



# 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

<b>Costs</b>	<b>Benefits</b>
<p><i>Tangible:</i></p> <p>\$3,000 for substitutes for teachers who work on the ICLE matrix and course curriculum with curriculum coordinators and dept. chairs</p> <p>\$300 per teacher for 1-2 weeks of summer pay for those who work on rewriting curriculum</p> <p><i>Intangible:</i></p> <ul style="list-style-type: none"> <li>-Teacher time away from students</li> <li>- Dept. Chair/Principals time to monitor lesson plans</li> <li>-Teacher time to plan lessons with high priorities</li> <li>-High teacher anxiety over implementation</li> <li>-Time for coaching/support for implementation (TOSA).</li> </ul>	<p><i>Tangible:</i></p> <p>Standardized test scores will rise</p> <p><i>Intangible:</i></p> <p>Students will be more confident in academic abilities and future academic success.</p>



# 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 lead to immediately employable career pathways, and core courses customized to career pathways.

#	ACTION STEP (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
<p><i>Tangible:</i></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><i>Intangible:</i></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><i>Tangible:</i></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><i>Intangible:</i></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.

#	ACTION STEP (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 once per semester.				
	<b>Responsible:</b>				

*(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

<p><i>Tangible:</i></p> <ul style="list-style-type: none"> <li>-Training on Database (cost of presenter, subs)</li> <li>-Incentive for inputting lessons (\$, food, etc)</li> <li>-Training on current resources</li> <li>- Cost of trainer/presenter and training materials.</li> <li>-Cost of software and technology</li> <li>-Cost of substitutes</li> </ul> <p><i>Intangible:</i></p> <ul style="list-style-type: none"> <li>-teacher time training on database</li> <li>-teacher time putting info into database</li> <li>-incentive for inputting lessons (jeans days, etc)</li> <li>-teacher time training on current resources</li> <li>-time to find site-based real world opportunities</li> <li>-teacher transportation costs</li> </ul>	<p><i>Tangible:</i></p> <ul style="list-style-type: none"> <li>-better student performance on standardized tests</li> <li>-students competing for more Scholarships</li> <li>-higher ratio of students pursuing higher education</li> <li>-higher ratio of students pursuing educational fields related to engineering, medicine, technology, etc.</li> </ul> <p><i>Intangible:</i></p> <ul style="list-style-type: none"> <li>-higher teacher retention rate</li> <li>-happier students</li> <li>-higher attendance rates</li> <li>-more students prepared for life in a global workforce</li> <li>-more productive teachers</li> <li>-ability for teachers to choose innovative instructional strategies</li> <li>-students are able to think out of the box</li> <li>-develop assertive and open minded students interested in new ideas and learning</li> </ul>
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# 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

<p><i>Tangible:</i></p> <ul style="list-style-type: none"><li>-Community partnerships coordinator</li><li>-Criminal background checks</li><li>-Training on different approaches</li></ul> <p><i>Intangible:</i></p> <ul style="list-style-type: none"><li>-Time to develop partnerships</li><li>-Time to research relevant work placements</li><li>-Time for students to present</li><li>-Time out of classroom</li><li>-Time to learn, create and implement approaches</li></ul>	<p><i>Tangible:</i></p> <ul style="list-style-type: none"><li>-Students have more available contacts in the work community</li><li>-Greater community involvement</li></ul> <p><i>Intangible:</i></p> <ul style="list-style-type: none"><li>-Students have better understanding of career options</li><li>-Permanent relationship with work community</li></ul>
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# 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:** Limit student assignments to those that are rigorous and relevant and provide teachers with means to increase awareness of the overall student workload.

#	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 towards 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

<p><i>Tangible:</i></p> <ul style="list-style-type: none"> <li>- Trainer to set up and administer program.</li> <li>- TOSA time to consult with IT to develop framework to record information</li> <li>- Cost of training for use of software</li> <li>- Staff development/training on new database system</li> </ul> <p><i>Intangible:</i></p> <ul style="list-style-type: none"> <li>- Staff time. (AS2 meet every 6 weeks)</li> <li>- Increased work load for staff.</li> <li>- 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.</li> <li>- Increased accountability could result in increased stress.</li> </ul>	<p><i>Tangible:</i></p> <ul style="list-style-type: none"> <li>- Teachers are better informed.</li> <li>- Student recognizes relevance of assignments.</li> <li>- Information in the server results in shared ideas that are beneficial to teachers.</li> <li>- Database is a new, more thorough means of keeping up with assignments.</li> <li>- Adds relevant staff development for teachers.</li> <li>- Increase of student interest and quality of student work.</li> </ul> <p><i>Intangible:</i></p> <ul style="list-style-type: none"> <li>- Stronger bond between teachers as they work together.</li> <li>- Stronger relationships with students as a result of teacher consideration of workload.</li> <li>- Sense of "team" approach to learning.</li> <li>- Sense of fairness to the students.</li> <li>- Enrichment of job for teachers.</li> <li>- Better sense of support results in more positive outlook and morale for teachers.</li> <li>- Increased communication between teachers.</li> </ul>
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# 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.

<b>Costs</b>	<b>Benefits</b>
<p><i>Tangible:</i></p> <ul style="list-style-type: none"><li>- Cost for developing the survey—online server allocation</li><li>- Personnel to develop survey (IT person)</li><li>- On-site personnel to input information</li><li>- Personnel to collate results</li></ul> <p><i>Intangible:</i></p> <ul style="list-style-type: none"><li>- Staff time</li></ul>	<p><i>Tangible:</i></p> <ul style="list-style-type: none"><li>- Maintain student interest</li><li>- Less discipline issues</li><li>- Students enjoy learning</li><li>- More engaged students</li><li>- Once data is collected, teacher will have wonderful resource for planning</li></ul> <p><i>Intangible:</i></p> <ul style="list-style-type: none"><li>- Meaningful work for student.</li></ul>



# 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).

#	ACTION STEP (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 Assignment (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 or 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

*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.

## Benefits

*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 data prior to instruction.

#	ACTION STEP (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 & assessments.				

**Responsible:** \_\_\_\_\_

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







# 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.

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1	Create an assessment matrix to match the curriculum matrix (ICLE) that measures student 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>