

**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 in April 2017 to include implementation plans.



Acknowledgments

Oak Park and River Forest High School District 200 gratefully acknowledges the efforts of more than 2,000 community members, parents, students, faculty, and staff members who provided input into the Strategic Plan via surveys and focus groups. In addition, we offer our deepest thanks to the Steering Committee and Task Force members (see page X), who worked diligently and enthusiastically over many months to create a plan that truly reflects the values of the Oak Park and River Forest community.

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DRAFT

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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 compete 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 four 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 of 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 a variety of 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 participated in 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 will be 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 will be formed to develop and execute the action steps. Using the groundwork laid by the task forces as a foundation, implementation committees will create detailed plans to achieve the action steps, setting and meeting more granular benchmarks for each step. The work of implementation will 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 is not set in stone but instead is a living document, and mid-course corrections may be needed as the work unfolds.

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

We are grateful to those who dedicated their time and energy to serving on 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 administration with making the original plan more actionable. All those 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 the implementation plans that can be found beginning on page XX.

Values

1. We believe **all students are capable of high levels of academic and social success.**
2. We embrace our diversity and believe **race, income, gender, 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

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 coming into and leaving high school.

- **Strategy 1.** By June 30, 2018, identify the current state of effectiveness of OPRF transitional programs, and set targets for annual improvement.
- **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 information-sharing protocols between feeder/non-feeder schools and the high school.

Goal 2—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 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 AP courses.
- **Strategy 2.** 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 3.** Annually assess school culture and climate and set targets for creating an environment in which all students feel welcome.

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 December 2017, determine the effectiveness of current social-emotional learning (SEL) programs and establish targets for annual improvement.
- **Strategy 2.** By May 2019, ensure 90% of students feel welcome, appreciated, and a sense of belonging.

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 conclusion of the 2018-2019 school year, pilot 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 2019, 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 (AP) 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.** Create a professional development program for district and building administrators that develops leadership capacity, collaboration, and effectiveness.
- **Strategy 3.** Develop a system of accountability for all levels of leadership, including metrics and a process for reporting on progress.
- **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 Dec. 2017, 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 March 2018, develop a long-term facilities plan to recommend to the Board.

Implementation Plan—Holistic Community Education

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 coming into and leaving high school.

Holistic Community Education/ Strategy 1. By June 30, 2018, identify the current state of effectiveness of OPRF transition programs, and set targets for annual improvement.			
Action Steps	Deliverable	Target Completion Date	Owner
1. With input from Districts 90 and 97, create an inventory of current programs that affect students' transitions into OPRF.	Report on existing programs.	2017-2018	Assistant Superintendent for Curriculum & Instruction
2. With input from Triton, DVR, and other relevant partners, create an inventory of current programs that affect OPRF students' post-secondary transitions.	Report on existing programs.	2017-2018	Assistant Superintendent for Curriculum & Instruction
3. Create a needs assessment to identify strengths and opportunities in transition programs.	Needs assessment tool.	2017-2018	Principal
4. Administer the needs assessment, identify gaps.	A report on the effectiveness of each program with recommendations on how to improve.	2017-2018	Principal
5. Using baseline data disaggregated by race, gender, income, etc., set annual targets for improvement.	Baseline targets.	Annually	Principal

Implementation Plan—Holistic Community Education

Holistic Community Education/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.			
Action Steps	Deliverable	Target Completion Date	Owner
1. Map out a typical year's worth of all communications to stakeholders (students, family, faculty/staff, community) (source, purpose, content, clarity, timing, duplication of efforts, etc.).	Comprehensive calendar of communications.	2017-2018	Director of Communications
2. Determine strategy or strategies for assessing effectiveness of communications.	Assessment tool (e.g.. survey).	2018-2019	Director of Communications
3. Measure on a regular basis whether communications are achieving their intended purpose of meeting the needs of students, families, faculty/staff, and community.	Baseline data on effectiveness. Communication plan.	2018-2019	Director of Communications
4. Establish annual targets for improvement and corresponding action steps.	Routine review of feedback with modifications reflected in annual update of communication plan.	2018-2019	Director of Communications

Implementation Plan—Holistic Community Education

Holistic Community Education/Strategy 3. By June 30, 2019, expand information-sharing protocols between feeder/non-feeder schools and the high school.			
Action Steps	Deliverable	Target Completion Date	Owner
Inventory what data D200 currently uses to determine incoming-freshmen course placements and what additional information would be useful to provide a holistic picture of the student so that we can better serve the whole child during the transition.	List of data we currently we receive, what we would like to receive.	2017-2018	Assistant Principal for Student Services
Gather feedback from feeder schools about what information they would be interested in learning about their students once they're at the high school.	List of information they'd like to receive.	2017-2018	Assistant Superintendent for Curriculum & Instruction
Determine what policies or practices at feeder/private schools limit access to additional information, and vice versa for OPRF sharing information back to feeder schools.	Memo/report on the findings.	2017-2018	Superintendent
Collaborate with administrators at feeder/private schools to create a plan for expanding access to information.	Sharing agreement and any necessary parent signoff.	2017-2018	Superintendent
Complete execution of agreement.	Report/evaluation after first year of exchange.	2018-2019	Superintendent

Implementation Plan—Equity

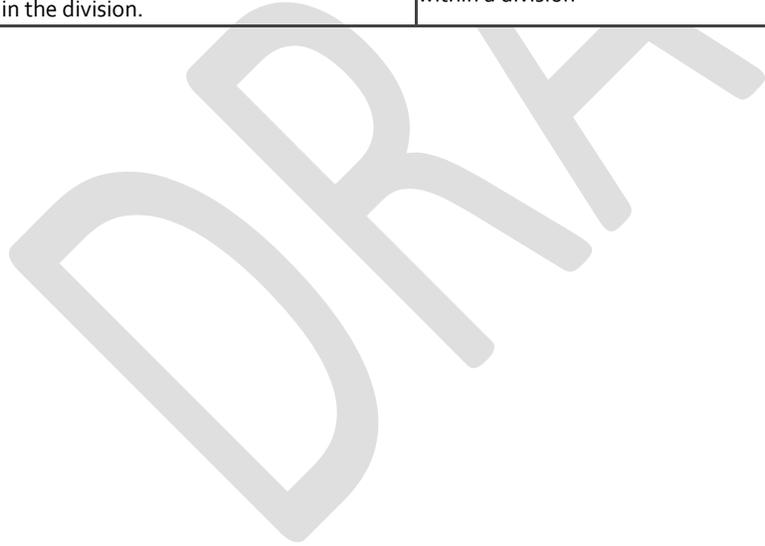
Goal 2—Equity: OPRF High School will continuously strive to create an environment where the academic achievement and social and emotional growth of students will no longer be predictable by race, socioeconomic status , or other social factors.

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 AP courses.			
Action Steps	Deliverable	Target Completion Date	Owner
1. Create a committee of faculty, staff and administrators to review programs, best practices and current research including successful strategies and/or programs implemented by other schools..	List of committee members	2017-2018	Assistant Superintendent for Curriculum & Instruction
2. Develop a rubric to evaluate programs and/or strategies.	Create rubric	2017-2018	Assistant Superintendent for Curriculum & Instruction
3. Use the rubric to evaluate and identify the three strategies and/or programs.	Identify three programs/strategies	2017-2018	Assistant Superintendent for Curriculum & Instruction

Implementation Plan—Equity



Equity/Strategy 2. 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.			
Action Steps	Deliverable	Target Completion Date	Owner
1. Create course-alike, discipline-alike, or vertical teams for TCTs in 2017-18 school year.	List of TCTs for each division	2017-2018	Principal
2. Each TCT will use the cycle of inquiry to add or refine power standards, common assessments and language.	Each TCT will provide a summary of their ongoing progress	2017-2018	Principal
3. Each division will collaborate to create a common parameter of the work expected for core courses in the division.	List of common, course parameters for core courses within a division	2018-2019	Principal



Implementation Plan—Equity

Equity/Strategy 3. Annually assess school culture and climate and set targets for creating an environment in which all students feel welcome.			
Action Steps	Deliverable	Target Completion Date	Owner
1. Establish a baseline of perceptions regarding school culture and climate, using available survey data from 2017 5Essentials (parents, students, certified staff) and 2016 Illinois Youth Survey (students).	Baseline of feedback concerning school climate and culture	2017-2018	Director of Assessment and Research
2. Identify or develop a survey instrument for assessing school culture and climate.	Survey for assessing school culture and climate	2018-2019	Director of Assessment and Research
3. Establish improvement targets for student sense of welcome within school culture and climate	Specific improvement targets	2018-2019	Director of Assessment and Research
4. Implement the survey for relevant stakeholder groups	Survey implementation plan; flat file of survey results	2018-2019	Director of Assessment and Research
5. Analyze survey results; communicate results to DELT and CCB for further discussion, analysis, and recommendations.	Summary of results and draft recommendations	2019-2020	Director of Assessment and Research

Implementation Plan—Supportive Learning Environment

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.

Supportive Learning Environment/ Strategy 1. By December 2017, determine the effectiveness of current social-emotional learning (SEL) programs and establish targets for annual improvement.			
Action Steps	Deliverable	Target Completion Date	Owner
1. Recruit a SLE committee to assist with conducting research and creating a list of current best practices for SEL	Report of "best practices"	2017-2018	Assistant Principal
2. Create an inventory of current classroom programming focused on adults and students building capacity and skills in social-emotional learning.	inventory of current classroom programming	2017-2018	Assistant Principal
3. Create an inventory of school-wide policies, spaces, and rituals focused on adults and students building capacity and skills in social-emotional learning..	inventory of school-wide policies, spaces, and rituals	2017-2018	Assistant Principal
4. Create an inventory of student-activities programming focused on adults and students building capacity and skills in social-emotional learning.	inventory of student-activities programming	2017-2018	Assistant Principal
5. Create an inventory of parent and community programming focused on adult and students building capacity and skills in social-emotional learning.	inventory of parent and community programming	2017-2018	Assistant Principal & Director of Communications
6. Conduct a gap analysis between our programs and best practices.	Gap analysis	2017-2018	Assistant Principal
7. Create a tool to measure the effectiveness of each program on an ongoing basis	Assessment tool	2017-2018	Assistant Principal, DAR
8. Measure the effectiveness of each program and assess results	Report on results.	2017-2018	Assistant Principal, Director of Assessment & Research
9. Using baseline data, create a school-wide SEL plan that includes annual targets for improvement.	SEL plan	2017-2018	Assistant Principal

Implementation Plan—Supportive Learning Environment

Supportive Learning Environment/Strategy 2. By May 2019, ensure 90% of students feel welcome, appreciated, and a sense of belonging.			
Action Steps	Deliverable	Target Completion Date	Owner
1. Research options for survey of student beliefs of belonging and survey of counselor perceptions/interactions regarding belonging.	Research data on survey options	2017-2018	Director of Assessment & Research
2. Administer and collect baseline survey of student belonging and counselor surveys. Collect baseline discipline infraction data, PSS team data, and Special Education data.	Student survey and counselor survey data. from discipline, PSS and SPED.	2017-2018	Director of Assessment & Research
3. Assess current supports, professional development, and research potential changes and professional development that will address areas of need as identified in student belonging survey.	Analysis of student belonging survey, professional development, and research.	2017-2018	Assistant Principal for Student Services
4. Implement supports and professional development as determined through prior action step.	Best practice regarding supports and professional development	2017-2018	TBD

Implementation Plan—Transformational Teaching and Learning

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.

Transformational Teaching and Learning/Strategy 1. By May 2018, via Teacher Collaboration Teams (TCTs), establish power standards ¹ and common assessments to measure student proficiency as defined by 80% of students meeting or exceeding expectations.			
Action Steps	Deliverable	Target Completion Date	Owner
1. Create a public digital storehouse for all power standards.	Public Digital Storehouse for Power Standards	2017-2018	Chief Information Officer
2. TCT leaders and Division Heads upload defined power standards to newly developed digital storehouse.	Uploaded Power Standards for courses.	2017-2018	Assistant Principal for Instruction
3. Teachers meet in course-alike TCTs to develop the common power standards in core courses*	Power standards	2017-2018	Assistant Superintendent for Curriculum & Instruction
4. Teachers meet in course-alike TCTs to develop common assessments to gather baseline data and measure success.	One common pre- and one common post-assessment measuring student level of mastery at each power standard	2017-2018	Assistant Superintendent for Curriculum & Instruction

¹ The term **power standards** refers to 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.

5. Teachers meet in course-alike TCTs to use student work as a means to norm common assessments.	<ul style="list-style-type: none"> • TCT data analysis reports. • Revised assessments. 	2018-2019	Assistant Superintendent for Curriculum & Instruction
6. Teachers meet in course-alike TCTs beyond the identified core classes to develop and implement power standards.	Power Standards covering content of non-core courses.	2018-2019	Assistant Superintendent for Curriculum & Instruction
7. Teachers meet in course-alike TCTs beyond the identified core classes to develop and implement common assessments.	One common pre- and one common post- assessment measuring student level of mastery at each power standard	2018-2019	ASCI
8. Teachers meet in course-alike TCTs to use student work as a means to norm common assessments.	<ul style="list-style-type: none"> • TCT data analysis reports. • Revised assessments. 	2019- 2020	ASCI

*Core Courses:

- 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)
- PE/DE (Freshman PE, Team/Racket Sports, Gender and Wellness, SE10)
- FAA (Art Foundations, Computer Applications, Financial Literacy)
- Math (Algebra, Geometry, Advanced Algebra, CAT, Calculus)

Implementation Plan—Transformational Teaching and Learning

Transformational Teaching and Learning/Strategy 2. By the conclusion of the 2018-2019 school year, pilot 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.			
Action Steps	Deliverable	Target Completion Date	Owner
1. Develop a single curriculum for a more inclusive 9th-grade course that offers all freshmen the option to earn honors credit.	<ul style="list-style-type: none"> curriculum map, content power standards, reading list. 	2018-2019	Principal
1. Gather input on the curriculum from stakeholders (BOE, community members) and incorporate feedback into curriculum.	Minutes from quarterly stakeholder meetings.	2018-2019	
3. Have courses implementing more inclusive 9th-grade curriculum vetted and approved through Board of Education course proposal process.	New Course/Course Change Approval Form and course descriptions.	2018-2019	Principal
4. Pilot course implemented.	Regular updates on outcomes.	2019-2020	APSS

Implementation Plan—Transformational Teaching and Learning

Transformational Teaching and Learning/ 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 (AP) course by the end of their junior year.			
Action Steps	Deliverable	Target Completion Date	Owner
1. Create a diverse committee of administrators, faculty, community members, and (potentially) outside experts.	Committee created	2018-2019	Principal
2. Committee will identify and recommend three proven strategies and/or programs that enable students of color and/or low socioeconomic status to access and succeed in honors- and AP-level courses. ²	Report to building and district leadership teams with strategy recommendations and implementation plans.	2019-2020	Committee Chairperson (TBD)
4. Implement programs/strategies for 2020-2021 school year.	Programs/strategies implemented with results reported to Board of Education.	2020-2021	Committee Chairperson
5. Evaluate impact of programs/strategies, revise accordingly.	Gap analysis of intended and actual results with recommendations for continued growth..	2020-2021	Committee Chairperson

² Research will include current and historic OPRF programs and achievement data, Evanston Township High School’s curriculum equity initiatives, and other such programs around the country that have produced rigorous quantitative and qualitative data. Specific resources: Hattie’s work around Visible Learning, standards-based grading and dual-grade systems (academic achievement grade and behavior/effort grade), ISBE pilot program shifting transcript graduation requirements from traditional Carnegie Credits to competency-based proficiencies (defined in the [Competency-Based High School Graduation Requirements Pilot Project](#)), College Board work on increased access for underrepresented students.

Implementation Plan—Transformational Teaching and Learning

Transformational Teaching and Learning/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.			
Action Steps	Deliverable	Target Completion Date	Owner
1. Research internal and external professional development opportunities with an eye to the overarching theme of collective teacher efficacy.	Published list of professional development opportunities.	2017-2018	Director of Assessment and Research (DAR)
2. Offer external and administer internal professional development opportunities that foster depth of understanding in: developing a growth mindset, racial consciousness, research-based best practice, and other needs as identified by previously collected survey data.	Attendance lists	2017-2021	Assistant Superintendent for Curriculum & Instruction
3. Administer EOS or similar survey tool.	EOS or similar survey tool and results.	2018-2019	DAR
4. Administer EOS or similar survey tool to incoming Freshmen.	EOS or similar survey tool and results.	2018-2019	DAR
5. Develop reporting to track teacher efficacy and its relationship to professional development	Annual report of professional development and survey results	2020-2022	DAR

Implementation Plan—Transformational Leadership

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.

Transformational Leadership/Strategy 1. By August 2018, implement CARE Teams (Collaborative Action Research for Equity) in the professional development plan.

Action Steps	Deliverable	Target Completion Date	Owner
1. Identify 40 faculty, staff, and administrators to lead CARE Teams in the 2018-2019 school year.	Roster of 40 faculty, staff, and administrators to lead CARE teams.	2017-2018	Assistant Principal for Instruction (API)
2. During 2nd semester of 2016-2017 school year conduct at least 10 hours of training CARE team leaders during voluntary after-school sessions.	Agendas, activity sheets, and list of attendees for training sessions.	2017-2018	API
3. Conduct 10 hours training of CARE team leaders during weekly lunch training sessions.	Agendas, activity sheets, and list of attendees for training sessions.	2017-2018	API
4. Continue racial equity training with all teachers and support staff during 7 Institute and Staff Development Days.	Agendas, activity sheets, and list of attendees for training sessions.	2017-2018	API
5. All certified staff and administrators will be assigned to CARE teams with the goal of working in division-alike teams to develop and share culturally relevant pedagogy, data-driven decision making, action research, and a framework for educating students of color.	List of all certified staff and administration with their CARE team assignment.	2018-2019	API

Implementation Plan—Transformational Leadership

Transformational Leadership/Strategy 2. Create a professional development program for district and building administrators that develops leadership capacity, collaboration, and effectiveness.			
Action Steps	Deliverable	Target Completion Date	Owner
1. Analysis of leadership capacity (including gaps) for all district administrators (possibly use the five essentials survey)	Published analysis	2017-2018	Superintendent
2. Develop professional development program to address the leadership gaps identified in step 1.	Multi-year professional development plan published	2017-2018	Director of Assessment & Research
3. Execute the professional development program	Process for frequency, feedback, and continuous improvement of PD program	2018-2019	Director of Assessment & Research

Implementation Plan—Transformational Leadership

Transformational Leadership/Strategy 3: Develop a system of accountability for all levels of leadership including metrics and a process for reporting on progress.			
Action Steps	Deliverable	Target Completion Date	Owner
1. Publish a directory of the roles and responsibilities for every district and building administrator, so that all staff know whom to engage regarding questions and initiatives.	Directory published	2017-2018	Principal
2. Solicit feedback from key internal stakeholders (students, teachers, PSS Staff, and support staff) on the utility of the directory in terms of knowing how to engage district and building resources.	Feedback solicited via focus groups, surveys, etc.	2017-2018	Principal
3. Based upon feedback, identify gaps and assign appropriate DLT or BLT member to become responsible.	Gap definition and role assignment	2018-2019	Superintendent and Principal
4. Review and republish directory on a yearly basis	Process for soliciting feedback and republishing each school year	2018-2019	Principal

Implementation Plan—Transformational Leadership

Transformational Leadership/ Strategy 4: Encourage innovation at all levels in the institution.			
Action Steps	Deliverable	Target Completion Date	Owner
1. Develop and Communicate a process for initiating a pilot	Process for initiating a pilot is published	2018-2019	Superintendent
2. Test the process for implementation effectiveness	Rubric developed for pilot acceptance (alignment with district goals as stipulated in strategic plan, cost, timeline, student impact, anticipated outcomes, with fidelity, etc.)	2018-2019	Superintendent / Principal
3. Develop a program evaluation process for new and existing programs.	Evaluation process published	2018-2019	Principal
4. Review effectiveness of processes in steps 2 & 3.	Progress monitoring and continuous improvement evaluation done periodically	2018-2019	Principal

Implementation Plan—Facilities and Finances

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.

Facilities and Finances/Strategy 1. By Dec. 2017, review and revise long-term plan created by the 2013 Finance Advisory Committee.			
Action Steps	Deliverable	Target Completion Date	Owner
1. Reconstitute FAC membership.	Formation of Advisory Committee.	2017-2018	Supt.
2. Provide FAC V3.0 with the 2013 FAC V2.0 Recommendations.	2013 FAC Plan Distributed and reviewed.	2017-2018	CSBO
3. Gather new additional financial, demographic, and legislative data.	Most recent data compiled, presented, and discussed with FAC.	2017-2018	CSBO
4. Incorporate new data in Action Step 3 into development of new FAC Plan.	Completed FAC V3.0 Plan.	2017-2018	CSBO
5. Present new FAC plant to the Board of Education.	Board Presentation of Plan.	2017-2018	Supt.

Implementation Plan—Facilities and Finances

Facilities and Finances/Strategy 2. By April 2018, create a five-year budget and reporting process for implementing the strategic plan goals.			
Action Steps	Deliverable	Target Completion Date	Owner
1. The Strategic Plan is adopted.	Adoption of Plan	2016-2017	Superintendent
2. Based on the strategies, the Chief School Business Official will meet with the Strategic Plan "executive" committee to determine dollars required for each goal in each fiscal year for the next five years.	FY18 Budget	2017-2018	CSBO
3. The CSBO will present the FY18 Tentative Budget and FY18 Final Budget and specifically identify how many dollars have been set aside for the implementation of the Strategic Plan.	Presentation of FY18 Budget to BoE	2017-2018	CSBO
4. Reallocate the Tax Levy to divert more dollars to the Education Fund rather than the Working Cash Fund.	Adoption of Levy	2017-2018	CSBO
5. Ensure expenditures are aligned and being used for Strategic Plan initiatives.	Written report and presentation to BOE	2017-2018	Superintendent

Implementation Plan—Facilities and Finances

Facilities and Finances/Strategy 3. By May 2018, develop a long-term facilities plan to recommend to the Board.			
Action Steps	Deliverable	Target Completion Date	Owner
1. Establish Imagine OPRF Work Group.	Formation of Committee	2017-2018	Superintendent
2. Imagine OPRF presents its final report/findings/recommendations to the Board of Education.	Written report and presentation to BOE	2017-2018	Superintendent
3. Board approves plan.	Board approval	2017-2018	Superintendent