

Visioning Chair: Sarah Singer-Nourie

Goal Area	Board Lead	Faculty Lead	Parent Lead
Outward Facing	Chris Evans	Christine Masur	Colin Nourie
Faculty	Jack Michael	Jim Olson	
Program & Pedagogy	Madeleine Mitchell	Carmy Malora	Emily Odomsouk
Facility & Campus	Sally Noble	Lydia Kelly	John Fanselow
Community Life		Libby Rupp	Tammy Duvall
Fund & Resource Dev	Nicole Gunderman	Connie Davis	
Governance	Chelsea Green	Lori Kran	
Enrollment & Retention		Karen Crick	Luke Schelly
Meshewa	Tom Trondson	Teri Heist	
High School Feasibility		Angela Cotrill	Doug Tumeo

Faculty

Goal:

Develop and nourish a complete, vibrant faculty and administration staff, along with the programs, assessments, and structures that support them.

Strategic Plan-Writing Team Lead: Jim Olson

Tri-Leads: Jim Olson (FL), Jack Michael (BL), ??

1. Institute a robust ongoing Faculty Professional Development Program which includes:

- ongoing teacher training opportunities
- peer mentoring
- teacher coaching

2. Achieve and retain a complete Full Admin Team, including the following roles in addition to others defined by the College of Teachers:

- Development Director (overseeing donors, capital campaign, grant writing, fundraising)
- Facilities Person

3. Establish clear accountability and create ongoing assessment process for all teachers.

4. Institute a thorough and competitive Faculty Compensation and Benefits package, including:

- *better paid teachers than other area private schools and Waldorf Schools*
- *an investment person to setup/manage a CWS portfolio of teacher investments*

5. Achieve and retain a Full Faculty, including the following roles in addition to others defined by the College of Teachers:

Full-time Specialists

- Music- strings
- Music- vocal
- Practical arts
- Art
- Foreign Language (German)
- Foreign Language (Spanish)
- Games
- Eurythmy

■ **Full time assistants in Grades**

6. Establish a clear faculty Career Growth Path, including:

- Retirement policy/process
- Sabbatical program/policy/process
- Pilot of a 9th Year Position for Teachers which would:
 - occur after graduating their 8th Grade class
 - be focused on supporting the faculty/program through specific focus areas determined by the faculty

****The most current unabridged version of Faculty's plan can be found on the wiki...*

<http://vision.cincinnatiwaldorfschool.org>

Enrollment & Retention

Goals:

Retention

Design and implement a retention system to ensure full classes from EC through 8th grade: a system that generates management information and matching retention strategies.

Enrollment

Collaborate with “Outward Facing” to create a system of full enrollment from EC through 8th grade: a system that provides full 1st grades and adds students by grade to counter natural attrition.

Strategic Plan-writing Leads: Karen Crick, Gordon Barnhart

Tri-Leads: Karen Crick (FL), Luke Shelley (PL), ??

The common principle that informs most of the strategies is that of viewing the EC and grades in segments with specific natures. Those class segments are EC, grades one and two, grades three through five and grades six through eight.

There are two critical reasons for this segmenting. The first is that these grade ranges match basic child development stages and support a very focused approach to curriculum, parent education, etc. The second reason is that it is much easier for parents to understand and value the CWS experience when it is broken down into segments vs. looking at a potentially twelve year experience. It also allows students to see themselves progressing from one stage to the next.

Enrollment Sub-Goal

There are five strategies for enrollment. One focuses on quickly getting a full second nursery, one focuses on a sustainable pipeline feeding the nurseries and three focus on enrollment in each of the grade segments. Each of these strategies includes a tactic for assessing success

1. Full second nursery
2. Robust pipeline for filling nurseries
3. Enrollment plan for grades 1-2
4. Enrollment plan for grades 3-5
5. Enrollment plan for grades 6-8

Retention Sub-Goal

There are four strategies for the retention sub-goal. They address financial accessibility, parent and teacher education, developing strong class parent groups, and the issue of inclusion in the first two years at CWS. Each of these strategies includes a tactic for assessing success. Each strategy will be influenced by the class segmenting approach – to varying degrees.

1. Tuition structure and policies
2. Education programs for parents and teachers
3. Building class parent groups
4. Inclusion (first two years at CWS)

****The most current unabridged version of Enrollment & Retention’s plan can be found on the wiki...
<http://vision.cincinnatiwaldorfschool.org>*

Facility and Campus

Goal:

Create and maintain facilities that support and reflect the Waldorf approach with integrity.

Strategic Plan-Writing Team Lead: Katherine Biederman

Tri-Leads: John Fanselow (PL), Lydia Kelley (FL), Sally Noble (BL)

Overall Strategy

We will first articulate what the ideal Waldorf facility would consist of for a full CWS Program in our community. We will then use this information to inform the three objectives:

- A.** Investigate, understand and complete the needed/desired facility requirements for a full CWS on the LF Campus including both indoor and outdoor spaces.
- B.** Consider appropriate use of additional existing facilities resources.
- C.** Find/establish a permanent home for CWS.

Short Term Plan

1. Understand the Ideal/Complete CWS Facility

Investigate, understand and summarize the ideal facility reqs. for a full CWS.

2. Improve Current Facility (Objectives A&B)

Form a Facility Team to monitor and address needs of LF campus, including:

- Review Ideal/Complete Facility to house full program work
- Evaluate site strengths/weakness for existing and needed programs
- Understand costs/lease arrangements/constituents impacting facility.
- Communicate regularly with Little Flower regarding CWS's facilities needs.
- Plan to improve LF facility to meet current and projected future programs
- Make recommendations to board/faculty re: strategies/costs for projects
- Negotiate with facility constituents

Facility Team will include: (Facility Team members will serve 2yr term)

Grade 1-4 teacher rep, Grade 5-8 teacher rep, E.C. teacher rep, PA rep, Admin rep, Outdoor committee/ parent volunteers, Workers/volunteers

Long Term, the Facility Team will be replaced by or directed by a CWS Facilities Manager, a full-time staff member charged with managing current and futures CWS facilities.

Longer Term Plan

3. Consider Existing Additional Facilities

Review and make recommendations for our additional facility ideas

4. Find a permanent home for CWS.

Form an action plan by which we will actively pursue possibilities for and find a permanent home for CWS, including information from "Complete Facility" goal, corresponding cost implications and Long range finance projections.

****The most current unabridged version of Facility & Campus' plan can be found on the wiki...
<http://vision.cincinnatiwaldorfschool.org>*

Fund & Resource Development

Goal:

Secure ongoing financial support for CWS that meets immediate needs, supports goals and strategies, and creates a margin for excellence.

Strategic Plan-Writing Team Lead: Nicole Gunderman

TriLeads: Nicole Gunderman (BL), ??

1. Craft a comprehensive development program to include: *This is really a Sub-Goal*

2. Acquire Data Management Tools Specific to Fund Development

- CWS must have data management technology for efficient collection of prospect and donor data, tracking and accounting.
- Requires allocation of funds in the CWS budget

3. Attain Specific Human Resources for Fund Development.

- Requires allocation of funds in the CWS budget
- Write job description for development director
- Recruit and hire a development director
- Provide director with appropriate administrative support

4. Write a Case for Support for CWS.

- Answers the question, “Why should I give to your organization?”
- Part of Development Director’s job description will include crafting the Case for Support.
- Tailored cases will be written for specific campaigns and donors by pulling key material from the CWS case.

5. Prospect Identification including creation of a CWS Alumni Association

6. Cultivate donors outside CWS, including foundations, corporations and individuals

- Cultivation process involves development director, board president, board members, key parents, admin staff.
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7. Establish policies and procedures to determine allocation of dollars raised.

- Process is the responsibility of the faculty and board (not development)
- Development Director provides input to this process regarding feasibility of raising funds for specific programs

8. Secure a strong financial plan and backup plans

9. Investigate establishment of a separately incorporated CWS Foundation to:

- Build Endowment
- Support tuition assistance
- Support creation of permanent home for school

****The most current unabridged version of Fund and Resource Development’s plan can be found on the wiki...
<http://vision.cincinnatiwaldorfschool.org>*

Governance

Goal:

Execute robust Assessment, Standard Holding and Oversight of Institutional Practices at CWS through collaborative leadership, fiscal responsibility and integrity.

Strategic Plan-Writing Team Lead: Chelsea Green

Tri-Leads: Chelsea Green (BL), Lori Kran (FL), ??

1. Establish a consistent and transparent Standard of Process for the following:

- a. Board
- b. Administration
- c. College of Teachers
- d. Community
- e. Joint committees
- f. Transparency

2. Establish an Evaluation Process which clearly defines, creates guidelines and standards for, and assesses effectiveness of what we do in all of the following areas:

- a. Programs
- b. Employees (Faculty, Administrative Team)
- c. Students

3. Establish clear accountability for bylaws, AWSna Application and Strategic Plan to include:

- a. yearly review short-term goal planning and assessment of Strategic Plan
- b. clear goal progress and steadily increasing goals

4. Create and maintain an Oversight Plan for marketing and enrollment

High School Feasibility Study

Goal: Conduct an rigorous exploratory research project to provide as much pertinent information as possible to aid in the decision of whether or not to start a Cincinnati Waldorf High School in the foreseeable future and how it might be structured.

*Strategic Plan-Writing Team Lead: Vanessa Langeley
Tri-Leads: Doug Tumeo (PL), Angela Cotrill (FL), ??*

Introduction

A small team was tasked with building a plan to explore this topic. This exploration is designed to result in a credible outcome. That is the results are expected to be complete, honest, coherent, traceable, and free of advocacy of any particular decision outcome. These outcomes will be the natural result of a rigorous study process.

The Feasibility Study

The Cincinnati Waldorf high school Feasibility Study is primarily an exploratory research project that seeks to provide as much pertinent information as possible to aid in the decision whether to start a Cincinnati Waldorf High School in the foreseeable future and how it might be structured. Neither this document, nor the Feasibility Study itself is intended to promote any particular outcome of such a decision. Rather, they are intended to ensure sufficient information is available to make that decision, regardless of what it may be.

The Feasibility Study is anticipated to take approximately 27 months to complete. It is hoped that it can begin by the start of the fourth quarter of calendar year 2009. As such, it would then end by then end of 2011. It is hoped that the conclusion of the study will immediately be followed by development of multiple proposals addressing how/whether to move forward with establishment of a Cincinnati Waldorf high school.

The study will be primarily comprised of three phases, each with a distinct purpose, and a final output phase. These phases are illustrated in the accompanying document. The overall flow of the Feasibility Study allows for some overlap between the phases, primarily in that each phase provides input to the initiation of the subsequent phase.

The plan for the feasibility study will be quite detailed in regard to what to survey, who to survey, methods for survey (from interviews to electronic), timing, principles and guidelines.

****The most current unabridged version of High School Feasibility's plan can be found on the wiki...
<http://vision.cincinnatiwaldorfschool.org>*

Initial Information Gathering

Drawing on local, regional, and national sources, we will seek detailed input on the types of concerns that are most likely to be relevant to starting a Waldorf High School. This information will help determine what specific questions we pursue in the subsequent phases of this study.

Investigative Research and Inquiries

Drawing on as many regional, national, and international sources as possible, we will delve into the details of other high school programs that have been undertaken. This will provide rich, meaningful understanding of most aspects of such programs, including what worked, what didn't, and why.

Local Detailed Study

Drawing on the Cincinnati Waldorf School community and other local sources, we will ascertain the full scope of concerns and priorities that comprise this complex decision. The output of this phase is intended to provide all the information necessary to support possible development of proposals.

Final Compilation and Presentation

All of the information gathered will be compiled into meaningful structures to simplify the development of proposals. This information will be presented in various ways to provide a thorough understanding of the elements of the decision. Recommendations on the nature of the decision process will be included.

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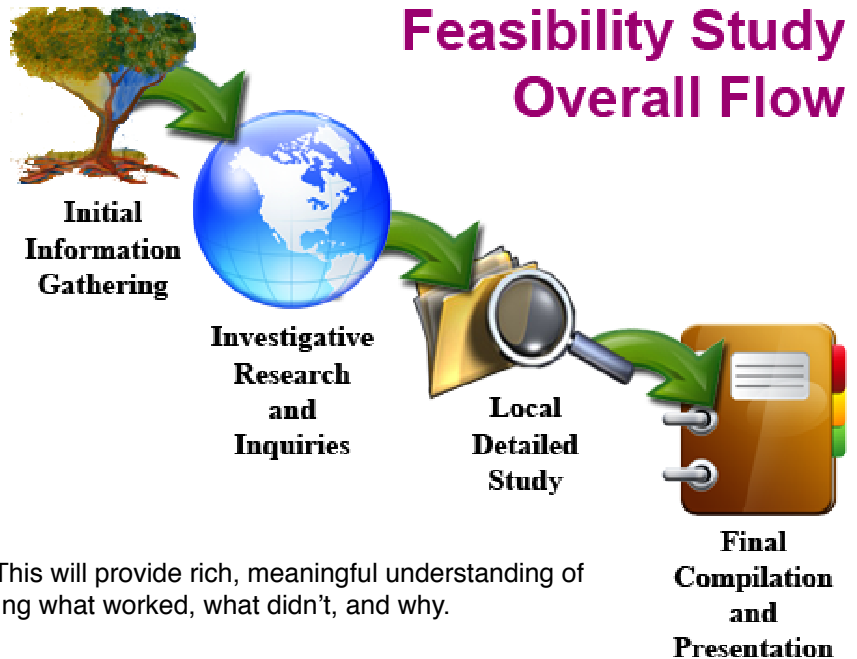
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Meshewa

Goal: To create a vibrant and actionable plan for Meshewa's full utilization, cost-effectiveness and sustainability as a key part of CWS.

Strategic Plan-Writing Team Lead: Teri Heist

Tri-Leads: Teri Heist (FL), Tom Trondson (BL), ??

1. Embracing Meshewa as a vital part of CWS approach, curriculum and culture

- Develop New mission statement
- Educate Parent Body
- Educate Faculty/Staff/Board
- Increase presence at Mt. Airy campus

2. Full utilization by faculty, grades and community

- Increase use by grades
- Increase use by faculty & community
- Fundraising location

3. Maximize enrollment based on current facility and operational realities

- Improve outward marketing
- Improve inward marketing

4. Maximize programming and faculty usage now and for future ideas

- Research & understand current & potential facility capabilities & requirements
- Increase use by EC
- Investigate other CWS-based uses outside current curriculum
- Integrate into long-term plans for CWS
- Research other revenue sources

5. Increase compensation for Program coordinator

- Propose revised position description & compensation

6. Develop deeper, better defined relationship with Turner Farm/Ms. Mitsui

- Better define relationship between CWS and Ms. Mitsui
- Better define relationship between Meshewa & Turner Farm

7. Facility Maintenance

- Create Facility maintenance schedule, team, and agreements with Turner to maintain and improve facility
- Understand & Meet legal requirements of facility use

****The most current unabridged version of Meshewa's plan can be found on the wiki...*

<http://vision.cincinnatiwaldorfschool.org>

Outward Facing

Goal:

Strengthen our relationship with the world outside CWS through marketing & P.R., key relationships, and effective use of parents as ambassadors.

Strategic Plan-Writing Team Leads: Chris Evans and Colin Nourie

Tri-Leads: Chris Evans (BL), Colin Nourie (PL), Christine Masur (FL)

1. Develop and Implement robust marketing and P.R.

- Create definitive and positive brand recognition
- Utilize and cultivate media coverage
- Develop different strategic messages for neighborhood, arts, environment and business audiences

2. Cultivate key relationships & partnerships, including:

- **Specific Strategic Communities**
 - Businesses
 - Foundations
 - Grantors
 - Donors
- **Specific Geographic Communities**
 - Indian Hill
 - East side
 - Mt. Airy
 - Northside
 - other communities
- **Specific Kindred Cincinnati Communities**
 - Other schools and their educators
 - Arts community
 - Environmental community
 - Natural parenting community
- **Specific Waldorf Communities**
 - Regionally (other Waldorf Schools)
 - Nationally within AWSNA

3. Utilize parents as ambassadors

- Give parents tools/multiple ways of explaining, describing and discussing CWS and its approach/philosophy

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<http://vision.cincinnatiwaldorfschool.org>

Program and Pedagogy

Goal:

Strengthen and augment the educational curriculum and Waldorf pedagogy at CWS to reflect a rich, developmentally appropriate and academically rigorous program.

Strategic Plan-Writing Team Lead: Emily Oudomsouk

Tri-Leads: Emily Oudomsouk (PL), Carmy Malora (FL), ??

1. Achieve and maintain a Full Program for all grades

- Define full program
- Clarify standards for special subjects
- Establish a functioning library

2. Establish a comprehensive Remedial Program which supports children, teachers and students

- Define and clarify what is needed in a CWS Remedial Program
- Develop Job Description, including knowledge of Anthroposophical and mainstream approaches and resources
- Create timeline for accomplishing steps to pursue Comprehensive Remedial Program

3. Hold academic rigor as a clear and visible part of the CWS Program and Pedagogy

(to be cross-referenced with the Outward Facing Team)

- Create accessible and concise curriculum available for the public
- Complete Gradalis
- Extrapolate content standards from Waldorf Curriculum for each grade
- Make CWS Curriculum visible to parents and outer community and understood in comparison to mainstream education standard curriculum
- Create list of references highlighting current scientific research that supports Waldorf Pedagogy, scope and sequence
- Review Scope and Sequence Document

4. Become a model for AWSNA with full accreditation with AWSNA, OALS and NAIS among other pertinent educational

- Complete AWSNA accreditation process
- Obtain OAIS Accreditation
- Obtain NAIS Accreditation
- Work toward hosting the Regional Waldorf Conference

5. Develop new programs to expand our offering as appropriate

- Research guidelines for Waldorf-inspired independent or sister programs like:
 - Day Care
 - Summer Outreach programs
 - Partnerships with other schools and institutions
- Explore feasibility and possible plan for establishing a lunch program

6. Have a comprehensive and engaging Parent Education Program

- Create a rhythm of parent education
- Explore creation of Parent Education offerings like:
 - Remedial Parent Education for “late arriving” parents
 - Parent Waldorf 101
 - Waldorf Education Overview
 - Anthroposophical Study courses
 - Artistic Study

Community Life

Goal:

Have a courageous and vibrant community which is both supportive of and well supported by parents, and enriches the experience of the whole--students, faculty, parents and entire families

Strategic Plan-writing lead: Brandon Dawson

Tri-Leads: Libby Rupp (FL), Tammy Duvall (PL), ??

1. Create Parent Education Program

The main focus here is on education of the wider community – bringing clarity to the community’s understanding both of Anthroposophy in general, as well as the specifics of Waldorf Education. *This would happen through a structured program (Waldorf 101), as well as currently ongoing projects like book groups, Teas, the CWS website, newsletters, AWSNA Website, and Lectures/Speakers.*

2. Strengthen Parent Body to establish Parent Association as a vital leadership body with a well-defined, energized role

Closely related to #1, this area seeks to take that informed parent body and put them to work as a vital force in the development of the school. *This would take place through efforts to engage new parents, to connect with working parents, to build relationships with parents across grades and classes, to maximize database usage and volunteer organization, and to work toward parent satisfaction through more focused surveys and feedback.*

This area also requires great input from the faculty and board as to the nature and role of parent involvement, making sure that the parent body roles are well defined in terms of authority and scope.

3. Attain an optimal Internal Communication Strategy/System

The main goal here is to make sure we’re doing the best we can to include everyone in our communication, to reduce redundancy, and to make it easier for the various groups within the school to communicate their events and processes to the community effectively. *This will require various methods, as no one method will work for everyone, but the main vehicles could include: A newly redesigned CWS website (with cooperation with the “Outward Facing” team), chat groups/message boards, posted copies, automated phone calls, phone trees, bulletin boards, community meetings and more.*

This area will require a dual focus, including both communication *within* the school (between faculty, committees and teams) and *outside* the school to the CWS community and the community at large.

Obviously, research is required to find the best ways to communicate, and implement them with the greatest efficiency.

4. Realize a clear, strong Anthroposophical Impulse

Relating closely to strategy #1, this focuses on the specific process of educating our CWS community and the wider community about Anthroposophy, including education on Steiner’s teachings and their applications. This would include the ongoing methods such as the “Sundays with Steiner” group and lectures, as well as a resource center (see #1) and optimized use of a new CWS Website (See #3).

The long term application of this area would be the development of a fully realized three-fold community, and a fuller expression of Anthroposophical principles in Cincinnati as a whole. This area has both short term and very long term goals.

5. Establish an Alumni Program

Exploring some of the questions involved include our present definitions of “Alumni,” and how we target our donor outreach once we answer that question. The application of this strategy will involve many different methods, including: Festivals, Dances, Graduation, Alumni appreciation events, etc.

This development area will require research work and the setting up of new systems for both gathering feedback from graduates (and their parents), as well as optimized database usage to keep in contact with students and CWS families past and present.

6. Foster a Strong Connection to Nature

This category builds on the existing and ongoing work of the Environmental Initiative (EI) Committee, as well as introducing into their work some new facets that developed from the community feedback process. The development of this area will involve merging that feedback with the existing EI recommendations, and working to ensure that our connection to Nature is both an explicit and implicit part of our Community Life.

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