## TRINITY EPISCOPAL SCHOOL STRATEGIC PLAN

This is Trinity Episcopal School's fiveyear strategic plan to meet big goals and to take smart, calculated risks. Just as our founders were big dreamers and bold doers, we will continue to lead with thoughtfulness, care, and vigor.



### It Began with a Dream

A big dream. A school that would nurture the mind, body, heart, and spirit of each child.

Trinity Episcopal School emerged in 1999 from humble beginnings as a startup school with 13 students in a rented blue house. Today, Trinity serves more than 500 students from kindergarten through 8th grade. While the numbers and setting have changed dramatically, Trinity remains true to the four core values that guided founder Jane Hill: a strong Christian foundation; enriched academic excellence; a diverse community; and a commitment to family.

Trinity today is a place where education, innovation, and community intersect. It is only through thoughtful, strategic planning and hard work that we can effectively respond to the ever-changing needs of our students, faculty, and physical spaces while maintaining the identity and traditions that are uniquely Trinity.

### Mission

At Trinity Episcopal School, we will nurture each child academically, physically, emotionally, and spiritually. We will honor each child's spirit for learning and life, ever mindful that we are all children of God.

## **Core Values**

#### **Christian Foundation**

Grounded in the Episcopal tradition, Trinity Episcopal School fosters each student's moral and ethical growth, inclusive of all faiths. Daily Chapel connects our community with what is sacred, and our service learning ensures students learn to respect the dignity of every human being and to engage the challenges of life with compassion and understanding.

#### **Enriched Academic Excellence**

Combining the Trinity Episcopal School tradition of thoughtfully implemented innovation and purposeful nurture, exceptional faculty engages each student in an enriched, developmentally appropriate, yet rigorous academic program within a supportive learning environment.

#### **Diverse Community**

At Trinity Episcopal School, we believe a diverse and inclusive community is essential to a well-rounded education that promotes intellectual curiosity, academic excellence, and moral growth. For our children to be successful and productive citizens in our ever-changing world, they must learn to explore, understand, and value others in a safe, nurturing, and diverse environment.

#### **Family Commitment**

Trinity Episcopal School encourages parents to take active roles in the life of our school. This sacred partnership between school and home enhances the experience of our students and strengthens our overall school community.

Offer Trinity students an experience that ignites a passion for learning, develops individual talents, and establishes a foundation of personal and intellectual skills in order to thrive in their educational journey and their future in the increasingly connected and complex world.

### Implement innovative curriculum, practices, and programs reflecting the best in current educational research.

- Design a formalized process to regularly review and assess new practices and research.
- Develop relationships with leading experts to provide training and program support.
- Develop a protocol for the design, implementation, and evaluation of programs for efficacy and relevance to current student needs.

#### Build student skills in design, technology, engineering, and fabrication.

- Partner with experts in the integration of design thinking and maker culture into the curriculum.
- Build a maker space to support the expansion of the D-Lab program.

### Develop the empowered learner through expanded student-centered programs and experiential learning.

- Increase instructional differentiation to address the varied needs of a range of learners.
- Create additional opportunities for interdisciplinary exploration and connection.
- Increase experiential learning across the curriculum to foster creativity and innovation, deepen learning, and expand horizons for students.
- Develop opportunities to create engaging learning experiences using non-traditional, local and global resources, and partnerships.

#### Foster a cohesive K-8 educational experience.

- Ensure continued collaboration between grade levels and divisions on the careful alignment of the K-8 curriculum.
- Establish a K-8 academic center that incorporates combined learning spaces shared by all grade levels, creating increased opportunity for community interaction.
- Expand social connections across grade levels and divisions.

Establish Trinity Episcopal School as a center for thought leadership and educational excellence, which attracts and empowers inspired and passionate educators.

### Uphold our commitment to engage and support highly-skilled, passionate faculty and staff members.

- Benchmark compensation and benefits with peer ISAS and SAES schools on a routine basis to ensure a competitive level of compensation and benefits.
- Expand professional development to include support for the pursuit of advanced degrees, as well as participation in professional organizations, conferences, and leadership development opportunities and initiatives.
- Strengthen the mentorship program for new and developing faculty and staff.
- Foster faculty collaboration to promote thoughtful, research-based classroom innovation.

#### Acknowledge and reward excellence among faculty and staff.

- Identify both internal and external opportunities for public recognition of faculty and staff achievements.
- Establish opportunities for peer recognition.
- Strengthen professional evaluation of faculty and staff to foster continual growth and acknowledge exceptional contributions.

## Develop professional resources for Trinity faculty and educators throughout the community.

- Pursue collaborative relationships with thought leaders, colleges, universities, and research organizations engaged in the development of best practices in education.
- Host annually 2-3 professional development events open to educators outside Trinity, including Edcamp, workshops, seminars, or retreats.
- Establish an Educational Leadership Center.



### GOAL THREE: COMMUNITY

Uphold the inclusive culture of the Trinity community, grounded in our Episcopal identity, which honors a diversity of backgrounds and talents, cultivates personal integrity, and promotes the pursuit of excellence while embracing our commitment to one another.

#### Increase and promote opportunities for family engagement.

- Support and develop additional opportunities for working parent involvement.
- Create an annual school-wide, community-building event.
- Establish gathering and meeting spaces on campus.
- Increase opportunities for parent connection by grade level.

#### Continue to strengthen the culture of diversity and inclusion at Trinity.

- Create a dynamic communication plan to highlight the synergy between Episcopal identity and diversity and inclusion.
- Identify, define, and further develop the cultural competency skills necessary to intentionally create classroom environments and curriculum in which multiple perspectives, experiences, and a broad diversity of people are represented.
- Recruit, retain, and support a faculty of the highest quality by emphasizing excellence and all aspects of diversity in all hiring decisions.

# Build lifelong relationships with all constituencies including students, parents and extended family, from the admissions process to well beyond graduation.

- Devise a conscious and sustained strategy for consistent support and contact during the successive stages of the family/student and school relationship.
- Create a formal alumni program with dedicated staffing and annual friend-raising events.

#### Expand Trinity's role in the Austin community in order to serve others while developing our own understanding and knowledge of the world and people around us.

- Enhance and promote community-wide service learning opportunities to include students, families, and faculty and staff.
- Expand the Horizons AustinTrinity program to serve target students in all elementary grades.
- Offer professional development opportunities to public and independent school educators in the community.

Promote and advance Trinity's mission, distinctiveness, and character through intentional stewardship and development of our physical and financial resources.

### Ensure financial stability and sustainability while offering a financially accessible experience.

- Adopt a five-year financial plan that responsibly integrates tuition and alternative sources of revenue to meet our programmatic objectives.
- Prioritize growth of the Trinity endowment to help ensure a stable, secure future for generations of students.
- Determine the timing, size and need of capital campaigns for facility projects, mindful that size of capital campaigns should cover both construction and operational costs.
- Reaffirm and communicate our commitment to a strong financial assistance program that serves varied levels of need.

### Provide facilities that meet the quality, expectations, and needs of Trinity programs, both current and future.

- Create and implement a Master Plan emphasizing stronger flow and connection while maintaining the thoughtful design of the campus (including the newly acquired Westbank property) to reflect the character, community, and spirit of Trinity. Understand that buildings built today need to be adaptable to the rapidly changing educational programming landscape.
- Determine and execute infrastructure improvements to help with the safety and security of the campus.
- Incorporate community gathering spaces in the development of new facilities.
- Evaluate for highest and best use of current facilities to meet the evolving needs of the school.

# Adopt best practices for stewardship and development of our financial resources that reflect our position as a fully-enrolled, sustaining organization.

- Identify and secure mission appropriate alternative sources of revenue to support the delivery of our program.
- Examine assumptions about full-enrollment and appropriate school size while advancing the culture and character of the Trinity community.
- Assess the true costs before adding or changing any program.
- Evaluate existing programs for return on investment.

### Education for the Whole Child

At the very core of Trinity is our Episcopal identity. Parents, teachers, administrators, and trustees often speak with passion about the Episcopal qualities of our school. We foster a culture of active welcome, hospitality and genuine inclusion, and we encourage free, open, and rigorous intellectual inquiry. We are commited to social action and responsibility. We celebrate all faiths and support each child's spiritual journey.

Another unique aspect of a Trinity education is our K-8 model, which enables students to learn and mature at the right pace. By ninth grade, they are ready and excited to navigate a new social setting and a new academic world. Trinity students matriculate into the finest institutions, both regionally and nationally, because of the personalized education they have received from kindergarten to eighth grade. Our strategic plan ensures that we educate our students with ambition and adaptability as we continue to serve each child, each day.

Finally, our commitment to innovation will continually meet our student's passion for learning. As our students progress-body, mind, and spirit-we pledge to provide a forward-thinking curriculum and real-world experiences that enhance each individual's talent, passion and inquisitive mind.



In 2011, the Trinity Episcopal School Board of Trustees formally adopted and presented to the community Our Strategic Direction. That document successfully guided Trinity's dramatic growth and development for the next five years, concluding in 2016.

The purchase of the 2-acre 950 Westbank tract in January 2015 was the catalyst for a comprehensive community survey in late spring of that year. Programming and focus group meetings with current and alumni parents, students, grandparents, faculty, and staff followed over the summer and fall. The rich data set identified themes for our strategic planning work to begin.

On a Saturday in January 2016, over 65 community members, including current and alumni parents, grandparents, faculty and staff, and current and alumni trustees, gathered in Hill Chapel. Led by our consultants Triangle Associates, Inc., discussion in both small and large groups focused on the themes of differentiating Trinity, twenty-first century skills, Trinity in the world, and the Trinity facility. By the end of the visioning event, the group had identified priorities for moving Trinity forward.

A committee of the Board of Trustees went to work to frame and document the next chapter for Trinity. A draft of the plan was presented in the spring. After thoughtful dialogue and careful revision, this new strategic plan was adopted by a unanimous vote of the Board of Trustees.

In a parallel process, using the abundant information gathered through our strategic thinking work, the Master Planning Committee of the Board of Trustees was charged with developing a new campus master plan to guide the development of our facility over the coming years. We identified seven tasks, outlined on page 13, to shape the design of a facility to match our dreams for the Trinity experience.



Create a thoughtful overall campus flow, integrating the recent 950 Westbank property purchase.



Address current space needs for programs, including enriched learning and athletic spaces.



Plan agile spaces that support innovation in education.



Design outdoor spaces to support learning and encourage fellowship while preserving the beautiful natural setting of our school.



Protect and sustain the Trinity community culture.



Develop additional campus access and parking.



Identify and prioritize potential beneficial land purchases along the perimeter of campus.



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It is your time to write a chapter of Trinity's history, and there are no shortcuts. Persevere, be tenacious, do good work. ??

> **Jane Hill** Founding Head of School



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