Building On A Legacy, Educating Scholars, Expanding Our Reach
Elsie Whitlow Stokes Community Freedom Public Charter School

Strategic Plan
School Years 2019 – 2024
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Strategic Plan
School Years 2019 - 2024
ACKNOWLEDGEMENTS

This strategic plan was developed with the expertise and thoughtful guidance of the following Stokes School Leaders:

Strategic Planning Task Force

Erica McGrady, Chair, Board of Trustees

`Abdu'l-Karim Ewing Boyd, Campus Director
East End and Director of Special Programs

Erika Bryant, Executive Director

Bobby Caballero, Campus Director Brookland
Director of Student Support

Tracey Friedlander, Board of Trustees

Hoyt King, Treasurer, Board of Trustees

Verleria King-Jones, Board of Trustees

Linda Moore, Founder & Senior Advisor

Bill Moczydlowski, Director of Finance

Constanza Rosas, Director of Teaching & Learning

Julia Senerchia, Director of Data, Planning & Accountability

Abby Sondak, Dean of Students & Communications Manager

Stokes Board of Trustees

Niya Avery, Alumna Delegate
Stokes Class of 2007
Alumna Harvard University

Heather Harding, Parent Representative
Director, Policy & Public Understanding
Charles and Lynn Schusterman Family Foundation

Carlos Bonner
Jair Lynch Estate Partners

Hoyt King, Treasurer
Director of Quality
Parsons Corporation

John R. Bryant
Senior Managing Director
CVC Credit Partners

Robyn Lingo, Secretary
Director, Mikva Challenge

Robert Disney, Parent Representative
National Campaign Director
Brady Center and Campaign to Prevent Gun Violence

Erica McGrady, Chair
Senior Counsel
Akin, Gump, Strauss, Hauer, and Feld LLP

Tracey Friedlander
Senior Advisor to Ambassador Foley
Consultant to InterAmerican Development Bank

Verleria King-Jones
Vice President, Portfolio Management and Underwriting
Capital One Financial

Khalil Gedin, Alumnus Delegate
Stokes Class of 2005
Alumnus Drexel University

Ami Richardson
Attorney at Law
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**Stokes Alumni and Alumni Parents**

**Stokes Faculty and Staff**

**Stokes Parents**

**Stokes Student Government Representatives**

**Caitlin Campbell-Hahn**  
*Manager*  
*Education Forward DC*

**Shalini Shybut**  
*Principal,* *Schools and Human Capital*  
*Education Forward DC*

**Dr. Ramona H. Edelin**  
*Executive Director*  
*DC Association of Chartered Public Schools*

**Dr. Rona Frederick**  
*Associate Professor*  
*Catholic University*

**Rebecca Gifford Goldberg**  
*Partner*  
*Bellwether Education Partners*

**Soenda Howell**  
*Principal,* *Emerging CMO Fund*  
*Charter School Growth Fund*

**Irene Holtzman**  
*Executive Director*  
*FOCUS*

**Grace Lee**  
*Executive Director*  
*National Park Trust*

**Kenyan R. McDuffie**  
*Chair Pro Tempore, Ward 5 Councilmember*  
*Council of the District of Columbia*

**Scott Pearson**  
*Executive Director*  
*DC Public Charter School Board*

**Mary Shaffner**  
*Founding Executive Director*  
*District of Columbia International School (DCI)*

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INTRODUCTION

For 36 years, Elsie Whitlow Stokes taught elementary school in Arkansas. She applied three basic principles that helped her lay the foundation for the successful education of more than 1,000 students:

- Every student can succeed academically and become a responsible citizen.
- Every student needs a solid foundation in reading, mathematics, social studies, sciences, and the arts.
- Every student can contribute to the community through service activities that prepare that student to become a caring neighbor and responsible citizen.

With these principles in mind, the Elsie Whitlow Community Freedom Public Charter School was created. Named after the mother of Stokes School Founder & Senior Advisor, Linda Moore, and grandmother of current Executive Director, Erika Bryant, Stokes School is building on the legacy of high quality education for every student we serve.

Mission

The Elsie Whitlow Stokes Community Freedom Public Charter School prepares culturally diverse students to be leaders, scholars, and responsible global citizens who are committed to social justice. We teach children to think, speak, read, write, and learn in two languages: English and French or English and Spanish. With a dual focus on academic excellence and community service, the Stokes School accomplishes its mission by creating an environment of achievement, respect, and non-violence.

Vision

The Elsie Whitlow Stokes Community Freedom Public Charter School’s vision is to be a premier model of urban education in the United States.

From our September 1998 start, with 35 kindergarten and first grade students in a community church basement, to the 2007 purchase of our flagship Brookland Campus and the 2018 launch of our East End Campus, we continue to build our programs in service to District of Columbia children, pre-Kindergarten through Grade 5, and their families.

Over the past year, the Board of Trustees, Executive Director, and School Leadership Team have been engaged in a rigorous strategic planning process to review and build upon the successes of Stokes School, learn from our challenges, and plan a vibrant future that expands our reach to children and families who seek our services.

Activities included internal and external stakeholder input on how we are functioning and our impact; articulation of our theory of change—the guiding logic model for future planning; and, development of strategic goals and outcome measures focused on the next five years of educating scholars and sustaining growth.

Stokes School Strategic Plan SY 2019 – 2024
The result? A strategic plan that aligns our capacity to support the mission, vision, and related priorities of the school, builds on a legacy of educational success, while strengthening our position as a thought leader in urban education and impacting lives well into the future.

The plan contains an update of our most recent strategic plan—the work that remains and new areas to explore; an overview and pictorial representation of our theory of change; and presentation of the strategic goals and outcome measures that cover the next five years. We conclude with a description of how the plan will be managed based on frequent review, financial planning, and ongoing monitoring and evaluation by the Board of Trustees, Executive Director, and the School Leadership Team.

CELEBRATING SUCCESS

Elsie Whitlow Stokes Community Freedom Public Charter School has much to celebrate! And in 2018, we did celebrate, acknowledging 20+ years of creatively and successfully educating culturally diverse children in the District of Columbia, helping them to become global leaders, scholars, and responsible citizens committed to social justice. As we celebrated, we also reflected on our history, our challenges, and our successes.

Our reflections confirm that the school has met many of our original goals:

- The establishment of strong dual language immersion programs in English and French and English and Spanish;
- High levels of community and family engagement, both consistently reporting satisfaction with our programs and services;
- Consistent student enrollment and post-graduation connection to the school; and
- Strong scholar performance on standardized tests and other measures of academic and school success.

Simultaneously, our reflections kept us focused on minimizing our challenges:

- Ensuring we recruit, maintain, and develop our faculty and staff in alignment with our education and language instruction model and who reflect our commitment to diversity, social justice, and lifelong learning;
- Identification of community, city, and global partners who enrich our school programs through provision of materials and exposure to a range of meaningful experiences for our scholars;
- Facility improvements and planning to meet the demands of our at-capacity enrollment at our Brookland campus, while preparing to launch our newest East End pre-Kindergarten and elementary campus;
- Intentionality in the use of differentiated learning strategies to meet the learning styles and needs of all of our scholars; and
- Growing and maintaining financial resources to sustain our current model and meet the demands of expansion.

During our year of celebration and reflection, the Stokes School Board of Trustees and school leadership also reviewed the school’s goals, as articulated in our most recent 2013-2018 Strategic Plan. We have been pleased with our progress and the fidelity of our efforts to achieve those goals. In 2013, the Board committed to:

- Strengthening the school’s instructional program to ensure the success of all students;
- Ensuring organizational success and supporting a strong, stable financial base;
Exploring the feasibility of establishing a middle school or replicating the school at an additional campus;
Maintaining a strong and active Board of Trustees; and
Positioning Stokes School as a leader in the education reform movement.

SINCE OUR LAST STRATEGIC PLAN: WHAT WE’VE ACCOMPLISHED

Based on our last strategic plan, and in keeping with the Board and staff leadership commitment, we were able to achieve and build on several accomplishments, which include:

**Strengthening the School’s Instructional Program**
- We achieved Tier One status as measured by the DC Public Charter School Performance Management Framework.
- We fully integrated Common Core and Next Generation Science Standards into the school curriculum. In addition, we adopted the Investigations Math Curriculum and the Readers’ and Writers’ Workshop method for teaching students strategies for reading and comprehension.
- We continued our delivery of high quality professional development experiences to the instructional team in support of their practice.
- We adopted school-wide protocols designed to improve students’ social-emotional development.
- We achieved “candidate school” status as an International Baccalaureate (IB) World School Primary Years Programme and expect to receive authorization as an IB school in 2020.
- We developed and continue to apply strategies for eliminating achievement gaps among targeted student groups by engaging faculty and staff in a focused study of implicit bias in instruction.
- We have strengthened our dual language program by way of increased staffing, professional development, enhanced instructional and assessment materials, as well as the deepening of the content and experiences of our annual study tours to Spanish-speaking Panama and French-speaking Martinique.
Ensuring Organizational Success and Supporting a Strong Financial Base

- Stokes School’s financial base improved significantly over the last five years, including the 2007 purchase of our Brookland Campus on Oakview Terrace in Ward 5.
- Over the past two years, fundraising efforts improved considerably, yielding a significant increase in annual revenue.
- All annual financial audits have been favorable, indicating successful stewardship of total income.

Exploring the Feasibility of Establishing a Middle School or Replicating Stokes School at Another Campus

- In collaboration with four additional District of Columbia language immersion elementary charter schools, we developed a middle-to-high-school pipeline for Stokes scholars, the DC International School.
- In September 2018, the Elsie Whitlow Stokes Community Freedom Public Charter School East End Campus opened in Ward Seven with an enrollment of 140 pre-Kindergarten and kindergarten students. Using the growth plan that was used at the flagship school, the East End campus is slated to add one grade each year, culminating with Grade 5 and 400 students.
- The East End campus was received warmly by the community, which resulted in a waiting list of more than 1,000 children for the 40 available slots.

Maintaining a Strong and Active Board of Trustees

- Stokes School’s 13-member Board of Trustees, comprised of parents, educators, as well as legal, financial, real estate, communications, and hospitality industry professionals, was and remains actively involved in overseeing all school activities, advancing the school’s mission, and leading the organization toward a sustainable future by adopting sound, ethical, and legal governance and financial management policies.

Positioning Stokes School as a Leader in the Education Reform Movement

- If applications for admission serve as reliable indicators of respect for a school, Stokes School is both recognized and respected as a “good” and desirable school. The Washington Post reported that Stokes School had the longest waiting list of 1,827 applicants—more than any other DC charter school for the 2018-19 school year.
Stokes School is highly respected by parents and the community-at-large. Our faculty and staff have been recognized by numerous organizations for their contributions to the education of children in Washington, DC. In 2018:

- Music Teacher, Francis Richards, was named “Teacher of the Year” by the DC Public Charter School Board;
- Campus Director and Director of Student Support, Bobby Caballero (also known as Mr. Bobby), was recognized by NBC’s The Today Show for his outstanding contribution as an educator;
- Both “Mr. Bobby” and Math Coach, Rene Hayden, were each recognized by the National Park Trust as Teacher of the Year;
- Executive Director, Erika Bryant, received the Innovative Educator of the Year Award from the DC Immersion Project for bringing multilingual education to communities east of the Anacostia River and was appointed to the Harvard Graduate School of Education Alumni Council; and,
- School Founder, Linda Moore, was inducted into the DC Charter School Hall of Fame. Ms. Moore was also inducted into the National Charter School Hall of Fame in 2013.

Our progress over the years has been intentional and successful. We have created and refined an outstanding instructional program that has served nearly 1,000 children and 800 families. We have developed continuing education programs to improve the professional practices of faculty and staff alike. We have built strong organizational and financial infrastructure to support current programs. We have purchased and made important improvements to our physical facilities and have recruited and engaged a committed Board of Trustees and staff. Our leadership is strong, visionary, and effective.

And with this strength, we still have much work to do.
WHERE DO WE GO FROM HERE? THE STOKES SCHOOL THEORY OF CHANGE

Based on our 20+ year history of educating students, we believe that specific investments of intellectual, social, material, and financial resources; intentional instructional strategies and activities; and ongoing engagement of parents and other key partners, all lead to meaningful student outcomes. Over time, as we continue to learn, refine and grow, we believe replication of our model will consistently lead to dynamic institutions that successfully educate children, engage families, and strengthen the professional development of those who serve them!

This strategic plan reflects the vision of our Board, our school leadership, faculty, and staff to build on past successes, meet current challenges, and expand our reach in service to children and families. The plan was informed by a representative sample of our scholars, alumni, parents, and external stakeholders and advisors including, politicians and policymakers, charter school authorizers and accountability managers, charter school advocates and advisors, as well as community partners.

As part of the strategic planning process, Stokes School leadership has articulated the school’s theory of change—the progression of investments (inputs), activities, and progress indicators (outputs) that we believe will lead to stronger programming, more students and families served, and better schools—targeted outcomes and consistent impact over time. Click here for more about our theory of change and graphically represented logic model.

STRATEGIC GOALS AND OUTCOMES MEASURES

Based on the results of stakeholder feedback, identification of unmet needs, development of our theory of change and logic model, and subsequent internal planning, the Stokes School’s Board of Trustees, Executive Director, and School Leadership Team have prioritized the next iteration of our work.

Perhaps, more than at any other time in the school’s history, this plan reflects a real stretch in Board and staff commitment and leadership for the future. We intend to address that which we left unfinished in the last strategic plan—specific instructional enhancements and consistent board governance based on best practices—and to build on our legacy to solidly reach future generations.

Presented on the pages that follow are the goal statements and related outcome measures that, over the next five years, will strengthen our capacity and position the Elsie Whitlow Stokes Community Freedom Public Charter School to:

- Sustain and improve our scholars’ academic, social, wellness, and social justice outcomes;
- Strengthen internal systems and policies;
- Expand, strengthen, and sustain our resources (i.e., human, social, and financial);
- Increase the numbers of students and families served by the school; and
- Enhance our position as an advocate and thought leader in urban education.

These strategic goals build upon each of the gains made to date, address unmet needs, and target areas in need of additional planning and/or investment to ensure continued success and long-term sustainability. ¹

¹ Please note: A full presentation of the goal statements, outcome measures, related action plans, progress indicators, persons responsible, and timelines are included in the Strategic Action Planning Guides located in the Appendix.
Reaching these goals will require vision, determination, hard work, and grit. The Elsie Whitlow Stokes School community is more determined than ever to ensure that children in the District of Columbia have access to an exemplary education—one that prepares children for success and to become committed and capable stewards and servants of our global community.

**STRATEGIC GOALS AND OUTCOME MEASURES**

**School Years 2019 – 2024**

**1.0 Sustain and improve our scholars’ academic, social, wellness, and social justice outcomes**

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<thead>
<tr>
<th>Strategic Goal</th>
<th>Outcome Measures</th>
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<tr>
<td><strong>Curriculum Design, Implementation, and Review</strong>&lt;br&gt;1.1 Align our rigorous dual language and inquiry-based curriculum to broaden scholars’ worldview and develop higher order thinking, through the development and implementation of an International Baccalaureate (IB) Primary Years Programme of Inquiry. In addition to academic achievement, emphasis to include commitment to and demonstration of:&lt;br&gt;  - Social-emotional health and mindfulness&lt;br&gt;  - Health and wellness&lt;br&gt;  - Social justice</td>
<td>1.1.1 By Spring 2020, receive IB authorization and create a plan for a successful five-year evaluation&lt;br&gt;1.1.2 Annually maintain a school quality report score above 60 points or Tier 1 status and a four-star or above rating on OSSE’s STAR Framework&lt;br&gt;1.1.3 Annually maintain annual growth on standardized assessments at or above the national average for pre-Kindergarten to Grade 2&lt;br&gt;1.1.4 Students demonstrate targeted health and wellness practices based on Stokes’ School framework for assessing, prioritizing, and tracking annual school-wide and individual targets (e.g., physical activity, nutrition, mental health, mindfulness)&lt;br&gt;1.1.5 Students demonstrate understanding and commitment to social justice through annual participation in school and student-led projects, activities, and programs</td>
</tr>
<tr>
<td><strong>1.2 Improve our intervention approaches to meet the academic and social needs of all learners</strong>&lt;br&gt;</td>
<td>1.2.1 Annually maintain a suspension rate below three percent (3%)&lt;br&gt;1.2.2 Steadily decrease the achievement gap between all subgroups on annual standardized assessments</td>
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<tr>
<th>Faculty and Staff Effectiveness</th>
<th>Outcome Measures</th>
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<tr>
<td><strong>2.1 Strengthen the professional practices of faculty and</strong>&lt;br&gt;</td>
<td>2.1.1 One hundred percent of teachers</td>
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Stokes School Strategic Plan SY 2019 – 2024
<table>
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<tr>
<th>Staff in service to our students</th>
<th>engage in coaching cycles and set goals to improve instructional practices</th>
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<tbody>
<tr>
<td>2.2 Sustain a systematic approach to professional development that is grounded in child development, focused on effective instruction, and structured to build collaborative relationships among teachers</td>
<td>2.1.2 Eighty percent of staff and teachers achieve “effective” or “highly effective” ratings on annual performance evaluations</td>
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<td>2.1.3 Students in Grades 2 through 5 make annual progress on in French or Spanish on standardized assessments</td>
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<td>2.2.1 A minimum of eighty-five percent of teachers score at an “effective” or “highly effective” level on the Stokes Guiding Principles of Teaching and Learning. Domains to be measured include:</td>
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<tr>
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<td>- Creation of a positive classroom culture (inclusive of anti-bias practices)</td>
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<td>- Delivery of rigorous content</td>
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<td>- Increased academic ownership</td>
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<td></td>
<td>- Responses to evidence of learning</td>
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<td></td>
<td>2.2.2 Spring insight survey results rank Stokes School in the top quartile for both the Observation and Feedback and Professional Development Domains</td>
</tr>
<tr>
<td>Family Engagement</td>
<td>3.1 Ensure that families are actively and systemically involved with faculty and administrators as full partners in helping their children develop, learn, and achieve</td>
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<td></td>
<td>3.1.1 Eighty percent of families and teaching teams participate in home visits</td>
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<td></td>
<td>3.1.2 Eighty-five percent of families participate in Parent-Teacher conferences</td>
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<td>3.1.3 Increased involvement of parents in activities that support the development and achievement of their children, the school, and children in Washington, DC</td>
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<td></td>
<td>3.1.4 Increased participation of families in educational and community events</td>
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## 2.0 Strengthen Internal Systems and Processes

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<th>Strategic Goal</th>
<th>Outcome Measures</th>
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</table>
| **Board Governance**  
2.1 Improve board development and governance best practices | 2.1.1 All board members participate in eighty percent of scheduled board meetings  
2.1.2 One hundred percent of board members make and/or secure annual contributions  
2.1.3 All board members participate on committees |
| **Policy Development**  
2.2 Update policies (e.g., operations, Human Resources, risk management, data retention, governance) to ensure compliance and reflect the best interests of the school | 2.2.1 Annual review (and as needed) of all policies  
2.2.2 All faculty and staff access, understand, and implement updated policies |
| **Communications**  
2.3 Develop a School Communications Plan that encompasses crisis communications, internal communications (i.e., students, instructors and staff), community relations, and parent engagement | 2.3.1 Improved internal and external communications as measured by annual student, staff, parent, and community partner surveys |
| **Facilities Planning**  
2.4 Update and develop long-term strategic facilities plans for Brookland, East End, and possible expansion campuses | 2.4.1 Secure one hundred percent of resources needed for improvements |
| **Technology Planning**  
2.5 Develop an updated technology plan that meets the needs of all students, faculty, and staff | 2.5.1 One hundred percent of students utilize a diverse array of developmentally appropriate instructional technologies  
2.5.2 One hundred percent of students meet and/or exceed best practice educational technology standards  
2.6.3 One hundred percent of faculty and staff meet and/or exceed best practice educational technology standards |
### 3.0 Expand, Strengthen, and Sustain Our Resources  
**Human, social and financial**

<table>
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<tr>
<th>Strategic Goal</th>
<th>Outcome Measures</th>
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| **Faculty and Staff**  
3.1 Develop and maintain a pipeline of diverse, talented, and effective faculty and staff, who consistently support, promote, and sustain the school's mission and goals | 3.1.1 Staffing established and maintained for all positions  
3.1.2 Teacher retention rates maintained above eighty percent  
3.1.3 Stokes teacher compensation increases to compete with citywide averages |
| **Succession Planning**  
3.2 Develop a succession plan for school leadership that ensures well-trained, involved, and capable people, well versed in the vision and mission of the school and prepared to move into positions of leadership, as needed | 3.2.1 An established pipeline of potential leaders  
3.2.2 Identification and securing of technical and financial resources to support planned professional development for existing and potential school leaders |
| **Volunteers and Partners**  
3.3 Identify and increase committed pools of volunteers and partners who consistently support, promote, and sustain the school’s mission and goals | 3.3.1 Eighty percent of faculty and staff rate volunteers as “effective” or “highly effective” on annual volunteer evaluation surveys  
3.3.2 Cultivation and addition of at least one new partner annually  
3.3.3 Eighty percent of faculty and staff report ratings of “satisfied” or “highly satisfied” on annual survey of partners’ effectiveness |
| **Alumni Connections**  
3.4 Develop and maintain alumni connections to the school to track progress, sustain commitment to Stokes ideals, and invite donor participation | 3.4.1 Annual increase in alumni participation in alumni and school events  
3.4.2 Annual increase in number of alumni who give |
| **Community Involvement**  
3.5 Build and strengthen relationships within the local communities where Stokes campuses exist | 3.5.1 Annual increase in participation of community stakeholders in programs and services that Stokes provides (e.g., Saturday Academy, health and wellness)  
3.5.2 Majority “satisfied” or “highly satisfied” annual survey ratings by... |
<table>
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<tr>
<th><strong>Policymaker, Advocate, and Authorizer Relationship</strong></th>
<th>community partners and participants</th>
</tr>
</thead>
</table>
| 3.6 Continue to strengthen the relationships to effectively communicate the schools’ goals, accomplishments, and needs | 3.6.1 Increased advocacy and financial support for the school  
3.6.2 Maintained advocacy position with policymakers and authorizers |

<table>
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<th><strong>Funds Development</strong></th>
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<td>3.7 Enhance existing revenue-generating activities and develop an additional sustainable revenue-generating portfolio of products, services, and ventures, that will fund all existing and projected school activities and programs</td>
<td>3.7.1 Based on the business unit(s) selected, cumulative revenue from these sources increased by ten percent annually</td>
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<th><strong>Sustainability</strong></th>
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<tr>
<td>3.8 Explore, identify, and establish additional strategies (e.g., endowments, a foundation, planned giving) for obtaining sustainable revenue to support school programs and growth</td>
<td>3.8.1 Establishment of at least one strategy that increases school revenue by a minimum of five percent annually</td>
</tr>
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### 4.0 Increase the Number of Students and Families Served by the School

<table>
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<tr>
<th>Expansion Model</th>
<th>Outcome Measures</th>
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<tbody>
<tr>
<td>4.1 Identify an expansion model for building new schools (preschool, primary, and/or secondary)</td>
<td>4.1.1 Creation and use of a decision framework for opening a new school(s)</td>
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<td>4.1.2 Based on the decision, open a third campus</td>
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<tr>
<th>Marketable Resources</th>
<th>Outcome Measures</th>
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<tr>
<td>4.2 Develop instructional resources that support the Stokes School model and that can be marketed to other schools</td>
<td>4.2.1 Demand evaluated for instructional resources</td>
</tr>
<tr>
<td></td>
<td>4.2.2 Resources designed based on identified need</td>
</tr>
<tr>
<td>4.3 Develop a sustainable, revenue-generating professional development portfolio that can be marketed to other schools</td>
<td>4.3.1 Demand evaluated for the portfolio options</td>
</tr>
<tr>
<td></td>
<td>4.3.2 Professional development model determined</td>
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<thead>
<tr>
<th>Program Development</th>
<th>Outcome Measures</th>
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<tr>
<td>4.4 Explore the creation of additional child-family-community serving programs (e.g., early learning centers, after-school and weekend programming, science camp, summer language camp)</td>
<td>4.4.1 Creation and use of a decision framework for developing programs</td>
</tr>
<tr>
<td></td>
<td>4.4.2 Approval of at least one additional program</td>
</tr>
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## 5.0 Enhance Our Position as an Advocate and Thought Leader in Urban Education

<table>
<thead>
<tr>
<th>Strategic Goals</th>
<th>Outcome Measures</th>
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<tr>
<td><strong>Reflection and Sharing</strong></td>
<td>5.1.1 Reflection sessions targeted and scheduled to identify topics for reflection and further exploration</td>
</tr>
<tr>
<td>5.1 Maintain a practice of semiannual/annual organizational reflection to identify the stories that should be communicated to targeted audiences about the work and successes of the Stokes Model</td>
<td>5.1.2 Ten percent increase annually of presentations (invited and/or targeted)</td>
</tr>
<tr>
<td><strong>Advocacy and Thought Leadership</strong></td>
<td>5.2.1 Twenty percent annual growth in media hits, speaking engagements, site visits to the school, consulting contracts with other schools and public education focused organizations</td>
</tr>
<tr>
<td>5.2 Develop and implement a comprehensive plan to market the school as a model of advocacy and thought leadership regarding urban education</td>
<td>5.2.2 Fifty-one percent or more of the education stakeholders (i.e., parents, alumni, local and national policymakers, funders, media representatives, and clients) surveyed annually agree that Stokes School is a model of urban education and serves as an effective thought leader</td>
</tr>
</tbody>
</table>
PLAN MANAGEMENT

The proposed Stokes School Strategic Plan SY 2019-2024 is intentionally bold and ambitious. The five-year plan further strengthens the delivery of high quality programming to our students and positions the school to reach many more as well as adults that will benefit from the professional development the school offers. The demand is there: the number of children on waiting lists and school visits attest to this. The will and ability are also there: the Board of Trustees and school leadership have stated such, both in word, and in allocation of resources.

The Stokes School Board of Trustees, Executive Director, and School Leadership Team will share the monitoring and evaluation of the strategic plan.

Frequent Review
Successful management of the plan will require frequent review (i.e., quarterly and/or as needed) by the Board, Executive Director, and School Leadership Team to monitor outcomes and/or propose needed adjustments to the plan. Development of a dashboard or other means of reporting will assist with this task.

Financial Planning
Stokes Schools’ financial outlook and continued stewardship will play a significant role our ability to successfully implement the full scope of the strategic plan. Over the past few years, the school’s financial health has grown steadily stronger and more stable. From a diversity of grants that fund aspects of the school program, facilities, and general operations, to the purchase of our first building and testing of potential business opportunities, we have strengthened our financial status. Recent audits show strong fiscal management and the gradual upward trend in income from government grants/contracts, private grants, and donations.

Looking ahead, this plan devotes significant attention to increasing and maintaining a diversified portfolio of revenue with primary goals of increasing outreach to targeted audiences—individuals, alumni, corporations, foundations, as well as government resources. The focus on expansion offers potential access to new funding opportunities. Additionally, provision is made for the exploration of viable long-term vehicles for ensuring sustainable revenue that continues to grow over time with careful investment strategies and governance policies.

Ultimately, it is the responsibility of Stokes School leadership to make financial, staffing, and programming decisions to maximize goal and outcome achievement. It is the responsibility of the Board of Trustees to monitor, support fundraising, and target additional resources to fully fund the plan.

5. Insert Trustees Photo

Board Governance
The Board of Trustees has been an integral part of the strategic planning process—from thoughtful review of the goals and projected outcomes proposed by staff leadership to final plan approval. In the months ahead, a Board Development Plan will be needed that:
STRATEGIC ACTION PLANS

- Specifies roles, responsibilities, and committee assignments aligned with the plan’s goals and overall work of Stokes;
- Addresses timely orientation of new Board members, assessment of Board performance based on discrete skills strengths and needs, and Board development to focus on all responsibilities (e.g., governance leadership, fiduciary, expansion);
- Identifies and develops additional governing policies as needed to ensure appropriate oversight and management of two campuses and overall;
- Ensures appropriate communication of governance decisions for Stokes stakeholders; and
- Targets fundraising as an ongoing goal.

Recognizing that Board Committees may change during the life of the school in response to relevant needs, appropriate assignment of committee engagements will be updated annually. Currently, four committees provide support as needed:

- **Academic Excellence** – reviews the school program and provides oversight of the plan for academic performance.
- **Development** – focuses on fundraising for the school.
- **Governance** – supports board recruitment, orientation, and board development as well as leadership around governance and policy development.
- **Finance and Audit** – provides oversight of the school’s budget and management of funds, as well as audit review and response. The committee is also responsible for oversight of our facilities and ensuring that resources are in place to maintain them.

6. **Staff Leadership Priorities**
Stokes School Leadership Team has worked to develop and improve systems and communication in support of student and family needs; to identify bold actions to strengthen current programming; and to articulate a vision for the next five years. It is highly recommended that the team establish regular time to monitor the progress of the strategic plan; engage in reflective dialogues and planning; and communicate results to the Board and broadly, as needed.

**CONCLUSION**
The Stokes School Strategic Plan SY 2019 – 2024 lays out clear priorities and measureable outcomes that build on the school’s legacy of strong student performance and promote accountability over the next five years. Increased capacity and relationships, expanded services, and ongoing resource development for a secure future are overarching goals. Continued progress toward expanding recognition as a thought partner in high quality education is among the value-driven principles for guiding action. Working in partnership to maximize the effectiveness of our school programs will promote high quality experiences for the children and families served. The well-qualified Stokes staff and Board of Trustees will implement and monitor all plan activities, modifying as needed along the way.

The strategic plan builds on the success of Stokes School and propels forward movement toward far greater impact. It also targets a future focused on expanded organizational reach in ensuring that all children have access to a high quality education.