

OAK PARK AND RIVER FOREST HIGH SCHOOL
201 N. Scoville
Oak Park, IL 60302

Strategic Plan Operations Committee (SPOC)
February 16, 2016

A Strategic Plan Operations Committee meeting was held on February 16, 2016. Chair Dr. Moore called the meeting to order at 6:50 p.m. in the Board Room. Committee members present were Dr. Jackie Moore, Tom Cofsky, and Jennifer Cassell. Also present were Dr. Steven T. Isoye, Superintendent; Philip M. Prale, Assistant Superintendent for Curriculum & Instruction; Tod Altenburg, Chief School Business Officer; David Ruhland, Director of Human Relations; Sheila Hardin, Executive Committee Faculty Senate Chair; and Gail Kalmerton, Executive Assistant/Clerk of the Board.

Visitors included Board of Education members Fred Arkin, Sara Spivy, OPRFHS staff John Hoerster, Avi Lessing and Kristin McKee, and Jason Dennis, and Consultant Lincoln Chandler.

Public Comments

None

Minutes

Dr. Moore moved to approve the Strategic Plan Operations Committee minutes of January 19, 2016, as presented; seconded by Ms. Cassell. A voice vote resulted in motion carried.

Leadership & Launch

Mr. Dennis provided a written report in the packet that included the purpose and goals of the Leadership and Launch Pilot, what is currently occurring, what has been learned from the pilot, the results of the student, parent and student leadership surveys, the curriculum outline for Launch and Leadership, anticipated adjustments for next year, a tentative plan for leader selection, this pilot's connection to the Strategic Plan and to the students at the center pillar. A link to a YouTube video was provided that highlighted what the leaders did with their mentees and the mentees' responses. The link is <https://youtu.be/Y0uziX-csas>.

Mr. Dennis thanked the teachers who are leading the Leadership and Launch Pilot and Mr. Rouse and Ms. Hoffmann for building the schedules. He asked for clarification on how to move forward next year as incoming parents were asking for their freshmen to be involved in this pilot.

Mr. Dennis stated that in gathering data to determine success, it is worth noting that everyone struggles with measuring success. Data are general indicators. What has been learned about Launch is the following:

- The Freshmen in Launch are nearly 2.5 times less likely to be earning a 'D' than their non-Launch peers enrolled in study hall
- They committed half as many disciplinary infractions as their non-Launch peers enrolled in study hall
- They earned a higher first semester Weighted GPA (3.41) than their non-Launch peers enrolled in study hall (3.35)
- Retention in the program has been near 95%

What was learned about Leadership is the following:

- Retention in the class has been 100%

- Leaders have continued to grow in their ability to connect with, support, and challenge their freshmen over the course of the entire year.
- Leaders are transferring their Leadership knowledge and skills to many other parts of the school community.

Also, this group’s student attendance mean was positive, but similar to those in study halls. One member suggested continuing to look at unexcused absences and tardies in second semester. Ms. Hardin noted that Faculty Senate signed a Memorandum of Understanding because the responsibilities of teachers goes beyond the scope of supervisory. No teacher has asked to be released from a supervisory and the feedback has been positive. She had spoken to all of the mentors doing the study hall program. Senior participation was 100% retained, and while the benefit of the program was for freshman, it also helped juniors and seniors, etc. A problem in comparing data from the juniors and seniors versus the freshmen was because the freshmen were hand selected. Every junior in this class is trying to find a way to be in the class again next year; they are taking much ownership and pride and have improved throughout the year. In terms of evidence, definitely a dual benefit of being prepared, being leaders and building relationships. While the long-term effect on school culture is unknown, Ms. McKee was optimistic about it and school climate. Dr. Moore suggested plugging in the climate survey in a way to identify and bring context to this.

The Strategic Plan Operations Committee members unanimously supported presenting this to the full Board of Education in February as an informational item with the recommendation for Option A, which is below, to be approved in March.

OPTION A (Expanded Pilot) Resource Request for 2016/2017

Description	Cost
.8 FTE (4 Sections of Leadership--80 mentors--320 freshmen students)	\$65,394
10 hours of summer professional development for 16 teachers	\$4,400
40 Summer curriculum hours for 2 teachers (Revising the course and planning the training)	\$2,200
40 School year curriculum hours for 2 teachers (Revising the course and planning on-going development of the advisory leaders)	\$2,200
Supplies	\$800
Miscellaneous contract services	\$4,000
Food budget for summer training with students	\$2,400
Total	\$81,394

Note: this option goes beyond the scope of the Memorandum of Understanding. Ms. Hardin was comfortable working on the language to 4 from 2. Faculty Senate was not blocking it. It is voluntary. The Board must take action before Faculty Senate.

SEL Coaching Pilot Update

Mr. Lessing noted what was important about SEL is that the primary material is the student and the teachers. He was thankful to be working with great colleagues as it was the best-unexpected bonus. He also felt fortunate to be working with Bekka Levin of the McCormack Foundation about data. The program has started to meet some of the benchmarks. The primary goal is to build the capacity of academic classrooms. How? The main resource is time. He has had 85 full classroom non-evaluative visits. Most of his time is spent modeling or observing. If someone leads a social-emotional strand in a workshop setting, it might be hard to convert that information into one's teacher practice. Through coaching he works with the teachers' goals, so that they are more mindful, bring focus to the moment, and to end class by integrating the materials. He is working on a mindfulness training for teachers, and once the pilot matures, he will embody it for students, and they will be able to learn the material.

The evaluation plan is in place, and the first set of interviews is being transcribed. He is working with Rachelle Ernst a graduate intern who helped him 1) develop and test six drafts of an observation tool during 21 observations, 2) research evidence-based observation tools and instructional practices; and 3) consulted with Casel founder Roger Weissberg. Mr. Lessing informed the committee that Marc Brackett of Yale developed a Mood Meter Mobile App that Teaches Emotional Intelligence. Students can identify their emotions and know the reason why they feel the way they do. It is a \$.99 application.

He felt that everyone needed SEL learning as to how to manage their emotions. Social workers do not do therapy in their offices. Instead, they try to teach students to manage their emotions. Thus, the four points based on preliminary work are ground of health, communication and coordinated care, and adult training (mindset, capacity, practice and feedback).

When asked what projections there are for the future and what Mr. Lessing needed from the Board of Education, Mr. Lessing response was to continue as is. This is a new pilot, and a review will occur after all of the interviews have been coded. The highest commodity is time and the more time for him, the better it would be. He would be better able to answer this question in the spring.

Update from Lincoln Chandler

Mr. Chandler thanked the Committee for the invitation to learn from the District and to work on its Strategic Plan. He had been asked to do the following 4 things:

- develop a common understanding of how available data align to the Board strategic goals;
- review data sharing practices within and outside of OPRFHS;
- determine the metrics currently tracked by the school best suited to be indicators of success for active pilot programs (i.e., Freshman Learning and Launch, Active Learning Space, SEL training), and other initiatives in consideration, and;
- identify additional relevant metrics and benchmarks that can be captured.

He has since had initial interviews with all of the pilot leaders as well as with Ms. Hill, and he wanted to share his thoughts from those combined conversations. His initial recommendations are:

- From a framing standpoint, start with the Strategic Plan and an innovation project that links it to experiments based on research and data, create pilots, and then use the data differently. The Strategic Plan began with a previous reiteration of the Board of Education. Part of the process involved an extensive data drive, which is unavailable. The six pillars are resting on a body of analysis and research that lead the District to this. Over the course of 5 years, people will forget, and it is important to keep the six pillars at the forefront. Mr. Chandler wants to understand what data was used in order to connect metrics to the different initiatives, i.e., dashboard. The metrics would be the common unit of currency.

- The next step is understanding what was done and selecting initial metrics that could be used for the 6 dimensions. What does equity mean? For benchmarking perspectives, how far is the District from optimal? He plans to use the Minority Student Achievement Network for testing.
- With regard to the innovation process, how does a bill become a law at the OPRFHS? Ideas went from implementation teams, the oversight committee, which determined if it would be approved for a pilot. Where do the ideas go on the website? That process is not clear to the community.
- The next steps would be clarify the next steps and prioritize the ideas, regroup, determine how to vet the ideas, and encourage people to come forward with ideas. This supports the implementation team process.

Mr. Chandler was complimentary of the pilot leaders as they have unique subject matter experience and the pilots were developed individually. The pilots need to be linked to the Strategic Plan, and that should be possible with what is being collected. The other observation is that the collection of data is not in sync with the reporting needs. One approach would be to have monthly meetings about pilots where one pilot would be the focus. Conversations are occurring about the discipline process and that data will be presented.

New Business

Dr. Moore proposed scheduling an additional Strategic Plan Operations Committee to talk about the Strategic Plan and rolling out the PARC Committee.

Adjournment

Dr. Moore moved to adjourn at 8:05 p.m., seconded by Ms. Cassell. A voice vote resulted in Motion carried.

Submitted by
Gail Kalmerton, Clerk of the Board