All Staff Professional Learning & Annual Strategic Staffing Plan

Board of Education Meeting
January 14, 2024

Meet the Team

Dr. Natacia Campbell Tominov
Assistant Superintendent of Human Resources

Erica Childress
Equity & Professional Learning Coordinator

Dr. Luis De Leon
Assistant Superintendent of Middle Schools

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 & Professional Learning Coordinator

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

Goals for SY25

District Goal 1: We Lead, Learn, and Celebrate Together

Goal 1B: All employee professional learning

- Build human resource systems and capacity in a manner that demonstrates how next-edge public school district evolves its professional learning plan to put its **equity policy into practice with clear objectives**, timelines/budget and the appropriate level of publicly shared detail so the community is aware of our direction.

- Build a professional learning plan to ensure staff have **meaning opportunities to learn about the standards (Framework for Teaching (FfT)**, Illinois Performance Standards for School Leaders, etc.) in a manner that clarifies, coaches, and engages employees in meeting/exceeding professional expectations.

Actions Reflect Beliefs:

This Presentation & *Our D97 Equity Policy*

E. Workforce Equity

District 97 shall recruit, employ, **support, and retain** racially and linguistically diverse and culturally competent administrative, instructional and support personnel. District 97 **shall provide professional development to strengthen employees' knowledge and skills for eliminating racial and ethnic disparities in achievement.** District 97 shall develop a concrete plan to develop a teacher and administrator workforce reflective of the diversity of our student body to provide children of all races, cultures, genders, and backgrounds with familiar role models in schools, with an emphasis on teachers of color and male teachers. All children benefit from seeing teachers and leaders of color in their school. In addition to recruiting talent that reflects the student body, the District will develop retention plans so that we are able to retain talent in the District. The District will **foster good relationships** between and among our teachers and staff so that the workforce is **supportive of one another and works together** as a community, embracing the benefits of peer review.

Multi-Year Professional Learning Plan: Possible Partnership to Support Fulfillment of Equity Policy

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Center for Racial Justice Education

National Equity Project

Collaboration

Facing History & Ourselves

Liza Talusan

Midwest & Plains Equity Assistance Center

Multicultural Student Achievement Network

West40

Eboni Rucker
Restorative Rucker, LLC

Multi-Year Professional Learning Plan

West40 connecting communities	**West40**	• Provided level-setting learning for all district staff • Led professional learning and reflection around implicit racial bias, cultural competency, and equity during Institute Day on January 6, 2025
	National Equity Project	• **New District Equity Team: professional learning sessions (including facilitation and coaching of adminstrators, teachers, and employee groups)** • **Executive Coaching for Equity: Leadership Development** • **Strategic Advising for Professional Learning Implementation**
CENTER FOR RACIAL JUSTICE IN EDUCATION DISMANTLING RACISM. TRANSFORMING COMMUNITIES.	**Center for Racial Justice in Education**	• Healing and Restoration Professional Development Opportunities: deep dives into unconscious bias and micro-aggressions in support of SEL and Tier 1 practices • Facilitation of meaningful relationship building through the prioritization of empathy and utilization of restorative and culturally responsive practices
collaboraction For Social Change	**Collaboraction**	• Deploy artist-auditors to observe and conduct interviews with interest holders • Utilize the data gathered to build a sustainable culture of belonging and produce a live performance or interactive program involving our students and community members.

**Contract for NEP will be on the Jan 28 meeting for discussion and action.*

Meet the Team

Dr. Natacia Campbell Tominov
Assistant Superintendent of Human Resources

Dr. Anna Colaner
Senior Director of Data Analytics and Research

Dr. Luis De Leon
Assistant Superintendent of Middle Schools

Dr. Tawanda Lawrence
Senior Director of Teaching & Learning

Dr. Eboney Lofton
Chief Learning Innovation Officer

Donna Middleton
Senior Director of Student Services

Patrick Robinson
Assistant Superintendent of Elementary Schools

Principals

Goals for SY25

District Goal 3: We Align Resources

Goal 3D: Workforce Diversity and Strategic Staffing Cycle

- Develop staffing systems that model how to use data to **make visible the current distribution of staff resources** as well as how to move toward an **strategy-based and aligned allocation of staff resources** to ensure strong teacher team and to achieve our workforce diversity outcomes

The purpose of staffing plans

The school site staffing plan is the tool that provides each school with the instructional, administrative, and support staff needed to design the educational experience for their students. The school site staffing allocations for individual sites are based upon the guidelines of the plan and enrollment projections.

The primary components of the staffing plan, including staffing ratios for the school year 2025-2026 are **expected to remain relatively consistent** pending any enrollment levels, when compared to the current school year (2024-2025). Enrollment projections for next school year are entered into the school site staffing plan, and the resulting staff allocations inform site planning teams as they design the site's master schedule and relevant supports for the upcoming year.

Staffing Plan & Timeline

Completed steps

December 3-4, 2024	Principals and District Leadership Team review timeline
December 16, 2024	Principals review general education section based on enrollment
Week of January 6 (via Zoom)	Specials and master schedule conversations with elementary principals Out-of-classroom positions finalized
January 8, 2025	FORC meeting reviews general education section projections based on enrollment

Staffing Plan & Timeline

Upcoming steps

January 14, 2025	Present tentative staffing plan at January BOE Meeting
February 2025	Finalize staffing plan for OPTA
March 2025	Finalize staffing plan for OPTAA
April 2025	OPTA receives notice of assignment Present Leadership Roles Proposal at BOE Meetings
May 2025	OPTAA receives notice of assignment OPTA and OPTAA Selection for Leadership Roles

SY26 Staff Planning

Annually, vacancies become available due to non-renewal, retirements, and resignations.

Teachers eligible for transfer due to district need will have a position in the district in SY25-26.

Positions may remain the same, be created, eliminated, or redefined.

District 97 will not have a reduction in force (RIF) this year.

Section Projection Methodology

1) Projected Enrollment by School and Grade-Level

2-8 Gr = Current Grade 1-7 enrollment

1st Gr = Average Current Grade 1-3 enrollment*

K = Kasarda Report Scenarios B**

2) Targeted Maximum Section Sizes set at 29 at Grades 6-8, 24 at Grades 1-5, 20 at Grade K, 20 at PreK

3) Ensure 30:70 special education: general education ratio requirement

4) Ensure staff: student ratio in bilingual classes is at 90% of GenEd class sizes

Notes:
*If K enrollment is higher than the average Grade 1-3 enrollment we use K enrollment for projections.
**Our projection methodology calls for opening K classrooms at 2 schools. However, based on our review of historical estimation compared to actual enrollment trends in K, we are holding on opening these new K classrooms. We monitor enrollment throughout the summer to ensure proper staffing in alignment with CBA and D97 values.

Data-based Sections: SY23, SY4, SY25 Actual, SY26 Projected K-8 Sections

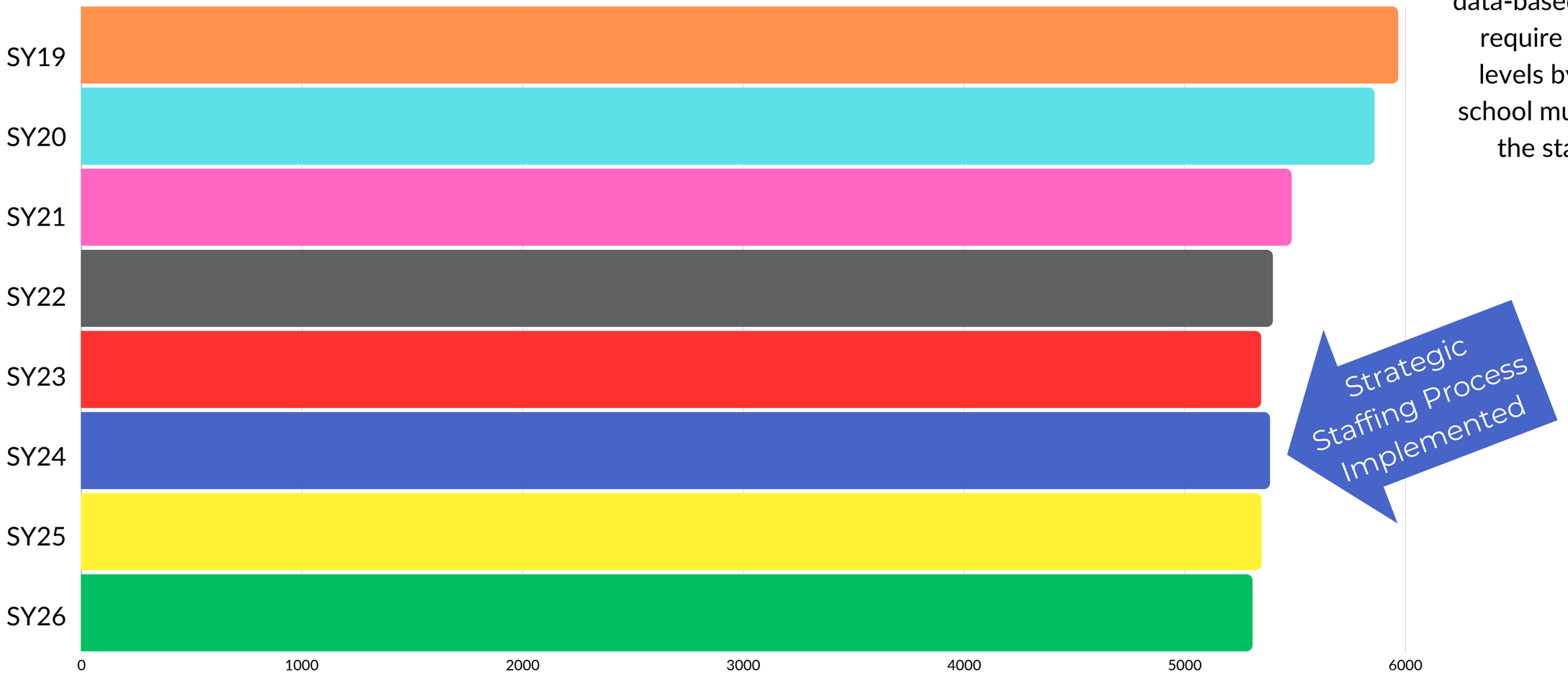
Note: This graph includes the number of Gen Ed, Co-Taught, Instructional and RISE (formerly: Multineeds) sections across years

Fiscal responsibility and data-based decision-making require that enrollment levels by grade-level by school must be reflected in the staffing process.

Enrollment projections indicate a reduction from 213 in SY25 to 206 in SY26. Schools will be impacted differently based on their local data; some are anticipated to remain steady while others will have a reduction in sections.

The staffing process includes a review process which may modify section counts

Data-based Sections: Historical K-8 Enrollment & SY26 Projected Enrollment



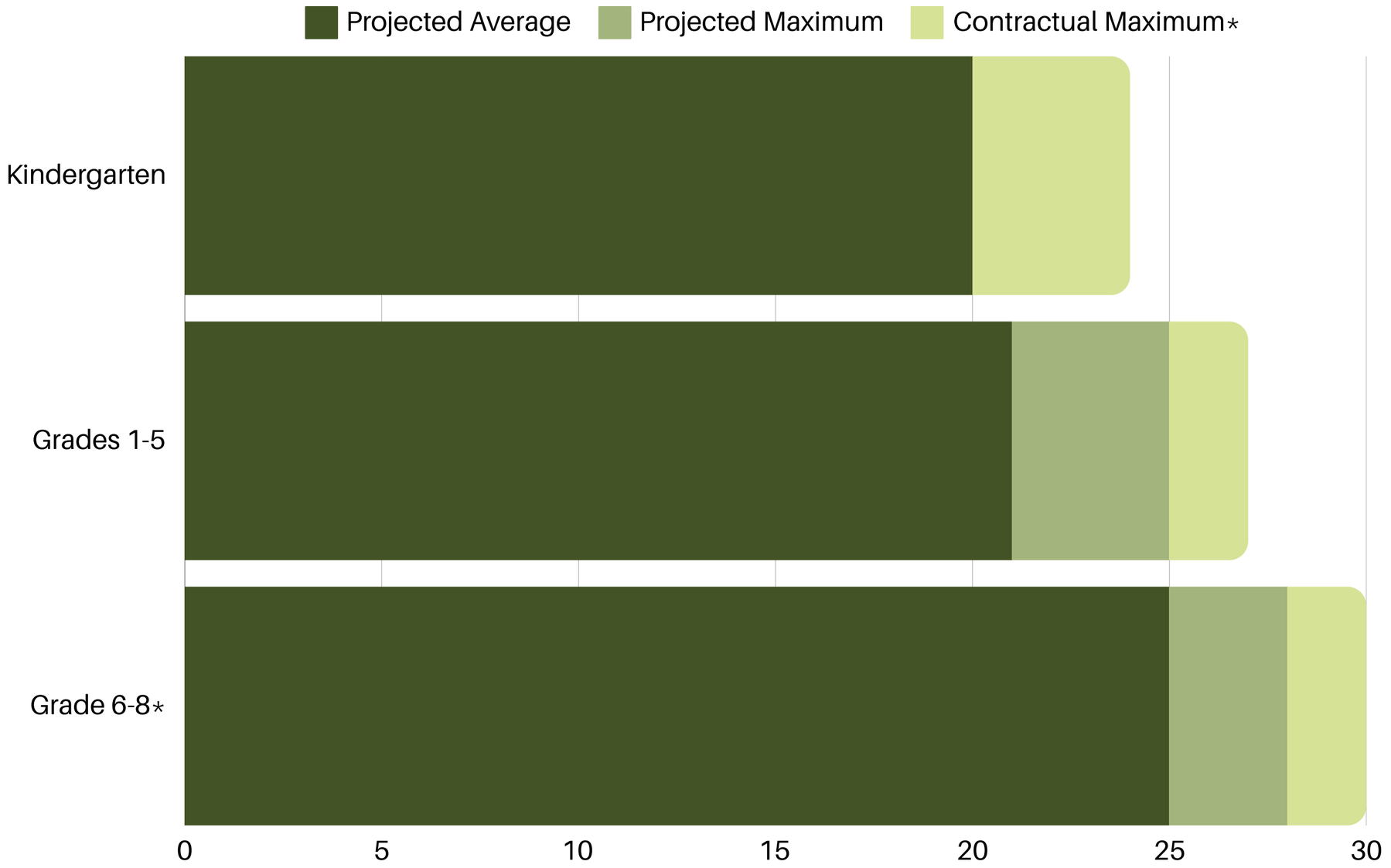
Fiscal responsibility and data-based decision-making require that enrollment levels by grade-level by school must be reflected in the staffing process.

Section Size Comparisons: Past, Current & Next Year

	SY23 Average* Section Size	SY24 Average* Section Size	SY25 Average* Actual Section Size	SY26 Average* Projected Section Size
K-2	**17** (Min: 14 Max: 21)	**19** (Min: 15 Max: 24)	**19** (Min: 15 Max: 24)	**20** (Min: 15 Max: 24)
3-5	**19** (Min: 15 Max: 24)	**20** (Min: 17 Max: 24)	**20** (Min: 16 Max: 24)	**21** (Min: 17 Max: 24)
6-8	**27**** (Min: 25 Max 29)	**26**** (Min: 24 Max: 29)	**26**** (Min: 23 Max: 28)	**25**** (Min: 23 Max: 28)

Notes:
* Average of average within-school grade-level GenEd sections
**Average assuming 3 sections (teams) at each grade level are equally distributed across 4 core courses

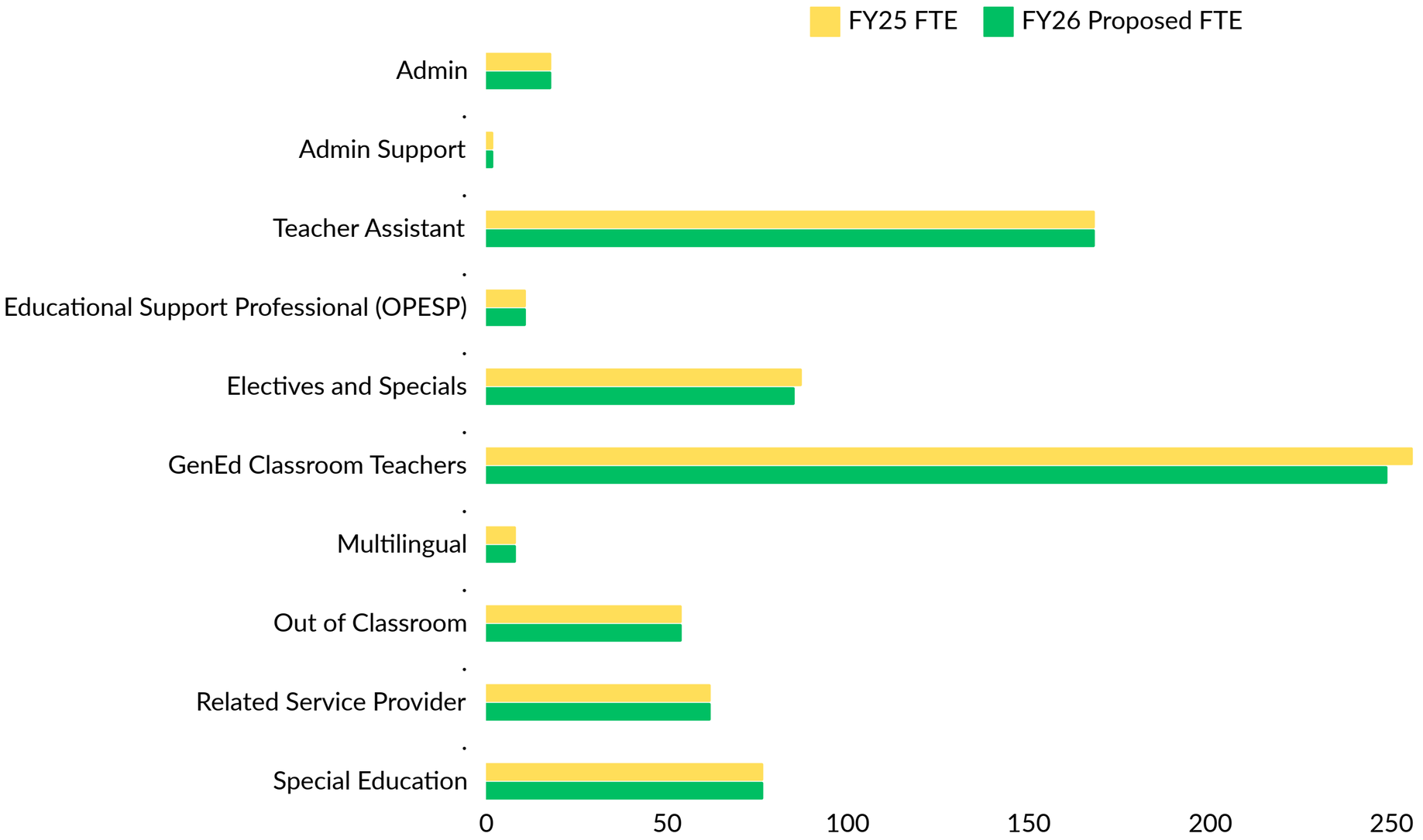
Projected SY26 Section Size Comparisons to Contractual Requirements



Our projected SY26 average and maximum class sizes are below contractual requirements.

*There is no contractual maximum core class for grade 6-8 specified in the current OPTA CBA. The value here reflected the class size at which a teacher may request an assistant

SY25 Actual, SY26 Projected School-Based Core Instruction Staff FTE Needs



We anticipate that SY26 enrollment levels will require 9 fewer FTE.

Note: These numbers include early childhood staff

Note: Actual staff in SY26 may vary from these projections due to changes in enrollment and IEP and Multilingual eligibility between now and start of SY26 and due other school-level considerations such as space constraints, best practices in instructional schedule, logic model needs, etc.

Note: This graph includes the number of Core Instruction FTE across D97 schools by Category

Average Student/Teacher Ratios at D97 in 2024 (15.4) were lower than pre-COVID levels (15.6 in 2015)

OAK PARK ESD 97

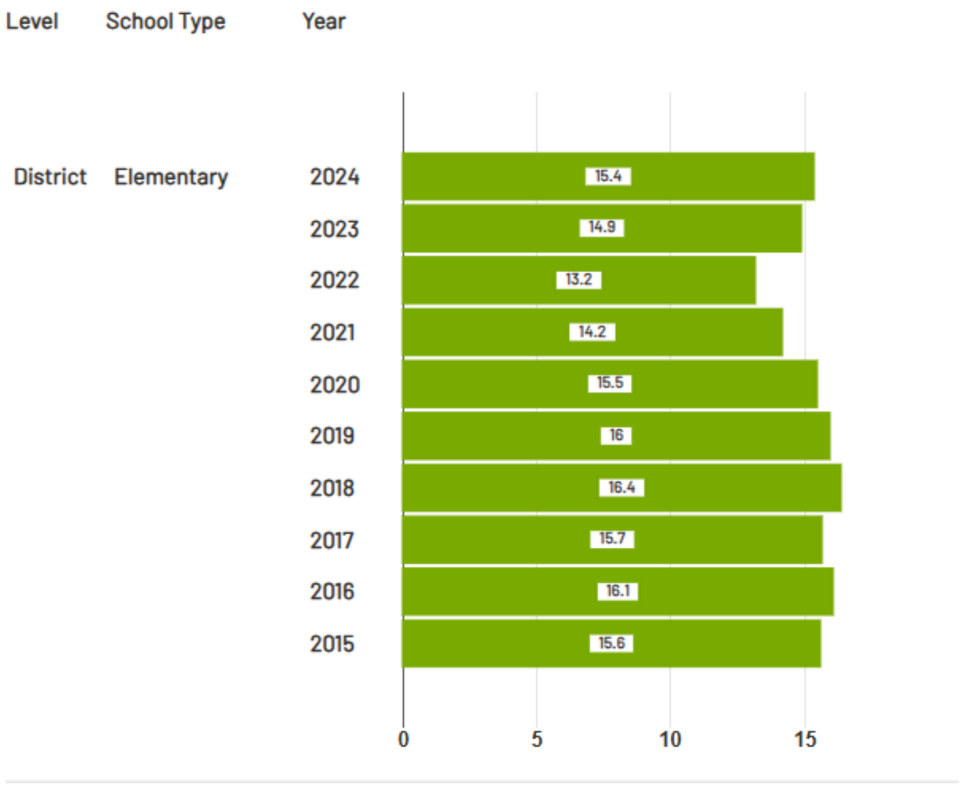
Custom Report Card Builder

Student/Teacher Ratios

The display shows the average number of students per teacher. This is calculated using the fall enrollment for the school year divided by the number of full-time equivalent (FTE) teachers in the district. Learn More

2024 | Snapshot | Trends

Show Data Table | Sort by Year



Thank you!

Any Questions?