

Stanley 2020. A Strategic Plan.

Introduction

In 1971, founder Carolyn Hambidge established a model kindergarten classroom based on child-centered principles of the British Primary philosophy of education. She endeavored to create life-long learners by educating the whole child as an individual while helping children understand their roles in a community. Theorist Frederic Froebel said two centuries ago, “Children are like tiny flowers: They are varied and need care, but each is beautiful alone and glorious when seen in the community of peers.” We know Carolyn would agree.

As we approach our 50th anniversary, we reflect on a half-century's change and growth that has enabled Stanley to now serve 450 K-8 students from over 300 families. Since inception, Stanley's committed belief has been that every child is a learner deserving of inspired teachers and a nurturing environment. With this enduring understanding, we offer our Stanley 2020 plan to guide our continued evolution and realization of “Who We Are.”

At the core of our plan are Stanley BPS's **Essential Commitments**. These are drawn from our mission, are viewed through a multicultural lens which promotes inclusiveness and equity in all we do, and are what drive us forward. In support of our Essential Commitments, our strategic plan focuses on four **Core Pillars**: Our Philosophy, Our Teachers & Staff, Our Campus, and Our Financial Health. Within each pillar we have set ambitious goals that will lead Stanley BPS into our 50th anniversary.

Essential Commitments- *The Why of Stanley BPS*

To serve children and families in the best way we know how, we are committed to:

- 1) The **student experience**: joyful, authentic, inclusive, and as varied and intentionally diverse as the learners we serve. Stanley BPS provides the optimal learning environment for children to express who they are with the opportunity to explore who they may become. This is the foundation upon which students will build their own understanding of what it means to “*make a positive difference in the world*” and where both parents and students are confident in the preparation for high school and beyond.
- 2) A **public purpose** – Stanley remains committed to building partnerships with schools and organizations that share our progressive mindset and want to learn from one another. Our goal is to enhance what we do on our own campus while contributing to the greater purpose of preparing our community's children for the complex, diverse, innovative, and contemporary world they will inhabit and lead. This purpose remains at the heart of how we will impact and serve the larger community.
- 3) The principles of our **British Primary philosophy that** put children at the center of all we do. Fundamental to this approach is the meaningful and important relationship between children and their teachers, and the belief that every child has unique gifts to share and contributions to make.

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It is through the application of these principles that our teaching and learning practices meet the social and educational needs of the whole child.

Core Pillars- *What will support our Essential Commitments*

#1 Professional Community: Recruiting, developing, and retaining exceptionally dedicated and gifted teachers and staff. Nothing is more critical to the Stanley student experience and the fulfillment of our mission than a supported faculty capable of uncommon care, insight, wisdom, and skill in the service of our children and their families. We recognize that passion and investment in individual development drives innovative performance and deep commitment.

Goals:

- 1a. Support and promote the professional development of excited, passionate, compelling, well-prepared teachers who come to school every day ready to teach, learn, and share new ways of educating our students.
- 1b. Align Stanley's compensation strategy for all staff to promote and challenge individual growth and contribution, and act as both an attraction and retention tool.
- 1c. Equip teachers to meet the differentiated educational needs of the diverse learners in our community and respond to their changing needs.
- 1d. Invest in a comprehensive plan for supporting the full lifecycle of a Stanley BPS staff member to maximize effectiveness across a career.
- 1e. Develop an expansive and intentionally inclusive strategy for attracting and retaining the next generation of diverse teachers, administrators, and staff.

#2 Educational Philosophy: Preserving and deepening our understanding of the British Primary philosophy of education. We will embrace the opportunity to codify, strengthen and share our philosophy. We believe our focused attention on this goal will best serve the children and families in our community and advance Stanley's role in the national conversation on education. For this reason, we include the British Primary philosophy as both a commitment and pillar of our plan.

Goals:

- 2a. Codify, strengthen, and publish the core elements of the British Primary approach to education.
- 2b. Extend and deepen the program for educating our faculty and staff about the principles and philosophy of the Stanley BPS model and its manifestation in classrooms and administrative functions.
- 2c. Develop partnerships in which Stanley's faculty can share our philosophy and learn from others who employ other educational strategies and approaches that can inform, support, and expand our practices in the interest of child-centered learning.
- 2d. Strategically plan for the succession of leadership in a manner that preserves the institutional knowledge held by the school's founders and long-serving staff.

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#3 Campus: Executing a campus vision that evolves to meet the needs of the whole child and inspires future students and families. We believe that our physical space should provide flexibility, openness, resourcefulness, and play. We will design spaces that address the current and emerging educational needs of our students.

Goals:

- 3a. Execute a comprehensive campus master plan that addresses the evolving needs of the learning community.
- 3b. Strategically design improvements to our campus that support and promote access for diverse students and families.
- 3c. Intentionally design spaces that are multi-purpose and multi-functional that inspire learning and teaching.
- 3d. Pursue campus updates that mitigate the school's impact on the planet.

#4 Investment: Nurturing the ongoing financial health of Stanley BPS. We embrace our responsibility to provide financial strength and stability not only for Stanley's current children and families, but for generations to come as well. Building on our successful business practices, we will direct our financial resources to what matters most: the student experience and staff development. While addressing the present, we will prepare for the future.

Goals:

- 4a. Balance our current and long term financial needs by maintaining current financial health and fundraising.
- 4b. Develop a strategy that builds the school's endowment in support of long-term, mission-based objectives.
- 4c. Develop a strategic and vibrant approach to fundraising to reduce dependency on tuition.
- 4d. Ensure our fiscal management systems are transparent and maintain the highest standards of fiduciary responsibility.