Dear District 97 Community,

The 2019-20 school year is well underway, and we are so proud of all the wonderful things that are happening in support of our students, staff and schools.

This fall, we reaffirmed our commitment to advancing the district's vision of creating a positive learning environment for all students that is equitable, inclusive and focused on the whole child. We shared our FY20 Collective Action Plan and individual school improvement plans, which not only support the implementation of our new equity policy, but also help promote greater transparency around the work being done to achieve our goals. We also embarked on a new Communication and Community Engagement Plan, which reflects our commitment to keep the community informed and engaged around the district's equity work.

Included in this update are district-level highlights from Trimester 1 and information about our next steps for Trimester 2 and beyond. Detailed data about the progress we are making toward our goals and student learning targets will be posted on our district website, www.op97.org. We will continue to provide opportunities for the community to share their thoughts and ideas on our equity work through future community feedback sessions and surveys, and we invite you to share your thoughts via our Let's Talk page (http://bit.ly/D97LetsTalk).

We recognize that there is still plenty of challenging work that lies ahead, but we believe we have established a clear path forward to achieving our goals and continuing our growth as an organization. Thank you to our talented and hardworking staff and the entire Oak Park community for their tremendous support of District 97 and the more than 6,000 students we serve. I look forward to sharing our next update in March 2020.

Sincerely,

Dr. Carol Kelley
Superintendent

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**Vision97 4ALL**

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

**Our Goals Are for Every Student to Become:**

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

**Our Four Pillars**

- Equitable Access to Rigorous, Responsive Instruction
- Strong Relationships with Families and Community
- Effective Teachers, Leaders and Staff for Every Student, for Every School
- Data-Driven Continuous Improvement
Goal 1: Every Student Is a Known, Nurtured and Celebrated LEARNER

Measure of Student Success
1. 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).

Key Initiatives (Equity Policy - Equitable Access, Recognizing and Valuing Diversity)
- Affinity Spaces for African-American and LatinX Students
  → Progress: Affinity spaces have been created for Brooks and Julian middle schools through our YEMBA S.T.A.R.S. Program, which began in November. A curriculum has been developed to further support student voice and identity for students of color.
  → Next steps: Continue to support affinity spaces and regularly review efficacy of program.
- Student Voice Clubs
  → Progress: Social justice clubs were launched in Brooks and Julian middle schools in November. These clubs are organized around social justice standards and a student voice curriculum.
  → Next steps: Social justice clubs will offer an opportunity for middle school students to work toward understanding policy and how to be advocates for change. We will also begin planning for elementary-level student voice clubs.
- Universal Design for Learning
  → Progress: Professional learning sessions have started, a UDL website has been created, and a survey has been developed to assess current knowledge and needs of staff.
  → Next steps: Create UDL mission statement, develop a long-term goal, disseminate survey, launch website, provide tips and topic-specific modules to staff.
- Student Focus Groups - Lunch and Learn
  → Progress: Randomly selected students were invited to participate in focus groups at Julian, Mann, Holmes and Beye. Sessions give students the opportunity to share their perspectives on a number of topics, including the culture and climate of their schools.
  → Next steps: Complete the remaining sessions in December and analyze feedback. Summary reports will be shared with school and district administrators to use in school improvement planning.
- Student Surveys
  → Progress: The Positive Learning Environment Student Survey (PLESS) was administered to students in Grades 1 to 8 in November. The overall response rate was 97%.
  → Next steps: An interdepartmental team will meet to prepare for the spring survey.

Goal 2: Every Student Is an Empowered and Passionate SCHOLAR

Measures of Student Success
1. Decrease disproportionality rates of Black students receiving office discipline referrals — as measured by SWIS.
2. Reduce the percentage of students who are chronically absent from school.

Key Initiatives (Eliminating Discipline Disproportionality)
- Culturally Relevant Training for Providing Differentiated Learning Experiences (Ex: Culturally Responsive Teaching, National Board Certified Teacher)
  → Progress: Instructional coaches attended Zaretta Hammond’s series on Culturally Responsive Teaching and the Brain.
  → Next steps: Coaches will attend the second part of Hammond’s series.
- Monitor and Provide Supports to Decrease Students’ Chronic Absenteeism
  → Progress: The district’s new student attendance dashboard is nearing completion.
  → Next steps: Launch the dashboard and train principals and key staff. Work with schools to create best practices for common attendance issues and identify students who are chronically absent.
Goal 3: Every Student Is a Confident and Persistent ACHIEVER

Key Initiatives (Equity Policy - Eliminating Disproportionality)

• Monitor and Provide Supports to Reduce Disproportionality in Office Discipline Referrals (ODR)
  → **Progress:** Monthly reports on ODRs are generated for African-American students and students with IEPs. PBIS teams are working with our climate and culture coaches to facilitate data analysis and a team-initiated problem-solving process.
  → **Next steps:** Continue to provide monthly reports and build capacity of PBIS teams to engage in root-cause analysis and create plans to address disproportionality.

Measures of Student Success

1. Increase the percentage of Grade 3 students reading at or above grade level — as measured by NWEA/ MAP.
2. 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.
3. 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

Key Initiatives (Equity Policy - Equitable Access, Professional Development)

• Literacy Audit and Leader Learning Series
  → **Progress:** Leader Learning series started in November 2019 and will continue throughout the year.
  → **Next steps:** Literacy audit will begin in January 2020, and we will continue professional learning.

• Culturally Relevant Resources (English Language Arts)
  → **Progress:** Our middle school Language and Literature Department began the process of reviewing resources through a culturally-responsive lens.
  → **Next steps:** Continue the curricular review of ELA resources for Grades 6 to 8. In January, the ELA Committee will begin revising the K-5 ELA Written Curriculum to incorporate opportunities and resources for teachers to utilize culturally-responsive practices.

• Strengthen Multi-Tiered System of Support (MTSS)
  → **Progress:** Increased focus on differentiated support for elementary and middle schools. Created a structure and system for monitoring students in Tier 2 and Tier 3 in reading and math. Created a resource library for staff to offer supplementary support to all students.
  → **Next steps:** Share resources widely and continue refinement of processes.

• Coaching Intensives, National Board Certification
  → **Progress:** Our National Board Certification cohorts are meeting monthly, and facilitators are working to connect the NBC process to our vision.
  → **Next steps:** Evaluate the process for joining a district NBC cohort, and facilitate an information session for the 2020-21 cohort.
Measures of Student Success
1. Increase the percentage of students who are projected college ready in Math — as measured by NWEA/MAP.
2. Increase the percentage of students who are projected college ready in Reading — as measured by NWEA/MAP.

Key Initiatives (Equity Policy - Equitable Access)
• Increased Access to Advanced Learning Opportunities
  → Progress: Soft launch of the district’s accelerated placement program resulted in referral system refinements. Acceleration opportunities for FY21 were shared with families. Increased access for students who receive “push-in” support for math, and started a professional learning series for fifth-grade teachers.
  → Next steps: Continue to refine acceleration process and provide professional learning and support for fifth-grade teachers and GTD teachers.
• Support Middle School Rigorous Instruction
  → Progress: Provided job-embedded support for math teachers around new instructional materials. ELA and Science departments for Grades 6-8 have started the resource review process. Revision of IB units is in progress. Professional learning is being provided in the Illinois Standards for Social Science, Physical Education and World Language.
  → Next steps: Continue work toward strengthening math instruction. Review curricular resources, and work toward embedding concepts in IB units. Work toward integrating enhanced P.E. standards.
• Digital Tools and Learning Series
  → Progress: Developed professional learning schedule and topics based on data that was collected via Technology Department help tickets and anecdotal feedback. Collected baseline data for usage of tools, and offered professional learning community sessions.
  → Next steps: Share learning session information with staff and schedule at all buildings. Collaborate with the professional learning committee in preparation for the March Institute Day.

Communication and Community Engagement Update
The goal of the FY20 Communication and Community Engagement Plan is to keep the community informed and engaged about the district’s vision and equity work. We are seeking to (1) increase the overall number of engaged parents, (2) ensure that underrepresented groups are engaged in our equity efforts, (3) increase social media engagement and (4) ensure that at least 75% of parents are moderately to highly aware of our vision and equity plans.

Key Initiatives (Equity Policy - Stakeholder and Community Engagement)
• Community Engagement/Feedback Opportunities
  → Progress: Administered staff and family surveys. Held series of community meetings and focus groups to collect input on equity plans. All principals hosted events to share updates and connect with families.
  → Next steps: Start “Coffee with Carol” series, conduct focus groups and use text messages for quick polls. Include demographic questions on all surveys to better track parent/student voices.
• MyD97 Campaign
  → Next steps: Launch “Making MyD97 Better Award” and social media video challenge. Recruit social media ambassadors and share regular updates via Twitter and Facebook.