



Oak Park Elementary School District 97

260 Madison ▪ Oak Park ▪ Illinois ▪ 60302 ▪ ph: 708.524.3000 ▪ fax: 708.524.3030 ▪ www.op97.org

Oak Park Elementary School District 97 Board of Education Meeting Pillar 2 Update February 12, 2019

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

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

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

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

Pages five through eight of this document feature an update on the work we are doing in conjunction with Pillar 2, Strong Relationships with Families & Community. If you have questions, want to offer feedback, or would like to share suggestions after reading any of these updates, we encourage you to do so via the [Let's Talk button](#) on our website (www.op97.org).

Our Vision

*To create a positive learning environment for all District 97 students that is **equitable, inclusive, and focused on the whole child.***



Our Universal Goals

Every student is...

- ... a known, nurtured, and celebrated learner*
- ... an empowered and passionate scholar*
- ... a confident and persistent achiever*
- ... a creative critical thinker and global citizen*



SY19 District-Level Priorities (Collective Action Plan)

Following our end-of-year review of student learning data, extensive conversation at the district level, and ongoing consultation with our building principals, staff, and community, we identified the following Five Priorities as our collective focus areas for the 2018-2019 school year. These five priorities are deemed most supportive of the needs of our schools and most relevant at this time for moving our whole organization towards higher levels of effectiveness, efficiency, and readiness in years to come. The five priorities were also selected on the basis of what our organization is fiscally able to handle at this time. The intent of this focus is to:

- Increase the percentage of students who feel a sense of “belonging” while at school
- Increase the percentage of students who are reading at or above grade level
- Increase the percentage of middle-schoolers who are projected to be college-ready upon graduation from D97

Over the course of the upcoming school year, we intend to monitor our actions continuously. Additionally, we plan to host Superintendent Equity Learning Network sessions on the following dates, where we will report out the status of our progress to our employees, Board of Education, parents and community. In doing so, we hope to strengthen our stakeholders’ trust in and commitment to our school district:

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

Vision Plan - Four Pillars	2018-2019 District Priorities Title & Description	2018-2019 District Priorities Rationale
<p>Pillar 1: Equitable access to rigorous, responsive instruction <i>We will ensure that all students have access to challenging, engaging instruction, which reflects prior knowledge, learning styles and cultural background.</i></p> <p><u>BOE Agenda Scheduled Updates on:</u></p> <ul style="list-style-type: none"> ● September 4 ● January 15 	<p>Strengthen Literacy Instruction <i>We will strengthen K-5 literacy instruction through a balanced literacy approach that addresses student learning styles, incorporating student voice and promoting instruction responsive to student needs.</i></p>	<p><i>We all know how important strong foundational literacy skills are in terms of future learning. Beginning this year, we are fully implementing writing and reading units of study in our K-5 classrooms and are piloting a word study curriculum. Additionally, we have hired three additional MTSS Interventionists so our larger elementary schools (Holmes, Longfellow, and Lincoln) will each have an additional teacher to better support our Tier 2 and Tier 3 students.</i></p>
	<p>Strengthen Middle School Instruction <i>We will revise International Baccalaureate units for cognitively demanding student-centered experiences in grades 6-8.</i></p>	<p><i>Our middle schools are preparing for IB reauthorization (2020). With reauthorization, we must support Brooks and Julian staff with development of unit plans that will ensure the successful accomplishment of our goals.</i></p>
	<p>Co-teaching Expansion (Inclusive Teaching Practices) <i>We will broaden implementation of inclusive practices that support that support meaningful access to general education learning environments, curricula and experiences for students with disabilities</i></p>	<p><i>D97 teachers identified the need for providing more inclusive service delivery modes to support students with disabilities. We designed pilot programs at both of our middle schools in 2013; and last year, we piloted co-teaching in two of our elementary schools (Whittier and Irving). Last spring, the board of education approved hiring four additional special education teachers in order to expand the co-teaching pilot fully at Whittier and Irving. We have also been able to add an additional co-taught kindergarten classroom at a Julian feeder school (Beye).</i></p>
<p>Pillar 2: Strong Relationships with Families and Communities <i>We recognize that “schools can’t do it alone.” Therefore, we will nurture trust among home-school- community through shared responsibility for student success, proactive communication and meaningful stakeholder voice.</i></p> <p><u>BOE scheduled updates on:</u></p> <ul style="list-style-type: none"> ● Sept. 25 ● Feb. 12 	<ul style="list-style-type: none"> • Physical Integration • Monthly Communications Meetings • Student and Staff Profiles 	

<p>Pillar 3: Effective Teachers, Leaders, and Staff for Every Student, for Every School <i>We will invest in people. We will ensure that our principals and school leadership teams articulate a clear school vision (big picture), and are actively involved in planning, guiding, and assessing instruction and student learning. Furthermore, our teachers, leaders and staff will receive timely, focused support and intervention (e.g., coaching, mentoring, peer support, targeted training).</i></p> <p><u>BOE Agenda Scheduled Updates on:</u></p> <ul style="list-style-type: none"> October 23 March 12 	<p>Social-Emotional Supports <i>We will refine and expand targeted social-emotional supports that address all aspects of a student's development through caring and respectful relationships.</i></p>	<p><i>Last spring, the board of education approved hiring four additional social work positions and one additional psychologist to our team. Now, both middle schools have one social work per grade level and Longfellow, Holmes, Irving, and Lincoln each have 1.5 social workers. Finally, each middle school has one full time psychologist.</i></p> <p><i>These additional positions will enable the district to more effectively support students who are in crisis, who may need short term therapy, or who receive services per the provision of an IEP.</i></p>
<p>Pillar 4: Data-Informed Continuous Improvement <i>We will "manage the whole." Our schools will have well-established organizational procedures and will develop a culture of evidence-based, collaborative inquiry to facilitate continuous improvement of teaching, learning, and leadership.</i></p> <p><u>BOE Agenda Scheduled Updates on:</u></p> <ul style="list-style-type: none"> November 27 April 30 	<p>Middle School Behavior: Tier 1 PBIS and Culture/Climate Supports <i>We will build collective understanding and the capacity of school culture/climate teams to lead and monitor implementation of Tier I Positive Behavior Intervention Supports (PBIS).</i></p>	<p><i>We selected this priority because improving Middle School Tier 1 PBIS/Culture & Climate supports were identified as a need by our staff, students and families. We added a PBIS coach for our middle schools last year. We also began piloting HERO (a tool to recognize, reward and reinforce behavior). This year, we want to continue to strengthen Tier 1 and our PBIS system by developing a reliable data system that will be used with fidelity regarding student referrals and positive behavior tracking in order to support data-based decision making in our schools.</i></p>

SY19 Departmental Priorities (Targeted Strategies and Objective or TSO)

Pillar	Administrator Team Assignments	2018-2019 Departmental Priorities (Targeted Strategies and Objective or TSO)
Pillar 1	Tawanda Lawrence, Donna Middleton, Kristin Imberger, Megan Stewart	<ul style="list-style-type: none"> Math Differentiation (TSO 2) Increased Access for Students with Disabilities (TSO 2)
Pillar 2	Amanda Siegfried, Chris Jасulca, Carol Kelley, Carrie Kamm, Siania Obidi	<ul style="list-style-type: none"> Physical Integration (TSO 4) Monthly Communication Meetings (TSO 5) Staff and Student Profiles (TSO 6) Family Engagement Committee (TSO 5)
Pillar 3	Emily Fenske, Felicia Starks-Turner, Laurie Campbell, Eboney Lofton, Lauren Olson	<ul style="list-style-type: none"> Effective Student Behavior Handbook and Behavior Matrix Field Test (TSO 7) Building Capacity to Support Instructional Excellence (TSO 8) Increasing Diversity within our Workforce (TSO 8) Professional Learning Communities and Teacher Teams (TSO 9)
Pillar 4	Jeanne Keane, Amy Warke, Michael Arensdorff, Liz Battaglia, Will Brackett, Paul Starck-King, Cathy Hamilton, Tulicia Edwards, Marcy Shannon, Carla Ellis	<ul style="list-style-type: none"> TieNet 504 Electronic Case Management Module (TSO ??) BLTs, School Improvement Planning (TSO 10) Data Surety-Student Data ID Processes (TSO 10) User-Friendly Student Tracking System (TSO 10) Substitute Solution (TSO 11) Systems and Processes for HR (TSO 12) Infrastructure Maintenance and Improvement (TSO 12)

		<ul style="list-style-type: none"> • Improve Student/Staff Experiences with Instructional Tech and IT Services (TSO 12) • Network and Data Security (TSO 12) • Cleaning Standards (TSO 12) • Maintenance/Facilities Efficiencies (TSO 12)
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<p align="center">Pillar 2 - Strong Relationships with Families and Community <i>We recognize that "schools can't do it alone."</i> <i>We will nurture trust among home, school and community through shared responsibility for student success, proactive communication and meaningful stakeholder voice.</i></p>				
Pillar and Targeted Strategy/ Objective (TSO)	SY19 Priority	SY19 Sub-Priority and Key Tasks	Status	Next Steps
2.4 Community Focus on Challenges and Opportunities	Physical Integration	By 10/1: Form gender support teams for each school	IN PROGRESS	<i>Dr. Kamm has a call to Safe School Alliance to talk about what the training would look like for this team.</i>
		By 11/1: Meet with Chris Jasculca to determine gender equity procedures	COMPLETE	<i>Dr. Kamm will present support plan for teams to BOE on 2/20/19.</i>
		By 1/31: Determine school-based gender support team composition	IN PROGRESS	
2.4 Community Focus on Opportunities	Student and Staff Profiles This year, the communications department is launching a campaign titled " We are D97. " As part of this campaign, we plan to profile one student or staff member each month through a 1-2 minute video to help highlight the tremendous work being done across the district to advance our vision, achieve our goals,	Set up a Google form that can be used by staff and possibly community members to nominate individuals to be profiled. Set up a template for a monthly staff/student feature that can be shared via the district website, social media and our weekly email blast. Also, create a page on the district website that features all profiles and videos related to this project.	COMPLETE COMPLETE	We are D97 is a monthly feature that was launched this year to help highlight the tremendous work being done across the district to advance our vision, achieve our goals, and create a strong sense of community and belonging. The following staff members have been profiled to date: <ul style="list-style-type: none"> • <u>Adrienne Court, Design Teacher at Julian</u> • <u>Lauren Olson, Middle School Culture and Climate Coach</u> • <u>Marvin Childress, Fifth Grade Teacher at Lincoln</u>

	<p>plan to engage our school leaders with community partners to improve our efforts in making our schools feel welcome to all families and increasing students' access to quality "out-of-school" activities and programs. We have invited 23 Partner Organizations to District 97 to discuss how their work this school year is helping to advance the district's equity efforts. Additionally, we created space on our agenda for the partners to share key lessons and hot topics with one another.</p>	<p>plan use of either PLESS or 5E data to access parents' views</p> <p>Monitor growth, evaluation and feedback of Cargo Circles (By May 3, will present teacher & student survey data)</p> <p>Contact Children's Clinic to come to Ad Leadership to share information. Principals will be asked to bring AA's to this meeting.</p> <p>Ask Holmes PTO culture climate committee to speak to the PTOC. Once there is agreement, Laurie will let FKST know and FKST will contact C. Jasculca to coordinate.</p> <p>Contact Housing Forward to come to Ad Leadership to share information. Principals will be asked to bring AA's to this meeting.</p> <p>Add student IDs as a component to the revised ESBH and Culture and Climate Handbook.</p> <p>Provide a welcome packet (PTO contacts, PS, Canvas, lunch, after-school programs, online programs, etc...) for new families who register.</p>	<p>PENDING</p> <p>COMPLETE</p> <p>COMPLETE</p> <p>COMPLETE</p> <p>NOT STARTED</p> <p>IN PROGRESS</p>	<p>D97 use of Cargo Circles has been paused based on the retirement of John Williams.</p> <p>Meeting occurred during January 28 Ad Leadership meeting.</p>
<p>2.6 Two-way Communication and Outreach</p>	<p>Monthly Communications Meetings In an effort to improve and enhance school- and district-level communication, the communications department will continue holding monthly meetings with principals and</p>	<p>Share audit findings and suggestions from 2017-18 with all building principals and department heads.</p> <p>Work with principals and district administrators to identify at least one area for improvement in 2018-19 that is based on the audit findings, and then develop a plan to assist each school or department with their goal(s).</p>	<p>COMPLETE</p> <p>IN PROGRESS</p>	<p>We plan to meet with each principal and department head on a monthly basis throughout the school year to review/discuss the progress on our goals, make any necessary adjustments, and talk about any new issues or opportunities.</p> <p>These meetings are going well, and the leaders the department is working with have been open and</p>

	<p>district administrators.</p>	<p>Work with principals to identify and implement communication strategies around their school improvement plans.</p>	<p>IN PROGRESS</p>	<p>receptive to the ideas/suggestions that have been shared. Some of the successes to date have included:</p> <ul style="list-style-type: none"> • The increased use of Twitter by administrators to communicate what is happening in our schools and across the district has a whole. • The increased use and improvement of the weekly communications issued by the buildings, which has included archiving them online so people can access them whenever they want. • The increased use of images in the communications issued by the schools (example from Longfellow - http://bit.ly/2GbKYF0). • The increased sharing of news and achievements from the buildings, which the department has incorporated into communications at the district level.
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