

Subject: Pillar 1 Update - September 4

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 Vision97 4ALL outlined **four aspirational goals** for student learning, as well as four pillars (professional practices and targeted strategies) that will 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 define the capabilities the staff must develop continuously to nurture effective instruction and a mission-focused, empowering organizational infrastructure (see page seven of the vision plan).

If you would like to ask questions, share feedback, or make 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).

Pillar 1 - Equitable Access to Rigorous, Responsive Instruction			
<i>We will ensure that all students have access to challenging, engaging instruction, which reflects students' prior knowledge, learning styles and cultural background.</i>			
Targeted Strategy and Objective	SY19 Sub-Priority and Key Tasks	Status	Next Steps
1.1 Instructional Systems Designed for All Learners	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.	COMPLETE	
	Revise the K-5 Written Curriculum and develop assessment resources to support instruction	PENDING	The ELA Written Curriculum Committee will focus on revising the K-5 Written

	and reporting.		Curriculum and developing formative and summative assessments. Committee meetings will be held from 3:30 p.m. to 5:30 p.m. twice a month (Sept. - Nov.) and once a month (Dec. - May).
1.1 Instructional Systems Designed for All Learners	Middle School (IB) Assessment Practices and Reporting (2.2) Develop timeline and transition plan to support capacity of teachers and families in understanding how to report student progress based on IB criteria, with the IB Assessment Committee.	PENDING	This middle school assessment committee has its first meeting Thursday, Sept. 6, and will be meeting every other week the entire school year. The committee has the charge of designing a reporting system to align with the IB requirements for the FY 21 school year. Additionally, the committee will be planning communication, rollout and professional learning associated with a new report card. This is for students to become more self-reliant as it relates to the IB criterion and to have a better understanding of their progress in learning as it relates to the criterion and standards.
1.2 Challenging and Engaging All Students	Co-Teaching Scheduling and Structure (5.1) In co-teaching pilot schools: <ul style="list-style-type: none"> ● 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	
1.2 Challenging and Engaging All Students	Professional Learning (5.2) Create learning plan for K-8 co-teaching pairs with P. Kluth.	COMPLETE	Scheduled for Sept. 12, Oct. 15, Nov. 13 Priority will be staff who did not attend last year
1.2 Challenging and Engaging All Students	Math Differentiation Provide resources and support to teachers and administrators to implement differentiated instruction in 3rd, 4th, and 6th grade math classrooms.	PENDING	Information only report will be included on D97's board of education's regularly scheduled meeting on Sept. 4.