

Action Plan

Strategy Number: 2

Plan Number: 2

6-8

DATE: February 21, 2011

STRATEGY: We will facilitate a process that carries out the development, implementation, and realization of a personal learning plan that includes goals within the areas of academics, campus activities, and workforce/community involvement for every student to accomplish the GCISD mission and strategic objectives.

SPECIFIC RESULT: Each student will explore his/her individual strengths and opportunities for academic, social, and emotional growth through the development of a plan that builds the skills necessary for success in all phases of life. GCISD believes success occurs when students are involved in the goal setting process, engaged in reflective conversations, gather evidence of progress toward goals, and exposed to and engaged in campus, community, and workforce activities.

| # | ACTION STEP (Number each one) | Assigned to: | Starting Date: | Due Date: | Completed Date: |
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| 1 | Students and staff will have access to the tools and technology needed to update and maintain a personal portfolio. The tool utilized for the portfolio must be sustainable, portable, and downloadable (across different platforms). | | | | |
| 2 | Training for stakeholders (ie. District staff, advisors, community members, and counselors) will take place during summer staff development. Staff new to the district will be trained in the personal portfolio process at the beginning of the school year. Procedural updates will be provided as necessary. | | | | |
| 3 | Create a student support team for each new student (6 th grade and any transfers) – educator, counselor, administrator, student, parent/guardian, optional community member. Elementary school support team members should be involved with the middle school support team to ease the academic, social, and emotional components of incoming 6 th graders' transition to middle school. This could be done through a written reflection by the elementary school, a meeting between the two teams, a conversation between team members, etc. | | | | |
| 4 | Incoming 6 th graders and transfer students will have an Entry Visit with their student support team . They will review and update the middle school portfolio. Long and short-term goal setting processes will be taught and established in the areas of academics, community service, careers, extracurricular activities, co-curricular activities. | | | | |

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| 5 | <p>Semester progress meetings with the student and their student support team will be held in 6th, 7th and 8th grades. Students will be expected to self-update their personal learning portfolios when appropriate. The semester progress meetings will be to evaluate the portfolio and assess progress toward the student's goals. There will be conversations regarding the student's strengths and different opportunities available to the student.</p> | | | | |
| 6 | <p>Before leaving middle school, each student will have an exit interview with their student support team. The student will present their personal learning portfolio and evaluate their progress towards attaining their goals. The students will review their high school four-year graduation plan. As part of the four-year graduation plan each student will take an aptitude/career assessment survey to help guide them in planning their high school courses.</p> | | | | |
| 7 | <p>Citizenship The following is just an example initial orientation training a new the 6th grade class. Each incoming class needs a strong sense of family, pride, and ownership which must be instilled, maintained and nourished each year.</p> <p>6th Grade Camp Mission Statement</p> <p>6th Grade Camp believes every member of the organization, through their actions, shoulders the responsibility to aid in the 6th graders transition from elementary school to middle school in an unconditionally accepting environment. To that end we strive to welcome 6th graders into the Middle School Family by creating a support system that allows them to build relationships and share in the Middle School Spirit.</p> <p>Value Statement</p> <p>Development</p> <p>6th Grade Camp as an organization works to develop the incoming 6th graders, as well as the counselors and staff through a multitude of responsibilities. Opportunities to bond, share, work and encourage, allow the counselors and staff to learn valuable leadership and social skills. As a result, the 6th graders will begin to develop relationships and a network of support that will aid in their transition to middle school level.</p> <p>Integrity</p> <p>6th Grade Camp staff and counselors are role models, as well as leaders. As mentors for the freshmen class, it is important that we carry ourselves with the utmost integrity. This includes holding ourselves to a higher standard and setting an example for our peers and the 6th grade. It is important that through our character and actions, we show our dedication and respect to this organization, each other and the 6th grade class.</p> | | | | |

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| <p>Compassion The greatest honor and privilege of 6th Grade Camp is the opportunity to serve one another. Because each member has experience and understands the difficult transition to middle school, our main goal is to develop a desire to encourage and empathize with the 6th Grade Class. Everything 6th Grade Camp does is out of our respect and dedication to one another, so that all involved may be encouraged and inspired to make a sincere impact on the Middle School we hold so dear.</p> <p>Unity United in our goals and dreams for the 6th Grade Class of our middle school, 6th Grade Camp works as a whole to serve the freshmen. 6th Grade Camp strives to provide an unconditionally accepting environment while celebrating and embracing diversity in everything we do. We feel that by working together as a team, our goals to assist and ignite the Spirit and unity in the 6th Grade Class can be accomplished.</p> <p>Continuity From the beginning, the 6th Grade Camp staff and counselors will give their all for the freshmen class. We strive to always keep spirits, motivation and dedication high, to ensure a lasting impression and friendship. These relationships do not end at camp, but endure throughout their full middle school experience in order to provide a support system and a welcoming environment.</p> <p>Outreach Through an honest representation of personal experiences and reasonable expectations, 6th Grade Camp makes every effort to prepare freshmen for the realities, challenges and opportunities that will encompass their college experience. Through outreach, we will open the door to everything that awaits the 6th Grade class at our middle schools, by supporting them in times of uncertainty and encouraging their excitement to be in middle school.</p> | | | | |
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Responsible:

(Shaded areas for administrative use in implementation phase)

Cost Benefit Analysis

Strategy Number: 2

Plan Number:

DATE: **December 20, 2010**

STRATEGY: Students will become stewards of their learning and successes

SPECIFIC RESULT: Students will understand their strengths and weaknesses, understand the benefits of goal setting and measuring progress all the while striving to accomplish the GCISD mission.

COSTS

Tangible:

- Portfolio system. *Cost depends on program implemented by GCISD.*

Total Cost:

- Total cost unavailable until specifics are determined.

Intangible:

- Time to implement a system of continuous improvement (*measurable ~ time commitment will vary department to department, campus to campus, grade level to grade level, and teacher to teacher*).

BENEFITS

Tangible:

- Increased student success measureable by district and state initiated testing.
- More focused classrooms as a result of mission statements and goals equals more quality time spent on learning and discovery.
- Student growth as evident in data folders and portfolios.

Total:

Intangible:

- Increased student confidence as students begin to understand their strengths and weakness.
- Tweaking of the learning cycle through the Plan-Do-Study-Act allows students and teachers to make adjustments which positively impact future learning cycles.
- Increased parental understanding of school happenings and learning as a result of mandated meetings and accessible portfolio.

Has the action team deemed this action plan to have sufficient return on investment? Y / N