

New Trier 2030

Parent/Community Advisory Group

February 10, 2020



Agenda

- Introductions
- Overview (Dr. Paul Sally)
- Social-Emotional Learning (Dr. Joanne Panopoulos)
- Communication (Ms. Niki Dizon)
 - Families w/ Younger Children
 - Financial Communication
- Equity (Dr. Tim Hayes)
- Characteristics of a New Trier Grad (Mr. Peter Tragos)



Food for thought...



NEW TRIER TOWNSHIP HIGH SCHOOL DISTRICT 203

To commit minds to inquiry, hearts to compassion, and lives to the service of humanity.®



And...

“I cannot think of a future that matters in which every person’s humanity does not.”



The goals of this committee

1. Provide feedback on work we have done
2. Provide input for new directions for 2020-2021



How we got here...

- Board wanted new Superintendent (July 2017) to establish a new strategic plan
- Worked with Dr. Linda Hanson
- Put forward a structure where we would:
 - Establish Framework Areas which would serve as our main communication structure and our key measurable areas for our Board and community
 - Establish a process to implement annual plans to address the
- A 30-person committee oversaw the development
- Thousands responded to our survey, hundreds came to our Community Engagement Evening



Framework with Core Values and Goals

WE WILL DEVELOP IN EVERY GRADUATE the skills and dispositions to lead **MEANINGFUL, COMPASSIONATE, AND IMPACTFUL LIVES.**

1 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.



Core Values

- We believe in a comprehensive liberal arts education.
- We believe each and every student deserves access to rigorous and rich curricula and inspiring instruction.
- We believe each discipline has fundamental and important concepts and unique ways of thinking.
- We believe all disciplines should develop the essential skills of collaboration, communication, creativity, and critical thinking.
- We believe effective and inspiring instruction nurtures in students a greater sense of ownership over their learning.
- We believe intellectual growth enhances students' current and future ability to engage in a meaningful, compassionate, and impactful life.

Goals

- To ensure every student has access to rigorous and rich curricula and inspiring instruction that promotes intellectual growth.
- To identify and cultivate the intellectual characteristics, qualities, and competencies of a New Trier graduate that will provide students with the best opportunity to lead meaningful and impactful lives.
- To promote the multiple post-high school pathways that can lead to a meaningful and impactful life and provide opportunities that prepare students for those various pathways.
- To provide opportunities for intellectual exploration, growth, and risk-taking.
- To connect unique concepts and innovative ways of thinking in the different disciplines through interdisciplinary, experiential, and exploratory learning experiences.

2 Student Personal Growth, Engagement, 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 social-emotional skills such as self-awareness, compassion, resilience, self-management, social awareness, relationship skills, and responsible decision-making is critical to setting students on a path toward a meaningful future.



Core Values

- We believe that students' social-emotional development is as important for future success as intellectual development.
- We believe that students must feel emotionally and physically safe to optimize their learning.
- We believe positive relationships and adult role modeling promote student growth.
- We believe personal growth best occurs when an individual reflects and thinks critically to make healthy choices.
- We believe that schools must value students as individuals and be responsive to their unique needs.
- We believe in encouraging students to take healthy risks and learn from their successes and failures.
- We believe engagement in activities outside the classroom is necessary for a student's personal growth.

Goals

- To ensure students acquire and apply the social-emotional competencies of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making to promote student well-being.
- To ensure staff has a deep understanding and instruction of social-emotional skills and characteristics and embeds the development of those skills throughout the school environment.
- To create a learning environment centered around empathy and understanding of diverse backgrounds and experiences that values student input, collaboration, and constructive dialogue.
- To have a school environment that encourages students to value their present experiences while preparing for their future.
- To develop students' connections to others through healthy, authentic relationships and humanitarian service.

3 Culture, Climate, and Equity

All people at New Trier must be welcomed, respected, supported, and valued so students can learn effectively, develop deeper understanding of the complex issues they face, and become empowered to contribute to the school community. This is possible when staff and students learn from and reflect on their own and others' diverse lived experiences.



Core Values

- We believe an equitable, safe, inclusive, and welcoming climate is not only necessary for students to learn and supports student growth, but is ethically in alignment with our mission.
- We believe that an equitable, safe, inclusive, and welcoming climate:
 - creates the conditions that allow individuals to reach their full potential.
 - is built upon respect and the appreciation of differences.
 - holds individuals accountable for their actions and creates access to justice.
- We believe that all students, no matter their race, religion, gender identity, sexual orientation, innate abilities, or academic levels, have the right to equitable opportunities to pursue their interests and have the right to a rigorous and rich curricula and inspiring instruction that promotes intellectual growth, exploration, and risk-taking.
- We believe what makes our school better for the most vulnerable students makes the school better for all students.

Goals

- To create a culture of equity that appreciates and celebrates differences across the school by exploring individual identities and the identities of others.
- To create a culture in which students define their identities more holistically beyond academic achievement and level placement.
- To create a culture that reduces stress and teaches students the strategies to effectively manage the stress they experience.
- To create learning environments and curricula that encourage empathy, create interpersonal connections, embrace diverse identities, and explore multiple perspectives.
- To create an environment in which each individual's needs are met and in which every person feels they belong.
- To identify and promote those parts of our culture that enhance learning and a sense of belonging, such as our dedication to service, compassion, critical thinking, and empathy.

4 Leadership Throughout the School

New Trier High School is a complex organization that requires the continuous development of courageous, innovative, committed, and exemplary leadership at all levels and from all constituencies, student and adult. The quality of leadership and the climate fostered by leaders have a direct impact and influence on all facets of our school community and beyond.



Core Values

- We value the importance of cultivating leadership potential throughout the school community.
- We value a model of servant leadership that fosters compassion, service, and reflection.
- We value a shared leadership model that promotes formal and informal leadership, as well as titled and untitled leadership.
- We value the importance of seeking input, gathering multiple perspectives, and collaboration in the decision-making process.
- We believe New Trier can provide leadership in state, regional, and national conversations about the future of educational practice and policy.

Goals

- To identify, develop, and recognize adult leaders throughout the school.
- To expose all students to leadership concepts, dispositions, and skills.
- To broaden opportunities for student leadership within the school.
- To expand our state, regional, and national influence in educational practice and policy.

5 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 inquiry, compassion, service, and leadership. The school district and its engaged and informed community of taxpayers, parents, students, alumni, and staff collectively benefit by working in partnership toward common goals.



Core Values

- We value dialogue that is transparent, timely, and multi-faceted to engage and inform all constituencies served by our District.
- We believe in building community among the diverse villages that make up New Trier Township through our unique role as a hub where all of our communities come together.
- We believe in fostering and maintaining partnerships with organizations and individuals for the mutual benefit of our students and our community.
- We believe in providing an environment that welcomes, supports, and encourages community and alumni involvement.

Goals

- To provide engagement opportunities and information about New Trier to younger students in the Township and their families.
- To create opportunities for alumni to engage with New Trier, each other, and the greater New Trier community.
- To engage and inform residents without children in the school about events, accolades, and the value of their investment in New Trier.
- To foster partnerships with community groups, local government agencies, and individuals to strengthen and maintain relationships with New Trier High School.
- To provide opportunities for community members to visit New Trier and involve New Trier in community events and organizations.

6 Finance, Facilities, and Human Resources

To serve the needs of students in their academic and extracurricular pursuits, New Trier High School depends on the financial commitment made by taxpayers to deliver a high-quality education marked by exceptional teaching and facilities. The District supports the school's mission and vision while acting as a responsible financial steward by developing budgets, facilities, and staffing plans that respect the community's investment.



Core Values

- We believe that the community's trust and investment in the District compel New Trier to demonstrate effective, efficient, and transparent stewardship of resources for the benefit of current and future generations of students.
- We believe safe, well-maintained, and effective facilities are a critical component of creating opportunities and experiences for students that promote a culture focused on intellectual and personal development, allowing for the flexible and evolving needs of students and programs.
- We believe that a diverse and exceptional faculty and staff focused on teaching, advising, relationships, inquiry, and professional development is essential for creating a culture that best promotes students' intellectual and personal growth focused on respect and fairness.

Goals

- To ensure strong financial stewardship and provide information that is accessible to all members of our community and demonstrates and promotes the value of a New Trier education.
- To develop a long-range facilities plan that ensures that facilities are operated in an efficient, well-maintained manner that meets current and emerging needs of the academic and extracurricular program.
- To recruit, develop, and retain a diverse and exceptional faculty and staff who put students at the center of learning and contribute to a collaborative culture that promotes their intellectual and personal growth.



Six Framework Areas

① Intellectual Engagement, Growth, and Readiness



② Student Personal Growth, Engagement, and Well-being



③ Culture, Climate, and Equity



④ Leadership Throughout the School



⑤ Community Engagement, Partnerships, and Governance



⑥ Finance, Facilities, and Human Resources



2019-2020 Annual Plan

1. Characteristics of a New Trier Graduate
2. Social-Emotional Skills PD
3. Equity Goals
4. Understanding the Student Experiences – Case Studies
5. Consistent Student Workflow
6. Leadership Development
7. Rich and Rigorous Curriculum
8. Connection with Families of Younger Children
9. Community Partnerships
10. Communication of Financial Information
11. Long-Range Facilities Study



2019-2020 Annual Plan - Today's Review

1. Characteristics of a New Trier Graduate
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New Trier 2030 Social - Emotional Learning (SEL)

Dr. Joanne Panopoulos

Assistant Superintendent for Special Education



New Trier 2030 Strategic Plan

We believe social emotional development is as important for future success as intellectual development.



YEAR 1 GOAL

*To ensure **staff** has a deep understanding and instruction of social-emotional skills and characteristics and embeds the development of those skills throughout the school environment.*



SEL Defined

“SEL is the process through which children and adults acquire and effectively **apply the knowledge, attitudes, and skills necessary to manage their emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.”**

(Weissberg & Cascarino, 2013)



Why is SEL so important for students at New Trier?

- Helps students manage stress
- Improves student attitude towards self and others
- Improves conduct
- Increases engagement
- Promotes attachment to school
- Improves academic performance
- Provides a way to uplift student voice and promote agency and civic engagement
- Affirms diverse cultures and backgrounds



Why is SEL so important for adults at New Trier?

Studies have found that adults who can recognize, understand, label, express, and regulate their own emotions:

- Are less likely to report burnout and have higher levels of relational trust with their peers at work , which lays a foundation for productive collaboration. ([Brackett et al., 2010](#)) ([Bryk & Schneider, 2002](#))
- Demonstrate higher levels patience and empathy, encourage healthy communication, and create safe learning environments ([Brackett et al., 2008](#)).
- More effectively teach and model social-emotional competence for their students ([Brackett et al., 2008](#)).
- Build and maintain stronger relationships with their students , which leads to improved classroom management and fewer discipline problems([Jennings & Greenberg, 2009](#)) ([Durlak et al., 2011](#)) ([Marzano & Marzano, 2003](#)).
- Positively contribute to the school's overall climate ([DiPaola & Tschannen-Moran, 2001](#)).



Social and Emotional Learning | SEL

SELF-AWARENESS

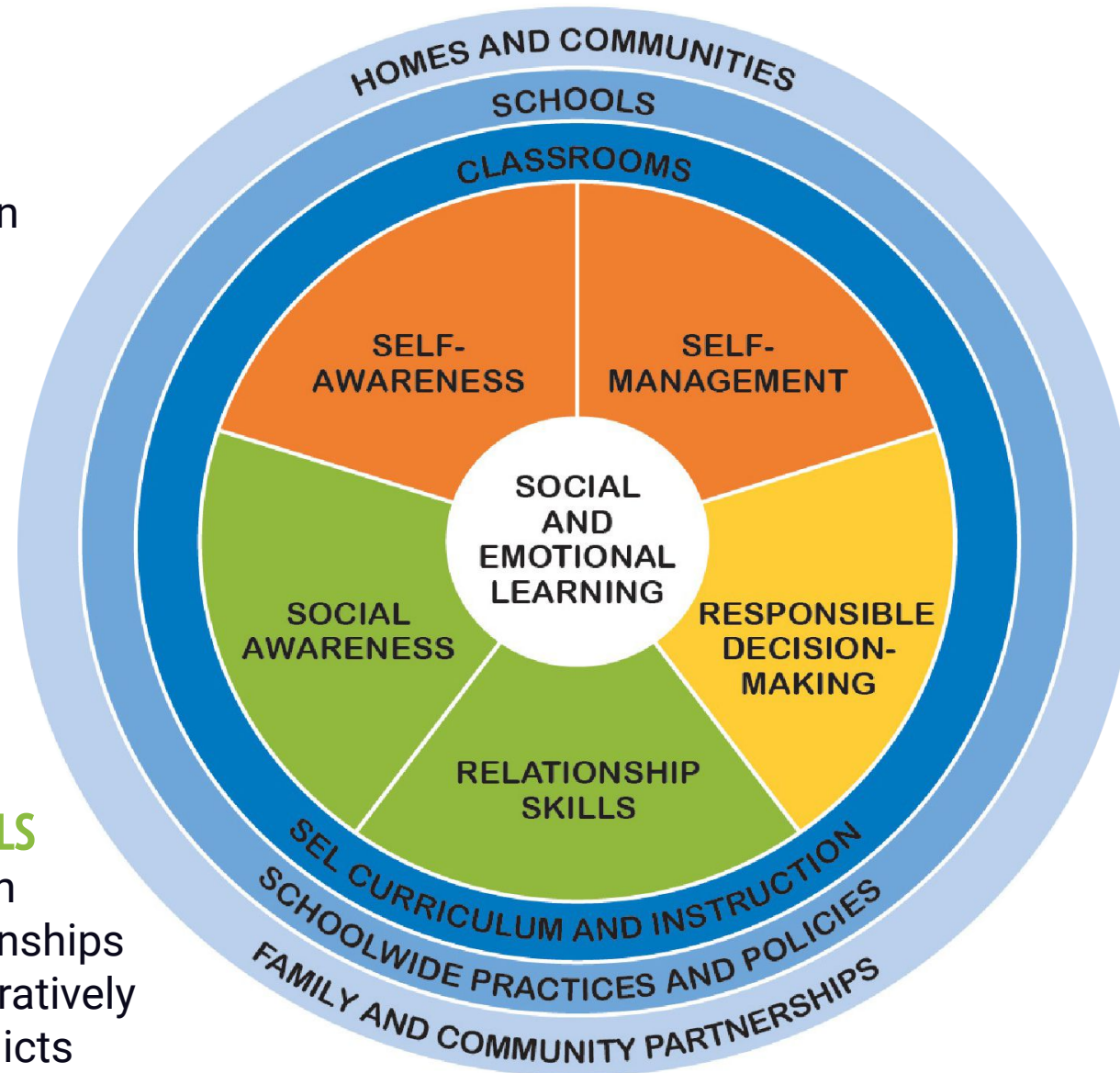
- Identifying emotions
- Accurate self-perception
- Recognizing strengths

SOCIAL AWARENESS

- Identifying multiple perspectives
- Empathy
- Appreciating diversity
- Respect for others

RELATIONSHIP SKILLS

- Communication
- Building relationships
- Working cooperatively
- Resolving conflicts



SELF-MANAGEMENT

- Stress management
- Self-discipline
- Perseverance
- Goal-setting

RESPONSIBLE DECISION-MAKING

- Identifying, analyzing and solving problems
- Reflecting
- Ethical responsibility



Long Range SEL Plan

YEAR 1	Focus on Adults, Provide a Supportive School and Classroom Climate
YEAR 2	Explicit Teaching of Skills, SEL Integrated into Disciplines Supportive Discipline
YEAR 3	Youth Voice and Engagement, Authentic Family Partnerships
YEAR 4	Aligned Community Partnerships, Continuum of Integrated Supports
YEAR 5	Practice Systems of Continuous Improvement



Self-assessment

SEL Self- Assessment



References/Helpful Links:

- [Learn about CASEL](#)
- [CASEL Competencies](#)
- [CASEL Approaches](#)
- [SEL Early Standards 9-10th](#)
- [SEL Late Standards 11th and 12th](#)
- [Respected: Perspectives of Youth on HS and SEL 2018](#)
- [Committee For Children SEL](#)
- [Inclusive Practice Tool: SEL Planning Tool 5 Competencies SAMPLE](#)
- [Hidden Brain Podcast: "What's Not on the Test: The Overlooked Factors That Determine Success" - May 13, 2019](#)
- Weissberg, R.P. & Cascarino, J. (2013). Academic learning + social-emotional learning = national priority. *Phi Delta kappan*, 95 (2), 8-13.

*Developed by Collaborative for Academic, Social, and Emotional Learning and used with permission.



New Trier 2030

Communication with Families w/ Younger Children

Ms. Niki Dizon

Director of Communications



Identifying Needs

- Strategic Planning Committee
- Key Constituencies: Families with Younger Children, Alumni, Residents Without Children at New Trier, Community Partners, Community Members
- Community Engagement Committee
- Younger Families Subcommittee



Families with Younger Children

- Address Myths
- Increase Engagement
- New Publication
- Existing and Future Opportunities



Getting to Know New Trier High School

- Initial impressions
- What appeals to you?
- What might you add/change?



Financial Communications

- Clear
- Transparent
- Directly Tied to Opportunities for Students in and out of Classroom



Financial Communication

2019

NEW TRIER HIGH SCHOOL DISTRICT 203 ANNUAL REPORT



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Investing in Our Students: How Your Tax Dollars Support New Trier Township High School

During the 2018-19 school year, the New Trier Township High School District 203 budget, largely funded by your property tax dollars, supported the education of more than 4,000 students, providing for an individualized and comprehensive educational program designed to serve the needs of every child. Tax revenues funded New Trier's broad and deep academic and extracurricular programs, special education, and student services such as the school's unique post-high school counseling and adviser programs. The budget also funded important physical improvements to the campuses, including security upgrades.

The budget was balanced on a consolidated basis with an operating surplus, enabling the District to reserve for expected capital requirements. The District was recognized for its financial transparency and strong budgeting principles for the 16th consecutive year by both the Government Finance Officers Association and the Association of School Business Officials. This recognition shows the District has met the highest standards in financial reporting practices and demonstrates its commitment to fiscal responsibility and good governance. The Board, administration, and staff continue to find ways to maintain expense growth in line with District revenues to avoid deficit spending or operating referenda.

Top 5 Budget Takeaways

1. New Trier's budget was balanced on a consolidated basis (operating surplus) for capital requirements.
2. The District practices fiscal transparency, meeting the needs of students with available resources. The budget sought an operating rate year and does not project the near future.
3. The District maintains its highest rating possible, invests in the future and its investments at lower interest rates.
4. The District continues to enhance its facilities for students, with improved teaching and learning, technology, and energy efficiency.
5. The budget supported the personal growth and development of 4,000 students guided by...

New Trier by the Numbers

4,035 students	403 faculty members	381 other staff members
60+ plays, dance productions, concerts and art exhibitions	150+ extracurricular clubs and intramural opportunities	35 sports with more than 100 teams (e.g. freshman, sophomore, JV, varsity)
350+ courses at multiple levels, including a diverse elective program, the Integrated Global Studies School, and 29 AP offerings		

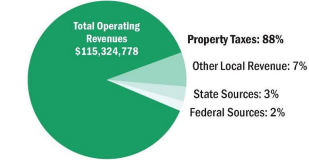
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Your Property Tax Dollar

Property taxes accounted for 88% of the District's \$115M operating revenues during the 2018-2019 school year and are a stable revenue source.

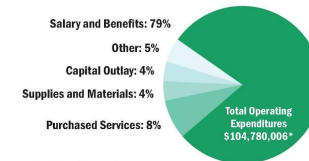


Where Does the District Get Its Funding?



How Does the District Spend Its Tax Dollars?

Most of New Trier's expenditures go toward people, the majority of whom directly serve our students. Nearly 80% of expenditures go to salary and benefits.



*In addition to paying operating expenses, a portion of the District's operating revenues were designated to other funds, primarily for capital construction needs identified in the District's 15-year facilities plan and to pay debt service.

Challenges Facing the District

1. While the District is financially healthy, legislative changes may impact the District's financial health. Proposals that would reduce local property tax revenues without providing increased state or federal funding would impact the breadth or depth of curricular and extracurricular opportunities. New Trier is able to offer students or require the District to look for additional revenue sources.
2. The District has paid 100% of its pension obligations to the Illinois Municipal Retirement Fund, ensuring that the pensions for employees such as teaching assistants, office staff and custodians are 100% funded. The State of Illinois is responsible for funding the pensions for teachers, and legislative proposals that would shift some or all of that burden to local school districts would have a negative impact on the District's finances.
3. The needs of students in today's complex world continue to evolve, and the District is committed to providing appropriate supports for social-emotional development, students in crisis, and special education. We are continuing to enhance this support within the resources we have available, while still maintaining academic excellence.
4. The District is committed to improving the facilities at our two campuses in a way that meets the educational needs of our students and reinvests in our community's most valuable assets. While significant needs were addressed with recent facilities projects, both campuses still have areas of need identified in the District's 15-year facilities plan. These include Athletic and Kinetic Wellness spaces at the Winnetka Campus that are antiquated, difficult to maintain, and do not meet the needs of students.

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New Trier 2030 Culture, Climate, and Equity

Dr. Tim Hayes

Assistant Superintendent for Student Services



Why Here at New Trier?

- Youth Risk Behavior Survey
- Climate Survey
- Extracurricular Participation
- Affinity Groups
- Discipline
- Newspaper articles



2019 Youth Risk Behavior Survey

- Sample size – 3,003
- 4.7% of the sample was eliminated
- Data was evaluated by Greg Barker at Northern Illinois University
- Data was “cleaned” to eliminate responses that were deemed to be invalid. This was done by:
 - Eliminating students who said “no” on the survey question “Did you answer the questions on this survey honestly?”
 - Eliminating students whose responses were inconsistent in any of the following sections: substance use or sexual activity.

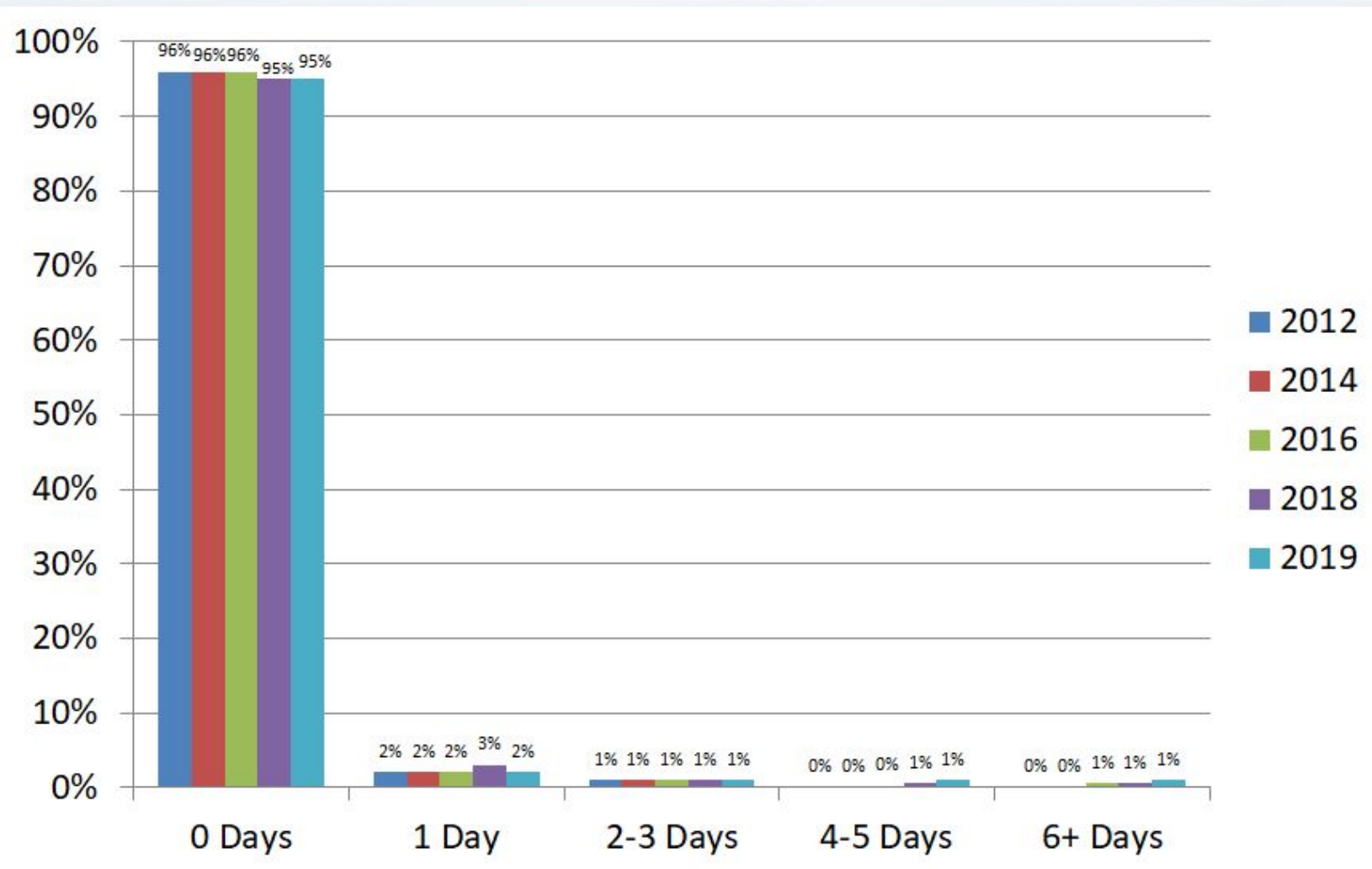


Safety and Attendance

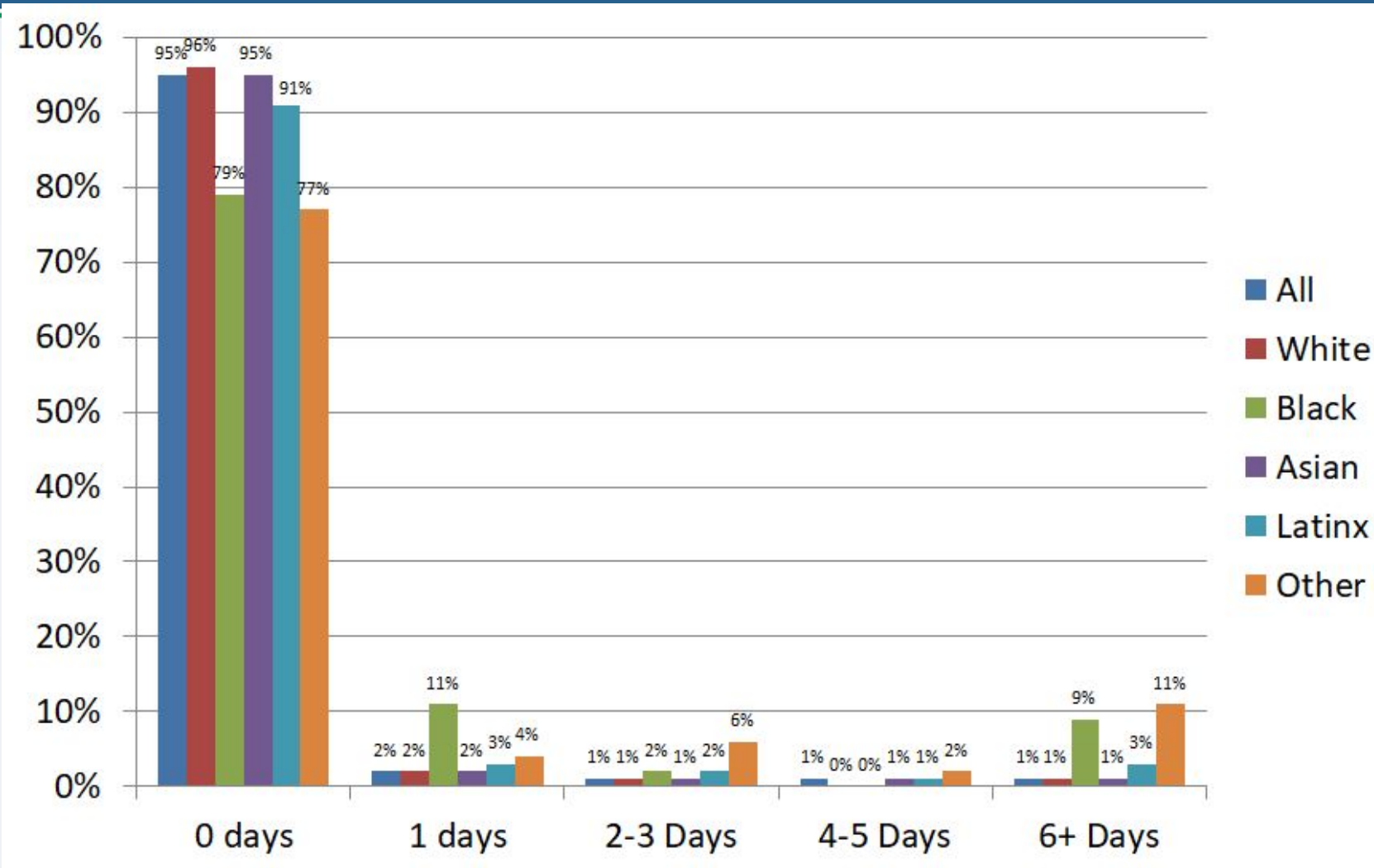
During the past 30 days, on how many days did you not go to school because you felt you would be unsafe at school or on your way to or from school?



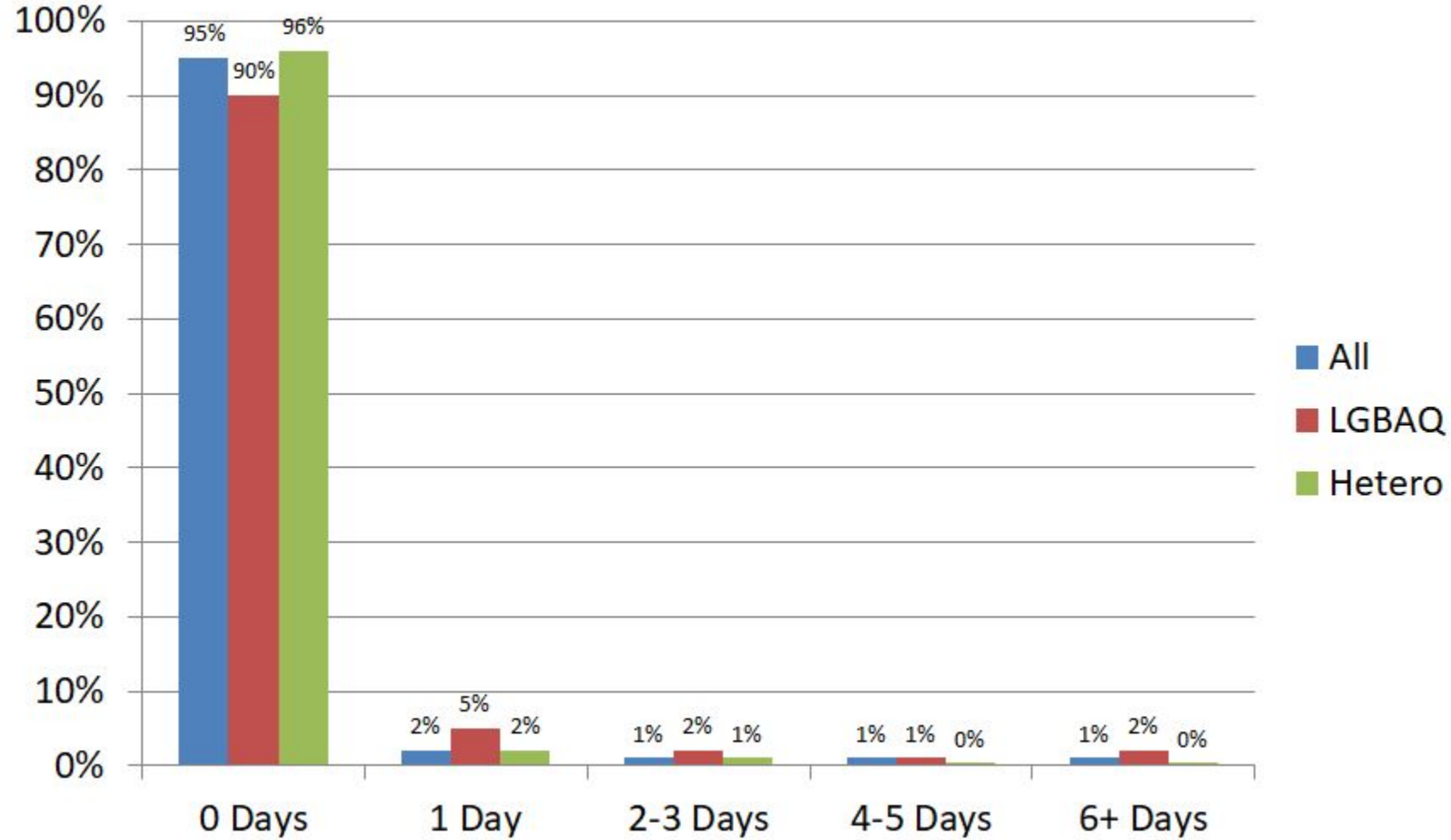
Safety and Attendance: All Students



Safety and Attendance: By Ethnicity



Safety and Attendance: By Sexual Orientation



Equity Work at New Trier

- Equity Team
- Equity Goals Committee and Departmental Goals
- Professional Development
- Affinity Groups
- Student Clubs
- Power of Language Lesson
- Identity Project



New Trier 2030

- Creation of Equity Goals Committee
- Each department develops a goal for the 2019-2020 school year
 - Specifically address the student experience
 - Focuses on curriculum, instruction, classroom climate, programmatic expectations
 - Actionable, Concrete, Measurable
- Assess and Set Goal for the 2020-2021 school year



Working Equity Statement

Educational equity strives for fairness in both expectations and opportunities for success for all students and staff. A school engaged in equity:

- acknowledges that students begin with different resources;
- seeks to meet students' individual needs;
- counters the stereotypes students experience that
 - limit access to opportunities,
 - diminish sense of acceptance and belonging, or
 - lower academic expectations; and
- confronts systems of advantage and disadvantage based on race, cultural background, gender identity, sexual orientation, ability, socioeconomic status, religious belief, and other forms of identity.



Discussion

How can New Trier be a welcoming school in which students have a sense of belonging and connection?

- Are there students who you know feel disconnected or unwelcome at our school?
- Are there specific topics we should be addressing as a school?

