

School Improvement Plan - 2012-2013

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Lanesville Jr-Sr HS (2613)

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 Jr-Sr HS

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
- Indiana Rules and Regulations

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

- Jenny Beach - Community Representative (Business)
- Donna Butler - Parent/Guardian
- David Henke - Teacher
- Pam Johnson - Community
- Jim McGuire - School
- Steve Morris - Administrator

Strategy Chairs

- Dane Carter
- Lana Dougherty
- Eric Morgan
- Michelle Scarber
- Allison Schalk

Community Council

- Tammy Arbuckle - Parent
- Jane Berkley - Parent
- Mary Blank - Parent
- Jetta Dauphinee - Business Person
- Debbie Hardin - Parent
- Karla Henke - Child Care Business
- Sandy Johnson - Parent

- Wendy Kennedy - Business Person
- Judy Ketterer - Parent/PM Committee
- Judie Moore - Youth Service Organization
- Beverly Parsons - Parent
- Patty Pollard - Parent
- Robert Schickel - School Board/Business
- David Schmelz - Alumni
- Kenneth Schmelz - parent
- Larry Schmelz - Alumni
- Penny Schmelz - corporation treasurer/parent of hs graduates
- Connie Walter - Business Person
- Anna Williams - parent
- Darrell Williams - Business Person

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:

We believe all students deserve to be surrounded by a network of caring adults who respect all students. We believe all students deserve to be presented with opportunities to succeed. We believe all students deserve to be accepted as independent thinkers. We believe all students deserve a well-prepared, dynamic faculty who engage students in the learning process and who encourage students to explore, be innovative, be active in the learning process. We believe all students deserve a rich, diverse curriculum, filled with opportunities to recognize and experience different cultures.

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

All adults in our community are living by these core convictions daily and, as a result, demonstrate the following attitudes and actions: Each teacher, counselor, administrator, parent and community member has high expectations of all students and work collaboratively to help all students reach those expectations. All adults work collaboratively to maintain and promote a positive learning environment. - Teachers have been trained in differentiated learning and learning style techniques/applications. - Teachers create opportunities to tie learning with real-world experiences using expanded curricula, business alliances and technology. - School and community members continue their commitment to provide facilities and materials/resources to help all students achieve individual, high goals. - Community members and parents are involved not only in activities at schools, but also in the student's lives by 1) mentoring, 2) visibly supporting excellence, 3) modeling conflict resolution, resiliency, and self-esteem skills and 4) exposing students to career exploration and job-shadowing experiences. All adults work together to provide extra time and help for students through tutoring, advising and providing a variety of support initiatives. Adults provide advisory programs for students through homeroom, clubs, athletics, a comprehensive developmental guidance program integrated into regular subject areas, and community service opportunities. Parents are also actively involved with their children's education by volunteering and having regular discussions with their child and/or mentee to compliment classroom learning, career goals, real-world connections, and social development.

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

In the environment where all adults are living by their core convictions, all students have high expectations of themselves and are positively and actively engaged in learning. Students are self-motivated, independent thinkers who succeed both in and out of the school by accepting responsibility for their education and focusing on the need to pursue identified plans for the future. Each student exhibits strong personal management, citizenship, and team-building skills. Students demonstrate an appreciation and tolerance for different backgrounds and cultures. These positive attributes are reinforced by a caring student management program that is fair, accountable, and emphasizes individual responsibility and respect. Each student possesses the self-knowledge, career awareness, and skills required to make sound educational and career decisions. Students have meaningful future plans that reflect their desire to become lifelong learners.

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

- % of students who graduate with a diploma: 100%
- % of students who pass Graduation Qualifying Exam in Grade 10: 100%
- % of students who pass all classes: 100%
- % of students who earn a Core 40 diploma: 100%
- % of students who earn an Indiana Academic Honors Diploma: 100%
- % of students who pass first year Algebra: 100%
- % of students who pass Geometry: 100%
- % of students who pass Algebra II: 100%
- % of students who pass math beyond Algebra II: 100%
- % of students who score 1600 on SAT: 100%
- % of students who earn 3 or above on AP exam: 100%
- % of students who earn post-secondary credit: 100%
- % of students who pass the Algebra I ECA: 100%

- % of students who who pass the English 10 ECA: 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.

12th Grade Students - % earning AHD/THD

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
70	45	55	52	55	43	60		65		70		

12th Grade Students - % graduating

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
100	95.5	100	95	100	96	100		100		100		

12th Grade Students - % passing AP exams with a score of 3 or higher

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
35	18	30	26	30	34	40		45		50		

All students - % earning Pass+ on ISTEP

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
20	15	20	11	20	33	35		40		45		100

All students - % passing Core 40 ECA Algebra I

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
35	33	50	66	70	77	80		85		90		100

All students - % passing Core 40 ECA English 10

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
60	80	85	79	80	90	92		94		95		100

All Students - % passing Indiana Academic Standard "writing process"

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
83	84	84	82	85	90	92		94		95		100

Free and Reduced Lunch students - % passing ISTEP E/LA across grades

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
65	60	65	72	75	47	75		80		85		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... the school community believes that all students can pass all classes

83.5% of freshmen pass all classes. Self study supports this belief. The Community Council said parents need to discuss diploma types with their kids and help set high expectations for learning.

We are concerned that... the Faculty/Staff receives on-going training and support

Resources Force Field 69% of faculty perceive they have adequate resources to support curriculum.

We are concerned that... Students and parents understand the diploma types and four year plan

Data from the self study said both students and parents did not understand the relationship of this information. Our community council suggested hosting parent meetings to alleviate the concern.

We are concerned that... Parents do not support the level of rigor required in AP classes.

The number of parent requests we receive through the guidance department for students to drop Advanced Placement classes.

We are concerned that... a Safe and Disciplined Learning Environment is maintained

Student's responded on their survey that other students disrupted their learning.

Required Areas of Concern

F. Encourage Rigorous Curriculum

G. Attendance

I. Focused Academic Area

U. Focused Student Group

X. Graduation Plan

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

Differentiated Instruction & Assessment (DI&A)

Classroom Teachers and Support Staff will incorporate differentiated lessons into their instruction. The differentiated lessons will contain elements of Marzano's nine instructional strategies, Bloom's taxonomy, learning styles and methods of differentiation (content, process, products). Implementation will be on-going with documentation required from teachers once per grading period. Each teacher will share the differentiated lesson with their Professional Learning Community group throughout the year. When implemented fully, all classroom teachers will use differentiated lessons to meet the needs of all learners.

Impact Level: High Impact - Inside

Focus: Specific

Teacher Advisory Program (TAP)

All students will be involved every two weeks in a one-on-one or small group advisement session with a teacher or student mentor. Sessions will include opportunities for discussion about course sequence/selection, the importance of the ECA, and relevant current topics. The strategy task force will develop a guidance curriculum to implement grade-level specific guidance lessons. Each student will receive a guidance folder containing specific information per grade level. For 2012-13, upperclass student mentors will work with students in grades 7-9. Teachers will advise the same students from grade 7 through graduation.

Impact Level: High Impact - Inside

Focus: General

Teacher Assistance Team (TAT)

The Teacher Assistance Team (TAT), consisting of the counselor, principal, Success Center Coordinator, Intervention Specialist and selected teachers will meet twice each nine weeks to identify struggling students. Students with failing grades will be monitored on a weekly basis. Students in the Free and Reduced Lunch population will be monitored on a bi-weekly basis. Interventions specific to each student will be identified and implemented for a four week period. At the end of four weeks, TAT will reconvene to determine if the interventions have helped the students achieve academic success. The TAT committee will develop a problem-solving model for teacher assistance and referrals.

Impact Level: High Impact - Inside

Focus: Specific

Required Strategies

F. Encourage Rigorous Curriculum

Students will be counseled annually during course selections for the following year and course offerings will be sufficient for students to pursue Core 40 and AHD/THD. A four year course plan is maintained on all students in conjunction with TAP (Teacher Advisory Program). The school will host annual parent meetings each spring prior to course registration update curricular changes and promote the pursuit of advanced diplomas. 6 AP Advanced Placement courses will be continue to be offered in 2011-2012 (Psychology, Calculus; Chemistry, Spanish IV, Music Theory and Art History). 10 dual credit courses will be offered through Ivy Tech, Indiana University and Purdue University. Instruction is adjusted as a result of on-going formative assessments. Students needing additional time to master a rigorous curriculum are provided with assistance in the Success Center and during four intersessions throughout the year.

Impact Level: High Impact - Inside

Focus: General

G. Attendance

Lanesville JR/SR High School will continue with its current school attendance plan which features weekly attendance checks by the counselor and administration. Students over on their attendance for each grading period will receive several interventions:

a. Conference with the counselor b. letter sent to parents c. assignment to Thursday Detention to make-up time d. referral to local agencies if attendance problems persist

Impact Level: High Impact - Inside

Focus: Specific

I. Focused Academic Area: Writing Process

Emphasis will be placed on the "writing process." Teachers will teach a common paragraph essay and comprehension from text in English 7 - 10. Teachers of English 11-12 will teach the writing process of research writing to impact student outcomes on standardized tests such as PSAT, SAT and ACT. All teachers will provide two writing prompts per grading period (one essay, one short answer, response to text) as part of incorporating common core literacy standards in all content areas.

Impact Level: High Impact - Inside

Focus: Specific

U. Focused Student Group: Free/Reduced Lunch Population

Data relevant to the free/reduced lunch population will be disaggregated. Students in the free/reduced lunch population will receive extra instruction in English and math each week through the Success Center. They will be pulled from Study Hall one day per week to the Success Center for tutoring and will be invited to after school tutoring every Thursday. Students in need of intensive interventions will have their schedule modified to provide small group assistance in our credit recovery program.

Impact Level: High Impact - Inside

Focus: Specific

X. Graduation Plan

The counselor and elementary principal will assist 6th grade students in the initial development of the graduation plan. This plan will be updated annually in grades 7-12 through parent/student meetings with the counselor, high school principal and teacher advisory groups. The graduation plan will include the intent to graduate, the pursuit of a Core 40 field of study and the acknowledgement of the importance of good citizenship, school attendance and diligent study habits. This plan will become part of the permanent record and will include assessments in post-secondary preparation. The plan will lead to graduation and enable students to develop college and career ready skills.

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

Differentiated Instruction & Assessment (DI&A)

The % of teachers using Bloom's New Taxonomy levels as reported on their submitted lesson plan

Baseline 11-12	Follow Up 12-13 1st Semester / 1st Trimester		Follow Up 12-13 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
78	85		90	

The percent of teachers using Marzano's as reported on their differentiated lesson template.

Baseline 11-12	Follow Up 12-13 1st Semester / 1st Trimester		Follow Up 12-13 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
78	80		85	

% of teachers specifically listing standard and standards-based vocab on submitted lesson plan

Baseline 11-12	Follow Up 12-13 1st Semester / 1st Trimester		Follow Up 12-13 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
59	65		75	

Percent of teachers specifically listing expectations for the lesson as documented on the lesson template

Baseline 11-12	Follow Up 12-13 1st Semester / 1st Trimester		Follow Up 12-13 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
75	n/a		n/a	

% of teachers specifically listing and using a method of differentiated instruction for a formal lesson

Baseline 11-12	Follow Up 12-13 1st Semester / 1st Trimester		Follow Up 12-13 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
n/a	70		80	

Teacher Advisory Program (TAP)

Percent of teachers rating TAP at least a 3 on a scale of 1-5.

Baseline 11-12	Follow Up 12-13 1st Semester / 1st Trimester		Follow Up 12-13 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

Percent of students rating TAP at least a 3 on a 1-5 scale on question #3 of survey created by Task Force

Baseline 11-12	Follow Up 12-13 1st Semester / 1st Trimester		Follow Up 12-13 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

Teacher Assistance Team (TAT)

Percentage of teachers rating TAT suggested interventions at least a 3 on a 1-5 scale of survey created by the TAT.

Baseline 11-12	Follow Up 12-13 1st Semester / 1st Trimester		Follow Up 12-13 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
72	80		82	

Required Strategies

F. Encourage Rigorous Curriculum

Survey that counts what percentage of parents believe their child will enroll in a 4-year undergraduate degree.

Baseline 11-12	Follow Up 12-13 1st Semester / 1st Trimester		Follow Up 12-13 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

I. Focused Academic Area: Writing Process

% of all teachers who use writing rubric to score student work

Baseline 11-12	Follow Up 12-13 1st Semester / 1st Trimester		Follow Up 12-13 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
90%	95%		100%	

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.

Attendance

Apr 1, 2012: Collect baseline data: **Person:**

Jul 26, 2012: Weekly attendance checks **Person:** Counselor

Aug 3, 2012: Review of attendance policies with students **Person:** Matt Kellems

Nov 30, 2012: Collect fall data: **Person:**

Jan 16, 2013: Renaissance assembly for perfect attendance **Person:** Allison Schalk

Jun 30, 2013: Collect spring data: **Person:**

Differentiated Instruction & Assessment (DI&A)

Apr 1, 2012: Collect baseline data: % of teachers specifically listing and using a method of differentiated instruction for a formal lesson **Person:**

Jul 24, 2012: K-12 Methods of Differentiated Instruction Emphasis Groups **Person:** Allison Schalk/ Nathan Barnickle

Aug 8, 2012: Differentiated Professional Development **Person:** Allison Schalk/ Nathan Barnickle

Sep 19, 2012: Discuss data with of teachers using Blooms new taxonomy as reported on thier submitted lesson plan **Person:** teachers

Sep 19, 2012: Discuss data with teachers listing and using methods of differentiated instruction in submitted lesson plan **Person:** teachers

Sep 19, 2012: Discuss data with teachers who identify a standard and utilize appropriate vocab in submitted lesson plan **Person:** teachers

Sep 19, 2012: Discuss data with the teachers utilizing Marzano's nine strategies to meet a variety of learning styles **Person:** teachers

Oct 31, 2012: Differentiate Professional Development **Person:** Schalk/ Barnickle

Nov 30, 2012: Collect fall data: % of teachers specifically listing and using a method of differentiated instruction for a formal lesson **Person:**

Nov 30, 2012: Collect fall data: % of teachers specifically listing standard and standards-based vocab on submitted lesson plan **Person:**

Nov 30, 2012: Collect fall data: Percent of teachers specifically listing expectations for the lesson as documented on the lesson template **Person:**

Nov 30, 2012: Collect fall data: The % of teachers using Bloom's New Taxonomy levels as reported on their submitted lesson plan **Person:**

Nov 30, 2012: Collect fall data: The percent of teachers using Marzano's as reported on their differentiated lesson template. **Person:**

Dec 19, 2012: Discuss data with teachers listing and using methods of differentiated instruction in submitted lesson plan **Person:** teachers

Dec 19, 2012: Discuss data with teachers using Blooms new taxonomy as reported on thier submitted lesson plan **Person:** teachers

Dec 19, 2012: Discuss data with teachers utilizing Marzano's nine strategies to meet a variety of learning styles **Person:** teachers

Dec 19, 2012: Discuss data with teachers who identify a standard and utilize appropriate vocab in submitted lesson plan **Person:** teachers

Jan 9, 2013: Differentiated Professional Development **Person:** Schalk/ Barnickle

Feb 27, 2013: Discuss data with of teachers listing and using methods of differentiated instruction in submitted lesson plan **Person:** teachers

Feb 27, 2013: Discuss data with teachers using Blooms new taxonomy as reported on thier submitted lesson plan **Person:** teachers

Feb 27, 2013: Discuss data with teachers utilizing Marzano's nine strategies to meet a variety of learning styles **Person:** teachers

Feb 27, 2013: Discuss data with teachers who identify a standard and utilize appropriate vocab in submitted lesson plan **Person:** teachers

May 15, 2013: Discuss data with teachers listing and using methods of differentiated instruction in submitted lesson plan **Person:** teachers

May 15, 2013: Discuss data with teachers using Blooms new taxonomy as reported on their submitted lesson plan **Person:** teachers

May 15, 2013: Discuss data with teachers utilizing Marzano's nine strategies to meet a variety of learning styles **Person:** teachers

May 15, 2013: Discuss data with teachers who identify a standard and utilize appropriate vocab in submitted lesson plan **Person:** teachers

Jun 30, 2013: Collect spring data: % of teachers specifically listing and using a method of differentiated instruction for a formal lesson **Person:**

Jun 30, 2013: Collect spring data: % of teachers specifically listing standard and standards-based vocab on submitted lesson plan **Person:**

Jun 30, 2013: Collect spring data: Percent of teachers specifically listing expectations for the lesson as documented on the lesson template **Person:**

Jun 30, 2013: Collect spring data: The % of teachers using Bloom's New Taxonomy levels as reported on their submitted lesson plan **Person:**

Jun 30, 2013: Collect spring data: The percent of teachers using Marzano's as reported on their differentiated lesson template. **Person:**

Aug 17, 2013: Differentiate Professional Development **Person:** Schalk/ Barnickle

Encourage Rigorous Curriculum

May 17, 2012: 6th grade transition day **Person:** Steve Morris

Jul 21, 2012: 7th grade orientation program **Person:** Steve Morris

Aug 3, 2012: Grade level class meetings **Person:** Steve Morris/counselor

Nov 30, 2012: Collect fall data: Survey that counts what percentage of parents believe their child will enroll in a 4-year undergraduate degree. **Person:**

Feb 2, 2013: Transcript review grade level meetins **Person:** counselor

Feb 15, 2013: Grade level scheduling meetings/students **Person:** counselor

Feb 22, 2013: Grade level scheduling meetings/parents **Person:** counselor

May 20, 2013: Schedule review: all grade levels **Person:** counselor

Jun 30, 2013: Collect spring data: Survey that counts what percentage of parents believe their child will enroll in a 4-year undergraduate degree. **Person:**

Focused Academic Area

Jul 24, 2012: Professional Development on implementation of common core literacy standards in all content areas. **Person:** Steve Morris

Jul 25, 2012: Teachers will analyze ISTEP/ECA english test data **Person:** all faculty

Aug 17, 2012: All teachers will use a writing prompt scored with a common rubric each month **Person:** All faculty

Aug 24, 2012: Professional Development on implementation of common core literacy standards in all content areas. **Person:** Steve Morris

Sep 17, 2012: All teachers will use a writing prompt scored with a common rubric each month **Person:** All faculty

Sep 24, 2012: Professional Development on implementation of common core literacy standards in all content areas. **Person:** Steve Morris

Oct 17, 2012: All teachers will use a writing prompt scored with a common rubric each month **Person:** All faculty

Oct 24, 2012: Professional Development on implementation of common core literacy standards in all content areas. **Person:** Steve Morris

Nov 17, 2012: All teachers will use a writing prompt scored with a common rubric each month **Person:** All faculty

Nov 24, 2012: Professional Development on implementation of common core literacy standards in all content areas. **Person:** Steve Morris

Nov 30, 2012: Collect fall data: % of all teachers who use writing rubric to score student work **Person:**

Dec 17, 2012: All teachers will use a writing prompt scored with a common rubric each month **Person:** All faculty

Dec 24, 2012: Professional Development on implementation of common core literacy standards in all content areas. **Person:** Steve Morris

Jan 17, 2013: All teachers will use a writing prompt scored with a common rubric each month **Person:** All faculty

Jan 24, 2013: Professional Development on implementation of common core literacy standards in all content areas. **Person:** Steve Morris

Feb 17, 2013: All teachers will use a writing prompt scored with a common rubric each month **Person:** All faculty

Feb 24, 2013: Professional Development on implementation of common core literacy standards in all content areas. **Person:** Steve Morris

Mar 17, 2013: All teachers will use a writing prompt scored with a common rubric each month **Person:** All faculty
Mar 24, 2013: Professional Development on implementation of common core literacy standards in all content areas. **Person:** Steve Morris
Apr 17, 2013: All teachers will use a writing prompt scored with a common rubric each month **Person:** All faculty
Apr 24, 2013: Professional Development on implementation of common core literacy standards in all content areas. **Person:** Steve Morris
May 17, 2013: All teachers will use a writing prompt scored with a common rubric each month **Person:** All faculty
May 24, 2013: Professional Development on implementation of common core literacy standards in all content areas. **Person:** Steve Morris
Jun 30, 2013: Collect spring data: % of all teachers who use writing rubric to score student work **Person:**

Focused Student Group

Aug 3, 2012: Quarterly opportunities will be provided to teachers to meet and analyze data. Specific attention will focus on free/reduced lunch students. **Person:** all faculty
Sep 14, 2012: Quarterly opportunities will be provided to teachers to meet and analyze data. Specific attention will focus on free/reduced lunch students. **Person:** all faculty
Oct 26, 2012: Quarterly opportunities will be provided to teachers to meet and analyze data. Specific attention will focus on free/reduced lunch students. **Person:** all faculty
Dec 7, 2012: Quarterly opportunities will be provided to teachers to meet and analyze data. Specific attention will focus on free/reduced lunch students. **Person:** all faculty
Jan 10, 2013: Collect first semester data of % of free/reduced lunch students that passed all classes the first semester. **Person:** all faculty
Jan 18, 2013: Quarterly opportunities will be provided to teachers to meet and analyze data. Specific attention will focus on free/reduced lunch students. **Person:** all faculty
Mar 1, 2013: Quarterly opportunities will be provided to teachers to meet and analyze data. Specific attention will focus on free/reduced lunch students. **Person:** all faculty
Apr 12, 2013: Quarterly opportunities will be provided to teachers to meet and analyze data. Specific attention will focus on free/reduced lunch students. **Person:** all faculty
May 24, 2013: Quarterly opportunities will be provided to teachers to meet and analyze data. Specific attention will focus on free/reduced lunch students. **Person:** all faculty
Jun 15, 2013: Collect second semester data on % of free/reduced lunch students passing all classes the second semester. **Person:** Steve Morris

Graduation Plan

May 17, 2012: 6th grade transition practice **Person:** Steve Morris
May 17, 2012: Visit to 6th grade classes **Person:** Steve Morris

Teacher Advisory Program (TAP)

Jun 27, 2012: Creation of TAP program materials/folders by TAP committee **Person:** Dane Carter, Tom Sinex, Darcy Kamer
Jul 24, 2012: Counselor will communicate the purpose of the mentoring program and desired outcomes of the bi-weekly student mentoring. **Person:** Counselor
Jul 24, 2012: Introduction to TAP program and distribution of materials for 2012/2013 **Person:** Dane Carter
Aug 1, 2012: Counselor to meet with prospective mentoring students for assignment and training. **Person:** Counselor
Aug 3, 2012: Guidance folders distributed to students. **Person:** TAP committee
Aug 3, 2012: Guidance lesson during monthly home room **Person:** All faculty
Sep 3, 2012: Guidance lesson during monthly home room **Person:** All faculty
Oct 3, 2012: Guidance lesson during monthly home room **Person:** All faculty
Nov 3, 2012: Guidance lesson during monthly home room **Person:** All faculty
Nov 30, 2012: Collect fall data: Percent of students rating TAP at least a 3 on a 1-5 scale on question #3 of survey created by Task Force **Person:** Darcy Kamer
Nov 30, 2012: Collect fall data: Percent of teachers rating TAP at least a 3 on a scale of 1-5. **Person:** Dane Carter
Dec 3, 2012: Guidance lesson during monthly home room **Person:** All faculty
Jan 3, 2013: Guidance lesson during monthly home room **Person:** All faculty
Feb 3, 2013: Guidance lesson during monthly home room **Person:** All faculty
Mar 3, 2013: Guidance lesson during monthly home room **Person:** All faculty
Apr 3, 2013: Guidance lesson during monthly home room **Person:** All faculty

May 3, 2013: Guidance lesson during monthly home room **Person:** All faculty

Jun 30, 2013: Collect spring data: Percent of students rating TAP at least a 3 on a 1-5 scale on question #3 of survey created by Task Force **Person:** Darcy Kamer

Jun 30, 2013: Collect spring data: Percent of teachers rating TAP at least a 3 on a scale of 1-5. **Person:** Dane Carter

Teacher Assistance Team (TAT)

Apr 3, 2012: Collect Baseline Date: Percentage of teachers rating TAT suggested interventions at least a 3 on a 1-5 scale of survey created by the TAT **Person:** Eric Morgan

Jul 24, 2012: Faculty/Staff Presentation **Person:** Teacher Assistance Team

Aug 30, 2012: TAT Meeting #1: Determine Appropriate Interventions **Person:** Teacher Assistance Team

Sep 5, 2012: Review TAT Suggested Interventions with Faculty **Person:** Eric Morgan & Robin Wolfe

Oct 17, 2012: Collect First Quarter Data: Percentage of teachers rating TAT suggested interventions at least a 3 on a 1-5 scale of survey created by the TAT **Person:** Eric Morgan

Oct 18, 2012: TAT Meeting #2: Determine Appropriate Interventions **Person:** Teacher Assistance Team

Nov 15, 2012: TAT Meeting #3: Determine Appropriate Interventions **Person:** Teacher Assistance Team

Nov 28, 2012: Review TAT Suggested Interventions with Faculty **Person:** Eric Morgan & Robin Wolfe

Jan 9, 2013: Collect Second Quarter Data: Percentage of teachers rating TAT suggested interventions at least a 3 on a 1-5 scale of survey created by the TAT **Person:** Eric Morgan

Jan 10, 2013: TAT Meeting #4: Determine Appropriate Interventions **Person:** Teacher Assistance Team

Feb 7, 2013: TAT Meeting #5: Determine Appropriate Interventions **Person:** Teacher Assistance Team

Feb 13, 2013: Review TAT Suggested Interventions with Faculty **Person:** Eric Morgan & Robin Wolfe

Mar 13, 2013: Collect Third Quarter Data: Percentage of teachers rating TAT suggested interventions at least a 3 on a 1-5 scale of survey created by the TAT **Person:** Eric Morgan

Apr 4, 2013: TAT Meeting #6: Determine Appropriate Interventions **Person:** Teacher Assistance Team

Apr 18, 2013: TAT Meeting #7: Determine Appropriate Interventions **Person:** Teacher Assistance Team

Apr 24, 2013: Review TAT Suggested Interventions with Faculty **Person:** Eric Morgan & Robin Wolfe

May 29, 2013: Collect Fourth Quarter Data: Percentage of teachers rating TAT suggested interventions at least a 3 on a 1-5 scale of survey created by the TAT **Person:** Eric Morgan

May 30, 2013: TAT Meeting #8: Determine Appropriate Interventions **Person:** Teacher Assistance Team

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 to 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.

Differentiated Instruction & Assessment (DI&A)

Differentiate Professional Development

Brief Description: Teachers participate in a self-selected professional development in which they choose a specific skill or activity in which they want additional help and instruction to implement in their lessons. These teacher sessions are developed specifically to utilize in methods of differentiation.

Intended Participants: Teachers, Administrators

Date: Oct 31, 2012

Activity Purpose: Skill Building, Refinement

Activity Format: Presentation, Peer Coaching

Funding:

Does this activity occur during the school day? No

Differentiate Professional Development

Brief Description: Teachers participate in a self-selected professional development in which they choose a specific skill or activity in which they want additional help and instruction to implement in their lessons. These teacher sessions are developed specifically to utilize in methods of differentiation.

Intended Participants: Teachers, Parents

Date: Aug 17, 2013

Activity Purpose: Skill Building, Refinement

Activity Format: Presentation, Peer Coaching

Funding:

Does this activity occur during the school day? No

Differentiated Professional Development

Brief Description: Teachers participate in a self-selected professional development in which they choose a specific skill or activity in which they want additional help and instruction to implement in their lessons. These teacher sessions are developed specifically to utilize in methods of differentiation.

Intended Participants: Teachers, Administrators

Date: Aug 8, 2012

Activity Purpose: Skill Building, Refinement

Activity Format: Presentation, Peer Coaching

Funding:

Does this activity occur during the school day? No

Differentiated Professional Development

Brief Description: Teachers participate in a self-selected professional development in which they choose a specific skill or activity in which they want additional help and instruction to implement in their lessons. These teacher sessions are developed specifically to utilize in methods of differentiation.

Intended Participants: Teachers, Administrators

Date: Jan 9, 2013

Activity Purpose: Skill Building, Refinement

Activity Format: Presentation, Peer Coaching

Funding:

Does this activity occur during the school day? No

K-12 Methods of Differentiated Instruction Emphasis Groups

Brief Description: Teachers select a method of differentiated instruction to learn more about and easy ways to implement that method in their classroom. These methods include process, product, and assessment

Intended Participants: Teachers, Administrators

Date: Jul 24, 2012

Activity Purpose: Skill Building, Refinement

Activity Format: Presentation, Peer Coaching

Funding: Title II

Does this activity occur during the school day? No

Teacher Advisory Program (TAP)

No professional development is needed for this strategy.

Teacher Assistance Team (TAT)

Faculty/Staff Presentation

Brief Description: The Teacher Assistance Team will present "how-to" information on a new problem solving model for providing focused, tier 2 interventions for struggling students.

Intended Participants: Teachers, Counselors, Administrators

Date: Jul 24, 2012

Activity Purpose: Information

Activity Format: Talk to, Presentation

Funding: No Funding Necessary

Does this activity occur during the school day? Yes

F. Encourage Rigorous Curriculum

No professional development is needed for this strategy.

G. Attendance

No professional development is needed for this strategy.

I. Focused Academic Area: Writing Process

Professional Development on implementation of common core literacy standards in all content areas.

Brief Description: Teachers will work on aligning common core literacy standards in all content areas.

Intended Participants: Teachers, Counselors, Administrators

Dates: Jul 24, 2012; Aug 24, 2012; Sep 24, 2012; Oct 24, 2012; Nov 24, 2012; Dec 24, 2012; Jan 24, 2013; Feb 24, 2013; Mar 24, 2013; Apr 24, 2013; May 24, 2013

Activity Purpose: Information, Skill Building

Activity Format: Talk to, Study Group

Funding: none

Does this activity occur during the school day? No

U. Focused Student Group: Free/Reduced Lunch Population

No professional development is needed for this strategy.

X. Graduation Plan

No professional development is needed for this strategy.

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... the school community believes that all students can pass all classes

Data Targets Influenced by This Concern:

- 12th Grade Students -- % graduating
- All students -- % passing Core 40 ECA Algebra I
- All students -- % passing Core 40 ECA English 10

Strategies to Impact This Concern:

- Teacher Advisory Program (TAP)
- Teacher Assistance Team (TAT)
- G. Attendance
- F. Encourage Rigorous Curriculum
- U. Focused Student Group: Free/Reduced Lunch Population

We are concerned that... the Faculty/Staff receives on-going training and support

Data Targets Influenced by This Concern:

- 12th Grade Students -- % earning AHD/THD
- 12th Grade Students -- % graduating

Strategies to Impact This Concern:

- Differentiated Instruction & Assessment (DI&A)
- I. Focused Academic Area: Writing Process
- X. Graduation Plan

We are concerned that... Students and parents understand the diploma types and four year plan

Data Targets Influenced by This Concern:

- 12th Grade Students -- % earning AHD/THD
- 12th Grade Students -- % graduating

Strategies to Impact This Concern:

- Teacher Advisory Program (TAP)
- F. Encourage Rigorous Curriculum
- X. Graduation Plan

We are concerned that... Parents do not support the level of rigor required in AP classes.

Data Targets Influenced by This Concern:

- 12th Grade Students -- % earning AHD/THD
- 12th Grade Students -- % graduating

Strategies to Impact This Concern:

- Teacher Advisory Program (TAP)
- Teacher Assistance Team (TAT)

We are concerned that... a Safe and Disciplined Learning Environment is maintained

Data Targets Influenced by This Concern:

- 12th Grade Students -- % graduating
- Free and Reduced Lunch students -- % passing ISTEP E/LA across grades

Strategies to Impact This Concern:

- Teacher Advisory Program (TAP)
- Teacher Assistance Team (TAT)

Required Areas of Concern

F. Encourage Rigorous Curriculum (IN Rules)

Data Targets Influenced by This Concern:

- 12th Grade Students -- % earning AHD/THD
- 12th Grade Students -- % graduating
- 12th Grade Students -- % passing AP exams with a score of 3 or higher
- All students -- % earning Pass+ on ISTEP
- All students -- % passing Core 40 ECA Algebra I
- All students -- % passing Core 40 ECA English 10

Strategies to Impact This Concern:

- Differentiated Instruction & Assessment (DI&A)
- Teacher Advisory Program (TAP)
- F. Encourage Rigorous Curriculum

G. Attendance (IN Rules)

Data Targets Influenced by This Concern:

- 12th Grade Students -- % graduating

Strategies to Impact This Concern:

- G. Attendance

I. Focused Academic Area (IN Rules)

Data Targets Influenced by This Concern:

- 12th Grade Students -- % passing AP exams with a score of 3 or higher
- All students -- % earning Pass+ on ISTEP
- All students -- % passing Core 40 ECA Algebra I
- All students -- % passing Core 40 ECA English 10
- All Students -- % passing Indiana Academic Standard "writing process"

Strategies to Impact This Concern:

- Teacher Assistance Team (TAT)
- I. Focused Academic Area: Writing Process

U. Focused Student Group (IN Rules)

Data Targets Influenced by This Concern:

- 12th Grade Students -- % graduating
- Free and Reduced Lunch students -- % passing ISTEP E/LA across grades

Strategies to Impact This Concern:

- Teacher Assistance Team (TAT)
- G. Attendance
- U. Focused Student Group: Free/Reduced Lunch Population

X. Graduation Plan (IN Rules)

Data Targets Influenced by This Concern:

- 12th Grade Students -- % earning AHD/THD
- 12th Grade Students -- % graduating

Strategies to Impact This Concern:

- G. Attendance
- X. Graduation Plan

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.

A. Where is the public copy of your school's curriculum located?	The principal's office.
<p>B. What rules or statutes would you like to waive in order to promote student learning?</p> <ul style="list-style-type: none"> ● Identify the specific statute and and/or rule you wish to waive. ● Identify the educational strategies this waiver would allow you to implement that could not be implemented under current statute and rule. ● Explain the benefit to student achievement. ● Describe the evaluation process that would be used to measure the success of these strategies. 	None.
C. Are your school's attendance rates supportive of learning? What activities will you implement next year to increase or maintain your attendance rate?	Yes. Our attendance policy is proactive and requires time to be made up after school on Thursday and Saturday morning. We also refer excessive attendance problems to the local probation department.
D. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.	Acuity predictive exams (three times per year) in 7th/8th grade English, math; 7th grade Social Studies and Algebra I.

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
First Year: Rationale + Organizational Structure After First Year: 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 2013-2014 school year