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 February 19, 2009
7:30 A.M.
Board Room

A G E N D A

I.	Call to Order	Dr. Dietra D. Millard
II.	Update on Initiatives • Learning Support Reading • CTM • Reading Lab	Phil Prale
III.	SIP Update	Nathaniel L. Rouse
IV.	Additional Instructional Matters for Committee Information/Deliberation	Dr. Dietra D. Millard

Copies to: Instruction Committee Members, Dr. Dietra D. Millard, Chair
Board Members
Administrators
Director of Community Relations and Communications

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, with support from Colleen Biggins, Linda Cada, Bonnie Marks, Andrea Neuman, and Pat Crane
DATE: February 19, 2009
RE: Update on Reading Lab

BACKGROUND

In the fall of 2007, members of the Special Education Division initiated the use of a reading lab utilizing computer-assisted instruction as a primary method for improving student outcomes in reading. Two software packages – Lexia and Reading Plus – are regularly used by teachers to meet a range of student needs. Lexia targets core reading strategies including phonemic awareness, word-attack and comprehension skills. Reading Plus is used to improve comprehension, build fluency, and increase reading rate. Reading lab efforts were last reported to the Board of Education in April 2008. This memo updates progress made through these efforts. Teachers who work with the students in the reading lab will be available to present information and answer questions regarding the program.

SUMMARY OF FINDINGS

- A total of 166 students had contact with the Reading Plus software during the first semester of this school year.
- The data in this report reflect 26 students whose class schedules allowed for consistent utilization of the reading lab, between four and five lab sessions each week. Positive results have been shown for over 90% of these students.
- Among the 26 students who consistently used the reading lab, the rate of growth in reading increased dramatically after they began using the reading lab as an instructional intervention.
- The improved rate of growth for these students is approximately twice that of a general education student at the high school.
- A copy of the PowerPoint presentation is attached to this cover memo.

RECOMMENDATIONS

- Continue to monitor student progress in the reading lab.
- Expand use of the reading lab to more general education classes currently taught in the English Division.
- Begin a drop in program for students in study hall or academic strategies.
- Target incoming freshmen to increase the number of students who would benefit from the reading lab.
- Enhance articulation with associate districts in order to collaborate on methodology.
- Incorporate reading lab interventions as part of RtI Tier 2 options.

Reading Initiative Update 2009

Andrea Neuman, Pat Crane, Bonnie Marks and Colleen Biggins

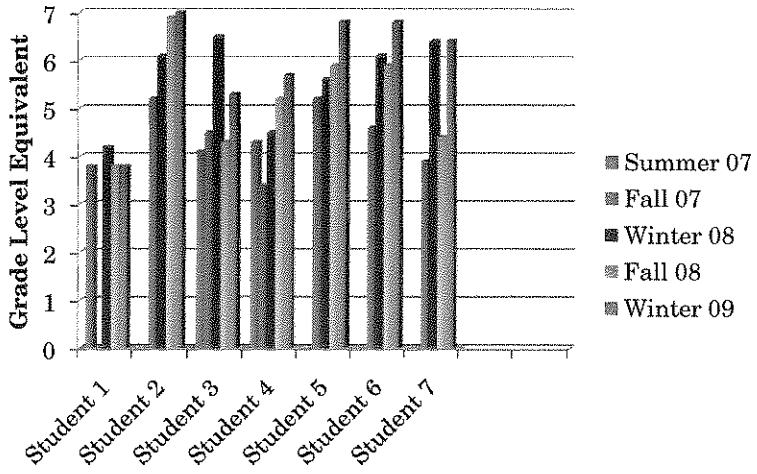
What Has Changed Since Last Year?

- Expanded records keeping
- Improved software to enable interventions
  - Teacher interventions
  - Structured interventions
- Systematic testing of student
- Two years of growth measured by LD instructional English and Reading Classes
  - Small number of students in class
  - Targeted students

How We Measure Progress

- Gates Maginitie Standardized Reading Test
- Progress Reports provided by Reading Plus and Lexia
- Progress embedded in student's IEP
  - Quarterly goal updates

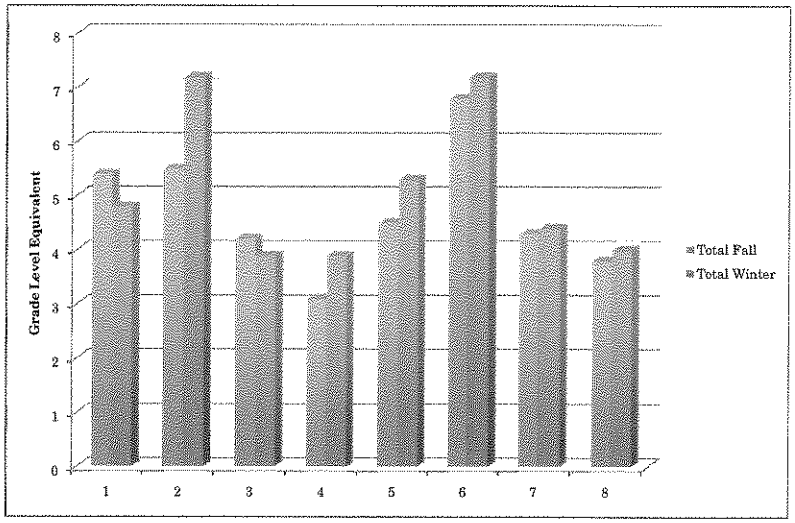
Progress of Students Who have Used the Program for Two Years



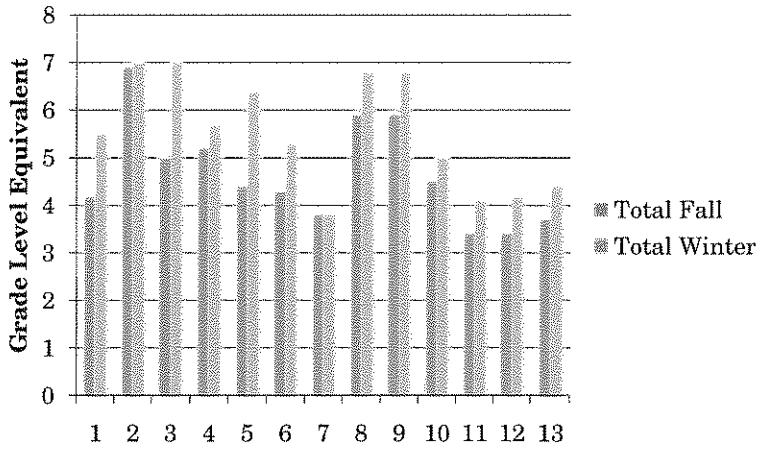
Some Things To consider

- Due to scheduling, several students do not take reading consistently.
- Outside Factors influencing reading progress.
- Students level of growth prior to reading program

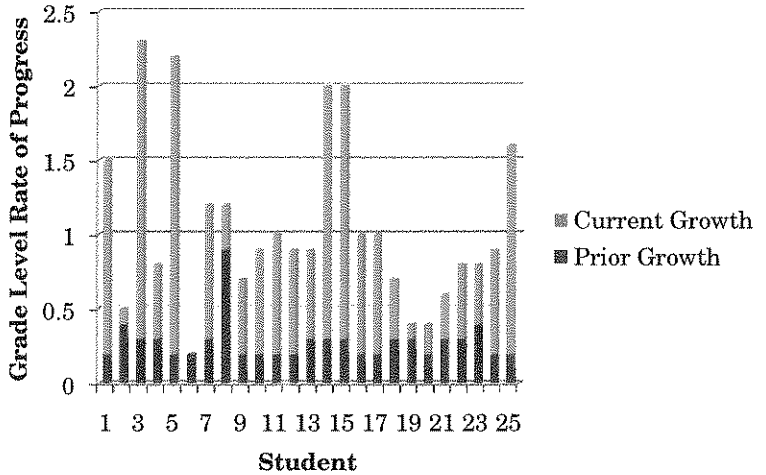
Progress of Freshmen Students who have Used the Program for One Year (2008-2009)



Progress of Sophomore Students who have Used the Program for One Year (2008-2009)



Rate of Growth Comparison for One Semester



Implications

- All but two students made progress from fall to winter in 2008-2009 school year.
- The average rate of growth
- Students are using programs everyday, for at least 50 minutes.
- All students who have used the program consistently for 2 years have made some progress.
- Testing inconsistencies can be attributed to testing environment and learning disabilities.

Where to Go Next

- Expand to general education student population
  - 8 to 9 connection students
- Focus on juniors who could use reading programs to improve ACT scores.
  - Can be used for students at and above grade level.
- Begin "drop in" program for students in study hall or academic strategies.
- Target incoming freshmen to identify all students with reading deficits.
- Initiate articulation with feeder districts in order to collaborate on methodology.
- Ability to use the programs at home.
- Tier 2 response to intervention usage.

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: February 19, 2009

RE: Update on Freshman Initiatives

BACKGROUND

For the 2008-2009 school year, specific academic efforts have been made to address school performance for ninth grade students identified as likely to benefit from focused attention from teachers and staff. Identified students were involved in one or more programs including the 8 to 9 Connection, a summer program designed to improve math and reading skills and help students transition to the high school, the Collaborative Teaching Model (CTM), a multidisciplinary team of teachers who work with a core of students enrolled in classes at the basic or transition level, and Learning Support Reading (LSR), a daily instructional study period during which a teacher and his/her students focus on the skills and strategies necessary for success in high school. The goals of all three freshman-based programs are to increase academic achievement and reduce the number of discipline referrals received by students in the program. These programs were last reported to the Board of Education in June 2008.

For this update, we compared grade point averages and discipline referral information for students participating in one or more of the three programs. A primary goal for these freshman programs is to support and accelerate the achievement of struggling students to reach the level of most regular level students. Also, we compared the progress of these students with the progress of freshman students in last school year to determine if program changes that were implemented for this school year resulted in improved outcomes.

SUMMARY OF FINDINGS

- The first semester data show that the group of freshman students enrolled in regular level courses and LSR (75 students) had a higher mean grade point average than the group of freshman students enrolled in regular level courses and not enrolled in LSR (240 students). The increase in grade point average appears for all significant racial and ethnic subgroups of students.
- Comparing results to students in LSR a year ago, students in this program have shown improved academic outcomes. Discipline-related outcomes will be reviewed at a later time.
- Basic level students who participated in the CTM program (31 students) do not show significant differences in grade point averages or discipline referrals when compared with basic level students who did not participate in the CTM program (14 students).
- Semester mean grade point levels for all basic level students have risen this school year when compared with last year. This rate of improvement has not been tested for statistical significance.
- Students who participated in the 8 to 9 Connection summer program and take basic level classes (32 students) do not show major differences in rates of discipline referrals or mean grade point average when compared with other basic level students.

RECOMMENDATION

- The revisions made to the LSR program, aligning the course more closely with English 1-2 and scheduling LSR students with the same teacher for LSR and English 1-2, should continue.
- The curriculum for LSR should be assessed to determine if students' reading skills improve at a greater rate than other regular level ninth grade students.
- The expansion of the CTM to include more students should continue, but significant improvement will not occur without the commitment of social service and counseling resources to the program. Consultation has begun with both the Assistant Principal for Student Services and the Assistant Principal for Student Health and Safety to address this recommendation.

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

TO: Board of Education

FROM: Nathaniel L. Rouse

DATE: February 19, 2009

RE: Executive Summary of The 2008 SIP

BACKGROUND

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

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

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

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

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

What is RtI?

Response to Intervention (RtI) is "the practice of providing 1) high-quality instruction/ intervention matched to student needs and 2) using learning rate over time and level of performance to 3) make important educational decisions" (*Batsche, et al., 2005)*. This means using differentiated instructional strategies for all learners, providing all learners with scientific, research-based interventions, continuously measuring student performance using scientifically research-based progress monitoring instruments for all learners and making educational decisions based on a student's response to interventions.

RtI has three essential components: 1) using a three tier model of school supports, 2) utilizing a problem-solving method for decision-making, and 3) having an integrated data system that informs instruction.

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

SUMMARY OF FINDINGS

The first 6 pages provided to you are from the 2008 Data and Analysis section of the SIP which includes 2008 AYP Report Card Data, the four conditions required for making adequate yearly progress, school information, student race/ethnicity statistics, the educational environment statistics, enrollment trends, educator data, staff capacity and professional development, in addition to assessment data for reading and math.

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

RECOMMENDATION

- No specific action is required of the Board of Education at this time.
- In March, the entire SIP document will be brought to the Board of Education for action. However, comments and feedback on this draft from the Board of Education are always welcome.

Section I-A Data & Analysis - Report Card Data
Item 1 - 2008 AYP Report

Is this School making Adequate Yearly Progress (AYP)?	No	Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	Yes
Is this School making AYP in Reading?	No	2007-08 Federal Improvement Status	restructuring
Is this School making AYP in Mathematics?	No	2007-08 State Improvement Status	academic watch status year 2

	Percentage Tested on State Tests				Percent Meeting/Exceeding Standards*						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe** Harbor Target	Met AYP	%	Safe** Harbor Target	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		62.5			62.5			90.0		75.0	
All	99.2	Yes	99.2	Yes	69.8		Yes	70.6		Yes			94.3	Yes
White	98.9	Yes	98.9	Yes	84.8		Yes	84.8		Yes				
Black	100.0	Yes	100.0	Yes	34.7	39.8	No	34.1	38.8	No			87.9	
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial /Ethnic	98.1	Yes	98.1	Yes	75.5		**Yes**	71.4		Yes				
LEP														
Students with Disabilities	97.6	Yes	97.6	Yes	41.7	45.6	Yes	34.3	43.9	No			78.2	
Economically Disadvantaged	99.0	Yes	99.0	Yes	32.6	42.8	No	32.6	31.8	Yes			83.9	

Four Conditions Are Required For Making Adequate Yearly Progress

1.At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.

2.At least 62.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 62.5% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. ***

3.For schools not making AYP solely because the IEP group fails to have 62.5% meeting/exceeding standards, 14% may be added to this variable in accordance with the federal 2% flexibility provision.

4.At least 90% attendance rate for non-high schools and at least 75% graduation rate for high schools.

* Includes only students enrolled as of 5/01/2007.

** Safe Harbor Targets of 62.5% or above are not printed.

*** Subgroups with fewer than 45 students are not reported. Safe Harbor only applies to subgroups of 45 or more. In order for Safe Harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet state standards from the previous year plus meet the other indicators (attendance rate for non-high schools and graduation rate for high schools) for the subgroup. For subgroups that do not meet their Safe Harbor Targets, a 75% confidence interval is applied. Safe Harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

Section I-A Data & Analysis - Report Card Data
Item 3 - School Information

School Information

	2001	2002	2003	2004	2005	2006	2007	2008
Attendance Rate (%)	92.8	93.9	94.6	96.5	91.7	93.3	91.0	95.0
Truancy Rate (%)	0.8	0.9	2.8	0.7	2.6	1.4	1.9	2.4
Mobility Rate (%)	16.7	10.1	9.4	6.6	4.6	4.9	6.6	3.7
HS Graduation Rate, if applicable (%)	93.0	94.4	97.9	97.5	100.0	92.9	91.7	94.3
HS Dropout Rate, if applicable (%)	2.0	1.3	1.2	0.9	0.9	1.3	0.7	0.9
School Population (#)	2830	2921	2962	3023	3087	3076	3139	3098
Economically Disadvantaged (%)	5.8	5.6	5.8	9.7	12.0	12.5	11.9	11.6
Limited English Proficient (LEP) (%)	0.7	0.4	0.4	0.2	0.1	0.3	0.2	0.2
Students with Disabilities (%)								
White, non-Hispanic (%)	62.4	64.6	65.6	66.0	61.9	62.2	61.6	59.7
Black, non-Hispanic (%)	30.3	27.5	26.9	26.0	25.3	24.9	24.9	26.4
Hispanic (%)	4.0	5.2	4.3	4.7	4.1	4.0	4.7	5.0
Asian/Pacific Islander (%)	3.1	2.5	2.6	2.9	2.8	3.0	3.1	3.0
Native American or Alaskan Native(%)	0.1	0.1	0.5	0.4	0.5	0.4	0.4	0.3
Multiracial/Ethnic (%)	-	-	-	-	5.3	5.5	5.2	5.6

Note: Hyphens in the table indicate that data is not relevant for your plan.

Section I-A Data & Analysis - **Report Card Data**
Item 4 - Student Race/Ethnicity

	Year	White(%)	Black(%)	Hispanic(%)	Asian/Pacific Islander(%)	Native American(%)	Multiracial/Ethnic(%)
SCHQQL	1999	60.6	31.9	3.9	3.5	0.1	-
	2000	61.4	30.7	4.5	3.3	0.1	-
	2001	62.4	30.3	4.0	3.1	0.1	-
	2002	64.6	27.5	5.2	2.5	0.1	-
	2003	65.6	26.9	4.3	2.6	0.5	-
	2004	66.0	26.0	4.7	2.9	0.4	-
	2005	61.9	25.3	4.1	2.8	0.5	5.3
	2006	62.2	24.9	4.0	3.0	0.4	5.5
	2007	61.6	24.9	4.7	3.1	0.4	5.2
	2008	59.7	26.4	5.0	3.0	0.3	5.6
DISTRICT	1999	60.6	31.9	3.9	3.5	0.1	-
	2000	61.4	30.7	4.5	3.3	0.1	-
	2001	62.4	30.3	4.0	3.1	0.1	-
	2002	64.6	27.5	5.2	2.5	0.1	-
	2003	65.6	26.9	4.3	2.6	0.5	-
	2004	66.0	26.0	4.7	2.9	0.4	-
	2005	61.9	25.3	4.1	2.8	0.5	5.3
	2006	62.2	24.9	4.0	3.0	0.4	5.5
	2007	61.6	24.9	4.7	3.1	0.4	5.2
	2008	59.7	26.4	5.0	3.0	0.3	5.6

	Year	White(%)	Black(%)	Hispanic(%)	Asian/Pacific Islander(%)	Native American(%)	Multiracial/Ethnic(%)
STATE	1999	62.0	20.8	13.9	3.2	0.2	-
	2000	61.1	20.9	14.6	3.3	0.2	-
	2001	60.1	20.9	15.4	3.4	0.2	-
	2002	59.3	20.8	16.2	3.5	0.2	-
	2003	58.6	20.7	17.0	3.6	0.2	-
	2004	57.7	20.8	17.7	3.6	0.2	-
	2005	56.7	20.3	18.3	3.7	0.2	0.7
	2006	55.7	19.9	18.7	3.8	0.2	1.8
	2007	54.9	19.6	19.3	3.8	0.2	2.2
	2008	54.0	19.2	19.9	3.9	0.2	2.7

No e: Hyphens in the table indicate that data is not relevant for your plan.

Section I-A Data & Analysis - Report Card Data
Item 5 - Educational Environment

	Year	LEP(%)	Low Income(%)	Parental Involvement(%)	Attendance(%)	Mobility(%)	Chronic Truants(N)	Chronic Truancy(%)	HS Dropout Rate(%)	HS Graduation Rate(%)
SCHOOL	1999	0.4	13.9	100.0	91.7	13.3	224	8.3	1.5	94.8
	2000	0.7	9.6	100.0	92.4	12.4	13	0.5	1.3	93.1
	2001	0.7	5.8	65.0	92.8	16.7	23	0.8	2.0	93.0
	2002	0.4	5.6	100.0	93.9	10.1	28	0.9	1.3	94.4
	2003	0.4	5.8	100.0	94.6	9.4	82	2.8	1.2	97.9
	2004	0.2	9.7	100.0	96.5	6.6	21	0.7	0.9	97.5
	2005	0.1	12.0	100.0	91.7	4.6	89	2.6	0.9	100.0
	2006	0.3	12.5	100.0	93.3	4.9	42	1.4	1.3	92.9
	2007	0.2	11.9	100.0	91.0	6.6	55	1.9	0.7	91.7
	2008	0.2	11.6	100.0	95.0	3.7	74	2.4	0.9	94.3
DISTRICT	1999	0.4	13.9	100.0	91.7	13.3	224	8.3	1.5	94.8
	2000	0.7	9.6	100.0	92.4	12.4	13	0.5	1.3	93.1
	2001	0.7	5.8	65.0	92.8	16.7	23	0.8	2.0	93.0
	2002	0.4	5.6	100.0	93.9	10.1	28	0.9	1.3	94.4
	2003	0.4	5.8	100.0	94.6	9.4	82	2.8	1.2	97.9
	2004	0.2	9.7	100.0	96.5	6.6	21	0.7	0.9	97.5
	2005	0.1	12.0	100.0	91.7	4.6	89	2.6	0.9	100.0
	2006	0.3	12.5	100.0	93.3	4.9	42	1.4	1.3	92.9
	2007	0.2	11.9	100.0	91.0	6.6	55	1.9	0.7	91.7
	2008	0.2	11.6	100.0	95.0	3.7	74	2.4	0.9	94.3

Section I **A Data** & Analysis - **Report Card Data**
Item 6 - Enrollment Trends

	Year	School(N)	Grade 3(N)	Grade 4(N)	Grade 5(N)	Grade 7(N)	Grade 8(N)	Grade 11(N)
SCHOOL	1999	2721	-	-	-			-
	2000	2727	-				-	-
	2001	2830	-	-		-	-	-
	2002	2921	-				-	723
	2003	2962	-		-	-	-	731
	2004	3023	-					749
	2005	3087	-	-		-	-	748
	2006	3076	-	-	-			794
	2007	3139	-	-		-	-	753
	2008	3098	-	-		-	-	770
DISTRICT	1999	2721	-		-		-	-
	2000	2727			-			-
	2001	2830	-	-	-	-	-	673
	2002	2921	-	-			-	723
	2003	2962	-		-			731
	2004	3023		-				749
	2005	3087	-					748
	2006	3076	-	-	-		-	794
	2007	3139				-		753
	2008	3098	-	-	-	-		770

	Year	School(N)	Grade 3(N)	Grade 4(N)	Grade 5(N)	Grade 7(N)	Grade 8(N)	Grade 11(N)
STATE	1999	1962026		-	-			-
	2000	1983991	-	-	-	-	-	-
	2001	2007170	164791	161546	162001	151270	148194	123816
	2002	2029821	-	-		-	-	-
	2003	2044539	-		-	-	-	-
	2004	2060048	-		-	-	-	-
	2005	2062912	-	-			-	-
	2006	2075277	136123	139619	146935	153566	154856	-
	2007	2077856	155356	153480	154719	162594	159038	150475
	2008	2074167	155578	152895	153347	160039	161310	149710

Note: Hyphens in the table indicate that data is not relevant for your plan.

Section I-A Data & Analysis - Report Card Data
Item 7 - Educator Data, Staff Capacity and Professional Development

	Year	Total Teacher FTE(N)	Average Teacher Experience (Years)	Average Teacher Salary($)	Teachers with Bachelor's Degree(%)	Teachers with Master's Degree(%)	Pupil-Teacher Ratio (Elementary)	Pupil-Teacher Ratio (HighSchool)	Teachers w/ Emergency/ Provisional Credentials(%)	Classes not taught by Highly Qualified Teachers(%)
DISTRICT	1999	159	17	63215	19	81	-	20	-	-
	2000	162	15	63610	21	79		20	-	-
	2001	167	15	67604	21	79		20	-	-
	2002	167	15	70848	26	74	-	21	1	-
	2003	184	15	72319	22	78	0.0	19	2	1
	2004	190	14	72245	26	74	0.0	19	-	-
	2005	191	14	77053	28	72	0.0	19	2	-
	2006	194	13	76625	26	74	0.0	19	1	-
	2007	197	12	77106	19	81	0.0	19	1	-
	2008	197	12	80977	19	81		19	1	-
STATE	1999	119718	15	45337	53	47	20	18	-	-
	2000	122671	15	45766	53	47	19	18	-	-
	2001	125735	15	47929	54	46	19	18	-	-
	2002	126544	14	49702	54	46	19	18	2	2
	2003	129068	14	51672	54	46	18	18	3	2
	2004	125702	14	54446	51	49	19	19	2	2
	2005	128079	14	55558	50	49	19	18	2	2
	2006	127010	13	56685	49	51	19	19	2	1
	2007	127010	13	58275	48	52	19	19	2	3
	2008	131488	12	60871	47	53	18	18	1	1

Note: Hyphens in the table indicate that data is not relevant for your plan.

Section I-A Data & Analysis - Report Card Data
Item 8a - Assessment Data (Reading)

PSAE - % Meets + Exceeds for Reading for Grade 11						
Groups	2003	2004	2005	2006	2007	2008
AYP Benchmark % Meets + Exceeds	40.0	40.0	47.5	47.5	55.0	62.5
All	71.9	71.4	76.6	75.1	66.5	67.4
White	84.1	86.0	85.9	86.0	81.3	84.4
Black	40.1	44.8	52.5	46.1	30.9	32.2
Hispanic	68.0	65.9	61.8	75.8	57.2	45.3
Asian/Pacific Islander	71.4	58.3	85.7	61.9	75.0	63.4
Native American	-		-		-	-
Multiracial/Ethnic			82.0	76.9	71.8	72.6
LEP	-	-		-	-	-
Students with Disabilities	33.0	38.2	40.7	31.0	35.8	37.6
Economically Disadvantaged	36.0	30.4	47.4	37.3	29.4	29.3

Section I-A Data & Analysis - Report Card Data
Item 8b - Assessment Data (Mathematics)

PSAE - % Meets + **Exceeds for Mathematics for Grade 11**

Groups	2003	2004	2005	2006	2007	2008
AYP Benchmark % Meets + Exceeds	40.0	40.0	47.5	47.5	55.0	62.5
All	69.7	69.0	65.8	71.8	67.7	68.6
White	83.9	85.3	80.4	85.3	84.1	83.9
Black	32.4	38.5	27.8	33.2	29.9	31.7
Hispanic	56.0	59.1	58.8	72.7	60.7	57.1
Asian/Pacific Islander	71.4	66.7	81.0	80.9	82.2	90.0
Native American	-	-		-	-	-
Multiracial/Ethnic			64.0	74.3	58.9	70.6
	L E P -		-		-	-
Students with Disabilities	22.8	34.2	29.7	35.3	35.0	28.7
Economically Disadvantaged	40.0	17.9	24.6	30.6	21.4	30.4

Oak Park and River Forest High School 2008-09
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Section I-A Data & Analysis - Report Card Data

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

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

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

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

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

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

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

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

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

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

Amendment for RtI:

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

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

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

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

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

Amendment for RtI:

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

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

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

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

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

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

Amendment for RtI:

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

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

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

Amendment for RtI:

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

Section I-C Data & Analysis - Other Data (Optional)
Item 2 - Educator Qualifications, Staff Capacity, and Professional Development

become oriented and comfortable in the school. Five board approved parent organizations operate and meet in the school. The five parent groups are - African American Parents for Purposeful Leadership in Education (APPLE), the Boosters, Citizen's Council, the Concert Tour Association, and the Parent Teacher Organization (PTO). Each parent group recruits membership on an annual basis. The PTO sponsors a liaison program which assigns a parent liaison to each division in the school to enhance collaboration and communication. Ten evening meetings occur each year for the purpose of assisting families who may have a difficult transition to the high school. These meetings begin in the summer before the ninth grade for students identified as having greater needs in the process of beginning their high school careers. The middle schools in Districts 97 and 90 identify the students for this program. Six parent meetings are held in the summer and four follow up meetings are held during the school year. Attendance at these meetings runs between 10 and 20 families at each meeting.
The data suggest that the school must take deliberate proactive measures to engage parents in ways that support student achievement. Parents are an asset and the school needs additional effort to improve parent participation. Collaboration with parents is essential to school improvement and student success.

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

Amendment for RtI:
In the last three years the student information system has allowed for parents to view the electronic data associated with their students. This includes attendance and classroom achievement information. The response to this access has been strongly supportive. Parents frequently access their students' information and use e-mail to reach out to teachers for additional information. Counselors sponsor a series of evening programs on college readiness that are well attended and evaluated.
Four years ago available slots for parent teacher conferences were expanded to meet a growing demand by parents. The total number of conferences has doubled and the number of families attending conferences has increased by 66% since the addition of conference opportunities. Additionally, parent organizations support classroom equipment and technology efforts through fund raising efforts.

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

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

Section I-D Data & Analysis - Key Factors

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

Amendment for RtI:
Develop a focused program of staff development

Harbor levels. For the 2009 PSAE, Safe Harbor levels are 38.8 % for Black students, and 43.9 % for students with disabilities.

Objective 2 addresses the following areas of AYP deficiency:

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

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

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

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

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

Strategies and Activities #2:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Objective 2 addresses the following areas of AYP deficiency:

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

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

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

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

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

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

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

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

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

Strategies and Activities #4:

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

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

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

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

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

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

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

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

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

Section II-E Action Plan – Monitoring (Math)

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

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

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

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

Name Title

3 Amy V Hill Director of Assessment and Research
3 John Costopoulos Science

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

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

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

In February of 2009, three individuals will review the SIP and provide comment and feedback. Kevin Pobst, Principal of Hinsdale Central High school, Dave Ripley, Assistant Principal of Glenbard South High school, and Hillyn Sennholtz, Consultant - West 40 Intermediate Service Center.

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

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

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

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

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

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

In December 2005, the Board of Education approved additional local funding to support efforts to improve student achievement and teacher performance. Achievement and professional development initiatives are reviewed and reported to the school community on a regular basis. Their have been two areas where corrective action has been

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

Section I-A Data & Analysis - Report Card Data

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

Amendment for RtI:

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

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

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

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

Amendment for RtI:

Students in each of our underperforming subgroups continue to enroll in our most rigorous courses at lower rates than students in groups that are making AYP. These students' academic preparation in high school may not include sufficient teaching and learning in the content tested by the PSAE. We have made uneven efforts to uniformly document, identify, and assess state standards as they appear in our curricula.

Placement and standardized test data indicate that students who enroll as freshmen at our high school arrive with vastly different skill sets in core academic areas such as math and reading. EXPLORE scores used as one source of placement data display a range from 8 through 25. Discrepancies in entry-level academic preparedness (existing skills, habits, and knowledge) influence the academic placement of students and therefore their exposure to rigorous curricula.

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

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

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

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

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

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

Amendment for RtI:

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

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

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

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

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

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

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

Amendment for RtI:

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

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

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

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

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

Amendment for RtI:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Amendment for RtI:

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

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

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

Amendment for RtI:

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

Section I-C Data & Analysis - Other Data (Optional)
Item 2 - Educator Qualifications, Staff Capacity, and Professional Development

Data - Briefly describe data on educator qualifications and data and/or information about staff capacity and professional development opportunities related to areas of weakness and strength. What do these data tell you?

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

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

Amendment for RtI:

Currently, staffing and teacher qualifications are not essential growth areas for the district. Therefore, we have turned to the area of professional development as a critical way to improve school performance. Teacher quality strongly influences student achievement. Teachers who engage in regular, self-directed, relevant professional development activities can address and improve their classroom practice and help students reach their academic potential. Teachers participate in a Professional Development Committee that plans and coordinates programs and activities. Teacher led collaboration teams are focused on divisional efforts to improve school performance and student achievement.

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

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

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

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

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

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

Item 3 - Parent Involvement

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

Amendment for RtI:

Parent involvement has always been a critical element of the school improvement process. Twice each year the school hosts a parent visitation day, once in the fall and once in the spring. Approximately 160 parents take advantage of this opportunity to visit the school, observe in classrooms, meet counselors and administrators, and

become oriented and comfortable in the school. Five board approved parent organizations operate and meet in the school. The five parent groups are - African American Parents for Purposeful Leadership in Education (APPLE), the Boosters, Citizen's Council, the Concert Tour Association, and the Parent Teacher Organization (PTO). Each parent group recruits membership on an annual basis. The PTO sponsors a liaison program which assigns a parent liaison to each division in the school to enhance collaboration and communication. Ten evening meetings occur each year for the purpose of assisting families who may have a difficult transition to the high school. These meetings begin in the summer before the ninth grade for students identified as having greater needs in the process of beginning their high school careers. The middle schools in Districts 97 and 90 identify the students for this program. Six parent meetings are held in the summer and four follow up meetings are held during the school year. Attendance at these meetings runs between 10 and 20 families at each meeting.
The data suggest that the school must take deliberate proactive measures to engage parents in ways that support student achievement. Parents are an asset and the school needs additional effort to improve parent participation. Collaboration with parents is essential to school improvement and student success.

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

Amendment for RtI:
In the last three years the student information system has allowed for parents to view the electronic data associated with their students. This includes attendance and classroom achievement information. The response to this access has been strongly supportive. Parents frequently access their students' information and use e-mail to reach out to teachers for additional information. Counselors sponsor a series of evening programs on college readiness that are well attended and evaluated.
Four years ago available slots for parent teacher conferences were expanded to meet a growing demand by parents. The total number of conferences has doubled and the number of families attending conferences has increased by 66% since the addition of conference opportunities. Additionally, parent organizations support classroom equipment and technology efforts through fund raising efforts.

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

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

Section I-D Data & Analysis - Key Factors

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

Amendment for RtI:
Develop a focused program of staff development

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

2008 Section IIA-Action Plan Objectives, Descriptions and Deficiencies

Deficiencies

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

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

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

Objective 1 Title:

Improving reading scores for African American and economically disadvantaged students.

Objective 1 Description:

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

Objective 1 addresses the following areas of AYP deficiency:

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

Objective 2 Title:

Improving mathematics scores for African American and students with special needs

Objective 2 Description:

While our current achievement in mathematics for Black students is 34.1% and 34.3% for students with disabilities respectively, these subgroups will meet and exceed state standards at the level of 70% in 2009 or attain Safe

Harbor levels. For the 2009 PSAE, Safe Harbor levels are 38.8 % for Black students, and 43.9 % for students with disabilities.

Objective 2 addresses the following areas of AYP deficiency:

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

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

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

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

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

Strategies and Activities #2:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Section II-E Action Plan – Monitoring (Reading)

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

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

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

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

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

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

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

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

Objective 2 addresses the following areas of AYP deficiency:

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

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

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

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

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

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

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

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

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

Strategies and Activities #4:

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

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

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

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

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

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

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

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

Strategies and Activities #2:
Teacher learning teams comprised of algebra teachers will meet during eight late arrival days during the school year to examine their course content, instructional practices, and student performance results. Teams will focus on increasing the rigor and scope of their math courses to provide that students enrolled in all junior year math courses are exposed to and become proficient in necessary advanced algebra and geometry skills.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Section II-E Action Plan – Monitoring (Math)

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

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

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

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

Name Title

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

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

This section describes how the plan has been developed and reviewed and identifies the support in place to ensure implementation.

Parent Notification *- Describe how the school has provided written notice about the school's academic status identification to parents of each student in a format and, to the extent practicable, in a language that the parents can understand. (*Requirement for Title I Schools only.)*

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

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

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

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

The members of the current school improvement plan team are:

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

Names and titles of school improvement team or plan developers:

Name	Title
1 Nathaniel Rouse	Principal
2 Phil Prale	Asst. Supt. C&I

3 Amy V Hill Director of Assessment and Research
3 John Costopoulos Science

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

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

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

In February of 2009, three individuals will review the SIP and provide comment and feedback. Kevin Pobst, Principal of Hinsdale Central High school, Dave Ripley, Assistant Principal of Glenbard South High school, and Hillyn Sennholtz, Consultant - West 40 Intermediate Service Center.

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

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

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

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

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

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

In December 2005, the Board of Education approved additional local funding to support efforts to improve student achievement and teacher performance. Achievement and professional development initiatives are reviewed and reported to the school community on a regular basis. Their have been two areas where corrective action has been

taken by the school district in recent years. First, the school has been restructured significantly with the addition of the position of Principal. Prior to the 2007-2008 school year District 200 had a combined Superintendent/Principal position. The separation for this school year has allowed a building level administrator to concentrate on building operations and improving school and classroom climate and achievement. Three Assistant Principal positions were created to support the day-to-day operational needs of the high school. The role of Director of Assessment and Research continues to support the ongoing and growing data needs of the school.

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

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

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

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

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

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

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

Name Title
1 Hillyn Sennholtz, Lead RESPRO Consultant