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**School Improvement Plan for**  
**Oak Park and River Forest High School**

**Cook County District # 200**

**School Year 2004 – 2005**

**Revised January 2006**

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## Section 1: Demographics

<b>1.1 BASIC INFORMATION</b>  1. Our school is: ___ Title I school-wide ___ <input checked="" type="checkbox"/> Targeted Assistance ___ Non-Title I  1. CSR <sup>1</sup> : ___ No <input checked="" type="checkbox"/> Yes Which model? _____	School Year				
	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
Attendance rate (%)	92.4%	92.8%	93.9%	96.5%	91.7%
Truancy rate (%)	0.5%	0.8%	0.9%	0.7%	2.6%
Mobility rate (%)	12.4%	16.7%	10.1%	6.6%	4.6%
Expulsion rate (%)					
Retention rate (%)					
HS graduation rate, if applicable (%)	93.1%	93.0%	94.4%	97.5%	94.7%
HS dropout rate, if applicable (%)	1.3%	2.0%	1.3%	0.9%	0.9%
Teachers Working Out of Field (#) <sup>2</sup>	-0-	-0-	-0-	-0-	-0-
Paraprofessionals in Title 1 funded programs and/or schools designated as school wide with less than 2 years of training and/or education degree (#)	-0-	-0-	-0-	-0-	-0-

<sup>1</sup> Comprehensive School Reform

<sup>2</sup> “Out-of-field” means that a teacher is teaching a class for which he/she has no certification, academic major, or endorsement with sufficient credit hours in the content area taught.

1.2 ENROLLMENT INFORMATION		School Year 2000-2001	School Year 2001-2002	School Year 2002-2003	School Year 2003-2004	School Year 2004-2005
Based on October 1 report		# students	# students	# students	# students	# students
School population by grade/ Number of students	<b>9</b>	751	789	756	817	772
	<b>10</b>	738	742	772	748	813
	<b>11</b>	674	723	706	742	745
	<b>12</b>	666	667	728	717	757
School population (total)		2829	2921	2962	3024	3087

### **School and Community Attributes**

A harmonious relationship between traditional and innovative practices permits utilization of a remarkable facility for large group instruction as well as small group discussion.

Special education, family and consumer science, technology, and business education programs are offered along with the traditional academic programs.

The school requires a broad-based education of all its students, including courses in applied arts and in fine and performing arts.

Oak Park and River Forest are located just west of Chicago, a convenient 20-minute ride from the heart of Chicago. The villages are famous for their Frank Lloyd Wright architecture and charming Victorian homes.

The two villages have a tradition of placing high priority on education. Since 1873, their citizens have been providing the leadership and resources necessary to guarantee an outstanding secondary education for their children. The high school's fine physical facilities provide cultural and recreational benefits for all residents.

Enjoying the advantages of an ethnically and racially diverse community, Oak Park and River Forest High School students learn to respect each other and to develop a sense of social as well as personal responsibility.

### **School and Community Challenges**

The high school continues to set and achieve high standards of achievement and academic excellence. More than 200 honors, Advanced Placement, college preparatory, and foundations courses meet the diverse needs, interests, and abilities of the 3076 students enrolled in the 2005 – 2006 school year.

Overall student achievement on standardized tests including Advanced Placement exams and college entrance exams, remains well above state and national averages.

Of concern is the continuing gap in overall scores between nonminority and minority students. The school actively seeks to close this gap through continued research with our partners in the Minority Student Achievement Network (MSAN) and through practical initiatives within our classrooms.

## Section 2: Data Collection

### 2.1 STATE ASSESSMENT DATA

State Assessment Data for Prairie State Achievement Exam (PSAE)

Total and Subgroups	Percent Meets/Exceeds: Reading			Percent Meets/Exceeds: Math		
	2002-2003	2003-2004	2004-2005	2002-2003	2003-2004	2004-2005
Total	71.9	71.4	76.6	69.7	69	65.8
Economically disadvantaged	36.7	30.4	47.4	40.8	17.9	24.6
LEP	--	--	--	--	--	--
Students w/disabilities	34	38.2	40.7	26	34.2	29.7
White, non-Hispanic	84.3	85.8	85.9	84.4	85.2	80.4
Black, non-Hispanic	41.9	44.8	52.5	34.1	38.5	27.8
American Indian or Alaskan Native	--	--	--	--	--	--
Asian or Pacific Islander	82.4	60	85.7	76.5	68	81
Hispanic	71.5	65.9	61.8	60.7	59.1	58.8

Total and Subgroups	Percent Meets/Exceeds: Science			Percent Meets/Exceeds: Writing*			Percent Meets/Exceeds: Social Science*		
	2002-2003	2003-2004	2004-2005	2001-2002	2002-2003	2003-2004	2001-2002	2002-2003	2003-2004
Total	67.7	67.9	68.5	76	77.2	76.9	72	73.2	72.9
Economically disadvantaged	36.7	30.3	27.5	47	47.0	30.9	30	47	32.2
LEP	--	--	--	--	--	--	--	--	--
Students w/disabilities	28	30.3	27.5	25	37.5	39.2	27	32.7	44.2
White, non-Hispanic	83.2	85.1	82.8	88.6	89.7	90.5	85	86.1	87.7
Black, non-Hispanic	31.6	36.9	29.7	51	43.3	51.5	40	40.1	44.4
American Indian or Alaskan Native	--	--	--	--	--	--	--	--	--
Asian or Pacific Islander	64.7	56	85.7	90	82.3	75	86	76.5	73
Hispanic	64.3	59.1	58.8	67	78.6	68.2	52	78.6	68.2

\*Writing and Social Science were not assessed on the PSAE during the 2004-2005 school year.

## 2.2 LOCAL ASSESSMENT DATA

### ACT SCORES: FIVE-YEAR TRENDS, 2001-2005 (CORE PROGRAM\*)

<i>CORE PROGRAM*</i>	2000 - 2001	2001 - 2002	2002 - 2003	2003- 2004	2004- 2005
<b>RESPONDENTS</b>					
Local	252	271	324	302	363
State	46,889	53,526	55,057	54,589	55,892
National	645,258	643,596	667,526	661,290	658,430
<b>ENGLISH</b>					
Local	24.4	24.2	24.5	23.8	25.6
State	22.4	22.0	22.2	22.2	22.4
National	21.5	21.4	21.4	21.5	21.6
<b>MATH</b>					
Local	25.2	24.7	24.6	24.1	25.3
State	22.9	22.5	22.5	22.3	22.5
National	21.7	21.6	21.6	21.7	21.7
<b>READING</b>					
Local	25.3	25.3	25.0	24.6	25.5
State	23.1	22.6	22.6	22.6	22.4
National	22.2	22.2	22.2	22.3	22.2
<b>SCIENCE</b>					
Local	24.3	23.2	23.7	23.0	24.1
State	22.7	22.0	22.2	22.0	22.2
National	21.8	21.7	21.7	21.7	21.7
<b>COMPOSITE</b>					
Local	24.9	24.5	24.5	24.0	25.2
State	22.9	22.4	22.5	22.4	22.5
National	21.9	21.8	21.8	21.9	21.9

\*Minimum of 4 years of English, 3 years of Math, 3 years of Social Studies, and 3 years of Natural Science.

## SAT I SCORES: FIVE-YEAR TRENDS, 2001-2005

	VERBAL			MATH		
YEAR	Local	State	National	Local	State	National
2000-2001	596	576	506	599	589	514
2001-2002	589	578	504	597	596	516
2002-2003	603	583	507	605	596	519
2003-2004	597	585	508	603	597	518
2004-2005	617	594	508	620	606	520

### 2.3 EDUCATOR DATA

#### Educator Characteristics and Qualifications

	School 2005-2006	School Percentage 2005-2006	State Percentage 2004-2005*
Total Full Time Employees (excluding Administrators)	218.3	N/A	N/A
Average Teacher Experience (in years)	11	N/A	13.6
Bachelor's Degree	44	19%	*
Master's Degree or Higher	187	81%	*
White, Non-Hispanic Teachers	191	82.7%	84.3%
Black, Non-Hispanic Teachers	27	11.7%	9.9%
American Indian or Alaskan Native Teachers	0	0	0.2%
Asian or Pacific Islander Teachers	3	1.3%	1.2%
Hispanic Teachers	10	4.3%	4.5%
Male Teachers	98	42.4%	23.5%
Female Teachers	133	57.6%	76.5%

\*State data for the 2005-2006 school year were not available at the time of revision.

Total Number of Teachers	1-5 years of experience		6-10 years of experience		11-15 years of experience		16+ years of experience	
	OPRFHS Years	Total Years	OPRFHS Years	Total Years	OPRFHS Years	Total Years	OPRFHS Years	Total Years
224	99	57	41	61	28	38	63	75

## **Professional Growth**

Teaching and Learning Teams. Staff development programs in the 2002 – 2003 school year focused on six Learning Teams oriented toward action research projects whose common objective was to narrow the performance gaps in the school community. These Learning Teams included The Tripod Project, The OPRFHS Talent Development Model, Reading Across the Curriculum, Partnerships with Parents, Discipline Without Alienation, and Successful Transitioning to High School. For school year 2003 –2004, staff development allows more divisional time and encourages Learning Teams to continue on a voluntary basis. For the 2004 – 2005 school year, staff development plans included the creation of Teaching and Learning Teams and Divisional Core-Curricular teams.

Staff development programs for the 2005-2006 year will continue to focus on evidenced-based efforts to narrow disparities in achievement, as well as on the appropriate use of educational technologies, appropriate accommodations for special needs students, assessments in core curricular areas, and discussions about diversity and difference. Faculty evaluations of professional development and institute day programs in the past two years indicate a strong inclination among teachers toward the academic divisions as natural Learning Teams, and the staff development offerings in 2005-2006 will reflect a greater reliance on the divisional structure.

Inservice/Institute Days. Additional staff development days were incorporated into the calendar. These days have been added to the beginning and end of the school year, although they may occur at any time over the course of the school year. These days have been used for all school workshops, tri-district workshops, and divisional development time. For the 2004 – 2005 school year, we added five late arrival days for students to allow staff to meet in Teaching and Learning Teams or Divisional Core-Curricular Teams. In the 2005-2006 school year, late arrival days will be used for Divisional Core-Curricular Teams.

Teacher Grant Program. Teacher grants are offered to support professional development activities for interested faculty members. Individual faculty members may apply for a grant for any activity that is directly beneficial to their current professional assignments. Such activities may include but are not limited to the following: registration fees and travel expenses for conferences, conventions, workshops, and study of model instructional programs, and academic study programs that do not yield advancement on the salary schedule.

Division Initiatives. Divisions independently mount curriculum development, teacher development, and school improvement projects. These initiatives include aligning course standards and assessments, sending teachers to education conferences and workshops, establishing divisional and cross-divisional study, and staff technology inservicing.

**Staff Development Opportunities 2005 – 2006**

A schedule of staff development times for the 2005 – 2006 school year is attached to this plan. An overview and areas of development are included in that schedule.

**Section 3: Goals**

GOAL	STANDARD	ACTION PLAN
<p><b>3.1 Academic Goals:</b></p> <ol style="list-style-type: none"> <li>Teachers will create standards, based on state and national descriptors, to determine learning goals for all core classes.</li> <li>Teachers will create and use a series of local assessments correlated with state and national descriptors to determine student progress in core courses.</li> <li>All subgroups will make AYP on the mathematics portion of the PSAE of at least 47.5% in 2006 and 55% in 2007 or Safe Harbor in each year.</li> </ol>	<p>Course profiles in identified core classes will list descriptors and standards. Core courses include:  <i>English:</i> Eng. 1-2/1-2A            Eng. Lit. 1-2/1-2A            Am. Lit. 1-2/1-2A  <i>Science:</i> Biology 1-2/1-2A            Chemistry 1-2/1-2A            Integrated Lab Science 1-2/3-4  <i>History:</i> World History 1-2/1-2A            American History 1-2/1-2A  <i>Math:</i> Algebra 1-2/1-2A            Geometry 1-2/1-2A            CAT 1-2/1-2A  <i>World Languages:</i>            French 1-2/1-2A; 3-4/3-4A; 5-6/5-6A            Spanish 1-2/1-2A; 3-4/3-4A; 5-6/5-6A  <i>Requirements:</i>            Health Education, Consumer Education</p> <p>Assessments will be created in all core courses.</p>	<p>Office of Curriculum &amp; Instruction will review course profiles for completeness.</p> <p>Division Heads will monitor revisions to existing course profiles and the development of new courses.</p> <p>Teacher teams in content area subgroups will determine appropriate assessments in core courses. Assessments will be piloted in semester 2 of the coming school year.</p> <p>Beginning in the 2005-2006 school year, junior students who fail a first semester math class will be scheduled into appropriate math courses for the second semester.</p> <p>Beginning in the 2006-2007 school year, incoming freshmen identified by standardized test scores in mathematics between the 40<sup>th</sup> and 60<sup>th</sup> national percentile will be required to take Algebra I Modified. This course will increase by 50% the instructional time in algebra. Students' enhanced proficiency as freshmen in Algebra I will lead to increased proficiency among juniors in Advanced Algebra.</p>

GOAL	STANDARD	ACTION PLAN
<p><b>3.2 Data Management Goals:</b></p> <ol style="list-style-type: none"> <li>1. The school will provide seamless, direct access to data for faculty and staff to help teachers and students improve performance.</li> <li>2. All staff will receive preparation in accessing and analyzing relevant student data in classroom and individual contexts.</li> <li>3. Faculty and staff will develop measures to gather data efficiently, determine validity of the data, and place that data in formats accessible at different levels of the school.</li> </ol>	<p>During the 2004 – 2005 school year, all faculty will use the Skyward system for attendance, grade reporting, and inputting relevant student data.</p>	<p>The 2004 – 2005 staff development plan will include time to introduce teachers to the Skyward software program.</p> <p>Technology, Curriculum &amp; Instruction, and Operations divisions will meet with teachers to identify relevant data sets and facilitate their display via Skyward.</p> <p>Core course local assessment data will be accessible to school personnel via Skyward.</p>
<p><b>3.3 Parent Involvement Goals:</b></p> <ol style="list-style-type: none"> <li>1. Continue to develop and expand programs conducted by parent groups, including the Parent Liaison Program initiated 2003 – 2004 by the PTO and the College Information Series initiated by the dean-counselors and by APPLE.</li> <li>2. Work with established parent groups and the Deans Division to develop and enhance existing education programs and their accessibility for parents across all four years of high school.</li> <li>3. Explore the usefulness of a parent School Improvement Committee that would focus solely on those types of initiatives that parents can affect, i.e., mentoring study groups, providing expertise in different subject areas, reviewing current intervention programs.</li> </ol>	<p>Each parent group will provide feedback on program goals.</p>	<p>APPLE and PTO will continue their programs. Each group may work with the school to develop assessments for these programs.</p> <p>Leadership from APPLE, PTO, and Citizens Council will meet to discuss creation of a parent School Improvement Committee.</p> <p>Identify existing opportunities and develop new opportunities for students to engage in broad range post-high school pursuits.</p>

GOAL	STANDARD	ACTION PLAN
<p><b>3.4 Student Identity Goals:</b></p> <ol style="list-style-type: none"> <li>1. The school will develop opportunities for students to identify with the school community via cohesive and respectful engagements within the school community.</li> <li>2. Faculty and staff will advocate for each student's belonging and acceptance within the school community.</li> </ol>	<p>In 2004 – 2005, student involvement in school and community activities and in athletics will increase to include all students.</p>	<p>Obtain recent and current data on student extracurricular athletic and activity options.</p> <p>Develop a baseline of involvement in extracurricular school and community activities.</p> <p>Work with the Director of Student Activities to recruit students to current clubs and create new club opportunities.</p> <p>Analyze patterns of student involvement in the school or community co-curricular activities and determine appropriate plans to increase their involvements.</p> <p>Explore reviving the all-school institute day.</p>

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#### **Section 4: Board Approval and Assurances**

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A. Date Approved by Local Board March 23, 2006  
(month/day/year)

B. Assurances

- a. Strategies and activities have been founded in scientifically based research as required by Section 1116(b)(3)(A)(i) and as defined in NCLB, Section 9101(37).
- b. 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).
- c. 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.

- d. 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.)