

## Principal Leadership Day

### MEETING AGENDA

**Thursday, May 4, 2017, 7:45 a.m. – 3:20 p.m.**

Cardinal Joseph Bernardin Elementary School, 9250 W. 167<sup>th</sup> Street, Orland Hills 60487 (look for signage for St. Elizabeth Seton Parish Life Center)

**Meeting locations:** Morning Session and Afternoon Plenary Session: St. Elizabeth Seton Parish Life Center; Mass: St. Elizabeth Seton Church; Afternoon Council Meetings: St. Elizabeth Seton Parish Life Center and Cardinal Joseph Bernardin School classrooms

**Driving directions to Cardinal Joseph Bernardin School:** <http://cibschool.org/contact-us/>

**Parking directions for Cardinal Joseph Bernardin School:** Please park in the school's South Lot and the Southwest Lot. Please review [the attached parking map](#) for further instructions.

**Seating assignments:** <http://bit.ly/2pu5jfA>

#### TOPIC:

**Catholic Schools Principal Leadership Day**

**Attendees:** Archdiocesan Principals and OCS Staff

**Facilitator:** Dr. Jim Rigg

**Note Keeper:** AM – Dr. Bridget de la Peña; PM – Dr. Kari King

**Timekeeper:** AM – Jerry Spatara; PM – Juana Graber

### MEETING OBJECTIVES:

- Objective One: Learn about the new ESSA legislation
- Objective Two: Learn about the employment opportunities for adults with disabilities in Archdiocesan schools
- Objective Three: Receive status reports from
  - Dr. Jorge Peña re: AdvancED internal review data trends
  - Teacher Evaluation Committee
- Objective Four: Learn about a new initiative for Catholic Schools created in partnership with Catholic Charities
- Objective Five: Celebrate the Eucharist with Archdiocesan school leaders
- Objective Six: Acknowledge recipients of the OCS Leadership Awards
- Objective Seven: Receive updates from Dr. Jim Rigg, Superintendent of Catholic Schools
- Objective Eight: Reflect on morning sessions, plan Council meetings for 2017/18 school year and discuss PD plans for 2017/18 school year

### TO PREPARE FOR THIS MEETING, PLEASE:

- Read this agenda

### Schedule

TIME	MINUTES	ACTIVITY
7:45 – 8:15 a.m.	30	<b>Pre-meeting social time.</b> A light breakfast is served at this time. Breakfast will be served on the lower level. Please visit vendors during this time!
8:15 – 8:30 a.m.	15	<b>Welcome and Opening Prayer.</b> Welcome, prayer and meeting logistics. Welcome: Dr. Jim Rigg, Ms. Mary Iannucilli, principal of Cardinal Joseph Bernardin School and Rev. William T. Corcoran, Pastor of St. Elizabeth Seton Church

Prayer: Social Justice Committee  
Meeting Logistics: Dr. Mary Kearney  
Introduce Keynote Speaker: Dr. Rigg

**NOTES:**

- Bob Rabe shared information about the APA Social Justice Committee.
- Regional Directors nominated principals to serve.
- Committee met twice this year to discuss the purpose.
- Bob shared the names of the committee members.
- They will meet four times next year; aim is to provide resources.
- Bob shared the mission statement.
- 2017-2018 APA Social Justice Committee Focal Area: Parent Engagement and Education

Prayer Service

Welcome to Cardinal Joseph Bernardin Elementary School

- Fr. Corcoran, pastor of St. Elizabeth Seton
- "There is a place for children, they know what is expected, and they are part of a community." – Fr. Corcoran
- Ms. Mary Iannucilli, principal of Cardinal Joseph Bernardin Elementary School
- Review of logistics

Leadership Days

- August: St. Ignatius
- October: TBD
- February: Mundelein Seminary
- May: TBD
- If anyone is able to host, please reach out to OCS.

Introductions

- Carl Forney (SFM)
- Sonya Hill (Administrative Assistant)
- Phyllis Cavallone (NCEA award; Golden Apple principal award)

Logistics

- Review of agenda
- Great vendors here today.
- Representative from the Chicago Public Schools. Eye exams for schools in the city of Chicago. Free glasses available for students.
- Break-out sessions listed on the programs.
- Wifi information listed on the program.
- Will need timekeepers and note-takers for council meetings this afternoon.
- June 15: Jennifer Serravallo; capacity for 400; teachers and teacher leaders are also welcome
- CPDUs available this afternoon
- Lunch set-up: 2 set ups – same
- Driving directions to Crystal Awards will be on the table.

8:30 – 10 a.m.	90	<p><b>OBJECTIVE ONE:</b> Keynote Presentation – Learn about the new ESSA legislation  Presenter: Dr. Steve Perla, Catapult Education</p> <p><b>NOTES:</b></p> <p>Dr. Rigg introduced keynote: Dr. Steve Perla</p> <ul style="list-style-type: none"> <li>• ESSA</li> <li>• Important to understand how this affects Title I, II, and III.</li> <li>• Interim superintendent</li> <li>• Alliance for Catholic Education consulting group</li> <li>• Superintendent in MA</li> <li>• Public policy advocate</li> </ul> <p>Dr. Perla:</p> <ul style="list-style-type: none"> <li>• Impressed by Social Justice Committee's mission statement and mission</li> <li>• Great to have a committee of folks focused on social justice and peace</li> <li>• Most important work: passing on faith to the next generation</li> </ul> <p>ESSA</p> <ul style="list-style-type: none"> <li>• Federal law – around for 65 years</li> <li>• Previously known as NCLB</li> <li>• ND Report: <b>In the aggregate, over \$1.5 billion were being left on the table.</b></li> <li>• One of our biggest challenges is resources.</li> <li>• 3 Major Areas that were barriers to getting equitable share:</li> <li>• (1) <b>Transparency</b> – those who did not deal with the law every day did not understand, unless they had a very transparent public school system; many public schools just didn't know. Others purposely didn't share.</li> <li>• (2) <b>too complicated</b> – complicated because of Title I set asides; too many nuances</li> <li>• (3) <b>no accountability</b> – if the public district didn't want to act fairly, could go to state; then could go to the US Dep't. of Education; rarely went this far.</li> <li>• Key language changes</li> <li>• Will give Catholic school community many more resources</li> </ul> <p>ESEA Law – now ESSA law</p> <ul style="list-style-type: none"> <li>• 1965</li> <li>• President Johnson</li> <li>• Private schools always included</li> </ul> <p>ESSA</p> <ul style="list-style-type: none"> <li>• President Obama – Every Student Succeeds Act</li> <li>• <u>Formula grants</u></li> <li>• Based on demographics, especially poverty</li> <li>• Title I, II, III, IV</li> </ul>
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- Competitive grants
- Limited funding streams
- Certain states
- Under the formula and competitive grants, private schools should be consulted. Do you want to participate?
- Title IIb or Title IIc – if a university receives this, schools should raise the question – “I should have been consulted about what my school’s professional development needs are.”
- At district consultation meetings, raise the question: “Is my area being considered for a competitive grant? What will this look like? We may want to be involved?”

Common Jargon

- **LEA** – Local Education Agency (your school district)
- **LEA attendance area** – neighborhoods within an LEA that, being designated as Title I eligible, generate both funding and service eligibility; very important as it relates to Title I; (1) in order to generate Title I funding for your school, students must meet two criteria (a) living at or below poverty and (b) living in an LEA attendance area; individual kids don’t have to be poor but do need to live in the LEA attendance area
- **SEA** – State Education Agency (your state’s department of education)
- **Pooling** - one private school that is entitled to ESSA programming may combine its equitable share of ESSA funding for said programming with (an)other private school(s) for the sake of meeting student needs, fostering efficient program design, and best use of funds; if schools decide not to use the funds, they can be pooled; e.g., some fundamentalist Christian schools choose not to use federal money
- **Note:** never get actual dollar amounts; get services worth a certain dollar amount
- **Carryover:** ESSA funding allocated for a specific fiscal year can be extended an additional 15 months (27 months total); when the district has not provided timely information about funding and deadlines (e.g., November, March), the district is obligated to carryover; If the district informs you in August and you don’t spend it, you can ask for a carryover, but the district is not required to give you the carryover.
- What if the district promises a certain amount and comes back later in the year and says that the school actually gets less money? This is not right. Mary is working on this.

General Principles

- (1) Equitable share of services.
- (2) Can only use the dollars to supplement; cannot supplant.
- (3) Consultation is a requirement.

What is consultation?

- Should be invited to a conversation with the district about 3 areas:
- (1) **design** of ESSA program
- (2) **the use of funds** based on consultation
- (3) **the implementation** of ESSA programming
- Advice: "Do not worry about the relationship. Your moral and fiduciary responsibility is to access every penny. This is what we are entitled to under the law."
- We have been shortchanged over \$1.5 billion per year.
- Story: Title money used by district for class size reduction and teacher recruitment. They were actually using the money for professional development. Catholic school allocation went from \$22K to \$225K.
- How would you know?
- Most file a consolidated application. Some file a Title application. These are public documents. Therefore, you have a right to see them under the law. You can use the Freedom of Information Act (FOIA) if you need to.
- Districts have told the private schools that their allocation is less than what was actually in the application.

**At a consultation, what topics should be discussed?**

- Don't let them tell you what the monies will be used for.
- For example, don't let them say, "We will send a public school teacher to your school 4 days per week in the mornings."
- How the children's needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How the services will be assessed and how the results of the assessment will be used to improve those services
- The size and scope of the equitable services to be provided to the eligible private school children, teachers, and other educational personnel and the amount of funds available for those services
- How and when the agency, consortium, or entity will make decisions about the delivery of services, including a thorough consideration and analysis of the views of the private school officials on the provision of contract services through potential third-party providers.

**ESSA strengthens the consultation provisions to a significant degree.**

- Under ESSA, the goal of consultation is to reach "**consensus** on how to provide equitable and effective programs for eligible private school children."

**Consultation Topics**

- How funding amounts were determined
- Consideration of pooled funds vs. individual school funds

		<ul style="list-style-type: none"> <li>• Approximately when the services will occur</li> <li>• Whether to consolidate Title II and/or III funds into Title I</li> <li>• Whether services should be provided directly by the district or through a third-party</li> <li>• Each state will designate an <b>ombudsman</b> to monitor and enforce the requirements of ESSA in order to ensure equity.</li> <li>• The ombudsman will also receive notice of funding allocations as determined by the LEAs.</li> <li>• The ombudsman will receive report of consensus reaching during consultation.</li> </ul> <p><b>What if students are from multiple districts?</b></p> <ul style="list-style-type: none"> <li>• All the districts should be contributing if there is a critical mass of students.</li> </ul> <p><b>Title I</b></p> <ul style="list-style-type: none"> <li>• (1) The district can no longer take money off the top.</li> <li>• (2) How you generate funds: (a) students at or below poverty and (b) living in LEA attendance area; need to be educationally needy and living in the LEA attendance area; if the student was going to go to a public school that is a Title I school</li> <li>• Educationally needy: test scores, teacher recommendations</li> <li>• Title I areas: reading, math, counseling, special Ed, parent engagement, PD for any teachers who have Title I students in their classrooms, mentoring, and 1:1 tutoring</li> </ul> <p><b>How can you provide Title I?</b></p> <ul style="list-style-type: none"> <li>• Third party vendor</li> <li>• Own teachers – before or after school program</li> <li>• Public school teacher</li> </ul> <p><b>Can you have more targeted supports for students further behind?</b></p> <ul style="list-style-type: none"> <li>• 1:1 tutoring</li> <li>• Mentoring</li> </ul> <p><b>What are special Ed services?</b></p> <ul style="list-style-type: none"> <li>• Can be used to augment other special Ed services</li> </ul> <p><b>Don't assume that none of your students qualify for Title I.</b></p> <p><b>Title IIa</b></p> <ul style="list-style-type: none"> <li>• Our allocation no longer depends on if schools are using funds for class size reduction.</li> <li>• Not residency based</li> <li>• Based on your total enrollment</li> <li>• Nothing to do with poverty</li> <li>• If you have 3% of the district's total enrollment, you should get 3% of total allocation.</li> <li>• The district can keep some funds for administrative expenses.</li> <li>• Only count K-12 funds</li> </ul>
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		<p><b>Title III</b></p> <ul style="list-style-type: none"> <li>• For English Language Learners</li> <li>• under utilized</li> <li>• (1) home school survey</li> <li>• (2) evaluate students using a particular instrument</li> <li>• Allocation based on number of students found to be eligible for Title III services</li> <li>• Evaluation process can be challenging.</li> <li>• District can charge the private school if they do the evaluation.</li> <li>• District may be able to train one of your teachers.</li> </ul> <p><b>WIDA used previously; new test; doesn't seem as equitable (Phyllis Cavallone)</b></p> <ul style="list-style-type: none"> <li>• The LEA should have consulted with the private schools about this change.</li> <li>• At the next consultation, principals should bring this up.</li> </ul> <p><b>Title IV</b></p> <ul style="list-style-type: none"> <li>• Previously for drug and alcohol free; can still use it for this</li> <li>• Technology</li> <li>• Mental health services</li> </ul> <p><b>Dr. Perla is willing to do a follow up webinar.</b></p>
10 – 10:10 a.m.	10	<b>BREAK</b>
10:10 – 10:25 a.m.	15	<p><b>OBJECTIVE TWO:</b> Learn about the employment opportunities for adults with disabilities in Archdiocesan schools  Presenter: Teaching Together Chicago</p> <p><b>NOTES:</b>  Dr. Rigg's comments</p> <ul style="list-style-type: none"> <li>• Teacher appreciation week</li> <li>• Pastor appreciation Sunday</li> </ul> <p>Dr. Rigg's pastor appreciation video.</p> <p><b>NOTES:</b></p> <ul style="list-style-type: none"> <li>• Mission of Teaching Together Chicago</li> <li>• To provide adults with disabilities employment opportunities in Catholic Schools where their services are needed.</li> <li>• Coleman Foundation – provides funding</li> <li>• Video</li> <li>• Teacher Together Chicago – adults with disabilities</li> <li>• Part-time employees</li> <li>• 16 hours per week</li> <li>• 10 week internship</li> <li>• Linked social service agencies to the site; provide job training; help with the interview, follow up</li> <li>• Support is free to the school and the intern</li> </ul>

		<ul style="list-style-type: none"> <li>• Schools hire the interns.</li> <li>• Internships can be hired for two additional terms</li> <li>• Some internships lead to permanent employment.</li> <li>• TTC has a database of potential interns.</li> <li>• Schools can look within their own parishes.</li> <li>• Jobs performed depend on the need of the school.</li> <li>• Under-resourced schools are eligible for stipends to fund interns' compensation.</li> <li>• Each 10 week internship is approximately \$1800.</li> <li>• For entire year, about \$5500.</li> </ul> <p>Contact Information</p> <ul style="list-style-type: none"> <li>• <a href="http://Teachingtogetherchicago.org">Teachingtogetherchicago.org</a></li> <li>• 708-352-3580 x257</li> <li>• <a href="mailto:Julie.mclaughlin@hhcenter.org">Julie.mclaughlin@hhcenter.org</a></li> </ul>
<p>10:25 – 10:55 a.m.</p>	<p>30</p>	<p><b>OBJECTIVE THREE:</b> Receive status reports from:</p> <ul style="list-style-type: none"> <li>• Dr. Jorge Peña re: AdvancED internal review data for 2015, 2016 and 2017</li> <li>• Teacher Evaluation Committee</li> </ul> <p>NOTES:  <a href="#">Dr. Pena</a>  AdvancED</p> <ul style="list-style-type: none"> <li>• Dr. Pena reviewed the norms: be here now and assume positive intent.</li> <li>• Two years ago: AdvancED External Review Team</li> <li>• Improvement Priorities identified; 2 years</li> <li>• This is a journey of continuous improvement.</li> <li>• This March, we hosted our internal review. 39 schools were visited.</li> <li>• Thank you to those who visited and those who were visited.</li> <li>• Will share what report will look like</li> <li>• RD will visit to review the reports.</li> <li>• Narrative responses – responded to 4 reflection questions</li> <li>• Will have a link to the document using the I Notice/I Wonder protocol</li> <li>• After the narrative report is the averages of the classroom observations: 7 ELEOT Environments – averages; can compare to the AdvancED National Network</li> <li>• You can then drill further to view the means for each of the elements.</li> <li>• This report also has a histogram.</li> <li>• We recommend that you leverage this information with the faculties.</li> <li>• Warm Feedback – shows evidence of continuous improvement</li> <li>• Cool Feedback – areas in need of improvement</li> </ul>



- Action Steps – Create 1 or 2. This should be specific and realistic. These will be part of the CSIP for next year.
- Schools that did not have a school improvement review will not have this in their CSIP.
- When comparing the three years of ELEOT observations, Dr. Pena noticed that we are not making significant improvement.

#### ACT Aspire

- Schools that tested in March will have results sooner.
- Schools that tested in Window 4 will have results in mid to late June.

#### Dr. Kearney

##### Teacher Evaluation Process

- draft of Catholic Identity and Mission
- Talk about this in the council meetings this afternoon.
- will be different for new vs. experienced teachers
- 5 Domains and chairs for each
- What do we have right now?
- What do other dioceses use?
- What do public districts use?
- Liked the first 4 domains of Danielson
- Added Catholic Identity as a 5<sup>th</sup> Domain
- Will use Danielson's qualifiers (Distinguished, Proficient, Basic, and Unsatisfactory)
- Will be managed electronically through Frontline
- Frontline creates a learning loop
- Article by Charlotte Danielson: system only works if it is not a "gotcha"; should be used to promote growth; must be ongoing dialogue between principal and teacher about performance
- OCS will contract with Frontline to create an electronic instrument.
- 5 areas and suggested weights: 20% for each exception instruction (30%) and professional responsibilities (20%)
- Will take feedback about the suggested weights
- Performance Ratings: score based on # of elements for each domain; scores weights by domain %; sum of all domain scores results in a performance rating
- Ratings: unsatisfactory, approaching basic, basic, approaching proficient, proficient, approaching distinguished, distinguished – added ratings in order to emphasize growth

##### OCS Support for implementation of teacher evaluation process

- Electronic instrument
- PD for principals and teachers
- PPT for teachers to review
- Agendas
- Will vet with Personnel Services and Legal

		<p>Timeline</p> <ul style="list-style-type: none"> <li>• By June: finalize Domain 5</li> <li>• Pilot schools for FY18</li> <li>• Pilot principals need to have passed the Danielson Training and have Illinois administrative licensure</li> <li>• Danielson Training will be available in July 2017 in conjunction with New Leaders training</li> <li>• FY18: agendas for council meetings</li> <li>• August 2019: All schools will implement the new process.</li> </ul> <p>Accomplishments/Plans</p> <ul style="list-style-type: none"> <li>• Adopted Domains 1-4 of Danielson Framework</li> <li>• Want to collaborate with Frontline to manage/support the revised teacher supervision/evaluation process</li> </ul>
<p>10:55 – 11:05 a.m.</p>	<p>10</p>	<p><b>OBJECTIVE FOUR:</b> Announce <i>Soup-er Stadium Challenge</i>, a new initiative for Catholic schools  Presenters: Angel Gutierrez and Kate LeFevour, Catholic Charities</p> <p>NOTES:</p> <ul style="list-style-type: none"> <li>• Hunger Action Month – September</li> <li>• Food Insecurity – unreliable access to adequate and nutritious food because of the lack of financial and other resources</li> <li>• 37% of food pantry clients in Cook County are under 18</li> <li>• Nearly ¼ of people in Chicago live below the federal poverty line</li> </ul> <p>Soup-er Stadium Challenge</p> <ul style="list-style-type: none"> <li>• Partnership between OCS and Catholic Charities</li> <li>• Charles Tillman – spokesperson</li> <li>• Charles Tillman Cornerstone Foundation</li> <li>• 2017-2018 school year</li> <li>• Asking every student, teacher, and staff member to bring in a canned food item</li> <li>• Goal – to fill every seat in Soldier Stadium – twice! (62,000 seats)</li> <li>• Hunger curriculum</li> <li>• Kick Off and Closing Event – at Soldier Field</li> <li>• Tuesday, June 6 – filming video in Soldier Field</li> <li>• Thursday, August 3 – distributing Challenge materials during Leadership Day</li> <li>• Tuesday, September 12 – Kick Off Event at Soldier Field’s Midway Club</li> <li>• Tuesday, September 12 through Friday, October 6 – collections; tracking on OCS website</li> <li>• Wednesday, October 11 – Press Conference at Soldier Field</li> <li>• Why? Hunger and food insecurity exist in every community.</li> </ul>

		<ul style="list-style-type: none"> <li>Materials to be distributed on August 3: donation collection box, letter of participation, resources and information guide, hunger awareness curriculum, volunteer opportunities</li> </ul> <p>Dr. Rigg</p> <ul style="list-style-type: none"> <li>Asking schools to do this in addition to other efforts</li> <li>If serving a high-poverty area, there will be additional ways for schools and students to participate.</li> </ul>
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11:05 – 11:15 a.m.	10	<b>BREAK.</b> Break and Transition to Mass Please visit vendors during this time!
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		Assess what worked well about this meeting and what we would have liked to change- <b>Morning Plus/Deltas</b>						
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			<ul style="list-style-type: none"> <li>● Souper challenge- how will this coordinate with existing food drives?</li> <li>● Think about round tables- hard to take notes!</li> </ul>
11:15 a.m. – 12:15 p.m.	60	<p><b>OBJECTIVE FIVE:</b> Mass  Celebrant: Fr. Stephen Kanonik  <b>NOTES: Nice job Bob Rabe et el</b></p>	
12:15 – 1:15 p.m.	60	<p><b>OBJECTIVE SIX:</b> Lunch and OCS Leadership Awards  Awards Presenter: Dr. Jim Rigg  <b>NOTES:</b>  Various principals and OCS office staff were recognized.</p>	
1:15 – 2 p.m.	45	<p><b>OBJECTIVE SEVEN:</b> Superintendent's Report  Presenter: Dr. Jim Rigg</p> <ul style="list-style-type: none"> <li>● Schools Strategic Plan</li> <li>● Tax Credit Efforts</li> <li>● Brief Reminders and Updates</li> </ul> <p><b>NOTES:</b>  Kellogg study on teacher pay  Schools Strategic Plan – two documents: executive summary (public), operating plan (internal use)  4 year plan – concrete measurable goals  Principals encouraged to implement a their school  Plan completed end of May; soft release today 5/4/17; 8/3/17 internal release (school pastors invited to attend); external released TBD  5 focus areas:</p> <ol style="list-style-type: none"> <li>1. Leadership – Director of Leadership – Elise Mattson-Dite – will facilitate leadership initiatives; partnerships with Loyola and DePaul; phase in principal evaluation; audit of administrative demands by OCS and other agencies on principals; distributive leadership within school buildings; how adopt a system mindset; evaluating principal compensation</li> <li>2. Catholic Identity – revision of religion curriculum to begin during 17/18 school year; expand teacher catechetical certification; participation in Holy Fire (10/20-21/2017); 3 levels of catechetical established; will create standardize religion curriculum; offer quality religious retreats</li> <li>3. Academic Excellence – adopting and expanding teacher observation and evaluation framework; investment in earlier literacy; continue work on standardized report cards; continue implement ELEOT observation tool; emphasis on teacher recruitment; ESSA funding; AoC new teacher orientation (fall 2019); implementation of teacher observation/evaluation</li> </ol>	

		<p>framework, standards based report card and ELEOT; longitudinal ACT Aspire data</p> <p>4. Governance and Financial Vitality – phase 1: Pilot phase of RMC; phase 2: 4-6 new groupings to start; expansion of TA program; ramp-up Phoenix Scholarships; focus on school board support/communal board development; in next few months grouping order will be released; what does collaboration look like in your grouping; stability and vitality of local school board</p> <p>Final thoughts: principal update to continue, look for information on strategic plan there. Talk about strategic plan with pastor, school board, teachers, and community. Encourage pastor to 8/3/17 Leadership Day at St. Ignatius High School, likely an afternoon lunch session</p> <p><b>STATE TAX Credit:</b> Go to Illinois Kids Campaign website for more information.</p> <p><b>FEDERAL TAX Credit:</b> potential for federal level; will operate similarly to State Tax Credit.</p> <p><b>BREIF UPDATES:</b></p> <ol style="list-style-type: none"> <li>1. Principal Survey – coming soon...</li> <li>2. 2017-18 OCS calendar to be released soon...</li> <li>3. Summer responsibilities – keep school office open during the summer...</li> <li>4. OCS policies – Manual revised, to be distributed at start of 17-18 school year...</li> <li>5. Peace banners – please put up for the 2017 summer; if lost or destroyed, talk to Anne Maselli in OCS</li> <li>6. NCEA – Evanston Hilton June 19-21, 2017 – focus on special needs...</li> </ol> <p>Recognized 6 retiring principals</p>
2 – 2:10 p.m.	10	<p><b>BREAK.</b> Break and Transition to Council Meetings <i>Snack will be served on the lower level</i></p>
2:10 – 3:10 p.m.	60	<p><b>OBJECTIVE EIGHT:</b> Council meetings. Debrief morning sessions, plan Council meetings for 2017/18 school year and discuss PD plans for 2017/18 school year</p> <p><b>NOTES:</b> Follow Meeting Wise agenda (provided): Teacher evaluation and PD for 2017-18 Focus on Catholic Identity (DRAFT) components and Shared PD</p>

<p>3:10 – 3:20 p.m.</p>	<p>10</p>	<p>Assess what worked well about this meeting and what we would have liked to change (<b>Afternoon session</b>)</p>	
		<p><b>+ Plus</b></p>	<p><b>▲ Delta</b></p>
		<ul style="list-style-type: none"> <li>● Superintendent's report provided us with information about what has been accomplished and what to expect for the next school year.</li> </ul>	<ul style="list-style-type: none"> <li>●</li> </ul>
		<ul style="list-style-type: none"> <li>● Council meetings were very productive. We got stuff done!</li> <li>● Appreciated being in Councils after the large group session.</li> <li>● The Council meetings were very professional. Excellent sharing of ideas.</li> <li>● Appreciated being asked for feedback about teacher evaluation.</li> <li>● The principal/OCS staff awards were a great addition to the meeting/ nice touch!</li> </ul>	<ul style="list-style-type: none"> <li>● Some council meetings were impacted by the noise in the room from other conversations.</li> <li>●</li> </ul>