

Oak Park and River Forest High School

District 200

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

2009-2010 District Goals

Goal 1: Racial Equity

OPRFHS will provide an inclusive education for all students by reducing racial predictability and disproportionality in student achievement and reducing systemic inhibitors to success for students and staff of color.

Activities and Strategies

1. Write a vision of equity for the school that encompasses leadership, learning and teaching, and community.
2. Develop and implement a professional development program for the Board of Education, and Administration, faculty, and staff, which utilizes courageous conversations about race.
 - a. Implement CARE (Collaborative Action Research for Equity) teams: expand the current courageous conversations about race professional development and training among faculty and select administrators (approximately 20) to a larger, District-wide professional development program of 58-60 people including 20 additional faculty, the District Leadership Team (DLT) (4), the Building Leadership Team (BLT) (4), Instructional Council members (4), and Supervisors (6).
 - b. Utilize a “train the trainer” model to develop a cadre of facilitators.
 - c. Increase the amount of professional development time for Conversations About Race during the 2009-2010 school year.
 - d. Convene 2 Board of Education workshops (once each semester), utilizing internal or external facilitators.
 - e. These courageous conversations about race professional development programs will include, but not be limited to, the following:
 - i. provide the faculty, staff, and administration with culture and race survey material to address the significance of race in education;
 - ii. provide information on racial predictability and disproportionality in student achievement;
 - iii. explore why an examination of race, racism, micro-aggressions, and institutionalized racism is critical to closing racial achievement gaps;
 - iv. provide awareness of systemic inhibitors to success for students and staff of color;
 - v. equip participants with the concepts, knowledge, and language to address racial barriers of and communicate effectively with others; and
 - vi. prepare participants to lead small groups of faculty, staff, and administrators in courageous conversations about race during the 2010-2011 school term so that all staff develop awareness of how race impacts student and staff success, and to bring about changes in instructional practices and professional behaviors.

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Goal 2: Student Academic Achievement

Raise student academic achievement through the development of definitions and measurements for student achievement and the racial achievement gap, one new program affecting underachieving students, a data-driven model of school improvement, and academic support for students assigned to In School (ISS) and Out of School (OSS) suspensions.

Activities and Strategies

1. Develop specific separate benchmarks or indices of “student academic achievement” and “the racial achievement gap” that are understood and able to be used by the community and professional educators.
2. Develop one new academic program for a broad segment of underachieving students for implementation in fall 2010. The program will be evaluated such that the academic progress and achievement of targeted students will be conducted using quantitative measures.
3. Each student in ISS and OSS will receive academic support e.g., through the implementation of tutoring and/or online academic programs.
4. Develop a 3-5 year plan for a data-driven model of systemic and systematic improvement in student academic achievement and that will provide the Board with information necessary to evaluate progress made in raising student achievement and closing the racial achievement gap.
 - a. Begin implementation of Domain I. of the Student Achievement Domains and Components document in fall 2010 per the June 2009 report and plan as presented by the Administration, which includes a process to review and make modifications to Domain I. on an annual basis.
 - b. Develop a student academic achievement “growth model” to track the achievement of cohorts of students over time, i.e., high school years.
 - i. Using data for the past five school years (2004-05 through 2008-09), establish baselines or benchmarks for student achievement as reported in the EXPLORE, PLAN, I-ACT, and ACT standardized tests.
 - ii. Establish the baseline for reading, mathematics, science, English, and composite scores.
 - iii. Disaggregate the data by cohort or year in school, gender, race, socio-economic status, and Special Education.
 - iv. Use the growth model to track and evaluate student grades and GPA, disciplinary behaviors, and participation in the co-curricular programs (athletics, activities, and intramurals).
 - v. Report all student academic achievement "growth model" data to the Board of education in disaggregated and aggregated form, and make a catalog of reports available to faculty/staff and community.

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- vi. At the December Instruction Committee meeting, present to the Board a report on the current state of the student information system as it relates to student achievement data and its projected capacity by June 2010.

Goal 3: Recruitment, Employment, and Retention of Professional Staff

Recruit, employ, develop, and retain the highest quality staff, in ways that are fair to applicants and clear to employees.

Activities and Strategies

1. Conduct a detailed review and evaluation of recruitment and employment procedures for all employees by October 31, 2009.
 - a. Information on best practice in hiring will be incorporated in developing a check list of procedures to review and evaluate District recruitment and employment practices. These will include but not be limited to position description, postings, interviewing, notification, decision making sequence, variations in hiring sequence by employee classification, and links to organizational goals.
 - b. Union and non-union employment hiring procedures will be reviewed and documented utilizing a check list.
 - c. Upon completion of the evaluation, the Board will review personnel recruitment and employment policies.
 - d. Upon completion of the evaluation, the revised recruitment and employment practices will be incorporated in an employee handbook (existing or new) for employees.
2. Intensify the recruitment program for minority candidates by developing an overall minority recruitment plan/program by December 31, 2009
 - a. Develop relationships with key personnel at Historically Black Colleges/Universities (HBCU).
 - b. Explore non-traditional approaches to contacting candidates (non-educational conferences, minority sororities and fraternities, social networking groups, etc.).
 - c. Seek the assistance of and encourage current faculty and administrative staff to assist in the plan/program development, and to identify for and refer minority candidates to Division Heads, Administrators, and Human Resources.
 - d. Monitor and evaluate the number of applications received by outreach.
3. Review and evaluate current practices for faculty and administrative mentoring for additions and changes to be implemented in Fall 2010.
 - a. Gather staff input by quartile group on non-tenured faculty needs, and by administrative quartile group on administrative needs.
 - b. Revise and establish performance measures to evaluate the mentoring program.
 - c. Review performance criteria for achieving faculty tenure.
 - d. Report to the Board of Education's Human Resources Committee no later than February 2010.
4. Develop a faculty and administrator retention program, focusing primarily though not exclusively on retaining minority employees, for implementation in Fall 2010.
 - a. Gather staff input by quartile group, and from minority staff (i.e., the African American Faculty Staff Council) on issues and suggestions.
 - b. Establish quantitative and qualitative measures by which to evaluate the retention program.
 - c. Report to the Board of Education's Human Resources Committee no later than February 2010.

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Goal 4: Finance

Develop a new budgeting process that includes program priority procedures, identification of additional revenue sources, expenditure priority procedures, and cost containment measures.

Activities and Strategies

1. The Board will adopt a model for setting financial priorities in institutional settings by January 2010, with implementation in March 2010 for the FY 2010-2011 Budget cycle.
 - a. A Financial Advisory Committee will be convened. It will include staff and community members with financial expertise.
 - b. The Financial Advisory Committee will offer recommendations to the Superintendent, who will invite and solicit information about models for setting financial priorities in an institutional setting.
 - i. The models will include specific procedures for setting spending priorities.
 - ii. The procedures will produce an easily understood method for the District to determine the priority level of any proposed new or existing program.
 - iii. The procedures will include a method for shifting money from lower priority expenditures to higher priority expenditures.
 - iv. The procedures will include a method for identifying options and prioritizing items for cost containment.
 - v. The procedures will include a review of the current finances and the Public Finance Specialists (PMA) Financial Network, Inc.'s projection model assumptions, including a method for identifying options and for prioritizing cost containment measures. Complete in time for the 2010-2011 budget.
 - c. Multiple models will be presented to the Board for review and adoption in January 2010.
2. The Board will align the long term projection model with cost containment measures.
 - a. The Financial Advisory Committee will recommend targeted expenditure goals to the in time for the 2010-2011 budget.
 - b. The District will use the adopted evaluation model to identify cost containment areas.
3. The Board will adopt a revenue/resource identification and development model.
 - a. The Board will review present policies that impeded revenue/resource implementation and amend accordingly, by January 2010.
 - b. The Finance Advisory Committee will investigate and recommend to the Board additional revenue/resource opportunities by March 2010.
 - c. The District Administration will work cooperatively with other taxing bodies to identify and implement revenue/resource allocation sharing. The District administration will host bi-monthly meetings for FY 2009 – 2010. The CFO will give an end of year report in June 2010.

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- d. The District Administration will identify and apply for State, Federal and private funding (including grants) in the areas of student achievement, facility management, green initiatives, wellness, and co-curricular activities.

4. Develop a communication plan to introduce the new budget process to the school community.

Goal 5: Learning Environment

Improve the learning environment for students and staff considering aspects of respect, safety, academic promise, and social-emotional well being.

1. Discipline: For the 2009-10 school year, decrease the number of Class II infractions by 15% in each racial category of students.
2. Academic: make preparations in order to increase enrollment in honors and AP courses for the 2010-2011 school year by 10% for African American, Latino, and Mixed-Race students.
3. Substance Use/Abuse: develop and provide a targeted alcohol/substance use and abuse awareness, education, prevention, detection, and intervention program available for OPRF students, faculty, and staff. The program will be communicated to parent(s) and guardian(s), and they will be strongly encouraged to avail themselves of this resource.

Activities and Strategies

Discipline

1. Compile student discipline data on referrals for Class II Infractions for aggressive physical behavior, defiance of authority, disruptive behavior, and verbal abuse, disaggregated by race and gender for school year 2008-09.
2. Establish a baseline for Class II Infractions for aggressive physical behavior, defiance of authority, disruptive behavior, and verbal abuse with a goal of identifying those areas that have a significant impact on the student and staff learning environment.
3. Complete the initial report by October 1, 2009 and present to the Board at an October Board Committee Meeting. Present the 1st semester report at a March 2010 Board Committee meeting. Present the 2nd semester report (and school year) at an August 2010 Board Committee meeting.
4. Develop an alternative to suspension program for students assigned to 3 or more days of ISS or OSS.

Academic

1. Compile enrollment data in honors and AP courses, disaggregated by race and gender for the school years 2005-2006 through 2009-2010.
2. Establish a baseline for enrollment, and a plan for providing more access to the honors and AP courses for minority students.
3. Complete the initial report by November 1, 2009 and report to the Board at the November Instruction Committee meeting. Present a progress report regarding the “access plan” at the February 2010 Board Instruction Committee meeting. Present a final report and implementation steps at the June 2010 Board Instruction Committee meeting.

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Substance Use/Abuse

1. Establish a baseline of student alcohol/drug use for 9, 10, and 11 grade students utilizing the Illinois Youth Survey (IYS) results from spring 2008 as a starting point.
2. Collaborate with Associate School Districts 97 and 90 to track and report longitudinal information regarding middle and high school student drug/alcohol use, including referrals made, and services provided in-school and within the community.
3. Expand administration of IYS 2010 survey to all freshmen, sophomores, and juniors to compare 2008 freshmen to 2010 juniors (same cohort) on comparable use and attitude questions.
4. Establish a baseline for parent/guardian and faculty/staff attitudes about student alcohol/substance use with a goal toward increasing detection, intervention, and referrals.
 - a. Work with Associate School Districts 90 and 97 to develop and administer a local survey of middle school and high school families to obtain data on parent/guardian awareness and attitudes, school/community resources used, and supports believed lacking or needed.
 - b. Revise reporting and data sharing formats for in-house drug/alcohol related discipline/counseling referrals.
 - c. Track private/community referrals and student response to referral interventions.
 - d. Complete initial baseline surveys and referral reports by June 30, 2010, and present report at an August Board Committee meeting.
5. Develop and implement the awareness, education, prevention, detection, and intervention program in the 2010-2011 school year.