

Oak Park Elementary School District 97
Board of Education Meeting
Pillar 4 Update
April 30, 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 six through nineteen of this document feature an update on the work we are doing in conjunction with Pillar 4. 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 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"> September 4 January 15 	<p>Strengthen Literacy Instruction 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>Strengthen Middle School Instruction 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>Co-teaching Expansion (Inclusive Teaching Practices) 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>Pillar 2: Strong Relationships with Families and Communities 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"> September 25 	<ul style="list-style-type: none"> * Physical Integration * Monthly Communications Meetings * Student and Staff Profiles 	

<ul style="list-style-type: none"> February 12 		
<p>Pillar 3: Effective Teachers, Leaders, and Staff for Every Student, for Every School</p> <p>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).</p> <p><u>BOE Agenda Scheduled Updates on:</u></p> <ul style="list-style-type: none"> October 23 March 12 	<p>Social-Emotional Supports</p> <p>We will refine and expand targeted social-emotional supports that address all aspects of a student’s development through caring and respectful relationships.</p>	<p>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.</p> <p>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.</p>
<p>Pillar 4: Data-Informed Continuous Improvement</p> <p>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.</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</p> <p>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).</p>	<p>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.</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"> ● MTSS-Behavior (TSO 1) ● Math Differentiation (TSO 2)
Pillar 2	Eboney Lofton, Amanda Siegfried, Chris Jasculca, Carol Kelley, Megan Stewart	<ul style="list-style-type: none"> ● Increased Access for Students with Disabilities (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, Tulicia Edwards, Siania Obidi	<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, Cathy Hamilton, 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) ● 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)

Pillar 4 - Data-Informed Continuous Improvement

Our schools will carry out well-established organizational procedures and will develop a culture of evidence-based, collaborative inquiry to support continuous improvement of teaching, learning and leadership.

Pillar and Targeted Strategy/ Objective (TSO)	SY19 Priority	SY19 Sub-Priority and Key Tasks	Status	Next Steps
<p>4.10 Data-supported Decision-making and Accountability</p>	<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>District Culture & Climate Framework Draft D97 Culture & Climate Handbook and then present to Ed Council and Ad Leadership for feedback</p>	<p>IN PROGRESS</p>	<p>Needed more time for cycles of feedback from stakeholders; also wanted to be sure this handbook is aligned to our revised effective student behavior handbook.</p>
		<p>Two half-day professional learning sessions for Ad Leadership on alignment of SEL, PBIS, Restorative Practices, and Trauma-Informed Care</p>	<p>COMPLETE</p>	
		<p>3. 2 Tier 1 Readiness & Professional Learning Determine professional learning plan and calendar for Middle School Culture & Climate teams for SY18-19</p>	<p>COMPLETE</p>	
		<p>Middle School Culture & Climate Teams Professional Learning Sessions (1 full day learning session per trimester). Focus areas:</p>	<p>COMPLETE</p>	

		<ul style="list-style-type: none"> ● Overview of PBIS/Multi-Tiered System of Support ● Tier 1 Components & Critical Features ● Facilitation & Coaching 101 ● SWIS & TIPS ● Fidelity Tools & Data Collection <p>3.3 Tier 1 Systems Determine Tier 1 data that will be collected (student data, data collection system, success criteria, staff expectations, communication plan, progress monitoring plan)</p> <p>Determine with principals and Middle School Culture & Climate Coach how and when Tier 1 data will be reported to school staff.</p> <p>3.4 Tier 1 Implementation & Monitoring School Site Visits-Tier 1 Baseline Assessment</p> <p>School Site Visits-Tier 1 Implementation Monitoring</p> <ul style="list-style-type: none"> <input type="checkbox"/> Administrator Interview <input type="checkbox"/> Tier 1: School-based fidelity check (TFI status report, SWIS data review) 	<p>COMPLETE</p> <p>COMPLETE</p> <p>COMPLETE</p> <p>COMPLETE</p>	
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		<p>Data Dives</p> <ul style="list-style-type: none"> ● Design and facilitate professional learning after benchmark assessments for Ad Leadership & BLTs ● Support principals in implementing school-based data dives <p>SY20 SIP Development Reflection on SY19 plans & successes; staff work time to write plans</p>	<p>Fall & Winter: COMPLETE</p> <p>Spring: NOT STARTED</p> <p>IN PROGRESS</p>	<p>Spring Data Dive (district-level) will take place on May 24.</p> <p>Reflection meetings began on April 15 & April 16; these will continue through mid May; on June 7, teams will come together to finalize plans.</p>
<p>4.10 Data-supported Decision-making and Accountability</p>	<p>Data Surety-Student Data ID Processes <i>In order for the district to make data-driven decisions, the data itself must be reliable. The 2018-19 school year will focus on providing guidance and support on data practices. Additionally, we will investigate whether there are other implementations for integrating our registration software with our student</i></p>	<p>Identify Objectives per Data Group/Building</p> <ul style="list-style-type: none"> ● Identify key stakeholders ● Identify data points <p>Create Communication Plan</p> <ul style="list-style-type: none"> ● Share AA Best Practices ● Meet with each principal and assistant principals <p>Research Implementation Options</p> <ul style="list-style-type: none"> ● Research the version of InfoSnap ● Outline cost/benefits ● Provide recommendation 	<p>COMPLETE</p> <p>COMPLETE</p> <p>COMPLETE</p>	

	<p><i>information system. The goal is to streamline the process for getting registration data into PowerSchool and increasing the reliability of this data by catching data errors and inconsistencies before they are delivered to PowerSchool.</i></p>			
<p>4.10 Data-supported Decision-making and Accountability</p>	<p>User-Friendly Student Tracking System <i>With the district's commitment to making data-informed decisions for learning, we will increase the accessibility, timeliness, and ease of use in accessing relevant data and combining disparate student data sources for district and school leadership over a multi-year process.</i></p>	<p>Identify User Requirements</p> <ul style="list-style-type: none"> ● Identify stakeholders ● Identify end-user attendance dashboard needs <p>Select Software Solution</p> <ul style="list-style-type: none"> ● Create implementation team ● Purchase software <p>Implementation</p> <ul style="list-style-type: none"> ● Build dashboard ● Pilot 1 elementary and 1 middle school ● Gather feedback ● Create district-wide SY20 implementation plan <p>Assess System Usage</p> <ul style="list-style-type: none"> ● Assess system usage ● Assess additional needs 	<p>COMPLETE</p> <p>IN PROGRESS</p> <p>NOT STARTED</p>	<p><i>We selected a solution, however, they would not agree to our Data Sharing agreement which delayed our search process. Thus, we are still in the process of selecting another solution.</i></p>

			NOT STARTED	
4.11 Needs-based Allocation of Resources	<p>Substitute Solution</p> <p><i>The Human Resources Department will continue to recruit, hire, and train new substitute teachers in an effort to increase the daily (average) fill rate. The Human Resources Department will continue to explore other solutions that will address the substitute teacher shortage.</i></p>	<p>Increasing the pool of substitute teachers</p> <ul style="list-style-type: none"> ● Advertise/recruit sub candidates via D97 website. D97 community newsletters, PTO executive meetings, Twitter, Facebook Universities/Colleges <p>Increase the substitute teacher pay rate</p> <ul style="list-style-type: none"> ● Gather substitute pay rates from school districts comparable to D97 ● Gather historical data on D97 substitute teacher pay increases ● Present pay data to the BOE, requesting increase in sub pay <p>Opportunities to improve substitute fill rates</p> <ul style="list-style-type: none"> ● Monitor fill rates for sick, personal, and professional development/release time ● Analyze average weekday needs for substitute teachers/teaching assistants ● Provide monthly updates to administrative team on fill rates 	<p>IN PROGRESS</p> <p>COMPLETE</p> <p>IN PROGRESS</p>	<p>Updated flyers were created and distributed at local job fair and at Board meeting. HR teamed up with Communications Department to develop a substitute recruiting video. The need for substitute teachers and substitute teaching assistants has been publicized on the District's social media platforms.</p> <p>A recommendation, along with supporting data, to increase the daily rate for substitute teachers was approved by the Board of Education at the October 23rd Meeting.</p> <p>Data has been collected, shared, and analyzed by Cabinet and administrative team on multiple occasions</p>

		<ul style="list-style-type: none"> ● Work with new Security and Student Safety Coord on needs of BrightArrow and Informacast ● Develop proactive communication instructions within mass notification situation ● Configure, test and train staff ● Communicate the new integration to all impacted stakeholders 	COMPLETE	Collaborate with communications department as part of an upcoming monthly communication meetings.
4.12 Sound Stewardship of Public Funds	<p>Improve Student/Staff Experiences with Instructional Tech and IT Services</p> <p><i>We will focus on enhancing the user experience.</i></p>	<p>Staff Training (Develop virtual and in-person professional learning schedules for staff by trimester)</p> <ul style="list-style-type: none"> ● Complete BrightBytes survey and review results ● Collaborate with Teaching and Learning to identify opportunities for collaboration and priorities ● Schedule professional learning for the year with Teaching and Learning 	COMPLETE	

		<p>Consolidate old equipment, repair if possible. Invest in functional and time saving equipment.</p> <p>Culture of Service Excellence Create training programs and revise custodial schedules to increase employee efficiency.</p>	<p>IN PROGRESS</p>	<p>We are putting out a survey to principals which will be administered next week.</p>
<p>4.12 Sound Stewardship of Public Funds</p>	<p>Maintenance/Facilities Efficiencies <i>We will improve our learning environment through our facilities.</i></p>	<p>HVAC Repairs Build equipment inventory, tag assets, establish an outside contractor to complete preventive maintenance two times a year to reduce deferred maintenance on equipment. Utilize contractor to show engineers the way to maintain the equipment in house and for training programs.</p> <p>Energy Management Controls Ease of temperature control and utilization of an effective BAS system. Convert lighting to LED.</p> <p>Recycling/Zero Waste Incorporate one to one recycling programs for bulbs, batteries and scrap to reduce waste. Relaunch the zero waste initiatives with Carla, Seven Generations and the Green Teams assistance.</p>	<p>IN PROGRESS</p> <p>IN PROGRESS</p> <p>IN PROGRESS</p>	<p>We have completed the one to one recycling programs for batteries and bulbs. However, we are in the process of locating another hauler for our scrap and milk carton recycling. We have re-launched zero waste and all of the schools received new</p>

				signage to post at a high level in their cafeterias (on the actual bins).
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