

School Improvement Plan - 2013-2014

Generated on May 23, 2013 at 3:04 PM

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

- Amanda Earley - Teacher
- Sharon Gilham - Teacher
- Ryan Hester - Community Representative (Business)
- Chad LeDune - Teacher
- Ross Martin - Administrator
- David Redman - Teacher
- Candy Reeves - Teacher
- Jackie Ridge - Teacher
- Julie Tow - Teacher
- Joni Weeks - Teacher
- Reeta Willis - Parent/Guardian

Strategy Chairs

- JoAnne Clark
- Amanda Earley
- Sharon Gilham
- Sarah Hannon
- Brian Irwin
- Debra Kendall
- Ross Martin
- David Redman
- Terri Roberts
- Julie Tow

Community Council

- Katie Akers - Parent
- Theresia Barrett - Teacher
- Jo Anne Clark - Teacher
- Amy Clouse - Parent
- Erin Cooper - Parent
- Amanda Earley - Teacher
- John Gettinger - Parent/Teacher
- John Gettinger Sr. - Community
- Sarah Hannon - Teacher
- Cari King - Parent and Professional
- Kyra Mann - Parent
- Ross Martin - Administrator
- Annette McCammon - GT parent and Medical Professional
- Holly Moody - Parent
- David Nail - Parent and Community Agency
- Sheila Nail - Parent
- Jan Page - Parent
- David Redman - Teacher
- Peggy Ridgway - Teacher
- Doug Roberts - Local Business
- Terri Roberts - Title 1 Staff
- Cindy Sandberg - Parent
- Heather Springer - Parent
- Erika Stitzle - Parent
- Ann Tislow - Kindergarten teacher
- Julie Tow - teacherTeacher
- Marie Watson - Parent and Community Agency
- W. Matthew Watson - State Agency
- Joni Weeks - K-8 teacher
- Reetta Willis - Parent

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.

3rd Grade all students - % passing IRead

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
na		85%	97	87%		89%		90%		93%		100%

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

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
85%		88%	90	91%		92%		93%		95%		100%

8th grade students - % of 8th grade students who pass Algebra 1 End of Course Assessment

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
55%		60%	100	65%		70%		73%		75%		100%

All students - % passing ISTEP+ writing

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
83%		86%	80	88%		90%		92%		94%		100%

All students - % passing language arts on ISTEP +

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
76%		79%	82.9	81%		83%		85%		87%		100%

All students - % passing mathematics on ISTEP+

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
69%		72%	81	75%		77%		79%		82%		100%

All Students (126 days) - passing ISTEP+

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
74%		76%	80.5	78%		80%		82%		84%		100%

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

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
71%		74%	58.3	76%		78%		80%		82%		100%

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

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
73%		76%	75.3	79%		82%		85%		87%		100%

K-2 students - % at proficient level on End of Year Dibels test

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
na	na	85%	56.6	87%		89%		90%		91%		100%

Special education students - % passing mathematics on ISTEP+

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
60%		62%	62.5	64%		66%		68%		70%		100%

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

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
57%		58%	58.3	59%		60%		61%		62%		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... Parent Involvement

Required Areas of Concern

F. Encourage Rigorous Curriculum

G. Attendance

I. Focused Academic Area

U. Focused Student Group

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

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: High Impact - Outside

Focus: General

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

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: Low Impact

Focus: General

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: High Impact - Inside

Focus: General

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

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: High Impact - Outside

Focus: General

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

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: Low Impact

Focus: General

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

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

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

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

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

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: High Impact - Inside

Focus: General

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

Required Strategies

F. Encourage Rigorous Curriculum

Shared Inquiry Training: One middle school language arts teacher attended Shared Inquiry training. This trained teacher is coaching all language arts teachers on how to create lessons to increase critical thinking in class. Language arts teachers will daily implement lessons that include critical thinking. Teachers will work daily to create situations that will increase critical thinking and apply skills to real life situations. Algebra I ECA Training: Our middle school math teachers were trained how to create a more effective and rigorous algebra and pre-algebra curriculum. Math teachers will daily implement the techniques learned. Teachers will work daily to create situations that will increase critical thinking skills and also work with real world applications. Instruction for both will be daily and will provided by our English teachers and Algebra I teachers. Teachers will work collaboratively throughout the year to get the best results by sharing what is and is not working in their classrooms.

Impact Level: High Impact - Inside

Focus: Specific

F. Encourage Rigorous Curriculum: 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 school year, Principal 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 months 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

U. Focused Student Group: Special Education and Free/Reduced Lunch Students --- Remediation Program

Teachers will identify students (mostly Special Needs and Free/Reduced lunch students)in each of the grades 3-8. Of these students those that just passed the ISTEP in Eng/LA and those that just passed ISTEP Math. Then the students that missed passing ISTEP Eng/LA and those that 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

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

F. Encourage Rigorous Curriculum: Acuity and mClass

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

Baseline 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 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 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
Actual				

U. Focused Student Group: Special Education and Free/Reduced Lunch Students --- Remediation Program

The % of teachers providing intensive instruction at least 1 time per week to the remediation program

Baseline 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
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.

Encourage Rigorous Curriculum

Aug 15, 2013: Shared Inquiry Training ongoing through Coaching **Person:** MS ELA Teacher

Aug 16, 2013: Algebra 1 ECA Collaboration **Person:** MS Math Teachers

Sep 15, 2013: Shared Inquiry Training ongoing through Coaching **Person:** MS ELA Teacher

Sep 16, 2013: Algebra 1 ECA Collaboration **Person:** MS Math Teachers

Oct 15, 2013: Shared Inquiry Training ongoing through Coaching **Person:** MS ELA Teacher

Oct 16, 2013: Algebra 1 ECA Collaboration **Person:** MS Math Teachers

Nov 15, 2013: Shared Inquiry Training ongoing through Coaching **Person:** MS ELA Teacher

Nov 16, 2013: Algebra 1 ECA Collaboration **Person:** MS Math Teachers

Nov 30, 2013: Collect fall data: % of teachers who use frequent assessments (mclass or acuity) to guide direction and instruction in their classrooms. **Person:** Julie Tow

Dec 15, 2013: Shared Inquiry Training ongoing through Coaching **Person:** MS ELA Teacher

Dec 16, 2013: Algebra 1 ECA Collaboration **Person:** MS Math Teachers

Jan 15, 2014: Shared Inquiry Training ongoing through Coaching **Person:** MS ELA Teacher

Jan 16, 2014: Algebra 1 ECA Collaboration **Person:** MS Math Teachers

Feb 15, 2014: Shared Inquiry Training ongoing through Coaching **Person:** MS ELA Teacher

Feb 16, 2014: Algebra 1 ECA Collaboration **Person:** MS Math Teachers

Mar 15, 2014: Shared Inquiry Training ongoing through Coaching **Person:** MS ELA Teacher

Mar 16, 2014: Algebra 1 ECA Collaboration **Person:** MS Math Teachers

Apr 15, 2014: Shared Inquiry Training ongoing through Coaching **Person:** MS ELA Teacher

Apr 16, 2014: Algebra 1 ECA Collaboration **Person:** MS Math Teachers

May 15, 2014: Shared Inquiry Training ongoing through Coaching **Person:** MS ELA Teacher

May 16, 2014: Algebra 1 ECA Collaboration **Person:** MS Math Teachers

Jun 30, 2014: Collect spring data: % of teachers who use frequent assessments (mclass or acuity) to guide direction and instruction in their classrooms. **Person:** Julie Tow

Focused Academic Area

Aug 10, 2013: Simple 6 Training **Person:** Amanda Earley

Nov 30, 2013: Collect fall data: % of teachers who self report usage of targeted differentiated instructional strategies **Person:** Amanda Earley

Jun 30, 2014: Collect spring data: % of teachers who self report usage of targeted differentiated instructional strategies **Person:** Amanda Earley

Focused Student Group

Nov 30, 2013: Collect fall data: The % of teachers providing intensive instruction at least 1 time per week to the remediation program **Person:** JoAnne Clark

Jun 30, 2014: Collect spring data: The % of teachers providing intensive instruction at least 1 time per week to the remediation program **Person:** JoAnne 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 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.

F. Encourage Rigorous Curriculum

Algebra 1 ECA Collaboration

Brief Description: Teachers will work collaboratively throughout the year to get the best results by sharing what is and is not working in their classrooms.

Intended Participants: Teachers

Dates: Aug 16, 2013; Sep 16, 2013; Oct 16, 2013; Nov 16, 2013; Dec 16, 2013; Jan 16, 2014; Feb 16, 2014; Mar 16, 2014; Apr 16, 2014; May 16, 2014

Activity Purpose: Skill Building, Feedback/Support, Refinement

Activity Format: Collaborative Problem Solving

Funding:

Does this activity occur during the school day? Yes

Shared Inquiry Training ongoing through Coaching

Brief Description: One middle school language arts teacher attended Shared Inquiry training. This trained teacher is coaching all language arts teachers on how to create lessons to increase critical thinking in class.

Intended Participants: Teachers

Dates: Aug 15, 2013; Sep 15, 2013; Oct 15, 2013; Nov 15, 2013; Dec 15, 2013; Jan 15, 2014; Feb 15, 2014; Mar 15, 2014; Apr 15, 2014; May 15, 2014

Activity Purpose: Skill Building, Feedback/Support, Refinement

Activity Format: Talk to, Peer Coaching

Funding:

Does this activity occur during the school day? Yes

F. Encourage Rigorous Curriculum: Acuity and mClass

No professional development is needed for this strategy.

I. Focused Academic Area: Simple 6 writing strategy

Simple 6 Training

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

Intended Participants: Teachers

Date: Aug 10, 2013

Activity Purpose: Skill Building, Feedback/Support, Refinement

Activity Format: Talk to, Peer Coaching

Funding:

Does this activity occur during the school day? No

U. Focused Student Group: Special Education and Free/Reduced Lunch Students --- Remediation Program

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

We are concerned that... Parent Involvement

Data Targets Influenced by This Concern:

- All Students (126 days) -- passing ISTEP+

Strategies to Impact This Concern:

- Annual Parent Meeting
- Educator Training - Parent Involvement
- Outreach to Preschool Parent Involvement Programs
- Parent Information Resource Center Website
- Parent Involvement
- Parent Notice - Assessment Results
- Parent Right-to-Know Letter - Non-Qualified Teacher
- Parent Right-to-Know Letter - Qualifications
- School-Parent Compact
- School-Parent Involvement Policy

Required Areas of Concern

F. Encourage Rigorous Curriculum (IN Rules, SW)

Data Targets Influenced by This Concern:

- 3rd Grade all students -- % passing IRead
- 3rd Grade students -- % passing ISTEP+ in reading comprehension
- 8th grade students -- % of 8th grade students who pass Algebra 1 End of Course Assessment
- All students -- % passing ISTEP+ writing
- All students -- % passing language arts on ISTEP +
- All students -- % passing mathematics on ISTEP+
- All Students (126 days) -- passing ISTEP+
- Free & reduced lunch students -- % passing English/Language Arts on ISTEP+
- Free & reduced lunch students -- % passing mathematics on ISTEP+
- K-2 students -- % at proficient level on End of Year Dibels test
- Special education students -- % passing mathematics on ISTEP+
- Special education students -- % passing English/ Language Arts on ISTEP+

Strategies to Impact This Concern:

- Attracting Highly Qualified Teachers
- Instruction by Highly Qualified Teachers
- Student Transition
- F. Encourage Rigorous Curriculum
- F. Encourage Rigorous Curriculum: Acuity and mClass

G. Attendance (IN Rules)

Data Targets Influenced by This Concern:

- 3rd Grade all students -- % passing IRead
- 3rd Grade students -- % passing ISTEP+ in reading comprehension
- 8th grade students -- % of 8th grade students who pass Algebra 1 End of Course Assessment
- All students -- % passing ISTEP+ writing
- All students -- % passing language arts on ISTEP +
- All students -- % passing mathematics on ISTEP+
- All Students (126 days) -- passing ISTEP+
- Free & reduced lunch students -- % passing English/Language Arts on ISTEP+
- Free & reduced lunch students -- % passing mathematics on ISTEP+
- K-2 students -- % at proficient level on End of Year Dibels test
- Special education students -- % passing mathematics on ISTEP+
- Special education students -- % passing English/ Language Arts on ISTEP+

Strategies to Impact This Concern:

- G. Attendance: CEJHS Attendance Incentive Program

I. Focused Academic Area (IN Rules, SW)

Data Targets Influenced by This Concern:

- 3rd Grade all students -- % passing IRead
- 8th grade students -- % of 8th grade students who pass Algebra 1 End of Course Assessment
- All students -- % passing ISTEP+ writing
- All students -- % passing language arts on ISTEP +
- All students -- % passing mathematics on ISTEP+

Strategies to Impact This Concern:

- I. Focused Academic Area: Simple 6 writing strategy

U. Focused Student Group (IN Rules, SW)

Data Targets Influenced by This Concern:

- Free & reduced lunch students -- % passing English/Language Arts on ISTEP+
- Free & reduced lunch students -- % passing mathematics on ISTEP+
- Special education students -- % passing mathematics on ISTEP+
- Special education students -- % passing English/ Language Arts on ISTEP+

Strategies to Impact This Concern:

- Instruction by Highly Qualified Paraprofessionals.
- Timely Additional Assistance
- U. Focused Student Group: Special Education and Free/Reduced Lunch Students --- Remediation Program

X. Graduation Plan (IN Rules)

Data Targets Influenced by This Concern:

- 8th grade students -- % of 8th grade students who pass Algebra 1 End of Course 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?	Southwest School Corporation central office
<p>B. What rules or statutes would you like to waive in order to promote student learning?</p> <ul style="list-style-type: none"> ● Identify the specific statute and and/or rule you wish to waive. ● Identify the educational strategies this waiver would allow you to implement that could not be implemented under current statute and rule. ● Explain the benefit to student achievement. ● Describe the evaluation process that would be used to measure the success of these strategies. 	none
C. Are your school's attendance rates supportive of learning? What activities will you implement next year to increase or maintain your attendance rate?	Yes. Mr. Martin along with the PBS team has created a system that rewards kids for attendance rates of 95%-100%.
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.	Acuity, ISTEP, IRead, mClass
F. List the programs that will be consolidated under the school-wide plan (if applicable). If not consolidating programs, please explain why not.	No consolidation due to the small amount of funding

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 2015-2016 school year