

**Oak Park River Forest High School  
201 N. Scoville  
Oak Park, IL 60302**

**Strategic Plan Steering Committee Minutes  
November 19, 2012**

Dr. Isoye opened the Strategic Plan Steering Committee meeting at 7:00 p.m., November 19, 2012 in the Staff Café of the OPRFHS, 201 N. Scoville, Oak Park, Illinois.

Members:

Nina Allen, Thrive Counseling Center	Dana Limberg, OPRFHS
Dr. Allan Alson, Facilitator	Sophia Lloyd, OPRF Community Foundation
Jan Arnold, Park District of Oak Park	Pat Maunsell, Facilitator
Marge Balchunas, OPRFHS	Melanie McQueen, Parent
Dee Brennan, Oak Park Public Library	John Messina, APPLAUSE
Mary Jo Burns, Ascension School	Kerry Nelson, PTO/P4SS
Leah Carlin, OPRFHS	Carolyn Newberry-Schwartz, Collaboration for Early Childhood
Dick Chappell, River Forest Community Center	Sharon Patchak-Layman, OPRFHS
Aleta Clardy, Community Member	Jan Pate, YMCA
Anthony Clark, Community Member	Regina Peterson, OPRF Scholarship Foundation.
Randall Clark, Community Member	Phil Prale, OPRFHS
Robert Cole, Village of Oak Park	Janice Pyrcce, Citizens' Council
Dr. Edward Condon, River Forest Elementary Schools	Bobbie Raymond, Alumni Association
JP Coughlin, OPRFHS	Brian Reilly, OPRFHS
John Duffy, Community Member	Dr. Albert Roberts, OP Elementary Schools
Valerie Fisher, OPRFHS	Latroy Robinson, Student
Joyce Gajda, OPRFHS	Nathaniel Rouse, OPRFHS
Kathryn Gargiulo, OPRFHS	Anna Schaidler, Roosevelt PTO
Nancy Guarino, Community Member	Steve Schwartz, OPRFHS
Dr. Tina Halliman, OPRFHS	Carollina Song, Gwendolyn Brooks PTO
Sheila Hardin, OPRFHS	John Stelzer, OPRFHS
Nancy Heezen, OPRFHS	Jessica Stovall, OPRFHS
Burcy Hines, APPLE	Karin Sullivan, OPRFHS
Maria Hoye, Community Member	Drew Swope, Student
James Paul Hunter, OPRFHS	Rick Tanksley, Oak Park Police Department
Dr. Steve Isoye, OPRFHS	Jane Townsley, Parent
Stephanie Jackson, Community Member	Mark Trinkka, Hephzibah
Mary Johnson, Student	Jason Tyszko, Community Member
Kris Johnson, OPRFHS	Alysia Wallace, OPRFHS
Grace Kavinsky, Student	Brenda Jones Watkins, Triton College
Ray Kennelly, Dominican University	Kimberly Werner, Supported Education Association
Kathy Kern, Parenthesis	Cathy Yen, BOOSTERS
Larry Landfair, Community Member	

Members not present: Aleta Clardy, Maria Hoye, Stephanie Rowe Jackson, Jane Townsley, Jason Tyszko, community members, Wyanetta Johnson and Burcy Hines of APPLE; Jan Arnold, Park District of Oak Park; Dee Brennan of the Oak Park Library; Sophia Lloyd of the OPRF Community Foundation; JP Coughlin, Joyce Gajda, James Paul Hunter, Dana Lindberg, Jessica Stovall, OPRFHS Faculty members, Dr. Tina

Halliman, Assistant Superintendent for Pupil Support Services; Alysia Wallace OPRFHS non-Affiliated, Leah Carlin, OPRFHS CPA; Robert Cole of the Village of Oak Park; Chief Rick Tanksley of the Oak Park Police Department; Kathy Kern of the Parenthesis; Mark Trinka of Hephzibah; and Mary Johnson, and Anthony Clark, and Latroy Robinson, students.

Visitor included Amy Hill, OPRFHS Director of Research and Assessment.

### **Ideas, Questions and Concerns**

Dr. Alson asked staff to respond to some of the questions that had been posed by committee members at the last meeting. Mr. Prale presented written responses to questions regarding Senate Bill 7. Who is responsible for compliance? What are the next steps? What are the teachers' responsibilities regarding student achievement? How will teachers be evaluated?

Dr. Alson reiterated that their questions and views would be critical, along with the surveys and the focus group responses, in determining the value statements that eventually will inform the mission statement. In addition to the issues of equity and achievement, other areas of interest have arisen: 1) articulation between and among the school districts; 2) transition of students, 3) the Early Childhood Connections, etc. The process of strategic planning is about the shaping of a plan of attack for the challenges and the issues that exist. Even though many committee members spend time in the building and have a connection with it, Dr. Alson cautioned them not to jump to easy solutions. The survey results will be discussed at the next meeting. Over 1,900 responses have been received. Dr. Alson will also prepare an exercise relating to the building of core values of a strategic plan for the next meeting.

He reviewed the dates for the next focus groups.

### **Data**

Ms. Hill shared the attendance, discipline, Extracurricular and Illinois Youth Survey (IYS) data as well as a summary of that data. The attendance data included average attendance rate by different groups, females and males, race, class, general education and Special Education, and information about those who pay full lunch price and those who do not.

The Discipline Report had been presented to the Board of Education. A question was raised by a committee member as to whether tutoring would be provided if a suspension were for less than three days. The response was yes. The most egregious infraction, a Class II infraction, is a failure to serve detention. Note: Most students do not have any infractions.

Mr. Rouse explained that the Student Intervention Director role is to maintain a positive and safe learning environment. The job descriptions include the engagement of students, conflict resolutions, etc. Teachers do not want to have students removed from class.

Again, the committee considered the following questions with regard to this data. What have you learned? What more have you learned? How does this inform the strategic plan? What can be studied to improve based on this kind of data? After time for discussion, each table was asked to make comments.

The comments/questions included:

1. Pleased with the attendance data (96% attendance rate).
2. Has the PBIS program in District 97 had an effect on those students entering the high school?
3. Can the discipline of feeder school students and their attendance be divided by academics?
4. What has been the trend with regard to Out of School Suspensions (OSS)?
5. What motivates students to be here?
6. How many infractions are unduplicated and what impact does that have? Are there back-end solutions to make additional corrections, i.e., amnesty, etc.?

7. More information must be learned as to which students fail. Who are they? What is their financial status? What is their wellness status? What can the school do to address and support their needs?
8. Is there a positive correlation between GPA and discipline infractions and extracurricular activities?
9. Can more staff be visible both inside and outside of school both before and after school?
10. What is the teacher voice with regard to the handling of discipline in the classrooms? Is the atmosphere satisfactory to them?
11. A deeper dive of the data is still necessary.
12. Has the improvement of tardiness made the school more comfortable or does this need further exploration, further disaggregation, i.e., tardies versus something else, etc.
13. What are the expectations of the community at large?
14. As part of the strategic planning process, is it appropriate to articulate the standard of behavior expected for each student? And, is the committee comfortable when it does articulate something that it can reach students to have the same understanding?
15. What is the role of faculty and students active in that standard of behavior?
16. Investigate training on both the student and the staff side?
17. Eagerness for a conversation on how the school works with resources.
18. It is a plus that the school is minimizing academic loss via suspensions, tutoring, etc.
19. More data was desired about the success or the lack of success of students and the number of suspensions given.
20. Further refinement or disaggregation of certain categories, i.e., verbal abuse, threats, and intimidation was desired. Why only three incidents of bullying? Is verbal abuse directed at staff or students? One does not know how safe students feel, if this data is not available.
21. More information on transfer students is needed. How many students transferred in as freshman from non-associate schools? Note: No matter where students come from, the high school must each them.

Ms. Hill reviewed the co-curricular participation, noting that the high school made a true effort to increase the rate of participation between the years 2010-11 to 2011-12. Overall, the numbers mirror the student demographics of race. Correlations do exist between discipline, attendance, and those who are participate in cocurriculars. GPA and attendance rates are better if students participate in cocurriculars.

Ms. Hill reviewed the summary of the IYS. The survey questions were about school climate, perceptions of community attitudes toward alcohol and drug use, etc. While Ms. Hill highlighted one section of the data, the complete survey and the responses are available on the website. Note: Parents did have an opt out opportunity.

The comments/questions included:

- 1) In order to have a real impact, the entire community must be active, not passive.
- 2) What is the participation breakdown by sports and level with regard to academic rigor, i.e., College Prep, Honors, etc.?
- 3) What is the correlation between extracurriculars and grades?
- 4) Can the IYS be disaggregated by race? No.
- 5) Both the lack of collaboration and a strong sense of competitiveness' can influence participation in both the number and the quality of experience. A sense of winners/losers is inherent in all areas, not just co-curriculars. The school must look at the "larger sense" as well.
- 6) Did students tell the truth on these surveys? What is the responsibility of the school to provide a more meaningful and effective curriculum on health education relative to drugs and alcohol? Students did not feel the present one was effective.

- 7) With regard to the IYS results, the Steering Committee's big challenge is to determine its role as to what it can and/or should do. Discussion is needed as to the type of response this school offers, such as referral of students with substance abuse issues to outside resources.
- 8) How does one draw links between the survey and the District's data?
- 9) A strong correlation exists between GPA and extracurriculars. It is advantageous to have multiple adults talking together about the students. How strongly are students encouraged to be involved? Can the District raise the number of students who participate in cocurriculars?
- 10) Permissiveness is a major issue for the community.
  - 1) How will a significant increase in cocurriculars be paid? Presently students pay \$55 per season for athletics and outside money helps to support athletics.
  - 2) A disconnect exists between the school's data and the IYS data regarding drug and alcohol abuse.
  - 3) Consider the amount of time the student spends out of school and its ability to affect that. Need to understand how to support the students.
  - 4) What power does a parent have when he/she witnesses things in the District? If a person witnesses something that occurs off school property, he/she should call 911. If something is witnessed on campus, he/she should directly to Welcome Center and ask to speak confidentially with a security person.
  - 5) IMPACT had an effective forum on substance abuse. Discussions have occurred about barriers that exist before a student comes to the high school, i.e., athletics and cocurriculars. A caution was issued about reading too much into the graph of about GPA of those students participating versus those who are not participating. Those factors may or may not enable and facilitate academic success.

### **Adjournment**

The meeting adjourned at 9:03 p.m.