



# Leadership for Equity:

## *Vision97 4ALL*

May 23, 2017

# Tonight's Agenda



- Purpose
- Process
  - Listening Tour
  - Identifying Key Issues
  - Educating & Informing Stakeholders
  - Buy-In & Support
- Q&A

# Leadership for Equity:

## *Vision97 4ALL*



### **Purpose:**

- Support work of the district to ensure excellence and equity for all students
- Identify key issues the district faces with stakeholder input
- Educating all stakeholders on how to address these issues



# **Listening Tour (100-Day Plan)**

# Listening Tour (100-Day Plan)



## Listen & Learn Tour

Interviewed students, faculty, staff, and community members

## Event/Meeting Attendance

- PTO Meetings
- School Visits
- Management Council
- ECC
- PLC
- Diversity Council
- Farmer's Market
- Hephzibah Open House
- Superintendent Luncheons
- Back to School Events

## Superintendent Advisory Panel

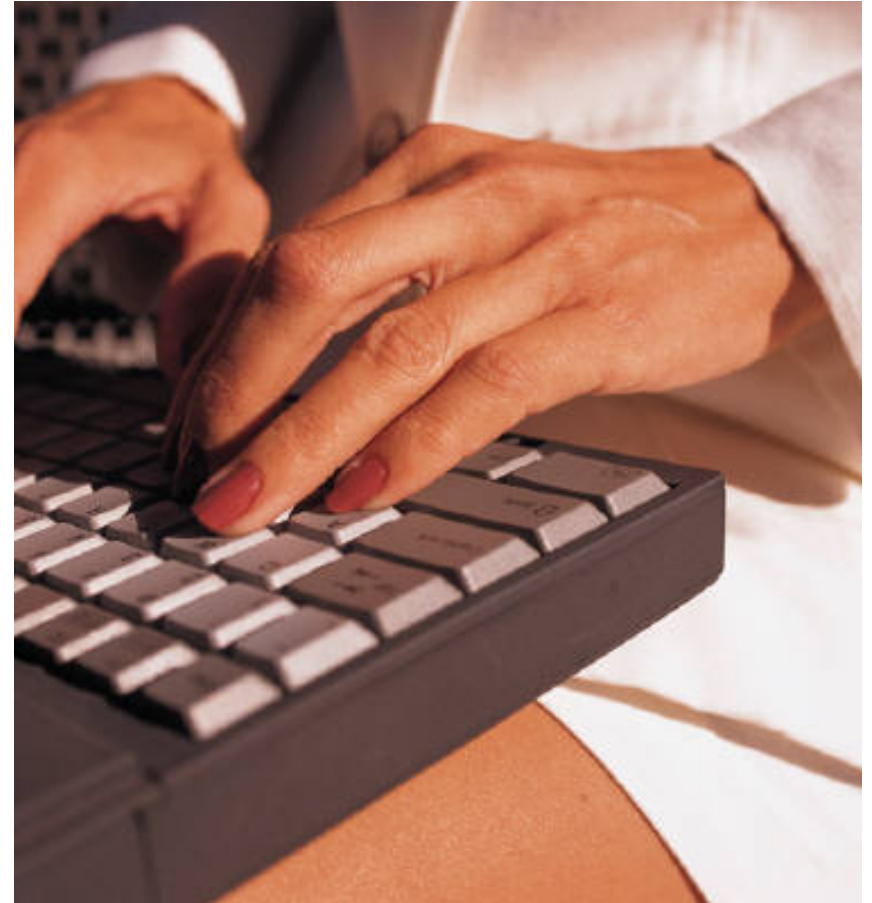
2 meetings with 12 members to find themes in data gathered

# Listening and Learning Tour



Met with more than 54 members of the community during approximately 45 events. These individuals included:

- Students
- Educators
- Principals
- Central Office staff
- Community
- Parents/guardians
- Non-profits
- Youth mentors
- Elected officials
- And many others



# Superintendent's Advisory Panel: *Connecting the Dots*



Selected a 12-person group comprised of students, parents/guardians and staff to help me:

- *Review data/feedback gathered during my L&L sessions*
- *Identify overarching themes & key next steps*



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## Identify Key Issues District Faces





## ***Key Themes:***

- Create a “***clear, shared vision, with a sustained focus.***”
  - Co-construct vision with students, parents/guardians, the community, teachers, school and district administrators, elected officials and the District 97 Board of Education.
- ➔ Created opportunities to collaborate with all of the aforementioned stakeholders.



## ***Organizing Stakeholders to Address Issues:***

- Organized interactive planning day for cross-role leadership team
- Created several six-word stories that communicated the vision for District 97 students' learning experiences.
- The district solicited community feedback on the "vision" stories as part of the vision planning work.
- This work launched our efforts with M<sup>2</sup>

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## ***Organizing Stakeholders to Address Issues:***

- M<sup>2</sup> hosted over 13 community conversations April 2016.
- M<sup>2</sup> Communications conducted 13 community conversations and heard from 255 parents/guardians, community members, district staff members, teachers, administrators and students (current and alumni).
- Formed Superintendent's Advisory Panel (Panel), comprised of a group of 33 stakeholders from across the district.
- District 97 vision planning process began.

# Leadership for Equity: *Vision97 4ALL*



Created Shared Vision

*Vision97 4ALL*



## **D97 Vision:**

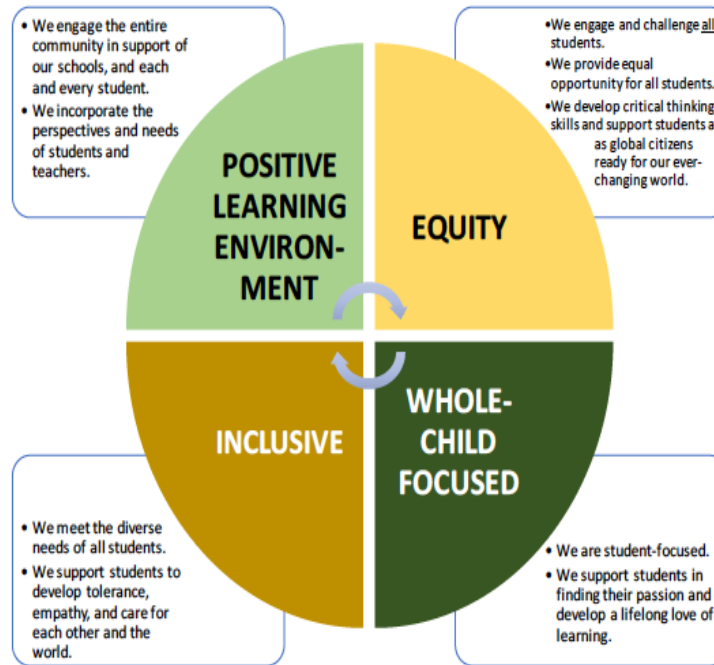
- Create positive learning environments for all D97 students that is equitable, inclusive, and focused on the whole-child.

# Leadership for Equity: Vision97 4ALL



## FOUR KEY TERMS:

There are four **Key Terms** in our Vision that form the foundation of this plan. Our **Vision Elements** provides compelling images of our intent relative to each Key Term.



### Four Key Terms

#### **Positive Learning Environment**

assures that all members of the school community are engaged in hands-on, real-world experiences and feel safe, empowered, supported and valued.

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

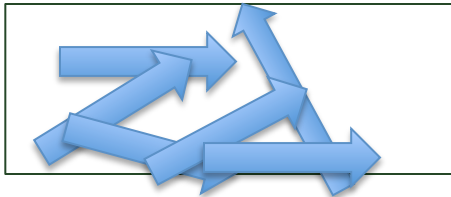
**Inclusive** focuses on our collective responsibility to provide equitable opportunities for access and promote active participation of all stakeholders in an accepting and supporting environment.

**Whole-child Focused** promotes 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.

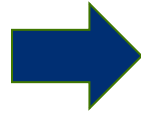
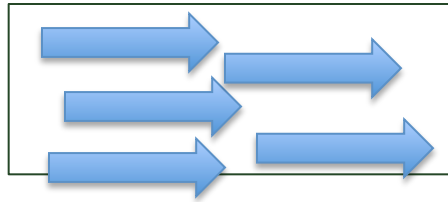
These ideals serve as the bedrock of our strategic plan: they provide a timeless quality to

## Big Rock #1... Align Values with Actions

**Misalignment**



**Alignment**



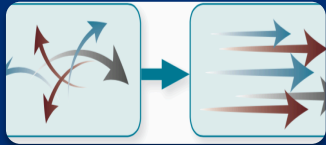
**Alignment:** getting all people, processes, programs, and structures on the same page, going in the same direction and in support of the successful development of each and every student.

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

# Leadership for Equity: Vision97 4ALL



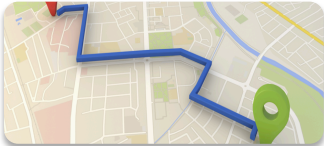
## Big Rock #2: Comprehensive Support for Staff



Develop a **vision- alignment plan**, in a way that:



✓ Clarifies the **goals and measures** of student achievement



✓ Outlines the **roadmap** for accomplishing the goals;



✓ Embraces the **diverse voices** of our stakeholders;



✓ Mobilizes **leadership** for courageous action at all levels.



# Four “Pillars”



*“Teaching  
&  
Learning”*



*“Schools  
Can’t Do  
It Alone”*



*“Investing  
in People”*



*“Managing  
the Whole”*

**Organized for Equity & Excellence**

# 2017 – 2018 District Targeted Strategies



## Pillar #1:

- *Equitable Access to Rigorous, Responsive Instruction*
  - Instructional systems designed for ALL learners
  - Challenging and engaging ALL students
  - Student choice, voice, and agency

## Pillar #2:

- *Strong Relationships with Families and Community*
  - Community focus on challenges and opportunities
  - Leveraging community resources
  - Two-way communication and outreach

# 2017 – 2018 District Targeted Strategies



## Pillar #3:

- *Effective Teachers, Leaders, and Staff for Every Student, for Every School*
  - Nurturing leadership in **ALL**
  - Being intentional in creating our workforce
  - Fostering collective efficacy: mindset → behavior → results

## Pillar #4:

- *Data-Informed Continuous Improvement*
  - Data-supported decision-making and accountability
  - Needs-based allocation of resources
  - Sound stewardship of public funds



## **Targeted Universalism**

*Universal Goals, Excellence Targets,  
Opportunity Structures & Targeted Strategies*

# 2017 – 2018 District (*Universal*) Goals



Every Oak Park District 97 Student is...

... known, nurtured, and celebrated ***learner***

...empowered and passionate ***scholar***

...confident and persistent ***achiever***

...creative, ***critical thinker & global citizen***

# SY18 (*Universal*) Goal Area 1: *Inclusive*



Every Oak Park District 97 Student is...

... **known, nurtured, and celebrated learner**

## **Why Does this Matter?**

*Working*

*Definition* →

Every student should feel safe, a sense of belonging, and be meaningfully engaged in rigorous learning with their unique needs met and their strengths leveraged.

## **How does “inclusive” address our vision?**

*Vision*

*Elements* →

It is our collective responsibility to provide equitable opportunities for access and promote active participation for learners in an accepting and supporting environment. In doing so, we commit to...

- ✓ *meet the diverse needs of all students*
- ✓ *support students to develop tolerance, empathy, and care for each other and the world*



# SY18 (*Universal*) Goal Area 1 Actions:

... known, nurtured, and celebrated *learner*

*Opportunity  
Structures →*

- Teachers will share student work and collaboratively analyze this learning data during grade-level/departmental meetings (*HATTIE: 1.57 EFFECT SIZE*)

*Targeted  
Strategies →*

- *Principals will provide teacher teams scheduled, uninterrupted time to examine student assessment data*
- *Instructional Coaches and Principals will meet with teacher teams to review how data is being used to drive improvement of instruction and intervention*
- *Central Office will redesign structure of school leadership team and roles by August 21, 2017*



# SY18 (*Universal*) Goal Area 1 Actions:

... known, nurtured, and celebrated *learner*

*Opportunity  
Structures →*

- Teachers will include parents in setting learning goals for students and developing improvement strategies. (*HATTIE: PARENTAL INVOLVEMENT .49*)

*Targeted  
Strategies →*

- *Principals will create family engagement plan*
- *Student-led conferences (middle schools)*
- *Principal/Leadership team will establish opportunities for parents and teachers to share partnering information such as student strengths and learning preferences (e.g., learner profiles)*
- *Principal/Leadership team will provide staff development regarding effective communication techniques and the importance of regular two-way communication between the school and the family.*





# SY18 (*Universal*) Goal Area 1 Actions:

... known, nurtured, and celebrated *learner*

- Teachers will gather evidence to assess their impact on student learning and make instructional and intervention adjustments according to what they find

*(HATTIE: 1.62 EFFECT SIZE)*

- *Support for collegial collaboration using student learning data (e.g., Formative Assessment for Results or FAR)*
- *Provision of research-based curriculum materials (e.g., Eureka Math, 6-8 Science, K-5 Reading & Writing Units of Study)*
- *Provision of a range of research-based intervention tools in literacy and mathematics to support student skill acquisition and acceleration*

*Opportunity  
Structures →*

*Targeted  
Strategies →*



# SY18 (*Universal*) Goal Area 1 Actions:

... known, nurtured, and celebrated **learner**

*Opportunity  
Structures →*

- Teachers will communicate with parents regarding positive student behavior and achievement (**HATTIE: PARENTAL INVOLVEMENT .49**)

*Targeted  
Strategies →*

- *Principals/Leadership team will provide teacher teams with opportunities for teachers to share partnering information with families, such as student strengths and learning preferences*

# SY18 (*Universal*) Goal Area 1 Measures



*Excellence  
Targets →*

## **Student Measures:**

- % of students meeting or exceeding individual growth targets as measured by NWEA MAP assessments [*Fall, Winter, Spring*]
- % of favorable responses to climate survey questions and focus groups (student voice) [*Fall, Spring*]
- % of students present (measured by frequency of school attendance and on-time arrival at school) [*Monthly*]
- % of student disciplined (measured by referrals written and type of infractions) [*Monthly*]

# SY18 (*Universal*) Goal Area 1 Measures



*Accountability  
Mechanisms →*

## **Professional Practices Measures:**

- % of teachers engaged in weekly data-informed collegial collaboration (FAR) *[Monthly]*
- % of Tier 2 and Tier 3 students receiving access to intervention tools in literacy and mathematics to support student skill acquisition and acceleration *[Fall, Winter, Spring]*
- % of principals meeting weekly with teacher teams to observe data-informed discussions about strategies for improving student achievement and to review how data is being used to improve instruction and intervention *[Monthly]*
- % teacher leaders attending FAR training *[Winter, Spring]*
- % of teacher leaders attending seminar on family engagement *[Fall]*

# SY18 Goal Area 2: *Whole-Child Focused*



Every Oak Park District 97 Student is...

...empowered and passionate ***scholar***

## ***Why Does this Matter?***

Every student should be inspired to develop their full potential – academic, physical, artistic, and emotional – in order to cultivate high-intellectual performance.

## ***How does “whole-child focused” address our vision?***

Promotes our (*student-focused*) practice of supporting, measuring, and celebrating all aspects of students' development (*social/emotional, academic, physical, artistic expression*) through caring and respectful relationships, supporting students in finding their passion and developing a lifelong love of learning.



# SY18 (*Universal*) Goal Area 2 Actions:

...empowered and passionate ***scholar***

- Teachers will provide opportunities for students to direct their own learning (*Hattie: student-centered teaching .36 effect size, inquiry based teaching .3, problem-based teaching .3*)
  - Personalized learning pilots (*student choice, voice, agency*)
  - SEL and Cultural Competency training (*fostering self efficacy*)
  - Learner profiles and student-led goal setting (middle schools)



# SY18 (*Universal*) Goal Area 2 Actions:

...empowered and passionate ***scholar***

- Teachers will provide opportunities for students to work on culturally, socially relevant real world tasks that require students in order to engage in discussion, question, exploration, research, make decisions, and communicate their findings (*Hattie: classroom discussion .82 effect size*)
  - Curriculum-embedded performance-based assessments
  - Refresh of student computing devices

# SY18 (*Universal*) Goal Area 2 Measures



## **Professional Practices Measures:**

- % of staff implementing curriculum-embedded performance assessments from new written K-5 curriculum units *[Winter, Spring]*

## **Student Measures:**

- % of favorable responses to climate survey questions and focus groups (student voice) *[Fall, Spring]*
- % of students who have continuous access to advocate/mentor/counselor *[Fall, Spring]*
- % of students participating in at least one school-wide project, civic action, or extra-curricular activity *[Fall, Spring]*
- % of students successfully completing IB Culminating Project (advocating for their own learning needs) *[Spring]*





# SY18 (Universal) Goal Area 3: *Equity*

Every Oak Park District 97 Student is...

...confident and persistent ***achiever***

## ***Why Does this Matter?***

Every student should have equitable access to universally high academic expectations, meeting or exceeding standards of performance, to prepare for success at the next level.

## ***How does “equity” address our vision?***

Equity is the cornerstone of our vision efforts. This motivates beliefs and creates systems that provide access and opportunities for all students in order to eliminate the predictability of outcomes associated with race, gender, and socioeconomic status.



# SY18 (*Universal*) Goal Area 3 Actions:

...confident and persistent *achiever*

- Teachers will organize instruction around standards and communicate clear expectations so students understand what they will learn and do as a result of the learning in order to ensure students' continuous growth and development (*Hattie: teacher clarity .75 effect size*)
  - Research-based curriculum materials (e.g., Eureka Math, 6-8 Science, K-5 Reading & Writing Units of Study)
  - Instructional Lesson Plan Design Templates
  - Principal/Leadership team will focus required resources on classroom practices that have highest potential impact on instructional practices, student learning, and school culture



# SY18 (*Universal*) Goal Area 3 Actions:

## ...confident and persistent *achiever*

• Teachers will provide opportunities for students 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 (*Hattie: Classroom discussion .82 effect size*)

- Cultural competency training for staff
- Technology Student Device Refresh
- Internet for All (Mobile Hotspots)
- Co-Teaching (SPED) Pilots
- GTD Re-imagination & Innovative Learning Spaces

# SY18 (*Universal*) Goal Area 3 Measures



## **Professional Practices Measures:**

- % of staff participating in peer visits to other classrooms or schools  
*[Winter, Spring]*
- % of principals providing feedback regarding classroom practices based on observations of teacher planning, classroom instruction and student products (using claim, evidence, impact, (reflective) questions)  
*[Winter, Spring]*
- % of classrooms visited during CAAO “learning walks” with principals, where learning objectives and criteria of success have been communicated to students *[Monthly]*
- % of principals leading monthly dialogue around effective instruction, assessment, and demonstrations of student work samples that meet rigorous standards. *[Monthly]*

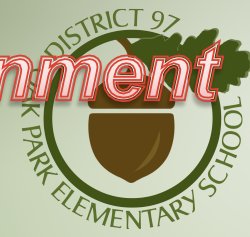
# SY18 (*Universal*) Goal Area 3 Measures



## **Student Measures:**

- % of students who report a sense of growth mindset in a student perception survey [*Winter, Spring*]
- % of students who report high expectations for their work in a student perception survey [*Winter, Spring*]
- Reduction in achievement gap between excellence targets and students level of attainment [*Winter, Spring*]
- % of students demonstrating targeted growth on assessments from cycle to cycle [*Fall, Winter, Spring*]

# SY18 Goal Area 4: *Positive Learning Environment*



Every Oak Park District 97 Student is...

...**creative critical thinker & global citizen**

## ***Why Does this Matter?***

Every student should be able to be meaningfully engaged in our learning environments and challenged to become a critical thinker, creative solution-seeker and contributor to the global community.

## ***How does “positive learning environment” address our vision?***

Having positive learning environments assures that all members of the school community are engaged in hands-on, real-world experiences and feel safe, empowered, supported and valued.



# SY18 (*Universal*) Goal Area 4 Actions:

## ...creative critical thinker & global citizen

- Teachers will organize instruction around standards and communicate clear expectations so students understand what they will learn and do (*Hattie: teacher clarity .75 effect size*)
  - Research-based curriculum materials (e.g., Eureka Math, 6-8 Science, K-5 Reading & Writing Units of Study)
  - Instructional Lesson Plan Design Templates



# SY18 (*Universal*) Goal Area 4 Actions:

## ...creative critical thinker & global citizen

- Teachers will maintain openness in their practice, inviting feedback and reflecting critically on student results (*Hattie: collective teacher efficacy 1.57 effect size*)
  - Principals will provide time and resources for teachers to observe practices of peers or practitioners in other classrooms or schools
  - Principal/Leadership team will focus required resources on classroom practices that have highest potential impact on instructional practices, student learning, and school culture
  - Principals will provide frequent feedback regarding classroom practice based on observations of teacher planning, classroom instruction and student products





# SY18 (*Universal*) Goal Area 4 Actions:

## ...creative critical thinker & global citizen

•Teachers will provide opportunities for students 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 (*Hattie: Classroom discussion .82 effect size*)

- Cultural competency training for staff
- Technology Student Device Refresh
- Internet for All (Mobile Hotspots)
- Co-Teaching (SPED) Pilots
- GTD Re-imagination & Innovative Learning Spaces

# SY18 (*Universal*) Goal Area 4 Measures



## **Professional Practices Measures:**

- Use of the 4Cs [*Spring*]
- % of principals providing feedback regarding classroom practices based on observations of teacher planning, classroom instruction and student products (using claim, evidence, impact, reflective questions) [*Winter, Spring*]
- % of classrooms visited during CAAO “learning walks” with principals, where learning objectives and criteria of success have been communicated to students [*Monthly*]
- % of principals leading monthly dialogue around effective instruction, assessment, and demonstrations of student work samples that meet rigorous standards. [*Monthly*]

# SY18 (*Universal*) Goal Area 4 Measures



## **Student Measures:**

- % of favorable responses to climate survey questions and focus groups (student voice) [*Fall, Spring*]
- % of students who can articulate learning goals [*Winter, Spring*]
- % of students who monitor their own progress [*Winter, Spring*]

# Draft SY18 District Goals: *Summary*



- “If we want improved outcomes for students, the starting point must be the **continuous improvement of teaching practices, leadership practices and organizational practices**, because they are the precursors to student learning.”

Mutiu O. Fagbayi (2006)



### ***Bringing People Along:***

- Core messaging for all groups needs to be consistent
- Messages must be tailored to reach each stakeholder group/audience in ways that address their unique needs
- Build solid communications plan with each stakeholder group to help build trust and establish that “I am listening”

# Leadership for Equity:

## *Vision97 4ALL*



### ***Bringing People Along:***

- Key message map – aligns our core messages (from the “vision”) with each audience
- Communications calendar – use opportunities to share key “*vision*” messages
  - Parent-Teacher conferences (created handout)
  - Opening Day
  - Large events that I open (concerts)

# Leadership for Equity: *Vision97 4ALL*



## ***Bringing People Along:***

- Around the District with Dr. Kelley:  
Superintendent's Blog (district website)
- Let's Take a Look at our Vision: Community Conversations with Dr. Kelley
- Strengthening Communications (core message) from Building Leadership



# QUESTIONS?

