

## **School Improvement Plan - PL221 Version - 2009-2012**

**May 21, 2009 16:46:49**

### **Silver Creek Middle School (0781)**

**West Clark Community Schools**

**Sellersburg, 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:



*Indiana Student Achievement Institute*  
931 25th Street  
Columbus, IN 47201  
Phone: 812-669-0009  
Email: [asai@asainstitute.org](mailto:asai@asainstitute.org)  
Website: <http://www.asainstitute.org>

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# School Improvement Plan Introduction

Silver Creek 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

- Carol Atkins - Parent/Guardian
- Reid Bailey - Administrator
- John Cortie - Community Representative
- Al Eckert - Administrator
- Bryan Grangier - Community Representative (Business)
- Rhonda Grangier - Teacher
- Gary Hawn - School Counselor
- Rick McDonald - Teacher
- Christy Nunn - Teacher

## Strategy Chairs

- Cindy Bradford
- Mindy DeWeese
- Al Eckert
- Kim Hardin
- Julie Posante
- Shallon Willen

## Community Council

- 
- Doug Coffman - Management
- John Crase - Doctor
- Tracy Crase
- Rick Durham - Factory Worker
- Kerri Eckert - owner/teacher
- Phillip Eckert
- Paula Forehand
- Sandy Gettlefinger
- Robin Hardesty - manager

# 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:**

We believe all students deserve a drug free, safe, clean, technologically modern, well-equipped, well-staffed and trained learning environment in which to perform. We believe all students deserve a respectful, caring school community, which encompasses family, peers, support staff, and teachers to provide our young adults with an atmosphere to realize their full potential and exceed mandated standards. We believe all students deserve positive opportunities and challenging curriculum to enhance educational endeavors.

## **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. Silver Creek Middle School faculty members stress the importance of maintaining our safe school environment by providing a modern, technologically advanced physical environment for all students, as well as supporting a drug-free, safe, and clean building. Adults also provide instruction and outside opportunities that challenge and motivate students to learn, maximize their potential and accept responsibility for actions. By setting the examples themselves, faculty, staff and parents ensure students are given the respect they deserve, and students in turn are respectful to others.

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

In the environment where all adults are living by their core convictions, all students have high expectations of themselves. Students fully participate in the educational process by taking advantage of all opportunities to enhance learning. Students maintain and maximize the physical resources provided for their education and are respectful, positive role models. All students support a safe environment by abstaining from the use of drugs, alcohol, and tobacco, while exemplifying mature behavior in making rational, responsible decisions. As a result of living by these core convictions, students understand accountability for actions. In the school where both students and adults are living to core convictions, 100% of the student body will achieve an A+ in citizenship, enroll in rigorous curriculum, complete all homework, master standards in all areas, pass ISTEP, and participate in extra-curricular athletic and academic activities.

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

- % of students who pass ISTEP in all tested grades.: 100%
- % of students who pass all core classes.: 100%
- % of students who pass language arts ISTEP in all tested grades.: 100%
- % of students who pass math ISTEP in all tested grades.: 100%
- % of students who enroll in and pass pre-algebra or higher in 8th grade.: 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

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
80.9%	75.4%	77.4%	72.0%	79.4%		81.4%		83.4%		85.4%		100%

## All Tested Grades - Percent Passing Reading Comprehension ISTEP

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	72%	74%	77%	79%	77.7%	81%		83%		85%		100%

## Free or reduced lunch - Percent Passing Language Arts ISTEP

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
					64.9%	67%		69%		71%		100%

## Special Education - Percent Passing Language Arts ISTEP

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	12%	49%	25%	51%	37.5%	55%		57%		59%		100%

## Special Education - Percent Passing Math ISTEP

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	34%	49%	68%	70%	70%	72%		74%		76%		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: Student behavior is interfering with learning (classroom attendance and completing assignments)**

According to faculty survey, student misbehavior and the lack of consistent consequences leads to an environment that is not conducive to learning. Thus student behavior is interfering with learning (classroom attendance and completing assignments).

### **Concern: Special education students need to spend more time reading novels and writing essays on what they have read.**

Through teacher discussion it was determined that special education students need to spend more time reading novels and writing essays on what they have read.

## Required Areas of Concern

**F. Encourage Rigorous Curriculum**

**I. Focused Academic Area**

**U. Focused Student Group**



# 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

### **Discipline policy and consequences —**

Student discipline will become more consistent throughout the classrooms and building. The faculty and administration will form a committee to review and revise the classroom discipline policy and building discipline policy. The committee will be formed before June, 2009 and work will begin on researching other policies adopted by area schools, attending workshops on school discipline, and amending the SCMS discipline policy in the student handbook.

## Required Strategies

### **F. Encourage Rigorous Curriculum: Differentiated instruction —**

During the 2009-2010 school year are ISTEP+ (honors) teachers will be differentiating their curriculum to meet the needs of the students which have been selected for their classes. It is the desire of West Clark to move toward a "clustering model" to meet the needs of all students within the classroom. Consequently, the High Ability Coordinator and the instructional coaches will be providing materials, strategies, and training to help the teachers with their instruction.

### **I. Focused Academic Area: novels and reading comprehension —**

Students going into the 7th grade will be given the opportunity to take an elective course entitled "novels". The course will be a semester in length and be connected to another semester course. The course will be made available to all 7th grade students next year (2009-2010). Students will improve their reading comprehension by using novels and writing prompts.

### **U. Focused Student Group: Free and reduced students —**

Free and reduced students will be able to improve their reading comprehension by using the reading counts program. Language arts teachers in the 6th, 7th, and 8th grades will require all students to read books that are identified as reading counts books in the library. Upon completion of the novel, all students will be required to take and pass a reading counts quiz based upon comprehension of the book. The 6th grade language arts teacher requires 1 book per nine weeks grading period, 7th grade teacher requires 2 books per nine weeks, the and 8th grade language arts teacher requires 3 books per nine weeks. All three teachers will allow students to read more books than the number required for extra credit.

### **U. Focused Student Group: Special Education Language Arts —**

Special education students will be scheduled with their special education teachers during their den time (Adviser/advisee). During this daily den time, sixth, seventh, and eighth grade special education students will receive extra help with writing skills and reading vocabulary. Students will be given novels to read. Upon completion of the novel the student will be given a writing prompt and ask to write an essay.

# Professional Development

**Alignment with the School Improvement Plan:** The Professional Development Plan 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 Plan 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 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.

## F. Encourage Rigorous Curriculum: Differentiated instruction

Professional Development Activity	Funding	Activity Purpose
<i>Implement differentiated curriculum</i>	Source: DOE development grant Amount: \$3000.00	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
The ISTEP+ (honor’s)classroom teachers will be implementing differentiated curriculum as part of their instruction and assignments.	Teachers	Presentation/Workshop Study Group Peer Coaching Networking/Site Visit

# 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: Student behavior is interfering with learning (classroom attendance and completing assignments)**

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

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

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

- Discipline policy and consequences

### **Concern: Special education students need to spend more time reading novels and writing essays on what they have read.**

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

- Special Education -- Percent Passing Language Arts ISTEP
- Special Education -- Percent Passing Math ISTEP

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

- U. Focused Student Group: Special Education Language Arts

## Required Areas of Concern

### **F. Encourage Rigorous Curriculum (PL221)**

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

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

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

- F. Encourage Rigorous Curriculum: Differentiated instruction

### **I. Focused Academic Area (PL221)**

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

- All Tested Grades -- Percent Passing Reading Comprehension ISTEP

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

- I. Focused Academic Area: novels and reading comprehension

## **U. Focused Student Group (PL221)**

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

- Free or reduced lunch -- Percent Passing Language Arts ISTEP

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

- U. Focused Student Group: Free and reduced students
- U. Focused Student Group: Special Education Language Arts

## 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:	Counselor's Office	Force Field Report B: Curriculum Additional Data #1
Titles and descriptions of assessment instruments to be used in addition to ISTEP+:	ISTEP+ only	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.

## Encourage Rigorous Curriculum

- ✓ **Mar 13, 2009:** conduct meeting  
**Person:** Julie Posante  
**Activity:** Form committee of teachers to determine selection criteria
  
- May 4, 2009:** Collect and record the percent of teachers that are differentiating lessons  
**Person:** Julie Posante  
**Activity:** Baseline Strategy Data
  
- May 20, 2009:** Administer student essays  
**Person:** Shallon Willen  
**Activity:** Implement criteria for selection into ISTEP+ classes
  
- May 21, 2009:** Distribute & collect parent survey  
**Person:** Gary Hawn  
**Activity:** Implement criteria for selection into ISTEP+ classes
  
- May 21, 2009:** Distribute & collect teacher survey  
**Person:** Jenni Walters  
**Activity:** Implement criteria for selection into ISTEP+ classes
  
- May 29, 2009:** Calculate GPA of candidates  
**Person:** Gary Hawn  
**Activity:** Implement criteria for selection into ISTEP+ classes
  
- Jun 2, 2009:** collect data and select students  
**Person:** Julie Posante  
**Activity:** Implement criteria for selection into ISTEP+ classes
  
- Jun 18, 2009:** Students notified by mail  
**Person:** Mary Ann Losey  
**Activity:** Students placed into ISTEP+ classes
  
- Jun 25, 2009:** Students scheduled into classes  
**Person:** Gary Hawn  
**Activity:** Students placed into ISTEP+ classes
  
- Aug 10, 2009:** meeting of ISTEP+ teachers  
**Person:** Gary Hawn  
**Activity:** Implement differentiated curriculum
  
- Sep 19, 2009:** Workshop with ISTEP+ teachers  
**Person:** Christina Pearson  
**Activity:** Implement differentiated curriculum
  
- Sep 19, 2009:** High Achiever meetings  
**Person:** Christina Pearson  
**Activity:** Review and improve criteria
  
- Oct 1, 2009:** one on one meetings with coach  
**Person:** Christina Pearson  
**Activity:** Implement differentiated curriculum

- Dec 1, 2009:** Review criteria/grades by committee  
**Person:** Christina Pearson  
**Activity:** Committee of teachers, students, and parents
- Dec 1, 2009:** ISTEP+ teachers meeting  
**Person:** Julie Posante  
**Activity:** Review and improve criteria
- Dec 3, 2009:** one on one meetings with coach  
**Person:** Christina Pearson  
**Activity:** Implement differentiated curriculum
- Dec 20, 2009:** Collect and record the percent of teachers that are differentiating lessons  
**Person:** Julie Posante  
**Activity:** First semester Strategy Data
- Jan 30, 2010:** collect data on use of diff. curriculum  
**Person:** Gary Hawn  
**Activity:** Implement differentiated curriculum
- Feb 4, 2010:** one on one meetings with coach  
**Person:** Christina Pearson  
**Activity:** Implement differentiated curriculum
- Apr 8, 2010:** one on one meetings with coach  
**Person:** Christina Pearson  
**Activity:** Implement differentiated curriculum
- May 20, 2010:** Collect and record the percent of teachers that are differentiating lessons  
**Person:** Julie Posante  
**Activity:** Second semester Strategy Data
- May 25, 2010:** collect data on use of diff. curriculum  
**Person:** Gary Hawn  
**Activity:** Implement differentiated curriculum

## Continuous Improvement Timeline

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