

OAK PARK and RIVER FOREST HIGH SCHOOL
201 N. Scoville Ave., Oak Park, Illinois 60302

BOARD OF EDUCATION
INSTRUCTION COMMITTEE OF THE WHOLE MEETING
Wednesday, October 15, 2008
7:30 AM
Board Room

A G E N D A

- | | | |
|-------|--|-----------------------|
| I. | Call to Order | Dr. Dietra Millard |
| II. | Approval of Minutes | Phil Prale |
| III. | Student Field Science Presentations | Bill Grosser |
| IV. | Preview of Course Proposals | Amy Hill |
| V. | Update on Institutional Excellence Document | Amy Hill |
| VI. | Report on Test Prep Class | Amy Hill |
| VII. | Report on Reading | Phil Prale |
| VIII. | Additional Instructional Matters for Committee
Information/Deliberation | Dr. Dietra D. Millard |

Docket
Summer School Report
Updates on Initiatives

Copies to: Instruction Committee Members, Dr. Dietra Millard, Chair
Board Members
Administrators
Director of Community Relations and Communications
Science Division Head

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

An Instruction Committee of the Whole Board
September 18, 2008

An Instruction Committee meeting of the Whole Board was held on Thursday, September 18, 2008 in the Board Room. Dr. Millard opened the meeting at 9:45 a.m. Committee members present were John C. Allen, IV (arrived at 10:00 a.m.), Jacques A. Conway, Valerie J. Fisher, Dr. Ralph H. Lee, Dr. Dietra D. Millard, Sharon Patchak Layman, and John P. Rigas. Also present were: Dr. Attila J. Weninger, Superintendent; Philip M. Prale, Assistant Superintendent for Curriculum and Instruction; Amy Hill, Director of Research and Assessment; Nate Rouse, Principal; and Gail Kalmerton, Executive Assistance/Clerk of the Board.

Visitors included Kay Foran, OPRFHS Community Relations and Communications Coordinator and James Hunter, Faculty Senate Executive Committee Chair.

Acceptance of Instruction Committee Minutes of August 19, 2008

It was the consensus of the Instruction Committee members to accept the minutes of the August Instruction Committee meeting, as presented.

Student Travel Experiences

Ms. Milojevic provided the following chart of OPRFHS Summer 2008 Tours.

SUMMER 2008 TOURS						
Trip	Dates	Sponsor	# Students	Administrative Contact	Academic Approval	Cost
Peru	June 9 – 18	Marci DiVerdi Heather White	27	Cheryl Witham	Yes	\$3,500 (9 days) Agency: ACIS.
Costa Rica	June 11-25	Kara Bohne	21	Jack Lanenga	Yes	\$2,900 (15 days) Agency: The Monteverde Institute in Costa Rica (a biological research institute) to help coordinate the itinerary.
Japan	June 22 – July 18	Yuko Schulties	25	Attila Weninger	Yes	\$2,600 (4 weeks) Agency: IACE Travel
Florida	Aug 3 - 13	Michelle Bayer <i>Marine Biology</i>	15	Cindy Milojevic	Yes	\$1,600 (11 days) Summer school registration is not included. Agency: none, teacher planned.
Smoky Mountains	August 4 – 8 FB1	Leigh Remack Leigh Remack	11 12	Cindy Milojevic Cindy Milojevic	Yes	\$500 (5 days) Summer school

	August 10 – 15 FB2					registration is not included. Agency: none, teacher planned.
Total Number of Student Participants			111			

Scholarships provided by the Linda Levine Travel Award, the Alumni Association's Enrichment Award and the Crystal Charitable Fund have helped to expand the travel experiences of students.

Ms. Patchak-Layman asked if most of the students going on trips go on only one trip per their high school career. While there is no prohibition as to how many trips a student may take, Ms. Milojevic stated that there is a tendency for them to go on only one trip with the greatest demand coming from juniors and seniors.

Ms. Patchak-Layman felt that foreign travel was a beneficial experience for students and she wanted more students to have this experience. She asked if there were enough staff to increase student opportunities for student travel. It was reported it was not just a matter of staff, but of finances also. The trips that also act as courses are offered through the Science Division and the teachers are paid as though they were teaching a summer school course. Students who participate in those trips begin meeting in January and are deeply committed to the experience. The teachers who escort students during spring break do so on their own time without any compensation. Ms. Milojevic noted that there would be many trips this spring. Ms. Patchak-Layman wanted student travel to be a goal of the school and suggested that the trips need not be so far away. Middle schools take nature trips to the Indiana Dunes, to Springfield, etc.; these could be considered for high school students, as they are great experiences. Dr. Millard agreed, but reiterated that it was a huge commitment on the part of the teacher and a loss of his/her vacation time.

Ms. Milojevic reported that the Gospel Choir went to Disneyland. By thinking creatively, every student who wanted to and was qualified to go was able to do so. She also hoped to coordinate an Illinois college tour, etc. Ms. Patchak-Layman was impressed with the way the Concert Tour Association facilitated student travel to different events. A portion of all funds collected for their concerts is put into a fund for this purpose. If the high school were to make the experience of some sort of travel part of a student's four-year plan, the school must find ways to support that experience. OPRFHS charges for some student performances and a portion of whatever is charged could be earmarked for the support of this travel. Dr. Millard added that the students who need these experiences the most are the families with the fewest resources. Even if the funds were divided equally among the students, it would be a struggle to determine equitably whether the student whose family had resources might have equal access to this funding, as opposed to the student whose family did not have the resources. Ms. Patchak-Layman felt it was a starting point. Dr. Millard suggested that the discussion of awards/scholarships be continued in an appropriate venue.

Ms. Milojevic noted that the procedure has been put into place that spells out what happens to the unspent funds at the end of the trip. If any funds remain, parents will be asked if they want their portion reimbursed or if they would like to contribute it to a scholarship fund. She acknowledged the fact that more at-risk students were interested in participating in the trips, but the school must have the funding for them.

Next month, some of the students who participated in the summer trips will report to the Committee on their experiences.

Standardized Test Report

Ms. Hill presented the annual summary report on the standardized test reports, reflecting the scores of students who will graduate in 2008, i.e. SAT scores, PSAT. The report indicates that the ACT composite fell .3 percent. At the same time, there were small, not statistically significant, gains made in the junior class. The good news is that the drop is not statistically significant, but the school would have preferred a gain.

A review of the last six years shows the following:

1. Over the past six years, OPRFHS has not made AYP in the area of math.
2. Special Education students have made AYP in reading all six years.
3. African-American students have made AYP in reading in all but the last two years.
4. Low-income students have struggled as a subgroup in the areas of math and reading, but there is no clear pattern. However, there was an increase by low-income students in math this year.
5. The multi-ethnic subgroup, added this year, made AYP in both math and reading.

Research suggests that the more subgroups that a school has, the less likely it will be that the school will make AYP in those areas. Mr. Prale acknowledged that challenges remain. Too many students are not accelerating after they arrive at the high school. OPRFHS is still not successful in those things in which Illinois wants it to be successful. One way the administration is addressing the issues is to ask every Division Head to set a goal based on the teaching of reading in all of the classrooms. OPRFHS will continue with positive interventions that include 1) the ACT Prep Class, 2) the expansion of the reading areas of Special Education, i.e., the number of reading program licenses for computers has doubled, and 3) the training that has been provided to both regular and special education teachers. Ms. Hill, comparing the ACT scores of last year's juniors in math, reading and science, to the scores they earned as sophomores shows 1) 82 percent had growth at or above the expected range of growth from practice to real test, and 2) 54 percent had growth that exceeded the expected range. Thus, more than half of the students are growing at rate faster than anticipated. She will disaggregate the data for reading and science as well.

Dr. Lee asked if there were anything that went into the composition of the national SAT I average that made it somehow different from OPRFHS. He found it odd that the average

African-American student scores in all three areas of reading, math, and writing was way above the national average. That says something about the national average. Only those students who intended on attending a select school, usually on either the East or West Coast, would take the SAT. A self-selected group of students takes this test. The number of African-American students taking this test was 14. Mr. Rigas stated that the trend is going away from requiring the SAT test, especially on the West Coast. Mr. Prale suggested that it would be prudent to ask the students who attended college about their experiences at the high school, e.g., what courses had they taken, etc. The school needs to open up rigorous curriculum to the talented students and recruit more students for those courses. That is where the gains are made. Until the high school does that on a consistent basis, it will not see an overall increase. All African-American students are accounted for in the ACT scores. The only students not included in the ACT were those who tested with accommodations, as that information was not provided. ACT scores reflect the total scores.

Ms. Patchak-Layman felt a .3 downturn was alarming. She sensed that the District was just moving along a little at a time when 80 percent of the students were not having the experience the school desires them to have. While Mr. Prale observed that as much as OPRFHS wants to be different in its approach, it was striking to him, when looking at the data, how similar it is to the other schools in the state and in the nation. Students will meet state academic expectations on the ISAT in the eighth grade and then decline. OPRFHS's averages may be better at both levels, but because it is not able to close the achievement gap in three years means it is more similar to other schools in the State than not. To make that kind of intense change means a change in thinking, a different way to allocate resources. Everyone must think differently.

There was consensus that the Board has been focusing on the minutia and not on the hard aspects. Mr. Rigas suggested talking with OPRFHS graduate Michael Feinberg about his model, the KIPP School. This is a year-round school and each day ends at 5:00 p.m. While a change such of this would be costly, the Board of Education should discuss this.

Mr. Prale noted that some students can meet the ISAT requirements but cannot meet the college readiness standards in EXPLORE. He suggested working with parents before they arrive at the high school about the placement of students in the right classes. A strong Board of Education policy and determined conversation with the parents is necessary as to why the school wants the student enrolled in a particular class. Problems arise when parents sign overrides, allowing their students to take higher-level classes, which they are not prepared to do.

Mr. Rigas asked how many students attend the high school who should not be out of the eighth grade. Mr. Prale replied that they numbered 12 to 20, explaining that these students come to the high school for mandated summer school, to acquaint them with the building and to develop their skills. Mr. Rigas stated that if this is a community issue, then District 97 should be engaged in the issue. The school has to think more broadly; OPRFHS just maps the State of Illinois and the national average of the ACT scores.

Ms. Patchak-Layman felt it was the whole package, it is not just the students, and it is not just the parents. Dr. Lee disagreed. As a practical matter, one cannot do everything at once. One must decide what kinds of things have the greatest priority and then start working on those. As other problems arise, they are addressed. Dr. Lee felt that the school should first determine the students' reading proficiencies. Then the school should inform the parents of those students about their children's deficiencies and how the school will remedy the reading deficiencies. The school must then put the students in the appropriate programs. The parents must be informed that the school understands their opposition to this idea, but the Board of Education stands behind this decision. Dr. Lee was willing to take criticism for that decision. Mr. Prale said that the school was putting about seventy (70) of these students in Learning Support Reading classes instead of study halls and they were receiving support from their teachers.

Dr. Lee wanted to create the resources to find out what the needs of these students were. Ms. Patchak-Layman said it would entail redirecting the job description. Mr. Rigas suggested it would be probably mean having smaller groups and, thus the need for more resources.

Dr. Lee was unclear as to how much the school could do when it was unclear as to what the reading needs of students were. Mr. Prale offered to bring that information next month as the freshman students had just taken a reading test, which they would retake at the end of their sophomore year. Dr. Lee asked if the school knew if the students' problems have to do with vocabulary, comprehension, etc. He felt a more in-depth analysis was necessary. While a company such as Woodcock Johnson or another detailed-analysis company could do such an analysis, Mr. Prale stated that it would be a greater investment in dollars and time. Mr. Rigas felt that if the high school spent more on resources upfront, less might be spent on the backend. Mr. Rigas was willing to try other options. Research shows that behavior in the building changes when you have uniforms. Mr. Prale stated that with the implementation of PBIS, there has been improvement in behavior in the ED Program that serve 120 students, but no academic improvement. Mr. Prale responded to a question from Mr. Rigas that there had been no academic increases directly tied to the SOLO Program.

Dr. Lee asked if the school had the ability to obtain data now that Dr. Spight was employed full-time elsewhere. Mr. Prale stated that Dr. Spight was still being responsive to the District's requests but he was no longer located in the building. Dr. Lee wanted data to see if the changes in the discipline system had an effect on the students' academics. Mr. Prale stated that Dr. Spight was busiest at the end of the semester and at the end of the year, as those were the times when reports were due. Periodic reports are being produced internally to get a pulse of how things are progressing. Dr. Weninger reminded the Board of its No. 2 Goal. The District will review the job description of the institutional researcher position and determine the high school's needs, as this is an important position to the District.

Dr. Weninger acknowledged that this set of data on African-American students was inexcusable, but that it is inexcusable from a variety of viewpoints. Dr. Ronald Ferguson,

a researcher at Harvard and participant in MSAN, said that the achievement of African-American students who come from homes with college-educated parents was less than those Caucasian students whose parents were high school dropouts. Dr. Ferguson felt this was inexcusable and put onus on the parents. Dr. Weninger stated that the school is doing some things and it can do more. By School Code, District 200 could enter into an agreement that would say that all students not achieving at a certain level would be required to go to summer school at the high school. The high school would pay for it. OPRFHS has six targeted programs, as well as several others directly focused on these students, but the results of those programs/interventions will not be seen until this freshman class is in its junior year. Dr. Weninger remembered Dr. Lee saying that he did not believe the achievement gap would be solved for another ten (10) to fifteen (15) years and Dr. Ferguson said it would be twenty (20) to thirty (30) years before it would be accomplished. There is a sense of urgency to address the gap and the high school is doing so. Even if District 97 moved to fix the problem, it would not help the 15 percent of those students who transfer from Chicago Public Schools (CPS).

Dr. Lee asked if the high school were in a position to tell what the difference is between a student who transferred in from CPS, River Forest, or Oak Park. Ms. Hill noted that they can be identified but the high school does not have the data as to when students entered either District 90 or District 97. Mr. Rigas stated that the Achievement Gap report showed that the gap was much wider with students transferring from CPS.

Dr. Millard stated that the piece she does not know how to address is that of the parents being able to trump the system. Parents have a culture that they do not want their students in a remedial program. How does the school assist the parents and the students understand that the school has a long-term interest in helping them? This is a cultural issue. Mr. Rigas disagreed, as parents who want their children to succeed would object more to remedial classes than those parents who are just not involved. A bigger problem for the achieving African-American students is that their peers are telling them they are acting "white."

Dr. Lee suggested the District track those students whose parents override the school's recommendations and then compare the records at the end of a two-year period against those students who parents supported the school's recommendation. If there were no difference, then the present policy would be right. When talking about policy issues, a period of two years is a reasonable time request to gather information.

Mr. Prale stated that the administration could work with Division Heads, per the Board of Education's direction, regarding reading. He also referenced the suggestion of Dr. Weninger and Mr. Rigas regarding implementing a mandatory summer school. This could start with a larger conversation within the community and discussed at a joint board meeting with the three boards of education. Mr. Prale also felt, however, that there might be a racial component to that conversation. Dr. Lee felt that a joint board meeting would bring about positive changes. Mr. Allen stated that the terms must be defined. Mr. Rigas felt that Dr. Ferguson's data showing that the students of African-American, college-educated parents achieving below the level of students of Caucasians parents who

had dropped out of high school would not be consistent in these communities. Mr. Rouse stated that there were other parts to that conversation, but that Dr. Ferguson had presented that because he wanted the focus to be on the parents and their roles. Mr. Prale added that in 1996, Ed Gordon, a professor of psychology and whose philosophical beliefs underpinned MSAN, wrote reports for the College Board in the mid-1990's on one indicator of success—the mother's education. In some ways, the success of white mothers with high school diplomas was the same as African-American mothers who held a college degree.

Dr. Lee felt that this conversation gives the District a new handle on engaging the community and parents. Parents of fifth graders can start to think about how they will get their children into high school with the same degree of intensity that parents of high school students think about how they will get their children into college; they will have to prepare their students to be admitted to OPRFHS. OPRFHS must have a program that can be defensible. Mr. Prale stated that one math teacher wants students to have pre-algebra in the fifth grade.

Ms. Patchak-Layman stated that if one wants everyone perfect coming into the high school, then one is saying that you have standards and if one does not fit the standard, even if it were a homogenous group, they would not fit. The high school cannot continue to say that if Districts 90 and 97 did this and this, then those students would be perfect for the high school. This does not work on a continuum. Dr. Lee agreed and stated that OPRFHS needs a defensible program before it starts legislating admonition standards. Ms. Hill stated that some of this conversation is not the District's standards, but the standards being projected for college readiness. Ms. Patchak-Layman said the high school must say that from wherever a student comes, the high school will get to be college ready. Dr. Millard stated that making up this deficiency was an ambitious goal depending on the level the student begins with when he/she enters the high school. Ms. Patchak-Layman stated that the high school has to look at its standards. Will the standard allow the student to do the problem solving skills and pick up content along the way? It is a balancing act. The high school must start talking differently and not differentiate. Dr. Lee asked if the high school could say one had to be able to read at the seventh grade reading level to come to the high school. Mr. Prale suggested that if students could not read at a specified grade level, they would be enrolled in a reading class. Ms. Patchak-Layman felt that if students could not do what was prescribed when they came to the high school, they should be provided support.

Mr. Hunter liked the idea of saying that if a student does not graduate from eighth grade; he/she will not go to high school. In the world of being held accountable, one has to say here is the action plan to deal with things and the help of parents is needed in order for the students to achieve. If parents choose not to do something, why does the school have to be held accountable? The Chicago Public Schools do not move students to high school until they are ready and over 8,000 students went to summer school this year. The problem, however, will be that OPRFHS will look like it has racial programs because the majority of students who will qualify for them will be African-American. Ms. Patchak-Layman noted that there were ways of educating students without saying you, you, and

you. Mr. Hunter stated that pulling out students and giving them directed instruction was the only beneficial way to educate them.

Mr. Rigas observed that the meeting was again over, that this had been great conversation, but the Board of Education had not moved forward. Mr. Rouse stated that he and Mr. Prale were meeting with the feeder schools to highlight what the high school is trying to do. Hopefully, this will be a dialogue and they will find out what the feeder schools do as well. Mr. Rigas reiterated his frustration that the Board of Education had not moved forward. It was not a matter of pointing a finger. Mr. Hunter was confident that the school was trying to move forward but that the Board of Education continues to do the same thing. Dr. Lee asked if the level of talk had been the same as this during the last seven years. Mr. Rigas stated that it had been in the last three years, because of the phase-in money.

Mr. Prale stated that he would update the list of initiatives for the Board of Education. Mr. Allen was frustrated with not feeling that things were being accomplished. He wanted to hear new ideas. If the Board of Education has only 15 percent of the budget to do things with, he wanted to hear ideas. Dr. Lee suggested looking at what programs were and were not working. Ms. Patchak-Layman added that this had been one of last year's goals.

Mr. Allen wanted to talk more about the Baldrige Method that Ms. Patchak-Layman had brought up previously. He wanted to bring something in to determine how this school functions and how it puts in its processes. He wanted to hire a person, even temporarily, to help bring the school a method that would help it to function. It will require a financial commitment to make this happen. Dr. Millard suggested having a conversation about the Baldrige Method, what it would cost, etc. Mr. Rigas suggested contacting Mrs. Zinni, resident of River Forest, an employee of the Palatine School District, as she went through the Baldrige process and was very impressed. He suggested she come before the Board of Education to talk about it. Mr. Prale was also familiar with a number of districts who used it. Ms. Patchak-Layman stated that having a framework takes a long time and allows one to go on to the next conversation. At this time, there are no overall questions that lead to the next set of actions or conversations. Dr. Millard stated that the high school had no direction at this point. There was consensus to have a conversation regarding the Baldrige Method at next month's Instruction Committee meeting. Mr. Allen wanted to focus on a high level and this may be a Board of Education's initiative.

Miscellaneous

Ms. Patchak-Layman felt the Board of Education must discuss the indicators and the measures of success of the goals. Mr. Prale informed Dr. Millard that Dr. Weninger would be sending something to the Board of Education members on this issue. Ms. Patchak-Layman, noting that there was a second part to this issue, stated that the Board of Education was to have a conversation.

Dr. Millard summarized that next month's agenda would include:

- 1) Reading Scores;
- 2) Diagnostic activities; and
- 3) The Baldrige method.

If any other Board of Education member had any additional requests, he/she should provide them to her or to Mr. Prale.

Adjournment

The Instruction Committee adjourned at 11:05 a.m.

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

201 North Scoville Avenue • Oak Park, IL 60302-2296

TO: Board of Education
FROM: Amy Hill
DATE: October 15, 2008
RE: Update on Definition of Institutional Excellence

BACKGROUND

Since January 2008, we have been working to develop a set of outcomes, indices, timelines, and benchmarks for measuring student achievement as one component of a comprehensive definition of institutional excellence. The Instruction Committee of the Board of Education received an update of the work last May. Since that time, a draft document has been reviewed and revised with input from a variety of stakeholders, including students, faculty, community members, division heads, and district leadership.

SUMMARY

See the attached document.

FUTURE DIRECTIONS

Over the course of the current school year, we will continue to review and revise the specific components of this document with stakeholder input. We will also determine how the values of achievement will be mapped or assigned across the curriculum, the co-curricular area, and the areas of Student Services and Student Health and Safety. Finally, we will determine responsibility for measuring and reporting student growth in each area and calendarize the reporting responsibilities.

**--WORKING DRAFT-- OPRFHS Definition of Institutional Excellence
October, 2008**

Oak Park and River Forest High School will develop, assess, and revise programs through which all students achieve their maximum potential in each of the following areas.

I. Academic Knowledge. Students will master essential content, skills, and processes in each academic area.

Values of Achievement	Indices	Timeline for Measurement	Benchmark/Goal
1. Mathematics/Numeracy 2. Science 3. English, Literacy, Communication 4. History, Government, and Economics 5. World Languages and Cultures 6. Fine and Applied Arts 7. Wellness and Safety	EXPLORE	Nov-Jan 8 th grade	Baseline measure. College Readiness Benchmarks ¹ in each subject area are as follows: English—13; Math—17; Reading—15; Science—20.
	PLAN	April 9 th grade	All students score at/above College Readiness Benchmarks ² for the PLAN test
	I-ACT	April 10 th grade	All students score at/above College Readiness Benchmarks ³ for the ACT test
	ACT	April 11 th grade	All students score at/above College Readiness Benchmarks for the ACT test
	AP Exams	May	100% participation among students enrolled in AP courses
	Results of final exams/final projects	Bi-annually: January and June	90% qualifying scores (3, 4, 5) All students earn passing grades and demonstrate proficiency or better on assessed outcomes
	Semester course grades	Bi-annually: January and June	100% pass rate
	Student wellness profile ⁴	TBD in collaboration with PE Division and Wellness Committee	TBD in collaboration with PE Division and Wellness Committee
	Illinois Youth Survey	Bi-Annually: sophomores and seniors	Declining rates of self-reported substance use/abuse TBD
	All-GPA (unweighted) ⁵ Select GPA (unweighted) ⁶ Weighted (indexed) GPA ⁷	Bi-annually: January and June	TBD with input from stakeholders

¹ ACT has determined College Readiness Benchmarks for each of the EXPLORE, PLAN, and ACT tests based upon analysis of the test scores of over 90,000 students and the correlation between their scores and their grades in entry-level college courses. Students achieving a benchmark score in any given subject area have a 50% chance of earning a B or better in their entry-level college course in that subject and a 75% chance of earning a C or better in the course.

² College Readiness Benchmarks on the PLAN test are as follows: English—15; Math—19; Reading—17; Science—21.

³ College Readiness Benchmarks on the ACT test are as follows: English: 18; Math—22; Reading—21; Science—24.

⁴ To be developed in collaboration with Physical Education Division and Wellness Committee.

⁵ All-GPA includes grades for all courses.

⁶ Select GPA excludes grades earned in PE, driver education, academic strategies, academic support, musical performance groups, school publications, and Newscene.

⁷ The weighted (indexed) GPA is calculated using a multiplier that is determined by the number of honors/AP courses a student takes, up to the equivalent of three per semester.

II. Key Cognitive Strategies⁸. Students will develop the thinking skills necessary for life-long learning and for success in education and the workplace.

Values of Achievement	Indices	Timeline for Measurement	Benchmark/Goal
<ol style="list-style-type: none"> 1. Intellectual openness 2. Inquisitiveness 3. Analysis 4. Synthesis 5. Reasoning, argumentation, proof 6. Interpretation 7. Precision and accuracy 8. Problem Solving 9. Creativity 	<p>Collections of evidence⁹</p> <p>TBD with input from faculty, division heads, and administrators</p>	TBD with input from faculty, division heads, and administrators	TBD with input from faculty, division heads, and administrators

III. Academic Engagement. Students will develop behaviors and attitudes that support their maximum academic achievement and the pursuit of life-long learning.

Values of Achievement	Indices	Timeline for Measurement	Benchmark/Goal
<ol style="list-style-type: none"> 1. A growth mind-set of intelligence¹⁰ 2. Self-monitoring 3. Study skills 4. Academic integrity 	High School Survey of Student Engagement	Annually, for sophomores and seniors: April	Sustained or increasing Cognitive/Intellectual/Academic Engagement value ¹¹ within each student cohort
	Plus One Awards ¹²	Bi-annually: February and September	
	Skyward Student Access rates	Bi-annually: January and June	
	Results of final exams/final projects	Bi-annually: January and June	All students earn passing grades and demonstrate proficiency or better on assessed outcomes
	Semester course grades	Bi-annually: January and June	100% pass rate
	Tutoring center statistics	Bi-annually: January and June	Usage, demographics
	C-Pass to Play Study Table participation	Bi-annually: January and June	100% participation among assigned students

⁸ The terms *Key Cognitive Strategies* and *Academic Behaviors*, as well as many of the specific values of achievement in these areas, come from the work of David Conley at the University of Oregon.

⁹ A collection of evidence “is different from the more familiar ‘portfolio’ in that it is focused on a particular set of criteria...Collections of evidence are more structured than portfolios and are scored using more rigorous methods and instruments.” Conley, David T. *Toward a More Comprehensive Conception of College Readiness*, 2007.

¹⁰ Dweck, Carol. “The Perils and Promises of Praise,” *Educational Leadership*, October 2007. The growth mind-set of intelligence sees intelligence as malleable—a quality that is shaped by one’s efforts. This view is contrasted by a fixed mind-set of intelligence, which regards intelligence as a fixed quantity, probably genetically determined, that can not be increased by individual effort. Dweck’s research posits that a student’s mind-set toward intelligence shapes his or her willingness to persevere in the face of academic challenges.

¹¹ Cognitive/Intellectual/Academic Engagement “describes students’ effort, investment, and strategies for learning—the work students do and the ways students go about their work. This dimension can be described as ‘engagement of the mind.’” *High School Survey of Student Engagement 2008 School Report*. Indiana University, September 2008.

¹² Plus One Awards are given each semester to students whose select GPA has increased by one full point compared to the previous semester.

IV. Habits/Modes of Work. Students will develop healthy personal and interpersonal work habits for success in education and in the workplace.

Values of Achievement	Indices	Timeline for Measurement	Benchmark/Goal
Resolve conflicts constructively	Discipline statistics	Bi-annually: January and June	TBD with input from stakeholders
	Peer Mediation Rates of Success	Bi-annually: January and June	
	Results of FREE and MUREE	Bi-annually: January and June	
	Number of Academic Honesty Policy Violations	Bi-annually: January and June	
Behave ethically in matters of work, relationships, and the environment	Attendance and tardy statistics ¹³	Bi-annually: January and June	95% daily attendance rate <2% daily tardy rate
Attend classes regularly and punctually			
Demonstrate self-advocacy, self-efficacy, responsibility, and resourcefulness	Rates of participation in independent study, SILC, Triton dual credit, internships	Bi-annually: January and June	TBD
	Effective use of Naviance for college search and application process		
Independently navigate complex systems	Completion of college application	TBD	TBD

V. Technology. Students will develop the capacity to use technology to learn, live, and work.

Values of Achievement	Indices	Timeline for Measurement	Benchmark/Goal
<u>Information Literacy</u> 1. Access information efficiently and effectively 2. Evaluate information critically and competently 3. Use information accurately and creatively 4. Information related to personal interest 5. Ethical behavior in regard to information and information technology	Develop an assignment topic and/or thesis statement	TBD	TBD
	Articulate keyword search strategies	TBD	TBD
	Identify and use library resources (books, subscription databases)	TBD	TBD
	Evaluate internet resources	TBD	TBD
	Gather and organize relevant information	TBD	TBD
<u>Technology Literacy</u> <u>Application Skills</u>	Create a work product that includes source citations	TBD	TBD
	Keyboarding Word processing Excel Presentation software	TBD	For all students: Keyboarding/35 wpm/3 min/5 errors Word processing/70% accuracy on SAM Test Excel/70% Accuracy/ SAM test

¹³ The goal is improved attendance rates and declining rates of tardiness and disciplinary referrals.

VI. Social-Emotional Wellbeing. Students will pursue growth and development in the following dimensions of self.

Values of Achievement	Indices	Timeline for Measurement	Benchmark/Goal
Emotional Development	High School Survey of Student Engagement	Annually, for sophomores and seniors: April	Sustained or increasing values in the dimension of Emotional Engagement ¹⁴ within each student cohort
	School and community support services referrals, usage, and outcomes ¹⁵	Bi-annually: January and June	TBD
Social Development	Co-curricular transcript ¹⁶	Bi-annually: January and June	All students sustain participation in one or more co-curricular activities for at least one year during high school ¹⁷
	High School Survey of Student Engagement	Annually, for sophomores and seniors: April	Sustained or increasing values in the dimension of Social/Behavioral/Participatory Engagement ¹⁸ within each student cohort
	Statistics on Code of Conduct violations	Bi-annually: January and June	Declining rates of disciplinary infractions/code of conduct violations TBD

¹⁴ Emotional Engagement “emphasizes students’ feelings of connection (or disconnection) to their school—how students feel about where they are in school, the ways and workings of the school, and the people within their school. This dimension can be described as ‘engagement of the heart.’” *High School Survey of Student Engagement 2008 School Report*. Indiana University, September 2008.

¹⁵ We hope to track outcomes for students whose needs are addressed internally as well as for students who are served by outside agencies such as Family Services.

¹⁶ The co-curricular transcript would provide a detailed account of a student’s participation in co-curricular activities over the course of his/her high school years.

¹⁷ OPRFHS recognizes that many students are involved in activities outside the school that contribute to their social and emotional development. We acknowledge the value of these pursuits, though we may be unable to reliably document students’ outside activities.

¹⁸ Social/Behavioral/Participatory Engagement “captures students’ actions in social, extracurricular, and non-academic school activities, including interactions with other students—the ways in which students interact within the school community. This dimension can be thought of as ‘engagement in the life of the school.’” *High School Survey of Student Engagement 2008 School Report*. Indiana University, September 2008.

VII. Post-Secondary Planning and Readiness. Students will develop a comprehensive plan for secondary and post-secondary success.

Values of Achievement	Indices	Timeline for Measurement	Benchmark/Goal
Pursue a post-secondary path in education and/or employment, understanding and applying a variety of strategies and skills.	Individual academic plan for freshman year	February of 8 th grade year	Completed course planning form
	Individual academic plan for sophomore, junior, and seniors years	November 1 of freshman year	Completed course planning form
	Individual plan for post-secondary education and/or employment ¹⁹	January of senior year	TBD with input from counselors and other stakeholders
	College/Career Readiness Portfolio ²⁰	January of senior year	TBD with input from counselors and other stakeholders
	Navigate reports, e.g. College Matriculation Report, Student Outcome Statistics ²¹	September following graduation	TBD with input from counselors and other stakeholders
	Proportion of graduates meeting ACT College Readiness Benchmarks in each subject area	August following graduation	All students meet College Readiness Benchmarks in all areas
	Graduate survey ²²	One year and five years after graduation	TBD with input from stakeholders
	Annual report from Illinois State Colleges	Spring	TBD with input from stakeholders

VIII. Citizenship and Civic Responsibility. Students will prepare for full and responsible participation in the local community and beyond.

Values of Achievement	Indices	Timeline for Measurement	Benchmark/Goal
<ol style="list-style-type: none"> 1. Participate in/contribute to the local community in a meaningful, sustained, and self-directed manner 2. Participate in the democratic process 3. Develop civic efficacy 	Voter registration rates	TBD	All eligible students register to vote
	Co-curricular transcript	Bi-annually: January and June	All students sustain participation in one or more co-curricular activities for at least one year during high school
	Participation rates in service-oriented activities (e.g. SILC, Best Buddies, Tau Gamma, MAC Scholars), and results of those activities	Annually: June	TBD

¹⁹ Naviance (a program used by OPRF counselors) provides opportunities for the development and documentation of such plans.

²⁰ Naviance can store student resumes, completed common applications, high school transcripts, and other elements of a readiness portfolio.

²¹ The College Matriculation Report “provides a list of each student that has made a choice to attend a college and the name of that college.” Student Outcome Statistics “provide summary level and detailed breakdown of post-secondary outcomes by college type (2 yr, 4 yr, etc.), ethnicity, and gender.” <http://workspace12.naviance.com/studentsmainreports/reports.php>. Accessed online June 11, 2008.

²² To be determined; ready-made surveys are available for purchase from ACT and other organizations; models of high school exit surveys are also available online.

IX. Valuing Diversity. Students will value individuality and diversity while sharing in the universal human experience.

Values of Achievement	Indices	Timeline for Measurement	Benchmark/Goal
<ol style="list-style-type: none"> 1. Demonstrate a willingness to function outside of one's own cultural norm and comfort zone 2. Develop an understanding and acceptance of other cultures. 3. Respectfully and skillfully communicate with people of other cultures, races, genders, and religions. 4. Understand and accept the role of race, class, religion, sexual orientation, gender, and disabilities in society and in identity formation. 	Successful completion of World Language course sequence (e.g. 1 year, 2 years)	TBD	TBD
	Successful completion of a course that promotes cultural pluralism	TBD	TBD
	Participation in exchanges/excursions (e.g. Italy trip, India trip)	TBD	TBD
	Other measures TBD	TBD	TBD

Notes:

- There was a suggestion by SIP team members to include a tenth category for parent involvement/support/education.
- There was a suggestion by DLT members to include an eleventh category for administration, faculty, and staff
- FSEC members expressed concern that in its focus on student achievement, this document reflects just one component of institutional excellence, a broader definition of which would include, among other things, the richness of the curricular and co-curricular opportunities for students and the dedication, expertise, and accomplishments of the faculty.

Oak Park and River Forest High School

District 200

201 North Scoville Avenue • Oak Park, IL 60302-2296

TO: Board of Education
FROM: Amy Hill
DATE: October 15, 2008
RE: PSAE/ACT Test Prep Results

BACKGROUND

Each year in the spring we offer ACT test preparation opportunities to our junior students. During the second semester of 2007-2008, in addition to the privately-run ExcelEdge course we have facilitated for years, we ran a for-credit course called College Admissions Preparation (CAP), whose curriculum was primarily test preparation for the ACT and WorkKeys exams that comprise the PSAE. We identified students whose prior standardized test scores and junior year math courses suggested that they were within reach of meeting standards on the PSAE if they were given additional support. Forty students enrolled in the course, which met every day throughout the second semester. Students received preparation in all of the ACT subject areas—English, math, reading, and science; however, this report focuses on their test results in reading and math.

SUMMARY OF FINDINGS

Test results for the CAP participants reveal a mixed picture with regard to the effectiveness of the program. Within the group of 40, matched test scores from the sophomore year IACT and junior year PSAE-ACT are available for 37 participants. Their results can be compared to a control group of 42 students who were invited to participate in the CAP course but declined or were unable to do so for scheduling reasons. CAP students were more likely than their control group peers to see score gains in reading beyond the predicted range of growth from the IACT to the PSAE-ACT (54% v. 33%). In math, CAP students were more likely to grow within or beyond the expected range of growth than were students in the control group (78% v. 62%), though the proportion with scores beyond the expected range of growth was only slightly higher than among the control group.

On absolute measures, the CAP students also demonstrated higher performance than their non-prepped peers. The average reading score for CAP was 18.2, compared to 17.2 for the control group; the average math score for CAP was 18.1, compared to 17.2 for the control group. However, the CAP averages were well below the junior class average (23.4 in reading and 23.2 in math) and the average for students enrolled in the ExcelEdge test prep program (25.6 in reading and 26.9 in math).

CAP participants were only slightly more likely than students in the control group to meet or exceed standards in reading on the PSAE (27.5% v. 26.2%), and they were far less likely to meet or exceed compared to students in the junior class, as a whole (67%), and to students in the ExcelEdge course (82%). In math, nearly twice the proportion of CAP students met standards compared to the control group (40% v. 21%); compared to the overall group (69% Meets/Exceeds) and to the ExcelEdge group (84% Meets/Exceeds), CAP students met and exceeded standards at a much lower rate.

The analysis indicates that participation in the CAP course had an overall positive impact on students' test performance, though the effectiveness in helping students meet standards was less than we had hoped.

RECOMMENDATIONS

We should offer two CAP sections again this spring, working with last year's results to hone the program and perhaps tailor instruction more specifically to individual students' needs. It is worth noting that in both reading and math, seven CAP participants missed the cut score for meeting standards by five or fewer points (on a 200-point scale). A more explicitly data-driven instructional approach would help teachers more effectively identify students' areas of strength and weakness and monitor their progress toward meeting standards.

PROPOSALS
FOR
ADDITION, REVISION, AND DELETION
OF COURSES
FOR
2009 – 2010

October 15, 2008

Oak Park and River Forest High School
Oak Park, Illinois

Oak Park and River Forest High School
District 200

201 North Scoville Avenue • Oak Park, IL 60302-2296

TO: Instruction Committee of the Board of Education
FROM: Amy Hill
DATE: October 15, 2008
RE: Course Proposals for 2009–2010 Academic Catalog

BACKGROUND

Each fall the divisions and departments undergo the Course Proposal process whereby they may advocate for the addition of new courses, explain the need to delete current courses, and propose revisions to current courses.

SUMMARY OF FINDINGS

The accompanying booklet contains the course proposals for the 2009–2010 school year. These proposals are submitted first to the Instruction Committee to give the Board an opportunity to provide input at the start of the process that the school uses for considering, recommending, and approving course proposals. Of the 25 proposals, 9 would create new courses, 8 call for the deletion of a course, and 8 propose course revisions.

BUSINESS EDUCATION DEPARTMENT

Add Sport Management, a 1-semester course which offers a comprehensive introduction to the sport management industry. The project-based curriculum provides students with hands-on opportunities within the OPRFHS Athletic Program. Along with Sport Marketing, this course would build a sports marketing/management continuum for our students.

Add College Accounting A, a year-long course designed for students who plan to operate their own business or major in business in college. This college-level course is designed to prepare our students for the CLEP Accounting test which is accepted by most universities.

ENGLISH DIVISION

Add Senior Composition, a 1-semester writing elective course for seniors to raise written communication skills. The course focuses on practical writing skills necessary in school and the workplace.

Oak Park and River Forest High School

District 200

201 North Scoville Avenue • Oak Park, IL 60302-2296

MATHEMATICS DIVISION

Delete 2022 Survey of Algebra 1 because of lack of enrollment.

Delete 2062 Survey of Algebra 2 because of lack of enrollment.

SPECIAL EDUCATION DIVISION

Learning Development Program. Add Intermediate Algebra 1-2 Self-Contained to provide a second year of algebra to students in a self-contained academic setting.

Emotional Development Program. Add Computer Applications, a 1-semester course, to offer an introduction to computer technology to increase students' knowledge of computer use and applications. Successful completion of this course would fulfill the computer proficiency graduation requirement.

Add Introduction to Marketing, a 1-semester course to provide a foundation to students interested in pursuing a career in advertising.

TEAM. Add Recreation and Leisure 1-2 to teach recreational and leisure skills to TEAM students, thus assisting them in developing social skills.

WORLD LANGUAGES DIVISION

Add Chinese 3-4 to continue the development of the four language skills in Chinese.

Delete 411 French 1-2A because of lack of enrollment. Students would enroll in the French 1-2 course.

Delete 450 Italian 1-2A because of lack of enrollment. Student would enroll in the Italian 1-2 course.

Revise 499/2 World Languages & Cultures to make it a 2-semester course to ensure that both semesters of the course are open to students who need to satisfy the World Languages requirement.

RECOMMENDATIONS

It is hereby recommended that the attached course proposals be adopted by the Board of Education for the 2009 – 2010 Academic Catalog.

The Business Education Department

OAK PARK AND RIVER FOREST HIGH SCHOOL
PROPOSAL FOR ADDITION OF A NEW COURSE

DATA (Please Type All Information)

<p>Division: <u>Business Education</u></p> <p>Department (if pertinent): <u>Business Education</u></p> <p>Course Title: <u>Sport Management</u></p> <p>Length of Course: Semester <u>X</u> Year _____</p> <p>Credit Earned: <u>1</u> Applied Arts Credit _____</p> <p>Course Student Fee (if any): _____</p> <p>Field Trips? No: _____ Yes, Number Anticipated: <u>2</u></p>	<p>Textbook Title: <u>Principles and Practice of Sport Management, Third Edition</u></p> <p>Textbook Cost: <u>\$80.00</u></p> <p>Additional Equipment Costs: _____</p> <p>Additional Supplies Costs: _____</p> <p>Course will first be offered:</p> <p style="text-align: center;">Semester <u>1st</u> Year <u>2009-2010</u></p>
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DESCRIPTION

Formal Course Description for Academic Catalog: Sport Management offers a comprehensive introduction to the sport management industry. From the basic knowledge and skill sets of a sport manager to the current trends and issues of the sport management industry, this class provides the foundation for students as they study and prepare for a variety of sport management careers. Students will learn how to apply their new knowledge and skills to any segment in the sport industry from high school to the international arena. Students will gain a solid understanding of sport management structures and learn to apply principles such as sport ethics to the many segments and support systems of the industry. Students will be encouraged to be involved as an athletic team manager. Students will be taught through a project-based curriculum which includes many hands-on opportunities within the OPRFHS Athletic Program.

UNITS

Course Units: History of Sport Management, Management Principles Applied to Sport Management, Marketing Principles Applied to Sport Management, Legal and Ethical Principles Applied to Sport Management, Amateur Sport Industry, Professional and International Sport, Facility and Event Management.

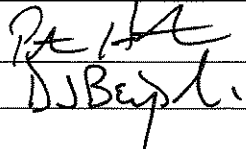

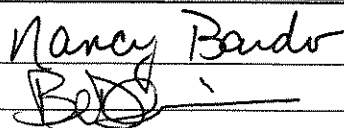
NEED

Reason For Course Proposal: OPRFHS can build a Sports Marketing/Management continuum for students. There is also a general interest in sport management at OPRFHS. Along with Sport Marketing, Sport Management will provide our students with a solid foundation with which to enter a sport management program in college.

HUMAN DIGNITY

Cultural Pluralism and Title IX Consideration:

Other Pertinent Information:

<p>Endorsing Signatures:</p> <p>Division Curriculum Committee <u></u></p> <p>Division Head: <u></u></p>	<p><u></u></p> <p>Date: <u>10/8/08</u></p>
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Revised 09/08

COURSE PROPOSALS DUE TO ROOM 373 NO LATER THAN WEDNESDAY, OCTOBER 8, 2008

OAK PARK AND RIVER FOREST HIGH SCHOOL
PROPOSAL FOR ADDITION OF A NEW COURSE

DATA

(Please Type All Information)

Division: Business Educ & Library Services
Department (if pertinent): Business Educ
Course Title: College Accounting A
Length of Course: Semester _____ Year x _____
Credit Earned: 2
Course Student Fee (if any): _____
Field Trips? No: _____ Yes, Number Anticipated: 1/semester

Textbook Title: Glencoe Accounting: Advanced Course
Textbook Cost: \$59.97 plus \$27.99 for workbook
Additional Equipment Costs: _____
Additional Supplies Costs: _____
Course will first be offered:
Semester _____ Year x 2008-2009

DESCRIPTION

Formal Course Description for Academic Catalog:

For students planning on operating their own business or majoring in business in college, this course is a must. According to the Bureau of Labor Statistics, accounting is also one of the fastest growing fields in the job market. Computerized business simulations and Peachtree software will be used as students learn how to work with journals, ledgers, balance sheets, income statements, and capital statements. College accounting credit is available through Triton College or by successfully passing the CLEP Accounting test, a College Board examination. Accounting is an important class that will prepare students for a career, give a solid background for any business study in college, and provide an understanding of how financial decisions are made. Students are encouraged to take Accounting & Investment Principles prior to taking this course.

UNITS

Course Units: The accounting cycle; accounting for assets, liabilities, and equity; the balance sheet; understanding business information; the income statement; statement of cash flows; accounting for other forms of organizations; special accounting systems; accounting for business decisions

NEED

Reason For Course Proposal:

This is a college-level course designed to prepare students to successfully pass the CLEP Accounting test. This CLEP test was just introduced in 2007 and is accepted by most universities. It may also be a prelude to a future AP Accounting exam.

HUMAN DIGNITY

Cultural Pluralism and Title IX Consideration:

Other Pertinent Information:

Endorsing Signatures:

Division Curriculum Committee

Nancy Bardo
[Signature]

[Signature]
DJ Beppew

Division Head:

[Signature]

Date:

10/3/08

Financial Accounting

In January 2007, the College-Level Examination Program (CLEP) introduced the new Financial Accounting exam

Description of the Examination

The equivalent to a one-semester course, Financial Accounting replaces the Principles of Accounting exam, which covers two semesters of knowledge—Financial Accounting and Managerial Accounting.

The computer-delivered exam is 90 minutes in length and consists of 75 questions.

Knowledge and Skills Required

The purpose of the exam is to assess student mastery of the skills and concepts required for success in a first-semester financial accounting course. Exam questions require students to demonstrate that they:

- Are familiar with accounting concepts and terminology
- Have an understanding of the preparation, use, and analysis of accounting data and financial reports issued for both internal and external purposes
- Can apply accounting techniques to problem-solving situations involving computations
- Understand the rationale for generally accepted accounting principles and procedures

The subject matter of the Financial Accounting examination is drawn from the following topics. The percentages next to the main topics indicate the approximate percentages of exam questions on those topics.

Approximate Percent of Examination

20-30%

General Topics

- Generally accepted accounting principles
- Rules of double-entry accounting/transaction analysis/accounting equation
 - The accounting cycle
 - Business ethics
- Purpose of, presentation of, and relationships between financial statements
 - Forms of business

20-30%

The Income Statement

- Presentation format issues
- Recognition of revenue and expenses
 - Cost of goods sold
- Irregular items such as discontinued operations and extraordinary items
 - Profitability analysis

30-40%

The Balance Sheet

The English Division

OAK PARK AND RIVER FOREST HIGH SCHOOL
PROPOSAL FOR ADDITION OF A NEW COURSE

DATA **(Please Type All Information)**

Division: <u>English</u> Department (if pertinent): _____ Course Title: <u>Senior Composition</u> Length of Course: Semester <u>X</u> Year _____ Credit Earned: <u>1</u> Course Student Fee (if any): <u>None</u> Field Trips? No: <u>X</u> Yes, Number Anticipated: _____	Textbook Title: <u>TBD Course Reader and Style Manual</u> Textbook Cost: <u>TBD</u> Additional Equipment Costs: _____ Additional Supplies Costs: _____ Course will first be offered: Semester <u> </u> both <u> </u> Year <u> </u>
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DESCRIPTION

Formal Course Description for Academic Catalog:

This senior writing elective is designed to raise a student's written communication skills to the level expected of a literate adult with a high school education. The course is targeted at students in need of additional skill development and practice in the fundamentals of expository writing. The course focuses on practical writing situations and tasks, both school and workplace related. Topics treated include planning, organization, thesis development, paragraph development, coherence, sentence structure, mechanics, usage, proofreading, editing, and revision.

UNITS

Course Units:

- Audience and Purpose
- Practical Writing Situations and Tasks
- Planning and Organization
- Thesis Development
- Paragraph Development
- Sentence Level Concepts and Skills
- Coherence
- Proofreading, Editing, Revision

NEED

Reason For Course Proposal:

Nearly one-third of all college freshmen are in need of some kind of remedial writing instruction, the majority of that number appearing in two-year colleges (http://www.mla.org/commcollege_teachcar). Similarly, many of our students could use a semester of developmental writing instruction during senior year. Despite our best efforts in the English Division, some of our seniors still need help with fundamental concepts and skills in written composition. Without such focused instruction, we can predict that many of these students will need to enroll in a developmental writing class in college – two-year or four-year – and will find themselves at a disadvantage when faced with practical writing tasks in the working world. Expository Writing, a current senior elective that resembles a freshman composition course in college, focuses on advanced writing skills. But some of our students need more fundamental instruction than they would receive in Expos. Further, although writing is assigned and evaluated in virtually all senior elective courses, some students could benefit considerably from sustained concentration for a semester on the fundamentals of written composition.

The Fine and Applied Arts Division

OAK PARK AND RIVER FOREST HIGH SCHOOL

PROPOSAL FOR REVISION TO EXISTING COURSE

DATA

(Please Type All Information)

Division: **Fine & Applied Arts**
 Department (if pertinent): **Visual Arts**
 Course Title: **AP Studio & Advanced Studio Art**
 Length of Course: Semester **Advanced** Year **AP**
 Credit Earned: **AP = 2 Advanced = 2 or 1**
 Course Student Fee (if any): **\$20**
 Field Trips? No: _____ Yes, Number Anticipated: **1**

Textbook Title: _____
 Textbook Cost: _____
 Additional Equipment Costs: _____
 Additional Supplies Costs: **\$75**
 3-Year Course Enrollment: _____
 Revision to take effect:
 Semester _____ Year _____

REVISION

Describe the Course Revision:

Change the Prerequisite to: Art Foundations, Drawing or Painting, 1 additional 2D or 3D class and teacher recommendation and portfolio review.

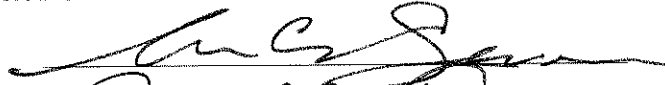
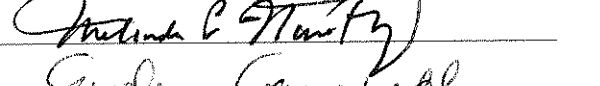
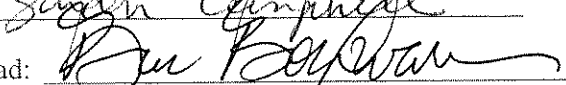
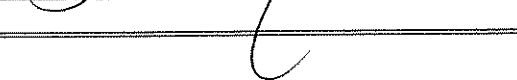
NEED


Reason for Course Revision:

Many unprepared students have registered. It is a college level class and students need all the prerequisites for the class to be successful.

ENDORSEMENTS

Division Curriculum Committee:




 Division Head: 


 Date: **10/8/08**

Revised 09/08

PROPOSED REVISIONS TO EXISTING COURSES DUE TO ROOM 373 NO LATER THAN WEDNESDAY, OCTOBER 8, 2008

OAK PARK AND RIVER FOREST HIGH SCHOOL

PROPOSAL FOR REVISION TO EXISTING COURSE

DATA

(Please Type All Information)

Division: Fine and Applied Arts	Textbook Title: _____
Department (if pertinent): Visual Arts	Textbook Cost: _____
Course Title: Wheel Throwing	Additional Equipment Costs: _____
Length of Course: Semester X Year	Additional Supplies Costs: \$20.00
Credit Earned: One	3-Year Course Enrollment: _____
Course Student Fee (if any): _____	Revision to take effect:
Field Trips? No: _____ Yes, Number Anticipated: _____	Semester _____ Year _____

REVISION

Describe the Course Revision:

Title change to Beginning Wheel Throwing

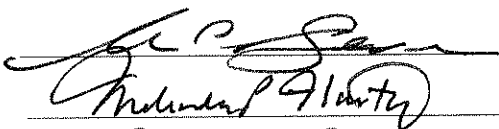
NEED


Reason for Course Revision:


Changing the title will result in clarity for students and counselors when deciding between Beginning Wheel Throwing and Intermediate Wheel Throwing during registration. Beginning in the title also makes it clear that no experience is needed to take the Beginning Wheel Throwing Class.

ENDORSEMENTS

Division Curriculum Committee:







Division Head: 

Date: 10/8/08

Revised 09/08

PROPOSED REVISIONS TO EXISTING COURSES DUE TO ROOM 373 NO LATER THAN WEDNESDAY, OCTOBER 8, 2008

OAK PARK AND RIVER FOREST HIGH SCHOOL

PROPOSAL FOR REVISION TO EXISTING COURSE

DATA

(Please Type All Information)

Division: **Fine and Applied Arts**
 Department (if pertinent): **Visual Arts**
 Course Title: **Intermediate Wheel Throwing**
 Length of Course: Semester **X** Year _____
 Credit Earned: **One**
 Course Student Fee (if any): _____
 Field Trips? No: _____ Yes, Number Anticipated: _____

Textbook Title: _____
 Textbook Cost: _____
 Additional Equipment Costs: _____
 Additional Supplies Costs: **\$25.00**
 3-Year Course Enrollment: _____
 Revision to take effect:
 Semester _____ Year _____

REVISION

Describe the Course Revision:

The prerequisite needs to be changed to: "Beginning Wheel Throwing or the consent of the instructor."


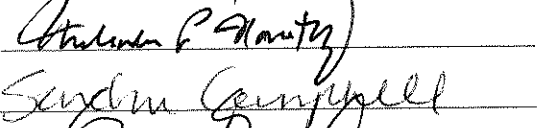
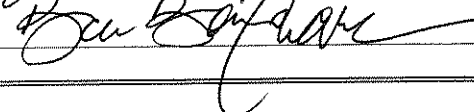
NEED

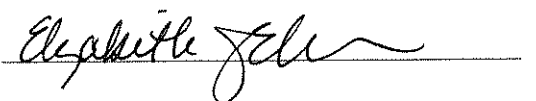
Reason for Course Revision:

Students have used the phrase "prior experience in wheel throwing" to enter the course unprepared to do the required work. Students who believe they can do the work and have not taken beginning wheel throwing can come and show the instructor what technical skills they have, which will be more appropriate than their counselor just accepting their word.

ENDORSEMENTS

Division Curriculum Committee:



 Division Head: 


 Date: 10/8/08

Revised 09/08

OAK PARK AND RIVER FOREST HIGH SCHOOL
PROPOSAL FOR ADDITION OF A NEW COURSE

DATA

(Please Type All Information)

<p>Division: Fine & Applied Arts Division</p> <p>Department (if pertinent): Music</p> <p>Course Title: Intermediate/Advanced Guitar</p> <p>Length of Course: Semester Spring Year One Semester</p> <p>Credit Earned: 1 credit</p> <p>Course Student Fee (if any): None</p> <p>Field Trips? No: X Yes, Number Anticipated: _____</p>	<p>Textbook Title: <u>Mel Bay's Modern Guitar Method Grade 2</u></p> <p>Textbook Cost: \$7.95 (estimated)</p> <p>Additional Equipment Costs: Students must provide their own.</p> <p>Additional Supplies Costs: Acoustic guitar; case & tuner rec'd</p> <p>Course will first be offered:</p> <p style="text-align: center;">Semester Spring Year 2010</p>
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DESCRIPTION

<p>Formal Course Description for <u>Academic Catalog</u>:</p> <p>This course is designed for students who can read staff notation and guitar tablature and can play basic chord progressions on the acoustic guitar. Focus will be on improvisation, more advanced chords, and duet and ensemble techniques. Students will be exposed to solo repertoire in many styles from folk to rock to jazz and classical.</p>
--

UNITS

<p>Course Units:</p> <p>Individual units will focus on different chordal accompaniment styles, Bluegrass Style Solos; Blues and Contemporary Sounds; Finger style Solos and Country Blues Solos; Note Reading and Melodic Development; Guitar Quartets; Note Reading Solos in Various Styles; and Melody-Chord Solo Playing and Improvising using pentatonic and blues scales.</p>
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NEED

<p>Reason For Course Proposal:</p> <p>There are limited offerings in the Music Department for students who did not begin instrumental study in middle school. Beginning Guitar is offered for some of these students. However, there are many students who are "self-taught" on the guitar who are more advanced than a beginning level who need a more challenging course. There are also a growing number of students who take Beginning Guitar who wish to advance to a more challenging level for a second semester.</p>
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HUMAN DIGNITY

<p>Cultural Pluralism and Title IX Consideration:</p> <p>Expanding the range of music we can offer our students to further their understanding of our cultural background. There is a wealth of contemporary, multi-cultural music that could be introduced to students who may not have explored music beyond rock and pop.</p>
--

<p>Other Pertinent Information:</p> <p>Our middle schools began offering Beginning Guitar. Providing a more advanced level at the high school continues this articulation.</p>	
<p>Endorsing Signatures:</p> <p>Division Curriculum Committee _____</p> <p style="text-align: center;">_____ Elaine Hawach</p> <p>Division Head: _____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>Date: <u>10/6/08</u></p>

Revised 09/08

COURSE PROPOSALS DUE TO ROOM 373 NO LATER THAN WEDNESDAY, OCTOBER 8, 2008

OAK PARK AND RIVER FOREST HIGH SCHOOL
PROPOSAL FOR DELETION OF EXISTING COURSE

(Please Type All Information)

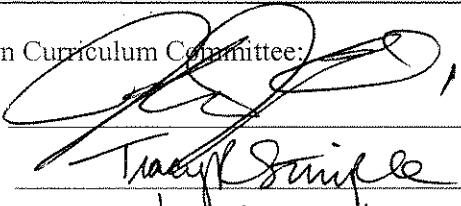
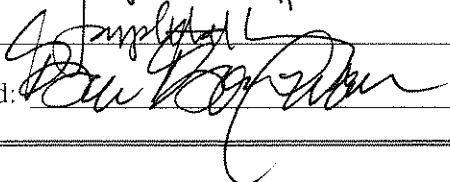
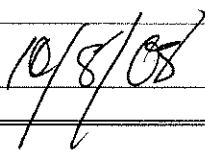
DATA

<p>Division: Fine & Applied Arts</p> <p>Department (if pertinent): Speech Arts</p> <p>Course Title: Drama Explorations</p> <p>Length of Course: Summer Year _____</p> <p>Credit Earned: One</p> <p>Course Student Fee (if any): _____</p> <p>Field Trips? No: _____ Yes, Number: _____</p>	<p>Textbook Title: _____</p> <p>Textbook Cost: _____</p> <p>Additional Equipment Costs: _____</p> <p>Additional Supplies Costs: _____</p> <p>3-Year Course Enrollment: _____</p> <p>Deletion to take effect:</p> <p style="text-align: right;">Semester: _____ Year: _____</p>
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NEED

<p>Reason for Course Deletion:</p> <p>This summer school class has not run due to insufficient enrollment.</p>

ENDORSEMENTS

<p>Division Curriculum Committee: _____</p> <p style="text-align: center;"></p> <p>_____</p> <p>_____</p> <p>Division Head:  _____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>Date:  _____</p>
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Revised 09/08

PROPOSED DELETIONS OF EXISTING COURSES DUE TO ROOM 373 NO LATER THAN WEDNESDAY, OCTOBER 8, 2008

OAK PARK AND RIVER FOREST HIGH SCHOOL
PROPOSAL FOR DELETION OF EXISTING COURSE

(Please Type All Information)

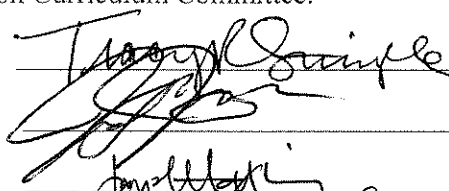
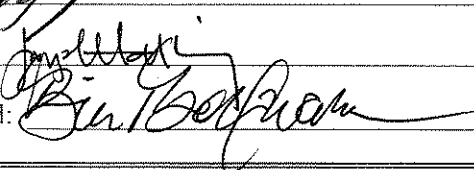
DATA

<p>Division: Fine & Applied Arts</p> <p>Department (if pertinent): Speech Arts</p> <p>Course Title: Debate 1-2</p> <p>Length of Course: Semester _____ Year X</p> <p>Credit Earned: Two</p> <p>Course Student Fee (if any): _____</p> <p>Field Trips? No: _____ Yes, Number: _____</p>	<p>Textbook Title: _____</p> <p>Textbook Cost: _____</p> <p>Additional Equipment Costs: _____</p> <p>Additional Supplies Costs: _____</p> <p>3-Year Course Enrollment: _____</p> <p>Deletion to take effect:</p> <p style="text-align: center;">Semester: _____ Year: _____</p>
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NEED

<p>Reason for Course Deletion:</p> <p>Insufficient enrollment so class has not run in years.</p>

ENDORSEMENTS

<p>Division Curriculum Committee:</p> <div style="display: flex; justify-content: space-between;"><div style="width: 45%;"> _____  _____ Division Head: _____</div><div style="width: 45%;"><p>_____</p><p>_____</p><p>_____</p><p>Date: <u>10/8/08</u></p></div></div>	
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Revised 09/08

OAK PARK AND RIVER FOREST HIGH SCHOOL
PROPOSAL FOR DELETION OF EXISTING COURSE

(Please Type All Information)

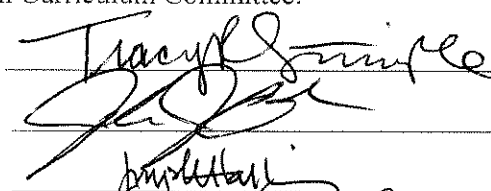

DATA

<p>Division: Fine & Applied Arts</p> <p>Department (if pertinent): Speech Arts</p> <p>Course Title: Debate 3-4</p> <p>Length of Course: Semester _____ Year X</p> <p>Credit Earned: Two</p> <p>Course Student Fee (if any): _____</p> <p>Field Trips? No: _____ Yes, Number: _____</p>	<p>Textbook Title: _____</p> <p>Textbook Cost: _____</p> <p>Additional Equipment Costs: _____</p> <p>Additional Supplies Costs: _____</p> <p>3-Year Course Enrollment: _____</p> <p>Deletion to take effect:</p> <p style="text-align: center;">Semester: _____ Year: _____</p>
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NEED

<p>Reason for Course Deletion:</p> <p>Insufficient enrollment so class has not run in years.</p>

ENDORSEMENTS

<p>Division Curriculum Committee:</p> <div style="display: flex; justify-content: space-between;"><div style="width: 45%;"> _____ _____ _____ _____  Division Head: _____</div><div style="width: 45%;"><p>_____ _____ _____ _____ Date: <u>10/8/08</u></p></div></div>	
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Revised 09/08

OAK PARK AND RIVER FOREST HIGH SCHOOL
PROPOSAL FOR DELETION OF EXISTING COURSE

(Please Type All Information)

DATA

<p>Division: Fine & Applied Arts</p> <p>Department (if pertinent): Speech Arts</p> <p>Course Title: Intro to Speech Communications</p> <p>Length of Course: Semester X Year _____</p> <p>Credit Earned: One</p> <p>Course Student Fee (if any): _____</p> <p>Field Trips? No: _____ Yes, Number: _____</p>	<p>Textbook Title: _____</p> <p>Textbook Cost: _____</p> <p>Additional Equipment Costs: _____</p> <p>Additional Supplies Costs: _____</p> <p>3-Year Course Enrollment: _____</p> <p>Deletion to take effect: Semester: _____ Year: _____</p>
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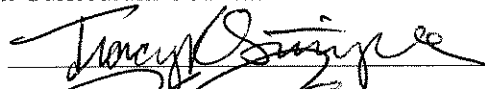
NEED


Reason for Course Deletion:

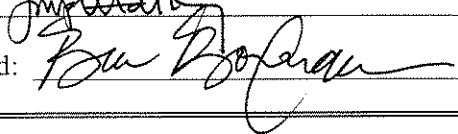
Insufficient enrollment so class has not run in years.

ENDORSEMENTS

Division Curriculum Committee:





Division Head: _____

Date: 10/8/08

Revised 09/08

PROPOSED DELETIONS OF EXISTING COURSES DUE TO ROOM 373 NO LATER THAN WEDNESDAY, OCTOBER 8, 2008

OAK PARK AND RIVER FOREST HIGH SCHOOL
PROPOSAL FOR REVISION TO EXISTING COURSE

DATA

(Please Type All Information)

<p>Division: Fine & Applied Arts</p> <p>Department (if pertinent): Speech Arts</p> <p>Course Title: Acting Workshop</p> <p>Length of Course: Semester X Year _____</p> <p>Credit Earned: One</p> <p>Course Student Fee (if any): _____</p> <p>Field Trips? No: _____ Yes, Number Anticipated: _____</p>	<p>Textbook Title: _____</p> <p>Textbook Cost: _____</p> <p>Additional Equipment Costs: _____</p> <p>Additional Supplies Costs: _____</p> <p>3-Year Course Enrollment: _____</p> <p>Revision to take effect: Semester _____ Year _____</p>
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REVISION

Describe the Course Revision:

Prerequisite: Intro to Theatre or consent of instructor

Course description change:

This course is designed for students with some acting experience who wish to develop the talent and technique necessary for success on the OPRFHS stages and beyond. Students will focus on script and character analysis using techniques from The Goodman Theatre and The Chicago Shakespeare Theatre, as well as other theatrical sources. Students will explore different genres of theatre through units focused on physical comedy, Shakespeare acting and advanced scene study.

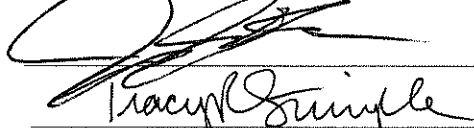
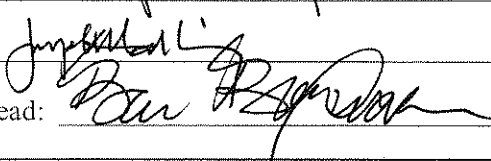
NEED

Reason for Course Revision:

Prerequisite added because Intro to Theatre provides necessary background for the student and improves continuity of curriculum. The changes in the course description are minor and mostly refer to the techniques to be used in class.

ENDORSEMENTS

Division Curriculum Committee:

<p> _____ Tracy Sample</p> <p> _____ Ben B. [unclear]</p>	<p>_____ _____ _____ Date: 10/8/08</p>
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Revised 09/08

OAK PARK AND RIVER FOREST HIGH SCHOOL

PROPOSAL FOR REVISION TO EXISTING COURSE

DATA

(Please Type All Information)

Division: Fine & Applied Arts	Textbook Title: _____
Department (if pertinent): Speech Arts	Textbook Cost: _____
Course Title: Directing Workshop	Additional Equipment Costs: _____
Length of Course: Semester X Year _____	Additional Supplies Costs: _____
Credit Earned: One	3-Year Course Enrollment: _____
Course Student Fee (if any): _____	Revision to take effect:
Field Trips? No: _____ Yes, Number Anticipated: _____	Semester _____ Year _____

REVISION

Describe the Course Revision:

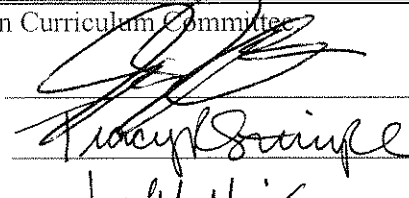
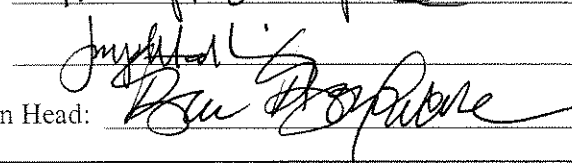
Add **Prerequisite: Intro to Theatre or consent of instructor.**

NEED

Reason for Course Revision

The prerequisite is added because Intro to Theatre provides necessary background for the student and improves continuity of the curriculum.

ENDORSEMENTS

Division Curriculum Committee	_____
	_____
	_____
Division Head: _____	Date: <u>10/8/08</u>

Revised 09/08

PROPOSED REVISIONS TO EXISTING COURSES DUE TO ROOM 373 NO LATER THAN WEDNESDAY, OCTOBER 8, 2008

OAK PARK AND RIVER FOREST HIGH SCHOOL

PROPOSAL FOR REVISION TO EXISTING COURSE

DATA

(Please Type All Information)

Division: Fine and Applied Arts	Textbook Title: _____
Department (if pertinent): Family & Consumer Sciences	Textbook Cost: _____
Course Title: Clothing Construction & Design 1	Additional Equipment Costs: _____
Length of Course: Semester <u> X </u> Year _____	Additional Supplies Costs: _____
Credit Earned: _____	3-Year Course Enrollment: _____
Course Student Fee (if any): _____	Revision to take effect:
Field Trips? No: _____ Yes, Number Anticipated: _____	Semester _____ Year _____


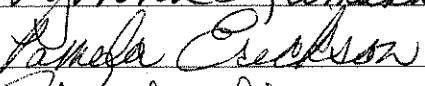
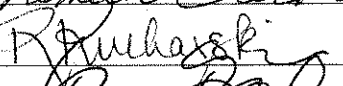
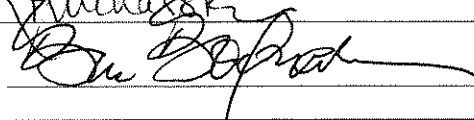
REVISION

Describe the Course Revision:
 Please add "Open to sophomores, juniors, and seniors".

NEED

Reason for Course Revision:
 This change would encourage more freshman students to enroll in the entry level Exploring class with a more structured classroom format.

ENDORSEMENTS

Division Curriculum Committee:	
	_____
	_____
	_____
Division Head: 	Date: <u> 10/8/08 </u>

Revised 09/08

PROPOSED REVISIONS TO EXISTING COURSES DUE TO ROOM 373 NO LATER THAN WEDNESDAY, OCTOBER 8, 2008

OAK PARK AND RIVER FOREST HIGH SCHOOL
PROPOSAL FOR REVISION TO EXISTING COURSE

DATA

(Please Type All Information)

Division: **Fine & Applied Arts**
Department (if pertinent): **Family & Consumer Sciences**
Course Title: **Early Childhood/Preschool**
Length of Course: Semester **X** Year _____
Credit Earned: 1
Course Student Fee (if any): _____
Field Trips? No: **X** Yes, Number Anticipated: _____

Textbook Title: **Working with Young Children**
Textbook Cost: _____
Additional Equipment Costs: _____
Additional Supplies Costs: _____
3-Year Course Enrollment: _____
Revision to take effect:
Semester **X** Year _____

REVISION

Describe the Course Revision:

Remove the following sentence from the course description:

“The course includes the practical experience of preparing lessons and teaching preschool age children. The students will prepare lessons, observe children and teach lessons in an “in house” preschool lab.”

Replace it with:

Students will learn lesson preparation and observation techniques.

NEED

Reason for Course Revision

We no longer run an “In House Preschool Lab.

ENDORSEMENTS

Division Curriculum Committee:

Donna Zettman
Patricia Erickson
Russell Skis

Division Head:

Don Boynton

Date:

10/8/08

Revised 09/08

The Mathematics Division

OAK PARK AND RIVER FOREST HIGH SCHOOL
PROPOSAL FOR DELETION OF EXISTING COURSE

(Please Type All Information)

DATA

Division Mathematics
Department (if pertinent): _____
Course Title: Survey of Algebra 1
Length of Course: Semester 1
Year _____
Credit Earned: 1
Course Student Fee (if any): _____
Field Trips? No: x Yes, Number: _____

Textbook Title: Bridges to Algebra & Geometry
Textbook Cost: _____
Additional Equipment Costs: _____
Additional Supplies Costs: _____
3-Year Course Enrollment: _____
Deletion to take effect:
Semester: 1 Year: 2008-2009

NEED

Reason for Course Deletion:

Course is no longer offered

ENDORSEMENTS

Division Curriculum Committee:

Keith W. Carr
Kathleen Wintz
Susan A. Ferrell

Division Head:

D. Keuman

Date:

9-30-08

Revised 09/08

PROPOSED DELETIONS OF EXISTING COURSES DUE TO ROOM 373 NO LATER THAN WEDNESDAY, OCTOBER 8, 2008

OAK PARK AND RIVER FOREST HIGH SCHOOL
PROPOSAL FOR DELETION OF EXISTING COURSE

(Please Type All Information)

DATA

<p>Division <u>Mathematics</u></p> <p>Department (if pertinent): _____</p> <p>Course Title: <u>Survey of Algebra 2</u></p> <p>Length of Course: Semester <u>2</u></p> <p>Year _____</p> <p>Credit Earned: <u>1</u></p> <p>Course Student Fee (if any): _____</p> <p>Field Trips? No: <u>x</u> Yes, Number: _____</p>	<p>Textbook Title: <u>Bridges to Algebra & Geometry</u></p> <p>Textbook Cost: _____</p> <p>Additional Equipment Costs: _____</p> <p>Additional Supplies Costs: _____</p> <p>3-Year Course Enrollment: _____</p> <p>Deletion to take effect:</p> <p>Semester: <u>2</u> Year: <u>2008-2009</u></p>
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NEED

<p>Reason for Course Deletion:</p> <p><u>Course is no longer offered</u></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

ENDORSEMENTS

<p>Division Curriculum Committee:</p> <p><u>Barb Adams</u> _____</p> <p><u>Kathleen Witz</u> _____</p> <p><u>Suzanne A. Ferrer</u> _____</p>	
<p>Division Head: <u>D. Keenan</u></p>	<p>Date: <u>9-30-08</u></p>

The Special Education Division

OAK PARK AND RIVER FOREST HIGH SCHOOL
PROPOSAL FOR ADDITION OF A NEW COURSE

DATA

(Please Type All Information)

<p>Division: Special Education _____</p> <p>Department (if pertinent): LD Program _____</p> <p>Course Title: Intermediate Algebra 1 & 2 Self-Contained _____</p> <p>Length of Course: Semester _____ Year XX _____</p> <p>Credit Earned: <u>2</u> _____</p> <p>Course Student Fee (if any): _____</p> <p>Field Trips? No: _____ Yes, Number Anticipated: _____</p>	<p>Textbook Title: <u>Algebra 2 Concepts and Skills</u></p> <p>Applications _____</p> <p>Textbook Cost: _____</p> <p>Additional Equipment Costs: _____</p> <p>Additional Supplies Costs: _____</p> <p>Course will first be offered:</p> <p style="text-align: center;">Semester _____ Year <u>2009-2010</u></p>
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DESCRIPTION

Formal Course Description for Academic Catalog:

A second year algebra course that starts with a review of first-year algebra topics, then introduces polynomials, rational expressions, inequalities, powers and roots, complex numbers, quadratic functions, and logarithms. A graphing calculator is required.

UNITS

Course Units: _____

NEED

Reason For Course Proposal:

Learning disabled students are in need of a second year of algebra in a self-contained academic setting

HUMAN DIGNITY

Cultural Pluralism and Title IX Consideration: _____

Other Pertinent Information: _____

Endorsing Signatures:

Division Curriculum Committee

D. Keenan
Callum Pegg

Division Head:

Sharon Coan

Date:

10/08/08

**OAK PARK AND RIVER FOREST HIGH SCHOOL
PROPOSAL FOR ADDITION OF A NEW COURSE**

DATA

(Please Type All Information)

Division: Special Education

Department (if pertinent): Emotional Development

Course Title: Computer Applications

Length of Course: Semester X Year _____

Credit Earned: 1.0

Course Student Fee (if any): N/A

Textbook Title: N/A

Textbook Cost: N/A

Additional Equipment Costs: Use of computer labs

Additional Supplies Costs: N/A

Course will first be offered:

Semester: 1st Year: 2009-2010

DESCRIPTION

Formal Course Description for Academic Catalog:

This course offers an introductory level of exposure to the form and function of computer technology. Students will improve keyboarding skills while increasing familiarity with a variety of word processing fundamentals. The lessons in this course will be an exploration based on the use of technology for research, information, and communication processing. The goal of this course is to provide the student with the skills, support and practice necessary to become both information and computer literate.

UNITS

Course Units:

See attached.

NEED

Reason For Course Proposal:

This course is being offered to increase student knowledge of computer use and applications. Students in the Emotional Development Program require greater individualization in a special setting in order to master the current mainstream curriculum. Successful completion of this course fulfills the computer proficiency graduation requirement.

HUMAN DIGNITY

Cultural Pluralism and Title IX Consideration:

The Computer Applications course is open to all students enrolled in the Emotional Development program regardless of gender, disability, physical characteristics, or sexual orientation.

Other Pertinent Information:

Endorsing Signatures:

Division Curriculum Committee Theresa Bremmick

JR
Heidi Collins

Don J. Twa

Danielle Dolan

Division Head: Linda Coker

Date: 9/15/08

Computer Applications
Semester Course
Ms. Danielle Dobias

COURSE DESCRIPTION

This course offers an introductory level of exposure to the form and function of computer technology. Students will improve keyboarding skills while increasing familiarity with a variety of word processing fundamentals. The lessons in this course will be an exploration based on the use of technology for research, information and communication processing. The goal of the course is to provide the student with the skills, support and practice necessary to become both information and computer literate.

COURSE STANDARDS

Students will:

- Demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
- Use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
- Apply digital tools to gather, evaluate, and use information.
- Use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
- Understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
- Demonstrate a sound understanding of technology concepts, systems, and operations.

CONTENT, SCOPE AND SEQUENCE

Basic Operations and Concepts

- Use correct keyboarding technique
- Use and identify operating system functions
- Choose an appropriate device for a given task (input, output, storage)
- Identify different file extensions (doc, xls, pp)
- Differentiate between system and application software programs

Social, Ethical, and Human Issues

- Demonstrate ethical behavior when using computers
- Advocate legal and ethical behaviors regarding the use of technology and information

Word Processing using WORD

- Create and modify documents
- Format and edit text
- Demonstrate understanding of toolbar functions

Word Processing using EXCEL

- Create, edit, delete, format, size, and move tables
- Sort text and information in tables
- Perform calculations in tables
- Edit column size and spacing

OAK PARK AND RIVER FOREST HIGH SCHOOL
PROPOSAL FOR ADDITION OF A NEW COURSE

DATA

(Please Type All Information)

<p>Division: <u>Special Education</u></p> <p>Department (if pertinent): <u>Emotional Development</u></p> <p>Course Title: <u>Introduction to Marketing</u></p> <p>Length of Course: Semester <u>X</u> Year _____</p> <p>Credit Earned: <u>1.0</u></p> <p>Course Student Fee (if any): <u>Textbook</u></p>	<p>Textbook Title: <u>Marketing Essentials, 3rd Edition</u></p> <p>Textbook Cost: <u>Varies - \$85 (new) to \$3(used)</u></p> <p>Additional Equipment Costs: <u>Use of computer labs</u></p> <p>Additional Supplies Costs: <u>N/A</u></p> <p>Course will first be offered:</p> <p>Semester: <u>2nd</u> Year: <u>2009-2010</u></p>
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DESCRIPTION

Formal Course Description for Academic Catalog:

This course is designed to introduce students to the structure of advertising, as well as its history, problems, and challenges. This course provides an overview for those simply interested in advertising while providing a foundation for those interested in pursuing a career in advertising. The study includes, but is not limited to, advertising in the form of media, product placement and promotional campaigns. We will dissect our growing technological culture and analyze its effect on marketing techniques. The course challenges students to use critical thinking skills in weekly critiques of advertisements. Students will also be expected to complete 4 essays in which they will investigate ethical issues presented in chapter readings. Students will apply their knowledge to create a marketing campaign that follows ethical guidelines. Advertising expands across many media, making it impossible for us to not be influenced at some level. This course has several objectives, one of which is to encourage *thinking* about advertising. Specifically, what advertising is, how it works, how it is developed, and some controversies surrounding its use.

UNITS

Course Units:
See attached.

NEED

Reason For Course Proposal:

This course is being offered to increase student knowledge in the field of marketing. Numerous students enrolled in the Emotional Development Program are extremely interested and talented in the field of art, advertising and economics. Introduction to Marketing will provide them with a venue to explore and combine all three high interest areas as well as prepare them for future employment. This course will satisfy an applied/fine art elective requirement for graduation.

HUMAN DIGNITY

Cultural Pluralism and Title IX Consideration:

Introduction to Marketing is open to all students enrolled in the Emotional Development program regardless of gender, disability, physical characteristics, or sexual orientation.

Other Pertinent Information:

Endorsing Signatures:

Division Curriculum Committee <u>Theresa Brumak</u>	<u>Don J. Jones</u>
<u>[Signature]</u>	<u>Danell Durr</u>
<u>Niall Collins</u>	

Division Head: Linda Cade Date: 9/15/08

Revised 09/03

COURSE PROPOSALS DUE TO ROOM 373 NO LATER THAN THURSDAY, OCTOBER 4, 2008.

Introduction to Marketing
Semester Course
Ms. Danielle Dobias

COURSE DESCRIPTION

This course is designed to introduce students to the structure of advertising, as well as its history, problems, and challenges. This course provides an overview for those simply interested in advertising while providing a foundation for those interested in pursuing a career in advertising. The study includes, but is not limited to, advertising in the form of media, product placement and promotional campaigns. We will dissect our growing technological culture and analyze its effect on marketing techniques. The course challenges students to use critical thinking skills in weekly critiques of advertisements. Students will also be expected to complete 4 essays in which they will investigate ethical issues presented in chapter readings. Students will apply their knowledge to create a marketing campaign that follows ethical guidelines. Advertising expands across many mediums, making it impossible for us to not be influenced at some level. This course has several objectives, one of which is to encourage you to *think* about advertising. Specifically, what advertising is, how it works, how it is developed, and some controversies surrounding its use.

COURSE STANDARDS

Students will:

- Familiarize themselves with advertising mediums; television, internet, radio, promotional and direct mail.
- Explain the historical events and socio-economic processes involved in the development and adoption of each medium.
- Describe how each medium affects and is affected by other mass media, economic forces, and government regulations.
- Predict future developments and changes expected for each medium.
- Understand and explain the financial and cultural motivations that drive mass media.
- Explain the major theories about mass media effects.
- Understand the importance and existence of diversity in the media.

CONTENT, SCOPE AND SEQUENCE

Definition and role of marketing

- Understand and define the context in which the customer is making buying decisions
- Understand and articulate the consumers problems and needs
- Appeal to a large audience

Marketing Mix (The 4 P's of Marketing)

- Product
- Price
- Place (distribution)
- Promotion

Analysis of the marketing environment

- Why would the customer want a particular product?
- Why would the customer pick a product over "doing nothing"?

OAK PARK AND RIVER FOREST HIGH SCHOOL
PROPOSAL FOR ADDITION OF A NEW COURSE

DATA

(Please Type All Information)

Division: Special Education
Department (if pertinent): TEAM
Course Title: Recreation and Leisure
Length of Course: Semester _____ Year X
Credit Earned: one each semester
Course Student Fee (if any): _____
Field Trips? No: X Yes, Number Proposed: _____

Textbook Title: _____
Textbook Cost: _____
Additional Equipment Costs: \$800
Additional Supplies Costs: \$75
Course will first be offered:
Semester 1st Year 2009/10

DESCRIPTION

Formal Course Description for Academic Catalog:

This class will teach recreational and leisure skills to students to assist them in the development of social skills and recreational/leisure interests for life long entertainment.

UNITS

Course Units:
Board/ Card Games, Computer Games, Jigsaw Puzzles/Legos, Art Activities, Reading, Jewelry, Knitting/Embroidery, Dance, Photography

NEED

Reason For Course Proposal:

Independent social skills are needed for successful transition into adult living situations for TEAM students.

HUMAN DIGNITY

Cultural Pluralism and Title IX Consideration:

The literacy component would address a variety of ethnic cultures.

Other Pertinent Information:

Endorsing Signatures:

Division Curriculum Committee

Mary Young
Donna Smith
P. Markey

Division Head:

Linda Cook

Date:

10/1/08

The World Languages Division

OAK PARK AND RIVER FOREST HIGH SCHOOL
PROPOSAL FOR ADDITION OF A NEW COURSE

DATA

(Please Type All Information)

Division: **World Languages Division**

Textbook Title: **Integrated Chinese: Level 1 Part 2**

Department (if pertinent):

Textbook Cost: **\$39.95**

Course Title: **Chinese 3-4**

Additional Equipment Costs: **None**

Length of Course: **2 Semesters** **1 Year**

Additional Supplies Costs: **\$19.95 (workbook)**

Credit Earned: **2 Credits**

Course will first be offered:

Course Student Fee (if any): **None**

Semester: **1 & 2** Year: **2009-10**

Field Trips? No ☒ Yes, Number Anticipated _____

DESCRIPTION

Formal Course Description for Academic Catalog:

This second-year Chinese course continues the development of the four language skills. Advanced vocabulary and grammar are presented with emphasis on oral and written responses. There is increased use of the Chinese language and writing systems. Cultural materials and projects are an integral part of the course.

UNITS

Course Units:

Sample curriculum attached.

NEED

Reason for Course Proposal:

This course is the second level of the Chinese language program, which was initiated at OPRFHS in the 2008-09 academic year.

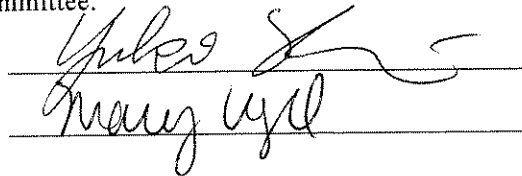
HUMAN DIGNITY

Cultural Pluralism and Title IX Consideration:

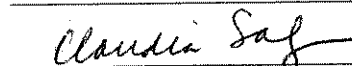
Other Pertinent Information:

Endorsing Signatures

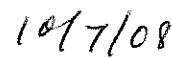
Division Curriculum Committee:



Division Head:



Date:



Revised 09/08

COURSE PROPOSALS DUE TO ROOM 373 NO LATER THAN WEDNESDAY, OCTOBER 8, 2008

OAK PARK AND RIVER FOREST HIGH SCHOOL
PROPOSAL FOR DELETION OF EXISTING COURSE

DATA

(Please Type All Information)

Division: **World Languages Division**

Textbook Title: **French First Year workbook**

Department (if pertinent):

Textbook Cost: **\$22.95**

Course Title: **411 French 1-2A**

Additional Equipment Costs: **None**

Length of Course: **2 Semesters** **1 Year**

Additional Supplies Costs: **\$4.85 (dictionary)**

Credit Earned: **2 Credits**

3-Year Course Enrollment: **32**

Course Student Fee (if any): **None**

Deletion to take effect:

Field Trips? No ☒ Yes, Number _____

Semester: **1 & 2** Year: **2009-10**

NEED

Reason for Course Deletion:

This course has not had sufficient enrollment to run for the past few years. Students taking French in the feeder schools are recommended for second-year, third-year, or even fourth-year French honors courses. Therefore not enough students are enrolling in the first-year honors course, which contains the same curriculum as the regular first-year French 1-2 course. The students will enroll in the French 1-2 course.

ENDORSEMENTS

Endorsing Signatures

Division Curriculum Committee:

Myzette Farley

Gene Mazur

Maureen Brady

Division Head:

C. Sog

Date:

10/7/08

Revised 09/08

PROPOSED DELETION OF EXISTING COURSES DUE TO ROOM 373 NO LATER THAN WEDNESDAY, OCTOBER 8, 2008

OAK PARK AND RIVER FOREST HIGH SCHOOL
PROPOSAL FOR DELETION OF EXISTING COURSE

DATA

(Please Type All Information)

Division: World Languages Division	Textbook Title: Oggi in Italia textbook
Department (if pertinent):	Textbook Cost: \$40.00
Course Title: 450 Italian 1-2A	Additional Equipment Costs: None
Length of Course: 2 Semesters 1 Year	Additional Supplies Costs: \$5.65 (dictionary)
Credit Earned: 2 Credits	3-Year Course Enrollment: 26
Course Student Fee (if any): None	Deletion to take effect:
Field Trips? No <input checked="" type="checkbox"/> Yes, Number _____	Semester: 1 & 2 Year: 2009-10

NEED

Reason for Course Deletion:

This course has not had sufficient enrollment to run for the past few years. Students taking Italian in the feeder schools are recommended for second-year or third-year Italian honors courses. Therefore not enough students are enrolling in the first-year honors course, which contains the same curriculum as the regular first-year Italian 1-2 course. The students will enroll in the Italian 1-2 course.

ENDORSEMENTS

Endorsing Signatures

Division Curriculum Committee:

mm2-Nitke

RSplato

Division Head:

C. Saif

Date:

10/7/09

Revised 09/08

PROPOSED DELETION OF EXISTING COURSES DUE TO ROOM 373 NO LATER THAN WEDNESDAY, OCTOBER 8, 2008

OAK PARK AND RIVER FOREST HIGH SCHOOL
PROPOSAL FOR REVISION OF EXISTING COURSE

DATA

(Please Type All Information)

Division: **World Languages Division**

Department (if pertinent):

Course Title: **499 World Languages & Cultures**

Length of Course: **2 Semesters 1 Year**

Credit Earned: **2 Credits**

Course Student Fee (if any): **None**

Field Trips? No ☒ Yes, Number Anticipated _____

Textbook Title: **None**

Textbook Cost: **None**

Additional Equipment Costs: **None**

Additional Supplies Costs: **None**

3-Year Course Enrollment: **70 (3 classes)**

Revision to take effect:

Semester: **1 & 2** Year: **2009-10**

REVISION

Describe the Course Revision:

The catalog states that: *"This multicultural course is designed to explore languages and cultures from around the world. Students may register for either one or two semesters in any sequence. Each semester will offer a different curriculum."* However, one of the semesters in this series is not always allowed to run. We would like to make sure that this course is consistently offered both first semester and second semester – one section each semester. This course should be run both first and second semester, beginning in the 2009-10 academic year.

NEED

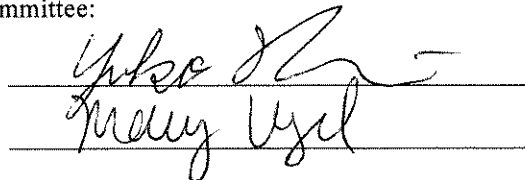
Reason for Course Revision:

- Senior students can satisfy the World Languages requirement either first semester or second semester, or even both semesters during their final school year.
- Students who fail a first semester language credit will have an opportunity to fulfill their World Languages requirement during the second semester.
- Counselors, students, and parents would be assured that this course would be offered both first semester and second semester, thus providing the option of registering for either semester.

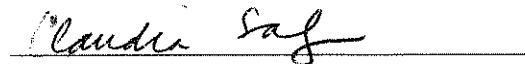
ENDORSEMENTS

Endorsing Signatures

Division Curriculum Committee:



Division Head:



Date:



Revised 09/08

PROPOSED DELETION OF EXISTING COURSES DUE TO ROOM 373 NO LATER THAN WEDNESDAY, OCTOBER 8, 2008

Oak Park and River Forest High School - District 200
201 North Scoville Avenue • Oak Park, IL 60302-2296

TO: Board of Education
FROM: Phil Prale, with support from Catherine McNary and Carl Spight
DATE: October 15, 2008
RE: Requested Information on Reading Score Progress

BACKGROUND

The critical importance of reading as an essential skill in the success of students at the high school has been highlighted in the past year by many events including the Board of Education's resolution on reading from November 2007 and the participation of all District administrators in a reading across the content area workshop in August 2008 before the start of school. This report provides an update on several questions raised by Board members regarding results of efforts to improve reading scores at the high school. The Board of Education expressed interest in student growth in reading scores, and a summary of the reading assessments we use, beyond the standardized test scores derived from EXPLORE, PLAN and ACT tests.

SUMMARY OF FINDINGS

Regarding student progress as shown in reading scores, a review of 247 matched scores for current juniors, Class of 2010, most of whom are enrolled in regular college prep courses, show results similar to past years. Specifically:

- The average grade level reading score for these students at the end of freshman year is 10.36.
- The average subscore for these students on the reading test of the practice ACT test given to sophomores is 17.16.
- Data broken out by race show African American students scoring a full grade level below white students in reading and approximately 3 points below white students on the reading test subscore.
- Analysis of students likely to meet college readiness benchmarks predicts that the school will not make the 70% meets and exceeds mark for this year (these students are scheduled to take the PSAT this spring).
- A review of 178 matched scores for current sophomores, Class of 2011, most enrolled in regular college prep courses, shows a similar pattern.

A brief summary of the data is attached to this memo.

Regarding reading assessments used at the high school, the test used to measure reading level is the Gates-MacGinitie (GM). Benefits of using the GM include:

- The GM provides a nationally normed NCE score that can be used for comparison with other nationally normed tests as well as a percentile score, a grade-level-equivalency score, and a stanine score.
- The GM is divided into two subtests (vocabulary and comprehension), which may be given together or separately. Both are provided with nationally normed scores.
- Administering the GM is efficient and timely. The test can be given in a single class period, by a classroom teacher, and in a group setting. The test can be scored at the high school.
- The high school owns multiple grade levels and forms of the test, helping avoid test fatigue.
- The data provided by the GM is easy to manipulate, providing benchmark and growth measures.
- The GM is approved by the state and federal administrators of the Title I program.

The main drawback of using the GM is that the GM is an achievement test and provides no instructional information. A student often achieves a less precise score on a group achievement test than that student would on a diagnostic test that would yield individualized results.

Reading teachers also conduct an Independent Reading Inventory (IRI) with selected students. This test is criterion-referenced and gives no normative information, but is designed to provide the classroom teacher with data about an individual student's reading skills so that the teacher may develop an efficient instructional plan. The IRI takes more time to administer and score, as much as two hours per student. The IRI also requires more training to administer and interpret. The school currently uses the Basic Reading Inventory by Jerry Johns.

An alternative to the GM or the IRI is to use a nationally normed diagnostic test, such as the Woodcock Johnson (WJ) reading test. This test can be used to identify reading deficits in delayed readers. The WJ has four subtests, is given individually and takes approximately one hour to administer and between one and two hours to score. A reading specialist gives the test and while the test is costly in materials and time, it provides a detailed map of reading strengths and weaknesses.

The above information has been shared in detail with other administrators and faculty.

RECOMMENDATIONS

Regarding the reading scores of current students:

- Division Heads have been asked to follow up with the August workshop and incorporate a reading goal into the divisional goals for the school year and to work with teachers to use more reading strategies in daily classroom instruction.
- Additional licenses have been purchased for the Reading Plus and Lexia software to include regular education classes.
- Students whose reading scores indicate they will not meet state standards will be recruited for the CAP class and other test prep opportunities this spring.
- Test scores will be collected and reviewed regularly to assess progress and suggest changes.

Regarding the reading test options:

- Continue with the Gates-MacGinitie and EXPLORE, PLAN, and I-ACT tests to track program effectiveness.
- Continue to use IRI materials with selected students to determine instructional needs.

Faculty and administration will also consider how a pull out program for students with severe reading needs and the addition of a reading specialist could support and improve the teaching and learning of reading across classrooms.

October 15, 2008

Appendix of Summary Data

Table of Sample Students from Class of 2010 (current juniors) enrolled in regular courses

Race/Ethnicity	# of Students	Mean Reading Level End of 9 th Grade, Spring 07	# of Students	Mean Practice ACT Reading Subscore, Spring 08
White	124	10.86	129	18.27
African American	87	9.57	95	15.80
Asian/Pacific Islander	5	10.48	5	19.00
Hispanic	17	9.82	17	15.00
MultiRacial	14	11.36	15	18.13
Total	247	10.36	261	17.16

Table of Sample Students from Class of 2011 (current sophomores) enrolled in regular courses

Race/Ethnicity	# of Students	Mean Reading Level End of 9 th Grade, Spring 08	# of Students	Mean Practice ACT Reading Subscore, Spring 08
White	69	10.58	68	16.60
African American	68	9.21	76	13.88
Asian/Pacific Islander	7	9.17	7	16.14
Hispanic	11	10.90	12	16.83
MultiRacial	15	11.07	15	15.47
Total	170	10.04	178	15.34