

School Improvement Plan - PL221 Version - 2009-2012

May 22, 2009 12:24:36

Lanesville Elementary School (2611)

Lanesville Community School Corp

Lanesville, 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

Lanesville 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

- Lana Dougherty - School Counselor
- Marsha Himmelhaver - Administrator
- Wendy Kennedy - Parent/Guardian
- Robin Oelker - Community Representative (Business)
- Rebecca Uesseler - Teacher
- Robin Wolfe - Teacher

Strategy Chairs

- Shirley Bryant
- Erin Green
- Bethany Miller
- Liz Schigur
- Robin Wolfe

Community Council

- Lisa Cook - Pharmacist
- Angela Edwards - Development Manager, Junior Achievement
- Lee Hasken - Real Estate
- Karen Kaake - Physical Therapist
- Julia Keibler - Office Manager
- Richard Kennedy - International Mfg Mgr
- Denzil Mc Kim
- Nick Melton - Youth Minister
- Monica Roadcap - Director of Marketing
- Joan Schickel - Retired
- Pete Schickel - Retired
- Sandy Tyree - substitute teacher
- Julie Weathers
- Roger Weathers
- Mandy Wolfe

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:

A school community that promotes respect, honesty, compassion, positive attitude, active listening, acceptance of uniqueness of others, and personal responsibility

A highly qualified staff that differentiates instruction to suit student's unique learning styles

A school community that makes students the central focus of our school while providing standards' based instruction

A school that is safe with an enjoyable learning environment

A school community that allows them to reach their maximum potential as they master all Indiana standards kindergarten through sixth grade

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

Honesty Respect Compassion Positive attitude Active listening Accept differences Look out for all team members Responsibility Provide a safe and enjoyable learning environment for students Self-motivated life long learners.

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

Will be self-motivated lifelong learners who enjoy learning Will be productive citizens Will be accepting of each person's uniqueness Will be active listeners Will be contributors to a safe, positive learning environment Will be supportive of each other Will be responsible Will be honest

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

- % of students who are at or above grade level - LA: 100%
- % of students who are at or above grade level - Math: 100%
- % of students who are passing ISTEP+: 100%
- % of students who are mastering standards set by CTB exam: 100%
- % of students who are on Lanesville's Mastery List: 100%
- % of students who are passing each grade: 100%

Academic Goals

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

3rd Grade Students - Achieving Mastery of Reading Vocabulary on ISTEP Mastery of Standards

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
N/A	74	N/A	86	N/A	84	88		92		96		100

All male students - Achieving Mastery of Math on ISTEP Mastery of Standards

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
n/a	78	82	79	84	77	83		89		95		100

All students - Achieving Pass Plus of Eng/LA on ISTEP Mastery of Standards

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
n/a	8	10	11	14	10	15		20		25		100

All students - Achieving Pass Plus of Math on ISTEP Mastery of Standard

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
n/a	15	17	20	22	15	18		23		27		100

Grades K - 2 Students - Achieving Low-Risk Benchmark of Eng/LA on DIBELS from Spring Assessment

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
				76		81		86		92		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: There is a performance gap between male and female students on ISTEP+

13% of male in grade 3 - 6 disagree or don't know if they pay attention in class while only 4% of females disagree. 15% of males and 8% of females in grade 3-6 don't ask questions in class. 12% of males and 4% of females in grades 3 - 6 do not turn in homework. 11% of males and 2% of females grade 3 - 6 don't know if they will master Indiana Academic Standards

Concern: Language Arts curriculum is not addressing reading comprehension

Faculty members agree that not all students are engaged in learning and that differentiated lessons are needed to address the concern. In addition, faculty and staff believe instruction isn't always applied to real world situations. 76 % of parents strongly agree that students will master the Indiana academic standards. 59% of students strongly agree they will master Indiana academic standards. 69% of all 4th grade students and 67% of all 5th and 6th grade students expect to pass ISTEP. 12% of primary children, 5% of grades 3-6 students, and 6% of parents disagree that the teachers provide extra help when needed. 24% of primary students, 19% of grades 3-6 students, and 11% of parents disagree that teachers allow extra time for assignments when needed. 5% of the community disagree that their children's teacher push them to do their best work. 32% of primary students and 14% of grades 3-6 students disagree they ask questions when they don't understand. 36% of primary students and 10% of 3-6 students disagree that the teacher goes at a pace comfortable to them. 17% of students grades 3-6 and 43% of parents disagree that computers are used to help students learn at least one time per week.

Concern: All students will receive lessons that meet the needs of all learners

15% of students in grades 3 - 6 disagree that teachers relate what they are teaching to their personal interests. 13% of primary students disagree that they receive extra help and that they have enough time to finish their work 19% of students in grades 3 - 6 disagree they receive extra time for assignments if needed 14% of students in grades 3 - 6 disagree and 17% don't know that they can describe their preferred learning style. 32% of the faculty disagree and 23% don't know whether students could describe their preferred learning style.

Concern: Student Achievement identified on report cards does not coincide with student ISTEP+ results

91% of parents believe their child's report card reflects the degree to which he/she has learned the Indiana academic standards. 96% of the faculty assigned grades that reflect the degree to which their students have learned the Indiana academic standards.

Concern: Technology Coordination

17% of all students 3-6 disagree that they use a computer to help them learn at least once a week.

Required Areas of Concern

F. Encourage Rigorous Curriculum

I. Focused Academic Area

U. Focused Student Group

Strategies

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

Local Strategies

Common Benchmark Assessments —

Grade level teachers will develop common benchmark assessments for Reading Language Arts and Math over the course of the year.

Technology Use —

Teachers will use technology during their scheduled lab time to increase student knowledge of computer applications as identified in the Lanesville Elementary Technology curriculum guide.

Required Strategies

F. Encourage Rigorous Curriculum: Differentiated Instruction —

Teachers will participate in research based professional development activities that assist in developing differentiated lessons that will align to State Standards, include appropriate assessment, and provide the rigor that supports high academic achievement throughout the year. The professional development activities include, but are not limited to, book studies with an emphasis on Robert Marzano's Art and Science of Teaching, internet resources, speakers, trainers, observations, and seminars.

I. Focused Academic Area: Reading Instructional Practices K-2 —

Kindergarten, First, and Second grade teachers will implement identified research based reading strategies throughout the year. Teachers will assess reading skills over the school year by using DIBELS (Dynamic Indicator of Basic Early Literary Skills).

U. Focused Student Group: Academic Performance of Male Students —

Teachers will learn and then implement research based strategies within their classrooms that focus on improving male achievement throughout the year.

Professional Development

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

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

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

Common Benchmark Assessments

No professional development is needed for this strategy.

Technology Use

Professional Development Activity	Funding	Activity Purpose
CPS Mentoring	Source: Amount: \$	Information Skill Building Feedback/Support
Brief Description	Intended Participants	Activity Format
Interested teachers will be matched with a peer already familiar with the Classroom Performance System (CPS) who will give direction and guidance for learning and using the system throughout the year,	Teachers	Talk to Peer Coaching

Professional Development Activity	Funding	Activity Purpose
Guided Practice	Source: Amount: \$	Skill Building
Brief Description	Intended Participants	Activity Format
Teachers needing additional time to master the CPS (Classroom Performance System) will be given release time to work with a mentor as needed.	Teachers	Talk to Peer Coaching

Professional Development Activity	Funding	Activity Purpose
Information Building	Source: Amount: \$	Information
Brief Description	Intended Participants	Activity Format
In an effort to promote the use of the CPS (Classroom Performance System) the Technology Strategy Team will present a CPS use tipsheet to teachers. A video featuring the CPS system will be shown.	Teachers Administrators	Presentation/Workshop

F. Encourage Rigorous Curriculum: Differentiated Instruction

Professional Development Activity	Funding	Activity Purpose
<i>K-6 Instruction/Discussion of Marzano's strategies from A Handbook of Classroom Instruction That Works</i>	Source: High Ability Grant Amount: \$500.00	Information Skill Building Feedback/Support
Brief Description	Intended Participants	Activity Format
Using Marzano's Classroom Instruction that Works along with the Art and Science of Teaching, teachers will study the strategies, choose and implement at least one strategy in their instruction, and report/discuss with colleagues the results of use.	Teachers Counselors Administrators	Talk to Presentation/Workshop Peer Coaching Action Research

Professional Development Activity	Funding	Activity Purpose
<i>Summer Professional Learning Community Institute (PLC)</i>	Source: State Professional Development Grant Amount: \$5,000.00	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Lanesville Elementary will continue to recruit staff members to attend the Professional Learning Community seminar as we strive to make our school a PLC participant.	Teachers Administrators	Presentation/Workshop Study Group Peer Coaching Action Research

Professional Development Activity	Funding	Activity Purpose
<i>K-12 Collaboration</i>	Source: Amount: \$	Feedback/Support
Brief Description	Intended Participants	Activity Format
As a K-12 professional learning community, all staff will meet to share results of implementing Marzano's instructional strategies.	Teachers Counselors Administrators	Talk to Peer Coaching Professional Reading Action Research

Professional Development Activity	Funding	Activity Purpose
<i>Differentiated Instruction skill building</i>	Source: High Ability Grant Amount: \$1,125.00	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Selected teachers and administrators will attend Carolyn Coil's presentation on Successful Teaching in the Differentiated Classroom. The trained team will present learned information to the K-12 staff.	Teachers Counselors Administrators	Presentation/Workshop Peer Coaching Networking/Site Visit

I. Focused Academic Area: Reading Instructional Practices K-2

Professional Development Activity	Funding	Activity Purpose
<i>Textbook Support</i>	Source: Amount: \$	Information
Brief Description	Intended Participants	Activity Format
Realizing that the present reading series offers a great deal of activities that support instruction that teachers may be unaware of, the textbook company will be contacted to provide information to teachers.	Teachers	Presentation/Workshop

U. Focused Student Group: Academic Performance of Male Students

Professional Development Activity	Funding	Activity Purpose
<i>Teacher Discussion of Strategies</i>	Source: Amount: \$	Information Feedback/Support
Brief Description	Intended Participants	Activity Format
As teachers implement research based strategies designed to impact male academic performance, time will be given for sharing results.	Teachers	Talk to Collaborative Problem Solving

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: There is a performance gap between male and female students on ISTEP+

Data Targets Influenced by This Concern:

- All male students -- Achieving Mastery of Math on ISTEP Mastery of Standards

Strategies to Impact This Concern:

- U. Focused Student Group: Academic Performance of Male Students

Concern: Language Arts curriculum is not addressing reading comprehension

Data Targets Influenced by This Concern:

- 3rd Grade Students -- Achieving Mastery of Reading Vocabulary on ISTEP Mastery of Standards
- Grades K - 2 Students -- Achieving Low-Risk Benchmark of Eng/LA on DIBELS from Spring Assessment

Strategies to Impact This Concern:

- I. Focused Academic Area: Reading Instructional Practices K-2

Concern: All students will receive lessons that meet the needs of all learners

Data Targets Influenced by This Concern:

- All male students -- Achieving Mastery of Math on ISTEP Mastery of Standards
- All students -- Achieving Pass Plus of Eng/LA on ISTEP Mastery of Standards
- All students -- Achieving Pass Plus of Math on ISTEP Mastery of Standard
- Grades K - 2 Students -- Achieving Low-Risk Benchmark of Eng/LA on DIBELS from Spring Assessment

Strategies to Impact This Concern:

- F. Encourage Rigorous Curriculum: Differentiated Instruction

Concern: Student Achievement identified on report cards does not coincide with student ISTEP+ results

Data Targets Influenced by This Concern:

- All students -- Achieving Pass Plus of Eng/LA on ISTEP Mastery of Standards
- All students -- Achieving Pass Plus of Math on ISTEP Mastery of Standard
- Grades K - 2 Students -- Achieving Low-Risk Benchmark of Eng/LA on DIBELS from Spring Assessment

Strategies to Impact This Concern:

- Common Benchmark Assessments

Concern: Technology Coordination

Data Targets Influenced by This Concern:

- 3rd Grade Students -- Achieving Mastery of Reading Vocabulary on ISTEP Mastery of Standards
- All students -- Achieving Pass Plus of Eng/LA on ISTEP Mastery of Standards
- All students -- Achieving Pass Plus of Math on ISTEP Mastery of Standard
- Grades K - 2 Students -- Achieving Low-Risk Benchmark of Eng/LA on DIBELS from Spring Assessment

Strategies to Impact This Concern:

- Technology Use

Required Areas of Concern

F. Encourage Rigorous Curriculum (PL221)

Data Targets Influenced by This Concern:

- All students -- Achieving Pass Plus of Eng/LA on ISTEP Mastery of Standards
- All students -- Achieving Pass Plus of Math on ISTEP Mastery of Standard

Strategies to Impact This Concern:

- F. Encourage Rigorous Curriculum: Differentiated Instruction

I. Focused Academic Area (PL221)

Data Targets Influenced by This Concern:

- 3rd Grade Students -- Achieving Mastery of Reading Vocabulary on ISTEP Mastery of Standards
- Grades K - 2 Students -- Achieving Low-Risk Benchmark of Eng/LA on DIBELS from Spring Assessment

Strategies to Impact This Concern:

- I. Focused Academic Area: Reading Instructional Practices K-2

U. Focused Student Group (PL221)

Data Targets Influenced by This Concern:

- All male students -- Achieving Mastery of Math on ISTEP Mastery of Standards

Strategies to Impact This Concern:

- U. Focused Student Group: Academic Performance of Male Students

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:	Elementary school work room	Force Field Report B: Curriculum Additional Data #1
Titles and descriptions of assessment instruments to be used in addition to ISTEP+:	Wireless Generation and DIBELS/M Class math is used by K-2nd grade. These tools monitor reading and math skills throughout the school year. Grades 3-6 use the Acuity testing system which aligns skills to the ISTEP+ assessment.	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.

Common Benchmark Assessments

May 27, 2009: Survey who has teacher created benchmarks

Person: Creta Barnickle

Activity: Collect baseline data

May 30, 2009: Create a tipsheet for developing benchmark assessments.

Person: Assessment Strategy Team

Activity: Communicate Assessment Expectations

May 30, 2009: Develop a suggested timeline for completing assessments

Person: Assessment Strategy Team

Activity: Communicate Assessment Expectations

Jul 27, 2009: Grade level teachers will be provided release time to create common benchmark assessments

Person: Corporation

Activity: Release Time

Aug 12, 2009: Distribute timeline and tipsheets. Provide time for questions.

Person: Assessment Strategy Team

Activity: Communicate Assessment Expectations

Aug 12, 2009: Teachers will have option and resources to create these assessments on CPS if desired.

Person: Erin Green

Activity: CPS (Classroom Performance System) use.

Aug 12, 2009: Teachers will be provided a tip sheet for creating common benchmark assessments.

Person: Assessment Strategy Team

Activity: Tip Sheet

Aug 18, 2009: Grade level teachers will be provided release time to create common benchmark assessments

Person: Corporation

Activity: Release Time

Aug 19, 2009: Grade level teachers will be provided release time to create common benchmark assessments

Person: Corporation

Activity: Release Time

Sep 1, 2009: Grade level teachers will be provided release time to create common benchmark assessments

Person: Marsha Himmelhaver

Activity: Release Time

Sep 30, 2009: Teachers will have option and resources to create these assessments on CPS if desired.

Person:

Activity: CPS (Classroom Performance System) use.

Nov 3, 2009: Grade level teachers will be provided release time to create common benchmark assessments

Person: Marsha Himmelhaver

Activity: Release Time

Nov 11, 2009: Teachers will have option and resources to create these assessments on CPS if desired.

Person:

Activity: CPS (Classroom Performance System) use.

Nov 25, 2009: Grade level teachers will be provided release time to create common benchmark assessments
Person: Corporation
Activity: Release Time

Dec 23, 2009: Teachers will have option and resources to create these assessments on CPS if desired.
Person:
Activity: CPS (Classroom Performance System) use.

Jan 11, 2010: Calculate percentage of teacher teams that have created Math benchmarks
Person: Erin Green
Activity: Collect first semester/trimester follow up data

Jan 11, 2010: Calculate percentage of teacher teams that have created Reading LA benchmarks
Person: Erin Green
Activity: Collect first semester/trimester follow up data

Jan 12, 2010: Grade level teachers will be provided release time to create common benchmark assessments
Person: Marsha Himmelhaver
Activity: Release Time

Jan 18, 2010: Grade level teachers will be provided release time to create common benchmark assessments
Person: Corporation
Activity: Release Time

Feb 3, 2010: Teachers will have option and resources to create these assessments on CPS if desired.
Person:
Activity: CPS (Classroom Performance System) use.

Feb 8, 2010: Grade level teachers will be provided release time to create common benchmark assessments
Person: Corporation
Activity: Release Time

Feb 9, 2010: Grade level teachers will be provided release time to create common benchmark assessments
Person: Corporation
Activity: Release Time

Mar 2, 2010: Grade level teachers will be provided release time to create common benchmark assessments
Person: Marsha Himmelhaver
Activity: Release Time

Mar 17, 2010: Teachers will have option and resources to create these assessments on CPS if desired.
Person:
Activity: CPS (Classroom Performance System) use.

Apr 22, 2010: Grade level teachers will be provided release time to create common benchmark assessments.
Person: Corporation
Activity: Release Time

Apr 28, 2010: Teachers will have option and resources to create these assessments on CPS if desired.
Person:
Activity: CPS (Classroom Performance System) use.

Jun 4, 2010: Calculate percentage of teacher teams that have created Math benchmarks
Person: Erin Green
Activity: Collect final semester/trimester follow up data

Jun 4, 2010: Calculate percentage of teacher teams that have created Reading LA benchmarks
Person: Erin Green
Activity: Collect final semester/trimester follow up data

Encourage Rigorous Curriculum

Mar 19, 2009: Survey teachers regarding their familiarity with Marzano's first six strategies.

Person: Robin Wolfe/Robin Morgan

Activity: Survey

Jul 15, 2009: Locate summer PLC Institute

Person: Marsha Himmelhaver

Activity: Summer Professional Learning Community Institute (PLC)

Jul 27, 2009: Communicate expectations for using Marzano's strategies for differentiated lessons.

Person: Robin Wolfe/Robin Morgan

Activity: Communicate Expectations

Jul 27, 2009: Trainers of Carolyn Coil's program Successful Teaching in the Differentiated Classroom will train K-12 staff.

Person: Trained team

Activity: Differentiated Instruction skill building

Jul 27, 2009: Established K-12 teams of 3 to 6 members will discuss Marzano's strategy use and results.

Person: Individual assigned teams

Activity: K-12 Collaboration

Jul 27, 2009: All K-6 teachers will meet to learn about Marzano's first 6 instructional strategies.

Person: Robin Wolfe/Robin Morgan

Activity: K-6 Instruction/Discussion of Marzano's strategies from A Handbook of Classroom Instruction That Wor

Aug 12, 2009: Release Time Use Updates

Person: Robin Wolfe

Activity: Communicate Expectations

Aug 18, 2009: All K-6 teachers will meet to learn about Marzano's first 6 instructional strategies.

Person: Robin Wolfe/Robin Morgan

Activity: K-6 Instruction/Discussion of Marzano's strategies from A Handbook of Classroom Instruction That Wor

Aug 19, 2009: Trainers of Carolyn Coil's program Successful Teaching in the Differentiated Classroom will train K-12 staff.

Person: Trained team

Activity: Differentiated Instruction skill building

Aug 19, 2009: Established K-12 teams of 3 to 6 members will discuss Marzano's strategy use and results.

Person: Individual assigned teams

Activity: K-12 Collaboration

Aug 19, 2009: All K-6 teachers will meet to learn about Marzano's first 6 instructional strategies.

Person: Robin Wolfe/Robin Morgan

Activity: K-6 Instruction/Discussion of Marzano's strategies from A Handbook of Classroom Instruction That Wor

Sep 9, 2009: Release Time Use Updates

Person: Robin Wolfe

Activity: Communicate Expectations

Sep 15, 2009: Recruit teachers/staff and others to attend institute

Person: Marsha Himmelhaver

Activity: Summer Professional Learning Community Institute (PLC)

Oct 21, 2009: Release Time Use Updates

Person: Robin Wolfe

Activity: Communicate Expectations

Oct 23, 2009: Tally use of Marzano's strategies and Bloom's New Taxonomy by teacher

Person: Robin Wolfe

Activity: Collect baseline data

- Oct 23, 2009:** Collect teachers' record sheet showing use of Marzano's first six Instructional Strategies and Bloom's New Taxonomy
Person: Robin Wolfe
Activity: Collecting Documentation
- Oct 23, 2009:** All K-6 teachers will meet to learn about Marzano's first 6 instructional strategies.
Person: Robin Wolfe/Robin Morgan
Activity: K-6 Instruction/Discussion of Marzano's strategies from A Handbook of Classroom Instruction That Works
- Nov 11, 2009:** Release Time Use Updates
Person: Robin Wolfe
Activity: Communicate Expectations
- Dec 9, 2009:** Release Time Use Updates
Person: Robin Wolfe
Activity: Communicate Expectations
- Jan 13, 2010:** Release Time Use Updates
Person: Robin Wolfe
Activity: Communicate Expectations
- Jan 15, 2010:** Tally use of Marzano's strategies and Bloom's New Taxonomy by teacher
Person: Robin Wolfe
Activity: Collect first semester/trimester follow up data
- Jan 15, 2010:** Collect teachers' record sheet showing use of Marzano's first six Instructional Strategies and Bloom's New Taxonomy
Person: Robin Wolfe
Activity: Collecting Documentation
- Jan 18, 2010:** Trainers of Carolyn Coil's program Successful Teaching in the Differentiated Classroom will train K-12 staff.
Person: Trained team
Activity: Differentiated Instruction skill building
- Jan 18, 2010:** Established K-12 teams of 3 to 6 members will discuss Marzano's strategy use and results.
Person: Individual assigned teams
Activity: K-12 Collaboration
- Jan 18, 2010:** K-12 teachers will be resurveyed to determine strategy comfort level of use.
Person: Robin Wolfe/Robin Morgan
Activity: K-12 Resurvey
- Jan 18, 2010:** All K-6 teachers will meet to learn about Marzano's first 6 instructional strategies.
Person: Robin Wolfe/Robin Morgan
Activity: K-6 Instruction/Discussion of Marzano's strategies from A Handbook of Classroom Instruction That Works
- Jan 18, 2010:** Register for summer PLC Institute
Person: Marsha Himmelhaver
Activity: Summer Professional Learning Community Institute (PLC)
- Feb 8, 2010:** All K-6 teachers will meet to learn about Marzano's first 6 instructional strategies.
Person: Robin Wolfe/Robin Morgan
Activity: K-6 Instruction/Discussion of Marzano's strategies from A Handbook of Classroom Instruction That Works
- Feb 9, 2010:** Trainers of Carolyn Coil's program Successful Teaching in the Differentiated Classroom will train K-12 staff.
Person: Trained staff
Activity: Differentiated Instruction skill building
- Feb 9, 2010:** Established K-12 teams of 3 to 6 members will discuss Marzano's strategy use and results.
Person: Individual assigned teams
Activity: K-12 Collaboration

- Feb 9, 2010:** All K-6 teachers will meet to learn about Marzano's first 6 instructional strategies.
Person: Robin Wolfe/Robin Morgan
Activity: K-6 Instruction/Discussion of Marzano's strategies from A Handbook of Classroom Instruction That Works
- Feb 10, 2010:** Release Time Use Updates
Person: Robin Wolfe
Activity: Communicate Expectations
- Mar 10, 2010:** Release Time Use Updates
Person: Robin Wolfe
Activity: Communicate Expectations
- Apr 2, 2010:** Collect teachers' record sheet showing use of Marzano's first six Instructional Strategies and Bloom's New Taxonomy
Person: Robin Wolfe
Activity: Collecting Documentation
- Apr 14, 2010:** Release Time Use Updates
Person: Robin Wolfe
Activity: Communicate Expectations
- Apr 22, 2010:** All K-6 teachers will meet to learn about Marzano's first 6 instructional strategies.
Person: Robin Wolfe/Robin Morgan
Activity: K-6 Instruction/Discussion of Marzano's strategies from A Handbook of Classroom Instruction That Works
- May 12, 2010:** Release Time Use Updates
Person: Robin Wolfe
Activity: Communicate Expectations
- Jun 1, 2010:** Collect teachers' record sheet showing use of Marzano's first six Instructional Strategies and Bloom's New Taxonomy
Person: Robin Wolfe
Activity: Collecting Documentation
- Jun 3, 2010:** Celebrate achievements by reflecting on year accomplishments.
Person: Robin Wolfe/Marsha Himmelhaver
Activity: Celebration
- Jun 4, 2010:** Final tally of teacher use of Marzano's strategies and Bloom's New Taxonomy
Person: Robin Wolfe
Activity: Collect final semester/trimester follow up data

Focused Academic Area

- Mar 30, 2009:** Design record sheet
Person: Lisa Hammond
Activity: Teacher Implementation
- Jun 4, 2009:** Talk to K - 2 teachers about how many research based reading strategies are currently being used in classrooms
Person: Liz Schigur
Activity: Collect baseline data
- Jun 5, 2009:** Promote teacher attendance of textbook rep presentation
Person: Liz Schigur
Activity: Textbook Support
- Jun 5, 2009:** Secure reading textbook representative
Person: Liz Schigur
Activity: Textbook Support

Jul 27, 2009: Textbook Presentation by representative
Person: Textbook Representative/ All teachers
Activity: Textbook Support

Aug 17, 2009: Provide teachers release time to create research based reading strategies
Person: Marsha Himmelhaver
Activity: Release time

Sep 28, 2009: Provide teachers release time to create research based reading strategies
Person: Marsha Himmelhaver
Activity: Release time

Oct 2, 2009: Teachers will administer BOY benchmark
Person: K-2 Teachers
Activity: DIBELS assessment

Oct 2, 2009: Teachers will create research based reading activities using Indiana teacher Reading Academy materials
Person: K-2 Teachers
Activity: Teacher Implementation

Oct 2, 2009: Teachers will record use of reading strategies on record sheet
Person: K-2 Teachers
Activity: Teacher Implementation

Oct 2, 2009: Teachers will use newly created reading materials in classroom
Person: K-2 Teachers
Activity: Teacher Implementation

Nov 9, 2009: Provide teachers release time to create research based reading strategies
Person: Marsha Himmelhaver
Activity: Release time

Dec 21, 2009: Provide teachers release time to create research based reading strategies
Person: Marsha Himmelhaver
Activity: Release time

Dec 22, 2009: Teachers will create research based reading activities using Indiana teacher Reading Academy materials
Person: K-2 Teachers
Activity: Teacher Implementation

Dec 22, 2009: Teachers will record use of reading strategies on record sheet
Person: K-2 Teachers
Activity: Teacher Implementation

Dec 22, 2009: Teachers will use newly created reading materials in classroom
Person: K-2 Teachers
Activity: Teacher Implementation

Jan 11, 2010: Collect and tally teacher record sheets
Person: Liz Schigur
Activity: Collect first semester/trimester follow up data

Feb 1, 2010: Provide teachers release time to create research based reading strategies
Person: Marsha Himmelhaver
Activity: Release time

Mar 12, 2010: Teachers will administer MOY benchmark
Person: K-2 Teachers
Activity: DIBELS assessment

- Mar 12, 2010:** Teachers will create research based reading activities using Indiana teacher Reading Academy materials
Person: K-2 Teachers
Activity: Teacher Implementation
- Mar 12, 2010:** Teachers will record use of reading strategies on record sheet
Person: K-2 Teachers
Activity: Teacher Implementation
- Mar 12, 2010:** Teachers will use newly created reading materials in classroom
Person: K-2 Teachers
Activity: Teacher Implementation
- Mar 15, 2010:** Provide teachers release time to create research based reading strategies
Person: Marsha Himmelhaver
Activity: Release time
- Apr 26, 2010:** Provide teachers release time to create research based reading strategies
Person: Marsha Himmelhaver
Activity: Release time
- Jun 3, 2010:** Teachers will administer EOY benchmark
Person: K-2 Teachers
Activity: DIBELS assessment
- Jun 3, 2010:** Teachers will create research based reading activities using Indiana teacher Reading Academy materials
Person: K-2 Teachers
Activity: Teacher Implementation
- Jun 3, 2010:** Teachers will record use of reading strategies on record sheet
Person: K-2 Teachers
Activity: Teacher Implementation
- Jun 3, 2010:** Teachers will use newly created reading materials in classroom
Person: K-2 Teachers
Activity: Teacher Implementation
- Jun 4, 2010:** Collect and tally teacher record sheets
Person: Liz Schigur
Activity: Collect final semester/trimester follow up data

Focused Student Group

- May 25, 2009:** Create a survey to gather information about current strategies being used to improve male achievement.
Person: Bethany Miller
Activity: Survey
- May 26, 2009:** Distribute survey to teachers.
Person: Bethany Miller
Activity: Survey
- May 29, 2009:** Collect survey.
Person: Bethany Miller
Activity: Survey
- Jun 3, 2009:** Compile results of survey for tip sheet.
Person: Bethany Miller
Activity: Survey
- Jun 4, 2009:** Collect baseline data
Person: Bethany Miller
Activity: Collect baseline data

- Jul 1, 2009:** Review male strategy books, articles and videos.
Person: Bethany Miller, Nancy Rupp
Activity: Create tip sheet
- Jul 27, 2009:** Meet with strategy team and develop tip sheet.
Person: Strategy Team
Activity: Create tip sheet
- Jul 27, 2009:** Review survey information.
Person: Strategy Team
Activity: Create tip sheet
- Aug 12, 2009:** Give them an easy to follow tip sheet of male strategies.
Person: Bethany Miller
Activity: Material support
- Aug 12, 2009:** Provide materials to support desired strategies.
Person: Bethany Miller
Activity: Material support
- Aug 12, 2009:** Distribute tip sheet to teachers.
Person: Bethany Miller
Activity: Teacher implementation of male improvement strategies
- Aug 27, 2009:** Teachers choose at least one new strategy from tip sheet to implement.
Person: Teachers
Activity: Teacher implementation of male improvement strategies
- Sep 1, 2009:** Teachers will implement strategy in their classrooms.
Person: Teachers
Activity: Teacher implementation of male improvement strategies
- Oct 1, 2009:** Teachers will implement strategy in their classrooms.
Person: Teachers
Activity: Teacher implementation of male improvement strategies
- Nov 1, 2009:** Teachers will implement strategy in their classrooms.
Person: Teachers
Activity: Teacher implementation of male improvement strategies
- Dec 1, 2009:** Teachers will implement strategy in their classrooms.
Person: Teachers
Activity: Teacher implementation of male improvement strategies
- Jan 11, 2010:** Collect first semester follow up data
Person: Bethany Miller
Activity: Collect first semester/trimester follow up data
- Jan 18, 2010:** Record teacher input information through discussion.
Person: Strategy Team
Activity: Teacher Discussion of Strategies
- Jan 18, 2010:** Teacher discussion of strategy implemented and results.
Person: Teachers
Activity: Teacher Discussion of Strategies
- Jan 18, 2010:** Teachers will choose a second new strategy to implement in the classroom.
Person: Teachers
Activity: Teacher implementation of male improvement strategies

Jan 19, 2010: Teachers will implement second strategy in their classrooms.

Person:

Activity: Teacher implementation of male improvement strategies

Feb 19, 2010: Teachers will implement second strategy in their classrooms.

Person:

Activity: Teacher implementation of male improvement strategies

Mar 19, 2010: Teachers will implement second strategy in their classrooms.

Person:

Activity: Teacher implementation of male improvement strategies

Apr 19, 2010: Teachers will implement second strategy in their classrooms.

Person:

Activity: Teacher implementation of male improvement strategies

Apr 22, 2010: Record teacher input information through discussion.

Person: Strategy Team

Activity: Teacher Discussion of Strategies

Apr 22, 2010: Teacher discussion of strategy implemented and results.

Person: Teachers

Activity: Teacher Discussion of Strategies

Jun 4, 2010: Collect final semester follow up data

Person: Bethany Miller

Activity: Collect final semester/trimester follow up data

Technology Use

Aug 12, 2009: As needed teachers will be assigned a CPS mentor as a support for use

Person: Strategy Team

Activity: CPS Mentoring

Aug 12, 2009: Teachers will be given the opportunity to participate in a CPS activity.

Person: Joe Dotson

Activity: CPS Teacher Introduction

Aug 12, 2009: CPS Tipsheet

Person: Paul Hancock

Activity: Information Building

Aug 12, 2009: Video

Person: Strategy Team

Activity: Information Building

Aug 18, 2009: Teachers will be provided support for CPS training as needed.

Person: Principal

Activity: Guided Practice

Aug 19, 2009: As needed teachers will be assigned a CPS mentor as a support for use

Person: Strategy Team

Activity: CPS Mentoring

Aug 19, 2009: Teachers will be provided support for CPS training as needed.

Person: Principal

Activity: Guided Practice

Aug 26, 2009: As needed teachers will be assigned a CPS mentor as a support for use

Person: Strategy Team

Activity: CPS Mentoring

- Sep 2, 2009:** As needed teachers will be assigned a CPS mentor as a support for use
Person: Strategy Team
Activity: CPS Mentoring
- Sep 9, 2009:** As needed teachers will be assigned a CPS mentor as a support for use
Person: Strategy Team
Activity: CPS Mentoring
- Sep 16, 2009:** As needed teachers will be assigned a CPS mentor as a support for use
Person: Strategy Team
Activity: CPS Mentoring
- Sep 16, 2009:** Teachers will be provided support for CPS training as needed.
Person: Principal
Activity: Guided Practice
- Sep 23, 2009:** As needed teachers will be assigned a CPS mentor as a support for use
Person: Strategy Team
Activity: CPS Mentoring
- Sep 30, 2009:** As needed teachers will be assigned a CPS mentor as a support for use
Person: Strategy Team
Activity: CPS Mentoring
- Oct 19, 2009:** Find the percent of teachers who have used the system the first 9 weeks of school
Person: Shirley Bryant
Activity: Collect baseline data
- Oct 28, 2009:** Teachers will be provided support for CPS training as needed.
Person: Principal
Activity: Guided Practice
- Nov 25, 2009:** Teachers will be provided support for CPS training as needed.
Person: Principal
Activity: Guided Practice
- Dec 2, 2009:** Teachers will be provided support for CPS training as needed.
Person: Principal
Activity: Guided Practice
- Jan 11, 2010:** Tally the percent of teachers who are teaching computer applications.
Person: Shirley Bryant
Activity: Collect first semester/trimester follow up data
- Jan 11, 2010:** Tally the percent of teachers who are using the CPS system.
Person: Shirley Bryant
Activity: Collect first semester/trimester follow up data
- Jan 18, 2010:** Teachers will be provided support for CPS training as needed.
Person: Principal
Activity: Guided Practice
- Jan 20, 2010:** Teachers will be provided support for CPS training as needed.
Person: Principal
Activity: Guided Practice
- Feb 8, 2010:** Teachers will be provided support for CPS training as needed.
Person: Principal
Activity: Guided Practice

- Feb 9, 2010:** Teachers will be provided support for CPS training as needed.
Person: Principal
Activity: Guided Practice
- Feb 12, 2010:** Teachers will be provided support for CPS training as needed.
Person: Principal
Activity: Guided Practice
- Mar 3, 2010:** Teachers will be provided support for CPS training as needed.
Person: Principal
Activity: Guided Practice
- Apr 14, 2010:** Teachers will be provided support for CPS training as needed.
Person: Principal
Activity: Guided Practice
- Apr 22, 2010:** Teachers will be provided support for CPS training as needed.
Person: Principal
Activity: Guided Practice
- May 26, 2010:** Teachers will be provided support for CPS training as needed.
Person: Principal
Activity: Guided Practice
- Jun 4, 2010:** Tally the percent of teachers who are teaching computer applications.
Person: Shirley Bryant
Activity: Collect final semester/trimester follow up data
- Jun 4, 2010:** Tally the percent of teachers who are using the CPS system.
Person: Shirley Bryant
Activity: Collect final semester/trimester follow up data

Continuous Improvement Timeline

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