

Action Plan

Strategy Number: 2

Plan Number: 3

9-16

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:
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 (9 th grade and transfer) – educator, counselor, administrator, student, parent/guardian, optional community member. Middle school support team members should be involved with the high school support team to ease the academic, social, and emotional components of incoming 9 th graders' transition to high school. This could be done through a written reflection by the middle school, a meeting between the two teams, a conversation between team members, etc.				
4	Incoming 9 th graders and transfer students will have an Entry Visit with the student support team. They will review and update the middle school portfolio, if applicable. Long and short-term goals will be established in the areas of academics, community service, careers, extracurricular activities, co-curricular activities. Goal-setting should reflect the student's strengths and areas of desired growth.				

5	Progress meetings with the student support team will be held in 10 th and 11 th grades, as needed, to evaluate the portfolio and assess progress toward the student's goals. Students will be expected to self-update their personal learning portfolios when appropriate and may also request progress meetings with their support team.				
6	Before graduation, in 12 th grade, each student will have an exit interview with the student support team. The student will present their personal learning portfolio and evaluate their progress towards attaining their goals. A post-graduation plan will be reviewed.				
7	In the student's exit interview, a district contact and account for the student will be created using a contact program or database. The student will choose one of four paths: college/university/other school, workforce, military, other, and continue to update their account as necessary.				
8	Yearly, for the four years following graduation, the student database will be utilized to gather data on what the graduates are pursuing at that point from the four options. Reports can be generated from this data.				

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