

# Wissahickon Charter School

## STRATEGIC PLAN

**2009 – 2012**

**FINAL DRAFT**

**Approved by the Board of Trustees on  
September 15, 2009**

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### BACKGROUND AND METHODOLOGY

In October 2008, Wissahickon Charter School's Strategic Planning Steering Committee took the first steps in a three-year strategic planning process. While a plan existed for 2005-2010, the Committee agreed that it needed to be updated to reflect the current reality of the school. The eleven-member committee—comprised of parents, faculty, staff, Board members, administrators and both CEOs—began meeting regularly to discuss the school's challenges and opportunities. It also engaged various stakeholder groups from throughout the school in a process to identify six top priorities for the next three years. With a set of initial priorities laid out by March 2009, the group then brought in an outside consulting firm, Frontline Solutions, to guide, shape and direct its ideas

toward a comprehensive three-year plan. The consultants took a three-part approach to completing the plan:

1. **Assessing the school's current status.** The consultants began by analyzing the school's internal documents, specifically those that captured the school's finances, operations, academic data and personnel. The firm then conducted eleven interviews with select staff and Board members, followed by a parent focus group to hear individuals' perceptions of the school, in light of the six core areas. Finally, Frontline summarized the document discovery information and interview findings to determine common themes, compiled in a *Summary of Findings* document.
2. **Identifying who and where WCS staff and stakeholders wanted to be in three years' time.** This process was comprised of working with WCS's CEOs to narrow down the six core areas into a framework that was both SMART (specific, measurable, attainable, realistic and timely) and utilized a Balanced Scorecard focus (targeting four areas of organizational success—finances, operations, customers and employees).
3. **Planning the necessary steps to get from where WCS is now to where it wants to be.** The main activity of this stage was the facilitation of a two-day retreat with WCS staff and Board members to review a synthesis of all the information gathered. The six priorities were folded into a four-part framework developed by the CEOs and the strategic planning steering committee. Next, the group identified priorities for each of the four focus areas, which were labeled Academic Achievement, Finance and Development, Environmental Mission, Governance and Employee Care. Progress made within each focus area and priority would be tracked and measured according to the nature of each strategy and tactic. Lastly, the group created a three-year workplan for the school, indicating which staff would be responsible for each activity, and a timeline and necessary resources for completing the plan.

## ACADEMIC ACHIEVEMENT

**Destination Statement:** In three years, Wissahickon Charter School will provide a nurturing, rigorous, and meaningful learning environment that promotes academic growth for all students.

### Priorities:

1. Create a cohesive curriculum
2. Improve the literacy program
3. Address barriers to learning

### Rationale:

1. During the planning process, all stakeholders, particularly staff and members of the Board of Trustees, voiced their excitement about the school's accomplishments and its positive impact on young people. However, everyone who was interviewed stated very directly that the school needed to step up how it defines its academic focus.
2. There was no shortage of great, new ideas from employees, parents, Board members and administration on what to improve or add to make the school a better place. However, all stakeholders expressed a desire to better streamline, focus and prioritize their efforts, particularly in the area of academic achievement. This plan was therefore designed to limit in a strategic way what the school would focus on considering its available energy and resources, as well as to spell out goals and a framework for achieving them.
3. Stakeholders want to know how the school communicates the importance of and

appropriately assembles resources and activities to achieve a complex priority like Adequately Yearly Progress (AYP).

- Another tension that arose during the planning conversation was about the tension of having a progressive curriculum that is at the same time ambitious and rigorous, because WCS students need it and their parents demand it.

**Considerations:**

- Communicate the curricular framework to all stakeholders: How will parents, Board members and other stakeholders be apprised of the new curricular framework, and more importantly, its impact on students? How can the school as a community raise all stakeholders' expectations of students' mastery of the newly created standards and other outcomes that one might expect from the curricular revamp?

<b>Priority 1: Create a Cohesive Curriculum</b>		
<b>Goal 1A: Develop a curricular scope and sequence</b>		
2009-2010	2010-2011	2011-2012
<p><b>Strategies and Tactics:</b></p> <ol style="list-style-type: none"> <li>Paid faculty will write scope and sequences for the following areas by August 2009 Professional Development (PD):                             <ul style="list-style-type: none"> <li>Writing K-8</li> <li>Reading &amp; Language Arts (RELA) 7 &amp; 8</li> <li>Math 7 &amp; 8</li> <li>Library K-8</li> <li>Tech K-8</li> <li>Geography K-8</li> <li>Sex Ed. K-8</li> </ul> </li> </ol> <p><b>Timeline:</b> 6/09 – 8/09</p> <p><b>Responsible Party:</b> DOF, CC</p>	<p><b>Strategies and Tactics:</b></p> <ol style="list-style-type: none"> <li>Paid faculty will write scope and sequences for the following areas by August 2010 PD:                             <ul style="list-style-type: none"> <li>RELA K-8</li> <li>Science/Env. Studies K-8</li> <li>Social Studies K-8</li> <li>Revise scope and sequences written the previous summer, as needed.</li> </ul> </li> </ol> <p><b>Timeline:</b> 6/10 – 8/10</p> <p><b>Responsible Party:</b> DOF, CC</p>	<p><b>Strategies and Tactics:</b></p> <ol style="list-style-type: none"> <li>Paid faculty will make revisions across scope and sequences for coherence and integration by the August 2011 PD.</li> </ol> <p><b>Timeline:</b> 6/11 – 8/11</p> <p><b>Responsible Party:</b> DOF, CC</p>

<b>Goal 1B: Achieve Greater Focus and Continuity in Professional Development</b>		
2009-2010	2010-2011	2011-2012
<p><b>Strategies and Tactics:</b></p> <ol style="list-style-type: none"> <li>Fifty percent of Professional Development (PD) will focus on RELA. <b>Timeline:</b> 8/09-6/10</li> </ol> <p><b>Responsible Party:</b> RS, DOF</p> <ol style="list-style-type: none"> <li>WCS will begin "Teacher Inquiry Groups" (TIGs)—teachers meeting in grade clusters (K-2, 3-5, 6-8) to reflect on data and make improvements to their practice. Teacher Inquiry Group Leaders (TIGLs) will meet as a committee with DOF once per month.                             <ol style="list-style-type: none"> <li>K-2 will work on implementation of 100 Book Challenge</li> </ol> </li> </ol>	<p><b>Strategies and Tactics:</b></p> <ol style="list-style-type: none"> <li>Fifty percent of PD will focus on RELA. <b>Timeline:</b>8/10-6/11</li> </ol> <p><b>Responsible Party:</b> RS, DOF</p> <ol style="list-style-type: none"> <li>TIGs will continue, and TIGLs will continue to meet as a committee.                             <ol style="list-style-type: none"> <li>K- 8 will focus more on writing instruction, developing practice of implementing the writing scope and sequence developed in Year 1 and the</li> </ol> </li> </ol>	<p><b>Strategies and Tactics:</b></p> <p>Refine and adjust, based on outcomes of activities pursued in Years 1-2, feedback from respective stakeholders, and direction from CEOs and BOT.</p>

<p>Program.</p> <p>b. Gr. 3-6 will work on developing implementation of the 100 Book Challenge Program and use of Guided Reading, both begun the previous year.</p> <p>c. Gr. 7-8 will work on implementing new curricular scope and sequence, and implementation of the 100 Book Challenge Program.</p> <p>d. Those less directly involved in RELA instruction will meet in their own inquiry groups—Math/Science Gr. 5-8, and Specials.</p> <p><b>Timeline:</b> 8/09-6/10</p> <p><b>Responsible Party:</b> RS, DOF</p>	<p>Writing Workshop Materials by Lucy Calkins.</p> <p>b. K-2 will work on developing implementation of the 100 Book Challenge Program and use of Guided Reading.</p> <p><b>Timeline:</b> 8/10-6/11</p> <p><b>Responsible Party:</b> DOF</p>	
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**Priority 2: Improve the Literacy Program**

**Goal 2A: Identify areas of weakness in Literacy Program through multiple data sources**

2009-2010	2010-2011	2011-2012
<p><b>Strategies and Tactics:</b></p> <p>1. In Year 1, identify weaknesses in reading instruction.</p> <p>a. Identification of weaknesses will be based on qualitative and quantitative data analysis conducted by TIGs. TIGs will compile findings across TIGs.</p> <p>b. Data sources will include:</p> <ul style="list-style-type: none"> <li>• Qualitative reading assessments (DRA, McCloud, QRI, 100 Book Challenge)</li> <li>• Standardized test scores (Terra Nova and PSSA).</li> </ul> <p><b>Timeline:</b> 8/09-6/10</p> <p><b>Responsible Party:</b> AAM and DOF</p>	<p><b>Strategies and Tactics:</b></p> <p>1. Refine reading instruction strategies and tactics based on Year 1 end results.</p> <p>Timeline: 8/10-6/11</p> <p>Responsible Party: DOF</p> <p>2. In Year 2, identify weaknesses in writing instruction, managed by TIG sessions.</p> <p><b>Timeline:</b> 8/10-6/11</p> <p><b>Responsible Party:</b> DOF</p>	<p><b>Strategies and Tactics:</b></p> <p>1. Refine and adjust, based on outcomes of activities pursued in Years 1-2, feedback from respective stakeholders, and direction from CEOs and BOT.</p>

**Goal 2B: Identify Literacy Program best practices and implement those in areas where they aren't currently in use**

2009-2010	2010-2011	2011-2012
<p><b>Strategies and Tactics:</b></p> <p>1. Identify Literacy Program best practices. Best practices identified may be currently performed by WCS staff as well as by outside professionals.</p> <p>a. Identification will happen through data analysis by TIGs, and compiled by TIGL committees.</p> <p>b. The TIGs will be responsible for finding ways to help others to implement practices in grades or areas where they are not in use.</p>	<p><b>Strategies and Tactics:</b></p> <p>1. Implement peer mentoring plan.</p> <p><b>Timeline:</b> 8/10-6/11</p> <p><b>Responsible Party:</b> CC, Consortium of</p>	<p><b>Strategies and Tactics:</b></p> <p>Refine and adjust, based on outcomes of activities pursued in Years 1-2, feedback from respective stakeholders, and direction from CEOs and BOT.</p>

<p><b>Timeline:</b> Fall 2009 – ongoing</p> <p><b>Responsible Party:</b> CC, TIGLs</p> <p>2. TIGLs will plan PD sessions by outside trainers who can teach about best practices not currently used by WCS, or who can improve efficiency of current WCS practices.</p> <p><b>Timeline:</b> 10/09</p> <p><b>Responsible Party:</b> CC, TIGLs</p>	<p>Consent from Teachers</p>	
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<b>Goal 2C: Incorporate Literacy Program practices throughout the school in other subject areas</b>		
2009-2010	2010-2011	2011-2012
<p><b>Strategies and Tactics:</b></p> <p>1. Continue to integrate Literacy Program practices into other content areas and trainings for content area teachers.</p> <p>a. In Year 1, focus on reading instruction. This will take place through the TIGs of teachers whose primary focus is not RELA instruction (Gr. 5-8 Science &amp; Math, and Specials).</p> <p>b. TIGLs will report on plans for integrating Literacy Program practices in programs and the required resources for implementation.</p> <p><b>Timeline:</b> 8/09-6/10</p> <p><b>Responsible Party:</b> RS, DOF</p>	<p><b>Strategies and Tactics:</b></p> <p>1. Continue to integrate Literacy Program practices into other content areas and trainings for content area teachers.</p> <p>a. In Year 2, focus on writing instruction. This will take place through the TIGs of teachers whose primary focus is not RELA instruction (Gr. 5-8 Science &amp; Math, and Specials).</p> <p>b. TIGLs will report on plans for integrating Literacy Program practices in programs and the required resources for implementation.</p> <p><b>Timeline:</b> 8/10-6/11</p> <p><b>Responsible Party:</b> DOF, CEOs</p>	<p><b>Strategies and Tactics:</b></p> <p>Refine and adjust, based on outcomes of activities pursued in Years 1-2, feedback from respective stakeholders, and direction from CEOs and BOT.</p>
<b>Goal 2D: Achieve No Child Left Behind (NCLB) mandated targets in student reading proficiency</b>		
2009-2010	2010-2011	2011-2012
<p><b>Strategies and Tactics:</b></p> <p>1. School-wide PSSA reading scores will meet targets mandated by NCLB. The 2009-2010 target for students scoring “proficient” or “advanced” is 63%.</p> <p><b>Timeline:</b> 6/10</p> <p><b>Responsible Party:</b> All Teachers, CEOs, BOT.</p>	<p><b>Strategies and Tactics:</b></p> <p>1. School-wide PSSA reading scores will meet targets mandated by NCLB. The 2010-2011 target for students scoring “proficient” or “advanced” is 72%.</p> <p><b>Timeline:</b> 6/11</p> <p><b>Responsible Party:</b> All Teachers, CEOs, BOT.</p>	<p><b>Strategies and Tactics:</b></p> <p>1. School-wide PSSA reading scores will meet targets mandated by NCLB. The 2011-2012 target for students scoring “proficient” or “advanced” is 81%.</p> <p><b>Timeline:</b> 6/12</p> <p><b>Responsible Party:</b> All Teachers, CEOs, BOT.</p>

<b>Priority 3: Address Barriers to Learning</b>		
<b>Goal 3A: Reduce distracting behaviors during class time</b>		
2009-2010	2010-2011	2011-2012

<p><b>Strategies and Tactics:</b></p> <ol style="list-style-type: none"> <li>1. Identify trends in problem behaviors and number of students.</li> <li>a. Assistants to TIGs will collect data on the kinds of issues that require a teacher to diverge from her/his instructional agenda.</li> <li>b. Data will be collected for discussion by TIGs for January meeting.</li> </ol> <p><b>Timeline:</b> 9/09-12/09  <b>Responsible Party:</b> DOS, DOF</p>	<p><b>Strategies and Tactics:</b></p> <ol style="list-style-type: none"> <li>1. Develop system of actions for consistency and efficiency, tie w/ DD/RC Staff Person, and base on data.</li> <li>a. TIGs and TIGLs will create action plans to address behavior trends.</li> <li>b. Plans may involve changes in programs of individual teachers, school-wide professional development, the Social Climate Committee, and the Dean of Students.</li> <li>c. Action plans will include a schedule for new data collection to assess if interventions are making a difference.</li> </ol> <p><b>Timeline:</b> 6/10</p> <p><b>Responsible Party:</b> DOS, AAM, School Support Manager, DD/RC Staff Person, School Climate Committee, Guidance Counselor</p>	<p><b>Strategies and Tactics:</b></p> <p>Refine and adjust, based on outcomes of activities pursued in Years 1-2, feedback from respective stakeholders, and direction from CEOs and BOT.</p>
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<b>Goal 3B: Reduce stress for new teachers</b>		
2009-2010	2010-2011	2011-2012
<p><b>Strategies and Tactics:</b></p> <ol style="list-style-type: none"> <li>1. New teachers will be provided: a) a strong assistant; b) time for observation in other classrooms; c) early observation and feedback.</li> </ol> <p><b>Timeline:</b> 9/09-6/10</p> <p><b>Responsible Party:</b> DOS (for the assignment of assistants); DOF for other items</p>	<p><b>Strategies and Tactics:</b></p> <p>Refine and adjust, based on outcomes of activities pursued in Year 1, feedback from respective stakeholders, and direction from CEOs and BOT.</p>	<p><b>Strategies and Tactics:</b></p> <p>Refine and adjust, based on outcomes of activities pursued in Years 1-2, feedback from respective stakeholders, and direction from CEOs and BOT.</p>
<b>Goal 3C: Develop parameters for providing student academic support (who, why, how and when?)</b>		
2009-2010	2010-2011	2011-2012
<p><b>Strategies and Tactics:</b></p> <ol style="list-style-type: none"> <li>1. Identify categories of needs and the numbers of students with these needs.  <b>Timeline:</b> 9/09-12/09  <b>Responsible Party:</b> CST</li> <li>2. Change disciplinary form to capture all pertinent data (child and adult involved, the incident that occurred) and align WCS's database to capture the same data.  <b>Timeline:</b> 9/09-12/09  <b>Responsible Party:</b> CEOs</li> </ol>	<p><b>Strategies and Tactics:</b></p> <ol style="list-style-type: none"> <li>1. Develop and implement a road map of systems.  <b>Timeline:</b> Roll out in 8/10 PD week  <b>Responsible Party:</b> DOF</li> </ol>	<p><b>Strategies and Tactics:</b></p> <p>Refine and adjust, based on outcomes of activities pursued in Years 1-2, feedback from respective stakeholders, and direction from CEOs and BOT.</p>

<p>3. Develop focus group to determine criteria for support.  <b>Timeline:</b> 12/09-6/10  <b>Responsible Party:</b> Director of Special Education with the help of the Instructional Support Committee</p>		
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<b>Goal 3D: Define and explore the impact of difference between teachers and students</b>		
2009-2010	2010-2011	2011-2012
<p><b>Strategies and Tactics:</b></p> <p>1. Because teachers and students at WCS come from diverse backgrounds, Administrative Advisory (AA) will work to help teachers recognize those differences and, where necessary, adjust styles and approaches in order to maximize their effectiveness in educating children. AA will do this by providing research and guidance on how to interact with the different types of children, as well as assist the DOF with providing PD in this area.  <b>Timeline:</b> Research completed by 1/10   <b>Responsible Party:</b> AA</p>	<p><b>Strategies and Tactics:</b></p> <p>2. PD will be provided that addresses the issues and opportunities around sameness and difference among WCS staff and students.  <b>Timeline:</b> by 6/11   <b>Responsible Party:</b> AA, DOF</p>	<p><b>Strategies and Tactics:</b></p> <p>Refine and adjust, based on outcomes of activities pursued in Years 1-2, feedback from respective stakeholders, and direction from CEOs and BOT.</p>

### FINANCE AND DEVELOPMENT

**Destination Statement:** In three years, Wissahickon Charter School will have implemented a sustainable model for financing its programs and infrastructure.

**Priorities:**

1. Secure a facility
2. Develop resources
3. Facilitate a culture of giving

**Rationale:**

1. Finance became a priority in the strategic plan due to the increasingly difficult financial context caused by the 2008-2009 recession; the unique challenges that non-profits that fundraise face; and the uneven financial playing field that charter schools in Philadelphia encounter because of such factors as per-student reimbursements and inflexible health-care requirements.
2. Respondents in the planning process explained that renting the building is a complex issue with challenges around the lease and finances.
3. It was noted that the school's ability to figure out these issues is directly related to its ability to have a compelling mission, its ability to make partners who will help fundraise, and its ability to successfully secure other grants and support.

**Considerations:**

1. Determine how to educate and empower all internal stakeholders to promote resource development goals: How can faculty and staff build an understanding of the school's financial condition, as well as how the school's foundation operates? What tools will facilitate the ability of faculty and staff to talk with external stakeholders about resource development initiatives?

<b>Priority 1: Secure a Facility</b>		
<b>Goal 1A: Explore and decide on a facility</b>		
2009-2010	2010-2011	2011-2012
<p><b>Strategies and Tactics</b></p> <ol style="list-style-type: none"> <li>1. Form building committee (BC). <b>Timeline:</b> 9/09-12/09 <b>Responsible Party:</b> CEOs, with BOT member(s) on committee</li> <li>2. Explore facility options. <b>Timeline:</b> 9/09-1/10 <b>Responsible Party:</b> BC</li> <li>3. Make proposal to BOT. <b>Timeline:</b> by 2/10 <b>Responsible Party:</b> BC</li> </ol>	<p><b>Strategies and Tactics:</b></p> <p>N/A – Goal reached</p>	<p><b>Strategies and Tactics:</b></p> <p>N/A – Goal reached</p>
<b>Goal 1B: Finance and acquire the facility</b>		
2009-2010	2010-2011	2011-2012
<p><b>Strategies and Tactics</b></p> <ol style="list-style-type: none"> <li>1. Secure financial resources. <b>Timeline:</b> 12/09-6/10 <b>Responsible Party:</b> Finance Group, BOT, CEOs</li> <li>2. Develop plan/communication steps. <b>Timeline:</b> 12/09-6/10 <b>Responsible Party:</b> BC, DOD</li> </ol>	<p><b>Strategies and Tactics</b></p> <ol style="list-style-type: none"> <li>1. Implement the plan. <b>Timeline:</b> 7/10-6/11 <b>Responsible Party:</b> BOT, DOD</li> </ol>	<p><b>Strategies and Tactics</b></p> <p>N/A – Goal reached</p>

<b>Priority 2: Develop Resources</b>		
<b>Goal 2A: Build development infrastructure according to development plan</b>		
2009-2010	2010-2011	2011-2012
<p><b>Strategies and Tactics:</b></p> <ol style="list-style-type: none"> <li>1. Create an integrated development plan. <b>Timeline:</b> 9/09-12/09</li> </ol>	<p><b>Strategies and Tactics:</b></p> <ol style="list-style-type: none"> <li>1. Reenlist and expand DC that includes key stakeholders and community partners. <b>Timeline:</b> 6/10-8/10</li> </ol>	<p><b>Strategies and Tactics:</b></p> <p>Refine and adjust, based on outcomes of activities pursued in Years 1-2, feedback from respective stakeholders, and direction from CEOs and BOT.</p>

<p><b>Responsible Party:</b> DOD</p> <p>2. Form a development committee (DC) that includes key stakeholders and committee partners.</p> <p><b>Timeline:</b> 9/09-12/09</p> <p><b>Responsible Party:</b> DOD, CEOs</p> <p>3. Create a process/policy manual.</p> <p><b>Timeline:</b> 12/09-6/10</p> <p><b>Responsible Party:</b> DOD, DC</p> <p>4. Develop and maintain donor/partner database.</p> <p><b>Timeline:</b> 10/09-ongoing</p> <p><b>Responsible Party:</b> DOD, DC</p> <p>5. Create a development wish list.</p> <p><b>Timeline:</b> 9/09-11/09</p> <p><b>Responsible Party:</b> DOD, DC</p> <p>6. Set realistic prioritized fundraising and friend-raising goals.</p> <p><b>Timeline:</b> 9/09</p> <p><b>Responsible Party:</b> DOD, DC</p>	<p><b>Responsible Party:</b> DOD, CEOs</p> <p>2. Further develop, utilize and analyze donor/partner database.</p> <p><b>Timeline:</b> 10/10-ongoing</p> <p><b>Responsible Party:</b> DC, DOD</p> <p>3. Adjust prioritized fundraising &amp; friend-raising goals based on school priorities.</p> <p><b>Timeline:</b> 9/10</p> <p><b>Responsible Party:</b> DOD, DC</p>	
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<b>Goal 2B: Build communications plan and outreach tools</b>		
2009-2010	2010-2011	2011-2012
<p><b>Strategies and Tactics:</b></p> <p>1. Update current website. Research and plan developing new website.</p> <p><b>Timeline:</b> 9/09-ongoing</p> <p><b>Responsible Party:</b> TC, CEOs</p> <p>2. Plan production of annual report.</p> <p><b>Timeline:</b> 9/09 – ongoing</p> <p><b>Responsible Party:</b> DC, DOD</p> <p>3. Develop plan for enhancement and consistency among PR, media and newsletters.</p> <p><b>Timeline:</b> 11/09-3/10</p> <p><b>Responsible Party:</b> AA</p>	<p><b>Strategies and Tactics:</b></p> <p>1. Continue to update current website. Continue planning and developing new website.</p> <p><b>Timeline:</b> 9/09-ongoing</p> <p><b>Responsible Party:</b> TC, CEOs</p> <p>2. Complete and distribute annual report.</p> <p><b>Timeline:</b> 7/11</p> <p><b>Responsible Party:</b> DC, DOD</p> <p>3. Implement new PR plan.</p> <p><b>Timeline:</b> 9/09 – ongoing</p> <p><b>Responsible Party:</b> AA, DOD</p>	<p><b>Strategies and Tactics:</b></p> <p>1. Complete new website.</p> <p><b>Timeline:</b> by 1/12</p> <p><b>Responsible Party:</b> TC, CEOs</p> <p>2. Complete and distribute annual report.</p> <p><b>Timeline:</b> 7/12</p> <p><b>Responsible Party:</b> DC, DOD</p>

<p>4. Explore potential interns or volunteers to assist with communications and outreach.</p> <p><b>Timeline:</b> 11/09-3/10</p> <p><b>Responsible Party:</b> AA</p>		
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**Priority 3: Facilitate a Culture of Giving**

**Goal 3A: Facilitate uniform communication of the school's environmental mission**

2009-2010	2010-2011	2011-2012
<p><b>Strategies and Tactics:</b></p> <p>1. Develop key talking points, which will include a new statement about our environmental mission. (See "Environmental Mission" section)</p> <p><b>Timeline:</b> 9/09-12/09</p> <p><b>Responsible Party:</b> DOD, DC</p>	<p><b>Strategies and Tactics:</b></p> <p>1. Refine key talking points and include new information about 2009-2010 accomplishments and hopes for the future.</p> <p><b>Timeline:</b> 9/10-12/10</p> <p><b>Responsible Party:</b> DOD, DC</p>	<p><b>Strategies and Tactics:</b></p> <p>Refine and adjust, based on outcomes of activities pursued in Years 1-2, feedback from respective stakeholders, and direction from CEOs and BOT.</p>

**Goal 3B: Develop partners that support resource development.**

2009-2010	2010-2011	2011-2012
<p><b>Strategies and Tactics:</b></p> <p>1. Create a process for developing ongoing partners (see development policy manual).</p> <p><b>Timeline:</b> 9/09-6/10</p> <p><b>Responsible Party:</b> DC, DOD</p> <p>2. Cultivate ongoing relationships with the following: BOT, business, foundations, media organizations, faculty/staff, grandparents, parents, prospective parents, students, alumni and volunteers.</p> <p><b>Timeline:</b> 9/09-ongoing</p> <p><b>Responsible Party:</b> DOD, DC, All Staff</p>	<p><b>Strategies and Tactics:</b></p> <p>1. Refine process for developing and tracking ongoing partnerships (see development policy manual).</p> <p><b>Timeline:</b> 9/10-ongoing</p> <p><b>Responsible Party:</b> DC, DOD</p> <p>2. Evaluate 2009-2010 activities and identify additional target partners.</p> <p><b>Timeline:</b> 12/10-4/11</p> <p><b>Responsible Party:</b> DOD, DC, All Staff</p> <p>3. Develop strategy and messaging to cultivate ongoing partnerships.</p> <p><b>Timeline:</b> 5/11-ongoing</p> <p><b>Responsible Party:</b> DOD, DC</p>	<p><b>Strategies and Tactics:</b></p> <p>Refine and adjust, based on outcomes of activities pursued in Years 1-2, feedback from respective stakeholders, and direction from CEOs and BOT.</p>

**Goal 3C: Educate Board of Trustees and Staff on campaigning for resource development goals**

2009-2010	2010-2011	2011-2012
<b>Strategies and Tactics:</b>	<b>Strategies and Tactics:</b>	<b>Strategies and Tactics:</b>

<p>1. Communicate talking points to staff in Single Development Session.</p> <p><b>Timeline:</b> Spring 2010</p> <p><b>Responsible Party:</b> DOD</p> <p>2. Utilize BOT training and PD for faculty and staff.</p> <p><b>Timeline:</b> 6/09-ongoing</p> <p><b>Responsible Party:</b> DOD, DC</p>	<p>1. Refine talking points/points of pride and communicate to staff in Single Development Session.</p> <p><b>Timeline:</b> by 12/11</p> <p><b>Responsible Party:</b> DOD</p> <p>2. Evaluate effectiveness of 2009-10 activities. Continue BOT training and PD for faculty and staff.</p> <p><b>Timeline:</b> 9/10-6/10</p> <p><b>Responsible Party:</b> DOD, DC</p>	<p>Refine and adjust, based on outcomes of activities pursued in Years 1-2, feedback from respective stakeholders, and direction from CEOs and BOT.</p>
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### ENVIRONMENTAL MISSION

**Destination Statement:** In three years, Wissahickon Charter School will carry out the most cutting-edge environmental mission on the East Coast.

**Priorities:**

1. Integrate the environmental mission into the curriculum
2. Integrate the environmental mission into the lunch program
3. Incorporate the Greater Philadelphia community into the implementation of the environmental mission
4. Integrate the environmental mission into all other aspects of school life

**Rationale:**

1. The environmental mission was seen as one of the defining characteristics of the school—in what sets it apart from others, in what draws staff and commitment, and as a medium for valuable exchange with students, their families and communities.
2. Parents who participated in the focus group were pleased with the school’s environmental mission and the impact of the environmental approach on their children and families.
3. All stakeholders voiced a strong desire to integrate the school’s environmental mission into everything that it does and communicate that mission appropriately both internally and externally.
4. Individuals who participated in the process brought up the impact of the location of the school on the environmental mission; ideas and concerns for deciding whether this is the school’s long-term home or if it’s another location; and how to make sure that site is the best fit with the mission.

**Considerations:**

1. Figure out how to foster coordination between curriculum developers and the school’s environmental experts: Make sure those who are developing the curriculum work strategically with the groups and individuals who are developing the school’s environmental focus.

<b>Priority 1: Integrate the Environmental Mission into the Curriculum</b>		
<b>Goal 1A: Create a definition of the school's urban environmental mission that is shared by the Board of Trustees, teachers, students, and families</b>		
2009-2010	2010-2011	2011-2012
<p><b>Strategies and Tactics</b></p> <ol style="list-style-type: none"> <li>1. Develop a specific and concise statement about the environmental mission that can be communicated by a 1st grader.</li> </ol> <p><b>Timeline:</b> 9/09-2/10</p> <p><b>Responsible Party:</b> EC, DOF</p> <ol style="list-style-type: none"> <li>2. Communicate this statement directly to key WCS constituencies.</li> </ol> <p><b>Timeline:</b> 3/09, to teachers at PD; spring 2010, to parents at parent/teacher conferences</p> <p><b>Responsible Party:</b> DOF and CEOs</p>	<p><b>Strategies and Tactics:</b></p> <ol style="list-style-type: none"> <li>1. Update all publications/communications with the new environmental mission.</li> </ol> <p><b>Timeline:</b> by 12/10</p> <p><b>Responsible Party:</b> EC and a communications group comprised of CEOs and front office staff</p> <ol style="list-style-type: none"> <li>2. Evaluate effectiveness of the communications effort through a constituency survey.</li> </ol> <p><b>Timeline:</b> by 6/10</p> <p><b>Responsible Party:</b> EC</p>	<p><b>Strategies and Tactics:</b></p> <p>N/A – Goal reached</p>

<b>Goal 1B: Have an environmental curricular framework as the umbrella of WCS curriculum</b>		
2009-2010	2010-2011	2011-2012
<p><b>Strategies and Tactics</b></p> <ol style="list-style-type: none"> <li>1. Develop an environmental curricular framework that accurately reflects the mission and values of the WCS community.</li> </ol> <p><b>Timeline:</b> 9/09-12/09</p> <p><b>Responsible Party:</b> EC, DOF</p> <ol style="list-style-type: none"> <li>2. Assist in aligning newly developed curriculum into environmental framework.</li> </ol> <p><b>Timeline:</b> 1/10-6/10</p> <p><b>Responsible Party:</b> DOF, CC, EC</p> <ol style="list-style-type: none"> <li>3. Partner with curriculum planners to discuss how the next portion of curriculum being developed during the upcoming summer will reflect the environmental framework.</li> </ol> <p><b>Timeline:</b> 1/10-6/10</p> <p><b>Responsible Party:</b> EC, DOF</p>	<p><b>Strategies and Tactics</b></p> <ol style="list-style-type: none"> <li>1. Develop a scope &amp; sequence for outdoor skills, outdoor attitudes, and create suggestions for relating understandings, skills, &amp; attitudes to school and home life.</li> </ol> <p><b>Timeline:</b> 6/10-8/10</p> <p><b>Responsible Party:</b> EC, Paid curriculum development staff, DOF</p> <ol style="list-style-type: none"> <li>2. Partner with curriculum planners to discuss how the next portion of the curriculum being developed during the upcoming summer will reflect the environmental framework.</li> </ol> <p><b>Timeline:</b> 1/11-6/11</p> <p><b>Responsible Party:</b> EC, DOF</p> <ol style="list-style-type: none"> <li>3. Develop a plan for increased PD on environmental issues.</li> </ol> <p><b>Timeline:</b> 9/10-6/11;</p> <p><b>Responsible Party:</b> EC, DOF</p>	<p><b>Strategies and Tactics</b></p> <ol style="list-style-type: none"> <li>1. Implement PD plan throughout year.</li> </ol> <p><b>Timeline:</b> 9/11-6/12</p> <p><b>Responsible Party:</b> DOF, EC</p> <ol style="list-style-type: none"> <li>2. Provide guidance to faculty members as they address the environmental mission through their work.</li> </ol> <p><b>Timeline:</b> 9/11-6/12</p> <p><b>Responsible Party:</b> EC</p>

**Priority 2: Integrate the Environmental Mission into the Lunch Program**

<b>Goal 2A: Make recommendations from lunch program feasibility study</b>		
2009-2010	2010-2011	2011-2012
<p><b>Strategies and Tactics:</b></p> <ol style="list-style-type: none"> <li>Review results from feasibility study. <b>Timeline:</b> 9/09-12/09</li> <li>Develop pilot program based on feasibility study. <b>Timeline:</b> 1/10-6/10</li> </ol> <p><b>Responsible Party:</b> DOD, Discovery Teacher, EC, CEOs, BOT</p>	<p><b>Strategies and Tactics:</b></p> <ol style="list-style-type: none"> <li>Implement pilot lunch program based on recommendations from analysis of feasibility study. <b>Timeline:</b> 9/10-6/11</li> <li>Make recommendations for improvements in the lunch program, with an emphasis on sustainability. <b>Timeline:</b> 2/11-6/11</li> </ol> <p><b>Responsible Party:</b> EC, DOD, CEOs, BOT</p>	<p><b>Strategies and Tactics:</b></p> <ol style="list-style-type: none"> <li>Implement recommendations for improvements in the lunch program. <b>Timeline:</b> 9/11-12/11</li> </ol> <p><b>Responsible Party:</b> EC, CEOs, DOD</p>
<b>Responsible Party:</b> EC, CEO's, DOD		

<b>Priority 3: Incorporate the Greater Philadelphia Community into the Implementation of the Environmental Mission</b>		
<b>Goal 3A: Develop community partners that enhance and fulfill WCS's environmental mission framework</b>		
2009-2010	2010-2011	2011-2012
<p><b>Strategies and Tactics:</b></p> <ol style="list-style-type: none"> <li>Assess WCS's environmental partnership needs and create an environmental partnership framework. <b>Timeline:</b> 9/09-12/09</li> <li>Identify 10 potential partner organizations, from either current partners or groups interested in partnering, with focus on destination statement, and articulate the potential opportunities and challenges of each partnership. <b>Timeline:</b> 12/09-4/10</li> <li>Prioritize and establish initial contact with the top 6 potential partners. <b>Timeline:</b> 5/10-8/10</li> <li>Connect friend-building with the Development Policy Manual, as DOD will begin to track relationships over time <b>Timeline:</b> 12/09-ongoing</li> </ol> <p><b>Responsible Party:</b> EC, CEOs, DOD, DC</p>	<p><b>Strategies and Tactics:</b></p> <ol style="list-style-type: none"> <li>Different WCS employees serve as primary contacts for each partner organization, and CEOs help insure long-term institutional connectedness. <b>Timeline:</b> 9/10-ongoing</li> </ol> <p><b>Responsible Party:</b> DOD, EC, CEOs, Select WCS Staff</p>	<p><b>Strategies and Tactics:</b></p> <p>Refine and adjust, based on outcomes of activities pursued in Years 1-2, feedback from respective stakeholders, and direction from CEOs and BOT.</p>

<b>Goal 3B: Get parents involved in the environmental mission</b>		
2009-2010	2010-2011	2011-2012

<p><b>Strategies and Tactics:</b></p> <p>1. Research parental understanding of and interest in community or other environmental issues.</p> <p><b>Timeline:</b> 9/09-2/10</p> <p><b>Responsible Party:</b> EC, BOT, Wissahickon Parent Partners (WPP)</p>	<p><b>Strategies and Tactics:</b></p> <p>1. Hold 3 family events in support of the school's environmental mission.</p> <p><b>Timeline:</b> 9/10-5/11</p> <p><b>Responsible Party:</b> EC, WPP, BOT, CEOs</p>	<p><b>Strategies and Tactics:</b></p> <p>1. Recruit parents to join the environmental committee.</p> <p><b>Timeline:</b> 1/12-6/12</p> <p><b>Responsible Party:</b> EC, WPP, BOT, CEOs</p>
<p><b>Priority 4: Integrate the Environmental Mission into All Other Aspects of School Life</b></p>		
<p><b>Goal 4A:</b> Integrate the environmental mission into all other aspects of school life</p>		
<p>2009-2010</p>	<p>2010-2011</p>	<p>2011-2012</p>
<p><b>Strategies and Tactics:</b></p> <p>1. Identify needs and opportunities to integrate the environmental mission into all aspects of school life, and create a plan to present ideas and generate discussion among faculty.</p> <p><b>Timeline:</b> 10/09-3/10 <b>Responsible Party:</b> EC, CEOs, BOT, DOF</p> <p>2. Facilitate a discussion at a faculty meeting on how to more deeply integrate the environmental mission into all aspects of school life.</p> <p><b>Timeline:</b> 1/10-6/10 <b>Responsible Party:</b> EC, CEOs, BOT, DOF</p>	<p><b>Strategies and Tactics:</b></p> <p>Refine and adjust, based on outcomes of activities pursued in Year 1, feedback from respective stakeholders, and direction from CEOs and BOT.</p>	<p><b>Strategies and Tactics:</b></p> <p>Refine and adjust, based on outcomes of activities pursued in Years 1-2, feedback from respective stakeholders, and direction from CEOs and BOT.</p>

**GOVERNANCE AND EMPLOYEE CARE**

**Destination Statement:** In three years, Wissahickon Charter School will have a collaborative and respectful culture of work where all employees feel valued and appreciated.

**Priorities:**

1. Attract and retain talented staff
2. Streamline governance

**Rationale:**

1. Having the right human resources in place is one of the biggest, if not the biggest, factor in the school's success.
2. Through interviews and conversation, it became clear that nearly all employees were passionate about serving students and parents. However, they expressed valid, significant questions about how best to support some of the school's most challenged students and how to confront the challenges that students bring with them when they walk in the door. This has huge implications for morale, as well as for the school's collective approach to educating young people.
3. Many staff interviewed during the process mentioned the salary scale and benefits for staff—and the need for decisions related to employee pay to be equitable and transparent. Staff were generally aware that the school is not currently able to financially compensate its employees at a certain level. However, all agreed that alternative ways of supporting and celebrating staff is crucial to retaining and recruiting the best mix of staff most able to educate

WCS’s student population.

4. “Governance” was added as stakeholders collectively acknowledged that the Board of Trustees is ultimately accountable for the success of the school. Thus, an increased focus on the capacity, support and success of the Board as the governing body is and should be in everyone’s best interest.
5. Staff and parents, as well as some Board members, brought up valid concerns about the Board’s knowledge of some issues, but in a way that supports the Board’s continued development.

**Considerations:**

1. Continue to appropriately manage expectations with regard to additional supports or compensation. While the school has clearly reaped the benefits of a participatory and open approach to decision making, leadership will need to be as diligent as ever to manage staff expectations about what is financially or logistically possible.
2. Continue to bring the Board and staff together to work through tough issues. Take advantage of opportunities for the Board and staff to continue to learn from each other in candid, constructive settings. During the planning process, Board and staff members were asked to seriously dig into challenging and sensitive issues together, and jointly come up with solutions for moving forward—bringing the best of the staff’s “on the ground” focus with Board members’ “big picture” thinking. Who will create venues for this process to occur in future, whether in the form of the strategic planning committee or some other body?

<b>Priority 1: Attract and Retain Talented Staff</b>		
<b>Goal 1A: Secure competitive salaries for all staff</b>		
2009-2010	2010-2011	2011-2012
<p><b>Strategies and Tactics</b></p> <ol style="list-style-type: none"> <li>1. Develop plan for researching competitive salaries at comparable schools, with key questions to be asked and data to be obtained, and identify a volunteer to conduct the research (a PC member, a graduate student, etc.) <b>Timeline:</b> 10/09-12/09 <b>Responsible Party:</b> PC</li> <li>2. Conduct the research and write the report. <b>Timeline:</b> 1/10-6/10 <b>Responsible Party:</b> Volunteer, PC</li> </ol>	<p><b>Strategies and Tactics:</b></p> <ol style="list-style-type: none"> <li>1. Conduct a cost-benefit analysis of implementation at WCS that determines possibility of adoption.  <b>Timeline:</b> 9/10-5/11 <b>Responsible Party:</b> EC and a communications group comprised of CEOs and front office staff</li> <li>2. WCS governing body makes decision based on findings and develops implementation plan. <b>Timeline:</b> 5/11-9/11  <b>Responsible Party:</b> BOT, CEOs</li> </ol>	<p><b>Strategies and Tactics:</b></p> <ol style="list-style-type: none"> <li>1. WCS implements changes based on BOT decision.  <b>Timeline:</b> 9/11-6/12 <b>Responsible Party:</b> EC and a communications group comprised of CEOs and front office staff</li> </ol>

<b>Goal 1B: Research healthcare options for all staff</b>		
2009-2010	2010-2011	2011-2012

Strategies and Tactics	Strategies and Tactics	Strategies and Tactics
<p>1. Research possibility of pooling with other schools to provide coverage, possibly utilizing someone from the business office or a graduate intern.</p> <p><b>Timeline:</b> 9/09-1/10</p> <p><b>Responsible Party:</b> PC, CEOs</p> <p>2. Research the health care options provided to all staff by similar schools. Begin with current benefits provider (See goal 1A).</p> <p><b>Timeline:</b> 9/09-1/10</p> <p><b>Responsible Party:</b> PC</p>	<p>1. Evaluate feasibility of implementing various health care options for all staff.</p> <p><b>Timeline:</b> 9/10-1/11</p> <p><b>Responsible Party:</b> PC, Business Office, CEOs, BOT</p> <p>2. Communicate process and findings.</p> <p><b>Timeline:</b> 1/11-6/11</p> <p><b>Responsible Party:</b> PC, Business Office, CEOs, BOT</p>	<p>1. WCS BOT decides whether all staff will have health care options and the criteria for access and participation.</p> <p><b>Timeline:</b> 6/11-10/11</p> <p><b>Responsible Party:</b> BOT</p>

<b>Goal 1C:</b> Establish professional growth as central to school's culture		
2009-2010	2010-2011	2011-2012
<p><b>Strategies and Tactics:</b></p> <p>1. Include support staff in committees and task forces and offer financial compensation.</p> <p><b>Timeline:</b> 9/09-12/09</p> <p><b>Responsible Party:</b> CEOs</p> <p>2. Present to all staff the main points of the strategic planning retreat.</p> <p><b>Timeline:</b> 8/09</p> <p><b>Responsible Party:</b> Frontline Solutions</p> <p>3. Pilot Teacher Inquiry Groups [K-2, 3-5, 6-8]. Each group has a teacher leader and the group decides how it wants to focus on reading and language arts.</p> <p><b>Timeline:</b> 9/09-12/09</p> <p><b>Responsible Party:</b> DOF</p> <p>4. All supervisors will meet to discuss how to support staff members with their professional growth, which will be incorporated into their evaluations.</p> <p><b>Timeline:</b> 1/10</p> <p><b>Responsible Party:</b> CEOs</p> <p>5. Research and compile info on free workshops, etc., and utilize technology to disseminate information</p>	<p><b>Strategies and Tactics:</b></p> <p>1. Survey staff to determine interest in leading professional development.</p> <p><b>Timeline:</b> by 6/10</p> <p><b>Responsible Party:</b> DOF</p> <p>2. Teacher Inquiry Groups share out.</p> <p><b>Timeline:</b> 8/10 all staff PD</p> <p><b>Responsible Party:</b> PC</p> <p>3. Continue/change as needed with Teacher Inquiry Group.</p> <p><b>Timeline:</b> 6/10 PD</p> <p><b>Responsible Party:</b> DOF</p> <p>4. Supervisors meet again to discuss professional growth and meet again with staff to check in on their professional growth goals.</p> <p><b>Timeline:</b> 8/10-10/11</p> <p><b>Responsible Party:</b> DOF, CEOs</p>	<p><b>Strategies and Tactics:</b></p> <p>1. Continue to adjust and improve TIG as well as the professional growth initiative.</p> <p><b>Timeline:</b> 9/11-6/12</p> <p><b>Responsible Party:</b> Teacher Inquiry Groups, CEOs, PC</p> <p>2. Facilitate staff teaching workshops outside of WCS, inviting others to WCS for training and conferences.</p> <p><b>Timeline:</b> 9/11-6/12</p> <p><b>Responsible Party:</b> Supervisors, AA</p>

<p>on workshops.</p> <p><b>Timeline:</b> 9/09-6/10</p> <p><b>Responsible Party:</b> DOF, CEOs, MSC, TC</p>		
<p>6. Communicate the availability of tuition reimbursements for all employees.</p> <p><b>Timeline:</b> 9/10-10/10</p> <p><b>Responsible Party:</b> CEOs, SSM</p>		

<b>Goal 1D: Provide quality of life benefits responsive to staff needs</b>		
2009-2010	2010-2011	2011-2012
<p><b>Strategies and Tactics:</b></p> <ol style="list-style-type: none"> <li>Sunshine Committee (SC) looks into school memberships/discounts. <b>Timeline:</b> 9/09-6/10 <b>Responsible Party:</b> SC</li> <li>Maintain staff parties, breakfasts. <b>Timeline:</b> 9/09-6/10 <b>Responsible Party:</b> SC, CEOs</li> <li>Hold a faculty meeting that focuses on daycare, including current issues, the projected uses, etc., and plan next steps for daycare. <b>Timeline:</b> 11/09-3/10 <b>Responsible Party:</b> CEOs</li> <li>Tabulate and act on alternative benefits survey. <b>Timeline:</b> 12/09-ongoing <b>Responsible Party:</b> CEOs, Business Office, BOT</li> </ol>	<p><b>Strategies and Tactics:</b></p> <ol style="list-style-type: none"> <li>Implement plan and next steps with daycare. <b>Timeline:</b> 9/10-ongoing <b>Responsible Party:</b> CEOs, Parents involved in daycare</li> <li>Examine other ways to improve quality of life for employees. <b>Timeline:</b> 9/10-ongoing <b>Responsible Party:</b> SC, AA</li> <li>Increase alternative benefits. <b>Timeline:</b> 1/11-ongoing <b>Responsible Party:</b> CEOs</li> </ol>	<p><b>Strategies and Tactics:</b></p> <p>Refine and adjust, based on outcomes of activities pursued in Years 1-2, feedback from respective stakeholders, and direction from CEOs and BOT.</p>

<b>Priority 2: Streamline Governance</b>		
<b>Goal 2A: Meet all regulations and mandates</b>		
2009-2010	2010-2011	2011-2012
<p><b>Strategies and Tactics:</b></p> <ol style="list-style-type: none"> <li>Ensure that all Board policies and by-laws are up-to-date <b>Timeline:</b> 9/10-12/09 <b>Responsible Party:</b> BOT</li> </ol>	<p><b>Strategies and Tactics:</b></p> <ol style="list-style-type: none"> <li>Contact charter school office about completing school charter renewal process. <b>Timeline:</b> 9/10-1/11</li> </ol>	<p><b>Strategies and Tactics:</b></p> <ol style="list-style-type: none"> <li>Complete charter renewal process. <b>Timeline:</b> 9/11-6/12 <b>Responsible Party:</b> CEOs, BOT</li> </ol>

<p>2. Ensure that the school is in compliance with all state reporting.</p> <p><b>Timeline:</b> 9/09-ongoing</p> <p><b>Responsible Party:</b> CEOs, AAM</p> <p>3. Further develop reporting mechanisms to demonstrate transparency and responsible financial practices to the broader community.</p> <p><b>Timeline:</b> 9/09-ongoing</p> <p><b>Responsible Party:</b> DOD, DC, CEOs</p>	<p><b>Responsible Party:</b> CEOs</p> <p>2. Form renewal team, including contacting recently renewed schools.</p> <p><b>Timeline:</b> 9/10-12/10</p> <p><b>Responsible Party:</b> BOT</p> <p>3. Discuss impact of increased enrollment (Fall 2010).</p> <p><b>Timeline:</b> 9/10-12/10</p> <p><b>Responsible Party:</b> BOT, CEOs, Faculty</p>	
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**Goal 2B: Strengthen the Board**

2009-2010	2010-2011	2011-2012
<p><b>Strategies and Tactics:</b></p> <p>1. Define Board recruitment targeting needs.</p> <p><b>Timeline:</b> 9/10-12-09</p> <p><b>Responsible Party:</b> CEOs</p> <p>2. Define Board training process, including Board orientation and Board expectations.</p> <p><b>Timeline:</b> 9/09-12/09</p> <p><b>Responsible Party:</b> BOT</p>	<p><b>Strategies and Tactics:</b></p> <p>1. Fully train the BOT, and evaluate, make improvements and continue Board orientation process.</p> <p><b>Timeline:</b> 9/10-6/11</p> <p><b>Responsible Party:</b> BOT</p>	<p><b>Strategies and Tactics:</b></p> <p>Refine and adjust, based on outcomes of activities pursued in Years 1-2, feedback from respective stakeholders, and direction from CEOs and BOT.</p>