

# **School Improvement Plan - 2010-2011**

Generated on May 21, 2010 at 11:35 AM

## **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.

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

# Who Wrote this School Improvement Plan?

Many individuals were involved in the creation of this school improvement plan.

## Groups and Roles

The **Steering Team** is comprised of educators, a parent, and a business representative. The Steering Team's role is to help the Full Faculty and Community Council 1) analyze data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) reach consensus in decisions related to school improvement.

The **Full Faculty** is made up of all educators. The role of the Full Faculty is to 1) analyze data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) reach consensus with each other and the Community Council for decisions related to school improvement.

The **Community Council** is comprised of parents and representatives of community stakeholder groups. All parents were invited to be part of the Community Council and any interested parent was welcome to join the Council. The role of the Community Council is to 1) analyze data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) reach consensus with each other and the Full Faculty in decisions related to school improvement.

The **Student Body** includes every student enrolled in the school. The role of the Student Body is to 1) review data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) provide input for the Full Faculty and Community Council.

## Discussion Topics

The Full Faculty, Community Council and Student Body participated in guided discussions about the following topics. Written summaries of all discussions were developed and are on file at the school.

- Discussion 1: Global Economics
- Discussion 2: Vision for Student Success
- Discussion 3: Achievement Data Analysis and Achievement Goals
- Discussion 4: Force Field Data Analysis (student needs) and Areas of Concern
- Discussion 5: Strategy Selection

## Steering Team

- Allison Conrad - Parent/Guardian
- Marsha Himmelhaver - Administrator
- 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 - 4th Grade Gen Ed Parent, Healthcare Business
- Jennifer Dishman - 2nd grade general education parents
- Amy Edwards - General Education parent grades K & 2
- Angela Edwards - 4th grade general ed parent, Youth Service Organization
- Lee Hasken - 2nd grade parent, Community Agency, Business
- Karen Kaake - Youth Service, 5th Grade Gen Ed and Gifted Ed Parent
- Julia Keibler - 2nd and 5th Grade Gen Ed Parent, Community Agency
- Richard Kennedy - International Business/ 7th, 9th and 11th grade Gifted parent

- Denzil Mc Kim - School Board member, Community Service
- Nick Melton - Youth
- Monica Roadcap - 2nd grade Parent, Community Service
- Joan Schickel - Multiple Community Agencies
- Pete Schickel - Community, Multiple Community Agencies
- Sandy Tyree - 5th Grade Gen Ed Parent
- Julie Weathers - 1st and 5th grade parent, Federal Program Representative
- Roger Weathers - 1st and 5th grade parent, Federal program representative
- Mandy Wolfe - Parent of 3rd grade unique learning student and 5th grade student

# Vision Statement

The Vision Statement was developed by all educators, all students, and members of the community and is reviewed and updated annually. 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 in order to achieve at a rigorous level. The third part of the vision statement describes 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

The academic goals were established after a thorough analysis of multiple achievement data assessments including the state math assessment, state English / language arts assessment, student mastery of each Indiana Academic Standard, and report card grades. A full list of academic assessments is found in the "Force Field Excerpts" section of this plan. Other types of data are discussed in the Needs Assessment section of this plan.

The Full Faculty, Community Council (including parent representatives), and Student Body were involved in the analysis of the achievement data. The following questions were addressed during the data analysis.

- How does this data compare to our vision (ideal) data?
- What specific data fields disturb us?
- What specific data fields please us?
- Where do we observe achievement gaps?

Using a consensus based decision-making model, the Full Faculty and Community Council (including parents) first identified a small number of broad academic areas on which the school and community agreed to focus their energy next year. Then, the teachers and Community Council members "drilled down" the data within those areas and identified specific courses or academic standards that, if improved, would impact the broader academic areas. Both the broad academic areas and the specific academic areas are included as goals below. Data targets that the educators and community members felt most strongly about were then provided to the students for their input. Finally, the educators and community members agreed to numerical goals that the school would strive to reach by the end of next school year. These goals fall between the current student data and the vision (ideal) data.

When reading the data tables below, please note that the title of each table includes:

- The group of students targeted to meet the goal
- The benchmark that those students will reach

The numbers in the tables reflect baseline data for past years and the target data for future years. The vision data represents our ideal data. It is the mission of our school to work toward this ideal.

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

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
N/A	86	N/A	84	88		92		96		100		

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

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
82	79	84	77	83		89		95		100		

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

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
10	11	14	10	15		20		25		30		

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

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
17	20	22	15	18		23		27		30		100

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

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
		76		81		86		92		100		100



## Needs Assessment / Areas of Concern

The Areas of Concern were established after a comprehensive needs assessment that included a survey of all educators, all students, parents and community members. Survey data for students and parents were disaggregated by ethnicity and economic level. The needs assessment also included a collection of data that reflected specific student needs (e.g. attendance rate), and a summary of discussion responses to inquiry questions about areas that might be interfering with learning in the school and community. The collection of data provided information about the school's expectations for student achievement, curriculum, instruction, classroom assessment, extra help, student guidance and the learning environment.

All educators and the Community Council (including parent representatives) were involved in the analysis of the student needs data. Specific attention was given to areas within the classroom that are interfering with learning. The following questions were addressed during the data analysis.

- What data indicate an area that is interfering with achievement in our targeted academic areas for improvement?
- What data indicate an area that is interfering with achievement for the student group we have targeted for improvement?

The student body was asked to respond to an open ended question, "What is interfering with learning at our school?"

Using a consensus based decision-making model, the Full Faculty and Community Council identified key areas that concerned them because they were interfering with students' ability to reach the established academic goals and more specifically, were interfering with the achievement of the targeted student group. The Full Faculty and Community Council agreed to address these "Areas of Concern" through targeted strategies next year.

The student needs assessment will be conducted again in the future to analyze the impact of the strategies included in this plan.

The Areas of Concern identified by our Full Faculty and Community Council (including parents) are listed below.

## Local Areas of Concern

### **We are concerned that... 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

### **We are concerned that... 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.

### **We are concerned that... 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.

**We are concerned that... 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.

**We are concerned that... 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

Strategies were established after identifying 1) Achievement Goals (see the Achievement Goals section), and 2) Areas of Concern (see the Needs Assessment & Areas of Concern section). Educators researched possible strategies for addressing each Area of Concern and then presented possible strategies to Full Faculty and Community Council for their consideration. The student body was provided with a list of Areas of Concern and asked to provide their input regarding strategies the school and community could employ to address the concerns. Using a consensus based decision-making model, the Full Faculty and Community Council (including parent representatives) agreed to several strategies to implement next year.

**Strategy Data:** Strategy data will help the Full Faculty and Community Council determine the degree to which the strategy has changed adult practices. Baseline data was collected this year. Follow-up data will be analyzed at the end of each semester next year. Combined with the needs assessment data (including student surveys) and the achievement data, our school will have a good understanding of the success of the strategies in meeting student needs. The strategy data tables can be found in the Strategy Data section of this plan.

**Strategy To-Do Lists:** Each strategy has been assigned a Strategy Chair. In some cases, the Strategy Chair asked others to form a Strategy Task Force. For almost all strategies, the Strategy Chair developed a detailed "To-Do" list that includes activities related to 1) implementation, 2) professional development, 3) anti-resistance (helping those impacted by the strategy to embrace the strategy), and 4) strategy evaluation. The strategy to-do lists can be found in the Strategy To-Do List section of this plan.

The strategy titles and descriptions are listed below:

## Local Strategies

### Common Benchmark Assessments

Grade level teams (Kindergarten through Grade 6) will develop a common benchmark assessment for Reading Language Arts or Math during the 2010-2011 school year.

**Impact Level:** High Impact - Inside

**Focus:** Specific

### 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.

**Impact Level:** Low Impact

**Focus:** General

## 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.

**Impact Level:** High Impact - Inside

**Focus:** General

### 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) and adjust instruction as needed.

**Impact Level:** High Impact - Inside

**Focus:** Specific

### 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.

**Impact Level:** High Impact - Inside

**Focus:** Specific

## Strategy Data

Strategy data will help the teachers and Community Council determine the degree to which the strategy has changed adult practices. Baseline data was collected this year. Follow-up data will be analyzed at the end of each semester next year. Combined with the needs assessment data (including student surveys) and the achievement data, our school will have a good understanding of the strategy's success in meeting student needs. The strategy data tables below indicate 1) the group of adults or students that are expected to change as a result of this strategy, 2) the desired practice(s), and 3) what the school will count to determine the degree to which the practice(s) changed.

## Local Strategies

### Common Benchmark Assessments

Percentage of grade level teams with at least two common benchmark assessments for Reading/Language Arts

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
29%	43%		71%	

Percentage of grade level teams with at least two common benchmark assessments for Math

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
57%	86%		100%	

### Technology Use

% of teachers who devoted time to computer applications as found in the Technology Curriculum Guide- per semester

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
93%	100%		100%	

The percent of teachers who use the system as an assessment tool.

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
38%	70%		70%	

## Required Strategies

### F. Encourage Rigorous Curriculum: Differentiated Instruction

The percent of teachers using Bloom's New Taxonomy levels as reported on their submitted record sheet.

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
	80		80	

The number of times teachers use Marzano's first seven strategies as reported on their submitted record sheet.

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
	750		800	

The percent of teachers using standards and assessment vocabulary in their classrooms as reported on their submitted record sheet.

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
NA	85		90	

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

Number of research based reading strategies used in K - 2 classrooms

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
27	45		45	

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

The number of teachers using new instructional strategies to improve male achievement.

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
16	12		14	

## To-Do List

After the strategies were selected for next year, each strategy was assigned to a Strategy Chair. In some cases, the Strategy Chair asked others to form a Strategy Task Force. For almost all strategies, the Strategy Chair developed a detailed "To-Do" list that includes activities related to 1) implementation, 2) professional development, 3) anti-resistance (helping those impacted by the strategy to embrace the strategy), and 4) strategy evaluation. At the beginning of next year, each strategy chair will go over their strategy's "To-Do" list with the entire faculty. Throughout the year, each strategy chair will check off each strategy activity as it is completed. At the end of the first semester, each strategy chair will present the percentage of completed activities to the Full Faculty and Community Council. If the strategy activities were not fully implemented, the chair will facilitate a discussion about changes that will occur during the second semester to ensure that all activities are completed.

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

## Common Benchmark Assessments

**Apr 1, 2010:** Collect baseline data: Percentage of grade level teams with at least two common benchmark assessments for Math

**Person:** Erin Green

**Apr 1, 2010:** Collect baseline data: Percentage of grade level teams with at least two common benchmark assessments for

Reading/Language Arts **Person:** Erin Green

**May 12, 2010:** Suggestion Sheet **Person:** Rebecca Uessler

**Aug 2, 2010:** Grade level teachers will use bimonthly guidance time to develop common benchmark exams. **Person:** K-6 Teachers

**Aug 2, 2010:** Guidance Time for development **Person:** Marsha Himmelhaver

**Sep 2, 2010:** Grade level teachers will use bimonthly guidance time to develop common benchmark exams. **Person:** K-6 Teachers

**Sep 2, 2010:** Guidance Time for development **Person:** Marsha Himmelhaver

**Oct 18, 2010:** Grade level teachers will use bimonthly guidance time to develop common benchmark exams. **Person:** K-6 Teachers

**Oct 18, 2010:** Guidance Time for development **Person:** Marsha Himmelhaver

**Nov 2, 2010:** Grade level teachers will use bimonthly guidance time to develop common benchmark exams. **Person:** K-6 Teachers

**Nov 2, 2010:** Guidance Time for development **Person:** Marsha Himmelhaver

**Nov 30, 2010:** Collect fall data: Percentage of grade level teams with at least two common benchmark assessments for Math

**Person:** Erin Green

**Nov 30, 2010:** Collect fall data: Percentage of grade level teams with at least two common benchmark assessments for

Reading/Language Arts **Person:** Erin Green

**Dec 2, 2010:** Grade level teachers will use bimonthly guidance time to develop common benchmark exams. **Person:** K-6 Teachers

**Dec 2, 2010:** Guidance Time for development **Person:** Marsha Himmelhaver

**Jan 11, 2011:** Grade level teachers will use bimonthly guidance time to develop common benchmark exams. **Person:** K-6 Teachers

**Jan 11, 2011:** Guidance Time for development **Person:** Marsha Himmelhaver

**Feb 2, 2011:** Grade level teachers will use bimonthly guidance time to develop common benchmark exams. **Person:** K-6 Teachers

**Feb 2, 2011:** Guidance Time for development **Person:** Marsha Himmelhaver

**Mar 2, 2011:** Grade level teachers will use bimonthly guidance time to develop common benchmark exams. **Person:** K-6 Teachers

**Mar 2, 2011:** Guidance Time for development **Person:** Marsha Himmelhaver

**Apr 5, 2011:** Grade level teachers will use bimonthly guidance time to develop common benchmark exams. **Person:** K-6 Teachers

**Apr 5, 2011:** Guidance Time for development **Person:** Marsha Himmelhaver

**May 2, 2011:** Grade level teachers will use bimonthly guidance time to develop common benchmark exams. **Person:** K-6 Teachers

**May 2, 2011:** Guidance Time for development **Person:** Marsha Himmelhaver

**Jun 30, 2011:** Collect spring data: Percentage of grade level teams with at least two common benchmark assessments for Math

**Person:**

**Jun 30, 2011:** Collect spring data: Percentage of grade level teams with at least two common benchmark assessments for

Reading/Language Arts **Person:**

## Encourage Rigorous Curriculum

**Apr 1, 2010:** Collect baseline data: The percent of teachers using standards and assessment vocabulary in their classrooms as reported on their submitted record sheet. **Person:** Robin Wolfe

**Jul 25, 2010:** K-12 Instruction/discussion of Marzano's strategies from a Handbook of Classroom Instruction that Works. **Person:** Strategy Team

**Jul 25, 2010:** Standards and Assessment Vocabulary **Person:** Strategy Team

**Aug 2, 2010:** Teacher will develop and incorporate lessons using standards and assessment vocabulary. **Person:** K-12 teachers

**Aug 2, 2010:** Teachers will develop and incorporate lessons using Bloom's New Taxonomy. **Person:** K - 6 teachers

**Aug 2, 2010:** Teachers will develop and incorporate lessons using Marzano's first seven strategies. **Person:** K-6 teachers







**May 2, 2011:** Teachers will develop and incorporate lessons using Marzano's first seven strategies. **Person:** K-6 teachers  
**May 9, 2011:** Teacher will develop and incorporate lessons using standards and assessment vocabulary. **Person:** K-12 teachers  
**May 9, 2011:** Teachers will develop and incorporate lessons using Bloom's New Taxonomy. **Person:** K - 6 teachers  
**May 9, 2011:** Teachers will develop and incorporate lessons using Marzano's first seven strategies. **Person:** K-6 teachers  
**May 16, 2011:** Teacher will develop and incorporate lessons using standards and assessment vocabulary. **Person:** K-12 teachers  
**May 16, 2011:** Teachers will develop and incorporate lessons using Bloom's New Taxonomy. **Person:** K - 6 teachers  
**May 16, 2011:** Teachers will develop and incorporate lessons using Marzano's first seven strategies. **Person:** K-6 teachers  
**May 23, 2011:** Teacher will develop and incorporate lessons using standards and assessment vocabulary. **Person:** K-12 teachers  
**May 23, 2011:** Teachers will develop and incorporate lessons using Bloom's New Taxonomy. **Person:** K - 6 teachers  
**May 23, 2011:** Teachers will develop and incorporate lessons using Marzano's first seven strategies. **Person:** K-6 teachers  
**Jun 30, 2011:** Collect spring data: The number of times teachers use Marzano's first seven strategies as reported on their submitted record sheet. **Person:** Robin Wolfe  
**Jun 30, 2011:** Collect spring data: The percent of teachers using standards and assessment vocabulary in their classrooms as reported on their submitted record sheet. **Person:** Robin Wolfe  
**Jun 30, 2011:** Collect spring data: The percent of teachers using Bloom's New Taxonomy levels as reported on their submitted record sheet. **Person:** Robin Wolfe

## Focused Academic Area

**Aug 18, 2010:** Teachers will use research based reading instructional materials in the classroom. **Person:** K-2 Teachers  
**Sep 15, 2010:** Teachers will use research based reading instructional materials in the classroom. **Person:** K-2 Teachers  
**Oct 4, 2010:** DIBELS Assessment **Person:** K-2 Teachers  
**Oct 18, 2010:** Teachers will use research based reading instructional materials in the classroom. **Person:** K-2 Teachers  
**Nov 18, 2010:** Teachers will use research based reading instructional materials in the classroom. **Person:** K-2 Teachers  
**Nov 30, 2010:** Collect fall data: Number of research based reading strategies used in K - 2 classrooms **Person:** Liz Schigur  
**Dec 3, 2010:** Create a handout of research based strategies **Person:** Strategy Team  
**Dec 15, 2010:** Teachers will use research based reading instructional materials in the classroom. **Person:** K-2 Teachers  
**Jan 12, 2011:** Teachers will record use of reading strategies on record sheet **Person:** K-2 teachers  
**Jan 18, 2011:** Teachers will use research based reading instructional materials in the classroom. **Person:** K-2 Teachers  
**Feb 18, 2011:** Teachers will use research based reading instructional materials in the classroom. **Person:** K-2 Teachers  
**Mar 10, 2011:** Teachers will use research based reading instructional materials in the classroom. **Person:** K-2 Teachers  
**Mar 11, 2011:** DIBELS Assessment **Person:** K-2 teachers  
**Apr 18, 2011:** Teachers will use research based reading instructional materials in the classroom. **Person:** K-2 Teachers  
**May 18, 2011:** Teachers will use research based reading instructional materials in the classroom. **Person:** K-2 Teachers  
**Jun 2, 2011:** DIBELS Assessment **Person:** K-2 teachers  
**Jun 2, 2011:** Teachers will record use of reading strategies on record sheet **Person:** K-2 teachers  
**Jun 30, 2011:** Collect spring data: Number of research based reading strategies used in K - 2 classrooms **Person:** Liz Schigur

## Focused Student Group

**Apr 22, 2010:** Phonics Dance Training for K-2 Teachers **Person:** Liz Schigur  
**Aug 16, 2010:** Distribute tip sheet of researched based male achievement strategies. **Person:** Bethany Miller  
**Aug 23, 2010:** Teachers choose at least one new strategy from tip sheet to implement in their classroom first semester. **Person:** K-6 teachers  
**Aug 23, 2010:** Teachers will implement chosen strategy in their classroom during the first semester. **Person:** K-6 teachers  
**Sep 8, 2010:** Record teacher discussion of strategy. **Person:** Strategy Team  
**Sep 8, 2010:** Teacher discussion of strategies **Person:** K-6 teachers  
**Sep 23, 2010:** Teachers will implement chosen strategy in their classroom during the first semester. **Person:** K-6 teachers  
**Oct 13, 2010:** Teacher discussion of strategies **Person:** K-6 teachers  
**Oct 20, 2010:** Record teacher discussion of strategy. **Person:** Strategy Team  
**Oct 20, 2010:** Teachers will implement chosen strategy in their classroom during the first semester. **Person:** K-6 teachers  
**Nov 10, 2010:** Record teacher discussion of strategy. **Person:** Strategy Team  
**Nov 10, 2010:** Teacher discussion of strategies **Person:** K-6 teachers  
**Nov 23, 2010:** Teachers will implement chosen strategy in their classroom during the first semester. **Person:** K-6 teachers  
**Nov 30, 2010:** Collect fall data: The number of teachers using new instructional strategies to improve male achievement. **Person:** Bethany Miller  
**Dec 8, 2010:** Record teacher discussion of strategy. **Person:** Strategy Team  
**Dec 8, 2010:** Teacher discussion of strategies **Person:** K-6 teachers  
**Dec 22, 2010:** Teachers will implement chosen strategy in their classroom during the first semester. **Person:** K-6 teachers

**Jan 10, 2011:** Teachers choose at least one new strategy from tip sheet to implement in their classroom second semester. **Person:** K-6 teachers

**Jan 10, 2011:** Teachers will implement chosen strategy in their classroom during the second semester. **Person:** K-6 teachers

**Jan 12, 2011:** Record teacher discussion of strategy. **Person:** Strategy Team

**Jan 12, 2011:** Teacher discussion of strategies **Person:** K-6 teachers

**Feb 9, 2011:** Record teacher discussion of strategy. **Person:** Strategy Team

**Feb 9, 2011:** Teacher discussion of strategies **Person:** K-6 teachers

**Feb 10, 2011:** Teachers will implement chosen strategy in their classroom during the second semester. **Person:** K-6 teachers

**Mar 9, 2011:** Record teacher discussion of strategy. **Person:** Strategy Team

**Mar 9, 2011:** Teacher discussion of strategies **Person:** K-6 teachers

**Mar 10, 2011:** Teachers will implement chosen strategy in their classroom during the second semester. **Person:** K-6 teachers

**Apr 11, 2011:** Teachers will implement chosen strategy in their classroom during the second semester. **Person:** K-6 teachers

**Apr 13, 2011:** Record teacher discussion of strategy. **Person:** Strategy Team

**Apr 13, 2011:** Teacher discussion of strategies **Person:** K-6 teachers

**May 10, 2011:** Teachers will implement chosen strategy in their classroom during the second semester. **Person:** K-6 teachers

**May 11, 2011:** Record teacher discussion of strategy. **Person:** Strategy Team

**May 11, 2011:** Teacher discussion of strategies **Person:** K-6 teachers

**Jun 30, 2011:** Collect spring data: The number of teachers using new instructional strategies to improve male achievement. **Person:** Bethany Miller

## Technology Use

**Aug 4, 2010:** CPS Mentoring **Person:** Technology Team

**Aug 9, 2010:** Assessing with the CPS system **Person:** K-6 Teachers

**Aug 9, 2010:** Computer Application Use **Person:** K-6 Teachers

**Aug 11, 2010:** CPS Teacher Review **Person:** Joe Dotson

**Aug 16, 2010:** Assessing with the CPS system **Person:** K-6 Teachers

**Aug 16, 2010:** Computer Application Use **Person:** K-6 Teachers

**Aug 23, 2010:** Assessing with the CPS system **Person:** K-6 Teachers

**Aug 23, 2010:** Computer Application Use **Person:** K-6 Teachers

**Aug 30, 2010:** Assessing with the CPS system **Person:** K-6 Teachers

**Aug 30, 2010:** Computer Application Use **Person:** K-6 Teachers

**Sep 7, 2010:** Assessing with the CPS system **Person:** K-6 Teachers

**Sep 7, 2010:** Computer Application Use **Person:** K-6 Teachers

**Sep 13, 2010:** Assessing with the CPS system **Person:** K-6 Teachers

**Sep 13, 2010:** Computer Application Use **Person:** K-6 Teachers

**Sep 20, 2010:** Assessing with the CPS system **Person:** K-6 Teachers

**Sep 20, 2010:** Computer Application Use **Person:** K-6 Teachers

**Sep 27, 2010:** Assessing with the CPS system **Person:** K-6 Teachers

**Sep 27, 2010:** Computer Application Use **Person:** K-6 Teachers

**Oct 4, 2010:** Computer Application Use **Person:** K-6 Teachers

**Oct 18, 2010:** Assessing with the CPS system **Person:** K-6 Teachers

**Oct 18, 2010:** Computer Application Use **Person:** K-6 Teachers

**Oct 25, 2010:** Assessing with the CPS system **Person:** K-6 Teachers

**Oct 25, 2010:** Computer Application Use **Person:** K-6 Teachers

**Nov 1, 2010:** Assessing with the CPS system **Person:** K-6 Teachers

**Nov 1, 2010:** Computer Application Use **Person:** K-6 Teachers

**Nov 8, 2010:** Assessing with the CPS system **Person:** K-6 Teachers

**Nov 8, 2010:** Computer Application Use **Person:** K-6 Teachers

**Nov 15, 2010:** Assessing with the CPS system **Person:** K-6 Teachers

**Nov 15, 2010:** Computer Application Use **Person:** K-6 Teachers

**Nov 22, 2010:** Assessing with the CPS system **Person:** K-6 Teachers

**Nov 22, 2010:** Computer Application Use **Person:** K-6 Teachers

**Nov 29, 2010:** Assessing with the CPS system **Person:** K-6 Teachers

**Nov 29, 2010:** Computer Application Use **Person:** K-6 Teachers

**Nov 30, 2010:** Collect fall data: % of teachers who devoted time to computer applications as found in the Technology Curriculum Guide- per semester **Person:** Shirley Bryant

**Nov 30, 2010:** Collect fall data: The percent of teachers who use the system as an assessment tool. **Person:** Shirley Bryant

**Dec 6, 2010:** Assessing with the CPS system **Person:** K-6 Teachers

**Dec 6, 2010:** Computer Application Use **Person:** K-6 Teachers

**Dec 13, 2010:** Assessing with the CPS system **Person:** K-6 Teachers  
**Dec 13, 2010:** Computer Application Use **Person:** K-6 Teachers  
**Dec 20, 2010:** Assessing with the CPS system **Person:** K-6 Teachers  
**Dec 20, 2010:** Computer Application Use **Person:** K-6 Teachers  
**Jan 10, 2011:** Assessing with the CPS system **Person:** K-6 Teachers  
**Jan 10, 2011:** Computer Application Use **Person:** K-6 Teachers  
**Jan 10, 2011:** Tally the percent of teachers who are teaching computer applications 1st semester. **Person:** Shirley Bryant  
**Jan 10, 2011:** Tally the percent of teachers who are using the CPS System 1st semester **Person:** Shirley Bryant  
**Jan 17, 2011:** Assessing with the CPS system **Person:** K-6 Teachers  
**Jan 17, 2011:** Computer Application Use **Person:** K-6 Teachers  
**Jan 24, 2011:** Assessing with the CPS system **Person:** K-6 Teachers  
**Jan 24, 2011:** Computer Application Use **Person:** K-6 Teachers  
**Jan 31, 2011:** Assessing with the CPS system **Person:** K-6 Teachers  
**Jan 31, 2011:** Computer Application Use **Person:** K-6 Teachers  
**Feb 7, 2011:** Assessing with the CPS system **Person:** K-6 Teachers  
**Feb 7, 2011:** Computer Application Use **Person:** K-6 Teachers  
**Feb 14, 2011:** Assessing with the CPS system **Person:** K-6 Teachers  
**Feb 14, 2011:** Computer Application Use **Person:** K-6 Teachers  
**Feb 21, 2011:** Assessing with the CPS system **Person:** K-6 Teachers  
**Feb 21, 2011:** Computer Application Use **Person:** K-6 Teachers  
**Feb 28, 2011:** Assessing with the CPS system **Person:** K-6 Teachers  
**Feb 28, 2011:** Computer Application Use **Person:** K-6 Teachers  
**Mar 7, 2011:** Assessing with the CPS system **Person:** K-6 Teachers  
**Mar 7, 2011:** Computer Application Use **Person:** K-6 Teachers  
**Mar 28, 2011:** Assessing with the CPS system **Person:** K-6 Teachers  
**Mar 28, 2011:** Computer Application Use **Person:** K-6 Teachers  
**Apr 4, 2011:** Assessing with the CPS system **Person:** K-6 Teachers  
**Apr 4, 2011:** Computer Application Use **Person:** K-6 Teachers  
**Apr 11, 2011:** Assessing with the CPS system **Person:** K-6 Teachers  
**Apr 11, 2011:** Computer Application Use **Person:** K-6 Teachers  
**Apr 18, 2011:** Assessing with the CPS system **Person:** K-6 Teachers  
**Apr 18, 2011:** Computer Application Use **Person:** K-6 Teachers  
**Apr 25, 2011:** Assessing with the CPS system **Person:** K-6 Teachers  
**Apr 25, 2011:** Computer Application Use **Person:** K-6 Teachers  
**May 2, 2011:** Assessing with the CPS system **Person:** K-6 Teachers  
**May 2, 2011:** Computer Application Use **Person:** K-6 Teachers  
**May 9, 2011:** Assessing with the CPS system **Person:** K-6 Teachers  
**May 9, 2011:** Computer Application Use **Person:** K-6 Teachers  
**May 16, 2011:** Assessing with the CPS system **Person:** K-6 Teachers  
**May 16, 2011:** Computer Application Use **Person:** K-6 Teachers  
**May 23, 2011:** Assessing with the CPS system **Person:** K-6 Teachers  
**May 23, 2011:** Computer Application Use **Person:** K-6 Teachers  
**Jun 2, 2011:** Tally the percent of teachers using the CPS System 2nd semester **Person:** Shirley Bryant  
**Jun 2, 2011:** Tally the percent of teachers who are teaching computer applications 2nd semester. **Person:** Shirley Bryant  
**Jun 30, 2011:** Collect spring data: % of teachers who devoted time to computer applications as found in the Technology Curriculum Guide- per semester **Person:** Shirley Bryant  
**Jun 30, 2011:** Collect spring data: The percent of teachers who use the system as an assessment tool. **Person:** Shirley Bryant

## Professional Development Summary

**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

### CPS Mentoring

**Brief Description:** As needed, teachers will be assigned a mentor as a support for using the CPS system.

**Intended Participants:** Teachers

**Date:** Aug 4, 2010

**Activity Purpose:** Skill Building

**Activity Format:** Talk to, Presentation

**Funding:** None needed

**Does this activity occur during the school day?** Yes

## F. Encourage Rigorous Curriculum: Differentiated Instruction

### Differentiated summative assessment development

**Brief Description:** K-6 teachers will be trained by resident experts in the area of differentiated summative assessments.

**Intended Participants:** Teachers

**Dates:** Sep 17, 2010; Nov 24, 2010; Feb 15, 2011; Apr 28, 2011

**Activity Purpose:** Information, Skill Building

**Activity Format:** Presentation, Study Group

**Funding:** Corporation

**Does this activity occur during the school day?** Yes

## **K-12 Instruction/discussion of Marzano's strategies from a Handbook of Classroom Instruction that Wo**

**Brief Description:** All K-12 teachers will meet to learn about Marzano's seventh instructional strategy.

**Intended Participants:** Teachers, Counselors, Administrators

**Date:** Jul 25, 2010

**Activity Purpose:** Information, Skill Building

**Activity Format:** Presentation, Professional Reading

**Funding:** Corporation

**Does this activity occur during the school day?** Yes

## **Standards and Assessment Vocabulary**

**Brief Description:** Teachers will be introduced to the standards and assessment vocabulary.

**Intended Participants:** Teachers, Counselors, Administrators

**Date:** Jul 25, 2010

**Activity Purpose:** Information, Skill Building

**Activity Format:** Presentation, Professional Reading

**Funding:** Corporation

**Does this activity occur during the school day?** Yes

## **Train the Trainers**

**Brief Description:** Select teachers will be trained by resident experts in the area of differentiated summative assessments.

**Intended Participants:** Teachers

**Dates:** Aug 26, 2010; Sep 2, 2010; Sep 9, 2010

**Activity Purpose:** Information, Skill Building

**Activity Format:** Talk to, Presentation, Site Visit

**Funding:** Corporation

**Does this activity occur during the school day?** Yes

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

No professional development is needed for this strategy.

## **U. Focused Student Group: Academic Performance of Male Students**

### **Phonics Dance Training for K-2 Teachers**

**Brief Description:** K-2 teachers will be trained on the Phonics Dance program.

**Intended Participants:** Teachers

**Date:** Apr 22, 2010

**Activity Purpose:** Information, Skill Building

**Activity Format:** Presentation

**Funding:** Corporation

**Does this activity occur during the school day?** Yes



## **Relationship Report: Areas of Concern / Strategies / Achievement Goals**

This report shows the relationship between the Areas of Concern, Strategies, and Achievement Goals. For each Area of Concern, the report shows 1) the strategies that will enable the school to successfully address the concern and 2) the achievement goals that will be positively impacted when the concern is successfully addressed.

### **Local Areas of Concern**

#### **We are concerned that... 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

#### **We are concerned that... 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

#### **We are concerned that... 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

#### **We are concerned that... 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

## **We are concerned that... 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:**

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

### **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 data reports that help the Full Faculty and Community Council (including parents) identify Areas of Concern (student needs). The Force Field excerpt found below contains information that must be included in the School Improvement Plan to meet various requirements of Public Law 221 and if applicable, Title I Schoolwide.

<p>A. Where is the public copy of your school's curriculum located?</p>	<p>Elementary School workroom - Social Studies curriculum is being updated this school year.</p>
<p>B. What rules or statutes would you like to waive in order to promote student learning?</p> <ul style="list-style-type: none"> <li>● Identify the specific statute and and/or rule you wish to waive.</li> <li>● Identify the educational strategies this waiver would allow you to implement that could not be implemented under current statute and rule.</li> <li>● Explain the benefit to student achievement.</li> <li>● Describe the evaluation process that would be used to measure the success of these strategies.</li> </ul>	<p>None</p>
<p>C. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.</p>	<p>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. CTB Terra Nova testing is used in primary grades for High Ability identification.</p>

## Continuous Improvement Timeline

DISCUSSION TOPIC	FACILITATOR TRAINING (Steering Teams)			FACULTY AND COMMUNITY COUNCIL DISCUSSIONS
	ORIGINAL PLAN	REVIEW & REVISE		
	1st Year Schools	2nd and 3rd Year Schools	Alumni Schools	
New Principal and Steering Team Member Training	n/a	Aug	Aug	n/a
<b>First Year:</b> Rationale + Organizational Structure <b>After First Year:</b> Kick Off / Year End Data Review (Transcripts / ISTEP / ECA)	Session 1 - Aug	Session 1 - Aug	Session 1 – Aug AM	First 2 weeks of Sept
Vision	Session 2 – Sept	n/a	Session 1 – Aug PM	First 2 weeks of Oct*
Data Targets	Session 3 - Oct	Session 1 - Aug	Session 1 – Aug AM	First 2 weeks in Nov
Areas of Concern	Session 4 - Dec	n/a	Session 2 – Dec PM	First 2 weeks in Jan*
Strategy Selection	Session 5 - Jan	Session 2 - Dec	Session 2 – Dec AM	First 2 weeks in Feb
Conference on Learning	Jan	Jan	Jan	
Strategy Selection: Title & Description	Feb	Feb	n/a	First 2 weeks in Mar
Strategy Implementation Plans	Mar Strategy Chair Training	Mar Strategy Chair Training	Optional Strategy Chair Training	First week of Apr

\* Our school will complete these tasks every three years  
We are next scheduled to complete these tasks during the 2010-2011 school year