

School Improvement Plan - PL221 Version - 2009-2012

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Break-O-Day Elementary School (3429)

Clark-Pleasant Com School Corp

New Whiteland, 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

Break-O-Day 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
- Schools in Improvement (NCLB)

Participation

The following people were involved in developing this School Improvement Plan

- Teachers
- Students
- Parent representatives
- Community representatives

Process

Those involved in developing this School Improvement Plan participated in a series of discussions related to the *Vision-to-Action* steps:

1. Establish a local culture of high expectations
2. Create a common vision for student success
3. Analyze achievement data and set realistic data targets for each of the next three years
4. Analyze force field data and identify concerns within the following areas.
 - Academic expectations
 - Curriculum content
 - Instructional practices
 - Classroom assessment
 - Extra help
 - Student guidance
 - Learning environment
5. Research strategies to address our concerns and select high-leverage strategies to implement
6. Develop a to-do list for each strategy

Using Data for Decision-Marking

The Vision-to-Action process relies heavily on data as a foundation for decision-making.

1. Achievement Data – To what degree are students prepared for success at the next educational level, and ultimately for success in postsecondary education and a global economy?
2. Force Field Data – What conditions in the school and community interfere with high student achievement?
3. Strategy Data – Is the strategy having the desired impact on adults and students?

Implementation Next Year

Our work next year will be guided by the to-do list that we have developed for each strategy. We will also maintain an Implementation Binder for each strategy that contains the following documents:

1. Strategy Plan
2. Evidence that the strategy was implemented
3. Progress reports (containing strategy evaluation data)

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

Reviewer Guide

Indiana Public Law 221

The following table directs the reviewer to the section of the School Improvement Plan PDF File that contains each component required by Indiana Public Law 221. An expanded copy of the School Improvement Plan containing the actual data used in the creation of this School Improvement Plan may be found at www.asainstitute.org/publicsip. During the implementation of this plan, the school will be able to present a "School Improvement Implementation" binder including documentation that the strategies described in this plan were implemented as planned.

PL221 REQUIREMENT		Required	Location in this Plan
1	Description and location of curriculum	✓	Force Field Excerpt *
	Titles and descriptions of assessment instruments to be used in addition to ISTEP+	✓	Force Field Excerpt *
2	Statement of mission, vision, or belief (suggested but not required)		Vision Statement
3	Summary of data derived from an assessment (implied but not required)		May be obtained from the school's online School Improvement Plan at www.asainstitute.org/publicsip
4	Conclusions about the school curriculum, instructional strategies, and student achievement (implied but not required)		May be obtained from the school's online School Improvement Plan at www.asainstitute.org/publicsip
	Conclusion - Parent involvement	✓	Strategy Summary (Strategy A)
	Conclusion - Technology as a learning tool	✓	Strategy Summary (Strategy B)
	Conclusion - Safe and discipline learning environment	✓	Strategy Summary (Strategy C)
	Conclusion – Professional development	✓	Professional Development
5	Goal – Attendance rate	✓	Strategy Summary (Strategy D)
	Goals - % meeting ISTEP Standards	✓	Academic Goals
	Goals - % graduating (high schools only)	✓	Academic Goals
6	Specific areas where improvement is needed immediately	✓	Academic Goals Areas of Concern Strategies
7	Benchmarks for progress	✓	Academic Goals
8	Academic Honors Diploma and Core 40 – course offerings	✓	Strategy Summary (Strategy E)
	Academic Honors Diploma and Core 40 – encouragement	✓	Strategy Summary (Strategy F)
9	Proposed interventions / strategies (suggested but not required)		Strategy Summary (All strategies)
10	Professional development that a) emphasizes improvement of student learning and performance, b) supports research-based, sustainable school improvement efforts, c) aligns with the core principles of professional development, includes methods to improve cultural competency.	✓	Professional Development
11	Statutes and rules to be waived	✓	Force Field Excerpt *
12	Three (3) year time line for implementation, review, and revision	✓	Continuous Improvement Timeline To-Do List
13	Exceptional Learners – Gifted **	✓	Strategy Summary (Strategy G1)
14	Exceptional Learners – Special Education **	✓	Strategy Summary (Strategy G2)

* The full Force Field Report may be obtained from the school's online School Improvement Plan at www.asainstitute.org/publicsip

** In 2006 DOE began asking schools to report how they were addressing the needs of exceptional learners on the DOE School Improvement Plan Review and Revise Report. Therefore, InSAI requires schools to create strategies to meet the needs of "exceptional learners." DOE defines exceptional learners as both "gifted" and "special education" students.

Who Wrote this School Improvement Plan?

Many individuals were involved in the creation of this school improvement plan. The Steering Team facilitated discussions involving all teachers, all students, and community representatives including parents. Once these groups came to consensus on the Data Targets, Areas of Concern, and Strategies, strategy chairs and task forces were established to 1) develop a comprehensive implementation plan and 2) ensure that the plan is implemented next year.

Steering Team

- Sarah Ambler - Teacher
- Cindy Conner - Administrator
- Amy Grady - Teacher
- LaTheda Noonan - Community
- Leslie O'Sullivan - School Counselor
- Amy Schilawski - Parent/Guardian
- Cindi Woods - Teacher

Strategy Chairs

- Cindy Conner
- Katherine Locke
- Andrea Nuhfer
- Kara Sexton
- Lori Stier
- Dena Watson
- Laura Winscott

Community Council

- Rae Ann Alltop - Paralegal
- Jamie Asher
- Kerrian Chapella - Child care
- Beth Cooper - Cert. Medical Asst.
- Erin DeWitt - Medical Transcriptionist
- Heather Eisenmenger
- Michelle Fernandez
- Amanda Foist - Nanny
- Linda Grannan
- Brandi Hadinger - Church Adm. Assistant
- Kristina Harger - Human Resources Management
- Roy Hendershot - Police Officer
- Gerald Insko - Retired
- Mary Insko - Retired
- Lisa Jardine - Nursing Student
- Joan Kendall - inventory control/av retailer
- Becky Leiferman - Substitute Teacher
- Amy Lewis - Biology Research Asst.
- Ronda Locke
- Tania Miles - Pub. specialist
- Amy Moore - Ophthalmic Tech
- Andrea Napier - Substitute Teacher
- LaTheda Noonan - Manager
- Julia Phelps
- Judi Reid - Librarian
- Nicole Reid

- Amy Schilawski - Housewife
- Ruth Shackelford - Health Department
- Angela Smith
- Allyn Zumwalt - Christian Substance Counselor

Vision Statement

The Vision Statement was developed by all teachers, all students, and members of the community. The foundation of the statement identifies the core convictions upon which this school improvement plan is built and answers the question, "What do our students deserve in order to be successful learners, responsible citizens, and productive members of a global economy?" The second part of the vision statement describes ideal adults who are striving to provide students with the things they deserve. The third part of the vision statement describes the ideal students in a school and community where adults live by their convictions. The last part of the vision statement includes ideal data that represent the community's dreams. This lofty data serves as the focal point for the remainder of the school improvement plan and requires the school and community to work toward every student succeeding at a high level.

We believe all students deserve:

to be in a safe school surrounded by compassionate, disciplined, and qualified adult role models. We believe all students deserve to succeed and reach their academic potential supported by their parents. We believe that all students deserve a high quality education with a rigorous curriculum that allows them to develop according to their individual learning style. We believe all students deserve an emotionally nurturing environment. We believe students deserve cutting-edge technology opportunities that allow for achievement growth.

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

All teachers provide a safe, fun, positive, peaceful and structured learning environment where high expectations are clear and consistent. Instructional models balance individual and group needs. Teaching strategies reflect the best practices, and extra help is given as needed. Parents monitor homework and contact the school with questions. Children are sent to school clean, fed, and well rested. Parents meet all financial and medical obligations. Community members support and attend school activities. They offer supplies, food, medical assistance and holiday help. Businesses welcome children on field trips. Parents are given release time from their jobs to volunteer at school.

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

understand their learning styles. Students can identify their strengths and weaknesses. They know what is expected of them. Students understand their test scores and the Indiana Academic Standards. Students can express their feelings and resolve their problems peacefully. All students take responsibility for their actions. There are no discipline problems. Students understand that they are preparing for their future success as active, contributing, adult community members.

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

- % of students who 3rd graders mastering ISTEP essential skills: 100%
- % of students who 4th grade students mastering ISTEP essential skills: 100%
- % of students who % of students achieve NWEA goals in Language: 100%
- % of students who % of students who achieve NWEA goals in Math: 100%
- % of students who % of students who achieve NWEA goal in Reading: 100%

Academic Goals

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

All Fourth Grade Students - % of students who meet state language arts standards on the ISTEP+ assessment

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
80%	75%	78%	73%	76%	73%	79%		81%		83%		100%

All Fourth Grade Students - % of students who meet state math standards on the ISTEP+ assessment

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
81%	78%	79%	74%	77%	76%	80%		83%		86%		100%

All Students (126 days) - ISTEP PL221 Category Placement Performance

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
78%	67.5	81%	68.8%	84%	76.1%	85%		86%		87%		100%

All students in third grade taking ISTEP+ - % of students who meet state language arts standards on the ISTEP+ assessment

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
80%	75%	78%	81%	84%	80%	84%		87%		90%		100%

All students in third grade taking ISTEP+ - % of students who meet state math standards on the ISTEP+ assessment

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
81%	74%	77%	80%	83%	75%	83%		84%		85%		100%

Third grade free and reduced students - % of third grade students who meet state computation standards on the ISTEP+ assessment

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
N/A	56%	71%	70%	73%	65%	73%		74%		75%		100%

Third grade males-writing applications - % of male students who meet state writing applications standard on the ISTEP+ assessment

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
N/A	71%	74%	85%	88%	76%	80%		82%		84%		100%

Areas of Concern

Teachers, students, parents, and community members analyzed data in seven areas known to impact student achievement: 1) expectations, 2) curriculum content, 3) instructional practices, 4) classroom assessments, 5) extra help, 6) student guidance, and 7) the learning environment. We identified areas that we must address in order to reach our academic goals. Those areas are listed below as "Local Areas of Concern". Organizations outside of our school (e.g. the Indiana General Assembly) have identified areas of concern for all schools and have required schools to address those areas. These are listed below as "Required Areas of Concern." Each Area of Concern listed below is followed by the condition in our school or community that led us to believe that this is an Area of Concern.

Local Areas of Concern

Required Areas of Concern

A. Parent Involvement

F. Encourage Rigorous Curriculum

I. Focused Academic Area

N. Parent Notice - School in Improvement

O. Extended Learning Activities

P. Teacher Mentoring Program

U. Focused Student Group

V. Peer Review for SIP

Strategies

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

Required Strategies

A. Parent Involvement: Parent - Child Communication —

Staff at Break-O-Day will encourage communication about school at home by sending home a monthly discussion starter for children and their parents to share. Classes will compete for the most participation and earn rewards.

F. Encourage Rigorous Curriculum: Literacy —

Teachers will use the leveled library at least monthly. They will also be provided outside support/guidance from Kristina Smeckens on guided reading. Monthly staff development with internal staff will also provide guidance on using the leveled library as a guided reading strategy.

I. Focused Academic Area: Math Curriculum —

During the school year, teachers will evaluate our current math curriculum and develop differentiated supplemental materials that align with the Acuity Assessment system.

N. Parent Notice - School in Improvement —

The Central Office will mail a Notice of School Improvement to parents/guardians of all students explaining that BOD has not met AYP and parents may choose another elementary for their children. The letter will state the specific responsibilities of the school, LEA, and SEA.

O. Extended Learning Activities: Tutoring outside of the school day/year —

Tutoring will be provided by teachers and teaching assistants before and/or after school each day for Tier 2 Intervention students. Tutoring will also be provided during the summer.

P. Teacher Mentoring Program: Teacher Team Collaboration —

Planning time is scheduled for teachers on a grade level basis weekly. At least once a month 10 to 15 minutes of time will be set aside to encourage and discuss with each other on professional situations, including strategies, instruction, classroom management and other topics as presented by principal and other staff.

U. Focused Student Group: Tier 3 RTI Students - Special Education —

We will offer our Tier 3 students Tier 3 interventions using the RTI model. These students will work with the building instructional assistants, General Education staff, Special Education staff, and Learning Resource staff. The students will be placed in small groups based on need. What students need to learn will be determined by using data (ISTEP+, Steeps, common assessments, classroom assessments, etcâ!).

V. Peer Review for SIP —

After the School Improvement Plan is written, the school will partner with peers from a similar school that was successful in meeting AYP and have significantly higher academic performance for the purpose of reviewing the quality of our School Improvement Plan and making suggestions as appropriate. Documentation will be kept in preparation for a DOE monitoring visit.

Professional Development

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

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

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

A. Parent Involvement: Parent - Child Communication

No professional development is needed for this strategy.

F. Encourage Rigorous Curriculum: Literacy

Professional Development Activity	Funding	Activity Purpose
<i>Kristina Smekens presentation on guided reading (literacy) teaching strategies</i>	Source: Staff Development Fund Amount: \$1500.00	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Kristina Smekens will present to staff and work cooperatively with grade-level teams in a workshop format to build teachers' skills in guided reading.	Teachers Administrators	Talk to Presentation/Workshop Study Group Peer Coaching

Professional Development Activity	Funding	Activity Purpose
<i>School Visit to see other school's guided reading teaching strategies</i>	Source: Amount: \$0.00	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Teachers will be given the opportunity to visit another school that is using the guided reading model. This will provide a chance for teachers to see strategies that are effective in guided reading and how classroom management can work during guided reading.	Teachers Administrators	Networking/Site Visit

Professional Development Activity	Funding	Activity Purpose
<i>Staff Share time of leveled library usage ideas at monthly meetings</i>	Source: Amount: \$0.00	
Brief Description	Intended Participants	Activity Format
At each staff monthly meeting, teachers will be given time to share ideas on how they have used or would like to use the leveled library. Teachers will discuss ideas, coaching each other on the use of the leveled library.	Teachers Administrators	Talk to Peer Coaching

I. Focused Academic Area: Math Curriculum

Professional Development Activity	Funding	Activity Purpose
<i>Release Time</i>	Source: Instructional Supply Fund Amount: \$500.00	Information Feedback/Support
Brief Description	Intended Participants	Activity Format
Teachers will collaborate to create a resource file box that includes activities for the grade level math standards.	Teachers Administrators	Talk to Collaborative Problem Solving

Professional Development Activity	Funding	Activity Purpose
<i>Staff Meeting</i>	Source: Amount: \$ 0	
Brief Description	Intended Participants	Activity Format
File box resources will be presented to staff. Teachers will discuss the method for supplying materials and use of these resources.	Teachers Administrators	Presentation/Workshop Peer Coaching

O. Extended Learning Activities: Tutoring outside of the school day/year

Professional Development Activity	Funding	Activity Purpose
<i>Math Enrichment</i>	Source: Amount: \$0	Skill Building
Brief Description	Intended Participants	Activity Format
Teachers will meet to discuss/plan/organize the summer math enrichment activities.	Teachers Parents Students	Talk to Other

P. Teacher Mentoring Program: Teacher Team Collaboration

Professional Development Activity	Funding	Activity Purpose
<i>Meeting Discussion</i>	Source: Amount: \$0	Information Skill Building
Brief Description	Intended Participants	Activity Format
Teachers will read and discuss selected material to improve teaching skills	Teachers Administrators	Study Group Professional Reading

U. Focused Student Group: Tier 3 RTI Students - Special Education

Professional Development Activity	Funding	Activity Purpose
<i>Differentiated Instruction Sharing</i>	Source: Amount: \$0.00	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Special Education teacher will present to staff in the fall with a focus on differentiated strategies. They will also present in the spring to each grade level, again focusing on differentiated strategies.	Teachers Administrators	Talk to Presentation/Workshop Peer Coaching

Relationship Report -- Areas of Concern / Strategies / Data Targets

Former Areas of Concern Summary

This report shows the relationship between the Areas of Concern, Strategies, and Data Targets. This report shows the following for each area of concern: 1) the achievement area(s) that are being negatively impacted by the concern and 2) the strategies we will implement to eliminate the concern. Basically, when we implement the strategies, the areas of concern should disappear. Once the areas of concern are gone, achievement should increase.

Local Areas of Concern

Required Areas of Concern

A. Parent Involvement (NCLB)

Data Targets Influenced by This Concern:

- All Fourth Grade Students -- % of students who meet state language arts standards on the ISTEP+ assessment
- All Fourth Grade Students -- % of students who meet state math standards on the ISTEP+ assessment
- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- All students in third grade taking ISTEP+ -- % of students who meet state language arts standards on the ISTEP+ assessment
- All students in third grade taking ISTEP+ -- % of students who meet state math standards on the ISTEP+ assessment
- Third grade free and reduced students -- % of third grade students who meet state computation standards on the ISTEP+ assessment
- Third grade males-writing applications -- % of male students who meet state writing applications standard on the ISTEP+ assessment

Strategies to Impact This Concern:

- A. Parent Involvement: Parent - Child Communication

F. Encourage Rigorous Curriculum (PL221)

Data Targets Influenced by This Concern:

- All Fourth Grade Students -- % of students who meet state language arts standards on the ISTEP+ assessment
- All Fourth Grade Students -- % of students who meet state math standards on the ISTEP+ assessment
- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- All students in third grade taking ISTEP+ -- % of students who meet state language arts standards on the ISTEP+ assessment
- All students in third grade taking ISTEP+ -- % of students who meet state math standards on the ISTEP+ assessment
- Third grade free and reduced students -- % of third grade students who meet state computation standards on the ISTEP+ assessment
- Third grade males-writing applications -- % of male students who meet state writing applications standard on the ISTEP+ assessment

Strategies to Impact This Concern:

- F. Encourage Rigorous Curriculum: Literacy

I. Focused Academic Area (PL221, NCLB)

Data Targets Influenced by This Concern:

- Third grade free and reduced students -- % of third grade students who meet state computation standards on the ISTEP+ assessment
- Third grade males-writing applications -- % of male students who meet state writing applications standard on the

ISTEP+ assessment

Strategies to Impact This Concern:

- I. Focused Academic Area: Math Curriculum

N. Parent Notice - School in Improvement (NCLB)

Data Targets Influenced by This Concern:

- All Fourth Grade Students -- % of students who meet state language arts standards on the ISTEP+ assessment
- All Fourth Grade Students -- % of students who meet state math standards on the ISTEP+ assessment
- All students in third grade taking ISTEP+ -- % of students who meet state language arts standards on the ISTEP+ assessment
- All students in third grade taking ISTEP+ -- % of students who meet state math standards on the ISTEP+ assessment

Strategies to Impact This Concern:

- N. Parent Notice - School in Improvement

O. Extended Learning Activities (NCLB)

Data Targets Influenced by This Concern:

- All Fourth Grade Students -- % of students who meet state math standards on the ISTEP+ assessment
- All students in third grade taking ISTEP+ -- % of students who meet state math standards on the ISTEP+ assessment
- Third grade free and reduced students -- % of third grade students who meet state computation standards on the ISTEP+ assessment

Strategies to Impact This Concern:

- O. Extended Learning Activities: Tutoring outside of the school day/year

P. Teacher Mentoring Program (NCLB)

Data Targets Influenced by This Concern:

- All Fourth Grade Students -- % of students who meet state language arts standards on the ISTEP+ assessment
- All Fourth Grade Students -- % of students who meet state math standards on the ISTEP+ assessment
- All students in third grade taking ISTEP+ -- % of students who meet state language arts standards on the ISTEP+ assessment
- All students in third grade taking ISTEP+ -- % of students who meet state math standards on the ISTEP+ assessment

Strategies to Impact This Concern:

- P. Teacher Mentoring Program: Teacher Team Collaboration

U. Focused Student Group (PL221)

Data Targets Influenced by This Concern:

- All Fourth Grade Students -- % of students who meet state math standards on the ISTEP+ assessment
- All students in third grade taking ISTEP+ -- % of students who meet state math standards on the ISTEP+ assessment

Strategies to Impact This Concern:

- U. Focused Student Group: Tier 3 RTI Students - Special Education

V. Peer Review for SIP (NCLB)

Data Targets Influenced by This Concern:

- All Fourth Grade Students -- % of students who meet state language arts standards on the ISTEP+ assessment
- All Fourth Grade Students -- % of students who meet state math standards on the ISTEP+ assessment
- All students in third grade taking ISTEP+ -- % of students who meet state language arts standards on the ISTEP+ assessment
- All students in third grade taking ISTEP+ -- % of students who meet state math standards on the ISTEP+ assessment

Strategies to Impact This Concern:

- V. Peer Review for SIP

Force Field Excerpt

The Force Field reports are lengthy reports analyzed by the teachers, students, parents, and community members to help identify the areas of concern. The Force Field excerpt found below contains information that must be included in the School Improvement Plan to meet the requirements of Indiana Public Law 221.

Description and location of curriculum:	CPCSC Central Office	Force Field Report B: Curriculum Additional Data #1
Titles and descriptions of assessment instruments to be used in addition to ISTEP+:	NWEA - measures growth of individual students in LA, Reading and Math Steep Sweep - measures reading fluency and math computation, and comprehension Plato 9 Week assessments for benchmarks STAR reading - measures independent reading level and comprehension Classroom assessments	Force Field Report C: Assessment Additional Data #1
Statutes and rules to be waived:	Nothing	Force Field Report G: Environment Additional Data #2

To-Do List

This to-do list includes implementation, professional development, anti-resistance, and evaluation action steps for each strategy and will serve as a road map as we implement our School Improvement Plan.

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

Encourage Rigorous Curriculum

Aug 10, 2009: Choose dates to plan

Person: Cindy Conner

Activity: Common Grade Level Planning Time to organize guided reading curricula

Aug 10, 2009: Plan time for Kristina Smekens to come to a school visit

Person: Cindy Conner

Activity: Kristina Smekens presentation on guided reading (literacy) teaching strategies

Aug 10, 2009: Planning school visits

Person: Cindy Conner

Activity: School Visit to see other school's guided reading teaching strategies

Aug 11, 2009: Teachers will utilize leveled library on at least a monthly basis

Person: Teachers

Activity: Leveled Library

Aug 11, 2009: Teachers will meet monthly and share usage ideas for leveled library

Person: Cindy Conner

Activity: Staff Share time of leveled library usage ideas at monthly meetings

Aug 11, 2009: Create Tally Poster

Person: Katie Welty

Activity: Tally Poster

Aug 11, 2009: Post Tally Poster

Person: Katherine Locke

Activity: Tally Poster

Aug 11, 2009: Share Tally Poster with staff

Person: Katherine Locke

Activity: Tally Poster

Aug 29, 2009: Teacher Planning day

Person: Teachers; Cindy Conner

Activity: Common Grade Level Planning Time to organize guided reading curricula

Aug 31, 2009: Collect Tally Sheet monthly

Person: Katherine Locke

Activity: Tally Poster

Sep 11, 2009: Teachers will utilize leveled library on at least a monthly basis

Person: Teachers

Activity: Leveled Library

Sep 11, 2009: Teachers will meet monthly and share usage ideas for leveled library

Person: Cindy Conner

Activity: Staff Share time of leveled library usage ideas at monthly meetings

Oct 5, 2009: Collect Tally Sheet monthly

Person: Katherine Locke

Activity: Tally Poster

- Oct 11, 2009:** Teachers will utilize leveled library on at least a monthly basis
Person: Teachers
Activity: Leveled Library
- Oct 11, 2009:** Teachers will meet monthly and share usage ideas for leveled library
Person: Cindy Conner
Activity: Staff Share time of leveled library usage ideas at monthly meetings
- Oct 16, 2009:** School Visits
Person: Teachers; Cindy Conner
Activity: School Visit to see other school's guided reading teaching strategies
- Nov 2, 2009:** Collect Tally Sheet monthly
Person: Katherine Locke
Activity: Tally Poster
- Nov 11, 2009:** Teachers will utilize leveled library on at least a monthly basis
Person: Teachers
Activity: Leveled Library
- Nov 11, 2009:** Teachers will meet monthly and share usage ideas for leveled library
Person: Cindy Conner
Activity: Staff Share time of leveled library usage ideas at monthly meetings
- Nov 30, 2009:** Create mid-year survey
Person: Melissa Mullis
Activity: Staff Survey on leveled library effectiveness
- Nov 30, 2009:** Collect Tally Sheet monthly
Person: Katherine Locke
Activity: Tally Poster
- Dec 11, 2009:** Collect Tally Sheets Aug.-Dec.
Person: Katherine Locke
Activity: Collect first semester/trimester follow up data
- Dec 11, 2009:** Teachers will utilize leveled library on at least a monthly basis
Person: Teachers
Activity: Leveled Library
- Dec 11, 2009:** Teachers will meet monthly and share usage ideas for leveled library
Person: Cindy Conner
Activity: Staff Share time of leveled library usage ideas at monthly meetings
- Dec 14, 2009:** Collect mid-year survey
Person: Katherine Locke
Activity: Staff Survey on leveled library effectiveness
- Jan 4, 2010:** Collect Tally Sheet monthly
Person: Katherine Locke
Activity: Tally Poster
- Jan 11, 2010:** Teachers will utilize leveled library on at least a monthly basis
Person: Teachers
Activity: Leveled Library
- Jan 11, 2010:** Teachers will meet monthly and share usage ideas for leveled library
Person: Cindy Conner
Activity: Staff Share time of leveled library usage ideas at monthly meetings

Jan 29, 2010: Teacher Planning day
Person: Teachers; Cindy Conner
Activity: Common Grade Level Planning Time to organize guided reading curricula

Feb 1, 2010: Collect Tally Sheet monthly
Person: Katherine Locke
Activity: Tally Poster

Feb 11, 2010: Teachers will utilize leveled library on at least a monthly basis
Person: Teachers
Activity: Leveled Library

Feb 11, 2010: Teachers will meet monthly and share usage ideas for leveled library
Person: Cindy Conner
Activity: Staff Share time of leveled library usage ideas at monthly meetings

Mar 1, 2010: Collect Tally Sheet monthly
Person: Katherine Locke
Activity: Tally Poster

Mar 11, 2010: Teachers will utilize leveled library on at least a monthly basis
Person: Teachers
Activity: Leveled Library

Mar 11, 2010: Teachers will meet monthly and share usage ideas for leveled library
Person: Cindy Conner
Activity: Staff Share time of leveled library usage ideas at monthly meetings

Apr 7, 2010: Collect Tally Sheet monthly
Person: Katherine Locke
Activity: Tally Poster

Apr 11, 2010: Teachers will utilize leveled library on at least a monthly basis
Person: Teachers
Activity: Leveled Library

Apr 11, 2010: Teachers will meet monthly and share usage ideas for leveled library
Person: Cindy Conner
Activity: Staff Share time of leveled library usage ideas at monthly meetings

Apr 30, 2010: Create end of year survey
Person: Kim Steffen
Activity: Staff Survey on leveled library effectiveness

May 3, 2010: Compile tally sheets and calculate percentages
Person: Katherine Locke
Activity: Collect baseline data

May 3, 2010: Collect Tally Sheet monthly
Person: Katherine Locke
Activity: Tally Poster

May 7, 2010: Collect Tally Sheets Jan.-April
Person: Katherine Locke
Activity: Collect final semester/trimester follow up data

May 7, 2010: Collect end of year survey
Person: Katherine Locke
Activity: Staff Survey on leveled library effectiveness

May 11, 2010: Teachers will meet monthly and share usage ideas for leveled library

Person: Cindy Conner

Activity: Staff Share time of leveled library usage ideas at monthly meetings

May 14, 2010: Compile monthly data

Person: Katherine Locke

Activity: Tally Poster

Extended Learning Activities

Apr 22, 2009: Meeting to organize and make a timeline for summer program

Person: Dena Watson

Activity: Math Enrichment

Apr 23, 2009: Meeting to organize and make a timeline for the program

Person: Dena Watson

Activity: Math Enrichment

May 6, 2009: Send home a flyer to students and parents

Person: Staff

Activity: Math Enrichment

May 15, 2009: Meeting for staff volunteers

Person: Dena Watson/Staff

Activity: Math Enrichment

May 20, 2009: Meeting to discuss strategies, materials and volunteers needed

Person: Staff

Activity: Math Enrichment

Jun 2, 2009: Volunteer for program

Person: Staff

Activity: Math Enrichment

Aug 5, 2009: Document Attendance by students and parents

Person: Dena Watson

Activity: Math Enrichment

Aug 20, 2009: Students will be offered incentives for attending program

Person: Staff

Activity: Program Participation Incentives

Aug 23, 2009: Meeting to discuss strengths and weaknesses of program

Person: Staff

Activity: Math Enrichment

Aug 27, 2009: Meeting to discuss program strengths and weaknesses

Person: Staff Volunteers

Activity: Math Enrichment

Aug 28, 2009: Teachers will communicate student's needs for tutoring program and Tier 2 students from the previous year

Person: General Education staff

Activity: Math Enrichment

Sep 9, 2009: Gather Data, input and share

Person: Dena Watson

Activity: Math Enrichment

Sep 17, 2009: Meet with all staff

Person: Cameron Rains

Activity: Math Enrichment

Sep 22, 2009: meeting to review what math tutoring will cover
Person: Cameron Rains
Activity: Math Enrichment

Sep 30, 2009: Follow up with Staff about Tier 2 interventions
Person: Cameron Rains
Activity: Math Enrichment

Sep 30, 2009: Meet with Instructional Assistants
Person: Cameron Rains
Activity: Math Enrichment

Sep 30, 2009: Meet with Instructional Assistants
Person: Cameron Rains
Activity: Math Enrichment

Oct 8, 2009: Collect Baseline data
Person: Dena Watson
Activity: Collect baseline data

Oct 28, 2009: Calculate % of teachers who will send students to Tier 2 interventions on a regular basis
Person: Dena Watson
Activity: Collect first semester/trimester follow up data

Oct 30, 2009: Calculate % of teachers who will send students to Tier 2 interventions on a regular basis
Person: Dena Watson
Activity: Math Enrichment

Nov 20, 2009: Calculate % of teachers who will send students to Tier 2 interventions on a regular basis
Person: Dena Watson
Activity: Math Enrichment

Nov 20, 2009: Calculate % of teachers who will send students to Tier 2 interventions on a regular basis
Person: Dena Watson
Activity: Math Enrichment

Dec 16, 2009: Calculate % of teachers who will send students to Tier 2 interventions on a regular basis
Person: Dena Watson
Activity: Math Enrichment

Jan 28, 2010: Calculate % of teachers who will send students to Tier 2 interventions on a regular basis
Person: Dena Watson
Activity: Math Enrichment

Jan 28, 2010: Calculate % of teachers who will send students to Tier 2 interventions on a regular basis
Person: Dena Watson
Activity: Math Enrichment

Apr 16, 2010: Meeting to discuss new program ideas for summer enrichment
Person: Staff
Activity: Math Enrichment

Apr 26, 2010: Calculate % of teachers who will send students to Tier 2 interventions on a regular basis
Person: Dena Watson
Activity: Collect final semester/trimester follow up data

May 13, 2010: Meeting to organize materials summer program
Person: Staff
Activity: Math Enrichment

May 14, 2010: Calculate % of teachers who will send students to Tier 2 interventions on a regular basis

Person: Dena Watson

Activity: Math Enrichment

May 19, 2010: Send home information for summer program to parents

Person: Staff

Activity: Math Enrichment

Focused Academic Area

Apr 16, 2009: Create Survey

Person: Lori Stier

Activity: Staff Survey

Apr 17, 2009: Initial Teacher Survey

Person: Lori Stier

Activity: Collect baseline data

Apr 17, 2009: Collect Surveys and Tally Data

Person: Lori Stier

Activity: Staff Survey

Aug 20, 2009: Create a timeline for collecting cross grade level materials for this year

Person: Lori Stier

Activity: Create a Timeline

Aug 20, 2009: Purchase the file boxes and folders to put materials in

Person: Lori Stier

Activity: Math Teacher Resource Boxes

Aug 20, 2009: Request release time (1/2 day) for filling our resource boxes

Person: Cindy Conner

Activity: Release Time

Aug 25, 2009: Make a poster for each teacher of the standards to be taught each nine weeks

Person: Lori Stier

Activity: Create a Timeline

Aug 25, 2009: Share the timeline with staff

Person: Lori Stier

Activity: Create a Timeline

Aug 25, 2009: To inform staff about procedure for filling the resource standard boxes and allow for their input on how to fill the boxes

Person: Lori Stier

Activity: Staff Meeting

Sep 15, 2009: Appoint curriculum representatives to attend meetings and share with grade level

Person: Cindy Conner

Activity: Math Curriculum Adoption

Sep 16, 2009: Introduce and Discuss the Resources that have been placed in the boxes.

Person: Lori Stier

Activity: Staff Meeting

Oct 16, 2009: Gather and Collect materials for each box

Person: Lori Stier

Activity: Math Teacher Resource Boxes

- Dec 16, 2009:** Collect 2nd Teacher Survey
Person: Lori Stier
Activity: Collect first semester/trimester follow up data
- May 25, 2010:** Collect third Teacher Survey
Person: Lori Stier
Activity: Collect final semester/trimester follow up data

Focused Student Group

- Apr 30, 2009:** Distribute baseline survey
Person: Kara Sexton
Activity: Collect baseline data
- May 9, 2009:** Collect and count up surveys
Person: Kara Sexton
Activity: Collect baseline data
- Aug 17, 2009:** Teachers will use Differentiated Instruction on a daily basis
Person: All Teachers
Activity: Differentiated Instruction
- Aug 17, 2009:** Special Education Teacher will create a list of Differentiated Instruction ideas
Person: Special Education Teacher
Activity: Differentiated Instruction Implementation Ideas
- Aug 21, 2009:** Distribute Differentiated Instruction strategy list
Person: Kara Sexton
Activity: Differentiated Instruction Implementation Ideas
- Dec 4, 2009:** Special Education Teacher will share Differentiated Instruction ideas with each grade level in the first semester
Person: Special Education Teacher
Activity: Differentiated Instruction Sharing
- Dec 18, 2009:** Special Education Teacher will create a list of Differentiated Instruction ideas from grade level meetings
Person: Special Education Teacher
Activity: Differentiated Instruction Implementation Ideas
- Dec 18, 2009:** Special Education teacher will report to Strategy Chair about the meeting after it takes place
Person: Special Education Teacher
Activity: Differentiated Instruction Sharing
- Jan 4, 2010:** Distribute Differentiated Instruction strategy list
Person: Kara Sexton
Activity: Differentiated Instruction Implementation Ideas
- Jan 8, 2010:** Distribute survey
Person: Kara Sexton
Activity: Collect first semester/trimester follow up data
- Jan 15, 2010:** Collect and count up surveys
Person: Kara Sexton
Activity: Collect first semester/trimester follow up data
- Apr 30, 2010:** Distribute survey
Person: Kara Sexton
Activity: Collect final semester/trimester follow up data
- May 7, 2010:** Collect and count up surveys
Person: Kara Sexton
Activity: Collect final semester/trimester follow up data

May 7, 2010: Special Education Teacher will report to Strategy Chair about the meeting after it takes place

Person: Special Education Teacher

Activity: Differentiated Instruction Sharing

May 14, 2010: Special Education Teacher will share Differentiated Instruction ideas with each grade level in the second semester

Person: Special Education Teacher

Activity: Differentiated Instruction Sharing

May 14, 2010: Special Education Teacher will share Differentiated Instruction ideas with each grade level in the second semester

Person: Special Education Teacher

Activity: Differentiated Instruction Sharing

Parent Involvement

Sep 1, 2009: Create a sign for each teacher to put in the hall where they will show the students that returned their 1/2 sheet

Person: Andrea Nuhfer

Activity: Parent Child Communication

Sep 1, 2009: Create handout to send home explaining the monthly character trait and include a 1/2 sheet for the student to return.

Person: Andrea Nuhfer

Activity: Parent Child Communication

Sep 1, 2009: Give students resources to introduce each character trait.

Person: Leslie O'Sullivan

Activity: Parent Child Communication

Oct 1, 2009: Collect % of students that participated from each teacher

Person: Andrea Nuhfer

Activity: Collect first semester/trimester follow up data

Oct 1, 2009: Create handout to send home explaining the monthly character trait and include a 1/2 sheet for the student to return.

Person: Andrea Nuhfer

Activity: Parent Child Communication

Nov 1, 2009: Collect % of students that participated from each teacher

Person: Andrea Nuhfer

Activity: Collect first semester/trimester follow up data

Nov 1, 2009: Create handout to send home explaining the monthly character trait and include a 1/2 sheet for the student to return.

Person: Andrea Nuhfer

Activity: Parent Child Communication

Dec 1, 2009: Collect % of students that participated from each teacher

Person: Andrea Nuhfer

Activity: Collect first semester/trimester follow up data

Dec 1, 2009: Create handout to send home explaining the monthly character trait and include a 1/2 sheet for the student to return.

Person: Andrea Nuhfer

Activity: Parent Child Communication

Jan 1, 2010: Collect % of students that participated from each teacher

Person: Andrea Nuhfer

Activity: Collect first semester/trimester follow up data

Jan 1, 2010: Create handout to send home explaining the monthly character trait and include a 1/2 sheet for the student to return.

Person: Andrea Nuhfer

Activity: Parent Child Communication

Feb 1, 2010: Collect % of students that participated from each teacher

Person: Andrea Nuhfer

Activity: Collect final semester/trimester follow up data

Feb 1, 2010: Create handout to send home explaining the monthly character trait and include a 1/2 sheet for the student to return.

Person: Andrea Nuhfer

Activity: Parent Child Communication

Mar 1, 2010: Collect % of students that participated from each teacher

Person: Andrea Nuhfer

Activity: Collect final semester/trimester follow up data

Mar 1, 2010: Create handout to send home explaining the monthly character trait and include a 1/2 sheet for the student to return.

Person: Andrea Nuhfer

Activity: Parent Child Communication

Apr 1, 2010: Collect % of students that participated from each teacher

Person: Andrea Nuhfer

Activity: Collect final semester/trimester follow up data

Apr 1, 2010: Create handout to send home explaining the monthly character trait and include a 1/2 sheet for the student to return.

Person: Andrea Nuhfer

Activity: Parent Child Communication

May 1, 2010: Collect % of students that participated from each teacher

Person: Andrea Nuhfer

Activity: Collect final semester/trimester follow up data

Teacher Mentoring Program

Aug 10, 2009: Collect data from 2008-2009 Strategy Chair

Person: L. Winscott

Activity: Collect Baseline Data

Aug 10, 2009: Choose meeting to share monthly

Person: L. Winscott

Activity: Make schedule

Aug 10, 2009: Compile ideas from periodicals, central office, teacher trainings and choose topic

Person: C. Conner

Activity: Research Discussion Topics

Aug 12, 2009: Type up schedule

Person: L. Winscott

Activity: Make schedule

Aug 14, 2009: Make schedule available to Grade Level Chairs

Person: C. Conner

Activity: Make schedule

Aug 14, 2009: Give topic to Grade Level Chairs one week before meeting

Person: L. Winscott

Activity: Research Discussion Topics

- Sep 10, 2009:** Compile ideas from periodicals, central office, teacher trainings and choose topic
Person: C. Conner
Activity: Research Discussion Topics
- Sep 14, 2009:** Give topic to Grade Level Chairs one week before meeting
Person: L. Winscott
Activity: Research Discussion Topics
- Sep 30, 2009:** Begin discussion
Person: Grade Level Chair
Activity: Meeting Discussion
- Sep 30, 2009:** Summarize and record ideas for implementation
Person: Grade Level Chair
Activity: Meeting Discussion
- Oct 10, 2009:** Compile ideas from periodicals, central office, teacher trainings and choose topic
Person: C. Conner
Activity: Research Discussion Topics
- Oct 14, 2009:** Give topic to Grade Level Chairs one week before meeting
Person: L. Winscott
Activity: Research Discussion Topics
- Oct 30, 2009:** Begin discussion
Person: Grade Level Chair
Activity: Meeting Discussion
- Oct 30, 2009:** Summarize and record ideas for implementation
Person: Grade Level Chair
Activity: Meeting Discussion
- Nov 10, 2009:** Compile ideas from periodicals, central office, teacher trainings and choose topic
Person: C. Conner
Activity: Research Discussion Topics
- Nov 14, 2009:** Give topic to Grade Level Chairs one week before meeting
Person: L. Winscott
Activity: Research Discussion Topics
- Nov 30, 2009:** Begin discussion
Person: Grade Level Chair
Activity: Meeting Discussion
- Nov 30, 2009:** Summarize and record ideas for implementation
Person: Grade Level Chair
Activity: Meeting Discussion
- Dec 10, 2009:** Compile ideas from periodicals, central office, teacher trainings and choose topic
Person: C. Conner
Activity: Research Discussion Topics
- Dec 14, 2009:** Give topic to Grade Level Chairs one week before meeting
Person: L. Winscott
Activity: Research Discussion Topics
- Dec 18, 2009:** Email teachers asking if they utilize ideas/strategies
Person: L. Winscott
Activity: Collect First Semester/Trimester Data

Dec 18, 2009: Tally and enter data online
Person: L. Winscott
Activity: Collect First Semester/Trimester Data

Dec 30, 2009: Begin discussion
Person: Grade Level Chair
Activity: Meeting Discussion

Dec 30, 2009: Summarize and record ideas for implementation
Person: Grade Level Chair
Activity: Meeting Discussion

Jan 10, 2010: Compile ideas from periodicals, central office, teacher trainings and choose topic
Person: C. Conner
Activity: Research Discussion Topics

Jan 14, 2010: Give topic to Grade Level Chairs one week before meeting
Person: L. Winscott
Activity: Research Discussion Topics

Jan 30, 2010: Begin discussion
Person: Grade Level Chair
Activity: Meeting Discussion

Jan 30, 2010: Summarize and record ideas for implementation
Person: Grade Level Chair
Activity: Meeting Discussion

Feb 10, 2010: Compile ideas from periodicals, central office, teacher trainings and choose topic
Person: C. Conner
Activity: Research Discussion Topics

Feb 14, 2010: Give topic to Grade Level Chairs one week before meeting
Person: L. Winscott
Activity: Research Discussion Topics

Feb 28, 2010: Begin discussion
Person: Grade Level Chair
Activity: Meeting Discussion

Feb 28, 2010: Summarize and record ideas for implementation
Person: Grade Level Chair
Activity: Meeting Discussion

Mar 10, 2010: Compile ideas from periodicals, central office, teacher trainings and choose topic
Person: C. Conner
Activity: Research Discussion Topics

Mar 14, 2010: Give topic to Grade Level Chairs one week before meeting
Person: L. Winscott
Activity: Research Discussion Topics

Mar 30, 2010: Begin discussion
Person: Grade Level Chair
Activity: Meeting Discussion

Mar 30, 2010: Summarize and record ideas for implementation
Person: Grade Level Chair
Activity: Meeting Discussion

Apr 10, 2010: Compile ideas from periodicals, central office, teacher trainings and choose topic

Person: C. Conner

Activity: Research Discussion Topics

Apr 14, 2010: Give topic to Grade Level Chairs one week before meeting

Person: L. Winscott

Activity: Research Discussion Topics

Apr 30, 2010: Begin discussion

Person: Grade Level Chair

Activity: Meeting Discussion

Apr 30, 2010: Summarize and record ideas for implementation

Person: Grade Level Chair

Activity: Meeting Discussion

May 14, 2010: Email teachers asking if they utilize ideas/strategies

Person: L. Winscott

Activity: Collect Second Semester/Third Trimester Data

May 14, 2010: Tally and enter data online

Person: L. Winscott

Activity: Collect Second Semester/Third Trimester Data

Continuous Improvement Timeline

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