

School Improvement Plan - PL221 Version - 2008-2011

May 27, 2008 20:25:20

Carlisle Elem and Junior High (7953)

Southwest School Corp

Carlisle, IN

This plan will be revised annually. Updates may be found each June at <http://www.asainstitute.org/publicsip>. The plan was developed with assistance from the:



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School Improvement Plan Introduction

Carlisle Elem and Junior High

This school improvement plan was developed using a vision-based and data-driven process called *Vision-to-Action* that was developed by the Indiana Student Achievement Institute. In addition to containing the strategies our school and community identified as key to raising student achievement and closing achievement gaps in our school, this plan contains strategies that meet the expectations of:

- Indiana Student Achievement Institute
- PL221
- Title I School Wide
- No Child Left Behind

Participation

The following people were involved in developing this School Improvement Plan

- Teachers
- Students
- Parent representatives
- Community representatives

Process

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

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

Using Data for Decision-Marking

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

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

Implementation Next Year

Our work next year will be guided by the to-do list that we have developed for each strategy. We will also maintain an Implementation Binder for each strategy that contains the following documents:

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

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

Reviewer Guide

Indiana Public Law 221

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

PL221 REQUIREMENT		Required	Location in this Plan
1	Description and location of curriculum	✓	Force Field Excerpt *
	Titles and descriptions of assessment instruments to be used in addition to ISTEP+	✓	Force Field Excerpt *
2	Statement of mission, vision, or belief (suggested but not required)		Vision Statement
3	Summary of data derived from an assessment (implied but not required)		May be obtained from the school's online School Improvement Plan at www.asainstitute.org/publicsip
4	Conclusions about the school curriculum, instructional strategies, and student achievement (implied but not required)		May be obtained from the school's online School Improvement Plan at www.asainstitute.org/publicsip
	Conclusion - Parent involvement	✓	Strategy Summary (Strategy A)
	Conclusion - Technology as a learning tool	✓	Strategy Summary (Strategy B)
	Conclusion - Safe and discipline learning environment	✓	Strategy Summary (Strategy C)
	Conclusion – Professional development	✓	Professional Development
5	Goal – Attendance rate	✓	Strategy Summary (Strategy D)
	Goals - % meeting ISTEP Standards	✓	Academic Goals
	Goals - % graduating (high schools only)	✓	Academic Goals
6	Specific areas where improvement is needed immediately	✓	Academic Goals Areas of Concern Strategies
7	Benchmarks for progress	✓	Academic Goals
8	Academic Honors Diploma and Core 40 – course offerings	✓	Strategy Summary (Strategy E)
	Academic Honors Diploma and Core 40 – encouragement	✓	Strategy Summary (Strategy F)
9	Proposed interventions / strategies (suggested but not required)		Strategy Summary (All strategies)
10	Professional development that a) emphasizes improvement of student learning and performance, b) supports research-based, sustainable school improvement efforts, c) aligns with the core principles of professional development, includes methods to improve cultural competency.	✓	Professional Development
11	Statutes and rules to be waived	✓	Force Field Excerpt *
12	Three (3) year time line for implementation, review, and revision	✓	Continuous Improvement Timeline To-Do List
13	Exceptional Learners – Gifted **	✓	Strategy Summary (Strategy G1)
14	Exceptional Learners – Special Education **	✓	Strategy Summary (Strategy G2)

* The full Force Field Report may be obtained from the school's online School Improvement Plan at www.asainstitute.org/publicsip

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

Who Wrote this School Improvement Plan?

Many individuals were involved in the creation of this school improvement plan. The Steering Team facilitated discussions involving all teachers, all students, and community representatives including parents. Once these groups came to consensus on the Data Targets, Areas of Concern, and Strategies, strategy chairs and task forces were established to 1) develop a comprehensive implementation plan and 2) ensure that the plan is implemented next year.

Steering Team

- Mike Bezy - Community Representative (Business)
- Crystal Davis - Teacher
- Katie Graves - Teacher
- Sarah Hannon - School Counselor
- Brandon Newton - Teacher
- Lynne Thomas - Administrator
- Liz Trimble - Parent/Guardian
- Joni Weeks - Teacher

Strategy Chairs

- Kathy Baker
- Theresia Barrett
- Crystal Davis
- Natalie Davis
- Katie Graves
- Rya Hamilton
- Sarah Hannon
- Cindra Hiatt
- Debra Kendall
- John Kramer
- Chad LeDune
- Dolly Lowry
- Deann McKinley
- Brandon Newton
- Paulette Perkinson
- Peggy Ridgway
- Lynne Thomas
- Ann Tislow
- Sharon Unger
- Joni Weeks

Community Council

- Katie Akers - Carlisle Teacher
- Kathy Baker - teacher
- Theresia Barrett - teacher
- Debbie Bezy - Office manager
- Mike Bezy - USDA
- Judy Bond - teacher
- Jo Anne Clark - Teacher
- Amy Clouse - teacher
- Erin Cooper - parent
- Kathy Crock - Teachers' aide
- Crystal Davis - 6,7,8 teacher
- John Gettinger - teacher

- John Gettinger Sr. - retired teacher
- Katie Graves - Reading teacher
- Rya Hamilton - teacher
- Sarah Hannon - School Counselor
- Cindra Hiatt - teacher
- Debra Kendall - Preschool teacher
- Cari King - accountant
- Linda Kirby - parent
- John Kramer - teacher
- Chad LeDune - Science Teacher
- Dolly Lowry - library aide
- Kyra Mann - parent
- Amy McCammon - Mail person
- Annette McCammon - Nurse
- Rob McCammon - Prison employee
- Deann McKinley - teacher
- Richard Morarity - teacher
- Patty Morgan - newspaper ads
- David Nail - corrections officer
- Sheila Nail - Parent
- Brandon Newton - teacher
- Nancy Nillis, PhD - Mental Health Counselor
- Kay Ravellette - Administrative Assistant
- Vicky Richards - teacher
- Peggy Ridgway - Teacher
- Cindy Sandberg
- Lela Santus
- Erika Stitzle
- Lynne Thomas - Principal
- Ann Tislow - teacher
- Julie Tow - teacher
- Alice Trimble - Parent
- Ken Trimble - Parent
- Liz Trimble - IT
- Christine Vaughn - substitute teacher
- Teresa Waldroup - parent
- Todd Waldroup
- Kim Walker - parent
- Marie Watson - Sullivan co. Probation
- W. Matthew Watson
- Joni Weeks - teacher

Vision Statement

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

We believe all students deserve:

We envision a safe and positive learning environment, where the students in the school community are genuinely kind, respectful and caring towards each other. Students feel accepted by teachers and peers, and equality is a strong value. Students are challenged to be the best that they can be in scholarship, citizenship, and personal self-worth. The safety of children in the learning environment is constantly monitored through the maintenance of physical facilities and supervision of children. There are clear, school-wide rules and procedures for general behavior. There are appropriate consequences for violations of rules and procedures. Carlisle students participate in a program that teaches self-discipline and responsibility.

Carlisle students deserve an organized, global curriculum, and the time necessary to acquire and integrate the knowledge. They deserve high quality teachers who utilize research-based, instructional strategies, who understand the curriculum content, and who have an effective, well-managed, student-centered classroom. Students deserve to engage in challenging activities, to learn and utilize critical thinking skills, reasoning processes, and the opportunity to use their knowledge meaningfully. Students deserve a variety of assessment activities that provide effective and timely feedback. Carlisle students deserve a guidance counselor who can help students deal with obstacles to their learning. They deserve extra-time/extra help from the school community adults on a regular basis, since everyone..."does not learn at the same time in the same way."

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

The adults in the Carlisle community live by their core convictions, providing children with adequate health care, proper nutrition, attention to personal hygiene, and adequate resources for learning. Parents, teachers, and community members are positive role models, demonstrating love, patience, respect, and a tolerance of diversity. There are high expectations from parents and teachers, who truly believe that all children can learn. Parents are law-abiding citizens who get students to school on time, every day. They show respect for school rules, support school personnel, and encourage their children to behave appropriately for optimal learning. Parent involvement flourishes in the school through structured, volunteer opportunities, as well as parent/student home involvement projects. Teachers and parents are educational partners, committed to an equitable education for all students.

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

In the environment where all adults are living by their core convictions, Carlisle students respect themselves and others, and conduct themselves in a safe and responsible manner. They are enthusiastic about learning; they are confident, willing to take risks, and they come to school prepared to learn. They are inquisitive, organized, efficient, compassionate, and they work cooperatively as partners and in small groups.

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

- % of students who pass ISTEP+ Math: 100%%
- % of students who pass ISTEP+ English/LA: 100%%
- % of students who are on free/reduced lunch pass ISTEP+: 100%%
- % of students who are special needs pass ISTEP+: 100%%
- % of students who pass Algebra 1 in 8th grade: 100%%
- % of students who pass ISTEP+: 100%%
- % of students who pass reading comprehension in 3rd grade: 100%%

Academic Goals

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

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

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
75%	71.3%	80%	68.8%	80%	66.5	90%		95%		98%		100%

All 3rd Grade students - % passing ISTEP+ in reading comprehension

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
80%	73%	82%	47 %	80%	80%	85%		90%		95%		100%

All special education students - % passing English/ Language Arts on ISTEP+

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
30%	28 %	40%	28.6 %	55%	33.3	65%		75%		85%		100

all students - % of all students passing ISTEP+ writing

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
50	28.8	70	51.1	75	45%	85		95		98%		100

All students - % passing language arts on ISTEP +

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
80%	70 %	82%	67.9 %	82%	67.9%	85%		90%		95%		100

All students - % passing mathematics on ISTEP+

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
70%	72 %	80%	69.7 %	80%	71.4%	85%		90%		95%		100%

eighth grade - % of eighth grade students who pass Algebra 1Core 40 Assessment

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	13%	50%		60%		70%		80%		95%		100%

free & reduced lunch students - % passing English/Language Arts on ISTEP+

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
75%	62 %	80%	58.3 %	80%	57.7%	85%		90%		95%		100%

free & reduced lunch students - % passing mathematics on ISTEP+

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
80%	61 %	82%	62%	82%	60%	90%		95%		98%		100%

special education - % of special education students passing mathematics

2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
50%	35.2%	60%	35.7	60%	52.8%	70%		80%		95%		100%

Areas of Concern

Teachers, students, parents, and community members analyzed data in seven areas known to impact student achievement: 1) expectations, 2) curriculum content, 3) instructional practices, 4) classroom assessments, 5) extra help, 6) student guidance, and 7) the learning environment. We identified areas that we must address in order to reach our academic goals. Those areas are listed below as "Local Areas of Concern". Organizations outside of our school (e.g. the Indiana General Assembly) have identified areas of concern for all schools and have required schools to address those areas. These are listed below as "Required Areas of Concern." Each Area of Concern listed below is followed by the condition in our school or community that led us to believe that this is an Area of Concern.

Local Areas of Concern

Concern: Teacher expectations of students are generally lower than parent expectations or student expectations.

Teacher expectations of students are generally lower than parent expectations or student expectations.

Concern: There is a need for variety of assessments.

There is a need for more variety of assessments to ascertain student achievement.

Concern: Language arts & math curriculum not aligned with standards.

The concern is curriculum may not be aligned to Indiana Academic Standards and/or the standards are not being consistently taught at each grade level in language arts and math.

Concern: Need to meet the needs of all learners

Special needs students are not achieving to potential as noted on test data, this includes gifted students

Required Areas of Concern

A. Parent Involvement

B. Technology Coordination

C. Safe and Disciplined Learning Environment

D. Attendance

G1. Exceptional Learners - Gifted

G2. Exceptional Learners - Special Education

H. Cultural Competency

I. Focused Instruction / Curriculum

J. Instruction by Highly Qualified Teachers

K. Attracting Highly Qualified Teachers

L. Early Childhood Assistance

M. Assessment Results to Parents

N. Parent Notice of "School in Improvement"

O. Extended Learning Activities

P. Teacher Mentoring Program

Q. School-Parent Involvement Policy

R. Parent Right-to-Know Letter

S. School-Parent Compact

T. Annual Parent Meeting

U. Targeted Assistance

V. Peer Review for SIP

Strategies

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

Local Strategies

Balanced Literacy Model

Carlisle faculty will continue to implement and refine balanced literacy models such as: Building Blocks in Kindergarten; Four-Block in grades 1-3, and Big Block in grades 4-8 on a daily basis.

Bridges Learning System

K-2 teachers will deliver Learning Discovery in their classrooms on a daily basis. The Bridges Lab technicians will continue to serve eligible students in grades K-5 twice weekly using the Bridges Learning System curriculum and equipment.

ETS Criterion

Teachers in grades 6, 7, and 8 will continue using ETS Criterion Writing software each grading period. Students will submit writing samples and will receive feedback to improve writing scores.

Literacy Groups

Trained teachers will deliver differentiated instruction in the Literacy Lab four days a week using the Literacy Group model, which allows first grade students to have Reading Recovery-type instruction taught in small groups of 3-5 students. Literacy Groups will occur during the scheduled time in the Literacy Lab, Monday through Thursday. Teachers will assess reading levels each week by taking Running Records of students' reading and recording the accuracy percentage.

Literature Circles

Trained teachers in second grade will facilitate Literature Circles in the Literacy Lab four days a week during their scheduled time in the Literacy Lab. This model will allow students to work cooperatively in groups of 3-5 students with a piece of literature.

Mathematics Manipulatives

Classroom teachers in PK through fifth grade and the math teacher for grades 6,7, and 8 will utilize recently purchased math manipulatives appropriate to the student learning level. The purpose is to increase student understanding by providing hands-on materials in mathematics. Math activities occur every day in the classroom, and manipulatives will be used to complement standards-based instruction.

Read 180

Teachers in grades 4-8 will continue implementing Read 180 daily, a research-based reading-language arts model, which utilizes differentiated instruction. At-risk readers who meet the Read 180 criteria are immersed in leveled books, software, silent reading material, and small group instruction.

Reading Recovery

Trained Reading Recovery teachers will continue to provide Reading Recovery services to qualifying first grade students to improve reading and writing achievement. Students will receive Reading Recovery lessons on a daily basis for thirty minutes in the Reading Recovery room.

Simple 6

Carlisle faculty will continue to evaluate student writing quarterly, based upon the Simple 6 rubric for each designated grade level. There are corporate writing prompts three times a year.

Summer Reading Camp

A summer reading camp will be implemented by primary teachers during the summer months for all students going into first, second, and third grades. Individual paper books will be sent home at the end of the 2007-2008 school year. Students and parents will complete activities to document the student reading, either to or with a parent.

Required Strategies

A. Parent Involvement

The Carlisle staff will work with the PTO to organize activities throughout the school year that foster parent involvement/input, such as Family Movie nights, Open House, Muffins with Mom, Community Council meetings, to name a few.

B. Technology Coordination: Accelerated Reader

Students will read leveled books and take Accelerated Reader quizzes on the computer. There are incentives to help motivate students to read more with the goal of improved comprehension.

B. Technology Coordination: Parent Communication Software

Parent access software will continue to be available for parent/student access to grades, calendar, communication with teachers, and classroom assignments.

B. Technology Coordination: SuccessMaker

Classroom teachers in grades kindergarten through eight will continue to integrate SuccessMaker technology into the curriculum to improve student achievement in reading/language arts and math. Elementary students use it daily, while middle school students use it on a rotating basis.

B. Technology Coordination: Waterford

Students in kindergarten through second grade go to the Literacy Lab to use the Waterford Early Reading Program software for 25 minutes per school day, and to read assigned Waterford books at home with parents.

C. Safe and Disciplined Learning Environment: Character Education

Students will have certain standards that Indiana requires for character education curriculum. Teachers will have kick off festivities for the key words that are character related. The guidance counselor will do the initial introduction to the word and all lessons taught by the teachers will center around the word. These lessons will be taught during homeroom. This will occur once a month during the school year; the first week of the month.

D. Attendance

The present attendance policy will be publicized in the student handbook and consistently administered. Student incentives for good and perfect attendance will be distributed each semester.

G1. Exceptional Learners - Gifted

The software programs currently in place will continue to be used at least weekly with highly capable learners, allowing them to work and progress at their own pace, providing academic challenge appropriate to their level. The focus upon differentiated instructional strategies will allow staff to better meet the needs of gifted students.

G2. Exceptional Learners - Special Education: Inclusion

Special education students will continue to participate in general education classrooms for instruction. On-level instruction will be met through differentiated instructional strategies in the general education classrooms. The continued integration of technology into the curriculum through SuccessMaker, Waterford, Read 180, and Kurzweil software will provide support for special needs students.

H. Cultural Competency

Sarah Hannon, the school's guidance counselor, will lead staff in a book study using the book "Beyond Discipline: From Compliance to Community" by Alfie Kohn as the curriculum. Study groups will meet monthly to discern discipline programs and compliance with adults' expectations.

I. Focused Instruction / Curriculum: Differentiated Instruction

Carlisle site-based professional development will focus upon differentiated instructional strategies. Dr. Kirk Freeman is the educational consultant. This strategy is designed to improve reading, language arts and math skills for all students with special attention given to the improved achievement of special education students.

J. Instruction by Highly Qualified Teachers

The Southwest School corporation only employs highly qualified teachers. All Carlisle teachers are certified in their content areas and appropriate grade levels. All instructional assistants are either certified teachers or have passed the Praxis as required by NCLB.

K. Attracting Highly Qualified Teachers

The corporation advertises available positions, reviews applications and resumes, and interviews selected candidates with standardized questions for each candidate. The questions are an assessment of teacher knowledge of research-based instructional strategies, curriculum, classroom management, and much more. Each question has a scoring rubric. The Southwest School Corporation Master Contract indicates the following: In-house teachers may be considered for an available position based upon: "1) certification 2) seniority 3) quality of the program. If an in-house teacher is not selected, the reasons will be given in writing by the superintendent." If principals are to be Instructional Leaders, then the administrative team needs to consider quality of program over seniority for hiring decisions.

L. Early Childhood Assistance: Head Start

The Early Childhood Strategy Team is communicating with Head Start about the possibility of providing full-time Head Start services for Carlisle three and four year old children. The school will finish construction for additional classroom space by the opening of the 2008-09 school year, and will then ask the Board of Education to offer the present preschool building as a possible site for Head Start. Preschool children visit the Carlisle kindergarten class each year as part of the transition program from preschool to kindergarten. Carlisle preschool and kindergarten parents receive "The Early Years", a monthly parent education newsletter. There are plans to give the newsletter to all preschool parents in the county.

M. Assessment Results to Parents

Assessment results are distributed to parents each nine weeks via report cards. Students and parents can monitor class progress continuously through the parent communication system. Student progress as measured by SuccessMaker, Read 180, Waterford and ETS Criterion will be sent with report cards once each semester.

N. Parent Notice of "School in Improvement"

The Carlisle principal will send a Parent Notice of "School in Improvement" to each student's parent/guardian in a language parents can understand. The notice will be sent in the first week of school. Proof of mailing will be provided to Title 1.

O. Extended Learning Activities: After school tutoring

After-school tutoring is offered in the spring semester each school year for students in grades 1 through 8. Students who need extra support are identified through ISTEP+ scores, DIBELS, ACUITY, and teacher recommendation. After school tutoring is scheduled two afternoons each week and students receive help in reading, language arts, and mathematics. The program is not a homework help program, but teaches deficient skills as identified by ISTEP+ scores. Tutoring positions are filled by Carlisle teachers at appropriate grade level. Because Carlisle did not make AYP for the second year, there may be an outside contractor (to be selected) involved in the tutoring program.

P. Teacher Mentoring Program

There are five certified Carlisle teacher mentors to assist intern/beginning teachers. The mentor teacher areas are kindergarten, first grade, third grade, middle school reading/language arts and special education. In addition to serving the needs of beginning teachers, new teachers to Carlisle are assigned a buddy/helper. Teacher collaboration time will be scheduled into the school calendar once monthly. Students will be released one hour early on these days in order to allow teachers to use the time for collaboration activities such as peer coaching and professional book studies.

Q. School-Parent Involvement Policy

Carlisle Elementary-Junior High School intends to follow the parental policy guidelines in accordance with the No Child Left Behind Act of 2001. This policy will be distributed to parents of all students and updated yearly, since we are a Title 1 School-wide entity. An annual meeting will be held within the first month of the school year. Parents will be involved in an organized, ongoing, and timely way to plan, review and improve programs.

R. Parent Right-to-Know Letter

In August, Southwest Community School Corporation will send a letter to all parents in the district informing them that since their school is a Title I school, they have right to request and receive information in a timely manner regarding the professional qualifications of their students' classroom teachers. We will also inform parents if their student is being taught by a teacher who is not highly qualified for more than four weeks.

S. School-Parent Compact

The Carlisle principal and classroom teachers will send the School Parent Compact to each family in August. The compact requires the student, parent, and teacher signature indicating their intent to carry out academic responsibilities.

T. Annual Parent Meeting

Carlisle Elementary/Junior High School Title I staff will convene an annual meeting within the first month of school to inform parents of the school's participation as a School-wide Title 1 entity. Parents will learn about their rights to be involved in school programs. Carlisle will offer a number of parental involvement meetings at different times so that as many parents as possible are able to attend.

U. Targeted Assistance: Student To Student Math Tutoring

During the 2008-2009 school year higher level 6th, 7th, & 8th graders will tutor special needs math students in grades 3 through 8 in Mathematics. This tutoring will occur during the school day.

V. Peer Review for SIP

Carlisle Elementary/Junior High School will send representatives from the school improvement team to Sullivan Elementary School for Peer Review of the School Improvement Plan. Faculty and parent representatives at Sullivan Elementary School will meet to read and review the CEJHS School Improvement Plan according to Title I and NCLB guidelines and criteria. This meeting will occur in May and will precede the approval of the District.

Professional Development

These professional development activities will be implemented to help participants develop the knowledge and skills they need to successfully implement the strategy.

Summer Reading Camp

No professional development is needed for this strategy.

A. Parent Involvement

No professional development is needed for this strategy.

C. Safe and Disciplined Learning Environment: Character Education

No professional development is needed for this strategy.

I. Focused Instruction / Curriculum: Differentiated Instruction

Professional Development Activity	Funding	Activity Purpose
<i>Teachers demonstrate differentiated instructional strategies</i>	Source: Title 1 School Improvement Amount: \$2000.	Skill Building Feedback/Support
Brief Description	Intended Participants	Activity Format
Consultant observes teacher demonstration	Teachers	Peer Coaching Collaborative Problem Solving

Professional Development Activity	Funding	Activity Purpose
<i>Provide professional development in differentiated instruction</i>	Source: Title 1 School Improvement Amount: \$2000.	Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Dr.Kirk Freeman is consultant who works with teachers and administrator on-site	Teachers	Presentation/Workshop Peer Coaching Collaborative Problem Solving

Professional Development Activity	Funding	Activity Purpose
<i>Provide professional development in differentiated instruction</i>	Source: Title 1 School Improvement Amount: \$2000.	Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Dr. Kirk Freeman will work with teachers collectively and individually.	Teachers	Peer Coaching Collaborative Problem Solving

Professional Development Activity	Funding	Activity Purpose
<i>Order teacher resource materials to support differentiated instruction</i>	Source: Title 1 School Improvement Amount: \$900.	Information
Brief Description	Intended Participants	Activity Format
Professional Resource: The Differentiated Classroom by Carol Tomlinson	Teachers Administrators	Study Group Professional Reading

Professional Development Activity	Funding	Activity Purpose
<i>Educational consultant provides on-site, job-embedded, staff training in differentiated instruction</i>	Source: Title 1 School Improvement Amount: \$2000.	Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Dr. Freeman will collaborate and provide feedback to teachers re: differentiated instruction	Teachers	Talk to Presentation/Workshop Peer Coaching Collaborative Problem Solving

L. Early Childhood Assistance: Head Start

No professional development is needed for this strategy.

O. Extended Learning Activities: After school tutoring

No professional development is needed for this strategy.

P. Teacher Mentoring Program

Professional Development Activity	Funding	Activity Purpose
<i>Provide training for certified mentor teachers</i>	Source: Amount: \$0.	Skill Building
Brief Description	Intended Participants	Activity Format
Six teachers have been previously trained and certified as mentor teachers at Carlisle Elementary-Junior High School	Teachers	Presentation/Workshop Study Group Professional Reading Reflective Writing Collaborative Problem Solving Action Research

Professional Development Activity	Funding	Activity Purpose
<i>Teacher collaboration time--students released one hour early from school</i>	Source: Amount: \$0	Information Skill Building Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Teachers have early release time each month go work on school improvement initiatives and collaborative problem solving.	Teachers Administrators	Study Group Peer Coaching Professional Reading Collaborative Problem Solving Action Research

U. Targeted Assistance: Student To Student Math Tutoring

Professional Development Activity	Funding	Activity Purpose
<i>Math tutors will be trained in instructional activities before tutoring begins.</i>	Source: Amount: \$0	Skill Building Feedback/Support
Brief Description	Intended Participants	Activity Format
Students will tutor special needs math students.	Teachers Students	Peer Coaching Collaborative Problem Solving

Relationship Report -- Areas of Concern / Strategies / Data Targets

Former Areas of Concern Summary

This report shows the relationship between the Areas of Concern, Strategies, and Data Targets. This report shows the following for each area of concern: 1) the achievement area(s) that are being negatively impacted by the concern and 2) the strategies we will implement to eliminate the concern. Basically, when we implement the strategies, the areas of concern should disappear. Once the areas of concern are gone, achievement should increase.

Local Areas of Concern

Concern: Teacher expectations of students are generally lower than parent expectations or student expectations.

Data Targets Influenced by This Concern:

- All students -- % passing language arts on ISTEP +
- All students -- % passing mathematics on ISTEP+
- eighth grade -- % of eighth grade students who pass Algebra 1Core 40 Assessment

Strategies to Impact This Concern:

- H. Cultural Competency
- J. Instruction by Highly Qualified Teachers
- C. Safe and Disciplined Learning Environment: Character Education

Concern: There is a need for variety of assessments.

Data Targets Influenced by This Concern:

- All 3rd Grade students -- % passing ISTEP+ in reading comprehension
- All students -- % passing language arts on ISTEP +
- All students -- % passing mathematics on ISTEP+

Strategies to Impact This Concern:

- Balanced Literacy Model
- Bridges Learning System
- ETS Criterion
- Literacy Groups
- Read 180
- Reading Recovery
- Simple 6
- J. Instruction by Highly Qualified Teachers
- B. Technology Coordination: SuccessMaker

Concern: Language arts & math curriculum not aligned with standards.

Data Targets Influenced by This Concern:

- All 3rd Grade students -- % passing ISTEP+ in reading comprehension
- all students -- % of all students passing ISTEP+ writing
- All students -- % passing language arts on ISTEP +
- All students -- % passing mathematics on ISTEP+

Strategies to Impact This Concern:

- Balanced Literacy Model
- Literature Circles
- Mathematics Manipulatives
- Read 180
- Reading Recovery
- Simple 6
- J. Instruction by Highly Qualified Teachers

Concern: Need to meet the needs of all learners

Data Targets Influenced by This Concern:

- All special education students -- % passing English/ Language Arts on ISTEP+
- All students -- % passing language arts on ISTEP +
- All students -- % passing mathematics on ISTEP+
- special education -- % of special education students passing mathematics

Strategies to Impact This Concern:

- I. Focused Instruction / Curriculum: Differentiated Instruction

Required Areas of Concern

A. Parent Involvement (PL221, Title I, NCLB)

Data Targets Influenced by This Concern:

- All students -- % passing language arts on ISTEP +
- All students -- % passing mathematics on ISTEP+

Strategies to Impact This Concern:

- Summer Reading Camp
- A. Parent Involvement

B. Technology Coordination (PL221)

Data Targets Influenced by This Concern:

- All special education students -- % passing English/ Language Arts on ISTEP+
- All students -- % passing language arts on ISTEP +
- All students -- % passing mathematics on ISTEP+
- special education -- % of special education students passing mathematics

Strategies to Impact This Concern:

- ETS Criterion
- B. Technology Coordination: SuccessMaker
- B. Technology Coordination: Parent Communication Software
- B. Technology Coordination: Accelerated Reader
- B. Technology Coordination: Waterford

C. Safe and Disciplined Learning Environment (PL221)

Data Targets Influenced by This Concern:

- All special education students -- % passing English/ Language Arts on ISTEP+
- All students -- % passing language arts on ISTEP +
- All students -- % passing mathematics on ISTEP+
- free & reduced lunch students -- % passing English/Language Arts on ISTEP+
- free & reduced lunch students -- % passing mathematics on ISTEP+
- special education -- % of special education students passing mathematics

Strategies to Impact This Concern:

- C. Safe and Disciplined Learning Environment: Character Education

D. Attendance (PL221)

Data Targets Influenced by This Concern:

- All students -- % passing language arts on ISTEP +
- All students -- % passing mathematics on ISTEP+

Strategies to Impact This Concern:

- D. Attendance

G1. Exceptional Learners - Gifted (PL221)

Data Targets Influenced by This Concern:

- All 3rd Grade students -- % passing ISTEP+ in reading comprehension
- All students -- % passing language arts on ISTEP +
- All students -- % passing mathematics on ISTEP+
- eighth grade -- % of eighth grade students who pass Algebra 1Core 40 Assessment

Strategies to Impact This Concern:

- G1. Exceptional Learners - Gifted

G2. Exceptional Learners - Special Education (PL221)

Data Targets Influenced by This Concern:

- All special education students -- % passing English/ Language Arts on ISTEP+
- eighth grade -- % of eighth grade students who pass Algebra 1Core 40 Assessment
- special education -- % of special education students passing mathematics

Strategies to Impact This Concern:

- G2. Exceptional Learners - Special Education: Inclusion
- I. Focused Instruction / Curriculum: Differentiated Instruction

H. Cultural Competency (PL221)

Data Targets Influenced by This Concern:

- All special education students -- % passing English/ Language Arts on ISTEP+
- free & reduced lunch students -- % passing English/Language Arts on ISTEP+
- free & reduced lunch students -- % passing mathematics on ISTEP+
- special education -- % of special education students passing mathematics

Strategies to Impact This Concern:

- Reading Recovery
- H. Cultural Competency

I. Focused Instruction / Curriculum (Title I, NCLB)

Data Targets Influenced by This Concern:

- All 3rd Grade students -- % passing ISTEP+ in reading comprehension
- All special education students -- % passing English/ Language Arts on ISTEP+
- all students -- % of all students passing ISTEP+ writing
- All students -- % passing language arts on ISTEP +
- All students -- % passing mathematics on ISTEP+
- eighth grade -- % of eighth grade students who pass Algebra 1Core 40 Assessment
- free & reduced lunch students -- % passing English/Language Arts on ISTEP+
- free & reduced lunch students -- % passing mathematics on ISTEP+
- special education -- % of special education students passing mathematics

Strategies to Impact This Concern:

- I. Focused Instruction / Curriculum: Differentiated Instruction

J. Instruction by Highly Qualified Teachers (Title I)

Data Targets Influenced by This Concern:

- All students -- % passing language arts on ISTEP +
- All students -- % passing mathematics on ISTEP+

Strategies to Impact This Concern:

- J. Instruction by Highly Qualified Teachers

K. Attracting Highly Qualified Teachers (Title I)

Data Targets Influenced by This Concern:

- All students -- % passing language arts on ISTEP +
- All students -- % passing mathematics on ISTEP+
- eighth grade -- % of eighth grade students who pass Algebra 1Core 40 Assessment

Strategies to Impact This Concern:

- K. Attracting Highly Qualified Teachers

L. Early Childhood Assistance (Title I)

Data Targets Influenced by This Concern:

- All 3rd Grade students -- % passing ISTEP+ in reading comprehension
- All special education students -- % passing English/ Language Arts on ISTEP+
- All students -- % passing language arts on ISTEP +
- All students -- % passing mathematics on ISTEP+
- free & reduced lunch students -- % passing English/Language Arts on ISTEP+
- free & reduced lunch students -- % passing mathematics on ISTEP+
- special education -- % of special education students passing mathematics

Strategies to Impact This Concern:

- L. Early Childhood Assistance: Head Start

M. Assessment Results to Parents (Title I)

Data Targets Influenced by This Concern:

- All students -- % passing language arts on ISTEP +
- All students -- % passing mathematics on ISTEP+

Strategies to Impact This Concern:

- M. Assessment Results to Parents
- B. Technology Coordination: Parent Communication Software

N. Parent Notice of "School in Improvement" (NCLB)

Data Targets Influenced by This Concern:

- All students -- % passing language arts on ISTEP +
- All students -- % passing mathematics on ISTEP+

Strategies to Impact This Concern:

- N. Parent Notice of "School in Improvement"

O. Extended Learning Activities (Title I, NCLB)

Data Targets Influenced by This Concern:

- All 3rd Grade students -- % passing ISTEP+ in reading comprehension
- All special education students -- % passing English/ Language Arts on ISTEP+
- All students -- % passing language arts on ISTEP +
- All students -- % passing mathematics on ISTEP+
- free & reduced lunch students -- % passing English/Language Arts on ISTEP+
- free & reduced lunch students -- % passing mathematics on ISTEP+
- special education -- % of special education students passing mathematics

Strategies to Impact This Concern:

- Summer Reading Camp
- O. Extended Learning Activities: After school tutoring

P. Teacher Mentoring Program (NCLB)

Data Targets Influenced by This Concern:

- All students -- % passing language arts on ISTEP +
- All students -- % passing mathematics on ISTEP+

Strategies to Impact This Concern:

- P. Teacher Mentoring Program

Q. School-Parent Involvement Policy (Title I)

Data Targets Influenced by This Concern:

- All students -- % passing language arts on ISTEP +
- All students -- % passing mathematics on ISTEP+

Strategies to Impact This Concern:

- Q. School-Parent Involvement Policy

R. Parent Right-to-Know Letter (Title I)

Data Targets Influenced by This Concern:

- all students -- % of all students passing ISTEP+ writing
- All students -- % passing language arts on ISTEP +
- All students -- % passing mathematics on ISTEP+

Strategies to Impact This Concern:

- R. Parent Right-to-Know Letter

S. School-Parent Compact (Title I)

Data Targets Influenced by This Concern:

- All students -- % passing language arts on ISTEP +
- All students -- % passing mathematics on ISTEP+

Strategies to Impact This Concern:

- S. School-Parent Compact

T. Annual Parent Meeting (Title I)

Data Targets Influenced by This Concern:

- All students -- % passing language arts on ISTEP +
- All students -- % passing mathematics on ISTEP+

Strategies to Impact This Concern:

- T. Annual Parent Meeting

U. Targeted Assistance (Title I)

Data Targets Influenced by This Concern:

- special education -- % of special education students passing mathematics

Strategies to Impact This Concern:

- I. Focused Instruction / Curriculum: Differentiated Instruction
- U. Targeted Assistance: Student To Student Math Tutoring

V. Peer Review for SIP (NCLB)

Data Targets Influenced by This Concern:

- all students -- % of all students passing ISTEP+ writing
- All students -- % passing language arts on ISTEP +
- All students -- % passing mathematics on ISTEP+

Strategies to Impact This Concern:

- V. Peer Review for SIP

Force Field Excerpt

The Force Field reports are lengthy reports analyzed by the teachers, students, parents, and community members to help identify the areas of concern. The Force Field excerpt found below contains information that must be included in the School Improvement Plan to meet the requirements of Indiana Public Law 221.

Description and location of curriculum:	Public Copy is in the library.	Force Field Report B: Curriculum Additional Data #1
Titles and descriptions of assessment instruments to be used in addition to ISTEP+:	NWEA is given to grades 2 through 8. ISTEP+ is given to grades 3 through 8. DIBELS is given to grades K through 5.	Force Field Report C: Assessment Additional Data #1
Statutes and rules to be waived:	I would like to waive paying a contractor for after school tutoring. We have a solid program in place.	Force Field Report G: Environment Additional Data #2
Program Consolidation Plan:	Balanced Literacy is Building Blocks in kdg; Four Block in grades 1 through 3 and Big Block in grades 4 through 8. These approaches to Reading/Language Arts will be combined with Reading Recovery in grade 1 and the use of literature circles, literacy groups and Read 180 to enhance student learning. The school-wide plan includes science and math strategies to improve student achievement and the integration of technology into the curriculum.	Force Field Report G: Environment Additional Data #2

To-Do List

This to-do list includes implementation, professional development, anti-resistance, and evaluation action steps for each strategy and will serve as a road map as we implement our School Improvement Plan.

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

Early Childhood Assistance

May 22, 2008: Contact Bertha Proctor, Pace Director

Person: Lynne Thomas

Activity: Evaluate Head Start Services provided to Carlisle children

Jun 2, 2008: Host parent/community Early Childhood meetings

Person: Debbie Kendall, Lynne Thomas, Ann Tislow

Activity: Educate Carlisle community about the importance of Early Childhood intervention

Jun 2, 2008: Meet with all parties to plan for Head Start services in Carlisle

Person: Lynne Thomas, Debbie Kendall

Activity: Evaluate Head Start Services provided to Carlisle children

Jun 3, 2008: Count Carlisle children receiving full Head Start services in another community

Person: Head Start teacher

Activity: Evaluate Head Start Services provided to Carlisle children

Jun 6, 2008: Survey Carlisle community families re: number of children in need of services

Person: Pace Director

Activity: Identify Carlisle children eligible for Head Start services for 2008-09 school year

Jul 14, 2008: Host a meeting of interested parents and Head Start Personnel

Person: Pace Director

Activity: Identify Carlisle children eligible for Head Start services for 2008-09 school year

Sep 25, 2008: Did Head Start offer full-time services for Carlisle children?

Person: Bertha Proctor

Activity: Collect baseline data

Jan 4, 2009: Determine if Carlisle children are enrolled in full-time services with Head Start

Person: Director of Head Start

Activity: Collect first semester/trimester follow up data

May 2, 2009: Count Carlisle children receiving in home services in Carlisle

Person: Laura Hatfield

Activity: Evaluate Head Start Services provided to Carlisle children

May 14, 2009: Determine if Carlisle children are enrolled in full-time services with Head Start

Person: Director of Head Start

Activity: Collect final semester/trimester follow up data

Extended Learning Activities

Dec 19, 2007: Send tutoring letter with eligibility criteria

Person: Principal, office staff

Activity: Notify parents about after school tutoring

Jan 10, 2008: Send follow-up letter about after-school tutoring

Person: Principal, office staff

Activity: Notify parents about after school tutoring

- May 16, 2008:** Document the number of hours spent in after school instruction
Person: Principal and tutors
Activity: Collect baseline data
- Sep 5, 2008:** Collect data from Acuity Test
Person: Principal, classroom teachers
Activity: Identify Carlisle children who will benefit from after school tutoring
- Dec 10, 2008:** Advertise for tutors to give students two hours of extra time/extra help each week
Person: Principal
Activity: Advertise and hire tutors
- Dec 10, 2008:** Make a budget that compensates teachers at their hourly rate
Person: Principal
Activity: After school teachers will be compensated
- Dec 10, 2008:** Ask PTO to support cost of tutoring snacks
Person: Classroom teachers
Activity: Provide snacks for after-school tutoring
- Dec 15, 2008:** Document the number of hours spent in after school instruction
Person: Principal and tutors
Activity: Collect first semester/trimester follow up data
- Dec 15, 2008:** Collect data from ISTEP+
Person: Principal, classroom teachers
Activity: Identify Carlisle children who will benefit from after school tutoring
- Jan 5, 2009:** Assign students to after school tutors
Person: Principal, classroom teachers
Activity: Advertise and hire tutors
- Jan 5, 2009:** Shop for tutoring snacks for each day of tutoring grades 1-8
Person: Principal
Activity: Provide snacks for after-school tutoring
- May 16, 2009:** Document the number of hours spent in after school instruction
Person: Principal and tutors
Activity: Collect final semester/trimester follow up data

Focused Instruction / Curriculum

- Mar 18, 2008:** Schedule professional development in differentiated instruction
Person: Lynne Thomas, Kirk Freeman
Activity: Provide professional development in differentiated instruction
- Mar 18, 2008:** Schedule professional development in differentiated instruction
Person: Lynne Thomas, Kirk Freeman
Activity: Provide professional development in differentiated instruction
- Apr 11, 2008:** Order The Differentiated Classroom, Tomlinson, for each teacher
Person: Lynne Thomas
Activity: Order teacher resource materials to support differentiated instruction
- Sep 1, 2008:** Meet with new principal to address concerns with differentiated instruction
Person: Teachers
Activity: Address teacher concerns with differentiated instruction

- Oct 1, 2008:** Consultant spends day in building observing and modeling for Carlisle teachers
Person: Kirk Freeman
Activity: Educational consultant provides on-site, job-embedded, staff training in differentiated instruction
- Oct 1, 2008:** Teachers sign-up for Kirk Freeman to visit classroom. He may observe the teacher, model instruction or provide feedback to the teacher.
Person: Classroom teachers, Crystal Dougherty
Activity: Teachers demonstrate differentiated instructional strategies
- Oct 24, 2008:** Educational consultant provides coaching and feedback to Carlisle teachers and comes to faculty meeting
Person: Kirk Freeman
Activity: Educational consultant provides on-site, job-embedded, staff training in differentiated instruction
- Oct 24, 2008:** Teachers may demonstrate differentiated instruction; or add additional instructional strategies to their repertoire
Person: Classroom Teachers, Crystal Dougherty
Activity: Teachers demonstrate differentiated instructional strategies
- Nov 3, 2008:** Teachers demonstrate instructional strategies to Dr. Freeman and each other.
Person: Classroom Teachers, Crystal Dougherty
Activity: Teachers demonstrate differentiated instructional strategies
- Dec 3, 2008:** Educational consultant provides coaching and feedback to Carlisle teachers and stays for staff collaboration
Person: Kirk Freeman
Activity: Educational consultant provides on-site, job-embedded, staff training in differentiated instruction
- Dec 3, 2008:** Teachers demonstrate differentiated instructional strategies, or add additional strategies
Person: Kirk Freeman, Crystal Dougherty
Activity: Teachers demonstrate differentiated instructional strategies
- Dec 12, 2008:** Survey teachers on frequency of implementation of differentiated instruction
Person: Crystal Dougherty
Activity: Collect baseline data
- Feb 2, 2009:** Educational consultant provides coaching and feedback to Carlisle teachers and attends faculty staff collaboration
Person: Kirk Freeman
Activity: Educational consultant provides on-site, job-embedded, staff training in differentiated instruction
- Feb 2, 2009:** Teachers demonstrate additional strategies to Kirk Freeman and each other
Person: Kirk Freeman, Crystal Dougherty
Activity: Teachers demonstrate differentiated instructional strategies
- Apr 1, 2009:** Educational consultant provides coaching and feedback to Carlisle teachers and comes to faculty meeting
Person: Kirk Freeman
Activity: Educational consultant provides on-site, job-embedded, staff training in differentiated instruction
- Apr 1, 2009:** Teachers demonstrate additional strategies to Kirk Freeman and each other
Person: Kirk Freeman
Activity: Teachers demonstrate differentiated instructional strategies
- May 19, 2009:** Survey teachers on frequency of differentiated instruction and number of strategies used
Person: Crystal Dougherty, Theresia Barrett, Deann McKinley
Activity: Collect final semester/trimester follow up data

Parent Involvement

- Aug 11, 2008:** Survey teachers and parents
Person: Cindra Hiatt
Activity: Collect baseline data

Aug 12, 2008: Take Home Tuesday Parent Education Newsletter/Calendar sent home
Person: new principal
Activity: Continued support of present parent involvement activities

Aug 18, 2008: Display Parent Resources
Person: Dolly Lowry
Activity: Continued support of present parent involvement activities

Aug 18, 2008: Kindergarten Parent Breakfast
Person: new principal, Katie Graves
Activity: Continued support of present parent involvement activities

Aug 19, 2008: Back to School OpenHouse
Person: Principal, PTO
Activity: Continued support of present parent involvement activities

Aug 19, 2008: Display Parent Resources
Person: Dolly Lowry
Activity: Continued support of present parent involvement activities

Aug 19, 2008: Title 1 Parent Meeting
Person: Katie Graves
Activity: Continued support of present parent involvement activities

Aug 19, 2008: Back to School Open House
Person: new principal and classroom teachers
Activity: Distribute School/Parent Involvement Policy and Parent/School Compact

Aug 20, 2008: Mail policy and compact to those family not in attendance at Open House
Person: Dolly Lowry and new principal
Activity: Distribute School/Parent Involvement Policy and Parent/School Compact

Sep 5, 2008: Pancakes for Grandparents
Person: PTO President
Activity: Continued support of present parent involvement activities

Sep 23, 2008: Take Home Tuesday Parent Education Newsletter/Calendar sent home
Person: new principal
Activity: Continued support of present parent involvement activities

Oct 7, 2008: Carlisle Community Council meeting
Person: INSAI team
Activity: Continued support of present parent involvement activities

Oct 8, 2008: 4th Grade Nature's Classroom
Person: 4th grade parents and teachers
Activity: Continued support of present parent involvement activities

Oct 9, 2008: 8th Grade Parent Night for Volleyball team
Person: coach
Activity: Continued support of present parent involvement activities

Oct 14, 2008: Parent-Teacher Conferences K-5
Person: classroom teachers and parents
Activity: Continued support of present parent involvement activities

Oct 14, 2008: Parents as Partners in Education Title 1 Conference
Person: Katie Graves and parents
Activity: Continued support of present parent involvement activities

Oct 21, 2008: PTO Meeting
Person: PTO President
Activity: Continued support of present parent involvement activities

Oct 28, 2008: Take Home Tuesday Parent Education Newsletter/Calendar sent home
Person: new principal
Activity: Continued support of present parent involvement activities

Oct 31, 2008: Fall Fun Night, Chili Supper, Costume Parade
Person: PTO President
Activity: Continued support of present parent involvement activities

Nov 3, 2008: Present parent education workshop
Person: Principal, Dr. Kirk Freeman
Activity: Parent Education Workshop

Nov 6, 2008: Carlisle Community Council Meeting
Person: INSAI team
Activity: Continued support of present parent involvement activities

Nov 11, 2008: Veteran's Day Program
Person: new principal, Joni Weeks, veterans
Activity: Continued support of present parent involvement activities

Nov 13, 2008: American Education Week Open House/Student Performance Night
Person: Classroom teachers
Activity: Continued support of present parent involvement activities

Nov 17, 2008: PTO Meeting
Person: PTO President
Activity: Continued support of present parent involvement activities

Nov 25, 2008: Take Home Tuesday Parent Education Newsletter/Calendar sent home
Person: new principal
Activity: Continued support of present parent involvement activities

Dec 9, 2008: Winter Band Concert
Person: Josh Nelson
Activity: Continued support of present parent involvement activities

Dec 15, 2008: survey teachers and parents
Person: Cindra Hiatt
Activity: Collect first semester/trimester follow up data

Dec 16, 2008: Carlisle Christmas Concert PK-8
Person: Joni Weeks
Activity: Continued support of present parent involvement activities

Dec 16, 2008: Take Home Tuesday Parent Education Newsletter/Calendar sent home
Person: new principal
Activity: Continued support of present parent involvement activities

Dec 17, 2008: PTO Staff Appreciation Breakfast
Person: PTO President
Activity: Continued support of present parent involvement activities

Jan , 2009: Indiana Conference on Learning
Person: Katie Graves and parents
Activity: Continued support of present parent involvement activities

Jan 16, 2009: Donuts with Dad
Person: PTO President
Activity: Continued support of present parent involvement activities

Jan 22, 2009: 8th Grade Boys B-Ball Parent Appreciation Night
Person: coach
Activity: Continued support of present parent involvement activities

Jan 27, 2009: Take Home Tuesday Parent Education Newsletter/Calendar sent home
Person: new principal
Activity: Continued support of present parent involvement activities

Jan 28, 2009: Carlisle Community Council Meeting
Person: INSAI team
Activity: Continued support of present parent involvement activities

Feb 3, 2009: 8th Grade Girls B-Ball Parent Appreciation Night
Person: coach
Activity: Continued support of present parent involvement activities

Feb 14, 2009: Science Olympiad
Person: Chad LeDune and parent volunteers
Activity: Continued support of present parent involvement activities

Feb 17, 2009: PTO Meeting
Person: PTO President
Activity: Continued support of present parent involvement activities

Feb 23, 2009: 7/8 Sports Banquet
Person: new principal and coaches
Activity: Continued support of present parent involvement activities

Feb 24, 2009: Take Home Tuesday Parent Education Newsletter/Calendar sent home
Person: new principal
Activity: Continued support of present parent involvement activities

Mar 2, 2009: Dr. Seuss Day
Person: Cindra Hiatt, senior athletes, parent volunteers
Activity: Continued support of present parent involvement activities

Mar 3, 2009: Carlisle Community Council Meeting
Person: INSAI team
Activity: Continued support of present parent involvement activities

Mar 24, 2009: Take Home Tuesday Parent Education Newsletter/Calendar sent home
Person: new principal
Activity: Continued support of present parent involvement activities

Apr 16, 2009: Kindergarten Registration
Person: Ann Tislow, Rya Hamilton, new principal
Activity: Continued support of present parent involvement activities

Apr 22, 2009: Earth Day, Student/Community clean up and planting
Person: Dick Morarity and new principal, classroom teachers and parent volunteers
Activity: Continued support of present parent involvement activities

Apr 28, 2009: Take Home Tuesday Parent Education Newsletter/Calendar sent home
Person: new principal
Activity: Continued support of present parent involvement activities

- May 1, 2009:** PTO Spring Carnival
Person: PTO President
Activity: Continued support of present parent involvement activities
- May 8, 2009:** Muffins with Mom
Person: PTO President
Activity: Continued support of present parent involvement activities
- May 12, 2009:** Fine Arts Festival
Person: Joni Weeks, Pam Irvin
Activity: Continued support of present parent involvement activities
- May 14, 2009:** 8th Grade Trip
Person: new principal, junior high teachers, parents
Activity: Continued support of present parent involvement activities
- May 15, 2009:** survey teachers and parents
Person: Cindra Hiatt
Activity: Collect final semester/trimester follow up data
- May 19, 2009:** Take Home Tuesday Parent Education Newsletter/Calendar sent home
Person: new principal
Activity: Continued support of present parent involvement activities
- May 20, 2009:** Field Day
Person: new principal, classroom teachers, parents, Mr. Morarity
Activity: Continued support of present parent involvement activities
- May 21, 2009:** Awards Assemblies for K-7
Person: new principal, classroom teachers, parents
Activity: Continued support of present parent involvement activities
- May 22, 2009:** 8th Grade Farewell
Person: new principal, Doris Halberstadt
Activity: Continued support of present parent involvement activities

Safe and Disciplined Learning Environment

- May 20, 2008:** Count discipline referrals
Person: Sarah Hannon
Activity: Collect baseline data
- Aug 11, 2008:** Introduction to Word
Person: Sarah Hannon
Activity: Monthly Kickoff
- Aug 11, 2008:** Lessons given to teachers
Person: Sarah Hannon
Activity: Monthly Kickoff
- Aug 11, 2008:** Lessons within classrooms
Person: Classroom teacher
Activity: Monthly Kickoff
- Aug 11, 2008:** Daily Announcement
Person: Student Council
Activity: Teacher meetings with counselor
- Aug 11, 2008:** Monthly meeting
Person: Sarah Hannon
Activity: Teacher meetings with counselor

Aug 11, 2008: Visual Aids
Person: Sarah Hannon
Activity: Teacher meetings with counselor

Aug 18, 2008: Daily Announcement
Person: Student Council
Activity: Teacher meetings with counselor

Aug 25, 2008: Daily Announcement
Person: Student Council
Activity: Teacher meetings with counselor

Sep 1, 2008: Daily Announcement
Person: Student Council
Activity: Teacher meetings with counselor

Sep 8, 2008: Daily Announcement
Person: Student Council
Activity: Teacher meetings with counselor

Sep 11, 2008: Introduction to Word
Person: Sarah Hannon
Activity: Monthly Kickoff

Sep 11, 2008: Lessons given to teachers
Person: Sarah Hannon
Activity: Monthly Kickoff

Sep 11, 2008: Lessons within classrooms
Person: Classroom teacher
Activity: Monthly Kickoff

Sep 11, 2008: Monthly meeting
Person: Sarah Hannon
Activity: Teacher meetings with counselor

Sep 11, 2008: Visual Aids
Person: Sarah Hannon
Activity: Teacher meetings with counselor

Sep 15, 2008: Daily Announcement
Person: Student Council
Activity: Teacher meetings with counselor

Sep 22, 2008: Daily Announcement
Person: Student Council
Activity: Teacher meetings with counselor

Sep 29, 2008: Daily Announcement
Person: Student Council
Activity: Teacher meetings with counselor

Oct 6, 2008: Daily Announcement
Person: Student Council
Activity: Teacher meetings with counselor

Oct 11, 2008: Introduction to Word
Person: Sarah Hannon
Activity: Monthly Kickoff

Oct 11, 2008: Lessons given to teachers
Person: Sarah Hannon
Activity: Monthly Kickoff

Oct 11, 2008: Lessons within classrooms
Person: Classroom teacher
Activity: Monthly Kickoff

Oct 11, 2008: Monthly meeting
Person: Sarah Hannon
Activity: Teacher meetings with counselor

Oct 11, 2008: Visual Aids
Person: Sarah Hannon
Activity: Teacher meetings with counselor

Oct 13, 2008: Daily Announcement
Person: Student Council
Activity: Teacher meetings with counselor

Oct 20, 2008: Daily Announcement
Person: Student Council
Activity: Teacher meetings with counselor

Oct 27, 2008: Daily Announcement
Person: Student Council
Activity: Teacher meetings with counselor

Nov 3, 2008: Daily Announcement
Person: Student Council
Activity: Teacher meetings with counselor

Nov 10, 2008: Daily Announcement
Person: Student Council
Activity: Teacher meetings with counselor

Nov 11, 2008: Introduction to Word
Person: Sarah Hannon
Activity: Monthly Kickoff

Nov 11, 2008: Lessons given to teachers
Person: Sarah Hannon
Activity: Monthly Kickoff

Nov 11, 2008: Lessons within classrooms
Person: Classroom teacher
Activity: Monthly Kickoff

Nov 11, 2008: Monthly meeting
Person: Sarah Hannon
Activity: Teacher meetings with counselor

Nov 11, 2008: Visual Aids
Person: Sarah Hannon
Activity: Teacher meetings with counselor

Nov 17, 2008: Daily Announcement
Person: Student Council
Activity: Teacher meetings with counselor

Nov 24, 2008: Daily Announcement
Person: Student Council
Activity: Teacher meetings with counselor

Dec 1, 2008: Daily Announcement
Person: Student Council
Activity: Teacher meetings with counselor

Dec 8, 2008: Daily Announcement
Person: Student Council
Activity: Teacher meetings with counselor

Dec 11, 2008: Introduction to Word
Person: Sarah Hannon
Activity: Monthly Kickoff

Dec 11, 2008: Lessons given to teachers
Person: Sarah Hannon
Activity: Monthly Kickoff

Dec 11, 2008: Lessons within classrooms
Person: Classroom teacher
Activity: Monthly Kickoff

Dec 11, 2008: Monthly meeting
Person: Sarah Hannon
Activity: Teacher meetings with counselor

Dec 11, 2008: Visual Aids
Person: Sarah Hannon
Activity: Teacher meetings with counselor

Dec 15, 2008: Daily Announcement
Person: Student Council
Activity: Teacher meetings with counselor

Dec 22, 2008: Daily Announcement
Person: Student Council
Activity: Teacher meetings with counselor

Dec 29, 2008: Daily Announcement
Person: Student Council
Activity: Teacher meetings with counselor

Jan 5, 2009: Count Discipline Referrals
Person: Sarah Hannon
Activity: Collect first semester/trimester follow up data

Jan 5, 2009: Daily Announcement
Person: Student Council
Activity: Teacher meetings with counselor

Jan 11, 2009: Introduction to Word
Person: Sarah Hannon
Activity: Monthly Kickoff

Jan 11, 2009: Lessons given to teachers
Person: Sarah Hannon
Activity: Monthly Kickoff

Jan 11, 2009: Lessons within classrooms
Person: Classroom teacher
Activity: Monthly Kickoff

Jan 11, 2009: Monthly meeting
Person: Sarah Hannon
Activity: Teacher meetings with counselor

Jan 11, 2009: Visual Aids
Person: Sarah Hannon
Activity: Teacher meetings with counselor

Jan 12, 2009: Daily Announcement
Person: Student Council
Activity: Teacher meetings with counselor

Jan 19, 2009: Daily Announcement
Person: Student Council
Activity: Teacher meetings with counselor

Jan 26, 2009: Daily Announcement
Person: Student Council
Activity: Teacher meetings with counselor

Feb 2, 2009: Daily Announcement
Person: Student Council
Activity: Teacher meetings with counselor

Feb 9, 2009: Daily Announcement
Person: Student Council
Activity: Teacher meetings with counselor

Feb 11, 2009: Introduction to Word
Person: Sarah Hannon
Activity: Monthly Kickoff

Feb 11, 2009: Lessons given to teachers
Person: Sarah Hannon
Activity: Monthly Kickoff

Feb 11, 2009: Lessons within classrooms
Person: Classroom teacher
Activity: Monthly Kickoff

Feb 11, 2009: Monthly meeting
Person: Sarah Hannon
Activity: Teacher meetings with counselor

Feb 11, 2009: Visual Aids
Person: Sarah Hannon
Activity: Teacher meetings with counselor

Feb 16, 2009: Daily Announcement
Person: Student Council
Activity: Teacher meetings with counselor

Feb 23, 2009: Daily Announcement
Person: Student Council
Activity: Teacher meetings with counselor

Mar 2, 2009: Daily Announcement
Person: Student Council
Activity: Teacher meetings with counselor

Mar 9, 2009: Daily Announcement
Person: Student Council
Activity: Teacher meetings with counselor

Mar 11, 2009: Introduction to Word
Person: Sarah Hannon
Activity: Monthly Kickoff

Mar 11, 2009: Lessons given to teachers
Person: Sarah Hannon
Activity: Monthly Kickoff

Mar 11, 2009: Lessons within classrooms
Person: Classroom teacher
Activity: Monthly Kickoff

Mar 11, 2009: Monthly meeting
Person: Sarah Hannon
Activity: Teacher meetings with counselor

Mar 11, 2009: Visual Aids
Person: Sarah Hannon
Activity: Teacher meetings with counselor

Mar 16, 2009: Daily Announcement
Person: Student Council
Activity: Teacher meetings with counselor

Mar 23, 2009: Daily Announcement
Person: Student Council
Activity: Teacher meetings with counselor

Mar 30, 2009: Daily Announcement
Person: Student Council
Activity: Teacher meetings with counselor

Apr 6, 2009: Daily Announcement
Person: Student Council
Activity: Teacher meetings with counselor

Apr 11, 2009: Introduction to Word
Person: Sarah Hannon
Activity: Monthly Kickoff

Apr 11, 2009: Lessons given to teachers
Person: Sarah Hannon
Activity: Monthly Kickoff

Apr 11, 2009: Lessons within classrooms
Person: Classroom teacher
Activity: Monthly Kickoff

Apr 11, 2009: Monthly meeting
Person: Sarah Hannon
Activity: Teacher meetings with counselor

Apr 11, 2009: Visual Aids
Person: Sarah Hannon
Activity: Teacher meetings with counselor

Apr 13, 2009: Daily Announcement
Person: Student Council
Activity: Teacher meetings with counselor

Apr 20, 2009: Daily Announcement
Person: Student Council
Activity: Teacher meetings with counselor

Apr 27, 2009: Daily Announcement
Person: Student Council
Activity: Teacher meetings with counselor

May 4, 2009: Daily Announcement
Person: Student Council
Activity: Teacher meetings with counselor

May 11, 2009: Introduction to Word
Person: Sarah Hannon
Activity: Monthly Kickoff

May 11, 2009: Lessons given to teachers
Person: Sarah Hannon
Activity: Monthly Kickoff

May 11, 2009: Lessons within classrooms
Person: Classroom teacher
Activity: Monthly Kickoff

May 11, 2009: Daily Announcement
Person: Student Council
Activity: Teacher meetings with counselor

May 11, 2009: Monthly meeting
Person: Sarah Hannon
Activity: Teacher meetings with counselor

May 11, 2009: Visual Aids
Person: Sarah Hannon
Activity: Teacher meetings with counselor

May 18, 2009: Daily Announcement
Person: Student Council
Activity: Teacher meetings with counselor

May 20, 2009: Count Discipline Referrals
Person: Sarah Hannon
Activity: Collect final semester/trimester follow up data

Summer Reading Camp

Mar 1, 2008: Set date for reward celebration
Person: Lynne Thomas/Summer Reading Camp committee
Activity: Reward Celebration

Apr 1, 2008: Establish Budget
Person: Summer Reading Camp Committee
Activity: Implement Summer Reading Program

- Apr 1, 2008:** Make a list of activity choices for students to complete after reading books
Person: Theresia Barrett
Activity: Implement Summer Reading Program
- Apr 11, 2008:** Determine approximate student reading levels
Person: Primary teachers
Activity: Implement Summer Reading Program
- Apr 18, 2008:** Copy Books
Person: Cari King
Activity: Implement Summer Reading Program
- Apr 18, 2008:** Make book marks for students to identify reading levels
Person: Katie Graves
Activity: Implement Summer Reading Program
- May , 2008:** Awards Day--allow students to choose books (6 on level, 2 above level--8 total) and send them home with activity-choice list
Person: Primary Teachers
Activity: Implement Summer Reading Program
- May 1, 2008:** Organize books by levels and label them with bookmark symbols
Person: Katie Graves
Activity: Implement Summer Reading Program
- May 1, 2008:** Print Mailing Labels--1 set
Person: Primary teachers
Activity: Implement Summer Reading Program
- May 1, 2008:** Send informational letter to parents regarding Summer Reading Camp
Person: Theresia Barrett
Activity: Implement Summer Reading Program
- May 15, 2008:** Send informational letter home to parents
Person: Theresia Barrett
Activity: Kick-off assembly
- May 22, 2008:** Hold Assembly--coincide with Awards Day
Person: Theresia Barrett
Activity: Kick-off assembly
- May 22, 2008:** Hold separate kick-off assembly for kindergarten parents
Person: Theresia Barrett
Activity: Kick-off assembly
- Jun 23, 2008:** Create/Mail letter to remind students and parents to be reading and completing activities
Person: Kathy Baker
Activity: Implement Summer Reading Program
- Aug 14, 2008:** Plan reward celebration for Summer Reading Camp
Person: Rya Hamilton/Katie Graves
Activity: Implement Summer Reading Program
- Aug 22, 2008:** All primary teachers collect reflection logs on a daily basis
Person: Primary teachers
Activity: Collect reflection activities
- Aug 29, 2008:** All primary teachers collect reflection logs on a daily basis
Person: Primary teachers
Activity: Collect reflection activities

Sep 1, 2008: Collect reflection logs from classroom teachers

Person: Katie Graves

Activity: Collect reflection activities

Sep 1, 2008: Identify students who completed 100% (8) reflection activities to participate in reward celebration

Person: Rya Hamilton/Katie Graves

Activity: Reward Celebration

Sep 1, 2008: Notify newspaper of reward celebration

Person: Rya Hamilton/Katie Graves

Activity: Reward Celebration

Sep 1, 2008: Purchase books for rewards

Person: Rya Hamilton/Katie Graves

Activity: Reward Celebration

Sep 1, 2008: Send invitations to eligible families

Person: Katie Graves

Activity: Reward Celebration

Sep 12, 2008: Hold reward celebration

Person: Summer Reading Camp committee

Activity: Reward Celebration

Dec 1, 2008: Collect reflection logs from classroom teachers

Person: Katie Graves

Activity: Collect reflection activities

May 1, 2009: Collect reflection logs from classroom teachers

Person: Katie Graves

Activity: Collect reflection activities

Targeted Assistance

✓ **Mar 6, 2008:** Gather ideas

Person: Strategy Team

Activity: Meet With Strategy Team

✓ **Mar 6, 2008:** Read through pre-planned ideas

Person: Strategy Team

Activity: Meet With Strategy Team

Mar 17, 2008: Survey special needs students to measure their attitudes toward Math

Person: Sarah Hannon

Activity: Collect baseline data

Aug 18, 2008: Identify students who are in need of tutoring

Person: Special Education Teachers

Activity: Identify students

Aug 19, 2008: Identify students to serve as tutors

Person: Natalie Davis

Activity: Identify students

Aug 21, 2008: Pair tutors and special needs students

Person: Strategy Team

Activity: Agree on Schedule

Aug 22, 2008: Meet with teachers to agree on a schedule

Person: 3-8 Teachers

Activity: Agree on Schedule

- Sep 1, 2008:** Explain program
Person: Strategy Team
Activity: Meet with special needs students
- Sep 2, 2008:** Teachers will explain rules, requirements, and expectations to tutors.
Person: Natalie Davis
Activity: Math tutors will be trained in instructional activities before tutoring begins.
- Sep 2, 2008:** Go through rules, requirements, and expectations
Person: Strategy Team
Activity: Meet with tutors
- Sep 9, 2008:** Train tutors in Everyday Math games and activities
Person: Natalie Davis
Activity: Math tutors will be trained in instructional activities before tutoring begins.
- Sep 9, 2008:** Train students on games, activities, etc...
Person: Strategy Team
Activity: Meet with tutors
- Nov 17, 2008:** Conference with tutors
Person: Strategy Team
Activity: Conferences
- Nov 18, 2008:** Conference with special needs students
Person: Strategy Team
Activity: Conferences
- Dec 17, 2008:** Conference with tutors
Person: Strategy team
Activity: Conferences
- Dec 18, 2008:** Conference with special-needs students
Person: Strategy team
Activity: Conferences
- Dec 19, 2008:** Collect student logs documenting participation in tutoring program
Person: Natalie Davis
Activity: Collect first semester/trimester follow up data
- Dec 19, 2008:** Survey special-needs students to measure their attitude toward Math
Person: Sarah Hannon
Activity: Collect first semester/trimester follow up data
- Dec 19, 2008:** Reward tutors and special needs students for participation
Person: Strategy team
Activity: Reward System
- Jan 17, 2009:** Conference with tutors
Person: Strategy team
Activity: Conferences
- Jan 18, 2009:** Conference with special-needs students
Person: Strategy team
Activity: Conferences
- Feb 17, 2009:** Conference with tutors
Person: Strategy team
Activity: Conferences

- Feb 18, 2009:** Conference with special-needs students
Person: Strategy team
Activity: Conferences
- Mar 17, 2009:** Conference with tutors
Person: Strategy team
Activity: Conferences
- Mar 18, 2009:** Conference with special-needs students
Person: Strategy team
Activity: Conferences
- Apr 17, 2009:** Conference with tutors
Person: Strategy team
Activity: Conferences
- Apr 18, 2009:** Conference with special-needs students
Person: Strategy team
Activity: Conferences
- May 15, 2009:** Collect student logs documenting student participation in tutoring program
Person: Natalie Davis
Activity: Collect final semester/trimester follow up data
- May 15, 2009:** Survey special needs students to measure their attitude toward Math
Person: Sarah Hannon
Activity: Collect final semester/trimester follow up data
- May 15, 2009:** Reward tutors and special needs students for participation
Person: Strategy team
Activity: Reward System
- May 17, 2009:** Conference with tutors
Person: Strategy team
Activity: Conferences
- May 18, 2009:** Conference with special-needs students
Person: Strategy team
Activity: Conferences

Teacher Mentoring Program

- Oct 15, 2005:** Provide mentor teacher training
Person: Oakland City College
Activity: Provide training for certified mentor teachers
- Aug 15, 2006:** Assign certified mentors to intern teachers
Person: Principal with Teacher Association approval
Activity: Provide a pool of certified mentor teachers at Carlisle
- Sep 15, 2006:** Identify teachers to be certified
Person: Principal with Teacher Association approval
Activity: Provide a pool of certified mentor teachers at Carlisle
- Oct 15, 2006:** Locate certification program
Person: Principal
Activity: Provide a pool of certified mentor teachers at Carlisle
- Oct 15, 2006:** Provide financing for mentor training
Person: Principal
Activity: Provide a pool of certified mentor teachers at Carlisle

Oct 15, 2006: Provide support for teacher mentor training ie: substitute teachers
Person: Principal
Activity: Provide a pool of certified mentor teachers at Carlisle

Aug 15, 2008: Discuss portfolio criteria
Person: Principal and mentor teachers
Activity: Collect baseline data

Aug 15, 2008: Mentor teachers are given released time to assist intern teachers
Person: Principal
Activity: Provide certified mentor teachers with support

Aug 15, 2008: Assign a teacher "buddy" for new teachers
Person: Principal and Teacher representative
Activity: Provide support for new teachers

Sep 3, 2008: Teacher collaboration
Person: all CEJHS teachers
Activity: Teacher collaboration time--students released one hour early from school

Oct 1, 2008: Teacher collaboration
Person: all CEJHS teachers
Activity: Teacher collaboration time--students released one hour early from school

Nov 5, 2008: Teacher collaboration
Person: all CEJHS teachers
Activity: Teacher collaboration time--students released one hour early from school

Dec 3, 2008: Teacher collaboration
Person: all CEJHS teachers
Activity: Teacher collaboration time--students released one hour early from school

Dec 20, 2008: Collect evidence of portfolio progress
Person: Principal and mentor teachers
Activity: Collect first semester/trimester follow-up data

Jan 7, 2009: Teacher collaboration
Person: all CEJHS teachers
Activity: Teacher collaboration time--students released one hour early from school

Feb 4, 2009: Teacher collaboration
Person: all CEJHS teachers
Activity: Teacher collaboration time--students released one hour early from school

Mar 4, 2009: Teacher collaboration
Person: all CEJHS teachers
Activity: Teacher collaboration time--students released one hour early from school

Apr 1, 2009: Teacher collaboration
Person: all CEJHS teachers
Activity: Teacher collaboration time--students released one hour early from school

May 1, 2009: Collect evidence of portfolio progress
Person: Principal and mentor teachers
Activity: Collect final semester/trimester follow-up data

May 20, 2009: Mentor teachers are provided a stipend
Person: IDOE
Activity: Provide certified mentor teachers with support

Continuous Improvement Timeline

The table below shows the timeline we will follow in reviewing and revising our School Improvement Plan each year.

	First Year Schools	Second Year Schools	Third Year and Beyond Schools
Oct	<p>Session 1: <u>Getting Started</u> <i>Local Mtgs: Rationale for Change</i></p>	<p><u>New Steering Team Member</u> (optional) Session 1: <u>Improvement Plan Implementation</u></p>	<p><u>New Steering Team Member</u> (optional) Session 1: <u>Kick-Off / Monitoring / Mentoring</u></p>
Nov	<p><u>Session 2 Visioning</u> <u>Tech Training 1</u> (two people per school) <i>Local Mtgs: Visioning</i></p>	<p><u>Tech Training 1</u> (optional) <i>Local Mtgs – SIP Implementation Roles & Responsibilities</i></p>	<p><u>Tech Training 1</u> (optional) <i>Local Mtgs – SIP Implementation Roles & Responsibilities</i></p>
Dec	<p>Session 3: <u>Achievement Data Analysis</u> <i>Local Mtgs: Achievement Data Targets</i></p>		<p>Session 2: <u>SIP Evaluation & Revision</u> <i>Local Mtgs: Sch. Imp. Plan Revision</i></p>
Jan	<p>Session 4: <u>Areas of Concern & Research Assignments</u> <i>Local Mtgs: Areas of Concern</i></p>	<p>Session 2: <u>SIP Review & Revision</u> <i>Local Mtgs: Sch. Imp. Plan Revision</i></p>	
Jan 31	<p>Session 5: <u>InSAI Conference on Learning</u> <i>Strategy Research Group Meetings: Local Mtgs – Strategy Selection</i></p>	<p><u>InSAI Conference on Learning</u> (optional)</p>	<p><u>InSAI Conference on Learning</u> (optional)</p>
Feb / Mar	<p>Session 6: (strategy chairs only) <u>Strategy Plans</u> <u>Tech Training 2</u> (two people per school) <i>Strategy Task Force Mtg – Strategy Plans</i></p>	<p>Session 3 (strategy chairs only): <u>Writing Strategy Plans</u> <u>Tech Training 2</u> (optional) <i>Strategy Committees – Strategy Plans</i></p>	<p>Session 3: (strategy chairs only): <u>Writing Strategy Plans</u> <u>Tech Training 2</u> (optional) <i>Strategy Committees – Strategy Plans</i></p>
Apr	<p><i>1st Fri. in April: All submissions due online</i></p> <p>Session 7: <u>Strategy Plan Review:</u> One hour individual appointment</p>	<p><i>1st Fri. in April: All submissions due online</i></p> <p>Session 4: <u>Strategy Plan Review:</u> One hour individual appointment</p>	<p><i>1st Fri. in April: All submissions due online</i></p> <p>Session 4: <u>Strategy Plan Review:</u> One hour individual appointment</p>
May	<p><i>1st Fri in May: Revisions due online</i> <i>3rd Fri in May: Schools mail hardcopies</i> <i>(after status of all submissions is “meets criteria”)</i></p>	<p><i>1st Fri in May: Revisions due online</i> <i>3rd Fri in May: Schools mail hardcopies</i> <i>(after status of all submissions is “meets criteria”)</i></p>	<p><i>1st Fri in May: Revisions due online</i> <i>3rd Fri in May: Schools mail hardcopies</i> <i>(after status of all submissions is “meets criteria”)</i></p>