

School Improvement Plan - PL221 Version - 2008-2011

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Pike Central High Sch (6763)

Pike County School Corp

Petersburg, 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

Pike Central High Sch

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
- NCA

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

- Joe Dedman - Community Representative (Business)
- Marty Deputy - Teacher
- Jodie Elkins - Teacher
- Rachel Gegogeine - Teacher
- LeAnne Kelley - Administrator
- Fritz Krahl - Teacher
- Ray Niehaus - Teacher
- Amy Ruxer - Administrator
- Jami Seifert - Teacher
- Alice Sims - Teacher
- Melissa Stieneker - Teacher
- Debbie Troutman - Parent

Strategy Chairs

- Marty Deputy
- Winter Fiscus
- Kim Nalley
- Ray Niehaus
- Alice Sims
- Abigail Vinnedge

Community Council

- Trent Barrett - Student
- Jeff Biesterveld - Judge
- Nancy Bolin - Winslow Comm. Center
- Alfred Braunecker - Student
- Joe Dedman - Bank President/IDEA Pike Co. member
- Jill Estey - Parent of junior
- Stephanie Flint - Student
- Lori Gilham - Teacher's sub
- Susan Haislip
- Kristen Helton - Student
- John Heuring - Local Newspaper Advertising Manager
- Mike Houtsch - College Instructor
- Darcee Hume-Thorne - student/teacher
- LeAnne Kelley - Principal
- Jackie Renner - Adult ed. coordinator
- Amy Rudolph - Farmer
- Rick Shoultz - Senior loan officer
- Alice Sims - Teacher
- Deb Troutman - Department Head of Amber Manor
- Brett Warner - Bank President
- Dennis Whitehead - Post Master
- Carla Willis - Accountant

- Terry Wornica - Salesperson

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:

The vision of Pike Central High School is educational excellence in a positive and safe learning environment. All students are held accountable to high expectations from the community, the staff, their parents, and themselves. Each student knows that there is an adult who cares about him or her as a person and as a student, whether it is a mentor, teacher, or parent.

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

The guidance area maintains an open-door policy. The guidance personnel support all students in preparing for post-secondary education that meets their individual career goals (i.e., 4-year or 2-year college, technical school, or other job-specific training). Discipline and order is encouraged for the good of all in order to focus on quality education. The building is assessable in a safe and secure setting. The total program is a whole-child approach, recognizing that problems in other areas impact academic performance. Teachers communicate with each other and parents on a regular basis, while parents can contact teachers by email at any time.

Goals are established with input from students, staff, and community and provide positive motivation for high achievement. These goals include teaching methods that are varied and oriented to the needs and gifts of the individual students and take into account diversity in learning styles and abilities. The broad curriculum content is challenging and goal-oriented, and applicable to real-life problems and opportunities. High expectations and a challenging curriculum are designed to prepare graduates to function with success in a global market economy. All parties demonstrate mutual respect, as well as a readiness to engage in this comprehensive and challenging program.

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

Students show pride in school, self, and community. They work toward individualized goals to achieve personal-social growth, academic learning, and career development. They expect to demonstrate a positive attitude and a motivation to succeed.

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

- % of students who pass the math portion of the ISTEP: 100%
- % of students who pass the English portion of the ISTEP: 100%
- % of students who drop out of school: 0%
- % of students who receive a Core-40 or Academic Honors Diploma: 100%

Academic Goals

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

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

| 2005-2006 | | 2006-2007 | | 2007-2008 | | 2008-2009 | | 2009-2010 | | 2010-2011 | | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | |
| 90% | 76 | 80% | 65 | 80 | | 82 | | 85 | | 85 | | 100% |

9th grade ISTEP takers - Writing Process

| 2005-2006 | | 2006-2007 | | 2007-2008 | | 2008-2009 | | 2009-2010 | | 2010-2011 | | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | |
| 67 | 70 | 67 | 66 | 68 | | 70 | | 70 | | 72 | | 100% |

All Students Taking ISTEP - English 9th,10th and Retesters - % passing ISTEP - English

| 2005-2006 | | 2006-2007 | | 2007-2008 | | 2008-2009 | | 2009-2010 | | 2010-2011 | | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | |
| 73 | 81 | 78 | 64 | 83 | | 85 | | 87 | | 88 | | 100 |

All Students Taking ISTEP - Mathematics 9th,10th and Retesters - % passing ISTEP Mathematics

| 2005-2006 | | 2006-2007 | | 2007-2008 | | 2008-2009 | | 2009-2010 | | 2010-2011 | | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | |
| 69 | 81 | 78 | 65 | 83 | | 85 | | 87 | | 88 | | 100 |

Core 40 Diploma Candidates in 11th grade English and Algebra 1 - Passing the Core 40 end-of-course assessments

| 2005-2006 | | 2006-2007 | | 2007-2008 | | 2008-2009 | | 2009-2010 | | 2010-2011 | | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | |
| 44% | 36 | 49% | 39 | 50 | | 55 | | 60 | | 62 | | 100% |

Graduates - Students earning an average score of 3 or above on all AP tests taken

| 2005-2006 | | 2006-2007 | | 2007-2008 | | 2008-2009 | | 2009-2010 | | 2010-2011 | | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | |
| 50% | 0 | 55% | 0 | 57 | | 60 | | 62 | | 62 | | 100% |

Graduating Seniors - Earning Academic Honors Diploma

| 2005-2006 | | 2006-2007 | | 2007-2008 | | 2008-2009 | | 2009-2010 | | 2010-2011 | | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | |
| 40% | 16 | 50% | 25 | 55 | | 57 | | 59 | | 60 | | 100% |

Graduating Seniors - Earning Core 40 Diploma

| 2005-2006 | | 2006-2007 | | 2007-2008 | | 2008-2009 | | 2009-2010 | | 2010-2011 | | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | |
| 50% | 55 | 60% | 40 | 65 | | 70 | | 75 | | 76 | | 100% |

Graduating Seniors - - Students graduating with their class

| 2005-2006 | | 2006-2007 | | 2007-2008 | | 2008-2009 | | 2009-2010 | | 2010-2011 | | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | |
| 95% | 96 | 98% | 98 | 98 | | 98 | | 98 | | 98 | | 100% |

Sophomores - Students passing ISTEP English/Language Arts

| 2005-2006 | | 2006-2007 | | 2007-2008 | | 2008-2009 | | 2009-2010 | | 2010-2011 | | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | |
| 80% | 73 | 78 | 70 | 83 | | 85 | | 87 | | 88 | | 100% |

Sophomores - Students passing ISTEP Math

| 2005-2006 | | 2006-2007 | | 2007-2008 | | 2008-2009 | | 2009-2010 | | 2010-2011 | | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | |
| 73% | 74 | 78% | 68 | 78 | | 80 | | 82 | | 83 | | 100% |

Students with an IEP - 9th, 10th and Retesters - % passing ISTEP - English

| 2005-2006 | | 2006-2007 | | 2007-2008 | | 2008-2009 | | 2009-2010 | | 2010-2011 | | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | |
| 13 | 57 | 18 | 13 | 23 | | 25 | | 27 | | 28 | | 100 |

Students with an IEP - 9th, 10th and Retesters - % passing ISTEP - Mathematics

| 2005-2006 | | 2006-2007 | | 2007-2008 | | 2008-2009 | | 2009-2010 | | 2010-2011 | | Vision Data |
|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-------------|
| Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | Target | Actual | |
| 23 | 60 | 28 | 21 | 33 | | 35 | | 37 | | 37 | | 100 |

Areas of Concern

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

Local Areas of Concern

Concern: Lack of Motivation

Results of PBA discussions and survey results show that students lack motivation. This is seen in every class. Also the low attendance rates and high drop-out rates.

Concern: Students lack of organizational skills

Lack of preparation on student behalf. Student work shows lack of organizational skills.

Concern: Teachers' knowledge of individual student's strengths and weaknesses block abilities to help students master skills needed.

Teachers do not use data to plan lessons to help students mastery skills needed to pass ISTEP and/or Core 40 End-of-Year Assessments.

Required Areas of Concern

A. Parent Involvement

B. Technology Coordination

C. Safe and Disciplined Learning Environment

D. Attendance

E. Offer Core 40 / Honors Courses

F. Encourage Core 40 / Honors Courses

G1. Exceptional Learners - Gifted

G2. Exceptional Learners - Special Education

H. Cultural Competency

Strategies

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

Local Strategies

Data Driven Continuous Improvement

This task force team will be interpreting relevant data that is already made available to the school. Result of the interpretation will be made available to faculty and staff and classroom strategies will be designed accordingly to continue school and student improvement. Data to assess will include ISTEP scores (grades 6-10), Core 40 End-of-Year Assessments, PSAT results, and the Accuplacer test.

Freshman Academy

All ninth grade students will be placed in mentor groups that are led by a core group of teachers who volunteered for the academy. The teachers will get to know their students' strengths and weaknesses during weekly homeroom sessions. The mentors provide students with an adult who cares and will help motivate students and provide a safe and disciplined learning environment.

Instructional Strategies/ Best Practices

Teachers will continue adding to list of best practices and professional development materials and training to support the instructional strategies. Teachers will continue implementing best practices. Teachers will be given monthly enhancement opportunities to diversify their instructional practices during the school year. This will be done through the professional library, conducting professional development workshops, having peer teaching, and allowing teachers to better themselves professionally in order to instruct students by their strengths and weaknesses and become highly motivating.

Required Strategies

A. Parent Involvement: CARE (Community Alliance Refining Education)

This strategy will assist in increasing school, parent, and community communications, cooperation and involvement. Community Alliance Refining Education (CARE) will continue to monitor parent /community involvement and increase participation in such activities by taking the fear out of volunteerism and making adults feel more welcome in our building.

B. Technology Coordination

Technology is being used in the classrooms by students for assignments and projects on a daily basis. Students use computers, DVD/video players, overheads, and use the Distance Learning Center for videoconferencing.

C. Safe and Disciplined Learning Environment

Students are provided a safe and disciplined learning environment by all teachers, plus those participating in the Teacher/Advisee Program (TAP) and the Freshman Academy. Students know they have an adult to turn to daily with their problems. Discipline and order is encouraged by all staff members.

D. Attendance

Students are encouraged by all staff members and administration to attend school every day.

E. Offer Core 40 / Honors Courses

Pike Central students are offered Core 40 and Honors courses every semester. Pathways books and the guidance counselors inform students about their choices of curriculum.

F. Encourage Core 40 / Honors Courses

All students are encouraged to take Core 40 and Honors courses every semester by staff members and guidance counselors. The Pathways books and guidance counselors inform students about their choices of curriculum.

G1. Exceptional Learners - Gifted

Students are offered honors programs in several fields, including English, Fine Arts, foreign languages, math, and science.

G2. Exceptional Learners - Special Education

Special education students are placed in a regular classroom (inclusion), but also have extra remediation in English and Math Labs. Team teaching also gives extra assistance for these students.

H. Cultural Competency: Closing the Achievement Gap Between Special Needs and General Education

This strategy will help the regular classroom teachers understand the characteristics of special needs students and how to aid them in the classrooms. It will also explore ways to assist students in closing the achievement gap for standardized tests, as well as classrooms grades. Diverse abilities, developmental levels, readiness and learning styles will be addressed. It will also identify desired outcomes for student achievement.

Professional Development

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

Data Driven Continuous Improvement

| Professional Development Activity | Funding | Activity Purpose |
|---|---|--|
| <i>Professional development opportunities on interpretation of data will be offered to teachers for Dat</i> | Source: Professional Development Amount: Pay for subs | Information |
| Brief Description | Intended Participants | Activity Format |
| Provide staff with knowledge on how to interpret data for improvement in classroom | Teachers Counselors | Presentation/Workshop Action Research |

| Professional Development Activity | Funding | Activity Purpose |
|---|---|-------------------------------|
| <i>Data will be facilitated by faculty and staff to train other teachers on classroom strategies for Da</i> | Source: Professional Development Grant Amount: \$Any sub pay needed | Information Skill Building |
| Brief Description | Intended Participants | Activity Format |
| After attending workshops, faculty will train other staff members on classroom strategies for using data. | Teachers | Peer Coaching |

Freshman Academy

No professional development is needed for this strategy.

Instructional Strategies/ Best Practices

| Professional Development Activity | Funding | Activity Purpose |
|---|---------------------------------------|------------------|
| <i>Teachers will conduct peer teaching on PBA days for Instructional Strategies/Best Practices</i> | Source: None needed Amount: \$0 | Skill Building |
| Brief Description | Intended Participants | Activity Format |
| Instructional Strategies task force team will conduct meetings on PBA day to share information on Best Practices in the classrooms. | Teachers | Peer Coaching |

| Professional Development Activity | Funding | Activity Purpose |
|---|---|---|
| <i>Teachers will be provided with monthly professional development opportunities for Instructional Stra</i> | Source: Professional Development Grant Amount: \$Pay for subs when needed | Skill Building |
| Brief Description | Intended Participants | Activity Format |
| Teachers will be given the opportunities for monthly PD to enhance instructional methods used in classrooms | Teachers | Presentation/Workshop Peer Coaching Networking/Site Visit |

| Professional Development Activity | Funding | Activity Purpose |
|---|--|--|
| <i>Teachers will be provided with monthly opportunities to observe other teachers and/or schools for In</i> | Source: PD grant Amount: \$ Pay for subs when needed | Skill Building |
| Brief Description | Intended Participants | Activity Format |
| Teachers will be given the opportunities to observe other teachers or visit other schools to enhance instructional methods used in classrooms | Teachers | Peer Coaching Networking/Site Visit |

A. Parent Involvement: CARE (Community Alliance Refining Education)

No professional development is needed for this strategy.

H. Cultural Competency: Closing the Achievement Gap Between Special Needs and General Education

| Professional Development Activity | Funding | Activity Purpose |
|--|--|---|
| <i>Provide teachers with professional development on ways to assist special needs students</i> | Source: Professional Development Grant Amount: \$ Pay for subs when needed | Information Skill Building |
| Brief Description | Intended Participants | Activity Format |
| Provide teachers with professional development on ways to assist special needs students | Teachers | Presentation/Workshop Professional Reading |

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

Former Areas of Concern Summary

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

Local Areas of Concern

Concern: Lack of Motivation

Data Targets Influenced by This Concern:

- All Students Taking ISTEP - English 9th,10th and Retesters -- % passing ISTEP - English
- All Students Taking ISTEP - Mathematics 9th,10th and Retesters -- % passing ISTEP Mathematics
- Core 40 Diploma Candidates in 11th grade English and Algebra 1 -- Passing the Core 40 end-of-course assessments
- Graduating Seniors -- Students graduating with their class
- Sophomores -- Students passing ISTEP English/Language Arts
- Sophomores -- Students passing ISTEP Math
- Students with an IEP - 9th, 10th and Retesters -- % passing ISTEP - English
- Students with an IEP - 9th, 10th and Retesters -- % passing ISTEP - Mathematics

Strategies to Impact This Concern:

- Freshman Academy
- Instructional Strategies/ Best Practices

Concern: Students lack of organizational skills

Data Targets Influenced by This Concern:

- 9th grade ISTEP takers -- Writing Process
- All Students Taking ISTEP - English 9th,10th and Retesters -- % passing ISTEP - English
- All Students Taking ISTEP - Mathematics 9th,10th and Retesters -- % passing ISTEP Mathematics
- Core 40 Diploma Candidates in 11th grade English and Algebra 1 -- Passing the Core 40 end-of-course assessments
- Graduating Seniors -- Earning Core 40 Diploma

Strategies to Impact This Concern:

- Freshman Academy
- Instructional Strategies/ Best Practices

Concern: Teachers' knowledge of individual student's strengths and weaknesses block abilities to help students master skills needed.

Data Targets Influenced by This Concern:

- All Students Taking ISTEP - English 9th,10th and Retesters -- % passing ISTEP - English
- All Students Taking ISTEP - Mathematics 9th,10th and Retesters -- % passing ISTEP Mathematics
- Core 40 Diploma Candidates in 11th grade English and Algebra 1 -- Passing the Core 40 end-of-course assessments
- Students with an IEP - 9th, 10th and Retesters -- % passing ISTEP - English
- Students with an IEP - 9th, 10th and Retesters -- % passing ISTEP - Mathematics

Strategies to Impact This Concern:

- Data Driven Continuous Improvement
- Freshman Academy
- Instructional Strategies/ Best Practices

Required Areas of Concern

A. Parent Involvement (PL221)

Data Targets Influenced by This Concern:

- All Students Taking ISTEP - English 9th,10th and Retesters -- % passing ISTEP - English
- All Students Taking ISTEP - Mathematics 9th,10th and Retesters -- % passing ISTEP Mathematics
- Graduating Seniors -- Earning Academic Honors Diploma
- Graduating Seniors -- Earning Core 40 Diploma
- Graduating Seniors - -- Students graduating with their class
- Students with an IEP - 9th, 10th and Retesters -- % passing ISTEP - English
- Students with an IEP - 9th, 10th and Retesters -- % passing ISTEP - Mathematics

Strategies to Impact This Concern:

- A. Parent Involvement: CARE (Community Alliance Refining Education)

B. Technology Coordination (PL221)

Data Targets Influenced by This Concern:

- 9th grade ISTEP takers -- Writing Process
- All Students Taking ISTEP - English 9th,10th and Retesters -- % passing ISTEP - English
- All Students Taking ISTEP - Mathematics 9th,10th and Retesters -- % passing ISTEP Mathematics
- Core 40 Diploma Candidates in 11th grade English and Algebra 1 -- Passing the Core 40 end-of-course assessments

Strategies to Impact This Concern:

- B. Technology Coordination

C. Safe and Disciplined Learning Environment (PL221)

Data Targets Influenced by This Concern:

- All Students Taking ISTEP - English 9th,10th and Retesters -- % passing ISTEP - English
- All Students Taking ISTEP - Mathematics 9th,10th and Retesters -- % passing ISTEP Mathematics
- Core 40 Diploma Candidates in 11th grade English and Algebra 1 -- Passing the Core 40 end-of-course assessments
- Graduating Seniors - -- Students graduating with their class

Strategies to Impact This Concern:

- C. Safe and Disciplined Learning Environment

D. Attendance (PL221)

Data Targets Influenced by This Concern:

- 9th grade ISTEP takers -- Writing Process
- All Students Taking ISTEP - English 9th,10th and Retesters -- % passing ISTEP - English
- All Students Taking ISTEP - Mathematics 9th,10th and Retesters -- % passing ISTEP Mathematics
- Graduating Seniors - -- Students graduating with their class

Strategies to Impact This Concern:

- D. Attendance

E. Offer Core 40 / Honors Courses (PL221)

Data Targets Influenced by This Concern:

- Core 40 Diploma Candidates in 11th grade English and Algebra 1 -- Passing the Core 40 end-of-course assessments
- Graduating Seniors -- Earning Core 40 Diploma

Strategies to Impact This Concern:

- E. Offer Core 40 / Honors Courses

F. Encourage Core 40 / Honors Courses (PL221)

Data Targets Influenced by This Concern:

- Graduates -- Students earning an average score of 3 or above on all AP tests taken
- Graduating Seniors -- Earning Academic Honors Diploma
- Graduating Seniors -- Earning Core 40 Diploma

Strategies to Impact This Concern:

- F. Encourage Core 40 / Honors Courses

G1. Exceptional Learners - Gifted (PL221)

Data Targets Influenced by This Concern:

- Graduates -- Students earning an average score of 3 or above on all AP tests taken
- Graduating Seniors -- Earning Academic Honors Diploma

Strategies to Impact This Concern:

- G1. Exceptional Learners - Gifted

G2. Exceptional Learners - Special Education (PL221)

Data Targets Influenced by This Concern:

- Students with an IEP - 9th, 10th and Retesters -- % passing ISTEP - English
- Students with an IEP - 9th, 10th and Retesters -- % passing ISTEP - Mathematics

Strategies to Impact This Concern:

- G2. Exceptional Learners - Special Education

H. Cultural Competency (PL221)

Data Targets Influenced by This Concern:

- All Students Taking ISTEP - English 9th,10th and Retesters -- % passing ISTEP - English
- All Students Taking ISTEP - Mathematics 9th,10th and Retesters -- % passing ISTEP Mathematics
- Graduating Seniors -- Earning Core 40 Diploma
- Graduating Seniors - -- Students graduating with their class
- Sophomores -- Students passing ISTEP English/Language Arts
- Sophomores -- Students passing ISTEP Math

- Students with an IEP - 9th, 10th and Retesters -- % passing ISTEP - English
- Students with an IEP - 9th, 10th and Retesters -- % passing ISTEP - Mathematics

Strategies to Impact This Concern:

- H. Cultural Competency: Closing the Achievement Gap Between Special Needs and General Education

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: | Central office | Force Field Report B: Curriculum Additional Data #1 |
| Titles and descriptions of assessment instruments to be used in addition to ISTEP+: | Yes | Force Field Report C: Assessment Additional Data #1 |
| Statutes and rules to be waived: | NA | 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.

Cultural Competency

May 28, 2008: Collect grades from 2007-08 school year

Person: Alice Sims

Activity: Grades from 2007-08 will be compared to this year's grades of special needs students

May 28, 2008: Collect ISTEP scores from 2007-08 school year

Person: Alice Sims

Activity: ISTEP scores from 2007-08 will be compared to this year's scores of special needs students

Aug 19, 2008: Search for possible workshops teachers could attend

Person: Alice Sims

Activity: Provide teachers with professional development on ways to assist special needs students

Aug 21, 2008: Check for funding available for workshops

Person: Alice Sims

Activity: Provide teachers with professional development on ways to assist special needs students

Aug 24, 2008: Register teachers for professional development workshops

Person: Alice Sims

Activity: Provide teachers with professional development on ways to assist special needs students

Aug 24, 2008: Survey special needs teachers for understanding of learning styles of special needs students

Person: Alice Sims

Activity: Tally number of teachers of special needs students understanding diverse abilities of students

Aug 24, 2008: Survey special needs teachers for understanding of developmental levels of special needs students

Person: Alice Sims

Activity: Tally number of teachers of special needs students understanding diverse abilities of students

Aug 24, 2008: Survey special needs teachers for understanding of diverse abilities of special needs students

Person: Alice Sims

Activity: Tally number of teachers of special needs students understanding diverse abilities of students

Sep 10, 2008: Prepare examples of successful teaching techniques to give to teachers

Person: Alice Sims

Activity: Teachers of special needs students will receive assistance with methods of teaching special needs st

Sep 15, 2008: Distribute examples to teachers

Person: Alice Sims

Activity: Teachers of special needs students will receive assistance with methods of teaching special needs st

Sep 16, 2008: Teachers attend workshops

Person: Special Needs Teachers

Activity: Provide teachers with professional development on ways to assist special needs students

Oct 1, 2008: Give professional development opportunities to teachers on methods of helping special needs students

Person: Alice Sims

Activity: Teachers of special needs students will receive assistance with methods of teaching special needs st

Oct 15, 2008: Search for possible workshops teachers could attend

Person: Alice Sims

Activity: Provide teachers with professional development on ways to assist special needs students

- Oct 16, 2008:** Check for funding available for workshops
Person: Alice Sims
Activity: Provide teachers with professional development on ways to assist special needs students
- Oct 17, 2008:** Register teachers for professional development workshops
Person: Alice Sims
Activity: Provide teachers with professional development on ways to assist special needs students
- Nov 15, 2008:** Teachers attend workshops
Person: Special Needs Teachers
Activity: Provide teachers with professional development on ways to assist special needs students
- Dec 3, 2008:** Search for possible workshops teachers could attend
Person: Alice Sims
Activity: Provide teachers with professional development on ways to assist special needs students
- Dec 5, 2008:** Check for funding available for workshops
Person: Alice Sims
Activity: Provide teachers with professional development on ways to assist special needs students
- Dec 5, 2008:** Survey teachers of special needs students for understanding of developmental levels of special needs students
Person: Alice Sims
Activity: Tally number of teachers of special needs students understanding diverse abilities of students
- Dec 5, 2008:** Survey teachers of special needs students for understanding of diverse abilities of special needs students
Person: Alice Sims
Activity: Tally number of teachers of special needs students understanding diverse abilities of students
- Dec 5, 2008:** Survey teachers of special needs students for understanding of learning styles of special needs students
Person: Alice Sims
Activity: Tally number of teachers of special needs students understanding diverse abilities of students
- Dec 6, 2008:** Register teachers for professional development workshops
Person: Alice Sims
Activity: Provide teachers with professional development on ways to assist special needs students
- Jan 19, 2009:** Teachers attend workshops
Person: Special Needs Teachers
Activity: Provide teachers with professional development on ways to assist special needs students
- Jan 30, 2009:** Search for possible workshops teachers could attend
Person: Alice Sims
Activity: Provide teachers with professional development on ways to assist special needs students
- Feb 1, 2009:** Check for funding available for workshops
Person: Alice Sims
Activity: Provide teachers with professional development on ways to assist special needs students
- Feb 10, 2009:** Register teachers for professional development workshops
Person: Alice Sims
Activity: Provide teachers with professional development on ways to assist special needs students
- Mar 17, 2009:** Teachers attend workshops
Person: Special Needs Teachers
Activity: Provide teachers with professional development on ways to assist special needs students
- Mar 29, 2009:** Collect grades from 2008-09 school year
Person: Alice Sims
Activity: Grades from 2007-08 will be compared to this year's grades of special needs students

- May 5, 2009:** Survey teachers of special needs students for understanding of developmental levels of special needs students
Person: Alice Sims
Activity: Tally number of teachers of special needs students understanding diverse abilities of students
- May 5, 2009:** Survey teachers of special needs students for understanding of diverse abilities of special needs students
Person: Alice Sims
Activity: Tally number of teachers of special needs students understanding diverse abilities of students
- May 5, 2009:** Survey teachers of special needs students for understanding of learning styles of special needs students
Person: Alice Sims
Activity: Tally number of teachers of special needs students understanding diverse abilities of students
- May 9, 2009:** Collect scores from 2008-09 ISTEP
Person: Alice Sims
Activity: ISTEP scores from 2007-08 will be compared to this year's scores of special needs students
- May 30, 2009:** Compare grades to see improvement
Person: Alice Sims
Activity: Grades from 2007-08 will be compared to this year's grades of special needs students
- May 30, 2009:** Do comparison of ISTEP scores to see improvement
Person: Alice Sims
Activity: ISTEP scores from 2007-08 will be compared to this year's scores of special needs students

Data Driven Continuous Improvement

- Apr 5, 2008:** Collect data
Person: Kyle Runyan
Activity: Data to be given to faculty and staff will be organized for data driven continuous improvement
- Apr 22, 2008:** Survey teachers on how many use data results to design class units
Person: Kyle Runyan
Activity: Collect baseline data
- Apr 22, 2008:** Introduce new strategy to faculty and staff
Person: Kyle Runyan
Activity: Knowledge learned at instructional workshop will be shared with other staff members for data driven
- May 23, 2008:** Organize data
Person: Kyle Runyan
Activity: Data to be given to faculty and staff will be organized for data driven continuous improvement
- Aug 24, 2008:** Provide results to faculty and staff
Person: Kyle Runyan
Activity: Data to be given to faculty and staff will be organized for data driven continuous improvement
- Sep 1, 2008:** Research for professional development opportunities
Person: Kyle Runyan
Activity: Professional development opportunities on interpretation of data will be offered to teachers for Dat
- Sep 5, 2008:** Schedule teachers for workshops
Person: Kyle Runyan
Activity: Professional development opportunities on interpretation of data will be offered to teachers for Dat
- Sep 6, 2008:** Review data
Person: Classroom teachers
Activity: Lesson plans for classrooms will be designed based on data results for data driven continuous improv
- Sep 8, 2008:** Create instructional units to improve student success
Person: Classroom teachers
Activity: Lesson plans for classrooms will be designed based on data results for data driven continuous improv

- Oct 6, 2008:** Research for professional development opportunities
Person: Kyle Runyan
Activity: Professional development opportunities on interpretation of data will be offered to teachers for Dat
- Oct 8, 2008:** Schedule teachers for workshops
Person: Kyle Runyan
Activity: Professional development opportunities on interpretation of data will be offered to teachers for Dat
- Oct 20, 2008:** Review information learned at workshops
Person: Classroom teachers
Activity: Data will be facilitated by faculty and staff to train other teachers on classroom strategies for Da
- Oct 25, 2008:** Train other teachers on how to effectively use data in classrooms
Person: Classroom teachers
Activity: Data will be facilitated by faculty and staff to train other teachers on classroom strategies for Da
- Dec 15, 2008:** Survey staff on how many use data results to design class units
Person: Kyle Runyan
Activity: Collect first semester/trimester follow up data
- May 23, 2009:** Survey teachers on how many use data results to design class units
Person: Kyle Runyan
Activity: Collect final semester/trimester follow up data

Freshman Academy

- , **2008:** Every month, hold pep sessions
Person: Mentor teams
Activity: Monthly pep sessions will be held to celebrate freshman achievements
- , **2008:** Every month, plan pep sessions
Person: Mentor teachers
Activity: Monthly pep sessions will be held to celebrate freshman achievements
- May 15, 2008:** Survey students and calculate % of students feel motivated to do well in school
Person: Marty Deputy
Activity: Baseline Data
- May 15, 2008:** Survey students and calculate % of students that feel their mentor teacher cares about their success
Person: Marty Deputy
Activity: Baseline Data
- May 15, 2008:** Survey teachers and calculate % of teachers that feel program helps student motivation to succeed
Person: Marty Deputy
Activity: Baseline Data
- May 15, 2008:** Survey teachers and calculate % of teachers that feel program helps student success
Person: Marty Deputy
Activity: Baseline Data
- Aug 15, 2008:** Hold weekly meeting to discuss mentor time activities
Person: Mentor teachers
Activity: Meet weekly to plan activities for homeroom mentor time
- Oct , 2008:** Mid-term reports of students' grades will be shared with Mentors
Person: Freshmen Mentors
Activity: Freshman Mentors will monitor grades of the students in their Mentor Teams

- Dec 15, 2008:** Survey students and calculate % of students that feel their mentor teacher cares about their success
Person: Marty Deputy
Activity: First Semester Follow Up Data
- Dec 15, 2008:** Survey students and calculate % of students who feel motivated to do well in school
Person: Marty Deputy
Activity: First Semester Follow Up Data
- Dec 15, 2008:** Survey teachers and calculate % of teachers that feel program helps student success
Person: Marty Deputy
Activity: First Semester Follow Up Data
- Jan 5, 2009:** Students' grades from first semester will be shared by Mentors
Person: Freshmen Mentors
Activity: Freshman Mentors will monitor grades of the students in their Mentor Teams
- Mar 20, 2009:** Mid-term reports of students' grades will be shared with Mentor Teachers
Person: Freshmen Mentors
Activity: Freshman Mentors will monitor grades of the students in their Mentor Teams
- May 15, 2009:** Survey students and calculate % of students who feel motivated to do well in school
Person: Marty Deputy
Activity: Second Semester Follow Up Data
- May 15, 2009:** Survey students and calculate % that feels their mentor teachers cares about their success
Person: Marty Deputy
Activity: Second Semester Follow Up Data
- May 15, 2009:** Survey teachers and calculate % of teachers that feel program helps with student success
Person: Marty Deputy
Activity: Second Semester Follow Up Data
- May 28, 2009:** Students' grades from second semester will be shared with Mentors
Person: Mentor teachers
Activity: Freshman Mentors will monitor grades of the students in their Mentor Teams

Instructional Strategies/ Best Practices

- Aug 12, 2008:** Tally number of staff who had professional development last year
Person: Winter Fiscus
Activity: Baseline data will be collected
- Aug 15, 2008:** Teachers will document in weekly lesson plans the use of any new instructional method being used
Person: Individual teachers
Activity: Documentation of professional development will be kept weekly by teachers
- Aug 24, 2008:** Post professional development opportunities in workroom
Person: Winter Fiscus
Activity: Teachers will be notified every month of learning opportunities for best practices
- Aug 24, 2008:** Post professional development opportunities in workroom
Person: Winter Fiscus
Activity: Teachers will be provided with monthly professional development opportunities for Instructional Stra
- Aug 25, 2008:** Prepare signup sheet for PD opportunities
Person: Winter Fiscus
Activity: Teachers will be notified every month of learning opportunities for best practices
- Aug 25, 2008:** Prepare signup sheet for PD opportunities
Person: Winter Fiscus
Activity: Teachers will be provided with monthly professional development opportunities for Instructional Stra

- Aug 30, 2008:** Schedule teachers for workshops
Person: Winter Fiscus
Activity: Teachers will be notified every month of learning opportunities for best practices
- Aug 30, 2008:** Schedule teachers for PD opportunities
Person: Winter Fiscus
Activity: Teachers will be provided with monthly professional development opportunities for Instructional Stra
- Sep 1, 2008:** Provide teachers with chance to sign up to do observations
Person: Winter Fiscus
Activity: Teachers will be provided with monthly opportunities to observe other teachers and/or schools for In
- Sep 15, 2008:** Check for funding available for observations
Person: Winter Fiscus
Activity: Teachers will be provided with monthly opportunities to observe other teachers and/or schools for In
- Oct 1, 2008:** Arrange for observations
Person: Winter Fiscus
Activity: Teachers will be provided with monthly opportunities to observe other teachers and/or schools for In
- Oct 1, 2008:** Teachers will teach rest of staff what they learned in workshops
Person: Individual teachers
Activity: Teachers will conduct peer teaching on PBA days for Instructional Strategies/Best Practices
- Nov 1, 2008:** Prepare survey on percentage of teachers using new methods of teaching
Person: Winter Fiscus
Activity: Data for first semester follow-up will be collected to determine percentage of teachers increasing u
- Dec 1, 2008:** Give survey to teachers
Person: Winter Fiscus
Activity: Data for first semester follow-up will be collected to determine percentage of teachers increasing u
- Dec 5, 2008:** Collect and tally surveys
Person: Winter Fiscus
Activity: Data for first semester follow-up will be collected to determine percentage of teachers increasing u
- Dec 19, 2008:** Prepare final list of number of staff that received PD during first semester
Person: Pep Young
Activity: Data for first semester follow-up will be collected
- Dec 20, 2008:** Tally list of how many received professional development
Person: Winter Fiscus
Activity: Data for first semester follow-up will be collected
- May 1, 2009:** Prepare final list of number of staff that received PD during second semester
Person: Pep Young
Activity: Data for final semester follow-up will be collected
- May 1, 2009:** Prepare survey on percentage of teachers using new methods of teaching
Person: Winter Fiscus
Activity: Data for second semester follow-up will be collected to determine percentage of teachers increasing
- May 5, 2009:** Give survey to teachers
Person: Winter Fiscus
Activity: Data for second semester follow-up will be collected to determine percentage of teachers increasing
- May 10, 2009:** Tally list to see increase of number of staff that received PD during second semester
Person: Winter Fiscus
Activity: Data for final semester follow-up will be collected

May 10, 2009: Collect and tally surveys

Person: Winter Fiscus

Activity: Data for second semester follow-up will be collected to determine percentage of teachers increasing

Parent Involvement

Aug 1, 2008: Survey parents at registration on their comfort zone while at PCHS

Person: Libby Willis

Activity: Collect baseline data

Aug 1, 2008: Prepare survey to give to parents at registration

Person: Ray Niehaus

Activity: Survey parents at registration

Aug 5, 2008: Ask parents to complete survey. Collect surveys.

Person: Libby Willis

Activity: Survey parents at registration

Aug 15, 2008: Tally survey

Person: Ray Niehaus

Activity: Collect baseline data

Aug 15, 2008: Tally surveys

Person: Ray Niehaus

Activity: Survey parents at registration

Sep 1, 2008: Prepare letter to be sent to those willing to volunteer

Person: Ray Niehaus

Activity: Hold volunteer information meeting

Sep 6, 2008: Mail letters to those responding to survey at registration

Person: Ray Niehaus

Activity: Host meeting for volunteers explaining responsibilities and easing minds about serving the school.

Sep 10, 2008: Prepare for meeting

Person: Task force team

Activity: Host meeting for volunteers explaining responsibilities and easing minds about serving the school.

Sep 30, 2008: Have meeting for volunteers outlining areas they can help.

Person: Task Force Team

Activity: Hold volunteer information meeting

Sep 30, 2008: Host meeting

Person: Task force team

Activity: Host meeting for volunteers explaining responsibilities and easing minds about serving the school.

Oct 5, 2008: Prepare follow-up information from result of meeting

Person: Task Force Team

Activity: Hold volunteer information meeting

Oct 15, 2008: Monthly Inform volunteers of when they will be needed

Person: Ray Niehaus

Activity: Hold volunteer information meeting

Dec 30, 2008: Count increase in number of parents and community members who feel comfortable at PCHS

Person: Ray Niehaus

Activity: Collect first semester/trimester follow up data

Mar 1, 2009: Prepare survey

Person: Task force team

Activity: Survey parents attending spring Open House

Mar 19, 2009: Ask parents to complete survey.

Person: Ray Niehaus

Activity: Survey parents attending spring Open House

Mar 20, 2009: Collect and tally surveys

Person: Task Force Team

Activity: Survey parents attending spring Open House

Mar 30, 2009: Count increase in number of parents and community members who feel comfortable at PCHS

Person: Ray Niehaus

Activity: Collect final semester/trimester follow up data

Continuous Improvement Timeline

The table below shows the timeline we will follow in reviewing and revising our School Improvement Plan each year.

| | First Year Schools | Second Year Schools | Third Year and Beyond Schools |
|-----------|---|--|--|
| Oct | <p>Session 1: <u>Getting Started</u> <i>Local Mtgs: Rationale for Change</i></p> | <p><u>New Steering Team Member</u> (optional) Session 1: <u>Improvement Plan Implementation</u></p> | <p><u>New Steering Team Member</u> (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> | |
| Jan 31 | <p>Session 5: <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 6: (strategy chairs only) <u>Strategy Plans</u> <u>Tech Training 2</u> (two people per school) <i>Strategy Task Force Mtg – Strategy Plans</i></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>Session 7: <u>Strategy Plan Review:</u> One hour individual appointment</p> | <p><i>1st Fri. in April: All submissions due online</i></p> <p>Session 4: <u>Strategy Plan Review:</u> One hour individual appointment</p> | <p><i>1st Fri. in April: All submissions due online</i></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> |