

School Improvement Plan - PL221 Version - 2009-2012

June 2, 2009 12:11:39

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 Schoolwide
- Schools in Improvement (NCLB)

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. 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)
- Ryan Clark - Administrator
- Katie Graves - Teacher
- Sarah Hannon - School Counselor
- Brandon Newton - Teacher
- Joni Weeks - Teacher

Strategy Chairs

- Kathy Baker
- Theresia Barrett
- JoAnne Clark
- Ryan Clark
- Amanda Earley
- Katie Graves
- Cindra Hiatt
- Debra Kendall
- Terri Roberts
- Julie Tow

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
- 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
- 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
- Terri Roberts - SWSC Title I Administrator
- Cindy Sandberg
- Erika Stitzle
- 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 3rd Grade students - % passing ISTEP+ in reading comprehension

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
82%	47 %	80%	80%	85%	60	87%		89%		91		100%

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

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
40%	28.6 %	55%	33.3	55%	32%	56%		57%		58%		100

all students - % of all students passing ISTEP+ writing

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
70	51.1	75	45	50	66.7	52		54		56		100

All students - % passing language arts on ISTEP +

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
82%	67.9 %	82%	67.9%	75%	68%	77%		79%		81		100

All students - % passing mathematics on ISTEP+

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
80%	69.7 %	80%	71.4%	75%	74%	77%		79%		81		100%

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

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
80%	68.8%	80%	66.5	70%	67.6	72%		74%		76		100%

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

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
50%		60%	13%	65%	0%	67%		70%		72		100%

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

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
80%	58.3 %	80%	57.7%	65%	66	68%		71%		74		100%

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

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
82%	62%	82%	60%	62%	70	65%		68%		71		100%

special education - % of special education students passing mathematics

2006-2007		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
60%	35.7	60%	52.8%	55%	59%	57%		60%		62		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

Required Areas of Concern

A. Parent Involvement

F. Encourage Rigorous Curriculum

I. Focused Academic Area

J. Instruction by Highly Qualified Teachers

K. Attracting Highly Qualified Teachers

L. Early Childhood Transition

M. Parent Notice - Assessment Results

N. Parent Notice - School in Improvement

O. Extended Learning Activities

P. Teacher Mentoring Program

Q. School-Parent Involvement Policy

R1. Parent Right-to-Know Letter - Qualifications

R2. Parent Right-to-Know Letter - Non-Qualified Teacher

S. School-Parent Compact

T. Annual Parent Meeting

U. Focused Student Group

V. Peer Review for SIP

W. Timely Additional Assistance

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.

Required Strategies

A. Parent Involvement —

The Carlisle staff and parents will utilize the software program Harmony to keep parents involved and updated on lesson plans, calendars, assignments, discipline problems, lunch accounts, attendance/tardies, PTO initiated events, and other relevant emails throughout the school year. Teachers who are unfamiliar with the program or need a review will receive training throughout the first semester of school.

F. Encourage Rigorous Curriculum: Acuity —

Teachers will use Acuity testing in grades 3-8 to identify students' weaknesses and strengths. Acuity assessments will be given 4 times per year. Teachers will use these assessments to guide direction and instruction in their classrooms.

I. Focused Academic Area: Simple 6 writing strategy —

All teachers will be trained in Simple 6 writing strategies. Carlisle teachers will utilize the strategies in Simple 6 in grades K-8 for their weekly writing instruction. All students will increase their writing experiences.

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 teachers have completed/will complete the HOUSSE rubric to demonstrate their meeting of highly qualified status. These rubrics will be maintained in the superintendent's office. 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 corporation will contact universities, the department of education, and educational job-posting websites to advertise available positions. The interview questions are an assessment of teacher knowledge of research-based instructional strategies, curriculum, classroom management, and much more. Each question has a scoring rubric.

L. Early Childhood Transition —

Carlisle Elementary will conduct a Spring "Early Childhood Screening" with parent information about community and school resources that will provide needed services for preschool age children. 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. Parent Notice - Assessment Results —

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, mClass assessments, and ETS Criterion will be sent with report cards once each semester. ISTEP results will be mailed with the first report card following the receipt of ISTEP scores. Classroom teachers will provide parent support in deciphering scores if needed.

N. Parent Notice - 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 informing them of the specific responsibilities of the school, LEA, and SEA. The notice will be sent in the first week of school. Proof of mailing will be provided to Title 1. The INDOE requires the superintendent's office to distribute

notification of AYP to Carlisle School to be mailed to parents.

O. Extended Learning Activities: After-school tutoring —

See Timely Additional Assistance: After-school tutoring

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. Mentor teachers will document their mentoring activities in a log to be collected each grading period. In addition to serving the needs of teachers with less than a year of experience, teachers with or without experience who are new to Carlisle School 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 all 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. An agenda will be available and parents will sign in upon arrival. Parents will be involved in an organized, ongoing, and timely way to plan, review and improve programs.

R1. Parent Right-to-Know Letter - Qualifications —

The Title I administrator and superintendent will compile a "Parent Right-To-Know" letter following state requirements informing all parents that they have the right to request their child's teachers qualifications and receive notification if their child receives instruction after 3 weeks from a teacher not deemed as highly qualified. This letter will be mailed out by Central Office.

R2. Parent Right-to-Know Letter - Non-Qualified Teacher —

The Title I administrator and superintendent will compile a "Parent Right-To-Know" letter following state requirements informing all parents that they have the right to request their child's teachers qualifications and receive notification if their child receives instruction after 3 weeks from a teacher not deemed as highly qualified. This letter will be mailed out by Central Office.

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. Mr. Clark will create the school-parent compact including all components described on the DOE School-Parent Compact Checklist with input from parents, teachers, and staff.

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. An agenda will be available and parents will sign in upon arrival. Carlisle will offer a number of parental involvement meetings at different times so that as many parents as possible are able to attend.

U. Focused Student Group: Key-4 —

Teachers will identify 8 students (mostly Sp Needs students) in each of the grades 3-8. Of these students 2 that just passed the ISTEP in Eng/LA and 2 that just passed ISTEP Math. Then 2 students that just missed passing ISTEP Eng/LA and 2 that just missed passing ISTEP Math. The classroom teachers will provide additional instruction in identified problem areas during the school day.

V. Peer Review for SIP —

Upon completion of the school improvement plan, the Title I administrator will plan a meeting of the Sullivan Middle School to peer review the school improvement plan of Carlisle Elementary/Jr. High School. Sullivan Middle School was chosen to peer review Carlisle's School Improvement Plan because they had a higher percent passing ISTEP in fall 2008 and have been successful in meeting AYP.

W. Timely Additional Assistance: After-school Tutoring —

Carlisle School offers all non-proficient free and reduced lunch students the opportunity to participate in Supplemental Education Services. A School Fair, in conjunction with Title I parent meeting, will take place the first week of school to give parents the opportunity to meet with providers and preview the program each provider has to offer. Outside providers are encouraged to hire current staff members for their school tutors. Title I tutoring for grades 1-6 coincides with Supplemental Educational Services tutoring.

Professional Development

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

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

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

A. Parent Involvement

Professional Development Activity	Funding	Activity Purpose
<i>Techie Tuesday</i>	Source: Amount: \$.0	Information Skill Building Refinement
Brief Description	Intended Participants	Activity Format
The school’s tech support staff will provide after-school training to teachers to refine the use of Harmony.	Teachers Parents	Talk to Presentation/Workshop

I. Focused Academic Area: Simple 6 writing strategy

Professional Development Activity	Funding	Activity Purpose
<i>Simple 6 training</i>	Source: Amount: \$.0	Information Skill Building
Brief Description	Intended Participants	Activity Format
Staff trained in the Simple six program will provide Simple 6 training to new teachers in the fall.	Teachers	Talk to Presentation/Workshop

L. Early Childhood Transition

Professional Development Activity	Funding	Activity Purpose
<i>Train the screeners.</i>	Source: Amount: \$.0	Information Skill Building Refinement
Brief Description	Intended Participants	Activity Format
The school diagnostician will train the screeners on their part of the DIAL-3 pre-school inventory	Teachers Other	Talk to Study Group Professional Reading Collaborative Problem Solving

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>Mentoring sessions</i>	Source: Amount: \$.0	Information Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
Mentor teachers will meet with their assigned teachers to answer any questions they may have and support them during their first year.	Teachers	Talk to Peer Coaching Collaborative Problem Solving

U. Focused Student Group: Key-4

No professional development is needed for this strategy.

W. Timely Additional Assistance: After-school Tutoring

Professional Development Activity	Funding	Activity Purpose
<i>Teachers will be trained</i>	Source: Amount: \$.0	Information Feedback/Support Refinement
Brief Description	Intended Participants	Activity Format
The program providers will talk to the tutors providing instruction on how to use their educational program for after-school tutoring.	Teachers	Talk to

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

Required Areas of Concern

A. Parent Involvement (Title I, 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+
- All Students (126 days) -- ISTEP PL221 Category Placement Performance

Strategies to Impact This Concern:

- A. Parent Involvement

F. Encourage Rigorous Curriculum (PL221)

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

Strategies to Impact This Concern:

- F. Encourage Rigorous Curriculum: Acuity

I. Focused Academic Area (PL221, Title I, NCLB)

Data Targets Influenced by This Concern:

- all students -- % of all students passing ISTEP+ writing

Strategies to Impact This Concern:

- I. Focused Academic Area: Simple 6 writing strategy

J. Instruction by Highly Qualified Teachers (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:

- J. Instruction by Highly Qualified Teachers

K. Attracting Highly Qualified Teachers (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:

- K. Attracting Highly Qualified Teachers

L. Early Childhood Transition (Title I)

Data Targets Influenced by This Concern:

- All special education students -- % passing English/ Language Arts on ISTEP+
- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- free & reduced lunch students -- % passing English/Language Arts on ISTEP+
- free & reduced lunch students -- % passing mathematics on ISTEP+

Strategies to Impact This Concern:

- L. Early Childhood Transition

M. Parent Notice - Assessment Results (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 -- % 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:

- M. Parent Notice - Assessment Results

N. Parent Notice - School in Improvement (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:

- N. Parent Notice - School in Improvement

O. Extended Learning Activities (NCLB)

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- O. Extended Learning Activities: After-school tutoring
- W. Timely Additional Assistance: After-school Tutoring

P. Teacher Mentoring Program (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+
- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- 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:

- P. Teacher Mentoring Program

Q. School-Parent Involvement Policy (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 -- % of all students passing ISTEP+ writing
- All students -- % passing language arts on ISTEP +
- All students -- % passing mathematics on ISTEP+
- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- 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:

- Q. School-Parent Involvement Policy

R1. Parent Right-to-Know Letter - Qualifications (Title I)

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:

- R1. Parent Right-to-Know Letter - Qualifications

R2. Parent Right-to-Know Letter - Non-Qualified Teacher (Title I)

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:

- R2. Parent Right-to-Know Letter - Non-Qualified Teacher

S. School-Parent Compact (Title I)

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:

- S. School-Parent Compact

T. Annual Parent Meeting (Title I)

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:

- T. Annual Parent Meeting

U. Focused Student Group (PL221, 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 -- % of all students passing ISTEP+ writing
- All students -- % passing language arts on ISTEP +
- All students -- % passing mathematics on ISTEP+
- free & reduced lunch students -- % passing mathematics on ISTEP+
- special education -- % of special education students passing mathematics

Strategies to Impact This Concern:

- U. Focused Student Group: Key-4

V. Peer Review for SIP (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:

- V. Peer Review for SIP

W. Timely Additional 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 -- % 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:

- O. Extended Learning Activities: After-school tutoring
- W. Timely Additional Assistance: After-school Tutoring

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:	In the school's conference room	Force Field Report B: Curriculum Additional Data #1
Titles and descriptions of assessment instruments to be used in addition to ISTEP+:	Acuity: Measures the mastery of state standards. DIBELS: Tests students reading levels. M Class Math: Tests students math skills. TRC: Tests text reading levels.	Force Field Report C: Assessment Additional Data #1
Statutes and rules to be waived:	We do not wish to waive any.	Force Field Report G: Environment Additional Data #2
Program Consolidation Plan:	Because of our small corporation size, we do not consolidate programs.	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 Transition

Jan 11, 2010: Call COOP for a Diagnostician

Person: Emily Condon

Activity: Petition for volunteers from agencies to participate in screening.

Jan 11, 2010: Call First Steps for Screeners

Person: Emily Condon

Activity: Petition for volunteers from agencies to participate in screening.

Jan 11, 2010: Call Head Start for Representative

Person: Emily Condon

Activity: Petition for volunteers from agencies to participate in screening.

Jan 11, 2010: Call Kindergarten teachers to volunteer.

Person: Debra Kendall

Activity: Petition for volunteers from agencies to participate in screening.

Feb 1, 2010: Hang flyers on local community bulletin boards.

Person: Debra Kendall

Activity: Advertise Preschool/Kindergarten Screening

Feb 1, 2010: Make up flyers

Person: Debra Kendall

Activity: Advertise Preschool/Kindergarten Screening

Feb 1, 2010: Send flyers to all community preschools, developmental preschools, churches, WIC, Families to Families.

Person: Debra Kendall

Activity: Advertise Preschool/Kindergarten Screening

Feb 1, 2010: Get flyers from Community/Developmental Preschools

Person: Debra Kendall

Activity: Gather transition/services information for hand-outs.

Feb 1, 2010: Get flyers from Families to Families.

Person: Debra Kendall

Activity: Gather transition/services information for hand-outs.

Feb 1, 2010: Get flyers from First Steps

Person: Debra Kendall

Activity: Gather transition/services information for hand-outs.

Feb 1, 2010: Get flyers from Head Start

Person: Debra Kendall

Activity: Gather transition/services information for hand-outs.

Mar , 2010: Screen children 0-3 in Mrs. Hamilton's room.

Person: First Steps personnel

Activity: Conduct Preschool Screenings for children ages 0-6.

Mar , 2010: Screen children age 3-4 in Preschool room.

Person: COOP personnel

Activity: Conduct Preschool Screenings for children ages 0-6.

Mar , 2010: Screen children age 5-6 in Mrs. Tislows room
Person: kindergarten personnel
Activity: Conduct Preschool Screenings for children ages 0-6.

Mar 1, 2010: A meeting will be held to train the screeners in the area for which they will be responsible
Person: School Diagnostician
Activity: Train the screeners.

Focused Academic Area

Aug 17, 2009: Teachers in grades K-8 will teach students writing using the Simple 6 method regularly
Person: All language arts teachers
Activity: Simple 6 teaching

Sep 1, 2009: New teachers will be trained in the use of Simple 6
Person: Amanda Earley
Activity: Simple 6 training

Sep 1, 2009: Teachers wishing to review Simple 6 will retrain
Person: Amanda Earley
Activity: Simple 6 training

Focused Student Group

Mar 5, 2009: Develop a remediation log
Person: Joanne Clark
Activity: Provide teachers with a log to track remediation

Mar 13, 2009: Discuss how remediation groups could be set up for Key-4
Person: Ryan Clark
Activity: Help teachers identify time periods they can use for remediation of Key-4

Mar 13, 2009: Discuss when remediation could be done during the school day.
Person: Ryan Clark
Activity: Help teachers identify time periods they can use for remediation of Key-4

Mar 13, 2009: Meet with all teachers in grades 3-8
Person: Ryan Clark
Activity: Help teachers identify time periods they can use for remediation of Key-4

May 3, 2009: Develop a check list of all teachers in grades 3-8
Person: Joanne Clark
Activity: Collect baseline data

May 10, 2009: Take a survey of how many times per week teachers are already providing remediation at least 1 time per week to Key-4
Person: Joanne Clark
Activity: Collect baseline data

May 11, 2009: Enter findings in Strategy Data
Person: Joanne Clark
Activity: Collect baseline data

Aug 24, 2009: Teachers will be given the ISTEP scores from previous spring testing
Person: Ryan Clark
Activity: Identify students that will be the Key-4 for each grade in Math and English/Language Arts.

Aug 26, 2009: Grade level teachers will look at all students scores
Person: 3-8th grade teachers
Activity: Identify students that will be the Key-4 for each grade in Math and English/Language Arts.

Aug 26, 2009: Teachers will identify 2 students that just passed and 2 students that just missed passing ISTEP in Math and English/Language Arts
Person: 3-8th grade teachers
Activity: Identify students that will be the Key-4 for each grade in Math and English/Language Arts.

Aug 28, 2009: Teachers will identify which standards the Key-4 will need remediation.
Person: 3-8 Classroom teachers
Activity: Identify which standards the Key-4 students will need remediation in Math and English/Language Arts

Aug 28, 2009: Teachers will look at the Key-4 students' ISTEP protocol as shown on the DOE web site.
Person: 3-8 Classroom teachers
Activity: Identify which standards the Key-4 students will need remediation in Math and English/Language Arts

Aug 28, 2009: Distribute remediation logs to teachers in grades 3-8.
Person: Joanne Clark
Activity: Provide teachers with a log to track remediation

Oct 19, 2009: Acuity testing will be given
Person: Classroom teachers
Activity: Updating of the identification of standards needing remediation for Key-4

Oct 20, 2009: Collect remediation logs for the first grading period
Person: Joanne Clark
Activity: Collect remediation Logs

Oct 20, 2009: Distribute remediation logs to teachers in grades 3-8.
Person: Joanne Clark
Activity: Provide teachers with a log to track remediation

Nov 2, 2009: Teachers will identify standards in need of remediation.
Person: Classroom teachers
Activity: Updating of the identification of standards needing remediation for Key-4

Nov 3, 2009: Teachers will revise remediation
Person: Classroom teachers
Activity: Updating of the identification of standards needing remediation for Key-4

Jan 4, 2010: Acuity testing will be given
Person: Classroom teachers
Activity: Updating of the identification of standards needing remediation for Key-4

Jan 5, 2010: Collect remediation logs from teachers.
Person: Joanne Clark
Activity: Collect first semester/trimester follow up data

Jan 5, 2010: Distribute remediation logs to teachers in grades 3-8.
Person: Joanne Clark
Activity: Provide teachers with a log to track remediation

Jan 6, 2010: Compile information.
Person: Joanne Clark
Activity: Collect first semester/trimester follow up data

Jan 6, 2010: Collect remediation logs for the second grading period.
Person: Joanne Clark
Activity: Collect remediation Logs

- Jan 7, 2010:** Enter findings in Strategy Data.
Person: Joanne Clark
Activity: Collect first semester/trimester follow up data
- Jan 19, 2010:** Teachers will identify standards in need of remediation.
Person: Classroom teachers
Activity: Updating of the identification of standards needing remediation for Key-4
- Jan 20, 2010:** Teachers will revise remediation
Person: Classroom teachers
Activity: Updating of the identification of standards needing remediation for Key-4
- Mar 9, 2010:** Collect remediation logs for the third grading period
Person: Joanne Clark
Activity: Collect remediation Logs
- Mar 9, 2010:** Distribute remediation logs to teachers in grades 3-8.
Person: Joanne Clark
Activity: Provide teachers with a log to track remediation
- Mar 15, 2010:** Acuity testing will be given
Person: Classroom teachers
Activity: Updating of the identification of standards needing remediation for Key-4
- Mar 29, 2010:** Teachers will identify standards in need of remediation.
Person: Classroom teachers
Activity: Updating of the identification of standards needing remediation for Key-4
- Mar 31, 2010:** Teachers will revise remediation.
Person: Classroom teachers
Activity: Updating of the identification of standards needing remediation for Key-4
- May 10, 2010:** Collect remediation logs for the fourth grading period.
Person: Joanne Clark
Activity: Collect remediation Logs
- May 11, 2010:** Collect remediation logs from teachers.
Person: Joanne Clark
Activity: Collect final semester/trimester follow up data
- May 12, 2010:** Compile information.
Person: Joanne Clark
Activity: Collect final semester/trimester follow up data
- May 13, 2010:** Enter findings in Strategy Data
Person: Joanne Clark
Activity: Collect final semester/trimester follow up data

Parent Involvement

- May 18, 2009:** Examples of rubrics of online lesson plans will be developed and presented to faculty
Person: Principal
Activity: Harmony Hoo-rah
- Aug 17, 2009:** Teachers will be praised on their uses of Harmony
Person: Principal
Activity: Harmony Hoo-rah
- Aug 18, 2009:** Teachers will review Harmony lesson plan rubric
Person: Doris Halberstadt
Activity: Harmony Hoo-rah

Aug 18, 2009: Train teachers on the use of Harmony software
Person: Doris Halberstadt
Activity: Techie Tuesday

Aug 25, 2009: Train parents on Harmony and give codes, if necessary.
Person: Doris Halberstadt
Activity: Open House/Meet the Teacher Night

Sep 1, 2009: Train teachers on the use of Harmony software
Person: Doris Halberstadt
Activity: Techie Tuesday

Sep 21, 2009: Teachers will be praised on their uses of Harmony
Person: Principal
Activity: Harmony Hoo-rah

Oct 6, 2009: Train teachers on the use of Harmony software
Person: Doris Halberstadt
Activity: Techie Tuesday

Oct 19, 2009: Teachers will be praised on their uses of Harmony
Person: Principal
Activity: Harmony Hoo-rah

Nov 3, 2009: Train teachers on the use of Harmony software
Person: Doris Halberstadt
Activity: Techie Tuesday

Nov 16, 2009: Teachers will be praised on their uses of Harmony
Person: Principal
Activity: Harmony Hoo-rah

Dec 21, 2009: Teachers will be praised on their uses of Harmony
Person: Principal
Activity: Harmony Hoo-rah

Jan 18, 2010: Teachers will be praised on their uses of Harmony
Person: Principal
Activity: Harmony Hoo-rah

Feb 15, 2010: Teachers will be praised on their uses of Harmony
Person: Principal
Activity: Harmony Hoo-rah

Mar 15, 2010: Teachers will be praised on their uses of Harmony
Person: Principal
Activity: Harmony Hoo-rah

Apr 19, 2010: Teachers will be praised on their uses of Harmony
Person: Principal
Activity: Harmony Hoo-rah

May 17, 2010: Teachers will be praised on their uses of Harmony
Person: Principal
Activity: Harmony Hoo-rah

Teacher Mentoring Program

Mar 12, 2009: Create a documentation log for teachers to record mentoring sessions

Person: Debbi Kendall

Activity: Document mentoring sessions

Aug 17, 2009: New teachers will be assigned a state-certified mentor

Person: Superintendent

Activity: Assign mentor teachers

Aug 17, 2009: Teachers new to Carlisle School will be assigned a "buddy"

Person: Ryan Clark

Activity: Assign mentor teachers

Aug 17, 2009: Distribute 4 log sheets to mentor teachers

Person: Kathy Baker

Activity: Document mentoring sessions

Aug 17, 2009: Mentor sessions that occur, both formal and informal, will be documented

Person: Mentor teachers

Activity: Document mentoring sessions

Aug 17, 2009: Mentors will check in periodically with their assigned teacher

Person: Mentor teachers

Activity: Mentoring sessions

Aug 17, 2009: Mentors will check in periodically with their assigned teachers

Person: Mentor teachers

Activity: Mentoring sessions

Oct 19, 2009: Mentor sessions that occur, both formal and informal, will be documented

Person: Mentor teachers

Activity: Document mentoring sessions

Oct 19, 2009: Mentors will check in periodically with their assigned teacher

Person: Mentor teachers

Activity: Mentoring sessions

Oct 19, 2009: Mentors will check in periodically with their assigned teachers

Person: Mentor teachers

Activity: Mentoring sessions

Dec 21, 2009: Mentor sessions that occur, both formal and informal, will be documented

Person: Mentor teachers

Activity: Document mentoring sessions

Dec 21, 2009: Mentor will check in periodically with their assigned teachers

Person: Mentor teachers

Activity: Mentoring sessions

Dec 21, 2009: Mentors will check in periodically with their assigned teacher

Person: Mentor teachers

Activity: Mentoring sessions

Feb 22, 2010: Mentor sessions that occur, both formal and informal, will be documented

Person: Mentor teachers

Activity: Document mentoring sessions

Feb 22, 2010: Mentors will check in periodically with their assigned teacher

Person: Mentor teachers

Activity: Mentoring sessions

Feb 22, 2010: Mentors will check in periodically with their assigned teachers

Person: Mentor teachers

Activity: Mentoring sessions

Apr 26, 2010: Mentor sessions that occur, both formal and informal, will be documented

Person: Mentor teachers

Activity: Document mentoring sessions

Apr 26, 2010: Mentors will check in periodically with their assigned teacher

Person: Mentor teachers

Activity: Mentoring sessions

Apr 26, 2010: Mentors will check in periodically with their assigned teachers

Person: Mentor teachers

Activity: Mentoring sessions

Timely Additional Assistance

May 14, 2009: Document the number of hours spent in after school tutoring for the 08-09 school year

Person: Principal & Tutors

Activity: Collect baseline data for after-school tutoring

Aug 21, 2009: Identify students in grades 1-8 receiving free or reduced lunches

Person: Title 1 Coordinator

Activity: Identify Carlisle children that are eligible for after school tutoring

Aug 24, 2009: Give tutors a time sheet to document time spent in after-school tutoring

Person: Principal

Activity: Collect first semester follow up data for after-school instructional hours

Aug 25, 2009: Information will be compiled on after school tutoring

Person: Title 1 Teacher

Activity: Inform parents about after school tutoring

Aug 31, 2009: Identify students in grades 3-8 that did not pass ISTEP

Person: Title 1 Coordinator

Activity: Identify Carlisle children that are eligible for after school tutoring

Sep 1, 2009: A question and answer session will be held after presentation of information

Person: Title 1 Teacher

Activity: Inform parents about after school tutoring

Sep 1, 2009: Information concerning after school tutoring will be presented during the Title I meeting at Open House

Person: Title 1 teacher

Activity: Inform parents about after school tutoring

Sep 3, 2009: Identify students in grades 1-2 that are at an intensive or strategic level in M-Class

Person: Title 1 Coordinator

Activity: Identify Carlisle children that are eligible for after school tutoring

Sep 4, 2009: Compile list of students eligible for tutoring

Person: Title 1 Coordinator

Activity: Identify Carlisle children that are eligible for after school tutoring

Sep 15, 2009: The tutoring position will be advertised within the school.

Person: Program Provider

Activity: Advertise and hire tutors

Sep 18, 2009: Interested teachers will sign up

Person: Teachers

Activity: Advertise and hire tutors

- Sep 24, 2009:** Tutoring position will be filled
Person: Program Provider
Activity: Advertise and hire tutors
- Oct 1, 2009:** Information will be given to teachers about tutoring program
Person: Title 1 Coordinator
Activity: Encourage teachers to sign up for instructing after-school tutoring
- Oct 1, 2009:** Teachers will be informed about monetary compensation for tutoring
Person: Title 1 Coordinator
Activity: Encourage teachers to sign up for instructing after-school tutoring
- Oct 15, 2009:** Parents of identified students will be called to inform them of the benefits the tutoring program will provide to their child
Person: Classroom teacher
Activity: Encourage parents of identified students to let their child participate in after-school tutoring
- Oct 27, 2009:** Teachers will be given training on the tutoring program
Person: Program Providers
Activity: Teachers will be trained
- Nov 1, 2009:** Parents unable to attend the first tutoring session will be sent a student permission to participate form
Person: Classroom teachers
Activity: Encourage parents of identified students to let their child participate in after-school tutoring
- Nov 2, 2009:** Students will be informed about the tutoring sessions
Person: Tutors
Activity: Encourage students to participate in after-school tutoring
- Nov 2, 2009:** Students will be informed that snacks will be given during each tutoring session
Person: Tutors
Activity: Encourage students to participate in after-school tutoring
- Nov 2, 2009:** A letter informing parents about the after school tutoring program will be composed
Person: Title 1 Coordinator
Activity: Notify parents of eligible about after school tutoring
- Nov 4, 2009:** Parents of identified students will be notified by mail
Person: Title 1 Coordinator
Activity: Notify parents of eligible about after school tutoring
- Dec 15, 2009:** Collect time sheet of documented after-school instructional hours
Person: Theresia Barrett
Activity: Collect first semester follow up data for after-school instructional hours
- Jan 4, 2010:** Give tutors a time sheet to document time spent in after-school tutoring
Person: Teresia Barrett
Activity: Collect final semester follow up data for after-school instructional hours
- May 7, 2010:** Participation certificates will be given out
Person: Tutors
Activity: Encourage students to participate in after-school tutoring
- May 14, 2010:** Collect time sheet of documented after-school instructional hours
Person: Theresia Barrett
Activity: Collect final semester follow up data for after-school instructional hours

Continuous Improvement Timeline

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