

GPS 2012

Tri-School Proposed Initiatives

**Boldly opening doors
to Christ-centered
Mennonite education**

GPS 2012: Plan for Christ-Centered Learning, Living and Leading

Christopher Dock Mennonite High School
Penn View Christian School
Quakertown Christian School
Eastern District Conference
Franconia Mennonite Conference

May 2007
Launch Version

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Mennonite Education Agency Vision

Strengthening Mennonite Church USA through education

Mennonite Schools Council Mission

In partnership with the church, MSC advances Christ-centered PreK-12 education by networking schools and equipping them to implement the vision of Anabaptist/Mennonite education.

Preface

Greetings!

After hours of discernment and discussion a vision has emerged to “boldly open doors to Christ-centered Mennonite education”.

In March of 2006, Christopher Dock Mennonite High School, Penn View Christian School and Quakertown Christian School in partnership with Eastern District Conference and Franconia Mennonite Conference began a strategic planning process that sought to listen to the constituents and to shape the future of Mennonite/Anabaptist education. Since then, a Strategic Planning Council, guided by Christina Drouin of the Center for Strategic Planning, was charged with discerning a vision for the schools’ future along with a strategic plan to be implemented over the next five years.

In listening to the schools’ constituents, we identified the core values that propel us forward and shaped a vision that will allow us to move into the future of Anabaptist education. The goals and strategies included in this strategic plan not only show where we aspire to go, but how we will get there.

Now remains the walking, following the roadmap that has emerged. We do not walk alone but with Christ while continuing to follow in the path of those who faithfully journeyed before us.

Now it’s our turn together; to continue down the path that has made a difference in countless lives within our Anabaptist tradition and that is ever widening to impact our towns, communities and indeed the world.

Join us in this exciting vision for the future of Christ-centered Mennonite Education at Christopher Dock Mennonite High School, Penn View Christian School and Quakertown Christian School! Welcome!

Noel Santiago

Warren L. Tyson

Acknowledgements

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Introduction

***GPS 2012: Plan for Christ-Centered Learning, Living and Leading** is the result of the first collaborative strategic planning process undertaken by Christopher Dock Mennonite High School, Penn View Christian School, and Quakertown Christian School with support and participation of both the Franconia Mennonite Conference and the Eastern District Conference. In January 2006, the three schools' Boards of Directors commissioned the chief school administrators of all three schools to co-chair an innovative and collaborative strategic planning process for 2012.

The major challenge of the project was twofold: 1) to create an approach that would result in a plan that preserves the individuality of each school's core identity while collaborating to address the strategic issues that all schools share, and 2) chart a pathway to increase understanding, communication, and partnerships among and between schools, conferences, pastors, congregations and the families they serve.

The process began in February with an organizational meeting attended by the Board Executive Committees and chief administrators of all three schools, as well as representatives from both conferences. Shortly thereafter, the planning approach was finalized, a timeline was determined, and a Strategic Planning Council convened to serve as the project management team.

Facilitated by Strategic Planning Council co-chairs, conversations began immediately across constituency groups, and all parties were oriented to and invited into the planning process. This early work signaled the beginning of a planning approach that would be marked by inclusivity, shared responsibility, accountability, evaluation, and institutionalization.

Now that the planning process has produced a written plan with a compelling vision supported by goals, strategies, and shared initiatives, it is time to implement structures and processes to get the plan off the shelf and into action. Using this plan as its framework to inform strategic decision-making and action over the next five years, Christopher Dock, Penn View, and Quakertown are ready to take the next step alongside conferences and congregations **'Boldly opening doors to Christ-centered Mennonite education.'**

It is important to note that this step will be taken in a world of rapid growth and increasing complexity. Better serving existing markets and boldly opening new markets will be hallmarks of **GPS 2012**. So finding and institutionalizing ways to anticipate, assess, and evaluate the impact of changing demands of constituents and markets while preserving the core of Christ-centered Mennonite education are clear imperatives of this plan. Over the next five years, **GPS 2012** will serve as a blueprint to help all members of each school community, alongside conferences and congregations, to realize the essential importance of their individual and combined efforts in fulfilling the promise of the brightest of futures for Christ-centered Mennonite education in the tri-school area.

***Globally Positioned Students**

Planning Methodology

I. Define the Current Status - Research and Assess

- A. Core values exercises were conducted to discern each school's core values. Core values statements were written and ratified by each school's respective Board of Trustees.
- B. The mission of each school was examined for its congruency with core values, and if adjustments were necessary, they were made and ratified by each school's respective Board.
- C. Internal and external research was conducted using written surveys, and focus groups/interviews of selected internal and external groups. In addition, published demographic and psychographic data were collected.
- D. Research data was analyzed for each school and core competencies were identified along with each individual school's top three to five strategic issues.
- E. Shared issues were identified and prioritized based on the commonalities among issues.
- F. Assumptions about the future were developed as a tool to shape strategy and as signposts to test 2012's future relevancy and possible need for adjustment.

II. Create Our Shared Vision for 2012

- A. Seeking to stimulate progress through the development of a shared vision to address the shared strategic issues, an all-call Symposium was held at Penn View on September 16, 2006. One hundred and nine people attended, including: pastors; representatives from both conferences, families from congregations, as well as Board members, faculty, staff, students, and administrators from each school.
- B. A shared vision was drafted by Symposium participants.

III. Build **GPS 2012** to Bridge the Gap Between What Is and What Might Be

- A. Based on the draft vision and other supporting data from the Symposium, a final vision and goals were developed by the Strategic Planning Council and submitted to the respective school boards. Each school board voted unanimously to accept the vision and goals as presented. Vision and goals were also presented to both conferences.
- B. Strategies were identified to describe the major approaches to be taken to reach each goal.
- C. A list of projects needed to bridge the gap between the current environment and the future vision were identified by each school individually and form the initiatives that will operationalize **GPS 2012**.
- D. Pastors of congregations in both conferences also participated in writing initiatives that they are willing to implement to support the vision and goals of **GPS 2012**.
- E. A list of shared initiatives was culled for collaboration among all three schools, some involving congregations.

IV. Build a Case Statement for Non-Funded Initiatives

Based on **GPS 2012**, a case statement can be developed that clearly and concisely defines the strategic challenges and needs of the Christ-centered Mennonite education in the tri-school area. **GPS 2012** serves as a "call to action" and provides a high-level view to potential funding sources of our current challenges, our vision for moving ahead and the financial commitment needed to get there.

Planning Timeline

Participants in **GPS 2012**'s planning process logged hundreds of hours in research, analysis, and planning. Many of these hours were spent in dialogue and/or collaborative planning, infusing the planning process with great depth and breadth, and informing **GPS 2012** with comprehensive inclusiveness. Some milestones along the way were as follows:

February 2006	Pre-planning, including identification and commissioning of one Strategic Planning Council and three School Action Teams
February	Orientations/workshops in strategic planning and strategic thinking for Boards, faculties, staff, and administrations of all three schools
March – April	Discernment and articulation of individual school core values and congruent missions
March – April	Internal and external data collection and analysis to assess the overall situation through issue surfacing using primary research augmented by environmental scan information; identification of each school's core competencies
May – June	Identification of shared strategic issues that form CDMHS, PVCS, and QCS's common strategic agenda for the next five years; development of shared assumptions that will create the context for ongoing strategic thinking and eventual evaluation of GPS 2012 progress
August – September	Planning and conducting of tri-school Symposium to determine vision and goals
Sept – November	Developing the collaborative framework of GPS 2012 consisting of shared vision, goals, and strategies based on the work product of the Symposium
November	Board ratification of GPS 2012 's vision and goals
Dec – February 2007	Development of actionable initiatives to operationalize GPS 2012 through the collaboration of school faculty, staff, and administration with congregation input from pastors
February – April	GPS 2012 finalized, packaged and presented to CDMHS, PVCS, and QCS Boards
April – May	GPS 2012 launched and communicated in all school communities and with conferences and congregations
May 2007	Implementation begins

GPS 2012 Communication and Implementation

Communicate and publish GPS 2012

A communications plan for **GPS 2012** has been developed to make sure that all who should know about the vision of Christ-centered Mennonite education in the tri-school region, will know. Audiences have been identified of those who should receive information about the vision, goals, and strategic initiatives that are priorities over the next five years. **GPS 2012** will be communicated in print, in person, and electronically to those audiences within the first few months of its launch. On an ongoing basis, **GPS 2012** will be available on all three schools' and both conferences' web sites.

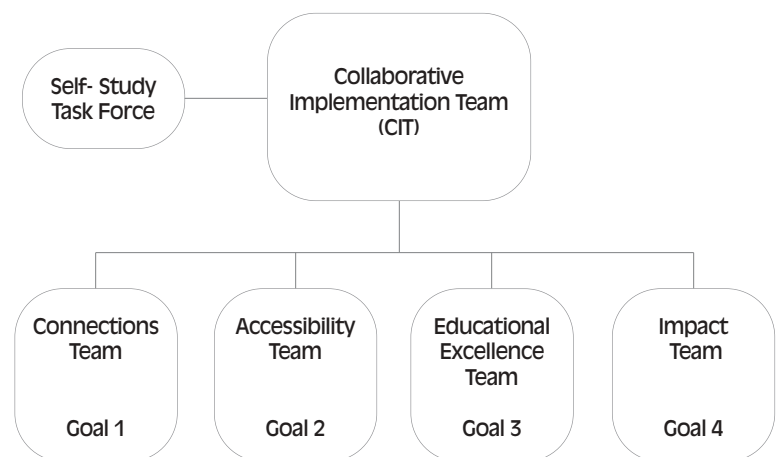
Transition to implementation

GPS 2012 will be made actionable based on the best practices that traditionally guide the implementation of educational strategic plans:

- A. Identify the initial priorities or strategic thrusts of the plan to help guide Phase 1 implementation.
- B. Establish an implementation team; assign roles and responsibilities.
- C. Finalize an implementation approach and an infrastructure to track, evaluate, and feed back.
- D. Establish criteria for prioritizing initiatives.
- E. Involve Boards, administration, faculty, and staff as active participants in recommending priority initiatives.
- F. Prioritize initiatives for the first two years of the plan, phasing the integration of action items with workloads.
- G. Develop budgetary recommendations.
- H. Charge mid-level administrators with writing and managing tactical plans; at these levels, leaders will identify expected outcomes and benefits, success indicators, as well as roles and responsibilities and timeframes.
- I. Allocate resources for implementation.
- J. Evaluate results.
- K. Share lessons learned; acknowledge successes through frequent and open communication.

Unique Structure and Process for GPS 2012

Due to its uniquely collaborative nature, a special structure has been devised to lead and support the execution of the steps listed above. The structure consists of a *Collaborative Implementation Team (CIT)*, and a Goal Team for each of **GPS 2012**'s four goals (*Connections Team* serving Goal 1; *Accessibility Team* serving Goal 2; *Educational Excellence Team* serving Goal 3; and *Impact Team* serving Goal 4). During the first year of the plan and for a one-year period, a Self-Study Task Force will be convened to collaborate on completion of a Middle States Association of Colleges and Schools self-study and re-accreditation process using the Mennonite Edition of "Validating the Vision."



The CIT and Goal Teams will operate according to the following charters:

CIT

1. *Purpose* - The mission of the CIT is successful implementation of **GPS 2012**.
2. *Scope* - The CIT is responsible for :
 - Identifying the initial priorities or strategic thrusts of **GPS 2012** to help guide Phase 1 implementation (2007-08 and 2008-09)
 - Establishing goal teams and assign roles and responsibilities
 - Finalizing an implementation approach and an infrastructure to track, evaluate, and give feedback
 - Encouraging and supporting progress and removing barriers
 - Evaluating results
 - Acknowledging successes through frequent and open communication
 - Advocating for allocation of resources
 - Communicating **GPS 2012** progress to school boards and conferences
3. *Team Composition* - The CIT shall be composed of the following: the Board Chair and Vice Chair of Christopher Dock Mennonite High School Board of Trustees; the Board Chair and Vice Chair of Penn View Christian School Board of Directors; the Board Chair and Vice Chair of Quakertown Christian School Board of Directors; an Eastern District Conference representative as appointed by EDC Board; and a Franconia Mennonite Conference representative. Chief school administrators of CDMHS, PVCS, and QCS shall be ex officio members of the CIT.
4. *Leadership* - Leadership rotates annually among the three school Board chairs and two conference representatives, with each having the Chair position once over the five year span of the plan.
5. *Term* - Membership is by position; therefore, the Board chairs of each school serve on the CIT while Board chair/conference representation can be by appointment by conference Boards.
6. *Reporting Responsibilities* - Although members of the CIT share responsibility and accountability among themselves for the successful implementation of **GPS 2012**, they have no direct reporting responsibilities to their respective Boards. In order to encourage optimal performance, the CIT will set its own written annual goals and perform annual self-evaluations.
7. *Meeting Frequency* - Three times a year
8. *Decision-making* - By consensus
9. *Final Output/Outcomes* - Yearly: successful accomplishment of an annual portfolio of targeted **GPS 2012** initiatives; annual impact reports on effects of **GPS 2012** as informed by the work of the Goal Teams; communication of progress with the broader community; a successful collaborative experience for school and conference leadership. After five years: Realization of the vision of **GPS 2012** through the successful completion of its initiatives; a final summary report on cumulative completion of initiatives; successful collaborative leadership experience.

Goal Teams

1. *Purpose* - The mission of the each Goal Team is successful implementation of its goal under **GPS 2012**.
2. *Scope* - Each goal team is responsible for:
 - Establishing criteria for prioritizing initiatives

- Involving administration, faculty, and staff as active participants in recommending priority initiatives
- Prioritizing initiatives for the first two years of the plan, phasing the integration of action items with workloads
- Developing budgetary recommendations
- Charging administrators with writing and managing tactical plans with expected outcomes and benefits, success indicators, roles and responsibilities and timeframes
- Allocating resources for implementation
- Evaluating and reporting results to the CIT annually
- Sharing lessons learned; acknowledging successes through frequent and open communication
- Collaborating and communicating with other Goal Teams to obtain and exchange information

3. *Team Composition* - Each Goal Team will be made up of representatives from each school appointed by their respective chief school administrators, and conference appointees and a goal area expert as deemed necessary by the CIT. Chief school administrators of each school shall be ex officio members of all Goal Teams. A Goal Team member may serve on more than one Goal Team.

4. *Leadership* - Each Goal Team will elect a chair to serve a term of one year with a representative from each school serving on a rotating basis.

5. *Term* - Goal Team appointments shall be at least annually and may be longer at the discretion of the school chief school administrators.

6. *Reporting Responsibilities* - Goal Teams report twice yearly to the CIT according to the following timetable (or an alternative timetable outlined by the CIT):

- a. Written identification of prioritized initiatives are to be received by September 30 of each academic year with desired outcomes and performance measures.
- b. Annual written report on initiative progress including status (in progress, open, and completed) and performance measures on completed initiatives is to be received by May 15 of each year.
- c. Using internet technologies, Goal Teams are also responsible for posting their priorities and ongoing progress updates for other Goal Teams to access, as well as accessing the updates and information posted by others.

7. *Meeting Frequency* - To be determined by each Goal Team and at least quarterly.

8. *Decision-making* - By consensus.

9. *Final Output/Outcomes* - Yearly: Successful completion of targeted **GPS 2012** initiatives according to agreed upon performance measures; written annual and cumulative records of evidence of completion; a successful collaborative experience among schools and conferences. After five years: Realization of the vision through the accomplishment of each goal's initiatives; a successful collaborative experience among schools and conferences.

Core Values and Missions

In February 2006 the **GPS 2012** planning process began by each school identifying its own core values through a series of exercises conducted with a broad range of constituencies including faculty, staff, students, and parents. Core values express certain central and essential elements of each school's existence as a Mennonite Christian school. The core values identified through each school's individual discernment process were presented to and ratified by the respective Board of each school. Core values are enduring and rarely if ever changed. They should be thought of as each school's 'stake in the ground.'

Mission statements of each school were then scrutinized for congruency. Mission statements must express core values and answer the question 'why do we exist?' A mission statement gives an institution both definition and direction. Each school's mission statement should be thought of as its reason for existence and should be as enduring as its values. Mission allows each school to know what it is and what it is not about. All plans, practices, and constituencies must be 'aligned' with values and mission.

Christopher Dock Core Values and Mission

Statement of Core Values

As a Christ-centered school we value:

Community

Integrity, respect, and supportive relationships, guided by God's Spirit, characterize our campus culture.

Discipleship

Following Jesus, peacemaking, and service are expressions of our Anabaptist/Mennonite faith which shape our programming and daily interactions.

Partnership

Church, family, and school together form a three-fold cord that supports the academic, spiritual, and lifestyle development of our students.

Academics

Excellence in teaching and learning lays the foundation for curiosity, clear thinking, and creativity. Individual gifts are developed as students prepare for a lifetime of service in God's Kingdom and world.

Mission Statement

Christopher Dock Mennonite High School, in partnership with the family and the church, seeks to develop the God-given abilities of students in preparation for responsible stewardship of life as members of God's people in a global society. Christopher Dock serves youth and families of Franconia Mennonite Conference, Eastern District Conference, and those who share Anabaptist values.

Penn View Christian School Values and Mission

Statement of Core Values

Christ-centeredness

Penn View Christian School seeks to honor Christ in all aspects of school life. Following Christ is encouraged as a life-guiding commitment for our students and staff.

The Child in Christian Community

Penn View Christian School is committed to developing the emotional, intellectual, physical, social, and spiritual growth of each student. With the church as partner, we seek to extend Christ's love in nurturing peaceful relationships among members of the school family while serving the local and global communities.

Educational Excellence

Penn View Christian School is committed to excellence in teaching and learning. Through a focus on appropriate educational standards and practices, students are encouraged to discover, define, and develop God-given gifts. Students and teachers collaborate in the joy of living and learning.

Mission Statement

Penn View Christian School, affiliated with the Mennonite Church, offers academically excellent education from a biblical perspective. The faculty and staff, in partnership with families and churches, seek to nurture the God-given potential of each student in a Christ-centered community.

Quakertown Christian School Values and Mission

Statement of Core Values

Christ-centeredness

We proclaim God as Trinity: Father, Son, and Holy Spirit, the source of all knowledge and truth. We look to Christ, through the Holy Scripture, as the one after whom we pattern our lives. We believe the Bible is the complete, fully reliable, and trustworthy Word of God. This is the foundation on which the educational philosophy and values of Quakertown Christian School rest.

Excellence in teaching and learning

We value the transformational growth that takes place when teachers and students experience the joy of learning together. Quakertown Christian School provides a collaborative academic culture that stimulates intellectual courage, curiosity, and creativity, while equipping students for a lifelong walk with Christ.

Teaching the whole child

We recognize that God has created each child with unique spiritual, emotional, physical, social, and intellectual attributes. Multiple intelligences and varied learning styles are addressed in classroom instruction, as well as in curriculum design.

Community

Quakertown Christian School aspires to be a nurturing community which complements the home and the church. We cherish knowing each other and affirming one another through our fellowship. We embrace diversity as we value efforts to build friendship, enhance communication, and serve one another for the cause of Christ. We foster relationships that connect us to each other and to our global community.

Mission Statement

Quakertown Christian School, a Mennonite school, is in partnership with home and church in the process of developing physical, intellectual, spiritual, and social life skills for each child using Biblical values in a challenging academic environment to instill a sense of Christian community and service.

Core Competencies

Since potential strategic issues are prioritized based on their potential positive or negative impact on an organization's ability to pursue its mission and deliver its core competencies, a critical step in the **GPS 2012** process was to identify each school's core competencies. A core competency differentiates the educational experience that a particular school provides based on an established set of criteria. Core competencies are few and exceptional. A core competency is...

1. Something at which the school is exemplary
2. Something it has been exemplary at for awhile
3. Something it can be exemplary at well into the future
4. Something which is highly valued by its core constituencies
5. Something others providing a similar service would find hard to imitate

Identifying core competencies was accomplished through school by school group meetings and electronic surveys, with the following results.

Christopher Dock Core Competencies

Christopher Dock's core competencies are:

- * Developing Christian faith from an Anabaptist perspective.
- * Building community within the context of a nurturing environment.
- * Educating students with a global perspective for a life of discipleship and service.

Penn View Christian School Core Competencies

Penn View Christian School successfully:

- * Nurtures the Christian faith of children and young people.
- * Develops the God-given potential of students by offering a well rounded educational experience.
- * Provides an excellent educational experience within the context of a caring and safe environment.

Quakertown Christian School Core Competencies

Quakertown Christian School successfully:

- * Provides Christian values in a secure, loving environment for students.
- * Offers a quality academic education focusing on the whole child.
- * Exemplifies a friendly, family-oriented atmosphere.

Shared Strategic Issues and Assumptions

As a result of internal and external scans and a comparison of CDMHS, PVCS, and QCS's individual strategic issues, four shared strategic issues emerged and formed the basis of visioning and goal setting at the September 16, 2006, Strategic Planning Symposium.

1. Identity – Thriving as Mennonite Christian schools

What does it mean to be a Mennonite Christian school in the 21st century? Since this is our niche, what key opportunities might we take advantage of together to sustain it over the next three to five years? What would be the most significant results of increased collaboration among all three schools and both conferences? *What shared values in our missions can better connect us internally and externally so that we can attract and retain an increased base of supporters and prospective 'globally positioned students?'*

2. Academia – Clarifying our purpose and results

Going forward, should 'product,' i.e. our brand of education, be our driving force? What is the desired result of a Christ-centered Mennonite education and how do we define success? What do we agree it looks like to be an educated individual with an Anabaptist/Mennonite worldview in the 21st century? In what ways can each school and both conferences contribute to that collective definition? *What would our campus structures, processes, and programs need to look like in order to send out into the world 'globally positioned students?'*

3. Enrollment and Marketing - Thinking strategically about the future growth of our brand

Going forward, should the needs of the marketplace be our driving force? Whom can we serve best? Should we explore opening new markets together? If so, which ones? What new ways of working together might improve enrollment and retention across all schools and better serve the educational needs of congregation members? *What key marketing strategies would position us to increase our base of supporters and potential 'globally positioned students?'*

4. Finances - Keeping pace with change

What does financial success look like for our schools? What should be our growth strategy as it impacts finances? Should we explore alternative revenue streams beyond fundraising and tuition? If yes, what might they be? In what new ways might the three schools and two conferences work together to keep pace with change? *What key financial strategies would sustain our efforts to send into the world 'globally positioned students?'*

Strategic Assumptions for 2006-2012

The ongoing relevancy of **GPS 2012** will be tested against the following 12 assumptions which serve as the signposts that will be watched for changes over the next five years. Change would indicate a need for course correction or strategy adjustment in **GPS 2012**.

1. All schools and conferences involved in this strategic planning process are committed to working together to cultivate a continuum of Christ-centered Mennonite education opportunities that will have a global impact on Christ-centered learning, living, and leading.
2. The 10 Data Markers that predict a school's success as established by the National Association of Independent Schools will hold over the next three to five years. They are:
 1. Market demand
 2. Low annual attrition
 3. Generous giving

4. Competitive faculty salaries
 5. Relatively low tuition and moderate annual tuition increases
 6. Financial aid
 7. Ratio of students to faculty
 8. Budget for professional development and technology
 9. Value of the endowment
 10. Student outcomes
3. Opportunities that attract new families to church membership can also be used to attract new families to our schools.
4. More families must choose Christian schools to keep enrollment stable since family size is decreasing.
5. Parents will continue to place a high value on private school education, although shifting economic situations such as debt and rising costs of tuition impact families choosing private education. Addressing these financial issues will remain a strategic imperative for sustainability. As part of a larger imperative, our schools must clearly understand and articulate their unique value propositions.
6. The quality of local public schools will continue to be strong in our area.
7. We will continue to have greater diversity than Quakertown, Souderton, and Pennridge School Districts but less diversity than North Penn School District without specific strategic diversity initiatives.
8. The significant new home and population growth experienced in Quakertown and Souderton will follow national trends and level off.
9. Christopher Dock's greatest opportunity for growth will continue to lie in the immediate neighborhood and southward.
10. There are unmet market demands for new educational products that could be developed in ways that are consistent with the values and missions of our schools.
11. Existing markets can be penetrated and new markets can be opened.
12. Potential Mennonite students will continue to become more and more concentrated in larger congregations.

Collaborative Vision, Goals, Strategies, and Initiatives

Vision Boldly opening doors to Christ-centered Mennonite education

Goal 1 – Connections

Mission-driven, action-oriented collaboration among schools, families, congregations, and conferences advances Mennonite education in the tri-school area.

Strategies

- A. Collaborate on and share responsibility for the implementation of **GPS 2012**.
- B. Form and nurture issue-focused, mutually beneficial partnerships that model collaboration and effectively share responsibility for the resolution of shared critical issues.
- C. Develop promotional programs and services that build awareness, understanding, and appreciation of the value of Christ-centered Mennonite education locally and globally.

Initiatives

1. As three schools, form tangible partnerships with Franconia Mennonite Conference and Eastern District congregations to facilitate the spiritual and leadership development of children and youth including worship leading, Christian education resourcing, and peace studies.
2. Design a PreK-12 framework for spiritual formation.
3. Identify and promote our margin of difference as Christ-centered Mennonite schools.
4. Build relationships with congregations within our market area to communicate the margin of difference as Christ-centered educational institutions to expand enrollment.
5. Cultivate and nurture relationships with Franconia Mennonite Conference's and Eastern District Conference's culturally diverse congregations.
6. Develop a collaborative marketing and public relations plan.

Goal 2 – Accessibility

Mennonite education in the tri-school area is more accessible to our core constituents.

Strategies

- A. Explore and implement innovative approaches to increasing school tuition affordability to include all families that are part of Franconia and Eastern District conferences and churches within the tri-school area.
- B. Explore and implement innovative approaches to serving a multi-culturally diverse community consistent with the demographics of our area.
- C. Explore and implement mission-appropriate ways to differentiate learning for a broad range of learners.
- D. Explore, prioritize, and open new student market segments.

Initiatives

1. Explore existing and develop innovative tuition programs.
2. Collaborate on the development of a mission appropriate framework for learning support services at each school.
3. Expand funding through Educational Improvement Tax Credit, endowment, and grant writing.
4. Collaborate to research and recommend ways to increase high school accessibility.
5. Develop a culture of hospitality which is intentionally welcoming.
6. Develop new PreK-12 feeder relationships that increase enrollment.

Goal 3 – Educational Excellence

Mennonite education in the tri-school area is exemplary in its continued pursuit of excellence in Christ-centered teaching and learning with a defined and articulated Mennonite/Anabaptist worldview.

Strategies

- A. Continuously improve academic and co-curricular programs to exemplify the ‘best of what is’ in Mennonite education.
- B. Create and challenge existing educational systems to innovate and develop programs that are the ‘best of what might be’ in Mennonite education in mind, body, and spirit.
- C. Attract, develop, retain, and competitively compensate highly qualified faculty who exemplify ‘the best of what is’ in Mennonite teaching and learning.

Initiatives

1. Affirm and promote the academic, spiritual and lifestyle components of the Graduate Profile.
2. Identify and monitor measurable student performance objectives as developed by the Middle States Association of Colleges and Schools self-study and re-accreditation process using the Mennonite Edition of “Validating the Vision.”
3. Continuously improve curriculum through a shared review cycle that leads to tri-school alignment.
4. Continuously improve operations through a shared review cycle.
5. Improve supports and services for culturally diverse populations.
6. Offer Anabaptist Learning Institute courses and encourage participation to achieve certification as a Mennonite educator.

Goal 4 – Impact

Tri-school community members are recognizable by their Christ-centered impact as pilgrim servants building God’s kingdom locally and globally.

Strategies

- A. Cultivate a heightened understanding of individual and shared responsibility to be Christ's light in the world.
- B. Equip faculty, staff, students, and families to serve locally and globally.
- C. Develop a broad range of opportunities to serve locally and globally.
- D. Increase Christ-centered Mennonite education's impact in God's kingdom locally and globally.

Initiatives

- 1. Create and implement a shared web-based Speakers' Bureau.
- 2. Develop and implement a resource program for Sunday School teachers and youth leaders.
- 3. Establish and implement an international hosting program.
- 4. Expand the integration of Spanish language and culture in school life.
- 5. Increase the frequency of authentic service learning opportunities that build empathy for others with a focus on action.
- 6. Enhance connections for service with Mennonite organizations locally and globally.