

ACTION PLAN

TACTIC NUMBER: 2

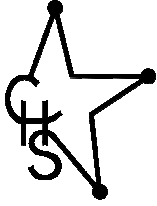
PLAN NUMBER: 1

TACTIC: Establish a culture that demands accountability, positive attitude, and respect among staff, students, parents and community.

SPECIFIC RESULT: *Implement a communication system that outlines the correct protocol for resolving student or parent concerns.*

#	<i>ACTION STEP (Number each one)</i>	Assigned To:	Starting Date:	Due Date:	Completed Date:
1	Write a comprehensive procedure that parents/students need to follow to register concerns/questions.				
2	Develop a list of frequently asked questions (FAQ's) regarding the procedure for student/parent/teacher/staff communication.				
3	Integrate procedure and FAQ's into all communications channels - website, portal, handbook, newsletter, Blackboard.				
4	Produce an Effective Communications Packet for teachers and staff that includes procedures, FAQ's, list of talking points for parent meetings, and best practices for conferences and email communication.				

Responsible:
(Shaded areas for administration use in implementation phase)



COST-BENEFIT ANALYSIS

TACTIC NUMBER: 2

PLAN NUMBER: 1

TACTIC: *Establish a culture that demands accountability, positive attitude, and respect among staff, students, parents and community.*

SPECIFIC RESULT: *Implement a communication system that outlines the correct protocol for resolving student or parent concerns.*

COST

BENEFIT

Tangible:

- Additional faculty and staff time required to write procedures and FAQ's.
- Technology resources to add pages to web site and integrate into portal.
- Printing and materials cost for teacher/staff packet.

Intangible:

- Additional effort on following procedures.
- Possible resistance from parents to communicate from the ground up.

Tangible:

- Less administrative time handling questions related to classroom activities.
- Less time spent on explaining procedures

Intangible:

- Higher morale when lines of communication are followed.



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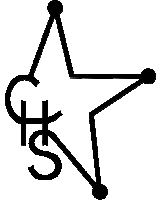
PLAN NUMBER: 2

TACTIC: *Establish a culture that demands accountability, positive attitude, and respect among staff, students, parents and community.*

SPECIFIC RESULT: *Promote new traditions at Coppell High School.*

#	<i>ACTION STEP</i> (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1	Write a plan for participation in "positive" days, such as "red out" days; "Positive Thursday" and other designated days throughout the school year.				
2	Establish an intramural sports program and additional cost free sports for students, such as a sand volleyball court and powder puff football.				
3	Develop a student and teacher generated list of suggestions for improvement to the pep rally program at CHS.				
4	Integrate the KCBY and broadcast journalism program with the profiling of "good kids" and "random acts of kindness."				
5	Research and select a "good luck" mascot, such as a bronze horseshoe, to be available to all CHS students.				

Responsible:
(Shaded areas for administration use in implementation phase)



COST-BENEFIT ANALYSIS

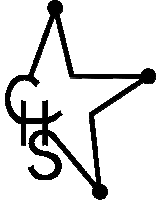
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TACTIC: *Establish a culture that demands accountability, positive attitude, and respect among staff, students, parents and community.*

SPECIFIC RESULT: *Promote new traditions at Coppell High School.*

COST	BENEFIT
<p><u>Tangible:</u></p> <ul style="list-style-type: none"> • Additional staff time required to plan and conduct “positive days” • Additional cost of Intramural Program - Facilities (possible partnership with Coppell Parks and Rec., YMCA) – Officials - Sand Volleyball Court: \$2000. • Solicit bids for Good Luck mascot/symbol not to exceed \$500 (bronze horseshoe sets are available for as low as \$30 and could be made into plaques throughout the building). <p><u>Intangible:</u></p> <ul style="list-style-type: none"> • Possible resistance to change of pep rallies. • Lack of participation could impair other initiatives. 	<p><u>Tangible:</u></p> <ul style="list-style-type: none"> • Less administrative time handling questions related to classroom activities. • Incorporation of Intramural Program into campus Wellness Program. <p><u>Intangible:</u></p> <ul style="list-style-type: none"> • Higher student morale from additional extracurricular activities.



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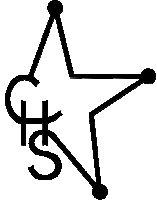
PLAN NUMBER: 3

TACTIC: *Establish a culture that demands accountability, positive attitude, and respect among staff, students, parents and community.*

SPECIFIC RESULT: *Implement a comprehensive recognition system for CHS faculty and staff designed to encourage responsible behavior and improved student performance.*

#	<i>ACTION STEP</i> (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1	Develop procedures to measure teacher accountability that include communicative action plans for staff, department chairmen and administration as well as an informal evaluation from students and peers.				
2	Identify a "profile" of an ideal Coppel High School Educator to be used as a rubric for accountability.				
3	Enhance the in-service program for teachers new to Coppel High School that will incorporate ongoing sessions throughout the school year.				
4	Improve the mentoring program for teachers new to education and to CHS.				
5	Institute a "positive tips" or "motivational strategies" component at CHS staff meetings.				
6	Incorporate the Coppel Community initiative "40 Developmental Assets" within the CHS community.				

Responsible:
(Shaded areas for administration use in implementation phase)



COST-BENEFIT ANALYSIS

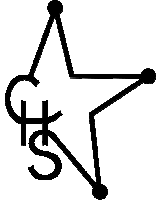
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PLAN NUMBER: 3

TACTIC *Establish a culture that demands accountability, positive attitude, and respect among staff, students, parents and community.*

SPECIFIC RESULT: *Implement a comprehensive recognition system for CHS faculty and staff designed to encourage responsible behavior and improved academic performance.*

COST	BENEFIT
<p><u>Tangible:</u></p> <ul style="list-style-type: none">• Additional staff time to develop educator profile and accountability measures. <p><u>Intangible:</u></p> <ul style="list-style-type: none">• Added teacher responsibilities for mentoring new or less-experienced coworkers.• Possible negative perception of additional guidelines.	<p><u>Tangible:</u></p> <ul style="list-style-type: none">• Improved teacher productivity and performance. <p><u>Intangible:</u></p> <ul style="list-style-type: none">• Teacher feeling of support from co-workers and staff.



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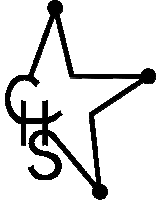
PLAN NUMBER: 4

TACTIC: *Establish a culture that demands accountability, positive attitude, and respect among staff, students, parents and community.*

SPECIFIC RESULT: *Implement a comprehensive recognition system for CHS students designed to encourage responsible behavior and improved academic performance.*

#	<i>ACTION STEP</i> (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1	Enhance student recognition programs to include rewards for positive behavior and/or improved academic performance.				
2	Implement monthly "most improved student" parties, like a pizza party with an administrator.				
3	Expand the Golden Lasso program to other grades.				
4	Identify a "profile" of an ideal Coppel High School Student.				
5	Establish a "random acts of kindness" program.				
6	Develop creative announcements during the scheduled announcement time.				
7	Investigate a "buddy" system that could be used effectively between upperclassmen and freshmen.				

Responsible:
(Shaded areas for administration use in implementation phase)



COST-BENEFIT ANALYSIS

TACTIC NUMBER: 2

PLAN NUMBER: 4

TACTIC: *Establish a culture that demands accountability, positive attitude, and respect among staff, students, parents and community.*

SPECIFIC RESULT: *Implement a comprehensive recognition system for CHS students designed to encourage responsible behavior and improved academic performance.*

COST

BENEFIT

Tangible:

- Additional resource time to track individual student improvement and implement reward programs.
- Funding for rewards programs throughout the school year \$600 - \$1000.
- Additional staff time to develop ideal student profiles.
- Additional staff time to develop programs for fourth period.

Intangible:

- Possible resistance to “buddy” system.
- Possible negative perception of additional guidelines.

Tangible:

- Improved student performance.

Intangible:

- Student feeling of support from fellow students, teachers, and staff.