School Improvement Logic Models:

Lincoln & Longfellow

Board of Education Meeting
January 28, 2025

Meet the Team

Dr. Natacia Campbell Tominov
Assistant Superintendent of Human Resources

Michele Capio
Director of Universal Design for Learning

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

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 Agenda

01 School Improvement Logic Model Framing

02 Longfellow's School Improvement Logic Model Presentation

03 Lincoln's School Improvement Logic Model Presentation

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.

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

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 and programing for ALL students?

District-Level Focal Student Cohort

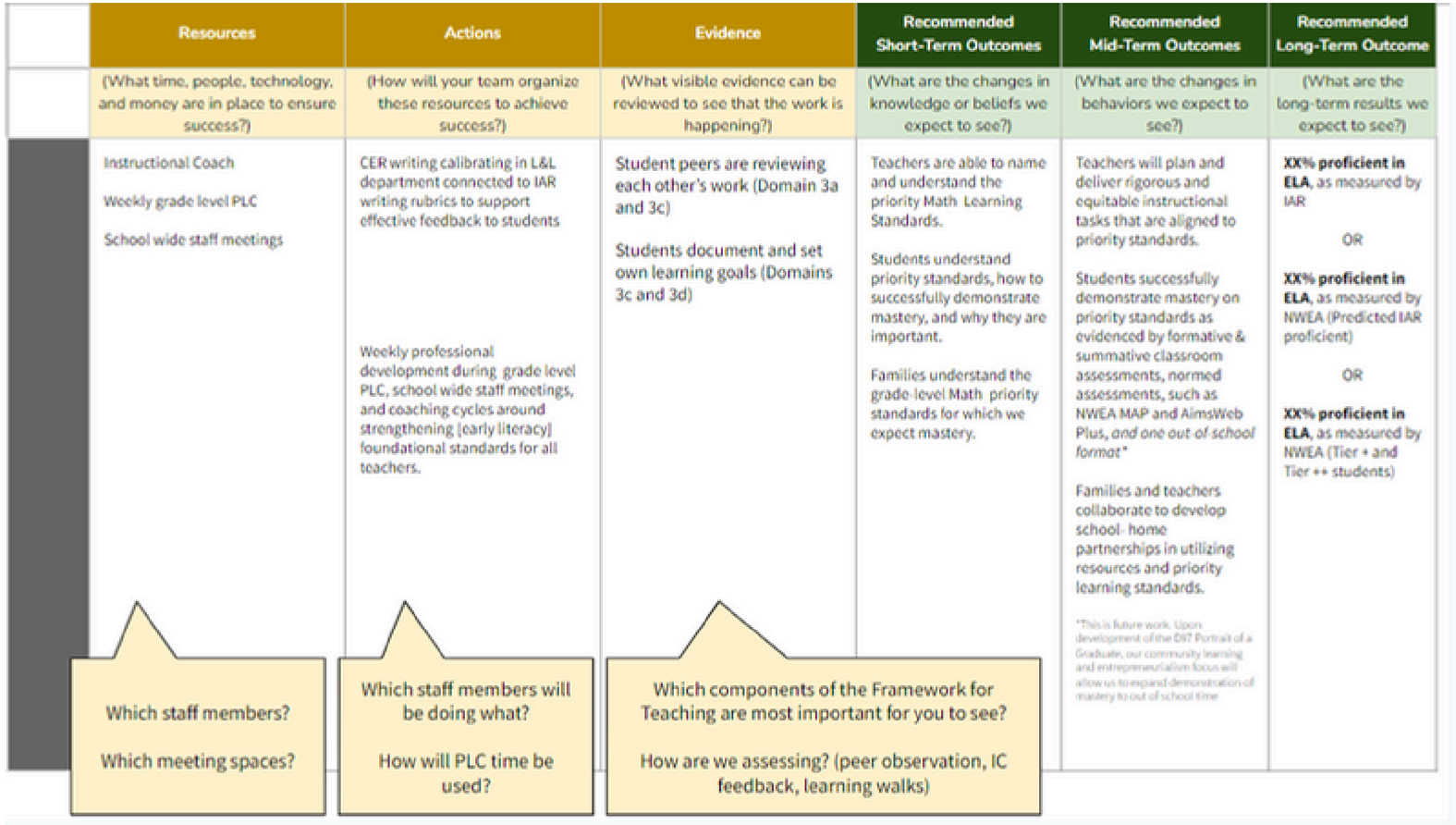
- Black students with IEPs and Qualified for Free or Reduced-Price Lunch (FRPL)

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)

Leadership Focus

Core Instruction for ALL

- How are we getting close in proximity to focal student cohort experiences in literacy, math, and SEL? What is the data/evidence teaching us?
- How are you using knowledge of focal cohort student experience to learn how to use the FfT and UDL to guide changes in adult practice and generate optimal learning conditions?

Collaborative Teachers

- How are people and time resources (such as teacher collaboration time, out-of-classroom positions, and stipend teacher leadership roles) being used to strategically support Tier 1 academic and social-emotional practices within our schools?

Involved Families

- How are we touch points such as family-teacher conferences and parent engagement events/opportunities to build home-school connections for learning?

Shared Transformative Leadership

- How has the Black Excellence Teaching in Oak Park (BETOP) member helped informed leadership practices? How have building leaders leveraged teacher leadership roles with the implementation of the school's Logic Model?

Continued Monitoring

- Professional Development of Leaders & Staff
- Collaboration & Calibration Opportunites for Building Leaders
- Teacher Leaders' Visible Work Products
- Implementation of Logic Models
- Academic & Social-Emotional Data & Action Planning



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

February 25, 2025

Beye and Irving

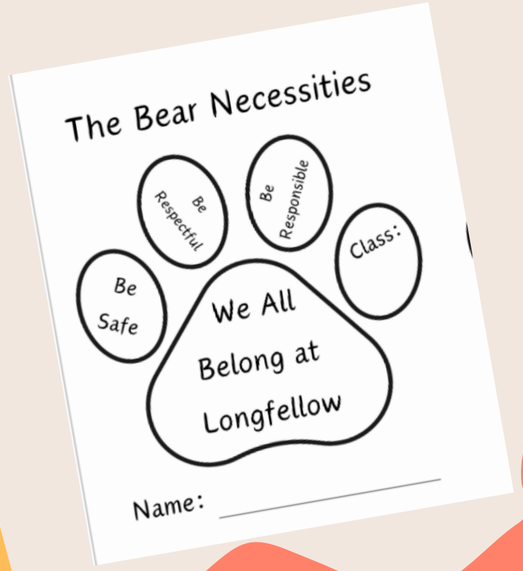
April 22, 2025

Mann and Holmes

ELA Pilot Resource Updates

LONGFELLOW SCHOOL





JAN 2025

Our Building Leadership Team



Amy Jefferson
Principal



Torri Gibson-Morris
Asst. Principal



Tricia Groben
Instructional Coach



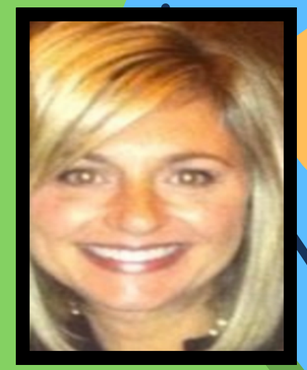
Lisa Shea
Library



Rory Utter
Special Education



Christine Knox
Teacher Assistant



Colleen Berger
PKP



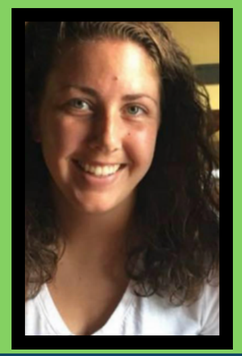
Sheila Schrems
Kindergarten



Veronica Dabney
Ist Grade



Dominique Scott
Ist Grade



Jen Russ
2nd Grade



Allison Nelson
3rd Grade



George Merriweather
4th Grade



Eric Bachmann
5th Grade

WHAT DO WE LIVE BY?

TO CHANGE THE STORY OF OUR STUDENTS' SUCCESS, WE MUST FIRST REWRITE THE HABITS OF THE ADULTS WHO GUIDE THEM.





WHERE ARE WE OVERALL?

68% Belonging

Fall 65% Spring TBD

73% Engagement

Fall 48% Spring TBD

50% Math

Fall 65% Winter 77%

51% ELA

Fall 67% Winter 55%

SCHOOL-WIDE DATA

		SY25 Fall Progress				SY25 Goal			
	Grade	ELA	Math	Belonging	Engagement	ELA	Math	Belonging	Engagement
Longfellow	All Focal Cohort (Black Students)	Not available at this time	Not available at this time	70	57	50% of students meeting Fall to Winter growth		Higher than overall	Higher than overall
	All Grade K	47	71	84	77	71	80		
	All Grade 1	53	48	91	82	71	80		
	All Grade 2	43	40	77	71	56	51		
	All Grade 3	54	23	72	53	52	52	73	68
	All Grade 4	51	53	57	45	51	54	73	68
	All Grade 5	53	32	65	47	48	43	71	68

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: 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

FOCAL COHORT

Black Students

GOAL:
50% of our focal cohort will meet their individualized MAP Growth Goals in ELA & Math.

Our Why:
Disparities continue to exist in the way our students experience school, which is evident in our academic and panorama data. By looking at our Tier 1 practices and UDL strategies, we are able to better assess the needs of ALL of our students.

BELONGING & ENGAGEMENT

Strategies:

- Positively Office Referral Fridays!
- Clubs for affinity groups and student agencies: Girls on the Rise, Longfellow Pride, Student Council.
- Choosing books and planning lessons/units with cultural relevance.
- Trimester Celebrations!



Choosing books and planning lessons/units with cultural relevance.

INDIVIDUAL INTERVIEWS

In addition to the Panorama Survey, the BLT team wanted to get a more in-depth look into our black students experiences to help inform next steps that would be specifically catered to their experiences within classrooms.

Focal Cohort

Create interview questions for each grade level

Students are interviewed by LF staff from each grade level

Disaggregate interview data - Identify themes

Collectively look at data to create next steps.



WHAT WERE OUR GLOWS? WHAT DID THE DATA SHOW?

PKP Students love coming to school.

Kinder students enjoy socializing with their teachers and classmates, they report having a strong sense of belonging in class.

2nd grade students reported that they know their teachers care about them, most love math time and specials classes.

5th grade students were able to name adults in the school that they trust

1st grade students reported their favorite part of the school day is learning new things.

3rd Grade students report having positive relationships many teachers and staff.

4th graders enjoy their friendships and report having other black students as friends.



WHAT WERE SOME OF THE BARRIERS? WHAT DID THE DATA SHOW?

PKP is a half day program. Some students would benefit from AM sessions to rest in the afternoon.

Ways that we welcome new students (to the Oak Park community and school)

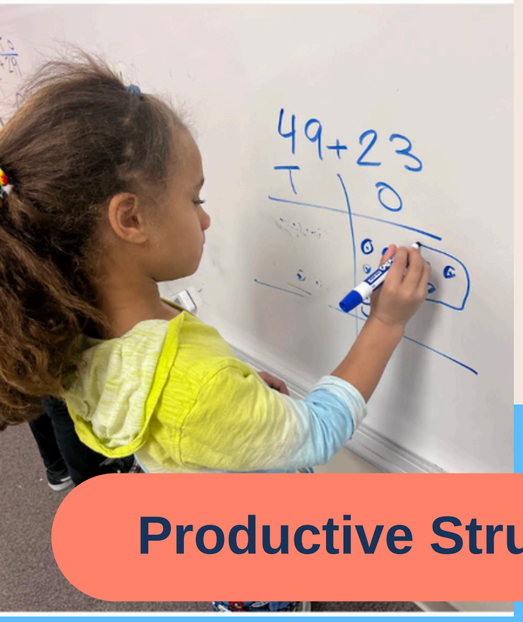
Some questions were too broad or complex for students to understand.

Conflict Resolution skills in 4th and 5th grade.

Lack of executive functioning skills in primary grades.

NEXT STEPS - ADULT PRACTICES

- Allow Productive Struggle - Growth Mindset
- Social Academic Instructional Groups (SAIG) Surrounding Conflict Resolution
- Executive Functioning Support(for parents/guardians and students)
- Student Lunch Meets w/ Staff
- Incorporate Play Based/ Gamified Learning to Boost Engagement



DRILLING DOWN TO ACTION

Productive Struggle - Growth Mindset

- Cultivating Mistake Tolerance
- Building Thinking Classrooms
- Peer to Peer Led Discussions
- Constructive Feedback
- Pre- and Post- Test Check-ins

Incorporating Play-Based/ Gamified Learning

- Multiple/Whole Grade Trivia Competitions
- Learning “Escape Room”
- Kagan Cooperative Learning
- I Have Who Has Math/Reading Games



DRILLING DOWN TO ACTION

Staff Lunch Meets w/ Students

- Lunch Supervisors Continue Check-in’s on Playground
- Recess Support Plans
- Alternative Lunch Plan for Overstimulated Students

Executive Functioning Support

- Accordian Folders for 3-5th Students
- Parent Updates and At Home Strategies
- Timers/Checklists



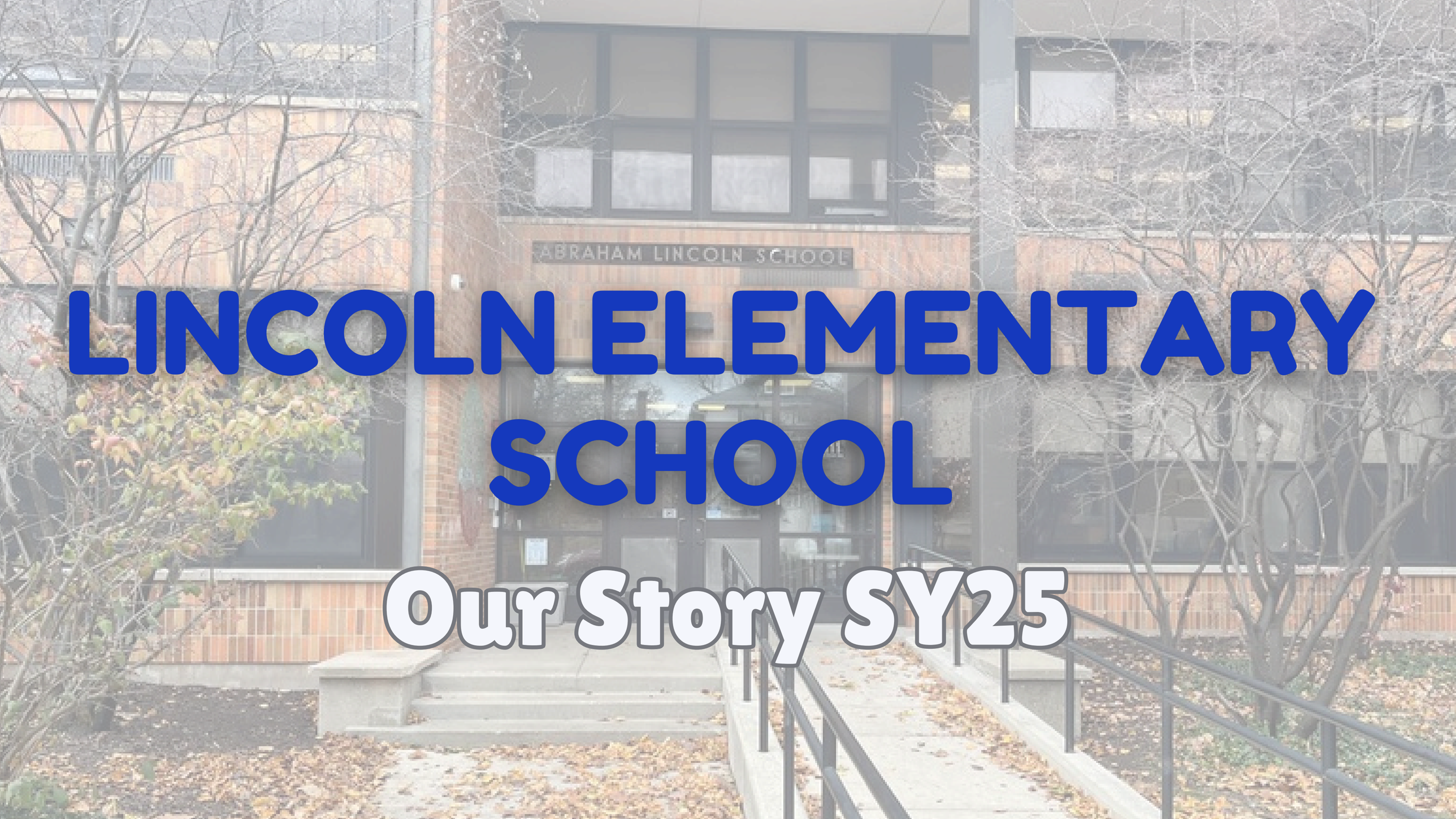
QUESTIONS WE ARE STILL ASKING



1. How do we continue to measure progress/acheivements gaps?
2. Are we celebrating growth and milestones equitably?
3. How are we positively influencing black students' relationships with their peers?
4. What student voice and extracurricular activities are we continuing to incorporate into their school experience?
5. How are non-black teachers increasing engagement practices with our black students?

BY: AMY JEFFERSON
TORRI MORRIS

THANK YOU



LINCOLN ELEMENTARY SCHOOL

Our Story SY25



LINCOLN HEADLIONS

554 Students

97 Staff Members

31 Classrooms

61 Focal Cohort Students

Culture and Climate, Belonging, Focal Cohort Students and New Students

“It is a Great Day to be Up at Lincoln!’

School-Wide Data

		SY25 Fall Progress				SY25 Goal			
	Grade	ELA	Math	Belonging	Engagement	ELA	Math	Belonging	Engagement
Lincoln	All Focal Cohort (Black Students)	Not available at this time	Not available at this time	63	40	50% of students meeting Fall to Winter growth		Higher than overall	Higher than overall
	All Grade K	80	64	79	70	69	84		
	All Grade 1	58	61	75	69	69	84		
	All Grade 2	55	54	86	81	67	70		
	All Grade 3	54	40	64	47	67	44	69	56
	All Grade 4	61	40	63	47	45	55	69	56
	All Grade 5	62	27	73	50	59	43	79	72

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SCHOOL IMPROVEMENT PLAN

SIP SIMPLIFIED

72% Belonging

Fall score 70%

63% Engagement

Fall score 61%

48% Math

Fall score 37%. Winter Score TBD

57% ELA

Fall score 58%. Winter Score TBD

- COMMUNITY MEETINGS
- SEL DIRECT INSTRUCTION
- CULTURE & CLIMATE
- EXTRA OPPORTUNITIES
- STUDENT DATA
- UDL UNIT PLANNING

LINCOLN ELEMENTARY SCHOOL
OAK PARK, ILLINOIS



COMMUNITY MEETINGS


SOCIAL EMOTIONAL LEARNING
ALL THE TIME


SEL ALL THE TIME

SEL ALL THE TIME

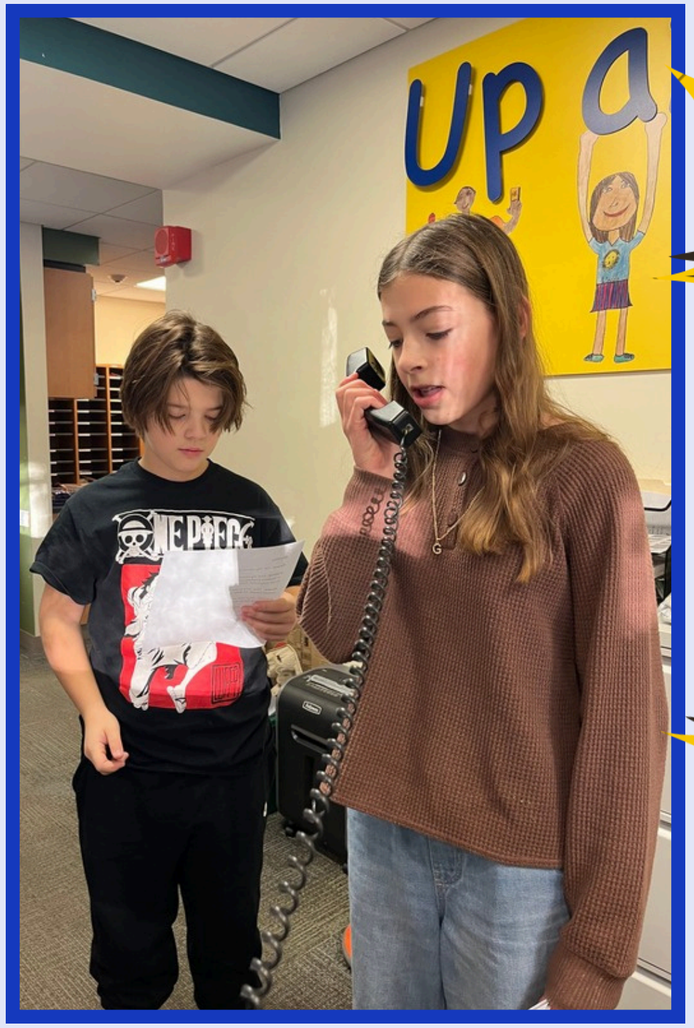


WELCOMING NEW STUDENTS





SEL ALL THE TIME



Student to student reminders

Reteaching expectations in a fun way

LINCOLN LIONS

LEVEL UP

Expectations Reboot

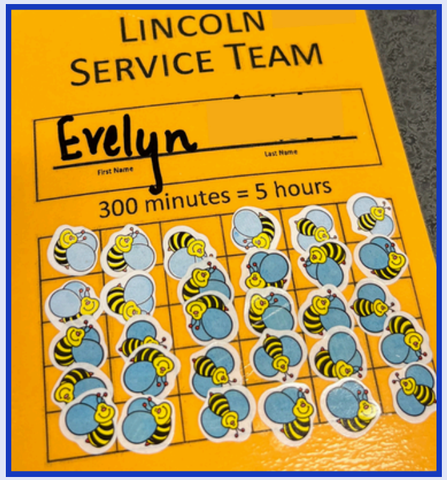
B	I	N	G	O
Bathrooms	In the Hallways & Stairways	Nutrition in the Lincoln Lunchroom	Going In & Out of School	Outdoor Recess
Watch bathroom expectations	Hallway & stairway expectations charades. Guess which one is being modeled.	After you've practiced several times, schedule a time to model lunch expectations to a Lincoln staff member.	Reteach/Watch "Walking to Recess"	Daily Reflection 3x Did we follow recess expectations today? If not, what could we have done differently?
Visit closest bathroom to practice expectations 3x	Watch Hallway & Stairway Expectaions	FREE SPACE	Practice 5x WALKING out of the building to the playground blacktop before running.	Make a class video using a piece of equipment correctly.
Bathroom expectations charades. Guess which one is being modeled.	Practice modeling hallway & stairway expectations with buddy class	Watch Lunchroom Expectations Video	Reteach/ watch "Lining Up" on playground	Practice with buddy class to use a play equipment correctly.
Practice modeling bathroom expectations with a buddy class.	Visit local hallway & stairway to practice expectations 3x	Practice the	Practice 5x entering the school (to go to lunch or back to class) in line order and walking.	Daily Circle 3x Each student share one expectations for being respectful, safe, and engaged during outdoor recess.


CULTURE AND CLIMATE
My dearest Kevin,
I simply wanted to
take this time and
thank you for
being so
It's a great day to be UPAR LINCOLN

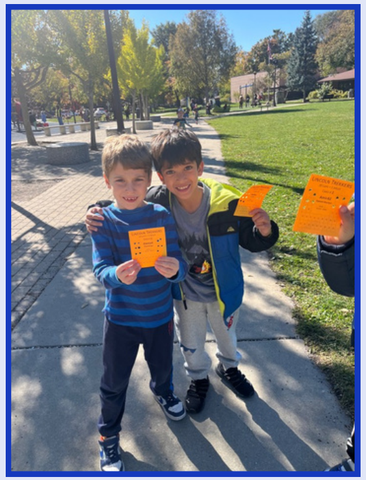
EXTRA OPPORTUNITIES











Trekkers, Service Team, Steam Club, Book Club, World Language, Reading Buddies



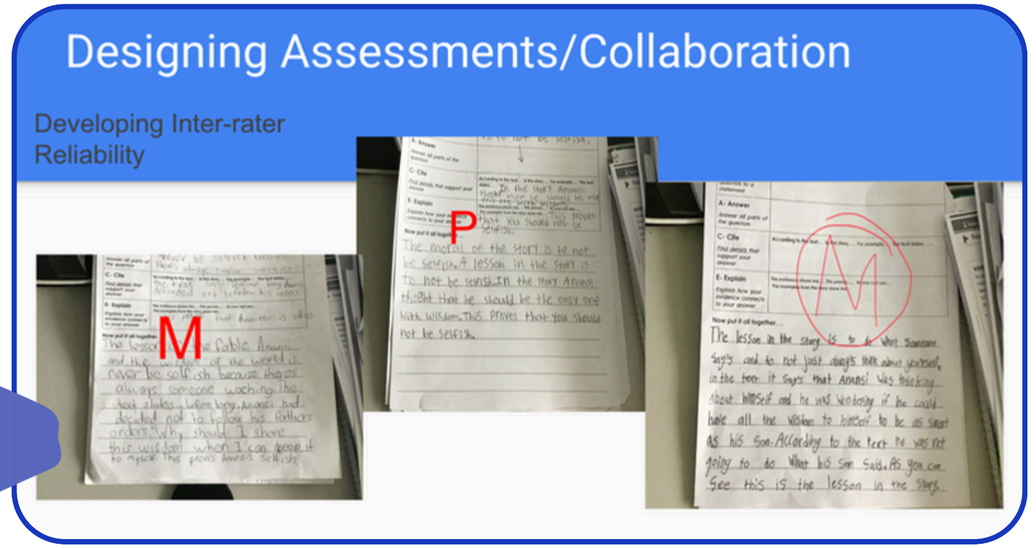


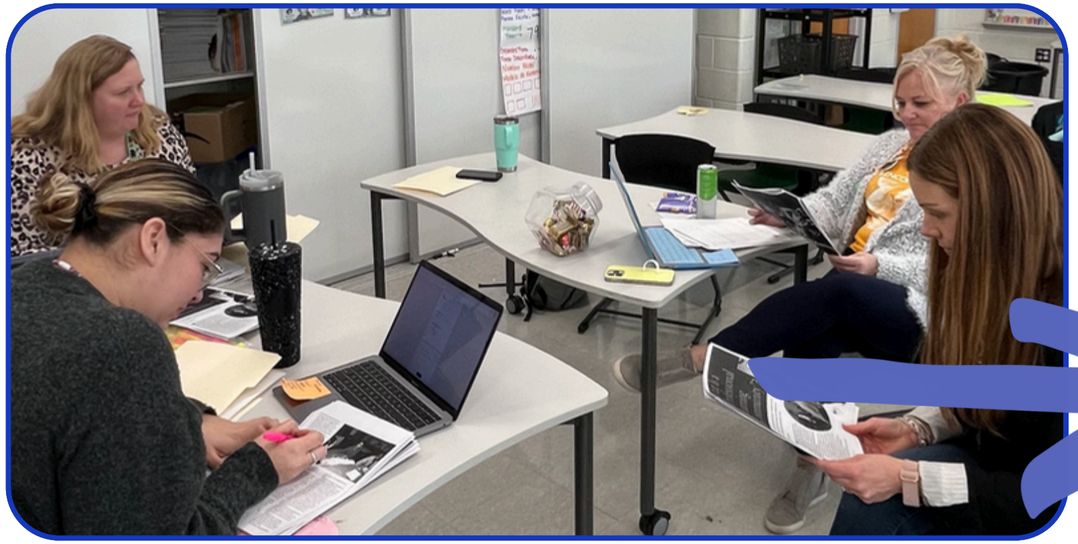




STUDENT DATA & UDL PLANNING







ADDITION AND SUBTRACTION WITHIN 100							
Item Number	3	4	5	6	7	8	9
Lesson Number	1	2	2	3	4	5	4
Standard							
Concept	se strategies o add and btract basic facts	Explain strategies to add and subtract	Explain strategies to add and subtract	Solve addition within 100	Solve subtraction within 100	Solve two-step word problems	Solve subtraction within 100
Student Names	Y	Y	Y	Y	Y	Y	Y
	Y	Y	Y	Y	N	Y	N
	Y	Y	Y	Y	Y	N	N
	N	N	Y	N	N	N	N
	N	N	Y	N	N	N	N
	Y	Y	Y	Y	Y	Y	Y
	Y	Y	Y	Y	Y	Y	Y
	y	y	y	y	y	y	y
	Y	Y	Y	Y	Y	N	Y
	Y	Y	Y	N	N	N	N
	Y	Y	N	N	Y	Y	N
	Y	Y	Y	Y	N	Y	Y
	Y	N	Y	Y	Y	N	N

Making a Difference...

One Paw Print at a Time

INVOLVED FAMILIES

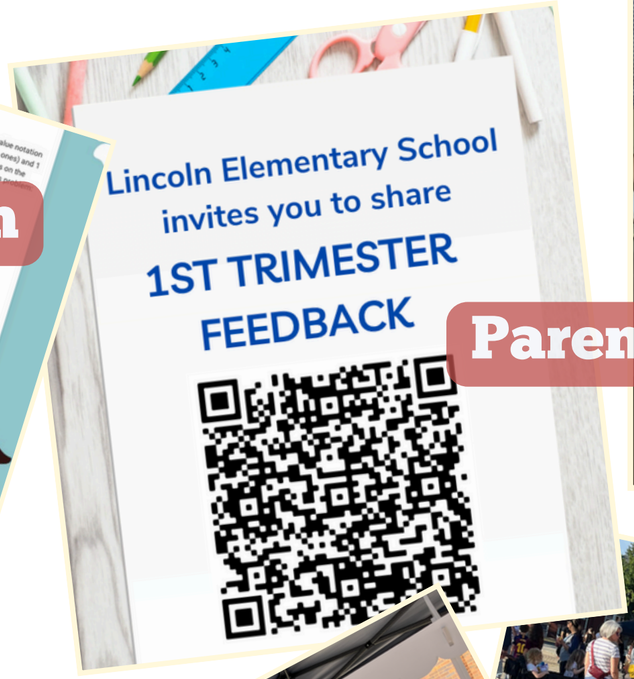


Weekly highlighting of staff or students





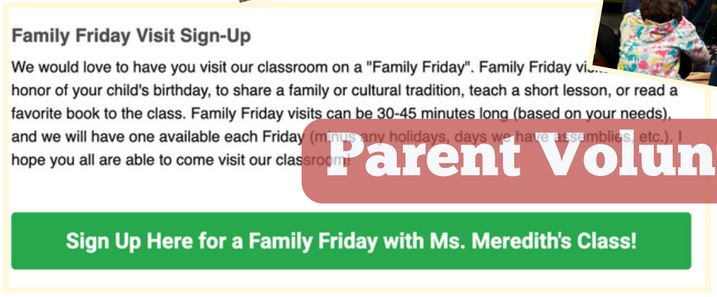
Weekly Classroom Newsletters



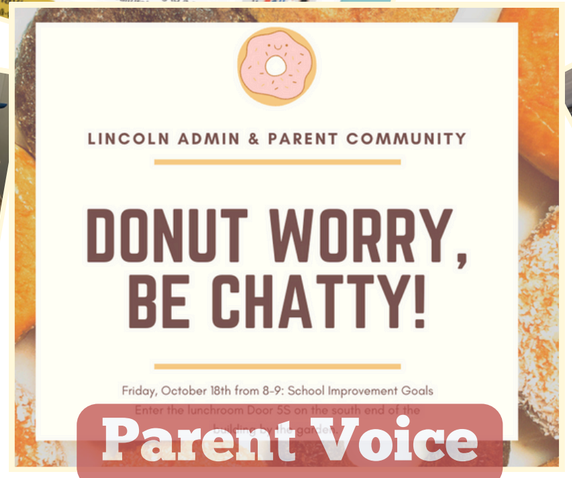
Parent Feedback







Parent Volunteers

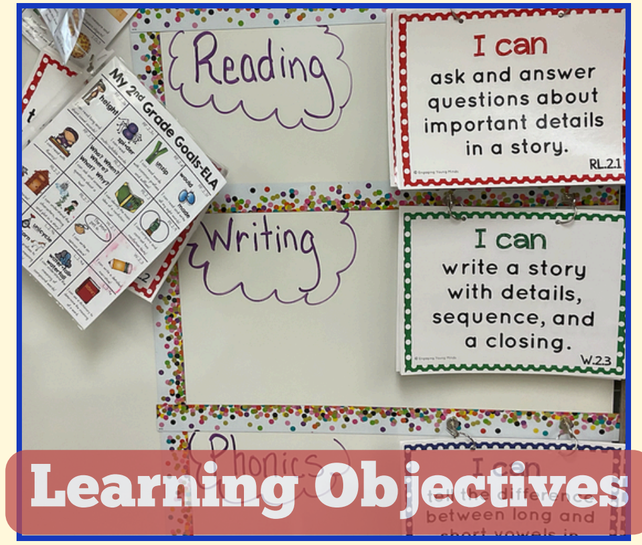


Parent Voice

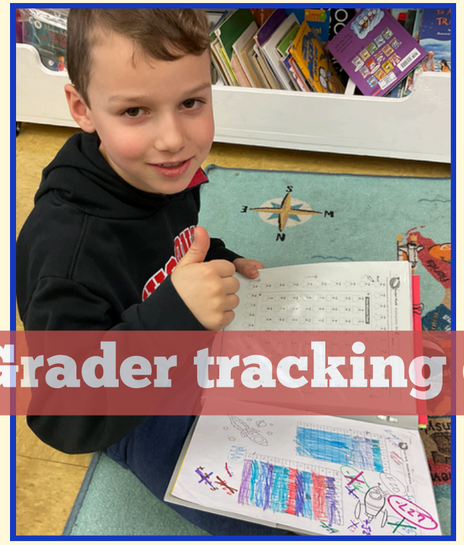


Welome Back Events

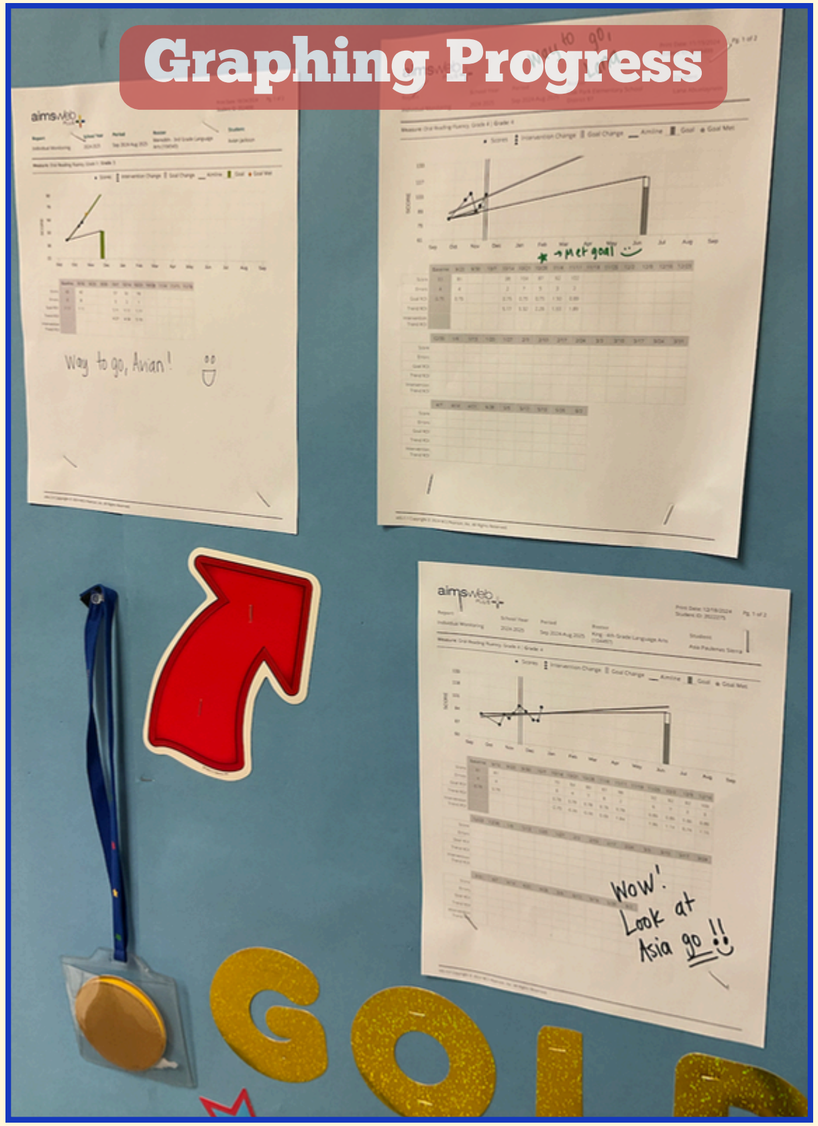
CORE INSTRUCTION FOR ALL



Learning Objectives



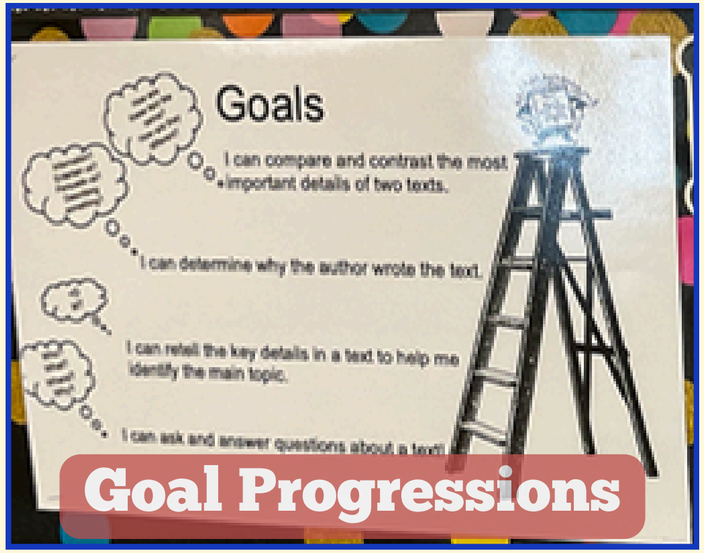
2nd Grader tracking goals



Graphing Progress



Tracking Progress



Goal Progressions

SPECIALS


Music

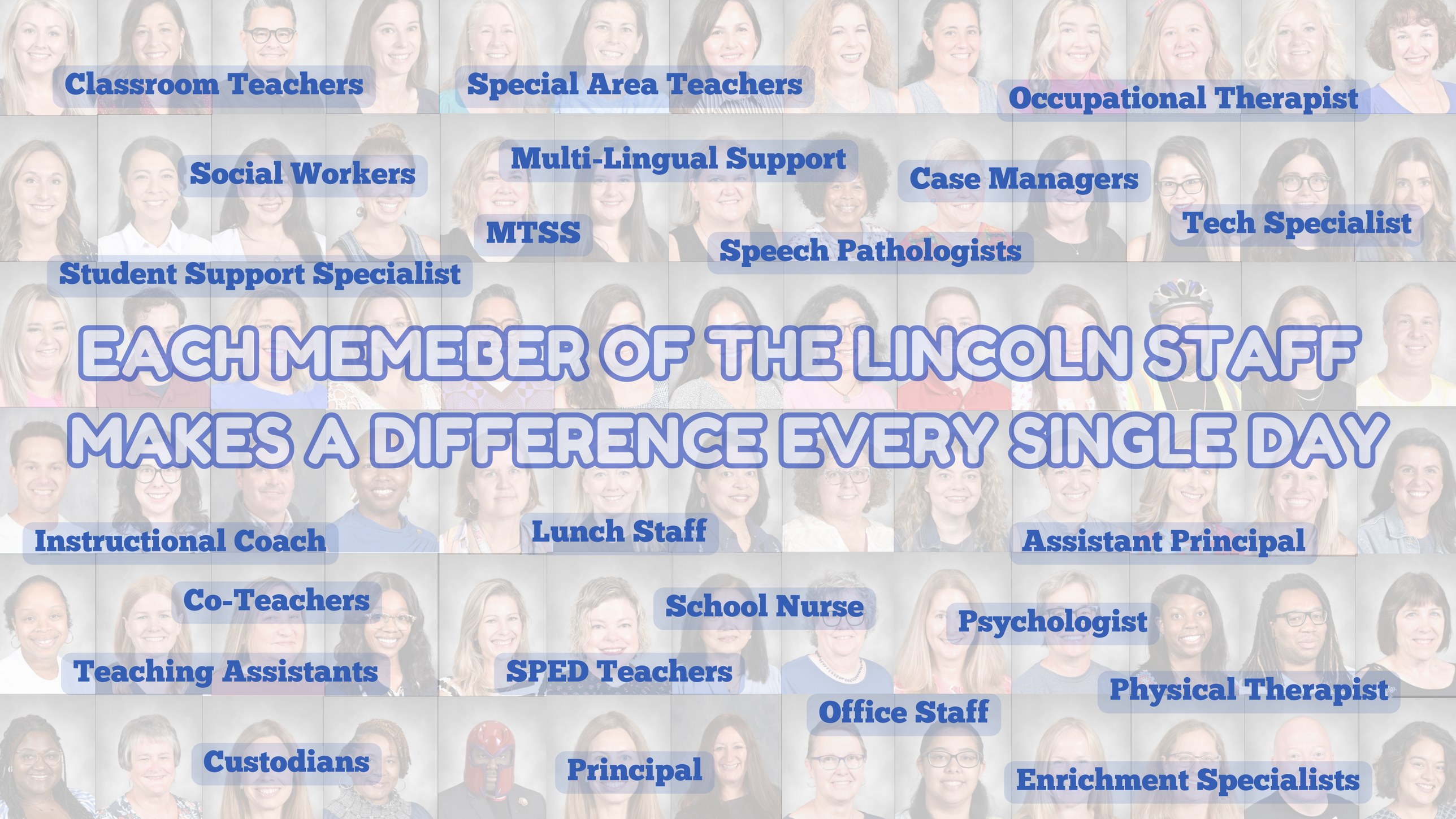

Welcome Back!
Art


Physical Education

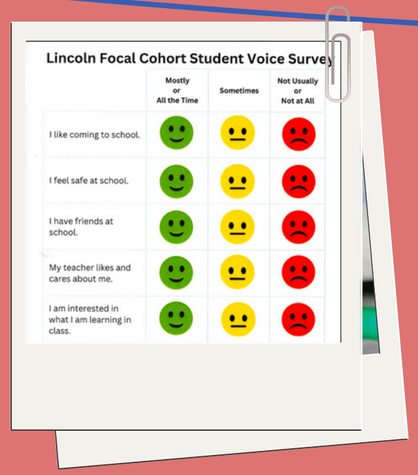

Library


Bienvenidos
a la
clase de español
WLES


Intrumental Music


Classroom Teachers
Special Area Teachers
Occupational Therapist
Social Workers
Multi-Lingual Support
Case Managers
MTSS
Tech Specialist
Speech Pathologists
Student Support Specialist
EACH MEMEBER OF THE LINCOLN STAFF
MAKES A DIFFERENCE EVERY SINGLE DAY
Instructional Coach
Lunch Staff
Assistant Principal
Co-Teachers
School Nurse
Psychologist
Teaching Assistants
SPED Teachers
Physical Therapist
Office Staff
Custodians
Principal
Enrichment Specialists

FOCAL COHORT ACTION RESEARCH



























COLLABORATIVE STAFF AND SHARED LEADERSHIP







SPANISH IMMERSION











121 students in Kindergarten through 5th Grade

SPECIAL EDUCATION

- 3 Instructional Classrooms supporting 22 students
- Grades 3 through 5 each have a co-taught classroom
- 85 students with an IEP
- 36 students with a 504 Plan











It's a great day to be UP AT LINCOLN



Questions?