

School Improvement Plan - 2011-2012

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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
- Indiana Rules and Regulations
- Title I - Schoolwide

Participation

The following people were involved in developing this School Improvement Plan

- Teachers
- Students
- Parent representatives
- Community representatives

Process

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

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

Using Data for Decision-Making

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

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

Implementation Next Year

Our work next year will be guided by the to-do list that we have developed for each strategy.

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

Who Wrote this School Improvement Plan?

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

Groups and Roles

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

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

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

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

Discussion Topics

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

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

Steering Team

- Theresia Barrett - Teacher
- Amanda Earley - Teacher
- Sarah Hannon - School Counselor
- Richard Harden - Teacher
- Ryan Hester - Community
- Ross Martin - Administrator
- Brandon Newton - Teacher
- Julie Tow - Teacher
- Joni Weeks - Teacher
- Reeta Willis - Parent/Guardian

Strategy Chairs

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

- Julie Tow

Community Council

- Katie Akers - parent
- Theresia Barrett - teacher
- Jo Anne Clark - teacher
- Amy Clouse - parent
- Erin Cooper - parent
- John Gettinger - teacher/parent
- John Gettinger Sr. - community
- Sarah Hannon - teacher
- Cindra Hiatt - teacher
- Cari King - parent
- Kyra Mann - Parent
- Ross Martin
- Annette McCammon - GT parent
- David Nail - parent
- Sheila Nail - parent
- Peggy Ridgway - teacher
- Doug Roberts - Local Business
- Terri Roberts - Staff
- Cindy Sandberg - Parent
- Erika Stitzle - parent
- Ann Tislow - kindergarten teacher
- Julie Tow - teacher
- Marie Watson - parent
- W. Matthew Watson - State Agency
- 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

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
85%	60%	85%	82%	85%		88%		91%		94%		100%

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

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
55%	32%	56%	na	57%		58%		59%		60%		100%

all students - % of all students passing ISTEP+ writing

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
50%	66.7%	69%	80%	83%		86%		91%		94%		100%

All students - % passing language arts on ISTEP +

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
75%	68%	77%	73%	76%		79%		81%		83%		100%

All students - % passing mathematics on ISTEP+

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
75%	74%	77%	66%	69%		72%		75%		77%		100%

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

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
70%	67.6%	72%	70%	74%		76%		78%		80%		100%

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

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
65%	0%	67%	50%	60%		70%		80%		90%		100%

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

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
65%	66%	68%	67%	71%		74%		76%		78%		100%

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

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
62%	70%	65%	70%	73%		76%		79%		82%		100%

special education - % of special education students passing mathematics

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
55%	59%	57%	na	60%		62%		64%		66%		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

We are concerned that... SWSC is following the plan to continue providing time for teacher collaboration.

We are concerned that... CEMS participates in a peer review.

Required Areas of Concern

A. Parent Involvement

B. Educator Training - Parent Involvement

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

J2. Instruction by Highly Qualified Paraprofessionals

K. Attracting Highly Qualified Teachers

L. Student Transition

M. Parent Notice - Assessment Results

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

W. Timely Additional Assistance

X. Graduation Plan

Strategies

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

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

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

The strategy titles and descriptions are listed below:

Local Strategies

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 2009 and have been successful in meeting AYP.

Impact Level: Low Impact

Focus: General

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.

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 - 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: General

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: General

E. Parent Information Resource Center Website

Brian Irwin will see that Harmony, Indiana's Parent Information and Resource Center (PIRC) at 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: General

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

Teachers will use Acuity testing in grades 3-8 to identify students' weaknesses and strengths. Acuity assessments will be given 3 times per year. Teachers will use these assessments to guide direction and instruction in their classrooms. Teachers in grades k-2 will utilize mClass test results to identify students' weaknesses and strengths. mClass assessments will be given 3 times per year. Teachers will use these assessments to guide direction and instruction in their classrooms.

Impact Level: High Impact - Inside

Focus: Specific

G. Attendance: CEJHS Attendance Incentive Program

During the 2011-2012 school year, Principal Ross D. Martin will review weekly attendance reports for the entire building. If a student is exhibiting a great deal of absences and/or tardies, Mr. Martin will make a phone call home to see what is going on and explain the importance of good attendance at school. Also, at the end of each month, students who have perfect attendance will be awarded certificates and/or prizes for that month's attendance rates. At the end of the month, a celebration will be awarded to the grade level that has the best attendance rate of that particular month. Finally, at the end of both semesters, over \$2,000 worth of prizes will be awarded to those students who have great attendance (97% or better) for each semester. If there is a student who has a great deal of unexcused absences and the standard phone calls and attendance letters that are sent home are not doing any good, Mr. Martin may call local law enforcement agencies and/or the Department of Child Services for educational neglect.

Impact Level: Low Impact

Focus: General

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. 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. A list of the teachers and their attainment of highly qualified status has been uploaded to InSAI website.

Impact Level: High Impact - Inside

Focus: General

J2. Instruction by Highly Qualified Paraprofessionals.

The Southwest School Corporation only employs highly qualified paraprofessionals. All Carlisle paraprofessionals have attended numerous workshops for their fields. All instructional assistants are either certified teachers, have an associate degree, or have passed the Praxis(ParaPro test) as required by NCLB. The list of paraprofessional is kept in the main office and the completed list for InSAI submitted.

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: Low Impact

Focus: General

L. Student 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:

Focus:

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

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 and will include all the components listed on the DOE School Parent Involvement Policy Checklist. 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 parents 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. Martin 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. The agenda and parent sign-in sheet will be kept in preparation for a DOE monitoring visit. 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: Low Impact

Focus: General

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

W. Timely Additional Assistance

Carlisle School will have monthly data meetings to discuss student data, interventions, and enrichment. Based off this information, students at CEJHS will receive 30-45 minutes daily of interventions/enrichment.

Impact Level: High Impact - Inside

Focus: Specific

X. Graduation Plan

Students will meet with the guidance counselor or lead teacher at the beginning of the school year and at the end of the school year to create or update the Indiana Graduation Plan. All students in grades through six through eight will indicate an intent to graduate from high school. Students who qualify for Twenty-First Century Scholars will fill out the necessary paperwork at this time. All student will participate in field trips to colleges and academic planning for high school coursework. This will be maintained in the students' permanent records at Carlisle School and will follow the students to the high school.

Impact Level: Low Impact

Focus: General

Strategy Data

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

Required Strategies

B. Educator Training - Parent Involvement

% of parents logging onto the Harmony system.

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
Actual				

C. Outreach to Preschool Parent Involvement Programs

% of parents in attendance.

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
Actual				

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

% of teachers who use frequent assessments (mclass or acuity) to guide direction and instruction in their classrooms.

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
Actual				

I. Focused Academic Area: Simple 6 writing strategy

% of teachers who self report usage of targeted differentiated instructional strategies

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

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 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

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.

Educator Training - Parent Involvement

Sep 1, 2011: Faculty Meetings **Person:** Ross Martin

Sep 1, 2011: PTO Meetings **Person:** Reeta Willis

Oct 6, 2011: Faculty Meetings **Person:** Ross Martin

Oct 6, 2011: PTO Meetings **Person:** Reeta Willis

Nov 3, 2011: Faculty Meetings **Person:** Ross Martin

Nov 3, 2011: PTO Meetings **Person:** Reeta Willis

Nov 30, 2011: Collect fall data: % of parents logging onto the Harmony system. **Person:** Sarah Hannon

Dec 1, 2011: Faculty Meetings **Person:** Ross Martin

Dec 1, 2011: PTO Meetings **Person:** Reeta Willis

Jan 5, 2012: Faculty Meetings **Person:** Ross Martin

Jan 5, 2012: PTO Meetings **Person:** Reeta Willis

Feb 2, 2012: Faculty Meetings **Person:** Ross Martin

Feb 2, 2012: PTO Meetings **Person:** Reeta Willis

Mar 1, 2012: Faculty Meetings **Person:** Ross Martin

Mar 1, 2012: PTO Meetings **Person:** Reeta Willis

Apr 5, 2012: Faculty Meetings **Person:** Ross Martin

Apr 5, 2012: PTO Meetings **Person:** Reeta Willis

May 3, 2012: Faculty Meetings **Person:** Ross Martin

May 3, 2012: PTO Meetings **Person:** Reeta Willis

Jun 30, 2012: Collect spring data: % of parents logging onto the Harmony system. **Person:** Sarah Hannon

Encourage Rigorous Curriculum

Apr 1, 2011: Collect baseline data: % of teachers who use frequent assessments (mclass or acuity) to guide direction and instruction in their classrooms. **Person:**

Jul 6, 2011: Language Arts Training **Person:** Ross Martin

Aug 3, 2011: Language Arts Training **Person:** Ross Martin

Sep 1, 2011: Faculty Meetings **Person:** Ross Martin

Sep 1, 2011: Monthly Data Meetings **Person:** Ross Martin

Sep 7, 2011: Language Arts Training **Person:** Ross Martin

Oct 5, 2011: Language Arts Training **Person:** Ross Martin

Oct 6, 2011: Faculty Meetings **Person:** Ross Martin

Oct 6, 2011: Monthly Data Meetings **Person:** Ross Martin

Nov 2, 2011: Language Arts Training **Person:** Ross Martin

Nov 3, 2011: Faculty Meetings **Person:** Ross Martin

Nov 3, 2011: Monthly Data Meetings **Person:** Ross Martin

Nov 30, 2011: Collect fall data: % of teachers who use frequent assessments (mclass or acuity) to guide direction and instruction in their classrooms. **Person:**

Dec 1, 2011: Faculty Meetings **Person:** Ross Martin

Dec 1, 2011: Monthly Data Meetings **Person:** Ross Martin

Dec 7, 2011: Language Arts Training **Person:** Ross Martin

Jan 4, 2012: Language Arts Training **Person:** Ross Martin

Jan 5, 2012: Faculty Meetings **Person:** Ross Martin

Jan 5, 2012: Monthly Data Meetings **Person:** Ross Martin

Feb 1, 2012: Language Arts Training **Person:** Ross Martin
Feb 2, 2012: Faculty Meetings **Person:** Ross Martin
Feb 2, 2012: Monthly Data Meetings **Person:** Ross Martin
Mar 1, 2012: Faculty Meetings **Person:** Ross Martin
Mar 1, 2012: Monthly Data Meetings **Person:** Ross Martin
Mar 7, 2012: Language Arts Training **Person:** Ross Martin
Apr 4, 2012: Language Arts Training **Person:** Ross Martin
Apr 5, 2012: Faculty Meetings **Person:** Ross Martin
Apr 5, 2012: Monthly Data Meetings **Person:** Ross Martin
May 2, 2012: Language Arts Training **Person:** Ross Martin
May 3, 2012: Faculty Meetings **Person:** Ross Martin
May 3, 2012: Monthly Data Meetings **Person:** Ross Martin
Jun 30, 2012: Collect spring data: % of teachers who use frequent assessments (mclass or acuity) to guide direction and instruction in their classrooms. **Person:**

Focused Academic Area

Aug 10, 2011: Teachers will utilize the strategies in Simple 6 in grades K-8 for their weekly writing instruction **Person:** Teachers
Sep 1, 2011: Monthly Meetings **Person:** Ross Martin
Sep 10, 2011: All teachers will be trained in Simple 6 writing strategies. **Person:** Ross Martin
Sep 10, 2011: Teachers will utilize the strategies in Simple 6 in grades K-8 for their weekly writing instruction **Person:** Teachers
Oct 6, 2011: Monthly Meetings **Person:** Ross Martin
Oct 10, 2011: Teachers will utilize the strategies in Simple 6 in grades K-8 for their weekly writing instruction **Person:** Teachers
Nov 3, 2011: Monthly Meetings **Person:** Ross Martin
Nov 10, 2011: Teachers will utilize the strategies in Simple 6 in grades K-8 for their weekly writing instruction **Person:** Teachers
Nov 30, 2011: Collect fall data: % of teachers who self report usage of targeted differentiated instructional strategies **Person:** Amanda Earley
Dec 1, 2011: Monthly Meetings **Person:** Ross Martin
Dec 10, 2011: Teachers will utilize the strategies in Simple 6 in grades K-8 for their weekly writing instruction **Person:** Teachers
Jan 5, 2012: Monthly Meetings **Person:** Ross Martin
Jan 10, 2012: Teachers will utilize the strategies in Simple 6 in grades K-8 for their weekly writing instruction **Person:** Teachers
Feb 2, 2012: Monthly Meetings **Person:** Ross Martin
Feb 10, 2012: Teachers will utilize the strategies in Simple 6 in grades K-8 for their weekly writing instruction **Person:** Teachers
Mar 1, 2012: Monthly Meetings **Person:** Ross Martin
Mar 10, 2012: Teachers will utilize the strategies in Simple 6 in grades K-8 for their weekly writing instruction **Person:** Teachers
Apr 5, 2012: Monthly Meetings **Person:** Ross Martin
Apr 10, 2012: Teachers will utilize the strategies in Simple 6 in grades K-8 for their weekly writing instruction **Person:** Teachers
May 3, 2012: Monthly Meetings **Person:** Ross Martin
May 10, 2012: Teachers will utilize the strategies in Simple 6 in grades K-8 for their weekly writing instruction **Person:** Teachers
Jun 30, 2012: Collect spring data: % of teachers who self report usage of targeted differentiated instructional strategies **Person:** Amanda Earley

Focused Student Group

Sep 1, 2011: Teachers will identify 8 students (mostly Special Needs and Free/Reduced lunch students)in each of the grades 3-8. **Person:** Teachers
Sep 10, 2011: Teachers will provide intensive instruction at least 1 time per week to the Key-4 **Person:** Teachers
Oct 6, 2011: Teachers will identify 8 students (mostly Special Needs and Free/Reduced lunch students)in each of the grades 3-8. **Person:** Teachers
Oct 10, 2011: Teachers will provide intensive instruction at least 1 time per week to the Key-4 **Person:** Teachers
Nov 3, 2011: Teachers will identify 8 students (mostly Special Needs and Free/Reduced lunch students)in each of the grades 3-8. **Person:** Teachers
Nov 10, 2011: Teachers will provide intensive instruction at least 1 time per week to the Key-4 **Person:** Teachers
Nov 30, 2011: Collect fall data: The % of teachers providing intensive instruction at least 1 time per week to the Key-4 **Person:**
Dec 1, 2011: Teachers will identify 8 students (mostly Special Needs and Free/Reduced lunch students)in each of the grades 3-8. **Person:** Teachers
Dec 10, 2011: Teachers will provide intensive instruction at least 1 time per week to the Key-4 **Person:** Teachers
Jan 5, 2012: Teachers will identify 8 students (mostly Special Needs and Free/Reduced lunch students)in each of the grades 3-8. **Person:** Teachers

Jan 10, 2012: Teachers will provide intensive instruction at least 1 time per week to the Key-4 **Person:** Teachers
Feb 2, 2012: Teachers will identify 8 students (mostly Special Needs and Free/Reduced lunch students) in each of the grades 3-8.
Person: Teachers
Feb 10, 2012: Teachers will provide intensive instruction at least 1 time per week to the Key-4 **Person:** Teachers
Mar 1, 2012: Teachers will identify 8 students (mostly Special Needs and Free/Reduced lunch students) in each of the grades 3-8.
Person: Teachers
Mar 10, 2012: Teachers will provide intensive instruction at least 1 time per week to the Key-4 **Person:** Teachers
Apr 5, 2012: Teachers will identify 8 students (mostly Special Needs and Free/Reduced lunch students) in each of the grades 3-8.
Person: Teachers
Apr 10, 2012: Teachers will provide intensive instruction at least 1 time per week to the Key-4 **Person:** Teachers
May 3, 2012: Teachers will identify 8 students (mostly Special Needs and Free/Reduced lunch students) in each of the grades 3-8.
Person: Teachers
May 10, 2012: Teachers will provide intensive instruction at least 1 time per week to the Key-4 **Person:** Teachers
Jun 30, 2012: Collect spring data: The % of teachers providing intensive instruction at least 1 time per week to the Key-4 **Person:**

Instruction by Highly Qualified Teachers

Sep 1, 2011: Monthly Data Meetings **Person:** Ross Martin
Oct 6, 2011: Monthly Data Meetings **Person:** Ross Martin
Nov 3, 2011: Monthly Data Meetings **Person:** Ross Martin
Dec 1, 2011: Monthly Data Meetings **Person:** Ross Martin
Jan 5, 2012: Monthly Data Meetings **Person:** Ross Martin
Feb 2, 2012: Monthly Data Meetings **Person:** Ross Martin
Mar 1, 2012: Monthly Data Meetings **Person:** Ross Martin
Apr 5, 2012: Monthly Data Meetings **Person:** Ross Martin
May 3, 2012: Monthly Data Meetings **Person:** Ross Martin

Outreach to Preschool Parent Involvement Programs

Nov 30, 2011: Collect fall data: % of parents in attendance. **Person:**
Jun 30, 2012: Collect spring data: % of parents in attendance. **Person:**

Parent Involvement

Aug 1, 2011: Establish a location in the community where parents can use the internet if they do not have it in their home i.e. local library and talk to the librarian about the uses of Harmony. **Person:** Cindra Hiatt
Aug 1, 2011: Send reminders to parents to use Harmony in the school newsletters. **Person:** Cindra Hiatt
Aug 10, 2011: Talk to parents at annual parent meetings and open house about Harmony and demonstrate how they should use it daily, weekly, and monthly. **Person:** Cindra Hiatt
Aug 15, 2011: Pass Criminal Background Check **Person:** Kay Ravellette
Aug 15, 2011: Staff will utilize the Harmony program to communicate lesson plans, calendars, assignments, discipline problems, lunch accounts, attendance/tardies, PTO initiated events, and other relevant emails **Person:** Teachers
Aug 15, 2011: Training for teachers who need support using the Harmony program **Person:** Ross Martin
Aug 20, 2011: Parents will utilize the Harmony program to monitor their child's assignments, discipline problems, lunch accounts, and attendance/tardies, **Person:** Parents
Aug 20, 2011: Parents will utilize the Harmony program to stay informed of PTO initiated events and maintain open communication with teachers and school staff through email. **Person:** Parents
Sep 1, 2011: PTO Meeting **Person:** Reetta Wills
Sep 1, 2011: Send reminders to parents to use Harmony in the school newsletters. **Person:** Cindra Hiatt
Sep 15, 2011: Staff will utilize the Harmony program to communicate lesson plans, calendars, assignments, discipline problems, lunch accounts, attendance/tardies, PTO initiated events, and other relevant emails **Person:** Teachers
Sep 20, 2011: Parents will utilize the Harmony program to monitor their child's assignments, discipline problems, lunch accounts, and attendance/tardies, **Person:** Parents
Sep 20, 2011: Parents will utilize the Harmony program to stay informed of PTO initiated events and maintain open communication with teachers and school staff through email. **Person:** Parents
Oct 1, 2011: Send reminders to parents to use Harmony in the school newsletters. **Person:** Cindra Hiatt
Oct 6, 2011: PTO Meeting **Person:** Reetta Wills
Oct 15, 2011: Staff will utilize the Harmony program to communicate lesson plans, calendars, assignments, discipline problems, lunch accounts, attendance/tardies, PTO initiated events, and other relevant emails **Person:** Teachers

Oct 17, 2011: Training for teachers who need support using the Harmony program **Person:** Ross Martin

Oct 20, 2011: Parents will utilize the Harmony program to monitor their child's assignments, discipline problems, lunch accounts, and attendance/tardies, **Person:** Parents

Oct 20, 2011: Parents will utilize the Harmony program to stay informed of PTO initiated events and maintain open communication with teachers and school staff through email. **Person:** Parents

Nov 1, 2011: Send reminders to parents to use Harmony in the school newsletters. **Person:** Cindra Hiatt

Nov 3, 2011: PTO Meeting **Person:** Reetta Wills

Nov 15, 2011: Staff will utilize the Harmony program to communicate lesson plans, calendars, assignments, discipline problems, lunch accounts, attendance/tardies, PTO initiated events, and other relevant emails **Person:** Teachers

Nov 20, 2011: Parents will utilize the Harmony program to monitor their child's assignments, discipline problems, lunch accounts, and attendance/tardies, **Person:** Parents

Nov 20, 2011: Parents will utilize the Harmony program to stay informed of PTO initiated events and maintain open communication with teachers and school staff through email. **Person:** Parents

Dec 1, 2011: PTO Meeting **Person:** Reetta Wills

Dec 1, 2011: Send reminders to parents to use Harmony in the school newsletters. **Person:** Cindra Hiatt

Dec 15, 2011: Staff will utilize the Harmony program to communicate lesson plans, calendars, assignments, discipline problems, lunch accounts, attendance/tardies, PTO initiated events, and other relevant emails **Person:** Teachers

Dec 20, 2011: Parents will utilize the Harmony program to monitor their child's assignments, discipline problems, lunch accounts, and attendance/tardies, **Person:** Parents

Dec 20, 2011: Parents will utilize the Harmony program to stay informed of PTO initiated events and maintain open communication with teachers and school staff through email. **Person:** Parents

Jan 1, 2012: Send reminders to parents to use Harmony in the school newsletters. **Person:** Cindra Hiatt

Jan 5, 2012: PTO Meeting **Person:** Reetta Wills

Jan 15, 2012: Staff will utilize the Harmony program to communicate lesson plans, calendars, assignments, discipline problems, lunch accounts, attendance/tardies, PTO initiated events, and other relevant emails **Person:** Teachers

Jan 20, 2012: Parents will utilize the Harmony program to monitor their child's assignments, discipline problems, lunch accounts, and attendance/tardies, **Person:** Parents

Jan 20, 2012: Parents will utilize the Harmony program to stay informed of PTO initiated events and maintain open communication with teachers and school staff through email. **Person:** Parents

Feb 1, 2012: Send reminders to parents to use Harmony in the school newsletters. **Person:** Cindra Hiatt

Feb 2, 2012: PTO Meeting **Person:** Reetta Wills

Feb 15, 2012: Staff will utilize the Harmony program to communicate lesson plans, calendars, assignments, discipline problems, lunch accounts, attendance/tardies, PTO initiated events, and other relevant emails **Person:** Teachers

Feb 20, 2012: Parents will utilize the Harmony program to monitor their child's assignments, discipline problems, lunch accounts, and attendance/tardies, **Person:** Parents

Feb 20, 2012: Parents will utilize the Harmony program to stay informed of PTO initiated events and maintain open communication with teachers and school staff through email. **Person:** Parents

Mar 1, 2012: PTO Meeting **Person:** Reetta Wills

Mar 1, 2012: Send reminders to parents to use Harmony in the school newsletters. **Person:** Cindra Hiatt

Mar 15, 2012: Staff will utilize the Harmony program to communicate lesson plans, calendars, assignments, discipline problems, lunch accounts, attendance/tardies, PTO initiated events, and other relevant emails **Person:** Teachers

Mar 20, 2012: Parents will utilize the Harmony program to monitor their child's assignments, discipline problems, lunch accounts, and attendance/tardies, **Person:** Parents

Mar 20, 2012: Parents will utilize the Harmony program to stay informed of PTO initiated events and maintain open communication with teachers and school staff through email. **Person:** Parents

Apr 1, 2012: Send reminders to parents to use Harmony in the school newsletters. **Person:** Cindra Hiatt

Apr 5, 2012: PTO Meeting **Person:** Reetta Wills

Apr 15, 2012: Staff will utilize the Harmony program to communicate lesson plans, calendars, assignments, discipline problems, lunch accounts, attendance/tardies, PTO initiated events, and other relevant emails **Person:** Teachers

Apr 20, 2012: Parents will utilize the Harmony program to monitor their child's assignments, discipline problems, lunch accounts, and attendance/tardies, **Person:** Parents

Apr 20, 2012: Parents will utilize the Harmony program to stay informed of PTO initiated events and maintain open communication with teachers and school staff through email. **Person:** Parents

May 1, 2012: Send reminders to parents to use Harmony in the school newsletters. **Person:** Cindra Hiatt

May 3, 2012: PTO Meeting **Person:** Reetta Wills

May 15, 2012: Staff will utilize the Harmony program to communicate lesson plans, calendars, assignments, discipline problems, lunch accounts, attendance/tardies, PTO initiated events, and other relevant emails **Person:** Teachers

May 20, 2012: Parents will utilize the Harmony program to monitor their child's assignments, discipline problems, lunch accounts, and attendance/tardies, **Person:** Parents

May 20, 2012: Parents will utilize the Harmony program to stay informed of PTO initiated events and maintain open communication with teachers and school staff through email. **Person:** Parents

Student Transition

May 28, 2012: End of the Year Meeting **Person:** Ross Martin

Aug 28, 2012: Placement Evaluation **Person:** Ross Martin

Teacher Mentoring Program

Sep 1, 2011: Data Analysis **Person:** Ross Martin

Sep 1, 2011: Monthly team Building Sessions **Person:** Ross Martin

Sep 1, 2011: Schedule Teacher/Teacher Coaching **Person:** Ross Martin

Oct 6, 2011: Data Analysis **Person:** Ross Martin

Oct 6, 2011: Monthly team Building Sessions **Person:** Ross Martin

Oct 6, 2011: Schedule Teacher/Teacher Coaching **Person:** Ross Martin

Nov 3, 2011: Data Analysis **Person:** Ross Martin

Nov 3, 2011: Monthly team Building Sessions **Person:** Ross Martin

Nov 3, 2011: Schedule Teacher/Teacher Coaching **Person:** Ross Martin

Dec 1, 2011: Data Analysis **Person:** Ross Martin

Dec 1, 2011: Monthly team Building Sessions **Person:** Ross Martin

Dec 1, 2011: Schedule Teacher/Teacher Coaching **Person:** Ross Martin

Jan 5, 2012: Data Analysis **Person:** Ross Martin

Jan 5, 2012: Monthly team Building Sessions **Person:** Ross Martin

Jan 5, 2012: Schedule Teacher/Teacher Coaching **Person:** Ross Martin

Feb 2, 2012: Data Analysis **Person:** Ross Martin

Feb 2, 2012: Monthly team Building Sessions **Person:** Ross Martin

Feb 2, 2012: Schedule Teacher/Teacher Coaching **Person:** Ross Martin

Mar 1, 2012: Data Analysis **Person:** Ross Martin

Mar 1, 2012: Monthly team Building Sessions **Person:** Ross Martin

Mar 1, 2012: Schedule Teacher/Teacher Coaching **Person:** Ross Martin

Apr 5, 2012: Data Analysis **Person:** Ross Martin

Apr 5, 2012: Monthly team Building Sessions **Person:** Ross Martin

Apr 5, 2012: Schedule Teacher/Teacher Coaching **Person:** Ross Martin

May 3, 2012: Data Analysis **Person:** Ross Martin

May 3, 2012: Monthly team Building Sessions **Person:** Ross Martin

May 3, 2012: Schedule Teacher/Teacher Coaching **Person:** Ross Martin

Timely Additional Assistance

Sep 1, 2011: Monthly Data Meetings **Person:** Ross Martin

Sep 1, 2011: Use of Common Assessments **Person:** Teachers

Sep 10, 2011: Monthly Use of Data **Person:** Ross Martin

Sep 10, 2011: Participation in Remediation Process **Person:** Ross Martin

Sep 10, 2011: Provide identified students with 30-45 minutes of daily intervention/enrichment **Person:** Teachers

Oct 1, 2011: Use of Common Assessments **Person:** Teachers

Oct 6, 2011: Monthly Data Meetings **Person:** Ross Martin

Oct 6, 2011: Monthly Use of Data **Person:** Ross Martin

Oct 10, 2011: Participation in Remediation Process **Person:** Ross Martin

Oct 10, 2011: Provide identified students with 30-45 minutes of daily intervention/enrichment **Person:** Teachers

Nov 1, 2011: Use of Common Assessments **Person:** Teachers

Nov 3, 2011: Monthly Data Meetings **Person:** Ross Martin

Nov 3, 2011: Monthly Use of Data **Person:** Ross Martin

Nov 10, 2011: Participation in Remediation Process **Person:** Ross Martin

Nov 10, 2011: Provide identified students with 30-45 minutes of daily intervention/enrichment **Person:** Teachers

Dec 1, 2011: Monthly Data Meetings **Person:** Ross Martin

Dec 1, 2011: Use of Common Assessments **Person:** Teachers

Dec 10, 2011: Participation in Remediation Process **Person:** Ross Martin

Dec 10, 2011: Provide identified students with 30-45 minutes of daily intervention/enrichment **Person:** Teachers

Jan 1, 2012: Use of Common Assessments **Person:** Teachers

Jan 5, 2012: Monthly Data Meetings **Person:** Ross Martin

Jan 5, 2012: Monthly Use of Data **Person:** Ross Martin

Jan 10, 2012: Participation in Remediation Process **Person:** Ross Martin
Jan 10, 2012: Provide identified students with 30-45 minutes of daily intervention/enrichment **Person:** Teachers
Feb 1, 2012: Use of Common Assessments **Person:** Teachers
Feb 2, 2012: Monthly Data Meetings **Person:** Ross Martin
Feb 2, 2012: Monthly Use of Data **Person:** Ross Martin
Feb 10, 2012: Participation in Remediation Process **Person:** Ross Martin
Feb 10, 2012: Provide identified students with 30-45 minutes of daily intervention/enrichment **Person:** Teachers
Mar 1, 2012: Monthly Data Meetings **Person:** Ross Martin
Mar 1, 2012: Monthly Use of Data **Person:** Ross Martin
Mar 1, 2012: Use of Common Assessments **Person:** Teachers
Mar 10, 2012: Participation in Remediation Process **Person:** Ross Martin
Mar 10, 2012: Provide identified students with 30-45 minutes of daily intervention/enrichment **Person:** Teachers
Apr 1, 2012: Use of Common Assessments **Person:** Teachers
Apr 5, 2012: Monthly Data Meetings **Person:** Ross Martin
Apr 5, 2012: Monthly Use of Data **Person:** Ross Martin
Apr 10, 2012: Participation in Remediation Process **Person:** Ross Martin
Apr 10, 2012: Provide identified students with 30-45 minutes of daily intervention/enrichment **Person:** Teachers
May 1, 2012: Use of Common Assessments **Person:** Teachers
May 3, 2012: Monthly Data Meetings **Person:** Ross Martin
May 3, 2012: Monthly Use of Data **Person:** Ross Martin
May 10, 2012: Participation in Remediation Process **Person:** Ross Martin
May 10, 2012: Provide identified students with 30-45 minutes of daily intervention/enrichment **Person:** Teachers

Professional Development Summary

REPORT IS NOT FINAL - NOT ALL STRATEGIES HAVE MET CRITERIA

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 to their colleagues in the implementation of the strategy, 3) analyzing the effectiveness of the strategy, and 4) making a recommendation to the faculty with respect to whether or not the strategy should be sustained.

Teacher Mentoring Program

Monthly team Building Sessions

Brief Description: Once a month teachers will meet with their colleagues and share what is and is not working in their classrooms.

Intended Participants: Teachers, Administrators

Dates: Sep 1, 2011; Oct 6, 2011; Nov 3, 2011; Dec 1, 2011; Jan 5, 2012; Feb 2, 2012; Mar 1, 2012; Apr 5, 2012; May 3, 2012

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

Activity Format: Peer Coaching

Funding: n/a

Does this activity occur during the school day? Yes

A. Parent Involvement

Training for teachers who need support using the Harmony program

Brief Description: Teachers who are unfamiliar with the program or need a review will receive training throughout the first semester of school.

Intended Participants: Teachers

Dates: Aug 15, 2011; Oct 17, 2011

Activity Purpose: Skill Building, Refinement

Activity Format: Peer Coaching

Funding: n/a

Does this activity occur during the school day? Yes

B. Educator Training - Parent Involvement

No professional development is needed for this strategy.

C. Outreach to Preschool Parent Involvement Programs

No professional development is needed for this strategy.

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

Language Arts Training

Brief Description: Language Arts Training

Intended Participants: Teachers, Administrators

Dates: Jul 6, 2011; Aug 3, 2011; Sep 7, 2011; Oct 5, 2011; Nov 2, 2011; Dec 7, 2011; Jan 4, 2012; Feb 1, 2012; Mar 7, 2012; Apr 4, 2012; May 2, 2012

Activity Purpose:

Activity Format:

Funding: Title I

Does this activity occur during the school day? Yes

I. Focused Academic Area: Simple 6 writing strategy

All teachers will be trained in Simple 6 writing strategies.

Brief Description: All teachers will be trained in Simple 6 writing strategies.

Intended Participants: Teachers

Date: Sep 10, 2011

Activity Purpose: Skill Building

Activity Format: Talk to

Funding:

Does this activity occur during the school day? Yes

Monthly Meetings

Brief Description: Teachers will share experiences with Simple 6

Intended Participants: Teachers

Dates: Sep 1, 2011; Oct 6, 2011; Nov 3, 2011; Dec 1, 2011; Jan 5, 2012; Feb 2, 2012; Mar 1, 2012; Apr 5, 2012; May 3, 2012

Activity Purpose: Feedback/Support, Refinement

Activity Format: Peer Coaching, Collaborative Problem Solving

Funding:

Does this activity occur during the school day? Yes

J. Instruction by Highly Qualified Teachers

No professional development is needed for this strategy.

L. Student Transition

No professional development is needed for this strategy.

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

No professional development is needed for this strategy.

W. Timely Additional Assistance

Monthly Data Meetings

Brief Description: Faculty and staff members will meet with the principal once a month to discuss student achievement data.

Intended Participants: Teachers, Administrators

Dates: Sep 1, 2011; Oct 6, 2011; Nov 3, 2011; Dec 1, 2011; Jan 5, 2012; Feb 2, 2012; Mar 1, 2012; Apr 5, 2012; May 3, 2012

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

Activity Format: Collaborative Problem Solving

Funding: n/a

Does this activity occur during the school day? Yes

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

We are concerned that... SWSC is following the plan to continue providing time for teacher collaboration.

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

We are concerned that... CEMS participates in a peer review.

Data Targets Influenced by This Concern:

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

Strategies to Impact This 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 - 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+

Strategies to Impact This Concern:

- B. Educator Training - 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 (IN Rules, 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:

- Peer Review for SIP
- F. Encourage Rigorous Curriculum: Math and Language Arts -- Acuity and mClass

I. Focused Academic Area (IN Rules, 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:

- Peer Review for SIP
- J. Instruction by Highly Qualified Teachers

J2. Instruction by Highly Qualified Paraprofessionals (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+
- special education -- % of special education students passing mathematics

Strategies to Impact This Concern:

- J2. Instruction by Highly Qualified Paraprofessionals.

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:

- Peer Review for SIP
- K. Attracting Highly Qualified Teachers

L. Student 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. Student 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

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 (IN Rules, 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

W. Timely Additional Assistance (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:

- W. Timely Additional Assistance

X. Graduation Plan (IN Rules)

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- X. Graduation Plan

Force Field Excerpt

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

A. Where is the public copy of your school's curriculum located?	The public copy of our school's curriculum is 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"> ● Identify the specific statute and and/or rule you wish to waive. ● Identify the educational strategies this waiver would allow you to implement that could not be implemented under current statute and rule. ● Explain the benefit to student achievement. ● Describe the evaluation process that would be used to measure the success of these strategies. 	None
C. Are your school's attendance rates supportive of learning? What activities will you implement next year to increase or maintain your attendance rate?	Yes. Mr. Martin, principal, will reward students each week for good attendance and will reward students at the end of each semester as well.
D. 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. When mClass reading and math is utilized for all students in grades K-2 and select students in grades 3-5.
E. List the needs assessments used in your school to help you identify areas that are interfering with learning.	INSAI survey, parent input, lists of students in financial need, Safe and Drug Free School survey, learning styles inventory
F. List the programs that will be consolidated under the school-wide plan (if applicable). If not consolidating programs, please explain why not.	No, due to the small size of our corporation.

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
First Year: Rationale + Organizational Structure After First Year: 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