

**Oak Park and River Forest High School
District 200**



**Strategic Plan
2013-2018**

Working Draft
June 6, 2013

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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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Introduction

Oak Park and River Forest High School is widely considered a top tier school, known for its high level of student achievement, excellent instruction, exceptional performing arts and co-curricular activities, and innovative academic programs. But even the strength of our programs and the top awards our students and staff consistently earn is 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 need to see our level of excellence grow and to raise achievement for *all* students. To do that, we must be deliberate in the priorities we set and the choices we make over the next few years.

District 200 last created a strategic plan nearly two decades ago. Since then a great deal has changed: Federal and state mandates have increased the demands made on teachers and administrators. College admissions have become increasingly competitive as record numbers of students vie for limited openings. College and career pathways require more intensive and ever-changing technical skills. The high school facility, a vintage building dating back to 1907, requires upkeep and upgrading for the emerging technologies that allow individuals to succeed in the global community and 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.

A critical element in 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. Named by the last four superintendents as a central issue in the progress of the school, excellence for all students is placed as a main theme for our work. The work of the high school will move all students forward, maintaining the academic excellence of the school while addressing the need for equity and access to that excellence for our entire community.

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 road map of priorities for what to do and how to move forward.

This strategic plan lays out 34 action steps in five critical areas of focus: Holistic Community Education; Equity; Supportive Learning Environment; Transformational Teaching, Learning, and Leadership; and Facilities and Finances. While these areas of focus receive separate treatment and have discreet action steps, the ideas we developed overlapped, ran parallel, and, in some situations, felt like similar responses to different needs. We were reminded that the work of schools cannot be addressed in silos but must incorporate connected, manageable pieces that can work together to benefit all of our students and families.

Each of these high-level action steps is further divided into sub-steps that contain benchmarks, providing data-oriented measures for each step. We recognize the long-term

nature of the implementation of this plan. We have set forth steps we believe are both bold and attainable. We recognize that in five years our work will not be complete, but will be in need of review and, if necessary, redirection.

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. Led by Dr. Alson and his associate, Pat Maunsell, 21 focus groups were held, 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: Vision, Mission, Values, 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** talks about how we carry the plan forward. The **goals** provided 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 comprise 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.

Phase 5: Plan Adoption (Late Summer/Early Fall 2013)

It is anticipated that the Board of Education will formally approve the strategic plan in late summer/early fall 2013. The plan will be shared with community members, parents, staff, and students through various print and electronic formats.

Phase 6: Implementation, Reporting, Refinement (2013—2017)

Following approval of the plan, implementation committees will be formed to develop and execute specific sub-goals for each action step. Using the groundwork laid by task forces as a foundation, implementation committees will create detailed plans to achieve the action steps, setting and meeting specific benchmarks for each step. Regular updates will be 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.

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Values

We believe that **all students are capable of success**. We further believe in...

- **Strong collaboration and communication** among students, families, schools, and the community.
- Cultivating an **appreciation for diversity, a sense of self-worth, engaged citizenship, social responsibility, and lifelong learning in a global community.**
- **Strong, trusting relationships** that establish a safe and respectful school community.
- An academic environment that fosters **curiosity, imagination, leadership, critical thinking, and communication skills.**
- **High quality, differentiated instruction** that engages, supports, and stretches learning.
- **Nurturing the professional development of staff, faculty, and administration** to support all students' learning.
- An **engaging, challenging education** that fully prepares students for all options after high school.
- Providing the **academic and social supports** students need to achieve success.
- Allocating resources in **transparent and purposeful** ways to ensure equity and fully support the individual and the collective needs of the school community.
- Ensuring that **race, income, gender and learning differences are not predictors of achievement.**

Vision

Oak Park and River Forest High School will become a model for educational excellence and equity. Achievement gaps will disappear in a learning environment that is characterized by high expectations, integrity, trust, and compassion and that nurtures the human spirit and allows all students to reach their full human potential.

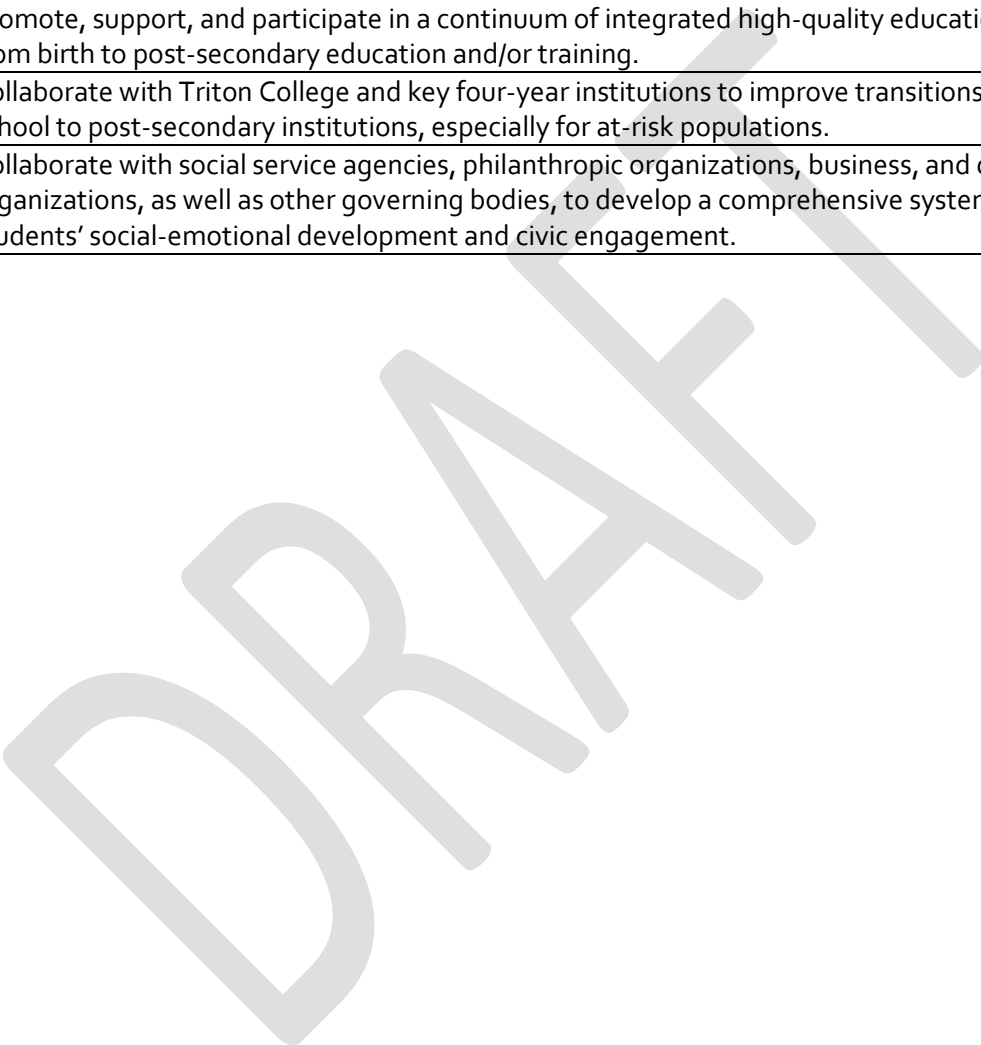
Mission

Oak Park and River Forest High School embraces its diversity and provides a rich, dynamic, supportive learning environment for all students. The school provides an equitable, holistic education and cultivates the knowledge, skills, and character necessary for success and leadership in a global society.

Goal 1: Holistic Community Education

OPRFHS will collaborate with other educational institutions and social service organizations to create seamless transitions for students. Students and adults will build partnerships across our communities and create an engaged, socially responsible citizenship.

Actions
1. Improve transitions from middle school to high school, especially for at-risk populations.
2. Communicate consistently and effectively with faculty, staff, parents, and the community at large.
3. Promote, support, and participate in a continuum of integrated high-quality educational programs from birth to post-secondary education and/or training.
4. Collaborate with Triton College and key four-year institutions to improve transitions from high school to post-secondary institutions, especially for at-risk populations.
5. Collaborate with social service agencies, philanthropic organizations, business, and civic organizations, as well as other governing bodies, to develop a comprehensive system that fosters students' social-emotional development and civic engagement.



Goal 2: Equity

The adults and students at OPRFHS will create an environment where the academic achievement and social and emotional growth of students will no longer be predictable by race.

Actions
1. Expand access to rigorous teaching and learning so that race is not a predictor of a student's academic rigor, pathway, or performance.
2. Provide personnel and students with restorative justice strategies.
3. Create a school community in which all students experience a sense of belonging.
4. Demonstrate a developing racial consciousness in all personnel hired.

Goal 3: Supportive Learning Environment

Everyone in the OPRFHS community will foster a learning environment that supports and affirms the uniqueness of individuals; values trust, risk-taking, reflection and self-advocacy; and nurtures a system of supports to meet the evolving needs of all students.

Actions
1. Ensure that every student feels close to and supported by at least one adult in the school community.
2. Create a school culture of acknowledging and celebrating the positive accomplishments of every student and adult in the school community.
3. Establish rituals and structures that address safety concerns while recognizing the humanity of all students and adults.
4. Set clear, meaningful expectations that are consistently and fairly enforced, and promote a safe, trustful, nurturing environment.
5. Build capacity of every adult and student in school community to develop self-awareness, make responsible decisions, develop resiliency, and manage emotions in a positive, productive manner.
6. Create and articulate a system of support that identifies school community needs, especially for those who are in distress; creates shared ownership; and measures impact and efficacy.

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Goal 4: Transformational Teaching, Learning & Leadership

- All OPRFHS educators will provide rich, engaging learning opportunities that set high expectations for all students and foster collaboration, problem solving, reflection, critical thinking and independent learning.
- All OPRFHS educators will monitor student progress, and use the information to revise and improve teaching practices and student learning.
- OPRFHS will support student learning by providing all educators with professional growth and collaboration opportunities that enhance effective teaching and leadership.
- All OPRFHS decision-makers will set high expectations for all, while affirming and supporting teaching and learning in all policies and practices.

Actions
1. Identify incoming freshmen’s proficiency in learning skills, and improve the skills of transition-level students.
2. Write targets for collaboration, problem solving, reflection, critical thinking, critical literacy, and independent learning skills for each core class at each grade level.
3. Change classrooms as needed to reach learning targets and Common Core benchmark goals.
4. Engage stakeholders in supporting racial equity and academic success for all students.
5. Build on sense of shared leadership for enacting strategic plan goals.
6. Provide academic support for students so each student experiences academic challenge and success.
7. Increase academic rigor in all courses, both core and elective, and at the honors, college prep, and transitions levels.
8. Identify resources that will ensure students are known and respected in all classrooms and that accommodate different learning needs.
9. Enhance the use of technology for teaching and learning in all classrooms.
10. Establish a summer articulation program with D97, D90, and an area university to promote internships and encourage new technologies.
11. Examine and improve teaching and learning at all levels, including honors, college prep, and transition courses.
12. Determine class size caps that make it possible for teachers to monitor the progress of all students, and to employ appropriate interventions.
13. Strengthen existing program of professional development.
14. Set learning and course targets for all courses.
15. Address school improvement.
16. Create a community mindset that the highest expectations should be set for all students and the highest level of resources should be available for all students.

17. Increase adult-to-adult communication that promotes high visibility, support for teachers, access to shared decision making and experiences, and effective feedback on work submitted.

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Goal 5: Facilities and Finances

As responsible stewards of OPRFHS assets, everyone in the OPRFHS community will make student-centered decisions relating to facilities and finances and allocate resources to ensure excellence and equity.

Actions
1. Develop and begin implementation of a long term facility plan.
2. Monitor and sustain a model of future financial planning through the Finance Advisory Committee model.

Framework for Action

Goal 1: Holistic Community Education

OPRFHS will collaborate with other educational institutions and social service organizations creating seamless transitions for students. Students and adults will build partnerships across our communities and create an engaged, socially responsible citizenship.

Oak Park and River Forest High School is at the core of local community life for our villages. The school is where the vast majority of local youth come together for four crucial years in their development. In those years, our young people acquire academic knowledge and skills, grow socially and emotionally, and learn their roles as citizens of the world. Our community needs a way to plan for the development of our children, including how to share information, collaborate on programs, and provide a coordinated network of support among local community entities. Building holistic community educational supports is essential to helping students reach their full potential, not just while they are in high school but for the rest of their lives.

Actions	Details	Benchmarks
1. Improve transitions from middle school to high school, especially for at-risk populations.	Identify current transition practices.	<ul style="list-style-type: none"> • Early plan • Mid-plan • Late plan
	Collaborate with feeder schools to determine additional supports and strategies needed.	
	Establish effective information-sharing protocols between feeder schools and the high school.	
	Expand program and transition opportunities for students in grades 6, 7, and 8.	
	Work with feeder schools to implement best practices for seventh- through tenth-graders, so all students experience instruction and support as movement through a coherent system.	
2. Communicate consistently and effectively with faculty, staff, parents and the community at large.	Examine the flow of internal communication through candid discussion with stakeholders.	<ul style="list-style-type: none"> • Early plan • Mid-plan • Late plan
	Establish new methods of internal communication where needed.	
	Establish interdepartmental communication structure to improve student experience.	
	Examine the flow of external communication through candid discussion with stakeholders.	
	Establish new methods of external communication where needed.	
	Collaborate with local government and community partners to create a web-based "hub" of information and resources for students, families, and the community at large.	

3. Promote, support, and participate in a continuum of integrated, high- quality educational programs from birth to post-secondary education and/or training.	Work toward establishing a unified data system that encompasses birth through post-secondary education and/or training.	<ul style="list-style-type: none"> • Early plan • Mid-plan • Late plan
	Foster and participate in a culture of dialogue and shared learning about best practices for creating seamless transitions from birth to post-secondary education and/or training.	
4. Collaborate with Triton College and key four-year institutions to improve transitions from high school to post-secondary institutions, especially for at-risk populations.	Identify current transition practices, especially those identified as supporting at-risk populations.	<ul style="list-style-type: none"> • Early plan • Mid-plan • Late plan
	Collaborate with Triton College and key post-secondary institutions to determine additional supports and strategies needed for successful transition of every graduating student.	
	Collaborate with Triton College and key post-secondary institutions to establish effective information-sharing protocols.	
	Expand partnerships with Triton College and key post-secondary institutions to include transition opportunities for all students.	
	Collaborate with Triton College and key post-secondary institutions to identify and implement best practices for instruction and student support so that every student experiences the transition from high school to post-secondary education as movement through a coherent system.	
5. Collaborate with social service agencies, philanthropic organizations, business, and civic organizations, as well as other governing bodies, to develop a comprehensive system that fosters students' social-emotional development and civic engagement.	Know, understand, and use partnerships.	<ul style="list-style-type: none"> • Early plan • Mid-plan • Late plan
	Identify and fill gaps and deficits in services.	
	Establish an internal infrastructure to foster effective partnerships and ensure optimal use of all resources by students and their families.	
	Develop and implement a service-learning requirement for all students.	
	Provide an easily accessed resource for students to explore post-secondary options, service involvement, and community resources.	
	Seize opportunities to leverage resources and foster intergovernmental cooperation to meet the needs of students as well as the needs of the broader communities.	

Goal 2: Equity

The adults and students at OPRFHS will create an environment where the academic achievement and social and emotional growth of students will no longer be predictable by race.

The diversity of the high school's student body attracts many families who choose to live in Oak Park and River Forest. However, to truly achieve the academic achievement and excellence we describe in our mission, vision, and values, we must do more to ensure success for our students of color. Long before the federal or state governments required schools to look at the patterns of success rates with racial groups, our administration, faculty, and staff were exploring the data and proposing changes to our system and research questions for the school. We look at the data along racial lines because we have learned that it is a common thread that weaves through so many areas affecting student achievement. Disproportionate outcomes appear when we look at how we assign special education services and disciplinary consequences, and how we provide access to honors and accelerated courses. Addressing disparities that appear in the racially disaggregated data will ensure that we are achieving our mission of providing a high-quality education for *all* students.

Actions	Details	Benchmarks
1. Expand access to rigorous teaching and learning so that race is not a predictor of a student's academic rigor, pathway, or performance.	Investigate current placement practices and impact, including placement tests, parent overrides, and teacher recommendations.	<ul style="list-style-type: none"> • Early plan • Mid-plan • Late plan
	Investigate diagonal movement over a four-year high school experience.	
	Research and adopt a rubric for rigorous teaching at all placement levels.	
	Implement a revised approach to four-year planning so that all students have the opportunity to learn at the highest levels/diagonal movement.	
	Ensure that a greater proportion of each student cohort achieves at or above proficiency in each of its four years in high school.	
	Ensure that the number of students achieving A's and B's in each course reflects school demographics.	
	Increase the proportion of graduates achieving college/career readiness in each graduating class.	
2. Provide personnel and students with restorative justice strategies.	Examine discipline data.	<ul style="list-style-type: none"> • Early plan • Mid-plan • Late plan
	Choose a plan/program for restorative justice.	
	Begin implementation of restorative justice plan/program.	
	Complete implementation of restorative justice program.	

3. Create a school community in which all students experience a sense of belonging.	Analyze Five Essentials Survey data.	<ul style="list-style-type: none"> • Early plan • Mid-plan • Late plan
	Implement specific supports for incorporating, maintaining, and ensuring fidelity to social-emotional classroom practices.	
4. Demonstrate a developing racial consciousness in all personnel hired.	Develop parameters and process for hiring teachers of color and racially conscious teachers.	<ul style="list-style-type: none"> • Early plan • Mid-plan • Late plan
	Hire more teachers of color.	
	Determine whether racial patterns exist in reasons for leaving.	
	Use data from exit interviews to revise support system for teachers.	
	Ensure retention rates do not reflect racial disparities.	

Goal 3: Supportive Learning Environment

Everyone in the OPRFHS community will foster a learning environment that supports and affirms the uniqueness of individuals; values trust, risk-taking, reflection and self-advocacy; and nurtures a system of supports to meet the evolving needs of all students.

Schools are places of purposeful and powerful human interaction. Students and teachers engage their passion and creativity as they build knowledge, skills, and a sense of community. Recent research has identified supportive schools as places that deliver support to every student, provide authentic acknowledgments of student success, make student safety a daily priority, and implement a clear, coherent system of supports for students and families. Our aim is for every student to have a connection with a supportive adult in the building. Supportive schools have added another critical area on which to focus : the need to instill the combined characteristics of perseverance, resilience, optimism, collaboration, and self-reflection. The responsibilities and possibilities held in teaching today’s youth extend beyond academic-, knowledge-based endeavors. Our high school must build and implement supportive structures that foster achievement in all areas of a young person’s life.

Actions	Details	Benchmarks
1. Ensure that every student feels close to and supported by at least one adult in the school community.	Explore what “close relationship” means; identify successes, opportunities, and barriers.	<ul style="list-style-type: none"> • Early plan • Mid-plan • Late plan
	Establish intentionality around relationship-building.	
	Develop and implement programs with common themes and measurable goals, such as advisory.	
	Evaluate effectiveness of all programs.	
2. Create a school culture of acknowledging and celebrating positive accomplishment of every student and adult in the school community.	Define “positive accomplishment.”	<ul style="list-style-type: none"> • Early plan • Mid-plan • Late plan
	Explicitly teach positive behaviors and good citizenship.	
	Implement structures/programs that celebrate positive behaviors and accomplishments.	
	Evaluate structures/programs and improve as needed.	
3. Establish rituals and structures that address safety concerns while recognizing the humanity of all students and adults.	Evaluate effectiveness of current systems and identify gaps.	<ul style="list-style-type: none"> • Early plan • Mid-plan • Late plan
	Address areas of greatest concern according to students and school community.	
	Implement comprehensive program of rituals and structures that are well-articulated and understood by all school community members.	
4. Set clear, meaningful expectations that are consistently and fairly enforced and promote a safe, trustful, and nurturing environment.	Gather student input on voices successes and opportunities.	<ul style="list-style-type: none"> • Early plan • Mid-plan • Late plan
	Establish expectations.	
	Implement systemic SEL/problem-solving model.	
	Eliminate racial predictability of discipline statistics.	

5. Build capacity of every adult and student in school community to develop self-awareness, make responsible decisions, develop resiliency, and manage emotions in a positive, productive manner.	Train District and building leadership in social-emotional learning (SEL).	<ul style="list-style-type: none"> • Early plan • Mid-plan • Late plan
	Create SEL pilot program for freshmen.	
	Incorporate SEL in clubs, athletic teams, classrooms, curriculum, learning strands, professional development, assessment, and family support.	
6. Create and articulate a system of support that identifies needs, creates shared ownership, and measures impact and efficacy.	Examine impact, efficacy, and redundancy of existing systems, and identify needs.	<ul style="list-style-type: none"> • Early plan • Mid-plan • Late plan
	Begin implementing process to provide supports to students, staff, and families.	
	Implement data system to track progress.	
	Complete process implementation and continue evaluating with reliable data.	

Goal 4: Transformational Teaching, Learning, and Leadership

- *All OPRFHS educators will provide rich, engaging learning opportunities that set high expectations for all students and foster collaboration, problem solving, reflection, critical thinking and independent learning.*
- *All OPRFHS educators will monitor student progress, and use the information to revise and improve teaching practices and student learning.*
- *OPRFHS will support student learning by providing all educators with professional growth and collaboration opportunities that enhance effective teaching and leadership.*
- *All OPRFHS decision-makers will set high expectations for all, while affirming and supporting teaching and learning in all policies and practices.*

Sir Ken Robinson, a noted speaker and adviser on education and creativity, challenges us to think of our current ninth-grade students, born in the year 1999, and the world into which they will retire when they finish their work careers, in the year 2066. What knowledge, skills, and processes will they need to know to participate fully, thrive, and succeed in the rapidly changing community and workplace they will encounter? The answer to that question is the key to the action steps below, which are designed to move teaching, learning, and leadership forward. Classrooms must move from using traditional instructional models, where teachers dispense information and students respond on exams, to spaces where student voice and input provide the basis for new knowledge. They must become places where applying existing knowledge and skills propels students to address real-world problems and to discover possible solutions. A sense of shared leadership will encourage all stakeholders in the school community to ensuring these and other goals of the plan are enacted. Robust instructional technologies and proven, research-based teaching and leadership methods will press teachers and administrators to align technologies with student needs and to build partnerships across both villages in support of achievement and excellence for all students.

Actions	Details	Benchmarks
1. Identify incoming freshmen’s proficiency in learning skills, and improve the skills of transition-level students.	Build a profile of students who will most benefit from increased expectations, resources, and supports.	<ul style="list-style-type: none"> • Early plan • Mid-plan • Late plan
	Develop and pilot a program of providing these resources and supports.	
	Expand program of providing these resources and supports.	
2. Write targets for collaboration, problem solving, reflection, critical thinking, critical literacy, and independent learning skills for each core class at each grade level.	Create and publish a curriculum map for each course.	<ul style="list-style-type: none"> • Early plan • Mid-plan • Late plan
	Make curricula accessible to families via the web.	

3. Change classrooms as needed to reach learning targets and Common Core benchmark goals.	Incorporate recent technology, use real-world applications, and make students participants in their own learning in all classes.	<ul style="list-style-type: none"> • Early plan • Mid-plan • Late plan
	Challenge students to lead for change and progress.	
	Accelerate learning through student-centered options.	
4. Engage stakeholders in supporting racial equity and academic success for all students.	Organize a series of community dialogues.	<ul style="list-style-type: none"> • Early plan • Mid-plan • Late plan
	Determine what data to use to measure progress in increasing engagement and addressing gaps.	
	Improve the rate of parent and community involvement.	
	Increase the level of satisfaction with equity-focused initiatives.	
5. Build on sense of shared leadership for enacting strategic plan goals.	Determine lines accountability for action steps.	<ul style="list-style-type: none"> • Early plan • Mid-plan • Late plan
	Communicate with stakeholders about their roles in the plan.	
6. Provide academic support for students so that each student experiences academic challenge and success.	Identify and increase the use of classroom practices that improve student engagement in transition and college prep classes.	<ul style="list-style-type: none"> • Early plan • Mid-plan • Late plan
	Improve student perceptions of classroom learning climate and instructional engagement in transition and college prep classes.	
	Increase student achievement in transition and college prep classes.	
	Improve student perceptions of classroom learning climate and instructional engagement in transition and college prep classes.	
	Increase student achievement in transition and college prep classes.	
7. Increase academic rigor in all courses, both core and elective, at the honors, college prep, and transitions levels.	Disaggregate course enrollment by race and gender, and examine grade distributions.	<ul style="list-style-type: none"> • Early plan • Mid-plan • Late plan
	Work with community and school organizations to develop a pilot program addressing racial and curriculum equity.	
	Narrow enrollment and grade-attainment disparities.	
	Narrow enrollment and grade-attainment disparities.	
8. Identify resources that will ensure students are known and respected in all classrooms and that accommodate different learning needs.	Determine sustainable and progress-oriented class sizes for courses and course levels.	<ul style="list-style-type: none"> • Early plan • Mid-plan • Late plan
	Determine how classes will create connected spaces for all students in the high school.	
	All students will meet career and college readiness benchmarks.	
	Reduce the predictability of race as a determining factor for student achievement.	

9. Enhance the use of technology for teaching and learning in all classrooms.	Set student and teacher technology standards.	<ul style="list-style-type: none"> • Early plan • Mid-plan • Late plan
	Implement program to improve teachers' skills.	
	Implement program to improve students' skills.	
10. Establish a summer articulation program with D97, D90, and an area university to promote internships and encourage new technologies.	Create summer camps for math, science, arts, ELA starting in sixth grade.	<ul style="list-style-type: none"> • Early plan • Mid-plan • Late plan
	Build a partnership with a nearby university for summer activities and academics.	
11. Examine and improve teaching and learning at all levels, including honors, college prep, and transition courses.	Identify student work and assessments of student-constructed assignments that will demonstrate authentic growth. Reduce discipline incidents by 10%.	<ul style="list-style-type: none"> • Early plan • Mid-plan • Late plan
	Develop a system for collecting and storing electronic portfolios of student work.	
	Demonstrate a narrowing of achievement disparities via test scores and portfolio assessments when the data is disaggregated by race.	
12. Determine class size caps that make it possible for teachers to monitor the progress of all of their students, and to employ appropriate interventions.	Class size is capped.	<ul style="list-style-type: none"> • Early plan • Mid-plan • Late plan
	Teachers will have time during every class period to check in with every student. Each student will be visible to all of his or her teachers.	
13. Set learning and course targets for all courses.	Teachers publish course targets for review and editing in all core courses.	<ul style="list-style-type: none"> • Early plan • Mid-plan • Late plan
	Teachers determine consensus course assessments for all core courses.	
	Students meet outcomes on performance and summative assessments in all core courses.	
14. Strengthen existing program of professional development.	Deepen existing opportunities for collaboration.	<ul style="list-style-type: none"> • Early plan • Mid-plan • Late plan
	Find additional ways for learning strands to integrate with one another.	
15. Address school improvement.	Incorporate positive behavior strategies.	<ul style="list-style-type: none"> • Early plan • Mid-plan • Late plan
	Incorporate non-cognitive skills that support student learning.	
	Incorporate meta-cognitive strategies that leverage students' expertise in new technology.	

	Incorporate research-based effective teaching strategies, especially student self-efficacy skills that lead to engagement.	
	Create programs that develop and involve parents as a part of leadership and professional development.	
16. Create a community mindset that the highest expectations should be set for all students and the highest level of resources should be available for all students.	Survey classrooms to determine the level of expectations in classrooms.	<ul style="list-style-type: none"> • Early plan • Mid-plan • Late plan
	All teachers will hold the same high expectations for all students in all classes.	
17. Increase adult-to-adult communication that promotes high visibility, support for teachers, access to shared decision-making and experiences, and effective feedback on work submitted.	Conduct a review of internal communication patterns and opportunities.	<ul style="list-style-type: none"> • Early plan • Mid-plan • Late plan
	Conduct a communication audit to benchmark recommendations.	
	Conduct a communication audit to benchmark recommendations.	

Goal 5: Facilities and Finances

As responsible stewards of OPRFHS assets, everyone in the OPRFHS community will make student-centered decisions relating to facilities and finances and allocate resources to ensure excellence and equity.

District 200 is in a very healthy financial condition, yet nevertheless faces significant fiscal challenges in the coming years. Enrollment is projected to grow by nearly 700 students over the next decade, requiring additional resources. Our vintage building needs improvements that include new science labs, renovated pools, and technology infrastructure. Pension reform may involve shifting costs to local districts. While facing these expenditures, the District also seeks to maintain the highest quality educational experience as possible for students. We must target resources wisely to support the goals of the strategic plan; the vision, mission, and values of the plan are the lens for focusing decision-making. Ensuring the District’s long-term stability requires careful planning to balance fiscal and instructional needs, as well as the needs of the community, which has a significant financial investment in the high school.

Actions	Details	Benchmarks
1. Develop and begin implementation of a long-term facility plan to accommodate projected increase in student enrollment.	Develop plan.	<ul style="list-style-type: none"> • Early plan • Mid-plan • Late plan
	Begin renovations/build out.	
	Complete renovations/build out.	
2. Monitor and sustain a model of future financial planning through the Finance Advisory Committee.	Launch committee.	<ul style="list-style-type: none"> • Early plan • Mid-plan • Late plan
	Assess current status.	
	Make recommendations.	