

# Annual Plan 2024-2025

## Quick Takes



2024 - 2025 Annual Plan Initiative	Approximate Date of Board Update on Progress Toward Outcomes
<b>Intellectual Engagement, Growth, and Readiness</b>	
Future Programming and Career Pathways	October 2024/May 2025
Characteristics of New Trier Graduate	February 2025
Critical Thinking and Civil Discourse	TBD
Professional Learning Initiatives	TBD
<b>Student Personal Growth</b>	
Graduating Class Teams: System Improvements, Alignment, and Structures	January 2025
Graduating Class Teams: Connection and Belonging	January 2025
Student Mental Health	January 2025
Cell Phone Policy Recommendation	March 2025
<b>Culture, Climate, Equity, and Belonging</b>	
Staff Belonging Council	December 2024
Continuation of our Belonging Initiatives: Department Equity Goals; Expansion of Professional Development Offerings; Monthly Observances	various
Northfield Campus Experience: Understanding Ourselves and Others	December 2024
<b>Leadership Throughout the School</b>	
Student Belonging Council	December 2024
Increasing opportunities for student voice	various
Leadership Development	TBD
<b>Community Engagement, Partnerships, and Governance</b>	
Bringing coherence to communicating our student experience - "Mission Alignment"	January 2025 (with Graduating Class Team update)
Implementation of new communications system	March 2025
Parent-Community Strategic Plan Advisory Group	November 2024/other
<b>Finance, Facilities, and Human Resources</b>	
Finances: Maintaining New Trier's Strong Financial Health	Ongoing
Facilities Planning: Winnetka Campus Upgrades and Long Term Planning	Ongoing
Sustainability: Creating a Plan to Unify Sustainability Planning	April 2025
Campus Safety: Continuous improvement and comprehensive training on Emergency Operations Plan	September 2024
Human Resources: Continued efforts to recruit, develop, and retain a diverse and exceptional faculty and staff	May 2025

# Future Programming and Career Pathways

## Description

The work of the Future Programming Committee (FPC) will be transitioned to a smaller strategic planning steering committee for the 2024-2025 school year. In addition to conducting further research, they will take the innovative concepts generated by the FPC and develop them into tangible pilots and programs that deliver greater opportunities for career-connected learning and flexible and individualized pathways through New Trier.

Building on preliminary work to meet the state's mandate that all high schools offer a College and Career Pathway Endorsement by July 2025, a new committee will convene to design New Trier's first pathway. This committee will engage all stakeholders to comply with the state's requirements while taking advantage of the flexibility within the mandate to create a pathway that meets the needs of our students and community.

## Outcomes for 2024-2025

1. Develop concepts generated by the Future Programming Committee into pilots or programs ready for implementation in 2025-2026 and 2026-2027.
2. Develop New Trier's first ISBE-approved College and Career Pathway endorsement in Human-Centered Design (HCD) by July 2025.
3. Update Program of Studies to inform students and families about changes in programs and new opportunities in Future Programming and Career Pathways as appropriate.

# Characteristics of a New Trier Graduate

## Description

The skills and dispositions articulated by New Trier's [\*Characteristics of a New Trier Graduate\*](#) are widely recognized as the "Durable Skills" or "success skills" necessary for students to thrive in college and career. The relationship between new initiatives and programming in the Adviser Program, Graduating Class Teams, and Post High School Counseling and their connection to the *Characteristics* is more clearly defined than it was previously. As a result, making the *Characteristics* a defining feature of the New Trier experience and more prominent and explicit to students is a key strategic objective this year.

## Outcomes for 2024-2025

1. Develop a set of indicators and a rubric for each one of the five characteristics so students and staff can measure progress toward each outcome.
2. Design a system to assess, monitor, and track student growth in the areas of the *Characteristics* over four years, using MaiaLearning, New Trier's new college and career platform.
3. In collaboration with Post High School Counseling, redesign counselor letters of recommendation, junior self-reflection forms, parent reflection forms, and the adviser write-up to explicitly align to the *Characteristics*.

# Civil Discourse and Critical Thinking

## Description

Adopted by the Board of Education in October 2020, the Civil Discourse and Critical Thinking statement codifies current teaching dispositions and practices while also challenging us to be more explicit and deliberate about creating classrooms where critical thinking and civil discourse is the norm. It prioritizes inquiry and listening, as well as sets a standard for ensuring our students grapple with perspectives different from their own in a civil and open-minded manner. New Trier must continue to rely on the principles of this statement, especially as we navigate the potentially divisive election in November and turmoil across the globe.

## Outcomes for 2024-2025

1. The Social Studies Department will begin the year in each class by creating the conditions for civil discourse and critical thinking and will also lead lunch-and-learn sessions for staff on how to build civic civil classrooms.
2. Continue developing the capacity of faculty in this area through a second year Learning Collaborative, *Dynamic Discussions: Promoting Critical Thinking and Active Listening Through Civil Discourse*.
3. Engage the schoolwide community (parents and staff) in a civil discourse event later in the year.
4. The statement will help guide the work of the Staff Belonging Council.

# Professional Learning Initiatives

## Description

As nearly 25% of our faculty retire within the next five years and we replace experienced faculty members with novice teachers, our professional learning initiatives are targeted at the specific needs of new teachers and critical to developing an exceptional faculty. Additionally, professional learning is an essential component of supporting our strategic initiatives and developing the skills and dispositions of staff to implement new practices or programs.

## Outcomes for 2024-2025

1. Adapt and refine the four-year sequence of New Teacher Induction and the mentorship program that supports new teachers.
2. Adapt and refine the programming of the Trevian Professional Learning Collaborative and expand the work of Instructional Coaches.
3. Continue Learning Collaboratives for a second year, aligned to the district's strategic objectives.
4. Expand professional development offerings in Culture, Climate, Equity, and Belonging.
5. Implement a pilot "Teaching Peer" program for a handful of novice teachers to work as an in-class Instructional Assistant with a veteran teacher in an apprenticeship-like model.

# Graduating Class Teams - Systems Improvements, Alignment, and Structures

## Description

The Graduating Class Teams put many systems in place during their first year. Some of these systems were internal to the teams, while others involved sending to and receiving information from teachers and parents regarding topics such as student attendance and classroom behavior. Feedback from the teams themselves, staff, and parents has provided direction for systems improvements during the second year.

One of the successes of the first year of the Graduating Class Teams was a focus on Multi-Tiered Systems of Support ensuring we are providing the appropriate academic and social emotional interventions. To enhance that work, the teams will be working on establishing more concrete entrance and exit criteria for our interventions. By establishing these criteria, the teams will make sure students who need interventions are receiving them and that they are in those interventions until they meet the exit criteria ensuring their ability to perform independently.

## Outcomes for 2024-2025

1. Implement identified technology and process improvements for communication and identification of students who may be at risk.
2. Establish criteria for intervention entry and exit such as GAP, Guided Study, and one-on-one Social Work support.
3. Monitor success of these criteria adjusting as needed.

# Graduating Class Teams - Connection and Belonging

## Description

During the first year of the Graduating Class Teams, the Adviser Chairs for each class established an Adviser Chair Council (ACC) to amplify student voice and leadership. Each grade level selected students to represent their adviser rooms on this council, which focused on culture, community, and service. Next year, the Adviser Chairs will build on those successes and use the members of the ACC to build community, connection, belonging, and restorative practices into each Adviser Room.

## Outcomes for 2024-2025

1. Through the members of the Adviser Chair Council, establish consistent community building and restorative practices in every Adviser Room.
2. Use the members of the Adviser Chair Council to elicit feedback on these initiatives to drive continual improvement.

# Student Mental Health

## Description

Students must feel secure in their physical, emotional, and social well-being to fully engage in their academic, personal, and social growth. Providing opportunities for students to develop skills in areas such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making is crucial for their meaningful future.

We promote healthy lifestyles, attitudes, and behaviors. We support students through prevention and intervention services, including classroom and advisor presentations and all-school awareness programs. It is important that every student establishes a connection with at least one adult and engages socially with peers through participation in extracurricular activities.

## Outcomes for 2024-2025

1. Analyze the school-wide Behavior and Emotional Screening System (BESS) results to assess its effectiveness in identifying interventions for students and school programming.
2. Review the recommendations from the Youth Risk Behavior Survey (YRBS) Committee's data analysis, and determine any revisions, additions, or reductions to the Student Services programming.
3. Student Services leaders will continually monitor the effectiveness of interventions and supports offered to students to ensure services align with student needs.

# Cell Phone Policy Recommendation

## Description

New Trier will carefully examine its cell phone policy during the 2024-2025 school year. A committee will look at research on the positive and negative consequences of students having cell phones in school. The committee will also engage with students and parents. The result of the work will be a recommendation for a cell phone policy that could range from no changes to our current policies to prohibiting the use of cell phones during school hours.

## Outcomes for 2024-2025

1. By March 2025, the committee will present its research and its recommendation for a cell phone policy for the 2025-2026 school year.

# Staff Belonging Council

## Description

As part of our expanded work in Culture, Climate, Equity, and Belonging, we have established a Staff Belonging Council to ensure we have multiple perspectives to help guide the school in its work. The council is led by two Administrators, Chimille Tillery and Denise Dubravec, and is composed of 16 staff members that represent many of the different backgrounds and identities that are represented in our school community.

## Outcomes for 2024-2025

1. Establish a positive culture on the council emphasizing listening to multiple perspectives, engaging in civil discourse, and maintaining a student focus.
2. Engage the council in professional development to help create common language and set norms for how the council will deliberate and discuss topics.
3. Have each council member contribute to the work on at least one initiative. Those initiatives could include refining material for a monthly observance, supporting the work we are doing in partnership with our sender schools, our Northfield Campus specific initiatives, or staff affinity groups.
4. Help establish 2025-2026 Annual Plan Goals in Culture, Climate, Equity, and Belonging

# Continuing of School-wide Belonging Initiatives

## Description

Our work in the Culture, Climate, Equity, and Belonging Framework Area has been very successful over the last five years. With the help of the Staff Belonging Council, the Student Belonging Council, and other groups who want to help, we will continue our work in each of these areas.

## Outcomes for 2024-2025

1. Continue the work in these initiatives: monthly observances, department equity goals, student affinity groups, staff affinity groups, sender school partnerships, restorative practices, hiring and retaining diverse and exceptional staff, expanding professional development offerings, civil discourse and critical thinking, and establishing a parent/community advisory group on Culture, Climate, Equity, and Belonging.

# Northfield Campus - Understanding Ourselves and Others

## Description

A significant goal of the Northfield Campus is to build a community for the Class of 2028. To further that goal three departments will conduct lessons to help students understand themselves and others. Adviser rooms will conduct a lesson introducing the Monthly Observances. Kinetic Wellness students will learn about inappropriate language and racial slurs as part of their Effective Decision Making and Social Awareness units. World History classes study antisemitism as a way to understand the Holocaust, and study Islam in their Cultural Diffusion unit.

## Outcomes for 2024-2025

1. Through the adviser room lesson, students will have context for the Monthly Observances and will understand the benefits of New Trier observing these months.
2. Through the Kinetic Wellness lesson, students will reflect upon the use of inappropriate and hateful language and its impact on others in their community.
3. Through their world history course, students will understand the history of antisemitism and Islamophobia, and have context for modern day examples of each.

# Student Belonging Council

## Description

The Student Belonging Council is a new group that will be dedicated to fostering a sense of inclusion and community within the school. Comprised of diverse student representatives, the council will work to identify and address issues related to student well-being, cultural awareness, and inclusivity. By organizing events, leading discussions, and providing a platform for all voices to be heard, the Student Belonging Council aims to create a supportive environment where every student feels valued, respected, and connected. The council will collaborate and provide feedback for the development of Culture, Climate, Equity and Belonging Council faculty and staff members.

## Outcomes for 2024-2025

1. Establish the Student Belonging Council, an action-oriented group that will be closely involved in creating and generating content for monthly observances, lunch and learns, and other opportunities.
2. Students will evaluate and provide feedback about the district's equity initiatives.



# Increasing Opportunities for Student Voice

## Description

Increasing opportunities for student voice involves creating platforms and opportunities for students to actively participate in providing feedback and decision-making within New Trier. This can include forming student councils, conducting regular feedback surveys, organizing town hall meetings, and encouraging student representation on school committees. By amplifying student voices, New Trier can better understand and address their needs and concerns, fostering a more inclusive and engaging educational environment. This approach empowers students, promotes their sense of ownership and responsibility, and helps build a community where their opinions and ideas are valued and acted upon.

## Outcomes for 2024-2025

1. Development of Student Belonging Council.
2. Meet on a regular basis with Affinity Groups, Clubs, and Student Council.
3. Develop and establish consistency among student leadership programs across extracurriculars.
4. Student leader groups will share their leadership experiences with board members at Board of Education meetings.

# Leadership Development

## Description

New Trier prides itself on shared leadership throughout the institution. This includes both titled and untitled leaders who share a common interest in the betterment of the school. Leadership development is an intentional process of identifying, nurturing, and empowering individuals to take on leadership roles within the institution. This encompasses a range of activities, such as professional training, mentorship programs, and experiential learning opportunities designed to enhance the skills and competencies necessary for effective leadership. The goal is to cultivate leaders who are not only adept at managing administrative responsibilities but also capable of inspiring and guiding teachers, staff, and students toward achieving collective goals.

## Outcomes for 2024-2025

1. Administration succession planning.
2. Development of Culture, Climate, Equity and Belonging Council faculty and staff members.
3. Create succession plans for faculty in all types of leadership roles, including department and extracurricular leadership.
4. Development and mentoring of new leaders.

# Bringing Coherence to our Student-Centered Approach - “Mission Alignment”

## Description

The introduction of Graduating Class Teams in the 2023-2024 school year helped centralize the many different resources New Trier offers to support students and highlighted the importance of the Adviser Program in guiding students on their individual pathways to success. However, with many different initiatives defining our work in this area, it can become difficult for students, staff, and families to understand how these initiatives and values fit together. This year, we will create visual, verbal, and written materials to define how important strategic initiatives such as the Characteristics of a New Trier Graduate; Be Brave, Be Kind, Be Proud; and our school motto reflect a student’s journey through New Trier and underscore the unique value of a New Trier education.

## Outcomes for 2024-2025

1. Create visual and written materials and an “elevator speech” that makes it easy for students, staff, parents, and community members to understand our student support systems.
2. Create a PR campaign to promote these interwoven initiatives to department leaders, faculty, staff, students, and parents.

# Implementation of New Communication System

## Description

New Trier will be implementing ParentSquare in 2024-2025, offering the District an opportunity to improve and expand its email communications with parents and the community, a need identified in the District’s Communications Audit. The dynamic platform offers a newsfeed-like option for parents that aggregates all District messages. This option is searchable and can include visually appealing newsletters, general messages, and options for secure documents, forms, and payments. The emergency messaging system is intuitive and can include multiple templates for fast communications in a crisis. Additionally, community members can sign up for emails in different categories, such as Board news, performing arts news, or athletics news.

## Outcomes for 2024-2025

1. Implement the new system as early as possible in the school year to begin training staff and super users.
2. Load emergency text message templates and share with administrators as part of the District’s security plan.
3. Introduce the system to parents through a PR campaign.
4. Set up community newsletter opt-ins and publicize in village and sender school newsletters, social media, and in the New Trier Annual Report.

# Parent/Community Strategic Plan Advisory Group

## Description

New Trier's strategic plan work in Climate, Culture, Equity and Belonging will be shaped in part by three important key stakeholder advisory groups: students, staff, and parents/community. The Parent/Community Advisory Group will bring together a variety of community members, parents, and leaders from across New Trier Township to offer feedback on strategic plan initiatives. This group, with differing backgrounds and viewpoints, will model New Trier's commitment to critical thinking and civil discourse.

## Outcomes for 2024-2025

1. Identify and invite community members and parents to participate in the advisory committee and establish meeting dates early in the school year,
2. Meet at least three times during the school year to review strategic plan initiatives and gather feedback.
3. Engage community for feedback on developing our cell phone policy, Future Programming initiative, and Civil Discourse and Critical Thinking.
4. Include advisory group feedback as part of Board presentations on Culture, Climate, Equity, and Belonging.

# Facilities Planning: Winnetka Campus Upgrades and Long Term Planning

## Description

The District has invested significantly in its facilities over the past 10 years, providing modern, secure, accessible and energy-efficient spaces for our students, staff members and the community. Although there have been significant accomplishments, many improvements are still needed for antiquated classrooms and building systems. The District will continue to plan for the future of our facilities, with a focus on the Winnetka Campus North and Tower Buildings and updating long-range facilities plans.

## Outcomes for 2024-2025

1. A plan is developed to improve science labs and administrative/student services areas at the Winnetka Campus, providing modernized spaces with improved security and accessibility to support our students.
2. Update the 15-Year Facilities plan, reflecting work accomplished in recent years and charting a course for future needs.

# Maintaining New Trier's Strong Financial Health

## Description

The strong financial health of the District provides the foundation for the district's comprehensive educational program. The District has carefully managed its finances, investing funds judiciously on all aspects of the student experience. The District will continue to develop and revise our long term projections, ensuring that the institution is taking the necessary steps to continue to wisely invest taxpayer resources to support current and future students.

## Outcomes for 2024-2025

1. Continue to assess the impact of inflation on the cost of operating the district, and make relevant adjustments to operations and revisions to long term financial projections as needed.
2. Continue to develop a long range funding model for future facilities needs, including the evaluation of DSEB capacity, life safety funds, operating surpluses, private funding, and referenda.
3. Revise and update long term staffing plans for the District, ensuring that we can continue to recruit and retain a high quality staff that is aligned with our enrollment patterns.

# Creating a Plan to Unify Sustainability Planning

## Description

The District has made significant progress related to sustainability in recent years, with LEED-certified campus additions at the Winnetka Campus, the implementation of energy conservation measures in all facilities to reduce energy usage, and inclusion of sustainability concepts in the curriculum. This year, the District will focus on developing a unified sustainability plan for presentation and adoption during the next year.

## Outcomes for 2024-2025

1. Develop a sustainability framework and plan that is presented and approved by the Board in spring 2025.
2. Research sustainability programming at high schools across the country.
3. Inventory current sustainability curricula across the school and identify needs and opportunities for enhanced or new sustainability programming at New Trier
4. Establish 2025-2026 Annual Plan goals for pilots or programs.
5. Develop a plan to implement solar power for the Winnetka Campus.

# Human Resources

## Description

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 2024-2025

1. Research and develop a new teacher evaluation software program to better track performance management for faculty and administrators.
2. Develop leadership transition plans for retiring administrators to ensure stability in the organization
3. Continue to support non-licensed staff members pursuing teacher licensure.
4. Support the Culture and Climate Committee as it researches tools to assess and enhance employee engagement.

# Campus Safety

## Description

Campus Safety continues to be a top priority for New Trier. Last year we created a Safety and Security Committee that includes board members, staff, faculty, staff and students. This committee will meet four times this school year. We partnered with an expert from the Northeastern Illinois Public Safety Training Academy to help us develop a complete Emergency Operations Plan (EOP). This summer we started partnering with the “I Love You Guys” Foundation, which works with over 50,000 schools and agencies to bring researched based protocols and training to emergency planning. In particular, we are following their protocol for evacuation and reunification. This fall we will focus on implementing new sections of the EOP and training all stakeholders in their roles and responsibilities for emergency drills.

## Outcomes for 2023-2024

1. Complete our Emergency Operation Plan by September 2024.
2. Begin training our staff and implementation of our reunification software through Raptor.
3. Collaborate with local villages and sender schools to review our protocols.