

TSAS 2014 – 2016 Strategic Plan

Brand Commitments	
Purpose	TSAS uses the charter school framework, including choice and non-selective enrollment, to collaborate as students, faculty and parents to cultivate a high quality educational community that nurtures mutual respect, individualism, critical thinking, creativity in teaching and learning, life-long learners, and responsible citizens.
Vision	Through a liberal arts course of study, TSAS students become lifelong learners who succeed in higher education, work and life in a global society.
Mission	TSAS students learn using a college preparatory curriculum and develop the intellectual habits of a liberal arts education in a safe, supportive, individualized and challenging school environment.

Core Values		
	Beliefs/Guiding Principles	Corresponding Behaviors
1	We believe learning is a process in which all can participate and succeed.	<ol style="list-style-type: none"> 1. We adapt teaching to the individual. 2. We encourage respectful human engagements so students will feel like they can succeed. 3. We give students the support to reach the high expectations we have no matter their background or previous level of achievement. 4. We do not give up on students. 5. We provide our teachers with resources to instruct struggling students as well as advanced students so that each student is taking part in the learning process. 6. We foster collaboration at all levels (especially teacher to student).
2	We believe liberal arts education is the foundation for developing successful lifelong learners.	<ol style="list-style-type: none"> 1. We encourage students to learn something new without the fear of failure. 2. We encourage and engage safe risk-taking outside students' comfort zone. 3. We are creative, self-disciplined, intellectually curious problem-solvers. 4. Our students are self-directed by taking ownership of their learning using critical thinking, reflection and creativity. 5. We teach collaboration is necessary for life-long learning. 6. We figure out what students need to know/don't know as citizens of the world and give them what they need!
3	We believe our community should foster the intellectual, emotional, and physical well-being of each student.	<ol style="list-style-type: none"> 1. We lead by example to grow personally, intellectually, emotionally, and physically. 2. We encourage respectful (emotional) human engagement between students, teachers, parents and guardians and the community. 3. We expose students to higher education to provide a healthy and strengthening "stress" to their TSAS experience. 4. We foster collaboration between teacher-teacher, teacher-student so we are aware of issues students may be having and create a plan to help them. 5. We see the person not the problem – We never forget any of the elements of this belief in the pursuit of another element. 6. We strive for excellence by making sure each student is being developed wholly rather than academically only.
4	We believe in creating a supportive and responsive learning environment with high standards and expectations for all students which compels	<ol style="list-style-type: none"> 1. Our classes support critical thinking or foster intellectual curiosity. 2. We incorporate outside resources, outside the classroom, to stretch students thinking beyond the comfort of their immediate TSAS community. 3. Responsible – you are an active participant in your own education when you are supported and encouraged to use your individuality, self-discovery and self-awareness.

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	them to be active participants in their own education.	<ol style="list-style-type: none"> 4. Our classes challenge with increasing complexity (this strengthens from allowing potential failure) while always supporting students to achieve 5. We treat each interaction with the expectation that success has to be the outcome. 6. We communicate readily and dynamically with everyone. All the time.
5	We believe diversity should be welcomed for the strength it brings to the education of all members of our community.	<ol style="list-style-type: none"> 1. We communicate and model how to be respectful and tolerant of cultures, backgrounds, learning styles, and points of view different from our own. 2. We educate ourselves and our students about the diverse, changing world, and why diversity is immediately crucial to them. 3. We are willing to confront inappropriate behavior. 4. We openly discuss and communicate with students, and all community members, what it means, feels and looks like to have diversity supported, celebrated and integrated.
6	We believe our core strength is passionate, highly-qualified, professional faculty , who provide dynamic, rewarding and individualized learning experiences for students.	<ol style="list-style-type: none"> 1. Our faculty is comprised of professionals with subject area expertise. 2. Our faculty knows how to teach all kinds of students from all kinds of backgrounds. 3. Our teachers receive the guidance and mentoring they need to be successful in the classroom. 4. Our teachers have enough time to plan lessons, carefully review student performance, and continuously improve their teaching. 5. We support teachers as they continue to learn and reflect by promoting their creativity, innovation, risk-taking and problem-solving. 6. We promote teacher to teacher communication to foster and build great ideas and to support one another.
7	We believe in promoting accountable and effective school leadership via inclusive and collaborative governance and administrative practices.	<ol style="list-style-type: none"> 1. We seek feedback and input to evaluate ourselves and our effectiveness. 2. We support leaders as they continue to learn and reflect by promoting their creativity, innovation, risk-taking, and problem-solving. 3. We promote responsible and ethical leadership through collaboration and accountability. 4. We support continuous improvement through effective communication between teachers and administrators.
8	We believe all TSAS community members have a responsibility to secure abundant, appropriate resources to support and sustain it.	<ol style="list-style-type: none"> 1. We are advocates for public education. 2. We are good stewards of the resources TSAS obtains. 3. We seek new avenues for collaboration and new resources consistent with our core values. 4. We provide ways for our community to volunteer their time and resources. 5. We clearly communicate the needs of TSAS. 6. We pursue cost-effective ways to creatively maximize our resources.

<p>#1. Goal: TSAS has the highest quality faculty and staff to prepare students to become lifelong learners who succeed in higher education, work and life in a global society.</p>
<p>Objectives:</p>
<p>1. TSAS will document and articulate procedures to attract and retain passionate teachers with demonstrated expertise in their subject areas, reflecting diverse backgrounds and perspectives, and these procedures will be reviewed annually.</p>
<p>2. By the end of fiscal year 2014, TSAS will document its professional development strategies to:</p> <ul style="list-style-type: none"> a. Ensure every TSAS faculty and staff member has an active professional development plan with milestones that are reviewed and adjusted. b. Ensure TSAS faculty is involved in coming up with the differentiated professional development plans. c. Evaluate faculty and staff. d. Ensure teachers and leaders are given appropriate resources to support their professionalism. e. Ensure TSAS faculty members are encouraged to participate in peer organizations, outside TSAS, that strengthen and broaden their global perspective.
<p>#2 Goal: TSAS prepares all of its students for college.</p>
<p>Objectives:</p>
<p>1. TSAS continually assesses its curriculum to ensure its relevancy for student achievement.</p>
<p>2. TSAS will track statistics and solicit feedback from alumni to assess college readiness.</p>
<p>3. TSAS will ensure its college preparation program encompasses:</p> <ul style="list-style-type: none"> a. Actively assisting students in college admission planning and application completion. b. Developing students' college readiness skills and behaviors to prepare for college success. c. Facilitating opportunities for students to acquire social, cultural and civic skills needed for college success. d. Developing a college preparation plan with each student by the end of the freshman year. e. Charting intellectual habits and skills of increasing complexity and teaching them throughout the curriculum.
<p>#3 Goal: TSAS' facilities meet the intellectual, emotional, and physical needs of its community members.</p>
<p>Objectives:</p>
<p>1. TSAS will develop a comprehensive facility plan that includes remodeling or construction that incorporates the "lived experiences" of students, teachers and parents and best research about the emotional needs embedded in educational contexts by the end of fiscal year 2014.</p>
<p>2. TSAS will actively participate in relevant local, state and national</p>

<p>communities/organizations that focus on progressive learning facilities and tools.</p>
<p>3. TSAS will utilize assets beyond the Sequoyah facility to enhance the intellectual, emotional and physical needs of its community.</p>
<p>#4 Goal: TSAS community members secure appropriate resources to support and sustain its facilities.</p>
<p>Objectives:</p>
<p>1. TSAS and the TSAS Foundation (FAE) will identify capital needs to pursue funding from foundation, grants, or private donations by June 30, 2014.</p>
<p>2. TSAS will work with Tulsa Public Schools to identify opportunities for funding remodeling or construction or expansion through public or insurance funds by December 31, 2014.</p>
<p>#5 Goal: The TSAS brand is articulated and embodied both internally and externally.</p>
<p>Objectives:</p>
<p>1. TSAS will develop a document that identifies what a “Liberal Arts College Preparatory Charter School” means for the 21st Century by March 31, 2014.</p>
<p>2. TSAS will create “branded” public relations information incorporating the language of the “Liberal Arts College Preparatory Charter School” by June 30, 2015.</p>
<p>3. The TSAS brand is clearly embodied by faculty, students, staff and partners.</p>
<p>4. TSAS will actively pursue presenting its brand locally, and at a state and national level.</p>
<p>#6 Goal: TSAS’ volunteer entities including BOT, FAE, PTSA and Alumni Association have effective, consistent, and continuous operations.</p>
<p>Objectives:</p>
<p>1. TSAS volunteer entities will assess their performance and determine their needs to ensure effective, consistent, and continuous operations by June 30, 2014.</p>
<p>2. TSAS will develop in-house support staff/organization to support the volunteer efforts of the BOT, FAE and PTSA by December 31, 2014.</p>
<p>3. TSAS volunteer entities will document their processes and procedures by June 30, 2015.</p>