

School Improvement Plan - PL221 Version - 2009-2012

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Fremont Middle School (7884)

Fremont Community Schools

Fremont, 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

Fremont Middle 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
- 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

- Lisa Ashbrook - Community Representative (Business)
- Nancy Bowen - Teacher
- Mark Fowerbaugh - Administrator
- Kathy Griffis - Teacher (Media Specialist)
- Cheri Nofziger - Teacher
- Christine Seiler - Parent/Guardian
- Jennifer Squires - Teacher
- Mary Ann Wehrenberg - School Counselor
- Terri White - Teacher

Strategy Chairs

- Nancy Bowen
- Mark Fowerbaugh
- Carol Hudson
- Jennifer Squires
- Mary Ann Wehrenberg
- Dick Wirtz

Community Council

- Lisa Ashbrook - Owner
- Wayne Berkesch - Pastor
- Amy Bruney - Music Teacher
- Jon Bruney - Pastor
- Jeff Face
- Chris Folland - IT Consultant
- Angel Frain - Teacher
- Melissa Higbee - Math Teacher
- Rod Higbee - Owner/Welder
- Lisa Hufnagle - Loan Coordinator
- Angela Lyon - D.J. Services
- Christine Seiler - Self-Employed
- Sue VanWagner - Dean of Education

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:

An environment where they have the opportunities, resources, and support to achieve both individual and group success. Today we will break our own record!

In order for this to happen, students should be: provided a clean, safe, structured, and welcoming environment that promotes learning, achievement, responsibility, and school pride; provided with dedicated, caring, competent teachers who love to teach and are enthusiastic and knowledgeable; exposed to a wide variety of instructional techniques, assessments, and resources; given multiple opportunities to succeed and develop their own individual talents; challenged and have high expectations for themselves and from parents, teachers, and the community; respected and trusted; responsible and accountable for themselves and their actions;

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

Every day, they focus their efforts on what is best for both individual students and Fremont Middle School as a whole.

This creates teachers who: are responsible, respectful, open-minded, caring, patient, understanding, and take time to listen; put information in a way that all students can learn by using a variety of instructional methods and constantly reflect on their teaching strategies; make sure that all students understand what is being taught; are creative and imaginative and allow students to be, also; allow opportunities for all students to be successful; challenge students, give responsibilities, and have high expectations; are dedicated and have a positive attitude; are trustworthy and honest; are knowledgeable and professional; treat all students fairly; inspire students.

This creates adults who work together to help children; have strong personal integrity; are actively involved in their child's education and well-being; agree with, follow, and support school policies and discipline plans; instill a sense of pride.

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

will consistently put forth their best personal effort and each day strive to be better than the day before!

In doing this, students will: come to school well fed, clean, well rested, and ready to learn; be responsible and accountable for their choices; follow the school's rules; keep a positive attitude and keep trying to succeed; be intrinsically motivated to do quality work; develop a sense of personal, community, and school pride; see the importance of an education; accept challenges and be life-long learner.

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

- % of students who pass ISTEP math: 100%
- % of students who pass ISTEP English: 100%
- % of students who can read at or above grade level (based on NWEA data): 100%
- % of students who can write at or above grade level (based on NWEA data): 100%
- % of students who pass ISTEP science: 100%
- % of students who pass ISTEP social studies: 100%
- % of students who are computer literate: 100%
- % of students who show individual academic growth (as measured by NWEA three times a year): 100%
- % of students who are a high flyer/honor roll student: 100%
- % of students who can think, reason, and solve problems at age-appropriate level: 100%
- % of students who pass all four core classes each semester: 100%
- % of students who pass Pre-Algebra or Algebra by the 8th grade: 100%

Academic Goals

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

All Students - % of students passing Math Problem Solving Standard

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
71%	80%	75%	72%	77%	78%	80%		85%		88%		100%

All Students - % of students passing Reading Comprehension Standard

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
71%	72%	75%	70%	77%	67%	75%		79%		83%		100%

All Students - % of students passing Reading Vocabulary Standards

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
72%	72%	75%	67%	78%	67.5%	78%		82%		86%		100%

All Students - % Passing NWEA Spring Administration of Reading

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	
			79.5%	80%		85%		88%		91%		100%

All Students - % passing writing application standard on ISTEP+

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	
72	71	75	66	78	65.7%	75		78		80		100

All Students - % passing writing process standard on ISTEP+

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	
			70.1%	73%		75%		78%		80%		100%

All students - % scoring 2 or above on open-ended problem-solving questions

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	
			24.2%	30%		35%		40%		45%		100%

All Students - % scoring 5 or 6 on writing ISTEP+ writing prompt

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	
			4.2%	10%		17%		25%		30%		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	
79%	75%	79%	72%	80%	71%	80%		82%		84%		100%

Free/Reduced Lunch Students - % passing ISTEP+ Language Arts Standards

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			56%	60%		63%		67%		70%		100%

Free/Reduced Lunch Students - % passing ISTEP+ Math Standards

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			72%	75%		78%		80%		85%		100%

Males - % passing ISTEP+ Language Arts Standards

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			59%	61%		65%		68%		71%		100%

Males - % passing reading comprehension standards on ISTEP+

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	
			63%	65%		68%		71%		75%		100%

Students with an IEP - % of students passing Language ISTEP standards

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
30%	28%	30%	38%	40%	31%	40%		45%		50%		100%

Students with an IEP - % of students passing Math ISTEP standards

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
51%	40%	51%	47%	57%	59%	62%		65%		68%		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: Students (and parents) believe they know their learning styles, but the staff does not

*Teachers do not believe that students can describe their own learning styles (only 28% of faculty agree or strongly agree that students in their classroom can describe their preferred learning style, compared with 56% of parents and 74% of students who agree or strongly agree they can describe their learning style).

Concern: Students say their learning is affected by the disruptions of others

Students believe that the behavior of other students negatively affects their ability to learn (65% of students agree or strongly agree with the adverse effects of other student's behavior on their own learning, while only 33% of parents and 46% of the faculty believe this statement is true)

Concern: 1/3 of our teachers don't believe almost all of their students will pass ISTEP+

Teachers don't expect almost all their students to pass ISTEP (96% of students expect to pass 100% of parents expect their children to pass, but 64% of teachers expect almost all their students to pass ISTEP)

Required Areas of Concern

F. Encourage Rigorous Curriculum

I. Focused Academic Area

U. Focused Student Group

Strategies

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

Local Strategies

Attendance —

The administrative team and teachers will evaluate the current attendance policy and develop new strategies to improve student attendance. The attendance policy will be reviewed every year and changes implemented the following school year. Letters will be sent home when a child misses 3, 5, 7, 10 days. Students with perfect attendance will be honored at the end-of-year awards program. Perfect attendance is one eligibility criteria for students to participate in our High Flyers reward activity each grading period.

Required Strategies

F. Encourage Rigorous Curriculum —

We will encourage students to take Algebra in the 8th grade and continue to offer high level courses in language arts and mathematics at all grade levels. Teachers in each grade level discipline and the guidance counselor will review data and target students who are falling just short of the requirements for enrollment in the advanced courses. The staff will provide extra support within the regular classroom to supplement student skills each nine weeks and measurements will be taken at the end of the year to see if these students have qualified.

F. Encourage Rigorous Curriculum: Exceptional Learners - Gifted —

Grade level teams provide opportunities for expanded learning for the high ability students at FMS. Every grade level offers high ability classes in the areas of language arts and mathematics. Academic team provide 7th & 8th grade students the opportunity to expand their knowledge in math, science, social studies, and language arts. The teams practice before and after school during the second semester. Other various activities are designed to lead the students in different areas. (School musical, Solo & ensemble, Talent show, Art show, Spelling Bee, Geography Bee)

I. Focused Academic Area: Consistent Writing Program —

In the next year, the language department at Fremont Middle School will develop a consistent writing program for grades 5-8. This program will be delivered to entire staff by the Language Arts team at the beginning of the 2009-2010 school year. All teachers will be given guidelines to emphasize with students on writing assignments along with basic rubrics for grading. Along with increased weekly writing activities in the language arts classes, every teacher will include a one paragraph writing assignment (embedded in their assessments) each nine weeks. Students will be provided feedback on their work. Two school-wide writing prompts modeled after the ISTEP+ exam will be given in late October and late February. These will be scored and the language arts staff will conference with the students to discuss overall scores as well as strengths and weaknesses.

I. Focused Academic Area: Instructional Reading —

During the 2009-2010 school year, teachers will research and evaluate research-based instructional reading programs at the middle school level. Teachers will attend site visits and other professional development activities in order to find a program(s) to implement at Fremont Middle School. After presenting the findings and gathering input from all teachers and administrators, we will be able to begin training and implementation of the program(s) during the following school year.

U. Focused Student Group: Exceptional learners - Special Education —

According to law, IEP's are developed for our special education students by case conference committee members and implemented by our special education staff, instructional assistants, general education teachers, counselor, and administrators. ISTEP and NWEA testing will be administered in small groups. This addresses the accommodations indicated on the IEP's of the students. We believe that having students work in small groups will help reduce possible test anxiety. When possible the special education students are placed in general education classes with assistance from the special education teachers and their instructional assistants. Accommodations are made in the general education classrooms to assist the special education

students in becoming more academically successful. Recorded textbooks have been supplied for students to assist in developing their reading comprehension. Lexia SOS reading program will be utilized in the resource room as a supplement in helping students acquire phonics skills.

U. Focused Student Group: Response to Intervention —

During the 2009 - 2010 school year, teachers will participate in Response to Intervention (RTI) training. RTI is a systematic process that ensures that ALL students learn. During the last quarter of the school year, teachers will begin implementing RTI strategies on a daily basis while continuing to receive training. RTI will target free-reduced lunch, special education, and male students who are struggling with mastering skills in the areas of reading, language, and mathematics.

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.

I. Focused Academic Area: Consistent Writing Program

Professional Development Activity	Funding	Activity Purpose
<i>Support for instruction</i>	Source: PL 221 Amount: \$ 1000	Information Skill Building
Brief Description	Intended Participants	Activity Format
Teachers will decide on what elements of writing program will be through collaboration as a department and attendance at workshops throughout the summer.	Teachers	Talk to Presentation/Workshop Collaborative Problem Solving Networking/Site Visit

Professional Development Activity	Funding	Activity Purpose
<i>Unveiling of new program</i>	Source: PL 221 Amount: \$undetermined at this time	Skill Building
Brief Description	Intended Participants	Activity Format
Group 2 task force and language arts teachers will present the Fremont Middle School writing program to the entire staff, as well as support materials	Teachers Counselors Administrators	Talk to Presentation/Workshop

Professional Development Activity	Funding	Activity Purpose
<i>Refining components for school-wide writing program</i>	Source: PL 221 Amount: \$400	Information Skill Building Refinement
Brief Description	Intended Participants	Activity Format
Language Arts teachers and Group 2 task force members will bring information together to select components of writing program from information gathered over the summer	Teachers Administrators	Talk to Collaborative Problem Solving

Professional Development Activity	Funding	Activity Purpose
<i>Creation of rubrics and prompts</i>	Source: PL 221 Amount: \$250	Skill Building
Brief Description	Intended Participants	Activity Format
Language Arts staff and media specialist will create the two school-wide writing prompts and the rubrics to grade these prompts (using ISTEP+ as their guide)	Teachers	Study Group Collaborative Problem Solving

I. Focused Academic Area: Instructional Reading

Professional Development Activity	Funding	Activity Purpose
<i>Instructional Reading Site Visit</i>	Source: PL 221 Amount: \$undetermined at this time	Information
Brief Description	Intended Participants	Activity Format
Teachers will attend site visits at schools identified with a middle school level research-based instructional reading program.	Teachers	Talk to Networking/Site Visit

Professional Development Activity	Funding	Activity Purpose
<i>Instructional Reading Conferences/ Workshops</i>	Source: PL 221 Amount: \$undetermined at this time	Information Skill Building
Brief Description	Intended Participants	Activity Format
Teachers will attend conferences/workshops for middle school level research-based instructional reading programs.	Teachers	Talk to Presentation/Workshop

U. Focused Student Group: Response to Intervention

Professional Development Activity	Funding	Activity Purpose
<i>Attend professional growth opportunities throughout the year</i>	Source: PL221 Amount: \$undetermined at this time	Information Skill Building
Brief Description	Intended Participants	Activity Format
Teachers will attend informational RTI workshops. Information regarding RTI workshops/presentations will be made available and posted in the staff workroom for staff members. Teachers will do site visits of schools implementing RTI. Teachers will attend in-house RTI presentations.	Teachers Counselors Administrators	Presentation/Workshop Study Group Networking/Site Visit

Professional Development Activity	Funding	Activity Purpose
<i>Develop an RTI library</i>	Source: PL 221 Amount: \$undetermined at this time	Information
Brief Description	Intended Participants	Activity Format
Group I will explore available RTI resources and determine which might be helpful to our staff members as we begin to implement the RTI process. Group I will establish the location for our present RTI resources and determine which items should be purchased if funds are available. Group I will select and order printed RTI materials as funds are available.	Teachers Counselors Administrators	Study Group Professional Reading

Professional Development Activity	Funding	Activity Purpose
<i>Teacher feedback</i>	Source: Amount: \$0	Information Skill Building Feedback/Support
Brief Description	Intended Participants	Activity Format
Teachers will give and receive feedback regarding their understanding and use of the RTI process.	Teachers Counselors Administrators	Talk to Presentation/Workshop Peer Coaching Collaborative Problem Solving

Professional Development Activity	Funding	Activity Purpose
<i>Share information monthly</i>	Source: Amount: \$0	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Information received during professional development opportunities, site visits, and from professional research materials will be shared with Group I members and during grade-level team meetings.	Teachers Counselors Administrators	Talk to Study Group Peer Coaching Professional Reading Collaborative Problem Solving

Professional Development Activity	Funding	Activity Purpose
<i>Create a list of RTI websites</i>	Source: Amount: \$0	Information
Brief Description	Intended Participants	Activity Format
A composite list of RTI websites will be compiled and frequently updated and made available to all teachers as we research and develop our school-wide RTI program.	Teachers Counselors Administrators	Professional Reading

Professional Development Activity	Funding	Activity Purpose
<i>Participate in site visits to other schools who have implemented the RTI process</i>	Source: PL221 Amount: \$undetermined at this time	Information Skill Building Feedback/Support
Brief Description	Intended Participants	Activity Format
Teachers will participate in site visits to gain first-hand information and application of the RTI process.	Teachers Counselors Administrators	Talk to Presentation/Workshop Peer Coaching Collaborative Problem Solving Networking/Site Visit

Professional Development Activity	Funding	Activity Purpose
<i>RTI Group I meetings each month</i>	Source: Amount: \$0	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
RTI strategy group will meet each month to share information and knowledge gained during the previous month while reading, researching, attending workshops or site visits. Members will develop the RTI implementation process for our school and utilize it with their students as they gain a working understanding of the RTI process.	Teachers Counselors Administrators	Talk to Study Group Peer Coaching Collaborative Problem Solving Networking/Site Visit

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: Students (and parents) believe they know their learning styles, but the staff does not

Data Targets Influenced by This Concern:

- Free/Reduced Lunch Students -- % passing ISTEP+ Language Arts Standards
- Free/Reduced Lunch Students -- % passing ISTEP+ Math Standards
- Males -- % passing ISTEP+ Language Arts Standards
- Males -- % passing reading comprehension standards on ISTEP+
- Students with an IEP -- % of students passing Language ISTEP standards
- Students with an IEP -- % of students passing Math ISTEP standards

Strategies to Impact This Concern:

- F. Encourage Rigorous Curriculum
- F. Encourage Rigorous Curriculum: Exceptional Learners - Gifted
- I. Focused Academic Area: Consistent Writing Program
- I. Focused Academic Area: Instructional Reading
- U. Focused Student Group: Response to Intervention
- U. Focused Student Group: Exceptional learners - Special Education

Concern: Students say their learning is affected by the disruptions of others

Data Targets Influenced by This Concern:

- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- Free/Reduced Lunch Students -- % passing ISTEP+ Language Arts Standards
- Free/Reduced Lunch Students -- % passing ISTEP+ Math Standards
- Males -- % passing ISTEP+ Language Arts Standards
- Males -- % passing reading comprehension standards on ISTEP+
- Students with an IEP -- % of students passing Language ISTEP standards
- Students with an IEP -- % of students passing Math ISTEP standards

Strategies to Impact This Concern:

- F. Encourage Rigorous Curriculum
- I. Focused Academic Area: Consistent Writing Program
- U. Focused Student Group: Response to Intervention

Concern: 1/3 of our teachers don't believe almost all of their students will pass ISTEP+

Data Targets Influenced by This Concern:

- All Students -- % of students passing Math Problem Solving Standard
- All Students -- % of students passing Reading Comprehension Standard
- All Students -- % of students passing Reading Vocabulary Standards
- All Students -- % Passing NWEA Spring Administration of Reading
- All Students -- % passing writing application standard on ISTEP+
- All Students -- % passing writing process standard on ISTEP+
- All students -- % scoring 2 or above on open-ended problem-solving questions
- All Students -- % scoring 5 or 6 on writing ISTEP+ writing prompt
- All Students (126 days) -- ISTEP PL221 Category Placement Performance

Strategies to Impact This Concern:

- Attendance
- I. Focused Academic Area: Consistent Writing Program
- U. Focused Student Group: Exceptional learners - Special Education

Required Areas of Concern

F. Encourage Rigorous Curriculum (PL221)

Data Targets Influenced by This Concern:

- All Students -- % of students passing Math Problem Solving Standard
- All students -- % scoring 2 or above on open-ended problem-solving questions
- All Students (126 days) -- ISTEP PL221 Category Placement Performance

Strategies to Impact This Concern:

- F. Encourage Rigorous Curriculum
- F. Encourage Rigorous Curriculum: Exceptional Learners - Gifted

I. Focused Academic Area (PL221)

Data Targets Influenced by This Concern:

- All Students -- % of students passing Reading Comprehension Standard
- All Students -- % of students passing Reading Vocabulary Standards
- All Students -- % Passing NWEA Spring Administration of Reading
- All Students -- % passing writing application standard on ISTEP+
- All Students -- % passing writing process standard on ISTEP+
- All Students -- % scoring 5 or 6 on writing ISTEP+ writing prompt
- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- Free/Reduced Lunch Students -- % passing ISTEP+ Language Arts Standards
- Males -- % passing ISTEP+ Language Arts Standards
- Males -- % passing reading comprehension standards on ISTEP+
- Students with an IEP -- % of students passing Language ISTEP standards

Strategies to Impact This Concern:

- I. Focused Academic Area: Consistent Writing Program
- I. Focused Academic Area: Instructional Reading

U. Focused Student Group (PL221)

Data Targets Influenced by This Concern:

- Free/Reduced Lunch Students -- % passing ISTEP+ Language Arts Standards
- Free/Reduced Lunch Students -- % passing ISTEP+ Math Standards
- Males -- % passing ISTEP+ Language Arts Standards
- Males -- % passing reading comprehension standards on ISTEP+
- Students with an IEP -- % of students passing Language ISTEP standards
- Students with an IEP -- % of students passing Math ISTEP standards

Strategies to Impact This Concern:

- U. Focused Student Group: Response to Intervention
- U. Focused Student Group: Exceptional learners - Special 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:	Principal's office if requested	Force Field Report B: Curriculum Additional Data #1
Titles and descriptions of assessment instruments to be used in addition to ISTEP+:	NWEA - measures student comprehension in reading, language, and math. STAR - provides a baseline for student reading levels. COMPASS/Odyssey - provides assignments based on a student's NWEA score and measures their growth in these strategies.	Force Field Report C: Assessment Additional Data #1
Statutes and rules to be waived:	None at the current time.	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.

Focused Academic Area

May 11, 2009: Contact community organizations

Person: group 3

Activity: Instructional Reading Research

May 11, 2009: Internet search

Person: group 3

Activity: Instructional Reading Research

May 11, 2009: Research print media

Person: group 3

Activity: Instructional Reading Research

May 25, 2009: 4th nine weeks walk-through - pick a student

Person: Mark Fowerbaugh

Activity: Principal Walk-throughs

May 28, 2009: Meet with Language Arts Staff to determine components of program

Person: Mark Fowerbaugh

Activity: Create unified vision

Jun 11, 2009: Contact community organizations

Person: group 3

Activity: Instructional Reading Research

Jun 11, 2009: Internet search

Person: group 3

Activity: Instructional Reading Research

Jun 11, 2009: Research print media

Person: group 3

Activity: Instructional Reading Research

Jul 11, 2009: Contact community organizations

Person: group 3

Activity: Instructional Reading Research

Jul 11, 2009: Internet search

Person: group 3

Activity: Instructional Reading Research

Jul 11, 2009: Research print media

Person: group 3

Activity: Instructional Reading Research

Aug 11, 2009: Contact community organizations

Person: group 3

Activity: Instructional Reading Research

Aug 11, 2009: Internet search

Person: group 3

Activity: Instructional Reading Research

- Aug 11, 2009:** Research print media
Person: group 3
Activity: Instructional Reading Research
- Aug 17, 2009:** Contact similar middle schools
Person: group 3
Activity: Instructional Reading Research
- Sep 1, 2009:** Identify possible conferences/ workshops
Person: Group 3
Activity: Instructional Reading Conferences/ Workshops
- Sep 1, 2009:** Language Arts teachers will receive support, stipends, and/or release time to work together to plan for writing program implementation
Person: Mark Fowerbaugh
Activity: Summer Time - Beginning of school year
- Sep 1, 2009:** Provide professional development to determine appropriate school-wide writing program
Person: Mark Fowerbaugh/Language Arts Teachers
Activity: Support for instruction
- Sep 7, 2009:** Language Arts teachers will determine the components of an effective middle school writing program
Person: Language Arts Teachers
Activity: Components of writing program
- Sep 7, 2009:** Language Arts Teachers finalize key components to be covered by all teachers
Person: Language Arts Teachers/group 2
Activity: Refining components for school-wide writing program
- Sep 10, 2009:** Language Arts and group 2 meet to discuss roll-out of program to entire staff
Person: group 2/Language Arts Teachers
Activity: Unification of staff
- Sep 11, 2009:** Contact community organizations
Person: group 3
Activity: Instructional Reading Research
- Sep 11, 2009:** Internet search
Person: group 3
Activity: Instructional Reading Research
- Sep 11, 2009:** Research print media
Person: group 3
Activity: Instructional Reading Research
- Sep 14, 2009:** Attend conferences/workshops
Person: Group 3
Activity: Instructional Reading Conferences/ Workshops
- Sep 14, 2009:** Seek administrator/ funding approval
Person: Group 3
Activity: Instructional Reading Conferences/ Workshops
- Sep 15, 2009:** Rubrics and key points of new writing program presented to all staff
Person: Group 2/Language Arts Teachers
Activity: Unveiling of new program
- Sep 17, 2009:** Contact similar middle schools
Person: group 3
Activity: Instructional Reading Research

- Oct 1, 2009:** Language Arts and Resource Staff will determine writing prompts for the year and rubrics that will be used to grade
Person: Language Arts/Entire Staff
Activity: Creation of rubrics and prompts
- Oct 1, 2009:** Language Arts teachers (& resource teachers) will determine the prompts for the year and the rubrics to grade it
Person: Language Arts Teachers/Resource Teachers
Activity: Develop prompts and rubrics
- Oct 1, 2009:** Identify possible conferences/ workshops
Person: Group 3
Activity: Instructional Reading Conferences/ Workshops
- Oct 2, 2009:** monthly meetings within each grade level will be devoted to discussions/implementation/modifications to writing program
Person: Entire Staff/Mark Fowerbaugh
Activity: Grade level meetings
- Oct 5, 2009:** Language Arts will meet monthly to discuss progress and determine the path for the next month's activities both within language arts and for the entire staff
Person: Mark Fowerbaugh
Activity: Monthly Language Arts meetings
- Oct 11, 2009:** Contact community organizations
Person: group 3
Activity: Instructional Reading Research
- Oct 11, 2009:** Internet search
Person: group 3
Activity: Instructional Reading Research
- Oct 11, 2009:** Research print media
Person: group 3
Activity: Instructional Reading Research
- Oct 14, 2009:** Attend conferences/workshops
Person: Group 3
Activity: Instructional Reading Conferences/ Workshops
- Oct 14, 2009:** Seek administrator/ funding approval
Person: Group 3
Activity: Instructional Reading Conferences/ Workshops
- Oct 17, 2009:** Contact similar middle schools
Person: group 3
Activity: Instructional Reading Research
- Oct 21, 2009:** Arrange visit dates and times
Person: Group 3
Activity: Instructional Reading Site Visit
- Oct 21, 2009:** Attend site visits
Person: Group 3
Activity: Instructional Reading Site Visit
- Oct 21, 2009:** Identify possible site visit schools
Person: Group 3
Activity: Instructional Reading Site Visit
- Oct 21, 2009:** Seek administrator/ funding approval
Person: Group 3
Activity: Instructional Reading Site Visit

- Oct 21, 2009:** Ask staff for feedback/suggestions on progress
Person: Group 3
Activity: Instructional Reading Update
- Oct 21, 2009:** Gather feedback for further research/ investigation
Person: Group 3
Activity: Instructional Reading Update
- Oct 21, 2009:** Send update e--mail to staff
Person: Group 3
Activity: Instructional Reading Update
- Oct 22, 2009:** Collect Writing Samples from each teacher
Person: Group 2 members
Activity: Teachers implementing writing program
- Oct 31, 2009:** 1st nine week walk-throughs - program displayed
Person: Mark Fowerbaugh
Activity: Principal Walk-throughs
- Oct 31, 2009:** Students complete 1st schoolwide writing prompt
Person: Group 2
Activity: Student body writing prompt during extended Eagle Time
- Nov 1, 2009:** Group 2 will meet monthly to monitor program and discuss implementation and data collection
Person: Group 2 members
Activity: Group 2 meetings
- Nov 1, 2009:** Identify possible conferences/ workshops
Person: Group 3
Activity: Instructional Reading Conferences/ Workshops
- Nov 6, 2009:** Language Arts teachers will receive time to discuss and grade school-wide writing prompts
Person: Mark Fowerbaugh
Activity: Release Time - Grading Prompts
- Nov 14, 2009:** Attend conferences/workshops
Person: Group 3
Activity: Instructional Reading Conferences/ Workshops
- Nov 14, 2009:** Seek administrator/ funding approval
Person: Group 3
Activity: Instructional Reading Conferences/ Workshops
- Dec 1, 2009:** Identify possible conferences/ workshops
Person: Group 3
Activity: Instructional Reading Conferences/ Workshops
- Dec 14, 2009:** Attend conferences/workshops
Person: Group 3
Activity: Instructional Reading Conferences/ Workshops
- Dec 14, 2009:** Seek administrator/ funding approval
Person: Group 3
Activity: Instructional Reading Conferences/ Workshops
- Dec 15, 2009:** Survey to find out what teachers know and have used of the writing program
Person: Ken Wertz
Activity: Collect first semester follow-up data

Dec 23, 2009: Arrange visit dates and times
Person: Group 3
Activity: Instructional Reading Site Visit

Dec 23, 2009: Attend site visits
Person: Group 3
Activity: Instructional Reading Site Visit

Dec 23, 2009: Identify possible site visit schools
Person: Group 3
Activity: Instructional Reading Site Visit

Dec 23, 2009: Seek administrator/ funding approval
Person: Group 3
Activity: Instructional Reading Site Visit

Dec 23, 2009: Ask staff for feedback/suggestions on progress
Person: Group 3
Activity: Instructional Reading Update

Dec 23, 2009: Gather feedback for further research/ investigation
Person: Group 3
Activity: Instructional Reading Update

Dec 23, 2009: Send update e--mail to staff
Person: Group 3
Activity: Instructional Reading Update

Dec 24, 2009: Collect Writing Samples from each teacher
Person: Group 2 members
Activity: Teachers implementing writing program

Jan 1, 2010: Identify possible conferences/ workshops
Person: Group 3
Activity: Instructional Reading Conferences/ Workshops

Jan 14, 2010: Attend conferences/workshops
Person: Group 3
Activity: Instructional Reading Conferences/ Workshops

Jan 14, 2010: Seek administrator/ funding approval
Person: Group 3
Activity: Instructional Reading Conferences/ Workshops

Jan 15, 2010: 2nd nine week walk-throughs - samples in folders
Person: Mark Fowerbaugh
Activity: Principal Walk-throughs

Feb 1, 2010: Identify possible conferences/ workshops
Person: Group 3
Activity: Instructional Reading Conferences/ Workshops

Feb 14, 2010: Attend conferences/workshops
Person: Group 3
Activity: Instructional Reading Conferences/ Workshops

Feb 14, 2010: Seek administrator/ funding approval
Person: Group 3
Activity: Instructional Reading Conferences/ Workshops

- Feb 24, 2010:** Arrange visit dates and times
Person: Group 3
Activity: Instructional Reading Site Visit
- Feb 24, 2010:** Attend site visits
Person: Group 3
Activity: Instructional Reading Site Visit
- Feb 24, 2010:** Identify possible site visit schools
Person: Group 3
Activity: Instructional Reading Site Visit
- Feb 24, 2010:** Seek administrator/ funding approval
Person: Group 3
Activity: Instructional Reading Site Visit
- Feb 24, 2010:** Ask staff for feedback/suggestions on progress
Person: Group 3
Activity: Instructional Reading Update
- Feb 24, 2010:** Gather feedback for further research/ investigation
Person: Group 3
Activity: Instructional Reading Update
- Feb 24, 2010:** Send update e--mail to staff
Person: Group 3
Activity: Instructional Reading Update
- Feb 25, 2010:** Collect Writing Samples from each teacher
Person: Group 2 members
Activity: Teachers implementing writing program
- Mar 1, 2010:** Identify possible conferences/ workshops
Person: Group 3
Activity: Instructional Reading Conferences/ Workshops
- Mar 14, 2010:** Attend conferences/workshops
Person: Group 3
Activity: Instructional Reading Conferences/ Workshops
- Mar 14, 2010:** Seek administrator/ funding approval
Person: Group 3
Activity: Instructional Reading Conferences/ Workshops
- Apr 1, 2010:** Identify possible conferences/ workshops
Person: Group 3
Activity: Instructional Reading Conferences/ Workshops
- Apr 1, 2010:** Students complete 2nd schoolwide writing prompt
Person: Group 2 members
Activity: Student body writing prompt during extended Eagle Time
- Apr 10, 2010:** 3rd nine week walk-throughs - activities measured
Person: Mark Fowerbaugh
Activity: Principal Walk-throughs
- Apr 14, 2010:** Attend conferences/workshops
Person: Group 3
Activity: Instructional Reading Conferences/ Workshops

- Apr 14, 2010:** Seek administrator/ funding approval
Person: Group 3
Activity: Instructional Reading Conferences/ Workshops
- Apr 28, 2010:** Arrange visit dates and times
Person: Group 3
Activity: Instructional Reading Site Visit
- Apr 28, 2010:** Attend site visits
Person: Group 3
Activity: Instructional Reading Site Visit
- Apr 28, 2010:** Identify possible site visit schools
Person: Group 3
Activity: Instructional Reading Site Visit
- Apr 28, 2010:** Seek administrator/ funding approval
Person: Group 3
Activity: Instructional Reading Site Visit
- Apr 28, 2010:** Ask staff for feedback/suggestions on progress
Person: Group 3
Activity: Instructional Reading Update
- Apr 28, 2010:** Gather feedback for further research/ investigation
Person: Group 3
Activity: Instructional Reading Update
- Apr 28, 2010:** Send update e--mail to staff
Person: Group 3
Activity: Instructional Reading Update
- Apr 29, 2010:** Collect Writing Samples from each teacher
Person: Group 2 members
Activity: Teachers implementing writing program
- May 1, 2010:** Identify possible conferences/ workshops
Person: Group 3
Activity: Instructional Reading Conferences/ Workshops
- May 15, 2010:** Collect survey on knowledge and application of writing program
Person: Dan Cairl
Activity: Collect final semester follow-up data

Focused Student Group

- , 2009:** Participate in site visits
Person: Group I members
Activity: Participate in site visits to other schools who have implemented the RTI process
- ✓ **May 11, 2009:** Distribute, collect, tabulate survey
Person: Mary Ann Wehrenberg
Activity: Collect baseline data
- Jun , 2009:** Create a list of RTI websites
Person: Mary Ann Wehrenberg
Activity: Create a list of RTI websites
- Jun , 2009:** Make website list available to teachers
Person: Mary Ann Wehrenberg
Activity: Create a list of RTI websites

- Jun 3, 2009:** Research RTI information
Person: Group I Members
Activity: Create an RTI information fact sheet for teachers
- Aug , 2009:** Designate an area in the teachers' workroom for an RTI library
Person: Group I
Activity: Develop an RTI library
- Aug , 2009:** Select and order printed materials with RTI information
Person: Group I
Activity: Develop an RTI library
- Aug , 2009:** Information received during professional development activities will be shared
Person: Group I
Activity: Share information monthly
- Aug 17, 2009:** Post information regarding RTI workshops
Person: Group I members
Activity: Attend professional growth opportunities throughout the year
- Aug 31, 2009:** Group I meetings will be held on the last Monday of each month
Person: Mary Ann Wehrenberg
Activity: RTI Group I meetings each month
- Sep 2, 2009:** Develop RTI definition/fact sheet for teachers
Person: Group I Members
Activity: Create an RTI information fact sheet for teachers
- Nov , 2009:** Grade-level team members will share with Group I each month
Person: Grade-level Group I members
Activity: Teacher feedback
- Nov , 2009:** Teacher feedback will be received during monthly team meetings
Person: Grade-level Group I members
Activity: Teacher feedback
- Jan 15, 2010:** disseminate RTI information during team meetings
Person: Group I members
Activity: Attend team meetings
- Jan 15, 2010:** Distribute, collect, tabulate survey
Person: Group I
Activity: Collect first semester/trimester follow up data
- Feb 19, 2010:** disseminate RTI information during team meetings
Person: Group I members
Activity: Attend team meetings
- Mar 3, 2010:** Create forms for RTI process
Person: Group I members
Activity: Create documentation forms for RTI process at FMS
- Mar 3, 2010:** Develop a process sheet to be used for RTI at FMS
Person: Group I
Activity: Develop an RTI process for FMS
- Mar 19, 2010:** disseminate RTI information during team meetings
Person: Group I members
Activity: Attend team meetings

Apr 16, 2010: disseminate RTI information during team meetings

Person: Group I members

Activity: Attend team meetings

May 21, 2010: disseminate RTI information during team meetings

Person: Group I members

Activity: Attend team meetings

Jun 1, 2010: Distribute, collect, tabulate survey

Person: Group I

Activity: Collect final semester/trimester follow up data

Continuous Improvement Timeline

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