SY18 District Action Plan and Metrics Update

Dr. Carol Kelley, Superintendent
Oak Park Elementary School District 97
February 27, 2018

Developed a Shared, Compelling Vision

- Superintendent Advisory Panel
- Community Conversations
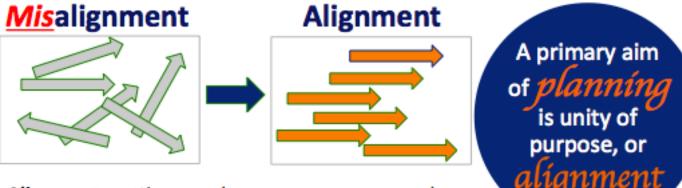- Vision Plan & Community Feedback
- BOE Adoption & Policy

Create a positive learning environment for all District 97 students that is equitable, inclusive and focused on the whole child.
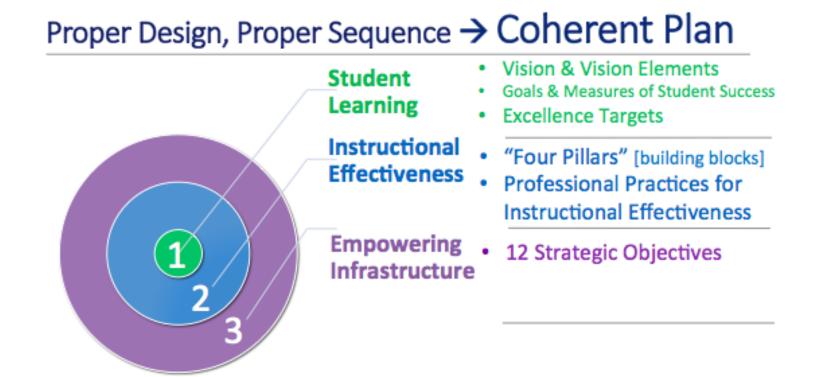
Universal Goals (for every D97 student)....

- A known, nurtured, and celebrated LEARNER
- An empowered and passionate SCHOLAR
- A confident and persistent ACHIEVER
- A creative CRITICAL THINKER & GLOBAL CITIZEN
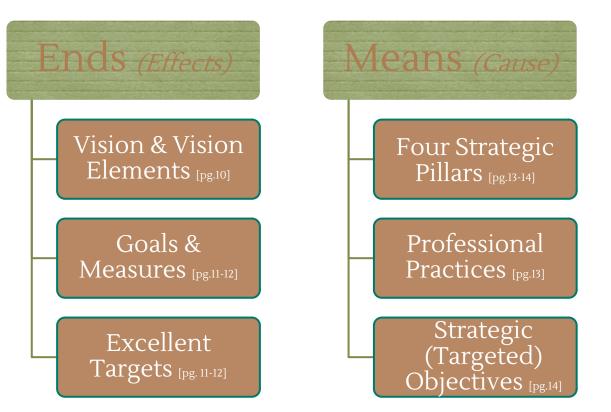
Why Plan?

Misalignment

Alignment

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

Alignment: *getting people, process, program and structure on the same page, going in the same direction.*

Proper Design, Proper Sequence → Coherent Plan

Student Learning
- **Vision & Vision Elements**
- **Goals & Measures of Student Success**
- **Excellence Targets**

Instructional Effectiveness
- **"Four Pillars"** [building blocks]
- **Professional Practices for Instructional Effectiveness**

Empowering Infrastructure
- **12 Strategic Objectives**

Vision97 4ALL (click visual for full plan)

Vision97 4ALL

Ends *(Effects)*

- Vision & Vision Elements [pg.10]
- Goals & Measures [pg.11-12]
- Excellent Targets [pg. 11-12]

Means *(Cause)*

- Four Strategic Pillars [pg.13-14]
- Professional Practices [pg.13]
- Strategic (Targeted) Objectives [pg.14]
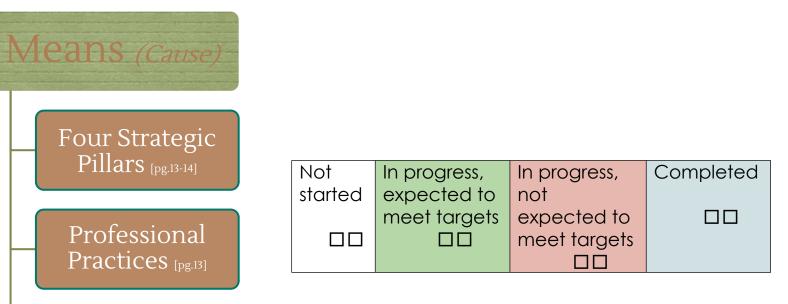
SY18 Winter Update:
Strategic Pillars, Professional Practices, Strategic Objectives

SY18 Winter Update

Means *(Cause)*

- Four Strategic Pillars [pg.13-14]
- Professional Practices [pg.13]
- Strategic (Targeted) Objectives [pg.14]

Not started	In progress, expected to meet targets	In progress, not expected to meet targets	Completed
☐ ☐	☐ ☐	☐ ☐	☐ ☐

Pillar 1 (Equitable Access to Rigorous, Responsive Instruction)

Foster the supporting conditions for schools and leaders to create learning environments where all students have access to challenging, engaging instruction, which reflects students' prior knowledge, learning styles and cultural background.

(1.2) Challenging and Engaging All Students - (**L1) 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.**
Major initiatives include:
- *Cultural sensitivity training for staff*
- *Multi-Tiered Systems of Support (including PBIS and master schedule redesign)*
- *Co-Teaching Pilot*
- *Grade 3 Enrichment Units*
- *Leveled Literacy Intervention (LLI) Pilot*
- *AimswebPlus (K-1)*

(1.3) Student Choice, Voice, and Agency - (**T1) Teachers will provide opportunities for students to direct their own learning and 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.**
Major initiatives include:
- *K-5 ELA and math curriculum and materials*
- *6-8 math and science professional learning*
- *Student Led IEP Goal Setting*
- *Technology Advisory Committee*

Pillar 2 (Strong Relationships with Families & Community)

Build supporting conditions for schools and leaders to create learning environments where trust among home-school-community is nurtured through shared responsibility for student success, proactive communication and meaningful stakeholder "voice."

(2.1) Community Focus on Challenges and Opportunities - **(O4) Support staff/district in using a variety of communication tools on a regular basis, seeking to facilitate two-way interaction through each type of medium.**

Major initiatives include:
- *Strategic communications with community*

(2.2) Leveraging Community Resources - **(L3) Establish opportunities for community and staff to share partnering information such as student strengths and learning preferences to inform our current educational practices**

Major initiatives include:

- *Early Development Instrument (EDI)*
- *Rethinking Discipline*

Pillar 3 (Effective Teachers, Leaders, and Staff for every Student and School)

Build supporting conditions so our principals and school leaders articulate a clear school vision, and are actively involved in planning, guiding and assessing instruction and student learning. Our teachers, leaders and staff receive timely, focused support and intervention (e.g., coaching, mentoring, peer support, targeted training).

(3.1) Nurturing Leadership in All - (T6) Staff will participate in professional learning via collaborative learning team meetings (FAR), peer coaching, and peer observations (classroom, school visits, videos, etc…)

Major initiatives include:
- *Training and support for Team Leaders*
- *Instructional Coaching*

(3.2) Being Intentional in Creating our Workforce - (L6) Provide frequent feedback regarding classroom practice based on observations of teacher planning, classroom instruction and student products.

Major initiatives include:
- *Targeted strategy to recruit/interview/hire staff who mirror D97 student community*
- *Calibration for administration*
- *Instructional technology PD (professional development) plans*
- *Professional learning support for staff*

☐ ☐

Pillar 4 (Data-Informed Continuous Improvement)

Build supporting conditions for schools and leaders to create well-established procedures, and so day-to-day operations run smoothly to facilitate teaching, learning and leadership. Focus efforts to align school resources on strategies that enhance teaching practices that accelerate learning for all students.

(4.2) Needs-Based Allocation of Resources - **(L8) Meet with principal and leadership teams to review how data is being used to drive continuous improvement of instruction and intervention**

Major initiatives include training/support for district committees in their data use:

- *Building Leadership Teams*
- *Diversity Council*
- *(FAR) Team Meetings*
- *Instructional Coach Meetings*
- MTSS School Meetings

(4.3) Sound Stewardship of Public Funds - **(O8) Implement a user-friendly data system tracking progress of every school and every department.**

Major initiatives include:

- Student Surveys
- School Improvement Plans
- SY19 Getting It Done Plans

SY18 Winter Update:
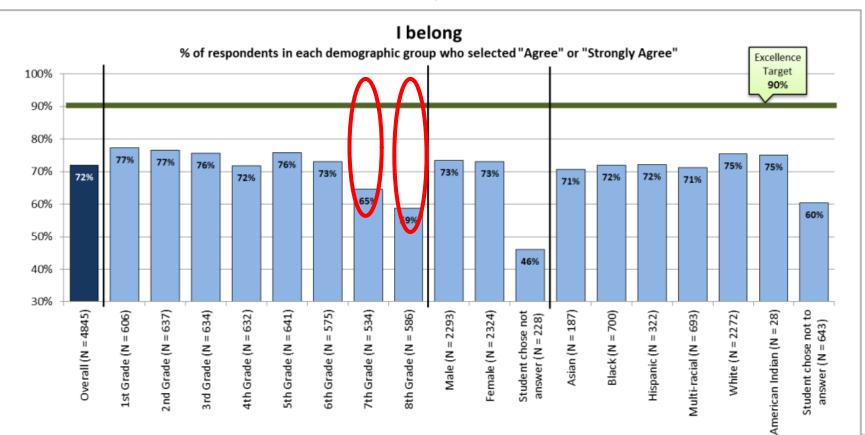## *Universal Goals and Measures*

Coherent Plan…

Ends *(Effects)*

Vision & Vision Elements [pg.10]

Goals & Measures [pg.11-12]

Excellence Targets [pg. 11-12]

Universal Goal 1 - A known, nurtured, and celebrated LEARNER

Inclusive: *The collective responsibility to provide **equitable opportunities for access** & promote active participation of all stakeholders in an accepting & supporting environment.*					
Universal Goal 1: Every Oak Park District 97 student is a known, nurtured, & celebrated **learner**.					
Student Measure	**Baseline**	**Fall/Winter Update**	**2017-2018 Target**	**Excellence Target**	**Data Availability**
INCLUSIVE-GOAL 1 **Positive Learning Environment Student Survey (PLESS)** % favorable responses to "When I am at school, I feel:" **"I belong"**	70%	**72%**	71%	90%	Fall & Spring
INCLUSIVE-GOAL 1 **PLESS** % favorable responses to "When I am at school, I feel:" **"I am recognized for good work"**	65%	**64%**	66%	90%	Fall & Spring
INCLUSIVE-GOAL 1 **PLESS** % favorable responses to "When I am at school, I feel:" **"Students at my school treat me with respect"**	53%	**55%**	55%	90%	Fall & Spring

Fall 2018 PLESS Survey Results

Universal Goal 2-An empowered & passionate SCHOLAR

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

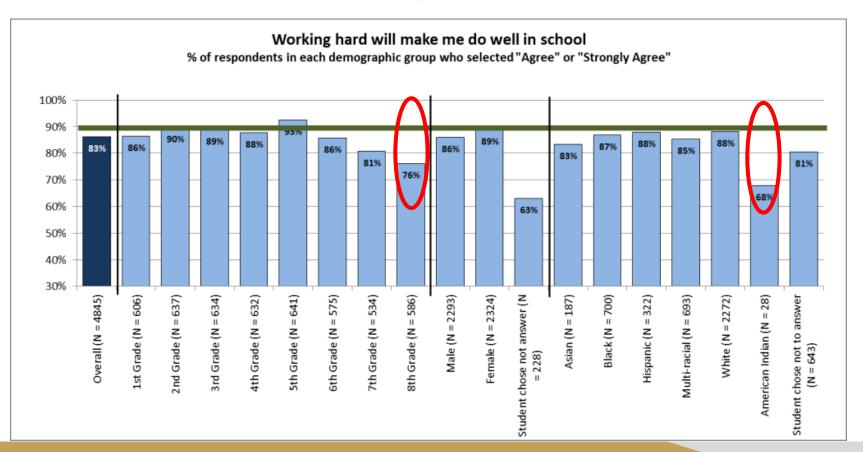**Universal Goal 2:** Every Oak Park District 97 student is an **empowered and passionate scholar.**

Student Measure	Baseline	Fall/Winter Update	2017-2018 Target	Excellence Target	Data Availability
POSITIVE LEARNING ENVIRONMENT-GOAL 2 **PLESS** % favorable responses to: **"When I am at school, I feel I have choices in the way I learn (elem)/what I learn (middle)"**	54%	**51%**	58%	90%	Fall & Spring
POSITIVE LEARNING ENVIRONMENT-GOAL 2 **PLESS** % favorable responses to: **"Is there an adult you know (other than your parent) you could talk to about important things in your life?"**	N/A	**81%**		90%	Fall & Spring
POSITIVE LEARNING ENVIRONMENT-GOAL 2 **PLESS** % favorable responses to: **"I participate in at least one of the following activities: School sports team, other sports, service clubs, other activity clubs, service or volunteer projects, church youth group or other faith-based youth group"**	N/A	**86%**		95%	Fall & Spring
POSITIVE LEARNING ENVIRONMENT-GOAL 2 Attendance **Student attendance rate (% of students with greater than 95% attendance)**	62.1%		64%	98%	Monthly
POSITIVE LEARNING ENVIRONMENT-GOAL 2 Attendance **% of students with fewer than 10 tardies to school**	82%	**81%**	85% (177 more)	95%	Monthly

Universal Goal 3- A confident and persistent ACHIEVER

Equity: *Is the practice of beliefs and creation of systems that provide access and opportunities for all students in order to eliminate the predictability of outcomes associated with race, gender, and socioeconomic status.*
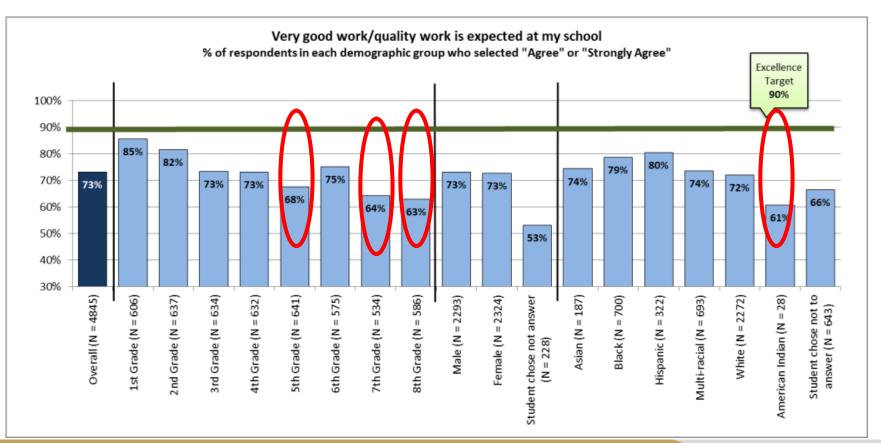
Universal Goal 3: Every Oak Park District 97 student is a confident & persistent **achiever**.

Student Measure	Baseline	Fall/Winter Update	2017-2018 Target	Excellence Target	Data Availability
EQUITY-GOAL 3 **PLESS** % favorable responses to "When I am at school, I feel:" **"Working hard will make me do well in school"**	88%	**86%**	89%	95%	Fall & Spring
EQUITY-GOAL 3 **PLESS** % favorable responses to "When I am at school, I feel:" **"Very good (elem)/Quality (middle) work is expected at my school"**	76%	**72%**	77% (188 more)	90%	Fall & Spring
EQUITY-GOAL 3 **NWEA MAP** % of 3rd grade students at or above grade level (199 RIT) in the Spring in: **Reading**	76%	**75%**	80% (25 more)	90%	Annually

Fall 2018 PLESS Survey Results

Working hard will make me do well in school
% of respondents in each demographic group who selected "Agree" or "Strongly Agree"

Fall 2018 PLESS Survey Results

Very good work/quality work is expected at my school
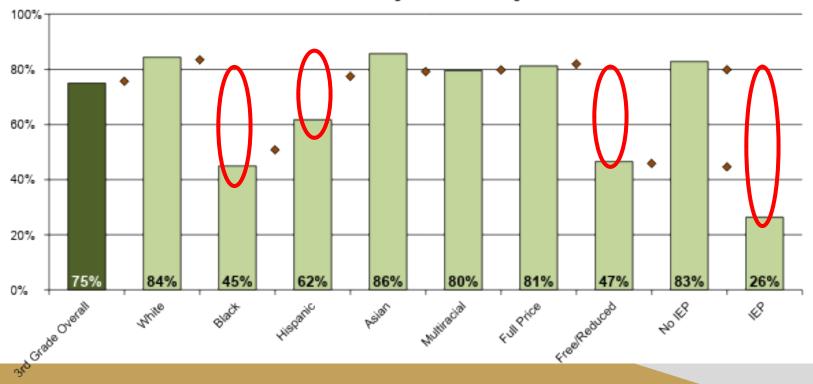% of respondents in each demographic group who selected "Agree" or "Strongly Agree"

% of 3rd Grade Students At or Above Grade Level

MAP % of 3rd Grade Students At or Above Grade Level
50th Percentile and Up
Winter

□ SY18 Reading   ♦ SY17 Reading

Universal Goal 3- A confident and persistent ACHIEVER

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

Universal Goal 3: Every Oak Park District 97 student is a confident & persistent **achiever**.

Student Measure	Baseline	Fall/Winter Update	2017-2018 Target	Excellence Target	Data Availability
EQUITY-GOAL 3 **NWEA MAP** Reduction in achievement gap between and 80% excellence target and % of students at or above the college ready projection (70th percentile) by race, income status, and IEP status in: **Reading**	White - **70%** Black - **25%** Hispanic - **49%** Asian - **65%** Multiracial - **62%** Full Price - **65%** F/R - **24%** No IEP - **63%** IEP - **21%**	White - **71%** Black - **25%** Hispanic - **49%** Asian - **71%** Multiracial - **64%** Full Price - **66%** F/R - **26%** No IEP - **64%** IEP - **23%**	White - **73%** Black - **28%** Hispanic - **52%** Asian - **68%** Multiracial - **65%** Full Price - **68%** F/R - **27%** No IEP - **66%** IEP - **24%**	**80%, w/ gap reduction of 3%/year**	Fall, Winter, & Spring

Universal Goal 3- A confident and persistent ACHIEVER

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

Universal Goal 3: Every Oak Park District 97 student is a confident & persistent **achiever**.

Student Measure	Baseline	Fall/Winter Update	2017-2018 Target	Excellence Target	Data Availability
EQUITY-GOAL 3 **NWEA MAP** Reduction in achievement gap between and 80% excellence target and % of students at or above the college ready projection (70th percentile) by race, income status, and IEP status in: **Math**	White - **57%** Black - **12%** Hispanic - **31%** Asian - **65%** Multiracial - **51%** Full Price - **52%** F/R - **14%** No IEP - **49%** IEP - **17%**	White - **64%** Black - **15%** Hispanic - **37%** Asian - **72%** Multiracial - **58%** Full Price - **59%** F/R - **19%** No IEP - **56%** IEP - **20%**	White - **60%** Black - **15%** Hispanic - **34%** Asian - **68%** Multiracial - **54%** Full Price - **55%** F/R - **17%** No IEP - **52%** IEP - **20%**	**80%, w/ gap reduction of 3%/year**	Fall, Winter, & Spring

Universal Goal 3- A confident and persistent ACHIEVER

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

Universal Goal 3: Every Oak Park District 97 student is a confident & persistent **achiever**.

Student Measure	Baseline	Fall/Winter Update	2017-2018 Target	Excellence Target	Data Availability
EQUITY-GOAL 3 **NWEA MAP** % of Tier 2 and Tier 3 students who make at least 1.5 years of growth in: **Reading**	Tier 2 - **31%** Tier 3 - **26%**	Tier 2 - **42%** Tier 3 - **40%**	Tier 2 - **38%** Tier 3 - **36%**	**80%**	Annually
EQUITY-GOAL 3 **NWEA MAP** % of Tier 2 and Tier 3 students who make at least 1.5 years of growth in: **Mathematics**	Tier 2 - **16%** Tier 3 - **20%**	Tier 2 - **40%** Tier 3 - **40%**	Tier 2 - **16%** Tier 3 - **20%**	**80%**	Annually

Universal Goal 4-A creative CRITICAL THINKER & GLOBAL CITIZEN

Whole Child Focused: *The practice of supporting, measuring, and celebrating all aspects of a student's development of a student's development (social/emotional, academic, physical, artistic, expression) through caring and respectful relationships.*	
Universal Goal 4: Every Oak Park District 97 student is a **creative critical thinker and global citizen.**	

Student Measure	Baseline	Fall/Winter Update	2017-2018 Target	Excellence Target	Data Availability
WHOLE CHILD-GOAL 4 **PLESS** % favorable responses to "When I am at school, I feel:" **"My teachers treat me with respect"**	79%	**83%**	80%	90%	Fall & Spring
WHOLE CHILD-GOAL 4 **PLESS** % favorable responses to "When I am at school, I feel:" **"My teachers listen to my ideas"**	68%	**69%**	69%	90%	Fall & Spring
WHOLE CHILD-GOAL 4 **PLESS** % favorable responses to "When I am at school, I feel:" **"I am challenged by the work my teachers ask me to do"**	59%	**60%**	60%	90%	Fall & Spring

What's Next?
End of Year Reflection (June)
Planning for SY19 (In Progress)

Criteria for Setting Annual Performance Objectives

As an operational definition, performance objectives must satisfy the following seven criteria.

1. Is it important relative to accelerating student learning & achievement? — The performance objective will have a positive impact on achievement of the vital signs of student progress, in general, and the student achievement improvement targets for this year, in particular; *and*

2. Does it empower and enable the work of schools and educators? — The performance objectives will make a significant contribution to the ability of schools and school/district staff to better serve the needs of more students and more schools – more effectively and efficiently; *and*

3. Will it build organizational capacity? — The performance objective will strengthen the effectiveness of teaching practices, leadership practices, and organizational practices in the near-term and for the long-haul – i.e., build capacity to deliver on the mission and goals of the team and/or organization; *and*

4. Does it reflect the perspectives of stakeholders? — The performance objective is responsive to the expressed and/or implied priorities of affected stakeholders; *and*

5. Can we achieve it successfully this year? — The performance objective is high-leverage and doable this year. For a multi-year strategic plan (often with projects/programs that will require many years for full implementation), the performance objective will describe the portion of the multi-year goal to be accomplished this year; *and*

6. Is accountability for results clear and unambiguous? — The performance objective has an identifiable focal point who will have overall responsibility for its accomplishment, i.e., a 'lead agent', champion or owner; *and*

7. Can we afford it this fiscal year? — Each annual performance objective and all of them together can be implemented within our means this fiscal year even though we may have to re-allocate/shift resources (i.e., people, time, money) from other areas. However, on balance, the performance objective must be something we can fund during this fiscal year, without jeopardizing other critical priorities.

Proposed 2018-2019 "Collective" Initiatives

What (Proposed Priority)	Alignment to Vision Plan		
	Goal # (1-2-3-4)	Pillar # (1-2-3-4)	S.O. # (1-12)
1. Reading Curriculum & Instruction	3	1	2
17. Network and Data Security	3	4,2	12,4
3. Master Scheduling	2	1	1
4. Math Intervention Resources	3	1	2
32. FAR/TEAMS	3	1	7,9
6. MS Behavior: Tier 1 PBIS/Culture & Climate supports	2	3	8,9,10
21. Social/Emotional Support	1,2	1,2	3,6,9
13. Co-teaching Expansion (Inclusive Teaching Practices)	1,3	1,3	1,2,9
10. User-friendly student information warehouse and analytics system	2, 3	2,4	6,10

Missing? Goal 4, S.O.#5, #11

Thoughts?

Thank you for your support!