

School Improvement Plan - 2014-2015

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Lincoln Middle School (0702)

Logansport Community Sch Corp

Logansport, IN

This plan will be revised annually. Updates may be found each June at <http://www.asainstitute.org/publicsip>. The plan was developed with assistance from the:



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School Improvement Plan Introduction

Lincoln Middle School

This school improvement plan was developed using a vision-based and data-driven process called *Vision-to-Action* that was developed by the American Student Achievement Institute. In addition to containing the strategies our school and community identified as key to raising student achievement and closing achievement gaps in our school, this plan contains strategies that meet the expectations of:

- American Student Achievement Institute
- Indiana Rules and Regulations

Participation

The following people were involved in developing this School Improvement Plan

- Teachers
- Students
- Parent representatives
- Community representatives

Process

Those involved in developing this School Improvement Plan participated in a series of discussions related to the *Vision-to-Action* steps:

1. Establish a local culture of high expectations
2. Create a common vision for student success
3. Analyze achievement data and set realistic data targets for each of the next three years
4. Analyze force field data and identify concerns within the following areas.
 - Academic expectations
 - Curriculum content
 - Instructional practices
 - Classroom assessment
 - Extra help
 - Student guidance
 - Learning environment
5. Research strategies to address our concerns and select high-leverage strategies to implement
6. Develop a to-do list for each strategy

Using Data for Decision-Making

The Vision-to-Action process relies heavily on data as a foundation for decision-making.

1. Achievement Data – To what degree are students prepared for success at the next educational level, and ultimately for success in postsecondary education and a global economy?
2. Force Field Data – What conditions in the school and community interfere with high student achievement?
3. Strategy Data – Is the strategy having the desired impact on adults and students?

Implementation Next Year

Our work next year will be guided by the to-do list that we have developed for each strategy.

Questions about the School Improvement Plan should be directed to the building principal.

Who Wrote this School Improvement Plan?

Many individuals were involved in the creation of this school improvement plan.

Groups and Roles

The **Steering Team** is comprised of educators, a parent, and a business representative. The Steering Team's role is to help the Full Faculty and Community Council 1) analyze data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) reach consensus in decisions related to school improvement.

The **Full Faculty** is made up of all educators. The role of the Full Faculty is to 1) analyze data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) reach consensus with each other and the Community Council for decisions related to school improvement.

The **Community Council** is comprised of parents and representatives of community stakeholder groups. All parents were invited to be part of the Community Council and any interested parent was welcome to join the Council. The role of the Community Council is to 1) analyze data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) reach consensus with each other and the Full Faculty in decisions related to school improvement.

The **Student Body** includes every student enrolled in the school. The role of the Student Body is to 1) review data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) provide input for the Full Faculty and Community Council.

Discussion Topics

The Full Faculty, Community Council and Student Body participated in guided discussions about the following topics. Written summaries of all discussions were developed and are on file at the school.

- Discussion 1: Global Economics
- Discussion 2: Vision for Student Success
- Discussion 3: Achievement Data Analysis and Achievement Goals
- Discussion 4: Force Field Data Analysis (student needs) and Areas of Concern
- Discussion 5: Strategy Selection

Steering Team

- Jeff Canady - Administrator
- Cami Ciotta - Parent/Guardian
- Alan Eckelbarger - School Counselor
- Michael Miller - Administrator
- Annette Servies-Proefrock - Teacher

Strategy Chairs

- Carla Alford
- Jeff Canady
- Stephanie Crawford
- Jim DeMien
- Alan Eckelbarger
- Jeff Kesler
- Chris Percy
- LaVinnie Wandrei

Community Council

- Chris Armstrong - Community
- Jim Callaghan - Community Member
- Cami Ciotta - Parent
- Jim Crain - Parent
- Scott Kraud - Community/Parent

- Obie Martin - Business
- Judy McNary - Community Member
- Michelle Ream - Parent/Community Member
- Lyndsey Rozzi - Parent/Community Member
- Misty Russell - Parent
- Michelle Starkey - Parent
- Jenny Sweet - Parent/Community Member

Vision Statement

The Vision Statement was developed by all educators, all students, and members of the community and is reviewed and updated annually. The foundation of the statement identifies the core convictions upon which this school improvement plan is built and answers the question, "What do our students deserve in order to be successful learners, responsible citizens, and productive members of a global economy?" The second part of the vision statement describes ideal adults who are striving to provide students with the things they deserve in order to achieve at a rigorous level. The third part of the vision statement describes ideal students in a school and community where adults live by their convictions. The last part of the vision statement includes ideal data that represent the community's dreams. This lofty data serves as the focal point for the remainder of the school improvement plan and requires the school and community to work toward every student succeeding at a high level.

We believe all students deserve:

We believe all students deserve a safe, clean, and positive learning environment free from ridicule and distinction based on their ethnic group, social background, or economic class and where they are accepted, respected, and treated with kindness by everyone. A voice in decisions and be held accountable for their choices according to well-defined school-wide rules with appropriate consequences for violations of those rules. A supportive home and community that is actively involved in their school, provides positive role models, and assists students in becoming successful in the work place, higher academic endeavors, or life in general. A curriculum that is challenging yet attainable uses a variety of instructional methods that accommodate different learning styles and to be assessed with a variety of assessment tools.

to be instructed by enthusiastic teachers who are well prepared and use research-based instruction in a student-centered classroom. to choose among a variety of opportunities for learning, both curricular and extra-curricular that are challenging and enjoyable, that foster critical thinking, and provide access to the most up-to-date technology available.

All adults in our community are living by these core convictions daily and as a result, show the following attitudes and actions:

All adults in our community are living by these core convictions daily and as a result show the following attitudes and actions: All teachers, parents, and community members have high expectations for all students and value education with the utmost importance. They provide good role models and are goal oriented so students can achieve the highest success. To ensure all students learn, adults provide a safe and caring environment. All teachers are enthusiastic, compassionate, and knowledgeable in their field of study. Teachers use a variety of methods and styles to challenge students while teaching and seek alternative ways to help students learn. Teachers ensure students succeed by providing a learning environment that is student centered while remembering to celebrate success along the way. Teachers love their job and reflect that in their attitude and love of learning. Parents are actively involved in their child's education. They talk daily to their child about school, assist them with their studies, attend conferences and parent meetings, and feel welcome at our school. The community is an active partner in the school and they participate by donating time, talent, and resources. Each grade level works closely with the community to provide real world experiences for the students. The students have an understanding of possible career paths for the future.

In this environment where all adults are living by their core convictions, all students:

In this environment where all adults are living by core convictions, all students: Are excited about coming to school and have high self-expectations. They are active learners, diligent, and motivated in getting the best grades. Students are provided many opportunities to work independently and participate in a group setting. Students want a challenging curriculum and seek to improve by being goal oriented. Students show strong management skills by being punctual, having perfect attendance, and turning in all assignments on time. They show great respect for and are honest individuals. Students will reflect their compassion and caring by coming to school ready to learn and encouraging others to do so. They are attentive in class and are not hesitant to ask questions to delve deeper into discussion. Students are involved in extra-curricular activities in addition to their regular school work.

As a result of these efforts, our school's student achievement data is as follows:

- % of students who pass ISTEP math: 100%
- % of students who pass ISTEP English: 100%
- % of students who are performing at grade level in all subjects: 100%
- % of students who are 8th graders receiving credit for Algebra 1: 100%
- % of students who move up at least one ENL level: 100%
- % of students who are on the A/B honor roll: 100%
- % of students who pass all classes: 100%
- % of students who read at grade level: 100%
- % of students who pass ISTEP science: 100%
- % of students who pass ISTEP social studies: 100%

Academic Goals

The academic goals were established after a thorough analysis of multiple achievement data assessments including the state math assessment, state English / language arts assessment, student mastery of each Indiana Academic Standard, and report card grades. A full list of academic assessments is found in the Force Field Excerpts section of this plan. Other types of data are discussed in the Needs Assessment section of this plan.

The Full Faculty, Community Council (including parent representatives), and Student Body were involved in the analysis of the achievement data. The following questions were addressed during the data analysis.

- How does this data compare to our vision (ideal) data?
- What specific data fields disturb us?
- What specific data fields please us?
- Where do we observe achievement gaps?

Using a consensus based decision-making model, the Full Faculty and Community Council (including parents) first identified a small number of broad academic areas on which the school and community agreed to focus their energy next year. Then, the teachers and Community Council members "drilled down" the data within those areas and identified specific courses or academic standards that, if improved, would impact the broader academic areas. Both the broad academic areas and the specific academic areas are included as goals below. Data targets that the educators and community members felt most strongly about were then provided to the students for their input. Finally, the educators and community members agreed to numerical goals that the school would strive to reach by the end of next school year. These goals fall between the current student data and the vision (ideal) data.

When reading the data tables below, please note that the title of each table includes:

- The group of students targeted to meet the goal
- The benchmark that those students will reach

The numbers in the tables reflect baseline data for past years and the target data for future years. The "vision data" represents our ideal data. It is the mission of our school to work toward this ideal.

All students - Percent all students tested who pass the math portion of ISTEP

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
87	73	89	72	91		93		96		99		100

All students - Percent all students tested who pass the writing process portion of ISTEP

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
80	74	83	73	86		89		92		95		100

Eighth grade Algebra 1 students - Percent passing Algebra 1 ECA

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
92	100	94	100	96		99		100		100		100

Free and Reduced Lunch Students - Percent Passing ISTEP Language Arts

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
66	65	69	65	72		75		78		81		100

Free and Reduced Lunch Students - Percent Passing ISTEP Math

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
76	63	79	63	82		85		88		91		100

Hispanic students - Percent Passing ISTEP Language Arts

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
62	63	65	68	68		71		74		77		100

Hispanic Students - Percent Passing ISTEP Math

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
79	63	82	64	85		88		91		94		100

Limited English students - Percent Passing ISTEP Language Arts

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
60	39	63	50	66		69		72		75		100

Limited English Students - Percent Passing ISTEP Math

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
81	37	84	45	87		90		93		96		100

Special Education - Percent of students who pass Language Arts on ISTEP

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
46	28	49	33	52		55		58		61		100

Special Education - Percent of students who pass Math on ISTEP

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
59	26	62	33	65		68		71		74		100

Special Education - Percentage of students who pass Language Arts on IMAST

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
46	25	49	28	52		55		58		61		100

Special Education - Percentage of students who pass Math on IMAST

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
46	19	49	24	52		55		58		61		100

Comprehensive Needs Assessment / Areas of Concern

The Areas of Concern were established after a comprehensive needs assessment that included a survey of all educators, all students, parents and community members. Survey data for students and parents were disaggregated by ethnicity and economic level. The needs assessment also included a collection of data that reflected specific student needs (e.g. attendance rate), and a summary of discussion responses to inquiry questions about areas that might be interfering with learning in the school and community. The collection of data provided information about the school's expectations for student achievement, curriculum, instruction, classroom assessment, extra help, student guidance and the learning environment.

All educators and the Community Council (including parent representatives) were involved in the analysis of the student needs data. Specific attention was given to areas within the classroom that are interfering with learning. The following questions were addressed during the data analysis.

- What data indicate an area that is interfering with achievement in our targeted academic areas for improvement?
- What data indicate an area that is interfering with achievement for the student group we have targeted for improvement?

The student body was asked to respond to an open ended question, "What is interfering with learning at our school?"

Using a consensus based decision-making model, the Full Faculty and Community Council identified key areas that concerned them because they were interfering with students' ability to reach the established academic goals and more specifically, were interfering with the achievement of the targeted student group. The Full Faculty and Community Council agreed to address these Areas of Concern through targeted strategies next year.

The student needs assessment will be conducted again in the future to analyze the impact of the strategies included in this plan.

The Areas of Concern identified by our Full Faculty and Community Council (including parents) are listed below.

Areas of Concern

We are concerned that... Behavior of other students impacts the learning of others

52% percent of our students feel the behavior of others interferes with their learning. 50% of our community believe that our students do not feel safe a school.

We are concerned that... Lack of parent involvement impedes student success

Only 30% of the community feel that students talk to their parents regularly about their school work while parents report this at 93%. Students on the other hand are at 72% overall. Only 36% of the students report that their parents and teachers regularly communicate while 51% of the parents feel they do and 36% of the community feels this happens. Faculty, on the other hand, reported in at 75%.

We are concerned that... LEP students need additional support to be successful

There is a 13% drop between 6th and 8th grade as far as teachers pushing Hispanic students to do their best; only 64% of the 8th grade Hispanic students say they pay attention in class; 63% of the Hispanic students participate in classroom discussions; In response to turning in homework daily, 88% of the 6th grade, 79% of the 7th grade, and 56% of the 8th grade Hispanic students agreed they do this

We are concerned that... Student need extra time/help to learn hard material

29% of the students do not feel they get extra help at school when having difficulty learning hard material; 93% of the faculty state they provide extra help in the classroom for students who can learn hard material, but need extra and/or individualized help; 96% of faculty state they provide additional time for students who can learn hard material, but at a slower pace - only 40% fo the students feel this way and only 39% of the parents feel this way

We are concerned that... Students need additional time to learn reading comprehension skills.

ISTEP and Accelerated Reader results concerns were identified

We are concerned that... Encourage Rigorous Curriculum

We are concerned that... Attendance

We are concerned that... Focused Academic Area

We are concerned that... Focused Student Group

We are concerned that... Graduation Plan

Strategies

Strategies were established after identifying 1) Achievement Goals (see the Achievement Goals section), and 2) Areas of Concern (see the Needs Assessment - Areas of Concern section). Educators researched possible strategies for addressing each Area of Concern and then presented possible strategies to Full Faculty and Community Council for their consideration. The student body was provided with a list of Areas of Concern and asked to provide their input regarding strategies the school and community could employ to address the concerns. Using a consensus based decision-making model, the Full Faculty and Community Council (including parent representatives) agreed to several strategies to implement next year.

Strategy Data: Strategy data will help the Full Faculty and Community Council determine the degree to which the strategy has changed adult practices. Baseline data was collected this year. Follow-up data will be analyzed at the end of each semester next year. Combined with the needs assessment data (including student surveys) and the achievement data, our school will have a good understanding of the success of the strategies in meeting student needs. The strategy data tables can be found in the Strategy Data section of this plan.

Strategy To-Do Lists: Each strategy has been assigned a Strategy Chair. In some cases, the Strategy Chair asked others to form a Strategy Task Force. For almost all strategies, the Strategy Chair developed a detailed "To-Do" list that includes activities related to 1) implementation, 2) professional development, 3) anti-resistance (helping those impacted by the strategy to embrace the strategy), and 4) strategy evaluation. The strategy to-do lists can be found in the Strategy To-Do List section of this plan.

The strategy titles and descriptions are listed below:

Strategies

Attendance

Student absences must be verified by a parent/guardian by calling the Lincoln MS office no later than 8:30 a.m. Tele-parent will place an automatic phone call to parents/guardians by 9:30 notifying them of their child's absence. Home visits may also be made to verify an absence. A maximum of 10 absences per year and all absences are considered unexcused unless they fall under the legal definition of excused absence. After the 3rd and 7th unexcused absence, the parents will be contacted by letter. After the tenth unexcused absence, the case will be referred to the Family Opportunity Center. Parents of students with chronically excessive absenteeism may be referred to the Prosecutor's Office.

Impact Level: High Impact - Inside

Focus: General

Encourage Rigorous Curriculum

Teachers will continue to recommend students of high ability for the Honors program for Math, Language Arts, Science, and Social Studies classes for grades 6, 7, and 8. In addition to teacher recommendation, students are also selected for this program based upon their ISTEP results, cognitive test results, and parental permission. All incoming 6th graders will take OLSAT to see if they qualify for the Honors Program. Students in Honors Math will receive instruction at least one grade level above their peers. 8th grade students will be enrolled in Algebra I and will take the ECA to obtain high school credit. Lessons will be modified through acceleration of content or enrichment of content. Staff members are encouraged to utilize techniques to take classes toward the Academic Honors Diploma. During Focus, teachers are encouraged to provide activities which expand the students' scope of thinking.

Impact Level: High Impact - Inside

Focus: Specific

Focused Academic Area - Language Lab

In the language lab students who have not succeeded on the ISTEP will be given additional instructional time with their grade level teacher. The language lab will be used to work on standards that students have not mastered in previous grade levels, basic language and reading skills, and current grade level standards. The language lab will take place daily in the student's Refocus class.

Impact Level: High Impact - Inside

Focus: Specific

Focused Academic Area - Math

In the math lab students who have not succeeded on the ISTEP will be given additional instructional time with their grade level teacher. The math lab will be used to work on standards that students have not mastered in previous grade levels, basic math skills, and current grade level standards. The math lab will take place daily in the student's Refocus class.

Impact Level: High Impact - Inside

Focus: Specific

Focused Student Group - Inclusion

LMS special education teachers, along with the math, science, social studies, and language arts general education teachers, will continue the development of an inclusion program for the LD and MI students. Special education teachers and general education teachers will work together to develop curriculum modifications to assist the special education students in gaining skills and mastery of standards at grade level.

Impact Level: High Impact - Inside

Focus: Specific

Focused Student Group - Resource Room

The school will provide a resource room for those special education students who are having difficulty with classroom assignments or are in need of remediation in core subject areas. Special education teachers will be assigned to the resource room for a minimum of three periods a day for to be of assistance to the students in the core subject areas

Impact Level: High Impact - Inside

Focus: Specific

Focused Student Group - SIOP

The purpose of the SIOP/ISTEP prep class is to promote academic achievement using the Sheltered Instruction Observation Protocol (SIOP) components for students who are lacking academically in language, vocabulary, background knowledge, and study skills. The class gives the teachers an opportunity to address multiple students - with focus on free/reduced lunch, Hispanic, and limited English students - who are in need of additional support and mastery of core skills as well as the skills addressed in the SIOP model. At the end of each year, teams will use provided guidelines to select students to be placed in prep classes for the following year. There will be two prep classes. One class will include English Learner (EL) students at levels 1 & 2 and students who did not pass ISTEP. This group will be with the EL teacher for language arts and reading and with an SIOP teacher for all other core classes. The second prep class will be EL students at levels 4 & 5 and students who did not pass ISTEP. This group will be with an SIOP teacher for all core classes.

Impact Level: High Impact - Inside

Focus: Specific

Graduation Plan

Students in the 6th grade, with input from their parents, will participate in developing an initial graduation plan. Included in this plan will be a statement of intent graduate from high school as well as acknowledgment of the need for good study habits, citizenship, and school attendance. Students in the 7th grade will update their initial graduation plan and continue to investigate education opportunities beyond high school. All 8th grade students will complete the graduation plan folders after completion of an interest survey, intense instruction on different career opportunities and the different diploma options, as well as other career choice information. Learn More Indiana information and graduation plan folders will be distributed to Focus teachers by the school counselor. Focus teachers will ensure that all information is presented and graduation plan folders are completed and returned to the counselor no later than November 30th to be placed in student's permanent record. Learn More Indiana materials will be used for all three grade levels.

Impact Level: Low Impact

Focus: General

Olweus Bullying Prevention Program

Staff development for the Olweus Bullying Prevention Program (OBPP) began in 2008 and will continue throughout the 2012-2013 school year. The OBPP is the most researched and best-known bullying prevention program available and its purpose to change the norms around bullying behavior and to restructure the school setting itself so that bullying is less likely to occur. The OBPP strategy team will continue training new staff in the proper use of the OBPP who will in turn train the students.

Impact Level: High Impact - Inside

Focus: General

Strategy Data

Strategy data will help the teachers and Community Council determine the degree to which the strategy has changed adult practices. Baseline data was collected this year. Follow-up data will be analyzed at the end of each semester next year. Combined with the needs assessment data (including student surveys) and the achievement data, our school will have a good understanding of the strategy's success in meeting student needs. The strategy data tables below indicate 1) the group of adults or students that are expected to change as a result of this strategy, 2) the desired practice(s), and 3) what the school will count to determine the degree to which the practice(s) changed.

Focused Student Group - Inclusion

Percent of teachers who are reported as allowing sufficient modifications for special education students.

Baseline 13-14	Follow Up 14-15 1st Semester / 1st Trimester		Follow Up 14-15 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
85	90		95	

The number of teachers who are reported as allowing sufficient modifications for special education students.

Baseline 13-14	Follow Up 14-15 1st Semester / 1st Trimester		Follow Up 14-15 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
29	31		33	

Focused Student Group - Resource Room

The percentage of days that General Education Teachers utilize the Resource Room

Baseline 13-14	Follow Up 14-15 1st Semester / 1st Trimester		Follow Up 14-15 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
83	84		85	

Focused Student Group - SIOP

% of teachers who are observed using the SIOP model of instruction

Baseline 13-14	Follow Up 14-15 1st Semester / 1st Trimester		Follow Up 14-15 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
100	100		100	

To-Do List

After the strategies were selected for next year, each strategy was assigned to a Strategy Chair. In some cases, the Strategy Chair asked others to form a Strategy Task Force. For almost all strategies, the Strategy Chair developed a detailed "To-Do" list that includes activities related to 1) implementation, 2) professional development, 3) anti-resistance (helping those impacted by the strategy to embrace the strategy), and 4) strategy evaluation. At the beginning of next year, each strategy chair will go over their strategy's "To-Do" list with the entire faculty. Throughout the year, each strategy chair will check off each strategy activity as it is completed. At the end of the first semester, each strategy chair will present the percentage of completed activities to the Full Faculty and Community Council. If the strategy activities were not fully implemented, the chair will facilitate a discussion about changes that will occur during the second semester to ensure that all activities are completed.

Report by strategy. Showing completed and yet-to-be-completed action steps.

Encourage Rigorous Curriculum

Aug 15, 2014: Administer OLSAT to all incoming 6th grade students **Person:** Jeff Kesler
Aug 15, 2014: Encourage students toward Academic Honors Diploma **Person:** All Teachers
Oct 17, 2014: Encourage students towards Academic Honors Diploma **Person:** All Teachers
Dec 19, 2014: Encourage students to Academic Honors Diploma **Person:** All Teachers
Mar 13, 2015: Encourage students towards Academic Honors Diploma **Person:** All Teachers
May 22, 2015: Encourage students towards Academic Honors Diploma **Person:** All Teacher

Focused Academic Area - Language Lab

Feb 13, 2014: Acutiy C Student Check **Person:** Joanie Beck
May 29, 2014: ISTEP Student Check **Person:** Karina Fauble
Sep 12, 2014: Acutiy A Student Check **Person:** Tira Smith
Dec 12, 2014: Acutiy B Student Check **Person:** Carmen Gregory

Focused Academic Area - Math

Sep 10, 2014: Data Meeting **Person:** Jeff Canady
Oct 1, 2014: Data Meeting **Person:** Jeff Canady
Oct 11, 2014: Set Focus Class **Person:** Math Teachers
Dec 15, 2014: Data Meeting **Person:** Jeff Canady
Jan 6, 2015: Set Focus Class **Person:** Math Teachers
Mar 9, 2015: Data Meeting **Person:** Jeff Canady
Mar 14, 2015: Set Focus Class **Person:** Math Teacher
May 27, 2015: Data Meeting **Person:** Jeff Canady

Focused Student Group - Inclusion

Aug 12, 2014: Distribute IEP's to appropriate personnel at the beginning of the year and after each student's ACR. **Person:** Carla Alford/ Pam Rausch/Stephanie Crawford/Jay Adair
Aug 13, 2014: Develop student schedules **Person:** Carla Alford/ Pam Rausch/Stephanie Crawford/Jay Adair
Aug 15, 2014: Special Education Introductions and Collaborataion **Person:** Carla Alford/ Pam Rausch/Stephanie Crawford/Jay Adair
Aug 28, 2014: Check in and meet with teachers as needed on individual basis to address concerns regrading students modifications. **Person:** Carla Alford/ Pam Rausch/Stephanie Crawford/Jay Adair
Aug 29, 2014: Receive IMAST/ISTEP results **Person:** Carla Alford/ Pam Rausch/Stephanie Crawford/Jay Adair
Oct 10, 2014: Check in and meet with teachers as needed on individual basis to address concerns regrading students modifications. **Person:** Carla Alford/ Pam Rausch/Stephanie Crawford/Jay Adair
Oct 10, 2014: Periodic check of grades for all special education students. **Person:** Carla Alford/ Pam Rausch/Stephanie Crawford/Jay Adair
Nov 12, 2014: Check in and meet with teachers as needed on individual basis to address concerns regrading students modifications. **Person:** Carla Alford/ Pam Rausch/Stephanie Crawford/Jay Adair
Nov 14, 2014: Periodic check of grades for all special education students. **Person:** Carla Alford/ Pam Rausch/Stephanie Crawford/Jay Adair

Nov 30, 2014: Collect fall data: Percent of teachers who are reported as allowing sufficient modifications for special education students. **Person:** Carla Alford/ Pam Rausch/Stephanie Crawford/Jay Adair

Nov 30, 2014: Collect fall data: The number of teachers who are reported as allowing sufficient modifications for special education students. **Person:** Carla Alford/ Pam Rausch/Stephanie Crawford/Jay Adair

Dec 18, 2014: Collect spring data: Percent of teachers who are reported as allowing sufficient modifications for special education students. **Person:** Carla Alford/ Pam Rausch/Stephanie Crawford/Jay Adair

Feb 6, 2015: Periodic check of grades for all special education students. **Person:** Carla Alford/ Pam Rausch/Stephanie Crawford/Jay Adair

Feb 11, 2015: Check in and meet with teachers as needed on individual basis to address concerns regrading students modifications. **Person:** Carla Alford/ Pam Rausch/Stephanie Crawford/Jay Adair

Mar 18, 2015: Check in and meet with teachers as needed on individual basis to address concerns regrading students modifications. **Person:** Carla Alford/ Pam Rausch/Stephanie Crawford/Jay Adair

Mar 20, 2015: Periodic check of grades for all special education students. **Person:** Carla Alford/ Pam Rausch/Stephanie Crawford/Jay Adair

May 1, 2015: Periodic check of grades for all special education students. **Person:** Carla Alford/ Pam Rausch/Stephanie Crawford/Jay Adair

May 12, 2015: Check in and meet with teachers as needed on individual basis to address concerns regrading students modifications. **Person:** Carla Alford/ Pam Rausch/Stephanie Crawford/Jay Adair

May 28, 2015: Collect spring data: Percent of teachers who are reported as allowing sufficient modifications for special education students. **Person:** Carla Alford/ Pam Rausch/Stephanie Crawford/Jay Adair

Jun 30, 2015: Collect spring data: Percent of teachers who are reported as allowing sufficient modifications for special education students. **Person:** Carla Alford/ Pam Rausch/Stephanie Crawford/Jay Adair

Jun 30, 2015: Collect spring data: The number of teachers who are reported as allowing sufficient modifications for special education students. **Person:**

Focused Student Group - Resource Room

Aug 12, 2014: Discuss with General education teachers on how to use the resource room **Person:** Stephanie Crawford/Carla Alford

Aug 12, 2014: General Education Collaboration **Person:** Carmen Gregory/Monty Ream/Carla Alford/Stephanie Crawford

Aug 13, 2014: Develop Student List for resource periods and reteaching subjects **Person:** Stephanie Crawford/Carla Alford

Aug 20, 2014: Check in with teachers to see what needs to be worked on with the students during resource time/positive feedback **Person:** Stephanie Crawford/Carla Alford

Sep 15, 2014: Check in with teachers to see what needs to be worked on with the students during resource time/positive feedback **Person:** Carla Alford/Bryan Leverenz/ Monty Ream

Oct 20, 2014: Develop Student List for resource periods and reteaching subjects **Person:** Stephanie Crawford/Carla Alford

Oct 27, 2014: Check in with teachers to see what needs to be worked on with the students during resource time/positive feedback **Person:** Kathy Farrer/Becky Price/ Stephanie Crawford

Nov 17, 2014: Check in with teachers to see what needs to be worked on with the students during resource time/positive feedback **Person:** Carmen Gregory/Carla Alford/Tira Smith

Nov 30, 2014: Collect fall data: The percentage of days that General Education Teachers utilize the Resource Room **Person:** Carmen Gregory/Carla Alford/Pam Rausch

Dec 8, 2014: Check in with teachers to see what needs to be worked on with the students during resource time/positive feedback **Person:** LaVinnie Wandrei/ Pam Rausch

Jan 6, 2015: discuss with general education teachers on how to use the resource room **Person:** Stephanie Crawford/Carla Alford

Jan 8, 2015: Develop Student List for resource periods and reteaching subjects **Person:** Stephanie Crawford/Carla Alford

Jan 19, 2015: Check in with teachers to see what needs to be worked on with the students during resource time/positive feedback **Person:** Bryan Leverenz/ Carla Alford

Feb 11, 2015: Check in with teachers to see what needs to be worked on with the students during resource time/positive feedback **Person:** Pam Rausch/ Kathy Farrer

Mar 9, 2015: Check in with teachers to see what needs to be worked on with the students during resource time/positive feedback **Person:** Monty Ream/ Stephanie Crawford

Mar 18, 2015: Develop Student List for resource periods and reteaching subjects **Person:** Stephanie Crawford/Carla Alford

Apr 13, 2015: Check in with teachers to see what needs to be worked on with the students during resource time/positive feedback **Person:** Pam Rausch / Carmen Gregory/Tira Smith

May 11, 2015: Check in with teachers to see what needs to be worked on with the students during resource time/positive feedback **Person:** Stephanie Crawford/ Carla Alford

Jun 30, 2015: Collect spring data: The percentage of days that General Education Teachers utilize the Resource Room **Person:** Monty Ream/Stephanie Crawford/Tira Smith

Focused Student Group - SIOP

May 12, 2014: EL Teacher will meet with 6th and 7th grade teachers to discuss which students they recommend for the SIOP prep classes **Person:** Sharlie Berry

May 19, 2014: Receive LAS Links results. These results will be used as one of the tools to decide which students will be in the SIOP Class **Person:** Sharlie Berry

May 27, 2014: EL Teacher will meet with Mr. Canady to discuss the scheduling of SIOP classes **Person:** Sharlie Berry

May 27, 2014: Receive ISTEP results and determine which students will be in SIOP Class **Person:** Grisel Elias

Aug 12, 2014: Teacher will be given informational packets that will include strategies, tips, etc. for teaching SIOP class **Person:** Sharlie Berry

Aug 13, 2014: Expectations for the SIOP class will be given to the students so they will have a clear understanding of how the classes will run and what is expected **Person:** Amy Bowers

Aug 27, 2014: EL Teacher will meet with teams to discuss success and problems of the SIOP class **Person:** Sharlie Berry

Sep 3, 2014: Monthly check on EL students to make sure they are in the correct classes **Person:** Sharlie Berry

Sep 8, 2014: Faculty Meeting **Person:** Sharlie Berry

Sep 24, 2014: EL Teacher will meet with teams to discuss success and problems of the SIOP class **Person:** Sharlie Berry

Oct 1, 2014: Monthly check on EL students to make sure they are in the correct classes **Person:** Sharlie Berry

Oct 22, 2014: EL Teacher will meet with teams to discuss success and problems of the SIOP class **Person:** Sharlie Berry

Nov 5, 2014: Monthly check on EL students to make sure they are in the correct classes **Person:** Sharlie Berry

Nov 26, 2014: EL Teacher will meet with teams to discuss success and problems of the SIOP class **Person:** Sharlie Berry

Nov 30, 2014: Collect fall data: % of teachers who are observed using the SIOP model of instruction **Person:**

Dec 3, 2014: Monthly check on EL students to make sure they are in the correct classes **Person:** Sharlie Berry

Dec 24, 2014: EL Teacher will meet with teams to discuss success and problems of the SIOP class **Person:** Sharlie Berry

Jan 7, 2015: Monthly check on EL students to make sure they are in the correct classes **Person:** Sharlie Berry

Jan 28, 2015: EL Teacher will meet with teams to discuss success and problems of the SIOP class **Person:** Sharlie Berry

Feb 4, 2015: Monthly check on EL students to make sure they are in the correct classes **Person:** Sharlie Berry

Feb 25, 2015: EL Teacher will meet with teams to discuss success and problems of the SIOP class **Person:** Sharlie Berry

Mar 4, 2015: Monthly check on EL students to make sure they are in the correct classes **Person:** Sharlie Berry

Mar 25, 2015: EL Teacher will meet with teams to discuss success and problems of the SIOP class **Person:** Sharlie Berry

Apr 1, 2015: Monthly check on EL students to make sure they are in the correct classes **Person:** Sharlie Berry

Apr 22, 2015: EL Teacher will meet with teams to discuss success and problems of the SIOP class **Person:** Sharlie Berry

May 6, 2015: Monthly check on EL students to make sure they are in the correct classes **Person:** Sharlie Berry

Jun 30, 2015: Collect spring data: % of teachers who are observed using the SIOP model of instruction **Person:**

Graduation Plan

Aug 20, 2014: Graduation Plan Strategy Team Evaluation meeting **Person:** Alan Eckelbarger

Aug 22, 2014: Distribute newsletter to parents explaining the Graduation Plan and providing information about the Core 40 diploma and other academic and career opportunities **Person:** Alan Eckelbarger

Oct 3, 2014: Coordinate with teams to ensure all students complete online graduation plans, interest inventories, and skills assessments provided by Learn More Indiana **Person:** Alan Eckelbarger

Oct 3, 2014: Distribute On-Track magazines to Focus teachers to review with their students throughout October **Person:** Alan Eckelbarger

Oct 10, 2014: Graduation Plan Strategy will coordinate with 8th Grade Team to plan the Reality Store and to schedule guest speakers **Person:** Alan Eckelbarger

Oct 22, 2014: Graduation Plan Strategy Team Evaluation meeting **Person:** Alan Eckelbarger

Nov 19, 2014: Reality Store takes place **Person:** Chris Percy

Dec 5, 2014: School counselor will coordinate with LHS counselors to meet with all 8th grade students to discuss their freshman courses for next year **Person:** Alan Eckelbarger

Dec 24, 2014: Graduation Plan Strategy Team Evaluation meeting **Person:** Alan Eckelbarger

Jan 15, 2015: Coordinate with LHS Guidance Director to meet with and assist 8th grade students in choosing courses for 9th grade at LHS and CCC **Person:** Alan Eckelbarger

Feb 25, 2015: Graduation Plan Strategy Team Evaluation meeting **Person:** Alan Eckelbarger

Apr 29, 2015: Graduation Plan Strategy Team Evaluation meeting **Person:** Alan Eckelbarger

Olweus Bullying Prevention Program

Aug 12, 2014: Post an Olweus update and explanation of the program on the LMS website **Person:** Alan Eckelbarger

Aug 29, 2014: Distribute Olweus brochures to all Focus teachers to give to student in Focus class explaining Olweus to parents **Person:** Alan Eckelbarger

Professional Development Summary

Alignment with the School Improvement Plan: The Professional Development Summary is directly aligned with strategies found in the School Improvement Plan. Professional development activities enhance educator's knowledge within one or more of the following areas: a) expectations, b) curriculum content, c) classroom instruction, d) classroom assessment, e) extra help, f) guidance, and g) the learning environment. The amount of funding allocated for each professional development activity and the funding source is listed for each professional development activity.

Effective Learning Process: The Professional Development Summary was written by teacher-leaders and includes activities that will help teachers develop the knowledge and skills needed to successfully implement the strategies listed in the School Improvement Plan. The plan includes a variety of formats for professional development. Activities have been embedded in the school day as appropriate. The plan also includes activities designed to provide teachers with feedback over time. Finally, "strategy data" is collected for comprehensive strategies that identifies the degree to which the strategy has brought about a positive changes in adult practices.

Professional Growth Environment: Each strategy is supported by a "strategy chair." Strategy chairs are responsible for 1) writing (with support from colleagues) a strategy plan including on-going professional development activities, anti-resistance, and evaluation activities, 2) providing on-going mentoring to their colleagues in the implementation of the strategy, 3) analyzing the effectiveness of the strategy, and 4) making a recommendation to the faculty with respect to whether or not the strategy should be sustained.

Encourage Rigorous Curriculum

No professional development is needed for this strategy.

Focused Academic Area - Language Lab

No professional development is needed for this strategy.

Focused Academic Area - Math

No professional development is needed for this strategy.

Focused Student Group - Inclusion

Special Education Introductions and Collaborataion

Brief Description: Special education teachers will introduce all special education students with their accommodations and modifications.

Intended Participants: Teachers, Counselors, Administrators

Date: Aug 15, 2014

Activity Purpose: Information

Activity Format: Talk to

Funding: No cost

Does this activity occur during the school day? Yes

Focused Student Group - Resource Room

General Education Collaboration

Brief Description: Teachers will get together and we will work out a plan to help use the resource room to its best ability.

Intended Participants: Teachers

Date: Aug 12, 2014

Activity Purpose: Information, Feedback/Support

Activity Format: Talk to

Funding: none

Does this activity occur during the school day? Yes

Focused Student Group - SIOP

Faculty Meeting

Brief Description: To give new strategies and tips to help teachers with EL students succeed in school

Intended Participants: Teachers, Counselors, Administrators

Date: Sep 8, 2014

Activity Purpose: Information

Activity Format: Talk to

Funding:

Does this activity occur during the school day? No

Graduation Plan

No professional development is needed for this strategy.

Olweus Bullying Prevention Program

No professional development is needed for this strategy.

Relationship Report: Areas of Concern / Strategies / Achievement Goals

This report shows the relationship between the Areas of Concern, Strategies, and Achievement Goals. For each Area of Concern, the report shows 1) the strategies that will enable the school to successfully address the concern and 2) the achievement goals that will be positively impacted when the concern is successfully addressed.

We are concerned that... Behavior of other students impacts the learning of others

Data Targets Influenced by This Concern:

- All students -- Percent all students tested who pass the math portion of ISTEP
- All students -- Percent all students tested who pass the writing process portion of ISTEP
- Free and Reduced Lunch Students -- Percent Passing ISTEP Language Arts
- Free and Reduced Lunch Students -- Percent Passing ISTEP Math
- Hispanic students -- Percent Passing ISTEP Language Arts
- Hispanic Students -- Percent Passing ISTEP Math
- Limited English students -- Percent Passing ISTEP Language Arts
- Limited English Students -- Percent Passing ISTEP Math
- Special Education -- Percent of students who pass Language Arts on ISTEP
- Special Education -- Percent of students who pass Math on ISTEP

Strategies to Impact This Concern:

- Focused Student Group - SIOP
- Olweus Bullying Prevention Program

We are concerned that... Lack of parent involvement impedes student success

Data Targets Influenced by This Concern:

- All students -- Percent all students tested who pass the math portion of ISTEP
- All students -- Percent all students tested who pass the writing process portion of ISTEP

Strategies to Impact This Concern:

- Attendance

We are concerned that... LEP students need additional support to be successful

Data Targets Influenced by This Concern:

- Free and Reduced Lunch Students -- Percent Passing ISTEP Language Arts
- Free and Reduced Lunch Students -- Percent Passing ISTEP Math
- Hispanic students -- Percent Passing ISTEP Language Arts
- Hispanic Students -- Percent Passing ISTEP Math
- Limited English students -- Percent Passing ISTEP Language Arts
- Limited English Students -- Percent Passing ISTEP Math

Strategies to Impact This Concern:

- Focused Academic Area - Language Lab
- Focused Academic Area - Math
- Focused Student Group - SIOP

We are concerned that... Student need extra time/help to learn hard material

Data Targets Influenced by This Concern:

- Free and Reduced Lunch Students -- Percent Passing ISTEP Language Arts
- Free and Reduced Lunch Students -- Percent Passing ISTEP Math
- Hispanic students -- Percent Passing ISTEP Language Arts
- Hispanic Students -- Percent Passing ISTEP Math
- Limited English students -- Percent Passing ISTEP Language Arts
- Limited English Students -- Percent Passing ISTEP Math

Strategies to Impact This Concern:

- Focused Academic Area - Language Lab
- Focused Academic Area - Math
- Focused Student Group - Inclusion
- Focused Student Group - Resource Room
- Focused Student Group - SIOP

We are concerned that... Students need additional time to learn reading comprehension skills.

Data Targets Influenced by This Concern:

- All students -- Percent all students tested who pass the writing process portion of ISTEP
- Free and Reduced Lunch Students -- Percent Passing ISTEP Language Arts
- Hispanic students -- Percent Passing ISTEP Language Arts
- Limited English students -- Percent Passing ISTEP Language Arts

Strategies to Impact This Concern:

- Focused Academic Area - Language Lab
- Focused Student Group - Inclusion
- Focused Student Group - Resource Room
- Focused Student Group - SIOP

We are concerned that... Encourage Rigorous Curriculum

Data Targets Influenced by This Concern:

- All students -- Percent all students tested who pass the math portion of ISTEP
- All students -- Percent all students tested who pass the writing process portion of ISTEP
- Eighth grade Algebra 1 students -- Percent passing Algebra 1 ECA

Strategies to Impact This Concern:

- Encourage Rigorous Curriculum

We are concerned that... Attendance

Data Targets Influenced by This Concern:

- All students -- Percent all students tested who pass the math portion of ISTEP
- All students -- Percent all students tested who pass the writing process portion of ISTEP

Strategies to Impact This Concern:

- Attendance

We are concerned that... Focused Academic Area

Data Targets Influenced by This Concern:

- All students -- Percent all students tested who pass the math portion of ISTEP
- All students -- Percent all students tested who pass the writing process portion of ISTEP
- Eighth grade Algebra 1 students -- Percent passing Algebra 1 ECA

Strategies to Impact This Concern:

- Focused Academic Area - Language Lab
- Focused Academic Area - Math

We are concerned that... Focused Student Group

Data Targets Influenced by This Concern:

- Free and Reduced Lunch Students -- Percent Passing ISTEP Language Arts
- Free and Reduced Lunch Students -- Percent Passing ISTEP Math
- Hispanic students -- Percent Passing ISTEP Language Arts
- Hispanic Students -- Percent Passing ISTEP Math
- Limited English students -- Percent Passing ISTEP Language Arts
- Limited English Students -- Percent Passing ISTEP Math
- Special Education -- Percent of students who pass Language Arts on ISTEP
- Special Education -- Percent of students who pass Math on ISTEP
- Special Education -- Percentage of students who pass Language Arts on IMAST
- Special Education -- Percentage of students who pass Math on IMAST

Strategies to Impact This Concern:

- Focused Academic Area - Math
- Focused Student Group - Inclusion
- Focused Student Group - Resource Room

We are concerned that... Graduation Plan

Data Targets Influenced by This Concern:

- All students -- Percent all students tested who pass the math portion of ISTEP
- All students -- Percent all students tested who pass the writing process portion of ISTEP
- Eighth grade Algebra 1 students -- Percent passing Algebra 1 ECA

Strategies to Impact This Concern:

- Graduation Plan

Force Field Excerpt

The Force Field reports are lengthy data reports that help the Full Faculty and Community Council (including parents) identify Areas of Concern (student needs). The Force Field excerpt found below contains information that must be included in the School Improvement Plan to meet various requirements of Public Law 221 and if applicable, Title I Schoolwide.

A. Where is the public copy of your school's curriculum located?	School and Corporation Office
<p>B. What rules or statutes would you like to waive in order to promote student learning?</p> <ul style="list-style-type: none"> ● Identify the specific statute and and/or rule you wish to waive. ● Identify the educational strategies this waiver would allow you to implement that could not be implemented under current statute and rule. ● Explain the benefit to student achievement. ● Describe the evaluation process that would be used to measure the success of these strategies. 	none
C. Are your school's attendance rates supportive of learning? What activities will you implement next year to increase or maintain your attendance rate?	Yes
D. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.	<p>Acuity - Is a CTB assessment given 3 times yearly to ELA and Math students and 2 times yearly to Science and Social Studies students that assesses their mastery of state standards and predicts their performance on the ISTEP</p> <p>Math & ELA Benchmark Assessment - These are corporation authored assessments that are administered every three weeks. These assess student mastery of state standards.</p> <p>Las Links - This assessment is administered to our EL population to determine their level of English proficiency.</p> <p>IRI - This assessment is administered in the fall and spring to determine individual student reading levels in comprehension and fluency.</p> <p>OLSAT â The Otis-Lennon School Ability Test is a written response assessment used in our screening process to determine student eligibility for our advanced classes.</p> <p>KBIT â Kaufman Brief Intelligence Test is a Verbal response assessment used to gain additional information on student abilities in our screening process to determine student eligibility for our advanced classes.</p> <p>KTEA II â Kaufman Test of Education Achievement measures student achievement and is also used in our screening process to determine student eligibility for our advanced classes.</p>

Continuous Improvement Timeline

DISCUSSION TOPIC	FACILITATOR TRAINING (Steering Teams)			FACULTY AND COMMUNITY COUNCIL DISCUSSIONS
	ORIGINAL PLAN	REVIEW & REVISE		
	1st Year Schools	2nd Year Schools	Alumni Schools	
Annual Update Meeting	n/a	n/a	Session AM - Sept	n/a
New Principal and Steering Team Member Training	n/a	n/a	Session PM - Sept	n/a
First Year: Rationale + Organizational Structure After First Year: Kick Off / Year End Data Review (Transcripts / ISTEP / ECA)	Session 1 - Aug	Session 1 - Aug	Aug Webinar	Sept
Vision	Session 2 – Sept	n/a	Sept Webinar	Oct*
Data Targets	Session 3 - Oct	Session 1 - Aug	Oct Webinar	Nov
Areas of Concern	Session 4 - Dec	n/a	Nov Webinar	Jan*
Conference on Learning	Jan	Jan	Jan	n/a
Strategy Selection	Session 5 - Jan	Session 2 - Jan	Jan Webinar	Feb
Strategy Title & Description	Session 5 - Jan	Session 2 - Jan	Feb Webinar	Mar
Strategy Implementation Plans	Mar Strategy Chair Training	Mar Strategy Chair Training	Mar Webinar	Apr

* Our school will complete these tasks every three years
We are next scheduled to complete these tasks during the 2014-2015 school year