

# Leaders in Teaching and Learning

Launch Document

# 2008

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This document contains Phase 1 (2008-2010) strategic initiatives that make up Saint Andrew's Strategic Plan for 2012.

Saint Andrew's School  
Strategic Plan  
2008-2012

## GOAL 1 Inspiring Excellence

Saint Andrew's School will discover, develop, and promote forward-thinking, JK-12 teaching and learning practices that equip and inspire students to become engaged and responsible participants in a diverse and ever-changing world.

**STRATEGY 1.1: Ensure the pursuit of educational excellence in the classroom, in the athletic arena, and in the arts through a shared understanding of essential student learning experiences.**

**Initiative 1.1.1:** Evaluate the cost / benefit analysis of remodeling or rebuilding the Rooks Humanities Building and remodeling the Middle School as referenced in Phase II on current Master Site Plan. Also assess feasibility of other projects approved on the Master Site Plan.

**Sponsor:** Headmaster and Physical Plant Committee

**Initiative 1.1.2:** Establish all-grade curricular meetings at defined times during the academic year.

**Sponsor:** Dept. Chairs

**Initiative 1.1.3:** Require department chairs to study and report on their departments as implemented in at least five peer schools. Include a study of peer schools' work in sequence, materials, measurement, and assessments.

**Sponsor:** Dept. Chairs

**Initiative 1.1.4:** Implement a comprehensive "take ownership of sportsmanship" initiative.

**Sponsor:** Athletics

**Initiative 1.1.5:** Create a JK-12 student learning rubric for the arts that establishes in each grade level understanding, appreciation, and application of a wide range of artistic principles and disciplines, and a broad range of opportunities to participate in artistic endeavors.

**Sponsor:** Dept. of Fine and Performing Arts

**Initiative 1.1.6:** Work in grade-level English teams to examine and grade student writing. Ensure that all teachers define excellence in writing in the same way, have substantially similar expectations for student achievement, and assign similar grades to similar papers.

**Sponsor:** Upper School English Dept.

**Initiative 1.1.7:** Study the feasibility of opening a history lab and re-evaluate benefits of existing two labs in English (writing) and Mathematics.

**Sponsor:** Head of Upper School and Headmaster

**STRATEGY 1.2: Ensure the future relevance of curriculum through a shared understanding of essential student learning outcomes.**

**Initiative 1.2.1:** Evaluate and build capacity to implement the IB Primary Years, Middle Years and Diploma Program within the next three years. Develop a unit-based, strategic work plan that may include the following initiatives:

- Prepare the Lower School to be accredited as an IB World School through the adoption of the IB Primary Years Program.
- Develop a way to codify the Lower School Curriculum in a more detailed fashion than is currently available (existing Scope and Sequence). This exercise may take the form of a written curriculum or, if the IB Primary Years Program (PYP) is pursued, it may take the form of the PYP Program of Inquiry.
- Provide workshop support and guidance on the unit planner model for the Middle Years Program with a focus on how to create meaningful and relevant student-centered, essential questions to guide each unit.
- Form a Middle Years Program (MYP) Committee that includes leadership from MS and US to explore and solve the issues involved in the implementation of MYP, with a special emphasis on the transition from grades 8 to 9 and the impact in grades 9 and 10.
- Interview candidates and appoint an MYP coordinator with responsibilities in grades 6 – 10 to provide leadership and support in the implementation of the MYP. (Offer 1 – 2 periods of release time during the first year)
- Create a planning team consisting of a librarian, a technology teacher and one or two academic teachers to develop three exemplary, integrated units for each grade level based on the IB MYP unit planner. Share and celebrate the results of student learning for each unit.
- Explore the possibility of changing graduation requirements to create both a common core (freshmen/sophomore) and more differentiated junior/senior science & math, and humanities and international studies; allow for multiple differentiated diplomas; add junior or first term senior year capstone project with one to three faculty advisors.
- Integrate inter-departmental and interdisciplinary teaching so that teachers from various departments can enrich student learning experiences outside their fields/disciplines. For instance, an English class studying modern poetry might host a philosophy or religion teacher speaking on existentialism; a history teacher lecturing on the world wars; an art teacher speaking about modernist art; a music teacher discussing modern 20<sup>th</sup> century music. These pairings hold best within the humanities and also within the sciences. These learning experiences could be organized into a number of modules and presented cross-departmentally.

**Sponsor:** Headmaster and Academic and Programmatic Leadership Team (APLT)

**Initiative 1.2.2:** Assist faculty in each department in defining, outlining, and communicating the required and exit-level skills students should possess as they move from grade to grade and division to division.

**Sponsor:** Dept. Chairs

**Initiative 1.2.3:** Establish a comprehensive JK-12 lab plan that includes skills, specific required labs, science lab notebooks, and lab report expectations.

**Sponsor:** Science Dept.

**STRATEGY 1.3: Align the JK-12 curriculum, with a focus on transitions, vertical alignment, and curricular communication among divisions.**

**Initiative 1.3.1:** Institutionalize collaboration between divisions and disciplines regarding curriculum by establishing quarterly meetings between divisions and departments. Facilitate times for these meetings throughout the year.

**Sponsor:** Academic Dept. Chair Leadership

**Initiative 1.3.2:** Develop a JK-12 written curriculum and align it with 6-12 written curriculum. Refer to FCIS / SACS self-study and visiting team recommendations.

**Sponsor:** Dept. Chairs

**Initiative 1.3.3:** Research best practices of five to ten similar JK-12 schools with goal of implementing 3 to 5 of the most applicable vertical alignment methods for SAS.

**Sponsor:** Dept. Chairs

**Initiative 1.3.4:** Create specific guidelines in current courses offering cross-curriculum credit. Identify how course credit for more than one academic discipline is being used throughout the curriculum. There may be electives in the curriculum that could offer credit in more than one subject, and there maybe courses that are presently doing so.

**Sponsor:** Dept. Chairs

**Initiative 1.3.5:** Create a comprehensive, accessible curricular document for each subject/class (grade level JK-12) that specifically lists skills/concepts that are introduced/taught – a checklist perhaps. Provide information to teachers of the next course/class in the sequence, thus creating a vertical alignment.

**Sponsor:** Academic Dean and Dept. Chairs

**Initiative 1.3.6:** Provide release time and coverage/substitutes so that each faculty member in each department may conduct one class observation in the faculty member's division as well as conduct observations of classes in the grade levels immediately above and below the faculty member's course.

**Sponsor:** Dept. Chairs

**Initiative 1.3.7:** Vertically align the JK-12 science curriculum with a focus on science discovery throughout the curriculum.

**Sponsor:** Science Dept.

**STRATEGY 1.4: Increase adaptability and flexibility to change.**

**Initiative 1.4.1:** Design a 2-year pilot program of self-selection for one honors course (with a chance to withdraw from the course before the end of semester without penalty), with the opportunity for students to self-select an additional honors course the following year. As many departments as possible should participate so that students will have opportunities to select courses in their strongest subject areas.

**Sponsor:** English Dept. and M. Peyton-Corbin

**Initiative 1.4.2:** Create an interfaith meditation group for students and faculty.

**Sponsor:** Chaplaincy

**Initiative 1.4.3:** Create and offer Upper School students a course in basic financial management.

**Sponsor:** Chair of History Dept. and Chair of Math Dept.

**STRATEGY 1.5: Pursue educational excellence as demonstrated by students' application of their learning outside the classroom and help students become more intentional, more engaged, and more reflective about the implications and applications of their learning.**

**Initiative 1.5.1:** Review our teaching and learning practices to incorporate "application" of learning in addition to assessments. These applications could be demonstrated in a number of ways (i.e., production of something like our literary magazine or power-point presentations; students sharing creative work or ideas with students in a different division—currently ESOL students share stories they have written with first graders.)

**Sponsor:** Upper School English Dept.

**Initiative 1.5.2:** Establish cross-curricular activities with other academic departments so students understand the relationship between subjects as well as how their education relates to their everyday lives.

**Sponsor:** Dept. Chairs

**Initiative 1.5.3:** Evaluate the addition of an internship program in the Upper School experience.

**Sponsor:** US Admin.

**Initiative 1.5.4:** Have students plan, contact, arrange and facilitate an art exhibition in cooperation with local artists. Researching origins and cultural implications and influences will be part of the process. Final result will be a developed sensitivity to the life and culture of the artist.

**Sponsor:** Chaplaincy and Fine Arts Dept.

**Initiative 1.5.5:** Develop curriculum plans for exposing students to oral reading of books, fiction and non-fiction, as well as storytelling. Incorporate this in classroom programs and encourage parents to model the plan at home. It should be extended throughout the grades with appropriate modification.

**Sponsor:** Library

**Initiative 1.5.6:** Evaluate a 'Summer Scholar' program on campus for a multi-disciplinary look at a single topic. Example: The Sea in the 19<sup>th</sup> Century. Teachers from Science, Art, History and English, in lecture and small seminar sessions, examine the topic.

**Sponsor:** Upper School Academic Work Group

**Initiative 1.5.7:** Evaluate students engage in writing for a variety of purposes and audiences, and submit work for publication within the school community and beyond (magazine, newspapers, letters, etc.).

**Sponsor:** Ann Haynes, Bari Attis and MS English Dept.

**Initiative 1.5.8 :** Explore development of an entrepreneurial studies class or program.

**Sponsor:** Headmaster and Work Group

**STRATEGY 1.6: Achieve a healthy balance in the pursuit of excellence in mind, body, and spirit.**

**Initiative 1.6.1 :** Reexamine the athletic requirement of the Upper School to incorporate a wellness and/or fitness module.

**Sponsor:** Athletic Department

**Initiative 1.6.2:** Help students develop social skills that show respect for one another and all members of the community.

**Sponsor:** Honor Education Council and PALS

**STRATEGY 1.7: Increase effective use of technology.**

**Initiative 1.7.1:** Increase technology literacy among faculty.

**Sponsor:** Technology Leaders and Division Heads

**Initiative 1.7.2:** Create an Academic Technology Center to provide access to and training in effective application of technology in teaching. The Center would be equipped with the newest applications of technology to teaching. This would provide professional development opportunities as well as the sharing of successful applications by teachers with their peers, to enhance learning. Outside applications and lessons could also be sourced for sharing. Such a center could also be used by high performing teachers to pilot and evaluate new technologies in a test environment before the school makes a larger investment and then instruct other faculty in their use. A few high performing teachers should be given reduced classroom assignments to focus on this initiative with the technology department. Provides the opportunity for teams to develop new lesson plans across divisions. Peer-to-Peer instruction will increase acceptance of the use of technology in the classroom and provide mentoring support.

**Sponsor:** Technology Leaders and Academic Technology

**Initiative 1.7.3:** Identify the technology skills that faculty and staff need to work effectively and schedule Professional Development to allow their mastery.

**Sponsor:** Technology Leaders and Phyllis Merrill, US Academic Dean and Professional Development

**Initiative 1.7.4:** Evaluate the feasibility of creating an area to be used as a listening lab in order for students to better understand the sound and styles of music that they are studying.

**Sponsor:** Jan Emigh

**Initiative 1.7.5:** Review technology courses and goals to assure that students are being equipped for future technological literacy in a changing digital landscape.

**Sponsor:** Academic Technology and Dept. Chairs

**Initiative 1.7.6:** Encourage and increase student use of school Web site and Edline (for assignments, handouts, changes in assignments). Develop course Web sites.

**Sponsor:** Division Heads

**Initiative 1.7.7:** Create folders/files on Edline for each course (or subject and grade level where appropriate) to which those teachers will be granted access and into which said teachers can post tests, lesson plans, project ideas, art projects, primary sources, etc. that future teachers of that subject/grade level will be able to access.

**Sponsor:** Technology Department

**Initiative 1.7.8:** Explore the feasibility of training the entire JK-12 faculty, staff, and administration in AED skills. Establish an annual recertification program.

**Sponsor:** Craig Ashley

**Initiative 1.7.9:** Phase 1 – Use curriculum mapping and Rubicon Atlas to capture our ‘taught’ curriculum in the Middle School. Use the results to search for opportunities for interdisciplinary connections within the MS. Phase 2 – Share the results of our mapping with LS, MS and US faculty to explore redundancies, omissions and to check against our standards.

**Sponsor:** A. Haynes and A. Lodato

**Initiative 1.7.10:** Promote the integration of technology by creating a list of all technology applications in the current Middle School technology curriculum and connecting this with appropriate, authentic projects and activities that will extend learning in academic subjects.

**Sponsor:** A. Lodato, J. Gorora, A. Hermes

**Initiative 1.7.11:** Investigate and learn about podcasting in order to share this technique with other faculty.

**Sponsor:** Academic Technology and J. Gorora

**STRATEGY 1.8:** Attract, retain and competitively compensate highly expert, diverse, and globally-conscious faculty aligned with SAS core values and mission and passionate about their own professional development.

**Initiative 1.8.1:** Review and possibly revise the teacher evaluation process and tool to include more emphasis on instructional planning, student assessment, and teacher self-reflection.

**Sponsor:** Division Heads and Academic Dept. Chair Leadership

**Initiative 1.8.2:** Attract and hire new faculty who have experience with the International Baccalaureate program at the PYP, MYP and DP levels.

**Sponsor:** Division Heads and Headmaster

**Initiative 1.8.3:** Create a plan that would allow us to compensate and support faculty as they pursue national teaching certification (National Board for Professional Teaching Standards). Budget is approximately \$4000 per teacher. Once teachers have passed this rigorous process, compensate them at an increased level.

**Sponsor:** Division Heads and Headmaster

**Initiative 1.8.4:** Develop a faculty recruitment package that "showcases" Boca Raton and South Florida to accurately and aggressively promote quality of life and benefits of residing in South Florida. Collaborate with Chamber of Commerce and other institutions of higher education.

**Sponsor:** C. Barroso and Division Heads

**Initiative 1.8.5:** Extend the current year-long orientation for novice teachers to a multi-year program.

**Sponsor:** Department Chairs and Division Heads

**Initiative 1.8.6:** Establish Dept. Chair best practices with regard to hiring and managing, including interview practices and techniques.

**Sponsor:** HR and Division Heads

**Initiative 1.8.7:** Train administrators and department chairs on interview strategies in order to build a shared understanding of effective recruitment practices.

**Sponsor:** Academic and Programmatic Leadership Team (APLT)

**Initiative 1.8.8:** Examine the possibility of changing the daily schedule to allow for greater use of adjunct faculty in specific departments in order to offer higher / advanced / specialized courses.

**Sponsor:** Dept. Chairs

**STRATEGY 1.9: Increase opportunities for students to engage in authentic international learning and service learning experiences.**

**Initiative 1.9.1:** Establish school-wide guidelines to help set goals, prioritize, evaluate, track, and report on international and service learning opportunities and experiences.

**Sponsor:** Academic and Programmatic Leadership Team (APLT)

**Initiative 1.9.2:** Pending guidelines established by Initiative 1.9.1, evaluate the merits of entering into a more official partnership with Dominical, Costa Rica-based land conservation firm, Land Assurance.

**Sponsor:** Chair of Modern Languages and Grade 10 Chair

**Initiative 1.9.3:** Pending guidelines established by Initiative 1.9.1, investigate the possibility of acting as a school/family host for short, cultural exchanges with students from Chinese-, Spanish- or French-speaking countries. (Possibly use IBO for connections)

**Sponsor:** Dept. of Modern Languages

**Initiative 1.9.4:** Pending guidelines established by Initiative 1.9.1, develop a study abroad program/ international experience program for students in junior year. Develop a week-long international opportunity sponsored by faculty members. Expand off the Costa Rica trip and offer diversity of options and programs in junior year.

**Sponsor:** CGO

**Initiative 1.9.5:** Pending guidelines established by Initiative 1.9.1, explore additional organizations and networks that would allow our students, faculty, and parents to engage in global exchanges and international community service.

**Sponsor:** Community Service

**Initiative 1.9.6:** Pending guidelines established by Initiative 1.9.1, create a yearlong schedule with a period of time (i.e., "J" term or 2 to 3 weeks in January) dedicated to the study of a single subject, allowing for faculty-led domestic or overseas study.

**Sponsor:** Dept. Chairs and US Admin.

**Initiative 1.9.7:** Pending guidelines established by Initiative 1.9.1, investigate the benefits of joining Round Square. RS is an international grouping of schools committed to service and international understanding.

**Sponsor:** Head of Lower School and Head of Upper School

**Initiative 1.9.8:** Pending guidelines established by Initiative 1.9.1, enhance student understanding of, and interest in, other countries and cultures by sponsoring and planning a yearly trip to Europe. Countries visited should be matched with important subjects covered in history courses (i.e., Italy and the Renaissance; Germany and World War I, II, and the Cold War; France and the French Revolution and Napoleonic War, etc.). Such travel would help to bring various historical topics 'to life' in a way that would engage the interest of the students. In today's globalized world, the kind of knowledge attained from such a trip is essential to preparing students effectively for college and beyond. The trip could be conducted either during the summer, the school year, or both.

**Sponsor:** G. Friedman

**Initiative 1.9.9:** Pending guidelines established by Initiative 1.9.1, create partnerships with global communities/organizations that could provide SAS students with better opportunities to experience the global community as a whole (i.e. provide service experiences, cultural capital, etc). Also, through a collaborative approach, different departments working together could create a curriculum that aligns itself with the mission of the trip. Trips should have academic, service, and cultural components.

**Sponsor:** J. Acosta

**Initiative 1.9.10:** Pending guidelines established by Initiative 1.9.1, introduce a program where students can experience and be cognizant of international cultures. Program could encompass a 'hands on' evening where LS students create cultural items unique to specific countries represented by SAS faculty members and community as well as individual booths decorated by and representative of cultures of US resident life students.

**Sponsor:** J. Mahon & LS Arts/Community Service  
Resident Life

**Initiative 1.9.11:** Pending guidelines established by Initiative 1.9.1, encourage students to broaden their international knowledge of sports and athletics, by participating in a program that offers athletics from a variety of countries. Inform students about the history of a particular sport and the country it is associated with.

**Sponsor:** R. Mahon / Int'l Sports Club

**Initiative 1.9.12:** Complete the pilot program currently underway for a 10-day summer study program in China with a course of study tied to the regular academic-year curriculum.

**Sponsor:** K. Forgas and M. Sylte

## Goal 2 Empowering Potential

Saint Andrew's School will be a model of exemplary independent school practices in academic counseling and college guidance, accessibility, advancement, financial management, and organizational development.

### **STRATEGY 2.1: Support all students in reaching their maximum learning potential.**

**Initiative 2.1.1:** Examine use of standardized testing and assessment instruments; application of testing results on curriculum and student placement; and our communication with parents.

**Sponsor:** Division Heads

**Initiative 2.1.2:** Review current practices in placement decisions for honors and AP courses and review how such placement does or does not help students meet their potential. Refine placement process to balance student success with increased enrollment and accessibility.

**Sponsor:** Dept. Chairs and M. Sylte

**Initiative 2.1.3:** Evaluate adding a summer course that is a well planned service-learning experience combining the cognitive and affective domain of learning approved by Dept. Chairs. Investigate social justice, leadership, and theological reflection connections.

**Sponsor:** L. Mulligan, J. Mead, M.E. Cassini

**Initiative 2.1.4:** Create a rubric in each subject in Lower School that will allow students to take ownership in examining their academic performance and ensure that they achieve excellence.

**Sponsor:** Head of Lower School and Asst. Head of Lower School

**Initiative 2.1.5:** Faculty in grades 5 & 6 and in grades 8 & 9 meet together with Department Chairs and Grade Chairs, where appropriate, during the academic year in an effort to combine professional expertise and classroom observations with results on placement tests and standardized tests, ensuring an accurate picture of a student's ability.

**Sponsor:** Grade Chairs / Dept. Chairs

**Initiative 2.1.6:** Enhance students' critical thinking skills by providing opportunities for self-reflection and self-monitoring through various methods, such as Socratic circles and learning logs.

**Sponsor:** A. Haynes

### **STRATEGY 2.2: Equip students to identify, qualify for, and achieve acceptance to the top colleges of their choice.**

**Initiative 2.2.1:** Fully implement all facets of the Naviance Guidance System to develop and integrate a 4-year guidance program. Implement learning styles assessment (suggested semester 2 of grade 9). Implement Career Assessments (suggested end of grade 10). Utilize Naviance to track and allow student input of community service hours.

**Sponsor:** College Guidance Office (CGO), Grade Chairs, Chaplaincy

**Initiative 2.2.2:** Initiate a program aligning course content with skills necessary for success on PSAT, SAT/ACT, and SAT II tests to increase scores in general and on NMSQT.

**Sponsor:** Head of Upper School and College Guidance Office (CGO)

**Initiative 2.2.3:** Develop strategies to further engage parents of resident students, especially international students, to become more active in the college counseling process. Special emphasis to be made in using Naviance.

**Sponsor:** College Guidance Office (CGO)

**Initiative 2.2.4:** Develop a three-to-five year plan for College Guidance Office excellence consistent with SAS mission and vision. Work plan to include:

- Evaluate CGO function at top-quality peer institutions
- Establish best practices and metrics, including student-to-counselor ratio; counselor number of college visits; counselor hours per assigned student

**Sponsor:** College Guidance Office (CGO)

**Initiative 2.2.5:** Create, collate and maintain database of all graduates and their college records.

**Sponsor:** College Guidance Office (CGO)

**STRATEGY 2.3: Develop campus-wide shared responsibility and accountability for financial sustainability.**

**Initiative 2.3.1:** Encourage fiscal responsibility, innovation, and savings in school spending.

**Sponsor:** Kathy Van Valkenburg, Business Manager

**Initiative 2.3.2:** Share information regarding the financial health of the school to create an awareness of the fiscal responsibilities and financial strength of SAS. Promote participation in generating ideas on how to improve the bottom line without sacrificing quality.

**Sponsor:** Business Office and Headmaster

**Initiative 2.3.3:** Study efficiency and effectiveness of physical plant management, including preventative maintenance and associated cost. Study efficiency and effectiveness of current daily operating procedures of the physical plant and provide incentive for promoting ideas and improve efficiencies to ultimately save the school money.

**Sponsor:** Physical Plant Committee

**Initiative 2.3.4:** Identify and benchmark peer institutions that have been successful in encouraging student giving during the K-12 experience, to determine if similar models can be applied at Saint Andrew's.

**Sponsor:** Division Heads and Alumni Office

**STRATEGY 2.4: Seek and find funding and partnerships that increase promising and diverse students' access to a Saint Andrew's education.**

**Initiative 2.4.1:** Benchmark against peer institutions nationwide that have been successful in creating a more diverse school community.

**Sponsor:** Admission Office

**Initiative 2.4.2:** Develop strategies for identifying potential high-caliber students who add diversity to our student population.

**Sponsor:** Admission Office

**Initiative 2.4.3:** Analyze and evaluate the sustainability of Breakthrough at Saint Andrew's School to measure its impact against competing priorities for asset allocation.

**Sponsor:** Board of Trustees and Work Group

**STRATEGY 2.5: Increase financial resources available to support strategic directions.**

**Initiative 2.5.1:** Successfully complete and exceed fundraising goals.

**Sponsor:** Advancement and Headmaster

**Initiative 2.5.2:** Explore ramifications of implementing a Merit Scholarship Program; if on balance it is a positive for SAS, develop capacity for funding above and in addition to need-based financial aid budget.

**Sponsor:** Advancement, Admission, Headmaster, and Board of Trustees

**Initiative 2.5.3:** Decrease spending and monitor expenditures to ensure that spending is in line with our mission and to assure that expenditures are necessary.

**Sponsor:** Business Office, Division Heads, and Dept. Chairs

**Initiative 2.5.4:** Develop incentive plan that rewards departments or divisions for budgetary savings without compromising mission.

**Sponsor:** Academic and Programmatic Leadership Team (APLT)

**Initiative 2.5.5:** Evaluate opportunities to reduce future energy consumption and costs.

**Sponsor:** Associate Headmaster for Finance and Administration

**Initiative 2.5.6:** Evaluate summer programs at Saint Andrew's to optimize impact.

**Sponsor:** Asset Management and Work Group, including D. Ahern

**STRATEGY 2.6: Develop a campus culture aligned with values and mission across divisions, departments, and constituency groups.**

**Initiative 2.6.1:** Define more clearly the role of the department chair in relation to responsibilities, expectations, curriculum, evaluations, and other areas of decision-making.

**Sponsor:** Division Heads and Dept. Chairs

**Initiative 2.6.2:** Establish a database user group that will be managed by the Chief Information Officer (CIO) to oversee the school's information management.

**Sponsor:** Chief Information Officer (CIO) and Headmaster

**Initiative 2.6.3:** Set technology proficiency standards that are incorporated into the employee review process. Implement a diagnostic tool to determine current level of proficiency.

**Sponsor:** E. Bassil, A. Lodato, C. Barroso

**Initiative 2.6.4:** Re-draft Upper School "Special Commendation" form to reflect school mission and values and promote more widespread use of form by faculty and staff.

**Sponsor:** US Faculty and US Counselor

**Initiative 2.6.5:** Align the resources of the technology department to support the vision and goals of Saint Andrew's School.

**Sponsor:** Chief Information Officer (CIO)

**Initiative 2.6.6:** Improve our delivery of the Saint Andrew's mind, body, spirit experience by measuring student outcomes over time.

**Sponsor:** Division Heads

**Initiative 2.6.7:** Host a school-wide talent show in Roberts Theater. Acts will be of an eclectic variety and will feature an equal representation from all three divisions. Students, faculty, and staff may participate.

**Sponsor:** J. Glick & Lower School Work Group

**Initiative 2.6.8:** Within the Theology curriculum, implement a "spiritual gifts" program that through individual reflection and prayer, small group interaction, and full group discussion, helps students identify, develop, and share their unique God-given gifts, talents, and passions within and beyond the Saint Andrew's community.

**Sponsor:** Theology

**STRATEGY 2.7: Increase SAS's capacity for leadership development.**

**Initiative 2.7.1:** Benchmark and adopt pertinent best practices for developing leadership capacity, including identifying core competencies for each current administrative position and anticipating new leadership positions and their required core competencies.

**Sponsor:** Academic and Programmatic Leadership Team (APLT)

## Goal 3 Sustaining Mission

Saint Andrew's School will open new doors to awareness, understanding and appreciation of the value of its educational and community experience – past, present, and future.

### **STRATEGY 3.1: Enrich and extend the sense of community at SAS.**

**Initiative 3.1.1:** Review current practices in gift acceptance and acknowledgement, gift recognition and appreciation, accountability, reporting and other communications, which support donor cultivation and relationship-building.

**Sponsor:** Business Office and Advancement

**Initiative 3.1.2:** Establish specific policies and procedures as they relate to the stewardship of named endowed funds.

**Sponsor:** Admission, Development, and Business Offices

**Initiative 3.1.3:** Plan reflection groups at each level to discuss virtues and their integration across the curriculum while members get to know other members of the community.

**Sponsor:** Chaplaincy

**Initiative 3.1.4:** Create a list of faculty/parent/student/resources/talents – form partnerships to enhance the quality of education through interchange; Post on Web; i.e., Resident students visit classrooms to share their boarding experience and native culture.

**Sponsor:** Communications

**Initiative 3.1.5:** Identify what events can be combined to better serve the parent community. Present volunteer opportunities in a cohesive manner to the parent community.

**Sponsor:** Director of Special Events

**Initiative 3.1.6:** Develop the resource of alumni and parents in networking for professional opportunities for college graduates.

**Sponsor:** Advancement (Ellen Vaughn)

**Initiative 3.1.7:** Establish a grade 9 service project or activity at the beginning of the year to ease the transition from MS and assist in forming friendships between new students in grade 9 (as early in the year as possible).

**Sponsor:** Grade 9 Chair, Advisors, Student Life

**Initiative 3.1.8:** Examine the current time allocation structure of US advising groups as it relates to the two chapel per week model.

**Sponsor:** Chaplaincy and Academic and Programmatic Leadership Team (APLT)

**Initiative 3.1.9:** Schedule regular 'coffee mornings' for Headmaster and parents – open invitation.

**Sponsor:** Headmaster

**STRATEGY 3.2: Differentiate and communicate the value of a Saint Andrew's education as compared to those of public and private peer institutions.**

**Initiative 3.2.1:** Better communicate the benefits of an independent school in the Episcopal tradition to students, parents, faculty, staff, and prospective students and parents.

**Sponsor:** Academic and Programmatic Leadership Team (APLT)

**Initiative 3.2.2:** Identify SAS current core competencies and focus on building brand equity.

**Sponsor:** Academic and Programmatic Leadership Team (APLT)

**Initiative 3.2.3:** Assess the future sustainability of the current marketing mix in meeting the needs of targeted market segments.

**Sponsor:** Headmaster's Leadership Team (HLT) and Academic and Programmatic Leadership Team (APLT)

**Initiative 3.2.4:** Focusing on value creation, identify what new offerings would be capable of meeting the needs of targeted segments and identify a means for implementing.

**Sponsor:** Academic and Programmatic Leadership Team (APLT)

**Initiative 3.2.5:** Focus on market competitiveness by researching public and independent schools in our market and develop a thorough understanding of their core competencies, especially their bases for competing.

**Sponsor:** Admission and Academic and Programmatic Leadership Team (APLT)

**Initiative 3.2.6:** Increase campus-wide commitment to engage and equip a broad range of constituencies to advocate for the value of the SAS experience and to build relationships with all constituencies and target market segments.

**Sponsor:** Academic and Programmatic Leadership Team (APLT)

**Initiative 3.2.7:** Establish a positioning platform (positioning statement) for the Saint Andrew's brand, based on core competencies.

**Sponsor:** Marketing Work Group

**Initiative 3.2.8:** Assess the effectiveness of the current marketing communications mix in promoting the platform among target audiences; enhance as appropriate.

**Sponsor:** Academic and Programmatic Leadership Team (APLT)

**Initiative 3.2.9:** Develop an understanding of the digital ecosystem including opportunities for building user-generated Web content, consumer communities, podcasting, blogging, mobile platforms, and conversational media.

**Sponsor:** Academic and Programmatic Leadership Team (APLT)

**Initiative 3.2.10:** Develop a Web strategy to maximize direct marketing efforts and establish and maintain a strong Web presence.

**Sponsor:** Communications and Technology

**Initiative 3.2.11:** Create within the budgetary process an institutional marketing line item.

**Sponsor:** Headmaster's Leadership Team (HLT)

**Initiative 3.2.12:** Gather and disseminate stories that reflect the achievements of SAS students, faculty, staff and administration.

**Sponsor:** Marketing/Communications

**Initiative 3.2.13:** Help parents understand and appreciate, through directed communications, the added value of the Saint Andrew's School College Guidance Office in the college admission process.

**Sponsor:** College Guidance Office (CGO)

**Initiative 3.2.14:** Educate the community about the benefit of a 'seamless' JK-12 educational program. Vertical and horizontal articulation, both within each discipline and across each division, ensure a thorough college preparatory experience. Ideally, there are no gaps within the overall education of each child.

**Sponsor:** Associate Head for Enrollment and Planning

**STRATEGY 3.3: Form local and global partnerships with organizations and corporations that add value externally to the world at large and internally to the depth and breadth of each student's experience.**

**Initiative 3.3.1:** Host a community service fair and invite community groups to meet and discuss ways to improve student involvement in the local community.

**Sponsor:** Chaplaincy

**Initiative 3.3.2:** Develop an online presence to aggregate and promote different community service opportunities that all SAS constituencies can contribute to on [www.saintandrews.net](http://www.saintandrews.net).

**Sponsor:** Chaplaincy and Communication

**Initiative 3.3.3:** Partner with a technology provider to offer online technology training certification courses for students in both hardware and software.

**Sponsor:** Academic Technology

**Initiative 3.3.4:** Coordinate efforts with a small consortium of similar private schools, local and out-of-area, that would allow departments to share best practices to strengthen our curriculum, teaching strategies, policies and procedures, and services offered to our students and parents.

**Sponsor:** Dept. Chairs

**Initiative 3.3.5:** Involve local organizations/businesses that can partner with specific classes in Lower School to first educate, then plan and execute activities that will improve, protect, and/or preserve the local community.

**Sponsor:** Lower School Committee

**Initiative 3.3.6:** Build on existing program with Florence Fuller and Youth Activity Center to develop relationships between students from both schools.

**Sponsor:** F. Somers

**Initiative 3.3.7:** Develop partnerships with local Lions, Rotary Clubs, and Chamber of Commerce

**Sponsor:** Student Activities Office / B. Modic / M. Sylte

**Initiative 3.3.8:** Form partnerships with local colleges, universities, and businesses that will bring global experiences to our students, i.e. scholars in residence and guest speakers.

**Sponsor:** Academic and Programmatic Leadership Team (APLT)

**STRATEGY 3.4: Mobilize Saint Andrew's constituents to increase opportunities for advocacy and relationship building inside and outside the campus community.**

**Initiative 3.4.1:** Develop "alumni" classes or activities that involve long-time faculty.

**Sponsor:** Advancement

**Initiative 3.4.2:** Develop an annual calendar that systematically utilizes strategic members of the school community to host/meet alumni with receptions and dinners. Better utilize more members of the school community that regularly travel to meet with alumni and groups.

**Sponsor:** Advancement

**Initiative 3.4.3:** Improve the local community's exposure to our faculty and facilities by hosting various community groups in a variety of activities.

**Sponsor:** Academic and Programmatic Leadership Team (APLT)

**Initiative 3.4.4 :** Exceed national average of private school participation in alumni programming.

**Sponsor:** Advancement

**Initiative 3.4.5:** Develop opportunities for faculty and staff to advocate for value of the Saint Andrew's experience.

**Sponsor:** Academic and Programmatic Leadership Team (APLT)

**Initiative 3.4.6:** Develop opportunities for current families to advocate for the value of the SAS experience.

**Sponsor:** Academic and Programmatic Leadership Team (APLT)

**Initiative 3.4.7:** Develop opportunities for current students to advocate for the value of the SAS experience.

**Sponsor:** Academic and Programmatic Leadership Team (APLT)

**Initiative 3.4.8:** Develop opportunities for alumni to advocate for the value of the SAS experience.

**Sponsor:** Advancement

**STRATEGY 3.5: Institutionalize strategic decision-making and action campus-wide.**

**Initiative 3.5.1:** Develop a set of underlying assumptions about the future, including critical success factors; track and recalibrate this strategic plan as necessary.

**Sponsor:** Headmaster and Associate Headmaster for Enrollment and Planning

**Initiative 3.5.2:** Create a strategy group with an external focus to constantly review and report on the state of Saint Andrew's markets, keep a sharp eye on the latest trends, on what competitors are doing, and on trends in higher education.

**Sponsor:** Headmaster and Associate Headmaster for Enrollment and Planning

**Initiative 3.5.3:** Regularly schedule and facilitate 'open-door' strategic thinking sessions around issues and trends in JK-12 and collegiate education.

**Sponsor:** Associate Headmaster for Enrollment and Planning

**Initiative 3.5.4:** Establish a set of strategic thinking guidelines to help faculty, staff, and administration adopt strategic behaviors, such as continuous monitoring and adapting of the strategic plan initiatives; keeping in close touch with leading edge educational trend-setters; and scanning best practices and emerging trends in related industries.

**Sponsor:** Associate Headmaster for Enrollment and Planning

**Initiative 3.5.5:** Encourage the development of individual, unit-based strategic plans that support the institutional strategic plan.

**Sponsor:** Headmaster and Associate Headmaster for Enrollment and Planning

**STRATEGY 3.6: Build a JK-12 campus culture of service and leadership to develop students' personal and social responsibility.**

**Initiative 3.6.1:** Operationally define 'community service' and authentic fulfillment of graduation requirements.

**Sponsor:** Academic and Programmatic Leadership Team (APLT)

**Initiative 3.6.2:** Develop, and continue to refine, a community service component/requirement that is managed through the Middle School theology curriculum.

**Sponsor:** D. Taylor

**Initiative 3.6.3:** Engage students in their personal development by infusing social /life skills and leadership training into the MS curriculum (chapels/theology etc.)

**Sponsor:** A. Haynes, Theology Dept

**Initiative 3.6.4:** Within each department, create a service-learning encounter that uses the specific skills of the academic area in ways that contribute to the community and may be implemented across divisions. (i.e., beach clean-up with ecology/ biology; political help in voting precincts with history and political science; English tutors for immigrants learning English)

**Sponsor:** Dept. Chairs

**Initiative 3.6.5:** Integrate organic waste composting into the food service and landscaping operations.

**Sponsor:** Sage / Operations

**Initiative 3.6.6:** Develop and increase opportunities for students to engage in character education, social skills, training, positive modeling and sensitivity/empathy training in the classroom and outside the classroom, through a designed curriculum and use of teachable moments and expectations.

**Sponsor:** LS/MS Counseling

**Initiative 3.6.7:** Engage students in a student club – S.H.A.P.E., Students Helping Achieve Philanthropic Excellence, which will increase awareness of the non-profit sector and the needs of many community-based organizations. The club will raise funds, investigate giving opportunities, and choose a cause/organization to support.

**Sponsor:** Development and Alumni Relations Office, US Student Life Office, MS Rep, LS Rep

**Initiative 3.6.8:** Develop a program that builds a bridge between students and the elderly by establishing interaction that educates and inspires.

**Sponsor:** Chaplaincy

**Initiative 3.6.9:** Create a cohesive program in the Lower School for behavior management that rewards the students in a positive manner.

**Sponsor:** Lower School and J. Glick / W. Toretta

**Initiative 3.6.10:** Create a small group of faculty to work with the Institute of Global Ethics with the goal of understanding how to promote ethical behavior in our community.

**Sponsor:** D. Hossack and A. Haynes

**Initiative 3.6.11:** Extend the conversation that takes place in the Diversity Committee to the wider school community and find a way to explore and discuss issues that are considered “sensitive” and “undiscussable” by most who are not committee members.

**Sponsor:** R. Sanchez and Diversity Committee

**Initiative 3.6.12:** Expand our Community Service Board volunteer program. Find two or three organizations or programs to provide opportunities for the Middle School to engage in an ongoing relationship that is mutually beneficial. Ideally the organization or program would relate in some manner to our curriculum. (An example is the association with the YAC)

**Sponsor:** D. Taylor, G. Steinberg

**Initiative 3.6.13:** Organize a ½ day of service (grade-wide or division-wide) and involve the students in the preparation and follow up—with adult supervision and support.

**Sponsor:** Chaplaincy

**Initiative 3.6.14:** Sustain and deepen student understanding of the impact of consistent, personal involvement in community service. Emphasize the value of investing time and energy working on one project over the course of their high school career. Investing in one project will increase student awareness of the non-profit and social issue. Establish SAS as a local leader in the field of community service.

**Sponsor:** Chaplaincy

**Initiative 3.6.15:** Establish labs on campus where students, faculty, and school community volunteers can coach students from developing nations and immigrant population centers in the US as they learn English.

**Sponsor:** A. Orr

**Initiative 3.6.16:** Consolidate clubs and activities with similar goals. Structure the clubs and activities to ensure students take responsibility for their membership. This should include: align with a national or international organization if possible, create purposes and goals, institute by laws, set expectations/requirements of membership, and meet independently of club day.

**Sponsor:** US Student Activities Office & Community Service

**Initiative 3.6.17:** Initiate a leadership and public service program for our students where leaders from many sectors can interact with students.

**Sponsor:** Chaplaincy, Upper School Dean of Students, Assoc. Head for Advancement