



Strategic Plan

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Executive Summary

Leelanau Montessori Public School Academy (LMPSA) is a Charter School, offering a Montessori curriculum to children from 15 months to 6th grade. Suttons Bay Public Schools is the charter authorizer and leases space to LMPSA in the Suttons Bay Public Schools building. In 2013 LMPSA received a Rotary Charities Planning Grant to conduct an organizational capacity assessment and implement capacity building activities. The Board identified the need for a strategic plan as one of its capacity building needs. The Board updated its plan in February 2016 and adopted the A3 Model found at Appendix 5 to track strategic goals.

As a public school within the State of Michigan, LMPSA is bound by educational mandates that impact its operations and strategic direction. Most important is the impact the education finance formula has on revenue. LMPSA is in the lowest per pupil level in the state, and must rely on fund development to meet the costs of educating its students. State standardized testing is required annually and meeting performance standards is a criterion for continued state funding. Special education requirements under the Individuals with Disabilities Education Act (IDEA) also mandate resource commitments, often beyond the reimbursement rate. In addition to financial constraints, the Montessori curriculum and philosophy are not always in alignment with state mandatory testing and early childhood Great Start Readiness Program mandates.

Over the last several years, LMPSA has struggled to show a positive fund balance. Staff did not receive a salary increase in the last academic year, and while enrollment is increasing, it has yet to reach the level necessary to support a comfortable fund balance (10 percent of operating budget) that would allow for staff raises. Despite these challenges, LMPSA maintains a dedicated staff, Board and broad stakeholder support committed to its solvency and sustainability. As might be expected, a Strengths, Weaknesses, Opportunities and Challenges (SWOC) analysis highlighted financial challenges and internal capacity needs, but showed strengths and opportunities that include a supportive charter authorizer, talented teachers, strong leadership and the potential to increase enrollment over its charter period (2013 – 2018). These play heavily in LMPSA's strategic outlook.

Four strategic goals were identified (and subsequently refined) for LMPSA's plan:

1. Ensure enrollment growth.
2. Ensure funding growth.
3. Ensure a Montessori inspired environment.
4. Cultivate the Montessori brand.

To address each of these strategic issues, the Board developed tactics to be implemented over the next three years. Measures of success and entities responsible for each tactic are identified. The Board ought to review progress quarterly over the next year to determine the status of each tactic, and then quarterly thereafter until all are effectively implemented.

History and Background of LMPSA

Leelanau County's Montessori School began in 1984 at the Suttons Bay Children's House and served preschool age children. As these children aged into elementary school, requests for a Montessori elementary school arose and in 1991, Suttons Bay Montessori Elementary opened. Both schools were privately owned and entirely tuition-based. In 1996, due to financial hardship, and an offer from Suttons Bay Public Schools, Leelanau Montessori became a Suttons Bay Public School and moved into leased space at the Suttons Bay Elementary School. In 2009, Leelanau Montessori Public School Academy became a Charter School, with Suttons Bay Public Schools as the Charter authorizer.

LMPSA's Reasons for Engaging in this Process

Organizational Capacity Assessment

LMPSA received a Rotary Charities Planning Grant in 2013 to conduct an organizational capacity assessment and implement capacity building activities. The initial phase of this work included completion of the Core Capacity Assessment Tool (CCAT)TM, which is designed to measure organizational effectiveness across four core capacities: adaptive; leadership; management; and technical. LMPSA Board and senior staff (n=13) completed the CCAT in June 2013 and received the summary report provided in [Appendix 1](#). Several areas in the technical core capacity were identified as challenging, for example, LMPSA's effectiveness surrounding fundraising, financial management, and facilities.

Priority Areas for Capacity Building

The Board and senior staff identified three priority area needs to increase organizational effectiveness. These include activities to increase financial stability, marketing to increase enrollment, and developing a strategic plan to implement long-term goals. In addition, three capacity building goals were identified to move the organization toward greater impact. These include addressing facility needs, increased accountability, and implementing processes toward accreditation. [Appendix 2](#) includes the logic model that highlights the overarching priority areas, activities and outputs, and short- and long-term outcomes.

Strategic Planning

As a result of this process the board formed four committees including: 1) marketing and development; 2) academic achievement; 3) finance; and 4) governance. The committees were charged with addressing priority needs in their respective areas and planning work began prior to the 2013-2014 academic year. One of the capacity building needs is the development of a strategic plan. The board held a full-day retreat on October 20, 2013 to engage in a strategic planning session that laid out its goals for a three-year strategic plan for LMPSA. In September 2015, the Board held its annual retreat and agreed to its committee structure to seven standing committees that include: 1) marketing; 2) academic excellence; 3) finance; 4) governance; 5) grants; 6) fundraising; and 7) Facilities. This committee structure has been memorialized in the Board Manual approved in December 2015.

LMPSA's Vision, Mission and Identity Statement

Vision Statement

To empower all children to lead a successful life.

Mission Statement

Leelanau Montessori Public School Academy nurtures the whole child in a prepared environment based on respect, individuality, a love of learning, and freedom with responsibility.

Identity Statement

LMPSA seeks to advance its mission through education services, family support and partnership in the community so that every child and family reaches their full potential, individuals are empowered to live their lives in peace and health, and the physical, intellectual, spiritual and social needs of every child are fulfilled.

Mandates that Impact LMPSA's Business Model

Mandates, both formal and informal, can impact how an organization realizes its mission.¹ Understanding how mandates affect the future direction of LMPSA as well as their implications for resource availability and use is important to developing long-term goals. The following table lists each mandate, its source, its key requirements and its effects on LMPSA.

Mandate	Source	Key Requirements	Effects on LMPSA
State standardized testing	State of Michigan	Annual assessments	Potential state intervention if test scores are below threshold Student scores determine eligibility for continued funding
GSRP requirements	State of Michigan/Traverse Bay Area ISD	Early childhood quality standards	Not all are in alignment with Montessori philosophy
State and Federal	State of Michigan/US	Accountability	Administrative hours

¹ John Bryson and Franum Alston, Creating and Implementing Your Strategic Plan, A Workbook for Public and Nonprofit Organizations, Second Edition, Jossey-Bass, 2005.

Reporting	Department of Education		spent on compliance
Education finance formula	State of Michigan	LMPSA in the lowest per pupil level in the state	Budget limitations
Charter authorizer	SBPS	3% authorizer fee and required reporting	Administrative hours spent on compliance
Special Education	IDEA	Additional staff required, reporting	Financial and resource commitments
Montessori Curriculum	American Montessori Society	Essential elements of public Montessori programs	Accountability to authenticity of Montessori programming
Lease agreement with SBPS	SBPS	Multi-year lease with no Montessori aesthetics	Expensive utilities, lack of identity, provides security

Current Business Model and Future Trend Analysis

[Appendix 3](#) provides actual and budget projections for LMPSA. Assuming enrollment of 87 students in K-6 grades, and that Preschool, Great Start Readiness Program and Extended Care remain the same as previous years; projected revenue for the 2013-2014 academic year is \$847,453. Expenditures are estimated at \$841,037, leaving a surplus of \$6,417. With a current estimated fund balance of \$6,756, the ending fund balance is projected to be \$13,173. Future trend analysis is included in [Appendix 3](#), which provides estimates of revenue and expenditures based on enrollment patterns in K-6 and Preschool. The intent of the enrollment pattern, which is targeted to preschool and Kindergarten, is to create a pipeline of students in the elementary grades that will receive state aid. The projections show a fund balance that is 10% of operating costs within three years (commencing in 2013) and 24% within five years. Providing the fund balance grows as projected, it would provide a source of revenue for preschool scholarships.

External and Internal Stakeholders

Development of strategic goals requires that LMPSA understand the many stakeholders that it is accountable to in terms of being able to make a claim on LMPSA's attention, resources or output or that they are affected by its output. The following graphic demonstrates the numerous stakeholders that hold LMPSA accountable. Although each stakeholder plays a different role in the development and implementation of the strategic plan, each ought to be considered in the process. Because organizations are in a constant state of transition, this list is not exhaustive and may change as the internal and external environment changes.

Internal Stakeholders:

Board of Directors, school leadership, faculty and staff, custodial staff, Axios, TCAPS, parents, children, and Suttons Bay Public Schools.

External Stakeholders:

Local, State, and Federal government; peer schools; American Montessori Society; donors; community partners; and the media.

SWOC Analysis

LMPSA conducted a SWOC analysis in 2013 to help it identify its strategic issues. Clearly, its strengths reside in the commitment stakeholders have made to the school. To ensure the school's sustainability, enrollment must continue to increase and there are several opportunities identified to ensure this happens. As LMPSA works to build its pipeline of students, it must increase fundraising efforts, which is a weakness, as well as overcome challenges with state education funding that falls short of need.

Strengths

LMPSA has numerous strengths including a supportive charter authorizer, talented teachers and support staff, strong leadership and an engaged board. In addition, they offer an individualized curriculum that is authentic to Montessori.

Weaknesses

As noted earlier, the core capacity assessment highlighted several areas of weakness for LMPSA. These include financial pressure, need for greater fundraising capacity and facility challenges.

Opportunities

Several opportunities related to increasing enrollment are present, including more families moving to the region, potential changes in the Suttons Bay Public Schools, and many families in Peshawbestown indicating they wanted a smaller school environment for their children.

Challenges

LMPSA continues to struggle financially. Although the revenue projections are much better and the fund balance is projected to grow, most of LMPSA's revenue is state education funding that is allocated per pupil and tuition from the preschool program. Further, the Great Start to Readiness Program (GSRP) provides nine slots, but requirements are stringent and often in conflict with the Montessori philosophy.

Strategic Issues

A SWOC analysis provides an overview of the conditions that impact the organization, while the stakeholder analysis provides useful information about the environment in which the organization operates. Both are a prelude to identifying and framing strategic issues. Subsequently, at its retreat in September 2015, the LMPSA board identified four strategic issues (enrollment, funding, facilities and brand) for LMPSA to undertake in its strategic plan.

1. Ensure enrollment growth.
2. Ensure funding growth.
3. Ensure a Montessori inspired environment.
4. Cultivate the Montessori brand.

Next Steps

Appendix 5 outlines the strategic plan for each goal identified. It provides a roadmap for each solution including tactics LMPSA needs to engage in, when each tactic ought to occur, the person or committee that is responsible for making it happen, and the measure of success. Strategic implementation is an iterative process and requires frequent check-ins to ensure movement toward the ultimate goal is occurring, and if not, determining what changes need to be made to the plan.

LMPSA has established working committees to carry out its strategic plan. It is imperative that Board members review the plan periodically and check-in with committee leads to ensure the work is progressing. After the first full year, less frequent check-in is needed, but quarterly (August, November, Feb, May) updates ought to ensure that the cycle is continuing on schedule. The Head of School will manage the overarching outcomes of increased enrollment, financial solvency, communications, and facility requirements, however, it is up to the Board to ensure the strategic plan is being implemented.

In six months, the Board should thoroughly review progress and address any mid-course corrections. In addition, new Board members ought to be briefed on the strategic plan as part of their Board orientation. Volunteers need to be carefully placed where skills and need are in alignment.

Appendix 1

LEELANAU MONTESORRI PUBLIC SCHOOL ACADEMY

Summary of TCC Group's Core Capacity Assessment Tool (CCAT) Report

Summary Prepared by NorthSky Nonprofit Network

N = 13 (CCAT was completed in June 2013 by board members and staff)

The CCAT report provides an analysis of where your organization stands in terms of the four core capacities that are crucial for organizational success:

- **Adaptive Capacity:** the ability of a nonprofit organization to monitor, assess and respond to and create internal and external changes.
- **Leadership Capacity:** the ability of all organizational leaders to create and sustain the vision, inspire, model, prioritize, make decisions, provide direction and innovate, all in an effort to achieve the organizational mission.
- **Management Capacity:** the ability of a nonprofit organization to ensure the effective and efficient use of organizational resources.
- **Technical Capacity:** the ability of a nonprofit organization to implement all of the key organizational and programmatic functions.

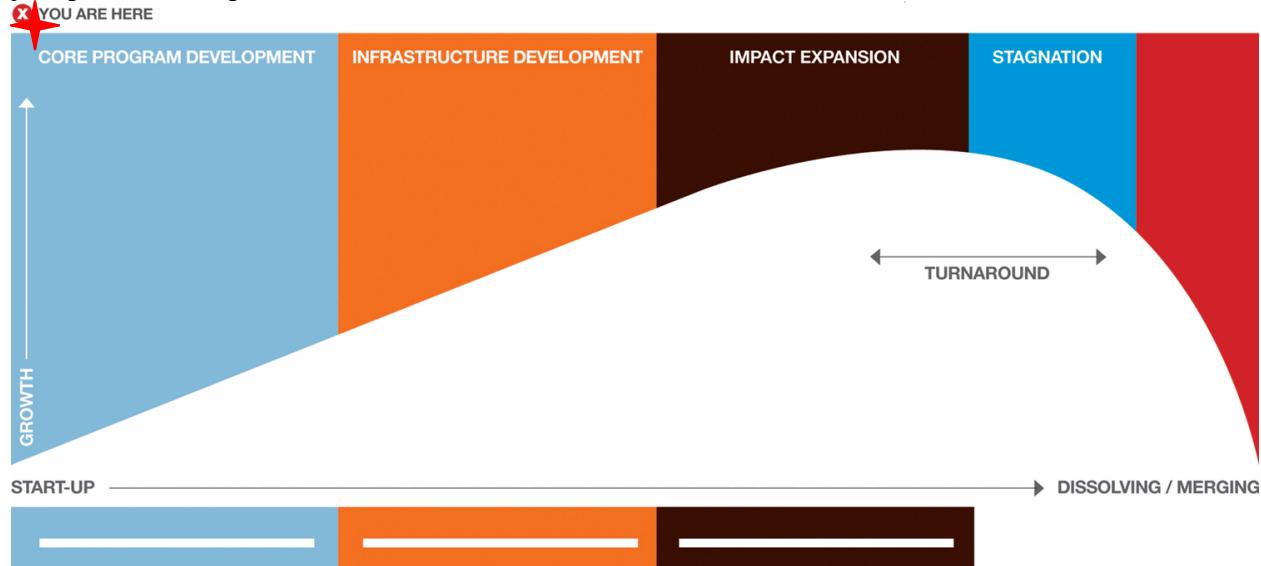
The CCAT also includes a measure of organizational culture since it has a significant impact on each of the above core capacities. Each organization has a unique history, language, organizational structure, and set of values and beliefs. These cultural elements foster staff unity and provide opportunities to re-energize staff.

Scores are based on a 300-point scale. To better understand this scale, refer below:

- 230 and greaterStrong
- 190 – 229Satisfactory
- Less than 190Challenging

Lifecycle Score (pp. 8 – 10 of full CCAT report)

The most critical finding in the report is the determination and reporting of where your organization falls along the lifecycle continuum. Organizational leaders will need to start with their lifecycle score because it will provide the “starting place” for putting all other findings in context.



Key recommendation based on Lifecycle Score: Consider your Core Program Development

Close alignment between your programs and your mission/vision – and clarity in your organization as to how they relate – are critical to the foundation of your organization’s effectiveness. You may want to go back and ensure that there is a strong connection between your programs and your mission/vision in order to build the capacity of your organization.

Definitions

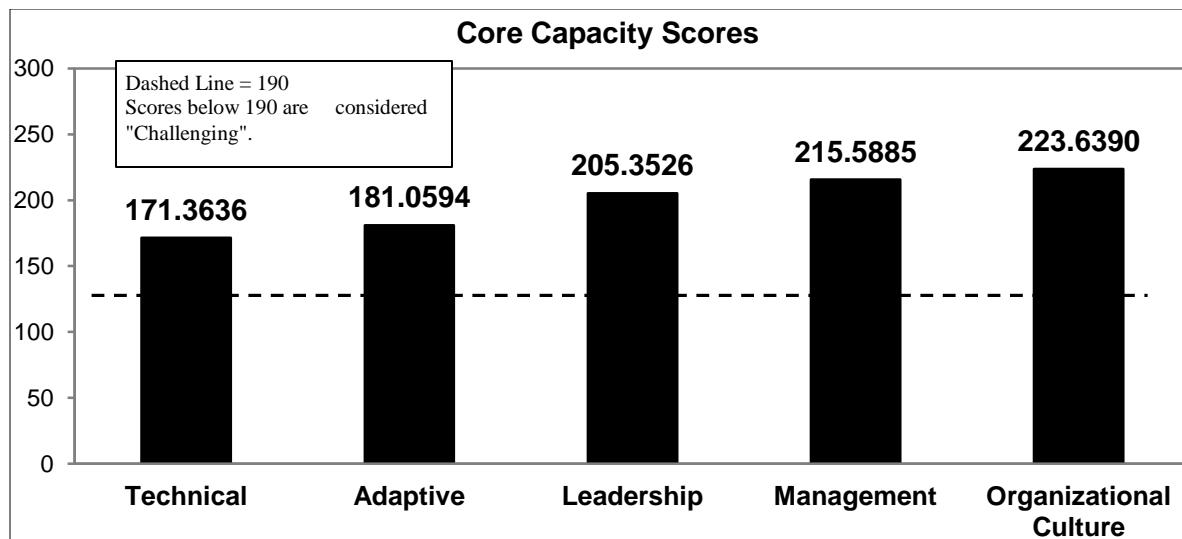
The following were the way that your organization chose to define the following terms when you were taking the CCAT. These definitions will be helpful in interpreting the findings.

Leaders/Leadership: Current Board, Executive Director and Management Team

Management team: paid management staff including the Executive Director

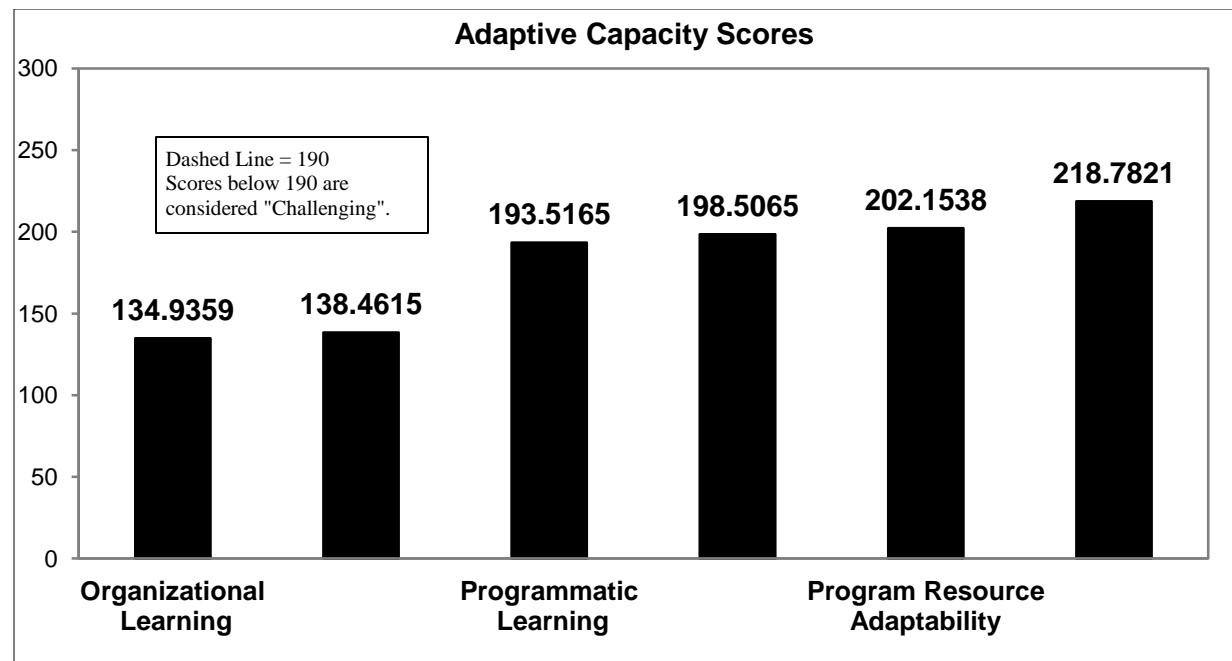
Staff: All paid staff

Volunteers: all non-paid volunteers



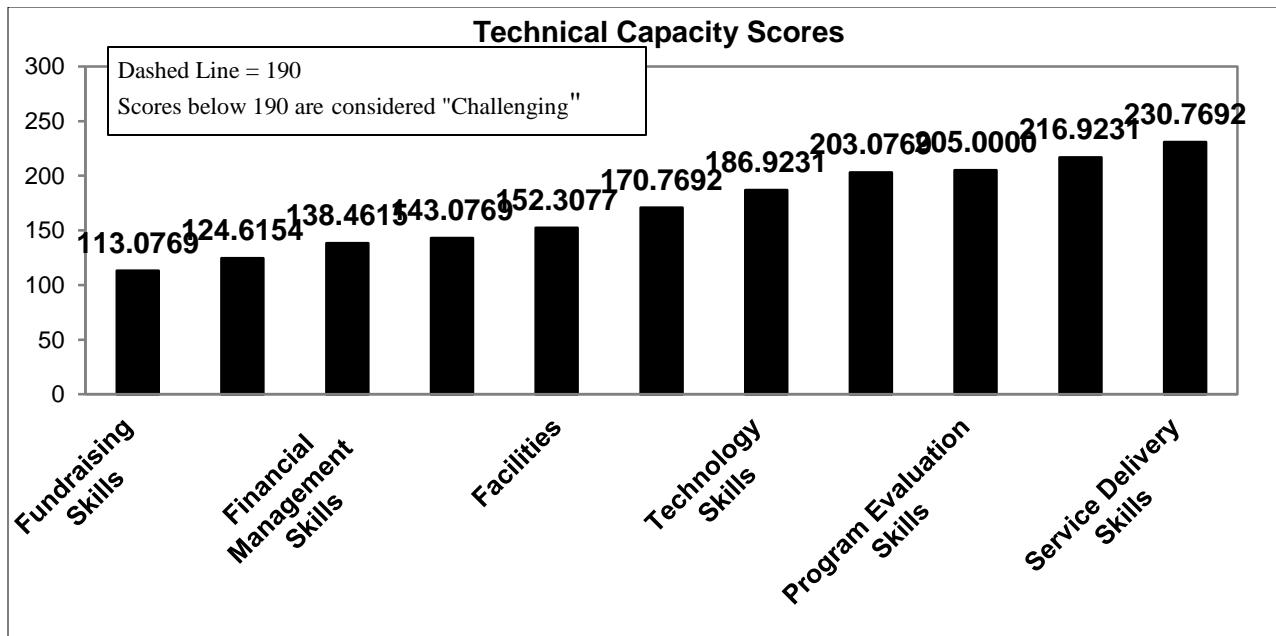
Summary of Core Capacities	
Challenging Areas	Satisfactory or Strong Areas
Technical Capacity (171): Implementing key organizational and programmatic functions	Leadership Capacity (205): Creating, sustaining the vision, making decisions, providing direction, innovating
Adaptive Capacity (181): Monitoring, assessing, responding to and creating internal and external changes	Management (216): Ensuring effective and efficient use of resources
	Organizational Culture (224): Unique history, language, structure, set of values/beliefs

Adaptive Capacity: the ability of a nonprofit organization to monitor, assess and respond to and create internal and external changes.



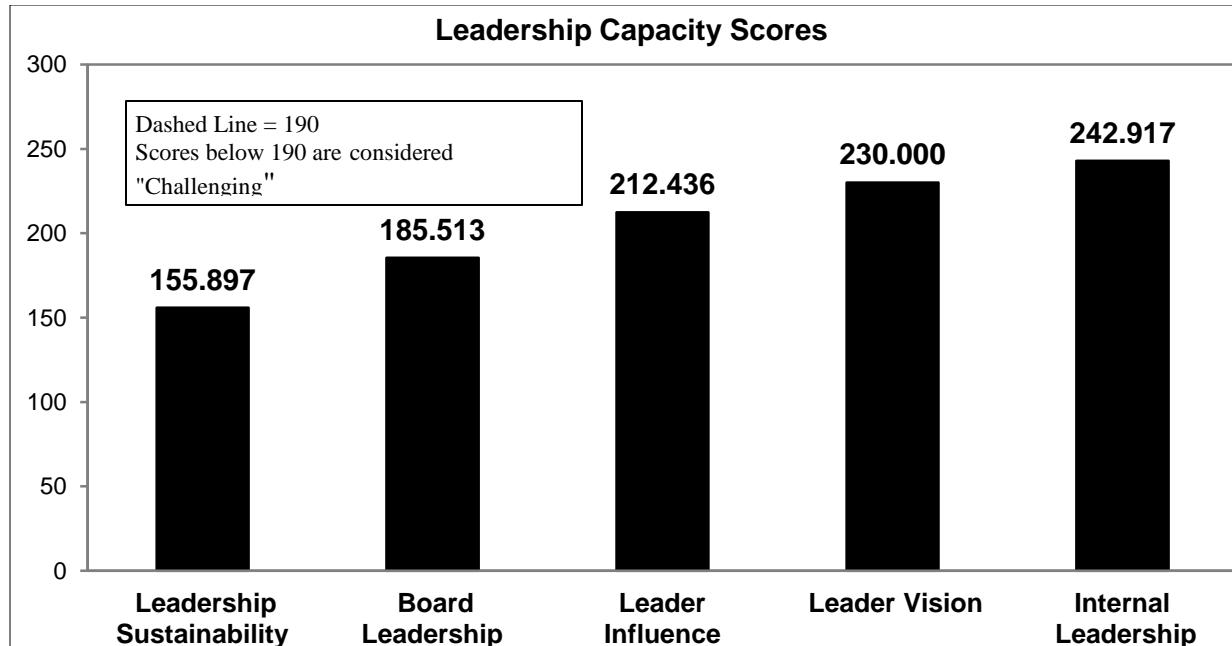
ADAPTIVE CAPACITY	
Challenging Areas	Satisfactory or Strong Areas
Organizational Learning (135): Self-assessing and using data to plan and follow-through	Programmatic Learning (194): Assessing the needs of clients and using program evaluation as a learning tool
Organizational Resource Sustainability (138): Maintaining financial sustainability	Environmental Learning (199): Staying current on what is going on in field
	Program Resource Adaptability (202): Adapting to changes in program resources (funding and staff)
	Decision Making Tools (219): Using tools and input to make decisions

Technical Capacity: the ability of a nonprofit organization to implement all of the key organizational and programmatic functions.



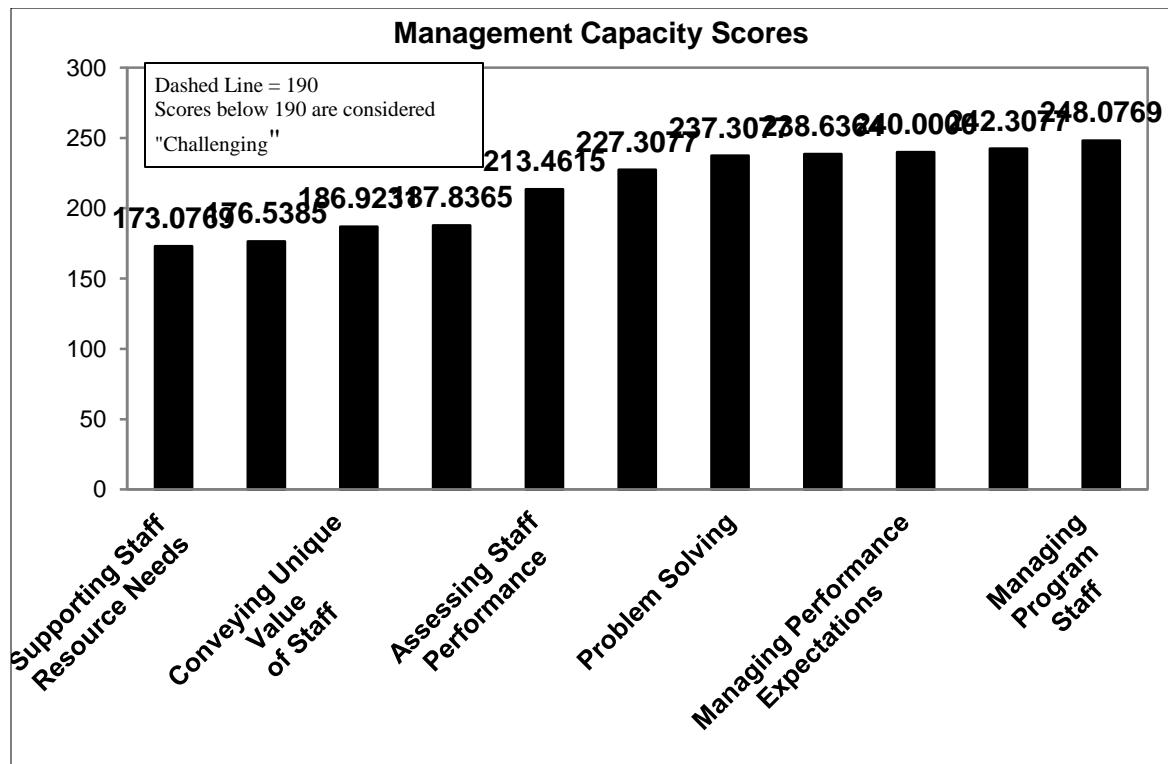
TECHNICAL CAPACITY	
Challenging Areas	Satisfactory or Strong Areas
Fundraising Skills (113): Ability to develop necessary resources for efficient operations	Facility Management Skills (203): Ability to operate an efficient facility
Marketing Skills (125): Ability to communicate effectively with stakeholders	Program Evaluation Skills (205): Ability to design and implement an effective evaluation
Financial Management Skills (138): Ability to ensure efficient financial operations	Technology (217): Resources (equipment, systems, software, etc.) to run efficient operations
Outreach Skills (143): Ability to do outreach, organizing and advocacy	Service Delivery Skills (231): Ability to ensure efficient and quality services
Facilities (152): The proper facilities to run efficient operations	
Legal Skills (171): Ability to engage proper legal engagement and coverage	
Technology Skills (187): Ability to run efficient operations	

Leadership Capacity: the ability of all organizational leaders to create and sustain the vision, inspire, model, prioritize, make decisions, provide direction and innovate, all in an effort to achieve the organizational mission.



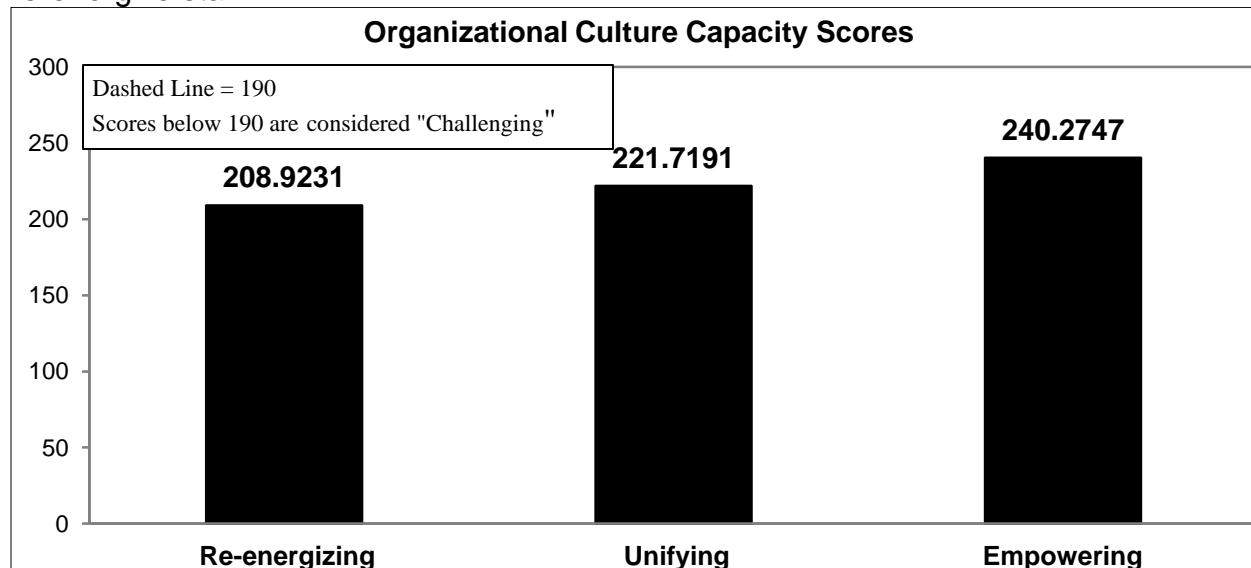
LEADERSHIP CAPACITY	
Challenging Areas	Satisfactory or Strong Areas
Leadership Sustainability (156): Cultivating organizational leaders, avoiding an over-reliance on one leader, planning for leadership transition	Leader Influence (212): Ability of leaders to persuade board, staff and community leaders to take action
Board Leadership (186): Board functioning related to empowering others, holding others accountable, outreach, and fiscal oversight	Leader Vision (230): Leaders formulate and motivate others to pursue a clear vision
	Internal Leadership (243): Org leaders apply a mission-focused approach to decision making and inspire action

Management Capacity: the ability of a nonprofit organization to ensure the effective and efficient use of organizational resources.



Management Capacity	
Challenging Areas	Satisfactory or Strong Areas
Supporting Staff Needs (173): Providing resources and tools staff need	Assessing Staff Performance (213): Detailing clear roles and assessing staff performance
Financial Management (177): Managing org finances	Manager-to-Staff Communication (227): Open channels of communication
Conveying Unique Value of Staff (187): Providing positive feedback	Problem Solving (237): Managers effectively resolve HR problems
Volunteer Management (188): Recruiting, retaining, providing role clarity and direction, developing & rewarding volunteers	Program Staffing (239): Making staffing changes as needed
	Managing Performance Expectations (240): Facilitating clear and reasonable expectations among staff
	Staff Development (242): Coaching, training, etc. staff
	Managing Program Staff (248): Ensuring staff have skills to deliver services

Organizational Culture: Your organization's unique history, language, organizational structure, and set of values and beliefs and how they are used to unify, empower and re-energize staff.



ORGANIZATIONAL CULTURE	
Challenging Areas	Satisfactory or Strong Areas
NONE	Re-Energizing (209): Supporting time for staff to reflect on their work, socialize and reconnect with why they are doing the work
	Unifying (222): Engendering open and honest communication across all levels in the organization, leading to a sense of cohesive "group identity"
	Empowering (240): Promoting proactivity, learning and a believe in the value and ability of staff and clients

SUMMARY	
TOP 5 CHALLENGES	TOP FIVE STRENGTHS
1. Fundraising Skills (113): Ability to develop necessary resources for efficient operations	1. Managing Program Staff (248): Ensuring staff have skills to deliver services
2. Marketing Skills (125): Ability to communicate effectively with stakeholders	2. Internal Leadership (243): Org leaders apply a mission-focused approach to decision making and inspire action
3. Organizational Learning (135): Self-assessing and using data to plan and follow-through	3. Staff Development (242): Coaching, training, etc. staff
4. Organizational Resource Sustainability (138): Maintaining financial sustainability	4. Managing Performance Expectations (240): Facilitating clear and reasonable expectations among staff
5. Financial Management Skills (138): Ability to ensure efficient financial operations	5. Program Staffing (239): Making staffing changes as needed

Appendix 2 - LMPSA Logic Model

Priority Area Needs	Resources & Inputs	Activities & Outputs	Short- and Long-Term Outcomes
Capacity Building for Organizational Effectiveness			
Financial Stability <ul style="list-style-type: none"> • LMPSA lacks funding diversity • Cash flow has been threatened in recent years • Salary freeze in effect threatens retention of staff • Fundraising efforts within LMPSA negligible* 	<ul style="list-style-type: none"> • Board launches fundraising taskforce • Identify new or existing Board member with fundraising experience to lead • Outline of competing interests developed for presentation to LMF • Meeting scheduled with LMF members to discuss • Board launches financial task force • Develop alumni database • Develop list of potential donors • Develop list of area foundations • Research potential grant resources • Research area fundraising events • Plan for special fundraising event 	<ul style="list-style-type: none"> • Meet to discuss strategy with LMF • Cash flow management plan developed • Hire grant writer (consultant) • Develop fundraising goals and plan campaign strategy • Launch alumni requests through mail/online/phone • Meet with individual donors (# per board member/ED) • Host 6 fundraising event • Meet with foundations • Write at least 3-5 independent grant proposals per year 	<ul style="list-style-type: none"> • Fundraising campaign launched • Multiple funding streams including grants, donations and eligible state and federal resources are in place • Fundraising events bring in \$20,000 operating funding that is overseen by board and executive director • Positive cash flow • Hire development officer (permanent) • Scholarship fund created • Fund equity of 10% of operating budget within one year and 30% within 5 years established • Raises are made in 3-5% range in accordance with salary schedule • Salary schedule in line with other charter schools and competitive with public school
<ul style="list-style-type: none"> • Marketing • Community does not fully 	<ul style="list-style-type: none"> • Board launches a marketing task force 	<ul style="list-style-type: none"> • Launch ad campaign • Upload content to website 	<ul style="list-style-type: none"> • Increase in inquiries about school • Increase in donor

<p>understand the Montessori educational philosophy and what LMPSA offers</p> <ul style="list-style-type: none"> Community does not understand LMPSA is a charter school that is tuition free for K-6 Enrollment has not increased at projected level Donors need to understand its added value to the community 	<ul style="list-style-type: none"> Board member with marketing experience identified to lead Hire marketing or communications firm/consultant if needed to assist with content and material production Develop an ad campaign Create material for mailing and site visits Update email lists Reach out to parents to compile social networking use Create content for website Identify webmaster to upload Identify person to set-up social networking site; FB, twitter and provide content Compile data that will be used in material Identify community events where LMPSA could have a presence Publicize your own events 	<ul style="list-style-type: none"> Distribute material through mail, email Post to FB weekly and to twitter daily Request friends and followers on FB and twitter Create a bulletin board and update monthly Identify other agencies to partner with Host events, school open houses, story time and book drives at the library Start a playgroup 	<p>interest</p> <ul style="list-style-type: none"> Enrollment increases from 92 students to 100 in one year and 125 in three years Donations increase (see fundraising above) New partnerships formed
Strategic Plan	<ul style="list-style-type: none"> Research LMPSA 	<ul style="list-style-type: none"> Consultant/facilitator to 	<ul style="list-style-type: none"> Strategic plan with

<ul style="list-style-type: none"> • LMPSA lacks a strategic plan • Three years of operation as an independent nonprofit requires planning for growth • Measureable goals need to be in place 	<ul style="list-style-type: none"> • charter documents • Research potential facilitator to guide strategic planning process • Schedule a date and external space for strategic planning retreat (1-2 days or several half-days) • Obtain trend data • Identify competitors 	<ul style="list-style-type: none"> • develop strategic plan hired • Consultant/facilitator conducts interviews with board and key staff • Consultant/facilitator reviews background material, including CCAT and logic model priorities • Strategic planning day occurs • Goals and benchmarks established 	<ul style="list-style-type: none"> • measureable goals in place and is used to guide organizational growth • Strategic plan available on website
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Priority Area Needs	Resources & Inputs	Activities & Outputs	Short- and Long-Term Outcomes
Capacity Building to Move the Organization Toward Greater Impact			
Facilities <ul style="list-style-type: none"> • LMPSA lacks identity in current space • External façade lacks distinction as opposed to Suttons Bay Public School • Current space is not meeting functional needs • Programming overlaps with Suttons Bay School due to shared space 	<ul style="list-style-type: none"> • Board launches a facilities task force • Meetings scheduled with Suttons Bay Public Schools • List of Montessori Schools to contact developed • Site visits scheduled • Consult with school space planner • Research architectural firms • Hire fund development staff person with school capital campaign experience 	<ul style="list-style-type: none"> • Conduct a survey/assessment of other Montessori schools to determine space transitions • Conduct site visits of other schools • Meet with Suttons Bay school to review space allocation, scheduling • Hire an architect to develop building remodeling or new building concepts • Initiate capital campaign planning 	<ul style="list-style-type: none"> • Plans developed for façade, remodeling project, space/schedule reallocation or new building • Capital campaign launched • Funds raised for project • Design completed • Project launched
Accountability <ul style="list-style-type: none"> • LMPSA lacks reporting material that effectively tells their story • State test data does not adequately reflect the Montessori value • School improvement plan is not widely shared with board and other 	<ul style="list-style-type: none"> • Board launches an accountability task force • Head of School leads • Identify other Montessori schools that might share their data and tools • Reach out to national Montessori accreditation body 	<ul style="list-style-type: none"> • Research Montessori outcomes • Develop indicators that are more reflective of Montessori outcomes • Develop different assessment tools • Conduct surveys and interview parents on why they chose Montessori and their satisfaction with LMPSA • Conduct staff survey 	<ul style="list-style-type: none"> • Data is available that reflects LMPSA achievement • Material is developed that highlights school-level accomplishments • Reports are published on the LMPSA website, emailed and mailed to parents and county residents • Accomplishments are cited in local media

stakeholders	<p>to identify specific Montessori outcomes</p> <ul style="list-style-type: none"> • Develop partnerships with other Montessori and/or charter schools • Review charter school research • Develop partnerships with other regional charter schools • Develop alumni database • Work on accreditation (see below) • Board provides input to school improvement plan 	<p>and interviews on why staff chose to work at LMPSA and their satisfaction level</p> <ul style="list-style-type: none"> • Track student outcomes such as high school and college graduation rates by joining the National Student Clearinghouse • Conduct alumni survey to gauge experiences and connectedness to LMPSA • Develop user friendly financial and spending reports that show cost per student, scholarship information and in-kind supports • School improvement plan developed and vetted with stakeholders 	<ul style="list-style-type: none"> • School improvement plan available on the LMPSA website
Accreditation	<ul style="list-style-type: none"> • Board launches an accreditation task force • Head of School leads • Research Montessori accreditation process through AMI and AMS • Research accreditation through NAEYC (required for AMS accreditation) 	<ul style="list-style-type: none"> • Compare/contrast AMI vs. AMS accreditation procedures • Determine which accrediting organization LMPSA will work through • Establish a funding stream to pay for accreditation process and becoming a member school • Become an AMI/AMS member school 	<ul style="list-style-type: none"> • Form an accreditation team to complete process

*Additional revenue is raised by the Board's Fundraising and Grants Committees. Previously, a fundraising group known as the Leelanau Montessori Friends existed as a separate nonprofit organization with its own Board. This organization no longer exists.

-Outstanding critical issues: Leadership transition plan, Volunteer management, Job descriptions and Performance evaluations as identified in 2013.

Appendix 3 - 5 Year Projection

LMPSA	Year 1			Year 2			Year 3		
5-Year Projection	K-6	Preschool	14/15 Totals	K-6	Preschool	15/16 Totals	K-6	Preschool	16/17 Totals
Enrollment	100	46	146	112	49	161	125	56	181
Revenues	702600	231250		786912	241250		878250	210000	
Other Revenues									
Total Revenues			933850			1028162			1088250
Expenses	859037			956927			#####		
Added Faculty Exp	43000	20000		20000	49000				
Added Room Exp		5000		5000					
Added Materials Exp		10000							
Added Facility Exp									
Total Expenses			937037			1030927			1050817
Ending Fund Balance			68986			66221			103654
% of Op. Budget	0.073621426			0.064234422			0.098641343		

add Toddler Classroom	add Preschool Classroom	
1(8) Student Toddler	1(10) Student Toddler	1(12) Student Toddler
2(30) Student Primary	2(30) Student Primary	2(30) Student Primary
1(15) Student Primary	1(20) Student Primary	1(25) Student Primary
1(30) Student EEL	2(30) Student EEL	2(30) Student EEL
1(40) Student EEL/UEL	1(20) Student UEL	1(25) Student UEL
Market to preschool/kindergarten Enrollment		
		Endowment Fund/preschool scholarships
		Annual Fund Campaign

	Year 1			Year 2		
	K-6	Preschool	17/18 Totals	K-6	Preschool	18/19 Totals
Enrollment	130	65	195	140	71	211
Revenues	913380	243750		983640	266250	
Other Revenues						
Total Revenues			1157130			1249890
Expenses	#####			#####		
Added Faculty Exp		45000			16000	
Added Room Exp		5000				
Added Materials Exp		10000				
Added Facility Exp						
Total Expenses			1132777			1110737
Ending Fund Balance			128007			267160
% of Op. Budget		0.113002824			0.240524985	

add Toddler Classroom	add Preschool Classroom
1(12) Student Toddler	2(12) Student Toddler
1(8) Student Toddler	3(30) Student Primary
3(30) Student Primary	2(30) Student EEL
2(30) Student EEL	1(15) Student EEL/UEL
1(30) Student UEL	1(30) Student UEL

Assumptions
 faculty/staff % increase each year
 \$7026/pupil state aid each year

Appendix 4 – Marketing Plan

The Leelanau Montessori Public School Academy / 2016

This outline identifies the objectives and campaign components we believe will provide the most benefit for the expenditure. This document will expand into a working plan of more specific recommendations, and corresponding time frames for implementation.

Marketing Campaign Objectives

- Promote the Montessori position as the leader in innovative charter school education in the Grand Traverse Area
- Differentiate Leelanau Montessori from the competition
- Strengthen the Leelanau Montessori brand
- Increase the school enrollment base

Components of the Campaign

1. Leelanau Montessori Website

The Leelanau Montessori website content needs to be re-oriented to become a better marketing tool. The basic structure is fine, only the content needs to better communicate the benefits of a Montessori education for a child and the Montessori philosophy that drives the institution.

2. Leelanau Montessori Videos

We should discuss producing a series short (2 - 4 minute) videos that gives parents a very good idea of what the Leelanau Montessori experience is like for students, how the education is delivered, and what the Leelanau Montessori student learns at various class levels. Specific tenets of Montessori philosophy would be produced individually to illustrate and differentiate Montessori education from other types. These videos would be based on interviews with five to six teachers. They would then be

uploaded to YouTube and could also be edited down to 29 seconds for television advertising.

A second set of videos should also be considered. These would be a series of testimonial videos using both former students and parents of former students. The participants would be supplied with taking points to cover in the videos, but these videos would be shot unscripted so that the thoughts expressed would be those of the presenter. These would be 3-5 minutes in length and will be used on the website and on a DVD that we should also consider producing. They could also be edited and used in a longer video or in commercials for television advertising, if desired.

3. Advertising

The Leelanau Montessori message needs to be delivered to a large audience of parents of preschool and young elementary children. Television is the most powerful media available, and the ideal medium for our message dissemination. Other media will need to be researched and prioritized based on cost and reach within the target segment. Production costs must come out of this budget, which usually amount to 25-30% of the campaign costs.

4. Email Newsletters (Community News)

Email provides something other media does not- a mechanism for immediate response. It is a valuable marketing medium. Ongoing email campaigns can be sent to a database of all interested parties including; current parents and board members, parents of former students, adults who were recipients of a Montessori education in other places that live here now, and all former students that we can identify (going back as far as we can). That will keep the Leelanau Montessori brand in front everyone with an emotional bond to the school, no matter what age. This core group represents our most significant resource for fundraising.

5. Press Releases

The school should make every effort to disseminate press releases to all local media on events, news happenings, and staff changes or additions at the school. This is an excellent, cost-effective method to maintain brand awareness in the marketplace. The Head of School (or designated staff member) should proof all materials for accuracy before sending.

6. Social Media

The school has established a very active Facebook page (and members page). Every effort should be made to encourage parents, grandparents, friends, former students, teachers, staff and board members to utilize their favorite social media to promote the school.

7. Special Events

Ideas for discussion/development:

Trade Show booth for community and professional events

Banner Stand for community events (farm markets, etc)

Appendix 5 – Strategies to Manage the Key Issues

Mission and Vision							
Mission Statement: <i>Leelanau Montessori Public School Academy nurtures the whole child in a prepared environment based on respect, individuality, a love of learning, and freedom with responsibility.</i>							
Vision Statement: <i>To empower all children to lead a successful life.</i>							
Identity statement: <i>LMPSA seeks to advance its mission through education services, family support and partnership in the community so that every child and family reaches their full potential, individuals are empowered to live their lives in peace and health, and the physical, intellectual, spiritual and social needs of every child are fulfilled.</i>							
Key Performance Metrics							
Quarterly Improvement Key Metric	2014-2015 Actual	2014-2015					
		Goal	Fall	Winter	Spring		
		Student Head Count					
		Ending Fund Balance					
		Grant Dollars					
		Parent Participation in Hours.					
		Fundraising Dollars					
		Bridge loan fund					
		Survey Results					
		Retention of families					
		NWEA-Map					
		AIMSweb					
		State, district, classroom					
		Website Traffic					
Email Newsletter							
Professional development/teacher training \$							
2014-2015 Reflections							

Major Effort / Initiative/Consideration	Rating R/Y/G	Comments
Head of school took another position		
Over Budgeted on student head count		
Learned about PTO liability		
Added new board members		
First year with Axios		
New Classroom opened (Apple)		

Big Rock Strategies	Specific Goals/Activities		Timeline												
			C	J	F	M	A	M	J	J	A	S	O	N	D
Ensure Enrollment Growth	Create student recruitment strategies	MC													
	Support/enhance family connection and networking (Ambassador program, New family network)	HOS													
	Increase primary room to capacity/ 100% (balanced)	ALL													
	Grow enrollment by 10% in 2016-2017	ALL													
	Increase parent volunteer participation by 10%	HOS													
Ensure Funding Growth	Savings goal. Ending fund balance above 5%	FC													
	Resolve PTO issue	HOS												▲	
	Pay increases to staff (3%)	FC													
	Increase professional development/teacher training 50% (\$12,000)	C													
	Research Grant funding	GC													
Ensure Montessori inspired environment.	Enhance first visual impression	F													
	Increase funds/participation for building and classroom environment. \$5,000	C													
	Create plan and vision for existing space	F													
	Academic excellence (1 year's worth of growth in all areas)	AE													
Cultivate our Montessori Brand	Focused social media campaign	MC													
	Website traffic increased	MC													
	Create Annual marketing plan	MC													
Δ Proposed completion		O Proposed Start			▲ Actual Completion						● Actual start				
Follow-up/Unresolved Issues (Parking Lot)															
	Reduce the amount of our bridge loan by X % each year. Send out pay increase amounts based on % PTO budget for 2016-2017 Accredited Montessori school														

Assumptions