



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 2021-2022 Annual Plan on the reverse side of this page consists 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, supported, and valued so students can learn effectively, develop deeper understanding of the complex issues they face, and become empowered to contribute to the school community. This is possible when staff and students learn from and reflect on their own and others' diverse lived experiences.



4 Leadership Throughout the School

New Trier High School is a complex organization that requires the continuous development of courageous, innovative, committed, and exemplary leadership at all levels and from all constituencies, student and adult. The quality of leadership and the climate fostered by leaders have a direct impact and influence on all facets of our school community and beyond.



5 Community Engagement, Partnerships, and Governance

New Trier High School is a crucial part of the fabric of New Trier Township, serving as a reflection of our community's strong commitment to inquiry, compassion, service, and leadership. The school district and its engaged and informed community of taxpayers, parents, students, alumni, and staff collectively benefit by working in partnership toward common goals.



6 Finance, Facilities, and Human Resources

To serve the needs of students in their academic and extracurricular pursuits, New Trier High School depends on the financial commitment made by taxpayers to deliver a high-quality education marked by exceptional teaching and facilities. The District supports the school's mission and vision while acting as a responsible financial steward by developing budgets, facilities, and staffing plans that respect the community's investment.



2021-2022 STRATEGIES & GOALS

OUTCOMES

ACADEMICS

Block Schedule
FRAMEWORKS: 1 2

Professional development will be delivered at the school and department levels. Curricular planning will be taking place at the department and course committee level. Much of this work will happen this summer. An Evaluation Committee will be formed to provide feedback to the Board of Education in January or February 2022 for planning next year.

Characteristics of a New Trier Graduate
FRAMEWORKS: 1 2 3 4

As we begin the implementation of the CNTG our goal is to start integrating the CNTG into our work in all parts of the school. The two characteristics we will focus on this year are: Resilient Healthy Individuals and Engaged Compassionate Global Citizens. Each year, the Annual Plan will have a CNTG goal. Each year, the concepts will be more integrated into the way we develop and talk about our work to the community and to our students.

Civil Discourse and Critical Thinking
FRAMEWORKS: 1 2 3

When students graduate, we want them to understand why they believe what they believe. We also want them to be able to reflect on those beliefs when they get new information and be able to engage in civil dialogue with people who have a different belief from their own.

Innovation Hub
FRAMEWORKS: 1

The Project of Excellence (POE) will continue to work on creating new interdisciplinary pathways that will provide students access to collaboratively solving real-world, human-centric problems. By year's end, this work will provide opportunities for summer curriculum projects to further flesh out course pathways and syllabi. Implementation is targeted for the 2022-2023 school year.

Student Device Evaluation
FRAMEWORKS: 1

For many years, New Trier has adopted the iPad as the required device for students. The Technology Department has begun a two-year pilot and evaluation of other possible student devices.

MTSS

Multi-Tiered Systems of Support
FRAMEWORKS: 1 2 3

A continuation of our work to systematize data gathering on student academic performance and social-emotional skills to guide delivering appropriate interventions at the school, class, and individual levels.

MTSS	9th Grade Executive Functioning FRAMEWORKS: 1 2	We will explicitly teach executive functioning skills early in the year to all freshmen through their study halls. The goal is to have them be more successful academically and potentially reduce needs for intervention later in the year. The MTSS team will track data and progress of students to evaluate effectiveness.
	Data Analysis (Performance Matters) FRAMEWORKS: 1 2	One of our main tools for identifying struggling students has been our D and F list at each quarter. Performance Matters is a tool provided by PowerSchool that will allow the school to watch academic performance and other data in a more consistent and thorough manner.
SEL	SEL: Self-Awareness and Self-Management FRAMEWORKS: 1 2	This work is a continuation of our SEL efforts which have been a part of our strategic plan from the outset. The SEL Committee has established Self-Awareness and Self-Management as the two areas for focus in 2021-2022.
	Panorama FRAMEWORKS: 1 2 3	Panorama is a survey tool which collects individual student data on a variety of SEL characteristics. We will pilot Panorama with 9th and 11th grade students to identify individual and group SEL needs for students to plan universal, small group, and individual supports. This will add to the data used in Performance Matters.
EQUITY	Belonging Through a Culture of Dignity FRAMEWORKS: 1 2 3	We have two important goals in our Equity work: (1) ensuring every student feels like they belong at New Trier no matter their identity, (2) ensuring our students are prepared to engage in a world with people who have different perspectives and experiences than their own. The work will allow us to evaluate how we are doing on both those goals and provide us with steps for how to improve our work in both of those areas.
	Department Equity Goals FRAMEWORKS: 1 2 3	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.
	Monthly Programming - Recognition of National Observances FRAMEWORKS: 1 2 3 4	In order for students to belong they need to see themselves in the hallway, in the curriculum, and feel like they have a voice. In order for students to be prepared for life after New Trier they need to have listened to and worked to understand other perspectives. As part of our work this year, we will provide students opportunities to highlight their identity generally following the national calendar of monthly observances.
ADVISER PROGRAM	Gender Structure FRAMEWORKS: 2 3	The current gender structure of adviser rooms does not meet the needs of every student and in fact is the most difficult part of the day for some students. We want the program to serve our students and give them a strong community from which to thrive at New Trier. In doing this work, we must keep the essential ways the Adviser Program currently serves our students.
	Restorative Practices FRAMEWORKS: 2 3	Restorative practices are an approach to resolving conflicts and disciplinary issues. That approach aligns with our philosophy of adolescent development, our values as an educational institution, and our belief in these instances as important moments of growth for our students, and. Our adviser chairs and others need training in these practices and an overall system needs to be developed describing how and why we are implementing these practices.
	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 program clearly to students and families and help us determine gaps in our programming.
FINANCE, FACILITIES, & HR	Finance FRAMEWORKS: 6	Continued strong stewardship of our resources provided by the community to ensure our capacity to meet our long-range educational and facility needs.
	Facilities FRAMEWORKS: 6	Continued work on the 15-year plan and successful implementation of the beginning of the East Side Academic and Athletic Project.
	Hiring Process Review, Long-Range Planning for Retirements FRAMEWORKS: 6	To meet our New Trier 2030 goal of hiring a highly qualified, diverse staff, we will carefully review our hiring processes. It is an important time for the school to do this review, since more than 75 teachers will be retiring over the next six years. With that many teachers retiring in the near future, advanced planning will pay great benefits for New Trier's future.
	Onboarding Program for Support Staff FRAMEWORKS: 6	Human Resources and the Support Staff Association have recognized a need for a stronger and streamlined onboarding process. Collaboratively they will develop the content and structure of the new process.
COMMUNITY	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.
LEADERSHIP	Student Leadership FRAMEWORKS: 4	Student leadership will be emphasized in a number of places next year: (1) students in our Affinity Groups and Student Council will help with developing our monthly equity programming, (2) to help the transition of students new to New Trier, two students from every adviser room will help support and lead the year-long work of our Newbies club, and (3) a student group will be formed to give feedback on the Characteristics of a New Trier Graduate.