9:00 1. OPEN SESSION

9:00 1.1. Call to order, roll call, establishment of quorum

Lauren Cohen (LC)  Plasha Fielding Will (PW)  Paul Gaucher (PG)  Bobbie Infelise (BI)
Valerie Josephson (VJ)  Kaustubh Khandelwal (KK)  Robert Lee (RL)  Sunder Ramaswamy (SR)
Christine Reed (CR)  Alastair Rodd (AR)  Chris Steinbruner (CS)  John Tilley (JT)

9:05 1.2. Roundtable discussion with ISM graduates on their ISM experience and impact on high school success

Ruby Sanchez, Roland Sanchez, Darius Watson, and Gabriel Devera shared their thoughts regarding the education they received from ISM and how it prepared them for their high school experience, all agreeing that they received outstanding academic preparation while the insulated, protective social environment of ISM made the transition to high school challenging. They also shared their college plans and provided recommendations on how to improve ISM.

9:35 1.3. Introduction of trustees

Trustees took turns introducing each other with an overview of family, board memberships, connection with the ISM mission and internationalism, how serving on the ISM Board impacts their lives, and passions and ambitions that shaped their lives.

9:50 1.4. Hearings and petitions

The public may comment on items within the Board's jurisdiction but not on the agenda. The Board may not respond except to ask clarifying questions. The length of comments may be limited to 3 minutes by the Chair and total time allotted to non-agenda items will be 10 minutes. The public may comment on agenda items at the time each item is considered by the Board with 10 minutes allotted per item.

None

10:00 1.5. Board self-assessment report

The board reviewed its annual self assessment (attached). CR suggested adding a systematic review process for programs.

10:15 1.6. Discussion & action items

1.6.1. Approve 2010-2014 Strategic Plan

SM reviewed underlying assumptions. Members discussed K-8 v K-12. SR asked if we have done cost-benefit. CS took the position that we cannot contemplate high school until Family Share reaches an expected threshold. PW asked if we can consider a private IB high school, and questioned what good it does to have K-8 if we don’t have high school. SR pointed out that IB interest has rocketed worldwide, and wondered why none of the students heard earlier in the morning are targeting tier one schools. SM posited that UCSC and Cal Poly are top-level schools in the public sector, which may be consistent with the fact that we operate in the public sector. CR pointed out that UC schools only look at SATs and GPAs except in the case of an athlete, which may be why sights are being set lower. PW suggested that we could pick up the torch of Marina HS being an IB school. SM suggested that the core question is whether this board wants to take on the 9-12 discussion itself, or offer support to others. Neli Volante (NV) indicated that the lack of parent/student interest led to the drop of the Marina HS IB plan. CS suggested that the real interest is in a high quality school, not necessarily IB. SR suggested the choice may be one of making K-8 outstanding versus good at K-12; regardless, if going to do it, we need to do it well. CR pointed out that the students heard earlier had all indicated a letdown in their educational opportunity when leaving ISM to a public high school. PW, VJ, CR, BI, and SR all volunteered to be on a committee to explore. PW asked for data regarding matriculation of our students. NV indicated that we have that data. PW would also like to see a survey of current parents regarding their interests. PG clarified that we need to be clear on the time commitment being made for board members and school administration. SM asked for clarification on whether the exploration would be under the auspices of this board, or board members working independently. LC suggested an initial feasibility study by a board committee.

SM requested board direction regarding focus of resources relative to academic and disciplinary performance, specifically asking if it is the intent of the school to provide more resources (e.g. time and money) to specific segments of students or to treat the full spectrum as equally as possible. VJ indicated that she would expect differentiated discussion. SR supported the idea of moving all students upward even those in the middle of the spectrum. Karen Kushel (Kak) pointed out that we did a better job back when we had more classroom aides. SM clarified that it really is about having a lens from the board to evaluate...
distribution of time and resources. CR suggested that local schools might provide some services free of charge as part of a service commitment; should consider helping families organize these themselves. CS says we probably all want more rigor, but that we need to know the costs; that we should change the main talking point about the school from small class sizes to rigor. PW asked if maybe classroom aides are not a luxury, but a priority. PW suggested that parent resources may be a cheaper option for high performance pullouts. PG asked how does this change what we do daily. NV suggested that we need better communication of rigor to parents during the application process. PG asked if it shows up in our programs and daily expectations. NV indicated that we do go over homework expectations but parents do not always understand that. EP clarified that a school can retain a student without parent consent, but that the child will not succeed without parent support. SR suggested that rigor may be a misleading word. JT pointed out that classroom aides are used to settle down classes versus challenge classes. CR spoke of her own experience with children on both ends of the needs spectrum. NV pointed out that our current classroom aides are general aides not “resource” teachers. LC offered that there are credentialed teachers who would take aide jobs to get their children in. SM framed the baseline question as one of three positions: equal application of resources across the spectrum, focus of resources on the high end, or focus on the low end. NV posited that the low-end students deserve the attention that will improve their performance. The board agreed that we need to stay true to our founding mission by setting high expectations, differentiated by ability, for each student, and focusing our resources with equanimity across the student spectrum without over-commitment of time, money, or other resources on any one segment of the student population.

12:30  3. RECONVENE TO OPEN SESSION

12:30  3.1. Board fundraising workshop led by Bill Lutz, alumni parent and professional fundraiser

Board ultimately has two responsibilities: fiduciary and fiscal. Strategic planning may happen at the board or staff level. Organizations need to continue to move forward or they go into stasis, whither, and get replaced. Board leading the process on fundraising is a de facto obligation. Can’t go out and ask for funding if you are not involved yourselves. Fundraising comes naturally for some. It is not hard. Number one reason people give is that they are asked. Need to have the will to ask. Go in positive, and you’ll come out positive. Donors give because they are educated not cajoled. ISM has a strong mission with a lot behind it. Telling stories is critical to success. Meeting needs creates the stories. How do you get the stories out there? Dollar per minute, the most efficient fundraising is individual asks. Rejection is the biggest challenge; accepting “no” is not personal. Don’t make assumptions, and get past the “no” to “when” and “how much.” A fundraiser is like a marriage broker bringing a donor and organization together. Every person on the board needs to have a role in the process. Find your place of discomfort.

PW asked for followup action plan. PW said we need to first answer the question of whether we’re a fundraising board or an operational board. CR pointed out that AR would say the same thing. CS took the position that the school is well run and that what is left for the board is to raise funds. CR suggested that there are specific actions such as sell a table at the gala or acquire an auction package. PW suggested that we are a hybrid board now moving into being a fundraising board. CS suggested that there a few who can make the ask, and that we need people who can make the introductions. LC suggested that everyone needs to have the tools, and that some will rise to the role of the fundraisers. PG pointed out that the move to a fundraising role means each board member needs to ask if that is the role they want to play. PW asked if we can find philanthropists as board members. CS suggested that it is a matter of getting a few philanthropists, and then drawing on the passions of others. CR suggested that there will still be a lot to do in the area of governance. SM suggested that passion about the organization is most critical. LC indicated it’s a matter of having the package for everyone. Development committee will plan the board role VJ, PW, CR, LC, and SR. SM committed that the staff will support with materials development and the close. CR suggested a “give it or get it” approach for parents, noting that this would be a shift in philosophy.

2:38  1.6. Discussion & action items (continued)

1.6.1. Approve 2010-2014 Strategic Plan (continued)

VJ suggested a buddy system for character development. CR recounted personal experience with a buddy system when she was in school. JT suggested that we add a community service requirement. CS raised concern about nutrition relative to our commitment to whole-child development; being from Salinas Valley wholeheartedly believes in fruits and vegetables. VJ mentioned that there are school programs. EP suggested that there is a tie to health education and physical education. SM suggested that the board make a governance decision and allow the administration to operationally implement. SM teed up the question of pursuing our own facilities. PW suggested that it really is a matter of exploring options. JT suggested that our first priority should be to extend our lease. CR suggested that we consider getting out of our comfort level, and that, if we stay, we need to invest in the facility. PW asked if it’s a
The mission of the International School of Monterey is to educate all children toward becoming conscientious, compassionate, and responsible citizens of the world.

<table>
<thead>
<tr>
<th>Time</th>
<th>Item</th>
</tr>
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<tbody>
<tr>
<td>1:30</td>
<td>3.2. Public comments on closed session items</td>
</tr>
<tr>
<td></td>
<td>The public may comment on closed session agenda items listed. The Board may not respond except to ask clarifying questions. The length of comments shall be limited to 3 minutes by the Chair, and total time allotted to closed agenda items shall be 10 minutes.</td>
</tr>
<tr>
<td></td>
<td>None</td>
</tr>
<tr>
<td>1:40</td>
<td>4. RECESS TO CLOSED SESSION</td>
</tr>
<tr>
<td></td>
<td>In accordance with Government Code, Sections 54950 - 54962, the Board must disclose the items to be discussed in closed session. This may be done by referring to the closed session agenda items as listed on the closed session agenda or by number on the agenda. After closed session, the Board shall report out actions taken in closed session as required by law, including members' vote and abstention.</td>
</tr>
<tr>
<td>1:40</td>
<td>4.1. Public appointment—International School of Monterey Board of Trustees</td>
</tr>
<tr>
<td>2:00</td>
<td>4.2. Public employment— International School of Monterey 2010-2011 staffing</td>
</tr>
<tr>
<td>2:20</td>
<td>4.3. Conference with real property negotiators—Property: various; Negotiator Sean Madden; Negotiating parties: ISM, various; Under negotiation: land acquisition</td>
</tr>
<tr>
<td>2:50</td>
<td>5. RECONVENE TO OPEN SESSION</td>
</tr>
<tr>
<td>2:55</td>
<td>5.1. Report of action taken in closed session</td>
</tr>
<tr>
<td></td>
<td>Appointed Cris Cabanillas as a member of the ISM Board of Trustees.</td>
</tr>
<tr>
<td>3:26</td>
<td>6. ADJOURNMENT— NEXT REGULAR MEETING: FEBRUARY 8, 2010</td>
</tr>
</tbody>
</table>

ISM works to make information and events accessible to all. Please direct requests for disability-related accommodation, including auxiliary aids or services, to info@ismonterey.org, 831-583-2165, or the school office.
ISM Trustee Survey

2010 Board Retreat
Mission Statement

Seeking to create a world of understanding, the International School of Monterey works to educate all students toward becoming conscientious, compassionate, and responsible citizens of the World.
Mission

Mission

4.00
3.50
3.00
2.50
2.00
1.50
1.00

3.18
3.73
3.36

1.00
2.00
3.00
4.00

All board members are familiar with the current mission statement?
The current mission statement is appropriate for the organization's role in the next two to four years?
The board's policy decisions and the organization's programs and services reflect the mission?

4-Completely 3-Very 2-Somewhat 1-Not &- N/A
What actions can be taken to improve the board's performance in this area?

- Repeat the mission at each board meeting. We link the strategic plan to agenda items, but don't often discuss the overall mission.
- Read the mission before we begin each Board meeting.
- Ensure that we support a curriculum that incorporates character development at all grade levels and support an environment of mutual respect between students, staff, and parents.
- Continue to focus on higher level governance, fundraising and profile building and not get too caught up with day to day admin duties.
- Provide a board orientation for new board members to ensure that incoming board members are aware of ISM programs and the overall mission.
- Review of the Mission Statement at the first Board meeting for each new Board member and to present a quick overview of how the school meets the mission.
- Have the mission statement recited at the beginning of each meeting.
- Review policy decisions over past three years (cull minutes) to assess the types of decisions we have been making and whether these affect the overall direction and emphasis on mission statement - cf in particular decisions on how we allocate our budget.
Executive

- A written job description clearly spells out the responsibilities of the chief executive: 3.64
- The board respects the responsibilities distinct to the chief executive: 3.55
- The board conducted its last search for a chief executive in a professional and competent manner: 3.09
- The board assesses the chief executive's performance in a systematic and fair way on a regular basis: 3.55

4-Completely 3-Very 2-Somewhat 1-Not &- N/A
What actions can be taken to improve the board's performance in this area?

- Not exactly sure. I am not clear about how the Director's performance is evaluated and who exactly is doing that. Also, no formal search was conducted so I'm not sure if this is something we need to do in the future.
- Insure that all new Board members meet with a mentor Board member to review these components of their Board responsibilities.
Program

- The board is knowledgeable about the organization's current programs and services: 2.73
- The board knows the strengths and weaknesses of each major program: 2.36
- The board periodically considers adopting new programs, and modifying or discontinuing current programs: 2.82

4-Completely 3-Very 2-Somewhat 1-Not & N/A
What actions can be taken to improve the board's performance in this area?

- I recommend that the ED make periodic reports to the BOD on specific programs and the success or failure of the programs.
- Since I am new, I have not seen a lot of new program adoptions yet. I would like to get more informed. I do feel there is scope for more new programs however.
- This responsibility probably varied quite a bit between parent and non parent board members. Non-parent board members are not given the same amount of info due to the fact they are not on campus regularly. This could be improved by an annual summary of programs the school hosts.
- It seems to me that the board has put much of the micro assessment in the hands of admin
- Continue the programmatic updates from the staff through short presentations to the board so all members are aware of the programs that are offered.
- Continue to present targeted short briefs on each program implemented at ISM that is tied to its budget and present a current use of funds related to the program implementation.
- A report in this regard quarterly.
- No systematic evaluation of school performance. Even the review of the California STAR tests is not systematic (by grade subject and overtime). We rarely assess or review indicators that assess not academic programs. We do not evaluate if a decision taken by administration or Board contributes to our mission.
Fundraising

4-Completely
3-Very
2-Somewhat
1-Not & N/A

Fundraising

<table>
<thead>
<tr>
<th>Category</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>The board understands the fundraising strategy for the organization?</td>
<td>2.64</td>
</tr>
<tr>
<td>The board provides financial support to the organization on an annual basis?</td>
<td>3.09</td>
</tr>
<tr>
<td>Board members actively ask others in the community to provide financial support to the organization?</td>
<td>2.27</td>
</tr>
<tr>
<td>The board has a clear policy on the individual board member's responsibility to raise money?</td>
<td>2.27</td>
</tr>
</tbody>
</table>
What actions can be taken to improve the board's performance in this area?

- I would like to see more involvement by the board. We seem to delegate fundraising to the foundation and don't involve all board members.
- We need a clear, written, fundraising policy/strategy with responsibilities for each board member clearly delineated.
- Have a program in place to fundraise in the community at-large, not just the school community.
- Need to focus more on this.
- Continue to provide Board members with information related to opportunities to contribute to fundraising efforts for the school.
- I have always been unclear in this area. I was never advised of a contribution before joining the board. I would like to know more about what is expected.
- We are a parent Board not a fund raising Board. The two, though not mutually exclusive, are often not aligned. If the Board is expected to be a Fundraising Board then its membership needs to be radically revised. I am not convinced that a "fundraising" Board is the way to go and disagree with the first statement of this responsibility.
Finance

The board discusses thoroughly the annual operating budget of the organization before approving it? 3.09

The board takes advantage of the budget process to consider the most effective allocation of limited resources? 2.64

The board receives financial reports on a regular basis that are understandable, accurate, and timely? 2.09

The board requires an annual audit and considers all recommendations made in the independent auditor's report and management letter? 3.82

4-Completely 3-Very 2-Somewhat 1-Not &- N/A
What actions can be taken to improve the board's performance in this area?

- Regular financial reporting is a goal that is currently being worked on.
- I can contribute more on the budgeting process towards effective allocation of resources.
- Current and accurate financial reporting is mandatory and missing.
- The board needs to be receiving monthly financial statements on a regular basis. The reporting has been spotty.
- Continue to tie budget information to current expenditures for operations, personnel, and programs, along with projections of adequacy of cash flow to meet all fiduciary obligations.
- Reporting to the board has been weak and inconsistent...hard to follow. I believe that is currently being addressed.
- This process is very confusing to me. I know the reports are being modified, but it seems that our financial people regularly have complaints.
- Still waiting on the budget by program that differentiates operating and program costs and allows an assessment of the cost of in-kind and financial support to the school. Unclear how discretionary funding is allocated or how personnel decisions and the impact of those choices contribute to the mission.
Planning

The board focuses much of its attention on long-term, significant policy issues rather than short-term administrative matters? 2.64

The board has a strategic vision of how the organization should be evolving over the next three to five years? 3.27

The board periodically engages in a strategic planning process that helps it consider how the organization should meet new opportunities and challenges? 3.27
What actions can be taken to improve the board's performance in this area?

- I for one could use the strategic plan much more effectively and I need to refer to it more often
- Use Board retreat to target the plan to implement the strategic vision over the next 3 years.
- Application of strategic plan priorities in budget and policy approval decisions. Clear signal to administration on where time needs to be allocated
Trustee

The board currently contains a sufficient range of expertise and experience to make an effective governing body? 3.27
The board has an effective process to identify the characteristics that new board members should bring to the organization? 3.45
The board regularly identifies candidates who offer the characteristics needed to strengthen board composition? 3.55
The board provides new board members with a thorough orientation that includes board member responsibilities and important program and administrative information? 2.55

4-Completely 3-Very 2-Somewhat 1-Not & N/A
What actions can be taken to improve the board's performance in this area?

• We need to focus on the community fund raising of the board. We need board members who swim in the giving circles, versus board members who simply can make their own contribution.

• Need to improve orientation - have something more formal than just the packet to introduce new members to their responsibilities and to delineate expectations.

• Assign a Board mentor to each new member as a go to person for questions and review of information.

• Our process for orienting new board members had room for improvement, but I believe that is being addressed currently as well.

• Are we all in agreement as to what the Board should look like. We lure prospective parents - but we don't look to the big money. I am comfortable with that approach but is everyone expecting large financial contributions from Board members and Board members to be seeking grants? If so, we need to revise the process for attracting Board members away from parents and toward philanthropists.
Staff

<table>
<thead>
<tr>
<th>Staff</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>The respective roles of the board and staff are clearly defined and understood?</td>
<td>3.18</td>
</tr>
<tr>
<td>A climate of mutual trust and respect exists between the board and chief executive?</td>
<td>3.64</td>
</tr>
<tr>
<td>The board gives the chief executive enough authority and responsibility to lead and manage the organization successfully?</td>
<td>3.55</td>
</tr>
<tr>
<td>The board has adopted adequate policies for staff selection, training, promotion, and grievance procedures?</td>
<td>3.00</td>
</tr>
</tbody>
</table>

4-Completely 3-Very 2-Somewhat 1-Not &- N/A
What actions can be taken to improve the board's performance in this area?

- Would like to hear from Eric P. on programs and staff issues occasionally.
- Need clear policy or plan for staff selection, retention, pay scales.
- Staff roles are still a work in progress
- Insure that conflicts of interest in personnel issues do not cause potential problems for the organization, as well as budgetary issues for the payment of personnel.
- Not sure we have a clear staff recruitment process
Sales & Promotion

- The board has approved an effective marketing and public relations strategy for the organization? (2.00)
- Board members talk about the organization to key people? (3.00)
- The board understands who can serve as the official spokesperson for the organization? (3.00)

4-Completely 3-Very 2-Somewhat 1-Not &- N/A
What actions can be taken to improve the board's performance in this area?

- This organization badly needs a message that speaks to the community (versus to just our local school community.) This is the first step in expanding our fundraising. The family share program has a limited ability to grow, so we will need to begin to focus outside of our families.
- Continue expanding our relationships with key community organizations and educational institutions
- Not aware of a public relations strategy.
- Continue to review outreach opportunities for Board members at each Board meeting.
- I would like more information in this area. Has been a source of confusion.
- Who made this a responsibility of the Board? Should it be? Do we need to market ourselves more? Why and for what?
Board Logistics

Board Logistics

- Board members are familiar with the bylaws?
  - 2.36
- Board members receive clear and succinct agendas and supporting written material sufficiently prior to board and committee meetings?
  - 3.27
- Committee assignments reflect the interests, experience, and skills of the board members?
  - 3.18
- Board and committee meetings are well organized, productive, and make good use of board member's time?
  - 3.27

4-Completely 3-Very 2-Somewhat 1-Not & N/A
What actions can be taken to improve the board's performance in this area?

- Finance needs to start having regular meetings. These might be via phone. However, we need to start with timely financial reporting.
- Still need to complete and pass a board policy document
- I am not familiar with the bylaws.
- Review By-laws periodically for all Board members to insure that all responsibilities are current for the effective operation of the school.
- Better delegation. The Board chair takes on too much and appears overwhelmed and frustrated much of the time.
Risk Management

The board has approved a policy to enable the organization to manage and reduce risks to a tolerable level? - 2.10
The board has an adequate amount of liability insurance to cover board members and staff in the event of lawsuits filed against them as individuals or against the organization as a whole? - 2.00
The board periodically reviews all of the insurance carried by the organization to ensure that it is adequate and competitively priced (e.g. directors and officers, general liability, workers compensation)? - 1.80

4-Completely 3-Very 2-Somewhat 1-Not &- N/A
What actions can be taken to improve the board's performance in this area?

• I am unfamiliar with our insurance policies and the process we go through to buy them.
• I'm not familiar with these issues as they relate to the board.
• Unaware of insurance coverage for the school and board members. Would like to receive a summary of all policies along with a summary of all terms, coverage limits, etc.
• Review this area periodically with the Board to update members on changes in policies and/or coverage for the school and its employees and Board members.
• Would like to know more about these issues. The fact that I can't answer these questions suggest it might be an area to address
What issues should occupy the board's time and attention during the coming year or two?

- "Budget. How do we deal with the state funding problems and maintain our programs and quality. Fundraising and messaging. How to we go out to the larger community for fundraising?"
- Long term strategic planning
- Setting benchmarks for academic excellence in comparison with the best in the world education systems (like Singapore).
- Are we going to grow any larger and effect more students in Monterey County?
- 1) Fundraising strategy, 2) Teacher development, retention, pay scales 3) Expanding community connections
- Continued curriculum development, especially language, grant writing, teacher development
- please see one of the above comments on this point
- Look into the possibility of increased class sizes or the amount classes due to closures in MPUSD.
- Charter Renewal, lease renewal, long term plan adopted.
- Managing the impact of the States financial crisis
How can the board's organization or performance be improved in the next year or two?

• More committee work.
• I think things are moving in the right direction and with proper board prospect research, training and clarity the board will continue to become stronger and more efficient.
• Committee chairs hold themselves accountable for producing their stated goals and provide timely reporting.
• more visibility, fund raising success
• Review committee assignments semi-annually and ensure that all are aware of board terms and overall board members expectations.
• Review of Board responsibilities for budget oversight and policy development.
• "Better understanding of roles and duties. Better follow up with assignments. Organized financial information and goals."


What other comments or suggestions would you like to offer related to the board's performance?

- Congratulations to the selection committee for their selection of current new members.
- The board chair takes on a great deal of work and responsibility. He seems short with and condescending to the other board members sometimes during meetings. I am uncertain of the solution.
Possible areas for new or adjusted priorities

- Program knowledge and program assessments
- Fundraising
- Financial reporting
- Budget Process
- Long term planning
- Board orientation
- Marketing and promotion - strategy & tactics
- Bylaws
- Risk management
## Individual Personal Assessments

<table>
<thead>
<tr>
<th>How satisfied are you that you:</th>
<th>T1</th>
<th>T2</th>
<th>T3</th>
<th>T4</th>
<th>T5</th>
<th>T6</th>
<th>T7</th>
<th>T8</th>
<th>T9</th>
<th>T10</th>
<th>T11</th>
<th>T12</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand the organization's mission?</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>3.7</td>
</tr>
<tr>
<td>Support the mission?</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>4</td>
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<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>3.8</td>
</tr>
<tr>
<td>Have a good working relationship with other board members and with the chief executive?</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>3.6</td>
</tr>
<tr>
<td>Are knowledgeable about the organization’s major programs and services?</td>
<td>3</td>
<td>4</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>N/A</td>
<td>3.2</td>
</tr>
<tr>
<td>Follow trends and important developments in the organization's substantive field of interest?</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>N/A</td>
<td>3.2</td>
</tr>
<tr>
<td>Assist in fundraising by, for example, identifying prospective donors, personally asking others to make a contribution, or signing thank-you letters to contributors?</td>
<td>3</td>
<td>N/A</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td>2.5</td>
</tr>
<tr>
<td>Give a significant annual gift to the organization commensurate with your personal circumstances?</td>
<td>4</td>
<td>N/A</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>3.1</td>
</tr>
<tr>
<td>Read and understood the organization's financial statements?</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td>3.3</td>
</tr>
<tr>
<td>Act knowledgeably and prudently when making recommendations about how the organization's funds should be invested or spent?</td>
<td>4</td>
<td>N/A</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td>4</td>
<td>3.4</td>
</tr>
</tbody>
</table>
## Individual Personal Assessments

<table>
<thead>
<tr>
<th>How satisfied are you that you:</th>
<th>T1</th>
<th>T2</th>
<th>T3</th>
<th>T4</th>
<th>T5</th>
<th>T6</th>
<th>T7</th>
<th>T8</th>
<th>T9</th>
<th>T10</th>
<th>T11</th>
<th>T12</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus your attention on long-term and significant policy issues rather than short-term administrative matters?</td>
<td>3</td>
<td>4</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>3.2</td>
</tr>
<tr>
<td>Recommend qualified individuals with relevant skills and experience as possible nominees for the board?</td>
<td>3</td>
<td>N/A</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td></td>
<td>2.8</td>
</tr>
<tr>
<td>Prepare for and participate at board and committee meetings, as well as other activities of the organization?</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td></td>
<td>3.5</td>
</tr>
<tr>
<td>Willingly volunteer and use your special skills to further the organization's mission?</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>3.3</td>
</tr>
<tr>
<td>Complete all assignments in a responsible and timely manner?</td>
<td>3</td>
<td>N/A</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td></td>
<td>2.8</td>
</tr>
<tr>
<td>Take advantage of opportunities to enhance the organization's public image by periodically speaking to leaders in the community about the work of the organization?</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>N/A</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>N/A</td>
<td>3.6</td>
</tr>
<tr>
<td>Respect the confidentiality of the board’s executive sessions?</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td></td>
<td>3.9</td>
</tr>
</tbody>
</table>
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<table>
<thead>
<tr>
<th>How satisfied are you that you:</th>
<th>T1</th>
<th>T2</th>
<th>T3</th>
<th>T4</th>
<th>T5</th>
<th>T6</th>
<th>T7</th>
<th>T8</th>
<th>T9</th>
<th>T10</th>
<th>T11</th>
<th>T12</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speak for the board or organization only when authorized to do so?</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>N/A</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>3.5</td>
</tr>
<tr>
<td>Suggest agenda items for future board and committee meetings?</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td>3</td>
<td>3.0</td>
</tr>
<tr>
<td>Advise and assist the chief executive when your help is requested?</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>N/A</td>
<td>3</td>
<td>3.6</td>
</tr>
<tr>
<td>Avoid burdening the staff with special requests for special favors?</td>
<td>4</td>
<td>N/A</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>3.7</td>
</tr>
<tr>
<td>Ensure that any communication with the staff below the chief executive does not undermine the relationship between the chief executive and the staff?</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>N/A</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>3.6</td>
</tr>
<tr>
<td>Avoid, in fact and in perception, conflicts of interest that might embarrass the board or the organization, and disclose to the board in a timely manner any possible conflicts?</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>3.8</td>
</tr>
<tr>
<td>Are heard and considered when you give your opinions and views?</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>3.5</td>
</tr>
<tr>
<td>Find serving on the board to be a rewarding experience?</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>3.8</td>
</tr>
</tbody>
</table>
Strategic Plan
2010 – 2014
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Overview

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

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

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

Reporting & Assessment
To ensure constant monitoring of progress toward achieving strategic plan objectives, the school administration includes regular strategic plan updates in reports at monthly Board meetings. The administration also completes a comprehensive assessment of progress each fall prior to initiation of the strategic plan renewal process.

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

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

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

Publication
ISM publishes the current version of the plan each February following approval by the Board at its annual retreat in January. These annual versions are posted to the ISMonterey.org website.
ISM also presents current planning information in the strategic planning section of the ISMonterey.org website along with regular reports on progress toward achieving current priorities.
Finally, the school publishes and promotes mechanisms for stakeholders to get involved both in ongoing planning and in action around current priorities.
Process

Goals for the Process

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

1) Adopt a five-year plan that maps long-term strategic commitments, medium- to long-term strategic outcomes, and short-term strategic priorities.

2) For each strategic priority, specify a party responsible for oversight including creation and implementation of related action plans that outline operational tactics and specify timelines.

3) Create a usable reference that will guide virtually all decisions by trustees and school administrators.

4) Reaffirm—or revise as appropriate—the school’s mission, vision, and other identifiers as foundations for strategic planning.

5) Identify persistent, challenging issues, and constructively and effectively address each.

6) Provide ISM Community members with multiple opportunities for input, both direct and through representation.

7) Unite members of the ISM Community around common purposes, and excite them about their roles in the future of the school.

8) Solidify an open, respectful, and productive relationship among the ISM trustees and the school faculty, staff, administration, and families.
Foundations

Glossary

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

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

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

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

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

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

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

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

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

**Indicators**
How we know we have successfully fulfilled a priority

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

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

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

**Articulation**
Vertical alignment; coordination of curriculum and/or instruction for a single subject across all grade levels or a specified range of grade levels
Planning Assumptions & Parameters

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

Governance

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

Educational Program

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

Finance/Resources

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

School Identity

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

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

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

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

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

As a general guideline, the planners agreed that the plan should list no more than 25 immediate priorities for any year given the limited human and fiscal resources available to address them. Subsequently, the 2010 Strategic Advisory Team recommended a much shorter list of no more than 15 priorities. As a result, many strategic outcomes do not have immediate priorities listed beneath them. This does not mean that those outcomes are not as important or that they have already been fully achieved. Rather it indicates that other outcomes require more immediate action. As we add new priorities to the plan each year, we will eventually target further progress toward all outcomes through those priorities.

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

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

Commitment 1. Comprehensive, International Educational Program

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

Indicators

1.a. ISM students score well above district, county, and state averages on state tests.

1.b. ISM students score favorably in comparison to other international school students on international tests.

1.c. ISM alums rate themselves strongly for the traits listed above when completing self-evaluations during their 9th grade year.

1.d. ISM alums score strongly for the traits listed above when rated by their ninth grade teachers.

1.e. ISM receives and maintains accreditation by the Western Association of Schools and Colleges and the Council of International Schools.

1.f. Other third-party validators rate ISM’s curriculum, teaching, and learning highly.

1.g. Annually, all stakeholder groups rate performance on each outcome under this commitment as adequate or above (school report card).

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1.e. ISM receives and maintains accreditation by the Western Association of Schools and Colleges and the Council of International Schools.

1.f. Other third-party validators rate ISM’s curriculum, teaching, and learning highly.

1.g. Annually, all stakeholder groups rate performance on each outcome under this commitment as adequate or above (school report card).
Outcome 1.1. ISM fosters internationalism throughout the curriculum.

2010 PRIORITIES

1.1.1. Choose and begin to implement one or more curriculum models (e.g. Primary Years Program [PYP] and Middle Years Program [MYP] of the International Baccalaureate [IB]; International Primary Curriculum [IPC]).

Oversight: Principal & Head of Academics

Outcome 1.2. ISM incorporates character development into the curriculum.

2010 PRIORITIES

1.2.1. Build a schoolwide character culture aligned with ISM’s mission to educate all students toward becoming conscientious, compassionate, and responsible citizen of the world.

Oversight: Director

Outcome 1.3. The ISM curriculum aligns with state standards.

Outcome 1.4. The ISM educational program includes regular, quality instruction in the arts, language arts, math, physical education, science, second/foreign language, and social studies, with technology instruction integrated across all subjects.

2010 PRIORITIES

1.4.1. Articulate grade-level performance benchmarks for Spanish listening, speaking, reading, and writing abilities differentiated for various student cohorts based on entry point into ISM, years of formal Spanish instruction, and native language; assess current performance relative to these benchmarks; and implement a plan to close any gaps and ensure ongoing achievement of the targets.

Oversight: Principal & Head of Academics

Outcome 1.5. The ISM curriculum works cohesively both within and across grade levels.

2010 PRIORITIES

1.5.1. Adopt and implement a homework policy that details expectations, guides coordination among homeroom and specialist teachers, and ensures a steady grade-level-appropriate homework load.

Oversight: Principal & Head of Academics

Outcome 1.6. ISM achieves best practices through inquiry-driven instruction and focus on understanding.

Outcome 1.7. Teachers differentiate instruction to meet the individual needs of students.

Outcome 1.8. ISM uses rigorous, well-defined assessment practices in all subject areas as the basis for academic program decisions.

2010 PRIORITIES

1.8.1. Conduct regular, directed, and comprehensive student assessment, track related data, and use that data to direct teaching and learning and guide school decisions.

Oversight: Principal & Head of Academics

Outcome 1.9. The educational program includes cocurricular and extracurricular activities that fit with the school’s identity.
Commitment 2: Efficient Development and Management of Resources

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

Indicators

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

Outcome 2.1. ISM is financially solvent and follows a sustainable budget model.

Outcome 2.2. ISM clearly articulates fundraising strategies and programs, including ISM Foundation, grant writing, matching funds, community collaborations, and direct donations.

2010 PRIORITIES

2.2.1. Coordinate all fundraising activities through a comprehensive fundraising plan.
  Oversight: Interim Director

Outcome 2.3. ISM has the instructional books, materials, supplies, and technologies necessary to achieve adopted curriculum goals.

2010 PRIORITIES

2.3.1. Revise the ISM technology plan to guide effective technology staffing; acquisition and implementation of appropriate hardware and software, systems adoption and integration, and teaching and learning spaces; and integration of technology learning outcomes into the curriculum.
  Oversight: Interim Director

2.3.2. Develop and begin to implement a plan detailing strategies to reduce paper use and related costs; to ensure an efficient and effective approach to printing and copying; and to determine whether to purchase multiple copies of materials, to reproduce them, or to distribute them digitally.
  Oversight: Interim Director

Outcome 2.4. ISM has appropriate facilities for instruction and school management.

Outcome 2.5. ISM employs diverse and talented professionals who fulfill the schools operational and curriculum goals.

2010 PRIORITIES

2.5.1. Attract, hire, and retain high quality teachers and non-teaching staff.
  Oversight: Interim Director

Outcome 2.6. ISM facilitates ongoing evaluations relative to articulated job descriptions.

Outcome 2.7. ISM augments its resources by collaborating with community partners.

Outcome 2.8. ISM teachers receive the support necessary to deliver quality, international education.

2010 PRIORITIES

2.8.1. Maintain a sustainable, low-cost professional development plan that addresses the needs and interests of teachers, supports all components of the curriculum, and follows best practices.
  Oversight: Principal & Head of Academics
Commitment 3: Clear Governance and Operations Structures

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

Indicators

3.a. All required and expected policies and procedures have been posted online and on site.

3.b. ISM receives and maintains accreditation by the Western Association of Schools and Colleges and the Council of International Schools.

3.c. Annually, all stakeholder groups rate performance on each outcome under this commitment as adequate or above (school report card).

Outcome 3.1. ISM reviews and maintains practical, usable policies and procedures that comply with the California Education Code and other applicable requirements, including those for:
- The Board of Trustees
- Charter development, renewal, and monitoring
- Student and staff conduct and discipline
- Safety and crisis management
- Strategic planning
- The School Site Council
- Student support services

2010 PRIORITIES

3.1.1. Complete all steps necessary for timely renewal of the ISM Charter and related MOUs, determining and negotiating desired changes, and ensuring ongoing compliance with all of their terms both before and after renewal.

Oversight: Interim Director

3.1.2. Establish comprehensive policies, procedures, and systems for school safety, emergency preparedness, crisis management, and facilities security.

Oversight: Operations & HR Manager

Outcome 3.2. ISM has an organizational structure with clearly defined roles and responsibilities within an articulated chain of command.

Outcome 3.3. ISM has efficient and compliant data management processes.

Commitment 4: Exemplary Communications and Relations

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

Indicators

4.a. Administrative reports indicate year over year growth in the number of beneficial relationships established by ISM.

4.b. ISM receives and maintains accreditation by the Western Association of Schools and Colleges and the Council of International Schools.

4.c. Annually, all stakeholder groups rate performance on each outcome under this commitment as Adequate or above (school report card).

Outcome 4.1. ISM has an active parent community.
Outcome 4.2. The various groups within the ISM Community effectively communicate with each other on a regular basis.

2010 PRIORITIES

4.2.1. Through effective communication, increase stakeholder understanding of ISM plans, policies, and procedures as well as utilization of available school services.

Oversight: Interim Director

Outcome 4.3. ISM has effective working relationships with associated school districts and educational agencies.

Outcome 4.4. ISM communicates effectively with its surrounding community.

Outcome 4.5. ISM has meaningful links with other international schools.

Outcome 4.6. ISM has significant community partnerships that reflect and support school priorities, particularly internationalism.

Outcome 4.7. All school stakeholders possess a deep sense of school pride.

Outcome 4.8. The ISM board and administration make their decision making transparent through effective communication to the ISM Community and other stakeholders.
2010 Strategic Priorities One-Pager

This listing of our 2010 strategic priorities extracts them from the strategic plan’s comprehensive listing of commitments, outcomes, and priorities to provide a simple one-page reference. The oversight party appears parenthetically at the end of each priority.

1.1.1. Choose and begin to implement one or more curriculum models (e.g. Primary Years Program [PYP] and Middle Years Program [MYP] of the International Baccalaureate [IB]; International Primary Curriculum [IPC]). (Principal & Head of Academics)

1.2.1. Build a schoolwide character culture aligned with ISM’s mission to educate all students toward becoming conscientious, compassionate, and responsible citizen of the world. (Interim Director)

1.4.1. Articulate grade-level performance benchmarks for Spanish listening, speaking, reading, and writing abilities differentiated for various student cohorts based on entry point into ISM, years of formal Spanish instruction, and native language; assess current performance relative to these benchmarks; and implement a plan to close any gaps and ensure ongoing achievement of the targets. (Principal & Head of Academics)

1.5.1. Adopt and implement a homework policy that details expectations, guides coordination among homeroom and specialist teachers, and ensures a steady grade-level-appropriate homework load. (Principal & Head of Academics)

1.8.1. Conduct regular, directed, and comprehensive student assessment, track related data, and use that data to direct teaching and learning and guide school decisions. (Principal & Head of Academics)

2.2.1. Coordinate all fundraising activities through a comprehensive fundraising plan. (Interim Director)

2.3.1. Revise the ISM technology plan to guide effective technology staffing; acquisition and implementation of appropriate hardware and software, systems adoption and integration, and teaching and learning spaces; and integration of technology learning outcomes into the curriculum. (Interim Director)

2.3.2 Develop and begin to implement a plan detailing strategies to reduce paper use and related costs; to ensure an efficient and effective approach to printing and copying; and to determine whether to purchase multiple copies of materials, to reproduce them, or to distribute them digitally. (Interim Director)

2.5.1. Attract, hire, and retain high quality teachers and non-teaching staff. (Interim Director)

2.8.1. Maintain a sustainable, low-cost professional development plan that addresses the needs and interests of teachers, supports all components of the curriculum, and follows best practices. (Principal & Head of Academics)

3.1.1. Complete all steps necessary for timely renewal of the ISM Charter and related MOUs, determining and negotiating desired changes, and ensuring ongoing compliance with all of their terms both before and after renewal. (Interim Director)

3.1.2. Establish comprehensive policies, procedures, and systems for school safety, emergency preparedness, crisis management, and facilities security. (Operations & HR Manager)

4.2.1. Through effective communication, increase stakeholder understanding of ISM plans, policies, and procedures as well as utilization of available school services. (Interim Director)
2009 Priorities Listed by Oversight Party

This listing of our 2008 strategic priorities extracts them from the plan’s comprehensive listing of strategic commitments, outcomes, and priorities to group them by assigned oversight party.

Interim Director

1.2.1. Build a schoolwide character culture aligned with ISM's mission to educate all students toward becoming conscientious, compassionate, and responsible citizen of the world.

2.2.1. Coordinate all fundraising activities through a comprehensive fundraising plan.

2.3.1. Revise the ISM technology plan to guide effective technology staffing; acquisition and implementation of appropriate hardware and software, systems adoption and integration, and teaching and learning spaces; and integration of technology learning outcomes into the curriculum.

2.3.2 Develop and begin to implement a plan detailing strategies to reduce paper use and related costs; to ensure an efficient and effective approach to printing and copying; and to determine whether to purchase multiple copies of materials, to reproduce them, or to distribute them digitally.

2.5.1. Attract, hire, and retain high quality teachers and non-teaching staff.

3.1.1. Complete all steps necessary for timely renewal of the ISM Charter and related MOUs, determining and negotiating desired changes, and ensuring ongoing compliance with all of their terms both before and after renewal.

4.2.1. Through effective communication, increase stakeholder understanding of ISM plans, policies, and procedures as well as utilization of available school services.

Principal & Head of Academics

1.1.1. Choose and begin to implement one or more curriculum models (e.g. Primary Years Program [PYP] and Middle Years Program [MYP] of the International Baccalaureate [IB]; International Primary Curriculum [IPC]).

1.4.1. Articulate grade-level performance benchmarks for Spanish listening, speaking, reading, and writing abilities differentiated for various student cohorts based on entry point into ISM, years of formal Spanish instruction, and native language; assess current performance relative to these benchmarks; and implement a plan to close any gaps and ensure ongoing achievement of the targets.

1.5.1. Adopt and implement a homework policy that details expectations, guides coordination among homeroom and specialist teachers, and ensures a steady grade-level-appropriate homework load.

1.8.1. Conduct regular, directed, and comprehensive student assessment, track related data, and use that data to direct teaching and learning and guide school decisions.

2.8.1. Maintain a sustainable, low-cost professional development plan that addresses the needs and interests of teachers, supports all components of the curriculum, and follows best practices.

Operations & HR Manager

3.1.2. Establish comprehensive policies, procedures, and systems for school safety, emergency preparedness, crisis management, and facilities security.
International School of Monterey

Vision
A world of understanding

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

Academic Commitments
Internationalism ► Inquiry ► Understanding ► Success

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

Who We Are
A successful school created to…
► Bring worldclass international education to a public school setting.
► Integrate best practices, established standards, and an international curriculum.
► Maintain a multicultural environment that advances understanding of and respect for all.
► Promote strong partnerships among school, home, and community.

Outstanding teachers who…
► Foster the holistic growth of each student.
► Apply learning to the real world.
► Maintain high expectations in the classroom.
► Continue professional development.

Thriving students who…
► Think freely and believe in self.
► Develop personal potential.
► Respect everyone.
► Connect with the world.

Involved parents who…
► Maintain high expectations at home.
► Express enthusiasm for learning.
► Participate in each child’s learning every day.
► Support the school.