

2023-2028

Strategic Plan



Historically Modern

In 1876, five girls in Cleveland, Ohio resolved not to settle for futures constrained by a lack of education and society's low expectations for what women could achieve. Petitioning to go to school, they claimed their place in the lecture hall and in the world. Thus began a tradition of distinguished academics and empowerment for women in northeast Ohio that continues today in our celebrated community at Hathaway Brown School.

Guided by namesake Anne Hathaway Brown's motto — *Non Scholae Sed Vitae Discimus, We Learn Not For School, But For Life* — HB has long been recognized for educational excellence, imagination, and innovation throughout the region and the country.

Hathaway Brown has succeeded in its goal of reinventing girls' education through creatively putting knowledge in action through our Fellowships in Applied Studies in Upper School and using social and emotional skills to bolster academic achievement in Middle School. We also engage with emergent curriculum practices in our Primary School and conscious discipline approaches in the Early Childhood and Infant and Toddler Center programs. In the process, an even more connected and vibrant school community and culture has taken root, enhanced by the embrace of our renovated, state-of-the-art campus gathering all the Blazers together — from the precocious minds of our infants and toddlers to the wise and worthy young women in the senior class, all on one campus.

Aspirations and Challenges

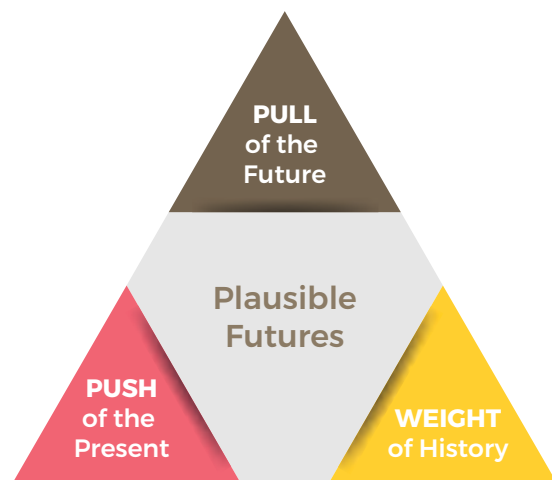
The Strategic Planning Task Force — comprised of parents, alumnae, board members, and administrators — crafted a vision and developed strategic priorities to be executed in this 2023-2028 Strategic Plan. These recommendations are based on HB's core foundational documents, including our mission, core values, community agreement, Blazer Covenant, and DEI statement.

The Task Force used quantitative surveys to solicit feedback from all stakeholders over a wide range of topics. In addition, they consulted external experts, other academic institutions, and entrepreneurs in the education industry. The data and shared ideas yielded insights about what is important to faculty, parents, and alumnae, and those important voices are woven into the plan's priorities. To ensure accountability, the task force articulated specific goals and metrics.

The overarching principle guiding the process was to do our best for students. A key dynamic within the Task Force was challenging each other in specific ways — to push for excellence at every turn, to balance the exciting pull of the future with the grounding legacy of the past, and to trust the voices of HB students, parents, and faculty members.

The EC-12 education landscape continues to change rapidly, as does college admissions. New generations of students and parents arrive with different expectations and needs than the ones who came before. Focusing on a five-year time horizon, the central question was “what should Hathaway Brown be and offer in 2028?”

This is an exciting moment for Hathaway Brown, and an urgent one. Together, we have the chance to create a future even more promising than our past. We are well positioned for the next era of educating and empowering girls, and we are excited to build the future for generations to come!





Mission

Hathaway Brown is a dynamic and compassionate community dedicated to excellence in the education of girls.

For us, educational excellence includes, but reaches well beyond, superb preparation for college. The true mission of the School, as reflected in our motto, “Non scholae sed vitae discimus,” is preparation for life. We strive to foster in the minds of our students an abiding passion for learning and in their hearts a constant devotion to strong character and public service.

At this moment in history, there is great need for women of vision and courage who are empowered for leadership in a multicultural and globalized society. We seek to answer that need by inspiring our students to achieve their utmost potential, and to rise boldly to the challenges of their times.

While transforming the lives of the girls in our care is our primary calling, Hathaway Brown embraces broader aspirations as well: to help shape a future of unbounded possibility for women; to stand among the country’s leading schools in educational innovation; and to be such a force for the common good beyond our campus that we are respected as a civic treasure.

Adopted 2010



Learning

In the spring of 2022, we asked the community, What should Hathaway Brown strive to do over the next five years?

FACULTY ranked developing the whole child and maintaining teaching excellence as top priority.

“A balanced emphasis on innovative education, caring about learning and growth, as well as on outcomes.”

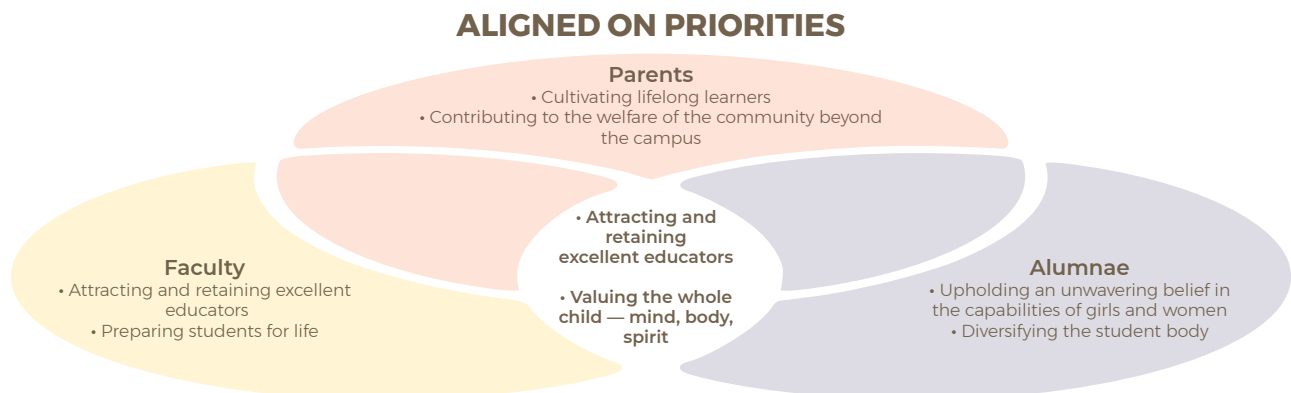
“Retain master teachers and help new teachers develop and advance their craft”

ALUMNAE most wanted HB to sustain its unwavering belief in the capabilities of girls and women.

“Provide excellent education, support diversity to help address the results of the structural disadvantages many have had in our systems of education. Support girls emerging into womanhood with a strong sense of confidence in what they can accomplish in life.”

PARENTS emphasized students being lifelong learners and contributing to the community.

“Continue to provide a strong academic education to girls of diverse backgrounds in the community while teaching them courage, character, and kindness.”



Our Core Values

It is therefore our collective responsibility to make sure that virtues of a Hathaway Brown education are passed onto future generations of girls, along with the values that define us:

- Our unwavering faith in the unbounded capabilities of girls and women;
- Our conviction that character matters most of all, that the potential for leadership dwells in everyone, and that there are myriad pathways to success;
- Our fascination with excellence and, beyond excellence, with imagination;
- Our insistence on educating and valuing the whole child, mind, body, and spirit, each girl each day;
- Our belief that we are responsible for the welfare of the community beyond our campus, and that we must share our knowledge and gifts and touch the lives of others who need support, especially girls, in Greater Cleveland and around the world; and
- Our emphasis on endless learning and the power of ideas to change the world.





Vision for the Plan

**Hathaway Brown will
build a transformational
learning community**

where girls possess strength
of character and intellect
that emboldens them to
define their own futures,
thrive, contribute, and lead
in a dynamic world.

Strategic Priority #1

Distinguished Academics

Advance Hathaway Brown's distinguished academic program that prepares girls for college and beyond.



“When you leave HB, you are armed with an education that allows you to be successful in any career or industry you choose. I am so grateful for the incredible foundation HB gave me. In fact, my experience influenced me so much that my family moved back to Cleveland for my daughter to attend HB and have those same amazing experiences!”

Catherine Herrick Levy '93

Former Producer at *60 Minutes* • Class of '30 Parent

Excellence in the education of girls guides our work. Hathaway Brown students benefit from both well-designed classroom academic learning and an interdisciplinary, experienced-based learning environment. The entrepreneurial culture of faculty and students fuels innovation and growth, keeping the curriculum fresh and relevant. Courageous learning is integral to our program.

We have seen firsthand the benefits of allowing girls the opportunity to put knowledge into action. Through its focus on real-world endeavors and connection with peers, our program strives to nurture curiosity, imagination, and passion for learning. Our strategy is to enhance our strengths by deepening knowledge in action opportunities. We will offer more avenues for our students to connect with projects and with people, in and out of the classroom. As students' new capabilities are taking hold at all ages, we will in parallel create more opportunities for them to demonstrate their potential on a broader stage.

With a new focus on driving success through data, we are creating a data infrastructure that can funnel insights to guide us continuously forward, track our progress, and maintain accountabilities. We will treat this data capability as an asset and optimize it as a lifelong annuity.

These ambitions translate into expanded curricula and innovative programs which will only succeed if supported by appropriate physical infrastructure. This strategy thus includes creating a master campus plan that aligns learning facilities with our plans for distinguished academics.

OUR SIX GOALS

1. Further advance our innovative curriculum design that encourages healthy risk-taking and connects knowledge with real-world experiences.
2. Expand nontraditional and year-round programming for all age groups.
3. Continue to broaden participation in competitions across disciplines for potential national recognition.
4. Integrate Aspire into the year-round life of the school.
5. Continue to collect and organize data across the institution.
6. Update and refresh the existing master facilities plan to reflect our strategic vision and reinforce our programmatic goals.

OUR EIGHT MEASURES OF SUCCESS

1. Increased percentage of students who rate knowledge in action experiences as impactful
2. Development of impactful nontraditional programming
3. Expanded national awareness of our innovative programming
4. Increased number of students who participate and garner national recognition
5. Increased presence of Aspire students and faculty in the life of HB
6. Usage by educators outside of HB of the data and research we develop and report about our students
7. Development of an effective methodology for longitudinal data assessment
8. Establishment of a clear master facilities plan that supports programmatic goals



Strategic Priority #2

Balanced, Holistic Development

Enhance the development of the whole child throughout the HB experience by integrating social-emotional learning, mental well-being, character building and leadership training, and enabling students to approach life with balance, grace, and enthusiasm.



“Social-emotional connection happens daily at Hathaway Brown and is the foundation on which we build everything else. As our students navigate the changing world around them, we listen, support, and empower young girls to be the best versions of themselves.”

Sharon Baker

Director of the Middle School

To learn for life, strong character matters. As we empower our girls to develop to their full potential, we are committed to helping them maintain balance and find multiple paths to a life of purpose. We will design our curriculum, our athletic offerings, our programs, and our culture to continue HB’s commitment to academic excellence and fully living our core values and community agreement. We will hold holistic development as a currency of equal value as academics.

Hathaway Brown will expand on its substantial foundation of social-emotional learning (SEL) to create a broader circle of holistic development, one that incorporates leadership skills, core values, character development, agency, and well-being. We will ask faculty to guide us in refining and aligning learning outcomes to this new model.

Each student will feel supported as a whole child by the whole community, one that has been fortified by HB’s commitment to building a diverse, equitable, and inclusive learning environment. Our graduates will leave Hathaway Brown with the skills to approach the dynamic world with grace and enthusiasm.

OUR THREE GOALS

1. Continue to define and embrace values and characteristics that represent holistic development of a child including leadership skills, SEL, mental well-being, and character development.
2. Further integrate core values into curricula across divisions and programs, informed by best practices, science, and developmentally appropriate experiences to promote well-being and student agency.
3. Partner with students and other stakeholders to expand both the narrative of what success is and the many ways a student may self-define success.

OUR FOUR MEASURES OF SUCCESS

1. Degree to which core skills and competencies foster student wellness, and leadership, athletics, and character are integrated into the curriculum
2. Percentage of students and faculty agreeing that new programming and support has improved student-life balance
3. Percentage of students, faculty members, and parents reporting benefits from individualized SEL development
4. Percentage of students who agree that leadership competencies were clearly defined and they were given substantive opportunities to lead



Strategic Priority #3

Faculty and Staff Excellence

Attract, retain, and hold in esteem a world-class group of diverse educators.



“As you walk through the halls of HB, you experience amazing educators who inspire, teach, and care for each of their students. The collegiality among the faculty and staff is motivating, heartwarming, and supportive, thus making campus a happy place where students grow and teachers fuel their passion for learning for life!”

Caroline Borrow, Ph.D.

Board Member · Former HB Faculty · Class of '18 Parent

Hathaway Brown recognizes that faculty and staff are the school's most important assets in educating our students not for school, but for life. We are committed to filling positions with talent of the highest quality, and our goal is that faculty and staff demonstrably and sustainably reflect the diversity present in our community. With our current faculty and staff, we start from a position of strength. We will focus on building connections and a culture of collegiality among all employees.

Our strategy is to invest in what will make HB a coveted place to work. We will continue to iterate a compensation plan that is both competitive and innovative so as to best reflect the skills and contributions of our faculty and staff. We will enhance professional development into a cohesive offering linked to customized goal setting, affording faculty and staff agency along with the supportive structure that will help them learn and grow. We must stand out in the broader national market to attract and retain talent. These designs are supported by an accompanying goal under Empowering Funds.

We will establish a fresh focus on well-being and balance that ensures members of our esteemed faculty and staff sustain the energy and spirit needed to achieve our far-reaching academic and holistic learning goals. We will instill our culture with appreciation and recognition of current staff while fortifying our programs to lead early-career educators to our doors for a fulfilling professional career at HB.

OUR FIVE GOALS

1. Continue to iterate and implement a competitive and innovative compensation plan.
2. Expand impactful professional development opportunities supported by an inspiring, unified process for goal setting and evaluation that empower every professional at HB.
3. Continue to support employee well-being, work-life balance, and belonging.
4. Cultivate appreciation of and recognition for our faculty and staff.
5. Hone and expand our programs to nurture and cultivate promising early-career educators and others interested in serving in the education sector.

OUR SEVEN MEASURES OF SUCCESS

1. Integration of the renewed compensation and benefit plan
2. Percentage of faculty and staff who are satisfied with the fully developed and deployed evaluation system
3. Level of faculty satisfaction with their experiences as teachers at HB
4. Increased applications from diverse candidates of seasoned and early-career professionals for job openings
5. Percentage of employees who are satisfied with work-life balance
6. Degree to which the employee population mirrors the diversity of the student body
7. Evidence that HB has become nationally recognized as a school that nurtures employees through professional growth



Strategic Priority #4

Celebrated Community

Cultivate a community and sisterhood with a deep sense of belonging and empathy, drawing on our collective wisdom and shared commitment to excellence in the education of girls.



“While the education at HB is unparalleled, the magic lies in the foundation of the community. The friendships I’ve maintained with classmates, teachers, and fellow alumnae are unrivaled.”

Amanda Casgar ‘96

Co-Founder, CEO Hysterical

Hathaway Brown’s community unabashedly celebrates women and creates bonds among, around, and for girls. We continue to develop a culture where everyone holds a deep sense of belonging, there is shared joy in each other’s success and we bring our full and true selves to school. We will continue to iterate our traditions, rituals and curriculum to ensure that dignity, authenticity, and connections are afforded and welcomed, universally.

We envision not only a joy-filled, bonded community but a powerful community. We look to develop and activate an alumnae network that is a potent force for real and helpful mutual exchanges; and an ever-flowing well of energy that calls out and celebrates the accomplishments of women. This network will build on itself as more connections are made and more HB graduates join, making it an influential ally for school success – as role models and mentors to students, as investors in school initiatives, and as ambassadors of the HB experience.

Families have a vital part to play in the community as role models and partners in HB’s mission of learning for life. Our strategy is to strengthen that partnership and build a shared understanding of the roles parents and guardians can play in our school and representing our school in the broader community.

OUR FOUR GOALS

1. Continue to cultivate a community of kindness, empathy, and belonging through intentional programming and open dialogue.
2. Develop, mobilize, and connect the HB community to a robust alumnae network and the lifelong achievements of alumnae.
3. Create purposeful programs to enhance connections and partnerships across students, alumnae, faculty, parents, and the broader community.
4. Expand our partnership with families to build a shared understanding of productive ways to support and role model learning for life.

OUR FIVE MEASURES OF SUCCESS

1. Increased satisfaction with community and connections among parents, students, alumnae, and admittees
2. Development of and participation of parents and guardians in a parent curriculum
3. Increased levels of engagement, participation, and philanthropic contributions by our constituents
4. Increased number of opportunities for student mentoring, fellowships, service, and alumnae learn for life events
5. Increased networking among the HB alumnae community



Strategic Priority #5

Compelling and Unifying Brand

Position the school as a national leader in girls' education by further refining our mission-centric brand message and narratives, incorporating all aspects of the HB experience.



“Hathaway Brown is highly regarded in Northeast Ohio and throughout the country because the school has an incredible story to tell! Distinguished academics in tandem with smart and thoughtful messaging is why we remain a leader in education and why we can confidently invite others to be part of this wonderful community!”

Paul Matsen

Former Board President · Class of '12, '14, and '16 Parent
Chief Marketing and Communications Officer, Cleveland Clinic

We have deployed many messages describing HB’s strengths, but our strategy is to articulate a brand message that captures the essence of what is compelling and unique about us. We will develop that brand and ensure that parents, students, faculty, and staff understand it. That brand will support our differentiated value proposition: the main reason why prospective students and parents should choose HB over their other options. All areas of the school will consistently utilize the brand message to unify our communications.

Our strategy is to create a messaging plan that disseminates this narrative out to the broader community to generate student and employee applicant interest in our school, to encourage philanthropic giving, and to generate a network effect among our alumnae champions. Importantly, we will tailor a value proposition to the potential employee audience, highlighting our investments in faculty and staff excellence.

OUR FOUR GOALS

1. Gather input from all constituencies to better understand and articulate our differentiators and excitors as a school and by division.
2. Incorporate the core narrative across all communication platforms, internally and externally, throughout the school.
3. Ensure that key constituencies are aware of and support the brand narrative and are advocates in the community.
4. Enhance our visibility internally and externally as a beacon of excellence among schools to attract and retain the best professionals and the strongest candidate pool.

OUR FOUR MEASURES OF SUCCESS

1. Awareness of the HB brand, narrative, and differentiating attributes across local and national markets
2. Consistency and pervasiveness of the narrative across HB communication materials and platforms
3. Increased volume of inquiries leading to increased number of applications, acceptances, and enrollment of mission-appropriate students
4. Confirmation from employee candidates that HB has a reputation for excellence in nurturing and cultivating all employees through professional growth



Strategic Priority #6

Empowering Funds

Secure the long-term competitive position of HB by inspiring a culture of philanthropy that will build the funding needed to enhance our distinguished academics, accessibility, faculty and staff excellence, and financial sustainability.



“HB continues to make important and impactful investments that will educate and empower generations of girls. We are building the future and modernizing our campus to be more reflective of the HB experience. It’s an exciting time!”

Rich Jeschelnic

Board Member · Class of '22 and '27 Parent
Limited Partner in Private Equity and
Retired President & CEO of Bronx International Division of FIVES Group

HB’s strategy is to generate substantial new funds to support the learning, community building, and branding strategies within this strategic plan. We strive to position HB to have enough financial resources to ensure a sustainable business model for years to come, covering the different categories of annual budget and endowment. This will require a new advancement capability that will depend on a substantial upshift in our culture of philanthropy among important stakeholders such as parents and alumnae. While this new level of engagement rises, we will conduct fundraising campaigns to achieve goals. We will consider mission-appropriate opportunities to expand programming.

OUR FOUR GOALS

1. Inspire increased philanthropy through a variety of educational engagement and donor stewardship efforts to promote a cultural shift in giving among parents, alumnae, alumnae parents, and friends of HB.
2. Create an advancement plan that strives to deliver new funds in these categories:
 - Annual fund on par with top 25 percent of peer girls' schools nationally
 - Endowment to enhance tuition affordability for all families and to offer competitive, comprehensive assistance packages
 - Endowment to fund initiatives to attract and retain the highest-quality faculty and staff
 - Long-term, planned gifts to the school by individual donors
3. Maximize utilization of all school assets by enhancing our year-round, sustainable programming for non-tuition revenue.
4. Establish a capital reserve plan for ongoing facilities enhancement, maintenance, and replacement.

OUR SIX MEASURES OF SUCCESS

1. Development of the plan to support the fundraising goals
2. Achievement of several advancement plan targets
3. Increase in key fundraising metrics to support attracting and retaining faculty and staff
4. Admission statistics proving success of our fundraising efforts to promote access
5. Establishment of a capital reserve for building maintenance
6. Other tuition revenue is increased



Our Core Documents

[Blazer Covenant](#)

[Civil Discourse](#)

[Community Agreement](#)

[Core Values](#)

[DEI Statement](#)

[Mission](#)

[Sustainability Statement](#)

TASK FORCE MEMBERS

- **Nancy Swegler Anthony '71**, Task Force Chair
- **Nic Barlage**, Class of '33 and '35 Parent, Board Member
- **Fran Bisselle**, Head of School
- **Helen Rankin Butler '87**, Class of '16 Parent, Board President
- **Valda Christian Clark**, Board Member
- **Deb Crawford**, Class of '21 and '26 Parent
- **Palmer DePetro**, Class of '27, '30, and '35 Parent
- **Thayer Sylvester Hoe '93**
- **Rich Jeschelrig**, Class of '22 and '27 Parent, Board Member
- **Danielle Bradshaw Lane '90**, Board Member
- **Clarke Wilson Leslie '80**, Class of '16 Parent, Director of Advancement
- **Paul Matsen**, Class of '12, '14, and '16 Parent, former Board President
- **Elizabeth Pinkerton**, Director of Enrollment Management
- **Peggy Roberts**, Class of '23 Parent, Board Member
- **Danielle Horvitz Weiner '00**, Class of '31 Parent, Board Member

COMMUNITY AND MARKET INPUT

- April 2022 Parent Survey by Pacific Consulting Group
 - April 2022 Alumnae Survey by Pacific Consulting Group
 - June 2022 Student-Facing Faculty and Staff Survey by Pacific Consulting Group
 - 2019 ISACS Accreditation Student, Faculty, Administration, Parent and Alumnae Survey
 - Spring 2021 Upper School Student Pulse Survey
 - 2021 Brand Engagement Study by ADCOM
 - Niche and Social Media Commentary
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EXTERNAL CONVERSATIONS AND INSIGHTS

- Miss Porter's School, CT - Dr. Kate Winsor, Head of School - Equity and Strategy
- The Hackley School, NY - Peter McAndrew, Director of Finance (retired) - Investing in Well-being and Balance
- Knowledge Works Foundation, OH - Katherine Prince, Vice President of Strategic Foresight - Future of Learning
- Boston Children's Hospital, MA - Dr. Nadine Gaab, Associate Professor of Pediatrics and Research Associate - Neurodiversity
- Castilleja School for Girls, CA - Karen Stroebel, Director of Institutional Research and Teacher Support, and Emily Clark, Director of Leadership - Leadership Development
- Harvard College, MA - Dr. Marlyn McGrath, Dean of Admissions (retired) - College Admissions
- Hawken School, OH - Scott Looney, Head of School - Mastery Transcript





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Girls K-12
Co-ed Infant Care and Early Childhood