Boonville High School

School Improvement Plan - PL221 - 2007-2010

April 10, 2008

This plan will revised annually. Updates may be found each June at http://www.asainstitute.org/publicsip
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**Introduction**

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:

- ASAI
- 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 concern 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. We will also maintain an Implementation Binder for each strategy that contains the following documents:

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

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

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<th>SCHOOL IMPROVEMENT PLAN PDF</th>
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<td>1 Description and location of curriculum Titles and descriptions of assessment instruments to be used in addition to ISTEP+</td>
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<td>2 Statement of mission, vision, or belief</td>
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<td>3 Summary of data derived from an assessment (implied but not required)</td>
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<td>4 Conclusions about (Implied but not required): School curriculum, Instructional strategies, Student achievement</td>
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<td>Goals - % meeting ISTEP Standards</td>
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<td>Goals - % graduating (high schools only)</td>
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<td>Achievement Data Target Summary</td>
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<td>6 Specific areas where improvement is needed immediately</td>
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<td>Areas of Concern Summary</td>
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<td>7 Benchmarks for progress</td>
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<td>9 Proposed interventions (strategies)</td>
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* The full Force Field Report may be obtained from the school’s online School Improvement Plan at www.asainstitute.org/publicsip

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

Steering Team
- Sara Bertram - Teacher
- Shelly Dooley - Parent/Guardian
- Pam Koleszar - Teacher
- Joann Krantz - Community
- Tim Nurrenbern - Teacher
- Abbie Redmon - School Counselor
- Mike Whitten - Administrator

Strategy Chairs
- Sara Bertram
- Angie Cluck
- Sara Copeland
- Kevin Davis
- Scott Gibson
- Devona Heuring
- Pam Koleszar
- Jim Little
- Mark Meier
- Tim Nurrenbern
- Keith Paige
- Abbie Redmon

Community Council
- Megann Broshears
- Kirby Dawson
- Paul Foley
- Sarah Foley
- Robert Forbes
- Ann Hachmeister
- David Hyndman
- Erika Katterjohn
- Sharon Katterjohn
- JoAnn Krantz - Deputy Prosecutor
- Gary Michel
- Matt Miller
- Jessica Short
- Ralph Turpen
- Jared VanWinkle
- Caleb Vlie
- Sam Wathen
- Kendall Wentzel
- Haley Wilson
- David Zengler
Vision Statement

Boonville High School

We believe all students deserve:

to be surrounded by adults who value their worth and have high expectations for their success in life whether at school, within the community, at their workplace, or at home. We believe that Boonville High School needs to create a safe and caring, structured environment that will increase academic performance and stimulate a higher level of learning while taking into consideration individual differences. We believe that Boonville High School needs to promote critical thinking and problem solving while utilizing cooperative learning strategies to promote teambuilding. We believe that we need to value better performance on students’ written products. We believe that all students and staff need to incorporate more technology in student and faculty presentations and projects. We believe that the staff needs to engage in professional development and continuous learning to enrich the lives of our students. We believe Boonville High School needs to utilize ongoing evaluation to ascertain if improvement is being achieved, which is necessary to insure the academic and personal success of our students. We believe that we need to prepare students for life beyond Boonville so that our students can compete in a global economy. We believe that every child deserves educational and career guidance to assist them to reach their full potential, as they become lifelong learners and contributing members of society.

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

each teacher, counselor, administrator, parent and community member is successful and high achieving and expects the same from our students. All teachers are actively engaged in community activities rejuvenating the school and community bond. All teachers are knowledgeable about current educational practices and are prepared for every class with authentic and hands-on learning. All teachers spend extra time with students helping them to accomplish dreams so that all students experience success. All educators are energized by work and create an enthusiastic, charged atmosphere of inquisitive learners. All parents and community members take an active role in the school with 100% attendance at Open House. School and business partnerships flourish and mentorships abound. Parents reinforce education at home, support school academic and behavior policies, and expect perfect attendance. Respect for staff, students, and community members is evident.

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

demand a rigorous and challenging curriculum. All students model good citizenship, live in a drug- and alcohol-free environment, and volunteer in the community regularly. All students have a good work ethic and are valuable assets to the community and workplace. All students are happy, eager to learn, creative, industrious, supportive, and responsible. They expect rigorous content and hold themselves personally accountable for their continuing education and success. Each student possesses the education and career awareness skills to make academic and vocational choices that will enable them to achieve their ultimate goals. All students expect to partake of post-secondary education. All students are globally focused and prepared for challenges in a competitive world. The student body shows school spirit and extra-curricular involvement is practiced by all. All students feature strong self-esteem, are goal-oriented, and accept ownership and responsibility for their own education.

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

- % of students who pass ISTEP as sophomores: 100%
- % of students who have an IEP and pass ISTEP in 10th grade: 100%
- % 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 demonstrate computer literacy by passing digital communication tools class: 100%
- % of students who pass 1st year Algebra: 100%
- % of students who pass Geometry: 100%
- % of students who pass most rigorous English courses: 100%
# Data Target Summary

Boonville High School

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

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## 10th Graders - ISTEP Algebra & Functions Mastery: Trend Data

### 10th Graders - ISTEP Data Analysis & Probability Mastery: Trend Data

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**10th Graders - ISTEP Writing Applications Mastery: Trend Data**

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**Male Gen Ed 10th Graders - ISTEP Algebra & Functions Mastery: Trend Data**

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### Total Diplomas Awarded - Core 40 Diplomas Including Honors: Trend Data

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## Total Diplomas Awarded - Indiana Academic Honors Diploma as % of total diplomas: Trend Data

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</tr>
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<tbody>
<tr>
<td>Target</td>
<td>100</td>
<td>96</td>
<td>92</td>
<td>88</td>
<td>86</td>
<td>84</td>
<td>100</td>
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<tr>
<td>Actual</td>
<td>8</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>100</td>
</tr>
</tbody>
</table>

Note: The table above shows the target and actual values for the Indiana Academic Honors Diploma as a percentage of total diplomas awarded from 2011-2012 to 2016-2017. The Vision Data column indicates the targeted percentage for each year, with a goal of 100% in 2016-2017.
Areas of Concern Summary (2007-2008):
Boonville High School

Local Areas of Concern

LA Curriculum Rigor
PL221; ISTEP Test Results

Student Expectations & Time Management
63% of parents, and 71% of faculty, were undecided or disagreed with Q59: "Students have high expectations of themselves." Only 43% of freshmen, 48% of sophomores, 46% of juniors, and 40% of seniors agreed with Q8: "I use good time management skills."

Math Curriculum Rigor
PL221; ISTEP Test Results

Required Areas of Concern

A. Parent Involvement

B. Technology Coordination

C. Safe and Disciplined Learning Environment

D. Attendance

E. Offer Core 40 / Honors Courses

F. Encourage Core 40 / Honors Courses

G1. Exceptional Learners - Gifted

G2. Exceptional Learners - Special Education

H. Cultural Competency
Strategy Plan Summary (Apr 10, 2008)

Boonville High School

Local Strategies

Improving Writing Process Across the Curriculum

All students will participate in writing activities at least once every nine weeks and be evaluated by a designated rubric for that period of time. Writing assignments will be turned in to Mr. Whitten who will track the number of teachers complying with writing across the curriculum assignments. All English teachers will include explaining the rubric as part of their curriculum. Teachers will continue to require students to utilize technology as part of the research, writing, and presentation of these assignments.

ISTEP+ Incentives Advertising

The committee will develop, administer and advertise incentives for students who pass the ISTEP+. This will be completed before September 18, 2007 and will be completed at Boonville High School. Student attendance during the ISTEP+ test has caused lower test completion rates and scores. By offering incentives for students who attend, take the test, and pass, we will increase our results. In our quest to motivate students who have historically scored lower (special education), we will advertise more widely the rewards for passing this test.

Math ISTEP Bell Ringers

During the fall, leading up to the administration of the ISTEP, math teachers will begin each class with ISTEP type bell ringers. A bell ringer is an activity that students do first thing in the period immediately after the bell rings. The teachers will use these problems to emphasize the importance of the ISTEP, and to help students raise their personal expectations of passing. The bellringers will use a variety of problems. The chosen problems will be geared toward raising the gifted students to Pass Plus status, and raising the special education students to Pass. In addition, with math teachers and special education teachers available when the bellringers are done, special education students will have more support.

Reading Strategies for Comprehension

All teachers will use a reading strategy in their classes once per six weeks using their own curriculum or textbook. For special education students, who struggle with reading comprehension, these strategies will be emphasized and taught by both their general education and special education teachers.

Student Goal-Setting

9th graders will participate in goal-setting lessons monthly and set short-term and long-term goals during the Individual Resource Period. Goals will include behavior modification/maintenance, attendance, course enrollment/curriculum, and classroom achievement. In addition, parents will be notified at beginning of the year meetings that these goal-setting activities will occur. Parents will be asked to help their students monitor progress outside the school day.

Required Strategies

A. Parent Involvement

Teachers will be aware of parent e-mail via the Gradebook system and will contact parents regularly through either e-mail or phone. With parents participating actively in their students’ education through grade watch and monitoring goal-setting, student expectations and goals for achievement will rise.

B. Technology Coordination

Teachers will continue to encourage students to utilize classroom and library computers for research, presentations, and formatting papers each six weeks. This is especially present in the English classroom where all types of papers must be written.

C. Safe and Disciplined Learning Environment

Boonville High School will continue to offer a safe and disciplined environment through the consistent enforcement of the corporation discipline policies.
D. Attendance: School Attendance

Committee members will solicit monetary and other incentives and award them through weekly drawings to students with perfect attendance. The committee will also arrange and advertise schoolwide incentives for meeting the schoolwide attendance goal.

E. Offer Core 40 / Honors Courses

Boonville High School will continue to offer the Core 40 diploma path as the minimum diploma track for all students, as well as the Academic and Technical Honors paths for students who choose them.

F. Encourage Core 40 / Honors Courses

Boonville High School will continue to encourage all students to enroll in the Core 40 diploma path as a minimum diploma track. In addition, teachers will encourage students through one-on-one guidance counseling to enroll in the courses best suiting their abilities, including academic and technical honors.

G1. Exceptional Learners - Gifted

We will continue to offer AP courses, dual credit courses, and other advanced level courses to all students, including those whose achievement identifies them as gifted.

G2. Exceptional Learners - Special Education

We will continue to schedule identified students into math and English labs with extra time and help available to them for their core curriculum subjects. Classroom teachers will continue to make adjustments to assessments and other class activities according to IEPs. In addition, identified students will be scheduled into classes that are co-taught by both a general and a special education teacher.

H. Cultural Competency

Survey and achievement data will be used to track the progress of identified student groups and to determine the focus of current and future strategies. Current identified groups include special education, and free/reduced lunch males.
# Professional Development: Exclusive Rep Report

Boonville High School

## Improving Writing Process Across the Curriculum

<table>
<thead>
<tr>
<th>Professional Development Activity</th>
<th>Funding</th>
<th>Activity Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English teachers will be available during IRP to assist teachers in grading with the rubric.</strong></td>
<td>Source: Amount: $0</td>
<td>Information</td>
</tr>
<tr>
<td><strong>Brief Description</strong></td>
<td>Intended Participants</td>
<td>Activity Format</td>
</tr>
<tr>
<td></td>
<td>Teachers, Administrators</td>
<td>Other</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Development Activity</th>
<th>Funding</th>
<th>Activity Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English teachers will mentor classroom teachers in grading with the rubrics.</strong></td>
<td>Source: Amount: $0</td>
<td>Skill Building Feedback/Support Refinement</td>
</tr>
<tr>
<td><strong>Brief Description</strong></td>
<td>Intended Participants</td>
<td>Activity Format</td>
</tr>
<tr>
<td></td>
<td>Teachers</td>
<td>Talk to Presentation/Workshop Peer Coaching</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Development Activity</th>
<th>Funding</th>
<th>Activity Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mentoring and Modeling during SPD sessions.</strong></td>
<td>Source: Amount: $0</td>
<td>Skill Building Feedback/Support Refinement</td>
</tr>
<tr>
<td><strong>Brief Description</strong></td>
<td>Intended Participants</td>
<td>Activity Format</td>
</tr>
<tr>
<td></td>
<td>Teachers, Administrators</td>
<td>Presentation/Workshop Peer Coaching</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Development Activity</th>
<th>Funding</th>
<th>Activity Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>New teachers will attend a Write Traits or similar workshop.</strong></td>
<td>Source: Amount: $</td>
<td>Information, Skill Building</td>
</tr>
<tr>
<td><strong>Brief Description</strong></td>
<td>Intended Participants</td>
<td>Activity Format</td>
</tr>
<tr>
<td></td>
<td>Teachers, Administrators</td>
<td>Presentation/Workshop</td>
</tr>
</tbody>
</table>

### ISTEP+ Incentives Advertising

No professional development is needed for this strategy.
Math ISTEP Bell Ringers

No professional development is needed for this strategy.

Reading Strategies for Comprehension

<table>
<thead>
<tr>
<th>Professional Development Activity</th>
<th>Funding</th>
<th>Activity Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research reading strategies that work</td>
<td>Source: Amount: $0</td>
<td>Information</td>
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</table>

<table>
<thead>
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<th>Intended Participants</th>
<th>Activity Format</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Teachers</td>
<td>Professional Reading Action Research</td>
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</table>

Student Goal-Setting

<table>
<thead>
<tr>
<th>Professional Development Activity</th>
<th>Funding</th>
<th>Activity Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>provide staff with goal setting information</td>
<td>Source: Amount: $0</td>
<td>Information</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Brief Description</th>
<th>Intended Participants</th>
<th>Activity Format</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Teachers Counselors Administrators</td>
<td>Talk to Presentation/Workshop</td>
</tr>
</tbody>
</table>

Professional Development Activity

<table>
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<tr>
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<th>Activity Purpose</th>
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<td>Source: Amount:</td>
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<th>Intended Participants</th>
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</thead>
<tbody>
<tr>
<td>Teachers Counselors Administrators</td>
<td>Talk to</td>
</tr>
</tbody>
</table>

A. Parent Involvement

<table>
<thead>
<tr>
<th>Professional Development Activity</th>
<th>Funding</th>
<th>Activity Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide a log sheet for teachers to track their parent contact.</td>
<td>Source: Amount: $0</td>
<td>Information</td>
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</table>

<table>
<thead>
<tr>
<th>Intended Participants</th>
<th>Activity Format</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>Talk to</td>
</tr>
</tbody>
</table>

D. Attendance: School Attendance

No professional development is needed for this strategy.
Relationship Report -- Areas of Concern / Strategies / Data Targets

Former Areas of Concern Summary
Boonville High School

Local Areas of Concern

LA Curriculum Rigor

Energy Required:
Low energy - continuation (The strategy(ies) needed to address this concern may have been high energy strategies when they were initially implemented, but are now implemented with a low amount of energy.)

Data Targets Influenced by This Concern:
- 10th Graders -- ISTEP LA
- 10th Graders -- ISTEP Reading Comprehension Mastery
- 10th Graders -- ISTEP Writing Applications Mastery
- Male Gen Ed 10th Graders -- ISTEP Reading Comprehension Mastery
- Male Gen Ed 10th Graders -- ISTEP Writing Applications Mastery
- Male Spec Ed 10th Graders -- ISTEP Reading Comprehension Mastery
- Male Spec Ed 10th Graders -- ISTEP Writing Applications Mastery

Strategies to Impact This Concern:
- Improving Writing Process Across the Curriculum
- Reading Strategies for Comprehension
- B. Technology Coordination

Student Expectations & Time Management

Energy Required:
High energy (The strategy(ies) needed to address this concern are likely to involve the entire faculty in a major way.)

Data Targets Influenced by This Concern:
- 10th Graders -- ISTEP LA
- 10th Graders -- ISTEP Math

Strategies to Impact This Concern:
- ISTEP+ Incentives Advertising
- Math ISTEP Bell Ringers
- Student Goal-Setting
- D. Attendance: School Attendance
- A. Parent Involvement

Math Curriculum Rigor

Energy Required:
Low energy - continuation (The strategy(ies) needed to address this concern may have been high energy strategies when they were initially implemented, but are now implemented with a low amount of energy.)

Data Targets Influenced by This Concern:
- 10th Graders -- ISTEP Algebra & Functions Mastery
- 10th Graders -- ISTEP Data Analysis & Probability Mastery
- 10th Graders -- ISTEP Math
Required Areas of Concern

A. Parent Involvement

Energy Required:
High energy (The strategy(ies) needed to address this concern are likely to involve the entire faculty in a major way.)

Data Targets Influenced by This Concern:
- Senior Diplomas -- Diplomas Awarded - DOE Graduation Rate
- Total Diplomas Awarded -- Core 40 Diplomas Including Honors
- Total Diplomas Awarded -- Indiana Academic Honors Diploma as % of total diplomas

Strategies to Impact This Concern:
- Student Goal-Setting
- A. Parent Involvement

B. Technology Coordination

Energy Required:
Low energy - continuation (The strategy(ies) needed to address this concern may have been high energy strategies when they were initially implemented, but are now implemented with a low amount of energy.)

Data Targets Influenced by This Concern:
- 10th Graders -- ISTEP LA
- 10th Graders -- ISTEP Writing Applications Mastery
- Male Gen Ed 10th Graders -- ISTEP Writing Applications Mastery
- Male Spec Ed 10th Graders -- ISTEP Writing Applications Mastery

Strategies to Impact This Concern:
- Improving Writing Process Across the Curriculum
- B. Technology Coordination

C. Safe and Disciplined Learning Environment

Energy Required:
Low energy - continuation (The strategy(ies) needed to address this concern may have been high energy strategies when they were initially implemented, but are now implemented with a low amount of energy.)

Data Targets Influenced by This Concern:

Strategies to Impact This Concern:
- C. Safe and Disciplined Learning Environment
D. Attendance

Energy Required:
Low energy (The strategy(ies) needed to address this concern are likely to involve a few people in a minor way or the entire faculty in a very minor way.)

Data Targets Influenced by This Concern:
- Senior Diplomas -- Diplomas Awarded - DOE Graduation Rate

Strategies to Impact This Concern:
- ISTEP+ Incentives Advertising
- Student Goal-Setting
- D. Attendance: School Attendance

E. Offer Core 40 / Honors Courses

Energy Required:
Low energy - continuation (The strategy(ies) needed to address this concern may have been high energy strategies when they were initially implemented, but are now implemented with a low amount of energy.)

Data Targets Influenced by This Concern:
- Senior Diplomas -- Diplomas Awarded - DOE Graduation Rate
- Total Diplomas Awarded -- Core 40 Diplomas Including Honors
- Total Diplomas Awarded -- Indiana Academic Honors Diploma as % of total diplomas

Strategies to Impact This Concern:
- E. Offer Core 40 / Honors Courses

F. Encourage Core 40 / Honors Courses

Energy Required:
Low energy - continuation (The strategy(ies) needed to address this concern may have been high energy strategies when they were initially implemented, but are now implemented with a low amount of energy.)

Data Targets Influenced by This Concern:
- Senior Diplomas -- Diplomas Awarded - DOE Graduation Rate
- Total Diplomas Awarded -- Core 40 Diplomas Including Honors
- Total Diplomas Awarded -- Indiana Academic Honors Diploma as % of total diplomas

Strategies to Impact This Concern:
- Student Goal-Setting
- F. Encourage Core 40 / Honors Courses

G1. Exceptional Learners - Gifted

Energy Required:
Low energy (The strategy(ies) needed to address this concern are likely to involve a few people in a minor way or the entire faculty in a very minor way.)

Data Targets Influenced by This Concern:
- Total Diplomas Awarded -- Core 40 Diplomas Including Honors
- Total Diplomas Awarded -- Indiana Academic Honors Diploma as % of total diplomas

Strategies to Impact This Concern:
G2. Exceptional Learners - Special Education

Energy Required:
Low energy (The strategy(ies) needed to address this concern are likely to involve a few people in a minor way or the entire faculty in a very minor way.)

Data Targets Influenced by This Concern:
- Male Spec Ed 10th Graders -- ISTEP Algebra & Functions Mastery
- Male Spec Ed 10th Graders -- ISTEP Data Analysis & Probability Mastery
- Male Spec Ed 10th Graders -- ISTEP Reading Comprehension Mastery
- Male Spec Ed 10th Graders -- ISTEP Writing Applications Mastery
- Senior Diplomas -- Diplomas Awarded - DOE Graduation Rate
- Total Diplomas Awarded -- Core 40 Diplomas Including Honors

Strategies to Impact This Concern:
- ISTEP+ Incentives Advertising
- Math ISTEP Bell Ringers
- Reading Strategies for Comprehension
- G2. Exceptional Learners - Special Education

H. Cultural Competency

Energy Required:
Low energy (The strategy(ies) needed to address this concern are likely to involve a few people in a minor way or the entire faculty in a very minor way.)

Data Targets Influenced by This Concern:
- Male Gen Ed 10th Graders -- ISTEP Algebra & Functions Mastery
- Male Gen Ed 10th Graders -- ISTEP Data Analysis & Probability Mastery
- Male Gen Ed 10th Graders -- ISTEP Reading Comprehension Mastery
- Male Gen Ed 10th Graders -- ISTEP Writing Applications Mastery
- Male Spec Ed 10th Graders -- ISTEP Algebra & Functions Mastery
- Male Spec Ed 10th Graders -- ISTEP Data Analysis & Probability Mastery
- Male Spec Ed 10th Graders -- ISTEP Reading Comprehension Mastery
- Male Spec Ed 10th Graders -- ISTEP Writing Applications Mastery
- Senior Diplomas -- Diplomas Awarded - DOE Graduation Rate

Strategies to Impact This Concern:
- H. Cultural Competency
To-Do List

Boonville High School

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

Attendance

May 6, 2007: Contact superintendent for approval
  Person: Scott Reid
  Activity: Semester Attendance Awards

May 10, 2007: Survey teachers of transitional classes regarding attendance.
  Person: Scott Reid
  Activity: Collect baseline data

Aug 8, 2007: Solicit prizes from community members and businesses.
  Person: Committee
  Activity: Solicit weekly attendance prizes

Aug 13, 2007: Survey students regarding factors affecting achievement.
  Person: Scott Reid
  Activity: Collect baseline data

Aug 17, 2007: Track weekly attendance
  Person: Keith Paige
  Activity: Award weekly attendance prizes

Aug 20, 2007: Award weekly prizes
  Person: Scott Reid
  Activity: Award weekly attendance prizes

Aug 20, 2007: Ask community members / business people to present the prizes / awards they donate.
  Person: Committee
  Activity: Solicit weekly attendance prizes

Aug 24, 2007: Track weekly attendance
  Person: Keith Paige
  Activity: Award weekly attendance prizes

Aug 27, 2007: Award weekly prizes
  Person: Scott Reid
  Activity: Award weekly attendance prizes

Aug 31, 2007: Track weekly attendance
  Person: Keith Paige
  Activity: Award weekly attendance prizes

Sep 4, 2007: Award weekly prizes
  Person: Scott Reid
  Activity: Award weekly attendance prizes

Sep 7, 2007: Track weekly attendance
  Person: Keith Paige
  Activity: Award weekly attendance prizes

Sep 10, 2007: Award weekly prizes
  Person: Scott Reid
  Activity: Award weekly attendance prizes
Sep 14, 2007: Track weekly attendance  
Person: Keith Paige  
Activity: Award weekly attendance prizes

Sep 17, 2007: Award weekly prizes  
Person: Scott Reid  
Activity: Award weekly attendance prizes

Sep 21, 2007: Track weekly attendance  
Person: Keith Paige  
Activity: Award weekly attendance prizes

Sep 24, 2007: Award weekly prizes  
Person: Scott Reid  
Activity: Award weekly attendance prizes

Sep 28, 2007: Track weekly attendance  
Person: Keith Paige  
Activity: Award weekly attendance prizes

Oct 1, 2007: Award weekly prizes  
Person: Scott Reid  
Activity: Award weekly attendance prizes

Oct 5, 2007: Track weekly attendance  
Person: Keith Paige  
Activity: Award weekly attendance prizes

Oct 8, 2007: Award weekly prizes  
Person: Scott Reid  
Activity: Award weekly attendance prizes

Oct 8, 2007: Solicit funding from PACE.  
Person: Committee  
Activity: Solicit weekly attendance prizes.

Oct 12, 2007: Track weekly attendance  
Person: Keith Paige  
Activity: Award weekly attendance prizes

Oct 15, 2007: Award weekly prizes  
Person: Scott Reid  
Activity: Award weekly attendance prizes

Oct 18, 2007: Track weekly attendance  
Person: Keith Paige  
Activity: Award weekly attendance prizes

Oct 22, 2007: Award weekly prizes  
Person: Scott Reid  
Activity: Award weekly attendance prizes

Oct 26, 2007: Track weekly attendance  
Person: Keith Paige  
Activity: Award weekly attendance prizes

Oct 29, 2007: Award weekly prizes  
Person: Scott Reid  
Activity: Award weekly attendance prizes
Nov 2, 2007: Track weekly attendance
   Person: Keith Paige
   Activity: Award weekly attendance prizes

Nov 5, 2007: Award weekly prizes
   Person: Scott Reid
   Activity: Award weekly attendance prizes

Nov 9, 2007: Track weekly attendance
   Person: Keith Paige
   Activity: Award weekly attendance prizes

Nov 12, 2007: Award weekly prizes
   Person: Scott Reid
   Activity: Award weekly attendance prizes

Nov 13, 2007: Arrange “open campus” dates for students with perfect attendance.
   Person: Scott Reid
   Activity: Semester Attendance Awards

Nov 16, 2007: Track weekly attendance
   Person: Keith Paige
   Activity: Award weekly attendance prizes

Nov 19, 2007: Award weekly prizes
   Person: Scott Reid
   Activity: Award weekly attendance prizes

Nov 21, 2007: Track weekly attendance
   Person: Keith Paige
   Activity: Award weekly attendance prizes

Nov 26, 2007: Award weekly prizes
   Person: Scott Reid
   Activity: Award weekly attendance prizes

Nov 30, 2007: Track weekly attendance
   Person: Keith Paige
   Activity: Award weekly attendance prizes

Dec 3, 2007: Award weekly prizes
   Person: Scott Reid
   Activity: Award weekly attendance prizes

Dec 7, 2007: Track weekly attendance
   Person: Keith Paige
   Activity: Award weekly attendance prizes

Dec 10, 2007: Award weekly prizes
   Person: Scott Reid
   Activity: Award weekly attendance prizes

Dec 14, 2007: Track weekly attendance
   Person: Keith Paige
   Activity: Award weekly attendance prizes

Dec 17, 2007: Award weekly prizes
   Person: Scott Reid
   Activity: Award weekly attendance prizes
Jan 9, 2008: Survey students regarding factors affecting achievement.
Person: Scott Reid
Activity: Collect first semester/trimester follow up data

Jan 9, 2008: Survey teachers of transitional classes regarding attendance changes.
Person: Scott Reid
Activity: Collect first semester/trimester follow up data

Jan 11, 2008: Track weekly attendance
Person: Keith Paige
Activity: Award weekly attendance prizes

Jan 11, 2008: Track student attendance for first semester
Person: Keith Paige
Activity: Semester Attendance Awards

Jan 14, 2008: Award weekly prizes
Person: Scott Reid
Activity: Award weekly attendance prizes

Jan 18, 2008: Track weekly attendance
Person: Keith Paige
Activity: Award weekly attendance prizes

Jan 22, 2008: Award weekly prizes
Person: Scott Reid
Activity: Award weekly attendance prizes

Jan 25, 2008: Track weekly attendance
Person: Keith Paige
Activity: Award weekly attendance prizes

Jan 28, 2008: Award weekly prizes
Person: Scott Reid
Activity: Award weekly attendance prizes

Feb 1, 2008: Track weekly attendance
Person: Keith Paige
Activity: Award weekly attendance prizes

Feb 4, 2008: Award weekly prizes
Person: Scott Reid
Activity: Award weekly attendance prizes

Feb 8, 2008: Track weekly attendance
Person: Keith Paige
Activity: Award weekly attendance prizes

Feb 11, 2008: Award weekly prizes
Person: Scott Reid
Activity: Award weekly attendance prizes

Feb 15, 2008: Track weekly attendance
Person: Keith Paige
Activity: Award weekly attendance prizes

Feb 19, 2008: Award weekly prizes
Person: Scott Reid
Activity: Award weekly attendance prizes
Feb 22, 2008: Track weekly attendance
Person: Keith Paige
Activity: Award weekly attendance prizes

Feb 25, 2008: Award weekly prizes
Person: Scott Reid
Activity: Award weekly attendance prizes

Feb 29, 2008: Track weekly attendance
Person: Keith Paige
Activity: Award weekly attendance prizes

Mar 3, 2008: Award weekly prizes
Person: Scott Reid
Activity: Award weekly attendance prizes

Mar 7, 2008: Track weekly attendance
Person: Keith Paige
Activity: Award weekly attendance prizes

Mar 10, 2008: Award weekly prizes
Person: Scott Reid
Activity: Award weekly attendance prizes

Mar 14, 2008: Track weekly attendance
Person: Keith Paige
Activity: Award weekly attendance prizes

Mar 17, 2008: Award weekly prizes
Person: Scott Reid
Activity: Award weekly attendance prizes

Mar 20, 2008: Track weekly attendance
Person: Keith Paige
Activity: Award weekly attendance prizes

Mar 31, 2008: Award weekly prizes
Person: Scott Reid
Activity: Award weekly attendance prizes

Apr 4, 2008: Track weekly attendance
Person: Keith Paige
Activity: Award weekly attendance prizes

Apr 7, 2008: Award weekly prizes
Person: Scott Reid
Activity: Award weekly attendance prizes

Apr 10, 2008: Track weekly attendance
Person: Keith Paige
Activity: Award weekly attendance prizes

Apr 14, 2008: Award weekly prizes
Person: Scott Reid
Activity: Award weekly attendance prizes

Apr 18, 2008: Track weekly attendance
Person: Keith Paige
Activity: Award weekly attendance prizes
Apr 21, 2008: Award weekly prizes  
**Person:** Scott Reid  
**Activity:** Award weekly attendance prizes

Apr 24, 2008: Track weekly attendance  
**Person:** Keith Paige  
**Activity:** Award weekly attendance prizes

Apr 28, 2008: Award weekly prizes  
**Person:** Scott Reid  
**Activity:** Award weekly attendance prizes

Apr 30, 2008: Track student attendance for second semester  
**Person:** Keith Paige  
**Activity:** Semester Attendance Awards

May 2, 2008: Track weekly attendance  
**Person:** Keith Paige  
**Activity:** Award weekly attendance prizes

May 5, 2008: Award weekly prizes  
**Person:** Scott Reid  
**Activity:** Award weekly attendance prizes

May 8, 2008: Arrange a ceremony / party for the achievements of students with perfect attendance.  
**Person:** Keith Paige / Scott Reid  
**Activity:** Semester Attendance Awards

May 9, 2008: Track weekly attendance  
**Person:** Keith Paige  
**Activity:** Award weekly attendance prizes

May 12, 2008: Award weekly prizes  
**Person:** Scott Reid  
**Activity:** Award weekly attendance prizes

May 12, 2008: Survey students regarding factors affecting achievement.  
**Person:** Scott Reid  
**Activity:** Collect final semester/trimester follow up data

May 12, 2008: Survey teachers of transitional classes regarding attendance changes.  
**Person:** Scott Reid  
**Activity:** Collect final semester/trimester follow up data

---

**Improving Writing Process Across the Curriculum**

  **Person:** Alex Howell  
  **Activity:** Collect baseline data

- Aug 6, 2007: Assign English teachers the duty of assisting classroom activities.  
  **Person:** English department & Mr. Page  
  **Activity:** English teachers will be available during IRP to assist teachers in grading with the rubric.

- Aug 8, 2007: Review the rubrics with teachers and have them grade writing samples from Write Traits material.  
  **Person:** Jim Little  
  **Activity:** Review rubrics as tools.

- Aug 24, 2007: Survey teachers to ascertain the rubric area they will be most comfortable grading.  
  **Person:** Jim Little  
  **Activity:** Survey Teachers
Aug 27, 2007: Prepare bellringers in the form of writing prompts for discussion in English classes every day.
   Person: Writing Committee
   Activity: Writing Prompts Bellringers

   Person: English teachers
   Activity: Mentoring and Modeling during SPD sessions.

Oct 16, 2007: Each Gold Day class will have at least one writing assignment to be graded by the Idea Rubric and the Word Choice Rubric.
   Person: Classroom teachers
   Activity: Writing Graded with Rubrics

Oct 29, 2007: Prepare bellringers in the form of writing prompts for discussion in English classes every day.
   Person: Writing Committee
   Activity: Writing Prompts Bellringers

Oct 30, 2007: Calculate the percentage of students that turn in written assignments graded on rubrics each nine weeks.
   Person: Alex Howell
   Activity: Collect first semester/trimester follow up data

Nov 2, 2007: Provide the rubrics in small size for easy use.
   Person: Suzanne Russell
   Activity: Review rubrics as tools.

Nov 26, 2007: Prepare bellringers in the form of writing prompts for discussion in English classes every day.
   Person: Writing Committee
   Activity: Writing Prompts Bellringers

Dec 18, 2007: Each Black Day class will have at least one writing assignment to be graded by the Organization Rubric and Sentence Fluency Rubric.
   Person: Classroom teachers
   Activity: Writing Graded with Rubrics

Jan 9, 2008: Calculate the percentage of students that turn in written assignments graded on rubrics each nine weeks.
   Person: Alex Howell
   Activity: Collect first semester/trimester follow up data

Jan 28, 2008: Prepare bellringers in the form of writing prompts for discussion in English classes every day.
   Person: Writing Committee
   Activity: Writing Prompts Bellringers

Feb 6, 2008: Meet with assigned departments for modeling and questions during SPD Day.
   Person: English department
   Activity: English teachers will mentor classroom teachers in grading with the rubrics.

Feb 6, 2008: Modeling grading of writing samples on rubrics.
   Person: English teachers
   Activity: Mentoring and Modeling during SPD sessions.

Feb 25, 2008: Prepare bellringers in the form of writing prompts for discussion in English classes every day.
   Person: Writing Committee
   Activity: Writing Prompts Bellringers

Mar 19, 2008: Each Gold Day class will have at least one writing assignment to be graded by the Conventions Rubric and the Voice Rubric
   Person: Classroom teachers
   Activity: Writing Graded with Rubrics
Mar 20, 2008: Arrange for substitutes for the workshop day as needed.
Person: Mr. Whitten
Activity: New teachers will attend a Write Traits or similar workshop.

Mar 20, 2008: Schedule or register for conference for new teachers to attend on Write Traits during the school day.
Person: Mr. Whitten
Activity: New teachers will attend a Write Traits or similar workshop.

Mar 31, 2008: Prepare bellringers in the form of writing prompts for discussion in English classes every day.
Person: Writing Committee
Activity: Writing Prompts Bellringers

Apr 1, 2008: Calculate the percentage of students completing the writing assignments.
Person: Alex Howell
Activity: Collect final semester/trimester follow up data

May 15, 2008: Each Black Day class will have at least one writing assignment to be graded by the Idea Rubric and Organization Rubric.
Person: Classroom teachers
Activity: Writing Graded with Rubrics

May 21, 2008: Calculate the percentage of students completing the writing assignments.
Person: Alex Howell
Activity: Collect final semester/trimester follow up data

**ISTEP+ Incentives Advertising**

✓ May 18, 2007: Will poll staff for baseline data. We want to know how many of our target group notify their students of the incentives offered at BHS.
Person: The Chair and Co-chair
Activity: Collect baseline data

✓ May 18, 2007: Coordinate Incentive Announcements
Person: Sue Lehmann
Activity: Daily activities for passing the ISTEP+

✓ Aug 8, 2007: Committee Chair will address resistant staff
Person: Kevin Davis
Activity: Talk with faculty

✓ Aug 16, 2007: Arrange announcement to be viewed by student body.
Person: Sue Lehman
Activity: Daily activities for passing the ISTEP+

✓ Aug 16, 2007: Provide Script to IRP and Tested Subject Teachers of Incentives earned by passing ISTEP. They will read to script to students.
Person: Kevin Davis
Activity: Daily activities for passing the ISTEP+

✓ Aug 23, 2007: Arrange announcement to be viewed by student body.
Person: Sue Lehman
Activity: Daily activities for passing the ISTEP+

✓ Aug 23, 2007: Provide Script to IRP and Tested Subject Teachers of Incentives earned by passing ISTEP. They will read to script to students.
Person: Kevin Davis
Activity: Daily activities for passing the ISTEP+

✓ Aug 30, 2007: Arrange announcement to be viewed by student body.
Person: Sue Lehman
Activity: Daily activities for passing the ISTEP+
Aug 30, 2007: Provide Script to IRP and Tested Subject Teachers of Incentives earned by passing ISTEP. They will read to script to students.
   Person: Kevin Davis
   Activity: Daily activities for passing the ISTEP+

Sep 6, 2007: Arrange announcement to be viewed by student body.
   Person: Sue Lehman
   Activity: Daily activities for passing the ISTEP+

Sep 6, 2007: Provide Script to IRP and Tested Subject Teachers of Incentives earned by passing ISTEP. They will read to script to students.
   Person: Kevin Davis
   Activity: Daily activities for passing the ISTEP+

Sep 13, 2007: Arrange announcement to be viewed by student body.
   Person: Sue Lehman
   Activity: Daily activities for passing the ISTEP+

Sep 13, 2007: Coordinate Testing Daily Prizes
   Person: Jeff Yando
   Activity: Daily activities for passing the ISTEP+

Sep 13, 2007: Provide Script to IRP and Tested Subject Teachers of Incentives earned by passing ISTEP. They will read to script to students.
   Person: Kevin Davis
   Activity: Daily activities for passing the ISTEP+

Sep 17, 2007: Arrange announcement to be viewed by student body.
   Person: Sue Lehman
   Activity: Daily activities for passing the ISTEP+

Sep 18, 2007: Arrange Blood Drive
   Person: Brenda Hachmeister
   Activity: Daily activities for passing the ISTEP+

Sep 18, 2007: Schedule Job shadowing
   Person: Keith Paige
   Activity: Daily activities for passing the ISTEP+

Sep 19, 2007: Chaperone Imax Theatre
   Person: Sue Lehmann
   Activity: Daily activities for passing the ISTEP+

Sep 20, 2007: Chaperone Recreation Day
   Person: Kevin Davis
   Activity: Daily activities for passing the ISTEP+

Dec 11, 2007: Survey affected teachers about their advertisement of incentives.
   Person: Kevin Davis
   Activity: Collect first semester/trimester follow up data

Math ISTEP Bell Ringers

May 4, 2007: Develop a list of possible questions
   Person: Comm.
   Activity: Decide on Problems

May 4, 2007: Make master booklet
   Person: Mark Meier
   Activity: Make booklets for student use
May 10, 2007: Copy booklet for students
   Person: office
   Activity: Make booklets for student use

May 13, 2007: Narrow list of problems to 36 problems
   Person: Comm.
   Activity: Decide on Problems

May 15, 2007: Print master copy
   Person: Ruth White
   Activity: Get Problems ready for teacher use.

May 17, 2007: Make overheads for each math teacher
   Person: Alan Collins
   Activity: Get Problems ready for teacher use.

May 18, 2007: Staple booklets
   Person: Carmen Wilson and Dirk Conner
   Activity: Make booklets for student use

May 22, 2007: Place overheads in binders
   Person: Alan Collins
   Activity: Get Problems ready for teacher use.

Aug 9, 2007: Math teachers will talk to the students regarding the importance of ISTEP and the need to reivew concepts
   Person: Math Department
   Activity: Talk to students

Aug 10, 2007: Distribute booklets
   Person: Mark Meier
   Activity: Use problems as bell ringsers

Aug 13, 2007: Survey math teachers to see who uses ISTEP bell ringsers
   Person: Dirk Conner
   Activity: Collect baseline data

Aug 13, 2007: Begin each period with bell ringer
   Person: math dept.
   Activity: Use problems as bell ringers

Oct 2, 2007: Survey math teachers to see who used ISTEP bell ringsers
   Person: Dirk Conner
   Activity: Collect first semester/trimester follow up data

Parent Involvement

May 1, 2007: Survey teachers regarding e-mail habits
   Person: Becky Schnur
   Activity: Collect baseline data

May 18, 2007: Arrange to open a computer lab on the first teacher day at school.
   Person: Committee
   Activity: Educate teachers about the Pinnacle Internet Viewer.

May 18, 2007: Add a link to the PIV on www.bhs_pioneers.com
   Person: Committee
   Activity: Publicize the Pinnacle Internet Viewer in the community through local webpage links.
May 18, 2007: Contact other local websites about adding the PIV link to their webpage.
Person: Committee
Activity: Publicize the Pinnacle Internet Viewer in the community through local webpage links.

May 18, 2007: Contact the Chamber of Commerce about adding the PIV link to their webpage.
Person: Committee
Activity: Publicize the Pinnacle Internet Viewer in the community through local webpage links.

May 18, 2007: Contact the library regarding adding the PIV link to their webpage.
Person: Committee
Activity: Publicize the Pinnacle Internet Viewer in the community through local webpage links.

Jul 17, 2007: Re-mail PIN number to all parents
Person: WCSC
Activity: Make grade reports available throught the Pinnacle Internet Viewer.

Person: Counselors
Activity: Make parent e-mails available to teachers.

Aug 8, 2007: Distribute written instructions to all teachers.
Person: Angie Cluck
Activity: Demonstrate how to create contact groups for parent e-mails for teachers.

Aug 8, 2007: Demonstrate what parents see when they log onto the Pinnacle Internet Viewer.
Person: Committee
Activity: Educate teachers about the Pinnacle Internet Viewer.

✓ Aug 9, 2007: Continue to offer PIV access to all parents.
Person: WCSC
Activity: Make grade reports available throught the Pinnacle Internet Viewer.

Aug 15, 2007: Create a log sheet for teachers with a checkbox for (phone) and (e-mail).
Person: Committee
Activity: Provide a log sheet for teachers to track their parent contact.

Aug 17, 2007: Collect parent e-mails through first-day papers handed out to students.
Person: All classroom teachers
Activity: Make parent e-mails available to teachers.

✓ Aug 24, 2007: Collect parent e-mails on student emergency cards.
Person: Melanie Buchta
Activity: Make parent e-mails available to teachers.

Person: Janet Metzger
Activity: Make Teacher e-mail available to parents.

Aug 31, 2007: Distribute log sheet to all teachers.
Person: Committee
Activity: Provide a log sheet for teachers to track their parent contact.

Sep 20, 2007: Arrange to open a computer lab at Open House.
Person: Committee
Activity: Educate parents on the Pinnacle Internet Viewer.

Sep 25, 2007: Print teacher e-mails on the monthly newsletter.
Person: Janet Metzger
Activity: Make Teacher e-mail available to parents.
Oct 10, 2007: Demonstrate how to log onto the PIV at Open House.
Person: Committee
Activity: Educate parents on the Pinnacle Internet Viewer.

Person: Janet Metzger
Activity: Make Teacher e-mail available to parents.

Nov 27, 2007: Print teacher e-mails on the monthly newsletter.
Person: Janet Metzger
Activity: Make Teacher e-mail available to parents.

Dec 12, 2007: Survey teachers regarding e-mail habits
Person: Angie Cluck
Activity: Collect first semester/trimester follow up data

Dec 19, 2007: Print teacher e-mails on the monthly newsletter.
Person: Janet Metzger
Activity: Make Teacher e-mail available to parents.

Jan 29, 2008: Print teacher e-mails on the monthly newsletter.
Person: Janet Metzger
Activity: Make Teacher e-mail available to parents.

Feb 26, 2008: Print teacher e-mails on the monthly newsletter.
Person: Janet Metzger
Activity: Make Teacher e-mail available to parents.

Mar 18, 2008: Print teacher e-mails on the monthly newsletter.
Person: Janet Metzger
Activity: Make Teacher e-mail available to parents.

May 2, 2008: Survey teachers regarding e-mail habits
Person: Angie Cluck
Activity: Collect final semester/trimester follow up data

Reading Strategies for Comprehension

✔ Apr 4, 2007: Read “Reading Smarter” by Patricia Osborn
Person: Betty Stepek
Activity: Research reading strategies that work

✔ Apr 4, 2007: Read “The Effective Reader” by D.J. Henry
Person: Clint Claypool
Activity: Research reading strategies that work

✔ Apr 4, 2007: Research online for reading comprehension strategies that work
Person: Mike Metzger
Activity: Research reading strategies that work

✔ Aug 4, 2007: Research effectiveness of teaching reading comprehension strategies
Person: Sara Copeland
Activity: Present research based statistics on reading comprehension strategies to show effectiveness

✔ Aug 17, 2007: Create fill-in-the-blank lesson plan for six weeks
Person: Clint Claypool
Activity: Create fill-in-the-blank lesson plans that implement a reading comprehension strategy

✔ Aug 27, 2007: Copy lesson plan and distribute to teachers
Person: Clint Claypool
Activity: Create fill-in-the-blank lesson plans that implement a reading comprehension strategy
Aug 31, 2007: Present research to teachers  
Person: Mike Metzger  
Activity: Present research based statistics on reading comprehension strategies to show effectiveness

Oct 1, 2007: Create teacher survey  
Person: Sara Copeland  
Activity: Survey teachers on implementation of reading strategy

Oct 3, 2007: Survey teachers  
Person: Sara Copeland  
Activity: Collect baseline data

Oct 3, 2007: Present to the faculty the research on reading strategies, as well as lesson plans developed for content areas.  
Person: Sara Copeland  
Activity: Research reading strategies that work

Oct 25, 2007: Create fill-in-the-blank lesson plan for six weeks  
Person: Sara Copeland  
Activity: Create fill-in-the-blank lesson plans that implement a reading comprehension strategy

Oct 26, 2007: Copy lesson plan and distribute to teachers  
Person: Clint Claypool  
Activity: Create fill-in-the-blank lesson plans that implement a reading comprehension strategy

Nov 21, 2007: Read "I Read It, But I Don’t Get It" by Chris Tovani  
Person: Sara Copeland  
Activity: Research reading strategies that work

Dec 6, 2007: Create fill-in-the-blank lesson plan for six weeks  
Person: Clint Claypool  
Activity: Create fill-in-the-blank lesson plans that implement a reading comprehension strategy

Dec 12, 2007: Survey teachers regarding usage of and usefulness of provided lesson plans and reading strategies.  
Person: Mike Metzger  
Activity: Collect first semester/trimester follow up data

Dec 12, 2007: Copy lesson plan and distribute to teachers  
Person: Sara Copeland  
Activity: Create fill-in-the-blank lesson plans that implement a reading comprehension strategy

Jan 31, 2008: Create fill-in-the-blank lesson plan for six weeks  
Person: Clint Claypool  
Activity: Create fill-in-the-blank lesson plans that implement a reading comprehension strategy

Feb 6, 2008: Copy lesson plan and distribute to teachers  
Person: Gay Weir  
Activity: Create fill-in-the-blank lesson plans that implement a reading comprehension strategy

Feb 27, 2008: Create fill-in-the-blank lesson plan for six weeks  
Person: Clint Claypool  
Activity: Create fill-in-the-blank lesson plans that implement a reading comprehension strategy

Mar 6, 2008: Copy lesson plan and distribute to teachers  
Person: Gay Weir  
Activity: Create fill-in-the-blank lesson plans that implement a reading comprehension strategy

Apr 24, 2008: Survey teachers regarding usage of and usefulness of provided lesson plans and reading strategies.  
Person: Mike Metzger  
Activity: Collect final semester/trimester follow up data
Student Goal-Setting

✓ Aug 15, 2007: handouts to 9th grade IRP teachers explaining strategy
   Person: Steve Altstadt, Dana Meyer
   Activity: parent involvement

Oct 3, 2007: explain strategy to staff
   Person: scott Gibson
   Activity: inform staff of strategy during professional development meeting

✓ Oct 3, 2007: inform students of benefits
   Person: IRP teachers
   Activity: parent involvement

✓ Oct 3, 2007: hand out and explain strategies and benefits to faculty
   Person: Chad Sickbert
   Activity: provide staff with goal setting information

✓ Oct 4, 2007: Create semester goals.
   Person: 9th grade students
   Activity: Set short- and long-term goals.

✓ Oct 4, 2007: teach goal setting strategies
   Person: 9th grade IRP teacher
   Activity: Teach goal-setting strategies

✓ Oct 12, 2007: Create long-term goals.
   Person: 9th grade students
   Activity: Set short- and long-term goals.

Oct 18, 2007: Remind students to get their goal sheets signed by a parent.
   Person: 9th grade IRP teachers
   Activity: Obtain parent approval of goals.

Oct 26, 2007: Check goal sheets for parent signatures.
   Person: 9th grade IRP teachers
   Activity: Obtain parent approval of goals.

✓ Nov 1, 2007: Create six-week goals.
   Person: 9th grade students
   Activity: Set short- and long-term goals.

✓ Nov 1, 2007: teach goal setting strategies
   Person: 9th grade IRP teacher
   Activity: Teach goal-setting strategies

✓ Nov 15, 2007: Monitor goal progress and adjust as needed.
   Person: 9th grade students / IRP teachers
   Activity: Monitor goal progress

Nov 27, 2007: Remind students to get their goal sheets signed by a parent.
   Person: 9th grade IRP teachers
   Activity: Obtain parent approval of goals.

Dec 3, 2007: Check goal sheets for parent signatures.
   Person: 9th grade IRP teachers
   Activity: Obtain parent approval of goals.

Dec 13, 2007: Create six-week goals.
   Person: 9th grade students
   Activity: Set short- and long-term goals.
Dec 13, 2007: teach goal setting strategies  
Person: 9th grade IRP teacher  
Activity: Teach goal-setting strategies

Jan 5, 2008: inform parents of strategy and benefits  
Person: Keith McKinney  
Activity: parent involvement

Jan 11, 2008: Survey students regarding their ability to achieve goals.  
Person: Scott Gibson  
Activity: Collect first semester/trimester follow up data

Jan 11, 2008: Remind students to get their goal sheets signed by a parent.  
Person: 9th grade IRP teachers  
Activity: Obtain parent approval of goals.

Jan 11, 2008: Create semester goals.  
Person: 9th grade students  
Activity: Set short- and long-term goals.

Jan 11, 2008: teach goal setting strategies  
Person: 9th grade IRP teacher  
Activity: Teach goal-setting strategies

Jan 18, 2008: Check goal sheets for parent signatures.  
Person: 9th grade IRP teachers  
Activity: Obtain parent approval of goals.

Jan 24, 2008: Monitor goal progress and adjust as needed.  
Person: 9th grade students / IRP teachers  
Activity: Monitor goal progress

Jan 24, 2008: Create six-week goals.  
Person: 9th grade students  
Activity: Set short- and long-term goals.

Feb 6, 2008: Tabulate survey data and report to staff.  
Person: Scott Gibson  
Activity: Collect first semester/trimester follow up data

Feb 7, 2008: teach goal setting strategies  
Person: 9th grade IRP teacher  
Activity: Teach goal-setting strategies

Feb 22, 2008: Monitor goal progress and adjust as needed.  
Person: 9th grade students / IRP teachers  
Activity: Monitor goal progress

Feb 22, 2008: Remind students to get their goal sheets signed by a parent.  
Person: 9th grade IRP teachers  
Activity: Obtain parent approval of goals.

Feb 29, 2008: Check goal sheets for parent signatures.  
Person: 9th grade IRP teachers  
Activity: Obtain parent approval of goals.

Mar 7, 2008: Create six-week goals.  
Person: 9th grade students  
Activity: Set short- and long-term goals.
Mar 7, 2008: teach goal setting strategies
Person: 9th grade IRP teacher
Activity: Teach goal-setting strategies

Mar 19, 2008: Monitor goal progress and adjust as needed.
Person: 9th grade students / IRP teachers
Activity: Monitor goal progress

Apr 4, 2008: Survey students regarding their ability to achieve goals.
Person: Scott Gibson
Activity: Collect final semester/trimester follow up data

May 21, 2008: Tabulate survey data and report to staff.
Person: Scott Gibson
Activity: Collect final semester/trimester follow up data
**Force Field Excerpt**

Boonville High School

<table>
<thead>
<tr>
<th>Description and location of curriculum:</th>
<th>Force Field Report B: Curriculum Additional Data #1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Titles and descriptions of assessment instruments to be used in addition to ISTEP+:</td>
<td>Force Field Report C: Assessment Additional Data #1</td>
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<td>Statutes and rules to be waived:</td>
<td>Force Field Report G: Environment Additional Data #2</td>
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## Continuous Improvement Timeline

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<th>First Year Schools</th>
<th>Second Year Schools</th>
<th>Third Year and Beyond Schools</th>
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<tr>
<td><strong>Oct</strong></td>
<td>Session 1:</td>
<td>New Steering Team Member (optional)</td>
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<td></td>
<td>Getting Started</td>
<td>Session 1: Improvement Plan Implementation</td>
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<td>Local Mtgs: Rationale for Change</td>
<td>Session 1: Kick-Off / Monitoring / Mentoring</td>
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<tr>
<td><strong>Nov</strong></td>
<td>Session 2 Visioning</td>
<td>Tech Training 1 (optional)</td>
<td>Tech Training 1 (optional)</td>
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<td></td>
<td>Tech Training 1 (two people per school)</td>
<td>Local Mtgs – SIP Implementation Roles &amp; Responsibilities</td>
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<td>Local Mtgs: Visioning</td>
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<tr>
<td><strong>Dec</strong></td>
<td>Session 3:</td>
<td>Session 2: SIP Evaluation &amp; Revision</td>
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<tr>
<td></td>
<td>Achievement Data Analysis</td>
<td>Local Mtgs: Sch. Imp. Plan Revision</td>
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<td>Local Mtgs: Achievement Data Targets</td>
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<tr>
<td><strong>Jan</strong></td>
<td>Session 4:</td>
<td>Session 2: SIP Review &amp; Revision</td>
<td>InSAI Conference on Learning (optional)</td>
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<td>Areas of Concern &amp; Research Assignments</td>
<td>Local Mtgs: Sch. Imp. Plan Revision</td>
<td>InSAI Conference on Learning (optional)</td>
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<td>Local Mtgs: Areas of Concern</td>
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<tr>
<td><strong>Jan 31</strong></td>
<td>Session 5:</td>
<td>InSAI Conference on Learning (optional)</td>
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<td>Strategy Research Group Meetings: Local Mtgs – Strategy Selection</td>
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<tr>
<td><strong>Feb / Mar</strong></td>
<td>Session 6: (strategy chairs only)</td>
<td>Session 3 (strategy chairs only): Writing Strategy Plans</td>
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<td>Strategy Plans</td>
<td>Tech Training 2 (optional)</td>
<td>Tech Training 2 (optional)</td>
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<td>Strategy Task Force Mtg – Strategy Plans</td>
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<tr>
<td><strong>Apr</strong></td>
<td>1st Fri. in April: All submissions due online</td>
<td>1st Fri. in April: All submissions due online</td>
<td>1st Fri. in April: All submissions due online</td>
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<tr>
<td><strong>May</strong></td>
<td>1st Fri in May: Revisions due online</td>
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<tr>
<td></td>
<td>3rd Fri in May: Schools mail hardcopies (after status of all submissions is “meets criteria”)</td>
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