



2024-2029 STRATEGIC PLAN

GOVERNING BOARD OF DIRECTORS

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Executive Summary

Founded in 2010 by passionate Montessorians and educators, Monarch Montessori (Monarch) offers a unique dual-school experience under one roof, to deliver a high-quality Montessori education to all families who seek it:

- **First Steps at Monarch Montessori:** *First Steps at Monarch Montessori* is a private, tuition-based program for infants through PreK4, serving approximately 150 students ages 6 weeks to 5 years old.
- **Monarch Montessori of Denver Elementary:** This free public charter Montessori school through Denver Public Schools, serves approximately 260 students in kindergarten through 5th grade.

Building on the success of its dual-language and outdoor education programs, which have become pillars of its mission, Monarch's Governing Board of Directors (BOD) embarked on a strategic planning process in August 2023. This plan outlines the school's direction for the next five years, from 2024 to 2029.

During the planning process, the BOD affirmed Monarch's four strategic priority areas that are essential for the school to establish goals, monitor progress, and ensure accountability against: 1.) Academic Excellence; 2.) Peaceful Environment for the Whole Child; 3.) Talent; and 4.) Sustainability. The performance scorecard (pg 5) and 5-year strategy (pg 8) are both organized within these four priorities. Over the next five years Monarch will focus considerable efforts in each of these areas, to achieve a big hairy audacious goal (BHAG) to:

Position Monarch Montessori to expand to middle school beginning in the 2028-2029 school year.

This BHAG builds on Monarch's mission, ensuring a strong ECE through middle school feeder system for Montessori and Dual Language education for the community. The following summarizes the key strategic goals and initiatives, sequentially, over the next five years:

1. Laying the Foundation (2024-2026):

- **Maintain our Green rating on the SPF** by upholding academic excellence and continuous improvement.
- **Renovate the current building** with thoughtful design to expand First Steps and Elementary, in anticipation of accommodating a middle school program by 2028-2029 and in anticipation of increasing affordability and accessibility of First Steps.
- **Develop a high level vision** for a potential middle school and determine location.
- **Prepare and launch recruitment, training and retention strategies** to attract and retain an exceptional teacher and leadership pipeline for First Steps and Elementary.

2. Building the Bridge (2025-2027):

- **Increase affordability and sustainability of First Steps** to preserve diversity and improve integration with the elementary school.
- **Develop a comprehensive action plan** for the middle school model, including curriculum, staffing, budget, and facilities.
- **Gather community input and secure necessary funding** through grants, fundraising, and strategic partnerships.
- **Extend recruitment, training and retention strategies** to attract and retain an exceptional middle school teacher and leadership pipeline.
- **Elevate student voice** to foster greater student agency, autonomy and leadership.
- **Engage Upper Elementary students in the design** of the future middle school.

3. Opening the Doors (2028-2029):

- **Inaugurate the first cohort of middle school students** while celebrating this milestone expansion.
- **Implement the rigorous Montessori curriculum** with a focus on social-emotional learning and personalized learning pathways.
- **Maintain First Steps diversity and affordability** to ensure it better serves the Montbello community.

These strategic goals and initiatives not only support Monarch Montessori in achieving its BHAG of expanding to a middle school by 2029, but also supports Monarch in meeting its mission to provide a high-quality Montessori education to all families that seek it. Pages 8 through 10 outline the full plan, from which Monarch and the BOD will develop action items for the upcoming year and beyond.

About the Strategic Planning Process

Elements of the Strategic Plan

The follow outlines the strategic planning process and elements of the strategic plan:



Stakeholder Participation

Seven members of Monarch Montessori's Governing Board of Directors (BOD)—including the Executive Director—as well as the Directors of each school, participated in the strategic planning retreat on December 9th 2023. Further, the Finance Committee participated and concurred with these findings **as a result of the financial review**. The BOD updated the mission to include dual-language and outdoor education as core elements of the schools, and made edits to the core values. The BOD carefully reviewed and discussed Monarch's staff and family SWOT (strengths, weaknesses, opportunities, and threats) analyses from more than 80 stakeholders (see pages 10-13), and then participated in their own environmental scan via the BOD SWOT analysis (page 7) during the planning retreat. The BOD then engaged in visioning exercises to arrive at the Big Hairy Audacious Goal (BHAG) as well as several strategic goals and initiatives, which are outlined in this plan.

Who We Are

Mission (Revised February 2024)

Monarch Montessori offers all families who seek it a vibrant, diverse learning community where children of all backgrounds thrive through a high-quality Montessori education, optional bilingual programming, and immersive outdoor experiences.

Vision (Revised February 2024)

Monarch Montessori offers an engaging Montessori experience to families in an inclusive and thriving community that fosters whole-child development including linguistic, cultural and outdoor experiences, academic excellence, and a peaceful environment where everyone feels valued and supported.

Our Montessori Values (Revised February 2024)

A prepared student -

- Love of learning
- Self-discipline
- Intrinsic motivation
- Language development
- Academic excellence in all domains

A prepared environment -

- Beauty and peace
- Outdoor opportunities
- Mixed age groupings
- Holistic
- Child centered education

A prepared guide -

- Montessori trained leads
- Culturally responsive teaching
- Professional growth
- Teacher leadership

How We Are Doing

2022-24 Performance Scorecard (Data Review)

	Measure	Metric	2021-22	Target	2022-23	2023-24	2024-25	Root Cause/Notes
Academic Excellence	Monarch Montessori is GREEN on the SPF.	UIP	ISD	Green	Green	Yellow	Likely Yellow	Increased mobility by 4% led to unexpected challenges - growing specialized supports team
	Monarch Elementary will meet or exceed 90% of its UIP goals.	UIP	66%	>=90%	40%	20%	27%	Came within 105 on 36% of goals, and met 27% of goals.
	ELA achievement: 30% of students will meet or exceed expectations.	CMAS	24%	30%	26%	20% (40% MAP)	24% (36% MAP)	
	ELA achievement - African-American (AA): AA students will exceed their performance over their prior year status by at least 10%	CMAS			Met	Met	Met	Improved by 10% on met or exceeded expectations - 7% in 2023 to 17% in 2024
	ELA achievement – English Language Learners (ELL): ELL students will exceed their performance over their prior year status by at least 10%	CMAS			Met	Met	Missed	Went down from 16% to 15% met or exceeded
	ELA growth: The percent of students in red on MAP literacy in grades 3-5 will be reduced by % from 2022.	MAP	37%	22.5%	28%	37%	41%	
	ELA growth - AA: AA will exceed the their performance over their prior year status on CMAS by at least 10%.	CMAS	MGP 10 points over previous year	>=10% growth	59.5	54.5%	Waiting on results.	
	ELA growth ELL: The percent of students in red or orange on MAP literacy in grades 3-5 will be reduced by % since 2022	CMAS	MGP 10 points over previous year	>=10% growth	52.5	Insufficient data	Waiting for results	
	The Elementary school is GREEN on the ELA Charter Program Review for our work with ELLs	ELA Charter Program Review	Met	Green	Blue	GREEN	Waiting for results	
	Math achievement: 15% of students will meet or exceed expectations.	CMAS	8%	15%	10%	8% (15% MAP)	13% met	
	Math achievement – AA: AA students will exceed their performance over their prior year status by at least 10% since 2022	CMAS	0% met 11% approaching	>=10%	0% met 25% Approaching 44% did not meet	0% met 7% Approaching 73% did not meet	0% met 8% approaching 58% did not meet	Reduced <i>did not meet</i> from 73 to 58%, but % met is not improving enough.
	Math achievement – ELL: ELL students will exceed their performance over their prior year status by at least 10% points since 2022	CMAS	0% met 17% approaching	>=10% growth	5% met 15% approaching 48% did not meet	7% met 10% approaching 34% did not meet	9% met 14% approaching 49% did not meet	1% away from meeting goal
	Math growth: The percent of students in red on MAP Math in grades 3-5 will be reduced by 1/5 since 2022	MAP	52.86%	27%	45%	49%	50%	
Peaceful Environment	Elementary and First Steps children will spend at least 15% of their day in art, music, library, PE and/or recess	Master schedule		15%	22%	22%	22%	Results for elementary only listed
	90% of students respond positively to questions about safety on survey	EOY student survey		>=90%	90%	92%	92%	

n m e n t f o r t h e W h o l e C h i l d	90% of teachers report that the building is safe, welcoming and inclusive of all staff and students	EOY staff survey		>=90%	n/a	83%	N/A	No teacher survey conducted in 2025
T a l e n t	Staff retention is at 90% for both FS and Elementary, as projected for Fall of following school year.	HR employee data		90%	85%	82%	FS retention rate 85% Elementary retention rate 83%	
	The average score of teachers is "Making a Difference" (3 or greater) on End of Year evaluations	EOY Evaluations	Met		On track (Elem) Met (First Steps)	On track (Elem) Met (First Steps)	On track (Elem) Met (First Steps)	
S u s t a i n a b i l i t y	60% of age-eligible First Steps students will enroll in Elementary. Measured in Fall of each year.	Enrollment	Exceeded	60%	52% t	58%	65%	Waiting for final numbers - Summer 2025
	80% parent satisfaction on DPS surveys	DPS parent survey		80%	Met	Met	Met	
	Waitlist for grade levels in First Steps; Kinder- 5th are full. Measured in Fall of each year.	Waitlist data	Exceeded	Full	Met	Met and exceeded!		On track - waiting for results
	Monarch Montessori is viewed as a pillar in the Montbello community, as shown through Monarch engagement with at least 5 Montbello organizations			5	5 partners	10 partners	10+ partner	
	Cash flow is positive and the budget is balanced in both schools.	EOY audited financials	On track	Meet	Met and exceeded	Met and exceeded	Met board approved budgets	Board approved budget with pull from reserves
	Annual audit results are positive		Met	Meet	Met	Met		On track - waiting for results

Previous Initiatives Accomplished

Strategic Priority	Strategic Initiatives	Accomplished
Academic Excellence	Establish and enhance Monarch's dual language program	✓
Peaceful Environment for the Whole Child	Enhance Monarch's outdoor space including building a garden and expanding the outdoor program.	✓
Talent	Amplify teacher voice	✓
Sustainability	Refinance the school in spring 2020	✓

SWOT Summaries of Community Feedback

The 2023 SWOT Analysis summarizes key themes for Monarch Montessori across staff, families and board stakeholders in the following key areas:

Strengths	Weaknesses
• Dual Language: A defining characteristic and major strength of Monarch Montessori. • Caring and Dedicated Staff: Teachers who go beyond their duties and create a positive environment are highly valued. • Montessori Education: Commitment to the Montessori philosophy and its benefits for students is a core strength. • Outdoor Learning and Environment: The spacious property, gardens, and focus on outdoor learning are unique and valued aspects. • Sense of Community: Families and staff feel welcomed and part of a supportive and inclusive community. • Equity and Inclusion: Student and staff diversity and ongoing focus on supporting all students' sense of self and ability to work positively within a diverse population	• Sustained academic performance: Inconsistent test scores, instruction, and improvement needed within certain academic areas. • School Climate and Community: Some concerns with safety, behavior, parent communication, and community engagement need to be addressed. • Staff Experience and Support: High turnover post-COVID, new teachers in need of additional support, and need for clearer support plan for new teachers are affecting school culture and student outcomes. • Facilities and Resources: Limited space, funding, and materials constrain program growth and teacher effectiveness. • Equity and Inclusion: Concerns about Black student support, increasing diversity in staff, and accessibility for all families and students.
Opportunities	Threats
• Expand academic offerings: Enhance STEM, technology, gifted and talented programs, consider adding middle school grades. • Strengthen student support: Provide more one-on-one support, address neurodiversity, offer additional testing options. • Deepen community engagement: Build partnerships, create opportunities for student voice, make family involvement more accessible. • Invest in teachers: Offer mentorship, training, competitive compensation, prioritize mental health support. • Embrace technology: Integrate technology thoughtfully to enhance learning while limiting screen time. • Promote the Montessori philosophy: Share best practices, highlight dual-language benefits, attract diverse families. • Address sustainability and social justice: Implement green initiatives, center non-white experiences, support immigrant resilience.	• Financial Sustainability: Rising costs, potential funding cuts, and declining enrollment threaten the school's financial viability. • Safety and Security: Concerns about neighborhood environment, school security, and potential violence. • Staff Retention and Teacher Pay: Difficulty attracting and retaining teachers due to low salaries and high cost of living. • Enrollment and Competition: Declining enrollment due to competition from other schools, changing demographics, and potential closure. • External Pressures: Political pressures, negative public perception of charter schools, and potential changes in legislation. • Maintaining Mission and Values: Balancing fiscal constraints with upholding Montessori philosophy and commitment to diversity.

Where We Are Headed



Mission: Monarch Montessori offers all families who seek it a vibrant, diverse learning community where children of all backgrounds thrive through a high-quality Montessori education, optional bilingual programming, and immersive outdoor experiences.

Vision: Monarch Montessori offers an engaging Montessori experience to families in an inclusive and thriving community that fosters whole-child development, including linguistic, cultural and outdoor experiences, academic excellence, and a peaceful environment where everyone feels valued and supported.

Mission & Vision

Academic Excellence



- Further develop strong Montessori instruction aligned with standards
- Maintain evidence-based dual language program
- Maintain and further improve strong (green) SPF and Colorado Shines ratings

Peaceful Environment for the Whole Child



- Renovate the building to make equitable, beautiful and sustainable space for Elementary and First Steps
- Design and create beautiful, sustainable space for middle school

Professional Capital



- Build a robust Montessori teacher pipeline and development program to support the success of all staff
- Expand this program to include Middle school

Sustainability



- Make First Steps more affordable for Montbello families
- Refinance for long term sustainability
- Increase community engagement and partnerships
- Build and execute an action plan for Dual Language, Montessori middle school

Our Values

A Prepared Child

Love of Learning • Self Discipline • Intrinsic Motivation • Language Development • Academic Excellence in all domains

A Prepared Environment

Beauty and Peace • Outdoor Opportunities • Mixed Age Groupings • Holistic • Child-Centered Education

A Prepared Guide

Montessori Trained Leads • Culturally Responsive Teaching • Professional growth • Teacher Leadership

Where We Are Headed

2024-2029 Strategy

2024-2029 Big Hairy Audacious Goal (BHAG)

Position Monarch Montessori to expand to middle school beginning in the 2028-2029 school year:

1. **Sustain** the elementary school's Green rating on the SPF
2. **Renovate** the current building with a middle school in mind for 2028-29
3. Ensure that First Steps is affordable enough to **maintain our diversity** and **better integrate** with our elementary school
4. Build and implement a **comprehensive action plan** to establish Monarch Montessori's **middle school** model

See live tracker [HERE](#)

	Initiative	Owner	Goal	On What Measure	By When	Baseline 2022-23	Target 2023-24	Target 2024-25	Target 2025-26	Target 2026-27	Target 2027-28	Breakthru or Incremental	Notes/Status
Academic Excellence	Develop teachers' understanding of the standards and how they relate to Montessori and working to preserve authentic Montessori practices	Director	Elementary school maintains a Green rating on the SPF, Colorado Shines rating moves to a 4 OR gets AMS credential	SPF Colorado Shines/AMS	Sep 30, 2024	Green 3 stars	Green	Green Determine Shines or AMS	Green 4 stars OR AMS	Green	Green	I	
	Ensure we meet SPF and Colorado Shines requirements	Director Teachers											
	Continue to build evidence-based dual language program	Director Teachers	Elementary maintains at least a GREEN rating on ACCESS measures and green rating on DPS reviews (meeting expectations) of our work	ACCESS and DPS reviews	Ongoing	Green	Green	Green	Green	Green	Green	I	\
	Create a school schedule that fully matches our vision and mission	Director/ILT	There is a full 3 hour work cycle with the full community that includes cultural lessons daily for all grades.	Schedule				Reduce ELD/SLD and interventions to 2 pull outs per day. Begin system of investing in teacher capacity		3 hour work cycle in place in Elementary			

	Black Excellence	ED/Director	Meet all goals in our annual Black Excellence Plan	Black Excellence Plan	Annual								
Peaceful Environment for the Whole Child	Renovate the current building by July 30, 2027, with a MS in mind for 2028-29, creating space for additional enrollees.	ED	Elementary and First Steps children will spend at least 15% of their day in outdoor learning, music, library, PE and/or recess	Master schedule	Aug 30, 2027	22%	15%	15%	15%	15%	15%	I	Consider securing a trailer to expand space in the interim
			Outdoor learning clearly is integrated into the classroom	Varies year over year				2 multi-week activities per year centered around Harvest Festival and Earth Day	Goals for Middle School outlined; backward planned goals set for younger students	On track per goals set	On track per goals set		
			90% of students respond positively to questions about safety on survey	EOY student survey	Apr 30, 2028	90%	>=90%	>=90%	>=90%	>=90%	>=90%	I	
			90% of teachers report that the building is safe, welcoming and inclusive of all staff and students	EOY staff survey	Nov 30, 2027	n/a	>=90%	>=90%	>=90%	>=90%	>=90%	I	
			Equitable classrooms by size and light for all classes	Class size, light	Nov 30, 2027	n/a	Ensure space for all classes in FY25		Remodel				
Sustainability	Identify and implement strategies for making First Steps more affordable and sustainable	ED	60% of age-eligible First Steps students will enroll in Elementary school	Fall enrollment #s	Aug 1, 2024		60%	60%	60%	60%	60%	B	
			Increase opportunities for outside funding and/or strategy to decrease tuition to support tuition costs for families	Tuition fees	Feb, 1 2028	n/a	Allow summer break 4% hardship Waiver for reg fees for hardship	Raise funds to offer at least one tuition offset for infants/toddlers by May 2025	Start scholarship program for infants/toddlers or tuition reduction program		Plan in place for tuition reductions rather than tuition increases for infants/toddlers	B	

							CCAP, DPP, UPK						
	Increase community engagement and partnerships for greater opportunities for mental health, education, outdoor learning, student-led activities, food pantry, and weekly clinics with dental care	ED/Directors /Outdoor Learning	Monarch Montessori is viewed as a pillar in the Montbello community, as shown through Monarch engagement with at least 5 Montbello organizations	# of partnerships in Montbello	Jul 1, 2028	5						I	
	Build a middle school action plan with the following deliverables: - Identify Montbello community interests and support in a Monarch Montessori middle school. Table at the Winter Concert to gauge interest? - Board, DPS, approvals - Financial plan and implications - Research and design the MS Montessori model - Locate a space that accommodates the MS model	ED	Enroll X 6 th grade students by Aug 1, 2027	Enrollment	Aug 1, 2027			Begin training; start development of Charter plan; Master Planning	Secure space; secure DPS permission	Year 0 - Director hired (6th grade begins ?)	Year 1 launch	B	
	Secure a 5 year charter renewal	ED/Elem Director	Renewal secured for 5 years		Fall 2025				YES!	YES!	YES!		
	Secure funding for building renovations	ED	Dollars raised cover Middle School as well as additional spaces and building improvements	Fundraising				Raise funds for additional classrooms; refinance	Raise funds for new Middle School				
Talent	Build a robust Montessori teacher pipeline and development program that fosters a supportive and nurturing environment for Montessori educators throughout their career life cycle	ED/Directors	Staff retention is at 90% for both FS and Elementary, as projected for Fall of following school year.	HR employee data		75% Elem70% FS		All FS teachers ECT trained; All leads Montessori trained	First Year teacher turnover reduced by 50%			B	
			The average score of teachers is "Making a Difference" (3 or greater) on End of Year evaluations	EOY Evaluations		On track (Elem) Met (First Steps)						I	
	Build a middle school action plan with the following deliverables:	ED	Monarch has experienced leadership in First Steps,			Full leadership by		3rd party support for	Middle school	Year 0 - Director hired	Year 1 launch	I	

	• Succession planning (ie Mairi, Brenda, etc.) to lead First Steps and Elementary day to day work • Add a 3rd party contractor/consultant/community liaison to support Laura in the middle school design...potential position leads to Middle School Director		Elementary, and Middle schools			Directors		Middle School secured	space secured				
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Monarch Montessori
2023 Stakeholder SWOT Analyses – STRENGTHS

Family:

- **Dual Language:** Highlighted multiple times as a major draw and value proposition. Parents appreciate the bilingual education and opportunities for their children.
- **Caring Staff:** Teachers like Laura, Mairi, and others who genuinely care for and understand students are mentioned multiple times.
- **Sense of Community:** Families feel welcomed and part of a small, peaceful, and inclusive community.
- **Student Well-being:** Attention to individual children, happy students, and responsiveness to family concerns are all mentioned.

Staff:

- **Montessori Expertise:** Master teachers, Montessori-trained educators, and adherence to the Montessori philosophy are all strengths mentioned.
- **Teacher Retention:** Low turnover and dedication of staff are seen as valuable assets.
- **Positive Culture:** Staff like Mea, Veronica, Jarred, Laura, and Jessie are praised for setting a positive and dedicated culture.
- **Outdoor Learning and Activities:** Garden program, diverse after-school activities, and engaging outdoor education are all appreciated by staff.

Board:

- **Dual Language Program:** Seen as a unique and valuable offering that sets Monarch apart.
- **Montessori Education:** Commitment to the Montessori philosophy and its positive impact on students is highlighted.
- **Outdoor Learning Environment:** The spacious property, gardens, and focus on outdoor learning are seen as strengths.
- **Diverse and Qualified Staff:** Importance of a diverse and well-trained staff is recognized.
- **Strong Leadership:** Supportive leadership that values teacher voice and invests in staff is appreciated.

Monarch Montessori
2023 Stakeholder SWOT Analyses – WEAKNESSES

Families:

- **Safety:** Concerns about safety during walks to school and roughness in classrooms/playgrounds.
- **Academic Curriculum and Results:** Lower academic performance, especially in Math and reading, along with inconsistency in instruction.
- **Conscious Classroom Management:** Disruptive students in some classes and need for concrete, consistent management strategies.
- **No Middle School:** Lack of a direct middle school option with similar values is a drawback.
- **Pick-up/Drop-off:** Messy process with lack of supported transportation and concerns about parent behavior.
- **Parent Communication:** Inconsistent communication with families through various channels.
- **Economic Support:** Concerns about families' ability to contribute financially compared to those in high-income zip codes.

Staff:

- **Academic Instruction and Performance:** Focus on low Math and reading scores, inconsistency in instruction, and need for improvement in overall academic achievement.
- **Academic/Tech Programs, Sports, Activities:** Lack of computer classes, digital education, STEAM program, and certain sports, after-school activities, and field trips.
- **Authentic Montessori:** Concerns about limited opportunities for authentic Montessori practice due to a regimented schedule.
- **First Steps and School Alignment:** Disconnectedness between First Steps and elementary, including accessibility and culture differences.
- **Behavior:** High instances of tier 3 behavior requiring support.
- **Attendance:** Chronic tardiness and absenteeism among students.
- **Funding and Materials:** Insufficient funding for classroom materials and teacher resources.
- **Food:** Concerns about the healthiness of the free food initiative.
- **Parent and Community Engagement:** Difficulty engaging families and fostering a strong community feel.
- **Staff Turnover and Support:** High staff turnover, lack of support for conflicts, and insufficient teacher training/development.
- **Staff Diversity:** Need for more diversity in staff demographics.
- **Change and Time Management:** Feeling overwhelmed with rapid changes and lack of time for tasks.
- **Black Student and Family Supports:** Black students not thriving academically and feeling disrespected.
- **Student Supports:** Need for a system addressing holistic student needs and onsite support services.
- **Facilities and Classrooms:** Limited space hindering program growth and creating overcrowded classrooms.
- **Security:** Concerns about security measures and perimeter maintenance.

Board:

- **Integrating First Steps and Elementary:** Addressing the separation between First Steps and elementary programs.
- **Facilities:** Expanding campus space to accommodate program growth and address inequities in existing spaces.
- **Curriculum and Educational Outcomes:** Improving low test scores, supplementing missing Math standards, and tracking data efficiently.
- **Teacher Experience and Turnover:** Finding solutions to high turnover and ensuring experienced teachers who reflect values in curriculum delivery.
- **Family Engagement:** Developing strategies to engage families in meaningful ways that work with their schedules.

Monarch Montessori 2023 Stakeholder SWOT Analyses – **OPPORTUNITIES**

Family:

- **After-school Programs and Sports:** Creating more options for sports clubs, bands, and after-school activities, including STEM-focused ones.
- **Technology and Remote Learning:** Increasing access to technology, incorporating ethical AI education, and exploring remote learning options.
- **Academic Programs:** Expanding gifted and talented programs, promoting more freedom and responsibility in learning, and increasing dual-language availability.
- **School Expansion:** Growing to include middle or high school grades.
- **Student Support:** Providing more one-on-one support, neurodiversity awareness programs, and additional testing options.
- **Partnerships:** Collaborating with organizations like Wellpower for mental health support, and universities for research and program development.
- **Fundraising and Grants:** Utilizing grants and organizing fundraising events, specifically focusing on STEM, sports, and musical instruments.
- **Teacher Mentorship and Training:** Leveraging experienced teachers to support new ones, offering Montessori training, and providing coaching for new teachers.
- **Social Emotional Learning and Mental Health:** Prioritizing social-emotional well-being and increasing access to behavioral health services.
- **Marketing and Sharing Montessori:** Highlighting the dual-language and public Montessori benefits, promoting the Montessori philosophy, and sharing best practices with other schools.
- **Parent/Family Engagement:** Creating more opportunities for family interaction, and teaching parents how to use student programs.
- **Other:** Sustainability initiatives, immigrant resilience, centering non-white experiences, and improving school security.

Staff:

- **Academics and Curriculum:** Developing a phonics-based literacy program, offering dance/art/computer classes, and incorporating interactive lessons and outdoor learning experiences.
- **Technology:** Integrating technology in a way that limits screen time but enhances learning.
- **Field Trips and Community Connections:** Organizing more walking field trips and strengthening community partnerships.
- **Facility and Finance:** Expanding classrooms, providing top pay and benefits, and making the school affordable.
- **Parent Engagement:** Engaging parents through home visits, family/teacher education initiatives, and creating a "cool and different" school environment.
- **School and Student Growth:** Expanding to grade 6, starting a Children's House, offering universal pre-K, and enrolling students from surrounding neighborhoods.
- **Professional Development:** Investing in teacher training, providing specialized professional development, and offering more ed opts and outside trainings.
- **Social Emotional Learning and Student Supports:** Focusing on academic and emotional development of minority students, and implementing daily social-emotional learning lessons.
- **Other:** Learning from other high-quality dual-language Montessori schools, enhancing data on specific student populations, and providing training for supporting special needs children.

Board:

- **Community Partnerships:** Building partnerships with the local community, libraries, businesses, and organizations.
- **Age Groupings and Integration:** Refining the new age groupings and improving integration between First Steps and elementary.
- **Student Voice:** Creating opportunities for student feedback and leadership, empowering students to make decisions.
- **Expand Student Enrollment and Middle School:** Considering expansion to middle school and increasing enrollment in First Steps.
- **Family and Community Engagement:** Making family involvement more accessible for working-class families and utilizing the community garden as a gathering space.
- **Teacher Development, Mentorship, and Compensation:** Educating teachers on appropriate responses to students, tying performance evaluations to compensation, and implementing a teacher mentorship program.
- **Student Supports:** Expanding support for diverse learners, including gifted and talented, high-ability, IEP, and socio-emotional needs.
- **Other:** Daily time outside for students and incorporating art into the curriculum.

Monarch Montessori
2023 Stakeholder SWOT Analyses – THREATS

Family:

- **Safety and Environment:** Concerns about pollution, lack of sidewalks, marijuana processing plants, school security, and general feeling of unsafety.
- **Social Media and Violence:** Negative impacts of social media and potential for gun violence affecting the school.
- **Cost of Living and Enrollment:** Rising cost of living impacting families and teachers, leading to fear of enrollment decline and potential closure.
- **School District and Funding:** Dependence on DPS standards and funding, possible tuition increases, and teacher retention issues.

Staff:

- **Cost of Living and Local Challenges:** High cost of living for families and teachers, lack of access to resources, viral outbreaks, and neighborhood crime.
- **Marketing and Enrollment:** Competition from other schools, rumors of declining enrollment, and lack of public awareness.
- **State/National Challenges:** Threat to academic freedom, political pressures, immigration concerns, and COVID-related challenges.
- **Financial and Salary Pressures:** Lack of funding, high teacher pay, construction costs, and potential decrease in funding.
- **Safety and Facilities:** Security concerns, outdated playgrounds, and staff turnover challenges.
- **Student Challenges:** Difficult student behaviors, attendance issues, adapting to Montessori philosophy, and testing performance.
- **Legislation and Public Image:** Negative views of charter schools and potential legislation impacting funding.

Board:

- **DPS and the DPS Board:** Instability of DPS and its board, potential funding cuts, and unfriendly charter school sentiment.
- **Compensation and Cost of Living:** Need to increase salaries and benefits to retain staff amidst rising cost of living.
- **Competition and Changing Demographics:** Competition from other schools, changing family demographics potentially impacting diversity and enrollment.
- **School Shooting and Supreme Court:** Fears of school shootings and potential impact of Supreme Court decisions.