

NEW TRIER HIGH SCHOOL STRATEGIC PLANNING 2030
EXECUTIVE SUMMARY
Community Engagement Evening
October 18, 2018

Members of the New Trier High School community gathered to discuss their thoughts and perceptions in order to give input to the Strategic Planning process. The groups represented parents, staff, students, community members, sending school districts and related organizations. The evening's conversations centered on six Frameworks which organize the way in which New Trier organizes and communicates its essential work. This Executive Summary reports the most frequently mentioned topics that were recommended by the group for Strategic Planning under each Framework for further study. The list is not prioritized in terms of most frequent response.

Following the Executive Summary are the detailed comments from the conversations. The attempt was made to preserve the voice of the contributors, although slight editing has been done for the sake of consistency and clarity.

Student Intellectual Engagement, Growth, and Readiness

1. Teach students problem-solving, critical and creative thinking skills.
2. Explore models of learning that are highly interactive and successful for students.
3. Evaluate the leveling system.
4. Value student learning in the humanities and electives.
5. Many specific ideas for planning within the general area of curriculum are cited.

Student Personal Engagement, Growth and Well-Being

1. Find ways to reduce stress and increase balance for students.
2. Teach social emotional and well-being skills explicitly.
3. Create safe and respectful environments both physical and emotionally.
4. Review the Adviser Program to find ways to make it even stronger.
5. Continue to address work in the areas of equity, inclusion and difference.
6. Evaluate the current student schedule (daily and yearly).
7. Develop a plan to help students with understanding all aspects of social media.
8. Assure that students have relationships and connections within the school.
9. Assure post high school readiness.
10. Increase opportunities for student choice and flexibility in the curriculum.
11. Many specific ideas for planning within the general area of curriculum are cited.

Culture, Climate, and Equity

1. Assure that all students and staff feel respect, support and belonging.
2. Address planning in the area of diversity and understanding others to further our work.
3. Add time for staff to work on initiatives.
4. Assure student voice in various venues.
5. Align the curriculum to embed teaching skills that support diversity, civil discourse, and non-academic skills like empathy, self-awareness, etc.

Leadership Throughout the School

1. Increase student leadership throughout the school and support it through training and mentoring
2. Identify, train, and mentor adult leaders throughout the school.
3. Train, mentor and assess coaches and extra-curricular sponsors to reflect the leadership expectations of New Trier.

Community Engagement, Partnerships, and Governance

1. Develop the intersection between school, family and community.
2. Look for ways to deepen the understanding of equity and diversity.
3. Create more opportunities for transparency.
4. Create partnerships to share resources among organizations.

Facilities, Finance, and Human Resources

1. Educate the community about New Trier issues and finances.
2. Continue to improve and enhance facilities.
3. Hire and retain staff who align to the values of New Trier
4. Find ways to promote environmentally sound decisions.
5. Create partnerships to share resources among organizations.

Discussed in Multiple Framework Groups

1. Leveling/AP classes
2. Diversity and equity issues
3. Homework philosophy and coordination
4. Managing and reducing student stress
5. Teaching non-academic skills as well as academic skills
6. Time for teacher collaboration and working on initiatives

Community Engagement Report

October 18, 2018

Detailed comments from stakeholders on six Frameworks.

Student Intellectual Engagement, Growth, and Readiness

Students should be exposed to a broad, comprehensive curriculum to develop critical thinking skills and dispositions that will prepare them for future challenges and opportunities. Students' mastery of knowledge deepens when their learning experiences are relevant and give them a sense of purpose and fulfillment.

Lead the Nation

New Trier, as one of the best High Schools in the country, should be leading the nation in learning design, environment, and strategies through the ideas of authentic, experiential, and problem-based learning environments. New Trier should implement programs built on best practice and brain science in a way that gives permission for the nation to follow in our footsteps.

Problem Solving, Creative Thinking, Critical Thinking

- Critical thinking can be applied to any platform. Learning the analytical process applies to all spheres. Students should be able to look at a situation from different angles and be able to appreciate all perspectives.
- Critical thinking is what you need to have a greater perspective in college and the real world. Synthesis and evaluation are the highest form of critical thinking and this is how we are able to add rigor to our curriculum and student experiences. Social capital and building relationships pay off over time.
- Incorporate the 4 C's throughout the curriculum: Communication, Critical Thinking, Creativity, Collaboration.
- Integrate communication skills in all classes.
- Build practical skills for lifelong learning, including problem solving and communication; develop students who can apply these skills in the future to various situations.
- Develop critical thinking skills in students. These habits of mind will be necessary for students regardless of what the future holds. Need to be about to

process through information, determine what information is meaningful/useful, its accuracy, and how ideas fit together into a deeper understanding of a topic.

- Use students with all their expertise to help adults.
- Make room for diverse ways of developing our curriculum through critical thinking and creativity. We need students who will thrive in a workplace and not just be able to prepare for a test.
- Develop mindsets for critical thinking, problem solving, and creativity. Because the world is changing, the future is unknown, but basic skills will be essential. Evaluate the breadth and depth of courses to develop these mindsets.
- Teach students how to problem-solve.
- Have students learn to solve real world problems within the context of learning the content.
- Focus on critical thinking and how-to think and problem-solving. We live in a world with an infinite amount information but that doesn't necessarily make us smarter or wiser. We, students and adults, need to learn how to synthesize, discern, evaluate, and think through that mass of information.
- Evolutionary thinkers are needed because things are changing.
- Explore ways to measure critical thinking and learning versus simply measuring retention of information.

Models for Learning

- Develop the whole child/whole person for participation in work and civic life, understanding this requires more than academic skills.
- Connect things through the *why* rather than the *what*.
- Look into expanding the school within a school concept where we create narratives rather than grades. IGSS has a reputation that it is not targeted for the average learner. We need to create more opportunities and flexibility in the curriculum.
- Investigate project-based learning and on learning.
- Use cross-disciplinary opportunities (i.e. Business & English).
- Curriculum with windows and mirrors.

- Explore Experiential Learning that results in adaptive and flexible thinkers because students must adapt to careers throughout their life and use their interpersonal skills in a variety of platforms.
- Inquiry based approach to learning allows for individualization and critical thinking with offering a middle ground with leveling (consensus felt leveling classes wasn't as beneficial) to allow for all students to access to diverse learners including special education.
- Create interdisciplinary experiences that connect concepts together to build a deeper understanding through application.
- Integrate subjects - cross curricular for conceptual understanding.
- Individualized learning.
- Help students recognize the importance of interdisciplinary connection

Tracking, Standardized Testing, Flexibility, AP, Assessment

- Limit or eliminate the number of AP classes a student can take. This will promote more learning opportunities for students to not have to crank through set curriculum but have more student driven curriculum and personalized learning
- New Trier should take note of best practice and research on student tracking and standardized testing and develop programs that are in the best interest of students.
- Eliminate the weighted grading system. This would allow a better mix of students across levels as the pressure to be level 3 or 4 strictly for GPA would be removed. It would also promote student fulfillment as they select classes where they really feel they belong.
- Levels can create stigmas at the lower levels even if the level is appropriate and challenging. Tests are a bad way to test for learning.
- Allow students to take risks in a way that minimizes consequences, such as using Pass/Fail.
- Approach teaching and learning with growth mindset.
- More access and breaking down barriers for students to access in courses.

- Most tests reward memorization, not critical thinking, problem solving, or creativity. What we value in learning is what we should be measuring in learning.
- Evaluate the level system by:
 - Exploring the perceptions versus realities of the level system;
 - Helping teachers reflect on the variety of ways they work with students based on the level of the class they are teaching;
 - Building confidence to succeed for students to succeed regardless of the level of the class.

Liberal Arts and Electives

- Recognize the Importance of the liberal arts curriculum.
- Educational trend seems to be in the STEM fields, but what is needed most is a strong liberal arts education. Raising good, future citizens is equally (if not more) important than preparing good workers/employees.
- Skills and interests can contribute to the future. One may not be programming the driverless truck, but still can be a part of the team that successfully integrates the driverless truck into society. Human interaction and communication can exist side-by-side with technological advances. Communication, problem solving, and appreciation of the humanities remain essential to human existence.
- Electives are instrumental in getting students involved in the school.
- Work for more elective accessibility.
- Instill learning for its own sake as opposed to a means to an end; explore of academics and electives.

Student Personal Engagement, Growth and Well-Being

Students should feel secure in their physical, emotional, and social well-being in order to be fully engaged in their academic, personal, and social growth. Developing skills such as self-awareness, compassion, resilience, self-management, social awareness, and responsible decision-making is essential to setting students on a path toward a meaningful future.

Safe and Respectful Environment

- If students cannot feel safe in a classroom (worrying about bullying or safety) they cannot be successful in school. Kids feel safe. NT does a great job of establishing relationships with adults. Low anxiety, high acceptance = opportunities for success. Look at what NT does as a school and identify how we can enhance those things to respond to social change.
- Asking students about their preferred pronouns. How do you connect students to school and service.
- Safety & Security – we have the challenges of an open campus; open doors where there is no security. Assure that this is adequate.
- While the physical safety feels like it has improved, we can do better, but the emotional safety of students are just as important.
- Anticipate and react to school wide safety issues.
- Make sure students knows where to go if they feel bullied.
- New Trier should continue looking into and improving how the school is safe from those who seek to do harm so students feel comfortable in the environment.
- Maintain the focus and sense of urgency on physical improvements to facilities to ensure safety and security as much as possible.
- Progress has been made, but there are still deficiencies that must be addressed.
- If students feel vulnerable or unsafe in their physical surroundings, we should find to assess whether the security enhancements and our procedures reduce their feeling of vulnerability in school, in order to determine whether the measures we take to make students safer are actually felt/experienced by the students.

Adviser Program

- Evaluate the Adviser Program's effectiveness and consider if it continues to serve the community in the way it is intended. Should it be tweaked to add consistency among advisers?
- Long term relationship in a consistent place is very important. Consider keeping same adviser for four years to add benefit
- Affirm the Adviser Program. The connection with adults is important. Those connections work best when it is one on one. These connections last well into adulthood.
- Integrate social and emotional learning into the classroom. These skills should be taught in Adviser rooms and in classrooms. The connection between emotion and learning is important. Empathy is an important skill to develop. Interpersonal skills are vital for success.
- Consider a Mixed Gender Advisery. Students who have gender identity needs should be comfortable in all settings, and in a way that is not targeted.
- Evaluate whether single gender Advisories meet the needs of all students, particularly those with gender identity issues.
- Maintain the focus and attention on the Adviser program, particularly focusing on recruiting new teachers into that role. This program is at the core of supporting the whole student.
- Advisery system: training / selection / evaluation of advisers
 - Because it touches every student;
 - It makes a big school small;
 - We currently do it well, but we can make it even better;
 - Support advisers within the variety of advisees.

Stress and Balance

- Help students manage stress and learning to be self-aware about triggers and management. Help students self-advocate for themselves to self-regulate and manage their needs.
- Develop and demonstrate/model the skill of balance in/for students. Students are taking on too many activities and academics that lead to emotionally and physically unhealthy lives.

- Role of parent (nurture vs follow parents' path). Students aren't getting much sleep. How is the community, parent, school, student contributing to stress and helping to relieve stress?
- The Adviser environment is not conducive to discussing individual stress. The school is primarily grade-oriented rather than experience oriented.
- How does the school model the difference between a successful life and a meaningful life. The value of high school is the work you put into it, not the college you attend.
- Spread out testing, balance the workload. Avoid four tests on the same day.
- Are we advocating individual paths or a community of learning? Video implies individual paths.
- Stress comes from a fear of failure. One failure is manageable, multiple failures are harder to manage.
- Establish a culture of well-being and encourage the community at large to engage in balance -- well being seminar day? Yoga, glass blowing, etc.
- Focus on a strategy of stress relief through mindfulness.
- Explore the impact of technology use on anxiety.
- Expand in-house staff and programs to assist social/emotional learning through initiatives such as adding social workers and specialized professionals. This would provide more options for assisting students with challenges before moving to an outplacement solution.
- Look into a block or hybrid schedule including late start days to limit the amount of homework and focus students have each night to create a healthier balance.
- Offer a variety of electives to alleviate the full year commitment, and reduce stress to have to complete certain requirements and courses. This allows students to have a variety of experiences and find their passions.
- Students self-manage their academic plan, and extra-curricula's with emotional well-being. Structures that we have in place are counterproductive, i.e. allowed to not take lunch, early bird, and so many extra-curricula's, sports, etc. Students are very stressed to pack their schedule and take advantage of all the opportunities.

- Understand and address issues of how students feel pressure.
- Time to collaborate: the struggle is giving students the time to collaborate. Teachers give a group project and students are struggling to figure out when they will meet to do their work. Group projects turn into a time management nightmare.
- Focus on homework free days – teachers currently are not accountable.
- Student Anxiety & Stress Relief
 - Explore correlations between student reports of anxiety and various areas within the school. (Subtopic for research -- Brain research around student anxiety.)
 - Explore ways to create structures which help empower students to manage stress better. This could include mindfulness and development of self-awareness skills. Also help students internalize the concept of accepting their strengths and weaknesses.
- Help students balance the variety of ways their time is used by helping them understand the perceptions versus realities of things such as: drug & alcohol use, academic load, level system, and college readiness and acceptance.
- Explore limiting student ability to take too many classes, i.e. - require all students to have a lunch period or a free period.
- Help students make realistic schedule choices to manage their work and health balance.
- Work with the sender districts and provide education to “shift the culture” with what type of programming is healthy. This would reduce the anxiety of freshman and parents entering NT.
- We need to work on how to help students manage stress in a healthy way. There is a connection to self-advocacy and resiliency. Self-advocacy helps students take control of their environment.
- We need to eliminate stress levels in our school. We have too many students who are hospitalized or school phobic or unable to manage getting a bad grade. Possible planning areas follow:
 - Explicitly teach coping strategies;
 - Work on more ways students can be intrinsically motivated and willing to learn from mistakes;
 - Homework free breaks and weekends;

- Make homework visible and planned so students know ahead of time what is expected;
- Limit number of academic courses students can take;
- Limit number or completely eliminate AP courses;
- Have a healthy relationship with someone in the school.

Social Emotional Well-Being and Learning Skills

- How do we connect with students who don't seem to care? They need to develop compassion. Empathy is a key skill in interpersonal relationships.
- Students need to be better prepared for resilience and confidence in the area of communication so they are able to work through disagreements in respectful and productive ways, so they can build better networks through face to face interactions, and articulate their ideas in respectful, collaborative, and self-actualized ways.
- Students need to learn how to move toward solutions through compromise with others.
- Resilience, compassion, and self-awareness are essential for social emotional well-being - and school should value and provide opportunities for students to develop this skills or dispositions. Include social emotional learning across the curriculum.
- Learning is both academic and social emotional. The relationship between them is essential to learning.
- New Trier could lead the way nationally in Social and Emotional Learning by developing deep integration of SEL in all curriculum and interactions, either through all curriculum or through a specific program like Advisery.
 - Integrate students with disabilities;
 - Identify at-risk students;
 - Catching mental health issues early and providing services;
 - Continuity with the adviser (remaining with advisees for 4 years);
 - Maintain free periods;
 - Provide opportunities for students to have fun during the school year.
- Foster resiliency so students are prepared for the unexpected by allowing them to experience failure in a safe environment.
- Partner with the community on these issues in an integrated and consistent way through existing parent events and new opportunities.

- Foster risk taking and provide feedback.
- Developing empathy & compassion in students - respecting other opinions; continue service learning projects Because when we don't, it will impact safety and security for other students.

Equity, Inclusion and Difference

- There is a lack of respect for women and minority students. There is different treatment of men and women discussing issues of respect and safety around prom. Issues of gender and equality still remain. Integrate men and women's adviser rooms where appropriate. Review adviser program and structure. Can we reshape perceptions and model preferred behavior? Don't let minority political opinion dictate majority beliefs.
- Understand and be aware of people of different backgrounds.
- Expose to difference and teach students and adults inclusion and acceptance. Difference broadly defined: individual, racial/ethnic, religious, ability, perspective, different thinking, beliefs. Help students recognize difference and work through difference of all types. Teach and value open mindedness, recognition, acceptance and inclusion. To thrive in the today's world requires open-mindedness, ability to recognize difference and acceptance of others is a dimension of "readiness."
- Identify the "fringe" student who is not involved or has found their niche in the school.
- Support students with transitions :
 - Executive functioning for all students;
 - Build resilience.

Relationships and Connections

- Find ways to break down boundaries-- social cliques and myths, leveling systems, certain clubs, etc. They can isolate students and create groups.
- Relationships between and among students and adults is important. When students feel contacted they have a resource for support.
- Provide varied opportunities for students to connect to their school and explore their interests. Develop resilience, teamwork, collaboration, empathy, interpersonal skills, etc.

- Prioritize students' connection to school; notice who is connected and not connected, and plan to address students who are disconnected. Students who are connected to school, peers, and/or adults have better learning experiences and develop a better sense of self.
- Explicitly identify students who are not involved and reach out to them. Students need to have a healthy, positive relationship with someone in the school. Research shows this is how students feel a part of the school community in healthy ways. It also creates increased learning.
- Students developing meaningful connections in the school is a hallmark of success and development
- Finding ways to determine if all students have some sort of meaningful connection within the school could be a valuable exercise to help us identify potential students at risk.

Social Media and Technology

- Help students to manage social media and their addiction to screens. Students are not communicating with each other any more in person.
- Students have widely-varying classroom expectations and experiences regarding technology and its use. This is very stressful for students and causes a lot of anxiety.
- Technology is pervasive in our world, but learning how to manage a balance of its use and the need for down time / human engagement is vital to student growth.
- Social well being cannot happen until we have good social digital behavior and boundaries. There should be a class that teaches decent social behavior and why is it so important. This is affecting interaction and reactivity. An added layer of pressure has been developed because they never disconnect. All social emotional growth is impacted by social media and digital citizenship. Many parents don't want schools to determine what they can and cannot do online.

Management and Organization

- Complexity of institution leaves too many layers to navigate. Lack of transparency, interaction, and communication between departments and institutional layers is problematic. Reinventing processes on an annual basis.

- Get rid of A.P. classes because we need to challenge ourselves beyond the status quo. We already have the recognition here at NT. Students can still take the AP test. If we don't offer them, you can still take the test and the pressure is taken off their plate. If there aren't Level 4 classes as a prerequisite for an AP- no flexibility.

College and Career Pathways. Post NT Preparedness

- We should expose students to a rich array of pathways they may want to pursue with guidance and opportunities. Need more career technology opportunities so students are more employable earlier on. Evanston and 214 do a lot of this.
- Build relationships with colleges to assist in determining what skill areas they are looking for in their students. The development of partnerships will also help those colleges understand what we value at NT
- Engage in more career counseling and development of employment skills such as collaboration and communication.
- Counsel students about a broader range of post high school options in addition to college. Acknowledge college is not for everyone. Intense focus on college and pressure to be "excellent" undermines value of learning.

Curriculum and Instruction

- Provide survey courses that allow students to understand the range of a content area.
- Develop appropriately challenge curriculum for all students that focuses on growth over attainment.
- Back mapping skills/dispositions we want all graduates to have and where they would be developed in our curriculum (e.g. presentation skills, tech literacy). We would benefit from knowing what skills/dispositions all students are graduating with and what courses helped them develop those.
- New Trier should learn from the "Future of Work" video that teaching students to be focusing on how to best use future technologies in a way that is best for humanity should be embedded in our curriculum.
- Continue to offer a broad curriculum to allow students to explore their passion, such as through one semester courses, online learning and pass/fail that facilitate academic risk-taking.

- Re-evaluate course prerequisites to see if they make sense, e.g. - coding classes and accessibility.
- Explore access to courses online that are beyond on what we have at New Trier.
- Include non-cognitive skills or habits like interpersonal communication, collaboration, listening, persistence.in in the curriculum.
- Re-evaluate individual course assessments and assignments to make student learning more meaningful and applicable.
- By taking advantage of and leveraging community partnerships, we could have learning experiences that have more purpose and meaning.
- Student should see themselves and others' experience in the curriculum. Courses should be required to expand our understanding of the diverse nature of the world. Diversity is treated as an event, not integrated into the fiber of the curriculum.
- Explore incorporating diversity into a formal advisory program.
- Assure class sizes are appropriate for effective interaction between the student and teacher. This would promote interpersonal skill development and individualized instruction.
- Expand the use of field trips, guest speakers, etc. to strengthen the connection between the classroom and real world applications to promote better learning and understanding.
- Develop partnerships with other schools to enhance collaborative skills
- Help teachers become more gender sensitive.
- Work to include more girls in STEM.
- Homework does not equal rigor. Homework should be meaningful, develop understanding, and be manageable. Homework should never be busy work.
- Train Advisers in course curriculum to help with students selecting courses.
- Media literacy is absolutely critical in terms of news, web, social media, and the targeting of algorithms. The impact social media has on life and the information

we get compromises how we find truth. Digital literacy needs to be taught from elementary school and beyond.

- Consider digital black out times.

Exploration/Passion/Choice

- Exposure to different topics, ideas and curriculum is critical to education. Some students know early what they want to do and others are still exploring. Both are ok. A broad curriculum supports both types of student.
- Allow students to explore their passions.
- Maintain opportunities for students to dive deeply and master topics in which they are interested.
- Provide different learning environments for different types of learners, because people learn in different ways.
- Ensure opportunities are available for students at all learning styles/rigor.
- Allow more student choices and develop broad range of students.
- Students need more opportunities to pursue passions and interest.
- Students should be able to explore their interests and should be able to specialize.
- The curriculum can be somewhat predictable for certain classes. Allow for variability in the curriculum.

Structure of Schedules

- Restructure schedules to allow for students' better use of time and to expose students to different experiences in the school day.
- Re-evaluate structures of the day, year, and student schedule In order to give choices.
- Examine the structure of the schedule to make sure it meets these opportunities we need in the future.
- Investigate hybrid/block scheduling - research project Our schedule is hectic and stress-inducing and we should investigate other options.

Culture, Climate, and Equity

Students must feel welcomed, respected, supported, and valued so they can learn effectively and be empowered to contribute to the school community. By reflecting on their own experiences and learning from the diverse viewpoints of others, students develop insight into how to understand the complex issues they will face in the future.

Support and Respect

- Students must feel welcomed, respected, supported, and valued so they can learn effectively and be empowered to contribute to the school community. By reflecting on their own experiences and learning from the diverse viewpoints of others, students develop insight into how to understand the complex issues they will face in the future.
- Prioritize “belongingness.” More explicitly build a culture and climate of students and adults feeling welcomed, valued, accepted, included, and empowered. Across the school - class, curriculum, extracurricular, etc. Students and adults who feel (and know) they belong creates a culture of inclusion and works toward equity.
- Continue the “What is it like to be _____ at New Trier?”
- Create truly welcoming classrooms and model this. What do teachers need to do to make sure that every student feels accepted and respected?
- Define what we want for kids. To be “valued?” To be heard? To have a voice? To be accepted and embraced? What do students want?

Diversity and Understanding Others

- Incorporate experiences for students to allow gratitude, valuing diversity, student led teams that focus on diversity, and social tolerance of others.
- Promote an awareness for students of their peers that are of different socio-economic status.
- Recruit diverse staff where students see themselves reflected.
- Develop partnership and opportunities for students to work with more diverse populations. Why? This will benefit our students to understand different experiences and perspectives, while also realizing how people are similar.

- We need to address stereotypes in our school. Stereotypes interfere with students' sense of belonging. Identify the stereotypes that students think need our attention.
- Develop programs that bring students together from different groups or places to work collaboratively on a non-competitive topic. This will allow students to develop teamwork skill and expand their understanding of others.

Student Voice

- Find opportunities to enhance and include student voice in running the school - committees, focus groups, decisions etc. Including students in the operation of the school connects to school and create a climate of inclusion and respect.
- Develop students' ability to participate in productive disagreements and civil discourse. Why? Today's society struggles to do this, and we need to help students build this skill.
- Allow students to express themselves in more venues around school.

Stress

- Look at the level system and how it plays out in a student's identity. There is a major unhealthy stress and labeling of our students as early as 6th grade due to our level system. Engage students to reach in a healthy way in areas that are of interest so they can aspire to learn intrinsically instead of being placed in boxes.

Curriculum and Assessment

- Have more literature and curriculum for minority groups so students can experience more exposure to groups of people who are under represented. This will help marginalized students see themselves in the curriculum and open up narratives to help students to understand those who are different from themselves.
- We should teach students how to engage in discussions of important, controversial topics in a way that is respectful and helps students learn how to develop an informed opinion. This is important for students to know how to do so that they can develop an understanding of multiple perspectives on a topic and feel connected to others.
- Challenge our curriculum to explore various cultures and race, color, etc. Consider a service learning requirement for graduation, although this may already be incorporated into the Advisery system or extra-curricula, this would develop empathy and perspectives of others, etc.

- Because self-control is the number one determination of life-time success, explicitly teach it to our students to help students manage workplace interactions later in life.
- Investigate outcomes for different student populations. Why? We have subpopulations who are underperforming our average and need to understand that better.
- Practice, model, and engage civil discourse. Give students and staff the opportunity to engage and experience the marketplace of ideas, teaching students and adults how to think through complex issues. Navigating complex issues, recognizing multiple perspectives, teaching students and adults how to think through questions and issues fosters a culture of inquiry.

Time

- Provide more time for departments to work on equity issues. Departments are moving slowly in this area.
- Use late start Wednesday in KW to explore emotional intelligence skills.

Leadership Throughout the School

New Trier High School is a complex organization that requires the continuous development of innovative, committed, and exemplary leadership at all levels and from all constituencies of the institution. The quality of leadership and the climate established by leaders have a direct impact on the school community.

Student Leadership

- Develop more opportunities for underclassmen to be leaders among programs and mentored by upperclassmen. This is a win/win for creating an inclusive environment.
- Create a succession plan for continued leadership and not one time leadership. (Green Team captains for each grade level).
- Provide a variety of opportunities for students inside and outside the classroom to identify and develop leadership to expose students to role of a leader and civic engagement of the work.
- While we have many programs and activities such as SILC, SALT, and officers in various clubs, we need to train, mentor and develop leadership skills in the students.
- Identify the student who may not appear to have obvious leadership skills but can be positively impacted if given the confidence, training, and mentorship needed to be a leader.
- Lots of leadership opportunities for students: Habitat for Humanity, IGGS, and clubs. The opportunities for leadership need to be communicated more broadly.
- Provide additional student leadership opportunities - make sure they are valued and have an impact. We have many students who have potential as leaders, but we don't always have an opportunity for them.

Leadership for All

- Develop clear definition of what it means to be a leader for our leadership is consistent and fair for all leaders.
- What are our leadership values and do we share them across both campuses? Responsibility, integrity, compassion, and humility to support the team. Winnetka is a faster-paced and more competitive environment compared to Northfield.

- Develop aspiring leaders cohort/opportunities for support staff and faculty. We have middle career staff and faculty looking to get into leadership and providing guidance would benefit them and the institution.
- Figure out the barriers that prevent students, staff and parents to become leaders, using research and data. Understanding what is preventing people from exploring leadership opportunities will help us understand what new opportunities to offer.
- Intentional efforts should made to identify and develop untitled leaders in order to continue the rich traditions and excellence that are valued in New Trier.
- Find the balance to blend together new and innovative ideas and changes while maintaining aspects that are cherished in the school.
- Develop the skills and motivate current leaders to continue in their roles as educators and change agents. Invest in speakers to speak to students and staff on leadership development and skills
- Provide professional development opportunities that identify and develop leadership for continued structure of a good organization.
- A leader is a visionary and facilitates the vision of the institution. Leaders must be listeners and must listen before acting. Servant leadership has been replaced with bureaucracy. Are leaders still asking the question, “How can I help you and what do you need?” Leaders are non-judgmental and should ask, “How would you do this differently next time?”
- Identify and provide opportunities for staff to take up leadership opportunities, mentorship program for leaders--consideration with a balance of genders to build internal capacity.
- Promote flexibility, risk-taking and innovation in our leaders so that the process of change doesn't have to be so slow for things that make a positive impact on kids.
- Support the value the school places on autonomy encourages change for the better.

Coaches and Extracurricular Sponsors

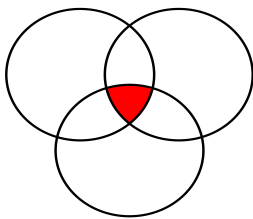
- Develop, train, evaluate athletic coaches & extracurricular sponsors to develop young men and women who are potential leaders.
- Develop character in young people making leadership a priority over wins and losses.
- Provide mentors for coaches.
- Define the leadership style that the District wishes to see in its coaches, supported by clear expectations and evaluation.

Community Engagement, Partnerships, and Governance

New Trier High School is a crucial part of the fabric of New Trier Township, serving as a reflection of our community's strong commitment to scholarship, compassion, service, and leadership. The school district can achieve its fullest potential only by working in partnership with an informed and engaged community of taxpayers, parents, students, staff, and local governing bodies toward common goals.

School, Family, and Community

- Develop the Intersection. Research shows when School, Family, and Community are aligned, the best student and community outcomes are realized. See image.



The middle is where all three come together. This can be better aligned by having more frequent and more representative groups community forums. The District needs to be creative and reach the traditionally disengaged.

- Develop ways to have parents and students share their experiences at NT which results in the potential to debunk myths and making messaging more believable. Possible time for this would be during the transition from 8th grade to freshman year.
- Engage in a review of the programs of NT and gather feedback from various constituencies about the strengths and weaknesses of programs.
- Explore differences between the responses to determine any need for transparency and development of common understanding.

Transparency.

- The District should create more opportunities to inform and communicate with the community.

Share the Values

- The Superintendent should take the opportunity to tweet and be publically expressive about the values of the District.

Connections Among Sender Schools

- Explore opportunities for our sender schools to partner with our resources and for us to partner with theirs.

Diversity & Equity Work

- Reinvigorate the work in this area and continue to be a lighthouse school for NT Township.
- Help our students understand differences and develop ways to understand those differences.

Facilities, Finance, and Human Resources

New Trier High School depends on the financial commitment made by its taxpayers to deliver a high-quality education marked by exceptional teaching and facilities that serve the needs of students and staff in their academic and extracurricular pursuits. The District must act as responsible financial stewards by developing budgets that respect the community's financial investment while supporting the school's mission and vision.

Hiring and Staffing

- Continue to hire the best candidates who will be a good fit, take advantage of opportunities, commit to professional growth and are student centered.
- Continue with Instructional Growth Grants, opportunities for professional development, autonomy in teaching and curriculum development.
- Hire and assign teachers who are passionate about their content area. When teachers are passionate, they inspire their students and bring an energy to their teaching that helps students learn.
- Add diversity to our teaching staff - invest in support systems for teachers - continuing ed., mentoring, benefits, etc.
- Strive to offer competitive compensation to recruit and retain the best employees in all areas (faculty, ESP, PPS), through regional comparisons. Also maintain the merit system for faculty.
- Research and implement methods that can increase the diversity of our new hires wherever possible, particularly teachers.
- Gain a better understanding of the roadblocks and perceptions that may exist regarding New Trier for prospective teachers.

Facilities

- The unexpected outcomes of the new building is that teachers walk past your classrooms and can see what you are doing. We see how others organize their classrooms. Teachers are having conversations that are profound regarding teaching and learning.
- Old building locker rooms for the pool need to be redone.
- Facility should reflect community/school expectations and our standards.

- Continue to modernize and provide adaptable classroom furniture and classroom space to assist in more flexible learning spaces. This would allow teachers and students to interact easier and in different ways.
- Increase the size and functionality of classrooms, particularly in the “old” section at Winnetka, in order to provide similar and equitable learning environments throughout the campus.
- Maintain facilities to reduce costs and for safety.
- Prioritize the improvements in ADA accessibility on both campuses, with additions such as elevators, water fountains, etc.. Currently it can be very difficult for students with these requirements to make it to class on time.

Environment

- “Go Green.”
- Recycle more.
- Explore how NT can become less reliant on the state and use green grants to generate more income.
- Become environmentally more thoughtful to save more money.
- Plant more trees.
- Be responsible stewards of the environment.

Educate

- Provide transparency for the community about finances and opportunities to engage with the school - using the track, taking classes.
- Expand the transparency and communication of the financial status and planning of the District. This is essential to allow all staff and community to understand and trust the use of funds to maximize the student experience.
- Educate community that high quality schools improve community and property values - public good.

Partnerships

- Look for private/corporate sponsorship for facilities.
- Share teachers online or with elementary.

- Explore shared services with other schools and community.
- Provide NTX classes at Winnetka.