

Oak Terrace & Red Oak PTO Meeting

April 9, 2026



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NORTH SHORE

SCHOOL DISTRICT 112

445 Sheridan Road
Highwood, IL 60040
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Our Mission and Values

Mission: North Shore School District 112 is a transformative learning organization where curiosity inspires minds, innovation shapes the future, and students, staff, and families engage to create a kind and connected community that is committed to excellence.

Core Values:

- Compassion and Equity
- Integrity and Connection
- Growth and Safety

Dr. Sonia Soltero's Recommendations and Administration's Recommendations

1. **Prioritize English Learner Needs:** *Formally elevate the educational needs of Spanish language English Learners through explicit prioritization in district and school planning, policies, resource allocation, teacher recruitment/retention, professional development, family engagement, curriculum, and assessment.*
 - **Accepted**
 - **Launched the Dual Language Task Force to focus on student success, family engagement, and facilities and operations. The task force will advise the superintendent and deputy superintendent who will make recommendations to the board in May 2026.**

2. **Program Redesign to 80-20 Model:** *Consider shifting the dual language program from a 50-50 model to an 80-20 model, citing research that suggests academic, biliterate, and socio-cultural advantages for both English Learners and English-dominant speakers due to increased exposure to Spanish in early grades. Recommend a comprehensive review and needs assessment to create a five-year improvement strategic plan.*
 - **Partially accepted**
 - **Conduct an “RFP” and Launch a third party to conduct a thorough K-5 program assessment and evaluation inclusive of staff’s input on 80/20 to be conducted in the 25-26 school year.**

Dr. Sonia Soltero's Recommendations and Administration's Recommendations

3. School Climate and Culture Reset at Oak Terrace: Undertake a systemic effort to bolster Oak Terrace's standing and shift from a deficit-based narrative to an asset-based mindset, both within the school and the broader community. This involves strategies to improve climate-culture, foster stronger relationships, increase integration of diverse families and students, and celebrate the school's strengths.

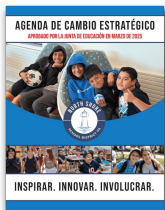
- Accepted
- Address culture reset through the launch of the task force to foster stronger relationships.
- A co-principal and associate principal leadership model will occur at Oak Terrace to support integration in 28-28.

4. Phased Consolidation Plan to Oak Terrace: Consider a phased consolidation of the dual language program from two schools into Oak Terrace, citing declining enrollments, particularly among native Spanish speakers. The proposed transition would begin in 2026-2027 by suspending kindergarten enrollment at Red Oak and allowing existing students to remain for two years, with full consolidation at Oak Terrace by 2029-2030. This plan involves increasing kindergarten and first-grade classrooms at Oak Terrace.

- Partially accepted
- Recommended to the board of education on June 26, 2025, to fully consolidate schools at the start of the SY 27-28.
 - SY 26-27- All dual language kindergarten enrolls at Oak Terrace
 - SY 27-28 - Move preschool to Green Bay

The Path to Consolidation (Timeline)

- **SY 2026-2027:** All Dual Language kindergarten students will enroll at Oak Terrace.
- **SY 2027-2028:** Full consolidation of the program at Oak Terrace.
 - a. Preschool will move to Green Bay in SY 27-28 to allow for inclusive opportunities and maintain student sections together.
 - b. Oak Terrace will utilize a co-principal and associate principal model to support student integration.



Our “Wildly Important Goals”



Literacy WIG

Literacy WIG



80%

Percentage of students meeting/exceeding ELA proficiency on IAR

Where We Are Now



74%

Percentage of students meeting/exceeding ELA proficiency on IAR

¿Dónde estamos ahora?

74%

Porcentaje de alumnos que cumplen o superan dominio en ELA en la IAR

Objetivo de Lectura

80%

Porcentaje de alumnos que cumplen o superan dominio en ELA en la IAR



Dual Language Transition WIG

Dual Language Transition WIG



100%

Task Force plans for DL move to Oak Terrace at start of the 27–28 SY

Where We Are Now



73.5%

% of completed consolidation plan

¿Dónde estamos ahora?

73.5%

% del plan de consolidación completado

Transición de Lenguaje Dual

100%

Planes del grupo de trabajo para mudanza de DL a Oak Terrace 27-28



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Student Success Committee



PILLARS OF DUAL LANGUAGE EDUCATION

THE WHAT
(GOALS)

High Academic
Achievement

Bilingualism
& Biliteracy

Sociocultural
Competence

THE WHY

Equity & Social Justice (Critical Consciousness)

THE WHO

Emergent Bilinguals (English Learners)

Our Tasks



Selecting a third party to conduct a needs assessment and audit of the program to be completed by October 2026



Assess current resources to support the potential curricular shift from 50/50 to 80/20



Assess current staff to understand the language stamina and needs to potentially staff K-2 for 80/20 instruction model



Review current professional development opportunities and survey staff to identify needs for FY27

Scope of Our Work



Subcommittee Spotlight: Student Success

Key Milestone: The committee unanimously recommended **Paridad** to conduct the K-5 Dual Language program evaluation (Board approved Feb 17, 2026).

Evaluation Focus: A thorough assessment of the program is underway, assessing the 50/50 Dual Language Program's effectiveness and identify actionable ways to improve bilingual student outcomes (Report due in October, 2026).

Next Action: A staff survey will be administered on April 21 to identify professional development gaps and language stamina needs.

Dual Language Professional Development

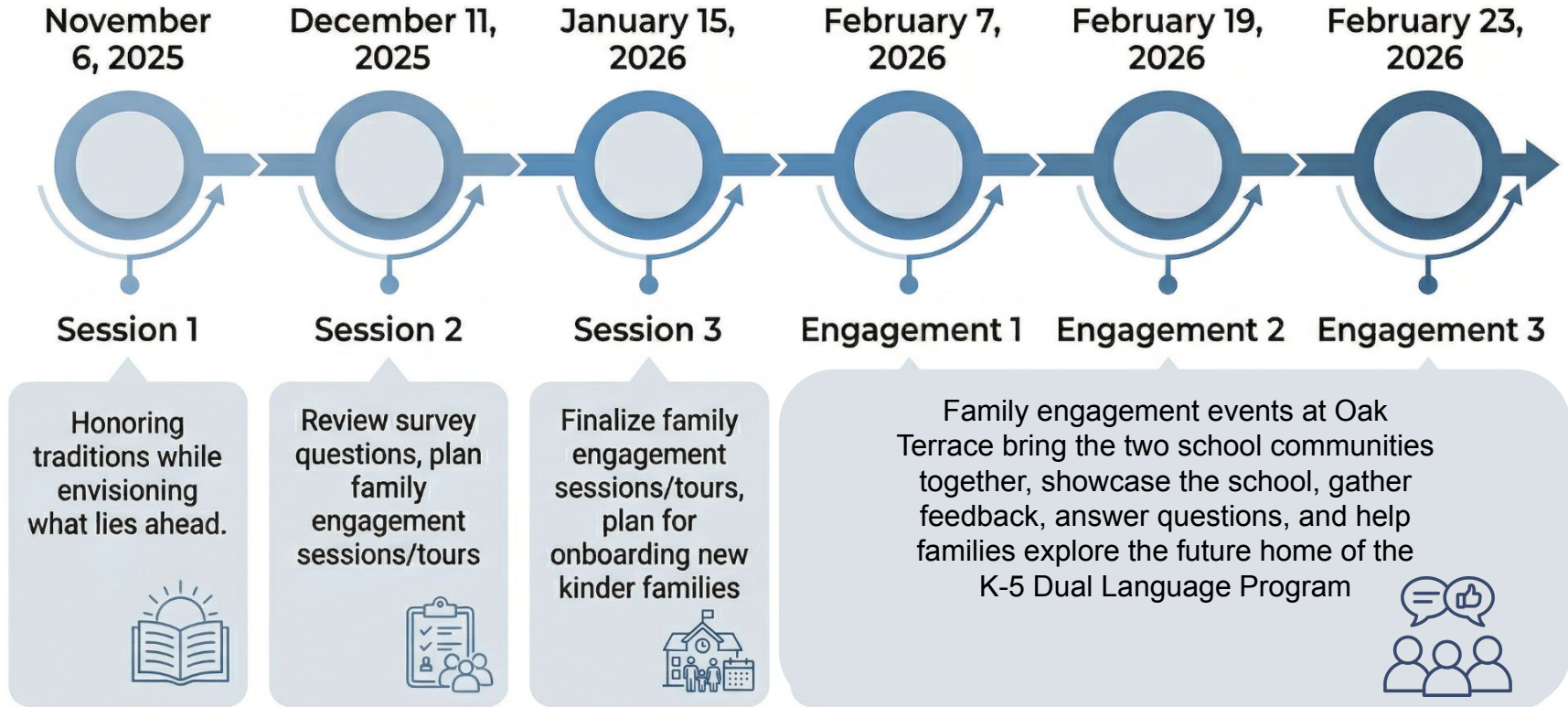
Chicago Literacy Group (K-5)	With Partners (K-5)	Middle School (6-8)
CLG Session 1: - Sept 9, 10, 11, 16, 17, 18	With Partners Session 1: - Oct 13th	EL Teachers Middle School Nov 17, Dec 12, Jan 12
CLG Session 2: - Nov 5, 6, 12, 19, 20, Dec: 3	With Partners Session 2: - Jan 6, 7, 8	Dual Language Teachers Middle School Aug 19, Oct 22, Jan 28, Feb 25
CLG Session 3: - Jan 20, 21, 22 Feb 3, 4, 12	With Partners Session 3: - Feb 17, 18, 19	
	With Partners Session 4: - Apr 28, May 7, May 19	
	With Partners: (4th/5th staff) - Sept 30, Dec 4	
CLG Session 4: - Apr 14, 15, 16, 21, 22, 23	With Partners: (Early-Release) - Jan16 (OT), Apr 2 (RO)	

FAMILY ENGAGEMENT

Our Tasks

- Review current family engagement opportunities at each school; investigate traditions that are important
- Considerations for combining RO/OT events at OT
- Review extracurricular activities at each school; identify gaps and investigate new opportunities
- Considerations for combining OT/RO activities at OT (e.g. Chess Club) survey students
- Consider ways to onboard kindergarten and new families into the program
- Create surveys/questionnaires to gather input from families on intentions of participation in the DL Program throughout phases of consolidation and post
- Plan family engagement sessions that include tours of the school for students and families to visit the Oak Terrace learning and play spaces

Scope of Our Work



Subcommittee Spotlight: Family Engagement

Key Milestone: The subcommittee planned and hosted three family engagement events at Oak Terrace to give families opportunities to visit the building, ask questions, share feedback, and begin imagining the future of the K-5 Dual Language Program there.

Engagement Focus: The subcommittee helped shape opportunities for families to share input through surveys, events, and discussion, while also identifying the traditions, experiences, and supports that matter most to families as planning continues.

Next Action: Family feedback from engagement events and surveys will continue to inform planning and help guide recommendations related to community-building, communication, and the future family experience at Oak Terrace.

Facilities & Operations

Consultants



Leanne Meyer-Smith

Principal Architect
Wight & Company



Annette Piha

Architect
Wight & Company



Patty King

Associate Principal and Licensed
Landscape Architect
Wight & Company



Daniel Wilson

Landscape Architect
Wight & Company



Margaret Chaidez

Project Manager, ADA Coordinator
Play Illinois

Our Tasks

- Identify needs for the redesign of the outdoor playspace for renovation
- Input for redesign of the front area of the school (old office) and potentially the lounge/workroom
- Review the furniture needs at Oak Terrace in line with the renovated K-5 schools
- Conduct a gap analysis between the renovated K-5 buildings and Oak Terrace.

Historical Context: The Oak Terrace Site

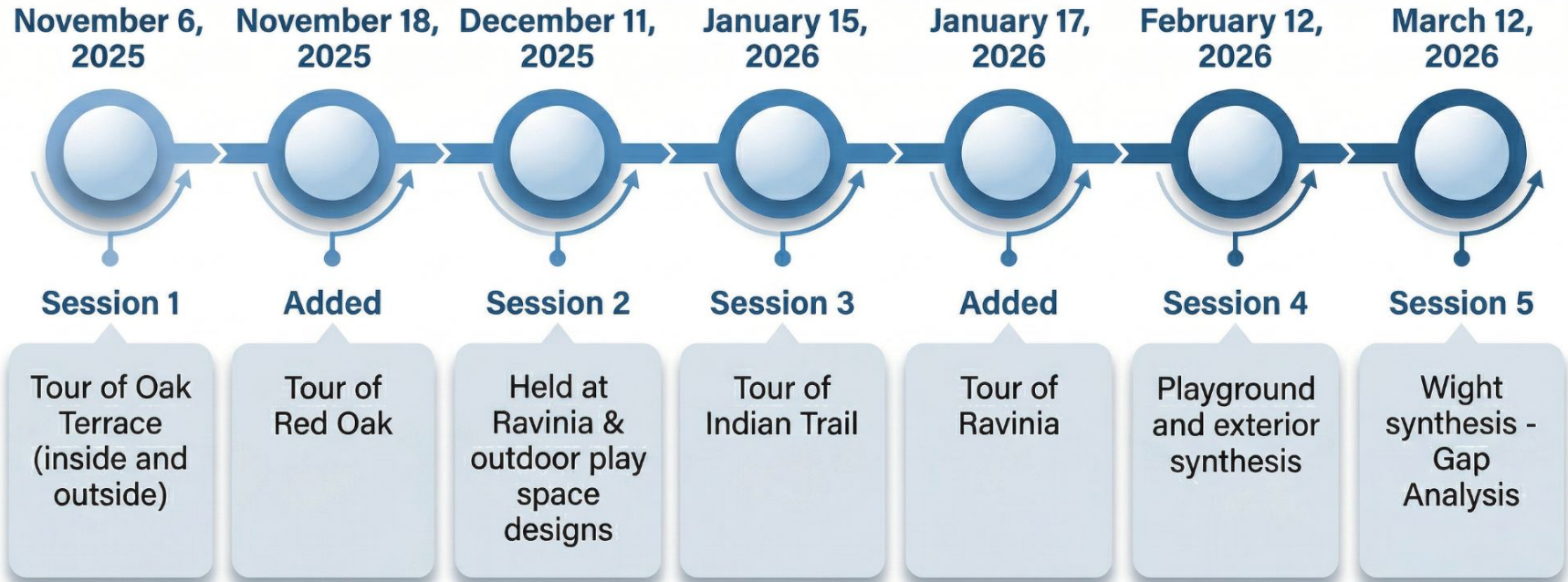
Opened in 1916 specifically to serve immigrant families.

Bilingual programs date back to 1978.

Original site of the Spanish-English Dual Language program in 1996.

The current 85,000 square foot facility was built in 2000 by Perkins and Will for a capacity of 600 students.

Scope of Our Work



Subcommittee Spotlight: Facilities & Operations

Key Milestones

- Playground design presented to the Board of Education on March 16, 2026 & recommended for action on April 21, 2026
- Outdoor recreation study for the blacktop area presented to the Board of Education on March 16, 2026 & recommended for action on April 21, 2026
 - a. Install the first phase of the new playground this summer.

Long-Term Plan: Blacktop area and swings are recommended for installation next summer.

New Playground Design



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What's Next

Bilingual Parent Advisory Committee (BPAC) For English Learner Families

BPAC brings together parents, guardians, staff, and community members to support

English Learner students by sharing resources, giving input on programs, and building connections across our schools.

Parents of dual language students at Northwood, Red Oak, Oak Terrace, and children receiving English Language services at any NSSD 112 school are automatically members.



Remaining Meeting

Tuesday, April 14, 2026

All meetings held at Oak Terrace

Dual Language Task Force

- **Next Milestone:** Superintendent's Task Force Recap Meeting.
- **Details:** April 16, 2026, at Oak Terrace (6:30-8:30 pm).
- **Agenda:** Showcasing our subcommittee work alongside the other task force teams. Questions and feedback

Looking Ahead to May

Facilities Committee Meeting: Gap analysis between Oak Terrace and other renovated K-5 schools presented to the board of education on May 5, 2026.

- Projected costs for updating Oak Terrace.
- Construction phasing based on finances and timing.

Final Report: Task Force work will be presented to the Board of Education in May 19, 2026.

What to Expect:

- Synthesis of all subcommittee work and recommendations

Looking to 2026-2027

Kindergarten: Located at Oak Terrace

Recommendations of Task Force: Pertinent action items

Board of Education Meeting: Report of needs assessment and audit of the program due in October 2026.

Spring:

- Staffing for 27-28
- End of year closure of Red Oak (June)

Resources

Dual Language Webpage:

<https://www.nssd112.org/about/dual-language-program>

Transitions Webpage:

<https://www.nssd112.org/about/dual-language-program/k-5-dual-language-transition>

Wildly Important Goals Dashboard:

<https://ecriss.ecragroup.com/strategy/Home/Index?Dashboard=NOR112&Building=789>

Dual Language Request for Proposal - Program Review:

<https://drive.google.com/file/d/1vA-IZ-PRZRx8WDiOVTxoQ67HAgzbVNJm/view?usp=sharing>

Questions



Student Transitions

What can we do next year to combine the students more?

- In coordination with both PTOs, purposeful opportunities to combine are being planned for next year. When the event calendars are created for 2026-2027, our PTOs have planned to do this unison to look for meaningful opportunities for collaboration. We are looking forward to coming to together for some shared opportunities, as well as allowing schools to have building specific events. We have had several opportunities this year, including our upcoming event this Sunday at the Wolves Game. Other opportunities this year included a joint Skate Night that was hosted last month, a joint mariachi show, and the chess club and related tournaments. Our second grade will visit OT soon for their upcoming musical.

How will the students mesh after the transition?

- Students will have the exciting opportunity to make new friends and classmates. We will structure class assignments in a way that allows for both maintaining relationships with known classmates, and mixing to make new connections and build on academic success.

Transition Activities

Any chance the public can see inside Red Oak before teachers pack up?

- When Lincoln and Elm Place closed, the PTO and principals hosted transition events. The same will happen here.

What are we doing to honor the traditions and make Red Oak families and staff welcome once we merge to OT?

- The Family Engagement Committee created a list of traditions to share with the future co-principals and the PTOs. They will be asked to review and determine how to honor traditions. Additionally, there will be continued joint events prior to the 2027-28 school year to build community between the two schools.

Class Size and Sectioning

What is the maximum class size (number of students per class) once schools are combined?

- Currently, the class size guidelines are as follows:
 - K-2 = 24
 - 3-5 = 26

* All Dual Language kindergarten classrooms have full-time paraprofessionals

** Class sizes are one of the many aspects that Paridad is studying as part of the program review as part of the Student Success subcommittee.

What is the maximum number of sections per grade level at OT (e.g., 4 sections per grade)?

- 4 sections per grade
- 2 flex rooms for 5 sections (at two grade levels) if needed

Enrollment and Projections

For the current kindergarten class (currently 4 sections: 3 at OT, 1 at RO), will there still be 4 sections when combined at OT?

- We do not know. Enrollment will dictate. It depends on how many students transfer to Oak Terrace and the retention of the enrolled students from kindergarten today to 2nd grade

What are the current projection numbers for the incoming kindergarten class (26-27)?

- Based on registration so far, 3 sections are projected for kindergarten in 26-27
 - All of kindergarten is combined at Oak Terrace next school year

Enrollment and Projections

Did all EC DL applicants get accepted (both English and Spanish speakers) to the incoming kindergarten class (26-27)?

- Yes. Everyone who applied for kindergarten dual language for the 26-27 school year was offered a spot. Some chose not to accept the spot and enroll at their home school.

Were any Spanish-speaking students turned away from the DL program due to space?

- No.

Were all applicants with siblings in the DL program accepted?

- Yes, all siblings who applied were accepted.

How many spaces in the incoming Kindergarten class remain for the lottery?

- There was not a lottery this year due to the number of applicants. There are no students on the waitlist. Each monolingual family that applied was offered a spot.

Future Projections

What happens if our native Spanish speaking population continues to decline?

- This will impact the number of sections in dual language.

How will we manage the balance of classrooms? Do we anticipate needing to evaluate the classroom mix in the future?

- Paridad is conducting a program review. One of the many deliverables is a detailed analysis and recommendation for optimal K-5 class sizes. This will also include evidence-based models for student composition (e.g., ratio of native Spanish speakers to native English speakers).

Staffing

Will teachers or staff lose their jobs as a result of the school combination?

- No. The consolidation of schools in 2027-28 will not cause a reduction-in-force. What does that mean? It means we can naturally absorb any redundancies in FTE through attrition based on retirements, and possible resignations, non-renewals, and other changes in FTE.

Staffing

How will staffing be structured or reassigned?

- Paridad's review will help inform our decisions. When we have the results of the program review, we will take into consideration any recommendations on class size, language allocation, and additional supports as we build the staffing plan.
- Reassignments will follow the collective bargaining agreements (CBA).

When will staffing decisions be made for the 27-28 school year at OT?

- This will be communicated to the staff in the spring or as soon as reasonably possible following the timelines set forth in the NSEA CBA.

Has the school considered having a Spanish specialist for students who are struggling with Spanish as they do for English?

- We have reading and math specialists, and ESL teachers. Many staff hold ESL and/or bilingual endorsements. Paridad's review will help inform our future staffing.

Teaching

Will all grades be taught in 50% Spanish and 50% English for each grade? Or how does it work for each grade?

- Paridad is conducting an instructional model analysis and will be making a recommendation. There is no change for the 2026-27 school year. Part of their program review includes a comprehensive analysis of the current 50/50 model's effectiveness. This deliverable must include a specific, data-driven recommendation to either continue the 50/50 model or transition to an alternative (e.g., 80/20, 90/10).

What investments are being made to the DL program to improve success for our students?

- Spanish Language Arts and Literacy Professional Development
- Program Review
- Co-Principal model of leadership
- Playground and facilities upgrades

Assessments

How serious does the district take Spanish MAP scores? What are the achievement goals? 2) Has the district considered testing that focuses specifically on Spanish fluency? What are the goals?

- At this time, the Spanish MAP Assessment is under review. As part of the program review, Paridad is conducting Comprehensive Biliteracy Assessment Framework. They will provide the following:
A set of recommendations for a balanced assessment system in mathematics and literacy. This must specify recommended instruments (e.g., screeners, benchmarks, summative assessments) for tracking student progress in both English and Spanish literacy.

Teaching

What are the KPIs that the district is holding itself accountable for in terms of Spanish language learning (given that math and English KPIs are clear already from the statewide measurement system)?

We are norming our practices to the ISBE Dual Language Guidance Framework by utilizing a balanced assessment system that monitors both linguistic growth and academic parity.

What are the key metrics that the administration will utilize to measure and track the success of the effort to combine Red Oak and Oak Terrace schools and what line of sight will the community have for these metrics?

Culture data, academic data, staff retention data

Permissive Transfers

If we choose to have our student finish out elementary school at his neighborhood school rather than OT, can he still attend NW for middle school in order to stay with older siblings?

- If Northwood is not your child's home school, this would be considered a permissive transfer request - these are considered annually and they are not automatically guaranteed.

Technology

The OT speaker/microphone cart needs to be replaced - they output poor sound quality and are not loud enough for outdoor use. They are used by gym teachers, PTO outdoor events and brought to the library and MPR for events. Are these going to be replaced as part of the plan?

- Not at this time because we have alternative options to the issue that is being raised.
- When holding an event in either the Gym or the MPR, staff/PTO should be using the built in sound system that includes two handheld microphones and an overhead projector. These systems are only a year old and are the same systems found in Ravinia, Indian Trail, etc.
- For outdoor events, the rolling cart is not sufficient for outdoor use. The District has a couple of mobile, outdoor sound systems that can be utilized by coordinating with the Technology Services Department. Principals should proactively put in a support ticket for future events.

Transportation

How will bus routes look?

- Bus routes are created each summer depending on where students live.
- By the summer of 2027, we will know who from Red Oak is joining Oak Terrace and create routes accordingly.
- The district plans transportation routes to keep ride times to 45 minutes or less.

Mascot and School Name

Is there any wiggle room on changing the name and logo of the school, as the whole premise of combining schools was to combine the DL program into one. It is different than the mono schools closing and students dispersing.

- We have considered this question and discussed this with stakeholders. The Oak Terrace name will be preserved. Oak Terrace has a long history of being a school that welcomed multilingual families, and changing it would be erasing the history. We have real concerns about what a change would symbolize.
- The monarch butterfly mascot is culturally relevant with strong symbolic meaning (migration, hope, strength, and resilience) in various cultures. A new mascot emphasizing would risk losing the most culturally relevant mascot that we have in the district.

Playground

The kids are talking a lot about how there are so many butterflies and orange on the playground plans. Is there room to change that so its more of a neutral design?

- The playground design has gone through extensive feedback sessions, including student input and voices.
- The monarch butterfly has significant cultural relevance and is the mascot.
- The final design is up for board of education approval on April 21, 2026.