

School Improvement Plan - PL221 Version - 2008-2011

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William W Borden High School (0813)

West Clark Community Schools

Borden, 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

William W Borden High 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. 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 www.asainstitute.org/publicsip
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 www.asainstitute.org/publicsip
	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

** 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

- David Carter - School Counselor
- Amanda Cavins - School Counselor
- Debbie Hurst - Community
- Cara Martin - Teacher
- Lisa Nale - Administrator
- Peggy Rice - Parent/Guardian
- Eric Stotts - Teacher

Strategy Chairs

- David Carter
- Amanda Cavins
- Toby Cheatham
- Charles Gardner
- Cara Martin
- Lisa Nale
- Jerry Smith

Community Council

- J. Michael Carter - Lion's Club Pres/Athletic Booster Member
- Chris Gertin - Owner
- Joe Green - Owner
- Jeff Hunt - Owner
- Cara Martin - Special Ed Teacher
- David Martin - Supervisor
- Dylan Martin - Student Council
- Missy McKinley - Food Svc Mgr
- Lisa Nale - Principal
- Amy Potts - Accounts Recieving
- Ben Rice - Student - Sr Class Pres
- Peggy Rice - Treasurer
- Tim Rice - IT-consultant
- Brian Schmucker - Director - Campus Life
- Tony Wagoner - QC
- Kathy Weatherford - District Merchandiser

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:

At Borden Jr/Sr High School, we believe that every student deserves a nurturing, structured environment that supplies appropriate learning tools, and allows students and staff to perform and achieve at their personal best. We believe that students deserve a varied and challenging curriculum that allows them to develop the knowledge and skills that will put them on an appropriate career path. We believe that all teachers and staff deserve access to updated materials and be given ample opportunity to engage in professional development. Administrations, teachers, support staff and the community will work together to create an environment that is safe, culturally diverse, and reflects current societal trends.

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 as they guide and mentor our community's young people. Each counselor, teacher, administrator, parent, and community member has high expectations of all students and they work together to help all students reach those expectations. Parents, teachers, and business leaders meet with all students to discuss their academic progress and provide real world experiences and practical information for post secondary success.

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

In this environment where all adults are living by their core convictions, all students have high expectations of themselves and are actively involved in their learning. Students accept ownership and responsibility for their education. Each student has the self-knowledge, educational, and career awareness to make sound educational and career decisions. All students complete career assessments and develop 4-year plans. All students have meaningful future plans with tentative career selections and corresponding work selections.

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

- % of students who Pass all ISTEP tests: 100%
- % of students who graduate: 100%
- % of students who pass all classes: 100%
- % of students who are on the Honor Roll: 100%
- % of students who earn a Core 40 diploma or higher: 100%
- % of students who : %
- % of students who : %

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	
75	73	75	72	75		77		79		81		100

10th Grade Students - Passing all 2nd Semester Classes

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	
92	80	85	77	87		89		91		93		100

10th Grade Students - Passing English portion of GQE

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	67	75	74	76	66	78		80		81		100

10th Grade Students - Passing Math portion of GQE

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	
60	57	65	66	68	55	70		72		74		100

7th Grade Students - Passing all 2nd Semester Classes

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	
87		85	71	87		89		91		93		100

8th Grade Students - % of 8th grade students who master ISTEP Reading Literacy

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	
					86	88		90		92		100

8th Grade Students - Passing all 2nd Semester Classes

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	
80	80	82	79	84		86		88		90		100

8th Grade Students - Passing ISTEP Language 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	
85	71	85	83	85	39	41		43		45		100

8th Grade 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	
80	67	80	83	80	73	75		77		79		100

9th Grade Students - Passing all 2nd Semester Classes

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	71	77	65	79		81		83		85		100

Free/Reduced Students - Passing classes

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	
50	75	65		67		70		73		75		100

Free/Reduced Students Passing ISTEP - Passing ISTEP

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	59	75	55	60		62		64		100

Graduates - Earning Core 40 Diploma

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	
57	31	60	60	35	26	37		39		41		100

Graduates - Earning Honors Diploma

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	
32	48	35	22	50	20	25		27		29		100

Special Ed Students Passing Classes - Passing Classes

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	
			64	66		67		69		71		100

Students - Graduating

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	
100	98	100	98	100		100		100		100		100

Students 7-12 passing 3rd 9 weeks (not at risk of semester failure) - Passing 2nd semester Classes

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	
15	25		77	79		81		83		85		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: Loss of Instruction Time/Lack of Academic Success

Students miss class and EXPECT they can make-it up.

Concern: Low Student Motivation

Low GQE/ISTEP Scores. Students not passing 2nd semester classes.

Concern: Staff Resistance to change

The comments in the InSAI survey as well as discussion during professional developments meetings were concerning. In addition, we did a 5 questions staff survey which indicated the members themselves said we need to improve teacher resistance as the range is great.

Required Areas of Concern

A. Parent Involvement

B. Technology Coordination

C. Safe and Disciplined Learning Environment

D. Attendance

E. Offer Core 40 / Honors Courses

F. Encourage Core 40 / Honors Courses

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

Incentive Program

100% of all Jr/Sr High students will be eligible for incentive drawings each of the 4 grading periods, unless eliminated due to attendance or behavior issues. All students will be encouraged to improve academically, behaviorally, and in attendance.

Remediation for State Tests

Remediation through daily semester classes for Math & English will be offered. We will utilize computer labs using the Orchard program, COACH remediation booklets and on-line remediation resources. Any student, including Special Education Students who have failed a state required test for English or Math will participate.

Required Strategies

A. Parent Involvement: Positive Parental Involvement

BHS faculty and staff will provide opportunities for parents to participate in meetings, banquets, and athletics. Staff members will create a monthly newsletter, improve our website, and design other materials for parents communication.

B. Technology Coordination: Tech Coordination

BHS will coordinate with West Clark Central Office - IT department - to maximize resources in an effort to provide technology to support student learning including Orchard, Novel Stars, Rubicon Atlas, and technology equipment. Macintosh computers will be utilized as well as portable labs. The WCCS operating system will convert from Novell to Microsoft.

C. Safe and Disciplined Learning Environment: Alternative School

Principal will recommend students for West Clark Alternative Schools based upon behavior or academic issues to provide support in obtaining a diploma and reducing conflicts in the regular classroom setting

D. Attendance

West Clark Community Schools will continue to implement our new attendance and tardy policy to encourage increased school attendance. Limited and unexcused absences can total 7 per semester. ASL (After School Lab) will be assigned after 3 tardies to make-up time.

E. Offer Core 40 / Honors Courses

All students will begin with a minimum Core 40 diplomas track unless otherwise noted in an IEP their freshman year.

F. Encourage Core 40 / Honors Courses

All students and parents will be counseled on diploma types, course offerings, and encouraged to pursue the highest diplomas track suitable for their child.

G1. Exceptional Learners - Gifted: Course Offerings

Students will be challenged more in their Junior and Senior years by increasing electives for gifted students examples being Graphic Arts, Biology II, AP Chemistry, AP History, AP Calculus and Bio-Medical Program.

G2. Exceptional Learners - Special Education

Borden HS and School Psychology Services will coordinate services to provide instruction in an inclusive environment. We will encourage SE students to take courses toward a diploma track.

H. Cultural Competency

Teachers and Administrators will provide guest speakers to facilitate discussions on diversity in conjunction with the varied curriculum. Specifically, focus will be on the Hispanic Culture for the 2008-2009 school year. Video conferencing capabilities will also be utilized to enhance the speakers.

Professional Development

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

Incentive Program

No professional development is needed for this strategy.

Remediation for State Tests

Professional Development Activity	Funding	Activity Purpose
<i>Remediation instruction</i>	Source: None Amount: \$0.00	Skill Building
Brief Description	Intended Participants	Activity Format
Continue to train new staff on Orchard and Coach Test Prep Materials	Teachers	Talk to Peer Coaching

A. Parent Involvement: Positive Parental Involvement

No professional development is needed for this strategy.

B. Technology Coordination: Tech Coordination

Professional Development Activity	Funding	Activity Purpose
<i>Software Training</i>	Source: Corporation Tech Funds Amount: \$4000.00	Information Skill Building Refinement
Brief Description	Intended Participants	Activity Format
Teachers will participate in training for Novelstars, Orchard, and in curriculum mapping using Rubicon Atlas, use of iMAC computers, and laptop labs.	Teachers	Presentation/Workshop Peer Coaching Networking/Site Visit

G1. Exceptional Learners - Gifted: Course Offerings

Professional Development Activity	Funding	Activity Purpose
<i>Bio-medical Training</i>	Source: DWD Amount: \$5000.00	Information Skill Building
Brief Description	Intended Participants	Activity Format
Teacher will attend a 2 week workshop to be trained to teach a Project Lead the Way Course.	Teachers	Talk to Presentation/Workshop Professional Reading Networking/Site Visit

Professional Development Activity	Funding	Activity Purpose
<i>Complete AP Certification Training</i>	Source: Bldg Prof Dev Funds Amount: \$1800.00	Skill Building Refinement
Brief Description	Intended Participants	Activity Format
Teacher will attend on-site training to gain AP US History Certification	Teachers	Presentation/Workshop Study Group Networking/Site Visit

H. Cultural Competency

Professional Development Activity	Funding	Activity Purpose
<i>Discuss Cultural Sensitivity at Staff Meeting</i>	Source: None Amount: \$0.00	Information Refinement
Brief Description	Intended Participants	Activity Format
Cultural Sensitivity will be discussed with all staff members	Teachers Counselors Administrators Other	Talk to Other

Professional Development Activity	Funding	Activity Purpose
<i>Poverty Awareness</i>	Source: Bldg. Professional Development Amount: \$500.00	Information
Brief Description	Intended Participants	Activity Format
Teachers will do book study with Ruby Payne materials	Teachers Counselors Administrators	Study Group Reflective Writing

Professional Development Activity	Funding	Activity Purpose
<i>Cultural Awareness Training</i>	Source: Bldg. Professional Development Amount: \$200.00	Information Feedback/Support
Brief Description	Intended Participants	Activity Format
Teachers will attend sessions to learn more about Hispanic language, culture, and careers.	Teachers Counselors Administrators Other	Talk to Peer Coaching Other

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: Loss of Instruction Time/Lack of Academic Success

Data Targets Influenced by This Concern:

- 10th Grade Students -- Passing all 2nd Semester Classes
- 10th Grade Students -- Passing English portion of GQE
- 7th Grade Students -- Passing all 2nd Semester Classes
- 8th Grade Students -- % of 8th grade students who master ISTEP Reading Literacy
- 8th Grade Students -- Passing all 2nd Semester Classes
- 9th Grade Students -- Passing all 2nd Semester Classes
- Students 7-12 passing 3rd 9 weeks (not at risk of semester failure) -- Passing 2nd semester Classes

Strategies to Impact This Concern:

- Remedation for State Tests

Concern: Low Student Motivation

Data Targets Influenced by This Concern:

- 10th Grade Students -- Passing all 2nd Semester Classes
- 10th Grade Students -- Passing English portion of GQE
- 10th Grade Students -- Passing Math portion of GQE
- 7th Grade Students -- Passing all 2nd Semester Classes
- 8th Grade Students -- Passing all 2nd Semester Classes
- 8th Grade Students -- Passing ISTEP Language Arts
- 8th Grade Students -- Passing ISTEP Math
- 9th Grade Students -- Passing all 2nd Semester Classes
- Free/Reduced Students Passing ISTEP -- Passing ISTEP
- Students 7-12 passing 3rd 9 weeks (not at risk of semester failure) -- Passing 2nd semester Classes

Strategies to Impact This Concern:

- Incentive Program

Concern: Staff Resistance to change

Data Targets Influenced by This Concern:

- Free/Reduced Students -- Passing classes
- Free/Reduced Students Passing ISTEP -- Passing ISTEP
- Special Ed Students Passing Classes -- Passing Classes
- Students -- Graduating

Strategies to Impact This Concern:

- Remediation for State Tests

Required Areas of Concern

A. Parent Involvement (PL221)

Data Targets Influenced by This Concern:

- 10th Grade Students -- Passing all 2nd Semester Classes
- 7th Grade Students -- Passing all 2nd Semester Classes
- 8th Grade Students -- Passing all 2nd Semester Classes
- 8th Grade Students -- Passing ISTEP Language Arts
- 9th Grade Students -- Passing all 2nd Semester Classes
- Free/Reduced Students -- Passing classes
- Students -- Graduating
- Students 7-12 passing 3rd 9 weeks (not at risk of semester failure) -- Passing 2nd semester Classes

Strategies to Impact This Concern:

- A. Parent Involvement: Positive Parental Involvement

B. Technology Coordination (PL221)

Data Targets Influenced by This Concern:

- 10th Grade Students -- Passing English portion of GQE
- 10th Grade Students -- Passing Math portion of GQE
- 8th Grade Students -- Passing ISTEP Language Arts
- 8th Grade Students -- Passing ISTEP Math

Strategies to Impact This Concern:

- H. Cultural Competency
- B. Technology Coordination: Tech Coordination

C. Safe and Disciplined Learning Environment (PL221)

Data Targets Influenced by This Concern:

- Students -- Graduating

Strategies to Impact This Concern:

- C. Safe and Disciplined Learning Environment: Alternative School

D. Attendance (PL221)

Data Targets Influenced by This Concern:

- 10th Grade Students -- Passing all 2nd Semester Classes
- 7th Grade Students -- Passing all 2nd Semester Classes
- 8th Grade Students -- Passing all 2nd Semester Classes
- 9th Grade Students -- Passing all 2nd Semester Classes
- Free/Reduced Students -- Passing classes
- Special Ed Students Passing Classes -- Passing Classes
- Students -- Graduating

Strategies to Impact This Concern:

- D. Attendance

E. Offer Core 40 / Honors Courses (PL221)

Data Targets Influenced by This Concern:

- Graduates -- Earning Core 40 Diploma
- Graduates -- Earning Honors Diploma
- Students -- Graduating

Strategies to Impact This Concern:

- E. Offer Core 40 / Honors Courses

F. Encourage Core 40 / Honors Courses (PL221)

Data Targets Influenced by This Concern:

- Graduates -- Earning Core 40 Diploma
- Graduates -- Earning Honors Diploma
- Students -- Graduating

Strategies to Impact This Concern:

- F. Encourage Core 40 / Honors Courses

G1. Exceptional Learners - Gifted (PL221)

Data Targets Influenced by This Concern:

- Graduates -- Earning Honors Diploma

Strategies to Impact This Concern:

- G1. Exceptional Learners - Gifted: Course Offerings

G2. Exceptional Learners - Special Education (PL221)

Data Targets Influenced by This Concern:

- Special Ed Students Passing Classes -- Passing Classes
- Students -- Graduating

Strategies to Impact This Concern:

- Remedation for State Tests
- G2. Exceptional Learners - Special Education

H. Cultural Competency (PL221)

Data Targets Influenced by This Concern:

- Free/Reduced Students -- Passing classes
- Students -- Graduating

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:	Principal's Office and West Clark Comm Schools Central Office	Force Field Report B: Curriculum Additional Data #1
Titles and descriptions of assessment instruments to be used in addition to ISTEP+:	yes	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.

Cultural Competency

- Mar 15, 2008:** Gain Approval for additional staff
Person: Lisa Nale
Activity: Increase Foreign Language Offerings
- Apr 15, 2008:** Post for Foreign Language Teacher
Person: Monty Schnider
Activity: Increase Foreign Language Offerings
- May 15, 2008:** Interview Foreign Language Teacher
Person: Lisa Nale
Activity: Increase Foreign Language Offerings
- Jul 10, 2008:** Hire Foreign Language Teacher
Person: Lisa Nale/WCCS Board
Activity: Increase Foreign Language Offerings
- Aug 1, 2008:** Obtain Educational Hispanic Materials from Target
Person: Lisa Nale
Activity: Cinco de Mayo Celebration
- Aug 1, 2008:** Create a survey to measure awareness of students/staff
Person: Lisa Nale
Activity: Collect baseline data via survey
- Aug 1, 2008:** Communicate w/students additional course offerings
Person: Amanada Cavins
Activity: Increase Foreign Language Offerings
- Aug 1, 2008:** Utilize Newsletter to notify parents of events/speakers
Person: Peggy Rice
Activity: Notify Parents of Speakers and Events
- Aug 11, 2008:** Administer survey to staff
Person: Lisa nale
Activity: Collect baseline data via survey
- Aug 17, 2008:** Administer survey to students
Person: Eric Stotts/Yvonne Peterson
Activity: Collect baseline data via survey
- Sep 1, 2008:** Utilize Newsletter to notify parents of events/speakers
Person: Peggy Rice
Activity: Notify Parents of Speakers and Events
- Sep 15, 2008:** Special Training for staff
Person: Lisa Nale
Activity: Discuss Cultural Sensitivity at Staff Meeting
- Sep 20, 2008:** Contact Louisville NAACP 502-776-7608
Person: Eric Stotts
Activity: Minority Guest Speakers

Sep 20, 2008: Review Free/Reduced Percentages with Staff
Person: Lisa nale
Activity: Poverty Awareness

Oct 1, 2008: Utilize Newsletter to notify parents of events/speakers
Person: Peggy Rice
Activity: Notify Parents of Speakers and Events

Oct 15, 2008: Schedule Guest Speaker
Person: New Foreign language Teacher
Activity: Cultural Awareness Training

Nov 1, 2008: Utilize Newsletter to notify parents of events/speakers
Person: Peggy Rice
Activity: Notify Parents of Speakers and Events

Dec 1, 2008: Utilize Newsletter to notify parents of events/speakers
Person: Peggy Rice
Activity: Notify Parents of Speakers and Events

Dec 15, 2008: Create survey to measure change in student/staff awarenets
Person: Lisa Nale
Activity: Collect first semester/trimester follow up data

Dec 20, 2008: Administer Survery to measure change student/staff awareness
Person: Lisa Nale
Activity: Collect first semester/trimester follow up data

Dec 20, 2008: Administer Survey to students
Person: New Foreign Language Teacher
Activity: Collect first semester/trimester follow up data

Jan 1, 2009: Utilize Newsletter to notify parents of events/speakers
Person: Peggy Rice
Activity: Notify Parents of Speakers and Events

Jan 15, 2009: Contact Islamic Center of Louisville 502-634-4104
Person: Eric Stotts
Activity: Minority Guest Speakers

Feb 1, 2009: Utilize Newsletter to notify parents of events/speakers
Person: Peggy Rice
Activity: Notify Parents of Speakers and Events

Mar 1, 2009: Utilize Newsletter to notify parents of events/speakers
Person: Peggy Rice
Activity: Notify Parents of Speakers and Events

Mar 15, 2009: Schedule Guest Speaker
Person: Lisa Nale
Activity: Poverty Awareness

Apr 1, 2009: Utilize Newsletter to notify parents of events/speakers
Person: Peggy Rice
Activity: Notify Parents of Speakers and Events

Apr 15, 2009: Utilize Hispanic Educational Materials from Target
Person: Classroom Teachers
Activity: Cinco de Mayo Celebration

- Apr 22, 2009:** Utilize Hispanic Educational Materials from Target
Person: Classroom Teachers
Activity: Cinco de Mayo Celebration
- Apr 29, 2009:** Utilize Hispanic Educational Materials from Target
Person: Classroom Teachers
Activity: Cinco de Mayo Celebration
- May 1, 2009:** Bulletin Board featuring Hispanic information
Person: Amanda Cavins
Activity: Cinco de Mayo Celebration
- May 1, 2009:** Utilize Newsletter to notify parents of events/speakers
Person: Peggy Rice
Activity: Notify Parents of Speakers and Events
- May 5, 2009:** Contact Workforce Development about Hispanic Careers
Person: Amanda Cavins
Activity: Cinco de Mayo Celebration
- May 5, 2009:** Explanation of Cinco de Mayo
Person: Yvonne Peterson
Activity: Cinco de Mayo Celebration
- May 5, 2009:** Mexican Luncheon
Person: Missy McKinley
Activity: Cinco de Mayo Celebration
- May 5, 2009:** Schedule Hispanic Guest Speaker
Person: Yvonne Peterson
Activity: Cinco de Mayo Celebration
- May 5, 2009:** Contact Adam Torres - Hispanic Business Owner
Person: Lisa Nale
Activity: Minority Guest Speakers
- May 10, 2009:** Survey to measure success of Cinco de Mayo day
Person: Lisa Nale
Activity: Collect final semester/trimester follow up data
- May 15, 2009:** Administer survey to staff
Person: Lisa Nale
Activity: Collect final semester/trimester follow up data
- May 15, 2009:** Administer survey to students
Person: New Foreign Language Teacher
Activity: Collect final semester/trimester follow up data

Exceptional Learners - Gifted

- Jun 15, 2008:** Attend Bio-Medical Training (Project Lead the Way)
Person: Ross Shauver
Activity: Bio-medical Training
- Jul 15, 2008:** Attend AP Training
Person: Eric Stotts
Activity: Complete AP Certification Training
- Feb 1, 2009:** Schedule Students
Person: Amanda Cavins
Activity: Explain Course Offerings to Students

Incentive Program

Aug 10, 2008: Share changes in incentive program w/staff

Person: Lisa Nale

Activity: Refinement of Incentive Program

Aug 15, 2008: Arrange grade level meetings

Person: Lisa Nale, David Carter

Activity: Explain Revision to Incentive Plan to student body & teachers

Aug 30, 2008: Contact businesses for donations

Person: Lisa Nale/Toby Cheatham

Activity: Gather Data for each grading period

Oct 15, 2008: Conduct Award Presentations

Person: David Carter/Amanda Cavins/Lisa Nale

Activity: Award Prizes at Student Assemblies

Oct 15, 2008: Compile data for eligible students

Person: Toby Cheatham

Activity: Gather Data for each grading period

Dec 16, 2008: Compile data for eligible students

Person: Toby Cheatham

Activity: Gather Data for each grading period

Dec 19, 2008: Conduct Award presentation

Person: David Carter/Amanda Cavins/Lisa Nale

Activity: Award Prizes at Student Assemblies

Jan 15, 2009: Collect Behavior Referrals Data

Person: David Carter

Activity: Collect first semester/trimester follow up data

Feb 1, 2009: Contact Bats Office for pricing/dates

Person: Lisa Nale

Activity: End of Year Award - attend River Bats Baseball Game

Feb 15, 2009: Schedule Date for Game/Order Tickets

Person: Lisa Nale

Activity: End of Year Award - attend River Bats Baseball Game

Feb 17, 2009: Compile data for eligible students

Person: Toby Cheatham

Activity: Gather Data for each grading period

Feb 20, 2009: Conduct Award presentation

Person: David Carter/Amanda Cavins/Lisa Nale

Activity: Award Prizes at Student Assemblies

Apr 21, 2009: Compile data for eligible students

Person: Toby Cheatham

Activity: Gather Data for each grading period

Apr 24, 2009: Conduct Award presentation

Person: David Carter/Amanda Cavins/Lisa Nale

Activity: Award Prizes at Student Assemblies

- May 15, 2009:** Attend Game
Person: Lisa Nale
Activity: End of Year Award - attend River Bats Baseball Game
- Jun 15, 2009:** Collect Behavior Referrals Data
Person: David Carter
Activity: Collect final semester/trimester follow up data
- Oct 5, 2009:** Collect Behavior Referrals Data
Person: David Carter
Activity: Collect baseline data

Parent Involvement

- Feb 1, 2008:** Corporation technology recommends company to upgrade website
Person: Jerry Smith
Activity: Improve/Update School Website
- Mar 10, 2008:** Approve "Halo" group as website provider
Person: WCCS School Board
Activity: Improve/Update School Website
- Apr 1, 2008:** Meet with "Halo Group" to select format and provide information
Person: Lisa Nale
Activity: Improve/Update School Website
- Apr 15, 2008:** Complete survey of students whose parents have attended an event
Person: Amanda Cavins
Activity: Collect baseline data
- May 5, 2008:** Inform Staff about Booklets
Person: Lisa Nale
Activity: "Meet the Staff" Booklets
- May 30, 2008:** Gather Information f/booklets
Person: Peggy Rice
Activity: "Meet the Staff" Booklets
- May 30, 2008:** Set up structure for BJSHS Website
Person: Lisa Nale
Activity: Improve/Update School Website
- Jun 15, 2008:** Schedule orientation
Person: Amanda Cavins
Activity: Orientation for New Enrollees and JH Students
- Jul 15, 2008:** Scan pictures for Meet the Staff Booklets "
Person: Dennis Price
Activity: "Meet the Staff"
- Jul 15, 2008:** Solicit info for newsletter
Person: Peggy Rice
Activity: Newsletter
- Jul 29, 2008:** Create "Meet the Staff" Booklets
Person: Peggy Rice
Activity: "Meet the Staff"
- Aug 1, 2008:** Create Master Athletic Schedules
Person: Toby Cheatham
Activity: Athletic Events

Aug 1, 2008: Website is live
Person: Halo Group
Activity: Improve/Update School Website

Aug 1, 2008: Create Newsletter
Person: Peggy Rice
Activity: Newsletter

Aug 1, 2008: Prepare flyer and materials
Person: Lisa Nale/Amanda Cavins
Activity: Orientation for New Enrollees and JH Students

Aug 5, 2008: Distribute Staff booklets at Registration
Person: Michelle Agnew
Activity: "Meet the Staff"

Aug 5, 2008: Mail/Send Newsletter
Person: Peggy Rice/Michelle Agnew
Activity: Newsletter

Aug 7, 2008: Make Master schedules available
Person: Toby Cheatham
Activity: Athletic Events

Aug 7, 2008: Conduct orientation
Person: Lisa Nale
Activity: Orientation for New Enrollees and JH Students

Aug 7, 2008: Follow up with questions/special needs
Person: Lisa Nale
Activity: Orientation for New Enrollees and JH Students

Aug 8, 2008: Plan volunteer schedule and activities for sign-ups
Person: Lisa Nale
Activity: Volunteer Schedule

Aug 15, 2008: Review/maintain rights and informatijon on website
Person: Lisa Nale
Activity: Improve/Update School Website

Aug 15, 2008: Set up Individual Coach/Teacher user accounts & rights
Person: Lisa Nale
Activity: Improve/Update School Website

Aug 15, 2008: Solicit info for newsletter
Person: Peggy Rice
Activity: Newsletter

Aug 15, 2008: Create 2008=2009 PTO Calendar
Person: Doris Konerman
Activity: PTO Events

Aug 30, 2008: Send Monthly Meeting Reminders
Person: Doris Konerman
Activity: PTO Events

Sep 1, 2008: Create Newsletter
Person: Peggy Rice
Activity: Newsletter

Sep 5, 2008: Mail/Send Newsletter
Person: Peggy Rice/Michelle Agnew
Activity: Newsletter

Sep 15, 2008: Solicit info for newsletter
Person: Peggy Rice
Activity: Newsletter

Sep 30, 2008: Send Monthly Meeting Reminders
Person: Doris Konerman
Activity: PTO Events

Oct 1, 2008: Create Newsletter
Person: Peggy Rice
Activity: Newsletter

Oct 5, 2008: Mail/Send Newsletter
Person: Peggy Rice/Michelle Agnew
Activity: Newsletter

Oct 15, 2008: Solicit info for newsletter
Person: Peggy Rice
Activity: Newsletter

Oct 30, 2008: Send Monthly Meeting Reminders
Person: Doris Konerman
Activity: PTO Events

Nov 1, 2008: Create Newsletter
Person: Peggy Rice
Activity: Newsletter

Nov 5, 2008: Mail/Send Newsletter
Person: Peggy Rice/Michelle Agnew
Activity: Newsletter

Nov 15, 2008: Solicit info for newsletter
Person: Peggy Rice
Activity: Newsletter

Nov 30, 2008: Send Monthly Meeting Reminders
Person: Doris Konerman
Activity: PTO Events

Dec 1, 2008: Create Newsletter
Person: Peggy Rice
Activity: Newsletter

Dec 5, 2008: Mail/Send Newsletter
Person: Peggy Rice/Michelle Agnew
Activity: Newsletter

Dec 15, 2008: Solicit info for newsletter
Person: Peggy Rice
Activity: Newsletter

Dec 30, 2008: Send Monthly Meeting Reminders
Person: Doris Konerman
Activity: PTO Events

Jan 1, 2009: Create Newsletter
Person: Peggy Rice
Activity: Newsletter

Jan 5, 2009: Mail/Send Newsletter
Person: Peggy Rice/Michelle Agnew
Activity: Newsletter

Jan 15, 2009: Survey students - parents who attend events
Person: Lisa Nale
Activity: Collect first semester/trimester follow up data

Jan 15, 2009: Solicit info for newsletter
Person: Peggy Rice
Activity: Newsletter

Jan 30, 2009: Send Monthly Meeting Reminders
Person: Doris Konerman
Activity: PTO Events

Feb 1, 2009: Create Newsletter
Person: Peggy Rice
Activity: Newsletter

Feb 5, 2009: Mail/Send Newsletter
Person: Peggy Rice/Michelle Agnew
Activity: Newsletter

Feb 15, 2009: Solicit info for newsletter
Person: Peggy Rice
Activity: Newsletter

Mar 1, 2009: Create Newsletter
Person: Peggy Rice
Activity: Newsletter

Mar 2, 2009: Send Monthly Meeting Reminders
Person: Doris Konerman
Activity: PTO Events

Mar 5, 2009: Mail/Send Newsletter
Person: Peggy Rice/Michelle Agnew
Activity: Newsletter

Mar 15, 2009: Solicit info for newsletter
Person: Peggy Rice
Activity: Newsletter

Apr 1, 2009: Create Newsletter
Person: Peggy Rice
Activity: Newsletter

Apr 2, 2009: Send Monthly Meeting Reminders
Person: Doris Konerman
Activity: PTO Events

Apr 5, 2009: Mail/Send Newsletter
Person: Peggy Rice/Michelle Agnew
Activity: Newsletter

Apr 15, 2009: Solicit info for newsletter
Person: Peggy Rice
Activity: Newsletter

May 1, 2009: Create Newsletter
Person: Peggy Rice
Activity: Newsletter

May 2, 2009: Send Monthly Meeting Reminders
Person: Doris Konerman
Activity: PTO Events

May 5, 2009: Mail/Send Newsletter
Person: Peggy Rice/Michelle Agnew
Activity: Newsletter

May 15, 2009: Solicit info for newsletter
Person: Peggy Rice
Activity: Newsletter

Jun 1, 2009: Create Newsletter
Person: Peggy Rice
Activity: Newsletter

Jun 5, 2009: Mail/Send Newsletter
Person: Peggy Rice/Michelle Agnew
Activity: Newsletter

Jun 15, 2009: Survey Students - parents who attend events
Person: Lisa Nale
Activity: Collect final semester/trimester follow up data

Remediation for State Tests

Aug 1, 2008: Review Summer School Attendance
Person: Michelle Agnew
Activity: Identify % of students who participate in Remediation

Aug 1, 2008: Schedule students for remediation classes
Person: Amanda Cavins
Activity: Identify % of students who participate in Remediation

Aug 1, 2008: Orchard Remediation
Person: Denise Bessler - WCCS
Activity: Remediation instruction

Aug 12, 2008: Students with a history of failing State Exams will be referred to the GEI team
Person: Classroom Teachers/Amanda Cavins
Activity: General Intervention Referrals

Aug 12, 2008: Students will receive additional English remediation via Orchard and on-line remediation tools
Person: Yvonne Peterson/Dennis Little/Charlie Gardner
Activity: Remediation Offerings

Aug 12, 2008: Students will receive remediation via Orchard and On-line Remediation tools
Person: Terry Rademacher/Jessica Kinder/Jerry Lizenby
Activity: Remediation Offerings

Aug 15, 2008: Utilize COACH English Remediation Materials
Person: Charles Gardner/Dennis Little/Yvonne Peterson
Activity: Remediation Offerings

- Aug 15, 2008:** Utilize COACH Math Remediation Booklets
Person: Terry Rademacher/Jerry Lizenby/Jessica Kinder
Activity: Remediation Offerings
- Oct 20, 2008:** Communicate with parents to gain support for remediation course & motivate students to maximize participation and engagement
Person: Amanda Cavins/David Carter
Activity: Counsel Students
- Oct 20, 2008:** Explain purpose of remediation's relationship to graduation requirements
Person: Amanda Cavins/David Carter
Activity: Counsel Students
- Dec 1, 2008:** Create survey for students in remediation
Person: Amanda Cavins
Activity: Collect baseline data survey
- Dec 20, 2008:** Administer survey to English students
Person: Yvonne Peterson/Dennis Little/Charlie Gardner
Activity: Collect baseline data survey
- Dec 20, 2008:** Administer survey to Math students
Person: Terry Rademacher/Jerry Lizenby/Jessica Kinder
Activity: Collect baseline data survey
- Dec 20, 2008:** Communicate with parents to gain support & motivate students to maximize participation and engagement
Person: David Carter/Amanda Cavins
Activity: Counsel Students
- Dec 20, 2008:** Schedule Students f/2nd Semester Remediation
Person: Amanda Cavins
Activity: Identify % of students who participate in Remediation
- Jan 5, 2009:** Students with a history of failing State Exams will be referred to the GEI team
Person: Classroom Teachers/Amanda Cavins
Activity: General Intervention Referrals
- Jan 5, 2009:** Students will receive English remediation via Orchard and on-line remediation tools
Person: Yvonne Peterson/Dennis Little/Charlie Gardner
Activity: Remediation Offerings
- Jan 5, 2009:** Students will receive Math Remediation via orchard and On-line remediation tools
Person: Terry Rademacher/Jessica Kinder/Jerry Lizenby
Activity: Remediation Offerings
- Jan 5, 2009:** Utilize COACH English Remediation Books
Person: Yvonne Peterson/Charlie Garder/
Activity: Remediation Offerings
- Jan 5, 2009:** Utilize COACH Math Remediation booklets
Person: Jerry Lizenby/Jessica Kinder/Terry Rademacher
Activity: Remediation Offerings
- Jan 7, 2009:** Accumulate survey data for 1st semester
Person: Amanda Cavins
Activity: Collect first semester/trimester follow up data
- May 30, 2009:** Accumulate survey date for 2nd semester
Person: Amanda Cavins
Activity: Collect final semester/trimester follow up data

Technology Coordination

Jun 1, 2008: Implement Conversion

Person: Jerry Smith

Activity: Convert operating system to Microsoft

Jun 15, 2008: Secure Funds for portable labs

Person: Lisa Nale

Activity: Utilize Portable Computer Labs

Jun 20, 2008: Order Portable labs

Person: Peggy Rice

Activity: Utilize Portable Computer Labs

Jul 1, 2008: Check for Novel Stars Upgrades

Person: Jerry Smith

Activity: Ensure Software upgrades are complete

Jul 1, 2008: Check for Orchard Upgrades

Person: Jerry Smith

Activity: Ensure Software upgrades are complete

Aug 12, 2008: Instruct students on use of Macintosh computers

Person: Dennis Price

Activity: Macintosh computers utilized for Media Classes

Aug 15, 2008: Continue Curriculum Mapping Training

Person: Denise Bessler

Activity: Software Training

Aug 15, 2008: Ensure involved parties understand Novelstars

Person: Amanda Cavins

Activity: Software Training

Aug 15, 2008: Ensure Remediation Teachers are trained on Orchard

Person: Lisa Nale

Activity: Software Training

Aug 15, 2008: Install Portable Labs

Person: Jerry Smith

Activity: Utilize Portable Computer Labs

Continuous Improvement Timeline

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

	First Year Schools	Second Year Schools	Third Year and Beyond Schools
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 & Responsibilities</i>	<u>Tech Training 1</u> (optional) <i>Local Mtgs – SIP Implementation Roles & Responsibilities</i>
Dec	Session 3: <u>Achievement Data Analysis</u> <i>Local Mtgs: Achievement Data Targets</i>		Session 2: <u>SIP Evaluation & Revision</u> <i>Local Mtgs: Sch. Imp. Plan Revision</i>
Jan	Session 4: <u>Areas of Concern & Research Assignments</u> <i>Local Mtgs: Areas of Concern</i>	Session 2: <u>SIP Review & 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>