D97 Core Instruction Department

WE DESIGN FOR ALL

SY 25-26 Priorities and Goals

- Patrick Robinson
- Luis De Leon
- Tawanda Lawrence
- Donna Middleton
- Emilie Creehan
- Tracy Hamm
- Michele Capio
- Marianne Rehfield

Presenting

Today's Agenda

01 Introduction to D97 Core Instruction Team

02 Framing our work

03 2025-2026 Priorities

2025-26 District 97 Transformation Goals

We Learn, Lead and Celebrate Together

Culture and Engagement
ALL Employee Professional Learning

We Design for ALL

Elementary Core Learning
Middle School Redesign

We Align Resources

Sustainable Facilities and Future Planning
School and Community Safety

We Learn Everywhere

Portrait of an Oak Park 8th Grade Graduate
Early Childhood Education

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 ensure that such results are due to meeting students' legitimate educational, social, or emotional needs.

Core Instruction Leadership Team

Dr. Luis Fernando DeLeon

Assistant Superintendent of MS

Patrick Robinson

Assistant Superintendent of ES

Dr. Tawanda Lawrence

Senior Director of Teaching & Learning

Donna Middleton

Senior Director of Student Services

Directors

Tracy Hamm

Director of Student Services

Michele Capio

Director of Student Wellness

Emilie Creehan

Director of Teaching and Learning

CORE INSTRUCTION | 2025-26 Organizational Chart

Dr. Griff Powell & Dr. Patricia Wernett
Co-Interims Superintendent of Schools

CENTRAL OFFICE

Patrick Robinson
Assistant Superintendent of Elementary Schools

Dr. Luis Fernando De León
Assistant Superintendent of Middle Schools

Casey Leiby
Jennifer Logan
Kristen Eunson
Veena Rajasheker
Curriculum Coordinators

Dr. Tawanda Lawrence
Senior Director of Teaching and Learning

Donna Middleton
Senior Director of Student Services

Maggie Cahill
Emilie Dolan
Laura Reeves
Stacey Robertson
Rory Utter
Christine Wetzel
Universal Design for Learning Coordinators

Sally Kramer
Behavior Specialist

Sheri Lenzo
Assistive Technology Specialist

Paula Andries
Hephzibah Coordinator

Anne Wakely
Teacher Assistant Mentor

Emilie Creehan
Director of Teaching and Learning

Michele Capio
Director of Student Wellness

Tracy Hamm
Director of Student Services

Allison Foleno **Tamiko Lee**
Gabrielle Haynes **Clare Schroeder**
Core Instruction Administrative Assistants

DISTRICT 97 SCHOOLS

BEYE ELEMENTARY
Cheryl Sullivan
Principal

School Directory

HATCH ELEMENTARY
Sarah Mendez
Principal

School Directory

HOLMES ELEMENTARY
Tamera Phillips
Principal

Nicole Pryor
Assistant Principal

School Directory

IRVING ELEMENTARY
Susan Mura
Principal

Shehara Brinson
Assistant Principal

School Directory

LINCOLN ELEMENTARY
Marianne Rehfield
Principal

Paula Hughes
Assistant Principal

School Directory

LONGFELLOW ELEMENTARY
Dr. Amy Jefferson
Principal

Torri Gibson-Morris
Assistant Principal

School Directory

MANN ELEMENTARY
Hussain Ali
Principal

School Directory

WHITTIER ELEMENTARY
Dr. Ashley Mosley
Principal

Churchill Daniels
Assistant Principal

School Directory

BROOKS MIDDLE SCHOOL
April Moriarty
Principal

Denise Gildon
Chasity McComb-Williams
Associate Principals

School Directory

JULIAN MIDDLE SCHOOL
Nick Filipowski
Principal

Adrienne Court
Dawanda Dotson-Fountain
Associate Principals

School Directory

NOTE: This organizational chart includes full-time district employees. To view our full staff directory with contact information, please visit https://www.op97.org/departments, or click the links under . You can also reach out to our team via Let's Talk: www.op97.org/letstalk

What does research say about the benefits of strong CORE instructional practices?

- Leads to **better academic outcomes** for all students
- Ensures **equitable access to high-quality instruction** to all students, regardless of their background or starting point
- Reduces the need for additional interventions
- **Increases student engagement and motivation**, leading to a more positive and dynamic classroom environment
- Reduces disruptive behavior and **creates a more orderly learning environment**
- **Identifies learning barriers** when high-quality instructional practices are consistently delivered
- **Increases a sense of belonging** for all students

Core Instruction Goals for SY26

District Goal 2: We Design for ALL

Goal 2A: Elementary Core Learning

Goal 2B: Middle School Redesign

Building leadership teams, consisting of teacher leaders, will engage staff in the school improvement planning process to create Logic Models aimed at improving core instructional practices as defined by the **Framework for Teaching (FfT)** and the principles of **Universal Design for Learning (UDL),** with an explicit focus on evidence of:

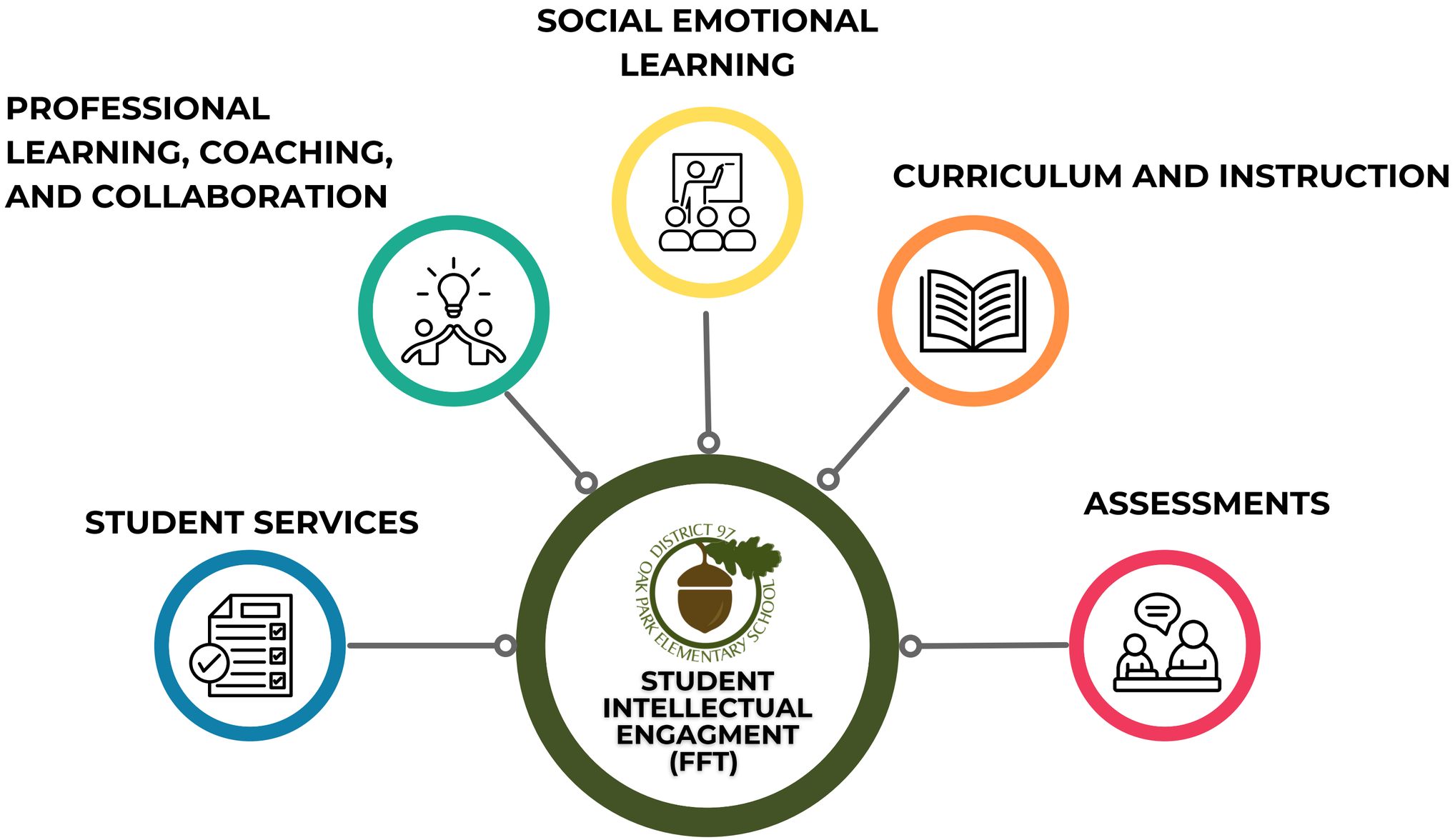
- student intellectual engagement in the standards
- student access to culturally and linguistically appropriate content,
- student positive social-emotional learning embedded into daily core instruction practice

Our Approach

THE FRAMEWORK FOR TEACHING

AT A GLANCE

Foundations of Core Instruction in District 97



Foundations of Core Instruction in District 97

CURRICULUM AND INSTRUCTION 2025-2026 PRIORITIES

K-5 ENGLISH LANGUAGE ARTS

Implement Amplify CKLA/Caminos to support evidence-based, culturally responsive instruction that nurtures a love of reading and writing, meets individual student needs, and supports growth toward grade-level proficiency.

K-5 MATHEMATICS

Conduct a pilot of standards-aligned, evidence-based comprehensive mathematics resources that provide meaningful, engaging, and diverse experiences in mathematics to help students develop both conceptual understanding and practical skills.

6-8 SOCIAL SCIENCE

Implement Discovery Education Social Studies Techbook and professional learning opportunities to create inclusive, culturally-responsive classrooms that support inquiry-based learning and prepare students for informed citizenship in a complex global society.

6-8 ENGLISH LANGUAGE ARTS

Conduct an evaluation of standards-aligned, evidence-based comprehensive English language arts resources to enhance instructional practice and provide equitable literacy education for all students.

CAREER EXPLORATION

Implement of School Links. completion of career inventory. and designing of learning experiences that meet and aligned to D97 and PACE frameworks - Career Day

STUDENT INTELLECTUAL ENGAGMENT (FFT)

Foundations of Core Instruction in District 97

STUDENT SERVICES: 504 PLANS, MULTILINGUAL & SPECIAL EDUCATION

2025-2026 PRIORITIES

CO-CREATE IEPS/504 PLANS

Developing robust IEP & 504 plans that meaningfully address student needs in true partnership with families

STUDENT AGENCY

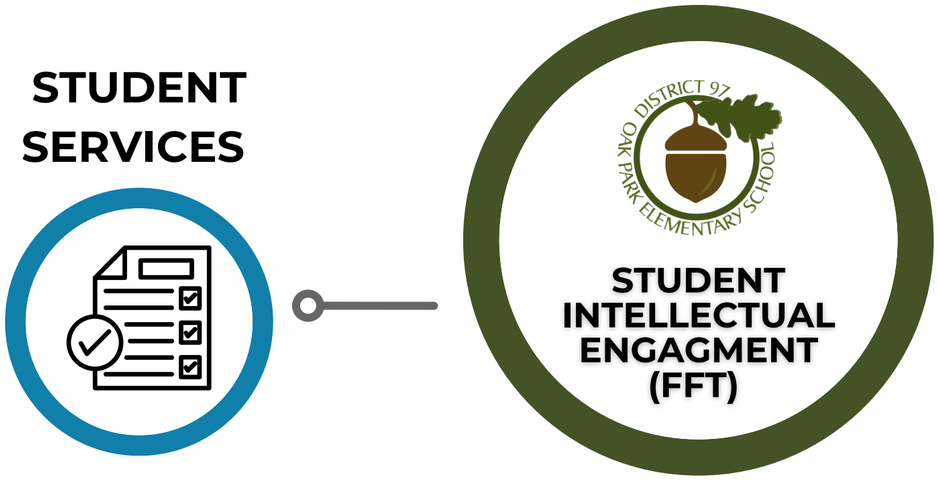
Empowering students to participate in their meetings

PROGRESS

Involving students in tracking progress toward their IEP goals

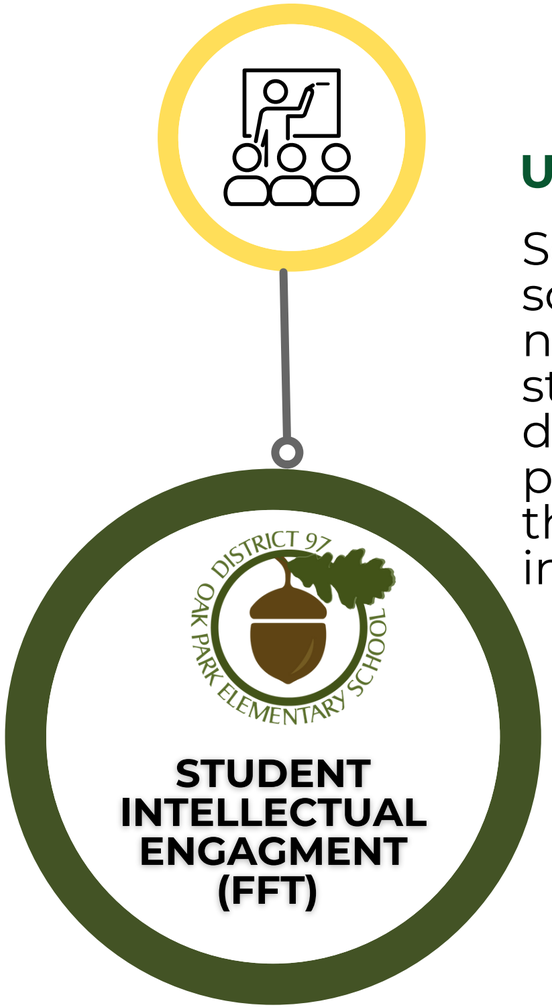
GROWTH GOALS

Ensuring students meet their growth and language goals



Foundations of Core Instruction in District 97

SOCIAL EMOTIONAL LEARNING



2025-2026 PRIORITIES

UNIVERSAL SCREENING

Select an evidence-based screening tool, assess the needs of our diverse student population, and develop a comprehensive plan for rollout, ncluding the development of tier 2 interventions for fall 2026.

RESPONSIVE CLASSROOM ADOPTION

Explore the Responsive Classroom approach, reinforcing our commitment to creating safe, joyful, and engaging learning environments for all students.

MIDDLE SCHOOL ADVISORY

Build a team to create the vision, structure, and practices for Advisory in our middle schools.

Foundations of Core Instruction in District 97

RENAISSANCE ASSESSMENT SUITE

- More time for instruction - shorter testing times
- Driving interventions
- More personalized resources for students
- Detailed family reports

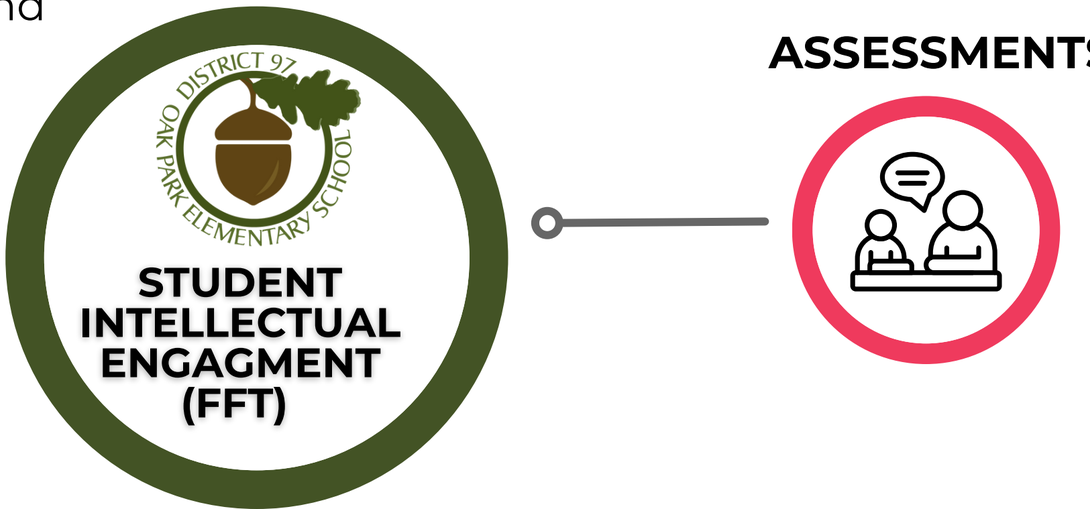
DEVELOPING OUR WIN BLOCKS AND IMPROVING OUR DATA WALLS

- Strenthening tier 2 instruction
- Providing ongoing professional learning
- Providing resources aligned with student data
- Teachers will continue to use the data wall, combined with formative data, to tier students and provide targeted intervention or enrichment
- Interventions and progress monitoring are logged and continuously monitored.

ACCELERATION UPDATES

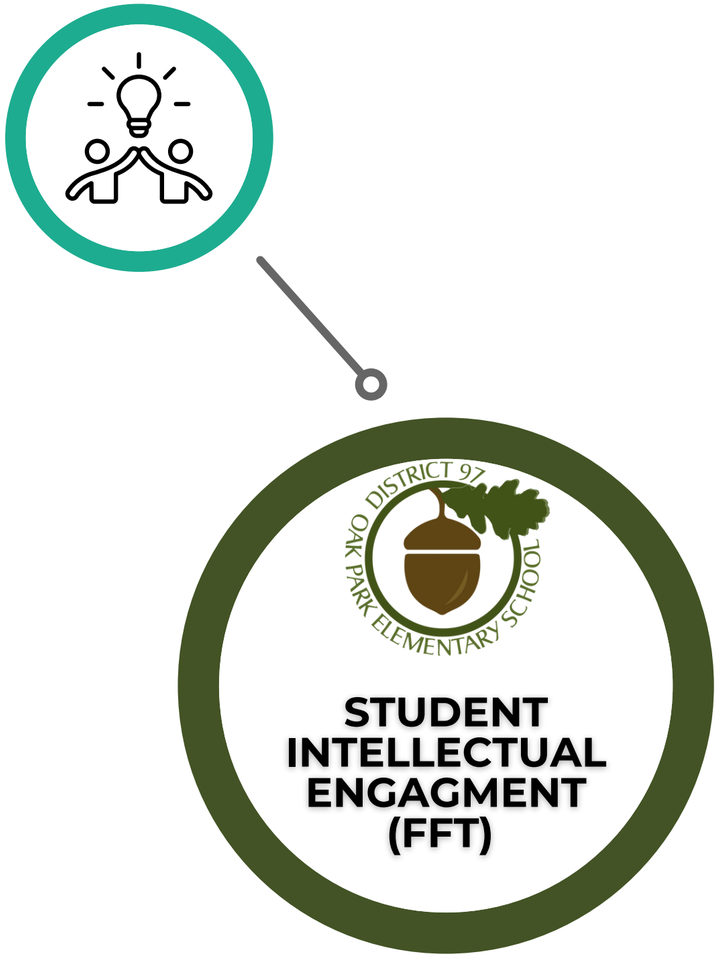
- Updated rubrics to align with the new Renaissance Assessment Suite
- Review of End of Year Standards assessments

MTSS AND ASSESSMENTS 2025-2026 PRIORITIES



Foundations of Core Instruction in District 97

PROFESSIONAL LEARNING, COACHING, AND COLLABORATION



SCHOOL IMPROVEMENT PLANNING: LOGIC MODELS

- Elevates excellent instructional practices by keeping the Framework for Teaching at the center of focus.
- Prioritizes improving adult practices to strengthen student engagement.
- Promotes the intentional use of time, resources, and data to guide collaborative conversations, planning, and coaching.

PROFESSIONAL LEARNING COMMUNITIES

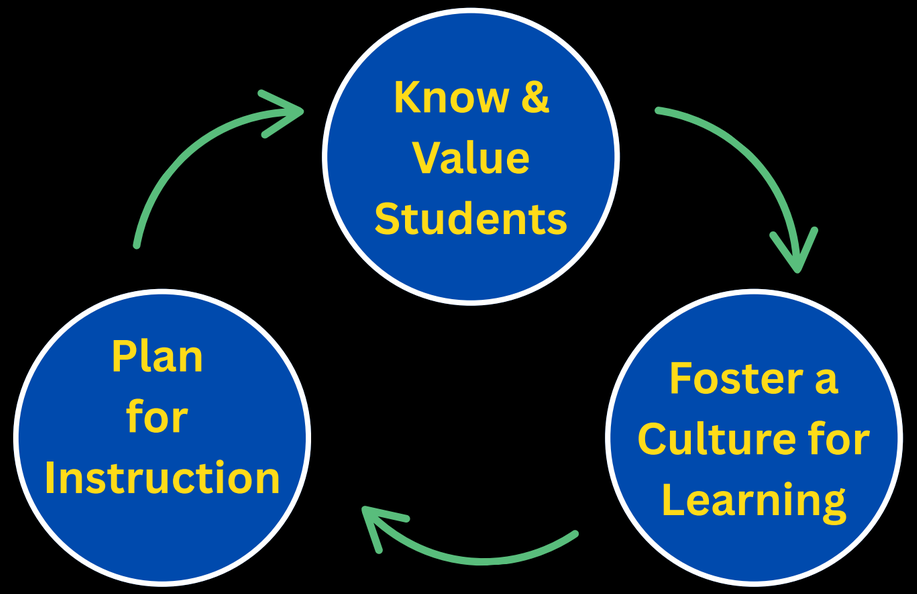
- Instructional coaches
- Team/grade level meetings, structures, and outcomes
- Problem-solving = problems of practice

INSTRUCTIONAL WALKTROUGHS

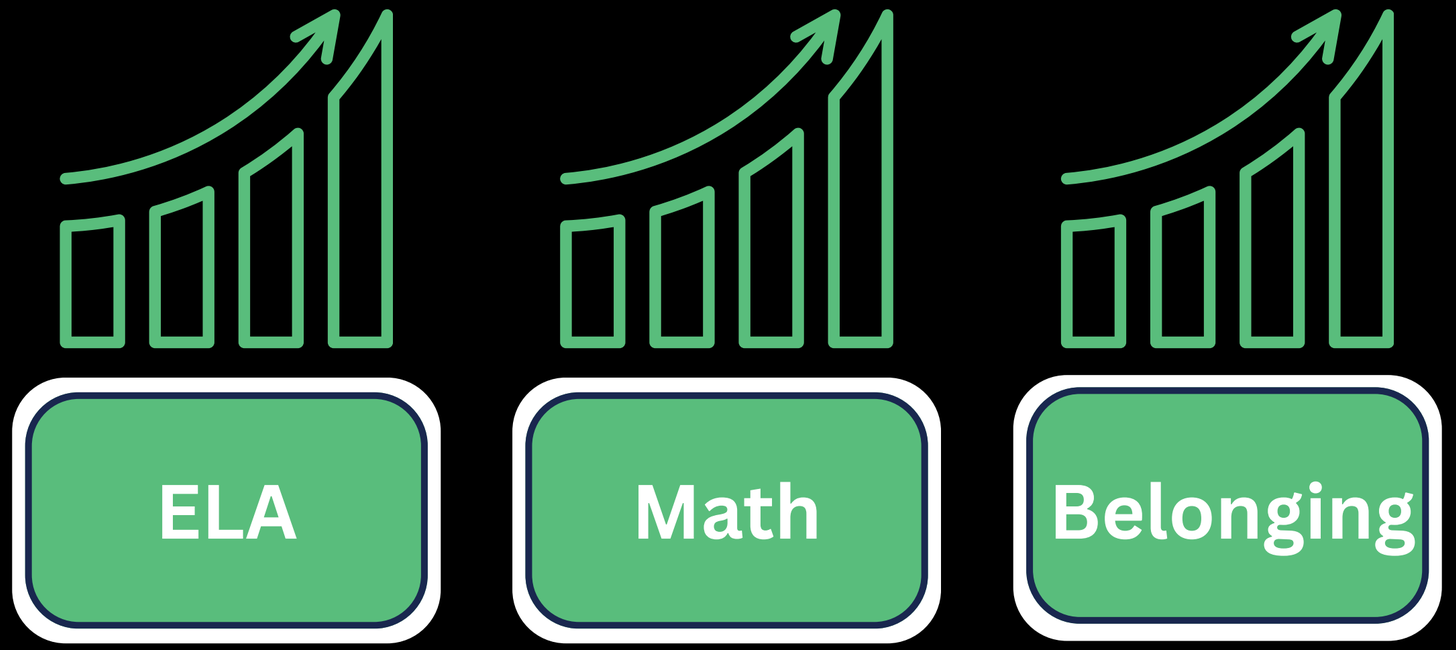
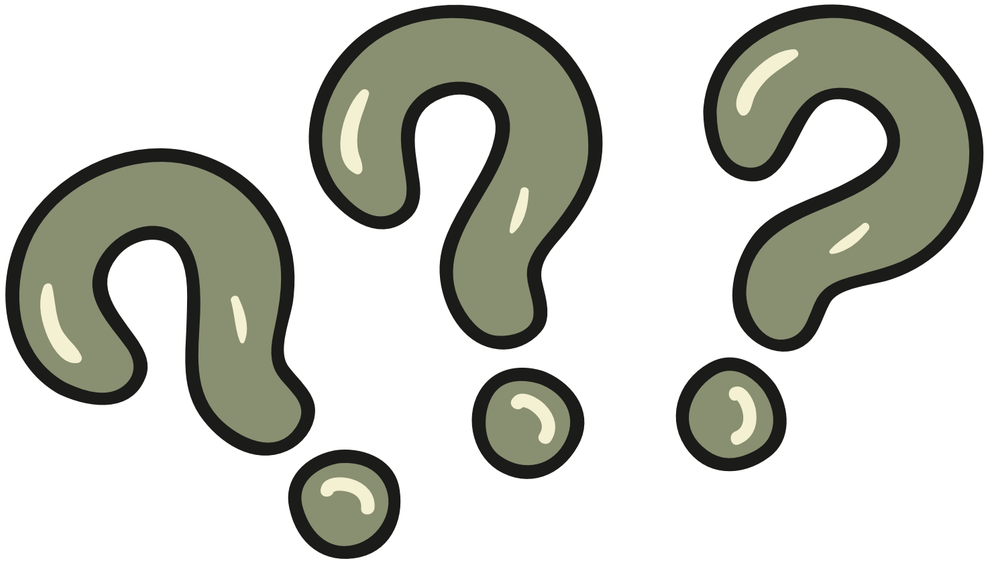
- Build clarity on high-quality teaching & learning
- Learn and reflect on practice, not evaluate
- Use common language to deepen understanding
- Calibrate our lens to support student success

Equity Policy

+



=



Questions