



Oak Park Elementary School District 97

The First 60-days:
Superintendent Update

Board of Education Meeting
August 2022



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Fieldwork: The first 60 days

- Meet the people who are the district; listen to their experiences, mapping patterns in assets and opportunities
- Use fresh eyes to ask good questions about how we do/do not do things and why
- Begin to gain insights into the deep culture of the district



Getting to Know Team D97

- Board of Education Members
- Parent Organization/Parent Committee Leaders
- Leaders of district partner associations (SEIU, OPESP, OPTA, OPTAA)
- Central Office Staff
- Principals and APs
- Administrative Assistant Team - central office and school-based
- Teacher Leader Teams & Individual Teachers
- CAST Team Members



Up Next:

Can't wait to be in schools soon and meet all staff & students!

Compelling & complimentary leadership visions



The Village of Oak Park

“Climate change affects us all, but it does not affect us all equally. **Environmental justice is only possible if income, race, ethnicity, and place of residence does not determine the burden people face from climate change.** The vulnerability assessment identifies climate hazards and vulnerable populations in the Village to identify where the greatest need for support exists.”

Park District of Oak Park

“We strive for excellence in serving the well-being and recreation needs of **our diverse community** through a **collaborative, innovative, and sustainable approach.**”

Oak Park Public Library

“**Choosing to be anti-racist touches everything we do.** It’s also why we have an anti-racism strategic plan.”

Oak Park Township

The Community Mental Health Board shall provide leadership to develop a comprehensive array of community based services, which are cost-effective, systematically evaluated, and **responsive to evolving community needs.**

District 200

Oak Park and River Forest High School will become an **ever-improving model of equity and excellence** that will enable all students to achieve their full potential.

Summer Learning

Events/Gatherings

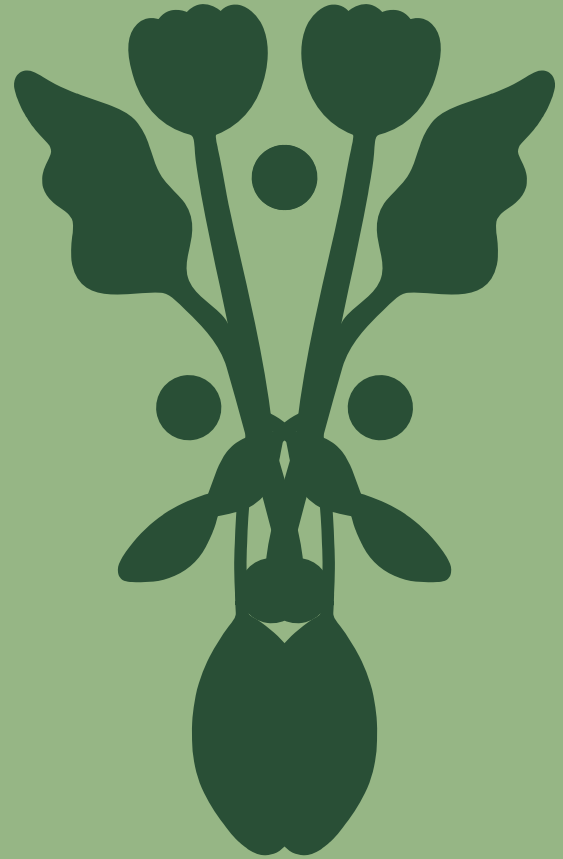


CAST performance, summer school visit, Cintas Award Recognition of Custodian Frank DiPaolo, OP Chamber of Commerce, IGOV, Early Learning Collaborative



Informal Connections

Parents, former D97 employees, former elected officials, members of the broader Oak Park Community, D90 Superintendent Ed Condon





Ready-Set-Go: The first 60 days

- Take immediate action on priority operational and compliance issues
- Identify tasks that need to be accomplished, rank them in order of priority, and establish how and who should accomplish them
- Examine critical issues in district systems, determine how such issues are handled, places to build new processes to improve operational practice and the current capacity to carry that out



Quick Launch SY22-23 District Work Streams



Be curious.

Co-create our
District 97 culture



Be safe and healthy.

Collaborate for safe and
supportive schools



Be a learning designer.

Innovate for
student-owned learning

District Priority Areas

District 97
District Improvement Plan
 SY22-23

(Initial Working Draft 6.19.2022)

*NOTE: All *italicized sections* are excerpts from [Board Policy 7:12 Ensuring Racial and Educational Equity](#)

	<i>Be curious.</i>	<i>Be safe and healthy.</i>			<i>Be a learning designer.</i>		
SY2022-23 Area of Work	Co-create Our District 97 Culture	Collaborate for Safe and Supportive Schools			Innovate for Student-owned Learning		
	Anchor Agreements and Protocols	School Physical and Virtual Safety	COVID Mitigation	Responsive Schools/ MTSS	Grade PreK-2 Teaching & Learning	Grade 3-5 Teaching & Learning	MS Teaching & Learning
					Grades PreK-2 Core Teaching & Learning <i>Every student in love with literacy and able to read/write/speak/ listen at grade level by 3rd grade.</i>	Grades 3-5 Core Teaching & Learning <i>Every 3rd- 5th grade student with their own ELA and math standards learning map (planned backwards from 6th grade standards)</i>	MS Core Teaching & Learning <i>Every 6th-8th grade student with their own standards learning map (planned backwards from 9th grade standards)</i>

Learn by doing

- Respond to data shared during the superintendent search process
- Use of central office transformation research
- Self-study & collection of baseline data
- Launch of Summer 2022 cross-functional admin teams
- Building out a new project management approach

Up Next: Aligning existing stakeholder networks



Guiding Principles: The first 60 days

Affirm

...the strength of our community of public school professionals

Prioritize

...student access to in-person core instruction time with a professional educator who has designed standards-based learning and engagement experiences

Model

...a participatory, cross-functional, and solution-seeking approach internally and with agency partners

Reinforce

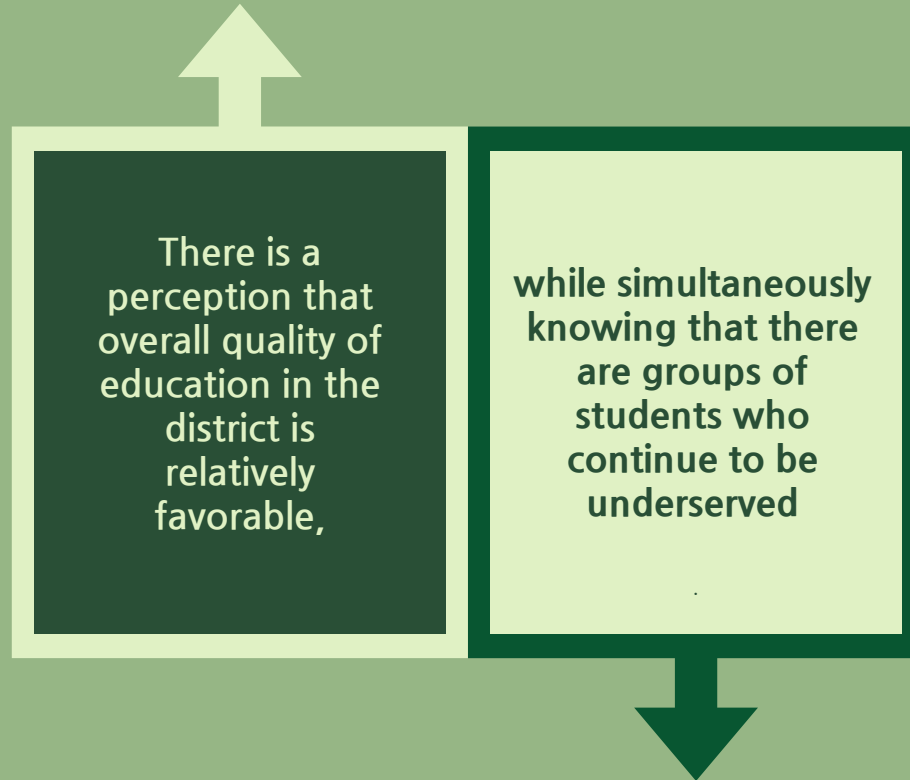
...a foundation of operational excellence and high-fidelity use of public resources (time, people, money and technology)





Listen to
surface the
dilemmas &
understand
the roots

Dilemma #1



Related Data Inquiry

	Percentage of Positive Responses (Excellent/Good or Strongly Agree/Agree)					
	COMPOSITE	PARENTS	TEACHERS	SUPPORT	ADMIN	TAXPAYERS
	n=1474	1103	237	42	29	60
<i>Responses: Excellent/Good/Average</i>						
Q4. The overall quality of education in the District.	79	78	85	86	95	64
Q5. The high school readiness of OP 97 graduates.	70	70	75	72	94	51
Q6. Meeting the needs of my child (or me)	68	67	74	63	100	38
Q7. Meeting the needs of students with disabilities.	59	56	66	64	93	26
Q8. Meeting the needs of English Language Learners.	58	64	47	44	76	46
Q9. Meeting the needs of exceptionally talented students.	45	40	57	56	89	36
Q10. Meeting the needs of historically underrepresented students	43	46	36	28	32	31
Q11. The district's ability to attract and retain excellent teachers.	56	61	46	35	65	48
Q12. The quality of communication from the district.	50	59	49	56	75	16
<i>Responses: Strongly Agree, Agree, Disagree, Strongly Disagree</i>						
Q13. The district has high standards for student performance.	77	74	92	96	100	59
Q14. Helps students feel connected to/ belong at OP 97	88	87	82	88	100	67
Q15. Working successfully to close achievement/opportunity gaps	68	69	65	64	79	40
Q16. Provides well-rounded educational experience for all students.	75	76	74	60	84	47
Q17. Meeting the social emotional needs of students.	78	77	85	61	100	48
Q18. The district encourages and supports active parent engagement	82	80	96	81	100	58
Q19. Strives to build community partnerships.	77	75	89	84	100	36
Q 20. The district's curriculum is relevant to our community's culture.	81	83	77	81	83	62
Q21. The district is fiscally responsible.	55	57	50	61	87	23
Q22. The district employs effective teachers.	92	92	97	92	84	83
Q23. Would encourage families to move to district	79	78	89	81	95	48
KEY: Green Shading = POSITIVE response ratio is 4 to 1 or greater Red Shading = There are more negative responses than positive responses						

SOURCE: Hazard, Young, Attea Associates. "District 97 Leadership Profile Report."

<https://hyasearch.com/wp-content/uploads/2021/08/Leadership-Profile-Report-2021-Oak-Park-SD-97-IL.pdf>



D97's clear policy mandate

Eliminating the opportunity gap while raising achievement for all students is **the top priority** of the Board, the Superintendent, and all district staff. Race, disability, and other characteristics **must cease to be** reliable predictors of student achievement and success.

SOURCE: Oak Park Elementary School District 97. "Board Policy 7:12 Ensuring Racial and Educational Equity." https://boardpolicyonline.com/?b=oak_park_97&s=589483

Leaning into the Dilemma

What we need

Alignment in how we answer the question: *What does equity mean to us?*

Where we can start

Wrestle together with these values and level-set as a community on our understanding of equity as a value.

Potential
Community
Partners

Parent Advisory Committee, PTO Council, DIVCO, Other?

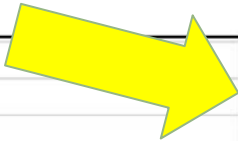
Possible
actions to
consider

- District-led, community-based strategy for reading and discussion of Board Policy 7:12
- School-based future sessions: What is our community's vision for EVERY child?
- District-led, community-based book reads and dialogue sessions
- Plan for pop-up accessible listening and learning circles in response to incidents
- Other?

Dilemma #2



Related Data Inquiry



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D97 Stakeholder and Community Engagement

District 97 cannot achieve equity without effective, robust stakeholder engagement. **Student and family voice, along with teachers, staff, and other community stakeholders**, shall play a prominent role in implementing this policy.

District 97 shall welcome and empower families, including underrepresented families of color, those whose first language may not be English, and parents and guardians of students with disabilities and different learning needs as **essential partners in students' education, school planning, and District decision-making**.

SOURCE: Oak Park Elementary School District 97. "Board Policy 7:12 Ensuring Racial and Educational Equity." https://boardpolicyonline.com/?b=oak_park_97&s=589483

Leaning into the Dilemma

What we can do

Actively check for inclusion as part of decision-making processes

Where we can start

Create slow-down protocols that support listening and learning

Potential
Community
Partners

Parent Advisory Committee, PTO Council, DIVCO, Other?

Possible
actions to
consider

- Establish new advisories focused on voices we need to hear
- Draft and get community feedback on solution-seeking meeting agreements
- Draft and get community feedback on structured escalation protocols
- Invest in capacity-building for two-way comms tools with data capability (for ex, Let's Talk)
- Review existing REIA tools and adopt formally for district use (see BOE Policy 7:12)
- Use communication data analytics tools to create new inclusive outreach metrics.



2022 Transition Updates

September 27

90-day

October 25

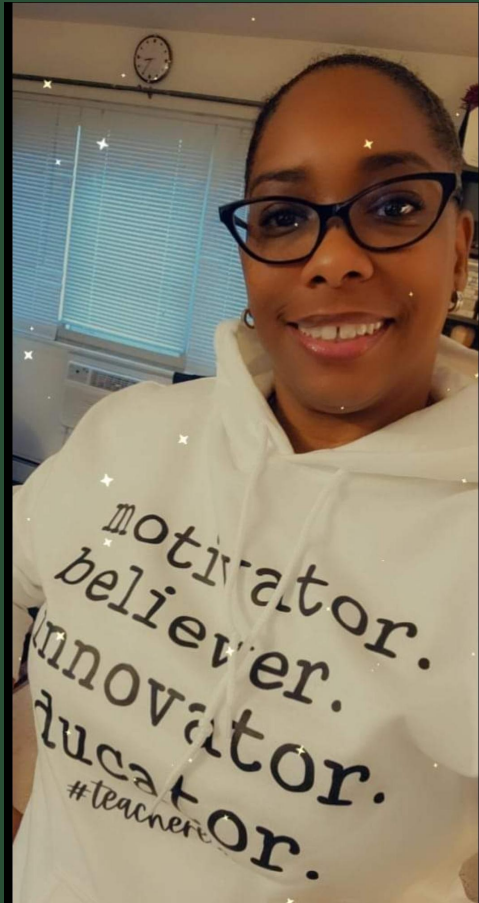
120-day

November 15

150-day

December 13

6 month



Great public schools are the engines of a vibrant participatory democracy.

That starts with professionals who are motivators, believers, innovators & educators!



Renita Banks, Teacher, Beye Elementary School



Thank you for the opportunity to serve in District 97

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