

THINK COLLEGE NOW STRATEGIC PLAN



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Agenda

- **Our Project**
- **Overview of TCN**
- **Progress Toward Goals**
- **Five Focus Areas**
 - **Staff Sustainability: Retention & Recruitment**
 - **English Language Arts Curriculum**
 - **Parent Involvement**
 - **College Focus**
 - **Financial Sustainability**
- **Master Timeline**
- **Next Steps**
- **What you can do!**

Strategic Plan Project

➤ Who are we?

- **Brian Pick, Goldman School of Public Policy**
Former 2nd grade teacher
- **Delphine Sherman, Haas School of Business**
- **OSSF Residency Program**

➤ What did we do?

- **25 in-depth interviews with teachers, administrators, parents, and consultants**
- **Met with CLT/LT to present draft of the plan**
- **Incorporated suggestions and survey data**
- **Process independent and data-driven**

Strategic Plan Project (Cont)

- **Where did we do it?**
 - Think College Now!
- **When?**
 - January through May
- **Why?**
 - School has great ideas competing for scarce time and resources
 - Plan creates school-wide, big-picture strategy to prioritize and meet goals in a sustainable way
 - Let's work smarter, not harder to meet our goals

Our Process

- *Phase 1: Dec-Jan*
Review documents, attend TCN meetings and events, understand the school's priorities.
- *Phase 2: Feb-Mar*
Interview key individuals. Begin to develop sample template for the deliverable.
- *Phase 3: Mar-Apr*
Produce draft of the Strategic Plan and get feedback from CLT/LT.
- *Phase 4: May*
Present plan to staff. Work with TCN leadership to begin implementation.

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Vision and Theory of Action

➤ Vision

Our vision at Think College Now is that **all** students will have the tools to choose their life's path and desired occupation with an **equitable opportunity to attend college** and pursue their dreams.

➤ Theory of Action

To give students access to college using the following elements:

- 1) Start Early, College Focus
- 2) High Expectations
- 3) More Time, No Short Cuts
- 4) Family Involvement
- 5) Community Partnerships

TCN Values

We want an equal opportunity for all children.

Students, teachers, family, and community must all do their part.

We must focus on the goal, getting our students into college.

EQUITY

RESPECT

RESPONSIBILITY

REFLECTION

REALITY

GANAS

Every person, young or old, from every culture, deserves respect.

We must examine ourselves and our community to improve.

We must want to work hard to have success.

History

- Founded by David Silver and a group of committed Oakland parents
- Developed in partnership with OUSD, Bay Area Coalition for Equitable Schools, and Oakland Community Organizations

- * 10-15 families and educators conduct 20+ community meetings
- * Design team creates RFP
- * OUSD approves TCN opening

2003-2004

- * K-3: 160 students
- * Dramatic gains in student achievement
- * Phase out bilingual program

2005-2006

2002-2003

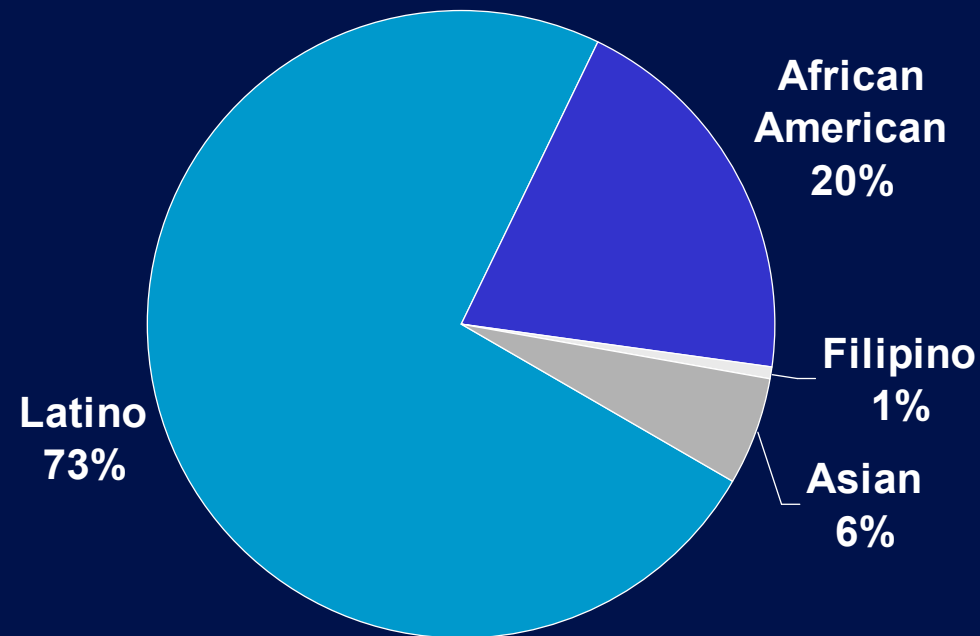
- * K-2: 120 students
- * Move into first new school building in 30 years

2004-2005

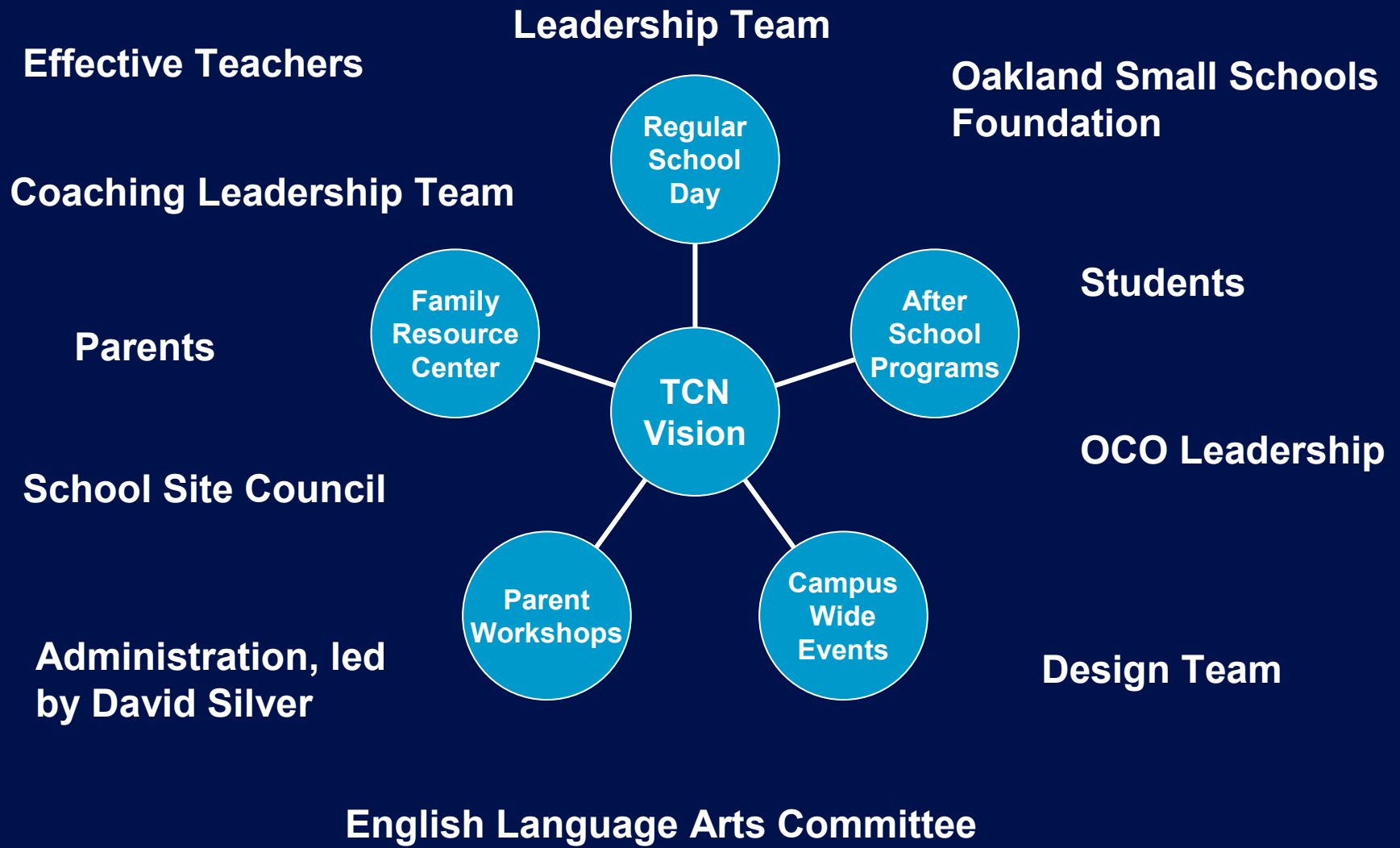
- * K-4/SPED: 210 students
- * Strategic Plan
- * Strategic focus on goals
- * Recruited and selected talented teachers

Demographics

- 90% of students receive free or reduced-price lunches
- Ethnic Breakdown



Current Programs



Highlights of Current Programs

- Regular-School Day: Create an environment for strong classroom instruction and professional development

For Teachers:

- Coaches
- Professional Development, including trip to LA Schools
- Increased collaboration time: Differentiated PD, Observation Time, 1/2 day release days
- LT & CLT

For Students:

- Small-class sizes
- Intervention and strategic instruction
- New library
- Accelerated Reader Literacy and Stanford Math software programs

Highlights of Current Programs (Cont)

- After-School Program: Dedicated to providing a wide range of enrichment, academic, music, sports, art, and leadership programs
 - Committed and talented staff: Strong-credentialed teachers in three academic programs
 - UC Berkeley tutors provide daily support
- Campus Wide Events: Well-attended events which strengthen TCN community
 - Multi-cultural events
 - Pajama Literacy
 - Math Night
 - Back-to-School Night

TCN as a "Model" School

➤ Highlights include:

- Visits from teachers and administrators of other schools [Ongoing]
- Presentation at Education Trust-West Biennial Conference [April 3, 2006]
- Campus chosen for the \$24 million grant presentation [November 15, 2005]
- Shared campus with incredible space: teacher offices, large field, library, huge gymnasium

➤ Public Recognition:

- Featured in Oakland Tribune, San Francisco Chronicle and multiple other newspapers and magazines as well as on television
- Recognized by United States Congresswoman Barbara Lee for strength of parent involvement
- Recognized by UC Berkeley Chancellor Robert J. Birgeneau for college-going project

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Progress Toward Goals

Measure	Result
CST	<p>ELA '04-'05: 10%</p> <ul style="list-style-type: none"> ➤ 10% improved from Far BB/BB levels to Basic/Proficient/Advanced <p>Math '04-'05: 32%</p> <ul style="list-style-type: none"> ➤ 10% improved from Basic (or below) levels to Proficient/Advanced ➤ Met NCLB Targets
Team Barometer	<p><u>6.19/7</u></p> <p>"I feel positively about working for TCN"</p>
Parent Satisfaction	<p><u>99%</u> of parents feel positively about having their child at TCN</p>
Student Satisfaction	<p><u>85%</u> of students agreed with the statement "I like school at TCN"</p>
Development Outcomes	<p>Raised <u>50K</u> last year, <u>150K</u> this year</p> <p><i>Goal to raise <u>200K</u> next year</i></p>

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Staff Sustainability: Retention & Recruitment

Summary of Analysis

<i>Strengths</i>	<i>Weaknesses</i>
<ul style="list-style-type: none"> ➤ Staff is motivated, talented, supported, and hard-working ➤ Emphasis on professional development 	<ul style="list-style-type: none"> ➤ Staff can 'burn out'; feel badly for putting off work-related item for personal life ➤ Small staff=lots on everyone's plate
<i>Opportunities</i>	<i>Threats</i>
<ul style="list-style-type: none"> ➤ Identify ways to free teachers' time to focus on planning and instruction ➤ School growing means more teachers and greater division of responsibilities 	<ul style="list-style-type: none"> ➤ Too many responsibilities detract from teacher's primary responsibility, which is to teach students ➤ New staff orientation could be more effective at integrating new staff into school community and vision

Staff Sustainability: Retention & Recruitment Priorities

TASK	WHO	TIMELINE
#1 Open conversations about mission of TCN	Sustainability Committee, led by Noah and LT	Summer/Fall 2006
#2 Develop methods for freeing teachers' time	Sustainability Committee, led by Noah and LT	Summer/Fall 2006
#3 Task 1-2 people to look at division of responsibilities	CLT/LT	Fall 2006
#4 Stay consistent with policies in place (eg: Differentiated PD)	David Silver, CLT/LT	Ongoing

English Language Arts Curriculum Summary of Analysis

<i>Strengths</i>	<i>Weaknesses</i>
<ul style="list-style-type: none"> ➤ ELA goals defined and posted; Students' progress toward goals tracked ➤ Flexibility given to teachers to adapt curriculum ➤ First small school to have special day class (SPED) 	<ul style="list-style-type: none"> ➤ OCR, Guided Reading, & WW are complex to implement ➤ May be difficult for teachers to pick and choose what to teach and how best to teach it ➤ Lack of clear plan for inclusion of special education students
<i>Opportunities</i>	<i>Threats</i>
<ul style="list-style-type: none"> ➤ WW and Guided Reading Professional Development ➤ Assess needs of ELL students to provide targeted instruction ➤ Use data to drive classroom instruction 	<ul style="list-style-type: none"> ➤ OCR, GR, WW disjointed ➤ ELLs do not receive support and instruction they need to reach ambitious goals

English Language Arts Curriculum Priorities

TASK	WHO	TIMELINE
#1 Further define school-wide ELA curriculum	ELA Committee, led by Amanda and CLT	Summer/ Fall 2006
#2 Assess and target needs of ELLs	Kathleen/Jen and teachers	Fall 2006/ Spring 2007
#3 Develop plan for inclusion of SPED	CLT/LT, SPED teachers, David Silver	Fall 2006/ Spring 2007
#4 Individualize PD	CLT/LT, David Silver	Fall 2006/ Spring 2007

Parent Involvement Summary of Analysis

<i>Strengths</i>	<i>Weaknesses</i>
<ul style="list-style-type: none">➤ Diversity of workshops, events and resources for parents➤ Vision of FRC➤ 95% attendance at Parent-Teacher conferences!	<ul style="list-style-type: none">➤ Unclear dissemination of information➤ Lack of enforcement of the parent contract
<i>Opportunities</i>	<i>Threats</i>
<ul style="list-style-type: none">➤ More, standardized parent workshops➤ Diverse group of parents allows opportunity for strong collaboration which could strengthen community	<ul style="list-style-type: none">➤ Currently, no cohesive school strategy in this area

Parent Involvement Priorities

TASK	WHO	TIMELINE
#1 Define role of FRC and communicate to all stakeholders	FRC Staff, David Silver	Fall 2006/ Spring 2007
#2 Create, run and systemize parent workshops	FRC Staff, David Silver	Fall 2006/ Spring 2007
#3 Increase parent attendance at workshops and campus-wide events	FRC Staff, Teachers, David Silver	Fall 2006/ Spring 2007

College Focus Summary of Analysis

<i>Strengths</i>	<i>Weaknesses</i>
<ul style="list-style-type: none">➤ Vision aligned with creating a college focus	<ul style="list-style-type: none">➤ More collaboration needed among multiple stakeholders to create the vision
<i>Opportunities</i>	<i>Threats</i>
<ul style="list-style-type: none">➤ Empower parents through classes and workshops➤ Embed college-going lessons in curriculum and classroom practice	<ul style="list-style-type: none">➤ Lack of cohesive school-wide strategy

College Focus Priorities

TASK	WHO	TIMELINE
#1 Create strategy to build college focus	Gail, Lanya, Jean, and Markton	Summer/ Fall 2006
#2 Task individual to work in FRC on college-going focus and incorporate best practices from other schools	TBD	Fall 2006/ Spring 2007

Financial Sustainability Summary of Analysis

<i>Strengths</i>	<i>Weaknesses</i>
<ul style="list-style-type: none"> ➤ Diverse-funding base ➤ David Silver builds strong relationships and great partnerships 	<ul style="list-style-type: none"> ➤ TCN's private funds come in small amounts=time intensive ➤ Funders may not fund TCN forever ➤ No point person for individual giving program
<i>Opportunities</i>	<i>Threats</i>
<ul style="list-style-type: none"> ➤ Continue to work to get more govt money and foundation grants ➤ Build on success of Fischer/Crowfoot event; develop individual donor group 	<ul style="list-style-type: none"> ➤ TCN risks losing its current funding sources in 3+ years for intervention, teacher stipends, and after-school programs ➤ Meeting SPED students' needs without additional financial support from school district

Financial Sustainability Priorities

TASK	WHO	TIMELINE
#1 Hire individual to help with research, grant-writing, and individual giving	David Silver	Fall 2006
#2 Increase grant support and public funding for ASP, FRC, and class size	TBD	Fall 2006
#3 Develop functioning donor group	Development Leadership Team	Fall 2006/ Spring 2007

Other Tasks

Additional, general tasks which will be added to the timeline:

- **Provide teachers with background on:**
 - **Small schools movement**
 - **Vision of the school**
 - **School's fundraising strategies**
- **Create school network/database to organize, store, and share documents more effectively**
- **Develop goals and measures for non-academic metrics**

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Master Timeline

Summer 2006	Fall 2006	Spring 2007	Summer 2007

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Next Steps for Staff

- **Sustainability Committee, led by Noah and Leadership team**
[Discussion, May 8th and June Retreat]
- **College-going Workshop led by Gail and Jen Kaufman**
[May 17, 2006]
- **ELA Curriculum, conversation led by Amanda and Coaching Leadership Team**
[June Retreat]

Next Steps for Strategic Plan

- **CLT/LT take ownership of document**
- **Timeline adjusted (as needed) during June retreat**
- **Responsibilities are divided among staff, parents, and administration**
- **Deliverables determined by David and CLT/LT**
- **Job descriptions for new roles are written; applicants interviewed and person selected**
- **Consult plan when faced with competing priorities**
- **Reassess plan at least once a year to make sure TCN on track to meet goals**

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Your Role

Read through plan
+
Ask questions and generate discussion
+
Review timeline
+
Use document as framework
=
Work smarter, not harder AND continue to leverage TCNs' strengths to create a 'model' school

Thank You

- **TCN Staff**
 - **Teachers**
 - **Family Resource Center Team**
 - **CLT/LT**
- **Gail Kaufman**
- **Holly Babe Faust**
- **Jonathan Klein**
- **Tom Malarkey**
- **David Silver**