



# **Casa Esperanza Montessori**

a dual-language charter school and preschool community

## STRATEGIC PLAN

### CASA ESPERANZA MONTESSORI CHARTER SCHOOL AND PRESCHOOL

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Casa Esperanza Montessori Charter School  
Strategic Planning Sub-Committee

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## Mission Statement

Casa Esperanza Montessori, a public charter school and private preschool, uses Montessori philosophy and pedagogy in an English-Spanish dual-language environment. The Casa Esperanza community of families, educators and dedicated volunteers actively fosters enthusiasm for learning, independence, individual academic progress, cultural awareness, and social and emotional well-being.

## Vision statement

Our vision as a school is to foster Montessori philosophy while maintaining a balance with core curriculum guidelines and standards in a peaceful, bilingual learning environment. Each student at Casa will be treated as an individual with different talents, abilities, strengths, and needs by all stakeholders. Our response to the uniqueness of each student will include nurturing, guiding, and implementing varied, creative and developmentally appropriate instructional methods. Our vision for Casa Esperanza will be achieved when...

*our children reach their full potential as independent persons, with an empathetic, global perspective for bettering the earth and its community*

*our adults respect each other as individuals and recognize the need to strive for personal excellence and professional best practice*

*in theory and practice, we embrace new curriculum developments and technology compatible and commensurate with Montessori philosophy*

*the hallmark of our educational model is continuity across the school, resulting in student academic excellence and achievement*

*we become a model public Montessori, dual-language charter school highly regarded for its academic excellence, and for its contribution in actively serving and improving the community in which it operates*

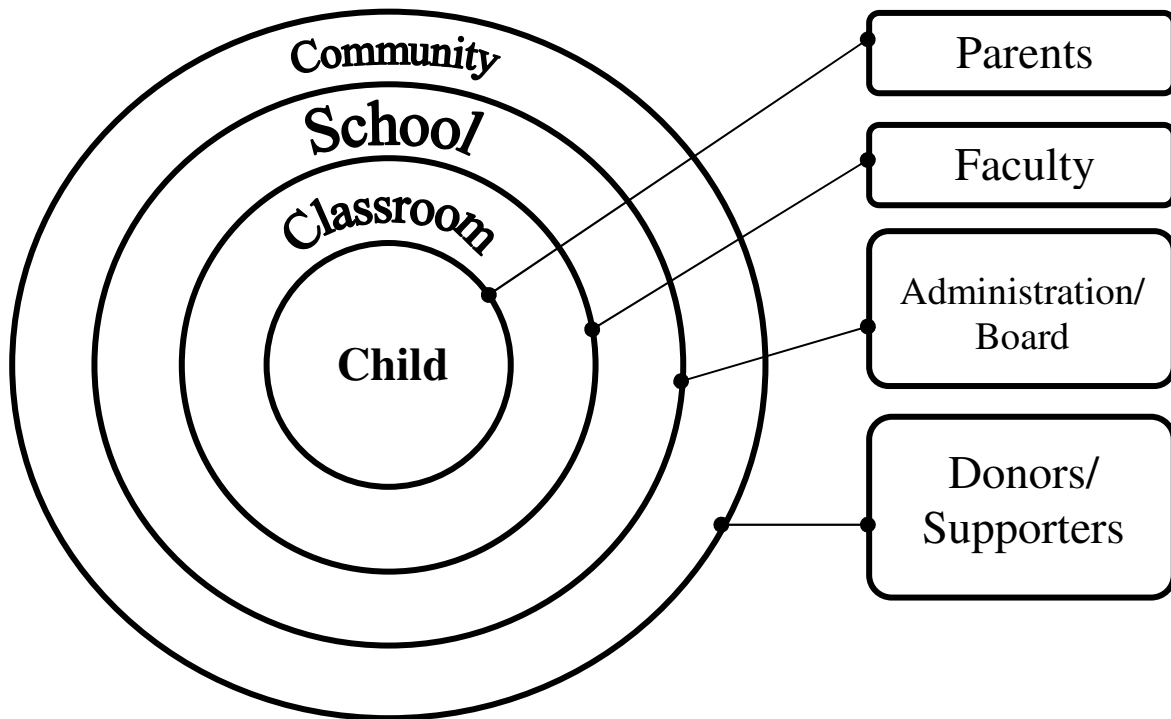
*we disseminate our model in support of other Montessori communities throughout the country*

*we become an on-site training center for bilingual Montessori and public school Montessori training center that is open to all inquiry, and offers instruction for all interested individuals, thereby both disseminating Montessori philosophy and preparing the next generation of teachers*

*we are financially secure enough to fund equitable salaries and, benefits, a preschool scholarship program, and a facility designed specifically for Montessori education with prepared indoor and outdoor environments*

### Statement of Values

Casa Esperanza Montessori Charter School and Preschool is a child-centered organization. All components of the school community support each other such that the ultimate outcome is the growth and development of the child.



### S.W.O.T - Strengths, Weaknesses, Opportunities and Threats

Strengths and Weaknesses are internal to the organization, Opportunities and Threats are external to the organization.

#### a. School Strengths

- The Montessori Model employed by the school provides growth for children across academic, social, emotional and multicultural domains
- Montessori philosophy is woven through the fabric of the entire school environment
- Dedicated parents
- On-going recruitment and training of faculty who:
  - have the capability and capacity to implement Montessori theory and pedagogy;
  - possess or are eligible to hold a North Carolina State teaching

license;

- have a commitment to Dual-language education; and
  - are multi-lingual
- Competitive salary and benefits schedule for faculty
  - On-going in-house professional development
  - Capable, dedicated, and flexible administration with strong commitment to Montessori theory and pedagogy and strong school operations
  - Board of Directors commitment to service, change, and school development
  - Sense of community expressed by faculty, families and children

b. School Weaknesses

- Socio-economic, cultural and lingual diversity
- Parental understanding of the school's program, philosophy, and teaching methods may cause initial enrollment even though school isn't congruent with family values/goals or may cause later discontent with the school
- School facility
- Some parents don't understand or feel comfortable with student assessment methods and reporting
- Developing school operations and procedures
- Developing Board of Directors

c. External Opportunities

- 10 Year Charter Renewal by the North Carolina State Board of Education
- Montessori is familiar and respected school model for the general population
- Local discontent with growth and reassignment in Wake County Public Schools
- Students attend Casa Esperanza Montessori tuition free
- Combination Montessori and Dual-language model is unique in the state and rare nation-wide
- North Carolina hosts one of largest Hispanic populations in the United States
- Current research supports Montessori and Dual-language education as

proven methods for student growth and achievement

d. External Threats

- Constraints of existing as a public school; regulations place strains on capacity of faculty and can be costly
- Funding is determined somewhat by local economic conditions and political climate
- No Child Left Behind
  - Requirements for High Qualified designation place a burden on our faculty
  - Testing requirements are not always aligned with Montessori theory and practice; outcomes may not accurately reflect student progress and only measure a few domains
- Charter school movement in North Carolina is weak and partisan; current leaders do not always reflect the philosophy and ideals of our school
- Families may enroll in our school who are not always suited to our program
- Small pool of potential faculty who have or are willing to meet all of the requirements to teach at Casa Esperanza

**Strategic Plan**

Goal #1 – All children at Casa Esperanza Montessori will demonstrate visible, measurable academic achievement and social development across all academic and psychological domains. In addition, all children will increase literacy or proficiency in both English and Spanish. Growth will be recognized by all parents, faculty, administration, the larger community as well as the children themselves.

Strategies:

- Maintain consistent and thorough implementation of Montessori theory and pedagogy throughout the school community.
- Evaluate academic achievement against normative and criterion measures (test scores + report cards) and adjust curriculum where necessary.
- Revise academic assessment process so that parents understand and are comfortable with their child's individual academic progress.
- Develop a strong program of parent volunteerism and education that builds on parent's perceptions of the school as a community.
- Find ways to engage members of the larger community in the daily life of the school.

- Pursue accreditation by the American Montessori Society.
- Educate parents about Montessori theories of assessment

Measures:

1. Annual Parent Survey
2. Individual student assessments
3. Terra Nova and North Carolina ABC's test scores
4. Student Surveys
5. Faculty Surveys
6. Evaluations by the Department of Public Instruction and other accrediting groups including the American Montessori Society.

Goal #2 – Build a diverse student body with regard to academic ability, socio-economic background, native language and cultural background. Demand will far exceed available space across demographic domains, and families who enroll will have appropriate understanding of the school's pedagogy and programs.

Strategies:

- Develop and implement a marketing program that reaches a variety of demographic groups through a variety of media and venues.
- Develop unique marketing strategies that seek out and inform groups that are not informed through traditional means.
- Develop and encourage common terminology and understanding by all members of the school community regarding the program and environment of Casa Esperanza Montessori.

Measures:

1. SIMS / NC WISE demographic reports
2. Annual Lottery
3. Marketing Reports
4. Annual Parent Survey

Goal #3 – All faculty are highly experienced and dedicated; faculty report high job satisfaction and turnover is low.

Strategies:

- Recruit faculty who have experience building new school programs.
- Create a collaborative environment of learning professionals.
- Create a work environment that rewards innovation and dedication.

Measures:

1. Annual Faculty Survey
2. Salary and benefits schedules for the school, the surrounding area, and the state.
3. Faculty Resumes
4. Professional Development Reports

Goal #4 - School operations are routine and efficient, providing the necessary means for community members inside and outside the school to be able to accurately evaluate the operation of the school.

Strategies:

- Develop additional routine policies and procedures that support the mission of the school.
- Strengthen financial management and reporting procedures.
- Recruit new Board members with appropriate financial and managerial backgrounds and skills.
- Continue to partner with outside consultants to increase the skill of the Board of Directors

Measures:

1. Body of documented school policies and procedures
2. Board of Directors Meeting Notes and Reports
3. Annual Fiscal Audit
4. Membership of the Board of Directors
5. Annual Parent Survey

Goal #5 – The facilities are appropriate for the operation of the school’s programs.

Strategies:

- Determine the parameters for an appropriate facility to implement the school’s mission for 350 students ages 3-12 by hiring a school facilities professional to develop a master program for the school. The master program should estimate costs for land acquisition, design, construction and furnishings.
- Determine if the school has a capability and capacity to undertake a capital campaign to build a new building or to acquire and renovate an existing site as an interim location.
- Develop and undertake a capital campaign.

Measures:

1. Master Program for future home of Casa Esperanza
2. Board Facilities Sub-Committee Reports
3. Capital Campaign Plan
4. Capital Campaign bank account balance

Goal #6 - A significant portion of the school’s fiscal framework is provided by outside sources that are willing to fund the mission and vision of the school on an ongoing basis.

Strategies:

- Create a fiscal development plan based on the daily operational needs of the school and future strategic goals.
- Determine if additional expertise is required in the form of a development director or from outside consultants.
- Determine appropriate fundraising methods for the identified needs, whether from private individuals, foundations or other granting agencies.
- Develop appropriate materials and background for use in development efforts.

Measures:

1. Documented Development Plan
2. Development Materials
3. Amount of Income

Goal #7 - All administrators, including the Head of School, Educational Administrators and Classified (non-educational) Administrators are annually evaluated to promote on-going dialogue, assessment and professional growth.

Strategies:

1. Board selects evaluation instrument for Head of School and meets with Head of School to set annual goals at the beginning of every year.
2. Board collects data and composes and shares an annual summative performance evaluation for the Head of School
3. Head of School collaborates with Human Resources Coordinator to select evaluation instruments for educational administrators and classified administrators.
4. Administrators meet with Head of School to set annual goals at the beginning of every year
5. Head of School or supervisor conducts data collection and job analysis
6. Head of School composes and shares an annual summative performance evaluation; if supervisor conducts evaluation, supervisor shares results with Head of School

Measures:

1. Head of School/Administrative job analysis
2. Interstate School Leaders Licensure Consortium (ISLLC) standards for school leaders
3. Evaluations includes measurement of school leader preparation, licensure/certification, induction, and professional development
4. Evaluation includes exploration and impact of non-cognitive factors (dispositions, attitudes, beliefs) on the quality of instruction, learning, and collegial relations.
5. National standards for administrators (human resources, business, financial)