The 2018 Strategic Plan
for
Episcopal High School

Approved by the Board of Trustees
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Table of Contents

INTRODUCTION 1

STATE OF THE SCHOOL 1
RE-ARTICULATION OF MISSION 2
CORE BELIEFS 3

STRATEGIC PLAN VISION STATEMENT 4

STRATEGIC PRIORITIES 5

STRATEGIC FOCUS #1 5
GOAL 1 5
GOAL 2 6

STRATEGIC FOCUS #2 7
GOAL 1 7
GOAL 2 8
GOAL 3 9
GOAL 4 9

STRATEGIC FOCUS #3 9
GOAL 1 9
GOAL 2 10
GOAL 3 11

STRATEGIC FOCUS #4 11
GOAL 1 11
GOAL 2 12
GOAL 3 12
GOAL 4 13
GOAL 5 14
GOAL 6 14
GOAL 7 15
Introduction

State of the School

Episcopal High School approaches its third century in a place of high standing and even greater potential, and many of the strengths and values that guided Episcopal through our early years remain at the core of who we are today.

At Episcopal, students are inspired by an impressive breadth and depth of program that creates an ethos of academic excellence, discovery, and achievement. Episcopal alumni enroll and thrive in outstanding colleges and universities across the country. They pursue lives as responsible citizens and leaders who contribute at all levels of society, and they bring with them a commitment to character and integrity that was nurtured while living in a community that upholds an Honor System in an atmosphere of trust and respect. The active spiritual life on campus and emphasis on service learning reinforce crucial values and the responsibility of each member of our school community to make a positive difference in the lives of others. As we look boldly to the future, it is critical that we hold high the School’s many strengths and build upon them while preserving our time-honored traditions.

Longtime faculty member Patrick Henry Callaway once said that every great school should always display an “under construction” sign at the gate. It is in that spirit, that a dynamic Episcopal High School must remain creative and innovative in pursuit of its mission. Episcopal must understand and embrace the possibilities of the changing nature of education, the competitive landscape for independent school education, innovative programming, new school models, and disruptive technologies that will continue to enhance and revolutionize educational possibilities. We must also step up to the challenge of increased competition for talent, in both finding and supporting outstanding, dedicated faculty and staff, and in attracting a talented and intriguing mix of students for Episcopal.

Today, Episcopal is uniquely positioned to provide a transformational and distinctive student experience built around two compelling notions of connection. First, we sit a stone’s throw from one of the world’s most consequential cities, with its myriad and vital connections to a much larger and increasingly connected global community. Second, our 100%, seven-day boarding, residential community, where students and faculty live and work together, fosters powerful relationships and connections that play an integral role in the delivery of the School’s mission. These Episcopal connections – with each other, inside the gates and with the world through our engagement with Washington, D.C. – are extraordinary, and we envision them becoming even more so with innovations that bridge higher levels of academic excellence with concepts critical to ethical leadership.
Re-articulation of Mission

This strategic planning process began with consideration of Episcopal’s mission. In discussions with our stakeholders and upon thoughtful reflection, it became clear that the most compelling and authentic element of the School’s mission is our longstanding commitment to the development of intellectual and moral courage. The new, more concise wording begins with founding principles that guide us to this day, and concludes with that essential goal:

The EHS Mission Statement
Guided by its founding principles of honor, academic distinction, spiritual growth, and community, Episcopal High School prepares young people with the intellectual and moral courage to pursue lives of ethical leadership and service as citizens of an increasingly connected world.

To convey more fully the aspirations and implementation of the School’s mission, two additional concepts were added. The Portrait of an Episcopal Graduate defines what we mean by intellectual and moral courage. This portrait identifies the key academic skills, character traits, and personal qualities that we associate with intellectual and moral courage and that we strive to develop in our students during their years at the School.

The Episcopal High School Graduate strives to exhibit:

Moral Courage
- Acts with honor and integrity
- Stands up for what is right
- Collaborates with empathy and respect
- Leads and serves with humility and kindness
- Expresses appreciation and gratitude
- Admits mistakes and learns from failure

Intellectual Courage
- Investigates with curiosity and an open mind
- Seizes opportunities to learn
- Expands knowledge by making connections
- Questions critically
- Solves problems creatively
- Values diverse perspectives

Courageous Action
- Commits to ambitious goals
- Listens and communicates effectively
- Expresses opinions with conviction and care
- Embraces challenge with confidence
- Works hard and responsibly
- Uses resources and technology wisely
- Seeks balance and brings joy
- Adapts with resilience
Core Beliefs

Finally, the School rearticulated our Core Beliefs, which set the foundation for how we set out to deliver our mission.

Episcopal High School believes:

- Honor is both a pursuit and an expectation;
- Relationships in which students are known, valued, and supported are critical for academic success and character development, and they flourish most powerfully in a 100% residential community;
- The pursuit of knowledge, not merely its acquisition, is at the core of the academic experience, compelling one to take risks and to embrace and learn from failure;
- Passions, interests, and personal strengths are discovered when students engage in wide-ranging experiences in academics, athletics, the arts, and all areas of school life;
- Bridging the classroom with intriguing, real-world experiences amidst the vast resources of Washington, D.C., and beyond makes learning authentic and powerful;
- Intellectual development and moral growth are best nurtured in a vibrant and diverse learning community where close relationships help us understand, appreciate, and bridge our differences;
- Spiritual inquiry and service are key to self-discovery and developing empathy for others;
- High expectations and rigor, combined with close attention to the physical and emotional well-being of each child, lead students to thrive and be their best selves;
- We are all part of something greater than ourselves with the capacity and responsibility to be a force for good in the lives of others.
Strategic Plan Vision Statement

Building on its strengths and momentum, Episcopal looks with confidence to take the School’s impact to new heights. Our vision is to prepare young people with the intellectual and moral courage to excel academically and to become a force for good in an increasingly connected world. By blending our time-tested strengths and traditions with innovative uses of the resources of Washington, D.C., and transformational relationships on campus and beyond, we will offer our students learning opportunities that are engaging, relevant, impossible to replicate, and uniquely powerful.

Episcopal is positioned to realize this vision. Our gifted faculty and staff are passionate in their work and determined continually to grow in their pursuit of the very best approaches possible. Our use of Washington, D.C., as a living classroom with its governmental, educational, corporate, non-profit, environmental, and global resources offers learning experiences few can match. Our commitment to our model of a 100% residential community unlocks creative possibilities with our use of time and educational innovations, and it fosters powerful relationships and community experiences critical to the development of intellectual and moral courage. The engagement, school pride, and financial support of alumni, parents, and friends fuel our efforts to boldly pursue initiatives that move the School and our mission forward.

To bring this vision to life over the next several years, we will focus on four key strategic areas of progress:

**Strategic Focus #1. We will** fully leverage the advantages of our location just minutes from the nation’s capital and our 100% residential model to reach new heights in academic excellence and the development of ethical leadership.

**Strategic Focus #2. We will** maximize the development of intellectual and moral courage through the power of relationships and a commitment to vibrant, inclusive community.

**Strategic Focus #3. We will** create a unique school environment in which our students and adults thrive through an intentional and inspirational balance of ambitious pursuits and healthy lifestyles.

**Strategic Focus #4. We will** fuel a more robust delivery of our mission through the strengthening of the School’s human, financial, and physical resources and the establishment of creative community supports that inspire excellence.
Strategic Priorities

STRATEGIC FOCUS #1

We will fully leverage the advantages of our location just minutes from the nation’s capital and our 100% residential model to reach new heights in academic excellence and the development of ethical leadership.

GOAL 1

Explore and implement innovative and creative ways to integrate the use of unique and powerful learning resources in Washington, D.C., across the curriculum and key programs such as The Washington Program, Leadership and Ethics, Service Learning, and Wellness Education to enhance academic excellence and learning at Episcopal.

A. Create a Center for Intellectual and Moral Courage as a “crossroads” for blending signature programming with core academics to establish norms of intellectual and moral courage and to develop them intentionally and effectively within our students. Use the resources of the Center to integrate more effectively the efforts of the Washington Program, Leadership and Ethics, and Service Learning and to enhance the School’s level of academic excellence through fostering a deep connection to place-based/experiential learning in the greater Washington area and accessing useful innovations.
   a. Establish a task force to develop a schedule and plan for the design, creation, and implementation of the Center and its signature programs.
   b. Attract endowment resources to support Center staffing and program development.
   c. Identify the most successful aspects of our Washington Program, Leadership and Ethics, Service Learning, and our academic disciplines in terms of their leveraging of Washington’s resources and build on these successes and creative opportunities to blend these areas as the foundation for new initiatives and programs.
   d. Pursue strategic partnerships with key organizations and individuals throughout the city’s political, cultural, educational, corporate, and non-profit communities.
   e. Develop and implement multi-year strategic priorities for faculty and staff professional development in areas such as experiential learning and innovative technologies to ensure that the School best develops unique and engaging learning experiences in this expanded classroom of Washington, D.C.

B. Explore and implement new academic and interdisciplinary approaches designed to leverage the resources of Greater Washington more significantly.
a. Enhance and offer more deep learning and individualized opportunities for students.
b. Create grade level curricula that connect and engage students with off campus resources.
c. Identify individuals with expertise in the greater Washington community who might enhance our ability to offer in-depth academic work in specialized areas.
d. Consider innovative structures and creative scheduling for approaches that could make possible the use of local experts for these new academic initiatives.

C. Explore and create, if appropriate, a signature course for 9th/10th and 11th/12th graders that integrates and illuminates the important connections of leadership training, service learning, wellness education, and spiritual growth.

GOAL 2

Profoundly develop within our students intellectual and moral courage by challenging assumptions and creating change in what education looks like, from daily schedule to student assessment, from professional development to networking.

A. Use the flexibility of our 100% boarding residential model to leverage time in creative and more effective ways.
   a. Reorganize the yearly, weekly, and daily schedule to maximize the School’s ability to take full advantage of Washington’s resources.
   b. Design new student programs and initiatives with time for student preparation, engagement, and reflection to support authentic and deep learning outcomes for students.
   c. Explore and implement the use of innovative technologies that foster greater flexibility in accessing unique resources in Washington and beyond while remaining connected to programming and community on campus.
   d. Explore and implement innovative programs that use time creatively for immersion experiences. Possible initiatives include:
      i. A satellite location/campus in Washington D.C., and
      ii. An exploraterm or other special moments in the year for immersion experiences similar to the Senior Externships in May.

B. Assess more intentionally and effectively across all programs student progress in developing the academic skills, character traits, and personal skills associated with intellectual and moral courage as described in our Portrait of a Graduate.
   a. Explore departmental/academic discipline structures that promote collaboration and student-centered learning.
   b. Explore and implement, when appropriate, innovative assessment techniques such as digital portfolio systems to compile collection of accomplishments and evidence of mastery.
c. Leverage membership in the Mastery Transcript Consortium, ISEEN, and other networks to identify effective approaches to measuring skills and personal qualities more difficult to quantify.
d. Explore creative new approaches to externships and apprenticeship learning, and develop approaches to analyze their effectiveness.
e. Serve as an educational leader by being a center for excellence and innovation in teaching and learning:
   i. Host on campus institutes, workshops, and other opportunities for professional development in place-based and experiential learning,
   ii. Motivate faculty and staff to present at conferences and workshops nationally and internationally to expand the knowledge and appreciation for Episcopal’s level of academic excellence, and
   iii. Explore engaging higher educational institutions in the area and globally in collaborative partnerships that provoke new ideas, creativity, and opportunities for specialization and focus.

**STRATEGIC FOCUS #2**

**We will** maximize the development of intellectual and moral courage through the power of relationships and a commitment to vibrant, inclusive community.

**GOAL 1**

Maximize the role of powerful adult-student relationships in the development of intellectual and moral courage outside the classroom that ensures students are known, appreciated, and inspired to be their best.

A. Strengthen the impact of the Advisory System and adult-student relationships in Residential Life.
   a. Identify and implement enhanced professional development and support for effective advising and residential life duties in areas such as:
      i. Communication and counseling (“Portrait of a Graduate” qualities),
      ii. Healthy and respectful peer to peer relationships, and
      iii. Sexual misconduct prevention
   b. Develop greater structure for ongoing evaluation of effectiveness with advising and dorm roles.
   c. Expand scheduled time for meaningful advisor-advisee conversations.
   d. Develop intentional curriculum reinforcing the Portrait of a Graduate behaviors to support advisory conversations and adult-student dorm interactions.
   e. Expand the number of dorm residences to decrease our residential faculty to student ratios on dorms from 23:1 to 15:1.
f. Expand overall faculty housing to support 100% of faculty in living on campus and in close proximity to the students.

B. Organize use of Dining Hall physical spaces and approaches to sit-down meals to enhance relationship-building.
   a. Identify new furniture that better fits with the space and effectiveness of interactions and explore implementing acoustic measures to improve the quality of communication and engagement.
   b. Develop new approaches for sit-down meals that enhance advisor-advisee communication, develop broader faculty-student relationships, and share more equitably the responsibilities of moments such as waiting tables.
   c. Create new approaches for non-sit-down meals that connect students in creative ways and expand relationships.

GOAL 2
Maximize development of intellectual and moral courage by fostering curious, respectful, inclusive community and building bridges across our differences.

A. Identify and implement professional development for faculty and staff to enhance curiosity, cross-cultural understanding, and respect.
   a. Support for effective curriculum development and enhanced teaching excellence.

B. Identify and implement student programs, student groups, and clubs to enhance curiosity, cross-cultural understanding, and respect.
   a. Provide cultural immersion experiences for all students to build empathy and understanding of global issues.

C. Minimize student and parent challenges caused by socio-economic inequalities.

D. Create new policies and approaches to ensure that the use of innovative technologies and social media strengthen community rather than enhance dislocation, separateness, or division.

E. Incorporate strategies for the development of weekend and evening activities designed specifically to build stronger bonds across grade levels and among different student friend groups.

F. Identify and implement approaches in our admissions process to ensure that prospective families understand our commitment to inclusion and to make a diverse group of visitors feel welcome and comfortable on our campus.
GOAL 3
Develop enhanced approaches to the School-Parent Partnership and to the Parent-to-Parent Partnership to collaborate in support of our students, to enhance understanding and trust, and to maximize the impact of word-of-mouth messaging in building support and enthusiasm for the School.

A. Enhance consistency of communication with parents through various mediums to share information that allows parents to advise and support their children effectively:
   a. Advisor-Parent communications,
   b. Website and digital communications, and
   c. Communications to parents from important support resources (Academic Support Center, Health Center, Counseling Office, College Counseling, Etc.).

B. Explore and implement expanded opportunities to build relationships among parents at the same grade level and among parents whose children share various activities or backgrounds.

C. Enhance and strengthen parent networks in strategic geographic areas to support recruitment efforts by the Admissions Office.

GOAL 4
Develop enhanced approaches to strengthening the School’s Alumni network and to connecting the alumni more directly with the students and school life.

A. Explore and implement creative approaches and programming that leverage alumni expertise and impressive alumni role models to enhance learning on campus.
   a. Continue to build on the success of the EHS Connects programs and the recent EHS Connect on Campus event.
   b. Explore and implement, if appropriate, a more structured approach to an alumni lecture series or mini-course innovation with possible virtual elements.

STRATEGIC FOCUS #3
We will create a unique school environment in which our students and adults thrive through an intentional and inspirational balance between ambitious pursuits and healthy lifestyles.

GOAL 1
Ensure a safe and healthy environment where students are best prepared physically, mentally, and emotionally to learn and grow and to engage with the larger community at Episcopal and beyond.

A. Expand Health and Wellness Programming.
a. Ensure that both educational supports and disciplinary responses associated with inappropriate use of drugs and alcohol reflect national best practices, leading research, and Episcopal’s mission.
b. Align the sleep patterns of the students with scientific research associated with healthy approaches regarding sleep.
c. Coordinate efforts by the dining staff, health curriculums, wellness programming, and coaches/trainers to align best practice research associated with nutrition to the eating habits of the students and adults.
d. Identify and implement innovative wellness and stress-management initiatives and programs.
e. Identify and implement enhanced approaches for educating students about healthy and appropriate teenage romantic relationships and physical intimacy.

B. Initiate a Health and Wellness Task Force to review best practices for programming, staffing, and facility needs for both the medical and counseling sides of health delivery and to benchmark our program with other schools in preparation for the development of a new Health and Wellness Center and to guide enhanced programming.
   a. Visit peer schools and small colleges with innovative health and wellness approaches to inform the planning of a new health and wellness programs and facilities at Episcopal.

C. Review and revise campus safety and security approaches to ensure best practice approaches.

GOAL 2
Seek a healthy approach and an enhanced quality of life for the faculty and staff where these adults can thrive and be their best selves in a demanding professional setting with non-traditional work hours.

A. Find and pursue the best possible balance, where quality of life for faculty and staff meets appropriate workloads in support of the overall needs of the School and its 100% boarding model.
   a. Review the combination of responsibilities and roles for faculty, staff, and administration to ensure healthy work/life balance.
   b. Review and strengthen support and guidance for faculty and staff new to the School.
   c. Identify and protect intentional time for planning, collaborative creativity, reflection, and professional development.

B. Expand housing to support 100% of the faculty and key staff to best support our 100% boarding student body, while also limiting the impact of commutes on daily stress, time challenges, and the expense of living in the Washington, D.C. area.
C. Explore effective approaches to enhance regular communication with and from the faculty and staff to ensure that day to day challenges and helpful suggestions are understood, appreciated, and supported.

D. Enhance wellness resources to emphasize the health and well-being of the adults in the Episcopal community.

GOAL 3
Improve Episcopal’s ability to address student learning needs proactively and on a more individualized basis.

A. Keep abreast of the most current research and findings with regard to setting appropriate expectations and attaining high levels of academic achievement for students across the spectrum of academic ability and learning styles.

B. Provide the Crosland Academic Support Center Director and staff with the support systems to become a resource center for all faculty to explore and discuss differentiated instruction.

C. Expand College Counseling support and communication with students and parents across all four years of the Episcopal experience to enhance individual student development and college opportunities while maintaining balance and perspective.

D. Explore the use of innovative technologies in differentiating instruction and enhancing the development and achievement of individual students.

E. Strengthen the faculty and staff’s use of gender-specific research and professional development to best meet the needs of boys and girls where different and where similar.

STRATEGIC FOCUS #4
We will fuel a more robust delivery of our mission through the strengthening of the School’s human, financial, and physical resources and the establishment of creative community supports that inspire excellence.

GOAL 1
Achieve bold growth of the School’s endowment to support ambitious goals related to affordability and program while reducing dependency on tuition dollars.

A. Expand the breadth of families for whom Episcopal High School is accessible and affordable by achieving an increase in scholarships and other endowed funds for financial
aid resources to support in this planning cycle between 40% to 45% of current students (an increase from current levels of 32%) with an ultimate goal of support for 50% of current students.

B. Fortify the School’s capacity to support innovative and life-shaping programs through the creation and growth of endowed funds that support Episcopal’s distinctive programs and highly-talented faculty and staff.

C. Ensure responsible stewardship of the School’s physical plant by endowing the maintenance of all new and renovated facilities at a level of 25% of construction costs.

GOAL 2
Enhance the level of diversity across the student body to reflect more effectively the world in which our students will live and contribute as engaged citizens and ethical leaders.

A. Develop and implement measurable enrollment objectives aimed at strategically strengthening diversity to include geographic, socioeconomic, racial, ethnic, and religious representation within the student body.
   a. Benchmark students of color population and the international student population with peer group of leading boarding schools to set goals and targets.

B. Identify and implement new marketing and outreach initiatives in the admissions process with enhanced diversity in mind.

C. Utilize more effectively the School’s alumni and parent networks and relationships with community-based organizations to attract diverse applicants.

GOAL 3
Attract and retain gifted and diverse faculty and staff who choose Episcopal because it provides a professional environment and opportunities that are unmatched in the independent school world and who are dedicated to the School’s mission.

A. Ensure competitive compensation that places Episcopal faculty and staff in the top quartile of ABOPS schools through expansion of endowed resources for faculty and staff support.

B. Expand on-campus housing to support 100% of the faculty as well as selected staff positions.
C. Perform an administrative audit that also explores administrative structures that would best support the faculty and staff in achieving strategic goals.

D. Implement a comprehensive professional development program that emphasizes strategic areas such as experiential learning, creative student assessment techniques, innovative technology use, cross-cultural competence, school safety, etc., and that provides time for collaborative and interdisciplinary approaches.

E. Establish a Teaching Intern Program that serves to provide new teaching and learning experiences, increase diversity within the School’s adult community, and support the demands of a fully residential community and our breadth of program.

F. Enhance, with the help of an outside consultant, the system used to evaluate faculty and staff, reflecting the complexity of boarding school responsibilities and emphasizing both the qualities conveyed in the School's portrait of a graduate and a culture of community-wide enthusiasm for and commitment to innovation and growth.

G. Identify and implement additional recruitment and hiring practices that emphasize diversity.
   a. Interview at least one candidate of color for each opening.
   b. Establish supports and resources aimed at improving retention of faculty of color.
   c. Seek over time to increase the percentage of faculty of color to reflect more directly the diversity of the student body and of the Greater Washington area.

GOAL 4
Implement the priorities of an updated Campus Master Plan that support the initiatives identified in the Strategic Plan to ensure the highest levels of learning and healthy development and growth in our 100% residential community.

A. Ensure housing for students and faculty that supports the unique opportunities and priorities of our fully residential community.
   a. Through the construction of two new dormitories and the renovation of existing dormitories, decrease the ratio of students to faculty living on each dorm from 23:1 to 15:1 and achieve healthy and comfortable living arrangements for students that foster community while providing spaces for quiet study and reflection.
   b. Construct new faculty residences, in addition to those provided in the new and renovated dorms, to ensure 100% of faculty as well as key members of the staff are able to live on campus.

B. Design and build a new, state-of-the-art Health and Wellness Center, enabling the School to best support our students’ physical and emotional well-being and to bring enhanced health
and wellness programming to life.

C. Explore the benefits and impact of constructing an addition to the Baker Science Center to create a space for math and technology, more boldly supporting innovative and integrated STEM curricula and inspiring students to excel in these critical academic areas.

D. Reimagine the use of Laird Dining Hall to support enhanced community time and more impactful conversations and fellowship during seated meals.

E. Complete important updates and renovations to Callaway Chapel to support a thriving and inclusive spiritual program that is at the core of the student experience.

F. Design and complete renovations to Hoxton House, Episcopal’s iconic building that houses the office of the Head of School and other key administrators and services.

G. Complete renovations to and reconstruction of certain athletic facilities that are in need of updates and repairs, including Hoxton Track and Field, Greenway Field, and Shuford Tennis Courts.

GOAL 5
Develop and implement a schedule that allows more creative and integrated use of the Washington, D.C. area’s vast resources, while emphasizing the importance of relationships, health, balance, and the pursuit of personal interests and passions.

A. Establish an Innovative Schedule Task Force to research and develop new approaches to the yearly calendar and daily/weekly schedule with initial implementation to begin as early as the fall of 2019.

B. Engage a creative, independent consultant to support the Innovative Schedule Task Force to challenge the School to consider all options, including those that are unconventional and conflict with long-held practices or assumptions.

GOAL 6
Stay abreast of ongoing innovations in technology and enhance the School’s flexibility and agility in taking advantage of their implications for the effective and efficient delivery of the School’s mission.

A. Explore an expanded use of virtual delivery of curriculum and Global Online Academy resources to enhance creative approaches to schedule, curriculum expansion, and use of time.
B. Ensure that faculty, staff, and students understand and engage with important innovations in technology such as Artificial Intelligence, Big Data, virtual reality, gamification, etc.

C. Explore the expansion of technologies that enhance the use of data and information to track more effectively progress in different areas of school operations and student life.

GOAL 7

Ensure disciplined and prudent stewardship of the School’s resources to maximize the impact of new and existing funds.

A. Conduct zero-based budgeting exercises at regular intervals to identify cost efficiencies.

B. Explore community and other partnerships that help the School achieve strategic priorities more effectively and efficiently.

C. Seek out and expand upon mission-appropriate, alternative sources of revenue, such as the engagement of HeadFirst to manage the School’s summer programs.

D. Review the School’s endowment spending policy and consider a further reduction to ensure growth while providing critical operating funds.

E. Explore uses of new technologies, approaches to energy consumption, and approaches to transportation that provide cost savings and reduce the School’s carbon footprint.