

OPRFHS 2009-2010 Board Goals - Goals Development Worksheet

1. What concern/problem should the board address this year?

There is no overall direction of where the district wants to go in the future and how we're going to get there.

2. Write a goal statement that would address the concern/problem.

OPRFHS will review and create a mission statement, a statement of core beliefs and a vision statement to set a direction for program development in order to increase student achievement and provide a seamless educational experience for students enrolling from districts 90 & 97.

3. Write three objectives that would address the goal and are measurable.

The board will approve a mission statement, statement of beliefs and a vision statement by December 2009.

4. Suggest the activities required to achieve each objective.

- A. The communications director will develop a survey to send to all constituents about direction for the district by Oct.2009.
- B. The survey results will be tabulated by the director and communications committee.
- C. 12 focus groups will be convened, representing constituent groups, by the communications director by Nov.09.
- D. The BOE will review the district 90 & 97 mission, belief and vision statements with members of the Board of Education of 90 & 97 in Sept.09.

5. How will you know each activity has been achieved?

The survey results and focus group reports will be reported to the board by Dec. 1, 2009.

6. Would a time line with benchmarks be useful for this activity?

Noted above.

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1. What concern/problem should the board address this year?

Too much instructional time is lost when students are involved with the discipline system. Based on the student numbers the board received in March 2009, students who had a 1st semester ISS, lost between 1824-3135 instructional hours; students who had a 1st semester OSS lost between 825-1650 instructional hours and 593 instructional hours were lost in class time with student referrals to the dean.

2. Write a goal statement that would address the concern/problem.

OPRFHS will provide maximize instructional time for students who are involved with the discipline system

3. Write three objectives that would address the goal and are measurable.

- A. Students with an ISS or OSS will receive a minimum of 200 minutes of instruction daily starting in Sept. 2009.
- B. The number of students sent to the dean and/or counselor for an inappropriate behavior, from the classroom, will be reduced by 50% by June 2010.

4. Suggest the activities required to achieve each objective.

- A. Positive Behavior Intervention System (PBIS) will be implemented with all students and employees of the district.
- B. Technology will be installed and used by students to view a missed class.
- C. A teacher is assigned to each student in ISS and OSS to provide instruction.

5. How will you know each activity has been achieved?

A monthly report will be given to the board, documenting the number of students in ISS and OSS and the daily instruction program. A survey and sampling of faculty and staff use of PBIS will be reported quarterly to the board.

6. Would a time line with benchmarks be useful for this activity?

Noted above.

OPRFHS 2009-2010 Board Goals - Goals Development Worksheet

1. What concern/problem should the board address this year?

There has been a lot of talk about race, equity and justice, but there needs to be action. "Inclusion is not bringing people into what already exists, it is making a new space, a better space for everyone." George Dei, Canadian educator, antiracism & equity advocate

2. Write a goal statement that would address the concern/problem.

OPRFHS will provide an inclusive education for all students, where racial predictability and disproportionality in achievement are eliminated.

3. Write three objectives that would address the goal and are measurable.
 - A. A BOE appointed equity leadership team will be assembled by Sept. 2009.
 - B. The equity team will design protocols for examining policies, practices and structure for potential bias for board approval by Jan. 2010.
 - C. The equity team will use the Jan. approved protocols to examine the learning environment at OPRFHS. By May 2010, preliminary findings will be reported to the board for possible action.
 - D. A student equity team will be assembled by Oct. 2009. The student equity team will advise the leadership team.
4. Suggest the activities required to achieve each objective.
 - A. The student team will experiment with multiple ways to hear student concerns and ideas on race and the learning environment.
 - B. The student team will choose a book for the whole school to read concerning race.
 - C. The equity team will provide meeting summaries of their work to the faculty and staff.
5. How will you know each activity has been achieved?

A timely report will be filed with the board.
6. Would a time line with benchmarks be useful for this activity? Noted above.

OPRFHS 2009-2010 Board Goals - Goals Development Worksheet

1. What concern/problem should the board address this year?

Planning for student success needs to start with the student. I believe we plan programs and then slot students into them based on a general idea about students. The more we know about students, the better we will be able to develop a plan for each students school success.

2. Write a goal statement that would address the concern/problem.

OPRFHS will ensure that each student will meet ACT benchmarks for college success. The HS will do this by providing students with a rigorous and relevant education implemented through a purposeful student and teacher classroom relationship.

3. Write three objectives that would address the goal and are measurable.

- A. By Jan. 2010, counselors will develop an individual learning plan for each student with a grade point average below 2.0 or under the benchmark established by the ACT in the Explore, Plan or practice ACT test. This plan will be based on student strengths and specific needs.
- B. The HS will increase by 50%, the number of diagnostic assessments available for students and counselors to use in developing the learning plan.
- C. Counselors will provide a composite of information on student learning plans each Jan.
- D. Yearly evaluation of course and instruction materials will include an articulation and alignment with student learning plans.
- E. Classroom teachers, of students with learning plans, will receive a copy of each students plan. Student strengths and needs will be incorporated into daily classroom activities. A log will be kept of student success with plan informed activities and returned to the student's counselor.

4. Suggest the activities required to achieve each objective.

- A. Develop a common form for recording student information that can be disaggregated.
- B. Create and curriculum and critical thinking skills map for use by counselors with student planning.
- C. Do an Instructional Practices Inventory in Oct. 2009. Repeat the Inventory in April 2010.
- D. Student and parent feedback form on individual learning plan.

5. How will you know each activity has been achieved?

There will be monthly reports to the board instruction committee on specific tasks noted above.

6. Would a time line with benchmarks be useful for this activity? Noted above..

1. What concern/problem should the board address this year?
Stronger focus on details of improving achievement for students at all levels of ability, with more articulation at all levels with feeder districts 90 and 97.
2. Write a goal statement that would address the concern/problem.
Define academic achievement, define the achievement gap for District 200, and determine specific parameters to measure these definitions. (The document that describes student domains that define achievement and determine institutional excellence can serve as a start for this, but needs to clarify measurable outcomes.)
3. Write three objectives that would address the goal and are measurable.
 - A. *Compose definitions with approval of D200 administrators, faculty, parents, students; would best be done with D90 and D97 so there is community agreement*
 - B. *Identify specific parameters to measure these (beyond test scores, e.g., #students in AP, graduation rate by race, gender, # enrolled/complete degree-granting program/university after OPRFHS, tracking grads and requesting feedback, etc)*
 - C. *Initiate at least one new program that addresses achievement at each level (college-prep, basic, special needs), which have been vetted and apply to our student population, with resources*
4. Suggest the activities required to achieve each objective.
Articulation with districts 90/97 administration, faculty, parents, students to compose definitions, survey of teachers, parents, and student groups to assess parameters they deem important for this goal, research those initiatives/parameters used by other schools with achievement problems that have been shown to be vital to improving achievement. creating/adopting these for D200.
5. How will you know each activity has been achieved?
This would be known based on measurable parameters/outcomes determined to define achievement.
6. Would a time line with benchmarks be useful for this activity?
I recognize that this goal will not, cannot be accomplished within a year or two or maybe even ten, but we need to be consistently striving to improve achievement for all our students, especially those who are not. I would request a mid-year report.

1. What concern/problem should the board address this year?
Communication issues within District 200 and between District and our communities at large, to improve knowledge of school activities and better understanding and participation for parents and students about what is going on at school and their role in the success of the students and the organization.
2. Write a goal statement that would address the concern/problem.
Develop specific communication practices inside OPRFHS and with our communities to promote more community awareness of high school activities, embracing parent/citizen involvement, toward helping students reach their potential.
3. Write three objectives that would address the goal and are measurable.
 - 1) *Survey to faculty, parents, students, community members, media to assess their knowledge of school activities/programs/events, including appropriate, useful means of communication with these groups, school hospitality, etc*
 - 2) *Increased parent/citizen involvement in school activities, including parent-teacher conferences, esp for students at risk, attendance at co-curricular activities, citizens as teachers in classroom/grant writers/participants in field trips/travel (any way we can embrace the talents in our communities for the benefit of students)*
 - 3) *Fewer citizen/parent complaints, letters to editors, bolstered appreciation of D200*
4. Suggest the activities required to achieve each objective.
Survey parents/visitors/faculty about Welcome Center and its friendliness/assistance; their knowledge of school activities and how to participate, needs for transport, access to computers, etc; media understanding of school activities, policies; how to improve parent/citizen awareness of school calendar/activities, code of conduct; combined parent groups that include feeder districts to encourage involvement from earliest grades into middle school and OPRF; articulation of TRAPEZE with local newspapers to enhance communication with community (perhaps some TRAP articles printed in local newspapers?)
5. How will you know each activity has been achieved?
That we initiate specific interventions to address needs of citizens/parents to be/become involved in our programs (those addressed in surveys) and evaluate the effectiveness of those interventions; increased parent/citizen involvement and participation in school/student activities
6. Would a time line with benchmarks be useful for this activity?
Mid-year written report, quarterly verbal report.

OPRFHS 2009-2010 Board Goals - Goals Development Worksheet Millard

1. What concern/problem should the board address this year?
Hiring practices, to include recruiting and interviewing, mentoring after hire for new employees, evaluations of staff, retention programs, expectations, tenure criteria.
2. Write a goal statement that would address the concern/problem.
Conduct a detailed review and evaluation of D200 hiring procedures for all employees, focusing on specific sources/locales for recruitment, communication pathway with recruits/applicants, interviewing procedures, how final decision for hire is made, interviews of those we decline or who decline our offer or depart, to improve staff evaluations and enhance our staff retention.
3. Write three objectives that would address the goal and are measurable.
 - A. *Identify specific means and locations for identifying candidates and documented, active pursuit of these, including developing relationships with key personnel at schools with high volume of teaching graduates, especially minorities*
 - B. *Develop well-defined mentoring and retention programs for new hires and existing OPRFHS faculty, including criteria for tenure*
 - C. *Design an interviewing process that will adequately evaluate candidate (should never be one-on-one interview with single administrator, in my opinion); carefully define who makes final decision (ie, committee vs Supt)*
4. Suggest the activities required to achieve each objective.
Detailed recruiting plan; well-defined mentoring program; proper evaluation of faculty/staff; retention process/procedures; exit interviews with each faculty who depart; well-defined criteria for tenure
5. How will you know each activity has been achieved?
Lack of complaints re: hiring issues; successful hiring for all positions, including minorities; description of problems and specific answers to resolve these
6. Would a time line with benchmarks be useful for this activity?
Monthly report in Personnel Committee to Board in coming year.

OPRFHS 2009-2010 Board Goals - Goals Development Worksheet

(Person – Goal) Lee – Measures of Student Achievement / Achievement Gap

1. What concern/problem should the board address this year?

Our school district states that it has a highest priority concern for closing the racial achievement gap, and yet has not stated just what it means by the term in ways that would enable anyone to determine what, if any, progress has been made toward that goal. It therefore creates a topic that can only be talked about, but for which no one can be held responsible for making any progress toward solving the problem. We therefore can show the public how concerned we are, without having to actually do anything.

2. Write a goal statement that would address the goal and is measurable.

The District will describe, as precisely as it can, what it means by “student academic achievement” and the “racial achievement gap”.

3. Write three objectives that would address the goal and are measurable.

A. Define quantitative mass indicators of student achievement and “the racial achievement gap”.

B. Describe the specific limitations of the quantitative mass indicators regarding the validity of their use.

C. Describe the specific formal processes by which we will use and improve these definitions over time.

D. Produce an initial report which describes our current state of academic achievement in term of the indicators described above, and which gives the “racial achievement gap” as we have defined it. Also describe future plans to make this definition more meaningful and useful to the district.

4. Suggest the activities required to achieve each objective.

A.1. Starting with the data that is currently available, recommend to the School Board which data is of greatest utility and practical value in determining (for the entire student body) a general index, as well as a set of more specialized indices, of what we mean by the term “student academic achievement”.

A.2. Recommend to the Board a way of using this data to produce the indices described above.

A.3. Recommend to the Board a way of defining the “racial achievement gap” in terms of the indices of student academic achievement.

B.1. Write a narrative description, geared toward the lay citizen, of the type of assumptions that can and cannot be made of the basis of the indices described above. Include a few examples of useful ways in which the indices, as well as the data from which it has been derived, can be used. Also include a few examples of invalid ways in which the same can be used.

C.1. From the list of types of data compiled in the “Student Domains” document, recommend the next sets of data that should be given a high priority for acquisition for use in the activities of section “A”.

C.2. Compile a list of all of the suggestions for improvement, criticisms, changes in technique, and suggested additions, that have been made from all sources, to be reviewed annually, and set a specific time for annual review of the subject of this goal.

D.1. Use existing data to produce an actual report for the student body as a whole, and broken down by ethnic identity.

5. How will you know each activity has been achieved?

A.1., A.2., and A.3. After a discussion with all interested board members in the September, 2009 Instruction Committee meeting, present the recommendations in the October meeting of the same committee.

B.1. Present the draft in the December, 2009 meeting of the Instruction Committee.

C.1. Discuss in the April, 2010 meeting of the Instruction Committee.

C.2. Conduct a review in the June, 2010 meeting of the Instruction Committee.

D.1. Present the report in the February, 2010 meeting of the Instruction Committee.

6. Would a time line with benchmarks be useful for this activity? Yes. See section 5 above.

OPRFHS 2009-2010 Board Goals - Goals Development Worksheet

1. What concern/problem should the board address this year?

The current student data system has substantially less capability than it did two years ago. The School Board no longer is no longer able to view the kinds of reports it did at that time, and has no way of knowing what real progress has been made in improvement of academic achievement.

2. Write a goal statement that would address the goal and is measurable.

Restore and improve the student data system, with a high priority given to those parts of the system that can provide the School Board with the information necessary to evaluate progress in closing the achievement gap.

3. Write three objectives that would address the goal and are measurable.

A. Hire an administrator in charge of student information systems.

B. Charge that person with the responsibility for producing a data system that will easily produce reports on student grades, test scores, involvement in school activities, and disciplinary data that can be disaggregated by sex, ethnic identity, ability track grouping, and other significant characteristics.

C. Produce, within two months of hiring, reports that will bring up to date the sequence of annual reports of student grade point averages disaggregated by ethnic identity and sex.

4. Suggest the activities required to achieve each objective.

A. Process has already begun.

B. Superintendent and DLT will produce a plan that describes the student information system in its current state (October 2009) and in the state that it expects to be in by year end and at the end of the 2010-11 year.

C. Self-evident.

5. How will you know each activity has been achieved?

Self-evident.

6. Would a time line with benchmarks be useful for this activity?

Indicated above.

OPRFHS 2009-2010 Board Goals - Goals Development Worksheet

1. What concern/problem should the board address this year?

The district has embarked on a long-term program that is intended to enable the district to live within its financial means, but it has no systematic way of determining the relative priority of any proposed new financial demand, compared to the priorities of existing expenditures projected into the future. This deficit is likely to impair the district's ability to shift spending patterns in an intelligent way.

2. Write a goal statement that would address the goal and is measurable.

Develop a concrete system of specific procedures for setting spending priorities, with the target of producing a clear, transparent, and easily understood method for determining how the district will (1) determine the priority level of any proposed new programs, (2) the priority levels of existing programs, and (3) how the district will go about shifting money from lower priority expenditures to higher priority expenditures.

3. Write three objectives that would address the goal and are measurable.

A. The superintendent will invite and solicit information about models for setting financial priorities in institutional settings. (Nov. 2009)

B. The superintendent will choose up to three models for presentation to the School Board, and have them presented. (Jan. 2010)

C. The School Board will adopt a model (Mar. 2010), modify it to suit district needs (May 2010), and implement it (Sept. 2010).

4. Suggest the activities required to achieve each objective.

Greater specificity would depend on the model chosen.

5. How will you know each activity has been achieved?

Self-evident.

6. Would a time line with benchmarks be useful for this activity?

Only the ones given, so far.

Amy McCormack – Goal Development Worksheet

I would like to preface this worksheet with the caveat that as a new Board Member, the specific activities and measures are more difficult to articulate as I have not yet learned about or had exposure to many of the ongoing programs and activities at the high school. That said, I wanted to mention some basic goals and ideas that perhaps could be fleshed out by the entire group for attention this year or next.

Goal 1 – Student Achievement

1. One concern or problem that I would address this year is the ongoing student achievement issue, particularly for those minority students who are currently underachieving.
2. The largest issue related to underachievement in my opinion is the inability of many students to adequately read or write – this includes incoming freshman through graduating seniors. I would like to see a very intense focus on basic reading, writing, and even public speaking.
3. Three objectives that I believe would address the goal and are measurable include a) identifying the students in need of extra attention early (in middle school, before entering the high school) b) Individual instruction for each of these students, including goal setting that involves the child and is constantly revisited; and c) involvement in co-curricular activities.
4. Some activities that might address these objectives include:
 - A) I would like to see establishment of a program between Districts 97/90 and 200 involving student mentoring that begins for the underperforming students in the 7th grade and for the highly achieving District 200 student in the 9th or 10th grade. This would need to be a very structured program, with a faculty sponsor, that becomes part of the curriculum – maybe as a sociology or psychology class. For instance, I would envision a high achieving 9th grade student teamed with an underachieving 7th grade student to work primarily on reading and writing. The relationship would continue for 2 years before the student enters OPRF and continue once the then 7th grader begins 9th grade – for a real peer mentoring relationship. The OPRF student would be responsible for tutoring/combined with research/writing as determined in the curriculum and would actually be eligible for a class credit and grade. I view this as a win/win that might benefit the current OPRF student as much or more than the student they are mentoring.
 - B) Identifying teachers or trained volunteers to work independently with students in goal setting and basic reading and writing. To the extent possible, these should be consistent relationships that run through much of the student’s career. The consistency of goal setting and review throughout is key. Perhaps separating boys and girls in this area makes some sense. Many studies have shown that it is more productive with underperforming minority students for boys and girls to have very independent programs. In addition, I am not sure where this fits into goals, but I know that public speaking used to be a required class at OPRF. I think it would greatly benefit our students at every level to consider making a speech/public speaking class a requirement again.

C) I would like to see faculty and other staff who sponsor/coach in a co-curricular to recruit students more heavily – and to encourage members of the group to actively ask students to join a group or team. (This may be happening, but I would like to see more). I assume we are tracking student co-curricular involvement, so hopefully we could identify the kids in need of involvement and most heavily recruit those students in certain activities.

5. And 6. ???

Goal 2 – Security/Discipline

McCormack

Although I have combined these, I am not sure that they should be combined, but here are the ideas –

1. The Board should address the issues of security/discipline, particularly that involve theft, drugs, attendance and absenteeism (and the combination of many of these issues).
2. Improved security procedures and enforcement at the school need to be instituted to reduce or eliminate theft of student belongings at school, drug use and sales in and around the building, absenteeism and attendance issues (particularly of students in the building but not attending classes).
3. and 4. Some objectives and activities that would address this goal include:
 - A) More serious review and assessment of our security staff, including increased discipline and termination for inadequate performance. Insistence on more professional standards of our security staff, perhaps including uniforms – as is currently done in Evanston.
 - B) B) Security Guards in the locker rooms throughout the day.
 - C) Presence of faculty and administrators throughout the school grounds and in the halls during passing periods.
 - D) Perhaps it is time to re-evaluate the open campus during lunch. A closed campus might have an impact on class attendance.
 - E) Strict adherence by security staff to policing the halls during class periods, particularly in identifying students who should be in class and insuring that students are not wandering the halls to the extent that this happens currently.
 - F) More security cameras (I know we have plans to increase this annually but perhaps that process should be expedited).

Goal 3 – Recruiting/Hiring Faculty and Staff

McCormack

1. The Board should address our upcoming hiring needs and insure that we are adequately recruiting and hiring the very best, including minority faculty and staff. I have great concern that our recruiting initiatives are inadequate, that our timing and speed have caused us to lose strong candidates and that the current recruiting process is causing morale issues throughout the building based on a perception of it as an unfair/autocratic process.
2. It should be the goal of our Board to review with the Superintendent the policies and procedures in place for recruiting and hiring, and where necessary, help him to revise these policies and procedures to better serve OPRFHS overall and to insure that we make more of an impact in reaching minority hiring goals.
3. And 4. Again, the objectives/activities seem to be combined for me.
 - A. We need to reach out to traditionally black colleges, as well as teachers in the City of Chicago to increase the minority presence within our faculty. We need to go where we might find these candidates beyond colleges – are there conferences that might attract more minority teachers? When we identify strong minority candidates (beyond college applicants) are we putting on a full court press to recruit or are we merely assuming that they will apply if they are interested? Our objective should be the full court press for those candidates. To the extent that we need to strategize about what a “full court press” might entail, we should discuss what such a recruiting effort might look like and who it might include.
 - B. we need to make sure that our recruiting process is continuous and that when we have very specific needs upcoming, that we begin the process as early as possible.
 - C. internally, we need to reevaluate our current process and address why it is perceived as particularly unfair amongst the faculty. To the extent that we determine this perception to be invalid, we need to help the Superintendent and Administrators to better articulate and implement certain aspects of the overall process. While faculty may not support any change to prior procedures, I believe it is more likely that the process will be better tolerated – if not embraced – if the process appears less autocratic.
5. and 6. While the minority hiring initiative can be measured by our hiring and we can certainly use time lines and benchmarks, some of the general recruiting process issues, including the morale issue – are not necessarily measurable.

TO: Board of Education
FROM: Attila J. Weninger, Superintendent
Cc DLT and BLT

DATE: June 4, 2009

RE: 2009-2010 Recommendation for Goals

BACKGROUND

The Board entrusted Board members Lee and Patchak-Layman to coordinate the compilation of goals from the Board and the Superintendent. I, in turn, indicated to the Board that I would utilize the same process I did last year, i.e., seek input from DLT and arrive at a consensus regarding DLT goal recommendations to the Board. I did so, and I fully recommend that the Board consider the following goals for the Board, District, Superintendent, and Administrative staff including Division Heads for the 2009-2010 school year.

SUMMARY

Initially, the DLT identified 11 goal areas, but then whittled them down to 6. They are as follows:

1. raising student academic achievement among all students with emphasis on minority and Special Education students;
2. create/change/modify/transform/re-create a learning environment within OPRF that is optimally conducive to student success both academically and co-curricularly;
3. deepen and enhance understandings of race and student achievement within the school culture, and make necessary changes to behaviors based on same
4. recruitment and employment;
5. cost containment; and
6. identify and develop a shared goal among the Oak Park and River Forest public school districts for work in the 2010-2011 school year.

In addition, the Board should be cognizant and mindful of the Baldrige Organizational Assessment, which we will undertake from August – December 2009, i.e., this fall. It is a time and people intensive project and process. It requires participation on each Board member's part, every DLT and BLT member, every Division Head, and faculty, staff, student, and parent participation. There are 6 criterion teams and a steering committee to which these stakeholders will be assigned. Our consultant will be here for several days throughout the fall, and in between time, we will be meeting, reading, gathering information/data, analyzing data, etc. As a result, it is paramount that the Board and Superintendent select an appropriate number and scope of goals for the 2009-2010 school year recognizing that most of the work would be accomplished after December.

RECOMMENDATION

I recommend that the Board review, discuss, and determine Board goals for the 2009-2010 school year with the Superintendent and Administration.

GOAL 1

- 1. What concern/problem should the board address this year?**
Student academic achievement with emphasis on minority students and Special Education students.

- 2. Write a goal statement that would address the concern/problem.**
Raise/improve academic achievement among all students, with particular emphasis on minority and special education students.

- 3. Write three objectives that would address the goal and are measurable.**
 - a. Utilize indices of achievement as found in the Student Achievement Domains and Components Measuring Institutional Excellence.
 - b. Identify indices to be used by all divisions beginning in fall 2009.
 - c. Develop a data driven decision-making model and processes for the school, each division, courses, and classroom teachers in order to inform teachers of student progress and make adjustments in curriculum and to instruction. Utilize with existing school wide and divisional programs to evaluate same.

- 4. Suggest the activities required to achieve each objective.**
 - a. Develop multi-year, comprehensive, systematic, systemic plan.
 - b. Develop mass measures of quantitative achievement in order to measure progress towards the goal. Utilize with existing school wide and divisional programs in order to evaluate same.
 - c. Investigate other models of success and identify components/programs appropriate for OPRF.

- 5. How will you know each activity has been achieved?**
By way of collected data and compared to baseline data.

- 6. Would a time line with benchmarks be useful for this activity?**
Yes, and Administration should develop them, including Division Heads.

GOAL 2

7. What concern/problem should the board address this year?

The overall learning environment including social and cultural norms of students.

8. Write a goal statement that would address the concern/problem.

Create/change/modify/transform/re-create a learning environment within OPRF that is optimally conducive to student success both academically and co-curricularly.

9. Write three objectives that would address the goal and are measurable.

- a. Establish those habits of achievement (being on time, attendance, basic school preparedness, adherence to code of conduct) we desire all students to acquire, and develop steps to assist students in their acquisition
- b. Raise the visibility of staff in the halls, at events, and outside the building.
- c. Improve staff morale.
- d. Improve student morale.
- e. Review current GPA and grading systems.

10. Suggest the activities required to achieve each objective.

- a. Identify a decrease in student traffic in the halls during class periods.
- b. See noticeably better behavior at assemblies
- c. Identify student cultural norms which inhibit or promote a positive learning environment; make changes and/or enhance as needed
- d. Identify level of substance (ab)use, identify preventive/awareness/education/response actions to same; measure every X.
- e. Research effective uses of and limiting uses of personal technologies.
- f. Establish a “blue ribbon” committee to examine current GPA and grading systems in use at OPRF.

11. How will you know each activity has been achieved?

Pre and post collection of data via surveys.

12. Would a time line with benchmarks be useful for this activity?

Yes, and the Administration should develop them.

GOAL 3

1. What concern/problem should the board address this year?

Race and student achievement connection/awareness among Board, staff, and students.

2. Write a goal statement that would address the concern/problem.

Deepen and enhance understandings of race and student achievement within the school culture, and make necessary changes to behaviors based on same.

3. Write three objectives that would address the goal and are measurable.

- a. Expand courageous conversations about race among faculty, staff, and administrators.
- b. Expand courageous conversations about race among Board members.
- c. Develop courageous conversation program about race and about race and student achievement among students.

4. Suggest the activities required to achieve each objective.

- a. Fully prepare full cadre of faculty, staff, and administrative facilitators for implementation of program to all staff for 2010-2011 school year.
 1. Utilize professional development late start Mondays
 2. Identify 1 full day per quarter for training during 2009-2010 school year
- b. Use shared leadership model for ownership of process to faculty, staff, administrators
- c. Board of Education to schedule 3 regular Board workshops per semester, and identify facilitator for same.

5. How will you know each activity has been achieved?

That programs were implemented.

6. Would a time line with benchmarks be useful for this activity?

Yes, and Administration should develop them.

GOAL 4

- 1. What concern/problem should the board address this year?**
Recruitment and employment for all employees, with emphasis on increasing number of faculty and administrative minorities.

- 2. Write a goal statement that would address the concern/problem.**
Complete the recruitment and employment handbook for faculty and administrators, and develop one for other employee groups (CPA, B&G, NA, FS).

- 3. Write three objectives that would address the goal and are measurable.**
Complete the recruitment and employment handbook for faculty and administrators, and develop one for other employee groups (CPA, B&G, NA, FS).

- 4. Suggest the activities required to achieve each objective.**
 - a. Human Resources to enlist assistance of employees from each employee group in completion and development of handbooks.
 - b. Post on website and distribute to all employees.

- 5. How will you know each activity has been achieved?**
Completion of handbooks and implementation of programs.

- 6. Would a time line with benchmarks be useful for this activity?**
Yes, and the Administration should develop them.

GOAL 5

- 1. What concern/problem should the board address this year?**
Cost containment and fidelity to January 2009 Board resolution.

- 2. Write a goal statement that would address the concern/problem.**
Develop a methodology and framework for implementation of cost containment measures for 1, 3, and 5 years.

- 3. Write three objectives that would address the goal and are measurable.**
 - a. Convene a cost containment committee
 - b. Review the current financial situation and the long range projections model
 - c. Recommend targeted cost saving dollar amounts
 - d. Create and recommend a cost containment evaluation methodology tool to the Board of Education

- 4. Suggest the activities required to achieve each objective.**
 - a. The cost containment committee should meet beginning in September and complete its work by the end of December.
 - b. Administration to work with cost containment committee and Board Finance Committee in development of methodology to assess programs and activities for cost containment measures.
 - c. Administration to develop cost containment target dollar amounts utilizing assumptions, current and projected fund balances, etc., and share with Board Finance Committee.
 - d. Administration and Board Finance Committee to work with PMA financial advisor to modify long range projection model to establish the base line goals of annual cost containment.

- 5. How will you know each activity has been achieved?**
 - a. Presentation of methodology and work by Finance Committee.
 - b. Cost containment target dollar amounts established

GOAL 6

1. What concern/problem should the board address this year?

Districts 90, 97, and 200 have students and the success of all youth in common. They should identify one common concern among the 3 and work to alleviate it.

2. Write a goal statement that would address the concern/problem.

Develop a shared goal among the Oak Park and River Forest school districts (90, 97, 200) to be worked on during the 2009-2010 school year.

3. Write three objectives that would address the goal and are measurable.

a. Hold a meeting among the School Board Presidents and Superintendents to investigate potential for a shared goal.

4. Suggest the activities required to achieve each objective.

- a. The School Board President and Superintendent to invite the other School Board Presidents and Superintendents to a meeting to discuss potential for development of a shared goal.
- b. Report back to Board of Education.

5. How will you know each activity has been achieved?

Holding of meetings and reporting back to Board of Education.

6. Would a time line with benchmarks be useful for this activity?

Yes, and the Board should develop them.