

OAK PARK and RIVER FOREST HIGH SCHOOL
201 N. Scoville Ave., Oak Park, Illinois 60302

BOARD OF EDUCATION
INSTRUCTION COMMITTEE OF THE WHOLE MEETING
Monday, November 5, 2007
7:30 a.m.
Board Room

A G E N D A

- | | | |
|------|---|--------------------|
| I. | Call to Order | Jacques A. Conway |
| II. | Approval of Minutes | Philip M. Prale |
| III. | Report on MSAN Student Conference | Jason Edgecombe |
| IV. | Summer School Report | Dale Craft |
| V. | Requested Information | Philip M. Prale |
| VI. | Teacher Learning Teams 2007-2008 (tentative) | Philip M. Prale |
| VII. | Discussion of Plan to Raise Student Achievement | Attila J. Weninger |

Copies to: Instruction Committee Members, Dr. Dietra Millard, Chair
Dr. Ralph H. Lee, Sharon Patchak Layman
Board Members
Administrators
Director of Community Relations and Communications

2007 SUMMER SCHOOL REPORT

The Oak Park and River Forest High School's summer program served 1168 students with combined paid registrations totaling 1630 opportunities for enrichment or remedial credit. There were 14 sections of Health, six of Art Foundations and Consumer Education, and four of Keyboarding. The English division presented nine offerings to help students improve their academic performance. The history division offered two general classes and four classes for remediation credit. The mathematics division ran fourteen sections of courses allowing students to fulfill a credit due to a failure or to advance their mathematics course work. Driver Education continues to be a popular offering and again was filled to capacity. We continued to offer enrichment courses in pottery, photography, computer animation and musical theater. The science division offered four stimulating field study opportunities in Tennessee, Florida, Costa Rica and Canada.

An ongoing challenge is to have summer school classes reflect the same high quality curriculum as the regular school year. In light of this, an attempt was made to evaluate and improve the health education curriculum for the summer session. We were fortunate to have the district's primary health teacher, Jeremy Colquhoun, work on standardizing the curriculum and offering a common exam based on district expectations. Jeremy also joined us as a teacher this summer and provided a vital link to the six other non-district teachers. Classroom observations of non-district teachers in other subject areas also challenged me to seek improvement in our Consumer Education offerings before the next summer school session.

The summer school budget ended with a slight deficit of \$235.71. We worked diligently to hold down expenses and cancelled several classes when enrollment did not justify another section. We piloted online registration with RevTrak on a limited basis and found the system to be a great convenience for the community. We plan to fully implement this process for next year's registration.

The Oak Park Youth Township Service again provided close to \$3500 in funding for students in need through the Work/Study Volunteer Program. Thirty-five students participated in the program to subsidize the cost of either academic classes or sports camps. Altogether, these students performed over 750 hours of volunteer service for the benefit of the Oak Park and River Forest communities.

In this transitional year for summer school leadership, I am grateful for the opportunity and was pleased in the general operation of summer school. Few problems arose regarding discipline, and overall, a positive atmosphere for teaching and learning was sustained, thanks to the combined efforts of the teachers, deans, and support staff. Many thanks go to Summer School Secretary, Linda Hayes, for taking care of the many details and especially registration. A special thanks goes to Lyn LeFevre for helping with the brochure during Linda's emergency absence during the winter. Special recognition needs to go to Michael Averbach and Phil Prale for help in the transition and administrative wisdom.

Submitted by Dale Craft, Summer School Director

Oak Park and River Forest High School												
2007 Summer School Analysis												
Account Description												2007
REGULAR ACADEMIC PROGRAM												Proposed Budget
REVENUE	1/07	2/07	3/07	4/07	5/07	6/07	7/07	8/07	9/07	10/07	Total	
Academic Course Fees					\$70,142.00	\$30,877.50	\$1,075.00	\$575.00	\$0.00	\$3,525.00	\$251,670.50	\$293,125.00
Sports Camp Administration Fee											\$28,385.00	\$32,000.00
Oak Park Youth Services Fin. Aid											\$3,500.00	
TOTAL REVENUE	\$0.00	\$0.00	\$0.00	\$148,976.00	\$70,142.00	\$30,877.50	\$1,075.00	\$575.00	\$0.00	\$3,525.00	\$283,505.50	\$325,125.00
EXPENDITURES												
Academic Stipends	(\$107,16)	(\$107,16)	(\$160,74)	(\$107,16)	(\$107,16)	\$108,935.06	\$114,896.74				\$223,241.42	\$257,600.00
Drivers Ed Stipend							\$1,500.00				\$1,500.00	\$1,500.00
Supplies		\$253.83			\$6,032.03	\$1,126.38		\$302.17	\$2,598.18	\$93.22	\$10,975.81	\$11,000.00
Contractual Services						\$215.00					\$0.00	\$500.00
Transportation						\$3,712.75	\$3,995.48	\$28.55			\$7,831.32	\$5,848.88
IMRF FICA/Medicare	(\$1,48)	(\$1,48)	(\$2,24)	(\$1,48)	(\$0.74)	\$658.48	\$7,42.29	\$24.76	\$101.96		\$1,422.12	\$2,967.84
Teachers Retirement	(\$0.62)	(\$0.62)	(\$0.93)	(\$0.62)	(\$0.62)	\$681.06	\$770.16	\$25.61			\$1,473.31	\$810.66
Teachers TRS Health Insurance	(\$0.64)	(\$0.64)	(\$0.96)	(\$0.64)	(\$0.64)	\$3,851.88	\$4,148.15				\$8,000.03	\$8,000.00
Director						\$2,953.08	\$3,180.24				\$6,133.32	\$6,132.32
Dean of Discipline						\$1,476.56	\$1,590.12				\$3,066.68	\$3,067.00
Library Director						\$2,827.40	\$2,144.90				\$4,972.30	\$6,134.00
Library Support Staff						\$2,714.81	\$2,385.20				\$4,600.01	\$4,600.00
Nurse						\$3,102.14	\$2,828.86				\$5,931.00	\$6,510.24
Security						\$3,776.80	\$164.24	\$667.85			\$4,608.89	\$5,400.00
Office Clerical Help	(\$109.80)	\$1,433.93	(\$164.87)	(\$109.90)	\$5,922.87	\$135,530.40	\$138,345.38	\$1,048.94	\$2,671.14	\$463.22	\$283,741.21	\$321,570.94
TOTAL EXPENDITURES	(\$109.80)	\$1,433.93	(\$164.87)	(\$109.90)	\$5,922.87	\$135,530.40	\$138,345.38	\$1,048.94	\$2,671.14	\$463.22	\$283,741.21	\$321,570.94
TOTAL SURPLUS (DEFICIT)	\$109.80	(\$143.93)	\$164.87	\$149,085.90	\$64,219.13	(\$104,652.90)	(\$37,270.38)	(\$473.94)	(\$2,671.14)	\$3,061.78	(\$235.71)	\$3,554.06
Summer Musical Summary												
Summer Musical Course Fee						\$13,455.00					\$13,455.00	\$15,325.00
Summer Musical Admission Fee						\$7,168.53					\$7,168.53	\$6,300.00
Total Summer Musical Revenue						\$13,455.00					\$20,623.53	\$21,625.00
Musical Expenditures												
Musical Stipends					\$3,775.00	\$1,532.95	\$7,129.64	\$472.95	\$4,640.13		\$10,621.03	\$7,555.00
Summer Musical IMRF FICA/Medicare						\$6,820.38	\$15.05	\$19.13			\$14,000.03	\$14,000.00
Summer Musical TRS Health Insurance						\$8.41	\$15.89	\$19.13			\$72.59	\$500.00
Summer Musical Teachers Retirement						\$15.36	\$6.01				\$21.37	\$50.00
Total Summer Musical Expenses					\$3,775.00	\$8,223.00	\$7,156.92	\$742.08	\$4,640.13		\$24,737.13	\$22,160.00
Total Surplus (Deficit)					(\$3,775.00)	\$5,232.00	\$11.67	(\$742.08)	(\$4,640.13)		(\$4,113.60)	(\$535.00)
Summer School Initiatives Summary												
Title I Funds					\$20,913.00						\$20,913.00	\$20,913.00
Alumni Donation											\$2,000.00	
Total Initiatives Revenue					\$20,913.00						\$22,913.00	
Initiatives Expenditures												
Academic Stipends - Summer English						\$2,214.84	\$2,385.20				\$4,600.04	
Placitoun (Hunter)							\$20,193.00				\$20,193.00	
8 to 9 Connections (Johnson, Marr, Coughlin)							\$2,214.84				\$5,300.00	
Summer Math Set Up							\$22,578.20				\$5,300.00	
Total Initiatives Expenditures						\$2,214.84	\$22,578.20				\$30,093.04	
Total Surplus (Deficit)					\$20,913.00	(\$2,214.84)	(\$22,578.20)		(\$3,300.00)		(\$7,180.04)	

OAK PARK AND RIVER FOREST HIGH SCHOOL

MEMORANDUM

To: Board of Education Instruction Committee
From: Phil Prale
Date: November 5, 2007
Re: Requested information

At the October Instruction Committee meeting, two board members asked for additional information regarding the distribution of student tests scores in the area of reading. The attached graphs are a start to fulfilling the information request.

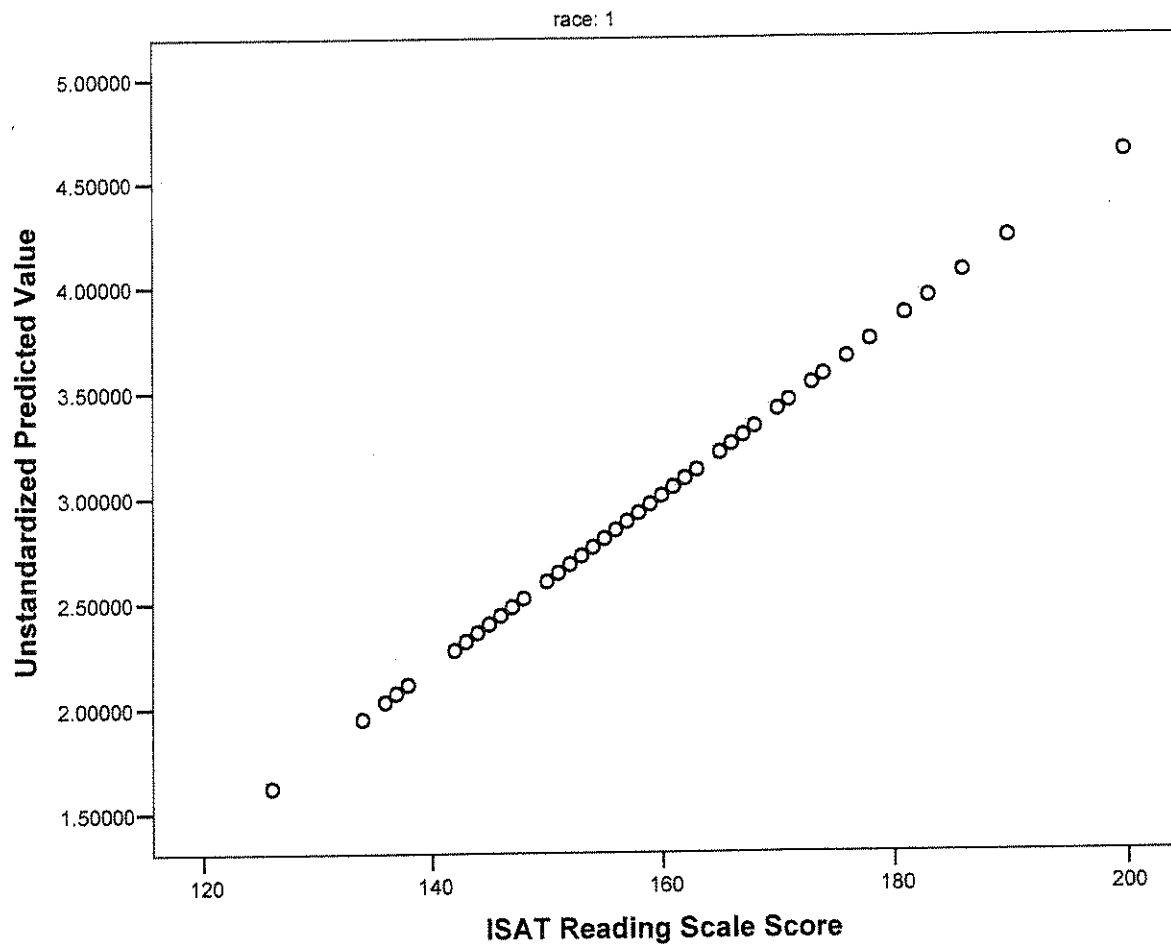
For clarification of the graphs a few key points should be made. First the student information in these graphs pertains to current juniors, the graduating class of 2009. Second the graphs use linear regression analysis instead of scattergrams. This choice was made because for this analysis the linear regression is a preferred statistical model. A linear regression extracts the underlying tendency or pattern in a set of data points to the extent that the pattern is statistically warranted. A scattergram does not describe the patterns adequately. It would render a cloud of data points that would hard to interpret. It should be noted that by using a linear regression approach the sense of clustering that a scattergram would show is lost; since the number of data points is absent. However, what is gained is an exhibition of the slope or ratio of one variable to another variable. In this case the relationship between WGPA and a standardized test score.

The standardized test scores used were the ISAT, EXPLORE, and IACT scores as they compared with the WGPA for these students from the current junior class. Also, on the graphs race 1 is the designation for white students and race 2 is the designation for African American students. These graphs and the linear regressions are considered statistically significant at a high level. Furthermore, the correlation between the EXPLORE and IACT is high and a comparison of those graphs on the last two pages of this document show a similar pattern with an important difference, a slight tendency towards convergence when the WGPA increases. This difference will need to be examined as we move forward.

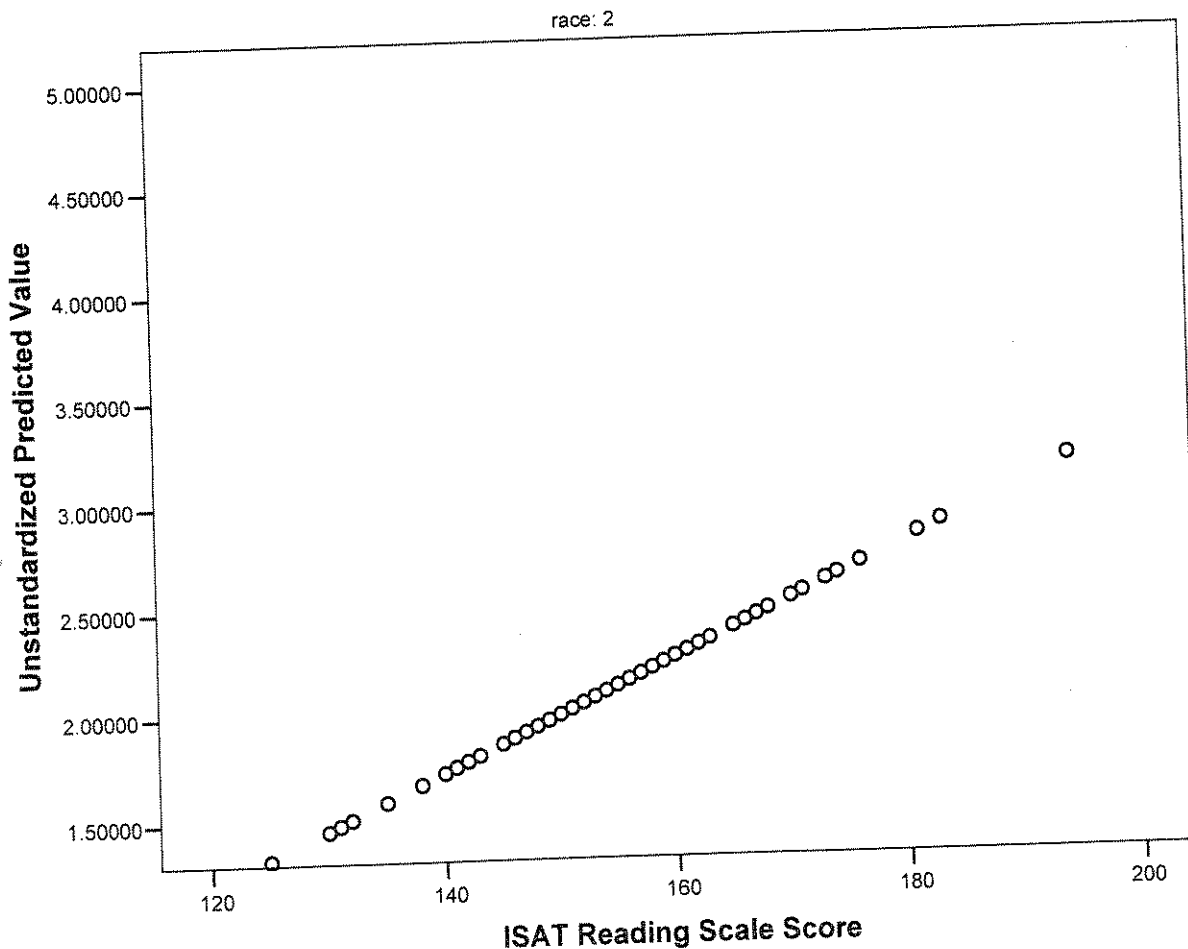
These graphs represent a continuing commitment to reviewing the effectiveness of our programs and learning how to improve instruction and achievement. We hope to bring additional information to future Instruction Committee meetings.

Graph

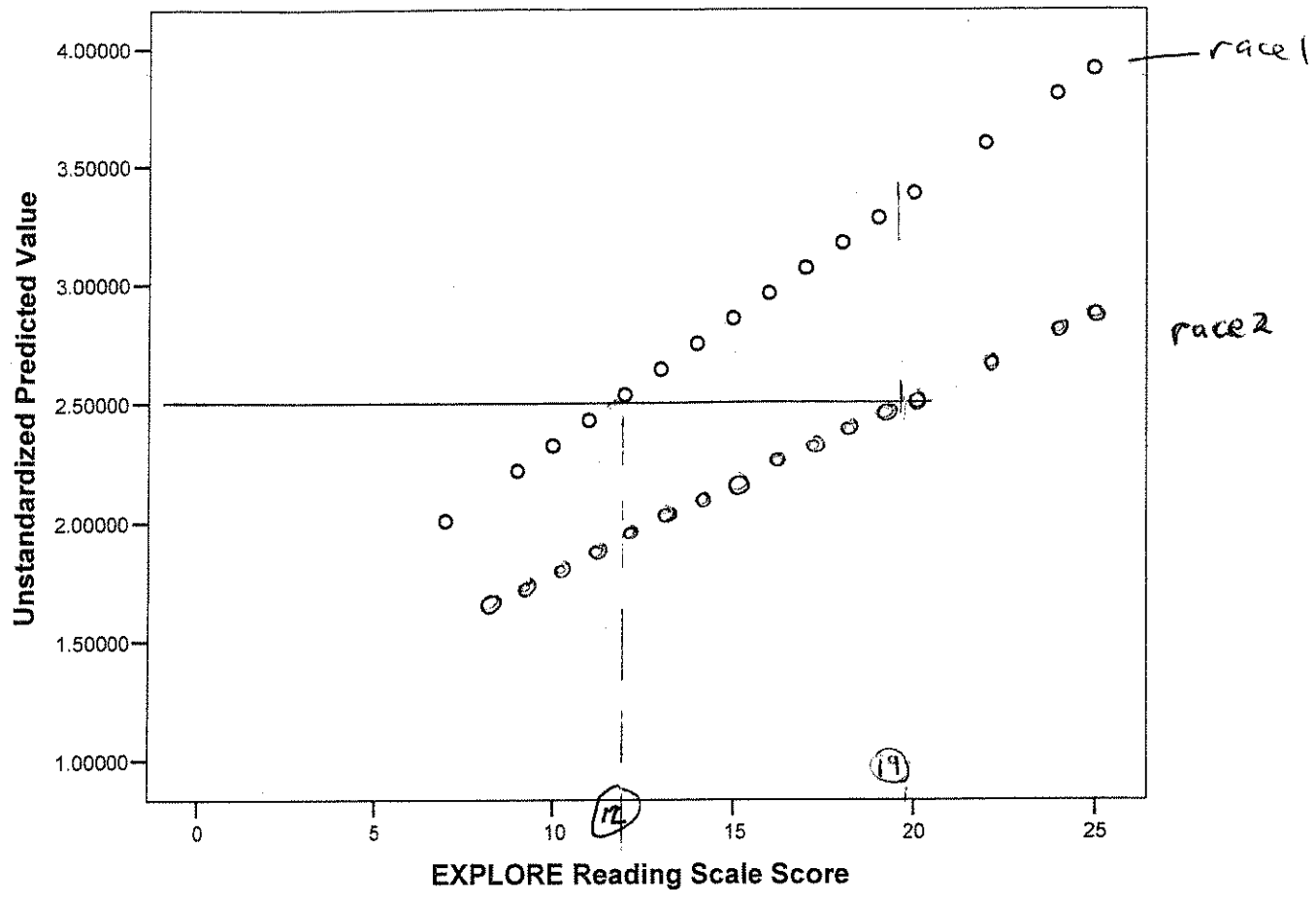
WGPA

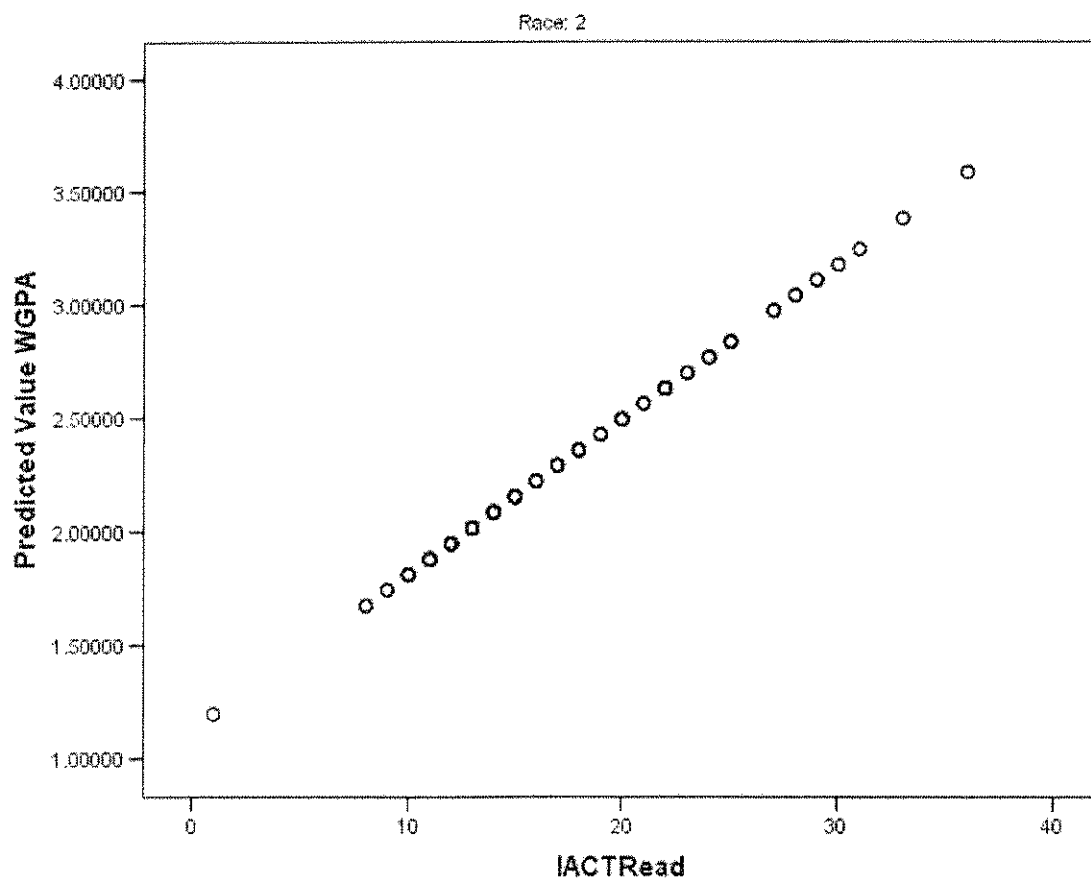
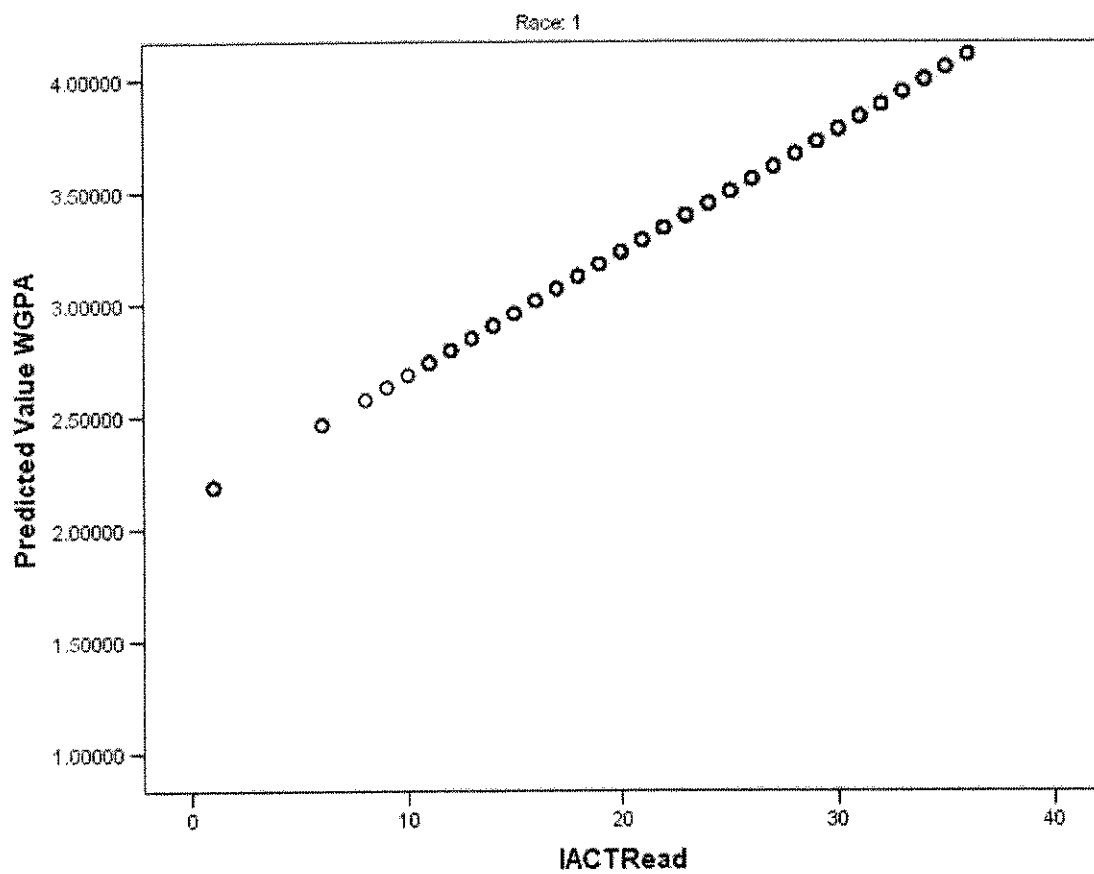


WGPA



W CPA





OAK PARK AND RIVER FOREST HIGH SCHOOL

MEMORANDUM

To: Board of Education Instruction Committee
From: Phil Prale
Date: November 5, 2007
Re: Summary of Learning Teams for 2007-2008

This school year eight late arrival schedules have been included in the school calendar to provide teachers with the opportunity to meet in learning teams. The structure and emphasis of each team is summarized in the attached document. This information is provided to the Board of Education to describe the professional development activities and plans for the eight late arrivals. At the end of the school year I will prepare a report on the activities and outcomes of the learning teams.

Division/Teachers	Topic	Goal	Measures/Outcomes	Dist. Goal
Business Education				
Peter Hostrawser Donna Kottman Rob Potts Nancy Bardo *	Consumer Education: Continuing cross- teacher integration of curriculum	Revise common final exam to align with state exam. Incorporate more community members and diverse business professionals to be guest speakers within the consumer education classes.	Revised final exam. Report on pilot of management software for a consumer education class. Create and maintain a speaker bank. Create database of common assignments, exams and projects.	1. b.
Peter Hostrawser Doug Belpedio * Brian Davis Nancy Bardo Rob Potts	Improve School Climate	Increase the awareness of community service among students in the Business Education program. Create a class and curriculum towards that goal.	Create and enroll students in new courses - Business Communications Relations and Public Service Practicum.	2. c.
Peter Hostrawser * Doug Belpedio Brian Davis Nancy Bardo Rob Potts	Improve Communication channels involving the Bus. Ed. Dept.	Increase, student, parental and community awareness of Oak Park and River Forest High School's Business Education Department.	Publish Business Education grade reports and other correspondence to parents, students, as well as community members. Create relationships with local business organizations	2. f.

Counselors/Advisors				
Kris Johnson * Julie Fuentes Heidi Lynch	Web Page	Finalize the corrections to the Counselor Webpage with additional college and counseling information.	Have a complete and accurate web page up and running by summer 2008.	DvG - 2
Brandi Ambrose * Cathy Marshall Joe Herbst	College Counseling Curriculum	Finalize the improvements to the college-counseling curriculum.	Develop and use a power point presentation at the spring 2008 college presentation for juniors.	DvG - 2
Pete Nixen * Carolyn Ojikutu Jacqueline Hanson	Naviance	Finalize the utilization of Naviance for the college application process and add the Docufile transcript service as an additional option to college applications.	Track the use of Naviance and Docufile in the 2007-2008 college application process for seniors.	DvG - 2
Sarah Wurster * Fred Galluzzo Debbie Bluminberg	Skyward	Address all of the Skyward counseling issues with the cooperation of Data Processing, the Assistance Superintendent for Operations, and Skyward personnel, including additional training for counselors.	Reduce the number of concerns regarding Skyward and its use by counselors to zero by the start of the 2008-2009 school year.	DvG - 2

Division/Teachers	Topic	Goal	Measures/Outcomes	Dist. Goal
History				
Toni Biasiello Linda Burns Nell Crawford Matt Maloney *	Developing more meaningful learning experiences for World History 1-2	Develop effective curriculum units that that incorporate direct instruction and enhance reading and writing skills.	Comparisons of student performance on shared projects/essays. Teacher reflections on student performance.	1. b.
Katie O'Keefe Mike Soffer Monica Swope Tyrone Williams Kristin Knake *	Using focused historical questions and primary sources in American History 1-2 and 1-2B	Improve reading comprehension, classroom engagement and writing skills through direct instruction teaching methods.	Comparisons of student writing on shared assignments to assess student outcomes on course goals. Teacher reflections on the effectiveness of the instructional materials.	1. b.
Jessica Greenberg Steve Goldberg Lisa Faulkner Stan Faust Dana Limberg Jessica Young *	Using direct instruction to improve writing outcomes	Improve student writing outcomes in history courses.	Comparisons of student writing on shared assignments to assess student outcomes on course goals. Teacher reflections on the effectiveness of the instructional materials.	1. b.
Jason Dennis * Jenni Hart Jonathan Silver	Developing curriculum and assessment techniques for AP Psychology	To provide students with a consistent experience in all sections of AP Psychology. To improve teaching techniques in AP Psychology.	Comparisons of unit test scores on shared exams for AP students. Teacher reflections on curriculum sequences and assigned readings.	1. b.
Anita North * Dana Limberg Steve Schwartz Rich Thompson Mark Vance *	Chicago History Fair	Organize and hold a Chicago History Fair. Provide recognition of student work for students of all abilities.	Survey of students participating in the history fair, including reflections on participation and number of participants.	2. f.
	Using focused historical questions and primary sources in World History B.	Improve reading comprehension, classroom engagement and writing skills through direct instruction teaching methods.	Comparisons of student writing on shared assignments to assess student outcomes on course goals. Teacher reflections on the effectiveness of the instructional materials.	1. b.

* Denotes team leader; DvG denotes Divisional Goal

Division/Teachers	Topic	Goal	Measures/Outcomes	Dist. Goal
Fine and Applied Arts				
<i>FACS/Technology</i> Becky Kucharski Pam Erickson * Keith Luszcak Ryan VenHorst	Application Based Curriculum Directive (ABCD) for PSAE	Investigate the question content and format of application based PSAE word problems. Create and analyze applied arts application based curriculum to improve academic performance related to the problem solving questions on the PSAE.	Implement a second semester ABCD curriculum in applied arts classes Compare and contrast student PSAE results for subgroups of applied arts students. Survey responses from students who participate in these experiences that measure quality and effectiveness of presentation/workshop. Compile a database of resources for these learning experiences.	1. b. DvG - 3
<i>Speech Arts</i> Tracy Strimple * John Condine Joe Hallissey Jay Fisher	Connecting students to real world experiences within the performing arts	Plan and implement five student activities and learning experiences with performing arts professionals.		2. f. DvG - 1
<i>Music</i> Elaine Hlavach Patrick Pearson * Anthony Svejda	Incorporate "Smart Music" software into music curriculum	Increase and enhance student achievement in performance through the use of this software.	Monitor student progress through the software's built-in monitoring program.	1. b. DvG - 4
<i>Art</i> Pennie Ebsen * Sandy Campbell Mark Collins Michelle Carrow Alegra Quane	Connect with and engage students in the process of making art as a valid form of personal expression	Develop a range of access methods to increase the diversity of students in upper level art classes.	Create relevant contemporary visual library, using Power Point. Create encouraging and more meaningful relationships with students on a one-to-one basis. Create environments for the personal reflections of student artists. Explore in-school field trip(s) with visiting artists	2. f. DvG - 1
Library Services				
Ann Carlson MaryAnn DeBruin * Elaine Glenn	Library Services	Improve the Library Services Department's promotional materials and programs.	Review and evaluate the library's current promotional materials and programs. Develop improved materials and programs.	DvG - 3

* Denotes team leader; DvG denotes Divisional Goal

Division/Teachers	Topic	Goal	Measures/Outcomes	Dist. Goal
Special Education				
Pat Crane*	Reading	Develop an effective system to efficiently operate the Reading Lab.	Align program and student goals with measurable outcomes. Develop an information and reporting system. Track individualized student growth.	1. b., 2. d.
Bornie Marks Andrea Neuman Derick Hines Gina Sassone Mary Nissen Rosalie Manzo Lea Davis Rhonda Siegal Colleen Biggins Mike Powell Dan Amorella Therese Brennock* John Lesniak Vanessa Hughes Sean Lovelace Donal Collins Rick Short Vince SanFilippo Dan Davy	Encourage Effective Positive Behavior Intervention Strategies	Develop an incentive program and positive interventions to improve attendance and behavior in order to increase student engagement. Targeted Behaviors include improving overall class attendance, and reducing number of referrals.	Use SWIS system to issue quarterly reports on student attendance and referrals, assessing the effectiveness of positive behavior incentives. Track student achievement and progress in the ED program. Include student survey and co-curricular participation information in select reports.	2. d.
Kathy VanDerMeulen Octavius Bellamy Niall Collins* Tom Tarrant Joel Runyon Lynn Granzyk Elaine Ritacco Angela Marshall Danielle Dobias	Attendance & Tardies	Decrease student tardy to class behaviors, identifying individual students who repeat this behavior and applying interventions.	Student tardies will be documented and analyzed through documentation in the SWIS Program. Track student achievement and progress in the ED program. Include student survey information (focusing on transfer students and ninth grade students) in select reports to describe changes in school climate.	2. d.

Division/Teachers	Topic	Goal	Measures/Outcomes	Dist. Goal
Special Education				
Ted Domanchuk Fran Cardascio Mary Young Peggy Markey* Ron Heister Carolina Schoenbeck Fawn Donatucci Meghan Kennedy* Mike Phelan Lisa Vincent Diane Korab Barb Clark Annie Slivinski Barb Pruitt Howard Jeanne McCoy John Bokum Patricia Kremidas Olivia Smith Donna Meador Mike Carmody * Joe Ordman Jon Adelman Barb Kenning J.P. Coughlin * Laura Kiedaisch Christine Booth Etta Coker-Martin J.P. Witham	TEAM transition assessment/Curriculum	Identification of assessment tools for transition learning for post high school. Review and improve the alignment of the transition curriculum for TEAM students.	Revise the grading rubric for student assessment. Publish transition curriculum and assessments for students enrolled in the TEAM program.	1. b.
	Training sites and task analysis for CITE students and TEAM students	Monitor student progress, quantifying individual student task analysis.	Publish completed task analysis for individualized jobs. The analysis will include appropriate prompts, use prompt fading, and describe the desired development of job skills and tasks. Include appropriate job support needs.	2. f.
	Vocational work stations for TEAM students	Create a work station for TEAM students to use to enhance vocational skills. The work station model will identify necessary student tasks and employ Infinitex training applications.	Chart student progress and report on effectiveness of work stations.	2. f.
	Post High School Transitions for LD Program Students	Expose students and parents to the range of transitional services available at OPRHS for post high school experiences.	Publish interest inventories and summer career awareness programs in hard copy and electronic formats.	2. f.

* Denotes team leader; DvG denotes Divisional Goal

Division/Teachers	Topic	Goal	Measures/Outcomes	Dist. Goal
Special Education				
Gary Miller* John Terretta Joe Parenti Michael Byars J.P. Witham Linda Puckett Jon Schultz	Math	Improve the current level of math performance for 9th grade special education students, using a standardized pre-test and post-test as a measure.	For current 9 th grade special education students track improvements in PLAN math subscores when compared with EXPLORE scores.	1. b.
Nikki Paplaczuk* Marvin Walker Gwen Walker-Qualls Craig Larson Daphne LeCesne Margo Bristow	Social Emotional IEP Goals & Benchmarks	Psychologist & Social Workers will write & pilot measurable IEP goals & benchmarks aligned with State of Illinois Social Emotional State learning standards. Incorporate measurable social emotional goals & benchmarks into the IEP process.	At the end of the third quarter, report on the development of new social & emotional goals. Develop survey tools to allow group leaders to better measure social emotional progress.	1. b.
Amy Stanis Douglas Hill Bill Young * Beth Dressel Ann Petrolunas	Review instructional level academic support models as applied to instructional level students	Measure the success of current sophomores and freshman instructional LD students who have academic strategies classes versus those who do not (i.e. those in regular study hall or freshman study hall).	Track each student's grades at MPI, Q1, MP3 and Semester 1. Recommend student placement or curricular improvements.	1. b.

* Denotes team leader; DvG denotes Divisional Goal

Division/Teachers	Topic	Goal	Measures/Outcomes	Dist. Goal
PE and DE				
Ricky Baker Dale Craft * Shirley Redmond Jose Sosa Jim Webster Todd Black Linda Carlson Jane Graham Don Hopkins Lucy Riner *	Brain Research	Follow up on the literature review from last year to improve academic achievement for an identified population.	Prepare for a pilot a class that can show the linkage between physical activity and learning. Look for piloting the class as early as 2 nd semester 2007-2008 or Fall 2008.	1. b.
Kim Becker * Jim Geovanes Chris Ledbetter Barb Liles *	Mapping health outcomes in all PE activity classes	Review health outcomes, identifying health components in current courses, and suggesting health outcomes not represented in PE classes.	Prepare a report for PE teachers by April 2008, discussing health outcomes and suggested changes in curriculum for 2008-09.	2. d.
Mike Meyer Doug Brown Dan Kleinfeldt * Larry Montagnio Jim Nudera * Jennifer Roth Dave Splan	PE Leadership Program	Review PE leadership programs in other schools; identify OPRF PE classes where leadership opportunities might benefit the program, younger students, and upper classmen.	Prepare a report that includes the content and requirements of a leadership program for consideration in 2008-2009 courses.	2.
	Applying Brain Research techniques in the Driver Education classroom coupled with curricular changes needed to address Senate Bill 172.	Apply brain research techniques to help students focus on good study habits and address Senate Bill 172 on the current curriculum.	Compare DE assessment data from 07-08 with 06-07. Publish revised curriculum per Senate Bill 172.	1. b.

Division/Teachers	Topic	Goal	Measures/Outcomes	Dist. Goal
World Languages				
Betsy Farley * Maureen Grady Rena Mazumdar	Using Technology in French classes	The French team will integrate the technology components from the new textbook series (levels 1-2-3). Through these technology activities the team will improve student achievement in speaking and writing.	Collect and publish technology activities used at all levels throughout the year. Measure student growth by quarter and semester using grades in speaking and writing areas. Grades will be shown as percentages.	1. b.
Luis Perez * Kelly Diaz Isabel Lopez	Spanish 1-2 and 1-2A	The Spanish teams will examine student overall achievement by using Mastery Manager. The team will use Mastery Manager to analyze student progress based on the common final assessments covering vocabulary, grammar, reading comprehension, listening comprehension, and culture. Each level will give a common assessment at the end of each semester.	Using Mastery Manager the team will report on student achievement outcomes and identify curricular areas of the curriculum for revision.	1. b.
Barb Harmon Heather White * Marc DiVerde	Spanish 3-4 and 3-4A			
Dana Tolomeo * Christine Daggett Kristen Leiman	Spanish 5-6 and 5-6A			
Manuel Gonzalez * Stephanie Oliver Claudia Sahagun	Spanish 7-8 and 7-8 A			
Annamaria Carparelli Raffella Spilotro * Maria Lombardo	TPRS in Italian Courses	This team will define current TPRS activities that can be applied into the first year Italian curriculum. Explore opportunities for moving TPRS into the second year Italian curriculum.	This team will create and publish a curriculum for Italian 1-2 (A) that will incorporate TPR and TPRS components.	1. b.
Yoko Schmadede * Mary Vogel Yuko Schultheis Carol Ewald	Literacy in Latin, Japanese, German Courses	This team will review and identify current literacy strategies and writing prompts that can be used in all language levels. These prompts will have the ability to be integrated in all languages and promote student achievement in all languages.	The team will compile literacy strategies and writing prompts for the division members along with grading rubrics. This team will present the completed material at a division meeting.	1. b.

Division/Teachers	Topic	Goal	Measures/Outcomes	Dist. Goal
Science				
Kara Bohne* Kristen Stow* Michelle Bayer Clyde Lundgren Cindy McGuckin Allison Hennings Roseanne Temuta	Freshman transition course revisions	Create a curriculum for the Essentials of Biology course that focuses on improving science skills and proposes a sequence for the transition level program.	Prepare a curriculum containing topics, objectives, labs and activities. Publish an updated science course offering map with a proposed sequence for transition level students.	1. b.
Karen Bardeen* Marlene Rubinow Cheryl Rulis David Bernthal Leigh Remack Kate Adams	Safety in sophomore science courses	Develop safety instructions for every Chemistry lab incorporating information from MSDS sheets for each chemical, to include safety as part of the daily Chemistry experience and assess students on their knowledge of safety in the laboratory.	Publish an updated lab manual including safety components on each lab.	2. f.
Kevin McCarron* Aaron Podolner Jamie Chichester Vince Martinek Raef Meves Mark Woods	Computer Driven Lab Education	Pilot computer driven labs in Physics and assess student outcomes from those activities.	Publish samples of the computer driven labs and an assessment of student outcomes.	1. b.
John Costopoulos* Jim Messer Jeremy Colquhoun Marie Urbanski	RTI in Science Classrooms	Learn about RTI (Response to Intervention) and develop test interventions for the science classroom.	Publish a collection of successful intervention strategies and their outcomes.	2. d.

Division/Teachers	Topic	Goal	Measures/Outcomes	Dist. Goal
English				
Devon Alexander * Mike Dorame Lauren Lee Peter Quinn Sarah Rosas Jessica Stovall	Courageous Conversation About Race	Explore the role race plays in building relationships between teachers and non-white students. Develop a program in race-conscious instruction for faculty, administration, and staff.	Report findings from reading and discussing <i>Antiracist Education</i> (Kailin) and <i>Courageous Conversations About Race</i> (Singleton & Linton), and from the team's conversations about race. Develop a program for presentation to division (and beyond) and for future implementation.	2. c. DvG - 1
Dove Heider Bernie Heidkamp Liz Kaufman Glynis Kinnan Brendan Lee Gini Williams * Rich Zabransky	Writing Program	Solidify a 3- or 4-year writing program.	Determine precise writing process and product expectations. Incorporate process and product expectations into freshman, sophomore junior courses. Determine and plan implementation of assessment tools (e.g., portfolios, timed writing samples).	1. b.
Marsha Blackwell Ginger Brent Jim Hunter Jay Lind *	CTM/PBIS	Maximize the effectiveness of the Collaborative Teaching Model, as it exists. Implement PBIS as part of CTM and consider expanding to freshman regular level courses.	Report on effectiveness of CTM pilot. Report on effectiveness of PBIS pilot.	1. b., 2. d.
Catherine McNary Dan Ganschow Avi Lessing * Paul Noble Laura Young	Social -Emotional Intelligence	Research the concept of social-emotional intelligence and incorporate effective teaching strategies into classroom practice to address social-emotional needs of students and improve their academic performance.	If appropriate, propose expansion of PBIS beyond the CTM model. Propose models of units and lessons that effectively integrate social-emotional learning components.	2. f.
Sue Donoghue * Kathryn Gargiulo Naomi Hildner Pat Staszak	Summer Reading	Based on the results of the summer 2007 pilot, to plan a more extensive summer reading program.	Propose ways to measure connections to academic success. Implement the summer reading plan.	DvG - 1
Kathy Tsilimigras James Bell Peter Kahn Scyla Murray Allison Myers * Heather Schwartz	Multicultural Lit for English Lit	Add titles with minority characters and themes and/or by authors of color to sophomore course. Develop activities and lesson plans for incorporating the texts into the course's units of instruction.	List of new titles with minority characters and themes and/or by authors of color. New lesson plans developed for each unit of instruction.	DvG - 1

* Denotes team leader; DvG denotes Divisional Goal

Division/Teachers	Topic	Goal	Measures/Outcomes	Dist. Goal
Math				
Nimmi Baghri * Suze Ferrer Sheila Hardin* Craig Slocum Mary Willjer Lauren Pryzborski Patti Warren Ryan Mulvaney	Foundations of Algebra 1-2, IGAP 3-4	Revision of curriculum to mirror the concepts and instructional approaches used in the Agile Mind curriculum. Write the second (10 th grade) year of an Algebra course.	Propose a new course including a sequence change of major units and a name change. Compare results from EXPLORE and PLAN for students with matched scores.	1. c.
Lou Giovanetti Lauren Smith Neal Weisman Carmen Avalos Jennifer Burkett* Kathy Wirtz Larry Prystalski Lauren Smith*	Algebra/ Algebra Block-Agile Mind	The topics, assignments, and common assessments among all sections will be consistent among all sections. Apply four common assessments across all sections.	Use Mastery Manager in Agile Mind classes. Report on student progress. Specific standards will be tagged on common assessments.	1. b.
Doug Allee* Joe Kostal Kay Moran Joyce Gajda	Plane Geometry	Reduce failures and drop down at semester break. Incorporate computer assisted instruction in the PG course. Write/develop assignments that mirror the Agile Mind Rule of '4.'	Compare achievement data from last year for students in those classes. Compare PLAN and IACT growth for students with matched scores.	1. c.
Tia Marr* Katie DePasquale	IGAP 1-2	Revise IGAP curriculum and develop projects, assignments, and classwork comparable to the regular level curriculum.	Compare PLAN and IACT growth for students with matched scores.	1. c.
Dan Corcoran Danielle Delimata Jaime Burbano Francisco Arriaga Kim Foltzler*	IA 1-4	Write the curriculum for the intermediate algebra program, incorporating Workkeys and sequencing of progress made from the Algebra 1-2/Agile Mind experiences.	Compare PSAE and IACT growth for students with matched scores.	1. c.

* Denotes team leader; DvG denotes Divisional Goal

Division/Teachers	Topic	Goal	Measures/Outcomes	Dist. Goal
Deans				
Amy Razzino Jim Goodfellow Tony Bush Janel Bishop	Addressing Recidivism in ED	Evaluate collaboration between new role of Behavior Interventionist and Deans.	Log and description of meetings between Deans and Behavior Interventionist. Report showing evidence of any changes in student academic, attendance, and discipline trends.	2. f.
Administration (IC)				
Linda Cada * Debbie Neuman Emily Foley Marcia Hurt	RTI Planning	Form a committee of regular education and special education instructional leadership to foster awareness and plan for future application of RTI procedures.	Write a plan to initiate RTI procedures for identifying students with academic needs and providing appropriate services to those students.	1. a.
Steve Gevinsonn * Richard Mertz * Claudia Sahagun Bill Boulware	Scaffolding Students into Higher Level Courses	Review patterns for students entering honors and AP classes and taking AP exams.	Report on student trends and possibilities.	1. b.
Rich Perna Rich Deptuch	PSS	Maximize the collaborative effort of counselors, deans, and social workers in the PSS model.	Reduction in severe discipline consequences with a corresponding increase in wraparound services.	1. b.
Cindy Milojevic John Stelzer	Transfer Student Orientation	Develop a transfer student orientation program for students new to the district.	Improvement in achievement for traditional discipline center clients. Reduction of referrals to the discipline system of transfer students.	2. b.
Administration (DLT)				
Attila Weninger Jason Edgcombe Kay Foran Amy Hill Jack Lanenga * Phil Prale Don Vogel * Cheryl Witham	Technology	Develop a plan for school staff to use data collection tools and analysis to better meet student instruction and assessment need. Increase access to student information for parents/guardians to allow for more parent engagement. Improve technology integration within the district.	Evaluate and report on the current level of service and operational efficiency for all network, information and instructional services. Create a management structure for technology related services. Adopt school standards, for students and staff, for instructional technology integration.	4. 4. 2. c., 2. f.

* Denotes team leader, DvG denotes Divisional Goal

OAK PARK AND RIVER FOREST HIGH SCHOOL

201 NORTH SCOVILLE AVENUE • OAK PARK, IL 60302-2296

TO: Board of Education

FROM: Attila J. Weninger 

DATE: November 2, 2007

RE: Raising Student Achievement Plan – Update

BACKGROUND

Since the regular October Board meeting at which a plan to raise student achievement was presented and discussed, we have begun to work on various elements, some of which are the direct result of that discussion.

Attached, please find 3 documents:

1. an Input/Feedback Calendar;
2. Minority Student Target Programs identification; and
3. a Draft Implementation Chronology – Three Tiers.

The first document identifies meetings we have scheduled with groups within the school community and District. The calendar and legend make the document self-explanatory with one exception: the Research Team is currently comprised of the **2003 Learning Performance Report** group, but its membership may expand. For now, the group has agreed to meet for the purposes of providing input and feedback, and in the future its role will be further defined.

The second document is in response to requests to make explicit those programs which target minority students. Please keep in mind that there are students other than minority students who underachieve, and thus these initiatives/programs will touch them, as well.

The third document is a draft, initial, tentative attempt to identify those initiatives/programs which we should address first.

Finally, as we meet with various groups as identified in the first document, the second and third documents, as well as the initiatives/programs themselves, may see change, addition, deletion, modification, etc. That's part of the process of getting input/feedback, though there will be much discussion and debate to be sure.

If you have any questions or concerns prior to Monday, please feel free to contact me personally by phone at (630) 660-3916.

RECOMMENDATION

None at this time.

*Oak Park and River Forest High School
District 200*

**Raising Student Achievement Plan
Input/Feedback Calendar
Board, IC, Faculty, Students, Parents, Community, Research Team, Administration**

Month	BOE	IC	Faculty	Students	Community		Research Team	BLT/DLT
					Parents	Forums		
November	5	15	9	See below	8 – CC	13-Buzz Cafe	13	27
	15	(29)			12-CTA			
December	13	7	TBD-AM	See below	13-CC	TBD	18	18
	20	(14)	TBD-PM		4-APPLE*			
		(21)			3-PTO			
					5-Boosters			
January	17	10		See below	10-CC	16 - Roosevelt	8	22
	24	(24)			8-APPLE*			
			17		22-PTO			
					9-Boosters			
					14-CTA			

- * = tentative dates
- Student groups of 10-15 and times are in the process of being arranged, but will include the following:
 - Student Council
 - SOLO
 - MAC Scholars
 - MSAN students
 - BOSS/Gospel Choir
 - Music/Theatre/Art students
 - J. Kyle Braid students
 - Athletes
 - Club Council
 - General groups of students from/in classes and in lunches (These groups may be larger than 10-15.)

***Raising Student Achievement Plan
Summary and List by Area At-a-glance
Bold = Minority Student Target Programs***

Community	Parent	School	Student
Academic Booster Club	Co-curricular Program	Advisory System	Adult Relationships
African-American Leadership Round Table	Communications Advisory Committee	Assessment	Community Service
College Visits	Expectations	Associate Schools Articulation	Course Load
Community Service	Homework	Career Center	Demonstrate Success
Freshman Mentoring Program	Life Skills for Teens Survival Skills for Parents	Co-curricular Program	Expectations and Habits of Achievement
Intramural Program	Parent/Alumni Groups	College & Career Center	Goals and Goal Setting
Media	Parent Events	College/University Partnership	Personal Plan for Achievement Personal Educational Contract
Oak Park Park District Teen Center	Parent/Student Outreach	Communications Advisory Committee	School Commitment
Parent Events	Personal Plan for Achievement Personal Educational Contract	Community Service	Senior Year Internship Experience
Scholarships	Post-Secondary Education	Curriculum	Student Academic Learning Teams
Senior Year Internship	School-to-Parent Communication	Discipline System Review	Student Involvement Feedback
Summer Program	Support (Before/After School) Program(s)	Freshman Mentoring Program	Study Center
Technology	Transfer Student/Parent Program	Freshman Transition to High School Program	
		Homework	
		Initiatives Review and Evaluation	
		Institutional Excellence	
		Instruction	
		Mini-IL Student Achievement Network	
		Parent Program	
		Parent/Student Outreach	
		Professional Development	
		Pupil Support Services Teams	
		School Day Time	
		Senior Year Internship Experience	
		Student Leadership, Participation, Input	
		Student Recognition	
		Study Center	
		Student Involvement Feedback	
		Summer Program	
		Transfer Student/Parent Program	
		Triton College Partnership	

Oak Park and River Forest High School District 200

**Raising Student Achievement Plan
Draft Implementation Chronology – Three Tiers**

Tier I – Programs/Initiatives which we should do first			
Community	Parent	School	Student
Scholarships	Homework	Define Institutional Excellence	Expectations/Habits of Achievement
Media	Expectations	Review and Evaluate Initiatives	Adult Relationships
Freshman Mentoring Program	Transfer Student/Parent Program	Discipline System Review	Goals and Goal Setting
Technology	Parent Events	Associate School Articulation	School Commitment
African-American Leadership Round Table	Communications Advisory Committee	Freshman Transition to H.S. Program	Personal Plan for Achievement
Associate School Articulation	Personal Plan for Achievement	Communications Advisory Committee	Personal Educational Contract
	Personal Educational Contract	Pupil Support Services Teams	Demonstrate Success
	Parent-Alumni Groups	Transfer Student/Parent Program	
		College/Career Center	
		Co-Curricular Program	
		Curriculum	
		Instruction	
		Assessment	
		Freshman Mentoring Program	
		Parent Program Review	
Tier II – Programs/Initiatives which we should do first			
Community	Parent	School	Student
Intramural Program	Life Skills for Teens	Mini-IL Student	Student Academic Learning Teams
Oak Park Park District Teen Center	Survival Skills for Parents	Achievement Network	Study Center
Parent Events	Post-Secondary Education	Homework	Student Involvement/Feedback
Summer Program	School-to-Parent Communication	Professional Development	Student Leadership/Participation/Input
		School Day Time	
		Study Center	
		Student Recognition	
		Student Involvement/Feedback	
		Summer Program	
Tier III – Programs/Initiatives which we should do first			
Community	Parent	School	Student
Community Service	Parent/Student Outreach	College/University Partnerships	Course Load
Senior Year Internship	Support Programs	Advisory System	Community Service
		Community Service	Senior Year Internship Program
Senior Year Internship, Career Center, Parent/Student Outreach, Triton College Partnership			