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

BOARD OF EDUCATION
INSTRUCTION COMMITTEE OF THE WHOLE MEETING
Thursday, October 14, 2010
7:30 AM
Board Room

A G E N D A

I.	Call to Order	Dr. Ralph H. Lee
II.	Approval of Minutes	Phil Prale
III.	Update on SIP	Nate Rouse
IV.	Summer School 2010 Report	Dale Craft
V.	Preview of Course Proposals	Amy Hill
VI.	Update on Student Cohort Information	Amy Hill
VII.	Additional Instructional Matters for Committee Information/Deliberation	Dr Ralph H. Lee

Docket: Long-term Adult Mentorship Program

Copies to: Board Members
Administrators
Director of Community Relations and Communications

Oak Park and River Forest High School
201 N. Scoville
Oak Park, IL 60302
An Instruction Committee of the Whole Board
September 16, 2010

An Instruction Committee meeting was held on Thursday, September 16, 2010, in the Board Room. Co-chair Finnegan opened the meeting at 7:35 a.m. Committee members present were Terry Finnegan, Dr. Ralph H. Lee, Dr. Dietra D. Millard, Amy McCormack, and Sharon Patchak Layman. Also present were Steven T. Isoye, Superintendent; Amy Hill, Director of Assessment and Research; Philip M. Prale, Assistant Superintendent for Curriculum and Instruction; Nathaniel L. Rouse, Principal; and Gail Kalmerton, Executive Assistant/Clerk of Board.

Visitors: Kay Foran, Communications and Community Relations Coordinator; James Paul Hunter, Faculty Senate Executive Committee Chair; Kelly Weiman, Jessica Luttrell, Caroline Connelly, Kyle Farley, Sara McCall, Owen Brady, and Andrew Bacalao, students; Cindy Milojevic, Director of Student Activities, Kara Bohne, Allison Hennessey, OPRFHS Faculty members, and Cindy Muirs, parent.

Approval of August 17, 2010 Instruction Committee Minutes
It was the consensus of the Instruction Committee members to accept the August 17, 2010 meeting minutes, as presented.

Student Summer Experiences
Student Andrew Bacalao, a student enrolled in OPRFHS's CITE program at Triton College reported that the two Triton summer camps he had attended were about 1) baking and 2) health careers. He talked about what he learned and his experience at both camps. Ms. Muir, his mother, spoke very highly of the effort and communication that Amy Hill put forward in navigating these camps for her son and stated that Triton offered many free opportunities for all OPRFHS students.

Ms. Milojevic reported that ten spring break and summer trips went abroad or within the United States this past year. She was inspired by the teachers who took their time and effort to coordinate these trips, many of them doing it every year or every other year. She wanted to thank them publicly for their dedication.

Costa Rica
Owen Brady and Sarah McCall spoke about their experiences on the trip to Costa Rica. They were appreciative of the personal connections they had made. Owen's interests were with science and the environment and this trip affirmed those interests. Their experiences included 1) spending time on a totally self-contained ranch which raised its own food, 2) pursuing scientific research on an unknown species of bats, and 3) exposure to a different culture and ecosystem. Sarah McCall reported on 1) having a family of monkeys swing past their windows as the students were eating breakfast, 2) being at the base of an active volcano, and 3) going on a scavenger hunt which

emphasized the contrast between life in Costa Rica and the United States. Sarah had been inspired to do something with her life other than what she had originally thought.

Tanzania Trip

Jessica Luttrell and Caroline Connelly participated in the twelve-day trip to Tanzania. The work the participants of the trip focused on encompassed conservation biology and educating the locals about the environment. Tanzanians had received over 10,000 trees to replace those that had been used for survival, i.e., building homes, making the fires to cook the food, etc. Every part of the tree, including its roots, is used, causing devastating soil erosion. Both students spoke about how impressed they were with the positive attitude of the Tanzanians and how helpful they were. Jessica had been inspired to study environmental studies. The students went on two safaris, camped on top of a volcano crater, and traveled to the Serengeti where they saw many animals. The trip was described as liberating.

Smoky Mountains Tennessee

The reason student Kelly Weiman participated in the Smoky Mountains trip was because of her interest in science. In preparation for this trip, class work was assigned and day trips were taken to places such as the Indiana Dunes. Kelly continued that the group became familiar with salamanders and that the staff at the Smoky Mountain camp was very welcoming. Kelly shared a PowerPoint presentation depicting some of the highlights of the trip.

Students are exposed to these types of trips through 1) a showcase at the school, 2) Facebook, 3) teachers, and 4) a booklet, started by Dr. Millard.

Mr. Isoye thanked the students for sharing the stories and the teachers for organizing the trips.

Discussion ensued about what the Board of Education could do to allocate resources for these types of trips. It was suggested that the Board of Education should be open to different organizational ideas, even partnering with other regional high schools on trips where OPRFHS might not have enough participation on its own, as was the case with the trip to Tanzania. The cost of these trips can be prohibited, however. Ms. Patchak-Layman noted that the music department's fundraisers give eighty-five (85) percent of the money raised to a special account for trips. Then, when they travel to Spain, they have fundraised for a couple of years. She suggested that when the District collects fees for plays, sporting events, etc., a percentage of the fee be placed into a personal account to accumulate dollars to use for a trip outside of Oak Park. Any fundraising that they would do as an aside would be put into the individual student account as well. Music students are able to use their accounts for music lessons or every other year trips.

Standardized Test Report

Ms. Hill stated that she was bringing data sets for two cohorts of students 1) PSAE for the graduating class; and 2) for current seniors. The global view is good as this is the highest composite score test in OPRFHS's history at 24.4. A ten-year trend line shows a steady increase in OPRFHS's ACT composite score during the same time at which the state and national data have been flat. However, when the breakdown of the aggregate occurs, there are disparities in student outcomes that differ by race, special education status, and income level, which are depicted in Tables 3 and 4. This disparity does, however, mirror the data at the state and national levels.

OPRFHS seems to be doing better meeting the college-readiness benchmarks every year with the percentage of students who meet the benchmarks in the four subject areas. And, there seems to be a small upward trend in some subgroups, e.g., African-American students are achieving at a higher rate than they did five (5) years ago. However, a disparity exists between Black and White students.

Referring to Tables 9, 10, 11, and 12, Ms. Hill stated that for the class of 2010, 693 freshmen took the PLAN test and then took the ACT in their junior and senior years. The District has been able to pair their scores on both those tests and measure their growth from one test to the next. This information represents the averages for students that are broken down by PLAN scoring range in the freshman year by race. Amy Hill pointed out that one hundred twenty-five (125) White students on average scored 17.6 in English and their growth was 7. Forty-eight (48) Black students on average scored 17.2 in English and their growth was 2.7. The patterns were repeated in the other three subject areas and in every scoring. The overall pattern is clear and startling; the growth data last year had some unsettling and disturbing trends. Thirty-two (32) is the top PLAN score.

Dr. Lee was happy with this presentation because it was healthy for the high school to move closer to discovering its problems. In looking at the data, i.e., the trends of the PSAT and the ACT for Black and White students, he questioned the big drop in scores for both Black and White students in 2005. He also asked whether there was a blip with Black and White students' scores in 2004. Except for a significant blip, there seemed to be a flat curve across all for both Black and White students, because the number of Black and White students is substantial. Information regarding Asian and Hispanic students varies more because of the smaller number of those subgroups. He felt that if one moved across the decade both parallel and horizontal, forgot about race, and compared the average scores of the lower half and the upper half, it might not be surprising to find two horizontal parallel lines, meaning no change. One might it disconcerting if the scores were diverging, meaning the lower scores were getting lower for both Black and White students and the higher scores were getting higher for both Black and White students. If converging, the District would be happy. Presently, no information is available to show this because the District has been looking at race and taking for granted that one has to have top and bottom halves. He has if the District had the responsibility to look at this data. He believed that if the two were getting farther apart as time move forward, the reports would continue to look the same and the District would not know if the bottom half is getting worse or the top half is getting better. Ms. Hill plans to show the growth of time to be able to see whether the gap was increasing or decreasing either by percentage of where they were or by numerical. Ms. Hill added that one may also add other factors such as the students in the 16 to 19 range on the PLAN may not be on target for the ACT's college-readiness benchmarks. In Math, a score of 17.6 is below the college readiness benchmarks. The White students in that group who scored an average 17.6 got to 23.3, which is higher than the college readiness benchmark. So their high school experience was a success path. For Black students, the same statement cannot be made. Ultimately, the District must determine what differed for them in their high school experience and what can be controlled. This data comprises test scores from more than one test administration and the District looks for the highest score as a measuring point. Another factor would be the type of test prep class in which they participated. Finding out where these students are in the course of their four years will help the District narrow

the differential outcomes on these test scores and the experiences they have, including their test prep experiences.

Ms. Patchak-Layman asked what was expected with a score in the 16 to 19 range. Ms. Hill responded that it would be a 2 or 3 point growth from the PLAN to ACT score, if PLAN were administered in the sophomore year. The growth from the freshman year to the junior year should be a four-point growth. In many cases, White students are exceeding and Blacks are not. Ms. Patchak-Layman responded that while some students are not increasing their scores, some are just staying the same. So, while dealing with averages is good in some ways, these are individual students. Are the students coming in at a high level and are either standing still or sliding backwards being given the rigor or academic challenge to stay with their cohort?

Ms. Patchak-Layman asked 1) had the recommended changes made last year in the junior level math class made a difference? 2) What follow-up had occurred with the previous recommendations? 3) How fast can the District separate the data gathering and analysis and implementation of what would help these students, especially those African-American students in science who are showing low PSAE scores? 4) Are these students receiving added curriculum, counseling, tutoring, etc. to help them move forward? Ms. Hill reported that parents and students received these scores and the scores are inputted into Skyward. Teachers know of their accessibility and Mr. Prale identified some areas in which changes have been made because of this data, e.g., math revised the curriculum and instructional approach of one of its core courses, science is developing and using common assessments for biology, chemistry and physics, teachers are evaluating the data and being surveyed as to their own learning, and English has new leadership.

Dr. Millard wondered if it were possible that teacher access to these scores could bias the teacher to the expectation of that student. Ms. Hill responded that there is a tipping point and teachers need to be aware of that fact. However, increasing the focus on students who struggle is good and this is just one data point. When asked how good these scores were in predicting the success of the students when they are 22 or 26 years of age, Mr. Prale said this test is an assessment of the learning environment, not the student. The Administration is also exploring a program that would collect longitudinal information about the students for five (5) years after graduating. Mr. Allen observed that while in each of the categories White students were rising on average to the second category, the exact opposite happened in each category of Black students. There was a disparity in improvement even though students were coming in at the same level. To him this meant that teachers were teaching only the students they want to teach. Ms. Hill affirmed his statement, saying this was about the courses that these students take and that needs exploration. Do other things correlate? Is it about course taking, co-curricular involvement, attendance, or discipline, etc.? The students' experiences at OPRFHS are different enough to produce this outcome. Mr. Allen asked how the decision makers that affect the students' lives directly make decisions that benefit the students, as opposed to what they think should happen based on what they are seeing rather than what they reading.

Ms. Patchak-Layman felt the sorting began with the EXPLORE test. Previously, she had suggested putting all freshmen in all honors classes and evaluating them after nine weeks. The fluctuation occurs when the middle group is slotted based on what happened in eighth grade, as

more certainty occurs in the other lower and higher academic ranges. Eighth graders are poor predictors of where they should be in terms of academics at the high school. The variable the District has control over is what happens between 9 and 3 and students cannot score well unless they are given the information.

Dr. Lee stated that testing, data collection, and analysis requires money, time and effort. He asked Ms. Hill if there were enough available resources to do this now and in the future. Ms. Hill responded that the District has the financial resources needed to do the testing because it is accessing the state's free EXPLORE and PLAN tests for the incoming freshman and it is not expensive to give the practice ACT and PSAE testing, other than personnel. If the present testing schedule were expanded, more resources would be needed. A large scale test runs $7,000 to $8,000 per class. Other models to consider would be to test in subject areas, as opposed to taking everyone out of class on a day for four hours. Ms. Hill and OPRFHS's new data system analyst, Christopher Thieme, are discussing the District's needs. Professional development will continue in order to do the analysis as effectively and as efficiently as possible. In response to a sense of urgency, Ms. Hill stated that the District has begun to build the mechanisms to look at the students with scores in the 16 to 19 range. The reports should be in place within a month and they will know if the variables can be provided or if the reports cannot be compiled.

Ms. Patchak-Layman asked what opportunities would be provided to those twenty (20) students who did not have an IEP to move them out of the warning level. Dr. Lee, referencing the twenty (20) students, noted that they were identified by cut scores and he assumed if the score was moved up or down the number of students could be more or less. He suggested finding out what these students were doing when they arrived. What was known about them at the end of the first year? Were they given a soft IEP? Mr. Isoye stated that a big part of this is RtI, a program mandated by the state, to address both Special Education and other students as well. The District is working on this. On Tuesday, he attended a webinar with the State Board of Education for superintendents on the District Improvement Plan. Single high school districts must have a District Improvement Plan as well as a School Improvement Plan. He forewarned the Board of Education that some work might have to be done quickly. West 40 will meet with superintendents next week. A new software program is also being implemented for the SIP.

Mr. Rouse stated the administration will discuss the District's status and respond to the Committee's question at the October Instruction Committee meeting. The District needs to look at its progress over a two- to three-year period to see what is effective and what is not. Mr. Isoye reported that the state recognizes that is an issue for all schools and has implemented a Rising Star software will allow for better progress monitoring.

The title of "recommendations" in this report will be changed to "next steps," as that is more descriptive. The recommendations do not require Board of Education approval. Because she had expected to see changes in the scores, Ms. Patchak-Layman did not have confidence in the work plan to move the District forward. She asked if reports would be given on these recommendations in the future.

Additional Instructional Matters for Committee
The topic of the Committee having individual meetings with the Division will be discussed at the October meeting.

Mr. Finnegan asked that "Long-term Adult Mentorship Program" be added to the docket.

Adjournment
The Instruction Committee meeting adjourned at 9:40 a.m. on Thursday, September 16, 2010.

Oak Park and River Forest High School
District 200
201 North Scoville Avenue • Oak Park, IL 60302-2296

TO: Board of Education

FROM: Nathaniel L. Rouse, Principal

DATE: 10/14/10

RE: SIP Update

BACKGROUND

(Context from 2008-09 SIP)

The School Improvement Plan (SIP) committee has begun meeting to review the SIP. Suggestions and changes have been made based on input from members of the SIP committee. We are also in the process of soliciting feedback from West 40 consultants, and a peer review team. The SIP Executive Summary draft attached to this memo covers the 08-09 and 09-10 school years and the data is taken directly from the 2008 e-plan template. In an effort to make the SIP a document that stakeholders can understand more clearly, I have developed this executive summary to clearly outline and identify where we did not meet NCLB benchmarks, what objectives we have to address those specific areas of weakness, as well as a timeline for implementation and fund sources.

As was indicated in last year's SIP report to the Board of Education, OPRFHS was required to submit a two-year SIP plan, using the 2008 e-plan template. This was a result of our current AYP status.

New RtI Requirements: The Illinois State Board of Education (ISBE) believes that increased student learning requires the consistent practice of providing high quality instruction matched to student needs. Response to Intervention (RtI) is a general education initiative which requires collaborative efforts from all district staff, general educators, special educators and bilingual/ELL staff. In a quality educational environment student academic and behavioral needs must be identified and monitored continuously with documented student performance data used to make instructional decisions.

The process of such identification and continuous monitoring are the foundational pieces of a successful system of early interventions. The success of all students toward the Illinois Learning Standards is improved when instructional and behavioral goals are frequently monitored. Data derived from such monitoring should then inform instructional strategies gauged to enhance success. It is important to note that it is through the continuous use of progress monitoring and analysis of student academic and behavioral growth that proper instructional and curricular responses may be made.

As districts develop their SIP Plans by January 2009, their plans shall support a fluid model of response to interventions of varying intensity to meet the needs of all students.

What is RtI?
Response to Intervention (RtI) is "the practice of providing 1) high-quality instruction/ intervention matched to student needs and 2) using learning rate over time and level of performance to 3) make important educational decisions" (*Batsche, et al., 2005)*. This means using differentiated instructional strategies for all learners, providing all learners with scientific, research-based interventions, continuously measuring student performance using scientifically research-based progress monitoring instruments for all learners and making educational decisions based on a student's response to interventions.
RtI has three essential components: 1) using a three tier model of school supports, 2) utilizing a problem-solving method for decision-making, and 3) having an integrated data system that informs instruction.

By the 2010-2011 school year, documentation of the RtI process shall be a part of the evaluation process for students when a specific learning disability (SLD) is suspected. After implementing an RtI process, a district may use a severe discrepancy between intellectual ability and achievement as part of the evaluation process for determining whether a child has a specific learning disability.

The proceeding SIP Executive Summary draft covers a limited, specific number of areas determined by the Illinois State Board of Education and presented in the template. The draft is guided largely by the template and the data from the high school's report card and is presented for review by the Board of Education. The draft also has amendments for RtI as required by the ISBE.

See Attached 2008-09 SIP Executive Summary

SUMMARY OF FINDINGS

As we begin SIP planning for the 2010-11 School year, there are several changes in the way in which we are required to fulfill this requirement. First and foremost, the template for submitting our SIP is significantly different. ISBE has given us a "mandated opportunity" to use a reporting system entitled *Rising Star*, which requires us to include strategies and activities that support the implementation of the Illinois Learning Standards and ensures alignment of curriculum, instruction, and assessment with the Illinois Learning Standards (See Local Action Required Report). I have attached our current list of Committee members, the invitation letter they received, as well as the dates and times of our meetings. Our goal is to continuously update the BOE in our subsequent Instruction Committee Meetings of our progress.

RECOMMENDATION

Information only at this time.

Oak Park and River Forest High School 2008-09
School Improvement Plan (SIP) Executive Summary

Section I-A Data & Analysis - Report Card Data

Data – What do the School Report Card data tell you about student performance in your school? What areas of weakness are indicated by these data? What areas of strength are indicated?

Amendment for RtI:

PSAE data indicate that over the past five years, the proportion of our students who have met or exceeded state standards in all subject areas has been well above the corresponding proportion of students statewide. On average, the high school program succeeds for most students in the district. Upon disaggregating the data, however, performance gaps are evident among our subgroups in both PSAE reading and math. Specifically, OPRFHS students who are African American, who have disabilities, or who are economically disadvantaged meet and exceed state standards at lower rates in both reading and math than do our white, non-disabled, and non-economically disadvantaged students.

In general, students' performance on state assessments in the areas of reading and math are roughly the same. However, in 2008, student scores in reading and math improved marginally. An area in which the school has shown strength is in the reading scores for students with disabilities. Program improvements in that area have succeeded in continuing student performance gains and meeting adequate yearly progress in that area.

Staff continues to monitor the progress of all ethnic groups attending the high school whether or not the group forms a subgroup as defined by state and federal guidelines.

Factors - What factors are likely to have contributed to these results? Consider both external and internal factors to the school.

Amendment for RtI:

Students in each of our underperforming subgroups continue to enroll in our most rigorous courses at lower rates than students in groups that are making AYP. These students' academic preparation in high school may not include sufficient teaching and learning in the content tested by the PSAE. We have made uneven efforts to uniformly document, identify, and assess state standards as they appear in our curricula.
Placement and standardized test data indicate that students who enroll as freshmen at our high school arrive with vastly different skill sets in core academic areas such as math and reading. EXPLORE scores used as one source of placement data display a range from 8 through 25. Discrepancies in entry-level academic preparedness (existing skills, habits, and knowledge) influence the academic placement of students and therefore their exposure to rigorous curricula.

An existing system of academic tracks at the high school creates a difference in the rigor of a student's academic program that varies widely from the basic/transition level to the regular/college preparatory level to the honors/AP level. A student's access to the higher academic levels also varies among content areas, with some core academic divisions applying more rigid criteria than others. The tracking system produces a gate-keeping effect that, along with student academic preparedness, limits many students' access to rigorous courses and content.

Prior educational opportunities vary widely among students who enroll at OPRFHS. The majority of students new to our high school arrive as freshmen and have attended one of three public middle schools in the two communities served. Smaller numbers of incoming freshmen attend local private schools for their elementary

years. Roughly 10% of our students in any given school year matriculate from districts outside our two communities. Uneven articulation efforts to align high school curricula with K-8 curricula from sending elementary districts contribute to students' disparate levels of academic preparedness upon entry to the high school.

Reaching and engaging parents to involve them appropriately and in a way that contributes to success for all students, in particular underachieving students, is a challenge for the school. Ongoing efforts to successfully engage these parents have been uneven.

Research into student achievement gaps indicates that factors such as family income, parents' level of education, parents' involvement in a student's education, available health care, nutrition, access to educational resources in and outside of the home, teacher expectations, teacher practices, and peer pressure, among other factors, may contribute to students' levels of achievement. It is likely that some of these factors have influenced our students' PSAE performance.

What do these factors imply for next steps in improvement planning? These conclusions will be carried forward to Part D (Key Factors).

Amendment for RtI:

The school needs to offer effective academic support for students who enroll in our high school lacking critical reading skills, and other essential knowledge, and/or habits necessary for academic success. Effective support programs need to focus on improving the skills critical for success in core academic areas and establishing a school climate/learning environment that fosters a commitment to education, success and achievement by continuing to expand access to rigorous courses and content, and implement counseling and teaching strategies that improve student success rates.

There has been on going discussion with division leadership surrounding aligning core curricula with state standards, as well as continuing efforts to build a professional teaching and learning community through the use of teacher collaboration teams. In addition, asking teachers to examine relevant student performance data, such as Mastery Manager, to inform instructional practice and response to intervention measures may also lead to improved instruction and achievement.

As of this January, we are in the process of hiring a community outreach coordinator to organize, implement, and evaluate efforts to support all parents, in particular the parents of underachieving students, and consider ways to expand that support with afternoon and evening parent education programs.

We need to continue efforts to align high school curricula and expectations with K-8 curricula in an effort to aide our district in accomplishing the goal of more students transitioning into high school with the requisite skills, knowledge, organization, and habits for successful learning. We had our first articulation with our feeder elementary and middle schools this January.

There is a continuing need for us to research and provide professional development on race and its impact on student achievement to address the needs of our African American students; in particular, those who are not meeting or exceeding standards.

The professional development and technical assistance under Illinois ASPIRE focuses on designing and implementing a multi-tiered early intervening services model including RtI. ISBE initiatives such as the former Flexible Service Delivery Project (problem solving and RtI) Standards-Aligned Classrooms and Illinois Reading First helped provide the foundation for the content of the training and technical assistance provided by each Illinois ASPIRE region.

In addition to the initiatives listed above, in June 2008 Illinois was selected as one of four states participating in the U.S. Department of Education, Office of Special Education Programs' national technical assistance grant to "promote student academic achievement and behavioral health by supporting implementation and scaling-up of evidence-based practices in education settings." The State Implementation and Scaling-up of Evidence-based Practices (SISEP) Center "will work with the selected states to increase their capacity to carry out implementation, organizational change, and systems transformation strategies to maximize achievement outcomes of all students in each state." Illinois ASPIRE will be an integral component of Illinois' SISEP activities, and the primary focus of SISEP will be on:

1. Full integration of all ISBE-supported general and special education training and technical assistance projects to ensure a cohesive approach to implementing effective practices,
2. Establishing a statewide coaching network that will support the implementation of evidence-based practices in schools across the state and
3. Data-based decision making founded on outcomes measurements.

Illinois ASPIRE is also an integral part of ISBE's efforts to ramp up implementation of RtI across the state. While RtI is connected to the state special education regulations that went into effect in June 2007, as conceived by ISBE, RtI is more than part of the process to determine eligibility for specific learning disabilities. RtI is an overall school improvement process. This school improvement process is designed to provide scientifically based, appropriate instruction to *all* students in a multi-tiered early intervening services model. Dr. Nikki Paplacczyk, our OPRFHS Program Director for Support Services, has been identified as our ASPIRE North Coach that will help facilitate the implementation of RtI.

Section I-B Data & Analysis - Local Assessment Data (Optional)

Data - Briefly describe the relevant local assessment data used in this plan. What does this data tell you? What areas of weakness are indicated by this data? What areas of strength are apparent?

Amendment for RtI:

A universal screening system is in place and used by the district to assess the strengths and challenges of all students in academic achievement and behavior. All students take EXPLORE, PLAN, and practice ACT tests to track how well students perform in relation to college readiness benchmarks. Also, ninth grade students enrolled in the regular and basic levels of the curriculum are given a nationally normed reading test to identify areas of the curriculum that need improvement. Incoming ninth grade students also take locally produced math and science placement tests. Data from these tests strongly predict student success in the math and science programs at the high school.

Pupil Support Services Teams (PSST) analyze classroom data in structured, collaborative, discussions designed to inform instructional and student placement decisions. Data from continuous progress monitoring drives instructional decisions through the three-tier process. Positive Behavior Intervention Systems (PBIS) approaches are used in specific areas of the building and SWIS data is provided to suggest program improvement areas. Academic and behavioral progress is monitored with increasing frequency as students receive additional tiered interventions. A data collection and management system, via Skyward and Mastery Manager, is in place for the purposes of regular screening, diagnostics, and progress monitoring for academics and behaviors.

Overall averages of scores on ACT tests show an upward trend in recent years. However, significant gaps appear when the assessment scores are analyzed by subgroup.
These assessments show that approximately half of the students enrolled in the regular level instructional program do not score at acceptable levels to meet and exceed state standards in their junior year of high school. Students who take honors classes tend to meet or exceed state standards.

While these assessments show that African American, special education, and economically disadvantaged students score higher than state averages for those student subgroups, they are more likely to not meet state AYP guidelines.

Factors - What factors are likely to have contributed to these results? Consider both external and internal factors to the school.

Amendment for RtI:
Some students come from middle school with skills that place them at a disadvantage in the high school. Enough students with reading and math deficits do not accelerate their learning sufficiently for all subgroups to reach state standards or college readiness by the time the students take college entrance exams.

Students respond positively to a rigorous and academically constructive classroom environment. At the honors level classrooms are highly engaging and rigorous. Expectations for success are high. Some of the classrooms at the regular level are rigorous and academically constructive. However, some classrooms are not fully engaging or successful as learning environments. Those classrooms do not provide success streams for students to meet standards.

Teacher quality plays a critical role in student success. Effective teachers are at work in many classrooms, however, with the range and disparity of abilities that appear in regular level classrooms; in some situations teachers do not have the time, resources, or preparation to incorporate the instructional differentiation needed to address the learning needs of those classrooms.

In the perceptions of some students, a school environment and the overall pupil support services area of a school may feel restrictive and make attending school uncomfortable. There is a continuing need for us to research and provide professional development on race and its impact on student achievement to address the needs of our African American students, in particular, those who are not meeting or exceeding standards.

Conclusions - What do these factors imply for next steps in improvement planning? These conclusions will be carried forward to Part D (Key Factors).

We need to improve articulation efforts with all feeder schools and districts in an effort to increase academically prepared students who are achieving at the 9th grade level or above. This includes monthly contacts between teachers in the content areas.
Regarding creating a rigorous curriculum across all levels of the school, we should provide professional development and collaborative opportunities for the administration and faculty leadership to help foster aligned curriculum to provide rigor, engagement, and excellence at every level of the program.

Regarding improving teacher quality and all teachers' ability to address instructional differentiation, more professional development is needed so teachers may meet the learning needs of all students.

Regarding school environment and overall pupil support services, consistent support services that encourage student success and keep students out of the discipline system are needed to provide students with the opportunity for success. The school climate for students and for parents should be positive and welcoming, and the counseling and guidance models for students and parents should build toward student success.

Section I-C Data & Analysis - Other Data (Optional)
Item 1 - Attributes and Challenges

Data - Briefly describe attributes and challenges of the school and community that have affected student performance. What do these data and/or information tell you?

Amendment for RtI:

OPRFHS is a large suburban comprehensive high school with a student population of approximately 3,100. The school's rich academic program includes over 200 course offerings and has a long history of overall success in preparing students for college. OPRFHS serves and is supported by two communities whose residents place a high value on education, and we are fortunate to have a solid financial foundation with which to pursue the common educational goals of the school and the communities. Beginning in 2005-2006, we have made significant increases in spending for initiatives designed to provide additional academic support for struggling students.

The ethnic, racial, and socioeconomic diversity of the community facilitates the development of mutual respect as well as social and personal responsibility among Oak Park and River Forest High School students. The student body is roughly 62% White, 25% African American, 5% Hispanic, 3% Asian/Pacific Islander, and 5% Multiracial/Ethnic, with a tenth of one percent identifying themselves as Native American.

While the majority of our students experience relative affluence, with the median community income at $88,713, 12.5% of our students come from low-income families. In addition, Special Education students comprise roughly 16% of the student body. These factors influence the skills and academic preparedness of OPRFHS students. The accompanying challenge for the high school is to meet struggling students at their point of readiness and balance a tailored approach to academic support with appropriate acceleration toward grade level performance.

Years before NCLB required schools to disaggregate student assessment data, OPRFHS recognized in its own data several patterns indicating achievement gaps predictable by race. Closing such gaps has been among the school's primary goals for over ten years, though our efforts have not always been data-driven or systematic. In 1999, we joined with fourteen other diverse suburban districts to form the Minority Student Achievement Network, a consortium of districts dedicated to research-based efforts to close achievement gaps predictable by race or ethnicity. We continue to work as active members of the network to identify and implement evidence-based initiatives to improve student achievement.

In core subject areas, curriculum guides may need to be rewritten and assessed for the degree of alignment and compliance with state standards. Using a research based model, such as backward design or the use of formative assessments to shape curriculum standards, each content area needs to reassess and redraft course goals and assessments. Mastery Manager, now in its second year of implementation could be used to help measure curricular and instructional effectiveness of classroom experiences. By the end of next school year, our goal should target the use of Mastery Manager a minimum of once per semester in all core academic classes. PBIS standards and approaches could be incorporated in select classrooms to address improvement areas for teacher and student behavior.

Factors - In what ways, if any, have these attributes and challenges contributed to student performance results?

Amendment for RtI:

The strong educational orientation of the communities contributes to many indicators of student achievement. For example, 473students took 1503 AP exams in May of 2008, with 84% earning scores of 3, 4, or 5. Our ACT composite for the graduating class of 2008 was 23.5, inclusive of students testing with accommodations, while the average combined SAT score for OPRFHS students in 2008 was 1843. In each case, the performance of OPRFHS students outpaces that of their peers in Illinois and in the nation. The economic diversity of the communities we serve contributes to differences in the number and quality of resources in the home as well as to students' opportunities for stimulation and enrichment outside of formal schooling. These factors influence the range of academic performance among OPRFHS students.

The achievement initiatives undergo annual or bi-annual evaluation to determine their impact. The record is mixed, with some programs showing more promise than others. We have seen success with two cohort programs that support incoming freshman students who enroll in a higher academic level than their prior educational record would indicate. Initial results show that a program to support freshmen in Algebra I has also helped more students achieve mastery than in previous years. Computer assisted reading instruction has shown positive results for many students in English classes and reading programs.

Conclusions - What do these factors imply for next steps in improvement planning? These conclusions will be carried forward to Part D (Key Factors).

Amendment for RtI:

We should continue to use early indicators of performance (e.g., 8th grade EXPLORE test, 8th grade final GPA, Gates-McGinitie reading tests) to identify students who may struggle. We should continue to refine and improve the range of academic supports available to help students succeed. These supports include the summer 8 to 9 Connection Program, Learning Support Reading, Academic Strategies, co taught classes, the collaborative teaching model, and basic/transitions and regular/college preparatory level curricula in all academic divisions.

Section I-C Data & Analysis - Other Data (Optional)
Item 2 - Educator Qualifications, Staff Capacity, and Professional Development
Data - Briefly describe data on educator qualifications and data and/or information about staff capacity and professional development opportunities related to areas of weakness and strength. What do these data tell you?

At Oak Park and River Forest High School 84% of the faculty of 247 have earned an M.A. degree, while 50% have earned 30 or more hours beyond the MA. The typical teacher has been at Oak Park and River Forest High School for 7 years and has been in the profession for 11years. Every teacher in the high school is highly qualified for his or her classroom teaching assignment. For purposes of professional development, teachers have been organized into small divisionally-based collaboration teams as part of an effort to create a professional learning environment. Twenty-nine late-arrival schedules have been incorporated into the school calendar to allow teachers to work on specific projects, program development, and/or action research in support of school improvement.

Factors - In what ways, if any, have educator qualifications, staff capacity, and professional development contributed to student performance results?

Amendment for RtI:

Currently, staffing and teacher qualifications are not essential growth areas for the district. Therefore, we have turned to the area of professional development as a critical way to improve school performance. Teacher quality strongly influences student achievement. Teachers who engage in regular, self-directed, relevant professional development activities can address and improve their classroom practice and help students reach their academic

potential. Teachers participate in a Professional Development Committee that plans and coordinates programs and activities. Teacher led collaboration teams are focused on divisional efforts to improve school performance and student achievement.

Teachers have begun developing data management skills at the classroom level using Mastery Manager, a testing and assessment program that allows for item analysis and easier alignment of tests to content standards.

Conclusions - What do these factors imply for next steps in improvement planning? These conclusions will be carried forward to Part D (Key Factors).

Each year the Office of Human Resources monitors the qualification of faculty in order to maintain compliance with NCLBA standards. At the close of every school year, each faculty learning team issues a report, a summary of which is presented to the Board of Education and the school community. Those reports should inform the decisions, priorities, and plans for the next school year.

The faculty could benefit from a program that helps teachers develop expertise and effectiveness in working with students from a variety of backgrounds. This could include preparation in understanding socio-cultural adolescent development as it relates to achievement. The structure and implementation of a program will be considered for the coming year. To address this need, this school year we plan to host a mini-conference on fostering school based conversations about race and achievement in order to address this need.

The Office of Human Resources has developed a program for recruiting a more diverse faculty balancing the needs of maintaining and improving the academic performance of the school and building a diverse, multi-talented faculty.

Section I-C Data & Analysis - Other Data (Optional)

Item 3 - Parent Involvement

Data - Briefly describe data on parent involvement. What do these data tell you?

Amendment for RtI:

Parent involvement has always been a critical element of the school improvement process. Twice each year the school hosts a parent visitation day, once in the fall and once in the spring. Approximately 160 parents take advantage of this opportunity to visit the school, observe in classrooms, meet counselors and administrators, and become oriented and comfortable in the school. Five board approved parent organizations operate and meet in the school. The five parent groups are - African American Parents for Purposeful Leadership in Education (APPLE), the Boosters, Citizen's Council, the Concert Tour Association, and the Parent Teacher Organization (PTO). Each parent group recruits membership on an annual basis. The PTO sponsors a liaison program which assigns a parent liaison to each division in the school to enhance collaboration and communication. Ten evening meetings occur each year for the purpose of assisting families who may have a difficult transition to the high school. These meetings begin in the summer before the ninth grade for students identified as having greater needs in the process of beginning their high school careers. The middle schools in Districts 97 and 90 identify the students for this program. Six parent meetings are held in the summer and four follow up meetings are held during the school year. Attendance at these meetings runs between 10 and 20 families at each meeting.

The data suggest that the school must take deliberate proactive measures to engage parents in ways that support student achievement. Parents are an asset and the school needs additional effort to improve parent participation. Collaboration with parents is essential to school improvement and student success.

Factors - In what ways, if any, has parent involvement contributed to student performance results?

Amendment for RtI:

In the last three years the student information system has allowed for parents to view the electronic data associated with their students. This includes attendance and classroom achievement information. The response to this access has been strongly supportive. Parents frequently access their students' information and use e-mail to

reach out to teachers for additional information. Counselors sponsor a series of evening programs on college readiness that are well attended and evaluated.
Four years ago available slots for parent teacher conferences were expanded to meet a growing demand by parents. The total number of conferences has doubled and the number of families attending conferences has increased by 66% since the addition of conference opportunities. Additionally, parent organizations support classroom equipment and technology efforts through fund raising efforts.

Conclusions - What do these factors imply for next steps in improvement planning? These conclusions will be carried forward to Part D (Key Factors).

Amendment for RtI:
Positive parent involvement in actively supporting student engagement and achievement in school is desired by parents and school faculty and staff. More opportunities for parents should be developed to address school improvement goals. To aid us in this process, we have earmarked resources to recruit and hire a parent and community outreach coordinator to enhance and build upon the existing connections to the parent networks of our African-American and Special Education parent networks and the SIP team in order to develop and strengthen family-school connections, engage parents in their children's learning, and improve student and academic social learning.

Section I-D Data & Analysis - Key Factors

Section I-D - Key Factors – From the preceding screens (I-A, I-B, I-C-1, 2, 3) identify key factors that are within the school's capacity to change or control and which have contributed to low achievement. What conclusions about next steps have you reached from reviewing available data and information and about all the factors affecting student achievement?

Amendment for RtI:
Develop a focused program of staff development
Using data to review and improve programs and make decisions
Use individual student data to monitor progress for all students, but especially for those students not meeting or exceeding state standards
Better dissemination of staff development across divisions and district-wide
Align staff development with District Goals
Better training for all staff in Plan, and for new hires with respect to CRISS, RtI, and mentoring program
Teacher expertise
Student academic preparedness
Access to rigorous courses and content
Academic support for students lacking skills, knowledge, and/or habits necessary for success
Alignment of curricula with state standards
Articulation of K-12 (and particularly 6-12) curricula
Parent outreach and support
Implement Mastery Manager in core areas to assist teachers in assessing student progress towards achievement benchmarks
Provide for reading and math teaching and learning in foundational skill areas identified in educational research
Apply PBIS principles and systems to establish expectations and positive reinforcements for improved student behavior

2008 Section IIA-Action Plan Objectives, Descriptions and Deficiencies

Deficiencies
The following deficiencies [not objectives] have been identified from the most recent AYP Report for our school.

1) African American students are deficient in Reading Meets and Exceeds
2) African American students are deficient in Mathematics Meets and Exceeds
3) Students with special needs are deficient in Mathematics Meets and Exceeds
4) Economically Disadvantaged students are deficient in Reading Meets and Exceeds

Objectives To Address Deficiencies	Deficiency #
1) Improve reading scores for African American and economically disadvantaged students	{1, 4,}
2) Improving math scores for African American and students with special needs.	{2, 3,}

Objective 1 Title:
Improving reading scores for African American and economically disadvantaged students.

Objective 1 Description:
African American and economically disadvantaged students will meet and exceed state standards at the levels of at least 70% in 2009 or attain Safe Harbor levels.

Objective 1 addresses the following areas of AYP deficiency:

1) African American students are deficient in Reading Meets and Exceeds
2) Economically Disadvantaged students are deficient in Reading Meets and Exceeds

Objective 2 Title:
Improving mathematics scores for African American and students with special needs

Objective 2 Description:
While our current achievement in mathematics for Black students is 34.1% and 34.3% for students with disabilities respectively, these subgroups will meet and exceed state standards at the level of 70% in 2009 or attain Safe Harbor levels. For the 2009 PSAE, Safe Harbor levels are 38.8 % for Black students, and 43.9 % for students with disabilities.

Objective 2 addresses the following areas of AYP deficiency:

1) African American students are deficient in Mathematics Meets and Exceeds
2) Students with special needs are deficient in Mathematics Meets and Exceeds

Section II-B Action Plan - Student Strategies and Activities Timeline (Reading)

Objective 1 Title:
Improving reading scores for African American and economically disadvantaged students.

Strategies and Activities #1:
Low achieving students in the area of reading will be assigned to a class that will have access to a reading lab and have access to web-based software that addresses the differentiated needs of these students. These differentiated needs include fluency, vocabulary acquisition, phonemic awareness, and reading comprehension. Software packages include Reading Plus and Lexia. Student growth will exceed more than one grade level per year.

Start Date: 9/2/2008; End Date: 6/11/2010; When: During School; Fund Source: Local Funds; Amount: $50,000.

Strategies and Activities #2:

Identified ninth grade students will receive an additional period of instruction from their English teachers as part of their school day. Students will earn above average grades in their English classes.

Start Date: 8/26/2008; End Date: 6/11/2010; When: During School; Fund Source: Local Funds; Allocation: $120,000.

Strategies and Activities #3:
Identified ninth grade students will be assigned to additional study and tutorial instruction from classroom teachers. Students who attend the program will improve their attendance and grade point average (gpa) by the end of each semester.

Start Date: 1/27/2009; End Date: 6/4/2010; When: After School; Fund Source: Title I; Allocation: $ 65,000.

Section II-C Action Plan - Professional Development Strategies and Activities Timeline (Reading)

Objective 1 Title:
Improving reading scores for African American and economically disadvantaged students.

Strategies and Activities #1
In each school year, forty teachers who work with low achieving readers will receive CRISS (CReating Independence through Student owned Strategies), a nationally-recognized research based approach to improving content area literacy training in each school year. To date, nearly 55% of our full-time faculty has been CRISS trained.

Start Date: 8/27/2008; End Date; 6/11/2010; When: During School; Fund Source: Title I; Allocation: $4,000.

Strategies and Activities #2
Teachers participate in collaboration teams that meet weekly to address teaching and learning areas of growth.

Start Date: 8/27/2008; End Date: 6/4/2010; When: During School; Fund Source: Local Funds; Allocation: N/A.

Strategies and Activities #3
Teachers will receive direct information about RtI approaches and structures during professional development in cross-divisional and full faculty sessions.

Start Date: 8/27/2008; End Date: 6/4/2010; When: During School; Fund Source: Local Funds; Allocation: $ 1,000.

Section II-D Action Plan - Parent Involvement Strategies and Activities Timeline (Reading)

Objective 1 Title: Improving reading scores for African American and economically disadvantaged students.

Strategies and Activities #1
Parents will receive mail and phone contact invitations to attend Title 1 meetings during the school year. These meetings have a curriculum designed to address the major questions that arise at different points in each academic year as well provide helpful tips for academic success. Parents will be surveyed to determine the effectiveness of each meeting.

Start Date: 8/27/2008; End Date: 6/4/2010; When: After School; Fund Source: Title I; Allocation: $1,000.

Strategies and Activities #2
During the summer before ninth grade parents will receive phone calls inviting them to attend six parent/student evening programs/socials. These events are for all of the students enrolled on our 8 to 9 summer bridge program. Six of these meetings are scheduled for each summer and follow a proscribed curriculum that addresses the parents and students needs and concerns over the course of the summer leading up to their first semester in the building. Parents will be surveyed to determine the effectiveness of each meeting.

Start Date: 8/27/2008; End Date: 6/4/2010; When: Summer School; Fund Source: Title 1; Allocation: $1,000.

Strategies and Activities #3
A parent outreach coordinator will be hired and whose duties will include the creation of a parent education and involvement program. The effort will include an evening program for school staff and representatives from up to five parent organizations in the community to collaborate on topics including
Skyward family access, homework support, academic programs, college selection, and school support options. Parent education programs will address parent issues across grade levels.

Start: 1/28/2009; End Date: 6/4/2010; When: During School; Fund Source: Local Funds; Allocation: $ 50,000

Section II-E Action Plan – Monitoring (Reading)

Objective 1 Title:
Improving reading scores for African American and economically disadvantaged students.

Monitoring *- Describe the process and measures of success for the identified objective. (How will district personnel monitor the effectiveness of the strategies and activities?)*

In June of each year, we will examine the standardized test scores for students enrolled in English 1-2 and English Literature 1-2 to determine student achievement patterns. EXPLORE, PLAN, and ACT Reading subscores will also be used to track program effectiveness and student achievement.

Monitoring Persons *- List the individuals and designate the role of each person (e.g., Karen Smith, assistant principal) overseeing the strategies and activities in the action plan to achieve each objective.*

Name Title
Nathaniel L. Rouse Principal
Phil Prale Assistant Superintendent for C&I
Amy V. Hill Director of Assessment and Research

Section II-A Action Plan – Objectives, Descriptions, and Deficiencies (Math)

Objective: 2 Title:
Improving mathematics scores for African American and students with special needs.
Objective 2 Description:
While our current achievement in mathematics for African American students is 34.1% and 34.3% for students with disabilities respectively, these subgroups will meet and exceed state standards at the level of 70% in 2009 or attain Safe Harbor levels. For the 2009 PSAE, Safe arbor levels are 38.8 % for Black students, and 43.9 % for students with disabilities.
Objective 2 addresses the following areas of AYP deficiency:

1) African American students are deficient in Mathematics Meets and Exceeds
2) Students with special needs are deficient in Mathematics Meets and Exceeds

Section II-B Action Plan - Student Strategies and Activities Timeline (Math)

Objective 2 Title:
Improving mathematics scores for African American and students with special needs.

Strategies and Activities #1:
Freshman students scoring between the 40th and 60th percentile on local and standardized assessments will enroll in an Algebra Block course in which instructional time is increased by 50%.

Start Date: 8/22/2008; End Date: 6/11/2010; When: During School; Fund source: Local; Allocation $50,000.

Strategies and Activities #2:
Students will use Agile Mind (a web-based program) in Algebra Block and Algebra 1-2 to increase student engagement and performance. Agile Mind is an interactive, visually oriented program that helps students solve algebra problems and monitor their own progress. It teaches students to think conceptually and look at algebra problems using the rule of four: verbally, numerically, graphically and algebraically.

Start Date: 8/22/2008; End Date: 6/11/2010; When: During School; Fund source: Local; Allocation $14,000.

Strategies and Activities #3:
Students will engage a more positive classroom culture within the Algebra 1-2 program and thereby positively influence student achievement in Algebra. Students will participate in the Academic Youth Development (AYD) program to enlist incoming freshman Algebra and Algebra Block students as "allies" of their teachers. Attention will be paid to navigating the multicultural environments of these classrooms. Teachers will engage in activities to build cultural competencies in order to improve instruction for all students.

Start Date: 8/22/2008; End Date: 6/11/2010; When: During School; Fund source: Local; Allocation $5,000.

Strategies and Activities #4:
Full time members of the mathematics department will be available as tutors to every student in the building every period of the day. For freshmen students they are actually located in their respective study halls for easy access.

Start Date: 8/22/2008; End Date: 6/11/2010; When: During School; Fund source: Local; Allocation $30,000.

Strategies and Activities #5:
Special Education teachers will develop and implement specialized PSAE mathematics review materials as part of the Academic Strategies curriculum.

Start Date: 8/22/2008; End Date: 6/11/2010; When: During School; Fund source: Local; Allocation N/A.

Section II-C Action Plan - Professional Development Strategies and Activities Timeline (Math)

Objective 2 Title:
Improving mathematics scores for African American and students with special needs.

Strategies and Activities #1:
Teachers of the Algebra Block classes will spend up to five days during the school year learning to maximize the instructional value of Agile Mind and the additional instructional minutes allotted for their course.

Start Date: 8/22/2008; End Date: 6/11/2010; When: During School; Fund source: Local; Allocation $3,000.

Strategies and Activities #2:

Teacher learning teams comprised of algebra teachers will meet during eight late arrival days during the school year to examine their course content, instructional practices, and student performance results. Teams will focus on increasing the rigor and scope of their math courses to provide that students enrolled in all junior year math courses are exposed to and become proficient in necessary advanced algebra and geometry skills.

Start Date: 8/22/2008; End Date: 6/11/2010; When: During School; Fund source: Local; Allocation N/A.

Strategies and Activities #3:
Math teachers will be trained in the use of Mastery Manager, a web-based tool for analyzing student assessment performance, all Algebra teachers will use Mastery Manager to score and analyze the results of common semester exams. Results will determine changes to course assessments and content.

Start Date: 8/22/2008; End Date: 6/11/2010; When: During School; Fund source: Local; Allocation $500.

Strategies and Activities #4:
Math teachers from the high school will meet and work with teachers from the sender schools and districts to ensure that more students should take an algebra course before they enroll in the high school. This work includes improved curriculum alignment and teaching summer step up math courses.

Start Date: 8/22/2008; End Date: 6/11/2010; When: During School; Fund source: Local; Allocation $5,000.

Strategies and Activities #5:
Teachers of Special Education math courses will revise curricula to include more outcomes that provide students with advanced algebra and geometry skills.

Start Date: 8/22/2008; End Date: 6/11/2010; When: During School; Fund source: Local; Allocation $2,000.

Section II-D Action Plan - Parent Involvement Strategies, Activities, and Timeline (Math)

Objective 2 Title
Improving mathematics scores for African American and students with special needs.

Strategies and Activities #1:
Parents will attend the Math Division's annual "Math Night" which provides detailed information about homework and success opportunities in math classes.

Start Date: 8/22/2008; End Date: 6/11/2010; When: During School; Fund source: Local; Allocation: N/A.

Strategies and Activities #2:
Parents will receive mail and phone contact invitations to attend each of four Title 1 meetings during the school year. These meetings have a curriculum designed to address the major questions that arise at different points in each academic year as well provide helpful tips for academic success. Parents will be surveyed to determine the effectiveness of each meeting.

Start Date: 8/22/2008; End Date: 6/11/2010; When: During School; Fund source: Title 1; Allocation $1,000.

Strategies and Activities #3:
During the summer before ninth grade parents will receive phone calls inviting them to attend six parent/student evening programs/socials. These events are for all of the students enrolled in our 8 to 9 summer bridge program. Six of these meetings are scheduled for each summer and follow a proscribed curriculum that addresses the parents and students needs and concerns over the course of the summer leading up to their first semester in the building. Parents will be surveyed to determine the effectiveness of each meeting.

Start Date: 8/22/2008; End Date: 6/11/2010; When: During School; Fund source: Local; Allocation $2,000.

Strategies and Activities #4:
Parents will be invited to attend parent education programs created by collaboration between school staff and representatives from up to five parent organizations in the community. Parent education areas will include Skyward family access, homework support, academic programs, college selection, and school support options. Parent education programs will address parent issues across grade levels.

Start Date: 8/22/2008; End Date: 6/11/2010; When: During School; Fund source: Local; Allocation $5,000.

Section II-E Action Plan – Monitoring (Math)

Objective 2 Title
Improving mathematics scores for African American and students with special needs.

Monitoring *- Describe the process and measures of success for the identified objective. (How will district personnel monitor the effectiveness of the strategies and activities?)*

In June of each year, we will examine the grades assigned to all students in Algebra 1-2 courses to determine the proportion of each class that earned a grade of C or better. EXPLORE, PLAN, and ACT Math subscores will also be used to track program effectiveness and student achievement.

Monitoring Persons *- List the individuals and designate the role of each person(e.g., Karen Smith, assistant principal) overseeing the strategies and activities in the action plan to achieve each objective.*

Name Title
Phil Prale, Assistant Superintendent of C & I
Amy V. Hill, Director of Assessment and Research

Section III - Plan Development, Review and Implementation
Part A. Parent Notification*

This section describes how the plan has been developed and reviewed and identifies the support in place to ensure implementation.
Parent Notification *- Describe how the school has provided written notice about the school's academic status identification to parents of each student in a format and, to the extent practicable, in a language that the parents can understand. (*Requirement for Title I Schools only.)*

In November 2008 a letter was sent to the parent of every student in the district. The letter specified the status of the school with relation to NCLBA and detailed the reasons for the school status. The letter also provided preliminary information about the school improvement planning process and included contact information for interested persons. The appropriate ISBE administrator approved the letter before it was sent to every parent in the district.

Section III - Plan Development, Review and Implementation
Part B. Stakeholder Involvement

Stakeholder Involvement *- Describe specifically how stakeholders (including parents, school staff, and outside exerts) have been consulted in the development of the plan. The names and titles of the school improvement team or plan developers must be identified here.*

The SIP planning team was first assembled six years ago. A member of each division was included on the team along with a non-certified staff member, a representative from each board approved parent group, members of the administrations, student representatives, and two community members who do not have children at the high school. Since then some of the membership has changed, but the representation has retained a similar organization.

The members of the current school improvement plan team are:

George Bailey – Community
Colleen Biggins - Special Ed
Bill Boulware- Fine & Applied Arts Divisional
Linda Cada - Special Education Divisional
Dale Craft- PE Divisional
John Costopoulos - Science
Terri Dixon – PTO
Steve Gevinson- English Divisional
Bill Grosser – Science Divisional
Fred Galluzzo - Guidance
Amy Hill - Dir. Assessment and Research
Anita North-Hamil - History
Burcy Hines - Community
Ron Lawless - Community
Cary McLean - Citizen's Council
Richard Mertz- History Divisional
Debbie Neuman- Math Divisional
Phil Prale - Asst. Supt. C&I
Nathaniel Rouse - Principal
Don Vogel - Bus Ed/Library/Tech Divisional
Kathy Haney - Citizens' Council
Nikki Paplaczyk - Special Education
Claudia Sahagun- World Language Divisional
Wiley Samuels - Community
Abby Schmelling - Community
John Stelzer - Athletic Director
Sandy Williams - Concert Tour Assoc.

Names and titles of school improvement team or plan developers:

Name Title
1 Nathaniel Rouse Principal
2 Phil Prale Asst. Supt. C&I
3 Amy V Hill Director of Assessment and Research
3 John Costopoulos Science

Section III - Plan Development, Review and Implementation
Part C. Peer Review Process

Peer Review - *Describe the district's peer review and approval process. Peer review teams should include teachers and administrators from schools and districts similar to the one in improvement, but significantly more successful in meeting the learning needs of their students. As appropriate, peer reviewers may be teachers from other schools, personnel from other districts, Regional Office of Education staff, Intermediate Service Center staff, RESPRO staff, university faculty, consultants, et al., or combinations thereof. RESPRO staff serving on a School Support Team should not serve on a peer review team in the same district. Peer review and subsequent local board approval must be completed within 45 days of receiving the school improvement plan.*

Describe the peer review process including participants and date(s) of peer review.

In February of 2009, two individuals will review the SIP and provide comment and feedback. Dr. Jack Denny, Assistant Superintendent of C & I of Leyden District 212, and Dr. Scott Eggerding, Assistant Superintendent of Curriculum and Instruction for Lyons Township school district. We will then submit our SIP to Hillyn Sennholtz, Consultant - West 40 Intermediate Service Center.

Section III - Plan Development, Review and Implementation
Part D. Teacher Mentoring Process

Teacher Mentoring Process - *Describe the teacher mentoring program. Mentoring programs pair novice teachers with more experienced professionals who serve as role models and provide practical support and encouragement. Schools have complete discretion in deciding what else the teacher mentoring program should provide.*

In collaboration with the teacher association, a faculty mentoring program was created three years ago. Each teacher new to the school is assigned a mentor teacher from his or her division. The program calls for the mentor teacher to meet weekly with the teacher new to the school and accomplish a series of tasks to orient the teacher to the school. The new teachers also attend a short orientation to the school before the start of the school year and are invited to a series of sessions orienting them to the school. Mentors are also asked to visit and observe the new teacher twice during the teacher's first year in the school. Mentors are assigned to new teachers for a period of two years.

Section III - Plan Development, Review and Implementation
Part E. District Responsibilities

District Responsibilities - *Specify the services and resources that the district has provided to revise the plan and other services that the district will provide toward implementation of strategies and activities. District technical assistance should include data analysis, identification of the school's challenges in implementing professional development requirements, the resulting need-related technical assistance and professional development to effect changes in instruction, and analysis and revision of the school's budget (NCLB, Section 1116). If applicable, identify corrective actions or restructuring options taken by the district.*

The District has created and maintains a School Improvement team for several years. This team meets to review and recommend changes to the SIP. The SIP addresses key areas of improvement, specifically reading and math instruction and student performance. The SIP team has reviewed school performance data and provided input in the current plan.

In December 2005, the Board of Education approved additional local funding to support efforts to improve student achievement and teacher performance. Achievement and professional development initiatives are reviewed and reported to the school community on a regular basis. Their have been two areas where corrective action has been taken by the school district in recent years. First, the school has been restructured significantly with the addition of the position of Principal. Prior to the 2007-2008 school year District 200 had a combined Superintendent/Principal position. The separation for this school year has allowed a building level administrator to concentrate on building operations and improving school and classroom climate and achievement. Three Assistant Principal positions were created to support the day-to-day operational needs of the high school. The role of Director of Assessment and Research continues to support the ongoing and growing data needs of the school.

The second corrective action taken by the school district has been to institute and implement a new curriculum, including providing appropriate professional development for all relevant staff. In the area of mathematics, the Algebra program is being revised to incorporate Agile Mind a web based program that allows for student practice and program assessment. Agile Mind has a research basis from the Dana Center at the University of Texas and offers substantial promise of improving educational achievement for low-achieving students and enabling the school to make AYP in the area of mathematics.

In the area of reading, the ninth grade program for struggling readers will incorporate the following software packages – Lexia, Soliloquy, and Reading First in order to assist the development of key reading skills by the students who can benefit the most form these programs. We have continued to offer CRISS training to all staff to improve literacy instruction across the entire school.

Section III - Plan Development, Review and Implementation
Part F. State Responsibilities

State Responsibilities - *Specify the services and resources that ISBE, RESPROS, and other service providers have provided the school during the development and review of this plan and other services that will be provided during the implementation of the plan. ISBE shall provide technical assistance to the school if district fails to do so.*

West 40, the RESPRO consultant and support for Oak Park and River Forest High School, has provided money for CRISS training. By the end of the 2008-2009 school year, approximately 60% of all faculty at the high school will have CRISS Level I training. West 40 has encouraged and supported PBIS (Positive Behavior Interventions Systems) training for teachers and administrators. Administrator Academies in the areas of focused walks, improving professional development, PBIS, reading across content areas, and administrative leadership in diverse schools have been approved and funded by West 40. OPRFHS attends system of support meetings at West 40 on a regular basis. State support of RESPRO and IIRC data uploads also support school improvement efforts.

Section III - Plan Development, Review and Implementation
Part G. School Support Team

State Responsibilities – List the names and identify the roles (e.g., distinguished educator, district curriculum coordinator, university partner, or RESPROconsultant) of the School Support Team. If applicable, School Support Teams are assigned to schools in corrective action to provide sustained and intensive support for those schools to make adequate yearly progress. Note: School Support Teams are not the same as school improvement teams or the school planning team. Schools in academic watch, restructuring, or restructuring implementation status should have School Support Teams. Some schools in Choice, SES, or academic early warning status also have School Support Teams.

Name Title
1 Hillyn Sennholtz, Lead RESPRO Consultant

Dear Colleagues:

Congratulations! You are receiving this invitation because you have been identified as an individual that we believe has an integral role in the planning and implementation process for The Oak Park and River Forest High School 2010-11 School Improvement Plan (SIP). Although state and federal guidelines determine some of the framework for developing a School Improvement Plan, we have had a long commitment to the process of school improvement planning which provides direction and focus for the work of the faculty and staff at the high school. The Board of Education reviews and approves SIP documents. The current SIP for Oak Park and River Forest High School was approved by the Board of Education in June 2009. In the next several weeks the SIP team will meet to review, edit and propose a revised SIP that is both practical and forward thinking. I hope that you will be an active participant in this process. CPDU Credits will be awarded to those who participate in the process.

The first meeting of the School Improvement Planning Team will be next **Thursday September 30th from 3:15 PM – 4:45 PM** in the Board Room (Room 213). We envision having 7 planning meetings of 90 minutes each.

Please RSVP to Deloris Collins at 434.3505, or via e-mail to dacollins@oprfhs.org to let us know if you can attend. If you have any questions regarding this or any other aspect of the SIP process, feel free to contact me directly at 434.3205 or via e-mail at nrouse@oprfhs.org and I will respond to your question immediately. I hope to see you on September 30th in the Board Room.

Sincerely,

Nate

Meeting Dates:

- **Thursday, September 30**
- **Thursday, October 14th**
- **Thursday, October 28th**
- **Thursday, November 11th**
- **Thursday, November 18th**
- **Thursday, December 2nd**
- **Thursday, December 16th**

2010-11 School Improvement Planning Committee

Alexander, Devon	CCAR Coordinator/English
Bloom, Todd	Organization Assessment Consultant
Carioscio, Mike:	CIO Technology
Cohen, Dan	English Division Head
Costopoulos, John	RtI Coach/Science
Dennis, Jason	Mentor Coordinator/Dean of Students
Frey, Julie	Math Division Head
Halliman, Tina:	SPED Division Head
Hardin, Sheila	Math
Herbst, Joseph	Counseling
Hill, Amy:	C&I Assessment and Research
Hunter, Jim	FSEC President/English
Isoye, Steven	Superintendent
Lawless, Ron	Parent
McNary, Catherine	English/Reading Specialist
Meighan, Duane	Dist 97 Director C & I
Mittleman, Debra	Parent Outreach Coordinator
Paplaczyk, Nikki	RTI/Private Placement Coordinator
Prale, Phil:	ASCI
TBD	Parent
Rosas, Sarah:	RtI Coach/English
TBD	Dist 90 Director C& I
Wiencek, Jeremiah	AP Pupil Support Services
Witham, Cheryl	CFO

Local Board Action Required Report

Print and provide to Board for approval:

- *For school: Rising Star – School Indicator Reports (Comprehensive Plan Report), SIP Report, School Improvement Plan Objectives Report.*
- *For district: Rising Star – District Indicator Report (Comprehensive Plan Report), District Improvement Plan Objectives Report, and Corrective Action Schools Report.*

Once you have received Board approval, go to your Rising Star dashboard under Required Reports, click on the SUBMIT button for the Local Board Action Required Report, and enter the date of your Board's approval. This will then be reported to ISBE. (You may file the signed paper copy of this form with your records. It does not need to be sent to ISBE.)

A. ASSURANCES

1. Strategies and activities have been founded in scientifically based research as required by NCLB, Section 1116(b)(3)(A)(i) and as defined in NCLB, Section 9101(37).
2. Technical assistance provided by the district serving its school is founded on scientifically based research [NCLB, Section 1116(b)(4)(C)] as defined in NCLB, Section 9101(37).
3. The plan includes strategies and activities that support the implementation of the Illinois Learning Standards and ensures alignment of curriculum, instruction, and assessment with the Illinois Learning Standards.
4. The district will spend at least 10 percent of the funds made available under Title I, Part A, Subpart 2 of NCLB, for the purpose of providing high-quality professional development. (Title I districts only.)

B. SUPERINTENDENT'S CERTIFICATION

By submitting the plan on behalf of the district/school, the district superintendent certifies to ISBE that all the assurances and information provided in the plan are true and correct and that the improvement plan has been duly approved by the local school board. By submitting this form of plan completion and local board approval, this plan shall be deemed to be executed by the superintendent on behalf of the district.

Principal Signature (school only): _____ Date: _____

Superintendent Signature: _____ Date: _____

Board President Signature: _____ Date: _____

SAMPLE

SCHOOL IMPROVEMENT PLAN

FORMAT TO BE DISCUSSED

Indicator: The district ensures that key pieces of user-friendly data are available in a timely fashion at the district, school, and classroom levels. (1127)

Evidence Review:

Data-based decision making has been discussed so often by educators in recent years it seems almost unnecessary to name it as one of the ten principles discussed here. However, it was identified across studies as a key element of reform efforts, with the districts embedding data use in improvement efforts and used as an important lever for change. Decisions were no longer made on instinct, and data was required to justify decisions about programs and resources. In addition, data was used to monitor progress and ensure attention stayed on instructional goals. In the words of a superintendent from a studied district, "If we don't maintain the focus by using the assessment data, the events of the day will take precedence over school improvement issues" (Donicht, in Cawelti & Protheroe, 2001, p. 46). In the high-achieving districts, effective use of data contributed to improvement efforts at the district, school, and classroom levels.

Districts working to increase productive use of data should take into account three important elements. First, data use should focus primarily on issues of student learning. Second, systems must be developed to ensure key pieces of *user-friendly* data are available *in a timely fashion* at the district, school, and classroom levels. Third, staff members will need training in how to use data as well as time to analyze it, discuss it, and use it on a routine basis to adjust instruction to better meet students' needs.

A district's use of data – if done well – will become qualitatively different and more sophisticated over time. While a typical first step is use of data from annual assessments, districts should move toward use of interim and diagnostic mini-assessments to monitor student progress on a continuing basis. These assessments might be developed by teacher teams at the district or school level, or obtained through an external source. The key to their value is use at the teacher, school, and district levels to identify needs of individual students, weak areas of the curriculum or instruction, or strategic efforts requiring additional resources.

Although the initial focus will be on achievement measures, additional indicators – such as attendance rates and parent satisfaction – should also become part of the data package. Districts should also consider defining data more broadly than simply numbers collected through assessments or surveys. For example, Learning Walks – in which a team of teachers, principals, and central office staff visits classrooms and then discuss observations – could be used to monitor use of curriculum guides by teachers. Finally, districts working to increase their use of data will find they need to develop an infrastructure to collect, analyze, and ensure effective use of data.

Source: Gordon Cawelti & Nancy Protheroe, *Handbook on Restructuring and Substantial School Improvement*

References and other resources:

Cawelti, G., & Protheroe, N. (2001). *High student achievement: How six school districts changed into high-performance systems*. Arlington, VA: Educational Research Service.

Wise Ways ®	1127	UPDATE	0	0	0

IA11 *SMART-The district ensures that key pieces of user-friendly data are available in a timely fashion school, and classroom levels. (1127)*

1. Choose your level of Development or Implementation for this Indicator.

☐ No development or Implementation ☑ Limited Development or Implementation ☐ Full Implementation *

2. Priority Score: * *required field*

◉ 3 - highest priority

○ 2 - medium priority

○ 1 - lowest priority

3. Opportunity Score: * *required field*

◉ 3 - relatively easy to address

○ 2 - accomplished within current policy and budget conditions

○ 1 - requires changes in current policy and budget conditions

4. Please describe the current level of development or implementation. * *required field*

We are currently pus

Save this Indicator

We are currently pushing the Building Leadership Team to look at data to inform our practice. This school year, we implemented an annual data retreat with our West 40 affiliates to look at our PSAE data for 2010. We invited our division head leadership to this retreat to model the way in which data could be broken down and made available for teachers to inform our practice. Additionally, we need to continue the professional development training to allow people the opportunity to get comfortable with the use of data to drive instruction. While a typical first step is use of data from annual assessments, districts should move toward use of interim and diagnostic mini-assessments to monitor student progress on a continuing basis. We are currently training our faculty on the use of formative assessment that will be developed through course-alike teams, with the intent of aligning our curriculum to common core standards. In the future, focus walk -throughs need become part of the culture of our school.

Indicator: A team structure is officially incorporated into the school improvement plan and school governance policy. (1152)

Evidence Review:

The literature on school change (e.g., Hassel et al., 2006; ADI, n.d.; Reinventing Education, 2002) suggests that the following are necessary for needed changes to be successful:

- A clear vision. What will the school look like when the restructuring process is completed?
- An empowered leader, a change agent, who can maintain a focus on the vision, motivate members of the school community, plan, communicate, and persist in keeping the change process on track. Getting the right leader in each school and the right oversight by the district are critical.
- Improvement teams, generally at both the district and school level. These teams, which should have no more than seven or eight members, work with the team leader to create improvement plans and obtain input from and communicate with all members of the school community. District teams' decisions can be informed by input from the school teams.

Source: Carole Perlman, *Handbook on Restructuring and Substantial School Improvement*

Evidence Review:

Marzano (2003) points out that leadership should not reside with one individual; a team approach to planning and decision making allows for distributive leadership. Planning and decision making within the restructured school require *teams*, *time*, and *access to timely information*. That is, decision-making groups must be organized and given time to plan and monitor the parts of the system for which they are responsible. This is an immense challenge in most schools, where teachers are available for very little time beyond the hours for which they are responsible for teaching and supervising students. Finding time for a group of teachers to meet is not easy, but essential. Different groups or teams of school personnel have different needs for the amount and distribution of time required for them to attend to their responsibilities. Additional time is needed for professional development; professional development should be directly tied to classroom observations and analysis of student learning data.

A basic structure for team planning, work, and decision making includes a Leadership Team, Instructional Teams, and a team focused on the family-school connection (such as a School Community Council). The Leadership Team is headed by the principal and includes teachers and other key staff. In order to facilitate communication and coordination among the grade levels and departments of the school, a typical Leadership Team is comprised of the principal and team leaders from the Instructional Teams (grade level or subject area teams). The Leadership Team may also function as the School Improvement Team, with parent members attending meetings scheduled for purposes of reviewing and amending the school improvement plan. Instructional Teams are manageable groupings of teachers by grade level or subject area who meet to develop instructional strategies aligned to the standards-based curriculum and to monitor the progress of the students in the grade levels or subject area for which the team is responsible. A School Community Council is comprised of the principal, counselor, social worker, teachers, and parents (typical configuration), with parents constituting the majority of the membership. The School Community Council advises, plans, and assists with matters related to the school-home compact, homework, open houses, parent-teacher conferences, school-home communication,

and parent education (including training and information about learning standards and the parents' role in supporting children's learning at home).

Source: Sam Redding, *Handbook on Restructuring and Substantial School Improvement*

References and other resources:

Academic Development Institute. (n.d.) *Managing change.* Lincoln, IL: Author.

Hassel, E. A., Hassel, B. C., Arkin, M. D., Kowal, J. M., & Steiner, L. M. (2006). *School restructuring under No Child Left Behind: What works when? A guide for education leaders.* Washington, DC: Learning Point Associates. Retrieved Fall 2006 from http://www.centerforcsri.org/files/RestructuringGuide.pdf

Marzano, R. (2003). *What works in schools: Translating research into action.* Alexandria, VA: Association for Supervision and Curriculum Development.

Reinventing Education. (n.d.). *Change toolkit.* Retrieved Fall 2006 from http://www.reinventingeducation.org/RE3Web/

Wise Ways ®	1152	UPDATE	0	0	0

ID01 *SMART-A team structure is officially incorporated into the school improvement plan and school g (1152)*

1. Choose your level of Development or Implementation for this Indicator.

☐ No development or Implementation ☐ Limited Development or Implementation ☑ Full Implementation *

○ 3 - highest priority

○ 2 - medium priority

○ 1 - lowest priority

○ 3 - relatively easy to address

○ 2 - accomplished within current policy and budget conditions

○ 1 - requires changes in current policy and budget conditions

2. Please provide evidence that this indicator has been fully and effectively implemented. Also, describe the continued work that will be necessary to sustain your efforts. * *required field*

Our School Improvem

* *Please complete required fields*

Save this Indicator

Our School Improvement Planning Committee has been strategically structured this year to put the necessary key stakeholders in the room to facilitate the cultural shift needed to drive instruction. We are hopeful that the process manager, through the direction of the District Leadership Team, can serve the role as the empowered leader, a change agent, who can maintain a focus on the big picture; motivate members of the school community, plan, communicate, and persist in keeping the change process on track. The SIP Team has now been constructed and consists of parents, teachers, support staff, administration, and students.

Oak Park and River Forest High School District 200

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

TO: Board of Education
FROM: Dale Craft, Summer School Director
DATE: October 14, 2010
RE: Summer School 2010 Report

BACKGROUND

Each fall a report on Summer School is presented to the Board of Education. The report reviews program activities and provides additional information requested by the Board or administration as a summary of the Summer School program.

SUMMARY

The Oak Park and River Forest High School's Summer School 2010 program provided 1,207 students with 1,651 academic and enrichment opportunities over the span of 27 days. The Summer School curriculum included 13 sections of Health Education, 6 of Art Foundations, 5 of Consumer Education, and 4 of Applied Keyboarding. The English Division offered 9 courses to help students improve their academic performance. The History Division offered 2 general classes and 4 credit-recovery classes. The Mathematics Division ran 16 sections 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 experienced near-capacity registrations. We continued to offer enrichment courses in pottery, computer animation, and musical theater. The Science Division offered 4 field study opportunities in Africa, Costa Rica, Tennessee and Florida.

This summer we focused on continuing to develop classes for students who would benefit by extending the academic year into the summer. Last year, the District provided an opportunity for rising sophomores to experience a bridge program designed to help them maintain an educational focus during the summer months. The students attended a study skills class during one period and were granted a regular or enrichment course for the second period. This year, the District extended the same opportunity to rising juniors. We provided tuition funding for 20 students to attend this program. To assist students with financial needs, we supplied each counselor with four $90 grants for Summer School tuition, and 32 students utilized these grants. Through its Work/Study Volunteer Program, the Oak Park Youth Township Service provided $2,900.00 for students needing financial assistance. Twenty-nine students participated in the program to subsidize the cost of either academic classes or sports camps. Altogether, these students performed 580 hours of volunteer service for the benefit of the Oak Park and River Forest communities. In total, the Summer School program provided over $9,380.00 in financial assistance to our students.

As of this reporting, the Summer School is experiencing a surplus of $23,441.00. The summer musical *Damn Yankees* ended with a $2,277.00 surplus. We worked diligently to hold down expenses and cancelled classes when enrollment fell below a reasonable level. Even with no increase in tuition (which held at $180 per course), a marginal increase in salary for Summer School teachers, and the financial assistance we provided many of our students, the Summer School program experienced another healthy revenue surplus.

We experienced another successful Summer School thanks to the efforts of the administration, teachers, and support staff who sustained a positive atmosphere for teaching and learning. Many thanks go to Summer School Secretary, Linda Hayes, for taking care of the many details, especially those concerning the course registration process.

RECOMMENDATION

For information only.

PROPOSALS

FOR

ADDITION, REVISION, AND DELETION

OF COURSES

FOR

2011-2012

October 14, 2010

Oak Park & River Forest High School
Oak Park, IL

Oak Park and River Forest High School
District 200

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

TO: Instruction Committee of the Board of Education
FROM: Amy Hill, Director of Assessment and Research
DATE: October 14, 2010
RE: Preview of Course Proposals for 2011-2012 School Year

As we prepare to publish the 2011-2012 Academic Catalog, the process for reviewing course proposals begins with the Instruction Committee. The attached set of 32 proposals includes 20 requests to revise existing courses, eight proposed course additions, and four proposed course deletions.

SUMMARY OF PROPOSALS

English Division

- REVISE the course *Women's Voices, Women's Literature* to offer an honors option within the course
- ADD a one-semester *Freshman Composition* course for identified students who need more intensive writing instruction to be successful in their high school courses

Fine and Applied Arts Division

Visual Arts

- REVISE *Fundamentals of Photography 1-2* to update the course description
- REVISE the course description for *Fundamentals of Photography 2* to more accurately reflect the current curriculum
- REVISE the course description for *Advanced Photography* to more accurately reflect the current curriculum and to clarify that the course is offered only in the fall semester
- REVISE *Introduction to Digital Imaging* by expanding the courses that satisfy the prerequisites
- REVISE *Graphic Design* by expanding the courses that satisfy the prerequisites

Theatre/Broadcasting

- REVISE *Acting Foundations* by changing the course title to *Acting 1*
- REVISE *Acting Workshop* by changing the course title to *Acting 2*

Music

- REVISE *Concert Orchestra II* by changing the course title to *String Orchestra*
- ADD *Digital Music/Class Piano I*, a year-long study and practice of piano literature through the use of an electronic keyboard lab/digital music studio.

Business Education: REVISE *Sports and Entertainment Marketing* by changing the course title to *Sports and Music Entertainment Marketing* to more accurately reflect the curriculum

History Division: Proposals to sequence elective courses more strategically for students who are developing essential reading, writing, and social science skills

- REVISE *Social Problems* to offer it in fall semester only
- REVISE *Human Behavior* to offer it in spring semester only
- REVISE *Community Law* to offer it in fall semester only
- REVISE *Government* to offer it in spring semester only

Oak Park and River Forest High School
District 200

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

Math Division: ADD *Advanced Calculus 1-2,* a year-long course for students who complete the AP Calculus BC course in their junior year

Physical Education

- REVISE *Group Exercise* by changing the title to *Fitness Fusion*
- ADD *World Dance,* a one quarter course, to provide an opportunity for students to explore historical and cultural backgrounds in African, Spanish, Latin, Eastern European, and American dance forms.
- DELETE *Dance of the Decades,* which is replaced with *World Dance*
- DELETE *Boys' and Girls' Advanced Swim,* which is no longer taught due to a decrease in the number of swim requirements in the PE curriculum
- DELETE *Pilates/Yoga,* which is replaced by the curriculum of *Fitness Fusion*
- DELETE *Step Aerobics,* which is replaced by the curriculum of *Fitness Fusion*

Science/Technology Division

- REVISE *Anthropology* by adjusting the prerequisites to remove possible obstacles to enrollment
- REVISE *Anatomy and Physiology of the Human Body 1-2* by adjusting the prerequisites to remove possible obstacles to enrollment
- REVISE *Electricity/Electronics* and *Advanced Electricity/Electronics* by combining the courses into a single, full-year course called *Digital Electronics,* which will incorporate the new Project Lead the Way (PLTW) pre-engineering curriculum
- REVISE *Exploring Technology 1* and *Exploring Technology 2* by combining the courses, changing the course title to *Introduction to Engineering,* and incorporating the new PLTW curriculum
- REVISE *Introduction to Architecture-CAD* and *Advanced Architecture/Engineering-CAD* by combining the courses into a single, full-year course called *Civil Engineering and Architecture-CAD,* which will incorporate the new PLTW curriculum
- ADD *Principles of Engineering,* a full-year course that is part of the PLTW sequence of pre-engineering courses
- ADD *Investigative Research in Biomedical Innovation 1-2A,* a year-long honors course for seniors who wish to formulate an original research question and pursue biomedical research

Special Education Division

Social Emotional Continuum: ADD *African American Studies,* a one-semester course devoted to the study of the history, culture, and politics of African Americans

World Languages Division: ADD *Chinese 7-8A,* a year-long honors course for fourth-year Chinese students

RECOMMENDATIONS

The 2011-2012 course proposals are presented for review. No action is necessary at this time.

Cc	District Leadership Team	B.O.S.S.	Concert Tour Association
	Instructional Council	PTO	
	Counselors	APPLE	
	Faculty Senate Executive Committee	Boosters	
	Student Council	Citizen's Council	

THE ENGLISH DIVISION

OAK PARK AND RIVER FOREST HIGH SCHOOL

PROPOSAL FOR REVISION TO EXISTING COURSE

DATA (Please Type All Information)

Division: English	Textbook Title: N/A
Department (if pertinent):	Textbook Cost: N/A
Course Title: Women's Visions: Women's Voices	Additional Equipment Costs: N/A
Length of Course: Semester ✓ Year	Additional Supplies Costs: N/A
Credit Earned: 1	3-Year Course Enrollment:
Course Student Fee (if any): N/A	Revision to take effect:
Field Trips? No: Yes, Number Anticipated: 1	Semester Fall Year 2011

REVISION

Describe the Course Revision:

Please see attached.

NEED

Reason for Course Revision

Please see attached.

ENDORSEMENTS

Division Curriculum Committee:

Jay Lind
Aj. Lessida
James Bell
Laura Young
Steve Goldberg
Jim Hunter

Division Head: [signature]

Date: 10/4/10

Revised 09/08

PROPOSED REVISIONS TO EXISTING COURSES DUE TO ROOM 373 NO LATER THAN FRIDAY, OCTOBER 4, 2010

Proposal for REVISION to Existing Course:
Honors Option for *Women's Visions; Women's Voices*

Description of the Course Revision
I would like to add an honors option to the *Women's Visions; Women's Voices* senior elective. Students would have the option to take the course as a college preparatory course or do additional work and study to receive honors credit. This work could include but is not limited to:

- The reading of an additional novel and the completion of an accompanying essay or project:
  - This work could be done concurrently with other work in the course or over the winter or spring break.
  - Students would meet with me several times outside of class (lunch, after school etc.) to discuss and support the novel and assessment.
- The reading of additional literary theory and criticism:
  - This material would be used to supplement and further contextualize the core works of the course.
  - This work is especially useful for a course addressing the canon of women's literature as non-fiction components of the field can be too dense or long for a college preparatory course.
  - The additional material could be synthesized by students into the existing core assignments and writing.
- The attendance to one performance or college lecture that relates to the material of the course(e.g. shadowing a sibling or peer or attending an open lecture or talk on a college campus):
  - Like the additional non-fiction material, these experiences could be synthesized into the courses existing assignments and writing.

The following would be added to the course description:

- Note: *Women's Visions; Women's Voices* can be taken with an HONORS OPTION; in return for supplemental course work (e.g. an extra novel, slightly longer writing assignments, and additional independent study of the theoretical framework of Women's Literature) students taking the honors option would receive honors credit for the course.

Reasons for the Course Revision
The addition of an honors option would provide more individualized instruction based on learning targets and formative assessments, benefitting the class as a whole as well as both college preparatory and honors students respectively:

- Benefits for entire class:
  - The class meeting would be untracked and therein turn move closer to mirror the diversity of the school as a whole and also attempt to address 2010-2011 Board of Education goals on enhanced literacy development and college readiness for college preparatory students, especially students of color.
  - Students could engage in a class that is rich in background, experience, and perspective which in turn leads to advanced learning *because of* that diversity (Lopez).
  - Classroom climate in heterogeneous classes tends to reflect the climate in "upper-tracked classes" (Tye 32).
- Benefits for college preparatory students:

- Perspectives and approaches of honors students would model higher level analysis and engagement for the entire class; students placed in higher ability groupings are less likely to become distracted and will have more opportunities to learn (Johnston and Markle).
- An honors option (rather than an honors or AP course) provides a less intimidating choice for students who have not taken an honors course but have done well in college preparatory classes. Within this rationale is the hope that there would be an enhanced equity of opportunity for students of color who have not taken an honors class or would like to continue honors-level study within a particular field. This also works toward the 2010 Board of Education Goal to "eliminate systemic inhibitors of success" for students of color.
- In the AVID program implemented in San Diego high schools, where lower achieving students are placed in high tracks while being given support, there has been an increase in the college enrollment rates of black and Latino students; the untracked Women's Literature elective would hope to produce similar effects (http:// www.avid.org ; Mehan et al).

- Benefits for honors students:
  - The de-tracked class would provide students who have only taken honors classes a broader range of perspective and ideas; again, the class would more closely mirror the larger diversity of the school.
  - An honors option provides a chance to explore the course material with increased depth and breadth.
  - The additional material would extend a survey course towards a more nuanced understanding of the field of study.
  - Students would experience college level material and activities with the support of a high school teacher and scaffolding.

While there is plenty of research supporting de-tracked classes, as with most pedagogical issues, there is also ample research opposing de-tracked classes. While I fully stand behind the ideology of this proposal, in reality I don't know what the outcomes will be until the option is offered. I intend this to be a pilot class to apply the theory, implement effective structures and then reevaluate the proposal after the first year.

I also acknowledge that this type of double class would require different types of registration processes and regulations (i.e. how long into the semester could students register for the honors option, when would students have to drop the option without penalty etc.); as I am not totally privy to what the registration process normally is, it would be presumptuous for me to suggest a process for this course. I am willing however, to work towards finding methods that would work.

Research and Resources

http://www.avid.org

Johnston, J.H., and G.C. Markle. "What research says to the middle level practitioner" (1986) Published by: Monograph.

Kerble, Marc. "Student's Perspectives on Tracking" *The Clearing House* Vol. 61, No. 5 (Jan., 1988), pp. 227-230 Published by: Heldref Publications.

Lopez, Omar S. "Classroom Diversification: A Strategic View of Educational Productivity:" *Review of Educational Research* Vol. 77, No. 1 (Mar., 2007), pp. 28-80 Published by: American Educational Research Association.

Mehan, Hugh, Irene Villanueva, Lea Hubbard, and Angela Lintz. "Constructing School Success: The Consequences of Untracking Low-Achieving Students" Published by: Cambridge University Press.

Oakes, J. "Keeping track: How schools structure inequality" (1985). Published by: Yale University Press.

Oakes, J., Gamoran, A. & Page, R. "Curriculum differentiation: Opportunities, outcomes, and meanings." *Handbook of research on curriculum* Ed. P. Jackson (1992):pp. 570-608. Published by: New York: Macmillan

Oakes, Jeannie, Karen Hunter Quartz, Steve Ryan, and Martin Liptop. "Becoming Good American Schools: The Struggle for Civil Virtue in School Reform" (2000) Published by: Jossey-Bass.

Slavin, R. "Achievement of effects of ability grouping in secondary schools: A best-evidence synthesis." Published by: Wisconsin Center for Educational Research, Madison, WI.

Tye, B. T. "Heterogeneous groupings in high school" *The Education Digest.*

Wheelock, A. "Crossing the tracks: how "untracking" can save America's schools." Published by: New York: New Press.

OAK PARK AND RIVER FOREST HIGH SCHOOL

PROPOSAL FOR ADDITION OF A NEW COURSE

DATA (Please Type All Information)

Division: English

Department (if pertinent): _____

Course Title: Freshman Composition

Length of Course: Semester X Year _____

Credit Earned: 1

Course Student Fee (if any): None

Field Trips? No: X Yes, Number Anticipated: _____

Textbook Title: _____

Textbook Cost: _____

Additional Equipment Costs: _____

Additional Supplies Costs: _____

Course will first be offered:

Semester X Year _____

DESCRIPTION

Formal Course Description for Academic Catalog:

This course is designed to help incoming freshmen reach the appropriate writing proficiency in high school. It is an intensive, semester-long course that focuses on basic composition skills such as crafting thesis statements, organization and structure, word choice and sentence fluency, and understanding audience and purpose. Students of this class will learn to create written arguments supported by relevant evidence and will take part in the writing process (brainstorming, prewriting, drafting, revising, editing) every single day. Students will practice expository writing for various occasions and subjects. This class is ideal for struggling writers and those students who scored below the 30% in the Explore Test in English.

UNITS

Course Units:
1 Unit

NEED

See Attached

Reason For Course Proposal:

Students at the freshman transition and college preparatory levels often begin their high school career at OPRF lacking the basic skills required to adequately and effectively craft a written response in an academic setting. In a study of the growth between PLAN scores and ACT scores, the data speaks for itself: African-American students, when compared to their Caucasian counterparts, are grossly underperforming. It's no secret that the very students who struggle the most with writing are those of the minority populations. If we target these students and scaffold interventions for them early in their high school career, they will have a higher success rate across the board. This type of class would act as a means to shrink the achievement gap and would target the upper level basic students as well as the lower level CP students, with or without IEP's determined by one or more of the following: Explore scores in English, 8th grade teacher recommendations, and early 9th grade interventions.

Testing growth was measured for the class of 2010 and looked specifically at the growth from the freshman year PLAN test to the ACT exam, administered junior year. The ACT English component includes the combined English and writing scores. The total growth of all African-American students measured, regardless of where they initially tested at, was 11.9%. Compare that to the 35.7% of all Caucasian students measured and the disparity becomes even clearer (Table 7, Standardized Test Report, 9-23-2010). Had these students been targeted for focused writing instruction, there is a very strong likelihood that the gap would be significantly reduced, if not eliminated. This problem is not only seen amongst the African-American students in this school, either. In regards to college readiness benchmarks, of which writing is an integral component, the data shows that only "15% of Special Education students achieved or surpassed all four CRBs, compared to 50% of General Education."

While students were also tested in reading and math, the data shows that "In most of the comparison groups, White students' average growth exceeded expected growth rates (of roughly two points per school year) while Black students' average growth fell below expected rates. Two notable exceptions to this pattern were for Black students with the lowest initial PLAN scores in Reading and Math, where growth averaged 5 and 4.4 points, respectively". Perhaps this is the case because of the reading interventions and focused instruction that have taken place in recent years. While these programs have made great strides, what has not been on the table is specialized writing instruction.

Having taught students at this level for three years, I see that the only way to truly improve a student's writing capabilities is to focus solely on writing in response to reading, isolated from the rest of a language arts curriculum. These students need daily, formulaic writing instruction based on clear targets, one-on-one conferences with their teachers, descriptive feedback and multiple opportunities to revise their writing until they get it right. Students must internalize the criteria of what good writing is in order to self monitor and self- assess. Unfortunately, the standard English class structure makes this endeavor nearly impossible. In a perfect world, we would have small classes outfitted with all of the pedagogical tools we desired, an unlimited amount of time to teach, immediate assessment and virtually unlimited practice until a student mastered the skill. In the real world, we have students squeezed into outdated classrooms, 48 minutes of instruction on a good day, a class that must immediately move on to the next lesson so the papers are collected and stacked on the desk, and a final test that we do not return to, even if the students struggled, because it is a new quarter or semester. Until our reality looks more like a chalkboard fantasy, something needs to be done about the students who are not getting it.

The solution for making students better writers is to simply write, and rewrite, every single day. This class would base its writing instruction on the current content of the other 9th grade college preparatory and transitional level courses; however, simply assigning writing is not enough. That writing must be evaluated, deficiencies diagnosed and then formatively assessed. These students are in dire need of explicit, prescribed writing instruction. All studies done on student writing points to one main commonality: in order to get better at writing a student must practice writing *all of the time*. Some schools even go so far to teach and demand writing in every single class offered. Brockton High School in Brockton, Massachusetts, initiated "a school wide campaign that involved reading and

HUMAN DIGNITY

Cultural Pluralism and Title IX Consideration:

Cultural Pluralism

- African-American students did not meet AYP in Reading in the 2009-2010 school year. Students who cannot process what they are reading can and will benefit from writing instruction in which they reflect upon what they are reading and will thus develop a deeper understanding of the material.

Title IX

- The selection process will promote gender equality as the criterion is based on scores in reading and writing.

How does the new course directly address: (A) Board goals for the current school year; (B) School Improvement Plan [SIP] or (C) School Restructuring Plan:

(A) Board goals for the current school year

- By identifying these underperforming students, the course would support the board goal of **racial equity.** As stated "The Board of Education will provide an inclusive education for all students and take action to eliminate predictability and disproportionality in student achievement and reducing systemic inhibitors to success for students and staff of color."
- Using interventions and formative assessment, the course would support the board goal of **student achievement.** As stated "The Board of Education will raise student achievement as measured by standardized testing and other measures to be approved by the Board."

(B) School Improvement Plan

- Isolated writing instruction will complement the existing SIP. As stated, "In the area of reading, the ninth grade program for struggling readers will incorporate the following software packages – Lexia, Soliloquy,and Reading First in order to assist the development of key reading skills by the students who can benefit the most form these programs. We have continued to offer CRISS training to all staff to improve literacy instruction across the entire school."

(C) School Restructuring Plan

- Implementation of RTI legislation requires that classes work toward specific learning targets. This course would promote practice and mastery of skill-based writing targets. Structured formative assessment will result in progress monitoring.
- As Learning Support Reading (LSR) classes are being restructured, this writing class would complement that reorganization.
- This class could also work in conjunction with a school-wide reading program.
- While it is not certain how this class would be incorporated into a typical schedule there are several options:
  - Students enrolled in LSR or Academic Strategies will take the writing class for one quarter and return to their regular LSR/AS classroom for the remainder of the semester
  - Students enrolled in LSR or Academic Strategies will meet a total of five days every two weeks (three days week one, two days week two)
  - Students will take this class in lieu of a study hall for one semester
  - Students enrolled will receive elective credit for the course

Other Pertinent Information:

Endorsing Signatures:

Division Curriculum Committee Laura Young, Rena Mazumdar, Andrea Neuman, Bernie Heidkamp, James Bell, Devon Alexander

Division Head: 10/6/10 Date:

Revised 08/09 COURSE PROPOSALS DUE TO ROOM 373 NO LATER THAN FRIDAY, OCTOBER 4, 2010

THE FINE & APPLIED ARTS DIVISION

OAK PARK AND RIVER FOREST HIGH SCHOOL

PROPOSAL FOR REVISION TO EXISTING COURSE

DATA (Please Type All Information)

Division: Fine & Applied Arts

Department (if pertinent): Fine Arts

Course Title: Fundamentals of Photography 1 & 2

Length of Course: Semester _____ Year X

Credit Earned: 2

Course Student Fee (if any): _____

Field Trips? No: _____ Yes, Number Anticipated: 2/sem

Textbook Title: N/A

Textbook Cost: Photo Materials Kit

Additional Equipment Costs: Camera

Additional Supplies Costs: Film & Paper

3-Year Course Enrollment: '10 X3 = 275 / 1st sem; 5 5 X 3 = 165 / 1st sem

Revision to take effect:

Semester Spring 2011 Year _____

REVISION

This is a suggested year-long course. Fund. of Photo 1 – Semester 1; Fund. of Photo 2 – Semester 2

Due to the order of information presented, Fundamentals of Photo 1 is not offered 2nd Semester. Students will learn how to use a fully manual 35mm SLR camera, how to develop black and white film and how to process black and white prints. In the first semester emphasis is placed on learning photo basics and composition. The second semester is an advancement of those techniques and creative expression. Students must provide their own fully manual 35mm SLR camera, film and paper.

NEED

Reason for Course Revision

The course is no longer offered as Fundamentals of Photography 1 in the Spring semester, and additional clarification of the course as an optional year-long class.

ENDORSEMENTS

Division Curriculum Committee:

Division Head: Dave Roadhouse

Date: 10/4/10

Revised 09/08

PROPOSED REVISIONS TO EXISTING COURSES DUE TO ROOM 373 NO LATER THAN FRIDAY, OCTOBER 4, 2010

OAK PARK AND RIVER FOREST HIGH SCHOOL

PROPOSAL FOR REVISION TO EXISTING COURSE

(Please Type All Information)

DATA

Division: Fine & Applied Arts

Department (if pertinent): Fine Arts

Course Title: Fundamentals of Photography 2

Length of Course: Semester 1 Year _____

Credit Earned: 1

Course Student Fee (if any): _____

Field Trips? No: _____ Yes, Number Anticipated: 2

Textbook Title: N/A

Textbook Cost: N/A

Additional Equipment Costs: Camera

Additional Supplies Costs: Film & Paper

3-Year Course Enrollment: 55 x 3 = 165

Revision to take effect:

Semester Spring 2011 Year _____

REVISION

Describe the Course Revision:

This is a continuation course of the Summer Fundamentals of Photography 1 or Fall Fundamentals of Photography 1 offerings. Emphasis is placed on the advancement of techniques learned in Photo 1. New techniques include special effects imagery, studio lighting, panoramic imagery, and Adobe programs as a photographic tool, in addition to discussions about creating a visual style or telling a visual story through research, discussion and exposure to contemporary photographic works. Students must provide their own 35mm fully manual SLR camera, film and paper.

Prerequisite: Fundamentals of Photography 1 (summer or fall term) or instructor/division approval

NEED

Reason for Course Revision

Additional clarification of the course and correction of typos from the previous year.

ENDORSEMENTS

Division Curriculum Committee:

Sandra Campbell

Division Head: Brad Rookhuyzen

Date: 10/4/10

Revised 09/08

PROPOSED REVISIONS TO EXISTING COURSES DUE TO ROOM 373 NO LATER THAN FRIDAY, OCTOBER 4, 2010

OAK PARK AND RIVER FOREST HIGH SCHOOL

PROPOSAL FOR REVISION TO EXISTING COURSE

(Please Type All Information)

DATA

Division: Fine & Applied Arts

Department (if pertinent): Fine Arts

Course Title: Advanced Photography

Length of Course: Semester FALL Only Year ____

Credit Earned: 1

Course Student Fee (if any): ____

Field Trips? No: ____ Yes, Number Anticipated: 2

Textbook Title: N/A

Textbook Cost: N/A

Additional Equipment Costs: Camera

Additional Supplies Costs: Film & Paper

3-Year Course Enrollment: 20 x 3 = 60

Revision to take effect:

Semester Spring 2011 Year ____

REVISION

Describe the Course Revision:

This course is a continuation and advancement of skills and techniques learned in Fundamentals of Photography 1 & 2, as well as a general introduction to developing communication skills through the artistry of photography. Photographic tools (traditional film and digital), cameras, advanced darkroom techniques and Adobe programs are used to bring out the expressive qualities of an image. Emphasis is placed on preparing a college ready portfolio through communication and creative expression (visually and verbally), research and exposure to contemporary photography, and the creation of a collection of imagery based on their own personal aesthetic. Advanced photographic processes will be explored: toning, advanced studio lighting techniques, digital imagery, and alternate film types. Students must provide their own fully manual 35mm SLR camera, 35mm film and paper.

Prerequisites: Fundamentals of Photography 1 & 2 or divisional consent

NEED

Reason for Course Revision

Additional clarification of the course and the correction of typos from the previous year.

The class emphasis has changed to include digital imagery and portfolio building for college admittance, in addition to traditional analog film photography techniques. The course is only offered in the fall (semester 1 only), not as 1 credit; 1 semester.

ENDORSEMENTS

Division Curriculum Committee:

Division Head: Jack Roadhouse

Date: 10/4/10

Revised 09/08

PROPOSED REVISIONS TO EXISTING COURSES DUE TO ROOM 373 NO LATER THAN FRIDAY, OCTOBER 4, 2010

OAK PARK AND RIVER FOREST HIGH SCHOOL

PROPOSAL FOR REVISION TO EXISTING COURSE

DATA (Please Type All Information)

Division: Fine and Applied Arts

Department (if pertinent): Visual Arts

Course Title: Introduction to Digital Imaging

Length of Course: Semester X Year ____

Credit Earned: 1

Course Student Fee (if any): art kit ($24.00)

Field Trips? No: X____ Yes, Number Anticipated: 0___

Textbook Title: N/A

Textbook Cost: N/A

Additional Equipment Costs: N/A

Additional Supplies Costs: N/A

3-Year Course Enrollment: 225 (25/class x 9 classes over 3 yrs)

Revision to take effect:

Semester FALL Year X 2011

REVISION

Describe the Course Revision:

Prerequisite is listed as Art Foundations presently. REVISION would be to have "Prerequisite be listed as Art Foundations **OR Photography I**"

NEED

Reason for Course Revision

Digital Imaging incorporates a lot of the same techniques for image manipulation that we begin teaching in the photography classes. Students are required to use their own imagery from photographs they have taken either manually or digitally with a camera for manipulation purposes in Adobe Illustrator and Adobe Photoshop. The knowledge that they gain in a photography class about proper "picture taking" techniques, compositional elements and camera understanding would greatly aid them in the understanding of how to use the programs in Digital Imaging. This revision would allow a wider range of students to take the Digital Imaging class with the same "base knowledge" of design elements and art terms that they also learn in Art Foundations.

ENDORSEMENTS

Division Curriculum Committee:

Sandra Cunningham

Division Head: David Roodhouse

Date: 10/4/10

Revised 09/08

PROPOSED REVISIONS TO EXISTING COURSES DUE TO ROOM 373 NO LATER THAN FRIDAY, OCTOBER 4, 2010

OAK PARK AND RIVER FOREST HIGH SCHOOL

PROPOSAL FOR REVISION TO EXISTING COURSE

DATA (Please Type All Information)

Division: Fine and Applied Arts

Department (if pertinent): Visual Arts

Course Title: Graphic Design 672/2

Length of Course: Semester X Year ____

Credit Earned: 1

Course Student Fee (if any): art kit ($24.00)

Field Trips? No: X Yes, Number Anticipated: 0

Textbook Title: N/A

Textbook Cost: N/A

Additional Equipment Costs: N/A

Additional Supplies Costs: N/A

3-Year Course Enrollment: 168 (28/class x 6 classes over 3 yrs)

Revision to take effect:

Semester FALL Year X 2011

REVISION

Describe the Course Revision:

Prerequisite is listed as Art Foundations presently, REVISION would be to have "Prerequisite be listed as Art Foundations **OR Photography I**"

NEED

Reason for Course Revision

Graphic Design incorporates a lot of the compositional elements that we teach in the photography classes. Students are often asked to use their own imagery from photographs they have taken either manually or digitally with a camera for graphic design. This revision would allow a wider range of students to take the Graphic Design class with the same "base knowledge" of design elements and art terms that they also learn in Art Foundations.

ENDORSEMENTS

Division Curriculum Committee:

Sandra Campbell

Division Head: David Koolhaas Date: 10/4/10

Revised 09/08

PROPOSED REVISIONS TO EXISTING COURSES DUE TO ROOM 373 NO LATER THAN FRIDAY, OCTOBER 4, 2010

OAK PARK AND RIVER FOREST HIGH SCHOOL

PROPOSAL FOR REVISION TO EXISTING COURSE

DATA

(Please Type All Information)

DATE: September 29, 2010

DIVISION: Fine Arts

DEPARTMENT: Theatre/Broadcasting

COURSE TITLE: Acting Foundations

NATURE OF PROPOSAL

CHANGE(S) REQUESTED:

Change the title of the course from Acting Foundations to Acting I or Acting 1.

REASON

REASONS FOR REQUESTED CHANGE(S):

It is important for acting students to start at the beginning, just like art students. The theatre department tried to emulate the art department by making the first level acting class called Acting Foundations. However, much confusion remains and many students who have never taken acting before are getting put into advanced level acting classes. It will be very clear that students must start with Acting 1, if that is the course title. Students will then progress to Acting 2 and so on.

IMPLEMENTATION

DATE FOR REQUESTED CHANGE(S) TO TAKE EFFECT: 2011-2012 school year

ENDORSEMENTS

ENDORSING SIGNATURES:
DIVISION CURRICULUM COMMITTEE:

DIVISION HEAD _____ DATE 10/4/10

Revised 09/03

OAK PARK AND RIVER FOREST HIGH SCHOOL

PROPOSAL FOR REVISION TO EXISTING COURSE

DATA (Please Type All Information)

DATE: September 29, 2010

DIVISION: Fine Arts

DEPARTMENT: Theatre/Broadcasting

COURSE TITLE: Acting Workshop

NATURE OF PROPOSAL

CHANGE(S) REQUESTED:

Change the title of the course from Acting Workshop to Acting 2. Also, give the class two course numbers so students can take this class more than once. The titles could be Acting 2a and Acting 2b.

REASON

REASONS FOR REQUESTED CHANGE(S):

For the past few years there has been confusion over which acting classes students should take. Students with no acting experience were being put into Acting Workshop along with students who had already taken Acting Foundations and were ready to move on. By changing the acting courses to Acting 1, 2, etc., the progression of classes will be very clear to the students and counselors.

Acting, like music and art, is never the same class twice. We allow students to take music and art every semester of their high school career; however, right now acting students can only take acting for 4 semesters (maybe 5 if Musical Theatre runs). Almost every year OPRF honors an actor or performer during our Tradition of Excellence assembly. We should continue to nurture our future Tradition of Excellence nominees by giving them every opportunity to continue to learn and grow through acting. By giving Acting 2 more than one course number, students will be able to take acting for at least one more semester of acting.

IMPLEMENTATION

2011-2012 School Year

ENDORSEMENTS

ENDORSING SIGNATURES:
DIVISION CURRICULUM COMMITTEE:

DIVISION HEAD Mark Koorhouse DATE 10/4/10

Revised 09/03

Print Form

OAK PARK AND RIVER FOREST HIGH SCHOOL

PROPOSAL FOR REVISION TO EXISTING COURSE

DATA (Please Type All Information)

Division: Fine/Applied Arts/Business	Textbook Title: None
Department (if pertinent): Music	Textbook Cost: N/A
Course Title: Concert Orchestra II	Additional Equipment Costs: None
Length of Course: Semester _____ Year X	Additional Supplies Costs: None
Credit Earned: 1/2	3-Year Course Enrollment: approx. 100
Course Student Fee (if any): None	Revision to take effect:
Field Trips? No: X Yes, Number Anticipated: ____	Semester 1 Year 2011

REVISION

Describe the Course Revision:

Course Title Change FROM Concert Orchestra 2 TO "String Orchestra"

NEED

Reason for Course Revision

The current title, Concert Orchestra 2, is too confusing for students, parents, and counselors. String Orchestra is the entry level/ non-auditioned orchestra. The title is also descriptive of the instrumentation. Only string players perform in this ensemble.

ENDORSEMENTS

Division Curriculum Committee:

Patrick Pearson

Elaine Hlavach

Anthony Sojda

Division Head: David Rossbund Date: 9/30/10

Revised 09/08

PROPOSED REVISIONS TO EXISTING COURSES DUE TO ROOM 373 NO LATER THAN FRIDAY, OCTOBER 2, 2009

OAK PARK AND RIVER FOREST HIGH SCHOOL
PROPOSAL FOR ADDITION OF A NEW COURSE

DATA (Please Type All Information)

Division: Fine & Applied Arts
Department (if pertinent): Music
Course Title: Digital Music/Class Piano I
Length of Course: Semester ____ Year X
Credit Earned: 2
Course Student Fee (if any): None
Field Trips? No: X Yes, Number Anticipated: ____

Textbook Title: Music Software
Textbook Cost: 30 Purchased licenses $1399.00*
Additional Equipment Costs: see attached
Additional Supplies Costs: see attached
Course will first be offered: Fall 2011
Semester ____ Year X

DESCRIPTION

Formal Course Description for Academic Catalog:

Prerequisite: None.
Open to: All students with an expectation of piano/keyboard practice outside of class time.
The study and practice of piano literature that includes various styles and periods in history through the use of an electronic keyboard lab/digital music studio. Students will demonstrate understanding of symbols, scales, chord qualities, chord progressions and note reading. This technology based music instruction will include learning experiences in music literacy, ear training, music theory, music notation software and basic composition/MIDI sequencing.

NEED

Reason For Course Proposal:

- To provide a digital music class addressing piano skills, ear training, music literacy, music theory and composition for non-music students as well as music students.
- To provide a continuation of the keyboard labs offered at District 97.
- To provide opportunities for self-expression and personal growth through participation in music and music technology.
- To address the technology standards as mandated by the State of Illinois.
- To provide access by the music department staff for use during established courses such as AP Music Theory and for addressing gaps in music experience and preparedness in sectional rehearsals.
- To be utilized in integrated projects within the Fine Arts Department such as film/composition and sound art.
- To be utilized in collaborative projects with academic areas such as music/math and music/reading literacy with instructional technologies and software that supports such innovative models of instruction.
- To be utilized during the school year and during summer school.
- To be utilized for professional development of staff, podcasts, video podcasts and extended learning opportunities for the school community.

Course Units:
The course will be differentiated with groups working alternatively on piano skills and music technology skills where multiple levels of learning and application are taking place.

Piano Units Include:

1. Scales – five-finger pattern, all keys, major and minor, hands together. Major scales, all keys, one octave tetra scales.
2. Chords – Arpeggios, all keys major and minor. Block chords, major and minor all keys, hands together, and all inversions of the triad.
3. Progression – I V I all keys major and minor, hands together.
4. Harmonization – Harmonize melodies in five-finger position using I & V chords, in all major and minor keys, showing chord symbols and/or chord names.
5. Transposition – Transpose simple melodies and harmonies
6. Sight-reading – Demonstrate ability to sight read music in five-finger positions.
7. Repertoire – Learn and perform pieces assigned or approved by the instructor. The number and difficulty of pieces performed will be differentiated and weighted by level. Minimums of five performance pieces are required.

Music Technology Units Include Instruction, Assessment, Application, Exploration, Composition, Game Based Learning And Activities in:

1. Aurally and visually discriminating and matching pitches.
2. Pitch identification and discrimination of the grand staff and ledger lines.
3. Melodic recognition, contour and structure.
4. Introduction to intervals.
5. Introduction to harmony.
6. Understanding Beat, Tempo and Meter.
7. Aurally echoing rhythm.
8. Aurally and visually discriminating and matching rhythms.
9. Rhythmic notation of quarter notes, eighth notes, half notes, whole notes, dotted notes, sixteenth notes, syncopations and ties.
10. Rhythmic notation of whole, half, quarter and eighth rests.
11. Performance and composition of the rhythms listed above.
12. Rhythmic dictation of the rhythms listed above.
13. Dynamics and timbre.
14. Exploration of personal creativity through composition and arranging applying skills in reading, notating, and listening using notation software and basic sequencing technology.

HUMAN DIGNITY

Cultural Pluralism and Title IX Consideration:

This course would be open to underserved students and is designed to increase and expand the student's ability to listen, to expand individual creativity and cultural awareness and develop an appreciation for both the fine arts and music technology.

Career and Technical Education

This course can become part of a career and technical education sequence because it includes competency-based applied learning that contributes to student's academic knowledge, higher-order reasoning and problem-solving skills, as well as technical skills and occupation-specific skills in music technology. Certification, associate and bachelor degrees are awarded in music technology. If a sequence is established, this lab could be eligible for Perkins Grant monies and/or dual college credit at Triton.

How does the new course directly address: (A) Board goals for the current school year; (B) School Improvement Plan [SIP] or (C) School Restructuring Plan:

Racial Equity – This lab can be part of collaborative projects with academic areas such as music/math and music/reading literacy using instructional technologies and software. The lab would support innovative models of instruction that would set out to reduce systemic inhibitors to success for students of color.

Student Achievement – This course sets out to increase musical intelligence for students and could support targeted instructional technology in areas measured by standardized testing.

Finance – To build upon a successful music department by upgrading the facilities and music technology programming.

Other Pertinent Information:

This course would be taught by the Division Head so there is no need for staffing monies. The division head has extensive experience in class piano and digital music.

There would be no need for additional FTE as Vocal Jazz, which is currently taught by the Division Head would return to a stipend position through Music Activities.

Endorsing Signatures:

Division Curriculum Committee

Division Head:

Date: 10/4/10

Revised 08/09 **COURSE PROPOSALS DUE TO ROOM 373 NO LATER THAN FRIDAY, OCTOBER 4, 2010**

This dual-purpose room would contain both full size keyboards, an instructor's keyboard with visualizer for class piano as well as IMac digital music stations on the outside walls of the room.

Counter size tables are already installed in the room 101 located within the music department as well as 6 iMac digital music stations with MIDI keyboard controllers. The proposal begins with 8 class piano keyboards and an instructor's keyboard (as pictured below), which can be expanded in the future and 14 additional iMac digital music stations.

Estimated costs of Keyboard Teaching Lab 8 student and one teacher -	$8275.00*
The Visualizer digital music display -	$1895.00*
Digital Music Instructional Software - 30 licenses -	$1399.00*

This includes the Yamaha LC3 Master Teaching Controller and 9 headsets; 9 Full size PX130 Digital Pianos; 9 CS67 Stands and 9 KT7800 PLUS Benches. It does NOT include the grand piano pictured here.

The lab will be utilizing notation/sequencing software, as well as practice software that is currently owned and updated by the OPRFHS Music Department.

***Does not include educator's discount**

OPRFHS already owns the midi-controllers as seen here. The proposal asks for the 14 additional iMac stations at $1199 per unit.*

*Internet pricing – lower prices may be available through the Educational Technology Department at OPRFHS.

OAK PARK AND RIVER FOREST HIGH SCHOOL

PROPOSAL FOR [redacted] OF A [redacted] COURSE

DATA Revision **(Please Type All Information)**

Division: Fine & Applied Arts	Textbook Title: Sports and Entertainment Marketing, Glencoe
Department (if pertinent): Business Education	Textbook Cost: $42
Course Title: Sports and Entertainment Marketing	Additional Equipment Costs: none
Length of Course: Semester	Additional Supplies Costs: none
Credit Earned: 1	Course will first be offered:
Course Student Fee (if any): _____	Semester: Fall Year: 2011-2012

DESCRIPTION

Formal Course Description for Academic Catalog:

Name Change ONLY Sports and Entertainment Marketing will be renamed, "Sports and Music Entertainment Marketing"

UNITS

Course Units:
Unchanged

NEED

Reason For Course Proposal:
The students have demanded over the years to spend 40% of the Entertainment Marketing of the class on Music Entertainment. This is a growing interest for the students.

HUMAN DIGNITY

Cultural Pluralism and Title IX Consideration:

The course is open to all students and promotes teamwork, which is essential to all races and genders.

Other Pertinent Information:

Endorsing Signatures:
Division Curriculum Committee [redacted] [redacted]

[redacted] [redacted]

[redacted] [redacted]

Division Head: [redacted] Date: 9/20/10

Revised 09/03

COURSE PROPOSALS DUE TO ROOM 373 NO LATER THAN THURSDAY, OCTOBER 4, 2010

THE HISTORY DIVISION

OAK PARK AND RIVER FOREST HIGH SCHOOL

PROPOSAL FOR REVISION TO EXISTING COURSE

DATA (Please Type All Information)

Division: History	Textbook Title:
Department (if pertinent):	Textbook Cost:
Course Title: Social Problems	Additional Equipment Costs:
Length of Course: Semester X Year	Additional Supplies Costs:
Credit Earned: 1	3-Year Course Enrollment:
Course Student Fee (if any):	Revision to take effect:
Field Trips? No: ____ Yes, Number Anticipated: ____	Semester FALL Year 2011

REVISION

Describe the Course Revision:

We will offer Social Problems First Semester.

NEED

Reason for Course Revision

By limiting when we offer Human Behavior and Social Problems we can create a sequence of electives that allows the Division to build on essential skills for low achieving students.

ENDORSEMENTS

Division Curriculum Committee:

Division Head:

Date: 10/4/10

Revised 09/08

OAK PARK AND RIVER FOREST HIGH SCHOOL

PROPOSAL FOR REVISION TO EXISTING COURSE

DATA (Please Type All Information)

Division: History	Textbook Title:
Department (if pertinent):	Textbook Cost:
Course Title: Human Behavior	Additional Equipment Costs:
Length of Course: Semester X Year	Additional Supplies Costs:
Credit Earned: 1	3-Year Course Enrollment:
Course Student Fee (if any):	Revision to take effect: Semester Spring Year 2012
Field Trips? No: Yes, Number Anticipated:	

REVISION

Describe the Course Revision:

We will offer Human Behavior Second Semester.

NEED

Reason for Course Revision

By limiting when we offer Human Behavior and Social Problems we can create a sequence of electives that allows the Division to build on essential skills for low achieving students.

ENDORSEMENTS

Division Curriculum Committee:

Division Head:

Date: 10/4/10

Revised 09/08

PROPOSED REVISIONS TO EXISTING COURSES DUE TO ROOM 373 NO LATER THAN FRIDAY, OCTOBER 4, 2010

OAK PARK AND RIVER FOREST HIGH SCHOOL

PROPOSAL FOR REVISION TO EXISTING COURSE

DATA

(Please Type All Information)

Division: History	Textbook Title:
Department (if pertinent):	Textbook Cost:
Course Title: Community Law	Additional Equipment Costs:
Length of Course: Semester X Year	Additional Supplies Costs:
Credit Earned: 1	3-Year Course Enrollment:
Course Student Fee (if any):	Revision to take effect:
Field Trips? No: Yes, Number Anticipated:	Semester FALL Year 2011

REVISION

Describe the Course Revision:

We will offer Community Law First Semester.

NEED

Reason for Course Revision

By limiting when we offer Community Law and Government we can create a sequence of electives that allows the Division to build on essential skills for low achieving students.

ENDORSEMENTS

Division Curriculum Committee: [signatures]

Division Head: [signature]

Date: 10/4/10

Revised 09/08

PROPOSED REVISIONS TO EXISTING COURSES DUE TO ROOM 373 NO LATER THAN FRIDAY, OCTOBER 4, 2010

OAK PARK AND RIVER FOREST HIGH SCHOOL

PROPOSAL FOR REVISION TO EXISTING COURSE

DATA (Please Type All Information)

Division: History

Department (if pertinent): _____

Course Title: Government

Length of Course: Semester X Year _____

Credit Earned: 1

Course Student Fee (if any): _____

Field Trips? No: _____ Yes, Number Anticipated: ____

Textbook Title: _____

Textbook Cost: _____

Additional Equipment Costs: _____

Additional Supplies Costs: _____

3-Year Course Enrollment: _____

Revision to take effect:

Semester Spring Year 2012

REVISION

Describe the Course Revision:

We will offer Government Second Semester.

NEED

Reason for Course Revision

By limiting when we offer Community Law and Government we can create a sequence of electives that allows the Division to build on essential skills for low achieving students.

ENDORSEMENTS

Division Curriculum Committee: _____

Division Head: _____ Date: 10/4/10

Revised 09/08

PROPOSED REVISIONS TO EXISTING COURSES DUE TO ROOM 373 NO LATER THAN FRIDAY, OCTOBER 4, 2010

THE MATH DIVISION

OAK PARK AND RIVER FOREST HIGH SCHOOL

PROPOSAL FOR ADDITION OF A NEW COURSE

DATA (Please Type All Information)

Division: Math Division

Department (if pertinent): NA

Course Title: 265 Advanced Calculus

Length of Course: Semester _____ Year X

Credit Earned: 2 Semesters, 2 Credits

Course Student Fee (if any): _____

Field Trips? No: _____ Yes, Number Anticipated: _____

Textbook Title: Same as Calculus BC

Textbook Cost: No additional cost. This course will use same textbook as Calculus BC

Additional Equipment Costs: None

Additional Supplies Costs: None

Course will first be offered:

Semester Fall Year 2011

DESCRIPTION

Formal Course Description for Academic Catalog:

Advanced Calculus/Calculus III is the third of three courses in the basic calculus sequence. Topics include vector functions, functions of two or more variables, partial derivatives, quadratic surfaces, multiple interpretation, surface integrals, green theorem, and stokes theorem. Prerequisite AP Calculus BC (263) and teacher recommendation. This course will use the same textbook as Calculus BC and therefore will be no additional cost.

UNITS

Course Units:
Vectors in the Plan & Polar Functions, Vectors and Motion in Space, Multivariable Functions and their Derivatives, Multiple Integrals, Integration in Vector Fields.

NEED

Reason For Course Proposal:

The Board of Education Goal 2 is Student Achievement. It states: The Board of Education will raise student achievement as measured by standardized testing and other measures to be approved by the Board. This course will increase scores by giving students a higher level of math than previous taken at OPRF. This course will hopefully increase enrollment into its prerequisite course AP Calculus BC, which will also increase test scores.

HUMAN DIGNITY

Cultural Pluralism and Title IX Consideration:

Other Pertinent Information:

Endorsing Signatures:

Division Curriculum Committee Joseph J. Kotal

Division Head: _____ Date: 10-4-10

Revised 09/08

COURSE PROPOSALS DUE TO ROOM 373 NO LATER THAN MONDAY, OCTOBER 4, 2010

THE PHYSICAL EDUCATION DIVISION

OAK PARK AND RIVER FOREST HIGH SCHOOL

PROPOSAL FOR REVISION TO EXISTING COURSE

DATA (Please Type All Information)

Division: Physical Education	Textbook Title: _____
Department (if pertinent): _____	Textbook Cost: _____
Course Title: Group Exercise	Additional Equipment Costs: _____
Length of Course: Quarter	Additional Supplies Costs: _____
Credit Earned: Quarter	3-Year Course Enrollment: _____
Course Student Fee (if any): _____	Revision to take effect:
Field Trips? No: _____ Yes, Number Anticipated: ____	Semester Fall Year 2011

REVISION

Describe the Course Revision:
Change of name to Fitness Fusion

NEED

Reason for Course Revision
Better descriptor of class.

ENDORSEMENTS

Division Curriculum Committee:

Division Head: _____ Date: 9-30-10

Revised 09/08

PROPOSED REVISIONS TO EXISTING COURSES DUE TO ROOM 373 NO LATER THAN FRIDAY, OCTOBER 4, 2010

OAK PARK AND RIVER FOREST HIGH SCHOOL

PROPOSAL FOR ADDITION OF A NEW COURSE

DATA (Please Type All Information)

Division: Physical Education

Department (if pertinent):

Course Title: World Dance

Length of Course: Quarter

Credit Earned: .5

Course Student Fee (if any):

Field Trips? No: ____ Yes, Number Anticipated: ____

Textbook Title: N/A

Textbook Cost: N/A

Additional Equipment Costs: None

Additional Supplies Costs: None

Course will first be offered: Quarters 1-4

DESCRIPTION

Formal Course Description for Academic Catalog:

Students explore historical and cultural backgrounds in African, Spanish, Latin, Eastern European and American dance forms. The capstone experience is all students choreograph dances that reflect their cultural and generational experiences.

UNITS

Course Units:

NEED

Reason For Course Proposal:

While on sabbatical Lucy Riner developed a new course that explores cultural dances and the historical relevance behind them.

HUMAN DIGNITY

Cultural Pluralism and Title IX Consideration:

This class offers a multi-cultural approach to all its lessons.

How does the new course directly address: (A) Board goals for the current school year; (B) School Improvement Plan [SIP] or (C) School Restructuring Plan:
World Dance offers the class a variety of dance forms that are differentiated for each student and also provides each student with an awareness of other cultures within their own communities.

Other Pertinent Information:

Endorsing Signatures:

Division Curriculum Committee: Lucy Riner, Jennifer Burgdorff, Bettina Dunson

Division Head: Date: 9-30-10

Revised 08/09

COURSE PROPOSALS DUE TO ROOM 373 NO LATER THAN FRIDAY, OCTOBER 4, 2010

OAK PARK AND RIVER FOREST HIGH SCHOOL

PROPOSAL FOR DELETION OF EXISTING COURSE

(Please Type All Information)

DATA

Division Physical Education_____	Textbook Title: _____
Department (if pertinent):_____	Textbook Cost: _____
Course Title: Dance of the Decades	Additional Equipment Costs: _____
Length of Course: Quarter	Additional Supplies Costs: _____
Credit Earned: Quarter	3-Year Course Enrollment: _____
Course Student Fee (if any): _____	Deletion to take effect: Immediately
Field Trips? No: _____ Yes, Number:_____	Semester: _____ Year: _____

NEED

Reason for Course Deletion:

We will be offering a new course encompassing much of what Dance of the Decades used to offer, but is more updated and offers a multi-cultural approach to the curriculum.

ENDORSEMENTS

Division Curriculum Committee:

Lucy Riner

Division Head: _____ Date: 9-30-10

Revised 09/08

PROPOSED DELETIONS OF EXISTING COURSES DUE TO ROOM 373 NO LATER THAN FRIDAY, OCTOBER 4, 2010

OAK PARK AND RIVER FOREST HIGH SCHOOL

PROPOSAL FOR DELETION OF EXISTING COURSE

(Please Type All Information)

DATA

Division Physical Education_____	Textbook Title: _____
Department (if pertinent):_____	Textbook Cost: _____
Course Title: Boy's and Girl's Advance Swim	Additional Equipment Costs: _____
Length of Course: Quarter	Additional Supplies Costs: _____
Credit Earned: Quarter	3-Year Course Enrollment: _____
Course Student Fee (if any): _____	Deletion to take effect: Immediately
Field Trips? No: _____ Yes, Number:_____	Semester: _____ Year: _____

NEED

Reason for Course Deletion:
This is a course no longer taught by our division due to the revision of number of swim requirements from three to two.

ENDORSEMENTS

Division Curriculum Committee:

_____ _____

_____ _____

_____ _____

Division Head: _____ Date: 9-30-10

Revised 09/08

PROPOSED DELETIONS OF EXISTING COURSES DUE TO ROOM 373 NO LATER THAN FRIDAY, OCTOBER 4, 2010

OAK PARK AND RIVER FOREST HIGH SCHOOL

PROPOSAL FOR DELETION OF EXISTING COURSE

(Please Type All Information)

DATA

Division Physical Education	Textbook Title: _____
Department (if pertinent):	Textbook Cost: _____
Course Title: Pilates/Yoga	Additional Equipment Costs: _____
Length of Course: Quarter	Additional Supplies Costs: _____
Credit Earned: Quarter	3-Year Course Enrollment: _____
Course Student Fee (if any): _____	Deletion to take effect: Immediately
Field Trips? No: _____ Yes, Number: _____	

NEED

Reason for Course Deletion:
We offer a course called Fitness Fusion which encompasses much of what Pilates/Yoga offered and more.

ENDORSEMENTS

Division Curriculum Committee:

Lucy Riner

Division Head: _____ Date: 9-30-10

Revised 09/08

PROPOSED DELETIONS OF EXISTING COURSES DUE TO ROOM 373 NO LATER THAN FRIDAY, OCTOBER 4, 2010

OAK PARK AND RIVER FOREST HIGH SCHOOL
PROPOSAL FOR DELETION OF EXISTING COURSE

(Please Type All Information)

DATA

Division Physical Education	Textbook Title: _____
Department (if pertinent):	Textbook Cost: _____
Course Title: Step Aerobics	Additional Equipment Costs: _____
Length of Course: Quarter	Additional Supplies Costs: _____
Credit Earned: Quarter	3-Year Course Enrollment: _____
Course Student Fee (if any): _____	Deletion to take effect: Immediately
Field Trips? No: _____ Yes, Number: _____	

NEED

Reason for Course Deletion:
We offer a course called Fitness Fusion which encompasses much of what Step Aerobics offered and more.

ENDORSEMENTS

Division Curriculum Committee:

Division Head: _____ Date: 9-30-10

Revised 09/08

PROPOSED DELETIONS OF EXISTING COURSES DUE TO ROOM 373 NO LATER THAN FRIDAY, OCTOBER 4, 2010

THE SCIENCE & TECHNOLOGY DIVISION

OAK PARK AND RIVER FOREST HIGH SCHOOL

PROPOSAL FOR REVISION TO EXISTING COURSE

DATA (Please Type All Information)

Division: Science

Department (if pertinent): _____

Course Title: Anthropology

Length of Course: Semester 1 Year 10-12

Credit Earned: 1

Course Student Fee (if any): _____

Field Trips? No: _ Yes, Number Anticipated: 1

Textbook Title: N/A

Textbook Cost: _____

Additional Equipment Costs: _____

Additional Supplies Costs: _____

3-Year Course Enrollment: _____

Revision to take effect:

Semester Fall Year 2011

REVISION

Describe the Course Revision:

Prerequisite change:

Existing: 1 year of Biology or completion of Integrated Laboratory Science 3-4 with a grade of "C" or better.

Proposed: 1 year of biology or completion of Integrated Laboratory Science 3-4.

NEED

Reason for Course Revision

Removes a possible obstacle for students who begin to focus more on academics as they progress through high school. Opens the path up for students to move into the course after completing transition-level courses.

ENDORSEMENTS

Division Curriculum Committee:

Division Head: _____

Date: 10/1/10

Revised 09/08

PROPOSED REVISIONS TO EXISTING COURSES DUE TO ROOM 373 NO LATER THAN MONDAY, OCTOBER 4, 2010

OAK PARK AND RIVER FOREST HIGH SCHOOL

PROPOSAL FOR REVISION TO EXISTING COURSE

DATA (Please Type All Information)

Division: Science	Textbook Title: N/A
Department (if pertinent):	Textbook Cost:
Course Title: Anatomy and Physiology of Human Body1-2	Additional Equipment Costs:
Length of Course: Semester 1 Year 11-12	Additional Supplies Costs:
Credit Earned: 2	3-Year Course Enrollment:
Course Student Fee (if any):	Revision to take effect:
Field Trips? No: _ Yes, Number Anticipated: 1	Semester Fall Year 2011

REVISION

Describe the Course Revision:

Prerequisite change:

Existing: Biology 1-2, Chemistry 1-2, or ChemCom 1-2 with a grade of "C" or better

Proposed: 1 year of biology and 1 year of chemistry or ILS 3-4.

NEED

Reason for Course Revision

Removes a possible obstacle for students who begin to focus more on academics as they progress through high school. Opens the path up for students to move into the course after completing transition-level courses.

ENDORSEMENTS

Division Curriculum Committee:

Division Head: Date: 10/1/10

Revised 09/08

PROPOSED REVISIONS TO EXISTING COURSES DUE TO ROOM 373 NO LATER THAN MONDAY, OCTOBER 4, 2010

OAK PARK AND RIVER FOREST HIGH SCHOOL

PROPOSAL FOR REVISION TO EXISTING COURSE

DATA (Please Type All Information)

Division: Science and Technology

Department (if pertinent): Technology/Engineering

Course Title: 795 1-2 PLTW-Digital Electronics

Length of Course: Semester _____ Year X

Credit Earned: 2 credits

Course Student Fee (if any): _____

Field Trips? No: X_____ Yes, Number Anticipated: _____

Textbook Title: PLTW curriculum comes with masters for reproducing/photocopying-no textbook

Textbook Cost: 0

Additional Equipment Costs: Grant funding will support and/or offset major equipment costs

Additional Supplies Costs: $500-$1000 in annual supplies

3-Year Course Enrollment: ~100

Revision to take effect:

Semester Fall Year 2011

REVISION

Describe the Course Revision: Prerequisites: None

Change in course from two one-semester courses (794/2 Electricity/Electronics and 7952 Advanced Electricity/Electronics & Digital Circuits) to a full year course that incorporates the new Project Lead the Way curriculum.

Revised course description for the catalog is below:

This course is the study of electronic circuits that are used to process and control digital sounds. Digital electronics is the foundation of all modern electronic devices such as cellular phones, MP3 players, laptop computers, digital cameras and high-definition televisions. The major focus of the Digital Electronics course is to expose students to the process of combinational and sequential logic design, teamwork, communication methods, engineering standards and technical documentation. This course is designed for 10th and 11th grade students.

NEED

Reason for Course Revision

This course revision is part of the planned shift in the core Applied Technology courses from stand-alone semester courses, to year-long courses that incorporate the sequenced Project Lead the Way curriculum.

ENDORSEMENTS

Division Curriculum Committee: _____ Date: _____

_____

Division Head: _____ Date: 10/1/10

Revised 09/08

PROPOSED REVISIONS TO EXISTING COURSES DUE TO ROOM 373 NO LATER THAN WEDNESDAY, OCTOBER 8, 2008

OAK PARK AND RIVER FOREST HIGH SCHOOL

PROPOSAL FOR REVISION TO EXISTING COURSE

DATA (Please Type All Information)

Division: Science and Technology

Department (if pertinent): Technology/Engineering

Course Title: 754 1-2 PLTW – INTRODUCTION TO ENGINEERING DESIGN

Length of Course: Semester _____ Year X

Credit Earned: 2 credits

Course Student Fee (if any): _____

Field Trips? No: X Yes, Number Anticipated: _____

Textbook Title: PLTW curriculum comes with masters for reproducing/photocopying-no textbook

Textbook Cost: 0

Additional Equipment Costs: Grant funding will support and/or offset major equipment costs

Additional Supplies Costs: 0

3-Year Course Enrollment: _____

Revision to take effect:

Semester Fall Year 2011

REVISION

Describe the Course Revision: Prerequisites: None

Change in course from a one-semester course (751/2 Exploring Technology) to a full year course that incorporates the new Project Lead the Way curriculum.

Revised course description for the catalog is below:

In this course, students use 3D solid modeling design software to help them design solutions to solve proposed problems. Students will learn how to document their work and communicate solutions to peers and members of the professional community. The major focus of the Introduction to Engineering course is to expose students to the design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards and technical documentation. This course is designed for 9th and 10th grade students.

NEED

Reason for Course Revision

This course revision is part of the planned shift in the core Applied Technology courses from stand-alone semester courses, to year-long courses that incorporate the sequenced Project Lead the Way curriculum.

ENDORSEMENTS

Division Curriculum Committee: _____

Division Head: _____ Date: 10/1/10

Revised 09/08

PROPOSED REVISIONS TO EXISTING COURSES DUE TO ROOM 373 NO LATER THAN WEDNESDAY, OCTOBER 8, 2008

OAK PARK AND RIVER FOREST HIGH SCHOOL

PROPOSAL FOR REVISION TO EXISTING COURSE

DATA (Please Type All Information)

Division: Science and Technology

Department (if pertinent): Technology/Engineering

Course Title: 758-1-2 PLTW – CIVIL ENGINEERING AND ARCHITECTURE-COMPUTER AIDED DESIGN (CAD)

Length of Course: Semester _____ Year X

Credit Earned: 2 credits

Course Student Fee (if any): _____

Field Trips? No: X_____ Yes, Number Anticipated: _____

Textbook Title: PLTW curriculum comes with masters for reproducing/photocopying-no textbook

Textbook Cost: 0

Additional Equipment Costs: Grant funding will support and/or offset major equipment and software costs

Additional Supplies Cost $500-$1000 in annual supplies

3-Year Course Enrollment: ~200

Revision to take effect:

Semester Fall Year 2011

REVISION

Describe the Course Revision: Prerequisites: None

Change in course from two, one-semester courses (758/2 Introduction to Architecture-Computer Aided Design (CAD) and 7622 Advanced Architecture/Engineering-Computer Aided Design (CAD)) to a full year course that incorporates the new Project Lead the Way curriculum.

Revised course description for the catalog is below:

The major focus of this course is completing long-term projects that involve the development of property sites. As students learn about various aspects of civil engineering and architecture, they apply what they learn to the design and development of a property. This course provides teachers and students freedom to develop the property as a simulation or for students to model the experiences that civil engineers and architects face. Students work in teams, exploring hands-on activities and projects to learn the characteristics of civil engineering and architecture. In addition, students use 3D design software to help them design solutions to solve major course projects. Students learn about documenting their project, solving problems and communicating their solutions to their peers and members of the professional community of civil engineering and architecture. This course is designed for 11th or 12th grade students.

NEED

Reason for Course Revision

This course revision is part of the planned shift in the core Applied Technology courses from stand-alone semester courses, to year-long courses that incorporate the sequenced Project Lead the Way curriculum.

ENDORSEMENTS

Division Curriculum Committee: _____

Division Head: _____ Date: 10/1/10

Revised 09/08

PROPOSED REVISIONS TO EXISTING COURSES DUE TO ROOM 373 NO LATER THAN WEDNESDAY, OCTOBER 8, 2008

OAK PARK AND RIVER FOREST HIGH SCHOOL

PROPOSAL FOR ADDITION OF A NEW COURSE

(Please Type All Information)

DATA

Division: Science and Technology

Department (if pertinent): Technology / Engineering Department

Course Title: 751 1-2 PLTW –Principles of Engineering

Length of Course: Semester _____ Year X

Credit Earned: 2

Course Student Fee (if any): _____

Field Trips? No: X Yes, Number Anticipated: _____

Textbook Title: PLTW curriculum comes with masters for photocopy materials only-no text

Textbook Cost: 0

Additional Equipment Costs: Grant funding will support and/or offset major equipment costs

Additional Supplies Costs: $500-$1000 in annual supplies

Course will first be offered:

Semester Fall Year 2011

DESCRIPTION

Formal Course Description for Academic Catalog: Prerequisites: None

This survey course of engineering exposes students to some of the major concepts they'll encounter in a postsecondary engineering course of study. Students have an opportunity to investigate engineering and high-tech careers and to develop skills and understanding of course concepts. Students employ engineering and scientific concepts in the solution of engineering design problems. They develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges. Students also learn how to document their work and communicate their solutions to peers and members of the professional community. This course is designed for 10th and 11th grade students.

UNITS

Course Units:

1.1 Mechanisms, 1.2 Energy Sources, 1.3 Energy Applications, 1.4 Design-Energy and Power, 2.1 Statics, 2.2 Material Properties, 2.3 Material Testing, 2.4 Design-Materials and Structures, 3.1 Machine Control, 3.2 Fluid Power, 3.3 Design-Control Systems, 4.1 Statistics, 4.2 Kinematics, 4.3 Design-Statistics and Kinematics

NEED

Reason For Course Proposal:

This course addition is part of the planned shift in the core Applied Technology courses from stand-alone semester courses, to year-long courses that incorporate the sequenced Project Lead the Way curriculum.

HUMAN DIGNITY

Cultural Pluralism and Title IX Consideration:

The PLTW program was recognized by the Bayer Foundation as an example of a Best Practice STEM Education Program in 2006 for "bridging the diversity gap in science and engineering education." PLTW has also partnered with Engineering Equity Extension Service (EEES) in a training program with a goal of increasing the participation of girls in PLTW programs across the country.

How does the new course directly address: (a) Board goals for the current school year; (B) SIP or (C) School Restructuring Plan:

The adoption of the entire series of PLTW courses falls directly in line with the board goals of increasing achievement in all sub-groups. The curriculum is all research based, is built around clearly defined student learning targets, has common nationally adopted assessments, and includes extensive teacher training during and after implementation. As stated above, the curriculum has also been recognized as a program that will help "bridge the diversity gap in science and engineering education."

Other Pertinent Information:

Endorsing Signatures:

Division Curriculum Committee:

Division Head:

Date: 10/1/10

Revised 09/08

COURSE PROPOSALS DUE TO ROOM 373 NO LATER THAN WEDNESDAY, OCTOBER 8, 2008

OAK PARK AND RIVER FOREST HIGH SCHOOL
PROPOSAL FOR ADDITION OF A NEW COURSE

DATA (Please Type All Information)

Division: Science and Technology

Department: Science

Course Title: Investigative Research in Biomedical Innovation

Length of Course: Year-long Honors Course

Credit Earned: Science Lab Credit Course

Course Student Fee (if any): Must purchase any special materials needed that are research project specific- will vary.

Field Trips? No: _____ Yes, Number Anticipated: 1 – Local University Biomedical Program and Lab Field Trip 1- Full day.

Textbook Title:

#1: Scientific Integrity: Text and Cases in Responsible Conduct of Research ISBN: 1555813185 (Cost on Amazon $20.00

#2: Writing Scientific Research Articles ISBN: 1405193352 Cost on Amazon $64.00

Additional Equipment Costs: Individual Projects- Costs may vary (past projects have varied from $0- $1,000, applications for assistance for those on free and reduced lunch are available.)

Additional Supplies Costs: Existing

Course will first be offered:

Semester Fall Year : 2011

DESCRIPTION

Formal Course Description for Academic Catalog:

This year-long honors course is designed for seniors who have completed at least three years of laboratory science and math and are interested in pursuing research in the field of biomedicine. Each student will learn cutting-edge techniques of biomedical research and formulate an original research question they are interested in investigating. Possible areas of research include: cardiovascular disease, oncology, immunology, neuroscience, developmental biology, microbiology or biochemistry. They will be responsible for planning and implementing each phase of research. Additional laboratory experiences will be obtained at local labs or hospitals as needed. Each student will have an "e mentor" that is a published expert in the area the student is investigating. Students will read scientific journals, develop hypotheses, collect and analyze data, perform statistical analysis and present their findings at an oral symposium. Students will have additional opportunities to present at regional and state science symposia. In addition, students will read and discuss case studies regarding biomedical research. If interested, possible opportunities for summer internships may be explored. Requirements for admission to the course include that the student(s) have a teacher or dean recommendation and have demonstrated a strong work ethic and a strong desire to pursue biomedical research and determination. All students must have a personal interview with the instructor in the spring before the class begins.

UNITS

Course Units:

1. Overview of Importance of Biomedical Research: Explore Current Rare Medical Case Studies
2. Concepts of Biomedical Research: Steps in the research process
3. Ethics in Research
4. Statistical Tests utilized in biomedical research: Pearson Correlation coefficient, Spearman correlation coefficient, Linear regression, Paired t- test, Unpaired t- test, ANOVA, & Chi Square
5. The Biochemistry of the human body systems: An Overview
6. Cutting Edge Technology in the field of Biomedicine- in collaboration with local universities and hospitals
7. Methods in journal writing

*Students will progress through learning modules using both traditional texts as well as on-line modules.

NEED

Reason For Course Proposal: The Percy Julian Symposium is sponsored by both OPRFHS and the Institute for Science Education & Technology. This event seeks to foster students' interest in science. This annual Scientific Symposium allows students to give PowerPoint presentations of their own scientific research and many students have participated in the Percy Julian Science Symposium over the past few years. Last year, 36 students conducted year-long research after school. In addition, other students have signed up to conduct independent research as an independent study course. There is an avid group of students and parents that have an interest in pursuing high-level independent research and have asked for this course. In addition, this course would be pairing the students with expert mentors and facilitate access to local as well as global collaboration on complex biomedical questions. Doing this type of actual research takes a significant amount of time. A stand-alone class for these students would help them to meet these needs.

HUMAN DIGNITY

Cultural Pluralism and Title IX Consideration: One goal of the course is to actively involve minority and female students; groups traditionally underrepresented in biomedicine careers. The experiences that students will have doing hands-on scientific research should help to stimulate their interest in pursuing biomedical careers. The books chosen for this course also are specifically targeted at English as a second language so that clear and simple language can be used for students.

How does the new course directly address: (A) Board goals for the current school year; (B) School Improvement Plan [SIP] or (C) School Restructuring Plan: See below.

Other Pertinent Information:

This course will be utilizing technology both at the school and outside research facilities to complete many projects. The relationship with local universities and hospitals will be valuable contacts as our students are exposed to materials they would not otherwise see until graduate or medical school. Northwestern University has expressed interest in partnering with Oak Park and River Forest High School to facilitate both the development and implementation of this course.

Endorsing Signatures:

Division Curriculum Committee: _____

Division Head: _____ Date: 10/1/10

COURSE PROPOSALS DUE TO ROOM 373 NO LATER THAN MONDAY, OCTOBER 4, 2010

Revised 08/09

How does the new course directly address: (A) Board goals for the current school year; (B) School Improvement Plan [SIP] or (C) School Restructuring Plan:

This course is specifically designed to help raise student achievement by immersing them in the pursuit of independent research that by its nature, will emphasize the skills outlined at the higher end of the College Readiness Standards. Specifically, students will be designing their own scientific investigations, interpreting their own data, they will be making inferences and evaluating their experimental results.

The prerequisites for the course are simply the completion of three years of laboratory science. This should encourage participation by all students reducing systemic inhibitors that may currently be in place for other AP or advance science offerings. Students may enroll in this class after completing lab classes from the transition level through the AP level.

THE SPECIAL EDUCATION DIVISION

OAK PARK AND RIVER FOREST HIGH SCHOOL
PROPOSAL FOR ADDITION OF A NEW COURSE

(Please Type All Information)

DATA

Division: Special Education

Department (if pertinent): Social Emotional

Course Title: African American Studies

Length of Course: Semester X Year

Credit Earned: 1.0

Course Student Fee (if any):

Field Trips? No: Yes Yes, Number Anticipated: 1

Textbook Title: No text book required. Packets, articles and excerpts from literature will be provided. Websites and video will also be used throughout the course.

Textbook Cost:

Additional Equipment Costs:

Additional Supplies Costs:

Course will first be offered:

Semester 1 Year 2011

DESCRIPTION

Formal Course Description for Academic Catalog:

African American Studies is devoted to the study of the history, culture, and politics of African Americans. Taken broadly, the class studies not only the cultures of people of African descent in the United States, but the cultures of the entire African Diaspora, from the British Isles to the Caribbean. Curriculum will include the study of scholars of African American literature, history, politics, religion and religious studies, sociology, and many other disciplines within the humanities and social sciences.

UNITS

Course Units:

History, Culture, Religion, Political Movements, Civil and Economic groups, Sports, Ethnic sub-divisions, Languages, Diaspora, Literature, and World Contributions.

NEED

Reason For Course Proposal:

The purpose of the course would be to add to the diversity of learning available to our students as well as adding to the selection of classes available to them. Students regardless of culture will receive an understanding of the African American culture and hopefully an appreciation for contributions made by its people.

HUMAN DIGNITY

Cultural Pluralism and Title IX Consideration:

This course will be aimed at breaking down stereotypes, recognizing bias (racism), understanding and accepting the differences of an often misunderstood minority group.

How does the new course directly address: (A) Board goals for the current school year; (B) School Improvement Plan [SIP] or (C) School Restructuring Plan:

This new course would serve to satisfy the board's number one goal of cultural diversity. By providing an historical and current view of African Americans students will leave the class with at least a general understanding of African Americans and their culture.

Other Pertinent Information:

Endorsing Signatures:

Division Curriculum Committee Octavius Dellar Theresa M. Bummle

S. Amould

Division Head: [signature]

Date: 9/28/10

Revised 08/09 **COURSE PROPOSALS DUE TO ROOM 373 NO LATER THAN FRIDAY, OCTOBER 4, 2010**

THE WORLD LANGUAGES DIVISION

OAK PARK AND RIVER FOREST HIGH SCHOOL
PROPOSAL FOR ADDITION OF A NEW COURSE

DATA (Please Type All Information)

Division: World Languages Division

Department (if pertinent): Chinese

Course Title: Chinese 7-8A

Length of Course: Semester I and II Year 2011-2012

Credit Earned: 2

Course Student Fee (if any):

Field Trips? No: _____ Yes, Number Anticipated: 1

Textbook Title: Integrated Chinese Level 1 – Part 2 (3rd Edition)

Textbook Cost: Students will use text from 5-6A

Additional Equipment Costs:

Additional Supplies Costs:

Course will first be offered:

Semester I and II Year 2011 - 2012

DESCRIPTION

Formal Course Description for Academic Catalog:

This fourth-year Chinese course enhances the development of the four language skills. There is intensive review of grammar and structure with emphasis on speaking proficiency. Advanced vocabulary and advanced Chinese characters are mastered. Chinese cultural materials and projects are an integral part of the course.

UNITS

Course Units:

2

NEED

Reason For Course Proposal:

Natural course sequence for Chinese 5-6A.

HUMAN DIGNITY

Cultural Pluralism and Title IX Consideration:

How does the new course directly address: (A) Board goals for the current school year; (B) School Improvement Plan [SIP] or (C) School Restructuring Plan:

Continue to provide students equal opportunity for growth and success.

Other Pertinent Information:

Endorsing Signatures:

Division Curriculum Committee: [signatures]

Maureen Brady

Division Head: C. Sabaynon

Date: 10/1/10

Revised 08/09 COURSE PROPOSALS DUE TO ROOM 373 NO LATER THAN FRIDAY, OCTOBER 4, 2010

Oak Park and River Forest High School
District 200

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

TO: Instruction Committee of the Board of Education
FROM: Phil Prale, Assistant Superintendent of Curriculum and Instruction
DATE: October 14, 2010
RE: Inclusion of Music Performance and Publications Grades in GPA

BACKGROUND

Last school year members of the administration and the Board of Education met with parents of the Concert Tour Association who requested a reconsideration of the course used in calculating the grade point averages posted on student transcripts. The administration and Board of Education agreed to consider this matter during this school year. After some consideration, the administration would like to proceed with discussion about the changes delineated below.

SUMMARY

Beginning with the class of 2015 (freshmen entering in the fall of 2011), sophomores, juniors, and seniors enrolled in music performance courses and/or publications courses would have their grades earned in those courses included in their GPA calculations. For publications courses, a further clarification would be that the courses count for elective credit rather than for English credit.

In music performance, the following courses would be folded into the GPA calculations for sophomores, juniors, and seniors:

- Concert Band 1-2
- Concert Orchestra 1-2
- String Orchestra 1-2 (currently called Concert Orchestra II 1-2)
- Symphonic Band 1-2
- Wind Symphony 1-2
- Jazz Ensemble 1-2
- Symphony Orchestra 1-2
- Wind Ensemble 1-2
- Treble Choir 1-2
- OPRF Chorale 1-2
- A Cappella Choir 1-2
- Musical Comedy Workshop

In publications and broadcasting, the following courses would be included in the GPA calculations for sophomores, juniors, and seniors:

- *Tabula* 1-2
- *Trapeze* 1-2
- *Newscene* 1-2

Upon approval of the 2011-2012 Academic Catalog by the Board of Education, the catalog will be updated to reflect these changes.

FUTURE DIRECTIONS

These proposed changes to GPA calculations are presented here for review and comment by the Board of Education. Approval of the changes will be an agenda item for the regular business meeting of the Board on November 18, 2010.