

~~WILBERT SCHOOL~~

Action Plan

SAMPLE

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I. Introduction

In March 2003, the school in collaboration with the AWSNA/WASC accreditation Visiting Committee identified the five most critical areas for school improvement. The school was given the responsibility for developing an action plan to address these areas. While together the Visiting Committee and the school identified the most critical areas there is an understanding by all parties that each of the action areas originally identified by the school represents a need of the school.

This document is a draft action plan based on the findings of the Visiting Committee's report. It is understood that the school will have until September 2003 to complete and submit its action plan to AWSNA/WASC on the most critical areas as identified by the school personnel.

Identified Action Areas Include:

1. Five-Year Strategic Plan — Create a 5-year strategic plan
2. Student Achievement of Academic Goals — Review assessment practices so that students' progress, achievements and knowledge are documented
3. Middle School — Augment the upper grades curriculum
4. Student Centered Library — Create a student-centered school library
5. Parent Education/Communication — Offer parent education workshops/lectures on a variety of themes relevant to Waldorf education.

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II. Five-Year Strategic Plan

The founders, faculty, board and school community have been successful in creating a Waldorf school that provides a rich curriculum for its students while achieving and maintaining financial stability. Now, as we reach full enrollment, the future rushes to greet us. To prepare for the future, the faculty, board, administration and parent community have embarked on a visioning process that includes the following:

- Augmenting our program with a full-time music program, woodworking/sculpture classes, movement (eurythmy/dance) activities, after school sports program, and by increasing academic resources
- Increasing teacher salaries to retain current faculty and attract highly qualified teachers and staff
- Completing a master plan for our existing site
- Adding a preschool and early childhood education program
- Conducting research on the feasibility of starting a Waldorf high school on the Peninsula
- Offering educational and cultural programs and events to the wider community.

To use our time, energy and resources wisely, it is imperative that we achieve consensus on a realistic and financially feasible strategic plan that outlines our priorities for future growth, while ensuring good stewardship of our current program. The strategic plan will be based on our long-range development plan, but will include a financial component that details costs, sources of funding, and milestones.

The Board of Trustees chartered the Strategic Planning Committee to create a plan outlining the resources and timeline required to achieve the school's vision. The goals of the Strategic Planning Committee are:

- Establish realistic goals and objectives consistent with the school's mission in a defined time frame within the school's capacity for implementation
- Communicate the goals and objectives to the school's constituents
- Develop a sense of ownership for the plan within the community
- Ensure the most effective use is made of the school's resources by focusing the resources on the key priorities
- Provide a base from which progress can be measured and establish a mechanism for informed change when needed
- Bring together everyone's best and most reasoned efforts to build consensus on the direction of the school.

Five-Year Strategic Plan Action Steps

Areas of Focus:	Determine the school's direction and approach to realizing the vision as an educational center over the next five years.					
Rationale:	Develop strategic plan to clarify the school's plans that ensures a positive impact on the growth of the school's culture and community.					
Student Goals/Expected Schoolwide Learning Results Addressed:	All student goals.					
Overall Assessment:	The Strategic Plan guides the school's future and provides important measures of success. Success in the implementation of the plan depends on identifying key issues and significant tasks that must be accomplished, who will be accountable for completing the tasks and when the tasks will be completed. Major assessments will be conducted annually to determine the school's achievement of goals.					
Action Steps	Resources	Ways to Assess Progress	Timeline	Person(s) Responsible	Report of Progress	
Review mission and vision statements. List overall priorities in how the school will proceed.	Self-Study, Governance Plan	Mission statement, vision statement, values statements identified or updated.	TBD	Board Faculty Administration	Parents	
Develop strategic planning team by establishing clear guidelines for membership.	Board, faculty, parents	Team formed, procedure for strategic planning defined and number and duration meetings scheduled.	August 2003	Board	Faculty Parents	
Conduct a thorough strategic analysis. Look at strengths, weaknesses, opportunities and threats regarding the school. Analyze funding needs and assess likely resources.	Long-range Plan, Self-Study, Parent Survey, parent conversations, faculty, environment (political, social and economic)	Analysis completed and documented.	October 2003	Dawn Cameron (Chair) Strategic Planning Team	Board	
Determine strategic directions by identifying current issues and goals. Hold committee meeting to solicit parent input. Finalize strategies to deal with each issue.	Strategic analysis document, parents	Strategies to deal with each issue documented in a top-level draft plan Feedback from board incorporated into document.	January 2004	Strategic Planning Team	Board	
Submit final document including an implementation section specifying and clarifying roles and responsibilities to board for approval.	Strategic Plan	Strategic Plan authorized by board.	February 2004	Strategic Planning Team	Board	
Establish a yearly operating plan detailing what strategies will be implemented over the next year, who will do them, and by when. Include an action plan for each committee on the board.	Strategic Plan	Operating plan specifying responsibilities and timelines for each objective with methods to monitor and evaluate the plan submitted to board.	April 2004	Strategic Planning Team	Board	
Monitor and evaluate plan to ensure the school is following the direction established during strategic planning.	Strategic Plan, Operating Plan, Action Plans, Board Committees	Status of the implementation of the plan reported.	June 2004	TBD	Board Board Committees	

III. Student Achievement of Academic Goals

A major theme that emerged through the self-study process is how we demonstrate and measure our academic excellence, especially in the upper grades? Although the school has graduated more than 100 students, academic performance remains a major question on parents' minds. In the current climate of academic pressure at all grade levels, parents want to make sure that their children are performing as well or better than students in other private and public schools.

Not surprisingly then, the "most significant concern" in the parent survey was academics. Program expansion (e.g., woodworking, math and science enrichment) and the need for a Waldorf high school were also listed as the top five concerns.

Historically, attrition in the upper grades has been a problem for the school. Families have left the school, not because they are dissatisfied with the program, but to prepare their children for the "real" (i.e., non-Waldorf) world of high school. Twenty of the 33 families interviewed last year said they wanted a Waldorf high school for their children on the Peninsula; this also surfaced as a "major issue" in the parent survey. If a Waldorf high school existed, parents would feel more relaxed and confident, knowing that their children would be well prepared for college and life after 12 years of Waldorf education.

We realize that we need to review our current practices for assessing students, making sure their progress is measurable and documented on a regular basis. In addition, we have begun tracking our graduates and assessing how they do after they leave the school. (For example, how well they did in high school, where they went to college, how well they did in college, what career path they chose, and what extracurricular activities and interests they pursued).

Assessment in Kindergarten – Grade Five

Areas of Focus:	Determine how the school knows whether students have achieved academic goals.					
Rationale:	The school will clarify curriculum and standards for each grade level and establish a method of assessing student achievement. Confidence in academic and critical thinking skills.					
Student Goals/Expected Schoolwide Learning Results Addressed:	That 80% of the students in grades K-5 will perform at a minimum of 75% mastery. Academic achievement will be based on the Waldorf curriculum and results from assessments, academic skills surveys, and the Brigrance, Comprehensive Inventory of Basic Skills test. Formal testing begins in third grade.					
Overall Assessment:						
Action Steps	Resources	Ways to Assess Progress	Timeline	Person(s) Responsible	Report of Progress	
Conduct first grade readiness observations.	Educational support personnel, kindergarten faculty	Rolling Use Kindergarten Play-based Assessment (Waldorf, Martin).	May 2003	Kindergarten Faculty Educational Support Personnel	Faculty Parents	
Conduct first grade classroom observations using class observation checklist for sensory skills and emerging academic skills" (per rubrics).	First grade teacher and students, educational support personnel	Educational support planning based on results. Summary results input to student reports presented to parents in January 2004.	November 2003	Educational Support Personnel Class Teacher	Teacher Mentor Parents	
Conduct second grade classroom observations in January of each school year using Waldorf Second Grade Skills Survey. Conduct teacher interview.	Second grade teacher and students, educational support personnel	Reports submitted to teachers, parents and kept on file in Educational Support department.	May 2003	Educational Support Personnel Class Teacher	Teacher Parents (at teacher's discretion)	
Conduct third grade classroom observations to determine student progress using Waldorf Third Grade Skills Survey. Conduct teacher interview.	Third grade teacher and students, educational support personnel	Reports submitted to teachers in fall and spring.	September 2003 April 2004	Educational Support Personnel Class Teacher	Teacher Parents (at teacher's discretion)	
Conduct fourth grade classroom observations using Waldorf Fourth Grade Skills Survey. Conduct teacher interview.	Fourth grade teacher and students, educational support personnel	Reports submitted to teachers.	April 2004	Educational Support Personnel Class Teacher	Teacher Parents (at teacher's discretion)	
Conduct fifth grade testing and observation in fall of school year using Brigrance, Comprehensive Inventory of Basic Skills testing tool. Conduct assessment using Waldorf Fifth Grade Academic Skills Survey in spring of school year.	Fifth grade teacher and students, educational support personnel	Results and summary report submitted to class teacher.	October 2004 & April 2004	Educational Support Personnel Class Teacher	Teacher Parents (at teacher's discretion)	

Assessment in Grades Six – Eight

Areas of Focus:	Determine middle school student progress and academic achievements.				
Rationale:	Design and implement assessments and standardized tests to measure the academic progress and evidence of attainment of goals for all middle school students. Confidence in academic and critical thinking skills.				
Student Goals/Expected Schoolwide Learning Results Addressed:					
Overall Assessment:	That 80% of the students in grades 6-8 will perform at a minimum of 75% mastery. Academic achievement will be based on the Waldorf curriculum and results from testing using Brigrance, Comprehensive Inventory of Basic Skills; California Basic Educational Skills Test (CBEST); Waldorf Sixth/Seventh/Eighth Grade Academic Skills Survey. When given practice high school entrance exams, i.e., SSAT, ISEE, eighth graders match or exceed national average test scores.				
Action Steps	Resources	Ways to Assess Progress	Timeline	Person(s) Responsible	Report of Progress
Review standards and rubrics.	Standardized tests, assessment tools, rubrics, mainstream and Waldorf middle school curriculum	Detailed proposal defining standards, rubrics and testing procedures.	March 2003	Bonnie River	Faculty
Implement standards and rubrics.	Time and qualified staff trained in administering tests and evaluating results (1/4 of educational support person)	Determine level of proficiency and weaknesses in subject matter by grade level and individual students.	March – June 2003	Middle School Faculty	Faculty
Review of implementation and final approval of standard and rubrics for 2003/04 school year.	Meeting with faculty and educational support director	Test results reviewed in faculty meetings to determine if assessments were accurate for determining skill levels by individual student and by grade.	August 2003	Middle School Teachers	Faculty
Develop testing instruments.	Money (\$1000) to develop, produce and administer tests	Detailed description of testing instruments and measurement procedure presented to faculty.	September - November 2003	Bonnie River	Faculty
Review and acceptance of testing instruments.	Meeting with faculty and educational support director	Consensus reached on use of testing instruments and schedule for testing set.	December 2003	Middle School Faculty	Faculty
Implement testing.	Time, qualified staff, testing instruments	Determine level of proficiency and weaknesses in subject matter by grade level and individual students.	January – June 2004	Middle School Faculty	Faculty
Review testing and provide feedback to students for academic goal setting.	Test data	Generate detailed report for faculty and summary report for parents.	June 2004	Middle School Faculty	Faculty Parents
Develop reporting plan	Computer software, teachers	Plan completed and presented to faculty.	September 2003	Carolyn Armstrong	Faculty Parents

IV. Middle School — Academic

Areas of Focus:	Address the needs of middle school age student by reviewing academic skills, vertical curriculum and teaching methods.				
Rationale:	Provide differentiation of instruction to address various learning styles of middle school students.				
Student Goals/Expected School-wide Learning Results Addressed:	Confidence in academic and critical thinking skills. Experiential learning. Role of imagination and play in the awakening of the creative processes. Balance of thinking, feeling and willing.				
Overall Assessment:	Improve alignment of curriculum within grades 6-8 based on students' stages of development and baseline assessment scores. Adjust curriculum and measure academic progress using standardized testing with traditional classroom assessments -- criterion-referenced tests, quizzes, and written reports.				
Action Steps	Resources	Ways to Assess Progress	Time-line	Person(s) Responsible	Report of Progress
Conduct department meetings to align curriculum and provide teachers with strategies to increase student learning.	Teachers, mentors, educational support director, Self-Study Section II	Minutes of meetings, attendance logs.	June 2003	Middle School Faculty	Faculty
Employ block schedules and cross team instruction to allow teachers to instruct in subjects in which they are trained.	Teachers, special subjects teachers, subject specialists	Class observations, evaluations, samples of student work.	September 2003-June 2004	Middle School Faculty	Faculty Students Parents
Offer after school enrichment.	Curriculum, staff, teachers, parent volunteers	Observation, samples of student work.	September 2003-June 2004	Middle School Faculty Administration	Faculty Students Parents
Implement after school tutoring sessions to offer individual assistance with curriculum.	Curriculum, staff, teachers, special subjects teachers, parent volunteers	Observation, samples of student work.	September 2003-June 2004	Middle School Faculty Administration	Faculty Students Parents
Offer a homework program/study hall after school to give students a quiet place to complete their homework.	Aftercare staff, teachers, special subjects teachers, parent volunteers	Teacher observation, samples of student work.	September 2003-June 2004	Aftercare Staff Administration	Middle School Faculty Students Parents

Mathematics

Areas of Focus:	Address the needs of middle school student by creating a unified math curriculum.				
Rationale:	Provide differentiation of mathematics instruction to address various learning styles of middle school students.				
Student Goals/Expected School-wide Learning Results Addressed:	To have confidence in academic and critical thinking skills.				
Overall Assessment:	Demonstrate that students in grades 6-8 meet or exceed standards and expectations in math computation and math problem solving skills as measured by California Basic Educational Skills Test (CBEST) and Brigrance Comprehensive Inventory of Basic Skills.				
Action Steps	Resources	Ways to Assess Progress	Time-line	Person(s) Responsible	Report of Progress
Determine financial requirements of curriculum enhancements.	Business manager, school budget	Report start-up costs, annual budget requirements, and sources of income.	May 2003	Beth Resch	Board
Determine teachers' requirements.	Mentors, educational support director	Teacher survey.	June 2003	Middle School Faculty	Faculty Board
Hire math resource teacher.	Financial resources, recruitment committee	Qualified candidate hired.	August 2003	Faculty Board	Students Parents
Evaluate current vertical math curriculum and reach consensus on the process for teaching math to provide consistent instruction across grade levels.	Standardized tests, assessment rubrics, samples of student work, Waldorf curriculum resources	Present proposal to faculty.	August 2003	Lisa Babinet	Faculty
Determine length and number of practice periods required per week and impact on schedule.	Schedule	Schedule adjusted to create more practice periods.	August 2003	Kris Stauffer Carolyn Armstrong	Faculty
Research skill requirements for students entering local high schools.	Admission directors, guidance counselors, math teachers of public and private high schools	Guidelines, requirements, discussions documented in a research paper.	August 2003	Lisa Babinet	Students Parents Faculty
Assess student skills and create support programs to help students succeed.	Funding, qualified staff, assessment tools	Skill classes, academic tutorials, extra lessons provided to students on an as needed basis.	September 2003	Lisa Babinet Bonne River	Faculty
Develop additional assessment tools focused on math skills.	Educational support, math curriculum	Assessment tools incorporated into testing suite.	TBD	Lisa Babinet Bonne River	Faculty
Research mixed age skill groups.	Standardized tests, assessment rubrics, samples of student work	Present research results to faculty.	January 2004	Middle School Faculty	Faculty

Arts

Areas of Focus:	Address the needs of middle school age student by reviewing academic skills and teaching methods.				
Rationale:	Provide a variety of academic and arts-integrated experiences for middle school students.				
Student Goals/Expected School-wide Learning Results Addressed:	Experiential learning. Role of imagination and play in the awakening of the creative processes. Balance of thinking, feeling and willing. An innate sense of reverence, beauty, wonder and self-purpose. Recognition of the divine both outside and within.				
Overall Assessment:	Plans reviewed and approved by faculty and mentors. Students exhibit through portfolios and class work, grade appropriate skills.				
Action Steps	Resources	Ways to Assess Progress	Time-line	Person(s) Responsible	Report of Progress
Research vertical curriculum wood-working, drama, speech and music programs.	Teachers, mentors, educational support, Waldorf curriculum	Report research results to faculty.	May - August 2003	Angel Abell Bodo Langen Clare Simmons Jeremiah Turner	Faculty Board Parents
Determine financial requirements of curriculum enhancements.	Business manager, school budget	Report start-up costs, annual budget requirements, and sources of income.	May 2003	Beth Resch	Board Faculty Parents
Develop woodworking program.	Woodworking teacher, woodworking space, recruitment committee	Qualified candidate hired, space created, program developed.	August 2003	Faculty Board	Board Faculty Parents
Develop drama program.	Teachers, Waldorf curriculum, class schedule	Program developed and proposal submitted for peer review.	September 2003	Angel Abell Jeremiah Turner	Board Faculty Parents
Further development of speech program	Teachers, Waldorf curriculum, class schedule	Program developed and proposal submitted for peer review	August 2003	Angel Abell Jeremiah Turner	Board Faculty Parents
Further development of music program	Music teacher, Waldorf curriculum, mentors	Program developed and proposal submitted for peer review	June 2004	Clare Simmons TBA	Board Faculty Parents

Addressing Emotional Needs

Areas of Focus:	Provide age appropriate activities to promote appreciation and understanding of others.				
Rationale:	Design and implement a plan to develop life skills such as decision-making and problem solving, handling peer pressure, and obtaining personal qualities that contribute to caring and compassion for others.				
Student Goals/Expected School-wide Learning Results Addressed:	Know and welcome diversity with compassion and grace. An innate sense of reverence, beauty, wonder and self-purpose. Recognition of the divine both outside and within.				
Overall Assessment	Students demonstrate an ability to work collaboratively with his/her peers without constant intervention or guidance. Students understand the concepts of and differences between "fairness and "equality" in social life, class discipline and general inter play of social life. Decreased number of incident reports and adult intervention based on results of student/teacher/parent surveys.				
Action Steps	Resources	Ways to Assess Progress	Time-line	Person(s) Responsible	Report of Progress
Develop anti-bullying and teasing program to promote peaceful interactions among students.	Studies and research, consultants	Program proposal presented to faculty.	September 2003	Bonnie River	Faculty Parents
Develop conflict resolution tools such as peer counseling to allow students the opportunity to assist in resolving conflict	Studies and research, consultants	Methods for conflict resolution presented to faculty.	September 2003	Mary Jane DiPiero	Faculty
Research leadership skills program.	Existing programs outside of Waldorf School of the Peninsula	Research results reported to middle school faculty.	January 2004	Carolyn Armstrong	Faculty
Weekly circles/councils to establish communication, understanding and resolution of common issues.	Review current experiences, other programs	Circles incorporated into classroom work.	September 2003	Bonnie River	Faculty Parents
Create age appropriate festivals for students.	Teachers, parents, students	Festivals scheduled and attended.	September 2003	Janet Dunwoody	Faculty Students
Develop rites of passage events.	Teachers, parents	Age appropriate rites of passage developed and implemented.	September 2003	Carolyn Armstrong	Faculty Students

Addressing Social Needs

Areas of Focus:	Provide a focus on establishing appropriate middle school social activities.			
Rationale:	Design and implement a plan to better meet the social needs of all middle school students.			
Student Goals/Expected School-wide Learning Results Addressed:	Balance of thinking, feeling and willing. Know and welcome diversity with compassion and grace. An innate sense of reverence, beauty, wonder and self-purpose. Recognition of the divine both outside and within.			
Overall Assessment:	Teachers' assessment of students reflects demonstration of a growing awareness of the group needs and that the students are able to appropriately adjust self-needs to group needs. Students understand individual and group-collaborative work and are able to participate in both. Students understand basic group processes, as evidenced in participation in class meetings. Students understand and exhibit socially inclusive behaviors and are included in social activities. Decreased infractions of dress code and incident reports. Increased participation in school activities. Student survey indicates social needs are being met.			
Action Steps	Resources	Ways to Assess Progress	Time-line	Person(s) Responsible
Solicit recommendations for age-appropriate social activities.	Middle school faculty, education support Director, special subject teachers, middle school students	Several options identified and documented.	June 2003	Angel Abell Janet Dunwoody
Revise and implement discipline policy.	Existing policies, published research	Revision complete.	June 2003	Bonnie River
Revise and implement dress code.	Existing policies, faculty, parents, students	Revision complete	June 2003- June 2004	Faculty
Integrate students across grades in middle school.	Activities, students	Minimum 1-2 cross grade activities in 2003-2004 school year.	September 2003- June 2004	Angel Abell
Connect with students in other Waldorf middle schools.	Area Waldorf schools	Scheduled events/activities 2003/2004.	September 2003- June 2004	Middle School Faculty
Plan social events and determine minimum space and staff requirements.	Faculty, administration, students	Requirements are accurate based on pedagogy and children's needs.	August 2003	Angel Abell
				Faculty Students

Develop plan to build school spirit.	Students, activities	Plan completed and presented to faculty.	Sep-tember 2003-June 2004	Janet Dunwoody	Faculty
Develop community service program	Community service projects, environmental projects, Kim Knight	Service learning in each grade.	Sep-tember 2003-June 2004	Carolyn Brown	Faculty Parents
Develop apprenticeship program.	Parents, community	Program proposal submitted to faculty for approval.	Sep-tember 2003-June 2004	Mary Jane DiPiero	Faculty Parents
Implement Student Advisory Group.	Students, teachers	Conduct three meetings per year.	Sep-tember 2003-June 2004	Angel Abell	Faculty
Develop after school program and activities.	Drama, nature, sports, funding	Activities identified and scheduled.	Sep-tember 2003-June 2004	Janet Dunwoody	Faculty Parents Students

Addressing Physical Needs

Areas of Focus:	Establish appropriate middle school activities that address physical needs such as courage, endurance and presence of mind.				
Rationale:	Design and implement a plan to better meet physical needs of all middle school students.				
Student Goals/Expected School-wide Learning Results Addressed:	Balance of thinking, feeling and willing.				
Overall Assessment:	Student surveys and self-assessment, faculty survey, events and tournaments.				
Action Steps	Resources	Ways to Assess Progress	Time-line	Person(s) Responsible	Report of Progress
Solicit recommendations on age-appropriate activities.	Middle School Faculty, education support director, special subject teachers	Several options identified and documented.	March 2003	Middle School Faculty	Faculty
Review suggestions from student surveys	Interviews of 8 th grade students	Determine if suggestions are age-appropriate and compatible with pedagogy.	March 2003	Middle School Faculty	Faculty
Determine level of interest and support for extra-curricular activities.	Middle school parent meeting	Actual number of families willing to support activities financially and by volunteering.	May 2003	Middle School Faculty	Parent
Determine minimum space and staff requirements based on multiple scenarios.	Meeting with members of faculty and administration	Requirements are accurate based on pedagogy and children's needs.	August 2003	Middle School Faculty	Faculty
Develop opportunities for adventures/physical challenges.	Encompass—Nevada City, Hidden Villa, Orienteering Association, Riecke Center	Detailed proposal presented to faculty.	September 2003	Bodo Langen Janet Dunwoody	Faculty Parents
Develop after school sports program.	Student survey, coach	Program created.	August 2003	Janet Dunwoody	Faculty
Develop proposal for separate recess for middle school.	Schedule	Present proposal to faculty for approval.	August 2003	Special Subjects Teachers	Faculty
Research feasibility of rescheduling main lesson.	Waldorf schools and other private schools	Present research to faculty for approval.	June 2003	Middle School Faculty	Faculty
Develop proposal to create additional periods for 2004/2005 school year.	Schedule, teachers	Proposal submitted to faculty for approval.	January 2004	Kris Stauffer	Board Parents
Develop outdoor space for middle school students.	Funding	Area developed.	June 2003-August 2003	Site Coordinator	Board Faculty

Professional Development of Middle School Faculty

Areas of Focus:	Address the professional and personal needs of middle school faculty.				
Rationale:	Hiring, supporting and retaining quality teachers is a priority.				
Student Goals/Expected Schoolwide Learning Results Addressed:	All student goals.				
Overall Assessment:	The school formally evaluates grades teachers in first, third, and fifth or sixth grade using a Waldorf educator not affiliated with this school to conduct the evaluation. The mentoring process provides ongoing conversation and a goal-setting process for each teacher. Teachers provide a structure to plan and review curricular work and work with individual students. Self-assessment involves teachers creating their own individual professional development plan.				
Action Steps	Resources	Ways to Assess Progress	Time-Line	Person(s) Responsible	Report of Progress
Conduct weekly departmental meetings of middle school teachers promote collaborative teaching, research and support.	Teachers, mentors, educational support director, schedule	Minutes of meetings, attendance logs, documentation of decision-making process.	March 2003	Middle School Faculty	Faculty
Create individual professional development plans.	Faculty, mentors, administrative, professional organizations	Individual professional development plan completed.	June 2003	Faculty Mentors	Faculty
Attend conferences focusing on adolescence/middle grades.	Financial	Conference material shared with colleagues at department meeting.	June 2003	Middle School Faculty Business Manager High School Committee	Faculty
Conduct pedagogical study and research.	Teacher training institutes, Waldorf curriculum, publications, reports	Document research findings.	August 2003-June 2004	Bodo Langen	Faculty
Offer administrative support, team support, and supportive working environment.	Administrative staff	Teacher retention.	August 2003-August 2004	Administration	Board Faculty
Address the need to create an adequate compensation package to attract and retain the highest quality faculty and staff.	Business manager, insurance brokers, financial analysts	Different options including financial impact documented in a summary report.	August 2004	Beth Resch Mary Roscoe	Board Faculty

V. Student-Centered School Library

Areas of Focus:	Create a student-centered school library.			
Rationale:	To provide support for the school's curriculum and student learning through an adequate and dedicated space for research, reading, and study. Centralize and catalog existing class collections to provide a collection that reflects diversity of human thought and experience consistent with the school's philosophy.			
Student Goals/Expected Schoolwide Learning Results Addressed:	Confidence in academic and critical thinking skills.			
Overall Assessment:	Student-centered library provides books and other material based on Waldorf curriculum and grade level. Collection is maintained and upgraded based on student/teacher/parent surveys.			
Action Steps	Resources	Ways to Assess Progress	Time-line	Person(s) Responsible
Establish Library Committee. Identify faculty coordinator and parent volunteers.	Faculty, parents, time	Faculty representative, parent volunteers and volunteer consultant (retired librarian) identified.	June 2003	Monica Laurent
Prepare and distribute questionnaire to determine teachers' requirements.	Faculty, questionnaire	Create booklist based on faculty questionnaire.	June 2003	Monica Laurent
Determine financial requirements for establishing a library and estimate budget for annual book purchases.	Business manager, school budget, funding through Title 1 and 5 (Los Altos School District)	Report start-up costs, annual budget requirements, and sources of income.	June 2003	Monica Laurent Beth Resch
Convert faculty room to maximize existing resources. Produce acquisition proposal for new items.	Bookshelves, conference table, desk, computer, budget (\$5000)	Faculty room converted into student-centered library.	TBD	Library Committee
Issue book list to community and hold book drive.	Parents, students, faculty, school community	Books collected for all grade levels.	TBD	Monica Laurent
Collate existing classroom collections.	Classroom libraries	Books incorporated into collection	TBD	Library Committee
Catalog all books. Research cataloging software applications.	Time, volunteer consultant, software	Card catalog created.	TBD	Library Committee
Determine staffing requirements and hours of operation.	Parent volunteers, faculty	Parent volunteers identified and hours of operation determined.	TBD	Library Committee
Establish interim school library.	Space, books, shelving, card catalog	Interim library created with existing collection and donations from book drive.	TBD	Library Committee
				Board Faculty Parents Students
				Faculty Board Parents Students

VI. Parent Communication/Education

Once committed to Waldorf education, we seldom remain as we are. The education of our children—and within that, our own education—is often life changing. The gift of Waldorf education must have a living value and connection to our own life to be truly received by our children.

~Mary Roscoe, Waldorf School of the Peninsula Administrator

Waldorf education requires the support and self-development of the parents as well as that of the children. It is important that this support is based on an understanding of the underlying philosophy of this education. Waldorf education is based on a spiritual worldview of the human being and the school as a working model for the social community at large.

Waldorf schools are very different from other schools. Some of the differences are immediately apparent upon entering a Waldorf classroom: the physical beauty, the use of natural materials, and the lack of technology used by the teacher or students. During orientations parents learn that the class teacher remains with the students from first to eighth grade and children create their own main lesson books. To truly understand the pedagogy and methodology of Waldorf education, it takes a focused and sustained effort on the part of both the parents and the school. This effort is necessary for the following reasons:

- To receive the full benefit of a Waldorf education, home life should be consistent with school life.
- Close collaboration between parents and teachers is essential in a Waldorf school. Parents learn about Waldorf education and child development through class parent evenings, parenting classes, artistic groups, study groups and part-time teacher training.
- To participate in community, parents need to understand the organizational structure and philosophy of school.

Parents yearn for the same opportunities their children are experiencing: to sing, to create through painting, drawing, and handcrafts, to make social connections with their peers and their teacher. At the same time, parents want to contribute their skills and resources to support the life of the school. To make this a fruitful exchange, parents are encouraged to learn about the educational philosophy of Rudolf Steiner, and how his theories affect the way the school is organized and how policies and decisions are made.

One of the top three concerns expressed by parents is that they want more involvement in the school. Specifically, in the parent survey and conversations, parents listed the need for more social activities and parent education.

Parent Communication/Education Action Steps

Areas of Focus:	Enhance existing offerings of parent education workshops and lectures. Improve attendance through advertising and coordination of events.				
Rationale:	To increase parent involvement in school community; to help parents achieve a deeper understanding of Waldorf education; to provide support on parenting issues.				
Student Goals/Expected School-wide Learning Results Addressed:	All student goals.				
Overall Assessment:	Increased awareness and knowledge allow parents to participate and support the school in a more meaningful way . Parents are invited to participate directly in committees and mandate groups that have the authority and responsibility to recommend school policy. Parent surveys and summary report of parent conversations.				
Action Steps	Resources	Ways to Assess Progress	Time-line	Person(s) Responsible	Report of Progress
Establish Parent Education Committee. Determine roles and responsibilities.	Parents, board, faculty	Board representative and parent committee members identified.	May-June 2003	Wai Mo Mary Roscoe	Board
Create a comprehensive plan for parent involvement that includes parent education, parent focus groups, and joint faculty/board/parent meetings.	Board, faculty	Plan created and authorized by board.	May-June 2003	Parent Education Committee	Board
Determine workshop and lecture topics.	Existing lectures, committee members, faculty, AWSNA, Rudolf Steiner College	Draft of workshop and lecture topics preliminary schedule.	June 2003	Wai Mo Mary Roscoe Faculty	Faculty
Contact speakers to determine availability.	Committee members	Speakers confirmed.	June-July 2003	Wai Mo	Administration
Finalize workshop/lecture schedule and locations. Create events calendar.	Committee members, administration, faculty, master calendar	Master event calendar created.	August 2003	Wai Mo Administration	Faculty
Recruit sponsors for each event.	Committee members, parent volunteers	Sponsor list created.	August 2003	Wai Mo	Administration Faculty
Develop marketing plan.	Committee members, draft marketing plan	Market plan authorized by board.	September 2003	Wai Mo Mary Roscoe	Board