School Improvement Logic ModelS:

Hatch & Whittier

Board of Education Meeting
October 22, 2024

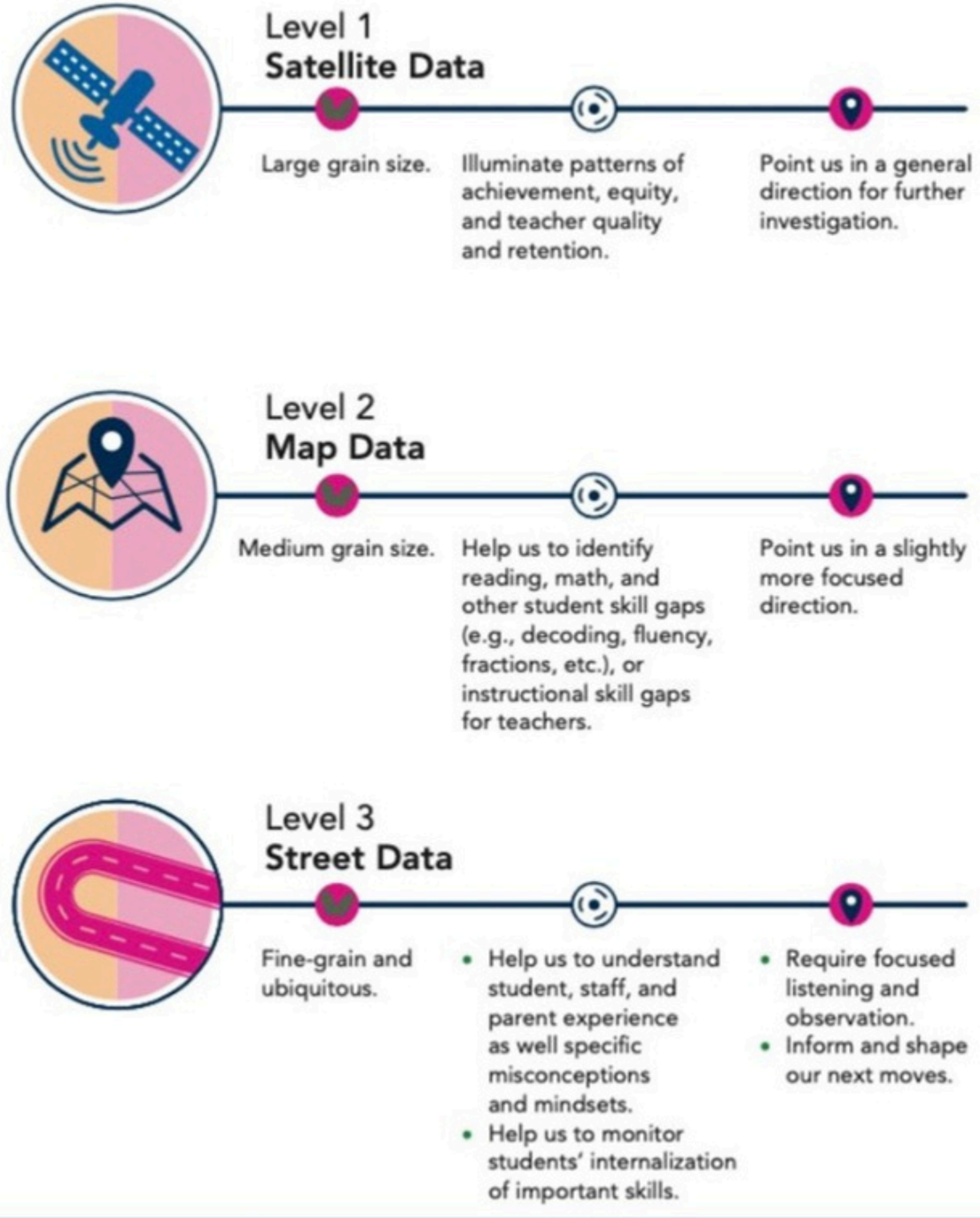
What’s our big idea?

Actions Reflect Beliefs:
This Presentation & *Our D97 Equity Policy*

A. Equitable Access

District 97 shall provide **every student with equitable access** to high-quality instruction, culturally relevant curriculum, grade appropriate assignments, high expectations, facilities, and other educational resources necessary for them to succeed. Practices, procedures and programs that result in over- or under-representation of any group of students compared to peers shall be subject to close review to assure that such results are due to meeting students' legitimate educational, social or emotional needs.

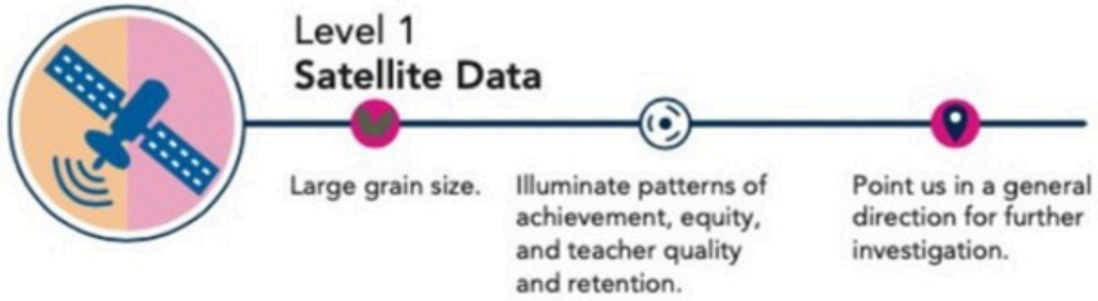
Actions Reflect Beliefs: Meaningful and Transparent Success Criteria

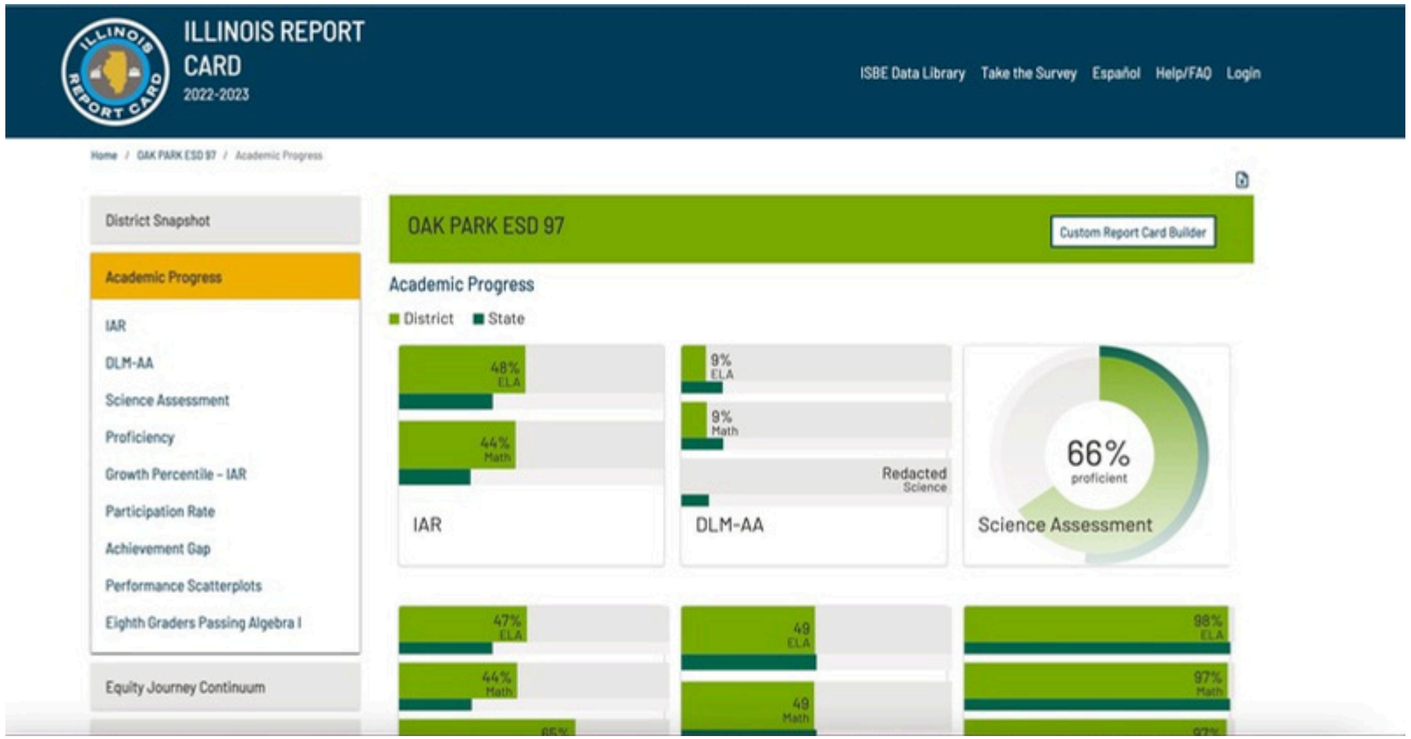


Source for visual: Shane Safir/social media, author of Street Data A Next-Generation Model for Equity, Pedagogy, and School Transformation with Jamila Dugan (SAGE Publications 2021)

Actions Reflect Beliefs:

Meaningful and Transparent Success Criteria





Actions Reflect Beliefs:

Meaningful and Transparent Success Criteria



		SY25 Fall Progress				SY25 Goal				SY24 Actuals				SY24 Goal			
		ELA	Math	Belonging	Engagement	ELA	Math	Belonging	Engagement	ELA	Math	Belonging	Engagement	ELA	Math	Belonging	Engagement
[School Name]	Focal Cohort	Not available at this time	Not available at this time	Not available at this time	Not available at this time			Higher than overall	Higher than overall							No specific goals set	No specific goals set
	K			Not available at this time	Not available at this time							--	--			--	--
	1			Not available at this time	Not available at this time							--	--			--	--
	2			Not available at this time	Not available at this time							--	--			--	--
	3			Not available at this time	Not available at this time												
	4			Not available at this time	Not available at this time												
	5			Not available at this time	Not available at this time												

Note: Blue indicates that the specified group (grade-level or focal cohort) met or exceeded their goal. Yellow indicates that the group did not meet their goal but was within 2 points of meeting it. Red indicates the group missed their goal by more than 2 points.

Note: Fall Progress reflect % of students at or above Tier + (70th percentile) per NWEA MAP for ELA and Math for Grades K-2 and % of student projected proficient on IAR per NWEA MAP for Grades 3-8
Note: Beginning in SY24, we did not administer Spring NWEA MAP testing. Thus, "actuals" reflect Winter (NWEA MAP) scores for Grades K-1, Winter (NWEA MAP) projections for Grade 2, and Spring (IAR) scores for Grades 3-5
Note: The Illinois Report Card reflects the % of students proficient by "home" school. The actuals scores reflected here indicate students who tested at the school.
Note: The focal student cohort values for ELA and Math indicates % of students who met fall to winter growth targets on NWEA MAP (i.e. it does not represent the % proficient.)
Note: The focal student cohort values for Belonging and Engagement in SY24 reflect only Grades 3-5; Panorama was not administered to students in Grades K-2 in SY24.
Note: The SY24 goals for the focal student cohort were not officially part of the SY24 SIPs but were tracked and shared with building leaders

Actions Reflect Beliefs:

Meaningful and Transparent Success Criteria



Proximity

2024-25 District 97 Transformation Goals

We Learn, Lead and Celebrate Together

Our District Culture

ALL Employee Professional Learning

We Design for ALL

Elementary Core Instruction Foundations

Middle School Redesign

We Align Resources

Master Facilities Plan

Comprehensive Safety Plan

We Learn Everywhere

Portrait of an Oak Park 8th Grade Graduate

Early Childhood Education

Meet the Team

Dr. Natacia Campbell Tominov
Assistant Superintendent of Human Resources

Michele Capio
Director of Universal Design for Learning

Erica Childress
Equity and Professional Learning Coordinator

Dr. Anna Colaner
Senior Director of Data Analytics and Research

Emilie Creehan
Director of Universal Design for Learning

Dr. Luis De Leon
Assistant Superintendent of Middle Schools

Tracy Hamm
Director of Universal Design for Learning

Dr. Tawanda Lawrence
Senior Director of Teaching and Learning

Dr. Eboney Lofton
Chief Learning Innovation Officer

Donna Middleton
Senior Director of Student Services

Patrick Robinson
Assistant Superintendent of Elementary Schools

Stephanie Suerth
Equity and Professional Learning Coordinator

District 97 Principals

Hussain Ali
Mann Elementary School

April Capuder
Brooks Middle School

Nick Filipowski
Julian Middle School

Amy Jefferson
Longfellow Elementary School

Sarah Mendez
Hatch Elementary School

Ashley Mosley
Whittier Elementary School

Susan Mura
Irving Elementary School

Tamera Phillips
Holmes Elementary School

Marianne Rehfield
Lincoln Elementary School

Cheryl Sullivan
Beye Elementary School

Tonight's Presenters

Dr. Natacia Campbell Tominov
Assistant Superintendent of Human Resources

Chasity McComb-Williams
Assistant Principal, Whittier Elementary School

Sarah Mendez
Principal, Hatch Elementary School

Dr. Ashley Mosley
Principal, Whittier Elementary School

Patrick Robinson
Assistant Superintendent of Elementary Schools



Tonight's Agenda

01 Gear Shifts

02 School Improvement Logic Model Framing

02 Hatch's School Improvement Logic Model Presentation

03 Whittier's School Improvement Logic Model Presentation

SY25 Professional Learning & Core Instruction Gear Shifts

The same old silos	→	Strategic integration
Episodic training	→	An ecosystem of integrated professional learning opportunities
Vague/varied notions of student experiences and instructional practices	→	Collective understanding of student experiences and instructional practices as outlined in the Framework for Teaching
Narrow use of curriculum materials to guide instruction	→	Competency-based education which elevates educator expertise
Reliance on satellite standardized test data	→	Real-time feedback to students on standards mastery

Core Instruction Goals for SY25

District Goal 2: We Design for ALL

Goal 2A: Elementary School Core Instruction Foundations
Goal 2B: Middle School Core Instruction Redesign

Building leadership teams will engage their staff to improve core instruction as defined by the **Framework for Teaching (FfT)** and the principles of **Universal Design for Learning (UDL)** with an explicit focus on evidence of:

- **student engagement in the standards** they are learning and their understanding of why that content matters
- student access to **culturally and linguistically** appropriate content, with attention to the classroom experiences of multilingual learners
- **student positive social-emotional** learning embedded into daily core instruction practice

Building leadership teams will study a **focal cohort** of students from their school to get in **proximity to student experience**. Using this knowledge, educators will learn how to use the FfT and UDL to guide **changes in adult practice** and **generate optimal** learning conditions.

Universal Student Success in D97

How will we learn from our focal student cohort experience to improve core instruction?

District-Level Focal Student Cohort

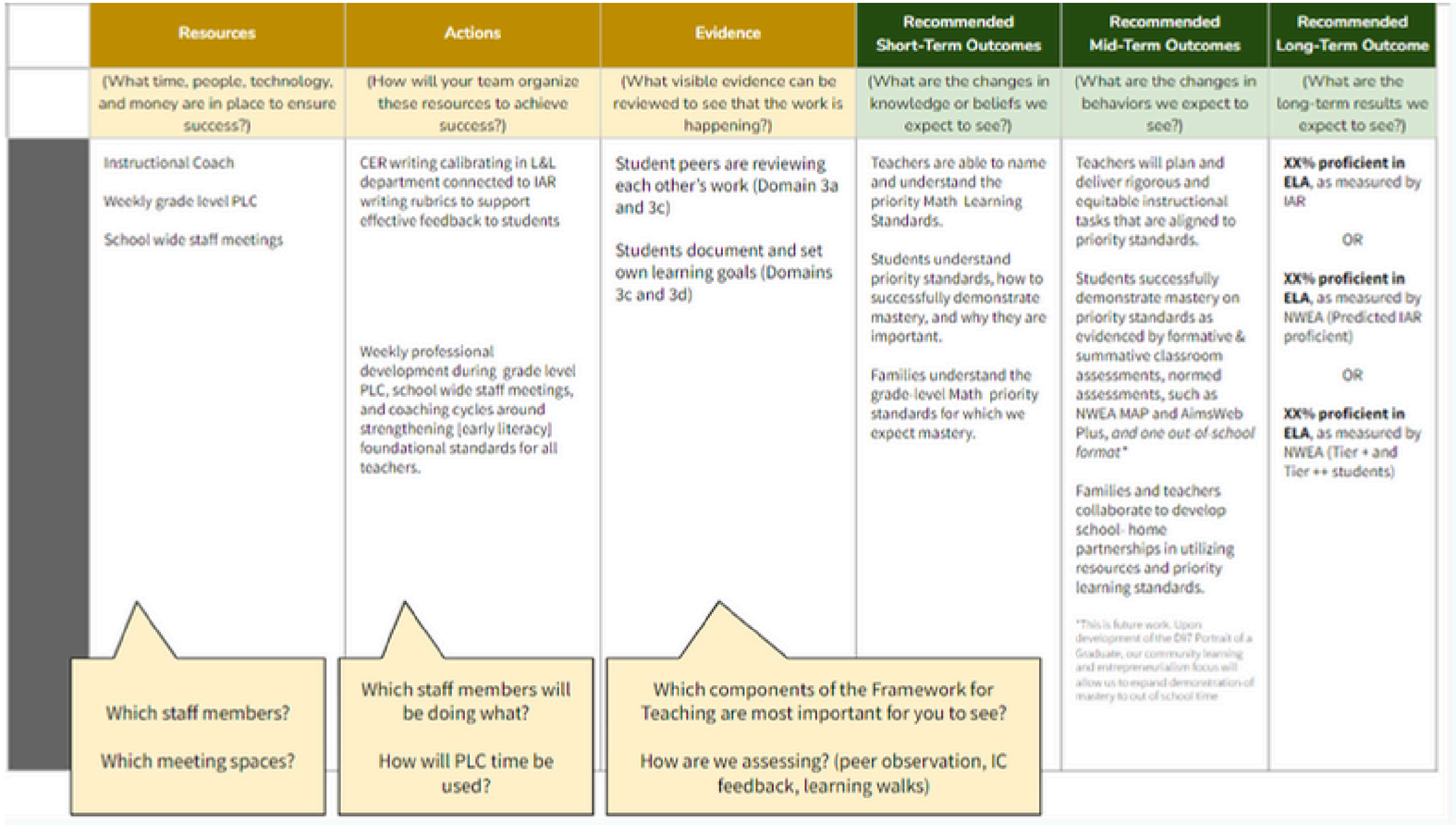
- Black students with IEPs and Qualified for Free or Reduced-Price Lunch (FRPL)

School-Level Focal Student Cohort

- Includes Black and /or ML students
- Can include a combination of IEP and/or FRPL status
- Target to equal 10% of the school's enrollment
- Can change over time depending on the data of school and student demographics.



Each D97 Building Leadership team develops a school improvement logic model every year.



	Resources	Actions	Evidence	Recommended Short-Term Outcomes	Recommended Mid-Term Outcomes	Recommended Long-Term Outcome
	(What time, people, technology, and money are in place to ensure success?)	(How will your team organize these resources to achieve success?)	(What visible evidence can be reviewed to see that the work is happening?)	(What are the changes in knowledge or beliefs we expect to see?)	(What are the changes in behaviors we expect to see?)	(What are the long-term results we expect to see?)
	Instructional Coach Weekly grade level PLC School wide staff meetings	CER writing calibrating in L&L department connected to IAR writing rubrics to support effective feedback to students Weekly professional development during grade level PLC, school wide staff meetings, and coaching cycles around strengthening [early literacy] foundational standards for all teachers.	Student peers are reviewing each other's work (Domain 3a and 3c) Students document and set own learning goals (Domains 3c and 3d)	Teachers are able to name and understand the priority Math Learning Standards. Students understand priority standards, how to successfully demonstrate mastery, and why they are important. Families understand the grade-level Math priority standards for which we expect mastery.	Teachers will plan and deliver rigorous and equitable instructional tasks that are aligned to priority standards. Students successfully demonstrate mastery on priority standards as evidenced by formative & summative classroom assessments, normed assessments, such as NWEA MAP and AimsWeb Plus, *and one out-of-school format** Families and teachers collaborate to develop school- home partnerships in utilizing resources and priority learning standards. *This is future work. Upon development of the D97 Portrait of a Graduate, our community learning and entrepreneurialism focus will allow us to expand demonstration of mastery to out of school time	**XX% proficient in ELA**, as measured by IAR OR **XX% proficient in ELA**, as measured by NWEA (Predicted IAR proficient) OR **XX% proficient in ELA**, as measured by NWEA (Tier + and Tier ++ students)

Which staff members?

Which meeting spaces?

Which staff members will be doing what?

How will PLC time be used?

Which components of the Framework for Teaching are most important for you to see?

How are we assessing? (peer observation, IC feedback, learning walks)

Elementary School Improvement Plan Logic Model Presentations

October 22, 2024

Hatch and Whittier

ELA Pilot Resource Updates

January 28, 2025

Lincoln and Longfellow

Math Pilot Resource Updates

March 25, 2025

Beye and Irving

ELA Pilot Resource Updates

April 22, 2025

Mann and Holmes

Questions?

Hatch Elementary School School Improvement Logic Model 2024-25

Agenda Items

*Logic Model
*Reflections
*Change in Practice
*Celebrations



Hatch Logic Model:

Cognitive Engagement
Student Voice
Sense of Belonging

Reflections

SY24 EOY SIP Logic Model Reflections

We saw growth but the achievement gap is still evident.

Hatch students demonstrate high behavioral engagement, but we need better ways to gauge cognitive engagement.

We saw large groups of students falling between 20th-70th percentiles.

Families reported loving the Hatch experience and we want to continue to find creative ways to include them in future work.

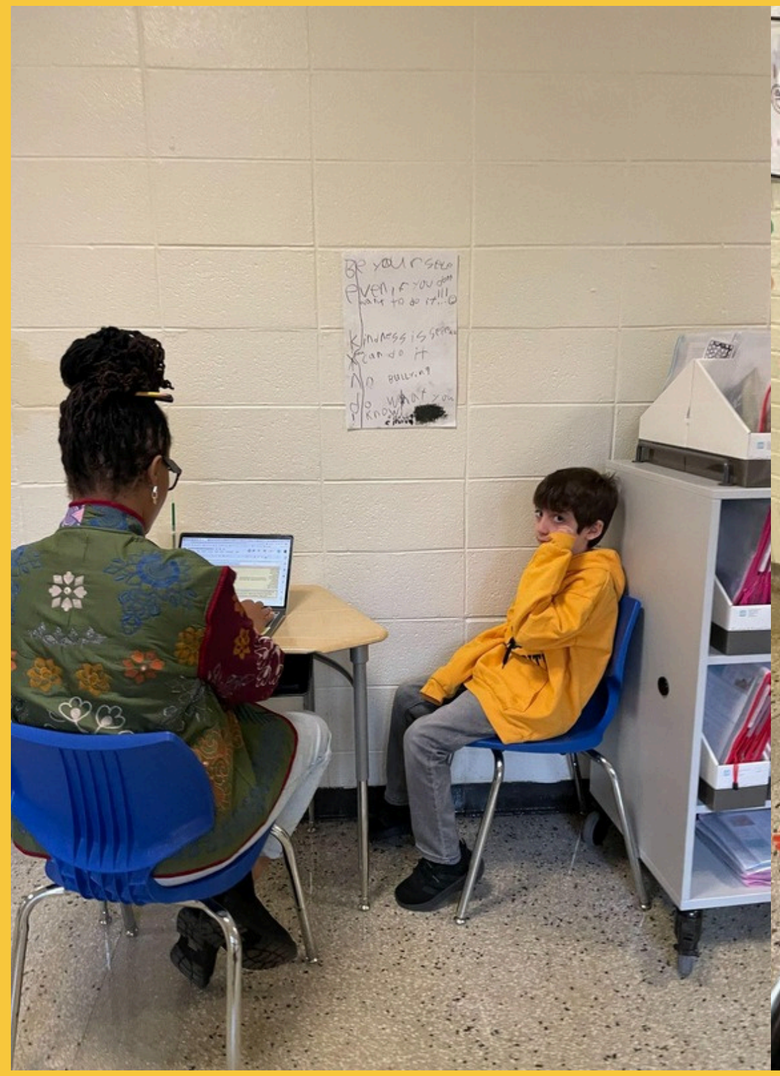
Students reported wanting more hands on activities, more opportunities for discussion/exploration and science!

Logic Model in Action



Actions Taken: Elevating Student Voice through Interviews

BLT Team Leaders designed a student interview process to dive deeper into cognitive engagement and incorporate student voice into our school improvement process.





Actions Taken: Elevating Student Voice through Interviews

Students told us that recess/play is the high point of day → We added play-based/games etc. into core instruction to make learning feel like play. Math games became a routine!



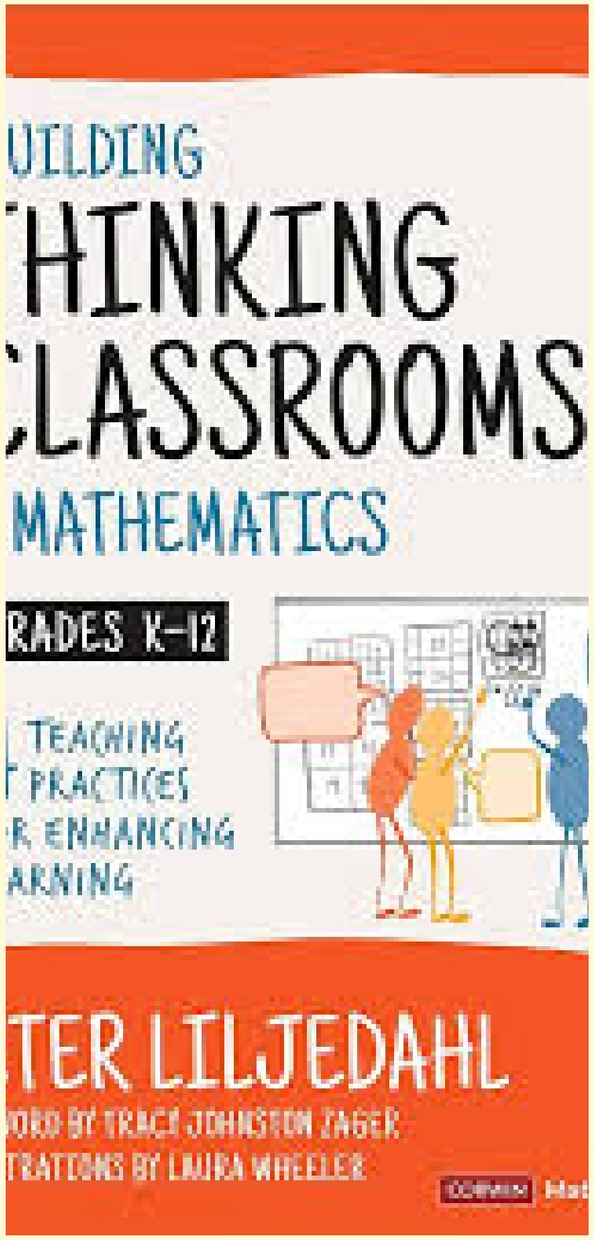


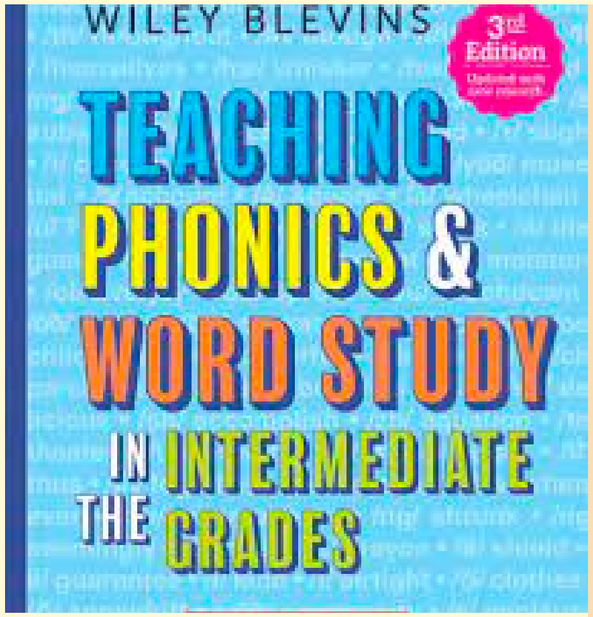
Change in Practice: Morning Meeting and Soft Start

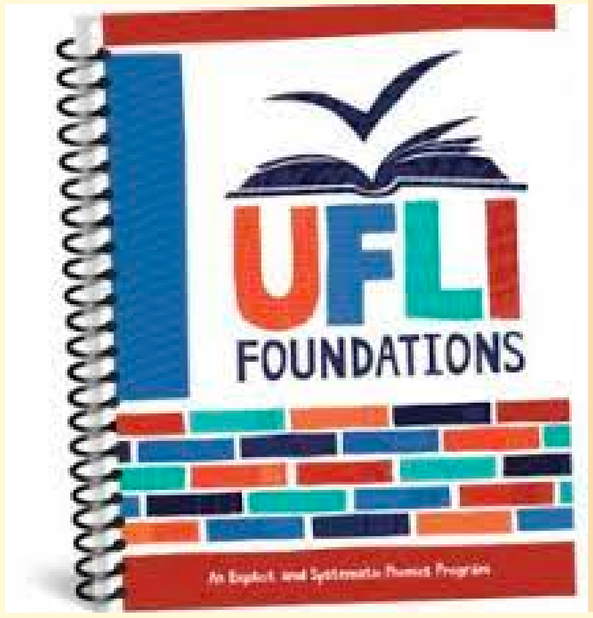


Change in Practice: Focus on Student Data and Feedback to Inform Instruction









Change in Practice: Professional Learning on Cognitive Engagement and Foundational Literacy

Change in Practice: Effective Use of Collaborative Time to Improve Instruction (e.g., Staff Lunch and Learns)





SLIDESMANIA

Change in Practice: Increased Focus on Science Themes in Enrichment for All





Change in Practice:

“What I Need” (WIN) Time Redesign for Flexible Grouping across Classrooms







Change in Practice: Building Math Fact Fluency and Critical Thinking







Change in Practice: Building a Sense of Belonging - Tiger Dens/SAIG Groups





Change in Practice: Multiple Entry Points for Family Engagement

- Coffee with the Principal
- PTO Meetings
- Community Building Events
- Classroom Volunteers
- Lunch/Recess Supervisors
- Classroom and School Newsletters
- PTO Bulletin
- Let’s Talk



Thank you!



Whittier School Improvement Logic Model Presentation

School Improvement Highlights

Whittier Elementary



SY '24 SCHOOL IMPROVEMENT REFLECTION

- **Continue to see academic Wildcat growth**
  - Focus on Core instruction
    - to decrease the need for intensive support outside of the classroom (Tier 2 +Tier 3)
- **Enhancing Culture and Climate:**
  - Focus on initiatives that promote a positive school culture and climate to increase to a sense of Belonging.
- **Access + Belonging for ALL:**
  - Focus: Resource Analysis and Stakeholder Insights
    - Review of office referral data
    - Tiered intervention data
    - Underrepresentation in Acceleration and After School Activities
    - Curriculum Access
      - The ELA Pilot

How do we create an increase in access while creating a sense of belonging?



SY '24 SCHOOL IMPROVEMENT REFLECTION

1. Focus on Core Instructional Practices (Continued Implementation of Strategic 7)

- These strategies increase student engagement and directly impact student achievement, especially in our focal student cohort.

2. Enhanced Collaboration through PLCs

- Professional Learning Communities (PLCs) collaboration fosters a supportive learning environment and provides regular feedback opportunities to ensure sustained engagement and collective efficacy.

3. Increased Student + Family Engagement

- Higher levels of student engagement through circles and surveys. Family engagement with focus group sessions. Student driven recognition and parent involvement in school PAW Store



Collaborative Teachers



Relationships and Routines (2)

(Your classroom environment and the way its members thrive)

Clear Learning Objectives (1c,1e,3a)

(What the students will learn and how they learn it)

Chew Time (3c)

(The time/ work that students use to process and practice)

Small Group Learning (3c)

Opportunities to Consolidate Learning (3c,3d)

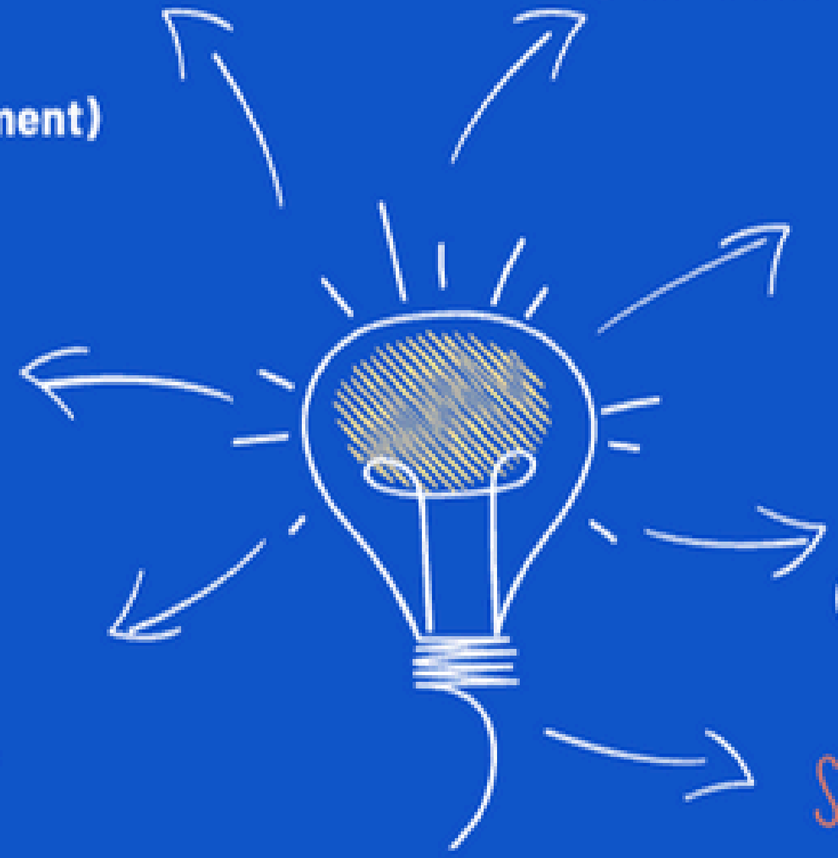
(Synthesis, Reflection, Self-Assessment)

Student Discourse (3b)

(Academic Talk Time)

Feedback (2b, 3d)

(Timely, specific, ongoing)



Whittier's STRATEGIC SEVEN

A framework of Instructional Practices that focus our work toward positive, equitable outcomes for our students

Developed by Patrick Robinson, Meagan Roskos, Chastity McComb Williams, Maggie Cahill

Shared Transformative Leadership



Instructional Leadership Team

Principal

Assistant Principal

Instructional Coach

Language Art Specialist

Building Leadership Team (BLT)

Principal

Assistant Principal

Grade-Level Leads

Instructional Coach

Language Art Specialist

Special Education Lead

Special Area Lead

Acceleration Team

Grade Level PLCs

Involved Families

What do you and your student <u>need</u> to feel like this is where you belong?

Open Door

Safe Space for feedback

Places to be seen (Parents + Students)

Opportunities for Soft Start to the day

PUSH students

Opportunities for Cultural Celebrations



Thank You!