Conduct learning walks in each elementary school to monitor implementation of the RUOS. using the look-fors from Teachers College	9/17/18	5/17/19	10/2108 12/2018	Tawanda Lawrence
				2/2019 4/2019	
	Survey teachers on RUOS support, resources, and the K-5 Written Curriculum.	12/10/18	12/21/19	11/2018 after T1 3/2019 after T2	Tawanda Lawrence
				5/2019 end of T3	
Develop adoption timeline and professional learning plan (K-5 Word Study Committee members)	1/22/19	2/14/19		Tawanda Lawrence	

## PRIORITY #2: STRENGTHEN MIDDLE SCHOOL INSTRUCTION

Priority	Sub-Priority		Lead
2  Strengthen Middle School Instruction	<b>2.1 IB Unit and Assessment Revisions</b>	<i>Revise IB units and assessments following department reflection on implementation and analysis of student assessment data, to further align with IB principles</i>	Amy Warke
	<b>2.2 IB Assessment Practices and Reporting</b>	<i>Determine timeline and build capacity of teachers and families to transition to reporting out on student progress based on the IB criteria</i>	
	<b>2.3 IB Interdisciplinary Unit Development</b>	<i>Develop IB interdisciplinary units for each content area (i.e. Humanities and ELA, Math and Science)</i>	
	<b>2.4 Monitoring implementation of IB philosophy and practices</b>	<i>Monitor practices to ensure the implementation of the IB philosophy and practices with fidelity in preparation for IB Reauthorization</i>	

### Milestones of Progress

Sub-Priority	KEY TASKS	Start Date	Due Date	Check-in Dates	Lead Person
<b>2.1 IB Units and Assessment Revisions</b>	Revise IB units and assessments (MS Departments)	8/20/18	12/21/18	9/2018 10/2018 11/2018 12/2018	Tawanda Lawrence
	Submit IB units for Self-Study	1/11/19	1/11/19		Tawanda Lawrence
<b>2.2 IB Assessment Practices and Reporting</b>	Develop timeline and transition plan to support capacity of teachers and families in understanding how to report student progress based on IB criteria, with the IB Assessment Committee	8/20/18	6/3/19	8/2018 9/2018 10/2018 11/2018	Tawanda Lawrence
<b>2.3 IB Interdisciplinary Unit Development</b>	Devote fall department meetings to IB unit planning to develop IB interdisciplinary units with Individuals and Societies department and Language Acquisition and Literature department	8/20/18	11/19/18		Tawanda Lawrence
	Implement the revised units and reflect on implementation during grade-level department meetings	12/3/18	6/3/19		Tawanda Lawrence
<b>2.4 Monitoring Implementation of IB Philosophy and Practices</b>	Conduct learning walks to monitor implementation of IB units, philosophies, and practices (DCIA, MS Principals, and IB Coordinators)	9/17/18	6/3/19	10/22/18 1/15/19 4/15/19	Tawanda Lawrence

## PRIORITY #3: MIDDLE SCHOOL BEHAVIOR – TIER 1 PBIS & CULTURE/CLIMATE SUPPORTS

Priority	Sub-Priority		Lead
3 Middle School Behavior: Tier 1 PBIS & Culture/Climate Supports	<b>3.1 District Culture &amp; Climate Framework</b>	<i>Create a District 97 Culture &amp; Climate Framework that shows the alignment of PBIS, Social-Emotional Learning, Restorative Practices, and Trauma-Informed Care.</i>	Carrie Kamm
	<b>3.2 Tier 1 Readiness &amp; Professional Learning</b>	<i>Provide professional learning to middle school culture climate teams on Tier 1 components.</i>	
	<b>3.3 Tier 1 Systems</b>	<i>Determine data collection system and common expectations regarding data collection</i>	
	<b>3.4 Tier 1 Implementation &amp; Monitoring</b>	<i>Create district and school level processes (quantitative and qualitative) for implementing and monitoring Tier 1 components.</i>	

### Milestones of Progress

Sub-Priority	KEY TASKS	Start Date	Due Date	Check-in Dates	Lead Person
3.1 District Culture and Framework	Determine D97 Culture & Climate Handbook components.	7/1/18	7/20/18	7/10/18	Carrie Kamm
	Write Draft 1 of D97 Culture & Climate Handbook	7/20/18	8/15/18	8/1/18	Carrie Kamm
	Draft 1 of D97 Culture & Climate Handbook complete.	7/1/18	11/1/18	9/1/18 10/1/18	Carrie Kamm
	Draft 1 of D97 Culture & Climate Handbook presented for feedback with PBIS Coach Team, MTSS Committee, Diversity Council.	11/1/18	2/1/19	12/1/18	Carrie Kamm
	Revise draft 1 of Culture & Climate Handbook.	2/1/19	3/1/19	2/15/19	Carrie Kamm
	Draft 2 of D97 Culture & Climate Handbook presented for feedback to Ed Council and Ad Leadership.	3/1/19	4/1/19	3/15/19	Carrie Kamm
	Revise draft 2 of D97 Culture & Climate Handbook	4/1/19	5/1/19		Carrie Kamm
	Final draft of District 97 Culture & Climate Handbook	N/A	5/1/18		Carrie Kamm
	2 half day professional learning sessions for Ad Leadership on alignment of SEL, PBIS, Restorative Practices, and Trauma-Informed Care	10/1/18	2/1/2019		Carrie Kamm

Sub-Priority	KEY TASKS	Start Date	Due Date	Check-in Dates	Lead Person
3.2 Tier 1 Readiness & Professional Learning	Determine professional learning plan and calendar for Middle School Culture & Climate teams for SY18-19	5/15/18	6/1/18		Carrie Kamm
	Middle School Culture & Climate Teams Professional Learning Sessions (1 full day learning session per trimester). Focus areas: <ul style="list-style-type: none"> <li>● Overview of PBIS/Multi-Tiered System of Support</li> <li>● Tier 1 Components &amp; Critical Features</li> <li>● Facilitation &amp; Coaching 101</li> <li>● SWIS &amp; TIPS</li> <li>● Fidelity Tools &amp; Data Collection</li> </ul>	August 15	5/1/19	TBD TBD TBD	Carrie Kamm
	Middle School Culture & Climate Teams complete Tier 1 Action Plan	8/1/18	9/1/18		Carrie Kamm

Sub-Priority	KEY TASKS	Start Date	Due Date	Check-in Dates	Lead Person
3.3 Tier 1 Systems	Determine Tier 1 data that will be collected (student data, data collection system, success criteria, staff expectations, communication plan, progress monitoring plan)	8/1/18	9/1/18	8/15/18	Carrie Kamm
	Determine with principals and Middle School Culture & Climate Coach how and when Tier 1 data will be reported to school staff.	8/1/18	9/1/18	TBD	Carrie Kamm

Sub-Priority	KEY TASKS	Start Date	Due Date	Check-in Dates	Lead Person
3.4 Tier 1 Implementation & Monitoring	Conduct School Site Visits-Tier 1 Baseline Assessment	9/15/18	10/15/18	10/1/18	Carrie Kamm
	Conduct School Site Visits-Tier 1 Implementation Monitoring <ul style="list-style-type: none"> <li>▪ Administrator Interview</li> <li>▪ Tier 1: School-based fidelity check (TFI status report, SWIS data review)</li> <li>▪ Midwest PBIS: School tour/TFI walkthrough; staff &amp; student interviews</li> <li>▪ Classroom practice observations</li> </ul>	11/1/18	12/1/18	TBD	Carrie Kamm
	Conduct School Site Visit-Tier 1 Year-End Assessment	5/1/18	5/20/18		Carrie Kamm

## PRIORITY #4: SOCIAL-EMOTIONAL SUPPORTS

Priority	Sub-Priority		Lead
4 Social-Emotional Supports	<b>4.1 Capacity building</b>	<i>Provide staff- informed professional learning and job embedded supports to social workers, psychologists and other stakeholders.</i>	Eboney Lofton
	<b>4.2 Implementation of Supports</b>	<i>Refine and potentially rebuild the model through which social emotional supports are provided with stakeholder input</i>	
	<b>4.3 Monitoring of Support Delivery</b>	<i>Co-create and implement processes with building leadership that seek to monitor support levels at a regular cadence</i>	
	<b>4.4 Assessment of Impact</b>	<i>Conduct regular and timely reviews of student impact data as well as the frequency with which students access support to determine efficacy</i>	

### Milestones of Progress

Sub-Priority	KEY TASKS	Start Date	Due Date	Check-in Dates	Lead Person
4.1 Capacity Building	Conduct a needs assessment by school to inform professional learning plan	5/1/18	5/31/18		Donna Middleton
	Plan professional learning opportunities based on the needs assessment for social workers and teachers	5/15/18	6/30/18		Donna Middleton
	Deliver professional learning	9/1/18	10/31/18		Eboney Lofton
Sub-Priority	KEY TASKS	Start Date	Due Date	Check-in Dates	Lead Person
4.2 Implementation of Supports	Begin the hiring process for additional social workers	5/8/18	5/31/19		Eboney Lofton
	Deliver district survey to existing staff to determine assignments and communicate school assignments	4/1/18	5/30/18	5/15/18	Eboney Lofton
	Develop tools to standardize practice	8/31/18	10/31/18	9/15/18 9/30/18	Maria Pascarella
Sub-Priority	KEY TASKS	Start Date	Due Date	Check-in Dates	Lead Person
4.3 Monitoring of Support Delivery	Convene social workers to determine which metrics should be examined to determine efficacy of supports	9/1/18	9/30/18		Eboney Lofton
	Determine which tools will be utilized to collect data and the cadence at which data should be collected and analyzed	9/1/18	10/15/18	9.15.2018 9.30.2018	Eboney Lofton
	Develop cadence of data check-ins	9/1/18	9/30/18	n/a	Eboney Lofton
	Schedule and conduct check-ins	10/1/18	Ongoing	Bimonthly	Eboney Lofton
Sub-Priority	KEY TASKS	Start Date	Due Date	Check-in Dates	Lead Person
4.4 Assessment of Impact	Review identified metrics	10/16/18	11/15/18		Eboney Lofton
	Analyze and share data with social workers	9/1/18	Per Trimester	11/2018 3/2019 5/2019	Eboney Lofton
	Action plan around practice shifts, if necessary	9.1.2018	Ongoing	Monthly	Eboney Lofton

## PRIORITY #5: CO-TEACHING EXPANSION (INCLUSIVE TEACHING PRACTICES)

Priority	Sub-Priority		Lead
5 Co-teaching Expansion (Inclusive Teaching Practices)	<b>5.1 Scheduling and Structure</b>	<i>Meet with schools to develop schedules that address student need and to refine the structures through which learner profiles are considered and resources are maximized.</i>	Eboney Lofton
	<b>5.2 Professional Learning</b>	<i>Provide professional learning opportunities for staff through regular learning sessions and job embedded supports</i>	
	<b>5.3 Implementation</b>	<i>Refine and review existing delivery models to ensure students are provided with meaningful general education access as well as specially designed instruction</i>	
	<b>5.4 Monitoring</b>	<i>Co-create walkthrough documents with school staff and implement self-assessments as well as department learning walks that provide supportive feedback</i>	
	<b>5.4 Assessment of Impact</b>	<i>Review pre/post test data, and conduct student, parent, staff interviews.</i>	

### Milestones of Progress

Sub-Priority	KEY TASKS	Start Date	Due Date	Check-in Dates	Lead Person
5.1 Scheduling and Structure	Review student projections	May 2018	Aug 21, 2018	June 4, 2018 July 2, 2018 Aug. 6, 2018 Aug. 21, 2018	Donna Middleton
	Meet with administrative team to solidify master schedule	May 2018	Aug 6, 2018	June 4, 2018 July 2, 2018 Aug 6, 2018	Donna Middleton
	Meet with school teams to review learner profiles and draft student and teacher schedules	May 2018	Aug 6, 2018	June 4, 2018 Aug. 6, 2018	Donna Middleton
	Finalize schedules	May 2018	Aug 6, 2018	June 4, 2018 Aug. 6, 2018	Donna Middleton
	Make IEP revisions , as necessary	May. 2018	Aug. 29, 2018	June 4, 2018 Aug. 6, 2018 Aug. 30, 2018	Donna Middleton
5.2 Professional Learning	Create learning plan for K-8 co-teaching pairs with P. Kluth	June 2018	Sept. 2018	June 4, 2018 July 2, 2018 Aug. 6, 2018 Sept. 3, 2018	Eboney Lofton
	Articulate plan to teachers	Aug. 2018	Sept 15, 2018	Aug. 6, 2018 Sept. 3, 2018	Donna Middleton
	Deliver professional learning and job embedded supports	Aug. 2018	May 31, 2019	Oct. 8, 2018 Dec. 3, 2018 Feb. 4, 2019 April 8, 2019 May 6, 2019	Donna Middleton
	Review efficacy	Sept. 2018	May 2019	Oct. 8, 2018 Dec. 3, 2018 Feb. 4, 2019 April 8, 2019 May 6, 2019	Eboney Lofton

Sub-Priority	KEY TASKS	Start Date	Due Date	Check-in Dates	Lead Person
5.3 <b>Implementation</b>	Refine existing co-teaching observation tools and protocols	June 2018	Oct. 2018	Aug. 6, 2018 Sept. 3, 2018 Oct. 8, 2018	Donna Middleton
	Convene teacher groups to review and edit tools/protocols	Sept. 2018	Oct. 2018	Sept. 3, 2018 Oct. 8, 2018	Donna Middleton
	Share protocol with administrative teams	Oct. 2018	Oct. 2018	Oct. 8, 2018 Oct. 29, 2018	Donna Middleton
Sub-Priority	KEY TASKS	Start Date	Due Date	Check-in Dates	Lead Person
5.4 <b>Monitoring</b>	Communicate observation schedule	Sept. 2018	Sept. 2018	Sept. 24, 2018	Donna Middleton
	Conduct learning walks utilizing the observation tool	Oct. 2018	May 2019	10/8/18 12/3/18 2/4/19 4/8/19 5/6/19	Donna Middleton
	Review data with stakeholders	Oct. 2018	May 2019	11/5/18 12/3/18 2/4/19 4/8/19 5/6/19	Eboney Lofton
Sub-Priority	KEY TASKS	Start Date	Due Date	Check-in Dates	Lead Person
5.5 <b>Assessment of Impact</b>	Convene teacher focus groups	Oct. 2018	Nov. 2018	Oct. 8, 2018 Nov. 5, 2018	Donna Middleton
	Convene parent focus groups/deliver surveys	Nov. 2018	Dec. 2018	Nov. 5, 2018 12/3/18	Donna Middleton
	Convene student focus groups	Feb. 2018	Mar. 2018	2/4/19 3/4/19	Donna Middleton
	Analyze data to inform shifts in practice	Dec. 2018	May 2018	Dec. 3, 2018 Feb. 4, 2019 April 8, 2019 May 6, 2019	Eboney Lofton

### III.

## Department-Level Priorities

In addition to the five district-level priorities described in the previous section, each central office Department identified priorities unique to its focus and aligned, still, with the D97 five-year strategic plan. Each Department also defined milestones of progress (not included in this report due to document-size considerations) that would enable it to monitor and communicate with internal and external stakeholders, as appropriate.

The Departments whose 2018-2019 priorities and sub-priorities are included in this report are as follows:

- Teaching & Learning
- Equity
- Special Education
- Student and Administrative Services
- Human Resources
- Technology
- Buildings and Grounds
- Policy, Planning, and Communications

Priority	Sub-Priorities	Champion
<p>1</p> <p><b>Math Differentiation</b></p> <p>Provide resources and support to teachers and administrators to implement differentiated instruction in 3rd, 4th, and 6th grade Math classrooms.</p>	<ul style="list-style-type: none"> <li>a. Internal coaching</li> <li>b. External coaching</li> <li>c. Institute days</li> <li>d. Curricular resources for 6<sup>th</sup> grade</li> <li>e. Communication</li> </ul>	
<p>2</p> <p><b>School Improvement Planning</b></p> <p>Support Principals in implementing BLT structure in service of achievement of School Improvement goals. Support principals in providing professional learning and time for data-informed collegial collaboration about strategies for improving student achievement.</p>	<ul style="list-style-type: none"> <li>a. SY19 SIP development</li> <li>b. BLT setup</li> <li>c. Grade-level action plan</li> <li>d. SIP-focused BLT visits</li> <li>e. SIP monitoring and data dive</li> <li>f. SY20 SIP development</li> </ul>	
<p>3</p> <p><b>Professional Learning Communities (PLCs) and Teacher-Teams</b></p> <p>Build collective efficacy of teacher teams by developing teachers to lead and participate on effective teams, focused on analyzing student work and instructional practices.</p>	<ul style="list-style-type: none"> <li>a. Expectations and structures for team meetings</li> <li>b. Coaching and support for team leaders</li> <li>c. Monitoring implementation and impact</li> </ul>	
<p>4</p> <p><b>Master Schedules</b></p> <p>Create opportunities for deeper learning through effectively using time throughout the school day.</p>	<ul style="list-style-type: none"> <li>a. Student-centered scheduling</li> <li>b. Capacity-building and professional learning about Master Schedules</li> <li>c. Defining scheduling options</li> <li>d. Scheduling design</li> </ul>	

**2018-2019 Priorities: EQUITY DEPARTMENT**

*Lead: Carrie Kamm*

Priority	Sub-Priorities	Champion
1 <b>Physical Integration</b>	a. Gender-support teams	
2 <b>Social-Emotional Engagement</b>	a. 6 <sup>th</sup> grade Cargo Circles b. Restorative practices c. Middle School PBIS Tier 1 work	
3 <b>Opportunity to Learn (OTL)</b>	a. OTL Equity audit b. Instructional Coaches: coaching for equity and cultural competence c. National Equity Project-Strategy development and implementation support d. MTSS - A e. MTSS- B	
4 <b>Building Capacity to Support Instructional Excellence</b>	a. Instructional Coaches: supporting differentiation b. Instructional Coaches: using video to support coaching	

Priority	Sub-Priorities	Champion
1 Increased access for students with disabilities	a. Identification of areas with unequal access b. Identification of barriers to access c. Engaging stakeholders to create potential access pathways d. Reviewing access strategies with larger community e. Defining indicators of success f. Implementing key levers for inclusive practices g. Assessing effectiveness	

Priority	Sub-Priorities	Champion
<p>1 TieNet 504 Electronic Case Management Module</p>	<p>a. Purchase TieNet’s case management module</p> <p>b. Design custom reports 2019-20</p> <p>c. Train users</p> <p>d. Monitor usage</p>	
<p>2 Effective Student Behavior Handbook &amp; Behavior Matrix Field Test</p>	<p>a. Plan meetings</p> <p>b. Create implementation materials</p> <p>c. Implement Year 1 Field test</p>	
<p>3 Data Surety – Student Data Identification Processes</p>	<p>a. Identify objectives per data group/building</p> <p>b. Research implementation options</p>	
<p>4 User-friendly Student Tracking System</p>	<p>a. Identify user requirements</p> <p>b. Select software solution</p> <p>c. Implementation</p> <p>d. Assess system usage</p>	

**2018-2019 Priorities: HUMAN RESOURCES**

*Lead: Laurie Campbell*

Priority	Sub-Priorities	Champion
1 <b>Increasing Diversity within Our Workforce</b>	a. Recruitment practices for diversity b. Selection (hiring and deployment) practices for diversity c. Retention practices for diversity	
2 <b>Systems and Processes for Human Resources</b>	a. Key HR processes for mapping b. Mapping the human resources processes c. Identifying areas where technology can be used to create efficiencies through technology	
3 <b>Substitute Solution</b>	a. Increasing the pool of substitute teachers b. Increasing the substitute teacher pay rate c. Opportunities to improve substitute fill rates	

Priority	Sub-Priorities	Champion
1 <b>Infrastructure Maintenance and Improvement</b>	a. Collaboration with Village on joint fiber project – execution if fiscally responsible June 1, 2019	
	b. Refresh of 270 wireless access points	
	c. Align Informacast and BrightArrow	
2 <b>Improvement student and staff experience with instructional technology and IT services</b>	a. Staff training – Develop professional learning schedules for staff by trimester (physical and virtual sessions)	
	b. Website documentation	
	c. Refresh of learning space Apple TVs (450)	
	d. Expand access to internet for all students	
	e. Refresh of staff Macbook Airs (650) and iPads (500)	
3 <b>Network and Data Security</b>	a. Expand functionality of NED to cross-department support	
	b. Department and building trainings on data network and security practices	
	c. Cloud DR migration	
	d. Enhanced password criteria	
	e. Execute phase 2 of three-year plan	
	f. Execute district priorities tied to this goal	

Priority	Sub-Priorities	Champion
1 Cleaning Standards	a. Employee training b. Equipment upgrades c. Culture of service excellence	
2 Maintenance/Facilities Efficiencies	f. HVAC repairs g. Energy Management Controls h. Refresh of learning space Apple TVs (450) i. Recycling/Zero Waste	

Priority	Sub-Priorities	Champion
1 <b>New Video Strategies</b>	a. Strategic use of longer videos b. Shorter videos c. Align Informacast and BrightArrow	
2 <b>Monthly Communication Meetings</b>	a. Share audit findings with principals b. Goal-setting c. School improvement plans d. Identify opportunities	
3 <b>Staff and Student Profiles</b>	a. Develop tool to nominate students/staff to be featured b. Monthly feature c. Videos d. Website e. Social media	

# IV.

## Vital Signs Scorecard

*What gets measured and reinforced, gets done!*

In the medical profession, vital signs define the body's most basic functions and are used to detect and monitor patient health. In a professional learning community, a series of vital signs can be used to track "organizational health" and monitor progress toward the goal.

By paying consistent attention to the Vital Signs of Student Learning and Professional Practices, as well as the effectiveness of implementation of the core work of the organization (i.e., the Four Pillars, or theory of action), we will be able to monitor and communicate progress, continuously improve practices, ensure accountability, and celebrate our successes. Therefore, each D97 Department has identified a set of "vital few" vital signs that the team would pay attention to during the 2018-2019 SY.

The Milestones of Progress delineated in the previous section will allow us to monitor how well tasks are being implemented; that is, milestones are about the *process*. Vital Signs, on the other hand, focus on *outcome*; that is, on what difference the tasks make and what impact they have on *results*. *Monitoring of process and outcomes is essential*. Tools such as Performance Fact's CPR Card™ and Vital Sign Scorecard™ offer an approach schools and districts can use to monitor what gets done and what difference it all makes.

Each Department (listed below) has proposed vital signs for 2018-2019 SY. In the spirit of continuous improvement, these measures may evolve over time, as each Department fine-tunes and conducts evidence-based reflection on its day-to-day work.

### The Departments

- Teaching & Learning
- Equity
- Special Education
- Student and Administrative Services
- Human Resources
- Technology
- Buildings and Grounds
- Policy, Planning, and Communications

**STUDENT LEARNING & GROWTH**

Vital Sign	Data Source(s)	Frequency	Baseline	Target	Actual
Percent of <b>Grade 3</b> students at or above grade level in <b>Reading</b> (spring RIT score = 191)	NWEA MAP	3 times per year	72% (Spring 2018)	75%	
Percent of students ready for advanced course taking in <b>Reading</b> (70th percentile or higher, "Projected College Ready")	NWEA MAP	3 times per year	55% (Spring 2018)	58%	
Percent of students ready for advanced course taking in <b>Math</b> (70th percentile or higher, "Projected College Ready")	NWEA MAP	3 times per year	47% (Spring 2018)	50%	

**PILLAR 1: EQUITABLE ACCESS TO RIGOROUS, RESPONSIVE INSTRUCTION**

Vital Sign	Data Source(s)	Frequency	Baseline	Target	Actual
Percent of classrooms implementing core instructional practices with fidelity	Classroom walkthrough tool; Other targeted tools (e.g., for K-5 Literacy)	3x/year	N/A	60%	
Percent of teachers reporting comfort and confidence with K-5 literacy resources	Teacher Survey	2x/year	N/A	50%	
Percent of IB unit plans that are complete, rigorous, and meet IB requirements	Unit Audit	2x/year	N/A	70%	

## Vital Signs Scorecard for EQUITY DEPARTMENT

Lead: Carrie Kamm

### STUDENT LEARNING & GROWTH

Vital Sign	Data Source(s)	Frequency	Baseline	Target	Actual
For Positive Learning Environment Student Survey (PLESS): % favorable responses to “When I am at school, I feel:” “I belong”	PLESS	Fall/Spring	71%	82%	
For INCLUSIVE-GOAL 1: % favorable responses to “When I am at school, I feel:” “Students at my school treat me with respect”	PLESS	Fall/Spring	54%	65%	
Percent of Tier 2 and Tier 3 students who achieve accelerated growth of at least 1.5 years (per year) in <b>Reading</b>	NWEA/MAP	Winter/Spring	30%	50%	
Percent of Tier 2 and Tier 3 students who achieve accelerated growth of at least 1.5 years (per year) in <b>Math</b>	NWEA/MAP	Winter/Spring	23%	50%	

### PILLAR 1: EQUITABLE ACCESS TO RIGOROUS, RESPONSIVE INSTRUCTION

Vital Sign	Data Source(s)	Frequency	Baseline	Target	Actual
% of Middle School teachers implementing at least 90% of Second Step lessons	Second Step Dashboard	Monthly	TBD	TBD	

### PILLAR 3: EFFECTIVE TEACHERS, LEADERS AND STAFF FOR EVERY STUDENT, FOR EVERY SCHOOL

Vital Sign	Data Source(s)	Frequency	Baseline	Target	Actual
% of participating teachers completing National Equity Project (NEP) Leadership sessions	Attendance roster	2 times per year	N/A	100%	

**STUDENT LEARNING & GROWTH**

Vital Sign	Data Source(s)	Frequency	Baseline	Target	Actual
% of students with disabilities who receive specially designed instruction in a separate setting for more than 60% of the instructional day	TINET	Monthly	TBD	15%	

**PILLAR 1: EQUITABLE ACCESS TO RIGOROUS, RESPONSIVE INSTRUCTION**

Vital Sign	Data Source(s)	Frequency	Baseline	Target	Actual
% of teachers who receive a score of 90% or above on the Quality Indicators of Specially Designed Instruction rubric	Walkthrough data	Monthly	TBD	90%	

**PILLAR 2: STRONG RELATIONSHIPS WITH FAMILIES AND COMMUNITY**

Vital Sign	Data Source(s)	Frequency	Baseline	Target	Actual
% of parents of students with disabilities who indicate that their children feel safe and possess a sense of belonging	Focus group/Survey Results	Beginning of Year; End of Year	TBD		

**Vital Signs Scorecard for STUDENT & ADMINISTRATIVE SERVICES DEPT.**     *Lead: Felicia Starks*

**STUDENT LEARNING & GROWTH**

Vital Sign	Data Source(s)	Frequency	Baseline	Target	Actual
Percent of students who are suspended, both in and out of school, fall into the appropriate levels 3-5 on the new effective student behavior matrix	PowerSchool	End of Trimester 1, 2 & 3	0%	80%	

**PILLAR 1: EQUITABLE ACCESS TO RIGOROUS, RESPONSIVE INSTRUCTION**

Vital Sign	Data Source(s)	Frequency	Baseline	Target	Actual
Percent of students whose current 504 plans are in TieNet	TieNet	End of Trimester 1, 2 & 3	0%	100%	
Percent of 504 case managers who are utilizing TieNet solely to interact with 504 plans	TieNet, PowerSchool	End of Trimester 1, 2 & 3	0%	80%	

**PILLAR 3: EFFECTIVE TEACHERS, LEADERS AND STAFF FOR EVERY STUDENT, FOR EVERY SCHOOL**

Vital Sign	Data Source(s)	Frequency	Baseline	Target	Actual
Percent of licensed staff who have received training on the new effective student behavior matrix	PowerSchool	End of Trimester 1	0%	90%	
Percent of school program leaders who receive refresher training on program requirements and guidelines (Title 1, ELL, Gifted)	PowerSchool	End of Trimester 1, 2 & 3	0%	95%	
Percent of administrators at the pilot schools trained to use the new attendance dashboard to identify students who have low attendance	Tracker - TBD	End of Trimester 2	0%	100%	

**PILLAR 4: DATA-INFORMED CONTINUOUS IMPROVEMENT**

Vital Sign	Data Source(s)	Frequency	Baseline	Target	Actual
Percent of schools consistently identifying students for participation in three key programs: Title 1, ELL, and Gifted.	PowerSchool	T1, T2, T3	0%	85%	
Percent of administrators at the pilot schools who are using the attendance dashboards to identify students with low attendance rates	Tracker - TBD, PowerSchool	T3	0%	95%	

## Vital Signs Scorecard for HUMAN RESOURCES DEPARTMENT

Lead: Laurie Campbell

### PILLAR 3: EFFECTIVE TEACHERS, LEADERS AND STAFF FOR EVERY STUDENT, FOR EVERY SCHOOL

Vital Sign	Data Source(s)	Frequency	Baseline	Target	Actual
% of new hires by race/ethnicity and gender	New-hire spreadsheet/log	monthly	SY17/18 data	TBD with Alma Group	
% of staff exiting by race/ethnicity and gender	Resignation, Release, Retirement spreadsheet/log	monthly	SY17/18 data	TBD with Alma Group	
Demographics of Candidate Pool	Applicant Tracking Report	Quarterly	SY17/18 data	TBD with Alma Group	
Fill rate for substitute teachers and substitute teaching assistants	Report from Absence Management (Absence Interactive Report, grouped by month)	Monthly	FY18 Average of 76%	FY19 Average of 82% (FY18 industry wide average fill rate was 85% for elem and 79% for MS)	
Number of active substitute teachers/teaching assistants	Report from Absence Management of Active Substitutes/Substitute Teaching Assistants	Monthly	FY18 Year End Total 181 Subs 168 Teacher Subs (168/509) 60 Teacher Aide Subs (60/110)	1.9 teachers:1 sub (approx. 266 subs) 1.9 TAs: 1 sub TA (approx. 69 TA subs)	

### PILLAR 4: DATA-INFORMED CONTINUOUS IMPROVEMENT

Vital Sign	Data Source(s)	Frequency	Baseline	Target	Actual
Percent of recommendation to hire packets that are 100% complete or contain 100% of required documents	Recommendation to hire packets	Quarterly	Needs to be established	90%	
Number of new process maps completed and implemented	Completed process maps	Twice per year	0	3	

## Vital Signs Scorecard for TECHNOLOGY DEPARTMENT

Lead: Michael Arensdorff

### PILLAR 1: EQUITABLE ACCESS TO RIGOROUS, RESPONSIVE INSTRUCTION

Vital Sign	Data Source(s)	Frequency	Baseline	Target	Actual
Percent of network uptime	NED (Internal system)	Monthly, Annually	99.99% (2017-2018)	99.9%	
Percent of devices out for repair	Helpdesk	Daily		<2%	
Number of helpdesk tickets	Helpdesk	Daily		<150	
Percent of classrooms ready for first day of school	Trello (walk throughs)	Annually		100%	
Percent of student devices deployed within the first 15 days of school	Helpdesk Inventory	Annually		100%	
Percent of staff devices refresh by the first day of school	Helpdesk Inventory	First day of school 2018-2019		>90%	

### PILLAR 4: DATA-INFORMED CONTINUOUS IMPROVEMENT

Vital Sign	Data Source(s)	Frequency	Baseline	Target	Actual
Number of missed days with a daily backup (Alio)	NED & Cloud Software	Daily		0	
Number of reported/discovered district data breaches	NED, staff, students	Annual		<10	

## Vital Signs Scorecard for BUILDINGS & GROUNDS DEPARTMENT

Lead: Jeanne Keane

### PILLAR 1: EQUITABLE ACCESS TO RIGOROUS, RESPONSIVE INSTRUCTION

Vital Sign	Data Source(s)	Frequency	Baseline	Target	Actual
% of favorable responses from school Administration & staff regarding custodial services	Building Administration Survey	Quarterly	0%	95%	
% of favorable responses from school Administration & staff regarding engineering services	Building Administration Survey	Quarterly	0%	95%	

### PILLAR 3: EFFECTIVE TEACHERS, LEADERS, AND STAFF FOR EVERY STUDENT, FOR EVERY SCHOOL

Vital Sign	Data Source(s)	Frequency	Baseline	Target	Actual
# of constructive feedback and improvement ideas submitted by staff	Suggestion Box; Self Evaluation	Quarterly	0%	90%	
# of employees who receive public acknowledgment of quality work	Individual school staff meetings; District Meetings	Monthly; Quarterly	N/A	80%	
% of staff who complete equipment and mechanical training	Leadership team	Quarterly	0%	80%	
% of staff that is on time attendance	Leadership Team Records	Daily	N/A	95%	
% of staff readiness to work effectively and efficiently	Leadership Team Records	Daily	N/A	95%	

### PILLAR 4: DATA-INFORMED CONTINUOUS IMPROVEMENT

Vital Sign	Data Source(s)	Frequency	Baseline	Target	Actual
% of B&G staff who agree that Director holds the staff accountable for follow through on professional expectations	Open door policy	Daily	60%	100%	
% of Mechanical equipment in working order	Preventative Maintenance Program; Leadership Team Records	Weekly	0%	85%	
# of Buildings that meet Custodial Standards		Leadership Team Records; Walk Thru's	Weekly	50%	

## Vital Signs Scorecard for POLICY, PLANNING & COMMUNICATIONS DEPT\* *Lead: Chris Jasculca*

### PILLAR 2: STRONG RELATIONSHIPS WITH FAMILIES AND COMMUNITY

Vital Sign	Data Source(s)	Frequency	Baseline	Target	Actual
Longer videos will focus on district-wide topics that impact multiple school communities.	YouTube channel, website, social media pages	Will be determined based on topics identified via internal and external stakeholders	Videos from the 2017-18 school year	Will be determined based on topics identified via internal and external stakeholders	
Number of weeks that no weekly video was produced	YouTube channel, website, social media pages	Weekly	NA	0	
Number of videos focused on the district's partnership with another governing body and/or community organization	District's YouTube channel, website and social media pages; communication resources utilized by the other governing body and/or community organization	Each trimester	At least two each trimester	At least two each trimester	
Percent increase in views and subscribers on D97's YouTube channel.	District's YouTube channel	Monthly	View: 6,999 Subscribers: 111	TBD	
Increase in percent/number of likes, shares, retweets, etc.	Facebook and Twitter analytics	Monthly	2017-18 Twitter: 1,335 more engagements  2017-18 Facebook: Lifetime Engaged Users increased by 5,120	TBD	

### PILLAR 3: EFFECTIVE TEACHERS, LEADERS, AND STAFF FOR EVERY STUDENT, FOR EVERY SCHOOL

Vital Sign	Data Source(s)	Frequency	Baseline	Target	Actual
Number of schools submitting at least one recommendation for student or staff profile	Communication department records	Monthly	TBD	At least one per school each month	

\*First draft only: additional vital signs to be added shortly.



## **Oak Park Elementary School District 97**

260 Madison St.,

Oak Park, Illinois 60302