



# **COMMONWEALTH SCHOOL STRATEGIC PLAN**

Approved by the Board of Trustees, June 4, 2014

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## I. Introduction

Commonwealth has consistently stood out for the caliber of its faculty and students, and the distinction of the work they do. In the coming years we aim to undertake a series of initiatives to enhance the program, facilities and finances of the school to ensure that Commonwealth can continue to attract the students and teachers that place it among the finest schools in the country. In five years we want to be a school:

- With a diverse and competitively compensated faculty, who benefit from regular and constructive evaluation and collaboration, from outstanding opportunities for professional development, and a workload that, while demanding, is fair and sustainable.
- With a first-rate academic program that offers expanded options for students.
- That effectively and persuasively communicates its program’s rigor and strength both to its market and to colleges and universities.
- With improved extracurricular, athletics, and wellness programs that reflect the same high standards of its academics and arts and encourage habits of physical and emotional fitness.
- Whose facilities combine the charm and beauty of its building with flexible, useful, energy efficient, sharply attractive, and up-to-date labs, classrooms, and studios.
- Whose students are competent and confident in the use of technology in learning while remaining grounded in Commonwealth’s close, friendly, face-to-face culture.
- With a stronger financial aid program that keeps the school accessible to families of all economic strata and permits at least ten percent of its student body to come from disadvantaged backgrounds.
- With the fiscal discipline to implement a controlled and sustainable plan for tuition increases.
- With an endowment and other financial resources that will enable it to implement and sustain the initiatives of this plan.

This plan will enable the school to better fulfill its mission and make it more appealing to prospective families, ensuring a strong and steady stream of applicants.

On the adoption of this Strategic Plan, the Board should also consider adopting the changes to the mission statement, highlighted in bold in Appendix I, that reflect the fresh emphases of this plan.

## **II. Faculty & Staff**

### **a. Charge**

Ten years ago we noted in our Strategic Plan that close work with outstanding teachers has been the defining experience for students throughout Commonwealth's history.

The Committee discussed composition of the faculty—their compensation, evaluation and support, and workload—all of which have been subjects of concern in recent years, as various pressures have combined to increase demands on teachers and limit salary gains.

The Committee reviewed Commonwealth's compensation, the past decade of faculty and staff hiring and attrition, surveys of faculty and staff about orientation and support systems, and the data from a week's work diary submitted by all faculty and staff in the fall of 2012.

### **b. Findings**

A review of compensation banded by years of experience found that Commonwealth salaries and benefits, especially when factoring in the value of the sabbatical program, remained competitive with area schools. The cash salaries, however, particularly for teachers with less than twenty years' experience, lag a bit behind the top tier Boston independent schools. The Committee felt that Commonwealth should work to strengthen compensation in order to remain competitive with those schools.

The importance of the sabbatical and Hughes Grants programs to teacher development, morale, and retention was universally agreed upon. It was noted that sabbaticals are currently funded out of the operating budget and the Hughes Projects from a spendable fund totaling \$400,000 created over a decade ago. The Hughes Fund will have just enough to fund the program through 2014.

Faculty and staff retention has been strong, and Commonwealth has continued to attract outstanding new teachers. A review of the past decade revealed no patterns that might raise general concerns. Hiring, however, with the exception of 2013, was notable for the relative lack of diversity among the new teachers, and all agreed that there was a desire to increase the diversity of the faculty.

The Committee determined that the orientation and support of new faculty to Commonwealth is, in general, working well, but that much of the success is owed to informal systems of support. There is room for strengthening and expanding our formal training for teachers and staff.

While the faculty evaluation process was generously inclusive, it was felt to be slow and cumbersome, resulting in a limit on the number of teacher evaluations that could be accomplished in a year. As a result teachers, particularly new teachers, did not have the

opportunity for constructive feedback and conversation as regularly as the Committee would like.

The diaries confirmed that Commonwealth teachers and staff work hard—the average work week for teachers during the academic year was sixty hours—but that there were some imbalances as, for example, administrative assignments tended to be directed to the most efficient and away from the less efficient.

In all of the above a common finding was the limited time the Director of Faculty Support and Hiring has available: there is a clear need to expand that position.

### **c. Recommendations**

The Committee formulated a statement of vision for Commonwealth's faculty and staff to articulate the goals of its recommendations.

We want our faculty and staff to ...

- 1) Be competitively compensated.
- 2) Enjoy staffing levels that sustain our high level of personalized student guidance and advising.
- 3) Have a workload that allows for both planning and attention to priorities and a reserve of time and energy to react to unexpected circumstances.
- 4) Be recognized locally and nationally as educators and scholars.
- 5) Serve as a model of a collegial, diverse, and cohesive community of teachers and staff.
- 6) Have the resources to engage in the same analysis, cooperation, commitment, and enterprise that we ask of our students, and in order to help shape the school.

To better live up to this vision, the Committee recommends the following:

- Through a campaign, fund pay increases for teachers with twenty or fewer years of experience and create an endowment or dedicated, multiyear funding for our Hughes Grants. Ideally the pay increases would permit adoption of a competitive salary scale. To the extent that sabbaticals can be funded from a dedicated fund or endowment, operating funds will be freed up for salary.
- Expand to half-time, minimum, the position of Director of Faculty Development to oversee:
  - Faculty recruitment and hiring, a major priority of which is expanding faculty diversity, including the development of specific plans for outreach to attract candidates of color.
  - New teacher and staff orientation and mentoring, enhanced as outlined in the October 2012 Mentoring Recommendations and the January 2012 Report on Faculty/Staff Support.
  - Faculty evaluation, including the development and implementation of a two-tiered process that enables streamlined evaluation for teachers and staff who do not require an in-depth review.
  - Promotion and oversight of the Hughes Projects and other faculty enrichment programs, in collaboration with the Headmaster.
  - Workload planning and support in collaboration with the Headmaster and Director of Studies, including the development of guidelines and tools, including time logs, to measure, adjust, and support teachers to ensure equitable and reasonable faculty workload.

#### **d. Next Steps**

##### **Hughes**

The most acute need is the funding of the Hughes Grants program for 2015 and beyond.

##### **Dean of the Faculty**

High priority must also be given to the expansion of the Director of Faculty role to a half-time Dean of the Faculty. The expectation is that the transition to this expanded role would begin with the 2014-15 school year. Mara Dale has already started working on more comprehensive orientation, support, and mentoring, and on creating a more efficient model for teacher evaluation. Implementing the Committee's full slate of recommendations for recruitment, orientation and mentoring, and retention and evaluation will have to wait until the job is restructured.

##### **Compensation**

The funding of salary increases will have to be part of a significant fundraising campaign.

### **III. Program**

#### **a. Charge**

The Program Committee was asked to explore ways to improve academic, extra-curricular, and sports offerings, including a consideration of distance learning opportunities, and also the ways prospective students and their families, and colleges, perceive Commonwealth's programs.

The Committee's discussions and deliberations were informed by surveys and interviews with faculty and students, a review of course offerings at other schools, and observations of online classes with other faculty.

#### **b. Findings**

Although Commonwealth's teachers enjoy considerable autonomy in designing courses, they nonetheless need to consult with departmental colleagues to ensure that expectations of the skills and material students gain each year are consistent and realistic, to preserve consistency in evaluation among the various courses, and to share and discuss best teaching practices. Departments need to spend more time together.

The Committee found that the school's descriptions of its courses in the school brochure were accurate but they did not convey the excitement or rigor of our academic program, particularly to applicants and their families.

Seniors with strong interests in the humanities are often left having to cobble together a set of courses with many half-credit electives. Directing their energy in so many directions may make them look less "serious" to colleges than a senior transcript with more full-credit courses.

Several factors led the committee to believe that the current disadvantages of distance learning outweigh the potential advantages. The first was the confirmation from the Stanford Online High School that Stanford would not credit Malone Online offerings as college classes; in other words, the courses would not provide the sort of external validation for which we had hoped.

Second, when observing three classes in three fields (History, English, and Calculus) the Committee found the teaching and the online experience uninspiring. In addition, several felt that such courses would undermine the unique benefits of the Commonwealth experience—teachers and students who know each other and each other’s capabilities well.

The Program Committee also considered, in conjunction with the Technology Committee, the advisability of adoption of tablet computers and digital texts. (See Section IV.)

Commonwealth has traditionally not ranked or given awards to its own students, and the Committee did not see any compelling reason to change this. It is clear, however, that students who have, for example, been semifinalists in the Intel Science Search or who have had history papers published in the *Concord Review* have seen benefits in the college application process. The right outside awards and recognition make our students more appealing to colleges and they make us more appealing to prospective families. The school should do more to encourage and support pursuit of such recognition.

The Committee also felt that the mission of the athletic program might more clearly emphasize health and fitness, and that such an emphasis could be explicitly linked to lessons about health, nutrition, and wellness in other areas of school life. They felt that a greater emphasis on wellness in all areas of school life would not only be good for the students, but also contribute positively to the school’s academic mission.

With regard to other extracurricular activities and projects, the Committee heard that many students feel they don’t have enough time to pursue their interests and often don’t have enough information at hand to discover the many choices available. A student who arrives at Commonwealth with a well-developed passion outside of the classroom or who has an advisor who pushes her to explore such an interest or who has parents who help to guide and develop interests finds rich opportunities and means by which to pursue them; a less well-guided student may miss out on fully developing his interests. The uneven guidance and activities can leave some feeling adrift and can leave clubs without the kind of support needed for effective, worthwhile involvement. The success of the exceptions to this pattern, including Community Service (which enjoys the imprimatur afforded by being required) and such perennial activities as Model U.N. and Diversity, signal the value of greater adult guidance and coordination. Greater, more consistent support would also facilitate more effective advocacy in the college process as college counselors and letter-writers would, from the start, have a fuller, clearer sense of seniors’ arc of activities outside the classroom.

### **c. Recommendations**

#### **I. Academic Program**

- There should be regular departmental discussion of curricular and pedagogical issues. To this end, departments should meet on a regular basis. Meetings could consider department-specific issues, such as diversifying texts in English but continuing the same methods; revisiting the sequence of science classes; ensuring consistency in grading and evaluation; exploring ways to retain girls in upper-level math classes; exploring ways to support weaker students in history, including clarifying sequence of skills; and looking for ways to include more public speaking in all courses.
- Departments should review published course descriptions to ensure that they reflect the depth, breadth, and challenge of the Commonwealth curriculum. We suggest that at an early department meeting each group take up revision of external course descriptions to match our competitor schools’ ability to showcase the cohesion of their programs.

- The faculty as a whole should consider offering seniors an opportunity to do a capstone project that would allow them to work intensively on a topic of their choice in any of the departments, and should consider offering more full-credit electives—especially in the humanities and interdisciplinary subjects.
- We recommend that the faculty explore ways to corroborate the level of our program, and especially to distinguish our students. The Head of School and Director of College Counseling should work to develop relationships at colleges where we feel our students’ accomplishments and the rigor of our program are not fully recognized. The school should systematically help students find opportunities that would help them distinguish themselves.
- We recommend that Commonwealth not pursue distance-learning opportunities at this point, but that we continue to follow the Malone Online Consortium and revisit the question of joining when we have confidence in the quality of the offerings and experience of the program.
- The school should pay continuing attention to the emerging online course offerings by universities and whether or how they might be used to fill gaps in the Commonwealth curriculum for individual students.
- The faculty should continue to pursue the use of classroom technology that is appropriate to Commonwealth’s culture and mission, and an administrative role of Director of Academic Technology should be created to promote the exploration of different technologies, to do research into the pedagogical impact of these technologies, and to work with interested teachers to implement these in their classroom.

## II. Non-Academic Program

- Increase support for the “whole student” by:
  - Revising the mission statement to make it explicit that the school’s philosophy supports students’ bodies as well as minds—and, in fact, espouses a mind-body approach to student wellness;
  - Revising the role of Athletic Director and/or Health and Wellness Director to support expansion of the sport mission;
  - Developing athletic options and programs to support this mission, coordinating emphases in athletics with those of the Health and Community course and Food Services, and perhaps developing a new “whole person” course with a holistic approach (e.g., a combination of yoga, meditation, and nutrition);
  - Increasing psychological support provided for students and access to psychological expertise for teachers/advisors;
  - Exploring ways to modify the daily schedule to allow students time to seriously pursue non-academic interests.
- Create position of Director of Student Activities (part-time) to increase emphasis on and support for extracurricular activities with an eye to developing the whole student. This director should head up a team made up of community service, projects, and summer coordinators. The Committee recommends that the Director work primarily with sophomores and their advisors to help them develop and pursue their interests, but should also be available to all students. This person would be responsible for creating and maintaining a database for available non-academic resources, including a history of previous student activity. This person should also work to identify opportunities for recognition or validation of students’ success in extracurricular activities.

### d. Next Steps

## **Departments**

The Director of Studies and Headmaster have agreed to give over one faculty meeting every 4-6 weeks to departmental meetings, and, in conjunction with departments, they will develop a list of topics for consideration, including the development of the capstone option for seniors.

## **Course Descriptions**

This effort is completed.

## **Distance Learning**

Monitor progress and quality of Malone Online Consortium, and consider joining it in the future. Carefully study and evaluate other ways to incorporate online learning and technology into Commonwealth's program

## **New and Expanded Positions**

Efforts are underway to implement the following for FY15 and 16: the Director of Student Activities position; the expansion of the Director of Athletics position; and the creation of a part-time Academic Technology role. The Headmaster, in consultation with the Director of Studies, Director of Faculty Support, and Director of Student Life, is creating these positions by restructuring existing jobs so that the changes can take place within the framework of the current budget and without additional cost to the school.

## **IV. Facilities**

### **a. Issues**

For decades the accomplishments of Commonwealth's students in the arts and academics have been far more impressive than its facilities. We have made the best use possible of our science laboratories, studios, performance spaces and the like, often through partnerships with other nearby institutions. With visiting families and prospective students, however, we have to work hard to overcome doubts raised by the relative coziness and modesty of our classrooms, labs, and studios. We believe that improving facilities is vitally important to increasing Commonwealth's appeal and to supporting our work.

In addition, the recent move of our business and development offices from the Ames-Webster mansion to Haddon Hall has highlighted the vulnerability of leasing space as well as the difficulty posed to the collaboration and morale of our staff by the physical separation from the rest of the school.

### **b. Findings**

The Facilities Committee first focused on upgrading the facilities we have—particularly the science classrooms. Securing permanent additional space as close as possible to the school was another priority. Given our commitment to staying in the Back Bay, and given the challenges posed by building and zoning restrictions, the committee felt that exploring a number of options made sense, and that addressing these challenges might best be done by taking advantage of opportunities as they arose rather than compiling a wish list that might narrow our options even before we started.

We explored building an addition off the back of 151 Commonwealth and learned that, given code restrictions and very clear record against the kind of zoning variances we would need in the Back Bay, this plan is not feasible.

We then moved forward with the development of a Facilities Master Plan to make our current building as flexible, effective, and attractive as possible. In the course of that exercise, we became sharply aware of the extent to which we need to upgrade the buildings systems and envelope, and of the opportunity to expand accessibility because of the requirement, triggered by renovations, to comply with the ADA.

### **c. Recommendations**

We agreed to take up a number of initiatives spelled out in the Facilities Master Plan.

- Renovate and expand the chemistry and biology labs so as to:
  - Improve workflow and increase flexibility of spaces, potentially making them interchangeable;
  - Improve options for scheduling, course preparation and content
  - Increase the visibility and appeal of sciences at Commonwealth
  - Address currently identified needs, but also integrate with possible future expansion.
- Create a dedicated room/laboratory for physics.
- Relocate the stairs to the lower level, which will increase the space available for science facilities on floor 1 and allow reconfiguration of the lower level to improve flow and utility.
- Renovate and reconfigure floors G-5 to improve circulation for students, faculty and visitors; consolidate functions; create more conference and flexible-use spaces; relieve points of congestion; and improve classroom lighting, furniture, equipment and technology.
- Make the building energy efficient year-round with replacement of windows and replacement of the steam heat system with a high-efficiency air-source heat pump system for heating and cooling.
- Install an elevator to increase accessibility and conform to ADA requirements.
- Upgrade fire protection.

### **d. Next Steps**

#### **Facilities Master Plan**

We are developing plans for a multiyear construction project (during summers) to implement the Facilities Master Plan.

#### **Funding**

Funding of the renovations will be an early objective of an upcoming capital campaign, and securing new or enhanced facilities will constitute a major part of the campaign.

## **V. Technology**

### **a. Charge**

Commonwealth has historically been cautious about the adoption of technology, seeking to preserve a culture that values close face-to-face relationships and the habits of careful,

deliberate attention in reading, writing, research, and discussion. At the same time the school has adopted appropriate tools that can expand the reach of inquiry and communication and make much of the routine work of teaching and learning more efficient and effective.

The Technology Committee's charges included exploring adoption of iPads—in the expectation of a more general transition in education from paper to e-textbooks—and looking at the feasibility and advisability of joining the Malone Online Network as a way of expanding Commonwealth's reach and offerings.

The Committee's deliberations were informed by conversations with the Director of Technology and faculty, and by feedback from questionnaires given to teachers and students.

## **b. Findings**

Because the question of joining the Malone Online Network proved more a question of the program's quality than one of technology, the Technology Committee passed off the question of joining the network to the Program Committee.

Questionnaires and conversations with teachers and students revealed widespread caution about a mandated purchase and use of iPads by ninth graders. Faculty recognized that requiring new students to purchase the devices would mean mandated adoption for the whole school in a few years. Students were surprisingly negative (they like to annotate and manipulate physical textbooks) and worried about everything from the cost to the potential for distraction. Reports from other schools that have iPad programs were decidedly mixed. It also was clear that a mandated adoption would run counter to Commonwealth's tradition of giving teachers autonomy in the design of their courses.

It seemed far preferable to encourage teachers to explore—rather than mandate—the use of iPads and technology in the classroom by giving them devices and training, and to run a more modest pilot program with students. Two teachers agreed to use iPads in their classes for the 2013-2014 school year. Also, given the summer's switch to Google Apps for the school's email and conferencing, it seemed prudent both to limit major transitions teachers and students faced and to see what tools Google offered before jumping to any other platforms.

## **c. Recommendations**

- On the Committee's recommendation, the school bought iPads for fifteen teachers with the requirement that they attend a summer workshop in use of the devices in education. The Committee recommends continuation of this program to encourage training and development of appropriate adoption.
- The school purchased forty iPads for use by students taking classes with Ryan Johnson (physics) and Frédérique Thiebault-Adjout (Spanish and French) in the 2013-2014 school year.
- While the decision has been made not to join the Malone Online Consortium, the Committee supports the continued monitoring of the Consortium's progress and the exploration of other ways to make use of online learning that is in keeping with the culture and values of the school.

## **d. Next Steps**

The adoption of Google Apps and the enthusiastic advocacy by younger teachers of its offerings, of various iPad applications, and of other online resources such as ArtStor signal a clear direction forward for the adoption of the tools of technology. Our Director of

Technology/Facilities Manager, Jeff Racioppi, should be consulted about the support and help he'll need to keep up with growing demand and expectations.

## **VI. Affordability and Development**

### **a. Charge**

The Finance Committee's charge was to explore expenses and revenues to determine the best way to mitigate the steady tuition increases that have over the decades put Commonwealth's tuition beyond the reach of a growing percentage of families. While the Committee undertook such considerations, the focus shifted to access and long-term sustainability.

The Committee undertook in-depth reviews of Commonwealth's financial records of the past decade and beyond, looking at income and expense trends in a variety of categories and examining in detail the distribution and outcomes of the school's financial aid program. Conversations with key administrators, review of benchmark studies, and surveys of other schools, with close focus on staffing and structure of development offices gave the Committee a fuller sense of the relative efficiency, effectiveness, and potential of Commonwealth's operations.

### **b. Findings**

The Committee reported that it found no significant inefficiencies in Commonwealth's budget and that financial aid was distributed to families with a range of incomes and backgrounds. There were questions about whether we have been attracting as many students from seriously disadvantaged backgrounds as we might. Catherine Brewster, who directs the Entering Commonwealth program for such students, has made clear that the human and financial resources of the school limit the number we can effectively serve to 3-5 new students in any given class.

The Committee did find that the relationship between the per-student costs incurred by the school—removing financial aid from the calculation—and tuition has changed markedly in the past two years, as the full-pay subsidy has grown by 10.7% and 4.2% in the past two years. The Committee recognized that the FY14 increase may be due to the enrollment deficit, but that the trend was nonetheless notable and of concern.

The Committee also determined that Commonwealth's Development Office was far leaner than those at peer schools. They felt that staffing was a factor that limited what the office could raise. The addition of an Associate would free up others for the outreach and cultivation necessary for securing of major gifts and running a campaign.

The Committee also heard from faculty and staff about the need to put some of our diversity and support programs on firmer financial footing by raising targeted funds—endowed or spendable—to support the Homework Project, Entering Commonwealth, and the Chatfield Cultural Scholarships for student travel and projects. There is an interest in our broader community in these programs that make them an attractive target for donations. As these endeavors are now substantially funded through operating revenues, dedicated funding would free up resources for operations.

The Committee also felt that the school should work to secure the resources that would make a family's ability to pay a smaller factor in admissions. Commonwealth's current commitment to

financial aid—20% of gross tuition revenue (GTR) to financial aid for non-faculty children, and up to 3.5% of GTR in tuition remission for children of faculty—is among the strongest of area day schools. Commonwealth may consider as part of a campaign the raising of endowment or spendable funds to increase the percentage of GTR that goes to aid by some specific percentage.

The Committee also discussed possible new revenue streams for the school, such as building rental and summer programs. This past summer the school rented part of the building to the Kodaly Music Institute for three weeks from late June to mid-July and it ran a small (three students) two-week summer math program for incoming students over two weeks, mornings only, in July. The Kodaly Institute and another summer camp have already expressed interest in rental for summer 2014, and there is interest in expanding our own summer program.

### **c. Recommendations**

The Committee recommends that Commonwealth:

- Plan and carry out a capital campaign to fund the initiatives that emerge from this plan, weighing all of the proposals, determining a realistic overall goal, and setting priorities.
- Hire a new Development Associate. This person would originally be brought on to help prepare and run a Capital Campaign (and so initially be funded out of the Campaign), and would remain afterwards to help the office increase the breadth and reach of its fundraising, with particular attention to the Annual Fund.
- Work toward sustained and substantial increase in the Annual Fund.
- Develop and adopt, starting in FY15, a benchmark to guide future tuition increases. The benchmark would stipulate what categories of expenses go into the calculation of per-student cost of education, and then establish guidelines for the relationship between that cost and full tuition, remaining sensitive to the various pressures of Commonwealth's competitive market.
- Expand our capacity to meet the demonstrated need of qualified applicants as well as raising targeted funds to support ongoing diversity and support programs. (\$1.25 million of endowment is needed to increase Financial Aid 1% of GTR, funding Entering Commonwealth and Homework Project would require endowment or multi-year major gifts that could provide up to \$60,000 annually, and Chatfield Cultural Scholarships would require endowment or gifts that could generate \$25,000 per year.) Part of this effort should include continued outreach to promising students from disadvantaged backgrounds with the goal of having such students make up ten percent of the student body.
- Continue to explore options for new income streams (e.g. building rental, summer programs).

### **d. Next Steps**

#### **Campaign**

The Committee should begin modeling a number of possible scenarios for a campaign. Given the uncertainty about facilities, a model for a campaign with a major (\$6 million) and lesser (\$3-5 million) fund for facilities might be developed.

#### **Hiring**

The school has hired a new Development Associate.

**New Income**

The school should carry forward conversations with the various parties to explore the feasibility and benefit of increased rental and summer programs.

**VII. Committees**

**Steering Committee**

Karen Firestone '73, <i>co-chair</i>	Therese Hendricks P'05 P'07, <i>co-chair</i>
Bob Murchison P'10, <i>co-chair</i>	
José Alvarez P'10 P'12	Jeff Flowers P'15
Rebecca Jackman	Max Kohlenberg '73 P'07 P'10
Marie Lossky P'10 P'11	Cathryn Stein P'11
Janetta Stringfellow	Bill Wharton P'06

**Facilities**

Marie Lossky, Chair	
Elizabeth Bailey '68	Andrew Clifford
Richard Coffman P'10	Michelle Cyrier
Richard Oedel P'09	Jeff Racioppi

**Faculty and Staff Concerns**

Cathryn Stein, <i>co-chair</i>	Janetta Stringfellow, <i>co-chair</i>
José Alvarez	Donald Conolly
Rebecca Henderson P'14	Diane Morris
Mary Paci P'77 P'83	Judith Sanford-Harris '70
Cathleen Stone P'13	Bill Wharton

**Finance and Accountability**

Rebecca Jackman, <i>co-chair</i>	Max Kohlenberg, <i>co-chair</i>
Catherine Brewster	Mara Dale
Melissa Haber '87 P'15	Charles Fried P'79 P'81
Julia Holloway '81	Lisa Joffe P'15
Meagan Kane	Borjana Mikic '87
Monica Schilder	

**Technology**

Jeff Flowers, <i>chair</i>	
Steve Hanna '82 P'13	Lisa Pedicini P'15
Jeff Racioppi	

## Appendix I Commonwealth School Mission Statement with Suggested Revisions

### *Mission*

Commonwealth School's mission is to educate young people from diverse backgrounds to become knowledgeable, thoughtful, and creative adults, capable of careful analysis, fruitful cooperation, responsible leadership, and deep commitment.

Commonwealth aims to be a school:

- with the highest standards of academic excellence.
- where students learn to think for themselves and to exercise responsibility and initiative in their actions.
- with a community of talented teachers and promising students from diverse backgrounds.
- that takes maximum advantage of its rich urban setting.
- where arts are a vital element of daily life.
- **that equips students to use effectively a wide range of tools for inquiry and research.**
- **that promotes physical and emotional health and fitness.**
- that provides the friendly atmosphere of a small, supportive community.
- that helps students establish the foundation for rewarding and productive lives.

Under the heading “a school with the highest standards of academic excellence” our goal is to attract and keep a distinguished faculty; to have a sensible student/faculty ratio; to have a level of staffing sufficient to support the faculty and Headmaster; and to have top-notch library, computer, science, and studio art facilities.

Under the heading “with a community of talented teachers and promising students from diverse backgrounds” our goal is to attract outstanding teachers and promising students from all backgrounds, and for that purpose to offer attractive faculty compensation and work environment, and to maintain the strongest possible financial aid program so that, to the extent possible, the school is open to qualified young people regardless of their ability to pay.

Under the heading “a school which provides the friendly atmosphere of a small, supportive community” our goal is to provide a high level of academic guidance, advising, and psychological support; to offer high-quality sports and extracurricular programs to ensure that students’ work and activities outside the classroom reflect the same high standards of their work in academics and the arts; to encourage students to share their skills through in-house tutoring, community service, and concern for the larger world; to restore the building and enhance its facilities in such a way as to make the building work for us now and in the future while preserving its special character.