

## Our Vision

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



## Our Universal Goals

Every student is...

- .... a known, nurtured, and celebrated learner
- ... an empowered and passionate scholar
- ... a confident and persistent achiever
- ... a creative critical thinker and global citizen



## SY19 District-Level Priorities (Collective Action Plan)

Following our end-of-year review of student learning data, extensive conversation at the district level, and ongoing consultation with our building principals, staff, and community, we identified the following Five Priorities as our collective focus areas for the 2018-2019 school year. These five priorities are deemed most supportive of the needs of our schools and most relevant at this time for moving our whole organization towards higher levels of effectiveness, efficiency, and readiness in years to come. The five priorities were also selected on the basis of what our organization is fiscally able to handle at this time. The intent of this focus is to:

- , Increase the percentage of students who feel a sense of “belonging” while at school
- , Increase the percentage of students who are reading at or above grade level
- , Increase the percentage of middle-schoolers who are projected to be college-ready upon graduation from D97

Over the course of the upcoming school year, we intend to monitor our actions continuously. Additionally, we plan to host Superintendent Equity Learning Network sessions on the following dates, where we will report out the status of our progress to the Board of Education, employees, parents and community. In doing so, we hope to strengthen our stakeholders’ trust in and commitment to our school district:

- , Tuesday, October 30th
- , Tuesday, March 5th
- , Tuesday, May 28<sup>th</sup>

Vision Plan - Four Pillars	2018-2019 District Priorities Title & Description	2018-2019 District Priorities Rationale
<p><b>Pillar 1: Equitable access to rigorous, responsive instruction</b></p> <p>We will ensure that all students have access to challenging, engaging instruction, which reflects prior knowledge, learning styles and cultural background.</p> <p><u>BOE Agenda Scheduled Updates on:</u></p> <ul style="list-style-type: none"> <li>September 4</li> <li>January 15</li> </ul>	<p><b>Strengthen Literacy Instruction</b></p> <p>We will strengthen K-5 literacy instruction through a balanced literacy approach that addresses student learning styles, incorporating student voice and promoting instruction responsive to student needs.</p>	<p>We all know how important strong foundational literacy skills are in terms of future learning. Beginning this year, we are fully implementing writing and reading units of study in our K-5 classrooms and are piloting a word study curriculum. Additionally, we have hired three additional MTSS Interventionists so our larger elementary schools (Holmes, Longfellow, and Lincoln) will each have an additional teacher to better support our Tier 2 and Tier 3 students.</p>
	<p><b>Strengthen Middle School Instruction</b></p> <p>We will revise International Baccalaureate units for cognitively demanding student-centered experiences in grades 6-8.</p>	<p>Our middle schools are preparing for IB reauthorization (2020). With reauthorization, we must support Brooks and Julian staff with development of unit plans that will ensure the successful accomplishment of our goals.</p>
	<p><b>Co-teaching Expansion (Inclusive Teaching Practices)</b></p> <p>We will broaden implementation of inclusive practices that support that support meaningful access to general education learning environments, curricula and experiences for students with disabilities</p>	<p>D97 teachers identified the need for providing more inclusive service delivery modes to support students with disabilities. We designed pilot programs at both of our middle schools in 2013; and last year, we piloted co-teaching in two of our elementary schools (Whittier and Irving). Last spring, the board of education approved hiring four additional special education teachers in order to expand the co-teaching pilot fully at Whittier and Irving. We have also been able to add an additional co-taught kindergarten classroom at a Julian feeder school (Beye).</p>
<p><b>Pillar 2: Strong Relationships with Families and Communities</b></p> <p>We recognize 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.</p> <p><u>BOE Agenda Scheduled Updates on:</u></p> <ul style="list-style-type: none"> <li>September 25</li> <li>February 12</li> </ul>		

<p><b>Pillar 3: Effective Teachers, Leaders, and Staff for Every Student, for Every School</b></p> <p>We will invest in people. We will ensure that our principals and school leadership teams articulate a clear school vision (big picture), 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 (e.g., coaching, mentoring, peer support, targeted training).</p> <p><u>BOE Agenda Scheduled Updates on:</u></p> <ul style="list-style-type: none"> <li>• October 23</li> <li>• March 12</li> </ul>	<p><b>Social-Emotional Supports</b></p> <p>We will refine and expand targeted social-emotional supports that address all aspects of a student’s development through caring and respectful relationships.</p>	<p>Last spring, the board of education approved hiring four additional social work positions and one additional psychologist to our team. Now, both middle schools have one social work per grade level and Longfellow, Holmes, Irving, and Lincoln each have 1.5 social workers. Finally, each middle school has one full time psychologist.</p> <p>These additional positions will enable the district to more effectively support students who are in crisis, who may need short term therapy, or who receive services per the provision of an IEP.</p>
<p><b>Pillar 4: Data-Informed Continuous Improvement</b></p> <p>We will “manage 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.</p> <p><u>BOE Agenda Scheduled Updates on:</u></p> <ul style="list-style-type: none"> <li>• November 27</li> <li>• April 30</li> </ul>	<p><b>Middle School Behavior: Tier 1 PBIS and Culture/Climate Supports</b></p> <p>We will build collective understanding and the capacity of school culture/climate teams to lead and monitor implementation of Tier I Positive Behavior Intervention Supports (PBIS).</p>	<p>We selected this priority because improving Middle School Tier 1 PBIS/Culture &amp; Climate supports were identified as a need by our staff, students and families. We added a PBIS coach for our middle schools last year. We also began piloting HERO (a tool to recognize, reward and reinforce behavior). This year, we want to continue to strengthen Tier 1 and our PBIS system by developing a reliable data system that will be used with fidelity regarding student referrals and positive behavior tracking in order to support data-based decision making in our schools.</p>

Pillar	Administrator Team Assignments	2018-2019 Departmental Priorities (Targeted Strategies and Objective or TSO)
Pillar 1	Tawanda Lawrence, Carrie Kamm, Donna Middleton, Lauren Olsen, Kristin Imburger	<ul style="list-style-type: none"> <li>● MTSS-Behavior (TSO 1)</li> <li>● Math Differentiation (TSO 2)</li> </ul>
Pillar 2	Eboney Lofton, Amanda Siegfried, Chris Jasculca, Carol Kelley, Megan Stewart	<ul style="list-style-type: none"> <li>● Increased access for students with disabilities (TSO 4)</li> <li>● Monthly Communication Meetings (TSO 5)</li> <li>● Staff and Student Profiles (TSO 6)</li> <li>● Family Engagement Committee (TSO 5)</li> </ul>
Pillar 3	Emily Fenske, Felicia Starks-Turner, Laurie Campbell, Tulicia Edwards, Siania Obidi	<ul style="list-style-type: none"> <li>● Effective Student Behavior Handbook &amp; Behavior Matrix Field Test (TSO 7)</li> <li>● Building Capacity to Support Instructional Excellence (TSO 8)</li> <li>● Increasing Diversity within our Workforce (TSO 8)</li> <li>● Professional Learning Communities and Teacher Teams (TSO 9)</li> </ul>
Pillar 4	Jeanne Keane, Amy Warke, Michael Arensdorff, Liz Battaglia, Will Brackett, Paul Starck-King, Cathy Hamilton, John Chase, Marcy Shannon, Carla Ellis	<ul style="list-style-type: none"> <li>● TieNet 504 Electronic Case management Module (TSO ??)</li> <li>● BLTs, School Improvement Planning (TSO 10)</li> <li>● Data Surety-Student Data ID Processes (TSO 10)</li> <li>● User-friendly Student Tracking System (TSO 10)</li> <li>● Substitute Solution (TSO 11)</li> <li>● Systems &amp; Processes for HR (TSO 12)</li> <li>● Infrastructure Maintenance and Improvement (TSO 12)</li> <li>● Improve student/staff's experience with instructional tech and IT services (TSO 12)</li> <li>● Network and Data Security (TSO 12)</li> <li>● Cleaning Standards (TSO 12)</li> <li>● Maintenance/Facilities Efficiencies (TSO 12)</li> </ul>