GOAL 2:
POSITIVE LEARNING ENVIRONMENT
RESTORATIVE PRACTICES /
COMMUNITY BUILDING
Holmes Team
- Dr. Christine Zelaya—Principal, Holmes School
- Parisa Asgharzadeh—Assistant Principal, Holmes School
- Faith Harris—1st Grade Teacher, Holmes School
- Maria Pascarella, Social Worker, Holmes School

Irving Team
- John Hodge—Principal, Irving School
- Susan Mura—Assistant Principal, Irving School
- Katie Noonan—Teacher Librarian, Irving School

Mann Team
- Cheryl Sullivan – Principal, Mann School
- Linda Chrystall – Student Support Specialist
- Maddie Datz – 4th Grade Teacher
WHY ARE WE DOING THIS? AND WHERE DID IT BEGIN?
DATA - THE WHY

I belong

% of respondents in each demographic group who selected "Agree" or "Strongly Agree"

- Overall (N = 479): 70%
- 1st Grade (N = 81): 72%
- 2nd Grade (N = 107): 70%
- 3rd Grade (N = 106): 66%
- 4th Grade (N = 97): 69%
- 5th Grade (N = 82): 70%
- Male (N = 232): 69%
- Female (N = 232): 90%
- Students choose not to answer (N = 10): 52%
- Asian (N = 3): 62%
- Black (N = 6): 60%
- Hispanic (N = 1): 75%
- Multi-racial (N = 2): 76%
- White (N = 180): 100%
- American Indian (N = 6): 66%
Why is building school community essential?

School-wide community building creates positive cross age relationships and creates a positive ethos within the school. Kids feel welcomed, loved, celebrated and a sense of belonging.
Why I LOVE HAWKS’ NEST

1. You get to spend time with kids from different ages and then you become almost best friends.
2. If you’re having a bad day they always cheer you up!!
3. You always have a good laugh!!!
4. You can tell them stuff and they won’t go out and share it!
5. Hawks Nest teacher is always super super nice!!!!

You Always have FUN!

WHAT IS A HAWKS’ NEST?
THE PRACTICE OF
NESTS/DENS/STABLES
**Organization**

- All staff has a group of students from each grade
- Meet regularly (once a month) during a set time.
  - Example: Every first Wednesday at 8am
- Nest/Dens/Stables stay the same over the years
  - Switch out 5th graders with new kindergarteners each year.
- Creates lasting relationships
- Each have names, signals and/or handshakes to greet each other with during the school day.
- Sense of belonging to a group.
EAGLES’ NEST

School-Wide Community Building

2018-2019: I Belong

2019-2020: Treating Others with Respect and Kindness
KINDNESS
LESSONS (2 WEEKS)

Read *A Little Spot of Kindness* as a family

- Create a “spot” of kindness to create our bulletin board.
- Each student got a spot sticker on their hand to remind them to be kind all day.
Be Kind: It’s Hard to Fix a Broken Heart

- Students decorated a heart.
- Together, we read scenarios that showed unkind acts.
- After each scenario, students folded their heart.
- At the end, we asked them to put the hearts back the way they were.
- Students realize it is hard to fix a broken heart.
MUSTANG STABLE

School-Wide Community Building
All groups watched this video, and had a discussion about respecting each other.
Each class brainstormed ways they can show respect to their classmates.

Then, they narrowed the list down to the ULTIMATE TOP THREE ways to show respect to our classmates.

Teachers wrote it on a poster and hung it up somewhere in their rooms or in the hallways as a reminder for students all over Mann to see.
D97 Vision: How does this support our vision?

Oak Park Elementary School District 97 will create a positive learning environment for all students that is equitable, inclusive and focused on the whole child.
**Positive:** Creates additional positive relationships with adults and students, different from their own classmates and teacher.

**Equitable:** All students have access to the supports necessary to successfully engage in the nests.

**Inclusive:** All students, of all abilities, are included in different nests with TA support. Co-teaching is natural in nests.

**Whole Child:** All lessons focus on Social Emotional skills, allowing students time to discuss, create and connect with others.
WHO DOES THIS IMPACT AND HOW?
BEFORE AND AFTER HAWKS NEST

PLESS Data Spring 2017 → Spring 2019

*Students responding positively to the following:*

“I belong” 67% → 77%
“I like this school” 76% → 83%
“Students at my school are friendly” 56% → 68%
“I have friends” 74% → 89%
“Students at my school treat me with respect” 51%–65%
Behavior
Average behavior calls on Hawk’s Nest Days: 0
Average behavior calls on non–Hawk’s Nest Days: 4
Average nurse visits on Hawk’s Nest Days: 0
Average nurse visit on non–Hawk’s Nest Days: 5

Attendance/Tardies
Average absences on Hawk’s Nest Days: 10.8
Average absences on non Hawk’s Nest Days: 20
Average tardies on Hawk’s Nest Days: 20.2
Average tardies on non Hawk’s Nest Days: 30
Average staff absences on Hawk’s Nest Days: 0
IRVING "I BELONG" PLESS DATA
BEFORE AND AFTER EAGLES NEST

PLESS Data Fall 2018 → Spring 2019
Students responding positively to the following:

“I belong” 77% → 82%
MUSTANG STABLE- INITIAL IMPACT

PLESS Data Fall 2018 -> Fall 2019

Students responding positively to the following:

“I belong” 72% -> 79%

“Students at my school treat me with respect” 55%- 71%
STUDENT IMPACT – HOLMES
STUDENT IMPACT - IRVING
STUDENT IMPACT - MANN
WHAT DOES D97 NEED MOVING FORWARD?
THE FUTURE

- Continued positive sharing of Nest/Den/Stable activities.
- Expansion of this framework to all D97 schools.
- A Master Schedule that provides time for Nests’ / Stables
- Maintain this opportunity that is cost neutral
QUESTIONS??
Thank you!
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