

**DRAFT**

**Oak Park Elementary School District 97**

**SY20 District Goals  
and  
Equity Implementation  
/Action Plan**

At Oak Park Elementary School District 97, our commitment to racial equity, the success of every student, and to achieving our Vision of ***creating a positive learning environment for all students that is equitable, inclusive and focused on the whole child*** is reflected in our four aspirational goals for every student, without exception.

The Goals are statements of our promise to our students, our families, and our community:

- Goal 1: Every D97 student is known, nurtured, and celebrated
- Goal 2: Every D97 student is empowered and passionate
- Goal 3: Every D97 student is confident and persistent
- Goal 4: Every D97 student is a creative, critical thinker and global citizen.

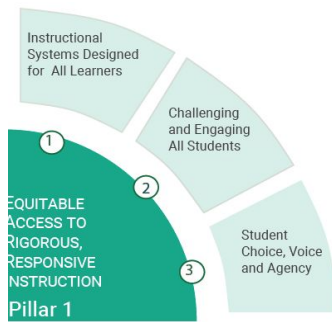
To accomplish this, our five-year **Vision97 4ALL** plan outlines four strategic directions (pillars) for our district, school leaders, and staff to follow as a roadmap to create and sustain great schools:

- Pillar 1: Equitable Access to Rigorous, Responsive Instruction
- Pillar 2: Strong Relationships with Families and Community
- Pillar 3: Effective Teachers, Leaders and Staff for Every Student, for Every School
- Pillar 4: Data-informed Continuous Improvement

To affirm our steadfast commitment to racial equity, on March 12, 2019, the District 97 Board of Education unanimously approved Policy 7:12 - *Ensuring Racial and Educational Equity Plan*. This policy, which we will begin implementing this school year, seeks to promote a strong sense of belonging in all of our schools, and is aimed at ensuring that every student we serve has access to an excellent and equitable educational experience.

As part of this policy, the superintendent is charged with preparing an implementation plan that includes strategies, priorities and milestones for achieving and maintaining racial educational equity for all students.

Through a collaborative process led by the superintendent, each of the district's schools and departments developed a draft action plan for the 2019-20 school year to help address the important issues that are featured in the implementation section of the policy. These issues include the following nine (9) areas:



### Policy Implementation A: Equitable Access

*District 97 shall provide every student with equitable access to high-quality instruction, culturally relevant curriculum, grade appropriate assignments, high expectations, facilities, and other educational resources necessary for them to succeed.*

### Policy Implementation C: Eliminating Discipline Disproportionality

*District 97 shall take appropriate action in the area of eliminating discipline disproportionality, especially by race/ethnicity and gender and support students' social, emotional, and cultural needs.*



### Policy Implementation D: Stakeholder and Community Engagement

*District 97 shall welcome and empower families, including underrepresented families of color, those whose first language may not be English, and parents and guardians of students with disabilities and different learning needs as essential partners in students' education, school planning, and District decision-making.*

### Policy Implementation G: Welcoming School Environments

*District 97 shall ensure that each school creates a welcoming culture and inclusive environment that reflects and supports the diversity of each school, student population, their families, our teachers and staff and our community.*



### Policy Implementation F: Professional Development

*District 97 shall provide ongoing professional development to strengthen employees' knowledge of strategies and skills for eliminating bias, and to understand the cause in disparities in achievement, including specific training on the use of the tools that are used to review practices through a racial equity lens, cultural responsiveness and the historical roots of structural racism.*

### Policy Implementation E: Workforce Equity

*District 97 shall recruit, employ, support, and retain racially and linguistically diverse and culturally competent administrative, instructional and support personnel*

### Policy Implementation I: Equity Leadership and Infrastructure

*District 97 shall use an ongoing process that includes opportunities for teachers, staff, parents and guardians, community members and board members to provide input on the implementation of our Vision97 4ALL plan at least on a quarterly basis and assist the BOE in monitoring outcomes and communicating implementation and results with the community.*



### **Policy Implementation B: Racial Equity Analysis**

*District 97 shall develop a racial equity analysis tool with meaningful stakeholder support, and shall be applied with stakeholder engagement and effective collection, analysis and use of disaggregated data.*

### **Policy Implementation H: Recognizing and Valuing Diversity**

*District 97 shall incorporate teaching and learning materials and assessments that are intentionally designed to reduce bias and are geared toward the understanding and appreciation of culture, class, language, ethnicity and other differences that contribute to the uniqueness of each student and staff member.*

These draft action plans were then consolidated into a comprehensive plan to not only support the implementation of the Board's newly adopted policy, but also help advance the district's vision and promote greater transparency around the work being done to achieve our goals.

It is important to note that a diverse pool of stakeholders provided feedback on this plan. In addition to in-person community feedback sessions (which were held on August 14 and 19, 2019), we also solicited feedback in several other ways. This included, but was not limited to, conducting parent and student focus groups over the summer, soliciting input via parent, community, and staff surveys, and hosting a variety of school-level feedback sessions. In all, this feedback resulted in a wide-range of ideas generated to help shape our equity work across each of our discussions areas (or pillars).

In the report below, you will find:

- I. *Stakeholder/Community research on BOE equity policy (pages 5-16)*
- II. *SY20 Goals and Measures of Success*
  - A. *Goal 1 (pages 17-20)*
  - B. *Goal 2 (pages 21-27)*
  - C. *Goal 3 (pages 28-32)*
  - D. *Goal 4 (pages 33-39)*

Following the board's approval in October, the superintendent and **D97 Racial and Educational Equity Network team** will assist the BOE in monitoring the plan. *(List Of Participants On This Team Include: Carol Kelley, Superintendent; Carrie Kamm, Sr. Director Of Equity; Patrick Robinson, Principal, Whittier; Martha Polley, Instructional Coach; Ashley Kannan, Teacher; And Faith Cole, Director Of MTSS.)*

# I. Stakeholder/Community Research on BOE Equity Policy

In an effort to improve equity among various ethnic and racial groups, the Oak Park Elementary School District 97 School Board enacted an equity policy. As such, the District leadership was charged with engaging stakeholders around a plan to put actionable steps behind the policy.

To inform the plan, the district utilized input from a variety of sources, including Spring meetings, the “Let’s Talk” web tool and the content included in this report from the following:

- Teacher and parent survey data
- Parent focus group feedback
- Student focus group feedback
- Community meeting feedback.

Overall, the district experienced a high level of involvement from parents, teachers, and community members who weighed in through multiple means of engagement.

## **Teacher Survey Results**

Approximately 17% of the district’s 544 teachers responded to a recent survey regarding equity. Educators from all D97 schools were represented with the largest number of respondents (17.6%) coming from Julian Middle and the largest grade band represented from 7th grade (17.0%).

We learned that roughly 88% of those surveyed had a moderate to high level of awareness about the District’s equity policy.

Further, nearly 95% moderately to strongly agreed that: (1) D97 faces significant achievement gaps between student performance and excellence targets, especially for students of color, students receiving free/reduced lunch and students with an IEP; (2) D97 is working collaboratively with parents and community members to improve issues of equity; and (3) D97 is working collaboratively with educators to improve issues of equity.

### *The Issues*

Through an analysis of responses, the teachers, 40% of whom work at the district's middle schools, reported the following top reasons for inequities in their particular school.

Twelve of the teacher respondents pointed to discipline as the primary source for the issue, however, they had varying opinions as to why. One teacher wrote, "Students need to be held accountable. Don't let kids hold classrooms hostage with inappropriate behavior." While another questioned the inequities related to who was being disciplined saying, "Children of color are disciplined more severely than white students."

Nearly 10 teachers felt the lack of targeted support, such as tutoring and other resources for students, was one key reason for the disparity. Access to those resources was also mentioned, with one teacher writing, "...students cannot come in early nor can they stay late due to not having the ability to get to and from school during non-school hours." Others noted the perceived lack of access black students have to the gifted programs as a cause for high performing black students not being challenged or pushed to excel at a higher rate.

Another group of responding teachers mentioned the disproportionate referrals of African American children to special education as the main source for inequity, while a handful pointed to societal and economic challenges as a source.

### *The Solutions*

In direct alignment with the equity-related issues, teachers identified the primary solution raised surrounded increased and/or more focused intervention. Sixteen of the 85 teacher respondents gave intervention suggestions, such as classroom pullouts and structured in-class interventions like MATH 180. In addition, teachers suggested getting better student data tracking systems to assist them in knowing who needs what supports.

At least six teachers felt the additional support could be provided by increased instructional time. Other teachers raised the need for more access to before or after-school tutoring by providing both early and late buses for students in need of additional support.

Another main solution provided by teachers was simply a shared commitment to help all children learn and believe that they can excel. Within their survey comments, 15 teachers talked about this type of relationship-building. One teacher wrote, "we need to help our kids and let them see that we want to help them." While another said, "....we need to reflect as a school and take charge as a community to address these issues that are working against our progress." Lastly, one teacher offered a

personal commitment saying, “I will strive to be aware of my unconscious bias and ensure that I offer all my students the opportunity to succeed through differentiation of instruction, as well as expanding my knowledge of students through parent communication.”

The third most popular response to the question of solving the MAIN equity-related issue at their school was increased use of restorative practice. Suggestions raised primarily included better implementation and training. One teacher said more drilled down data was necessary to tailor support. The teacher wrote, “...analyze the write-ups of students of color compared to the white population and identify factors of why minority students are written up at a higher rate than white students.”

Other suggested solutions included: universal pre-K, hiring more teachers of color, creating professional learning communities, hiring more support staff, co-teaching for all classes and finding financial solutions/holistic support for needy families.

### **Parent Survey Results**

Of the 785 parents who responded to the survey regarding equity, 79% were aware of the D97 equity policy while only 21% had provided input about the equity plan until this survey. The primary reasons preventing their participation/engagement up to this point was:

- Too busy - 37.4%
- Unaware - 15.8%
- Time of day of the meetings - 12.9%
- Not interested in the topic - 6.9%
- No childcare options - 4.4%

Other reasons included: being new to the district, feeling unsafe/uncomfortable about providing public feedback, feeling that the district isn't listening, transportation issues and perception that equity is only referring to race.

Parents from all schools responded, with the highest number of respondents being from Julian Middle (19.9%) and Brooks Middle (17.7%).

Of the parents surveyed, 92% moderately to strongly agreed that D97 faces significant achievement gaps between student performance and excellence targets, especially for students of color, students receiving free/reduced lunch, and students with an IEP. A little less (87%) felt that D97 is working collaboratively with parents and community members to improve

issues of equity, while 83% believes D97 values feedback given by parents/guardians and community members regarding equity.

When asked to choose all that apply from the following list of ways parents would be willing to support the district in improving equity, they selected the following:

- Talk to your child about cultural or gender sensitivity - 79.2%
- Attend a parent training session about cultural or gender sensitivity - 42.7%
- Participate in a parent committee focused on improving equity - 27.8%
- Volunteer to support/tutor struggling students - 24.1%
- Speak to a classroom about your culture or lifestyle - 17.3%
- Assist a student club focused on improving equity - 13.2%
- Serve as a social media ambassador who educates others regarding equity - 6%

A few offered more suggestions around bias training and supports for parents and sensitivity training about neurodiverse students.

### **Parent Focus Group**

To ensure we had a strong understanding of parent perceptions regarding equity, parents from all schools were invited to participate in a one-hour focus group and provide in-depth feedback about their experiences within District 97. The recruitment efforts resulted in 12 participants representing eight of the 10 district schools (no parent representation from Mann Elementary and Brooks Middle). The 12 participants included two male and 10 female parents; five African American, five white; two Hispanic American/Latina parents; and one parent whose child receives free/reduced lunch. The parents had a range of one to three children attending District 97 schools, with a total of 18 students, 15 in elementary and three in middle schools. The parents were asked questions about their experiences and perceptions around equity and their levels of engagement in the district.

#### *Experiences and Perceptions*

The parents were asked about their experiences and perceptions of whether the educational needs of ALL students are being met, if the district is making positive strides towards achieving equity, what challenges the district faces and what areas still need to be addressed. Parents had mixed responses to their own children's experiences.

The main sentiments were that they had some very positive experiences in terms of good cooperation and communication with teachers and school administrators and the type of educational opportunities provided to their children, but a few African American parents reported that was more true for their daughters than their sons. They felt their sons were not challenged, were losing interest in school and were not recognized for their abilities. They also felt they were not provided additional opportunities, such as being part of the gifted program. The parents felt they needed to spend a lot of time learning what additional programs are available and what requirements are needed. Furthermore, if their children met these requirements, parents felt they would need to spend a lot of time demonstrating to the school and district that their children qualified for the programs.

In general, the feeling was that schools did not proactively reach out to parents and students of color, particularly male students, to inform and engage them in advanced educational opportunities.

Parents of all races/ethnicities reported that even if they had been pleased with some of their own children's experiences, they had seen and heard challenges that parents of children of color have faced, along with challenges around gender, like described above. Some Latinx and African-American parents shared that they have worked together with other parents of color to advocate for their children and to seek out opportunities like tutoring to have their children stay ahead. They have also had a third party to ensure that the students are getting what they need and have the data to back it up. In addition, a white parent shared that she has seen a decline in students getting what they need based on how different student cohorts have been managed. Students' transition from elementary to middle school has also been a factor. All of these parents expressed frustration with having to push back on the school or advocate harder for some of their children than others and that they are concerned that all the children are getting what they need to be successful at the next grade level. An additional concern relayed by parents of color is the struggle on deciding when to speak up because of the concern that they will be seen as "the angry black lady," for example, and not be heard and as a result, not have their needs met.

Several parents said that they do not feel like all the schools and teachers set high expectations for all of the students. For example, students maintain consistently good grades/progress even if it's not required that work be turned in on time. Some of the negative results are students not developing good work habits and students not being flagged for supports, like RTI, and ending up with failing grades because of inconsistent expectations and a focus on certain assessments over others to measure proficiency. At least one parent of color expressed concerns that teachers seem to give students of color more leeway in turning in assignments and slacking off in class; as she stated, it appears that "children of color are getting too much leeway or not enough...there's no median." Finally, several parents noted that teachers' expectations for and monitoring of students seems to decrease as they moved up to middle and high school, as does parent feedback and advocacy for older students.

## *Engagement*

Parents were also asked about their and other parents' level of engagement around equity work, what engagement activities most interested them, and what are the key barriers to parent engagement. In terms of parent engagement, about half of the parents, mainly Latinx and African American, reported that they had attended PTO meetings where equity was discussed. Most said that they felt the meetings were "a lot of talk," they did not get much out of them, and they did not weigh in on equity. Their other reasons for not weighing in were that some felt that their children's needs were being met by the schools so they did not feel a personal need to weigh in, or that they do not feel heard and do not see change so they have decided to focus on taking care of their own child's needs. As one parent put it, "I am focused on fighting for my child rather than the collective where I don't see data to show that movement is coming."

Parents were asked what would help them more actively engage around equity, such as providing input and attending meetings on the topic. One parent's recommendation was to have smaller, classroom-size discussions versus large, district-wide community events. Some other parents said they wanted to have the meetings focus on how feedback is being used to develop action plans and to hear about implementation and results now, not just what is projected in the future.

The engagement activities that most interested the parents across all races/ethnicities center around transparency and getting a better understanding of how things work on the classroom level. While a parent who was also a teacher said it was not an ideal activity from her professional perspective, a few parents noted that they had observed their children's classes and it was eye-opening to see teachers struggle with classroom management. One key suggestion was for teachers to have mandatory bias training and refreshers on how to diffuse situations. As one parent said, "schools should be transparent about things that are going on in the classroom so if things are going on in the classroom, the parents can support the pieces to the puzzle." A few parents said that they want to see the school and teacher data that shows, for example, the distribution of African American male students in teachers' classes, teachers' record of attending bias trainings, and discipline data for boys of color. One parent described this interest as wanting data "beyond the score card" so that they know more about the inequities to see what to work on and how they can help.

## **Student Focus Groups**

As student voice is a crucial component in developing a solid equity plan, youth were invited to participate in two focus groups. The first group was made of 8 current and former members of the Julian Middle School Social Justice Club who attended the first community feedback session. The second group included four 7th and 8th grade boys representing both Julian and Brooks Middle Schools. All 11 students were African American or Latinx.

The group of Social Justice Club members were asked to reflect on situations they have encountered throughout their educational experience and offer suggestions regarding changes. The youth had keen and sobering observations about inequities that they had witnessed and personally experienced.

The main issues that surfaced included blatant racism, racial disparity in discipline (both in the number of black/brown students disproportionately disciplined as well as in the severity of punishments), a lack of cultural awareness in the curriculum and a lack of opportunities for their voices to be heard. Students in this group offered a number of suggestions for improving equity, including cultural sensitivity training for staff (to include LGBTQ and mental health awareness) and holding other students and staff accountable for racist actions.

All four boys in the second group were African American and half of them noted feeling that they were treated differently because of their race. Two used examples of being scolded for talking in class noting, "...all kids talk in class, but when the black kids talk a lot get moved to different classes." Two students also pointed out that the only students they see getting in trouble are African American. They also said they feel like teachers do not offer second chances or talk to them about their actions like they do with white students, but only hand out discipline.

When asked if they felt that race was an issue at their school, one said it was, while two others said that they saw it but did not let it bother them. All four agreed that the use of the "N" word is commonplace and while they do not like hearing it, they have just, "gotten used to it."

Overall, both groups raised concerns regarding explicit bias, a lack of equity in discipline, and cultural competency.

### **Community Meetings**

Two community meetings were held in August of 2019, with the purpose of getting a diverse range of voices at the table to: (1) ensure community understanding around the need for equity and (2) get initial community feedback around a few key strategies developed by D97 leadership.

Through a variety of communication methods, including enlisting the support of critical community partners, over 200 parents attended between the two sessions with roughly half being parents of color.

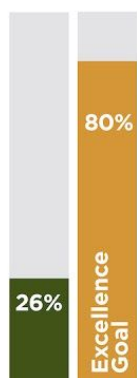
For each meeting, the Superintendent led by explaining the definition of equity, followed by the goal of the D97 equity work to create a positive learning environment for ALL District 97 students that is equitable, inclusive and focused on the whole child.

From there, community members were split up into three areas in alignment with the overall district vision:

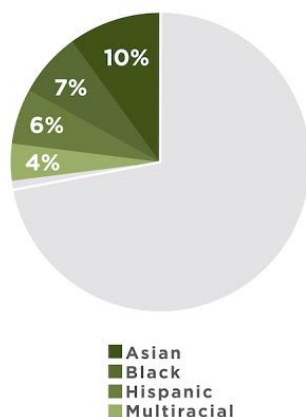
1. Equitable access to rigorous, responsive instruction
2. Strong relationships with families and communities
3. Effective teachers, leaders and staff for every student at every school

Each group, led by a district staff facilitator, was asked to review the following sample data related to D97 students to prompt discussion/understanding around “why” equity was needed.

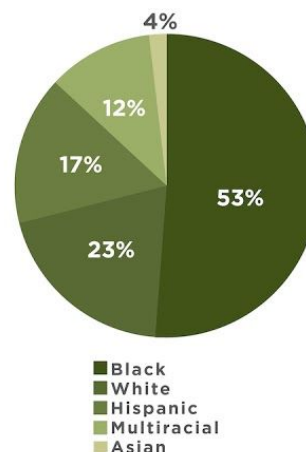
**26%**  
of students who qualified for  
intensive, individualized  
support in reading achieved  
accelerated growth



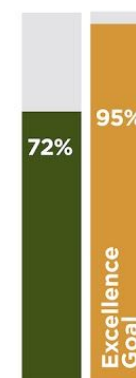
**37%**  
of D97 graduates were in  
advanced mathematics as high  
school freshman last year



**2.11%**  
suspension rate -  
Excellence Goal of <2%  
*Demographic  
breakdown of 2.11%*



**72%**  
of students provided  
favorable responses to  
survey question  
*"When I am at school,  
I feel I belong."*



Overall, the data points caused significant confusion for the initial parent session, as they lacked district-wide demographic data needed for context. In addition, many other attendees questioned why these particular samples were utilized. However, the data did serve as a good springboard for discussion about the huge disparity between groups, specifically race-related gaps. Based on feedback from that initial meeting, the Superintendent provided more context around the data for the second community session, including the fact that African American students only make up 16% of D97's student population.

Each group in both meetings were also provided three strategies that the district was considering using to help close the equity-related gaps. Attendees were asked whether they believed those strategies would help to improve equity, and if not, what strategies were needed.

Using the feedback from community members, parents and educators, we identified key themes in their recommendations for how to improve equity in each strategic area.

### *Equitable Access to Rigorous, Responsive Instruction*

Greater transparency was the main recommendation for how to improve students' access to high quality instruction and to ensure that all students' needs are met. Parent and community stakeholders want more district and school-level transparency about the development of the disparities like those in the sample data, the steps being taken to address the disparities, and the status of improvement efforts. Their key requests centered around educating stakeholders on educational opportunities and student data, teacher and staff trainings, and the implementation of action plans.

Parents and community members asked for more information about educational opportunities, such as gifted programs, and how to access them and the related resources and supports their children need to succeed. One key suggestion for improving equity was for the district needs to focus more on differential learning and getting students help in math and reading by providing more in-school interventions and resources, such as offering tutoring during the school day and creating a parent support room at every school. Parents also feel that they could provide more strategic support if they knew more about where their students stand and were given specific guidance by teachers in how to help.

Parents and community members stated that teacher and staff trainings are another key factor in how the district can provide students equitable access to responsive, rigorous instruction. Based on concerns about race/ethnicity and disability, they specifically recommended that all teachers (i.e., not just SPED) and school staff be required to participate in high quality trainings on implicit and explicit biases, cultural competency, classroom management and discipline, and instituting restorative practices. The sample data on the racial disparity in the suspension rates was central in their discussions on this strategy, as they pointed out that students who are not in school do not receive any instruction, and biases in how students are labeled impact their access to high quality instruction and consideration for other educational opportunities.

These stakeholders also emphasized that the district and schools need to take the whole-child approach to meet all of a child's needs, with a specific emphasis on the importance of students' social-emotional development and teachers and staff being trained on ACEs and trauma informed so that they more fully understand how kids' social identities and circumstances

impact the resources they bring with them, the experiences they face, and the supports they need. Another recommendation was for the district to creatively use all of the school staff resources, including cafeteria workers and custodians, to provide a more supportive school community that can help meet the students' needs in a range of areas that impact student engagement and academic success.

### *Strong Relationships with Families and Communities*

Building trust between schools and the families and community members they serve was the key recommendation for how to create strong relationships and increase engagement. The parents' main suggestions are to improve the frequency and the quality of the communications between teachers and parents about students' academic, behavioral, and social-emotional development and for teachers/staff to make specific recommendations to parents for how they can contribute to those developments (e.g., teachers recommending books for families to read at home). They also believe that strong district leadership is needed to hold school leaders, teachers, and other school staff accountable for following up on parents' questions and concerns and keeping parents informed about improvement needs and efforts.

Community partners/members also asked that schools reach out to educate them about specific areas of need that could benefit from their strategic assistance. These stakeholders made specific recommendations for how to connect and engage families and the community. One key suggestion was to hire district and school staff to serve as coordinators who connect parents and community members with schools and match up families in similar situations, such as being new to a school or having children with 504 or IEP plans, and with similar interests, such as wanting to serve on diversity committees, to have a parent mentoring program, or to help students and parents successfully transition from elementary to middle school. Related recommendations included creating more informal opportunities to engage community stakeholders, such as lunch and learn sessions and district/community events. Parents also suggested that a key way to use existing resources is to have District 97 staff work with the local high school, which already has an equity plan and equity director, to get guidance on best practices and help staff and parents prepare students for high school.

Parents and community members again addressed the importance of the district and schools using the whole-child approach to follow through on their vision of student success being a shared responsibility that requires support in multiple areas and input from different voices. For example, one parent said that it's "important to think of the three A's: attendance, attitude, achievement/academics" when making plans to meet the needs of the whole child. It is critical for the district/schools to use this approach to strategically and equitably determine how staffing, training and programs can best meet students' various needs and to develop ways for all parents and community members to be meaningfully engaged as a stakeholder and as a resource.

### *Effective Teachers, Leaders and Staff for Every Student at Every School*

Parents and community members believe that strategic hiring, training and monitoring practices are essential to District 97 having leaders, teachers and staff who can achieve the district's vision of creating a positive learning environment for all students. One expressed the need and recommendation for the district to recruit, hire and retain more racially/ethnically diverse teachers and staff who provide professional development, so as to improve equity by creating a more inclusive and relatable learning environment. As discussed above, parents and community members also recommend that the district requires teachers and staff to complete trainings and continuing education on biases and cultural competency.

A critical component of these efforts is sharing the implementation and monitoring data with parents and community stakeholders. For example, some parents called for a greater focus on preparing leaders to properly evaluate whether teachers are providing high quality, culturally competent instruction and classroom management practices and asked that the evaluation data be made available to parents so they can be better informed and hold leaders and teachers more accountable for these action steps. Another key suggestion for improving district/school staff effectiveness and holding all stakeholders more accountable is to create more opportunities for students, teachers, staff and community members to work together on committees. These efforts would increase inclusivity and the likelihood of developing more equitable policies and practices and having buy-in from multiple stakeholder groups.

### *Overarching Themes around Data-Driven Continuous Improvement*

Parents and community members made specific recommendations for how to build their trust that a data-driven, continuous improvement process will improve student equity. Similar to the themes in the stakeholders' recommendations above, parents and community members want to see improvements in transparency, communication and collaboration around data. These needs are reflected in this parent's comment about the sample data shared at the community meeting: "I have zero confidence that these will achieve the outcomes because there is no evidence that this is the correct data to collect [and use for] any accountability."

Some suggestions for improvement include hiring experts to gather and report on district data and to communicate it to parents and stakeholders. Other ways that the district can educate and improve community stakeholders' confidence in the data are providing detailed information about the sources of the data in district communications/reports, using data in a timely manner to shape instruction and to assess inequities (e.g., suspension rates) in order to devise actions steps and monitor progress. Stakeholders also wanted to see that district leadership has developed data best practices by learning from other districts who are successfully addressing similar equity concerns/needs (e.g., ACEs) and effectively informing and engaging different stakeholder groups.

In general, parent and community stakeholders want the district to be as transparent as possible with them by sharing disaggregated student and teacher data; showing how the data is used to develop action plans that will address the gaps and lead to more inclusive and equitable learning environments; providing opportunities to give input on the plans and guidance on how to specifically support the plans; and supplying continuous information on implementation efforts, outcomes and plans for next steps.

## II. SY20 District Goals & Measures of Success

### GOAL 1

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

### SY20 MEASURE OF STUDENT SUCCESS:

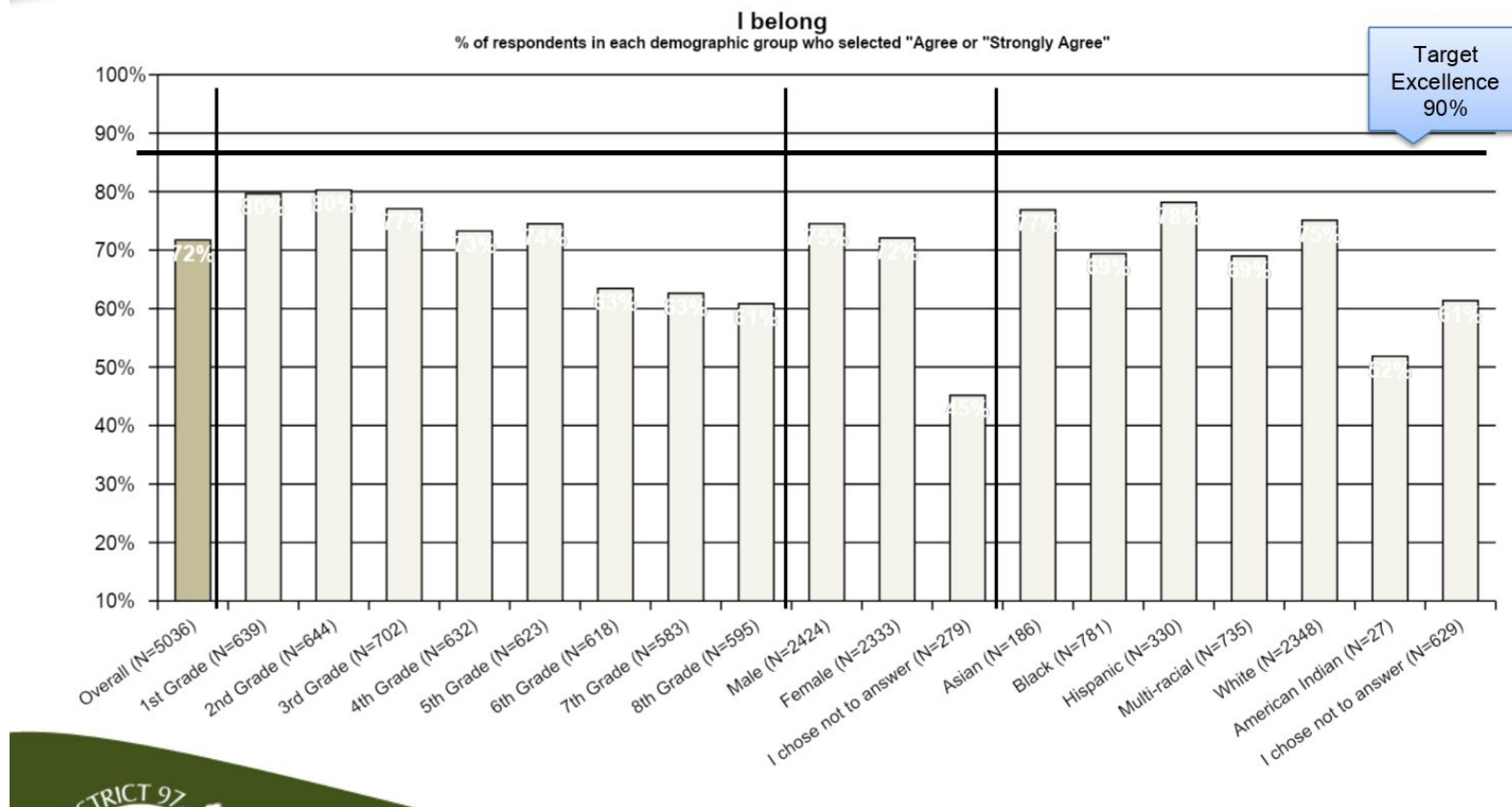
1. To increase the percentage of favorable responses to the statement: ***“When I am at school, I feel I belong”*** – as measured on the Positive Learning Environment Student Survey (PLESS)<sup>1</sup>

| Vital Sign   | Data Source(s) | Frequency   | Baseline Spring SY17 | Spring SY18 (Year 1 of Vision97 4ALL) | Spring SY19 (Year 2 of Vision97 4ALL) | 2017-2022 Excellence Target |
|--|----------------|-------------|----------------------|---------------------------------------|---------------------------------------|-----------------------------|
| % favorable responses to “When I am at school, I feel:” <b><i>“I belong”</i></b> | PLESS          | Fall/Spring | 70%                  | 71%                                   | 72%                                   | <b>90%</b>                  |

**GOAL 1** - Every Oak Park District 97 student is a *known, nurtured and celebrated* learner.

## SUMMARY OF SY19 RESULTS

# Spring 2019 PLESS Survey Results



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

**SY20 MEASURES OF PROFESSIONAL PRACTICES:**

| Strategy                                 | Tactics                              | Notes   | Benchmark  | Goal   | Timeline   |
|--|--------------------------------------|---|--|--|--|
| <b>Recognizing and Valuing Diversity</b> | Student Voice and Agency             | Gender Support Team Training ( <i>Equity</i> )  | N/A  | 10 schools completing Gender Support Team Training   | September 2019   |
|  |                                      | D97's Student Lunch & Learns. ( <i>SAS</i> )  | 189/360 of selected students participated in Lunch N Learn Learns.   | <u>198/360</u> of selected students participated in Lunch N Learns.  | November - December 2019   |
|  |                                      | Social Justice club/book clubs ( <i>T&amp;L</i> )   | <u>2/10</u> schools have an active SJC or book club.   | <u>10/10</u> schools have an active SJC or book club.  | May 2020   |
|  |                                      | <i>Affinity group spaces for African American/LatinX students*</i> ( <i>T&amp;L</i> )   | N/A  | <u>25</u> students per school active in this space   | November 2019- May 2020  |
|  |                                      | PLESS survey participation. ( <i>SAS</i> )  | N/A  | <u>95 %</u> Participation rates  | November 2019 March 2020   |
| <b>Equitable Access</b>                  | Universal Design for Learning or UDL | UDL is a tactic which is designed to help increase student participation in general education settings. ( <i>SPED</i> )<br><br>D97 will continue our implementation of UDL through the implementation | <ul style="list-style-type: none"> <li>90% of students with disabilities receive specially designed instruction in an inclusive general education setting</li> </ul> | <ul style="list-style-type: none"> <li><u>92</u> % of students with disabilities receive specially designed instruction in an inclusive general education setting</li> </ul> | September 2019<br><br>September-May 2020<br><br>January & May 2020 |

|  |  |  |  |   |  |
|--|--|--|--|---|--|
|  |  | <p>and improvement of our co-teaching practices. <b>(SPED)</b></p> <p>Support of UDL aligned assistive technologies districtwide <b>(Technology)</b></p> | <ul style="list-style-type: none"> <li>● 92.2% of teachers who receive a score of 90% or above on the Quality Indicators of Specially Designed Instruction rubric</li> </ul> | <ul style="list-style-type: none"> <li>● <u><b>95</b></u> % of teachers who receive a score of 90% or above on the Quality Indicators of Specially Designed Instruction rubric</li> </ul> | <p>October - April 2020</p> <p>November, February, April 2020<br/>December-February 2020</p> |
|--|--|--|--|---|--|

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

**SY20 MEASURES OF STUDENT SUCCESS:**

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

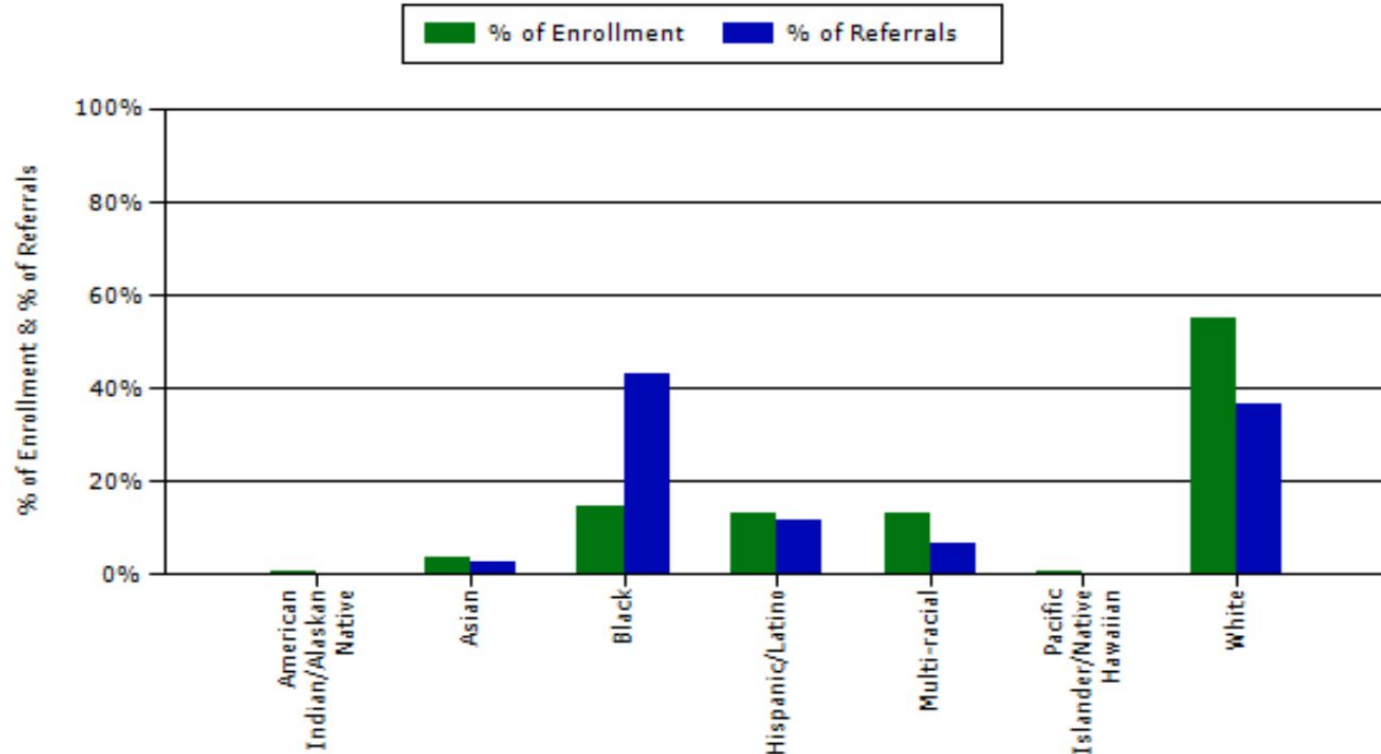
| Vital Sign  | Data Source(s) | Frequency | Baseline Spring SY17 | Spring SY18 (Year 1 of Vision97 4ALL) | Spring SY19 (Year 2 of Vision97 4ALL) | 2017-2022 Excellence Target |
|---|----------------|-----------|----------------------|---------------------------------------|---------------------------------------|-----------------------------|
| % proportionality of students receiving office discipline referrals | SWIS           | Monthly   | N/A                  | N/A                                   | N/A                                   | <b>3%</b>                   |
| % of students chronically absent (misses >10% of attendance days)   | PowerSchool    | Monthly   | N/A                  | 7%                                    | 10.8%                                 | <b>2%</b>                   |

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## SUMMARY OF SY19 RESULTS

# Office Discipline Referrals 2018-2019

## Elementary Schools

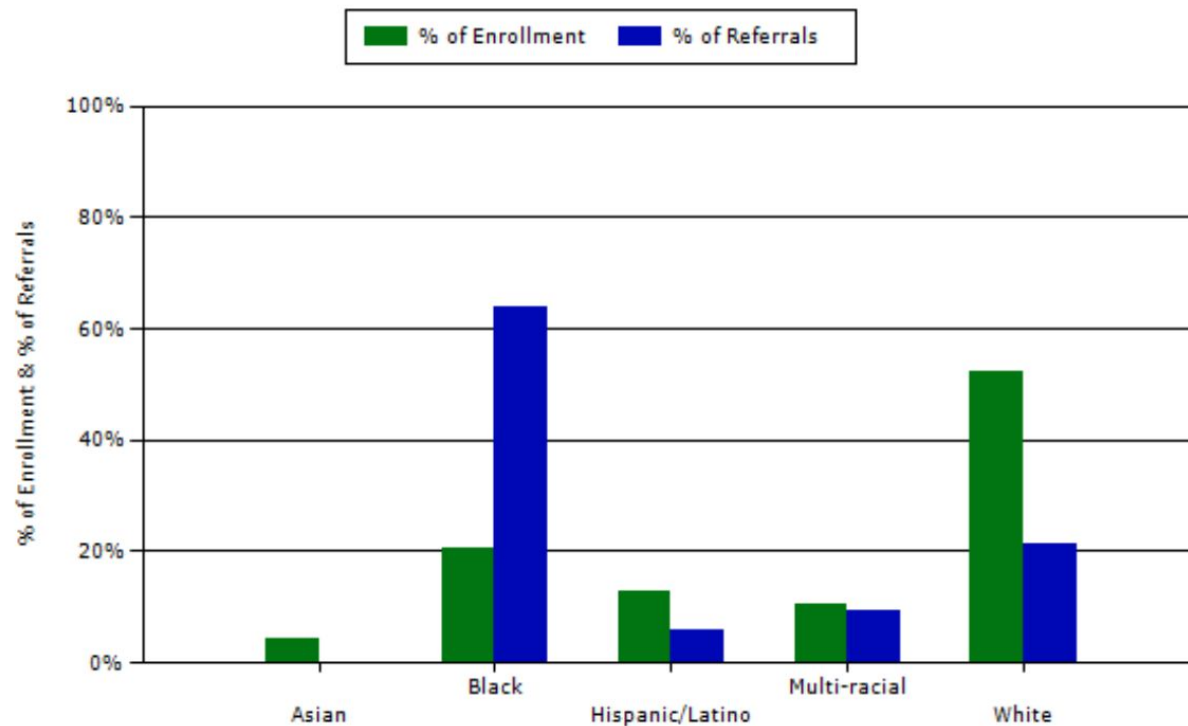


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## SUMMARY OF SY19 RESULTS

# Office Discipline Referrals 2018-2019

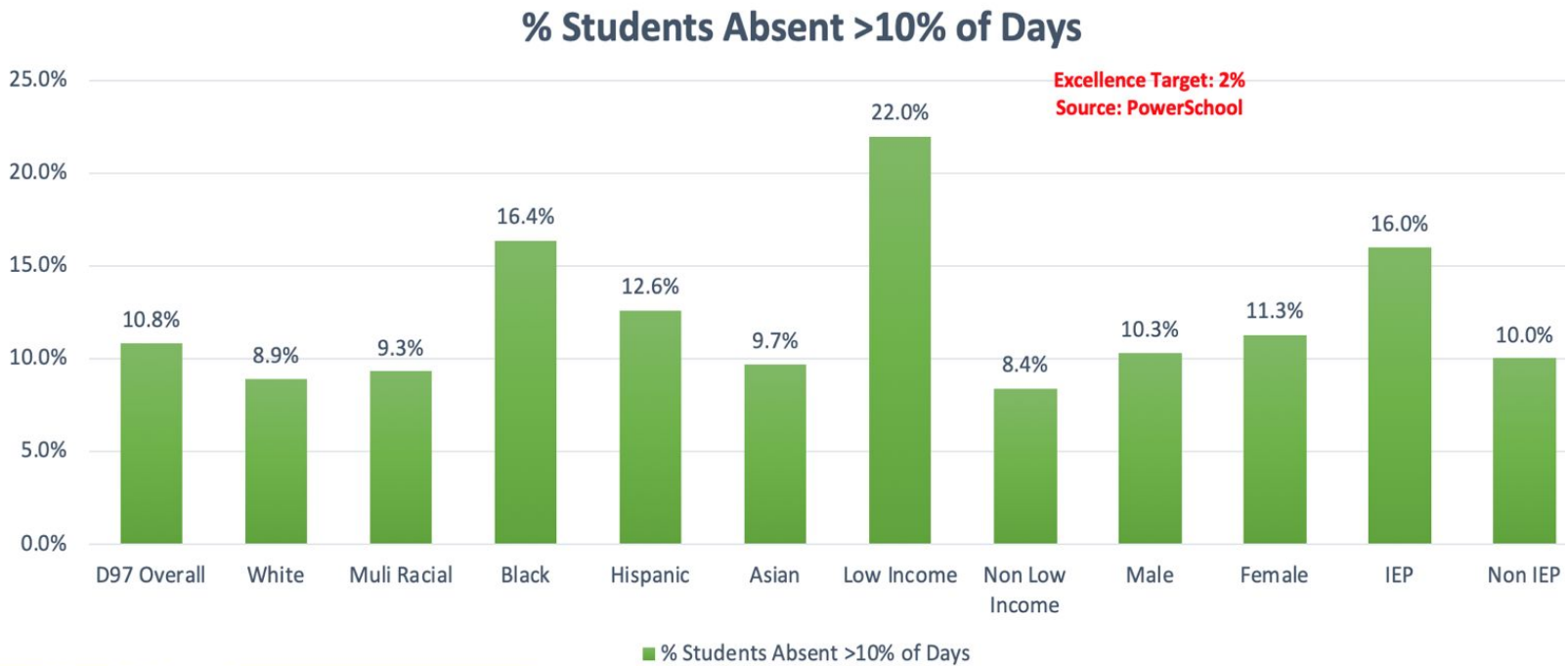
## Middle Schools



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## SUMMARY OF SY19 RESULTS

# D97 Chronic Absenteeism (2018-2019)



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**SY20 MEASURES OF PROFESSIONAL PRACTICES:**

| Strategy   | Tactics  | Notes  | Benchmark  | Goal   | Timeline                          |
|--|--|--|--|--|-----------------------------------|
| <b>Eliminating Discipline Disproportionality</b> | <b>Training on Social Emotional Learning</b>   | Cognitive behavioral interventions training (CBIT & BounceBack) for social workers and psychologists;<br><b>Implementing the CBIT and BounceBack program with identified students.* (SPED)</b> | 92% of social workers and school psychologists trained in the delivery of interventions supportive of Trauma Informed Care | <b>100%</b> of social workers and school psychologists trained in the delivery of interventions supportive of Trauma Informed Care | November 2019 through May of 2020 |
|  | <b>Training on Restorative Practices.*</b>   | Job-embedded training and support on implementation of positive behavior (Tier 1) classroom strategies.<br><b>(Equity)</b>   | <b>10%</b> of staff trained CHAMPS   | <b>20%</b> of staff trained CHAMPS   | August 15, 2020                   |
|  |  | Schools' schedules support Morning Meetings/ Restorative Circles/ Cross-Grade Level Circles<br><b>(Equity/SAS)</b>   | N/A  | 100% of schools actively use advisory, morning circles or cross-grade circles  | August 2019 - May 2020            |
| <b>Eliminating Discipline Disproportionality</b> | Provide online, in-person learning opportunities for staff to build awareness of their biases and effect | Provide <b>resources &amp; tools for staff on addressing implicit bias.* (Equity)</b>  | N/A  | TBD  | May 2020                          |

|  |   |   |  |   |  |
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| <b>Eliminating Discipline Disproportionality</b> | MTSS - Behavior/Attendance <b>[Equity]</b>  | Provide schools with an attendance dashboard with real time access to absence data.   | 11% of students whose end of year attendance rate was less than 90% <b>(SAS)</b>   | <b>10%</b> of students whose end of year attendance rate was less than 90% <b>(SAS)</b>   | TBD  |
|  |   | Monitor suspension data on a monthly basis, and use that data to provide focused mentoring to school administrators around implementing interventions and support strategies aligning with revised new effective student behavior matrix. | 7.7% of elementary students receiving 3 or more office discipline referrals <b>(Equity)</b>  | <b>5%</b> of elementary students receiving 3 or more office discipline referrals  | Monthly (October 2019 - May 2020)  |
|  |   |   | 2.11% of students receiving an in-school or out of school suspension <b>(SAS)</b>  | <b>2.06%</b> of students receiving an in-school or out of school suspension <b>(SAS)</b>  | Monthly (September 2019 -June 2020)  |
| <b>Workforce Equity</b>                          | Recruit racially and linguistically diverse and culturally competent administrative, instructional and support personnel. | <b>Increase the candidates of color and male teaching staff at Oak Park by increasing the applicant pool and strategic management of highly qualified candidates.*</b>  | Teachers of Color Candidates per vacancy: <u>4.32</u><br><br>Total % of Candidates of Color: <u>13%</u><br><br>Male Candidates per Vacancy: <u>8.82</u><br>Total % of Male Candidates: <u>20.18%</u> | Teachers of Color Candidates per vacancy: <u>4.7</u><br><br>Total % of Candidates of Color: <u>15%</u><br><br>Male Candidates per Vacancy: <u>9.0</u><br>Total % of Male Candidates: <u>22%</u> | March 1, 2020 - Have at least 3 strategic university partnerships in order to host a diverse student teaching population |
| <b>Workforce Equity</b>                          | increase the diversity of our staff in order to reflect our student   | <b>Increase hiring and retention rates of high</b>  | % of new hires by race/ethnicity and gender  | % of new hires by race/ethnicity and gender   | .August 2020   |

|                        | body, with an emphasis on teachers of color and male teachers | <b>quality teaching staff of color.</b> <b>[Human Resources]</b> | <table><tr><th>Race/Ethnicity</th><th>% of Hires</th></tr><tr><td>Hispanic/Latino</td><td>7%</td></tr><tr><td>Native American</td><td>0%</td></tr><tr><td>Asian</td><td>7%</td></tr><tr><td>Black/African American</td><td>18%</td></tr><tr><td>Native Hawaiian</td><td>0%</td></tr><tr><td>White</td><td>63%</td></tr><tr><td>Two+ Races</td><td>5%</td></tr></table> <p>Retention rate of 2018-2019 teachers of color: <u>NA</u>%</p> <p>Percentage of final round interviews with at least one candidate of color: <u>76.23</u>%</p> <p>Percentage of staffing interview panels with a minimum of 2 persons of color: <u>43.13</u>%</p> | Race/Ethnicity | % of Hires | Hispanic/Latino | 7% | Native American | 0% | Asian | 7% | Black/African American | 18% | Native Hawaiian | 0% | White | 63% | Two+ Races | 5% | <table><tr><th>Race/Ethnicity</th><th>% of Hires</th></tr><tr><td>Hispanic/Latino</td><td>9%</td></tr><tr><td>Native American</td><td>0%</td></tr><tr><td>Asian</td><td>2%</td></tr><tr><td>Black/African American</td><td>15%</td></tr><tr><td>Native Hawaiian</td><td>0%</td></tr><tr><td>White</td><td>66%</td></tr><tr><td>Two+ Races</td><td>8%</td></tr></table> <p>Retention rate of 2019-2020 teachers of color: <u>90</u>%</p> <p>Percentage of final round interviews with at least one candidate of color: <u>80</u>%</p> <p>Percentage of staffing interview panels with a minimum of 2 persons of color: <u>60</u>%</p> | Race/Ethnicity | % of Hires | Hispanic/Latino | 9% | Native American | 0% | Asian | 2% | Black/African American | 15% | Native Hawaiian | 0% | White | 66% | Two+ Races | 8% |  |
|------------------------|---|--|--|----------------|------------|-----------------|----|-----------------|----|-------|----|------------------------|-----|-----------------|----|-------|-----|------------|----|--|----------------|------------|-----------------|----|-----------------|----|-------|----|------------------------|-----|-----------------|----|-------|-----|------------|----|--|
| Race/Ethnicity         | % of Hires  |  |  |                |            |                 |    |                 |    |       |    |                        |     |                 |    |       |     |            |    |  |                |            |                 |    |                 |    |       |    |                        |     |                 |    |       |     |            |    |  |
| Hispanic/Latino        | 7%  |  |  |                |            |                 |    |                 |    |       |    |                        |     |                 |    |       |     |            |    |  |                |            |                 |    |                 |    |       |    |                        |     |                 |    |       |     |            |    |  |
| Native American        | 0%  |  |  |                |            |                 |    |                 |    |       |    |                        |     |                 |    |       |     |            |    |  |                |            |                 |    |                 |    |       |    |                        |     |                 |    |       |     |            |    |  |
| Asian                  | 7%  |  |  |                |            |                 |    |                 |    |       |    |                        |     |                 |    |       |     |            |    |  |                |            |                 |    |                 |    |       |    |                        |     |                 |    |       |     |            |    |  |
| Black/African American | 18%   |  |  |                |            |                 |    |                 |    |       |    |                        |     |                 |    |       |     |            |    |  |                |            |                 |    |                 |    |       |    |                        |     |                 |    |       |     |            |    |  |
| Native Hawaiian        | 0%  |  |  |                |            |                 |    |                 |    |       |    |                        |     |                 |    |       |     |            |    |  |                |            |                 |    |                 |    |       |    |                        |     |                 |    |       |     |            |    |  |
| White                  | 63%   |  |  |                |            |                 |    |                 |    |       |    |                        |     |                 |    |       |     |            |    |  |                |            |                 |    |                 |    |       |    |                        |     |                 |    |       |     |            |    |  |
| Two+ Races             | 5%  |  |  |                |            |                 |    |                 |    |       |    |                        |     |                 |    |       |     |            |    |  |                |            |                 |    |                 |    |       |    |                        |     |                 |    |       |     |            |    |  |
| Race/Ethnicity         | % of Hires  |  |  |                |            |                 |    |                 |    |       |    |                        |     |                 |    |       |     |            |    |  |                |            |                 |    |                 |    |       |    |                        |     |                 |    |       |     |            |    |  |
| Hispanic/Latino        | 9%  |  |  |                |            |                 |    |                 |    |       |    |                        |     |                 |    |       |     |            |    |  |                |            |                 |    |                 |    |       |    |                        |     |                 |    |       |     |            |    |  |
| Native American        | 0%  |  |  |                |            |                 |    |                 |    |       |    |                        |     |                 |    |       |     |            |    |  |                |            |                 |    |                 |    |       |    |                        |     |                 |    |       |     |            |    |  |
| Asian                  | 2%  |  |  |                |            |                 |    |                 |    |       |    |                        |     |                 |    |       |     |            |    |  |                |            |                 |    |                 |    |       |    |                        |     |                 |    |       |     |            |    |  |
| Black/African American | 15%   |  |  |                |            |                 |    |                 |    |       |    |                        |     |                 |    |       |     |            |    |  |                |            |                 |    |                 |    |       |    |                        |     |                 |    |       |     |            |    |  |
| Native Hawaiian        | 0%  |  |  |                |            |                 |    |                 |    |       |    |                        |     |                 |    |       |     |            |    |  |                |            |                 |    |                 |    |       |    |                        |     |                 |    |       |     |            |    |  |
| White                  | 66%   |  |  |                |            |                 |    |                 |    |       |    |                        |     |                 |    |       |     |            |    |  |                |            |                 |    |                 |    |       |    |                        |     |                 |    |       |     |            |    |  |
| Two+ Races             | 8%  |  |  |                |            |                 |    |                 |    |       |    |                        |     |                 |    |       |     |            |    |  |                |            |                 |    |                 |    |       |    |                        |     |                 |    |       |     |            |    |  |

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

**SY20 MEASURES OF STUDENT SUCCESS:**

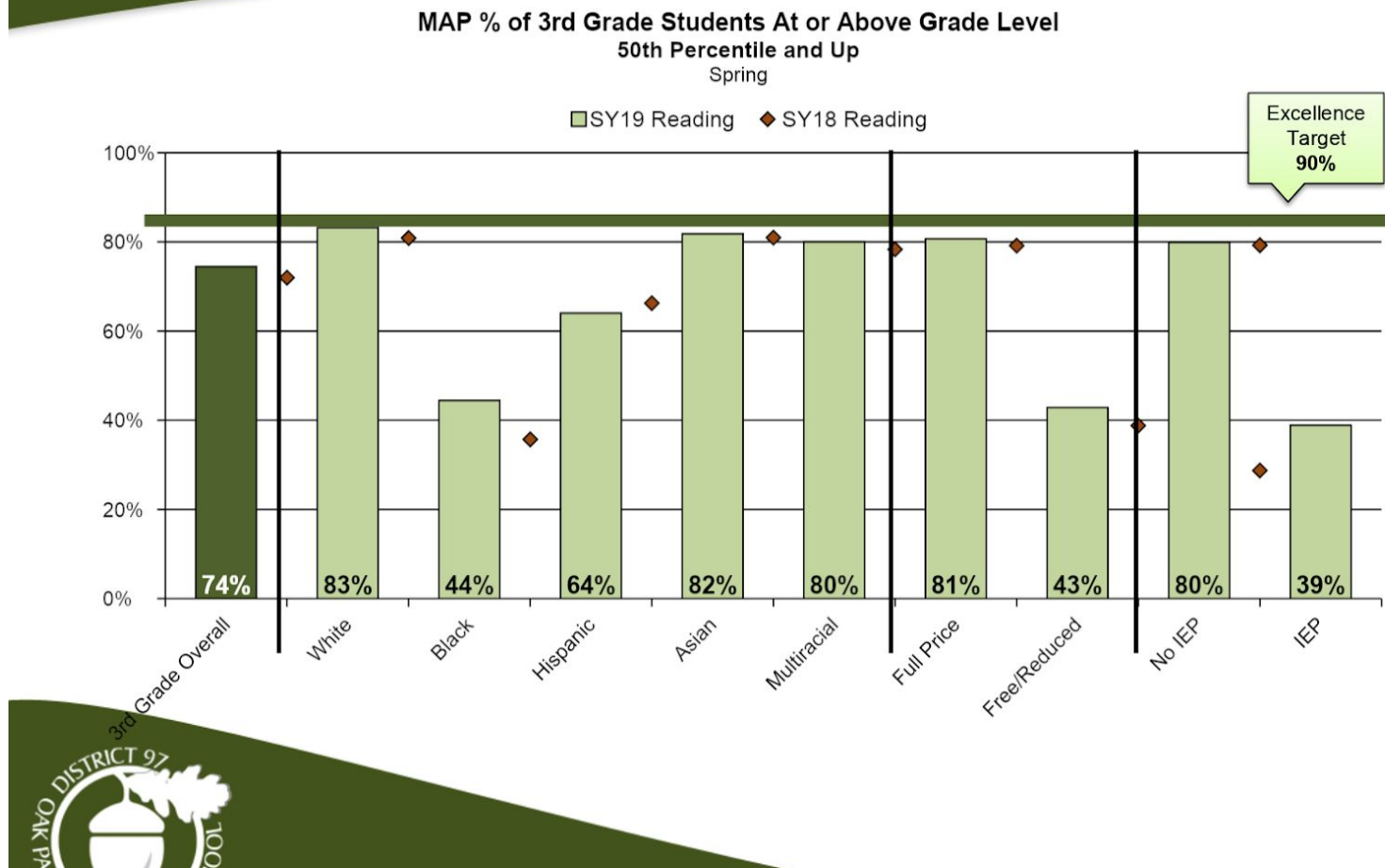
4. To increase the percentage of Grade 3 students reading at or above grade level -- as measured by NWEA/MAP.
5. To increase the percentage of Tier 2 and Tier 3 students who achieve accelerated growth of at least 1.5 years (per year) in Reading - as measured by NWEA/MAP
6. To increase the percentage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

| Vital Sign  | Data Source(s) | Frequency        | Baseline Spring SY17 | Spring SY18 (Year 1 of Vision97 4ALL) | Spring SY19 (Year 2 of Vision97 4ALL) | 2017-2022 Excellence Target |
|---|----------------|------------------|----------------------|---------------------------------------|---------------------------------------|-----------------------------|
| Percent of <b>Grade 3</b> students at or above grade level in <b>Reading</b> (spring RIT score = 191)                   | NWEA/MAP       | 3 times per year | 76%                  | 72%                                   | 74%                                   | <b>90%</b>                  |
| Percent of Tier 2 and Tier 3 students who achieve accelerated growth of at least 1.5 years (per year) in <b>Reading</b> | NWEA/MAP       | Winter/ Spring   | 16.3%                | 30%                                   | 24%<br>(-26% from SY19 target)        | <b>80%</b>                  |
| Percent of Tier 2 and Tier 3 students who achieve accelerated growth of at least 1.5 years (per year) in <b>Math</b>    | NWEA/MAP       | Winter/ Spring   | 16.6%                | 23%                                   | 16%<br>(-34% from SY19 target)        | <b>80%</b>                  |

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

## SUMMARY OF SY19 RESULTS

### % of 3<sup>rd</sup> Grade Students At or Above Grade Level in Reading



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

**SY20 MEASURES OF PROFESSIONAL PRACTICES:**

| Strategy                       | Tactics  | Notes   | Benchmark | Goal  | Timeline  |
|--------------------------------|--|---|-----------|---|---|
| <b><i>Equitable Access</i></b> | After-School Transportation for Schools* <a href="#">[Business Department]</a> | Partnering with OP Township to explore transportation options<br><br>Partnering with SPED to explore transportation options for SPED students who attend schools outside of their attendance zones  | N/A       | TBD   | TBD   |
| <b><i>Equitable Access</i></b> | Literacy Audit & Learn with Me sessions (Dr. Tatum) <a href="#">[T&amp;L]</a>  | An external partner (Dr. Tatum, UIC) will conduct a literacy audit of our classrooms in order to develop a plan of action that aligns with the goals for advancing the literacy development of students and to support teachers to shape instructional and assessment practices to address inequitable literacy outcomes.<br><br>Additionally, we will provide professional development on accelerating literacy skills for students furthest away from excellence targets. | N/A       | <b><i>100%</i></b> of audit completion targets met<br><br><i>Completion of a district plan to address inequitable outcomes that is informed by both the audit as well as the learning taking place around the accelerated achievement of minoritized students</i> | Completion of audit with review of findings shared with stakeholders to inform SLO impact by May 2020 |

|  |   |  |   |   |   |
|--|---|--|---|---|---|
|  | Provision of Research-Based Literacy Resources & Tools <i>(to provide every student with equitable access to high-quality, culturally relevant, and grade appropriate instruction).</i><br><b>[T&amp;L]</b>   | Support implementation of a balanced literacy approach for grades K-5 that addresses student learning styles, incorporating student voice and promoting differentiated instruction responsive to student needs.<br><br>Support and monitor implementation of Phonics Units of Study and Words Their Way with fidelity.   | 68.1% of teachers reporting comfort & confidence with use of K-5 literacy resources <b>(T&amp;L)</b><br><br>N/A | <u>80</u> % of teachers reporting comfort & confidence with use of K-5 literacy resources <b>(T&amp;L)</b><br><br>75% of teachers reporting comfort with newly adopted K-5 word study resources | September 2019 - May 2020<br><br>December 1- December 20, 2019 (MOY Survey)<br>May 1- May 28, 2020 (EOY Survey) |
|  | <i>Provide online extra help to students (voluntary basis)*</i>   | Explore the use of Class Dojo, SeeSaw, Google Classroom  | N/A   | N/A   | TBD   |
|  | Provide access to WiFi outside of the school day <b>[Technology]</b>  | Expand Access to Internet for All students   | _40_ families (qualifying) with Internet for ALL  | <u>78</u> families (qualifying) with Internet for ALL   |   |
|  | <i>Strengthen support for students who are not yet at grade-level in math and to make Tier 3 (e.g., tutoring) options available for students who qualify.*</i><br><b>[T&amp;L]</b><br><br><i>This support might look like structured in-class interventions or classroom pullouts.*</i> | <ul style="list-style-type: none"> <li>Utilize Branching Minds and data wall. <i>(Teachers suggested getting better student data tracking systems to assist them in knowing who needs what supports.)*</i></li> <li>Clear, consistent process for MTSS in all schools including MTSS Problem Solving Teams, MTSS Leadership Teams, regular data review/problem-solving meetings and consistent use of the tool.</li> </ul> | n/a   | At least <u>85%</u> of all students identified as needing Tier 2/ 3 support will have an active plan in Branching Minds.  | Throughout the school year  |

|                                 |  |  |     |   |  |
|---------------------------------|--|--|-----|---|--|
|                                 | <b>Culturally relevant,<br/>written ELA curriculum<br/>[T&amp;L]</b> | We will revise written curriculum for cognitively demanding, student-centered experiences in grades K-8 and support/encourage implementation.                                | N/A | 100% Completion of ELA Written Curriculum revisions by May 2020<br><br>75% of K-5 teachers implement the ELA Written Curriculum with fidelity by May 2020 | Revise the ELA Written Curriculum. December 2019 - May 2020<br><br>Conduct professional learning on K-5 ELA Written Curriculum for K-5 teachers. June 2020 - May 2021<br><br>Early adopters will pilot K-5 ELA Written Curriculum and provide feedback. 2020 - 2021 (Trimester I)<br><br>Implement K-5 ELA Written Curriculum district-wide. 2021 - 2022 |
| <b>Professional Development</b> | Improvement of Instructional Practices                               | <i>Coaching Intensive with Zaretta Hammond and learn how to apply Ready for Rigor framework (Equity)</i><br><br><i>National Board Certification District cohort (Equity)</i> |     |   | May 1, 2020<br><br>May 15, 2020  |

*\*Ideas stemming from community feedback sessions or focus groups.*

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

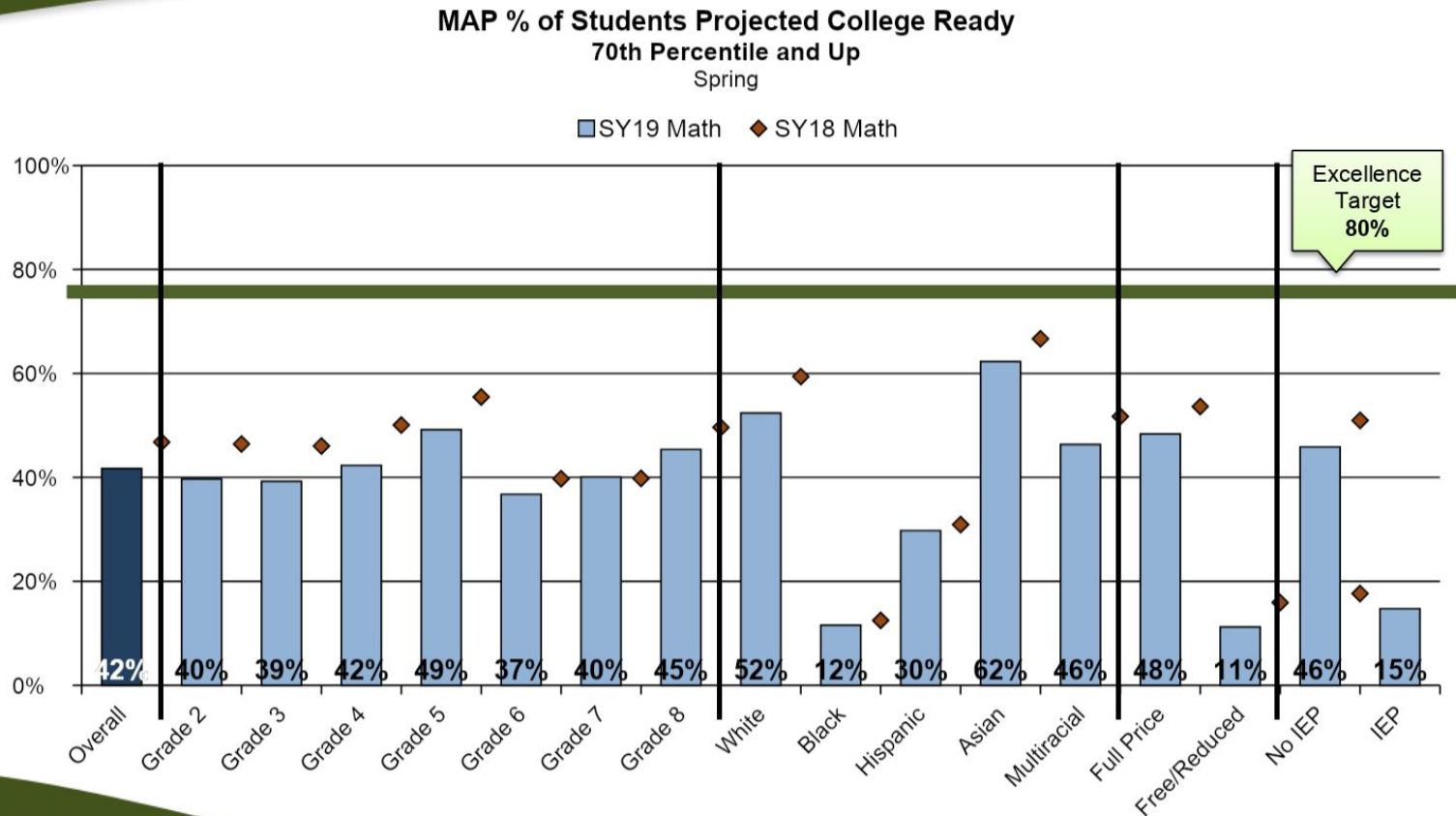
**SY20 MEASURES OF STUDENT SUCCESS:**

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

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

## SUMMARY OF SY19 RESULTS

# % of Students Projected College Ready in Math

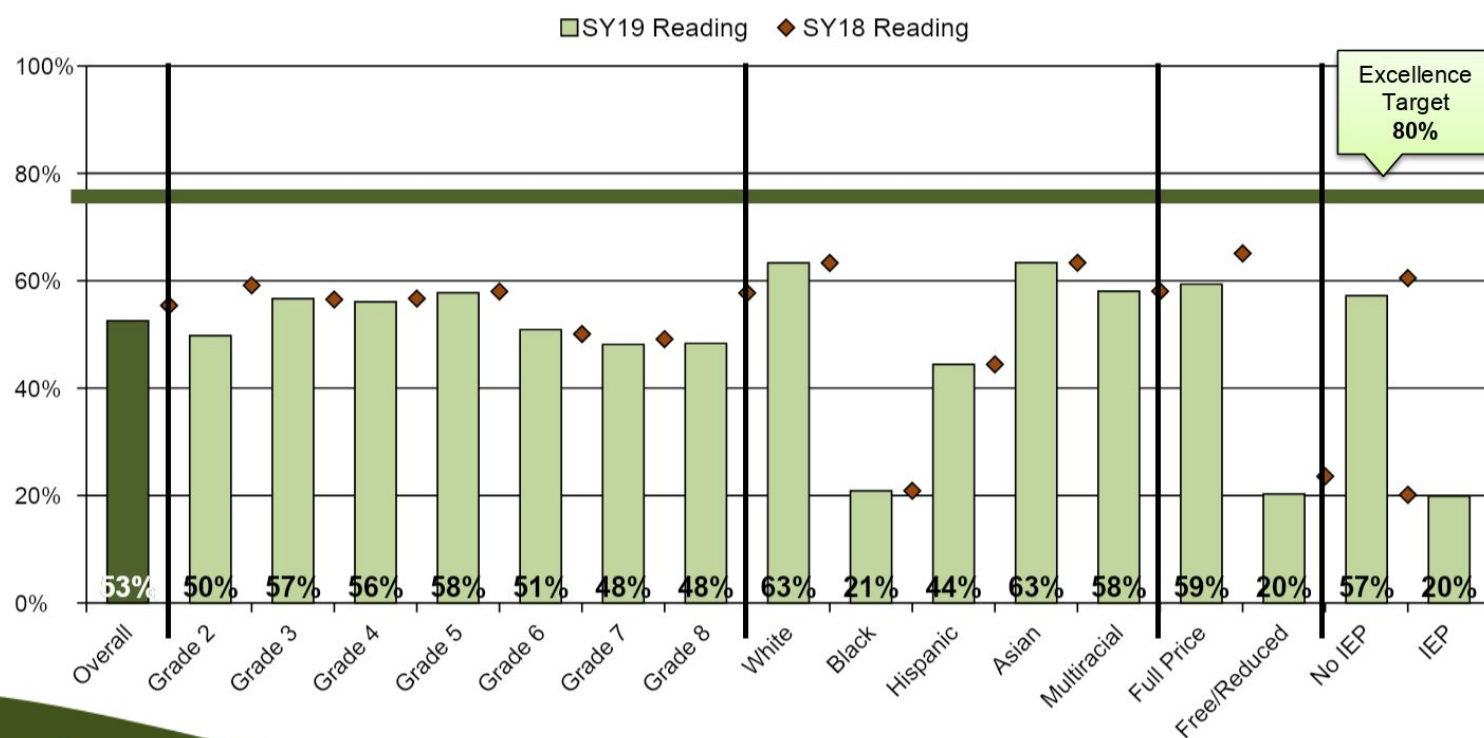


**Goal 4** - Every Oak Park District 97 student is a *creative critical thinker and global citizen*.

## SUMMARY OF SY19 RESULTS

# % of Students Projected College Ready in Reading

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



| Strategy                | Tactics  | Notes  | Benchmark   | Goal   | Timeline               |
|-------------------------|--|--|---|--|------------------------|
| <b>Equitable Access</b> | Expansion of Acceleration and Enrichment Opportunities <a href="#">[T&amp;L]</a> | <p>The district, in alignment with the newly adopted equity policy and alongside the established district vision plan, has developed a multi-pronged approach to increased access to enrichment and acceleration for students. These strategies include implementing robust early admissions and acceleration procedures; continued expansion of the use of differentiated mathematics units; redesigning “pull-out” supports; reimagining the global system of student supports to ensure that schools remain nimble enough to respond to all learners:</p> <p>The district will continue to work to ensure that the Accelerated Placement Act is implemented with fidelity. The law requires, among other provisions, that schools ensure that participation in accelerated placement “is not limited to</p> | <p>N/A</p> <p>7 out of 8 elementary schools implemented the provision of co-taught differentiated supports within the classroom alongside “pull-out” supports</p> | <p>100% of requests for acceleration will be completed within the 45 - 60 school day timeline</p> <p>8 out of 8 elementary schools will implement the provision of co-taught differentiated supports within the classroom as well as the redesigned “pull-out” units</p> | August 2019 - May 2020 |

|  |  |  |  |  |  |
|--|--|--|--|--|--|
|  |  | <p>those children who have been identified as gifted and talented, but rather is open to all children who demonstrate high ability and who may benefit from accelerated placement.” To this end new procedures will be created to ensure equitable access to acceleration opportunities</p> <p>Differentiated mathematics units that provide students in grades 3-8 access to higher, rigorous levels of math instruction based on formative and summative data will be designed by teachers and will be implemented alongside job embedded coaching and professional development.</p> <p>“Pull-out” supports for students identified as gifted and talented will be redesigned to ensure that students are unpacking and exploring critical thinking skills that can be applied globally and intentionally across subject areas</p> <p>The district’s current intervention delivery system (Multi Tiered System of Supports - MTSS) will be reimagined to include students who benefit from enrichment and acceleration opportunities</p> |  |  |  |
|--|--|--|--|--|--|

|  |  |   |     |   |  |
|--|--|---|-----|---|--|
|  |  | <p>Designing Math Differentiated units that provide students in grades 3-8 access to higher, rigorous levels of math instruction based on formative and summative data.</p> <p>Continuing the professional learning path for teachers by grade level with Dr. Yvette Jackson.</p>   |     |   |  |
|  | <p>Rigorous curriculum &amp; materials <i>(to provide every student with equitable access to high-quality, culturally relevant, and grade appropriate instruction).</i>*<br/>[T&amp;L]</p> | <p>Revise International Baccalaureate units and assessments for cognitively demanding student-centered experiences in grades 6-8.</p> <p>Continue to revise the middle school reporting system to align report cards to content standards, IB components and be more student-centered.</p> <p>Implement Connected Mathematics Project 3 (CMP3) as a resource to provide students in grades 6-8 with access to high-quality mathematics instruction through an inquiry mode.</p> | N/A | N/A   | <p>September 2019 - May 2020</p> <p>September 2019 - May 2020</p> <p>September 2019 - May 2020</p> |
|  | <p>Leverage Instructional Technology Resources &amp; Tools [Technology]</p>  | <p>Provide professional learning opportunities for teacher librarians and (volunteer) staff around effective use of technology aligned to the personalization of learning, specifically with the student</p>  | N/A | <p><u>10</u> # of programs reviewed to determine ROI (Return on Investment)/ROV (Return on Value)</p> | <p>Collaborate with teaching and learning and special education to determine</p>                   |

|  |  |   |   |   |   |
|--|--|---|---|---|---|
|  |  | and staff use of the 4Cs and ISTE standards; including work with staff on leveraging new and flexible learning spaces to support instructional practices. | _39_ number of professional learning sessions provided to staff | <u><b>50</b></u> number of professional learning sessions provided to staff | <p>programs to be included in data review and schedule of review cycles for 2019-2020; October 2019</p> <p>Communicate to families for 2019-2020 SY for new program, September 2019</p> |
|--|--|---|---|---|---|

*\*Ideas stemming from community feedback sessions or focus groups.*