

GOAL 1 – Action Plan Development

Template 4.1 – (Rubric Indicator 4.1)

Revised DATE:

Section A – Describe your goal and identify which need(s) it addresses. (Remember that your previous components identified the strengths and challenges/needs.)

Goal Students will participate in the TCAP Writing Assessment and demonstrate improvement by scoring at a 4 or above.

Which need(s) does this Goal address? This goal addresses the need for increased student performance in written communication.

How is this Goal linked to the system’s Five-Year Plan? This goal is linked to our strategic plan in goal number one of preparing students for the next phase of their life by equipping them to be excellent written and oral communicators.

ACTION STEPS – Template 4.2 – (Rubric Indicator 4.2)

IMPLEMENTATION PLAN – Template 4.3 – (Rubric Indicator 4.3)

Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and *include professional development, technology, communication, and parent and community involvement initiatives within the action steps of each goal.*

Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, evaluation strategy and performance results/outcomes. (For Evaluation Strategy, define how you will evaluate the action step.)

		Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
Action Step	Professional development workshop by Elizabeth Church TCAP Writing Assessment	Aug. 10, 2009	Susan Reese	classroom, projector,	\$300.00	Documented use of “suggestions for improving writing scores” in addition to other instructional strategies learned in the workshop will be evident in the classroom	Completed workshop observation taking place Oct - December 2009
Action Step	Alignment of writing curriculum from 5 th grade – 11 th grade	2009-2010	Rona Branson, Katie Gordon	Curriculum for lower grades, supplemental for secondary	\$500 – 1,000	All teachers will collaborate on the use of the Writing Process Continuum in the individual curriculum and samples of student writing will demonstrate the use of these steps	Evidence will be seen in the writing and English curriculum guides – completion by May 2010

Action Step	Participation in the TCAP writing test February 2010	Feb. 2010	Lisa Harris, Susan Reese	registration of our students	Cost of registration and testing	Thorough analysis will take place on how many students tested, their respective grade and expected outcome and how they actually performed	Performance and Outcome to be determined in February 2010 after test is taken
Action Step	Prepare all students to meet the standards of excellence on the ACT and SAT writing portions	2009 - 2013	English department	Practice ACT/SAT writing prompts	\$500	Each quarter high school students will spend time on practice writing prompts for the ACT and SAT writing portions. These will be documented and archived for the purpose of monitoring needed improvement areas.	Performance Results will be analyzed by reviewing the ACT and SAT writing results over a 4 year period

GOAL 2 – Action Plan Development

Template 4.1 – (Rubric Indicator 4.1)

Revised DATE:

Section A –Describe your goal and identify which need(s) it addresses. (Remember that your previous components identified the strengths and challenges/needs.)

Goal	FCA teachers will utilize differentiated instructional strategies to improve the performance of our diverse learners
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Which need(s) does this Goal address?	This goal addresses the need for diverse learners to improve their performance thereby building their self confidence
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How is this Goal linked to the system's Five-Year Plan?	This goal is linked to our strategic plan as stated in goal number four to “pursue students from low income, minorities and inner city Franklin” so that FCA is making a a Christian education available to all types of learners
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ACTION STEPS – Template 4.2 – (Rubric Indicator 4.2)

IMPLEMENTATION PLAN – Template 4.3 – (Rubric Indicator 4.3)

Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and <i>include professional development, technology, communication, and parent and community involvement initiatives within the action steps of each goal.</i>		Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, evaluation strategy and performance results/outcomes. (For Evaluation Strategy, define how you will evaluate the action step.)					
		Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
Action Step	Provide training on differentiated instructional strategies. First professional development workshop to be provided by Laura Harper.	2009-2010	Rona Branson	Professional workshops, books	\$500	Teachers will attend workshop for training, collaborate in teams on specific student needs, design and implement strategies for a 2 month period with observation taking place horizontally during this 2 month period for the purpose of analysis and ongoing recommendations	Performance results will be documented in the teacher team meetings and adjustments made according to findings. Jan – March 2010
Action Step	Teachers will use at least one new differentiated strategy each quarter	2009-2010	All teachers	Any resources needed for teachers	\$250	Documentation of use of strategies for differentiation: tiered assignments, flexible grouping, reading buddies, learning styles.	Performance results will be documented in the evaluation each teacher Jan – May 2010
Action Step	Collaboration of teachers on a monthly basis specifically dedicated to a discussion of results of the use of differentiated instruction	2009-2010	All Staff, Rona and Lisa to facilitate	none	none	Monthly meetings documented with minutes to academic dean on results of different strategies used.	Performance results will be documented in our PLC journal and curriculum guides as well as documentation in various students IEP's
Action Step	Year end faculty analysis and discussion of changes or lack of changes as a result of the use of differentiated instruction	2009-2010	Rona Branson to lead, all faculty participate	none	none	April 2010 Survey given to faculty for feedback on strategies used; Master list compiled of “best strategies” for our student population	2010 Year end teacher in-service will discuss outcomes of using different strategies and ways that did or did not improve student performance

GOAL 3 – Action Plan Development

Template 4.1 – (Rubric Indicator 4.1)

Revised DATE:

Section A – Describe your goal and identify which need(s) it addresses. (Remember that your previous components identified the strengths and challenges/needs.)

Goal	Students in the 5 th – 8 th grade will improve math skills by 1 or 2 points in the Stanford and Explore tests
Which need(s) does this Goal address?	This goal addresses the need for students to be prepared to take a rigorous college prep level course of instruction in high school mathematics.
How is this Goal linked to the system's Five-Year Plan?	This goal is linked to our mission statement of challenging academics in which each student is equipped in the various disciplines to perform well at the college level

ACTION STEPS – Template 4.2 – (Rubric Indicator 4.2)

IMPLEMENTATION PLAN – Template 4.3 – (Rubric Indicator 4.3)

Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and <i>include professional development, technology, communication, and parent and community involvement initiatives within the action steps of each goal.</i>		Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, evaluation strategy and performance results/outcomes. (For Evaluation Strategy, define how you will evaluate the action step.)					
		Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
Action Step	Establish base line of performance from Stanford Achievement and Explore tests	August 2009	Lisa Harris	none	none	Write up an analysis of areas of weakness as evidenced by test scores and compiled in notebooks according to tests	Completed and in notebooks for review, weaknesses in math and reading of graphs
Action Step	Collaboration of math teachers to make adjustments in areas of weaknesses; establish a team of math teachers who will coordinate professional development regarding the learning and assessment of math in the 5 th – 8 th grades.	2009-2011	Susan Reese, Dawn Hoesel, Rona Branson	none	none	Analysis of score reports on the Explore Test in the skills and knowledge section of the math component; documentation of school wide weak areas as well as individual student weakness; all findings for individuals	Outcomes will be documented in the cumulative notebook for Explore and Stanford testing in June 2010 and June 2011

						documented in their IEP if needed.	
Action Step	Professional Development Training in more hands on types of math programs; math assessment s; and specific learning strategies to be used in lesson plans	2009-2011	Rona or hire an expert	Purchase more manipulatives	\$750	Lessons plans and teacher observations give evidence of use of strategies learned in professional development	Performance results will be evidenced in lesson plans and math curriculum guides by June 2010
Action Step	5 th – 8 th grade take Stanford and Explore in spring 2010 and 2011 for detailed analysis of whether or not our improvements are effective	2009-2011	Lisa Harris	assessments	\$800	Compare test scores with previous year specifically in areas of weakness; team of math teachers will meet in June of each year to evaluate tests scores and improvements needed	Performance results will be written in a detailed analysis and given to administration for review and discussion of results over the 2 year period June 2011