

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, June 18, 2009
7:30 a.m.
Board Room

A G E N D A

- | | | |
|-------|--|--------------------------|
| I. | Call to Order | Dr. Ralph H. Lee |
| II. | Approval of Minutes | Phil Prale |
| III. | Report on Professional Development Activities | Phil Prale |
| IV. | Update on Restructuring Plan | Phil Prale |
| V. | Review of ARRA Funding Plans | Phil Prale
Linda Cada |
| VI. | Update on Stipend Committee | Cindy Milojevic |
| VII. | Domains Discussions | Amy Hill |
| VIII. | Additional Instructional Matters for Committee
Information/Deliberation | Dr. Ralph L. Lee |

Copies to: Instruction Committee Members, Dr. Ralph H. Lee, Chair, Sharon Patchak-Layman
and Amy L. McCormack
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
May 21, 2009**

An Instruction Committee meeting of the Whole Board was held on Thursday, May 21, 2009 in the Board Room. Dr. Millard opened the meeting at 7:35 a.m. Committee members present were John C. Allen, IV, Jacques A. Conway, Terry Finnegan (arrived at 9:05 a.m.), Dr. Ralph H. Lee, Amy McCormack, Dr. Dietra D. Millard, and Sharon Patchak Layman. Also present were: Dr. Attila J. Weninger, Superintendent; Philip M. Prale, Assistant Superintendent for Curriculum and Instruction; Amy Hill, Director of Research and Assessment; Nathaniel L. Rouse, Principal; and Gail Kalmerton, Executive Assistant/Clerk of the Board.

Visitors included Kay Foran, OPRFHS Community Relations and Communications Coordinator; Bill Grosser, John Costopoulos, Allison Hennings, John Condne, Science Allison Hennings: Students Dan Kowalczyk, Conor Kovats, Katie Kurtz, Danielle Zarbin, Donald Vogel, Division Head for Business/Media/Library Services; James Hunter, Faculty Senate Executive Committee Chair; and Chuck Feldman of the *Oak Leaves*.

Approval of April Instruction Committee Minutes

It was the consensus of the Instruction Committee members to accept the April 23, 2009 minutes, as presented.

Percy Julian Symposium

Mr. Grosser reported that the Percy Julian Symposium was in its tenth year. Its goal is to introduce Percy Julian to the community at large. Norm Teclaw now of the Institute of Science and Technology but formerly an OPRFHS teacher and John Condne who worked collaboratively on some ideas to combine the symposium with the teaching of TV, Film, and Newscene. A five-minute video had been produced on the symposium and it was shared with the committee. Katie Kurtz and Danielle Zarbin were asked to help with this video. They researched information on Percy Julian, wrote the script, and did the voice over.

Ms. Hennings was proud to have 16 groups of students participate in symposium. The bar was raised this year by having the students doing original research centers.

Second place winners Dan Kowalczyk and Conor Kovats talked about their research about bacteria.

Mr. Costopoulos thanked Dr. Weninger for his suggestions for the symposium. There were presentations from Fenwick High School, Providence St. Mel High School, Lincoln Park High school and others, as well as OPRFHS, and Mr. Edgecombe was the MC.

The 16 judges came from local universities, patent law firms, etc. Kent Taylor, from the community, spoke on global warming. There was also a panel talking about different science careers. This was followed by an award ceremony. Students received certificates regardless of whether or not they were competitive. The top award was given to Clarence George of Lincoln Park High School. Winners received \$2,600 in cash awards and numerous gift items. This was a tremendous improvement over previous events.

This symposium is open to all teachers; the Institute of Science and Technology just puts the symposium together. A goal is to have symposiums at sites other than OPRFHS. Nearly all OPRFHS students who participated in the symposium came from the biology or AP biology classes. Historically, the projects have been in every category, not necessarily just the class the student was taking. The symposium is publicized at the schools and Ms. Hennings is a teacher who eagerly promotes it. Many students are interested, but they do not make the final cut. There were no statistics for gender or race.

Dr. Lee expressed his appreciation to the entire faculty involved and especially to Mr. Teclaw who demonstrated more than anything else, the value of raw persistence. Dr. Lee understood what kind of work goes into something like this to keep it going.

Dr. Millard applauded the students who were participated in this.

School Library Per Capita Grant Report

The written report included the following information.

“The library is required by the rules of the State Library Grant administered by the Secretary of State to annually report to the Board of Education, in an area selected by the staff, on the library’s progress toward meeting the Illinois standards for school libraries as outlined in the Linking for Learning: The Illinois School Library Media Program Guidelines, 2nd ed. 2005. The library receives .75 per capita for each student enrolled on October 1.” The focus of the library learning team this year was an updating of the library mission statement and implementation goals. The revised mission/goal statement was attached. The library staff continues the process of identifying areas of strengths and weaknesses in developing a plan of action for next year.

This is an informational item only.”

Ms. Patchak-Layman asked how technology and research was being integrated into the curriculum and what the teacher access was. What is being introduced to the library? Mr. Vogel stated that the library continuously adds new databases and as a result has reduced the book collection in the last five years. The collection has gone from 55,000 volumes to 35,000 volumes. Library staff continues to explore different avenues with the Oak Park Public Library so as not to duplicate efforts. If students live in Oak Park, they may have a library card. The difficulty is that River Forest students would not have

that same privilege. Students also have the ability to log on to the databases from their homes.

Mr. Vogel replied that the third floor of the library is used primarily as a place for students to attend study hall. The number of classes that use the second floor has increased. Because everything is now web-based, one can go to labs to access the material and librarians traveled to the labs if that was where they were needed. The number of students using resources from home continues to increase.

Update on RtI Planning

The Committee members were informed of the conversations that the school has had regarding the State of Illinois' mandate for Response to Intervention (RtI).

Dr. Paplaczky stated that her personal interest is data. She researched 15 years of due process information in the State of Illinois for her doctorate. She wanted to find out what the biggest issues were. Parental objection to a special education placement was the number one objection. She had looked at the RtI model as a way to provide intervention sooner than is presently being done. When she was approached by Mr. Prale, Ms. Cada, and Mr. Rouse about being a part of a grant to identify an external coach on the implementation of RtI, she was very excited. Initially there was resistance to RtI two years ago. Last year a Learning Team of 10 to 12 people was formed to look at RtI and they found that there were not many models specific to high school settings. The State of Illinois is a leader in RtI and only one of four states that are mandating it across all school districts. At this point, no high school in Illinois has achieved full implementation.

Dr. Paplaczky has attended the North Aspire Leadership Conference, which now emphasizes the rolling out RtI. She worked with Mr. Rouse and Mr. Prale on the restructuring plan. Her role, as an external coach, is to attend monthly trainings at West 40, which leaves her with much work to do. Instructional Council is very important to rolling out RtI. Teams have been formed and all of the members have attended the training, including Debra Mittleman, the Outreach Coordinator, Joe Herbst, Counselor, Kay Moran, and others. The District needs to identify internal coaches whom she will train to bring RtI into the classrooms. She believes the training would occur through professional learning teams. The role of school psychologists will shift and the school will want to use those resources differently.

Dr. Paplaczky highlighted the following from the written report: "RtI uses differentiated instructional strategies for all learners, provides all learners with scientific, research-based interventions, measures performance using progress monitoring and make educational decisions based on a student's response to the intervention. Multiple tiers of increasingly intense scientific research-based interventions are then matched to student needs. RtI is divided into three/multi-tiered models:

- Tier I- foundation; all students; preventive; proactive; universal interventions (80%).

- Tier II- supplemental instruction and interventions in addition to core instruction; some students; at-risk; targeted group (15%).
- Tier III- intensive instructional interventions; individual students assessment-based, high intensity of longer duration; small groups (5%).

Before the implementation of RtI, the educational system waited for a student to fail before attempting more intensive instructional interventions. Current research indicates that early intervention is crucial to a student's success. This creates success for all learners, identifies struggling learners early, requires data driven decision-making, and reduces the number of students referred for Special Education Services."

Dr. Paplaczky stated that OPRFHS is in the early stages of RtI; it will be a long, roll-out phase and it will take three to five years for completion. In addition, the tiered programs are constantly being restructured.

Mr. Rouse added that the historic reason for implementing RtI is due to the overpopulation of special education students in the state and this model will allow schools to do something differently in the mainstream courses prior to making recommendations for special education. When asked what resistance has been encountered in the school, Dr. Paplaczky responded that initial reluctance that happened two years ago was a result of teachers not being fully informed. This year there have been cross-divisional discussions about RtI resulting in far less resistance than just a couple of years ago. The questions deal more with the logistics. She added that Ms. Mittleman would be a key component in bringing parents into this process.

The difference between Safe and Civil Schools and PBIS is that Safe and Civil Schools is the broader concept and may be more appropriate for a high school. Districts 90 and 97 have not fully implemented RtI yet. Mr. Prale will investigate whether any of the stimulus money can be allocated for RtI.

Textbooks

It was the consensus of the Instruction Committee members to recommend to the Board of Education that it approve the following textbooks at its regular May Board of Education meeting.

- The World Languages Division recommends the use of the following textbooks:
 - Radio Lina by A. De Giuli and C. M. Naddeo for the course 451: Italian 1-2
 - Maschere a Venezia by A. De Giuli and C. M. Naddeo and La Collana Longobarda by Maria Grazia Di Bernardo for the courses 453 : Italian 3-4 and 452: Italian 3-4A
 - Storia D'Amore by Cinzia Medaglia and Achim Seiffarth for the courses 454: Italian 5-6 and 455: Italian 5-6A
 - Los Baker van a Peru by Melissa Blasco, et al, for the course 477: Spanish 5-6
 - Two Children Seeking the Joy Bridge by Yuehua Liu and Chengzhi Chu for the course 447: Chinese 3-4

- The Music Department of the Fine and Applied Arts Division recommends the use of Guitar Method, Grade 1 by Mel Bay for the course 810: Beginning Group Guitar.
- The Special Education Division recommends the use of the following textbooks:
 - Tsotsi by Athol Fugard for the course 1237: English Literature 1-2
 - The Road by Cormac McCarthy for the course 1337: American Literature 1-2
 - I Am Legend by Richard Matheson, The Greatest: Muhammad Ali by Walter Dean Myers, Animal Farm by George Orwell, and Miracle's Boys by Jacqueline Woodson for the course 1467: Contemporary Literature and Composition 1-2B
 - Algebra 1 by James E. Schultz, et al, for the courses 2038, 2098, and 2118
 - Geometry: Concepts and Skills
- The English Division recommends the use of the following textbooks:
 - Monster by Walter Dean Myers and The Pact: Three Young Men Make a Promise and Fulfill a Dream by Sampson Davis, George Jenkins, and Rameck Hunt for the course 112: Essentials of English 1-2
 - The Secret Life of Bees by Sue Monk Kidd for the course 113: English 1-2
 - The Curious Incident of the Dog in the Night-Time by Mark Haddon, Things Fall Apart by Chinua Achebe, Gulliver's Travels by Jonathan Swift, and The No. 1 Ladies' Detective Agency, by Alexander McCall Smith for the course 115: English 1-2A
 - Two Old Women by Velma Wallis, Waiting by Ha Jin, Lyddie by Katherine Paterson, Train to Pakistan by Khushwant Singh, and The Kite Runner by Khaled Hosseini for 125A: World Studies 1-2.
 - Housekeeping by Marilynne Robinson, Passing by Nella Larsen, The Snows of Kilimanjaro by Ernest Hemingway, Clotel or The President's Daughter by William Wells Brown, The Autobiography of an Ex-Colored Man by James Weldon Johnson, In Our Time by Ernest Hemingway, and As I Lay dying by William Faulkner for the course 129: American Literature Honors/AP Language and Composition 1-2
 - Tell No One by Harlan Coben, Montana 1948 by Larry Watson, The Known World by Edward P. Jones, Upstate by Kalisha Buckhanon, MacNolia by A. Van Jordan, The Pursuit of Happyness by Chris Gardner, Jesus Land by Julia Scheeres, Always Running by Luis J. Rodriguez, The Freedom Writers Diary by The Freedom Writers with Erin Gruwell, The Hunger Games by Suzanne Collins, and Uglies by Scott Westerfeld for the course 133: American Literature 1-2

- Seventh Son by Orson Scott Card for the courses 134: American Studies 1-2 and 129: American Literature Honors/AP Language and Composition 1-2
- High Fidelity by Nick Hornby, Angela's Ashes by Frank McCourt, The Lathe of Heaven by Ursula K. LeGuin, Oranges are Not the Only Fruit by Jeanette Winterson, and Devices and Desires by PD James for the course 136: English Literature 1-2A
- Brave New World by Aldous Huxley and Beowulf: Graphic Novel adapted and illustrated by Gareth Hinds for 144: English Literature 1-2
- Light in August by William Faulkner, The God of Small Things by Arundhati Roy, and Billy Budd by Herman Melville for the course 145 AP College English: Literature and Composition 1-2
- The Last True Story I'll Ever Tell by John Crawford, The Bridge by Gay Talese, Bringing Down the House by Ben Mezrich, and Kindred by Octavia E. Butler for the course 147: Contemporary Literature and Composition 1-2
- Readings for Writers, a created anthology of essays, for the course 150: Expository Writing
- On Writing: A Memoir of the Craft by Stephen King for the course 153/2: Journal Writing.
- The Garies and Their Friends by Frank J. Webb for 154/2: African American Literature
- Blindness by Jose' Saramago for the course 164/2: Humanities A
- Everything is Illuminated by Jonathan Foer, In Cold Blood by Truman Capote, The World According to Garp by John Irving, and The Diving Bell and the Butterfly by Jean-Dominique Bauby for the course 170/2: LIT Novels Into Film
- Fight Club by Chuck Palahniuk for the course 171/2: LIT Popular Fiction
- The Handmaid's Tale by Margaret Atwood, The Martian Chronicles by Ray Bradbury, and Lilith's Brood by Octavia E. Butler for the course 174/2: LIT Science Fiction and 20th Century American Culture
- Bleachers by John Grisham, Friday Night Lights by H. G. Bissinger, and The Best American Sports Writing of the Century edited by David Halberstam for the course 175/2: LIT: Sports and Literature
- Shakespeare After All by Marjorie Garber for the course 177/2: LIT The Work of One Author
- Catch-22 by Joseph Heller for the course 178/2: LIT: War and Literature
- Top Girls by Caryl Churchill, The Bell Jar by Sylvia Plath, Mrs. Dalloway by Virginia Woolf, and Meridian by Alice Walker for the course 1791/1792: LIT Women's Visions, Women's Voices
- For the 2009 – 2010 Summer Reading projects: The Absolutely True Diary of a Part-Time Indian by Sherman Alexie for freshmen; Tuesdays With Morrie by Mitch Albom for sophomores; The Bean

Trees by Barbara Kingsolver for juniors, and The Sweet Hereafter by Russell Banks for seniors

- The History Division recommends the use of the following textbooks:
 - Traditions & Encounters: A Global Perspective on the Past by Jerry H. Bentley and Herbert F. Ziegler for the course 325: World History 1-2A
 - Sociology by John J. Macionis for the course 358/2: Sociology
 - The Ramayana by R. K. Narayan for the course 364/2: Asian Studies
 - The Blacker the Berry by Wallace Thurman for the course 366/2: African American History
 - Unholy War: Terror in the Name of Islam by John L. Esposito, Palestine and the Arab-Israeli Conflict by Charles D. Smith, and The Modern Middle East: A History by James L. Gelvin for the course 367/2: Modern Middle Eastern History A
 - Philosophy: The Quest for Truth by Louis P. Pojman and Lewis Vaughn for the course 368/2: Philosophy A
 - Chicago Days: 150 Defining Moments in the Life of a Great City edited by Stevenson Swanson for the course 375/2: The History of Chicago
 - Born in Blood & Fire: A Concise History of Latin America by John Charles Chasteen for the course 377/2: Latin American History

Ms. Hill stated that since the last Committee meeting and while working with the divisions and the bookstore, she became aware that there were texts with provisional approval that had not been fully approved by the Board of Education. Thus, this was the reason for the lengthy list.

Ms. Patchak-Layman asked if these books were evaluated after having used them in class. Did they live up to the expectation? Were they recommended to other classes? Do teams share the information? Why is a book being used? Is it because of problem solving, critical thinking, etc? Mr. Prale stated that teachers sometime have more general conversations about the class and what materials they use, but there is no report of a text accomplishing the goals. Ms. Patchak-Layman suggested that this would be appropriate for a mapping strategy to make sure “10” things were done, as one went back and one would put in place a concrete record of a student doing x, w, z. Curriculum mapping is more about courses as opposed to texts. Mr. Prale will bring this question to IC and send its response to the Instruction Committee members. Mr. Prale also noted that curriculum guides matched the standards for Illinois Learning Standards.

IC’s response is s follows:

A large number of approvals were taken to the Board at the recent Instruction Committee of the Whole meeting. A Board member has asked some questions:

1. Do division heads or teachers spend time assessing the effectiveness of the textbooks for meeting course goals?
2. What is the process? How often is assessment done?

3. Are the Illinois state learning standards mapped across the texts?

Division Heads indicated that state standards are incorporated into textbook selection and most publishers align the textbooks to the State standards. In addition, it would be helpful to review State loan books when they are being renewed. Amy has been asked to draft a policy for textbook adoption and review. Textbooks are generally used for five to seven years, during which time the effectiveness of the textbook is assessed. There has been investigation of buying versus renting or electronic downloading.

Dr. Millard asked if teachers were shying away from the use of standard textbooks. Ms. Hill stated there was a mix.

Restructuring Plan Update

Mr. Prale stated that OPRFHS is required to submit a restructuring plan according to state and federal guidelines. The purpose of the restructuring plan is to encourage the District to take intensive and far-reaching interventions to revamp the operational and governance of the school. The restructuring plan may include:

- Making fundamental reforms, such as significant changes in the school's staffing and governance, to improve student academic achievement in the school; and
- Implementing measures designed that have substantial promise to improve student achievement and enable the school to make adequate yearly progress (AYP) as defined by the State's accountability system; and
- Remaining consistent with state law.

The discussion of this plan started last winter and Mr. Prale incorporated ideas from the School Improvement Plan as well. He credited Ms. Biasiello, Mr. Rouse, Dr. Paplaczky, and Mr. Vogel with providing material for the draft. The current draft was reviewed by a larger group of administrators and teachers and a West 40 RESPRO Consultant. It still needs to be brought forth to community SIP members. The District wants to honor the requirements of the State of Illinois and file a template at the end of the school year to make it useful. The six strategies, including the academic interventions, are reported on regularly, some at the end of each semester and others on an annual basis. RtI, technology, and the Outreach Coordinator are areas in which the school is working in order to provide evidence to make additional school improvement decisions.

A school that does not make AYP after six years may have more additional sanctions from the state. Mr. Prale is in contact with the other Districts, has reviewed plans from them, and has found our draft plan to be parallel to other plans. Mr. Prale has presented the plan to West 40, members of the faculty including the Faculty Senate Executive Committee, and he brought it to the Board of Education for input in order to make it a consensus document. The Board of Education will be asked for approval of this plan in the future.

While the deadline for the plan was February 2009, there is no penalty To OPRFHS, as long as it is in the works. Dr. Weninger wanted to make sure the SIP and the Restructuring Plan were connected, so part of the delay was purposeful. Mr. Rouse took

the lead on the SIP Plan and Mr. Costopoulos and Dr. Paplaczyk were involved with the RtI component; Mr. Vogel provided input on technology restructuring ideas.

Dr. Lee asked how the District would evaluate its progress. What is it that the District is going to measure after the plan has been executed? He felt the structuring of the evaluation of what is to be done has to come before doing the plan. Mr. Prale concurred and remarked that it was the 11th grade PSAE. Dr. Lee wondered if that would be helpful to the high school, because it does not tell what needed to be changed and he did not think the State would be helpful. Mr. Prale continued that it would be parent involvement, individual programs, and benchmarks assessments that would be the areas in which to generate that work. He also stated that the District would use the Student Domain document that was being developed to frame the assessments, as well.

Dr. Lee noted that the Student Domains document has about 72 separate sets of information, some of which were defined and some of which were just listed. To him, that was a laundry list of things that could be measured with enough time. That was a useful starting place, but he has not seen anything done with that starting place since last October. Mr. Prale viewed that document as a roadmap that asks one to look at a specific program that could support, in a larger effort, the AYP work. It is a good starting point. Ms. Hill stated that an update on the Student Domains document and the rolling out of the actual measurements would be presented at next month's Instruction Committee meeting.

The six key strategies that the school will follow are:

- Expand academic interventions in reading and math
- Implementation of a District-wide Response to Intervention Model
- Development of District-wide Response to Intervention Coach Roles
- Increase and Improve Coordination of Community Outreach
- Reorganize Building Leadership to Focus on Student Welfare and Success
- Restructure Information/Instructional Technology Services

The administration was asked how the Collaborative Teaching Model (CTM) interventions would differ from what is currently being done. The response was that the curriculum would be adjusted this summer and that more attention would be paid to what classes in which students were enrolled. There would be a stronger connection with both the counselors and the deans beyond the classroom. In the area of math, the Algebra I and Algebra Block class teachers are looking for additional assessment models. In the CTM, success will be determined by GPA, rates of referral to ISS/OSS, reading levels; algebra classes will continue to use Mastery Manager.

Ms. Patchak-Layman asked what research has indicated that the paths listed are the most appropriate and beneficial and that what is currently being done is being done so because of what. Ms. Patchak-Layman felt this was missing and she was troubled by this. She saw this report as an overview and she wondered if the full document was going to say the District was continuing with Agile Mind and the Collaborative Teaching Mind

because of certain factors and projecting that if it stayed on this path in 2011, it would have “x” percent rate of success for students in this class. What happens to the older students in the school? While most of these interventions were for freshman and sophomore level classes, what was the continuation of support for juniors and seniors? If the school determines that a student does not know the material, will it go back and work with this material or will the student pick it up in the next class because is a spiral.

Mr. Prale stated that the report was in the format required by the state. Mr. Prale stated that indices for some strategies had not yet been developed. Mr. Prale told Dr. Lee that the reports for Strategy 1 timeline would be Learning Support Reading, Collaborative Teaching, and Agile Mind at the end of each semester. He will provide Dr. Lee with the information that will be contained in those reports. Mr. Prale may also be able to present the Committee members with information disaggregated by ethnic groups if this information is readily available via Skyward.

Dr. Lee asked if there were parts of a plan that will have to happen, i.e., hiring. Dr. Weninger responded that the District would hire the Chief Informational Officer by July 1. The reason for restructuring the technology department is to be able to provide data reports regularly and expand the use of Skyward.

Ms. Patchak-Layman asked how the District made the decision to use Agile Mind and the Collaborative Teaching Model. What decision was used to determine if the programs had been evaluated? What tool is in place to evaluate Agile Mind? How will the District decide to address these problems? Will the District have to modify this program or not based on this model. She assumed that the District was having incremental success and is continuing with this program instead of looking at other programs or other ways of delivering services at the school. What data was used to make that decision? Mr. Prale stated that the District is seeing changes in its teaching approaches through Agile Mind. Through conversations with the teachers, they believe that the success is incremental and they have reported on Agile Mind in each of these years; they feel it improves their teaching. The Collaborative Teaching Model saw significant grow in the first year, but not as much in the second year. Next year counselors will be more involved in the program.

Dr. Millard noted that this document is one that is in progress and the suggestion is that the document does not focus on the outcomes, i.e., there is not enough structuring to evaluate. Ms. Patchak-Layman responded she thought restructuring meant doing something different from what one was doing.

Dr. Weninger stated that the State has reconstituted a school such as one in Chicago that has always underachieved. OPRFHS has made instrumental gains. Data has been kept on Agile Mind for three years and one data point to look at is this year’s juniors. RtI is in its infancy. OPRFHS needs to be diligent, focused, and patient and he asked the Board of Education to allow it to continue to do the work it is doing. Ms. Patchak-Layman stated that patience is a definition that is different for an adult than for a student. When one is working with children, it takes on a different view and it is more urgent. Mr. Prale added

that what is in this report is not all that the District is doing. The 8 to 9 Program has now been extended to a 9-10 program. Ms. Patchak-Layman, referring to a conversation regarding SIP, stated that if the District is investing time to put these reports together, she suggested making it a living document that satisfies more than the requirement for the state.

Dr. Lee felt the District needed to look for better ways to show the public its success. If someone does something right and it is being successful, the District needs to let people know of that success.

Committee members were invited to send written questions to Mr. Prale.

Additional Instruction Matters for Committee Information/Deliberation

Dr. Millard announced that Dr. Weninger had been informed her a week ago about the HINI Virus. At the same time, the CDC lifted all regulations on schools where the virus was identified, as it was not nearly as virulent as was originally anticipated. She saw no need to report this to anyone at the time and she accepted full responsibility for not informing other Board of Education members. She cautioned all to be methodical in washing their hands and to be careful with skin-to-skin contact. She noted that over 30,000 had died last year from the regular flu. She said that the H1N1 virus was no more dangerous than the standard flu. She offered this advice as a physician and an infectious disease doctor. Dr. Lee appreciated Dr. Millard's effort to quell the hysteria.

Ms. Hill informed Ms. Patchak-Layman that attendance on the PSAE May 7 make-up test day was 100 percent.

Ms. Kalmerton will explore the information for Ms. Patchak-Layman who had a question about a Freedom of Information Act request.

Ms. Patchak-Layman suggested setting up a procedure for automatically providing parents with test materials rather than having a parent make an individual request to see their students' tests.

Adjournment

The Instruction Committee adjourned at 9:45 a.m. on Thursday, May 21, 2009.

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
Date: June 18, 2009
Re: Report on Professional Development 2008-2009 Activities

BACKGROUND

Professional development activities for the 2008-2009 school year included teacher collaboration teams and the continued work of the Professional Development Committee (PDC), a joint committee of faculty and administration from across the divisions, which assisted with planning activities to address goals established by the Board of Education and Superintendent for the 2008-2009 school year. The time frame for activities for this school year was set as part of the calendar setting process that occurred in the second semester of the 2007-2008 school year. Teacher-led collaboration teams were organized within divisions at the start of this school year.

SUMMARY OF ACTIVITIES

Full Faculty Activities

Opening of School and Close of School Celebrations – As in the previous school year, we began and ended the school year with gatherings of the entire faculty and staff to celebrate our work and our shared experiences across the school community. The events focused on establishing a culture of respect and celebration of the work taken on by all employees of the district. These meetings are important for creating a shared sense of vision and for building morale and mutual respect. Representatives from all employee groups spoke at each assembly.

The January 26, 2009 Institute Day was a bi-district effort with District 200 and District 97 working together to bring in a speaker to update both districts' faculty and staff on achievement research. Dr. John Diamond of the Harvard Graduate School of Education addressed the faculty and staff, who then met in cross-divisional and divisional groups to discuss his address and pose questions for Dr. Diamond who addressed the faculty and staff a second time in the afternoon.

In September, November, January, and April full faculty meetings were held to improve communication and address pressing issues before the school.

Divisional Teacher Collaboration Teams

Each division organized collaboration teams that were asked to set goals, meet Monday mornings during the modified schedule (or more often), and issue a report summarizing the team's work. The teacher collaboration team model (also referred to as learning team model or professional learning communities model) of professional development provides teachers with time to improve teaching skills, develop curriculum, instruction, and assessment materials, and assess the impact of their work on student performance. Division heads are responsible for monitoring the teams and ensuring that the work of these teams aligns with the goals of the district and aims to improve the quality of instruction for students. While several divisions organized teams according to specific courses, a broad range of learning team topics was covered this year.

RECOMMENDATIONS

This is provided for information to the board and school community. No action at this time.
Summary information on the institute day evaluations and learning team activities follows.

Summaries of Surveys of Faculty Taken After the Institute Days

Opening of School Institute Day - August 25, 2008

Total Responses: 164

		Highest			Lowest
I. Opening Session: General Presenters		4	3	2	1
A.	Clarity of presentation	75	74	12	3
B.	Organization of materials and topics	74	69	16	3
C.	Usefulness of information	51	65	16	8
II. Divisional Work		4	3	2	1
A.	Clarity of presentation	102	56	5	1
B.	Organization of materials and topics	92	66	4	1
C.	Usefulness of information	110	44	9	1

Bi-District Institute Day - January 26, 2009

Total Responses: 93

I. Keynote Speaker – Dr. John Diamond		4	3	2	1
A.	Clarity of discussion	38	39	13	3
B.	Organization of time and activities	20	44	22	7
C.	Usefulness of session	22	35	28	8

Breakout Session I - Keynote Discussion

		4	3	2	1
A.	Clarity of discussion	25	48	15	5
B.	Organization of time and activities	30	39	15	7
C.	Usefulness of session	18	39	25	9

Breakout Session II - Articulation Discussion

		4	3	2	1
A.	Clarity of presentation	29	42	14	5
B.	Organization of topics	27	42	17	3
C.	Usefulness of information	29	36	20	4

Learning Team Summaries (by division)

Business Education

- As a starting point, one collaboration team reviewed grade distributions for African American students in Business Education classes. Using strategies that included publishing instructions instead of giving them orally and incorporating project-based learning, teachers worked to decrease D and F grades when compared with last year's grade distributions. Efforts showed a decrease in the number of D grades but not in the number of F grades. After grades are posted, second semester data will be reviewed and recommendations for the coming school year will be made.
- A second collaboration team revised course outlines for all Business Education courses to be sure they were complete and up to date. This process will lead to a discussion of common assessments for Business Education courses.

Counselor/Deans Division

(Collaboration teams in the Counselor Division included certified and non-certified staff)

- A collaboration team from the counselor division developed ideas supporting a team of teachers working with basic level ninth grade students.
- A second team from the counselor division developed materials for a ninth grade study and organizational skills program for ninth graders.
- A third group organized a liaison program for counselors to work with divisions and community groups.
- A fourth group of counselors organized and led student groups in order to address socio-emotional needs of recommended students.
- The deans collaboration team developed questioning and investigation guidelines for more serious student offenses, including Class III and Class IV infractions. The deans relied on established techniques from professional organizations.

English Division

- One collaboration team worked on a student survey to determine how the students' sense of connection to the high school is nurtured by teachers. The team worked with a consultant from the University of North Carolina-Charlotte to write the survey and administer it this spring. The survey is nearly complete, and the team hopes to vet it through IC, administer it, analyze it, and determine implications for professional development next year.
- Another collaboration team investigated ways to increase student participation in and awareness of senior electives and writing contests. The team surveyed senior elective students, organized and ran an electives fair, and published an elective reference packet for students and counselors.
- In collaboration with Columbia College, a third team researched ways to reach unmotivated students and wrote lesson plans to engage struggling learners.
- A collaboration team added a fourth book to the summer reading program, rewrote the summer reading materials, and surveyed division members for feedback on the effectiveness of the program.
- A team of teachers developed the American Literature REI class, offered for the first time here at the high school.
- A team of teachers developed writing rubrics and piloted them for inter-rater reliability across the English Division. The team recommended that the division incorporate portfolios for the coming school year in English classes.
- A team looked into how ACT-type questions could be used to teach close reading and improve test scores. Sample lessons were piloted and reviewed.

Fine and Applied Arts Division

- A collaboration team developed professional contacts in speech arts and created a small catalog of contacts for use in speech and broadcasting classes.
- A teacher team of music faculty provided input on the organization of the music department.
- An Applied Arts teacher team aligned OPRFHS courses to those of Triton College/DVR.
- A visual arts collaboration team worked on diversifying the images and content of the curricula, increasing the enrollment in upper level art classes, and adding writing to the visual arts curriculum. Improvements have been noted in each of the three areas.

History Division

- A collaboration team of psychology teachers organized study sessions to reduce the rate of D and F grades earned on AP Psychology unit tests. Although study sessions were offered twice a week, they failed to attract enough students to determine the effectiveness of the study session program.
- An American History team developed document-based question assignments to be given in every American History class and scored using a common rubric. The goal was to improve historical literacy through writing. The results were entered into Mastery Manager to determine proficiency in thesis

creation, overall content, analytic ability, and writing organization. The results will form the baseline information for use by the division faculty in coming years.

- A World History team developed document-based question assignments to be given in World History classes and scored using a common rubric. The goal was to improve historical literacy through writing. The results were entered into Mastery Manager to determine proficiency in thesis creation, use of evidence, understanding the documents, and using the evidence to support the thesis.

Library Services Department

- The library services department revised the library mission and goal statement including action steps for each goal statement.

Math Division

- A collaboration team of teachers working with sophomore and junior students in Advanced Algebra classes examined how the course extended math standards from the summer school Plane Geometry class and how well students met course standards. Using Mastery Manager and common quarter and semester assessments, the team determined that summer school Plane Geometry students performed better than non-summer school students. The review of standards assessment promoted changes in course organization and the assessment questions.
- A second collaboration team of teachers working with ninth graders in Algebra 1-2 classes used common quarter and semester assessments along with Mastery Manager to determine students' areas of proficiency in specific math standards and to make changes to the instruction and curriculum. This team and the Advanced Algebra team combined for part of their work to review and revise the instruction for the Algebra program.
- A collaboration team of teachers working with students in the Concepts of Algebra 1-2 and 3-4 classes used common assessments and Mastery Manager to determine the effectiveness of the course curriculum to help students learn and retain math content according to National Council of Teachers of Mathematics standards. This team will look to align their work with the PSAE exam in coming years.
- A fourth collaboration team worked on the Intermediate Algebra course using Mastery Manager to chart progress for students on algebra learning standards. Differences between junior and senior students prompted them to group the students by year in school. The team also revised several aspects of the curriculum including using a computer algebra system for some students.
- A team of Concepts of Algebra 3-4 teachers explored how to incorporate PSAE test prep and additional writing activities into the current concepts course. Semester 1 final exam results from the current school year were compared with results from 2007-2008 showing an improvement of approximately 10% on the average final exam score.
- A sixth collaboration team focused on the Plane Geometry course. This team has been working for two years on revising the course, this year using Mastery Manager results to revise current course material and determine a new textbook selection.

World Languages Division

- Five collaboration teams focused on updating curriculum guides for existing language programs, including French 1-2, 3-4, and 5-6; Spanish 1-2, 3-4, and 5-6; Italian 1-2, 3-4, and 5-6; and Latin 1-2 and 3-4.
- A team of teachers across course levels in the Spanish program used Mastery Manager to identify areas in which students were not meeting course standards. Of four areas in the course standards - vocabulary, listening, grammar, and oral fluency - improvement areas were identified as vocabulary and grammar.
- A team of teachers in the Japanese program reviewed the effectiveness of cultural materials used in the Japanese language program.

Science Division

- A team revised the environmental science curriculum by modifying labs for the course and proposing a new scope for the curriculum.
- A second team reviewed the Illinois School Code and Illinois Learning Standards to ensure that the school's health curriculum fully meets state standards.
- A collaboration team developed a common rubric for grading lab reports in honors biology classes and agreed to use common final exams in the coming school year.
- A collaboration team of Physical Science teachers developed reading assignments and reviewed student EXPLORE scores and ninth grade science class placement. This team generated additional questions for review by a science team in the coming school year.
- A fifth collaboration team addressed the school green initiative creating a list of green alternatives for common labs, creating a waste disposal plan for science teachers, and promoting greater school awareness of green issues.
- A collaboration team of Physics teachers reviewed course standards and existing assessments for measuring the learning standards for the course. The teachers piloted some portions from the assessments noting areas where students could be more engaged in the program.
- A collaboration team of Special Education and Science teachers created a handbook for co-teaching. The handbook will be issued to all teachers of REI classes in the coming school year.

Physical Education and Driver Education Division

- A team formulated a plan to present a comprehensive freshman curriculum and scheduling design for the 2009-10 school year incorporating concepts of health, fitness and social skills with the Physical Education requirements of Fitness, Aquatics, Dance, Team Sports and Individual Sports. A few lessons were piloted and plans brainstormed for implementation in 2009-2010.
- A Learning Readiness collaboration team continued to review current brain research and examined if students with insufficient academic progress could benefit from participating in cardiovascular activities combined with a curriculum that would improve their reading scores.
- A collaboration team reviewed registration procedures for PE classes implementing pre-registration for second and fourth quarters and other procedures to streamline the process for students.
- Two teams revised existing PE courses. One team focused on the aquatics program to scaffold aquatics skills and wrote a new curriculum designed specifically for ninth and tenth grade students. Another team focused on the dance curriculum adding a new nine-week unit in that area.
- One collaboration team concentrated on creating a new self-defense course for ninth grade male students. Topics include male roles, relationships with others, conflict management, dating violence, internet safety and physical defense strategies and techniques.
- A collaboration team in the Driver Education area experimented with vocabulary terms for each chapter resulting in higher test scores for students. Also, one section of students received text message reminders of homework assignments and tests. Those students improved the rate of homework completion to nearly 100% and raised test scores; this strategy will be applied to all sections next school year.

Special Education Division

(Collaboration teams in the Special Education Division included certified and non-certified staff)

- As noted above a team of Special Education and Science teachers created a handbook for co-teaching.
- A team examined the methodology for providing transition services for families. This collaboration team collected and developed materials to help students prepare job portfolios and explore residential options for post high school experiences.
- A second team from the ED program developed a guide for applying positive strategies to change adverse student behaviors. This group used PBIS approaches to reduce student Class II, III, and IV infractions and help students maintain their classroom success. The team also developed a general plan for using

PBIS strategies at OPRFHS. The team published a detailed teacher handbook of strategies for addressing and improving challenging student behaviors.

- A collaboration team of teachers focused on benchmarking student socio-emotional goals and tracking changes over time. This team's assessments concluded that most students showed positive changes in socio-emotional outcomes and that the assessment process can identify acute condition in some students allowing for quick intervention and support.
- A collaboration team examined the writing outcomes for self-contained Special Education courses in history. Using common rubrics and prompts, the team determined strengths and weaknesses by skill area, the rate of improvement over the year, and units of study that need revision.
- A collaboration team focusing on improving the Reading Lab tracked the progress of students who used the lab for one and two years. This team reported to the Board of Education earlier in the calendar year and made several recommendations in that report.
- Two teams experimented with ways to improve student math performance on the math portion of standardized tests. One team developed classroom strategies for helping students gain confidence and improve performance on tests. The team used Mastery Manager to collect data on the effectiveness of classroom quizzes and reference sheets to help students maximize their performance. A second team working with LD students experimented with pull out test prep options for junior students. Improvement was noted in three-quarters of these students and plans for continuing the program are being made for next school year.
- Content area curriculum-based collaboration teams were established in English and science. The English team aligned those courses more closely with the general education program. The science team used MOODLE to share resources and bring continuity to science instruction.

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

TO: Board of Education
FROM: Phil Prale
DATE: June 18, 2009
RE: Update on Restructuring Plan

BACKGROUND

Moving forward with the reviews of drafts of the required Restructuring Plan due to the ISBE the Board of Education is presented with an edited version of the draft plan. As stated in previous information presented to the Board, the purpose of the restructuring plan is to encourage the District to take intensive and far-reaching interventions to revamp the operation and governance of the school. The restructuring plan may include:

- making fundamental reforms, such as significant changes in the school's staffing and governance, to improve student academic achievement in the school; and
- implementing measures designed that have substantial promise to improve student achievement and enable the school to make adequate yearly progress (AYP) as defined by the State's accountability system; and

The plan should also remain consistent with State law.

SUMMARY

The draft attached to this document has been reviewed by administrators, teachers, the West 40 RESPRO consultant, and community members familiar with the school and school improvement efforts. At each review, suggestions have been offered and the current draft reflects the input of those stakeholders.

The draft of this document is now in a final review phase. After the Board offers suggestions and poses questions, the Board will be asked for approval at the June 25, 2009 business meeting of the Board of Education so the document can be submitted to the ISBE.

RECOMMENDATION

None at this time; for information only.

Section II-A Plan Activities – Restructuring Options

4- Implementing any other major restructuring of the school's governance that makes fundamental reform in:

- i. governance and management, and/or
- iii. staffing

Section II-B Plan Activities – Plan Description**A. Restructuring Plan Description****Describe the Plan for Restructuring the School.**

Despite some improvement in student performance in specific subgroups and academic areas (reading for students with disabilities and math for low income students), Oak Park and River Forest High School (OPRFHS) has not made consistent Adequate Yearly Progress (AYP) for all subgroups for the last two years. In the last five years, the school fulfilled AYP requirements in 2006. Since the school and the district have not made AYP for two consecutive years, over the six year period, the school must prepare a restructuring plan. This restructuring plan has been developed to create a more responsive building administration, improve the transaction of information across departments and classrooms, and improve student achievement. As part of these efforts, the school in recent years has pursued several initiatives including a behavior interventionist for students with emotional disabilities, computer-assisted instruction in reading and math classes including a reading lab equipped with research based software, a structured support period for ninth grade students as part of their English 1-2 program, and Professional Learning Communities, called teacher collaboration teams that meet weekly to develop, discuss, and research ways to improve instruction.

OPRFHS is a single-school district; the single building houses both the school and district administration. The District began preparing for restructuring with the hiring of the current Superintendent in the summer of 2007 and the hiring of the current building Principal in the summer of 2008. Filling these two positions with administrators new to the district and the school presents an opportunity to meld new ideas and recent research with existing, useful structures as the faculty, staff, and community plan for school improvement. Notification of the need to develop this restructuring plan came in the start of this school year. A team was organized to prepare successive drafts of this plan and share those ideas with the School Improvement Planning Committee, Instructional Council, Faculty Senate Executive Committee, and administrative and faculty teams. Assistance will be sought from RESPRO consultants provided by the West 40 Intermediate Service Center. Feedback from these groups has been incorporated into the plan.

Adequate Yearly Progress

Data from 2008 assessments show progress in two subgroups that provide opportunities for the administration, faculty, and staff to provide additional improvement in overall student achievement patterns. Specifically, students with disabilities made AYP in reading for a third consecutive year, and low income students made AYP in math. These minor measures of growth suggest other possibilities for school improvement and restructuring.

The proposed restructuring plan has six key strategies that will help OPRFHS improve the achievement of the following subgroups: Black, low income, and students with disabilities. The strategies address the general school goals of increasing community outreach efforts, improving reading and math achievement for all students, restructuring and improving information services and systems, and preparing for implementation of Response to Intervention efforts.

The six key strategies that the school will follow are to:

1. Expand Academic Interventions in Reading and Math
2. Implement a District-wide Response to Intervention Model
3. Develop District-wide Response to Intervention Coach Roles
4. Increase and Improve Coordination of Community Outreach
5. Reorganize Building Leadership to Focus on Student Welfare and Success
6. Restructure Information/Instructional Technology Services

Strategy 1: Expand Academic Interventions in Reading and Math

Description:

Agile Mind – Focusing on academic interventions in the areas of mathematics and reading and on the overall core academic program, teachers will continue to implement and monitor revisions to several programs that target key areas. For ninth grade mathematics students, the Algebra 1-2 and Algebra 1-2 Block classes will continue to use Agile Mind software. Ninth grade English students identified for additional academic and literacy intervention will be placed in Learning Support Reading, a class that provides students with additional minutes with the students' English 1-2 teacher. A small number of students in the ninth grade will be placed in transitions or basic level courses and work with a team of teachers who form a Collaborative Teaching Model. The Collaborative Teaching Model will work with counselors and deans to create supportive, interdisciplinary classrooms to help students succeed where they may struggle.

Administrators will be responsible for working with faculty to encourage program assessment and review. All administrators will receive preparation in backward design of curriculum and set reasonable goals for creating teacher teams and identifying areas of focus for those teams. Ninth and tenth grade teachers will comprise assessment and data teams in course alike groups in the content areas of Biology, Chemistry, Algebra, Geometry, English 1-2, and English Literature 1-2. These assessment and data teams will use Mastery Manager software to report on student progress and curricular efficacy.

Expected Outcomes:

- Meet ISBE standards for meeting and exceeding for all subgroups.
- Increase rates of students earning A and B grades in Algebra 1-2 and English 1-2 classes by 10% in 2009-2010. Report on student progress at the end of each semester.

- Accelerate reading proficiency of regular level ninth grade students to an average gain of 1.5 grade level equivalency for the 2009-2010 school year.

Resources:

- Title I funds
- District budget
- RESPRO funds

Timeline:

- Understanding by Design curriculum workshop for administrators, Summer 2009.
- Course alike teacher collaboration teams 2009-2010 school year.
- Semester reports to Board of Education, school, and community.
- In Spring 2010, evaluation of intervention strategies and development of additional strategies to address student needs.

Strategy 2: Implement a District-wide Response to Intervention Model

Description:

Scientific-based practices will drive the instructional process and lead to improved student outcomes. A district-wide Response to Intervention (RtI) model will enhance the knowledge base from which all educators will determine the effectiveness of daily instruction, interventions and outcomes. This initiative began with a district-wide introduction to RtI during the 2007-08 academic school year. Cross-divisional discussions occurred in the fall of 2008 which focused on implementation of RtI district-wide and the implications of a RtI model on administration, teachers and students. District 200 along with other districts in the West 40 Region applied for a state grant in order to partner with ASPIRE for the purpose of training district personnel on building a Response to Intervention Framework. The grant was approved, a District 200 external coach was identified and the ASPIRE North Coaching Partnership Training kick-off occurred on February 12-13, 2009. External coaches were introduced to the ASPIRE North self study tools for the purpose of developing an inventory of current practices, and plans were developed for next steps, which include dropping, adding and shifting practices.

Next steps for external coaches include development of:

- A District Leadership RtI Team to promote RtI planning for the district.
- A School Improvement Team to promote RtI planning for the school.
- A Grade Level (Divisional) Team with support to promote RtI planning for groups of students.
- A Problem-Solving Team to promote RtI interventions for individual students.
- Expansion of PBIS strategies and use of Pupil Support Services (PSS) teams to monitor and address needs for improvements in student behavior so all students may benefit from academic intervention programs.

Expected Outcomes:

- District Leadership RtI Team will identify needed changes in existing policies and practices, coordinate district staff development, and allocate resources.
- School Improvement RtI Team will evaluate school achievement and behavior data to identify needed changes in existing tools, training, support, especially around fidelity of implementation
- Grade-level (Divisional) Teams will use problem identification data to match intervention programs to individual student's needs and review progress of students.
- Individual Problem-Solving Teams will review progress of students who are receiving intensive instructional and behavioral interventions and will complete individual student problem solving for those who are not benefitting from intervention supports.
- Provide semi-annual reports to the Board of Education and community on implementation progress.

Resources:

- District budget
- IDEA funds

Timeline:

- District Leadership Team – Spring 2009
- School Improvement Team – Spring 2009
- Divisional Teams – Fall 2009
- Individual Problem-Solving Teams – Fall 2009

Strategy 3: Develop District-wide Response to Intervention Coach Roles

Description:

The District RtI External Coach will attend ASPIRE North RtI workshops, trainings and meetings to assist the district with development and implementation of Response to Interventions. The RtI External Coach will work with all RtI Teams and will train district identified internal coaches. Reallocation of external coaches' district responsibilities as external coaches' roles expand with RTI implementation.

Identification and preparation of internal coaches and additional contract services for psychologist services.

Expected Outcomes:

- Participation in CORE (Consortium on Reading Excellence) training to focus on building, supporting and coaching scientifically based reading programs.
- Participation in West Cook RtI Partnership monthly meetings as part of ASPIRE consortium.
- Evidence-based interventions training from early childhood to secondary.
- Data collection and usage training from early childhood to secondary.
- Positive Behavioral Intervention Support training and implementation of PBIS district-wide.
- Additional training to be established by ASPIRE North.

- Internal coaches will be committed to a district-wide Response to Intervention Model. Internal coaches will be responsible for district-wide staff development on all academic and behavioral interventions.
- Internal coaches will assist RtI teams, classroom teachers, support staff, etc. with intervention identification, data collection and progress monitoring.

Resources:

- District resources
- IDEA funds

Timeline:

- 2009 Academic School Year – Development of Problem Solving teams and all RtI committees (District, School, Community).
- 2010 Academic School Year – Assessment of RtI plan progress; propose professional development options and program changes.
- Provide semi-annual reports to the Board of Education and community on implementation progress.

Strategy 4: Increase and Improve Coordination of Community Outreach

Description:

Currently a series of community and parent based committees operate in the District. These include the African American Leadership Roundtable, Communications Advisory Committee, Facilities and Building Construction Committee, Board of Education Committees of the Whole (Finance, Instruction, Policy Evaluation and Governance), the Baldrige Process for School Improvement, and School Improvement Planning team. Six board approved parent organizations operate and meet in the school. The six parent groups are - African American Parents for Purposeful Leadership in Education (APPLE), Alumni Association, the Boosters, Citizen's Council, the Concert Tour Association, and the Parent Teacher Organization (PTO). Each parent group recruits membership on an annual basis. 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 help coordinate these committees and provide additional parent and community opportunities, a Community Outreach Coordinator position has recently been filled. The Community Outreach Coordinator is charged with building positive parent involvement, removing barriers of communication between parents of underachieving students and school, and developing stronger and more effective communication between parents and school.

Expected Outcomes:

To aid us in this process of increasing and improving Coordination of Community Outreach with the aforementioned groups, we have earmarked resources for the recruitment and employment of 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. The Outreach Coordinator will 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, with the overall goal of increasing communication and collaboration among all stakeholders of the organization.

The community Outreach Coordinator will organize parent education programs, work with afterschool achievement efforts, develop speakers' series, and make home visits, when appropriate to enhance school-parent relationships. The effort will include an evening program for school staff and representatives from the six 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. The evening program will draw input from all six parent groups, allowing for representatives from each of the parent groups to form an advisory cabinet for parent leadership and input.

In addition, the Superintendent established the African American Leadership Round Table (AALRT) whose purposes include advising the Superintendent of issues that mitigate student achievement and parent-school communication, and the identification of and work for 1-2 AALRT goals per year to raise African American student achievement.

Resources:

- District budget

Timeline:

- Create all committees and plan for quarterly meetings for each in the 2009-2010 school year.
- Board meetings occur more frequently.
- Provide regular reports to the Board of Education and community on parent involvement.

Strategy 5: Reorganize Building Leadership to Focus on Student Welfare and Success

Description:

In December, 2005, the Board of Education approved additional local funding to support efforts to improve student achievement and teacher performance. 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. In addition to the Principal, the school implemented a Building Leadership Team (BLT) structure including the positions of Principal, Assistant Principal for Student Services, Assistant Principal for Health and Safety, Assistant Principal for Student Activities, and Athletic Director. The Superintendent is responsible for District activities, setting policy and the overall direction of the District and representing the District at the state level and on executive boards. The Principal is responsible for the daily operation of the school building, as well as the general school environment and overall pupil support services.

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.

Expected Outcomes:

The separation of the positions of Superintendent and Principal for this school year has allowed a building level administrator to concentrate on building operations and improving school and classroom climate and achievement. The three Assistant Principal positions were created to support the day-to-day operational needs of the high school. The Assistant Principal for Student Services and Assistant Principal for Health and Safety are responsible for Pupil Support Services (PSS) teams that meet weekly to identify students who would benefit from direct interventions, whether those interventions are classroom focused or based outside of the classroom. PSS teams are composed of counselors, deans, Resource Managers, school psychologists, and administrators.

PSS teams function in three areas: 1. Monitoring and tracking student grade progress on a weekly basis; 2. Reviewing and collecting co-curricular transcripts to monitor and track students' co-curricular activities and commitments; and 3. Recommending and monitoring tiered interventions to improve student achievement. To assist PSS teams the school will institute weekly academic tracking and monitoring of all students.

As required by state code and the IHSA, all weekly grades for special education students and athletes are tracked (monitored) for D's and F's to allow for early intervention to promote success. Monitoring the weekly grades of all students will allow for development of interventions to promote academic success for all students. Tracking information will be made available for teachers and administrators to allow for implementation of appropriate interventions. Interventions will be developed and monitored at the division and classroom levels. In addition, with the inclusion of data regarding student involvement in

our co-curricular programs (athletic and activity), we will be able to identify those students not involved in any co-curricular program and bring them into that part of high school life. The goals are to reduce the number of D and F grades for students and reduce the need for repeated classes.

Resources:

- District budget

Timeline:

- 2009-2010 school year
- Provide semi-annual reports to the Board of Education and community on PSS teams and student behavior indicators, including attendance and discipline statistics and reduction of D and F grades for students.

Strategy 6: Restructure Information/Instructional Technology Services

Description:

Reorganization of Information Services:

Create a new department for facilitating information system services, formerly known as Data Processing, and the District network. Operations will include instruction, network services, staff development, database services, helpdesk, and homepage and will be grouped under the leadership of the new Chief Information Officer. The new Information Systems Manager will work closely with the District Researcher to provide information and reports, as well as facilitate data mining by faculty and staff in support of assessments to guide data driven decision making. These changes will create a more reliable information environment that will allow teachers and staff to track student progress at the classroom level and to assess effectiveness of specific classroom level interventions.

Increased levels of Staff Development:

The Engaged Learning Coordinator's job responsibilities will be restricted to activities which support classroom instruction. The new Information Services Manager will assume responsibility for activities related to the use and reporting of the Skyward system. Enhanced understanding of information entry and correction and report writing will be the primary goals of professional development for the 2009-2010 school year.

Expected Outcomes:

- More streamlined delivery of services.
- Increased access to data files for faculty and staff to support individual research and assessment.
- Greater emphasis on assessment related to the use of technology in the classrooms.
- Increased use of student information in curricular decision making by Division Heads and classroom teachers.

Resources:

- District technology budget
- District staff development budget

Timeline:

- Hiring July 1, 2009
- 2009-2010 school year

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

TO: Board of Education
FROM: Phil Prale and Linda Cada
DATE: June 18, 2009
RE: ARRA Spending Plans – IDEA, Plan B and Title I

BACKGROUND

At a May committee meeting the Board of Education asked to revisit the plans for American Recovery and Reinvestment Act (ARRA) funds within IDEA, Part B and Title I programs.

SUMMARY OF FINDINGS

Plans for ARRA IDEA, Part B funds

- Purchase hardware and software to support Special Education students and classrooms, as well as to improve tracking of student information.
- Fund service-providers to provide physical/occupational therapy, auditory services, social work, and psychologist services.
- Contract for group counseling services for Special Education students.
- Fund parent seminar on transitional planning for students with significant cognitive disabilities.
- Provide professional development for all faculty on tiered instruction.
- Provide release time for an external coach to develop delivery systems for multi-tiered interventions.
- Fund construction in the Adaptive PE facility and provide a lift for access for special needs students to the fourth floor center hallway.

Plans for ARRA Title I funds

- Expand reading pull-out program piloted this school year. ARRA Title I funding will cover two periods of reading pull-out targeting ninth grade student reading below grade level.
- Continue to support supplemental educational services and professional development activities according to federal guidelines.

RECOMMENDATION

No action is required of the Board of Education at this time. This is for information and discussion.

ARRA - STIMULUS (DRAFT)		as of 6/1/09
EXPENDITURE DESCRIPTION AND ITEMIZATION	AMOUNT	
SUPPLIES/TECHNOLOGY		
Recordings for the Blind/Dyslexic - Access to Audio Textbooks Membership for 100 books (10 CD Players, 10 Downloads). Ongoing access to audio text books to implement IEP accommodations.	\$2,000.00	
Software for Special Education Math (Basic Skills Series) - To address concern of meeting AYP expectations for students w/ IEPs based on a two-year investigation of supplementary resources. This resource will provide remedial support for not meeting state standards in mathematics.	\$12,700.00	
Lenovo Laptops (3) for Special Education Students to address IEP needs. Students w/ limited motor skills require laptop computers to access the curriculum (i.e., Kurzweil, DragonSpeak) and work product.	\$3,000.00	
Tablet Laptop for Administration Services needs (1) - To assist in the administration of Special Education (Evans)	\$2,500.00	
Cambium Learning Technologies - Update existing Kurzweil software to updated web-based technology	\$3,200.00	
LCD Projector/Laptop Computers & Carts (2) - This technology will provide students with a visual modality to further enhance differentiated learning experiences. (Dobias/Stanis)	\$5,000.00	
Tablet PC and Projector (1) - To further enhance the availability of technology (Terretta)	\$2,500.00	
Air purification system (Witham)	\$699.00	
Students desks/chairs and computer desks (Witham)	\$14,180.00	
Laptop (wireless), LCD Projector, Speakers, Cart (1) - To further enhance the availability of technology via the Internet, PowerPoint presentations, audio/visual lessons. [Domanchuk, Powell, Coughlin]	\$3,000.00	
Tablet PCs and Projectors [Math Division]	\$11,000.00	
LCD Projector (Keyboarding) - Rm. 299	\$1,700.00	

Laptops for External/Internal Coaches (3) - Access to training information, data collection, research-based interventions.	\$3,000.00	
TOTAL		\$64,479.00
CONTRACT SERVICES		
Social Work Services - To complete social history for case study evaluations for students being considered for special education services. To attend IEP meetings in order to interpret results to the IEP team.	\$50,000.00	
Psychologist Services - To administer psychological testing for case study evaluations for students being considered for special education services. To attend IEP meetings in order to interpret results to the IEP team.	\$75,000.00	
OT/PT - To provide Physical/Occupational Therapy, Vision Itinerant, Deaf/Hearing and Interpreter Services for Students w/ Special Needs (Watson, Vincent, McCoy)	\$189,651.00	
Watson, Cabrini (OT) (Regular & Summer Term) - \$76,248		
Vincent, Lisa (OT) (Regular & Summer Term) - \$72,648		
McCoy, Jeanne (PT) (Regular & Summer Term) - \$40,755		
(4) Resource Managers/(1) Addiction Specialist: (5 x 55,600)	\$278,000.00	
Assistive Technology Liaison (1 day per wk) - Initiate/expand Infnitext usage including upload of scanned materials, viso-graph data incorporated into reading programs, web-based interventions, expanded Kurzweil usage and training to staff, and support existing tech users.	\$15,000.00	
External Coach - To implement a system that brings together educational science and quality school-based practices to enable OPRFHS, to build a preventive service delivery systems for academics and behavior. External Coaches will work with Internal Coaches to facilitate the implementation of a delivery system that includes: (b) Multi-tier interventions and (b) data-based decision making including universal screening and progress monitoring.	\$48,000.00	

TOTAL		\$655,651.00
PURCHASE OF EDUCATIONAL/INSTRUCTIONAL/ADMINISTRATION SOFTWARE PROGRAMS		
Customized Relation Technology (FileMaker Pro) - <i>To complete state-wide mandated IEP documentation for Special Education students.</i>	\$10,000.00	
Infinitec Assistive Technology Coalition (Membership/Training) - <i>To provide support for professionals and students. Services include: professional development, discounted equipment rental, assistive technology training, and development of AT curricular resources.</i>	\$1,000.00	
Lexia/Reading Plus (Upgrade System) - <i>To maintain AYP expectations for students w/ IEPs based on a four-year investigation of supplementary resources. This resource will provide remedial support for maintaining state standards in reading.</i>	\$21,000.00	
School Wide Information System (SWIS) - <i>Data management of the Positive Behavior Intervention System (PBIS) state-wide initiative.</i>	\$800.00	
School wide Information System for Special Education - Skyward Student Information Systems	\$14,000.00	
Parent Seminar on Transitional Services (Speaker: Henn/Parent Seminar) - <i>To provide parent training as part of transition planning for students w/ significant cognitive disabilities.</i>	\$4,200.00	
TOTAL		\$51,000.00
PROFESSIONAL DEVELOPMENT		
Professional Development (Mark Shinn) - <i>To in- service the professional community the Response to Intervention (RtI) Model.</i>	\$7,000.00	
TOTAL		\$7,000.00
PHYSICAL EDUCATION		
Exergaming Equipment for Adaptive Physical Education classes.	\$59,400.00	
TOTAL		\$59,400.00

CONSTRUCTION		
Accessibility lift for 4th fl. Annex -	\$20,000.00	
TOTAL		\$20,000.00
GRAND TOTAL		\$857,530.00

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

TO: Board of Education
FROM: Cindy Milojevic and John Stelzer
DATE: June 18, 2009
RE: Stipend Review Committee Annual Report

BACKGROUND

The Stipend Review Committee is comprised of three faculty members: Craig Larson (Social Worker), Michelle Bayer (Science Teacher), Linda Carlson (Physical Education Teacher) and three administrators: Jason Edgecombe (Human Resources), John Stelzer (Athletics) and Cindy Milojevic (Student Activities). The committee has met several times this year to review a wide variety of stipend related issues. After review and serious discussion, the Stipend Review Committee forwarded their recommendations for the 2009-2010 school year to the District Leadership Team and gained final approval on many items (see list below).

Additionally, this year the Stipend Review Committee worked hard to streamline processes and to align stipend decisions within the Business Office budget timeline.

SUMMARY OF FINDINGS

Below is a summary of the Stipend Review Committee recommendations that were approved by the District Leadership Team for 2009-2010:

- **TWO NEW STIPENDS:**
 - Athletics / Adaptive Gym / Cardio Room Supervisor: we are currently offering Health and Wellness classes to faculty two (2) days per week, and therefore have supervision coverage in the Adaptive Gym on Mondays and Thursdays. This proposed stipend position would provide supervision on Tuesday and Wednesday, and would allow faculty, staff and students to utilize the facility after school in a supervised manner. In addition, it would provide another supervised area for students to complete P.E. make sessions.
 - Level 5, ½ stipend in the 5-8 year index = \$3, 838
 - Activities / A new club – Service Learning and Leadership: students in the club will be active participants in the community through volunteer involvement with local agencies such as, PADS, Hephzibah, The Oak Park Food Pantry, etc. The students will have a hands on role with this new Service Club.
 - Level 6, 5-8 year index = \$2,866

NEW CLUB REQUESTS

- Nine new club proposals were submitted for consideration for next year. Funding allowed for only one new club *The Service Learning and Leadership Club*. The eight other proposals were: Animal Care League Support Club (will suggest to be included in New Service Club), Athletic Managers Club, Horror Movie Club (absorbed into Film Club), Fashion Club, Fishing Club, Fencing Club, Paintball Club, and Guitar Club.

• STIPEND LEVEL CHANGES

- Three requests were made and approved by DLT to increase stipends from Level 5 to Level 4 due to growing student participation numbers as well as expanded offerings. They are Spoken Word, Gospel Choir and Biology/Environmental Club.

• AT-RISK CLUBS

- Ten clubs had participation levels that are a bit lower than what the faculty contract requires, and are considered “at risk.” Personal conversations were held with each sponsor, with the goal of expanding membership next year.

• DISCONTINUATION OF CLUBS

- Dissolution of two clubs due to low participation levels:
 - French Club
 - Freedom Readers (will continue the mission, under the umbrella of ACTSO)

• STUDENT PARTICIPATION RATES

- Student participation data for 2008 was entered into skyward this fall. The numbers reflect that 1,800 students participated in activity related co-curricular offerings last year (excluding athletics). Based upon a student enrollment in 2008 of 3,079, that is a 58% participation rate. (Note: the national average is 60%)
- We are in the process of completing the entry of roster data for each club/activity for 2009. Early in the summer, we will submit a final report that compares participation rates from last year with this year.
- That report will not only include the percent of student participants, but will also include key demographic information.
- This report will be shared with the board once completed.

RECOMMENDATION:

Information only

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
DATE: June 18, 2009
RE: Draft Plan to Implement Student Achievement Domains and Components

BACKGROUND

In order to move the Student Achievement Domains and Components for Measuring Institutional Excellence from paper to practice, this document outlines a two-year implementation process and identifies administrative responsibility for each Domain. This draft plan assumes a continuous improvement process and regular reporting of results to major stakeholder groups. An updated version of the Student Achievement Domains document is included here.

SUMMARY

The guiding statement that provides an overall purpose for the Student Achievement Domains and Components is as follows:

Oak Park and River Forest High School will develop, assess, and revise programs through which all students achieve their maximum potential in each of the following [Domains].

In this context and throughout this document, the term “programs” refers to the regular programs of teaching, learning, and assessment across all curricular areas; targeted interventions to support students with demonstrated needs; and co-curricular offerings.

Proposed Administrative Oversight

The Office of Curriculum and Instruction and the Principal would share responsibility for developing, assessing, and revising programs and for reporting on the Student Achievement Domains and Components.

Specifically, Curriculum and Instruction would primarily oversee efforts in the following Domains:

- Domain I, Academic Knowledge
- Domain II, Key Cognitive Strategies
- Domain III, Academic Engagement
- Domain V, Information Literacy and Technology Literacy

The Principal would primarily oversee efforts in the following Domains:

- Domain IV, Habits/Modes of Work
- Domain VI, Social-Emotional Wellbeing
- Domain VII, Post-Secondary Planning and Readiness
- Domain VIII, Citizenship and Civic Responsibility
- Domain XI, Valuing Diversity

Oak Park and River Forest High School

District 200

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Proposed Sequence of Activities 2009-2010

- A. Director of Assessment and Research shares Draft Plan to Implement the Student Achievement Domains and Components with IC and with faculty, collects feedback, and revises plan accordingly
- B. Administrators responsible for data collection and reporting evaluate existing IT capacity for relevant data collection and reporting; provide input to CIO to improve capacity/mechanisms as necessary
- C. Administrators responsible for data collection and reporting evaluate their own competence in completing these responsibilities and identify related professional development needs
- D. Administrators seek and District supports professional development opportunities for data collection/reporting skill acquisition
- E. Principal works with Assistant Principals and other staff to
 - Collect baseline data for indices of Domain IV, Habits/Modes of Work; Domain VI, Social-Emotional Wellbeing; and Domain VII, Post-Secondary Planning and Readiness¹
 - Assess and revise (as necessary) existing programs related to Domains IV, VI, and VII based upon analysis of data collected in 2008-2009 and 2009-2010
 - Develop new means (as necessary and feasible) to facilitate progress in Domains IV, VI, and VII (e.g. develop and administer a graduate survey, develop and implement effective tardy practices)
 - Develop reports for major stakeholder groups indicating progress in achieving the benchmarks and goals of Domains IV, VI, and VII
 - Collect baseline data for indices of Domain VIII, Citizenship and Civic Responsibility and Domain IX, Valuing Diversity
- F. Assistant Superintendent for Curriculum and Instruction works with Director of Assessment and Research and Division Heads to
 - Assess and revise (as necessary) existing programs related to Domain I, Academic Knowledge and Domain II, Key Cognitive Strategies, based upon analysis of data collected in 2008-2009
 - Develop new means (as necessary and feasible) to facilitate progress in Domains I and II
 - Division Heads/Division members identify key cognitive strategies and academic knowledge outcomes for each core course and develop or revise (as necessary) assessments for measuring student attainment of those outcomes
 - PE and Science Division Heads/Division members develop specific student wellness profile/measurement, timeline for measurement, and mastery/proficiency level for each benchmark
 - Develop reports for major stakeholder groups indicating progress in achieving the benchmarks and goals of Domains I and II
 - Collect baseline data for indices of Domain III, Academic Engagement and Domain V, Information Literacy and Technology Literacy

¹ Baseline data were collected in 2008-2009 for some indices, notably discipline statistics, results of FREE/MUREE, SWIS data for PBIS, Turn-It-In, attendance and tardiness statistics, the High School Survey of Student Engagement, and proportions of students achieving ACT College Readiness Benchmarks.

Oak Park and River Forest High School District 200

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

(2009-2010)

G. Director of Assessment and Research

- Identifies growth mindset materials appropriate for use with students
- Works with Division Heads to identify opportunities to integrate growth mindset activities into existing courses and/or support programs
- Works with teachers in identified courses/support programs to develop activities designed to nurture growth mindset

2010-2011

A. Principal works with Assistant Principals to

- Assess and revise (as necessary) existing programs related to Domain VIII, Citizenship and Civic Responsibility and Domain IX, Valuing Diversity, based upon analysis of baseline data collected in 2009-2010
- Develop new means (as necessary and feasible) to facilitate progress in Domains VIII and IX (e.g. voter registration, courageous conversations about race)
- Collect data for Domains IV, VI, VII, VIII, and IX
- Develop reports for major stakeholder groups indicating progress in achieving the benchmarks and goals of Domains VIII and IX

B. Assistant Superintendent for Curriculum and Instruction works with Director of Assessment and Research and Division Heads to

- Assess and revise (as necessary) existing programs related to Domain III, Academic Engagement and Domain V, Information Literacy and Technology Literacy, based upon analysis of baseline data collected in 2009-2010
 - Division Heads/Division members identify/develop specific indices, timelines, and benchmarks for measuring student achievement in information literacy and technology literacy
- Develop new means (as necessary and feasible) to facilitate progress in Domains III and V (e.g. developing common rubrics to assess information literacy)
- Collect data for Domains I, II, III, and V
- Develop reports for major stakeholder groups indicating progress in achieving the benchmarks and goals of Domains III and V

C. Pilot use of growth mindset materials in identified programs

2011-2012

Full implementation of Student Achievement Domains and Components for Measuring Institutional Excellence

Oak Park and River Forest High School

District 200

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

Proposed Reporting Calendar (to be fully implemented in 2011-2012)

Reports to the Board of Education and other stakeholder groups would be “bundled” by Domain and would be scheduled over the course of a school year. The proposed calendar reflects an effort to provide adequate time for the data analysis required of each set of reported measures.

Month	Report(s)	Direct Responsibility²	Administrative Oversight
September	Comprehensive Academic Indices (results of previous year’s Semester 2 final exams and course grades; GPA; standardized test results; AP Exam results, graduation rate)	ISM, DAR, AP Coordinator	ASCI CIO
	Post-Secondary Planning and Readiness Indices (previous year’s results)	APSS	Principal
October	Academic Engagement Indices (previous year’s HSSSE results, Plus One Awards, Skyward Student Access rates, Tutoring Center statistics, Study Table statistics, Outreach Coordinator report)	DAR, APSA, ISM, Math DH, AD, DLS, OC	ASCI Principal
	Social-Emotional Wellbeing Indices (previous year’s HSSSE results, co-curricular participation, IYS results)	DAR, APSS, APSHS, APSA	Principal ASCI
November	Citizenship and Civic Responsibility Indices (previous year’s voter registration rates, co-curricular service participation)	APSA	Principal
February	Habits/Modes of Work Indices (current year Semester 1 attendance and discipline, peer mediation, FREE-MUREE, PBIS, Turn-It-In, Independent Study et.al.)	APSHS, APSS, BI, DLS, ISM	Principal ASCI
June	Information Literacy and Technology Literacy Indices (all)	DH	ASCI
	Valuing Diversity Indices (all)	ISM, APSA	CIO Principal

² Acronyms are as follows:

AD	Athletic Director
APSA	Assistant Principal for Student Activities
APSHS	Assistant Principal for Student Health and Safety
APSS	Assistant Principal for Student Services
ASCI	Assistant Superintendent for Curriculum and Instruction
BI	Behavior Interventionist
CIO	Chief Information Officer
DAR	Director of Assessment and Research
DH	Division Head(s)
DLS	Director of Library Services and Instructional Technology
ISM	Information Systems Manager
OC	Outreach Coordinator

Oak Park and River Forest High School District 200

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

Proposed Report Format/Elements

Bundled Domain reports would have a single summary cover sheet, followed by separate reports for each measure. The reports would follow the standard format for all reports to the Board of Education and would contain the following elements:

Background: The overview should state the intent, goal, or purpose of the program or information collected. A theory of action may also be included and any supporting information.

Summary of Findings: The information may include but would not be limited to course selections, grades in specific courses, standardized test scores, survey responses, attendance and discipline records, and student demographic information. Data should be disaggregated by race, gender, and other factors as appropriate (e.g. grade level, special education); a summary statement evaluating the school's progress toward achieving the benchmark (to include longitudinal comparisons beginning in 2011)

Note: data tables may be appended but would not be included in the summary section.

Recommendations (or Future Directions): Proposals for maintaining, adjusting, or eliminating existing programs, or recommendations for new courses of action, based upon the analysis of the data.

RECOMMENDATIONS

This draft is presented for discussion and input by the Instruction Committee of the Board of Education. There are no recommendations at this time.

**Student Achievement Domains and Components for Measuring Institutional Excellence
June 2009**

Oak Park and River Forest High School will develop, assess, and revise programs through which all students achieve their maximum potential in each of the following areas.

Domain I. Academic Knowledge. Students will master essential content, skills, and processes in each academic area.

Values of Achievement	Indices	Timeline for Measurement	Benchmark/Goal ¹	Responsibility
1. Mathematics/Numeracy 2. Science 3. English, Literacy, Communication 4. History, Government, and Economics 5. World Languages and Cultures 6. Fine and Applied Arts 7. Wellness and Safety	EXPLORE	Nov-Jan 8 th grade	Baseline measure. College Readiness Benchmarks ² (CRB) in each subject area are as follows: English—13; Math—17; Reading—15; Science—20.	DAR
	PLAN ³	April 9 th grade	All students score at/above CRB for the PLAN test: English—15; Math—19; Reading—17; Science—21	DAR
	I-ACT ⁴	April 10 th grade	All students score at/above CRB for the ACT test: English: 18; Math—22; Reading—21; Science—24	DAR
	ACT	April 11 th grade	All students score at/above College Readiness Benchmarks for the ACT test (see above)	DAR
	AP Exams	Annually in May	100% participation among students enrolled in AP courses 90% qualifying scores (3, 4, 5)	ASCI/AP Coordinator
	Results of final exams/final projects	Bi-annually: January and June	All students earn passing grades and demonstrate proficiency or better on assessed outcomes	Division Heads
	Semester course grades	Bi-annually: January and June	100% pass rate	ISM
	Student wellness profile ⁵	Annually in June	All students demonstrate knowledge of healthy food choices and good nutrition; develop and implement their own fitness plan; and understand and articulate the components of a healthy emotional life (e.g., time management, adequate sleep).	PE Division Head/Science Division Head
	Illinois Youth Survey	Bi-Annually in April	Declining rates of self-reported substance use/abuse	APSS
	All-GPA (unweighted) ⁶ Select GPA (unweighted) ⁷ Weighted (indexed) GPA ⁸	Bi-annually: January and June	All students earn an unweighted All-GPA of 2.0 or higher	ISM

¹ Benchmarks and goals are intended as targets toward which the school will strive to make continuous incremental progress.

² ACT has determined College Readiness Benchmarks for each of the EXPLORE, PLAN, and ACT tests based upon analysis of the test scores of over 90,000 students and the correlation between their scores and their grades in entry-level college courses. Students achieving a benchmark score in any given subject area have a 50% chance of earning a B or better in their entry-level college course in that subject and a 75% chance of earning a C or better in the course.

³ The PLAN test is intended by ACT as a sophomore-year test; OPRFHS administers the test to freshmen as part of our comprehensive ACT preparation.

⁴ The ACT is a test normed for 11th and 12th grade students. OPRFHS administers the test to sophomores as part of our comprehensive ACT preparation.

⁵ To be developed in collaboration with Physical Education Division and Wellness Committee.

⁶ All-GPA includes grades for all courses.

⁷ Select GPA excludes grades earned in PE, driver education, academic strategies, academic support, musical performance groups, school publications, and Newscene.

⁸ The weighted (indexed) GPA is calculated using a multiplier that is determined by the number of honors/AP courses a student takes, up to the equivalent of three per semester.

Domain II. Key Cognitive Strategies⁹. Students will develop the thinking skills necessary for life-long learning and for success in education and the workplace.

Values of Achievement	Indices	Timeline for Measurement	Benchmark/Goal	Responsibility
- Intellectual Openness - Inquisitiveness - Analysis - Synthesis - RefSMning, Argumentation, Proof - Interpretation - Precision and Accuracy - Problem Solving - Creativity	Collections of evidence¹⁰ Indices will vary by academic division and will be listed in an appendix to this document.	Bi-annually: January and June	Benchmarks/goals vary by division-specific indices and will be listed in an appendix to this document.	Division Heads

Domain III. Academic Engagement. Students will develop behaviors and attitudes that support their maximum academic achievement and the pursuit of life-long learning.

Values of Achievement	Indices	Timeline for Measurement	Benchmark/Goal	Responsibility
- A growth mind-set of intelligence¹¹ - Self-monitoring - Study skills - Academic integrity	High School Survey of Student Engagement	Annually in April	Sustained or increasing Cognitive/Intellectual/Academic Engagement value ¹² within each student cohort	DAR
	Plus One Awards ¹³	Bi-annually: February and September	Increasing proportion of award recipients (% increase TBD)	APSA
	Skyward Student Access rates	Bi-annually: January and June	All students access their Skyward Student accounts at least once per week.	ISM
	Results of final exams/final projects	Bi-annually: January and June	All students earn passing grades and demonstrate proficiency or better on assessed outcomes	Division Heads
	Semester course grades	Bi-annually: January and June	100% pass rate	ISM
	Tutoring center statistics	Bi-annually: January and June	Increasing rate of participation among students earning a C or below in academic courses	ASCI/Math Division Head
	C-Pass to Play Study Table participation	Bi-annually: January and June	100% participation among assigned students	AD
	Student has a public library card	Annually in September	All students will have a public library card	IT/Lib. Services/Bus. Ed Division Head

⁹ The terms *Key Cognitive Strategies* and *Academic Behaviors*, as well as many of the specific values of achievement in these areas, come from the work of David Conley at the University of Oregon.

¹⁰ A collection of evidence “is different from the more familiar ‘portfolio’ in that it is focused on a particular set of criteria... Collections of evidence are more structured than portfolios and are scored using more rigorous methods and instruments.” Conley, David T. *Toward a More Comprehensive Conception of College Readiness*, 2007.

¹¹ Dweck, Carol. “The Perils and Promises of Praise,” *Educational Leadership*, October 2007. The growth mind-set of intelligence sees intelligence as malleable—a quality that is shaped by one’s efforts. This view is contrasted by a fixed mind-set of intelligence, which regards intelligence as a fixed quantity, probably genetically determined, that can not be increased by individual effort. Dweck’s research posits that a student’s mind-set toward intelligence shapes his or her willingness to persevere in the face of academic challenges.

¹² Cognitive/Intellectual/Academic Engagement “describes students’ effort, investment, and strategies for learning—the work students do and the ways students go about their work. This dimension can be described as ‘engagement of the mind.’” *High School Survey of Student Engagement 2008 School Report*. Indiana University, September 2008.

¹³ Plus One Awards are given each semester to students whose select, non-cumulative GPA from the most recent semester represents a one- point increase compared to the cumulative GPA reported for the previous semester.

	Data from Turn-It-In ¹⁴	Bi-annually: January and June	Decline in instances of plagiarism reported or detected by Turn-It-In	Division Head(s)
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Domain IV. Habits/Modes of Work. Students will develop healthy personal and interpersonal work habits for success in education and in the workplace.

Values of Achievement	Indices	Timeline for Measurement	Benchmark/Goal	Responsibility
Resolve conflicts constructively	Discipline statistics	Bi-annually: January and June	Declining rates of discipline referrals; declining rates of repeated disciplinary infractions (% rate declines TBD)	APSHS
	Peer Mediation Rates of Success	Bi-annually: January and June	Increase in use of peer mediation; decreasing rates of disciplinary referrals among peer mediation participants (% rate changes TBD)	APSS
	Results of FREE and MUREE	Bi-annually: January and June	FREE and MUREE participants increase school attendance and avoid further disciplinary infractions (% rate changes TBD)	APSHS
	SWIS data for PBIS ¹⁵	Bi-annually: January and June	Declining rates of disciplinary infractions for students in ED program and in Collaborative Teaching Model (% rate declines TBD)	ASCI/Behavior Interventionist
Behave ethically in matters of work, relationships, and the environment	Data from Turn-It-In ¹⁶	Bi-annually: January and June	Decline in instances of plagiarism reported or detected by Turn-It-In	Division Head(s)
Attend classes regularly and punctually	Attendance and tardy statistics ¹⁷	Bi-annually: January and June	95% daily attendance rate <2% daily tardy rate	APSHS
Demonstrate self-advocacy, self-efficacy, responsibility, and resourcefulness	Skyward/Student Transcript	Bi-annually: January and June	Increasing rates of participation in independent study, SILC, Triton dual credit, internships, summer enrichment programs, Job One (target goals TBD)	ISM
Independently navigate complex systems	Naviance reports	Annually for seniors: June	All students use Naviance for college and career search and application process	APSS
	Completion of college application	Annually for seniors: January	All seniors successfully complete at least one college application	APSS

¹⁴ Turn-It-In is a web-based program for detecting plagiarism in student work.

¹⁵ Positive Behavioral Intervention and Supports

¹⁶ Web-based program for detecting plagiarism in student work

¹⁷ The goal is improved attendance rates and declining rates of tardiness and disciplinary referrals.

Domain V. Information Literacy and Technology Literacy Students will become effective users of information and technology.

Values of Achievement	Indices	Timeline for Measurement	Benchmark/Goal	Responsibility
Information Literacy 1. Access information efficiently and effectively 2. Evaluate information critically and competently 3. Use information accurately, creatively and ethically	Research-based projects TBD	Annually in appropriate classes TBD	All students achieve 75% or better on assignment rubric. Rubric will include Turn-It-In Certificate of authenticity.	Division Heads
	Research papers	Annually in appropriate classes TBD	All students achieve 75% or better on Junior Theme rubric. Rubric will include Turn-It-In Certificate of authenticity.	Division Heads

Domain V. Information Literacy and Technology Literacy Students will become effective users of information and technology.

Values of Achievement	Indices	Timeline for Measurement	Benchmark/Goal	Responsibility
Technology Literacy 1. Apply productivity tools and peripherals to support personal productivity, group work and learning 2. Meet district keyboarding standard 3. Create presentations that demonstrate curriculum related concepts 4. Model appropriate behavior and demonstrate responsible use of technology 5. Use graphing calculator proficiently	Final exams in Keyboarding or Computer Applications Classes or Computer Proficiency Exam	Bi-annually for students enrolled in computer proficiency courses/proficiency test takers	Keyboarding/35wpm/3 min/5 errors All students meet benchmark	Instructional Tech/Library Services/ Business Ed Division Head
	Final exams in Keyboarding or Computer Applications Classes or Computer Proficiency Exam	Bi-annually for students enrolled in computer proficiency courses/proficiency test takers	All students earn 70% or better on SAM Test	Instructional Tech/Library Services/ Business Ed Division Head
	Excel Spreadsheet Project or Computer Proficiency Exam	Annually in appropriate classes TBD	All students earn 70% or better on Excel rubric	Division Heads
	PowerPoint Project	Annually in appropriate classes TBD	All students earn 70% or better on the assessment rubric	Division Heads
	Calculator sections of final exams	Annually in math classes	All students earn 70% or better on the scoring rubric	Math Division Head

Domain VI. Social-Emotional Wellbeing. Students will pursue social-emotional growth and development.

Values of Achievement	Indices	Timeline for Measurement	Benchmark/Goal	Responsibility
Emotional Development	High School Survey of Student Engagement	Annually, for sophomores and seniors: April	Sustained or increasing values in the dimension of Emotional Engagement ¹⁸ within each student cohort	APSS/DAR
	School and community support services referrals, usage, and outcomes ¹⁹	Bi-annually: January and June	Among referred students, increasing rates of participation and successful outcomes (% rate increases TBD)	APs for SS and SHS
	Skyward reports/Co-curricular transcript ²⁰	Bi-annually: January and June	All students sustain participation in one or more co-curricular activities for at least one year during high school ²¹	ISM/APSA
Social Development	High School Survey of Student Engagement	Annually, for sophomores and seniors: April	Sustained or increasing values in the dimension of Social/Behavioral/Participatory Engagement ²² within each student cohort	APSS/DAR
	Statistics on Code of Conduct violations	Bi-annually: January and June	Declining rates of disciplinary infractions/code of conduct violations (% rate decline TBD)	APSHS

¹⁸ Emotional Engagement “emphasizes students’ feelings of connection (or disconnection) to their school—how students feel about where they are in school, the ways and workings of the school, and the people within their school. This dimension can be described as ‘engagement of the heart.’” *High School Survey of Student Engagement 2008 School Report*. Indiana University, September 2008.

¹⁹ We hope to track outcomes for students whose needs are addressed internally as well as for students who are served by outside agencies such as Family Services.

²⁰ The co-curricular transcript would provide a detailed account of a student’s participation in co-curricular activities over the course of his/her high school years.

²¹ OPRFHS recognizes that many students are involved in activities outside the school that contribute to their social and emotional development. We acknowledge the value of these pursuits, though we may be unable to reliably document students’ outside activities.

²² Social/Behavioral/Participatory Engagement “captures students’ actions in social, extracurricular, and non-academic school activities, including interactions with other students—the ways in which students interact within the school community. This dimension can be thought of as ‘engagement in the life of the school.’” *High School Survey of Student Engagement 2008 School Report*. Indiana University, September 2008.

Domain VII. Post-Secondary Planning and Readiness. Students will develop a comprehensive plan for secondary and post-secondary success.

Values of Achievement	Indices	Timeline for Measurement	Benchmark/Goal	Responsibility
Pursue a post-secondary path in education and/or employment, understanding and applying a variety of strategies and skills	Individual academic plan for freshman year	Annually in February of 8 th grade year	All incoming freshman students complete a course planning form	APSS
	Individual academic plan for sophomore, junior, and seniors years	Annually in November of freshman year	All current freshman students complete course planning form	APSS
	Individual plan for post-secondary education and/or employment ²³	Annually in June of senior year	All students complete an individual plan for post-secondary education and/or employment	APSS
	College/Career Readiness Portfolio ²⁴	Annually in June of senior year	All students complete a readiness portfolio	APSS
	Naviance reports, e.g. College Matriculation Report, Student Outcome Statistics ²⁵ , graduate survey	Annually in September following high school graduation	Increasing rates of matriculation to post-secondary education (including certificate programs, apprenticeships, two-year and four-year degree programs) (% rate increase TBD)	APSS
	Proportion of graduates meeting ACT College Readiness Benchmarks in each subject area	Annually in August following high school graduation	All students meet College Readiness Benchmarks in all areas	DAR
	Graduate survey ²⁶	Annually, one year and five years after high school graduation	Increasing proportion of graduates reporting successful attainment of post-secondary goals, including education or employment (% increase TBD)	APSS
	Illinois High School to College Success Report	Annually in spring of the year following high school graduation	Among students matriculating to Illinois Public Colleges, increasing proportion of graduates successfully completing the first semester of freshman year in college (% increase TBD)	APSS

²³ Naviance (a program used by OPRF counselors) provides opportunities for the development and documentation of such plans.

²⁴ Naviance can store student resumes, completed common applications, high school transcripts, and other elements of a readiness portfolio.

²⁵ The College Matriculation Report “provides a list of each student that has made a choice to attend a college and the name of that college.” Student Outcome Statistics “provide summary level and detailed breakdown of post-secondary outcomes by college type (2 yr, 4 yr, etc.), ethnicity, and gender.”

²⁶ <http://workspacek12.naviance.com/studentsmainreports/reports.php>. Accessed online June 11, 2008.

To be determined; ready-made surveys are available for purchase from ACT and other organizations; models of graduate surveys are also available online.

Domain VIII. Citizenship and Civic Responsibility. Students will prepare for full and responsible participation in the local community and beyond.

Values of Achievement	Indices	Timeline for Measurement	Benchmark/Goal	Responsibility
1. Participate in/contribute to the local community in a meaningful, sustained, and self-directed manner	Voter registration rates	Annually in June of senior year	All eligible students register to vote	ASCI/History Division Head
2. Participate in the democratic process	Skyward reports/Co-curricular transcript	Bi-annually: January and June	All students sustain participation in one or more co-curricular activities for at least one year during high school	ISM/APSA
3. Develop civic efficacy			Increasing rates of participation in service-oriented activities (e.g. SILC, Best Buddies, Tau Gamma, MAC Scholars) (% increase TBD)	ISM/APSA

Domain IX. Valuing Diversity. Students will value individuality and diversity while sharing in the universal human experience.

Values of Achievement	Indices	Timeline for Measurement	Benchmark/Goal	Responsibility
1. Demonstrate a willingness to function outside of one's own cultural norm and comfort zone	Skyward reports/Student transcript	Annually for seniors	All students successfully complete one or more years of World Language sequence prior to graduating	ISM
2. Develop an understanding and acceptance of other cultures	Skyward reports/Student transcript	Annually for seniors	All students successfully complete a course that promotes cultural pluralism	ISM
3. Respectfully and skillfully communicate with people of other cultures, races, genders, and religions	Participation rates in exchanges/excursions (e.g. Italy trip, India trip)—traveling and/or hosting students from other countries	Annually: June	All interested and eligible ²⁷ students have an opportunity to participate in travel and/or to host students from abroad	APSA
4. Understand and accept the role of race, class, religion, sexual orientation, gender, and disabilities in society and in identity formation	Skyward reports/Co-curricular transcript	Annually: June	Increasing rates of participation in co-curricular activities that promote cultural pluralism	ISM/APSA

²⁷ Some exchanges are open to students based upon their years of study in a particular discipline—most notably the World Languages exchange trips.

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

DATE: June 18, 2009

RE: Student Achievement Domains and Components Crosswalks

BACKGROUND

As we move to implement the Student Achievement Domains and Components, we want to be explicit about how this effort fits into the context of existing and forthcoming goals, plans, and initiatives. Connections of this sort are in some circles referred to as *crosswalks*.

SUMMARY OF FINDINGS

The attached chart details connections between elements of the Domains and Components document and Board goals, current programs and initiatives, the School Improvement Plan (SIP), and Response to Intervention (RtI). The chart is not all-inclusive but does indicate the intersections of many aspects of these overlapping efforts.

RECOMMENDATIONS

None at this time.

Student Achievement Domains and Components Crosswalks

Connections to the Board Goals, School Improvement Plan (SIP), Response to Intervention (RtI), and current achievement initiatives

Board Goal 1: Student Achievement					
Domain I: Academic Knowledge					
Value of Achievement: Mathematics-Numeracy			Value of Achievement: English, Literacy, Communication		
Program/Initiative	SIP Component	RtI Tier	Program/Initiative	SIP Component	RtI Tier
Teaching and Learning in Core Courses	Section II-C, Objective 2, Strategies 2, 4 and 5	1	Teaching and Learning in Core Courses	Section II-C, Objective 1, Strategy 2	1
Summer Math Step-Up Program	Section II-C, Objective 2, Strategy 4		Learning Support Reading	Section II-B, Objective 1, Strategy 2	2
Algebra Block/Agile Mind	Section II-B, Objective 2, Strategies 1	2	CRISS Training	Section II-C, Objective 1, Strategy 1	1
Project Scholar		2	Project Scholar		2
Agile Mind	Section II-B, Objective 2, Strategy 2	1	College Prep Scholar		2
Math Tutoring	Section II-B, Objective 2, Strategy 4	2	Reading Lab	Section II-B, Objective 1, Strategy 1	2
Student assessment data analysis using Mastery Manager	Section II-C, Objective 2, Strategy 3	1	Summer Practicum in English		2
Domain III: Academic Engagement			Domain IV: Habits/Modes of Work		
All Values of Achievement			Value of Achievement: Resolves Conflicts Constructively		
Program/Initiative	SIP Component	RtI Tier	Program/Initiative	SIP Component	RtI Tier
Outreach Coordinator Position	Section II-D, Objective 1, Strategy 3		Peer Mediation		2
Behavior Interventionist		3	F.R.E.E. and M.U.R.E.E.		3
8 to 9 Connections		3			