At Hockaday, we are collectively driven by our Mission: Believing in the limitless potential of girls, Hockaday develops resilient, confident women who are educated and inspired to lead lives of purpose and impact. In 1913, Miss Hockaday imagined and created an unprecedented School for girls to learn, achieve, and find purpose, and we are committed to carrying her vision forward.

**Academic Year 2014 – 2015**

Hockaday began a thoughtful and comprehensive strategic planning process during academic year 2014 that would end up spanning two years. In April 2014, a broad set of campus constituents from across the Hockaday community came together to discuss the School’s Core Values, which represented Phase One of the development of Hockaday’s Strategic Plan for 2015–2020.

Phase Two began in January 2015 with Visioning Day 2020, an opportunity for the entire School community including faculty, staff, students, parents, alumnae, parents of former students, and trustees to share their ideas, suggestions, expertise, creativity, and vision for the development of Hockaday’s 2015–2020 Strategic Plan. This kicked off a year-long process that included input from nearly 500 members of the Hockaday community.

At the culmination of this process in May 2015, the proposed Vision and the new strategic plan, Hockaday 2020, were approved by the Board of Trustees. The Goals and Strategies also aligned with the School’s Self-Study completed during AY 2014–2015, as part of the decennial re-accreditation process with ISAS, the Independent School Association of the Southwest.

**Academic Year 2018 – 2019**

With the arrival of new Eugene McDermott Head of School Dr. Karen Warren Coleman, the Board of Trustees began a discussion about the need for a nimble approach to planning. They noted that organizations are moving away from bounded, multi-year plans and into a mode of “continuous planning” that is more responsive to the fast pace of change. The Board and School leadership affirmed the value of Hockaday 2020 and the collaborative effort that resulted in such a thoughtful plan. With Hockaday 2020 as a foundation, the Board of Trustees
asked that the School refresh Hockaday’s strategic plan and establish a clear road map for implementation of the plan.

During Summer 2018, the Leadership Team met for a two-day retreat to consider the Board’s input, review and reflect on Hockaday 2020, and identify key elements to retain as well as new or revised goals and strategies. This process kept the School’s needs and national trends affecting independent schools at the fore.

By the conclusion of their retreat, and after significant and thoughtful analysis, the Leadership Team had developed a working draft of the revised strategic plan that would then undergo several rounds of review and feedback.

At the October 2018 Board meeting, the Board was asked to evaluate whether the revised plan was sufficiently ambitious and what, if anything, was missing or should be modified. In the fall semester, the plan also was shared with faculty and staff during in-person faculty focus groups, and feedback was invited electronically as well. Much of the faculty input was consistent with the thoughts and ideas received from the Board.

At the end of a comprehensive and collaborative process, the Leadership Team emerged with a new version of the strategic plan, The Hockaday Difference: Educating Girls for Extraordinary Lives. The Board approved the plan in January 2019, and we subsequently shared the plan with faculty and staff and received their enthusiastic support. In the spirit of continuous planning, we will focus on implementing the highest priority initiatives each year, checking in on the broader plan annually, and updating it as needed.

Work Groups

With the launch of The Hockaday Difference during the 2018–19 academic year, Hockaday launched two work groups to implement key aspects of the plan:

1. The Quality of the Student Experience
2. Educational Innovation

The Work Groups are composed of faculty and staff members from across all divisions, and the focus of their work is as follows:

Student Experience – This group is considering ways to enhance the Hockaday student experience, including how to better support our girls as whole people; foster students’ physical, mental, and social health and well-being; offer an array of co-curricular experiences that develop students’ learning and talents outside the classroom; and be deliberate about the role of the Four Cornerstones in the student experience.
Educational Innovation – This group is evaluating the skillset a Hockaday education should provide to prepare girls for the world they will enter after graduation; find ways to encourage innovative teaching and learning practices, including experiential learning, creative use of technology, and opportunities to develop student leadership skills; and consider how to refresh the curriculum to meet 21st-century learning needs around science and technology, diversity and inclusion, global citizenship, and other emerging topics.