

Cathedral School *for* Boys
Strategic Plan 2008–2013





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MISSION

- ★ To provide an excellent education for boys at the elementary level.
- ★ To attract a diverse student body of strong academic potential.
- ★ To provide a school committed to intellectual inquiry and rigor, centered in the Episcopal tradition, respectful of and welcoming to people of all religious traditions and beliefs.
- ★ To develop social responsibility through exemplary programs of outreach and service.
- ★ To create a community bonded by open-heartedness, hope, compassion and concern.

STATEMENT OF PHILOSOPHY

Cathedral School for Boys, founded in 1957, strives to provide education in the best tradition of the Episcopal Church and in consonance with the mission of Grace Cathedral. We believe that this education is derived from three main sources: the highest academic and personal standards humanely applied; building a diverse community united in its concern for the school and for the world; and an active engagement with religion and the spiritual dimension.

Academically, the school sets high standards in literacy, basic skills, self-discipline, the joy of learning, and the pursuit of wisdom. We set equally high standards in civic and social responsibility that is demonstrated through good behavior, caring, mutual respect, truth-telling, honor, and mindful stewardship of our world. We emphasize these qualities in all aspects of school life. Art, music, drama and physical education are integral parts of the curriculum. We prepare boys to enter demanding secondary schools confidently; we recognize that there is a variety of learning styles and paces among able students, and we try to teach accordingly. Teachers are able to focus on those learning styles which are boy-friendly—hands-on, active learning which allows for movement and vigor. We affirm the integrity of childhood and elementary curriculum, and do not try to replicate secondary school studies.

We believe that the school's programs are effected by a talented, enthusiastic and loving collegial faculty. These men and women are recruited and retained based on their professional skills, their willingness to model the highest standards in every respect, and their commitment to professional and personal growth. It is a priority of the school to provide funds and other support for that growth, and to strive toward competitive faculty compensation.

We believe that our all-boy environment frees our students to explore the full range of their potential. Our awareness of the different learning styles, rhythms and activity level needs of boys promotes an openness and flexibility in the program that allow for success in all areas of study. Personalities have the freedom to develop without gender stereotyping, and boys can inhabit all roles in social, academic, and aesthetic areas. Thus they develop a strong sense of self without the need for posturing and pretending. In an atmosphere where friendships are valued, and where cooperation and collaborative problem solving are practiced, boys are able to talk about their feelings freely. Being the recipients of empathy, understanding, and compassion, boys learn to become caring and compassionate people.

Our belief that all people are children of God and citizens of a shrinking world leads us to develop as diverse a community as possible. We seek families of all races, creeds, and economic circumstances, subject only to the child's ability to take advantage of our program. A growing financial aid program, tied by policy to the tuition income, exists to effect economic diversity. We make every effort to ensure that all families feel welcome in the school community.

Religious education includes exploring questions of meaning, purpose and personal identity within the daily life and studies of the boys. Using the Bible and Anglican worship as starting points, we seek to assure literacy in the content and discipline of all major religions, recognizing the limitations of what is age-appropriate and the general sensitivity of the subject. We strive to open minds and hearts to the religious dimension of life, and to discourage uncritical dogmatism. The time we spend regularly in Grace Cathedral, with its soaring spaces and magnificent music, provides the boys with an opportunity to come together as a community in a sacred place of great beauty. The spiritual dimension of the school and its program adds immeasurably to the exploration of values, the development of character, and ethical and moral sensibilities. Clergy of many faiths lead worship from time to time. Twenty or more of the boys sing in the Cathedral Choir of Men and Boys, receiving a special musical training and religious experience.

We are committed also to outreach beyond the financial aid program. This commitment is evidenced at present by programs of community service and charitable outreach through the entire school community.

Finally, we believe that education thrives in a school where parents, teachers, students, and trustees know each other well, communicate comfortably and openly in an environment of mutual respect, and habitually laugh together. We are committed to remaining small in size, but large in mind, heart and spirit.

DIVERSITY STATEMENT

From its inception in 1957 Cathedral School for Boys has always strived to be a school that reflected “the many neighborhoods of San Francisco.” As the school has grown and matured, its definition of what makes a truly diverse community has grown and matured as well. Cathedral School strives to welcome in its community families and students of all races, faith traditions, cultural backgrounds, economic circumstances and sexual orientations. We greatly value as part of our boys’ educational experience the varying perspectives and learning styles, the richness of culture, the sharing of tradition, and the working through and resolution of conflict that comes from being a truly diverse community. It is through our understanding of the other that we come to be at peace with ourselves. It is through our deepening understanding of difference that we come to know and appreciate our commonalities. And it is through the sharing of the traditions and rituals of others that we gain a deeper meaning and purpose of our own.

We believe that the school’s curriculum should represent the diversity of our community and give our students an opportunity to open their hearts and minds to a wide range of perspectives on history, culture, literature and religion. To truly become critical thinkers in a global world, our boys need a strong foundation in not only the core subjects of mathematics, language arts, science and technology, but also need a foundation in understanding the dynamics of human relationships, the values and traditions of various cultures, the balance between the needs of the individual and the needs of others, and a way to live out one’s spiritual and moral values as they are challenged and questioned each day of their lives.

We believe the curriculum and program is enriched by a diverse administration, faculty and staff. The experience of every student is enhanced by not only the different perspectives that a diverse faculty can bring, but also from seeing themselves and their experience mirrored in the community. The school is committed to achieving diversity in its hiring by using the resources available to locate and evaluate a wide range of candidates for each position.

We believe economic diversity enriches the educational opportunities for all families, and is critical to the health of the school community. Toward this end, the school is committed to making the financial resources available to ensure a need-blind admissions policy, so that economic circumstance will not be a determining factor in a child’s admission to Cathedral School.

Finally, we are aware that none of these goals are easily reached; that they take commitment, time, patience and understanding. We are aware that just as in one’s personal growth, where there is pain, there is opportunity for growth, where there is failure, there is opportunity for redemption, and that accomplishment and success mean little if it is not shared with others. It is no different in the life of a community. We welcome the challenges and opportunities that the continuing dialogue will bring.

INTRODUCTION

As the school began the process of looking forward and planning for the needs of our students and families for the next five years, we also took the time to reflect on the accomplishments achieved from our last strategic plan. Much was done in the area of facilities improvement with the renovation of the gymnasium, Gresham Hall, crypt classrooms and hallway and the Upper School science lab. The school's endowment has grown dramatically, building a strong financial foundation for the school and giving us the ability to offer Adjustable Tuition to an increasing number of our families, compensate our faculty at a level that is competitive with the best schools in our area, as well as improve and enhance our program for our students. A human development program was created and implemented in grades kindergarten through eight and curriculum across the board has continued to develop and change along with the needs of our students. All of these developments over the last five years have put the school in a strong position for the future with improved facilities, financial stability, and a strong and dedicated faculty.

With all of this in mind, the board, faculty and staff decided that in this next strategic plan we would focus on the school's program and how we can continue to grow and develop in ways that best meet the needs of a dynamic and global world of accelerated change. How do we best prepare our boys for the important challenges they face as they move from the community of Cathedral School to the community of an ever-shrinking world? The committees took time to research, both nationally and internationally, trends, programs and curricula that might inform us in how Cathedral School might lead the way in preparing our boys for a future of change, while still maintaining the core values and principles that are so important to our mission. This approach to planning is both far-reaching and difficult and can lead to goals that are either overly broad or unattainable. The committees therefore focused on goals that attempt to meet the needs of our changing world, but are actionable and attainable. We believe they have been successful in achieving that delicate balance.

We want to thank and commend all of the members of our community who contributed to our work this past eighteen months. This is the work of many diverse minds and ideas that have come together to help our school community move forward. It could not have happened without your generous contributions of time and talent.

PROCESS

The planning process began eighteen months ago with a parent survey completed in the spring of 2007 that gave us a sense of the areas where our community felt there was opportunity for growth. A board retreat in May followed where we reviewed the survey and outlined areas to explore in finance, facilities, school community and program. At a faculty retreat in August of the same year, we focused on program goals with a view toward what it means to be a global citizen, what role technology should play in our curriculum, and how to promote sustainability throughout the curriculum. Four committees were formed in the fall to cover these four main areas: program, community, finance, and facilities.

As the process moved forward, the focus became centered on the program initiatives and how we could best support those goals. As the committees met and discussions continued, a different format was making itself clear to the group, and the decision was made to make our program goals our major initiatives, and the goals of finance, facilities and community became ways of supporting these initiatives. What follows are the three main areas of program development of our plan: fostering creativity and innovation, integrating global learning and multiculturalism, and promoting sustainability. Each initiative will have goals that will include work done in the finance, facility and community committees that support these initiatives as well as the program subcommittee on technology and its best practices in education.



FOSTERING CREATIVITY AND INNOVATION

The school is committed to providing a program that fosters children's natural abilities in creative and divergent thinking. These skills are fostered and developed through creating a classroom environment centered around discovery and exploration as opposed to the directing of students toward predetermined outcomes. This process develops the student's skills in divergent thinking, critical analysis, and creative problem solving which will be important in meeting the professional, social and global challenges in their future. The committee reflected on the many ways the school currently fosters these skills and developed the following goals to further enhance the school's programs.

GOALS:

Creativity and Innovation

- Create more opportunities for student-driven curriculum with an emphasis on flexible problem solving
- Construction of three new learning centers for more individualized program and differentiated learning
- Enhance intersession and elective programs to provide more opportunities for intensive study.
- Construction of new multi-media and digital arts center and new middle school classrooms
- Broaden mentoring program to include parent resources, non-profit and business partnerships

Media Literacy

- Enhance Upper School multi-media curriculum
- Integrate media literacy curriculum throughout grades K–8
- Allocate funds for professional development in areas of technology and innovative curriculum



INTEGRATING GLOBAL AND MULTICULTURAL LEARNING

The school is committed to developing curriculum that increases awareness and deepens understanding and appreciation of cultures represented at Cathedral School, and in the San Francisco and global communities. As our world becomes ever more interconnected, it is imperative that students develop an understanding and appreciation of diverse backgrounds and cultures. This also includes the understanding of educational trends internationally and using the expanding resources of technology to connect our students with the broader world. The school's mission has always embraced diversity in its broadest sense, and the goals developed lead us toward enhancing this part of our mission.

GOALS:

Global and Multicultural Curriculum

- Investigate opportunities for teacher exchange programs internationally
- Fund professional development opportunities focused on international trends in education
- Implement integrated humanities curriculum in middle school and re-examine K–8 social studies scope and sequence
- Provide community-wide training and development to promote multicultural literacy

Service Learning

- Further develop service learning programs K–8 through Big Brother Program and seventh and eighth grade student projects
- Coordinate school service learning with Grace Cathedral outreach programs

Community Outreach

- Expand Host Family Program and faculty liaison relationship with SMART program
- Develop Parent Education Consortium with peer schools
- Enhance the school website to broaden communication both within and beyond the school community
- Continually assess changing needs of CSB community



PROMOTING SUSTAINABILITY

Social responsibility starts with personal responsibility. Through our human development program created out of the 2003 strategic plan, CSB has made growing personal responsibility in our students a top priority and an achieved goal. The boys are taught essential skills and given knowledge and understanding of how to be responsible with their bodies and make healthy choices for them. The 2008 strategic plan focuses on how we can build on this and continue to grow our students' responsibility to others and the world around them.

Promoting sustainability encompasses more than just environmental issues. It also refers to sustaining responsible social practices, as well as programmatic and financial sustainability. These are all part of maintaining a healthy and dynamic school environment that is prepared to meet the challenges of a diverse and growing community.

GOALS:

Sustainable School Operations

- Conduct an environmental audit to reduce the school's carbon footprint
- Create environmentally sustainable guidelines for purchasing, practices and the renovation and maintenance of school facilities

Eco-Literacy Curriculum

- Develop comprehensive environmental curriculum K–8 to be integrated across curriculum
- Design and build outdoor classroom terrace and rooftop garden for environmental science

Programmatic Sustainability

- Conduct technology audit and develop technology mission statement and long-range plan
- Fund professional development for technology and environmental education
- Explore opportunities to acquire playing fields to enhance physical education and after-school sports programs

Financial Sustainability

Endowment is a key asset that allows CSB to offer the broad programs that continue to meet the dynamic needs of our students. It is important, therefore, to maintain and grow the overall endowment in line with expected expense levels to ensure the highest quality education and overall experience consistent with our mission. Based on current needs and growth with our strategic goals, the school aims to attain an endowment balance of \$17 million by the end of academic year 2013.

- Aggressively build school endowment to fund Adjustable Tuition and build school programs
- Continue to stress the importance of Annual Fund, Parents Association and Manson Fund revenues as important key contributors to school programs

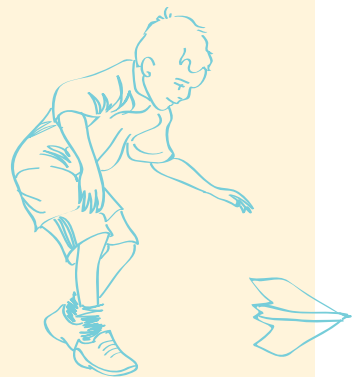
CONCLUSION

Trying to look into the future is always a risky business. We are often bound by our own preconceptions, biases, traditions and the very natural fear of change. This is especially so in the dynamic time in which we live. With this in mind, the school looked to bring as many different perspectives and ideas to the table as well as look to other educational institutions both locally and globally for insights into creating the best educational opportunities for our students. We want to thank everyone in the school community—trustees, faculty, staff, parents, students and alumni—who contributed to the work of putting together this strategic plan. I am consistently inspired by the number of people who hold this institution close to their hearts and continue to give their time and talents to keep our school both moving forward and true to its mission.

In some ways the hard part now begins. Over the next several months the faculty and staff will put together the implementation plan to make these goals a reality. For each goal there will be developed areas of responsibility, resources needed and a timeline for reporting and completion. The committees of the Board of Trustees will oversee progress of the plan as we move forward.

The next five years bring exciting opportunities for our school, and we look forward to meeting the challenges put before us in this plan. We have had great success over the last five years with improvements in facilities, program, financial resources and faculty training and recruitment. It has set the foundation for us as a school to continue to prepare our students to be active and engaged citizens of the world.

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