



# Chinese Christian Schools

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ALAMEDA ELEMENTARY & MIDDLE SCHOOLS SAN LEANDRO ELEMENTARY, MIDDLE, & HIGH SCHOOLS

2006-2007

## School-Wide Action Plan

*Transforming Lives for the Glory of God*



<b>STAFF DEVELOPMENT GOAL</b>	
The teaching staff at Chinese Christian Schools will be highly qualified, well trained, and demonstrably effective in providing an excellent education for all students.	
<b>Rationale</b>	Educational studies conclusively prove that the most important factor in educational achievement is the training and effectiveness of the teacher. Studies and surveys in Christian ministry also indicate that most children and teens make life-changing decisions and experience the most growth through the influence of an adult mentor.
<b>ESLRs Addressed</b>	A more effective teaching staff should positively impact all five of the schools' ESLRs. However, we anticipate seeing the biggest impact in students as <b>scholars</b> and <b>disciples of Christ</b> , because those are the areas upon which we will focus our teacher training.
<b>Assessment</b>	<p>The qualifications and training of staff can be measured by the number of teachers who complete specific areas of training and staff improvement as measured through evaluations.</p> <p>Student achievement can be measured by the number or percentage of students who show improvement on standardized tests. However, since the greater emphasis will be on teaching students higher order thinking skills, achievement will most be noted through subjective studies on the ability of students to accomplish critical thinking tasks.</p>
<b>Project 1A: Training in Educational Supervision</b>	All administrators and several key teachers at each campus and grade level/subject area will be formally trained to be teacher mentors and supervisors. The training shall be conducted through the San Lorenzo Unified School District and satisfy the training requirements for those serving as California Teacher Induction Program (BTS) mentors. Additional training from the <i>Mentoring Matters</i> program and training programs for teacher induction will be included.

	<b>Timeline</b>	<p>09/06 – Year 1 BTSA Mentor Training Sessions begin for administrators and key teachers;</p> <p>01/07 – Mentoring of first-year teachers under the BTSA program begins;</p> <p>02/07 – Begin design of a specific teacher induction program for Chinese Christian Schools;</p> <p>03/07 – Begin research and design of CCS Leadership Induction program;</p> <p>05/07 – Completion, review, and adoption of the CCS new teacher induction program;</p>
<b>Project 1A: Training in Educational Supervision (continued)</b>	<b>Timeline (continued)</b>	<p>06/07 – Year 2 BTSA Mentor Training Sessions begin for all administrators and key teachers.</p> <p>07/07 – All new (1-3 years) teachers begin training under the CCS teacher induction program;</p> <p>08/07 – Administrators evaluate and supervise all teachers at CCS using the principles learned;</p> <p>12/07 – Completion of Year 2 BTSA Mentor Training;</p> <p>12/07 – Formal evaluation of induction and mentoring program;</p> <p>03/08 – Deadline for design completion and adoption of a CCS Leadership Induction Program</p> <p>05/08 – Completion of BTSA for new teachers beginning the program 01/07;</p> <p>06/08 – Formal review and revision of induction, mentoring, evaluation and supervision programs.</p>

<b>Persons Responsible</b>	<p>BTSA Induction Program – Academics Director</p> <p>CCS Teacher Induction Program Design – Gloria Ong (Biola Master’s Project)</p> <p>CCS Leadership Induction Program Design – Jenny Lee (Master’s Project)</p> <p>Teacher Evaluation/Supervision – Academics Director</p>
<b>Resources</b>	<p>NCLB Title II Funds and Staff Development Budget to pay for BTSA Mentor Training and additional training from <i>Mentoring Matters</i> and other programs.</p> <p>Grant money under NCLB Title V may be sought to help underwrite the costs of this program.</p>
<b>Monitoring &amp; Reporting</b>	<p>Progress in this program will be monitored by the Superintendent and District Administration and will be reported to the School Board as milestone dates are reached.</p>

<b>Project 1B: Performance Compensation</b>	<p>Teacher evaluation and supervision will be tied to recognized teacher performance expectations. Compensation for teaching staff shall be tied to the achievement of teacher performance expectations. Budget priority shall be given to raising overall compensation levels to attract and retain high-performing staff.</p>
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(addresses Major Recommendation #3)	<b>Timeline</b>	<p>11/06 – Implement salary increases effective 1/07 to comply with new minimum wage laws; Implement new formal evaluation process;</p> <p>03/07 – Implement and adopt new teacher performance compensation rates;</p> <p>06/07 – Formal review of new evaluation process. Adjust process as needed. Set performance expectations and goals for the 07-08 year;</p> <p>07/07 – All staff compensation determined according to new performance compensation rates;</p> <p>08/07 – Full implementation of formal evaluation process to determine compensation;</p> <p>01/08 –Begin performance reviews for FY 08-09.</p>
	<b>Persons Responsible</b>	<p>Performance Compensation Rates – Board of Governors, Superintendent, HR Manager</p> <p>Staff Evaluation – Administration, Staff Supervisors, HR Manager</p> <p>Salary Funding – Board of Governors, Superintendent, Development Director</p>
	<b>Resources</b>	The Board of Governors will work with Administration to seek additional sources of funding and income to increase staff salaries while keeping the impact on parents as minimal as possible.
	<b>Monitoring &amp; Reporting</b>	<p>Progress in this program will be monitored by the Superintendent and District Administration and will be reported to the School Board as milestone dates are reached.</p> <p>The school business office will monitor the financial aspect of this program. Various administration initiatives and ideas will be proposed and discussed in School Board meetings.</p>

<b>Project 1C: Staff Development Needs Inventory</b>	Tie the staff development budget, schedule, and program to observed and perceived staff needs as determined through the new formal evaluation process. Bring in staff development in the areas of technology integration and differentiated instruction to prepare for future and anticipated school growth and program development.	
	<b>Timeline</b>	<p>04/07 - Principals determine specialized services and resources needed to reach all students;</p> <p>05/07 - Technology committee submits technology proficiency standards for teaching staff;</p> <p>06/07 - Staff development priorities, goals, and schedule for 07-08 school year set;</p> <p>08/07 - Staff development conducted to meet established goals and priorities; including student spiritual formation.</p>
	<b>Persons Responsible</b>	<p>Student specialized services and resource needs inventory - Principals</p> <p>Teacher technology proficiency standards - Technology committee</p> <p>Observed and perceived staff development needs inventory - Academics Director, Principals, Mentors, HR Manager</p> <p>Staff Development budget, priorities, and schedule - Superintendent, Academics Director, HR Manager</p>
	<b>Resources</b>	<p>NCLB Title II Funds and Staff Development Budget to pay for staff development.</p> <p>Grant money under NCLB Title V and other grants may be sought to help underwrite the costs of staff development.</p>
	<b>Monitoring &amp; Reporting</b>	Progress in this program will be monitored by the Superintendent and District Administration and will be reported to the School Board as milestone dates are reached.

<b>Project 1D: Training in Ongoing Student Assessment</b>	Provide teachers with training in various means and forms of assessment to provide individual and collective data on student achievement. Institutionalize assessment standards and expectations for academic, spiritual, social, emotional, and physical development. Provide benchmarks, anchor papers, rubrics, and other supports to establish consistent and clear assessment standards.	
	<b>Timeline</b>	<p>01/07 - Review the schools' standards on essential skills and knowledge.</p> <p>01/07 - Begin collection of anchor papers, rubrics, and other assessment tools to measure for achievement of the schools essential skills and knowledge;</p> <p>05/07 - Collect and review assessment tools by grade level and subject area.</p> <p>06/07 - Begin training on assessment strategies;</p> <p>08/07 - Begin implementation of new assessment standards;</p> <p>10/07 - Principals and mentor teachers hold teachers accountable for implementing on-going student assessment and provide training as needed.</p>
	<b>Persons Responsible</b>	<p>Teachers Training on Assessment - Academics Director, Principals</p> <p>Collection of Assessment tools - Academics Director, Principals, teachers</p> <p>Review of Assessment and evaluation tools - Academics Director, Principals, Mentors</p>
	<b>Resources</b>	<p>NCLB Title II Funds and Staff Development Budget to pay for staff development.</p> <p>Grant money under NCLB Title V and other grants may be sought to help underwrite the costs of staff development.</p>

	<b>Monitoring &amp; Reporting</b>	Progress in this program will be monitored by the Superintendent and District Administration and will be reported to the School Board as milestone dates are reached.
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<b>CURRICULUM DEVELOPMENT GOAL</b>	
Chinese Christian Schools will have an established, up-to-date, fully articulated, cross-curricular, and comprehensive school-wide curriculum that fully integrates a Biblical worldview, the schools' ESLR's, grade level and subject matter essential skills, state content standards, technology, and pedagogical best practices.	
<b>Rationale</b>	High student achievement results from a curriculum that is rigorous, comprehensive, and coordinated so that all areas of teaching and learning build on each other. A well-documented and developed curriculum will greatly assist inexperienced and new teachers to CCS, increase the consistency of teaching excellence, and raise the overall educational quality of the schools.
<b>ESLRs Addressed</b>	A more coordinated and well-documented curriculum should positively impact all five of the schools' ESLRs. However, we anticipate seeing the biggest impact in student <b>leadership</b> , <b>compassion</b> , and <b>discipleship</b> because those areas will benefit most from the inclusion of integrated learning projects and activities.
<b>Assessment</b>	<p>The comprehensive curriculum will consist of the following documents for each area and level of study: Christian Philosophy Statement, Essential Skills and Knowledge, ESLR Descriptors, Scope and Sequence, Curriculum Map, Course Descriptions, Course Overviews, Course Content Units.</p> <p>The initial step will be to get all documents in place. Once that is done, then there will be an ongoing process to review, edit, and improve each document throughout the school year. Although they will not be initially required, it is expected that lesson plans will be collected and included as a teaching resource.</p>
<b>Project 2A: Curriculum Project Consultants</b>	After years of asking our teaching staff, we have concluded that hiring consultants to work with our staff and produce the required curriculum documents will improve the quality of the final product and minimize the impact on our teachers and classroom instruction. The consultants will be hired in the subject areas and grade levels that need the greatest attention.

(addresses Major Recommendation #5)	<b>Timeline</b>	<p>10/06 – Retain services of curriculum consultant in Mandarin and Physics;</p> <p>01/07 – Review curriculum documents for Bible, Physics and Upper Elementary Mandarin;</p> <p>01/07 – Determine curriculum development priorities and hire consultants;</p> <p>04/07 – High School Mandarin Scope and Sequence completed; AP Audit documents completed.</p>
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<b>Project 2A: Curriculum Project Consultants (Continued)</b>	<b>Timeline (continued)</b>	<p>06/07 – Teachers trained and assigned to do curriculum mapping and ESLR descriptors;</p> <p>06/07 – Complete set of documents for the entire school: Christian Philosophy Statements, Essential Skills and Knowledge; Course Descriptions, Course Overviews, Course Content Units;</p> <p>08/07 – Review curriculum maps and ESLR descriptors;</p> <p>09/07 – District administration begins development of a school-wide scope and sequence;</p> <p>12/07 – All curriculum documents completed. Review cycle established based on observed and perceived needs.</p>
	<b>Persons Responsible</b>	<p>Hiring Curriculum Project Consultants – Superintendent, Academics Director</p> <p>Curriculum Review – Administration and affected teachers</p> <p>Curriculum Mapping and Descriptors – Principals, teachers</p> <p>Staff Development, training – Superintendent, Academics Director</p>

	<p><b>Resources</b></p>	<p>NCLB Title II Funds and Staff Development Budget to pay for staff development.</p> <p>Grant money will be sought under the US Dept of Education's Foreign Language Assistance Project to fund the development of the Mandarin curriculum.</p> <p>Grant money is being sought to support staff and school training in conflict resolution and understanding diversity.</p>
	<p><b>Monitoring &amp; Reporting</b></p>	<p>Progress in this program will be monitored by the Superintendent and District Administration and will be reported to the School Board as milestone dates are reached.</p>
<p><b>Project 2B: Student Spiritual Formation</b></p>	<p>Design, evaluate, and establish an integrated Spiritual formation curriculum and program to effectively assist students in the development of their spiritual lives. Provide theoretical and practical learning opportunities for all students regardless of their spiritual condition or experience.</p>	

<b>Timeline</b>	<p>06/05 – Review and adopt new Bible curriculum in the Elementary grades;</p> <p>04/06 – Begin discussions and exploration of new middle school and high school Bible curriculum and activities;</p> <p>07/06 – Adopt new middle school and high school Bible curriculum;</p> <p>08/06 – Implement new Chapel and Bible format with an emphasis on mentoring and small groups;</p> <p>01/07 – Evaluate new Chapel and Bible class formats;</p> <p>02/07 – Initiate review and evaluation of the spiritual formation program with church leadership and administration.</p> <p>05/07 – Adopt new curriculum, methodologies, and training for the coming school year.</p> <p>08/07 – Train staff to implement new approaches.</p>
<b>Persons Responsible</b>	<p>Bible curriculum evaluation – Church leadership, school administration</p> <p>Bible Curriculum development – Superintendent, Academics Director, Chaplain, Bible teachers.</p>
<b>Resources</b>	<p>Curriculum Budget to pay for Bible materials.</p> <p>Seek manpower and financial support from mission organizations and local churches and Christian ministries.</p>
<b>Monitoring &amp; Reporting</b>	<p>Progress in this program will be monitored by the Superintendent and District Administration and will be reported to the School Board as milestone dates are reached.</p>

<b>FACILITIES DEVELOPMENT GOAL</b>	
Chinese Christian Schools will have the facilities, equipment, and physical infrastructure to fully support its academic program, teaching staff, and overall operations.	
<b>Rationale</b> (addresses Major Recommendation #2)	Although CCS has done a remarkable job attaining high student achievement with limited physical resources, it has always involved some form of “trade off” to make it happen. The long-term goal of the schools requires that there be sufficient facilities and equipment to support the teachers and learning environment that are critical to high student achievement.
<b>ESLRs Addressed</b>	Sufficient facilities and equipment to support our teachers and academic program should positively impact all five of the schools’ ESLRs. However, we anticipate seeing the biggest impact in student <b>scholarship</b> and <b>discipleship</b> because those areas will benefit most from having proper equipment or physical facilities (e.g. lab rooms, computers, private teacher work areas, counseling offices, etc.).
<b>Assessment</b>	By assessing the number and variety of classes we can include in our program, we can determine the availability of facilities and equipment. Currently, resources must be shared, thus limiting the courses we offer or variety of learning opportunities we can conduct.
<b>Project 3A: Science Labs</b>	Fully furnish and equip enough science lab rooms on each campus to support the science curriculum, clubs, and activities. Fully integrate technology into the science curriculum and rooms to better prepare students for the latest teaching and experimental methodologies.

<b>Timeline</b>	<p>08/06 - Begin implementation of computer-based science labs;</p> <p>08/06 - Purchase, furnish, and install needed science lab equipment for Alameda campus;</p> <p>10/06 - Review long-term science facilities needs for both campuses;</p> <p>12/06 - Complete set up of a temporary additional lab room in San Leandro;</p> <p>05/07 - Church &amp; School leadership review and coordinated science program physical plant and equipment needs</p> <p>06/07 - Purchase, furnish, and install needed items for one or more science labs in San Leandro.</p> <p>06/07 - Upgrade science equipment and prepare lab kits for the following school year.</p>
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<b>Project 3A: Science Labs (continued)</b>	<b>Persons Responsible</b>	Determining Long-term Science Department Needs & Priorities – Operations Director, Academics Director, Science Department Head, Science Department,  Purchasing – Operations Director, Science Department Head  Budget – Superintendent, Operations Director, Academics Director  Funding – Superintendent, Development Director
	<b>Resources</b>	Facilities and Equipment Budget  Grant money will be sought to help underwrite the costs of Science department upgrades.
	<b>Monitoring &amp; Reporting</b>	Progress in this program will be monitored by the Superintendent and District Administration and will be reported to the School Board as milestone dates are reached.
<b>Project 3B: Technology Support</b>	Fully fund and implement the school's technology plan so that the schools' instructional program is capable of implementing the latest technological advances and best practices.	
	<b>Timeline</b>	10/06 – Adoption of new school technology plan;  01/07 – Review and determine school technology needs and priorities;  05/07 – Review integration of technology with the school curriculum;  06/07 – Begin staff training in technology;  07/07 – Begin technology acquisition consistent with established needs and priorities.  08/07 – Begin student training in the use and implementation of technology.

	<b>Persons Responsible</b>	Determining Long-term Technology Needs & Priorities - Operations Director, Academics Director, Technology Committee;  Purchasing - Operations Director, Technology Committee
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<b>Project 3B: Technology Support</b>  (continued)	<b>Persons Responsible (continued)</b>	Budget – Superintendent, Operations Director, Academics Director  Funding – Superintendent, Development Director
	<b>Resources</b>	Facilities and Equipment Budget  Grant money and corporation sponsorships or donations will be sought to help underwrite the costs of technology upgrades.
	<b>Monitoring &amp; Reporting</b>	Progress in this program will be monitored by the Superintendent and District Administration and will be reported to the School Board as milestone dates are reached.
<b>Project 3C: Provision of Athletic Facilities</b>	Provide the facilities, equipment, and training to support the goals and objectives of the Physical Education and Athletics Department. Expand the capabilities of the Physical Education and Athletics program to support safe and healthful participation in a variety of sports and physical activities to promote leadership, character development, and an active lifestyle.	
	<b>Timeline</b>	11/06 – Complete renovation of San Leandro Athletic Field  01/07 – Church and school leadership review and determine school Physical Education and Athletics Department needs and priorities;  02/07 – Begin staff training in Physical Education, Athletics, and/or coaching;  07/07 – Begin facility and equipment acquisition consistent with established needs and priorities.  08/07 – Begin student training in the use and implementation of facilities and equipment.

	<b>Persons Responsible</b>	<p>Determining Long-term Physical Education and Athletic Department needs and priorities – Operations Director, Academics Director, Athletic Director;</p> <p>Purchasing – Operations Director, Athletic Director</p> <p>Budget – Superintendent, Operations Director, Athletic Director</p> <p>Funding – Superintendent, Development Director</p>
<b>Project 3C: Provision of Athletic Facilities (continued)</b>	<b>Resources</b>	<p>Facilities and Equipment Budget</p> <p>Grant money and corporation sponsorships or donations will be sought to help underwrite the costs of Physical Education and Athletic Department upgrades.</p>
	<b>Monitoring &amp; Reporting</b>	<p>Progress in this program will be monitored by the Superintendent and District Administration and will be reported to the School Board as milestone dates are reached.</p>
<b>Project 3D: Improving Teacher Workspace</b>		<p>Provide the facilities, equipment, and individual work areas to support the efforts of our teaching staff to provide excellent teaching and ministry to students. Provide teachers with a work environment that facilitates individual research and study, lesson preparation, professional collaboration and development, and student ministry.</p>
	<b>Timeline</b>	<p>03/07 – Convene panel of church leadership, administrators, teachers representatives, and teachers to determine teacher work area and environment needs and priorities;</p> <p>07/07 – Begin facility and equipment acquisition consistent with established needs and priorities.</p>

<b>Persons Responsible</b>	<p>Determining teacher work area and environment needs and priorities – Operations Director, Academics Director, Teachers Representatives</p> <p>Purchasing – Operations Director</p> <p>Budget – Superintendent, Operations Director, Academics Director</p> <p>Funding – Superintendent, Development Director</p>
<b>Resources</b>	<p>Facilities and Equipment Budget</p> <p>Financial support from PTF, alumni, and fund-raising events.</p>
<b>Monitoring &amp; Reporting</b>	<p>Progress in this program will be monitored by the Superintendent and District Administration and will be reported to the School Board as milestone dates are reached.</p>

<b>Project 3E: Upgrading SL Campus Phone System</b>	Provide staff with an integrated phone, intercom, and public address system to enhance communication capabilities and an extra level of safety in the event of an emergency	
(addresses Major Recommendation #7)	<b>Timeline</b>	<p>05/07 – Church and school leadership determine strategic priorities in SL campus facilities;</p> <p>06/07 – Begin research into the costs of upgrading the San Leandro campus communications system.</p> <p>08/07 – Determine feasibility of upgrading system in current year’s budget or else how to finance the project in future years.</p>
	<b>Persons Responsible</b>	<p>Operations Director, San Leandro Facilities Director, Church administrative pastor.</p> <p>Budget – Superintendent, Operations Director</p>
	<b>Resources</b>	Facilities and Equipment Budget

	<b>Monitoring &amp; Reporting</b>	Progress in this program will be monitored by the Superintendent and District Administration and will be reported to the School Board as milestone dates are reached.
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<b>OUTREACH DEVELOPMENT GOAL</b>		
Chinese Christian Schools will communicate its mission, philosophy, and goals to a broader audience in order to include more churches, community partners, families, and students into the school community.		
<b>Rationale</b>	The goals of Chinese Christian Schools have universal appeal and the school is recognized as being very effective in accomplishing those goals. By expanding the schools' community, it gives more people the opportunity to contribute to a worthy cause and it allows more students to benefit from the schools' ministry.	
<b>ESLRs Addressed</b>	Expanding the schools' community would bring more resources and more opportunities for ministry. This would help the school accomplish all five of its ESLR's, with the degree of impact depending on the resources and opportunities generated.	
<b>Assessment</b>	We can assess whether the schools' community is growing by the number of families, students, alumni, churches, and community partners we have. We can also assess the strength of those ties with the community through strategic partnerships, financial support, and personal involvement in the schools' activities and events.	
<b>Project 4A: Vision Statement</b>  (addresses Major Recommendation #1)	Rewrite the schools' vision statement to more clearly and overtly portray the schools' Christian and Christ-centered mission and goals to the public at large.	
	<b>Timeline</b>	03/07 – District administration proposes various alternatives for consideration within the school community.  06/07 – Consensus vision statement proposed to the church leadership for approval.  07/07 – New school vision statement adopted and published in school publications..
	<b>Persons Responsible</b>	District Administration
	<b>Resources</b>	Time to publish and receive feedback.
	<b>Monitoring &amp; Reporting</b>	Progress in this program will be monitored by the Superintendent and District Administration and will be reported to the School Board as milestone dates are reached.

<b>Project 4B: Strategic Relationships</b>  (addresses Major Recommendation #4)	Establish strategic partnerships with churches, ministries, and community organizations that share our values in order to expand the school community and to pursue mutually beneficial endeavors.	
	<b>Timeline</b>	03/07 – Develop a strategic plan for community partnerships.  04/07 – Identify churches, ministries, and community organizations that have potential as strategic partners.  05/07 – Conduct information meetings with leaders and key members of potential strategic partners. Invite them to attend and participate in various school events.  07/07 – Establish roles, responsibilities, and tasks for each strategic partner for the 07-08 school year. Continue periodic meetings.
	<b>Persons Responsible</b>	Superintendent, Development Director, church leadership
	<b>Resources</b>	Development budget, new publications, food service support for meals.
	<b>Monitoring &amp; Reporting</b>	Progress in this program will be monitored by the Superintendent and District Administration and will be reported to the School Board as milestone dates are reached.
<b>Project 4C: Parent Education Meetings</b>  (addresses Major Recommendation #6)	Conduct a series of parent meetings for the purpose of providing education about key issues. Invite school parents as well as parents in the community to attend.	
	<b>Timeline</b>	03/07 – Develop a strategic plan for parent outreach meetings.  04/07 – Consult with PTF groups to identify topics that are interest to parents. Consider value of diagnostic testing for learning differences as a topic.  06/07 – Begin scheduling of parent meetings, publicize events internally and externally.

	<b>Persons Responsible</b>	Superintendent, Development Director
<b>Parent Education Meetings</b>  (continued)	<b>Resources</b>	Development budget, new publications, food service support for meals.
	<b>Monitoring &amp; Reporting</b>	Progress in this program will be monitored by the Superintendent and District Administration and will be reported to the School Board as milestone dates are reached.
<b>Project 4D: Foreign Exchange Program</b>	Establish a foreign exchange program to educate foreign students interested in studying in the United States. Implement it as a program that runs in conjunction with the current academic program but addresses the specialized needs of foreign exchange students.	
	<b>Timeline</b>	03/07 - Develop a strategic and business plan outlining the development of the program.  04/07 - Gather the information, resources, and contacts necessary to start the program.  08/07 - Implement program on trial basis with existing foreign students.  07/08 - Fully implement program.
	<b>Persons Responsible</b>	Superintendent, Academics Director, Development Director, high school administration
	<b>Resources</b>	Funding, facilities, and staff necessary to implement the program. Funding will come from new students, investors, and grants.
	<b>Monitoring &amp; Reporting</b>	Progress in this program will be monitored by the Superintendent and District Administration and will be reported to the School Board as milestone dates are reached.