

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

201 North Scoville Avenue • Oak Park, IL 60302-229

TO: Board of Education
FROM: Dr. Steven Isoye
DATE: June 26, 2014
RE: Board Goals Update

Background and Information

The following is the Board Goal 2013-2014 update. Similar to the midyear update, I am using a color code to give you a quick glance as to the direction we have moved in regards to hitting our projected targets for the end of the year.

In each section you will find the Board goal, our projected target, and our actions to achieve the target. Each action will have an explanation to our progress. All target color codes are a summary of the action color coding. Color indicators are provided for the actions and intended targets. The color coding is as follows: red = not on track, orange = on track, and green = completed. Links in the green area are provided where additional information has been collected.

Next steps

For information only.

Key Red = not on track
 Orange = on track
 Green = completed

Update on Board Goals 2013-14

Target/Action Step	Mid-year Update	Comments	End of Year	Comments
Racial Equity				
1. a. Identify and eliminate systemic inhibitors to academic success for students of color, including but not limited to those which discourage students from attempting higher level courses or penalize students for pursuing high levels of academic achievement.				
Target: By the end of the 2013-2014 school year, write a District Equity Transformation Framework that aligns with district policies and strategic planning.	Orange=in progress on track		Orange=in progress on track	
Target: Focus a portion of the District Equity Transformation Framework on course taking patterns for students, looking at course selections in 2011-2012, 2012-2013, and 2013-2014.	Orange=in progress on track		Orange=in progress on track	
Action: Pursue PD with PEG for District Equity Leadership Team (DELT) team members and Board of Education members to write and publish an District Equity Transformation Plan in accordance with the goal statement and focus a portion of the equity transition plan on course taking options and plans for students, looking at course selections in 2012-2013 and 2013-2014.	Orange=in progress on track	The Board approved our contract with PEG. We have had 1 of 3 meetings with PEG. The DELT is working on developing as a team. Course taking patterns will be examined in the spring. Development of what that means must take place first.	Orange=in progress on track	At the start of the year, we added members to the DELT after we reflected on who was at the table. This change and feedback from PEG refocused our work on developing as a high functioning DELT able to identify systemic inhibitors. We discussed our roles and responsibilities, started talking about the key components of a racial equity transformational framework, and our personal racial equity purpose. To address the systemic inhibitors of the racialized experiences and outcomes within our school community, a critical examination of race and it's impact is an essential and ongoing process. It is recommended that the Board engage with us in our racial equity work with PEG. As we build our definitions and understanding of the racial equity work, it is important that the Board speaks in a similar language.
Action: Look at recommendation process for 2014-2015 seniors.	Red=not in progress or not on track	For the 2014-15 school year, we are piloting optional teacher recommendations for rising seniors. We are curious to see if allowing students to select their track level in a given class will lend itself to more students of color taking honors and advanced placement classes.	Orange=in progress on track	Although we have piloted an optional course recommendation process for rising seniors, it is too early to determine the impact student choice will have on our honors and advanced placement enrollment stats. However, we will be able to compare the Fall 2014 enrollments to previous years at the beginning of the year.
Action: Look at providing the gpa index with a C grade in honors classes.	Red=not in progress or not on track	We anticipate beginning discussions with faculty and other stakeholders in the spring.	Orange=in progress on track	The need to consider a C at the honors level was not the place for the conversation to start. This works has lead to a larger discussion about grades. We are instead discussing letter grades and what they mean. The discussion is currently at the divisional level.
1. b. Show evidence of any change in racial predictability in recent years.				
Target: Identify performance indicators from available information and study those indicators using internal and external benchmarks looking at historical trends, available research, and current information.	Orange=in progress on track	Our ACT is having ongoing discussions with faculty members in their respective divisions about developing rubrics/templates for providing explicit information about our different tracks and determining what skill sets are needed in each level.	Orange=in progress on track	
Action: By the beginning of second semester, present the Board with a recommendation of the measure to be used as or proxy for progress in decreasing racial predictability.	Orange=in progress on track	This is a topic for the DELT. We are examining this in ways that may go beyond our traditional achievement and student discipline measures. The question is what do we want to count? In addition, what are the qualitative measures that are missing for us to understand and measure our work in respect to racial equity.	Orange=in progress on track	Our work in DELT furthers the conversation with our current faculty and staff about their understanding of racial predictability. Our current metric has to focus on the attitudinal changes or frequency when race comes into the conversation. As we work on our belief systems we discuss the needs of our students with new racial lenses. Preliminarily we are seeing some indication of change in reading, and special education as a starting point.
Action: By April 2014, Board agrees on measure.	Red=not in progress or not on track	Dependent on the work above.	Red=not in progress or not on track	Dependent on the work above.
Student Engagement and Achievement				
2. a. Increase student achievement and engagement through quality classroom instruction and other enhanced learning opportunities.				
Target: Increase the use of classroom-based, research established strategies to improve student achievement and engagement levels in classrooms	Orange=in progress on track		Orange=in progress on track	
Action: Use walkthroughs to develop a definition of and a baseline of engagement activity.	Green=completed	We have completed two rounds of walkthroughs focused on student engagement. Two additional rounds are planned.	Green=completed	Four rounds of walkthroughs were completed and plans are in development for classroom walkthroughs in 2014-15. Collected data provide a baseline measure of student engagement.

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Action: Form a teacher evaluation committee to work with faculty and develop common understandings of best practices of quality classroom instruction.	Orange=in progress on track	SB7 Committee was formed last year. The committee looks specifically at how we address SB7. Faculty and adm have been attending workshops in regards to student growth models during the past year. Further work on evaluations need to take place in preparation for PERA. Faculty participation is integral in this work and we will work during the second semester. Topics for the group include reviewing state guidelines for teacher evaluation, best practices in that area, developing consistency in the teacher performance evaluation model used at OPRFHS - D200, and student growth.	Green=completed	Cooperative workgroup is up and running. Strong faculty collaboration. Deliverables due before the start of school in the fall. This workgroup will continue its work into the 2014-2015 school year to look at student growth models.
Action: Where available include evidence of the impact of the behaviors on student outcomes. Use what we learn to develop a framework for aligning these behaviors for student outcomes.	Red=not in progress or not on track	This action step depends upon the completion of the prior action step.	Orange=in progress on track	This subject has been discussed in the committee. The current consensus is that the appropriate teacher behaviors that can be connected to specific student outcomes will vary by division and by academic setting. The committee will be working on specifics in the coming year.
Action: Consider obtaining from students and using a student feedback/engagement indicator to accompany walkthrough data.	Red=not in progress or not on track	Focus has been on the actual classroom walkthrough at this time.	Orange=in progress on track	A brief student engagement survey has been drafted for use in classrooms where a walkthrough takes place. It will be presented to the Walkthrough Committee for their input in early 2014-15 with the goal of implementing during the 2104-15 school year.
Action: Determine the extent and impact of dedicated student technology and the potential impact of increasing the number of classrooms, teacher, and students using dedicated technology.	Orange=in progress on track	We have established the infrastructure costs needed to support dedicated student technology. We have also identified the work we need to do to develop a classroom technology implementation plan. We are on track for completing that plan in the second semester.	Green=completed	Plan accepted by the board.
2. b. Use best practices to provide that each section of the same course is structurally consistent in providing the same challenging curriculum and rigorous teaching expectations in every section of the same course.				
Target: State consistent standards, curriculum outcomes, and summative assessments mapped and published on our website; each division determines the sequence of maps published	Orange=in progress on track		Green=completed	FYI - A mock matrix has been produced and maps in each division have been placed in the matrix. We are now editing maps and looking at the technical issues in placing the matrix on the web. This is an ongoing target and will be back to orange next year as we wait to complete more maps.
Action: Key faculty develop and edit consensus maps.	Orange=in progress on track	Maps are being revised in all divisions. Publication of core maps in a smaller number of divisions is due in the spring.	Orange=in progress on track	Mapping is in progress. In an effort to ensure that more time is spent individually and collectively on curriculum mapping in all divisions, there has been a shift in our professional development model for 2014-15 to include curriculum mapping. Summer p
Action: Division Heads will lead the mapping effort according to a schedule agreed upon in ACT.	Orange=in progress on track	Divisions Heads meet regualry with DLT staff to review and edit maps. Some maps are being shared with associate schools for articulation purposes.	Orange=in progress on track	Based upon the shift in professional development, Division Heads will be taking a more active role in leading this work for next year. Courses are not static, and are changing as assessments, such as PARCC, and technology, such as the introduction of student dedicated devices, become part of our courses.
Action: Funding for teachers editing the maps is provided in the 2013-2014 budget.	Orange=in progress on track	Tod Altenburg and Phil Prale have discussed adjusting resources in the budget amendment period later this winter.	Green=completed	The FY15 budget reflects this priority.
2. c. Partner actively with families of students in academic and extra-curricular activities with the goal of providing a more comprehensive and coordinated system to support student achievement.				
Target: Establish OPRFHS – D200 place on Family Engagement Capacity Building Framework. Move from current level to next higher level within two years.	Orange=in progress on track		Green=completed	
Action: Collect data.				
a. Determine what we mean by “navigate the system.” Which parents know how to navigate?	Red=not in progress or not on track	Karin and Nate will partner with the P4SS group, along with our Parent Outreach Coordinator to determine our next course of action to increase transparency and effective communication with parents in an effort to navigate our school system.	Green=completed	Discussions with parent-group members, parent focus groups, counselors, etc., as well as a parent survey have revealed areas where parents, including parents of color and parents by grade level, need more help and information.
b. Determine what we assume and what we actually know about the 150 freshmen on whom Outreach Coordinator focuses.	Red=not in progress or not on track	Still determining the appropriate mechanism for gathering the information. Not sure how at this time.	Orange=in progress on track	Outreach Coordinator will conduct one-to-one parent outreach over the summer to gather information and see how it compare to previously collected data on this age group of parents. This action will be accomplished pending the hire of someone in the outreach or similar type of position.
c. Define what collaboration/engagement/partnering looks like for different groups.	Orange=in progress on track	Discussed in DELT about the potential to hold parent focus groups.	Orange=in progress on track	Holding focus groups with parents of color and transfer parents to gather this information. Will be finalized with our new outreach coordinator.

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Action: Determine next steps, based on this data.	Red=not in progress or not on track	Need to complete aspects of the above, where possible.	Orange=in progress on track	Karin is working with coordinators of outreach and the 8-to-9 program to create a "parent survival guide" in time for the 2014-2015 school year. Outreach Coordinator to set targets for one-to-one outreach over the summer.
Action: Determine whether a Parent Ambassadors Program to assist and serve as a resource for parents, would be useful and feasible.	Orange=in progress on track	Deb Mittleman has solicited volunteers and prepared a manual and training for a pilot Parent Leaders program. The Parent Leaders will assist at the upcoming Incoming Freshman Meetnig and the Incoming Freshman Open House.	Green=completed	Parent Ambassadors were trained and assisted at the Incoming Freshman Meetnig and the Incoming Freshman Open House. Based on positive feedback, program will be expanded for 2014-2015.
Action: Look at baseline parent information from School Perceptions Survey and set targets for next year.	Red=not in progress or not on track	Though we have worked wiht parents recently, we have not yet gone back to the School Perceptions data.	Green=completed	Reviewing the survey revealed a couple of gaps in parent knowledge, primarily what we do over the course of four years to prepare students for college/employment and what we do to prevent bullying. This information will be included in the forthcoming pare
Action: Establish where we are on the scale used to detemine parent engagement and determine steps to move to next level.	Orange=in progress on track	Deb and Karin have discussed this and identified where we think we are in this measure, but more work from above will better inform us on this measure.	Green=completed	Based on data collected to date, we believe OPRF is at the "Open-Door School," or proficient level, with annual parent-teacher conferences, a variety of parent events, the opportunity to raise issues at parent meetings or with the principal, and at least
Learning Environment and School Culture				
3. a. Manage resources to provide a safe, effective and efficient learning environment that encourages students to stay on campus and to participate in activities that promote student engagement before, during, after school.				
Target: Apply our revised Code of Conduct in a way that provides a constructive balance between punitive consequences and intervention opportunities that change student behavior	Orange=in progress on track		Orange=in progress on track	
Action: Continue to ask the question "What does race have to do with it" related to our school culture and climate; while naming and interrupting the systemic barriers that are in the way of all students and staff feeling safe and respected.	Green=completed	This practice is in place now with more people having been through the Courageous Conversations.	Green=completed	This practice continues to be implemented with more people having been through the Courageous Conversations. Evidenced by discussions at TCTs and potential language in the teacher performance measures. Learning strands incorporate racial equity in their
Action: Continue to explore systemic positive behavior and intervention supports, such as Safe and Civil Schools, to incorporate strategies to increase student engagement by developing more positive and meaningful relationships amongst the students and staff.	Red=not in progress or not on track	Last July, a group of staff members attended the Safe and Civil Schools Conference in Portland, Oregon. Our goal is to utilize the positive behavior and intervention supports from the conference to encourage teachers to engage students more effectively in classrooms and hallways. To that end, we have met with faculty the last week of the semester to begin brainstorming ways to provide professional development for teachers and staff that encourage us to incorporate strategies to increase student engagement.	Orange=in progress on track	Although not systemic as originally proposed, there has been some movement regarding positive interventions and supports throughout the building. Several of our teachers have incorporated PBIS within their classroom settings to increase positive relationships with students and rewarding positive behavior. Our new Behavior Intervention Specialists has provided weekly updates to faculty and staff regarding different stratgies that can be used to create a better learning environment and stronger relationships between students and staff. Our Student Intervention Directors continue to try and find alternatives to suspensions and ways for students serve detentions by going to the tutoring center for academic support. Staff members have been trained to do Peace Circles and we have had a few interventions using them. We have partnered with Loyola University to do a survey of senior female students regarding the culture and climate of the school. As we compile this data over the summer, we will utilize the trends to provide our data for problem solving and social emotioal learning strands to idnetify early warning behaviors that students exhibit to provide additional resources and support. Initial anectodes from the data speak to students feeling safer, noting that fewer fights have taken place on campus, better educational awareness to bullying and harrassment, having an adult in the building that they can trust, and a positive outlook on their school experience in general.
Action: Having the SIDs focus on discipline data throughout the year to determine more ways to change student behavior positively in a less punitive manner.	Orange=in progress on track	This year, we began with a revamped Code of Conduct and more consistent reporting system in Skyward. The SIDS will use the discipline data to determine trends in student behavior, and compare this data with attendance and grades.	Orange=in progress on track	The PTAC committee met and has provided some recommendations to the BoE. However, the BoE will also conduct a student discipline retreat this summer to determine next steps.
Action: Additional places will be made available for students during the school day to improve student life in the building on a daily basis.	Orange=in progress on track	Working with student council, building leadership team and district leadership team to determine how 2nd floor library space can be repurposed for student use.	Orange=in progress on track	Conversations have taken place. This summer the 294 lab space will be moved to the Heritage room. This places all the services from the library for students in a central area. This allows for better student access and for rethinking the 2nd floor library space in the near future.

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3. b. Expand efforts to engage students in extra-curricular/athletic activities while encouraging such teams and activities to welcome students from under-represented demographics.				
Target: Increase overall student participation rate in activities or athletics to 75% of current student population	Orange=in progress on track		Orange=in progress on track	
Action: Continue to analyze our current extra-curricular offerings to ensure that we are meeting the needs of ALL students and reallocating resources if needed to accomplish this goal.	Orange=in progress on track	We have approved several clubs to start on an informal status. As we move to next year, these clubs will be considered for stipends. Examples include: revisiting the debate club and adding a hip-hop dance club.	Orange=in progress on track	Based upon the increased involvement of students in clubs and/or activities, the following stipended positions will be new next year: Student Council Assistant for Homecoming, Musical Production Assisatn, Theatre Tech Assistant, Gospel Dancer/Mime. The Hip Hop Club will be removed from probationary status and is now a new club for next year.
Action: Continue to provide opportunities for current faculty and staff to become activity sponsors and/or coaches.	Orange=in progress on track	We have worked with HR and Division Heads to include questions about interest in sponsoring activities or athletics during the hiring process. All positions that become available are posted internally.	Green=completed	In our hiring process, questions were asked in regards to interest in coaching or sponsoring activities. All positions are posted internally before going to the outside. More information will come in our annual fall activities report.
Action: Continue to encourage coaches and sponsors to actively recruit under represented student demographics in their clubs and sports.	Orange=in progress on track	With the help of PE we have capitalized on a synergy to encourage and recruit students to join various teams based on their talents. This effort has greatly expanded over the past few years. Intramural opportunities are being used to encourage students to test the waters on various athletic opportunities. PE teachers have invited Cindy to come in and talk directly to students about the available activities.	Green=completed	Recruitment activities continue throughout all three seasons. John and Cindy reach out to the middle schools by talking to middle school students. More information will come in our annual fall activities report.
Finance and Operations				
4. a. Develop a compensation philosophy for all District employees.				
Target: Research and present an administrative compensation philosophy to the Board of Education by Spring 2014.	Orange=in progress on track		Orange=in progress on track	
Action: Review compensation philosophy, performance review and compensation with members of the North West Personnel Administrators (NWPA) group.	Orange=in progress on track	NWPA data base of salary/benefit information is being completed by all members with a Dec. 16, 2013. OPRFHS has solicited philosophy and relavant information from all members.	Orange=in progress on track	Information has been collected and shared across the NWPA. The new HR Director will need to look over the information and begin to engage in conversations with NWPA to understand the data.
Action: Review merit pay model used in Maine THSD 207.	Orange=in progress on track	Reviewing this model and others.	Green=completed	Information about various models has been collected. We will continue to do this with the Hay Group.
Action: Review modified Hay System for administrative compensation.	Orange=in progress on track	HR is reviewing and gathering information on this model as a possible resource for future administrative compensation.	Orange=in progress on track	Hay Group came in May to bring a proposal on developing an administrative compensation philosophy. They have been approved for work by the Board.
Action: Review ISBE requirements for administrative performance review in terms of current practice and State of Illinois law.	Orange=in progress on track	HR is reviewing current practice to ensure compliance with State of Illinois law. Discussions with administrative team research based current practices and discuss how it may link to possible future merit systems.	Orange=in progress on track	Review is complete and the Hay Group will incorporate this information into the performance evaluation and merit pay system for administrators.
Action: Communicate, review and discuss administrative performance review and compensation philosophies with administrators and the Board of Education.	Orange=in progress on track	Researching best practices in comparison to current District practice and possible changes to link evaluation with merit pay.	Red=not in progress or not on track	Part of Hay Group Proposal. Compensation philosophy will come first.
Action: Communicate, review and discuss employee performance review and compensation with the Board of Education.	Orange=in progress on track	Researching best practices in comparison to current District practice and possible changes to link evaluation with merit pay.	Red=not in progress or not on track	Part of Hay Group Proposal. Compensation philosophy will come first.
4. b. Establish a system of performance based evaluations and compensation system for administrators consistent with the District's compensation philosophy.				
Target: Enact a fair, acceptable performance based compensation structure for all administrators based on a philosophy supported by the BoE.	Orange=in progress on track	Researching models and meeting with Superintendent, BoE members and resources to structure draft of administrator compensation model.	Red=not in progress or not on track	Models have been examined. Discussion will be part of the Hay Group compensation study.
Target: Develop and present models of administrator performance evaluations and compensation using the process defined in 4.a. above consistent with the Board's compensation philosophy.	Orange=in progress on track	Meeting with Superintendent, BoE members and available resources on compensation models to develop a proposed compensation model for BoE to adopt for 2013-2014 school year.	Red=not in progress or not on track	Part of Hay Group Proposal. Work has yet to commence.
Target: Initiate conversations with administrator employee groups describing the Board's philosophy of compensation.	Red=not in progress or not on track	Not to be scheduled until philosophy is finalized and model is drafted for input from administrative team.	Red=not in progress or not on track	Part of Hay Group Proposal. Work has yet to commence.

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4. c. Conduct a review of existing programs and initiatives to focus on those that are cost effective and achieve important goals.				
Target: Determine annually which programs and/or initiatives would be reviewed and the measures applied	Orange=in progress on track		Green=completed	
Action: Quarter 1, determine actionable programs and/or initiatives and the reasons for pursuing a review of specific program and/or initiatives.	Red=not in progress or not on track	Current programs were reviewed in a very simplistic manner at the October 2 DLT Budget Retreat using the parameters of the School Fiscal Achievement Model.	Green=completed	Programs were reviewed. We will need to continue to modify the School Fiscal Achievement Model. However, discussions in DLT lead to a determination of programs set for 2014-2015 and development of the budget.
Action: Conduct review of existing programs and/or initiatives; provide reports on impact and resource allocation, considering results and appropriate implementation within the District 200 budgetary philosophy.	Orange=in progress on track	Spreadsheet of initiatives was developed last year. Further refinement is taking place now in preparation for discussions about building the budget for 2014-2015.	Green=completed	Discussions of the initiatives, changes or modifications have been discussed in DLT so that the budget can be developed.
4. d. Determine through the Finance Advisory Committee and Board deliberations whether adjustments are needed to the District's fund balances and if so, the most beneficial means to achieve such adjustments.				
Target: Amend current Board policy to state upper and lower limits on fund balance levels	Orange=in progress on track		Green=completed	
Action: Lead meetings of the FAC to review fund balances levels and the fund balance policies from of all Cook County High School districts.	Orange=in progress on track	Fund balance levels and the fund balance policies were reviewed at the October 7, October 21, November 4, November 18, and December 2 FAC Meetings. The FAC recommended a target fund balance of under 100% of expenses by June 2018 and between 40% and 25% of expenses by June 2024.	Green=completed	These topics were discussed at the FAC level in Fall 2013. The FAC was dissolved in December 2013. The Finance Committee of the Board of Education keeps these topics as standing discussion items on each month's agenda. Financial Practices Recommendations
				Phase Down & Levy REcommendations
Governance				
5. a. Define the Board's role, focus the Board on its agreed responsibilities and review, revise and document Board processes and procedures.				
Target: The Board develops tools and processes to govern effectively and work with staff to benefit the students, families, and communities of both villages.	Orange=in progress on track		Orange=in progress on track	
Action: Develop guidelines of roles and responsibilities we can agree on as Board members.	Orange=in progress on track	The Board President continues to develop mechanisms for workflow through the Board and committees.	Orange=in progress on track	The May governance meeting began to address this action Further follow-up is necessary.
Action: Determine a Board calendar and utilize the calendar for structure to the work coming to the Board.	Orange=in progress on track	Presentation of a draft calendar to be made at December Policy Committee meeting and Board Meeting.	Green=completed	Calendar was presented.
Action: To determine and develop the three member committee structure and how the committee will feed information to the Board.	Orange=in progress on track	Ongoing work is taking place to support this change in committee structure. Questions about limitations and function continue to be explored.	Orange=in progress on track	The May governance meeting began to address this action Further follow-up is necessary.
Action: Determine an agreement of how the Board will interact and be informed throughout the entire strategic plan implementation.	Red=not in progress or not on track	This has not been finalized as a plan for reporting.	Orange=in progress on track	During the Governance meeting the Board began to lay out how to work with the strategic plan and develop a means for reports.
5. b. Complete strategic planning with community, faculty, administration and Board input in order to set a long-term five-year vision for the District and annual sub-goals designed to execute the plan's overall vision.	Orange=in progress on track	The Board of Education is finalizing the plan.	Green=completed	The plan has been adopted by the Board.