

## **School Improvement Plan - PL221 Version - 2008-2011**

**May 16, 2008 16:01:25**

### **Columbia Middle School (0715)**

**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

Columbia 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 Indiana 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:

- Indiana Student Achievement Institute
- PL221

## **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-Marking**

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. We will also maintain an Implementation Binder for each strategy that contains the following documents:

1. Strategy Plan
2. Evidence that the strategy was implemented
3. Progress reports (containing strategy evaluation data)

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

# Reviewer Guide

## Indiana Public Law 221

The following table directs the reviewer to the section of the School Improvement Plan PDF File that contains each component required by Indiana Public Law 221. An expanded copy of the School Improvement Plan containing the actual data used in the creation of this School Improvement Plan may be found at [www.asainstitute.org/publicsip](http://www.asainstitute.org/publicsip). During the implementation of this plan, the school will be able to present a "School Improvement Implementation" binder including documentation that the strategies described in this plan were implemented as planned.

PL221 REQUIREMENT		Required	Location in this Plan
1	Description and location of curriculum	✓	Force Field Excerpt *
	Titles and descriptions of assessment instruments to be used in addition to ISTEP+	✓	Force Field Excerpt *
2	Statement of mission, vision, or belief (suggested but not required)		Vision Statement
3	Summary of data derived from an assessment (implied but not required)		May be obtained from the school's online School Improvement Plan at <a href="http://www.asainstitute.org/publicsip">www.asainstitute.org/publicsip</a>
4	Conclusions about the school curriculum, instructional strategies, and student achievement (implied but not required)		May be obtained from the school's online School Improvement Plan at <a href="http://www.asainstitute.org/publicsip">www.asainstitute.org/publicsip</a>
	Conclusion - Parent involvement	✓	Strategy Summary (Strategy A)
	Conclusion - Technology as a learning tool	✓	Strategy Summary (Strategy B)
	Conclusion - Safe and discipline learning environment	✓	Strategy Summary (Strategy C)
	Conclusion – Professional development	✓	Professional Development
5	Goal – Attendance rate	✓	Strategy Summary (Strategy D)
	Goals - % meeting ISTEP Standards	✓	Academic Goals
	Goals - % graduating (high schools only)	✓	Academic Goals
6	Specific areas where improvement is needed immediately	✓	Academic Goals Areas of Concern Strategies
7	Benchmarks for progress	✓	Academic Goals
8	Academic Honors Diploma and Core 40 – course offerings	✓	Strategy Summary (Strategy E)
	Academic Honors Diploma and Core 40 – encouragement	✓	Strategy Summary (Strategy F)
9	Proposed interventions / strategies (suggested but not required)		Strategy Summary (All strategies)
10	Professional development that a) emphasizes improvement of student learning and performance, b) supports research-based, sustainable school improvement efforts, c) aligns with the core principles of professional development, includes methods to improve cultural competency.	✓	Professional Development
11	Statutes and rules to be waived	✓	Force Field Excerpt *
12	Three (3) year time line for implementation, review, and revision	✓	Continuous Improvement Timeline To-Do List
13	Exceptional Learners – Gifted **	✓	Strategy Summary (Strategy G1)
14	Exceptional Learners – Special Education **	✓	Strategy Summary (Strategy G2)

\* The full Force Field Report may be obtained from the school's online School Improvement Plan at [www.asainstitute.org/publicsip](http://www.asainstitute.org/publicsip)

\*\* In 2006 DOE began asking schools to report how they were addressing the needs of exceptional learners on the DOE School Improvement Plan Review and Revise Report. Therefore, InSAI requires schools to create strategies to meet the needs of "exceptional learners." DOE defines exceptional learners as both "gifted" and "special education" students.

# Who Wrote this School Improvement Plan?

Many individuals were involved in the creation of this school improvement plan. The Steering Team facilitated discussions involving all teachers, all students, and community representatives including parents. Once these groups came to consensus on the Data Targets, Areas of Concern, and Strategies, strategy chairs and task forces were established to 1) develop a comprehensive implementation plan and 2) ensure that the plan is implemented next year.

## Steering Team

- Rachel Ellington - Parent/Guardian
- Greg Grostefon - Administrator
- Justin Herrold - Teacher
- Rebekka Smith - Teacher
- Jodi Tully - Community Representative (Business)
- Stephanie Voorhees - School Counselor

## Strategy Chairs

- Ann Easter
- Robert Iles
- Sally McAndrews
- Beth O'Connor
- Joyce Pasel
- Lukas Schoenhals
- Stephanie Voorhees
- Rebecca Zellers

## Community Council

- Elisa Banuelos - ENL Coordinator
- Suzette Bergstedt - Homemaker
- Joe Dilts - Career Center Admin.
- Bridget Eberhardt
- Alan Eckelbarger - RAN Grant Coordinator
- Chris Ellington - Engineer
- Cynthia Frye - Teacher
- Chad Geer - Banker
- Linda Gordon
- Mark Hammons - Business Owner
- Kelly Hawes - Editor
- Terri Hawes - Homemaker
- Lisa Hershberger - Probation
- Judy Hettinger - Dir. Family Support Center
- Dawn Long - School Social Worker
- Patrick McNarny - Lawyer/Banker
- Cinda Milan - Spec. Ed. Supervisor
- Diane Murphy
- Tammy Remley - School Counselor
- Melinda Shafer - Teacher
- Sherry Tharp - Substitute Teacher
- Terry Tharp - State Hospital
- Jodi Tulley - Owns business
- Timothy Tully - Owns business

# Vision Statement

The Vision Statement was developed by all teachers, all students, and members of the community. 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. The third part of the vision statement describes the 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:**

In our vision, all Columbia Middle School students deserve dedicated, caring, professional teachers and staff members who look forward to coming to school each day. Students feel respected, valued and challenged to achieve their personal best. The faculty, the family and the community continue to grow as a collaborative team to help students discover new and relevant ideas while celebrating their individuality. The facility radiates pride; it is safe, orderly, attractive, comfortable and equipped to prepare children to use technology and information responsibly in productive lives.

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

In our vision, the faculty members at Columbia Middle School are positive role models who create stimulating, open environments, verbalize high expectations, teach challenging curriculum, use creative methods of instruction, provide extra help and extra time, and ensure that all students can be heard.

The students, staff, parents and community of Columbia Middle School work together to ensure that all children use their minds and develop their talents in a safe, caring environment. Decisions are made collaboratively, are based on what is in the best interest of the students, and reflect the school vision and mission.

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

Our vision is rooted in the deeply-held belief that middle school children can master essential academic skills as required by the State of Indiana, meet personal goals, exceed expectations, interact with adult role models, lead healthy lifestyles, practice teamwork and group dynamics, participate in meaningful hands-on activities, enhance their learning through competent use of technology, become creative thinkers and problem solvers, appreciate the diversity of our multicultural society, learn leadership skills, develop a positive self-image, practice a high quality work ethic, become respectful citizens and live productive lives.

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

- % of students who read at grade level: 100%
- % of students who earn a 3.0 ave. or above in content area courses: 100%
- % of students who take and pass Alg. 1: 100%
- % of students who master Ind. Acad. Standards at grade level: 100%
- % of students who achieve a passing score on their 6th, 7th and 8th gr. ISTEP tests: 100%

# Academic Goals

After analyzing longitudinal data that was disaggregated by the student groups identified in No Child Left Behind, teachers, students, parents, and community members identified achievement data targets for the next three years. These targets represent academic areas (subjects) which we wish to improve and specific groups of students we have targeted for improvement (e.g. 6th graders). Our vision data represents our "dream" for all students. The data targets listed below each school year represent realistic steps toward that dream.

## All Students (126 days) - ISTEP PL221 Category Placement Performance

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
67%	59.3%	69%	56%	71%	61.6%	75%		78%		81%		100%

## 8th Gr. Students - % Mastering ISTEP Read. Comp. Standard

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	56%	65%	56%	70%	55%	75%		78%		81%		100%

## All ISTEP tests - % of all ISTEP Lang Arts tests passing

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
70%	55%	72%	50%	74%	59%	76%		78%		80%		100%

## All ISTEP tests - % of all ISTEP Math tests passing

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
75%	65%	77%	62%	78%	63%	80%		82%		84%		100%

## F/R lunch students - % passing ISTEP Lang. Arts

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	44%	55%	41%	60%	48.6%	65%		68%		71%		100%

**F/R lunch students - % passing ISTEP Math**

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	56%	70%	54%	75%	53%	80%		82%		84%		100%

**Hispanic Students - % passing ISTEP Lang. Arts**

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	42%	55%	35%	60%	45.3%	65%		68%		71%		100%



# Areas of Concern

Teachers, students, parents, and community members analyzed data in seven areas known to impact student achievement: 1) expectations, 2) curriculum content, 3) instructional practices, 4) classroom assessments, 5) extra help, 6) student guidance, and 7) the learning environment. We identified areas that we must address in order to reach our academic goals. Those areas are listed below as "Local Areas of Concern". Organizations outside of our school (e.g. the Indiana General Assembly) have identified areas of concern for all schools and have required schools to address those areas. These are listed below as "Required Areas of Concern." Each Area of Concern listed below is followed by the condition in our school or community that led us to believe that this is an Area of Concern.

## Local Areas of Concern

### **Concern: Curriculum is not aligned with standards**

Achievement Data: % passing all classes is significantly higher than % passing ISTEP which is standards based.

### **Concern: Extra Time and Help**

Extra Help/Extra Time Survey: % that disagree or are undecided that they have extra help/time (mainly time):  
Students:48%, Parents:23%, Community: 44%

### **Concern: Students do not believe that what they are learning is connected with the real world.**

Instruction Survey: % that disagree that curriculum is "real world connected." Students: 47%, Parents: 34%, Community: 39%, Faculty: 23%

### **Concern: Students lack a significant relationship with an adult at school.**

Guidance Relationship Survey: % that disagree that they talk to an adult on a regular basis. Students: 63%, Parents: 52%, Community: 62%, Faculty: 30%

## Required Areas of Concern

### **A. Parent Involvement**

### **B. Technology Coordination**

### **C. Safe and Disciplined Learning Environment**

### **D. Attendance**

### **G1. Exceptional Learners - Gifted**

### **G2. Exceptional Learners - Special Education**

**H. Cultural Competency**

# Strategies

After identifying areas of concern, teachers, students, parents, and community members researched proven strategies and selected strategies that our school and/or community will implement to impact our areas of concern. Local strategies are those identified by our teachers, students, parents, and community to address our areas of concern. Required strategies meet various state and/or federal regulations.

## Local Strategies

### Alternative Classroom - Columbia Achieve Academy

CMS will offer an invitation only learning academy for low performing students in grades 7. The academy will be staffed by an elementary licensed teacher and a full time aide. The power standards from grade 7 will be taught in a self-contained classroom with the students only leaving for lunch, expressive arts, and other special class events. Project based learning, differentiated instruction, and alternative learning strategies will be used in this academy. Students will be selected by a predetermined list of criteria including but not limited to ISTEP scores, reading assessment levels, teacher recommendations, YCB (Your Choice Behavior-Discipline) reports, and parent approval. Students will only be accepted if they and their parents agree to sign and adhere to a learning and participation contract. This contract ensures that the student will follow the rules, try his/her best, and that the parents will provide any necessary support and communication needed, in addition to meeting with the classroom teacher quarterly. Students will be in this academy for one year. At the end of the year, the principal and the teacher will determine if the students should advance to the 8th grade, or if any students will need to be placed in the regular 7th grade classrooms for the next school year. This is not a class for special education students, reluctant learners, low level ENL students, or students with discipline or attendance issues.

### Extended Learning - After-School Tutoring

An after school tutoring program will be offered four days per week to students who failed ISTEP+ or are failing in current academic classes.

### Frequent Assessment

Language Arts and Mathematics teachers (grades 6, 7, and 8) will administer a Benchmark Test every 6 weeks to students. This Benchmark Test will provide information on student mastery of Indiana academic standards learned during the time period. To begin the year, information from the last 6 weeks will be used. The Benchmark Test results will be used to determine standards that students have not mastered proficiently (80% or better). The SSP Program will be utilized to provide remediation to students who have not mastered the standards tested in the Benchmark. SSP is a program that runs all year with one week durations between Language Art and Mathematic topics. Students will be given an SSP test focused on a standard that was not mastered from the Benchmark Test. Students who pass the SSP test with 80% or better will receive an enrichment activity to complete during the SSP time that week. Students who scored lower will be provided remediation on the standard, and then be retested at the end of the week.

## Required Strategies

### A. Parent Involvement: Student-Led Conferences

Each student at CMS will lead his or her own parent/teacher conference twice a year (Fall and Spring). FOCUS teachers will act as guides and advocates for the students during their adviser/advisee time. Teachers hand out dates and times during registration and open house. An open house will be held three weeks after school starts to welcome new students and parents to CMS. The open house will allow parents and students to tour the building and get acquainted with teachers and the administration at CMS. They then mail or call reminders to parents as conference time approaches. They assist the student in setting up portfolios of current work, getting current progress reports from teachers, helping them to determine their best learning style and set goals for the school year. If a parent is unable to attend the conference, the child may present at home and return a signed statement to the teacher that the conference was completed. A student may also present to another staff member who acts as a parent for the student. It is important for the child to take ownership of his work and behavior at school, while receiving guidance from parents and teachers.

### B. Technology Coordination: Computer-Aided Instruction

Students utilize computers in their daily work through the CMS computer labs. CMS has embraced technology for over 10 years and is a daily part of student life academic life. Teachers rely on technology when planning instruction, remediation and enrichment for the students.

### **C. Safe and Disciplined Learning Environment**

The staff is trained in effective classroom management skills and use of our school behavior plan at the beginning of the school year. The behavior plan, YCB (Your Choice Behavior) is reviewed and updated at the throughout the school year by a committee of teachers and Administration.

### **D. Attendance**

Student attendance is monitored daily, with attendance taken twice daily by staff. Parents are expected to call and report student absences, if not the school places a call to check on the student. Attendance letters are sent out after 6, 10, and over 15 days of absence. A child exceeding 15 days of unexcused absence is referred to our Family Opportunity Center. Tardies are also monitored and consequences established for 3, 6, 9, 12 and over 15 tardies. After-school detention is used for tardies with referral to Family Opportunity Center for over 15 tardies.

### **G1. Exceptional Learners - Gifted**

Columbia has developed a high ability class for all academic areas. Classes for High Ability students are available in all subject areas; Math, Lang. Arts, Reading, Science and Soc. Studies. As we continue to address all levels of ability, the more gifted students will be identified and served by these classes.

### **G2. Exceptional Learners - Special Education**

As a totally inclusive school, for all exceptional children, including ENL and Special Needs students, Columbia addresses the needs of these students in the regular classroom setting. The ENL and Special Needs students will continue to be served in an inclusive environment with resource pull-out as needed.

### **H. Cultural Competency**

All teachers will be trained in the Ruby Payne Program throughout the school year. Teachers will also be trained in the cultural needs of ENL students throughout the year.

## Professional Development

These professional development activities will be implemented to help participants develop the knowledge and skills they need to successfully implement the strategy.

### Alternative Classroom - Columbia Achieve Academy

Professional Development Activity	Funding	Activity Purpose
<i>Relevant training or coursework for the Columbia Achieve teacher</i>	Source: Prof. Dev. Grant Amount: \$	Skill Building Refinement
Brief Description	Intended Participants	Activity Format
Teacher will pursue any relevant training or coursework that may be needed to create a successful learning environment	Teachers	Presentation/Workshop Professional Reading Collaborative Problem Solving Networking/Site Visit

### Extended Learning - After-School Tutoring

Professional Development Activity	Funding	Activity Purpose
<i>Enrollment Day for After-School Tutoring</i>	Source: Amount: \$	Information
Brief Description	Intended Participants	Activity Format
Have a staff member attend enrollment day with information about the after-school tutoring program	Teachers Parents	Talk to

Professional Development Activity	Funding	Activity Purpose
<i>Staff Development Meeting for After-School Tutoring</i>	Source: Amount: \$	Information Skill Building Feedback/Support
Brief Description	Intended Participants	Activity Format
Continue discussion pertaining to implementation of the program as well as the design of the program	Teachers Administrators	Talk to Presentation/Workshop Peer Coaching

Professional Development Activity	Funding	Activity Purpose
<i>New Staff member induction for After-School Tutoring</i>	Source: Amount: \$	Information
Brief Description	Intended Participants	Activity Format
Meet with new staff members before school starts to inform them of the program and give them the opportunity to be involved in the program	Teachers	Talk to

## Frequent Assessment

Professional Development Activity	Funding	Activity Purpose
<b>Assessment Data</b>	Source: Amount: \$	Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Meeting with Lincoln Middle School teachers to coordinate assessment between schools	Teachers Administrators	Study Group Peer Coaching Collaborative Problem Solving

Professional Development Activity	Funding	Activity Purpose
<b>SSP Training</b>	Source: Prof. Dev. Grant Amount: \$	Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Provide staff training with Dr. Benjamin, SSP developer/Consultant	Teachers	Presentation/Workshop Study Group

Professional Development Activity	Funding	Activity Purpose
<b>Enrichment Activities</b>	Source: Amount: \$	Skill Building Refinement
Brief Description	Intended Participants	Activity Format
Meet with other teams and discuss how to incorporate enrichment activities and what ones have been successful	Teachers	Talk to Peer Coaching

Professional Development Activity	Funding	Activity Purpose
<b>Teacher Assistance</b>	Source: Amount: \$	Information
Brief Description	Intended Participants	Activity Format
Plans will be reviewed and set up by content area teaching teams for each semester	Teachers	Study Group Peer Coaching

## A. Parent Involvement: Student-Led Conferences

Professional Development Activity	Funding	Activity Purpose
<b>Provide program information to the staff.</b>	Source: Amount: \$	Information Refinement
Brief Description	Intended Participants	Activity Format
Committee will meet with new staff and present information on SLC procedures at a staff meeting.	Teachers	Talk to Peer Coaching

## B. Technology Coordination: Computer-Aided Instruction

Professional Development Activity	Funding	Activity Purpose
<i>Technology Sharing</i>	Source: Amount: \$	Skill Building Refinement
Brief Description	Intended Participants	Activity Format
LCSC Tech. Trainer and/or Staff Members will hold in-service and share ideas on how to integrate technology into their lesson plans	Teachers Administrators	Presentation/Workshop Peer Coaching

Professional Development Activity	Funding	Activity Purpose
<i>Technology In-Service Training</i>	Source: Amount: \$	Information Feedback/Support
Brief Description	Intended Participants	Activity Format
At monthly staff meetings teachers will share ideas and ways that they have used technology successfully in their classrooms	Teachers Administrators	Talk to Presentation/Workshop Peer Coaching

## C. Safe and Disciplined Learning Environment

Professional Development Activity	Funding	Activity Purpose
<i>Classroom Management Training</i>	Source: Amount: \$	Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Provide training at regularly scheduled professional development session during team prep	Teachers Administrators	Talk to Presentation/Workshop Study Group Peer Coaching

Professional Development Activity	Funding	Activity Purpose
<i>Classroom Management Observation</i>	Source: Amount: \$	Skill Building
Brief Description	Intended Participants	Activity Format
Teachers who are struggling in classroom management will be given an opportunity to observe a good example of classroom management	Teachers Administrators	Peer Coaching Networking/Site Visit

## G1. Exceptional Learners - Gifted

<b>Professional Development Activity</b>	<b>Funding</b>	<b>Activity Purpose</b>
<i>High Ability Program Development</i>	Source: Amount: \$	Information Skill Building
<b>Brief Description</b>	<b>Intended Participants</b>	<b>Activity Format</b>
Teachers will be encouraged to attend conferences and training in High Ability. They will then share with other staff members during staff meetings	Teachers	Presentation/Workshop Peer Coaching Collaborative Problem Solving Networking/Site Visit

## **G2. Exceptional Learners - Special Education**

<b>Professional Development Activity</b>	<b>Funding</b>	<b>Activity Purpose</b>
<i>ENL and Special Needs Program Development</i>	Source: Amount: \$	Information Skill Building
<b>Brief Description</b>	<b>Intended Participants</b>	<b>Activity Format</b>
Training will be provided for all teachers on how to modify according to the specific needs of ENL and Special Needs students	Teachers Counselors Administrators	Talk to Presentation/Workshop Peer Coaching Networking/Site Visit

## **H. Cultural Competency**

<b>Professional Development Activity</b>	<b>Funding</b>	<b>Activity Purpose</b>
<i>School Culture Training</i>	Source: Amount: \$	Information Skill Building
<b>Brief Description</b>	<b>Intended Participants</b>	<b>Activity Format</b>
Training will be provided in the areas of school culture by ENL Coordinator and through the Ruby Payne program	Teachers Counselors Administrators	Talk to Presentation/Workshop



# Relationship Report -- Areas of Concern / Strategies / Data Targets

## Former Areas of Concern Summary

This report shows the relationship between the Areas of Concern, Strategies, and Data Targets. This report shows the following for each area of concern: 1) the achievement area(s) that are being negatively impacted by the concern and 2) the strategies we will implement to eliminate the concern. Basically, when we implement the strategies, the areas of concern should disappear. Once the areas of concern are gone, achievement should increase.

## Local Areas of Concern

### Concern: Curriculum is not aligned with standards

#### Data Targets Influenced by This Concern:

- 8th Gr. Students -- % Mastering ISTEP Read. Comp. Standard
- All ISTEP tests -- % of all ISTEP Lang Arts tests passing
- All ISTEP tests -- % of all ISTEP Math tests passing
- F/R lunch students -- % passing ISTEP Lang. Arts
- F/R lunch students -- % passing ISTEP Math
- Hispanic Students -- % passing ISTEP Lang. Arts

#### Strategies to Impact This Concern:

- Frequent Assessment
- B. Technology Coordination: Computer-Aided Instruction

### Concern: Extra Time and Help

#### Data Targets Influenced by This Concern:

- 8th Gr. Students -- % Mastering ISTEP Read. Comp. Standard
- All ISTEP tests -- % of all ISTEP Lang Arts tests passing
- All ISTEP tests -- % of all ISTEP Math tests passing
- F/R lunch students -- % passing ISTEP Lang. Arts
- F/R lunch students -- % passing ISTEP Math
- Hispanic Students -- % passing ISTEP Lang. Arts

#### Strategies to Impact This Concern:

- Alternative Classroom - Columbia Achieve Academy
- Extended Learning - After-School Tutoring
- Frequent Assessment
- B. Technology Coordination: Computer-Aided Instruction

### Concern: Students do not believe that what they are learning is connected with the real world.

#### Data Targets Influenced by This Concern:

- 8th Gr. Students -- % Mastering ISTEP Read. Comp. Standard
- All ISTEP tests -- % of all ISTEP Lang Arts tests passing
- All ISTEP tests -- % of all ISTEP Math tests passing
- F/R lunch students -- % passing ISTEP Lang. Arts
- F/R lunch students -- % passing ISTEP Math
- Hispanic Students -- % passing ISTEP Lang. Arts

**Strategies to Impact This Concern:**

- Alternative Classroom - Columbia Achieve Academy
- B. Technology Coordination: Computer-Aided Instruction

**Concern: Students lack a significant relationship with an adult at school.**

**Data Targets Influenced by This Concern:**

- F/R lunch students -- % passing ISTEP Lang. Arts
- F/R lunch students -- % passing ISTEP Math
- Hispanic Students -- % passing ISTEP Lang. Arts

**Strategies to Impact This Concern:**

- A. Parent Involvement: Student-Led Conferences

**Required Areas of Concern**

**A. Parent Involvement (PL221)**

**Data Targets Influenced by This Concern:**

- F/R lunch students -- % passing ISTEP Lang. Arts
- F/R lunch students -- % passing ISTEP Math
- Hispanic Students -- % passing ISTEP Lang. Arts

**Strategies to Impact This Concern:**

- A. Parent Involvement: Student-Led Conferences

**B. Technology Coordination (PL221)**

**Data Targets Influenced by This Concern:**

- All ISTEP tests -- % of all ISTEP Lang Arts tests passing
- All ISTEP tests -- % of all ISTEP Math tests passing

**Strategies to Impact This Concern:**

- B. Technology Coordination: Computer-Aided Instruction

**C. Safe and Disciplined Learning Environment (PL221)**

**Data Targets Influenced by This Concern:**

- All ISTEP tests -- % of all ISTEP Lang Arts tests passing
- All ISTEP tests -- % of all ISTEP Math tests passing
- F/R lunch students -- % passing ISTEP Lang. Arts
- F/R lunch students -- % passing ISTEP Math
- Hispanic Students -- % passing ISTEP Lang. Arts

**Strategies to Impact This Concern:**

- C. Safe and Disciplined Learning Environment

## **D. Attendance (PL221)**

### **Data Targets Influenced by This Concern:**

- All ISTEP tests -- % of all ISTEP Lang Arts tests passing
- All ISTEP tests -- % of all ISTEP Math tests passing

### **Strategies to Impact This Concern:**

- D. Attendance

## **G1. Exceptional Learners - Gifted (PL221)**

### **Data Targets Influenced by This Concern:**

- All ISTEP tests -- % of all ISTEP Lang Arts tests passing
- All ISTEP tests -- % of all ISTEP Math tests passing

### **Strategies to Impact This Concern:**

- G1. Exceptional Learners - Gifted

## **G2. Exceptional Learners - Special Education (PL221)**

### **Data Targets Influenced by This Concern:**

- All ISTEP tests -- % of all ISTEP Lang Arts tests passing
- All ISTEP tests -- % of all ISTEP Math tests passing

### **Strategies to Impact This Concern:**

- G2. Exceptional Learners - Special Education

## **H. Cultural Competency (PL221)**

### **Data Targets Influenced by This Concern:**

- F/R lunch students -- % passing ISTEP Lang. Arts
- F/R lunch students -- % passing ISTEP Math
- Hispanic Students -- % passing ISTEP Lang. Arts

### **Strategies to Impact This Concern:**

- H. Cultural Competency

## Force Field Excerpt

The Force Field reports are lengthy reports analyzed by the teachers, students, parents, and community members to help identify the areas of concern. The Force Field excerpt found below contains information that must be included in the School Improvement Plan to meet the requirements of Indiana Public Law 221.

Description and location of curriculum:	Main office - conference room	Force Field Report B: Curriculum Additional Data #1
Titles and descriptions of assessment instruments to be used in addition to ISTEP+:	Yes - ISTEP is given in 6th, 7th and 8th gr.	Force Field Report C: Assessment Additional Data #1
Statutes and rules to be waived:	none	Force Field Report G: Environment Additional Data #2

# To-Do List

This to-do list includes implementation, professional development, anti-resistance, and evaluation action steps for each strategy and will serve as a road map as we implement our School Improvement Plan.

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

## Alternative Classroom - Columbia Achieve Academy

**Apr 1, 2008:** The 6th grade team will start a list and the final decision will be made by the Principal and lead teacher  
**Person:** 6th grade team, Principal, Ann Easter  
**Activity:** Select candidates for the 2008-2009 school year

**May 1, 2008:** Informational meeting about the program will be held and all parent questions will be answered. The Superintendent will also be invited to attend  
**Person:** Principal and Ann Easter  
**Activity:** Informational meeting

**May 1, 2008:** Informational meeting/individual conferences  
**Person:** Principal and Ann Easter  
**Activity:** Select candidates for the 2008-2009 school year

**May 8, 2008:** Informational meeting/individual conferences  
**Person:** Principal and Ann Easter  
**Activity:** Select candidates for the 2008-2009 school year

**May 15, 2008:** Informational meeting/individual conferences  
**Person:** Principal and Ann Easter  
**Activity:** Select candidates for the 2008-2009 school year

**May 20, 2008:** Review % student work completed from previous semester.  
**Person:** Ann Easter  
**Activity:** Collect baseline data

**May 20, 2008:** Review post survey of students in classroom  
**Person:** Ann Easter  
**Activity:** Collect baseline data

**May 22, 2008:** Informational meeting/individual conferences  
**Person:** Principal and Ann Easter  
**Activity:** Select candidates for the 2008-2009 school year

**Aug 11, 2008:** Teacher will pursue any relevant training or coursework that may be needed to create a successful learning environment  
**Person:** Ann Easter  
**Activity:** Relevant training or coursework for the Columbia Achieve teacher

**Aug 12, 2008:** Tally pre-survey results  
**Person:** Ann Easter  
**Activity:** Collect first semester/trimester follow up data

**Aug 12, 2008:** 3-Way conference between parent, student and school officials will be held if a student wishes to be removed from the program  
**Person:** Ann Easter and Principal  
**Activity:** Individual Conference

**Aug 29, 2008:** Meet with parents during 4 scheduled sessions throughout the year  
**Person:** Ann Easter  
**Activity:** Parent Conferences

**Oct 20, 2008:** Meet with parents during 4 scheduled sessions throughout the year

**Person:** Ann Easter

**Activity:** Parent Conferences

**Dec 19, 2008:** Calculate % of student work completed

**Person:** Ann Easter

**Activity:** Collect first semester/trimester follow up data

**Dec 19, 2008:** Survey students on use of parent checklist with parents

**Person:** Ann Easter

**Activity:** Collect first semester/trimester follow up data

**Jan 20, 2009:** Meet with parents during 4 scheduled sessions throughout the year

**Person:** Ann Easter

**Activity:** Parent Conferences

**May 8, 2009:** Meet with parents during 4 scheduled sessions throughout the year

**Person:** Ann Easter

**Activity:** Parent Conferences

**May 20, 2009:** Calculate % of student work completed

**Person:** Ann Easter

**Activity:** Collect final semester/trimester follow up data

**May 20, 2009:** Collect and tally post-survey

**Person:** Ann Easter

**Activity:** Collect final semester/trimester follow up data

**May 20, 2009:** Survey students on use of parent checklist with parents

**Person:** Ann Easter

**Activity:** Collect final semester/trimester follow up data

## Cultural Competency

**Aug 12, 2008:** Teachers will be informed of any specific needs of their students beyond academics

**Person:** Stephanie Voorhees

**Activity:** Classroom Needs

**Aug 25, 2008:** ENL Coordinator will meet with staff to provide training in the ENL culture as it relates to student needs in the classroom

**Person:** ENL Coordinator

**Activity:** School Culture Training

**Sep 8, 2008:** Counselor will meet with staff on a regular basis to update teachers of student needs

**Person:** Counselor

**Activity:** School Culture

**Sep 8, 2008:** ENL coordinator will meet staff on a regular basis to update teachers of student needs

**Person:** ENL Coordinator

**Activity:** School Culture

**Sep 8, 2008:** Training will be provided in Ruby Payne to all staff members for insight into our student population

**Person:** Administration

**Activity:** School Culture Training

**Oct 8, 2008:** Training will be provided in Ruby Payne to all staff members for insight into our student population

**Person:** Administration

**Activity:** School Culture Training

- Oct 14, 2008:** Teachers will be informed of any specific needs of their students beyond academics  
**Person:** Stephanie Voorhees  
**Activity:** Classroom Needs
- Nov 8, 2008:** Training will be provided in Ruby Payne to all staff members for insight into our student population  
**Person:** Administration  
**Activity:** School Culture Training
- Nov 9, 2008:** Counselor will meet with staff on a regular basis to update teachers of student needs  
**Person:** Counselor  
**Activity:** School Culture
- Nov 9, 2008:** ENL coordinator will meet staff on a regular basis to update teachers of student needs  
**Person:** ENL Coordinator  
**Activity:** School Culture
- Dec 8, 2008:** Training will be provided in Ruby Payne to all staff members for insight into our student population  
**Person:** Administration  
**Activity:** School Culture Training
- Dec 15, 2008:** Teachers will be informed of any specific needs of their students beyond academics  
**Person:** Stephanie Voorhees  
**Activity:** Classroom Needs
- Jan 6, 2009:** ENL Coordinator will meet with staff to provide training in the ENL culture as it relates to student needs in the classroom  
**Person:** ENL Coordinator  
**Activity:** School Culture Training
- Jan 11, 2009:** Counselor will meet with staff on a regular basis to update teachers of student needs  
**Person:** Counselor  
**Activity:** School Culture
- Jan 11, 2009:** ENL coordinator will meet staff on a regular basis to update teachers of student needs  
**Person:** ENL Coordinator  
**Activity:** School Culture
- Feb 16, 2009:** Teachers will be informed of any specific needs of their students beyond academics  
**Person:** Stephanie Voorhees  
**Activity:** Classroom Needs
- Mar 15, 2009:** Counselor will meet with staff on a regular basis to update teachers of student needs  
**Person:** Counselor  
**Activity:** School Culture
- Mar 15, 2009:** ENL coordinator will meet staff on a regular basis to update teachers of student needs  
**Person:** ENL Coordinator  
**Activity:** School Culture
- Apr 20, 2009:** Teachers will be informed of any specific needs of their students beyond academics  
**Person:** Stephanie Voorhees  
**Activity:** Classroom Needs
- May 17, 2009:** Counselor will meet with staff on a regular basis to update teachers of student needs  
**Person:** Counselor  
**Activity:** School Culture
- May 17, 2009:** ENL coordinator will meet staff on a regular basis to update teachers of student needs  
**Person:** ENL Coordinator  
**Activity:** School Culture

## Exceptional Learners - Gifted

- Mar 6, 2008:** Strategy committee meeting to establish criteria for placement  
**Person:** Joyce Pasel  
**Activity:** Incoming 6th Gr. Placement
- Mar 6, 2008:** Strategy committee meeting to establish criteria for placement  
**Person:** Joyce Pasel  
**Activity:** Placement in High Ability Classes
- Mar 12, 2008:** Survey teachers on % of lesson plans that reflect all levels of abilities -G/T, ENL, Special Needs  
**Person:** Joyce Pasel  
**Activity:** Collect baseline data
- Apr 3, 2008:** Meet with CMS Principal to review criteria for placement  
**Person:** Joyce Pasel  
**Activity:** Incoming 6th Gr. Placement
- Apr 3, 2008:** Meet with CMS Principal to review criteria for placement  
**Person:** Joyce Pasel  
**Activity:** Placement in High Ability Classes
- Apr 9, 2008:** Communicate criteria for placement in High ability to Elem. Principals  
**Person:** Stephanie Voorhees  
**Activity:** Incoming 6th Gr. Placement
- Aug 14, 2008:** Teachers will be encouraged to attend conferences on high ability students  
**Person:** Principal  
**Activity:** High Ability Program Development
- Aug 14, 2008:** Teachers will be encouraged to visit other high ability classes in their corporation  
**Person:** Principal  
**Activity:** High Ability Program Development
- Aug 14, 2008:** Review lesson plans for High Ability classes  
**Person:** Kay Scott  
**Activity:** Lesson Plans
- Aug 20, 2008:** Meet with parents of G/T students to define expectations and curriculum development  
**Person:** Joyce Pasel  
**Activity:** Placement in High Ability Classes
- Aug 22, 2008:** Principal will meet with teams and discuss the needs of the high ability class  
**Person:** Kay Scott  
**Activity:** Team Meetings
- Sep 8, 2008:** Teachers will share ideas from visits and conferences with other staff members during staff meetings  
**Person:** Teachers  
**Activity:** High Ability Program Development
- Sep 10, 2008:** Teachers will survey high ability students about their expectations to help in curriculum development  
**Person:** Teachers  
**Activity:** High Ability Program Development
- Oct 16, 2008:** Review lesson plans for High Ability classes  
**Person:** Kay Scott  
**Activity:** Lesson Plans
- Oct 17, 2008:** Principal will meet with teams and discuss the needs of the high ability class  
**Person:** Kay Scott  
**Activity:** Team Meetings



- Nov 9, 2008:** Teachers will share ideas from visits and conferences with other staff members during staff meetings  
**Person:** Teachers  
**Activity:** High Ability Program Development
- Dec 12, 2008:** Survey teachers on % of lesson plans that reflect all levels of abilities - esp. High Ability  
**Person:** Joyce Pasel  
**Activity:** Collect first semester/trimester follow up data
- Dec 17, 2008:** Review lesson plans for High Ability classes  
**Person:** Kay Scott  
**Activity:** Lesson Plans
- Dec 18, 2008:** Principal will meet with teams and discuss the needs of the high ability class  
**Person:** Kay Scott  
**Activity:** Team Meetings
- Jan 12, 2009:** Teachers will share ideas from visits and conferences with other staff members during staff meetings  
**Person:** Teachers  
**Activity:** High Ability Program Development
- Feb 18, 2009:** Review lesson plans for High Ability classes  
**Person:** Kay Scott  
**Activity:** Lesson Plans
- Feb 19, 2009:** Principal will meet with teams and discuss the needs of the high ability class  
**Person:** Kay Scott  
**Activity:** Team Meetings
- Mar 9, 2009:** Teachers will share ideas from visits and conferences with other staff members during staff meetings  
**Person:** Teachers  
**Activity:** High Ability Program Development
- Apr 13, 2009:** Teachers will share ideas from visits and conferences with other staff members during staff meetings  
**Person:** Teachers  
**Activity:** High Ability Program Development
- Apr 22, 2009:** Meet with teams to present criteria for High Ability placement and other class placement needs for scheduling  
**Person:** Stephanie Voorhees and Joyce Pasel  
**Activity:** Lesson Plans
- Apr 22, 2009:** Review lesson plans for High Ability classes  
**Person:** Kay Scott  
**Activity:** Lesson Plans
- Apr 23, 2009:** Principal will meet with teams and discuss the needs of the high ability class  
**Person:** Kay Scott  
**Activity:** Team Meetings
- May 12, 2009:** Survey teachers on % of lesson plans that reflect all levels of abilities- G/T, ENL, Special Needs  
**Person:** Joyce Pasel  
**Activity:** Collect final semester/trimester follow up data
- May 14, 2009:** Meet with teams to discuss criteria for High Ability placement for upcoming school year scheduling  
**Person:** Stephanie Voorhees and Joyce Pasel  
**Activity:** Lesson Plans

## Exceptional Learners - Special Education

- Mar 12, 2008:** Survey teachers on % of lesson plans that reflect all levels of abilities - ENL and Special Needs  
**Person:** Joyce Pasel  
**Activity:** Collect baseline data
- Apr 30, 2008:** Meet with Resource teachers (ENL and Special Ed) to review IEP's and LEP levels for placement  
**Person:** Stephanie Voorhees  
**Activity:** Placement in ENL or Special Needs Rotations
- Aug 12, 2008:** Review placement in rotations with Principal and teachers  
**Person:** Stephanie Voorhees  
**Activity:** Placement in ENL or Special Needs Rotations
- Aug 14, 2008:** Review modified lesson plans for ENL and Special Needs students  
**Person:** Principal  
**Activity:** Lesson Plans
- Aug 22, 2008:** ENL Inst. Asst. will meet with teams and review ILP's on their students  
**Person:** ENL Grade Level Asst.  
**Activity:** Team Meetings
- Aug 22, 2008:** Special Needs Resource teacher will meet with all teams to review student IEP's and make suggestions for modifications  
**Person:** Gr. Level Resource teacher  
**Activity:** Team Meetings
- Oct 1, 2008:** Special Needs Coordinator will meet with grade level teams to discuss specific needs of their students at their grade level  
**Person:** LAJSSC Coordinator  
**Activity:** ENL and Special Needs Program Development
- Oct 1, 2008:** Training will be provided to address the needs of ENL students on each grade level as needed  
**Person:** LCSC ENL Coordinator  
**Activity:** ENL and Special Needs Program Development
- Oct 13, 2008:** Teachers will share ideas learned at conferences with peers during staff meetings  
**Person:** Teachers  
**Activity:** ENL and Special Needs Program Development
- Oct 16, 2008:** Review modified lesson plans for ENL and Special Needs students  
**Person:** Principal  
**Activity:** Lesson Plans
- Oct 24, 2008:** ENL Inst. Asst. will meet with teams and review ILP's on their students  
**Person:** ENL Grade Level Asst.  
**Activity:** Team Meetings
- Oct 24, 2008:** Special Needs Resource teacher will meet with all teams to review student IEP's and make suggestions for modifications  
**Person:** Gr. Level Resource teacher  
**Activity:** Team Meetings
- Dec 12, 2008:** Survey teachers on % of lesson plans that reflect all levels of abilities - ENL and Special Needs  
**Person:** Joyce Pasel  
**Activity:** Collect first semester/trimester follow up data
- Dec 14, 2008:** Teachers will share ideas learned at conferences with peers during staff meetings  
**Person:** Teachers  
**Activity:** ENL and Special Needs Program Development

**Dec 17, 2008:** Review modified lesson plans for ENL and Special Needs students

**Person:** Principal

**Activity:** Lesson Plans

**Dec 25, 2008:** ENL Inst. Asst. will meet with teams and review ILP's on their students

**Person:** ENL Grade Level Asst.

**Activity:** Team Meetings

**Dec 25, 2008:** Special Needs Resource teacher will meet with all teams to review student IEP's and make suggestions for modifications

**Person:** Gr. Level Resource teacher

**Activity:** Team Meetings

**Feb 15, 2009:** Teachers will share ideas learned at conferences with peers during staff meetings

**Person:** Teachers

**Activity:** ENL and Special Needs Program Development

**Feb 18, 2009:** Review modified lesson plans for ENL and Special Needs students

**Person:** Principal

**Activity:** Lesson Plans

**Feb 26, 2009:** ENL Inst. Asst. will meet with teams and review ILP's on their students

**Person:** ENL Grade Level Asst.

**Activity:** Team Meetings

**Feb 26, 2009:** Special Needs Resource teacher will meet with all teams to review student IEP's and make suggestions for modifications

**Person:** Gr. Level Resource teacher

**Activity:** Team Meetings

**Apr 19, 2009:** Teachers will share ideas learned at conferences with peers during staff meetings

**Person:** Teachers

**Activity:** ENL and Special Needs Program Development

**Apr 22, 2009:** Review modified lesson plans for ENL and Special Needs students

**Person:** Principal

**Activity:** Lesson Plans

**Apr 30, 2009:** ENL Inst. Asst. will meet with teams and review ILP's on their students

**Person:** ENL Grade Level Asst.

**Activity:** Team Meetings

**Apr 30, 2009:** Special Needs Resource teacher will meet with all teams to review student IEP's and make suggestions for modifications

**Person:** Gr. Level Resource teacher

**Activity:** Team Meetings

**May 12, 2009:** Survey teachers on % of lesson plans that reflect all levels of abilities - ENL and Special Needs

**Person:** Joyce Pasel

**Activity:** Collect final semester/trimester follow up data

## **Extended Learning - After-School Tutoring**

**Apr 10, 2008:** Analyze ISTEP data

**Person:** Sally McAndrews, Stephanie Reef

**Activity:** Determine students for the program

**May 17, 2008:** Go over list of identified students

**Person:** committee

**Activity:** Determine number of sessions needed

- May 20, 2008:** Survey teachers about effectiveness of after-school tutoring program  
**Person:** Committee  
**Activity:** Collect final semester/trimester follow up data
- May 23, 2008:** Survey teachers about after-school tutoring  
**Person:** Committee  
**Activity:** Collect baseline data
- Jun 28, 2008:** Go over list of identified studentns  
**Person:** committee  
**Activity:** Determine number of sessions needed
- Aug 3, 2008:** Have a staff member attend enrollment day with information about the after-school program  
**Person:** Committee  
**Activity:** Enrollment Day for After-School Tutoring
- Aug 8, 2008:** Hold a meeting for identified students and their parents to describe the program.  
**Person:** Committee  
**Activity:** After-School Program Kick-Off
- Aug 9, 2008:** Go over list of identified studentns  
**Person:** committee  
**Activity:** Determine number of sessions needed
- Aug 14, 2008:** Survey teachers at each grade level about what materials they feel will be beneficial for the studentns  
**Person:** Sally McAndrews, Stephanie Reef  
**Activity:** Determine special materials needed
- Aug 14, 2008:** Meet with the new staff members before school starts to inform them of the program and give them the opportunity to be involve in it  
**Person:** Sally McAndrews  
**Activity:** New Staff member induction for After-School Tutoring
- Aug 14, 2008:** Continue discussion pertaining to continuance of the program as well as improvement of currnet program  
**Person:** Sally McAndrews  
**Activity:** Staff Development Meeting for After-School Tutoring
- Aug 14, 2008:** Set up a rotating schedule to entice more staff/teachers to sign up to be a tutor. This will allow them to be as much or as little involved as they want  
**Person:** Committee  
**Activity:** Teacher/Staff Enticement
- Sep 20, 2008:** Go over list of identified studentns  
**Person:** committee  
**Activity:** Determine number of sessions needed
- Sep 25, 2008:** Set up a rotating schedule to entice more staff/teachers to sign up to be a tutor. This will allow them to be as much or as little involved as they want  
**Person:** Committee  
**Activity:** Teacher/Staff Enticement
- Sep 30, 2008:** Review ISTEP data and academic class performance  
**Person:** Sally McAndrews, Stephanie Reef  
**Activity:** Determine students for the program
- Nov 1, 2008:** Go over list of identified studentns  
**Person:** committee  
**Activity:** Determine number of sessions needed
- Nov 5, 2008:** Set up a rotating schedule to entice more staff/teachers to sign up to be a tutor. This will allow them to be as much or as little involved as they want  
**Person:** Committee

**Activity:** Teacher/Staff Enticement

**Nov 10, 2008:** Review ISTEP data and academic class performance

**Person:** Sally McAndrews, Stephanie Reef

**Activity:** Determine students for the program

**Dec 12, 2008:** Go over list of identified studentns

**Person:** committee

**Activity:** Determine number of sessions needed

**Dec 17, 2008:** Set up a rotating schedule to entice more staff/teachers to sign up to be a tutor. This will allow them to be as much or as little involved as they want

**Person:** Committee

**Activity:** Teacher/Staff Enticement

**Dec 19, 2008:** Survey teachers about effectiveness of after-school tutoring program

**Person:** committee

**Activity:** Collect first semester/trimester follow up data

**Dec 22, 2008:** Review ISTEP data and academic class performance

**Person:** Sally McAndrews, Stephanie Reef

**Activity:** Determine students for the program

**Jan 23, 2009:** Go over list of identified studentns

**Person:** committee

**Activity:** Determine number of sessions needed

**Jan 28, 2009:** Set up a rotating schedule to entice more staff/teachers to sign up to be a tutor. This will allow them to be as much or as little involved as they want

**Person:** Committee

**Activity:** Teacher/Staff Enticement

**Feb 2, 2009:** Review ISTEP data and academic class performance

**Person:** Sally McAndrews, Stephanie Reef

**Activity:** Determine students for the program

**Mar 6, 2009:** Go over list of identified studentns

**Person:** committee

**Activity:** Determine number of sessions needed

**Mar 11, 2009:** Set up a rotating schedule to entice more staff/teachers to sign up to be a tutor. This will allow them to be as much or as little involved as they want

**Person:** Committee

**Activity:** Teacher/Staff Enticement

**Mar 16, 2009:** Review ISTEP data and academic class performance

**Person:** Sally McAndrews, Stephanie Reef

**Activity:** Determine students for the program

**Apr 17, 2009:** Go over list of identified studentns

**Person:** committee

**Activity:** Determine number of sessions needed

**Apr 22, 2009:** Set up a rotating schedule to entice more staff/teachers to sign up to be a tutor. This will allow them to be as much or as little involved as they want

**Person:** Committee

**Activity:** Teacher/Staff Enticement

**Apr 27, 2009:** Review ISTEP data and academic class performance

**Person:** Sally McAndrews, Stephanie Reef

**Activity:** Determine students for the program

**Aug 14, 2009:** Survey staff to find interest in being a tutor and when they would be available

**Person:** Sally McAndrews

**Activity:** Staff Survey

## Frequent Assessment

**Aug 11, 2008:** Subject areas choose two standards based from the last Benchmark as targets for the SSP program every 6 weeks.

**Person:** Teachers

**Activity:** SSP Standards

**Aug 11, 2008:** Mastery of target standards are reported in Classroom Manager every 6 weeks.

**Person:** Teachers

**Activity:** Standards Report

**Aug 12, 2008:** During the staff meeting Administration will assure teachers they will have support in planning and addressing teacher concerns.

**Person:** Robert Iles

**Activity:** Teacher Support

**Aug 27, 2008:** Content Area Team meet to set up plans for first semester.

**Person:** Content Area Team Leader

**Activity:** Teacher Assistance

**Sep 15, 2008:** Discuss possible pre/post assessments for the year in subject area for both middle schools.

**Person:** Teachers/Curr. Director

**Activity:** Assessments

**Sep 15, 2008:** Reading, Language Arts, and Mathematics teachers from both middle schools will meet and re-evaluate Benchmark Tests.

**Person:** Teachers/Curr. Director

**Activity:** Assessments

**Sep 24, 2008:** Set up a discussion time for students to voice concerns regarding the SSP program.

**Person:** Team Leaders

**Activity:** Question/Answer Period

**Sep 29, 2008:** Subject areas choose two standards based from the last Benchmark as targets for the SSP program every 6 weeks.

**Person:** Teachers

**Activity:** SSP Standards

**Sep 29, 2008:** Mastery of target standards are reported in Classroom Manager every 6 weeks.

**Person:** Teachers

**Activity:** Standards Report

**Oct 6, 2008:** Meet with Lincoln Middle School teachers to coordinate assessment between schools

**Person:** CMS Teachers

**Activity:** Assessment Data

**Oct 31, 2008:** Provide training for staff and consultation with Dr. Benjamin, developer of SSP

**Person:** Principal

**Activity:** SSP Training

**Nov 3, 2008:** Meet with other teams and discuss which enrichment activities have shown to be successful and how to best incorporate them

**Person:** CMS Teams

**Activity:** Enrichment Activities

**Nov 10, 2008:** Subject areas choose two standards based from the last Benchmark as targets for the SSP program every 6 weeks.

**Person:** Teachers

**Activity:** SSP Standards

**Nov 10, 2008:** Mastery of target standards are reported in Classroom Manager every 6 weeks.

**Person:** Teachers

**Activity:** Standards Report

**Jan 5, 2009:** Subject areas choose two standards based from the last Benchmark as targets for the SSP program every 6 weeks.

**Person:** Teachers

**Activity:** SSP Standards

**Jan 5, 2009:** Mastery of target standards are reported in Classroom Manager every 6 weeks.

**Person:** Teachers

**Activity:** Standards Report

**Jan 12, 2009:** Meet with Lincoln Middle School teachers to coordinate assessment between schools

**Person:** CMS Teachers

**Activity:** Assessment Data

**Jan 12, 2009:** Content Area Team meet to set up plans for second semester.

**Person:** Content Area Team Leader

**Activity:** Teacher Assistance

**Feb 23, 2009:** Subject areas choose two standards based from the last Benchmark as targets for the SSP program every 6 weeks.

**Person:** Teachers

**Activity:** SSP Standards

**Feb 23, 2009:** Mastery of target standards are reported in Classroom Manager every 6 weeks.

**Person:** Teachers

**Activity:** Standards Report

**Apr 13, 2009:** Subject areas choose two standards based from the last Benchmark as targets for the SSP program every 6 weeks.

**Person:** Teachers

**Activity:** SSP Standards

**Apr 13, 2009:** Mastery of target standards are reported in Classroom Manager every 6 weeks.

**Person:** Teachers

**Activity:** Standards Report

## Parent Involvement

**Mar 14, 2008:** Evaluations will be reviewed and tallied.

**Person:** Lukas Schoenhals/Stephanie Voorhees

**Activity:** Collect baseline data

**Mar 14, 2008:** Teachers will report the number of conferences held.

**Person:** SLC/Focus teachers and then hand them into the SLC chairman (Lukas Schoenhals)/Stephanie Voorhees

**Activity:** Collect baseline data

**Aug 5, 2008:** Hand out information to parents about SLC and Open House during registration.

**Person:** CMS office staff

**Activity:** Parent Information

**Aug 15, 2008:** Teachers inform parents about SLC by giving their FOCUS students' parents a positive phone call or letter home.

**Person:** FOCUS teachers

**Activity:** Parent Information

**Aug 18, 2008:** Inform students of Open House.

**Person:** Teachers

**Activity:** Open House

**Aug 25, 2008:** FOCUS teachers discuss and illustrate examples of attainable goals.

**Person:** FOCUS teachers

**Activity:** Students goals

**Aug 26, 2008:** Flyers sent home to parents, put on TV 18, etc. about Open House.

**Person:** CMS Office Staff/Teachers

**Activity:** Open House

**Aug 26, 2008:** Conference sign up and information during CMS Open House. Inform parents about their role in SLC process.

**Person:** Grade level teams

**Activity:** Parent Information

**Aug 28, 2008:** Teachers/students collect work, current progress reports, attendance, goals, IRI levels, and learning style information to put in portfolios.

**Person:** Teachers/Students

**Activity:** Student Portfolios

**Sep 2, 2008:** FOCUS teachers and students discuss goals.

**Person:** FOCUS teachers/students

**Activity:** Students goals

**Sep 2, 2008:** Students start to write goals.

**Person:** Students

**Activity:** Students goals

**Sep 8, 2008:** Share articles on SLC during team meeting

**Person:** Team leaders/teachers

**Activity:** Provide program information to the staff.

**Sep 19, 2008:** Administrative Staff will meet with teachers who have previously shown reluctance to do conferences, as well as those who are new to the process.

**Person:** Administration

**Activity:** Reduce teacher resistance during conferences.

**Sep 25, 2008:** Teachers/students collect work, current progress reports, attendance, goals, IRI levels, and learning style information to put in portfolios.

**Person:** Teachers/Students

**Activity:** Student Portfolios

**Sep 26, 2008:** Send postcards, Channel 18 reminders, Pharos Tribune reminders, and/or phone call reminders for Fall conferences

**Person:** FOCUS teachers/SLC Chairman

**Activity:** Parent Information

**Oct 10, 2008:** FOCUS teachers and students discuss goals.

**Person:** FOCUS teachers/students

**Activity:** Students goals

**Oct 13, 2008:** Gather additional resources and share best practices with staff. Go over agenda of how SLC will run at a staff meeting.

**Person:** SLC Committee

**Activity:** Provide program information to the staff.

**Oct 21, 2008:** Evaluations will be reviewed and tallied.

**Person:** Lukas Schoenhals/Stephanie Voorhees

**Activity:** Collect first semester/trimester follow up data



- Oct 21, 2008:** Teachers will report the number of conferences held.  
**Person:** SLC/Focus teachers and then hand them into the SLC chairman (Lukas Schoenhals)/Stephanie Voorhees  
**Activity:** Collect first semester/trimester follow up data
- Oct 21, 2008:** SLC conferences. Hand out information for Spring Conferences.  
**Person:** FOCUS teachers  
**Activity:** Parent Information
- Oct 21, 2008:** Conference times will be available on other days beyond regular scheduled days and babysitting will be provided during scheduled conference days in order to meet the needs of our demographics. There is also bi-lingual assistance for parents who do not speak  
**Person:** Teachers/Office Staff  
**Activity:** Parent participation.
- Oct 23, 2008:** Teachers/students collect work, current progress reports, attendance, goals, IRI levels, and learning style information to put in portfolios.  
**Person:** Teachers/Students  
**Activity:** Student Portfolios
- Nov 26, 2008:** Teachers/students collect work, current progress reports, attendance, goals, IRI levels, and learning style information to put in portfolios.  
**Person:** Teachers/Students  
**Activity:** Student Portfolios
- Dec 25, 2008:** Teachers/students collect work, current progress reports, attendance, goals, IRI levels, and learning style information to put in portfolios.  
**Person:** Teachers/Students  
**Activity:** Student Portfolios
- Jan 16, 2009:** FOCUS teachers and students discuss goals.  
**Person:** FOCUS teachers/students  
**Activity:** Students goals
- Jan 22, 2009:** Teachers/students collect work, current progress reports, attendance, goals, IRI levels, and learning style information to put in portfolios.  
**Person:** Teachers/Students  
**Activity:** Student Portfolios
- Jan 23, 2009:** Administrative Staff will meet with teachers who have previously shown reluctance to do conferences, as well as those who are new to the process.  
**Person:** Administration  
**Activity:** Reduce teacher resistance during conferences.
- Feb 2, 2009:** Postcards and positive phone calls for Spring conferences.  
**Person:** FOCUS teachers  
**Activity:** Parent Information
- Feb 9, 2009:** Gather additional resources and share best practices with staff. Go over agenda of how SLC will run at a staff meeting.  
**Person:** SLC Committee  
**Activity:** Provide program information to the staff.
- Feb 26, 2009:** Teachers/students collect work, current progress reports, attendance, goals, IRI levels, and learning style information to put in portfolios.  
**Person:** Teachers/Students  
**Activity:** Student Portfolios
- Mar 2, 2009:** SLC Spring conference  
**Person:** FOCUS teachers  
**Activity:** Parent Information

**Mar 13, 2009:** Evaluations will be reviewed and tallied.

**Person:** Lukas Schoenhals/Stephanie Voorhees

**Activity:** Collect final semester/trimester follow up data

**Mar 13, 2009:** Teachers will report the number of conferences held.

**Person:** SLC/Focus teachers and then hand them into the SLC chairman (Lukas Schoenhals)/Stephanie Voorhees

**Activity:** Collect final semester/trimester follow up data

**Mar 13, 2009:** Conference times will be available on other days beyond regular scheduled days and babysitting will be provided during scheduled conference days in order to meet the needs of our demographics. There is also bi-lingual assistance for parents who do not speak

**Person:** Teachers/Office Staff

**Activity:** Parent participation.

**Mar 26, 2009:** Teachers/students collect work, current progress reports, attendance, goals, IRI levels, and learning style information to put in portfolios.

**Person:** Teachers/Students

**Activity:** Student Portfolios

**Apr 23, 2009:** Teachers/students collect work, current progress reports, attendance, goals, IRI levels, and learning style information to put in portfolios.

**Person:** Teachers/Students

**Activity:** Student Portfolios

**May 1, 2009:** FOCUS teachers and students discuss goals.

**Person:** FOCUS teachers/students

**Activity:** Students goals

## Safe and Disciplined Learning Environment

**May 1, 2008:** Teams will decide what is important and support one another in order to promote positive student behaviors

**Person:** Grade Level Teams

**Activity:** Classroom Discipline Plan

**May 9, 2008:** review discipline referrals to office for the year

**Person:** Stephanie Voorhees

**Activity:** Collect baseline data

**Aug 13, 2008:** New teachers and struggling teachers will be encouraged to build their own classroom discipline plan to supplement the YCB program in order to support learning in the classroom

**Person:** Mentor teachers/ Team Members

**Activity:** Classroom Discipline Plan

**Aug 13, 2008:** New staff members will be trained in our YCB discipline system, what constitutes a "line" and how a student progresses through the system

**Person:** Administration and team members

**Activity:** Classroom Management Training

**Sep 4, 2008:** Provide training at regularly scheduled professional development session during team prep

**Person:** strategy committee members

**Activity:** Classroom Management Training

**Sep 22, 2008:** Meeting once a month, the committee will evaluate students as they progress through YCB and staff discipline concerns, cooperatively the group will implement, recommend and revise the process to meet the needs of students and staff

**Person:** Administration and committee

**Activity:** Discipline Communication Committee

**Sep 29, 2008:** Teachers in need of classroom management assistance will observe a classroom that demonstrates a good example of classroom management

**Person:** Administrator/Team Members

**Activity:** Classroom Management Observation

**Oct 27, 2008:** Meeting once a month, the committee will evaluate students as they progress through YCB and staff discipline concerns, cooperatively the group will implement, recommend and revise the process to meet the needs of students and staff  
**Person:** Administration and committee  
**Activity:** Discipline Communication Committee

**Nov 21, 2008:** Meeting once a month, the committee will evaluate students as they progress through YCB and staff discipline concerns, cooperatively the group will implement, recommend and revise the process to meet the needs of students and staff  
**Person:** Administration and committee  
**Activity:** Discipline Communication Committee

**Dec 4, 2008:** Provide training at regularly scheduled professional development session during team prep  
**Person:** Strategy committee members  
**Activity:** Classroom Management Training

**Dec 10, 2008:** review discipline office referrals for the semester  
**Person:** Stephanie voorhees  
**Activity:** Collect first semester/trimester follow up data

**Dec 19, 2008:** Meeting once a month, the committee will evaluate students as they progress through YCB and staff discipline concerns, cooperatively the group will implement, recommend and revise the process to meet the needs of students and staff  
**Person:** Administration and committee  
**Activity:** Discipline Communication Committee

**Jan 26, 2009:** Meeting once a month, the committee will evaluate students as they progress through YCB and staff discipline concerns, cooperatively the group will implement, recommend and revise the process to meet the needs of students and staff  
**Person:** Administration and committee  
**Activity:** Discipline Communication Committee

**Feb 23, 2009:** Meeting once a month, the committee will evaluate students as they progress through YCB and staff discipline concerns, cooperatively the group will implement, recommend and revise the process to meet the needs of students and staff  
**Person:** Administration and committee  
**Activity:** Discipline Communication Committee

**Mar 4, 2009:** Provide training at regularly scheduled professional development session during team prep  
**Person:** Strategy committee members  
**Activity:** Classroom Management Training

**Mar 19, 2009:** Meeting once a month, the committee will evaluate students as they progress through YCB and staff discipline concerns, cooperatively the group will implement, recommend and revise the process to meet the needs of students and staff  
**Person:** Administration and committee  
**Activity:** Discipline Communication Committee

**May 11, 2009:** Review discipline office referrals for the year  
**Person:** Stephanie voorhees  
**Activity:** Collect final semester/trimester follow up data

**Apr 22, 2010:** Meeting once a month, the committee will evaluate students as they progress through YCB and staff discipline concerns, cooperatively the group will implement, recommend and revise the process to meet the needs of students and staff  
**Person:** Administration and committee  
**Activity:** Discipline Communication Committee

## Technology Coordination

**Mar 10, 2008:** Teachers will be surveyed with data being collected, calculated and recorded to determine updated needs regarding computer-aided instruction  
**Person:** Stephanie Voorhees  
**Activity:** Collect baseline data

- Aug 15, 2008:** Committee members will be available to help teachers and share ideas on how to intergrate technology into their lesson plans  
**Person:** Committee Members  
**Activity:** Teacher Comfort
- Aug 15, 2008:** Team leaders will devote one team meeting per month to develop computer-aided enrichment activities  
**Person:** Team Leaders  
**Activity:** Team Meeting
- Aug 16, 2008:** Computer Capers  
**Person:** Beth O'Connor  
**Activity:** Team Meeting
- Aug 22, 2008:** Computer Capers- Technology Integration newsletter will be sent out monthly to staff  
**Person:** Beth O'Connor  
**Activity:** Newsletter
- Aug 29, 2008:** Committee members will be able to help teachers and share ideas on how to integrate technology into their lesson plans  
**Person:** Committee members  
**Activity:** Technology In-Service Training
- Sep 12, 2008:** At monthly staff meetings teachers will share ideas and ways that they have used technology successfully in their classrooms  
**Person:** Staff  
**Activity:** Technology Sharing
- Sep 19, 2008:** Team leaders will devote one team meeting per month to develop computer-aided enrichment activities  
**Person:** Team Leaders  
**Activity:** Team Meeting
- Sep 19, 2008:** LCSC Tech. Trainer, or CMS Staff Member, will hold in-service on computer-aided instruction  
**Person:** Beth O'Connor  
**Activity:** Technology In-Service Training
- Sep 26, 2008:** Computer Capers- Technology Integration newsletter will be sent out monthly to staff  
**Person:** Beth O'Connor  
**Activity:** Newsletter
- Oct 10, 2008:** At monthly staff meetings teachers will share ideas and ways that they have used technology successfully in their classrooms  
**Person:** Staff  
**Activity:** Technology Sharing
- Oct 17, 2008:** Team leaders will devote one team meeting per month to develop computer-aided enrichment activities  
**Person:** Team Leaders  
**Activity:** Team Meeting
- Oct 24, 2008:** Computer Capers- Technology Integration newsletter will be sent out monthly to staff  
**Person:** Beth O'Connor  
**Activity:** Newsletter
- Nov 13, 2008:** At monthly staff meetings teachers will share ideas and ways that they have used technology successfully in their classrooms  
**Person:** Staff  
**Activity:** Technology Sharing
- Nov 14, 2008:** LCSC Tech. Trainer, Carly Ott, will hold in-service on computer-aided instruction  
**Person:** Carly Ott  
**Activity:** Technology Sharing

**Nov 20, 2008:** Team leaders will devote one team meeting per month to develop computer-aided enrichment activities

**Person:** Team Leaders

**Activity:** Team Meeting

**Nov 27, 2008:** Computer Capers- Technology Integration newsletter will be sent out monthly to staff

**Person:** Beth O'Connor

**Activity:** Newsletter

**Dec 12, 2008:** Teachers will be surveyed with data being collected, calculated and recorded to determine updated needs regarding computer-aided instruction

**Person:** Beth O'Connor

**Activity:** Collect first semester/trimester follow up data

**Dec 12, 2008:** At monthly staff meetings teachers will share ideas and ways that they have used technology successfully in their classrooms

**Person:** Staff

**Activity:** Technology Sharing

**Dec 19, 2008:** Team leaders will devote one team meeting per month to develop computer-aided enrichment activities

**Person:** Team Leaders

**Activity:** Team Meeting

**Dec 26, 2008:** Computer Capers- Technology Integration newsletter will be sent out monthly to staff

**Person:** Beth O'Connor

**Activity:** Newsletter

**Jan 9, 2009:** At monthly staff meetings teachers will share ideas and ways that they have used technology successfully in their classrooms

**Person:** Staff

**Activity:** Technology Sharing

**Jan 16, 2009:** Committee members will be available to help teachers and share ideas on how to intergrate technology into their lesson plans

**Person:** Committee Members

**Activity:** Teacher Comfort

**Jan 16, 2009:** Team leaders will devote one team meeting per month to develop computer-aided enrichment activities

**Person:** Team Leaders

**Activity:** Team Meeting

**Jan 16, 2009:** LCSC Tech. Trainer, Carly Ott, will hold in-service on computer-aided instruction

**Person:** Carly Ott

**Activity:** Technology Sharing

**Jan 23, 2009:** Computer Capers- Technology Integration newsletter will be sent out monthly to staff

**Person:** Beth O'Connor

**Activity:** Newsletter

**Jan 23, 2009:** Committee members will be able to help teachers and share ideas on how to integrate technology into their lesson plans

**Person:** Committee members

**Activity:** Technology In-Service Training

**Feb 6, 2009:** At monthly staff meetings teachers will share ideas and ways that they have used technology successfully in their classrooms

**Person:** Staff

**Activity:** Technology Sharing

**Feb 13, 2009:** Team leaders will devote one team meeting per month to develop computer-aided enrichment activities

**Person:** Team Leaders

**Activity:** Team Meeting

**Feb 20, 2009:** Computer Capers- Technology Integration newsletter will be sent out monthly to staff

**Person:** Beth O'Connor

**Activity:** Newsletter

**Mar 13, 2009:** At monthly staff meetings teachers will share ideas and ways that they have used technology successfully in their classrooms

**Person:** Staff

**Activity:** Technology Sharing

**Mar 13, 2009:** LCSC Tech. Trainer, Carly Ott, will hold in-service on computer-aided instruction

**Person:** Carly Ott

**Activity:** Technology Sharing

**Mar 20, 2009:** Committe members will be avialable to help teachers and share ideas on how to intergrate technology into their lesson plans

**Person:** Committee Members

**Activity:** Teacher Comfort

**Mar 20, 2009:** Team leaders will devote one team meeting per month to develop computer-aided enrichment activities

**Person:** Team Leaders

**Activity:** Team Meeting

**Mar 20, 2009:** Committee members will be able to help teachers and share ideas on how to integrate technology into their lesson plans

**Person:** Committee members

**Activity:** Technology In-Service Training

**Mar 27, 2009:** Computer Capers- Technology Integration newsletter will be sent out monthly to staff

**Person:** Beth O'Connor

**Activity:** Newsletter

**Apr 10, 2009:** At monthly staff meetings teachers will share ideas and ways that they have used technology successfully in their classrooms

**Person:** Staff

**Activity:** Technology Sharing

**Apr 17, 2009:** Teachers will be surveyed with data being collected, calculated and recorded to determine updated needs regarding computer-aided instruction

**Person:** Beth O'Connor

**Activity:** Collect final semester/trimester follow up data

**Apr 17, 2009:** Team leaders will devote one team meeting per month to develop computer-aided enrichment activities

**Person:** Team Leaders

**Activity:** Team Meeting

**Apr 24, 2009:** Computer Capers- Technology Integration newsletter will be sent out monthly to staff

**Person:** Beth O'Connor

**Activity:** Newsletter

**May 15, 2009:** At monthly staff meetings teachers will share ideas and ways that they have used technology successfully in their classrooms

**Person:** Staff

**Activity:** Technology Sharing

## Continuous Improvement Timeline

The table below shows the timeline we will follow in reviewing and revising our School Improvement Plan each year.

	<b>First Year Schools</b>	<b>Second Year Schools</b>	<b>Third Year and Beyond Schools</b>
Oct	Session 1: <u>Getting Started</u> <i>Local Mtgs: Rationale for Change</i>	<u>New Steering Team Member</u> (optional) Session 1: <u>Improvement Plan Implementation</u>	<u>New Steering Team Member</u> (optional) Session 1: <u>Kick-Off / Monitoring / Mentoring</u>
Nov	<u>Session 2 Visioning</u> <u>Tech Training 1</u> (two people per school) <i>Local Mtgs: Visioning</i>	<u>Tech Training 1</u> (optional) <i>Local Mtgs – SIP Implementation Roles &amp; Responsibilities</i>	<u>Tech Training 1</u> (optional) <i>Local Mtgs – SIP Implementation Roles &amp; Responsibilities</i>
Dec	Session 3: <u>Achievement Data Analysis</u> <i>Local Mtgs: Achievement Data Targets</i>		Session 2: <u>SIP Evaluation &amp; Revision</u> <i>Local Mtgs: Sch. Imp. Plan Revision</i>
Jan	Session 4: <u>Areas of Concern &amp; Research Assignments</u> <i>Local Mtgs: Areas of Concern</i>	Session 2: <u>SIP Review &amp; Revision</u> <i>Local Mtgs: Sch. Imp. Plan Revision</i>	
Jan 31	Session 5: <u>InSAI Conference on Learning</u> <i>Strategy Research Group Meetings: Local Mtgs – Strategy Selection</i>	<u>InSAI Conference on Learning</u> (optional)	<u>InSAI Conference on Learning</u> (optional)
Feb / Mar	Session 6: (strategy chairs only) <u>Strategy Plans</u> <u>Tech Training 2</u> (two people per school) <i>Strategy Task Force Mtg – Strategy Plans</i>	Session 3 (strategy chairs only): <u>Writing Strategy Plans</u> <u>Tech Training 2</u> (optional) <i>Strategy Committees – Strategy Plans</i>	Session 3: (strategy chairs only): <u>Writing Strategy Plans</u> <u>Tech Training 2</u> (optional) <i>Strategy Committees – Strategy Plans</i>
Apr	<i>1st Fri. in April: All submissions due online</i> Session 7: <u>Strategy Plan Review:</u> One hour individual appointment	<i>1st Fri. in April: All submissions due online</i> Session 4: <u>Strategy Plan Review:</u> One hour individual appointment	<i>1st Fri. in April: All submissions due online</i> Session 4: <u>Strategy Plan Review:</u> One hour individual appointment
May	<i>1st Fri in May: Revisions due online</i> <i>3rd Fri in May: Schools mail hardcopies</i> <i>(after status of all submissions is “meets criteria”)</i>	<i>1st Fri in May: Revisions due online</i> <i>3rd Fri in May: Schools mail hardcopies</i> <i>(after status of all submissions is “meets criteria”)</i>	<i>1st Fri in May: Revisions due online</i> <i>3rd Fri in May: Schools mail hardcopies</i> <i>(after status of all submissions is “meets criteria”)</i>