Oak Park Elementary School District 97
Board of Education Meeting
Pillar 1 Update
January 15, 2019

Our five-year *Vision97 4ALL* plan offers a roadmap for creating a positive learning environment for **all students that is equitable, inclusive and focused on the whole child.**

You'll recall that the plan includes **four aspirational goals** for student learning, as well as four pillars (professional practices and targeted strategies) that will help ensure that every D97 student witnesses, achieves or begins experiencing what it means to be:

- A known, nurtured and celebrated LEARNER.
- An empowered and passionate SCHOLAR.
- A confident and persistent ACHIEVER.
- A creative CRITICAL THINKER AND GLOBAL CITIZEN.

This year, our regularly scheduled board of education meetings will include updates on topics from our *SY19 District Action Plan* that are related to our four pillars. Our four pillars are the building blocks of the work we do on behalf of our students. They also define the capabilities the staff must develop on a continuous basis in order to nurture effective instruction and a mission-focused, empowering organizational infrastructure (see page seven of the vision plan).

Pages six through twelve of this document feature an update on the work we are doing in conjunction with Pillar 1. If you have questions, want to offer feedback, or would like to share suggestions after reading any of these updates, we encourage you to do so via the Let's Talk button on our website (www.op97.org).

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 students 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 our employees, Board of Education, parents and community. In doing so, we hope to strengthen our stakeholders' trust in and commitment to our school district:

- *Tuesday, October 30th (Staff) and Tuesday, November 27th (Parents and Community)*
- *Tuesday, March 5th (Staff)*
- *Tuesday, May 28th (Parents and Community)*

Vision Plan - Four Pillars	2018-2019 District Priorities Title & Description	2018-2019 District Priorities Rationale
Pillar 1: Equitable access to rigorous, responsive instruction *We will ensure that all students have access to challenging, engaging instruction, which reflects prior knowledge, learning styles and cultural background.* <u>*BOE Agenda Scheduled Updates on:*</u> ● *September 4* ● ***January 15***	**Strengthen Literacy Instruction** *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.*	*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.*
	Strengthen Middle School Instruction *We will revise International Baccalaureate units for cognitively demanding student-centered experiences in grades 6-8.*	*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.*
	Co-teaching Expansion (Inclusive Teaching Practices) *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*	*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).*
Pillar 2: Strong Relationships with Families and Communities *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.* <u>*BOE Agenda Scheduled Updates on:*</u>	**Physical Integration** * **Monthly Communications Meetings** * **Student and Staff Profiles**	

Pillar 3: Effective Teachers, Leaders, and Staff for Every Student, for Every School *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).* *BOE Agenda Scheduled Updates on:* ● *October 23* ● *March 12*	**Social-Emotional Supports** *We will refine and expand targeted social-emotional supports that address all aspects of a student's development through caring and respective relationships.*	*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.* *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.*
Pillar 4: Data-Informed Continuous Improvement *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.* *BOE Agenda Scheduled Updates on:* ● *November 27* ● *April 30*	**Middle School Behavior: Tier 1 PBIS and Culture/Climate Supports** *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).*	*We selected this priority because improving Middle School Tier 1 PBIS/Culture & 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.*

Pillar	Administrator Team Assignments	2018-2019 Departmental Priorities (Targeted Strategies and Objective or TSO)
Pillar 1	**Tawanda Lawrence, Donna Middleton, Kristin Imberger, Megan Stewart**	● **Math Differentiation (TSO 2)** ● **Increased Access for Students with Disabilities (TSO 2)**
Pillar 2	Amanda Siegfried, Chris Jasculca, Carol Kelley, Carrie Kamm, Siania Obidi	● Physical Integration (TSO 4) ● Monthly Communication Meetings (TSO 5) ● Staff and Student Profiles (TSO 6) ● Family Engagement Committee (TSO 5)
Pillar 3	Emily Fenske, Felicia Starks-Turner, Laurie Campbell, Eboney Lofton, Lauren Olson	● Effective Student Behavior Handbook and Behavior Matrix Field Test (TSO 7) ● Building Capacity to Support Instructional Excellence (TSO 8) ● Increasing Diversity within our Workforce (TSO 8) ● Professional Learning Communities and Teacher Teams (TSO 9)
Pillar 4	Jeanne Keane, Amy Warke, Michael Arensdorff, Liz Battaglia, Will Brackett, Paul Starck-King, Cathy Hamilton, Tulicia Edwards, Marcy Shannon, Carla Ellis, Julie Mullen	● TieNet 504 Electronic Case Management Module (TSO ??) ● BLTs, School Improvement Planning (TSO 10) ● Data Surety-Student Data ID Processes (TSO 10) ● User-Friendly Student Tracking System (TSO 10) ● Substitute Solution (TSO 11) ● Systems and Processes for HR (TSO 12) ● Infrastructure Maintenance and Improvement (TSO 12) ● Improve Student/Staff Experiences with Instructional Tech and IT Services (TSO 12) ● Network and Data Security (TSO 12) ● Cleaning Standards (TSO 12) ● Maintenance/Facilities Efficiencies (TSO 12)

Pillar 1 - Equitable Access to Rigorous, Responsive Instruction

We will ensure that all students have access to challenging, engaging instruction, which reflects students' prior knowledge, learning styles and cultural background.

Pillar and Targeted Strategy/ Objective (TSO)	SY19 Priority	SY19 Sub-Priority and Key Tasks	Status	Next Steps
1.1 Instructional Systems Designed for All Learners	**Strengthen Literacy Instruction** *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.*	**Reading Units of Study (RUOS) - Grades K-5 (1.1, 1.2)** Offer summer professional learning opportunities to build the capacity of teachers and staff in implementing Reading Units of Study. Revise the K-5 Written Curriculum and develop assessment resources to support instruction and reporting.	**COMPLETE** **IN PROGRESS**	The ELA committee is working to develop more formative and summative assessments aligned to the Reading Units of Study that will inform teachers of the students and their learning progression.
1.1 Instructional Systems Designed for All Learners	**Strengthen Middle School Instruction** *We will revise International Baccalaureate units for cognitively demanding student-centered experiences in grades 6-8.*	**IB Units and Assessments Revisions (2.1)** Revise IB units and assessments (MS Departments); Submit IB units for self-study. **Middle School (IB) Assessment Practices and Reporting (2.2)** Develop timeline and transition plan to support capacity of teachers and families in understanding how	**COMPLETE** **IN PROGRESS**	Units have been submitted, and we anticipate receiving feedback in April/May; we can make any necessary revisions this summer. We intend to include these costs in our SY19 budget (T&L). Committee meetings have been held every other Thursday morning from 7:30 a.m. to 8:30 a.m. and the location alternates between Julian and

		to report student progress based on IB criteria, with the IB Assessment Committee.		Brooks. For further information on their work, please click here.
		IB Interdisciplinary Unit Development (2.3) Devote fall department meetings to IB unit planning to develop IB interdisciplinary units with individuals and Societies department and Language Acquisition and Literature department.	**COMPLETE**	Units are being submitted to IB for review by January 31, 2019.
		Implement the revised units and reflect on implementation during grade-level department meetings.	**NOT STARTED YET**	This work will be started when we receive the feedback from IB in the spring.
1.2 Challenging and Engaging All Students 1.2 Challenging and Engaging All Students	**Co-teaching Expansion (Inclusive Teaching Practices)** *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*	**Co-Teaching Scheduling and Structure (5.1)** In co-teaching pilot schools: ● *review student projections* ● *meet w/ administrative team to solidify master schedule for pilot schools* ● *meet w/ school teams to review learner profiles and draft student and teacher schedules*	**COMPLETE**	
		(Co-Teaching) Professional Learning (5.2) Create learning plan for K-8 co-teaching pairs with P. Kluth *and* Articulate plan to teachers	**COMPLETE**	The Inclusive Practices professional learning series with Paula Kluth has concluded. Training took place on Sept. 12, Oct. 15, and Nov. 13. Planning for SY19 professional learning is

		Deliver professional learning to staff and job embedded supports	**IN PROGRESS**	underway.
		Review efficacy	**IN PROGRESS**	
		(Co-Teaching) Implementation (5.3) ● *Refine existing co-teaching observation tools and protocols* ● *Convene teacher groups to review and edit tools/protocols* ● *Share protocol with administrative teams*	**COMPLETE** **COMPLETE** **COMPLETE**	
		(Co-Teaching) Monitoring (5.4) ● *Communicate observation schedule* ● *Conduct learning walks* ● *Review data with stakeholders*	**COMPLETE** **IN PROGRESS** **IN PROGRESS**	Information-only report will be included on D97's board of education's regularly scheduled meeting on January 29.
		(Co-Teaching) Assessment of Impact (5.5)	**IN PROGRESS**	The department will host a parent focus group on December 10th. Teacher focus group facilitation will follow. Additionally, the [Co-Teaching Fidelity Tool](#) is in active use. The tool has been shared with the administrative leadership team as well as all special education and general education

				teachers touched by co-teaching. Data will be collected for all co-teaching teams (middle school and expansion schools) three times per year and for elementary teams (pilot expansion schools) monthly. The data in the aggregate will be shared with principals and teachers following each data collection cycle. The intent is to address programmatic change in order to inform the provision of supports and resources. Tangential to this process, there will be individual conversations with principals if there is a need for potential follow up around specific teacher teams and/or individual teachers.
1.2 Challenging and Engaging All Students	**Teaching & Learning Department Priority**	**Math Differentiation** Provide resources and support to teachers and administrators to implement differentiated instruction in 3rd, 4th. ● *Develop math differentiation and enrichment resources to support math instruction in 3rd and 4th grade math (Summer 2018).* ● *Develop math differentiation and enrichment resources to support math instruction in 6th grade math and 6th grade math classrooms. (Summer 2018)* ● *Provide adult professional learning support for 3rd,*	**COMPLETE** **COMPLETE** **COMPLETE**	Information-only report was included on D97's board of education's regularly scheduled meeting on Sept. 4 *(see Item 8.4)*. Click here to read.

		4th, and 6th grade instructional staff.		
		○ External Coaching	**IN PROGRESS**	Number of Coaching Cycles with Lisa Westman by school: 1. Beye: 2 2. Brooks: 4 3. Hatch: 2 4. Holmes: 7 5. Julian: 1 6. Mann: 5 7. Irving: 0 8. Lincoln: 3 9. Longfellow: 3 10. Whittier: 2 Professional learning sessions for Administrators & Coaches has taken place on October 15. The next one is on February 25. There are an additional 19 sessions of learning with 3, 4, 6 and GTD staff to support differentiation in the classroom.
		○ Internal Coaching and/or School-based professional learning	**IN PROGRESS**	Reflection meetings with Instructional Coaches has taken place on 9/5, 9/6, 9/17, 9/21, 9/25, 9/26, 10/2, 10/4, 10/15, 10/19, 10/30, 11/5, 11/16, 11/28, 12/10, 12/11, 12/12, 12/20, 1/7, 1/9 Learning walks & debriefs with each Principal/AP in elementary schools have taken place on 9/5, 9/6, 9/17, 9/25, 9/26, 10/2, 10/30, 11/5, 11/16, 11/28, 12/12, 12/20, 1/9

1.2 Challenging and Engaging All Students	**Special Education Department Priority**	**Increased Access for Students with Disabilities** Connect with teachers and administrative staff to determine which areas require access	**COMPLETE**	
		Connect with parents to determine pressure points around inclusion	**COMPLETE**	
		Identify potential barriers Examine barriers from a historical perspective	**COMPLETE**	
		Determine what professional learning may be required to address barriers	**IN PROGRESS**	
		Connect with school-based stakeholders to generate ideas for access creation	**IN PROGRESS**	
		Map out strategy for execution	**NOT YET STARTED**	
		Develop a communications strategy	**IN PROGRESS**	
		Hold engagement meetings/discussions with staff and community members	**IN PROGRESS**	
		Codify learnings from staff and community to determine what	**NOT YET STARTED**	

		success "looks like/feels like" and determine key indicators		
		Implement action plan as created by stakeholders	**IN PROGRESS** **IN PROGRESS**	
		Review success indicators on a quarterly basis and adjust strategy as necessary		
		Review middle school scheduling options with the Teaching and Learning Department	**NOT YET STARTED** (February 2019)	