

Oak Park Elementary School District 97

Year 1 Goals, Actions, Indicators, Evidence, and Informants

Goal 1. Align D97 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 and every student).

Actions	Interim Indicators of Success	Date to be assessed	Evidence of success	Who can verify the evidence of success (triangulate)?
1. Convene an administration implementation committee.	Solicitation to participate in committee, clearly defining expectations for committee's work.	August 2016	Records of district and school meetings. Creation of implementation and engagement plan by "vision-action-alignment" committee.	Administrators on implementation committee.
2. Define key terms from the vision plan (e.g., "whole child," "equity," "inclusion" and "positive learning environment") and develop common language and understanding of them throughout district.	Shared definition of key terms are available to D97 community	August 2016	Shared language becomes infused into district and school documents, communications and conversations. This common understanding will then support the district's efforts to address the "whole child," establish a "positive learning environment" and ensure "equity," "inclusion" and other key values throughout all aspects of its work.	Teachers, students, parents, community
3. Review key district and school structures, systems and processes that directly and indirectly impact teaching and learning and identify opportunities to align them	Identification and prioritization of the existing systems, structures and processes to include in the audit. Development of a systems review protocol for analyzing if	October 2016	Intentional, collaborative analysis of specific systems and structures and processes that identifies recommendations to align them with the D97 Vision and Goals and which provide avenues to identify	Teachers Administrators

Actions	Interim Indicators of Success	Date to be assessed	Evidence of success	Who can verify the evidence of success (triangulate)?
with the D97 Vision and Goals.	and how they work and for whom; and then determining what gaps exist and how to address them (in existing programs and in terms of unidentified and/or unmet needs).		and address the persistent opportunity and outcome gaps that impact education in our schools.	
4. Support district and site-level leaders to understand and operationalize and facilitate conversations about the identified priorities in the D97 vision plan.	<ul style="list-style-type: none"> • Build the capacity of leaders across D97 to intentionally lead for equity • Increase “equity awareness” at the interpersonal, institutional, and structural level throughout the district • Build the skill of leaders to hold an “equity lens” whereby leaders routinely ask a set of critical questions about the impact and outcomes of decisions, policies, and practices on specific groups of students • Build knowledge of key staff on most current brain research and the practices that most effectively support the success of every learner • Include leaders in completing an analysis of systems and structures throughout the system and identify recommendations for changes to increase student support and success 	October 2016	<p>School Improvement Team agendas</p> <p>Survey of D97 leaders</p> <p>Leaders organize and inspire their teams to create programs and policies that support the D97 Vision and Goals. Examples:</p> <ul style="list-style-type: none"> • The concept of a “growth mindset” – belief that, through effective effort, all can achieve – will be more fully understood and embraced by all District 97 educators and will further be used as a disposition screen for hiring new staff. • The district would articulate the expectations for each grade level and students would have a consistent experience across the district. • Through implementation of a social/emotion learning curriculum, professional 	District leadership team

Actions	Interim Indicators of Success	Date to be assessed	Evidence of success	Who can verify the evidence of success (triangulate)?
			<p>development and other strategies, there will be: a decrease in disciplinary actions; an increase problem solving among students; less tardiness and absenteeism; and an overall improvement in student outcomes.</p> <ul style="list-style-type: none"> • Organizations that use District 97 facilities will represent the demographics of our student body and be inclusive. • The district will have a curriculum map in place to create continuity. 	

Goal 2. Establish a comprehensive¹ system of support for all District 97 staff.

Actions related to staff	Interim Indicators of Success	Date to be assessed	Evidence of success	Data Informant
1. Identify current reality, assets and gaps in terms of the current set of teacher and staff supports (professional development, resources, collaboration time, observation/feedback systems, leadership opportunities, etc...) that are available to staff.	Gathering stakeholder input and observations about what works and what is missing that can guide the district as it builds a more comprehensive teacher and staff support system that leverages the talents of the teachers and aligns with their needs and the needs of their students.	December 2016	Written audit report which examines the districts' current systems, structures, and processes for: <ul style="list-style-type: none"> • Providing time and structure for teachers to reflect on their work and the needs of their students, and to collaborate with each other • Setting clear priorities and providing targeted supports so staff and teachers are clear on the expectations for themselves and their students • Developing a strong professional development program that provides support for staff and teachers to get to know their students and develop a positive learning environment for students • Includes professional development for administrators focused on supporting their teachers 	School-based leaders, Central Staff, Teachers
2. Determine changes needed and develop a strong plan for D97 teacher and staff support that is aligned with	District 97 will use the information from the audit of its systems, structures and processes, as well as the	June 2017	Teachers have everything they need to be content and pedagogical experts. This includes providing them with time and resources for establishing and maintaining an	Building administrators and staff

¹ Comprehensive support means having time to build relationships with students, learning new skills and methods, how to implement a new curriculum, and collaborating with colleagues, etc... This support must take many forms including professional development opportunities from outside experts or job-embedded learning opportunities that enable adult learners to address the specific needs of students. In addition, administrators benefit from professional development that helps them best support adult learners and create the kind of environment where they can flourish.

<p>the district's priorities and clearly reflects adult learning needs that are based upon student learning needs.</p>	<p>analysis of current supports for teachers, to develop a robust plan for supporting teachers going forward. This plan must be clear, strategic, and mutually owned and understood by district administrators, faculty and staff.</p>		<p>equitable and positive learning environment, and developing individual and meaningful relationships with their students.</p> <p>D97 staff will have time and means of collaborating including face-to-face experiences and through technology.</p>	
<p>3. Implement plan, adjust changes related to improving collaboration among staff</p>	<p>As it is implemented, the overall plan and its components must be continually reviewed and evaluated to ensure it is meeting the intended goals. If it is not meeting those goals, it must be adjusted accordingly</p>	<p>October 2017, January 2018, May 2018</p>	<p>The district would articulate the expectations for each grade level and students would have a consistent experience across the district.</p> <p>If the district supports stronger relationships between students and adults, student work and behavior will be improved.</p> <p>District 97 will review and improve the alignment of courses and preparation of students for District 200.</p> <p>Teachers will report a greater sense of efficacy.</p> <p>Teachers will feel supported and enthusiastic about working in D97 as evidenced by retention and recruitment of excellent teachers.</p> <p>Students will feel happy and have good relationships with their</p>	<p>Building administrators and staff</p>

			teachers and will be excited to go to school and to learn.	
4. The Superintendent will communicate the plan and status of this work to parents and community members so they know what to expect in terms of each child's classroom experience.	Scheduled dates	Monthly, beginning September 2016 - June 2018	<p>Agendas</p> <p>Community will have a better understanding of the actions the district has taken to date (<i>in response to the initial listening tour</i>) in terms of professional development and other supports for staff (e.g., ATSR and FAR training, curriculum framework, new K-5 math materials, new K-5 ELA materials, new K-8 Social Emotional curriculum materials, time for team meetings, etc...).</p> <p>Two-way communications and engagement opportunities with all District 97 stakeholders will increase.</p>	Parents, community members
5. Support district and site-level leaders to understand and operationalize the identified priorities in the D97 vision plan.	<ul style="list-style-type: none"> • Develop the capacity of leaders to create and support collaborative teams, including teacher teams • Support teacher leadership and teacher collaboration • Support leaders to develop and implement collaborative structures and shared decision making • Help design inclusive structures and processes so that school sites can develop, implement, and monitor their change efforts 	November 2016, April 2017, November 2017, April 2018	<p>Surveys of teacher collaboration teams</p> <p>Structures and processes at school sites to monitor their change efforts</p> <p>District Cabinet Team meeting agendas</p> <p>SIT meeting agendas</p> <p>Educator team meetings will include looking at artifacts of student work, beyond traditional MAP scores, and other ways of</p>	Administrators and D97 staff

	collaboratively		evaluating students holistically. The district will identify ways to measure and collect data around positive interactions between teachers and students.	
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