

NEW TRIER TOWNSHIP HIGH SCHOOL DISTRICT 203

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To: Board of Education
From: Paul Sally, Superintendent
Re: New Trier 2030 – Approval of Framework, Core Values, Goals, and Annual Planning Process

It is with great pleasure that I present to the Board of Education the framework, core values, goals, and annual planning process of our strategic plan, New Trier 2030, for your approval. The document presented tonight is the culmination of thousands of hours of thinking, discussion, and writing by representatives of all constituencies of our school community. It is my belief, and the belief of the Administration and the New Trier 2030 Planning Team, that this document represents the values of our school and the foundations of how we will improve New Trier over the next decade.

The path for improvement is laid out in the annual planning process discussed briefly in the New Trier 2030 document but outlined in greater detail below. This plan has been structured to garner the collective efforts of the school to improve the education and experience of our students, to not take up all the bandwidth for innovation and change, to be responsive to the changing needs of students, to continually gather input from all constituencies, and to thoughtfully process, over time, any significant changes to the imbedded structures of the school.

This successful implementation of New Trier 2030 requires the system to resolve two competing priorities regarding the school's capacity for change. First, if we are going to make progress on important goals in the school, the plan must demand significant time from individuals and departments to ensure the effort to achieve those goals is collective and synergistic. Second, time and effort must still be available for the grassroots development and innovation that happens through the work of individual teachers and departments. As described below, creating a feasible plan is a priority, especially in the first few years of this plan.

Annual Planning Process

The mechanism by which New Trier 2030 makes change is the Annual Planning Process. The process has five phases:

- 1) **Setting prioritized goals for the next school year (by March/April)** – In the next section, I list the set of priority goals for the 2019-2020 school year. These goals were selected by the Framework Committees and the specific pieces of that goal that were most important to take action on were discussed at that level. The totality of work on these goals now needs to come together in the next step as we ensure the time and energy needed from all parts of the system is manageable. In general, this step will take place a little later in the school year in order to let the work of the current year's plan move closer to a close. Setting the prioritized goals for each year will involve assessing the progress of the previous year's work, considering important goals in each framework that need the most work, and looking at new and current contexts in the school, the community, the state, and nation. This process will include gathering viewpoints from all constituents.
- 2) **Setting strategies (by April)** – This step represents the core of the hard work to assemble an annual plan. Enough time and resources must be allocated to it in order to accomplish something significant and together the work cannot overwhelm any part of the system. To that end, each prioritized goal selected needs:

- a. A clearly delineated sub-goal
- b. the action steps that will be taken
- c. who will be involved
- d. the end-of-year outcome that will be presented to the Board

In addition, an Administrator will be put in charge of each goal to plan, lead, and monitor the work throughout the year. Two samples of this structure are presented in the next section.

- 3) **Planning (by August)** – Having strategies set by April allows the teachers, departments, and other areas to plan the work of the next school year. For example, Administration can determine what new committees need to be formed or what existing committees will take on the work. Departments can determine which parts of the plan will be worked on at the course committee level, department meetings, or through other means. Summer grants can also be proposed to prepare the work for the next school year.
- 4) **Implementation (August – June)** – Each goal will have timelines established by the Administrator in charge. As Superintendent, I will monitor and report on the implementation’s progress throughout the year.
- 5) **Reporting out and evaluation of progress (February – April)** – The formal outcomes established for each strategy will be presented in this time frame for the Board’s consideration. Reporting out in this timeframe will allow the school to establish prioritized goals for the next year. Some goals may be completed, while others may need continued work.

The cycle then continues each year, back to step one, where a new set of priority goals are established. This process is comprehensive and, in itself, time consuming, especially since it is a new rhythm for the school. It will be important to work hard to establish this new process in the first few years as the school adapts.

Sample Prioritized Goals and Strategies

Below are two examples of how a chosen priority goal turns into a strategy and plan for the year.

Example 1

- **Goal:** *To identify and cultivate the intellectual characteristics, qualities, and competencies of a New Trier graduate that will provide the best opportunity to lead meaningful and impactful lives.*
- **Annual Plan 2019-2020 sub-goal:** *To identify... the intellectual characteristics, qualities, and competencies...*
- **Strategy:** Create a document “The Characteristics of a New Trier Graduate.”
- **Action Steps:** Establish a development committee through Curriculum Council and implement a process which includes all constituents through Leadership Teams, Department Meetings, Parent Association, and All-School Forum.
- **Outcome:** Present to the Board of Education in March 2020, with the goal of having teachers and departments establish clear curricular and instructional goals in 2020-2021 using the characteristics.

Example 2

- **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.
- **Annual Plan 2019-2020 sub-goal:** To ensure staff has a deep understanding of social-emotional skills and characteristics...
- **Strategy:** Develop and comprehensive social-emotional Professional Development through the use of Institute Days, Department Meetings, Staff Meetings, and Learning Cohorts to help teachers

have the awareness, dispositions, and skills to embed social-emotional skill building in their classrooms.

- **Action Steps:** From February through July, work with the Professional Development Council to create a series of programs for teachers that will establish a common understanding of principles and concepts and assist teachers with bringing those principles and concepts into their classroom.
- **Outcome:** Deliver the Professional Development as planned, with teacher implementation in the classroom on an ongoing basis.

Priority Goals for 2019-2020

The goals listed below have been selected by the framework committees and Administration. As shown in the above section, the specific part of the goal, the strategy, and the action steps associated with each prioritized goal will be worked on between now and April. It is important to note that while one Framework Area is listed as the original source of the goal, many Framework Areas will be involved in the work on that goal.

1. To ensure every student has access to rigorous and rich curricula and inspiring instruction that promotes intellectual growth (Intellectual Engagement, Growth, and Readiness).
2. To identify and cultivate the intellectual characteristics, qualities, and competencies of a New Trier graduate that will provide students with the best opportunity to lead meaningful and impactful lives. (Intellectual Engagement Growth, and Readiness)
3. To ensure staff has a deep understanding of social-emotional skills and characteristics and embeds development of those skills throughout the school environment. (Student Personal Growth, Engagement, and Well-being)
4. 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. (Culture, Climate, and Equity)
5. To create a culture in which students define their identities more holistically beyond academic achievement and level placement. (Culture, Climate, and Equity)
6. Identify, develop, and recognize adult leaders throughout the school. (Leadership Throughout the School)
7. Provide engagement opportunities and information about New Trier to younger students in the Township and their families. (Community Engagement, Partnerships, and Governance)
8. Foster partnerships with community groups, local government agencies, and individuals to strengthen and maintain relationships with New Trier High School. (Community Engagement, Partnerships, and Governance)
9. To ensure strong financial stewardship and provide information that is accessible to all members of our community that demonstrates and promotes the value of a New Trier Education. (Finance, Facilities, and Human Resources)
10. 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. (Finance, Facilities, and Human Resources)

Next Steps

The Board is being asked to approve the Framework, Core Values, Goals, and Annual Planning Process of New Trier 2030. The Administration will then spearhead the next step of planning how the work on the selected prioritized goals will be accomplished and how it will come together in a manageable plan for the 2019-2020 school year. It is with excitement that I present this work to the Board of Education and I look forward to discussing New Trier 2030 on Tuesday.