



Goals and Initiatives



**Strategic
Planning**



**Communications and
Stakeholders**



**Leadership
Capacity**



**Student
Wellbeing**



**Teaching and
Learning**



**Facilities and
Finance**

On April 12, 1947, the voters of Northfield Township approved the establishment of Northfield Township High School District 225 to meet the needs of students residing in the township. At the time the school district was approved, Northfield Township was the only township without a high school and was surrounded by New Trier, Maine, and Niles townships, all of which had established high schools of outstanding reputation. After residents of the villages of Northfield petitioned to annex their properties into New Trier Township High School District 203, the name of “Glenbrook” was endorsed through a postal survey of the residents. The school district has since operated using the name Glenbrook High School District 225.

The Glenbrook High Schools have a historic reputation of excellence. Many families choose to live in the communities of Glenview and Northbrook specifically because they value the high quality and variety of academic programs, athletic/extracurricular activities that are provided to all students. Indeed, many former students of our high schools return to raise their own families in the community to ensure that their own children have the opportunity to benefit from a Glenbrook education. Both longtime and new residents of the community have come to expect a level of excellence from the school district. The Board has committed to a goal of “intergenerational equity” that ensures that current and future Glenbrook students will experience the same high-quality opportunities that have been provided to the community since 1953.

On January 22, 2022, the Glenbrook D225 Board of Education met to discuss its goals and initiatives for the remainder of the 2021-22 school year and the entire 2022-23 school year. The discussion was informed by members’ thoughtful deliberation of board meeting conversations, public comment, stakeholder communications, administrative updates, professional development experiences, and a scan of the environment.

As indicated in Board Policy 1020, the D225 Board of Education retains the authority to set the direction of the district. Additionally, the Board directs the Superintendent to carry out those directives and policies.

Section C: Powers and Duties of the Board

- 3. Through policies or directives issued by the Board, direct the Superintendent, in his or her charge of the District as the chief executive of the District.
- 10. Evaluating the educational program and approving School Improvement and District Improvement Plans.
- 18. Communicating the schools’ activities and operations to the community and representing the needs and desires of the community in matters pertaining to the District.

Section D: Delegation of Authority

- The Board of Education is, in practice, primarily a policy-making body. Although legally authorized to administer policy, the Board delegates this function to the superintendent of schools.

After a robust and thorough conversation, the Board outlined a number of goals and initiatives with six facets of school district operations: Strategic Planning, Communications and Stakeholders, Leadership and Capacity, Student Wellbeing, Teaching and Learning, and Facilities and Finances. The discussion produced numerous action ideas from which the administration developed goal statements. Projects, both current and future, were identified to meet those goal statements.

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1. Strategic Planning

Goal Statement

Conduct a comprehensive strategic planning process to prioritize efforts, effectively allocate resources, align shareholders and employees, and ensure organizational goals are backed by data and sound reasoning.

Supporting Sub Goals

1. Conduct a climate and culture assessment and collaboratively develop plans to address opportunities for improvement.
2. Conduct a strategic planning process to establish a new mission, vision, guiding principles, and long-term goals.
3. Conduct an equity assessment, analyze and develop a 5-year equity plan.

Action Idea Bank - Highlights from discussion at Board retreat

- Establish a timeframe and identify short, medium, and long goals
- Assess the climate in establishing goals
- Include cost versus value in setting goals
- Ensure generational equity in the plan
- Develop a constructive and collaborative group of stakeholders to develop mission, vision, and guiding principles of the district and the plan to accomplish them.
- Ensure that the plan informs future decision-making.
- Develop a plan to communicate, publicize, and develop support and awareness of the process and the mission, vision, and guiding principles to create shared understanding

Future Projects

1. Research and secure the services of a climate survey consultant, process, assessment. Analyze the results and develop a climate improvement plan.
2. Research and secure the services of a climate survey consultant, process, assessment. Analyze the results and develop a 5-year equity plan.
3. Research and secure the services of a climate survey consultant, process, assessment. Analyze the results and develop a strategic plan.

2. Communications and Stakeholders

Goal Statement

Develop a strategic communications model and efficient workflows that establish the district as the key, trusted source of district information; develop programs that enhance Glenbrook pride in the District, continue to evaluate current practices, and implement new strategies as needed.

Supporting Sub Goals

1. Develop D225 as the main, critical source of information about District 225 and GBS/GBN.
2. Increase listening opportunities and engagement in the community.

Action Idea Bank - Highlights from discussion at Board retreat

- All communications should have an anchor in the strategic plan.
- Ensure that we communicate with the 70% of the community that does not have children in our schools.
- Tell human interest stories where members can “feel” the presence of our schools in the community.
- Consider the size, diversity, and demographics of the community.
- Tailor and target messages to various stakeholder groups.
- Consider a color code to delineate action vs. information vs. emergency.
- Ensure District and school logos are used only for District and school communications.
- Create a recognizable brand identity.
- Position the District’s communications as a trusted, reliable, and timely source of information.
- Ensure the website is the main repository of information.
- Include historical highlights on the website.
- Ensure communication is proactive as needed and clearly states the purpose of communication.
- Create timely, brief, clear, proactive, and purposeful communications and offer contact for more information or feedback.
- Create opportunities for listening to constituents.
- Ensure there are adequate resources to facilitate these communications.

Reminder: We conducted a comprehensive communications study right before the pandemic, and these findings will be incorporated.

Current Projects

1. Complete the transition and rebranding of the website and fulfill its role as the repository for all district communications.
2. Launch a ThoughtExchange survey to begin gathering feedback from constituents

3. Improve customer experience through rebranding and differentiating communication channels: Weekly Updates, school communication, social media
4. Increase visual communications about students, programs, and events
5. Collaborate with District 225 Safety and Security office to develop and enhance tools and content templates for crisis communications.
6. Engage and support staff in creating professional, appropriate social media content and practices.

Future Projects

The following are district-wide projects designed to support current district-based goals and strategically drive future work in the focus area of communications:

1. Minimize excess parent emails by expanding and curating content so that the GBS/GBN Weekly Update is seen as one source of communication to prevent overwhelming parent communications.
2. Develop a Cabinet Communications Workflow system to expand and enhance internal and external communications.
3. Continue implementation of FinalSite by developing, training, and supporting appropriate users within the schools and district.
4. Enhance branding, and audience targeting through social media platforms, digital publications, and other communication channels.
5. Develop an internal media database to archive all images and videos from the District, Glenbrook North, and Glenbrook South.
6. Improve customer experience through rebranding and differentiating communication channels: Weekly Updates, school communication, social media, mobile app; explore expanded translation opportunities.
7. Create values and tenets for all communications, e.g., timely, brief, clear, proactive, and purposeful.
8. Explore effective ways to expand engagement and partnerships with key groups and demographics in the school community and greater community.

3. Leadership and Capacity

Goal Statement

Recruit, retain, develop, and support highly effective leadership teams in the district and schools to continually improve as a district. Leadership development should be available to administrators, teachers, and support staff to support continuity of services, quality, and growth.

Supporting Sub Goals

1. Develop capacity through the recruitment, development, and retention of current and potential leaders.
2. Expand our abilities to recruit, retain, develop, and support a diverse workforce that will prepare the district for the needs of our students well into the future.

Action Idea Bank - Highlights from discussion at Board retreat

- Continue to invest in our leaders and the team.
- Recruit and retain leaders in the face of a candidate deficit pool nationwide.
- Ensure collaboration on issues and processes to empower leaders to be successful.
- Empower Instructional Supervisors to support teachers, and serve as leaders in implementing policy and promoting the strategic plan.
- Create a “leadership pipeline” to proactively identify and nurture potential internal candidates.
- Consider re-evaluating compensation structure to recruit and retain leaders
- Create a succession plan and a culture of succession for leadership roles, incentivizing individuals to obtain their licenses.
- Invest in human capital and ensure that individuals continue to grow
- Create an overall performance management process and system.
- Ensure the organization is continually growing and evolving.
- Create a plan to differentiate and brand the District so that it is considered a destination district for employees.
- Ensure the District has adequate administrative capacity and is “right-sized” compared to other school districts.
- Ensure the district is nurturing leadership within all working groups.
- Clarify roles and responsibilities for each position and working group.

Current Projects

1. In anticipation of a significant amount of administrative retirements (30.4% of licensed administrator positions) at the conclusion of the 2022-23 (3), 2023-24 (7), and 2024-25 (4) school years, coordinate a principal preparation program to be facilitated in our school district. This program should provide an opportunity for future Glenbrook leaders to benefit from an accredited, principal preparation program that will lead to eligibility for the principal administrative endorsement

(formerly the type 75), while providing current Glenbrook leaders to serve as guest speakers and internship supervisors.

2. Establish job descriptions for all non-licensed and administrative personnel that identify essential job functions, department-specific job functions, qualifications, and preferred education and experience. Upon completion, establish an online repository of these documents for access by all staff and interested stakeholders.
3. Implement the Red Rover substitute management system to support the placement of highly-qualified substitutes for all positions on an as-needed basis. Utilize system analytics to identify any deficiencies in the substitute pool and develop an action plan to address those deficiencies as needed.
4. To provide students with an improved learning experience when a substitute is filling the role of their teacher, establish and recruit highly-qualified permanent substitutes. These individuals should maintain a professional educator license and demonstrate competency in an area of need.
5. Implement the Skyward Applicant Tracking system to streamline the recruitment and onboarding process for all licensed and non-licensed positions, including internal and external applicants.

Future Projects

1. Evaluate the creation of a teacher pipeline model, where high school juniors and seniors are offered dual enrollment opportunities to start gaining college credit toward a teaching degree. This “grow-your-own” model may also include pathways for current instructional assistants and current, non-licensed employees currently working for the school district.
2. To promote administrative understanding of current negotiated agreements and further develop partnerships with Association leadership teams, facilitate a negotiated agreement orientation session before the start of the 2022-23 school year with all administrators. Participants shall include all non-licensed and licensed administrators and include an opportunity for association leadership to address the administrative team.
3. During the 2022-23 school year, establish a stakeholder group to review the administrative evaluation process. Following the review, the stakeholder group shall document a report identifying strengths and areas of growth for consideration by the Superintendent.
4. During the 2022-23 school year, perform a salary survey of all licensed administrator positions. Following the survey, provide a report to the Superintendent.

4. Student Wellbeing

Goal Statement

Design systems and structures to proactively monitor and support student wellbeing needs. These systems will incorporate proactive and responsive coordination with families and community agencies as we work together as partners in supporting student social-emotional health. It is essential that we stay focused on community-wide well-being that enables access and information to all.

Supporting Sub Goals

1. Create a district-wide well-being lens that unifies our collective social-emotional learning work and creates conditions for reviewing systems and practices, both current and future.
2. Implement structures that create greater opportunities for district-wide collaboration in the area of well-being and the intersection of teaching and learning.

Action Idea Bank - Highlights from discussion at Board retreat

- Balance student wellbeing with a drive for excellence both in and outside the classroom.
- Create this plan internally as our schools best know and understand our families.
- Create a dual focus on academics and social. This would help us focus on the two areas.
- The district should obtain meaningful feedback and input from students.
- Conduct a comparative analysis of college/career counseling processes with neighboring high schools.
- Can we do more to help parents connect with their kids?
- Create a repository of parent resources.
- Ensure coordination and consistency of student wellbeing between North and South so that students at both campuses have equal access.
- Clarify the role of the school district versus community agencies and resources and determine what services should be offered by the school district?
- Investigate whether there is a misalignment between parent expectations and student expectations.
- Help students to learn, adapt, fail and try again.
- Create a guiding statement/mission statement that is reasonable and doable.
- Leverage our alumni, celebrate their successes, and invite them to share with our students.

Current Projects

1. Implement a student success dashboard that provides an opportunity to create workflows for data analysis and reporting on the full data story of students across four major markers: academics, attendance, behavior, and social-emotional

- a. Develop intervention monitoring and tracking of our multi-tiered system of support.
- b. Centralizes our data across multiple systems in an easily accessible and navigable interface that encourages daily, weekly, and monthly workflow integration
2. Enhance our structures for a multi-tiered system of support (MTSS).
3. Implement a research-based survey and social-emotional learning screener designed based on the Collaborative for Academic, Social, and Emotional Learning (CASEL).
4. Revamp the data entry of behavior to understand behavior patterns and environment needs more accurately.
5. Align appropriate intervention strategies and appropriate structures with the state of Illinois code that affords students five annual mental health days.
6. Develop and implement tiered intervention strategies specific to student internet use.

Future Projects

1. Audit current curriculum policies and practices to determine areas of need and opportunities for growth using the agreed-upon well-being lens.
2. Launch a needs assessment for alternative learning programs and determine an implementation plan if warranted.
3. Review counseling group curriculums for revisions in student services supports and potential coordination of school-wide strategies across the staff.
4. Explore a drop-in center for counseling and restorative practices, and begin implementation.
5. Create a student well-being portal under Educational Services that outlines our systematic approach, values, and beliefs inclusive of supports available to students district-wide. This would link to the building's work for further details.
6. Revamp the data entry of health documentation and offices for greater support and understanding of students.
7. Explore opportunities to work with other districts that have similar needs or have established practices that would enhance our ability to close any identified well-being gaps.

5. Teaching and Learning

Goal Statement

Identify gaps in systems and practices that provide opportunities to support the ongoing work toward enhancing student success* for all students.

* 4As academic/athletics/activities/arts, attendance, behavior, SEL, and wellbeing, including continuing building an environment where all students feel a sense of belonging.

Supporting Sub Goals

1. Continue to focus on a holistic lens of student success and consider tools that inform individual and collective student outcomes through quantitative and qualitative means.
2. Implement structures that create greater opportunities for district-wide awareness, collaboration, and decision-making in the area of teaching, learning, and well-being.

Action Idea Bank - Highlights from discussion at Board retreat

- Help students develop respectful civil discourse.
- Ensure transparency of our processes and rationale for decisions; it will help clear up misconceptions.
- Communicate with parents about a comprehensive curricular evaluation process.
- Consider how the school district can protect and support teachers and staff from political distractions and provide them with guardrails in addressing difficult topics.
- Evaluate our use of proper channels for complaints.
- Support avenues for all voices and stakeholders to offer respectful, constructive feedback.
- Ensure we meet our responsibility to students to provide them a safe space to learn.
- Develop an established process for addressing misinformation.
- Offer a repository of syllabi.
- Examine better ways for teachers and parents to interact?

Current Projects

1. Implement a student success dashboard that provides an opportunity to
 - a. Analyze data to identify student subgroup needs
 - b. Develop workflows for data utilization on the full data story of students across four major markers: academics, attendance, behavior, and social-emotional
 - c. Grow capacity for tracking and understanding student interventions
 - d. Centralizes our data across multiple systems in an easily accessible and navigable interface that encourages daily, weekly, and monthly workflow integration

- e. Enhance our structures for a multi-tiered system of support (MTSS).
2. Audit our current dual-credit and other types of advanced credit offerings to determine expansion opportunities that are desirable, feasible, and viable.
3. Implement an ongoing PowerSchool Ecosystem Assessment Review committee that serves to optimize and advance the performance of this system as an essential Educational Services platform.
4. Analyze the utilization of educational technology tools adopted in the midst of the pandemic to understand the impact and the value of moving forward on student learning.
5. Continue to review current curriculum systems and practices in the area of access and well-being.
6. Complete the district-wide learning space initiatives in alignment with learning, teaching, and well-being.
7. Continue our Township collaboration.

Future Projects

1. Develop a systematic approach to data collection, access, and utilization that includes a collection of tools that serve our needs for analysis and assessment.
2. Audit current instructional equity policies and practices to determine areas of need and opportunities for growth in alignment with the Illinois State Board of Education's Equity Continuum Journey.
3. Create a district-wide vision of college and career readiness and implement a unifying model of post-secondary advancement and pathways.
4. Review potential school-wide well-being strategies and develop an implementation plan including staff professional development.
5. Develop a needs assessment of our 1:1 learning environment in order to understand the current reality and desired state based upon our strategic teaching, learning, and well-being direction.
6. Design professional development for staff utilization of data from the implementation of a researched-based survey and social-emotional learning screener designed based upon the Collaborative for Academic, Social, and Emotional Learning (CASEL).
7. Explore opportunities to work with other districts that have similar needs or have to establish practices that would enhance our ability to close any identified curriculum and learning gaps.
8. Utilize student success dashboard and other data tools to evaluate gaps in achievement that may exist for subgroups of students (e.g. students who are ELs and/or have an IEP) and develop an implementation plan including professional development.

6. Facilities and Finance

Goal Statement

Develop a long-term financial plan responsive to current and future needs that support the school district's long-term goal of providing inter-generational equity, access to a comprehensive high school experience, and the fulfillment of the district's current goals. Continue to implement responsible and sustainable practices that protect and maximize the school district's financial resources.

Supporting Sub Goals

1. Continue implementing a financial plan grounded in a balanced budget and aligned with transparent, financial best practices.
2. Establish and implement a multi-year facility plan to ensure that all school facilities meet the needs of current and future students.

Action Idea Bank - Highlights from discussion at Board retreat

- Reinforce or revise processes to be more efficient.
- Catalog our celebrations for finance and facilities from the present and the past.
- Right size how we spend our resources, to ensure that they are being spent correctly.
- Continue to embrace technology that enhances education in a thoughtful way, ensuring a mindset that technology will evolve and continue to be part of students' lives after high school.
- Help students leverage other options when technology is not available or when other options are more appropriate
- Invoke more innovative ways of teaching using technology.
- Intertwine the concept of innovation of technology with the facilities.
- Leverage other approaches to enhance our facilities with technology (e.g., streaming).
- Showcase how the facilities have evolved over time, since the beginning.

Current Projects

1. Transition the day-to-day management of the employee health benefits program to the Business Services department. Design and produce all materials and establish procedures as necessary to conduct open enrollment (and special enrollment) activities in a consistent manner.
2. Enter into and complete collective bargaining negotiations with the Glenbrook Education Support Staff Association (GESSA) and the Glenbrook Educational Support Personnel Association (GESPA).
3. Design, produce and distribute an Annual Comprehensive Financial Report (ACFR) to the Board of Education and the community. Upon completion of the publications, apply for the Certificate of Achievement for Excellence in Financial Reporting Award from the Government Finance Officers Association and the

Certificate of Excellence Award from the Association of School Business Officials International.

4. Design, produce, and distribute financial publications to the community in the form of the Budget in Brief and Popular Annual Financial Report (PAFR). Upon completion of the publications, apply for the Popular Annual Financial Reporting Award Program from the Government Finance Officers Association.
5. Engage an external consulting service (FEA) to perform a comprehensive physical security assessment of all school facilities. Upon completion of the assessment, present recommendations and an action plan to address the relative effectiveness of the school district's physical security elements (e.g., deterrence, detection, delay, and response).
6. In consultation with the school district's risk management pool (SSCRMP) and the school district's cyber security insurance company (Crum and Forster), perform a cyber security risk assessment of all school district resources, and develop an action plan to address any areas for improvement that are identified.
7. Finalize specifications, complete a competitive bid, and present a proposal to the Board of Education to enable completion of the "total classroom" initiative by the start of the 2023-24 school year.
8. Perform a comprehensive review of all policies and procedures within the 4000 (Fiscal Management) and 5000 (Business Management) sections of the Board Policy Manual. After completing the review, consult with the school district's auditor (Lauterbach and Amen, LLC) and legal counsel as necessary to recommend revisions to the Board of Education as necessary.

Future Projects

1. Enter into and complete collective bargaining negotiations with the Glenbrook Education Association (GEA).
2. In partnership with the school district's municipal financial advisor (Raymond James, Elizabeth Hennessy), evaluate the benefits to taxpayers for refunding the Series 2016B and 2017 limited tax life safety bonds upon their eligibility (December 1, 2025).
3. Design, produce, and distribute budget materials that align with the best practices established by the Government Finance Officers Association and the Association of School Business International. Upon completion of the publications, apply for the Distinguished Budget Presentation Award from the Government Finance Officers Association and the Meritorious Budget Award from the Association of School Business Officials International.
4. In anticipation of the retirement of the school district's fleet of driver education vehicles (7) that will be retired at the end of the 2022-23 school year, identify replacement vehicles that may also serve additional identified needs for transporting small groups of students after hours. Additionally, evaluate the cost-effectiveness and other benefits of transitioning from hybrid to electric vehicles.
5. In anticipation of the retirement of the school district's fleet of 15-passenger activity buses (9) that will be retired at the end of the 2022-23 school year,

identify replacement vehicles. Additionally, evaluate the cost-effectiveness and other benefits of transitioning from hybrid to electric vehicles.

6. Identify options for installing solar panels on available roof space at Glenbrook North, Glenbrook South, and the District Administration Building. Seek proposals from qualified providers with experience in servicing local schools or government agencies inclusive of \$0-upfront cost and district-funded proposals.
7. In partnership with the school district's Cost Containment Committee, evaluate the affordances and constraints of implementing a cafeteria plan for employee health benefits.