

# **School Improvement Plan - 2010-2011**

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## **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
- Title I - School in Improvement

## **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.

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

# Who Wrote this School Improvement Plan?

Many individuals were involved in the creation of this school improvement plan.

## Groups and Roles

The **Steering Team** is comprised of educators, a parent, and a business representative. The Steering Team's role is to help the Full Faculty and Community Council 1) analyze data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) reach consensus in decisions related to school improvement.

The **Full Faculty** is made up of all educators. The role of the Full Faculty is to 1) analyze data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) reach consensus with each other and the Community Council for decisions related to school improvement.

The **Community Council** is comprised of parents and representatives of community stakeholder groups. All parents were invited to be part of the Community Council and any interested parent was welcome to join the Council. The role of the Community Council is to 1) analyze data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) reach consensus with each other and the Full Faculty in decisions related to school improvement.

The **Student Body** includes every student enrolled in the school. The role of the Student Body is to 1) review data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) provide input for the Full Faculty and Community Council.

## Discussion Topics

The Full Faculty, Community Council and Student Body participated in guided discussions about the following topics. Written summaries of all discussions were developed and are on file at the school.

- Discussion 1: Global Economics
- Discussion 2: Vision for Student Success
- Discussion 3: Achievement Data Analysis and Achievement Goals
- Discussion 4: Force Field Data Analysis (student needs) and Areas of Concern
- Discussion 5: Strategy Selection

## Steering Team

- Ryan Clark - Administrator
- Amanda Earley - Teacher
- Sarah Hannon - School Counselor
- Richard Harden - Teacher
- David Nail - Community
- Brandon Newton - Teacher
- Erika Stitzle - Community
- Joni Weeks - Teacher

## Strategy Chairs

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

## Community Council

- Katie Akers - parent
- Kathy Baker - teacher
- Theresia Barrett - teacher
- Jo Anne Clark - teacher
- Amy Clouse - parent
- Erin Cooper - parent
- Kathy Crock - parent
- John Gettinger - teacher/parent
- John Gettinger Sr. - community
- Katie Graves - InSAI Steering Team
- Rya Hamilton - teacher
- Sarah Hannon - teacher
- Cindra Hiatt - teacher
- Debra Kendall - teacher
- Cari King - parent
- Linda Kirby - parent
- John Kramer - teacher
- Chad LeDune - teacher
- Dolly Lowry - teacher aide
- Kyra Mann - Parent
- Amy McCammon - Parent
- Annette McCammon - GT parent
- Rob McCammon - business
- Richard Morarity - teacher
- David Nail - parent
- Sheila Nail - parent
- Brandon Newton - InSAI Steering Team
- Kay Ravellette - Parent
- Vicky Richards - teacher
- Peggy Ridgway - teacher
- Terri Roberts - Staff
- Cindy Sandberg - Parent
- Erika Stitzle - parent
- Ann Tislow - kindergarten teacher
- Julie Tow - teacher
- Christine Vaughn - community
- Teresa Waldroup - parent
- Todd Waldroup - Parent
- Kim Walker - parent
- Marie Watson - parent
- W. Matthew Watson - Parent
- Joni Weeks - InSAI Steering Team

# Vision Statement

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

## **We believe all students deserve:**

We 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

The academic goals were established after a thorough analysis of multiple achievement data assessments including the state math assessment, state English / language arts assessment, student mastery of each Indiana Academic Standard, and report card grades. A full list of academic assessments is found in the "Force Field Excerpts" section of this plan. Other types of data are discussed in the Needs Assessment section of this plan.

The Full Faculty, Community Council (including parent representatives), and Student Body were involved in the analysis of the achievement data. The following questions were addressed during the data analysis.

- How does this data compare to our vision (ideal) data?
- What specific data fields disturb us?
- What specific data fields please us?
- Where do we observe achievement gaps?

Using a consensus based decision-making model, the Full Faculty and Community Council (including parents) first identified a small number of broad academic areas on which the school and community agreed to focus their energy next year. Then, the teachers and Community Council members "drilled down" the data within those areas and identified specific courses or academic standards that, if improved, would impact the broader academic areas. Both the broad academic areas and the specific academic areas are included as goals below. Data targets that the educators and community members felt most strongly about were then provided to the students for their input. Finally, the educators and community members agreed to numerical goals that the school would strive to reach by the end of next school year. These goals fall between the current student data and the vision (ideal) data.

When reading the data tables below, please note that the title of each table includes:

- The group of students targeted to meet the goal
- The benchmark that those students will reach

The numbers in the tables reflect baseline data for past years and the target data for future years. The vision data represents our ideal data. It is the mission of our school to work toward this ideal.

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

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
80%	80%	85%	60%	87%		89%		91%		93%		100%

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

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
55%	33.3%	55%	32%	56%		57%		58%		59%		100%

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

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
75%	45%	50%	66.7%	52%		54%		56%		58%		100%

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

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
82%	67.9%	75%	68%	77%		79%		81%		83%		100%

**All students - % passing mathematics on ISTEP+**

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
80%	71.4%	75%	74%	77%		79%		81%		83%		100%

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

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
80%	66.5%	70%	67.6%	72%		74%		76%		78%		100%

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

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
60%	13%	65%	0%	67%		70%		72%		74%		100%

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

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
80%	57.7%	65%	66%	68%		71%		74%		76%		100%

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

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
82%	60%	62%	70%	65%		68%		71%		74%		100%



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

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
60%	52.8%	55%	59%	57%		60%		62%		64%		100%

## Needs Assessment / Areas of Concern

The Areas of Concern were established after a comprehensive needs assessment that included a survey of all educators, all students, parents and community members. Survey data for students and parents were disaggregated by ethnicity and economic level. The needs assessment also included a collection of data that reflected specific student needs (e.g. attendance rate), and a summary of discussion responses to inquiry questions about areas that might be interfering with learning in the school and community. The collection of data provided information about the school's expectations for student achievement, curriculum, instruction, classroom assessment, extra help, student guidance and the learning environment.

All educators and the Community Council (including parent representatives) were involved in the analysis of the student needs data. Specific attention was given to areas within the classroom that are interfering with learning. The following questions were addressed during the data analysis.

- What data indicate an area that is interfering with achievement in our targeted academic areas for improvement?
- What data indicate an area that is interfering with achievement for the student group we have targeted for improvement?

The student body was asked to respond to an open ended question, "What is interfering with learning at our school?"

Using a consensus based decision-making model, the Full Faculty and Community Council identified key areas that concerned them because they were interfering with students' ability to reach the established academic goals and more specifically, were interfering with the achievement of the targeted student group. The Full Faculty and Community Council agreed to address these "Areas of Concern" through targeted strategies next year.

The student needs assessment will be conducted again in the future to analyze the impact of the strategies included in this plan.

The Areas of Concern identified by our Full Faculty and Community Council (including parents) are listed below.

## Local Areas of Concern

### Required Areas of Concern

**A. Parent Involvement**

**B. Educator Training**

**C. Outreach to Preschool Parent Involvement Programs**

**E. Parent Information Resource Center Website**

**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**

# Strategies

Strategies were established after identifying 1) Achievement Goals (see the Achievement Goals section), and 2) Areas of Concern (see the Needs Assessment & Areas of Concern section). Educators researched possible strategies for addressing each Area of Concern and then presented possible strategies to Full Faculty and Community Council for their consideration. The student body was provided with a list of Areas of Concern and asked to provide their input regarding strategies the school and community could employ to address the concerns. Using a consensus based decision-making model, the Full Faculty and Community Council (including parent representatives) agreed to several strategies to implement next year.

**Strategy Data:** Strategy data will help the Full Faculty and Community Council determine the degree to which the strategy has changed adult practices. Baseline data was collected this year. Follow-up data will be analyzed at the end of each semester next year. Combined with the needs assessment data (including student surveys) and the achievement data, our school will have a good understanding of the success of the strategies in meeting student needs. The strategy data tables can be found in the Strategy Data section of this plan.

**Strategy To-Do Lists:** Each strategy has been assigned a Strategy Chair. In some cases, the Strategy Chair asked others to form a Strategy Task Force. For almost all strategies, the Strategy Chair developed a detailed "To-Do" list that includes activities related to 1) implementation, 2) professional development, 3) anti-resistance (helping those impacted by the strategy to embrace the strategy), and 4) strategy evaluation. The strategy to-do lists can be found in the Strategy To-Do List section of this plan.

The strategy titles and descriptions are listed below:

## Local Strategies

### Timely Additional Assistance

See strategy O. Extended Learning Activities: After-school tutoring for the description and to do list for Timely Additional Assistance.

**Impact Level:** High Impact - Inside

**Focus:** General

## 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.

**Impact Level:** High Impact - Outside

**Focus:** General

### B. Educator Training for Parent Involvement

Teachers will have parents into the classroom and involved in evening activities. Teachers will instruct parents in the utilization of Harmony software and system. This instruction will occur two times a month for the first three months of school and then once monthly for the remainder of the school year.

**Impact Level:** High Impact - Outside

**Focus:** Specific

### C. Outreach to Preschool Parent Involvement Programs

Teacher will distribute information for preschool program so parents may enroll their child. Invitations will be extended for to all parents with a preschool age child. Open house will be held in August to familiarize parents with the program, packets listing the at home reading and math projects will be distributed at this meeting. Once a month, parents of preschoolers will meet to look at their child's data.

**Impact Level:** Low Impact

**Focus:** Specific

### E. Parent Information Resource Center Website

Brian Irwin will see that Harmony, Indiana's Parent Information and Resource Center (PIRC) at [www.fscp.org](http://www.fscp.org), and other useful resources will be available from the school website. All important and necessary information will be available through the website as it comes available or as needed. Brian Irwin will update the website as needed with the important sites and resources for all parents and students. This information will be distributed in school newsletters.

**Impact Level:** Low Impact

**Focus:** Specific

#### **F. Encourage Rigorous Curriculum: Math and Language Arts -- 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.

**Impact Level:** High Impact - Inside

**Focus:** Specific

#### **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.

**Impact Level:** High Impact - Inside

**Focus:** Specific

#### **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. Teachers who are not highly qualified will meet with the mentors in the building to discuss the classes and learning opportunities offered at surrounding universities and colleges.

**Impact Level:** Low Impact

**Focus:** General

#### **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.

**Impact Level:** High Impact - Inside

**Focus:** General

#### **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.

**Impact Level:** Low Impact

**Focus:** General

#### **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.

**Impact Level:** Low Impact

**Focus:** General

#### **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.

**Impact Level:** Low Impact

**Focus:** General

#### **O. Extended Learning Activities: 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.

**Impact Level:** High Impact - Inside

**Focus:** General

#### **P. Teacher Mentoring Program: Reading/Language Arts and Special Education Mentors**

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.

**Impact Level:** High Impact - Inside

**Focus:** Specific

#### **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.

**Impact Level:** Low Impact

**Focus:** General

#### **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.

**Impact Level:** Low Impact

**Focus:** General

#### **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.

**Impact Level:** Low Impact

**Focus:** General

#### **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.

**Impact Level:** Low Impact

**Focus:** General

#### **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.

**Impact Level:** High Impact - Outside

**Focus:** Specific

#### **U. Focused Student Group: Special Education and Free/Reduced Lunch Students --- Key 4**

Teachers will identify 8 students (mostly Special Needs and Free/Reduced lunch 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 individualized or small group instruction in identified problem areas during the school day.

**Impact Level:** High Impact - Inside

**Focus:** Specific

#### **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.

**Impact Level:** High Impact - Outside

**Focus:** Specific

## Strategy Data

Strategy data will help the teachers and Community Council determine the degree to which the strategy has changed adult practices. Baseline data was collected this year. Follow-up data will be analyzed at the end of each semester next year. Combined with the needs assessment data (including student surveys) and the achievement data, our school will have a good understanding of the strategy's success in meeting student needs. The strategy data tables below indicate 1) the group of adults or students that are expected to change as a result of this strategy, 2) the desired practice(s), and 3) what the school will count to determine the degree to which the practice(s) changed.

### Required Strategies

#### B. Educator Training for Parent Involvement

% of parents logging onto the Harmony system.

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
50%	70%		90%	

#### C. Outreach to Preschool Parent Involvement Programs

% of parents in attendance.

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
0	50%		60%	

#### E. Parent Information Resource Center Website

% of parents and teachers utilizing information in the PIRC

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
0	50%		60%	

#### U. Focused Student Group: Special Education and Free/Reduced Lunch Students --- Key 4

The % of teachers providing intensive instruction at least 1 time per week to the Key-4



Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
25%	50%		60%	

## To-Do List

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

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

## Early Childhood Transition

**May 10, 2010:** Parents informed regarding the preschool program. **Person:** Debra Kendall  
**Aug 10, 2010:** Parents receive "The Early Years", monthly newsletter. **Person:** Kay Ravellette  
**Aug 10, 2010:** Parents receive "The Early Years", monthly newsletter. **Person:** Kay Ravellette  
**Aug 10, 2010:** Preschool students exposed to kindergarten teachers and classrooms. **Person:** Debra Kendall  
**Sep 10, 2010:** Parents receive "The Early Years", monthly newsletter. **Person:** Kay Ravellette  
**Sep 10, 2010:** Parents receive "The Early Years", monthly newsletter. **Person:** Kay Ravellette  
**Sep 10, 2010:** Preschool students exposed to kindergarten teachers and classrooms. **Person:** Debra Kendall  
**Oct 10, 2010:** Parents receive "The Early Years", monthly newsletter. **Person:** Kay Ravellette  
**Oct 10, 2010:** Parents receive "The Early Years", monthly newsletter. **Person:** Kay Ravellette  
**Oct 10, 2010:** Preschool students exposed to kindergarten teachers and classrooms. **Person:** Debra Kendall  
**Nov 10, 2010:** Parents receive "The Early Years", monthly newsletter. **Person:** Kay Ravellette  
**Nov 10, 2010:** Parents receive "The Early Years", monthly newsletter. **Person:** Kay Ravellette  
**Nov 10, 2010:** Preschool students exposed to kindergarten teachers and classrooms. **Person:** Debra Kendall  
**Dec 10, 2010:** Parents receive "The Early Years", monthly newsletter. **Person:** Kay Ravellette  
**Dec 10, 2010:** Parents receive "The Early Years", monthly newsletter. **Person:** Kay Ravellette  
**Dec 10, 2010:** Preschool students exposed to kindergarten teachers and classrooms. **Person:** Debra Kendall  
**Jan 10, 2011:** Parents receive "The Early Years", monthly newsletter. **Person:** Kay Ravellette  
**Jan 10, 2011:** Parents receive "The Early Years", monthly newsletter. **Person:** Kay Ravellette  
**Jan 10, 2011:** Preschool students exposed to kindergarten teachers and classrooms. **Person:** Debra Kendall  
**Feb 10, 2011:** Parents receive "The Early Years", monthly newsletter. **Person:** Kay Ravellette  
**Feb 10, 2011:** Parents receive "The Early Years", monthly newsletter. **Person:** Kay Ravellette  
**Feb 10, 2011:** Preschool students exposed to kindergarten teachers and classrooms. **Person:** Debra Kendall  
**Mar 10, 2011:** Parents receive "The Early Years", monthly newsletter. **Person:** Kay Ravellette  
**Mar 10, 2011:** Parents receive "The Early Years", monthly newsletter. **Person:** Kay Ravellette  
**Mar 10, 2011:** Preschool students exposed to kindergarten teachers and classrooms. **Person:** Debra Kendall  
**Apr 10, 2011:** Parents receive "The Early Years", monthly newsletter. **Person:** Kay Ravellette  
**Apr 10, 2011:** Parents receive "The Early Years", monthly newsletter. **Person:** Kay Ravellette  
**Apr 10, 2011:** Preschool students exposed to kindergarten teachers and classrooms. **Person:** Debra Kendall  
**May 10, 2011:** Parents receive "The Early Years", monthly newsletter. **Person:** Kay Ravellette  
**May 10, 2011:** Parents receive "The Early Years", monthly newsletter. **Person:** Kay Ravellette  
**May 10, 2011:** Preschool students exposed to kindergarten teachers and classrooms. **Person:** Debra Kendall

## Educator Training for Parent Involvement

**Apr 1, 2010:** Collect baseline data: % of parents logging onto the Harmony system. **Person:** Doris Halberstadt  
**Aug 10, 2010:** Support staff will utilize the software to inform parents and teachers. **Person:** Amanda Earley  
**Aug 10, 2010:** Teachers and parents trained in the use of Harmony. **Person:** Brian Irwin  
**Aug 10, 2010:** Time for parent to access teacher and computer. **Person:** Cindra Hiatt  
**Sep 10, 2010:** Support staff will utilize the software to inform parents and teachers. **Person:** Amanda Earley  
**Sep 10, 2010:** Teachers and parents trained in the use of Harmony. **Person:** Brian Irwin  
**Sep 10, 2010:** Time for parent to access teacher and computer. **Person:** Cindra Hiatt  
**Oct 10, 2010:** Support staff will utilize the software to inform parents and teachers. **Person:** Amanda Earley  
**Oct 10, 2010:** Teachers and parents trained in the use of Harmony. **Person:** Brian Irwin  
**Oct 10, 2010:** Time for parent to access teacher and computer. **Person:** Cindra Hiatt

**Nov 10, 2010:** Support staff will utilize the software to inform parents and teachers. **Person:** Amanda Earley  
**Nov 10, 2010:** Teachers and parents trained in the use of Harmony. **Person:** Brian Irwin  
**Nov 10, 2010:** Time for parent to access teacher and computer. **Person:** Cindra Hiatt  
**Nov 30, 2010:** Collect fall data: % of parents logging onto the Harmony system. **Person:** Doris Halberstadt  
**Dec 10, 2010:** Support staff will utilize the software to inform parents and teachers. **Person:** Amanda Earley  
**Dec 10, 2010:** Teachers and parents trained in the use of Harmony. **Person:** Brian Irwin  
**Dec 10, 2010:** Time for parent to access teacher and computer. **Person:** Cindra Hiatt  
**Jan 10, 2011:** Support staff will utilize the software to inform parents and teachers. **Person:** Amanda Earley  
**Jan 10, 2011:** Teachers and parents trained in the use of Harmony. **Person:** Brian Irwin  
**Jan 10, 2011:** Time for parent to access teacher and computer. **Person:** Cindra Hiatt  
**Feb 10, 2011:** Support staff will utilize the software to inform parents and teachers. **Person:** Amanda Earley  
**Feb 10, 2011:** Teachers and parents trained in the use of Harmony. **Person:** Brian Irwin  
**Feb 10, 2011:** Time for parent to access teacher and computer. **Person:** Cindra Hiatt  
**Mar 10, 2011:** Support staff will utilize the software to inform parents and teachers. **Person:** Amanda Earley  
**Mar 10, 2011:** Teachers and parents trained in the use of Harmony. **Person:** Brian Irwin  
**Mar 10, 2011:** Time for parent to access teacher and computer. **Person:** Cindra Hiatt  
**Apr 10, 2011:** Support staff will utilize the software to inform parents and teachers. **Person:** Amanda Earley  
**Apr 10, 2011:** Teachers and parents trained in the use of Harmony. **Person:** Brian Irwin  
**Apr 10, 2011:** Time for parent to access teacher and computer. **Person:** Cindra Hiatt  
**May 10, 2011:** Support staff will utilize the software to inform parents and teachers. **Person:** Amanda Earley  
**May 10, 2011:** Teachers and parents trained in the use of Harmony. **Person:** Brian Irwin  
**May 10, 2011:** Time for parent to access teacher and computer. **Person:** Cindra Hiatt  
**Jun 10, 2011:** Support staff will utilize the software to inform parents and teachers. **Person:** Amanda Earley  
**Jun 10, 2011:** Teachers and parents trained in the use of Harmony. **Person:** Brian Irwin  
**Jun 10, 2011:** Time for parent to access teacher and computer. **Person:** Cindra Hiatt  
**Jun 30, 2011:** Collect spring data: % of parents logging onto the Harmony system. **Person:** Doris Halberstadt

## Encourage Rigorous Curriculum

**Aug 10, 2010:** Teachers meet to design curriculum needs. **Person:** Ryan Clark  
**Aug 10, 2010:** Teachers trained to read acuity tests. **Person:** Richard Harden  
**Sep 10, 2010:** Parents understand acuity readings. **Person:** Cindra Hiatt  
**Sep 10, 2010:** Students understand acuity readings. **Person:** Amanda Earley  
**Sep 10, 2010:** Teachers meet to design curriculum needs. **Person:** Ryan Clark  
**Oct 10, 2010:** Teachers meet to design curriculum needs. **Person:** Ryan Clark  
**Nov 10, 2010:** Teachers meet to design curriculum needs. **Person:** Ryan Clark  
**Dec 10, 2010:** Teachers meet to design curriculum needs. **Person:** Ryan Clark  
**Jan 10, 2011:** Teachers meet to design curriculum needs. **Person:** Ryan Clark  
**Feb 10, 2011:** Teachers meet to design curriculum needs. **Person:** Ryan Clark  
**Mar 10, 2011:** Teachers meet to design curriculum needs. **Person:** Ryan Clark  
**Apr 10, 2011:** Teachers meet to design curriculum needs. **Person:** Ryan Clark  
**May 10, 2011:** Students improve acuity test scores. **Person:** Amanda Earley  
**May 10, 2011:** Teachers meet to design curriculum needs. **Person:** Ryan Clark  
**Aug 10, 2011:** Students improve ISTEP test scores **Person:** Amanda Earley

## Extended Learning Activities

**Sep 10, 2010:** List of students for tutoring established. **Person:** Terri Roberts  
**Sep 17, 2010:** Letters for services sent to qualified students' families. **Person:** Terri Roberts  
**Sep 24, 2010:** Student progress documented. **Person:** Terri Roberts  
**Sep 24, 2010:** Teachers selected for tutoring positions. **Person:** Ryan Clark  
**Oct 24, 2010:** Student progress documented. **Person:** Terri Roberts  
**Nov 24, 2010:** Student progress documented. **Person:** Terri Roberts  
**Dec 24, 2010:** Student progress documented. **Person:** Terri Roberts  
**Jan 24, 2011:** Student progress documented. **Person:** Terri Roberts  
**Feb 24, 2011:** Student progress documented. **Person:** Terri Roberts  
**Mar 24, 2011:** Student progress documented. **Person:** Terri Roberts  
**Apr 24, 2011:** Student progress documented. **Person:** Terri Roberts  
**May 24, 2011:** Student attendance measured. **Person:** Terri Roberts

May 24, 2011: Student incentives given for attendance. **Person:** Terri Roberts

May 24, 2011: Student progress documented. **Person:** Terri Roberts

## Focused Academic Area

Aug 10, 2010: All teachers use Simple Six strategies for writing. **Person:** Cindra Hiatt

Aug 10, 2010: Students utilize Simple Six to dissect own and others' writings. **Person:** Ryan Clark

Aug 10, 2010: Students write from prompts weekly. **Person:** Ryan Clark

Aug 17, 2010: Students utilize Simple Six to dissect own and others' writings. **Person:** Ryan Clark

Aug 17, 2010: Students write from prompts weekly. **Person:** Ryan Clark

Aug 24, 2010: Students utilize Simple Six to dissect own and others' writings. **Person:** Ryan Clark

Aug 24, 2010: Students write from prompts weekly. **Person:** Ryan Clark

Aug 31, 2010: Students utilize Simple Six to dissect own and others' writings. **Person:** Ryan Clark

Aug 31, 2010: Students write from prompts weekly. **Person:** Ryan Clark

Sep 7, 2010: Students utilize Simple Six to dissect own and others' writings. **Person:** Ryan Clark

Sep 7, 2010: Students write from prompts weekly. **Person:** Ryan Clark

Sep 14, 2010: Students utilize Simple Six to dissect own and others' writings. **Person:** Ryan Clark

Sep 14, 2010: Students write from prompts weekly. **Person:** Ryan Clark

Sep 21, 2010: Students utilize Simple Six to dissect own and others' writings. **Person:** Ryan Clark

Sep 21, 2010: Students write from prompts weekly. **Person:** Ryan Clark

Sep 28, 2010: Students utilize Simple Six to dissect own and others' writings. **Person:** Ryan Clark

Sep 28, 2010: Students write from prompts weekly. **Person:** Ryan Clark

Oct 5, 2010: Students utilize Simple Six to dissect own and others' writings. **Person:** Ryan Clark

Oct 5, 2010: Students write from prompts weekly. **Person:** Ryan Clark

Oct 12, 2010: Students utilize Simple Six to dissect own and others' writings. **Person:** Ryan Clark

Oct 12, 2010: Students write from prompts weekly. **Person:** Ryan Clark

Oct 19, 2010: Students utilize Simple Six to dissect own and others' writings. **Person:** Ryan Clark

Oct 19, 2010: Students write from prompts weekly. **Person:** Ryan Clark

Oct 26, 2010: Students utilize Simple Six to dissect own and others' writings. **Person:** Ryan Clark

Oct 26, 2010: Students write from prompts weekly. **Person:** Ryan Clark

Nov 2, 2010: Students utilize Simple Six to dissect own and others' writings. **Person:** Ryan Clark

Nov 2, 2010: Students write from prompts weekly. **Person:** Ryan Clark

Nov 9, 2010: Students utilize Simple Six to dissect own and others' writings. **Person:** Ryan Clark

Nov 9, 2010: Students write from prompts weekly. **Person:** Ryan Clark

Nov 16, 2010: Students utilize Simple Six to dissect own and others' writings. **Person:** Ryan Clark

Nov 16, 2010: Students write from prompts weekly. **Person:** Ryan Clark

Nov 23, 2010: Students utilize Simple Six to dissect own and others' writings. **Person:** Ryan Clark

Nov 23, 2010: Students write from prompts weekly. **Person:** Ryan Clark

Nov 30, 2010: Students utilize Simple Six to dissect own and others' writings. **Person:** Ryan Clark

Nov 30, 2010: Students write from prompts weekly. **Person:** Ryan Clark

Dec 7, 2010: Students utilize Simple Six to dissect own and others' writings. **Person:** Ryan Clark

Dec 7, 2010: Students write from prompts weekly. **Person:** Ryan Clark

Dec 14, 2010: Students utilize Simple Six to dissect own and others' writings. **Person:** Ryan Clark

Dec 14, 2010: Students write from prompts weekly. **Person:** Ryan Clark

Dec 21, 2010: Students utilize Simple Six to dissect own and others' writings. **Person:** Ryan Clark

Dec 21, 2010: Students write from prompts weekly. **Person:** Ryan Clark

Dec 28, 2010: Students utilize Simple Six to dissect own and others' writings. **Person:** Ryan Clark

Dec 28, 2010: Students write from prompts weekly. **Person:** Ryan Clark

Jan 4, 2011: Students utilize Simple Six to dissect own and others' writings. **Person:** Ryan Clark

Jan 4, 2011: Students write from prompts weekly. **Person:** Ryan Clark

Jan 11, 2011: Students utilize Simple Six to dissect own and others' writings. **Person:** Ryan Clark

Jan 11, 2011: Students write from prompts weekly. **Person:** Ryan Clark

Jan 18, 2011: Students utilize Simple Six to dissect own and others' writings. **Person:** Ryan Clark

Jan 18, 2011: Students write from prompts weekly. **Person:** Ryan Clark

Jan 25, 2011: Students utilize Simple Six to dissect own and others' writings. **Person:** Ryan Clark

Jan 25, 2011: Students write from prompts weekly. **Person:** Ryan Clark

Feb 1, 2011: Students utilize Simple Six to dissect own and others' writings. **Person:** Ryan Clark

Feb 1, 2011: Students write from prompts weekly. **Person:** Ryan Clark

Feb 8, 2011: Students utilize Simple Six to dissect own and others' writings. **Person:** Ryan Clark

Feb 8, 2011: Students write from prompts weekly. **Person:** Ryan Clark

Feb 15, 2011: Students utilize Simple Six to dissect own and others' writings. **Person:** Ryan Clark  
Feb 15, 2011: Students write from prompts weekly. **Person:** Ryan Clark  
Feb 22, 2011: Students utilize Simple Six to dissect own and others' writings. **Person:** Ryan Clark  
Feb 22, 2011: Students write from prompts weekly. **Person:** Ryan Clark  
Mar 1, 2011: Students utilize Simple Six to dissect own and others' writings. **Person:** Ryan Clark  
Mar 1, 2011: Students write from prompts weekly. **Person:** Ryan Clark  
Mar 8, 2011: Students utilize Simple Six to dissect own and others' writings. **Person:** Ryan Clark  
Mar 8, 2011: Students write from prompts weekly. **Person:** Ryan Clark  
Mar 15, 2011: Students utilize Simple Six to dissect own and others' writings. **Person:** Ryan Clark  
Mar 15, 2011: Students write from prompts weekly. **Person:** Ryan Clark  
Mar 22, 2011: Students utilize Simple Six to dissect own and others' writings. **Person:** Ryan Clark  
Mar 22, 2011: Students write from prompts weekly. **Person:** Ryan Clark  
Mar 29, 2011: Students utilize Simple Six to dissect own and others' writings. **Person:** Ryan Clark  
Mar 29, 2011: Students write from prompts weekly. **Person:** Ryan Clark  
Apr 5, 2011: Students utilize Simple Six to dissect own and others' writings. **Person:** Ryan Clark  
Apr 5, 2011: Students write from prompts weekly. **Person:** Ryan Clark  
Apr 12, 2011: Students utilize Simple Six to dissect own and others' writings. **Person:** Ryan Clark  
Apr 12, 2011: Students write from prompts weekly. **Person:** Ryan Clark  
Apr 19, 2011: Students utilize Simple Six to dissect own and others' writings. **Person:** Ryan Clark  
Apr 19, 2011: Students write from prompts weekly. **Person:** Ryan Clark  
Apr 26, 2011: Students utilize Simple Six to dissect own and others' writings. **Person:** Ryan Clark  
Apr 26, 2011: Students write from prompts weekly. **Person:** Ryan Clark  
May 3, 2011: Students utilize Simple Six to dissect own and others' writings. **Person:** Ryan Clark  
May 3, 2011: Students write from prompts weekly. **Person:** Ryan Clark  
May 10, 2011: Students utilize Simple Six to dissect own and others' writings. **Person:** Ryan Clark  
May 10, 2011: Students write from prompts weekly. **Person:** Ryan Clark  
Aug 10, 2011: Students improve writing scores on standardized testing. **Person:** Ryan Clark

## Focused Student Group

Aug 24, 2010: Acuity testing and standardized testing scores of the individual students examined. **Person:** Joanne Clark  
Aug 24, 2010: Student data logged in for individual students. **Person:** Joanne Clark  
Aug 24, 2010: Teachers list interventions made for individual students. **Person:** Joanne Clark  
Oct 26, 2010: Acuity testing and standardized testing scores of the individual students examined. **Person:** Joanne Clark  
Oct 26, 2010: Student data logged in for individual students. **Person:** Joanne Clark  
Oct 26, 2010: Teachers list interventions made for individual students. **Person:** Joanne Clark  
Nov 30, 2010: Collect fall data: The % of teachers providing intensive instruction at least 1 time per week to the Key-4 **Person:** Joanne Clark  
Dec 28, 2010: Acuity testing and standardized testing scores of the individual students examined. **Person:** Joanne Clark  
Dec 28, 2010: Student data logged in for individual students. **Person:** Joanne Clark  
Dec 28, 2010: Teachers list interventions made for individual students. **Person:** Joanne Clark  
Mar 1, 2011: Acuity testing and standardized testing scores of the individual students examined. **Person:** Joanne Clark  
Mar 1, 2011: Student data logged in for individual students. **Person:** Joanne Clark  
Mar 1, 2011: Teachers list interventions made for individual students. **Person:** Joanne Clark  
May 3, 2011: Acuity testing and standardized testing scores of the individual students examined. **Person:** Joanne Clark  
May 3, 2011: Student data logged in for individual students. **Person:** Joanne Clark  
May 3, 2011: Teachers list interventions made for individual students. **Person:** Joanne Clark  
Jun 30, 2011: Collect spring data: The % of teachers providing intensive instruction at least 1 time per week to the Key-4 **Person:** Joanne Clark  
Jul 5, 2011: Acuity testing and standardized testing scores of the individual students examined. **Person:** Joanne Clark

## Outreach to Preschool Parent Involvement Programs

Apr 1, 2010: Collect baseline data: % of parents in attendance. **Person:**  
May 10, 2010: Families receive information about pre-school program. **Person:** Debra Kendall  
Aug 10, 2010: Data meetings with parents **Person:** Debra Kendall  
Aug 10, 2010: Math and Reading Projects **Person:** Debra Kendall  
Aug 10, 2010: Open House **Person:** Debra Kendall  
Sep 10, 2010: Math and Reading Projects **Person:** Debra Kendall

**Oct 10, 2010:** Math and Reading Projects **Person:** Debra Kendall  
**Nov 10, 2010:** Math and Reading Projects **Person:** Debra Kendall  
**Nov 30, 2010:** Collect fall data: % of parents in attendance. **Person:**  
**Dec 10, 2010:** Math and Reading Projects **Person:** Debra Kendall  
**Jan 10, 2011:** Math and Reading Projects **Person:** Debra Kendall  
**Feb 10, 2011:** Math and Reading Projects **Person:** Debra Kendall  
**Mar 10, 2011:** Math and Reading Projects **Person:** Debra Kendall  
**Apr 10, 2011:** Math and Reading Projects **Person:** Debra Kendall  
**May 10, 2011:** Math and Reading Projects **Person:** Debra Kendall  
**Jun 30, 2011:** Collect spring data: % of parents in attendance. **Person:**

## Parent Information Resource Center Website

**Apr 1, 2010:** Collect baseline data: % of parents and teachers utilizing information in the PIRC **Person:** Brian Irwin  
**Aug 10, 2010:** Opportunities for parents to use information. **Person:** Sarah Hannon  
**Aug 10, 2010:** Support staff utilizes PIRC to inform parents. **Person:** Ryan Clark  
**Aug 10, 2010:** Website changed to accommodate the PIRC. **Person:** Brian Irwin  
**Sep 10, 2010:** Opportunities for parents to use information. **Person:** Sarah Hannon  
**Oct 10, 2010:** Opportunities for parents to use information. **Person:** Sarah Hannon  
**Nov 10, 2010:** Opportunities for parents to use information. **Person:** Sarah Hannon  
**Nov 30, 2010:** Collect fall data: % of parents and teachers utilizing information in the PIRC **Person:** Brian Irwin  
**Dec 10, 2010:** Opportunities for parents to use information. **Person:** Sarah Hannon  
**Jan 10, 2011:** Opportunities for parents to use information. **Person:** Sarah Hannon  
**Feb 10, 2011:** Opportunities for parents to use information. **Person:** Sarah Hannon  
**Mar 10, 2011:** Opportunities for parents to use information. **Person:** Sarah Hannon  
**Apr 10, 2011:** Opportunities for parents to use information. **Person:** Sarah Hannon  
**May 10, 2011:** Opportunities for parents to use information. **Person:** Sarah Hannon  
**Jun 10, 2011:** Opportunities for parents to use information. **Person:** Sarah Hannon  
**Jun 30, 2011:** Collect spring data: % of parents and teachers utilizing information in the PIRC **Person:** Brian Irwin

## Parent Involvement

**Jul 14, 2010:** All teacher trained on Harmony **Person:** Brian Irwin  
**Aug 10, 2010:** Morning and evening open houses to help parents access information. **Person:** Sarah Hannon  
**Aug 10, 2010:** Teachers will invite parent volunteers for classroom activities. **Person:** Cindra Hiatt  
**Sep 15, 2010:** All teacher trained on Harmony **Person:** Brian Irwin  
**Oct 12, 2010:** Morning and evening open houses to help parents access information. **Person:** Sarah Hannon  
**Oct 12, 2010:** Teachers will invite parent volunteers for classroom activities. **Person:** Cindra Hiatt  
**Nov 17, 2010:** All teacher trained on Harmony **Person:** Brian Irwin  
**Dec 14, 2010:** Morning and evening open houses to help parents access information. **Person:** Sarah Hannon  
**Dec 14, 2010:** Teachers will invite parent volunteers for classroom activities. **Person:** Cindra Hiatt  
**Jan 19, 2011:** All teacher trained on Harmony **Person:** Brian Irwin  
**Feb 15, 2011:** Morning and evening open houses to help parents access information. **Person:** Sarah Hannon  
**Feb 15, 2011:** Teachers will invite parent volunteers for classroom activities. **Person:** Cindra Hiatt  
**Mar 23, 2011:** All teacher trained on Harmony **Person:** Brian Irwin  
**Apr 19, 2011:** Morning and evening open houses to help parents access information. **Person:** Sarah Hannon  
**Apr 19, 2011:** Teachers will invite parent volunteers for classroom activities. **Person:** Cindra Hiatt  
**May 25, 2011:** All teacher trained on Harmony **Person:** Brian Irwin

## Teacher Mentoring Program

**Jun 24, 2010:** Mentor teachers trained. **Person:** Walter Hoke  
**Aug 17, 2010:** Lesson plans and curriculum discussion occurs **Person:** Lead teacher  
**Aug 17, 2010:** Mentor teachers meet with beginning teachers. **Person:** Ryan Clark  
**Aug 17, 2010:** Teachers log activities. **Person:** Ryan Clark  
**Sep 17, 2010:** Lesson plans and curriculum discussion occurs **Person:** Lead teacher  
**Sep 17, 2010:** Mentor teachers meet with beginning teachers. **Person:** Ryan Clark  
**Oct 17, 2010:** Lesson plans and curriculum discussion occurs **Person:** Lead teacher  
**Oct 17, 2010:** Mentor teachers meet with beginning teachers. **Person:** Ryan Clark

**Oct 19, 2010:** Teachers log activities. **Person:** Ryan Clark  
**Nov 17, 2010:** Lesson plans and curriculum discussion occurs **Person:** Lead teacher  
**Nov 17, 2010:** Mentor teachers meet with beginning teachers. **Person:** Ryan Clark  
**Dec 17, 2010:** Lesson plans and curriculum discussion occurs **Person:** Lead teacher  
**Dec 17, 2010:** Mentor teachers meet with beginning teachers. **Person:** Ryan Clark  
**Dec 21, 2010:** Teachers log activities. **Person:** Ryan Clark  
**Jan 17, 2011:** Lesson plans and curriculum discussion occurs **Person:** Lead teacher  
**Jan 17, 2011:** Mentor teachers meet with beginning teachers. **Person:** Ryan Clark  
**Feb 17, 2011:** Lesson plans and curriculum discussion occurs **Person:** Lead teacher  
**Feb 17, 2011:** Mentor teachers meet with beginning teachers. **Person:** Ryan Clark  
**Feb 22, 2011:** Teachers log activities. **Person:** Ryan Clark  
**Mar 17, 2011:** Lesson plans and curriculum discussion occurs **Person:** Lead teacher  
**Mar 17, 2011:** Mentor teachers meet with beginning teachers. **Person:** Ryan Clark  
**Apr 17, 2011:** Lesson plans and curriculum discussion occurs **Person:** Lead teacher  
**Apr 17, 2011:** Mentor teachers meet with beginning teachers. **Person:** Ryan Clark  
**Apr 26, 2011:** Teachers log activities. **Person:** Ryan Clark  
**May 17, 2011:** Lesson plans and curriculum discussion occurs **Person:** Lead teacher  
**May 17, 2011:** Mentor teachers meet with beginning teachers. **Person:** Ryan Clark  
**Jun 17, 2011:** Mentor teachers meet with beginning teachers. **Person:** Ryan Clark  
**Jun 24, 2011:** Beginning teachers send in portfolio. **Person:** Ryan Clark

# Professional Development Summary

**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.

## Timely Additional Assistance

### A. Parent Involvement

**All teacher trained on Harmony**

**Brief Description:** Technology Directors and lead teachers will train and re-train all teachers in Harmony software.

**Intended Participants:** Teachers, Counselors, Administrators

**Dates:** Jul 14, 2010; Sep 15, 2010; Nov 17, 2010; Jan 19, 2011; Mar 23, 2011; May 25, 2011

**Activity Purpose:** Information, Skill Building, Refinement

**Activity Format:** Presentation, Peer Coaching

**Funding:** Technology Grant

**Does this activity occur during the school day?** Yes

### B. Educator Training for Parent Involvement

**Teachers and parents trained in the use of Harmony.**

**Brief Description:** All teachers and parents will use the Harmony software.

**Intended Participants:** Teachers, Counselors, Administrators, Parents, Community Members, Students, Other

**Dates:** Aug 10, 2010; Sep 10, 2010; Oct 10, 2010; Nov 10, 2010; Dec 10, 2010; Jan 10, 2011; Feb 10, 2011; Mar 10, 2011; Apr 10, 2011; May 10, 2011; Jun 10, 2011

**Activity Purpose:** Information, Skill Building, Feedback/Support, Refinement

**Activity Format:** Talk to, Presentation, Peer Coaching, Site Visit

**Funding:** Technolgy Grant

**Does this activity occur during the school day?** No



## **C. Outreach to Preschool Parent Involvement Programs**

No professional development is needed for this strategy.

## **E. Parent Information Resource Center Website**

No professional development is needed for this strategy.

## **F. Encourage Rigorous Curriculum: Math and Language Arts -- Acuity**

No professional development is needed for this strategy.

## **I. Focused Academic Area: Simple 6 writing strategy**

**All teachers use Simple Six strategies for writing.**

**Brief Description:** Revisiting of the Simple Six writing strategies.

**Intended Participants:** Teachers, Administrators, Parents, Students

**Date:** Aug 10, 2010

**Activity Purpose:** Information, Feedback/Support, Refinement

**Activity Format:** Talk to, Presentation, Collaborative Problem Solving

**Funding:**

**Does this activity occur during the school day?** Yes

## **L. Early Childhood Transition**

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: Reading/Language Arts and Special Education Mentors**

**Mentor teachers trained.**

**Brief Description:** State required training to be a mentor teacher for a beginning teacher's first year of teaching.

**Intended Participants:** Teachers, Administrators

**Date:** Jun 24, 2010

**Activity Purpose:** Information, Feedback/Support, Refinement

**Activity Format:** Presentation, Peer Coaching

**Funding:**

**Does this activity occur during the school day?** No

## **U. Focused Student Group: Special Education and Free/Reduced Lunch Students --- Key 4**

No professional development is needed for this strategy.

# Relationship Report:

## Areas of Concern / Strategies / Achievement Goals

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

### Local Areas of Concern

#### Required Areas of Concern

##### A. Parent Involvement (SW)

###### 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

##### B. Educator Training (SW)

###### 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:

- B. Educator Training for Parent Involvement

##### C. Outreach to Preschool Parent Involvement Programs (SW)

###### Data Targets Influenced by This Concern:

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

###### Strategies to Impact This Concern:

- C. Outreach to Preschool Parent Involvement Programs

##### E. Parent Information Resource Center Website (SW)

###### 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:**

- E. Parent Information Resource Center Website

**F. Encourage Rigorous Curriculum (PL221, SW)****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: Math and Language Arts -- Acuity

**I. Focused Academic Area (PL221, SW)****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 (SW)****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 (SW)****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 (SW)**

### **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 (SW)**

### **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 (In Improvement)**

### **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 (In Improvement)**

### **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:**

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

## **P. Teacher Mentoring Program (In Improvement)**

### **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: Reading/Language Arts and Special Education Mentors

## **Q. School-Parent Involvement Policy (SW)**

### **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 (SW)**

### **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 (SW)**

### **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 (SW)**

**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 (SW)**

**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, SW)**

**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: Special Education and Free/Reduced Lunch Students --- Key 4

## **V. Peer Review for SIP (In Improvement)**

**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



## Force Field Excerpt

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

A. Where is the public copy of your school's curriculum located?	In the main office of our school.
<p>B. What rules or statutes would you like to waive in order to promote student learning?</p> <ul style="list-style-type: none"> <li>● Identify the specific statute and and/or rule you wish to waive.</li> <li>● Identify the educational strategies this waiver would allow you to implement that could not be implemented under current statute and rule.</li> <li>● Explain the benefit to student achievement.</li> <li>● Describe the evaluation process that would be used to measure the success of these strategies.</li> </ul>	None
C. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.	ACUITY which is a test that measures mastery of the standards for grades 3-8. Wgen mClass reading and math is utilized for all students in grades K-2 and select students in grades 3-5.
D. List the needs assessments used in your school to help you identify areas that are interfering with learning.	Dibels testing, Acuity testing, ISTEP Scores, Successmaker, Waterford, Reading Recovery testing data -- InSAI Expectations Assessment -- InSAI Curriculum Assessment -- InSAI Instruction Assessment -- InSAI Curriculum Assessment -- InSAI Extra Help Assessment -- InSAI Guidance Assessment -- InSAI Environment Assessment
E. List the programs that will be consolidated under the school-wide plan (if applicable). If not consolidating programs, please explain why not.	None due to the small size of our corporation.
F. Has your district set aside 10% of the district's Title I funds to support high quality professional development in your school and other schools in improvement located in your district for the purpose of helping the schools meet adequate yearly progress?	yes

## Continuous Improvement Timeline

DISCUSSION TOPIC	FACILITATOR TRAINING (Steering Teams)			FACULTY AND COMMUNITY COUNCIL DISCUSSIONS
	ORIGINAL PLAN	REVIEW & REVISE		
	1st Year Schools	2nd and 3rd Year Schools	Alumni Schools	
New Principal and Steering Team Member Training	n/a	Aug	Aug	n/a
<b>First Year:</b> Rationale + Organizational Structure <b>After First Year:</b> Kick Off / Year End Data Review (Transcripts / ISTEP / ECA)	Session 1 - Aug	Session 1 - Aug	Session 1 – Aug AM	First 2 weeks of Sept
Vision	Session 2 – Sept	n/a	Session 1 – Aug PM	First 2 weeks of Oct*
Data Targets	Session 3 - Oct	Session 1 - Aug	Session 1 – Aug AM	First 2 weeks in Nov
Areas of Concern	Session 4 - Dec	n/a	Session 2 – Dec PM	First 2 weeks in Jan*
Strategy Selection	Session 5 - Jan	Session 2 - Dec	Session 2 – Dec AM	First 2 weeks in Feb
Conference on Learning	Jan	Jan	Jan	
Strategy Selection: Title & Description	Feb	Feb	n/a	First 2 weeks in Mar
Strategy Implementation Plans	Mar Strategy Chair Training	Mar Strategy Chair Training	Optional Strategy Chair Training	First week of Apr

\* Our school will complete these tasks every three years  
We are next scheduled to complete these tasks during the 2012-2013 school year