DOINGWHATWORKS

Strategic Action Plan
Marshall Elementary School, California

Topic: Extended Learning Time

Practice: Evaluate Program

This *Strategic Action Plan* was prepared by the Expanded Collaboratives for Excellence in Learning (ExCEL), a San Francisco Unified School District organization that partners with local agencies such as Mission Graduates to provide out-of-school programs at sites like Marshall Elementary School. Strategic action plans help after-school programs organize their thoughts and decisions about future directions. Other sites can use this document as an example of how the after-school program at Marshall thinks about planning factors, such as:

- Program accomplishments
- Areas for improvement
- Goal setting
- Short-term goals for the program
- Long-term goals for the program
- Program planning
- Additional suggestions for the program

SAN FRANCISCO UNIFIED SCHOOL DISTRICT
ExCEL After School Programs
STRATEGIC AFTER SCHOOL ACTION PLAN
2009 - 2010

SAN FRANCISCO
SFUSD
UNIFIED SCHOOL DISTRICT

Program Name: Mission Graduates

Date/Time of Meeting: October 22, 2009 / 10:00 AM

Lead Teacher: Julie Norris

Site Coordinator: Rebecca Carrillo

After School Program Accomplishments

How has your program been successful so far this year? What factors contributed to these successes?

Because our program began with so many new staff, our main concern was integrating the new team into the school. With our new focus on teacher-coordinator communication, the co-led professional development at the beginning of the year set a great tone. Another factor that helped integrate new staff into the TC and Marshall community was the mentor program. Each new employee meets weekly with a returning coordinator to discuss challenges, successes, and strategies for the coming week. This attention to integration allowed us to begin the year with a strong program design focused on thoughtful, strategic professional development.

After School Program Areas for Improvement

What would you like to be doing differently to improve the program?

As a program, better documentation of successes, challenges, and student gains is the largest area of improvement.

After School Program Goal Setting

Utilizing the Quality Self Assessment Tool as a guide, what program improvements would the Lead Teacher and Site Coordinator like to implement?

During our discussion of program improvements we identified several areas of focus. Currently the after school program teachers (called coordinators) and the day time teachers are meeting regularly to improve rapport among all personnel and to strengthen the after school program's consistency with the day time program. In order to strengthen these discussions we will identify specific talking points that should be covered at each of these meetings in addition to general discussion of successes and challenges. Two talking points to be implemented are 1) specific student academic needs and 2) content standards being addressed. Through this effort we will be improving alignment and linkages between the school day and the after school program (section 4, pg. 12 of the QSA).

Additionally we will be working to improve the way that academic and enrichment activities and lessons are presented to the students by incorporating more open ended questioning and opportunities for problem solving. Introducing these strategies to the program coordinators will work toward ensuring high quality academic support for the students (Section 4, part 6, page 9 of the QSA).

List 2 Short Term Goals for the After School Program

Goal 1: Asking youth open ended questions
Goal 2: Directing youth to problem solve (in regards to academics not conflict resolution)

Both of these goals will directly impact student learning during both academic and enrichment times of the after school program. If coordinators focus on allowing students to answer open ended questions and problem solve when engaging in new activities, students will have more opportunities to construct their understanding and practice using language while doing so. The majority of our students are English Learners so by increasing the opportunities for them to answer open ended questions and problem solve and providing them with sentence frames to express themselves, will be hugely beneficial for their language skills as well as their higher order thinking.

List 2 Long Term Goals for the After School Program

Based on p.12 of the QSA we have identified long term goals as follows:

Goal 1: Seeks input from school day teachers and from administrators on the impact the after-school program has on participants.
          During the current school year the increase in communication between after school coordinators and day time teachers from the previous year has already demonstrated a strengthening of the program and services being delivered to the students. As an improvement goal we will focus on having students' specific academic needs be a talking point of teacher/coordinator meetings regularly.

Goal 2: Ensures alignment between the after-school program activities and state content standards.

Program Planning

List future plans & establish action items:
1. Present PD to coordinators to demonstrate how to incorporate open ended questioning and problem solving strategies into student activities.
2. Incorporate specific talking points into coordinator and day time teacher conversations
3.

What?	Who?	By When?
PD with teachers demonstrating how to incorporate open ended questions and problem solving into their academic and enrichment time.	Lead Teacher	Nov. 15
Faculty Meeting – Discussion of talking points when coordinators and teachers meet. Incorporate a talking point that identifies: 1) specific student academic needs and 2) content standards being worked on currently	Program Coordinator	Nov. 15

Additional Comments & Program Suggestions