

Strategic Plan 2008 – 2012



INTERNATIONAL SCHOOL OF MONTEREY

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Overview

Creation

In November 2006, the Board of Trustees of the International School of Monterey officially launched a strategic planning process that targeted a finished product in 15 months. The Strategic Planning Committee of the Board created this document in December 2006 to provide structure for the process. Over the course of the 15 months, the Committee continually revised the document, morphing it from a planning document to this final plan. The board approved the plan at its January 26, 2008 annual retreat.

Renewal

This *strategic plan* will continue to evolve. The initial 2008-2012 plan focuses on where the school will go in the next five years, and specifies actionable and assessable *priorities* for the first year of the plan. Each fall, the Strategic Planning Committee of the ISM Board will reconvene a Strategic Advisory Team to do two things: 1) determine whether or not the long-term *strategic commitments* and medium-term *strategic outcomes* in the plan need revision before extending the life of the plan one more year; 2) set out new *priorities* for the ensuing year within the framework of the *commitments* and *outcomes*. The Board, Committee, and Team will solicit input from the entire *ISM Community* via email, surveys, and open meetings. Thus, this will remain a living plan, always looking five years out while specifying *strategic priorities* for the immediate calendar year.

Organization

This plan has been organized around calendar years. Given that the International School of Monterey operates on a school year calendar that runs from late July through early June and a fiscal year that runs from July 1 to June 30, this focus on calendar years deserves explanation. Two major factors influenced the decision. First, the planners felt that launching initiatives at the start of the calendar year would provide the necessary lead time to effectively implement change at the start of the fiscal or school year six months later. Second, they recognized that fall offers the best opportunity to pull people together to plan the next year's *priorities* because ongoing stakeholders will start the fall reinvigorated from the summer break and enthusiastic new staff members and families who have just joined the school will bring new perspectives and energy to the process.

Reporting & Assessment

To ensure constant monitoring of progress toward achieving strategic plan objectives, the Board includes regular *strategic plan* reporting on monthly Board meeting agendas. Within this structure, the Board schedules progress reports for each *strategic priority* at least quarterly. The Board also provides for a comprehensive annual assessment of progress each summer prior to initiation of the fall *strategic plan* renewal process.

ISM Community Involvement

Given that this will remain a living plan, the Board of Trustees encourages all members of the *ISM Community* to take an active role in shaping the future of the school through input and involvement. Everyone can provide input on school strategies at any time by:

- ▶ Emailing **strategic@ismonterey.org**
- ▶ Leaving a message in the school office for the Strategic Planning Committee

Members of the *ISM Community* wanting to become actively involved as members of the Strategic Advisory Team can communicate their interest via the same channels.

Publication

ISM will publish the current version of the plan each February following approval by the Board at its annual retreat in January. These annual versions will be posted to the ISMonterey.org website and distributed digitally in PDF format.

ISM will also present current planning information in the strategic planning section of the ISMonterey.org website along with regular reports on progress toward achieving current priorities.

Finally, the school will publish and promote mechanisms for stakeholders to get involved both in ongoing planning and in action around current priorities.

Process

Goals for the Process

In January 2007, the Board of Trustees set the following goals for the strategic planning process.

- 1) Adopt a five-year plan that maps long-term *strategic commitments*, medium- to long-term *strategic outcomes*, and short-term *strategic priorities*.
- 2) For each strategic priority, specify a party responsible for *oversight* including creation and implementation of related action plans that outline operational *tactics* and specify timelines.
- 3) Create a usable reference that will guide virtually all decisions by trustees and school administrators.
- 4) Reaffirm—or revise as appropriate—the school’s *mission*, *vision*, and other identifiers as foundations for strategic planning.
- 5) Identify persistent, challenging issues, and constructively and effectively address each.
- 6) Provide *ISM Community* members with multiple opportunities for input, both direct and through representation.
- 7) Unite members of the *ISM Community* around common purposes, and excite them about their roles in the future of the school.
- 8) Solidify an open, respectful, and productive relationship among the ISM trustees and the school faculty, staff, administration, and families.

Groups Participating

Several groups contributed thoughtfully and enthusiastically to the strategic planning effort. As a result, the plan reflects general agreement within the *ISM Community* regarding the school’s *priorities* going forward. The names of these groups start with a capital letter wherever they appear in this plan to clearly indicate that they are specific references.

Board of Trustees

<i>Role</i>	Responsible for making all <i>strategic plan</i> decisions after providing opportunities for input and listening carefully to the Community and Team
<i>Composition</i>	A standing body, with trustees serving three-year, renewable terms
<i>Members</i>	Paul Gaucher—Owner, Gaucher & Associates Inc. Prashant Gupta, Board Chair—President & CEO, Syndera Corp. Chris Hasegawa, Ph.D.—Dean, Extended Education and International Programs, California State University, Monterey Bay Roberta Infelise, Ed.D., Board Secretary—Principal, Summerdale School Robert Lee, C.P.A.—Manager, Hayashi & Wayland Accounting & Consulting Sean Madden, Board Vice Chair—Assistant Vice President & Senior Communications/Creative Marketing Specialist, Card and Retail Services, HSBC Grant Miles, Board Treasurer—Executive Vice President, Default Services, HSBC Alastair Rodd—Senior Education Analyst, International Development Group, RTI International Chris Steinbruner, C.P.A.—BBR LLP Joanne Storkan—Screenwriter, Former Teacher John Tilley—Senior Vice President, Greater Bay Bancorp Mike Whilden, J.D.—Attorney, Whilden Law Plasha Fielding Will—Political Consultant

Strategic Planning Committee

<i>Role</i>	Responsible for development and coordination of the planning process
<i>Composition</i>	A sub-group of the Board comprising four members
<i>Members</i>	Dr. Roberta Infelise Sean Madden, Committee Chair Grant Miles [Jan 2007 – Jun 2007] Alastair Rodd [Jul 2007 – Jan 2008] Joanne Storkan

Strategic Advisory Team

<i>Role</i>	Responsible for making recommendations to the Board during all phases of strategic planning
<i>Composition</i>	Cross-representation of the <i>ISM Community</i>
<i>Selection</i>	Volunteer, or nomination and acceptance
<i>Members</i>	Laura Arnow (parent, teacher)—Grade 4 Teacher, International School of Monterey Colleen Bell (parent)—Curriculum Consultant Douglas Borer (parent)—Associate Professor, Graduate School of Operational and Information Sciences, Naval Postgraduate School David Brandau (teacher)—Grade 8 and Middle School Math and Science Teacher, International School of Monterey Larry Cummins (administrator)—Associate Head of School, International School of Monterey Paul Gaucher (Board, parent)—Owner, Gaucher & Associates Inc. Lynn Goldstein (parent)—Professor, TESOL/TFL and Applied/Educational Linguistics, Monterey Institute of International Studies Roberta Infelise, Ed.D. (Board)—Principal, Summerdale School Lynn Kennedy (grandparent)—Retired Foreign Language Teacher; Team Member, Monterey Foreign Language Project Nichol Madden (parent, teacher)—Middle School Math Teacher, International School of Monterey Sean Madden (Board, parent)—Assistant Vice President & Senior Communications/Creative Marketing Specialist, Card and Retail Services, HSBC Camilla Mann (parent)—Development Associate / Alumni Relations, York School Michael McClennan (parent)—Bank of America Pamela Motoike, Ph.D. (parent)—Interim Director, First Year Seminar, California State University, Monterey Bay Cheryl Nakashima (parent)—Educational Research M.Ed.; Educational Counseling M.A. Marco Poehner (parent)—Translator and Bilingual Teacher, Salinas School District Olia Polovneff (parent)—Arts Advocate Ned Powley, Ph.D. (parent)—Assistant Professor of Management, Graduate School of Business and Public Policy, Naval Postgraduate School Alastair Rodd (Board, parent)—Senior Education Analyst, International Development Group, RTI International Sandra Shepherd (teacher)—Grade 7 and 8 Language Arts and Social Sciences Teacher, International School of Monterey Jennifer Stone (parent)—Administrator / IT Analyst, California State University, Monterey Bay Joanne Storkan (Board)—Screenwriter, Former Teacher Gina Thoeni Bence (parent)—Consulting Computer Systems Engineer and Owner, Thoeni Consulting Lorraine Williby (staff, parent)—Business Manager, International School of Monterey

Timeline & Milestones

The Strategic Planning Committee of the Board continually adjusted the planning timeline to reflect experiences and input received during the planning process. The timeline below shows actual steps and milestones achieved.

MONTH	ACTIVITY (related milestone number noted parenthetically)
Nov 2006	Board and executive director discuss Committee composition (1)
Dec 2006	Milestone 1: Board chair appoints Strategic Planning Committee Committee drafts Strategic Planning Framework (2)
Jan 2007	Committee members, executive director, and at least two parents and two teachers with strategic planning background review Strategic Planning Framework (2) Board reviews Strategic Planning Framework at annual retreat (2) Committee revises Strategic Planning Framework (2) Committee solicits email input from Board regarding baseline planning assumptions (3)
Feb 2007	Committee drafts baseline planning assumptions (3) Committee analyzes CSDC school review and WASC/CIS accreditation report, then summarizes strategic recommendations coming from these outside agencies (4) Committee drafts proposed Strategic Advisory Team representation and selection process (5) Milestone 2: Board discusses and endorses Strategic Planning Framework at February meeting Milestone 3: Board discusses and endorses baseline planning assumptions at February meeting Milestone 4: Board discusses and endorses Committee summary of strategic recommendations from outside agencies at February meeting
Mar 2007	Board endorses Strategic Advisory Team representation and selection process (5) Committee distributes Strategic Planning Framework to Community. (7-11) Committee posts Strategic Planning Framework online, then updates throughout the planning process to keep the current working plan visible to the <i>ISM Community</i> . (7-11) In consultation with school administration, Committee develops Community surveys based on the strategic recommendations of outside agencies (6) Committee gathers input from the Board on school identity [<i>mission, vision, etc.</i>] (7)
Apr 2007 – May 2007	Committee and school administration distribute Community surveys via email (6) Students, parents, staff members, and Board members complete Community surveys (6) Committee aggregates Community survey data (6) Committee gathers input from Community on school identity [<i>mission, vision, etc.</i>] at April 18 townhall meeting (7) Milestone 6: Board reviews Community survey data at April meeting
Jun 2007 – Jul 2007	Summer break

Aug 2007 – Sep 2007	<p>Committee drafts revised school identity [<i>mission, vision, etc.</i>] and distributes to Community via email (7)</p> <p>Community provides email input on draft school identity [<i>mission, vision, etc.</i>] (7)</p> <p>Committee revises school identity [<i>mission, vision, etc.</i>] (7)</p> <p>Committee solicits volunteers and nominations for the Strategic Advisory Team (5)</p> <p>Milestone 5: Board reviews and endorses Strategic Advisory Team membership at September 17 meeting</p> <p>Milestone 7: Board discusses and endorses school identity [<i>mission, vision, etc.</i>] at September 17 meeting</p> <p>Committee drafts <i>strategic commitments</i> (8)</p> <p>Team provides input on <i>strategic commitments</i> and <i>outcomes</i> at September 26 monthly meeting (8)</p> <p>Committee revises <i>strategic commitments</i> and distributes to Community via email (8)</p> <p>Community provides email input on <i>strategic commitments</i> (8)</p>
Oct 2007	<p>Committee revises <i>strategic commitments</i> (8)</p> <p>Milestone 8: Board endorses <i>strategic commitments</i> at October 22 meeting</p> <p>Team working groups draft <i>strategic outcomes</i> and <i>priorities</i> at October 24 meeting (9)</p>
Nov 2007	<p>Team and Committee compile <i>strategic outcomes</i> and <i>priorities</i> (9)</p> <p>Team working groups further refine <i>strategic outcomes</i> and <i>priorities</i> at November 14 meeting (9)</p> <p>Board discusses and suggests revisions to <i>commitments, outcomes, and priorities</i> at November 19 meeting (9)</p> <p>Team and Committee draft strategic priority assignments (9)</p>
Dec 2007	<p>Team and Committee survey Community to get input on 2008 <i>priorities</i> (9)</p> <p>Community provides survey input on <i>priorities</i>, including suggested additions (9)</p> <p>Team and Committee revise <i>strategic priorities</i> based on Community input (9)</p> <p>Team finalizes list of recommended 2008 <i>strategic priorities</i> at December 12 meeting (9)</p> <p>Committee drafts indicators for each recommended 2008 priority (9)</p> <p>Board discusses <i>strategic outcomes</i> and <i>priorities</i> at December 17 meeting (9)</p>
Jan 2008	<p>Committee drafts renewal plan (10)</p> <p>Milestone 9: Board revises and endorses <i>strategic outcomes</i> and <i>priorities</i> with indicators and assignments at January 5 special session</p> <p>Board discusses renewal plan at January 5 special session (10)</p> <p>Committee revises renewal plan based on Board input (10)</p> <p>Committee creates final draft and distributes to Community via email (10,11)</p> <p>Community provides email input (10,11)</p> <p>Board and Community have final discussion of the entire plan at the January 21 Board meeting (11)</p> <p>Milestone 10: Board endorses renewal plan at January 21 meeting</p> <p>Committee makes final plan revisions based on final Community and Board input (11)</p> <p>Milestone 11/Project Completion: Board officially adopts the <i>ISM 2008-2012 Strategic Plan</i> at January 26 annual retreat</p>

Foundations

Glossary

To ensure common understanding within the ISM Community, the Board of Trustees adopted several definitions at the start of the strategic planning process. The planners added additional terms throughout the process as necessary to maintain clarity. This glossary presents the terms in the order adopted. The terms defined here appear in *italics* in the text of this plan to help indicate that they have specific meaning.

Mission

What ISM does each day; the fundamental purpose of our school

Vision

Why ISM does what it does; the desired future that we strive for

ISM Community

Students, parents, teachers, staff members, administrators, trustees, and other interested parties

Strategic plan

A roadmap for the development of ISM that specifies *strategic commitments*, *outcomes*, and *priorities* without specifying operational *tactics*

Planning assumptions and parameters

Statements of shared understanding going into the planning process that help focus and limit our strategic discussion

Strategic commitments

Broad goals indicating what the *ISM Community* has committed to achieve over the long term to ensure that the *mission* gets executed in pursuit of the *vision*

Strategic outcomes

For each strategic commitment, specific results targeted over the medium term that, taken together, help to define the parameters of our *commitments*

Oversight

The person ensuring the steady pursuit and eventual achievement of a strategic priority, including development of *tactics* and assignment of specific responsibilities

Indicators

How we know we have successfully fulfilled a priority

Tactics

How specific *ISM Community* members go about achieving *strategic outcomes*; operational plans; action steps

Strategic priorities

Specific actionable and assessable objectives targeted in the short term to further progress toward related *strategic outcomes*

Integration

Horizontal alignment; coordination of curriculum and/or instruction across all subjects within a grade level

Articulation

Vertical alignment; coordination of curriculum and/or instruction for a single subject across all grade levels or a specified range of grade levels

Planning Assumptions & Parameters

The Board of Trustees adopted the following statements of shared understanding near the start of the planning process in February 2007 to help focus and limit the strategic discussion. These assumptions and parameters essentially removed some areas of strategic discussion from the table as incontrovertible facts or because they had been thoroughly addressed and agreed upon in the past.

Governance

- ▶ ISM operates as a California charter school, and, therefore, it is public and coeducational.
- ▶ ISM is chartered by the Monterey Peninsula Unified School District.
- ▶ ISM continuously aligns its programs, policies, procedures, and priorities with charter requirements and expectations.
- ▶ ISM is governed by a self-perpetuating Board of Trustees.
- ▶ A single leader heads the ISM school administration.
- ▶ The ISM leader serves as the external face of the school.
- ▶ ISM operates as a single school across the K-8 grade range (i.e. the school administration and assets are shared).

Educational Program

- ▶ ISM provides classroom-based education.
- ▶ ISM teaches grades kindergarten through eight.
- ▶ The primary language for instruction is English
- ▶ ISM offers an international curriculum.
- ▶ ISM educates the whole student including mind, body, and ethics (head, hands, heart).
- ▶ ISM prepares students for the world they will live in tomorrow, not just today.
- ▶ ISM uses computer technology to prepare students for the world of tomorrow.
- ▶ ISM offers a rigorous inquiry-based educational program.
- ▶ ISM uses a relevant process of assessment and verification for measuring student progress.
- ▶ ISM expects homework and the involvement of parents/guardians in their children's learning as extensions of the classroom experience.

Finance/Resources

- ▶ ISM operates as a nonprofit entity.
- ▶ Through 2011, the ISM school site will be determined by the Monterey Peninsula Unified School District Board and administration within the terms of a lease that limits possibilities to the Manzanita and Hayes school sites.
- ▶ ISM operates with a balanced budget.
- ▶ ISM will not borrow further to achieve a balanced budget; ISM will only borrow in the eventuality of purchasing facilities.
- ▶ ISM uses computer technology to increase efficiency and reduce operational costs.
- ▶ ISM expects parent/guardian contribution of time and money.

School Identity

Review of the school's existing core identity statements was the first major area of schoolwide discussion during the strategic planning process. Following several months of exchange within the planning groups and with the broader ISM Community through email exchange and a townhall meeting in spring 2007, the *ISM Community* agreed on the following list of identifiers. The Board officially adopted the identifiers on the back cover on September 17, 2007.

Strategic Commitments, Outcomes, and Priorities

Once the *ISM Community* agreed upon the school identity, the planning groups engaged in a concerted process to develop *strategic commitments*, *outcomes*, and *priorities* that would focus ISM's efforts over the next five years on solidifying all aspects of that identity.

The process began with identification of *strategic commitments*—broad goals indicating what the *ISM Community* commits to achieving over the long term to ensure that the *mission* gets executed in pursuit of the *vision*. Then, for each commitment, the planners determined *strategic outcomes*—specific results targeted over the medium term that, taken together, define the parameters of the *commitments*.

Next, the planning groups sorted through a long list of possibilities suggested by reports from the Charter Schools Development Center and the Western Association of Schools and Colleges/Council of International Schools joint accreditation team*, survey and email input from members of the *ISM Community*, and the planners' own insights to determine *strategic priorities*—specific actionable and assessable objectives targeted in the short term to further progress toward related *strategic outcomes*.

Finally, for each priority, the planners listed an *oversight* party—the group or individual ensuring the steady pursuit and eventual achievement of the priority through development of operational plans and assignment of specific responsibilities—and *indicators*—how we will know we have successfully fulfilled the priority.

As a general guideline, the planners agreed that the plan should list no more than 25 immediate *priorities* for any given year given the limited human and fiscal resources available to address them. As a result, many *strategic outcomes* do not have 2008 *priorities* listed beneath them. This does not mean that those *outcomes* are not as important or that they have already been fully achieved. Rather it indicates that other *outcomes* require more immediate action. As we add new annual *priorities* to the plan in subsequent years, we will eventually target further progress toward all *outcomes* through those *priorities*.

The following section lists all of the strategic elements in an integrated format that shows the hierarchy of *strategic commitments*, *strategic outcomes*, and *strategic priorities* with *oversight* and *indicators*.

*NOTE: While accreditation by the Council of International Schools and the Western Association of Schools and Colleges was discussed as a possible strategic outcome and priority, in the end, the planners felt that accreditation fit more appropriately as an *indicator* of success in achieving each of the school's strategic commitments. While we will prioritize and continue to work toward initial accreditation in 2008, then prioritize and work toward successful completion of followup reports and visits to maintain that accreditation, this will be done knowing that the ongoing self-assessment and external review involved serves as an important measure and validation of our success in all strategic areas listed in this plan.

Commitment 1: Comprehensive, International Educational Program

ISM commits to delivering a comprehensive, international educational program—characterized by highly effective teaching and learning—that produces students who are conscientious, compassionate, and responsible citizens of the world; who are confident, free-thinking, motivated, multilingual, and ethical individuals; and who see multiple perspectives and have lifelong learning habits.

Indicators: ISM students score well above district, county, and state averages on state tests. ISM students score favorably in comparison to other international school students on international tests. ISM alums score strongly for the traits listed above when rated by their ninth grade teachers. ISM receives and maintains accreditation by the Western Association of Schools and Colleges and the Council of International Schools. Other third-party validators rate ISM's curriculum, teaching, and learning highly. Annually, all stakeholder groups rate performance on each outcome under this *commitment* as adequate or above (school report card).

Outcome 1: ISM teaches internationalism throughout the curriculum.

2008 PRIORITIES

- 1) Define *internationalism* and what it looks like in action at ISM.

Oversight: Board

Indicators: A one-page definition document has been posted and distributed. One hundred percent of Board and staff members can produce a copy. At least 75 percent of parents indicate that they are aware of the definition. Members of the *ISM Community* frequently refer to this shared definition.

- 2) Conduct a cost-benefit analysis of alternative curriculum models (e.g. International Baccalaureate Primary Years and Middle Years programs), then adopt the appropriate program(s).

Oversight: Head of School

Indicators: The administration has delivered a feasibility report and recommendation to the Board. The Board has selected one or more curriculum programs.

POSSIBLE FUTURE PRIORITIES

- ▶ Fully implement the curriculum programs adopted by ISM in 2008.
- ▶ Ensure that internationalism has been integrated across the curriculum and cocurricular/extracurricular activities.

Outcome 2: ISM incorporates character development into the curriculum.

2008 PRIORITIES

- 1) Ensure that the curriculum addresses character development and conflict management to promote a positive school climate.

Oversight: Curriculum Committee

Indicators: Written curricula, classroom postings, and lesson plans evidence regular focus on character and positive.

POSSIBLE FUTURE PRIORITIES

- ▶ Include a service learning component in the educational program.

Outcome 3: The ISM curriculum aligns with state standards.

POSSIBLE FUTURE PRIORITIES

- ▶ After making a long-term commitment to one or more international curriculum models, specifically integrate all California state standards into that model.

Outcome 4: The ISM educational program includes regular, quality instruction in the arts, language arts, math, physical education, science, second/foreign language, and social studies, with technology instruction integrated across all subjects.

2008 PRIORITIES

- 1) Strengthen the Spanish program.

Oversight: Curriculum Committee

Indicators: Ongoing assessments document gains in both inputs (i.e. curriculum and materials) and outputs (i.e. student performance). Student and parent surveys show 70 percent satisfaction with the Spanish program.

- 2) Strengthen the science program.

Oversight: Curriculum Committee

Indicators: Ongoing assessments document gains in both inputs (i.e. curriculum and materials) and outputs (i.e. student performance). Student and parent surveys show 70 percent satisfaction with the science program.

- 3) Strengthen the reading program.

Oversight: Curriculum Committee

Indicators: Ongoing assessments document gains in both inputs (i.e. curriculum and materials) and outputs (i.e. student performance). Student and parent surveys show 70 percent satisfaction with the reading program.

POSSIBLE FUTURE PRIORITIES

- ▶ Strengthen the arts throughout the curriculum.
- ▶ Integrate technology throughout the curriculum with a documented scope and sequence for technology skills from K through 8.

Outcome 5: The ISM curriculum works cohesively both within and across grade levels.

2008 PRIORITIES

- 1) Document a K-8 curriculum that *integrates* and *articulates* all subjects (language arts, mathematics, science, social studies, Spanish, the arts, and technology).

Oversight: Curriculum Committee

Indicators: The administration has delivered fully developed curriculum documents to the Board, and these have been posted online and on site.

- 2) Designate who has responsibility for coordination of each component of the curriculum.

Oversight: Head of School

Indicators: Job descriptions for all administrative and supplemental duty positions clearly indicate curriculum coordination responsibilities. A one-page document summarizing curriculum coordination assignments has been delivered from the administration to the Board.

POSSIBLE FUTURE PRIORITIES

- ▶ *Integrate* instruction for all subjects within each class to ensure coordination of project assignments and a steady, appropriate homework load.

Outcome 6: ISM achieves best practices through inquiry-driven instruction and focus on understanding.

Outcome 7: Teachers differentiate instruction to meet the individual needs of students.

Outcome 8: ISM uses rigorous, well-defined assessment practices in all subject areas as the basis for academic program decisions.

POSSIBLE FUTURE PRIORITIES

- ▶ Develop a comprehensive student assessment plan, then use it to guide changes in the curriculum and to inform professional development plans.

Outcome 9: The educational program includes cocurricular and extracurricular activities that fit with the school's identity.

POSSIBLE FUTURE PRIORITIES

- ▶ Survey families to determine interest in all possible cocurricular activities, then develop a comprehensive plan for the development of the most appropriate cocurricular activities based on the school's identity and student interest.

Commitment 2: Efficient Development and Management of Resources

ISM commits to achieving efficient development and management of its fiscal, physical, and human resources.

Indicators: ISM receives a *clean* audit report each year. Year over year fundraising totals document steady increase in revenues. Year to year staff retention remains above 80 percent. ISM receives and maintains accreditation by the Western Association of Schools and Colleges and the Council of International Schools. Annually, all stakeholder groups rate performance on each outcome under this *commitment* as adequate or above (school report card).

Outcome 1: ISM is financially solvent and follows a sustainable budget model.

2008 PRIORITIES

- 1) Create a clear, inclusive budget process that allows input from all levels of staff and aligns with the curriculum and *strategic plan*.

Oversight: Board Finance Committee

Indicators: A written budget development process has been adopted by the Board. The 2008 budget development records document input from staff.

- 2) Maintain cost controls by establishing a budget model that uses ADA (average daily attendance) as base.

Oversight: Board Finance Committee

Indicators: The Board has adopted and documented a budget model that uses ADA as base. The budget model has been posted online and on site.

Outcome 2: ISM has clear fundraising strategies and programs, including family fair share, grant writing, matching fund, community collaborations, and direct donations.

2008 PRIORITIES

- 1) Develop a strategic communications plan for the annual family fair share campaign that details appropriate messaging, progressive communications, and supporting materials.

Oversight: Foundation Board

Indicators: The Foundation Board has a written communications plan for family fair share, and has delivered that plan to the ISM Board.

- 2) Develop a grant-solicitation plan that details roles and responsibilities, and an annual timeline.

Oversight: Head of School

Indicators: The administration has a written grant-solicitation plan, and has delivered that plan to the ISM Board.

Outcome 3: ISM provides the instructional books, materials, supplies, and technologies necessary to achieve adopted curriculum goals.

Outcome 4: ISM has appropriate facilities for instruction and school management.

Outcome 5: ISM seeks diverse and talented professionals to fulfill the schools staffing plan in support of curriculum goals.

- 1) Document a plan for attracting, hiring, and retaining quality faculty and staff.

Oversight: Head of School

Indicators: The administration has delivered a written staffing plan to the Board, and administrative records and reports show recruiting and retention efforts that align with the plan.

POSSIBLE FUTURE PRIORITIES

- ▶ Incorporating staff input, further develop a work environment that promotes professional satisfaction.

Outcome 6: ISM facilitates ongoing evaluations relative to articulated job descriptions.

Outcome 7: ISM augments its resources by collaborating with community partners.

POSSIBLE FUTURE PRIORITIES

- ▶ Invite other educational institutions to play an active role in academic planning and delivery.
- ▶ Engage business community members as active participants in the educational process.

Outcome 8: ISM teachers receive the support necessary to deliver quality, international education.

2008 PRIORITIES

- 1) Establish in-house mentoring to improve instructional quality and assist with *integration* of the curriculum.

Oversight: Curriculum Committee

Indicators: A written mentoring plan has been delivered from the administration to the Board; administrative records show activity that aligns with the plan; and all teachers report that they have been active as mentors and/or mentees.

- 2) Articulate, fund, and execute a professional development plan that addresses teaching and learning needs.

Oversight: Curriculum Committee

Indicators: The administration has delivered a written professional development plan to the Board; the 2008-2009 budget provides appropriate funding; and administrative records show activity that aligns with the plan.

POSSIBLE FUTURE PRIORITIES

- ▶ Ensure sufficient planning time and resources to implement and integrate the curriculum.

Commitment 3: Clear Governance and Operations Structures

ISM commits to clear and effective governance and efficient operations structures.

Indicators: All required and expected policies and procedures have been posted online and on site. ISM receives and maintains accreditation by the Western Association of Schools and Colleges and the Council of International Schools. Annually, all stakeholder groups rate performance on each outcome under this *commitment* as adequate or above (school report card).

Outcome 1: ISM reviews and maintains practical, usable policies and procedures that comply with the California Education Act and other applicable requirements, including those for:

- ▶ Its Board of Trustees
- ▶ Charter development, renewal, and monitoring
- ▶ Student and staff conduct and discipline
- ▶ Safety and crisis management
- ▶ Strategic planning

2008 PRIORITIES

- 1) Establish policies and procedures for safety and crisis management.

Oversight: Safety Committee

Indicators: The Board has officially adopted written policies and procedures for safety and crisis management, and the administration has posted them online and on site. Audits and administrative reports document consistent compliance.

- 2) Effectively communicate and enforce the student conduct and discipline policy.

Oversight: Associate Head of School

Indicators: The administration has posted the student conduct and discipline policy online and on site. Administrative audits and reports document consistent compliance.

- 3) Complete the *2008-2012 ISM Strategic Plan*, distribute it to all stakeholders, and ensure that other school plans, policies, and procedures appropriately reference and reflect the school identity and *strategic commitments, outcomes, and priorities* in the *strategic plan*.

Oversight: Board

Indicators: The Board has officially adopted the *2008-2012 ISM Strategic Plan*, and the administration has posted it online and on site. Other school plans, policies, and procedures appropriately reference the *strategic plan*.

Outcome 2: ISM has an organizational structure with clearly defined roles and responsibilities within an articulated chain of command.

2008 PRIORITIES

- 1) Review current administrative structures and roles, redefining existing roles and adding new roles as appropriate.

Oversight: Head of School

Indicators: The head of school and the Board have agreed upon a revised organizational chart for the school administration, and associated written position descriptions clearly define roles.

Outcome 3: ISM has efficient data management processes.

POSSIBLE FUTURE PRIORITIES

- ▶ Develop an integrated system to manage student recordkeeping from the admissions process through alumni status, including transfer and matriculation information.
- ▶ Establish a database to monitor extended family support to the school.

Commitment 4: Exemplary Communications and Relations

ISM commits to maintaining exemplary communications and relations within the ISM Community, with its educational partners, and within the world beyond.

Indicators: Administrative reports indicate year over year growth in the number of beneficial relationships established by ISM. ISM receives and maintains accreditation by the Western Association of Schools and Colleges and the Council of International Schools. Annually, all stakeholder groups rate performance on each outcome under this *commitment* as Adequate or above (school report card).

Outcome 1: ISM has an active and informed parent community.

2008 PRIORITIES

- 1) Establish family volunteerism as a core value.

Oversight: Board

Indicators: School enrollment materials clearly outline family expectations. Communications from the Board, administration, and family association to the Community regularly articulate this core value. One-hundred percent sign an agreement that spells out family participation expectations, and at least 95 percent of families meet those expectations each year.

Outcome 2: The various groups within the *ISM Community* effectively communicate with each other on a regular basis.

POSSIBLE FUTURE PRIORITIES

- ▶ Provide communications guidelines and training for Board, staff, parents, and students.
- ▶ Establish an official ISM position on communications in languages other than English, then map any related processes.

Outcome 3: ISM has effective working relationships with associated school districts and educational agencies.

2008 PRIORITIES

- 1) Encourage every Monterey Peninsula Unified School District and Monterey County Office of Education board member to tour ISM and review information about the school.

Oversight: Board

Indicators: Administration and Board correspondence records show that 100 percent of MPUSD and MCOE board members have been sent information about ISM and invitations to tour the school.

Outcome 4: ISM communicates effectively with its surrounding community.

POSSIBLE FUTURE PRIORITIES

- ▶ Articulate a strategic communications plan that supports the *commitments, outcomes, and priorities* articulated in the ISM *strategic plan*.
- ▶ Pursuant to the obligation of Education Code section 47605(b)(5)(G) and in a manner consistent with all other applicable laws, work to achieve ethnic diversity reflective of the general population within MPUSD as the district granting our charter.

Outcome 5: ISM has meaningful links with other international schools.

POSSIBLE FUTURE PRIORITIES

- ▶ Build virtual links with other international schools.
- ▶ Establish exchange programs with other international schools.

Outcome 6: ISM has significant community partnerships that reflect and support the school commitment to internationalism.

2008 PRIORITIES

- 1) Develop partnerships with local institutions that have an international focus.

Oversight: Head of School

Indicators: The administration and Board have established and appropriately documented meaningful partnerships.

Outcome 7: All school stakeholders possess a deep sense of school pride.

POSSIBLE FUTURE PRIORITIES

- ▶ Refine a system for communicating accomplishments (i.e. school, teacher, and student awards, honors, and achievements).

Outcome 8: All ISM policies, procedures, practices, and operational structures are made transparent through effective communication to the ISM Community and other stakeholders.

POSSIBLE FUTURE PRIORITIES

- ▶ Publish official policies and procedures online and on site.

2008 Strategic Priorities One-Pager

This listing of our 2008 *strategic priorities* extracts them from the strategic plan's comprehensive listing of *commitments*, *outcomes*, and *priorities* to provide a simple one-page reference. The signposts indicate the corresponding *commitment*, *outcome*, and *priority* numbers (*c.o.p*) from the comprehensive listing, and the *oversight* party appears parenthetically at the end.

- 1.1.1 Define internationalism and what it looks like in action at ISM. (Board)
- 1.1.2 Conduct a cost-benefit analysis of alternative curriculum models (e.g. International Baccalaureate Primary Years and Middle Years programs), then adopt the appropriate program(s). (Head of School)
- 1.2.1 Ensure that the curriculum addresses character development and conflict management to promote a positive school climate. (Curriculum Committee)
- 1.4.1 Strengthen the Spanish program. (Curriculum Committee)
- 1.4.2 Strengthen the science program. (Curriculum Committee)
- 1.4.3 Strengthen the reading program. (Curriculum Committee)
- 1.5.1 Document a K-8 curriculum that *integrates* and *articulates* all subjects (language arts, mathematics, science, social studies, Spanish, the arts, and technology). (Curriculum Committee)
- 1.5.2 Designate who has responsibility for coordination of each component of the curriculum. (Head of School)
- 2.1.1 Create a clear, inclusive budget process that allows input from all levels of staff and aligns with the curriculum and *strategic plan*. (Board Finance Committee)
- 2.1.2 Maintain cost controls by establishing a budget model that uses ADA (average daily attendance) as base. (Board Finance Committee)
- 2.2.1 Develop a strategic communications plan for the annual family fair share campaign that details appropriate messaging, progressive communications, and supporting materials. (Foundation Board)
- 2.2.2 Develop a grant-solicitation plan that details roles and responsibilities, and an annual timeline. (Head of School)
- 2.5.1 Document a plan for attracting, hiring, and retaining quality faculty and staff. (Head of School)
- 2.8.1 Establish in-house mentoring to improve instructional quality and assist with *integration* of the curriculum. (Curriculum Committee)
- 2.8.2 Articulate, fund, and execute a professional development plan that addresses teaching and learning needs. (Curriculum Committee)
- 3.1.1 Establish policies and procedures for safety and crisis management. (Safety Committee)
- 3.1.2 Effectively communicate and enforce the student conduct and discipline policy. (Associate Head of School)
- 3.1.3 Complete the *2008-2012 ISM Strategic Plan*, distribute it to all stakeholders, and ensure that other school plans, policies, and procedures appropriately reference and reflect the school identity and *strategic commitments*, *outcomes*, and *priorities* in the *strategic plan*. (Board)
- 3.2.1 Review current administrative structures and roles, redefining existing roles and adding new roles as appropriate. (Head of School)
- 4.1.1 Establish family volunteerism as a core value. (Board)
- 4.3.1 Encourage every Monterey Peninsula Unified School District and Monterey County Office of Education board member to tour ISM and review information about the school. (Board)
- 4.6.1 Develop partnerships with local institutions that have an international focus. (Head of School)

2008 Priorities Listed by Oversight Party

This listing of our 2008 *strategic priorities* extracts them from the plan's comprehensive listing of *strategic commitments, outcomes, and priorities* to group them by assigned *oversight party*. The signposts indicate the corresponding *commitment, outcome, and priority numbers (c.o.p)* from the comprehensive listing.

Board (Chair Prashant Gupta)

- 1.1.1 Define internationalism and what it looks like in action at ISM.
- 3.1.3 Complete the *2008-2012 ISM Strategic Plan*, distribute it to all stakeholders, and ensure that other school plans, policies, and procedures appropriately reference and reflect the school identity and *strategic commitments, outcomes, and priorities* in the *strategic plan*.
- 4.1.1 Establish family volunteerism as a core value.
- 4.3.1 Encourage every Monterey Peninsula Unified School District and Monterey County Office of Education board member to tour ISM and review information about the school.

Board Finance Committee (Chair Grant Miles)

- 2.1.1 Create a clear, inclusive budget process that allows input from all levels of staff and aligns with the curriculum and *strategic plan*.
- 2.1.2 Maintain cost controls by establishing a budget model that uses ADA (average daily attendance) as base.

Foundation Board (Chair John Tilley)

- 2.2.1 Develop a strategic communications plan for the annual family fair share campaign that details appropriate messaging, progressive communications, and supporting materials.

Head of School (Lou Persky)

- 1.1.2 Conduct a cost-benefit analysis of alternative curriculum models (e.g. International Baccalaureate Primary Years and Middle Years programs), then adopt the appropriate program(s).
- 1.5.2 Designate who has responsibility for coordination of each component of the curriculum.
- 2.2.2 Develop a grant-solicitation plan that details roles and responsibilities, and an annual timeline.
- 2.5.1 Document a plan for attracting, hiring, and retaining quality faculty and staff.
- 3.2.1 Review current administrative structures and roles, redefining existing roles and adding new roles as appropriate.
- 4.6.1 Develop partnerships with local institutions that have an international focus.

Associate Head of School (Larry Cummins)

- 3.1.2 Effectively communicate and enforce the student conduct and discipline policy.

Curriculum Committee (Chair Larry Cummins)

- 1.2.1 Ensure that the curriculum addresses character development and conflict management to promote a positive school climate.
- 1.4.1 Strengthen the Spanish program.
- 1.4.2 Strengthen the science program.
- 1.4.3 Strengthen the reading program.
- 1.5.1 Document a K-8 curriculum that *integrates* and *articulates* all subjects (language arts, mathematics, science, social studies, Spanish, the arts, and technology).
- 2.8.1 Establish in-house mentoring to improve instructional quality and assist with *integration* of the curriculum.
- 2.8.2 Articulate, fund, and execute a professional development plan that addresses teaching and learning needs.

Safety Committee (Chair Lisa Burns)

- 3.1.1 Establish policies and procedures for safety and crisis management.

International School of Monterey

Vision

A world of understanding

Mission

Educate all children toward becoming conscientious, compassionate, and responsible citizens of the world.

Academic Commitments

Internationalism ▶ Inquiry ▶ Understanding ▶ Success

Motto

The world is our home. We will make it better.

Who We Are

A successful school created to...

- ▶ Bring worldclass international education to a public school setting.
- ▶ Integrate best practices, established standards, and an international curriculum.
- ▶ Maintain a multicultural environment that advances understanding of and respect for all.
- ▶ Promote strong partnerships among school, home, and community.

Outstanding teachers who...

- ▶ Foster the holistic growth of each student.
- ▶ Apply learning to the real world.
- ▶ Maintain high expectations in the classroom.
- ▶ Continue professional development.

Thriving students who...

- ▶ Think freely and believe in self.
- ▶ Develop personal potential.
- ▶ Respect everyone.
- ▶ Connect with the world.

Involved parents who...

- ▶ Maintain high expectations at home.
- ▶ Express enthusiasm for learning.
- ▶ Participate in each child's learning every day.
- ▶ Support the school.