

School Improvement Plan - 2014-2015

Generated on May 19, 2014 at 1:05 PM

Chandler Elementary School (8813)

Warrick County School Corp

Chandler, 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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Table of Contents

- School Improvement Plan Introduction 3
- Who Wrote this School Improvement Plan? 4
- Vision Statement 6
- Academic Goals 8
- Comprehensive Needs Assessment / Areas of Concern 10
- Strategies 12
- Strategy Data 14
- To-Do List 15
- Professional Development Summary 18
- Relationship Report: Areas of Concern / Strategies / Achievement Goals 20
- Force Field Excerpt 24
- Continuous Improvement Timeline 25

School Improvement Plan Introduction

Chandler Elementary School

This school improvement plan was developed using a vision-based and data-driven process called *Vision-to-Action* that was developed by the American 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:

- American Student Achievement Institute
- Indiana Rules and Regulations

Participation

The following people were involved in developing this School Improvement Plan

- Teachers
- Students
- Parent representatives
- Community representatives

Process

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

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

Using Data for Decision-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

- Andrea Boyle - Teacher
- Kenny Brown - Community Representative (Business)
- Heather Duncan - Teacher
- April Gill - Teacher
- Brad Harrison - School Counselor
- Stephanie Henrich - Administrator
- Adam Schmitt - Administrator
- Thersa Weisman - Parent/Guardian

Strategy Chairs

- Linda Banks
- Tracy Cron
- Lauren Ellmers
- Stephanie Henrich
- Krista Johnson
- Kelly May

Community Council

- Janette Gipson - Parent
- Karen Besing - Teacher
- Kenny Brown - Business
- Brandi Bruce - Teacher/Parent

- Marvin Bruce - School Liason Officer
- Mike Camp - Parent
- Paula Camp - Parent
- Carla Cieslack - Parent
- Nicole Covert - parent
- Wendell Cron - Chandler Fire Department
- Misty Denk - Parent
- Todd Denk - Parent
- Ann Enlow - Parent
- Rebecca Farrar - parent
- Tammi Forston - Teacher
- Emily Heim - Parent
- Katie Heim - Parent
- Christina Hemenway - Business
- Dayna Higgs - parent
- Jason Higgs - parent
- Jamie Hubbs - parent
- Andrea Jeffreys - parent
- Ray Jenkins - Business
- Deann Johns - Parent
- Michelle Johnson - Business
- Bridget Love - teacher
- Lisa Lukens - parent
- Robin Mizeur - parent
- Teresa Paul - Community member
- Joanna Peak - parent
- Lois Ransom - teacher
- Lisa Selby - Parent
- Jessica Sills - parent
- Shelley Spears - Parent
- Mindy Stephens - Parent
- Kristi Tepool - Parent
- Jesse Thornton - parent
- Kathy Titzer - parent
- Michelle Trabant - Parent
- Kenny Virgin - Parent
- Shannon Virgin - Parent
- Vanessa Wagler - Parent
- Wendy Wary - parent
- Thersa Weisman - Parent

Vision Statement

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

We believe all students deserve:

We believe that all students deserve the opportunity to receive an exemplary education that includes differentiated instruction, small class sizes, individualized instruction, access to current technology, hands-on learning, real-world experiences, and year round enrichment classes. All students should come to school well-rested, fed, and healthy. We believe that all students deserve equal opportunities, including preschool experiences as a part of a free, public education. All students deserve highly knowledgeable, motivated, and caring school personnel (teachers, administrators, and staff), who will have high expectations for all students. All students deserve to learn appropriate, respectful behaviors from positive role models. We believe that all students deserve our best efforts while being inspired to reach their full potential. All students should be recognized for their academic efforts and community service. Students deserve the opportunity to be a part of their community through participation in various community /school sponsored activities and functions. Students deserve the opportunity to be respected and to have their ideas and opinions heard. Students deserve a sense of belonging and do not need to feel responsible for others's decisions and actions that they have no power to change. Above all, we believe that students deserve positive structure, a safe and secure environment, and love and compassion in order to maximize their potential.

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

All adults in our community are living by these core convictions daily and as a result, show the following attitudes and actions. All school personnel, parents, care givers and community members place a high value on education. All adults equally participate in information sharing to enhance the educational process of all students. All adults treat students with respect and compassion while taking time to listen to their ideas and opinions, thereby enabling the students to feel empowered to embrace life's challenges. Enthusiastic and motivated adults provide a safe, secure, loving, and caring environment to foster the success of all students. Adults encourage and reward students for academic success, as well as citizenship, through various achievement and character-building programs. Adults work together to recognize students's potential and assist in developing goals based upon the students's individual needs. Adults, willing to embrace change, create an environment where students are provided choices encompassing a variety of learning styles, differentiated instruction, and multiple assessment strategies. Adults model responsible and positive behavior that encourages and promotes responsible citizens. School personnel, parents, care givers, and community members provide opportunities for extended learning and real-world experiences.

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

In this environment where all adults are living by their core convictions, students come with high expectations prepared to accept the challenges set before them. Students arrive on time and are ready to learn daily. Students are focused on their education and are able to transfer their knowledge into a variety of situations. As independent thinkers, eager students take an active role and possess the necessary skills in meeting the demands of a rigorous curriculum. With positive attitudes, students are willing and able to accept and apply constructive criticism to ensure their academic success. Our open-minded students accept diversity and display respect among adults and peers. Students demonstrate responsibility for their own actions and can overcome distractions and negative influences of home and peers. In addition to the school environment, our well-rounded students branch out into the community and are involved in cultural activities that provide positive real-world experiences. By being self-confident risk-takers, students are equipped to progress to the next level of learning while preparing to become productive citizens.

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

- % of students who 3rd - 5th graders master ISTEP+ math skills: 100%
- % of students who 3rd - 5th graders master ISTEP+ language arts skills: 100%
- % of students who 3rd - 5th graders score 6 out of 6 in ISTEP+ Writing Application: 100%
- % of students who 3rd - 5th graders score 4 out of 4 in ISTEP+ Language Convention: 100%
- % of students who 4th graders master ISTEP+ science: 100%
- % of students who 5th graders master ISTEP+ social studies: 100%
- % of students who 3rd - 5th graders master all ISTEP+ tests: 100%
- % of students who 3rd - 5th graders will be anticipated to pass ISTEP Math and Lang. Arts by their 3rd and final predictive Acuity test.: 100%

- % of students who 1st â 5th graders work at or above grade level from STAR Reading: 100%
- % of students who 1st â 5th graders work at or above grade level from STAR Math: 100%
- % of students who 2nd graders will be at or above DIBELS benchmark in Oral Reading Fluency: 100%
- % of students who K - 2nd graders will be at or above the proficient reading level in TRC: 100%
- % of students who 2nd graders will be at or above the established level in mClass math computation: 100%
- % of students who 1st graders will be at the established level in mClass math number facts: 100%
- % of students who Kindergarten students will be at or above the established level in mClass math number recognition: 100%
- % of students who Kindergarten students will be at or above grade level in Early STAR Reading: 100%
- % of students who Kindergarten students will be at or above DIBELS benchmark in First Sound Fluency: 100%
- % of students who 3rd graders will pass the I-Read Assessment: 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.

All Special Education Students taking the ISTEP assessment - % passing ISTEP Eng/LA

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
65	56	62	62	66		70		74		78		100

All Students - % Passing ISTEP Language Conventions

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
86	85	87	88	92		96		100		100		100

All Students - Percent passing ISTEP Language Arts based on A-F Accountability Performance Data

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
86	85	88	87	91		95		99		100		100

All Students - Percent passing ISTEP Math based on A-F Accountability Performance Data

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
86	86	88	86	90		94		98		100		100

All Students taking the ISTEP assessment - % passing ISTEP Math: Number Sense

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
90	86	88	87	91		95		99		100		100

Free and Reduced students in grades 3-5 - % passing ISTEP English/Lang. Arts

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
80	74	77	81	85		89		93		97		100

Grade 1-5 students reading below grade level at the beginning of the school year - % who are showing a minimum of 9 months growth using STAR reading by the end of the school year

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
59	59	63	67	71		75		79		83		100

Students in grades 1-5 - % reading at or above grade level in May in STAR Reading

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
67	64	68	72	76		80		84		88		100

Comprehensive 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.

Areas of Concern

We are concerned that... Reading Assessment

Low ISTEP test scores for Special Ed. in English/Language Arts. Preparing for upcoming IREAD test.

We are concerned that... Reading Communication to Parents

We are doing this through teacher newsletters, Star Reading scores, DIBELS/TRC testing results, and Acuity information that is sent home to parents when testing is complete.

We are concerned that... Students need daily exposure to everyday math problems and concepts.

Students need daily exposure to everyday math problems and concepts. We modified the Calendar Math Strategy making it a Daily Math Review Strategy. The purpose of this change is to use a more productive way of reviewing different math standards based off grade level needs. We also want to address this concern beginning in Kindergarten.

We are concerned that... Students need more exposure to language conventions

Language Conventions scores indicate this was an area of concern. This is being done through Daily Language Review.

We are concerned that... Students with special needs need more opportunities for exposure to grade level curriculum adapted to their ability level.

At our school, we have a high level of special education and free or reduced students. We strongly believe this may explain low achievement. Differentiation of instruction and accommodations can be improved with regular education and special education teachers co-teaching.

We are concerned that... Tier 1 Core Reading

We are concerned that... Tier 2 Reading

We are concerned that... Tier 3 Reading

We are concerned that... Encourage Rigorous Curriculum

We are concerned that... Attendance

We are concerned that... Focused Academic Area

We are concerned that... 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:

Strategies

Attendance

The school nurse calls all absent students in the morning to find out why they are absent. The counselor keeps track of students that have multiple absences or tardies. He will contact the parents to discuss the multiple absences/tardies. To encourage good attendance, students are awarded the perfect attendance award at the end of every grading period and are recognized at the I CAN program. Students that have perfect attendance for the entire year are given an award at the end of the school year and recognized at the awards ceremony.

Impact Level: Low Impact

Focus: Specific

Encourage Rigorous Curriculum

Accelerated Reader is a school wide reading program at Chandler Elementary School. It is used to improve and assess student reading comprehension and vocabulary through a variety of quizzes. Teachers expect students to receive an eighty percent on each quiz. Teachers personalize each student's reading goal according to his/her current reading level and frequently progress monitor the students throughout each nine weeks. Parents, student peers, and teachers conference with the students about the books they have read. Teachers also provide targeted interventions to help struggling students catch up to their peers to make sure every student experiences success.

Impact Level: High Impact - Inside

Focus: Specific

Focused Academic Area: Reading Blocks

Teachers in grades K-3 will implement an uninterrupted 90 minute Reading block daily. Teachers in grades 4-5 will implement an uninterrupted 60 minute Reading block daily. All Reading blocks will focus on phonics, phonemic awareness, fluency, comprehension, and vocabulary.

Impact Level: High Impact - Inside

Focus: Specific

Focused Academic Area: Conquering Conventions through Daily Language

Teachers will present and review conventions standards in grade levels 1-5 every week. This will be done through the use of Daily Language Review. Teachers will be surveyed during the course of the year to evaluate use of the Daily Language Review.

Impact Level: High Impact - Inside

Focus: Specific

Focused Academic Area: Conquering Conventions through Daily Math

Teachers will present and review math standards in grade levels K-5 at least three times every week. The standards will be presented as a mixed review. This will be done through the use of a daily math review. Teachers will be surveyed 3 times during the course of the year to evaluate the use of the daily math review.

Impact Level: High Impact - Inside

Focus: Specific

Focused Student Group: Collaborative Teaching Practices for Exceptional Learners

During the school year, a co-teaching program between general education and special education teachers will be implemented for the purpose of providing exposure to grade level curriculum for students with special needs. At the conclusion of the school year, all information gathered throughout the year will be shared and discussed. Co-teaching partners will continually analyze data to determine the on-going effectiveness of the program.

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.

Encourage Rigorous Curriculum

% of homeroom teachers implementing Accelerated Reader in their classrooms

Baseline 13-14	Follow Up 14-15 1st Semester / 1st Trimester		Follow Up 14-15 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
100	100		100	

Focused Student Group: Collaborative Teaching Practices for Exceptional Learners

We will count the percentage of special education students involved in a general education classroom for language arts.

Baseline 13-14	Follow Up 14-15 1st Semester / 1st Trimester		Follow Up 14-15 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
8%	7%		7%	

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.

Encourage Rigorous Curriculum

Nov 30, 2014: Collect fall data: % of homeroom teachers implementing Accelerated Reader in their classrooms **Person:** Krista Johnson

Jun 30, 2015: Collect spring data: % of homeroom teachers implementing Accelerated Reader in their classrooms **Person:** Krista Johnson

Focused Academic Area: Reading Blocks

Aug 11, 2014: 4-5 Teachers will implement an uninterrupted (of at least) 60 minutes of Reading Block Daily **Person:** 4-5 Teachers

Aug 11, 2014: k-3 Teachers will implement an uninterrupted block of 90-Minute Reading Block daily. **Person:** k-3 Teachers

Aug 29, 2014: Monthly POD meetings in Grade Levels **Person:** Team Leaders

Oct 3, 2014: Monthly POD meetings in Grade Levels **Person:** Team Leaders

Oct 31, 2014: Monthly POD meetings in Grade Levels **Person:** Team Leaders

Nov 25, 2014: Collect Fall Data: The Percentage of teachers implementing a daily 60 to 90 minute Reading Block focusing on phonics, phonemic awareness, comprehension and vocabulary. **Person:** Tracy Cron

Dec 5, 2014: Monthly POD meetings in Grade Levels **Person:** Team Leaders

Jan 2, 2015: Monthly POD meetings in Grade Levels **Person:** Team Leaders

Jan 30, 2015: Monthly POD meetings in Grade Levels **Person:** Team Leaders

Mar 6, 2015: Monthly POD meetings in Grade Levels **Person:** Team Leaders

Apr 3, 2015: Monthly POD meetings in Grade Levels **Person:** Team Leaders

May 1, 2015: Monthly POD meetings in Grade Levels **Person:** Team Leaders

May 22, 2015: Collect Spring Data: The Percentage of teachers implementing a daily 60 to 90 minute Reading Block focusing on phonics, phonemic awareness, comprehension and vocabulary. **Person:** Tracy Cron

Focused Academic Area: Conquering Conventions through Daily Language

Aug 1, 2014: Copy the Daily Language Book for New Teachers **Person:** Karen Besing

Aug 13, 2014: Host training for any new teachers or a refresher course for those that are in need of one. (Over Daily Language Requirements **Person:** Kelly May

Aug 18, 2014: Each Teacher will use daily language at least 3 times weekly. **Person:** Melanie Strahle

Aug 18, 2014: Reminder email sent out every week. **Person:** Kelly May

Aug 25, 2014: Each Teacher will use daily language at least 3 times weekly. **Person:** Melanie Strahle

Sep 1, 2014: Each Teacher will use daily language at least 3 times weekly. **Person:** Melanie Strahle

Sep 8, 2014: Each Teacher will use daily language at least 3 times weekly. **Person:** Melanie Strahle

Sep 15, 2014: Each Teacher will use daily language at least 3 times weekly. **Person:** Melanie Strahle

Sep 22, 2014: Each Teacher will use daily language at least 3 times weekly. **Person:** Melanie Strahle

Sep 29, 2014: Each Teacher will use daily language at least 3 times weekly. **Person:** Melanie Strahle

Oct 6, 2014: Each Teacher will use daily language at least 3 times weekly. **Person:** Melanie Strahle

Oct 9, 2014: Provide Principal once a grading period with the percentage of teachers who turned in samples. **Person:** Kelly May

Oct 13, 2014: Each Teacher will use daily language at least 3 times weekly. **Person:** Melanie Strahle

Oct 20, 2014: Each Teacher will use daily language at least 3 times weekly. **Person:** Melanie Strahle

Oct 27, 2014: Each Teacher will use daily language at least 3 times weekly. **Person:** Melanie Strahle

Nov 3, 2014: Each Teacher will use daily language at least 3 times weekly. **Person:** Melanie Strahle

Nov 10, 2014: Each Teacher will use daily language at least 3 times weekly. **Person:** Melanie Strahle

Nov 17, 2014: Each Teacher will use daily language at least 3 times weekly. **Person:** Melanie Strahle

Nov 21, 2014: Collect Fall Data: The Percentage of grade 1-5 Teachers using Daily Language 3 or more times a week. **Person:** Cathy Brown

Nov 24, 2014: Each Teacher will use daily language at least 3 times weekly. **Person:** Melanie Strahle

Nov 30, 2014: Collect fall data: The percent of grade 1-5 teachers using daily language 3 times or more weekly. **Person:** Cathy Brown

Dec 1, 2014: Each Teacher will use daily language at least 3 times weekly. **Person:** Melanie Strahle

Dec 8, 2014: Each Teacher will use daily language at least 3 times weekly. **Person:** Melanie Strahle

Dec 11, 2014: Provide Principal once a grading period with the percentage of teachers who turned in samples. **Person:** Kelly May

Dec 15, 2014: Each Teacher will use daily language at least 3 times weekly. **Person:** Melanie Strahle

Dec 22, 2014: Each Teacher will use daily language at least 3 times weekly. **Person:** Melanie Strahle

Jan 5, 2015: Each Teacher will use daily language at least 3 times weekly. **Person:** Melanie Strahle

Jan 12, 2015: Each Teacher will use daily language at least 3 times weekly. **Person:** Melanie Strahle

Jan 19, 2015: Each Teacher will use daily language at least 3 times weekly. **Person:** Melanie Strahle

Jan 26, 2015: Each Teacher will use daily language at least 3 times weekly. **Person:** Melanie Strahle

Feb 2, 2015: Each Teacher will use daily language at least 3 times weekly. **Person:** Melanie Strahle

Feb 9, 2015: Each Teacher will use daily language at least 3 times weekly. **Person:** Melanie Strahle

Feb 12, 2015: Provide Principal once a grading period with the percentage of teachers who turned in samples. **Person:** Kelly May

Feb 16, 2015: Each Teacher will use daily language at least 3 times weekly. **Person:** Melanie Strahle

Feb 23, 2015: Each Teacher will use daily language at least 3 times weekly. **Person:** Melanie Strahle

Mar 2, 2015: Each Teacher will use daily language at least 3 times weekly. **Person:** Melanie Strahle

Mar 9, 2015: Each Teacher will use daily language at least 3 times weekly. **Person:** Melanie Strahle

Mar 16, 2015: Each Teacher will use daily language at least 3 times weekly. **Person:** Melanie Strahle

Mar 23, 2015: Each Teacher will use daily language at least 3 times weekly. **Person:** Melanie Strahle

Mar 30, 2015: Each Teacher will use daily language at least 3 times weekly. **Person:** Melanie Strahle

Apr 6, 2015: Construct Survey **Person:** Kelly May

Apr 6, 2015: Each Teacher will use daily language at least 3 times weekly. **Person:** Melanie Strahle

Apr 13, 2015: Each Teacher will use daily language at least 3 times weekly. **Person:** Melanie Strahle

Apr 16, 2015: Provide Principal once a grading period with the percentage of teachers who turned in samples. **Person:** Kelly May

Apr 20, 2015: Each Teacher will use daily language at least 3 times weekly. **Person:** Melanie Strahle

Apr 20, 2015: Pass out survey **Person:** Kelly May

Apr 27, 2015: Collect and Record Survey Data **Person:** Kelly May

Apr 27, 2015: Each Teacher will use daily language at least 3 times weekly. **Person:** Melanie Strahle

Apr 30, 2015: Collect spring data: The percent of grade 1-5 teachers using daily language 3 times or more weekly. **Person:** Cathy Brown

Apr 30, 2015: Collect Spring Data: The Percentage of grade 1-5 Teachers using Daily Language 3 or more times a week. **Person:** Cathy Brown

May 4, 2015: Each Teacher will use daily language at least 3 times weekly. **Person:** Melanie Strahle

May 11, 2015: Each Teacher will use daily language at least 3 times weekly. **Person:** Melanie Strahle

May 18, 2015: Each Teacher will use daily language at least 3 times weekly. **Person:** Melanie Strahle

Focused Academic Area: Conquering Conventions through Daily Math

Apr 28, 2014: Provide Principal once a grading period with the percentage of teachers who turned in samples. **Person:** Linda Banks

Aug 18, 2014: Each teacher will use Daily Math 2 times weekly **Person:** Linda Banks

Aug 19, 2014: Reminder email sent out every week. **Person:** Linda Banks

Aug 20, 2014: Record % of teachers who turn in samples each week. **Person:** Linda Banks

Aug 22, 2014: Training for All Teachers **Person:** Linda Banks

Aug 26, 2014: Reminder email sent out every week. **Person:** Linda Banks

Sep 2, 2014: Reminder email sent out every week. **Person:** Linda Banks

Sep 4, 2014: Team Leaders will set up Pod Meetings **Person:** Team Leaders

Sep 5, 2014: Committee members will provide peer coaching. **Person:** Team Leaders/Committee Members

Sep 9, 2014: Reminder email sent out every week. **Person:** Linda Banks

Sep 16, 2014: Reminder email sent out every week. **Person:** Linda Banks

Sep 23, 2014: Reminder email sent out every week. **Person:** Linda Banks

Sep 30, 2014: Reminder email sent out every week. **Person:** Linda Banks

Oct 3, 2014: Committee members will provide peer coaching. **Person:** Team Leaders/Committee Members

Oct 7, 2014: Reminder email sent out every week. **Person:** Linda Banks

Oct 14, 2014: Reminder email sent out every week. **Person:** Linda Banks

Oct 21, 2014: Reminder email sent out every week. **Person:** Linda Banks

Oct 28, 2014: Reminder email sent out every week. **Person:** Linda Banks

Nov 4, 2014: Reminder email sent out every week. **Person:** Linda Banks
Nov 7, 2014: Committee members will provide peer coaching. **Person:** Team Leaders/Committee Members
Nov 11, 2014: Reminder email sent out every week. **Person:** Linda Banks
Nov 18, 2014: Reminder email sent out every week. **Person:** Linda Banks
Nov 25, 2014: Reminder email sent out every week. **Person:** Linda Banks
Nov 30, 2014: Collect Fall Data: The Percentage of grade 1-5 Teachers using Daily Math 3 or more times a week. **Person:** Linda Banks
Dec 2, 2014: Reminder email sent out every week. **Person:** Linda Banks
Dec 5, 2014: Committee members will provide peer coaching. **Person:** Team Leaders/Committee Members
Dec 9, 2014: Reminder email sent out every week. **Person:** Linda Banks
Dec 16, 2014: Reminder email sent out every week. **Person:** Linda Banks
Dec 23, 2014: Reminder email sent out every week. **Person:** Linda Banks
Dec 30, 2014: Reminder email sent out every week. **Person:** Linda Banks
Jan 2, 2015: Committee members will provide peer coaching. **Person:** Team Leaders/Committee Members
Jan 6, 2015: Reminder email sent out every week. **Person:** Linda Banks
Jan 13, 2015: Reminder email sent out every week. **Person:** Linda Banks
Jan 20, 2015: Reminder email sent out every week. **Person:** Linda Banks
Jan 27, 2015: Reminder email sent out every week. **Person:** Linda Banks
Feb 3, 2015: Reminder email sent out every week. **Person:** Linda Banks
Feb 6, 2015: Committee members will provide peer coaching. **Person:** Team Leaders/Committee Members
Feb 10, 2015: Reminder email sent out every week. **Person:** Linda Banks
Feb 17, 2015: Reminder email sent out every week. **Person:** Linda Banks
Feb 24, 2015: Reminder email sent out every week. **Person:** Linda Banks
Mar 3, 2015: Reminder email sent out every week. **Person:** Linda Banks
Mar 6, 2015: Committee members will provide peer coaching. **Person:** Team Leaders/Committee Members
Mar 10, 2015: Reminder email sent out every week. **Person:** Linda Banks
Mar 17, 2015: Reminder email sent out every week. **Person:** Linda Banks
Mar 24, 2015: Reminder email sent out every week. **Person:** Linda Banks
Mar 31, 2015: Reminder email sent out every week. **Person:** Linda Banks
Apr 3, 2015: Committee members will provide peer coaching. **Person:** Team Leaders/Committee Members
Apr 7, 2015: Reminder email sent out every week. **Person:** Linda Banks
Apr 8, 2015: Construct Survey **Person:** Robin McCammett
Apr 14, 2015: Reminder email sent out every week. **Person:** Linda Banks
Apr 21, 2015: Reminder email sent out every week. **Person:** Linda Banks
Apr 22, 2015: Collect and record Survey Data **Person:** Lauren Mosbey
Apr 28, 2015: Reminder email sent out every week. **Person:** Linda Banks
Apr 30, 2015: Collect Spring Data: The Percentage of grade 1-5 Teachers using Daily Math 3 or more times a week. **Person:** Linda Banks
May 1, 2015: Committee members will provide peer coaching. **Person:** Team Leaders/Committee Members
May 5, 2015: Reminder email sent out every week. **Person:** Linda Banks
May 12, 2015: Reminder email sent out every week. **Person:** Linda Banks

Focused Student Group: Collaborative Teaching Practices for Exceptional Learners

Aug 27, 2014: Co-Teachers meet with grade level peers **Person:** Co-Teachers
Sep 13, 2014: Analyze Co-Teaching Data and make changes as necessary. **Person:** Lauren Ellmers
Oct 8, 2014: Co-Teachers meet with grade level peers **Person:** Co-Teachers
Nov 19, 2014: Co-Teachers meet with grade level peers **Person:** Co-Teachers
Nov 30, 2014: Collect fall data: We will count the percentage of special education students involved in a general education classroom for language arts. **Person:**
Dec 31, 2014: Co-Teachers meet with grade level peers **Person:** Co-Teachers
Feb 11, 2015: Co-Teachers meet with grade level peers **Person:** Co-Teachers
Mar 17, 2015: Analyze Co-Teaching Data and make changes as necessary. **Person:** Lauren Ellmers
Mar 25, 2015: Co-Teachers meet with grade level peers **Person:** Co-Teachers
Apr 14, 2015: Develop Co-Teaching Plan for Following School Year **Person:** Lauren Ellmers
May 6, 2015: Co-Teachers meet with grade level peers **Person:** Co-Teachers
Jun 30, 2015: Collect spring data: We will count the percentage of special education students involved in a general education classroom for language arts. **Person:** Lauren Ellmers

Professional Development Summary

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

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

Encourage Rigorous Curriculum

No professional development is needed for this strategy.

Focused Academic Area: Reading Blocks

No professional development is needed for this strategy.

Focused Academic Area: Conquering Conventions through Daily Language

No professional development is needed for this strategy.

Focused Academic Area: Conquering Conventions through Daily Math

Committee members will provide peer coaching.

Brief Description: Committee members will provide peer coaching as needed. Per the information gathered at the POD Meetings, teachers who have already implemented the program will provide help to those teachers needing advice on how to make the program run smoothly in their own classrooms.

Intended Participants: Teachers, Students

Dates: Sep 5, 2014; Oct 3, 2014; Nov 7, 2014; Dec 5, 2014; Jan 2, 2015; Feb 6, 2015; Mar 6, 2015; Apr 3, 2015; May 1, 2015

Activity Purpose: Skill Building, Refinement

Activity Format: Talk to, Peer Coaching, Collaborative Problem Solving

Funding: No funding needed

Does this activity occur during the school day? Yes

Team Leaders will set up Pod Meetings

Brief Description: POD Meetings will provide the opportunity for teachers to discuss the pros and cons of the Daily Language Program within their classroom.

Intended Participants: Teachers

Date: Sep 4, 2014

Activity Purpose: Refinement

Activity Format: Talk to, Collaborative Problem Solving

Funding: No funding needed

Does this activity occur during the school day? No

Training for All Teachers

Brief Description: Teachers who implemented Daily Math during the 2013-2014 School Year will present the program to the faculty.

Intended Participants: Teachers

Date: Aug 22, 2014

Activity Purpose: Information

Activity Format: Talk to, Presentation

Funding: No funding needed

Does this activity occur during the school day? Yes

Focused Student Group: Collaborative Teaching Practices for Exceptional Learners

No professional development is needed for this strategy.

Relationship Report: Areas of Concern / Strategies / Achievement Goals

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

We are concerned that... Reading Assessment

Data Targets Influenced by This Concern:

- All Special Education Students taking the ISTEP assessment -- % passing ISTEP Eng/LA
- Free and Reduced students in grades 3-5 -- % passing ISTEP English/Lang. Arts
- Grade 1-5 students reading below grade level at the beginning of the school year -- % who are showing a minimum of 9 months growth using STAR reading by the end of the school year
- Students in grades 1-5 -- % reading at or above grade level in May in STAR Reading

Strategies to Impact This Concern:

- Encourage Rigorous Curriculum
- Focused Academic Area: Reading Blocks

We are concerned that... Reading Communication to Parents

Data Targets Influenced by This Concern:

- All Special Education Students taking the ISTEP assessment -- % passing ISTEP Eng/LA
- Free and Reduced students in grades 3-5 -- % passing ISTEP English/Lang. Arts
- Grade 1-5 students reading below grade level at the beginning of the school year -- % who are showing a minimum of 9 months growth using STAR reading by the end of the school year
- Students in grades 1-5 -- % reading at or above grade level in May in STAR Reading

Strategies to Impact This Concern:

- Focused Academic Area: Reading Blocks

We are concerned that... Students need daily exposure to everyday math problems and concepts.

Data Targets Influenced by This Concern:

- All Students -- Percent passing ISTEP Math based on A-F Accountability Performance Data
- All Students taking the ISTEP assessment -- % passing ISTEP Math: Number Sense

Strategies to Impact This Concern:

- Focused Academic Area: Conquering Conventions through Daily Math

We are concerned that... Students need more exposure to language conventions

Data Targets Influenced by This Concern:

- All Special Education Students taking the ISTEP assessment -- % passing ISTEP Eng/LA
- All Students -- % Passing ISTEP Language Conventions
- Free and Reduced students in grades 3-5 -- % passing ISTEP English/Lang. Arts

Strategies to Impact This Concern:

- Focused Academic Area: Conquering Conventions through Daily Language

We are concerned that... Students with special needs need more opportunities for exposure to grade level curriculum adapted to their ability level.**Data Targets Influenced by This Concern:**

- All Special Education Students taking the ISTEP assessment -- % passing ISTEP Eng/LA
- Free and Reduced students in grades 3-5 -- % passing ISTEP English/Lang. Arts

Strategies to Impact This Concern:

- Encourage Rigorous Curriculum
- Focused Student Group: Collaborative Teaching Practices for Exceptional Learners

We are concerned that... Tier 1 Core Reading**Data Targets Influenced by This Concern:**

- All Special Education Students taking the ISTEP assessment -- % passing ISTEP Eng/LA
- Free and Reduced students in grades 3-5 -- % passing ISTEP English/Lang. Arts
- Grade 1-5 students reading below grade level at the beginning of the school year -- % who are showing a minimum of 9 months growth using STAR reading by the end of the school year
- Students in grades 1-5 -- % reading at or above grade level in May in STAR Reading

Strategies to Impact This Concern:

- Focused Academic Area: Reading Blocks

We are concerned that... Tier 2 Reading**Data Targets Influenced by This Concern:**

- All Special Education Students taking the ISTEP assessment -- % passing ISTEP Eng/LA
- Free and Reduced students in grades 3-5 -- % passing ISTEP English/Lang. Arts
- Grade 1-5 students reading below grade level at the beginning of the school year -- % who are showing a minimum of 9 months growth using STAR reading by the end of the school year
- Students in grades 1-5 -- % reading at or above grade level in May in STAR Reading

Strategies to Impact This Concern:

- Focused Academic Area: Reading Blocks

We are concerned that... Tier 3 Reading**Data Targets Influenced by This Concern:**

- All Special Education Students taking the ISTEP assessment -- % passing ISTEP Eng/LA
- Free and Reduced students in grades 3-5 -- % passing ISTEP English/Lang. Arts
- Grade 1-5 students reading below grade level at the beginning of the school year -- % who are showing a minimum of 9 months growth using STAR reading by the end of the school year
- Students in grades 1-5 -- % reading at or above grade level in May in STAR Reading

Strategies to Impact This Concern:

- Focused Academic Area: Reading Blocks

We are concerned that... Encourage Rigorous Curriculum

Data Targets Influenced by This Concern:

- All Special Education Students taking the ISTEP assessment -- % passing ISTEP Eng/LA
- All Students -- % Passing ISTEP Language Conventions
- Free and Reduced students in grades 3-5 -- % passing ISTEP English/Lang. Arts
- Grade 1-5 students reading below grade level at the beginning of the school year -- % who are showing a minimum of 9 months growth using STAR reading by the end of the school year
- Students in grades 1-5 -- % reading at or above grade level in May in STAR Reading

Strategies to Impact This Concern:

- Encourage Rigorous Curriculum

We are concerned that... Attendance

Data Targets Influenced by This Concern:

- All Students -- % Passing ISTEP Language Conventions
- All Students -- Percent passing ISTEP Language Arts based on A-F Accountability Performance Data
- All Students -- Percent passing ISTEP Math based on A-F Accountability Performance Data
- All Students taking the ISTEP assessment -- % passing ISTEP Math: Number Sense
- Grade 1-5 students reading below grade level at the beginning of the school year -- % who are showing a minimum of 9 months growth using STAR reading by the end of the school year
- Students in grades 1-5 -- % reading at or above grade level in May in STAR Reading

Strategies to Impact This Concern:

- Attendance

We are concerned that... Focused Academic Area

Data Targets Influenced by This Concern:

- All Special Education Students taking the ISTEP assessment -- % passing ISTEP Eng/LA
- All Students -- % Passing ISTEP Language Conventions
- All Students -- Percent passing ISTEP Language Arts based on A-F Accountability Performance Data
- All Students -- Percent passing ISTEP Math based on A-F Accountability Performance Data
- All Students taking the ISTEP assessment -- % passing ISTEP Math: Number Sense
- Free and Reduced students in grades 3-5 -- % passing ISTEP English/Lang. Arts

Strategies to Impact This Concern:

- Focused Academic Area: Conquering Conventions through Daily Language
- Focused Academic Area: Conquering Conventions through Daily Math

We are concerned that... Focused Student Group

Data Targets Influenced by This Concern:

- All Special Education Students taking the ISTEP assessment -- % passing ISTEP Eng/LA
- All Students -- Percent passing ISTEP Language Arts based on A-F Accountability Performance Data
- All Students -- Percent passing ISTEP Math based on A-F Accountability Performance Data
- All Students taking the ISTEP assessment -- % passing ISTEP Math: Number Sense
- Free and Reduced students in grades 3-5 -- % passing ISTEP English/Lang. Arts
- Grade 1-5 students reading below grade level at the beginning of the school year -- % who are showing a minimum of 9 months growth using STAR reading by the end of the school year

- Students in grades 1-5 -- % reading at or above grade level in May in STAR Reading

Strategies to Impact This Concern:

- Focused Student Group: Collaborative Teaching Practices for Exceptional Learners

Force Field Excerpt

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

A. Where is the public copy of your school's curriculum located?	Principal'sOffice
<p>B. What rules or statutes would you like to waive in order to promote student learning?</p> <ul style="list-style-type: none"> ● Identify the specific statute and and/or rule you wish to waive. ● Identify the educational strategies this waiver would allow you to implement that could not be implemented under current statute and rule. ● Explain the benefit to student achievement. ● Describe the evaluation process that would be used to measure the success of these strategies. 	none
C. Are your school's attendance rates supportive of learning? What activities will you implement next year to increase or maintain your attendance rate?	Yes, will continue recognizing students every grading period at the ICAN program with a pin and certificate
D. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.	ISTEP+ is given to grades 3-5. STAR Reading and STAR Math are given to grades 1-5 three times a year. Lollipop assessment is given to Kindergarten students twice a year. Dibels assessment is given to grades 1 and 2 three times per year. mClass Math and mClass Reading assessment is given to grades 1 and 2 three times per year. Acuity assessment is given to students in grades 3-5 three times per year.

Continuous Improvement Timeline

DISCUSSION TOPIC	FACILITATOR TRAINING (Steering Teams)			FACULTY AND COMMUNITY COUNCIL DISCUSSIONS
	ORIGINAL PLAN	REVIEW & REVISE		
	1st Year Schools	2nd Year Schools	Alumni Schools	
Annual Update Meeting	n/a	n/a	Session AM - Sept	n/a
New Principal and Steering Team Member Training	n/a	n/a	Session PM - Sept	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	Aug Webinar	Sept
Vision	Session 2 – Sept	n/a	Sept Webinar	Oct*
Data Targets	Session 3 - Oct	Session 1 - Aug	Oct Webinar	Nov
Areas of Concern	Session 4 - Dec	n/a	Nov Webinar	Jan*
Conference on Learning	Jan	Jan	Jan	n/a
Strategy Selection	Session 5 - Jan	Session 2 - Jan	Jan Webinar	Feb
Strategy Title & Description	Session 5 - Jan	Session 2 - Jan	Feb Webinar	Mar
Strategy Implementation Plans	Mar Strategy Chair Training	Mar Strategy Chair Training	Mar Webinar	Apr

* Our school will complete these tasks every three years
We are next scheduled to complete these tasks during the 2016-2017 school year