

Hilltown Cooperative Charter Public School Long Range Plan 2013-2023

The publication of this Long Range Plan for Hilltown Cooperative Charter Public School (HCCPS) comes in the 18th year since the school first opened in 1995. It is only the second such plan which has been produced. Our first plan, 10 years ago, was a statement of hopes and aspirations—the dreams of a young institution and its community. HCCPS is now a matured idea; a tested, stable institution; and a proven structure for excellence in education. We continue to have big dreams and directions—but central to this plan has been a recognition that blueprints for the future must include specifics that strengthen and stabilize what we have already built. *This plan prioritizes the broad goals and objectives for the coming 10 years. It does not attempt to describe the many details of implementation; that is left to those carrying out the daily operations of the school.* New ideas are understood as a cautious modification to a well-orchestrated and functional whole.

Early in the long range planning process, our committee identified a number of core strengths of HCCPS which should be maintained over the next ten years. The areas we identified were as follows:

- A strong intimate community.
- A distinct, arts integrated, interdisciplinary curriculum.
- A program that fosters the development of strong critical thinking skills
- A program that fosters the development of individual student voices.
- Cross age experiences.
- A wide variety of intentional celebrations, traditions and community events.
- Collaborative administrative structure and *inclusive decision making process*.
- An open and welcoming community for parents.

At the same time, we found areas where specific attention over the next 10 years would improve an already solid program. New proposals must pass the test of fiscal viability as our financial resources do not allow us to continue as we have. The discussion and research that went into this plan make it clear that the school's vibrancy, institutional durability, and continual refinement of existing programs require a dynamic process.

The initial focus of the Long Range Planning (LRP) Committee was to consider "the big picture", namely those factors essential to the long term financial stability and larger programmatic needs of HCCPS. Specifically, we discussed several broad considerations: 1) The school's established plan to find and move to an improved site; 2) The question of appropriate school size and; 3) Limits to revenue generation and limits to growth. The LRP Committee spent a great deal of time reviewing these questions in conjunction with the Board of Trustees (BOT), the Site Committee, the Finance Committee and with the school community at large at a Cooperative meeting in January 2011. The LRP Committee reached several conclusions as a result of this work:

- To afford an improved site, and to maintain and expand current programs, the school needs to improve total revenue and the ratio of revenue to expenses.
- The most secure mechanisms for improving revenues are to increase school size and modestly increase the student-teacher ratio. Improved fundraising and additional grants may further improve the picture, but their contribution will be minor.
- HCCPS has been and must continue to be a close community offering highly interactive, personalized instruction—total size should not exceed 220 students and class size should not exceed 22 pupils. It was felt that the school's character and mission can continue to thrive within this framework. These numbers are also sufficient to allow for a significantly improved site and to develop an enhanced curriculum.
- While there are various ways in which the school can take on new students, we are most enthused by a plan to add the majority of these students in grades 6-8, thus expanding the Middle School program. Particular advantages in taking this route include providing an expanded and more diverse group of peers at an age where many HCCPS students are eager for new faces and new horizons, while maintaining a more intimate setting for the younger grades.

The expansion of the school is an overarching goal that framed many of the more detailed proposals in this plan. Growth brings new opportunities and new needs, which we have addressed with proposals to modify the age distribution and instructional supports—a larger and more substantial 6th – 8th grade program is introduced.

As the school moves into its third decade, we need to continuously invigorate the involvement of families and the broader school community. We seek mechanisms to insure that, whatever the school's size, the sense of individuality, of belonging, and of ownership are critical to the student experience. In a similar vein, we recognize that staff and faculty also need a sense of ownership and recognition. One such approach we have suggested is to formalize the school as a site for *placing teachers in training*—a model for innovative education.

In the Sustainability section, plans are presented with the purpose of better insuring budgetary stability and to further expedite decision making around the establishment of a permanent home for the school—in both cases, the ideas largely come from ongoing discussions at meetings of the Board of Trustees. Lastly, the school needs to develop a structured process that prepares for changes in school leadership in the coming years. The insights, shared vision, and experience of coordinators who have led the school since its early years are great assets upon which we want to build. We offer plans for the challenging process of succession and better defining the qualities and abilities essential for our future administration.

This plan is the outcome of almost 2 years of meetings, discussions and research by the LRP Committee (LRP). Tasked by the Board of Trustees with generating a new long-range plan, the Committee, made up of the 3 administrators, 2 teachers, 2 board members and 2 parents, has charted a path reflecting, to the extent possible, the combined desires and ideas of this community—the students, faculty, parents, administrators, and supporters of HCCPS. During the past 2 years, we have met monthly, joined briefly by outside consultant Gaelen Canning, who helped developed a process for generating the plan. The LRP Committee also hosted a Cooperative meeting to discuss the ramifications of an increased school size, resulting in a recommendation to the BOT to increase the school size. As we started developing the plan, we broke into sub-committees to focus on specific areas of interest (educational program, site, community, finance, staffing). The resulting plan is the culmination of this work.

Our plan is divided into 4 sections: Program Quality, Community Building, Sustainability and Administrative Capacity and Succession Planning. Please recognize that many topics fall into more than one category and choice of section name should not be taken as emphasizing or de-emphasizing particular aspects. Also, in considering and interpreting this plan, the point made above deserves restating: We are trying to make improvements and innovations to a great school with a great community, a very full daily and yearly schedule, a stretched budget, and a busy faculty. New plans must substitute for or modify current operations—there is no room for a wholesale addition! We offer these plans as, essentially, a “rebalancing”; changes designed to secure the character, finances, educational quality, and dynamism of the school for the next ten years.

(Approved by the BOT 6/2013)

PROGRAM QUALITY

Since its inception, HCCPS academic and co-curricular programming has evolved to address student needs, build upon faculty strengths, be responsive to parents, and take advantage of relationships with local community organizations. The school offers strong academic and social emotional skill building in a culture that promotes community connections. As we look toward the future, it will be important to assess and prioritize program offerings and develop resources and organizational relationships to ensure that student needs are addressed through effective and sustainable programs.

Goal 1: Grades 6-8 Program Reorganization

Purpose: To better serve the academic and social needs of students in grades 6-8

Rationale/Context: Over the past twelve years, the school added seventh and eighth grades. With the expanded school size, the maturing of our program, and the programmatic and social needs of middle school aged students, it is necessary to restructure grades 6-8. This recommendation is consistent with a conclusion that was reached in the *Report on Configuration of Multi-Age Classrooms: Spring, 2009*.

Accountability: Education Coordinator

Activities/Steps:

- a. Formulate recommendations to restructure the educational program for grades 6-8 to accommodate 30 students in each grade. Recommendations should address teaching responsibilities, advising, and class configuration for different disciplines (FY 2014)
- b. Implement new structures gradually, 2014-2017.
- c. Consideration should be given to the academic needs of students transitioning into the HCCPS program and how they will be addressed.
- d. Evaluate middle school program and use findings to revise. Full scale evaluation in 2020.

(Note: see also Community-Building goals 2 and 4 that outline plans to support and integrate an expanded 6-8 grade population.)

Fiscal implications: This will have implications on staffing, facility and materials. At a minimum, there will be 2 additional full time teachers, *an expansion of the special education department* and several part-time positions. Additional space and associated costs will be based on broader site considerations.

Progress Monitoring: The Education Coordinator will be responsible for the implementation of program adjustments and for a formal review after three years of full implementation. Minor and urgent programs changes can be made as needed during the gradual and then full-scale implementation.

Goal 2: K-8 Curriculum Review

Purpose: To maintain and strengthen core academic programs

Rationale/Context: The school has a long standing strong record of academic performance by students and many strengths identified by teachers and parents. Maintaining and improving our program necessitates regular, systematic review. In reflecting on particular areas of strengths and weaknesses, we found that areas in the humanities and social sciences have historically been strong, while areas in math and science are weaker in comparison. The math curriculum is currently under review and many changes are being implemented. It is critical to apply similar reviews to science and all academic areas.

Accountability: The Educational Coordinator

Activities/Steps:

- a. Implement a system of regular review of the following major curricular areas: English Language Arts, Mathematics, Social Studies, Science, Physical Education, Health, Foreign Language, Art, Music and Technology. Begin with areas where alignment with the Common Core is required (Math, ELA) followed by Science, Physical Education, and Social Studies. Initial reviews will begin in 2013 and be completed no later than June 2020. Each review should be no longer than one year and some may occur concurrently.
 1. *Each review should include ways the curriculum addresses the needs of the full range of learners in the school.*
 2. *Each review should include ways to ensure that multiple perspectives are represented within the curriculum area.*
- b. Following each review, a set of concrete recommendations, *including professional development*, will be *identified and implemented* by the Education Domain.
- c. Establish a schedule and structure for subsequent reviews.

Fiscal Implications: Reviews may indicate the need for new curriculum and/or training for staff, **resources for special education** and/or additional staff. Depending on the recommendations, some areas may require funding outside of the current budget framework. Other areas may require reallocation of resources within the budget.

Progress Monitoring: The Educational Coordinator will create a schedule for reviews and report annually to the BOT.

Goal 3: Scope of Program

Purpose: To achieve a balance between high-quality program options and effective use of staff time and resources, maintain fiscal and programmatic viability, provide students with meaningful interactions in community settings, and ensure programs are supporting the school's educational and community-building goals

Rationale/Context: The school culture and student growth is supported through curricular and co-curricular activities, as well as through projects with local community organizations. Given that the school and school community have limited resources to address the school's primary mission, it is important to periodically and systematically review which school activities warrant continued, increased or decreased resources. The growth of the school over the past two decades raises questions regarding which programs beyond the core curricular areas are essential to the school. We have added a number of excellent activities, but we need to reflect on which ones are sustainable given budget and human resource limitations.

Accountability: The Educational Coordinator in cooperation with the Community Coordinator and other stakeholders (staff, parents, and students)

Activities/Steps:

- a. Evaluate school programs beyond core curricular areas for the purpose of establishing key priorities. The evaluation will include service learning, mini-courses, instrumental lessons, student council, recess, buddy classes, after-school, cross-age lunch rooms, and All School. This list is not exhaustive. The initial evaluation will begin in 2014-2015 school year and be conducted through the 2016-2017, after which there will be reviews every three years.
- b. Determine clear time and resource allocations for ancillary programs -- Foreign Language, Physical Education, and Technology instruction.
- c. Assess relationships with local community organizations (e.g., SCA and Overlook), and make recommendations to build upon these partnerships, discontinue partnerships and/or establish others to address identified priorities.
- d. Establish a regular review cycle for these and other potential partnerships.
- e. Develop recommendations for priorities to support and modify as needed to accommodate the needs of an expanding student population (with input from staff, parents, and students).
- f. Identify programs and, as appropriate, suggest possible funding sources for activities such as afterschool clubs, arts and athletic programs, conferences, festivals and tournaments that serve to expand HCCPS students' connections beyond our school community.
- g. Evaluate current length of school day and school year, and make recommendations as needed.

Fiscal implications: To be determined by recommendations. Generally speaking, unless self-funded, new programs will require deletion of existing programs, or other budget modifications.

Progress Monitoring: The Educational Coordinator in collaboration with the Community Coordinator. Annual report on funding for "co-curricular activities" will be provided to the Board of Trustees.

Goal 4: Formal Academic Affiliation and Teaching Interns

Purpose: Ensure that HCCPS teachers utilize and disseminate best practices and maintain two adults in most classrooms in a financially viable manner

Rationale/Context: A goal for every charter school is to share best practices with the wider educational community. It is both important to promote and improve our approach through ongoing professional collaboration, outreach, and exchange. Over the coming years, the school should develop a formal academic affiliation with an area college or university. This affiliation could serve both the need for more dissemination by the school, and help address the financial issues we encounter with our current staffing pattern of placing two adults in most classrooms by using **graduate** interns **as the second adult** in some of these classrooms. In addition, staff will pursue other opportunities for HCCPS teachers to share effective practices and exchange information with professionals from other schools and institutions. *The process will begin in 2013 and be completed no later than 2020.*

Accountability: The Educational Coordinator

Activities/Steps:

- a. Assess the viability of developing a formal academic affiliation with one or more area colleges or universities for the purposes of supporting and growing our academic program. The affiliation should include placing year-long teaching interns in the school, and professional development opportunities for HCCPS teachers. *If an affiliation is formed, then proceed to step b. If it is not possible to partner with another institution, the Board of Trustees should decide to either continue pursuing options or discontinue this goal.*
- b. Establish and implement a pilot program in 1-4 classrooms over 2 years and place interns as the second adult in classrooms where teachers are interested and able to be effective teacher trainers.

- c. Assess the pilot program. *Evaluation should include but is not limited to classroom effectiveness of interns, ability to meet other school needs (i.e. lunch, recess, after school), ability to meet the needs of the interns and affiliated institutions, and a fiscal analysis of expenses and savings. Based on this evaluation determine whether to continue or expand the pilot program. Evaluate expansion and or changes using similar criteria.*
- d. Identify other opportunities and develop relationships with organizations to increase access to professional development for HCCPS teachers and to allow HCCPS teachers to disseminate best practices.

Fiscal Implications: *Potential costs associated with implementing and sustaining an internship program.* The use of interns in the classroom could free some existing funds *currently used for teaching assistants* and ease budget constraints depending on how widespread the implementation is. Potential savings range from quite small if the program has limited viability, to more significant amounts. There are also potential savings in professional development expenses.

Progress Monitoring: The Educational Coordinator will submit an annual report to the Board of Trustees on the progress of the affiliation with input from the Finance Committee on budget implications.

BUILDING COMMUNITY

An identified strength of HCCPS is the strong sense of community that the school fosters. As the school continues to come of age and grows in size, we must consider how to continue to develop this community among students, families, and the broader community.

Goal 1: Community Team

Purpose: Create a sustainable and effective structure that brings together students, parents, and staff to support school culture, family participation and connections, integration across constituencies, and achievement of the community-building goals outlined in this plan

Rationale/Context: Building community requires multiple perspectives, and involvement from all stakeholders in the school. The Management Team, before it was discontinued, was an effective mechanism to bring together parents and staff to address school community issues, but its charge was not as clear as the one to this new group. Currently this communication happens indirectly through the coordinators.

Accountability: Community Coordinator with support from the Community Team

Activities/Steps:

- a. Starting in 2013, assemble a Community Team that includes the Community Coordinator, teacher, student, and parent representatives.
- b. Regularly solicit input from Student Council.
- c. Develop methods to connect class parents, Friends of Hilltown, staff, and students.
- d. Build structures and communication tools that enhance access to volunteer opportunities.
- e. Develop strategies to better share the HCCPS experience with parents who are unable to be physically present during the day (e.g., enhance website with videos, photos, on-line collections of art or written work, etc.; evaluate social media as means of communication).

Fiscal Implications: Possible technology costs and additional administrative and technical staffing support.

Progress Monitoring: Community Coordinator will report annually to the Board of Trustees on family-networking and community building priorities and challenges.

Goal 2: New Student/Family Integration

Purpose: Build strong parent investment and involvement for parents of students in all grades

Rationale/Context: HCCPS has a strong community, rich with school traditions. As the school grows in size and as the older class sizes increase, we need to ensure that incoming students and families are made to feel a part of the culture of the school and are full participants in the cooperative.

Accountability: Community Coordinator in collaboration with Education Coordinator.

Activities/Steps:

- a. Evaluate and improve beginning of the year and summer community building activities to help build connections among existing families and integrate all new families, particularly those with students in grades 6-8.
- b. Develop and implement an orientation program (employing significant student assistance) for incoming older students and their families.
- c. Assess and develop recommendations for opportunities throughout the year to enhance parent connection to the school community.

Timeline: Activities will start in 2013. Implementation continues in alignment with the growth in the 6th-8th grades. The efforts will be reviewed beginning in 2016-2017.

Fiscal Implications: increased administrative time either by increasing Community Coordinator's hours and/or adding additional administrative support staff.

Progress Monitoring: Annual parent surveys developed and implemented by the Community Coordinator will allow monitoring of parent engagement and satisfaction.

Goal 3: Traditions supporting school culture

Purpose: Continual development of strong sense of school culture and community among students in all grades

Rationale/Context: Increasing the size of the middle school will meet the needs of many students to be part of a larger social group. This change will also require new approaches to support the transition to middle school and the maintenance of a whole K-8 experience.

Accountability: Community Coordinator in collaboration with Community Team

Activities/Steps:

- a. Build structures, activities, or processes that maintain a sense of unity within the school and implement beginning in 2013, and continuing as the new middle school model is implemented.
- b. Starting in 2013, work with stakeholders to develop and put in place structures and activities that build strong connections and sense of identity among students in grades K-5 and 6-8.
- c. Develop an appropriate transitional ritual for moving from grade 5 to 6 once full second 6th grade is added.

Fiscal Implications: Increased administrative time either by increasing Community Coordinator's hours and/or adding additional administrative support staff.

Progress Monitoring: Community Coordinator (Community Team)

Goal 4: Student Leadership Training

Purpose: Older students recognize and are acknowledged for their role in building school community

Rationale/Context: With the proposed increase in the middle school population, there is a risk of a social separation between the older and younger classes. Older students at HCCPS have traditionally taken on leadership roles that continue to connect them to students in the lower grades and that establish a vision for student responsibility and growth as they progress through the grades. It's important to develop and formalize some of these structures.

Accountability: Education Coordinator in collaboration with Middle School Teachers and Community Team

Activities/Steps:

- a. Beginning in 2015, establish concrete and visible leadership roles for **7/8th grade** students.
- b. Beginning in 2015, assess student participation and effectiveness in creating meaningful linkages between older and younger students

(Note: connection between these activities and the Scope of Program review)

Fiscal Implications: Potential curriculum materials and/or consultants.

Progress Monitoring: Education Coordinator will consult annually with members of the Education Domain and Community Coordinator.

SUSTAINABILITY

HCCPS's sustainability, for the past 18 years, has been supported by sufficient waiting lists and enrollment, conservative budgeting and cautious facility expansion and maintenance. We have had flush times and lean times, usually a function of both the state's fiscal health and the specific economies of scale of a given year's enrollment. Good business practice has guided us to date. The goals in this section provide needed guidance to ensure that HCCPS has the essential infrastructure to support the future growth of the institution.

GOAL 1: Site

Purpose: Ensure that HCCPS has a financially viable home suitable to the expanded enrollment and program that meets current and future needs over the next 20 years and that is educationally, environmentally, and financially sustainable.

Rationale/Context: For the past 13 years the Board of Trustees, and its committees, have attempted, unsuccessfully, to find an affordable and suitable alternative to our current facility. Through extensive research, consultation and budget calculations, we have determined that new school construction is beyond our fiscal means. Suitable buildings for renovation are scarce and, those that have been explored have also proved too costly. We need to make a decision about the nature of our long term tenure at the Brassworks and only consider alternative sites if the Brassworks proves non-feasible.

Accountability: Administrative Coordinator, in conjunction with the Site and Finance Committees, will lead and monitor progress of these activities. The Board of Trustees is ultimately responsible for lease/purchase decisions.

Activities/Steps:

- a. Fully explore the feasibility of purchasing the Brassworks as a permanent home. Decision regarding lease vs. purchase will be made in 2013.
 - (1) Negotiate to purchase the Brassworks if it has been deemed an advantageous purchase.
 - (2) Develop a capital improvements plan, as owners, and budget accordingly.
- b. (1) Renegotiate a long term lease at the Brassworks if purchase is disadvantageous or unsuccessful.

(2) Develop a prioritized and modified capital improvements plan for leasehold improvements, upon lease renewal of the building.

(3) Determine (by the middle year of the lease) whether to pursue a longer lease renewal or resume search for another location.

c. Site assessment and improvement plans should include environmental and economic sustainability planning.

Fiscal Implications: to be determined, by Site and Finance, once purchase vs. lease decision has been resolved.

Purchase will entail financing long term loans and debt service, within the limits of our budget. The guiding principle will be to maintain the current ratio of occupancy expenses to total expenditures.

Progress Monitoring: Administrative Coordinator, in conjunction with the Site and Finance Committees, will monitor progress of these activities. The Board of Trustees is ultimately responsible for lease/purchase decisions. Several of these activities will include more detailed timelines that will support progress monitoring.

Goal 2: School Finance

Purpose: Establish policies that ensure long term fiscal stability, allowing for both growth and savings

Rationale/context: For most of our early history HCCPS generated a budget surplus. This has been increasingly difficult in the past five years. Budget creation and financial management have been carried out in the absence of an overarching philosophy or strategy. In order to provide fiscal sustainability in the long term we must develop a strategy to ensure that we live within our financial means and maintain an emergency cushion.

Accountability: Board of Trustees with input from the Finance Committee and the Administrative Coordinator

Activities/Steps:

- a. Adopt a policy that requires maintenance of a contingency fund of 12% of operating budget at the start of every fiscal year. Clearly define this fund for emergency purposes only, e.g., drop in PPE rates, physical site emergency. Implemented with the FY 14 budget cycle and ongoing. (Responsibility: BOT decision in concert with Finance Committee and Administrative Coordinator)
- b. Commit to approval of zero-balanced annual operating budgets, including an account designated for unanticipated, non-negotiable, and necessary expenses. Implemented with the FY 14 budget cycle and ongoing. (Responsibility: Board of Trustees after recommendation of Domain Council, Finance Committee)
- c. Annually designate a capital expenditures fund for building improvements and equipment, that fall outside the scope of an annual operating budget- i.e., one-time expenditures that will benefit the school for the long term. Funds for this purpose will be redirected from the undesignated fund balance at the start of each fiscal year. Implemented with the FY 14 budget cycle and ongoing. (Responsibility: BOT decision based on input from Finance and Site Committees and Administrative Coordinator)
- d. Assess sustainability of current employee compensation methodology. If necessary, research and implement alternate approaches in order to assure fiscal sustainability for the next decade.
(Responsibility: BOT decision based on input from Finance and Personnel Committees, and Education and Administrative Coordinators)
- e. Support the efforts of FOH to make an annual, undesignated donation to HCCPS operating budget, with a desired 5% annual increase in the size of their donation. (Responsibility: Community Coordinator and Development Associate)

Fiscal Implications: While these steps should result in long term fiscal stability there is the potential for budget cuts in any given year. This could impact staffing or benefits.

Progress Monitoring: Ongoing, quarterly and annually by the BOT based on input from the Finance Committee.

ADMINISTRATIVE CAPACITY AND SUCCESSION PLANNING

The abilities of our current coordinators do “what needs doing” to make the school work and to step in and make things happen when other resources have been lacking or inflexible has been a tremendous asset to the school. It has also led to a gradual expansion of their responsibilities and roles. At this time, as the school increases in size and complexity, demands on administrative resources insist on a re-evaluation of current administrative responsibilities, a reorganization of administrative support to maximize effectiveness, and a general clarification of duties. The intent is to make those duties more doable in the present and, in the long run, to establish a process to insure a smooth transition of leadership at such time as the current administrators may elect to retire.

Goal 1: Maximize Administrative Effectiveness

Purpose: To better define and support the roles and functions of the current three coordinators for the purpose of enhancing and augmenting their ability to dedicate themselves to administering a larger and increasingly complex institution.

Rationale: Since the school’s beginnings the roles of the coordinators have been defined by evolution as well as design. With the school’s expansion, it is time that an objective review of the current workload, demands, distractions, and frustrations impacting the coordinators’ jobs be undertaken for the purpose of improving the effectiveness and workability of these positions.

Accountability: BOT or committee thereof

Activities/ Steps:

- a. Review current job descriptions and duties of the coordinators. The review process should base its findings on interviews with the current coordinators, with faculty/staff, and with select community members and evaluate these findings in light of relevant practices and standards at similar institutions. (Initial review, 2013-2014, continuing through school expansion)
- b. In light of above findings and in conjunction with board and community wishes, revise current coordinator responsibilities.
- c. In light of above plans, adjust administrative support for the purpose of relieving the coordinators of some portion of these duties. Consider recruiting and training several staff to serve in leadership roles for the purposes of: 1. Assisting in eventual transition and 2. Minimizing the disruptiveness of an unfilled vacancy or long-term unplanned absence 3. Serve as School Leaders when coordinators are absent.

(Note: The question of a wholesale review of the structure of the school administration was entertained by the LRP, but we found no compelling reason to do so—and we advise against it.)

Fiscal Implications: cost of hiring of consultant review of administrative structure; cost additional administrative support staff, leadership stipends.

Goal 2: Plan for Administrative Succession

Purpose: To develop a plan for the smooth transition and incorporation of new leadership at such time as the current coordinators may elect to retire.

Rationale: Our current three coordinators have unique and often unrecorded knowledge about the institution and their roles. As the time approaches when they may be considering retirement, their duties, plans, schedules, contacts, etc. need to be captured in a form which is suitable for hand-off to a successor. The institution needs to better define what qualities it seeks in their successors. And the school as a whole needs a general plan for appropriately integrating a new administrator into the life of the school.

Accountability: BOT or committee thereof
 Current coordinators

Activities/Steps:

- a. In conjunction with the findings discussed in Goal 1 above for revision of coordinator duties, develop a (simple) manual outlining each of the coordinators' duties, schedule, etc.
- b. If no staff members have been appointed as a result of Goal 1c above, recruit and train several staff to serve in leadership roles for the purposes of: 1. Assisting in eventual transition and 2. Minimizing the disruptiveness of an unfilled vacancy or long-term unplanned absence.
- c. Develop with current coordinators a satisfactory transition plan anticipating their role in recruitment and training of a successful candidate.

Fiscal implications: Costs associated with added staff/roles, stipends for staff in leadership roles

| Goal / Activity | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
|--|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Program Quality | | | | | | | | | | | |
| Goal 1: Grades 6-8 Reorganization | | | | | | | | | | | |
| Develop recommendations / implementation plan | | ■ | ■ | | | | | | | | |
| Implement new model gradually | | | ■ | ■ | ■ | ■ | | | | | |
| Full-scale implementation | | | | | | ■ | ■ | ■ | ■ | | |
| Comprehensive evaluation of model implementation | | | | | | | | | ■ | ■ | |
| Goal 2: Curriculum Review | | | | | | | | | | | |
| Develop system | | ■ | ■ | | | | | | | | |
| Establish schedule | | ■ | ■ | | | | | | | | |
| Conduct reviews, beginning with Math & ELA | | | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| Goal 3: Scope of Program | | | | | | | | | | | |
| Conduct initial evaluation and implement initial recommendations | | | ■ | ■ | ■ | ■ | ■ | | | | |
| Regular reviews | | | | | | | | | ■ | ■ | ■ |
| Goal 4: Academic Affiliation and Teaching Interns | | | ■ | ■ | ■ | ■ | ■ | ■ | | | |
| Building Community | | | | | | | | | | | |
| Goal 1: Community Team | | ■ | ■ | | | | | | | | |
| Goal 2: New Student/Family Integration | | | ■ | ■ | ■ | ■ | | | | | |

