

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

**Strategic Plan Steering Committee Minutes
January 12, 2013**

Dr. Isoye opened the Strategic Plan Steering Committee meeting at 9:30 a.m., January 12, 2013 in the Tutoring Center of the OPRFHS, 201 N. Scoville, Oak Park, Illinois.

Members:

Nina Allen, Thrive Counseling Center	Larry Landfair, Community Member
Dr. Allan Alson, Facilitator	Dana Limberg, OPRFHS
Jan Arnold, Park District of Oak Park	Sophia Lloyd, OPRF Community Foundation
Marge Balchunas, OPRFHS	Pat Maunsell, Facilitator
Rebecca Teasdale, Oak Park Public Library	Melanie McQueen, Parent
Mary Jo Burns, Ascension School	John Messina, APPLAUSE
Leah Carlin, OPRFHS	Kerry Nelson, PTO/P4SS
Dick Chappell, River Forest Community Center	Carolyn Newberry-Schwartz, Collaboration for Early Childhood
Aleta Clardy, Community Member	Sharon Patchak-Layman, OPRFHS
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	Latroy Robinson, Student
Valerie Fisher, OPRFHS	Nathaniel Rouse, OPRFHS
Joyce Gajda, OPRFHS	Anna Schaidler, Roosevelt PTO
Kathryn Gargiulo, OPRFHS	Joanne Schochat, District 97
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 Hoyer, 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
Ambria Jones, OPRFHS Student	Brenda Jones Watkins, Triton College
Grace Kavinsky, Student	Kimberly Werner, Supported Education Association
Ray Kennelly, Dominican University	Cathy Yen, BOOSTERS
Kathy Kern, Parenthesis	

Members not present: Maria Hoyer, Burcy Hines, Larry Landfair, Jason Tyszko, Anthony Clark, and Ronald Clark, community members; Jan Arnold, Park District of Oak Park; James Paul Hunter, Alysia Wallace, John Stelzer, OPRFHS Staff; Valerie Fisher, OPRFHS Board of Education; Rebecca Teasdale, Oak Park Public Library; Brenda Jones Watkins of Triton College, Ray Kennelly of Dominican, Grace Kavinsky, Drew

Swope, students, Mark Trinka of Hephzibah; Robert Cole of the Village of Oak Park; and Dick Chappell, River Forest Community Center.

Visitors: Bob Gale, Julie MacCarthy, Eric Adams, Tom F. Cofsky, and Rebecca Bibbs of the Oak Leaves.

The Committee members then participated in an exercise based on the article written by Richard F. Elmore on the work of school reform titled “I Used to Think . . . and Now I Think . . .” Sample statements that they created are included below.

I used to think a great education at OPRFHS was...	I now think a great education for OPRFHS is/will be...
Segregation by ability	Integration of multiple levels of abilities and learners
Education equals mastery of subjects taught	Education has “spiritual” element: window into oneself, others ideals, perspective; place in global community.
Education was linear	Education is global, beginning at birth
A good education was entirely about content learned (i.e., “the Classics” skill sets, high test scores	Social/emotional learning plays a big role in life-long success (“Soft Skills”)
Memorization of material	Critical thinking
Education and educational leadership was very individualized	It is about the collective wisdom of the whole
The ”system” of the school was abstract (not touching classroom)	The systemic nature of schools affects what happens in all aspects of the school—including the classroom
Developing cognitive skills	Not about developing non cognitive leadership, education is a journey.

The Committee was provided with examples of value statements, vision statements, and mission statements from other schools, including member schools of the Minority Student Achievement Network (MSAN). It will be the Steering Committee that will determine what it wants with regards to mission and vision statements. The Committee reviewed these statements and worked to respond to 3 different areas and subcategories. The first was to answer the question “What would Transformational Teaching, Learning, and Leadership look like in 5 years” followed by creating goals aligned with their answers. The second exercise was to develop mission statement and vision statements. The third exercise was about developing value statements. The committee inputted their responses to these exercises into the computer.

Transformational leadership implies that one moves from status quo to a new vision. Relative to transformational teaching, learning, and leadership, if the District wanted to improve outcomes for students, the starting point must be continuous improvement of teaching practices, leadership practices, student learning, community support and involvement, etc. Questions to consider would be:

- 1) Where would critical thinking and problem solving occur?
- 2) Where would a student learn self-responsibility, self-discipline, and initiative?
- 3) How would a passion for learning be instilled?
- 4) What does student voice mean in terms of learning and the school organization?
- 5) What does meaningful participation mean for students and adults in the organization of schooling?

Value statements are belief statements or aspiration and they continuously emerge. A value statement is at a higher level than a goal. Where should the school be in five years? A goal states what will be done. A list of emerging areas of interest and focus was provided to help direct this work. An example might be: “We believe all students should have equitable access to rigorous, high-level course work, etc.”

Requested were the mission/vision statements of the associate districts.

District 90 Mission

Our Mission is...To deliver excellence in education through an unwavering commitment to the whole child.

To Fulfill our Mission....

We are committed to creating an environment for our children that provides a strong academic foundation, instills a love of learning, and prepares them for a changing world.

Fundamental to our Mission...Is our commitment to an active partnership among students, educators, families and the broader community; a high-performing faculty and staff who foster individual student growth; continuous assessment and improvement of our objectives, programs and services; and fiscal responsibility and the effective management of resources

District 97 Mission and Vision statements were:

The mission of Oak Park Elementary School District 97 is to guarantee that each student achieves optimal intellectual growth while developing socially, emotionally, and physically through a system distinguished by:

- Exemplary instruction focused on each student
- Commitment to the needs of a diverse population
- Meaningful partnerships with families and the community
- Celebrations of the power of art, music, and language
- Confident students challenged to be educational risk-takers

Vision: Oak Park Elementary School District 97 will be nationally recognized for preparing students to pursue college and career opportunities through purposeful and respectful learning experiences.

Survey

Committee members received the survey results. They were informed that the survey deadline had been extended to January 6, 2013. Significant outreach to people about taking the survey was made by OPRFHS's Deborah Mittleman. While the overall results did not shift dramatically, 40 more students and 140 more community members responded. The results of the preliminary survey had shown the number of parent responses to be higher than the final results. The discrepancy occurred because originally staff having children attend the high school was counted in two separate categories—staff and parents. That discrepancy was corrected. The final results counted them as staff only. Committee members were thanked for encouraging people to take the survey.

Next Steps

The next meetings will be February 4, 11, and March 18. The objective will be to have, by February 11, the group's honed value statements, mission statements and goals. These will be used to shape the charge of the task forces' work of building action plans to reach the goals. The task forces will create steps to address and solve problems. The task forces will present their progress to the Steering Committee and the Steering Committee members can provide feedback to them. While the composition of the task forces should be mainly Steering Committee members, staff or community members with expertise and added value will be included. Committee members interested in participating should send their names and list their areas of interest by priority using the form provided in the packet. Dr. Olson envisioned the task forces would be

two times each week from February 11 to March 18. If Committee members knew of people who would interested in participating in the task forces, they should share their contact information via email. On which task force they will participate, however is not yet known.

Again, the committee's commitment to this work is much appreciated.

Adjournment

The meeting adjourned at 3:00 p.m.