Berkeley School District Annual Report
2022-2023

ANNUAL REPORT FY23

Goal 1: Student Growth & Achievement
Goal Champions: Kelly Zimmerman & Kara Mieszanek

Strategy 1A: *Clearly define and communicate PK-8 learning outcomes, readiness expectations, and success criteria to scholars, their families, and all educators.*	**Strategy 1B:** *Improve all scholars' performance in reading and mathematics and close achievement gaps.*
Outcome: *Better inform families about the teaching and learning for each unit of study in ARC and I-Ready through Home/School Communications.*	**Outcome:** *Implement ARC IRLA/ENIL Assessment, literacy block routines, strategy groups, equitable conferences, and goal setting with integrity K-8*
Tasks: - Iready - Staff will share the parent letters/communication the Friday before the new unit is started. - ARC - As each power goal is identified, staff will share the power goal/skill cards with families.	**Tasks**: - All teachers will use the formative assessment tools with integrity. - All scholars have power goals. - Execution of two ARC Core components with integrity: - Small group/individual conferencing - Using all Literacy Block components from planning to implementation

What are we learning? (tasks: work to date both accomplishments and struggles)

- We discovered the need to further build consistent execution in communication with what scholars are learning across grade levels, classrooms, and buildings.
  - Consistent execution *declined* when monitoring/accountability was *reduced*
  - Consistent execution *increased* when monitoring/accountability *increased*

- We discovered the need to further build consistent communication with parents around IReady, and ARC was directly aligned with the consistency of monitoring and accountability
  - Consistent execution *declined* when monitoring/accountability was *reduced*
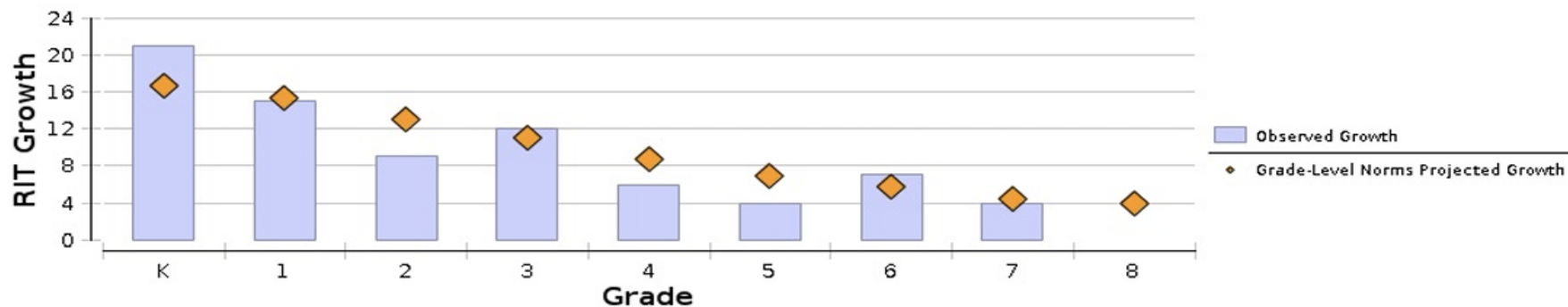 - Consistent execution *increased* when monitoring/accountability *increased*

The main goal of the first-year execution of a new resource is for teachers to build a comfort level with the formative assessment cycle because that addresses individual needs for students to accelerate and close achievement gaps. This was the focus of all professional learning coaching supports, etc.

- We learned that with consistent and intentional implementation with integrity, scholar performance accelerated, and growth increased.

- We learned we will need to increase professional development to continue to deepen teachers' capacity around literacy pedagogy and the learning progression of teaching students to read.

- We discovered the need to further build consistent execution across grade levels, classrooms, and buildings.
  - Execution directly aligned with the consistency of monitoring and accountability

| | ■ Consistent execution *declined* when monitoring/accountability was *reduced* |
| | ■ Consistent execution *increased* when monitoring/accountability *increased* |

What impact are we having? (data, evidence)
Data collected throughout the year showed inconsistent execution by grade level, classroom, and building, but when executed with integrity, growth was demonstrated. Many of the D87 Scholars demonstrated accelerated growth in their reading levels and capability. In a multitude of K-8 classrooms, scholars were observed using rich, complex academic vocabulary during discourse. Our scholars' writing capacity increased both in volume and complexity.

What are our next steps?	
• Principals will develop a building wide communication plan to ensure home/school connections around student learning are strengthened	• The District Team, along with the Instructional Coaches, will develop more clarification of the literacy components. • Principals will review the district ARC implementation documents with all staff during the first week of school • Principals will prioritize walkthroughs to review ARC implementation integrity • Principals will develop an action plan with Team Leads and Instructional Coaches to analyze School Pace data on a weekly basis

Celebrations	• 99% of our students have identified Power Goals • 36 classrooms made more than 1 year of growth • 4 classrooms made more than 2 years of growth
Challenges	• School Pace Data is not reflective of what is occurring in most classrooms • Monitoring and accountability continue to be a struggle in some buildings, which is causing inconsistent execution

Fall 2022-Spring 2023
NWEA MAP Reading

Language Arts: Reading

English Reading Level Growth Data
October 2022 - June 2023

Visibility	Grade	Date	Students	N/A	RTM	1Y	2Y	3Y	1G	2G	1B	2B	1R	2R	Wt	Bk	Or	Pu	1Br	2Br	Si	Gi
👁	K	Oct 3, 2022 2022/2023	193	12	25	54	55	36	8	1	2											
👁	K	Jun 2, 2023 2022/2023	190			2	3	27	57	44	36	17	3	1								
👁	1st	Oct 3, 2022 2022/2023	167	15	2	4	14	36	47	19	15	7	2	5	1							
👁	1st	Jun 2, 2023 2022/2023	157					3	10	11	26	34	41	24	7	1					
👁	2nd	Oct 3, 2022 2022/2023	185	17	2	8	9	24	25	15	22	30	17	12	1	2	1				
👁	2nd	Jun 2, 2023 2022/2023	204	1			2	4	20	12	25	30	32	34	37	5	2				
👁	3rd	Oct 3, 2022 2022/2023	197	3	2	9	6	2	13	15	46	31	28	28	12	2					
👁	3rd	Jun 2, 2023 2022/2023	213				1	2	4	7	5	14	44	34	62	39	1				
👁	4th	Oct 3, 2022 2022/2023	226		1		4	4	10	7	19	30	30	55	31	26	7	1	1		
👁	4th	Jun 2, 2023 2022/2023	236					2	5	6	10	17	30	70	63	22	11				
👁	5th	Oct 3, 2022 2022/2023	217	2		1		1	3	3	16	24	21	40	42	25	16	15	7	1	
👁	5th	Jun 2, 2023 2022/2023	226					1		2	1	11	7	11	50	59	54	26	4		
👁	6th	Oct 3, 2022 2022/2023	262	16	1			2	1	2	12	11	21	34	46	25	42	22	21	6	
👁	6th	Jun 2, 2023 2022/2023	271	2				2	1	1	4	9	5	17	37	58	61	50	21	3	
👁	7th	Oct 3, 2022 2022/2023	216	5					1		3	4	4	22	49	32	35	26	30	5	
👁	7th	Jun 2, 2023 2022/2023	242							1		3	4	8	31	48	50	28	30	36	3
👁	8th	Oct 3, 2022 2022/2023	256	32					1		1	2	5	10	15	22	38	31	62	31	6
👁	8th	Jun 2, 2023 2022/2023	297	1							3	1	4	3	15	22	26	45	52	70	51	4
	Total	Oct 3, 2022 2022/2023	1,919	102	33	76	88	105	109	62	136	139	128	206	197	134	139	95	121	43	6	
	Total	Jun 2, 2023 2022/2023	2,036	4		2	6	37	95	83	103	124	161	150	289	274	213	171	136	127	57	4

Student Reading Levels ☑ Show Excluded Rows (0)

Visibility	Grade	Date	Students	N/A	LAM	1A	2A	3A	V	T	1Az	2Az	1R	2R	Bl	Ne	An	Pu	1Br	2Br	Pl	Or
👁	K	Oct 3, 2022 2022 / 2023	40	13	4	19	4															
👁	K	Jun 2, 2023 2022 / 2023	32			1	4	3	8	15			1									
👁	1st	Oct 3, 2022 2022 / 2023	52	14	3		6	7	12	6	3	1										
👁	1st	Jun 2, 2023 2022 / 2023	39						2	2	11	10	12	2								
👁	2nd	Oct 3, 2022 2022 / 2023	69	41		2	1	1	6	7	8	2		1								
👁	2nd	Jun 2, 2023 2022 / 2023	17				1		1	3	3	2	4	2	1							
	Total	Oct 3, 2022 2022 / 2023	161	68	7	21	11	8	18	13	11	3		1								
	Total	Jun 2, 2023 2022 / 2023	88			1	5	3	11	20	14	12	17	4	1							

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Goal 2: Student Inclusive Learning Environment
Goal Champions: Kelly Zimmerman & Kara Mieszanek

Strategy 2C: *Improve learning and social needs through student voice, engagement, belonging, responsibility, motivation, and satisfaction*	**Strategy 2D:** *Impact scholar success through better use of time, space, schedule, interventions, and enrichments.*
Outcome: *There is a systemic implementation of SEL in grades K-8.*	**Outcome:** *To ensure continuity and equity, teams will recalibrate and focus on instructional collaboration*
Tasks: ● K-5 buildings cover all lessons outlined in their Scope & Sequence for Second Step to ensure full implementation during the 22-23 SY. ● 6-8 buildings will establish their Social Institute teams and have recorded implemented lessons to be reviewed for full implementation during the 23-34 SY.	**Tasks**: ● Teams will meet on an ongoing regular basis to ensure continuity and equity by assessing the status of instruction for scholars. As a result of discourse and collaboration, a common weekly planning cycle will be created. ● Individual teachers then will differentiate for small groups, power goals, and other individual scholar needs. ● 6-8: Implementation of content PLCs on a regular cycle.

What are we learning? (tasks: work to date both accomplishments and struggles)

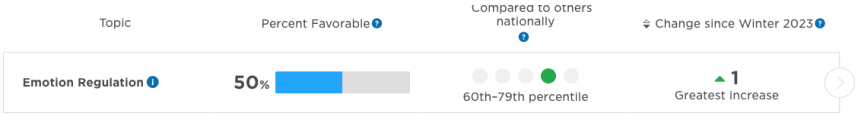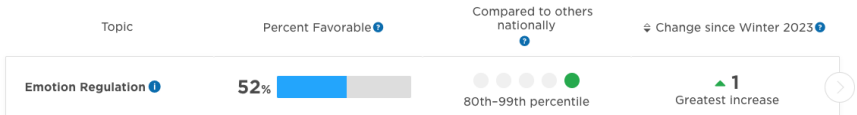|	
● Over 90% of our K-5 classrooms implemented our set Scope & Sequence for Second Step ● 6-8 buildings established their Social Institute teams and implemented a "soft roll out" for lessons beginning in January	● K-8 grade level teams met weekly for PLCs 　○ Almost all grade levels were able to move through all (or the majority) of the modules outlined in our PLC+ Playbook ● Growth opportunities emerged for teams to further implement time and commitment to reviewing small group instructional data within their PLC time to ensure the ability to execute consistent, data-driven small group experiences for all scholars

What impact are we having? (data, evidence)

Grades 3-8 ● Emotion Regulation has been a focus area across all schools since returning from the pandemic. With a steadfast focus on using our Tier 1 tools (Second Step and The Social Institute), we see our Panorama data	● Ongoing, consistent conversations around instructional implementation are taking place (as noted in grade level PLC agendas)

| | Grade levels are reviewing data in relation to students' power goals and further supporting the goals set during ARC LLS meetings and ARC Leadership Huddles |

continue to trend favorably in this area. When compared to others nationally, we are beyond the 50%ile for both grade level groups.

Grades 3-5

Topic	Percent Favorable ❔	Compared to others nationally ❔	⇕ Change since Winter 2023 ❔	
Emotion Regulation ⓘ	50%	●●●🟢● 60th–79th percentile	▲ 1 Greatest increase	❯

Grades 6-8

Topic	Percent Favorable ❔	Compared to others nationally ❔	⇕ Change since Winter 2023 ❔	
Emotion Regulation ⓘ	52%	●●●●🟢 80th–99th percentile	▲ 1 Greatest increase	❯

What are our next steps?

- For the 23-34 SY, we will focus on a full year-long Social Institute implementation and align it to growth on our Panorama survey reports

- The SEL Team (comprised of Social Workers and Counselors) will begin using Panorama Student Success platform to dive into Tier II and Tier III intervention tools for small groups of students to further learning experiences beyond Second Step

- All grade level teams will develop a Five Meeting Cycle Type schedule for the 23-24 SY, allowing them to use the PLC+ process with more fidelity and to track full inquiry cycles from start to finish
- Building leaders will develop goals for their ILTs for the 23-24 SY that specifically focus on opportunities for them to further execute effective PLC structures that include looking at multiple data sets and opportunities for observations among teachers

Celebrations

- Utilizing both Second Step programming (K-5) and The Social Institute (6-8) with fidelity
- 3-8 showed growth in their focus area of Emotion Regulation

- All PLCs have an established weekly meeting structure that utilizes an ongoing agenda with roles and norms
- Completion of most/all modules of the PLC+ process across all grade levels and buildings

Challenges

- Placing a focus on further developing student-teacher relationships and increasing opportunities for sense of belonging within each of our schools

- Building inquiry cycles based on content specific data that lead to powerful instructional moves and student success (23-24 SY goal)

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Goal 3: High-Quality Staff & Leadership
Goal Champion: LaTesh Travis

Strategy 3E: *Improve staff salaries, benefits, professional development, leadership opportunities, and voice to better attract and retain high-quality employees.*	**Strategy 3F:** *Enhance staff performance using technology, innovation, content resources, and instructional strategies*	**Strategy 3G:** *Impact educator success through better use of time, space, schedule, communication, and collaboration.*
Tasks: ● Build and incorporate a platform for voices to be heard ● Research and study effective ways to improve, retain and attract high-quality employees to incorporate within the district ● Collect ideas and feedback from the Retention committees ● Organize teacher retention data ● Professional Opportunities for Teachers and Leaders	**Tasks:** ● Technology: Teaching tool or learning tool. ● Instructional strategies: Aligned, current, meeting the needs of learners, personalized, allowing voice from teachers & students ● Data - what does it say	**Tasks:** ● Evaluate the time provided to teachers to collaborate and reflect. ● Collect data regarding leaders' and teachers' feelings of self-efficacy in teaching and leading. ● Provide transparent, clear, and timely communication district-wide beliefs, norms, and mission should be a transparent and common language spoken throughout the district.
What are we learning? (tasks: work to date both accomplishments and struggles)		
This year, the Certified Retention Committee met 5 times to go over ideas and thoughts to improve Berkeley's Retention of their current teaching staff and how we could attract new staff as a district. The committee shared various ways	This year we did not get the chance to work on staff performance using technology, innovation, content resources, and instructional strategies.	This year the district focused on the implementation of the Strategic Plan and Culture Rubric. The implementation of the culture rubric has allowed some common language to develop amongst the staff within the district.

Berkeley could improve morale and retain teachers. This year, the Support Staff Retention Committee met 5 times to go over ideas and thoughts to improve Berkeley's Retention of their support staff and how we could attract new staff as a district. The committee shared various ways Berkeley could improve morale amongst support staff members to help them feel valued. **Morale ideas:** ● Increase the salary and improve benefits ● Host Staff Celebration activities ● Staff Recognition through awards/newsletter (Berkeley's Best Award) ● Staff Raffle **Retention Ideas:** ● Provide teachers with more autonomy ● Treat teachers like professionals ● Celebrate staff longevity ● Support our staff SEL needs ● Provide more professional development activities ● Improve mentor program **Recruitment Ideas:** ● Improve our salary and benefits ● Invite teachers to recruiting fairs ● Tell our own story with updated videos and pictures ● Update Website with current pictures and videos of students, staff, and events	Teachers utilize technology as they teach. View boards are present in classrooms and meeting spaces across the district. All students have devices to utilize and assist them in the classroom learning environments. As a district, we need to analyze the use of technology and its benefits to our scholars. How can teachers expand their use and knowledge of technology tools?	The Culture Rubric has become a part of some staff and committee meetings. Language included within the culture rubric is beginning to become a common language and create some norms within the Berkeley 87 organizational community. "Scholars First '' which is included in our Strategic Plan, is becoming a term that not only staff members say, it is becoming evident in their behaviors, actions, and instructions. It is something that you can also see. Communication is an area our staff has shared is an area of improvement for the district. They want it to be timely, consistent and clear. This is a goal we strive to continue to work on and improve.

- When visiting career fairs include a video from community showing that they value teachers/staff

This year is a negotiation year for our teaching staff. Competitive salary and benefits are a part of our Strategic plan and a goal for the district and teaching staff.

Teacher Retention Data

At the conclusion of the following school years, the following number of teachers left the district:
18-19 school year: 26 teachers left the district
19-20 school year: 17 teachers left the district
20-21 school year: 23 teachers left the district
21-22 school year: 32 teachers left the district

What impact are we having? (data, evidence)

| **Strategy 3E:** Staff continue to leave Berkeley 87 for various reasons. We have to tell our own story. We need more positive publicity displayed on social media platforms and the district website and displayed and incorporated within our district. As a district, we need to continue to work on our culture and climate, celebrations, and recognition of staff. We have to work on these areas as we face a national teacher and substitute shortage which are both impacting our district. Staff voices are collected through their participation during meetings and on committees as well as surveys. | **Strategy 3F:** At this time, we have implemented view boards, and it has gotten a positive response from staff and students. We have increased the number of view boards throughout our schools and district. The integration of technology within lessons and curriculum has increased. Students are able to utilize technology to assist them in their learning tasks in all grade levels. Teachers have access to technology to assist them in delivering instructional strategies.

. | **Strategy 3G**: In Berkeley 87 when you mention our Strategic Plan, Culture Rubric, Scholars First approach, the majority of the staff are knowledgeable about one, if not all three. So they have had an impact as far as new common language, terms, and documents that everyone is aware of and practices. These documents will continue to grow in our organizational community and will become more and more evident in our actions, behaviors, action plans, goals, and relationships. We will continue to move forward. It has started with our common language and understanding of the Strategic plan, Culture Rubric, and Scholars First approach. |
|---|---|---|

What are our next steps?

- Increase professional opportunities for teachers and leaders. Encourage teachers and leaders to work towards their aspirations as an educator. Continue to subsequent endorsements, promote educational leadership programs, National Board Certification programs, continuing education programs, doctoral programs, etc.
- Use the feedback shared from the support staff and certified retention committees and put some of those things into place for the 23/24 school year, continue to embed them into the organizational culture of the district.

Strategy 3E:	**Strategy 3F:**	**Strategy 3G:**
- Continue to provide teachers with voice and listen to their voices through surveys, chat and chews, listening tours, and individualized meetings. As they provide voice, listen and create action plans to those things that are best for scholars and turn them into actions.. - Outline what research states are the most effective ways to recruit and retain staff. Turn those ideas into actions and implement them within our organization.	Analyze where we are as a district with technology. Essential questions to be answered: 1. Are we utilizing technology as a teaching tool or learning tool? 2. What are our technological needs? 3. Are our instructional strategies meeting the needs of our scholars? 4. Are we differentiating based on the scholars' needs? 5. Are our instructional strategies current, engaging, challenging, providing opportunities for our scholars to think critically, and meeting the needs and learning styles of our scholars?	Conduct an analysis of collaborative time provided to teachers. Is it enough? District leaders work with teachers and staff to collect their feedback about their self-efficacy as it relates to teaching and learning. Essential Questions: 1. How is collaborative time being utilized? 2. Do teachers need more collaborative time to reflect and collaborate? How do we create that time? 3. Collect teachers' and leaders' thoughts and feelings of self-efficacy regarding teaching and learning and build an action plan based on the data results.

Celebrations	- **3E:** The Retention Committee was able to share feedback and insight to assist the district with retention and recruitment ideas. The committee provided voices from teachers and support staff members. - **3F:** Technology is incorporated throughout the district. All students have devices, as do we and the instructional staff. - **3G:** This year, the district was able to introduce the new 5 year strategic plan and begin to develop some norms and common language within the district. The Culture Rubric was introduced and practiced across the district. ARC was

	implemented as our new ELA Framework. Staff was able to adjust to the program as the year went by. Time was embedded into PLCs as well as school visits from the curriculum department, ARC coaches, and Superintendent to visit classrooms to observe the implementation of the program.
Challenges	**3E**: We are experiencing a teacher and substitute shortage as well as a workforce shortage in all areas. **3F**: As we improve our technology within the district, we need Technology staff to support us in the work. We are experiencing a shortage of qualified candidates. Also, we need to build an employee platform that allows us to collect their opinions and/or ideas about their technology needs. Even create staff members within the district that can help others improve their technology skills. Maybe consider a "Those who excel in technology and technological instructional strategies" group. **3G**: - Finding additional time for collaborative teams to meet within the time that we already have. - Focus on making sure our communication is effective, consistent, and clear. - Incorporating effective ways to measure our beliefs, norms, and values are aligned throughout the district. Identifying clear and precise evidence to utilize as data.

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Goal 4: Connected Community
Goal Champions: Dan Sullivan & Joe Byrne

Strategy H:
Provide opportunities for families and the community to understand scholar, school, and district performance to improve transparency and opportunities/expectations for partnerships.

Strategy I:
Improve family and community pride, perceptions, and satisfaction

Tasks:
- Data collection
- Determine baseline data and create a goal for year 2
- Develop Food Budget
- Increase parent awareness and participation in student's math, ELA, and SEL development

What are we learning? (tasks: work to date both accomplishments and struggles)

Strategy H: We need to continue to find opportunities to increase involvement and gather the voice of more families. We had **196** respondents to the baseline survey. In our baseline survey, families reported: ● Preference in-person(88%) events over virtual (12%). ● Communication from the classroom (78% report very effective), building (74.5% very effective), and district (65%) very effective ● The resources provided support families to understand standards based report cards (65%) ● Families reported that they receive adequate communication about upcoming units of study in ELA (70%) & Math (67%)	**Strategy I:** In our baseline survey families reported: ● Families ● 116 parents volunteered during the school year ● There were 7,171 parent teacher contacts entered into Skyward ● Parents have expressed a need for SMS Short Message Service (texting)

• Families report their children are receiving consistent and adequate communication about English Language services (78%)

There is an opportunity for Parents to even further support reading outside of school. School Pace Data (reading 30 mins inside and outside of school each day) Needs to be encouraged and monitored for reading 30 minutes at home.

We have begun using "parent nooks" for parent resources at each school to support parents and families to, in turn, support their children both academically and from a social-emotional lens.

- There is a need to communicate with parents through text messaging via Skyward
- There is a need for a district parent advisory council and district student advisory council
- Principals will develop a building wide communication plan to ensure home/school connections around student learning are strengthened

Celebrations	• Many parents want to be involved
	• We had very successful SEL nights.
	• Primary and Intermediate use Class Dojo very successfully
Challenges	• More volunteer opportunities for parents
	• More opportunities for parent and student voice
	• Parents and students need to understand the Strategic Plan
	• Parents and students need to understand the culture rubric

Goal 5: Equitable Resources
Goal Champion: Nicole Spatafore & Eulalia Valdez

Strategy J:
Continuously collect, monitor, evaluate, and report resource results to ensure equitable, efficient, and effective allocation and use.

Tasks:
- Learn and Define Equity
- Find and/or adopt an equity framework that looks at a system holistically
- Review and update the Long-Term Facilities Plan
- Refine enrollment procedures, especially residency verification processes, to ensure EQUITABLE, EFFECTIVE, AND EFFICIENT use of district resources
- Develop new EQUITABLE and EFFECTIVE Crisis Plans for all six buildings

What are we learning? (tasks: work to date both accomplishments and struggles)

- Definitions and best practices around equity
- The necessity for trauma-informed and restorative discipline practices reflects the need for equity in the educational system as a whole
- Best practices & local/state recommendations and mandates (School Safety Drill Act) for Emergency Operation/Crisis planning
- EOPs for new and renovated schools need to be developed to reflect best practices and local recommendations while incorporating a digital EMS-(Emergency Management System) as advised by our local first responders.
- The impact of new enrollees on special education has been greater than ever before and does not mirror our neighboring districts' data

What impact are we having? (data, evidence)

- D87 has had an impact on the greater community by disseminating the NISSAA/D87 recommended Classroom Crisis Action Step Protocols and terminology, as well as best research-based practices in implementing safety drills with Leyden school districts, as they are incorporating these to create unified EOPs for the Leyden area.
- For the purpose of guiding the long-range plan, the senior leadership team has reached an agreement on a Definition of Equity.
- The residency data, particularly its influence on special education, was the impetus for the need to review and improve procedures. To ensure that homeless, newcomer, and youth in care students (DCFS) are enrolled fairly, improved procedures are put into place, including a clear process for enrollment, residency verification, and ensuring that rules are consistently followed.
- In addition to significant improvements to D87's special education financial allocations and equity in programming, the Proviso area as a whole would be significantly impacted by a PAEC Cooperative's Long-Term Feasibility Plan

What are our next steps?

- Executing EOPs with staff PD & training (ALICE/NIMS/Stop the Bleed/Reunification); student lessons & drills. Connect with Leyden/Proviso districts, & local first responders (PD/FD/WSTOA/IEMA)
- Develop unified Reunification EOP with Leyden Schools/Triton College
- Execute Residency verification procedures in alignment with Goal 5, and determine needed resources to enhance processes that incorporate the values set forth in Goal 2,3,4 which will impact Goal 1

Celebrations	- Expedited district EOPs development schedule to rollout best practices and recommendations immediately - D87's impact on the greater community concerning school safety recommended Classroom Crisis Action Step Protocols and terminology, as well as best research-based practices in implementing safety drills with Leyden area school districts creating unified EOP plans. - A working definition of "*Educational Equity considers the effects of discrimination and can be defined as beliefs, policies, and actions that enable dignity for all to ensure access to achieve high expectations and participate in quality learning environments with support to experience just and successful outcomes.*"
Challenges	- Funding-and resources to execute strategic goals, such as seeking sources to have staff to support executing enrollment processes and grant funding to enhance school safety - Time- for leadership collaboration and PD for staff training