



VISION97 4ALL

*Unlocking Student Potential
The Time is Now!*

Oak Park Elementary School District 97

2017-2022 Plan for Accelerated Growth and Success for All Students





Oak Park Elementary School District 97

2017-2022 Vision Plan

Plan for Accelerated Growth and Success for All Students

Plan Date: October 2017

Outline of This Plan

| | |
|--|----|
| Superintendent's Message | 4 |
| Introduction | 5 |
| Executive Summary | 7 |
| Structure of This Vision Plan | 9 |
| Our Four Vision Elements | 10 |
| Goals and Measures of Student Success | 11 |
| Professional Practices for Instructional Effectiveness | 13 |
| Twelve Strategic Objectives for Student Success | 14 |
| 2017-2022 Objectives | 15 |
| D97 Year 1 Implementation | 17 |



Message from the Superintendent

On behalf of the Board of Education, I am proud to present **VISION 97 4ALL: 2017-2022 Plan for Accelerated Growth and Success for All Students**. This plan contains Oak Park Elementary School District 97's vision goals, measures and roadmaps for student success.

With this plan, we declare our commitment to the following key beliefs:

- With consistent, effective teaching, all students can learn at high levels.
- With strong, courageous leadership and sound organizational practices, good teaching and successful schools can thrive.

Over the next five years, D97 will use this vision plan to:

- Inspire our work on behalf of the children we serve.
- Support our efforts to achieve coherence across our school system.
- Describe for every leader, every staff member, every parent and every community member how to champion and execute these ideals by aligning their respective intentions to our shared vision.

I look forward to working with the entire community on achieving this vision. Thank you for your continued support in helping our district create positive learning environments for every D97 student that is equitable, inclusive and focused on the whole child.

Dr. Carol Kelley
Superintendent of Schools



Introduction

Our vision: **To create a positive learning environment for all District 97 students that is equitable, inclusive and focused on the whole child.**

During the 2015-2016 school year, D97 and community members collaborated closely to develop a shared vision that represents the future we want for all of our district's students. That vision statement, above, was adopted by the Board of Education on July 12, 2016.

As part of this process, we spoke with community stakeholders as well as members of the Superintendent Advisory Panel. They used the following examples to describe the current state of the district:

EQUITY

In the community conversations, many stakeholders – educators, parents and guardians, community members and students – contended that some students experience the district “differently.” They cited some adults’ unfair biases and negative assumptions around student behavior and academic performance. Stakeholders and panel members cited examples such as:

- Inequities in student outcomes based on achievement data.
- Access to and participation in gifted classes. (Such classes contain mostly white students.)
- Representation in discipline data. (African-American students, particularly boys, are far more likely to be disciplined and suspended. Anecdotally, students reported inconsistencies – that different students sometimes receive different consequences for the same offense.)
- Inequitable opportunities to benefit from the International Baccalaureate (IB) philosophy and curriculum. (Students who are pulled out of the classroom to receive special education services, for example, often forgo exposure to IB work.)
- Participation in extracurricular activities. (Some students cannot afford participation fees.)

“There are a lot of teachers that are respectful and care, but we wish all teachers showed that they care about us.”

- D97 Middle school student

INCLUSION

The theme of inclusion occurred frequently in community conversations. Many participants spoke broadly of inclusion: ensuring that all students feel and are included in every district aspect.

Regarding special education, however, stakeholders raised significant concerns about students being separated from the rest of the district, particularly in upper grade levels. While many praised the inclusion model – which includes co-teaching of classes by special ed and regular teachers and “pushing in” of services in regular classrooms – they noted that this model still does not reach all students.



WHOLE-CHILD-FOCUSED

The community and panel discussions highlighted the need to recognize, support and engage all aspects of each student. To some, the district's focus on academic achievement, while important, overshadowed social/emotional learning, artistic expression, and other aspects of a student's development and positive sense of self.

Concerned about the limitations of standardized testing, stakeholders asked that teachers evaluate students as robustly as possible, in ways that involve knowing each student well and relying on an array of qualitative and quantitative measures.

"We need more consistency in the quality of education and classroom learning experiences. We would love to see a consistent curriculum – one that's centered on equity, inclusion and problem-solving."

- D97 Parent

POSITIVE LEARNING ENVIRONMENT

A positive learning environment includes equity, inclusion and a focus on the whole child. Community and panel members identified social/emotional learning and the relationship between teachers and students as keys to establishing and maintaining such an environment. Participants emphasized providing students with the language and tools to prevent bullying and to successfully manage bullying incidents. They also prioritized the need to devote time, training and other resources to supporting the fundamental interaction between teacher and student.

"I have really bad dyslexia and didn't get any support before I came to D97, I only learned to read in 7th grade and one teacher made all the difference."

- D97 Student



Executive Summary

We listened, we heard, we agreed. As a district, we articulated our values, vision and mission – and developed our goals and Strategic Directions based on what our stakeholders told us.

As we implement our vision, will continue to listen to our educators, staff, parents, community and students to ensure that our efforts are achieving the desired outcomes. Where our outcomes disappoint, we will adjust as necessary.

Our Vision

At District 97, we strive to create a positive learning environment for all students that is equitable, inclusive and focused on the whole child.

Our Goals

We will share our collective expertise to help every D97 student experience, achieve or become:

- A known, nurtured, and celebrated **LEARNER** : Every student feels a sense of belonging and is meaningfully engaged in rigorous learning – with his or her unique needs being met and his or her strengths leveraged.
- An empowered and passionate **SCHOLAR**: Every student is inspired to develop his or her full potential – academic, physical, artistic and emotional – in order to cultivate high-intellectual performance.
- A confident and persistent **ACHIEVER**: Every student has access and the opportunity to learn at high levels, with learning outcomes not dependent upon race, gender or socioeconomic status.
- A creative **CRITICAL THINKER & GLOBAL CITIZEN**: Every student is meaningfully engaged in our learning environments and challenged to become a critical thinker, creative solution-seeker and contributor to the global community.

Our Strategic Directions (Four Pillars)

By implementing these four strategic directions, we will help every D97 student experience or achieve these goals:

EQUITABLE ACCESS TO RIGOROUS, RESPONSIVE INSTRUCTION (PILLAR 1)

All students have access to challenging, engaging instruction that reflects students' prior knowledge, learning styles and cultural backgrounds.

STRONG RELATIONSHIPS WITH FAMILIES AND COMMUNITY (PILLAR 2)

Trust among home, school and community is nurtured through shared responsibility for student success, proactive communication and meaningful stakeholder voice.

EFFECTIVE TEACHERS, LEADERS AND STAFF FOR EVERY STUDENT, FOR EVERY SCHOOL (PILLAR 3)

Our principals and school leaders articulate a clear school vision, and actively engage in planning, guiding and assessing instruction and student learning. Our teachers, leaders and staff receive timely, focused support and intervention, including coaching, mentoring, peer support and targeted training.

DATA-DRIVEN CONTINUOUS IMPROVEMENT (PILLAR 4)

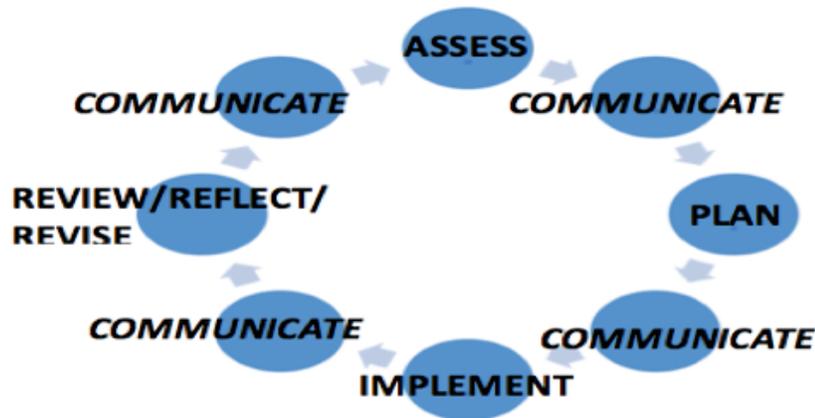
With well-established organizational procedures in place, day-to-day school operations run smoothly and support teaching, learning and leadership. School resources are focused on strategies that enhance teaching practices and accelerate learning for all students.



Our Framework for Action

District 97 has established a shared vision that articulates our desire for our schools and students. We commit to a work-in-progress approach. We will continually engage in improvement, feedback, evaluation and adjustment – and will revisit our performance metrics and action plans annually. This dynamic, ongoing nature of educational improvement will help our students become ready for college and career.

The following framework illustrates how the district will ultimately achieve our vision:



The following non-negotiable principles will guide our efforts:

- Equity in both opportunities and outcomes so that all students succeed regardless of race, income or need for special education support
- Consistent and clearly articulated expectations and norms for both students and adults
- Equitably allocated resources
- Positive relationships between educators and students
- Communications, engagement, transparency and trust-building

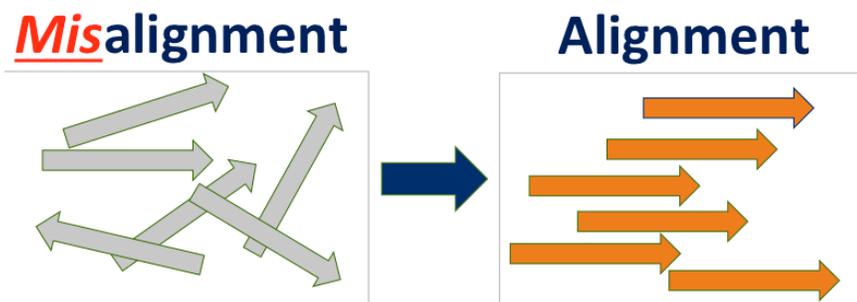
By 2022, District 97 will ...

- Be student-focused.
- Incorporate the diverse perspectives and needs of students.
- Engage and challenge all students.
- Support students to feel happy, respected and excited.
- Provide equal opportunity for all students.
- Develop critical-thinking skills.
- Support students to find their passion and develop a lifelong love of learning.
- Support students to develop tolerance, empathy and care for one another and the world.
- Engage the entire community in support of our schools and every student.

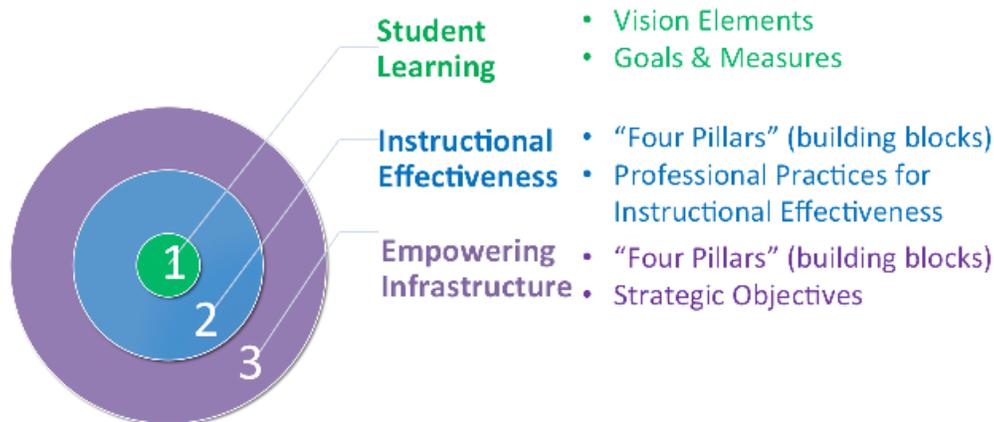


Structure of This Vision Plan

We collaboratively plan in order to achieve unity of purpose, or alignment.



To achieve its promise, our vision plan must flow from a coherent design, assembled in the proper sequence. The illustration at the right shows the plan's components and describes the order in which they must be put together.



1. **Student Learning** is the fundamental purpose of a school system. The centerpiece of the system's mission, student learning is the end from which its strategies, programs, structures and processes derive their meaning and relevance.

2. **Instructional Effectiveness** is the strongest predictor of student learning. Learning occurs most powerfully at the intersection of student, teacher and content, supported by effective leadership and organizational practices.

3. **Empowering Infrastructure** must be created and sustained to support mission-focused decision-making, strategy formulation, and focused action at every level. Providing efficient services and operations to support day-to-day functioning of the schools is critical to this infrastructure – particularly in educational services, human resources and talent development, fiscal and business services, facilities, and technology.

Vision Plan: Goals and Strategies

Our Vision

To create a **positive learning environment** for all District 97 students that is **equitable, inclusive, and focused on the whole child**.

Four Vision Elements

1. Inclusivity

The collective responsibility to provide **equitable opportunities for access** and promote active participation of all stakeholders in an accepting and supporting environment.

2. Positive Learning Environment

A place where all members of the school community are engaged in hands-on, real-world experiences and feel **safe, empowered, supported and valued**.

3. Equity

The practice of beliefs and creation of systems that provide access and opportunities for all students – thereby eliminating race, gender or socioeconomic status as predictors of outcomes.

4. Whole-Child-Focused

Supporting, measuring and celebrating all aspects of a student's development (social/emotional, academic, physical, artistic) through caring and respectful relationships.



Goals and Measures of Student Success

At Oak Park District 97, we promise our students, our families and our community that we will achieve learning, growth and success for every student, without exception. Our **four aspirational goals** reflect that promise:

Goal 1

Every Oak Park District 97 student is a **known, nurtured and celebrated learner.**



| Measures of Student Success | 2017- 2022 Excellence Targets |
|---|-------------------------------|
| a. Percent favorable responses to the statement: "When I am at school, I feel I belong" -- as measured on the Positive Learning Environment Student Survey (PLESS) ¹ | 90% |
| b. Percent favorable responses to the PLESS ¹ statement: "When I am at school, I feel I am recognized for good work." | 90% |
| c. Percent favorable responses to the PLESS ¹ statement: "When I am at school, I feel students at my school treat me with respect." | 90% |

Acronyms and Definitions

- ¹PLESS = Positive Learning Environment Student Survey
- ²RIT = Rasch unit scale
- ³NWEA = Northwest Evaluation Association
- ⁴MAP = Measures of Academic Progress
- ⁵IEP = Individualized Education Program
- ⁶BLT = Building Leadership Team
- ⁷FAR = Formative Assessment for Results
- ⁸ELA = English language arts
- ⁹PBIS = Positive Behavior Intervention Strategies
- ¹⁰MTSS = Multi-tiered System of Supports

Goal 2

Every Oak Park District 97 student is an **empowered and passionate scholar.**



| Measures of Student Success | 2017- 2022 Excellence Targets |
|---|-------------------------------|
| a. Percent favorable responses to the PLESS ¹ statement: "When I am at school, I feel I have choices in the way I learn (Elementary School) / what I learn (Middle School)." | 90% |
| b. Percent favorable responses to the PLESS ¹ question: "Is there an adult you know (other than your parent) you could talk to about important things in your life?" | 90% |
| c. Percent favorable responses to the PLESS ¹ statement: "I participate in at least one of the following activities: School sports team, other sports, service clubs, other activity clubs, service or volunteer projects, church youth group or other faith-based youth group." | 95% |
| d. Student attendance rate | 98% |
| e. Percent of students with fewer than 10 tardy-to-school events | 95% |
| f. Percent of students receiving office discipline referrals | 3% |
| g. Percent of students receiving in-school or out-of-school suspensions | 1% |



Goal 3

Every Oak Park District 97 student is a **confident and persistent achiever.**



| Measures of Student Success | 2017- 2022 Excellence Targets |
|---|---|
| a. Percent favorable responses to the PLESS ¹ statement: "When I am at school, I feel working hard will make me do well in school." | 95% |
| b. Percent favorable responses to the PLESS ¹ statement: "Very good work (elementary) / Quality work (middle school) is expected at my school." | 90% |
| c. Percent of grade 3 students at or above grade level in reading (spring RIT ² score = 191), as measured by the NWEA ³ MAP ⁴ tests | 90% |
| d. Reduction in the achievement gap, as measured on the NWEA ³ reading and mathematics assessments, broken down by race, income status and IEP ⁵ (special education) status | Reading: 80% with gap reduction of 3% per year Math: 80% with gap reduction of 3% per year |
| e. Percent of Tier 2 and Tier 3 students who achieve accelerated growth of at least 1.5 years (per year) in reading and mathematics | Reading: 80% Math: 80% |

Goal 4

Every Oak Park District 97 student is a **creative critical thinker and global citizen.**



| Measures of Student Success | 2017- 2022 Excellence Targets |
|---|-------------------------------|
| a. Percent favorable responses to the PLESS ¹ statement: "When I am at school, I feel my teachers treat me with respect." | 90% |
| b. Percent favorable responses to the PLESS ¹ statement: "When I am at school, I feel my teachers listen to my ideas." | 90% |
| c. Percent favorable responses to the PLESS ¹ statement: "When I am at school, I feel I am challenged by the work my teachers ask me to do." | 95% |

Professional Practices for Instructional Effectiveness

Professional practices lay the groundwork for student learning. At District 97, we are committed to continuously improving our Strategic Directions (Four Pillars) – the teaching, leadership and organizational practices that, when implemented consistently, will sharpen our instructional effectiveness.

Pillar 1 Equitable Access to Rigorous, Responsive Instruction

Pillar 2 Strong Relationships with Families and Community

Pillar 3 Effective Teachers, Leaders and Staff for Every Student, for Every School

Pillar 4 Data-informed Continuous Improvement

TEACHING PRACTICES

T1: Teachers will assist students to direct their own learning and work with other students on cognitively demanding and culturally and socially relevant, real-world tasks that require students to discuss, question, explore, research, make decisions and communicate findings.

T2: To ensure students' continuous growth and development, teachers will organize instruction around standards and communicate clear expectations so that students understand what they will know and do.

T3: Teachers will include parents in setting learning goals for students and developing improvement strategies.

T4: Teachers will communicate with parents regarding positive student behavior and achievement – and, when necessary, regarding misbehavior or failure.

T5: Teachers will maintain openness in their practice, inviting feedback and reflecting critically on student results.

T6: Staff will gain professional skills via collaborative learning team meetings (FAR⁷), peer coaching, and peer observations (including classroom, school visits, videos).

T7: Teachers will gather evidence to assess their impact on student learning, and will adjust instruction and intervention accordingly.

T8: During grade-level and department meetings, teachers will share student work and collaboratively analyze assessment data and instructional practices.

LEADERSHIP PRACTICES

L1: Principals and leaders will encourage teachers and staff to challenge their own beliefs and actions about students' ability to meet high expectations, and to communicate those expectations to students.

L2: Principals will lead ongoing grade-level and school-wide dialogue around expectations, effective instruction, assessment, and demonstrations of student work that meets rigorous standards.

L3: Principals and leaders will encourage kindergarten teachers to pool information on student strengths and learning preferences, and will support community expansion of early learning opportunities.

L4: Principals and leaders will provide staff development on communication techniques and encourage regular two-way communication between the school and family.

L5: Principals will provide time and resources for teachers to observe the practices of teachers in other classrooms or schools.

L6: Principals will provide frequent feedback regarding classroom practice based on observations of teacher planning, classroom instruction and student products.

L7: Principal will provide teacher teams scheduled, uninterrupted time to examine student assessment data.

L8: Principals and leaders will meet with individual teacher teams to review using data to drive continuous improvement of instruction and intervention.

ORGANIZATIONAL PRACTICES

O1: Schools, district leaders and BLT⁶ members will focus resources on priorities with the highest potential impact on instructional practices, student learning and school culture

O2: District and school leaders will consistently monitor the implementation of core instruction and measure the impact on student learning.

O3: School staff will sponsor workshops or distribute information to help parents understand how students can improve skills, get help, meet class expectations and perform well on assessments

O4: Support staff and the district will communicate regularly, using various tools and stressing two-way interaction.

O5: Staff will develop professionally through FAR⁷ team meetings, peer coaching and peer observations (classrooms, school visits, videos).

O6: Teachers and staff will participate in scheduled collegial meetings to share data about student learning. They will reflect on the effectiveness of individual and team practices, and develop performance standards for teachers and principals based on student outcomes.

O7: Administration will provide professional learning and time and for data-informed collegial collaboration about strategies for improving student achievement.

O8: School and district leaders will implement a user-friendly data system for tracking progress of every student and every department.

Twelve Strategic Objectives for Student Success



Pillar 1 – Equitable Access to Rigorous, Responsive Instruction – focuses on *teaching-&learning*. We will ensure that all students receive challenging, engaging instruction that reflects their prior knowledge, learning styles and cultural background.

Pillar 2 – Strong Relationships with Families and Community – recognizes that *“schools can’t do it alone.”* We will nurture trust among home, school and community through shared responsibility for student success, proactive communication and meaningful stakeholder voice.

Pillar 3 – Effective Teachers, Leaders and Staff for Every Student, for Every School – is about *investing in people*. We will ensure that our principals and school leaders articulate a clear school vision, and actively engage in planning, guiding and assessing instruction and student learning. Further, our teachers, leaders and staff will receive timely, focused support and intervention through coaching, mentoring, peer support and targeted training.

Pillar 4 – Data-informed Continuous Improvement – addresses *“managing the whole”*. Our schools will carry out well-established organizational procedures and will develop a culture of evidence-based, collaborative inquiry to support continuous improvement of teaching, learning and leadership.

2017-2022 Strategic Objectives

Pillar 1

Equitable Access to Rigorous, Responsive Instruction

1.1 Instructional Systems Designed for All Learners

- K-5 balanced literacy program
 - ELA⁸ Written Curriculum
 - Reading Units of Study (RUoS)
 - Writing Units of Study (WUoS)
 - Word Study Pilot
- K-5 Eureka Math
- Computational thinking (6-8 math and science)
- International Baccalaureate (IB) Middle Years Program (MYP)
- Second Step
- Formative assessments

1.2 Challenging and Engaging All Students

- Multi-tiered Systems & Support (MTSS¹⁰) (intervention materials and mechanisms)
- AimswebPLUS
- Leveled Literacy Intervention Pilot
- Inclusive practices (co-teaching)
- Master schedule redesign
- Grades 3-5 math enrichment units

1.3 Student Choice, Voice and Agency

- Student Ownership
- LEAP Innovations Pilot
- Student focus groups (PLESS¹)
- Student-led IEP⁵ goal setting

Pillar 2

Strong Relationships with Families and Community

2.1 Community Focus on Challenges and Opportunities

- Special education parent nights
- Township Youth Services' Cargo Circles
- Parent-teacher advisory committee
- District 97 YouTube channel

2.2 Leveraging Community Resources

- Early Development Instrument (EDI)
- Culture and climate surveys

2.3 Two-Way Communication and Outreach

- Strategic communications
- Parent engagement & communication
- Let's Talk
- Standards-based reporting ("Big Three")



Pillar 3

Effective Teachers, Leaders and Staff for Every Student, for Every School

3.1 Nurturing Leadership in All

- Analyzing Teaching for Student Results (ATSR)
- Peer coaching and observations
- Culturally sensitivity training for staff
- National board certification program
- Teacher leadership roles

3.2 Being Intentional in Creating our Workspace

- Strategic, job-embedded professional learning opportunities
- Instructional Coaching
- PBIS⁹ middle-school coaching
- Elementary PBIS⁹ coaching and teams

3.3 Fostering Collective Efficacy: Mindset --> Behaviors --> Results

- Formative Assessment for Results (FAR⁷) teams
- Teacher, staff, administrative workgroups (advisory)
- Building leadership teams

Pillar 4

Data-informed Continuous Improvement

4.1 Data-supported Decision-making and Accountability

- Balanced assessments (unit or project-based)
- Multi-Tiered Systems and Support (MTSS¹⁰) meetings
- Data dive meetings

4.2 Needs-based Allocation of Resources

- iLearn97 (1:1 instructional technology initiative)
- Data surety
- Streamline technology resources

4.3 Sound Stewardship of Public Funds

- Network and data security
- Efficient use of instructional technology
- Audit transportation routes
- Expansion of Holmes, Longfellow, Lincoln
- Facilities and grounds improvements



Year 1 Implementation: 2017-2018 D97 Action Plan

Strategic Objectives & Professional Practices

D97 Major Initiatives

Pillar 1

Equitable Access to Rigorous, Responsive Instruction

1.2 Challenging and Engaging All Students

L1: Principals and leaders will encourage teachers and staff to challenge their own beliefs and actions about students' ability to meet high expectations, and to communicate those expectations to students.

Cultural competency training for staff
Restorative justice and social/emotional learning practices
Multi-tiered Systems of Support (including PBIS⁹ AND master schedules)
Co-teaching pilot
AimswEBPlus (K-1)
Third Grade Enrichment units
Leveled Literacy Intervention Pilot

1.3 Student Choice, Voice and Agency

T1: Teachers will assist students to direct their own learning and work with other students on cognitively demanding and culturally and socially relevant, real-world tasks that require students to discuss, question, explore, research, make decisions and communicate findings.

K-5 ELA and math curriculum and materials
6-8 math and science professional learning
Student-led IEP⁵ goal-setting
Student focus groups (PLESS¹)
LEAP Innovations Pilot

Pillar 2

Strong Relationships with Families and Community

2.1 Community Focus on Challenges and Opportunities

O4: Support staff and the district will communicate regularly, using various tools and stressing two-way interaction.

Strategic communications with community

2.2 Leveraging Community Resources

L3: Principals and leaders will encourage kindergarten teachers to pool information on student strengths and learning preferences, and to support community expansion of early learning opportunities.

Early Development Instrument (EDI)
Rethinking Discipline (student handbook)

Pillar 3

Effective Teachers, Leaders and Staff for Every Student, for Every School

3.1 Nurturing Leadership in All

T6: Staff will gain professional skills via collaborative learning team meetings (FAR⁷), peer coaching, and peer observations (including classroom, school visits, videos).

Training and support for leaders in Formative Assessment for student Results (FAR) methods

Instructional coaching

3.2 Being Intentional in Creating our Workforce

L6: Principals will provide frequent feedback regarding classroom practice based on observations of teacher planning, instruction and student products.

Calibration for administration

Instructional technology PD (professional development) plans

Professional learning support for staff

Pillar 4

Data-informed Continuous Improvement

4.2 Needs-based Allocation of Resources

L8: Principals and leaders will meet with individual teacher teams to review using data to drive continuous improvement of instruction and intervention.

FAR⁷ teams

Training/Support for district committees in their data use:

- Building leadership teams
- Diversity council
- FAR⁷ team meetings
- MTSS¹⁰
- Instructional Coach Meetings
- MTSS¹⁰ School Meetings

4.3 Sound Stewardship of Public Funds

O8: Implement a user-friendly data system tracking progress of every school and every department.

Student surveys

School improvement plans

We Are D97!



6,150 students

- 4% Asian
- 17% Black/African American
- 13% Hispanic/Latino
- 13% Multiracial
- 54% White
- 18% Economically Disadvantaged
- 2% English Language Learners
- 13% Special Education

10 Schools

- Abraham Lincoln Elementary
- Horace Mann Elementary
- Washington Irving Elementary
- Henry Wadsworth Longfellow Elementary
- Oliver W. Holmes Elementary
- John Greenleaf Whittier Elementary
- William Beye Elementary
- William Hatch Elementary
- Gwendolyn Brooks Middle
- Percy Julian Middle

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16:1 Student:Teacher Ratio

228:1 Student: Administrator Ratio

13:1 Student: Certificated Staff Ratio

Points of Pride

D97 partners with Oak Park Youth Township to offer Cargo Peace Circle interventions.

Middle-schoolers serve on an advisory council that ensures D97 administrators hear students' ideas and feedback regarding school programs.

D97 schools have won multiple awards in the Global Virtual Classroom Contest – a free online learning project that fosters creativity and cross-cultural understanding while teaching IT and website design skills to students worldwide.

The Second Step program, a social/emotional learning (SEL) resource, empowers D97 students to manage and monitor their own behavior at school.

D97's use of Multi-Tiered System of Supports (MTSS¹⁰) and other instructional practices enhance student growth and success in general education. To accommodate learning needs and reach more students, we rearrange staff caseloads and schedules, and have pushed intervention support into classrooms to ease any stigma.

D97 students participate in gospel choir, jazz band, Best Buddies, Eco Eagles/Green Team, Rainbow Tribe, Vex-Robotics and YEMBA; drama, art, chess, Ultimate Frisbee, Spanish, yearbook and service clubs; and math and speech teams.



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