

Strategic Plan



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Purpose of this Report

This Strategic Plan report was commissioned by Voices for International Business and Education (VIBE), the governing Board of Directors for the International High School of New Orleans. The Strategic Plan is not board policy but is intended to guide the decision-making and actions of the Board and the school Administration in support of the strategies, goals, and objectives identified herein. This Strategic Plan does not, and no part should be construed to, supersede the Board's Bylaws, Board Policy Manual, or other major policies or governing documents.

Organizational Description

Since 2000, New Orleans has been home to a K-8 International School of Louisiana offering Louisiana children the opportunity in language immersion learning. However, families identified the problem in 2005: How could their 8th graders continue to pursue language immersion in an international high school.

At the time there were no international high school options in the city. These families outlined three possible options to achieving our goal: expand our current school's charter to encompass K-12; open an international high school inside another high school; or collaborate with the six other K-8 language schools within the city to open a stand-alone charter high school.

Post Katrina the option of expanding our current school's charter was initially pursued. Due to a host of unknown factors facing schools post Katrina and the possible risk associated with launching a high school, the charter board rejected the option of expansion. This disappointment was just a small setback for the families involved as they were determined to see our vision come to a reality.

Quickly, the small group of families determined opening an international high school inside another high school was too risky considering the vulnerability of the New Orleans' school system post Katrina. Thus, they decided to pursue option three and reached out to all six K-8 language schools in the city. A group of 27 principals and board members came together and began the long journey to establish an international high school.

As this new development team, made up of leadership from the six language schools, was getting off the ground and beginning to put real plans behind our ideas, the Recovery School District Superintendent, Paul Vallas, announced plans to open an international high school. The development group immediately reached out to Mr. Vallas in hopes of forming a partnership. The development team had some non-negotiable elements, to which Mr. Vallas agreed, and the partnership was formed. Initially, the international high school would open as a district school, and in the second year could convert to a stand-alone charter school.

In 2008 the international high school opened with 47 ninth graders. By the end of that year, the number jumped to 120. The board, Voices for International Business and Education, serving in an advisory capacity at the time, applied for and obtained a charter to operate the International High School (IHSNO) as it transitions from being an RSD-run school to a Type II charter school and was assigned its current facility in 2009. The first year of IHSNO as a Type II charter school enrolled just over 200 ninth & tenth graders. IHSNO then added one grade every year until it reached twelfth grade. The enrollment continued to grow steadily every year. Currently, total enrollment of ninth through twelfth grades is 544 students. Students are from a range of ethnic and socio-economic backgrounds. 27% of IHSNO seniors hold citizenship in a country other than the United

States. The current student body make up is: 62% African American, 22% Hispanic, 10% Caucasian, and 6% Asian.

In 2011, IHSNO became the only school in New Orleans to offer a full college preparatory curriculum with an International Baccalaureate (IB) Programme. Students can undertake an intensive and rigorous two-year course of study in their junior and senior years by enrolling in the International Baccalaureate Diploma Programme. The IB is a recognized leader in the field of international education, encouraging students across the world to become active, compassionate, and lifelong learners. The IB aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

Over the years IHSNO has continued to refine and develop the program. However, one factor continues to remain the same: the focus on developing IHSNO students into compassionate, productive global citizens who positively impact the world.

Needs Analysis

Since launching in 2009, IHSNO has seen steady growth in students and staff, and also within the overall program. From its inception, IHSNO has focused on offering New Orleans' students' perspectives and experiences beyond their local neighborhood. IHSNO strives to provide quality education to its students both within and outside the classroom, deepening students' understanding and exposure to a global society.

In order to provide strategic direction to both governance and the school leader, the board underwent a strategic planning effort. View how the strategic planning process called on and gathered stakeholder input to inform this Strategic Plan in Appendix A.

Many stakeholders recognize the unique focus of IHSNO and recognize the importance of its existence in New Orleans. This can be noted in the strength of a diverse student makeup, the broad backgrounds and experiences of both the school leadership and faculty. It should also be noted that in 2014 the VIBE Board hired a school leader with extensive experience leading an international school. Students have the opportunity to be exposed to countless cultures, traditions, and lifestyles inside their classroom walls. Their preparation to be a global citizen is provided through faculty instruction, special school-sponsored celebrations, and peer-to-peer interaction. A strong culture of appreciation and acceptance is clearly recognized and valued by all IHSNO stakeholders.

Additionally, the IB program provides students a unique opportunity for learning. Stakeholders see both the importance of the IB Program's elevated rigor, and the opportunity for students to access a broad offering of language courses is valued. Although many stakeholders noted the academic difficulty of IB courses, they clearly feel the overall program is a significant benefit for IHSNO students.

While stakeholders see value in having an internationally focused high school, many noted that, like many schools, IHSNO has opportunities for improvement. For example, although the diverse faculty is recognized as a significant asset of IHSNO, there is concern that some instructional positions are filled with under-qualified or under-trained teachers. With the rigor associated with the IB program, all stakeholders feel it is imperative to have skilled teachers, well versed in their topic area, teaching to ensure their students are set up for success. Additionally, providing adequate preparation time for instructional staff is believed to be essential to ensure teachers are

as innovative and prepared as possible. A number of stakeholders feel preparation and collaboration time is not adequate to achieve IHSNO's mission.

Change is an essential part for any organization to move forward and improve. However, it is critical to give enough time for change to be accepted and then implemented. A number of stakeholders see IHSNO as a nimble organization; yet there is concern that often change is not given adequate time for implementation. Additionally, some stakeholders expressed concern around feeling as though their opinions are gathered yet not valued or considered when final decisions are made.

With challenges comes great opportunity and IHSNO is perfectly positioned to take advantage of these opportunities. Though stakeholders pointed out areas for improvement, it is very clear there is a great depth of dedication and belief in IHSNO. Improved communication is one way IHSNO could foster and grow its numerous stakeholder groups into powerful assets that support IHSNO moving forward. IHSNO stakeholders are hungry to better understand the future vision of IHS and their role in helping to advance that vision. Additionally, it is clear students at IHSNO appreciate and value their relationship with fellow students. Providing special programs or extracurricular activities would give IHSNO the opportunity to unite the student body and help them build pride and spirit for their school. Finally, opportunities also exist around connecting on a deeper and more consistent basis with the local community. This connection would not only expand students' learning opportunities, but also continue to develop local support and enrollment at IHSNO. Stakeholders believe the local community has accepted IHSNO as an important part of the community and wants to see them succeed.

Though IHSNO has many great opportunities it is also important to understand the threats that may exist which could hinder progress. Refining and narrowing the scope of the school could prove difficult as the rigor associated with the IB Program could be a barrier to entry for many New Orleans students. Focusing on human capital will also be imperative moving forward, as a school is only as good as its teachers, and while IHSNO's teachers are passionate, they are facing burnout if some small improvements aren't made. Finally, if the physical space of the school is not addressed, IHSNO will have a difficult time not only attracting students and teachers, but also teaching them in this environment as it is currently a distraction to learning.

IHSNO is at a crossroads with new leadership in place and many founding board members' terms coming to an end; IHSNO has the opportunity to honor and build upon its history and successes.

Strategy

Mission

To educate and nurture a diverse learning community through the International Baccalaureate Program, world languages, and intercultural appreciation to succeed in a global economy.

Vision

IHSNO students are compassionate, productive global citizens who positively impact the world.

Board Values

STRATEGICALLY ALIGNED

We are committed to developing, implementing, and maintaining a strategy that is aligned to and reinforces our mission and vision. Further, we will ensure that all members of our organization understand our values and take actions that align with and propagate the mission and vision. We believe reliable data plays a crucial role in making decisions regarding the educational program of our students, thus we share and use such data in the education and development of every student.

RESPECT

We believe in promoting a culture that values and recognizes the rights of all individuals, appreciates diversity, and creates an environment that is inclusive of all.

COLLABORATIVE RELATIONSHIPS

We enhance learning and strength through collaborative relationships with students, parents, staff and the community. We urge and support collaboration within and across our school community. We believe relationships shape the success of educating our students. We strive to establish and maintain open relationships between and among all parties who impact our students.

COMMUNICATION

We believe in an environment of open communication between all members of IHSNO, including board members, leadership, staff, students, parents, and external community members. We actively engage in dialogue, ask questions to seek understanding, listen intently and speak with a stated purpose.

GOVERNANCE VS. MANAGEMENT

We value a cooperative and clearly defined relationship between the Board and school leadership. We understand the board's responsibilities for establishing policies, approving goals and measuring outcomes, ensuring sustainability and legal compliance, and evaluation of itself and the Head of School. The Board understands that the Head of School has the authority to manage and operate the school. Understanding this delineation of roles ensures strong and effective governance and management.

PRINCIPLE-DRIVEN

The International Baccalaureate Program is the foundation for instruction and actions at IHSNO. Our intention is to ensure the success of each student using the guiding principles of the International Baccalaureate Programme to guide all school related activities.

RIGOR

We honor the tenets of rigorous instruction as offered through the International Baccalaureate Programme by ensuring that our actions, trainings and intentions lead to each student achieving academic success.

TRANSPARENCY

We honor the ethos of open and honest communication, actions, and directives, showing fairness in all our actions and interactions.

Strategic Pillars

Strategic pillars are the foundation of the strategic plan. They describe at a high level the areas in which IHSNO will focus its attention on in the coming years.

1. Academic Programs
2. School Culture
3. Exceptional Staff
4. Governance and Strategy
5. Organizational Sustainability

Goals, Objectives, and Performance Metrics

Strategic plans are made up of three main parts: Goals, Objectives, and Performance Metrics.

Goals and Objectives both imply the target that one's efforts is desired to accomplish. Goals are generically for an achievement or accomplishment for which certain efforts are put. Objectives are specific targets within the general goal. Objectives are time-related to achieve a certain task. Thus, a goal is defined as the purpose toward which an endeavor is directed or the result or achievement toward which effort is directed. An objective has a similar definition but is supposed to be a clear and measurable target.

Performance metrics are made up of outcomes and outputs. One way to ensure that strategic plans are measurable and allow for course correction is to create strong outputs and outcomes that tie directly into the Objectives and ultimately the Goals.

Academic Programs

To ensure academic success for all students through the IB Program, the IHSNO team will refine and elevate key learning opportunities. IHSNO's language program will continue to be an essential aspect of the school, with most students becoming proficient in one language other than their native language by graduation. In addition to the ongoing commitment to world languages, IHSNO will provide increased training for all IHS teachers and expand exposure to the IB Program for all students. Finally, to fully support the enhanced academic program, IHSNO will ensure appropriate technology is accessible to both faculty and students. By developing a long-term technology plan, IHSNO will stay committed to continually updating or upgrading needed technology.

Goal 1: *Develop a robust world language program that enables each student to reach proficiency in a second language.*

Objectives:

1. Annually, all students are enrolled in the same world language for all IHSNO years of high school.
2. Annually, offer at least 4 world languages (French, Spanish, Mandarin, and Arabic).
3. Annually, test students upon entry into IHSNO for proper placement and test for proficiency at the end of each course.
4. Annually, provide appropriate professional development in world language instruction.

Outcomes:

- By 2019, **by the time of graduation**, 95% of the students who begin IHSNO in the 9th grade are proficient in one language other than their native language.
- **By 2019, IHSNO will have established a world language lab.**

Outputs:

- Annually, generate and distribute a language enrollment report.
- Annually, report on language growth and proficiency of IHSNO students.
- Annually, generate and distribute a language professional development report.

Goal 2: *Ensure all 9th and 10th grade students are fully prepared and motivated to enroll in IB in 11th grade.*

Objectives:

1. Annually, 100% of IHSNO faculty and staff will receive continuing education on the IB program (directly or via trained staff), its structure, and its unique benefit to students.
2. All 9th and 10th grade teachers are MYP trained every 3 years to better be able to prepare their students for the IBDP.
3. All 11th and 12th grade DP trained every 3 years to ensure they are able to successfully teach IBDP classes.
4. Annually, 9th and 10th grade students are educated about the expectations and rigor of the IBDP through their learning experiences.
5. Annually, analyze the remediation and enrichment programs and strategies provided to ensure all students are IB ready or achieving their goals.
6. **Annually, 60%** 11th and 12th grade students are enrolled in one or more IB courses.

Outcomes:

- By Fall 2017, 60% of students are enrolled in the IBDP with 100% in the IB Program.
- By 2019, 90% of IHSNO graduates are prepared for post-secondary success as measured by the ACT college and career readiness standards.
- **By 2019, IHSNO will have implemented and established a STEAM Lab.**

Outputs:

- Annually, 90% of 11th grade students receive passing grades in their IB courses.
- By Spring **2019**, 20% of IHSNO 12th grade students receive an IB diploma.
- By Fall **2019**, IHSNO has built and developed an intentional, fluid curriculum.
- By Fall **2020**, IHSNO is rated an A school by BESE.

Goal 3: *Develop and implement a technology plan that provides appropriate technology to advance students' learning in all program areas.*

Objectives:

1. **Annually**, all teachers will have a laptop in their classroom with access to the internet.
2. **Maintain** a staff resource space with appropriate technology.
3. **Maintain an** internet bandwidth to handle all students and staff simultaneously accessing the internet
4. By the beginning of the 2019 school year, all classrooms that utilize the internet will have high-speed wireless access points.

Outcome:

- **Annually, student** efficiency, skill, and overall performance is increased as measured by state mandated testing and internal assessments by grade level cohort.

Outputs:

- Annually, review and update IHSNO's technology plan.
- By Spring 2016, IHSNO has researched, generated a report on best designs, and established a staff resource space.
- By Fall 2019, every student has access to a laptop or computer in every classroom.

School Culture

A healthy school culture is essential to overall success. Establishing and maintaining school culture is significantly impacted by the make up of the school community. IHSNO's ability to continue to recruit a diverse community of students and staff will be critical to achieving and maintaining a diverse school community.

In addition to diversity, creating opportunities for exposure, learning, and interconnectedness are also important aspects of achieving strong school culture and personal development. Through special events and activities, IHSO students will be provided powerful learning opportunities through this exposure to other cultures throughout New Orleans. Responding to the desire, providing additional extracurricular activities, may elevate unity and school spirit.

The final and very important element in the further development of IHSNO's culture revolves around the IB Learner Profiles. Through the integration of the 10 Learner Profiles into IHSNO's culture, the school community will be committed to being: inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, reasonable risk-takers, balanced, and reflective.

Goal 1: *Achieve a diverse school community through targeted recruitment efforts for students and staff that are aligned to IHSNO's mission and vision.*

Objectives:

1. Annually **review, and if necessary, revise a** 3-year targeted marketing plan to recruit IHSNO-IB student candidates.
2. By 2020, have a staffing population **that is reflective of the diverse student population of IHSNO.**
3. By **June 2019**, develop a staff retention plan.

Outcome:

- IHSNO maintains a diverse student body.

Outputs:

- **Annually**, a targeted marketing plan to recruit IB students has been created and is being implemented to attract students as reflective of New Orleans' demographics.
- Annually, 80% of retainable staff has been retained.

Goal 2: *Celebrate our diversity to build an accepting, connected and spirited school community.*

Objectives:

1. Annually hold a variety of events and assemblies to expose and celebrate IHSNO's interconnectedness.
2. Annually, expose IHSNO students to a variety of New Orleans positive experiences.
3. **Ensure participation in** a balanced extracurricular program that includes sports, clubs, and community service
4. **Maintain a** safe, healthy spaces for students on the campus.

Outcomes:

- Annually, students and staff state that IHSNO's culture is one of acceptance as measured by annual student and staff survey.
- Annually, 80% of students and staff state that they feel "connected" to IHSNO as measured by annual student and staff survey.

Outputs:

- Seasonally, IHSNO holds events and assemblies as measured by school calendar of events.
- Annually, off campus events are planned, budgeted for, and executed on, as measured by school calendar.
- Annually, 80% of students are involved in extracurricular activities to include sports, clubs and community service.
- Annually, IHSNO has less than 15% attrition of students year over year based on the October 1st count.

Goal 3: Build a school community representative of the IB Learner Profiles.

Objectives:

1. Annually, instill IB Learner Profiles as an integral part of the learning experience at IHSNO – each month a profile is highlighted.
2. Annually, implement the learner profile into PBIS, classroom lessons, posted signage, monthly focus on each profile (inclusive of student of the month).

Outcome:

- By 2019, IHSNO' student body is representative of the IB Learner Profiles as measured by the outputs below.

Outputs:

- Annually, the average daily attendance is 95%.
- Annually, student participation in extracurricular activities is 80%.
- Annually, student participation in community based programs is 20%.
- Annually, students prove knowledgeable about the learner profiles as measured by grade level survey.

Exceptional Staff

For IHSNO to reach high academic results for all students the highest quality staff must be recruited and retained. Developing and implementing a rigorous selection process will an important part of the hiring process. Additionally, expanding the school's culture of support will be essential in elevating the retention of high-quality staff. This support will include not just professional development, but also a competitive compensation package and recognition program. In the end, IHSNO will have a team of educators that are together committed to supporting each other in the ongoing development of innovative approaches to teaching.

Goal 1: *Ensure the IHSNO recruitment and selection process is filled with high quality candidates, as measured against pre-determined standards, that results in the most visionary and effective staff possible for IHSNO students.*

Objectives:

1. Annually monitor and revise the criteria of the staff selection process against best practices to ensure the criteria being used leads to hiring the best candidates to meet IHSNO's mission.
2. By December 2018, assess IHSNO's benefit and salary package as compared to other high schools in New Orleans to accurately determine how competitive IHSNO is and repeat this process every 5 years.
3. As early as possible and reasonable, invite exchange teachers from different countries to teach.
4. Monitor and revise as needed marketing materials that highlight the benefits of being an IHSNO teacher including the competitive salary and benefits available.

Outcome:

- Annually, 70% of parents, student, staff, and teachers agree that staffing quality has improved as measured by annual survey.

Outputs:

- Annually implement a benchmarked selection process as measured by 80% employee retention-rate.
- By Spring 2019 complete research for recruiting teachers from other countries, if determined feasible implement a plan by winter 2020 to hire for the following school year.

Goal 2: *Ensure staff feels valued as evidenced by increasing staff retention to provide consistent, high quality education to IHSNO Students.*

Objectives:

1. Annually revise as needed a positive feedback and staff morale program.
2. Annually implement a staff mentorship program that encourages both professional development and also a "buddy system" within the school.
3. Annually, provide teachers with the necessary time and resources to prepare effective instruction.

4. By April of each school year, ensure employee agreements are presented to provide the necessary information regarding future employment.

Outcome:

- Annually, 80% of retainable staff has been retained.

Outputs:

- Annually, staff satisfaction rates will not be lower than 70% and increases by 5 percentage points as measured by staff survey until employee satisfaction reaches 85% overall.
- By April annually, 100% of **eligible** employees are provided their offer agreements for the **following term** as measured by HR process and documents.

Goal 3: Ensure effective and innovative teachers are teaching the students of IHSNO.

Objectives:

1. **Maintain** space and time for teachers to collaborate with other IHSNO teachers and teachers in other schools.
2. **Continue to** support teachers in developing their unique instructional approaches.
3. Annually, ensure funds are allocated for ongoing training and staff development.
4. **Continuously gather feedback from teaching and non-teaching staff on current needs and maintain a system for collaborative decision making on the purchasing of the top item(s) on the list(s) representing that input.**
5. **Annually, at a minimum of once per semester, implement and maintain a formal evaluation process that provides all faculty and staff feedback.**

Outcome:

- By June 2018, 80% of staff are rated at proficient or higher as measured by the IHSNO employee evaluation tool.

Outputs:

- **Maintain space for collaboration** as measured by physical space.
- **Annually**, 80% of staff report they have adequate time to collaborate with colleagues as measured by annual staff surveys.
- **Annually, continue to allocate funds to training as measured by financial budgets and expenditures report.**
- **By 2020, 80% of teachers state they feel supported as measured by annual survey.**

Governance and Strategy

A strong effective governance board is essential for a school's success. IHSNO is committed to ensuring the board is diverse and professional and meets its compliance and fiduciary responsibilities. To accomplish this, the board will ensure a diversity of professional experience and expertise, race, gender, age, and life experience in the recruitment of its members, conduct annual board training and a retreat, and establish protocols for both feedback and onboarding of new members. Additionally, the board commits to documenting and training all members on the compliance and financial aspects of board service.

The board will also monitor progress towards the goals laid forth in this strategic plan. They will track and report on progress towards stated performance metrics to ensure IHSNO continues moving forward strategically. The board will also make strategic course correction when needed, but is committed to governing, not managing, the school.

Goal 1: *Create, develop, and maintain a diverse and **high-performance** board that fills the role and responsibilities associated with board service.*

Objectives:

1. Annually, update a board profile worksheet to ensure IHSNO's board is diverse in demographics, skill sets, life experiences (i.e. backgrounds), professional experience, community connections and access to resources.
2. Annually, using the Board Profile worksheet determine gaps within the current board and then create a board recruitment strategy to fill the identified gaps.
3. Annually, assess needs and conduct board training to enhance board members professionalism and performance.
4. Semi-annually assess the efficiency and effectiveness of board meetings using an established protocol.
5. Annually assess and implement the protocol for onboarding new board members.
6. Annually, conduct board retreat to discuss key strategic decisions facing IHSNO.

Outcome:

- IHSNO's diverse and high-performance board demonstrates an understanding of its roles and responsibilities as measured by semi-annual self-assessment. (NOTE: I don't think this outcome necessarily is reflected in the assessment of board meetings. May need a new objective? -CA)

Outputs:

- Annually, 100% of board members profiles will be included in the board profile sheet, identifying strengths and diverse skill sets and demographics of the board.
- Annually, identify board gaps that will inform the recruitment strategy.
- Annually, 100% of board members are assessed and participating in board training.
- Semiannually, board members take feedback protocol assessment to ensure board meetings are being run efficiently and effectively.

- **By November 2018**, a new member orientation process has been developed and implemented annually thereafter at the start of each term.
- 100% of board members attend scheduled board retreats.

Goal 2: *Ensure IHSNO' Board of Directors has knowledge of and is in compliance with all applicable state and federal laws and board policies.*

Objectives:

1. **Annually, ensure** that all board policies and procedures are documented, and available in an electronic archive.
2. Annually, Board policies and procedures documentation will be distributed to all board members.

Outcome:

- Annually, Board demonstrates compliance with all laws and policies as measured by an annual performance audit conducted by a qualified and experienced CPA firm.

Outputs:

- **Annually**, all board policies and procedures are available on the IHSNO website and are updated as needed.
- Annually by August 31st, 100% of board **has** signed off as having received all policies and procedures.
- **Semiannually**, 100% of board complete board performance assessment.

Goal 3: *Ensure IHSNO's Board of Directors understands and meets their fiduciary responsibilities.*

Objectives:

1. Annually, budget is balanced and meets all legal requirements.
2. Annually, ensure sustainability targets are being achieved.
3. Ensure board members have proper training regarding their role and responsibility as a fiduciary assessed through board assessment.
4. **Maintain** Financial Controls, Policies, and Procedures document.

Outcome:

- Monthly, board demonstrates fiduciary responsibility as measured by the review of the most current financial statements.

Outputs:

- By May 30th, annual budget is balanced and meets all legal requirements.
- Annually, 100% of targets for sustainability have been met.
- **Annually by August 31st, 100% of board trained** on their fiduciary responsibility.
- **Maintain** Financial Controls, Policies, and Procedures document.

- Annually by June 30th, the school budget is posted to the IHSNO website.

Goal 4: *Develop, implement and periodically review the strategic plan to ensure IHSNO is moving forward as outlined in the board-adopted Strategic Plan.*

Objectives:

1. By January 2019, develop and adopt method to annually review progress against outcomes and outputs (metrics) in the Strategic Plan.
2. Annually, review and discuss progress on the outcomes and outputs of Strategic Plan, and submit a comprehensive written review regarding course corrections, if needed.
3. Develop board policy to require a majority vote of the entire Board to adopt and/or amend the Strategic Plan.

Outcome:

- Annually, review the Strategic Plan and revise as needed.

Outputs:

- Annually, the board is trained in the use of Board on Track
- By February 2019, methods for reviewing and revising the Strategic Plan are in place.

Organizational Sustainability

Without strong financial practices, many organizations, especially charter schools, are not as successful. IHSNO is committed to establishing strong financial management systems and processes in order to reach our goals. To do this, IHSNO will better understand enrollment projections and gather the necessary data to determine long-term school formation. The board will focus on identifying and executing on a diverse array of funding options. Plans for enrollment, fundraising, and capital improvements will all be created over the next few years to ensure that IHSNO has a clear sense of the resources needed to execute on its mission and vision.

***Goal 1:** Develop efficient internal systems and processes to support good financial management.*

Objectives:

1. **Maintain** a financial model template, as developed by the IHSNO Business Manager, for IHSNO that can be used as IHSNO grows.
2. **Annually**, create and/or review internal financial practices to ensure resources are being spent prudently.
3. By December 2015, develop short and long-term enrollment goals and projections, including decisions on whether IHSNO expands current grade size (8-12) and/or adds additional grades (i.e. K-8).
4. By **May 2019**, the Administration will develop a competitive compensation package that allows IHSNO to recruit and retain the talent needed to accomplish its mission.

Outcome:

- By 2017, and then annually, IHSNO is financially sound due to strong internal systems and processes as measured by an annual clean audit and 8% of reserves as outlined in the charter compact has been met.

Outputs:

- Annually, an audit has been conducted as measured by internal audit reporting.
- Annually, IHSNO's budget is balanced.
- By **June 2019**, a compensation package has been presented to the Board who deem it competitive as measured by regional compensation analysis.
- By October 2015, short and long-term enrollment goals and projections have been created as measured by documentation of said projections.
- By June 2016, decisions on IHSNO expansion of grade size and/or configurations has been made as measured by board minutes.

***Goal 2:** Secure additional funding to support and expand efforts towards accomplishing IHSNO's mission and vision.*

Objectives:

1. Annually, identify and pursue individual and corporate donors.
2. Annually, identify and pursue foundation and state/local grant agencies.

3. Annually, encourage 100% of VIBE Board members to give or get contributions to support IHS efforts.
4. Maintain the Development Committee of the Board to help promote and increase support for IHSNO.

Outcome:

- By 2019, IHSNO has received a 10% increase over total fundraising budget. ????
- By 2019, IHSNO will increase its' support network by 10 additional sources. ???

Outputs:

- Annually, review and implement a development plan that identifies a variety of funding, marketing, and PR possibilities and strategies as measured by plan's creation.
- Annually, the VIBE Board gives or fundraises \$30,000 to support the development of the IB Programme.

Goal 3: Develop a capital plan to support IHS' facility and infrastructure needs.

Objectives:

1. By fall 2019, determine future grade configuration.
2. By June 2019, develop a facility study to determine current and future needs.
3. By September 2019, develop five-year capital improvement budget.
4. By 2019, obtain a long-term lease from Orleans Parish School Board.

Outcome:

- By 2021, IHSNO's facility supports the needs and academic achievement of its staff and students as measured by reporting from the Head of School.

Outputs:

- By Fall 2019, a facility study has been conducted and its findings are being used in facility decision-making.
- By December 2019, a five-year capital improvement budget has been created and reviewed by the board.
- By 2020, the five-year capital improvement budget is being implemented.

Appendix A—Strategic Planning Process Methodology

In 2015, the International High School of New Orleans (IHSNO) contracted with Insignia Partners (an experienced, strategic planning firm) to facilitate a strategic planning process for the school and board. The process gathered input to create these plans included four components:

1. Research and evaluation of IHSNO’s strengths, weaknesses, opportunities, and threats.
2. Two rounds of stakeholder interviews.
3. Four focus groups with a variety of stakeholder groups including parents, teachers, staff, and students.
4. Two facilitated sessions with the Board of Directors, Head of School, and selected staff.

To establish where IHSNO needs to focus in the coming years, Insignia Partners conducted almost 15 interviews with key individuals representing a variety of viewpoints, from past parents to IHSNO’s authorizer. The interviews enabled a review of the past successes and challenges of IHSNO, and how the school can continue to grow and improve in the coming years. Additionally, Insignia Partners conducted four focus groups: teachers, staff, students, and parents. These focus groups gave great insight into where IHSNO’s current excels and both small and large changes and could create a better school culture, more engaged parents, and happier teachers. The interviews and focus groups also clearly described the need for an international high school and excitement over the possibility of the school. Additionally, interviewees noted the struggle with implementing a full IB Program in an open enrollment setting, but felt optimistic that IHSNO leadership would be able to do it.

Over two day-long facilitated sessions, followed by bi-weekly working calls, IHSNO revised the IHSNO mission and created statements and external values, all of which will drive the work moving forward. The outcome of these sessions was clearly defined strategic pillars, strategic goals, objectives, and measurable outcomes and outputs, all of which make up the bulk of the strategic plan. Noting the importance strong governance plays in highly successful charter school, Insignia Partners spent time refining the Board’s role and structure, ensuring they will be best positioned to govern IHSNO appropriately moving forward.

Appendix B—IHS Board of Directors

Current Board of Directors

1. Carol Allen (Chair)
2. Shontell Thomas (Vice Chair)
3. Mariska Roney (Treasurer)
4. Blair Schilling (Secretary)
5. Amer Tufail
6. Anne Kock
7. Kevin Katner
8. Rob Keller
9. Stacie Retzlaff
10. Donaldo Batiste
11. Ellenor Simmons (PTO – Board Representative)
12. Jennifer Gordon-Lampton
13. Gail Lazard
14. Stacie Cunningham

Prepared by

