



GLENBARD HIGH SCHOOL DISTRICT 87
STRATEGIC PLAN
2001 - 2006

Board of Education

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Mission:

TO PREPARE STUDENTS TO BE PRODUCTIVE CITIZENS EQUIPPED TO CHALLENGE THE FUTURE

Statement of Beliefs:

1. All students can learn.
2. Each student must be challenged. It is the responsibility of the administration and staff to assist all students in reaching their full potential with respect to their abilities and individual learning styles.
3. All students should have equitable access to district resources.
4. The educational process needs to involve students in a wide variety of learning experiences.
5. Education needs to nurture the development of the whole person.
6. Education must prepare students for life-long learning.
7. Education is an alliance among students, staff, family, business, government and the community.
8. Education contributes to the quality and viability of our families and communities.
9. Education is basic to the development of productive members of a rapidly changing global society.
10. All members of the Glenbard community share the responsibility for finding the means to maintain excellence in the educational environment.
11. Solutions to challenges facing District 87 must preserve excellence in the education of present and future students.

Overview: The strategic planning process began in February 2000 with input from a Steering Committee made up of community members and educators. The Steering Committee re-affirmed the Mission Statement and drafted Strategic Goals and Objectives to address the Mission during the next five years. In the fall of 2000, five Action Teams were created to develop Plans of Action to implement the Goals and Objectives. The Board of Education accepted the recommendations from the community in May, 2001. The Board asked the administration to review the Plan in view of possible priorities and to put the recommendations in a format for implementation.

Priorities: As a result of the Board Workshop in August 2001, the concentration of efforts in the initial stages of implementation of the Strategic Plan are indicated in **BOLD** as follows:

1. **Review the graduation requirements in light of recent trends in curriculum, instruction and student learning**
2. **Develop an integrated services model for students who are temporarily or chronically at risk**
3. **Establish opportunities for students' personal development in alignment with the Essential Qualities of a Glenbard Graduate**
4. **Initiate an examination of curriculum and instruction, K-12**
5. **Develop procedures to define the flow of information from the buildings to the district and community**

Timeline/Outcomes: Since this is a working document, we expect to progress with the other indicated areas in an appropriate manner. Some of our activities, such as the School Improvement process, and components of the Safe to Learn program, are part of the ongoing operations of our schools and will continue to involve teams of teachers and administrators in order to serve the needs of the students in our District.

GLENBARD STRATEGIC PLAN

Plan of Action

TARGET AREA: **Curriculum and Instruction**

TARGET AREA GOAL A: To provide appropriate instructional opportunities for all students, regardless of their abilities or career paths

OBJECTIVE #1:

Expand the definition of “teaching and learning” to include growth in academic, social, and behavioral areas, including character building

ACTIVITIES	PERSON OR GROUP RESPONSIBLE	PROCESS	TIMELINE	EXPECTED OUTCOMES
<p>1. Review the graduation requirements in light of recent trends in curriculum, instruction and student learning.</p>	<p>Dr. Warner, APIs Board Curriculum Committee</p>	<ul style="list-style-type: none"> • Collect and review college admissions, state standards for learning, employability skills, Board of Higher Ed etc. • Develop recommendations for changes in the graduation requirements. • Board presentation on consideration of new graduation requirements. 	<p>2001-02 Fall, 2002 Fall, 2002</p>	<p>Progress report to the Board. July, 2002 Board Presentation Fall, 2002</p>
<p>2. Research the effect of class size on teaching and learning.</p>	<p>Dr. Warner</p>	<ul style="list-style-type: none"> • Review data about class size, instructional issues of sectioning and student diversity at Glenbard. • Develop recommendations about appropriate class sizes for Glenbard. • Monitor enrollment trends, class sizes and instructional implications. 	<p>Winter, 2002 Spring, 2002 Ongoing</p>	<p>Report to the Board, Spring, 2002 Updates to the Board as needed</p>
<p>3. Implement School Improvement Plans and review annual assessment data.</p>	<p>Dr. Trybus, APIs, North Central Building Teams</p>	<ul style="list-style-type: none"> • Follow North Central Accreditation guidelines to develop School Improvement Plan. • Implement action plans and evaluate the results. • Adjust implementation plans as necessary. 	<p>1999-Present 2001-02 2002-03</p>	<p>Buildings’ achievement of NCA Building Goals will be documented, Spring, 2003</p>

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TARGET AREA GOAL A: To provide appropriate instructional opportunities for all students, regardless of their abilities or career paths

OBJECTIVE #1 (Continued): Expand the definition of “teaching and learning” to include growth in academic, social, and behavioral areas, including character building

<p>4. Increase student awareness of opportunities for learning in various settings such as the Tech Center.</p>	<p>Mr. Moss, Guidance Counselors</p>	<ul style="list-style-type: none"> • Collect and review data on the number of students participating in Tech Center courses. • Review procedures used to inform parents and students about learning opportunities at the Tech Center. 	<p>2003-04 2003-04</p>	<p>Opportunities for Students and parents to learn about TCD programs will be documented, Spring 04 Enrollment patterns at TCD documented annually, 2002-2006</p>
<p>5. Consider community service as part of the curriculum.</p>	<p>Dr. Warner API's</p>	<ul style="list-style-type: none"> • Review courses currently taught with a community service component • Consider the number of extra curricular activities that have a community service component • Develop recommendations, as needed, for additional community service components as part of the curriculum 	<p>2003-04 2004-05 2005-6</p>	<p>Possible recommendations for additional community service components of the curriculum, 2005-06</p>

GLENBARD STRATEGIC PLAN

TARGET AREA: Curriculum and Instruction

TARGET AREA GOAL A: To provide appropriate instructional opportunities for all students, regardless of their abilities or career paths

OBJECTIVE #2: Develop a shared vision and goals for learning with our associate elementary districts in key areas of the curriculum.

ACTIVITIES	PERSON OR GROUP RESPONSIBLE	PROCESS	TIMELINE	EXPECTED OUTCOMES
1. Initiate an examination of curriculum and instruction, K-12.	Dr. Warner, Glenbard Curriculum Council	<ul style="list-style-type: none"> • Form a committee of Glenbard and Associate Elementary District members to initiate the study. • Review and evaluate the current sequence of curriculum, instruction and student performance, K-12, in selected areas, beginning with mathematics. • Develop recommendations for greater coordination and sequencing of curriculum and instruction in mathematics. • Provide an update to the Board . 	2001-02 2002-06 Spring, 2002 Summer, 2002	All major areas of the curriculum will be reviewed K-12., 2002-06 Board Report, Summer 2002
2. Provide more follow up information to the associate elementary districts on the performance of their students at Glenbard.	Dr. Warner	<ul style="list-style-type: none"> • Share student information based on elementary district enrollment through the Glenbard Curriculum Council. • Review present communications between Glenbard and Associate Elementary Districts on student performance and follow up. • Develop recommendations to improve communication and coordination of elementary district follow up information. 	Ongoing 2002-03 Spring, 2003	Report to the Board Spring, 2003

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TARGET AREA GOAL A: To provide appropriate instructional opportunities for all students, regardless of their abilities or career paths

OBJECTIVE #2 (Continued): Develop a shared vision and goals for learning with our associate elementary districts in key areas of the curriculum.

ACTIVITIES	PERSON OR GROUP RESPONSIBLE	PROCESS	TIMELINE	EXPECTED OUTCOMES
3. Review and analyze the sequence of standardized testing (EXPLORE, PLAN, Prairie State/ACT) as one measure of student achievement.	Mr. Moss	<ul style="list-style-type: none"> • Administer the EXPLORE test to 8th graders for the third year. • Administer the PLAN test to Sophomores who took the EXPLORE in 8th grade • Review the linkage between EXPLORE and PLAN results. • Consider the implications of EXPLORE/PLAN linked assessments 	Fall, 2003 Fall, 2003 2003-04 2004-05	Report to the Board on the findings, June, 2005
4. Develop standards for students' knowledge and use of technology.	Dr. Warner	<ul style="list-style-type: none"> • Technology representatives will meet to discuss creating standards. • A series of meetings will be arranged to draw up standards. 	Ongoing 2003-06	All Glenbard graduates possess similar technology skills.

GLENBARD STRATEGIC PLAN

TARGET AREA: Curriculum and Instruction

TARGET AREA GOAL B: To prepare students to be citizens of a global community through the creation of a shared school culture

OBJECTIVE #1: Establish a caring school culture that fosters positive relationships among all its members

ACTIVITIES	PERSON OR GROUP RESPONSIBLE	PROCESS	TIMELINE	EXPECTED OUTCOMES
1. Increase opportunities for students to effectively transition to high school	Principal, APSS, API	<ul style="list-style-type: none"> • Summer BRIDGE program at East helps at-risk students start successfully. • Student Leadership programs have been designed to acclimate new students. • Our high schools provide an 8th grade parents night. • Organized freshman orientation programs are provided at each high school. • Some freshman students are provided with an adult mentor. 	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Reductions in freshmen students with 1 or more failing grades by 2003-04</p> <p>Reductions in dropouts By 2003-04</p> <p>Increase the number of freshmen who are involved in extracurricular activities</p>
2. Increase parent involvement in school programs	Dr. Trybus, Mr. Moss, APSS	<ul style="list-style-type: none"> • Principal newsletters, CAC, booster clubs, open house continue to inform parents about school programs. • Project STRIVE incorporates a parent contract to insure student success. • Specific parent groups are targeted as a result of their children's involvement in STRIVE, special education, and ESL programs. 	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Increase the number of parents who attend open houses</p>

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3. Develop and promote parent education programs	Dr. Trybus, Mr. Moss, APSS	<ul style="list-style-type: none"> • Community agency/In Touch will sponsor parent education seminar this fall. • Determine parent education needs and interests • Identify and form linkages with community agency/parent programs. • Parent education needs and interests will be determined. 	<p>October, 2001</p> <p>2001-02</p> <p>2002-06</p> <p>2002-06</p>	Increase the number of parents, community agencies who participate
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GLENBARD STRATEGIC PLAN

TARGET AREA: **Students**

TARGET AREA GOAL C: To focus on the holistic student through programs and activities that support physical, mental, emotional and character development

OBJECTIVE #1: Provide a network of services to address the needs of all students

ACTIVITIES	PERSON OR GROUP RESPONSIBLE	PROCESS	TIMELINE	EXPECTED OUTCOMES
1. Develop an integrated services model for students who are temporarily or chronically at risk. This include the initiatives of the Safe to Learn Program	Mr. Moss, Dr. Trybus, APSS	<ul style="list-style-type: none"> • Program support and student services continue. • Alternatives to in-school suspension developed and implemented. • Numbers of teachers assisting at risk students is increasing. • Use of the Student Assistance Teams for academic referrals is increasing. • Student Assistance Coordinators has been hired for two buildings to coordinate services for students. • Community and Parent outreach activities will expand and coordinate the network of services for students. 	<p>Ongoing 2000-01</p> <p>Ongoing</p> <p>2001-02</p> <p>2001-02</p> <p>2001-02</p>	Reports to the Board on progress under the Safe to Learn grant from each building, 2001
2. Establish opportunities for students' personal development in alignment with the Essential Qualities of Glenbard Graduate.	Dr. Warner, API	<ul style="list-style-type: none"> • Staff training in Character Counts is increasing • Student-led institute days on topics related to Essential Qualities have been developed and implemented. • Align course objectives to Essential Qualities. 	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	All courses will be aligned to the Essential Qualities, 2005-06

GLENBARD STRATEGIC PLAN

TARGET AREA: **Teachers and Staff**

TARGET AREA GOAL D: To provide an instructional climate that fosters effective teaching and learning strategies through a system of assessment, staff development and accountability

OBJECTIVE #1:

Refine and expand a system of staff development and supervision that communicates performance expectations for all staff members

ACTIVITIES	PERSON OR GROUP RESPONSIBLE	PROCESS	TIMELINE	EXPECTED OUTCOMES
1. Provide staff development opportunities that enable teachers to expand their professional growth and meet re-certification requirements.	Dr. Trybus, API	<ul style="list-style-type: none"> • Teacher grant programs, COMPASS, teacher institute days offered on an ongoing basis. • Established LPDC and recertification process. • Building-level staff development offered, as necessitated by school improvement plans. • Established a trainer of trainers program in cooperative learning, at-risk, technology, and best practices. • New teacher induction plan, including mentoring, developed and implemented. 	<p>Ongoing</p> <p>2000-2001</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>All staff take advantage of the various staff development opportunities offered.</p> <p>All certified staff meet their recertification requirements, 2001-06</p>
2. Align the teacher evaluation system with the "Framework for Teaching" elements.	Dr. Warner	<ul style="list-style-type: none"> • During negotiations, the GEA agreed to incorporate the "Framework for Teaching" as evaluation criteria. • Training will be provided to all staff. • The Glenbard Evaluation Plan will be revised. 	<p>2001</p> <p>2001-02</p> <p>2001-02</p>	<p>All certified staff evaluated appropriately using the "Framework for Teaching" criteria. 2001-06</p>
3. Encourage experienced teachers to participate in Project T.E.A.M., an alternative evaluation opportunity that fosters professional growth.	Dr. Trybus	<ul style="list-style-type: none"> • Increase communication & awareness of Project TEAM • As a result of negotiations, the GEA agreed to incorporate Project TEAM as an alternative to the evaluation program. • Survey conducted with past Project TEAM participants will improve program. 	<p>Ongoing</p> <p>2001</p> <p>2000-2001</p>	<p>Staff members continue to opt for Project TEAM as an evaluation alternative, 2001-06</p>

GLENBARD STRATEGIC PLAN

TARGET AREA: **Teachers and Staff**

TARGET AREA GOAL D: To provide an instructional climate that fosters effective teaching and learning strategies through a system of assessment, staff development and accountability

OBJECTIVE #2: Explore ways to use staff and student time for learning more effectively

ACTIVITIES	PERSON OR GROUP RESPONSIBLE	PROCESS	TIMELINE	EXPECTED OUTCOMES
1. Explore alternative schedules.	Dr. Warner	<ul style="list-style-type: none"> • Glenbard staff is collecting information on alternative approaches. • Evaluate the use of a 7 period day for all students 12. Recommendations for alternative schedules will be considered	2001-02 2002-03 2002-06	Recommendations will be reviewed as needed 2003-06
2. Research alternatives to the traditional semester exam.	Dr. Warner	<ul style="list-style-type: none"> • Some staff members utilize a project or portfolio for summative evaluations. 	2001-06	Recommendations will be reviewed as needed, 2003-06

GLENBARD STRATEGIC PLAN

TARGET AREA: **Communications**

TARGET AREA GOAL E: To provide an efficient and effective communication system for external and internal school communities

OBJECTIVE #1: Develop strategies to take advantage of existing and future technologies

ACTIVITIES	PERSON OR GROUP RESPONSIBLE	PROCESS	TIMELINE	EXPECTED OUTCOMES
1. Develop procedures to define the flow of information from the buildings to the district and community.	Ms. Armantrout, Principals	<ul style="list-style-type: none"> • Centralized news information materials will be distributed bi-weekly to all area media and other appropriate outlets. • Implement Expedite Voice Mail system for rapid communications with parents and other audiences. • Facilitate development of alumni books for all four schools. 	Fall, 2001 Winter, 2002 2001-02	Parents, students, staff, and general public receive appropriate information in a timely manner.
2. Explore the use of an improved web site and the use of broadcast messaging.	Mr. Vann, Ms. Armantrout, Dr. Warner	<ul style="list-style-type: none"> • Webmaster was hired to improve our web site. 	Summer, 2001	Current and useful information placed on the web site.

GLENBARD STRATEGIC PLAN

TARGET AREA: **Equity**

TARGET AREA GOAL F: To provide equitable opportunities for curricular and co-curricular activities for all students

OBJECTIVE #1: Provide for the availability of opportunities that address the needs of all students across the district

ACTIVITIES	PERSON OR GROUP RESPONSIBLE	PROCESS	TIMELINE	EXPECTED OUTCOMES
1. Determine if the needs/interests of our diverse student population are being addressed by the variety of co-curricular opportunities that we offer.	Dr. Warner, Athletic Directors	<ul style="list-style-type: none"> • Conduct a sports interest survey of all freshmen. • Monitor the number of students who participate on each sports team and the number cut from each team. • Monitor participation in extra-curricular activities by gender. 	Fall each year Annually 2001-02	Present results to Board annually.
2. Study the feasibility of establishing intramural athletics in all buildings.	Athletic Directors	<ul style="list-style-type: none"> • Some intramurals are offered at North and South. 	Ongoing	
3. Improve opportunities for female students in interscholastic and intramural athletics.	Dr. Warner, Athletic Directors	<ul style="list-style-type: none"> • Four levels of female sports were added. • New policy and administrative regulation created to create process whereby additions to the athletic program are considered. 	Fall, 2001 Fall, 2001	Students have equitable access to athletic program.
4. Explore options that address inequities within/across attendance areas.	Gary Frisch	<ul style="list-style-type: none"> • Kasarda Study was updated and reviewed. • Resource allocations are based on student enrollment. 	Summer, 2001 Ongoing	Options to address inequities will be considered by the Board, annually