

District 97 Brooks School Improvement Logic Model & MS Master Schedule Redesign Update

Board of Education Meeting
Nov. 12, 2024



Agenda

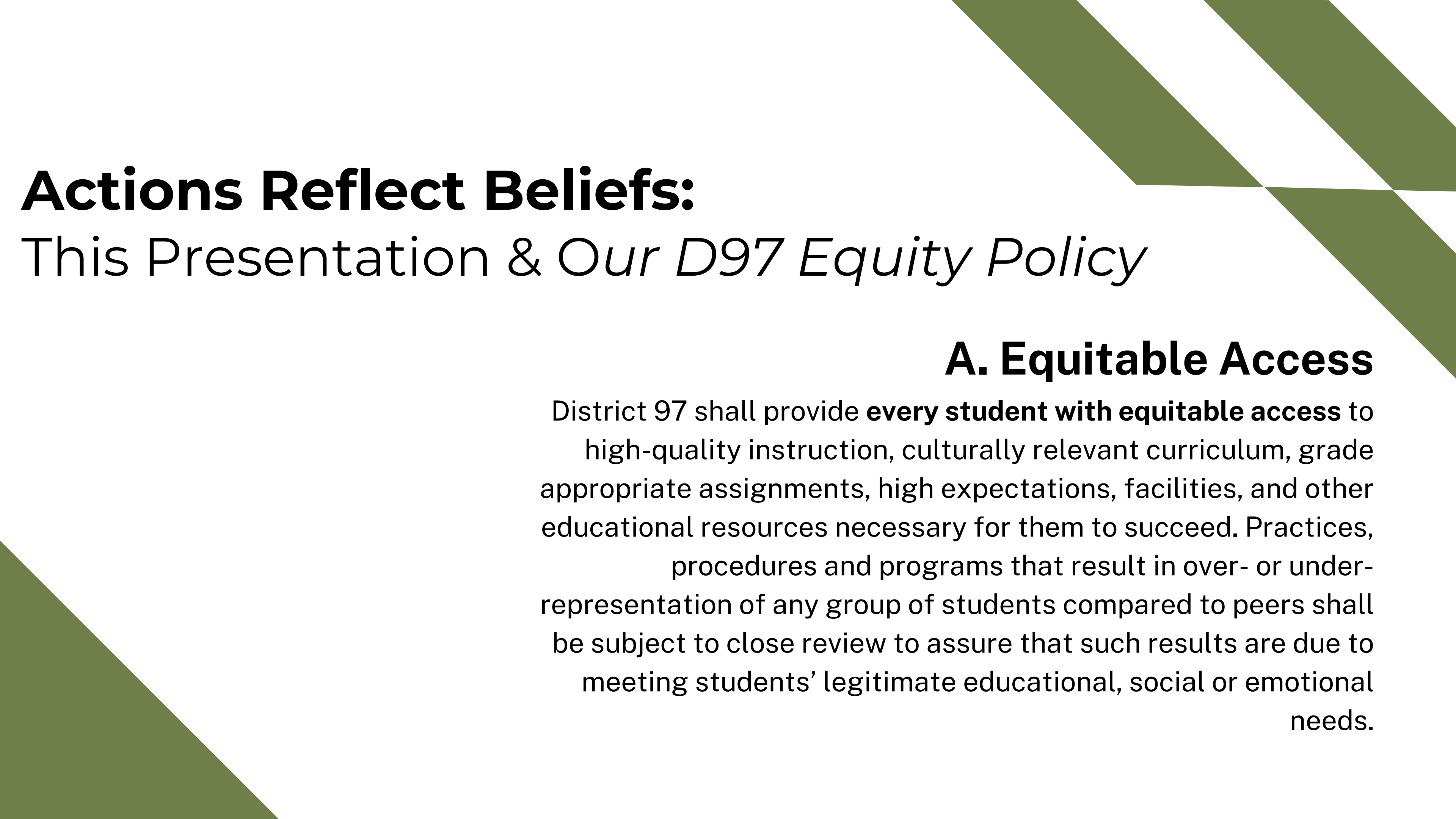
Topics Covered

Brooks Middle School Improvement
Logic Model Presentation

Master Schedule Redesign Update

What's our big idea?





Actions Reflect Beliefs:

This Presentation & *Our D97 Equity Policy*

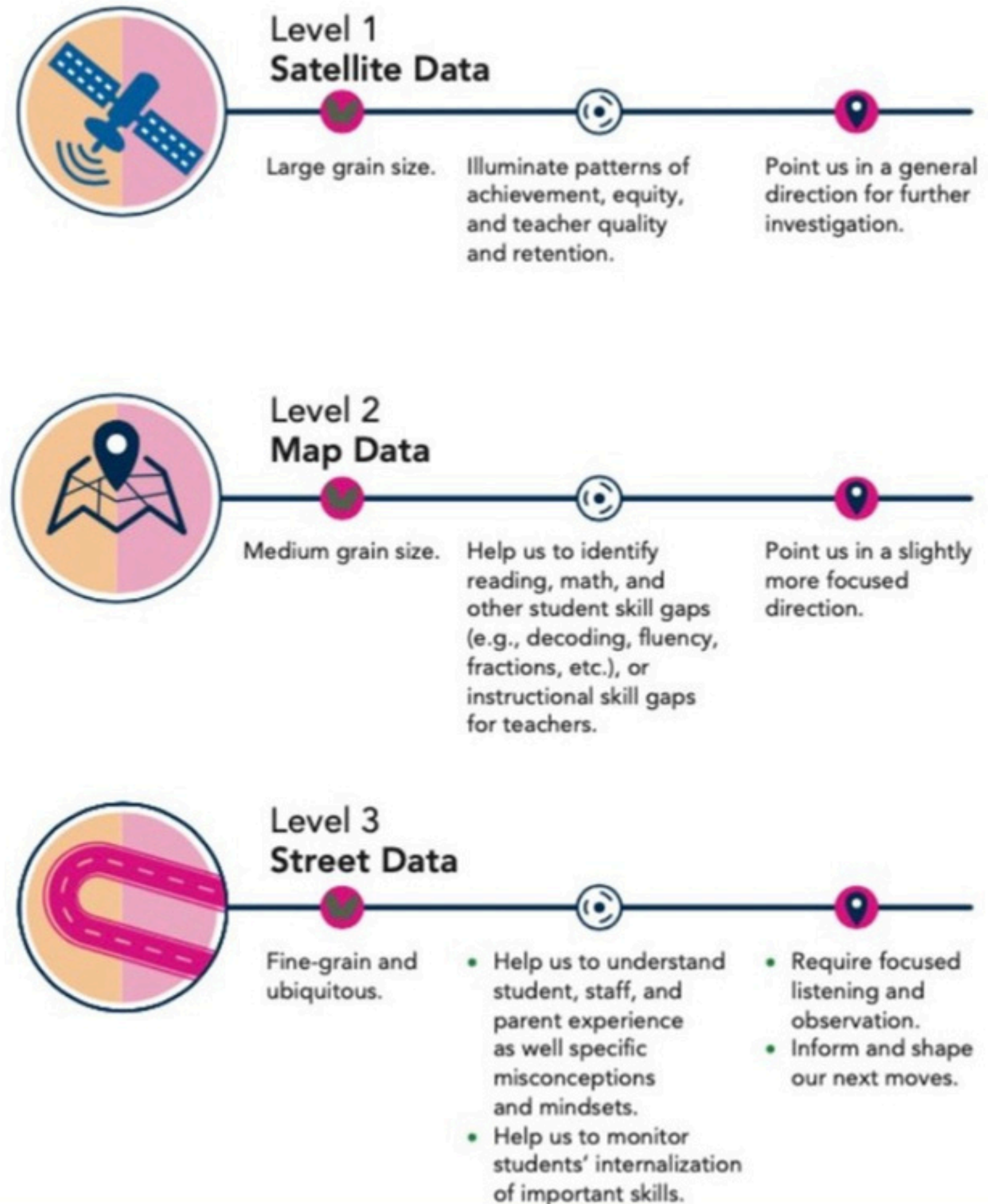
A. Equitable Access

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:

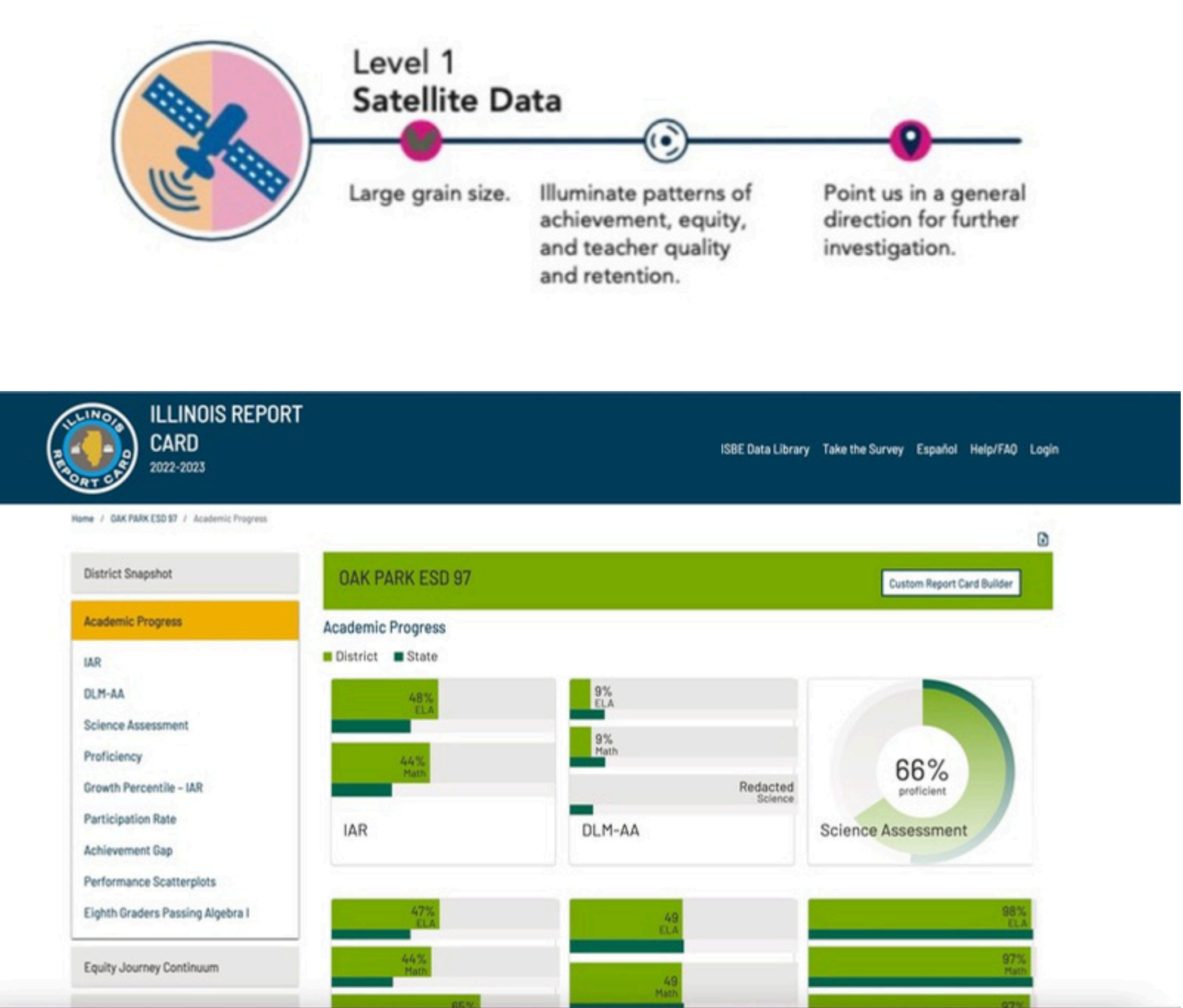
Meaningful and Transparent Success Criteria

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)



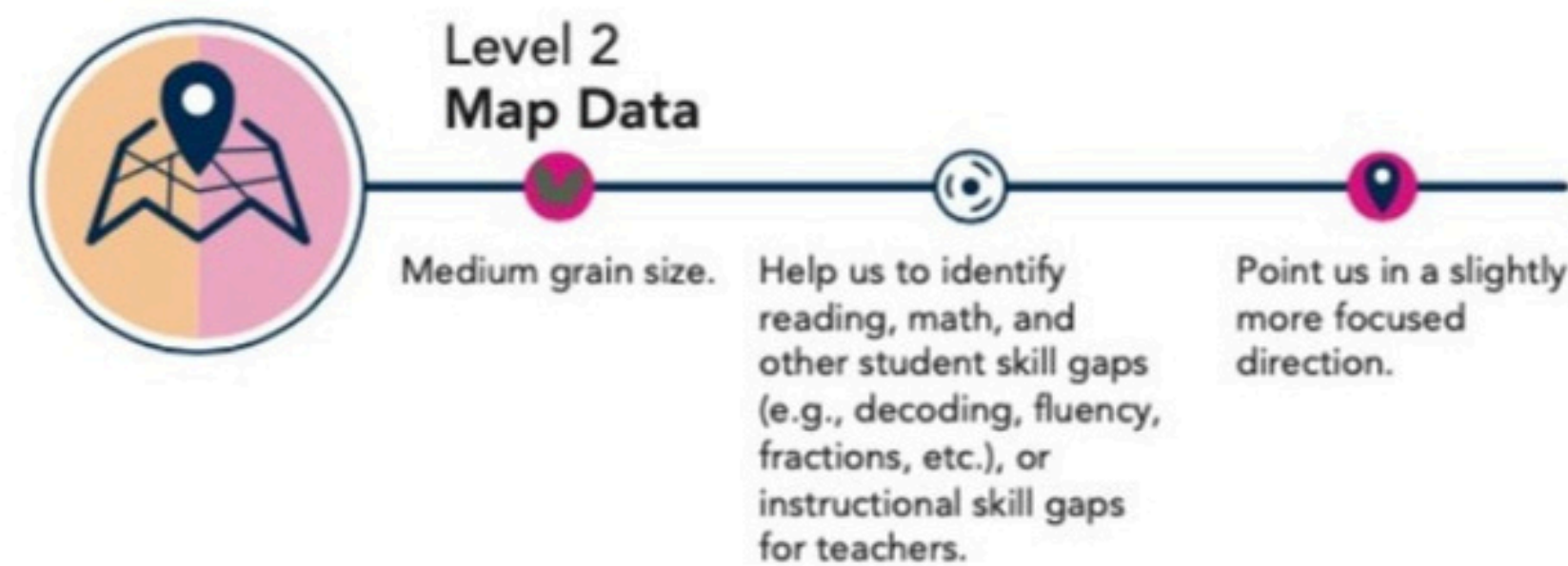
Actions Reflect Beliefs:

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 NYEA MAP for ELA and Math for Grades K-2 and % of student projected proficient on IAR per NYEA MAP for Grades 3-5

Note: Beginning in SY24, we did not administer Spring NYEA MAP testing. Thus, "actuals" reflect Winter (NYEA MAP) scores for Grades K-1, Winter (NYEA 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 NYEA 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



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.



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

SY25 Professional Learning & Core Instruction

Gear Shifts

The same old silos



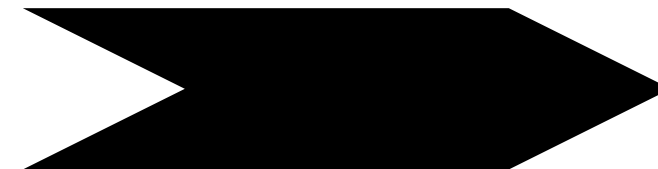
Strategic integration

Episodic training



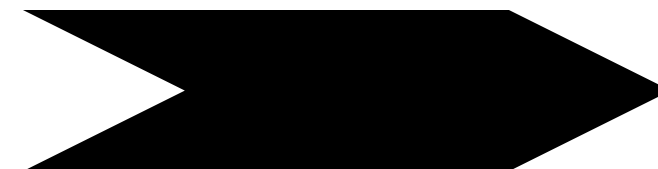
An ecosystem of integrated professional learning opportunities

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.



Our Frame

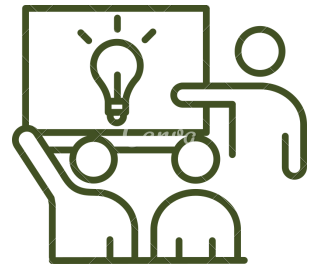


Core Instruction for ALL

- How are you studying your focal cohort to get in proximity to student learning experiences?
- How are you ensuring student engagement in the standards they are learning and their understanding of why that content matters?
- What examples/data/evidence might you share?
- How are you ensuring student access to culturally and linguistically appropriate content?
- How are you being attentive to the classroom experiences of multilingual learners?
- What examples/data/evidence might you share?

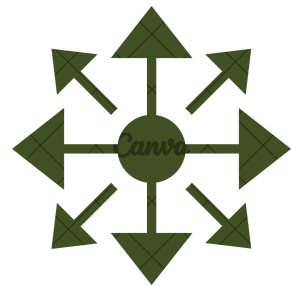


Our Frame



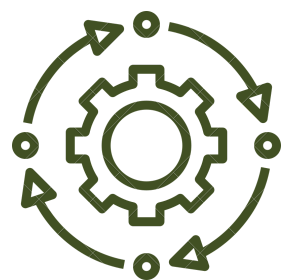
Collaborative Teachers

How are people and time resources (specifically teacher collaboration time and out-of-classroom positions) being used to strategically support the improvement of core Tier 1 practices and students experiences at your school?



Involved Families

How are you using family-teacher conferences and parent engagement to build home-school connections for learning?



Shared Transformative Leadership

Which teacher leader roles do you have at your school and what visible work products are supporting student success?

We designed to engage teams closest to the students.

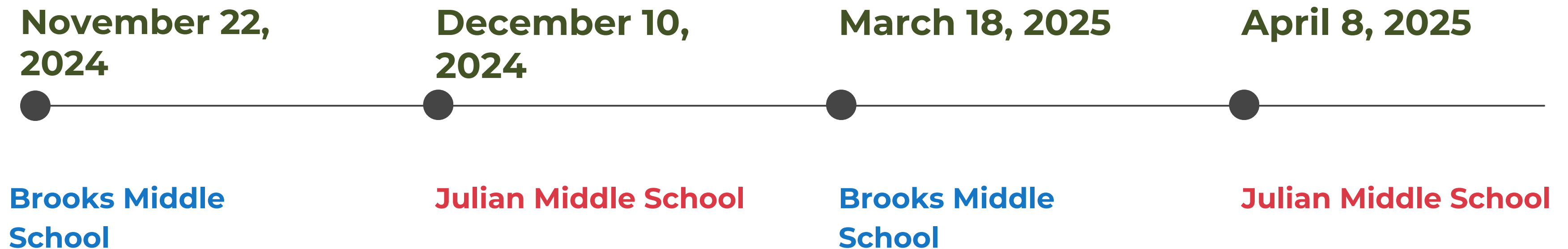
Based on these questions, we designed logic model templates that would engage our school-level teams in identifying **resources, adult practices, and professional learning** opportunities that lead to high-quality core instructional practices.

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 entrepreneurship 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)			

Middle School Improvement Plan Logic Model Presentations

Business Meetings 2024-25



School
Improvement
Logic Models:
Brooks Middle School





Brooks Middle School Logic Model Presentation

[\(link\)](#)

NOVEMBER 2024

APRIL CAPUDER
PRINCIPAL
BROOKS MIDDLE SCHOOL

DR. DENISE GILDON
ASSISTANT PRINCIPAL
BROOKS MIDDLE SCHOOL

MALLORY MOWERY
8TH GRADE ELA TEACHER &
ELA DEPARTMENT CHAIR

CAROLINE DELIA
8TH GRADE MATH TEACHER &
MATH DEPARTMENT CHAIR

Master Schedule Redesign Update





MS Schedule Redesign

NOVEMBER 2024

DR. LUIS FERNANDO DE LEON
ASSISTANT SUPERINTENDENT
MIDDLE SCHOOLS

MR. NICK FILIPOSKI
PRINCIPAL
JULIAN MIDDLE SCHOOL

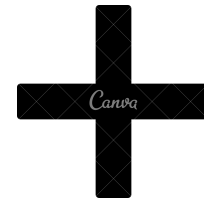
APRIL CAPUDER
PRINCIPAL
BROOKS MIDDLE SCHOOL

RAHWA CASSELLE
MTSS TEACHER
JULIAN MIDDLE SCHOOL

Purpose of Redesign



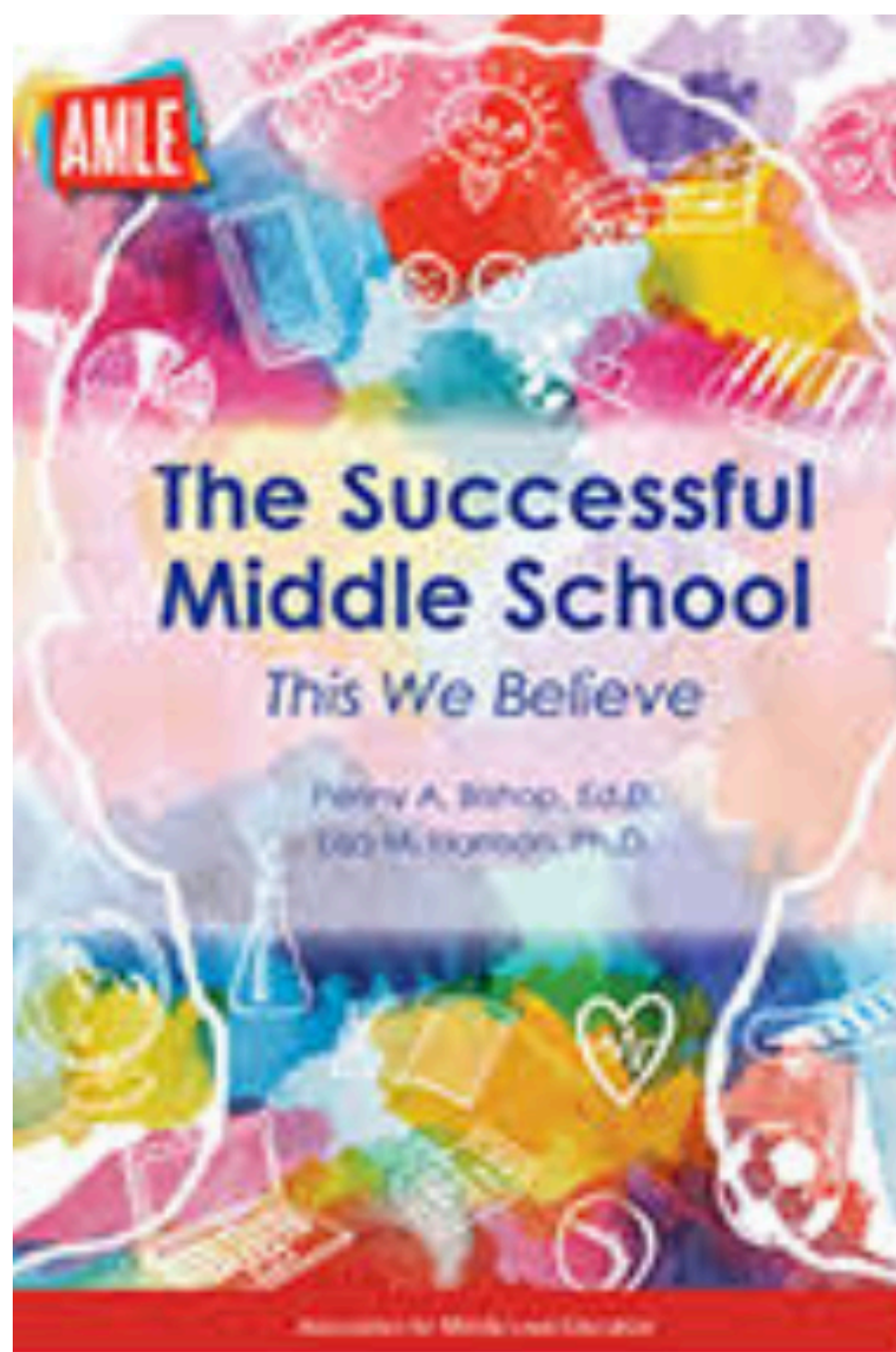
Create Consistency in
Structures and Systems
that Support Learning



Equitable Access to Culturally
and Linguistically Rigorous
Standards-Based Learning



Universal Student
Success



According to the Association for Middle Level Education (AMLE) Successful Middle Schools are...



Responsive: All school decisions are grounded in the unique characteristics and identities of young adolescents to meet their needs effectively.



Challenging: Staff and students set ambitious goals and promoting growth for every individual within the school community.



Empowering: Students take charge of their learning and make meaningful contributions to their communities in a supportive atmosphere.

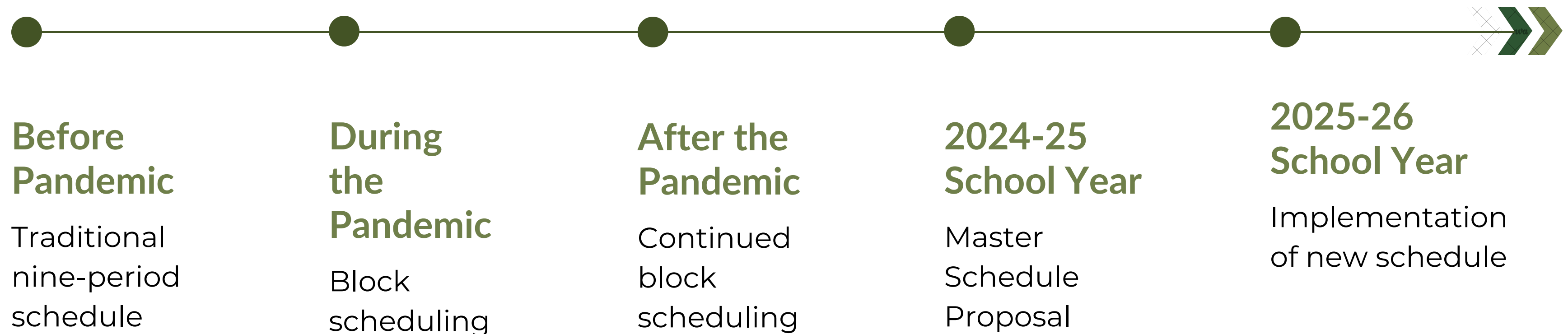


Equitable: All students have access to fair and just learning opportunities and supportive environments.



Engaging: Cultivating a dynamic learning environment that is relevant, interactive, and inspires motivation among all students.

History of Oak Park D97's Middle School Schedule



MS Master Schedule Timeline



MS Master Schedule ReDesign Timeline

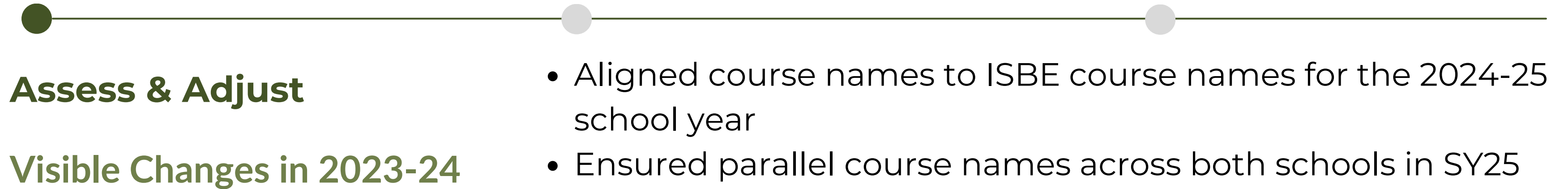


Assess & Adjust

Visible Changes in 2023-24

- Aligned course names to ISBE course names for the 2024-25 school year

MS Master Schedule ReDesign Timeline



MS Master Schedule ReDesign Timeline



Assess & Adjust

Visible Changes in 2023-24

- Aligned course names to ISBE course names for the 2024-25 school year
- Ensured parallel course names across both schools in SY25
- Removed unused/expired course codes from our system

MS Master Schedule ReDesign Timeline



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- Created common bell schedules for SY25

MS Master Schedule ReDesign Timeline



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- Conducted an internal audit of the IB program and recommend sunseting of IB effective SY25

MS Master Schedule ReDesign Timeline



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- Conducted an internal audit of the IB program and recommend sunseting of IB effective SY25
- Analyzed the impact of C/J days on student and teacher attendance; recommend elimination of C/J days beginning SY25

MS Master Schedule ReDesign Timeline



Assess & Adjust

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- Built capacity for Power School master scheduling for MS administrators and central office staff

MS Master Schedule ReDesign Timeline



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- Conduct an internal audit of the IB program and recommend sunseting of IB effective SY25
- Analyze the impact of C/J days on student and teacher attendance; recommend elimination of C/J days beginning SY25
- Build capacity for Power School master scheduling for MS administrators and central office staff
- Increased the conversation and collaboration between leaders at both MS sites

MS Master Schedule Timeline



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Visible Changes in 2023-24

- Align course names to ISBE course names for the 2024-25 school year
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Collaborative Redesign

Visible Changes in 2024-25

MS Master Schedule Timeline



Assess & Adjust

Visible Changes in 2023-24

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- Build capacity for Power School master scheduling for MS administrators and central office staff
- Increase the conversation and collaboration between leaders at both MS sites

Collaborative Redesign

Visible Changes in 2024-25

- Convene a new MS Master Schedule ReDesign Team

MS Master Schedule Timeline



Assess & Adjust

Visible Changes in 2023-24

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- Build capacity for Power School master scheduling for MS administrators and central office staff
- Increase the conversation and collaboration between leaders at both MS sites

Collaborative Redesign

Visible Changes in 2024-25

- Convene a new MS Master Schedule ReDesign Team
- Survey students, families, and staff to identify key priorities

MS Master Schedule Timeline



Assess & Adjust

Visible Changes in 2023-24

- Align course names to ISBE course names for the 2024-25 school year
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- Increase the conversation and collaboration between leaders at both MS sites

Collaborative Redesign

Visible Changes in 2024-25

- Convene a new MS Master Schedule ReDesign Team
- Survey students, families, and staff to identify key priorities
- Be prepared to bring forward a proposal by Feb. 2025

Middle School Redesign Team

The team consist of **31 members**, including:

12 administrators:

- 5 Middle school administrators
- 5 Core Instruction administrators
- 2 Assistant Superintendents

19 diverse teacher representatives from both middle schools:

- 2 English Language Arts teachers
- 2 Math teachers
- 2 Science teachers
- 2 Social Science teachers
- 4 Electives teachers (PE/Health, Art, Music, Speech Drama and Debate, World Language, Design, Library)
- 2 MTSS representatives
- 2 Student Success Coaches/Related Services
- 2 Special Education teachers
- 2 Curriculum Coordinators
- 1 Multilingual teacher
- 2 Curriculum Coordinators

Meet the MS Schedule Redesign Team

Jen Baldassarre - Julian ELA Teacher

Yael Berenson White - MTSS Teacher

Abby Berman - Social Worker

Cate Brinkman - Julian PE/Health Teacher

Michele Capio - Director of UDL

April Capuder - Brooks Principal

Fernando Carrillo - Julian/Brooks Orchestra Teacher

Rahwa Casselle - Julian MTSS Teacher

Emilie Creehan - Director of UDL

Angelica Degante - Brooks Multilingual Teacher

Quinn Ebert - Brooks Math Teacher

Dr. Luis Fernando De León - Assistant Superintendent of Middle Schools

Nick Filipowski - Julian Principal

Tracy Hamm - Director of UDL

Liz Hill - Brooks Special Education Teacher

Katie Kelly - Julian World Language Teacher

Anna Kinnaman - Social Science Teacher

Dr. Tawanda Lawrence - Senior Director of Curriculum, Instruction, and Assessment

Casey Leiby - K-8 Science, Social Science and Special Areas Curriculum Coordinator

Donna Middleton - Senior Director of Student Services

Mallory Mowery - English Language Arts Teacher

Jennifer Nelson - Teacher Librarian

Veena Rajashekar - 6-8 ELA/Math Curriculum Coordinator

Raul Reynoso - Julian Social Science Teacher

Patrick Robinson - Assistant Superintendent of Elementary Schools

Courtney Southward - Julian Math Teacher

Laura Stamp - Science Teacher

Nichelle Stigger - Student Success Coach

Sergio Torres - Julian Student Success Coach

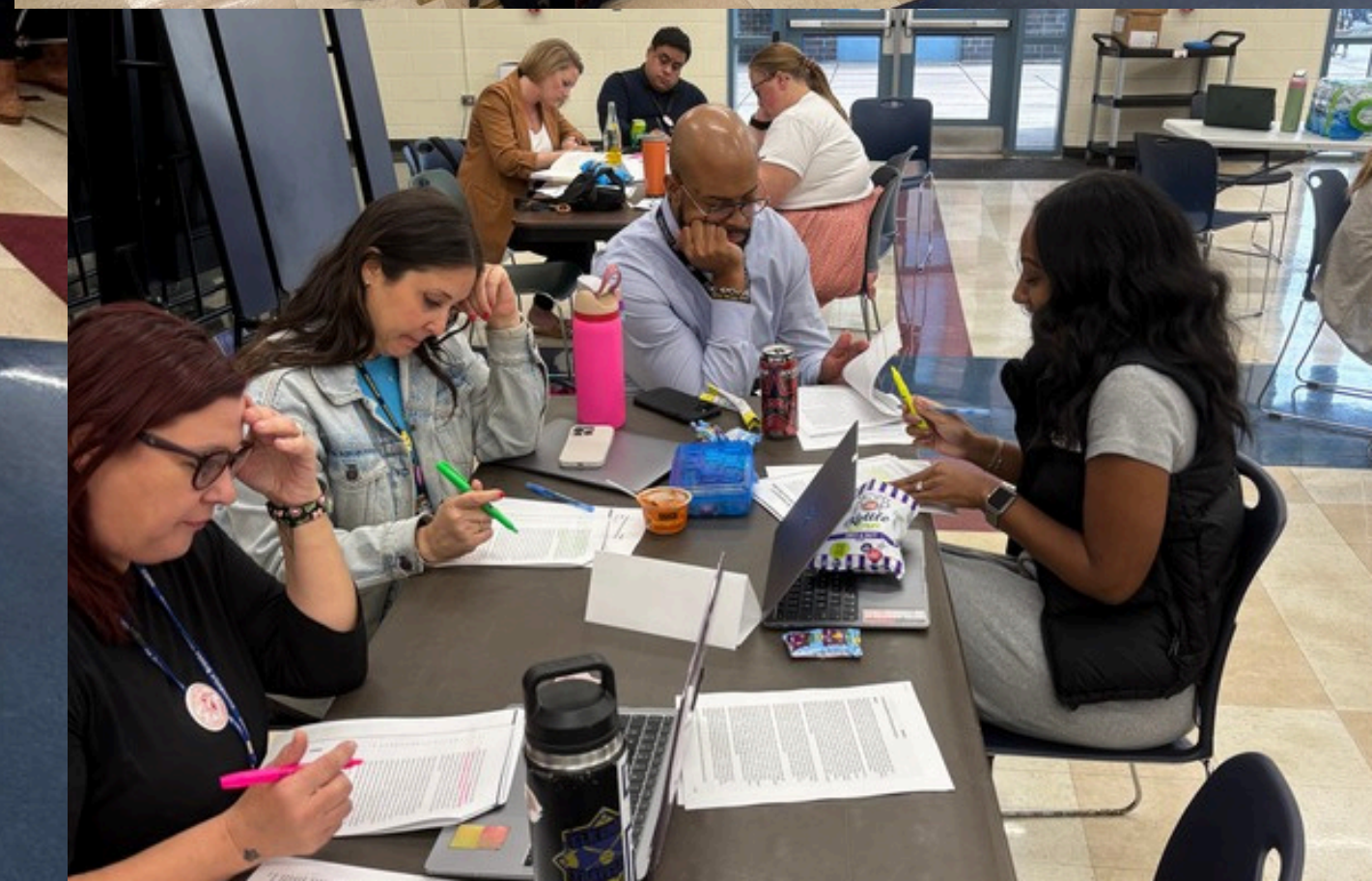
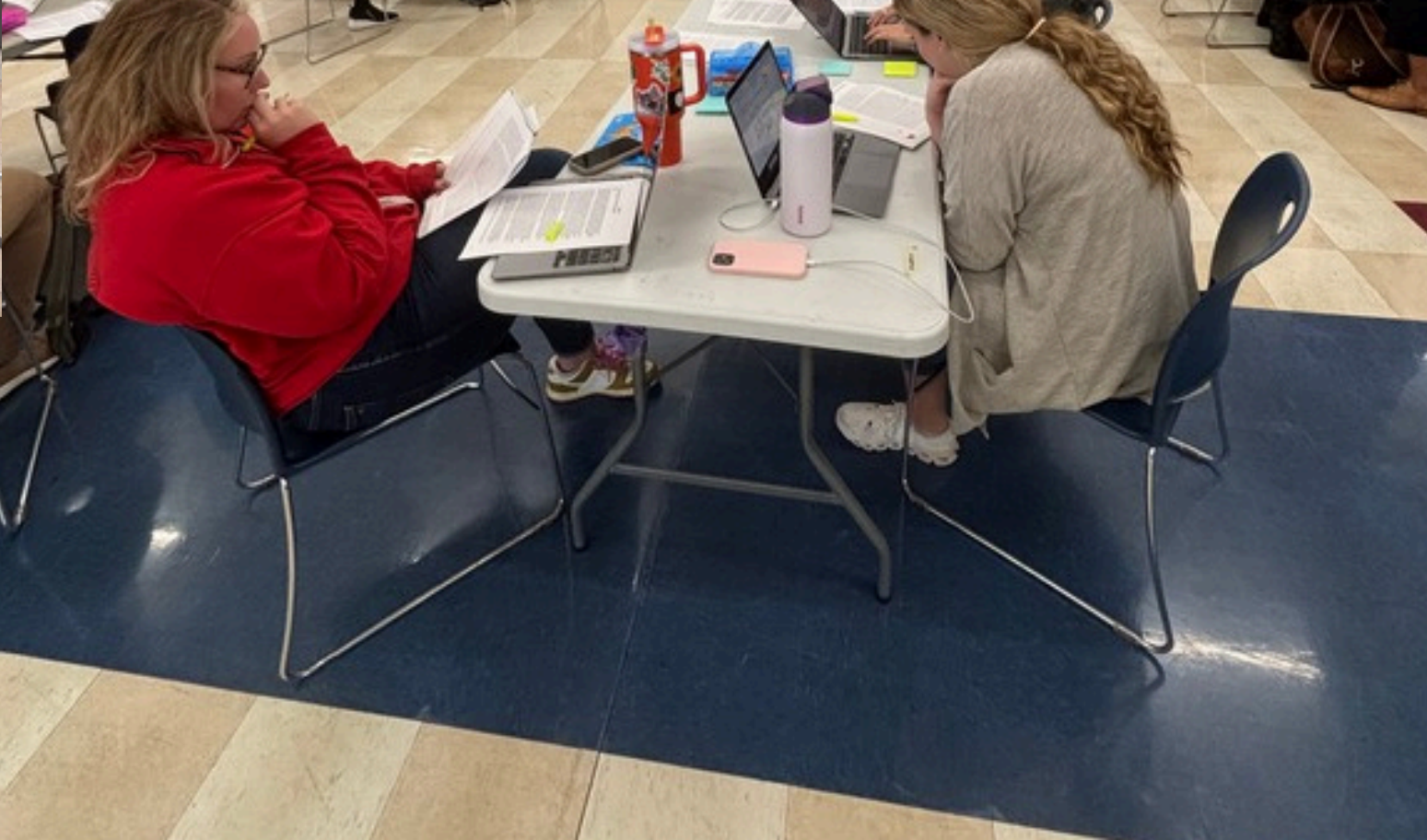
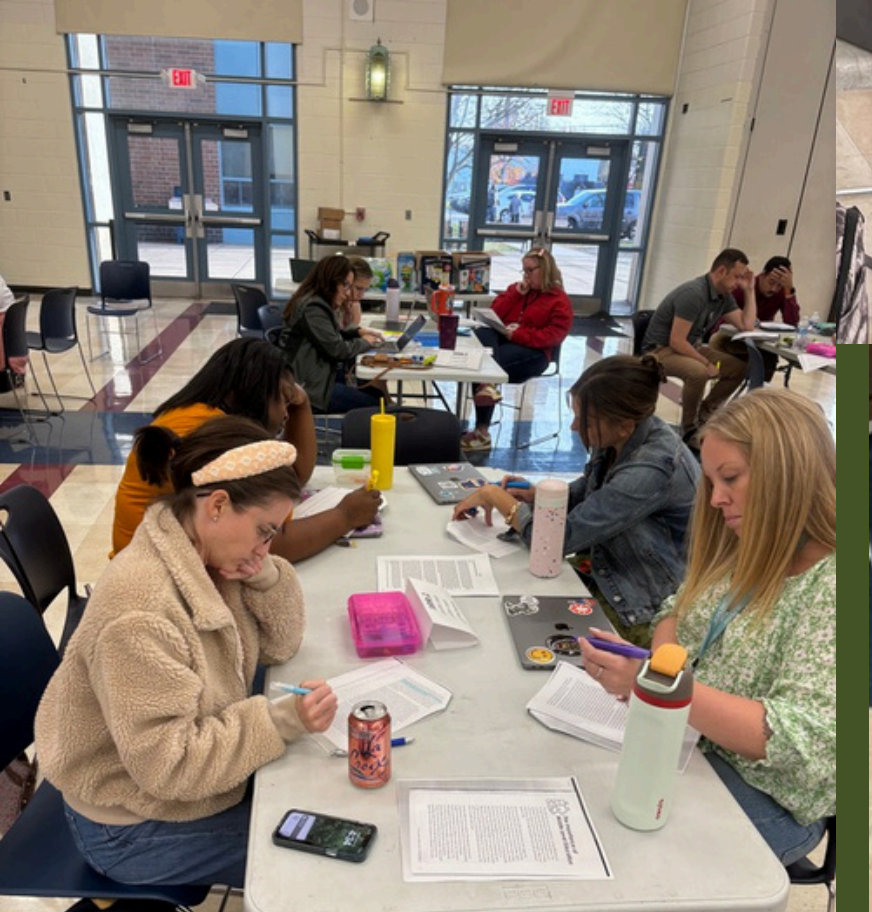
Samantha Tracy - Julian Special Education Teacher

Lawrence Vincenti - Julian Science Teacher

Scheduling Team Member Role

- Identify beliefs and best practices that need to be included in a responsive Middle School schedule guided by Association for Middle Level Education (AMLE), and D97 Equity Policy, and ISBE requirements.
- Review and provide feedback on our engagement plan for students, parents and staff.
- Analyze data collected by our engagement plan and identify priorities for building our schedule.
- Possible school visits for team members participating to see various schedules in action.
- Provide feedback on proposed schedules that meet the identified priorities.

Our Scheduling Team in Action



MS Schedule Redesign Team Meeting Plan

10/29 - 1st Mtg	Team composition & alignment of our “why” to our D97 Equity Policy and AMLE
11/12 - 2nd Mtg	Identification of prioritized needs & stakeholders engagement development
11/19 - 3rd Mtg	Understanding of type of schedules and rules for scheduling
12/3 - 4th Mtg	Data analysis and confirming building blocks
12/10 - 5th Mtg	Team schedule structures review, analysis and recommendation
1/21 - 6th Mtg	Prepare for communication at large and presentation
2/11 (BOE mtg)	Present the 2025-26 middle school master schedule

MS Master Schedule Timeline



Assess & Adjust

Visible Changes in 2023-24

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- Build capacity for Power School master scheduling for MS administrators and central office staff
- Increase the conversation and collaboration between leaders at both MS sites

Collaborative Redesign

Visible Changes in 2024-25

- Convene a new MS Master Schedule ReDesign Team
- Survey students, families, and staff to identify key priorities
- Be prepared to bring forward a proposal by Feb. 2025
- Reconfigure the student information system (PowerSchool) to accommodate the new master schedule

MS Master Schedule Timeline



Collaborative Redesign Visible Changes in 2024-25

- Convene a new MS Master Schedule ReDesign Team
- Gather perspectives from students, families, and staff to identify key priorities (using surveys and/or focus groups)
- MS Master Schedule ReDesign Team will review results and explore schedule options
- Bring forward a proposed master schedule structure by Feb. 2025
- Reconfigure the student information system (PowerSchool) to accommodate the new master schedule
- Begin to design courses and experiences that align with the purpose of each part of the schedule and are consistent at both middle schools, including advisory, SOAR, electives, career exploration, etc.

MS Master Schedule Timeline





Thank you!
Any Questions?

Appendix

Brooks Middle School Improvement

SY24 to SY25 Student Outcomes

October 2024

		SY25 Fall Progress				SY25 Goal				SY24 Actuals				SY24 Goal			
	Grade	ELA	Math	Belonging	Engagement	ELA	Math	Belonging	Engagement	ELA	Math	Belonging	Engagement	ELA	Math	Belonging	Engagement
Brooks	Focal Cohort																
	SY25: Black and ML students qualified for FRPL																
	SY24: Black students with IEP and/or qualified for FRPL	Not available at this time	Not available at this time	Not available at this time	Not available at this time	50 (Growth)	50 (Growth)	Higher than overall	Higher than overall	44	51	--	--	50	50	No specific goals set	No specific goals set
	6	56	33	Not available at this time	Not available at this time	57	48	67	57	65	44	43	26	58	48	51	64
	7	56	45	Not available at this time	Not available at this time	68	49	46	29	55	38	33	21	48	37	28	41
	8	55	45	Not available at this time	Not available at this time	58	43	36	24	66	45	33	24	39	36	21	31

Note: Blue indicates that the grade-level met or exceeded their goal. Yellow indicates that the grade-level did not meet their goal but was less than 2 points away from meeting it. Red indicates the grade-level missed their goal by more than 2 points.

- Note: "Actuals" reflect Spring (IAR) scores for Grades 6-8
- 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 SY24 goals for the focal student cohort were not officially part of the SY24 SIPs but were tracked and shared with building leaders