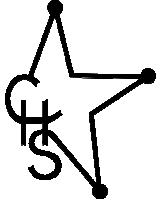


**ON HOLD**



## ACTION PLAN

**TACTIC NUMBER: 1**

**PLAN NUMBER: 1**

**TACTIC #1:** *Students develop and implement a character-driven culture.*

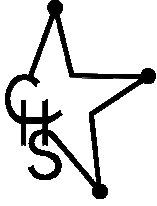
**SPECIFIC RESULT:** *Establish a character council*

#	<b>ACTION STEP</b> (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1	Establish the sponsor/teacher				
2	Establish leadership core, meeting times and dates				
3	Conduct, coordinate training and curriculum support				
4	Integrate KCBY with Character program				

**Responsible:**

*(Shaded areas for administration use in implementation phase)*

**ON HOLD**



**COST-BENEFIT**

**TACTIC NUMBER:1**

**PLAN NUMBER: 1**

**TACTIC #1:** *Student will develop and implement character-driven culture.*

**SPECIFIC RESULT:** *Establish a Character Council*

**COST**

**BENEFIT**

**Tangible:**

1. Obtain Club Leaders: Posters/refreshments \$200
2. Build members: posters /refreshments \$200
3. Obtain Sponsor: 1 period salary \$10,000 and cosponsor \$500
4. Training and Coaching sponsor and leaders: \$20,000
5. Support lessons: \$10,000
6. KCBY: \$2,000 (support for them)

**Intangible:**

1. Communication time (ie. announcements)
2. Communication time
3. Lose core class teacher for 1 period
4. Time
5. Supplies and lesson not being used properly
6. Time, meeting deadlines

**Tangible:**

1. Identify leadership corps
2. Staff and build membership corps
3. Identify Teacher: Character Club dedicated 1 period
4. Program uses professional, research based program
5. Curriculum material supplied allowing sponsor and leaders to pick and choose and create lesson for teachers
6. Program is on TV, providing legitimacy and popular communication tool

**Intangible:**

1. Begin to develop club
2. Student body is involved
3. This is the Champion of the program, provides motivation and drive
4. Program gets start up support in order to gain 'buy in' from teachers
5. Provides ease of mind, frees up sponsor and leaders to lead instead of drown in work
6. Community Learning, parents can connect

**ON HOLD**

## **CHARACTER COUNCIL**

### **Overview**

The character council provides the platform for character education development. The model for this is the structure that Student Council uses. This is therefore an actual class on the student's schedule that includes a grade. The key element to be considered is the procurement of a classroom teacher as the Character Council sponsor and teacher for the class. All program operations stem from this class and will house the leadership team for the council.

### **Structure**

Sponsor: Classroom Teacher with specialized training on character development

Council Officers: President, Vice President, Treasurer, Secretary  
These students will run for in an election format as seniors  
Operate in Parliamentary Procedure format

Support Team: various team leaders are appointed by the officers who will include seniors and juniors. This provides a development leadership team that carries out the activities of the council. This structure will be developed by the Character Council.

Council Membership: This is open to the entire student body. This group meets after school on a weekly or biweekly basis. This group carries out Character functions and initiatives.

Character Class: This is the class, preferably 4<sup>th</sup> period where officers meet with sponsor on daily basis. Other students include Support Team Leaders if it fits their schedule. There may also be 4-8 senior students at large that are members of the council and can fit this class into their schedule.

### **Functions**

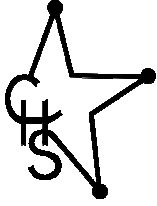
Sponsor, Officers and Staff receive specialized training from professional vendor

Character class plans, coordinates and prepares activities including lesson plans that provides support for teachers in the classroom

Coordinate with KCBY to present character oriented media productions

Conduct presentations to campus organizations, faculty and staff

**ON HOLD**



**ACTION PLAN**

**TACTIC NUMBER: 1**

**PLAN NUMBER: 2**

**TACTIC #1:** *Students develop and implement a character-driven culture.*

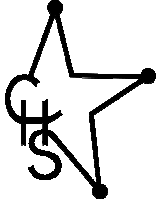
**SPECIFIC RESULT:** *Collect items for a character portfolio*

#	<b><i>ACTION STEP</i></b> (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1	Students initiate a 'peer recognized' character recognition referral				
2	Document involvement in extra curricular activities and community service projects				
3	Portfolio is supervised by designee teacher				

***Responsible:***

*(Shaded areas for administration use in implementation phase)*

**ON HOLD**



## **COST-BENEFIT ANALYSIS**

**TACTIC NUMBER:1**

**PLAN NUMBER: 2**

**TACTIC #1:** *Students will develop and implement character-driven culture.*

**SPECIFIC RESULT:** *Collect Items for Character Portfolio*

### **COST**

### **BENEFIT**

#### **Tangible:**

7. Students initiate 'peer recognized' character recognition referral system  
Training and time: 3 hours
8. Document involvement in extracurricular activities and community service  
Training 1 hour, documentation 3 hours
9. Home room teacher supervises portfolio  
40 minutes per week

#### **Intangible:**

7. Misunderstanding, confusion and improper reporting
8. Verifying work with supervisor and incorrect documentation
9. Home room teacher does not 'buy in' to program and does not supervise portfolio properly

#### **Tangible:**

7. Student led, student initiated. Measurable
8. School teams, clubs gain involvement and community benefits from service rendered
9. Character work is recognized by respected teacher and is properly documented. It can be reviewed by a committee or college.

#### **Intangible:**

7. Student gain 'buy in'. It is not something adults are forcing them to do.
8. Character is built through life experiences and not classroom teaching
9. Experience is caught on paper, provides reflection, build character.