

New Trier 2030 Strategic Plan

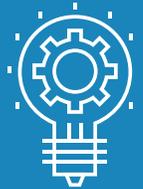
The six frameworks identified in New Trier 2030 encompass the work of our District as a whole, and the goals developed for each framework are meant to prepare our students and our school to make an impact in the world over the next decade and beyond.

The 2019-2020 Annual Plan on the reverse side of this page consists of 11 goals derived from the following six framework areas:



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.



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.



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.



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.



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.



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.



2019-2020 Annual Plan



2019-2020 STRATEGIES & GOALS

OUTCOMES

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ACTION	Consistent Student Workflow FRAMEWORKS: 1 2 3	New Trier students manage a great deal in their lives including coursework, extracurricular activities, and activities outside of school. To reduce stress when it comes to accessing and submitting their coursework, we will develop and implement guidelines and professional development for our teachers around best practices in the management of assignments, files, and homework calendars.
	Connection With Families of Younger Children FRAMEWORK: 5	Many myths still exist in the community about the New Trier experience. We begin formally engaging with sender school students in 8th grade, yet at that time students and families are often already anxious about the transition to high school. This strategy will produce publications, programs, and activities for families with younger children to help them make positive connections with New Trier before the transition to high school. We will also expand our on-site course registration pilot to all sender schools.
	Equity Goals FRAMEWORKS: 1 2 3 6	In order to be prepared to learn, every student must first have their individual needs met, feel safe, and feel like they are part of the New Trier community. Surveys show that groups such as our students of color and students who identify as LGBTQ feel marginalized in our school and do not have the same experience as other students. This strategy asks each department and area to develop and implement specific student-oriented equity goals to address the gaps our students have identified.
	Finance FRAMEWORK: 6	New Trier provides a stellar education and a vast array of extracurricular activities for our students in pursuit of preparing them for meaningful, compassionate, and impactful lives. Those programs are mainly funded through taxpayers, and the district must be faithful stewards of those dollars. This strategy will develop communication tools through which our community will see clear and accessible information about New Trier's finances, emphasizing the value of a New Trier education and the efficiencies with which we implement our programs.
STUDY	Characteristics of a New Trier Graduate FRAMEWORKS: 1 2 3 4 5 6	New Trier students develop knowledge, skills, and dispositions through their daily experiences at school. Our belief is that this student experience could be even more unified and more effective. This strategy will develop a guiding document that becomes an expression of the values and beliefs that guide our work with students, stating explicitly the characteristics and experiences - academic, social-emotional, extracurricular, leadership, and service - that define the unique New Trier education. The document will guide future work for New Trier 2030.
	Rich and Rigorous Curriculum Across All Student Pathways FRAMEWORKS: 1 2 3	New Trier is known for the strength of its academic programs. As the needs of students and the world they will enter after graduation change, New Trier must assure that the curriculum and instruction across all student pathways, from our Life Skills classes to our AP classes, is rich and rigorous. This strategy will define rich and rigorous curriculum so we can set common expectations and evaluate programs and processes across all student pathways.
	Understanding the Student Experience at New Trier - Case Studies FRAMEWORK: 3	Our alumni surveys tell us that students generally feel well prepared for college or their next step after high school in areas including academics, social-emotional skills, and problem-solving. However, that is not true for every student, and we must seek to understand our students' experiences while at New Trier. For this strategy, we will run in-depth interviews with current students and alumni. Through these interviews, we hope to identify both barriers to our students getting the most out of their New Trier experience and supports we can offer to improve the student experience.
PROFESSIONAL LEARNING	Social Emotional Skills FRAMEWORKS: 1 2 3 4	A critical aspect of all students' success in school and beyond is the development and mastery of social-emotional skills. To effectively accomplish this work throughout the school, we must start with a shared understanding of what these skills include and how we can embed them in our school. We have developed school-wide professional development work for 2019-2020 that will educate all staff on how they can support the social-emotional development of students.
	Leadership FRAMEWORK: 4	Leadership at all levels is important to assure that New Trier continues to grow as a vibrant school that serves the needs of the students of our community. New Trier has developed its own Characteristics of Professional Practice for Leaders that describes dispositions, skills, and best practices for educational leadership at New Trier. This strategy will use that document for professional development of current and aspiring leaders.
RESEARCH	Community Partnerships FRAMEWORK: 5	New Trier is a vital part of our community, and that community in turn offers many resources that can help our students explore, serve, and experience a wide range of opportunities and career paths. This strategy will develop a needs analysis that will identify all current partnerships, curricular and extracurricular, as well as areas that could benefit from more resources. This work can be furthered by identifying the interests of community members and their potential for partnership and engagement with our school.
	Facilities FRAMEWORK: 6	The District has committed significant financial resources to maintaining and improving our facilities over the past five years. To continue the process of enhancing student safety, furthering our energy efficiency measures, and improving our academic, athletic, and extra-curricular spaces, this strategy will develop and implement a 15-year roadmap for facility improvements.