



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

The metrics below represent the high-level quantitative ways we will measure the successful advancement of the district vision that we co-created with our stakeholders. While these are the primary criteria we will use to evaluate our overall progress, we plan to utilize additional internal data points in concert with these factors, along with qualitative data collected from students, faculty, staff, parents/guardians and community members, to conduct a comprehensive analysis of our efforts.

Key Term	Vision Element	Goal	Metric	Excellence Target	Data Availability
Positive Learning Environment <i>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.</i>	Engage the entire community in support of our schools and each & every student	Every community member feels like a partner in supporting our schools & each & every student	5Essentials Teacher-Parent Trust 1. "Teachers & parents are partners in improving student learning" 5Essentials Human & Social Resources in the Community 2. "Students come from communities where there are adults they can trust who provide a safe environment"	Most Implementation (80th percentile)	Annually
	Incorporate the perspectives & needs of students & teachers	Students & staff feel empowered, valued, & respected	Education For the Future (EFF) % favorable responses to "When I am at school, I feel:" 3. "My teachers listen to my ideas" 4. "My teachers treat me with respect" 5Essentials Teacher Influence 5. "Teachers have influence in a broad range of decisions regarding school policies & practices"	90% favorable 95% favorable Most Implementation (80th percentile)	Fall & Spring Annually
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Equity <i>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.</i>	Engage & challenge <u>all</u> students	Every student is challenged & engaged	Education For the Future (EFF) % favorable responses to "When I am at school, I feel:" 6. "I am challenged by the work my teachers ask me to do" 7. "I have fun learning" Attendance 8. % of students with greater than 95% attendance	90% favorable 90%	Fall & Spring Monthly
	Provide equal opportunity for all students	All students have access to programs & supports to prepare them for success in high school	Course Taking 9. % of D97 students placed into Plane Geometry, Advanced Algebra, or Geometry in 9th grade School-Wide PBIS Tiered Fidelity Inventory 10. % of possible points for access to behavioral supports & practices	75% 90%	Annually Annually

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<p>Equity <i>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.</i></p>	Develop critical thinking skills & support students as global citizens ready for our ever-changing world	We support every student to be a critical thinker, ready to contribute to their community	<p>PARCC % of students meeting or exceeding expectations by:</p> <ol style="list-style-type: none"> 11. Creating & justifying logical mathematical solutions & analyzing & correcting the reasoning of others 12. Solving real-world problems, representing & solving problems with symbols, reasoning quantitatively, & strategically using appropriate tools 13. Showing they can read & analyze fiction, drama, & poetry 14. Showing they can read & analyze nonfiction, history, science, & the arts 15. Showing they can compose well-developed writing, using details from what they have read 	80%	Annually
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<p>Inclusive <i>Is the collective responsibility to provide equitable opportunities for access and promote active participation of all stakeholders in an accepting and supporting environment.</i></p>	Meet the diverse needs of all students	Each student is known for who they are & their unique needs are met	<p>MTSS Tier Movement</p> <ol style="list-style-type: none"> 16. % of identified students who move up or out of tiered academic support <p>NWEA MAP % of students meeting or exceeding individual growth targets in:</p> <ol style="list-style-type: none"> 17. Reading 18. Mathematics 	<p>30% move from Tier II to Tier I</p> <p>20% move from Tier III to Tier II</p> <p>70%</p>	Fall, Winter, & Spring
	Support students to develop tolerance, empathy, & care for each other & the world	Students feel safe & a sense of belonging	<p>Education For the Future (EFF) % favorable responses to “When I am at school, I feel:”</p> <ol style="list-style-type: none"> 19. “I belong” 20. “Students at my school treat me with respect” 	90% favorable	Fall & Spring
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<p>Whole Child Focused <i>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.</i></p>	Be student focused	Caring adult-student relationships	<p>Education For the Future (EFF) % favorable responses to “When I am at school, I feel:”</p> <ol style="list-style-type: none"> 21. “My teachers care about me” 	90% favorable	Fall & Spring
	Support students to find their passion & develop a lifelong love of learning	Students lead their own learning & become lifelong learners	<p>Education For the Future (EFF) % favorable responses to “When I am at school, I feel:”</p> <ol style="list-style-type: none"> 22. “I have choices in the way I learn (elem)/what I learn (middle)” 	90% favorable	Fall & Spring