



Victory High School Strategic Plan

Consolidated Action Plans

December, 2017

- I. Victory Mission, Objectives, and Strategies
- II. Strategy 1 Action Plans (1.1-1.2)
- III. Strategy 2 Action Plan (2.1-2.3)
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Victory High School Strategic Plan 2017-2018

Our Aspiration:

The mission of Victory High School, a leading center of excellence for unique student opportunities, is to ensure each student reaches their full individual potential academically, socially, and emotionally as well as discover their purpose and passions through a school community distinguished by:

- *Focusing on individual student learning objectives, college and career goals and life skills*
- *Providing a safe environment for academic, social and emotional needs, including reduced class sizes*
- *Cultivating self-discovery and advocacy through constructive risk taking*
- *Respecting diversity and promoting positive peer and community relationships*

Objectives:

Each student will...

- graduate based on their individualized Graduation Plan
- demonstrate continuous progress toward improving proficiency in core subjects
- develop a sense of direction to transition confidently into post-secondary life, including completion of the Graduation Portfolio in a timely manner
- build positive relationships with peers, families, staff, and community members
- have an increased awareness of on-campus and community-based wellness resources as compared to baseline, by the end of the 2018-2019 school year.
- Demonstrate progressive personal growth when actively participating in wellness resources

Strategies:

1. We will develop a comprehensive process to assess the needs of each student to create plans for academic achievement.
2. We will offer a wide variety of programs, services, and resources that will help each student engage in an array of disciplines and extracurricular activities as they explore college options, career goals and life skills.
3. We will foster a culture of inclusion, acceptance and respect for the individual and community, as well as embrace a collective responsibility to provide socio-emotional support.

Victory High School Strategic Planning

ACTION TEAM #1

Report & Action Plan

Strategy:

We will develop a comprehensive process to assess the needs of each student to create plans for academic achievement.

Team Members

Kem McGrath, Steve Prina, Paul Rettinhouse, Vicky Sala

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**Victory High School
Home of the Panthers**



December 14, 2017

Dear Strategic Planning Team:

We believe in the success of Victory High School and applaud your effort in developing the three strategies that will make Victory an even more desirable continuation school in Placer County. Our great team was made up of two parents, one special education teacher and one high school teacher. We worked tirelessly to analyze Strategy #1 and have developed two Specific results, each with clear and concise Action Steps and a Cost-Benefit Analysis for your appraisal. Our plan is being presented with the that hope our student population will benefit in many ways from the planning that took place to create it. Thank you again for your consideration in implementing our proposal.

Sincerely,

Victory Action Team #1

**Victory High School
Action Team #1**



Assumptions:

Team 1 analyzed our target strategy with due consideration and regard for the stated aspirations and objectives of Victory High.

Listed aspirations that related to our strategy and helped to guide our thoughts were:

“each student reaches their full individual potential academically...”

“focusing on individual student learning objectives...”

Similarly from the VHS listed objectives:

“graduate based on their individualized graduation plan”

“demonstrate continuous progress toward improving proficiency in core subjects”

The team was cognizant of the practical limitation of available resources to implement plans but did not let those constraints unduly influence our ideas during the development process.

We believe that adaptive assessment is the best fit for VHS students.

We assumed that all students should be able to achieve academic growth despite the circumstances that they were born into.

Approach:

We used the planning process that was provided to guide us in the development of the action plans presented in this report. This included brainstorming important concepts, definitions and assumptions related to academic achievement. We created questions pertaining to meeting the target strategy; for example, “what do we want to see occurring at VHS as a result of implementation of the strategy”.

At several stages in the process we collected separate input and ideas from individual team member and then performed a comparison and review of those

ideas. Similar ideas were combined, thereby narrowing them down to a manageable number.

We used a collaborative team effort to contribute action steps for our specific results and then generated a cost benefit analysis associated with the proposed action steps.

At all times the team kept the Strategy in mind to help stay on track and keep the scope of our plans aligned with the strategy.

Research Summary

We were concerned with general factors that would lead to increased student academic achievement. These factors also included socio-emotional student states.

We looked at different model continuation schools to learn what assessment methods have been successfully used. This includes continuing and incremental assessment over the student's career. We also looked at WestEd.com: a website focused on working with communities to promote academic excellence that provides research and references.

We looked at CCEA (California Continuation Education Association) for information regarding successful model continuation schools and their approach on student orientation.

We researched factors that make continuation schools more successful, such as adaptive measurements for assessment, learning style assessment and self-assessments.

In order to gain insight into what intervention programs may work effectively at VHS, we researched programs in use at other schools for students that were not meeting their potential.

Victory High School
Action Plan



Plan Number: 1.1

Date: December 14, 2017

Strategy: We will develop a comprehensive process to assess the needs of each student to create plans for academic achievement.

Specific Result: Academic diagnostics and social emotional inventories to be administered.

Goal: *Academic Progress*

Suggested Action Steps (listed in order)

1. Investigate and evaluate academic diagnostic tools.
2. Investigate and evaluate tools for social /emotional inventories.
3. Complete Comparative Cost benefit analysis on #1 and #2 above.
4. Select and purchase one academic diagnostic tool and one social/emotional inventory.
5. Staff development for tools selected
6. Discussion of when and where tools will be administered to students
7. Analyze assessment results to determine needs of students
8. Implement interventions

Victory High School
 Cost-Benefit Analysis



Plan Number: 1.1

Date: December 14, 2017

Strategy: We will develop a comprehensive process to assess the needs of each student to create plans for academic achievement.

Specific Result: Academic diagnostics and social emotional inventories to be administered.

Goal: *Academic Progress*

Costs

Benefits

<p><i>Tangible:</i></p> <ul style="list-style-type: none"> ● Time to research assessments and surveys ● Time to investigate and evaluate cost benefit ● Time for district to review and approve ● Funding to purchase assessment and survey ● Time to train staff in assessment administration ● Funding for staff training 	<p><i>Tangible:</i></p> <ul style="list-style-type: none"> ● Increased academic performance ● Establishes baseline to show comparative growth ● Increased level of teacher performance ● Provides consistency for baselining students ● Social /Emotional inventory will provide a holistic baseline
<p><i>Intangible:</i></p> <ul style="list-style-type: none"> ● Risk of failure ● Increased stress 	<p><i>Intangible:</i></p> <ul style="list-style-type: none"> ● Increase morale of students ● Increased morale of staff ● Increase self confidence of students

Victory High School
Action Plan



Plan Number: 1.2

Date: December 14, 2017

Strategy: We will develop a comprehensive process to assess the needs of each student to create plans for academic achievement.

Specific Result: Interventions will be provided to promote academic success

Goal: *Academic Growth*

Suggested Action Steps (listed in order)

1. Investigate and evaluate available intervention programs.
2. Conduct Comparative Cost/Benefit Analysis on #1
3. Select the program
4. Determine who will be served through intervention
5. Determine who will administer
6. Determine who will monitor progress
7. Select the time(s) and place intervention will take place
8. Decide duration of intervention (i.e., 4 weeks? 6 weeks)
9. Determine when intervention will begin

Victory High School
 Cost-Benefit Analysis



Plan Number: 1.2

Date: December 14, 2017

Strategy: We will develop a comprehensive process to assess the needs of each student to create plans for academic achievement.

Specific Result: Interventions will be provided to promote academic success

Goal: Academic Progress

Costs

Benefits

<p><i>Tangible:</i></p> <ul style="list-style-type: none"> ● Time to investigate programs ● Time to review programs ● Time for district review and approval ● Purchasing Cost ● Training Costs ● Additional teaching material for intervention 	<p><i>Tangible:</i></p> <ul style="list-style-type: none"> ● Increased student performance ● Establishes comparative growth ● Provides consistency for baselining students ● Increased schoolwide performance
<p><i>Intangible:</i></p> <ul style="list-style-type: none"> ● Resistance to change ● Loss of flexibility in daily schedule ● Risk of failure 	<p><i>Intangible:</i></p> <ul style="list-style-type: none"> ● Increase morale of students ● Increased morale of staff ● Increased student confidence ● Good feelings brought by success

Victory High School Strategic Planning

ACTION TEAM #2

Report & Action Plan

Strategy:

We will offer a wide variety of programs, services, and resources that will help each student engage in an array of disciplines and extracurricular activities as they explore college options, career goals and life skills.

Team Members

Darren Baham, Justine Duplissey, Claudia Newkirk, Ben Miele

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Victory High School Home of the Panthers



December 14, 2017

Dear Strategic Planning Team:

We are pleased to present for your review the work of Action Team #2. The group was charged with formulating action plans to address strategy #2: *We will offer a wide variety of programs, services, and resources that will help each student engage in an array of disciplines and extracurricular activities as they explore college options, career goals and life skills.*

The 4 member team was comprised of two teachers, one parent and one student. Working diligently the past six weeks reinforced our belief in both the strength and critical role of all stockholders in the students' education: parents, staff and the community.

It is with hope for the future growth of the Victory High School students that we respectfully submit our action plans for strategic planning strategy #2.

Victory High School Team #2

**Victory High School
Action Team #2**



Basic Assumptions:

When analyzing the second strategy, we as a team determined that the objective was about the “Whole Student” and did not focus specifically on the academic or socio-emotional side of the student. Therefore we put an emphasis on the life skills portion of this strategy while also finding plans to achieve the “college option” and “career goals”. Any academic plans would be focused on non-traditional disciplines and college options meant ensuring the students at Victory of all possible routes for post-secondary education, not just junior or 4 year colleges. Additionally, we assumed that most of the programs would come from within the community and that school resources would only be used if absolutely needed and mostly on a volunteer basis.

Approach:

As stated in the assumptions, emphasis was focused on that life skill portion of the strategy. This was influenced by Mr. Baham, a member of the original team, who put the three strategies together in October. Mr. Baham also worked specifically with them team that developed strategy number two and therefore has first hand knowledge of what the original intent was of the strategy.

The team spent the next three meetings researching and developing the action plan for this portion of the strategy. First, we brainstormed what kind of life skill classes we felt should be offered. After compiling a list it was suggested that perhaps a survey could be part of the action plan so that the school could have a better understanding of what kind of life skill classes the students would like to have offered.

Using the list the team came up with on their own, team members were tasked with contacting local businesses and county agencies to see what kind of life skill classes could be designed or offered. We felt this information was necessary in order to better design the survey so that we offer classes that we already know are available. Using this information we compiled a list of both tangible and intangible costs and benefits analysis.

It was then brought to our attention that we needed to make sure that we were analyzing more than just the life skills portion of our strategy. With the help of Mr.

Thibideau, we were able to broaden our action plan to include actions for the college and career portions of our strategy. In a more consolidated manner the team was able to use the same approach and came up with tangible and intangible costs and benefits for both of those portions of the strategy.

In the end, the team feels that the strategy is a sound one and will help with the overall success of Victory High School. The team still feels as Mr. Baham did at the beginning that the life skill portion of the strategy is the goal that can be attained in the short term and that the college and career portions should be mapped out as long term goals.

Research Summary:

Our objective in this research is to help create well-rounded adults prepared to head out to the “real world” with basic life skills (life direction) such as:

Sewing / Laundry

Basic cooking / meal prep

Organizational skills

Identity protection

Money management

The research involved in our team’s action plan is as follows:

Contacts, phone calls and/or emails to:

- Joann Fabric and Craft Store
- Michaels
- The City of Rocklin
- Sierra College
- Dress a girl / dress a dude
- Placer County Office of Education, (PCOE) / Golden Sierra
- Career and Technical Education, (CTE)

The retail stores are not able to come out to the schools for liability reasons. However, students can participate in classes held at the stores. There is a room available to rent at Michaels where we can provide our own instructor and with a teacher’s ID can receive a discount on items purchased there.

Dress a girl / Dress a dude is done through Bayside Church once a month.

The City of Rocklin offers venues for use. We would need to present our plan/idea for the use of the venue to Chris Meyer, the City of Rocklin Recreation Coordinator.

Sierra College has a consultant at Golden Sierra (Valaine Donaghue) who assists with the Career & Tech programs at the college. We also have a consultant who covers Victory High School to assist us. (Rachelle Smith). There is also a possibility

for teens to be involved in an internship program available through the college (Sheila Dobbin).

We would also like to look into expanding the Interact program.

To accomplish being able to provide these services to Victory High School students, (action plan #2), we would need volunteers, paid staff, or even student volunteers to continue the process of getting activities and programs set up and put into motion.

**Victory High School
Action Plan**



Plan Number: 2.1

Date: December 14, 2017

Strategy: We will offer a wide variety of programs, services, and resources that will help each student engage in an array of disciplines and extracurricular activities as they explore college options, career goals and life skills.

Specific Result: Provide life skills outside of the regular curriculum

Goal: Explore Life Options

Suggested Action Steps (listed in order)

1. Survey students for skill interests
2. Determine if skills are to be taught on campus or off campus
3. Solicit staff, community members, or businesses to teach life skill classes
4. Develop liaisons with community
5. Develop incentives for students (i.e. credit, certificate of completion, etc.)
6. Develop a schedule of classes

Victory High School Cost-Benefit Analysis



Plan Number: 2.1

Date: December 14, 2017

Strategy: We will offer a wide variety of programs, services, and resources that will help each student engage in an array of disciplines and extracurricular activities as they explore college options, career goals and life skills.

Specific Result: Provide life skills outside of the regular curriculum

Goal: Explore Life Options

Costs

Benefits

<p><i>Tangible:</i></p> <ul style="list-style-type: none"> ● Transportation cost for off site venues ● Cost for supplies and venues ● Soliciting volunteers or instructors ● Time and space for on-campus opportunities ● Compensation for teachers teaching classes ● Time to develop schedule of classes ● Time to develop registration process 	<p><i>Tangible:</i></p> <ul style="list-style-type: none"> ● Students learn life skills transferable to personal and professional lives ● Students could earn elective credit(s) or certificates of completion
<p><i>Intangible:</i></p> <ul style="list-style-type: none"> ● Difficulty of matching interests to classes ● Complexity of scheduling classes ● One more thing for teachers to do 	<p><i>Intangible:</i></p> <ul style="list-style-type: none"> ● Students become more confident ● Could lead to career opportunities ● Students are more interested in school ● Students become more successful adults

**Victory High School
Action Plan**



Plan Number: 2.2

Date: December 14, 2017

Strategy: We will offer a wide variety of programs, services, and resources that will help each student engage in an array of disciplines and extracurricular activities as they explore college options, career goals and life skills.

Specific Result: Job shadowing and internship opportunities will be available

Goal: Explore Life Options

Suggested Action Steps (listed in order)

1. Survey students for job interests
2. Solicit a school/business leader liaison
3. Contact service organizations in the community
4. Attend service organization meetings
5. Develop a relationship with businesses aligned to student interests
6. Explore transportation options for students needing to go off campus for job shadowing or internships

**Victory High School
Cost-Benefit Analysis**



Plan Number: 2.2

Date: December 14, 2017

Strategy: We will offer a wide variety of programs, services, and resources that will help each student engage in an array of disciplines and extracurricular activities as they explore college options, career goals and life skills.

Specific Result: Job shadowing and internship opportunities will be available

Goal: Explore Life Goals

Costs

Benefits

<p><i>Tangible:</i></p> <ul style="list-style-type: none"> ● Time to develop survey ● Time to grade/behavior check student school records in order to participate in program ● Time to draft a working agreement with businesses ● Time and money for administration of program ● Time away from required classes ● Time to monitor student progress in programs ● Time to develop schedules ● Pay for school personnel taking on responsibilities of programs 	<p><i>Tangible:</i></p> <ul style="list-style-type: none"> ● Job opportunities ● School credit or certificate for shadowing or internship ● Networking and scholarship opportunities ● Learn pay and benefits
<p><i>Intangible:</i></p> <ul style="list-style-type: none"> ● Hard to find businesses willing to help ● Hard for students to communicate what opportunities they want 	<p><i>Intangible:</i></p> <ul style="list-style-type: none"> ● Awareness of jobs available ● Awareness of knowledge or skills for jobs ● Considering career goals while in high school ● Awareness for appropriate language and expected behavior ● Learning to dress for success ● Learn importance of timeliness

**Victory High School
Action Plan**



Plan Number: 2.3

Date: December 14, 2017

Strategy: We will offer a wide variety of programs, services, and resources that will help each student engage in an array of disciplines and extracurricular activities as they explore college options, career goals and life skills.

Specific Result: Expand relationships with trade schools and community colleges to further student educational options

Goal: Explore Life Options

Suggested Action Steps (listed in order)

1. Develop a list of trade schools and community colleges in the region
2. Solicit personnel to reach out to schools
3. Place information about schools on Victory website
4. Establish an evening event inviting all trade schools and community colleges to attend (include admission and scholarship information)
5. Consider virtual tours of schools to be placed on school website
6. Contact PCOE, SCOE, EDOE for resources

**Victory High School
Cost-Benefit Analysis**



Plan Number: 2.3

Date: December 14, 2017

Strategy: We will offer a wide variety of programs, services, and resources that will help each student engage in an array of disciplines and extracurricular activities as they explore college options, career goals and life skills.

Specific Result: Expand relationships with trade schools and community colleges to further student options

Goal: Explore Life Options

Costs

Benefits

<p><i>Tangible:</i></p> <ul style="list-style-type: none"> ● Time to research and compile list of schools ● Time to contact schools ● Pay someone to develop website design ● Time to plan and organize evening event ● Pay someone to film and place virtual tours on the website ● Time to coordinate with Offices of Education 	<p><i>Tangible:</i></p> <ul style="list-style-type: none"> ● More college choices ● More career options ● Higher income throughout life ● Improved academics
<p><i>Intangible:</i></p> <ul style="list-style-type: none"> ● Time away from classes at Victory 	<p><i>Intangible:</i></p> <ul style="list-style-type: none"> ● Positive outlook for the future ● Confidence ● Improved attitudes ● Improved effort ● Goal setting

Victory High School Strategic Planning

ACTION TEAM #3

Report & Action Plan

Strategy:

We will foster a culture of inclusion, acceptance and respect for the individual and community, as well as embrace a collective responsibility to provide socio-emotional support.

Team Members

Molly Burr, Aaron Czub, Nick Czub, Jamie Olson, Chuck Thibideau

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**Victory High School
Home of the Panthers**



December 14, 2017

Dear Strategic Planning Team:

Action Team #3 was excited and motivated to develop specific results, action steps, and a cost-benefit analysis for the following strategy: *“We will foster a culture of inclusion, acceptance and respect for the individual and community, as well as embrace a collective responsibility to provide socio-emotional support.”* Our team was well balanced, consisting of a classroom teacher, guidance counselor, parent, an 11th grade student, and an assistant principal. It was no accident that each of us volunteered to develop an action plan for this particular strategy. We all felt strongly that a positive school culture and socio-emotional supports were important goals for Victory. As you review our action plans, we hope that you’ll see that each specific result is unique and, upon activation, will contribute to the happiness and success of our students.

Sincerely,

Victory High School Action Team 3

**Victory High School
Action Team #3**



Basic Assumptions:

Our team made three basic assumptions when approaching the process of developing specific results and action plans for the following strategy: *“We will foster a culture of inclusion, acceptance and respect for the individual and community, as well as embrace a collective responsibility to provide socio-emotional support.”* The first assumption was that your discussion, research, and anecdotal evidence caused the Strategic Planning Team to conclude that the culture and socio-emotional supports at Victory were lacking significantly and thereby justifying the creation of the strategy. Our second assumption was that the implementation of the strategy would greatly improve the individual and cumulative experiences of students at Victory and better prepare them for college, career, and interpersonal relationships. Lastly, we assumed that there would be a convergence between the staff at Victory, Rocklin Unified School District, and the extended community to pool resources and work cooperatively to implement the strategy.

Approach:

Our team was methodical in its approach to developing the action plans. We met six times for approximately 90 minutes each meeting. The agendas were guided by the tasks, activities, and steps outlined in the Team Leader Guidelines Binder.

In Week 1 we reviewed the work completed by Strategic Planning Team. We studied the mission statement, objectives and each of the strategies. It was an added benefit to have Molly Burr, one of the strategic plan members, on our team. She helped us understand what the team was thinking when they wrote the components of the plan. During this first meeting, we also analyzed what the strategy was and was not about and wrote synonyms for key words. These steps helped us thoroughly understand the strategy.

During Week 2 two actions were completed. We asked ourselves to contemplate what anyone would see and hear at Victory, in the next three years, as a result of the strategy being implemented. Answering this question helped us clearly see the importance of our work. The second action for this week required us to write questions that needed to be investigated before the plan could be written. After a process of identifying the questions of greatest importance, each team member adopted a question or two and conducted research to answer the question(s) before the next meeting.

Team members came to Meeting 3 with all relevant information to answer the questions from the previous meeting. Written summaries of answers to questions were passed out and team members discussed what they had discovered. The homework for the next meeting required team members to review the research presented and to write 5 actions that would be taken in the next 5 years to make the strategy a reality.

Meeting 4 yielded the specific results. Each team member brought 5 actions to the meeting. Ideas were grouped into categories. Similarities of ideas were discussed and 3 specific results were written and agreed upon.

Due to time constraints leading to the presentation to the Strategic Planning Team, the work needing to be completed during Meetings 5 and 6 was condensed into one meeting. The team addressed the specific results one at a time, developing action steps and a cost-benefit analysis for each. We consistently focused on the final outcome of the strategy and wrote steps that would lead to the goal. The cost-benefit analysis required us to consider tangible and intangible costs including such things as money, time, facilities, stress resistance to change, and frustration.

Meetings 7 and 8 were melded into one meeting. The first part of the meeting was spent reviewing the specific results, asking ourselves if it was clearly written, written as an outcome, measurable, and was necessary to make the strategy operational. It was also necessary to evaluate the steps of the action plans to ensure that the specific result would be achieved. In addition, we projected the value to students. We asked ourselves if the specific result was achieved and also considered the time, effort, and

money necessary to carry it out. Finally, the group chose a presenter(s), wrote the necessary documents, and prepared the presentation for the Strategic Planning Team.

Research Summary:

Team members researched questions that were necessary to be answered before action plans could be written. Our research focused on:

- What similar schools have created and fostered a culture of inclusion, acceptance, and respect.
- What programs teach and display the tenants of inclusion, acceptance, and respect.
- What similar schools provide broad socio-emotional supports.
- What agencies and colleges have or are willing to partner with schools to provide socio-emotional supports.

Team members reached out to the following schools to research programs they are implementing:

- Adelante High School- Roseville Joint High School District
- LaEntrada High School- San Juan Unified School District
- William Daylor High School- Elk Grove Unified School District
- Phoenix High School- Western Placer Unified School District

Team members investigated the following community based programs and universities currently supporting schools in Rocklin and in neighboring districts:

- Community Recovery Resources
- Destiny Community Center
- Lighthouse Counseling Services
- Placer County Health and Human Services
- Placer County Network of Health
- Stand Up Placer
- Wellness Together Counseling Services
- Caring About Kids (www.caringaboutkids.org)
- California State University Sacramento offers a Marriage, Family, and Child Master of Science degree.
- William Jessup University offers a Masters of Arts degree in Counseling Psychology.
- Kaiser Permanente offers mental health services.

**Victory High School
Action Plan**



Plan Number: 3.1

Date: December 14, 2017

Strategy: We will foster a culture of inclusion, acceptance and respect for the individual and community, as well as embrace a collective responsibility to provide socio-emotional support.

Specific Results: An orientation for students new to Victory will be developed

Goal: School Culture and Socio-Emotional Support

Action Steps (list steps needed to carryout this action)

- The components of the orientation will be designed.
- A process for choosing students to lead the orientation will be developed.
- Students will be trained to deliver the orientation.
- The time and place of the orientation will be selected.

Victory High School
Cost-Benefit Analysis



Plan Number: 3.1

Date: December 14, 2017

Strategy: We will foster a culture of inclusion, acceptance and respect for the individual and community, as well as embrace a collective responsibility to provide socio-emotional support.

Specific Results: An orientation for students new to Victory will be developed

Goal: School Culture and Socio-Emotional Support

Costs

Benefits

Tangible:

- Staff will need time to brainstorm and develop components of orientation.
- Funding \$ will possibly be needed to pay staff for additional time spent to develop components of the orientation.
- Time for students to be trained in orientation model.
- Orientation leaders will need to be rewarded in some kind of way.
- Difficulty in finding the time to develop the components.
- Motivation for students to want to be orientation leaders.

Tangible:

- Students new to Victory will understand schedules, procedures, and the like.
- Students will be aware of where to go for various needs or resources.
- Students will be introduced to staff and understand their roles.
- Students formal welcome procedure will be in place.
- The image of VHS will be enhanced.
- Students responsible for orientation will feel good about themselves.
- New students will feel more confident about themselves in a new school.

Intangible:

- A feeling of one more thing to do
- More demand on teacher time

Intangible:

- Help new students to feel welcome
- Goodwill on campus
- New students know where to go or to whom to go for resources or help
- A feeling of belonging
- Ambassadors feel good about themselves
- Ambassadors learn new skills

**Victory High School
Action Plan**



Plan Number: 3.2

Date: 12/14/17

Strategy: We will foster a culture of inclusion, acceptance and respect for the individual and community, as well as embrace a collective responsibility to provide socio-emotional support.

Specific Results: A multi-tiered system of socio/emotional support will be provided for all students.

Goal: School Culture and Socio-Emotional Support

Action Steps (list steps needed to carryout this action)

- Create a needs assessment including input from staff, students, and parents (possibly a survey).
- Develop a way to administer the needs assessment.
- Analyze data to determine needs.
- Based upon needs, seek resources from within school, the district, and community.
- Create a tiered system of supports for all students.
- Institute a schedule for supports.

**Victory High School
Cost-Benefit Analysis**



Plan Number: 3.2

Date: 12/14/17

Strategy: We will foster a culture of inclusion, acceptance and respect for the individual and community, as well as embrace a collective responsibility to provide socio-emotional support.

Specific Results: A multi-tiered system of socio/emotional support will be provided for all students.

Goal: School Culture and Socio-Emotional Support

Costs

Benefits

Tangible:

- Time to search for or develop a survey to determine needs.
- Time to administer the survey.
- Time to analyze the results of the survey.
- Time to research and procure resources.
- Time to develop tiered system of supports.
- Time in create a schedule for implementation.
- Space to deliver services.
- Huge task of meeting the specific needs of ALL students.

Tangible:

- Students will receive the socio emotional supports they need.
- Students will be out of class less time.
- Improved academic performance.
- More on task time in classrooms.
- Fewer behavior referrals to the office.
- Increased attendance
- Resources to offer during SST meetings

Intangible:

- Difficulty of procuring resources
- Measuring student need
- Students being embarrassed about receiving services
- Maintaining confidentiality
- Stigma attached to receiving services

Intangible:

- Positive mental health
- Staff feels good about resources available for students
- More options and positive feelings during SST meetings
- Feelings of hope

**Victory High School
Action Plan**



Plan Number: 3.3

Date: December 14, 2017

Strategy: We will foster a culture of inclusion, acceptance and respect for the individual and community, as well as embrace a collective responsibility to provide socio-emotional support.

Specific Results: A character program, including a curriculum and signage, will be implemented throughout the school.

Goal: School Culture and Socio-Emotional Support

Action Steps (list steps needed to carryout this action)

- Adopt or develop a character program, including a curriculum, focusing on, but not limited to: inclusion, acceptance, and respect.
- Determine cost and procure funding for a program.
- Arrange for and conduct professional development for staff.
- Plan kick off event, along with continuous events throughout the school year to reinforce and perpetuate the program.

**Victory High School
Cost-Benefit Analysis**



Plan Number: 3.3

Date: December 14, 2017

Strategy: We will foster a culture of inclusion, acceptance and respect for the individual and community, as well as embrace a collective responsibility to provide socio-emotional support.

Specific Results: A character program, including a curriculum and signage, will be implemented throughout the school.

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Costs

Benefits

<p><i>Tangible:</i></p> <ul style="list-style-type: none">● Time to research or develop a program.● Cost to pay staff to develop program or cost to purchase a program.● Cost of signage.● Time for professional development for the curriculum.● Cost for professional development.● Possible cost of professional assembly.	<p><i>Tangible:</i></p> <ul style="list-style-type: none">● All students feel included, accepted, and respected.● A systemic approach to character education.● Less conflict in classrooms and throughout school.● Reduction in office referrals.● Reduction in OCS and off campus suspensions.● Teachers have more resources to use for behavior management in classrooms.● More rewards for students.
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Intangible:

- More demand on teacher time.

Intangible:

- Increased positive relationships on campus.
- Feelings of Inclusion, acceptance, respect, fairness, citizenship, caring, responsibility, kindness permeate throughout the school
- School image is enhanced
- Clear expectations