

Oak Park and River Forest High School District 200

Strategic Plan 2017 - 2022

Strategic Plan 2014-2019 approved by the Board of Education on Jan. 23, 2014.

Revised to include implementation plans and approved by the Board on June 22, 2017.

Updated for the 2018-2019 school year in October 2018.



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Background

Mission

Oak Park and River Forest High School provides a dynamic, supportive learning environment that cultivates knowledge, skills, and character and strives for equity and excellence for all students.

Oak Park and River Forest High School is widely considered an outstanding high school, known for its high level of student achievement; excellent instruction; exceptional performing arts, athletics, clubs, and activities; and innovative academic programs. But even the strength of our programs and the top awards our students and staff consistently earn are not enough to satisfy the central mission of the school: to provide the knowledge, skills, and character necessary for success and leadership in a global society. We must see achievement rise for *all* students, not only those who struggle in our classrooms but also those already achieving at high levels. We also must narrow disparities that appear in teaching and learning outcomes when we disaggregate our data by race. Both goals—excellence and equity—are at the center of this plan. Achieving these goals requires that we be deliberate in the priorities we set and the choices we make over the next few years.

Challenges

District 200 last created a strategic plan roughly two decades ago. Since then a great deal has changed. Federal and state mandates have increased the demands made on teachers and administrators. College admissions have become increasingly competitive as record numbers of students vie for limited openings. College and career pathways require more intensive and ever-changing technical skills. The high school facility, a vintage building dating back to 1907, requires upkeep and upgrading for the emerging technologies that allow individuals to succeed in the worldwide workplace. Finally, rapid economic change has affected area residents, who provide essential financial and logistical support for local schools, and we must find a responsible way to manage the needs of the community and the resources of the school.

One concern that has not changed is that race continues to have a significant impact on students' experiences at OPRFHS. A critical element for the future success of the high school is to fulfill the promise and challenge set forth in the 1990s, to eliminate the predictability of race as an indicator of school or student outcomes. Identified by the last five superintendents as a central issue in the progress of the school, excellence for all students is a main theme of our work. The work of the high school will move all students forward, maintain the academic excellence of the school, and address the need for equity and access to that excellence for our entire community.

Our Plan

Creating a strategic plan establishes how we will respond to circumstances that are always changing and challenging us as a school and as a District. Articulating an overarching vision for the future of Oak Park and River Forest High School ensures that the entire school community is working toward a common purpose and participating in the effort to maintain the academic excellence of the school, provide equity and excellence for all students, and respond responsibly to the needs of our community. In essence, a strategic plan is a roadmap of priorities for

what to do and how to move forward.

This plan includes high-level goals in six critical areas: Holistic Community Education, Equity, Supportive Learning Environment, Transformational Teaching and Learning, Transformational Leadership, and Facilities and Finances. For each of these broad goals we've developed several strategies to help achieve that goal. To ensure that the goals are met, each strategy includes an implementation plan with specific action steps, deliverables, deadlines, and persons responsible. Creating specific implementation plans is a way to break down the work into manageable pieces. But the ideas that develop for various areas may overlap or run parallel to one another. This is a reminder that our work should not be addressed in silos but instead must stress collaboration.

We recognize the long-term nature of implementing this plan. We have set forth steps we believe are both ambitious yet attainable. We also recognize that, at its best, a strategic plan is a living, breathing document that periodically should undergo review and adjustment over the course of its lifespan. In five years our work will not be complete. But we believe that we will have accomplished great things in the service of our mission to achieve equity and excellence for all students.

Strategic Planning Process

Phase 1: Process Development (June — September 2012)

The Oak Park and River Forest High School District 200 Board of Education launched strategic planning in June 2012, when it began reviewing proposals for leading the process. In July, the Board approved hiring Dr. Allan Alson as its strategic planning consultant. Dr. Alson, Board members, and the District Leadership Team (DLT) mapped out the process and timeline, identified stakeholder groups, invited stakeholders to join the steering committee, and developed a communications plan.

Phase 2: Data Collection and Synthesis (October 2012—January 2013)

The 60-member steering committee began meeting twice monthly to examine data in various areas, including student achievement, school climate, and District finances. Dr. Alson and his associate, Patricia Maunsell, led 21 focus groups, drawing participation from just under 200 students, faculty, staff, administrators, and community members. In addition, more than 2,100 stakeholders took a strategic planning survey.

An analysis of this wealth of data found that the values of the community could be organized around five main themes:

1. Holistic Community Education
2. Equity
3. Supportive Learning Environment
4. Transformational Teaching, Learning, and Leadership
5. Facilities and Finance

Phase 3: Values, Vision, Mission, and Goals (January—March 2013)

Working collaboratively, the steering committee, as well as a writing subcommittee, developed and refined value, vision, mission, and goal statements. The **value statements** encompass the core beliefs and principles of the District and inform our actions. The **vision statement** answers the question, “What will OPRFHS look like after we carry out the plan?” The **mission statement** describes how we will carry the plan forward. The **goals** provide broad starting points for action steps created by task forces.

Phase 4: Task Force Work (March—May 2013)

Task forces were formed around the five main themes: Holistic Community Education; Equity; Supportive Learning Environment; Transformational Teaching, Learning, and Leadership; and Facilities and Finance. Task forces comprised steering committee members who wished to continue their involvement plus new stakeholders with interest and expertise in the five areas. The task forces were charged with creating broad action steps to support the overarching goal(s) for each area of focus. Eventually, the fourth theme was split into two, in order to narrow the focus of each area: Transformational Teaching and Learning, and Transformational Leadership.

Phase 5: Plan Adoption (January 2014)

Following a series of retreats for the Board of Education to vet the plan during fall 2013, the Board of Education formally approved the strategic plan at its Jan. 23, 2014, regular Board meeting. The plan was shared with community members, parents, staff, and students through various print and electronic formats.

Phase 6: Implementation, Reporting, Refinement (2014—2019)

Following approval of the plan, implementation committees were formed to develop and execute the action steps. Using the groundwork laid by the task forces as a foundation, implementation committees created plans to achieve the action steps, setting and meeting more granular benchmarks for each step. The work of implementation was intended to be transparent, coordinated, and collaborative, with regular updates provided to the Board of Education and the community to ensure that progress on the plan is being monitored and that benchmarks are being met. This plan was not set in stone but instead was meant to be a living document, with midcourse corrections likely as the work unfolded.

Phase 7: Moving toward Full Implementation (2017—2022)

We are grateful to those who dedicated their time and energy to serving on 2014-2015 implementation committees, which generated a wealth of ideas. Among those that came to fruition were a new Leadership and Launch curriculum, where juniors and seniors train to mentor freshmen in their coursework; a social-emotional learning coach to help faculty develop their abilities to nurture the whole child; and installation of flexible classroom furnishings to enhance teaching, learning, and collaboration.

In order to make continued progress toward achieving the six goals of the plan, at the beginning of the 2016-2017 school year, the Board

charged the superintendent with making the plan more actionable. All stakeholders who had participated previously in the planning process, whether as members of the steering committee, task forces, or implementation committees, were invited to help craft broad implementation plans comprising strategies and action steps, which became the basis for work toward accomplishing the strategic plan's goals during the 2017-2018 school year. The superintendent created an Accountability Committee made up of stakeholders who were not involved in crafting the 2017-2022 plan. The committee meets with administrators and team members periodically to ensure that the work of the plan is being carried out with fidelity.

Individual administrators have been assigned the responsibility for ensuring the steps are carried out; this is part of the work on which they are evaluated annually. As administrators have developed and worked with teams of faculty, staff, and other stakeholders, strategies and action steps have further evolved. Faculty voice has been critical to determining whether particular strategies and action steps are appropriate or whether they need additional refinement or development. Informing this process is the feedback collected in the process of developing the current document. All of the feedback collected was provided to implementation teams to consider as they developed their initial project plans.

To see which strategies were completed during 2017-2018, and which are the focus for 2018-2019, please see pages 13-18.

Values

1. We believe **all students are capable of high levels of academic and social success.**
2. We embrace our diversity and believe factors including but not limited to **race, income, gender identity and gender expression, sexual orientation, and learning differences should not predict success.**
3. We believe trusting, collaborative relationships and strong communication **establish a safe and respectful school community.**
4. We believe an excellent educational environment cultivates **curiosity, imagination, character, leadership, critical thinking, and communication skills.**
5. We believe in allocating resources in **equitable, transparent, and purposeful** ways.
6. We believe in **adult learning and leadership** that supports **equity and excellence for all students.**
7. We believe in providing **academic and social supports** for all students.

Vision

Oak Park and River Forest High School will become an ever-improving model of equity and excellence that will enable all students to achieve their full potential.

Mission

Oak Park and River Forest High School provides a dynamic, supportive learning environment that cultivates knowledge, skills, and character and strives for equity and excellence for all students.

Goals and Strategies

Note: While Equity is one of the individual goals in this plan, *all* work of the district should be viewed through the filter of producing more equitable outcomes for students. Among the questions to keep at the forefront are, who are the racial/ethnic groups affected by a particular policy, procedure, program, etc.? Will disparities remain or be made worse? What might the unintended consequences be? What about this decision presents barriers to more equitable outcomes, and how can they be removed?

Goal 1—Holistic Community Education: OPRF High School will collaborate effectively with other educational institutions and social service organizations, resulting in a high-quality continuum of learning and seamless transitions for students from birth to post-secondary education and career paths.

- **Strategy 1.** By June 2019, develop a timeline of communication with key data points that will support the transition of students into OPRF and prepare them for post-secondary education and/or career paths. *Revised October 2018.*
- **Strategy 2.** By June 30, 2019, identify the effectiveness of communications to internal and external stakeholders throughout the school year, and set targets for annual improvement.
- **Holistic Community Education/Strategy 3.** By June 30, 2019, expand communication and information-sharing protocols between feeder/non-feeder schools and the high school. *Revised October 2018.*

Goal 2—Racial Equity: OPRF High School will continuously strive to create an environment where the academic achievement and social and emotional growth of students will no longer be predictable by race, socioeconomic status, or other social factors.

- **Strategy 1.** By July 2021, provide access to rigorous curriculum and teaching for all students, so that race is not a predictor of academic level, pathway, or performance. *Revised October 2018.*
- **Strategy 2.** Annually assess school culture and climate and set targets for creating an environment in which all students feel welcome, including but not limited to students of color and lesbian, gay, bisexual, transgender, and gender-expansive students.
- **Strategy 3.** By June 2018, complete the three Culture, Climate, and Behavior (CCB) Committee recommendations approved by the Board on April 27, 2017. *Added December 2017.*

Goal 3—Supportive Learning Environment: OPRF High School will create learning environments that support the unique strengths and needs of each individual and will provide a system of supports to meet the evolving needs of all students.

- **Strategy 1.** By June 2018, determine the effectiveness of current social-emotional learning (SEL) programs and establish targets for annual improvement.
- **Strategy 2.** By May 2019, ensure students feel welcome, appreciated, and a sense of belonging. *Revised October 2018.*

Goal 4—Transformational Teaching and Learning: OPRF High School will create consistently rich and engaging learning opportunities that set high expectations for all students and foster collaboration, problem solving, reflection, critical thinking, and independent learning.

- **Strategy 1.** By May 2018, via Teacher Collaboration Teams (TCTs), establish power standards and common assessments to measure student proficiency as defined by 80% of students meeting or exceeding expectations.
- **Strategy 2.** By the Fall of 2020 implement the first stages of a more inclusive 9th-grade curriculum designed to increase access to honors and Advanced Placement courses, with the goal of increasing by 25 percent the number of students earning honors credit their freshman year.
- **Strategy 3.** By June 2021, increase by 25 percent the number of students of color and/or low socioeconomic status who have earned credit in at least one honors or Advanced Placement course by the end of their junior year.
- **Strategy 4.** By Aug. 2021, provide teachers with professional development to improve collective teacher efficacy, as evidenced by 80% of teachers viewing their instruction as highly effective for all students and 80% of students reporting that their teachers believe in their ability to be successful.

Goal 5—Transformational Leadership: OPRF High School will hold all leaders to high expectations in responsibilities, policies, practices, and professional development and will create opportunities that affirm and support effective teaching, learning, and leadership.

- **Strategy 1.** By August 2018, implement CARE Teams (Collaborative Action Research for Equity) in the professional development plan.
- **Strategy 2.** By August 2017, create a one-year professional development program for district and building administrators that develops leadership capacity, collaboration, and effectiveness.
- **Strategy 3.** By June 2019, develop a system of accountability for all levels of leadership, as aligned to the strategic plan.
- **Strategy 4.** Encourage innovation at all levels in the institution.

Goal 6—Facilities and Finances: OPRF High School will make fiscally responsible, student-centered decisions regarding facilities and finances and will allocate resources to ensure excellence and equity.

- **Strategy 1.** By June 2019, review and revise long-term plan created by the 2013 Finance Advisory Committee.
- **Strategy 2.** By April 2018, create a five-year budget and reporting process for implementing the strategic plan goals.
- **Strategy 3.** By November 2018, develop a long-term facilities plan to recommend to the Board. *Revised October 2018.*

2017-2018 Accomplished

Goal 1—Holistic Community Education

Strategy 1. By June 30, 2018, identify the current state of effectiveness of OPRF transitional programs, and set targets for annual improvement. [PARTIALLY COMPLETED]

Last year, the Holistic Community Education Team did extensive work to identify the current state of our programs. The team completed a comprehensive inventory of programs, and developed and administered a transition survey to all freshmen and seniors. Action associated with this work will carry over to the 2018-2019 school year.

Goal 2—Equity

Strategy 1. By June 2018, identify three proven strategies and/or programs that reduce inequities of opportunity and enable students of color and/or low socioeconomic status to gain greater access to and success in college prep, honors, and Advanced Placement (AP) courses. [PARTIALLY COMPLETED]

In undertaking the action steps for this strategy, we realized that two initiatives to focus on—recruiting and retaining teachers of color to mirror our student demographics, and exploring culturally relevant pedagogy—already are part of the focus for the Transformational Teaching and Learning and Transformational Leadership teams. A third initiative, professional development in adaptive change for racial equity, is underway. Thus, this strategy has been replaced (see page 3). In addition, the name of the goal was changed from Equity to Racial Equity to be more explicit about its focus, and we have recommended to the Board the development of a racial equity policy and procedures by the end of 2018-2019.

Goal 3—Supportive Learning Environment

Strategy 1. By June 2018, determine the effectiveness of current social-emotional learning (SEL) programs and establish targets for annual improvement. [PARTIALLY COMPLETED]

As we dug into this work, the team recognized that we needed to take a step back and focus on establishing a working definition of SEL. In addition, we conducted a literature review of current SEL practices, participated in a professional development webinar, visited schools with existing SEL programs, and proposed a new position to develop a system-wide SEL program. Given the focus on SEL by the existing Culture, Climate, and Behavior Board Committee (CCB), this team will combine its efforts with CCB.

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Goal 4—Transformational Teaching and Learning

Strategy 1. By May 2018, via Teacher Collaboration Teams (TCTs), establish priority standards and common assessments to measure student proficiency as defined by 80% of students meeting or exceeding expectations. **[COMPLETED]**

Goal 5—Transformational Leadership

- **Strategy 1.** By August 2018, implement CARE Teams (Collaborative Action Research for Equity) in the professional development plan. **[COMPLETED]**
- **Strategy 2.** By June 2018 create a one-year professional development program for district and building administrators that develops leadership capacity, collaboration, and effectiveness. **[COMPLETED]**
- **Strategy 3.** By June 2019, develop a system of accountability for all levels of leadership, as aligned to the strategic plan. **[COMPLETED]**
- **Strategy 4.** Encourage innovation at all levels in the institution. **[COMPLETED]**

Goal 6—Facilities and Finances

Strategy 2. By April 2018, create a five-year budget and reporting process for implementing the strategic plan goals. **[COMPLETED]**

2018-2019 Focus

Goal 1—Holistic Community Education

- **Strategy 1.** By June 2019, develop a timeline of communication with key data points that will support the transition of students into OPRF and prepare them for post-secondary education and/or career paths.
- **Strategy 3.** By June 30, 2019, expand communication and information-sharing protocols between feeder/non-feeder schools and the high school.

Goal 2—Racial Equity*

- **Strategy 1.** By July 2021, provide access to rigorous curriculum and teaching for all students, so that race is not a predictor of academic level, pathway, or performance.
- **Strategy 2.** Annually assess school culture and climate and set targets for creating an environment in which all students feel welcome, including but not limited to students of color and lesbian, gay, bisexual, transgender, and gender-expansive students.

Goal 3—Supportive Learning Environment

Strategy 2. By May 2019, ensure students feel welcome, appreciated, and a sense of belonging.

Goal 4—Transformational Teaching and Learning

- **Strategy 2.** By the Fall of 2020 implement the first stages of a more inclusive 9th-grade curriculum designed to increase access to honors and Advanced Placement courses, with the goal of increasing by 25 percent the number of students earning honors credit their freshman year.
- **Strategy 3.** By June 2021, increase by 25 percent the number of students of color and/or low socioeconomic status who have earned credit in at least one honors or Advanced Placement course by the end of their junior year.

**Goal name has been revised to reflect an emphasis on racial equity.*

Goal 5—Transformational Leadership

Strategy 4. Encourage innovation at all levels in the institution.**

Goal 6—Facilities and Finances

- **Strategy 1.** By June 2019, review and revise long-term plan created by the 2013 Finance Advisory Committee.
- **Strategy 3.** By November 2018, develop a long-term facilities plan to recommend to the Board.**

***Carryover from 2017-2018.*

Alignment of Culture, Climate & Behavior Board Committee (CCB) Recommendations to Strategic Plan

Goal 1—Holistic Community Education

CCB Community Voice and Connections Recommendation 1. Implement policies and practices to increase access for the community and to improve the community's exposure to OPRF programming.

Goal 2—Racial Equity

- **CCB General Recommendation 1.** Ensure that OPRF's culture and climate is safe and welcoming for all students and that student discipline rates are not predictable by race.
- **CCB Student Tardiness Recommendation 1.** Research the root causes of student tardiness.

Goal 3—Supportive Learning Environment

- **CCB General Recommendation 2:** Have a dress code that supports students' self-expression and treats all students equitably.
- **CCB Faculty & Staff Recommendation 1.** Implement school-wide restorative practices.
- **CCB Student & Family Voice and Belonging Recommendation 1.** Promote student participation in extracurricular activities by improving visibility and increasing capacity of student activities to allow for greater participation.
- **CCB Student and Family Voice and Belonging Recommendation 2.** Create a welcoming environment for all students, staff and families.
- **CCB Student Tardiness Recommendation 2.** Address racial disparities in OPRF's student tardy data, which shows that African American

Goal 5—Transformational Leadership

- **CCB Faculty & Staff Voice and Innovation Recommendation 2.** Recruit and retain diverse staff and offer additional support to make employees feel welcome and included.
- **CCB Student and Family Voice and belonging Recommendation 2.** Create a welcoming environment for all students, staff and families.

Goal 6—Facilities and Finances

CCB Student and Family Voice and Belonging Recommendation 2. Create a welcoming environment for all students, staff, and families.

Glossary

Academic level: The four levels at which courses may be offered at OPRF, in increasing order of difficulty: transition, college prep, honors, and Advanced Placement (AP).

Action research: Using a variety of research methods to diagnose organizational, academic, or instructional problems or weaknesses, then help educators develop practical solutions to address them quickly and efficiently. May also be applied to programs or techniques that do not necessarily have problems but that educators want to learn about and improve. Typically conducted by the participants, rather than an outside entity. Also see *cycle of inquiry* (see page 30).

Advanced Placement (AP): The most challenging course level. AP classes offer the opportunity to earn college credit by examination during the spring semester.

Articulation: The ways in which schools, districts, and other educational entities match their courses or requirements to those at another institution. The goal is to avoid students having to repeat completed courses when they transfer to a new institution.

Building Leadership Team (BLT): Comprises the principal, assistant principal for instruction, assistant principal for student services, and athletic director.

CARE Teams: Stands for Collaborative Action Research for Equity. Designed to support teachers in discovering the challenges that exist in their racial relationships with students. The cornerstones of CARE work are participating in authentic racial self-reflection, developing critical racial consciousness, engaging in healthy racial discourse, and conducting racial investigation of educator practice.

Collective teacher efficacy: The perceptions of teachers in a school that the efforts of the faculty as a whole will have a positive effect on students, with general agreement that teachers in the school can get through to the most difficult students.

College prep: One of the academic course levels at OPRF, with more drills, examples, and descriptive materials than conceptual materials when compared to higher level courses.

Common assessments: Assessments that share the same format and content, and are given in consistent ways, for example, using the same instructions, questions, and amount of test time. Used by schools and districts to encourage greater consistency in teaching and assessment among teachers who are responsible for teaching the same content, for example, within a grade level, department, or content area.

Core classes: Those courses required to graduate and to establish a solid academic basis for college and career readiness. For this plan, the focus is on the following core courses:

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- English (English 9, 10, 11)
- History (World History, American History, Civics)
- World Language (Spanish 1-2, 3-4, 5-6, 7-8; French 1-2, 3-4, 5-6; Latin 1-2; Italian 1-2; Japanese 1-2; German 1-2; Chinese 1-2)
- Science (Biology, Chemistry, Physics, Models of Physics, Models of Chemistry, Models of Biology)
- Physical Education/Driver Education (Freshman Physical Education, Team/Racket Sports, Gender and Wellness, SE10)
- Fine and Applied Arts (Art Foundations, Computer Applications, Financial Literacy)
- Math (Algebra, Geometry, Advanced Algebra, College Algebra and Trigonometry, Calculus)

Course-alike teams: Groups of teachers who each teach the same course.

Culturally relevant pedagogy: A student-centered approach to teaching that is grounded in teachers' ability to teach in a cross-cultural or multicultural setting and enable each student to relate course content to his or her own cultural context. Designed to empower students to maintain their cultural integrity while succeeding academically.

Culture, Climate and Behavior Committee (CCB): Appointed by the Board of Education in 2016 and charged with creating a three-year plan to create a school where all students feel welcome and safe. Comprises board members, administrators, staff, students, parents and representatives from District 90 and 97.

Cycle of inquiry: The steps for conducting *action research* (see page 29). Typically follows a defined process repeated over time, for example: Identify a problem. Collect data on the problem. Organize, analyze, and interpret the data. Develop a plan to address the problem. Implement the plan. Evaluate results. Identify a new problem. Repeat the process.

Data-driven decision making: Collecting and using various types of data to guide decisions made to help improve student and school success.

Des Plaines Valley Education for Employment Regional Delivery System, or DVR: A consortium of six high school districts in western Cook County. Aimed at developing partnerships with business, industry, and the community to expand career and technical education for students.

Disaggregate: Breaking down a set of data into information about smaller subpopulations, using criteria such as gender, race/ethnicity, income, etc.

Discipline-alike teams: Teams of teachers who teach the same content material (e.g., a team of four art teachers, a team of four business education teachers, a team of three German teachers, etc.).

District Equity Leadership Team (DELT): A group of district-level administrators and faculty members charged with leading the work of

exploring the impact of institutionalized racism on student learning, creating a vision for eliminating racial achievement disparities, and working to dismantle the barriers to academic success for all students.

District Leadership Team (DLT): Comprises the superintendent, assistant superintendents, chief financial officer, chief information officer, principal, director of human resources, director of research and assessment, and director of communications and community relations.

Equal Opportunity Schools (EOS): National organization focused on closing the Advanced Placement access gap for students of color and/or low income status.

Equity: Providing whatever resources are needed so that all students can succeed; these resources may vary from student to student or group to group. Different from *equality*, which means that everyone gets the same thing. In the context of *racial equity*, the condition that would be achieved if our students' racial identity no longer predicted, in a statistical sense, how they will fare.

Feeder schools: Public schools whose students will attend OPRF, i.e., Brooks Middle School and Julian Middle School in Oak Park and Roosevelt Middle School in River Forest.

Finance Advisory Committee (FAC): A 2013 committee appointed by the Board of Education to evaluate the appropriateness of the size of the district's total fund balance. Charged with recommending guidelines about the target range for the total fund balance, the timing and size of a future operating referendum, and guidelines for tax levies.

Gender expression: External appearance of one's gender identity, expressed through, for example, clothing, hair style, behavior, etc. May or may not conform to socially defined behaviors and characteristics typically associated with being either masculine or feminine.

Gender identity: A person's innermost concept of self as male, female, a blend of both, or neither. May be the same as or different from their sex assigned at birth.

Growth mindset: The belief that brains and talent are only a starting point and that a person's basic abilities can be developed through dedication and hard work.

Honors: One of the academic course levels at OPRF, with more emphasis on concepts, abstract relationships, critical thinking, and creative thinking when compared to transition and college prep level courses.

Imagine OPRF Work Group: A new committee formed in 2017 to make recommendations for a long-range facilities plan to the Board of Education. Majority of members are from the community, with faculty and staff representatives as well.

Non-feeder schools: Local private schools.

Power standards: A subset of learning standards that educators have determined to be the highest priority or most important for students to learn. In most cases, power standards are developed or selected at the school level by administrators and teachers through an interrogation and synthesis of local, state, and national learning targets.

Pupil Support Services: The department comprises counselors, Student Intervention Directors, social workers, a prevention and wellness coordinator, and support staff.

Rubric: A document that spells out the expectations for an assignment by listing what counts and describing levels of quality from excellent to poor. Students should be able to use rubrics in many of the same ways that teachers use them—to understand the standards for a quality performance, and to guide ongoing feedback about progress toward those standards.

Social and emotional learning (SEL): Developing self-awareness, ability to manage emotions, social awareness, relationship skills, and responsible decision-making. Research indicates that competency in these skills improves academic outcomes.

Teacher Collaboration Teams (TCTs): Course-alike groups of teachers that focus on student work aligned to important course outcomes.

Transgender: An umbrella term for people whose gender identity and/or expression is different from cultural expectations based on the sex they were assigned at birth. Being transgender does not imply any specific sexual orientation; transgender people may identify as straight, gay, lesbian, bisexual, etc.

Transition-level classes: Offered in English, history, math, and science for students whose standardized test scores fall below established achievement levels and indicate a need for greater instructional support than other academic levels.

Vertical teams: A group of teachers from different grade levels in a given discipline who collaborate to ensure seamless transitions for students in that discipline from year to year.