



Pacific Montessori Society

Selkirk Montessori School

Strategic Plan 2016 – 2019

For over 35 years Selkirk Montessori has focused on delivering an exceptional education program using the Montessori method. Our school is a nurturing environment, allowing students the opportunity to explore their interests in and outside of the classroom.

In order to promote and sustain Selkirk Montessori's exceptional learning community, a group composed of the board of directors, educators and the administration has engaged in a three-year strategic planning process. This process is critical to ensure continued excellence in academic programming, sustained staff development, retention and succession, financial stability for the school, and to enhance parent engagement and volunteerism within the school community.

The current strategic planning process has been informed by the results of the survey to the school community conducted in spring 2015 followed by a day-long strategic planning workshop with the board of directors, the administration, educators and parents and a governance review to ensure effective alignment of strategic priorities and oversight.

In addition to developing and updating policies and procedures and re-writing the bylaws to guide the governance and operation of the school, the strategic planning process identified five clear goals:

- Maintaining the school's identity through a focus on the Montessori Philosophy
- Addressing staff development, retention and succession
- Creating financial stability for the school
- Expanding volunteerism within the school community, and
- Ensuring programs continue to deliver the quality of education the school community values and expects.

The plan will ensure that we continue to grow and evolve as a school community while remaining faithful to the tenants of the Montessori approach. We appreciate the considerable input and feedback the board has received while developing the plan, and thank all those who made the plan possible.

Sincerely,

Philip Twyford
Chair, Selkirk Montessori Board of Directors

OUR GOALS

OUR OBJECTIVES

			Baseline	1 st Year	3 rd Year
1. Montessori Philosophy is our foundation	a.	Continue to ensure the staff has a unified understanding of the Montessori philosophy	N/A	Consistent across programs	Articulate each others' programs
	b.	Increase the information provided to parents and students about the Montessori philosophy	School Handbook, social media	Regular newsletter articles	Classroom and parent books and student program handbook (middle years), automated updates of website
	c.	Increase parent participation in educational opportunities	Rapidly decreasing numbers at parent orientation night as move through grade levels	Increased participation in parent orientation night (>75%)	>80% across the grades at Parent Orientation night; >50% at one other parent education night
	d.	Continue to provide mindful and meaningful Montessori professional development opportunities for staff	Montessori training for new staff	Minimum of one subsidized Montessori centred Professional Development Day a year	Re-instate Montessori conferences and observations at Montessori schools recognized for excellence in our areas of study
			Baseline	1 st Year	3 rd Year
2. Organizational retention and succession planning	a.	Stability in our staff	Staff with a diversity of skills; mobility between teachers and EA; teaching partners	Continued team teaching model and hiring of fully qualified teachers as aides; program focus over grade level; Board provides clear information on compensation planning	Continued team teaching model and hiring of fully qualified teachers as aides;; continued Board commitment to maintaining competitive working conditions
	b.	Administration is aware of staff member's annual and career goals	Informal; also addressed in teacher evaluations	Annual individual meeting with each staff member to determine goals	Admin is informed prior to Spring Break as to staff intentions (as can be predicted)
	c.	Succession management is in place to ensure ongoing operations of the school	Dual Administrative and Academic Head model, some procedures not documented	Identify key roles and begin to document key procedures identified in Governance Report	Formal succession management program is in place and policies and procedures are documented

			Baseline	1 st Year	3 rd Year
3 Rich and Robust volunteer engagement	a.	Recognizing the 10 year cycle of relationships, expand volunteer involvement and recognition	Transition year for personnel exiting	Monitor areas for volume gaps	Always have built-in second for roles or projects
	b.	Review board composition and update the bylaws as appropriate.	Have added an external volunteer to the Board	Identify opportunities for external involvement on the board especially in key skill areas (accounting, legal, education, policy)	Process for identifying and reviewing prospective board members has been developed and incorporated in the bylaws.
	c.	Monitor volumes of extra-curricular programs	Informal	High engagement and enrollment	Solicit independent leader resources and funds

			Baseline	1 st Year	3 rd Year
4 Financial Stability	a.	Financial stability is realized and aligned to the Montessori philosophy	Establish target for contingency fund	- Policy on compensation - Policy on financial management - Capital budgeting process in place	Sustained compensation strategy - 5% contingency fund realized, moving to 10%
	b.	Tuition fees are predictable, sustainable and provide for current and future operating costs	Gather research on comparative tuitions	Governance policy on tuition fees	3 year tuition plan is in place to provide direction to parents
	c.	Bursary program is transparent, sustainable and supports SMS strategic direction	Ad-hoc bursary program based on information in parent handbook	- Policy on bursary program - Financial budget targets for bursary program	Sustainable and transparent bursary program is in place, with fundraising to support program

			Baseline	1 st Year	3 rd Year
5 Balanced specialist and core programs, with high standards and opportunities for exploratory learning	a.	Maintaining a strong core curriculum - with adequate time to acquire skills and fully develop understanding	Strong core academic program with many enrichment opportunities and additional expert-led programming	Uniform 40 minute pull out block; back-to-back pullouts; revised French and Music schedules	Collaborative delivery with specialists where it makes sense; offer sufficient planning time for classroom teachers in plan and integrate
	b.	Comprehensive specialist programs	See schedule of subjects; We have specialists for: French, Music, Band, Musical Theatre, Outdoor Education, Technology, Physical Education	Integrated technology introduced grades 5-8; general review of specialist programs	Grade 3/4 integrated technology terms 2 and 3; continually revised technology program to reflect current research and classroom needs; continued exceptional performance
	c.	Opportunities for students to pursue personal and curricular	Immersion week for middle years;	Personal inquiry projects	Continue to review

	exploratory subjects	Genius hour; choice within limits, prepared environment		
d.	Collaborative planning of content of core subjects at each level - planning, work, and assessment	informal	Collaborative working documents of curriculum overviews	Curriculum overviews revised to reflect multi- subject integration
e.	High level of collaboration between classroom and specialist teachers	Integrated technology grades 5+,	Conversations to plan integration of one project with each of the specialty program projects by grade - specialists meet with each program	reflection of level and benefit/cost of integration.

Our Strategies

		Priority Strategy
1a	<ul style="list-style-type: none"> Create Professional development opportunities – internal collaborative and external – with resulting summaries for the newsletter 	
1b	<ul style="list-style-type: none"> Make Parent Orientation night mandatory 	
1c	<ul style="list-style-type: none"> Development of student projects to share with parents that highlight core components of Montessori that are embedded in our classroom i.e. Our peaceful classroom books; visual presentation for Open House about the middle-year program 	
1d	<ul style="list-style-type: none"> Raise and answer questions about your program at staff meetings 	
1e	<ul style="list-style-type: none"> Identify shared learning opportunities 	
1f	<ul style="list-style-type: none"> Annual visits for staff (and Board) to workshops, conferences, and schools of excellence in Montessori 	
1g	<ul style="list-style-type: none"> Annual Parent Education and Social night hosted by staff and Board (Learn and Glo?) 	
1h	<ul style="list-style-type: none"> Strengthen social media presence and develop an automated digital feed 	
2a	<ul style="list-style-type: none"> Strike a committee and develop a plan to examine progressive administrative models in Independent schools; research will determine course of action 	
2b	<ul style="list-style-type: none"> Annual March declaration of intent and career goals meeting 	
2c	<ul style="list-style-type: none"> Use information from annual career meetings to inform succession planning and retention 	
2d	<ul style="list-style-type: none"> Allow and encourage opportunities for career development in response to annual career meetings 	
2e	<ul style="list-style-type: none"> The Administrative Head and Administrative Staff document the procedures outlined in the Governance Report undertaken by the board and the procedures are reviewed by the board 	
2f	<ul style="list-style-type: none"> A succession management strategy for key roles is developed by 2017/18 and approved by the board, including any potential changes in organizational structure and staff roles 	
3a	<ul style="list-style-type: none"> Create space at SPG meetings to discuss volunteer opportunities 	
3b	<ul style="list-style-type: none"> Appointment of a volunteer coordinator on the SPG 	
3c	<ul style="list-style-type: none"> SPG representative reports to the board on a regular basis 	
3d	<ul style="list-style-type: none"> Newsletter blurb on ways to volunteer at the beginning of each school year 	
3e	<ul style="list-style-type: none"> Pair all volunteers to allow for succession planning 	
3f	<ul style="list-style-type: none"> Targeted list of short term volunteers that can be solicited as needed (similar to the hospitality committee list) 	
3g	<ul style="list-style-type: none"> Beginning of year volunteer lists are posted on the wall 	
3h	<ul style="list-style-type: none"> Create a committee to develop a new board appointment process 	
4a	<ul style="list-style-type: none"> Compensation Committee develops compensation policy and compensation framework for staff and teachers in conjunction with an independent third party expert in compensation for independent schools 	
4b	<ul style="list-style-type: none"> Tuition frameworks is developed that provides parents with expectation for tuition growth for 3 years on a rolling basis 	
4c	<ul style="list-style-type: none"> Bursary policy is developed by Bursary Committee and circulated for feedback that establishes a clear purpose for bursaries, is transparent, shows how the bursary program supports the school's mission and values, that is sustainable and affordable 	
4d	<ul style="list-style-type: none"> Financial management policies are reviewed by the board in 2016/17 to ensure they are current, meet best practice and reflect the current and future needs of the school. 	

4e	<ul style="list-style-type: none"> The Administrative Head and Administrative Staff document the procedures outlined in the Governance Report undertaken by the board and the procedures are reviewed by the board
4f	<ul style="list-style-type: none"> A succession management strategy for key roles is developed by 2017/18 and approved by the board, including any potential changes in organizational structure and staff roles
4g	<ul style="list-style-type: none"> Staff develop a five year rolling capital plan that addresses infrastructure and teaching requirements as part of the annual budgeting cycle.
4h	<ul style="list-style-type: none"> The board-reserved contingency fund is budgeted to increase each year over the next five years until the fund holds a reserve equal to 10% of the total operating budget, and a policy is developed for the management of the fund.

5a	<ul style="list-style-type: none"> Create a space and time for interested parties to develop a plan to steer integration and address program changes as the challenges and opportunities arise.
5b	<ul style="list-style-type: none"> With input from staff, establish a process (one staff meeting per month) for specialists and classroom teachers to collaborate on upcoming objectives and develop universal routines and expectations.
5c	<ul style="list-style-type: none"> One common planning prep a week for core classroom teachers to collaborate on integration of core subjects and develop multi-objective goals
5d	<ul style="list-style-type: none"> Identify staff who are able to step into an administrative role when the Administrative Head is away (see 2e)
5e	<ul style="list-style-type: none"> Develop a budget for specialist expenses
5f	<ul style="list-style-type: none"> Develop a budget for training of staff in “extra” disciplines i.e. Outdoor Ed, technology, arts integration
5g	<ul style="list-style-type: none"> Meet with specialist teams to review programs i.e. Grade 6 French