



# Vision97 4ALL

*Unlocking Student Potential  
It is Time!*

## Our Vision

To create a positive learning environment for all District 97 students that is **equitable, inclusive, and focused on the whole child.**

## Four Vision Elements

### 1. Positive Learning Environment

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

### 2. Equity

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.

### 3. Inclusive

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

### 4. Whole Child Focused

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.

## Oak Park Elementary School District 97

Oak Park, Illinois  
*Dr. Carol Kelley, Superintendent*

**2017-2022 Plan for Accelerated  
Growth & Success for All Students**



# Goals and Measures of Student Success

At Oak Park District 97, our commitment to learning, growth, and success for every student is reflected in our **four aspirational Goals** for every student, without exception. The Goals are statements of our promise to our students, our families, and our community.

**Goal 1**  
Every Oak Park District 97 student is a **known, nurtured, and celebrated learner.**



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



**Goal 3**  
Every Oak Park District 97 student is a **confident and persistent achiever.**



**Goal 4**  
Every Oak Park District 97 student is a **creative critical thinker and global citizen.**



## Measures

- a. Percent favorable responses to the statement: "When I am at school, I feel I belong", as measured on the Positive Learning Environment Student Survey (PLESS)
- b. Percent favorable responses to the statement: "When I am at school, I feel I am recognized for good work", as measured on the PLESS
- c. Percent favorable responses to the statement: "When I am at school, I feel students at my school treat me with respect", as measured on the PLESS

## Measures

- a. Percent favorable responses to the statement: "When I am at school, I feel I have choices in the way I learn (Elementary School) / what I learn (Middle School)", as measured on the PLESS
- b. Percent favorable responses to the question: "Is there an adult you know (other than your parent) you could talk to about important things in your life?" as measured on the PLESS
- c. Percent favorable responses to the statement: "I participate in at least one of the following activities: School sports team, other sports, service clubs, other activity clubs, service or volunteer projects, church youth group or other faith-based youth group", as measured on the PLESS
- d. Student attendance rate
- e. Percent of students with fewer than 10 tardies to school
- f. Percent of students receiving office discipline referrals
- g. Percent of students receiving in-school or out-of-school suspensions

## Measures

- a. Percent favorable responses to the statement: "When I am at school, I feel working hard will make me do well in school", as measured on the PLESS
- b. Percent favorable responses to the statement: "Very good work (Elementary) / Quality work (Middle School) work is expected at my school", as measured on the PLESS
- c. Percent of Grade 3 students at or above grade level in Reading (Spring RIT score = 191), as measured by the NWEA MAP tests
- d. Reduction in the achievement gap, as measured on the NWEA Reading and Mathematics assessments, disaggregated by race, income status, and IEP (special education) status

## Measures

- a. Percent favorable responses to the statement: "When I am at school, I feel my teachers treat me with respect", as measured on the PLESS
- b. Percent favorable responses to the statement: "When I am at school, I feel my teachers listen to my ideas", as measured on the PLESS
- c. Percent favorable responses to the statement: "When I am at school, I feel I am challenged by the work my teachers ask me to do", as measured on the PLESS

# Roadmap for Student Success

Our **Four Pillars** provide a coherent, durable foundation for our work. They frame the capabilities we must develop to ensure successful accomplishment of our Goals.

Our first Pillar – **Equitable access to rigorous, responsive instruction** – focuses on *teaching-&learning*. We will ensure that all students have access to challenging, engaging instruction, which reflects students’ prior knowledge, learning styles and cultural background.

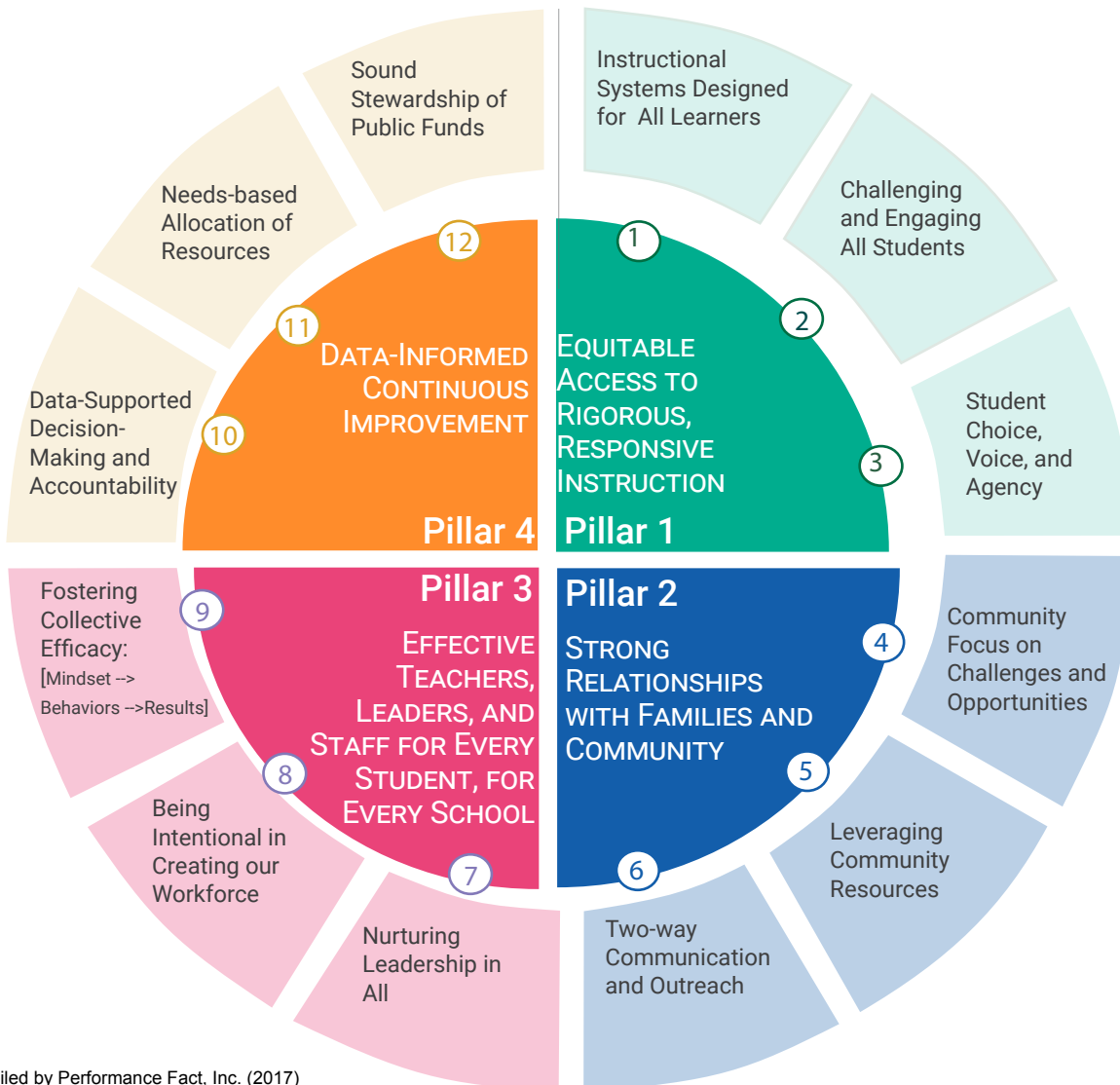
Our second Pillar – **Strong relationships with families and community** – recognizes that *“schools can’t do it alone.”* Therefore, we will nurture trust among home-school-community through shared responsibility for student success, proactive communication and meaningful stakeholder “voice”.

Our third Pillar – **Effective teachers, leaders, and staff for every student, for every school** – is about *investing in people*. We will ensure that our principals and school leadership teams articulate a clear school vision, and are actively involved in planning, guiding and assessing instruction and student learning. Furthermore, our teachers, leaders and staff will receive timely, focused support and intervention; for example, through coaching, mentoring, peer support, and targeted training.

Our fourth Pillar – **Data-informed continuous improvement** – addresses *“managing the whole”*. Our schools will have well-established organizational procedures and will develop a culture of evidence-based, collaborative inquiry to facilitate continuous improvement of teaching, learning and leadership.

Together, these Four Pillars enable us to define the **12 Targeted Strategies and Objectives** we will focus on, so that our day-to-day attention is in alignment with our long-term intention for every student, without exception.

## TARGETED STRATEGIES AND OBJECTIVES



# We are D97!

## SUPERINTENDENT'S MESSAGE

On behalf of the Board of Education, I am proud to present our district's 2017 - 2022 Vision Plan, which includes our vision goals, measures, and roadmap for student success.

We believe all students can learn at high levels, with consistent, effective teaching. Further, we believe good teaching and successful schools can thrive with strong, courageous leadership and sound organizational practices. Thus, over the course of the next five years, this Vision Plan will guide our work on behalf of the children we serve; furthermore, this document will serve as the agent to bring coherence across our school system. In doing so, every leader, every staff member, every parent, every community member can use this plan to execute and champion these ideals by aligning their respective intentions to our shared vision.

I look forward to working with the entire community as we work together on achieving this vision. Thank you for your continued support in helping our district create positive learning environments for every D97 student that is equitable, inclusive, and focused on the whole child.

Dr. Carol Kelley  
Superintendent of Schools

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## 6120 students

4% Asian  
17% Black/African American  
13% Hispanic/Latino  
13% Multiracial  
54% White  
18% Economically Disadvantaged  
2% English Language Learners  
13% Special Education

## 10 Schools

Abraham Lincoln Elementary  
Horace Mann Elementary  
Washington Irving Elementary  
Henry Wadsworth Longfellow Elementary  
Oliver W. Holmes Elementary  
John Greenleaf Whittier Elementary  
William Beye Elementary  
William Hatch Elementary  
Gwendolyn Brooks Middle  
Percy Julian Middle

**16:1** Student/Teacher Ratio

**228:1** Student/Administrator Ratio

**13:1** Student/Certificated Staff Ratio

## Points of Pride

- 5 members of D97 received "Those Who Excel" award from Illinois State Board of Education
- Since 2005, District 97 has won 10 grand prize awards, seven second place awards, seven third place awards and 19 special merit awards in the Global Virtual Classroom Contest.
- BRAVO Program at Brooks Middle School earns Prestigious Awards at Inaugural National Junior Theater Festival West in 2017.
- Gwendolyn Brooks Middle School Selected as Special Olympics Illinois Unified Champion School Award Recipient in 2017.



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#Vision97