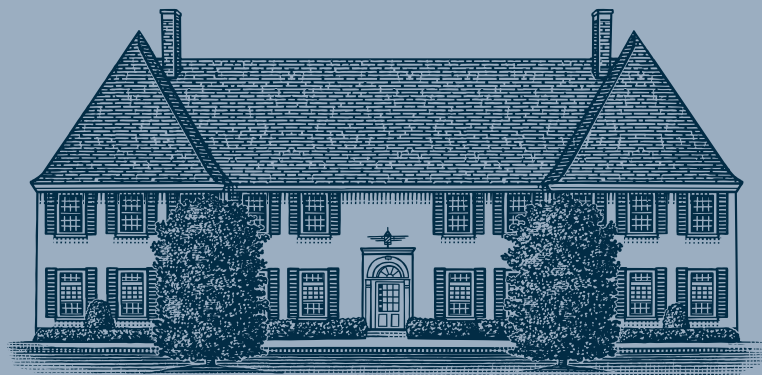




LIONHEARTED

A ROADMAP TO OUR CENTENNIAL
2025-2030 STRATEGIC PLAN





INTRO

Since 1930, Forman School has been at the forefront of educating bright students *who learn differently.*

Einstein and Orton. Apple Computers and the cover of *TIME*. Our history was shaped by some of the greatest minds and most powerful forces of the twentieth century.

Our future and path through the twenty-first, however, will be shaped by us.

On the cusp of our centennial, we remain as committed as ever to the students for whom Forman was founded. We promise them a journey of self-discovery, burgeoning confidence, growth in skills and knowledge, and the kind of autonomy only unlocked when you truly understand how your brain works.

Even as we do this, we chart a bold course for a second century defined by *learning and teaching done differently.*

Differently not only from the schools to which we might be compared, but also from the approaches, practices, and programs we perfected that no longer serve us.

INTRO (CONT'D)

To do that, we're returning to our roots at the cutting edge of research-based pedagogical practices and putting Forman School back at the center of our national conversation on education.

By 2030, Forman School will emerge as one of the most vital conveners in the cognition and learning space with teachers and researchers—near and far—collaborating to advance the science of learning, to incubate innovative approaches to teaching and design, and to deliver a transformative, student-first education to the next generation of Lions.

To be lionhearted is to be brave and determined.

Ours is a *lionhearted* path that will change the future for learners here and across the globe.

This is how we get there.



Our *Academics*



CREATE A FLAGSHIP INSTITUTION FOR LEARNING DIFFERENCES EDUCATION RESEARCH, PRACTICE, AND INNOVATION AND GIVE IT AN INTELLECTUAL HOME ON FORMAN'S CAMPUS

- Recruit a charismatic convener steeped in the field of learning differences (LD) research and tied into nationwide university/industry networks to serve as Forman School's inaugural Chief Cognition and Learning Officer, who will drive our return to the forefront of LD thought leadership by overseeing on-site research.
- Hire an expert educator turned thoughtful manager to be Chief of Cognition and Learning, a key colleague and coach whose passion for teacher professional development transforms the latest research on learning differences (LD) education into practical classroom applications for our teachers and their students.
- Complete construction on The Cognition and Learning Building, the heart of Forman School's push to the leading edge of learning differences (LD) research, professional development and training, and thought leadership.
- Develop a mission, vision statement, and organizational structure for The Center for Cognition and Learning, fully integrating and distributing ownership for outcomes across an intrinsically motivated team of reading specialists, executive function (EF) coaches, writing support colleagues, and math specialists.

GOAL 1.2

SHAPE NATIONAL CONVERSATIONS ON LEARNING DIFFERENCES THROUGH RESEARCH, PARTNERSHIPS, AND ADVANCES IN PEDAGOGICAL PRACTICE

- Leverage The Center for Cognition and Learning to partner with and bring to campus researchers, professors, and graduate students conducting original research on skills development and learning strategies in reading, writing, and mathematics.
- Increase space on campus to accommodate short- and medium-term stays by researchers, professors, and graduate students conducting original research.



GOAL 1.3

SET NEW STANDARDS FOR WHAT EXCELLENCE IN THE WORLD OF LEARNING DIFFERENCES EDUCATION LOOKS LIKE AND HOLD OURSELVES ACCOUNTABLE TO THAT NEW HIGH-WATER MARK

- Map curriculum schoolwide and create a regular, rotating schedule for subsequent review, empowering a team dedicated to earmarking the latest research-based techniques for effective learning differences (LD) education for implementation.
- Design a comprehensive assessment process—likely comprised of multiple assessment tools currently available on the market or shaped by in-house experts—to both quantitatively and qualitatively measure students' academic and social-emotional growth during and after their time as a Lion.
- Develop an implementation plan for the new assessment process that ensures long-term sustainability, the integration of best practices in evaluation, and a managed, schoolwide system for data capture and reporting.



GOAL 1.4

EMBRACE THE COMPLEXITY OF TODAY'S AND TOMORROW'S TECHNOLOGY, RESOLVING TO MAKE IT WORK FOR OUR STUDENTS BY TEACHING THEM HOW TO WORK WITH IT

- Convene a Technology Advisory Committee to review Forman's 'bring-your-own-tech' policies and outline the school's philosophical commitment to assistive technology (AT) integration and exposure for students.
- Solve for leadership in the space of assistive technology (AT) and artificial intelligence (AI), up to and including recruiting an AT/AI specialist to nurture student expertise and discernment in the use of technology.

GOAL 1.5

RETHINK ACADEMIC SUPPORT DESIGN AND DELIVERY SO WE CAN MEET OUR STUDENTS WHERE THEY ARE EVEN AS WE PUSH THEM TO THE EDGE OF THEIR ABILITY

- Formalize a Forman School-specific approach to executive function (EF) skill building, placing emphasis on creating a two-part core course in EF for first- and second-year students and increasing personalized EF instruction by growing the number of EF coaches on staff.
- Outline and implement a collaborative-driven model for learning support across the school.
- Curate a series of trimester-long foundational courses for first- and second-year students to complement collaborative and personalized supports while promoting greater student independence and responsibility earlier on.

Our *Colleagues*



GOAL 2.1

CURATE A CLEAR, EQUITABLE, AND EMPOWERING RECRUITMENT AND ONBOARDING EXPERIENCE TO DRAW IN AND KEEP WORLD-CLASS COLLEAGUES

- Prioritize increasing colleague diversity by implementing best practices in recruitment, hiring, and onboarding practices.
- Overhaul hiring and retention practices, combatting a culture of assumption and creating a more equitable process by introducing a schoolwide bank of job descriptions, intentional hiring committees, interview question and qualification matrices, feedback protocols, and clarity around decision-making.
- Develop compensation illustrations regularly benchmarked against industry standards for all positions so that colleagues can clearly understand the full sweep of a Forman package, including benefits and professional learning investments, whether they are just joining the organization or renewing their contract.



GOAL 2.2

NOURISH A WORKPLACE CULTURE THAT FOREGROUNDS CARE, CONTINUOUS IMPROVEMENT, AND CAMPUS ENGAGEMENT TO MAKE FORMAN A MUST IN ANY INDEPENDENT SCHOOL CAREER

- Create a Portrait of a Colleague at Forman School that highlights resiliency, accountability, a commitment to continuous improvement, and prioritizes the institution over individuals—criteria against which success is measured.
- Review the existing duty structure, exploring new ways to allocate colleague teaching, advisory, athletics, and residential responsibilities on weekdays and weekends, up to and including piloting an 'in-house family' model to more equitably distribute dorm supervision between colleagues on- and off-campus.
- Expand and restructure the colleague professional development program to invest in programming that operates on a three-year cycle, reinforcing for new and returning colleagues the elements critical to 'The Forman Way,' including structured literacy, exceptional education, executive function (EF) coaching, special education, and Universal Design for Learning (UDL).
- Roll out a goal-setting, feedback, and performance review protocol for colleagues that increases regular observation, oversight, and mentorship while identifying opportunities for growth as an organizational leader.
- Expand opportunities for colleagues to grow in their leadership through the introduction of a two-tiered leadership structure.

Our *Students*



FIND TOOLS AND—WHEN THEY DON'T EXIST—BUILD OUR OWN SO THAT WE TRULY SEE EACH STUDENT IN THEIR WHOLENESS AND CAN EFFECTIVELY ENCOURAGE THEIR JOURNEY TOWARD EVER GREATER INDEPENDENCE

- Deploy a holistic skills assessment for use upon admission to more accurately create benchmarks by year since a student's enrollment and curate more personalized coaching and core skills coursework.
- Map Forman School's scope of scaffolding by grade and by years since enrollment, establishing a path to independent learning and self-advocacy for students with learning differences.
- Create a skills-based rubric for internal use that will empower teachers to track student progress against a series of markers, making informed decisions about how and when to increase rigor and gradually release responsibility through the pullback of scaffolded interventions.

GOAL 3.2

RESEARCH, REFINE, AND DEFINE MEASURABLE BENCHMARKS OF SUCCESS SO WE CAN MONITOR STUDENT AND ALUMNI PROGRESS TOWARD MEETING AND EXCEEDING SHARED EXPECTATIONS

- Implement a comprehensive survey of our current students, current parents, colleagues, and alumni within ten years of graduation to better understand areas for improvement in our program.
- Develop additional surveys, with the help of outside data and evaluation experts, to qualitatively and quantitatively capture student progress against self-awareness, resiliency, and confidence benchmarks.
- Use data collected from surveying, progress monitoring, and other assessment tools to develop an updated Profile of a Forman Student and Profile of a Forman Graduate.

GOAL 3.3

RESHAPE OUR PROGRAMS AND PRIORITIES TO GIVE FORMAN STUDENTS A WORLD-CLASS COCURRICULAR EXPERIENCE WHILE BETTER PREPARING THEM FOR THE CHALLENGES AND TRIUMPHS OF POSTSECONDARY LIFE

- Expand and systematize the role of advisors, colleague supports for disciplinary needs, and weekend programming in the name of improving student experience and increasing retention.
- Revise our academic and student life programs to align with the needs of our graduates as they transition to college and adulthood, placing particular emphasis on outlining and implementing a life skills curriculum with required and optional components.
- Create a College Transition Center and make investments in alumni success initiatives, internship opportunities, and financial aid assistance.
- Enhance the postgraduate program by incorporating a life skills curriculum with dormitory experiences to attract external students to Forman School for their continued education after high school.



GOAL 3.4

ESTABLISH AN ECOSYSTEM OF PEOPLE AND PROGRAMS TO ADDRESS STUDENT WELL-BEING WITH CLEARHEADED COMPASSION AND EXPERT CARE

- Draft a philosophy for Forman School on parent partnership, establishing clear expectations with parents and guardians about their role in student success.
- Review and revise our technology policy with regularly, evolving policy and procedure at pace with technological innovation and with an eye toward student mental health and well-being.
- Expand our offerings in the areas of mental health and student wellness by exploring the introduction of a 24-hour infirmary, substance use counseling and programming, and an updated health curriculum.
- Audit social-emotional learning (SEL) interventions currently housed in Forman's advisory program to shape a slate of standalone SEL programs for our own students and outside students seeking evidence-backed interventions.
- Expand training for key colleagues in, for example, dialectical behavior therapy (DBT) and other mental health and well-being interventions.

Our *Future*



UPEND THE SCHOOL'S TRADITIONAL RELATIONSHIP WITH REVENUE, BOLDLY EXPLORING NEW WAYS OF CAPTURING BOTH CONTRIBUTED AND EARNED DOLLARS TO SHORE UP OUR FINANCIAL FUTURE

- Invite in an outside development partner to advise on ideal strategy around endowment opportunities, major and planned giving programs, and staffing necessary to ensure fundraising success.
- Develop a series of strategic endowment fundraising initiatives and funds to support evergreen programs and positions as well as the long-term financial stability of the school.
- Explore alternative revenue sources for Forman School, including the development of a business model and accompanying fee structure for special events, weddings, athletics, and other rentals.
- Build Forman School's Assessment Center in The Cognition and Learning Building, offering fee-based services for psychoeducational and neuropsychological testing, learning differences (LD)-specific professional development for teachers, and executive function (EF) coaching for teens and adults.



GOAL 4.2

INTERROGATE FORMAN'S PRIMARY OFFERINGS DURING THE SCHOOL YEAR AND THE SUMMER TO IDENTIFY PROMISING APPROACHES TO GENERATING TUITION REVENUE

- Review Forman School's tuition model with an eye toward the relative merits of pushing into middle school day, five-day boarding, and/or additional international student enrollment.
- Conduct market research with outside experts to determine if and how Forman School's Summer Program could be thoughtfully and successfully expanded to grow revenue and/or the admissions pipeline.

GOAL 4.3

RECONSIDER THE USE OF SPACE ACROSS OUR CAMPUS, LEVERAGING OUR CAPITAL RESOURCES TO BETTER SERVE STUDENTS AND BE GOOD STEWARDS OF THE EARTH

- Hire a partner to lead Forman School through a campus master planning process.
- Complete a campuswide energy audit and gather grant opportunities to support the further expansion of renewable energy opportunities, ensuring our campus is efficient in its energy consumption and supportive of a healthy environment.
- Find additional opportunities to consolidate dormitories with an eye toward supporting greater equity in duties and creating a strategic enrollment funnel of seventh and eighth-grade day students and/or five-day boarders.

GOAL 4.4

SEEK OUT OPPORTUNITIES TO IMPROVE OPERATIONAL EFFECTIVENESS AND EXPAND FORMAN SCHOOL'S FOOTPRINT

- Conduct a campuswide systems audit to better understand and make determinations about administrative tools, data management and best practices, and whether Forman will adopt a best-in-breed for independent schools or best-in-class for singular functions approach to solutions.
- Encourage open dialogue and cross-board relationship building to identify schools positioned to partner or merge with our own in a meaningful way.





FORMAN

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