



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

**Strategic Plan 2020 - 2025**

***Strategic Plan 2014-2019* approved by the Board of Education on Jan. 23, 2014**

**Revised and approved by the Board on June 22, 2017**

**Updated Fall 2018**

**Updated Fall 2019**

**Updated Winter 2021**

# **Mission, Vision, and Values**

## **Mission**

Oak Park and River Forest High School provides a dynamic, supportive learning environment that cultivates knowledge, skills, and character and strives for equity and excellence for all students.

## **Vision**

Oak Park and River Forest High School will become an ever-improving model of equity and excellence that will enable all students to achieve their full potential.

## **Values**

1. We believe **all students are capable of high levels of academic and social success.**
2. We embrace our diversity and believe factors including but not limited to **race, income, gender identity and gender expression, sexual orientation, and learning differences should not predict** success.
3. We believe trusting, collaborative relationships and strong communication **establish a safe and respectful school community.**
4. We believe an excellent educational environment cultivates **curiosity, imagination, character, leadership, critical thinking, and communication skills.**
5. We believe in allocating resources in **equitable, transparent, and purposeful** ways.
6. We believe in **adult learning and leadership** that supports **equity and excellence for all students.**
7. We believe in providing **academic and social supports** for all students.

## **Background**

Oak Park and River Forest High School is widely considered an outstanding high school, known for its high level of student achievement; excellent instruction; exceptional performing arts, athletics, clubs, and activities; and innovative academic programs. But even the strength of our programs and the top awards our students and staff consistently earn are not enough to satisfy the central mission of the school: to provide the knowledge, skills, and character necessary for success and leadership in a global society.

We must see achievement rise for *all* students, not only those who struggle in our classrooms but also those already achieving at high levels. We also must narrow disparities that appear in teaching and learning outcomes when we disaggregate our data by race. Both goals—excellence and equity—are at the center of this plan. Achieving these goals requires that we be deliberate in the priorities we set and the choices we make as a District.

Over the course of the 2012-2013 school year, a 60-member steering committee examined data in various areas, including student achievement, school climate, and District finances. In addition, roughly 2,300 students, faculty, staff, administrators, and community members participated in focus groups and/or the strategic planning survey.

After the data was analyzed and clustered into focus areas, task forces wrote broad action steps to support goals in six primary areas: Holistic Community Education, Equity, Supportive Learning Environment, Transformational Teaching and Learning, Transformational Leadership, and Facilities and Finance. The Board of Education formally approved the strategic plan in January 2014.

Implementation committees formed to generate ideas to support the plan's goals. Among those that came to fruition were the Leadership and Launch curriculum, a social-emotional learning coach, and flexible classroom furnishings to enhance teaching, learning, and collaboration.

In 2016-2017, the Board charged the superintendent with making the plan more actionable. Stakeholders were invited to help craft broad implementation plans comprising specific strategies and action steps; faculty voice was especially critical to this process.

The strategic plan has always been a living document, with midcourse corrections to be expected as the work unfolds. In 2018-2019, the focus area *Equity* was changed to *Racial Equity*, to reflect and name the District's focus specifically on racial equity. In 2019-2020, three three separate goal areas--*Holistic Community Education*, *Supportive Learning Environment*, and *Transformational Teaching and Learning*--were combined under a single umbrella: *Transformative Education*.

Administrators will continue to review the plan each year, making adjustments to help the District realize the vision of becoming an ever-improving model of equity and excellence that will enable all students to achieve their full potential.

# Long-Term Strategic Goals

## **Priority 1: Racial Equity**

Eliminate race, socioeconomic status, and other social factors as predictors of students' academic achievement and social-emotional growth.

- By December 2021 complete an equity evaluation of the school culture and learning environment.
- By June 2022 identify a long term equity partner to support the District 200 Systemic Equity Transformation Plan and provide ongoing professional learning and development within the following equity pillars:
  - Students at the center
  - Equity leadership development
  - Culturally responsive pedagogy
  - Family and community engagement
- By June 2023 fully implement and consistently execute racial equity procedures throughout the organization. Annually report progress to the Board for accountability and modification in the ongoing pursuit of ensuring equitable academic and social outcomes for BIPOC (Black, Indigenous, People of Color) students.

## **Priority 2: Transformative Education**

Take a holistic, supportive, transformative approach to providing engaging, equitable learning experiences.

- By 2024, earn exemplary status on the state summative designation, by realizing racially proportionate outcomes that place us in the top 10% of schools across the state in the following areas:
  - Number of students earning at least one dual credit by graduation
  - Percent of students earning a 3 or higher on AP tests
  - Percent of students graduating in 4 years
  - Percent of students attending either 2 or 4 year post-secondary institutions one year after graduation
  - Percent of students demonstrating ELA and Math proficiency on SAT
- By July 2022, complete the Department of Special Education strategic plan inclusive of core special education goals and shared beliefs, vision, and mission.
- By July 2023, develop and finalize a Department of Special Education Procedures Manual in alignment with federal, state, and district policies.

**Priority 3: Transformative Leadership**

Hold leaders to high expectations in responsibilities, policies, practices, and professional development, and create opportunities that support effective teaching, learning, and leadership.

- By July 2025, increase representation of minority teachers to 35% of the overall faculty.
- By July 2025, increase representation of minority employees to 50% of all employees.
- By July 2025, increase employee retention rate to 90%.

**Priority 4: Operations, Facilities, and Finances**

Make fiscally responsible, student-centered decisions that allocate resources to ensure excellence and equity for all.

- By January 2022, complete the South Cafeteria and Student Resource Center (SRC) which includes 15 new classrooms, as detailed in Imagine OPRF Project 1.
- By August 2022, replace south field turf, and replace tennis courts, as detailed in Imagine OPRF Project 1 and the Capital Improvements Plan.
- By August 2023, upgrade electrical power distribution, as detailed in Imagine OPRF Project 1 and the Capital Improvements Plan.
- By August 2023, complete the replacement of the all-school fire alarm, master clock, and intercom systems, in compliance with the 2017 Health/Life Safety survey and identified in the Capital Improvement Plan.
- By August 2023, renovate 26 classrooms, as detailed in Imagine OPRF Project 1.
- By August 2025, complete all urgent projects in the Capital Improvement Plan.
- By August 2025, complete accessibility work listed on the Accessibility Report presented to the February 2020 Committee of the Whole.
- By August 2025, complete stadium interior and exterior repairs and upgrades, as detailed in Imagine OPRF Project 1 and the Capital Improvements Plan. 2.
- By January 31, 2021, identify or develop two financial evaluation tools for implementation by June 30, 2021. The identified tools identify and bench-mark District expenditures aligned with the Evidence Based Funding (EBF) model and, conversely, identify expenditures not aligned with the EBF.
- By March 15, 2021, determine a resource framework based on the EBF model that benchmarks measures to provide direction on meeting strategic outcomes within a balanced budget.
- By June of each fiscal year, present the Board with a report comparing the Evidence-Based Funding Model with OPRF actuals, to determine whether the district is achieving the goals as identified in the strategic plan priorities:
  - Priority 1 - Racial Equity
  - Priority 2 Transformative Education
  - Priority 4 - Operations, Facilities, and Finances

## **2020 – 2021 Focus**

### **Priority 1: Racial Equity**

Eliminate race, socioeconomic status, and other social factors as predictors of students' academic achievement and social-emotional growth.

- By July 2021, implement the following Racial Equity Policy 7:12 procedures:
  - o Racial Incident Protocol
  - o Racial Equity Analysis Tool
  - o Accountability and Monitoring
  - o Equitable Practices, Procedures, and Programs
- By June 2021, develop a framework aligned with the Illinois evidence base funding model that allocates funds based on student needs.
- By July 2021, develop a systemic racial equity transformation plan that articulates the districts:
  - o Core Equity Ideology
  - o Equity Objectives
  - o Equity Assessment Plan
  - o Equity Action Plan

### **Priority 2: Transformative Education**

Take a holistic, supportive, transformative approach to providing engaging, equitable learning experiences.

- By fall 2021, establish a system to become a data-driven organization.
- By fall of 2021, integrate post-secondary career clusters and pathways into decision-making throughout high school.
- By the end of the 2020-2021 school year, create and submit an outline proposal for the Special Education Department Strategic Planning Process, to begin fall 2021.
- By the end of the 2020-2021 school year, develop a two-year outline for job-embedded coaching and professional development specific to the respective roles of Special Education staff who teach and support the needs of diverse learners.
- By fall 2021, implement systemic practices to become a trauma-informed school.
- By fall 2021, complete design and initial implementation of multi-tiered system of support for social, emotional, and behavioral needs.
- By fall 2021, complete curriculum plans to detrack freshman English, history, science, and world language courses.
- Throughout the 2020-2021 and 2021-2022 school years, implement comprehensive and differentiated professional development to support the needs of all teachers and the learning of all students.
- By fall 2021, conduct a review of assessment and grade-point average practices, to include best practices in equitable grading and evaluation of the Academic Performance Index calculation process.

**Priority 3: Transformative Leadership**

Hold leaders to high expectations in responsibilities, policies, practices, and professional development, and create opportunities that support effective teaching, learning, and leadership.

- By July 2021, increase the percentage of new teachers of color.
- By July 2021, increase the overall percentage of diverse new hires.
- By July 2021, increase employee engagement and job satisfaction, with specific emphasis on employees of color.

**Priority 4: Operations, Facilities, and Finances**

Make fiscally responsible, student-centered decisions that allocate resources to ensure excellence and equity for all.

- By August 2021, complete gender-neutral restroom upgrades, as detailed in Imagine OPRF Project 1.
- By June 2021, begin the three-year process of replacing the all-school fire alarm, master clock, and intercom systems, as detailed in the Capital Improvements Plan.
- By August 2021, complete renovations to the commons, balcony, main entrance and welcome center, as detailed in Imagine OPRF Project 1.
- By July 2021, complete the asbestos abatement, as detailed in Imagine OPRF Project 1 and the Capital Improvements summer 2021 Plan.
- By August 2021, install the stage sprinklers, as detailed in the 2017 Health/Life Safety survey and identified in the Capital Improvement Plan.
- By August 2021, complete the phase one tuckpointing and roofing replacements, as detailed in the Capital Improvements Plan.
- By August 2021, complete the renovation of fourteen classrooms and two office areas, as detailed in Imagine OPRF Project 1.
- By April 2021, identify and benchmark district expenditures that do or do not align with the state's Evidence-Based Funding model.
- By February 2021, to assist in building a balanced budget, determine a tool based on the Evidence-Based Funding model that benchmarks and provides direction to determine strategic outcomes.

## Appendix 1: 2019 – 2020 Focus & Progress

### **Priority 1: Racial Equity**

Eliminate race, socioeconomic status, and other social factors as predictors of students' academic achievement and social-emotional growth.

- By August 2019, develop framework and timeline for racial equity policy procedures to be developed. **Completed.**
- By December 2019, develop and publish procedures for implementing Board Policy 7:12 Racial Equity, including metrics. **90% completed. Carry over to new year.**
- By February 2020, prioritize the order of policy sections and resources to consider. **90% completed. Carry over to new year.**
- By May 2021, complete assessment of school culture and learning environment. **20% completed. Carry over to new year.**

### **Priority 2: Transformative Education\***

*Take a holistic, supportive, transformative approach to providing engaging, equitable learning experiences.*

- By May 2020, implement a comprehensive, data-based system to monitor and support each student academically, social-emotionally, and behaviorally. **75% completed. Carry over to new year.**
- By May 2022, create individualized post-high school plans for 100% of students. **75% completed. Carry over to new year.**
- By June 2020, decrease by 10% the disparities between overall school demographics and (1) students receiving at least one discipline referral and (2) students receiving more than five tardies. **50% completed. Carry over to new year.**
- By June 2020, increase the percentage of students who feel that they are welcome and belong at school to 60% across all demographic groups. **50% completed. Carry over to new year.**
- By May 2021, increase overall participation in extracurricular activities to at least 80% while ensuring representation of the overall demographics of the student body. **50% completed. Carry over to new year.**
- By June 2022, decrease by half the opportunity gap for our Black/African American and Latinx students, as measured by the percentage of students who earn honors credit during freshman year. **50% completed. Carry over to new year.**
- By June 2024, decrease by half the opportunity gap for our Black/African American and Latinx students, as measured by the percentage of students who earn honors credit throughout high school. **50% completed. Carry over to new year.**

*\*Combines what was previously three separate goal areas: Holistic Community Education, Supportive Learning Environment, and Transformational Teaching and Learning.*



### **Priority 3: Transformative Leadership**

*Hold leaders to high expectations in responsibilities, policies, practices, and professional development, and create opportunities that support effective teaching, learning, and leadership.*

- By June 2020, improve quality and accountability of employee evaluations by implementing an electronic evaluation system. **90% completed. Carry over to new year.**
- By July 2024, increase representation of minority teachers to 35% of the overall faculty. **55% completed. Carry over to new year.**
- By July 2024, increase representation of minority employees to 50% of all employees. **65% completed. Carry over to new year.**

### **Priority 4: Operations, Facilities, and Finances**

*Make fiscally responsible, student-centered decisions that allocate resources to ensure excellence and equity for all.*

- By December 2019, present an update to the five-year financial projection, with annual updates to be given each December of subsequent years. **Completed.**
- By June 2020, complete design for Imagine OPRF Facilities Project 1. **Completed.**
- By May 2020, present to the Board of Education a preliminary balanced budget for fiscal year 2021. **Completed.**

## Appendix 2: 2018 – 2019 Focus & Progress

### Goal 1—Holistic Community Education

- **Strategy 1.** By June 2019, develop a timeline of communication with key data points that will support the transition of students into OPRF and prepare them for post-secondary education and/or career paths. **Completed.**
- **Strategy 3.** By June 30, 2019, expand communication and information-sharing protocols between feeder/non-feeder schools and the high school. **Carry over to new year.**

### Goal 2—Racial Equity\*

- **Strategy 1.** By July 2021, provide access to rigorous curriculum and teaching for all students, so that race is not a predictor of academic level, pathway, or performance. **Carry over to new year.**
- **Strategy 2.** Annually assess school culture and climate and set targets for creating an environment in which all students feel welcome, including but not limited to students of color and lesbian, gay, bisexual, transgender, and gender-expansive students. **Carry over to new year.**

### Goal 3—Supportive Learning Environment

**Strategy 2.** By May 2019, ensure students feel welcome, appreciated, and a sense of belonging. **Carry over to new year.**

### Goal 4—Transformational Teaching and Learning

- **Strategy 1.** By May 2018, via Teacher Collaboration Teams (TCTs), establish priority standards and common assessments to measure student proficiency as defined by 80% of students meeting or exceeding expectations. **Completed.**
- **Strategy 2.** By the Fall of 2020 implement the first stages of a more inclusive 9th-grade curriculum designed to increase access to honors and Advanced Placement courses, with the goal of increasing by 25 percent the number of students earning honors credit their freshman year. **Carry over to new year.**

### Goal 5—Transformational Leadership

**Strategy 4.** Encourage innovation at all levels in the institution.\*\* **Carry over to new year.**

### Goal 6—Facilities and Finances

- **Strategy 1.** By June 2019, review and revise long-term plan created by the 2013 Finance Advisory Committee. **Carry over to new year.**
- **Strategy 3.** By November 2018, develop a long-term facilities plan to recommend to the Board.\*\* **Completed.**

\*Goal name has been revised to reflect our focus on racial equity.    \*\*Carryover from 2017-2018.

## **Appendix 3: Alignment of 2018 – 2019**

### **Culture, Climate & Behavior Committee (CCB)**

### **Recommendations to Strategic Plan**

The Culture, Climate, and Behavior Committee, or CCB, provides the Board of Education with recommendations to create a welcoming environment where all students experience a sense of belonging and the expectation of excellence, and where student discipline rates are not predictable by race, socioeconomic factors, or special education states. A detailed list of CCB's 2018-2019 accomplishments can be found at <https://tinyurl.com/oprfhsCCB>.

#### **Goal 1—Holistic Community Education**

**CCB Community Voice and Connections Recommendation 1.** Implement policies and practices to increase access for the community and to improve the community's exposure to OPRF

#### **Goal 2—Racial Equity**

programming.

- **CCB General Recommendation 1.** Ensure that OPRF's culture and climate is safe and welcoming for all students and that student discipline rates are not predictable by race.
- **CCB Student Tardiness Recommendation 1.** Research the root causes of student tardiness.

#### **Goal 3—Supportive Learning Environment**

- **CCB General Recommendation 2:** Have a dress code that supports students' self-expression and treats all students equitably.
- **CCB Faculty & Staff Recommendation 1.** Implement school-wide restorative practices.
- **CCB Student and Family Voice and Belonging Recommendation 2.** Create a welcoming environment for all students, staff and families.
- **CCB Student Tardiness Recommendation 2.** Address racial disparities in OPRF's student tardy data, which shows that African American students are overrepresented in the "late to class" and "five or more" tardy categories.

#### **Goal 5—Transformational Leadership**

- **CCB Faculty & Staff Voice and Innovation Recommendation 2.** Recruit and retain diverse staff and offer additional support to make employees feel welcome and included.
- **CCB Student and Family Voice and belonging Recommendation 2.** Create a welcoming environment for all students, staff and families.

**Goal 6—Facilities and Finances**

**CCB Student and Family Voice and Belonging Recommendation 2.** Create a welcoming environment for all students, staff, and families.

## **Appendix 4: 2017 – 2018 Focus & Progress**

**Note:** While Equity is one of the individual goals in this plan, *all* work of the district should be viewed through the filter of producing more equitable outcomes for students. Among the questions to keep at the forefront are, who are the racial/ethnic groups affected by a particular policy, procedure, program, etc.? Will disparities remain or be made worse? What might the unintended consequences be? What about this decision presents barriers to more equitable outcomes, and how can they be removed?

**Goal 1—Holistic Community Education:** OPRF High School will collaborate effectively with other educational institutions and social service organizations, resulting in a high-quality continuum of learning and seamless transitions for students from birth to post-secondary education and career paths.

- **Strategy 1.** By June 30, 2018, identify the current state of effectiveness of OPRF transitional programs, and set targets for annual improvement. *Rewritten for 2018-2019 as Holistic Community Education Strategy 1.*
- **Strategy 2.** By June 30, 2019, identify the effectiveness of communications to internal and external stakeholders throughout the school year, and set targets for annual improvement.\*
- **Holistic Community Education/Strategy 3.** By June 30, 2019, expand communication and information-sharing protocols between feeder/non-feeder schools and the high school.\*

*\* In 2017 - 2018, the Holistic Community Education Team did extensive work to identify the current state of our programs. The team completed a comprehensive inventory of programs, and developed and administered a transition survey to all freshmen and seniors. Action associated with this work will carry over to the 2018-2019 school year.*

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

- **Strategy 1.** By June 2018, identify three proven strategies and/or programs that reduce inequities of opportunity and enable students of color and/or low socioeconomic status to gain greater access to and success in college prep, honors, and Advanced Placement (AP) courses. *Partially completed.*
- **Strategy 2.** By July 2021, provide access to rigorous curriculum and teaching for all students, so that race is not a predictor of academic level, pathway, or performance.\*\*
- **Strategy 3.** Annually assess school culture and climate and set targets for creating an environment in which all students feel welcome, including but not limited to students of color and lesbian, gay, bisexual, transgender, and gender-expansive students.\*\*
- **Strategy 4.** By June 2018, complete the three Culture, Climate, and Behavior (CCB) Committee recommendations approved by the Board on April 27, 2017. *Added December 2017.\*\**

*\*\*In undertaking the action steps for this strategy, we realized that two initiatives to focus on—recruiting and retaining teachers of color to mirror our student demographics, and exploring culturally relevant pedagogy—already are part of the focus for the Transformational Teaching and Learning and Transformational Leadership teams. A third initiative, professional development in adaptive change for*

racial equity, is underway. Thus, this strategy was replaced (see page 11, Goal 2: Racial Equity). In addition, the name of the goal was changed from Equity to Racial Equity to be more explicit about its focus, and administration recommended to the Board the development of a racial equity policy and procedures by the end of 2018-2019.

**Goal 3—Supportive Learning Environment: OPRF High School will create learning environments that support the unique strengths and needs of each individual and will provide a system of supports to meet the evolving needs of all students.**

- **Strategy 1.** By June 2018, determine the effectiveness of current social-emotional learning (SEL) programs and establish targets for annual improvement. **Partially completed.BI\*\*\***
- **Strategy 2.** By May 2019, ensure 90% of students feel welcome, appreciated, and a sense of belonging.\*\*\*

\*\*\*As we dug into this work, the team recognized that we needed to take a step back and focus on establishing a working definition of SEL. In addition, we conducted a literature review of current SEL practices, participated in a professional development webinar, visited schools with existing SEL programs, and proposed a new position to develop a system-wide SEL program. Given the focus on SEL by the existing Culture, Climate, and Behavior Board Committee (CCB), this team will combine its efforts with CCB.

**Goal 4—Transformational Teaching and Learning: OPRF High School will create consistently rich and engaging learning opportunities that set high expectations for all students and foster collaboration, problem solving, reflection, critical thinking, and independent learning.**

- **Strategy 1.** By May 2018, via Teacher Collaboration Teams (TCTs), establish power standards and common assessments to measure student proficiency as defined by 80% of students meeting or exceeding expectations. **Completed.**
- **Strategy 2.** By the conclusion of the 2018-2019 school year, pilot a more inclusive 9th-grade curriculum designed to increase access to honors and Advanced Placement courses, with the goal of increasing by 25 percent the number of students earning honors credit their freshman year. **Ongoing.**
- **Strategy 3.** By June 2021, increase by 25 percent the number of students of color and/or low socioeconomic status who have earned credit in at least one honors or Advanced Placement course by the end of their junior year. **Ongoing.**
- **Strategy 4.** By Aug. 2021, provide teachers with professional development to improve collective teacher efficacy, as evidenced by 80% of teachers viewing their instruction as highly effective for all students and 80% of students reporting that their teachers believe in their ability to be successful. **Ongoing.**

**Goal 5—Transformational Leadership: OPRF High School will hold all leaders to high expectations in responsibilities, policies, practices, and professional development and will create opportunities that affirm and support effective teaching, learning, and leadership.**

- **Strategy 1.** By August 2018, implement CARE Teams (Collaborative Action Research for Equity) in the professional development plan. **Completed.**
- **Strategy 2.** By August 2017, create a one-year professional development program for district and building administrators that develops leadership capacity, collaboration, and effectiveness. **Completed.**
- **Strategy 3.** By June 2019, develop a system of accountability for all levels of leadership, as aligned to the strategic plan. **Completed.**
- **Strategy 4.** Encourage innovation at all levels in the institution. **Completed.**

**Goal 6—Facilities and Finances: OPRF High School will make fiscally responsible, student-centered decisions regarding facilities and finances and will allocate resources to ensure excellence and equity.**

- **Strategy 1.** By Dec. 2017, form a committee to review and revise long-term plan created by the 2013 Finance Advisory Committee. **Completed December 2018.**
- **Strategy 2.** By April 2018, create a five-year budget and reporting process for implementing the strategic plan goals. **Completed.**
- **Strategy 3.** By July 2018, develop a long-term facilities plan to recommend to the Board. **Completed November 2018.**

## **Glossary**

**Academic level:** The four levels at which courses may be offered at OPRF, in increasing order of difficulty: transition, college prep, honors, and Advanced Placement (AP).

**Action research:** Using a variety of research methods to diagnose organizational, academic, or instructional problems or weaknesses, then help educators develop practical solutions to address them quickly and efficiently. May also be applied to programs or techniques that do not necessarily have problems but that educators want to learn about and improve. Typically conducted by the participants, rather than an outside entity. Also see *cycle of inquiry* (see page 30).

**Advanced Placement (AP):** The most challenging course level. AP classes offer the opportunity to earn college credit by examination during the spring semester.

**Articulation:** The ways in which schools, districts, and other educational entities match their courses or requirements to those at another institution. The goal is to avoid students having to repeat completed courses when they transfer to a new institution.

**Building Leadership Team (BLT):** Comprises the principal, assistant principal for instruction, assistant principal for student services, and athletic director.

**CARE Teams:** Stands for Collaborative Action Research for Equity. Designed to support teachers in discovering the challenges that exist in their racial relationships with students. The cornerstones of CARE work are participating in authentic racial self-reflection, developing critical racial consciousness, engaging in healthy racial discourse, and conducting racial investigation of educator practice.

**Collective teacher efficacy:** The perceptions of teachers in a school that the efforts of the faculty as a whole will have a positive effect on students, with general agreement that teachers in the school can get through to the most difficult students.

**College prep:** One of the academic course levels at OPRF, with more drills, examples, and descriptive materials than conceptual materials when compared to higher level courses.

**Common assessments:** Assessments that share the same format and content, and are given in consistent ways, for example, using the same instructions, questions, and amount of test time. Used by schools and districts to encourage greater consistency in teaching and assessment among teachers who are responsible for teaching the same content, for example, within a grade level, department, or content area.



**Core classes:** Those courses required to graduate and to establish a solid academic basis for college and career readiness. For this plan, the focus is on the following core courses:

- English (English 9, 10, 11)
- History (World History, American History, Civics)
- World Language (Spanish 1-2, 3-4, 5-6, 7-8; French 1-2, 3-4, 5-6; Latin 1-2; Italian 1-2; Japanese 1-2; German 1-2; Chinese 1-2)
- Science (Biology, Chemistry, Physics, Models of Physics, Models of Chemistry, Models of Biology)
- Physical Education/Driver Education (Freshman Physical Education, Team/Racket Sports, Gender and Wellness, SE10)
- Fine and Applied Arts (Art Foundations, Computer Applications, Financial Literacy)
- Math (Algebra, Geometry, Advanced Algebra, College Algebra and Trigonometry, Calculus)

**Course-alike teams:** Groups of teachers who each teach the same course.

**Culturally relevant pedagogy:** A student-centered approach to teaching that is grounded in teachers' ability to teach in a cross-cultural or multicultural setting and enable each student to relate course content to his or her own cultural context. Designed to empower students to maintain their cultural integrity while succeeding academically.

**Culture, Climate and Behavior Committee (CCB):** Appointed by the Board of Education in 2016 and charged with creating a three-year plan to create a school where all students feel welcome and safe. Comprises board members, administrators, staff, students, parents and representatives from District 90 and 97.

**Cycle of inquiry:** The steps for conducting *action research* (see page 29). Typically follows a defined process repeated over time, for example: Identify a problem. Collect data on the problem. Organize, analyze, and interpret the data. Develop a plan to address the problem. Implement the plan. Evaluate results. Identify a new problem. Repeat the process.

**Data-driven decision making:** Collecting and using various types of data to guide decisions made to help improve student and school success.

**Des Plaines Valley Education for Employment Regional Delivery System, or DVR:** A consortium of six high school districts in western Cook County. Aimed at developing partnerships with business, industry, and the community to expand career and technical education for students.

**Disaggregate:** Breaking down a set of data into information about smaller subpopulations, using criteria such as gender, race/ethnicity, income, etc.

**Discipline-alike teams:** Teams of teachers who teach the same content material (e.g., a team of four art teachers, a team of four business education teachers, a team of three German teachers, etc.).

**District Equity Leadership Team (DELT):** A group of district-level administrators and faculty members charged with leading the work of exploring the impact of institutionalized racism on student learning, creating a vision for eliminating racial achievement disparities, and working to

dismantle the barriers to academic success for all students.

**District Leadership Team (DLT):** Comprises the superintendent, assistant superintendents, chief financial officer, chief information officer, principal, director of human resources, director of research and assessment, and director of communications and community relations.

**Equal Opportunity Schools (EOS):** National organization focused on closing the Advanced Placement access gap for students of color and/or low income status.

**Equity:** Providing whatever resources are needed so that all students can succeed; these resources may vary from student to student or group to group. Different from *equality*, which means that everyone gets the same thing. In the context of *racial equity*, the condition that would be achieved if our students' racial identity no longer predicted, in a statistical sense, how they will fare.

**Feeder schools:** Public schools whose students will attend OPRF, i.e., Brooks Middle School and Julian Middle School in Oak Park and Roosevelt Middle School in River Forest.

**Finance Advisory Committee (FAC):** A 2013 committee appointed by the Board of Education to evaluate the appropriateness of the size of the district's total fund balance. Charged with recommending guidelines about the target range for the total fund balance, the timing and size of a future operating referendum, and guidelines for tax levies.

**Gender expression:** External appearance of one's gender identity, expressed through, for example, clothing, hair style, behavior, etc. May or may not conform to socially defined behaviors and characteristics typically associated with being either masculine or feminine.

**Gender identity:** A person's innermost concept of self as male, female, a blend of both, or neither. May be the same as or different from their sex assigned at birth.

**Growth mindset:** The belief that brains and talent are only a starting point and that a person's basic abilities can be developed through dedication and hard work.

**Honors:** One of the academic course levels at OPRF, with more emphasis on concepts, abstract relationships, critical thinking, and creative thinking when compared to transition and college prep level courses.

**Imagine OPRF Work Group:** A new committee formed in 2017 to make recommendations for a long-range facilities plan to the Board of Education. Majority of members are from the community, with faculty and staff representatives as well.

**Non-feeder schools:** Local private schools.

**Power standards:** A subset of learning standards that educators have determined to be the highest priority or most important for students to learn. In most cases, power standards are developed or selected at the school level by administrators and teachers through an interrogation and synthesis of local, state, and national learning targets.

**Pupil Support Services:** The department comprises counselors, Student Intervention Directors, social workers, a prevention and wellness coordinator, and support staff.

**Rubric:** A document that spells out the expectations for an assignment by listing what counts and describing levels of quality from excellent to poor. Students should be able to use rubrics in many of the same ways that teachers use them—to understand the standards for a quality performance, and to guide ongoing feedback about progress toward those standards.

**Social and emotional learning (SEL):** Developing self-awareness, ability to manage emotions, social awareness, relationship skills, and responsible decision-making. Research indicates that competency in these skills improves academic outcomes.

**Teacher Collaboration Teams (TCTs):** Course-alike groups of teachers that focus on student work aligned to important course outcomes.

**Transgender:** An umbrella term for people whose gender identity and/or expression is different from cultural expectations based on the sex they were assigned at birth. Being transgender does not imply any specific sexual orientation; transgender people may identify as straight, gay, lesbian, bisexual, etc.

**Transition-level classes:** Offered in English, history, math, and science for students whose standardized test scores fall below established achievement levels and indicate a need for greater instructional support than other academic levels.

**Vertical teams:** A group of teachers from different grade levels in a given discipline who collaborate to ensure seamless transitions for students in that discipline from year to year.

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