

Oak Park Elementary School District 97
Board of Education Meeting
Pillar 2 Update
September 25, 2018

Our five-year [Vision97 4ALL](#) plan offers a roadmap for creating a positive learning environment for ***all students that is equitable, inclusive and focused on the whole child.***

You'll recall that the plan includes ***four aspirational goals*** for student learning, as well as four pillars (professional practices and targeted strategies) that will help ensure that every D97 student witnesses, achieves or begins experiencing what it means to be:

- A known, nurtured and celebrated LEARNER.
- An empowered and passionate SCHOLAR.
- A confident and persistent ACHIEVER.
- A creative CRITICAL THINKER AND GLOBAL CITIZEN.

This year, our regularly scheduled board of education meetings will include updates on topics from our [SY19 District Action Plan](#) that are related to our four pillars. Our four pillars are the building blocks of the work we do on behalf of our students. They also define the capabilities the staff must develop on a continuous basis in order to nurture effective instruction and a mission-focused, empowering organizational infrastructure (see page seven of the vision plan).

Pages four through six of this document feature an update on the work we are doing in conjunction with Pillar 2. If you have questions, want to offer feedback, or would like to share suggestions after reading any of these updates, we encourage you to do so via the [Let's Talk button](#) on our website (www.op97.org).

Our Vision

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



Our Universal Goals

Every student is...

- ... a **known, nurtured, and celebrated learner***
- ... an **empowered and passionate scholar***
- ... a **confident and persistent achiever***
- ... a **creative critical thinker and global citizen***



SY19 District-Level Priorities (Collective Action Plan)

Following our end-of-year review of our student learning data, extensive conversations at the district level, and ongoing consultation with our building principals, staff, and community, we identified the following five priorities as our collective focus areas for the 2018-19 school year. These priorities are critical for meeting the needs of our schools and moving our whole organization toward higher levels of effectiveness, efficiency and readiness in the years to come. These priorities were also selected on the basis of what our organization is fiscally able to handle at this time. The intent of this focus is to:

- *Increase the percentage of students who feel a sense of “belonging” while at school*
- *Increase the percentage of students who are reading at or above grade level*
- *Increase the percentage of middle-schoolers who are projected to be college-ready upon graduation from D97*

We plan to monitor both our actions and progress over the course of the school year. We will also be hosting Superintendent Equity Learning Network sessions on the following dates during which we will share updates on the status of our work with the board of education, employees, families and community.

- *Tuesday, Oct. 30*
- *Tuesday, March 5*
- *Tuesday, May 28*

Vision Plan - Four Pillars	2018-2019 District Priorities Title & Description	2018-2019 District Priorities Rationale
<p>Pillar 1: Equitable access to rigorous, responsive instruction We will ensure that all students have access to challenging, engaging instruction, which reflects prior knowledge, learning styles and cultural background.</p> <p><u>BOE Agenda Scheduled Updates on:</u></p> <ul style="list-style-type: none"> September 4 January 15 	<p>Strengthen Literacy Instruction We will strengthen K-5 literacy instruction through a balanced literacy approach that addresses student learning styles, incorporating student voice and promoting instruction responsive to student needs.</p>	<p>We all know how important strong foundational literacy skills are in terms of future learning. Beginning this year, we are fully implementing writing and reading units of study in our K-5 classrooms and are piloting a word study curriculum. Additionally, we have hired three additional MTSS Interventionists so our larger elementary schools (Holmes, Longfellow, and Lincoln) will each have an additional teacher to better support our Tier 2 and Tier 3 students.</p>
	<p>Strengthen Middle School Instruction We will revise International Baccalaureate units for cognitively demanding student-centered experiences in grades 6-8.</p>	<p>Our middle schools are preparing for IB reauthorization (2020). With reauthorization, we must support Brooks and Julian staff with development of unit plans that will ensure the successful accomplishment of our goals.</p>
	<p>Co-teaching Expansion (Inclusive Teaching Practices) We will broaden implementation of inclusive practices that support that support meaningful access to general education learning environments, curricula and experiences for students with disabilities</p>	<p>D97 teachers identified the need for providing more inclusive service delivery modes to support students with disabilities. We designed pilot programs at both of our middle schools in 2013; and last year, we piloted co-teaching in two of our elementary schools (Whittier and Irving). Last spring, the board of education approved hiring four additional special education teachers in order to expand the co-teaching pilot fully at Whittier and Irving. We have also been able to add an additional co-taught kindergarten classroom at a Julian feeder school (Beye).</p>
<p>Pillar 2: Strong Relationships with Families and Communities We recognize that “schools can’t do it alone.” Therefore, we will nurture trust among home-school- community through shared responsibility for student success, proactive communication and meaningful stakeholder voice.</p> <p><u>BOE scheduled updates on:</u></p>	<ul style="list-style-type: none"> * Physical Integration * Monthly Communications Meetings * Student and Staff Profiles 	

<ul style="list-style-type: none"> • Sept. 25 • Feb. 12 		
<p>Pillar 3: Effective Teachers, Leaders, and Staff for Every Student, for Every School</p> <p><i>We will invest in people. We will ensure that our principals and school leadership teams articulate a clear school vision (big picture), and are actively involved in planning, guiding, and assessing instruction and student learning. Furthermore, our teachers, leaders and staff will receive timely, focused support and intervention (e.g., coaching, mentoring, peer support, targeted training).</i></p> <p><u>BOE Agenda Scheduled Updates on:</u></p> <ul style="list-style-type: none"> • <i>October 23</i> • <i>March 12</i> 	<p>Social-Emotional Supports</p> <p><i>We will refine and expand targeted social-emotional supports that address all aspects of a student’s development through caring and respective relationships.</i></p>	<p><i>Last spring, the board of education approved hiring four additional social work positions and one additional psychologist to our team. Now, both middle schools have one social work per grade level and Longfellow, Holmes, Irving, and Lincoln each have 1.5 social workers. Finally, each middle school has one full time psychologist.</i></p> <p><i>These additional positions will enable the district to more effectively support students who are in crisis, who may need short term therapy, or who receive services per the provision of an IEP.</i></p>
<p>Pillar 4: Data-Informed Continuous Improvement</p> <p><i>We will “manage the whole.” Our schools will have well-established organizational procedures and will develop a culture of evidence-based, collaborative inquiry to facilitate continuous improvement of teaching, learning, and leadership.</i></p> <p><u>BOE Agenda Scheduled Updates on:</u></p> <ul style="list-style-type: none"> • <i>November 27</i> • <i>April 30</i> 	<p>Middle School Behavior: Tier 1 PBIS and Culture/Climate Supports</p> <p><i>We will build collective understanding and the capacity of school culture/climate teams to lead and monitor implementation of Tier 1 Positive Behavior Intervention Supports (PBIS).</i></p>	<p><i>We selected this priority because improving Middle School Tier 1 PBIS/Culture & Climate supports were identified as a need by our staff, students and families. We added a PBIS coach for our middle schools last year. We also began piloting HERO (a tool to recognize, reward and reinforce behavior). This year, we want to continue to strengthen Tier 1 and our PBIS system by developing a reliable data system that will be used with fidelity regarding student referrals and positive behavior tracking in order to support data-based decision making in our schools.</i></p>

Pillar 2 - Strong Relationships with Families and Community

We recognize 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 and Targeted Strategy/ Objective (TSO)	SY19 Priority	SY19 Sub-Priority and Key Tasks	Status	Next Steps
2.4 Community Focus on Challenges and Opportunities	Physical Intogration	<p>By 10/1: Form gender support teams for each school</p> <p>By 11/1: Meet with Chris Jasculca to determine gender equity procedures (not started)</p> <p>By 1/31: Determine school-based gender support team composition</p>	<p align="center">NOT STARTED</p> <p align="center">NOT STARTED</p> <p align="center">NOT STARTED</p>	Training plan for gender support teams will be shared at Feb. 12 BOE meeting (information only).
2.5 Leveraging Community Resources	<p>Monthly Communications Meetings</p> <p>In an effort to improve and enhance school- and district-level communication, the communications department will continue holding monthly meetings with principals and district administrators.</p>	<p>Share audit findings and suggestions from 2017-18 with all building principals and department heads.</p> <p>Work with principals and district administrators to identify at least one area for improvement in 2018-19 that is based on the audit findings, and then develop a plan to assist each school or department with their goal(s).</p>	<p align="center">COMPLETE</p> <p align="center">IN PROGRESS</p>	We plan to meet with each principal and department head on a monthly basis throughout the school year to review/discuss the progress on our goals, make any necessary adjustments, and talk about any new issues or opportunities.

		Work with principals to identify and implement communication strategies around their school improvement plans.	IN PROGRESS	During the Feb. 12 BOE meeting, we will provide an update on the work that has been completed to date to keep the community engaged in and informed about the work that is being done in conjunction with the school improvement plans.
2.6 Two-way Communication and Outreach (to community)	<p>Student and Staff Profiles</p> <p>This year, the communications department is launching a campaign titled "<i>We are D97.</i>" As part of this campaign, we plan to profile one student or staff member each month through a 1-2 minute video to help highlight the tremendous work being done across the district to advance our vision, achieve our goals, and create a strong sense of community and belonging. These profiles will be posted on our website and YouTube channel, included in our weekly email blasts and shared via our social media platforms (Facebook and Twitter).</p>	<p>Set up a Google form that can be used by staff and possibly community members to nominate individuals to be profiled.</p> <p>Set up a template for a monthly staff/student feature that can be shared via the district website, social media and our weekly email blast. (This may include a short blurb or Q&A and a photo.) Also, create a page on the district website that features all profiles and videos related to this project.</p> <p>Build support for profile series through the use of a hashtag and inclusion in BOE meetings.</p>	<p>COMPLETE</p> <p>PENDING</p> <p>PENDING</p>	<p>We will use the nomination tool on a monthly basis to collect information about prospective profile candidates. We will vet and select candidates based, in part, on our goal of creating profiles that are somewhat equally split between students and staff, that are representative of all 10 of our schools, and that are reflective of our student and staff populations in terms of age, race, gender, etc. This will depend in large part on the nominations we receive from the community.</p> <p>After the profile for September is completed, we will begin working on the creation of the template and web page. We will also establish and begin using a hashtag for the series. Please note, we may not launch the web page until after we complete at least a couple of profiles in order to prevent it from looking empty.</p> <p>Beginning in October, we will run highlights from the profile videos prior to BOE meetings each month.</p>