



STRATEGIC PLAN 2008 - 2013

I. PROGRAM, STUDENTS, FACULTY, ACCREDITATION

A. PROGRAM: CURRICULUM

Situation Analysis

As a new school, it is important for EBI to create a curriculum that is thoughtfully designed, well planned, clearly articulated and measurable in terms of achievement and goals.

Objective

To offer an engaging, constructivist, PYP-focused curriculum that is well organized across subject matters and documented in a format that is clear for teachers, students and parents.

Target/Goal

1. Fully implement the Primary Years Program at EBI, specifically focusing on the learner profile, units of inquiry, and project-based independent work, and paying special attention to differing learning styles and fostering student excitement about learning.

B. PROGRAM: INTERNATIONAL FOCUS

Situation Analysis

It is central to the mission of EBI and important to its community that the school cultivate in its students a sense of international citizenship with special knowledge of the diversity of Spanish-speaking cultures.

Objective

To immerse students in the diversity of Spanish-speaking cultures and educate them to be global citizens.

Target/Goal

1. Ensure that the curriculum includes significant global studies components.

2. Ensure that the curriculum provides educational immersion in cultures of the Spanish-speaking world.
3. Offer Mandarin language instruction for students beginning in grade 3.
4. Offer a second optional foreign language for students beginning grade 6.

C. PROGRAM: STUDENTS BILINGUAL, BI-LITERATE AND CULTURALLY COMPETENT

Situation Analysis

There are few Spanish-English bilingual schools in the Bay Area (CA) that ensure that students master both languages. By achieving educational excellence in Spanish and in English, EBI students can help break stereotypes regarding the academic appropriateness of Spanish fluency.

Objective

To educate EBI students to be fully bilingual and bi-literate in English and Spanish, and to measure the success of our immersion model on an on-going basis.

Target/Goal

1. Ensure that EBI implements a well-designed dual immersion curriculum that emphasizes excellence in both English and Spanish; submit the curriculum to on-going assessment regarding learning outcomes and teaching strategies.

D. PROGRAM: INTEGRATED TECHNOLOGY

Situation Analysis

With an ever-changing technological world, EBI students need to be conversant in and confident with technology, and teachers need to integrate technology in pedagogically sound ways.

Objective

To provide a technology-rich learning environment so students both learn from and about current technology.

Target/Goal

1. Integrate technology education in all appropriate aspects of the curriculum, where the use of technology is the best teaching/learning strategy or enhances learning and train teachers in best pedagogical practices for use of technology in the classroom.

E. PROGRAM: INTEGRATE SUBJECT AREAS

Situation Analysis

Creativity, flexibility and the ability to draw connections between disparate subject areas are vital skills in today's world. Integrating the core subjects as well music, arts, physical education, technology, fine arts/theater (exhibits/shows/performances),

and health education will help students identify broader contexts and create connections between subject areas.

Objective

Structure the curriculum to allow for integration of core subject areas as well as special subjects such as music, arts, physical education, technology, fine arts, drama and health education.

Target/Goal

1. Integrate all subjects across the curriculum in age-appropriate ways.

F. PROGRAM: LEARNING RESOURCES

Situation Analysis

EBI must use high quality learning resources (materials, library, technology, etc.) to ensure a high-level education for its students. Keeping in mind the financial impact of making high-quality learning resources available to our students, EBI must be efficient and creative about how it acquires such resources.

Objective

To acquire and use learning resources generously, creatively and wisely to ensure the best education possible.

Target/Goal

1. Acquire learning resources to allow for and enhance inquiry-based instruction. Learning comes from a rich variety of sources that are not limited to standard school materials.

G. PROGRAM: COMMUNITY SERVICE

Situation Analysis

Part of the PYP is to help develop students' sense of responsibility, civic duty and morality. As a required element of the PYP, it is vital for students to engage in community service within the school, as well as in the surrounding community.

Objective

To develop community service programs at all grade levels.

Target/Goal

1. Ensure that school-wide community service program as well as local community service opportunities become part of the fabric of learning at EBI within and outside of the school community.

H. STUDENTS: STUDENT BODY COMPOSITION NATIVE AND NON-NATIVE SPEAKERS

Situation Analysis

A target percentage of first language Spanish-speaking students is optimal for a successful immersion program in order to develop a school community that fully embraces the language and cultural backgrounds of native speakers, while simultaneously being rich enough to envelop non-native speakers so that they develop the cultural competency and language fluency to become bi-literate citizens.

Objective

To achieve a balanced student body that includes students from Spanish-speaking homes or students who have attained Spanish fluency in another way (such as from another Spanish language preschool).

Target/Goal

1. Ensure that demographic outreach foster a linguistically diverse student body.
2. To ensure that between 40 and 50 percent of our incoming student body is proficient in Spanish upon entry.

I. STUDENTS: STUDENT BODY COMPOSITION NON-LINGUISTIC DIVERSITY

Situation Analysis

The student body should reflect the cultural, ethnic, racial, religious, family make-up and socio-economic diversity of the surrounding community. To the extent that a healthy financial aid budget will allow EBI to admit students from every walk of life without regard for income, it is imperative that EBI build a financial aid budget that can sustain a need-blind admissions policy and support all families receiving aid throughout a family's tenure at EBI.

Objective

To achieve a balanced, sustainable student body that reflects the diversity of the area population.

Target/Goal

1. Ensure that fundraising, demographic outreach and financial sustainability foster an economically diverse student body.

J. FACULTY: RECRUITMENT AND HIRING

Situation Analysis

The pool of qualified bilingual/bi-literate teachers and associate teachers from which EBI currently recruits needs to be broadened. In order to locate and attract the best-qualified, diverse, and open-minded faculty EBI must utilize all recruitment options and offer a competitive salary and benefits package.

Objective

To attract teachers both locally and abroad, and hire in a timely manner in order to create the strongest possible bilingual faculty.

Target/Goal

1. Utilize all avenues of local and international recruitment to attract a highly qualified and diverse faculty capable of carrying out EBI's mission.
2. Ensure proactive measures are taken to make staffing decisions by considering current faculty, future enrollment and the need for specialists (e.g., art, PE, etc).

K. FACULTY: RETENTION

Situation Analysis

Teacher turnover is at an all-time high in this country. According to a National Center for Education Statistics (NCES) survey of 8,400 public and private school teachers, the main reasons for the high attrition rates are inadequate administrative support and workplace conditions. A paper by the National Governor's Association reports that teachers with more support from administrators, higher salaries, and higher levels of autonomy and influence over decision-making are more likely to stay at a school regardless of personal or school characteristics, such as age, gender, subject taught, school poverty, or school location.

Objective

To retain highly-qualified teachers and associate teachers.

Target/Goal

1. Offer competitive compensation and benefits package .
2. Provide strong administrative support for both teachers and teaching associates.
3. Ensure that faculty participate fully in the design and implementation of the educational program.
4. Offer interested teaching associates a career path to full-time teaching position.
5. Celebrate faculty through staff-appreciation activities.

L. FACULTY: PROFESSIONAL DEVELOPMENT AND STAFF TRAINING

Situation Analysis

In order to successfully accomplish its "mission-driven" curriculum, EBI needs a highly-trained faculty. Research indicates that the greatest impact on student learning occurs through professional development programs that provide adequate time for professional development, align teachers' learning opportunities with their real work, and are evaluated to determine the impact of professional development on teachers' practices and student learning. Further, successful professional development programs foster collaboration, allowing all teachers to observe others, to be observed by others, and to be part of networks or study groups in which all teachers share with one another and learn to respect one another's work.

Objective

To offer a comprehensive, collaborative professional development program for teachers and associate teachers.

Target/Goal

1. Create a robust professional development program that aligns with teachers' real work.
2. Ensure that teachers have time to learn, collaborate, and observe each other's work.
3. Evaluate the impact of professional development on student learning and teachers' practices on an on-going basis.

M. ACCREDITATION

Situation Analysis

As a new school, EBI will benefit from becoming accredited by the International Baccalaureate (IB), the California Association of Independent Schools (CAIS), and the Western Association of Schools and Colleges (WASC). These organizations' requirements for membership and accreditation will support all aspects of program congruence and excellence, governance, health and safety, etc., as EBI sets its strategic planning goals. With on-going accreditation, EBI's Board, staff, administration, parents, and similarly accredited schools will rest assured that our expectations and accountability are mission consistent.

Objective

To have EBI become fully accredited by IB, CAIS and WASC.

Target/Goal

1. Ensure that EBI become fully accredited by IB, CAIS, and WASC as soon as it qualifies for each with maximum term awarded.