

**OAK PARK AND RIVER FOREST HIGH SCHOOL**  
**201 North Scoville Avenue**  
**Oak Park, IL 60302**

**INSTRUCTION COMMITTEE MEETING**  
**April 19, 2016**

An Instruction Committee meeting was held on April 19, 2016. Dr. Gevinson called the meeting was called to order at 4:35 p.m. in the Board Room. Committee members present were Fred Arkin, and Dr. Steve Gevinson, and Dr. Jackie Moore. Also present were Dr. Steven T. Isoye, Superintendent; Philip M. Prale, Assistant Superintendent for Curriculum and Instruction; Nathaniel L. Rouse, Principal; Michael Carioscio, Chief Information Officer; Sheila Hardin, Faculty Senate Executive Committee Chair; and Gail Kalmerton, Executive Assistant/Clerk of the Board.

**Visitors:** Jennifer Cassell and Tom Cofsky, Board of Education member; Conchita Benson, Janel Bishop, Meghan Cahill, Nabiha Calcuttawala, Jackie Charette-BassiriRad, Ginger Colamussi, Jason Dennis, Jon Ecker, Julie Fuentes, Jacqueline Hanson, Darryl Hobson, Jennifer Hoffmann, Kris Johnson, Earline McLaren, Katie Madock, Lisa Makely, Amit Martin, Peter Nixen, Thaddeus Sherman, Scott Sponsler, Jonathan Silver, Jessica Stovall, Christopher Thieme, Sara VenHorst, Jonathan Weintraub, Melinda Novotny, OPRFHS faculty and staff; Lawrence Christmas, Dr. Ralph H. Lee, and Michele Zurakowski, community members; and Steven James, filmmaker.

**Public Comments**

None

**Minutes**

Dr. Gevinson moved to approve the minutes of the March 15, 2016, Instruction Committee, as presented; seconded by Dr. Moore. A voice vote resulted in motion carried.

**Discussion on With an Objective View, the Education-debt Narrows (WOVEN)**

Jessica Stovall presented the Instruction Committee with a program she and a Chicago Public School principal developed based on her passion for reducing racial predictability. In fact, she centered her Fulbright experience on reducing racial predictability. With an Objective View, the Education-debt Narrows (WOVEN) uses data to determine how to impact teaching and provide non-evaluative feedback. Some teachers had interest in seeing others teach, having more individualized support and more quantifiable data.

WOVEN was inspired by the New Zealand project called Successful Mindsets for Educating Students of Color and the school had similar demographics to OPRFHS (40% Māori, 10% Pasifika, and 50% white). Students in the school in Wellington, New Zealand went from 24% meeting the national testing standards to 75% in just one year's time. Teachers bought into the program. Ms. Stovall designed a program around the United States and Oak Park contacts after researching what has been done in the United States and other initiatives.

While in New Zealand, she was inspired every day by antiracism and talks about high help environments, especially when accompanied by high perfectionism. The goal of WOVEN is to analyze the types of learning conversations in the classroom by looking at behavior, academics, and social emotional. Data provides information on both positive to negative comments, and the higher order of thinking or the lower order of thinking. WOVEN involves four teachers that form a cohort. Each member chooses three target students, and they are usually students of color (if applicable). The trained equity coach in a non-evaluative role goes into each teacher's classroom at least once a quarter and completes a 30-minute

observation. This observation provides only quantitative data; there are no subjective elements. Essentially, every 15 seconds, the equity coach will observe and mark the engagement (and type of engagement) for the four target students of color, as well as two achieving white students (as controls). The equity coach will note what the teacher is doing at the time of that student's observation of engagement. The equity coach can note for co-construction, positive or negative behavior feedback, positive or negative behavior feed forward, positive or negative feed forward academic feedback, positive or negative feedback academic, prior learning/prior experiences, monitoring, and instruction. The program facilitator will also mark where the teacher stands in the classroom at ten different points in the 30-minute observation. The teacher will then receive his or her data of the overall percentage of engagement for each of the five students. The teacher will also receive an in-depth analysis of the types of learning conversations going on in the classroom, and the percentage of positive to negative comments, the percentages of whole class, small group, and individual student conversations. After receiving all of this data, the teacher and the equity coach will sit down and discuss the results. Studies show that minority students succeed best from positive feed forward behavior/academic and co-construction, rather than negative behavior feedback (which is often what students of color receive, causing students of color to internalize that they are "bad" or "dumb" students and/or that their teachers do not like them. Both of these issues create major barriers to academic success). The equity coach and teacher will reflect together on the engagement percentages and set goals for the next observation. Each quarter, the cohort of four teachers will meet and discuss their data with the equity coach present to facilitate. They will help each other by providing feedback, support, advice, and sounding boards. They will come up with group goals that are inspired by strategies, interactions, relationships, positioning, and experiences. The goals are made in partnership for an overall objective of creating more equitable classrooms. Each quarter they will assess how they are doing on their collective goals and can elect to observe each other in their practice as a catalyst for positive growth. The data is only for the teacher and his or her cohort of teachers for their own personal growth as it is non-evaluative. The equity coach will provide general recommendations to Division Heads and other administrators for professional development as trends and themes arise. The equity coach will also address concerns, holes, themes, and trends in her lunch and learn meetings as she gets to know better what support teachers need. Currently, 15 teachers would like to participate in this program and want this program to be part of the OPRFHS culture. This proposal targets one of the biggest Board of Education goals on how to make change at OPRFHS.

Dr. Gevinson felt this program was exciting, as it gets teachers talking with each other. Dr. Moore supported the work, because she believed it filled a void in terms of the classroom approach to both student and teacher feedback. The data is an observational model that looks at cohorts. This fits in with the Strategic Plan's goal to eliminate the achievement gap. She wanted a greater number of teachers and staff to have use of it. A request was made for data and/or feedback from the teachers with whom she was working during the lunch hour. Ms. Stovall will ask those teachers if they would be willing to talk about their experiences and if their data could be shared. She has been working with CPS school data too. Mr. Arkin supported such a program. Dr. Gevinson asked how the administration would respond to this proposal. Dr. Isoye reported that the proposal came to the Oversight Committee last year and was not vetted completely. This proposal and others have been on the docket to be vetted. If SPOC would like further review, other Board of Education members should be given the opportunity to ask questions and the administrators will vet it before it is brought forward again. Dr. Moore urged introducing this to the full Board of Education. She stated that the fact that this was derived from a sabbatical is another testament to the engagement and rigor of Ms. Stovall's work. She suggested Mr. Prale obtain the approval from the teachers to present their data. Dr. Moore reflected on the walkthroughs that had been done in the building previously and the responses from teachers that they were not sure what to do with the information. She hoped that Mr. Prale and Mr. Rouse could make this program happen for the broader school.

The Instruction Committee members unanimously recommended moving this proposal forward to the Board of Education for discussion at its April meeting.

### **Student Services**

The Instruction Committee members unanimously recommended moving the Student Services report forward to the full Board of Education at its April meeting. Dr. Isoye and Ms. Hoffmann will discuss how this will come forward to the Board of Education.

Ms. Hoffmann reflected on the Board of Education's decision to hire 3 new counselors, one SID, and the six social workers who had been contracted previously through outside services. Student Services is very thankful and grateful for the possibilities of what they can do for the students. Much time has been spent looking at process and procedures because as enrollment continues to grow, students will continue to be served in the way that they are now. The addition of the 5th PSS Team has allowed many services to be added for the students, staff, parents, and community during the 2015-16 school year. The first six to eight weeks of the school year were spent with PSS Teams working together to understand process and procedure, as well as spending time developing and naming expected best practices. The collection of data used to demonstrate and capture the work that occurs within the PSS Teams was thoughtfully reviewed and based on that review, a new documentation system was implemented as a means to capture the work that occurs within Student Services. School social workers began tracking data at the beginning of the school year with the new system and it has served as a barometer to determine validity. The tracking was determined worthwhile, and all counselors and school social workers began October 1st. This tracking has allowed all involved parties to better converse and monitor the services being provided to students. It should be noted that every student within the building has had a minimum of at least two contacts with a member of their PSS team throughout the 2015-16 school year.

A new guidance tab allows Ms. Hoffmann to run data as to when and by whom contacts have been made with students. The data showed that all students were seen at least 2 times, and some students 7 or 8 times, excluding parental phone calls. Data usage will improve as the expectation now is that if student contact is made, it is tracked. Data showed that the department serves 1,400 students every month, and it is broken down by gender and race, which are comparable to the District's demographics.

Response to Intervention data showed Tier 1 supports were provided to all students, Tier 2 supports were provided to 15-25% of the student population, and Tier 3 supports were provided to 3 to 5% of the student population. Freshman students will have 8 contracts, sophomores will have 4 contacts, juniors will have 4 contacts, and seniors will have 4 contacts, at the minimum. An early warning system has been implemented for those students who have a number of absences, infractions, etc. and that is used to put plans in place to support the students.

Sara Van Horst, counselor 12 years, testified to the difference she has noticed in her ability to deliver services to all students due to the addition of the fifth PSS Team. She read the following statement.

"...I genuinely feel that one of the main functions of the PSS Team model is to provide a smaller team of professionals that can help address the needs of the OPRFHS students in a variety of different veins. As a counselor, the decreased caseload has allowed me to better address the needs of my students as well as efficiently address the concerns of their parents in a much timelier manner. This has led to me being more proactive in my approach rather than being forced to be reactive.

"Another extremely positive outcome of the additional PSS Team is the new perspective and approach of three new counselors to our division. I appreciate the variety of experiences and personalities that the additional counselors have brought to the division as I genuinely feel it allows us as a group to view

curriculum and our overall goals through a new lens. Additional brain power is leading to increased creativity through discussions and a broadened scope in planning.

“I believe the addition of the fifth SID has also allowed for each individual SID to be able to address the needs of our students in a timely and efficient manner, rather than putting out the largest fires while having to hold some at bay. I appreciate their constant communication with one another and believe that they are able to keep our school safe as well as offer a supportive role to all of our students at all levels. With the support of my team social worker, I feel that we have been able to offer a much deeper level of intervention as well as prevention strategies to my students. We work closely together when a student jumps on to the radar and are able to quickly address concerns rather than responding once an issue has grown to a much larger scale. The social worker is always ready and willing to work with the families of our students which has also freed up time for me to be able to address the needs of my students on my caseload that are not necessarily in crisis, but certainly deserve my time and attention in terms of their experience at OPRFHS.

“I’d like to wrap up with an example. One of our students experienced an extremely traumatic loss of a parent earlier this school year. We have been able to address the needs of a family in crisis in a much more personal and diligent manner. This included home visits, attending the services, continued contact with the parent and support of the student. Additionally, we have continued to monitor weekly the progress and healing process of the student and family in general. All of this was possible due to the increased support and collaboration that the new PSS Team Model provides.

Joe Herbst read the following statement. “Last year I was heavily involved in advocating for a 5<sup>th</sup> PSS Team. A memory that will stand the test of time was the night of April 23, or actually the early morning hours of April 24, when the Board voted overwhelmingly in support of adding a 5<sup>th</sup> PSS team to better meet the needs of our students.

“Board members were quite clear that evening that the approval included a challenge to improve the quality of our relationships with every student on our caseload. Dr. Jackie Moore stated that experiences with counselors were too variable from one family to the next and challenged us to be reflective of the larger group of students in our purview, moving beyond a crisis model to one with relationship-building at its center.

“With confidence I can speak to how these challenges have guided our work this year. The energy, enthusiasm and responsiveness of the PSS model is palpable throughout the building. Here are a few examples of how my services have been enhanced by the expansion of PSS and a reduction in caseload by 60 students:

- By the end of September, I met with each senior individually for an entire period to discuss, or in some cases develop, a post-secondary plan and set goals/benchmarks for its implementation.

- By the end of the first quarter, I met with each freshman individually to process their high school transition and inform them of the support available through their PSS team.

“For the first time as a counselor, I was able to have individual meetings with 50% of my caseload, in a preventative and constructive student-centered way, by the end of the first quarter.

- In the second semester, I met with each of my freshmen for an entire period to develop an individualized four-year plan. I was able to get to know each of my freshman better as a result. In prior years, caseload demands required two students to be scheduled per period.

- Each junior had two individual meetings this year instead of one. During the first meeting (January) we explored the college search process. During the second meeting (April) we set post-secondary planning goals heading into the summer months. More individual time spent developing each junior's post-secondary plan will lead to more successful outcomes as seniors.

- I was able to meet with all of my at-risk freshmen (earning D's or F's) during the first semester to fully understand the causes of their academic difficulties and provide resources to support their achievement. Due to having more time with these students, I had the opportunity to facilitate better communication between each student and the teachers of their classes.

- Most of my students identified through Early Warning Systems (EWS) data are already being seen by multiple members of my PSS team. The remaining students are usually seen within 24 hours of being identified through EWS. Students who have a high number of excused absences are also identified as "at-risk" through EWS data, so I can more proactively address their needs as well this year.

- I am part of a team of counselors that is creating a comprehensive senior assessment that will help us evaluate how effectively we are meeting the needs of students. Another team of counselors is working on a comprehensive assessment to be administered to the freshman class as well. We will use student perspective from these surveys to guide our efforts in the years to come.

"And I could go on....but most of all I want to thank you for saying "yes" to PSS!"

Committee members were very appreciative of the work that Student Services had accomplished. Mr. Rouse thanked Ms. Hoffman for her vision and leadership. Having worked with every team in a crisis, Mr. Rouse reported that the members were always sympathetic, empathic and gave sound advice.

Ms. Hardin felt the entire Board of Education should see presentations made by students, teachers or groups rather than just the committees. The PSS Team has been referred to in different ways throughout the year, and this is the first time anyone has heard the impact and or has seen the data, and it is important that this is communicated to the full Board of Education. Student Services has impacted students. She asked that some of the comments made at this meeting be presented to the full Board of Education.

Mr. Arkin was disappointed that he had not been able to vote on the approval of the 5<sup>th</sup> PSS Team as he supported it. While continuing to hear that 250 students were the maximum number a counselor should have, he was concerned with the optimum number. He wanted the PSS Teams to provide the best service to the students and did not believe necessarily that OPRFHS needed this benchmark.

### **CTIP Follow-up**

Mr. Carioscio shared a PowerPoint presentation on the Classroom Technology Integration Plan (CTIP). The Board of Education will be asked to approve the 1:1 program at its regular April meeting.

The purpose of this program is consistent with current best practice, as the school is committed to facilitating digital collaboration, creativity, communication, and critical thinking for all students. Each student will be provided a dedicated device and the instruction to allow them to make responsible and effective use of technology. And, faculty will be provided the tools, knowledge and training to support student success, as the students engage with technology-rich learning spaces.

This year the RFQ was completed and prepared for Board of Education consideration. The PMA model will include all infrastructure and network costs going forward to support this program for next year.

One slide showed the costs for a steady state going forward, which would be approximate \$800,000 which includes infrastructure, maintenance, student devices, FTE, and teacher devices. Additional solutions for those students without at-home wireless would be Comcast Internet Essentials, Spring Mobile WI-FI, Extended On-Site Lab Time, or Community WI-FI.

An implementation - during the summer getting the devices and getting ready for August.

May 2016 Reclaim Devices:

- 400 devices from 1:1 pilot
- 2K devices on classroom carts
- Purchase 1,200 additional devices

June/July 2016 Prepare Devices:

- Inventory and prepare
- 3,600 devices

August 2016 Distribute Devices:

- Parent sign-off on Acceptable Use Policy (AUP)
- Devices assigned to students at textbook pickup

Professional Development will include:

Chromebook Boot Camp Offered during the Summer

Proposed topics include:

- Introduction to the Chromebook
- OPRF Helpdesk and Classroom Technology Support
- Managing Devices in the Classroom

Opening PD - Quarter 1

Proposed topics include

- Exploring Digital Citizenship
- Technology Mentoring on Boarding

Continuing EdTech - Quarter 2

- PD Proposed topics include:
- Blended Learning with and LMS
- Basic/Advanced AVEediting
- LibGuides and Databases
- Podcasting 101
- Technology Conferences

Stakeholders throughout the building have been surveyed as to their PD needs.

In 2016, parents will need to sign a document which will inform them of the rules. In 2017, the signoff will be incorporated into the yearly online registration. At that same time, families will be asked if they have access to the internet.

The pilot experience gave the administration the agreement to make OPRFHS a fully dedicated environment. The administration is recommending a \$50 per year technology fee. The Board of Education will be asked to endorse this plan at the April Board of Education meeting.

Mr. Carioscio acknowledged the work of Mr. Prale, Mr. Thieme, Ms. McLaren, and Mr. Martin in this endeavor.

### **Semester I Report on MENTA**

The Instruction Committee did not move this report forward to the Board of Education. Students who are first-time violators of a Class 4 discipline infraction are eligible to receive services provided by MENTA of Oak Park. They are given the option of the Suspension Reduction Program (SRP) under which their suspension can be reduced by 50% if parents and students agree to alternative placement where they can receive support services to reduce chances of recidivism. Students are either referred by a Pupil Support Services (PSS) Team or as part of the SRP. OPRFHS receives attendance and academic progress reports from MENTA and additional contact between MENTA services and OPRFHS students services faculty occurs on a regular basis, as needed. The demographics of students who attended MENTA first semester is as follows:

#### FY 16

6	White	2	Multi-racial
5	Afr. Am.	17	Total
4	Latino		

Students who attend MENTA as part of the SRP receive attendance, academic, behavioral, career planning, and social-emotional support. When they reenter OPRFHS, a plan of support is communicated with parents and students. While the number of infractions has increased from last year, the rate for students of color decreased. While there is no sizable decrease in the percentage of classes passed, UW GPA, and school attendance, students are attending at a rate of 98.4% as compared with OPRFHS's rate of 92%. Data is still being collected.

Dr. Moore will send questions to Mr. Prale regarding a contract with MENTA.

#### **New Business**

The administration was asked for ideas as to what options could be made available to provide Test Prep to students and to look at AVID to see if it is a fit for OPRFHS.

#### **Adjournment**

At 5:45 p.m., on April 19, 2016, Dr. Moore moved to adjourn the Instruction Committee meeting; seconded by Mr. Arkin. A voice vote resulted in motion carried.

Submitted by  
Gail Kalmerton  
Clerk of the Board