



# ACTION PLAN

**TACTIC NUMBER: 6**  
**PLAN NUMBER: 1**

**TACTIC:** *Limit curriculum, instruction, student work, and assessments to relevant and rigorous experiences based on student needs.*

**SPECIFIC RESULT:** *Limit written and taught curriculum to high priority standards.*

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1	Identify high priority TEKS using International Center for Leadership in Education (ICLE) matrix for ELA/Math/Science				
2	Identify high priority TEKS using internal resources for courses not covered by the ICLE matrix				
3	Revise CHS course curriculum documents to reflect priorities from matrix				
4	Provide training to teacher to implement curriculum				
5	Implement and monitor curriculum				

**Responsible:**  
*(Shaded areas for administrative use in implementation phase)*

# COST-BENEFIT ANALYSIS

TACTIC NUMBER: 6  
PLAN NUMBER: 1

**TACTIC:** *Limit curriculum, instruction, student work, and assessments to relevant and rigorous experiences based on student needs.*

**SPECIFIC RESULT:** *Limit written and taught curriculum to high priority standards*

## COSTS

## BENEFITS

### Tangible:

\$3,000 for substitutes for teachers who work on the ICLE matrix and course curriculum with curriculum coordinators and dept. chairs

\$300 per teacher for 1-2 weeks of summer pay for those who work on rewriting curriculum

### Intangible:

- Teacher time away from students
- Dept. Chair/Principals time to monitor lesson plans
- Teacher time to plan lessons with high priorities
- High teacher anxiety over implementation
- Time for coaching/support for implementation (TOSA).

### Tangible:

Standardized test scores will rise

### Intangible:

Students will be more confident in academic abilities and future academic success.



# ACTION PLAN

**TACTIC NUMBER: 6**  
**PLAN NUMBER: 2**

**TACTIC:** *Limit curriculum, instruction, student work, and assessments to relevant and rigorous experiences based on student needs.*

**SPECIFIC RESULT:** *Expand course offerings to include combined or blocked courses, courses that led to immediately employable career pathways, and core courses customized to career pathways.*

#	<i><b>ACTION STEP</b></i> (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1	Identify courses that have complimentary Essential Skills (or TEKS) and combine or block.				
2	Identify courses for career pathways commanding high wage and in high demand, that require post high school certification and determine student interest in identified pathways.				
3	Identify core courses that permit customization of resources for specific career pathways and determine student interest in customized sections of the identified courses.				
4	Pilot new courses when student interest dictates.				
5	Evaluate new courses (through standard measures and surveys).				

**Responsible:**  
(Shaded areas for administrative use in implementation phase)

# COST-BENEFIT ANALYSIS

**TACTIC NUMBER: 6**  
**PLAN NUMBER: 2**

**TACTIC:** *Limit curriculum, instruction, student work, and assessments to relevant and rigorous experiences based on student needs.*

**SPECIFIC RESULT:** *Expand course offerings to include combined or blocked courses, courses that lead to immediately employable career pathways, and core courses customized to career pathways.*

## COSTS

## BENEFITS

COSTS	BENEFITS
<p><b><u>Tangible:</u></b></p> <p>\$10,000 (approximately \$1,000/day) for consultants/experts to advise and train</p> <p>\$200-400 for materials for evaluation and students interest surveys</p> <p>No cost for identifying pathways if we use CTE documentation per Donna Carpenter</p> <p>\$400-500/course to purchase materials for the blocked curriculum</p> <p><b><u>Intangible:</u></b></p> <p>Teachers/Dept. chairs/Coordinators time to identify courses and determine state mandates/restrictions/requirements for courses</p> <p>Teacher time to plan lessons and for common planning time for co-teachers</p> <p>Teacher time for survey design</p> <p>Classroom time for survey and evaluation</p> <p>Group time for analysis of survey and evaluation</p>	<p><b><u>Tangible:</u></b></p> <p>Standardized test scores will rise</p> <p>Student ability to acquire graduation requirements will increase</p> <p>Increase graduation rate/reduce dropout rate</p> <p>Decrease discipline issues</p> <p><b><u>Intangible:</u></b></p> <p>Students will have a better understanding of interdisciplinary relationships between courses of study</p> <p>Students will be more engaged</p> <p>Students' self-esteem will increase</p> <p>Students will feel connected and have greater interest in learning</p>



# ACTION PLAN

**TACTIC NUMBER: 6**  
**PLAN NUMBER: 3**

**TACTIC:** *Limit curriculum, instruction, student work, and assessments to relevant and rigorous experiences based on student needs.*

**SPECIFIC RESULT:** *Provide teachers with resources to implement rigorous and relevant instruction.*

#	<i><b>ACTION STEP</b></i> (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1	Utilize the existing Curriculum Management System to create a database of instructional strategies and resources that address a variety of learning styles and engage students.				
2	Train staff to utilize current resources applicable to instruction.				
3	Use staff development time for site-based real world experiences that influence instruction.				
4	Provide training to assist teachers with cooperative and collaborative learning that engage and strengthen classroom experiences.				
5	Provide training in implementing student-student instruction, community-student instruction, and professional-student instruction.				
6	Provide training in the utilization of video conferencing, podcasting, and cyber-based learning.				
7	Provide time for teachers to observe the instructional styles of other educators, in Coppell and elsewhere at least one per semester.				

**Responsible:**  
*(Shaded areas for administrative use in implementation phase)*

# COST-BENEFIT ANALYSIS

TACTIC NUMBER: 6  
PLAN NUMBER: 3

**TACTIC:** *Limit curriculum, instruction, student work, and assessments to relevant and rigorous experiences based on student needs.*

**SPECIFIC RESULT:** *Provide teachers with resources to implement rigorous and relevant instructions.*

## COSTS

## BENEFITS

### Tangible:

- Training on Database (cost of presenter, subs)
- Incentive for inputting lessons (\$, food, etc)
- Training on current resources
- Cost of trainer/presenter and training materials.
- Cost of software and technology
- Cost of substitutes

### Intangible:

- teacher time training on database
- teacher time putting info into database
- incentive for inputting lessons (jeans days, etc)
- teacher time training on current resources
- time to find site-based real world opportunities
- teacher transportation costs

### Tangible:

- better student performance on standardized tests
- students competing for more Scholarships
- higher ratio of students pursuing higher education
- higher ratio of students pursuing educational fields related to engineering, medicine, technology, etc.

### Intangible:

- higher teacher retention rate
- happier students
- higher attendance rates
- more students prepared for life in a global workforce
- more productive teachers
- ability for teachers to choose innovative instructional strategies
- students are able to think out of the box
- develop assertive and open minded students interested in new ideas and learning



# ACTION PLAN

**TACTIC NUMBER: 6**  
**PLAN NUMBER: 4**

**TACTIC:** *Limit curriculum, instruction, student work, and assessments to relevant and rigorous experiences based on student needs.*

**SPECIFIC RESULT:** *Develop instructional strategies that foster leadership skills and independent thinking.*

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1	Develop community partnerships that foster site-based and service learning.				
2	Allow students with aptitudes in specific previously acquired areas of knowledge to utilize those skills to guide classroom instruction.				
3	Utilize opportunities for students to teach cross-curricular lessons to their peers.				
4	Use various approaches to provide multiple opportunities for students to master a concept or skill.				

**Responsible:**  
*(Shaded areas for administrative use in implementation phase)*

# COST-BENEFIT ANALYSIS

TACTIC NUMBER: 6  
PLAN NUMBER: 4

**TACTIC:** *Limit curriculum, instruction, student work, and assessments to relevant and rigorous experiences based on student needs.*

**SPECIFIC RESULT:** *Develop instructional strategies that foster leadership skills and independent thinking.*

## COSTS

## BENEFITS

**Tangible:**

- Community partnerships coordinator
- Criminal background checks
- Training on different approaches

**Intangible:**

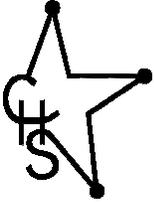
- Time to develop partnerships
- Time to research relevant work placements
- Time for students to present
- Time out of classroom
- Time to learn, create and implement approaches

**Tangible:**

- Students have more available contacts in the work community
- Greater community involvement

**Intangible:**

- Students have better understanding of career options
- Permanent relationship with work community



# ACTION PLAN

**TACTIC NUMBER: 6**  
**PLAN NUMBER: 5**

**TACTIC:** *Limit curriculum, instruction, student work, and assessments to relevant and rigorous experiences based on student needs.*

**SPECIFIC RESULT:**

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1	Teachers define career or curricular connection for each assignment.				
2	Regularly review student work with other teachers to confirm its rigor and relevance.				
3	Evaluate the amount and type of homework for the rigor and relevance.				
4	Define student work prior to instruction.				
5	Create assignments that show progression toward higher level of Bloom’s Taxonomy and preparation for future learning.				
6	Create a database schedule of student work that includes the type of assignment, due dates, and assignment category in all disciplines.				

**Responsible:**  
*(Shaded areas for administrative use in implementation phase)*

# COST-BENEFIT ANALYSIS

TACTIC NUMBER: 6  
PLAN NUMBER: 5

**TACTIC:** *Limit curriculum, instruction, student work, and assessments to relevant and rigorous experiences based on student needs.*

**SPECIFIC RESULT:** *Limit student assignments to those that are rigorous and relevant and provide teachers with means to increase awareness of the overall student workload.*

## COSTS

## BENEFITS

### Tangible:

- Trainer to set up and administer program.
- TOSA time to consult with IT to develop framework to record information
- Cost of training for use of software
- Staff development/training on new database system

### Intangible:

- Staff time. (AS2 meet every 6 weeks)
- Increased work load for staff.
- Teacher training time being used for technology training takes time away from other types of training the teacher could be involved in during that time.
- Increased accountability could result in increased stress.

### Tangible:

- Teachers are better informed.
- Student recognizes relevance of assignments.
- Information in the server results in shared ideas that are beneficial to teachers.
- Database is a new, more thorough means of keeping up with assignments.
- Adds relevant staff development for teachers.
- Increase of student interest and quality of student work.

### Intangible:

- Stronger bond between teachers as they work together.
- Stronger relationships with students as a result of teacher consideration of workload.
- Sense of "team" approach to learning.
- Sense of fairness to the students.
- Enrichment of job for teachers.
- Better sense of support results in more positive outlook and morale for teachers.
- Increased communication between teachers.



# ACTION PLAN

**TACTIC NUMBER: 6**  
**PLAN NUMBER: 6**

**TACTIC:** *Limit curriculum, instruction, student work, and assessments to relevant and rigorous experiences based on student needs.*

**SPECIFIC RESULT:** *Develop assignments for each CHS course that are student centered.*

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1	Administer student interest survey at beginning of the course.				
2	Provide for student interests in creation of assignments.				
3	Survey students, parents and colleagues throughout each course to evaluate the relevance of student work.				
4	Review and reflect on purpose and relevance of assignments as indicated through the surveys of parents, colleagues, and students.				

**Responsible:**  
*(Shaded areas for administrative use in implementation phase)*

# COST-BENEFIT ANALYSIS

TACTIC NUMBER: 6  
PLAN NUMBER: 6

**TACTIC:** *Limit curriculum, instruction, student work, and assessments to relevant and rigorous experiences based on student needs.*

**SPECIFIC RESULT** *Develop assignments for each CHS course that are student centered.*

## COSTS

## BENEFITS

**Tangible:**

- Cost for developing the survey—online server allocation
- Personnel to develop survey (IT person)
- On-site personnel to input information
- Personnel to collate results

**Intangible:**

- Staff time

**Tangible:**

- Maintain student interest
- Less discipline issues
- Students enjoy learning
- More engaged students
- Once data is collected, teacher will have wonderful resource for planning

**Intangible:**

- Meaningful work for student.



# ACTION PLAN

**TACTIC NUMBER: 6**  
**PLAN NUMBER: 7**

**TACTIC:** *Limit curriculum, instruction, student work, and assessments to relevant and rigorous experiences based on student needs.*

**SPECIFIC RESULT:** *Utilize a variety of rigorous and relevant ways to assess students for each CHS course (both formative and summative).*

#	<i><b>ACTION STEP</b></i> (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1	Analyze and revise assessments for level of rigor and relevance.				
2	Provide time for student reflection and revision of assessments.				
3	Create a bank of assessments that teachers can draw from for use in their courses.				
4	Utilize Teachers on Special Assignments (TOSAs) to determine rigor and relevance of assessments.				
5	Require teachers to review and revise their assessments with a TOSA and/or an Administrator if their assessments are identified as lacking rigor and relevance.				

**Responsible:**  
*(Shaded areas for administrative use in implementation phase)*

# COST-BENEFIT ANALYSIS

TACTIC NUMBER: 6  
PLAN NUMBER: 7

**TACTIC:** *Limit curriculum, instruction, student work, and assessments to relevant and rigorous experiences based on student needs.*

**SPECIFIC RESULT:** *Utilize a variety of rigorous and relevant ways to assess students for each CHS course (both formative and summative).*

## COSTS

## BENEFITS

**Tangible:**

- Additional tools, resources, materials
- More support staff (paid and/or student)
- Training for new resources—computers, software.

**Intangible:**

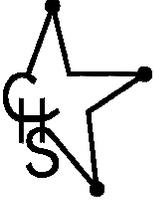
- Staff time for training and development and revisions.

**Tangible:**

- Greater/wider variety of assessment
- More accurate indicators of student performance and ability
- More well-rounded staff members
- more/varied courses

**Intangible:**

- Increased morale for staff
- Increased teacher freedom and time
- Decreased turnover



# ACTION PLAN

TACTIC NUMBER: 6

PLAN NUMBER: 8

**TACTIC:** *Limit curriculum, instruction, student work, and assessments to relevant and rigorous experiences based on student needs.*

**SPECIFIC RESULT:** *Establish assessments based on curriculum and date prior to instruction.*

#	<b>ACTION STEP</b> (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1	Create an appropriate number of assessments for a set time period.				
2	Collaborate with colleagues to create assessments.				
3	Use assessment results to drive future instruction and assessments.				

**Responsible:**  
(Shaded areas for administrative use in implementation phase)

# COST-BENEFIT ANALYSIS

TACTIC NUMBER: 6  
PLAN NUMBER: 8

**TACTIC:** *Limit curriculum, instruction, student work, and assessments to relevant and rigorous experiences based on student needs.*

**SPECIFIC RESULT:** *Establish assessments based on previously collected data prior to instruction.*

COSTS	BENEFITS
<p><b><u>Tangible:</u></b></p>          <p><b><u>Intangible:</u></b></p> <ul style="list-style-type: none"><li>-Teacher time to analyze data and assessment results</li></ul>	<p><b><u>Tangible:</u></b></p> <ul style="list-style-type: none"><li>-More thorough/accurate/effective assessment</li><li>-More well-rounded and engaged students</li><li>-intra discipline connections/life connections</li></ul> <p><b><u>Intangible:</u></b></p> <ul style="list-style-type: none"><li>-More interest in various subjects (engagement)</li><li>-Stronger connections between colleagues</li></ul>



# ACTION PLAN

TACTIC NUMBER: 6  
PLAN NUMBER: 9

**TACTIC:** *Limit curriculum, instruction, student work, and assessments to relevant and rigorous experiences based on student needs.*

**SPECIFIC RESULT:** *Establish a standards-based system to evaluate and measure student growth that meets state requirements for reporting.*

#	<b>ACTION STEP</b> (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1	Create an assessment matrix to match the curriculum matrix (ICLE) that measures students' growth objectively.				
2	Train teachers to utilize the new assessment matrix.				

**Responsible:**  
(Shaded areas for administrative use in implementation phase)

# COST-BENEFIT ANALYSIS

TACTIC NUMBER: 6  
PLAN NUMBER: 9

**TACTIC:** *Limit curriculum, instruction, student work, and assessments to relevant and rigorous experiences based on student needs.*

**SPECIFIC RESULT:** *Establish a standards-based system to evaluate and measure student growth.*

COSTS	BENEFITS
<p><i>Tangible:</i></p> <ul style="list-style-type: none"><li>-Teacher/staff time</li><li>-Technology....et.al</li><li>-Training</li></ul> <p><i>Intangible:</i></p> <ul style="list-style-type: none"><li>-Stress of “one more thing”</li><li>-Rankings??? Labels????</li></ul>	<p><i>Tangible:</i></p> <ul style="list-style-type: none"><li>-A true gauge of student growth</li><li>-Real data monitored regularly</li><li>-Clearer understanding of student learning styles and interest areas.</li></ul> <p><i>Intangible:</i></p> <ul style="list-style-type: none"><li>-Fewer students failing because of alternative means of expression of abilities</li></ul>