

# NEW TRIER TOWNSHIP HIGH SCHOOL DISTRICT 203



*To commit minds to inquiry, hearts to compassion, and lives to the service of humanity.®*

To: Board of Education  
From: Paul Sally, Superintendent  
Date: March 18, 2019  
Re: Progress Report on 2019-2020 Annual Plan

The work of creating the 2019-2020 Annual Plan is in high gear and I am happy to provide an update to the Board for comment and feedback. The initial development of the 2019-2020 strategies is close to complete with a statement of purpose, initial analysis of resources needed, and an evolving timeline. More work is needed to ensure the timeline allows opportunities for input from students and parents as well as finalizing the timing for Board of Education updates. I will present a final 2019-2020 Annual Plan in April so the work presented here is still in draft form.

The work to date is presented in three parts. First, a summary chart is presented that lists the administrative leader, expected outcome, and general measure of resources needed for each strategy. The second part has one-page summaries for each strategy that provide a narrative for why the strategy is important, how it is connected to our vision, what outcomes are expected, and how we will achieve those outcomes. Finally, a one-page week-to-week plan is shown, which is one of the tools we will be using to ensure the plan we present in April will be feasible and meaningful.

I look forward to our discussion on Monday.



**Summary Table of Outcomes and Resource Demands for 2019-2020 Annual Plan**

Strategy Description	Administrator	Outcome	Resource Demand
Characteristics of a Graduate	Tragos	A guiding document for much of the work of New Trier 2030 focusing on academic, social-emotional, leadership, and service experiences and characteristics of our graduates	Small scale, committee of 12-15
Social-Emotional Skills	Panopoulos	Professional Development for staff, application to classroom, foundation for 2020-2021 work	School-wide and committee of 10-12
Equity	Hayes	Specific student-oriented goals in departments and areas	School-wide and committee of 15-20
Understanding the Student Experience at New Trier – Case Studies	Gamrath Williams	Report on student experience of a set of students and alum who are from marginalized groups	Small scale, committee of 8-10
Consistent student workflow	Helfand Lee	Guidelines and professional development opportunities to promote consistency and best practice in student workflow	As needed in school year, significant committee work in summer
Leadership	Dubravec Waechtler	Development of current and potential leaders in leadership skills and dispositions as established in the CPPL	Time for current leaders is embedded in leadership teams, workshops will be voluntary
Rich and Rigorous Curriculum Across All Student Pathways	Dillard Tragos	Define rich and rigorous curriculum in a way that allows all student pathways to be evaluated for how well we are preparing students in those pathways	Embedded time using Curriculum Council
Increase connection with families of younger children	Dizon	Publications, small programs with sender schools, expansion of pilot	Communications Committee, Northfield Campus Leadership Team
Community Partnerships	Arvanitis	Comprehensive audit and needs analysis	Communications Committee, Career Counseling
Finance	Johnson Spiwak	Clear, accessible information for all constituents in our community	Finance Committee
Facilities	Conway Fontanetta Johnson	Beginning of implementation of 15-year Facilities Plan	Facilities Steering Committee, some department leader time
Critical Thinking	Dillard Tragos	Establish foundation for 2020-2021 school year	TBD

## Strategy 1: Develop the *Characteristics of a New Trier Graduate*

This strategy is in service of the following New Trier 2030 goal: *To identify and cultivate the characteristics, qualities, and competencies of a New Trier graduate that will provide students with the best opportunity to lead meaningful and impactful lives.*

The wonderful learning experiences that our students have during their New Trier years are only implicitly tied together through the core characteristics, skills, dispositions, and competencies that we wish to develop in students. Students may feel their development is not as unified toward a common end as we would hope. The vision for the *Characteristics of a New Trier Graduate* is that it becomes an expression of the values and beliefs that guides our work with students, stating explicitly the characteristics and experiences that define the unique New Trier education. The portrait that emerges in this document will be a living document that serves as a framework for all future planning for New Trier 2030.

Given such high expectations, the document must be carefully constructed considering the following:

- It must be rooted in New Trier’s culture and context, while also leading us toward the future we want to create for ourselves and our students.
- It must be more than just a list of characteristics. Each characteristic should have an explicit connection to our vision in terms of how it will help every graduate “lead meaningful, compassionate, and impactful lives.”
- The document should prompt and examination of our current structures, policies, and practices to determine if they foster the culture in which the characteristics can flourish.
- The document should be usable by students and parents to guide their thinking of what is important for students to experience in their high school years; usable by staff to make connections between their work and the development of students; and usable by the community and colleges, to see what a New Trier education develops in our graduates.

The final part of the work in 2019-2020 should be developing an implementation and communication plan for each of the audiences: students, parents, staff, community, and colleges. In recognition of the broad impact of this work, we are looking for committee members that represent all parts of our school. The commitment will be significant, meeting at least once per month starting in May 2019 through April 2020 (the target date for completion).

Stage	Objective	Time Frame
1. Plan: Committee formation; establish purpose, outcomes, and process	Outline purpose, research and development plan, set milestones, and collect input from all stakeholders	May 2019 - July 2019
2. Develop: First draft of <i>Characteristics of a NT Graduate</i>	Present first draft to key stakeholders for feedback.	Sep 2019 - Oct 2019
3. Revise: Draft next iteration	Integrate feedback to further develop and improve the document and concept	Oct 2019 – Dec 2019
4. Present: Final review and revisions	Comprehensive review by multiple constituencies; sample application of document with departments and/or smaller cohorts of staff and students	Jan 2020 – Mar 2020
5. Adopt: Presentation of BoE	Inform Board of Education of the process and outcomes	April 2020
6. Integrate: Plan for its application and use	Integrate the <i>Characteristics of a New Trier Graduate</i> into the Annual Plan 2020-2021 and plan for its use across the District	Mar 2020 – June 2020

**Strategy 2: Develop and Implement comprehensive professional development on social emotional skill development. CASEL defines these skills as Self-awareness, Self-management, Social Awareness, Relationship Skills, and Responsible Decision-making.**

This strategy is in service of the following New Trier 2030 goal: *To ensure staff has a deep understanding of social emotional skills and characteristics and embeds the development of those skills throughout the school environment.*

A critical aspect of all students’ success in school and beyond is the mastery of social-emotional skills. As a framework for this work, we are explicitly embracing CASEL’s five Social Emotional Learning (SEL) competencies: self-awareness, self-management, responsible decision making, relationship skills, and social awareness. As a school we develop student’s social-emotional skills by our work in classrooms, in offices, in hallways, on athletic fields, and in our performance spaces. We also impact the development of those skills through policies and practices we adopt and we realize our students learn something from every interaction that takes place in our school. In addition, the development of social emotional skills has a positive impact on students’ health and improves school climate. Developing these social emotional skills contributes to their success and health beyond our school and throughout their lives.

In recognition of the importance of this work, we are devoting our main Professional Development (PD) efforts for the 2019-2020 school year to Social-Emotional Learning. The work during the year will run the gamut from establishing a common understanding of concepts to direct application within each classroom, office, hallway, athletic field, and performing arts venue. To guide and implement this strategy, we will be forming a subcommittee of the Professional Development Council (PDC). We would like as many areas of the school represented as possible, because the PD will not only be conducted on Institute Days, but also in departments and areas, course committees, and extracurricular programs.

The work of the PDC SEL subcommittee will be most significant from now until fall in order to be ready to launch the PD at the beginning of the year, but will continue about once a month throughout the year. Members of the committee are expected to attend regular meetings, liaison with their department or area they represent, and provide additional support during professional development events.

Stage	Objective	Time Frame
1. Initial Plan Development	Outline of plan and timeline, including the use of Institute Days, Staff Meetings, and Department Meetings.	April 2019 – July 2019
2. Early Release Day September 13	Set the foundation for learning for the year; introduce the CASEL competencies to all staff	Sept 2019
3. Pre-Institute Day Work	Continue development of foundation through workshops, department meetings.	Sept 2019 – Nov 2019
4. Institute Day November 22	School-wide Professional Development	Nov 2019
5. PD Offerings to Explore Individual SEL Skills	Presentations at department meetings, workshops, lunch and learns	Jan 2020 - Mar 2020
6. Integration and Application	Annual Plan 2020-2021	Mar 2020 – June 2020

**Strategy 3: Create a committee to conduct individual studies of current students and alumni to better understand their experience at New Trier. Listen to understand what barriers they faced that impeded their ability and opportunity to reach their potential as a New Trier student or what supports might have helped them reach that potential.**

This strategy is in service of the following New Trier 2030 goal: *To create a culture of equity in which each individual's needs are met and in which every person feels they belong.*

New Trier is a large entity with many students, many teachers, and many facets. Our size is often beneficial to students because they can connect in so many ways to other students, adults, and programs. We work to make sure that our school feels welcoming to everyone no matter their race, religion, ethnicity, national origin, gender, gender identity, sexual orientation, or disability. We work to make sure each student feels as much a part of New Trier as anyone else.

However, not all students feel like they belong or feel connected to New Trier. We must take a close look at our students from marginalized groups to better understand their experience at New Trier. What systemic barriers exist at our school? What ways are we not embracing each student's identity? In what ways are we not helping students see the humanity of students who are different than they are?

This group will work closely with current students and recent graduates who are willing to share their experience. From those discussions and interviews, the committee will report out compelling stories for the staff to help us direct our strategic planning efforts. This committee will meet over the spring and summer to develop a methodology for gathering information on a student's experience, set goals for the number of students to work with, and determine how to select students. From there, the committee will meet monthly to keep the work moving forward, ultimately reporting out to appropriate groups in March and April.

Stage	Objective	Time Frame
1. Committee formation and establishment of outcomes	Clear outcomes must be established and also determine the NT 2030 strategy groups which would benefit from the information potentially collected during the case studies.	April 2019 – July 2019
2. Identify scope of study	Identify groups of students and alumni. Work on types of students and how to reach those groups. A wide array of experiences needed to represent New Trier pathways.	April 2019 – June 2019
3. Develop which evaluative tool will be used	Determine which instruments will be used to measure outcomes.	June 2019 – Sept 2019
4. Conduct the study	Survey and/or Interview Students/Alums.	Sept 2019 – Dec 2019
5. Present what was learned	Communicate with other NT 2030 strategy groups and key constituencies about what we learned.	Jan 2020 – Mar 2020
6. Plan for 2020-2021	Apply what we learned through this study to develop other strategies for 2020-2021. Determine if this type of study should continue and, if so, what area of focus to have.	Mar 2020 – April 2020

**Strategy 4: Establish and implement, through departments and program leaders, an equity goal in each area that is focused on the specific issues and context of those departments and programs.**

This strategy is in service of the following New Trier 2030 goals: *(1) To create a culture of equity that appreciates and celebrates differences across the school by exploring each person’s identity and the identity of others; and (2) To create a culture of equity in which each individual’s needs are met and in which every person feels they belong.*

Educational equity is the state of fairness in opportunity, expectations, and achievement for all students. It acknowledges that students don’t all begin with the same resources, seeks to meet their individual needs, and works to counter the stereotypes that students experience that impact their access to opportunities, sense of acceptance, or academic expectations. An equitable school openly examines and confronts systems of advantage and disadvantage based on race, gender identity, sexual orientation, economic class, religious belief, and other forms of identity. This strategy requires every area to create, implement, and report on a meaningful equity goal for the 2019-2020 school year.

To that end, a team with representation from each area or department will work to align our efforts in this area and be the conduit through which we are jointly and publicly committed to equity work at New Trier. The work toward each area’s or department’s equity goal is the responsibility of that area or department. Members of the team will be expected to attend regular meetings, report on progress in each area, research and provide support for work on that goal, and coordinate with other members of the team to ensure that goals align and support the shared vision of an equitable educational experience for all students.

Each area and department will establish an equity goal, determine how it will accomplish its work, and jointly present that work to the Board of Education in March or April 2020. The specific goal for each area will likely be unique but may impact similar groups of students. As an example, the administration has established its equity goal, related to human resources: *“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...”* With a specific focus on racial diversity, this goal benefits all students, as it provides White students the opportunity to interact with adults of different racial identities while also providing Students of Color the opportunity to see adults with similar racial identities in a variety of content areas and roles. The broadening of students’ experiences, will help counteract stereotypes that they may unconsciously hold, and better prepare them for their future.

Stage	Objective	Time Frame
1. Identify Departments/ Groups and Who Leads Each Group’s Work	Set structure and process for identifying goals	April 2019
2. Each group works to identify equity goal, rationale, and outcome measurement	Creation of a specific, measurable goal and identification of why goal is chosen	Apr 2019 - Aug 2019
3. Individual departments and groups implement goals	Departments and groups implement work designed to meet goal	Aug 2019 - Feb 2020
4. Reporting out to BoE and other constituencies	Report of progress on goals in each area	Mar 2020 or Apr 2020
5. Establish equity goals for 2020-2021	Based on the year’s work, establish equity goals for 2020-2021.	Mar 2020 – Apr 2020

**Strategy 5: Define the terms “rich and rigorous curriculum and inspiring instruction” across all programs, departments, and levels.**

This strategy is in service of the following New Trier 2030 goals:

- *To ensure every student has access to rigorous and rich curricula and inspiring instruction.*
- *To ensure staff has a deep understanding and instruction of social-emotional skills and characteristics and embeds the development of those skills throughout the classroom. (ties to inspiring instruction)*

New Trier must provide a rich and rigorous curriculum to all students whether they are college bound or not and no matter what level they take classes in each discipline. That curriculum should prepare students for their post-high school path. Whether a student wants to pursue a vocational certificate or a four-year college degree, their rich and rigorous curriculum should prepare them for that next step, providing them many options for them to pursue in future study. To that end, we must first define the terms *rich and rigorous curriculum* and *inspiring instruction* across all student pathways through our programs, departments, and levels.

Institutional barriers that impede certain students from having access to certain classes due to pre-requisites, opportunities to access different levels, etc. Many students with a level 2 academic experience don't place into credit bearing college courses. By defining the terms *rich and rigorous curriculum* and *inspiring instruction* across all programs, departments, and levels, it is our hope to close the direct entry into credit bearing college courses gap between students in level 2 classes and students in level 3 and 4 classes.

In order to commit minds to inquiry, we must have rich and rigorous curriculum and inspiring instruction throughout all programs, departments, and levels. This will foster a culture in which students discover purpose in their intellectual and creative endeavors, so all students develop the skills and dispositions to lead the type of life they desire.

Stage	Objective	Time Frame
1. Form <i>Rich and Rigorous</i> Committee as a subcommittee of Curriculum Council	Write IPGG proposal to frame the committee's goals, objectives, and timeline for our work during 2019-2020 school year	April 2019
2. Instructional and Professional Growth Grant Work	Complete IPGG work and follow-up paperwork	June 2019 - August 2019
3. <i>R&amp;R</i> Committee Meetings	Execute action items on timeline developed from summer grant	September 2019 - April 2020
4. Planning for 2020-2021	Determine strategies to apply this learning to the 2020-2021 Annual Plan	April 2020-June 2020

**Strategy 6: To develop a consistent student experience in regards to classroom management and workflow such as assignment retrieval, submission, and feedback from teachers.**

This strategy is in service of the following New Trier 2030 goals:

- *To ensure every student has access to rigorous and rich curricula and inspiring instruction.*
- *To create a culture of equity in which each individual's needs are met and in which every person feels they belong.*
- *To create a learning environment centered around empathy and understanding of diverse backgrounds.*

New Trier students deal with a vast array of ways in which our teachers communicate information about their classes. Some of our students struggle with the situation because they specifically need to work on organization and executive functioning skills and the lack of standards is impeding their education. Teachers and Advisers in support roles also must deal with the vast array of communication standards and styles. To help student best devote their minds to inquiry, we must understand and remove the barriers and unnecessary complexity that impedes the learning of all students.

Stage	Objective	Time Frame
1. Form Student Workflow Committee	Communicate committee's goals, objectives, and plans for the upcoming school year. To help analyze data collected from staff survey	April 2019
2. Develop / conduct Staff Survey	To determine and identify the number of staff using various classroom workflow programs and how it is being implemented.	April 2019
3. Develop a Junior Class Focus Group	To interview and receive feedback from a variety of students regarding their classroom workflow experience. Use the same group of students during the 2019-20 school year.	May 2019
4. Develop Guidelines around Student Workflow for use in Faculty course development and course syllabus	Communicate guidelines at the start of the school year, Fall Tech Talk, and Sept Dept Meetings	Summer 2019
5. Provide Professional Development	The new PD will be embedded into New Teacher Induction program, and individually through the work of Dedicated Department ITS. Training will be on-demand, just in time, and face-to-face throughout the whole school year.	2019-2020 school year

**Strategy 7: Use the newly created *Characteristics of Professional Practice for Leaders* to frame leadership discussion at WCLT and NCLT and to develop programs for emerging leaders.**

This strategy is in service of the following New Trier 2030 Goal: *To identify, develop, and recognize adult leaders throughout the school.*

In order to prepare students to lead meaningful, compassionate, and impactful lives, we must as an institution have strong leadership from both titled and untitled leaders. New Trier also needs to identify potential leaders we can develop for future openings.

New Trier depends upon the leadership of faculty and staff to support the greater needs of the institution. It is important that we identify and develop leadership opportunities for staff. The framework will identify expectations of current leaders and help aspiring leaders understand what it means to be a leader at New Trier. Currently, we do not have a leadership document that guides our work, and can help us provide feedback and support to leaders. This work will also help us provide programs, specific to areas within the framework as well as plan for succession of leaders across the school.

Leadership teams will promote the growth of team members by using the *Characteristics of Professional Practice for Leaders (CPPL)* in monthly discussions. These discussions will be framed around issues, challenges or articles and allow leaders to reflect upon their practice. The CPPL will also be used for goal setting and supervision of titled leaders.

New Trier has many talented teachers who are in the middle of their careers. A variety of those are considering applying for titled leadership positions. Offering a potential leaders cohort will fill an institutional need and allow us to develop future leaders within our endorsed leadership standards.

One other impactful area to explore is how the CPPL can be used by Scale V Leader Teachers. Offering opportunities for those teachers to reflect upon their leadership and impact on the institution will be done through a lunch and learn format. This will allow the institution to also better define the expectations of those untitled leaders.

Stage	Objective	Time Frame
1. Finalize CPPL	Finish CPPL	Spring 2019
2. Initial plan development	Develop curriculum for emerging leaders cohort	Summer 2019
3. Plan implementation	Implement emerging leaders cohort/workshops	School year 2019-2020
4. Plan implementation	Use CPPL monthly at NCLT/WCLT	Summer 2019 School year 2019-2020
5. Committee	Develop a committee of admin. leaders to outline curriculum that addresses the CPPL Framework	Summer 2019
6. Plan implementation	Use CPPL for goals for leaders	Fall 2019
7. Plan implementation	Use CPPL for evaluation of leaders	School year 2019-2020
Stage	Objective	Time Frame
1. Initial plan development	Analyze how the CPPL can inform the practice of Scale V leaders	Summer 2019
2. Plan implementation	Offer lunch and learns with Scale V leaders to review CPPL and reflect upon their practice	Fall/winter 2019-2020

**Strategy 8: Create publications and develop new and enhance current programs to more directly connect younger students and their families to New Trier.**

This strategy is in service of the following New Trier 2030 Goal: *To provide engagement opportunities and information about New Trier to younger students and their families.*

Myths, anxiety, and concerns still abound in our sender schools about New Trier -- about its size, the ability of students to pursue or continue extracurricular interests, the difficulty of classes, the level system, and especially whether students can get “lost” in such a large school. These anxieties tend to peak in the eighth grade year, as families, students, and sender schools prepare for the transition to New Trier. However, once students enter New Trier, we find that families in general are happy about the many opportunities and individualized attention we provide to all students.

The fact that we have six K-8 districts that feed into New Trier, all with distinct personalities and geographic regions, can make families and students feel disconnected from our school until the middle of the 8th grade year. To combat myths and help younger students feel that New Trier is their school, we must provide more opportunities for those students and their families to experience New Trier and familiarize themselves with our campuses, extracurricular opportunities, and curriculum.

In the next year, we will develop a new publication targeted specifically to families with younger children that answers their most frequently asked questions and helps demystify New Trier long before the 8th grade transition year. We will also provide more opportunities for families to experience New Trier, both by continuing our partnerships in elective and extracurricular departments and by creating new events aimed at getting younger students excited about and connected to New Trier.

Stage	Objective	Time Frame
1. Initial planning with Communications Committee	Finalize year one strategies and action plans	March 2019
2. Meetings with NCLT and transition coordinator	Determine common myths, answers for publication development	April - May 2019
3. Meetings with activities, electives, and athletics leaders	Determine existing sender school partnerships and brainstorm new opportunities	April- May 2019
4. Develop new publication for sender families	Answer common myths about New Trier	May- Aug 2019
5. Produce calendar of opportunities for younger families	Internal document to set baseline for events throughout the year	August 2019
6. Hold elective, extracurricular events for sender students	Familiarize younger students with our campuses, curriculum, and extracurricular programs	Sept 2019-May 2020

**Strategy 9: Identify existing partnerships with the District and their function or purpose, report on how those partnerships reach student, and identify areas of our school in need of community resources.**

New Trier 2030 Goal: *To foster and maintain partnerships with community members, businesses and local government agencies that provide a variety of experiences and opportunities to New Trier students.*

Valuing the community that we live in and providing opportunities for students to explore, serve, and experience a wide range of opportunity is the focus of our work. We know we have many resources available to our school and that our staff maintains valuable partnerships benefiting our students. Our students engage in service, social services, school partnerships, and career exploration by partnering with current community resources. Many departments also maintain partnerships with community members to enhance their curriculum. One of the main purposes of this plan is to quantify the depth of resources our staff utilize in their work with students. A needs analysis will recognize all partnerships, curricular and extra-curricular, and potentially identify areas needing more resources. Information gathered regarding our current state of community engagement will then be analyzed to discover potential areas where more resources are needed or new relations may develop.

This work can further by identifying the interests of community members and their potential for partnership and engagement with our school.

Stage	Objective	Time Frame
1. Audit/Needs Analysis	Determine partnerships and resources used throughout the district and how. Identify areas needing more resources.	Sept - Oct 2019
2. Partnerships Protocol	Develop common processes for on-boarding new community partnerships and identifying potential opportunities for engagement with our school.	Nov-Dec 2019
3. Consider increased engagement	To discover if there is need for more community engagement in new ways.	Jan-Feb 2020
4. Roll-out of new processes	Staff and students learn what types of resources are available and where to find them and how they can be incorporated in curricular and extra-curricular experiences	March-April 2020
4. Technology	Establish goals for technology supports for 2020-2021 school year	March-April 2020

**Strategy 10: Develop enhanced financial communication materials that can be used in presentations, publications, and the website.**

**New Trier 2030 Goal: *To ensure strong financial stewardship and provide information that is accessible to all members of our community and demonstrate and promote the value of a New Trier Education.***

While New Trier continues to be strong stewards of the community's tax dollars, information that is accessible and clearly demonstrates that story and the value of a New Trier education can be enhanced.

This strategy will first determine the audiences that would most benefit from enhanced financial information and identify the types of information that would increase their understanding of the District's finances and value of a New Trier education. After this initial needs analysis, we will work to develop this information in and implement a plan to distribute it different audiences using a variety of communication methods.

<b>Stage</b>	<b>Objective</b>	<b>Time Frame</b>
Determine audiences	Identify potential audiences who would benefit from enhanced financial information. Possible groups include parent groups, and members of the community who do not have students at New Trier.	April - May 2019
Understand what information would benefit these audiences	Determine what information would benefit these audiences through a discussion with the Finance Committee and other constituent groups about their needs and ideas and a review of how this information is disseminated at other districts.	May - July 2019
Develop enhanced financial communication materials	Develop communication materials that clearly and directly explain the district's financial position and demonstrate the value of a New Trier education.	June - Sept 2019
Presentation of new materials	Broaden where financial information is presented in publications, on the district website and social media and through presentations to parents and community groups.	Sept 2019 - June 2020

**Strategy 11: Complete the *2019 and Beyond Long-range Facilities Plan* that includes a 15-year list of proposed projects and effectively communicate the benefits of the work.**

**New Trier 2030 Goal: *To develop a long-range facilities plan that ensures facilities are operated in an efficient, well-maintained manner that meets current and emerging needs of the academic and extracurricular program.***

The District has committed significant financial resources to maintaining and improving our facilities over the past five years. Through this work, significant educational, maintenance, energy efficiency, and security needs have been addressed. These improvements have enhanced the educational opportunities for our students, reduced the District’s operating costs, and improved the safety of our campuses.

Through the development of a new facilities assessment, the District will be able to create a framework to plan for future facility enhancements. This process began with a needs assessment during the 2017-18 school year, and has continued with the development of a 15-year framework during the 2018-19 school year. The District has now received a draft copy of this assessment, and will review it for accuracy and completeness. The Finance Committee will also review available financial resources for future work. The draft facilities plan and the available financial resources will be aligned to create a final facilities framework that can be approved in June 2019.

The new 15-year facilities framework will act as a guide for the Board, Administration and Community to plan future projects. By utilizing this framework, it will allow the district to balance the educational, maintenance, energy efficiency, technology, and security needs for our facilities. It will create a format that will allow these competing priorities to be effectively sequenced to bring benefits to our students, and will be dynamic to account for changing needs over time, as the strategic plan develops, new educational needs emerge, and changes occur related to maintenance and energy efficiency. The plan will also allow us to use our construction dollars more effectively by allowing adequate time for planning, sequencing similar projects together to reduce bid costs, and ensuring that the District is investing in areas that are not scheduled for future construction.

The framework will not be static, and the approval of the plan will not commit the Board to a particular set of future projects, dates, costs, or funding structures. Each spring, the Facilities Steering Committee will review proposed projects for the following summer and bring one year of recommended projects to the Board for approval. At the same time, the committee will review the framework to consider future projects, and will make adjustments to projects for future years, adding, removing, and adjusting projects based on changing needs.

<b>Stage</b>	<b>Objective</b>	<b>Time Frame</b>
Review draft of facilities 15-year plan	Review plan for accuracy and completeness. Share with appropriate constituencies	February - April 2019
Review available financial resources with Finance Committee	Understand financial resources available to support the work	March - May 2019
Present to Board of Education for approval	Approval of plan to set direction for planning work	June 2019
Develop and approve Summer 2020 facilities projects and financing structure	Approve first year of work in new 15 year plan	2019-2020 school year
Facilities Steering Committee and Finance Committees review projects and financing for summer 2021		2019-2020 school year

New Trier 2030: Annual Plan 2019-2020

Week of Monday	Notes	SEL/Mental Health (JP)		Equity (TH)		Stdnt Wrkflow (SH, ML)		Chrtrstcs of a Grad (PT)		Case Studies (GG, SW)		CPPL (DD, PW, GS)		Future Families (ND)		Rich and Rigorous (CD)		Prtnrshps (AA)		Financial (CJ, MS)		Facilities (CJ, AF, DC)		2020-2021 Planning (PS)		
Apr 2019	Committee Formation	Cmte		Cmte		Cmte		Cmte		Cmte		Cmte		Cmte				Cmte								
Spring 2019	Committee Work	Cmte	CISS	Dept	CISS	Cmte		Cmte		Cmte		Cmte		CLTs				Cmte		CLTs		Cmte				
Summer 2019	Summer Work and Admin Review	Cmte	Admn	Cmte	Admn		Admn		Admn	Cmte		Cmte	Admn		Admn											
26-Aug	Start of School	Cmte		Cmte										CLTs												
2-Sep	Dept Mtg			Dept																						
9-Sep	Friday Early Release	ER												CLTs		Cmte		Cmte					Cmte			
16-Sep								Cmte		Cmte				Cmte								Cmte				
23-Sep				Cmte	Admn					Survey				CLTs								Cmte				
30-Sep	Dept Mtg		Admn	Dept				Cmte	Admn	Survey			Admn													
7-Oct	Fall Break	Cmte	x		x		x		x		x	Wksh	x		x		x		x		x	Cmte	x		x	x
14-Oct	Staff Meeting	Staff						CISS								Cmte					Cmte			Admn		
21-Oct	Friday Early Release				CISS									CLTs		Cmte				Cmte						
28-Oct				Cmte				Cmte		Cmte									Admn							
4-Nov	Dept Mtg		Admn	Dept						Interviews			Wksh		Admn								Cmte			
11-Nov	Staff Meeting	Cmte		Staff				Cmte		Interviews												Cmte				
18-Nov	Institute Day/PT Conf	IDay	x	Cmte	x		x		x		x	CLTs	x		x		x		Cmte	x		x		x		x
25-Nov	Thanksgiving																									
2-Dec	Dept Mtg			Dept										Cmte			Admn									
9-Dec								Cmte		Cmte			Wksh		CLTs		CISS		Cmte		Cmte					
16-Dec			x		x		x		x		x	CLTs	x		x		x		x		x		x		x	x
23-Dec	Winter Break																									
30-Dec	Winter Break																									
6-Jan										Cmte													Cmte			
13-Jan									Admn	Cmte				CLTs								Cmte				
20-Jan	Exam Week				Admn			Cmte														Admn				Admn
27-Jan				Cmte				CISS						Cmte								Admn				
3-Feb	Dept Mtg	Cmte		Dept				Dept	Admn						Admn								Cmte			
10-Feb	Institute Day		x		x		x		x		x	CLTs	x		x		x		x		Cmte	x		x		x
17-Feb	Staff Meeting							Cmte	BOE		BOE	Wksh							Cmte					CLTs		Admn
24-Feb				Cmte																				CLTs		Admn
2-Mar	Dept Mtg/Friday Early	Cmte		Dept										CLTs						Admn			Cmte		CISS	
9-Mar				Cmte										Cmte		Cmte						Cmte				Cmty
16-Mar			BOE																							BOE
23-Mar	Spring Break																									
30-Mar	Dept Mtg			Dept										CLTs												Admn
6-Apr			x		x		x		x		x		x		x		x		x		x		Cmte	x		x
13-Apr									Admn				Wksh				Cmte		Cmte			Cmte				CISS
20-Apr	Staff Meeting				BOE			Staff						CLTs		Cmte								Admn		Staff
27-Apr				Cmte										CLTs		Cmte								Admn		BOE
4-May	Dept Mtg/Friday Early Rel			Dept																			CISS			ER
11-May																							Cmte			Admn
18-May				Cmte																			Cmte			
25-May					Admn									CLTs												
1-Jun	Last Week of Classes																							Cmte		
8-Jun	Exam Week																							Cmte		