

**Oak Park Elementary School District 97**  
**Board of Education Meeting**  
**Pillar 3 Update**  
**Oct. 23, 2018**

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

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

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

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

**Pages six through nine of this document feature an update on the work we are doing in conjunction with Pillar 3.** 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](http://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*
- *Tuesday, May 28<sup>th</sup>*

<b>Vision Plan - Four Pillars</b>	<b>2018-2019 District Priorities Title &amp; Description</b>	<b>2018-2019 District Priorities Rationale</b>
<p><b>Pillar 1: Equitable access to rigorous, responsive instruction</b> We will ensure that all students have access to challenging, engaging instruction, which reflects prior knowledge, learning styles and cultural background.</p> <p><u>BOE Agenda Scheduled Updates on:</u></p> <ul style="list-style-type: none"> <li>September 4</li> <li>January 15</li> </ul>	<p><b>Strengthen Literacy Instruction</b> 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.</p>	<p>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.</p>
	<p><b>Strengthen Middle School Instruction</b> We will revise International Baccalaureate units for cognitively demanding student-centered experiences in grades 6-8.</p>	<p>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.</p>
	<p><b>Co-teaching Expansion (Inclusive Teaching Practices)</b> 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</p>	<p>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).</p>
<p><b>Pillar 2: Strong Relationships with Families and Communities</b> 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.</p> <p><u>BOE Agenda Scheduled Updates on:</u></p> <ul style="list-style-type: none"> <li>September 25</li> <li>February 12</li> </ul>	<ul style="list-style-type: none"> <li>* <b>Physical Integration</b></li> <li>* <b>Monthly Communications Meetings</b></li> <li>* <b>Student and Staff Profiles</b></li> </ul>	

<p><b>Pillar 3: Effective Teachers, Leaders, and Staff for Every Student, for Every School</b></p> <p><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"> <li>● <b>October 23</b></li> <li>● <b>March 12</b></li> </ul>	<p><b>Social-Emotional Supports</b></p> <p><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 workers and one additional psychologist for our team. Now, both middle schools have one social worker per grade level and Longfellow, Holmes, Irving and Lincoln each have 1.5 social workers. Each middle school also 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><b>Pillar 4: Data-Informed Continuous Improvement</b></p> <p><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"> <li>● <b>November 27</b></li> <li>● <b>April 30</b></li> </ul>	<p><b>Middle School Behavior: Tier 1 PBIS and Culture/Climate Supports</b></p> <p><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 &amp; 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, Carrie Kamm, Donna Middleton, Lauren Olson, Kristin Imberger	<ul style="list-style-type: none"> <li>● MTSS-Behavior (TSO 1)</li> <li>● Math Differentiation (TSO 2)</li> </ul>
Pillar 2	Eboney Lofton, Amanda Siegfried, Chris Jasculca, Carol Kelley, Megan Stewart	<ul style="list-style-type: none"> <li>● Increased Access for Students with Disabilities (TSO 4)</li> <li>● Monthly Communication Meetings (TSO 5)</li> <li>● Staff and Student Profiles (TSO 6)</li> <li>● Family Engagement Committee (TSO 5)</li> </ul>
<b>Pillar 3</b>	Emily Fenske, Felicia Starks-Turner, Laurie Campbell, Tulicia Edwards, Siania Obidi	<ul style="list-style-type: none"> <li>● <b>Effective Student Behavior Handbook and Behavior Matrix Field Test (TSO 7)</b></li> <li>● <b>Building Capacity to Support Instructional Excellence (TSO 8)</b></li> <li>● <b>Increasing Diversity within our Workforce (TSO 8)</b></li> <li>● <b>Professional Learning Communities and Teacher Teams (TSO 9)</b></li> </ul>
Pillar 4	Jeanne Keane, Amy Warke, Michael Arensdorff, Liz Battaglia, Will Brackett, Paul Starck-King, Cathy Hamilton, Marcy Shannon, Carla Ellis	<ul style="list-style-type: none"> <li>● TieNet 504 Electronic Case Management Module (TSO ??)</li> <li>● BLTs, School Improvement Planning (TSO 10)</li> <li>● Data Surety-Student Data ID Processes (TSO 10)</li> <li>● User-Friendly Student Tracking System (TSO 10)</li> <li>● Substitute Solution (TSO 11)</li> <li>● Systems and Processes for HR (TSO 12)</li> <li>● Infrastructure Maintenance and Improvement (TSO 12)</li> <li>● Improve Student/Staff Experiences with Instructional Tech and IT Services (TSO 12)</li> <li>● Network and Data Security (TSO 12)</li> <li>● Cleaning Standards (TSO 12)</li> <li>● Maintenance/Facilities Efficiencies (TSO 12)</li> </ul>

### Pillar 3 - Effective Teachers, Leaders and Staff for Every Student, for Every School

*We will invest in people. We will ensure that our principals and school leadership teams articulate a clear school vision (big picture), and are actively involved in planning, guiding, and assessing instruction and student learning. Furthermore, our teachers, leaders and staff will receive timely, focused support and intervention (e.g., coaching, mentoring, peer support, targeted training).*

Pillar and Targeted Strategy/ Objective (TSO)	SY19 Priority	SY19 Sub-Priority and Key Tasks	Status	Next Steps
<p><b>3.8 Being Intentional in Creating our Workforce</b></p>	<p><b>Social-Emotional Supports**</b>  <i>We will refine and expand targeted social-emotional supports that address all aspects of a student’s development through caring and respective relationships.</i></p> <p><i>** SY19 Collective District Action</i></p>	<p><b>Capacity Building (4.1)</b>                      Conduct a needs assessment by school to inform professional learning plan</p> <p>Plan professional learning opportunities based on the needs assessment for social workers and teachers</p> <p>Deliver professional learning</p> <p><b>Implementation of Supports (4.2)</b>                      Begin the process for hiring additional social workers</p> <p>Deliver district survey to existing staff to determine and communicate assignments</p> <p><b>Monitoring Support Delivery (4.3)</b>                      Convene social workers to determine which metrics should be</p>	<p style="text-align: center;">COMPLETE</p> <p style="text-align: center;">COMPLETE</p> <p style="text-align: center;">IN PROGRESS</p> <p style="text-align: center;">COMPLETE</p> <p style="text-align: center;">COMPLETE</p> <p style="text-align: center;">COMPLETE</p>	

		<p>examined to determine efficacy of supports</p> <p>Determine the tools that will be utilized to collect data, as well as the cadence for completing both the collection and analysis of that data</p>	<p><b>IN PROGRESS</b></p>	
<p><b>3.7 Nurturing Leadership in All</b></p>	<p><b>Effective Student Behavior Handbook &amp; Behavior Matrix Field Test</b>  <i>To increase the percentage of students who feel a “sense of belonging,” we are revising the Effective Student Behavior Handbook. In addition to outlining behavior policies, practices, definitions, ranges of consequences and restorative practices, this positive approach provides tools and resources for teachers to address incidents while helping to prevent students from ever entering the disciplinary process.</i></p>	<p><b>Budget</b>  Identify which line item will support this work; create a topline project budget for the 2018-19 school year</p> <p><b>Create 2018-19 Schedule</b>  Create a meeting schedule for 2018-19; identify topics and deliverables for each meeting; publish schedule and share it with the committee</p>	<p><b>COMPLETE</b></p> <p><b>COMPLETE</b></p>	
<p><b>3.8 Being Intentional in Creating our Workforce</b></p>	<p><b>Building Capacity to Support Instructional Excellence</b>  <i>We will support District 97’s work to meet our equity vision-including our work to support goal 3 measures and Pillar 3 teaching, leadership and organizational practices.</i></p>	<p><b>Professional Learning and Coaching on Differentiation</b>  Flexible grouping routines, procedures, collaborative work skills</p> <p><b>Instructional Coaches-Using Video to Support Coaching</b>  Professional learning and application of a student-centered framework for coaching teachers and teams</p> <p>Use of video to support student-centered coaching model</p>	<p><b>IN PROGRESS</b></p> <p><b>NOT STARTED</b></p>	<p>Instructional coaches are helping grade-level teams determine instructional small groups that are informed by student assessment data. These topics will be the focus of the instructional coaches’ meeting Oct. 26.</p>

			NOT STARTED	
<b>3.8 Being Intentional in Creating our Workforce</b>	<b>Increasing Diversity within our Workforce</b> <i>Currently 14 percent of the teaching staff in District 97 are teachers of color. Progress was made with last year's hiring class (12/20 teachers were teachers of color). However, this work continues to be a priority for D97. The percentage of teachers of color varies from school to school. The 2017 student and personnel report provides baseline data for schools to examine staffing levels and patterns for teachers of color. We will undergo a thorough analysis of the process for recruiting and selecting teaching staff.</i>	<b>Recruitment Practices for Diversity</b> Assess current state of recruitment practices for a diverse workforce  Engage in a series of interviews and focus groups with senior leadership, school principals and classroom teachers  Gather preliminary data on current recruitment activities	<b>COMPLETE</b>   <b>COMPLETE</b>   <b>COMPLETE</b>	
<b>3.9 Fostering Collective Efficacy [Mindset → Behaviors → Results]</b>	<b>Professional Learning Communities and Teacher Teams</b> <i>We will build the collective efficacy of teacher teams by helping teachers lead and participate on effective teams that are focused on analyzing student work and instructional practices.</i>	<b>Set Expectations and Structures for Team Meeting</b> Define and communicate expectations for teacher leaders to all teacher leaders and principals  Design and deliver agenda planning tools and meeting tracking document	<b>COMPLETE</b>   <b>COMPLETE</b>	

		<p>Onboard new team leaders with training in FAR resources and protocols</p> <p><b>Coaching Support for Team Leaders</b> Attend Art of Coaching Teams workshop with principals/district leaders</p> <p>Develop coaching schedule for schoolwide coaching sessions with the director of organizational learning</p> <p>Set up coaching schedule for director of organizational learning with Lisa Westman</p> <p><b>Monitor Implementation and Impact</b> Design monitoring process for grade level action plans</p> <p>Develop checklists and note catchers for attending PLC meetings; will help determine what to look for in terms of implementation of protocols and resources</p> <p>Design survey for staff about PLC effectiveness</p>	<p><b>COMPLETE</b></p> <p><b>COMPLETE</b></p> <p><b>IN PROGRESS</b> <i>(COMPLETE for T1)</i></p> <p><b>NOT STARTED</b></p> <p><b>IN PROGRESS</b></p> <p><b>IN PROGRESS</b></p> <p><b>COMPLETE</b></p>	
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