

YEAR TWO PRIORITY

STRATEGY NUMBER: 1

PLAN NUMBER: 1

DATE: March 2003

VCS STRATEGY:

Ensure personalized student learning through which all students will mature spiritually, academically, physically and socially to achieve educational and career goals.

SPECIFIC RESULT:

Establish/develop an after-school enrichment program (interest clubs) beginning school year 2001-2002, at the elementary and junior high schools. Include the following categories: sports, arts and crafts, computer technology and homework.

#	ACTION STEPS	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Sports – Identify and stipend an athletic director (“AD”) to coordinate practice and game schedules (Tuesdays/Thursdays - practice; Fridays - games). AD will do the following: interview and select volunteer coaches; arrange for fingerprinting of coaches; determine tryout guidelines; develop nominal budget/costs to cover uniforms and gratuities/costs for volunteer coaches; synchronize game schedule for competitive play with other schools in the area.	Shirley Hitchcock	June 2002	Fall 2002	Pending
2.	Arts and Crafts – Identify and stipend an interested teacher to coordinate a scope and sequence and calendar of events from September to May. Teacher will ID local artists/crafters/parent volunteers to augment teaching. Areas can include but are not limited to the following: art skills, embroidery, knitting, crocheting, quilting, chess, backgammon, hamradio, and other crafts interesting to both male and female students. Projects can be auctioned at the numerous events that VCS sponsors. Teacher can investigate community programs for painting walls, creating opportunities to co-produce projects with disadvantaged children and their families. Classes will be 1 ½ hours long.	Shirley Hitchcock	June 2002	Fall 2002	Fall 2002 Elementary
3.	Computer Tech Club (3 rd -8 th grades) – Identify and stipend an interested teacher who will coordinate a progressive calendar of Computer Tech events from September to May, incorporating trained parent volunteers. Events will include age appropriate themes for each grade level. Recommendations include, but are not limited to the following: 8 th Grade – Students will learn video production,	Kathy Keleshian; Bob Bridges	September 2002	Fall 2003	Pending

	<p>animation and digital photography. 7th Grade – Students will learn how to design, build and maintain/repair networks. Students will become proficient in communicating via technology (web meetings, email, and business applications mastery, etc.). 6th Grade – Students’ culminating production will be mastery of PowerPoint and Excel programs. 5th Grade: Students’ culminating production will be web designing. 4th Grade – Students’ culminating production will be development of a PowerPoint presentation. 3rd Grade – Students’ culminating event will be expression of keyboard mastery/speed drills .</p> <p>All students will demonstrate mastery of internal workings of the computer. All students will be able to identify major internal components and key terms (ram, memory, etc.).</p> <p>The tech club will begin at the 5th grade level during the 2002-2003 school year. The phase in of other grades will occur in the 2003-2004 and 2004-2005 school years.</p>				
4.	<p>Homework Club – Identify and stipend a teacher to screen, interview and coordinate high achieving high school student volunteers to tutor in the ratio of 1:5 (high school to elementary and junior high students) on Tuesdays and Fridays, after school for 1 hour in predetermined areas of study. High achieving high school students will earn community service credit for services rendered. *For at-risk students or students on probation, parents will be required to attend a minimum of 3 hours per month observing the teaching and coaching skills of the program teacher and high achieving students.</p>	Shirley Hitchcock	June 2002	Fall 2002	Fall 2002 Elementary

STRATEGY NUMBER: 1

PLAN NUMBER: 2

DATE: June 2002

VCS STRATEGY:

Ensure personalized student learning through which all students will mature spiritually, academically, physically and socially to achieve educational and career goals.

SPECIFIC RESULT:

Establish a formal gifted student program at the elementary level.

#	ACTION STEPS	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Determine necessary training for the teachers of gifted students.	Betty Ruth Bridgen	Fall 2001	ASAP	Spring 2002
2.	Determine the training schedule for teachers working with gifted students.	Betty Ruth Bridgen	Fall 2001	ASAP	Summer 2002; Ongoing
3.	Determine and develop gifted student curriculum, including enhancements.	Betty Ruth Bridgen	Fall 2001	ASAP	Spring 2002
4.	Develop objective benchmark criteria for assessing students.	Betty Ruth Bridgen	Fall 2001	ASAP	June 2002
5.	Identify gifted students at each grade level, based on VCS and accepted educational standards.	Betty Ruth Bridgen	Fall 2001	ASAP	Fall 2002

YEAR ONE PRIORITY

STRATEGY NUMBER: 1

PLAN NUMBER: 3

DATE: June 2002

VCS STRATEGY:

Ensure personalized student learning through which all students will mature spiritually, academically, physically and socially to achieve educational and career goals.

SPECIFIC RESULT:

Establish a formal support program for academically at-risk students (not diagnosed learning disabled) at the elementary level.

#	ACTION STEPS	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Identify teachers who have a passion for teaching academically at-risk students.	Betty Ruth Bridgen; Principals	Ongoing	ASAP	Ongoing
2.	Identify academically at-risk students, based on VCS and accepted educational standards.	Betty Ruth Bridgen; Diane Severinghaus	Fall 2001	ASAP	November 2001; Ongoing
3.	Place at least three, but no more than five, academically at-risk students with teachers at each grade level.	Betty Ruth Bridgen; Kathy Keleshian	Fall 2001	ASAP	Fall 2001
4.	Ensure that classes with academically at-risk students are balanced with mid-bell students who will serve as models, particularly in reading.	Betty Ruth Bridgen; Kathy Keleshian	Fall 2001	ASAP	Fall 2001
5.	Offer training in differentiated instruction and peer coaching to teachers who teach academically at-risk students to help them extend the time they spend with those students.	Donna Harris; Betty Ruth Bridgen	Fall 2001	ASAP	Ongoing
6.	Provide teachers working with academically at-risk students with additional support (teacher aides, parent volunteers).	Betty Ruth Bridgen; Kathy Keleshian	Fall 2001	ASAP	Fall 2001; Ongoing

YEAR ONE PRIORITY

STRATEGY NUMBER: 1

PLAN NUMBER: 4

DATE: June 2002

VCS STRATEGY:

Ensure personalized student learning through which all students will mature spiritually, academically, physically and socially to achieve educational and career goals.

SPECIFIC RESULT:

Maintain the Discovery Center Program "as is" at the elementary and junior high levels.

#	ACTION STEPS	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Provide teachers with sufficient release time to observe their Discovery Center students in educational therapy sessions.	Betty Ruth Bridgen	November 29, 2001	ASAP	In Process; December 2002
2.	Provide all teachers, at least once a year, with basic training for teaching/reaching learning disabled students.	Betty Ruth Bridgen	November 30, 2001	ASAP	November 30, 2001; 2001 Orientation
3.	Integrate above-mentioned training with the professional development program.	Betty Ruth Bridgen; Donna Harris	2001 Orientation	Ongoing	Ongoing

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YEAR ONE PRIORITY

STRATEGY NUMBER: 1

PLAN NUMBER: 6

DATE: June 2002

VCS STRATEGY:

Ensure personalized student learning through which all students will mature spiritually, academically, physically and socially to achieve educational and career goals.

SPECIFIC RESULT:

Continue expansion of AP classes.

#	ACTION STEPS	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Locate and train teachers to instruct expanded AP courses. Contract with community college instructors and/or industry leaders to provide instruction for the added AP courses.	Committee of AP teachers; Gray Judge, lead teacher	September 2001	ASAP	Ongoing
2.	Determine whether these courses will be offered during the regular school year, during the summer or on Saturdays.	Committee of AP teachers; Gray Judge, lead teacher	September 2001	ASAP	Ongoing Discussions
3.	Determine prerequisites for acceptance into these AP courses.	Committee of AP teachers; Gray Judge, lead teacher	September 2001	ASAP	Ongoing Discussions
4.	Use objective-based criteria to determine the effectiveness of teaching methods used in AP courses.	Committee of AP teachers; Gray Judge, lead teacher	September 2001	ASAP	Ongoing Discussions

YEAR ONE PRIORITY

STRATEGY NUMBER: 1

PLAN NUMBER: 7

DATE: June 2002

VCS STRATEGY:

Ensure personalized student learning through which all students will mature spiritually, academically, physically and socially to achieve educational and career goals.

SPECIFIC RESULT:

Clarify, define and delineate the difference between regular and accelerated classes at the junior high and high school levels.

#	ACTION STEPS	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Determine prerequisites for acceptance into regular, Honors and AP classes.	Joel Torode; Bob Bridgen; Gray Judge's Committee	September 2001	ASAP	September 2001 Junior High; Ongoing Discussions With AP Teachers
2.	Determine proper sequencing of classes to ensure maximum opportunities for students to matriculate through offered classes.	Joel Torode; Bob Bridgen; Gray Judge's Committee	September 2001	ASAP	September 2001 Junior High; Ongoing Discussions With AP Teachers
3.	Develop objective-based criteria for determining effectiveness of teaching methodology in Honors and AP classes.	Joel Torode; Bob Bridgen; Gray Judge's Committee	September 2001	ASAP	Ongoing (See Plan 1-16)
4.	Explore the possibility of distance-learning with home schools in the Bay Area in Honors and AP classes.	Admin. Team	2000-2001 School Year	Uncertain	Uncertain at This Time

YEAR ONE PRIORITY

STRATEGY NUMBER: 1

PLAN NUMBER: 8

DATE: June 2002

VCS STRATEGY:

Ensure personalized student learning through which all students will mature spiritually, academically, physically and socially to achieve educational and career goals.

SPECIFIC RESULT:

Phase in K-12 differentiated instruction by the 2004-2005 school year.

#	ACTION STEPS	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Provide teacher training related to differentiation and how it already works in VCS classrooms.	Donna Harris	Fall 2001	ASAP	Summer 2002
2.	Develop a schedule of seminars to provide training for differentiation and cross-collaborative efforts.	Donna Harris	Fall 2001	ASAP	Fall 2001; Ongoing
3.	Synchronize scheduled seminars with professional development schedule.	Donna Harris	Fall 2001	ASAP	Fall 2001; Ongoing

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YEAR ONE PRIORITY

STRATEGY NUMBER: 1

PLAN NUMBER: 9

DATE: June 2002

VCS STRATEGY:

Ensure personalized student learning through which all students will mature spiritually, academically, physically and socially to achieve educational and career goals.

SPECIFIC RESULT:

Develop cross-collaboration teams between 5th-and 6th-grade teachers, 6th- and 7th-grade teachers and 8th-and 9th-grade teachers.

#	ACTION STEPS	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Identify teachers to serve on the above collaboration teams and dovetail these teams with the curriculum review evaluation cycle.	Donna Harris	Fall 2001	ASAP	Fall 2001; Ongoing
2.	Consider stipend for involved teachers and coordinators.	Donna Harris	Fall 2001	ASAP	Not Applicable
3.	Identify a coordinator for all collaboration teams.	Donna Harris	Fall 2001	ASAP	Fall 2001
4.	Identify a team leader for each collaboration team.	Donna Harris	Fall 2001	ASAP	Fall 2001
5.	Establish objective benchmarks of learning for student progression to the next grade level.	Donna Harris; Teams	Fall 2001	ASAP	Fall 2001; Ongoing
6.	Enhance the scope and curriculum of the course content commensurate with the higher-grade level expectation.	Donna Harris; Teams	Fall 2001	ASAP	Fall 2001; Ongoing

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YEAR TWO PRIORITY

STRATEGY NUMBER: 1

PLAN NUMBER: 11

DATE: March 2003

VCS STRATEGY:

Ensure personalized student learning through which all students will mature spiritually, academically, physically and socially to achieve educational and career goals.

SPECIFIC RESULT:

Provide wireless computers on carts at the junior and senior high school.

#	ACTION STEPS	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Purchase carts.	Mike Annab	Spring 2002	September 2002	September 2002; JH
2.	Purchase extra batteries and chargers for each cart.	Mike Annab	Ongoing	September 2002	September 2002; JH
3.	Identify a technician to assist in servicing the computers.	Mike Annab	Ongoing	September 2002	Ongoing; JH
4.	Install necessary office support software on each computer.	Mike Annab	Ongoing	September 2002	September 2002; Ongoing
5.	Install necessary curriculum support software for teacher instruction and/or student use.	Mike Annab	Ongoing	September 2002	Ongoing
6.	Provide teacher training on technology/curriculum integration.	Donna Harris	Ongoing	September 2002	Ongoing

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YEAR ONE PRIORITY

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PLAN NUMBER: 12

DATE: June 2002

VCS STRATEGY:

Ensure personalized student learning through which all students will mature spiritually, academically, physically and socially to achieve educational and career goals.

SPECIFIC RESULT:

Provide each campus with a LCD projector, laptop computer and cart for large group teaching presentations.

#	ACTION STEPS	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Purchase three LCD projectors.	Mike Annab	Fall 2001	ASAP	October 2001
2.	Purchase three laptop computers.	Mike Annab	Fall 2001	ASAP	October 2001
3.	Purchase three carts that are easily portable.	Mike Annab	Fall 2001	ASAP	October 2001
4.	Install Microsoft Office on each laptop computer.	Mike Annab	Fall 2001	ASAP	Ongoing
5.	Install Netscape on each laptop computer.	Mike Annab	Fall 2001	ASAP	Ongoing
6.	Identify a trainer in the use of the above named equipment through the LTTs.	Mike Annab	Fall 2001	ASAP	Ongoing LTTs
7.	Train teachers to use the LCD projector, laptop computer, cart and Microsoft PowerPoint.	Mike Annab	Fall 2001	ASAP	Ongoing by LTTs

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YEAR ONE PRIORITY

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PLAN NUMBER: 13

DATE: June 2002

VCS STRATEGY:

Ensure personalized student learning through which all students will mature spiritually, academically, physically and socially to achieve educational and career goals.

SPECIFIC RESULT:

Establish a learning center in the Skyway Campus library.

#	ACTION STEPS	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Complete the computer lab in the junior high and high school library by purchasing additional desktop computers for student use.	Mike Annab; Joel Torode; Bob Bridges	ASAP	ASAP	September 2001

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YEAR ONE PRIORITY

STRATEGY NUMBER: 1

PLAN NUMBER: 15

DATE: June 2002

VCS STRATEGY:

Ensure personalized student learning through all students will mature spiritually, academically, physically and socially to achieve educational and career goals.

SPECIFIC RESULT:

Establish an ongoing professional development program with set criteria and annual goals.

#	ACTION STEPS	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Identify and select a team of cross-grade level teachers who will serve as leaders in the professional development program.	Donna Harris	Fall 2001	ASAP	Fall 2001; Ongoing
2.	Analyze professional development needs for teachers in regard to personal student learning.	Donna Harris	Fall 2001	ASAP	Fall 2001; Ongoing
3.	Select focus areas for professional development opportunities, on campus and off-site, that address the best practice teaching strategies for a personalized student learning program.	Donna Harris	Fall 2001	ASAP	Fall 2001; Ongoing
4.	Develop a calendar for teachers that list professional development opportunities related to personalized student learning.	Donna Harris	Fall 2001	ASAP	Fall 2001; Ongoing
5.	Provide opportunities for selected teams of cross-grade level teachers and other interested teachers to attend seminar sessions related to personalized student learning.	Donna Harris	Fall 2001	ASAP	Fall 2001; Ongoing
6.	Provide formal and informal opportunities for teams of cross-grade level teachers to share seminar information with other teachers.	Donna Harris	Fall 2001	ASAP	Fall 2001; Ongoing

YEAR ONE PRIORITY

STRATEGY NUMBER: 1

PLAN NUMBER: 16

DATE: June 2002

VCS STRATEGY:

Ensure personalized student learning through which all students will mature spiritually, academically, physically and socially to achieve educational and career goals.

SPECIFIC RESULT:

Establish an all-school peer coaching program with built-in goals and meeting times scheduled at each campus.

#	ACTION STEPS	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Identify a peer coach coordinator for each campus. *	Shirley Hitchcock; Judy Kellner; Mark Lodewyk	September 2001	ASAP	September 2001
2.	Encourage teacher pairs to volunteer to peer coach for one year. *	Shirley Hitchcock; Judy Kellner; Mark Lodewyk	September 2001	ASAP	September 2001 Elementary; November 2001 Junior High/High Schools
3.	Teachers involved in peer coaching will write and submit annual goals. *	Shirley Hitchcock	September 2001	ASAP	March 2002
4.	Target dates and times to hold peer observations and support conferences. *	Shirley Hitchcock	September 2001	ASAP	January 2002 Elementary; February 2002 Junior High/High Schools
5.	Utilize videos, handbooks and other materials developed by Claudia Lee for staff training. *	Shirley Hitchcock	September 2001	ASAP	September 2001 Elementary; February 2002 Junior High/High Schools
	*Stipulation: Integrate peer coaching with the teacher-mentoring program.				