

Oak Park Elementary School District 97

2015–2016 Superintendent's Goals

THE MISSION OF OAK PARK ELEMENTARY SCHOOL DISTRICT 97 IS TO GUARANTEE THAT EACH STUDENT ACHIEVES OPTIMAL INTELLECTUAL GROWTH WHILE DEVELOPING SOCIALLY, EMOTIONALLY, AND PHYSICALLY THROUGH A SYSTEM DISTINGUISHED BY:

- *EXEMPLARY INSTRUCTION FOCUSED ON EACH STUDENT*
- *COMMITMENT TO THE NEEDS OF A DIVERSE POPULATION*
- *MEANINGFUL PARTNERSHIPS WITH FAMILIES AND THE COMMUNITY*
- *CELEBRATIONS OF THE POWER OF ART, MUSIC, AND LANGUAGE*
- *CONFIDENT STUDENTS CHALLENGED TO BE EDUCATIONAL RISK-TAKERS*

Ratings on Leadership Standards

Ratings for this component of the appraisal system are derived from the 2008 ISLLC Standards. The average score from the eleven leadership domains is used to determine which rating category (1 to 3) is assigned to this component in the appraisal model above.

Ratings on leadership standards can be utilized by a single rater (e.g., Board Leadership) or multiple evaluators (e.g., entire Board). The collected data is then tabulated in a confidential manner. The results are shared with the superintendent. The performance feedback becomes part of a discussion and developmental plan between the superintendent and the Board.

Part I - Leadership Standards

Domain 1 – Shared Vision of Learning

An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

| | Ineffective 1 | Developing 2 | Effective 3 | Highly Effective 4 |
|--|--|--|--|---|
| Culture <i>(attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)</i> | <p>a. claims to have a vision and mission for the district, but keeps it private</p> <p>b. unaware of or ignores the significance of developing and operationalizing aligned district, school and professional visions and missions</p> <p>c. disregards the need to use a district vision and mission to guide goals, plans, programs, policies, practices and/or actions</p> | <p>a. identifies the district’s vision and mission, and makes them public</p> <p>b. allows district school(s) to create their vision and mission in isolation of the district’s vision and mission and align as an afterthought</p> <p>c. refers to the district vision and mission as a document, unconnected to goals, plans, programs, policies, practices and/or actions</p> | <p>a. collaborates with key stakeholders in the district to develop and implement a shared vision and mission for learning</p> <p>b. encourages the development of school vision(s) and mission(s) that align with and support the vision and mission of the district</p> <p>c. explicitly links the district’s vision and mission to goals, plans, programs, policies, practices and/or actions</p> | <p>a. engages stakeholders representing all roles and perspectives in the district in the development, monitoring and refinement of a shared vision and mission for learning</p> <p>b. promotes collaborative and ongoing review and refinement of district and school visions and missions to maximize alignment and focus on improved learning</p> <p>c. involves multiple stakeholders in using the district’s vision and mission as a compass to inform their own and other’s reflective practice, planning, decision-making and/or goal attainment</p> |
| Sustainability <i>(a focus on continuance and meaning beyond the present moment, contextualizing today’s successes and improvements as the legacy of the future)</i> | <p>a. assumes that the district’s improvement is either an event or the responsibility of others</p> | <p>a. provides selected staff with opportunities to discuss district improvement efforts</p> | <p>a. has a process and structure in place for organizational improvement and uses it to assess the district</p> | <p>a. uses and regularly evaluates strategic processes and structures to promote the district’s and its schools’ continuous and sustainable improvement</p> |

Domain 2 – School Culture and Instructional Program

An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

| | Ineffective 1 | Developing 2 | Effective 3 | Highly Effective 4 |
|--|--|--|--|---|
| Culture <i>(attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)</i> | <p>a. acknowledges the need for communication and collaboration</p> <p>b. provides selected individuals with basic information about various collaborative teaching, learning and work-related concepts or practices</p> <p>c. accepts a district learning environment that relies on teacher-controlled classroom activities, rote learning, student compliance and/or learning opportunities that are disconnected from students' experiences, needs or cultures</p> | <p>a. considers proposals for collaborative structures and projects</p> <p>b. encourages selected staff to expand their understanding of particular practices that support collaboration such as collaborative planning, co-facilitation or integrated curriculum design</p> <p>c. supports a district learning environment in which students are passive recipients in learning opportunities that are only peripherally connected to their experiences or cultures</p> | <p>a. supports various teaming opportunities, common planning and inquiry time, and visitations within the district to increase learning and improve practice</p> <p>b. develops a culture of collaboration, trust, learning, and high expectations by encouraging staff to work together on key projects (e.g., induction processes, program design, integrated curriculum, or other individual or organizational projects)</p> <p>c. creates opportunities for the development of a personalized and motivating learning environment for students in which they are involved in meaningful and relevant learning opportunities that they recognize as connected to their experiences, needs and cultures</p> | <p>a. establishes different ways of accessing staff expertise and work by promoting activities such as lab sites, peer coaching, mentoring, collegial inquiry, etc. as an embedded part of practice</p> <p>b. nurtures and sustains a culture of collaboration, trust, learning, and high expectations by providing structured opportunities for cross role groups to design and implement innovative approaches to improving learning, work and practice</p> <p>c. engages stakeholders (e.g., students, staff, parents) in developing and sustaining a learning environment that actively involves students in meaningful, relevant learning that is clearly connected to their experiences, culture and futures, and requires them to construct meaning of concepts or processes in deductive or inductive ways</p> |

Domain 2 (cont.)

| | Ineffective 1 | Developing 2 | Effective 3 | Highly Effective 4 |
|---|---|---|--|--|
| Instructional Program <i>(design and delivery of high quality curriculum that produces clear evidence of learning)</i> .. | a. accepts a curricular program that provides students with limited, surface or cursory exposure to a topic, concept or skill set and establishes or defines meaning for students, focusing on the recall of isolated concepts, skills and/or facts b. maintains a hands off approach to instruction c. minimizes time spent on quality instruction by initiating or approving policies, programs and/or actions that interrupt instructional time and distract from learning | a. supports a curricular program focused primarily on recall, comprehension and factual knowledge acquisition that enables students to develop a basic understanding of a topic and/or process including few, if any, opportunities for them to construct meaning b. provides mixed messages related to expectations for instructional methodology and own understanding of “best practices” c. compromises time spent on instructional by allowing policies, programs and/or actions that disrupt instructional time and distract from learning ... | a. creates opportunities for the development of a comprehensive, rigorous, and coherent curricular program that address all levels of thinking, enables students to develop knowledge and skills related to a concept, problem, or issue, and supports their construction of meaning during the most important lessons and tasks b. supervises instruction and makes explicit the expectation that all professionals in the district remain current in research-based, best practices and incorporate them into their own work c. maximizes time spent on quality instruction by protecting it from policies, programs and/or actions that challenge instructional time and learning .. | a. involves students, teachers and school administrators in designing and revising a learner-centered curricular program that integrates basic and higher levels of thinking throughout and provides opportunities for students to emulate professionals and construct meaning as they engage in a thorough exploration of a concept, problem, issue, or question b. regularly revisits own and others’ understanding and implementation of best professional practices, and engages in collegial opportunities for learning, action research and/or inquiry related to best practices in teaching and learning c. involves diverse stakeholders in uncovering and addressing intended and unintended consequences of policies, programs and/or actions in order to ensure optimal time for quality instruction and learning |

Domain 2 (cont.)

| | Ineffective 1 | Developing 2 | Effective 3 | Highly Effective 4 |
|--|---|--|--|--|
| Capacity Building <i>(developing potential and tapping existing internal expertise to promote learning and improve practice)</i> | <p>a. assumes titled leaders are able to handle administrative responsibilities and teachers to be able to instruct students</p> <p>b. is unaware of effective and appropriate technologies available</p> | <p>a. invests in activities that promote the development of a select group of leaders</p> <p>b. provides the necessary hardware and software, and establishes the expectation that principals and teachers will ensure that technology is integrated into student learning experiences</p> | <p>a. develops the instructional and leadership capacity of staff, district wide</p> <p>b. promotes the use of the most effective and appropriate technologies to support teaching and learning and ensures that necessary resources are available</p> | <p>a. develops and taps the instructional and leadership capacity of all stakeholder groups in the district to assume a variety of formal and informal leadership roles in the school</p> <p>b. engages varied perspectives in determining how to best integrate the use of the most effective and appropriate technologies into teaching, learning and the daily workings of the district and its school(s)</p> |
| Sustainability <i>(a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future)</i> | <p>a. uses “accountability” to justify a system that links student achievement with accolades and blame</p> | <p>a. assessment and accountability systems, though in place, are misaligned so that it is difficult to see how data from one explicitly relates to or informs the other</p> | <p>a. develops district assessment and accountability systems to monitor student progress, uncover patterns and trends, and contextualize current student strengths and needs inside a history that connects changes in teaching and learning to student achievement.</p> | <p>a. facilitates regular use of easily accessible assessment and accountability systems that enable students, teachers, and parents to uncover patterns and trends, monitor student progress as it relates to teacher learning, and contextualize student achievement both inside history and projected into the future.</p> |

Domain 2 (cont.)

| | Ineffective 1 | Developing 2 | Effective 3 | Highly Effective 4 |
|--|--|---|--|---|
| Strategic Planning Process: monitoring/inquiry <i>(the implementation and stewardship of goals, decisions and actions)</i> | a. judges the merit of the instructional program based on what is used by others | a. evaluates the impact of the instructional program based on results of standardized assessments | a. gathers input from staff and surveys students as well as formal assessment data as part of process to monitor and evaluate the impact of the instructional program | a. provides time and the expectation for students and staff to participate in multiple cycles of field testing, feedback and revision of the instructional program in order to monitor and evaluate its impact and make necessary refinements to support continuous improvement |

© 2013 Learner-Centered Initiatives, Ltd. and Communities For Learning: leading lasting change™ 6

Domain 3 – Safe, Efficient, Effective Learning Environment

An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

| | Ineffective 1 | Developing 2 | Effective 3 | Highly Effective 4 |
|--|--|---|--|--|
| Capacity Building <i>(developing potential and tapping existing internal expertise to promote learning and improve practice)</i> | <p>a. obtains and uses human, fiscal and technological resources based on available funds or last year’s budget, instead of current need</p> <p>b. considers self as the sole actual leader of the district, but distributes responsibilities for unwanted tasks to others</p> | <p>a. obtains human, fiscal and technological resources and allocates them based on current need, but without an apparent plan</p> <p>b. shares “leadership” by providing others with limited responsibilities for pre-identified tasks and functions, but no decision making ability</p> | <p>a. obtains, allocates, aligns, and efficiently utilizes human, fiscal, and technological resources</p> <p>b. develops the capacity for distributed leadership by providing interested individuals with opportunities and support for assuming leadership responsibilities and roles</p> | <p>a. solicits input from various stakeholders and considers the district vision in determining, obtaining, allocating and utilizing necessary human, fiscal and technological resources, aligning them with present and future needs</p> <p>b. embeds distributed leadership into all levels of the district by enabling administrative, teacher, student and parent leaders to assume leadership roles, and co-create a process by which today’s leaders identify, support and promote the leaders of tomorrow</p> |
| Culture <i>(attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)</i> | <p>a. speaks to the importance of school safety, but is inconsistent in creating and implementing specific plans to ensure it</p> | <p>a. establishes rules and related consequences designed to keep students safe, but relies on inconsistent procedures</p> | <p>a. promotes and protects the welfare and safety of students and staff as a non-negotiable priority</p> | <p>a. engages multiple, diverse groups of stakeholders in defining, promoting and protecting the welfare and safety of students and staff, within and beyond school walls</p> |

Domain 3 (cont.)

| | Ineffective 1 | Developing 2 | Effective 3 | Highly Effective 4 |
|--|---|---|--|--|
| Sustainability <i>(a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future)</i> | a. avoids engaging with management or operations systems | a. monitors and evaluates the management and operational systems | a. monitors, evaluates and revises management and operational systems | a. establishes processes for the ongoing evaluation, monitoring and revision of management and operational systems, ensuring their continuous, sustainable improvement |
| Instructional Program <i>(design and delivery of high quality curriculum that produces clear evidence of learning)</i> | a. allocates only the time necessary to comply with instructional and assessment related regulations and mandates | a. approves time scheduled outside of the typical school day for teachers to support instruction and learning | a. ensures administrator, teacher and organizational time is focused to support quality instruction and student learning | a. engages groups of administrators, students and teachers in determining how to best allocate and manage time to support ongoing and sustainable improvements in quality instructional practices and student learning |

Domain 4 - Community

An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

| | Ineffective 1 | Developing 2 | Effective 3 | Highly Effective 4 |
|---|--|--|---|--|
| Strategic Planning Process: Inquiry (<i>gather and analyze data to monitor effects of actions and decisions on goal attainment and enable mid-course adjustments as needed to better enable success</i>) | a. makes decisions about whether or not to change the educational environment based on own impressions and beliefs | a. collects and analyzes data and information pertinent to the educational environment | a. collects and analyzes data and information pertinent to the educational environment, and uses it to make related improvements | a. engages in ongoing collection, analysis and use of data on the educational environment, involving diverse stakeholders as a strategy for ensuring continuous improvement |
| Culture (<i>attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders</i>) | a. considers the community as separate from the district | a. supports isolated opportunities for including the community in a district activity or for engaging students in community outreach or service projects | a. promotes understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources through diverse and purposeful district wide activities | a. engages students, educators, parents, and community partners in meeting the challenge of tapping the community's diverse cultural, social and intellectual resources, promoting their widespread appreciation, and connecting them to desired improvements in teaching and learning |
| Sustainability (<i>a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future</i>) | a. points to lack of family and caregiver involvement as a key explanation for lack of achievement | a. approves or takes actions intended to increase family and caregiver support for the district, but does not track their success | a. builds and sustains positive relationships with families and caregivers | a. builds sustainable, positive relationships between the district and its families and caregivers, and enables them to take on significant roles in ongoing improvement efforts |

Domain 5 – Integrity, Fairness, Ethics

An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

| | Ineffective 1 | Developing 2 | Effective 3 | Highly Effective 4 |
|--|---|---|--|---|
| Sustainability <i>(a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future)</i> | <p>a. associates “accountability” with threats and blame for students’ academic and social difficulties</p> <p>b. makes decisions based on self-interest and/or is caught off guard by consequences of decisions, responding by denying, becoming defensive or ignoring them.</p> <p>c. blames mandates for decisions or actions that challenge the integrity or ethics of the district or its various stakeholders</p> | <p>a. focuses on accountability for the academic and social success of students whose test results threaten the district’s standing</p> <p>b. makes decisions and takes actions without considering consequences, dealing with them if and when they occur</p> <p>c. assumes responsibility for decisions and actions related to mandates</p> | <p>a. ensures a system of accountability for every student’s academic and social success</p> <p>b. considers and evaluates the potential moral and legal consequences of decision-making</p> <p>c. assumes responsibility for thoughtfully considering and upholding mandates so that the district can successfully tread the line between compliance and moral and ethical responsibility</p> | <p>a. enables an approach to district wide “accountability” that upholds high ethical standards and inspires stakeholders (educators, parents, students and community partners) to own and be responsible for every student’s academic and social success</p> <p>b. engages the diverse perspectives of various stakeholders in using multiple sources of data to explore potential intended and unintended moral, legal and ethical consequences of decisions and actions</p> <p>c. promotes resiliency by involving stakeholders in considering how to negotiate and uphold mandates in ways that preserve the integrity of the district’s learning and work and align with its ethical and moral beliefs</p> |

© 2013 Learner-Centered Initiatives, Ltd. and Communities For Learning: leading lasting change™ 10

Domain 5 (cont.)

| | Ineffective 1 | Developing 2 | Effective 3 | Highly Effective 4 |
|--|--|--|---|--|
| Culture <i>(attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)</i> .. | a. mourns the lack of the self-awareness, reflective practice transparency and ethical behavior in others b. pays lip service to values related to democracy, equity and diversity c. implements strategies that group and label students or professionals with specific needs, isolating them from the mainstream | a. proclaims the importance of self-awareness, reflective practice transparency and ethical behavior and seeks it in others b. holds others accountable for upholding the values of democracy, equity and diversity c. asserts that individual student and professional needs should inform all aspects of schooling, but has difficulty putting these beliefs into action | a. models principles of self-awareness, reflective practice, transparency, and ethical behavior b. safeguards the values of democracy, equity, and diversity c. promotes social justice and ensures that individual student needs inform all aspects of schooling ... | a. engages stakeholders in identifying, describing and determining how to replicate exemplars of self and cultural awareness, reflective practice, transparency and ethical behavior b. provides opportunities for all stakeholder groups to define, embrace and embody the values of democracy, equity, and diversity c. creates processes that embed social justice into the fabric of the district, seamlessly integrating the needs of individuals with improvement initiatives, actions and decisions |

© 2013 Learner-Centered Initiatives, Ltd. and Communities For Learning: leading lasting change™ 11

Domain 6 – Political, Social, Economic, Legal and Cultural Context

An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

| | Ineffective 1 | Developing 2 | Effective 3 | Highly Effective 4 |
|--|--|---|---|---|
| Sustainability <i>(a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future)</i> | a. appears unaware of decisions made outside of own district that affect student learning b. waits for instruction from the Board on how to respond to emerging trends or initiatives | a. reacts to regional, state and national decisions affecting student learning b. continues to rely on the same leadership strategies that have served well in the past, even in the face of newly emerging trends and initiatives, and/or copies others who they view as leaders in the field | a. acts to influence local, district, state, and national decisions affecting student learning , within and beyond their own district b. assesses, analyzes, and anticipates emerging trends and initiatives in order to adapt leadership strategies | a. engages the entire district community and its stakeholders in collaborating to make proactive and positive change in local, district, state and national decisions affecting the improvement of teaching and learning b. draws upon own perspectives, expertise and leadership as well as those of various stakeholders to respond proactively to emerging trends and initiatives, ensuring the resilience of the district, its growth, learning and improvements |
| Culture <i>(attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders)</i> | c. advocates for self and own interests | c. advocates for selected causes | c. advocates for district's children, families, and caregivers | c. guided by the district's vision, enables self, children, families and caregivers to successfully and appropriately advocate for themselves and one another |

© 2013 Learner-Centered Initiatives, Ltd. and Communities For Learning: leading lasting change™ 12

Professional and Organizational Goals

The goals of the superintendent are fully aligned to the achievement of the district's goals. The ratings for this component are a combination of metrics taken from the professional and organizational goals that equal, exceed, or fall short of expectations on a scale of 1 to 4. The average_score from the goal ratings is used to determine which rating category (1 to 4) is assigned to the_goals component in the appraisal model above.

This component can also be_measured in terms of progress toward attainment of goals:

- Has the progress been excellent, exceeding expected objectives? If yes (excellent) = 4
- Is the progress what is expected/adequate (proficient) = 3
- Has there not been enough progress (needs improvement) = 2
- Has there been little or no progress (unsatisfactory) = 1

Professional and Organizational Goal Area 1:

Strengthen our capacity as leaders to consistently and equitably implement programs that support student learning (iLearn, IB, RBT) and improve the quality and consistency of the feedback we give to our staff.

Rationale: Teaching is the #1 factor for impacting student outcomes and school leadership is second only to classroom teaching in terms of its influence on student learning.

| Implementation Timeline and Process | Measure | Standard Indicator |
|---|--|--|
| <p>Create schedule & tracking tool for visiting every classroom at least once per week.</p> <p>Articulate progress of visit frequency w/ Ad Leadership & what we are seeing from our visit/tool.</p> <p>Owner(s): Principals</p> | <ul style="list-style-type: none">• By 9/21, 100% principals will have schedule and tracking tool• Beginning 9/21, each Ad Leadership meeting, agendas will include opportunities for principals to share progress of frequency & quality of visits | <p>Standard 2: School Culture and Instructional Program Culture:</p> <p>a. establishes different ways of accessing staff expertise and work by promoting activities such as lab sites, peer coaching, mentoring, collegial inquiry, etc. as an embedded part of practice</p> <p>b. nurtures and sustains a culture of collaboration, trust, learning, and high expectations by providing structured opportunities for cross role groups to design and implement innovative approaches to improving learning, work and practice</p> <p>Instructional Program:</p> <p>b. regularly revisits own and others' understanding and implementation of best professional practices, and engages in collegial opportunities for learning, action research and/or inquiry related to best practices in teaching and learning</p> <p>Capacity Building:</p> <p>a. develops and taps the instructional and leadership capacity of all stakeholder groups in the district to assume a variety of formal and informal leadership roles in the school</p> <p>b. engages varied perspectives in determining how to best integrate the use of the most effective and appropriate technologies into teaching, learning and the daily workings of the district and its school(s)</p> |

| Implementation Timeline and Process | Measure | Standard Indicator |
|--|---|--|
| <p>Create building unique monitoring tool/look-fors for class visits with SIT/Teacher Teams (aligned with implementation of iLearn, IB, and interventions designed for identified student groups)</p> <p>Owner(s): Principals</p> | <ul style="list-style-type: none"> By 10/5, each school will have an unique monitoring tool (look-fors) for classroom visits Student growth targets for schools will be identified by 10/19 | <p>Standard 2: School Culture and Instructional Program Culture:</p> <p>a. establishes different ways of accessing staff expertise and work by promoting activities such as lab sites, peer coaching, mentoring, collegial inquiry, etc. as an embedded part of practice</p> <p>b. nurtures and sustains a culture of collaboration, trust, learning, and high expectations by providing structured opportunities for cross role groups to design and implement innovative approaches to improving learning, work and practice</p> <p>Instructional Program:</p> <p>b. regularly revisits own and others' understanding and implementation of best professional practices, and engages in collegial opportunities for learning, action research and/or inquiry related to best practices in teaching and learning</p> <p>Capacity Building:</p> <p>a. develops and taps the instructional and leadership capacity of all stakeholder groups in the district to assume a variety of formal and informal leadership roles in the school</p> <p>b. engages varied perspectives in determining how to best integrate the use of the most effective and appropriate technologies into teaching, learning and the daily workings of the district and its school(s)</p> |
| <p>Identify walk-through team (SIT, DC, SSS, GLTL).</p> <p>Owner(s): Principals</p> <p>Create schedule for school-teams</p> <p>Owner(s): Principals, Assistant Principals or SSS, Data Coaches, Grade Level Team Leaders, School Improvement teams</p> <p>Team shares trends with school; Leads to action plan/next steps for following school year</p> <p>Owner(s): Principals</p> | <ul style="list-style-type: none"> By February 8, 2016, identify school teams for informal classroom walkthroughs By April, 100% of schools will have schedule of (informal classroom visits) walkthroughs that will be conducted by school-team By June 9, 2016, school teams share trends with schools; leading to action plans/next steps for 2016-2017 school year | <p>Standard 2: School Culture and Instructional Program Culture:</p> <p>a. establishes different ways of accessing staff expertise and work by promoting activities such as lab sites, peer coaching, mentoring, collegial inquiry, etc. as an embedded part of practice</p> <p>b. nurtures and sustains a culture of collaboration, trust, learning, and high expectations by providing structured opportunities for cross role groups to design and implement innovative approaches to improving learning, work and practice</p> <p>Instructional Program:</p> <p>b. regularly revisits own and others' understanding and implementation of best professional practices, and engages in collegial opportunities for learning, action research and/or inquiry related to best practices in teaching and learning</p> <p>Capacity Building:</p> <p>a. develops and taps the instructional and leadership capacity of all stakeholder groups in the district to assume a variety of formal and informal leadership roles in the school</p> <p>b. engages varied perspectives in determining how to best integrate the use of the most effective and appropriate technologies into teaching, learning and the daily workings of the district and its school(s)</p> |

| Implementation Timeline and Process | Measure | Standard Indicator |
|---|---|--|
| <p>Ground the team in a common professional text (such as <u><i>Instructional Rounds in Education</i></u>; create common language)</p> <p>Owner(s): <i>Goal Area 1 Work Team</i></p> | <ul style="list-style-type: none"> • Distribute books to team by 9/21/15 • By October, book study conversations have begun • By June, 100% of principals are using framework for giving quality feedback | <p>Standard 2: School Culture and Instructional Program Culture:</p> <p>a. establishes different ways of accessing staff expertise and work by promoting activities such as lab sites, peer coaching, mentoring, collegial inquiry, etc. as an embedded part of practice</p> <p>b. nurtures and sustains a culture of collaboration, trust, learning, and high expectations by providing structured opportunities for cross role groups to design and implement innovative approaches to improving learning, work and practice</p> <p>Instructional Program:</p> <p>b. regularly revisits own and others' understanding and implementation of best professional practices, and engages in collegial opportunities for learning, action research and/or inquiry related to best practices in teaching and learning</p> <p>Capacity Building:</p> <p>a. develops and taps the instructional and leadership capacity of all stakeholder groups in the district to assume a variety of formal and informal leadership roles in the school</p> <p>b. engages varied perspectives in determining how to best integrate the use of the most effective and appropriate technologies into teaching, learning and the daily workings of the district and its school(s)</p> |

Professional and Organizational Goal Area 2:

Promote collaboration and professional growth around a sense of shared responsibility for the achievement of all learners.

Rationale: Our collective efforts influence the outcomes for all students, and we know if we work as a team, we are four times as likely of helping all students achieve.

| Implementation Timeline and Process | Measures | Standard Indicator |
|---|---|---|
| <p>Begin 3rd Research for Better Teaching Cohort</p> <p>Owner(s): Senior Director of Administration</p> | <ul style="list-style-type: none"> By 9/29, 40 participants will be selected Beginning 9/29, participants will receive monthly, full day training (except for January and April) to learn RBT strategies Beginning 9/29, participants will be provided collaborative work time to create materials for classroom (based on RBT strategies) | <p>Standard 2: School Culture and Instructional Program Culture:</p> <p>a. establishes different ways of accessing staff expertise and work by promoting activities such as lab sites, peer coaching, mentoring, collegial inquiry, etc. as an embedded part of practice</p> <p>b. nurtures and sustains a culture of collaboration, trust, learning, and high expectations by providing structured opportunities for cross role groups to design and implement innovative approaches to improving learning, work and practice</p> <p>Instructional Program:</p> <p>b. regularly revisits own and others' understanding and implementation of best professional practices, and engages in collegial opportunities for learning, action research and/or inquiry related to best practices in teaching and learning</p> <p>Capacity Building:</p> <p>a. develops and taps the instructional and leadership capacity of all stakeholder groups in the district to assume a variety of formal and informal leadership roles in the school</p> |
| <p>Continue to support 1st and 2nd Research for Better Teaching Cohort Participants</p> <p>Owner(s): Senior Director of Administration</p> | <ul style="list-style-type: none"> By 10/6, 40 participants will begin to receive quarterly, full day training Beginning 10/6 - February, volunteer participants will begin to video tape lessons to reflect on practices Beginning 10/6, participants will complete assignments Beginning 10/6 - February, participants will collect data related to student achievement Administration will research "observers training" aligned to RBT | <p>Standard 3: Safe, Efficient, Effective Learning Environment</p> <p>Capacity Building:</p> <p>b. embeds distributed leadership into all levels of the district by enabling administrative, teacher, student and parent leaders to assume leadership roles, and co-create a process by which today's leaders identify, support and promote the leaders of tomorrow</p> |

| Implementation Timeline and Process | Measures | Standard Indicator |
|--|--|---|
| <p>Create consistency around formative and summative assessments</p> <p>Owner(s): <i>Directors of Curriculum</i></p> | <ul style="list-style-type: none"> • By 7/1/15, create common math assessment calendars for Grades K-5 and for Middle School • By 9/16/15, introduce common ELA assessment calendars and materials for Grades K-5 and Middle School | <p>Standard 2: School Culture and Instructional Program</p> <p>Strategic Planning Process:</p> <p>a. provides time and the expectation for students and staff to participate in multiple cycles of field testing, feedback and revision of the instructional program in order to monitor and evaluate its impact and make necessary refinements to support continuous improvement</p> |
| <p>Reflect on performance of prior year and potential performance of upcoming year to select students to monitor for academic growth</p> <ul style="list-style-type: none"> • District Level – reflect on the data for district wide (evidence to suggest that major initiatives are being realized from larger sense) • School Level – reflect on goals they set for buildings, goals set as principal, and reflect on programs put into place <p>Owner(s): <i>Ad Leadership</i></p> | <ul style="list-style-type: none"> • By 8/15, each principal will identify which group of students will be monitored for academic growth • By 10/15, use reflections of prior year results to inform principal, school, and district goals | <p>Standard 2: School Culture and Instructional Program</p> <p>Sustainability:</p> <p>a. facilitates regular use of easily accessible assessment and accountability systems that enable students, teachers, and parents to uncover patterns and trends, monitor student progress as it relates to teacher learning, and contextualize student achievement both inside history and projected into the future.</p> <p>Strategic Planning Process:</p> <p>a. provides time and the expectation for students and staff to participate in multiple cycles of field testing, feedback and revision of the instructional program in order to monitor and evaluate its impact and make necessary refinements to support continuous improvement</p> |

| Implementation Timeline and Process | Measures | Standard Indicator |
|---|--|--|
| <p>Establish specific action plans to put support systems in place for identified students.</p> <p>Owner(s): <i>Principals, Directors of Curriculum & Instruction, Director of Special Education</i></p> <p>Support: <i>Rtl Leaders, Data Coaches, Administration</i></p> | <ul style="list-style-type: none"> • By 10/19, Ad Leadership will review specific action plans developed by schools for each identified group • List made by 2nd October Ad Leadership Meeting • Admin discuss at 2nd Sept Meeting • Admin make protocol decision by 1st Oct Meeting • Admin begin instructing SIT and bldg. teams on protocol by mid-Oct • By the end of October, Rtl leaders will conduct 'data chat' conversations with grade level teams to analyze benchmark academic (K-5) and behavioral (6-8) assessment data (e.g., MAP, PBIS data) each trimester. • Beginning in November (perhaps sooner), Rtl leaders will support the facilitation of grade level conversations related to student progress/monitoring. | <p>Standard 2: School Culture and Instructional Program Sustainability: a. facilitates regular use of easily accessible assessment and accountability systems that enable students, teachers, and parents to uncover patterns and trends, monitor student progress as it relates to teacher learning, and contextualize student achievement both inside history and projected into the future.</p> <p>Standard 3: Safe, Efficient, Effective Learning Environment Capacity Building: b. embeds distributed leadership into all levels of the district by enabling administrative, teacher, student and parent leaders to assume leadership roles, and co-create a process by which today's leaders identify, support and promote the leaders of tomorrow</p> |
| <p>Provide materials for collaborative teams to conduct discussions about students' learning during identified collaborative team time.</p> <p>Owner(s): <i>Goal Area 2 District Work Team</i></p> <p>Support: <i>Ad Leadership, Professional Learning Committee, Rtl Leaders</i></p> | <ul style="list-style-type: none"> • By 10/19, Admin will establish specific protocols for use by district SIT and other collaborative learning teams' use (<i>laser-like focus on students' learning growth so that no child goes unnoticed</i>) • By 11/15, monthly "data chats" at school level will be facilitated (or supported) by Rtl leaders and conversations will be used to inform the Professional Learning Committee's planning process (for district PD topics) • By 11/15, monthly "data chats" at school level will be used to identify supports/instructional strategies for students (<i>use of Tier 1 instructional strategies in classroom setting</i>) | <p>Standard 2: School Culture and Instructional Program Sustainability: a. facilitates regular use of easily accessible assessment and accountability systems that enable students, teachers, and parents to uncover patterns and trends, monitor student progress as it relates to teacher learning, and contextualize student achievement both inside history and projected into the future.</p> <p>Culture: c. creates opportunities for the development of a personalized and motivating learning environment for students in which they are involved in meaningful and relevant learning opportunities that they recognize as connected to their experiences, needs and cultures</p> <p>Standard 3: Safe, Efficient, Effective Learning Environment Capacity Building: b. embeds distributed leadership into all levels of the district by enabling administrative, teacher, student and parent leaders to assume leadership roles, and co-create a process by which today's leaders identify, support and promote the leaders of tomorrow</p> |

| Implementation Timeline and Process | Measures | Standard Indicator |
|---|---|---|
| <p>Provide instructional leadership & monitoring function to look at if schools are implementing student supports & interventions</p> <p>Owner(s): <i>Goal Area 2 District Work Team</i></p> <p>Support: <i>Ad Leadership, Professional Learning Committee, Rtl Leaders</i></p> | <ul style="list-style-type: none"> By 10/10, set district calendar for <i>Data Discussions</i> at all levels (i.e. admin, building, teams, grade level/departments, etc..) Beginning in 11/15, Ad Leadership will conduct “data chats” of key “district” data to monitor progress of identified groups Beginning in 11/15, monthly check-ins of meetings (along with PD needs) will be shared during Ed Council meetings | <p>Standard 2: School Culture and Instructional Program <u>Capacity Building:</u> a. develops and taps the instructional and leadership capacity of all stakeholder groups in the district to assume a variety of formal and informal leadership roles in the school</p> <p><u>Sustainability:</u> a. facilitates regular use of easily accessible assessment and accountability systems that enable students, teachers, and parents to uncover patterns and trends, monitor student progress as it relates to teacher learning, and contextualize student achievement both inside history and projected into the future.</p> |
| <p>Build capacity of Ad Leadership team to lead student data conversations.</p> <p>Owner(s): <i>Goal Area 2 District Work Team</i></p> | <ul style="list-style-type: none"> By 10/19, Ad Leadership will receive quarterly PD support from ECRA (goal setting and monitoring student growth) 4x/year. | <p>Standard 2: School Culture and Instructional Program <u>Capacity Building:</u> a. develops and taps the instructional and leadership capacity of all stakeholder groups in the district to assume a variety of formal and informal leadership roles in the school</p> <p><u>Sustainability:</u> a. facilitates regular use of easily accessible assessment and accountability systems that enable students, teachers, and parents to uncover patterns and trends, monitor student progress as it relates to teacher learning, and contextualize student achievement both inside history and projected into the future.</p> |

Professional and Organizational Goal Area 3:

We will improve upon our 'lack of diversity in parent engagement' to better engage/develop collaborative partnerships with our entire school community.

Rationale: Meaningful partnerships (with families and community) is one of the components of our mission, and parental aspirations and expectations have a strong, meaningful impact on student achievement.

| Implementation Timeline and Process | Measures | Standard Indicator |
|--|---|---|
| <p>We will form a diverse stakeholder group to co-define "What is parent engagement?" This group will include D97 and D200 (alum), students and representatives from community agencies (e.g., Hephzibah, Success for All Youth, Collaboration for Early Childhood, and Oak Park Mental Health)</p> <p>Owner(s): Goal Area 3 District Work Team</p> | <ul style="list-style-type: none">By 11/2, we will schedule our first meeting with community agencies (meeting date will be scheduled).By June 8th, we will publish a shared definition of "what is parent engagement" and disseminate this shared definition to Ad Leadership. | <p>Standard 4: Community</p> <p><u>Culture:</u></p> <p>a. engages students, educators, parents, and community partners in meeting the challenge of tapping the community's diverse cultural, social and intellectual resources, promoting their widespread appreciation, and connecting them to desired improvements in teaching and learning</p> <p><u>Sustainability:</u></p> <p>a. builds sustainable, positive relationships between the district and its families and caregivers, and enables them to take on significant roles in ongoing improvement efforts</p> |
| <p>We will conduct a series of parent workshops at each school (three one-hour sessions led by trained teachers and hosted by building principals) exploring topics such as, <i>Language, Effective Effort, and Learning Strategies</i></p> <p>We will evaluate the effectiveness of workshops by surveying participants.</p> <p>Owner(s): Goal Area 3 District Work Team</p> | <ul style="list-style-type: none">By 9/1, we will select workshop topics to focus on from RBT (ex: Growth Mindset)Beginning in November, we will advertise the training/workshops.100% of principals/RBT trained staff presenters will be trained by December 1st.100% of invitations to parents will be mailed by the schools by January 15th.100% of parent workshops at the schools will be conducted by June 8th. | <p>Standard 3: Safe, Efficient, Effective Learning Environment</p> <p><u>Capacity Building:</u></p> <p>b. embeds distributed leadership into all levels of the district by enabling administrative, teacher, student and parent leaders to assume leadership roles, and co-create a process by which today's leaders identify, support and promote the leaders of tomorrow</p> <p>Standard 4: Community</p> <p><u>Culture:</u></p> <p>a. engages students, educators, parents, and community partners in meeting the challenge of tapping the community's diverse cultural, social and intellectual resources, promoting their widespread appreciation, and connecting them to desired improvements in teaching and learning</p> <p><u>Sustainability:</u></p> <p>a. builds sustainable, positive relationships between the district and its families and caregivers, and enables them to take on significant roles in ongoing improvement efforts</p> |

Professional and Organizational Goal Area 4:

Ensure that we have an effective organization as evidenced by appropriate stewardship of:

- *Finances (resources sufficient for operations and student equity and excellence)*
- *Human Resources (organizational structure, staffing, general development of staff, job descriptions, contracts)*
- *Operations (facilities, IT infrastructure, contracts)*
- *Communications (responsiveness and interactions with customers)*
- *Data Systems (utilization for evaluation and planning)*

| Implementation Timeline and Process | Measures | Standard Indicator |
|---|---|--|
| <p>Identify what back office tasks are needed to be completed this year and share those with the Board.</p> <p>Owner(s): Superintendent</p> | <ul style="list-style-type: none"> • By November BOE meeting, provide report. | <p>Standard 3: Safe, Efficient, Effective Learning Environment</p> <p><u>Capacity Building:</u> a. solicits input from various stakeholders and considers the district vision in determining, obtaining, allocating and utilizing necessary human, fiscal and technological resources, aligning them with present and future needs</p> <p><u>Sustainability:</u> a. establishes processes for the ongoing evaluation, monitoring and revision of management and operational systems, ensuring their continuous, sustainable improvement</p> |
| <p>Identify key non-instructional areas to address and provide reflection on a long-term plan, including the financial requirements (in one, two and three years).</p> <p>Owner(s): Goal Area 4 District Work Team</p> | <ul style="list-style-type: none"> • By 12/15, provide an update to Board on progress. • By 2/16, deliver a plan to Board. • By 5/16, communicate process to achieve fund balance compliant with the State | <p>Standard 3: Safe, Efficient, Effective Learning Environment</p> <p><u>Capacity Building:</u> a. solicits input from various stakeholders and considers the district vision in determining, obtaining, allocating and utilizing necessary human, fiscal and technological resources, aligning them with present and future needs</p> <p><u>Sustainability:</u> a. establishes processes for the ongoing evaluation, monitoring and revision of management and operational systems, ensuring their continuous, sustainable improvement</p> |
| <p>Outline a clear plan to conduct a district strategic planning process.</p> <p>Owner(s): Superintendent</p> | <ul style="list-style-type: none"> • By April 17, 2016, communicate process to conduct strategic plan to Board. | <p>Standard 3: Safe, Efficient, Effective Learning Environment</p> <p><u>Capacity Building:</u> a. solicits input from various stakeholders and considers the district vision in determining, obtaining, allocating and utilizing necessary human, fiscal and technological resources, aligning them with present and future needs</p> <p><u>Sustainability:</u> a. establishes processes for the ongoing evaluation, monitoring and revision of management and operational systems, ensuring their continuous, sustainable improvement</p> |

Metrics to Ensure EQUITY & EXCELLENCE FOR ALL

Since my aspiration is for all students to graduate from high school ready for college and careers, the following outlines my plan to look at key metrics related to student growth & development:

| MONTH / Yr | TOPIC | OWNER | RATIONALE FOR TIME OF YEAR |
|----------------------|---|-------------------------------|---|
| October 2015 | Student Attendance – Trends, patterns and why it matters. | Steve | Review September monthly data |
| | Kindergarten Readiness Testing – Percentage of student taking KRT and ASQ | Felicia | Establish End-of-Year Goals/Benchmark |
| October 2015 | DIBELS Data Results - Key takeaways, highlighting bright spots and opportunities for improvement | Felicia, Carrie, Helen, Emily | Start of School Yr; identify lessons learned across whole org |
| | MAP Data Results - Key takeaways, highlighting bright spots and opportunities for improvement* | | Establish End-of-Year Goals/Benchmark |
| Nov 2015 - June 2016 | Student Attendance – Trends, patterns | Steve | Monitor results Identify students needing support |
| December 2015 | 1 st Quarter Staff Attendance – trends, patterns 1 st Quarter Discipline – trends, patterns 1 st Quarter PBIS Data | Steve, Felicia | Monitor results vs. goal Identify staff/students needing support. |
| January 2016 | Completed Formal Observations Non-Tenured Conversations | Steve | Monitor results vs. goal Identify non-tenure staff needing additional support. |
| | Recap on Roles (Evaluation by Admin Team) # (count) of SPED Referrals (initial placement) #(count) of OOD Placement (initial placement) | Mike | Overview of new roles & recommendations for changes/deletions. |
| February 2016 | DIBELS Data Results - Key takeaways, highlighting bright spots and opportunities for improvement | Felicia, Carrie, Helen | Mid year progress monitoring of students needing support. |
| | MAP Data Results - Key takeaways, highlighting bright spots and opportunities for improvement | | |
| March 2016 | 2 nd Quarter Staff Attendance – trends, patterns 2 nd Quarter Discipline – trends, patterns 1 st Quarter PBIS Data | Steve, Felicia | Monitor results vs. goal Identify staff/students needing support. |
| | # Non-Tenured Completed Observations | Steve | |

| | | | |
|------------|---|---------------------------------------|---|
| April 2016 | Completed Formal Observations | Steve | Monitor results vs. goal Identify non-tenure staff needing additional support. |
| May 2016 | RBT Results – highlighting bright spots and opportunities for improvement # (count) of SPED Referrals (initial placement) #(count) of OOD Placement (initial placement) | Felicia, Carrie, Helen Mike | |
| June 2016 | DIBELS Data Results - Key takeaways, highlighting bright spots and opportunities for improvement* MAP Data Results - Key takeaways, highlighting bright spots and opportunities for improvement* | Felicia, Carrie, Helen | Mid year progress monitoring of students needing support. |
| 2016 | Admin Retreat: A Year in Review | | |

(*With connection to CCSS Update, Professional Learning)