

School Improvement Plan - 2010-2011

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Boonville High School (8789)

Warrick County School Corp

Boonville, 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

Boonville High 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-Making

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

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

Implementation Next Year

Our work next year will be guided by the to-do list that we have developed for each strategy.

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

Who Wrote this School Improvement Plan?

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

Groups and Roles

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

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

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

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

Discussion Topics

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

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

Steering Team

- Clint Claypool - Teacher
- Kelly Graber - Teacher
- Devona Heuring - Teacher
- Robert Dave Heuring - Community Representative (Business)
- Alex Howell - Teacher
- Pam Koleszar - Teacher
- Erica Meier - Teacher
- Abbie Redmon - School Counselor
- Shelly Volz - Parent/Guardian
- Mike Whitten - Administrator

Strategy Chairs

- Stephanie France
- Janet Metzger
- Abbie Redmon
- Jason Roy
- Laura Wallace
- Denise Wathen
- Ruth White

Community Council

- Kellie Noe - Parent / Community
- Shelly Volz - Parent - gifted
- Diane Wallen - Parent - gifted
- Denise Wathen - Parent - gifted
- Judy Wynn - Parent - gifted

Vision Statement

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

We believe all students deserve:

a free education, including a challenging curriculum and access to appropriate technology for all. We believe that all students deserve to be surrounded by adults who actively support and recognize their academic and extracurricular efforts in all ways, including financially, structurally, physically, and emotionally. We believe that all students deserve to be held to high standards in education and discipline, and to be graded based truly on what they learn. We believe that all students deserve appropriate remediation in areas where standards are not met. We believe that all students deserve to graduate with a basic skill set that equips them to be contributing members of society, as well as the knowledge necessary to follow their chosen educational and career paths. We believe that all students deserve the opportunity to earn respect, and to improve their behavior and grades without the stigma of prior actions. We believe that all students deserve a voice in their education, and appropriate alternatives to the traditional high school course path. We believe that all students deserve a safe, structured, and caring environment free of distractions.

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

all adults are positive role models who strive to recognize students's maximum potential and challenge them to live up to it, while working together to do what is best for each student. All teachers are active in the local community, and every day are present, prepared with authentic activities, and enthusiastic about teaching all students. All teachers are highly qualified in their teaching areas, trained to use appropriate technology, and willing to change ineffective teaching methods. All teachers engage in ongoing professional development and continuous learning to enrich their teaching and the entire learning experience. All teachers provide ample opportunities for student success, and are available for student help as needed. All parents and community members support educators by reinforcing education and responsibility outside of the school building. All parents provide the basic needs for their students as well as nurturing home environments where education is a priority. All community members are involved in the school through community partnerships, volunteering, donations, mentoring, and attendance at school functions. All adults accept, support, and enforce the established academic and behavior policies, applying them as equitably as possible to all students in all situations.

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

are enthusiastic about learning, make their education a top priority, and have a strong desire to succeed in school and beyond. All students expect a challenging curriculum, monitor their progress, and communicate with adults to find ways to improve. All students are aware of current technology and use it appropriately to enhance their education. All students maintain a healthy lifestyle, and are well-rested, well-fed, and dressed appropriately when they arrive at school on time each day with the necessary supplies. All students exhibit integrity and strong character, respecting themselves, others, authority, and property. All students are alert, attentive, and creative, and work well with peers and educators to complete assigned work and learn a variety of study skills, including using time wisely. All students understand that their behavior and choices today will shape their future, and so use critical-thinking skills to resolve conflicts and make good decisions. All students are involved in extra-curricular activities, and display school spirit in school, at events, and through participation in school clubs. All students participate in volunteering programs, philanthropic activities, and other community service projects.

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

- % of students who earn Core 40 diplomas: 100%
- % of students who earn Honors diplomas: 100%
- % of students who graduate: 100%
- % of students who earn 3 or better on AP exams: 100%
- % of students who earn postsecondary credit: 100%
- % of students who earn 4.0 GPA on 4.0 scale: 100%
- % of students who score 2400 on SAT: 100%
- % of students who score 36 on ACT: 100%
- % of students who score 30 on ASVAB: 100%
- % of students who pass all classes every semester: 100%
- % of students who read and write at grade level: 100%

- % of students who pass Algebra I ECA: 100%
- % of students who pass English 10 ECA: 100%

Academic Goals

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

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

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

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

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

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

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

10th Graders - Core 40 Language Arts - % passing ECA - English 10

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
68	71	73	62	68		70		72		74		100

All Algebra I students - % passing Core 40 Math ECA for Algebra I

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
68	64	70	61	66		70		72		74		100

All Students - % earning Indiana Academic Honors Diploma

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
25	17	25	17	25		25		25		25		100

All students - % earning Core 40 Diplomas

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
65	55	70	53	75		80		85		90		100

All Students - Graduation Rate (DOE)

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
80	80.3	82	89.9	85		87		89		91		100

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

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
68	67.9	70	63.8	72		74		76		78		100

Female 10th Graders - % Mastery Core 40 Language Arts

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	79		70	75		78		81		84		100

Free / Reduced Lunch 10th Graders - % Mastery Core 40 Language Arts

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	54		49	52		55		58		61		100

Male Gen Ed 10th Graders - % Mastery Core 40 Algebra & Functions

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
81	72	75	71	75		79		83		85		100

Male Gen Ed 10th Graders - % Mastery Core 40 Data Analysis & Probability

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
83	76	80	73	78		82		84		86		100

Male Gen Ed 10th Graders - % Mastery Core 40 Reading Comprehension

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
80	84	84	76	80		84		86		88		100

Male Gen Ed 10th Graders - % Mastery Core 40 Writing Applications

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
80	83	84	57	65		70		75		80		100

Male Spec Ed 10th Graders - % Mastery Core 40 Reading Comprehension

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
20	25	25	32	35		37		40		42		100

Male Spec Ed 10th Graders - % Mastery Core 40 Writing Applications

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
20	15	17	19	21		23		25		27		100

Needs Assessment / Areas of Concern

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

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

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

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

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

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

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

Local Areas of Concern

We are concerned that... all students need a safe and disciplined learning environment.

Nearly half of all students, especially upperclassmen, said they felt that the behavior of other students disrupted their learning. In addition, the number of demerits assigned is astronomical.

We are concerned that... Our teachers should be involved in our community, and our community should be involved with our curriculum and activities.

Students, faculty, parents, and community members agree that school communication needs improvement (Parent/Guardian - Student/Teacher discussions question). Over half of all students, parents, and faculty disagreed that communication existed or was effective. Teachers and students need to be involved in community activities and groups, and community groups need to be involved in school activities. This will help teachers develop real-world applications of material and allow students to apply their knowledge in real-world situations.

We are concerned that... Teachers need to provide ample opportunities and methods for students to ask questions.

22% of students say they do not ask questions in class, even when they know they need to.

Required Areas of Concern

F. Encourage Rigorous Curriculum

I. Focused Academic Area

U. Focused Student Group

Strategies

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

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

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

The strategy titles and descriptions are listed below:

Local Strategies

Community Communication

Faculty members will research opportunities to participate in community events and activities, such as partnerships, and find ways to bring the community into the school, as well as getting information about school activities to the community.

Impact Level: Low Impact

Focus: General

Maintaining Discipline in the Classroom and Schoolwide

Administrators and faculty members will continuously maintain a safe and disciplined environment through daily supervision of hallways, classrooms, and other areas. This committee will examine classroom management methods by researching methods in use as well as alternative options. They will review school wide discipline practices and consider prevention strategies instead of reactive techniques. Sources of strategies will include community programs involving young people and the leaders who work with them, as well as parents.

Impact Level: Low Impact

Focus: General

Required Strategies

F. Encourage Rigorous Curriculum: Guidance

The guidance department and IRP (homeroom) teachers will continue to work together to help students with their four-year course plans prior to enrollment in the spring semester. Classroom teachers will encourage students to enroll in courses that will challenge them.

Impact Level: High Impact - Outside

Focus: General

I. Focused Academic Area: Building Vocabulary for Comprehension

All 2nd period teachers will display vocabulary words to the students on a daily basis. Students will see the word and definition, hear the word and definition, and watch a short video or image that depicts the word. Videos not only explain the definition but often provide a humorous memory for students. Videos will feature respected male students, in an effort to reach struggling male students. Monthly, IRP teachers will administer and grade the vocabulary enrichment activity.

Impact Level: High Impact - Inside

Focus: Specific

I. Focused Academic Area: Improving Writing Process Across the Curriculum

All teachers will assign writing activities at least once every nine weeks graded with a designated rubric. All English teachers will include explaining the rubric as part of their curriculum.

Impact Level: High Impact - Inside

Focus: Specific

I. Focused Academic Area: Math Progress and Success

Math and other content area teachers will research and develop best practices for student success with Algebra I standards and the End-of-Course Assessment (ECA) during common planning periods. Specifically, teachers will look for methods to improve the performance of special education / IEP students taking Algebra I, as well as examples and strategies designed to engage male students.

Impact Level: High Impact - Inside

Focus: Specific

U. Focused Student Group: Creating Opportunities for Questions

This committee will research methods for students to ask questions without recourse during class. Methods will help all students, but may give special education / IEP students a way to ask questions without fear of humiliation or negative feedback from other students. All teachers will implement one or more methods in their classrooms within a nine-week period, followed by a schoolwide evaluation process. Our special education / IEP students are primarily male and free/reduced lunch, therefore this strategy will impact those student groups most.

Impact Level: High Impact - Inside

Focus: Specific

Strategy Data

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

Required Strategies

I. Focused Academic Area: Building Vocabulary for Comprehension

% of teachers who indicate they displayed vocabulary words for students

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

% of students who participate in monthly vocabulary assessments

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

U. Focused Student Group: Creating Opportunities for Questions

% of teachers who indicate they employed a questioning method demonstrated or discussed

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
51	100		100	

To-Do List

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

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

Community Communication

Sep 20, 2010: Newspaper Article from Departments **Person:** Mike Whitten

Sep 20, 2010: Speaker's Bureau **Person:** Mike Whitten

Dec , 2010: Billboard/Banner **Person:** Denise Wathen

Dec , 2010: Career Day **Person:** Devona Heuring

Dec , 2010: Christmas Parade Float **Person:** Brenda Hachmeister

Dec , 2010: Survey for Parents/Families **Person:** Sara Copeland

Encourage Rigorous Curriculum

May 13, 2010: Host meeting for students enrolled in AP courses. **Person:** Mike Whitten / AP teachers

Nov 14, 2010: Update course offerings / descriptions. **Person:** Classroom teachers

Dec 10, 2010: Compile course descriptions into binder. **Person:** Julia Mayes

Mar 15, 2011: Distribute course description binders. **Person:** Susan Lehr

Mar 22, 2011: Counsel students on choosing classes of appropriate difficulty. **Person:** Classroom teachers / Counselors

May 15, 2011: Host meeting for students enrolled in AP courses. **Person:** Mike Whitten / AP teachers

Focused Academic Area

Apr 1, 2010: Collect baseline data: % of students who participate in monthly vocabulary assessments **Person:** Alan Collins

May 25, 2010: Research activities geared toward engaging special education students in mathematics. **Person:** Erica Meier

Jun 25, 2010: Research Activities geared toward engaging male students in mathematics. **Person:** Amy Shoemaker

Jul 27, 2010: Research activities geared toward engaging special education students in mathematics. **Person:** Erica Meier

Aug 10, 2010: Collect Baseline Data % of teachers who indicate they displayed vocabulary words for students **Person:** Alan Collins

Aug 11, 2010: Write Traits Training **Person:** Janet Metzger

Aug 16, 2010: Compile a list of vocabulary words and definitions to be used on the quizzes. **Person:** Stephanie France & Pam Koleszar

Aug 18, 2010: Submission Folders **Person:** Sarah Copeland

Aug 20, 2010: Survey math teachers regarding activities implemented and interest level of identified students. **Person:** Ruth White

Aug 23, 2010: Broadcast "Word of the Week" on the school announcements. **Person:** Janet Metzger

Aug 27, 2010: Research Activities geared toward engaging male students in mathematics. **Person:** Amy Shoemaker

Aug 30, 2010: Broadcast "Word of the Week" on the school announcements. **Person:** Janet Metzger

Sep 3, 2010: Black Day Classes Write on Idea and Word Choice **Person:** Faculty

Sep 6, 2010: Broadcast "Word of the Week" on the school announcements. **Person:** Janet Metzger

Sep 7, 2010: Host monthly department meetings where research and activities can be presented and modeled. **Person:** Tim Nurrenbern

Sep 7, 2010: Model activities for math teachers. **Person:** Carmen Wilson / Tim Nurrenbern / Ruth White

Sep 13, 2010: Broadcast "Word of the Week" on the school announcements. **Person:** Janet Metzger

Sep 20, 2010: Broadcast "Word of the Week" on the school announcements. **Person:** Janet Metzger

Sep 27, 2010: Broadcast "Word of the Week" on the school announcements. **Person:** Janet Metzger

Sep 28, 2010: Implement hands-on activities in the classroom regularly. **Person:** Math teachers

Sep 28, 2010: Research activities geared toward engaging special education students in mathematics. **Person:** Erica Meier

Oct 1, 2010: Collect Black Day writings based on Rubric **Person:** Janet Metzger/Mike Whitten

Oct 4, 2010: Broadcast "Word of the Week" on the school announcements. **Person:** Janet Metzger

Oct 5, 2010: Host monthly department meetings where research and activities can be presented and modeled. **Person:** Tim Nurrenbern

Oct 5, 2010: Model activities for math teachers. **Person:** Carmen Wilson / Tim Nurrenbern / Ruth White

Oct 7, 2010: Compile quizzes every nine weeks. **Person:** Stephanie France

Oct 8, 2010: Copy quizzes and distribute to IRP teachers' mailboxes. **Person:** James Blankenship & Bob Proctor

Oct 8, 2010: Gold Day Classes write using Organization and Sentence Fluency **Person:** Faculty

Oct 11, 2010: Administer and grade quizzes. **Person:** IRP Teachers

Oct 11, 2010: Broadcast "Word of the Week" on the school announcements. **Person:** Janet Metzger

Oct 12, 2010: Give prizes to IRP teachers for distribution. **Person:** Dirk Conner

Oct 12, 2010: Reward students for participating and achieving at least 80% on quizzes. **Person:** Dirk Conner

Oct 18, 2010: Broadcast "Word of the Week" on the school announcements. **Person:** Janet Metzger

Oct 25, 2010: Broadcast "Word of the Week" on the school announcements. **Person:** Janet Metzger

Oct 26, 2010: Implement hands-on activities in the classroom regularly. **Person:** Math teachers

Oct 29, 2010: Research Activities geared toward engaging male students in mathematics. **Person:** Amy Shoemaker

Nov 1, 2010: Broadcast "Word of the Week" on the school announcements. **Person:** Janet Metzger

Nov 2, 2010: Host monthly department meetings where research and activities can be presented and modeled. **Person:** Tim Nurrenbern

Nov 2, 2010: Model activities for math teachers. **Person:** Carmen Wilson / Tim Nurrenbern / Ruth White

Nov 8, 2010: Broadcast "Word of the Week" on the school announcements. **Person:** Janet Metzger

Nov 15, 2010: Broadcast "Word of the Week" on the school announcements. **Person:** Janet Metzger

Nov 22, 2010: Broadcast "Word of the Week" on the school announcements. **Person:** Janet Metzger

Nov 23, 2010: Implement hands-on activities in the classroom regularly. **Person:** Math teachers

Nov 29, 2010: Broadcast "Word of the Week" on the school announcements. **Person:** Janet Metzger

Nov 30, 2010: Collect fall data: % of students who participate in monthly vocabulary assessments **Person:** Alan Collins

Nov 30, 2010: Collect fall data: % of teachers who indicate they displayed vocabulary words for students **Person:** Alan Collins

Nov 30, 2010: Research activities geared toward engaging special education students in mathematics. **Person:** Erica Meier

Dec 3, 2010: Collect Gold Day writings based on Rubric **Person:** Janet Metzger/Mike Whitten

Dec 6, 2010: Broadcast "Word of the Week" on the school announcements. **Person:** Janet Metzger

Dec 7, 2010: Host monthly department meetings where research and activities can be presented and modeled. **Person:** Tim Nurrenbern

Dec 7, 2010: Model activities for math teachers. **Person:** Carmen Wilson / Tim Nurrenbern / Ruth White

Dec 9, 2010: Compile quizzes every nine weeks. **Person:** Stephanie France

Dec 10, 2010: Copy quizzes and distribute to IRP teachers' mailboxes. **Person:** James Blankenship & Bob Proctor

Dec 13, 2010: Administer and grade quizzes. **Person:** IRP Teachers

Dec 13, 2010: Broadcast "Word of the Week" on the school announcements. **Person:** Janet Metzger

Dec 14, 2010: Give prizes to IRP teachers for distribution. **Person:** Dirk Conner

Dec 14, 2010: Reward students for participating and achieving at least 80% on quizzes. **Person:** Dirk Conner

Dec 28, 2010: Implement hands-on activities in the classroom regularly. **Person:** Math teachers

Jan 4, 2011: Host monthly department meetings where research and activities can be presented and modeled. **Person:** Tim Nurrenbern

Jan 4, 2011: Model activities for math teachers. **Person:** Carmen Wilson / Tim Nurrenbern / Ruth White

Jan 7, 2011: Black Day Classes write on Conventions and Voice **Person:** Faculty

Jan 10, 2011: Broadcast "Word of the Week" on the school announcements. **Person:** Janet Metzger

Jan 17, 2011: Broadcast "Word of the Week" on the school announcements. **Person:** Janet Metzger

Jan 24, 2011: Broadcast "Word of the Week" on the school announcements. **Person:** Janet Metzger

Jan 25, 2011: Implement hands-on activities in the classroom regularly. **Person:** Math teachers

Jan 31, 2011: Broadcast "Word of the Week" on the school announcements. **Person:** Janet Metzger

Feb 1, 2011: Host monthly department meetings where research and activities can be presented and modeled. **Person:** Tim Nurrenbern

Feb 1, 2011: Model activities for math teachers. **Person:** Carmen Wilson / Tim Nurrenbern / Ruth White

Feb 7, 2011: Broadcast "Word of the Week" on the school announcements. **Person:** Janet Metzger

Feb 14, 2011: Broadcast "Word of the Week" on the school announcements. **Person:** Janet Metzger

Feb 18, 2011: Collect Black Day writings based on Rubric **Person:** Janet Metzger/Mike Whitten

Feb 21, 2011: Broadcast "Word of the Week" on the school announcements. **Person:** Janet Metzger

Feb 22, 2011: Implement hands-on activities in the classroom regularly. **Person:** Math teachers

Feb 25, 2011: Gold Day classes write on Idea and Organization **Person:** Faculty

Feb 28, 2011: Broadcast "Word of the Week" on the school announcements. **Person:** Janet Metzger

Mar 1, 2011: Host monthly department meetings where research and activities can be presented and modeled. **Person:** Tim Nurrenbern

Mar 1, 2011: Model activities for math teachers. **Person:** Carmen Wilson / Tim Nurrenbern / Ruth White

Mar 3, 2011: Compile quizzes every nine weeks. **Person:** Stephanie France

Mar 4, 2011: Copy quizzes and distribute to IRP teachers' mailboxes. **Person:** James Blankenship & Bob Proctor

Mar 7, 2011: Administer and grade quizzes. **Person:** IRP Teachers

Mar 7, 2011: Broadcast "Word of the Week" on the school announcements. **Person:** Janet Metzger

Mar 8, 2011: Give prizes to IRP teachers for distribution. **Person:** Dirk Conner

Mar 8, 2011: Reward students for participating and achieving at least 80% on quizzes. **Person:** Dirk Conner

Mar 14, 2011: Broadcast "Word of the Week" on the school announcements. **Person:** Janet Metzger

Mar 21, 2011: Broadcast "Word of the Week" on the school announcements. **Person:** Janet Metzger

Mar 22, 2011: Implement hands-on activities in the classroom regularly. **Person:** Math teachers

Mar 28, 2011: Broadcast "Word of the Week" on the school announcements. **Person:** Janet Metzger

Apr 4, 2011: Broadcast "Word of the Week" on the school announcements. **Person:** Janet Metzger

Apr 5, 2011: Host monthly department meetings where research and activities can be presented and modeled. **Person:** Tim Nurrenbern

Apr 5, 2011: Model activities for math teachers. **Person:** Carmen Wilson / Tim Nurrenbern / Ruth White

Apr 11, 2011: Broadcast "Word of the Week" on the school announcements. **Person:** Janet Metzger

Apr 18, 2011: Broadcast "Word of the Week" on the school announcements. **Person:** Janet Metzger

Apr 25, 2011: Broadcast "Word of the Week" on the school announcements. **Person:** Janet Metzger

Apr 26, 2011: Implement hands-on activities in the classroom regularly. **Person:** Math teachers

Apr 29, 2011: Collect Gold Day writings based on rubric **Person:** Janet Metzger/Mike Whitten

May 2, 2011: Broadcast "Word of the Week" on the school announcements. **Person:** Janet Metzger

May 9, 2011: Broadcast "Word of the Week" on the school announcements. **Person:** Janet Metzger

May 10, 2011: Give prizes to IRP teachers for distribution. **Person:** Dirk Conner

May 10, 2011: Reward students for participating and achieving at least 80% on quizzes. **Person:** Dirk Conner

May 11, 2011: Complie quizzes every nine weeks. **Person:** Stephanie France

May 12, 2011: Copy quizzes and distribute to IRP teachers' mailboxes. **Person:** James Blankenship & Bob Proctor

May 14, 2011: Survey math teachers regarding activities implemented and interest level of identified students. **Person:** Ruth White

May 16, 2011: Administer and grade quizzes. **Person:** IRP Teachers

May 16, 2011: Broadcast "Word of the Week" on the school announcements. **Person:** Janet Metzger

May 17, 2011: Hold a drawing for one large prize for students scoring an 80% or higher on all four quizzes. **Person:** Alan Collins

Jun 30, 2011: Collect spring data: % of students who participate in monthly vocabulary assessments **Person:** Alan Collins

Jun 30, 2011: Collect spring data: % of teachers who indicate they displayed vocabulary words for students **Person:** Alan Collins

Focused Student Group

Apr 4, 2010: Student survey **Person:** Judy McNeely

May 23, 2010: Research strategies **Person:** Committee

Aug 16, 2010: Model Note Cards- Entering and Exit **Person:** Laura Wallace

Sep 23, 2010: Utilize one or more questioning strategies in the classroom during first nine weeks. **Person:** Classroom teachers

Nov 30, 2010: Collect fall data: % of teachers who indicate they employed a questioning method demonstrated or discussed
Person: Judy McNeely

Dec 19, 2010: Utilize one or more questioning strategies in the classroom during second nine weeks. **Person:** Classroom teachers

Feb 14, 2011: Model 2nd strategy **Person:** Laura Wallace

Feb 24, 2011: Utilize one or more questioning strategies in the classroom during third nine weeks. **Person:** Classroom teachers

Apr 10, 2011: Model 3rd Strategy **Person:** Laura Wallace

Apr 29, 2011: Utilize one or more questioning strategies in the classroom during fourth nine weeks. **Person:** Classroom teachers

Jun 30, 2011: Collect spring data: % of teachers who indicate they employed a questioning method demonstrated or discussed
Person: Judy McNeely

Maintaining Discipline in the Classroom and Schoolwide

Aug 13, 2010: Offer faculty the opportunity to observe colleagues' classrooms in action during their planning periods. **Person:** Administration

Aug 15, 2010: Monitor hallways during passing periods every period, every day. **Person:** Faculty

Sep 13, 2010: Survey staff members about classroom management methods. **Person:** Mary Cox

Oct 15, 2010: Research strategies in use by other organizations such as 4-H, Boys & Girls Clubs, youth groups, etc. **Person:** Geoff North

Nov 19, 2010: Present information on behavior management to staff. **Person:** Keith Paige

Jan 13, 2011: Revise and implement behavior management strategies in the classroom. **Person:** Faculty

Apr 16, 2011: Survey teachers regarding satisfaction levels with student behavior and discipline enforcement in their classrooms and the building. **Person:** Connie Martin

Professional Development Summary

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

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

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

Community Communication

No professional development is needed for this strategy.

Maintaining Discipline in the Classroom and Schoolwide

Present information on behavior management to staff.

Brief Description: Provide each teacher with a brief description of various management methods. Host a discussion of specifics as needed, and give the opportunity for teachers to ask questions and adapt the methods and ideas to their classrooms.

Intended Participants: Teachers, Counselors, Administrators

Date: Nov 19, 2010

Activity Purpose: Information, Skill Building

Activity Format: Talk to, Presentation

Funding: None

Does this activity occur during the school day? Yes

Research strategies in use by other organizations such as 4-H, Boys & Girls Clubs, youth groups, etc

Brief Description: Contact local groups who work with students primarily outside of school. Ask what they do when behavioral problems occur. If they have no behavioral problems, what makes us different?

Intended Participants: Teachers, Parents, Community Members

Date: Oct 15, 2010

Activity Purpose: Information, Skill Building

Activity Format: Action Research

Funding: None

Does this activity occur during the school day? Yes

Survey staff members about classroom management methods.

Brief Description: Compose and distribute a survey to teachers about the methods they use to manage their classrooms. Rule-making, consequences, warnings, referrals - how do they work together in your classroom?

Intended Participants: Teachers, Counselors, Administrators

Date: Sep 13, 2010

Activity Purpose: Information, Feedback/Support

Activity Format: Action Research

Funding: None

Does this activity occur during the school day? Yes

F. Encourage Rigorous Curriculum: Guidance

No professional development is needed for this strategy.

I. Focused Academic Area: Building Vocabulary for Comprehension

No professional development is needed for this strategy.

I. Focused Academic Area: Improving Writing Process Across the Curriculum

Write Traits Training

Brief Description: Refresh and Train staff on how to grade and use the Write Traits Rubric

Intended Participants: Teachers, Counselors, Administrators

Date: Aug 11, 2010

Activity Purpose: Information, Skill Building, Feedback/Support, Refinement

Activity Format: Talk to, Presentation

Funding: PL221

Does this activity occur during the school day? Yes

I. Focused Academic Area: Math Progress and Success

Host monthly department meetings where research and activities can be presented and modeled.

Brief Description: Math department head will host a departmental math meeting every month where teachers can hear and see new ideas for activities to be used in teaching mathematics standards.

Intended Participants: Teachers

Dates: Sep 7, 2010; Oct 5, 2010; Nov 2, 2010; Dec 7, 2010; Jan 4, 2011; Feb 1, 2011; Mar 1, 2011; Apr 5, 2011

Activity Purpose: Information, Skill Building, Feedback/Support

Activity Format: Talk to, Presentation, Peer Coaching

Funding: None

Does this activity occur during the school day? Yes

Research Activities geared toward engaging male students in mathematics.

Brief Description: Person responsible will research activities and problems geared toward male students which will enhance the teaching of the standards in ways to engage male students. She will then present findings at monthly dept meetings.

Intended Participants: Teachers

Dates: Jun 25, 2010; Aug 27, 2010; Oct 29, 2010

Activity Purpose: Information, Skill Building

Activity Format: Talk to, Presentation, Peer Coaching, Action Research

Funding: None

Does this activity occur during the school day? Yes

Research activities geared toward engaging special education students in mathematics.

Brief Description: Professional Development coordinator will research activities designed to engage particular students in math. She will then present the information to math teachers during monthly department meetings.

Intended Participants: Teachers

Dates: May 25, 2010; Jul 27, 2010; Sep 28, 2010; Nov 30, 2010

Activity Purpose: Information, Skill Building

Activity Format: Talk to, Presentation, Peer Coaching, Action Research

Funding: None

Does this activity occur during the school day? Yes

U. Focused Student Group: Creating Opportunities for Questions

Model 2nd strategy

Brief Description: Committee members will model questioning activity for faculty during a faculty meeting.

Intended Participants: Teachers

Date: Feb 14, 2011

Activity Purpose: Information, Skill Building

Activity Format: Talk to, Presentation, Peer Coaching

Funding: None

Does this activity occur during the school day? Yes

Model 3rd Strategy

Brief Description: Committee members will model questioning activity for faculty during a faculty meeting.

Intended Participants: Teachers

Date: Apr 10, 2011

Activity Purpose: Information, Skill Building

Activity Format: Talk to, Presentation, Peer Coaching

Funding: None

Does this activity occur during the school day? Yes

Model Note Cards- Entering and Exit

Brief Description: Committee members will model the question activity for staff members during a faculty meeting.

Intended Participants: Teachers

Date: Aug 16, 2010

Activity Purpose: Information, Skill Building

Activity Format: Talk to, Presentation

Funding: None

Does this activity occur during the school day? Yes

Research strategies

Brief Description: Research questioning strategies for classroom use which provide anonymity and maintain student rapport.

Intended Participants: Teachers

Date: May 23, 2010

Activity Purpose: Information, Skill Building

Activity Format: Professional Reading, Action Research

Funding: None

Does this activity occur during the school day? Yes

Relationship Report: Areas of Concern / Strategies / Achievement Goals

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

Local Areas of Concern

We are concerned that... all students need a safe and disciplined learning environment.

Data Targets Influenced by This Concern:

- All Students -- Graduation Rate (DOE)

Strategies to Impact This Concern:

- Maintaining Discipline in the Classroom and Schoolwide

We are concerned that... Our teachers should be involved in our community, and our community should be involved with our curriculum and activities.

Data Targets Influenced by This Concern:

- Male Gen Ed 10th Graders -- % Mastery Core 40 Algebra & Functions
- Male Gen Ed 10th Graders -- % Mastery Core 40 Data Analysis & Probability

Strategies to Impact This Concern:

- Community Communication

We are concerned that... Teachers need to provide ample opportunities and methods for students to ask questions.

Data Targets Influenced by This Concern:

- Female 10th Graders -- % Mastery Core 40 Language Arts
- Free / Reduced Lunch 10th Graders -- % Mastery Core 40 Language Arts
- Male Gen Ed 10th Graders -- % Mastery Core 40 Algebra & Functions
- Male Gen Ed 10th Graders -- % Mastery Core 40 Data Analysis & Probability
- Male Spec Ed 10th Graders -- % Mastery Core 40 Reading Comprehension

Strategies to Impact This Concern:

- U. Focused Student Group: Creating Opportunities for Questions

Required Areas of Concern

F. Encourage Rigorous Curriculum (PL221)

Data Targets Influenced by This Concern:

- All Algebra I students -- % passing Core 40 Math ECA for Algebra I
- All Students -- % earning Indiana Academic Honors Diploma
- All students -- % earning Core 40 Diplomas
- All Students -- Graduation Rate (DOE)
- Male Gen Ed 10th Graders -- % Mastery Core 40 Algebra & Functions
- Male Gen Ed 10th Graders -- % Mastery Core 40 Data Analysis & Probability

Strategies to Impact This Concern:

- F. Encourage Rigorous Curriculum: Guidance
- I. Focused Academic Area: Math Progress and Success

I. Focused Academic Area (PL221)

Data Targets Influenced by This Concern:

- 10th Graders -- Core 40 Language Arts - % passing ECA - English 10
- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- Female 10th Graders -- % Mastery Core 40 Language Arts
- Free / Reduced Lunch 10th Graders -- % Mastery Core 40 Language Arts
- Male Gen Ed 10th Graders -- % Mastery Core 40 Reading Comprehension
- Male Gen Ed 10th Graders -- % Mastery Core 40 Writing Applications
- Male Spec Ed 10th Graders -- % Mastery Core 40 Reading Comprehension
- Male Spec Ed 10th Graders -- % Mastery Core 40 Writing Applications

Strategies to Impact This Concern:

- I. Focused Academic Area: Math Progress and Success
- I. Focused Academic Area: Improving Writing Process Across the Curriculum
- I. Focused Academic Area: Building Vocabulary for Comprehension

U. Focused Student Group (PL221)

Data Targets Influenced by This Concern:

- Female 10th Graders -- % Mastery Core 40 Language Arts
- Free / Reduced Lunch 10th Graders -- % Mastery Core 40 Language Arts

Strategies to Impact This Concern:

- I. Focused Academic Area: Math Progress and Success
- U. Focused Student Group: Creating Opportunities for Questions

Force Field Excerpt

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

<p>A. Where is the public copy of your school's curriculum located?</p>	<p>Guidance Office</p>
<p>B. What rules or statutes would you like to waive in order to promote student learning?</p> <ul style="list-style-type: none"> ● Identify the specific statute and and/or rule you wish to waive. ● Identify the educational strategies this waiver would allow you to implement that could not be implemented under current statute and rule. ● Explain the benefit to student achievement. ● Describe the evaluation process that would be used to measure the success of these strategies. 	<p>PL221 / P-16 Plan requiring all students to perform to a specific level on a standardized test. Students with IEPs who are permitted accommodations / modifications throughout the year are not permitted those same changes on ECA tests. Portfolio review for student progress within their means is a more effective method of measurement for students in this category. By showing adequate progress from their individual starting points, students can be successful without having to reach a bar that is set far above their abilities. A committee review process including the student, parents, teachers, community members, etc., would allow the student to present his work and achievement, providing direct feedback and support. This one-on-one interaction allows those who know the student best to determine the progress he has made, as opposed to measuring it on a test whose questions test skills he may not have developed yet. Score reports provide little feedback and no support, giving students no assistance in determining their next steps.</p>
<p>C. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.</p>	<p>Safe Schools Healthy Students Climate Survey - feedback from faculty and staff about the school environment Local data - pass rates for Core 40 classes</p>

Continuous Improvement Timeline

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

* Our school will complete these tasks every three years
We are next scheduled to complete these tasks during the 2011-2012 school year