

Area 5: Action Plan

Chairpersons: Rosie Peluso (6-8), Literature 6-8
Debbie Cannon (3-5), Grade Three
Jewel Hanson (PK-2), Kindergarten

Members: Mary Lynn Heekin, Grade 1
Suzi Houlihan, Grade K
Stephanie Thomas, English 6-8
Sarah Peterson, Mathematics 6-8
Eileen Paul, Guidance
Kathy Boice, Principal

Introduction

The academic success and spiritual formation of our students is the most important aspect of the school improvement process. The action plan serves a pivotal role in the success of this endeavor. The action plan gives life to all research and self-study accomplished in earlier areas.

It was the responsibility of the Area Five committee to address the three targeted goals set forth in Areas Three and Four . The action plan required distinctive steps to improve student learning including specific goals, a timeline for completion, necessary resources, and the identification of faculty members responsible for completion of each step.

The drafting of the action plan began with the completion of Area 4, Organizational Effectiveness in March of 2011. The committee reviewed each of the priorities for student learning developed as a result of the research and surveys associated with of Area Three and Area Four. Each target area was linked to its specific NSSE/FCC Goal for Student Learning: Personal and Social Responsibility, Communication, and Thinking and Reasoning. Action steps were constructed and then reviewed to ensure measurability.

#	Area 3 Student Goal Statement	Area 4 Faculty Goal Statement
1	Students will respect themselves and others and develop an appreciation for the world as a global community respectful of diverse cultures, opinions, and beliefs.	The faculty will provide an environment of respect by encouraging awareness and acceptance for others regardless of opinion, beliefs, or cultural diversity.
2	Students will speak and write with clarity, purpose, and proper use of grammatical mechanics.	The faculty will utilize the instructional process to support data-driven instructional decision-making.-i.e. Implement a school wide writing program to improve ITBS language scores.
3	Students will maximize learning opportunities at all levels of performance and apply multiple learning strategies including online tools and resources to confidently develop and share creative ideas.	The faculty will work to provide learning opportunities, instructional approaches, and assessment tools that support a full range of student abilities.

The initial step involved a series of collaborative brainstorming activities by the entire faculty. The faculty was asked to create ideas and plausible solutions to expand the design of instructional strategies to better the meet the needs of all students. The faculty was then asked to provide steps for each of the prioritized goals in their classroom, by grade level, and as a school-wide community. This input was then formulated into a list of possible action steps for each goal. Duplications were eliminated and similar steps were streamlined. The committee reviewed the current professional development program and provided steps to better align future endeavors with the desired learning outcomes and data driven research. A review of the school profile, mission and beliefs, and data derived from Area Three and Four ensured that the action plan was

in alignment with needs of the greater school community. The committee then provided the faculty with a first draft of the action plan for review and revision.

With input gathered and reviewed from all faculty members, a second draft was created along with a five year timeline for completion. The second draft was presented to the diocesan superintendent for input and guidance. The committee met on May 5, 2011 to again collaboratively formalize a third and final draft. The final draft was then sent via Edline to all stakeholders for review, revision and acceptance.