

**New Trier Township High School District
2005-2010 Strategic Plan**

approved by the
New Trier Township High School District
Board of Education
at the
March 21, 2005 Regular Board Meeting

Preface

(presented by the Board of Education at the March 21, 2005 Regular Board Meeting)

In May, 1995, the first New Trier Strategic Plan Committee presented its final report to the New Trier community, the culmination of two years of a broad and far-reaching process. In the report, the authors spoke of charging themselves with the task of “articulating the high school’s new vision so that its future students will continue to aspire to be among the very best in a global community.” The report went on to identify its theme of “students at the center of learning” -- a theme which has been built upon since then through the implementation of recommendations from that 1995 plan and through continued innovation on the part of District leaders to provide an environment which supports the fulfillment of the school’s motto, “to commit minds to inquiry, hearts to compassion, and lives to the service of humanity.”

In the 10 years since 1995, much has happened at New Trier High School. Enrollment has continued to grow significantly, and with it has come a new campus model, implemented in 2001, with freshmen at the Northfield campus and sophomores, juniors, and seniors at the Winnetka campus. Financial security has been ensured for the District through the passage, in April, 2003, of a tax rate referendum, an act which reflected the community’s support of and confidence in the continued excellence of New Trier High School and a commitment from the Board of Education and staff to continue to act responsibly in its management of the District’s resources.

As enrollment has grown, so have opportunities for our students, due to a dedication on the part of the Board of Education and the staff leaders to ensure that each student can explore his or her interests while at New Trier. Indeed, opportunities for exploration and growth, academic, co-curricular, and personal, have never been greater.

We recognize, however, that with opportunity comes the responsibility to make good choices, to live a healthy and balanced life, to find the connections among one’s experiences, and to model ethical behavior.

It is with this spirit that the District entered into a second Strategic Planning Process in December, 2003. While committing to maintain specific standards which will not be compromised -- among them, academic performance at the highest levels, fiscal responsibility, and a balance between encouraging innovation and respecting tradition -- a 30-person team comprised of Board of Education members, staff, students and community members worked with a facilitator and strove to define and explore areas addressing very real quality of life issues -- issues which confront our students, staff, and parents every day at New Trier.

Every Board of Education member participated in this exciting exploration by sitting on a 20-person Strategic Planning Action Team, comprised, again, of staff members, students, and community members. The six Action Teams spent nine months examining issues which had been defined during the December 2003 sessions, looking at what is current practice, analyzing best practice, and designing what might be future practice.

What follows in this report is the culmination of that very important work. The first 6 pages have been written by Superintendent Hank Bangser to give a more detailed synopsis of the Strategic Planning process and the events leading up to its initiation. The action plans which are presented thereafter, each having been developed by one of the Action Teams, provide a road map for future Boards and staff to follow in the coming five years, defining an updated, 2005 and beyond vision of the New Trier experience.

We applaud and thank over 120 people who contributed to the New Trier Strategic Planning process this time around. It was a true model of collaboration, one which is reinforced in many of the recommended action plans within the report.

Since receiving the plan in February, 2005, the Board of Education has taken into consideration every aspect of the recommendations, in addition to the process of approval and implementation. We have solicited feedback on individual items in the plan and have asked our own questions in regard to both actions and process. To wit, as part of the adoption of said plan, there are certain items which we feel are important to be integrated into the process from this point forward, specifically into the steps between approval and implementation of each recommended action.

Approval of the recommended plan is, in this case, defined as the Board's adoption of the objectives set forth in the plan and the agreement to move into the stages of research, development, and, if appropriate, to implementation. To that effect, we recommend that each individual action plan be presented to the Board for approval prior to implementation. At the time of recommendation for implementation, each action plan must include a clear and reliable accounting of its projected costs, not only financial, but in terms of personnel, time, and space. Also included will be an outline for assessment, including a definition of that which will be assessed, the criteria by which it will be assessed, and a timeline for such an assessment.

To complement these added guidelines for implementation, the Board also recommends that there be formed a committee which would serve as an advisory body as action plans are being researched and analyzed prior to the recommendation to implement. This committee would be comprised of a membership consistent with what has been modeled throughout this Strategic Planning process -- that is, Superintendent, Board members, staff, students, and community members. This advisory committee would receive periodic reports of the individual committees as they do their research and analysis, assisting them in their mission to fully develop each action plan prior to presentation to the Board of Education. While we understand that this committee will be in existence

throughout the next five years, the membership of the committee would undoubtedly change annually, or bi-annually, much the way other standing committees at New Trier do. It is hoped, however, that the leadership of the committee would dedicate at least two years to the process in order to ensure some continuity within the committee from year to year.

Throughout the recommended Strategic Plan, the concept of collaborative work among the various New Trier constituencies is emphasized, and we want to endorse the importance of continuing with that model. No organization can grow without close self-examination of its practices, and such an examination is best conducted by all of its concerned members. This Strategic Planning process has clearly defined the importance of collaboration, and of a partnership with those outside the walls of New Trier High School. We recommend that lines of communication remain open throughout the research, analysis, and implementation phases of this Strategic Plan. All constituencies must understand the motivation behind a new action, and the intended outcome of such action. This will lead to an even stronger and more positive experience for all those who participate in life at New Trier.

We look forward to seeing the Strategic Plan develop in the coming years. It represents an experience for our students which will be exciting, challenging, and fulfilling while they are at New Trier and a relationship with their world which will provide them with the skills and awareness necessary to confidently pursue their dreams when they move on from New Trier.

Respectfully submitted,
Members of the New Trier Township High School District Board of Education

Background and Details of the Strategic Plan

(presented by Dr. Henry Bangser, Superintendent, at the
February 22, 2005 Regular Board Meeting)

First Strategic Planning Process at New Trier (1992-2003)

In October 1992, the District completed an extraordinary and comprehensive evaluation process, one in which more than 100 educators from across the nation interacted with our staff for three days. With that unique experience as a foundation, in early 1993 we began the first strategic planning process in New Trier's history with 200 members of the staff, community, Board of Education, and student body discussing issues in the seven major management components of the District - - communications, curriculum and instruction, facilities, finance, personnel, student services, and technology. The May 1995 Final Report of the District Strategic Planning Process delineated approximately 100 recommendations in these seven domains for the Board of Education, staff, and me to consider in the upcoming years. Although we did not set a definite timetable for completing these plans, the Board was confident that our District Leadership Team would establish appropriate priorities.

By the opening of the 2003-04 school year, we had realized significant accomplishments in each of those seven operational arenas. In addition, we settled two major systemic debates; specifically, the long-term assignment of students to our two campuses with the opening of the "1-3" plan in August 2001 and the creation of a reliable and sufficient property tax revenue flow for at least five years through the passage of a tax rate referendum in April 2003.

Strategic Planning 2003-05

We launched the second and present strategic planning process in October 2003. To structure our planning program, the Board of Education appointed Dr. Howard Feddema, a pre-eminent strategic planning facilitator for 17 years with The Cambridge Group. For 40 hours during a three-day session from December 11-13, 2003, Dr. Feddema met with our 30-person District Strategic Planning Team composed of community members, staff, two members of the Board of Education, and students (Appendix A). Collectively and unanimously, the Team wrote the Mission, Belief Statements, Parameters, and Strategies presented below. The Board of Education approved the Mission at its December 13 Regular Meeting. At the March 21, 2005 Regular Meeting or, at the latest, the April 11, 2005 Regular Meeting, I will recommend that the Board approve the Belief Statements, Parameters, and Strategies, as well as the disposition of the 41 action plans presented in the balance of this Draft Strategic Plan (Appendix B for the 41 action plans).

MISSION (expression of the District's identity, purpose, and means of action)

The mission of New Trier Township High School is to inspire students "to commit minds to inquiry, hearts to compassion, and lives to the service of humanity" by working in partnership with the community to provide innovative programs for all students, nurture their unique abilities, and encourage them to pursue excellence in their endeavors.

BELIEF STATEMENTS (expression of the District's fundamental values, its ethical code, overriding convictions, and inviolable commitments)

We believe that . . .

- every human being is unique, has worth, and deserves respect.
- diversity enriches the individual, school, and community.
- each and every person can learn.
- individuals are responsible and accountable for their actions.
- education is a shared responsibility among the student, family, school, and community.
- emotional, physical, and social well-being enhance learning and life.
- integrity, civility, and fairness are vital to healthy human interaction.
- the pursuit of excellence in education justifies the investment of time, effort, and resources.
- each individual has the responsibility to contribute to others, society, and the environment.
- the courage to take risks and the willingness to learn from mistakes offer opportunities for growth.
- lifelong learning contributes to a meaningful life.

PARAMETERS (standards which the District will not compromise)

- we will maintain academic performance at the highest levels consistent with our tradition of excellence.
- we will maintain the 1-3 Enrollment Model: one school on two campuses.
- we will practice fiscal responsibility by honoring the commitment made to the community by the Board of Education in the construction of the April 1, 2003 referendum; specifically, the District will maintain fund balance reserves of at least four and one-half months for at least five years, and there will be no new tax rate referendum for at least five years.
- we will maintain a safe and respectful environment conducive to learning.
- we will balance our quest for innovation with respect for our tradition.

OBJECTIVES (commitments of the school district to achieve specific, measurable results)

- All students will explore their individual aspirations, talents, and interests and set meaningful goals so they can confidently pursue their dreams.
- All students will demonstrate that they are making meaningful connections among their high school learning experiences: academic, social, and personal.
- All students will consistently demonstrate ethical conduct as responsible citizens.
- All students will make choices that will promote a healthy, balanced life.

STRATEGIES (initiatives through which the District will deploy its resources toward the stated mission and objectives)

In partnership with the New Trier community . . .

Climate of Exploration

we will develop an educational climate and structure that enable students to explore aspirations, talents, and interests across their high school years in order to set meaningful goals and confidently pursue their dreams.

Connections among Experiences

we will design and implement structures that will allow students to make meaningful connections among academic, personal, social, and other life experiences.

Ethical Conduct and Global Citizenship

we will identify, communicate, model, and reinforce standards of ethical conduct and responsible global citizenship.

Healthy, Balanced Life

we will identify those factors that place excessive demands on time and energy in the pursuit of excellence and develop plans to encourage a healthy, balanced life.

Intrinsic Value of Learning

we will design academic leveling and grade weighting systems which foster the intrinsic value of learning and achieve our mission and objectives.

Optimal Use of Time

we will design a calendar and schedule for optimal use of time to help us achieve our mission and objectives.

The seven management areas delineated in the 1995 Final Report of the District Strategic Planning Process and addressed from 1995-2003 were essentially absent from the December 2003 Planning Team's list of strategies. Dr. Feddema, who had facilitated 133 strategic planning processes by late 2003, commented that this condition was rooted in an unprecedented confidence exhibited by the December 2003 Strategic Planning Team that significant improvements had been made in the seven management areas and in their belief that District staff would continue to address issues in these professional areas as needed. Therefore, freed from the management challenges of the previous eight years, the Planning Team focused its six strategies on the increasingly complex life of our students in these first years of the 21st Century and beyond. The December 2003 strategies were sophisticated and highlighted intersections among students, staff, parents, and the community in the special environment of New Trier. The overriding motivation of the Strategic Planning Team in developing the six strategies was an attempt to help our students address the growing pressures, stresses, and expansive choices inherent in the New Trier experience.

Winter-Spring 2004

Six action teams (one for each strategy), composed of approximately 20 persons representing the same constituencies that were included in the December 2003 Strategic Planning Team, worked from February through May 2004 to begin their quest to enhance New Trier's future

(Appendix C). I selected two faculty members to lead each team and two faculty members to serve as internal coordinators to help me manage the process. We established a strategic planning web site to disseminate information about the process, facilitate communication inside and outside the school, and provide a discussion forum to solicit comments from citizens and staff. We also developed a library research page for the teams' research endeavors.

Once we established this infrastructure, each action team sought common understandings of the terms within its strategy and envisioned the implementation of the strategy five years hence. Each team also developed research questions to help them determine what would be necessary to achieve its five-year vision.

Summer 2004

Using the questions as guides, several members of each team divided into sub-groups to conduct research in their respective areas. Among their resources were data from focus groups of faculty, parents, and students conducted by The University of Chicago Survey Lab, which the Board of Education appointed to help gauge the interests and concerns of various constituencies at New Trier. Scheduled during a three-week span from the end of June through the middle of July, the focus groups provided qualitative data about the perceptions and opinions of the New Trier community concerning the teams' research questions.

Fall 2004

The action teams reconvened with full membership in the fall of 2004. To explore how other districts had approached issues similar to New Trier's six strategies, most teams chose to visit highly respected schools, both locally (i.e., numerous Chicago-area public and independent schools) and nationally (i.e., Horace Greeley High School in Chappaqua, NY and Palo Alto, CA High School). These visits inspired many ideas that helped shape the recommended action plans.

On November 24, 2004, the six action teams collectively submitted 41 recommended action plans to me for potential inclusion in the 2005-2010 Draft Strategic Plan.

December 2004 – March 2005

The original 30-person Strategic Planning Team reconvened on December 2-3, 2004 to hear the team leaders present their action plans and address concerns or questions. With only minor changes, the Planning Team unanimously approved the 41 action plans as clear and viable. Consistent with the philosophy of the strategic planning process approved in October 2003, however, the Planning Team refrained from recommending how or when a particular action plan might be included in the Draft Strategic Plan.

In January, the District Leadership Team (i.e., administrators, department chairs, coordinators, and the presidents of the employee associations) reviewed and analyzed the 41 action plans. In early February, I presented the action plans to the District staff, answered their questions, and heard their views regarding the relative strengths and concerns inherent in the implementation of the action plans.

Staff members will receive the recommended 2005-2010 Draft Strategic Plan on February 22, when I also will present the Draft Strategic Plan to the Board of Education for their deliberation at a 7:30 p.m. Regular Meeting. The community (through the web site) will be able to access the Draft Strategic Plan beginning on February 23.

Following the February 22 Board Meeting, we will solicit commentary from the community in two public forums – at 7:30 p.m. on Thursday, March 3 in the McGee Theatre (Winnetka Campus) and at 7:30 p.m. on Wednesday, March 9 in Room C234 (Northfield Campus). The Board is scheduled to approve the 2005-2010 District Strategic Plan at the March 21 Regular Meeting (7:30 p.m. in C234 – Northfield Campus) or, if more time is needed, in the first portion of the April 11 Regular Meeting at the same time and location.

In the following section, I detail the recommended schedule of implementation for the 41 action plans, among other important issues.

Recommended Short-Term Action Plans (2005-07), Mid to Long-Term Action Plans (2007-10), and Action Plans Requiring Focused Research Prior to Potential Inclusion in the District Strategic Plan

The 2005-2010 Draft Strategic Plan affirms the excellent work of the six action teams by including all 41 recommended action plans (Appendix A). In four initiatives (i.e., intersession, a mandated lunch period, the daily and weekly class schedule, and school-within-a-school), an action plan has been combined with a similar and/or complementary action plan from another action team into one action plan. This is so noted in the delineation of each action plan.

Each of the 41 action plans is assigned to one of the following three categories for implementation in the 2005-2010 Draft Strategic Plan:

- I. **21 short-term action plans**, to be completed in two years or less - - March 2007 or earlier.
- II. **13 mid to long-term action plans**, to be completed between 2007 and 2010. Successful strategic planning processes provide for an annual review of what has been accomplished in that year and what is to be considered in the new, updated five-year agenda. When we evaluate the first year of the Strategic Plan in the summer of 2006, we also will review the items in this mid to long-term category, assigning them for completion within the 2007-10 period.
- III. **7 action plans for focused research**, to determine by December 2006, through conversations among staff, students, parents, and the community, whether the action plan should be placed in the Strategic Plan. When this research is completed, a recommendation should be made to the superintendent regarding the disposition of the action plan.

Two Connecting Themes

The implementation of the 2005-2010 Draft Strategic Plan will bring to the District significant, systemic change within the two connecting themes noted below that meld initiatives from the six action teams. All of the 21 short-term action plans will be placed in one of these themes to help the District Leadership Team and other staff, students, and parents develop synergies between and among the action plans.

**Students at the Center of Their Active Learning
Parents and the Community at the Center of District Two-Way Communications**

Involvement of the Professional Staff

The impact of the Draft Strategic Plan on the work life of the professional staff will be significant. First, at the administrative level, some projects, the specifics yet to be determined, that would have been completed from 2005-2010 will be set aside or at least postponed to create time to address the Strategic Plan. The Assistant Superintendent for Curriculum and Instruction, the two Principals, two Assistant Principals (Student Services – Winnetka Campus and Northfield Campus Assistant Principal), and the Superintendent, will bear significant responsibility for implementation of short-term action plans and focused research projects. On May 13 and June 20, Dr. Feddema will meet with the District administrators. We will discuss the impact of the 2005-2010 plan on the management of the District and develop a 2005-06 school year work plan that incorporates the action plans approved by the Board of Education. At

this juncture, I cannot answer the question, “What will we eliminate from our 2005-2010 professional agenda to help us assertively address the initiatives emanating from strategic planning?” In a recent conversation with Dr. Feddema, he confirmed my belief that the answer will unfold as the action plans of the first few years of the Plan are implemented. For now, we simply must have faith in our administrative team to lead the effort. I have that faith because I have seen these leaders operate this school year and, for some of them, up to 15 years.

Each administrator will complete his/her 2005-06 school year goals with evaluation criteria for the goals, and I will present those goals to the Board by June 30, 2005. Thereafter, by June 1 of each year of the strategic plan, the Board should receive a similar document, specifying the operational structure of that upcoming year’s approach to the Strategic Plan. The Board will approve the initial Strategic Plan this spring. Thereafter, the superintendent should keep the Board informed about the work on the action plans and, in consultation with the Board president, decide when a change in District practice/policy emanating from work on the action plans should be presented to the Board for approval.

Second, we must develop a realistic yet aggressive and exciting set of challenges for our high-performing faculty, educational support personnel, and physical plant services staff, many of whom will become immersed in the action plans. The extraordinary, collegial relationship developed over the years among these staff members with the administration and Board of Education will be critical in the upcoming years as we implement this Strategic Plan.

Conclusion

Finally, it is impossible to overstate the importance of the ongoing support from the New Trier community, not only financially as evidenced by the overwhelming passage of the April 1, 2003 Referendum, but in so many other ways. We feel the pride that our community members have in New Trier. The sole purpose of this Strategic Plan is to enhance our District through a greater mutual understanding of what we value together for New Trier students in the next five years. Your interest in us will be tapped consistently as we communicate with you about the issues in the action plans.

The results of this strategic planning process ensure a future in which parents, community members, and students will be consulted concerning many important issues at New Trier while they are being analyzed by the District staff. This is what the original (December 2003) 30-person District Strategic Planning Team underscored through a portion of the District Mission, “by working in partnership with the community,” and in one Belief Statement, “education is a shared responsibility among the student, family, school, and community.”

Whatever initiatives comprise the Strategic Plan ultimately adopted by the Board of Education, this planning process will have placed before the public a broad array of complex issues that have been debated for years in staff meetings and at the dinner tables of our students and parents. The District has provided relatively few forums or structures for those three constituencies to address many of these strongly held beliefs - - in one room, all together. There is such a forum now.

Respectfully submitted,
Hank Bangser

I.

Short-Term Action Plans

Students at the Center of Their Active Learning

1. Enhance our efforts to ensure a physically and emotionally safe environment for all students.
2. Develop a system to implement a Personal Exploration Plan (PEP) to support each student's academic growth and other personal development.
- 3.,4. Create smaller learning communities and create an interdisciplinary school-within-a-school.
5. Include students in all-school committees that make decisions about curriculum and instruction.
- 6.,7.,8. Create a student-driven program to identify and articulate New Trier's core standards of ethical conduct and responsible global citizenship with appropriate follow-up activities, including communicating the standards and identifying curricular, co-curricular and extracurricular programs that teach the standards.
- 9.,10. Require every student to have a daily scheduled lunch period and require students in Early Bird classes to have an additional free period; develop a different daily and weekly class schedule. Combined action plan written by the superintendent.
11. Develop institutional guidelines for homework and a departmental schedule for testing and deadlines.
12. Promote healthy eating habits among students and staff members.
13. Utilize the adviser system to dispel misperceptions about the high school experience at New Trier.
14. Analyze options for use of time to maximize interactions among staff members, among students and staff, and among students.

Short-Term Action Plans

Each recommended short-term action plan in the Draft Strategic Plan is placed in one of the two strategic planning connecting themes - - **Students at the Center of Their Active Learning; Parents and the Community at the Center of District Two-Way Communications** - - and is presented using the titles presented below.

STRATEGY (language adopted by the December 2003 Strategic Planning Committee)

ACTION PLAN (language submitted to the superintendent by the 2004 Action Team, approved by the District Leadership Team in January 2005 and now recommended for Board of Education approval)

REPRESENTATIVE ACTION STEPS (language submitted by the 2004 Action Team. The District's strategic planning facilitator counseled that the Board of Education should not approve the specific steps needed to implement the action plan. However, some level of specificity does help to understand the focus of the action plan.)

ADMINISTRATOR(S) RESPONSIBLE

While other administrators and certainly many faculty and other staff will participate in several action plans, the administrator(s) named will be accountable for the final product. If one administrator among others named is ultimately responsible, **the administrator's title is in bold type.**

HUMAN (AND OTHER RESOURCES) REQUIRED FOR IMPLEMENTATION

At this juncture, before the final details of the action plan have been enumerated, it is premature to identify additional staff positions, equipment, supplies, etc. that will be needed to execute the action plan. In general, the initial resources needed will be the professional time of those people who will come together to analyze the issue. Some additional sections of released, faculty time will be needed in 2005-06 to support the administrators' leadership of the action plans.

PROJECTED DATE OF COMPLETION

Each date is March 2007 or earlier. This date allows the superintendent and Board of Education to implement the action plan as early as in the 2005-06 school year, provides latitude for potential implementation in the 2006-07 school year, and ensures action for no later than the 2007-08 school year.

STRATEGY

Climate of Exploration Action Team

In partnership with the New Trier community, we will develop an educational climate and structure that will enable students to explore aspirations, talents, and interests across their high school years in order to set meaningful goals and confidently pursue their dreams.

ACTION PLAN

Enhance our efforts to ensure a physically and emotionally safe environment so each student can learn and grow.

REPRESENTATIVE ACTION STEPS

1. Develop and improve policies and programs to enhance safety and build community concerning such issues as:
 - a. Strengthen the attendance policy.
 - b. Strengthen policies related to bullying, harassment and hazing.
 - c. Develop and implement staff and teacher training programs that focus upon the “whole child.”
 - d. Provide and encourage greater opportunities for student recognition.
 - e. Develop rituals and traditions that celebrate and build community.
 - f. Add students to all safety-related committees.
 - g. Engage students in building community and addressing emotional and physical safety issues.
2. Provide a safety net of services that addresses the needs of vulnerable students, the most critical of whom include post-hospital reentry students and those returning from crisis intervention and/or psychiatric hospitalization.
3. Design an evaluation instrument that captures, as fully as possible and practical, qualitative and quantitative information about the social and emotional health of our students.

ADMINISTRATORS RESPONSIBLE

Principals

HUMAN RESOURCES REQUIRED FOR IMPLEMENTATION

Administrative and faculty time to plan in the 2005-06 school year and potentially 2006-07 school year

Additional staffing, if any, to be determined by March 2007. Likely increase in social work staffing.

PROJECTED DATE OF COMPLETION

March 2007 or earlier

STRATEGY

Climate of Exploration Action Team

In partnership with the New Trier community, we will develop an educational climate and structure that will enable students to explore aspirations, talents, and interests across their high school years in order to set meaningful goals and confidently pursue their dreams.

ACTION PLAN

Develop a system which will be used to implement a Personal Exploration Plan (PEP) for each student. The PEP will encourage and support the student's academic growth and the development of his/her unique talents, interests, and capabilities.

REPRESENTATIVE ACTION STEPS

1. Design a PEP which will detail the student's academic, co-curricular and extracurricular commitments. Also, the student's out-of-school demands will be chronicled to educate the student, parents, and relevant staff members about the complexities of the student's day. The PEP expands the 4-year plan and extends academic planning to include time management, goal setting, co-curricular and extracurricular activities, leadership opportunities, aspirations, dreams and passions. The PEP would be constructed with the following characteristics emphasized, using some type of time management form:
 - a. Student, parent, adviser and/or other staff member(s) involvement.
 - b. Student-driven (emphasizing student-ownership, self-reflection, empowerment, and self-advocacy) with adult support.
 - c. Broad focus – contains student statement of goals and objectives for academic, co-curricular and extracurricular interests plus aspirations and dreams along with the means of accomplishing these goals and opportunities.
 - d. Unique considerations and special learning needs of all students are included.
 - e. Considerations are made so that IEPs, 504 accommodations and PEPs are complementary.
 - f. At least two reviews are completed once each in the freshman and sophomore years).
 - g. Encourage mentoring relationship with a staff member other than or in addition to the adviser.
 - h. Reflection on connections among academic, social, academic, personal, social, and other life experiences.
 - i. Reflection on standards of ethical conduct and global citizenship.
2. Educate and involve the New Trier school and community – students, parents, advisers, and teachers – about the PEP which considers the student's total experience, inside and outside the walls of New Trier.

ADMINISTRATORS RESPONSIBLE

Assistant Principal for Student Services – Winnetka Campus
Assistant Principal – Northfield Campus

HUMAN RESOURCES REQUIRED FOR IMPLEMENTATION

Administrative and faculty time to plan in the 2005-06 school year and potentially 2006-07 school year

Additional staffing, if any, to be determined by March 2007

Significant potential impact on the professional life of the adviser and other staff members who participate once PEP is implemented

PROJECTED DATE OF COMPLETION

March 2007 or earlier

STRATEGY

Climate of Exploration Action Team

In partnership with the New Trier community, we will develop an educational climate and structure that will enable students to explore aspirations, talents, and interests across their high school years in order to set meaningful goals and confidently pursue their dreams.

ACTION PLAN

Create smaller learning communities that support focused, integrated, and experiential learning.

- AND -

STRATEGY

Connections among Experiences Action Team

In partnership with the New Trier community, we will design and implement structures that will allow students to make meaningful connections among academic, personal, social and other life experiences.

ACTION PLAN

Create an interdisciplinary school-within-a-school at the Winnetka Campus that provides students with a sense of community, hands-on experiential learning, and an opportunity to present all aspects of themselves as learners.

REPRESENTATIVE ACTION STEPS

1. Determine that there is space at the Winnetka Campus that can be set aside for this program.
2. Write a curriculum for the program to include majors/minors required for graduation, an internship experience, a research experience, and experiential learning objectives. Examples of objectives can include: docent program at a local museum, service learning, teaching experiences at a local middle school, teaching experiences at a daycare program, and a speaker series. There could also be a requirement to take a course(s) in the educational program of the large campus. The entire program should be designed in a way that combines the values of the New Trier community while integrating innovative teaching/learning initiatives.
3. Coordinate with ideas generated by Climate of Exploration's Plan #4: "Create smaller communities that support focused, integrated, and experiential learning."
4. Design a structure for admission to the school-within-a-school that will attract a diverse population of students and identify an ideal number of students who would be allowed to participate.
5. Create a communications program that promotes the benefits of the program and prepares the participants for a radically different learning experience. It should be clear that the program is not specified for any type of student or student need.

ADMINISTRATOR RESPONSIBLE

Assistant Superintendent for Curriculum and Instruction

HUMAN AND OTHER FINANCIAL RESOURCES REQUIRED FOR IMPLEMENTATION

Administration and faculty time to plan in the 2005-06 school year and potentially 2006-07 school year

Additional staffing, if any, to be determined by March 2007

Staffing allocation that will create a greater expense than if the students continued in the present school program

Space consideration is significant

PROJECTED DATE OF COMPLETION

March 2007 or earlier

STRATEGY

Connections Among Experiences Action Plan

In partnership with the New Trier community we will design and implement structures that will allow students to make meaningful connections among academic, personal, social, and other life experiences.

ACTION PLAN

Include students in all-school committees that make decisions about curriculum and instruction.

REPRESENTATIVE ACTION STEPS

1. Query all present school committees related to curriculum and instruction regarding current student involvement and ideas for potential future student involvement. Identify those committees that do not currently have student representation. (Curriculum Council, School Board, Greater Technology Committee, etc.)
2. If it is determined that student representation on the committee would be an enhancement, develop a clear system for assigning students to these committees and/or find an appropriate way to include student input on a regular and specific basis. Chairs of each committee will be responsible for the process of selecting students.
3. Evaluate the benefits of involving students in curriculum and instruction committees on an ongoing basis.

ADMINISTRATOR RESPONSIBLE

Assistant Superintendent for Curriculum and Instruction

HUMAN RESOURCES REQUIRED FOR IMPLEMENTATION

Administrative and faculty time to plan in the 2005-06 school year and potentially 2006-07 school year

PROJECTED DATE OF COMPLETION

March 2007 or earlier

STRATEGY

Ethical Conduct and Global Citizenship Action Team

In partnership with the New Trier community we will identify New Trier's core standards of ethical conduct and responsible global citizenship.

ACTION PLAN (combination of action plans 1, 2 and 3 in the team's list)

Create a student-driven program to identify and articulate New Trier's core standards of ethical conduct and responsible global citizenship. Devise a plan for communicating, reinforcing and modeling the standards of ethical conduct and responsible global citizenship identified through the process. Identify the curricular, extracurricular, and co-curricular programs that currently reinforce and teach the standards established above.

REPRESENTATIVE ACTION STEPS

1. Create a representative body of students, staff, and community members which will identify the core values of ethical conduct and global citizenship to be presented to the school community for discussion and adoption.
2. Convene an all-school session in which students, staff, and representatives of the community will consider the values identified in action step #1 and evaluate how well New Trier teaches and reinforces these values throughout the programs in the school.
3. Determine a plan to close the gap between the optimal conditions in action step #1 and the existing situation in action step #2.

ADMINISTRATORS RESPONSIBLE

Principals

Dean of Students – Winnetka Campus
Athletic Director

HUMAN RESOURCES REQUIRED FOR IMPLEMENTATION

Administrative and faculty time to plan in the 2005-06 school year and potentially the 2006-07 school year

PROJECTED DATE OF COMPLETION

March 2007 or earlier

STRATEGY

Healthy, Balanced Life Action Team

In partnership with the New Trier community we will identify those factors that place excessive demands on time and energy in the pursuit of excellence and develop plans to encourage a healthy, balanced life.

ACTION PLAN

Limit the number of daily scheduled periods so that every student has a period every day for lunch. Require students taking Early Bird courses to have a free period scheduled in addition to a lunch period.

- AND -

STRATEGY

Optimal Use of Time

In partnership with the New Trier community we will design a calendar and schedule for optimal use of time to help us achieve our mission and objectives.

ACTION PLAN

Develop new class schedule models that redistribute weekly class time minutes, preserve adviser room, and allow for longer class periods. Consider mandating a lunch period.

COMBINED ACTION PLAN WRITTEN BY THE SUPERINTENDENT

I. Introduction

The heartfelt philosophy underlying these two recommended action plans sends a powerful message to our students and parents that there is significant concern about the academic over-scheduling of many of our students. An equally compelling position is found in the language in the Climate of Exploration Strategy “In partnership with the New Trier community we will develop an educational climate and structure that enable students to explore aspirations, talents, and interests across their high school years in order to set meaningful goals and confidently pursue their dreams.” The Personal Exploration Plan (PEP) from the Climate of Exploration Action Team is designed to help students, parents, and appropriate staff members balance these often competing forces.

The following action plan is designed to address the challenge of determining what daily and weekly class schedule is best for all of our students and each of our students:

II. Combined Action Plan

Evaluate the merits of the mandated lunch recommendation during a 2005-06 school year study in which we also evaluate the merits of our present daily and weekly class schedule compared with several other daily and weekly class schedule models.

Important Information Relating to the Combined Action Plan

We require a daily lunch period for all freshmen at the Northfield Campus and strongly advocate a lunch period for Winnetka Campus students. Sophomores, juniors, and seniors may create a schedule with no lunch period with parental permission. In each of the past four school years, only 100-150 of the approximately 3000 Winnetka Campus students have had a schedule with no period for lunch.

All alternative schedules that will be studied will distribute time during the days and week differently than presently at New Trier, will provide longer class periods for a greater number of departments, and will contain a daily adviser room period.

The present Early Bird options (a 55, 50, or 40 minute class completed by 8:05 a.m. each day on the Winnetka Campus), first available in the 1993-94 school year, will be analyzed for retention, adjustment, or dissolution in the daily and weekly schedule ultimately recommended by the superintendent to the Board of Education.

REPRESENTATIVE ACTION STEPS

1. Year One: Exploration
Establish a committee of staff, students, and community members to investigate alternative ways to use weekly class meeting times consistent with the criteria in the action plan above. The committee will determine whether to retain the present schedule or adopt a different schedule and will make a recommendation to the superintendent.
2. Year Two: Experimentation (if a different schedule than the present one is recommended by the committee to the superintendent)
The administration will provide adequate time and resources to simulate and test the new schedule compared with data from the existing schedule. Prior to moving to the implementation stage in year three, the Board of Education will approve the new schedule based on a recommendation from the superintendent.
3. Year Three: Implementation (if the different schedule approved by the committee is judged to be effective in the Year Two testing)
The administration will implement the new schedule created by the committee.
4. Each year for at least three years, the committee will evaluate the impact of the new schedule on teacher assignment, student course selection, and facilities, and will make adjustments as needed.

ADMINISTRATORS RESPONSIBLE

Superintendent

Assistant Principal for Administrative Services – Winnetka Campus

HUMAN RESOURCES REQUIRED FOR IMPLEMENTATION

Administrative and faculty time to plan in the 2005-06 school year and potentially in the 2006-07 school year

Potential impact on staffing if the daily school schedule changes.

PROJECTED DATE OF COMPLETION

March 2006 or earlier for Year One: Exploration Action Step

STRATEGY

Healthy, Balanced Life Action Team

In partnership with the New Trier community we will identify those factors that place excessive demands on time and energy in the pursuit of excellence and develop plans to encourage a healthy, balanced life.

ACTION PLAN

Develop institutional guidelines for homework and a departmental schedule for testing and deadlines.

REPRESENTATIVE ACTION STEPS

1. Create a committee of department chairs, coordinators, adviser chairs, teachers, and students to develop guidelines for homework, taking course levels into consideration, and a departmental schedule for tests and deadlines for projects, portfolios, etc.
2. Disseminate information about homework guidelines to students, teachers, and parents via the adviser system, Program of Studies, Parents' Press, adviser in-service meetings, faculty meetings, and a memorandum to all staff members.

ADMINISTRATOR RESPONSIBLE

Assistant Superintendent for Curriculum and Instruction

HUMAN RESOURCES REQUIRED FOR IMPLEMENTATION

Administrative and faculty time to plan in the 2005-06 school year and potentially the 2006-07 school year

PROJECTED DATE OF COMPLETION

March 2007 or earlier

STRATEGY

Healthy, Balanced Life Action Team

In partnership with the New Trier community we will identify those factors that place excessive demands on time and energy in the pursuit of excellence and develop plans to encourage a healthy, balanced life.

ACTION PLAN

Promote healthy eating habits among students and staff members.

REPRESENTATIVE ACTION STEPS

1. Provide healthy food choices to students and staff before, during, and after school on both campuses.
2. Continue the coordination among the administration, food service provider, vending machine companies, and students to provide healthier and more appealing food choices in the cafeteria and vending machines.
3. Continue to educate students, staff members, and parents about the connection between nutrition and learning as well as the connection between nutrition and mental, emotional, and social well-being.

ADMINISTRATORS RESPONSIBLE

Assistant Superintendent for Business

Assistant Principal for Administrative Services – Winnetka Campus

Assistant Principal – Northfield Campus

Director of Business Services

HUMAN AND OTHER FINANCIAL RESOURCES REQUIRED FOR IMPLEMENTATION

Administrative and faculty time to plan in the 2005-06 school year and potentially the 2006-07 school year

Increase in operating cost of cafeteria before and after school; most costs would likely be offset by corresponding revenues

PROJECTED DATE OF COMPLETION

March 2007 or earlier

STRATEGY

Healthy, Balanced Life Action Team

In partnership with the New Trier community we will identify those factors that place excessive demands on time and energy in the pursuit of excellence and develop plans to encourage a healthy, balanced life.

ACTION PLAN

Utilize the adviser system to dispel misperceptions about the high school experience at New Trier.

REPRESENTATIVE ACTION STEP

Create a task force of adviser chairs, advisers, and students to identify and develop ways to dispel misperceptions for current freshmen, sophomores and juniors about New Trier, using the four-year adviser system curriculum as an instructional tool.

ADMINISTRATORS RESPONSIBLE

Assistant Principal for Student Services – Winnetka
Assistant Principal - Northfield

HUMAN RESOURCES REQUIRED FOR IMPLEMENTATION

Administrative and faculty time to plan in the 2005-06 school year and potentially the 2006-07 school year

PROJECTED DATE OF COMPLETION

March 2007 or earlier

STRATEGY

Optimal Use of Time Action Team

In partnership with the New Trier community we will design a calendar and schedule for optimal use of time to help us achieve our mission and objectives.

ACTION PLAN

Provide time on a regular basis in the annual calendar for communication and interaction between and among staff on both campuses. The optimal time for interaction between and among staff and students will also be analyzed.

REPRESENTATIVE ACTION STEPS

1. A committee will be established composed of staff members and students to determine how much time per year is required for department and staff meetings.
2. The committee will design a schedule of meetings that may reduce after-school department and staff meetings and increase Late Arrival Days or other during-the-day common times. In its work, the committee will
 - a. evaluate the efficiency of weekly, bi-weekly, monthly (or other) meetings.
 - b. take into account travel between campuses and how many minutes that leaves for actual meeting time.
 - c. evaluate various models for meeting times, including, but not limited to, Late Arrival Days.
3. The committee will research models for student-teacher and student-student contact and interaction.

ADMINISTRATOR RESPONSIBLE

Assistant Superintendent for Curriculum and Instruction

HUMAN RESOURCES REQUIRED FOR IMPLEMENTATION

Administrative and faculty time to plan in the 2005-06 school year and potentially the 2006-07 school year

PROJECTED DATE OF COMPLETION

March 2007 or earlier

Short-Term Action Plans

Parents and the Community at the Center of District Two-Way Communications

1. Enhance family and community understanding of and involvement in the opportunities for student engagement and exploration within New Trier.
2. Increase the existing network of resources to provide students and staff with more experiential learning.
3. Strengthen the partnership with families and teachers of students in sender schools in order to dispel misperceptions about the high school experience at New Trier that contribute to excessive stress and anxiety.
4. Affirm the present academic level system that flexibly addresses students' strengths and allows for movement and choice.
5. Educate the community, staff, students, and sender school districts about the need to relieve students of extrinsic pressures as they develop a love of learning.
6. Enhance the portrayal of our students' performance to colleges and universities by eliminating all ranking of students at New Trier; eliminate all ranking of students beginning with the Class of 2010.
7. Adopt a comprehensive school-wide calendar process with web-based communication.

STRATEGY

Climate of Exploration Action Team

In partnership with the New Trier community, we will develop an educational climate and structure that will enable students to explore aspirations, talents, and interests across their high school years in order to set meaningful goals and confidently pursue their dreams.

ACTION PLAN

Enhance family and community understanding of and involvement in the opportunities for student engagement and exploration within New Trier.

REPRESENTATIVE ACTION STEPS

1. Organize community forums to develop more formal and informal means of interacting between the professional staff and the community.
2. Enhance New Trier Web site by developing and maintaining a master calendar and an online community discussion board, and promoting family services and opportunities.
3. Establish an on-campus parent resource center.

ADMINISTRATORS RESPONSIBLE

Principals

Director of Technology

Director of Personnel and Communications

HUMAN AND OTHER FINANCIAL RESOURCES REQUIRED FOR IMPLEMENTATION

Administrative time to construct and implement community forums in 2005-06 school year and potentially 2006-07 school year

Technical support for Web site and purchase of enhanced web presence

Space allocated and constructed for the parent resource center with potential staff support

PROJECTED DATE OF COMPLETION

March 2007 or earlier

STRATEGY

Connections Among Experiences Action Team

In partnership with the New Trier community we will design and implement structures that will allow students to make meaningful connections among academic, personal, social, and other life experiences.

ACTION PLAN

Increase the existing network of resources to provide students and staff with more experiential learning.

REPRESENTATIVE ACTION STEPS

1. Develop an advisory committee comprised of the Director of Personnel and Communications, Career Development Coordinator, the Executive Director of the New Trier Educational Foundation, community members, New Trier alumni, faculty and retired faculty members. This committee will develop business partnerships, explore resources within the faculty and community, discuss the ongoing needs of the students and faculty as they pertain to experiential learning, and construct a database for use in the District.
2. Increase collaboration among individual teachers and departments (i.e., to connect academic needs and curricular requirements to the appropriate community resources). This will be achieved through individual meetings and through presentations at department meetings. This collaboration will enhance the existing speakers series and number of guest speakers in individual classes.

ADMINISTRATOR RESPONSIBLE

Director of Personnel and Communications

HUMAN RESOURCES REQUIRED FOR IMPLEMENTATION

Administrative and faculty time to plan in the 2005-06 school year and potentially 2006-07 school year
Additional staffing, if any, to be determined by March 2007

PROJECTED DATE OF COMPLETION

March 2007 or earlier

STRATEGY

Healthy, Balanced Life Action Team

In partnership with the New Trier community we will identify those factors that place excessive demands on time and energy in the pursuit of excellence and develop plans to encourage a healthy, balanced life.

ACTION PLAN

Strengthen the partnership with families and teachers of students in sender schools in order to dispel misperceptions about the high school experience at New Trier that contribute to excessive stress and anxiety.

REPRESENTATIVE ACTION STEPS

1. Create a Township Articulation Committee consisting of selected Township superintendents, the two New Trier principals, selected sender school district principals, freshman adviser chairs, representatives from the New Trier Parents Association, and sender school district parent groups, and teachers from each sender school district.
2. Charge this Committee with identifying and developing ways to enhance articulation with parents and teachers of students in sender schools. For example, a panel discussion could be held in the spring for incoming freshmen and their parents to discuss perceptions about New Trier compared with the reality which the Committee will portray.

ADMINISTRATORS RESPONSIBLE

Superintendent
Principals

HUMAN RESOURCES REQUIRED FOR IMPLEMENTATION

Administrative and faculty time to plan in the 2005-06 school year and potentially the 2006-07 school year

PROJECTED DATE OF COMPLETION

March 2007 or earlier

STRATEGY

Intrinsic Value of Learning Action Team

In partnership with the New Trier community we will design academic leveling and grade weighting systems which foster the intrinsic value of learning and achieve our mission and objectives.

ACTION PLAN

Affirm the present academic level system (levels 2, 2E, 3, 4 and 9 [and 1 and 5 through the Class of 2009]) that flexibly addresses students' strengths and allows for movement and choice. In addition, continue to examine methods of using course level designations to foster student growth and encourage experimentation in class selection.

REPRESENTATIVE ACTION STEPS

1. Develop parent communication tools to help families make appropriate choices of courses, levels, and numbers of majors and minors.
2. Re-examine course designations such as "major" and "minor," Level 1 and Level 2E.

ADMINISTRATOR RESPONSIBLE

Assistant Principal for Administrative Services - Winnetka

HUMAN RESOURCES REQUIRED FOR IMPLEMENTATION

Administrative and faculty time to plan in the 2005-06 school year and potentially the 2006-07 school year

PROJECTED DATE OF COMPLETION

March 2007 or earlier

STRATEGY

Intrinsic Value of Learning Action Team

In partnership with the New Trier community we will design academic leveling and grade weighting systems which foster the intrinsic value of learning and achieve our mission and objectives.

ACTION PLAN

Educate the community, staff, students, and sender school districts about the need to relieve students of extrinsic pressures as they develop a love of learning.

REPRESENTATIVE ACTION STEP

Offer meetings throughout the Township to contextualize the Action Team's recommendations.

ADMINISTRATORS RESPONSIBLE

Superintendent

Assistant Superintendent for Curriculum and Instruction
Principals

HUMAN RESOURCES REQUIRED FOR IMPLEMENTATION

Administrative and faculty time to plan in the 2005-06 school year and potentially the 2006-07 school year

PROJECTED DATE OF COMPLETION

March 2007 or earlier

STRATEGY

Intrinsic Value of Learning Action Team

In partnership with the New Trier community we will design academic leveling and grade weighting systems which foster the intrinsic value of learning and achieve our mission and objectives.

ACTION PLAN

Continue to develop broader information for colleges that more appropriately portrays our students' performance. One of the effects of this initiative would be the elimination of all ranking of students at New Trier in the college applications process (i.e., we would discontinue the use of the present decile system beginning with the Class of 2010).

REPRESENTATIVE ACTION STEPS

1. Institute a committee including at a minimum the Assistant Principal for Student Services – Winnetka Campus, Assistant Superintendent for Curriculum and Instruction, Department Chair of Post High School Counseling, and at least one classroom teacher to process information regarding college acceptance trends, particularly at the University of Illinois. Strongly consider including parent and student representatives on this Committee which will also explore the potential for a consortium of schools that would examine these issues together.
2. Develop information that will more accurately and qualitatively explain our level system, including a chart on the school profile indicating the distribution of students by levels.

ADMINISTRATORS RESPONSIBLE

Assistant Principal for Student Services – Winnetka Campus
Assistant Superintendent for Curriculum and Instruction

HUMAN RESOURCES REQUIRED FOR IMPLEMENTATION

Administrative and faculty time to plan in the 2005-06 school year and potentially for the 2006-07 school year

PROJECTED DATE OF COMPLETION

March 2007 or earlier

STRATEGY

Optimal Use of Time Action Team

In partnership with the New Trier community we will design a calendar and schedule for optimal use of time to help us achieve our mission and objectives.

ACTION PLAN

Adopt a comprehensive school-wide calendar process with web-based communication.

REPRESENTATIVE ACTION STEPS

1. Establish a standing Calendar Committee to evaluate, manage, and when necessary, adjust the yearly calendar. This committee will examine short-term and long-term issues.
2. The New Trier technology staff, in conjunction with the Calendar Committee, will evaluate *WebEvent* and, as appropriate, other calendar software for implementation.
3. The chairperson of the Calendar Committee will coordinate the New Trier calendar process with that of New Trier's sender school districts.

ADMINISTRATORS RESPONSIBLE

Principals

Superintendent

Director of Technology

Director of Personnel and Communications

HUMAN AND OTHER FINANCIAL RESOURCES REQUIRED FOR IMPLEMENTATION

Administrative and faculty time to plan in the 2005-06 school year and potentially the 2006-07 school year

Technical training and software cost of WebEvent

PROJECTED DATE OF COMPLETION

March 2007 or earlier

II. Mid to Long-Term Action Plans

1. Enhance student understanding of and involvement in the opportunities for their engagement and exploration within New Trier.
2. Nurture a culture within New Trier that welcomes help and support from external sources.
3. Examine co-curricular, extracurricular, and leadership programs on campus and provide sufficient opportunities for participation.
4. Increase resources for the existing New Trier courses that provide integrated learning experiences and develop new courses and programs that support interdisciplinary learning.
5. Evaluate and coordinate existing programs where students reach beyond the New Trier community to promote responsible global citizenship.
6. Promote responsible global citizenship by creating additional opportunities for our students to have direct contact with peoples of diverse backgrounds.
7. Increase the recruitment and retention of diverse staff members.
8. Require students to obtain departmental approval to register for an AP course.
9. Provide students, staff, and parents with the skills, strategies, and resources needed to manage stress and time more effectively.
10. Expand educational efforts that address substance abuse and prevention programs for students. Design ways to include parents and staff in these efforts.
11. Reduce anxiety about the college admissions process by dispelling misconceptions.
12. Continue to advocate for our students with colleges and universities, with special emphasis given to the positive impact of strategic changes on New Trier's strengths in academics, leadership, athletics, and performing arts. A similar program would be used to keep families and township residents informed.
13. Coordinate scheduling of the departments to achieve a balanced workload among their experiences at the end of each semester.

The **mid to long-term** action plans are represented by one action step to clarify the intent of the plan. The administrator(s) tentatively responsible for managing the plan is noted. However, these administrative assignments should be updated as the date of introducing the action plan into the Strategic Plan approaches. Finally, the relevant connecting theme in strategic planning is noted.

STRATEGY

Climate of Exploration Action Team

In partnership with the New Trier community, we will develop an educational climate and structure that will enable students to explore aspirations, talents, and interests across their high school years in order to set meaningful goals and confidently pursue their dreams.

ACTION PLAN

Enhance student understanding of and involvement in the opportunities for their engagement and exploration within New Trier.

REPRESENTATIVE ACTION STEP

Promote existing extracurricular activities as well as new activities by developing an interest match database and expand upon current Activity Fairs with greater emphasis on notifying advisers of special events.

ADMINISTRATORS RESPONSIBLE

Assistant Principal for Student Services – Winnetka Campus
Assistant Principal – Northfield Campus

CONNECTING THEME

Students at the Center of Their Active Learning

STRATEGY

Climate of Exploration Action Team

In partnership with the New Trier community, we will develop an educational climate and structure that will enable students to explore aspirations, talents, and interests across their high school years in order to set meaningful goals and confidently pursue their dreams.

ACTION PLAN

Nurture a culture within New Trier that welcomes help and support from external sources.

REPRESENTATIVE ACTION STEP

Partner with other entities within and near New Trier Township, such as governmental agencies, not for profit organizations, colleges and universities, and other schools to grow opportunities that are limited by space or staff constraints within the high school.

ADMINISTRATORS RESPONSIBLE

Principals

CONNECTING THEME

Parents and the Community at the Center of District Two-Way Communications

STRATEGY

Climate of Exploration Action Team

In partnership with the New Trier community, we will develop an educational climate and structure that will enable students to explore aspirations, talents, and interests across their high school years in order to set meaningful goals and confidently pursue their dreams.

ACTION PLAN

Examine co-curricular, extracurricular, and leadership programs on campus and provide sufficient opportunities for participation.

REPRESENTATIVE ACTION STEP

Expand no-cut co-curricular and extracurricular opportunities so that more students may be included in these activities.

ADMINISTRATOR RESPONSIBLE

Athletic Director

CONNECTING THEME

Students at the Center of Their Active Learning

STRATEGY

Connections Among Experiences Action Plan

In partnership with the New Trier community we will design and implement structures that will allow students to make meaningful connections among academic, personal, social, and other life experiences.

ACTION PLAN

Increase resources for the existing New Trier courses that provide integrated learning experiences (i.e., English-World History Team, American Interdisciplinary Studies, and Integrated History and Science) and develop new courses and programs that support interdisciplinary learning.

REPRESENTATIVE ACTION STEP

Identify and explore potential opportunities for new interdisciplinary courses and programs. (Possibilities could include: combining math, science, and technology as exemplified in Project Lead the Way; and/or developing an English/History course as an option for sophomores.)

ADMINISTRATOR RESPONSIBLE

Assistant Superintendent for Curriculum and Instruction

CONNECTING THEME

Students at the Center of Their Active Learning

STRATEGY

Ethical Conduct and Global Citizenship Action Team

In partnership with the New Trier community we will identify New Trier's core standards of ethical conduct and responsible global citizenship.

ACTION PLAN

Evaluate and coordinate existing programs where students reach beyond the New Trier community to promote responsible global citizenship.

REPRESENTATIVE ACTION STEP

Create a process to explore the effectiveness and possible ways to improve the existing programs that currently encourage students to reach beyond the boundaries of the New Trier community.

ADMINISTRATORS RESPONSIBLE

Assistant Principals – Winnetka Campus
Assistant Principal – Northfield Campus

CONNECTING THEME

Parents and the Community at the Center of District Two-Way Communications

STRATEGY

Ethical Conduct and Global Citizenship Action Team

In partnership with the New Trier community we will identify New Trier's core standards of ethical conduct and responsible global citizenship.

ACTION PLAN

Promote responsible global citizenship by creating additional opportunities for our students to have direct contact with peoples of diverse backgrounds.

REPRESENTATIVE ACTION STEP

Establish additional "exchange" programs with other schools. These exchanges could involve students being paired to follow a host for a day, but would ideally include a period of time in which students from both schools would discuss an issue or reading held in common. A goal would be to extend this experience to as many of our students as possible.

ADMINISTRATORS RESPONSIBLE

Assistant Principal for Administrative Services – Winnetka Campus
Assistant Principal – Northfield Campus

CONNECTING THEME

Students at the Center of Their Active Learning

STRATEGY

Ethical Conduct and Global Citizenship Action Team

In partnership with the New Trier community we will identify New Trier's core standards of ethical conduct and responsible global citizenship.

ACTION PLAN

Increase the recruitment and retention of diverse staff members.

REPRESENTATIVE ACTION STEP

Examine current recruitment processes.

ADMINISTRATOR RESPONSIBLE

Director of Personnel and Communications

CONNECTING THEME

Does not easily apply

STRATEGY

Healthy, Balanced Life Action Team

In partnership with the New Trier community we will identify those factors that place excessive demands on time and energy in the pursuit of excellence and develop plans to encourage a healthy, balanced life.

ACTION PLAN

Require students to obtain departmental approval to register for an AP course.

REPRESENTATIVE ACTION STEP

Charge each department offering AP courses with developing criteria for a departmental approval process to register for AP classes.

ADMINISTRATOR RESPONSIBLE

Assistant Superintendent for Curriculum and Instruction

CONNECTING THEME

Does not easily apply

STRATEGY

Healthy, Balanced Life Action Team

In partnership with the New Trier community we will identify those factors that place excessive demands on time and energy in the pursuit of excellence and develop plans to encourage a healthy, balanced life.

ACTION PLAN

Provide students, staff, and parents with the skills, strategies, and resources needed to manage stress and time more effectively.

REPRESENTATIVE ACTION STEP

Encourage the Family Awareness Network and Parents Association to provide programs for parents on adolescent stress and time management as well as programs on parental stress and time management.

ADMINISTRATORS RESPONSIBLE

Principals

CONNECTING THEME

Both themes apply

STRATEGY

Healthy, Balanced Life Action Team

In partnership with the New Trier community we will identify those factors that place excessive demands on time and energy in the pursuit of excellence and develop plans to encourage a healthy, balanced life.

ACTION PLAN

Expand educational efforts that address substance abuse and prevention programs for students. Design ways to include parents and staff in these efforts.

REPRESENTATIVE ACTION STEP

Provide programs for parents of students at New Trier and in the sender schools that educate about the detriments of condoning recreational use of substances.

ADMINISTRATORS RESPONSIBLE

Principals

CONNECTING THEME

Parents and the Community at the Center of District Two-Way Communications

STRATEGY

Healthy, Balanced Life Action Team

In partnership with the New Trier community we will identify those factors that place excessive demands on time and energy in the pursuit of excellence and develop plans to encourage a healthy, balanced life.

ACTION PLAN

Reduce anxiety about the college admissions process by dispelling misperceptions.

REPRESENTATIVE ACTION STEP

Create a network of New Trier alumni who have attended various types of institutions of higher learning to provide information to current students (via private contacts or school wide forums) concerning different post-high school options.

ADMINISTRATOR RESPONSIBLE

Assistant Principal for Student Services – Winnetka Campus

CONNECTING THEME

Both themes apply

STRATEGY

Intrinsic Value of Learning Action Team

In partnership with the New Trier community we will design academic leveling and grade weighting systems which foster the intrinsic value of learning and achieve our mission and objectives.

ACTION PLAN

Continue to advocate for our students with colleges and universities, with special emphasis given to the positive impact of strategic changes on New Trier's strengths in academics, leadership, athletics, and performing arts. A similar program would be used to keep families and township residents informed.

REPRESENTATIVE ACTION STEP

Consider setting up a database for use by the Post-High School Counseling Department of New Trier alums, New Trier parents and former parents, and other helpful community members and from which schools they graduated.

ADMINISTRATOR RESPONSIBLE

Assistant Principal for Student Services – Winnetka Campus

CONNECTING THEME

Parents and the Community at the Center of District Two-Way Communications

STRATEGY

Optimal Use of Time Action Team

In partnership with the New Trier community we will design a calendar and schedule for optimal use of time to help us achieve our mission and objectives.

ACTION PLAN

Coordinate scheduling of the departments to achieve a balanced workload among their experiences at the end of each semester.

REPRESENTATIVE ACTION STEP

Establish a committee of staff and students to examine existing data, including the 2003 faculty survey, about final exams and time required for end-of-year assessments, and the work of other strategic planning action teams.

ADMINISTRATOR RESPONSIBLE

Assistant Superintendent for Curriculum and Instruction

CONNECTING THEME

Students at the Center of Their Active Learning

III. Action Plans for Focused Research

- 1., 2. Develop several voluntary extended studies opportunities and offer an intersession experience for all students that allows them to make personal connections among academic, personal, social, and other life experiences.
- 3., 4., 5., 6. Identify and create a plan for each course in each department so that ethical conduct and global citizenship can be illustrated and reinforced. Create new staff development programs and a plan for each athletic program and extracurricular activity to support the core standards developed through this strategy.
7. Implement a timeline that eliminates our grade weighting system, a method that detracts from the intrinsic value of learning and emphasizes competitiveness and extrinsic forces that detract from learning.

The action plans for **focused research** are represented by one action step to clarify the intent of the plan. The administrator(s) tentatively responsible for managing the plan is noted. However, these assignments should be updated as the date of introducing the action plan into the Strategic Plan approaches. Finally, the relevant “connecting theme” in strategic planning is noted.

STRATEGY

Climate of Exploration Action Team

In partnership with the New Trier community, we will develop an educational climate and structure that will enable students to explore aspirations, talents, and interests across their high school years in order to set meaningful goals and confidently pursue their dreams.

ACTION PLAN

Develop several voluntary extended studies opportunities.

- AND -

STRATEGY

Connections Among Experiences Action Team

In partnership with the New Trier community we will design and implement structures that will allow students to make meaningful connections among academic, personal, social, and other life experiences.

ACTION PLAN

Offer an intersession experience for all students that allows them to make personal connections among academic, personal, social, and other life experiences.

REPRESENTATIVE ACTION STEP

Identify the number of days during the regular school year which will be used for an intersession. The team recommends approximately four days.

ADMINISTRATOR RESPONSIBLE

Assistant Superintendent for Curriculum and Instruction

CONNECTING THEME

Students at the Center of Their Active Learning

STRATEGY

Ethical Conduct and Global Citizenship Action Team

In partnership with the New Trier community we will identify New Trier's core standards of ethical conduct and responsible global citizenship.

ACTION PLANS (7, 8, 9 and 10 in the team's list)

- Identify and create a plan for each course in each department so that ethical decision making can be illustrated and reinforced.
- Identify and create a plan for each course in each department so that global citizenship can be illustrated and reinforced.
- Identify existing and create new staff development programs to support the implementation of the specific results identified by the Ethical Conduct and Global Citizenship Action Team.
- Identify and create a plan for each athletic program and extracurricular activity to reinforce ethical decision making and responsible global citizenship.

REPRESENTATIVE ACTION STEP

Each department will convene course committees to determine if the current curriculum promotes ethical decision making and global citizenship. A similar project would be undertaken in the co-curricular and extracurricular areas.

ADMINISTRATORS RESPONSIBLE

Principals
Athletic Director

CONNECTING THEME

Students at the Center of Their Active Learning

STRATEGY

Intrinsic Value of Learning Action Team

In partnership with the New Trier community we will design academic leveling and grade weighting systems which foster the intrinsic value of learning and achieve our mission and objectives.

ACTION PLAN

Implement a timeline that eliminates our grade weighting system, a method that detracts from the intrinsic value of learning and emphasizes competitiveness and extrinsic forces that detract from learning.

REPRESENTATIVE ACTION STEP

Beginning with the class of 2010, eliminate all grade weighting.

ADMINISTRATOR RESPONSIBLE

Assistant Superintendent for Curriculum and Instruction

CONNECTING THEME

Students at the Center of Their Active Learning

Appendix A

(December 2003 Strategic Planning Team)

December 2003
Strategic Planning Team

Facilitator

Howard Feddema, The Cambridge Group

Board of Education

Chuck Happ, Member and Former President
Onnie Scheyer, President

Community (with elementary school district noted)

Barbara Cornew – Kenilworth

Cathy Crawford - Glencoe Superintendent

Amy Dillon – Wilmette

Carol Ducommun – Wilmette

Harry Grace – Winnetka

Ron Grossman – Avoca

Charlie Hoffman – Winnetka

Idelle Melamed – Glencoe

Susan Noyes – Wilmette

Adair Waldenberg – Northfield

Staff

Hank Bangser, Superintendent

Jan Borja, Principal – Northfield Campus

John Cadwell, President, Education Association/English Department Chair

Dan Gross, Instructional Technology Coordinator

Linda Harding, Modern & Classical Languages Department Support Staff

Tim Hayes, Northfield Campus Student Activities Coordinator/English Faculty

Lynn Hiller, Special Education Coordinator

Nancy LaCursia, Kinetic Wellness Department Chair

Jeannie Lee, Social Studies Faculty

Larry Rehage, Senior Boys Adviser Chair

Janet Shannon, President, Educational Support Assoc./Northfield Campus Library Support Staff

Debbie Stacey, Principal – Winnetka Campus

Jenny Wexler, Mathematics Faculty

Brian Woodruff, Science Faculty

Tom Zobus, President, Physical Plant Services Assoc./ Northfield Campus Plant Operations

Students

Elles Coster – Junior

Dan Levis – Sophomore

Matt Sherman – Senior

Appendix B

(the 41 action plans recommended by the six action teams in late
November 2004)

CLIMATE OF EXPLORATION

In partnership with the New Trier community we will develop an educational climate and structure that enable students to explore aspirations, talents, and interests across their high school years in order to set meaningful goals and confidently pursue their dreams.

ACTION PLANS

1. Enhance our efforts to ensure a physically and emotionally safe environment so each student can learn and grow.
2. Develop and implement the process for a Personal Exploration Plan [PEP] which encourages and supports the academic growth and the development of unique talents, interests, and capabilities of the individual student.
3. Create smaller communities that support focused, integrated, and experiential learning.
4. Develop several voluntary extended studies opportunities.
5. Enhance family and community understanding of and involvement in the opportunities for student engagement and exploration within New Trier.
6. Enhance student understanding of and involvement in the opportunities for their engagement and exploration within New Trier.
7. Nurture a culture within New Trier that welcomes help and support from external sources.
8. Examine co-curricular, extra-curricular, and leadership programs on campus and provide ample opportunities for participation.

CONNECTIONS AMONG EXPERIENCES

In partnership with the New Trier community we will design and implement structures that will allow students to make meaningful connections among academic, personal, social, and other life experiences.

ACTION PLANS

1. Include students in all-school committees that make decisions about curriculum and instruction.
2. Increase the existing network of resources to provide students and staff with more experiential learning.
3. Increase resources for the existing New Trier courses that provide integrated learning experiences (e.g. English-World History Team, American Interdisciplinary Studies, and Integrated History and Science) and develop new courses and programs that support interdisciplinary learning.
4. Create an interdisciplinary school-within-a-school that provides students with a sense of community, hands-on experiential learning, and an opportunity to present all aspects of themselves as learners.
5. Offer an intersession experience for all students that allows them to make personal connections among academic, personal, social, and other life experiences.

ETHICAL CONDUCT AND GLOBAL CITIZENSHIP

In partnership with the New Trier community we will identify, communicate, model, and reinforce standards of ethical conduct and responsible global citizenship.

ACTION PLANS

1. Create a student driven program to identify and articulate New Trier's core standards of ethical conduct and responsible global citizenship.
2. Devise a plan for communicating, reinforcing, and modeling the standards of ethical conduct and responsible global citizenship identified through the process described in Action Plan #1 for New Trier staff, students, and community.
3. Identify the staff development, extracurricular, and co-curricular programs that currently reinforce and teach the standards identified in Action Plan #1. Provide structures that allow for communication and coordination of these programs.
4. Evaluate and coordinate existing programs where students reach beyond the New Trier community to promote responsible global citizenship.
5. Promote responsible global citizenship by creating additional opportunities for our students to have direct contact with peoples of diverse backgrounds.
6. Increase the recruitment and retention of diverse staff members.
7. Identify and create a plan for each course in each department so that ethical decision making can be illustrated and reinforced.
8. Identify and create a plan for each course in each department so that global citizenship can be illustrated and reinforced.
9. Identify existing and create new staff development programs to support the implementation of the specific results identified by the Ethical Conduct and Global Citizenship Action Team.
10. Identify and create a plan for each athletic program and extracurricular activity to reinforce ethical decision making and responsible global citizenship.

HEALTHY, BALANCED LIFE

In partnership with the New Trier community we will identify those factors that place excessive demands on time and energy in the pursuit of excellence and develop plans to encourage a healthy, balanced life.

ACTION PLANS

1. Limit the number of daily scheduled periods so that every student has a period every day for lunch. Require students taking Early Bird courses to have a free period scheduled in addition to a lunch period.
2. Develop institutional guidelines for homework and a departmental schedule for testing and deadlines.
3. Require students to obtain departmental approval to register for an AP course.
4. Provide students, staff, and parents with the skills, strategies, and resources needed to manage stress and time more effectively.
5. Promote healthy eating habits among students and staff members.
6. Expand educational efforts that address substance abuse and prevention programs for students. Design ways to include parents and staff in these efforts.
7. Strengthen the partnership with families and teachers of students in sender schools to dispel misperceptions about the high school experience at New Trier that contribute to excessive stress and anxiety.
8. Utilize the adviser system to dispel misperceptions about the high school experience at New Trier.
9. Reduce anxiety about the college admissions process by dispelling misperceptions.

INTRINSIC VALUE OF LEARNING

In partnership with the New Trier community we will design academic leveling and grade weighting systems which foster the intrinsic value of learning and achieve our mission and objectives.

ACTION PLANS

1. Educate the community, staff, students, and sender schools about the need to relieve students of extrinsic pressures as they develop a love of learning.
2. Affirm our level system (levels 2, 2E, 3, 4, and 9 [and 1 and 5 through the class of 2009]) that flexibly addresses students' strengths and allows for movement and choice. In addition, continue to examine methods of using course level designations to foster student growth and encourage experimentation in class selection.
3. Continue to develop broader information for colleges and universities that more appropriately portrays our students' performance. One of the effects of this initiative would be the elimination of all ranking of students at New Trier in the college applications process (i.e., we would discontinue the use of the present decile system beginning with the Class of 2010).
4. Implement a timeline that eliminates our grade weighting system, a method that detracts from the intrinsic value of learning and emphasizes competitiveness and extrinsic forces that detract from learning.
5. Continue to advocate for our students with colleges and universities, with special emphasis given to the positive impact of strategic changes on New Trier's strengths in academics, leadership, athletics, and performing arts. A similar program would be used to keep families and township residents informed.

OPTIMAL USE OF TIME

In partnership with the New Trier community we will design a calendar and schedule for optimal use of time to help us achieve our mission and objectives.

ACTION PLANS

1. Adopt a comprehensive school-wide calendar process with web-based communication.
2. Develop new class schedule models that redistribute weekly class time minutes, preserve adviser room, and allow for longer class periods. Consider mandating a lunch period.
3. Provide time on a regular basis in the annual calendar for communication and interaction between and among staff and students.
4. Coordinate scheduling of the departments to achieve a balanced workload among their experiences at the end of each semester.

Appendix C

(2004 Strategic Planning Action Teams)

2004
Strategic Planning Action Teams

<u>Climate of Exploration</u>	<u>Connections among Experiences</u>
Meg Beeler – Team Leader Tom Golebiewski – Team Leader	Tim Dohrer – Team Leader Tiffany Myers – Team Leader
<u>Board of Education</u> Pete Ullman	<u>Board of Education</u> Phyllis Myers
<u>Community</u> Barbara Breuer Bill Johnson Joni Johnson Susan Noyes Jo Sawyer Richard Seyfarth	<u>Community</u> Barb Cornew Anita Gerber Jennifer Trimble Susan Zukrow
<u>Staff</u> Mary Ann Apple Judy Gressel Lynn Hiller Anne James-Noonan Stephen Murphy Kay Pothast Tracy Siebert Debbie Stacey	<u>Staff</u> Dee Hanlon Debbie Johnson Laura Lang Jeannie Lee Nina Lynn Phil McCrea Chris Oetter Susie Thorngren Jon White Brian Woodruff
<u>Students</u> Julie Chou Allan Cosby Elles Coster Lelia Youn	<u>Students</u> Arielle Goodman Emily Marsh Courtney Park Lindsey Wishart

Ethical Conduct and Global Citizenship

Dan Gross – Team Leader
Mitch Jones – Team Leader

Board of Education
Buz Graettinger

Community
Jane Bailey
Mike Collins
Charlie Hoffman
Stephen Thompson
Stephanie Van Winkle
Betsy Westhoff

Staff
Laura Bertani
Michael Christensen
Charlene Entman
Tim Hayes
Josh Seldess
Kiran Subhani

Students
Ann Hickey
Hannah London
Katherine Murray
Deno Saclarides

Healthy, Balanced Life

Linda Knier – Team Leader
Dan Mortier – Team Leader

Board of Education
Jim Koch

Community
Cathy Hirschman
Fred Miller
Jodi Newmark
Adair Waldenberg
Julie Yen

Staff
Jan Borja
Doug Chase
Gail Gamrath
Linda Harding
Genevieve Jaffe
Nancy LaCursia
Jean Wilson

Students
Elizabeth Cross
Dan Levis
Jon Myers
Nicki Rosenthal

Intrinsic Value of Learning

Tom Kucharski – Team Leader
Steve Viktora – Team Leader

Board of Education

Doug Ryan
Onnie Scheyer

Community

Carol Ducommun
Jack Martens
Sally Sprowl
Marcia Sutter
Betsy Wiltshire

Staff

Linda Yonke
John Cadwell
Cathy D’Agostino
Larry Rehage
Peter Rosheger
Paul Sally
Merle Spielman

Students

Seema Amble
John Gargula
Ross Jacobs
Amar Kelkar

Optimal Use of Time

Paul Moretta – Team Leader
Bobbi Price – Team Leader

Board of Education

Chuck Happ

Community

Anna Bandiali
Robert Byron
Harry Grace
Mac Harris
Vicki Newman

Staff

Greg Harris
Mary Lappan
Matt Ottaviano
Terry Phillips
Chris Rutt
Peter Tragos
Jenny Wexler

Students

Laura Banks
Jane Oh
Brian Socol
Carolyn Tubekis

Liz Feiertag, Internal Coordinator
Todd Maxman, Internal Coordinator