The first year of implementing New Trier 2030 is going well. Our process of developing annual plans each year to define and focus our objectives and goals has served to keep the district on task in the strategic plan’s inaugural year. The purpose of this January report is to keep the Board and the community up to date on our progress. The report is structured by Framework Area and includes items that both are named in the 2019-2020 Annual Plan and those that may not be named explicitly but that connect to our strategic areas of focus.

Intellectual Engagement, Growth, and Readiness

Annual Plan Strategies

1. **Consistent Student Workflow** - The District reaffirmed its commitment to open, transparent communication with students and families by instructing all staff and extracurricular coaches and sponsors to use only school-endorsed communication methods such as Remind and Canvas. Instructional technology staff offered a number of professional development workshops in the summer and throughout first semester that assisted teachers in developing a “user-friendly” Canvas page and established best practice for helping students easily access assignments and calendars. Looking forward, professional development will continue throughout the 2nd semester to ensure compliance in using proper communication methods. The Student Workflow Committee will reconvene monthly to develop a survey to compare student workflow experience from the prior year. We will need to ensure any changes to our workflow standards are established by the end of 3rd quarter so teachers have time to enroll in Professional Development opportunities that will help them meet the new standards by the next school year.

2. **Characteristics of a New Trier Graduate** – A representative committee of 31 staff members have met five times since last May, and a steering committee of six has planned meetings and activities and guided the design process for this strategic plan goal. The committee has focused on answering this central question: What are the characteristics, competencies, skills, and dispositions New Trier students should possess to thrive in a rapidly changing world? Committee members have been engaged and energized throughout this development process and agreed on a set of five outcomes that define the Characteristics of a New Trier Graduate.

At this point in the process, the committee is collecting feedback from stakeholder groups about the outcomes/characteristics it has developed. They will then incorporate that feedback and revise the Profile/Characteristics document to present to the District as a whole. A key step in this part of the process is to build understanding of the “what” and “why” of the Profile/Characteristics. The next critical step is to apply the Profile/Characteristics to all aspects of our work with students by designing learning experiences and learning environments that explicitly develop these characteristics, while also aligning practices and opportunities to these
outcomes. In 2020-2021 departments will undertake the work of applying and integrating the Profile/Characteristics with guidance from the school-wide committee, and the Assistant Superintendent for Curriculum and Instruction will oversee its implementation and support changes that come from the Profile/Characteristics.

3. **Rich and Rigorous Curriculum Across All Student Pathways** - Curriculum Council has taken the past four meetings to begin defining the terms *rich and rigorous curriculum* and *inspiring instruction* across all programs, departments, and levels. To date, we have read chapters from three books and used that information to brainstorm what rich, rigorous, and inspiring instruction look like. In future meetings, we will read articles about Bloom’s Taxonomy and Webb’s Depth of Knowledge, well-known models of classifying learning objectives, to compare them to our level system. Then we will identify common themes and threads from the readings and discussions to begin drafting a definition for rich and rigorous curriculum. Our final step is to craft a definition for rich and rigorous curriculum by our May meeting.

4. **Related Strategy – Social-Emotional Skill Professional Development (see below)**

**Work outside the Annual Plan**

5. **Critical Thinking Workshop** – We continue to extend our work in Critical Thinking with our faculty through Professional Development opportunities.

6. **Teacher Goal Setting using Student Feedback** – This year is our first in implementing the requirement that teachers set one goal based on student feedback on their classroom environment.

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**Student Personal Growth, Engagement, and Well-Being**

**Annual Plan Strategies**

1. **Social-Emotional Skill Professional Development** – The school has dedicated much of its professional development time to social-emotional skill building for our staff. One of the main goals this year is to build understanding of the CASEL model for social emotional skills, which has five components: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. The SEL committee has successfully implemented the 1st semester professional development and is in the midst of planning multiple opportunities for staff in 2nd semester. Next year, the work will move to the department level with explicit application of SEL-informed practices in the classroom.

2. **Case Studies to Understand the Student Experience** - Members of this committee are conducting interviews with former and current students throughout the month of December. The committee members are entering their interview materials into our Google Shared Folder as those interviews are completed. The next meeting is scheduled for the week of January 13th. These interviews are structured to reveal, through personal experiences of students, the parts of our system that were supportive to their success and the parts that hindered their progress.

3. **Related Strategies**: Characteristics of a New Trier Graduate, Consistent Student Workflow, and Equity Goals

**Work outside the Annual Plan**

4. **Mental Health Initiative** – Following the loss of one of our students in November, we prioritized communication with students and parents about our approach to supporting student mental health, the services we provide, and the partnerships we have with local organizations that work with students on mental health issues. We updated our website so students and families could find resources in one location, we held a mental health evening for parents, and we have started
a lunch and learn series with students. In addition, the second issue of Parents’ Press from the NTPA focused on mental health and social-emotional wellness.

5. **Homework-Free Breaks** – In previous years, we had communicated internally with staff about homework-free breaks. This year is the first time we have put them on the calendar for students and parents to see. Feedback is positive from all.

6. **TrevTips** – In October, we redesigned and actively promoted our TrevTips site where students can anonymously report their concern about themselves or another student. They also can report incidents of bullying, harassment, or racial or other bias.

**Culture, Climate, and Equity**

**Annual Plan Strategies**

1. **Equity Goals** – The Board received an update in September 2019 describing individual area and department goals. Departments and areas have established committees and are engaged actively in work towards those goals. In addition, a school-wide committee with representatives from those departments and areas meets regularly to coordinate and align efforts throughout the school. The Board will hear from the Equity Goals Committee in March.

2. **Related Strategies**: Social-Emotional Learning, Characteristics of a New Trier Graduate

**Work outside the Annual Plan**

3. **TrevTips** – In October, we redesigned and actively promoted our TrevTips site where students can anonymously report their concern about themselves or another student. They also can report incidents of bullying, harassment, or racial or other bias.

4. **Parents Press** - The first issue of Parents’ Press focused on equity, which included articles from the campus Principals, the parent presidents of each class, Alumni Hall of Honor winner Peter Henry, and a teacher, Kiran Subhani, who wrote about equity in her classroom.

**Leadership Across the School**

**Annual Plan Strategies**

1. **Leadership** – The two campus principals have facilitated four cohort meetings with various topics including Why Leadership?, Authentic Leadership, and Leading with Vision. They will have four additional meetings during second semester. Eleven faculty members from a wide range of departments are participating. They have been highly engaged during the meetings and committed to completing the readings to prepare for each meeting. The principals report that the discussions have been enjoyable to facilitate and they have been asking great questions. It has been a highlight of the year for them to co-lead the group.

2. **Related Strategies**: Characteristics of a New Trier Graduate

**Work Outside the Plan**

3. **Leader Evaluation** - Similar to our teachers being required to set goals from student feedback, our department leaders and administrators are required to get feedback from those they lead to set goals for the next year.

**Community Engagement, Partnership, and Governance**

**Annual Plan Strategies**

1. **Connection with Families of Younger Children** - The Community Engagement Committee created a subcommittee to implement the Families of Younger Children strategy. Through that committee work, the Communications Department created a new publication, *Getting to Know New Trier High School*, that was piloted with the incoming 8th grade class during Academic Life Nights in January. The publication is student-centered and meant to answer common questions
and dispel many of the myths new families have regarding New Trier. The goal in future years is to mail this document with a welcome letter in September of the 8th grade year, making it the first official welcome piece families receive as they prepare to register for their freshman year at New Trier. The subcommittee also has created a spreadsheet to assess the many existing opportunities for sender students to engage with New Trier and to identify any gaps. Finally, the successful on-site sender school registration pilot of last year is being expanded to all sender schools and private school families this year, providing a direct link between incoming parents/students and New Trier faculty to better answer questions about levels, courses, and schedules.

2. **Community Partnerships** – A Community Partnerships subcommittee created and administered a survey to give the District an understanding of the relationships our school maintains with organizations, companies, and professionals in our community that enhance and/or create student experiences. Currently the committee is working on analyzing this data to identify the scope of our relationships and their purpose in our school. Preliminary results show us our staff maintains a number of long-term partnerships with a variety of organizations outside of our school that provide a significant number of opportunities to our students through curricular enhancement, service learning, philanthropy, student support services, and career exploration.

The committee also is working on creating an onboarding process for community members who are interested in partnering with New Trier. This will likely include a web page with information regarding the process and reply from a New Trier staff member.

3. **Related Strategies:** Financial Communication, Parent Community Advisory Group

**Work Outside the Annual Plan**

4. **Presence in the Community** – I continue to be as present as I can be in the community by giving New Trier 2030 presentations to a group of local business people in Northfield, the State of the Village (Wilmette) dinner sponsored by the League of Women Voters, and the Wilmette Rotary Club.

**Facilities, Finance, and Human Resources**

**Annual Plan Strategies**

1. **Financial Communication** - Throughout this school year, the Finance Committee has discussed how to effectively and transparently share information about the financial health of the district, including the type of information that should be shared and how it could be presented. The committee has developed a draft communication document that reports on the results of the FY 19 fiscal year that will be included in the 2019 Annual Report. The committee recommends that a second document be created next summer with information about the proposed budget and how it will support the work of the upcoming school year.

2. **Facilities** - The Facilities Steering Committee developed, with the Board of Education, a 15-year Facilities Framework in September 2019. The document will serve as a guide for facilities work over the next 15 years, assisting the district in prioritizing academic, extracurricular, maintenance and other needs. The first year of this plan’s work will occur in summer 2020. In addition, work on the Winnetka Campus East Side Study has begun. An architect has been hired and tour planning has begun. The 2021 Summer work will be discussed with the Facilities Steering Committee and Finance Committee for Board approval in April.
Work Outside the Annual Plan

3. **Accidental Lockdown** – While it was unfortunate that our students and families had to deal with the stress of an accidental lockdown, we have learned a great deal from the event. A significant number of improvements have been implemented in facilities, training, and emergency processes. We still have more work to do, but, while the student and staff response was excellent, we are more ready for an emergency event than we have ever been.

4. **Northfield Security** – Early in the school year, we finished the security improvements to the Northfield Campus. The ultimate design of the fence and landscaping fits right in with the campus and has enhanced its look. The secure vestibules have allowed students to have freer access throughout the campus and ensures that visitors feel welcome and can navigate the campus more easily than in the past.

New Trier 2030 – Tentative Timeline

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<td>Parent/Community Advisory Group</td>
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<td>February 17 – Board Meeting</td>
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<td>Characteristics of a New Trier Graduate</td>
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<td>May 18 – Board of Education Meeting</td>
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