

MID-YEAR PROGRESS REPORT

2019-2020 SY



**Oak Park
Elementary School
District 97**
(Oak Park, IL)

Dr. Carol Kelley (*Superintendent*)



February 18, 2020

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Introduction

The 2019-20 school year is well underway, and we are so proud of all the wonderful things that are happening in support of our students, staff and schools. Thus far, we reaffirmed our commitment to advancing the district's vision of creating a positive learning environment for all students that is equitable, inclusive and focused on the whole child. We shared our [FY20 Collective Action Plan](#) and [individual school improvement plans](#), which not only support the implementation of our new equity policy, but also help promote greater transparency around the work being done to achieve our goals. We also embarked on a new [Communication and Community Engagement Plan](#), which reflects our commitment to keep the community informed and engaged around the district's equity work.

Included in this update are district- and school-level highlights from Trimesters 1 and 2, as well as information about our path forward through the end of the school year and beyond.

Information about the progress we are making toward our goals and student learning targets will be posted on our district website, www.op97.org. We will continue to provide opportunities for the community to share their thoughts and ideas on our equity work through future community feedback sessions and surveys.

We recognize that there is still plenty of challenging work that lies ahead, but we believe we have established a clear path forward to achieving our goals and continuing our growth as an organization. Thank you to our talented and hard-working staff and the entire Oak Park community for their tremendous support of District 97 and the more than 6,000 students we serve.

Part I: Overview of 2019/2020 Priorities

1. District Goals and Action Plan

Our Vision

At Oak Park District 97, we are committed to creating a positive learning environment for all students that is equitable, inclusive and focused on the whole child.

The D97 Board created an equity policy and now, we have a plan to help ensure that policy is upheld. We'll continue to monitor, measure and share progress for the eventual success of all.

- Source: Board of Education Policy 7:12



Oak Park Elementary
School District 97

SY 2020: District Goals and Action Plan

Our Board Equity Policies (7:12)

1. Equitable Access
2. Eliminating Discipline Disproportionality
3. Stakeholder and Community Engagement
4. Welcoming School Environments
5. Equity Leadership and Infrastructure
6. Professional Development
7. Workforce Equity
8. Racial Equity Analysis
9. Recognizing and Valuing Diversity

Equity Policy #9: Recognizing and Valuing Diversity

SY 20 Focus: » Student Voice and Agency (aka "Student Clubs, Other Activities")

Equity Policy #1: Equitable Access

SY 20 Focus: » Universal Design for Learning (aka "UDL")

Goal 1:

Every Oak Park District 97 student is a known, nurtured and celebrated learner.

1. To increase the percentage of favorable responses to the statement: "When I am at school, I feel I belong" -- as measured on the Positive Learning Environment Student Survey (PLESS)

Goal 2:

Every Oak Park District 97 student is an empowered and passionate scholar.

2. To reduce the disproportionality of Black students receiving office discipline referrals - as measured by SWIS.
3. To reduce the percentage of students who are chronically absent from school

Equity Policy #2: Eliminating Discipline Disproportionality

SY 20 Focus:

- » Increase Restorative Practice Training for Staff
- » Climate/Culture Training and Supports

Equity Policy #1: Equitable Access

SY 20 Focus:

- » Literacy Audit & Resources for Targeted Support
- » Culturally Relevant Resources for Providing Differentiated Learning Experiences
- » MTSS (aka "Increased Tutoring and Related Supports")

Equity Policy #6: Professional Development

SY 20 Focus:

- » Culturally Relevant Resources for Providing Differentiated Learning Experiences

Goal 3:

Every Oak Park District 97 student is a confident and persistent achiever.

4. To increase the percentage of grade 3 students reading at or above grade level - as measured by NWEA/MAP.
5. To increase the percentage of Tier 2 and Tier 3 students who achieve accelerated growth of at least 1.5 years (per year) in Reading - as measured by NWEA/MAP
6. To increase the percentage of Tier 2 and Tier 3 students who achieve accelerated growth of at least 1.5 years (per year) in Math - as measured by NWEA/MAP

Goal 4:

Every Oak Park District 97 student is a creative critical thinker and global citizen.

7. To increase the percentage of students who are projected college ready in mathematics -- as measured by NWEA/MAP.
8. To increase the percentage of students who are projected college ready in reading -- as measured by NWEA/MAP.

Equity Policy #1: Equitable Access

SY 20 Focus:

- » Expansion of Accelerated Learning
- » Math Enrichment Programs and In-Class Supports
- » Provide Additional Teacher Resources

2. Key SY20 Deliverables

Goals	Key SY 2020 Deliverables
<p>Goal 1: Every Oak Park District 97 student is a known, nurtured and celebrated learner.</p>	<p>Universal Design for Learning - (Equity Policy #1)</p> <p>Affinity Spaces for African American and LatinX students- (Equity Policy #9)</p> <p>Student Focus Groups (Lunch and Learn) - (Equity Policy #9)</p> <p>Student Voice Clubs - (Equity Policy #9)</p> <p>Student Surveys - (Equity Policy #9)</p>
<p>Goal 2: Every Oak Park District 97 student is an empowered and passionate scholar.</p>	<p>Staff Training Culturally Relevant, Differentiated Instruction (Equity Policy #2)</p> <p>Supports to Decrease Chronic Absenteeism (Equity Policy #2)</p> <p>Supports to Decrease Disproportionality in ODRs (Equity Policy #2)</p>
<p>Goal 3: Every Oak Park District 97 student is a confident and persistent achiever.</p>	<p>Literacy Audit & Leader Learning Series (Equity Policy #1)</p> <p>Culturally Relevant Resources (ELA) (Equity Policy #1)</p> <p>Strengthen MTSS (Equity Policy #1)</p> <p>Coaching Intensives, National Board Certification (Equity Policy #6)</p>
<p>Goal 4: Every Oak Park District 97 student is a creative critical thinker and global citizen.</p>	<p>Increased Access to Advanced Learning Opportunities (Equity Policy #1)</p> <p>Support Middle School Rigorous Instruction (Equity Policy #1)</p> <p>Digital Tools & Learning Series (Equity Policy #1)</p>

Part II: District-Level Summaries

1 Vital Signs of Student Success: All Four Goals

OAK PARK ELEMENTARY DISTRICT 97 (D97)

SY20 MEASURES OF STUDENT SUCCESS | MID-YEAR REPORT | SY19/20 Winter Update

Goal #1: Every Oak Park District 97 student is a **known, nurtured, celebrated learner**

% favorable responses to "When I am at school, I feel I belong."



Goal #2: Every Oak Park District 97 student is an **empowered and passionate scholar.**

% of African American students receiving disproportionate ODRs

Excellence Target 17% vs 17%

January 2020:	46% vs 17%
December 2019:	46% vs 17%
November 2019:	47% vs 17%
September 2019:	43% vs 17%

% of IEP students receiving disproportionate ODRs

Excellence Target 15% vs 15%

January 2020:	17% vs. 15%
December 2019:	17% vs. 15%
November 2019:	19% vs. 15%
September 2019:	18% vs. 18%

% of students chronically absent (i.e., missing more than 10% of attendance days)



Goal #3: Every Oak Park District 97 student is a **confident and persistent achiever.**

% of Grade 3 students at/above grade level in **READING** (Spring RIT score = 191)



% of Tier 2 and Tier 3 students who achieve accelerated growth of at least 1.5 years (per year) in **READING**



% of Tier 2 and Tier 3 students who achieve accelerated growth of at least 1.5 years (per year) in **MATH**



Goal #4: Every Oak Park District 97 student is a **creative thinker and global citizen.**

% of students "Projected College-Ready" in **READING** (70th percentile or higher)



% of students "Projected College-Ready" in **MATH** (70th percentile or higher)



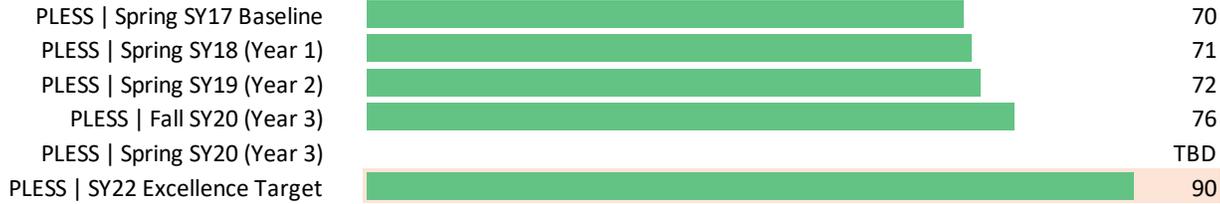
2A. Goal #1: Every Oak Park District 97 student is a known, nurtured, celebrated learner

OAK PARK ELEMENTARY DISTRICT 97 (D97)

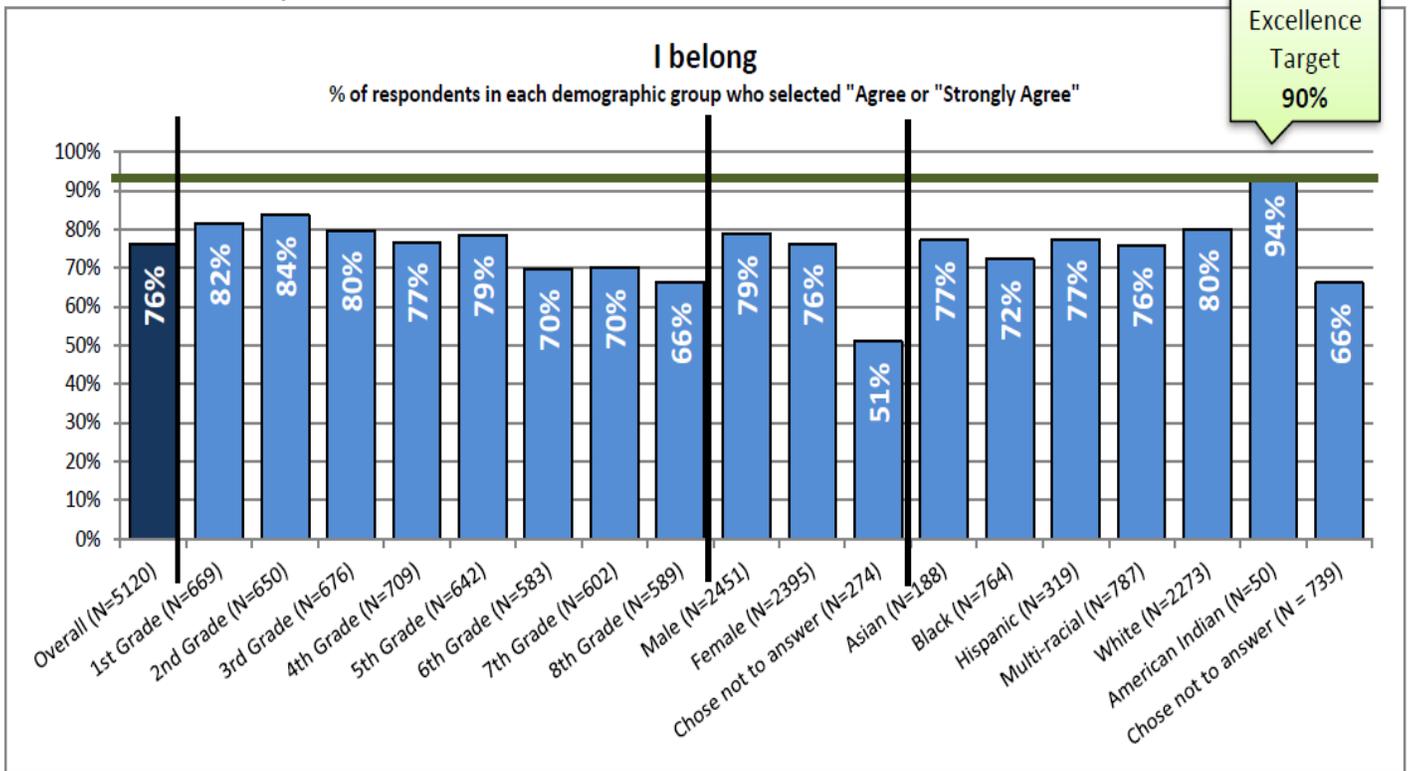
SY20 MEASURES OF STUDENT SUCCESS | MID-YEAR REPORT | SY19/20 Winter Update

Goal #1: Every Oak Park District 97 student is a **known, nurtured, celebrated learner**

% favorable responses to "When I am at school, I feel I belong."



When I am at school, I feel:



GOAL 1

OAK PARK ELEMENTARY DISTRICT 97 (D97)
 SY20 MEASURES OF PROFESSIONAL PRACTICES | MID-YEAR REPORT | SY19/20 Winter Update

Goal #1: Every Oak Park District 97 student is a known, nurtured, celebrated learner

Start Date	End Date	Vital Sign of Professional Practice	SY19/20 Target	SY19/20 Winter Status	Comments
Sep-19	Oct-19	# of schools completing team training for <i>Gender Support Team</i> (Equity)	10 schools	10 schools	Completed on 11/4 District webspace that links to policy/procedure/ school-based gender support teams is in process
Nov-19	Dec-19	# of selected students who participated in <i>Lunch 'n Learn</i> (out of 360 total) (SAS)	198	165	We have identified several changes in our process for SY21 to increase the participation rate.
	May-20	# of schools with active <i>Social Justice Club</i> or student voice (T&L)	10	8	SJCs have been established at both middle schools. Beye, Mann, Irving, Whittier, Holmes, Hatch have also established student voice clubs.
Nov-19	May-20	# students per school in <i>Affinity Spaces</i> for African American/Latinx students (T&L)	25	20	Affinity spaces have been established at both middle schools. Recruitment remains an area of opportunity
Nov-19	Mar-20	Participation rate in <i>PLESS</i> survey (SAS)	95%	97%	November participation rate <i>exceeded</i> target by 2 percentage-points. Spring PLESS will take place between March 30- April 7
Sep-19	May-20	% of students with disabilities (IEP) who receive <i>Specially designed instruction</i> in an inclusive general education setting (SPED)	92%	91%	91% of students with disabilities receive specially designed instruction in an inclusive general education setting
Oct-20	May-20	% of teachers who receive a score of 90% or above on the <i>Quality Indicators of SDI</i> rubric (SPED)	95%	88%	79% of teachers received a score of 90% or above on the Quality Indicators of Specially Designed Instruction rubric. Special Ed personnel fill rates this school year has impacted our score rates (higher turnover than anticipated)
Feb-20	May-20	Implement PLESS administration script	100% of all schools	N/A	Student and Administrative Services have reviewed internal practices to improve administration of PLESS
Feb-20	Mar-20	PLESS survey for students in grades 1-5 will include facial representation for likert scales	100%	N/A	Student and Administrative Services have reviewed internal practices to improve administration of PLESS
Feb-20	May-20	UDL survey administered with staff	completed by Trimester 3	N/A	Project Leader: S. Lenzo
Feb-20	May-20	Number of teachers who are leveraging UDL in their classrooms via pilot	8 teachers	N/A	Project Leader: S. Lenzo
Feb-20	May-20	Number of UDL sessions	2 sessions	N/A	Project Leader: S. Lenzo
Feb-20	May-20	Increase participation in AA/LatinX space	30 students total	20 students	
Feb-20	May-20	Summary report of SY20 Student Focus Group Sessions (<i>Lunch and Learn</i>) delivered to Cabinet and principals	1 report delivered by May	N/A	

Goal 1: Every Oak Park District 97 student is a known, nurtured and celebrated learner.

Equity Policy #1: Equitable Access

Equity Policy #9: Recognizing and Valuing Diversity

KEY SY 20 DELIVERABLES	PROGRESS	OBSTACLES AND RISKS	PATH FORWARD
Universal Design for Learning <i>(Equity Policy #1)</i>	Professional learning sessions have started: Institute Day session completed Survey to staff has been developed assessing current knowledge and needs UDL website has been created	Time to provide professional learning Limited number of staff participated in the Institute Day session. Lacking collaboration time Staff spread thin	Create UDL mission statement Develop long-term goal Disseminate survey to staff Launch website Provide UDL topic-specific modules Provide UDL tips in the T & L newsletter
Affinity Spaces for African American and LatinX students <i>(Equity Policy #9)</i>	YEMBA: STARS- Affinity spaces have been created for Brooks and Julian Middle Schools YEMBA began sessions in November Curriculum developed to further support student voice & student identity for students of color	Competing with other programs that are offered at the middle school on the same days Consistent participation of students in YEMBA: STARS program	Continue support for implementing affinity groups Regular review of efficacy of program
Student Focus Groups (Lunch and Learn) <i>(Equity Policy #9)</i>	We invited 400 randomly selected students to participate in focus. Focus Groups completed at all elementary and middle schools in November and December.	Receiving permission responses in time to include the student in the focus group. Middle School student participation remains consistently lower than elementary school student participation	165 student participants Student & Administrative Services Dept. analysis of student feedback. District summary report will be available in February for review and to address next steps. Upon reviewing district summary report, cabinet will address necessary next steps for trending feedback.
Student Voice Clubs <i>(Equity Policy #9)</i>	Social Justice Clubs launched at Brooks and Julian. SJs using Social Justice Standards and Student Voice Curriculum	Supporting our students in being Social Justice Warriors for their community	SJC will offer an opportunity for our middle school students to work towards understanding policy and how they can be advocates in this change. Planning for elementary school level student voice clubs.
Student Surveys <i>(Equity Policy #9)</i>	Fall PLESS administered 11/11 - 11/19. Grades 1st through 8 th : High Overall District Response Rate: 97%	Time: Schools needed additional days to complete survey Students may be unfamiliar with devices that are not iPads.	An interdepartmental team will meet to discuss obstacles and risks in preparation for the Spring administration. PLESS script will be implemented during Spring administration pending approval in March.

GOAL 2

OAK PARK ELEMENTARY DISTRICT 97 (D97)

SY20 MEASURES OF STUDENT SUCCESS | MID-YEAR REPORT | SY19/20 Winter Update

Goal #2: Every Oak Park District 97 student is an **empowered and passionate scholar.**

% of African American students receiving disproportionate ODRs

Excellence Target 17% vs 17%

January 2020:	46% vs 17%
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GOAL 2

OAK PARK ELEMENTARY DISTRICT 97 (D97)
 SY20 MEASURES OF PROFESSIONAL PRACTICES | MID-YEAR REPORT | SY19/20 Winter Update

Goal #2: Every Oak Park District 97 student is an empowered and passionate scholar.

Start Date	End Date	Vital Sign of Professional Practice	SY19/20 Target	SY19/20 Winter Status	Comments
Nov-19	May-20	% of social workers and school psychologists trained in the delivery of interventions supportive of trauma-informed care (SPED)	100%	96%	96% of social workers and school psychologists trained in the delivery of interventions supportive of Trauma Informed Care
Aug-19	May-20	# of schools actively using advisory, morning circles or cross-grade circles (Equity)	10	6	Culture and Climate Coaches are providing team/individual teacher coaching and modeling on Tier 1 classroom practices. Beye, Mann, Lincoln, Holmes, Irving, and Hatch are actively using morning circles or cross-grade circles as a part of their regular practices.
Aug-20	May-20	% staff trained on <i>Restorative Practices</i> (Equity; SAS)	20%	10%	Culture and Climate Coaches are attending “train the trainer” Restorative Practice sessions. We conducted Admin Academy on Restorative Practices on January 27 for administrators. Irving and Beye have sent teams for training this school year.
Oct-20	May-20	# of teachers/staff trained on tools for addressing <i>implicit bias</i> (Equity)	TBD	N/A	New Teacher Induction session on implicit bias (October 2019). Second session for New Teacher induction series will occur in February. Whittier and Homes will be conducting training in Spring. Brooks held optional PD session on February 5. Beye (book study), Mann, Julian have held PD sessions for staff after analyzing ODR data for school.
Aug-19	Mar-20	Teachers of Color candidates per vacancy (HR)	4.7	N/A	North Central College - Culture of Character Scholarship Opportunity for D97 Educators; 20% discount for D97 Educators who engage in Principal Prep Program or Instructional Coaching Degree Program.
Aug-19	Mar-20	% of teachers of color (HR)	15%	13%	See above
Aug-19	Mar-20	Male candidates per vacancy (HR)	9	N/A	See above
Aug-19	Mar-20	% of male candidates (HR)	22%	N/A	See above
Apr-20	Aug-20	% of new hires by race/ethnicity and gender (HR)	TBD	Hiring Stats for SY20: 66% female, 34% male; 8% Hispanic, 15% African American, 66% White, 3% Asian, 7% Multiracial	SY20 results
Apr-20	Aug-20	Retention rate of 2019/2020 teachers of color (HR)	90%	N/A	
Apr-20	Aug-20	% of final-round interviews with at least one candidate of color (HR)	80%	N/A	
Apr-20	Aug-20	% of staffing interview panels with a minimum of 2 persons of color (HR)	60%	N/A	
Feb-20	May-20	# of schools with diverse hiring panels	10 out of 10 schools	N/A	
Mar-20	May-20	Host job fair at district office	100%	N/A	
Mar-20	May-20	Partner with targeted universities to attract more diverse candidates	800%		
Feb-20	Mar-20	Tier 3 training for MTSS-B	100% of positive culture/climate coaches will undergo training	N/A	

Goal 2: Every Oak Park District 97 student is an *empowered and passionate* scholar.

Equity Policy #2: Eliminating Discipline Disproportionality

KEY SY 20 DELIVERABLES	PROGRESS	OBSTACLES AND RISKS	PATH FORWARD
<p>Support to Decrease Chronic Absenteeism (Student Attendance Dashboard)</p> <p><i>(Equity Policy #2)</i></p>	<p>The new Student Attendance Dashboard is nearing completion.</p>	<p>The dashboard has not yet been completed.</p> <p>Principals and other key staff must be trained and subsequently integrate this tool into their daily/weekly attendance work.</p> <p>Staff and community are not well informed on why attendance is vitally important to student achievement.</p> <p>Our schools do not (yet) have Tier 2 MTSS-Behavior processes built out; attendance monitoring school be a part of the information that is monitored.</p>	<p>Launch the Student Attendance dashboard (Spring)</p> <p>Train school principals & other key staff</p> <p>Work with schools to create best practice responses for common attendance issues</p> <p>Help schools begin to identify students who are having attendance issues. It also breaks out the attendance by code allowing schools to target students with lower attendance based on the reasons they are missing school.</p>
<p>Supports to Decrease Disproportionality in ODRs</p> <p><i>(Equity Policy #2)</i></p>	<p>Monthly reports on ODRs for African-American students and students with IEPs</p> <p>PBIS teams are working with Culture and Climate coaches to facilitate data analysis and team-initiated problem-solving process (TIPS)</p>	<p>Data surety/consistency</p> <p>Time: Professional learning for PBIS teams and school administration to understand root cause analysis/process</p> <p>Time: Professional learning for culturally responsive PBIS (CR-PBIS)</p> <p>This is the first year we have had processes to look at this data. Even though we now have the staff to support this work (thanks to the additional culture/climate coaches), we are finding that our culture needs shifting to fully support collaboration and data analysis.</p>	<p>Continue monthly reports to principals and PBIS team on African-American students and students with IEPs</p> <p>Continue to build capacity of PBIS teams to engage in root cause analysis and create plans to address disproportionality.</p> <p>We are still equipping teams to build structures for Tier 2 and Tier 3 supports. We also must find ways to build and foster relational trust for collaboration and authentic data reporting and analysis.</p>

GOAL 3

2C. Goal #3: Every Oak Park District 97 student is a confident and persistent achiever.

OAK PARK ELEMENTARY DISTRICT 97 (D97)

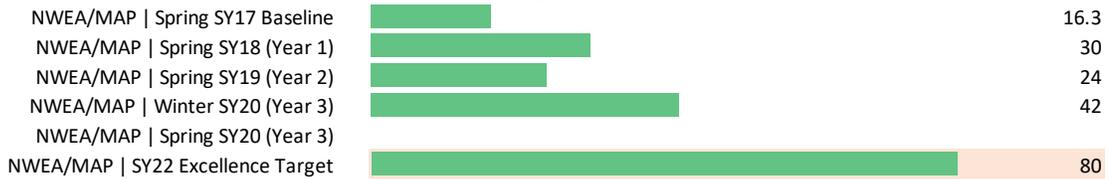
SY20 MEASURES OF STUDENT SUCCESS | MID-YEAR REPORT | SY19/20 Winter Update

Goal #3: Every Oak Park District 97 student is a confident and persistent achiever.

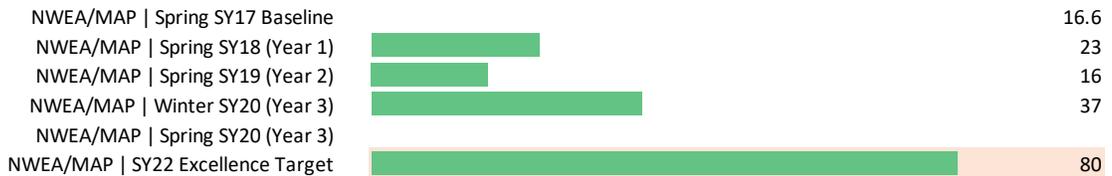
% of Grade 3 students at/above grade level in READING (Spring RIT score = 191)



% of Tier 2 and Tier 3 students who achieve accelerated growth of at least 1.5 years (per year) in READING



% of Tier 2 and Tier 3 students who achieve accelerated growth of at least 1.5 years (per year) in MATH



% of 3rd Grade Students At or Above Grade Level in Reading

MAP % of 3rd Grade Students At or Above Grade Level
50th Percentile and Up
Winter



OAK PARK ELEMENTARY DISTRICT 97 (D97)
SY20 MEASURES OF PROFESSIONAL PRACTICES | MID-YEAR REPORT | SY19/20 Winter Update

Goal #3: Every Oak Park District 97 student is a confident and persistent achiever.

Start Date	End Date	Vital Sign of Professional Practice	SY19/20 Target	SY19/20 Winter Status	Comments
Nov-19	Mar-20	Developmental stage of partnership with Oak Park Township to explore transportation options (Business Dept)	TBD	N/A	
Nov-19	Mar-20	Developmental stage of partnership with SPED to explore transportation options for SPED students who attend schools outside of their attendance zones (Business Dept)	TBD	N/A	
Sept-19	May-20	% of Literacy Audit targets met (T&L)	100%	100%	Literacy audit targets are being established. The audit is on track to be completed by May 2020.
Nov-19	May-20	% selected teachers completing PD on accelerating literacy skills for students farthest away from excellence targets (T&L)	N/A	80%	
Sep-19	May-20	% of teachers expressing comfort and confidence with use of K-5 Literacy resources (T&L)	80%	97%	
Dec-19	May-20	% of teachers expressing comfort with newly adopted K-5 Word Study resources (T&L)	75%	67.6% WTW 61.2% PUOS 97.5% RUOS	Monitoring the fidelity of the Phonics Units of Study and Word Their Way was the focus of the first round of learning walks.
Aug-19	Dec-19	# families qualifying for Internet for ALL (Technology)	78	50	
Nov-19	May-20	% of all students identified as needing Tier 2/ 3 support who have an active plan in Branching Minds (T&L)	85%	85%	
Nov-19	May-20	% completion rate of ELA written curriculum revisions	100%	20%	The process is well underway
Nov-19	May-20	% of instructional coaches who have determined how to implement Ready for Rigor framework in their coaching with individual teachers and teams	85%	85%	Instructional Coaches, CAO and Senior Director of Equity have attended the 1st of 3 sessions on Culturally Responsive Teaching and the Brain facilitated by Zaretta Hammond
Nov-19	May-20	% of district cohort (65 candidates) who complete National Board Certification components 1 and 3	100%	N/A	58 current candidates (7 teachers have withdrawn their candidacy)
Jan-20	Mar-20	Information sessions for SY20 National Board Certification will be completed	100% by end of 2 nd Trimester	In progress	
Dec-19	Mar-20	Instructional coaches will complete professional learning sessions on culturally responsive teaching	2 of 3 completed by end of 2 nd Trimester	N/A	
Jan-20	Feb-20	Parent Resource page for MTSS will be shared and publicized	By Feb 6	Complete	
Jan-20	Mar-20	K-5 ELA Curriculum Design Team will have check-in meeting	1 by the end of 2 nd Trimester	N/A	
Dec-19	Mar-20	New Teacher Mentor will complete 2nd round of coaching cycles with new teachers	57 by end of 2 nd Trimester (47 completed to date)	47/57 82.5%	
Nov-19	Mar-20	21st Century Learning cohort will attend 12 PD/Coaching sessions	100%	6 (50% of sessions/coaching)	
Nov-19	Mar-20	Teacher librarians will attend 9 PD sessions Trimester 2	100%	6 (66%)	

Goal 3: Every Oak Park District 97 student is a *confident and persistent* achiever.

Equity Policy #1: Equitable Access

Equity Policy #6: Professional Development

KEY SY 20 DELIVERABLES	PROGRESS	OBSTACLES AND RISKS	PATH FORWARD
<p>Literacy Audit & Leader Learning Series</p> <p>(Equity Policy #1)</p>	<p>The Leader Learning Series started in November 2019 and will continue throughout the year.</p> <p>The Literacy Audit will begin in January and will be completed in April of 2020.</p>	<p>Potential teacher resistance</p>	<p>Continue professional learning</p> <p>Continue coordination with Dr. Tatum</p>
<p>Culturally Relevant Resources (ELA)</p> <p>(Equity Policy #1)</p>	<p>The Language and Literature Middle School Department began the resource review process. All materials will be evaluated through a culturally responsive lens.</p>		<p>Continue the curricular review of ELA resources for grades 6-8.</p> <p>In January, the ELA Committee will begin the process of revising the K-5 ELA Written Curriculum that will incorporate opportunities and resources for teachers to utilize culturally responsive practices.</p> <p>Common assessments are being developed in grades K-5.</p>
<p>Strengthen MTSS</p> <p>(Equity Policy #1)</p>	<p>Increased focus on process with differentiated support for elementary and middle schools</p> <p>Created a structure and system for monitoring students in Tier 2 and Tier 3 in reading and/or math</p> <p>Creation of a resource library for D97 staff to offer supplementary supports to all students</p>	<p>Continuing to build middle school intervention structures/systems for students receiving Tier 2 and Tier 3 interventions</p> <p>Continuing to build teacher capacity in regards to Tier 2 and Tier 3 math resources and supports</p>	<p>Sharing of resources widely.</p> <p>Continued refinement of processes</p> <p>Piloting Math Bridges Program with 3 of our K-5 schools</p>
<p>Coaching Intensives, National Board Certification</p> <p>(Equity Policy #6)</p>	<p>NBC cohorts are meeting monthly</p> <p>NBC cohort facilitators continue to connect NBC process to D97 Vision</p> <p>7 teachers have withdrawn candidacy</p> <p>Teacher librarians have been participants in 21st century teacher cohorts</p>	<p>Based on exit interviews with teachers who have withdrawn their candidacy, there appears to be a lack of a full understanding of the demands and rigor of the process</p>	<p>Reconsider process for joining NBC district cohort</p> <p>Facilitate NBC cohort information session for SY20-21 cohort</p> <p>21st Century teacher cohorts have started- 6 out of 10 schools have staff participants.</p>

GOAL 4

2D. Goal #4: Every Oak Park District 97 student is a creative thinker and global citizen.

OAK PARK ELEMENTARY DISTRICT 97 (D97)

SY20 MEASURES OF STUDENT SUCCESS | MID-YEAR REPORT | SY19/20 Winter Update

Goal #4: Every Oak Park District 97 student is a creative thinker and global citizen.

% of students "Projected College-Ready" in READING (70th percentile or higher)

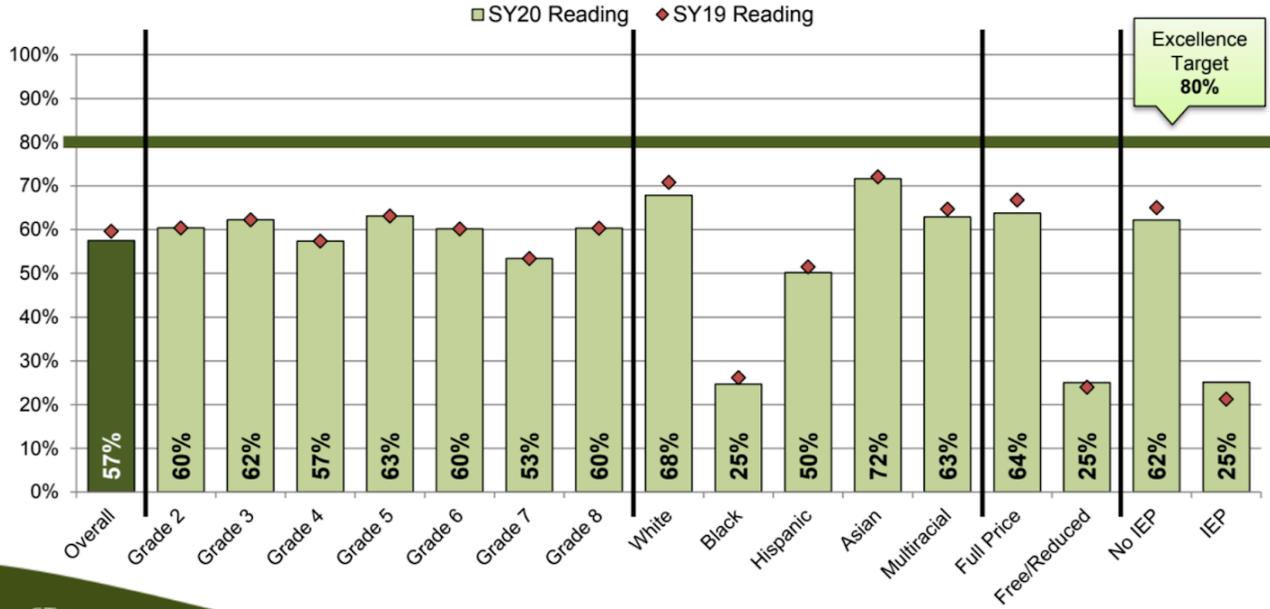
NWEA/MAP Spring SY17 Baseline		57
NWEA/MAP Spring SY18 (Year 1)		55
NWEA/MAP Spring SY19 (Year 2)		53
NWEA/MAP Fall SY20 (Year 3)		58
NWEA/MAP Winter SY20 (Year 3)		57
NWEA/MAP Spring SY20 (Year 3)		57
NWEA/MAP SY22 Excellence Target		80

% of students "Projected College-Ready" in MATH (70th percentile or higher)

NWEA/MAP Spring SY17 Baseline		45
NWEA/MAP Spring SY18 (Year 1)		47
NWEA/MAP Spring SY19 (Year 2)		42
NWEA/MAP Fall SY20 (Year 3)		50
NWEA/MAP Winter SY20 (Year 3)		49
NWEA/MAP Spring SY20 (Year 3)		49
NWEA/MAP SY22 Excellence Target		80

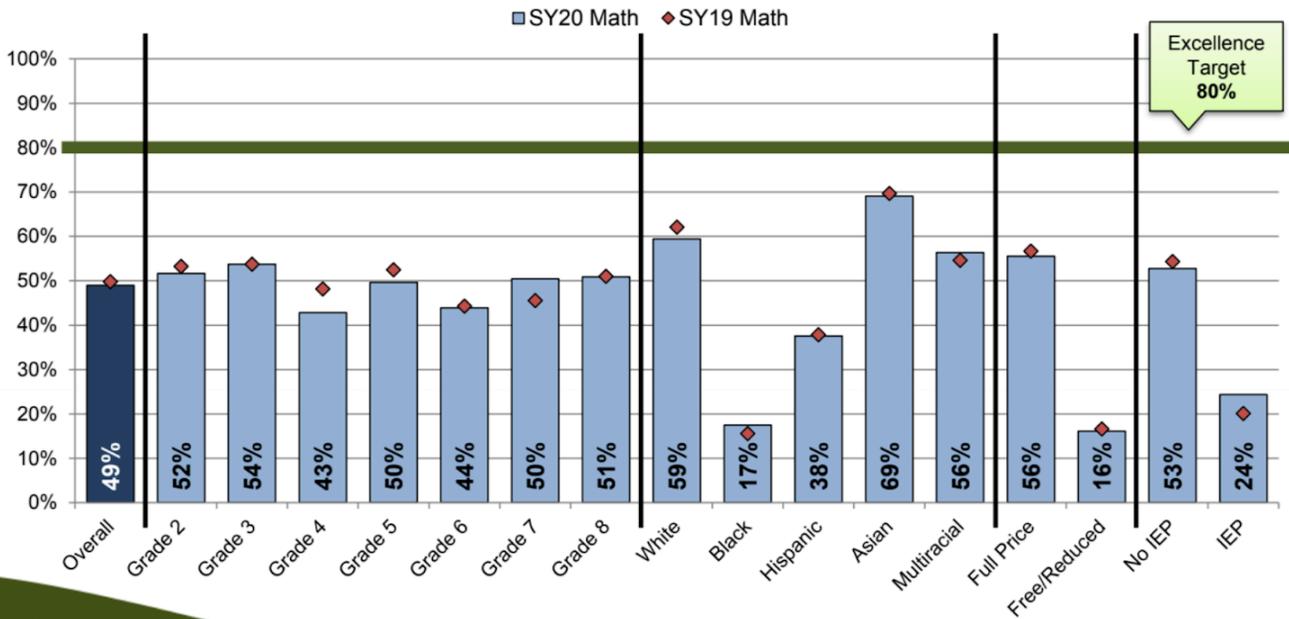
% of Students Projected College Ready in Reading

MAP % of Students Projected College Ready
70th Percentile and Up
Winter



% of Students Projected College Ready in Math

MAP % of Students Projected College Ready
70th Percentile and Up
Winter



GOAL 4

**OAK PARK ELEMENTARY DISTRICT 97 (D97)
SY20 MEASURES OF PROFESSIONAL PRACTICES | MID-YEAR REPORT | SY19/20 Winter Update**

Goal #4: Every Oak Park District 97 student is a creative thinker and global citizen.					
Start Date	End Date	Vital Sign of Professional Practice	SY19/20 Target	SY19/20 Winter Status	Comments
Aug-19	May-20	% of requests for acceleration/resolved completed within 45-60 days (T&L)	100%	100%	100% of (36) requests to date have been completed within the 45 to 60 school day timeline
Aug-19	May-20	Number of elementary schools that implemented the provision of co-taught differentiated supports within the classroom alongside “pull-out” supports (T&L)	8	7	
Oct-19	May-20	# of technology-focused professional learning sessions provided to staff	50	29	Topics have been identified and will be communicated to staff through the weekly technology tips and via each trainer 24-48 hours prior. Collaboration with the professional learning committee to get on the March Institute Day schedule for providing sessions to staff.
Aug-19	Mar-20	# of staff Lunch-Bag PD sessions	18	8	10 sessions will occur in February (1 per building)
Nov-19	May-20	# of information sessions held on accelerated Placement act	2	1	30 parents attended Early Admissions Information Night on 1/22/2020. Accelerated Placement information night will be held on Feb 2, 2020.
Aug-19	Jan-20	IB Unit trackers will be updated by staff	100% of departments	100% are complete	By end of January, this work should be completed.

Goal 4: Every Oak Park District 97 student is a *creative critical thinker and global citizen*.

Equity Policy #1: Equitable Access

KEY SY 20 DELIVERABLES	PROGRESS	OBSTACLES AND RISKS	PATH FORWARD
<p>Increased Access to Advanced Learning Opportunities</p> <p><i>(Equity Policy #1)</i></p>	<p>Soft launch resulted in referral system refinements</p> <p>Communication for SY21 acceleration opportunities (released November 2019)</p> <p>Increased access for students who receive “push-in” supports has been implemented in Mathematics</p> <p>Professional learning series for fifth grade teachers</p>	<p>Staff time/investment in the assessment process</p>	<p>Continued refinement of acceleration processes</p> <p>Continued professional learning for 5th grade teachers</p> <p>Continued support for GTD teachers</p>
<p>Support Middle School Rigorous Instruction</p> <p><i>(Equity Policy #1)</i></p>	<p>Job embedded support for mathematics teachers around new Connected Mathematics Project 3 (CMP3) instructional materials</p> <p>Developed Math enrichment units (6-8)</p> <p>6-8 ELA and Science departments have started the resource review process</p> <p>Revision of IB units is in progress</p> <p>Professional learning is being provided in the IL Learning Standards for Social Science, Physical Education, & World Language</p> <p>Designed common math assessments for new curricular resources (6-8)</p>	<p>Teachers need additional support with incorporating CMP3 with math differentiation units.</p>	<p>Continue work toward strengthening mathematics instruction</p> <p>Continue work toward the review of ELA and Science curricular resources</p> <p>Continue work toward embedding concepts in IB units and Civics implementation</p> <p>Continue work toward integrating the enhanced PE standards</p>
<p>Digital Tools & Learning Series</p> <p><i>(Equity Policy #1)</i></p>	<p>Development of professional learning schedule and topics based on data collected via helpdesk tickets and anecdotal feedback</p> <p>Collection of baseline data for usage of tools</p> <p>Offered professional learning community sessions</p>	<p>Timing of when we can offer professional learning sessions</p>	<p>Communication with staff of learning sessions and schedule at all buildings</p> <p>Collaboration with professional learning committee for March institute day</p> <p>Provide professional learning sessions at all 10 buildings</p>

Part III: Moving Forward

When we completed D97's strategic plan during the 2016/2017 school year, we made a commitment to the disciplined implementation of the plan. We had a strong desire to "pay attention to our intentions" as outlined in the strategic plan, and to engaging our stakeholders in the process through a variety of touch-points.

This Mid-Year Progress Report represents one of those touch-points; its purpose is to keep the D97 Board apprised of our progress and challenges, and - through them - to periodically update our community.

Other avenues for paying attention to our intentions include the cycle of inquiry process which all of our schools use to reflect and plan thoughtfully in 6-9-week intervals, as well as ongoing status updates to the Oak Park community via our website, social media, face-to-face meetings, school-level forums, and open-house.

Moving forward, our aim is to build on these efforts and to continue our practice of updating the Board on a regular basis.