

THINK COLLEGE NOW - Strategic Plan Timeline

Area of Focus	Task	Summer 2006	Fall 2006	Spring 2007	Fall 2007	Spring 2008	
English- Language Arts Curriculum	Further define school-wide ELA program	<ul style="list-style-type: none"> ○ Draft ELA theory of action, gather input, and build investment ○ Create document describing program components, identifying areas of consistency & areas of flexibility ○ Provide a 'Menu of Choices' for teachers 	<ul style="list-style-type: none"> ○ Use data to refine program model and balance between components 				
	Assess and target specific needs of English Language Learners		<ul style="list-style-type: none"> ○ Identify and give effective assessments ○ Consider needs of transitioning students and implications for instruction and promotion ○ Adopt and implement a vocabulary program 	<ul style="list-style-type: none"> ○ Build scaffolding strategies into curriculum ○ Provide targeted intervention 			
	Individualized PD in ELA areas catering to teacher expertise		<ul style="list-style-type: none"> ○ Identify areas for PD using: <ul style="list-style-type: none"> ▪ Admin/Coach observations ▪ Self-evaluations ○ CST results 	<ul style="list-style-type: none"> ○ Execute PD sessions 			
	Enhance systems for using data to drive meaningful instruction			<ul style="list-style-type: none"> ○ Map process by which data is currently being used to drive instruction ○ Provide regular time and space for data analysis and curriculum mapping 			
	Create best practices portfolio for ELA instruction at TCN		<ul style="list-style-type: none"> ○ Create/revise sheets that explain supplemental programs (e.g. A to Z Reading, Phonics Readers) 	<ul style="list-style-type: none"> ○ Video project to highlight effective instructional strategies to share widely (current staff, new staff, visitors, OUSD, etc.) 			
	Choose yearly/monthly literacy focus		<ul style="list-style-type: none"> ○ Use data to identify focus area ○ Develop strategy, tools and timeline 	<ul style="list-style-type: none"> ○ 			
	Develop best practice document for how homework and at-home reading is being used to support literacy instruction				<ul style="list-style-type: none"> ○ Complete an 'audit' of typical HW being assigned – collect & complete a strength/improvement analysis 		
	Use technology such as Accelerated Reader to support literacy instruction		<ul style="list-style-type: none"> ○ Train teachers ○ Label books in classrooms and library 	<ul style="list-style-type: none"> ○ Execute in classrooms and library 			

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Staff Recruitment & Retention	Develop methods for freeing teachers' time for planning and instruction	○ Identify high-leverage strategies to free teachers' time	○ Execute high-leverage methods			
	Further develop teachers' sense of perspective about where TCN is in its development	○ Further discussions about school's vision, history, current status, and future				
	Help teachers feel a sense of agency in curricular choices and school focus	○ Discussions about school's vision and curricular goals				
	Task 1-2 people to look at division of responsibilities		○ Create document to map the division of responsibilities at TCN	○ Define / clarify roles of and requirements for individuals		
	Stay consistent with policies that are already put into place (e.g. observation time and "open" PD)		○ Solidify policies in writing ○ Allow for revision at designated time in the year			
	Cultivate a culture where it is great to balance personal life with professional commitments			○ Work into coaching and review structure ○ Teacher self-reflections		
	Standardize best practices and periodically reevaluate but do <u>not</u> continually change the standard practices			○ Develop system to share best practices - Collect, group, and distribute	○ Make available on the internet, in handbooks - accessible to all	○ Master schedules of staff and programs
	Create system of dividing responsibilities (Esp. first-year versus experienced teachers)				○ Use document from #2 in short term priorities to set goals for workload	

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College Focus	Create a school-wide strategy to build a college focus into the school, driven by school's vision		<ul style="list-style-type: none"> ○ Norm management & procedural systems that reflect college vocabulary & themes 		<ul style="list-style-type: none"> ○ Have visiting 'scholar' days, perhaps 4x per year where TCN students write interview questions and interview these scholars (from similar backgrounds). Parents of scholars could hold a meeting for parents. 	Build on idea of 'college' as a symbol of equity	
	Task a professional and/or college student to work in FRC on college-going focus		<ul style="list-style-type: none"> ○ Define role and duty of this person 	<ul style="list-style-type: none"> ○ Identify or hire individual ○ Assign tasks (including task #3 below) 			
	Review best practices from other schools			<ul style="list-style-type: none"> ○ Identify innovative schools in this area and collect resources– college prep 		<ul style="list-style-type: none"> Talk to vertical team (elementary, middle, high) to get a better sense of needs & why students are not staying on track 	
	Develop and run parent workshops on college-going topics			<ul style="list-style-type: none"> ○ Target families for workshops based on data 		<ul style="list-style-type: none"> Design and implement workshops on college-going topics 	
	College visit field trips					<ul style="list-style-type: none"> Set goal: e.g. Grade-level trips to colleges in Bay Area Establish college buddies 	Schedule activities on campus Execute
	Embed and standardize college-going lessons in curriculum and classroom practice		<ul style="list-style-type: none"> ○ Develop college-going lessons for each grade level ○ Make use of curriculum <p>Gail designed full of lessons to develop college-going culture</p>	<ul style="list-style-type: none"> ○ Determine when to best fit them into curriculum 		<ul style="list-style-type: none"> Execute lessons 	

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Parental Involvement & Community Outreach	Define role of FRC and communicate this to staff, parents, and students		<ul style="list-style-type: none"> ○ Create document highlighting services of the FRC – update as needed 	<ul style="list-style-type: none"> ○ Distribute document to staff, parents, and students 			
	Create and run parent workshops – systemize this process		<ul style="list-style-type: none"> ○ Prioritize workshops. ○ Strategically promote / advertise these workshops. 	<ul style="list-style-type: none"> ○ Create document to standardize the planning and executing of workshops ○ Celebrate/recognize parents that are involved 	<ul style="list-style-type: none"> ○ Identify parent leaders to co-facilitate workshops 		
	Strengthen School-Home Communication		<ul style="list-style-type: none"> ○ Develop and distribute school events calendar ○ Distribute information to parents in systematic manner – using and building on established home-school folder procedure 	<ul style="list-style-type: none"> ○ Develop and distribute parental resources ○ Post information on website 			
	Determine reasons parents are hesitant to get involved at TCN using focus groups and surveys			<ul style="list-style-type: none"> ○ Design and execute parent survey on issue 	<ul style="list-style-type: none"> ○ Run focus groups to determine reasons parents are hesitant to get involved 		
	Create best practices document of techniques teachers use to involve parents				<ul style="list-style-type: none"> ○ Do a ‘parental involvement’ audit collecting information and resources teachers use to involve and communicate with parents 	<ul style="list-style-type: none"> ○ Distribute results to staff to incorporate into classroom 	
	Solidify and mechanize a governing body of parents					<ul style="list-style-type: none"> ○ Determine best structure for parental involvement group ○ Identify leaders 	<ul style="list-style-type: none"> ○ Task this new parent group to plan and run an event

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Funding / Development	Develop functioning donor groups					
	Hire professional on a contract basis to help with research, grant-writing and individual giving					
	Increase grant support and public funding for ASP, FRC, and class size					
	Continue to work to get more gov't money (Prop 49 and OFCY)					
	Create an long-term funding plan (3-5 years) with target goals					
	Have clear goals of what is needed and a system to assess if on pace, identify gaps, and develop next steps					
	Build partnerships with corporations					
	Create Parent Fund led by 5-10 parents in the TCN community					
	Continue to build reserve fund to ensure financial sustainability					