



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 2022-2023 Annual Plan on these pages consist of 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, 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.



2022-2023 STRATEGIES & GOALS

OUTCOMES

Student Well-being and Addressing the Increased Complexity of Our Students

Evolution of Student Services

FRAMEWORKS: 1 2

We have many areas of student services that do incredible work. However, we can serve our students better by ensuring that our alignment of responsibilities and communication between these areas are effective.

Multi-Tiered Systems of Support

FRAMEWORKS: 1 2 3

We made great progress in year 1 of this work. Year 2 will include better implementation of strong Tier 1 strategies in all of our classrooms and better definition of Tier 2 interventions for students who need extra support in various areas.

PowerSchool - Information Flow and Accessibility

FRAMEWORKS: 1 2

Universal use of PowerTeacher Pro for the gradebook and PowerSchool attendance will enhance the work of our student services teams and our ability to measure the effectiveness of our interventions by having a central accessible location for grades, attendance, MTSS notes, Panorama data, etc.

Panorama

FRAMEWORKS: 1 2 3

We successfully finished the second administration of the Panorama SEL and learning strategy survey for our freshmen and juniors. Analysis of what we have learned is beginning and will continue through the summer. The aim is to add to our identification and support process.

What it Means to be a Trevian

FRAMEWORKS: 1 2 3

Every coach and sponsor will go through professional development that establishes our uniform expectations of behavior from students and coaches using the common language and logo: "Be Brave, Be Kind, Be Proud."

	<p>Mental Health First Aid FRAMEWORKS: 2</p> <p>All sophomores will receive a skills-based training course during Sophomore Health Class that teaches participants about mental health and substance-use issues.</p>
<p>Social-Emotional Learning FRAMEWORKS: 1 2 3</p>	<p>We will apply and integrate the SEL competencies such as self-management and responsible decision-making within all parts of the school: our academic framework areas, student services, sports, and performance areas.</p>
<p>Civil Discourse and Critical Thinking FRAMEWORKS: 1 2 3</p>	<p>We will continue our work by ensuring that the Civil Discourse and Critical Thinking statement is more visible and explicit for our students. We will also be continuing our Professional Development programming on creating civil civic spaces in our classrooms and developing teachers' skills in how to design curriculum and instruction around critical thinking. New Teacher Induction programming has also been revised to include a focus on Civil Discourse and Critical Thinking.</p>
<p>Characteristics of a New Trier Graduate FRAMEWORKS: 1 2 3 4</p>	<p>We will work on making the CNTG more visible and explicit to students and staff. We will focus on two Characteristics in 22-23: 1. <i>Engaged Compassionate Global Citizens</i> and 2. <i>Healthy Resilient Individuals</i> by connecting each one to other parts of the Annual Plan, Civil Discourse and Critical Thinking and SEL, respectively.</p>
<p>Innovation Hub FRAMEWORKS: 1</p>	<p>The work in 2021-2022 culminated in a retreat that included every department. With a goal of 2023-2024 implementation, the work of developing courses and modifying curriculum in existing courses to establish an Innovation Hub on the freshman campus will be the focus.</p>
<p>Freshman Success FRAMEWORKS: 1 2</p>	<p>We will take a multi-pronged approach to lay a strong foundation for our students' high school careers. It will focus on executive functioning, SEL skill development, technology skills, and Trevian Behavior spread across different departments and programs on the freshman campus.</p>
<p>Student Device Evaluation FRAMEWORKS: 1</p>	<p>The first year of a planned two-year student evaluation concluded with a commitment to stay with the iPad as our main device. Next year we will:</p> <ul style="list-style-type: none"> Partner with Apple and neighboring high school districts using iPads to identify tools and strategies for improving student experiences. Continue to improve the student workflow and document management experience, allowing both students and teachers to efficiently share and provide feedback on student work.
<p>End 1st Semester before Winter Break FRAMEWORKS: 1 2</p>	<p>It is essential that we respond to the changing post-high school landscape by ensuring our student transcripts are available to colleges in early January. To do this in 2022-2023 we will run a shortened 1st semester which will require some professional time for our departments to plan accordingly.</p>
<p>Post-High School Counseling Evolution FRAMEWORKS: 1 2</p>	<p>The past several years have seen a rapid change in the college admissions environment, with a shift to test optional and students applying to a greater number of colleges. We will work to update our PHSC service model to respond to these changes.</p>
<p>Professional Development FRAMEWORKS: 1 2 3</p>	<p>District professional development committees will be offering an expanded look at additional facets of equity beyond race, while not ignoring race. New Teacher Induction has been revised to include a focus on equity during the fourth and last year of the program.</p>
<p>Department Equity Goals FRAMEWORKS: 1 2 3</p>	<p>This work continues our efforts to bring our equity work into the classroom. Most departments have created multi-year goals which have been curtailed slightly by the pandemic, but most have continued their momentum.</p>
<p>Monthly Programming - Recognition of National Observances FRAMEWORKS: 1 2 3 4</p>	<p>We will expand our recognition by integrating Women's History Month, Disability Awareness Month, and separating Arab American Heritage Month and Muslim Heritage Month. Our Equity Liaisons will work individually with interested teachers to integrate some of the resources into lessons that connect with each month.</p>
<p>Sender School Connections FRAMEWORKS: 1 2 3 4</p>	<p>New Trier and the sender schools have agreed to collaborate next year on our work in equity and <i>Belonging Through a Culture of Dignity</i>. The goal is not to become lock-step, but to vertically articulate with common subject areas and share initiatives. For example, we will have Social Studies and English teachers meet from each of the schools to discuss the student experiences with issues of difference in grades 7-9.</p>
<p>Adviser Room Structure FRAMEWORKS: 2 3</p>	<p>The 2022-2023 school year will be the first in which we have mixed gender adviser rooms. We will monitor the change closely to ensure the core values of the Adviser Program stay in place while providing support to those involved in implementing this new structure.</p>

Academic

Belonging Through a Culture of Dignity

Restorative Practices

FRAMEWORKS: **2** **3**

We will begin implementation of Restorative Practices throughout the school community. We will introduce common language—Be Brave, Be Kind, Be Proud—that ties our commitment and responsibility to one another in order to create a positive culture. Students need to be supported restoratively throughout their day. District Administration and Advisers Chairs will attend Restorative Practices Professional Development Training at New Trier in early August.

9-12 Curriculum Mapping and 9-12 Model of Adolescent Development

FRAMEWORKS: **2** **3**

The outcome will be to document the vertical alignment of the curriculum and goals of the adviser program. This process and resulting document will help communicate the goals of the adviser program clearly to students and families and help us determine gaps in our programming.

Finance

FRAMEWORKS: **6**

We will practice continued strong stewardship of the resources provided by the community to ensure that we can continue to meet our long-range educational needs. Specific goals include:

- Revise long range financial projections, identifying capacity to address long-term facilities goals.
- Negotiate a new agreement with the New Trier Education Association.

Facilities

FRAMEWORKS: **6**

The school year will see continued implementation of the 15-year plan, including the opening of the New Trier Transition Center, other campus construction projects, and the monitoring and management of the Winnetka Campus East Side Academic and Athletic Project. In addition we will:

- Continue the partnership with the Village of Winnetka to implement improvements at Duke Childs Field.
- Revise and update the 15-year Year Plan to acknowledge the work recently accomplished, and to develop an updated plan to address future priorities in a timely fashion, including a substantial renovation of the remaining unimproved floors of the North and Tower Buildings at the Winnetka Campus.
- Implement major technology infrastructure upgrades previously approved by the Board, including wireless cabling, firewall and network switches, improving technology access and reliability for staff and students.

Hiring Process Review; Long-range Planning for Retirements

FRAMEWORKS: **6**

This effort will continue after a successful 2021-2022 hiring season. Goals include developing a succession plan by being strategic with new hires and continuing to build capacity in our current leaders. As positions open due to retirements it allows for a potential smooth transition by preparing our leaders for the skillsets of these roles.

Professional Development

FRAMEWORKS: **6**

We will continue to provide professional growth opportunities for support staff including:

- Implement a new online training program to streamline required trainings for all staff.
- Implement a new online professional development program for office/clerical workers to upskill all employees in this work group.

Other

FRAMEWORKS: **6**

Implement a new substitute software program to better align with the district's bell schedule while ensuring adequate staffing when teachers are absent.

Investigate the opportunity to digitize all personnel files.

Communication Audit

FRAMEWORKS: **5**

A Communications Audit is a common way for organizations to set a baseline for communicating with key stakeholder groups by assessing how they want to receive information and interact with the organization. This year we will research and engage in an audit that will review current communication plans and practices as we conduct focus groups specific to communication preferences. This audit will help the Communications Department and the District better focus time and resources on the most effective communication and engagement tools.

Alumni Engagement; Younger Families Engagement

FRAMEWORKS: **5**

Both of these initiatives continue our strategic plan goals of reaching out to all parts of our community to keep them engaged at New Trier and help them understand the work we do. For our younger families, our goal is to continue to demystify New Trier and help them feel like they belong to our school community even before they are our students. For our alumni, we want to keep connected and make sure they know all the great things our current students are doing.

Student Leadership

FRAMEWORKS: **4**

Looking at the accomplishments over the last four years, we see that providing students opportunity for leadership has simply become part of the fabric of almost every initiative.