



ACTION PLAN

STRATEGY 4

STRATEGY: In concert with the learner, family, and instructional staff, we will refine and consistently implement throughout the district a system to ensure students achieve personally challenging goals related to academics, interest, and career aspirations.		
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ACTION PLAN

STRATEGY NUMBER: 4
PLAN NUMBER: 1
DATE: 5/19/09

STRATEGY: In concert with the learner, family, and instructional staff, we will refine and consistently implement throughout the district a system to ensure students achieve personally challenging goals related to academics, interest, and career aspirations.

SPECIFIC RESULT: Create and refine the process that will enable **early childhood (PK-K)** students to achieve above standard development while accomplishing personally challenging academic and career goals.

#	ACTION STEPS 4.1	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Provide training on appropriate campus communication strategies between parents and teachers.				
2.	Establish a communication system between parents, campuses and districts. Cross Reference–3.1, 3.2, 3.4, 3.5, 3.6, 3.7, 3.10				
3.	Design instructional units that introduce early childhood students to a variety of careers.				
4.	Purchase career planning system for K-12, such as Kuder –Galaxy.				
5.	Expose students to career options through the consistent use of the career planning system, such as Kuder-Galaxy.				
6.	Establish criteria for early childhood authentic portfolios.				
7.	Select items to place in student’s portfolios at the end of each grading period.				
8.	Conduct awareness sessions with parents on the use of portfolios.				
9.	Use the site based decisions making committees to evaluate the effectiveness of the action plan.				

Responsible:

COST BENEFIT ANALYSIS

STRATEGY NUMBER: 4
PLAN NUMBER: 1
DATE: 5/19/09

STRATEGY: In concert with the learner, family, and instructional staff, we will refine and consistently implement throughout the district a system to ensure students achieve personally challenging goals related to academics, interest, and career aspirations.

SPECIFIC RESULT: Create and refine the process that will enable **early childhood (PK-K)** students to achieve above standard development while accomplishing personally challenging academic and career goals.

COSTS

BENEFITS

<p>Tangible:</p> <ul style="list-style-type: none"> • Parent/family nights with food, snacks, giveaways etc, • Speakers for parent workshops • Purchasing Kuder Career Planning System \$495 a year for site base license of an enrollment of 301 and over for each elementary (proposed) • Materials for portfolios \$500 per campus (estimation) • Training for parent/teacher communication –Region X 	<p>Tangible:</p> <ul style="list-style-type: none"> • More parental involvement • Yearly student portfolios • Newsletters/emails between parents and teachers • Increase in student interest in school • Better parent/district relations • Students see their own growth. • Parents see student growth. • Increased enrollment which leads to more ADA dollars • Less negative publicity • Improve housing market
<p>Intangible:</p> <ul style="list-style-type: none"> • Time • Planning and organization • Teachers feeling that this is more work to do. • Teacher’s feelings towards having their evaluations tied to compliance. • Time for the person assigned to following up on grade reporting • Teachers may not be comfortable with having parents in the classrooms. • Having enough volunteers for different school functions. • Centralized location for storage of student portfolios. 	<p>Intangible:</p> <ul style="list-style-type: none"> • Know district expectations as related to evaluations • Promote a team effort of success • All teachers are trained so success is reached by all • Better parent/district relations • Students who are setting goals and making steps to reach the goals.

ACTION PLAN

STRATEGY NUMBER: 4
PLAN NUMBER: 2
DATE: 5/19/09

STRATEGY: In concert with the learner, family, and instructional staff, we will refine and consistently implement throughout the district a system to ensure students achieve personally challenging goals related to academics, interest, and career aspirations.

SPECIFIC RESULT: Create and refine the process that will enable **elementary (1-5)** students to achieve above standard development while accomplishing personally challenging academic and career goals.

#	ACTION STEPS 4.2	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Provide training on appropriate communication strategies between parents and teachers.				
2.	Establish a communication system between parents, campuses and districts.(i.e., newsletters, email) Cross Reference–3.1, 3.2, 3.4, 3.5, 3.6, 3.7, 3.10				
3.	Connect with parents during the 1 st month of school via phone calls and emails.				
4.	Establish classroom visitation days throughout the school year.				
5.	Design Family Night at the beginning, middle and end of the year to keep parents informed of major events.				
6.	Utilize School Messenger system concerning major changes or alerts at the school and campus. Cross Reference – 3.5				
7.	Create volunteer program at schools that utilizes parents.				
8.	Establish flexible tutoring times for students that are convenient for parents (early morning as well as evening).				

9.	Design instructional units that align with student interests and career options.				
10.	Purchase a career planning system, such as Kuder –Galaxy for K-12.				
11.	Expose students to career options through the consistent use of the career planning system, such as Kuder-Galaxy.				
12.	Establish criteria for elementary authentic portfolios in conjunction with the Academic Improvement Plan (AIP).				
13.	Conduct awareness sessions with parents on the use of portfolios.				
14.	Select items to place in student’s portfolios on a six week basis.				
15.	Use the site-based decisions making committees to evaluate the effectiveness of the action plan.				

Responsible:

COST BENEFIT ANALYSIS

STRATEGY NUMBER :4
PLAN NUMBER: 2
DATE: 5/19/09

STRATEGY: In concert with the learner, family, and instructional staff, we will refine and consistently implement throughout the district a system to ensure students achieve personally challenging goals related to academics, interest, and career aspirations.

SPECIFIC RESULT: Create and refine the process that will enable elementary (1-5) students to achieve above standard development while accomplishing personally challenging academic and career goals.

COSTS

BENEFITS

<p>Tangible:</p> <ul style="list-style-type: none"> • Parent/family nights with food, snacks, giveaways etc, • Speakers for parent workshops • Tutoring pay for teachers -\$25.00 an hour (proposed) • Purchasing Kuder Career Planning System- \$1700 for high school, \$495 a year for site base license of an enrollment of 301 and over for each elementary and middle school. (proposed) • Materials for portfolios \$500 per campus (estimation) • Training for parent/teacher communication –Region X 	<p>Tangible:</p> <ul style="list-style-type: none"> • More parental involvement • Yearly student portfolios • Newsletters/emails between parents and teachers • Increase in student interest in school • Better parent/district relations • Students see their own growth. • Parents see student growth. • Parents are aware of graduation expectations. • Increased enrollment which leads to more ADA dollars • Less negative publicity • Improve housing market
<p>Intangible:</p> <ul style="list-style-type: none"> • Time • Planning and organization • Teachers feeling that this is more work to do. • Teacher’s feelings towards having their evaluations tied to compliance. • Time for the person assigned to following up on grade reporting • Teachers may not be comfortable with having parents in the classrooms. • Having enough volunteers for different school functions. • Centralized location for storage of student portfolios. 	<p>Intangible:</p> <ul style="list-style-type: none"> • Know district expectations as related to evaluations • Promote a team effort of success • All teachers are trained so success is reached by all • Better parent/district relations • Students who are setting goals and making steps to reach the goals.

ACTION PLAN

STRATEGY NUMBER: 4
PLAN NUMBER: 3
DATE: 5/19/09

STRATEGY: In concert with the learner, family, and instructional staff, we will refine and consistently implement throughout the district a system to ensure students achieve personally challenging goals related to academics, interest, and career aspirations.

SPECIFIC RESULT: Create and refine the process that will enable **middle school (6-8)** students to achieve above standard development while accomplishing personally challenging academic and career goals.

#	ACTION STEPS 4.3	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Provide training on appropriate communication strategies between parents and teachers.				
2.	Establish a communication system between parents, campuses and districts.(i.e.,newsletters, email) Cross Reference–3.1, 3.2, 3.4, 3.5, 3.6, 3.7, 3.10				
3.	Connect with parents during the 1 st month of school via phone calls and emails.				
4.	Establish classroom visitation days throughout the school year.				
5.	Design Family Night/student career night at the beginning, middle and end of the year to keep parents informed of major events.				
6.	Utilize School Messenger concerning major changes or alerts at the school and campus. Cross Reference – 3.5				
7.	Establish flexible tutoring times for students that are convenient for parents (early morning as well as evening).				
8.	Design instructional units that align with student interests and career options.				

9.	Purchase a career planning system for K-12, such as Kuder –Galaxy.				
10.	Administer career and academic survey to all middle school students.				
11.	Establish criteria for middle school portfolios in conjunction with the Academic Improvement Plan (AIP).				
12.	Conduct awareness sessions with parents on the use of portfolios.				
13.	Students create and select authentic work samples to include in their portfolios.				
14.	Create volunteer program at schools that utilizes parents. (e.g. Invite parents to speak about careers.)				
15.	Use the site based decisions making committees to evaluate the effectiveness of the action plan.				

Responsible:

COST BENEFIT ANALYSIS

STRATEGY NUMBER: 4
PLAN NUMBER: 3
DATE: 5/19/09

STRATEGY: In concert with the learner, family, and instructional staff, we will refine and consistently implement throughout the district a system to ensure students achieve personally challenging goals related to academics, interest, and career aspirations.

SPECIFIC RESULT: Create and refine the process that will enable **middle school (6-8)** students to achieve above standard development while accomplishing personally challenging academic and career goals.

COSTS

BENEFITS

<p>Tangible:</p> <ul style="list-style-type: none"> • Parent/family nights with food, snacks, giveaways etc • Speakers for parent workshops • Tutoring pay for teachers -\$25.00 an hour (proposed) • Purchasing Kuder Career Planning System- \$1700 for high school, \$495 a year for site base license of an enrollment of 301 and over for each elementary and middle school. (proposed) • Materials for portfolios \$500 per campus (estimation) • Training for parent/teacher communication –Region X 	<p>Tangible:</p> <ul style="list-style-type: none"> • More parental involvement • Yearly student portfolios • Newsletters/emails between parents and teachers • Increase in student interest in school • Better parent/district relations • Students see their own growth. • Parents see student growth. • Parents are aware of graduation expectations. • Increased enrollment which leads to more ADA dollars • Less negative publicity • Improve housing market
<p>Intangible:</p> <ul style="list-style-type: none"> • Time • Planning and organization • Teachers feeling this is more work to do. • Teacher’s feelings towards having their evaluations tied to compliance. • Time for the person assigned to following up on grade reporting • Teachers may not be comfortable with having parents in the classrooms. • Having enough volunteers for different school functions. • Centralized location for storage of student portfolios. 	<p>Intangible:</p> <ul style="list-style-type: none"> • Know district expectations as related to evaluations • Promote a team effort of success • All teachers are trained so success is reached by all • Better parent/district relations • Students who are setting goals and making steps to reach the goals.

ACTION PLAN

STRATEGY NUMBER: 4
PLAN NUMBER: 4
DATE: 5/19/09

STRATEGY: In concert with the learner, family, and instructional staff, we will refine and consistently implement throughout the district a system to ensure students achieve personally challenging goals related to academics, interest, and career aspirations.

SPECIFIC RESULT: Create and refine the process that will enable **high school (9-12)** students to achieve above standard development while accomplishing personally challenging academic and career goals.

#	ACTION STEPS 4.4	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Provide training on appropriate communication strategies between parents and teachers.				
2.	Establish a communication system between parents, campuses and districts.(i.e., newsletters, email) Cross Reference–3.1, 3.2, 3.4, 3.5, 3.6, 3.7, 3.10				
3.	Connect with parents during the 1 st month of school via phone calls and emails.				
4.	Establish classroom visitation days throughout the school year.				
5.	Design Family Night/student career night at the beginning, middle and end of the year to keep parents informed of major events.				
6.	Utilize School Messenger concerning major changes or alerts at the school and campus. Cross Reference–3.5				
7.	Establish flexible tutoring times for students that are convenient for parents (early morning as well as evening).				
8.	Establish criteria for high school authentic portfolios in conjunction with the Academic Improvement Plan (AIP).				
9.	Purchase career planning system for K-12, such as Kuder –Galaxy.				

10.	Administer career and academic survey to entering 9 th grade students.				
11.	Align class selections with students' goals and interests.				
12.	Students create and select authentic work samples to include in their portfolios.				
13.	Conduct awareness sessions with parents on the use of portfolios.				
14.	Create volunteer program at schools that utilizes parents. (e.g. Invite parents to speak about careers.)				
15.	Develop opportunities for partnerships with the community and businesses for students to support their career goals.				
16.	Use career planning system, such as Kuder, to create resumes for student employment.				
17.	Establish yearly meetings with each grade level counselor to ensure students are on the right academic track.				
18.	Use the site-based decisions making committees to evaluate the effectiveness of the action plan.				

Responsible:

COST BENEFIT ANALYSIS

STRATEGY NUMBER: 4
PLAN NUMBER: 4
DATE: 5/19/09

STRATEGY: In concert with the learner, family, and instructional staff, we will refine and consistently implement throughout the district a system to ensure students achieve personally challenging goals related to academics, interest, and career aspirations.

SPECIFIC RESULT: Create and refine the process that will enable high school (9-12) students to achieve above standard development while accomplishing personally challenging academic and career goals.

COSTS

BENEFITS

<p>Tangible:</p> <ul style="list-style-type: none"> • Parent/family nights with food, snacks, giveaways etc, • Speakers for parent workshops • Tutoring pay for teachers -\$25.00 an hour (proposed) • Purchasing Kuder Career Planning System-\$1700 for high school, \$495 a year for site base license of an enrollment of 301 and over for each elementary and middle school. (proposed) • Materials for portfolios \$500 per campus (estimated) • Training for parent/teacher communication – Region X 	<p>Tangible:</p> <ul style="list-style-type: none"> • More parental involvement • Yearly student portfolios • Newsletters/emails between parents and teachers • Increase in student interest in school • Better parent/district relations • Students see their own growth. • Parents see student growth. • Parents are aware of graduation expectations. • Increased enrollment which leads to more ADA dollars • Less negative publicity • Improve housing market
<p>Intangible:</p> <ul style="list-style-type: none"> • Time • Planning and organization • Teachers feeling that this is more work to do. • Teacher’s feelings towards having their evaluations tied to compliance. • Time for the person assigned to following up on grade reporting • Teachers may not be comfortable with having parents in the classrooms. • Having enough volunteers for different school functions. • Centralized location for storage of student portfolios. 	<p>Intangible:</p> <ul style="list-style-type: none"> • Know district expectations as related to evaluations • Promote a team effort of success • All teachers are trained so success is reached by all • Better parent/district relations • Students who are setting goals and making steps to reach the goals.

ACTION PLAN

STRATEGY NUMBER: 4
PLAN NUMBER: 5
DATE: 5/19/09

STRATEGY: In concert with the learner, family, and instructional staff, we will refine and consistently implement throughout the district a system to ensure students achieve personally challenging goals related to academics, interest, and career aspirations.

SPECIFIC RESULT: Implement an accountability process throughout the district for the consistent use of all systems.

#	ACTION STEPS 4.5	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Train teachers yearly on the connection between accountability and the evaluation process.				
2.	Train all teachers on all components of eSchool information system.				
3.	Train grade all teachers on all components of Eduphoria student management system.				
4.	Enforce criteria for weekly grade reporting and publishing.				
5.	Assign campus personnel to assist and ensure grades are reported into eSchool.				
6.	Require teachers to attend 6 week data meetings utilizing the data information from Eduphoria and eSchool.				
7.	Connect noncompliance to the systems established to PDAS and TAP responsibilities rubric.				
8.	Utilize site-based decision making (SBDM) committees to evaluate the consistent use of all systems.				

Responsible:

COST BENEFIT ANALYSIS

STRATEGY NUMBER: 4
PLAN NUMBER: 5
DATE: 5/19/09

STRATEGY: In concert with the learner, family, and instructional staff, we will refine and consistently implement throughout the district a system to ensure students achieve personally challenging goals related to academics, interest, and career aspirations.

SPECIFIC RESULT: Consistently implement an accountability process throughout the district for the consistent use of all systems.

COSTS

BENEFITS

<p>Tangible:</p> <ul style="list-style-type: none"> • Trainers • Upgrades of programs 	<p>Tangible:</p> <ul style="list-style-type: none"> • All grades viewable • Notes to parents are archived in one location
<p>Intangible:</p> <ul style="list-style-type: none"> • Time • Teachers feeling that this is more work to do. • Teachers feeling towards having their evaluations tied to compliance 	<p>Intangible:</p> <ul style="list-style-type: none"> • Know district expectations as related to evaluations • Promote a team effort of success • All teachers are trained so success is reached by all • Better parent/district relations