

**Plan of Action  
Specific Means**

**Strategic Objectives:**

- By 2015, each student will articulate personal goals, create plans to achieve those goals and exhibit progress toward attainment.
- By 2015, each student will continually demonstrate enthusiasm for the self-directed pursuit of knowledge.
- By 2015, each student will continually participate in the democratic processes.
- By 2015, each student will actively engage in global outreach.

**1. End Result to be Achieved:**

All staff, students, parents, and community are aware of the strategic plan and the process for measuring student attainment of the strategic objectives.

**Specific Means to Achieve End Result:**

**Step #    Description of Steps**

1. Discuss the strategic plan, the role of the objectives, and the content of the rubrics with all faculty and staff. Encourage faculty and staff to do a personal assessment of their skills and behaviors in relation to each of the rubrics and /objectives. Share the measurement plan, with a focus on the role that each school will play in the measurement process. Conduct dialogs that engage faculty and staff and help assess their understanding. Respond to questions about concerns such as: the impact of this work on my current responsibilities, time constraints, etc. Discuss the role of pilots to help further explore what works and strategies for organizing this effort. These “conversations” can be held at faculty meetings, professional development days, etc.
2. Develop and execute a parent and community communication plan relative to the strategic objectives and the rubrics, focusing first at a basic informational level. Begin by answering the question: what are the strategic objectives and what do they mean for my child and the community. These efforts can be carried out at events such as back to school night, PTA meetings, Parent/Teacher conferences, musicals, plays, civic group meetings, television broadcasts and other community events.
3. Schedule a week when classroom teachers will be organized to engage all students in a conversation about the strategic objectives and the rubrics. This could be organized with a week dedicated to each rubric, across several months. This would allow for school level activities such as videos and speakers, and could be connected to district level events. The goal is to develop initial understanding and generate excitement about the objectives.
4. Create and maintain a flow of articles and newsletters, and guest speakers on relative topics that align with and support the value of obtaining the strategic objectives.
5. Use every opportunity to connect current activities to the strategic objectives. These may include student research on topics of interest, readings about non-mainstream opinions, and service projects.

Note: Attach Cost/Benefit Analysis for each set of Specific Means steps.

**Accountable staff person:**

**Plan of Action  
Cost/Benefit Analysis**

**1. End Result to be Achieved:**  
All staff, students, parents, and community are aware of the strategic plan and the process for measuring student attainment of the strategic objectives.

<b>Benefits</b>	<b>Costs</b>
<p>By starting with faculty and staff, internal ownership will begin to develop.</p> <p>By making communication continuous, pervasive, and multifaceted, the information will be persistent and will not appear as a one time event.</p> <p>By creating a connection between what already exists and what is being created, people will see that this is something with which they already have some familiarity.</p> <p>By creating opportunities for faculty and staff to assess themselves against the rubrics, they will be more likely to see the value of students acquiring these skills.</p> <p>If faculty sees the connection between the strategic objectives and increased skill and competence in academics, the benefit to the District's strong academic standards will be evident.</p>	<p>Time devoted to learning about this process may crowd already full agendas.</p> <p>Teachers may perceive taking time to discuss this process with students as taking away from their instructional time.</p> <p>There will be additional costs for printing materials or holding events to share this information.</p>
<p>Include both tangible and intangible benefits</p>	<p>Include both tangible and intangible costs</p>

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- By 2015, each student will continually participate in the democratic processes.
- By 2015, each student will actively engage in global outreach.

**2. End Result to be Achieved:**

Baseline data on current student performance relative to the strategic objectives has been collected, analyzed, and reported to stakeholders in aggregate form.

**Specific Means to Achieve End Result:**

**Step # Description of Steps**

1. Create the survey instrument including the instructions.
2. Choose a random stratified sample of teachers and parents.
3. A site meeting will be held to provide the staff and parent sample with measurement plan information and to survey the staff and parent sample for the purpose of collecting baseline data related to current student performance on strategic objectives.
4. Record the data.
5. Analyze and report data.

**Accountable staff person:**

**Plan of Action  
Cost/Benefit Analysis**

**2. End Result to be Achieved:**

Baseline data on current student performance relative to the strategic objectives has been collected, analyzed, and reported to stakeholders in aggregate form. **(completed)**

<b>Benefits</b>	<b>Costs</b>
<ul style="list-style-type: none"><li>1. Knowledge of current student performance levels related to the strategic objectives.</li><li>2. Provides information to be used for comparative purposes.</li><li>3. Introduces staff to Measurement plan and processes.</li><li>4. An efficient process to acquire knowledge of current student performance levels related to the strategic objectives.</li></ul>	<ul style="list-style-type: none"><li>1. Time.</li><li>2. Resources, materials, trainers, trainees.</li><li>3. Limits precision of baseline data.</li></ul>
Include both tangible and intangible benefits	Include both tangible and intangible costs

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**3. End Result to be Achieved:**

Necessary tools are being used to support and maintain the implementation of the strategic plans' measurement process and use of the results.

**Specific Means to Achieve End Result:**

**Step #    Description of Steps**

1. Evaluate the school and the District's current infrastructure requirements. The District will evaluate current technology plans and make recommendations for changes where appropriate.
2. Identify a data management system that is cross platform, scaleable, query tools, and ad-hoc reporting capable
3. Identify existing tools and develop tools through collaboration with other departments.
4. Per the strategic delimiters, identify the necessary funding source and additional human resources to support and maintain the measurement process.
5. Submit new technology project form to technology council for approval.
6. Initiate the purchasing process.
7. Install the tools and test.
8. Develop the necessary training material and identify the people to be trained.
9. Develop a training schedule and identify training sites.
10. Train staff in the use of the tools and the results.

**Plan of Action  
Cost/Benefit Analysis**

**3. End Result to be Achieved:**

Necessary tools are being used to support and maintain the implementation of the strategic plans' measurement process and use of the results.

<b>Benefits</b>	<b>Costs</b>
<ol style="list-style-type: none"><li>1. Provide a consistent tool to disseminate data.</li><li>2. Efficient method of collecting and analyzing student level data.</li><li>3. Teachers will use the data management system to analyze data and use the data to impact classroom instruction.</li><li>4. Provides a standard method of measuring.</li><li>5. District is currently researching and may be purchasing tools. By combining the needs with other initiatives, there may be some cost efficiency.</li></ol> <p style="text-align: center;">Include both tangible and intangible benefits</p>	<ol style="list-style-type: none"><li>1. Purchase of additional hardware and software.</li><li>2. Infrastructure upgrades.</li><li>3. Additional human resources to support this initiative.</li><li>4. Time and cost of training.</li><li>5. Annual maintenance costs.</li></ol> <p style="text-align: center;">Include both tangible and intangible costs</p>

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**4. End Result to be Achieved:**

A process for collecting and assessing student evidence, using portfolios and the rubrics, is being piloted at all levels.

**Specific Means to Achieve End Result:**

**Step #    Description of Steps**

1. Develop the parameters of a pilot. It is suggested that these include volunteer teachers only, including at least two teachers from each participating school. It is suggested that the pilot be framed as an opportunity to help design, shape, learn, and create best ways to organize the process of collecting evidence and holding assessment conversations around the strategic objectives. An attempt should be made to offer pilot teachers relief from a reasonable number of other responsibilities in order to ensure they are able to devote the necessary time to the pilot. It is recommended that teachers work with either their own students or a group of students that are readily available. Teachers may choose to actually only engage in the assessment process with a small group of these students. Some pilots should be encouraged to experiment with assessing students that are not a part of the pilot teachers' regular class load.
2. Ask pilot teachers to maintain lists of activities, ways in which students are collecting evidence for their portfolios, and additional ideas for collecting evidence for assessment.
3. Convene volunteer teachers for a meeting to frame expectations, respond to questions, and announce supports for the process. It is suggested that short meetings of teachers by levels be scheduled monthly to collect ideas, assess what is being learned, and offer support.
4. The staff person accountable for this result should be reviewing portfolios, collecting samples and visiting with pilot teachers. Throughout the pilot, teacher resource notebooks should be created to represent successful techniques used in the pilots.
5. A product of the pilot will include resources for teachers to use in this process, recommendations about how to organize students with adult mentors, and a recommendation for moving the process to scale. These recommendations should then be presented to the appropriate decision-making body for discussion.
6. A plan will be developed to move from the pilot phase to full implementation.

**Plan of Action  
Cost/Benefit Analysis**

**4. End Result to be Achieved:**

A process for collecting and assessing student evidence, using the rubrics, is being piloted at all levels. **(completed)**

<b>Benefits</b>	<b>Costs</b>
<p>Using volunteer teachers for the pilot will encourage those interested in the project to participate. It will also provide stakeholder involvement and opportunity for input into the process.</p> <p>Providing some relief from regular responsibilities may encourage teachers to devote time to learning and creating during the pilot. It will also offer a minor incentive.</p> <p>Having at least two teachers piloting at each participating school will allow for collaboration and support between the pilot teachers.</p> <p>Regular meetings with pilot teachers will help to capture learning as it is occurring and minimize losing or forgetting new ideas.</p> <p>By collecting samples and building tools that work during the pilot, resources will be created for use by teachers upon full implementation.</p>	<p>The creation of the initial parameters and the general organization of this work will require time from the participating individuals. This may require that some other responsibilities be shifted or delayed.</p> <p>Holding meetings with pilot teachers will require allocation of funding for teacher stipends, printing, refreshments, etc.</p> <p>Using volunteer teachers may make it more challenging to ensure representation at each level and school.</p>
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**5. End Result to be Achieved:**

Stakeholders, including decision makers, are using the strategic objectives' measurement results for decision making and continuous improvement.

**Specific Means to Achieve End Result:**

**Step #    Description of Steps**

1. The Superintendent and School Board members will have an understanding of the data and will utilize the information during decision making, planning, and budgeting.
2. All District level departments will meet to understand the data on the student attainment of the strategic objectives. The departments will engage in a process that helps them see a connection between their work and the achievement of the strategic objectives. As a result of this process, departments will continue to align department goals with the mission and the strategic objectives of the District.
3. School staffs will use measurement results to assist in making decisions that would enhance the achievement of the mission and the strategic objectives.
4. Data will be shared with community members who will have the opportunity to participate in focus groups which will review and utilize data in an effort to support the District's achievement of the mission and strategic objectives.
5. Steering committees for each level will meet to review data about student progress and make recommendations for improvement.

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**5.End Result to be Achieved:**

Stakeholders, including decision makers, are using the strategic objectives' measurement results for decision making and continuous improvement.

<b>Benefits</b>	<b>Costs</b>
<p>All stakeholders will be involved in the strategic plan implementation process.</p> <p>Provides for ongoing monitoring of the progress toward achievement of the strategic objectives.</p> <p>Provides opportunities to revise and improve the process.</p> <p>Helps to ensure the alignment of “what we do” with “what we say we are going to do.”</p> <p style="text-align: center;">Include both tangible and intangible benefits</p>	<p>Time and additional resources will be required to allow for meetings.</p> <p>Printing costs will need to be considered for the data to be made available for meetings.</p> <p style="text-align: center;">Include both tangible and intangible costs</p>

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**6. End Result to be Achieved:**

A process for collecting and assessing student evidence, using portfolios and the rubrics, is being used at all levels.

**Specific Means to Achieve End Result:**

**Step #    Description of Steps**

1. Information and materials from the pilot project will be provided to all teachers.
2. A timeline will be developed for full implementation of the measurement plan.
3. Training will be provided to teachers. The pilot teachers will be utilized in providing the training.
4. Expectations for participation in the implementation of the measurement plan will be provided by the appropriate staff.
5. Responsibilities for data collection and data management will be developed and communicated.
6. Procedures for collecting and assessing student evidence, using portfolios and the rubrics will be implemented by teachers and students at all levels.
7. Implementation feedback will be collected and used to improve the measurement process.

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**6. End Result to be Achieved:**

A process for collecting and assessing student evidence, using portfolios and the rubrics, is being used at all levels.

<b>Benefits</b>	<b>Costs</b>
<p>Student performance data related to the strategic objectives is available for analysis and use by the District.</p> <p>Students will be empowered to provide evidence of their achievements.</p> <p>Data for answering the strategic plan's research questions will be available.</p> <p>Stakeholder feedback will be available to use in improving the measurement plan process.</p>	<p>Energy and effort used for combating resistance to change.</p> <p>Time, funding, and other resources.</p> <p>Staff allocation for implementing the process.</p>
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