

# Annual Plan 2023-2024



2023 - 2024 Annual Plan Initiative	Approximate Date of Board Update
<b>Student Personal Growth, Engagement and Well-being</b>	
Graduating Class Teams: Early Identification: Intervention Monitoring: Advisee Individual Development, Attendance	October 2023, April 2024
Be Brave, Be Kind, Be Proud and Restorative Practices	November 2023
Freshman Success	November 2023
Student Mental Health and Well-being	January 2024
<b>Intellectual Engagement, Growth, and Readiness</b>	
Characteristics of a New Trier Graduate	January 2024
Professional Development: Professional Learning Collaboratives; Instructional Coaching; Tier I Instructional Strategies; and Teaching in the Block Schedule	February 2024
Technology: Improving the Teacher Experience; Data Analytics Platform	October 2023, April 2024 (with GCT update)
Best Programming Practices in the Block Schedule	October 2023, May 2024
Human Centered Design	
Postsecondary and Career Exploration Pathways	May 2024 (embedded in PHSC update)
<b>Culture, Climate, Equity, and Belonging</b>	
School-wide Culture and Climate Committee	January 2024
Continuing School-wide Initiatives on Equity and Belonging	March 2024
<b>Leadership Throughout the School</b>	
Increasing Student Voice (objective throughout initiatives)	Embedded in other reports
New Leader Mentoring	February 2024 (with Professional Development)
<b>Community Engagement, Partnerships, and Governance</b>	
Telling New Trier's Story to a Wider Audience	October 2023 (update), June 2024 (with PHSC)
Mass Communication System Evaluation and Recommendation	April 2024
Communications - Launch New Brand and Identity Standards	January 2024
Parent-Community Advisory Group	January 2024
<b>Finance, Facilities, and Human Resources</b>	
Finance	Periodically
Facilities	Periodically
Campus Safety	Periodically
Human Resources	May 2024

# Graduating Class Teams (GCTs) - Early Identification (MTSS)

## Description

An important goal of our GCTs for 2023-2024 is to implement a comprehensive and consistent process, including use of a data system, to assist in a rigorous early identification of students who may need additional support.

## Outcomes for 2023-2024

- 1) Implement and continually improve a comprehensive data system via Unified Insights. Data will include attendance, assignment completion, grades, discipline incidents, and screening data. Other data sources may include anecdotal information from advisers, teachers, students, coaches, and sponsors.
- 2) Implement a consistent structure in which the GCT Assistant Principal reviews up-to-date data to identify and track students who need further discussion concerning interventions.
- 3) Partner with department leaders, teachers, and other staff to ensure everyone knows and understands their role and responsibility within MTSS.
- 4) Partner with department leaders and teachers to emphasize the importance of keeping classroom data up-to-date.
- 5) Monitor the system and work with department leaders to ensure accountability of timeliness and responsiveness when a teacher's input is required

## End-of-Year Evaluation

1. Analyze the number of students identified for early intervention, the key pieces of data that led to identification, and what interventions were implemented
2. Analyze consistency of the availability of up-to-date data when needed for student evaluation
3. One time per month campus admin teams will meet to evaluate consistency of identification processes across GCTs
4. Identify students who could have been identified earlier by the system and determine changes needed to improve the process

# GCTs - Placing Students in Interventions and Monitoring Effectiveness (MTSS)

## Description

For those students who have been identified as needing Tier 2 or Tier 3 support, the GCT determines which of our interventions match the needs of the student and monitors the effectiveness of the intervention for students over time and manages communication with the student and family, teachers, and interventionists.

## Outcomes for 2023-2024

- 1) Develop a consistent weekly process which places, monitors, and evaluates students in interventions and communicates with the student, family, and staff as needed
- 2) One time per month campus admin teams will meet to evaluate consistency of processes and placement determinations across GCTs
- 3) One time per month Assistant Principals and Associate Principals will meet with interventionists and other student services leaders to evaluate:
  - a) the number of students placed in specific interventions
  - b) the number of students who successfully exited that intervention
  - c) the capacity of the staffing of that intervention
  - d) the types of student support for which we do not yet have an appropriate intervention
- 4) Develop more specific entrance and exit criteria to help drive goals related to interventions
- 5) Regular progress monitoring with specific goals, tracking milestones and regularly reviewing and updating individual plans

## End-of-Year Evaluation

- 1) Evaluate the effectiveness of our processes and the impact of interventions through summary data collected on a monthly basis as described above to recommend changes for the following year
- 2) Ensure more specific entrance and exit criteria have been established for each intervention.
- 3) Based on the work this first year, begin to develop measures to analyze long-term outcomes of interventions on students' overall academic achievement, behavior, and social-emotional well-being

# GCTs - Adviser Room - Advisee Individual Development, Growth, and Reflection

## Description

The New Trier Adviser Program has a new document that outlines the values, vision, mission, and objectives we want all advisers and students to aspire which is to contribute to the development of students' social and emotional well-being by asking and examining essential questions that help students engage in their own growth and development.

Using *CASEL's Social Emotional Framework* as a guide, students are continually developing and refining their skills in the following areas: *self-awareness, self-management, social awareness, responsible decision making, and relationship skills*.

*The Characteristics of a New Trier Graduate (CNTG)* offers a beacon of habits, dispositions, and practices all students should aim to nurture and develop throughout high school. Specific lessons and activities will be developed where students can practice these skills that are taught both implicit and explicit.

## Outcomes for 2023-2024

- 1) Finalize Adviser Program document that outlines goals and expectations.
- 2) Develop and deliver lessons that are aligned to year group goals, the CASEL Framework, and the CNTG
- 3) Develop a digital personal portfolio that is aligned to the themes for each year group, the CASEL framework, and the *Characteristics of a New Trier Graduate*
- 4) Each student will use the digital *Individual Goals Document* to identify and monitor their individual goals and progress toward those goals. A student will use their goal document for all four years

## End-of-Year Evaluation

- 1) Ensure Adviser Program document and associated lessons were implemented consistently and with integrity across adviser rooms
- 2) Ensure personal portfolio is developed and implemented consistently and with integrity by advisees
- 3) Use pre- and post-assessments to help students gauge growth and progress of individual students
- 4) Assess potential changes and improvements based on surveys and feedback of key stakeholders
- 5) Ensure we are on track to reach long-term goal of students seeing their 9-12 progression of overall academic achievement and social-emotional well-being

# Attendance Procedures

## Description

New Trier High School is committed to forming a partnership with parents to support and develop a shared understanding of the importance of consistent student attendance. Regular class attendance increases the student's probability for successful performance, and fosters a sense of belonging, the development of punctuality, self-discipline, and responsibility. The Board of Education's attendance policy states that students will attend and be on time for class. Student attendance in class is not optional; it is a requirement of every class, including adviser period.

## Outcomes for 2023-2024

1. Develop a proactive and comprehensive communication plan to support consistent engagement in the school community:
  - a. Attendance Handbook will be provided prior to the start of the school year to staff, faculty, and parents
  - b. Attendance procedures will be shared with families
  - c. Attendance procedures will be explicitly shared with families by faculty and coaches at the start of each semester, season, etc.
  - d. Advisers and classroom teachers will take daily attendance every ½ block to ensure accurate student attendance
2. Implement an attendance campaign with students, staff/faculty and families
3. Associate Principals, APs, and GCTs will utilize a tiered approach to monitor student attendance within our multi-tiered approach in supporting students' academic and social emotional well-being
4. Associate Principals, APs, and GCTs will monitor the dashboard tools to identify students who are trending toward chronic absenteeism and intervene actively to support student academic progress and social emotional well-being
5. Provide the faculty and staff with the structures and resources to promote student engagement and a sense of belonging
6. Reduce chronic absenteeism as compared to the 2022-2023 school year

## Evaluation of Outcomes

1. Ensure weekly analysis of attendance data by Assistant Principals and Graduating Class Teams was completed
2. Ensure attendance data was reviewed and analyzed for trends on a monthly basis by Assistant Principals and Associate Principals
3. Associate Principals will review attendance data on a monthly basis to track whether chronic absenteeism is at a lower level than the 2022-2023 school year
4. Analyze consistency of the availability of up-to-date data when needed for student evaluation

# Be Brave, Be Kind, Be Proud

## Description

Our school culture is deeply committed to creating and sustaining a positive environment, providing students with numerous opportunities for reflection and continuous personal growth. These opportunities can be found in various settings, whether it be in the classroom, on the field of competition, on the stage, or while engaging with the community and beyond. We aspire for our students to develop and maintain shared values and goals within their community to support one another and to hold one another accountable. The logo of *Be Brave, Be Kind and Be Proud* reinforces our core values/specific characteristics that we want all Trevians to embody at NT.

## Outcomes for 2023-2024

1. All student leadership positions will participate in three Restorative Practices training sessions, promoting the development of a strong community culture. At the conclusion of each respective “season”, students will be given the opportunity to provide feedback about their season through a survey assessing their team’s culture, connections and belonging, relationships, and personal growth.
2. All Adviser Rooms will establish respect agreements that are actively practiced and embraced by the advisees throughout their time at New Trier by consciously integrating these agreements into their daily interactions

## Evaluation of Outcomes

1. Student leaders will be better prepared to address conflicts, facilitate meaningful dialogue, and create an inclusive and supportive environment for the community they are leading
2. Students will develop a strong foundation of respect that will accompany them throughout their journey at New Trier, fostering a positive and supportive environment for all
3. All sponsors and coaches will review survey feedback from their communities and determine a plan for individual and team growth
4. Student leaders will review survey feedback and determine aspects that went well and identify opportunities to improve
5. Advisers will share and review respect agreements at in-service meetings
6. Identify areas for improvement and further enhance the overall community experience

# Restorative Practices

## Description

To develop restorative practices that aim to cultivate a positive school climate through strong relationships and connections between students, staff, and the broader school community. Promote empathy, active listening, accountability, and understanding to foster a sense of belonging and create a positive and supportive environment that reflects the Be Brave, Be Kind, Be Proud initiative.

## Outcomes for 2023-2024

1. Build a structured restorative practices framework for addressing conflicts and repairing harm caused by misconduct or wrongdoing
2. Develop, implement and evaluate restorative practice projects/programs that address various student needs
3. Develop SEL skills by providing opportunities for reflection, active participation, and problem-solving, to empower students to navigate conflicts constructively and make positive choices
4. Help foster an inclusive school culture that values and celebrates differences

## Evaluation of Outcomes

- Collect and review data on repeat behaviors by individual students
- Pre and post reflection to evaluate the effectiveness of the program
- Surveys and feedback from key stakeholders
- Regular progress monitoring of all student incidents and effectiveness of interventions



# Freshmen Success

## Description

All freshman students benefit from a review and/or development of academic skills and social emotional skills needed to be a successful high school student. Freshman Success is an orientation-based curriculum delivered in specific subject areas that includes lessons on the use of Canvas and other school technology, effective executive functioning and study skills, and social emotional strategies. These lessons provide students the skills that will assist their transition to high school.

## Outcomes for 2023-2024

- All freshmen will receive a Trevian Tracker and lessons will be conducted in Math and English about effective strategies in time management
- Kinetic Wellness will partner with our Social Work Department to develop and implement social emotional lessons to all freshmen in their KW class
- All advisers will cover general technology (i.e. student email, PowerSchool), school safety, and community and culture
- IT developed technology modules on Canvas, printing and Notability. These areas will be taught in Science and Social Studies courses.

## Evaluation of Outcomes

- The Northfield Campus Leadership Team will develop a survey to give to students on all of the components of freshman success
- Gather feedback from teachers on how the components of the program are impacting students
- Use the above data to make adjustments to the program for the 2024-2025 school year

# Student Mental Health and Well-being

## Description

Students must feel secure in their physical, emotional, and social well-being in order to be fully engaged in their academic, personal, and social growth. Provide opportunities for students to develop skills in areas such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making as these skills are critical for students to have a meaningful future.

We encourage healthy lifestyles, attitudes, and behaviors. We support students using prevention and intervention services that include classroom and adviser room presentations and all-school awareness programs. All students should have a connection with at least one adult and have social interactions with their peers by participating in extracurricular activities.

## Outcomes for 2023-2024

- Every student will identify a “trusted adult” with whom they have a connection
- Adviser Rooms will promote a sense of belonging for all students, weave social-emotional learning through various activities, and encourage all students to participate in at least one extracurricular activity during the school year.
- Increase student voice in supporting mental health initiatives
- Continues to seek ways to ensure alignment in the KW and Adviser Room mental health curriculum
- Investigate additional social emotional screening tools
- We will research implementing a non-traditional educational day for future consideration with the goals of keeping students engaged at New Trier who are at high risk for school avoidance or outplacement due to medical and social emotional challenges
- Partner and coordinate with NTPA and other community organizations to offer 1-2 parent education sessions related to supporting teenagers on relevant topics such as managing stress, substance use, and peer pressure

## End-of Year Evaluation

1. Survey students on whether they have a trusted adult
2. Track the number of students participating in extracurricular activities and better understand those students with no connection to the school
3. Track number of parent programs and evaluate effectiveness based on post-program surveys
4. Use the data from SEL screening tools, 2023 YRBS (given every other year) and the 2024 CSCI to identify new goals and monitor our progress
5. Report on ways we involved student voice in the development and implementation of these initiatives

# Characteristics of a New Trier Graduate

## Description

The *Characteristics of a New Trier Graduate* (CNTG) were adopted in 2020 to more explicitly define the outcomes necessary for students to thrive in a dynamic world. By aligning all learning experiences to the *Characteristics* and giving students opportunities to develop their awareness and competency in each domain over the course of four years, student learning outcomes become transformational rather than transactional.

In 2023-24, the *Characteristics* will be more integrated into the student learning experience. See [Characteristics one-pager](#) for further explanation.

## Outcomes for 2023-2024

1. Collaborate with Graduating Class Teams (GCTs), Assistant Principals, and Adviser Chairs to align implementation of CNTG, Adviser Program, and Brave-Kind-Proud
2. Develop a CNTG module in MaiaLearning, where students will curate a personal portfolio
3. Faculty will work in Teacher Learning Collaboratives to align at least one assignment, project, or unit, to at least one domain of the *Characteristics*; make explicit the connections between the learning experience and the *Characteristics*; and facilitate student reflection on it
4. Coordinate faculty leaders to develop lessons, activities, surveys, assessments, goals, and reflection prompts for a CNTG catalog
5. Communications campaign to constituents including community and colleges

## Evaluation of Outcomes

1. A plan to coordinate different initiatives will be created to explain how initiatives work together, which may include a multi-year roadmap for implementation
2. MaiaLearning portfolio is active and ready for student use
3. Collect feedback from teachers about their experience aligning student learning to the *Characteristics*
4. Version 1.0 of a *Characteristics* catalog is ready for 2024-25
5. Visibility in NT documents, meetings, around the school, and instruction. Awareness among key stakeholder groups following the campaign.

# Trevian Professional Learning Collaborative - Professional Learning Collaboratives

## Description

The Trevian Professional Learning Collaborative (TPLC) is a new structure that will coordinate all professional learning at New Trier. It is both a program and a place (330 WN).

“Professional Learning Collaborative” (PLC) is the name used to describe required professional learning that will take place in the 2023-2024 school year. PLCs are intended for faculty to pursue a specific line of inquiry over the course of the year and they emphasize the importance of teachers learning together in order to promote experimentation, student growth and learning. Topics for PLCs have been curated around next practices which are not discipline specific, but are aligned with *Characteristics of the New Trier Graduate*.

Faculty members will select a Professional Learning Collaborative from a list provided in September. Each PLC has large group and small group components; a teacher may be in a large PLC of up to 40 teachers who learn new ideas or strategies together; then, each teacher will work in a PLC sub-group of 5-8 members, in which they discuss their learning and share experiences, which may include student work, new curricular materials, or other products.

## Outcomes for 2023-2024

1. Faculty will apply skills and techniques learned in PLCs to their work with students
2. Faculty will assess the impact of their new learnings/practices on student learning
3. Faculty will align new PLC learning/practices to CNTG
4. PLCs will promote experimentation with new practices (continual improvement mindset) and foster greater interdepartmental collaboration among faculty
5. Professional learning will continue to be aligned to CNTG and strategic initiatives

## Evaluation of Outcomes

1. The Professional Development Committee will develop a survey for teachers to reflect on their PLC experience and identify how their practice evolved and its impact on student learning
2. Survey will collect information to evaluate how well PLCs impact their needs and seek feedback for improvement
3. Assess how student learning was aligned to the *Characteristics* by collecting lessons and learning activities from PLC leaders for inclusion in the CNTG catalog

# Trevian Professional Learning Collaborative - Instructional Coaching

## Description

The Trevian Professional Learning Collaborative (TPLC) is a new structure that will coordinate all professional learning at New Trier. It is both a program and a place (330 WN).

New Trier is in a transition period with new initiatives driven by student needs, the Strategic Plan, macro-changes in education, and changes in the demographics of our faculty. To adapt successfully to these changes, instructional coaching not only supports the development and acculturation of new teachers but also supports veteran teachers' continuous growth.

In the TPLC teachers work with one of four instructional coaches on ways to improve student learning and enhance their own practice in all aspects of teaching and learning (e.g., curriculum, instruction, assessment, grading, differentiation, equity, SEL, and technology), aligned to the District's strategic objectives and *Characteristics of a New Trier Graduate*.

## Outcomes for 2023-2024

1. Train instructional coaches in the frameworks and methods of coaching by attending Jim Knight's [Instructional Coaching Institute](#), among other professional learning opportunities
2. Design NT's inaugural instructional coaching program (processes and documents) to support district initiative and goals
3. Instructional Coaches will design and lead Teacher Learning Collaboratives
4. Each coach will work with at least 9 teachers in year one

## Evaluation of Outcomes

1. Feedback from teachers who worked with an Instructional Coach
2. Track the number of teachers who worked with an Instructional Coach
3. Publication of New Trier's Instructional Coaching Playbook, version 1.0

# Tier 1 Instructional Strategies in the Classroom

## Description

Tier 1 programming is grounded in the concept of universal high quality instruction for all students in the classroom. This includes explicit instruction in academic, behavioral, and SEL strategies and requires differentiation to meet the learning needs of each student. Building a strong knowledge base in universal instruction for all students and expanding teachers' toolbox of strategies is the foundation of an effective Multi-Tiered System of Supports (MTSS) program.

## Outcomes for 2023-2024

1. Instructional Leadership Team (ILT) will form a work group to develop Tier 1 instructional strategies (e.g., support strategies, block schedule, differentiation, engagement, etc) and department leaders will oversee implementation in their departments
2. MTSS Coaches will lead a Professional Learning Collaborative (PLC) on "MTSS Tier 1 Strategies"
3. Teachers will have greater knowledge of the MTSS Guidebook as a resource for Tier 1 strategies and how and when to use them
4. Teachers will apply Tier 1 strategies, learned through their work with MTSS Coaches, to develop a wider range of universal instructional strategies
5. Teachers will record in PowerSchool the instructional strategies necessary for individual student success

## Evaluation of Outcomes

1. Department leaders will report to ILT on their Tier 1 strategies work in their department
2. Collect feedback from MTSS Coaches on their experience leading the PLC on Tier 1 strategies
3. Track the number of Tier 1 forms submitted and breakdown the strategies into categories for analysis

# Professional Development - Teaching in the Block Schedule

## Description

Continuous improvement in instructional practices in the block schedule is ongoing. As veteran teachers adapt to the 85-minute block and new teachers begin teaching in a block schedule, ensuring teachers develop a wide range of instructional strategies to use time effectively is imperative to improving student learning outcomes.

## Outcomes for 2023-2024

1. Ensure the Trevian Professional Learning Collaborative and Instructional Technology Specialist Team has programming designed to develop skills and strategies for effective use of time in the block schedule
2. The Instructional Leadership Team (ILT) will form a work group to develop Tier 1 instructional strategies, which includes effective use of time in the block schedule
3. New Teacher Induction years 1 and 2 includes instructional design topics and methods, which instructs new teachers on block schedule best practices
4. Department leaders will oversee implementation of block schedule best practices

## Evaluation of Outcomes

1. Identify the number of professional learning opportunities and the number of teachers who attended
2. ILT work group will create a “playbook” or presentation on best practices and report back to ILT on their observations of the level of integration into classrooms
3. Teachers will collect feedback from students about the learning environment, including effective use of time in the block schedule

# Technology - Improving the Teacher Experience

## Description

Real-time attendance, behavior, and course grades are critical information to support early intervention for struggling students. In 2022-23, New Trier moved to PowerTeacher Pro gradebook to provide attendance and academic performance information to student services teams. In 2023-24, current and accurate attendance and grades will be key indicators for Graduation Class Teams (GCTs) as they support students.

## Outcomes for 2023-2024

1. Support teachers with Canvas/PowerTeacher Pro training opportunities
2. Work with the Instructional Leadership Team on common expectation for teachers regarding grading feedback: 1) missing assignments and 2) updated grades every two weeks
3. Be available for teachers when they reach out for support

## Evaluation of Outcomes

1. Identify the number of professional learning opportunities and the number of teachers who attended
2. Communicate with Association and Department leaders to receive formative feedback and guide professional development



# Technology - Data Analytics Platform

## Description

Aggregating data to inform the Graduating Class Teams (GCTs), district and building administration, and department leaders will be a new resource in 2023. The technology team will be collaborating with different stakeholder groups to develop dashboards that assist in identification and tracking struggling students. TrevIT will build out the Unified Insights platform and provide ongoing professional development for users of the big data software system.

## Outcomes for 2023-2024

1. Verify all PowerSchool data is accurate in Unified Insights
2. Provide professional development to administration, GCTs, student services, and instructional leadership team
3. Collaborate with aforementioned stakeholders to design additional data dashboards
4. Collaborate with GCTs and Student Services leaders to design Unified Insights Multi-Tiered System of Supports process
5. Provide ongoing support of data analytics platform

## Evaluation of Outcomes

1. Collect qualitative feedback from GCTs, admins, and student service leaders to ensure the platform is efficient and effective for GCTs.

# Best Programming Practices in the Block Schedule

## Description

Starting in 2022-2023, a Block Schedule Study Steering Committee met to develop recommendations regarding scheduling within the block schedule. Two topics that emerged in 2022-2023 were analyzing the value of science classes having additional class time as compared to all other classes and designing a flex block to ensure student access to support and interventions.

## Outcomes for 2023-2024

1. Design a 40-minute flex block for students to access support, interventions, or personalized learning time and programming as needed
2. Make a decision on single period science by October 2023
3. Assess the feasibility of any structural change

## Evaluation of Outcomes

1. The committee will present initial conclusions in October
2. A final report will be presented at the end of the year

# Human Centered Design Initiative

## Description

The nature of work is changing rapidly and what colleges and universities and employers desire is evolving equally fast. There is a large body of research in the realm of education, business, economics, and policy that identifies high demand skills and dispositions students will need to thrive in a world that is changing at an unprecedented rate.

Bringing Human Centered Design to New Trier not only achieves the goals of the strategic plan but also answers the call to develop high demand “Durable Skills” that will prepare our students for post high school success. Moreover, an experience in human centered design differentiates New Trier students from their peers in a competitive field of college and career pursuits, while also complying with HB3296 which requires districts to develop and implement high-quality college and career pathways that ensure students are prepared for whatever comes after high school.

## Outcomes for 2023-2024

1. Successfully open Innovation Hub at Northfield
2. Submit Human Centered Design Pathway application to ISBE
3. Successfully achieve the goals set forth in the [MOU](#) with the Siebel Center for Design
4. Assemble an HCD advisory board and define their roles and responsibility
5. Each department will pilot a module for instruction in HCD and Innovation Hub at Northfield; Winnetka teachers may also participate
6. Each department will identify an existing or new course for the HCD Pathway

## Evaluation of Outcomes

1. Innovation Hub opened as planned
2. Track how many students and classes participated in HCD learning in the Hub
3. Advisory board is assembled and active
4. Pathway application has been submitted to the state for approval
5. Departments will have identified an existing or new course for HCD

# Postsecondary and Career Exploration (PaCE) Initiative

## Description

The State of Illinois approved new legislation in May 2022, advancing the work of the 2016 PWR Act (*Postsecondary and Workforce Readiness Act*). The new legislation establishes expectations for districts to implement the *Postsecondary and Career Expectations (PaCE) Framework* and the *College and Career Pathway Endorsements (CCPE)*, both key components of the PWR Act. The state’s goal to task districts with implementing high-quality college and career pathways and preparation aligns well with New Trier’s strategic initiatives in promoting “multiple post-high school pathways.” Both frameworks will expand student opportunities to explore career interests and align their high school program to their future aspirations.

## Outcomes for 2023-2024

- To design a customized *PaCE* framework with the assistance of ISAC (Illinois Student Assistance Commission) to guide New Trier’s post high school planning programming
- MaiaLearning will align college and career planning to the *PaCE* Framework
- The *PaCE* Framework will bring greater intentionality and transparency to PHSC Tier 1 programming as it relates to career and college counseling and financial literacy
- Identify the *PaCE* and Pathways team to oversee its development and implementation

## Evaluation of Outcomes

1. NT PaCE framework is finalized and ready for implementation
2. PaCE Framework was successfully integrated into the MaiaLearning platform
3. A PaCE and Pathways team is assembled and active

# School-wide Culture and Climate Committee

## Description

School climate and culture is the unwritten personality and atmosphere of a school, including its norms, values, and expectations. This year's goal is to identify and promote those parts of our climate and culture that enhance learning and a sense of belonging, such as our dedication to service, compassion, critical thinking, and empathy.

## Outcomes for 2023-2024

- In collaboration with the New Trier Township Education Association, **create a standing New Trier Culture and Climate Committee** tasked with:
  - researching tools to assess and enhance employee engagement
  - conducting a review of Comprehensive School Climate Inventory (CSCI) staff data to inform next steps regarding school culture, climate, and employee engagement
  - Increase staff participation in the CSCI from 15%
  - creating opportunities for the administration, faculty, and board members to collectively share educational beliefs and values

## Evaluation of Outcomes

1. Committee activated and engaged
2. Recommendation for an employee engagement survey/tool
3. Committee will recommend action steps for improving climate
4. Staff participation in CSCII > 50%
5. Create at least one opportunity for administration, faculty, and Board to engage with each other

# Continuing School-wide Initiatives on Equity and Belonging

## Description

The purpose of the district's equity work is *to create a culture of equity that appreciates and celebrates differences across the school*. We want to foster a culture of belonging and dignity for students by providing experiences for students to feel appreciated, accepted, and validated while affirming differences and uniqueness to build community throughout the district.

## Outcomes for 2023-2024

- 1) Continuation of Monthly Observances and evaluation of observances that might need to be added
- 2) 23-24 Department Equity Goals
- 3) Continued Township Schools Equity and Belonging Partnership
  - a) Collaborate with sender school representatives to develop a platform to share each districts' equity initiatives
  - b) Students and schools in the Township will benefit from the K-12 equity collaboration while recognizing and respecting each school's individual culture

## Evaluation of Outcomes

1. Monthly Observances
  - a. December 2023 and May 2024 surveys to students and staff
  - b. Equity Liaison led focus groups with student affinity groups, library, student council, and Equity Team
2. 23-24 Department Equity Goals
  - a. Director of C&I will meet individually with each Department Leaders and Department Equity Goals Representative to have an in-depth conversation about their equity goals and additional support and resources needed for them to stay on track toward meeting the goal(s)
  - b. Director of C&I will request December 2023 and May 2024 written updates from each department regarding progress of their 23-24 department equity goal(s).
3. Continued tangible examples of Township Schools Equity and Belonging Partnership

# Community Engagement - Telling New Trier's Story to a Wider Audience

## Description

New Trier is supported by a highly engaged community committed to the continuing success of the District. A majority of residents do not currently have students attending New Trier, and a recent communications assessment indicated that these residents are eager for more direct outreach from the District. In addition, New Trier has a strong brand and reputation, but the District could benefit from a more targeted storytelling campaign that reinforces the value of a New Trier education for key audiences (prospective families, sender school families, colleges, community leaders, etc.).

## Outcomes for 2023-2024

- Create an annual Back to School mailing that defines New Trier's story and invites the community to come to school facilities and engage with the District
- Center storytelling around the *Characteristics of a New Trier Graduate* to clearly define the value of a New Trier education
- Create a new District video centered around the *Characteristics* that can be shown on the website, social media, and at events and job fairs
- Use a new partnership with the premier K-12 review site Niche.com to provide information about the value of a New Trier education to a wider, national audience

## Evaluation of Outcomes

The District will track website traffic generated by specific QR codes in mailings and review analytics on videos, social media, and Niche.com to assess the effectiveness of the messaging campaign.

# Community Engagement - Mass Communication System Evaluation and Recommendation

## Description

As communications become more and more digital, key stakeholder expectations for timely information from New Trier have shifted. A recent communications assessment found that every key stakeholder group (parents, staff, residents without children attending New Trier, etc.) prefers email as the number one way to receive information from New Trier. The District's current mass communication system does not allow New Trier to share information via email with groups outside of PowerSchool, and it has many other deficiencies. New Trier needs to find a new system that can assure it remains ahead of the curve on digital communications to all stakeholder groups.

## Outcomes for 2023-2024

- Convene a committee of Communications and Technology staff along with “super users” of the current mass communications system
- Come up with a list of wants for a new system (e.g. PowerSchool compatibility, attractive e-newsletter components, subscribable for different audiences, app development to better organize communications sent by the school, ease of use for back-end users, emergency communications component)
- Demo several potential vendors with the committee
- Select and implement a new system

## Evaluation of Outcomes

Once a system is selected and implemented, we will continually evaluate, test, and tweak the system to assure it is meeting all the District's needs. We will make use of built-in analytics to measure the effectiveness of engagement/PR messaging and survey stakeholders about other new elements (e.g. a potential app for organizing communications).



# Communications - Launch New Brand and Identity Standards

## Description

New Trier last updated its brand and identity standards in 2007. Since that time, user-friendly digital design platforms and the availability of District assets on the web have made it easy for anyone to alter, replicate, or use the District's copyrighted logos without approval. At the same time, different departments and areas of the District itself have strayed in use of colors, fonts, or logos, diluting New Trier's own strong brand. Communications and Athletics partnered to create new brand standards to ensure the protection, visibility, and consistency of New Trier's brand into the future, an important step that goes hand in hand with other PR, marketing, and engagement efforts identified in the communications assessment.

## Outcomes for 2023-2024

- Distribution of Identity Guide to all staff
- Staff meeting introduction of identity guide and new logos and standards
- Creation of Brand Hub in Canva for all staff
- Standardization of brand across District
- Protection of brand through service marks and evaluation of non-standard and non-approved uses

## Evaluation of Outcomes

Athletics and Communications will assess use of new assets and encourage phasing out of old assets throughout the year. By year's end, a goal will be to see the new assets in a majority of communications outlets (web, signage, apparel, etc.).

# Community Engagement - Parent-Community Advisory Group

## Description

In the first year of *New Trier 2030*, the District began a Parent-Community Advisory Group to foster discussions of New Trier's strategic goals and provide input for future goals. This group included key communicators from throughout the District (community leaders, alumni, parent leaders, sender district representatives) and was an important way to spread information and engage residents in the District's strategic planning. The group's meeting schedule was disrupted by the pandemic, and it has met only sporadically. This year the District will recommit to engagement with this important group.

## Outcomes for 2023-2024

- Identify and invite key communicators to join the Advisory Group
- Establish a regular meeting schedule for the year
- Plan agendas to foster discussions of strategic goals and the Annual Plan
- Seek input for next year's Annual Plan

## Evaluation of Outcomes

We will survey the group at the end of the year to gather feedback on what went well and what could be changed in future years. We will evaluate the strength of our partnerships and ways to assure the District's messaging is effective across stakeholder groups represented by the advisory group.

# Facilities

## Description

Continue to enhance our facilities for the benefit of our students, staff and community through the completion of several major facilities initiatives and planning for future improvements.

## Outcomes for 2023-2024

- Successfully open Winnetka Campus East Side Academic and Athletic Project
- Successfully complete 15-Year Plan Summer 2023 Construction
- Develop and update 15-Year Facilities Plan and plan work for 2024 - 2026

## Evaluation of Outcomes

- Project is completed and open to students and staff when school resumes
- Projects are completed and open to students and staff
- Plan is developed and approved by January 2024, including input from various constituencies

# Finance

## Description

Develop budgets aligned with the Annual Plan, taking into account inflationary trends and future facilities needs.

## Outcomes for 2023-2024

- Continue to develop budgets aligned to the district's strategic vision
- Implement upgrade to Skyward financial management system
- Develop financing plan for future facilities work
- Revise 5-Year Plan, taking into account future revenue and expenditure projections including and inflationary factors
- Continue to enhance financial communications

## Evaluation of Outcomes

- Budget meets the needs of students and is aligned to strategic priorities
- Successful transition in spring 2024 allowing continuation of key functions with effective rollout and training plan for staff
- Finance plan for FY 24 - FY 26 work is presented in to BOE in January 2024
- 5 Year Projections presented to BOE in January 2024 that reflect future planned revenue and expenses

# Human Resources

## Description

With so many retirements in the next five years and a national teacher shortage, it is essential that we continue 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.

## Outcomes for 2023-2024

- Revise New Trier Hiring Guide to reflect current practices
- Develop a New Trier Support Staff Handbook
- Continue to support non-licensed staff pursuing teacher licensure
- Implement a triennial faculty evaluation plan for Scale IV and V tenured faculty members
- Develop leadership transition plans to ensure stability in the organization
- Promote teacher leadership opportunities for current faculty members

## Evaluation of Outcomes

- Updated Hiring Guide
- New Support Staff Handbook
- Support staff members currently in teacher preparation programs at local universities
- Successful implementation of faculty evaluation plan changes

# Campus Safety

## Description

In order to ensure New Trier has an environment conducive to learning and growth, we must ensure our practices and procedures are in place to address the four layers of schools safety: (1) Connection, Support and Prevention, (2) Community Partners, (3) Physical Safety Measures, and (4) Emergency Procedures and Readiness. While the first two layers are embedded in other parts of the Annual Plan, this initiative is to highlight our work on the last two layers.

## Outcomes for 2023-2024

- 1) Comprehensive review of our physical safety measures and our emergency procedures and readiness in light of the new facility
- 2) Review our plans with law enforcement agencies
- 3) Develop a representative Safety Committee to receive input on building safety and review potential changes to procedures

## Evaluation of Outcomes

- 1) Ensure comprehensive documents of emergency procedures and safety measures are complete
- 2) Periodically audit our compliance with these measures
- 3) Collect input from the Safety Committee on areas for improvement