



To: Board of Education
From: Paul Sally, Superintendent
Re: New Trier 2030 Update
Date: June 10, 2019

In April, the Board of Education approved our 2019-2020 Annual Plan with 11 specific strategies for the year. Throughout next school year, we will provide updates on our progress culminating in spring 2020 presentations on what we have accomplished and what needs to be continued or reworked. Those presentations will help direct part of our 2020-2021 Annual Plan. Work has already begun on these strategies and this memo provides a brief update to the Board on our progress.

Strategy 1: Develop the Characteristics of a New Trier Graduate.

The *Characteristics of a New Trier Graduate* committee met for the first time in May. At this inaugural meeting, the committee generated responses to this guiding question: *As our students prepare for post-high school life, what are the characteristics, competencies, skills, or dispositions we want them to possess as New Trier graduates?* Using these responses as a starting point for creating a portrait of a New Trier graduate, the committee will pose the same question to a variety of constituencies in order to understand what outcomes are important to cultivate in our students. The committee also identified the phases, process, timeline, and milestones necessary for developing a document to present to the Board of Education in April 2020. The whole committee will meet again on June 14th, and the steering committee will continue to meet over the summer to prepare for the coming school year.

Strategy 2: Develop and implement comprehensive professional development on social emotional skill development. CASEL defines these skills as Self-awareness, Self-management, Social Awareness, Relationship Skills, and Responsible Decision-making. *The Social Emotional Skills Professional Development* committee met two times in the month of May and will meet again on June 14th. During the first two meetings, the committee focused their work on establishing a common vision of the committee as well as establishing a common framework and language to be used for the implementation of social emotional learning (SEL) skills throughout the school. The committee also reviewed, discussed and self-assessed the critical components of school-wide SEL. The committee will use the results of the self-assessment to help guide the implementation of a long range SEL plan. By the end of the June 14th meeting, the committee will have a plan for professional development sketched out for the 2019-20 school year as well as a 3 to 5-year systematic plan of SEL implementation for the school. Summer work will include committee members working on the details of those professional development opportunities for the 2019-20 school year.

Strategy 3: Create a committee to conduct individual studies of current students and alumni to better understand their experience at New Trier. Listen to understand what barriers they faced

that impeded their ability and opportunity to reach their potential as a New Trier student or what supports might have helped them reach that potential.

The Student Case Study Committee has met two times and will meet again on June 14th. There has been great discussion about how to access different populations of students who have stories to tell about their journey through New Trier. On June 14th the committee will lay the groundwork to develop instruments and initial interview questions for continued summer work to enable them to begin contacting current students and alumni in the fall. Graduating seniors have signed up with contact information on a Google form if they are interested in talking with the committee next school year.

Strategy 4: Establish and implement, through departments and program leaders, an equity goal in each area that is focused on the specific issues and context of those departments and programs.

Each department and area (e.g. Athletics, Adviser Program, Technology Department, etc.) has assigned a representative to act as a liaison between the Equity Goals Committee and their department's or area's equity committee. At the first meeting, the group reviewed the purpose of the Equity Goals Committee, created a working definition for school equity, and shared several articles related to supporting students of color in the classroom. The committee will meet again on June 14th to share the progress in each area toward defining an equity goal addressing the experience of students. These goals will be the focus of each area's work for the 2019-2020 school year.

Strategy 5: Define the terms “rich and rigorous curriculum and inspiring instruction” across all programs, departments, and levels.

During the April Curriculum Council meeting the group discussed/brainstormed answers to the questions below about *rich and rigorous curriculum and inspiring instruction* at New Trier.

- What does rich instruction look like?
- What does rigorous instruction look like?
- What does inspiring instruction look or sound like?

The *Rich and Rigorous* subcommittee will complete a summer grant to frame the goals, objectives, and timeline for our work during the 2019-2020 school year. The anticipated product will be a timeline with action items that lead to a first draft defining the terms in the phrase, “rich and rigorous curriculum and inspiring instruction, across all programs, departments, and levels.”

Strategy 6: To develop a consistent student experience in regards to classroom management and workflow such as assignment retrieval, submission, and feedback from teachers.

The Student Workflow Committee has been meeting since mid-March to (a) gather and analyze data from over 300 faculty and 600 students on current workflow practices, experiences, and preferences, (b) develop a set of guidelines based on the data and best practice, and (c) develop a plan to share these guidelines with faculty and staff for the upcoming school year. The last committee meeting for the 2018-2019 school year was on Wednesday, June 5th where sub-committees were assigned to plan the official rollout of the guidelines at the institute day at the beginning of school.

Strategy 7: Use the newly created *Characteristics of Professional Practice for Leaders* to frame leadership discussion at WCLT and NCLT and to develop programs for emerging leaders.

Denise and Paul are collecting articles, videos and other resources to use with their leadership teams and a cohort of emerging leaders. They will review these this summer to determine which align best with the

new *Characteristics of Professional Practice for Leaders*. They will collaborate to create the curriculum for the cohort, as well as determine ways to incorporate the concepts into their leadership team meetings.

Strategy 8: Create publications and develop new and enhance current programs to more directly connect younger students and their families to New Trier.

The Community Engagement Committee and its Younger Families subcommittee both met this spring to establish guidelines for the year one strategy. At its May meeting, the subcommittee brainstormed ideas for a publication targeting middle grade families that dispels myths and answers their most frequent non-academic questions about New Trier. The Communications Department will create the content for that publication over the summer for review by the subcommittee in the fall, with a goal of having the publication printed before After the Academics nights for incoming 8th graders in January. Once the school year starts, the committees will work with athletics, activities, and performing arts to create an inventory of existing partnerships with younger students and to suggest promotional opportunities.

Strategy 9: Identify existing partnerships with the District and their function or purpose, report on how those partnerships reach student, and identify areas of our school in need of community resources.

The Community Partnerships Committee has met and discussed how they plan to collect information identifying all current community partnerships and the types of student experiences related to those partnerships. This data collection will take place towards the middle/end of first quarter and will be the starting point for their analysis. The committee is also developing a common process to be used throughout the district when establishing new community partnership relationships.

Strategy 10: Develop enhanced financial communication materials that can be used in presentations, publications, and the website.

The Finance Committee will begin to discuss this topic during the summer.

Strategy 11: Complete the *2019 and Beyond Long-range Facilities Plan* that includes a 15-year list of proposed projects and effectively communicate the benefits of the work.

The District has received a draft copy of the 15-year facility plan from our architect. The Facilities Steering Committee has begun to discuss the proposed renovations, maintenance, energy efficiency and security projects included in the plan. The Administration has also begun to review the proposed projects with campus leaders. The purpose of the review is to ensure that the plan addresses the needs identified by the students, faculty and parents and to prioritize the improvements to address the issues that bring the most significant benefits to students.

The Finance Committee also is analyzing funding structures to support the work, including the use of the annual district capital budget, NTTEC funds, fund balance and the Debt Service Extension base. The committee will seek to align the resources to support the work identified in the plan. Both committees will continue the work throughout the summer and a comprehensive update is planned for the August Board of Education meeting.