

School Improvement Plan - PL221 Version - 2008-2011

May 16, 2008 16:00:14

Worthington Elementary School (2460)

White River Valley Sch Dist

Worthington, 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
Website: <http://www.asainstitute.org>

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School Improvement Plan Introduction

Worthington Elementary 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

- Debbie Bender - Community Representative (Business)
- Danielle Feltner - Community
- Jim Fuller - Parent/Guardian
- Kevin Keller - Administrator
- Susan Myers - Parent/Guardian
- Debbie Nolting - Teacher
- Debbie Pruett - Teacher
- Jill Staggs - Teacher

Strategy Chairs

- Debbie Bender
- Kevin Keller
- Susan Myers
- Debbie Nolting
- Debbie Pruett
- Jill Staggs

Community Council

- Debbie Bender - Secretary
- Jenny Crites - Bank Manager
- Glenn Cundiff - Retired Government Worker
- Danielle Feltner - Business Owner
- Eric Floyd - Policeman
- Andrea Fuller - Librarian
- Denise Green - Business Owner
- Vicki McHenry - Nurse
- Kelly Reel - Bank Teller
- Elizabeth White - Office 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 that all students deserve to be surrounded by adults who believe in them and have high expectations for their success in school. We believe that all students deserve to be challenged, experience success in school and contribute as citizens of our community. We believe that all students deserve teachers who are good role models and implement a variety of teaching strategies that address individual differences to ensure student success. We believe all students needing extra help and time in order to experience success deserve to be given that extra time and help. We believe that every child deserves rich educational and career guidance in order to develop a positive self-image, personal management skills, productive team building skills, and a positive outlook toward working. We believe all students deserve parents and community members who value education and communicate high expectations to students.

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

1. All teachers, parents, and community members place a high value on education. They actively communicate these expectations to all students through several one-to-one discussions each year. To ensure that all students learn, adults provide a safe and nurturing environment. All teachers are excited about their jobs, are knowledgeable of current educational research and practices, and are prepared for every class. Teachers have omitted "watered down" content from their curriculum and instead, present content that is challenging accompanied by extra help and time for students who need extra support to experience success. Teachers use a variety of instructional and assessment methods to address many different learning styles. Teachers involve the students in research and problem-solving activities in which they can apply newly learned content. Adults provide instructional consequences when students misbehave rather than or in addition to punitive consequences. 2. Parents are actively involved with their children's education. They not only do volunteer work at school, but they have daily discussions with their children using a weekly discussion guide prepared by their teachers to compliment classroom learning. They also talk with their son's or daughter's teachers on a regular basis, providing support as mutually agreed upon. 3. The community works as an active partner with the school. Businesses sponsor field trips to their work site to allow students to observe workers in different career clusters and see how their school self-management skills will become workforce self-management skills.

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, students have high expectation of themselves. All students are highly engaged in their learning. Students show strong self-management skills, arriving to school on time and turning in assignments prior to due date. They show strong listening skills and respectfully listen to the teacher and other students. Students demonstrate mastery of content in a variety of manners including exhibitions shown at school to the work place. All students accept challenges, show motivation, and put forth an admirable effort in their education. All students display appropriate behavior and accept responsibility for their actions. All students demonstrate good citizenship, high self-esteem, respect for fellow students and adults, and a joy for coming to school.

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

- % of students who are passing all classes:: 100%
- % of students who are at or above grade level in reading: 100%
- % of students who are at or above grade level in math: 100%
- % of students who are third graders and mastering ISTEP+: 100%
- % of students who are fourth graders and mastering ISTEP+: 100%
- % of students who are fifth graders and mastering ISTEP+: 100%
- % of students who are sixth graders and mastering ISTEP+: 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	
80	78	82	77	88	77	90		92		94		100

2nd grade free/reduced students - passing 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	91	92	91	93		94		95		97		100

3rd grade free/reduced students - on or above grade level in math based on results from the STAR Test

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	
90	82	85	83	86		88		90		94		100

4th grade free/reduced students - on or above grade level in math based on results from the STAR Test

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	50	60	62	65		70		75		80		100

5th grade free/reduced students - passing 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	75	80	78	82		85		90		95		100

6th grade free/reduced students - using problem solving skills in 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	92	95	94	96		97		98		99		100

grades 1-3 title-one students - reading at or above grade level

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	92	95	94	96		97		98		99		100

grades 4-6 free/reduced students - reading at or above grade level

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	71	75	78	78		80		85		90		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

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.

Required Strategies

A. Parent Involvement: Annual Parent Involvement Meeting

A meeting will be held with all interested parents and Mr. Keller at the beginning of the school year in the cafeteria. This meeting will focus on the ways parents can be involved in school activities as well as how they can volunteer their time.

A. Parent Involvement: Weekly Parent Newsletter

A weekly newsletter will be sent home with each student. Debbie Bender, school secretary in the front office, will prepare this to be sent home on Fridays.

B. Technology Coordination: Create Elementary Computer Lab

Mr. Keller will arrange with the school board during the last school board meeting of the school year, for a computer lab to be continued at the elementary level. A computer instructor will teach basic computer knowledge and usage to students once a week, and the computer lab will be open for use by teachers and students three days a week.

B. Technology Coordination: Expansion of Harmony, School Management Program

Administration and all teachers will use Harmony, a school management software program to create computerized permanent records at the end of each semester.

C. Safe and Disciplined Learning Environment: School Safety

Severe weather, fire, and lockdowns drills will be conducted by all faculty/staff and students on a schedule set by administration. A full-time nurse will be provided to address health care needs of students during the school day. This strategy is shown as a full plan for the sole purpose of providing professional development to the school nurse.

D. Attendance: Tracking Student Attendance

By using the Harmony Program all teachers will turn in absences by 9:00am daily, Pam Kirk will make contacts for any absences that need verification, and then she will mail 5 day, 7 day, and 10 day notices of unexcused absences monthly.

G1. Exceptional Learners - Gifted: Accelerated Math

Teachers, in grades 3-6 will provide opportunity for gifted students to utilize the Accelerated Math program to challenge them to reach their greatest potential and motivate them to raise Math levels.

G1. Exceptional Learners - Gifted: Accelerated Reader

Teachers will provide opportunity for gifted students to utilize the accelerated reading program in their classrooms to challenge them to reach their highest potential and motivate students to raise individual reading levels.

G1. Exceptional Learners - Gifted: Incorporating Differentiated Instruction

Teachers will utilize multiple teaching strategies as well as types of assessment monthly in the classroom to meet the needs of all learners. Teachers will provide opportunities for gifted students to excel by giving challenging activities based on their individual levels and providing unique ways to assess each student's knowledge.

G2. Exceptional Learners - Special Education: Inclusion of Special Needs

Inclusion of special needs students into their grade appropriate main-stream non-core classroom activities (Music, Art, PE, Library, Computers, class parties, and field trips) on a daily basis and inclusion of other special needs students into core-curricular classroom activities (all subject areas or select subject areas) on a daily basis utilizing special strategies and providing aides for those special needs students.

G2. Exceptional Learners - Special Education: Incorporating Differentiated Instruction

Teachers will utilize multiple teaching strategies as well as types of assessment monthly in the classroom to meet the needs of all learners. Teachers will provide opportunities for special education students to excel by providing activities based on their individual levels and providing unique ways to assess each students knowledge. The full plan for this strategy is G1. Exceptional Learners - Gifted: Incorporating Differentiated Instruction.

H. Cultural Competency: Disabilities Awareness Fair

Students in grades K-6 will attend an activities fair in October, in the school gymnasium, to gain respect and knowledge of several types of disabilities. This disabilities awareness fair will be prepared by the Cultural Competency Strategy Committee and feature guest speakers as well as stations with activities to educate the children on disabilities.

Professional Development

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

A. Parent Involvement: Annual Parent Involvement Meeting

No professional development is needed for this strategy.

A. Parent Involvement: Weekly Parent Newsletter

Professional Development Activity	Funding	Activity Purpose
<i>hold a conference with new faculty/staff to inform them of newsletter and policies</i>	Source: Amount: \$0	Skill Building
Brief Description	Intended Participants	Activity Format
Mr Keller will meet with new faculty and staff to go over newsletter policies.	Teachers Administrators	Talk to

B. Technology Coordination: Expansion of Harmony, School Mangement Program

Professional Development Activity	Funding	Activity Purpose
<i>Harmony Training Session</i>	Source: DOE PD Grant Amount: \$500.00	Skill Building
Brief Description	Intended Participants	Activity Format
Linda Mowery will train teachers on new Harmony concepts	Teachers Administrators	Presentation/Workshop Study Group

C. Safe and Disciplined Learning Environment: School Safety

Professional Development Activity	Funding	Activity Purpose
<i>Health Conference</i>	Source: DOE PD Grant Amount: \$200.00	Skill Building Refinement
Brief Description	Intended Participants	Activity Format
Nurse will attend conference	Other	Presentation/Workshop

D. Attendance: Tracking Student Attendance

Professional Development Activity	Funding	Activity Purpose
<i>Inform teachers of attendance policies and procedures</i>	Source: Amount: \$0	Refinement
Brief Description	Intended Participants	Activity Format
Mr. Keller and school nurse will meet with teachers to review attendance policies and procedures.	Teachers Administrators	Talk to

G1. Exceptional Learners - Gifted: Incorporating Differentiated Instruction

Professional Development Activity	Funding	Activity Purpose
<i>hold training session on differentiated instruction</i>	Source: DOE Professional Development Grant Amount: \$500.00	Information Skill Building
Brief Description	Intended Participants	Activity Format
Jill Staggs will provide a training session on general information about differentiated instruction and how to use current materials to get started implementing the strategies	Teachers	Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
<i>Differentiated Instruction In-Service</i>	Source: Title I Amount: \$4572.00	Skill Building
Brief Description	Intended Participants	Activity Format
Bureau of Educational Research out of the University of Illinois will come to the building and provide training to teachers on incorporating differentiated instruction into their classroom.	Teachers	Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
<i>National Differentiated Instruction Conference</i>	Source: Title I Amount: \$4079.48	Skill Building Refinement
Brief Description	Intended Participants	Activity Format
Four Classroom teachers will travel to and attend the National conference on differentiated instruction	Teachers	Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
<i>Peer Coaching</i>	Source: DOE Professional Development Grant Amount: \$500.00	
Brief Description	Intended Participants	Activity Format
The four teachers that attend the national conference will provide peer coaching sessions to all other teachers in the building	Teachers	Peer Coaching

G2. Exceptional Learners - Special Education: Incorporating Differentiated Instruction

No professional development is needed for this strategy.

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

Required Areas of Concern

A. Parent Involvement (PL221)

Data Targets Influenced by This Concern:

- grades 1-3 title-one students -- reading at or above grade level

Strategies to Impact This Concern:

- A. Parent Involvement: Annual Parent Involvement Meeting
- A. Parent Involvement: Weekly Parent Newsletter

B. Technology Coordination (PL221)

Data Targets Influenced by This Concern:

- 6th grade free/reduced students -- using problem solving skills in Math
- grades 1-3 title-one students -- reading at or above grade level
- grades 4-6 free/reduced students -- reading at or above grade level

Strategies to Impact This Concern:

- B. Technology Coordination: Expansion of Harmony, School Mangement Program
- B. Technology Coordination: Create Elementary Computer Lab

C. Safe and Disciplined Learning Environment (PL221)

Data Targets Influenced by This Concern:

- grades 1-3 title-one students -- reading at or above grade level
- grades 4-6 free/reduced students -- reading at or above grade level

Strategies to Impact This Concern:

- C. Safe and Disciplined Learning Environment: School Safety

D. Attendance (PL221)

Data Targets Influenced by This Concern:

- grades 4-6 free/reduced students -- reading at or above grade level

Strategies to Impact This Concern:

- D. Attendance: Tracking Student Attendance

G1. Exceptional Learners - Gifted (PL221)

Data Targets Influenced by This Concern:

- 3rd grade free/reduced students -- on or above grade level in math based on results from the STAR Test
- 4th grade free/reduced students -- on or above grade level in math based on results from the STAR Test
- 5th grade free/reduced students -- passing Math

Strategies to Impact This Concern:

- G1. Exceptional Learners - Gifted: Incorporating Differentiated Instruction
- G1. Exceptional Learners - Gifted: Accelerated Reader
- G1. Exceptional Learners - Gifted: Accelerated Math

G2. Exceptional Learners - Special Education (PL221)

Data Targets Influenced by This Concern:

- 2nd grade free/reduced students -- passing Math

Strategies to Impact This Concern:

- G2. Exceptional Learners - Special Education: Incorporating Differentiated Instruction
- G2. Exceptional Learners - Special Education: Inclusion of Special Needs

H. Cultural Competency (PL221)

Data Targets Influenced by This Concern:

- grades 1-3 title-one students -- reading at or above grade level
- grades 4-6 free/reduced students -- reading at or above grade level

Strategies to Impact This Concern:

- H. Cultural Competency: Disabilities Awareness Fair

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:	In Principal's Office on bookshelf	Force Field Report B: Curriculum Additional Data #1
Titles and descriptions of assessment instruments to be used in addition to ISTEP+:	No, ISTEP is given to third grade through sixth grade	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.

Attendance

Aug 12, 2008: Send home handbook

Person: Teachers

Activity: Inform Parents/Students of attendance policies and procedures

Aug 12, 2008: distribute teacher/student handbook to all teachers/staff

Person: Debbie Bender

Activity: Inform teachers of attendance policies and procedures

Aug 12, 2008: Train attendance coordinator on all attendance policies and procedures

Person: Kevin Keller

Activity: Inform teachers of attendance policies and procedures

Aug 12, 2008: Train attendance coordinator on the 5,7,10 day unexcused absence letters

Person: Kevin Keller

Activity: Inform teachers of attendance policies and procedures

Aug 20, 2008: Discuss attendance policies and procedures at annual parent meeting

Person: Kevin Keller

Activity: Inform Parents/Students of attendance policies and procedures

Sep 1, 2008: Record monthly unexcused absences

Person: Pam Kirk

Activity: Track Attendance

Sep 2, 2008: Send 5, 7, 10 day unexcused absence letters

Person: Pam Kirk

Activity: Track Attendance

Exceptional Learners - Gifted

May 1, 2008: Schedule In-service with Bureau of Educational Research- University of Illinois

Person: Sharon Sloan

Activity: Differentiated Instruction In-Service

May 15, 2008: hold one-on-one conferences between resistant person and strategy chair person

Person: Jill Staggs

Activity: hold conferences

Jul 20, 2008: Attend differentiated instruction workshop

Person: Jill Staggs

Activity: Gather information differentiated instruction

Jul 20, 2008: Attend National Differentiated Instruction Conference in Las Vegas

Person: Jill Staggs, Sharon Sloan, Susan Myers, and Sabra Stoner

Activity: National Differentiated Instruction Conference

Aug 1, 2008: Set a date for meeting

Person: Jill Staggs

Activity: Plan differentiated instruction training session

- Aug 2, 2008:** Prepare sample lesson plans
Person: Jill Staggs
Activity: Plan differentiated instruction training session
- Aug 4, 2008:** Inform teachers of training session
Person: Kevin Keller
Activity: Plan differentiated instruction training session
- Aug 4, 2008:** Prepare powerpoint presentation
Person: Jill Staggs
Activity: Plan differentiated instruction training session
- Aug 11, 2008:** Conduct Training Session
Person: Jill Staggs
Activity: hold training session on differentiated instruction
- Aug 11, 2008:** Meeting of National conference Attendees to plan peer coaching sessions
Person: Jill Staggs
Activity: Peer Coaching
- Aug 11, 2008:** Arrange for a stipend
Person: Kevin Keller
Activity: Plan differentiated instruction training session
- Sep 3, 2008:** Conduct peer Coaching Sessions
Person: Jill Staggs, Sharon Sloan Susan Myers, and Sabra Stoner
Activity: Peer Coaching
- Sep 10, 2008:** Conduct In-Service
Person: BER / Jill Staggs
Activity: Differentiated Instruction In-Service
- Jan 6, 2009:** Collect first semester/trimester follow up data
Person: Jill Staggs
Activity: Collect first semester/trimester follow up data
- Jan 12, 2009:** hold one-on-one conferences between resistant person and strategy chair person
Person: Jill Staggs
Activity: hold conferences
- May 22, 2009:** Collect final semester/trimester follow up data
Person: Jill Staggs
Activity: Collect final semester/trimester follow up data

Parent Involvement

- May 20, 2008:** calculate percentage of parents calling or expressing concerns of not being informed
Person: Debbie Bender
Activity: Collect baseline data
- Aug 1, 2008:** Schedule meeting
Person: Kevin Keller
Activity: Conduct Annual Parent Meeting
- Aug 1, 2008:** prepare a sample newsletter
Person: Debbie Bender
Activity: Information meeting on the newsletter for all staff members

Aug 1, 2008: set a date for the meeting
Person: Kevin Keller
Activity: Information meeting on the newsletter for all staff members

Aug 11, 2008: schedule individual meetings
Person: Kevin Keller
Activity: hold a conference with new faculty/staff to inform them of newsletter and policies

Aug 11, 2008: conduct an informative meeting
Person: Kevin Keller
Activity: Information meeting on the newsletter for all staff members

Aug 12, 2008: give a copy of sample newsletter to new staff
Person: Kevin Keller
Activity: hold a conference with new faculty/staff to inform them of newsletter and policies

Aug 12, 2008: meeting to inform faculty and staff
Person: Kevin Keller
Activity: Information Gathering

Aug 12, 2008: meeting to inform faculty and staff
Person: Kevin Keller
Activity: Information Gathering

Aug 13, 2008: conduct individual conferences
Person: Kevin Keller
Activity: hold a conference with new faculty/staff to inform them of newsletter and policies

Aug 14, 2008: faculty and staff will turn in a list of monthly activities
Person: Debbie Bender
Activity: Information Gathering

Aug 14, 2008: faculty and staff will turn in a list of weekly activities
Person: Debbie Bender
Activity: Information Gathering

Aug 14, 2008: Organize, type, and Copy newsletter
Person: Debbie Bender
Activity: Preparing weekly newsletter

Aug 15, 2008: distribute newsletter to each student
Person: all teachers
Activity: Preparing weekly newsletter

Aug 20, 2008: Conduct Meeting
Person: Kevin Keller
Activity: Conduct Annual Parent Meeting

Aug 21, 2008: faculty and staff will turn in a list of monthly activities
Person: Debbie Bender
Activity: Information Gathering

Aug 21, 2008: faculty and staff will turn in a list of weekly activities
Person: Debbie Bender
Activity: Information Gathering

Aug 21, 2008: Organize, type, and Copy newsletter
Person: Debbie Bender
Activity: Preparing weekly newsletter

Aug 28, 2008: faculty and staff will turn in a list of monthly activities
Person: Debbie Bender
Activity: Information Gathering

Aug 28, 2008: faculty and staff will turn in a list of weekly activities
Person: Debbie Bender
Activity: Information Gathering

Aug 28, 2008: Organize, type, and Copy newsletter
Person: Debbie Bender
Activity: Preparing weekly newsletter

Sep 4, 2008: faculty and staff will turn in a list of monthly activities
Person: Debbie Bender
Activity: Information Gathering

Sep 4, 2008: faculty and staff will turn in a list of weekly activities
Person: Debbie Bender
Activity: Information Gathering

Sep 4, 2008: Organize, type, and Copy newsletter
Person: Debbie Bender
Activity: Preparing weekly newsletter

Sep 11, 2008: faculty and staff will turn in a list of monthly activities
Person: Debbie Bender
Activity: Information Gathering

Sep 11, 2008: faculty and staff will turn in a list of weekly activities
Person: Debbie Bender
Activity: Information Gathering

Sep 11, 2008: Organize, type, and Copy newsletter
Person: Debbie Bender
Activity: Preparing weekly newsletter

Sep 18, 2008: faculty and staff will turn in a list of monthly activities
Person: Debbie Bender
Activity: Information Gathering

Sep 18, 2008: faculty and staff will turn in a list of weekly activities
Person: Debbie Bender
Activity: Information Gathering

Sep 18, 2008: Organize, type, and Copy newsletter
Person: Debbie Bender
Activity: Preparing weekly newsletter

Sep 25, 2008: faculty and staff will turn in a list of monthly activities
Person: Debbie Bender
Activity: Information Gathering

Sep 25, 2008: faculty and staff will turn in a list of weekly activities
Person: Debbie Bender
Activity: Information Gathering

Sep 25, 2008: Organize, type, and Copy newsletter
Person: Debbie Bender
Activity: Preparing weekly newsletter

Sep 26, 2008: prepare a list of faculty/staff not turning in a weekly activities list
Person: Debbie Bender
Activity: Meet with faculty/staff not providing weekly activities list

Oct 1, 2008: meet with those not turning in list
Person: Kevin Keller
Activity: Meet with faculty/staff not providing weekly activities list

Oct 2, 2008: faculty and staff will turn in a list of monthly activities
Person: Debbie Bender
Activity: Information Gathering

Oct 2, 2008: faculty and staff will turn in a list of weekly activities
Person: Debbie Bender
Activity: Information Gathering

Oct 2, 2008: Organize, type, and Copy newsletter
Person: Debbie Bender
Activity: Preparing weekly newsletter

Oct 9, 2008: faculty and staff will turn in a list of monthly activities
Person: Debbie Bender
Activity: Information Gathering

Oct 9, 2008: faculty and staff will turn in a list of weekly activities
Person: Debbie Bender
Activity: Information Gathering

Oct 9, 2008: Organize, type, and Copy newsletter
Person: Debbie Bender
Activity: Preparing weekly newsletter

Oct 16, 2008: faculty and staff will turn in a list of monthly activities
Person: Debbie Bender
Activity: Information Gathering

Oct 16, 2008: faculty and staff will turn in a list of weekly activities
Person: Debbie Bender
Activity: Information Gathering

Oct 16, 2008: Organize, type, and Copy newsletter
Person: Debbie Bender
Activity: Preparing weekly newsletter

Oct 23, 2008: faculty and staff will turn in a list of monthly activities
Person: Debbie Bender
Activity: Information Gathering

Oct 23, 2008: faculty and staff will turn in a list of weekly activities
Person: Debbie Bender
Activity: Information Gathering

Oct 23, 2008: Organize, type, and Copy newsletter
Person: Debbie Bender
Activity: Preparing weekly newsletter

Oct 24, 2008: prepare a list of faculty/staff not turning in a weekly activities list
Person: Debbie Bender
Activity: Meet with faculty/staff not providing weekly activities list

Oct 30, 2008: faculty and staff will turn in a list of monthly activities
Person: Debbie Bender
Activity: Information Gathering

Oct 30, 2008: faculty and staff will turn in a list of weekly activities
Person: Debbie Bender
Activity: Information Gathering

Oct 30, 2008: Organize, type, and Copy newsletter
Person: Debbie Bender
Activity: Preparing weekly newsletter

Nov 4, 2008: meet with those not turning in list
Person: Kevin Keller
Activity: Meet with faculty/staff not providing weekly activities list

Nov 6, 2008: faculty and staff will turn in a list of monthly activities
Person: Debbie Bender
Activity: Information Gathering

Nov 6, 2008: faculty and staff will turn in a list of weekly activities
Person: Debbie Bender
Activity: Information Gathering

Nov 6, 2008: Organize, type, and Copy newsletter
Person: Debbie Bender
Activity: Preparing weekly newsletter

Nov 13, 2008: faculty and staff will turn in a list of monthly activities
Person: Debbie Bender
Activity: Information Gathering

Nov 13, 2008: faculty and staff will turn in a list of weekly activities
Person: Debbie Bender
Activity: Information Gathering

Nov 13, 2008: Organize, type, and Copy newsletter
Person: Debbie Bender
Activity: Preparing weekly newsletter

Nov 20, 2008: faculty and staff will turn in a list of monthly activities
Person: Debbie Bender
Activity: Information Gathering

Nov 20, 2008: faculty and staff will turn in a list of weekly activities
Person: Debbie Bender
Activity: Information Gathering

Nov 20, 2008: Organize, type, and Copy newsletter
Person: Debbie Bender
Activity: Preparing weekly newsletter

Nov 27, 2008: faculty and staff will turn in a list of monthly activities
Person: Debbie Bender
Activity: Information Gathering

Nov 27, 2008: faculty and staff will turn in a list of weekly activities
Person: Debbie Bender
Activity: Information Gathering

Nov 27, 2008: prepare a list of faculty/staff not turning in a weekly activities list
Person: Debbie Bender
Activity: Meet with faculty/staff not providing weekly activities list

Nov 27, 2008: Organize, type, and Copy newsletter
Person: Debbie Bender
Activity: Preparing weekly newsletter

Dec 3, 2008: meet with those not turning in list
Person: Kevin Keller
Activity: Meet with faculty/staff not providing weekly activities list

Dec 4, 2008: faculty and staff will turn in a list of monthly activities
Person: Debbie Bender
Activity: Information Gathering

Dec 4, 2008: faculty and staff will turn in a list of weekly activities
Person: Debbie Bender
Activity: Information Gathering

Dec 4, 2008: Organize, type, and Copy newsletter
Person: Debbie Bender
Activity: Preparing weekly newsletter

Dec 11, 2008: faculty and staff will turn in a list of monthly activities
Person: Debbie Bender
Activity: Information Gathering

Dec 11, 2008: faculty and staff will turn in a list of weekly activities
Person: Debbie Bender
Activity: Information Gathering

Dec 11, 2008: Organize, type, and Copy newsletter
Person: Debbie Bender
Activity: Preparing weekly newsletter

Dec 18, 2008: faculty and staff will turn in a list of monthly activities
Person: Debbie Bender
Activity: Information Gathering

Dec 18, 2008: faculty and staff will turn in a list of weekly activities
Person: Debbie Bender
Activity: Information Gathering

Dec 18, 2008: Organize, type, and Copy newsletter
Person: Debbie Bender
Activity: Preparing weekly newsletter

Dec 25, 2008: faculty and staff will turn in a list of monthly activities
Person: Debbie Bender
Activity: Information Gathering

Dec 25, 2008: faculty and staff will turn in a list of weekly activities
Person: Debbie Bender
Activity: Information Gathering

Dec 25, 2008: Organize, type, and Copy newsletter
Person: Debbie Bender
Activity: Preparing weekly newsletter

Dec 26, 2008: prepare a list of faculty/staff not turning in a weekly activities list
Person: Debbie Bender
Activity: Meet with faculty/staff not providing weekly activities list

Dec 31, 2008: meet with those not turning in list
Person: Kevin Keller
Activity: Meet with faculty/staff not providing weekly activities list

Jan 1, 2009: faculty and staff will turn in a list of monthly activities
Person: Debbie Bender
Activity: Information Gathering

Jan 1, 2009: faculty and staff will turn in a list of weekly activities
Person: Debbie Bender
Activity: Information Gathering

Jan 1, 2009: Organize, type, and Copy newsletter
Person: Debbie Bender
Activity: Preparing weekly newsletter

Jan 2, 2009: calculate percentage of parents calling or expressing concerns of not being informed
Person: Debbie Bender
Activity: Collect first semester/trimester follow up data

Jan 8, 2009: faculty and staff will turn in a list of monthly activities
Person: Debbie Bender
Activity: Information Gathering

Jan 8, 2009: faculty and staff will turn in a list of weekly activities
Person: Debbie Bender
Activity: Information Gathering

Jan 8, 2009: Organize, type, and Copy newsletter
Person: Debbie Bender
Activity: Preparing weekly newsletter

Jan 15, 2009: faculty and staff will turn in a list of monthly activities
Person: Debbie Bender
Activity: Information Gathering

Jan 15, 2009: faculty and staff will turn in a list of weekly activities
Person: Debbie Bender
Activity: Information Gathering

Jan 15, 2009: Organize, type, and Copy newsletter
Person: Debbie Bender
Activity: Preparing weekly newsletter

Jan 22, 2009: faculty and staff will turn in a list of monthly activities
Person: Debbie Bender
Activity: Information Gathering

Jan 22, 2009: faculty and staff will turn in a list of weekly activities
Person: Debbie Bender
Activity: Information Gathering

Jan 22, 2009: Organize, type, and Copy newsletter
Person: Debbie Bender
Activity: Preparing weekly newsletter

Jan 23, 2009: prepare a list of faculty/staff not turning in a weekly activities list
Person: Debbie Bender
Activity: Meet with faculty/staff not providing weekly activities list

Jan 29, 2009: faculty and staff will turn in a list of monthly activities
Person: Debbie Bender
Activity: Information Gathering

Jan 29, 2009: faculty and staff will turn in a list of weekly activities
Person: Debbie Bender
Activity: Information Gathering

Jan 29, 2009: Organize, type, and Copy newsletter
Person: Debbie Bender
Activity: Preparing weekly newsletter

Feb 4, 2009: meet with those not turning in list
Person: Kevin Keller
Activity: Meet with faculty/staff not providing weekly activities list

Feb 5, 2009: faculty and staff will turn in a list of monthly activities
Person: Debbie Bender
Activity: Information Gathering

Feb 5, 2009: faculty and staff will turn in a list of weekly activities
Person: Debbie Bender
Activity: Information Gathering

Feb 5, 2009: Organize, type, and Copy newsletter
Person: Debbie Bender
Activity: Preparing weekly newsletter

Feb 12, 2009: faculty and staff will turn in a list of monthly activities
Person: Debbie Bender
Activity: Information Gathering

Feb 12, 2009: faculty and staff will turn in a list of weekly activities
Person: Debbie Bender
Activity: Information Gathering

Feb 12, 2009: Organize, type, and Copy newsletter
Person: Debbie Bender
Activity: Preparing weekly newsletter

Feb 19, 2009: faculty and staff will turn in a list of monthly activities
Person: Debbie Bender
Activity: Information Gathering

Feb 19, 2009: faculty and staff will turn in a list of weekly activities
Person: Debbie Bender
Activity: Information Gathering

Feb 19, 2009: Organize, type, and Copy newsletter
Person: Debbie Bender
Activity: Preparing weekly newsletter

Feb 20, 2009: prepare a list of faculty/staff not turning in a weekly activities list
Person: Debbie Bender
Activity: Meet with faculty/staff not providing weekly activities list

Feb 26, 2009: faculty and staff will turn in a list of monthly activities
Person: Debbie Bender
Activity: Information Gathering

Feb 26, 2009: faculty and staff will turn in a list of weekly activities
Person: Debbie Bender
Activity: Information Gathering

Feb 26, 2009: Organize, type, and Copy newsletter
Person: Debbie Bender
Activity: Preparing weekly newsletter

Mar 4, 2009: meet with those not turning in list
Person: Kevin Keller
Activity: Meet with faculty/staff not providing weekly activities list

Mar 5, 2009: faculty and staff will turn in a list of monthly activities
Person: Debbie Bender
Activity: Information Gathering

Mar 5, 2009: faculty and staff will turn in a list of weekly activities
Person: Debbie Bender
Activity: Information Gathering

Mar 5, 2009: Organize, type, and Copy newsletter
Person: Debbie Bender
Activity: Preparing weekly newsletter

Mar 12, 2009: faculty and staff will turn in a list of monthly activities
Person: Debbie Bender
Activity: Information Gathering

Mar 12, 2009: faculty and staff will turn in a list of weekly activities
Person: Debbie Bender
Activity: Information Gathering

Mar 12, 2009: Organize, type, and Copy newsletter
Person: Debbie Bender
Activity: Preparing weekly newsletter

Mar 19, 2009: faculty and staff will turn in a list of monthly activities
Person: Debbie Bender
Activity: Information Gathering

Mar 19, 2009: faculty and staff will turn in a list of weekly activities
Person: Debbie Bender
Activity: Information Gathering

Mar 19, 2009: Organize, type, and Copy newsletter
Person: Debbie Bender
Activity: Preparing weekly newsletter

Mar 26, 2009: faculty and staff will turn in a list of monthly activities
Person: Debbie Bender
Activity: Information Gathering

Mar 26, 2009: faculty and staff will turn in a list of weekly activities
Person: Debbie Bender
Activity: Information Gathering

Mar 26, 2009: Organize, type, and Copy newsletter
Person: Debbie Bender
Activity: Preparing weekly newsletter

Mar 27, 2009: prepare a list of faculty/staff not turning in a weekly activities list
Person: Debbie Bender
Activity: Meet with faculty/staff not providing weekly activities list

Apr 2, 2009: faculty and staff will turn in a list of monthly activities
Person: Debbie Bender
Activity: Information Gathering

Apr 2, 2009: faculty and staff will turn in a list of weekly activities
Person: Debbie Bender
Activity: Information Gathering

Apr 2, 2009: Organize, type, and Copy newsletter
Person: Debbie Bender
Activity: Preparing weekly newsletter

Apr 8, 2009: meet with those not turning in list
Person: Kevin Keller
Activity: Meet with faculty/staff not providing weekly activities list

Apr 9, 2009: faculty and staff will turn in a list of monthly activities
Person: Debbie Bender
Activity: Information Gathering

Apr 9, 2009: faculty and staff will turn in a list of weekly activities
Person: Debbie Bender
Activity: Information Gathering

Apr 9, 2009: Organize, type, and Copy newsletter
Person: Debbie Bender
Activity: Preparing weekly newsletter

Apr 16, 2009: faculty and staff will turn in a list of monthly activities
Person: Debbie Bender
Activity: Information Gathering

Apr 16, 2009: faculty and staff will turn in a list of weekly activities
Person: Debbie Bender
Activity: Information Gathering

Apr 16, 2009: Organize, type, and Copy newsletter
Person: Debbie Bender
Activity: Preparing weekly newsletter

Apr 23, 2009: faculty and staff will turn in a list of monthly activities
Person: Debbie Bender
Activity: Information Gathering

Apr 23, 2009: faculty and staff will turn in a list of weekly activities
Person: Debbie Bender
Activity: Information Gathering

Apr 23, 2009: Organize, type, and Copy newsletter
Person: Debbie Bender
Activity: Preparing weekly newsletter

Apr 24, 2009: prepare a list of faculty/staff not turning in a weekly activities list

Person: Debbie Bender

Activity: Meet with faculty/staff not providing weekly activities list

Apr 30, 2009: faculty and staff will turn in a list of monthly activities

Person: Debbie Bender

Activity: Information Gathering

Apr 30, 2009: faculty and staff will turn in a list of weekly activities

Person: Debbie Bender

Activity: Information Gathering

Apr 30, 2009: Organize, type, and Copy newsletter

Person: Debbie Bender

Activity: Preparing weekly newsletter

May 6, 2009: meet with those not turning in list

Person: Kevin Keller

Activity: Meet with faculty/staff not providing weekly activities list

May 7, 2009: faculty and staff will turn in a list of monthly activities

Person: Debbie Bender

Activity: Information Gathering

May 7, 2009: faculty and staff will turn in a list of weekly activities

Person: Debbie Bender

Activity: Information Gathering

May 7, 2009: Organize, type, and Copy newsletter

Person: Debbie Bender

Activity: Preparing weekly newsletter

May 14, 2009: faculty and staff will turn in a list of monthly activities

Person: Debbie Bender

Activity: Information Gathering

May 14, 2009: faculty and staff will turn in a list of weekly activities

Person: Debbie Bender

Activity: Information Gathering

May 14, 2009: Organize, type, and Copy newsletter

Person: Debbie Bender

Activity: Preparing weekly newsletter

May 18, 2009: calculate percentage of parents calling or expressing concerns of not being informed

Person: Debbie Bender

Activity: Collect final semester/trimester follow up data

Safe and Disciplined Learning Environment

Oct , 2008: Nurse will attend annual health conference

Person: Pam Kirk

Activity: Health Conference

Technology Coordination

May 22, 2008: Calculate percentage of teachers using Harmony permanent record labels

Person: Amy Gilmore & Rene Welch

Activity: Collect baseline data

- Nov 5, 2008:** schedule training for teachers and staff
Person: Kevin Keller
Activity: Harmony Training Session
- Dec 17, 2008:** meet with teachers and staff to explain program procedures
Person: Linda Mowery
Activity: Training/ Information on permanenet record lables
- Dec 18, 2008:** Conduct Training Session
Person: Linda Mowery
Activity: Harmony Training Session
- Dec 19, 2008:** Calculate percentage of teachers using Harmony permanent record labels
Person: Debbie Bender
Activity: Collect first semester/trimester follow up data
- Jan 5, 2009:** place permanent record labels on permanent records
Person: All teachers
Activity: prepare permanent records
- Jan 5, 2009:** print permanent record labels for each student
Person: Teachers
Activity: prepare permanent records
- Jan 6, 2009:** turn in permanent records to the office
Person: Teachers
Activity: prepare permanent records
- Jan 9, 2009:** meet with teacher/staff who did not comply or had difficulties
Person: Kevin Keller
Activity: Training/ Information on permanenet record lables
- May 1, 2009:** Calculate percentage of teachers using Harmony permanent record labels
Person: Derbbie Bender
Activity: Collect final semester/trimester follow up data

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>