

## **OAK PARK & RIVER FOREST HIGH SCH**

### **Single School District Improvement Plan 2007**

Board Approval Date:	3/11/2008
Plan Submission Date & Ref No:	5/13/2008 - SIP07 - 002338
ISBE Monitoring Completed:	5/8/2008
Plan previously submitted on:	3/18/2008

# OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

## PRELIMINARY INFORMATION

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### School & District Information

RCDTS Code Number : 140162000130001

District Name: OAK PARK - RIVER FOREST SD 200

School Name : OAK PARK & RIVER FOREST HIGH SCH

Superintendent: DR. ATTILA J. WENINGER

Principal :DON VOGEL

District Address: 201 N SCOVILLE AVE

School Address : 201 N SCOVILLE AVE

City/State/Zip : OAK PARK, IL 60302 2296

City/State/Zip : OAK PARK, IL 60302 2296

District Phone : (708) 383-0700 X: 3211

School Phone : (708) 383-0700 X: 3205

District Email : aweninger@oprfs.org

School Email : dvogel@oprfs.org

Is this for a Title I School? Yes

**OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200**

**Section I-A Data & Analysis - Report Card Data**

Item 1 - Adequate Yearly Progress Report for 2007

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	Corrective Action
Is this School making AYP in Mathematics?	No	2007-08 State Improvement Status	Academic Watch Status

	Percent Tested on State Tests				Percent Meeting/Exceeding Standards						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
Student Groups	%	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		55.0			55.0			90.0		72.0	
All	98.6	Yes	98.6	Yes	68.8		Yes	70.0		Yes			91.7	Yes
White	98.7	Yes	98.7	Yes	81.9		Yes	84.4		Yes				
Black	98.0	Yes	98.0	Yes	33.1	53.6	No	32.0	42.2	No			84.1	
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial Ethnic														
LEP														
Students with Disabilities	95.7	Yes	95.7	Yes	39.5	42.0	Yes	37.7	46.0	No			85.3	
Economically Disadvantaged	97.6	Yes	97.6	Yes	36.4	45.7	No	24.2	40.0	No			79.2	

**OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200**

**Section I-A      Data & Analysis - Report Card Data**

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Item 2 - Annual Measurable Achievement Objectives Report for 2007

**This district is not accountable for Annual Measurable Achievement Objectives (AMAO) for 2007.**

**OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200**

**Section I-A Data & Analysis - Report Card Data**

Item 3 - School Information

Basic Information	2001 - 2002	2002 - 2003	2003 - 2004	2004 - 2005	2005 - 2006	2006 - 2007
Attendance Rate (%)	93.9	94.6	96.5	91.7	93.3	91.0
Truancy rate (%)	0.9	2.8	0.7	2.6	1.4	1.9
Mobility rate (%)	10.1	9.4	6.6	4.6	4.9	6.6
Expulsion rate (%)						
Retention rate, if applicable (%)						
HS graduation rate, if applicable (%)	94.4	97.9	97.5	100.0	92.9	91.7
HS dropout rate, if applicable (%)	1.3	1.2	0.9	0.9	1.3	0.7
Teachers working out-of-field (#)						
Paraprofessionals in Title I funded programs and/or schools designated as school-wide with less than 2 years of training and/or education degree (#)						
School Population (#)	2,921	2,962	3,023	3,087	3,076	3,139
Economically disadvantaged (%)	5.6	5.8	9.7	12.0	12.5	11.9
Limited English proficient (LEP) (%)	0.4	0.4	0.2	0.1	0.3	0.2
Students with disabilities (%)						
White, non-Hispanic (%)	64.6	65.6	66.0	61.9	62.2	61.6
Black, non-Hispanic (%)	27.5	26.9	26.0	25.3	24.9	24.9
Hispanic (%)	5.2	4.3	4.7	4.1	4.0	4.7
Native American or Alaskan Native (%)	0.1	0.5	0.4	0.5	0.4	0.4
Asian/Pacific Islander (%)	2.5	2.6	2.9	2.8	3.0	3.1

**OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200**

**Section I-A Data & Analysis - Report Card Data**

Item 4 - Race/Ethnicity

	Year	White(%)	Black(%)	Hispanic(%)	Asian(%)	Native American(%)	Multiracial/Ethnic(%)
<b>S C H O O L</b>	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
<b>D I S T R I C T</b>	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
<b>S T A T E</b>	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

**OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200**

**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 (%)
<b>S C H O O L</b>	2001	0.7	5.8	65.0	92.8	16.7	23.0	0.8	2.0	93.0
	2002	0.4	5.6	100.0	93.9	10.1	28.0	0.9	1.3	94.4
	2003	0.4	5.8	100.0	94.6	9.4	82.0	2.8	1.2	97.9
	2004	0.2	9.7	100.0	96.5	6.6	21.0	0.7	0.9	97.5
	2005	0.1	12.0	100.0	91.7	4.6	89.0	2.6	0.9	100.0
	2006	0.3	12.5	100.0	93.3	4.9	42.0	1.4	1.3	92.9
	2007	0.2	11.9	100.0	91.0	6.6	55.0	1.9	0.7	91.7
<b>D I S T R I C T</b>	2001	0.7	5.8	65.0	92.8	16.7	23.0	0.8	2.0	93.0
	2002	0.4	5.6	100.0	93.9	10.1	28.0	0.9	1.3	94.4
	2003	0.4	5.8	100.0	94.6	9.4	82.0	2.8	1.2	97.9
	2004	0.2	9.7	100.0	96.5	6.6	21.0	0.7	0.9	97.5
	2005	0.1	12.0	100.0	91.7	4.6	89.0	2.6	0.9	100.0
	2006	0.3	12.5	100.0	93.3	4.9	42.0	1.4	1.3	92.9
	2007	0.2	11.9	100.0	91.0	6.6	55.0	1.9	0.7	91.7
<b>S T A T E</b>	2001	6.3	36.9	94.5	93.7	17.2	42,813.0	2.2	5.7	83.2
	2002	6.7	37.5	95.0	94.0	16.5	39,225.0	2.0	5.1	85.2
	2003	6.3	37.9	95.9	94.0	16.4	37,525.0	1.9	4.9	86.0
	2004	6.7	39.0	96.3	94.2	16.8	40,764.0	2.1	4.6	86.5
	2005	6.6	40.0	95.7	93.9	16.1	43,152.0	2.2	4.0	87.4
	2006	6.6	40.0	96.6	94.0	16.0	44,836.0	2.2	3.5	87.8
	2007	7.2	40.9	96.1	93.7	15.2	49,056.0	2.5	3.5	85.9

**OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200**

**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)
<b>S C H O O L</b>	2001	2,830	-	-	-	-	-	-
	2002	2,921	-	-	-	-	-	723
	2003	2,962	-	-	-	-	-	731
	2004	3,023	-	-	-	-	-	749
	2005	3,087	-	-	-	-	-	748
	2006	3,076	-	-	-	-	-	794
	2007	3,139	-	-	-	-	-	753
<b>D I S T R I C T</b>	2001	2,830	-	-	-	-	-	673
	2002	2,921	-	-	-	-	-	723
	2003	2,962	-	-	-	-	-	731
	2004	3,023	-	-	-	-	-	749
	2005	3,087	-	-	-	-	-	748
	2006	3,076	-	-	-	-	-	794
	2007	3,139	-	-	-	-	-	753
<b>S T A T E</b>	2001	2,007,170	164,791	161,546	162,001	151,270	148,194	123,816
	2002	2,029,821	-	-	-	-	-	-
	2003	2,044,539	-	-	-	-	-	-
	2004	2,060,048	-	-	-	-	-	-
	2005	2,062,912	-	-	-	-	-	-
	2006	2,075,277	136,123	139,619	146,935	153,566	154,856	-
	2007	2,077,856	-	-	-	-	-	-

**OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200**

**Section I-A Data & Analysis - Report Card Data**

Item 7 - Educator Data

	Year	Total Tchr FTE (N)	Avg. Tchr Exp.(Yrs)	Avg. Teacher Sal (\$)	Tchrs w/Bach.Deg (%)	Tchrs w/Mast.Deg (%)	Pupil-Tchr Ratio (EI)	Pupil-Tchr Ratio (HS)	Emgncy or Prvsl Creds(%)	Hi Qual Tchrs (%)
<b>D I S T R I C T</b>	<b>2001</b>	167.0	15.2	67,604	21.1	78.9	-	19.8	-	-
	<b>2002</b>	167.0	15.1	70,848	25.6	74.4	-	20.6	0.6	-
	<b>2003</b>	184.0	14.7	72,319	21.6	78.4	-	18.9	1.6	0.5
	<b>2004</b>	190.0	13.5	72,245	25.9	74.1	-	18.7	-	-
	<b>2005</b>	191.0	13.5	77,053	27.9	72.1	-	18.9	2.1	-
	<b>2006</b>	194.0	12.9	76,625	25.9	74.1	-	18.7	1.2	-
	<b>2007</b>	197.0	12.0	77,106	19.1	80.9	-	19.0	1.1	-
<b>S T A T E</b>	<b>2001</b>	125,735.0	14.5	47,929	53.8	46.0	19.1	18.0	-	-
	<b>2002</b>	126,544.0	14.2	49,702	53.9	46.0	19.1	18.3	2.4	2.3
	<b>2003</b>	129,068.0	13.9	51,672	53.9	46.0	18.4	18.2	2.5	2.1
	<b>2004</b>	125,702.0	13.8	54,446	51.3	48.6	19.4	18.8	1.7	1.8
	<b>2005</b>	128,079.0	13.6	55,558	50.1	49.1	18.9	18.4	1.9	1.9
	<b>2006</b>	127,010.0	13.0	56,685	49.3	50.6	19.1	18.9	1.6	1.4
	<b>2007</b>	127,010.0	12.9	58,275	47.6	52.3	18.8	18.8	1.5	3.2

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

**OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200**

**Section I-A Data & Analysis - Report Card Data**

Item 8a - Assessment Data (Reading)

<b>PSAE - % Meets + Exceeds for Reading - Grades 11</b>					
Groups	2002-03	2003-04	2004-05	2005-06	2006-07
All	71.9	71.4	76.6	75.1	66.5
White	84.1	86.0	85.9	86.0	81.3
Black	40.1	44.8	52.5	46.1	30.9
Hispanic	68.0	65.9	61.8	75.8	57.2
Asian/Pacific Islander	71.4	58.3	85.7	61.9	75.0
Native American	-	-	-	-	-
Multiracial/Ethnic	76.9	76.9	76.9	76.9	71.8
LEP	-	-	-	-	-
Students with Disabilities	33.0	38.2	40.7	31.0	35.8
Economically Disadvantaged	36.0	30.4	47.4	37.3	29.4

**OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200**

**Section I-A Data & Analysis - Report Card Data**

Item 8b - Assessment Data (Mathematics)

<b>PSAE - % Meets + Exceeds for Mathematics - Grades 11</b>					
Groups	2002-03	2003-04	2004-05	2005-06	2006-07
All	69.7	69.0	65.8	71.8	67.7
White	83.9	85.3	80.4	85.3	84.1
Black	32.4	38.5	27.8	33.2	29.9
Hispanic	56.0	59.1	58.8	72.7	60.7
Asian/Pacific Islander	71.4	66.7	81.0	80.9	82.2
Native American	-	-	-	-	-
Multiracial/Ethnic	74.3	74.3	74.3	74.3	58.9
LEP	-	-	-	-	-
Students with Disabilities	22.8	34.2	29.7	35.3	35.0
Economically Disadvantaged	40.0	17.9	24.6	30.6	21.4

## OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

### Section I-A Data & Analysis - Report Card Data

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**Data - What do your School Report Card data tell you about student performance in your school? What areas of weakness (if any) are indicated by these data? What areas of strength are indicated?**

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 is better in the area of reading than it is in the area of math. However, in 2007, the difference between the scores in reading and math narrowed. Another 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 accomplishing student performance gains and meeting adequate yearly progress in that area.

Staff continue 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.

## OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

### Section I-A Data & Analysis - Report Card Data

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

A wide array of possible causes exist for the performance gaps evident among our students.

·Students in each of our underperforming subgroups enroll in our most rigorous courses at lower rates than do 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 explicitly align our curricula with state standards.

·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.

·As the previous bullet point suggests, 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 by the high school.
- 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.

·Logistical difficulties in aligning high school curricula with K-8 curricula from all sending elementary districts may contribute to students' disparate levels of academic preparedness upon entry to the high school.

-Parental involvement that contributes to success for underachieving students is a challenge for the school. Efforts to 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.

## OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

### Section I-A Data & Analysis - Report Card Data

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#### **Conclusions - What conclusions for school improvement do you draw from the Report Card data?**

·Offer effective academic support for students who enroll in our high school lacking the requisite skills, knowledge, and/or habits 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 that fosters success and achievement.

·Explore ways to expand access to rigorous courses and content, and implement counseling and teaching strategies that improve student success rates.

·Consider the efficacy of aligning select curricula with state standards.

·Continue efforts to build a professional learning community through the use of teacher learning teams. Ask teachers to examine relevant student performance data to inform instructional practice.

·Continue efforts to support parents of underachieving students, and consider ways to expand that support with afternoon and evening parent education programs.

·Continue efforts to effectively align high school curricula and expectations with K-8 curricula so that more students enter high school with requisite skills, knowledge, and habits.

## OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

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

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**Data - Briefly describe the relevant local assessment data used in this plan. What do these data tell you? What areas of weakness (if any) are indicated by these data? What areas of strength are indicated?**

Assessment data analyzed to better understand student performance include:

- ACT EPAS assessments used to track longitudinal progress of students. These include EXPLORE tests given in eighth grade to establish baseline performance for growth during high school; PLAN tests given to freshman students to track improvement; an instructional ACT test given to sophomore students; PSAE results for junior students published in state and district reports.
- Gate-MacGinitie reading scores given to students enrolled in regular level English classes. The reading assessment is given at the beginning and end of ninth grade and at the end of tenth grade.

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.

These assessments show that African American, special education, and economically disadvantaged students are more likely to not meet state standards while they currently score higher than state averages for those student subgroups.

## OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

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

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

Factors that are likely to have contributed to these results include -

Some students come from middle school with skills that place them at a disadvantage in the high school. Students with reading and math deficits do not accelerate their learning sufficiently to reach state standards or college readiness by the time they leave high school.

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, many teachers are not prepared to address the instructional differentiation needed to address the learning needs of those students.

The school environment and overall pupil support services area of the school can be restrictive and make the school feel inhospitable and uncomfortable for students.

## OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

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

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#### **Conclusions - What conclusions for school improvement do you draw from the above local assessment data?**

Regarding receiving better prepared students from the associate schools, we need to improve articulation efforts with all associate schools and districts.

Regarding creating a rigorous curriculum across all levels of the school, we should align the curriculum to provide rigor, engagement, and excellence at every level of the program. Each special education continuum should also align curriculum with regular education programs so all students receive the full range of academic preparation.

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.

## OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

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

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#### Item 1 - Attributes and Challenges

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

OPRFHS is a large suburban comprehensive high school with a student population of approximately 3,100. The school has a rich academic program with over 200 course offerings and 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.

## OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

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

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#### Item 1 - Attributes and Challenges

##### **Factors - In what ways (if any) have these attributes and challenges contributed to student performance results?**

The strong educational orientation of the communities contributes to many indicators of student achievement. For example, 747 students took 1647 AP exams in May of 2007, with 84% earning scores of 3, 4, or 5. Our ACT composite for the graduating class of 2007 was 23.9, inclusive of students testing with accommodations, while the average combined SAT score for OPRFHS students in 2007 was 1840. 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.

## OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

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

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#### Item 1 - Attributes and Challenges

#### **Conclusion - What analysis and conclusions for district improvement do you draw from the above answers?**

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. With the recent addition of the supervisory to our teachers' school day, we should explore ways to increase academic supports via additional tutoring opportunities or small, structured study halls.

## OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

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

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#### 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 11 years.

Every teacher in the high school is highly qualified for his or her classroom teaching assignment.

Teachers have been organized into small divisionally based learning teams as part of an effort to create a professional learning environment. Eight 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.

## OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

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

---

#### Item 2 - Educator Qualifications

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

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 learning 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.

## OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

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

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#### Item 2 - Educator Qualifications

#### **Conclusion - What analysis and conclusions for district improvement do you draw from the above answers?**

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. We have planned for this school year an approved administrator academy in this area for administrative leadership 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.

## OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

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

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#### Item 3 - Parent Involvement

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

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.

## OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

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

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#### Item 3 - Parent Involvement

##### **Factors - In what ways (if any) has parent involvement contributed to student performance results?**

In the last two 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.

**OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200**

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

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Item 3 - Parent Involvement

**Conclusions - What analysis and conclusions for district improvement do you draw from the above answers?**

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.

## OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

### Section I-D Data & Analysis - Key Factors

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**Key Factors – From the preceding pages, identify key factors that are within the school’s capacity to change or control and which have contributed to low achievement, based on assessment and other relevant data.**

- Administrative leadership
- 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

## OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

### Section II-Action Plan

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**The following areas of deficiency have been identified from the most recent AYP Report for your school:**

1. Economically Disadvantaged students are deficient in Reading Meets and Exceeds
2. Black students are deficient in Reading Meets and Exceeds
3. Economically Disadvantaged students are deficient in Mathematics Meets and Exceeds
4. Students with disabilities are deficient in Mathematics Meets and Exceeds
5. Black students are deficient in Mathematics Meets and Exceeds

## OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

### Section II-Action Plan

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#### Part A. Objective 1

#### **Title : Improving reading scores for Black and economically disadvantaged students**

**Each objective should be written to identify the current achievement level and specific, measurable outcomes in terms of AYP to be achieved for each year of the two required years of the plan.**

While our current achievement in reading for Black students is 33.1%, and 36.4% for economically disadvantaged students, these subgroups will meet and exceed state standards at the levels of at least 62.5% in 2008 and 70% in 2009 or attain Safe Harbor levels. For the 2008 PSAE Safe Harbor levels are 38.8% for Black students and 41.3% for economically disadvantaged students.

**OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200**

**Section II-Action Plan**

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Part A. Objective 1

**Title : Improving reading scores for Black and economically disadvantaged students**

**This objective covers the following AYP deficiency areas.**

**OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200**

**Section II-Action Plan**

Part B. Student Strategies and Activities for Objective 1

**Title : Improving reading scores for Black and economically disadvantaged students**

**State the student strategies and activities to be implemented that logically support the objectives and respond to the key factors identified in Section III - Part B. Indicate whether the strategy or activity is during school hours, before school, after school, or during summer school.**

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
1. Students with low reading scores and/or poor academic histories coming out of their middle schools have been identified and placed in small study halls monitored by full time faculty. These study halls meet every day for an entire period with the same students and the same teacher. Teachers monitor the students' grades and overall level of school success. Interventions are implemented as needed.	08/2007	06/08/2009	During School	Local Funds	\$24,000
2. Students achieving below average grades will be assigned to additional study sessions with faculty members of the English department or other academic departments. Tutoring will be available to students every period of the day. For ninth grade students tutors are located in their respective study halls for ready access to academic support.	08/2007	06/08/2009	During School	Local Funds	\$30,000

Strategies & Activities	Start Date	End Date		Fund Source	Amount
<p>3. Low achieving students in the area of reading will be assigned to a class that will meet in a reading lab with 17 computers and four software packages. This technology will address the differentiated needs of identified students in special education and regular education classes. These differentiated needs include fluency, vocabulary acquisition, phonemic awareness, and reading comprehension. Software packages include Reading Plus, Lexia, and Soliloquy.</p>	08/2007	06/08/2009	During School	Local Funds	\$50,000

**OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200**

**Section II-Action Plan**

Part C. Professional Development Strategies and Activities for Objective 1

**Title : Improving reading scores for Black and economically disadvantaged students**

**State the professional development strategies and activities necessary to accomplish the objective. This component should directly address the academic achievement problems that caused the school to be identified. In most cases, this professional training will focus on the teaching and learning process, such as increasing content knowledge, the use of scientifically based instructional strategies, and the alignment of classroom activities with academic content standards and assessments.**

<b>Strategies &amp; Activities</b>	<b>Time Line</b>			<b>Budget</b>	
	<b>Start Date</b>	<b>End Date</b>		<b>Fund Source</b>	<b>Amount</b>
1. Teachers in need of additional skills in literacy instruction will be assigned to a reading teacher released from regular teaching duties to serve as a literacy coach. Identified teachers will come from across all disciplines. Literacy coaches will provide content-area teachers with specific strategies for improving student content-area reading and with instructional strategies to address multiple learning modes.	08/2007	06/2009	During School	Title I	\$40,000
2. In this school year, forty to sixty 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 35% of our full-time faculty have been CRISS trained.	08/2007	06/2009	During School	Local Funds	\$3,000

Strategies & Activities	Start Date	End Date		Fund Source	Amount
3. Reading scores have been determined for every transition/basic level and college preparatory/regular level freshman student and provided to their respective teachers. These scores are represented graphically to demonstrate the range of reading abilities present in each classroom as an aid to the classroom teacher in designing their lessons and instructional aids.	08/2007	06/2009	During School	Local Funds	NA

**OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200**

**Section II-Action Plan**

Part D. Parent Involvement Strategies and Activities for Objective 1

**Title : Improving reading scores for Black and economically disadvantaged students**

**State the parent involvement strategies and activities that will promote effective parental involvement for the objective. A parent involvement policy is required of all schools receiving Title I funds. The parental involvement strategies identified in the plan must be consistent with the schools parental involvement policy.**

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
1. 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.	06/2008	06/2010	After School	Title I	\$1,000
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.	06/2008	06/2010	Summer School	Title I	\$2,000

Strategies & Activities	Start Date	End Date		Fund Source	Amount
<p>3. 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.</p>	06/2008	06/2009	After School	Local Funds	\$5,000

OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

Section II-Action Plan

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Part E - Monitoring Process for Objective 1

**Title : Improving reading scores for Black and economically disadvantaged students**

**1. Describe how school personnel will 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.

**2. Designate the name and title of the person(s) overseeing the strategies and activities in the action plan to achieve each objective.**

Name \_\_\_\_\_

Title \_\_\_\_\_

Philip Prale

Assistant Superintendent of Curriculum and Instruction

## OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

### Section II-Action Plan

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#### Part A. Objective 2

**Title : Improving mathematics scores for Black, economically disadvantaged, and disabled students.**

**Each objective should be written to identify the current achievement level and specific, measurable outcomes in terms of AYP to be achieved for each year of the two required years of the plan.**

While our current achievement in mathematics for Black students is 32%, 24.2% for economically disadvantaged students, and 37.7% for students with disabilities respectively, these subgroups will meet and exceed state standards at the levels of at least 62.5% in 2008 and 70% in 2009 or attain Safe Harbor levels. For the 2008 PSAE, Safe Harbor levels are 37.8% for Black students, 42.5% for students with disabilities, and 30.9% for economically disadvantaged students.

**OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200**

**Section II-Action Plan**

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Part A. Objective 2

**Title : Improving mathematics scores for Black, economically disadvantaged, and disabled students.**

**This objective covers the following AYP deficiency areas.**

3. Economically Disadvantaged students are deficient in Mathematics Meets and Exceeds
4. Students with disabilities are deficient in Mathematics Meets and Exceeds
5. Black students are deficient in Mathematics Meets and Exceeds

**OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200**

**Section II-Action Plan**

Part B. Student Strategies and Activities for Objective 2

**Title : Improving mathematics scores for Black, economically disadvantaged, and disabled students.**

**State the student strategies and activities to be implemented that logically support the objectives and respond to the key factors identified in Section III - Part B. Indicate whether the strategy or activity is during school hours, before school, after school, or during summer school.**

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
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%.	08/2007	06/2009	During School	Local Funds	\$50,000
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.	08/2007	06/2009	During School	Local Funds	\$14,000

Strategies & Activities	Start Date	End Date		Fund Source	Amount
<p>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 multi-cultural environments of these classrooms. Teachers will engage in activities to build cultural competencies in order to improve instruction for all students.</p>	08/2007	06/2009	During School	Local Funds	\$5,000
<p>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.</p>	08/2007	06/2009	During School	Local Funds	\$30,000
<p>5. Special Education teachers will develop and implement specialized PSAE mathematics review materials as part of the Academic Strategies curriculum.</p>	03/2008	06/2009	During School	Local Funds	NA

**OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200**

**Section II-Action Plan**

Part C. Professional Development Strategies and Activities for Objective 2

**Title : Improving mathematics scores for Black, economically disadvantaged, and disabled students.**

**State the professional development strategies and activities necessary to accomplish the objective. This component should directly address the academic achievement problems that caused the school to be identified. In most cases, this professional training will focus on the teaching and learning process, such as increasing content knowledge, the use of scientifically based instructional strategies, and the alignment of classroom activities with academic content standards and assessments.**

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
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.	08/2007	06/2009	During School	Local Funds	\$3,000
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.	08/2006	06/2009	During School	Local Funds	NA
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.	03/2007	03/2007	After School	Local Funds	\$500

Strategies & Activities	Start Date	End Date		Fund Source	Amount
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.	12/2007	06/2009	During School	Local Funds	\$5,000
5. Teachers of Special Education math courses will revise curricula to include more outcomes that provide students with advanced algebra and geometry skills.	02/2008	06/2009	During School	Local Funds	\$2,000

**OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200**

**Section II-Action Plan**

Part D. Parent Involvement Strategies and Activities for Objective 2

**Title : Improving mathematics scores for Black, economically disadvantaged, and disabled students.**

**State the parent involvement strategies and activities that will promote effective parental involvement for the objective. A parent involvement policy is required of all schools receiving Title I funds. The parental involvement strategies identified in the plan must be consistent with the schools parental involvement policy.**

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
1. Parents will attend the Math Division's annual "Math Night" which provides detailed information about homework and success opportunities in math classes.	08/2007	06/2009	After School	Local Funds	NA
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.	08/2007	06/2009	After School	Title I	\$1,000
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.	08/2007	06/2009	After School	Local Funds	\$2,000

Strategies & Activities	Start Date	End Date		Fund Source	Amount
<p>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.</p>	06/2008	006/2009	After School	Local Funds	\$5,000

OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

Section II-Action Plan

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Part E - Monitoring Process for Objective 2

**Title : Improving mathematics scores for Black, economically disadvantaged, and disabled students.**

**1. Describe how school personnel will 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.

**2. Designate the name and title of the person(s) overseeing the strategies and activities in the action plan to achieve each objective.**

Name \_\_\_\_\_

Title \_\_\_\_\_

Philip Prale

Assistant Superintendent of Curriculum and Instruction

## OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

### Section III - Development, Review and Implementation

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#### Part A - 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.**

In November 2007 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.

## OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

### Section III - Development, Review and Implementation

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#### Part B - Stakeholder Involvement

**Describe specifically how stakeholders (including parents, school and district staff, and outside experts) have been consulted in the development of the plan.**

The SIP planning team was first assembled five 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 administration, two 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:

Devon Alexander

Colleen Biggins

Zelda Bland

Linda Cada

Mark Collins

Dale Craft

Jason Dennis

Emily Foley

Fred Galluzzo

Allison Hennings

Amy Hill

Rena Mazumdar

Kevin McCarron

Deb Neuman

Anita North-Hamill

Patrick Pearson

Phil Prale

Sarah Rosas

Mark Vance

Don Vogel

Neal Weisman

Sue Boyer  
Kathy Haney  
Burcy Hines  
Cary McLean  
Sandy Williams  
Teri Dixon  
Merle Taber  
Ron Lawless  
Chris Fernandes  
Gabrielle Cole

## OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

### Section III - Development, Review and Implementation

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#### Part C - 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**

In February of 2008, 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 Leslie Wilson, Consultant - West 40 Intermediate Service Center.

## OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

### Section III - Development, Review and Implementation

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#### Part D - 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 two 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.

## OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

### Section III - Development, Review and Implementation

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#### Part E - 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). Identify corrective actions taken by the district if applicable.**

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.

Corrective action taken by the school district this year has occurred in two areas.

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 top-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 was created 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 from these programs. We have continued to offer CRISS training to all staff to improve literacy instruction across the entire school.

## OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

### Section III - Development, Review and Implementation

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#### Part F - 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 2007-2008 school year, approximately 40% 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, and PBIS 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.

**OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200**

**Section III - Development, Review and Implementation**

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Part G - School Support Team

**List the names and identify the roles (e.g., distinguished educator, district curriculum coordinator, university partner) of the School Support Team.**

Name

Title

1. Doug Dirks

West 40 - RESPRO Consultant

2. Dr. Leslie Wilson

West 40 - NCLB Specialist RESPRO Consultant

## OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

### Section IV-A Local Board Action

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DATE APPROVED by School Board : 3/11/2008

#### A. ASSURANCES

1. The district has provided written notice in a timely manner about the improvement identification to parents of each student enrolled in the school, in a format and, to the extent practicable, in a language that the parents can understand (NCLB, Section 1116(c)(6))
2. Strategies and activities have been founded in scientifically based research as required by NCLB, Section 1116(b)(3)(A)(i) and as defined in NCLB, Section 9101(37).
3. Technical assistance provided by the district serving the school is founded on scientifically based research (NCLB, Section 1116(b)(4)(C)) as defined in NCLB, Section 9101(37).
4. The plan includes strategies and activities that support the implementation of the Illinois Learning Standards and reflect the alignment of curriculum, instruction, and assessment with the Illinois Learning Standards.
5. The school will spend at least 10 percent of the funds made available under Section 1113 of NCLB, for the purpose of providing teachers and the principal high-quality professional development. (Title I schools only.)

#### B. SUPERINTENDENT'S CERTIFICATION

By submitting this plan on behalf of the district, the district superintendent certifies to the Illinois State Board of Education that all the assurances and information provided in this plan are true and correct and that the improvement plan has been duly approved by the local school board.

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Signature of LEA Superintendent

## OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

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### ISBE Monitoring - Part I

#### ANALYSIS OF DATA

##### REPORT CARD DATA

Yes Have the areas of low achievement been clearly identified?

Yes Does the SIP include analysis of report card data that clarifies the areas of weakness?

\* Is it clear that the area of weakness is broad or narrow and whether this affects many or few students?

\* Does the analysis along with other optional data provide clear direction for the selection of the objectives, strategies, and activities?

##### LOCAL ASSESSMENT DATA (OPTIONAL)

Yes \* If included, is there evidence that the DIP team analyzed optional data to clarify the areas of weakness?

\* Do these local assessment results add clarity to the state assessment data?

\* Does the analysis along with the other data provide clear direction for the selection of the objectives, strategies, and activities?

##### OTHER DATA (OPTIONAL)

Yes \* If included, has the DIP team analyzed other available optional data to clarify the areas of weakness in order to target improvement strategies and activities?

\* Do these local assessment results add clarity to the state assessment data?

\* Does the analysis along with the other data provide clear direction for the selection of the objectives, strategies, and activities?

#### CLARITY OF OBJECTIVES

Yes Has the SIP team stated measurable objectives that clarify the present areas needed for improvement?

Yes Do the objectives address all areas AYP deficiency?

## OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

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### ISBE Monitoring - Part I

#### IDENTIFICATION OF KEY FACTORS

- Yes      Have data or research been used to determine the key factors believed to cause low performance?
- Yes      Are the key factors within the district's capacity to change or control?

#### ALIGNMENT OF STRATEGIES AND ACTIVITIES

- No      Is there a clear relationship between the key factors believed to have caused low achievement and the strategies and activities selected?
- No      Will the selected strategies and activities likely improve student learning and achievement?
- Yes      Are the strategies and activities measurable?
- No      Are the measures of progress for the strategies and activities clearly identified?
- Yes      Are expectations for classroom behavior and practice related to the objectives clear?
- Yes      Is professional development aligned with strategies and activities for the students?
- No      Do the professional development strategies and activities directly address the factors that caused the school to be identified in status?
- Yes      Do the parent involvement strategies clearly align with the strategies and activities for students?
- Yes      Will these parent activities positively affect the factors contributing to low achievement?
- Yes      Are timelines reasonable and resources coordinated to achieve the objectives?
- Yes      Is it clear who will oversee progress of the objectives and take responsibility for ensuring implementation of the plan?
- Yes      Will the collection of strategies and activities along with the monitoring process provide sufficient direction for plan implementers?

## OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

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### ISBE Monitoring - Part I

#### PART I - COMMENTS

01/16/07 Phil Prale, school principal, Dr.Doug Dirks, West 40 RESPRO consultant, and I met today to discuss plans for this single school district. Dr. Dirks' summary of this meeting follows:

- "1. OPRF will submit to ISBE a single-district SIP covering the 07-08 school year, using the 2007 e-plan template. Originally this plan would have been submitted in the 2006 template for the school years 06-07 and 07-08. However, late posting of the 2006 PSAE data caused a disruption in the normal schedule, with the result that OPRF is doing what it is expected to do anyway, but in the 2007 instead of the 2006 e-plan template.
2. When the SIP submission deadline is announced based on 2008 PSAE data, OPRF will submit a two-year SIP plan, using the 2008 e-plan template. The plan will cover the 08-09 and 09-10 school years. (Even if OPRF makes AYP based on the 2008 calculation, a SIP will be due because the school will still be in status, having made AYP for only a single year.) Once approved, the SIP may be modified at will during the two-year period, enabling OPRF to continue its work of regularly updating its SIP based on locally-available data.
3. If OPRF does not make AYP based on 2008 PSAE data, the district will be required to submit a restructuring plan. The restructuring plan will be submitted using the e-plan restructuring template. Once the restructuring plan is approved, the district will not be required to annually update the plan, although the plan may be changed as conditions dictate.

Finally, Carol Diedrichsen has graciously offered to offer guidance and support to OPRF from her office at ISBE. She may be reached by telephone at 217-524-4832. Assistance is always available from the System of Support team at West 40, where consultants may be reached at 708-482-4350. "

School planners should not hesitate to call or contact me. Carol Diedrichsen [cdiedric@isbe.net](mailto:cdiedric@isbe.net)

5/8/08

OPRF is commended for an excellent discussion of data and thoughtful presentation of the factors affecting student performance. This section could serve as a model.

The reviewers note that the action plan addresses each area in which students are not making AYP. The listed initiatives show promise of improving student performance, however, they may not have sufficient impact to bring the school to AYP. In addition, the plan includes some excellent professional development activities. However, this plan may not be sufficient to address the student performance issues that brought the school into Corrective Action.

The reviewers encourage the school to review the key factors listed in Section I-D. Has the school included activities in the action plan to address each of these concerns? The data review included a discussion about “access to rigorous courses and content and alignment of curricula with state standards.” The reviewers encourage OPRF to review the action plan and include additional activities to address their concerns about curriculum alignment, instruction, and student participation in rigorous classes.

## OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

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### ISBE Monitoring - Part II

#### PLAN DEVELOPMENT, REVIEW, AND IMPLEMENTATION

##### PARENT NOTIFICATION

Yes Does this plan 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 parents can understand?

##### STAKEHOLDER INVOLVEMENT

Yes Does the SIP team include a cross section of teachers, experts, parents, and other stakeholders to develop a plan on behalf of students that will best effect necessary changes?

##### PEER REVIEW

Yes Has this plan been subjected to rigorous review to ensure that it will have "the greatest likelihood" of ensuring that all groups will achieve AYP?

##### TEACHER MENTORING PROCESS

Yes Is it clear how the school is ensuring that teachers are receiving the support needed for their professional growth and to retain them in the profession?

##### DISTRICT RESPONSIBILITIES

Yes Is it clear what support the district will provide to ensure the success of this plan? If applicable, is it clear what corrective action the district is taking with this school?

##### STATE RESPONSIBILITIES

Yes Does the plan indicate what support outside providers have given in developing the plan and what support (if any) is expected for its implementation?

##### SCHOOL SUPPORT TEAM

Yes Have the names and titles of School Support Team members been listed in the plan? Does this team appear to have the expertise to support this school in regards to the school improvement plan?

## OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

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### ISBE Monitoring - Part II

#### APPROVAL DATE OF BOARD

Yes      The plan indicates the approval date of this plan.

#### PART II - COMMENTS

6/03/08

The plan has been updated to include names of the RESPRO consultants who are serving as the school's School Support Team. This plan now is in compliance. D. Dirks

5/8/08

The school has not completed the School Support Team section of the Plan. Include RESPRO representatives and other representatives for organizations outside the school who have assisted in preparing the SIP.