



District 97 Vision

Fulfilling the Promise: Your Voice Matters

Fulfilling the Promise: Our Journey

- **November 2015:** Dr. Kelley's 100-Day Report ("create clear, shared vision with sustained focus")
- **January 2016:** D97 Leadership Retreat (six-word stories created by 50 leaders)
- **Spring 2016:** Community conversations (heard from 255 parents/guardians, community members, staff and students)
- **July 2016:** Board of Education (BOE) approved vision and big rocks
- **August 2016:** Summer retreat with National Equity Project
- **September 2016:** Cab-VAAT finalized SY17 vision-action plan with National Equity Project
- **September 2016:** School Improvement Teams' half-day coaching session with National Equity Project
- **August - November 2016:** Cab-VAAT refined working draft definitions of key terms in vision (*based upon staff input*)
- **October - November 2016:** Cab-VAAT finalized district goals and indicators
- **November 9th:** Received input from Superintendent's Advisory Panel
- **November 15th:** Presenting SY17 goals & performance indicators to BOE

D97's Shared Vision:

“Create a positive learning environment for all District 97 students that is equitable, inclusive and focused on the whole child.”



D97 Vision Elements, Goals & Metrics

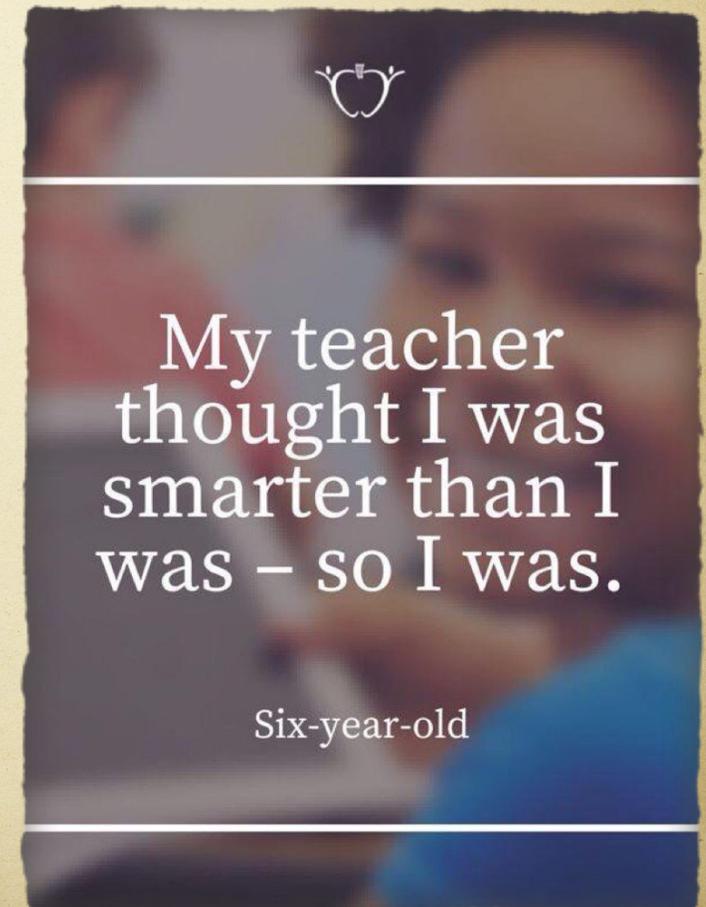
2016 - 2018

Positive Learning Environment

IS A PLACE WHERE ALL MEMBERS OF THE SCHOOL COMMUNITY ARE ENGAGED IN HANDS-ON, REAL-WORLD EXPERIENCES AND FEEL SAFE, EMPOWERED, SUPPORTED AND VALUED.

Vision Elements:

- Engage the entire community in support of our schools and each and every student
- Incorporate the perspectives and needs of students and teachers

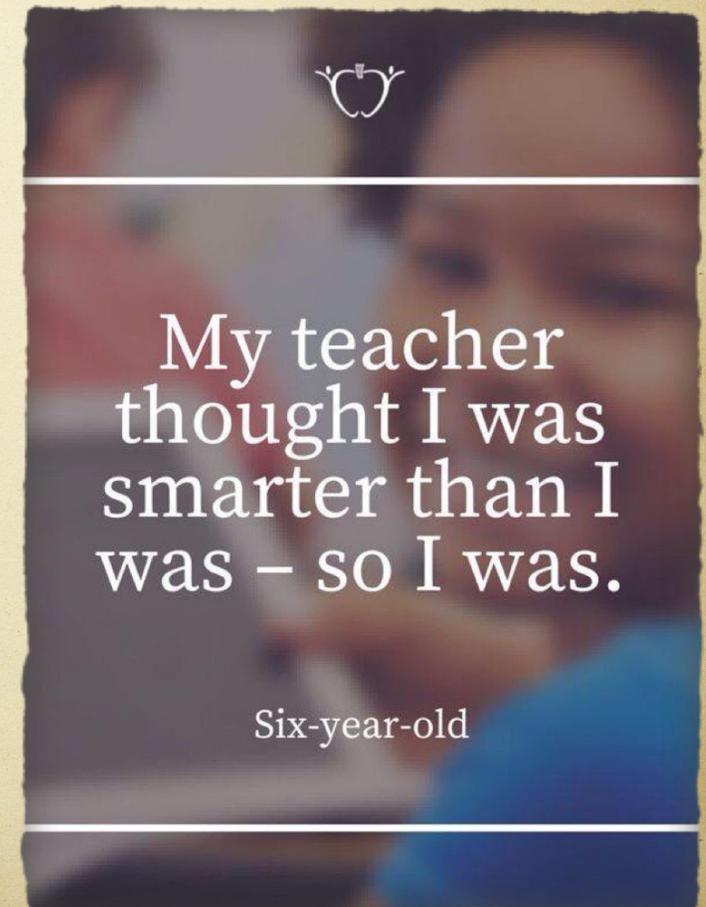


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D97 Goals

1. Every community member feels like a partner in supporting our schools and each and every student
2. Students and staff feel empowered, valued, and respected

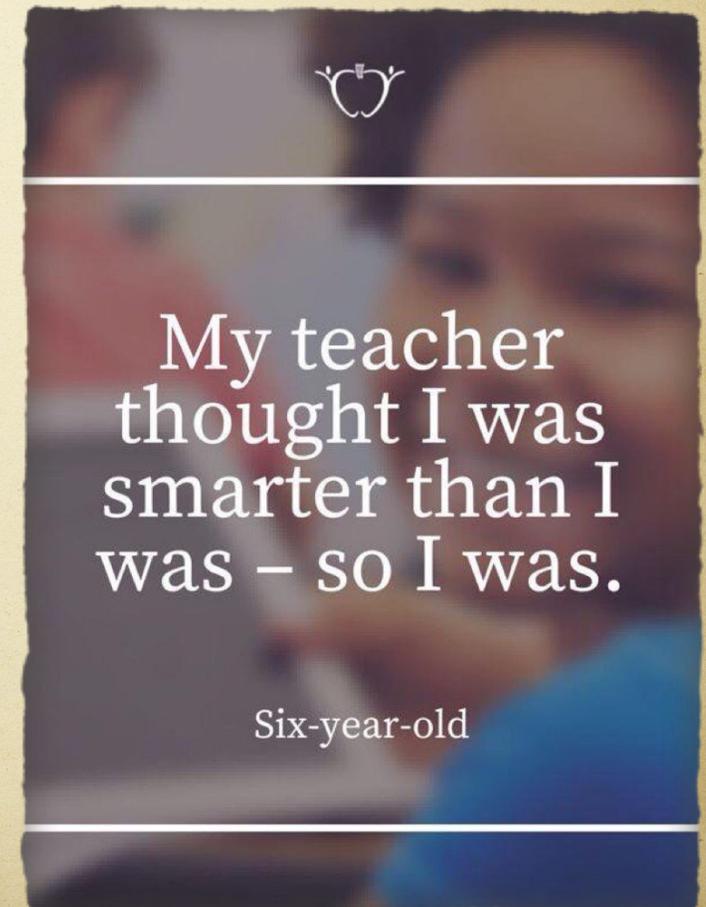


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Why?

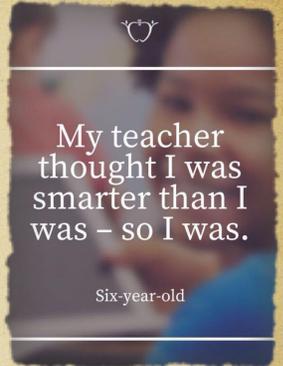
- Need to provide all students with language and tools to feel empowered
- Want BOE and district to prioritize and support this fundamental adult-student relationship through time, training and other resources



KPIs:

Positive Learning Environment

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D97 Metrics

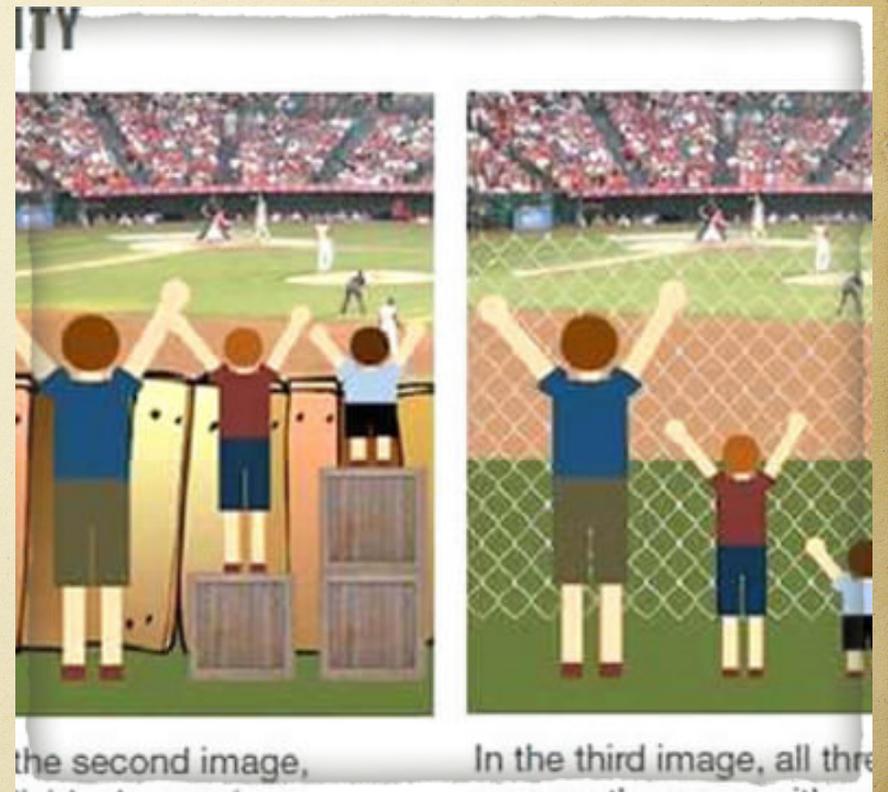
- “D97 staff and parents are partners in improving student learning”
- “Students come from communities where there are adults they can trust who provide a safe environment”
- “My teachers treat me with respect”
- “D97 staff have influence in a broad range of decisions regarding school policies and practices

EQUITABLE...

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.

Vision Elements:

- Engage and challenge all students
- Provide equal opportunity for all students
- Develop critical thinking skills and support students as global citizens ready for our ever-changing world

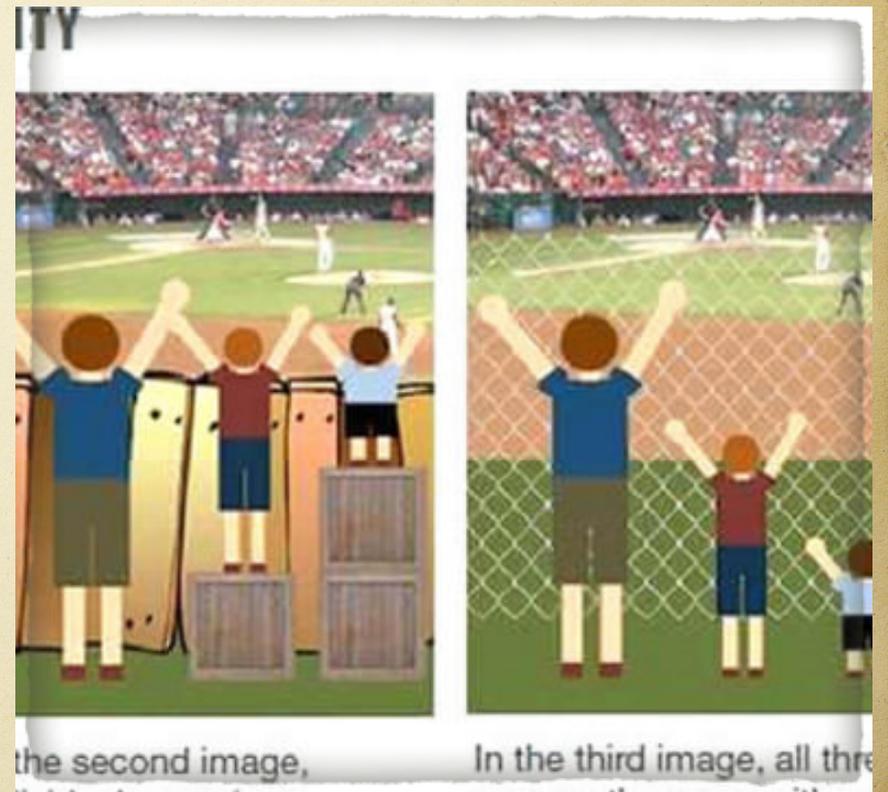


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D97 Goals

1. Every student is challenged and engaged
2. All students have access to programs and supports to prepare them for success in high school
3. We support every student to be a critical thinker, ready to contribute to their community

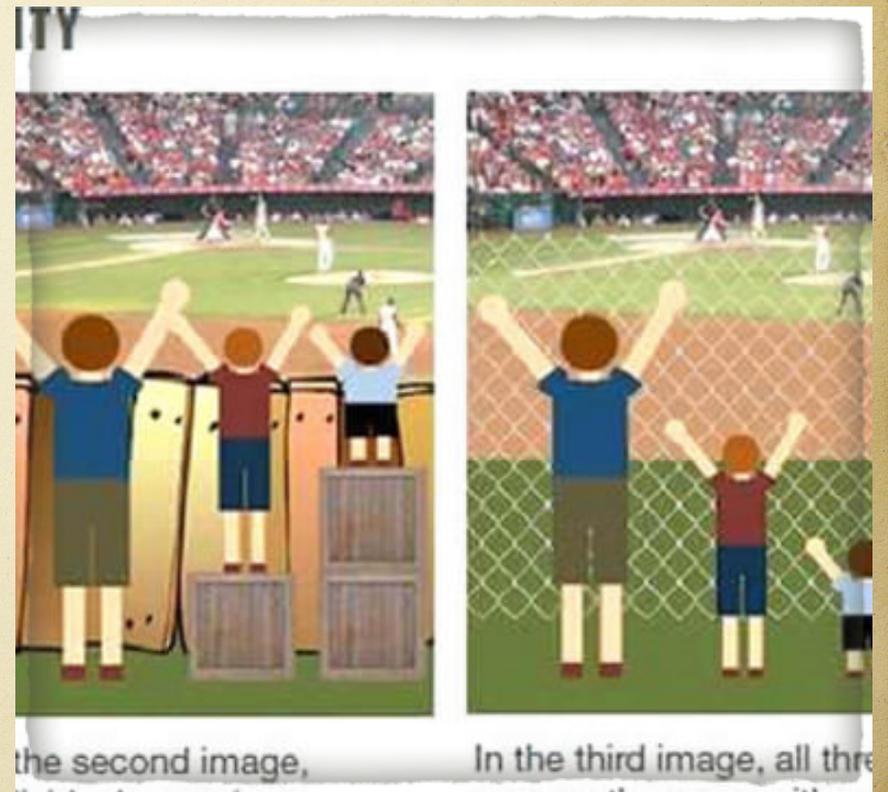


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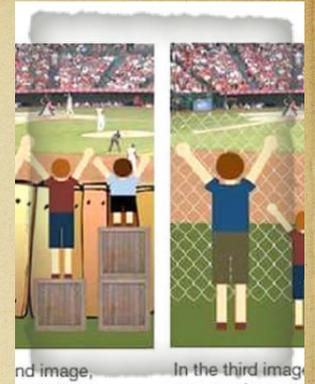
Why?

- Want BOE and district to address inequities in student outcomes based on achievement and discipline data
- Want BOE and district to provide student access to and participation in classes that will support students in high school (and beyond)
- Want BOE and district to provide student access to and participation in extracurricular activities that will support students in high school (and beyond)



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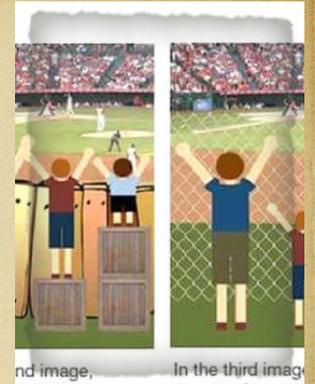


D97 Metrics

- “I am challenged by the work my teachers ask me to do.”
- “I have fun learning.”
- “I am able to attend school at least 95% of all school days.”
- “I am placed into one of the math levels in 9th grade that will allow me to take calculus in high school.”
- “I have access to academic and social/emotional supports and practices matched to my needs.”

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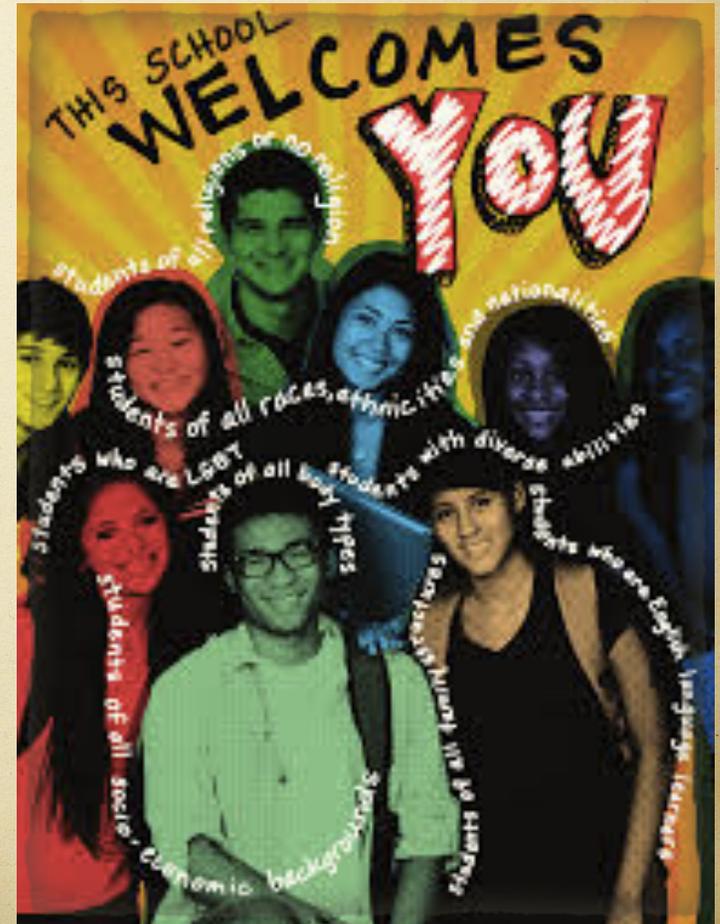
- D97 students are able to solve real-world mathematical problems, create and justify solutions, and correct the reasoning of others
- D97 students are able to show they can read and analyze different reading materials (fiction, drama, poetry, nonfiction (history, science, and the arts))
- D97 students are able to show they can compose well-developed writing, using details from what they have read

Inclusive...

IS TO PROVIDE EQUITABLE OPPORTUNITIES FOR ACCESS AND PROMOTE ACTIVE PARTICIPATION OF ALL STAKEHOLDERS IN AN ACCEPTING AND SUPPORTING ENVIRONMENT.

Vision Elements:

- Meet the diverse needs of all students

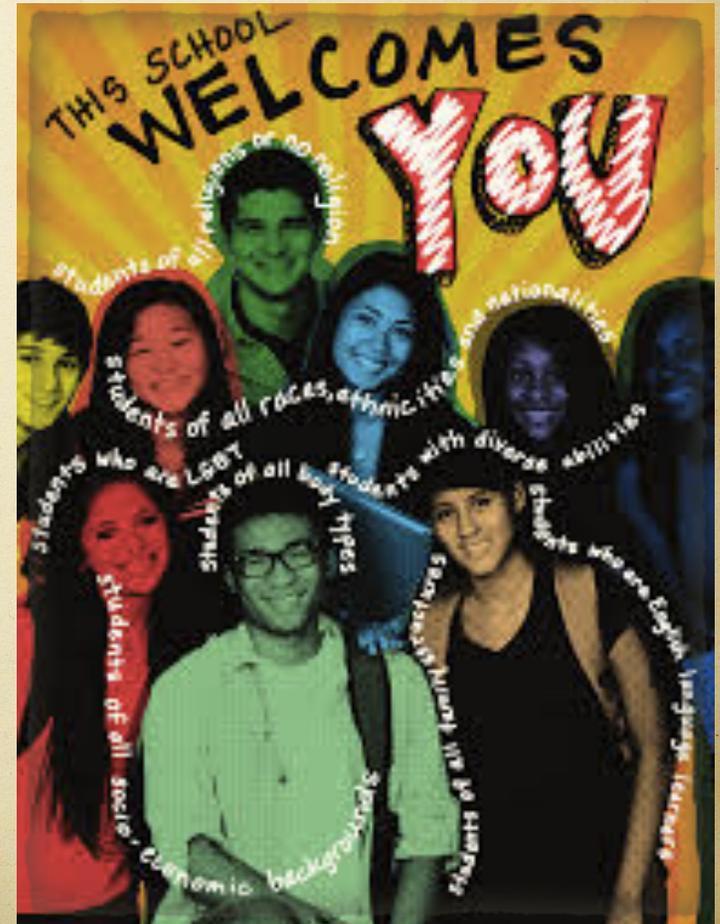


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D97 Goals

1. Each student is known for who they are and their unique needs are met
2. Students feel safe and a sense of belonging

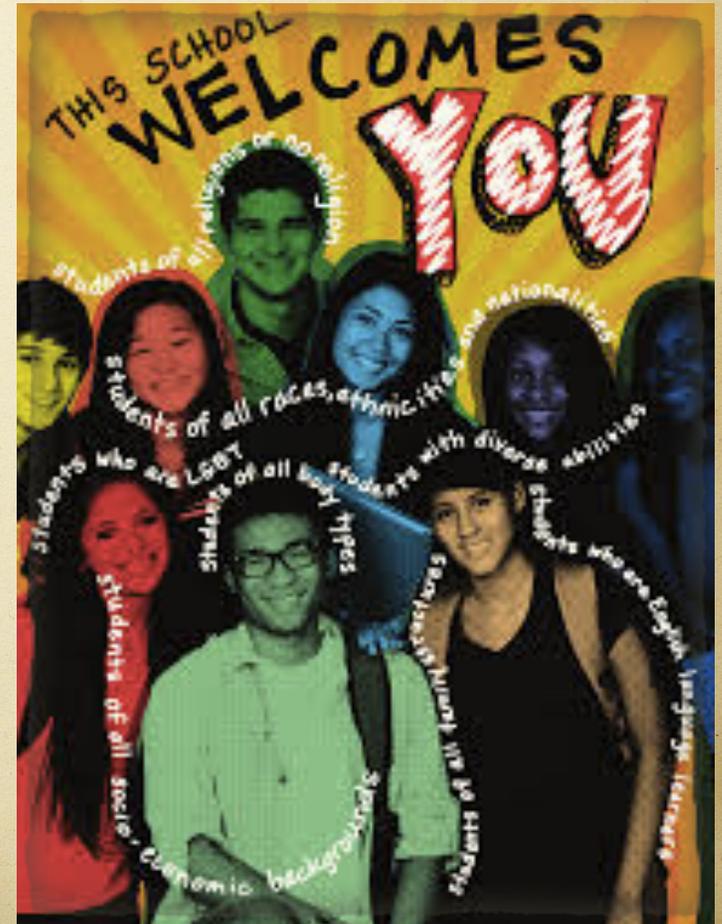


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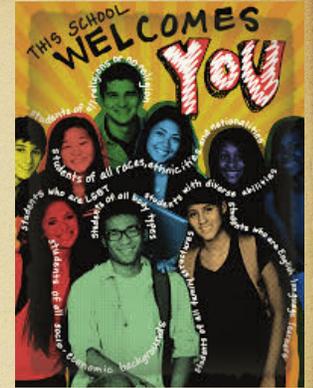
Why?

- Want BOE and district to address concerns about students being “siloed” and separated from peers (e.g., want to see more co-teaching, “push-in” of services for more students)



Inclusive...

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D97 Metrics

- “Personalized academic support helped me move up.”
- “I met or exceeded my individual growth target in Reading.”
- “I met or exceeded my individual growth target in Math.”
- “I belong.”
- “Students at my school treat me with respect.”

... Focused on the Whole Child

IS THE PRACTICE OF SUPPORTING, MEASURING AND CELEBRATING ALL ASPECTS OF A STUDENT'S DEVELOPMENT (SOCIAL/EMOTIONAL, ACADEMIC, PHYSICAL, ARTISTIC EXPRESSION) THROUGH CARING AND RESPECTFUL RELATIONSHIPS.

Vision Elements:

- Be student focused
- Support students to find their passion and develop a lifelong love of learning
- Support students to develop tolerance, empathy, and care for each other and the world



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D97 Goals

1. Caring adult-student relationships
2. Students lead their own learning and become lifelong learners



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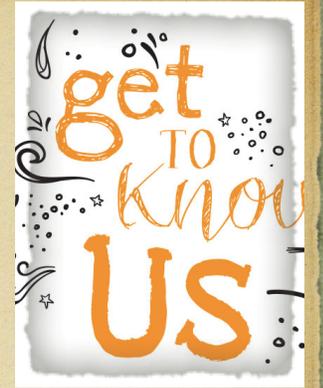
Why?

- Focus on academics is important, but community desires district to evaluate and know all aspects of our students
- Desire BOE and district to attend to the “whole child” - from high quality preschool programs through engaging and empowering middle school experiences



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D97 Metrics

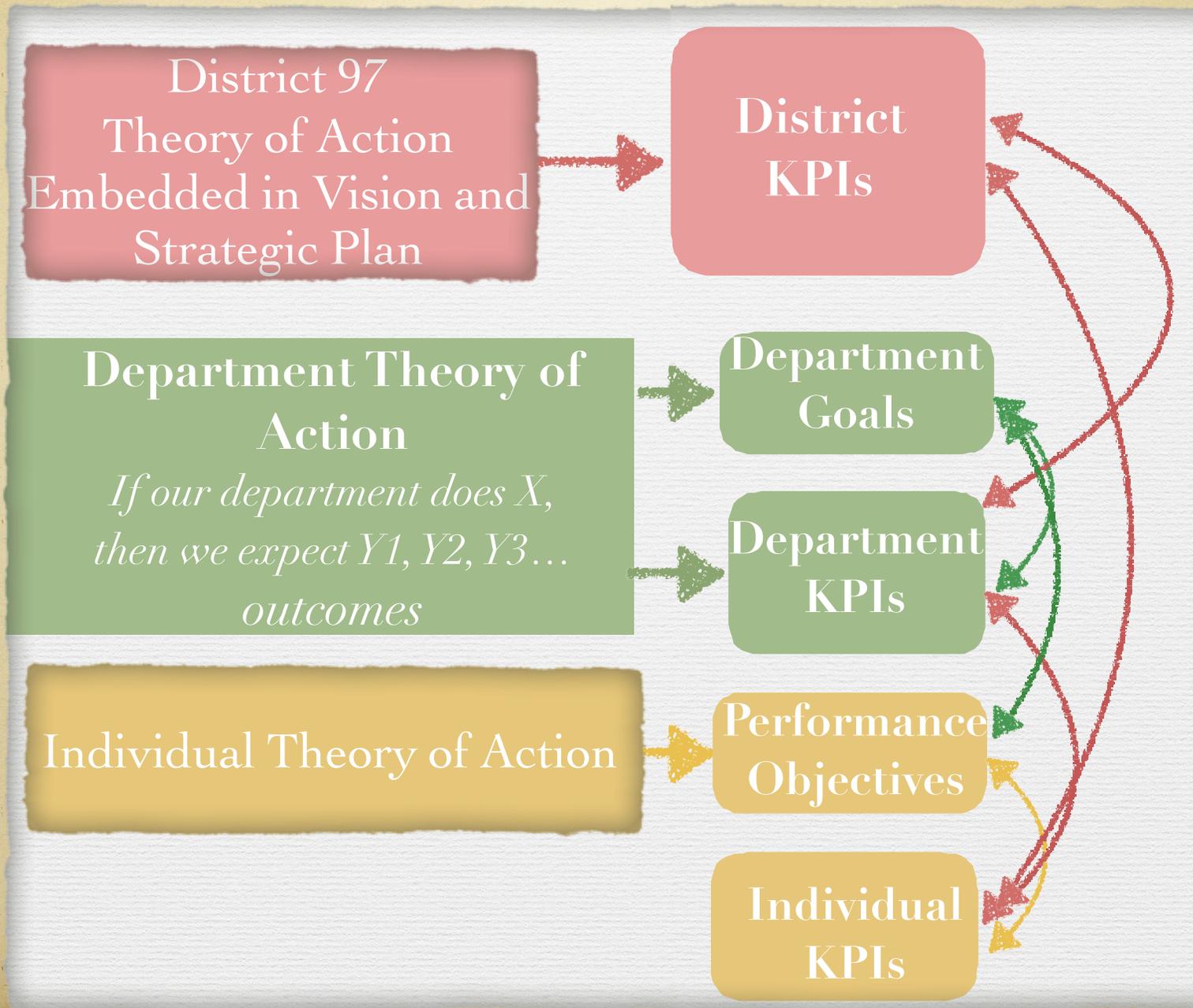
- “My teachers care about me.”
- “My teachers listen to my ideas”
- “I have choices in the way I learn (elem)/what I learn (middle).”

Framework for Action



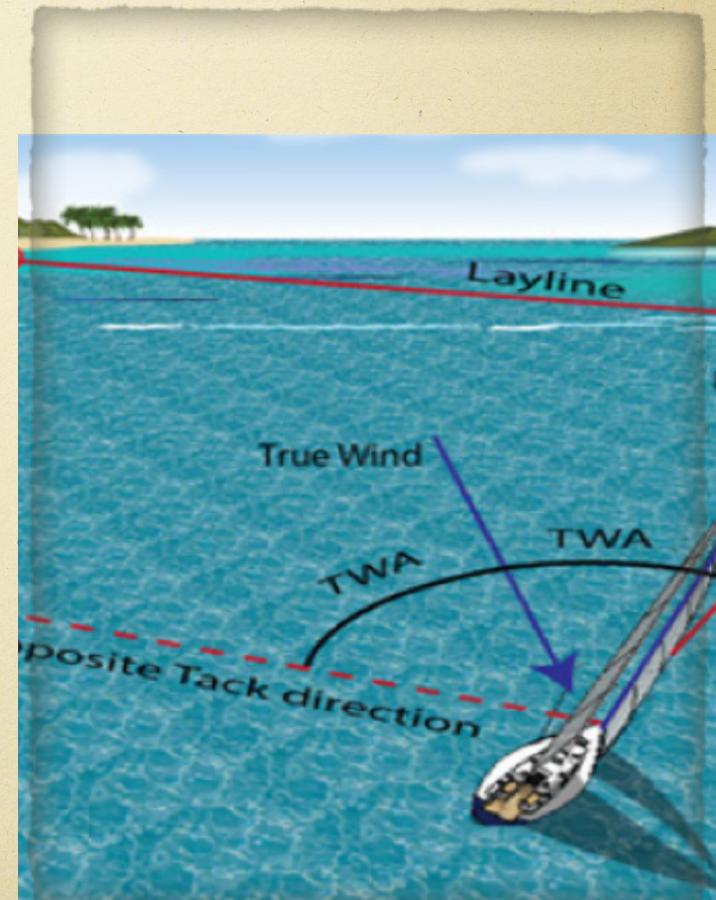
- **November 2016:** Community Conversations
- **December 2016:** Establish universal target for goals and how we plan to measure
- **December 2016:** Host Community Conversations to review disaggregated data vs. universal targets (select 5 goals)
- **January 2017 - June 2018:** Begin to engage in reflective/ investigation about which opportunity structures are responsible for the gap in attainment for each group (different opportunity structures will be important to different groups)

Framework for Action



D97 Theory of Action

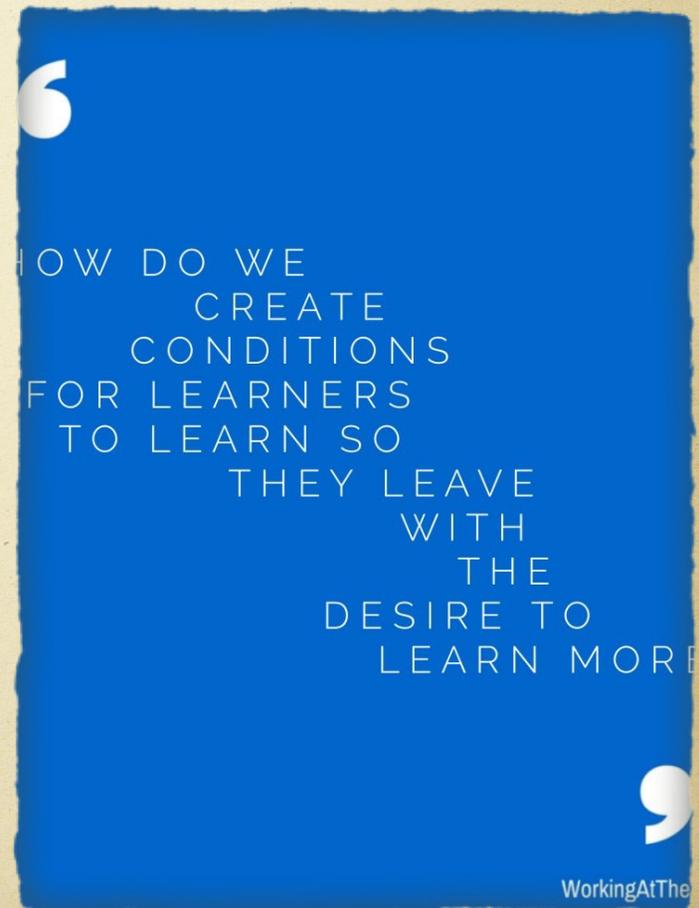
If we use the high-level direction (*“big rocks”*) from our vision plan to develop action plans for directing change and improvement, then D97 will achieve its vision.



Big Rock 1:

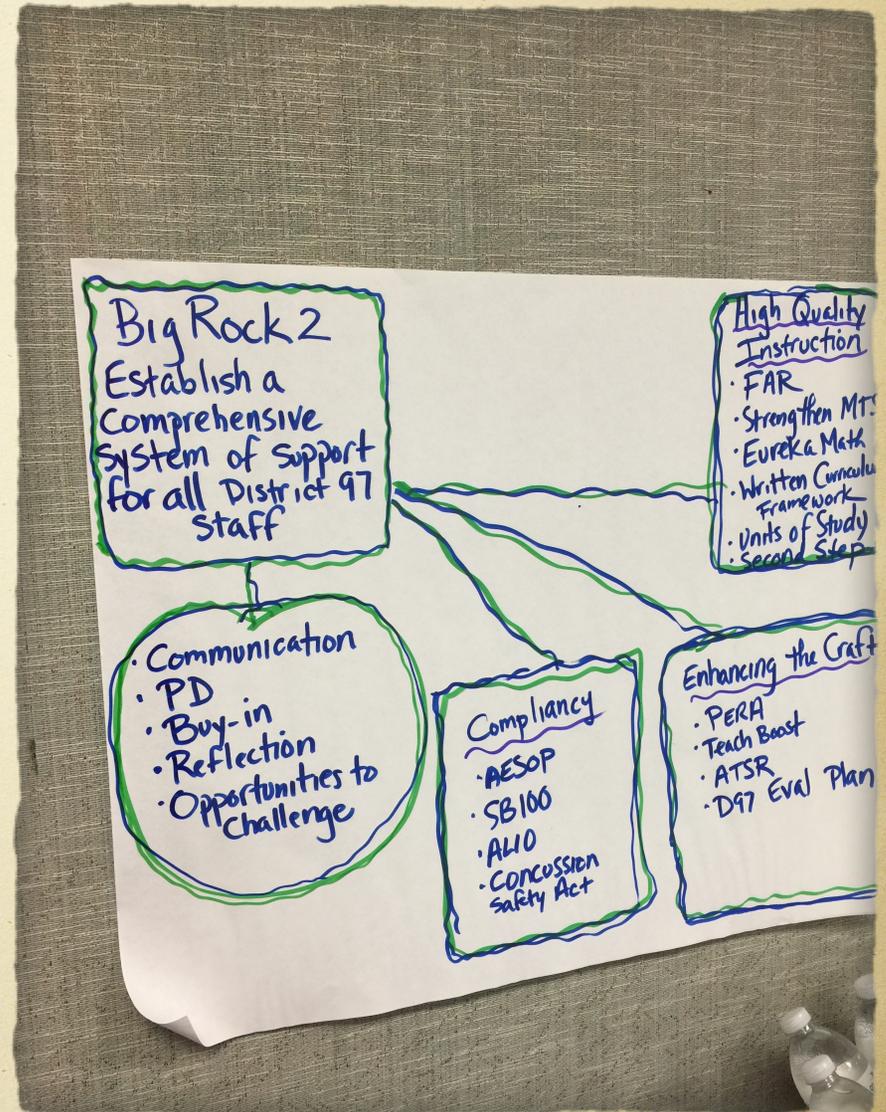
Align System to Reflect Values

- Align D97 systems, structures and processes to reflect our stated value of educating the whole child.
- We act in ways that reflect our understanding of supporting the successful development of each and every student.



Big Rock 2 Support for All Staff

*We will establish a
comprehensive system of
support for all D97 staff*

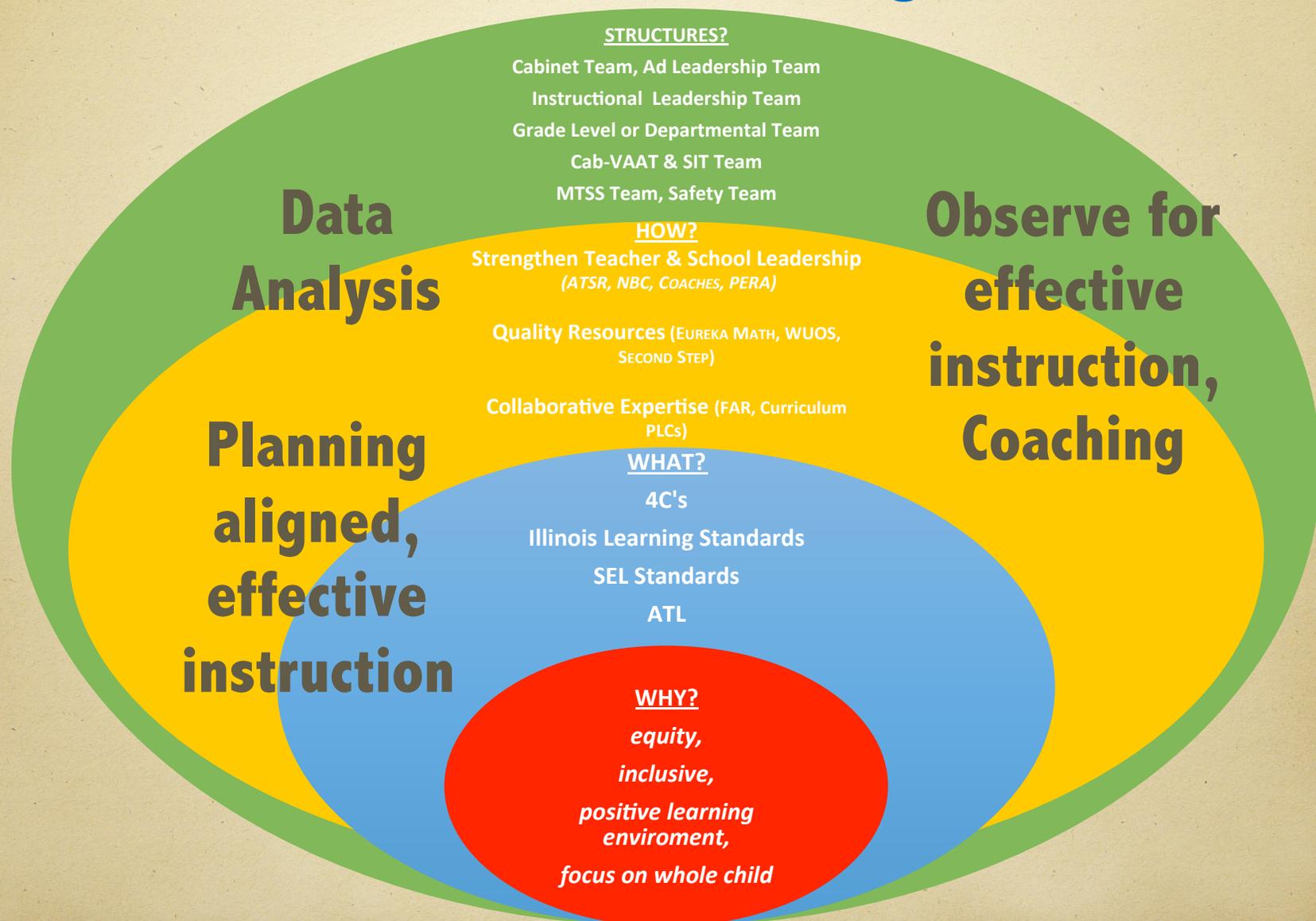


Departmental & School Goals

2016 - 2018

“Create a positive learning environment for all District 97 students that is equitable, inclusive and focused on the whole child.”

Visual Dartboard for Achieving Our Vision



ADMINISTRATIVE SERVICES

2016 - 2017

TOA, GOALS, INDICATORS



ADMINISTRATIVE SERVICES

IF we design and implement effective and efficient systems and programs for schools, lead district processes for data integrity and support the district in monitoring progress toward system goals

THEN we will create positive conditions for learning where students develop critical problem solving and empathy skills, demonstrate increased growth as measured by MAP, and spend more time in engaging instruction, and less time in the discipline system.

- All teachers monitor interventions and develop personal relationships with students (to more quickly break disciplinary cycles)
- Strengthen novice teacher Tier I instruction
- D97 staff accurately and regularly assesses individual student needs to develop students' empathy skills
- D97 staff consistently monitors and measures student growth
- D97 staff consistently monitors and measures student growth

BUSINESS

2016 - 2017

TOA, GOALS, INDICATORS



BUSINESS

- If we become a superior customer focused department, then, through our efforts, we will assist school staff and administrators' efforts of focusing on the whole child.
- Deliver efficient services to staff
- Ensure that the district behaves in a fiscally responsible manner that guarantees resources are available to improve student achievement
- Deliver a positive environment for our students and staff that is conducive to teaching and learning

HUMAN RESOURCES

- If we provide a high level of customer service to our staff (thorough, high quality, timely responses), then we will create the culture and conditions for staff to be able to perform at their peak levels.
- If we provide an organized, structured registration process for new and returning students, then we will create the foundational conditions for strong partnerships between our families and schools.
- If we recruit, select, and hire exceptional teachers that represent the demographics of our students, then we will provide students with exceptional role models and instructors which will support D97's focus on creating equitable, inclusive learning experiences that are focused on the whole child.
 - Every family encounters smooth registration process without "Do Not Admit"
 - Staff receives high quality service (processes and practices) during each interaction with the department
 - Deliver a positive environment for our students and staff that is conducive to teaching and learning
 - New staff hired represent the demographic of our students and have proven experiences developing caring adult-student relationships

POLICY, PLANNING, & COMMUNICATIONS

If we utilize communication resources, systems and strategies in an efficient and effective manner,

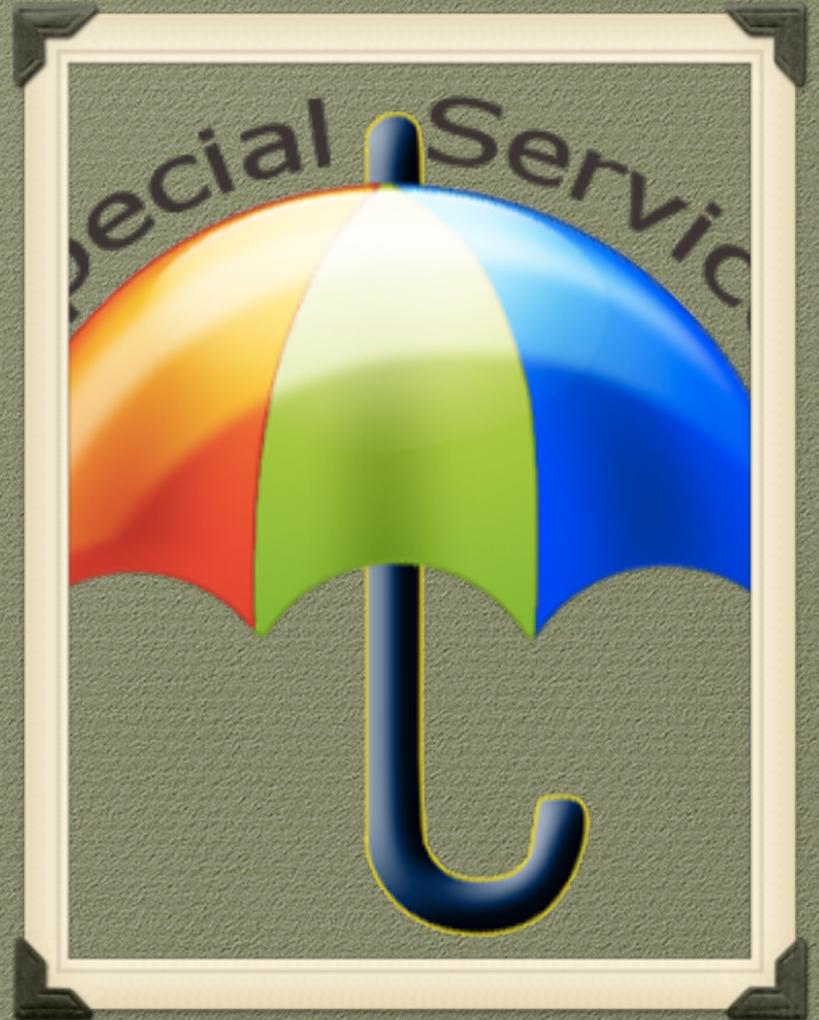
Then we will be able to engage in a two-way dialogue with our stakeholders that will help advance our vision, promote the growth and development of our staff members, and support the learning of all of our students.

- Lead creation of new policies and procedures, as well as the revision of existing ones, in an effort to align our work more closely with the key elements of the district's vision
- Lead engagement of students in the district's day-to-day work on its vision and big rocks, and empower them to be a more involved/active agent for change in the district
- Execute a comprehensive, community-wide educate and inform campaign that will aid in the successful passage of the district's referendum on April 4, 2017, and, in turn, provide support for the advancement of the district's vision
- Develop key messages and a clear plan for two-way communications with all audiences in a systematic and ongoing way

SPECIAL SERVICES

2016 - 2017

TOA, GOALS, INDICATORS



SPECIAL SERVICES

If we leverage the ATSR process to ensure special education teachers and related services providers are positively impacting student achievement; continue to use student data to identify areas of need and monitor student performance; and explore novel ways to deliver special education services to students,

Then we will strengthen our services for our students with disabilities and improve our student outcomes.

- Explore new ways to deliver special education services
- Develop supports for special education staff to ensure students are able to access the new general education curriculum
- Develop high quality IEPs that reflect student's needs and are in compliance with state and federal laws

TEACHING & LEARNING

2016 - 2017

TOA, GOALS, INDICATORS



TEACHING & LEARNING

If we improve classroom teaching and school leadership, then we will support creating positive learning environments for all D97 students that are equitable, inclusive, and focused on the whole child.

- Monitor the fidelity of the implementation of the learning cycle, FAR
- Monitor the fidelity of the implementation of the new curricular resources
- Provide a written curriculum framework for D97
- Support the K-5 implementation of the Eureka Math Resource
- Strengthen Multi Tiered System of Support (MTSS) for D97 students

TECHNOLOGY

2016 - 2017

TOA, GOALS, INDICATORS



TECHNOLOGY

- If we maintain a secure district-wide network/infrastructure, equipment and systems, then the use of leveraging technology for the learning success of students and staff focused on the 4C's (collaboration, critical thinking, communication, creativity) will be ubiquitous.
- Maintain a secure district-wide network/infrastructure for schools and students
- Provides training/PD based upon an inventory of teachers' technology capabilities
- Department supports the instructional goals of our students and staff by providing consistently excellent service from technology staff
- Students and staff leverage technology to support development of 4C's and the ISTE standards (focused on standard 2 & 3)