

# ACTION PLAN

STRATEGY NUMBER: 1  
 PLAN NUMBER: 1  
 DATE: 2-1-2011  
 RESPONSIBLE : John Brazell

**STRATEGY:** We will develop and implement plans to provide and maintain the facilities necessary to achieve our mission.

**SPECIFIC RESULT:** We will develop and implement a solution to short range physical plant needs for SPED facilities at Paddock Lane Elementary School.

#	<i>ACTION STEP (Number each one)</i>	<i>2011-2012</i>	<i>2012-2013</i>	<i>2013-2014</i>	<i>2014-2015</i>	<i>2015-2016</i>
1.	Determine whether to renovate existing SPED facilities at Paddock Lane Elementary School or build new facilities.	Initiate John Brazell				
2.	If the determination to build new SPED facility is made, determine the location of the SPED site.	Initiate John Brazell				
3.	Secure financial resources for construction and/or renovation projects at Beatrice Public Schools SPED facility at Paddock Lane Elementary School including, but not limited to grants, bond issues, private funds, tax levies.	Initiate John Brazell				

# COST-BENEFIT ANALYSIS

STRATEGY NUMBER: 1

PLAN NUMBER: 1

DATE: 1/27/11

**STRATEGY:** We will develop and implement plans to provide and maintain the facilities necessary to achieve our mission.

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**SPECIFIC RESULT:** We will develop and implement a solution to short range physical plant needs for SPED facilities at Paddock Lane Elementary School.

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## COSTS

### Tangible:

- Costs associated with time for planning process
- Financial costs for planning (i.e. copies/survey/visits/possible substitute teachers)
- Financial costs for construction/renovation
- Possible financial costs for furnishings/equipment

### Intangible:

- Frustration/anxiety of staff involved in planning process due to length of time/moving existing materials for summer storage
- Frustration/anxiety of students/staff/parents during construction or renovation

## BENEFITS

### Tangible:

- Increased staff/student engagement
- Improved learning environment (decreased noise/distractions; increased space, dedicated areas for therapy, vocational training)
- Increased student achievement in academics/PE/arts
- Decreased staff turnover/increased retention
- Increased safety for students/staff (decrease in exposure to hazardous materials, decrease in accidents/injuries)
- Compliance with ADA requirements
- Increased ability to facilitate new technologies
- More efficient use of teacher time
- Increased ability to facilitate new technologies
- Improved supervision logistics

### Intangible:

- Improved staff/student morale
- Increased motivation of staff/students
- Increased pride in schools and community

# ACTION PLAN

STRATEGY NUMBER: 1  
 PLAN NUMBER: 2  
 DATE: 2-1-2011  
 RESPONSIBLE: Dr. Thompson

**STRATEGY:** We will develop and implement plans to provide and maintain the facilities necessary to achieve our mission.

**SPECIFIC RESULT:** We will develop and implement a solution to long range physical plant needs for Beatrice Public Schools elementary/pre-school/SPED facilities.

#	<i>ACTION STEP (Number each one)</i>	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
1.	Determine optimum method of providing high quality pre-school and elementary school for all Beatrice area students.	Initiate Dr. Thompson				
2.	Determine whether to renovate existing Beatrice Public Schools elementary facilities or build new facilities and determine optimum number of sites and locations.	Initiate John Brazell				
3.	Secure financial resources for construction and/or renovation projects for Beatrice Public Schools elementary/pre-school/SPED Facilities, including, but not limited to grants, bond issues, private funds, tax levies. <b>(Assigned to John Brazell)</b>					

# COST-BENEFIT ANALYSIS

STRATEGY NUMBER: 1

PLAN NUMBER: 2

DATE: 1/27/11

**STRATEGY:** We will develop and implement plans to provide and maintain the facilities necessary to achieve our mission.

**SPECIFIC RESULT:** We will develop and implement a solution to long range physical plant needs for Beatrice Public Schools elementary/pre-school/SPED facilities.

## COSTS

### Tangible:

- Costs associated with time for planning
- Financial costs for planning (i.e. copies/survey/visits/possible substitute teachers)
- Financial costs for construction/renovation
- Possible costs for purchase of land
- Possible financial costs for furnishings/equipment
- Possible costs of displacement of staff/students during renovation

### Intangible

- Frustration/anxiety of staff involved in planning process due to length of time/moving existing materials for summer storage
- Frustration/anxiety of staff during construction or renovation

## BENEFITS

### Tangible:

- Increased staff/student engagement
- improved learning environment (decreased noise/distractions; increased space, dedicated areas for therapy, vocational training)
- Increased student achievement in academics/PE/arts
- Decreased staff turnover/increased retention
- Ability to facilitate newer technologies
- Improved efficiency of Professional Learning Communities (coordination, cooperation, proximity)
- Increased safety for students/staff (decrease in exposure to hazardous materials, decrease in accidents/injuries)
- More efficient use of teacher time
- Decreased travel time/cost of itinerate teachers
- Availability of principal (in building at all times)
- Availability of nurse
- Increased ability for teacher collaboration
- Decreased duplication of materials/increased availability of materials to all students
- Decreased energy costs
- Existing structures/land could be sold or used for other programs such as Alternative School
- Improved supervision logistics

### Intangible:

- Improved staff/student morale
- Increased motivation of staff/students
- Increased pride in schools and community

# ACTION PLAN

STRATEGY NUMBER: 1  
 PLAN NUMBER: 3  
 DATE: 2-1-2011  
 RESPONSIBLE: John Brazell

**STRATEGY:** We will develop and implement plans to provide and maintain the facilities necessary to achieve our mission.

**SPECIFIC RESULT:** We will develop and implement a solution to long range physical plant needs for Beatrice Middle School facilities.

#	<i>ACTION STEP (Number each one)</i>	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
1.	Determine whether to renovate existing Beatrice Public Schools Middle School facilities or build new facilities.	Initiate John Brazell				
2.	If determination to build new middle school facilities is made, determine location. <b>(Assigned to John Brazell)</b>					
3.	Secure financial resources for construction and/or renovation projects at Beatrice Middle School including, but not limited to grants, bond issues, private funds, tax levies. <b>(Assigned to John Brazell)</b>					
4.	If determination is to build, secure Additional land if needed. <b>(Assigned to John Brazell)</b>					

# COST-BENEFIT ANALYSIS

STRATEGY NUMBER: 1

PLAN NUMBER: 3

DATE: 1/27/11

**STRATEGY:** We will develop and implement plans to provide and maintain the facilities necessary to achieve our mission.

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**SPECIFIC RESULT:** We will develop and implement a solution to long range physical plant needs for Beatrice Middle School facilities.

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## COSTS

### Tangible:

- Costs associated with time for planning process
- Financial costs for planning (i.e. copies/survey/ visits/possible substitute teachers)
- Financial costs for construction/renovation
- Possible financial costs for furnishings/equipment
- Costs of renovation/maintaining athletic park

### Intangible:

- Frustration/anxiety of staff involved in planning process due to length of time/moving existing materials for summer storage
- Frustration/anxiety of students/staff/parents during construction or renovation

## BENEFITS

### Tangible:

- Increased staff/student engagement
- Increased student achievement
- Decreased staff turnover/increased retention
- Increased safety for students/staff (decrease in exposure to hazardous materials, decrease in accidents/injuries)
- Increased ability to facilitate new technologies
- Decreased utility costs

### Intangible:

- Improved staff/student morale
- Increased motivation of staff/students
- Increased pride in schools and community

# ACTION PLAN

STRATEGY NUMBER: 1  
 PLAN NUMBER: 4  
 DATE: 2-1-2011  
 RESPONSIBLE: John Brazell

**STRATEGY:** We will develop and implement plans to provide and maintain the facilities necessary to achieve our mission.

**SPECIFIC RESULT:** We will develop and implement a solution to physical plan needs for the Beatrice Public Schools outdoor physical education, marching band and athletic facilities.

#	<i>ACTION STEP (Number each one)</i>	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
1.	Determine whether to renovate existing Beatrice Public Schools Sports/PE complex or build new facilities.	Complete John Brazell				
2.	If determination to build a new sports/PE complex is made, determine the location of the complex.	Complete John Brazell				
3.	Secure financial resources for construction and/or renovation of BPS football/soccer/track/PE sports complex including, but not limited to grants, bond issues, private funds, tax levies.	Complete John Brazell				

# CCOST-BENEFIT ANALYSIS

STRATEGY NUMBER: 1

PLAN NUMBER: 4

DATE: 1/27/11

**STRATEGY:** We will develop and implement plans to provide and maintain the facilities necessary to achieve our mission.

**SPECIFIC RESULT:** We will develop and implement a solution to physical plan needs for the Beatrice Public Schools football/track/soccer/PE sports complex.

## COSTS

### Tangible:

- Costs associated with time for planning process
- Financial costs for planning (i.e. copies/survey/ visits/possible substitute teachers)
- Financial costs for new construction (approximately 2.5 Million) or renovation (approximately 5 million)
- Possible financial costs for furnishings/equipment

### Intangible:

- Frustration/anxiety of staff involved in planning process due to length of time requirements
- Frustration/anxiety of students/staff/parents during construction or renovation (possible event location/scheduling changes)

## BENEFITS

### Tangible:

- Increased staff/student engagement
- Increased student achievement (Physical Education)
- Decreased staff turnover/increased retention
- Increased safety for students/staff (decrease in exposure to hazardous conditions, decrease in accidents/injuries)
- Increased community involvement/utilization of facilities (increased revenue for rental)
- Decreased district liability
- Improved parking facilities
- Possible all weather use for PE, band, football, soccer, baseball, softball, track, etc.
- Improved marching band practice area
- Synthetic surface would allow year round use
- Improved security/supervision logistics
- Improved practice logistics (example: earlier practice start/ finish, no need to transport for practice)

### Intangible:

- Improved staff/student morale
- Increased motivation of staff/students
- Increased pride in schools and community

# ACTION PLAN

STRATEGY NUMBER: 2  
 PLAN NUMBER: 1  
 DATE: 2-1-2011  
 RESPONSIBLE: Dr. Lopez

**STRATEGY:** We will ensure effective communication in order to unite all members of our partnership in achieving our mission and objectives.

**SPECIFIC RESULT:** Implement a communications system that builds trust through honesty and transparency among all members of our partnership.

#	<i>ACTION STEP (Number each one)</i>	<i>2011-2012</i>	<i>2012-2013</i>	<i>2013-2014</i>	<i>2014-2015</i>	<i>2015-2016</i>
1.	Create a system of accountability for board, administrators, staff and students, e.g., model trustworthiness and do what you say you are going to do.	Initiate Dr. Lopez				
2.	Create an atmosphere of trust where all partnerships can safely and freely communicate.	Initiate Dr. Lopez				
3.	Inform/include appropriate staff in all building and district wide communication when applicable, e.g., include secretaries in staff meetings, paraprofessionals in IEP's/curricular meetings, anyone having direct contact with students is included in individual meetings, e-mail, face-to-face, etc.	Initiate Dr. Lopez				
4.	Use media to communicate information, e.g., TV radio, electronic, print.	Initiate Dr. Lopez				
5.	Create and distribute monthly district wide newsletter, e.g., focus on goals, future, vision, accomplishments, etc.	Initiate Dr. Lopez				
6.	Communicate in a language that is understood by all partnerships, e.g., not education jargon.	Initiate Dr. Lopez				
7.	Ensure all new staff receives necessary communication about operations, procedures, and protocol, e.g., provide a mentor for all new staff.	Initiate Dr. Lopez				

# COST-BENEFIT ANALYSIS

STRATEGY NUMBER: 2

PLAN NUMBER: 1

DATE: 1/21/2011

**STRATEGY:** We will ensure effective communication in order to unite all members of our partnership in achieving our mission and objectives.

**SPECIFIC RESULT:** Implement a communications system that builds trust through honesty and transparency among all members of our partnership.

## COSTS

## BENEFITS

### Tangible:

- Money for technology
- Money for implementing
- Time

### Tangible:

- All partnerships vested in school.
- Improved communication
- Partnerships understand one another
- Partnerships informed

### Intangible:

- Anxiety
- Frustration
- Stress

### Intangible:

- Improved staff morale
- Increased trust
- Increased honesty
- Increased trustworthiness
- Improved school climate
- Pride

# ACTION PLAN

STRATEGY NUMBER: 2  
 PLAN NUMBER: 2  
 DATE: 2-1-2011  
 RESPONSIBLE: Dr. Stephens

**STRATEGY:** We will ensure effective communication in order to unite all members of our partnership in achieving our mission and objectives.

**SPECIFIC RESULT:** Implement a model that increases communication with students, family, staff, and community to improve academic achievement and attain personal excellence.

#	<i>ACTION STEP (Number each one)</i>	<i>2011-2012</i>	<i>2012-2013</i>	<i>2013-2014</i>	<i>2014-2015</i>	<i>2015-2016</i>
1.	Implement improved format for conducting effective Parent-Teacher conferences. <b>(Assigned to Dr. Stephens)</b>					
2.	Provide time for all partners to access 21st Century tools, e.g., library open some evenings. <b>(Assigned to Dr. Stephens)</b>					
3.	Provide opportunities for parents/guardians to get involved in their student's learning, e.g., training for parents on strategies to help their child learn and be successful.	Initiate Mrs. Replogle & Mrs. Smith				
4.	Recognize and celebrate student academic achievement, e.g., individual plaques on walls for 4.0, yearly book of achievement, etc.	Initiate Mr. Sutter				
5.	Create opportunities for all partners to give their input, e.g., principal student cabinet, etc.	Initiate Mr. Sutter				
6.	Administration and teachers model life-long learning to encourage student achievement. <b>(Assigned to Dr. Stephens)</b>					

# COST-BENEFIT ANALYSIS

STRATEGY NUMBER: 2 PLAN NUMBER: 2 DATE: 1/21/2011

**STRATEGY:** We will ensure effective communication in order to unite all members of our partnership in achieving our mission and objectives.

**SPECIFIC RESULT:** Implement a model that increases communication with students, family, and staff to improve academic achievement and attain personal excellence.

## COSTS

### Tangible:

- Money for planning
- Money for model
- Money for staff training
- Time

### Intangible

- Stress
- Anxiety
- Frustration

## BENEFITS

### Tangible:

- Increased parental involvement
- Improved teacher-parent relations
- Improved student-teacher relations
- Partnerships able to use technology and programs
- Increased student achievement
- Improved self-esteem of student

### Intangible:

- Trust
- Positive self-esteem of student
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# ACTION PLAN

STRATEGY NUMBER: 2  
 PLAN NUMBER: 3  
 DATE: 2-11-2011  
 RESPONSIBLE: Dr. Stephens

**STRATEGY:** We will ensure effective communication in order to unite all members of our partnership in achieving our mission and objectives.

**SPECIFIC RESULT:** Implement a technology system that uses 21st Century tools to effectively communicate with all members of our partnership.

#	ACTION STEP (Number each one)	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
1.	Identify 21st Century tools needed to effectively communicate.	Initiate Dr. Stephens				
2.	Develop implement a 3-5 year technology plan. Incorporate communication into the district long range technology plan.	Initiate Dr. Stephens				
3.	Streamline and simplify modes of communication to efficiently, effectively, and consistently communicate with all members of our partnership, e.g., streamline - too much information at the beginning of the year, information not school related but expected to disseminate for example YMCA information, e.g., simplify – too many software programs that may do the same thing, e.g., lotus notes, Moodle, Infinite campus, SOCS.	Initiate Dr. Stephens				
4.	Develop a plan to maintain the District website with current information. <b>(Assigned to Dr. Stephens)</b>					
5.	Provide on-going training where appropriate for all partnerships to communicate, e.g., parent portal for parents, training for teachers on Moodle, Infinite Campus, SOCS, etc. <b>(Assigned to Dr. Stephens)</b>					
6.	Maintain current staff e-mail on the school website and all appropriate programs such as Infinite Campus.	Initiate Mr. Koch				
7.	Assess as needed. <b>(Assigned to Dr. Stephens)</b>					

# COST-BENEFIT ANALYSIS

STRATEGY NUMBER: 2 PLAN NUMBER: 3 DATE: 1/21/2011

**STRATEGY:** We will ensure effective communication in order to unite all members of our partnership in achieving our mission and objectives.

**SPECIFIC RESULT:** Implement a technology system that uses 21st century tools to effectively communicate with all members of our partnership.

## COSTS

### Tangible:

- Money for technology
- Money for training
- Time for training

### Intangible:

- Stress
- Frustration

## BENEFITS

### Tangible:

- Teachers able to use technology
- Partnerships able to contact teachers
- Partnerships able to use tools/programs
- Partnerships informed

### Intangible:

- Teachers confident using tools and programs
- Improved morale
- Students confident using programs
- Parents confident using programs
- Increase pride in student learning
- Increased student ownership for their learning

# ACTION PLAN

STRATEGY NUMBER: 2  
 PLAN NUMBER: 4  
 DATE: 2-1-2011  
 RESPONSIBLE: Dr. Lopez

**STRATEGY:** We will ensure effective communication in order to unite all members of our partnership in achieving our mission and objectives.

**SPECIFIC RESULT:** Implement a marketing model that builds confidence and pride with all members of our partnership.

#	<i>ACTION STEP (Number each one)</i>	<i>2011-2012</i>	<i>2012-2013</i>	<i>2013-2014</i>	<i>2014-2015</i>	<i>2015-2016</i>
1.	Create a district wide marketing model, e.g., style book, communication specialist.	Initiate Dr. Lopez				
2.	Develop a style book or guide to use for marketing and communication among all partnerships.	Initiate Dr. Lopez				
3.	Communication will be coordinated throughout the district so it sends a consistent message to all partnerships, e.g., coordinated by one person. <b>(Assigned to Dr. Lopez)</b>					
4.	Use media to communicate and explain issues and changes in the district. <b>(Assigned to Dr. Lopez)</b>					
5.	Communicate in a language that is understood by all partnerships, e.g., not education jargon. <b>(Assigned to Dr. Lopez)</b>					
6.	Build partnerships with the community, e.g., allow teachers to serve on community board or be partners in education, allow teachers to attend chamber luncheons and be part of service organizations during the school day. Student job shadowing and community members speak in classes etc. <b>(Assigned to Dr. Lopez)</b>					
7.	All buildings will promote activities and events with an effort to unify all members of the partnership in all buildings. <b>(Assigned to Dr. Lopez)</b>					
8.	Create a positive climate that builds confidence and pride among all partnerships. <b>(Assigned to Dr. Lopez)</b>					
9.	Celebrate student achievement.	Initiate Mr. Schlueter				
10.	Staff positively reinforces student achievement	Initiate Mr. Schlueter				

# COST-BENEFIT ANALYSIS

STRATEGY NUMBER: 2 PLAN NUMBER: 4 DATE: 1/21/2011

**STRATEGY:** We will ensure effective communication in order to unite all members of our partnership in achieving our mission and objectives.

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**SPECIFIC RESULT:** Implement a marketing model that builds confidence and pride with all members of our partnership.

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## COSTS

### Tangible:

- Time
- Money to implement

### Intangible

## BENEFITS

### Tangible:

- Partnerships informed
- Increased community involvement

### Intangible:

- Positive attitude
- Positive school climate
- Pride
- Confidence

# ACTION PLAN

STRATEGY NUMBER: 3  
 PLAN NUMBER: 1  
 DATE: 2-1-2011  
 RESPONSIBLE: Dr. Thompson

**STRATEGY:** We will complete the alignment of rigorous curriculum, establish a balanced assessment system, and ensure high quality instruction.

**SPECIFIC RESULT:** We will provide an expanded public preschool program available for all district preschool age children.

#	<i>ACTION STEP (Number each one)</i>	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
1.	Identify the elements of quality in preschool programs, e.g., National Institute for Early Education Research (NIEER) at Rutgers University, Research Connections.	Initiate Dr. Thompson				
2.	Determine if the program is for 3 year, 4 year old children or both.	Initiate Dr. Thompson				
3.	Establish district collaboration with private community programs and Head Start.	Initiate Dr. Thompson				
4.	Establish facilities guidelines based on research and implement.	Initiate Dr. Thompson				
5.	Determine location(s) for the preschool program.	Initiate Dr. Thompson				
6.	Target "at-risk" population initially.	Initiate Dr. Thompson				
7.	Implement a research-based comprehensive curriculum, e.g., NIEER and/or National Association for the Education of Young Children (NAEYC).	Initiate Dr. Thompson				
8.	Adopt standards for pre-kindergarten to align with and support K-12 standards.	Initiate Dr. Thompson				
9.	Establish the role of parents as an important component of preschool program.	Initiate Dr. Thompson				
10	Determine minimum standards for teachers, e.g., BA in early childhood education and aides Child Development Associate.	Initiate Dr. Thompson				
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# ACTION PLAN

STRATEGY NUMBER: 3  
 PLAN NUMBER: 1  
 DATE: 2-1-2011  
 RESPONSIBLE: Dr. Thompson

**STRATEGY:** We will complete the alignment of rigorous curriculum, establish a balanced assessment system, and ensure high quality instruction.

**SPECIFIC RESULT:** We will provide an expanded public preschool program available for all district preschool age children.

#	<i>ACTION STEP (Number each one)</i>	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
11.	Provide general and specialized training for District PreK teachers and aides and offer same to staff of community programs and Head Start.	Initiate Dr. Thompson				
12.	Determine if transportation should be provided and how.	Initiate Dr. Thompson				
13.	Establish comprehensive assessment cycle.		Initiate Dr. Thompson			

# COST-BENEFIT ANALYSIS

**STRATEGY NUMBER 3**

**PLAN NUMBER: 1**

**DATE: 1/17/2011**

**STRATEGY:** We will complete the alignment of rigorous curriculum, establish a balanced assessment system, and ensure high quality instruction.

**THE SPECIFIC RESULT:** We will provide an expanded public preschool program available for all district preschool age children.

<b><u>COSTS</u></b>	<b><u>BENEFITS</u></b>
<p><b><i>Tangible:</i></b></p> <ul style="list-style-type: none"> <li>• Facility costs</li> <li>• Personnel costs</li> <li>• Program costs</li> <li>• Potential transportation costs</li> <li>• Professional development</li> <li>• Material costs</li> <li>• Time-consuming for all involved</li> <li>• Community involvement</li> </ul>	<p><b><i>Tangible:</i></b></p> <ul style="list-style-type: none"> <li>• Improved readiness of students entering Kindergarten</li> <li>• Closes the achievement gap between students</li> <li>• Improved student achievement in later years</li> <li>• Improved social skills</li> </ul>
<p><b><i>Intangible:</i></b></p> <ul style="list-style-type: none"> <li>• Misperception from private preschools</li> </ul>	<p><b><i>Intangible:</i></b></p> <ul style="list-style-type: none"> <li>• Improved involvement with parents</li> <li>• Improving self-esteem of children</li> <li>• Improved pride of parents and students</li> <li>• Community support</li> </ul>

# ACTION PLAN

STRATEGY NUMBER: 3  
 PLAN NUMBER: 2  
 DATE: 2-1-2011  
 RESPONSIBLE: Dr. Lopez

**STRATEGY:** We will complete the alignment of rigorous curriculum, establish a balanced assessment system, and ensure high quality instruction.

**SPECIFIC RESULT:** We will implement a comprehensive, collaborative, evaluation system of support staff, teachers, administrators, and board.

#	ACTION STEP (Number each one)	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
1.	Designate a group of individuals to develop an evaluation process for support staff, teachers, administrators, and board members.	Initiate Dr. Lopez				
2.	Identify successful school districts already utilizing a collaborative evaluation process and research their evaluation practices for support staff, teachers, administrators, and board members. *Peer evaluation *Student evaluation *Observation for evaluation *Administration of the evaluation *Self-evaluation	Initiate Dr. Stephens				
3.	Determine the frequency of an evaluation.	Initiate Dr. Lopez				
4.	Develop the evaluation. <b>(Assigned to Dr. Lopez)</b>					
5.	Provide initial and ongoing training on how to administer the evaluation. <b>(Assigned to Dr. Stephens)</b>					
6.	Introduce the evaluation form and processes to those being evaluated. <b>(Assigned to Dr. Lopez)</b>					
7.	Perform the evaluations. <b>(Assigned to all Administrators)</b>					
8.	Have a summative conference with the evaluatee with a focus on professional growth, an opportunity for improvement, and consequences for lack of improvement. <b>(Assigned to all Administrators)</b>					
9.	Evaluate the form and process on an annual basis. <b>(Assigned to Dr. Lopez)</b>					

# COST-BENEFIT ANALYSIS

**STRATEGY NUMBER:** 3

**PLAN NUMBER:** 2

**DATE:** 1/17/2011

**STRATEGY:** We will complete the alignment of rigorous curriculum, establish a balanced assessment system, and ensure high quality instruction.

**THE SPECIFIC RESULT:** We will implement a comprehensive, collaborative, evaluation system of support staff, teachers, administrators, and board.

<b><u>COSTS</u></b>	<b><u>BENEFITS</u></b>
<p><b><i>Tangible:</i></b></p> <ul style="list-style-type: none"><li>• Personnel time</li><li>• Outside consultant</li><li>• Legal fees</li><li>• Travel to make contact with successful school districts</li><li>• Professional development</li><li>• Material costs for new evaluation system</li><li>• Time-consuming for all involved</li></ul>	<p><b><i>Tangible:</i></b></p> <ul style="list-style-type: none"><li>• Improved quality and effectiveness of all district personnel including the board</li><li>• Improved student achievement</li><li>• Consistent and understandable evaluation system</li><li>• Lines of communication will improve</li></ul>
<p><b><i>Intangible:</i></b></p> <ul style="list-style-type: none"><li>• Anxiety and frustration</li></ul>	<p><b><i>Intangible:</i></b></p> <ul style="list-style-type: none"><li>• Increased trust</li><li>• Increased sense of accountability from the public</li><li>• Increased ownership of the process</li><li>• Increased morale of staff</li></ul>

# ACTION PLAN

STRATEGY NUMBER: 3  
 PLAN NUMBER: 3  
 DATE: 2-1-2011  
 RESPONSIBLE: Dr. Thompson

**STRATEGY:** We will complete the alignment of rigorous curriculum, establish a balanced assessment system, and ensure high quality instruction.

**SPECIFIC RESULT:** We will implement an effective curriculum development process to ensure a rigorous and aligned PreK-12 curriculum.

#	<i>ACTION STEP (Number each one)</i>	<i>2011-2012</i>	<i>2012-2013</i>	<i>2013-2014</i>	<i>2014-2015</i>	<i>2015-2016</i>
1.	Evaluate current PreK-12 curriculum alignment process.	Initiate Dr. Stephens				
2.	Research and select an appropriate PreK-12 curriculum alignment process that focuses on rigorous and relevant coursework.	Initiate Dr. Stephens				
3.	Ensure vertical and horizontal alignment of the PreK-12 curriculum.	Initiate Dr. Stephens				
4.	Complete a revision of PreK-12 curriculum in a determined cycle.	Initiate Dr. Stephens				
5.	Integrate career and college readiness into the curriculum.	Initiate Dr. Stephens				
6.	Incorporate 21 <sup>st</sup> Century skills into the curriculum.	Initiate Dr. Stephens				

# COST-BENEFIT ANALYSIS

**STRATEGY NUMBER:** 3

**PLAN NUMBER:** 3

**DATE:** 1/17/2011

**STRATEGY:** We will complete the alignment of rigorous curriculum, establish a balanced assessment system, and ensure high quality instruction.

**THE SPECIFIC RESULT:** We will implement an effective curriculum development process to ensure a rigorous and aligned PreK-12 curriculum.

<b><u>COSTS</u></b>	<b><u>BENEFITS</u></b>
<p><b><i>Tangible:</i></b></p> <ul style="list-style-type: none"> <li>• Personnel time</li> <li>• Outside consultant</li> <li>• Professional development</li> <li>• Material costs for new curriculum</li> <li>• Development of potential new programs</li> </ul>	<p><b><i>Tangible:</i></b></p> <ul style="list-style-type: none"> <li>• Improved teacher quality</li> <li>• Improved student achievement</li> <li>• Increased integration of curriculum</li> <li>• Improved comprehensive curriculum aligned within and across the grades</li> <li>• Consistency between teachers</li> <li>• Ensuring that the curriculum is delivered in the classroom</li> </ul>
<p><b><i>Intangible:</i></b></p> <ul style="list-style-type: none"> <li>• Anxiety and frustration with the curriculum development process</li> <li>• Stress on students from increased rigor and expectations</li> </ul>	<p><b><i>Intangible:</i></b></p> <ul style="list-style-type: none"> <li>• Student accountability in their own learning</li> <li>• Student effort and attitude improves</li> <li>• Student and staff pride in their school improves</li> <li>• Stress on students from increased rigor and expectations</li> <li>• Reduces redundancy of curriculum</li> </ul>

# ACTION PLAN

STRATEGY NUMBER: 3  
 PLAN NUMBER: 4  
 DATE: 2-1-2011  
 RESPONSIBLE: Dr. Thompson

**STRATEGY:** We will complete the alignment of rigorous curriculum, establish a balanced assessment system, and ensure high quality instruction.

**SPECIFIC RESULT:** We will implement high quality instructional strategies that meet the needs of all students.

#	<i>ACTION STEP (Number each one)</i>	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
1.	Identify current effective instructional practices of the district.	Initiate Dr. Stephens				
2.	Research new effective instructional strategies to meet the needs of all students, e.g., response to intervention.	Initiate Dr. Stephens				
3.	Establish effective instructional strategies that focus on rigorous and relevant coursework, e.g., needing further research Advanced Placement, Dual-credit, and career clusters. <b>(Assigned to Dr. Stephens)</b>					
4.	Implement professional development for staff on selected curricular and instructional strategies. <b>(Assigned to Dr. Stephens)</b>					
5.	Collaborate in the use of effective, pedagogically-sound, instructional strategies, e.g., using PLCs, cross-curricular collaboration, online toolbox for sharing ideas. <b>(Assigned to Dr. Stephens)</b>					
6.	Review, refine, and support the implementation of new instructional practices. <b>(Assigned to Dr. Stephens)</b>					
7.	Connect classroom instruction to staff evaluation. <b>(Assigned to Dr. Lopez)</b>					

# COST-BENEFIT ANALYSIS

**STRATEGY NUMBER:** 3

**PLAN NUMBER:** 4

**DATE:** 1/17/2011

**STRATEGY:** We will complete the alignment of rigorous curriculum, establish a balanced assessment system, and ensure high quality instruction.

**THE SPECIFIC RESULT:** We will implement high quality instructional strategies that meet the needs of all students.

<b><u>COSTS</u></b>	<b><u>BENEFITS</u></b>
<p><b><i>Tangible:</i></b></p> <ul style="list-style-type: none"><li>• Personnel time</li><li>• Professional development</li><li>• Material costs</li><li>• Development of potential new programs</li></ul>	<p><b><i>Tangible:</i></b></p> <ul style="list-style-type: none"><li>• Improved teacher quality</li><li>• Improved student achievement</li><li>• More differentiation within the curriculum to meet the individual needs of students</li><li>• Ensuring that the curriculum is delivered in the classroom effectively</li></ul>
<p><b><i>Intangible:</i></b></p> <ul style="list-style-type: none"><li>• Anxiety and frustration with the implementation of strategies</li></ul>	<p><b><i>Intangible:</i></b></p> <ul style="list-style-type: none"><li>• Anxiety and frustration leads to excitement and engagement with the implementation of new strategies</li><li>• Students accountable in their own learning</li><li>• Student effort and attitude improves</li><li>• Student and staff pride in their school improves</li></ul>

# ACTION PLAN

STRATEGY NUMBER: 3  
 PLAN NUMBER: 5  
 DATE: 2-1-2011  
 RESPONSIBLE: Dr. Stephens

**STRATEGY:** We will complete the alignment of rigorous curriculum, establish a balanced assessment system, and ensure high quality instruction.

**SPECIFIC RESULT:** We will integrate 21<sup>st</sup> Century technologies and skills into instruction and learning for staff and students.

#	<i>ACTION STEP (Number each one)</i>	<i>2011-2012</i>	<i>2012-2013</i>	<i>2013-2014</i>	<i>2014-2015</i>	<i>2015-2016</i>
1.	Define appropriate 21 <sup>st</sup> Century technologies and skills and develop guidelines for use.	Initiate Dr. Stephens				
2.	Inventory and evaluate technology at every building level.	Initiate Mr. Koch				
3.	Set minimum standards of technology equipment per classroom and review annually, e.g., projectors, computers, computer programs, document cameras, and assistive technology options.	Initiate Dr. Stephens				
4.	Make specialized hardware and software for specific classroom needs available, e.g., OdysseyWare, blogging, podcasting, virtual reality, and electronics workbench. <b>(Assigned to Dr. Stephens)</b>					
5.	Continue to have on-going hardware/software support staff	Initiate Mr. Koch				
6.	Establish an available staff member that stays up-to-date with technology, can support other staff, and conducts training. <b>(Assigned to Dr. Stephens)</b>					
7.	Conduct appropriate technology training early in the school year with follow-up sessions scheduled throughout the year to allow individuals to incorporate technology. <b>(Assigned to Dr. Stephens)</b>					
8.	Develop mandatory keyboarding/basic computer skill classes at early elementary through high school. <b>Assigned to Dr. Stephens)</b>					
9.	Provide multiple opportunities across the curriculum for students to learn technology, use technology, and problem-solve. <b>(Assigned to Dr Stephens)</b>					

# COST-BENEFIT ANALYSIS

**STRATEGY NUMBER:** 3

**PLAN NUMBER:** 5

**DATE:** 1/17/2011

**STRATEGY:** We will complete the alignment of rigorous curriculum, establish a balanced assessment system, and ensure high quality instruction.

**THE SPECIFIC RESULT:** We will integrate 21<sup>st</sup> Century technologies and skills into instruction and learning for staff and students.

<b><u>COSTS</u></b>	<b><u>BENEFITS</u></b>
<p><b><i>Tangible:</i></b></p> <ul style="list-style-type: none"> <li>• Personnel time</li> <li>• Professional development</li> <li>• Material costs</li> <li>• Time-consuming for all involved</li> <li>• Possible personnel increase</li> </ul>	<p><b><i>Tangible:</i></b></p> <ul style="list-style-type: none"> <li>• Improved quality and effectiveness of the use of 21<sup>st</sup> Century technology and skills</li> <li>• Improved student achievement</li> <li>• Improved college and career readiness</li> </ul>
<p><b><i>Intangible:</i></b></p> <ul style="list-style-type: none"> <li>• Anxiety and frustration</li> </ul>	<p><b><i>Intangible:</i></b></p> <ul style="list-style-type: none"> <li>• Increased staff and student pride</li> <li>• Better communication and collaboration skills</li> <li>• Students' critical thinking and problem-solving skills improve</li> <li>• Improved student work ethic</li> <li>• Improved student engagement in the learning process</li> </ul>

# ACTION PLAN

STRATEGY NUMBER: 3  
 PLAN NUMBER: 6  
 DATE: 2-1-2011  
 RESPONSIBLE: Dr. Stephens

**STRATEGY:** We will complete the alignment of rigorous curriculum, establish a balanced assessment system, and ensure high quality instruction.

**SPECIFIC RESULT:** We will implement a comprehensive PreK-12 assessment system.

#	<i>ACTION STEP (Number each one)</i>	<i>2011-2012</i>	<i>2012-2013</i>	<i>2013-2014</i>	<i>2014-2015</i>	<i>2015-2016</i>
1.	Review the current PreK-12 assessment system.	Initiate Dr. Stephens				
2.	Research an effective district-wide assessment system that focuses on rigorous and relevant coursework that will show the greatest gains in student achievement.	Initiate Dr. Stephens				
3.	Develop a formative and summative assessment system based on the results of research (steps 1 and 2).	Initiate Dr. Stephens				
4.	Develop a system for collaborative assessments through the use of Professional Learning Communities (PLCs).	Initiate Dr. Stephens				
5.	Implement the assessment system across grade levels and curriculum areas so that it addresses individual student needs. <b>(Assigned to Dr. Stephens)</b>					
6.	Evaluate the assessment system on a regular basis across grade levels and curriculum areas. <b>(Assigned to Dr. Stephens)</b>					

# COST-BENEFIT ANALYSIS

**STRATEGY NUMBER:** 3

**PLAN NUMBER:** 6

**DATE:** 1/17/2011

**STRATEGY:** We will complete the alignment of rigorous curriculum, establish a balanced assessment system, and ensure high quality instruction.

**THE SPECIFIC RESULT:** We will implement a comprehensive PreK-12 assessment system.

<b><u>COSTS</u></b>	<b><u>BENEFITS</u></b>
<p><b><i>Tangible:</i></b></p> <ul style="list-style-type: none"><li>• Personnel time</li><li>• Outside consultant</li><li>• Professional development</li><li>• Material costs for new assessments</li></ul>	<p><b><i>Tangible:</i></b></p> <ul style="list-style-type: none"><li>• Improved teacher quality</li><li>• Improved student achievement</li><li>• Improved curriculum alignment</li><li>• Increased integration of assessments with instruction</li><li>• Increased feedback to students and parents</li></ul>
<p><b><i>Intangible:</i></b></p> <ul style="list-style-type: none"><li>• Anxiety and frustration with the assessment development process</li><li>• Lack of experience in the creation of assessments</li><li>• Stress on students</li></ul>	<p><b><i>Intangible:</i></b></p> <ul style="list-style-type: none"><li>• Student accountability in their own learning</li><li>• Student effort and attitude improves</li><li>• Student and staff pride in their school improves</li></ul>

# ACTION PLAN

STRATEGY NUMBER: 3  
 PLAN NUMBER: 7  
 DATE: 2-1-2011  
 RESPONSIBLE: Dr. Stephens

**STRATEGY:** We will complete the alignment of rigorous curriculum, establish a balanced assessment system, and ensure high quality instruction.

**SPECIFIC RESULT:** We will implement a consistent, grading model PreK-12.

#	<i>ACTION STEP (Number each one)</i>	<i>2011-2012</i>	<i>2012-2013</i>	<i>2013-2014</i>	<i>2014-2015</i>	<i>2015-2016</i>
1.	Research approaches to grading.	Initiate Dr. Stephens				
2.	Collaborate in the use of effective, pedagogically-sound, grading practices.	Initiate Dr. Stephens				
3.	Select a uniform approach to grading throughout the district that focuses on rigorous and relevant coursework.	Initiate Dr. Stephens				
4.	Create an appropriate system of reporting at the elementary, middle, and high school levels.	Initiate Dr. Stephens				
5.	Implement professional development for grading practices. <b>(Assigned to Dr. Stephens)</b>					
6.	Evaluate student progress and provide appropriate interventions to meet levels of competence. <b>(Assigned to Dr Stephens)</b>					
7.	Connect the appropriate use of grading practices to staff evaluation. <b>(Assigned to Dr. Lopez)</b>					

# COST-BENEFIT ANALYSIS

**STRATEGY NUMBER:** 3

**PLAN NUMBER:** 7

**DATE:** 1/17/2011

**STRATEGY:** We will complete the alignment of rigorous curriculum, establish a balanced assessment system, and ensure high quality instruction.

**THE SPECIFIC RESULT:** We will implement a consistent, grading model PreK-12.

<b><u>COSTS</u></b>	<b><u>BENEFITS</u></b>
<p><b><i>Tangible:</i></b></p> <ul style="list-style-type: none"><li>• Personnel time</li><li>• Professional development</li><li>• Material costs</li><li>• Development of new grading processes</li><li>• Communication</li></ul>	<p><b><i>Tangible:</i></b></p> <ul style="list-style-type: none"><li>• Improved teacher assessment of skills</li><li>• Improved student achievement</li><li>• Consistent definition of what it means to have success (standards-based)</li><li>• Effective grading model</li></ul>
<p><b><i>Intangible:</i></b></p> <ul style="list-style-type: none"><li>• Anxiety and frustration with the implementation of new grading strategies</li><li>• Change in attitude by some staff (paradigm shift)</li></ul>	<p><b><i>Intangible:</i></b></p> <ul style="list-style-type: none"><li>• Students accountable in their own learning</li><li>• Students and parents have a better understanding of the process involved in determining the student's academic performance</li><li>• Transparency</li></ul>

# ACTION PLAN

STRATEGY NUMBER: 4  
 PLAN NUMBER: 1  
 DATE: 2-1-2011  
 RESPONSIBLE: Dr. Thompson

**STRATEGY:** We will integrate, model, reinforce and assess the character attributes of respect, responsibility, trustworthiness, caring, fairness, and citizenship.

**SPECIFIC RESULT:** Implement comprehensive character development program(s) to increase positive student engagement.

#	<i>ACTION STEP (Number each one)</i>	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
1.	Choose a character program(s) that include positive reinforcement to address the behavioral needs of all students, e.g., BIST, Boys Town, Character Counts, and 40 Developmental Assets.	Initiate Dr. Thompson				
2.	Ongoing training for new and existing staff on the selected character program(s). <b>(Assigned to Dr. Thompson)</b>					
3.	Collect data on a continual basis. <b>(Assigned to Dr. Thompson)</b>					
4.	Monitor program(s) fidelity <b>(Assigned to Dr. Thompson)</b>					
5.	Evaluate the effectiveness of the program(s) and make changes as needed. <b>(Assigned to Dr Thompson)</b>					

# COST-BENEFIT ANALYSIS

STRATEGY NUMBER: 4 PLAN NUMBER: 1

DATE 1/20/11

**STRATEGY:** We will integrate, model, reinforce and assess the character attributes of respect, responsibility, trustworthiness, caring, fairness, and citizenship.

**SPECIFIC RESULT:** Implement multi-systemic character development program(s) to increase positive student engagement.

## COSTS

### Tangible:

Program  
Training costs – initial and ongoing  
Positive behavioral component cost  
Supplies

### Intangible

Changing mind set of some students, parents, teachers and staff  
Anxiety/Stress

## BENEFITS

### Tangible:

Increased test scores  
Higher graduation rate  
Less bullying  
Decreased substance abuse  
Less office visits/referrals  
More effective use of class time  
Less distractions in learning environment  
Increased school attendance

### Intangible:

Happy people  
Safe and healthy community  
More positive social norms

# ACTION PLAN

STRATEGY NUMBER: 4  
 PLAN NUMBER: 2  
 DATE: 2-1-2011  
 RESPONSIBLE: Dr. Thompson

**STRATEGY:** We will integrate, model, reinforce and assess the character attributes of respect, responsibility, trustworthiness, caring, fairness, and citizenship.

**SPECIFIC RESULT:** Create a professional culture and increase positive staff engagement.

#	<i>ACTION STEP (Number each one)</i>	<i>2011-2012</i>	<i>2012-2013</i>	<i>2013-2014</i>	<i>2014-2015</i>	<i>2015-2016</i>
1.	Select a model that increases staff engagement and improves professional culture.	Initiate Dr. Lopez				
2.	Provide ongoing training for new and existing staff.	Initiate Dr. Stephens				
3.	Provide opportunities for collaboration.	Initiate Dr. Thompson				
4.	Monitor the use and effectiveness of each model. <b>(Assigned to Dr. Thompson)</b>					

# COST-BENEFIT ANALYSIS

STRATEGY NUMBER: 4 PLAN NUMBER: 2

DATE 1/20/11

**STRATEGY:** We will integrate, model, reinforce and assess the character attributes of respect, responsibility, trustworthiness, caring, fairness, and citizenship.

**SPECIFIC RESULT:** Create a professional culture that increases positive staff engagement

## COSTS

### Tangible:

Staff training  
Money for staff recognition and celebrations  
40 Developmental Assets supplies  
Printing/copy costs

### Intangible

Training time (on own time)  
Time for integration with lesson plans

## BENEFITS

### Tangible:

Staff that is more effective at:

- Increasing student engagement
- Establishing a positive learning environment
- Collaborating with other staff, families, and community

### Intangible:

More professional staff  
Increase overall staff success  
Increase staff moral

# ACTION PLAN

STRATEGY NUMBER: 4  
 PLAN NUMBER: 3  
 DATE: 2-1-2011  
 RESPONSIBLE: Dr. Thompson

**STRATEGY:** We will integrate, model, reinforce and assess the character attributes of respect, responsibility, trustworthiness, caring, fairness, and citizenship.

**SPECIFIC RESULT:** Implement a process for ongoing collection and utilization of data that measures engagement of students, staff, families and community.

#	<i>ACTION STEP (Number each one)</i>	<i>2011-2012</i>	<i>2012-2013</i>	<i>2013-2014</i>	<i>2014-2015</i>	<i>2015-2016</i>
1.	Select a survey instrument.	Initiate Dr. Lopez & Dr. Thompson				
2.	Determine frequency of ongoing data collection to measure change and align with strategic planning process (frequency of data collection may vary according to data types). <b>(Assigned to Dr. Thompson)</b>					
3.	Determine current level of engagement using survey results. <b>(Assigned to Dr. Thompson)</b>					
4.	Communicate survey results to all stakeholders and utilize the data in the strategic planning process. <b>(Assigned to Dr. Thompson)</b>					

# COST-BENEFIT ANALYSIS

STRATEGY NUMBER: 4 PLAN NUMBER: 3

DATE 1/20/11

**STRATEGY:** We will integrate, model, reinforce and assess the character attributes of respect, responsibility, trustworthiness, caring, fairness, and citizenship.

**SPECIFIC RESULT:** Implement a process for ongoing collection and utilization of data that measures engagement of student, staff, families and community.

## COSTS

### Tangible:

Funding for survey company/survey tool  
Staff time  
Office costs – printing copies etc.  
Communication to stakeholders cost

### Intangible

Staff time  
Parental time  
Student time

## BENEFITS

### Tangible:

Usable data to make informed decisions  
Increased funding opportunities  
Greater community/family engagement

### Intangible:

Greater awareness of what is happening in the schools

# ACTION PLAN

STRATEGY NUMBER: 4  
 PLAN NUMBER: 4  
 DATE: 2-1-2011  
 RESPONSIBLE: Dr. Thompson

**STRATEGY:** We will integrate, model, reinforce and assess the character attributes of respect, responsibility, trustworthiness, caring, fairness, and citizenship.

**SPECIFIC RESULT:** Create a culture that increases family engagement.

#	<i><b>ACTION STEP (Number each one)</b></i>	<i><b>2011-2012</b></i>	<i><b>2012-2013</b></i>	<i><b>2013-2014</b></i>	<i><b>2014-2015</b></i>	<i><b>2015-2016</b></i>
1.	Increase family participation in school functions at all levels, e.g., Open Houses, Parent-Teacher Conferences, Orientation, PTO activities, Curriculum night.	Initiate Mrs. Replogle & Mrs. Smith				
2.	Develop opportunities to reach out to working families, e.g., Lunch-N-Learns, webinar, creative advertising. <b>(Assigned to Mrs. Replogle &amp; Mrs. Smith)</b>					
3.	Provide family education opportunities, e.g., technology computers, text-messaging, internet safety/usage, and basic skills, parenting, 40 Developmental Assets, community resources, age appropriate educational expectations, e.g., reading skills, homework strategies, and study skills.	Initiate Mrs. Replogle & Mrs. Smith				
4.	Develop a community of families at each level. <b>(Assigned to Mrs. Replogle &amp; Mrs. Smith)</b>					
5.	Enhance communication through the use of multimedia tools, e.g., Connect-Ed (consistency among buildings), website, DVD, electronic newsletters, webinars, town meetings, and teleconferences. <b>(Assigned to Dr. Lopez)</b>					
6.	Evaluate the effectiveness of the plan. <b>(Assigned to Dr. Thompson)</b>					

# COST-BENEFIT ANALYSIS

STRATEGY NUMBER: 4

PLAN NUMBER: 4

DATE 1/20/11

**STRATEGY:** We will integrate, model, reinforce and assess the character attributes of respect, responsibility, trustworthiness, caring, fairness, and citizenship.

**SPECIFIC RESULT:** Create a culture that increases family engagement

## COSTS

### Tangible:

Staff time  
Supplies  
Rewards  
Childcare  
Food  
Multimedia tools

### Intangible

Staff time  
Increased work load  
Family time

## BENEFITS

### Tangible:

Increase graduation rate  
School success  
Decreased behavioral issues  
Family support  
Student success  
Family success

### Intangible:

Greater family involvement  
Increased self-worth  
Greater sense of involvement

# ACTION PLAN

STRATEGY NUMBER: 4  
 PLAN NUMBER: 5  
 DATE: 2-1-2011  
 RESPONSIBLE: Dr. Lopez

**STRATEGY:** We will integrate, model, reinforce and assess the character attributes of respect, responsibility, trustworthiness, caring, fairness, and citizenship.

**SPECIFIC RESULT:** Create a culture that increases school/community engagement.

#	<i>ACTION STEP (Number each one)</i>	<i>2011-2012</i>	<i>2012-2013</i>	<i>2013-2014</i>	<i>2014-2015</i>	<i>2015-2016</i>
1.	Evaluate and prioritize current school/community partnerships.	Initiate Dr. Lopez				
2.	Recognize school/community partnerships, e.g., Captains Table, flyers, radio, Newspaper, and Internet.	Initiate Dr. Lopez				
3.	Utilize business/service partnerships.	Initiate Dr. Lopez				
4.	Develop opportunities for student service learning and social responsibility, e.g., adopting grandparent at a local nursing facility, volunteering at food bank, humane society, Clean City, and recycling projects.	Initiate Mr. Sutter & Mr. Schlueter				
5.	Evaluate the effectiveness of the plan. <b>(Assigned to Dr. Lopez)</b>					

# COST-BENEFIT ANALYSIS

STRATEGY NUMBER: 4    PLAN NUMBER: 5

DATE 1/20/11

**STRATEGY:** We will integrate, model, reinforce and assess the character attributes of respect, responsibility, trustworthiness, caring, fairness, and citizenship.

**SPECIFIC RESULT:** Create a culture that increases school/community engagement

## COSTS

### Tangible:

Funds for various forms of school/community partner recognition  
Marketing collateral – newspaper, flyers, etc

### Intangible

Research time to evaluate district partnerships

## BENEFITS

### Tangible:

Increase student learning and social responsibility  
Increase community support

### Intangible:

Increase community pride  
Increased visibility  
Greater awareness of what is happening in the schools

# ACTION PLAN

STRATEGY NUMBER: 5  
 PLAN NUMBER: 1  
 DATE: 2-1-2011  
 RESPONSIBLE: Dr. Thompson

**STRATEGY:** We will develop and implement plans to effectively utilize all resources and coordinate their use district-wide

**SPECIFIC RESULT:** Determine the most appropriate grade level configuration for implementation at a new or redesigned elementary facility or facilities.

#	<i>ACTION STEP (Number each one)</i>	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
1.	Identify questions and issues relating to different options for elementary consolidation or reorganization.	Initiate Dr. Thompson				
2.	Identify strengths and weaknesses of grade level configurations, e.g., visit facilities with comparable demographic makeup, Locate data concerning logistics of elementary consolidation, Cost-effective measures, Data concerning improvement of academic achievement, etc.	Initiate Dr. Thompson				
3.	Elicit feedback through District and building level focus groups on the configuration of a new or remodeled elementary building(s), e.g., focus group examples: Elementary buildings, Elementary grade levels/faculty, Community, Buildings and Grounds, etc.	Initiate Dr. Thompson				
4.	Develop a collaborative decision making process. <b>(Assigned to Dr. Thompson)</b>					
5.	Communicate results of the decision making process to all stakeholders. <b>(Assigned to Dr. Thompson)</b>					
6.	Once determined implement results. <b>(Assigned to Dr. Thompson)</b>					

# COST-BENEFIT ANALYSIS

STRATEGY NUMBER: 5 PLAN NUMBER: 1 DATE: 1/27/11

**STRATEGY:** We will develop and implement plans to effectively utilize all resources and coordinate their use district-wide.

**SPECIFIC RESULT:** Determine the most appropriate grade level configuration for implementation at a new or redesigned elementary facility or facilities.

## COSTS

### Tangible:

Cost of capital improvements  
Moving costs  
Transportation costs  
Cost of facility study

### Intangible

Possible controversy among community over loss of "community schools."  
Discontent among staff and support services.  
Time of the coordinator(s) to examine grade level configuration.

## BENEFITS

### Tangible:

Possible reduction in transportation costs  
Reduction in classified support staff  
Reduction in materials and technology costs.  
Reduction in duplication of services  
Reduction in utility costs  
Minimizing legal liability  
Equalize class sizes across facilities.

### Intangible:

Increased opportunities for collaboration among PLCs.  
Increased student achievement through collaboration.  
Increase in staff and faculty morale.  
Maximize efficiency of communication.

# ACTION PLAN

STRATEGY NUMBER: 5  
 PLAN NUMBER: 2  
 DATE: 2-1-2011  
 RESPONSIBLE: Dr. Lopez

**STRATEGY:** We will develop and implement plans to effectively utilize all resources and coordinate their use district-wide.

**SPECIFIC RESULT:** A comprehensive community involvement program will be established.

#	ACTION STEP (Number each one)	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
1.	Designate an individual or group of individuals to develop and administer a community involvement program.	Initiate Dr. Lopez & John Brazell				
2.	Assess, evaluate, and revise current programs, policies, and practices within the District, e.g., modification of business, organization, and volunteer restrictions; guidelines for involvement, etc.	Initiate Dr. Lopez & John Brazell				
3.	Contact administrators and staff to determine their needs for parents, volunteers, and business involvement.	Initiate Dr. Lopez & John Brazell				
4.	Contact community members, e.g., parents, students, businesses, etc. to determine their wants and needs for school involvement. <b>(Assigned to Dr. Lopez &amp; John Brazell)</b>					
5.	Prioritize areas of need identified by administration, staff, and the community. <b>(Assigned to Dr. Lopez &amp; John Brazell)</b>					
6.	Create a uniform, simplified set of guidelines which encourages business partnerships in the District. <b>(Assigned to Dr. Lopez &amp; John Brazell)</b>					
7.	Create a uniform, simplified set of guidelines to include, but not limited to background checks for parent/volunteer involvement in the District. <b>(Assigned to Dr. Lopez &amp; John Brazell)</b>					
8.	Develop a matrix which matches teacher needs with community resources. <b>(Assigned to Dr. Lopez &amp; John Brazell)</b>					

# ACTION PLAN

STRATEGY NUMBER: 5  
 PLAN NUMBER: 2  
 DATE: 2-1-2011  
 RESPONSIBLE: Dr. Lopez

**STRATEGY:** We will develop and implement plans to effectively utilize all resources and coordinate their use district-wide.

**SPECIFIC RESULT:** A comprehensive community involvement program will be established.

#	<i>ACTION STEP (Number each one)</i>	<i>2011-2012</i>	<i>2012-2013</i>	<i>2013-2014</i>	<i>2014-2015</i>	<i>2015-2016</i>
9.	Fulfill areas of need as best as possible with parents, volunteers, and business partners. <b>(Assigned to Dr. Lopez &amp; John Brazell)</b>					
10.	Assign parents, volunteers, and business partners to teachers and programs as needed. <b>(Assigned to Dr. Lopez &amp; John Brazell)</b>					
11.	Assess and update the program annually or as needed. <b>(Assigned to Dr. Lopez &amp; John Brazell)</b>					

# COST-BENEFIT ANALYSIS

STRATEGY NUMBER: 5 PLAN NUMBER: 2 DATE: 1/27/11

**STRATEGY:** We will develop and implement plans to effectively utilize all resources and coordinate their use district-wide.

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**SPECIFIC RESULT:** A comprehensive community involvement program will be established in the District.

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## COSTS

### Tangible:

Communication and advertising costs  
Assessment and survey costs  
Transportation  
Cost of creating guidelines and processes for the involvement of non-professional educators.

### Intangible

Controversy over having non-professional educators involved in the educational setting.  
Time of parents and community.  
Perception of business favoritism.  
Potential for misinformation circulating the community.

## BENEFITS

### Tangible:

Consistent application of District Policy concerning business and community involvement.  
Increased support and opportunities for students and faculty.  
Increase in volunteer hours to supplement support staff.  
Increase in student achievement  
Reduced drop-out rate and truancy.

### Intangible:

More effective use of school finances.  
More knowledgeable and involved community.  
Increase in community ownership of the District.  
Volunteers and businesses feel a sense of accomplishment.  
Increase in the number of parents in the school.  
Encourages individuals to enter the field of education.  
Inspiring students to enter professional fields.

# ACTION PLAN

STRATEGY NUMBER: 5  
 PLAN NUMBER: 3  
 DATE: 2-1-2011  
 RESPONSIBLE: Dr. Lopez

**STRATEGY:** We will develop and implement plans to effectively utilize all resources and coordinate their use district-wide.

**SPECIFIC RESULT:** Utilize all funding resources, including but not limited to bond issues, grants, and private donations.

#	<i>ACTION STEP (Number each one)</i>	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
1.	Designate an individual, group of individuals, or company to aggressively pursue bond issues, grants, and private donations.	Initiate John Brazell				
2.	Develop and administer a "Needs and Wants" assessment for the District, e.g., Survey, Interviews, etc.	Initiate John Brazell				
3.	Identify the types and quantities of resources available, e.g., Grants, Bonds, etc. <b>(Assigned to John Brazell)</b>					
4.	Pursue the identified resources. <b>(Assigned to John Brazell)</b>					
5.	Identify networking contacts with legislators and various agencies concerning funded and unfunded mandates related to education.	Initiate Dr. Lopez				
6.	Develop and utilize the funding received. <b>(Assigned to John Brazell)</b>					
7.	Make appropriate adjustments annually. <b>(Assigned to John Brazell)</b>					

# COST-BENEFIT ANALYSIS

STRATEGY NUMBER: 5 PLAN NUMBER: 3 DATE: 1/27/11

**STRATEGY:** We will develop and implement plans to effectively utilize all resources and coordinate their use district-wide.

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**SPECIFIC RESULT:** Utilize all funding resources, including but not limited to bond issues, grants, and private donations.

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## COSTS

### Tangible:

Cost of hiring a grant writer, company, or team.  
Cost of assessments, surveys, and/or interviews.

### Intangible

Possible conflict with governmental entities.  
Political capital regarding possible bond issues.  
Time of the coordinators to set-up and administer the program.

## BENEFITS

### Tangible:

Increase in revenue and financial support for the district.  
More effective use of tax dollars and other financial resources.  
Implementing new programs and opportunities for student achievement.  
Redirect finances to other programs.  
Increased financial support for programs that may increase student achievement.

### Intangible:

Increase in staff morale.  
Increase District visibility among grantors.  
Greater opportunities in regards to material acquisition.  
Increase in school pride.  
Awareness of the ability to secure grant funds.

# ACTION PLAN

STRATEGY NUMBER: 5  
 PLAN NUMBER: 4  
 DATE: 2-1-2011  
 RESPONSIBLE: Dr. Thompson

**STRATEGY:** We will develop and implement plans to effectively utilize all resources and coordinate their use district-wide.

**SPECIFIC RESULT:** A uniform program for at-risk students and families will be established.

#	<i>ACTION STEP (Number each one)</i>	<i>2011-2012</i>	<i>2012-2013</i>	<i>2013-2014</i>	<i>2014-2015</i>	<i>2015-2016</i>
1.	Designate an individual or group of individuals to develop and administer an at-risk resource program for the District.	Initiate Dr. Thompson				
2.	Formally evaluate current practices for at-risk students, e.g., SKILLS, SCIP, etc.	Initiate Dr. Thompson				
3.	Identify the types of community resources available for at-risk students.	Initiate Dr. Thompson				
4.	Determine the need for staffing at the District level, e.g., counselor, social worker.	Initiate Dr. Thompson				
5.	Collaborate and partner with outside agencies. <b>(Assigned to Dr. Thompson)</b>					
6.	Create and distribute a directory of resources for at-risk students. <b>(Assigned to Dr. Thompson)</b>					
7.	Conduct ongoing awareness sessions with teachers and agency representatives. <b>(Assigned to Dr. Thompson)</b>					
8.	Train individuals in each building how to identify and assist at-risk students. <b>(Assigned to Dr. Thompson)</b>					
9.	Develop an intervention process for identified at-risk students. <b>(Assigned to Dr. Thompson)</b>					
10.	Assess and update the program annually or as needed. <b>(Assigned to Dr. Thompson)</b>					

# COST-BENEFIT ANALYSIS

STRATEGY NUMBER: 5 PLAN NUMBER: 4 DATE: 1/27/11

**STRATEGY:** We will develop and implement plans to effectively utilize all resources and coordinate their use district-wide.

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**SPECIFIC RESULT:** A uniform program for at-risk students and families will be established in each student-centered building.

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## COSTS

### Tangible:

Cost of printing the directory.  
Cost of increase in District personnel (Social worker, staff, etc.)  
Increased training for faculty and support staff.  
Capital improvement costs for programs and facilities.

### Intangible

Anxiety over change in role responsibility.  
Parental controversy over involvement of the school in their personal lives.

## BENEFITS

### Tangible:

Increased opportunity for disengaged students to become more involved.  
Increased student achievement.  
Increase attendance.  
Increase graduation rate.  
Reduction in juvenile delinquency.  
Increase in employability of post-graduates.

### Intangible:

Increase in student morale, feelings of success, and attainment of personal excellence.  
Decrease in teacher stress.  
Increase in parent comfort level involving the school.  
Possible increase in student, parent, and/or family engagement.  
Increase in school and community pride by meeting the needs of at-risk students.  
Building an awareness of at-risk student and family needs in the community.

# ACTION PLAN

STRATEGY NUMBER: 5  
 PLAN NUMBER: 5  
 DATE: 2-1-2011  
 RESPONSIBLE: Dr. Stephens

**STRATEGY:** We will develop and implement plans to effectively utilize all resources and coordinate their use district-wide.

**SPECIFIC RESULT:** Formulate a technology policy that encourages 21<sup>st</sup> Century instruction and learning.

#	<i><b>ACTION STEP (Number each one)</b></i>	<i><b>2011-2012</b></i>	<i><b>2012-2013</b></i>	<i><b>2013-2014</b></i>	<i><b>2014-2015</b></i>	<i><b>2015-2016</b></i>
1.	Appoint an individual or team of individuals who are responsible for proactively identifying and defining areas of 21 <sup>st</sup> Century instruction and learning, e.g., what do other schools use, what are trends in technological instruction and learning, etc.	Initiate Dr. Stephens				
2.	Identify and showcase best technological practices in the district, e.g., technological integration, curriculum development, professional development, instructional strategies, resources, etc. <b>(Assigned to Dr. Stephens)</b>					
3.	Develop and administer a “Needs and Wants” assessment for the District, e.g., survey, Interviews, etc.	Initiate Dr. Stephens				
4.	Identify and prioritize improvements to make in 21 <sup>st</sup> Century instruction and learning based upon trends, the showcase, and the assessment.	Initiate Dr. Stephens				
5.	Identify trainers to carry out the instruction of staff in identified areas.	Initiate Dr. Stephens				
6.	Develop a schedule for continuous staff training. <b>(Assigned to Dr. Stephens)</b>					
7.	Evaluate the program and make appropriate adjustments annually. <b>(Assigned to Dr. Stephens)</b>					

# COST-BENEFIT ANALYSIS

STRATEGY NUMBER: 5 PLAN NUMBER: 5 DATE: 1/27/11

**STRATEGY:** We will develop and implement plans to effectively utilize all resources and coordinate their use district-wide.

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**SPECIFIC RESULT:** Formulate a technology policy that encourages 21<sup>st</sup> Century instruction and learning.

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## COSTS

### Tangible:

Cost of technology acquisition, upgrades, and replacement.  
Cost and time for training  
Cost of assessments (surveys, interviews, etc.)

### Intangible

Anxiety over learning new technology.  
Inconsistent application of technology resources.  
Community skepticism over the cost of the technology policy.  
Controversy over selection of hardware, software, etc.

## BENEFITS

### Tangible:

Increased student achievement.  
Possible increase student enrollment  
Possible increase in high quality applicants for District positions.  
Increase readiness for employment.  
Improved assessment scores of students.

### Intangible:

Increase in teacher and student engagement.  
Fewer service calls to technology director for minor problems.  
Teachers will be better able to use technology for communication and lesson design.  
Increase in morale among students and teachers.