Illustrious Past.  
Innovative Future.  
A Strategic Roadmap for Laurel School  
2017-2022
To inspire each girl to fulfill her promise and to better the world.

THE LAUREL MISSION:
For over 100 years, Laurel School, home to the Center for Research on Girls, has been educating girls (K-12) to be independent and creative thinkers who care about the world around them. Whether she is passionate about academics, the arts or athletics, Laurel helps each girl discover her own voice.

Led by Head of School Ann V. Klotz, the work of this nationally-recognized school is true to its mission: to inspire each girl to fulfill her promise and to better the world. Laurel School also offers a coeducational Pre-Primary program.
Illustrous Past.
Innovative Future.

ANN V. KLOTZ, HEADMISTRESS

BETH EMBRESCIA ’88, CHAIR, BOARD OF TRUSTEES
AT LAUREL, THE GIRLS ARE—AND ALWAYS HAVE BEEN—AT THE CENTER OF EVERY DECISION WE MAKE.

Academic excellence is as essential as oxygen at Laurel School. In our powerful community, girls cultivate resilience. They are smart and rich in empathy. They know that their voices matter and understand that part of their purpose is to live lives of principle and integrity. Laurel inspires girls to fulfill their promise and to better the world.

Since 1896, innovation has been our tradition. When existing strategies are no longer sufficient, innovators design new ones, as we did when we founded Laurel’s Center for Research on Girls (LCRG) a decade ago, in order to put the best research to work for girls. Guided by research conducted and implemented by LCRG, we have expanded our traditional liberal arts canon from mastering content to include applying knowledge and acquiring skills that will empower girls to thrive in a complicated world.

For example, immersive curricular experiences, Kindergarten-Grade Eight, and our Outdoor Pre-Primary program, showcase the deep, experiential learning that occurs through meaningful connection to the natural world at our Butler Campus, a 140-acre learning laboratory unlike any other in Northeast Ohio.

Protégé and the Capstone Experience, two signature programs, offer Upper School girls the opportunity to apply learning in real-world settings and to develop purpose and passion.

For the past eighteen months, we have thought carefully about what sets Laurel apart. Over the next five years, our strategic roadmap will focus on three important areas: Girls and Learning, our Learning Environment and Sustainability.

Woven across the powerful web created by the generations of alumnae who care deeply for this school is an unparalleled sense of community and our shared belief that our all-girls’ identity remains as relevant today as it did 120 years ago.

The work of the leadership and the Board of Trustees is to reflect on our Illustrious past and lay the groundwork for our innovative future. What we do matters, continues to matter, every day, and the benefits of a Laurel education nourish and sustain a girl long after she has been graduated from “these dear walls.”

Laurel has been a leader in shaping the national educational landscape for girls for more than a century. The education she receives at Laurel is a foundation on which a girl will build forever.

We expect Laurel graduates to be daring leaders, undaunted in a world where gender equity is not yet a given. Transformational education requires us to blur the boundaries among disciplines, to create a new vision informed by the old, and to be courageous in claiming our future. When her school is bold, a girl can soar.

We invite you to read more about the three areas of focus in our strategic roadmap and we look forward with enthusiasm to the next five years.

Fondly,

Ann V. Klotz
Headmistress

Beth Embrescia
Chair, Board of Trustees
Illustrious Past.
Innovative Future.
Illustrious Past.
Innovative Future.

YELLOW HOUSE, C. 1902
A History of Innovation

From 1896 when Laurel’s founder Jennie Prentiss embraced the need for superior education for girls, to our ongoing commitment to a rigorous college-preparatory program comprising a research-based curriculum, to becoming a national leader in girls’ development, our illustrious past demonstrates a 120-year tradition of innovation.
**1896**

Inspired by her own classical education, Jennie Warren Prentiss founds Miss Prentiss’s Home School, hires teachers who studied with leading educational experts, promotes the “study of all problems which...concern character building, physical health, and the actual training of pupils in all such subjects of vital importance as shall best fit them,” and trains girls’ voices for the “expression for [their] noblest thoughts and feelings.” Prentiss offers two programming tracks to meet the aspirations of college-bound girls and those who will manage homes.

---

**1904**

An ambitious visionary, Sarah E. Lyman builds Laurel Institute at 10001 Euclid Avenue. She adds a gymnasium, Chapel and Primary Division. The program, “progressive without being radical,” integrates literature, history, and the arts and grants graduates direct admission to Vassar, Smith and Wellesley. An annual Essay Contest fosters clarity in writing and the development of voice. Lyman emphasizes teaching “character, culture, accuracy, and the power to work cheerfully and continuously.” The Alma Mater is written.

---

**1927**

The city’s growth inspires Mrs. Lyman to move the school to Shaker Heights where she supervises the design, fund raising and construction of a Tudor building on Lyman Circle. Through Chapel talks, she advocates high ideals and service to the community.

---

**1931**

Edna F. Lake updates the curriculum by adding Spanish to German, French, Latin and Greek; she broadens science offerings, expands athletic options, and plans trips to University Circle cultural institutions to enrich girls’ studies. The war years inspire school-wide service projects. Required Senior Speeches challenge girls to share compelling issues with the student body.

---

**1958**

To meet changes in society’s expectation for women, Miriam E. Waltemyer encourages more graduates to pursue careers. The Alumnae Association-sponsored Holiday Luncheon and Class Song Contest, long a staple, endures in popularity.

---

**1962**

Strengthening Laurel’s competitive edge, Daniel O. S. Jennings merges the two-track academic program into a single college-preparatory curriculum; he promotes early literacy; transforms mathematics and social studies in the Lower School. Additionally, he freshens Upper School offerings with Urban Studies and Humanities tying history and literature to the arts. Construction modernizes science laboratories and expands classrooms while closing the dormitory creates new space. Jennings intentionally diversifies the student body and starts the Laurel School Parents’ Association.
2004
Enhancing Laurel’s place on the national stage, Ann V. Klotz establishes Laurel’s Center for Research on Girls (LCRG). The North Star Collaborative, a partnership with Facing History and Ourselves and LCRG extend the School’s commitment to the local, national and international community of girls. Construction at the Butler Campus—the Magic Tree House, the Conway Pavilion, the Butler Center for Fitness and Wellness and the Outdoor Pre-Primary Yurt—offer extraordinary opportunities. A renovated Third Floor and Dining Room enliven the Lyman Campus. She advances academic excellence by expanding the World Language program, adopting Singapore Mathematics and establishing the One-to-One Technology Program. Interdisciplinary studies in MayTerm and experiential learning adventures at the Butler Campus multiply. Electives, Protégé Internships, more travel options and the creation of the Capstone Experience individualize learning paths and prepare girls for an increasingly competitive world.

1977
Barbara R. Barnes rededicates the school to its focus on girls, emphasizes exceptional teaching, reestablishes connections among disciplines and introduces character education. JoAnn Deak instructs the faculty on girls’ development. Community service endeavors expand. Kenyon College professors partner with Laurel faculty to offer college-level courses for Seniors.

1992
Helen R. Marter launches a school-wide initiative to explore diversity and revitalizes athletic facilities through the purchase of 140 acres in Geauga County. State-of-the-art fields, tennis courts, softball diamonds and a track draw girls to athletics. Ponds, meadows and woodlands invite students to engage in environmental studies and interdisciplinary adventures.

1982
Seeking to contribute to research about female psychology, Leah S. Rhys invites Carol Gilligan to conduct the five-year Laurel/Harvard Study on the development of girls. Ripples from the study extend far beyond Cleveland leading to a wave of new literature on girls’ education. In addition, she creates the Early Childhood Center and reshapes the Primary to provide innovative, theme-based curriculum.

2017

ANN V. KLOTZ
HEADMISTRESS, 2004-PRESENT
Illustrious Past.
Innovative Future.
Strategic Roadmap

This roadmap articulates our goals and creates a framework for a dynamic process that allows us to be both intentional and responsive as we chart Laurel’s direction forward.
The last 18 months. By the numbers.

- **359** members of the Laurel community helped us to dream big!
- **444** Laurel Parent Satisfaction Surveys
- **143** Laurel Young Alumnae Satisfaction Surveys
- **6** Market Research Focus Groups
- **83** phone interviews with parents of daughters at independent schools
- **320** Laurel Student Engagement Surveys
- **1** Strategic Roadmap for Laurel School
At Laurel, innovation is our tradition. Since 1896, Laurel has given girls their voices, inspired them to discover their passions and spurred them to pursue ambitious goals with vigor. In an increasingly complex world that requires critical thinking, resilience, collaborative problem solving and cultural competence, the education we design empowers girls to thrive. Our all-girls’ identity remains relevant because we expect our graduates to be daring leaders, undaunted in a world where gender equity is not yet a given. Laurel girls, held to the highest personal and academic standards, develop and refine their talents, gaining confidence, skills and relationships that sustain them for the rest of their lives.

Laurel School will deliver a powerful education built on the application of skills, the interdependence of concepts and the importance of self-advocacy. As always, Laurel girls learn to lead and to claim their voices.

The founders of Laurel wanted to give girls a competitive advantage in every aspect of their education. Foundational elements included:

- leadership
- problem solving
- critical thinking
- articulate speech
- eloquent writing
- civic engagement

Now, to continue to equip Laurel girls with unparalleled opportunities, our contemporary approach also emphasizes:

- resilience
- creativity
- entrepreneurship
- collaboration
- flexibility
- cultural competence

Our curricular tradition is research-based. Ten years ago, we began to develop original research and now Laurel’s Center for Research on Girls (LCRG) is a nationally-recognized resource for independent schools. LCRG conducts, disseminates and puts into practice research that connects exceptional academic outcomes with social and emotional well-being. The value of LCRG is central to each Laurel girl’s experience.

As our research shows, girls thrive when they are engaged in purposeful learning, inspired by great teaching and surrounded by a community invested in their success. Social and emotional well-being, purpose and personalized learning fuel our program and lead to great outcomes on standardized measures of achievement. Our curriculum balances technology-rich liberal arts rigor with large-scale opportunities to dive deeply into compelling initiatives. Two inspiring campuses—Lyman and Butler—will be reimagined to honor our illustrious past and drive our innovative future.

Vision:

Rationale:

Strategic Roadmap
1. Girls and Learning

THE HIGHEST STANDARDS OF ACADEMIC EXCELLENCE WILL CONTINUE TO INFORM OUR DELIVERY OF AN INNOVATIVE AND PURPOSEFUL EDUCATION FOR GIRLS.

Goals:

1. Place our nationally-recognized Laurel’s Center for Research on Girls (LCRG) at the heart of the Laurel experience for girls (Kindergarten-Grade Twelve), parents and faculty. What girls learn from LCRG programming will serve as a foundation for life beyond Laurel.
   - Design and sequence curricular units, beginning in Kindergarten through Grade Twelve, to increase impact of LCRG at Laurel.
   - Map and communicate existing LCRG programming to make visible the value added of LCRG at every grade level.

2. Design and implement an innovative, comprehensive, progressive curriculum (academic, co-curricular and social-emotional) that will develop competencies to propel graduates into competitive colleges, evolving careers and a borderless world.
   - Weave the four themes of civic engagement, entrepreneurship, global studies and STEAM (science, technology, engineering, arts, mathematics) throughout the Kindergarten - Grade Twelve academic program.
   - Create and implement a schedule that promotes deep academic engagement, integration of disciplines, and development of individualized, self-directed learning at both campuses and in Northeast Ohio.
   - Make the Butler Campus central to experiential learning and environmental stewardship for every Laurel student. Time at Butler will challenge girls to apply concepts and to construct meaning through hands-on experiences that invite reflection, observation and application of skills—both with and without technology.
   - Cultivate empathy and respect for multiple points of view to build cultural competence.
   - Engage alumnae, parents and external partners to enhance the Laurel educational experience.

3. Leverage leadership and invest in a dynamic, engaged and innovative faculty and staff.
   - Align compensation, benefits and professional development budgets to be comparable to a benchmarked cohort of independent schools.
   - Attract, retain, develop and sustain a talented and diverse faculty, whose pedagogy is shaped both by LCRG, as well as by lifelong curiosity about the evolving educational landscape.
2. Learning Environment

Laurel’s innovative and purposeful curriculum for pre-primary through grade twelve will come to life by reimagining space and facilities on both the Lyman and Butler campuses to help girls learn best.

Goals:
1. Review and update the existing Facilities Master Plan for the Lyman Campus.
2. Create a Facilities Master Plan for the Butler Campus.
3. Optimize space on both campuses and prioritize needs for renovation, property acquisition and new construction to support our dynamic program.
3. Sustainability

Laurel will be intentional and strategic about financial sustainability. We will foster fiscal stewardship and transparency.

Goals:
1. Complete a needs assessment that will lead to a compelling new capital campaign led by the Board of Trustees.
2. Refine and develop systems that use data more intentionally to design strategy around enrollment, fundraising and staffing.
3. Increase revenue in areas other than tuition.

Measuring Success:
For the past several months, committees have actively designed and started to implement initiatives to meet the goals of the roadmap. Over the next five years, we will be deliberate about measuring our progress and communicating key milestones and accomplishments.

“Laurel Institute...concerns not alone what a woman should know, but preeminently, what a woman should be.”
Jennie Warren Prentiss, Laurel School Founder
Illustrious Past.
Innovative Future.
2016-2017
Board of Trustees

BETH EMBRESCIA ’88, CHAIR
LYNNETTE JACKSON ’93, VICE CHAIR*
DANIEL DESANTIS, TREASURER*
MARY WEATHERHEAD FELDMAN ’84, SECRETARY

VICTORIA ANNE ANDERSON ’82
TERESA METCALF BEASLEY
MICHAEL BEE
MARK BICHÉ
SUSAN COLLINS BOSLAND ’76
KRISTINE SWAILS BRYAN ’80
DIANE DOWNING
MARILYN EISELE
HUBERT FERNANDEZ
DAVID FLESHLER
LEE HOFFMAN
PAMELA JUERGENS ISQUICK ’62
CAREY JAROS ’96*
MICHAEL ANNE JOHNSON ’84
RACHEL KIRSH ’86
TERRY HORVITZ KOVEL ’46
ARNELLE MARTIN ’84
BRUCE MAVEC
JACQUELYN NANCE
MELISSA O’DWYER
JOHN REED
ELIZA HATCH SAADA ’84
NANCY PHELPS SEITZ ’58
JOHN SINNENBERG
SANDHIA VARYANI ’91
RICHARD WILLIAMS

*Strategic Roadmap Steering Committee

TRUSTEE EMERITI
JOHN BATT
GRACE GRASSELLI BOWMAN ’49
SUSAN WALTER CARGILE ’60
MARY FRENCH CONWAY ’46
CHRISTINE COWAN-GASCOIGNE ’70
LOUISE POMEROY DEMPSEY ’62
SR. MAUREEN DOYLE
MARY DECONINGH EMERSON ’46
HEATHER ROULSTON ETTINGER ’79
ANN WIBLE GILLESPIE
ANNE CONWAY JUSTER ’80
FRANK LINSALATA
CATHERINE DWYER LOPRESTI ’65
NANCY BRECKENRIDGE MCCORMACK ’48
KENNETH MOORE
JOSEPH NOOK, JR.
DOUGLAS PREISER
DONNA REID
BARBARA PETERSON RUHLMAN ’50
GEORGE SHERWIN
JEFFREY SINCLAIR
FRANCES PRINDLE TAFT
2016-2017 Laurel School Leadership Team

ANN V. KLOTZ, HEADMISTRESS*
KATHRYN HOLZHEIMER PURCELL ’91, ASSOCIATE HEAD OF SCHOOL*
DIANE BREZOVEC, CHIEF FINANCIAL OFFICER*
VENTA CANTWELL, ASSOCIATE DIRECTOR OF ADVANCEMENT*
JULIE DONAHUE ’79, DIRECTOR OF ALUMNAE AND COMMUNICATIONS
ANGELA FASICK, DIRECTOR OF STUDIES
KATE BONDI FLOYD ’96, DIRECTOR OF MARKETING*
KAREN GALLOWAY, DIRECTOR OF DESIGN INITIATIVES*
ALLISON GRANT, DIRECTOR OF HUMAN RESOURCES
HEATHER DIEMER HAVRE ’86, DIRECTOR OF THE PRIMARY SCHOOL
BENJAMIN LIGHT, DIRECTOR OF ADVANCEMENT*
DANIEL MCGEE, DIRECTOR OF TECHNOLOGY AND LIBRARY SERVICES
DAVID MEYER, DIRECTOR OF ATHLETICS
HOPE FORD MURPHY ’73, DIRECTOR OF THE MIDDLE SCHOOL*
BELLA PATEL, ASSOCIATE DIRECTOR OF THE PRIMARY SCHOOL
MARY ANN PELLERANO, DIRECTOR OF FACILITIES*
MISSY ROSE, DIRECTOR OF COLLEGE GUIDANCE
LESLIE K. SEGAL ’95, CO-DIRECTOR OF THE MIDDLE SCHOOL
JANE REINSCHREIBER THORNTON ’74, DIRECTOR OF THE PRE-PRIMARY SCHOOL
MEGAN WEISKOPF, ASSOCIATE DIRECTOR OF THE UPPER SCHOOL
SARAH WILSON, DIRECTOR OF THE UPPER SCHOOL
TREY WILSON, DIRECTOR OF STRATEGIC PARTNERSHIPS*

*Strategic Roadmap Steering Committee
THE LAUREL MISSION:

*To inspire each girl to fulfill her promise and to better the world.*