

School Improvement Plan - 2014-2015

Generated on June 2, 2014 at 4:42 PM

Lawrenceburg High School (1177)

Lawrenceburg Com School Corp

Lawrenceburg, 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:



American Student Achievement Institute
3925 E. Hagan St. Suite 105
Bloomington, IN 47401
Phone: 812-349-4142
Email: asai@asainstitute.org
Website: <http://www.asainstitute.org>

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 11
- Strategies 13
- Strategy Data 16
- To-Do List 19
- Professional Development Summary 22
- Relationship Report: Areas of Concern / Strategies / Achievement Goals 24
- Force Field Excerpt 27
- Continuous Improvement Timeline 28

School Improvement Plan Introduction

Lawrenceburg High School

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

- LeAnn Ambs - School Counselor
- Mark Fette - Teacher
- Bonnie Kort-Teany - Parent/Guardian
- Bill Snyder - Administrator
- Melissa Tedesco - Teacher

Strategy Chairs

- Pete Arnold
- Mark Fette
- Rita Kirchgassner
- Jared Leiker
- Shawn Lightner
- Brandon Lorton
- Bill Snyder
- Heather Weston

Community Council

- LeAnn Ambs - school
- Chuck Folop - Business
- Kristin Fuchs - school
- Adam Gilliam - Parent
- Samantha Hickman - School

- Steve Johnson - school
- Ernst Karen - Court System
- Brenda Konradi - Mental Health
- Bonnie Kort-Teany - Parent
- Gayle Lightner - school
- Tonya Mathis - Post-Secondary Ed
- Ramsi Nusabie - Business
- Pete Resnick - Business
- Bill Ritzmann - Business
- Mike Rozow - Business
- Bill Snyder - school
- Holly Stoops - parent
- Jeff Stratman - Business
- Carole Wintin - Education

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:

Lawrenceburg High School understands the importance of changing the current culture of education. Through core convictions of parents, community members, students, teachers, and administration certain behaviors and attitudes can be changed to foster a superior learning environment. We believe all students deserve to master core skills and knowledge necessary for post-secondary education. This concept promotes high expectations that students will be challenged, encouraged, respected, and engaged. Students deserve a curriculum that stresses problem-solving skills, coping strategies, and diversity to meet their needs in order to be productive citizens in the future.

Proper instruction by motivated, professional, and knowledgeable teachers who emphasize differentiated instruction is a must in the area of school improvement. The students deserve a culture of accountability. Further, technology and its advancements must be an integral tool of curriculum students need to be exposed to on a daily basis. They also deserve to have a voice in the decision-making process promoting independence, self-expression, and empowerment.

Students deserve additional assistance by adult mentors who demonstrate positive traits to help students develop plans and gain opportunities to learn work, social and moral skills and ethics for successful lifelong productive living.

Students deserve guidance that will lead them through the educational process of a four-year plan directed toward quality preparation for advanced education. The process will be developed and reviewed on an annual basis. Through guidance, we can provide experiences in community involvement and resources to aid students in valuing their community, stressing service and volunteering as ways to work in groups, help others, and learn about adult life.

The environment of a school is essential to overall achievement. Students deserve a safe, disciplined, drug free, positive environment. Teachers must provide encouragement and recognition for positive behavior and academic success. Students deserve to be cared about and treated as individuals by teachers who value students as well as the educational process. Administrators need to have vision and goals. As a result, students gain equal opportunities for proper education, a sense of being valued, and an environment of high expectations. Students and parents contribute to this environment by having students prepared to learn each and every day.

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 has high expectations of all students. These stakeholders work together to help students reach high expectations by communicating with each other, behaving as positive role models, and setting proper examples. All adults demonstrate respect, responsibility, honesty, trust, integrity, and foster attitudes conducive to a true learning environment.

All stakeholders must promote a lifelong learning culture by communicating more in home regarding family decisions, issues, and supporting school activities and programs. While at school, teachers will extend the adult conversation to topics of accountability, potential, self-control, and openness to change and diversity. The community and the school should be unified to model these behaviors. Adults must have a passion about education and seek to be optimistic and professional in their daily involvement with young impressionable minds. Adult consistency, patience, profession-pride, and compassion create support conducive for successful students.

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

have high expectations of themselves. Attend school on time every day and are motivated, ready to learn, organized, and accountable. Students will be respectful of others and demonstrate integrity by being honest, trustworthy, polite, and mature. Students need to have substance free minds for enthusiasm toward education. Successful students work to develop self-control, perceptiveness, and self-awareness.

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

- % of students who graduate from high school: 100%
- % of students who pass ECA Algebra 1: 100%
- % of students who pass ECA English 10: 100%

- % of students who earn a Core 40 diploma: 50%
- % of students who earn an Academic Honor Diploma: 50%
- % of students who take the SAT will score 500 or higher in each subject: 100%
- % of students who take the ACT will score 21 or higher in each subject: 100%
- % of students who who take an AP test and score a 3 or higher: 100%
- % of students who pass the Biology 1 ECA test: 100%
- % of students who earn 12 college credit hours while in high school: 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 free/reduced males - pass Algebra ECA

| 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 | |
| 84% | 87% | 89% | 77% | 80% | | 82% | | 84% | | 86% | | 100% |

All graduates - taking a dual credit course

| 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 | |
| 39% | 64% | 69% | 68% | 72% | | 75% | | 78% | | 80% | | 100% |

All graduates taking a dual credit course - earn a "C" or better

| 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 | |
| 100% | 91% | 100% | 62% | 66% | | 70% | | 73% | | 77% | | 100% |

All graduates who take the ACT - Score at or above 21 composite

| 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 | |
| 66% | 53% | 71% | 57% | 62% | | 66% | | 70% | | 73% | | 100% |

All graduates who take the SAT - Score at or above 1500 composite

| 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 | |
| 47% | 37% | 52% | 32% | 39% | | 45% | | 51% | | 56% | | 100% |

All graduating students - Graduate in 4 years

| 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 | |
| | 92% | 93% | n/a | 94% | | 95% | | 96% | | 97% | | 100% |

All males - Earn a Core 40 diploma or higher

| 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 | |
| 74% | 74% | 79% | 80% | 82% | | 84% | | 86% | | 88% | | 100% |

All special ed and/or free/reduced males - pass Algebra 1 ECA

| 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 | |
| 75% | 85% | 90% | 79% | 81% | | 83% | | 85% | | 87% | | 100% |

All special ed males - pass Algebra ECA

| 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 | |
| 78% | 77% | 83% | 64% | 68% | | 72% | | 75% | | 78% | | 100% |

All special ed males tested on English 10 ECA - master writing applications

| 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 | |
| 34% | 36% | 40% | 39% | 45% | | 50% | | 55% | | 60% | | 100% |

All students tested on Algebra 1 ECA - Master linear and quadratic equations

| 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 | |
| 58% | 68% | 73% | 55% | 60% | | 64% | | 68% | | 72% | | 100% |

All students tested on English 10 ECA - Master writing applications

| 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% | 62% | 70% | 81% | 83% | | 85% | | 87% | | 89% | | 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... student's personal problems and behaviors of other students interfere with learning.

53% of the students have a personal problem that they feel interferes with their school work. 70% of the faculty feel behaviors of students in the classrooms interferes with other students ability to learn.

We are concerned that... students are not actively engaged in their own learning.

24% of the community do not think students pay attention in class. 15% of the students do not think teachers push them to do their best and stay engaged.

We are concerned that... there is not effective communication between, students, parents, and teachers.

52% of the faculty do not think community members are available to tutor or mentor students. 31% of students, 29% of parents, and 39% of community members do not think teachers communicate with students about weekly progress.

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

We are concerned that... Graduation Plan

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

ATTENDANCE POLICY Next to student effort in the classroom, regular attendance is the most important thing students can do to assure optimum academic achievement. Parents must assume primary responsibility for student attendance. Parents must communicate a high level of expectation regarding attendance and notify the school whenever the student is absent. Business and industry both require regular attendance and punctuality from employees; so it shall be the policy of Lawrenceburg Community School to hold students to those same high standards. In those situations where parents choose to ignore their responsibilities in demanding good student attendance and punctuality, school officials will intervene. Excused absences are recognized for personal injury or illness or death in the immediate family. Any other absences must be cleared by the building Principal (or designee) in advance or be considered unexcused. Make-up work will not be allowed for unexcused absences and may adversely affect student grades. A record of poor attendance or a single instance of unexplained absence (truancy) will be reported to the L.C.S. Attendance Officer. Contacts with parents, in these cases, may be by letter, phone call, or home visit. Severe cases of poor attendance will be prosecuted under Indiana's compulsory school attendance laws. ATTENDANCE PROCEDURE 1. Excused Absences a) Absence while under medical care; medical or dental appointments (maximum of five per nine-week grading period); death in the immediate family; college visitation days for juniors and seniors (maximum of two days per school year) with prior approval from Assistant Principal; etc. b) Medical/dental excuses may not cover an entire day of absence, and they will not be accepted after five days from the time that is to be excused. c) A student absence can be excused with a call or note from a parent. A student may have up to two (2) absences per nine-week grading period that are excused by parent communication only. Each parent note or call will excuse one day of absence. d) To report an absence, parents need to call the school between 7:15am and 8:15am or send a note upon the student's return to school. The absence will be considered unexcused if there is no parent phone call or a note is not received by the day after the student returns. See Student and Parent Responsibilities listed later in this handbook. e) Excused absences do allow students to make up their class work. 2. Unexcused Absences a) Absence without a call or note from a parent; truancy; leaving campus without permission from the school; etc. b) Unexcused absences do not allow students to make up their class work. 3. Consequences a) Students will be assigned a Friday School upon the 1st unexcused absence. b) If a student has exceeded the allowable number of absences in one class period, the student may be withdrawn failing (WF) from that course and placed in an alternative placement for the remainder of the semester. c) If a student has exceeded the maximum number of absences allowed per grading period in multiple classes, the student will be referred to Dearborn County Probation Department, and may be suspended out of school until a meeting is held with the student, parent, and building administrator to discuss further administrative action. PARENT RESPONSIBILITIES WHEN STUDENT IS ABSENT 1. The parent or guardian must call the school office between 7:15am and 8:15am at 537-7209 and report the reason for the student's absence. If the parent does not have access to a phone, he/she may send a note on the day that the student returns. If the school has not received a call, or if it is suspected that the caller is not a parent/guardian, the Attendance Officer may call or visit the home to validate the student's absence. 2. In the event that a student has two unexcused absences, parents must be prepared for a meeting with school officials to discuss administrative action to be taken. STUDENT RESPONSIBILITIES WHEN ABSENT 1. Students must report to the Attendance Office before 7:40am on the day they return to school. A determination will be made by school personnel as to whether the absence is excused or unexcused. Students will receive an Admit Slip to communicate (excused or unexcused) with the teachers of all classes affected by the absence. 2. The student is responsible for asking the teacher for

missed make-up work in each class for each excused absence. Failure to ask for make-up work, or failure to satisfactorily complete and turn in make-up work within the time allotted, will result in a loss of credit for missed work. 3. Students will have two school days to make up work missed for a one or two day absence. Students who are absent more than two days in a row will have five school days to make up their missed work upon their return to school.

Impact Level: Low Impact

Focus: General

Communication Outreach

Information developed at community forums will be disseminated by the school monthly to all parents, community members, faculty and students through various media

Impact Level: Low Impact

Focus: General

Encourage Rigorous Curriculum - Differentiated Instruction

Differentiated instruction will involve project-based learning, one-to-one technology efforts, teacher-student collaboration, co-teaching methodologies, and group activities during our student resource time and classroom periods. Our professional development will involve multiple teaching styles to enhance multiple learning styles. All teachers will use differentiated instruction at least once per week.

Impact Level: High Impact - Inside

Focus: General

Encourage Rigorous Curriculum - Early College

Early College Program has been in place for 3 years. An Assistant Dean of Instruction is employed by Vincennes University to work with LHS administration, teachers, students, and parents. College courses will be available for all grade levels.

Impact Level: High Impact - Inside

Focus: General

Encourage Rigorous Curriculum - In Depth Content

Teachers in core subjects will focus more on in-depth content, "depth vs breadth" in the classroom on a daily basis. This will be based on best practices that will be researched in each discipline. Teachers will build curriculum based on classroom assessments to determine gaps in mastery.

Impact Level: High Impact - Inside

Focus: General

Encourage Rigorous Curriculum - Project-Based Learning

We define project-based learning as collaborative efforts by teachers to bring hands-on activities that are based around projects involving our state-approved curriculum. We have a state-approved and trained project-based coach as one of our teachers in the building. This coach has a well-organized plan for professional development throughout the school year. All teachers will use project-based learning in the classroom at least 1 time each 9 weeks.

Impact Level: High Impact - Inside

Focus: General

Focused Academic Area - Algebra

All students who did not pass the Algebra I ECA will be in a mandatory math lab class in addition to their regular math course during the first semester. The math teachers will focus on mastery of Algebra I skills.

Impact Level: High Impact - Inside

Focus: Specific

Focused Academic Area - English

All students who did not pass the English 10 ECA will be in a mandatory English lab class in addition to their regular English course during the first semester. The English teachers will focus on mastery of English 10 skills.

Impact Level: High Impact - Inside

Focus: Specific

Focused Student Group - 40 Minutes Daily

A 40 minute period each day will be facilitated by each faculty member with a specific group of students. During this time we are implementing peer tutoring, one-on-one teacher assistance, character education, advisory/grade monitoring, credit recovery, remediation, and time for convocation and guest speakers on appropriate teenage issues.

Impact Level: High Impact - Outside

Focus: General

Focused Student Group - Males

Teachers are available after-school in central area to help students individually or in small groups with homework and study skills every Monday through Thursday until 4:30 pm. Snacks are provided for students. This is available to all students but is particularly focused on helping all males earn at least a Core 40 diploma.

Impact Level: High Impact - Outside

Focus: Specific

Graduation Plan

Counselors will work with students to complete and update the graduation plan each fall. The Graduation Plan will include the subject and skill areas of interest to the student, a Core 40 program of study that meets the student's aptitudes and interests, and an indication of assessments (other than ISTEP and ECA) that the student plans to take voluntarily during grades 10 through 12. Upon satisfactory fulfillment of the plan, students will be able to 1) graduate, 2) will have taken at least the minimum variety and number of courses necessary to gain admittance to a state educational institution.

Impact Level: High Impact - Outside

Focus: General

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 - Early College

% of teachers who make early adjustments to the Early College curriculum transition

| 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 | |

Number of first generation college students who received college credit while in high school

| Baseline 13-14 | Follow Up 14-15 1st Semester / 1st Trimester | | Follow Up 14-15 2nd Semester / Last Trimester | |
|-------------------|--|--------|---|--------|
| | Target | Actual | Target | Actual |
| 74 | 90 | | 90 | |

number of students receiving discounted tuition

| Baseline 13-14 | Follow Up 14-15 1st Semester / 1st Trimester | | Follow Up 14-15 2nd Semester / Last Trimester | |
|-------------------|--|--------|---|--------|
| | Target | Actual | Target | Actual |
| 180 | 200 | | 200 | |

Encourage Rigorous Curriculum - In Depth Content

The % of teacher who focus on in-depth content on a daily basis

| 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 | |

Encourage Rigorous Curriculum - Project-Based Learning

Percentage of project-based instruction in classroom

| Baseline 13-14 | Follow Up 14-15 1st Semester / 1st Trimester | | Follow Up 14-15 2nd Semester / Last Trimester | |
|-------------------|--|--------|---|--------|
| Actual | Target | Actual | Target | Actual |
| 97 | 100 | | 100 | |

Focused Academic Area - Algebra

Percent of teachers who work directly with Algebra I students in math lab.

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

% of students that spend extra time with Algebra on a regular basis with a certified math teacher

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

Focused Academic Area - English

Percentage of students who passed that were enrolled in English Lab

| Baseline 13-14 | Follow Up 14-15 1st Semester / 1st Trimester | | Follow Up 14-15 2nd Semester / Last Trimester | |
|-------------------|--|--------|---|--------|
| Actual | Target | Actual | Target | Actual |
| 40 | 100 | | 100 | |

Focused Student Group - Males

The number of referrals per teacher.

| Baseline 13-14 | Follow Up 14-15 1st Semester / 1st Trimester | | Follow Up 14-15 2nd Semester / Last Trimester | |
|-------------------|--|--------|---|--------|
| | Target | Actual | Target | Actual |
| 40 | 55 | | 55 | |

The number of requests of student progress made by teachers who referred students.

| Baseline 13-14 | Follow Up 14-15 1st Semester / 1st Trimester | | Follow Up 14-15 2nd Semester / Last Trimester | |
|-------------------|--|--------|---|--------|
| | Target | Actual | Target | Actual |
| 88 | 100 | | 100 | |

To-Do List

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

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

Communication Outreach

Aug 8, 2014: Community outreach **Person:** Brandon Lorton
Aug 8, 2014: Update community council information on school website **Person:** Brandon Lorton
Sep 12, 2014: Community outreach **Person:** Brandon Lorton
Oct 10, 2014: Community outreach **Person:** Brandon Lorton
Nov 14, 2014: Community outreach **Person:** Brandon Lorton
Dec 12, 2014: Community outreach **Person:** Brandon Lorton
Jan 9, 2015: Community outreach **Person:** Brandon Lorton
Feb 13, 2015: Community outreach **Person:** Brandon Lorton
Mar 13, 2015: Community outreach **Person:** Brandon Lorton
Apr 10, 2015: Community outreach **Person:** Brandon Lorton
Dec 11, 2015: Conduct survey for feedback of stakeholders **Person:** Brandon Lorton

Encourage Rigorous Curriculum - Differentiated Instruction

Aug 29, 2014: Coordinate RISE evaluations to differentiate instruction **Person:** Bill Snyder
Sep 19, 2014: Check lesson plans and do walk throughs to evaluate differentiated instruction in the classroom. **Person:** Bill Snyder
Oct 3, 2014: Professional development on differentiated instruction **Person:** Jared Leiker
Oct 10, 2014: Continue classroom observations for frequency of differentiated instruction. **Person:** Bill Snyder
Nov 14, 2014: Collect fall data for % of teachers using differentiated instruction **Person:** Bill Snyder
Nov 21, 2014: Collect fall data % of teachers who are using differentiated instruction daily **Person:** Bill Snyder
Dec 12, 2014: Analyze data and schedule more PD on needs **Person:** Heather Weston
Feb 5, 2015: Faculty meeting to discuss data and other issues **Person:** Bill Snyder
Feb 5, 2015: Faculty meeting to discuss data and other issues **Person:** Bill Snyder
Feb 6, 2015: Check lesson plans and do classroom observations **Person:** Bill Snyder
Mar 6, 2015: Check lesson plans and do classroom observations **Person:** Bill Snyder
Apr 3, 2015: Check lesson plans and do classroom observations **Person:** Bill Snyder
May 1, 2015: Check lesson plans and do classroom observations **Person:** Bill Snyder
Jun 26, 2015: Collect spring data **Person:** Bill Snyder

Encourage Rigorous Curriculum - Early College

Aug 14, 2014: Meetings with early college faculty **Person:** Tonya Mathis
Aug 15, 2014: Meeting to discuss and analyze start of school **Person:** Tonya Mathis
Sep 11, 2014: Meetings with early college faculty **Person:** Tonya Mathis
Oct 9, 2014: Meetings with early college faculty **Person:** Tonya Mathis
Oct 17, 2014: Meetings to discuss planning for the next school year **Person:** Tonya Mathis
Nov 13, 2014: Meetings with early college faculty **Person:** Tonya Mathis
Nov 15, 2014: Collect data from 1st 9 weeks **Person:** LeAnn Ambs
Nov 30, 2014: Collect fall data: % of teachers who make early adjustments to the Early College curriculum transition **Person:**
Nov 30, 2014: Collect fall data: Number of first generation college students who received college credit while in high school **Person:**
Nov 30, 2014: Collect fall data: number of students receiving discounted tuition **Person:**
Dec 5, 2014: Meetings to discuss planning for the next school year **Person:** Tonya Mathis
Dec 11, 2014: Meetings with early college faculty **Person:** Tonya Mathis
Jan 2, 2015: Meetings to discuss planning for the next school year **Person:** Tonya Mathis

Jan 8, 2015: Meetings with early college faculty **Person:** Tonya Mathis
Feb 6, 2015: Meetings to discuss planning for the next school year **Person:** Tonya Mathis
Feb 12, 2015: Meetings with early college faculty **Person:** Tonya Mathis
Mar 12, 2015: Meetings with early college faculty **Person:** Tonya Mathis
Apr 9, 2015: Meetings with early college faculty **Person:** Tonya Mathis
Jun 30, 2015: Collect spring data: % of teachers who make early adjustments to the Early College curriculum transition **Person:**
Jun 30, 2015: Collect spring data: Number of first generation college students who received college credit while in high school **Person:**
Jun 30, 2015: Collect spring data: number of students receiving discounted tuition **Person:**

Encourage Rigorous Curriculum - In Depth Content

Aug 8, 2014: Faculty meeting to discuss RISE, answer questions, and discuss issues **Person:** Bill Snyder
Aug 15, 2014: Check lesson plans and do classroom observations **Person:** Steve Johnson
Sep 19, 2014: Faculty meeting to discuss RISE, answer questions, and discuss issues **Person:** Bill Snyder
Oct 17, 2014: Check lesson plans and do classroom observations **Person:** Steve Johnson
Oct 31, 2014: Faculty meeting to discuss RISE, answer questions, and discuss issues **Person:** Bill Snyder
Nov 30, 2014: Collect fall data: The % of teacher who focus on in-depth content on a daily basis **Person:**
Dec 12, 2014: Faculty meeting to discuss RISE, answer questions, and discuss issues **Person:** Bill Snyder
Dec 19, 2014: Check lesson plans and do classroom observations **Person:** Steve Johnson
Jan 23, 2015: Faculty meeting to discuss RISE, answer questions, and discuss issues **Person:** Bill Snyder
Feb 20, 2015: Check lesson plans and do classroom observations **Person:** Steve Johnson
Mar 6, 2015: Faculty meeting to discuss RISE, answer questions, and discuss issues **Person:** Bill Snyder
Jun 30, 2015: Collect spring data: The % of teacher who focus on in-depth content on a daily basis **Person:**

Encourage Rigorous Curriculum - Project-Based Learning

Sep 8, 2014: Check lesson plans and do classroom observation **Person:** Steve Johnson
Oct 15, 2014: Faculty meeting to discuss first semester and fall data and give administrative support **Person:** Bill Snyder
Oct 20, 2014: Check lesson plans and do classroom observation **Person:** Steve Johnson
Nov 30, 2014: Collect fall data: Percentage of project-based instruction in classroom **Person:** Jared Leiker
Dec 1, 2014: Check lesson plans and do classroom observation **Person:** Steve Johnson
Dec 17, 2014: Faculty meeting to discuss first semester and fall data and give administrative support **Person:** Bill Snyder
Jan 12, 2015: Check lesson plans and do classroom observation **Person:** Steve Johnson
Feb 18, 2015: Faculty meeting to discuss first semester and fall data and give administrative support **Person:** Bill Snyder
Feb 23, 2015: Check lesson plans and do classroom observation **Person:** Steve Johnson
Apr 6, 2015: Check lesson plans and do classroom observation **Person:** Steve Johnson
Jun 30, 2015: Collect spring data: Percentage of project-based instruction in classroom **Person:** Jared Leiker

Focused Academic Area - Algebra

Nov 30, 2014: Collect fall data: % of students that spend extra time with Algebra on a regular basis with a certified math teacher **Person:** Mark Fette
Nov 30, 2014: Collect fall data: Percent of teachers who work directly with Algebra I students in math lab. **Person:** Mark Fette
Jan 5, 2015: Analyze data and test scores and reassign students **Person:** LeAnn Ambs
Jan 12, 2015: Math department meeting to analyze data **Person:** Bill Snyder
Jan 12, 2015: Math department meeting to analyze data **Person:** Bill Snyder
Jun 30, 2015: Collect spring data: % of students that spend extra time with Algebra on a regular basis with a certified math teacher **Person:** Mark Fette
Jun 30, 2015: Collect spring data: Percent of teachers who work directly with Algebra I students in math lab. **Person:** Mark Fette

Focused Academic Area - English

Nov 30, 2014: Collect fall data: Percentage of students who passed that were enrolled in English Lab **Person:** LeAnn Ambs
Jan 5, 2015: Collect fall data **Person:** LeAnn Ambs
Jan 19, 2015: Meet with English department to analyze data **Person:** Bill Snyder
Jun 30, 2015: Collect spring data: Percentage of students who passed that were enrolled in English Lab **Person:** LeAnn Ambs

Focused Student Group - 40 Minutes Daily

Aug 5, 2014: Faculty Meeting to discuss goals of SRT **Person:** Shawn Lightner
Aug 12, 2014: Meeting with all students to discuss goals **Person:** Shawn Lightner
Sep 15, 2014: Classroom observations **Person:** Steve Johnson and Bill Snyder
Oct 27, 2014: Classroom observations **Person:** Steve Johnson and Bill Snyder
Dec 8, 2014: Classroom observations **Person:** Steve Johnson and Bill Snyder
Jan 19, 2015: Classroom observations **Person:** Steve Johnson and Bill Snyder
Mar 2, 2015: Classroom observations **Person:** Steve Johnson and Bill Snyder
Apr 13, 2015: Classroom observations **Person:** Steve Johnson and Bill Snyder

Focused Student Group - Males

Aug 4, 2014: Start after school program **Person:** Shawn Lightner
Aug 13, 2014: Faculty meeting to discuss objective of after school program, show data, and brainstorm **Person:** Shawn Lightner
Nov 30, 2014: Collect fall data: The number of referrals per teacher. **Person:** Shawn Lightner
Nov 30, 2014: Collect fall data: The number of requests of student progress made by teachers who referred students. **Person:** Shawn Lightner
Jan 7, 2015: Faculty meeting to discuss data with faculty **Person:** Shawn Lightner
Jun 30, 2015: Collect spring data: The number of referrals per teacher. **Person:** Shawn Lightner
Jun 30, 2015: Collect spring data: The number of requests of student progress made by teachers who referred students. **Person:** Shawn Lightner

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.

Communication Outreach

No professional development is needed for this strategy.

Encourage Rigorous Curriculum - Differentiated Instruction

Professional development on differentiated instruction

Brief Description: Guest speaker from state

Intended Participants: Teachers, Administrators, Students

Date: Oct 3, 2014

Activity Purpose: Skill Building, Feedback/Support, Refinement

Activity Format: Presentation, Peer Coaching, Collaborative Problem Solving

Funding: local

Does this activity occur during the school day? Yes

Encourage Rigorous Curriculum - Early College

No professional development is needed for this strategy.

Encourage Rigorous Curriculum - In Depth Content

No professional development is needed for this strategy.

Encourage Rigorous Curriculum - Project-Based Learning

No professional development is needed for this strategy.

Focused Academic Area - Algebra

No professional development is needed for this strategy.

Focused Academic Area - English

No professional development is needed for this strategy.

Focused Student Group - 40 Minutes Daily

No professional development is needed for this strategy.

Focused Student Group - Males

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... student's personal problems and behaviors of other students interfere with learning.

Data Targets Influenced by This Concern:

- All free/reduced males -- pass Algebra ECA
- All special ed and/or free/reduced males -- pass Algebra 1 ECA
- All special ed males -- pass Algebra ECA
- All special ed males tested on English 10 ECA -- master writing applications
- All students tested on Algebra 1 ECA -- Master linear and quadratic equations
- All students tested on English 10 ECA -- Master writing applications

Strategies to Impact This Concern:

- Attendance
- Communication Outreach
- Focused Student Group - 40 Minutes Daily
- Graduation Plan

We are concerned that... students are not actively engaged in their own learning.

Data Targets Influenced by This Concern:

- All free/reduced males -- pass Algebra ECA
- All males -- Earn a Core 40 diploma or higher
- All special ed and/or free/reduced males -- pass Algebra 1 ECA
- All special ed males -- pass Algebra ECA
- All special ed males tested on English 10 ECA -- master writing applications

Strategies to Impact This Concern:

- Attendance
- Encourage Rigorous Curriculum - Differentiated Instruction
- Encourage Rigorous Curriculum - Early College
- Encourage Rigorous Curriculum - In Depth Content
- Encourage Rigorous Curriculum - Project-Based Learning
- Focused Academic Area - Algebra
- Focused Academic Area - English
- Focused Student Group - 40 Minutes Daily
- Focused Student Group - Males
- Graduation Plan

We are concerned that... there is not effective communication between, students, parents, and teachers.

Data Targets Influenced by This Concern:

- All males -- Earn a Core 40 diploma or higher
- All students tested on Algebra 1 ECA -- Master linear and quadratic equations
- All students tested on English 10 ECA -- Master writing applications

Strategies to Impact This Concern:

- Attendance
- Communication Outreach
- Focused Student Group - 40 Minutes Daily

We are concerned that... Encourage Rigorous Curriculum

Data Targets Influenced by This Concern:

- All graduates -- taking a dual credit course
- All graduates taking a dual credit course -- earn a "C" or better
- All graduates who take the ACT -- Score at or above 21 composite
- All graduates who take the SAT -- Score at or above 1500 composite
- All males -- Earn a Core 40 diploma or higher

Strategies to Impact This Concern:

- Encourage Rigorous Curriculum - Differentiated Instruction
- Encourage Rigorous Curriculum - Early College
- Encourage Rigorous Curriculum - In Depth Content
- Encourage Rigorous Curriculum - Project-Based Learning
- Focused Student Group - 40 Minutes Daily

We are concerned that... Attendance

Data Targets Influenced by This Concern:

- All males -- Earn a Core 40 diploma or higher
- All students tested on Algebra 1 ECA -- Master linear and quadratic equations
- All students tested on English 10 ECA -- Master writing applications

Strategies to Impact This Concern:

- Attendance

We are concerned that... Focused Academic Area

Data Targets Influenced by This Concern:

- All special ed and/or free/reduced males -- pass Algebra 1 ECA
- All students tested on Algebra 1 ECA -- Master linear and quadratic equations
- All students tested on English 10 ECA -- Master writing applications

Strategies to Impact This Concern:

- Focused Academic Area - Algebra
- Focused Academic Area - English

We are concerned that... Focused Student Group

Data Targets Influenced by This Concern:

- All males -- Earn a Core 40 diploma or higher

Strategies to Impact This Concern:

- Focused Academic Area - Algebra
- Focused Academic Area - English

We are concerned that... Graduation Plan

Data Targets Influenced by This Concern:

- All graduating students -- Graduate in 4 years
- All males -- Earn a Core 40 diploma or higher

Strategies to Impact This Concern:

- Encourage Rigorous Curriculum - Early College
- Encourage Rigorous Curriculum - In Depth Content
- Focused Student Group - 40 Minutes Daily
- Focused Student Group - Males
- Graduation Plan

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? | High School Main Office |
| <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 already at 96% |
| D. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each. | <p>Acuity - predictive test for Algebra 1 and English 10 that is aligned with the ECA</p> <p>Accuplacer - college placement test in sentence skills, reading, and algebra</p> <p>PSAT, SAT, ACT - college admission tests</p> <p>Accuaccess on Plato for reading levels</p> |

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 2015-2016 school year