



New Trier High School 2025-2026 Annual Plan



Year 7 of 12 of Strategic Plan



Priority Goals

Strategic Plan Framework 1: Intellectual Engagement, Growth, and Readiness

Initiative 1: *Future Programming and Career-Connected Learning*

Annual Goal 1: *Design and pilot future programming learning experiences that integrate career-connected learning, flexible programming, and pathways, laying the groundwork for scalable models aligned with our mission and vision.*

Key Objectives:

- Initiate the first set of pilot programs aligned to student pathways and career-connected learning.
- Develop systems and structures that support the long-term sustainability and scalability of future programming recommendations.
- Support all departments with development of a plan to be connected to pathways and Future Programming pilots.

Key Actions:

1. Design pilot **Pathways** available to students in 2026–2027, based on the specifications developed by the Pathways Committee.
2. Initiate a **9th Grade Career Orientation** pilot in collaboration with Post-High School Counseling, Human-Centered Design faculty, and Northfield administration during the 2025–2026 school year.
3. Convene a **FlexLearn* Committee** to design a flexible learning pilot available as early as 2026–2027.
4. Convene a **NexT Academies* Committee** to design a NexT Academy pilot, available as early as 2027–2028.
5. Develop a new “**Trevian Credit***” career-connected learning graduation requirement, potentially beginning with the Class of 2030.
6. Research the feasibility of a **Center for Career-Connected Learning**, with summary findings and/or recommendations by May 2026.

Expected Outcomes:


1. Students will have greater access to **career-connected learning experiences**, fulfilling a desire expressed by students, parents, and staff through the 2024 Hanover Survey, Institute Day 2024 feedback, and the Parent Community Advisory Group.
2. Students will have access to the **first set of College and Career Pathways** beginning in the 2026–2027 school year, meeting a strategic plan goal and ISBE requirements.
3. Students will have access to **FlexLearn and NexT Academy pilots** as early as 2026–2027 and 2027–2028, respectively.
4. Students will benefit from **more flexible and individualized learning opportunities** that align with their interests and postsecondary goals.

Champion: Chimille Tillery, Dan Weidner, Chris Johnson, Paul Waechtler

**See Appendix A – Glossary of Terms



New Trier High School 2025-2026 Annual Plan

 Year 7 of 12 of Strategic Plan

 Priority Goals

Strategic Plan Framework 1: Intellectual Engagement, Growth, and Readiness

Initiative 2: *Characteristics of a New Trier Graduate*

Annual Goal 2: *Make the Characteristics of a New Trier Graduate a visible, lived experience for all students*

Key Objectives:

- Integrate the *Characteristics* into learning and extracurricular experiences across all departments and programs.
- Develop systems for students to reflect on, track, and communicate their growth in the *Characteristics*.
- Increase shared understanding and use of the *Characteristics* among students, staff, and families.

Key Actions:

1. Design and implement a **professional development plan for both Institute Days** to build staff capacity in using the *Characteristics* and accompanying rubrics in existing curriculum, beginning this school year.
2. Support each department in identifying **one integration goal** for the *Characteristics* within their discipline during the 2025–2026 school year.
3. Expand the use of **MaiaLearning* portfolios** to all faculty and students, allowing students to **track growth and curate reflections** aligned with the *Characteristics*, beginning this school year.
4. Initiate the **Adviser Program scope and sequence**, incorporating the *Characteristics* into adviser programming, beginning this year.
5. Develop and activate a **communications campaign** to raise visibility and shared understanding of the *Characteristics* among students, staff, and families.

Expected Outcomes:


1. Students and staff will demonstrate increased **understanding and use of the Characteristics**, and will be able to articulate how learning experiences connect to them.
2. Students will begin to **curate a portfolio of growth and reflection**, building self-awareness and the ability to communicate their skills to postsecondary institutions and employers.
3. The *Characteristics* will become **more visible and recognizable** across the school community, strengthening their role in shaping culture and learning.

Champion: Chimille Tillery, Denise Dubravec, and Melissa Dudic

*See Appendix A – Glossary of Terms



New Trier High School 2025-2026 Annual Plan

 Year 7 of 12 of Strategic Plan

 Priority Goals

Strategic Plan Framework 3: Culture, Climate, and Belonging

Initiative 3: *Culture of Belonging*

Annual Goal 3: *Enhance and expand school-wide belonging initiatives, practices, and supports to ensure every student and staff member feels seen, valued, and connected.*

Key Objectives:

- Strengthen the role and impact of Student and Staff Belonging Councils through clearer purpose, structure, and shared language.
- Increase the integration of belonging practices into curricular, extracurricular, and adviser room spaces.
- Use data to identify needs, measure progress, and inform continuous improvement efforts related to belonging.

Key Actions:

1. Define the **roles, goals, and expected outcomes** of the Student and Staff Belonging Councils and develop a **shared language for belonging practices** by May 2026.
2. Analyze survey data (YRBS*, CSCI*, Hanover) with Belonging Councils to identify targeted strategies for **improving student and staff belonging**, beginning in 2025–2026.
3. Provide **professional development, tools, and supports** to help staff integrate belonging practices into all learning spaces across all departments and programs, beginning in 2025-2026.
4. **Research and recommend a new instrument** to measure student and staff belonging, with findings or a proposal by May 2026.


Expected Outcomes:

1. Student and Staff Belonging Councils will have a clearly defined role, purpose, and set of measurable goals and outcomes to guide their work.
2. Belonging practices will be **more consistently embedded** in classrooms, adviser rooms, and extracurricular programs, contributing to more inclusive and supportive learning environments.
3. A new **belonging measurement instrument** will be identified and proposed to track progress and inform future action.
4. **Success indicators for belonging** will be established to guide continuous improvement over time.

Champion: Denise Dubravec, Chimille Tillery, Nashwa Mekky



New Trier High School 2025-2026 Annual Plan

 Year 7 of 12 of Strategic Plan

 Priority Goals

Strategic Plan Framework 2: Student Personal Growth, Engagement, and Well-Being

Initiative 4: *Culture of Wellness*

Annual Goal 4: *Cultivate a culture that promotes the physical, social, emotional, and mental well-being of all students and staff by embedding practices and services that support personal, collective, and institutional wellness.*

Key Objectives:

- Strengthen and coordinate wellness programming to create a more coherent and visible system of support for students and staff.
- Use data to evaluate the effectiveness of current wellness efforts and inform future improvements.
- Expand opportunities for staff and faculty to engage in wellness activities and professional learning.
- Build strategic partnerships with the broader community to increase access to resources and enhance collective well-being.

Key Actions:

1. Continue the work of the **Culture & Climate Committee**, focusing on wellness-related programming and supports for faculty and administration, beginning in the 2025–2026 school year.
2. Analyze wellness-related survey data (YRBS, CSCI, and BESS*) with Student Services Leaders to **evaluate programming, identify gaps, and develop recommendations** by June 2026.
3. Coordinate efforts across departments, committees, student groups, and teams to **align and streamline wellness programming** for students and staff, starting this year.
4. **Engage community partners** to enhance wellness resources and supports, with the partnership strategy starting in **summer 2026**.

Expected Outcomes:


1. Wellness efforts across the district will be **better coordinated**, resulting in programming that is more visible, coherent, and impactful for students and staff.
2. School-wide wellness initiatives will feel **supported and reinforced** by the leadership of Student Services and the Culture & Climate Committee.
3. **Stronger partnerships** with community organizations will expand access to wellness resources and services for students and staff.
4. Data-driven insights will guide continuous improvement in wellness-related practices, policies, and programming.

Champion: Chris Mitchell, Nashwa Mekky, Joanne Panopoulos

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New Trier High School 2025-2026 Annual Plan

 Year 7 of 12 of Strategic Plan

 Priority Goals

Strategic Plan Framework 1: Intellectual Engagement, Growth, and Readiness

Initiative 5: *Access and opportunity to rich and rigorous coursework for all students*

Annual Goal 5: *Expand access to rich and rigorous coursework for all students to support intellectual growth, critical thinking, and preparation for diverse postsecondary pathways.*

Key Objectives:

- Deepen staff expertise in differentiated instruction to support students' learning needs across all levels.
- Increase access to AP and dual credit opportunities by reducing barriers and expanding pathways.
- Diversify course offerings to meet a wider range of student needs, interests, and readiness levels.

Key Actions:

1. Continue building faculty capacity in **differentiated instruction** through school-wide and departmental **professional development, Learning Collaboratives, and Instructional Coaching**.
2. **Review AP course prerequisites** and gather data from peer and consortium schools to identify opportunities to expand access, with findings or recommendations by **March 2026**.
3. **Develop new one-semester course options** in both core and elective departments, including expanded **level-9 offerings**, with first courses available as early as **2026–2027**.
4. **Research and support dual credit opportunities** in core and elective academic areas, and assist departments in developing plans to offer dual credit courses by **2027–2028**.

Expected Outcomes:

1. Students will have **greater access to rich and rigorous academic opportunities**, including AP, dual credit, and new one-semester courses.
2. **Differentiated instruction** will become a consistent and effective practice across the level system, better supporting diverse learning needs.
3. **Internal professional development capacity** in differentiation will grow, allowing for sustained and peer-driven learning.
4. **Expanded dual credit offerings** will increase options for earning college credit and strengthen alignment with College and Career Pathways for students who do not pursue AP coursework.

Champion: Chimille Tillery, Melissa Dudic, Megan Zajac