

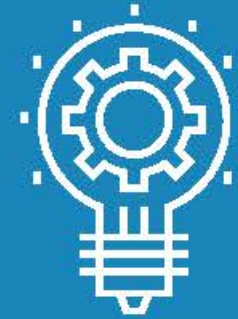


January 22, 2019



# 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.



- To ensure every student has access to rigorous and rich curricula and inspiring instruction that promotes intellectual growth.
- 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.



## 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.



- To ensure staff has a deep understanding of social-emotional skills and characteristics and embeds development of those skills throughout the school environment.



### 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.



- 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.
- To create a culture in which students define their identities more holistically beyond academic achievement and level placement.





## 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.



- Identify, develop, and recognize adult leaders throughout the school.
- *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.*



## 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.



- Provide engagement opportunities and information about New Trier to younger students in the Township and their families.
- Foster partnerships with community groups, local government agencies, and individuals to strengthen and maintain relationships with New Trier High School.



## ⑥ Finance, Facilities, and Human Resources

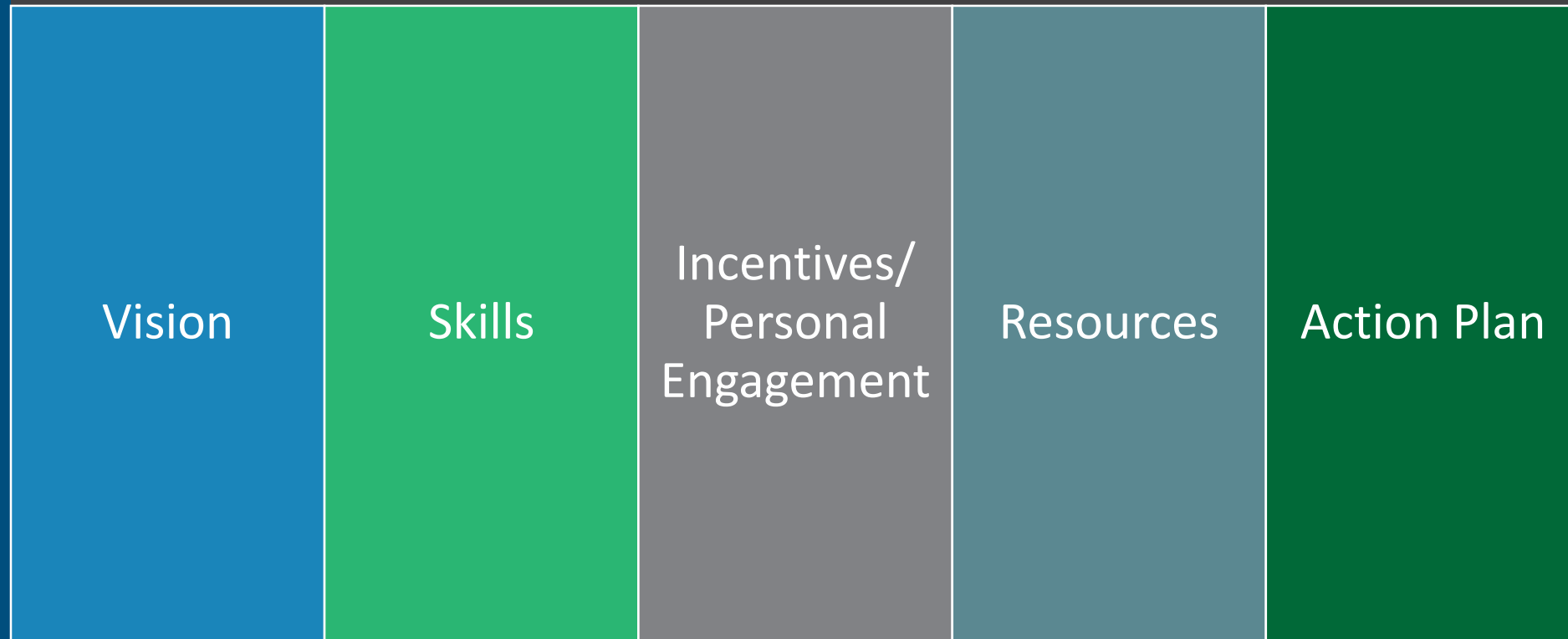
To serve the needs of students in their academic and extracurricular pursuits, New Trier High School depends on the financial commitment made by taxpayers to deliver a high-quality education marked by exceptional teaching and facilities. The District supports the school's mission and vision while acting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



- 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.
- 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.



# Managing Complex Change





# Managing Complex Change

Vision	+	Skills	+	Incentives	+	Resources	+	Action Plan	=	<b>CHANGE</b>
		Skills	+	Incentives	+	Resources	+	Action Plan	=	<b>CONFUSION</b>
Vision	+			Incentives	+	Resources	+	Action Plan	=	<b>ANXIETY</b>
Vision	+	Skills	+			Resources	+	Action Plan	=	<b>GRADUAL CHANGE</b>
Vision	+	Skills	+	Incentives	+			Action Plan	=	<b>FRUSTRATION</b>
Vision	+	Skills	+	Incentives	+	Resources			=	<b>FALSE START</b>



# 2019-2020 Strategy Development – Sample 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 document to the Board of Education in March 2020.



# 2019-2020 Strategy Development – Sample 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 a 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.



# 2019-2020 Strategy Development



# Final Thoughts

- Capacity/Bandwidth for change
- Goals not addressed in 2019-2020
- Other work that moves us to our goals
- Final thoughts from Dr. Linda Hanson

