



BOULDER



LITTLETON



MACKINTOSH ACADEMY

★ VISION 2020 ★ Strategic Plan OS1.0



MACKINTOSH
ACADEMY

www.mackintoshacademy.com

7018 South Prince Street, Littleton

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MACKINTOSH ACADEMY

VISION 2020 : STRATEGIC PLAN OS1.0

OUR MISSION

Mackintosh Academy nurtures the keen minds and compassionate hearts of the gifted child in a responsive and caring community of learners. Our students mature into confident, healthy human beings inspired to contribute to a world that needs them.

OVERARCHING VISION GOALS:

- **BE COURAGEOUS AND INNOVATIVE PIONEERS** of gifted education. Lead by example. Act as a lighthouse for change.
- **GENERATE THRIVE-ABILITY** to support and sustain our teachers, staff, students and school community.
- **CREATE SYSTEMS TO SUPPORT** planning and development that encourage learning, innovation and positive change.
- **GROW OUR CAPACITY FOR GLOBAL ACTION** so that students practice empathy, seek solutions to real world problems, and take action in their classrooms and beyond.

STRATEGIC PLANNING PROCESS OVERVIEW / SUMMARY:

Our strategic planning process was comprehensive, inclusive, and stretched over a year in process. After a series of visioning and planning meetings, the Mackintosh Board of Trustees Strategic Planning Committee, assisted by Marketing Director Gia Medeiros and parent board member, George Kembel, helped us to identify the five areas of focus that would drive our research and goal formulation process: Overarching Vision, Prosperity, People, Program, and Place.

Strategic Planning Committee

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|--------------------|---------------|------------------|----------------|
| * Mary Lou Faddick | * Sandy Furth | * Susan Scheibel | * Gia Medeiros |
| * Kristi Espineira | * JJ Morrow | * Diane Dunne | |

Research, Data Collection and Analysis Included the Following:

- Over one-hundred interviews with a wide variety of education professionals in gifted education, International Baccalaureate, Denver Metro, Boulder, US, and international schools: *January - March 2015*
- Four community forums, involving parents on both campuses: *April - May, 2015*
- Retreat workshop with all-school faculty: *August, 2015*
- Board retreat: *August 2015*
- Survey: *October 2015*
* 155 Current Parents * 10 Former Parents * 9 Board Members * 27 Teachers * 6 Administrators/Staff
- Review and series of administrative meetings: *October - December 2015*

OVERARCHING GOALS & OBJECTIVES: PEOPLE

1. **CONTINUE TO CULTIVATE AN INTIMATE, FAMILY-LIKE ENVIRONMENT** *founded on the relationships that help children and communities thrive and grow:*
 - A. Maintain our commitment to low student/teacher ratios.
 - B. Determine ideal size of student enrollment that promotes both an intimate, family-like environment as well as financial sustainability.
 - C. Strengthen meaningful and broad parent, teacher, and student involvement and leadership opportunities.
 - D. Identify and expand opportunities that foster cross-grade, whole-campus, and whole-school relationships.
 - E. Build an effective alumni database and communication system. Establish long-range plans for alumni stewardship and outreach.
 - F. Commit to formalizing regular communication and opportunities for sharing the “state of the school” and future vision with the greater Mack community.

2. **EXPAND DIVERSITY & INCLUSIVITY** *to provide a richer, more global learning environment:*
 - A. Create a definition and understanding of diversity for our Mack community, and then identify ways our campuses are currently reflecting diversity.
 - B. Establish diversity and inclusion goals and implementation plans related to: admissions and retention, teacher training, curricular and extracurricular programming, and global action.
 - C. Connect with other school and social entities to identify, recruit, and retain gifted children who represent diversity for our school.
 - D. Develop sustainable funding sources specifically aimed at promoting and growing diversity.

3. **ATTRACT AND RETAIN TALENTED TEACHERS, STAFF & ADMINISTRATORS**
 - A. Benchmark current salaries and benefits against local, state, and national independent schools.
 - B. Identify and establish goals for teacher, staff, and administrator salary equity and growth.
 - C. Build financial capacity to provide more competitive salaries and benefits.
 - D. Build financial capacity to provide exemplary professional development and training opportunities for all faculty and staff.
 - E. Create a comprehensive induction training plan for new teachers and staff.
 - F. Enhance opportunities for collegiality, collaboration, leadership, and celebration within and between campuses.
 - G. Determine the feasibility for the creation of a Mack Teacher Preparation Program (licensure and gifted endorsement program) modelled after the Stanley British School and Friends’ School programs.

4. **MAXIMIZE BENEFITS OF MACKINTOSH ACADEMY TWO-CAMPUS MODEL - PEOPLE**
 - A. Determine and communicate to our community the benefits of a two-campus model in regards to HR, insurance, payroll, and other areas of cost savings.
 - B. Evaluate the strengths and pain-points associated with shared human resources including: business operations, marketing, development, Board of Trustee structures, and curriculum management and leadership.
 - C. Determine and budget for the staffing needs to support curriculum leadership support for an independent IB authorization for the Boulder Campus.
 - D. Build and implement models for meaningful and sustainable collaboration at both teacher and administrative levels.

OVERARCHING GOALS & OBJECTIVES: PROGRAM

- 1. SUPPORT THE TRAINING AND DEVELOPMENT OF TEACHERS, STAFF, AND ADMINISTRATORS**
 - A. Create, implement, evaluate ongoing individualized professional development plans for all faculty, staff, and administrators in all areas of the mission: Gifted, IB, SEL, Global Action.
 - B. Build in-house capacity for providing meaningful professional development.
 - C. Develop continuous opportunities for faculty to access current research and methodologies around working with gifted students in all areas of academic and social-emotional development.
 - D. Develop systems and a culture for incorporating training and research into classroom practices.

- 2. INCREASE COMPETENCY AND DELIVERY OF GLOBAL ACTION**
 - A. Promote understanding of, and classroom/community commitment to IB Global Action.
 - B. Ensure that action is embedded into IB units in a way that involves meaningful student input and responsibility.
 - C. Identify key outside local, national, and global organizations that mirror our school mission and would be key partners for long-term service learning relationships.
 - D. Create meaningful and sustainable service learning opportunities and traditions through cross-grade, campus, and school-wide service initiatives.
 - E. Promote environmentally sustainable practices as part of every-day campus life.

- 3. ENHANCE CAPABILITY AND COMMITMENT TO DEVELOPING INNOVATIVE PROBLEM SOLVERS**
 - A. Enhance capacity for authentic inquiry, design thinking and innovation within classes and extracurricular opportunities through expanded teacher training, improved tech/design facilities, and increased curriculum focus.
 - B. Further develop emphasis on project, product, and problem-based teaching and learning.
 - C. Increase emphasis on student IB Approaches to Learning (ATL), such as communication, collaboration, and other interpersonal skills necessary for development of twenty-first century competencies.
 - D. Identify and build relationships with outside local, national, and global persons and organizations that mirror our school mission that would be key partners for students to explore and collaborate around solving real world problems.
 - E. Revise scope and sequence and develop plan for funding and implementing programming in areas, such as robotics, electronics, design engineering, 3D design, and computer science (coding and programming).

- 4. IMPROVE TECHNOLOGY INFRASTRUCTURE AND TRAINING**
 - A. Complete the inventory of existing hardware, software, and networking assets to match against immediate and future needs in operational and educational settings.
 - B. Create a schedule for replacement and upgrading of hardware and software to keep student and teacher tools relevant and efficient. Develop a plan for funding the necessary improvements.
 - C. Further develop a scope and sequence for the integration of educational technology into Pre-K through 8th curricula. Determine the appropriate professional development necessary for teachers and staff.
 - D. Provide opportunities for educating parents and community members around educational technology, social media, and Internet use and safety.

- 5. MAXIMIZE BENEFITS OF MACKINTOSH ACADEMY TWO-CAMPUS MODEL - PROGRAM**
 - A. Research existing two-campus school models to explore strengths/benefits and costs/threats related to key programmatic factors including: IB delivery and authorization, accreditations, shared personnel, and opportunities for collaboration and joint professional development.

OVERARCHING GOALS & OBJECTIVES: **PROSPERITY**

1. **BUILD THE PROSPERITY ENGINE:** *Create a sustainable business model that will ensure our school is a thriving place to learn and work. Engage community at all levels in the following:*
 - A. Continue to develop and streamline practices to generate and maintain balanced budgets.
 - B. Identify a target goal for a healthy cash reserve then develop a plan to replenish and sustain it.
 - C. Explore potential to restructure current debts.
 - D. Develop a plan for a robust income portfolio that moves the school away from total tuition dependency (*ie: developing alternative revenue streams, such as: summer camps, enrichment classes, training programs, foundation and corporate support for tuition assistance and underwriting of events and programming*).
 - E. Create a think-tank advisory group to help generate a forward-thinking investment strategy.
 - F. Determine the optimal staffing support at key levels of operations, including: business office, marketing, IB curriculum leadership, and office support.

2. **EXPAND OUR COMMUNITY OF SUPPORT:** *Continue to develop a wider base of external community support and partnerships, including individuals, businesses, foundations, and organizations that share our interests in next-generation education of gifted and creative students. Major areas of focus include:*
 - A. Develop relationships and partnerships with local pre-schools to build in feeder schools to our entry-level grades.
 - B. Develop and maintain partnerships with CAGT and affiliates.
 - C. Create stronger partnerships with forward-thinking organizations that could serve as feeder companies for admissions, be partners in real-world learning opportunities, support professional development, and provide student internships. (*ie: Google, Co-Maker Hub, Share-Faire Nation, MakerBolder, Sparkfun, Lockheed Martin, Denver Tech Center companies*)
 - D. Continue to build our network of gifted, IB, and progressive independent schools throughout the country and beyond to share resources, build admissions pipelines, and create meaningful collaborative relationships.

3. **DEVELOP A STRONG CULTURE OF GIVING:** *Continue to create a culture of philanthropy on campuses and across our community. Major areas of focus include:*
 - A. Provide opportunities to share with our Mack community how the various moving parts of fundraising fit into our annual operating budgets.
 - B. *Campus Auctions:* Improve our systems, communication, and offerings to maximize potential for community earning power.
 - C. *Annual Giving Campaigns:* Empower parent leadership to maximize potential return on solicitations.
 - D. *Direct-Support Gifts:* Increase awareness of small-scale projects that, if funded, would have immediate impact on student programming.

4. **BUILD TO LAST:** *Develop a long-term investment plan to build a robust endowment portfolio:*
 - A. *Student Scholarship:* To develop and sustain a diverse and inclusive culture.
 - B. *Teacher/Staff/Administrator:* To attract, support, and retain the highest-caliber personnel.
 - C. *Programming:* To support robust and vibrant curricular programming supported by high-end materials/supplies, warm/inspiring learning spaces, high quality professional development, and unique experiential learning opportunities.

5. **MAXIMIZE BENEFITS OF MACKINTOSH ACADEMY TWO-CAMPUS MODEL - PROSPERITY**
 - A. Determine and communicate the potential cost-savings for a two-campus model with regards to tax and insurance savings, fundraising, and other shared resources.
 - B. Evaluate the strengths and pain-points associated with shared financial resources.
 - C. Investigate combined strategy for approaching potential sources of foundation and corporate support

OVERARCHING GOALS & OBJECTIVES: *PLACE*

1. **CREATE SHORT AND LONG TERM VISIONS FOR CAMPUS IMPROVEMENTS** *to better serve our students and deliver vibrant programming:*
 - A. Work with the teachers, staff, Board and wider community to determine critical short term (1-2 year) and long term (3-5 year) capital improvements for each campus.
 - B. Develop campus master plans for both campuses that aim to maximize the potential of existing grounds and facilities, and provide a vision for potential growth in the future.

2. **EVALUATE ABILITY TO GROW POPULATION AND FACILITIES ON BOTH CAMPUSES**
 - A. Determine optimal square footage needed to support current and future populations for both campuses. Using that information develop time-lines for potential capital improvements to support potential growth, and major vision projects.
 - B. Using the Land Use Committee (L.U.C), develop the timeline for presenting a proposal to Boulder Land Use Commission seeking: lifting of existing restrictions, potential raising of total teacher and student population numbers, and potential addition of building space to meet the needs of population and programming. *(Boulder specific)*

3. **IMPROVE ENERGY EFFICIENCY** *for both campuses to develop cost-saving measures and learning opportunities for students. Major areas of focus include:*
 - A. Continue to develop the culture of a "Smart Village" to look for areas for environmental responsibility, cost-savings, and real-world learning opportunities for students.
 - B. Investigate potential for landing solar and wind power grants to mirror the success of Littleton's model. *(Boulder specific)*
 - C. Determine hard costs for funding energy efficiency improvements on the Boulder campus including: replacement, upgrading, and additions to HVAC systems, improved insulation, and complete window replacement. *(Boulder specific)*
 - D. Explore potential and create plan for moving "toward zero" in terms of energy use. *(Littleton specific)*
 - E. Continue to use solar panel success as springboard for increasing awareness of and action toward a reduce, reuse, recycle program to increase responsible use of natural resources. *(Littleton specific)*

4. **CONTINUE TO DEVELOP CASE FOR IMPROVED PROGRAMMATIC SPACES** *to support rich and vibrant IB programming including:*
 - A. Develop the Wetland/Science Outpost community project aimed at the creation of a living outdoor classroom. *(Boulder specific)*
 - B. Investigate the potential for creating a sustainable permaculture farm on the northwest property of Boulder campus. *(Boulder specific)*
 - C. Design a plan for new multipurpose facility facing the Flatirons to serve as a gym, dining facility, large gathering space, and rentable space. *(Boulder specific)*
 - D. Continue to develop plan for performing arts expansion. *(Littleton specific)*
 - E. Develop and implement plan for lobby and office expansion. *(Littleton specific)*
 - F. Expand use of greenhouse for Smart Village educational opportunities *(Littleton specific)*
 - G. Initiate master planning process to explore potential for additional programmatic spaces, timeline for working with City of Littleton to begin the necessary public process, and development plan for funding. *(Littleton specific)*

5. **DEVELOP DEFERRED MAINTENANCE PLAN** *for both campuses:*
 - A. Create a sustainable PRRSSM budget that is accounted for in the yearly budget cycle.
 - B. Develop schedules for upkeep and/or replacement of facility and landscape items. Some examples of schedules include: carpeting, driveway and sidewalks, painting, roofing, and landscaping.