



## Strategic Plan 2018-2023

### Introduction

The intensive work that contributed to our Strategic Plan illuminated the topics important to our community. The plan has focused our priorities and will guide our intentions and course of action for the next five years. It has also allowed us to select and refine the strategies that will enable us to achieve the goals presented in the plan and has helped us to determine milestones upon which we will evaluate our progress. Perhaps most importantly, this document will be an ever-present part of our leadership priorities and provide our Board of Directors and IMCS staff with a clear and common direction as we pursue endeavors to benefit our children, parents, staff, and wider community as a whole. The strategic plan that follows is ambitious and we strive to achieve every goal, but this is only attainable if we secure outside funding sources- such as grants and donations.

### History

**Island Montessori Charter School's board of directors is made up of volunteers of varying professional backgrounds with one thing in common: their commitment to Montessori education and to the children in our community.** Our board was formed in February 2012 (the same year the North Carolina State Board of Education lifted its cap on charter schools) and immediately began work on finalizing our charter school application. We submitted an application to the NC State Board of Education in April 2012 requesting permission to open Island Montessori Charter School by the 2013-14 school year. The NC State Board of Education approved our charter school application in September 2012, and the IMCS board of directors promptly began work on marketing our school, identifying funding sources, searching for a location for our school, recruiting a Head of School, hiring staff, ordering classroom materials, making furniture, and preparing for our grand opening.

Island Montessori Charter School opened its doors in August 2013 and officially became the first public Montessori charter school in Southeastern North Carolina. In 2013, we started with 142 students in Grades K-5 and began making plans to expand and add Grade 6. By the 2016-17 school year, we expanded through 8<sup>th</sup> grade. **We have added three cottages to our campus, one being our new neighbor, the Children's School.** After financing our own property and buildings, we continue to fill our school and maintain waiting lists in each grade level, demonstrating that families in our area desire school choices outside of the traditional public-school system. We are proud **to have our community value our school and its educational philosophy, belief in global community, commitment to service learning, and endless opportunities for "going out."** We are honored and thrilled to be able to provide a high-quality choice to the families in our community.

## The Process

This Strategic Plan was informed by the focus groups held by our staff and each level and team of teachers, including the specials department, EC department, and the Administrative staff. Based on the feedback we received, **the draft process centered around two primary questions, “What do we need to be excellent?” and “What do we need to be uniquely better?”** We identified desired outcomes as pillars of the plan. As committees, we were tasked with establishing milestones and strategies around each outcome to draft recommendations and goals. Brian and Melinda, conducted out of school observations in a variety of Montessori schools in Nebraska to inform their committee and articulate new ideas. Lara connected with the Montessori Public Sector through a conference in Oregon and utilized her work in Montessori Coaching to inform the academic subcommittee. The subcommittees submitted their work to the planning team for group edits and revision, and the final plan was submitted to the Board of Directors for final approval during the January 2018 retreat.

## Collection of Feedback and Commentary

**Following the Board’s review, the IMCS teachers and staff received a draft of the plan-** and met as a team with the Instructional Coordinator to provide feedback. Parents were provided a draft for reference initially through the academic newsletter, and the board academic liaison received comments from our families. We also created a focus group of parents for a round table discussion of the draft. Patti Barshay, our Montessori consultant, was provided a draft and consulted with the instructional coordinator for feedback. A UNCW partnering professor and our FSA, also received a draft for the same purposes. Following the input from these various constituencies and educators, we finalized this Strategic Plan.

### Strategic Plan Committee:

Lara Hamlet-Instructional Coordinator- Academics  
 Alicia Rheel-E.C. Coordinator- Academics  
 Melinda Cummings- Vice President-Academic Liaison

Brian Corrigan- Head of School- Governance, Administration,  
 Finances and Facility  
 Dan Camacho- Board President- Governance Administration,  
 Finances and Facility

## Our Mission Statement

Our mission at Island Montessori School is to create a Montessori community that respects each child as an individual and fosters in each student respect for self and others, joy in discovery, independence, communal responsibility, and a peaceful approach to problem solving. Island Montessori School guides the growth and development of the whole child in an environment that:

- Fosters a love of learning
- Maximizes individual potential
- Promotes academic excellence
- Inspires creativity
- Celebrates diversity
- Encourages mutual respect
- Nurtures compassion and humanitarianism
- Advocates stewardship of the environment
- Graduates responsible, productive citizens of the world

## Our Guiding Principles

Our school embraces the core Montessori guiding principles and embody a deep respect for the developmental process, the natural tendencies of children, the goal of independence, and practices of grace and courtesy. These principles drive our accountability and responsibility to the growth of every child.

### Whole Child

- We provide an integrated and open-ended curriculum that adheres to rigorous Montessori standards, accompanied by state standards informed by current research.
- We encourage opportunities beyond memorization and repetition to a deep understanding of concepts, a thirst for knowledge, and a strong sense of self.
- We follow the child by knowing their potential, setting expectations to achieve their potential, and scaffold for their unique needs to reach their potential.

### Environment

- We establish an orderly and properly prepared Montessori learning environment to promote independence through accessible and sequential materials.
- We use mixed-age groupings and long work periods that maximize learning opportunities, cooperation and self-confidence.
- We thoughtfully integrate organization and flow in our Montessori Community.

### Lead Teacher

- We value how we give lessons
  - a. Lessons given by interest, motivation, and student readiness
  - b. The three-period lesson
  - c. Lessons given as presented in album and reference materials.
- We intentionally plan thoughtful and carefully interwoven lessons to align with student responsibility.
- We use a system of well-documented record keeping that tracks the progress of the whole child.

## Our Strategic Vision Statement

We uphold excellence with a vibrant approach to Montessori education, a welcoming facility and staff, and a commitment to a peaceful, healthy, growing world. We are inspired to develop and materially support creative programs of personalized development that foster a joy of learning for the children we teach, the adults we train, and the Montessori-inspired community flourishing within us in mind, body, and spirit every day.

## Executive Summary of The Plan

### Upholding and Strengthening Montessori Educational Excellence

Island Montessori School holds itself to the highest educational standards. We believe in nurturing the whole child and are dedicated to consistently upholding the Montessori identity across all classrooms in our school. This is achieved by assessing the degree to which each classroom and teacher are currently operating within the Montessori pedagogy, and supporting those classrooms as they seek to expand and strengthen the implementation of the Montessori curriculum.

Although IMS is satisfied with its progress in its first five years, it endeavors to develop a non-complacent culture that continually looks to improve and innovate. As such, we continue to research, brainstorm, and evaluate options to improve the educational opportunities for our students.

With our Montessori philosophical emphasis on "following the child," we embrace our students with a balanced approach that holistically supports our children, staff, and parents. As a charter, it is important to have a firm grasp of the benchmarks each child must meet socially, emotionally, and academically. We ask teachers to dig deeper in their development of a framework to better assist in each student's readiness for advancing along the curriculum, and to gauge and identify each student's readiness for continuation. Beyond our educational focus, we look to create a unique student experience providing the appropriate staff and opportunities to our students to advance them in their areas of interest outside of academics. These hard-working teachers and staff are at the heart of our school, and we are committed creating a vibrant staff culture. By providing professional training and development, improved salaries, and feasibility studies for stipends- we desire to honor and support our staff.

### More Montessori for More Families

The school has made significant strides toward effective coordination of communications and advancement efforts. In the next five years, we will work to make the IMCS identity easily understood in a way that it meaningfully connects with community members, current and prospective students, alumni, and partners. We will ensure that the IMCS identity incorporates the values of diversity, inclusion, and Montessori educational excellence. These goals will be achieved, through building our internal and external community connections. We will create education, visibility, and engagement activities to broaden our Montessori.

We acknowledge that our parents are under intense demands for their time and energy. We strive to improve and streamline our parent communication and enhance parent engagement with the school. We will also work to increase engagement amongst our parents by providing more opportunities for parents to interact with each other. Our Parent Plan attached as Appendix A will assist in defining these goals.

Our Board governance will reflect our goal of more educational opportunities for our family and community, by being more strategic in supporting and implementing our five-year academic plan and ensuring the financial viability of our school.

### Enhancing Our Facility

We are fortunate to have a united campus and classrooms created with the child in mind. We are exceedingly appreciative for our space and are compelled to address its ongoing needs, and anticipate future needs to ensure safe, balanced, and affordable environments for children, staff, and parents. Of particular focus, are challenges for storage and further development of the outdoor

classrooms. We will also evaluate emergency preparedness and create a comprehensive emergency plan. We will consider best uses of existing internal spaces. **Additionally, we will review possible modifications to become a “greener” building.**

In thinking toward the future, our school will seek to understand the possibilities and limitations of future facility needs. Our Head of School and facilities committee shall evaluate the need for additional space in the future and assess the feasibility and financial backing for such growth.

### Strengthen Our Long-Term Financial Position

As a public charter school with limited government funding, IMS recognizes that diligent, responsible, thoughtful, and creative financial management is the key to both its short- and long-term survival. IMS endeavors to create development plans which account for variations in funding while maximizing the educational return for our students. As a school with ambitious educational goals, IMS recognizes it must improve its ability to raise outside funds, such as grants and donations, to fund these initiatives.

Island Montessori Charter School shall not discriminate against anyone on the basis of gender, race, creed, color, religion, national origin, age, ancestry, disability or measures of intellectual ability or achievement or aptitude or athletic ability in its admissions or educational programs.

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## I – Academic Goals

<b>Goal 1</b> <b>A Commitment to Pedagogy (How We teach)</b> <i>Our pedagogically sound programs are a foundation for life. They reflect opportunities for experiential and individualized learning, community participation, and stewardship for our natural environment.</i>					
Outcomes	Strategies	Milestones (What drives the progress)	Progress Timeline	Person(s) Responsible	Evidence
<i>A teacher Focus on Student Achievement</i>	<b>1.1 Develop staff capacity to understand and use data to personalize student learning.</b> <b>a.</b> <a href="#">NWEA</a> is balanced with Montessori observations. <b>b.</b> Ability grouping is accurately used to meet the needs of all students. <b>c.</b> Progress monitoring systems are actively in place.	<b>a.</b> (1) Using a committee of teachers, the work will continue in developing curriculum ladders ( <a href="#">CLs</a> ) connecting Montessori lessons with RIT score bands. (2) Using a committee of teachers, staff <a href="#">PD</a> will outline the uses of the <a href="#">CLs</a> . (3) Criteria will be set for ensuring proper and confident use. <b>b.</b> (4) Team Meetings will focus on the organization of student groups and lesson studies. <b>c.</b> (5) <a href="#">PD</a> for implementing, tracking, and utilizing progress monitoring will occur 1 time a month.	<b>(1)</b> Ongoing <b>(2)</b> August of 2018 <b>(3)</b> July of 2018 <b>(4)</b> Ongoing <b>(5)</b> Ongoing beginning August 2018	<a href="#">IC</a> , HOS, Lead Teacher	<b>a.</b> Use of curriculum ladders <b>b.</b> Groups and data connected <b>c.</b> Document of continuing education
	<b>1.2 Curriculum and instruction gaps are identified and addressed by fully and effectively implementing a student support system, to identify student needs (<a href="#">MTSS</a>)</b> <b>a.</b> Guided reading groups are included in daily lesson plans and driven by <a href="#">NWEA</a> and <a href="#">Lexile</a> Scores. <b>b.</b> Implement a school-wide writing program to advance all students. <b>c.</b> Determine the needs and benefits of acquiring math and reading intervention staff.	<b>a.</b> (1) <a href="#">PD</a> to understand and interpret the reading continuum and how students benefit from lessons that meet them on the continuum. (2) <a href="#">PD</a> to guarantee teachers properly record lessons, work, and observations for guided reading groups. <b>b.</b> (3) Evaluate research-based programs and determine the best fit for our school. (4) If this opportunity is found viable, we will begin to analyze a timeline for securing and allocating funds for implementing a program and (5) provide <a href="#">PD</a> to ensure it is implemented with validity. <b>c.</b> (6) Determine the average percent of students in need (Tier 3). (7) Determine the intervention time needed for the percent of	<b>(1)</b> June 2017 <b>(2)</b> Sept 2018 <b>(3)</b> April 2018 <b>(4)</b> June 2018 <b>(5)</b> August 2018 <b>(6)</b> Jan 2019 <b>(7)</b> Jan 2019 <b>(8)</b> May 2019	<a href="#">IC</a> , HOS, Lead Teacher, <a href="#">SST</a> Team, Academic Committee	<b>a/b.</b> Teacher records and plans <b>c.</b> Evaluation and documentation of <a href="#">Map Testing</a> , <a href="#">MTSS</a> committee agendas, Employee Handbook

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<p style="text-align: center;"><b>Goal 1</b>  <b>A Commitment to Pedagogy (How We teach)</b>  <i>Our pedagogically sound programs are a foundation for life. They reflect opportunities for experiential and individualized learning, community participation, and stewardship for our natural environment.</i></p>					
Outcomes	Strategies	Milestones (What drives the progress)	Progress Timeline	Person(s) Responsible	Evidence
	<p><b>d.</b> Teachers consistently address the needs for advanced learners with advanced lessons.</p> <p><b>e.</b> The <a href="#">MTSS</a> tier process is clearly linked to all students.</p> <p><b>f.</b> Relevant procedures are followed within <a href="#">MTSS</a>.</p>	<p>students and important curricular areas, and (8) if viable, secure funds to compensate an <a href="#">interventionist</a> for (9) potential hiring.</p> <p><b>d.</b> (10) Offer <a href="#">NCVPS</a> to 8<sup>th</sup> grade students.</p> <p>(11) Provide <a href="#">PD</a> for teachers to increase their comfort level and ability to present high-level lessons. (12) Expand staff knowledge of information that can be communicated to parents about opportunities for high achieving students outside of IMCS.</p> <p><b>e.</b> (13) Appropriate documentation is developed with simplicity for the teacher and enlightenment in learning processes for the student in mind. (14) The process for accurately completing the documentation to benefit student progress within the tier system is taught through PD.</p> <p><b>f.</b> (15) Team meetings occur weekly. (16) <a href="#">SST</a> meetings occur monthly. (17) Administrative <a href="#">MTSS</a> team completes <a href="#">DPI</a> training. (18) Proper communications protocol established.</p>	<p><b>(9)</b> August 2020</p> <p><b>(10)</b> Sept 2018</p> <p><b>(11)</b> Ongoing</p> <p><b>(12)</b> Sept 2018</p> <p><b>(13)</b> June 2018</p> <p><b>(14)</b> Sept 2018</p> <p><b>(15)</b> Ongoing</p> <p><b>(16)</b> Ongoing</p> <p><b>(17)</b> Sept 2020</p> <p><b>(18)</b> Sept 2020</p>		<p><b>d.</b> Records of students enrolled</p> <p><b>e.</b> Team meeting agendas, calendar review dates</p> <p><b>f.</b> Employee handbook, PD Meetings, Team Meetings</p>
	<p><b>1.3 Improve teacher quality through workforce planning.</b></p> <p><b>a.</b> Established vertical expectations for skills to be met for each grade level.</p> <p><b>b.</b> Implement a well-practiced problem-solving model used by all staff.</p>	<p><b>a.</b> (1) Schedule protected time for vertical planning time biannually.</p> <p><b>b.</b> (2) Evaluate research-based programs and determine the best fit for our school. (3) If this opportunity is found viable, we will begin to analyze a timeline for securing and allocating funds for purchasing the PD session(s). (4) Provide PD to ensure the model is implemented with validity. (5) Review its' value and use in daily planning.</p>	<p><b>(1)</b> Begin 2017- then ongoing</p> <p><b>(2)</b> March 2018</p> <p><b>(3)</b> May 2018</p> <p><b>(4)</b> Jan 2019</p> <p><b>(5)</b> Ongoing</p>	IC, HOS, Lead Teacher, Academic Committee, Administrative Team	<p><b>a.</b> <a href="#">Vertical Planning</a> meeting guides</p> <p><b>b.</b> PD and staff meeting check-Ins</p>

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Outcomes	Strategies	Milestones (What drives the progress)	Progress Timeline	Person(s) Responsible	Evidence
	<p><b>c.</b> Work to safeguard equal planning time in the schedule for teacher and for joint teacher and TA planning.</p> <p><b>d.</b> E.C. collaborative planning and check-ins with general Montessori classrooms and specials classes.</p> <p><b>e.</b> Teachers meet weekly as teams to discuss student progress, reflect collectively on challenges, and share potential solutions.</p>	<p><b>c.</b> (6) Annual schedule review</p> <p><b>d.</b> (7) Protected time at the beginning and throughout the year is scheduled to open lines communication for successful strategies and ideas to be implemented. (8) PD is provided for implementing successful strategies. (9) In-house observations are scheduled for specials teachers and bridging teachers to observe teachers' effective methods. (10) Weekly team meetings.</p> <p><b>e.</b> (11) Weekly Team Meetings</p>	<p><b>(6)</b> August 2020</p> <p><b>(7)</b> August 2018</p> <p><b>(8)</b> Nov 2018)</p> <p><b>(9)</b> May 2018 and ongoing</p> <p><b>(10)</b> Ongoing</p> <p><b>(11)</b> Ongoing</p>		<p><b>c.</b> Yearly schedule</p> <p><b>d.</b> Team meeting agendas</p> <p><b>e.</b> Team Meeting Agendas</p>
<p><i>Accountability and Record Keeping</i></p>	<p><b>1.4 <u>Qualitative Assessments</u>, in the form of observation and documentation, is ongoing, personalized, and drives all instructional decisions.</b></p> <p><b>a.</b> Regular, recorded observation is the basis of planning and assessment.</p> <p><b>b.</b> Each classroom adopts a record-keeping system to ensure that data is collected and managed effectively.</p> <p><b>c.</b> The school adopts a summative system of record keeping system for progress reports.</p>	<p><b>a.</b> Observation + Knowledge of Child Development + Knowledge of Materials and activities = Lesson Plans: Lesson Plans form the basis for tracking your work (Record Keeping)- Lessons presented are documented. Teachers will develop (individual and group) lesson plans from observations and curriculum ladders. (1) Method of lesson planning may be individualized for each teacher or may be based on (2) recommended format by the academic committee. (3) Personalized formats must be approved by Instructional Coordinator and Head of School. (4) All plans and record keeping are accessible and easy to follow by the instructional coordinator and head of school at all times.</p> <p><b>b-c.</b> Data collection confirms the lessons each child has received: no holes, no 'lost'</p>	<p><b>(1)</b> Ongoing</p> <p><b>(2)</b> May 2018</p> <p><b>(3)</b> August 2019</p> <p><b>(4)</b> August 2019</p> <p><b>(5)</b> August 2019</p> <p><b>(6)</b> July 2019- Ladders complete- and then ongoing</p>	<p>IC, HOS, Lead Teacher, Academic Committee, Administrative Team</p>	<p><b>a.</b> Submission of record keeping methodology- check-ins by the Head of School and Weekly Coaching meetings</p> <p><b>b/c.</b> PowerSchool is interwoven with Montessori standards and in-class record keeping</p>

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Outcomes	Strategies	Milestones (What drives the progress)	Progress Timeline	Person(s) Responsible	Evidence
	<p><b>d.</b> Teachers can be observed making time daily to record observed activity within the environment and use the observations to drive lessons.</p>	<p>children or activities. As evidenced in the use of data in (5) lessons planned, recorded and assessed.</p> <p><b>d.</b> (6) Daily use of <u>CLs</u> is evident in teacher's planning and observation records.</p>			<p><b>c-d.</b> Weekly observations of work engagement</p>
	<p><b>1.5 An assessment protocol that integrates measures of academic achievement with those of executive functions such as self-regulation, initiation, and cognitive flexibility.</b></p> <p><b>a.</b> Implement the use of school-wide cognitive measures to document wide-scope developmental outcomes and serve the whole child.</p> <p><b>b.</b> Maintain and regulate profiles of all students based on narrative appraisal, work sampling, and performance on yearly academic measures.</p>	<p><b>a.</b> (1) Evaluate research-based programs/assessments and determine the best fit for our school and least intrusive. (2) If this opportunity is found viable, we will begin to analyze a timeline for securing and allocating funds for purchasing the program and (3) provide PD to ensure it is implemented with validity. (4) Integrate this information to guide support systems for lessons and works.</p> <p><b>b.</b> (5) The academic committee will determine protocols and criteria needed for excellent student work collections. (6) PD by the academic committee will be provided to staff. (7) Teachers will begin and create ongoing portfolios for students.</p>	<p><b>(1)</b> April 2021  <b>(2)</b> June 2021  <b>(3)</b> Aug 2021  <b>(4)</b> Jan 2021  <b>(5)</b> May 2018  <b>(6)</b> August 2019  <b>(7)</b> Sept 2019</p>	<p>IC, HOS, Lead Teacher, Academic Committee, Administrative Team</p>	<p><b>a.</b> Administration of this in the classroom.  <b>b.</b> Student Portfolio</p>
	<p><b>1.6 Ensure our mission is ever-present in our classrooms.</b></p> <p><b>a.</b> Integrate and practice our guiding principles schoolwide.</p> <p><b>b.</b> The school will revisit our vision statement to ensure that it communicates effectively our mission.</p>	<p><b>a.</b> (1) The academic committee will continue their work to edit the guiding principles. (2) The committee will share their work through PD and (3) the administrative team and academic committee will connect the guiding principles to observations and evaluations. (4) Planned observations and feedback will be based on the principles.</p> <p><b>b.</b> (5) The board will monitor the new strategic plan in edit form; (6) the board will</p>	<p><b>(1)</b> Feb 2018  <b>(2)</b> May 2018  <b>(3)</b> Aug 2018  <b>(4)</b> Sept 2019 and ongoing  <b>(5)</b> Annually</p>	<p>IC, HOS, Lead Teacher, Academic Committee, Administrative Team</p>	<p><b>a.</b> Guiding Principles in teacher evaluations.  <b>b.</b> Academic committee minutes reflecting this work.</p>

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Outcomes	Strategies	Milestones (What drives the progress)	Progress Timeline	Person(s) Responsible	Evidence
		ensure our progress in the strategic plan is aligned with our vision.	(6) Annually		
<i>Montessori Guiding Principles</i>	<p><b>1.7- The full complement of Montessori materials is available in every area, representing the majority of materials on all shelves; additional materials conform to Montessori standards of order, beauty, and simplicity.</b></p> <p><b>a.</b> Material inventory system is developed, adapted, and practiced.  <b>b.</b> Appropriate storage space is provided to support proper placement of materials on the shelf.  <b>c.</b> The teacher implements thoughtful integration of organization and flow in our Montessori Community.  <b>d.</b> Develop teacher’s ability to include the outdoor environment.</p>	<p><b>a.</b> (1) Initiate a PD review course in understanding the use of materials in class (how to use, how to inventory as you go, and proper presentation on shelf). (2) Get a consultant to help organize and note what is missing, and (3) begin a plan for integration of quality replacement materials (shelves, materials etc). (4) Periodically reintroduce our consultant to help us maintain organization and inventory.  <b>b.</b> (5) Determine affordable storage that will accommodate each classroom, and (6) secure funds for materials and number of locations needing storage. (7) Hire a builder/installer and purchase materials.  <b>c.</b> (8) Design a document that will have questions to help teachers develop reflective practicing in creating and maintaining the environment. (9) Include reflections in team meetings and staff meetings.  <b>d.</b> (8) Design a document that will have questions to help teachers with reflective practicing for how they create and maintain the environment. (9) Include reflections in team meetings and staff meetings.</p>	<p>(1) May 2019  (2) Aug 2019  (3) Sept 2019  (4) May 2020 and ongoing  (5) Feb 2020  (6) April 2020  (7) July 2020  (8) July 2020  (9) August 2020 and ongoing</p>	IC, HOS, Lead Teacher, Academic Committee, Administrative Team	<p><b>a.</b> Documentation of inventory and budget allocation for a consultant  <b>b.</b> Budget reflects initiative to have funds available  <b>c.</b> Use of Coaching Model Implemented  <b>d.</b> Use of Coaching Model Implemented</p>
	<p><b>1.8 Develop and implement a system for the monitoring of teacher performance through regularly planned classroom observations and</b></p>	<p><b>a.</b> (1) The administrative team and academic committee will develop a formal and informal observation guide. (2) Frequency and needs for observations will be</p>	<p>(1) July 2019  (2) July 2019</p>		<p><b>a.</b> Well-practiced protocol for observations and calendar.</p>

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Outcomes	Strategies	Milestones (What drives the progress)	Progress Timeline	Person(s) Responsible	Evidence
	<p><b>associated feedback loops to sustain expectations.</b></p> <p><b>a.</b> Develop an administrative process for observations.</p> <p><b>b.</b> Develop teacher evaluations that coincide with guiding principles.</p> <p><b>c.</b> Develop a culture where walk-throughs are welcomed as part of being a reflective practitioner.</p> <p><b>d.</b> Hire a Montessori consultant to provide feedback.</p>	<p>determined, and (3) PD provided on reflective practicing. (4) Walk-throughs and observations will be carried out regularly.</p> <p><b>b.</b> (1) The development of a formal and informal evaluation that coincides with observations guides and based on the guiding principles.</p> <p><b>c.</b> (5) Administration will follow-through on coaching and feedback.</p> <p><b>d.</b> (6) Determine our expectations for this individual (role responsibilities), and (7) if this opportunity is found viable, we will begin to analyze a timeline for securing and allocating funding; followed by (8) research and interview.</p>	<p><b>(3)</b> Sept 2019 and ongoing</p> <p><b>(4)</b> Sept 2019 and ongoing.</p> <p><b>(5)</b> Sept 2019 and ongoing <b>(6)</b> June 2020</p> <p><b>(7)</b> April 2021</p> <p><b>(8)</b> August 2022</p>		<p><b>b.</b> Teacher evaluation form created.</p> <p><b>c.</b> Documented schedule and calendar</p> <p><b>d.</b> Scheduled Montessori consultant</p>
	<p><b>1.9 A properly prepared environment for students with unique needs.</b></p> <p><b>a.</b> Workforce planning sessions are carried out routinely (<a href="#">MTSS</a> team meetings/shared observations)</p> <p><b>b.</b> Resource room for supplies and a checkout system.</p>	<p><b>a.</b> Agenda templates are designed to guide meeting topics for (1) <a href="#">MTSS</a>, (2) Team Meetings, and (3) Shared Observations</p> <p><b>b.</b> Sensory equipment purchased (4) smaller items first; then (5) larger items when a space is available. (6) Purchase materials to augment and support STEM lessons and enrichment experiences. (7) Create an outdoor sensory space.</p>	<p><b>(1)</b> Sept 2020</p> <p><b>(2)</b> Ongoing</p> <p><b>(3)</b> Sept 2019 and ongoing</p> <p><b>(4)</b> Year of 2018-19</p> <p><b>(5)</b> Year of 2019-20</p> <p><b>(6)</b> Begin 2018-ongoing</p> <p><b>(7)</b> Complete by 2021</p>		<p><b>a.</b> <a href="#">MTSS</a> Committee Minutes</p> <p><b>b.</b> Budget Reflects initiative</p>

<p style="text-align: center;"><b>Goal 1</b>  <b>A Commitment to Pedagogy (How We teach)</b>  <i>Our pedagogically sound programs are a foundation for life. They reflect opportunities for experiential and individualized learning, community participation, and stewardship for our natural environment.</i></p>					
Outcomes	Strategies	Milestones (What drives the progress)	Progress Timeline	Person(s) Responsible	Evidence
	<p><b>c.</b> High-achieving students are supported successfully through appropriate material and opportunities in the classroom and available at school.</p>	<p><b>c.</b> (8) <a href="#">NVCPS</a> initiated for Math I and (9) other areas of enrichment are explored. (10) Provide PD for staff to increase confidence in teaching advanced material, and (6) purchase programs to support, implementation and proper use of the Makerspace. (11) Expand needed knowledge concerning information communicated/disseminated to parents about opportunities for high achieving students outside of IMCS.</p>	<p><b>(8)</b> Sept 2018  <b>(9)</b> Sept 2018 and ongoing  <b>(10)</b> ongoing  <b>(11)</b> Sept 2018</p>		<p><b>c.</b> Evidence of exploration for opportunities and planned implementation of these programs</p>
<p><i>Our School and Classrooms Promote the Inclusion of All Children, Both Socially and Educationally</i></p>	<p><b>1.10 Initiate and expand PD opportunities specific to Exceptional Children</b>  <b>a.</b> Train EC staff on research-based reading program for use across all grade levels. (Orton Gillingham or other research-based program).  <b>b.</b> Specific training for Specials teachers and all general affiliate staff on how to engage EC children.  <b>c.</b> Improve our planning and inclusion work in the Montessori classroom.</p>	<p><b>a.</b> (1) Evaluate research-based programs and determine the best fit for our school. (2) If this opportunity is found viable, we will begin to analyze a timeline for securing and allocating funds for purchasing a program. (3) Train EC staff using the program, and (4) provide continued PD to ensure it is implemented with validity.  <b>b.</b> (5) Evaluate research-based training programs and determine the best fit for our school. (6) If this opportunity is found viable, we will begin to analyze a timeline for securing and allocating funds for purchasing the program, and (7) provide continued PD to ensure it is implemented with validity.  <b>c.</b> (8) Implement protected time at BOY to schedule transition meetings for bridging students with Montessori teachers (exchange information on successful plans for students).</p>	<p><b>(1)</b> Year of 2019  <b>(2)</b> May 2020  <b>(3)</b> Aug 2020  <b>(4)</b> Ongoing  <b>(5)</b> Year of 2018  <b>(6)</b> May 2018  <b>(7)</b> Aug 2018 and ongoing  <b>(8)</b> Aug 2018 and ongoing</p>		<p><b>a.</b> Implementation of the program  <b>b.</b> Record of continuing education and professional development  <b>c.</b> Meeting minutes from <a href="#">vertical planning</a></p>

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<p style="text-align: center;"><b>Goal 1</b>  <b>A Commitment to Pedagogy (How We teach)</b>  <i>Our pedagogically sound programs are a foundation for life. They reflect opportunities for experiential and individualized learning, community participation, and stewardship for our natural environment.</i></p>					
Outcomes	Strategies	Milestones (What drives the progress)	Progress Timeline	Person(s) Responsible	Evidence
	<p><b>d.</b> Annually assess the feasibility for additional support in classrooms as needed through the work of TA's.</p>	<p><b>d.</b> (9) Determine what level of support is needed in the Montessori classroom, (10) If this opportunity is found viable, we will begin to analyze a timeline for securing and allocating funds, (11) interviewing and hiring.</p>	<p><b>(9)</b> Annual study  <b>(10)</b> May of 2021  <b>(11)</b> July 2021</p>		<p><b>d.</b> Study results and needs for additional assistance</p>
	<p><b>1.11 Develop teacher capacity to educate/instruct within the content areas.</b>  <b>a.</b> Provide adequate support staff for students in the classroom.  <b>b.</b> Train and require all staff to create Individual PD Learning plans (PLP) to align with individual and school priorities.  <b>c.</b> Each year, two required field observations at other schools for all staff.  <b>d.</b> PD offered to ensure advanced Montessori concepts are taught with validity.</p>	<p><b>a.</b> Refer to 1.10d  <b>b.</b> (1) Create a document to share with teachers for recording PLP. (2) Determine administrative protocol for organizing and planning PD based on PLPs. (3) If this opportunity is found viable, we will begin to analyze a timeline for securing and allocating funds based on PD needs. (4) Monitor and record yearly sessions attended and subsequent learning plans in the EOY teacher evaluations.  <b>c.</b> (5) Comprise a master list of regional schools, both public and private that welcome observers. (6) Ensure that that the PLP document contains a place to record schools visited.  <b>d.</b> (7) Using data, determine areas where growth in content knowledge is necessary. (8) Seek out intentional PD opportunities to address areas of growth.</p>	<p><b>(1)</b> Jan 2019  <b>(2)</b> March 2019  <b>(3)</b> May 2019  <b>(4)</b> Ongoing  <b>(5)</b> Summer 2018  <b>(6)</b> Jan 2019  <b>(7)</b> Summer 2018  <b>(8)</b> Ongoing</p>		<p><b>a.</b> Study results and needs for additional assistance  <b>b.</b> Submitted PD plans submitted to head of school  <b>c.</b> Teacher Evaluations  <b>d.</b> Record of PD sessions and continuing education</p>
<p><i>Clear Expectations of Content Knowledge</i></p>	<p><b>1.12 Acknowledge, follow, and adapt the Montessori learning continuum to the NC scope and sequence. Teachers "lead with the materials"—students learn through the Montessori materials and teachers</b></p>	<p><b>a.</b> (1) Assure that all staff have access to proper albums and lessons and refer to them during lessons as (2) noted on walk-through forms. (3) Purchase an additional school copy to share when needed.</p>	<p><b>(1)</b> June 2018  <b>(2)</b> Fall 2019  <b>(3)</b> Summer 2018</p>		<p><b>a.</b> Walk-throughs and observations and Coaching model</p>

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Outcomes	Strategies	Milestones (What drives the progress)	Progress Timeline	Person(s) Responsible	Evidence
	<p><b>backward map this into the state standards.</b></p> <p><b>a.</b> Set the expectation for daily album use and consultation.</p> <p><b>b.</b> Faculty and staff can confidently discuss/explain how IMCS meets states standards without compromising the integrity of Montessori practice.</p> <p><b>c.</b> Alignment documents have been developed and shared widely within the school; available to parents, office staff and other stakeholders.</p>	<p><b>b.</b> (4) The continued development of a <a href="#">CLs</a> using the committee. (5) The <a href="#">CLC</a> will create a timeline of the project and (6) select a method for executing and completing the project to (7) fully develop and implement.</p> <p><b>c.</b> (8) PD and implementation with staff.</p>	<p><b>(4)</b> Jan 2018</p> <p><b>(5)</b> Spring 2018</p> <p><b>(6)</b> Spring 2018</p> <p><b>(7)</b> Aug 2018 and ongoing</p> <p><b>(8)</b> Aug 2018</p>		<p><b>b.</b> <a href="#">Curriculum ladders</a></p> <p><b>c.</b> Curriculum ladders</p>

<p style="text-align: center;"><b>Goal 2</b>  <b>A Commitment to Student Experience</b>  <i>We are a vibrant Montessori student body, where together, through IMCS's dynamic and relevant curriculum, we guide students toward self-discovery and the realization of their unique contributions to the world.</i></p>					
Outcomes	Strategies	Milestones (What drives the progress)	Progress Timeline	Person(s) Responsible	Evidence
<p><i>Evaluate Student's Emotional Well-Being</i></p>	<p><b>2.1- Continue to successfully integrate mindful teacher awareness of students for developing a greater responsiveness to student needs and positive relationships with students.</b>  <b>a.</b> Continued use of a full-time school counselor.  <b>b.</b> Continue to promote teacher, student, and parent referrals for concerns to school counselor.  <b>c.</b> Seek out PD and training in adventure- based counseling (or similar) and Mindfulness to create a stronger connection with Montessori.</p>	<p><b>a.</b> (1) Provide more opportunity for group and class sessions.  <b>b.</b> (2) Make referral forms accessible online for completion and submission.  <b>c.</b> (3) Evaluate research-based training programs and determine the best fit for our school. (4) If this opportunity is found viable, we will begin to analyze a timeline for securing and allocating funds for purchasing the program, and (5) provide PD to ensure it is implemented with validity.</p>	<p><b>(1)</b> Ongoing  <b>(2)</b> Beginning of 2021  <b>(3)</b> Fall of 2019  <b>(4)</b> Spring 2020  <b>(5)</b> August 2021</p>		<p><b>a.</b> Staff/Employee budget and roster  <b>b.</b> Referral Form Tracking  <b>c.</b> <a href="#">CEC</a> for school counselor submitted</p>
	<p><b>2.2 Offer continuous strong afterschool/in school specials to support students' development, empowerment and inspiration.</b>  <b>a.</b> Develop a plan to incorporate Chorus and Band/musical opportunities.  <b>b.</b> Support student interest by actively forming clubs and lifestyle sports opportunities.</p>	<p><b>a.</b> (1) Research outside opportunities to participate. (2) Connect with the community to join or create groups of similar interest.  <b>b.</b> (3) Assess student areas of interest through survey. (4) Build a business model to determine a timeline for gradually beginning afterschool clubs and space available. (5) Create a stipend program as an incentive for staff participation. (6) If this</p>	<p><b>(1)</b> Summer of 2022  <b>(2)</b> Summer of 2022  <b>(3)</b> Spring 2019  <b>(4)</b> Summer of 2019  <b>(5)</b> Spring 2019  <b>(6)</b> Spring 2019</p>		<p><b>a.</b> Proposed plans and meeting minutes from academic committee, team planning sessions, and staff meetings.  <b>b- c.</b> Surveys, proposed plans and meeting minutes from academic committee, team planning sessions, and staff meetings</p>

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Outcomes	Strategies	Milestones (What drives the progress)	Progress Timeline	Person(s) Responsible	Evidence
	<p><b>c.</b> Implement public relations campaigns driven by the works of students to promote our school and its unique instruction.</p> <p><b>d.</b> Study the need for foreign languages.</p> <p><b>e.</b> Further participate in "going out " into the community</p> <p><b>f.</b> Join in Model UN for Montessori schools</p>	<p>opportunity is found viable, we will begin to analyze a timeline for securing and allocating funds for club material needs and staff support.</p> <p><b>c.</b> (7) Determine a schedule for consistent quarterly events at the charter school to showcase student works (i.e. art show, school museum night, Great Lesson Luau (8) Determine as a school how to best promote.</p> <p><b>d.</b> (9) Assess school need to explore areas of interest in foreign languages for upper and middle school, via inquiry-based learning sessions. (10) Research programs available to support interest in foreign languages. (11) If this opportunity is found viable, we will begin to analyze a timeline for securing and allocating funds for material needs and staff support.</p> <p><b>e.</b> (12) Create a master "going out list" for teachers and staff to share in generating ideas.</p> <p><b>f.</b> (13) Determine the process for admittance and participation in the program. (14) If this opportunity is found viable, we will begin to analyze a timeline</p>	<p><b>(7)</b> Summer 2018 and ongoing</p> <p><b>(8)</b> Ongoing</p> <p><b>(9)</b> Fall 2020</p> <p><b>(10)</b> May 2020</p> <p><b>(11)</b> May 2020</p> <p><b>(12)</b> Summer 2020</p> <p><b>(13)</b> Summer 2020</p> <p><b>(14)</b> May 2021</p>		<p><b>d- e.</b> Surveys, proposed plans and meeting minutes from academic committee, team planning sessions, and staff meetings.</p>

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Outcomes	Strategies	Milestones (What drives the progress)	Progress Timeline	Person(s) Responsible	Evidence
		for securing and allocating funds for material needs and staff support. (15) Hire staff to develop process for implementation and attend all PD sessions, (16) Place students into the program and attain parent volunteers to support.	(15) July 2021 (16) Aug 2021		f- g. Proposed plans and meeting minutes from academic committee, team planning sessions, and staff meetings
	<p><b>2.3- Support students further in areas of interest and academic need by providing appropriate staff support.</b></p> <p><b>a.</b> Determine if there is a need for a middle school teaching assistant in each classroom.</p> <p><b>b.</b> Explore how to use our current non-fulltime employees as academic resources.</p> <p><b>c.</b> Determine the need for an <a href="#">Interventionist</a>- a reading specialist and a math specialist.</p>	<p><b>a.</b> (1) If this opportunity is found viable, we will begin to analyze a timeline for securing and allocating funds for additional TA staff support. (2) Interview and hire staff support middle school as needed.</p> <p><b>b.</b> (3) Develop a sample schedule showing the use and need of additional hours for specialist teachers in additional academic areas. (4) If this opportunity is found viable, we will begin to analyze a timeline for securing and allocating funds for additional time needed to support. (5) Consider using our talented staff academically in sample developed schedule.</p> <p><b>c.</b> (6) Track data for the percentage of students who are Tier 3 school-wide for two years. (7) If data shows a consistent need, calculate the number of</p>	(1) May 2020 (2) Summer 2020 (3) 2018-2021 (4) May 2020 (5) Ongoing (6) 2018-2021 (7) Summer 2021		<p><b>a.</b> Staffing needs reflected in budget</p> <p><b>b.</b> Staff list and budget allocation planned</p> <p><b>c.</b> Proposed plans and meeting minutes</p>

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<p style="text-align: center;"><b>Goal 2</b>  <b>A Commitment to Student Experience</b>  <i>We are a vibrant Montessori student body, where together, through IMCS's dynamic and relevant curriculum, we guide students toward self-discovery and the realization of their unique contributions to the world.</i></p>					
Outcomes	Strategies	Milestones (What drives the progress)	Progress Timeline	Person(s) Responsible	Evidence
	<p><b>d.</b> Hire an office assistant for basic front office duties (phones, door, wellness checks, filing etc).</p>	<p>hours required for intervention and develop a job description. (8) If this opportunity is found viable, we will begin to analyze a timeline for securing and allocating funds for additional time needed for support. (9) Interview and hire needed staff. <b>d.</b> (10) Acquire appropriate space for additional front office support. (11) If this opportunity is found viable, we will begin to analyze a timeline for securing and allocating funds for additional support. (12) Interview, hire, and train needed staff.</p>	<p><b>(8)</b> May 2022  <b>(9)</b> Summer 2022  <b>(10)</b> Summer 2018  <b>(11)</b> Spring 2018  <b>(12)</b> Summer 2018</p>		<p><b>d.</b> Staff list and budget allocation planned</p>
<p><i>Improved Technology</i></p>	<p><b>2.4- Conduct a 2-year study to ensure infrastructure for technology is in place and in excellent working order for current and future.</b>  <b>a.</b> Hire highly qualified IT professionals, to spearhead organization of tools and procedures in place to provide accountably/needs for technology (IT Instructor).  <b>b.</b> Assure internet and Intranet reliability.  <b>c.</b> Network Security</p>	<p><b>a.</b> (1) If this opportunity is found viable, we will begin to analyze a timeline for securing and allocating funds for additional IT staff support. (2) Develop a timeline of long-term technology plans to determine a suitable job description. (3) Hire and train candidate.  <b>b, c, d, e.</b> (4) Troubleshoot current network and equipment concerns and brainstorm solutions. (5) If this opportunity is found viable, we will begin to analyze a timeline for securing</p>	<p><b>(1)</b> 2018-2019  <b>(2)</b> 2018-2019  <b>(3)</b> 2019-2020  <b>(4)</b> 2018-2019  <b>(5)</b> 2019-2020</p>		<p><b>a.</b> Staff list and budget allocation planned.  <b>b-e.</b> Record of chosen individual IT consultation.</p>

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Outcomes	Strategies	Milestones (What drives the progress)	Progress Timeline	Person(s) Responsible	Evidence
	<p><b>d.</b> Technology/Internet Safety</p> <p><b>e.</b> Acquire working equipment at appropriate and cost-effective levels.</p> <p><b>f.</b> Increase awareness of status of existing funding opportunities and determine best strategies for acquiring technology.</p> <p><b>g.</b> Highest infrastructure utilization with minimal on-site/local physical footprint.</p> <p><b>h.</b> Integrate more technology into lessons and student projects by allocating space and money to create a state of the art technology lab, equipped with resources found educationally relevant through annual review of needs and current research studies (i.e. 30 new iPads, document cameras, keyboarding materials).</p>	<p>and allocating funds to support technology improvements.</p> <p><b>f.</b> (6) Charge the grant committee to seek out opportunities.</p> <p><b>g.</b> (7) Begin the planning process by 2018-19 with full implementation 2020.</p> <p><b>h.</b> (8) Begin the planning process by 2018-19 with full implementation 2020.</p>	<p><b>(6)</b> 2018-2019</p> <p><b>(7)</b> 2019-2019</p> <p><b>(8)</b> 2020</p>		<p><b>f.</b> Grant Committee records and Development of IT Committee</p> <p><b>g.</b> IT Consultation records</p> <p><b>h.</b> Introduction of a plan to execute goal, PD for teachers</p>
	<p><b>2.5 Provide technology related <a href="#">PD</a> that prepares staff to effectively use all available tools for teaching and teach students to use these tools.</b></p>	<p><b>a.</b> (1) Require teachers to include at minimum 1 technology PD course in their <a href="#">PLP</a>.</p>	<p><b>(1)</b> August 2019</p>		<p><b>a.</b> <a href="#">CEC</a> certificates and <a href="#">PD</a> plans</p>

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Outcomes	Strategies	Milestones (What drives the progress)	Progress Timeline	Person(s) Responsible	Evidence
	a. Office Tools, Google Apps, Email, Typing Tools				
<i>Service Learning and Culture Building</i>	<p><b>2.6 Develop a spirit of open-mindedness, lifelong learning, discovery, and self-reliance.</b></p> <p>a. Practical life that extends beyond the classroom with student planned and initiated service opportunities.</p> <p>b. Requirement of one project per year for each classroom to create a culture of students motivated by the commitment to "leave a legacy."</p> <p>c. Middle school will log 2,000 hours of service learning collectively.</p>	<p>a. (1) Provide PD for staff on service learning. (2) Adopt a service learning curriculum that best fits our school and implement. (3) If this opportunity is found viable, we will begin to analyze a timeline for securing and allocating funds.</p> <p>b. (4) Create a form that allows for each class to brainstorm ideas and submit service plans.</p> <p>c. (5) Require all middle school students to log 20 hours each of service learning and present a capstone project. summarizing their work. (6) Add service hours to middle school progress reports.</p>	<p>(1) Aug 2021  (2) Jan 2022  (3) May 2022  (4) May 2022  (5) Aug 2018  (6) Aug 2019</p>		<p>a. School lists of going-out and Outreach calendar</p> <p>b. Submission of classroom service projects in teacher records</p> <p>c. Log submission and Progress Reports</p>
	<p><b>2.7 Connect with our Alumni in a coordinated way to increase involvement and contribution.</b></p> <p>a. Develop Alumni program – 'high school talks'; Nostalgia Program</p>	<p>a. (1) Create an alumni committee. (2) Develop yearly events such as an alumni dinner to occur regularly. (3) Spread awareness of the alumni program through staff and students.</p>	<p>(1) April 2018  (2) Sept 2018  (3) ongoing</p>		<p>a. Schedule and calendar</p>

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Outcomes	Strategies	Milestones (What drives the progress)	Progress Timeline	Person(s) Responsible	Evidence
	<p><b>b.</b> Create an alumni wall or area to showcase our students.</p> <p><b>c.</b> Explore options for the ability to facilitate a high school program and conduct a feasibility study.</p>	<p><b>b.</b> (4) Determine the appropriate space in the building for suitable and visible presentation. (5) Advise and mentor the student body to create the alumni wall. (6) If this opportunity is found viable, we will begin to analyze a timeline for securing and allocating funds to create the wall.</p> <p><b>c.</b> (7) The administration will continue to explore what options may be available for high school.</p>	<p><b>(4)</b> Sept 2018  <b>(5)</b> Jan 2018  <b>(6)</b> June 2018  <b>(7)</b> ongoing</p>		<p><b>b.</b> Completion of wall</p> <p><b>c.</b> Academic Committee meeting minutes</p>

<p style="text-align: center;"><b>Goal 3</b>  <b>A Commitment to Engage and Extend Our Community</b>  <i>While supporting more Montessori for more children: The children, families, staff, and alumni of IMCS value interdependence as we actively lend our unique strengths for the benefit of all. By building relationships locally, regionally and globally, we enhance understanding of Montessori values.</i></p>					
Outcomes	Strategies	Milestones (What drives the progress)	Progress Timeline	Person(s) Responsible	Evidence
<i>Improved Communication</i>	<p><b>3.1 Find more successful methods of parent communication</b></p> <p><b>a.</b> Strengthen the connection between parents and FSA.</p> <p><b>b.</b> Invest in a sign or digital message board at the front of the school.</p> <p><b>c.</b> Better systems for mass communication (e-mail, app, or text message system).</p> <p><b>d.</b> Harnessing our Community's Passion-Attending trainings socials, and meetings becomes a part of our culture, so our parents, alumni, and community are strong, generous, and loyal to our school.</p> <p><b>e.</b> Develop and implement a parent plan to engage and highlight their accountability in our school culture.</p>	<p><b>a.</b> (1) Further develop the role of the room parents and how the FSA recruits.</p> <p><b>b.</b> (2) Research and compare varieties on the market. (3) If this opportunity is found viable, we will begin to analyze a timeline for securing and allocating funds to accommodate the installation and maintenance.</p> <p><b>c.</b> (4) Research and compare available technology driven communication methods. (5) Survey parents to determine which methods are most effective. (6) If this opportunity is found viable, we will begin to analyze a timeline for securing and allocating funds to acquire the communication method desired. (7) Collaborate with the IT point person to develop a plan to go live and professional development.</p> <p><b>d.</b> (8) Continue to strengthen our school calendar to include a variety of events. (9) Create more opportunities to bring families together to make connections.</p> <p><b>e.</b> (10) Attend FSA meetings to collect data and hold a focus group with staff. (11) Draft a parent plan, (12) Review as part of the strategic planning committee. (13) Implement and</p>	<p>(1) ongoing  (2) January 2019  (3) August 2019  (4) June 2019  (5) August 2019  (6) May 2020  (7) August 2020  (8) Ongoing  (9) May 2019  (10) Ongoing  (11) Winter 2018  (12) Winter 2018  (13) Aug 2018</p>		<p><b>a.</b> School Affiliate and liaison attendance and meeting notes.</p> <p><b>b.</b> Budget reflection planned allocation to purchase.</p> <p><b>c.</b> Budget reflection planned allocation to purchase. Consolation and utilization of IT to assist in setup.</p> <p><b>d.</b> Record of <a href="#">PD</a>, <a href="#">PLP</a>, and Continuing Education</p> <p><b>e.</b> Handbooks and meeting minutes</p>

<p style="text-align: center;"><b>Goal 3</b>  <b>A Commitment to Engage and Extend Our Community</b>  <i>While supporting more Montessori for more children: The children, families, staff, and alumni of IMCS value interdependence as we actively lend our unique strengths for the benefit of all. By building relationships locally, regionally and globally, we enhance understanding of Montessori values.</i></p>					
Outcomes	Strategies	Milestones (What drives the progress)	Progress Timeline	Person(s) Responsible	Evidence
		introduced as part of the parent handbook and school handbook.			
	<p><b>3.2 Improved marketing to attract, retain, and inform parents.</b>  <b>a.</b> Academic newsletters.  <b>b.</b> Digital Communication using video and written sources.</p>	<p><b>a.</b> (1) Continue to produce high quality information and communication in the newsletters, while exploring the need most effective method of dissemination. (2) Encourage teachers to strive to reflect this communication in their newsletters.  <b>b.</b> (3) Create a media team of students and teachers to introduce in phases needed responsibilities and tasks. (4) Determine what information is best communicated using this method. (5) Collaborate with the IT professional to determine implementation. (6) Allow the media team to maintain this method of communication.</p>	<p>(1) Ongoing  (2) Ongoing  (3) Jan 2018-Jan 2021  (4) Jan 2021  (5) May 2021  (6) Ongoing</p>		<p><b>a.</b> Monthly posting of newsletter and tracking in MailChimp.  <b>b.</b> Communication Team description, process of selection, and yearly tasks written</p>
<i>Broaden Our Community</i>	<p><b>3.3 Develop closer links with local businesses such as local bakeries or stores for "going outs"</b>  <b>a.</b> Acquire school-based apprenticeships.  <b>b.</b> Offer opportunities for 8th year students to visit various work places in the community.</p>	<p><b>a.</b> (1) Further develop the process of integrating apprenticeships in new areas of the school and student skill.  <b>b.</b> (2) Continue to drive "going outs" using student interest and cultural, real-world curiosity.</p>	<p>(1) Ongoing  (2) Ongoing</p>		<p><b>a-b.</b> List of connections in the community and program design written.</p>

<p style="text-align: center;"><b>Goal 3</b>  <b>A Commitment to Engage and Extend Our Community</b>  <i>While supporting more Montessori for more children: The children, families, staff, and alumni of IMCS value interdependence as we actively lend our unique strengths for the benefit of all. By building relationships locally, regionally and globally, we enhance understanding of Montessori values.</i></p>					
Outcomes	Strategies	Milestones (What drives the progress)	Progress Timeline	Person(s) Responsible	Evidence
	<p><b>3.4 Build on connections with existing community workplaces and organizations for "going outs"</b></p> <p><b>a.</b> Appoint a community liaison to seek out, assist, and acquire new community connections.</p> <p><b>b.</b> Forge closer links with agencies, community helpers and community representatives to establish long-term service learning relationships.</p>	<p><b>a.</b> (1) Create the volunteer role and description. (2) Appoint the individual selected.</p> <p><b>b.</b> (3) Research service learning program models to consider how we can expand the program at IMCS. (4) Utilize our community liaison to find service sites. (5) Fully implement a solid service learning program with validity.</p>	<p>(1) summer 2018  (2) August 2018  (3) October 2018  (4) July 2018  (5) Jan 2019</p>		<p><b>a.</b> FSA Meeting Minutes to indicate process of selection and job role</p> <p><b>b.</b> List of connections in the community and program design written</p>
	<p><b>3.5 Connect with and collaborate with local, regional, and national Montessori Schools.</b></p> <p><b>a.</b> Focus and generate lists of schools and what we have to offer each other in both human and material resources.</p> <p><b>b.</b> Presenting attended national, regional, and local conferences that help fulfill our areas of need.</p> <p><b>c.</b> Connect our students with other students.</p> <p><b>d.</b> Attend national <a href="#">AMS</a> conferences.</p>	<p><b>a.</b> (1) Use the AMS website to connect. (2) Initiate collaboration via Google Hangouts and Groups. (3) Exchange information and resources, including people to advance training opportunities to learn from others in our trade.</p> <p><b>b.</b> (4) Use the <a href="#">PLPs</a> to connect teachers with opportunities and cohorts with similar conference interests.</p> <p><b>c.</b> (5) Create opportunities via service learning and global Montessori events. (6) Join forums and blogs to remain up to date on opportunities.</p> <p><b>d.</b> (7) Evaluate upcoming international training programs and determine the best fit for our school. (8) If this opportunity is found viable, we will</p>	<p>(1) Oct 2019  (2) Jan 2020  (3) Aug 2020  (4) May 2019 and ongoing  (5) Summer 2020  (6) Summer 2019  (7) Fall 2021  (8) Spring 2021</p>		<p><b>a.</b> Shared list on Dropbox</p> <p><b>b.</b> PLP</p> <p><b>c.</b> Teacher lesson plans</p>

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<p style="text-align: center;"><b>Goal 3</b>  <b>A Commitment to Engage and Extend Our Community</b>  <i>While supporting more Montessori for more children: The children, families, staff, and alumni of IMCS value interdependence as we actively lend our unique strengths for the benefit of all. By building relationships locally, regionally and globally, we enhance understanding of Montessori values.</i></p>					
Outcomes	Strategies	Milestones (What drives the progress)	Progress Timeline	Person(s) Responsible	Evidence
		begin to analyze a timeline for securing and allocating funds for travel and expenses. (9) Provide continued PD to ensure the experience is shared and connections remain strong.	(9) Fall 2020 and ongoing		d. Planned allocation of funds in the budget
	<p><b>3.6 Obtain our Global Educator Digital Badge.</b></p> <p>a. Review and Document the <a href="#">GEDB</a> plans.</p> <p>b. Collaborate to determine how the <a href="#">GEDB</a> will be implemented at IMCS for stages of completion.</p>	<p>a. (1) Obtain the implementation guide from DPI and review its contents.</p> <p>b. (2) Complete the <a href="#">GEDB</a> Memorandum of Agreement and Send to <a href="#">NCDPI</a>. (3) Earn 100 hours of Global Education Professional Development. (4) Complete the Capstone Project. (5) Submit Log of Global Education Professional Development; Submit the "Assurances and Attestation" Form; (6) Notify State of Capstone Project Submission and await state-level review.</p>	<p>(1) Summer 2019</p> <p>(2) Sept 2019</p> <p>(3) Sept 2019- Sept 2020</p> <p>(4) Dec 2020</p> <p>(5) Jan 2021</p> <p>(6) January 2021</p>		<p>a. Copy of documents in the front office for teacher access and interest</p> <p>b. Proper documentation completed, Capstone submission and returned review.</p>
<i>Be Mindful of Our Environmental Impact</i>	<p><b>3.7 Use our resources more appropriately, while consciously considering our footprint on the environment.</b></p> <p>a. Create a Green Team for our school.</p> <p>b. Provide a cultural curriculum for global impacts.</p> <p>c. Use our resources more wisely, encouraging a reduction in our school's</p>	<p>a. (1) Develop a plan and recruit members for guiding the mission and purpose of a green team in promoting environmental sustainability at IMCS and the local community. (2) Advocate student involvement in green initiatives.</p> <p>b. (3) Educate students, staff and others about "sustainability"-conserving energy and water, recycling, reducing their greenhouse gas emissions, eating healthy &amp; local,</p>	<p>(1) Summer 2020</p> <p>(2) August 2021</p> <p>(3) Sept 2021</p>		<p>a. Team description, process of selection, and yearly tasks written</p> <p>b. Lesson Plans and new materials purchases</p>

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<p style="text-align: center;"><b>Goal 3</b>  <b>A Commitment to Engage and Extend Our Community</b>  <i>While supporting more Montessori for more children: The children, families, staff, and alumni of IMCS value interdependence as we actively lend our unique strengths for the benefit of all. By building relationships locally, regionally and globally, we enhance understanding of Montessori values.</i></p>					
Outcomes	Strategies	Milestones (What drives the progress)	Progress Timeline	Person(s) Responsible	Evidence
	environmental footprint by 5% each year.	the advantages of renewable energy sources (solar/wind-generated energy). (4) Purchase materials and PD to material support in classrooms. c. (5) Survey and identify the school's areas for environmental improvement. (6) Charge the green team to plan out goals for each year.	(4) Summer 2021 (5) Summer 2019 (6) August 2021		c. Survey results, grant exploration
	<p><b>3.8 Connect our students to global culture.</b></p> <p>a. Use technology to connect to global classrooms.</p> <p>b. Offer a self-funded yearly international trip for 8th graders.</p> <p>c. Participate in the Montessori Model UN (see 2.2g).</p>	<p>a. (1) Evaluate research-based programs and technology needed and determine the best fit for our school with the help of UNCW. (2) If this opportunity is found viable, we will begin to analyze a timeline for securing and allocating funds for purchasing the needed technology, and (3) provide PD/support team, to ensure technology is understood and operated correctly. (4) Consult with IT to implement.</p> <p>b. (5) Initiate the research to develop a program.</p> <p>c. See 2.2g</p>	(1) Fall 2021 (2) Spring 2022 (3) Summer 2022 (4) Fall 2022 (5) Summer 2022		<p>a. Shared list of global program sites, proper equipment budgeted for, and lesson plans</p> <p>b. Description, process of selection, and yearly tasks written</p> <p>c. Description, process of selection, and yearly tasks written</p>

<p style="text-align: center;"><b>Goal 4</b>  <b>A Commitment to Promote Staff Vibrancy</b>  <i>Our Montessori culture seeks to enhance the well-being, growth, and retention of our diverse and inspired staff.</i></p>					
Outcomes	Strategy	Milestones (what drives the progress)	Progress Timeline	Person(s) Responsible	Evidence
<i>Training and Budgeting for Professional Development</i>	<p><b>4.1- Support adult learning and education to encourage life-long learners and attract ambitious teachers.</b></p> <p><b>a.</b> Increase the budget for staff training to better serve teacher’s <a href="#">PLPs</a>.</p> <p><b>b.</b> Research the feasibility of a stipend for teachers actively seeking continuing education at a university or education program.</p>	<p><b>a.</b> (1) Sample the teacher population to determine the average cost for needs in training. (2) Create a list of opportunities via staff response to assess budgeting concerns. (3) If this opportunity is found viable, we will begin to analyze a timeline for securing and allocating funds.</p> <p><b>b.</b> (4) Research other schools that offer a similar teacher benefit to make ourselves competitive and uniquely better.</p>	<p><b>(1)</b> June 2019  <b>(2)</b> Summer 2019  <b>(3)</b> May 2020  <b>(4)</b> June 2022</p>		<p><b>a.</b> Allocated for in budget each year according the needs in the professional learning plans.</p> <p><b>b.</b> Survey of teacher interest, and teacher’s ideas.</p>
<i>Prepared Environment</i>	<p><b>4.2 Ensure a fair and workable classroom budget for all teachers that is available for the entire school year.</b></p> <p><b>a.</b> Use the materials inventory to annually submit budget requests.</p> <p><b>b.</b> Each year we will work to replace the cheaper materials with higher quality ones- through inventory submission by March (1yr-math, 2yr-Language, 3yr-Culture).</p>	<p><b>a.</b> (1) Initiate a PD in understanding the use of materials in class (how to use and how to inventory as you go) (2) EOY inventory will create budget requests.</p> <p><b>b.</b> (3) Begin plan for integration of quality replacement materials (shelves, materials etc).</p>	<p><b>(1)</b> May 2019  <b>(2)</b> March 2020  <b>(3)</b> March 2020 and ongoing</p>		<p><b>a.</b> Inventory sheet and process developed and shared.</p> <p><b>b.</b> Plan for replacements is posted and budget is allocated to achieve this plan</p>
<i>Competitive Salary</i>	<p><b>4.3 Yearly graduated salary increases.</b></p> <p><b>a.</b> In a structured and tiered method, over 5 years, a plan will be created to implement to the best of our abilities competitive salaries.</p>	<p><b>a.</b> (1) Veteran teachers (4-5 years) will be first receive a competitive salary adjustment. (2) Secondary, all other staff will receive a</p>	<p><b>(1)</b> 2018-19  <b>(2)</b> 2019-20</p>		<p><b>a.</b> Allocation in budget</p>

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<p style="text-align: center;"><b>Goal 4</b>  <b>A Commitment to Promote Staff Vibrancy</b>  <i>Our Montessori culture seeks to enhance the well-being, growth, and retention of our diverse and inspired staff.</i></p>					
Outcomes	Strategy	Milestones (what drives the progress)	Progress Timeline	Person(s) Responsible	Evidence
	<p><b>b.</b> Administration will determine the proper use of stipends to supplement salaries-while promoting student engagements and activities.</p>	<p>competitive salary adjustment. (3) At that point, a set standard will be made.  <b>b.</b> (4) Administration will welcome ideas and determine appropriate opportunities for student enrichment for teachers to lead in the areas of skill/interest. (5) If this opportunity is found viable, we will begin to analyze a timeline for securing and allocating funds for club staff support with the gradual introduction of enrichment opportunities.</p>	<p><b>(3)</b> 2019-20  <b>(4)</b> 2019  <b>(5)</b> 2019</p>		<p><b>b.</b> Survey of teacher interest, and teacher’s ideas and allocated funds in the budget.</p>
<p><i>Build a Family- Staff Cohesiveness</i></p>	<p><b>4.4 Create a more interconnected and unified culture.</b>  <b>a.</b> Regularly scheduled socials monthly-First Fridays  <b>b.</b> Team Building  <b>c.</b> Implement a consistent and supportive mentoring system - mentor training and checklist and guidelines.</p>	<p><b>a.</b> (1) Establish a date to begin and a location.  <b>b.</b> (2) Integrate 1 retreat and 1 Team building day into the school calendar. (3) If this opportunity is found viable, we will begin to analyze a timeline for securing and allocating funds to support both events.  <b>c.</b> (4) Provide PD on mentoring to a team of veteran teachers. (5) Plan a method for assigning mentors and training with their partners. (6) Develop a</p>	<p><b>(1)</b> Spring 2018 and ongoing  <b>(2)</b> Spring 2018 and ongoing  <b>(3)</b> Spring 2018 and ongoing  <b>(4)</b> Spring 2019  <b>(5)</b> Summer 2019  <b>(6)</b> Summer 2019</p>		<p><b>a.</b> Posted Calendar and schedule.  <b>b.</b> Posted Calendar and schedule.  <b>c.</b> Use of Coaching Model</p>

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<b>Goal 4</b> <b>A Commitment to Promote Staff Vibrancy</b> <i>Our Montessori culture seeks to enhance the well-being, growth, and retention of our diverse and inspired staff.</i>					
Outcomes	Strategy	Milestones (what drives the progress)	Progress Timeline	Person(s) Responsible	Evidence
		checklist and guidelines to support the program and collaborative feedback. (7) Implement with validity.	(7) Fall 2019		
<i>Reinvent Communication</i>	<b>4.5 Develop communication goals designed to improve and integrate effective communication at all levels, tied to the IMCS staff.</b> <b>a.</b> Develop clear, consistent messages that are delivered in “one clear voice.” <b>b.</b> Establish a Key Communicator Network to enforce positive patterns and habits for communication. <b>c.</b> Increase opportunities for face-to-face communication.	<b>a.</b> (1) Create a theme of communication. (2) Develop methods of delivery for key messages among staff, board and key communicators. <b>b.</b> (3) Develop the patterns, habits desired, and create a Strategic Communications Advisory Committee in defining the communication program and developing specific goals and action steps. (4) Provide PD to staff by a communication specialist. <b>c.</b> (5) Ensure all staff receive complete information and receive the same information.	<b>(1)</b> Summer 2018 <b>(2)</b> Summer 2018 <b>(3)</b> Summer 2018 <b>(4)</b> Fall 2018 <b>(5)</b> Spring 2018		<b>a.</b> Shared and posted theme of communication <b>b.</b> Posted flow of communication is shared on Dropbox and posted in classrooms <b>c.</b> Schedule staff time for team building and building relationships in evidenced in the calendar

## II – Facility Goals

<b>Goal 5</b> <b>A Commitment to Our Facility</b> <i>Love our lived-in spaces and natural surroundings: We embrace our role as responsible stewards of our campus and ensure that the design, planning, construction, operation, and maintenance of these spaces- both indoor and outdoor- support our mission. We will create and care for the physical environment so those who seek knowledge; well-being and meaningful connections, can flourish in safety.</i>					
Outcomes	Strategies	Milestones (What drives the progress)	Progress Timeline	Person(s) Responsible	Evidence
<i>The IMCS outdoor campus will be artistically beautiful and an interactive extension of the classroom, by offering a “prepared” and sustainable environment for students. They will be a point of distinction to be maintained.</i>	<p><b>5.1 We aim to make the campus artistically beautiful and a reflection of human diversity; exhibiting appreciation of art and student creativity.</b></p> <p><b>a.</b> All classrooms will have clearly defined “outside” classroom extension space balanced by the needs of the overall site plan to maximize educational use of undeveloped assets.</p> <p><b>b.</b> Educationally prepared outdoor environments are created across campus to engage, inspire, and encourage both physical and academic development.</p> <p><b>c.</b> Use principles of sustainable design to attractively landscape the campus.</p>	<p><b>a.</b> (1) Outdoor review of committee will initiate the process of feasibility and cost study. (2) Features consistent with the functional space and wish list will be recorded and (3) a timeline of implementation will be created. (4) The timeline will determine when planned opportunities are viable, and we will begin to analyze methods for securing and allocating funds to support.</p> <p><b>b.</b> (5) Student feedback, curriculum guidance, focus groups, and surveys will lead the discussion on how to adapt our spaces for more academic development.</p> <p><b>c.</b> (6) Refer to outside resources for guidance and advice.</p>	<p><b>(1-6)</b> 2018 and ongoing</p>	<p>HOS, Treasurer, President, Outdoor Committee</p>	

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Outcomes	Strategies	Milestones (What drives the progress)	Progress Timeline	Person(s) Responsible	Evidence
	<p><b>5.2 Plans to maintain and expand the established outdoor environments and exterior building facilities are well-laid and intentional.</b></p> <p><b>a.</b> Maintenance of building exteriors and developed grounds.</p> <p><b>b.</b> Expand facilities and improve existing landscaping and outdoor playgrounds.</p> <p><b>c.</b> Expand outdoor natural learning areas.</p>	<p><b>a.</b> (1) Plan, prioritize, and oversee building and grounds issues for three different time horizons: immediate (2018-19), short-term (1-2 years), and long-term (3-5 years) to determine amount needed and how to fund how we take care of what we already have on campus. (2) Determine an appropriate percentage of budget for building cost maintenance through feasibility study.</p> <p><b>b.- c.</b> (3) Consider additional space needed for specials programs. (4) Plan for the integration of an outdoor sensory area. (5) Conduct research on how to maximize educational use of undeveloped assets (i.e. land). (6) Conduct a capital campaign and other sources for funding.</p>	<p><b>(1)</b> Spring 2018</p> <p><b>(2)</b> Spring 2018</p> <p><b>(3)</b> Fall 2019</p> <p><b>(4)</b> Fall 2019</p> <p><b>(5)</b> Fall 2018</p> <p><b>(6)</b> Fall 2020</p>	<p>HOS &amp; Treasurer/ President</p>	

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Outcomes	Strategies	Milestones (What drives the progress)	Progress Timeline	Person(s) Responsible	Evidence
<p><i>Interior spaces will be consistently functional by developmental level, artistically beautiful and thoughtfully maintained over time.</i></p>	<p><b>5.3 We aim to create an inviting environment carefully designed to accommodate the needs of multi-aged children.</b></p> <p><b>a.</b> We establish an orderly and properly prepared Montessori learning environment to promote independence with thoughtful integration of organization.</p>	<p><b>a.</b> (1) Plan to expand overall facility storage and consider additional space for administrative offices. (2) Conduct a feasibility study (3) Created a capital campaign and other sources to pay for findings.</p>	<p><b>(1)</b> 2019  <b>(2)</b> 2019  <b>(3)</b> 2020</p>	<p>HOS,  Treasurer,  Presidents,  and relevant committees</p>	

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Outcomes	Strategies	Milestones (What drives the progress)	Progress Timeline	Person(s) Responsible	Evidence
<p><i>We will evaluate emergency preparedness and create a comprehensive emergency plan.</i></p>	<p><b>5.4 The administrative staff will review and update the crisis plan.</b>  <b>a.</b> Schedule drills  <b>b.</b> PD for staff</p>				
	<p><b>5.5 Installation of cameras for safety protocol</b>  <b>a.</b> Schedule drills  <b>b.</b> PD for staff</p>				

### III- Governance and Administration

<p style="text-align: center;"><b>Goal 6</b>  <b>A Commitment to Governance and Administration</b></p> <p style="text-align: center;"><i>IMCS is in transition to a mature and effectively run school. With an eye toward long-term sustainability, we will work in the following areas to build a strong operational structure: board policies that support strategic board governance, leadership development, creating a budgeting and fundraising model, and ensuring the administrative structure to support that. We will also review salary structures and planning for contingencies.</i></p>					
Outcomes	Strategies	Milestones (What drives the progress)	Progress Timeline	Person(s) Responsible	Evidence
<p><i>The IMCS Board of Directors will support a strong administrative team, led by the Head of School, which will create sound policies and procedures that are guided by the school's charter and mission statement.</i></p>	<p><b>6.1 The IMCS Board and administrative staff will review and implement the school's charter, including the strategic plan, bylaws, and school improvement plan.</b></p> <p>a. Board Members and administrative staff will complete an annual review of the strategic plan</p> <p>b. Administrative staff will review and update the school improvement plan yearly.</p>	<p>a. (1) updated strategic plan available on school website.</p> <p>b. (2) updated school improvement plan submitted to necessary staff at <a href="#">DPI</a>.</p>	Ongoing		<p>a. Strategic plan updates</p> <p>b. School improvement plan updates</p>
	<p><b>6.2 The roles of the Board Member responsibilities and the Head of School will be clearly defined.</b></p> <p>a. The IMCS Board will act as the governing trustees of the school, focusing on policy and planning, in alignment with the mission of the school.</p> <p>b. The IMCS Board will entrust management of the daily operations of the school to the Head of School.</p>	<p>a. (1) Board meeting minutes posted on school website</p> <p>b. (2) Head of School roles and responsibilities written in employee handbook. (3) End of year review for Head of School</p>	Ongoing		<p>a. Minutes posted to school website</p> <p>b. Employee handbook Head of School yearly review/evaluation</p>

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Outcomes	Strategies	Milestones (What drives the progress)	Progress Timeline	Person(s) Responsible	Evidence
	<p><b>6.3 The IMCS Board will ensure that policies are in place to support effective and efficient operations and successful administration of the school.</b></p> <p><b>a.</b> Sufficient and qualified employees will be in place to effectively carry out the school's mission.</p> <p><b>b.</b> The Head of School will create a unified team around the goals of IMCS.</p> <p><b>c.</b> The administrative team will review annually the roles/responsibilities of employees for clarity; in the employee handbook.</p> <p><b>d.</b> The employee evaluation system will be revised and maintained according to the Montessori philosophy, IMCS Guiding principles, and implemented effectively.</p> <p><b>e.</b> Provide better pathways of communication with the administrative team and all school employees (open and reciprocal, in an atmosphere of trust).</p> <p><b>f.</b> Employee/Parent Handbooks will clearly outline procedures and expectations and reviewed /updated annually.</p>	<p><b>a.</b> (1) roles and responsibilities updated in employee handbook annually. (2) Board Meeting Minutes posted to the school website</p> <p><b>b.</b> (1) Review of committees within school (2) Head of school end of year review (3) Head of School monthly report</p> <p><b>c.</b> (1) employee handbook (2) Head of school report to board</p> <p><b>d.</b> (1) teacher evaluation reports (2) Head of School End of year review</p> <p><b>e.</b> (1) PD for Board Members and IMCS staff on communication (2) policy/procedure on lines of communication.</p> <p><b>f.</b> (1) Updated handbooks</p>	Ongoing		<p><b>a.</b> Employee Handbook</p> <p><b>b.</b> Administrative staff and committees, Board minutes posted to school website</p> <p><b>c.</b> Employee Handbook</p> <p><b>d.</b> Administrative staff Academic Committee minutes</p> <p><b>e.</b> Established feedback loop; PD on communication</p> <p><b>f.</b> Employee and student/parent handbook</p>

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<b>Goal 6</b> <b>A Commitment to Our Governance and Administration</b> <i>IMCS is in transition to a mature and effectively run school. With an eye toward long-term sustainability, we will work in the following areas to build a strong operational structure: board policies that support strategic board governance, leadership development, creating a budgeting and fundraising model, and ensuring the administrative structure to support that. We will also review salary structures and planning for contingencies.</i>					
Outcomes	Strategies	Milestones (What drives the progress)	Progress Timeline	Person(s) Responsible	Evidence
<i>IMCS will be committed to responsible growth driven by genuine Montessori practices, financial sustainability and the collective needs of the community.</i>	<b>6.4 The IMCS Board will monitor the school's finances to ensure stability and longevity.</b> <b>a.</b> Policies will be in compliance with the financial and governance policies of the NC State Board of Education. <b>b.</b> All governance decisions will be made proactively by monitoring the Average Daily Membership and its impact on budget and growth projections.	<b>a.</b> (1) annual review of policies (2) Annual Fiscal Audit <b>b.</b> (3) Monthly budget updates from HOS (4) Monthly bank reconciliations from HOS & staff (5) Treasurer/Finance Committee participation in annual budgets (6) Annual Fiscal Audit	Ongoing	HOS & Treasurer/President	<b>a.</b> Board policy manual <b>b.</b> Board Meeting Minutes posted to school website
	<b>6.5- The IMCS Board and the administrative staff will assure that necessary resources are available to support the strategic initiatives outlined in the 2018-2023 Strategic Plan.</b> <b>a.</b> Board members and administrative team will review strategic plan annually. <b>b.</b> Head of School and Board members will adjust budget to support needs driven through the strategic plan	<b>a.</b> (1) Executive Committee reports (2) Head of School reports (3) <b>b.</b> Biannual Teacher Working Conditions Survey (4) Head of School reports (5) Annual Fiscal Audit	Ongoing	HOS & Treasurer/President	<b>a-b.</b> Board Meeting Minutes posted to school website

## IV- Financial Goals

<b>Goal 7:</b> <b>A Commitment to Financial Goals</b> <i>To sustain IMCS's wonderful successes it is important to: maintain the current facilities, support staff with health care benefits and professional development, and enhance the school's diversity. True financial security will allow IMCS to weather the ebbs and flows of enrollment, while ensuring the state of the campus, the well-being of the faculty and staff, and the ability of many families to continue to access the invaluable education we provide. A stable non-government revenue is the only way to truly achieve these.</i>					
Outcomes	Strategies	Milestones (What drives the progress)	Progress Timeline	Person(s) Responsible	Evidence
<i>Adequate operating cash flow reserve</i>	<b>7.1- Support IMCS operations in the event of unexpected, but necessary expenses.</b> <b>a.</b> 2 - 3 month cash reserve (or low risk easily liquidated assets) <b>b.</b> Line of credit for the remainder (or a larger amount).	<b>a-b.</b> Determine reserve amount for 2017-18 year - and re-calculate annually.	<b>a.</b> Early 2018 and annually in July <b>b.</b> Early 2018  Overall goal by 2019	HOS, Treasurer, President	Annual margin goals
	<b>7.2 To ensure operation in the event of cuts in government funding (Enough to withstand a 2% cut in revenue for 2 years.)</b>	Determine reserve amount for 2017-18 year and re-calculate annually	Recalculate annually in July Overall goal by 2019	HOS & Treasurer/ President	Annual margin goal
<i>Teacher &amp; staff retention and financial satisfaction</i>	<b>7.3 Compensate faculty and staff with competitive salaries and benefits</b> <b>a.</b> Determine salary adjustments and set salary standards increases and system. <b>b.</b> Evaluate and adjust	<b>a.</b> Set cost of living and performance standards for newer employees (1-3 years) and veterans with 3+ years. <b>b.</b> Reassess periodically	Spring/Summer 2018	HOS & Treasurer/ President	TBD

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<p style="text-align: center;"><b>Goal 7:</b> <b>A Commitment to Financial Goals</b></p> <p style="text-align: center;"><i>To sustain IMCS's wonderful successes it is important to: maintain the current facilities, support staff with health care benefits and professional development, and enhance the school's diversity. True financial security will allow IMCS to weather the ebbs and flows of enrollment, while ensuring the state of the campus, the well-being of the faculty and staff, and the ability of many families to continue to access the invaluable education we provide. A stable non-government revenue is the only way to truly achieve these.</i></p>					
Outcomes	Strategies	Milestones (What drives the progress)	Progress Timeline	Person(s) Responsible	Evidence
	<p><b>7.4 Research opportunities and advantages of supplemental benefits for employees.</b></p> <p><b>a.</b> Other benefits (healthcare, retirement, etc)</p> <p><b>b.</b> Other staff vibrancy initiatives (see Goal 4)</p>	<p><b>a.</b> (1) Research benefits and (2) conduct a feasibility study.</p> <p><b>b.</b> (3) See Goal 4</p>	<p><b>(1)</b> Spring 2018</p> <p><b>(2)</b> Spring/Summer</p> <p><b>(3)</b> See Goal 4</p>	HOS, Treasurer, President	TBD
<i>Increase non-government revenue</i>	<p><b>7.5 Identify outside sources to fund educational initiatives.</b></p> <p><b>a.</b> Define what % of government revenue should be reasonable to set a goal for outside funding.</p> <p><b>b.</b> Research feasibility of increasing/initiating: Fundraising, Grants, voluntary subscriptions, Investment/rental income, other options</p>	<p><b>a.</b> (1) Research and evaluate schools additional funding needs.</p> <p><b>b.</b> (2) Charge individual groups and committees to research specific areas of funding sources. (3) Meet to discuss findings and ideas. (4) Determine feasibility and person(s) responsible.</p>		HOS & Treasurer/ President	TBD

## Acronym Appendix:

**AMS-** American Montessori Society- A nonprofit, member-supported, professional organization with an aim to provide the leadership and inspiration to make Montessori a known branch of education. They oversee education and certification for teachers and schools.

**BOY-** Beginning of Year

**CEC-** Continuing Education Credits (*earned through attendance in PD and needed for license renewal*).

**CL-** Curriculum Ladder (*The curriculum ladders use statements from the Montessori Learning Continuum and are designed to help teachers think about the skills that are most important for each student, as they relate to the standards we are required to teach*).

**CLC-** Curriculum Ladder Committee (*Members represent each level and a variety of experience*).

**DPI-** Department of Public Instruction

**EOY-** End of Year

**GEDB-** Global Educator Digital Badge- A state-level designation recognizing your ability to develop students' capacity and disposition to understand and act on issues of global significance. Attained by schools who meet requirements.

**IC-** Instructional Coordinator

**Interventionist** - Assist schools by providing educational interventions and progress monitoring for students in addition to classroom lessons. (*Conducts one-on-one or small group remediation to assist the teacher*).

**Lexile-** The numeric representation of an individual's reading ability or a text's readability (or difficulty), followed by an "L" (Lexile)"

**MAP-** Measure of Academic Progress- Individualized assessment to determine the personal growth of individual children.

**MOY-** Middle of Year

**MTSS-** Multi-Tiered System of Support (*A system of tracking progress for all students*).

**NCVPS-** North Carolina Virtual Public (*Will begin use for Math 1*).

**NWEA-** North West Education Association- The company that created the MAP test.

**PD-** Professional Development

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**PLP-** Professional Learning Plan (*a set of purposeful, planned actions and the support system necessary to achieve the identified goals.*)

**Qualitative Assessment-** A means of gathering information about student learning that is integrated into the **teaching**-learning process. Results can be used to **assess** individual student performance, or they can be aggregated to provide information concerning the academic course. “Show me HOW you can apply, synthesize, evaluate, and design what you’ve learned.” Examples: essays, focus groups, scenarios, projects, case studies, artifacts, personal experiences, introspection, visual texts, portfolios, direct observation, role play or simulation, and so on.

**RIT-** Short for Rasch Unit- An estimation from a MAP test of a student's instructional level and, also measures student progress or growth in school.

**Vertical Planning-** A foundational tool in the development of teamwork and collaboration. In addition, the use of vertical teaming builds the instructional capacity and is very important in the quest to improve student learning. Looping levels and teaming up together in mixed specialized groups assists in this planning.

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