

***Oak Park and River Forest High School
District 200***

201 North Scoville Avenue □ Oak Park, IL 60302-2296

TO: Board of Education
FROM: Dr. Joylynn Pruitt-Adams, Superintendent
DATE: June 22, 2017
RE: Strategic Plan

BACKGROUND

One of the Board charges to the new superintendent last fall was to review the strategic plan and find a way to move the district toward its full implementation. In January 2017, all who previously had been involved with strategic planning were invited to help develop implementation plans for the goals in the approved plan. Roughly 30 stakeholders participated and focused on creating specific strategies and action steps for each of the six broad goals of the plan: Holistic Community Education, Equity, Supportive Learning Environment, Transformational Teaching and Learning, Transformational Leadership, and Facilities and Finance.

SUMMARY OF FINDINGS

A series of meetings to gather input, revise, seek further input and revision has resulted in the plan attached here. Please note that all of the feedback collected will be provided to implementation teams to consider as they develop their project plans.

The Board is asked to keep in mind that the plan will be a living, working document. After approval, as the administration delves into the work of assigning ownership for implementation plans and developing teams of faculty, staff, administrators, etc., to carry out the strategies and action steps, specific actions, tasks, etc. will further evolve. The Board will be provided regular updates on the plan as the work is carried out.

RECOMMENDATION

Approval of the strategic plan as a working document.

Oak Park and River Forest High School District 200

Strategic Plan 2017

Strategic Plan 2014-2019 approved by the Board of Education on Jan. 23, 2014.

Revised to include implementation plans and approved by the Board on June 22, 2017.



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Acknowledgments

Oak Park and River Forest High School District 200 gratefully acknowledges the efforts of more than 2,000 community members, parents, students, faculty, and staff members who provided input into the Strategic Plan via surveys and focus groups. In addition, we offer our deepest thanks to the volunteer contributors (see page 4), who worked diligently and enthusiastically over many months to create a plan that truly reflects the values of the Oak Park and River Forest community.

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Dr. Steve Gevinson
Dr. Jackie Moore
Sara Spivy
Jeff Weissglass

Board of Education Members, 2013-2015

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Background

Mission

Oak Park and River Forest High School provides a dynamic, supportive learning environment that cultivates knowledge, skills, and character and strives for equity and excellence for all students.

Oak Park and River Forest High School is widely considered an outstanding high school, known for its high level of student achievement; excellent instruction; exceptional performing arts, athletics, clubs, and activities; and innovative academic programs. But even the strength of our programs and the top awards our students and staff consistently earn are not enough to satisfy the central mission of the school: to provide the knowledge, skills, and character necessary for success and leadership in a global society. We must see achievement rise for *all* students, not only those who struggle in our classrooms but also those already achieving at high levels. We also must narrow disparities that appear in teaching and learning outcomes when we disaggregate our data by race. Both goals—excellence and equity—are at the center of this plan. Achieving these goals requires that we be deliberate in the priorities we set and the choices we make over the next few years.

Challenges

District 200 last created a strategic plan roughly two decades ago. Since then a great deal has changed. Federal and state mandates have increased the demands made on teachers and administrators. College admissions have become increasingly competitive as record numbers of students vie for limited openings. College and career pathways require more intensive and ever-changing technical skills. The high school facility, a vintage building dating back to 1907, requires upkeep and upgrading for the emerging technologies that allow individuals to succeed in the worldwide workplace. Finally, rapid economic change has affected area residents, who provide essential financial and logistical support for local schools, and we must find a responsible way to manage the needs of the community and the resources of the school.

One concern that has not changed is that race continues to have a significant impact on students' experiences at OPRFHS. A critical element for the future success of the high school is to fulfill the promise and challenge set forth in the 1990s, to eliminate the predictability of race as an indicator of school or student outcomes. Identified by the last five superintendents as a central issue in the progress of the school, excellence for all students is a main theme of our work. The work of the high school will move all students forward, maintain the academic excellence of the school, and address the need for equity and access to that excellence for our entire community.

Our Plan

Creating a strategic plan establishes how we will respond to circumstances that are always changing and challenging us as a school and as a District. Articulating an overarching vision for the future of Oak Park and River Forest High School ensures that the entire school community is working toward a common purpose and participating in the effort to maintain the academic excellence of the school, provide equity and excellence for all students, and respond responsibly to the needs of our community. In essence, a strategic plan is a roadmap of priorities for

what to do and how to move forward.

This plan includes high-level goals in six critical areas: Holistic Community Education, Equity, Supportive Learning Environment, Transformational Teaching and Learning, Transformational Leadership, and Facilities and Finances. For each of these broad goals we've developed several strategies to help achieve that goal. To ensure that the goals are met, each strategy includes an implementation plan with specific action steps, deliverables, deadlines, and persons responsible. Creating specific implementation plans is a way to break down the work into manageable pieces. But the ideas that develop for various areas may overlap or run parallel to one another. This is a reminder that our work should not be addressed in silos but instead must stress collaboration.

We recognize the long-term nature of implementing this plan. We have set forth steps we believe are both ambitious yet attainable. We also recognize that, at its best, a strategic plan is a living, breathing document that periodically should undergo review and adjustment over the course of its lifespan. In five years our work will not be complete. But we believe that we will have accomplished great things in the service of our mission to achieve equity and excellence for all students.

Strategic Planning Process

Phase 1: Process Development (June — September 2012)

The Oak Park and River Forest High School District 200 Board of Education launched strategic planning in June 2012, when it began reviewing proposals for leading the process. In July, the Board approved hiring Dr. Allan Alson as its strategic planning consultant. Dr. Alson, Board members, and the District Leadership Team (DLT) mapped out the process and timeline, identified stakeholder groups, invited stakeholders to join the steering committee, and developed a communications plan.

Phase 2: Data Collection and Synthesis (October 2012—January 2013)

The 60-member steering committee began meeting twice monthly to examine data in various areas, including student achievement, school climate, and District finances. Dr. Alson and his associate, Patricia Maunsell, led 21 focus groups, drawing participation from just under 200 students, faculty, staff, administrators, and community members. In addition, more than 2,100 stakeholders took a strategic planning survey.

An analysis of this wealth of data found that the values of the community could be organized around five main themes:

1. Holistic Community Education
2. Equity
3. Supportive Learning Environment
4. Transformational Teaching, Learning, and Leadership
5. Facilities and Finance

Phase 3: Values, Vision, Mission, and Goals (January—March 2013)

Working collaboratively, the steering committee, as well as a writing subcommittee, developed and refined value, vision, mission, and goal statements. The **value statements** encompass the core beliefs and principles of the District and inform our actions. The **vision statement** answers the question, “What will OPRFHS look like after we carry out the plan?” The **mission statement** describes how we will carry the plan forward. The **goals** provide broad starting points for action steps created by task forces.

Phase 4: Task Force Work (March—May 2013)

Task forces were formed around the five main themes: Holistic Community Education; Equity; Supportive Learning Environment; Transformational Teaching, Learning, and Leadership; and Facilities and Finance. Task forces comprised steering committee members who wished to continue their involvement plus new stakeholders with interest and expertise in the five areas. The task forces were charged with creating broad action steps to support the overarching goal(s) for each area of focus. Eventually, the fourth theme was split into two, in order to narrow the focus of each area: Transformational Teaching and Learning, and Transformational Leadership.

Phase 5: Plan Adoption (January 2014)

Following a series of retreats for the Board of Education to vet the plan during fall 2013, the Board of Education formally approved the strategic plan at its Jan. 23, 2014, regular Board meeting. The plan was shared with community members, parents, staff, and students through various print and electronic formats.

Phase 6: Implementation, Reporting, Refinement (2014—2019)

Following approval of the plan, implementation committees were formed to develop and execute the action steps. Using the groundwork laid by the task forces as a foundation, implementation committees created plans to achieve the action steps, setting and meeting more granular benchmarks for each step. The work of implementation was intended to be transparent, coordinated, and collaborative, with regular updates provided to the Board of Education and the community to ensure that progress on the plan is being monitored and that benchmarks are being met. This plan was not set in stone but instead was meant to be a living document, with midcourse corrections likely as the work unfolded.

Phase 7: Moving toward Full Implementation (2017—2022)

We are grateful to those who dedicated their time and energy to serving on 2014-2015 implementation committees, which generated a wealth of ideas. Among those that came to fruition were a new Leadership and Launch curriculum, where juniors and seniors train to mentor freshmen in their coursework; a social-emotional learning coach to help faculty develop their abilities to nurture the whole child; and installation of flexible classroom furnishings to enhance teaching, learning, and collaboration.

In order to make continued progress toward achieving the six goals of the plan, at the beginning of the 2016-2017 school year, the Board

charged the superintendent with making the plan more actionable. All stakeholders who had participated previously in the planning process, whether as members of the steering committee, task forces, or implementation committees, were invited to help craft broad implementation plans comprising strategies and action steps, which can be found beginning on page 14.

As indicated in the action steps, individual administrators have been assigned the responsibility for ensuring the steps are carried out; this is part of the work on which they will be evaluated. Keep in mind, however, that as administrators develop teams of faculty, staff, and other stakeholders to carry out the strategies and action steps, these implementation pieces will further evolve and responsibilities may be reassigned. Faculty voice will be critical to determining whether particular strategies and action steps are appropriate or whether they need additional refinement or development. Informing this process will be the feedback collected in the process of developing the current document. *All of the feedback collected* will be provided to implementation teams to consider as they develop their project plans.

Values

1. We believe **all students are capable of high levels of academic and social success.**
2. We embrace our diversity and believe factors including but not limited to **race, income, gender identity and gender expression, sexual orientation, and learning differences should not predict** success.
3. We believe trusting, collaborative relationships and strong communication **establish a safe and respectful school community.**
4. We believe an excellent educational environment cultivates **curiosity, imagination, character, leadership, critical thinking, and communication skills.**
5. We believe in allocating resources in **equitable, transparent, and purposeful** ways.
6. We believe in **adult learning and leadership** that supports **equity and excellence for all students.**
7. We believe in providing **academic and social supports** for all students.

Vision

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.

Mission

Oak Park and River Forest High School provides a dynamic, supportive learning environment that cultivates knowledge, skills, and character and strives for equity and excellence for all students.

Goals and Strategies

Note: While Equity is one of the individual goals in this plan, *all* work of the district should be viewed through the filter of producing more equitable outcomes for students. Among the questions to keep at the forefront are, who are the racial/ethnic groups affected by a particular policy, procedure, program, etc.? Will disparities remain or be made worse? What might the unintended consequences be? What about this decision presents barriers to more equitable outcomes, and how can they be removed?

Goal 1—Holistic Community Education: OPRF High School will collaborate effectively with other educational institutions and social service organizations, resulting in a high-quality continuum of learning and seamless transitions for students from birth to post-secondary education and career paths.

- **Strategy 1.** By June 30, 2018, identify the current state of effectiveness of OPRF transitional programs, and set targets for annual improvement.
- **Strategy 2.** By June 30, 2019, identify the effectiveness of communications to internal and external stakeholders throughout the school year, and set targets for annual improvement.
- **Holistic Community Education/Strategy 3.** By June 30, 2019, expand communication and information-sharing protocols between feeder/non-feeder schools and the high school.

Goal 2—Equity: OPRF High School will continuously strive to create an environment where the academic achievement and social and emotional growth of students will no longer be predictable by race, socioeconomic status, or other social factors.

- **Strategy 1.** By June 2018, identify three proven strategies and/or programs that reduce inequities of opportunity and enable students of color and/or low socioeconomic status to gain greater access to and success in college prep, honors, and Advanced Placement (AP) courses.
 - **Strategy 2.** By July 2021, provide access to rigorous curriculum and teaching for all students, so that race is not a predictor of academic level, pathway, or performance.
- Strategy 3.** Annually assess school culture and climate and set targets for creating an environment in which all students feel welcome, including but not limited to students of color and lesbian, gay, bisexual, transgender, and gender-expansive students.

Goal 3—Supportive Learning Environment: OPRF High School will create learning environments that support the unique strengths and needs of each individual and will provide a system of supports to meet the evolving needs of all students.

- **Strategy 1.** By December 2017, determine the effectiveness of current social-emotional learning (SEL) programs and establish targets for annual improvement.
- **Strategy 2.** By May 2019, ensure 90% of students feel welcome, appreciated, and a sense of belonging.

Goal 4—Transformational Teaching and Learning: OPRF High School will create consistently rich and engaging learning opportunities that set high expectations for all students and foster collaboration, problem solving, reflection, critical thinking, and independent learning.

- **Strategy 1.** By May 2018, via Teacher Collaboration Teams (TCTs), establish power standards and common assessments to measure student proficiency as defined by 80% of students meeting or exceeding expectations.
- **Strategy 2.** By the conclusion of the 2018-2019 school year, pilot a more inclusive 9th-grade curriculum designed to increase access to honors and Advanced Placement courses, with the goal of increasing by 25 percent the number of students earning honors credit their freshman year.
- **Strategy 3.** By June 2019, increase by 25 percent the number of students of color and/or low socioeconomic status who have earned credit in at least one honors or Advanced Placement course by the end of their junior year.
- **Strategy 4.** By Aug. 2021, provide teachers with professional development to improve collective teacher efficacy, as evidenced by 80% of teachers viewing their instruction as highly effective for all students and 80% of students reporting that their teachers believe in their ability to be successful.

Goal 5—Transformational Leadership: OPRF High School will hold all leaders to high expectations in responsibilities, policies, practices, and professional development and will create opportunities that affirm and support effective teaching, learning, and leadership.

- **Strategy 1.** By August 2018, implement CARE Teams (Collaborative Action Research for Equity) in the professional development plan.
- **Strategy 2.** Create a professional development program for district and building administrators that develops leadership capacity, collaboration, and effectiveness.
- **Strategy 3.** Develop a system of accountability for all levels of leadership, including metrics and a process for reporting on progress.
- **Strategy 4.** Encourage innovation at all levels in the institution.

Goal 6—Facilities and Finances: OPRF High School will make fiscally responsible, student-centered decisions regarding facilities and finances and will allocate resources to ensure excellence and equity.

- **Strategy 1.** By Dec. 2017, review and revise long-term plan created by the 2013 Finance Advisory Committee.
- **Strategy 2.** By April 2018, create a five-year budget and reporting process for implementing the strategic plan goals.
- **Strategy 3.** By March 2018, develop a long-term facilities plan to recommend to the Board.

Implementation Plan—Holistic Community Education

Goal 1—Holistic Community Education: OPRF High School will collaborate effectively with other educational institutions and social service organizations, resulting in a high-quality continuum of learning and seamless transitions for students from birth to post-secondary education and career paths.

Owners: *Director of Assessment and Research, Director of Communications and Community Relations*

Holistic Community Education/ Strategy 1. By June 30, 2018, identify the current state of effectiveness of OPRF transition programs, and set targets for annual improvement. <i>Owner: Director of Assessment and Research</i>			
Action Steps	Deliverable	Target Completion Date	Owner
1. With input from Districts 90 and 97, create an inventory of current programs that affect students' transitions into OPRF.	Report on existing programs.	<i>To be determined</i>	Director of Assessment and Research
2. With input from Triton, Des Plains Valley Region (DVR), alumni, and other relevant partners, create an inventory of current programs that affect OPRF students' post-secondary transitions.	Report on existing programs.	<i>To be determined</i>	Assistant Superintendent for Curriculum and Instruction
3. Create a needs assessment to identify strengths and opportunities in transition programs.	Needs assessment tool.	<i>To be determined</i>	<i>To be determined</i>
4. Administer the needs assessment, identify gaps.	A report on the effectiveness of each program with recommendations on how to improve.	<i>To be determined</i>	Director of Assessment and Research
5. Using baseline data disaggregated by race, gender, income, etc., set annual targets for improvement.	Baseline targets.	<i>To be determined</i>	Director of Assessment and Research

Implementation Plan—Holistic Community Education

Holistic Community Education/Strategy 2. By June 30, 2019, identify the effectiveness of communications to internal and external stakeholders throughout the school year, and set targets for annual improvement. Owner: Director of Communications and Community Relations			
Action Steps	Deliverable	Target Completion Date	Owner
1. Map out a typical year's worth of all communications to stakeholders (students, family, faculty/staff, community) (source, purpose, content, clarity, timing, duplication of efforts, etc.).	Comprehensive calendar of communications.	<i>To be determined</i>	Director of Communications
2. Determine strategy or strategies for assessing effectiveness of communications.	Assessment tool (e.g., survey).	<i>To be determined</i>	Director of Communications
3. Measure on a regular basis whether communications are meeting the needs of students, families, faculty/staff, and community.	Baseline data on effectiveness. Communication plan.	<i>To be determined</i>	Director of Communications
4. Establish annual targets for improvement and corresponding action steps.	Routine review of feedback with modifications reflected in annual update of communication plan.	<i>To be determined</i>	Director of Communications

Holistic Community Education/Strategy 3. By June 30, 2019, expand communication and information-sharing protocols between feeder/non-feeder schools and the high school. Owner: Director of Assessment and Research			
Action Steps	Deliverable	Target Completion Date	Owner
1. Inventory what data D200 currently uses from both feeder and non-feeder schools to determine incoming-freshmen and transfer-student course placements and what additional information would be useful to provide a holistic picture of the student so that we can better serve the whole child during the transition.	List of data we currently we receive, what we would like to receive.	<i>To be determined</i>	Director of Assessment and Research
2. Gather feedback from feeder schools about what information they would be interested in learning about their students once they're at the high school.	List of information they'd like to receive.	<i>To be determined</i>	Director of Assessment and Research
3. Determine what policies or practices at feeder/private schools limit access to additional information, and vice versa for OPRF sharing information back to feeder schools.	Memo/report on the findings.	<i>To be determined</i>	Director of Assessment and Research
4. Collaborate with administrators at feeder/private schools to create a plan for expanding access to information.	Sharing agreement and any necessary parent signoff.	<i>To be determined</i>	Director of Assessment and Research
5. Complete execution of agreement.	Report/evaluation after first year of exchange.	<i>To be determined</i>	Director of Assessment and Research

Implementation Plan—Equity

Goal 2—Equity: OPRF High School will continuously strive to create an environment where the academic achievement and social and emotional growth of students will no longer be predictable by race, socioeconomic status, or other social factors.

Owner: *Principal*

Equity/Strategy 1. By June 2018, identify three proven strategies and/or programs that reduce inequities of opportunity and enable students of color and/or low socioeconomic status to gain greater access to and success in college prep, honors, and AP courses.

Owner: *Principal*

Action Steps	Deliverable	Target Completion Date	Owner
1. Create a committee of faculty, staff and administrators to review programs, best practices, and current research including successful strategies and/or programs implemented by other schools.	List of committee members.	<i>To be determined</i>	DELT (District Equity Leadership Team)
2. Develop a rubric to evaluate programs and/or strategies.	Completed rubric.	<i>To be determined</i>	DELT
3. Use the rubric to evaluate and identify the three strategies and/or programs.	Description and implementation steps for three programs/strategies.	<i>To be determined</i>	DELT

Equity/Strategy 2. By July 2021, provide access to rigorous curriculum and teaching for all students, so that race is not a predictor of academic level, pathway, or performance.

Owner: *Principal*

Action Steps	Deliverable	Target Completion Date	Owner
1. Create course-alike, discipline-alike, or vertical teams for teacher collaboration teams (TCT) in 2017-2018 school year.	List of TCTs for each division.	<i>To be determined</i>	Assistant Principal for Instruction
2. Each TCT will use the cycle of inquiry to add or refine power standards, common assessments, and language.	Each TCT will provide a summary of their ongoing progress.	<i>To be determined</i>	Assistant Principal for Instruction
3. Each division will collaborate to create a common parameter of the work expected for core courses in the division.	List of common, course parameters for core courses within a division.	<i>To be determined</i>	Assistant Principal for Instruction

Implementation Plan—Equity

Equity/Strategy 3. Annually assess school culture and climate and set targets for creating an environment in which all students feel welcome, including but not limited to students of color and lesbian, gay, bisexual, transgender, and gender-expansive students. Owner: Director of Assessment and Research			
Action Steps	Deliverable	Target Completion Date	Owner
1. Establish a baseline of perceptions regarding school culture and climate, using available survey data from 2017 5Essentials (parents, students, certified staff) and 2016 Illinois Youth Survey (students).	Baseline of feedback concerning school climate and culture.	<i>To be determined</i>	Director of Assessment and Research
2. Identify or develop a survey instrument for assessing school culture and climate.	Survey for assessing school culture and climate.	<i>To be determined</i>	Director of Assessment and Research
3. Establish improvement targets for students' sense of welcome within school culture and climate.	Specific improvement targets.	<i>To be determined</i>	Director of Assessment and Research
4. Implement the survey for relevant stakeholder groups.	Survey implementation plan; flat file of survey results.	<i>To be determined</i>	Director of Assessment and Research
5. Analyze survey results; communicate results to the District Equity Leadership Team (DELT) and Culture, Climate, and Behavior Committee (CCB) for further discussion, analysis, and recommendations.	Summary of results and draft recommendations.	<i>To be determined</i>	Director of Assessment and Research

Implementation Plan—Supportive Learning Environment

Goal 3—Supportive Learning Environment: OPRF High School will create learning environments that support the unique strengths and needs of each individual and will provide a system of supports to meet the evolving needs of all students.

Owner: Director of Pupil Personnel Services

Supportive Learning Environment/ Strategy 1. By December 2017, determine the effectiveness of current social-emotional learning (SEL) programs and establish targets for annual improvement.

Owner: Director of Pupil Personnel Services

Action Steps	Deliverable	Target Completion Date	Owner
1. Recruit a Supportive Learning Environment (SLE) committee to assist with conducting research and creating a list of current best practices for SEL.	Report of "best practices."	<i>To be determined</i>	Director of Pupil Personnel Services
2. Create an inventory of current classroom programming focused on adults and students building capacity and skills in social-emotional learning.	Inventory of current classroom programming.	<i>To be determined</i>	Principal
3. Create an inventory of school-wide policies, spaces, and rituals focused on adults and students building capacity and skills in social-emotional learning.	Inventory of school-wide policies, spaces, and rituals.	<i>To be determined</i>	Principal
4. Create an inventory of student-activities programming focused on adults and students building capacity and skills in social-emotional learning.	Inventory of student-activities programming.	<i>To be determined</i>	Director of Athletics
5. Create an inventory of parent and community programming focused on adult and students building capacity and skills in social-emotional learning.	Inventory of parent and community programming.	<i>To be determined</i>	Director of Communications
6. Conduct a gap analysis between our programs and best practices.	Gap analysis.	<i>To be determined</i>	Director of Assessment and Research
7. Create a tool to measure the effectiveness of each program on an ongoing basis.	Assessment tool.	<i>To be determined</i>	Chief Information Officer
8. Measure the effectiveness of each program and assess results.	Report on results.	<i>To be determined</i>	Director of Pupil Personnel Services
9. Using baseline data, create a school-wide SEL plan that includes annual targets for improvement.	SEL plan.	<i>To be determined</i>	Director of Pupil Personnel Services

Implementation Plan—Supportive Learning Environment

Supportive Learning Environment/Strategy 2. By May 2019, ensure 90% of students feel welcome, appreciated, and a sense of belonging. Owner: Director of Pupil Personnel Services			
Action Steps	Deliverable	Target Completion Date	Owner
1. Research options for gathering data on student beliefs regarding belonging and counselor perceptions/interactions regarding belonging.	Research data on survey options.	<i>To be determined</i>	Director of Pupil Personnel Services
2. Administer and collect baseline data on students' sense of belonging, including lesbian, gay, bisexual, transgender, and gender-expansive students, and on counselor perceptions/interactions. Collect baseline discipline infraction data, Pupil Support Services team data, and Special Education data.	Student survey and counselor survey data. from discipline, PSS and SPED.	<i>To be determined</i>	Director of Assessment and Research
3. Assess current supports, professional development, and research potential changes and professional development that will address areas of need as identified in student belonging survey.	Analysis of student belonging survey, professional development, and research.	<i>To be determined</i>	Assistant Superintendent for Curriculum and Research
4. Implement supports and professional development as determined through prior action step.	Best practice regarding supports and professional development.	<i>To be determined</i>	Assistant Superintendent for Curriculum and Research

Implementation Plan—Transformational Teaching and Learning

Goal 4—Transformational Teaching and Learning: OPRF High School will create consistently rich and engaging learning opportunities that set high expectations for all students and foster collaboration, problem solving, reflection, critical thinking, and independent learning.

Owners: Assistant Superintendent for Curriculum and Instruction, Chief Information Officer, Principal

Transformational Teaching and Learning/Strategy 1. By May 2018, via Teacher Collaboration Teams (TCTs), establish power standards and common assessments to measure student proficiency as defined by 80% of students meeting or exceeding expectations.

Owner: Principal

Action Steps	Deliverable	Target Completion Date	Owner
1. Develop a communications/professional growth plan to educate and inform instructional staff about the efficacy of power standards			Assistant Superintendent for Curriculum and Instruction
2. Teachers meet in course-alike TCTs to review and develop the common power standards in core courses.	Power standards.	<i>To be determined</i>	Assistant Principal for Instruction
3. Teachers meet in course-alike TCTs to develop common assessments to gather baseline data and measure success.	One common pre- and one common post-assessment measuring student level of mastery at each power standard.	<i>To be determined</i>	Assistant Principal for Instruction
4. Teachers meet in course-alike TCTs to use student work as a means to norm common assessments.	TCT data analysis reports. Revised assessments.	<i>To be determined</i>	Assistant Principal for Instruction
5. TCT leaders and Division Heads upload defined power standards to newly developed digital storehouse.	Uploaded power standards for courses.	<i>To be determined</i>	Assistant Principal for Instruction
6. Enhance the digital storehouse for all power standards.	Public digital storehouse for power standards.	<i>To be determined</i>	Chief Information Officer

(continued on next page)

7.	Teachers meet in course-alike TCTs beyond the identified core classes (see <i>Glossary</i> , page 29) to develop and implement power standards.	Power Standards covering content of non-core courses.	<i>To be determined</i>	Assistant Principal for Instruction
8.	Teachers meet in course-alike TCTs beyond the identified core classes to develop and implement common assessments.	One common pre- and one common post- assessment measuring student level of mastery at each power standard.	<i>To be determined</i>	Assistant Principal for Instruction
9.	Teachers meet in course-alike TCTs to use student work as a means to norm common assessments.	TCT data analysis reports. Revised assessments.	<i>To be determined</i>	Assistant Principal for Instruction

Transformational Teaching and Learning/Strategy 2. By the conclusion of the 2018-2019 school year, pilot a more inclusive 9th-grade curriculum designed to increase access to honors and Advanced Placement courses, with the goal of increasing by 25 percent the number of students earning honors credit their freshman year.

Owner: Assistant Superintendent for Curriculum and Instruction

Action Steps	Deliverable	Target Completion Date	Owner
1. Develop a single curriculum for a more inclusive 9th-grade course that offers all freshmen the option to earn honors credit.	Curriculum map, content power standards, reading list.	<i>To be determined</i>	Assistant Superintendent for Curriculum and Instruction
2. Gather input on the curriculum from stakeholders (Board of Education, community members) and incorporate feedback into curriculum.	Minutes from quarterly stakeholder meetings.	<i>To be determined</i>	Assistant Superintendent for Curriculum and Instruction
3. Have courses implementing more inclusive 9th-grade curriculum vetted and approved through Board of Education course proposal process.	New course/course change approval form and course descriptions.	<i>To be determined</i>	Assistant Superintendent for Curriculum and Instruction
4. Pilot course implemented.	Regular updates on outcomes.	<i>To be determined</i>	Assistant Superintendent for Curriculum and Instruction

Implementation Plan—Transformational Teaching and Learning

Transformational Teaching and Learning/ Strategy 3. By June 2021, increase by 25 percent the number of students of color and/or low socioeconomic status who have earned credit in at least one honors or Advanced Placement (AP) course by the end of their junior year. Owner: Assistant Superintendent for Curriculum and Instruction			
Action Steps	Deliverable	Target Completion Date	Owner
1. Create a diverse committee of administrators, faculty, community members, and possibly outside experts.	Committee created.	<i>To be determined</i>	Principal
2. Committee will identify and recommend three proven strategies and/or programs that enable students of color and/or low socioeconomic status to access and succeed in honors- and AP-level courses. ¹	Report to building and district leadership teams with strategy recommendations and implementation plans.	<i>To be determined</i>	Principal
3. Implement programs/strategies for 2020-2021 school year.	Programs/strategies implemented with results reported to Board of Education.	<i>To be determined</i>	Principal
4. Evaluate impact of programs/strategies, revise accordingly.	Gap analysis of intended and actual results with recommendations for continued growth.	<i>To be determined</i>	Principal

¹ Research will include current and historic OPRF programs and achievement data, Evanston Township High School's curriculum equity initiatives, and other such programs around the country that have produced rigorous quantitative and qualitative data. Specific resources: Hattie's work around Visible Learning, standards-based grading and dual-grade systems (academic achievement grade and behavior/effort grade), ISBE pilot program shifting transcript graduation requirements from traditional Carnegie Credits to competency-based proficiencies (defined in the [Competency-Based High School Graduation Requirements Pilot Project](#)), College Board work on increased access for underrepresented students.

Implementation Plan—Transformational Teaching and Learning

Transformational Teaching and Learning/Strategy 4. By Aug. 2021, provide teachers with professional development to improve collective teacher efficacy, as evidenced by 80% of teachers viewing their instruction as highly effective for all students and 80% of students reporting that their teachers believe in their ability to be successful.
Owner: Assistant Superintendent for Curriculum and Instruction

Action Steps	Deliverable	Target Completion Date	Owner
1. Research internal and external professional development opportunities with an eye to the overarching theme of collective teacher efficacy.	Published list of professional development opportunities.	<i>To be determined</i>	Assistant Principal for Instruction
2. Offer external and administer internal professional development opportunities that foster depth of understanding in: developing a growth mindset, racial consciousness, research-based best practice, and other needs as identified by previously collected survey data.	Attendance lists.	<i>To be determined</i>	Assistant Principal for Instruction
3. Administer Equal Opportunity Schools (EOS) or similar survey tool.	EOS or similar survey tool and results.	<i>To be determined</i>	Director of Assessment and Research
4. Administer EOS or similar survey tool to incoming freshmen.	EOS or similar survey tool and results.	<i>To be determined</i>	Director of Assessment and Research
5. Develop reporting to track teacher efficacy and its relationship to professional development	Annual report of professional development and survey results.	<i>To be determined</i>	Director of Assessment and Research

Implementation Plan—Transformational Leadership

Goal 5—Transformational Leadership: OPRF High School will hold all leaders to high expectations in responsibilities, policies, practices, and professional development and will create opportunities that affirm and support effective teaching, learning, and leadership.
Owners: *Assistant Superintendent of Curriculum and Instruction, Director of Human Resources, Principal*

Transformational Leadership/Strategy 1. By August 2018, implement CARE Teams (Collaborative Action Research for Equity) in the professional development plan. <i>Owner: Principal</i>			
Action Steps	Deliverable	Target Completion Date	Owner
1. Conduct 10 hours training of CARE team leaders during weekly lunch training sessions.	Agendas, activity sheets, and list of attendees for training sessions.	<i>To be determined</i>	Principal
2. Continue racial equity training with all teachers and support staff during seven Institute and Staff Development days.	Agendas, activity sheets, and list of attendees for training sessions.	<i>To be determined</i>	Director of Assessment and Research
3. All certified staff and administrators will be assigned to CARE teams with the goal of working in division-alike teams to develop and share culturally relevant pedagogy, data-driven decision making, action research, and a framework for educating students of color.	List of all certified staff and administration with their CARE team assignment.	<i>To be determined</i>	Principal

Implementation Plan—Transformational Leadership

Transformational Leadership/Strategy 2. Create a professional development program for district and building administrators that develops leadership capacity, collaboration, and effectiveness. Owner: Assistant Superintendent of Curriculum and Instruction			
Action Steps	Deliverable	Target Completion Date	Owner
1. Analysis of leadership capacity (including gaps) for all district administrators (possibly use the 5Essentials survey).	Published analysis.	<i>To be determined</i>	Assistant Superintendent of Curriculum and Instruction
2. Develop professional development program to address the leadership gaps identified in step 1.	Multi-year professional development plan published.	<i>To be determined</i>	Director of Assessment and Research
3. Execute the professional development program.	Process for frequency, feedback, and continuous improvement of PD program.	<i>To be determined</i>	Director of Assessment and Research

Implementation Plan—Transformational Leadership

Transformational Leadership/Strategy 3: Develop a system of accountability for all levels of leadership including metrics and a process for reporting on progress. <i>Owner: Director of Human Resources</i>			
Action Steps	Deliverable	Target Completion Date	Owner
1. Publish a directory of the roles and responsibilities for every district and building administrator, so that all staff know whom to engage regarding questions and initiatives.	Directory published.	<i>To be determined</i>	Director of Human Resources
2. Solicit feedback from key internal stakeholders (students, teachers, PSS Staff, and support staff) on the utility of the directory in terms of knowing how to engage district and building resources.	Feedback solicited via focus groups, surveys, etc.	<i>To be determined</i>	Principal
3. Based upon feedback, identify gaps and assign appropriate District Leadership Team or Building Leadership Team member to become responsible.	Gap definition and role assignment.	<i>To be determined</i>	Director of Human Resources
4. Review and republish directory on a yearly basis.	Process for soliciting feedback and republishing each school year.	<i>To be determined</i>	Director of Human Resources

Implementation Plan—Transformational Leadership

Transformational Leadership/ Strategy 4: Encourage innovation at all levels in the institution. <i>Owner: Chief Information Officer</i>			
Action Steps	Deliverable	Target Completion Date	Owner
1. Determine first project to achieve strategy.	Description of the project to be undertaken to encourage innovation: ideas, pilots, and program processes and evaluation.	<i>To be determined</i>	Chief Information Officer
2. Form team to develop the pilot process (faculty, staff, administration, students, community).	Team roster with schedule of meeting dates.	<i>To be determined</i>	Chief Information Officer
3. Develop and communicate a process for initiating a pilot.	Publication of pilot process.	<i>To be determined</i>	Chief Information Officer
4. Run the pilot process.	Report on which ideas will be piloted for second semester. Rubric for pilot acceptance (alignment with strategic plan goals, cost, timeline, student impact, anticipated outcomes, fidelity, etc.) Rubric for assessing success.	<i>To be determined</i>	Chief Information Officer
5. Based upon pilot success rubric, develop a program evaluation process for new and existing programs.	Program evaluation process published.	<i>To be determined</i>	Chief Information Officer
6. Make budgetary recommendations based upon program evaluation.	Publish program rubric for programs identified to be evaluated for the 2018-2019 school year.	<i>To be determined</i>	Chief Information Officer

Implementation Plan—Facilities and Finances

Goal 6—Facilities and Finances: OPRF High School will make fiscally responsible, student-centered decisions regarding facilities and finances and will allocate resources to ensure excellence and equity.

Owners: Chief School Business Official, Chief Information Officer

Facilities and Finances/Strategy 1. By Dec. 2017, review and revise long-term plan created by the 2013 Finance Advisory Committee (FAC).

Owner: Chief School Business Official

Action Steps	Deliverable	Target Completion Date	Owner
1. Reconstitute FAC membership.	Formation of Advisory Committee 3.0.	<i>To be determined</i>	Chief School Business Official
2. Provide FAC 3.0 with the 2013 FAC Recommendations.	2013 FAC Plan Distributed and reviewed.	<i>To be determined</i>	Chief School Business Official
3. Gather new additional financial, demographic, and legislative data.	Most recent data compiled, presented, and discussed with FAC.	<i>To be determined</i>	Chief School Business Official
4. Incorporate new data in Action Step 3 into development of new FAC Plan.	Completed FAC 3.0 Plan.	<i>To be determined</i>	Chief School Business Official
5. Present new FAC plan to the Board of Education.	Board Presentation of Plan.	<i>To be determined</i>	Chief School Business Official

Implementation Plan—Facilities and Finances

Facilities and Finances/Strategy 2. By April 2018, create a five-year budget and reporting process for implementing the Strategic Plan goals. <i>Owner: Chief School Business Official</i>			
Action Steps	Deliverable	Target Completion Date	Owner
1. Based on the strategies within the strategic plan, the Chief School Business Official (CSBO) will meet with the Strategic Plan "executive" committee to project dollars required for each goal in each fiscal year for the next five years, with an annual review of projections.	Matrix of goals, rationales, costs.	<i>To be determined</i>	Chief School Business Official
2. The CSBO will present the FY19 tentative budget with a line item for the Strategic Plan.	FY19 tentative budget.	<i>To be determined</i>	Chief School Business Official
3. The CSBO will present the FY19 final budget and specifically identify how many dollars have been set aside for the implementation of the Strategic Plan.	FY19 final budget.		Chief School Business Official
4. Reallocate the 2017 tax levy to divert more dollars to the Education Fund rather than the Working Cash Fund.	Adoption of levy.	<i>To be determined</i>	Chief School Business Official
5. Develop and implement a process to ensure expenditures are aligned and being used for Strategic Plan initiatives.	Written report and presentation to BOE.	<i>To be determined</i>	Chief School Business Official

Facilities and Finances/Strategy 3. By May 2018, develop a long-term facilities plan to recommend to the Board. <i>Owner: Director of Communications and Community Relations.</i>			
Action Steps	Deliverable	Target Completion Date	Owner
1. Establish Imagine OPRF Work Group.	Formation of Committee.	<i>To be determined</i>	Director of Communications
2. Imagine OPRF presents its final report/findings/recommendations to the Board of Education.	Written report and presentation to BOE.	<i>To be determined</i>	Director of Communications
3. Board approves plan.	Board approval.	<i>To be determined</i>	Director of Communications

Glossary

Academic level: The four levels at which courses may be offered at OPRF, in increasing order of difficulty: transition, college prep, honors, and Advanced Placement (AP).

Action research: Using a variety of research methods to diagnose organizational, academic, or instructional problems or weaknesses, then help educators develop practical solutions to address them quickly and efficiently. May also be applied to programs or techniques that do not necessarily have problems but that educators want to learn about and improve. Typically conducted by the participants, rather than an outside entity. Also see *cycle of inquiry* (see page 30).

Advanced Placement (AP): The most challenging course level. AP classes offer the opportunity to earn college credit by examination during the spring semester.

Articulation: The ways in which schools, districts, and other educational entities match their courses or requirements to those at another institution. The goal is to avoid students having to repeat completed courses when they transfer to a new institution.

Building Leadership Team (BLT): Comprises the principal, assistant principal for instruction, assistant principal for student services, and athletic director.

CARE Teams: Stands for Collaborative Action Research for Equity. Designed to support teachers in discovering the challenges that exist in their racial relationships with students. The cornerstones of CARE work are participating in authentic racial self-reflection, developing critical racial consciousness, engaging in healthy racial discourse, and conducting racial investigation of educator practice.

Collective teacher efficacy: The perceptions of teachers in a school that the efforts of the faculty as a whole will have a positive effect on students, with general agreement that teachers in the school can get through to the most difficult students.

College prep: One of the academic course levels at OPRF, with more drills, examples, and descriptive materials than conceptual materials when compared to higher level courses.

Common assessments: Assessments that share the same format and content, and are given in consistent ways, for example, using the same instructions, questions, and amount of test time. Used by schools and districts to encourage greater consistency in teaching and assessment among teachers who are responsible for teaching the same content, for example, within a grade level, department, or content area.

Core classes: Those courses required to graduate and to establish a solid academic basis for college and career readiness. For this plan, the focus is on the following core courses:

- English (English 9, 10, 11)
- History (World History, American History, Civics)
- World Language (Spanish 1-2, 3-4, 5-6, 7-8; French 1-2, 3-4, 5-6; Latin 1-2; Italian 1-2; Japanese 1-2; German 1-2; Chinese 1-2)
- Science (Biology, Chemistry, Physics, Models of Physics, Models of Chemistry, Models of Biology)
- Physical Education/Driver Education (Freshman Physical Education, Team/Racket Sports, Gender and Wellness, SE10)
- Fine and Applied Arts (Art Foundations, Computer Applications, Financial Literacy)
- Math (Algebra, Geometry, Advanced Algebra, College Algebra and Trigonometry, Calculus)

Course-alike teams: Groups of teachers who each teach the same course.

Culturally relevant pedagogy: A student-centered approach to teaching that is grounded in teachers' ability to teach in a cross-cultural or multicultural setting and enable each student to relate course content to his or her own cultural context. Designed to empower students to maintain their cultural integrity while succeeding academically.

Culture, Climate and Behavior Committee (CCB): Appointed by the Board of Education in 2016 and charged with creating a three-year plan to create a school where all students feel welcome and safe. Comprises board members, administrators, staff, students, parents and representatives from District 90 and 97.

Cycle of inquiry: The steps for conducting *action research* (see page 29). Typically follows a defined process repeated over time, for example: Identify a problem. Collect data on the problem. Organize, analyze, and interpret the data. Develop a plan to address the problem. Implement the plan. Evaluate results. Identify a new problem. Repeat the process.

Data-driven decision making: Collecting and using various types of data to guide decisions made to help improve student and school success.

Des Plaines Valley Education for Employment Regional Delivery System, or DVR: A consortium of six high school districts in western Cook County. Aimed at developing partnerships with business, industry, and the community to expand career and technical education for students.

Disaggregate: Breaking down a set of data into information about smaller subpopulations, using criteria such as gender, race/ethnicity, income, etc.

Discipline-alike teams: Teams of teachers who teach the same content material (e.g., a team of four art teachers, a team of four business education teachers, a team of three German teachers, etc.).

District Equity Leadership Team (DELT): A group of district-level administrators and faculty members charged with leading the work of exploring the impact of institutionalized racism on student learning, creating a vision for eliminating racial achievement disparities, and working to dismantle the barriers to academic success for all students.

District Leadership Team (DLT): Comprises the superintendent, assistant superintendents, chief financial officer, chief information officer, principal, director of human resources, director of research and assessment, and director of communications and community relations.

Equal Opportunity Schools (EOS): National organization focused on closing the Advanced Placement access gap for students of color and/or low income status.

Equity: Providing whatever resources are needed so that all students can succeed; these resources may vary from student to student or group to group. Different from *equality*, which means that everyone gets the same thing. In the context of *racial equity*, the condition that would be achieved if our students' racial identity no longer predicted, in a statistical sense, how they will fare.

Feeder schools: Public schools whose students will attend OPRF, i.e., Brooks Middle School and Julian Middle School in Oak Park and Roosevelt Middle School in River Forest.

Finance Advisory Committee (FAC): A 2013 committee appointed by the Board of Education to evaluate the appropriateness of the size of the district's total fund balance. Charged with recommending guidelines about the target range for the total fund balance, the timing and size of a future operating referendum, and guidelines for tax levies.

Gender expression: External appearance of one's gender identity, expressed through, for example, clothing, hair style, behavior, etc. May or may not conform to socially defined behaviors and characteristics typically associated with being either masculine or feminine.

Gender identity: A person's innermost concept of self as male, female, a blend of both, or neither. May be the same as or different from their sex assigned at birth.

Growth mindset: The belief that brains and talent are only a starting point and that a person's basic abilities can be developed through dedication and hard work.

Honors: One of the academic course levels at OPRF, with more emphasis on concepts, abstract relationships, critical thinking, and creative thinking when compared to transition and college prep level courses.

Imagine OPRF Work Group: A new committee formed in 2017 to make recommendations for a long-range facilities plan to the Board of Education. Majority of members are from the community, with faculty and staff representatives as well.

Non-feeder schools: Local private schools.

Power standards: A subset of learning standards that educators have determined to be the highest priority or most important for students to learn. In most cases, power standards are developed or selected at the school level by administrators and teachers through an interrogation and synthesis of local, state, and national learning targets.

Pupil Support Services: The department comprises counselors, Student Intervention Directors, social workers, a prevention and wellness coordinator, and support staff.

Rubric: A document that spells out the expectations for an assignment by listing what counts and describing levels of quality from excellent to poor. Students should be able to use rubrics in many of the same ways that teachers use them—to understand the standards for a quality performance, and to guide ongoing feedback about progress toward those standards.

Social and emotional learning (SEL): Developing self-awareness, ability to manage emotions, social awareness, relationship skills, and responsible decision-making. Research indicates that competency in these skills improves academic outcomes.

Teacher Collaboration Teams (TCTs): Course-alike groups of teachers that focus on student work aligned to important course outcomes.

Transgender: An umbrella term for people whose gender identity and/or expression is different from cultural expectations based on the sex they were assigned at birth. Being transgender does not imply any specific sexual orientation; transgender people may identify as straight, gay, lesbian, bisexual, etc.

Transition-level classes: Offered in English, history, math, and science for students whose standardized test scores fall below established achievement levels and indicate a need for greater instructional support than other academic levels.

Vertical teams: A group of teachers from different grade levels in a given discipline who collaborate to ensure seamless transitions for students in that discipline from year to year.