

Comprehensive Plan Report

A detailed report showing activity of the district or school team's work on the improvement plan including assessments, plans, tasks, monitoring, and implementation for selected time periods.

March 30, 2016

CARLISLE HIGH SCHOOL NCES - 50396000140

CARLISLE SCHOOL DISTRICT

School Success Indicators

Key Indicators are shown in **RED**.

School Leadership and Decision Making

Establishing a team structure with specific duties and time for instructional planning

Indicator **ID01 - A team structure is officially incorporated into the school governance policy.(36)**
(All Schools,Focus,Priority)

Status Tasks completed: 0 of 1 (0%)

Assess	Level of Development:	Initial: Limited Development 03/28/2016	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We have established a "Leadership Team" consisting of teachers from each content area, the Principal, a parent, and the counselor. Meetings have not been twice a month. There are no content PLC's at this point. The District does not have a written policy on teams. Decisions are from the top down.	
Plan	Assigned to:	Brad Horn	
	How it will look when fully met:	When this objective is achieved there will be an active Leadership Team which meets regularly. They will have input from other staff members. There will also be regular PLC meetings in each discipline. The PLC's will discuss: student achievement, methods of instruction, hard to reach students, and other pertinent education issues. Information needed for evidence would be agendas and minutes from meetings.	
	Target Date:	08/14/2017	
	Tasks:		
	1. Create a draft of a policy requiring a team structure to be officially incorporated into the school governance policy. The Leadership Team will discuss and have input into the final draft before it is sent to the superintendent and the board for approval		
	Assigned to:	Brad Horn	
	Added date:	03/29/2016	
	Target Completion Date:	08/14/2017	
	Comments:		
Implement	Percent Task Complete:	0%	

Indicator	ID04 - All teams prepare agendas for their meetings.(39)(All Schools,Focus,Priority)		
Status	Tasks completed: 0 of 1 (0%)		
Assess	Level of Development:	Initial: Limited Development 12/14/2015	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We do have agendas for our meetings.	
Plan	Assigned to:	Carol Hauk	
	How it will look when fully met:	Agendas will be entered in Indistar before each meeting. The evidence is the document.	
	Target Date:	05/26/2016	
	Tasks:		
		1. Look at the most important aspects of our plan that the Leadership Team needs to discuss. Prioritize. Type agenda in indistar	
		Assigned to:	Carol Hauk
		Added date:	02/26/2016
		Target Completion Date:	05/27/2016
		Frequency:	monthly
		Comments:	None needed
Implement	Percent Task Complete:	0%	
Indicator	ID07 - A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting).(42)(All Schools,Focus,Priority)		
Status	Tasks completed: 0 of 1 (0%)		
Assess	Level of Development:	Initial: Limited Development 12/14/2015	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We do have a Leadership Team. We do not have Instructional Teams. We are not meeting twice a month. We are meeting once a month for an hour.	
Plan	Assigned to:	Deborah Edwards	
	How it will look when fully met:	When this plan is implemented, we will have regularly scheduled Leadership Team meetings on the calendar. The team will meet for an hour twice a month. The team will encourage each other and the rest of the staff professionally. We will create Instructional teams for collaboration which will lead to student achievement.	

	Target Date:	08/15/2016
	Tasks:	
	1. Create a schedule or time slot for Instructional teams to meet. Meetings will have an agenda and minutes. The leaders will be guided by the academic needs of the students as shown by observation and test scores.	
	Assigned to:	Brad Horn
	Added date:	03/11/2016
	Target Completion Date:	08/26/2016
	Frequency:	twice monthly
	Comments:	Teachers need to collaborate to feel professional and get ideas from each other for ways to improve classroom instruction.
Implement	Percent Task Complete:	0%
School Leadership and Decision Making		
Aligning classroom observations with evaluation criteria and professional development		
Indicator	IF02 - The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development.(66) (All Schools,Focus,Priority)	
Status	Tasks completed: 0 of 1 (0%)	
Assess	Level of Development:	Initial: No development or Implementation 03/28/2016 Will include in plan
	Index:	2 (Priority Score x Opportunity Score)
	Priority Score:	2 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The Leadership Team does not review the principal's summary reports of classroom observations. The Leadership Team does not plan professional development.
Plan	Assigned to:	Carol Plafcan
	How it will look when fully met:	When this objective is being fully met, as stated in Wise Ways, the principal and other school leaders will have enough training in what to look for regarding good classroom instruction and practices. Patterns of practice will be determined after analyzing school wide observations. From these patterns the needs for professional development will emerge. Leadership team members will visit peer classrooms also to determine these patterns. All staff members will visit other classrooms. The Leadership Team can use this data to plan professional development.
	Target Date:	09/12/2016
	Tasks:	
	1. Principal will zero in on a small group of indicators from Charlotte Daniels domains of 2 and 3 to observe in the classrooms to determine "patterns of practice" in our school.	

		Assigned to:	Brad Horn
		Added date:	03/28/2016
		Target Completion Date:	10/31/2016
		Frequency:	twice monthly
		Comments:	
Implement	Percent Task Complete:		0%
Indicator	IF06 - Teachers are required to make individual professional development plans based on classroom observations.(70)(All Schools,Focus,Priority)		
Status	Tasks completed: 0 of 2 (0%)		
Assess	Level of Development:	Initial: Limited Development 12/14/2015	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	1	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Teachers are required to make individual professional development plans. The Principal observes and gives feedback to the teachers as to what areas need improvement. These areas are to be addressed through professional development.	
Plan	Assigned to:	Carol Plafcan	
	How it will look when fully met:	Teachers will have professional development plans made prior to the end of the school year as specified by our Principal. Evidence will be provided to the building principal through Bloomboard that this objective has been completed.	
	Target Date:	05/27/2016	
	Tasks:		
	1. Mr. Horn, Mr. Stewart or Mrs. Hauk will regularly observe teachers and give feedback on the Bloomboard		
		Assigned to:	Brad Horn
		Added date:	02/16/2016
		Target Completion Date:	05/27/2016
		Frequency:	three times a year
		Comments:	Be sure new staff is updated on Bloomboard. Review Bloomboard navigation. Keep notices of professional development opportunities available to staff. Feedback after observations to be timely.
	2. Teachers will be required to formulate individual professional development plans based on needs and feedback.		
		Assigned to:	Certified staff
		Added date:	02/16/2016
		Target Completion Date:	05/27/2016
		Comments:	

Implement	Percent Task Complete:	0%
Indicator	IF11 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)(All Schools,Focus,Priority)	
Status	Tasks completed: 0 of 1 (0%)	
Assess	Level of Development:	Initial: Limited Development 03/28/2016
	Index:	2 (Priority Score x Opportunity Score)
	Priority Score:	2 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Most professional development is provided by Wilbur D. Mills Educational Co-op. Most is chosen by the teachers. The principal may suggest or require certain workshops to attend.
Plan	Assigned to:	Yvette Green
	How it will look when fully met:	When this objective is being fully met the professional development will be job-embedded. There will be buy-in and feed back. Teachers will discuss educational needs and issues with their PLC's as part of their professional development. They will observe master teachers and receive ongoing help. Required professional development will be targeted to teachers' individual needs.
	Target Date:	10/31/2016
	Tasks:	
	1. A survey will be given to the staff for information concerning their greatest needs for professional development	
	Assigned to:	Yvette Green
	Added date:	03/28/2016
	Target Completion Date:	08/15/2016
	Frequency:	twice a year
	Comments:	
Implement	Percent Task Complete:	0%

School Leadership and Decision Making

Expanded time for student learning and teacher collaboration

Indicator	IG01 - The school monitors progress of the extended learning time programs and other strategies related to school improvement.(3981)(All Schools,Focus,Priority)	
Status	Tasks completed: 0 of 2 (0%)	
Assess	Level of Development:	Initial: Limited Development 03/17/2016
	Index:	4 (Priority Score x Opportunity Score)
	Priority Score:	2 (3 - highest, 2 - medium, 1 - lowest)

	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Our teachers who tutor keep records of student participation and the time they spend in tutoring. We are planning for double blocking of literacy and math for students who need to move slower and have more time to understand and practice the subject matter.	
Plan	Assigned to:	Joel Head	
	How it will look when fully met:	When this objective is met we will have assessed the data and determined students who would benefit from extended learning time. We will have worked with their schedules so that they have the opportunity for more instruction and practice. We will keep in place the tutoring program.	
	Target Date:	08/28/2017	
Tasks:			
	1. Collect test data from the ACT ASPIRE and GPA information to determine students who would benefit from extended time.		
	Assigned to:	Carol Hauk	
	Added date:	03/17/2016	
	Target Completion Date:	08/15/2016	
	Frequency:	once a year	
	Comments:		
	2. Scheduling will be built around students needs for improvement in their academic classes.		
	Assigned to:	Andrea Fortner	
	Added date:	03/17/2016	
	Target Completion Date:	08/29/2016	
	Frequency:	twice a year	
	Comments:		
Implement	Percent Task Complete:	0%	
School Leadership and Decision Making			
Ensuring High Quality Staff - Recruitment, Evaluation, and Retention			
Indicator	IH01 - The school works collaboratively with the district to recruit and retain highly-qualified teachers to support school improvement.(3982)(All Schools,Focus,Priority)		
Status	Tasks completed: 0 of 2 (0%)		
Assess	Level of Development:	Initial: Limited Development 03/17/2016	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

	Describe current level of development:	Currently teachers are recruited through advertising on the AAEEA website and word of mouth from administrators from other districts. Sometimes colleges are contacted about suitable graduates.
Plan	Assigned to:	Brad Horn
	How it will look when fully met:	When this objective is fully met, we will have a staff of dedicated, highly qualified teachers who are committed to our school system.
	Target Date:	08/06/2018
	Tasks:	
	1. Design a district brochure outline the attributes of Carlisle and our school system.	
	Assigned to:	Laura Widener
	Added date:	03/17/2016
	Target Completion Date:	08/07/2017
	Comments:	
	2. Form a committee to compile a list of our strengths and positive attributes in our school system.	
	Assigned to:	Deborah Edwards
	Added date:	03/17/2016
	Target Completion Date:	08/31/2016
	Comments:	
Implement	Percent Task Complete:	0%
Opportunity to Learn		
Post-Secondary School Options		
Indicator	VA01 - The school provides all students with guidance and supports (academic, financial, etc.) to prepare them for college and career.(4541)(All Schools,Focus,Priority)	
Status	Tasks completed: 0 of 3 (0%)	
Assess	Level of Development:	Initial: Limited Development 01/14/2016
	Index:	6 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Guidance Counselor meets with students concerning credits, schedules, and plans for the future. Students speak with college representatives. Scholarship information is made available. ACT information is available.
Plan	Assigned to:	Laura Widener
	How it will look when fully met:	Students will be informed about career paths, make plans based on that information and their interests, ad be supported through preparatory classes and mentoring.

	Target Date:	05/25/2016
	Tasks:	
	1. We will hold a fall and spring financial aid night for seniors and parents.	
	Assigned to:	Laura Widener
	Added date:	02/16/2016
	Target Completion Date:	05/26/2017
	Frequency:	twice a year
	Comments:	It seems to be helpful to have these meetings when another school activity is also being held, such as a basketball game. A larger crowd will attend.
	2. We will plan and hold "mentor lunches" . Members of our community will come and have lunch with our students and have positive discussions with them about their futures.	
	Assigned to:	Andrea Fortner
	Added date:	02/16/2016
	Target Completion Date:	05/25/2016
	Frequency:	twice a year
	Comments:	The first mentor lunch was successful and should be continued. I feel it is a positive experience for students to visit with responsible, caring adults within our community. Themes for the lunches need to be created.
	3. Develop a 4 year course trajectory and interest inventories during 8th grade career development class.	
	Assigned to:	Andrea Fortner
	Added date:	02/16/2016
	Target Completion Date:	05/27/2016
	Frequency:	once a year
	Comments:	Students need to be given insight into course work that will lead them on their chosen or considered path. They need to be made aware of prerequisites, accelerated and extended time courses (Alg A/B, etc)
Implement	Percent Task Complete:	0%

Curriculum, Assessment, and Instructional Planning

Engaging teachers in aligning instruction with standards and benchmarks

Indicator	IIA01 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(88)(All Schools,Focus,Priority)		
Status	Tasks completed: 0 of 1 (0%)		
Assess	Level of Development:	Initial: Limited Development 12/14/2015	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

	Describe current level of development:	We are required to do a unit plan for each semester in the UBD format. Currently teachers have to do only one unit plan per semester.	
Plan	Assigned to:	LeAnn Brazeal	
	How it will look when fully met:	When this objective is complete each teacher will have a binder containing a print out of their state standards. The standards will be analyzed into units of instruction which flow together for optimum student learning. Teams will consider both horizontal and vertical alignment.	
	Target Date:	08/26/2016	
Tasks:			
		1. Create a central file for all State Standards Distribute copies of Standards to all new personnel or existing who need copies Address scheduling concerns so that instructional teams can meet Develop norms for meetings. Require UBD lesson plan forms for developing units of study	
		Assigned to:	Carol Hauk
		Added date:	03/11/2016
		Target Completion Date:	08/26/2016
		Comments:	
Implement	Percent Task Complete:	0%	
Curriculum, Assessment, and Instructional Planning			
Assessing student learning frequently with standards-based assessments			
Indicator	IID02 - The school tests each student at least 3 times each year to determine progress toward standards-based objectives.(100)(All Schools,Focus,Priority)		
Status	Tasks completed: 0 of 2 (0%)		
Assess	Level of Development:	Initial: Limited Development 03/17/2016	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Students in literacy, math and science are tested at least 4 times a year through TLI formative assessments. Seniors do not have formative assessments. Social Studies does not have a formative assessment. ACT ASPIRE, the new state test offers formative assessments with limited feedback.	
Plan	Assigned to:	Deborah Edwards	
	How it will look when fully met:	When this objective is fully met we will have charted our progress on periodic formative tests. We will engage staff to accept partial responsibility for literacy scores and math progress. Teachers will use data from these tests to plan keeping in mind differentiated instruction.	
	Target Date:	08/14/2017	
Tasks:			

	1. After the administration decides on a testing platform (TLI, ASPIRE, or other) each teacher of a tested subject will create a testing calendar for their units of study.
	Assigned to: Yvette Green
	Added date: 03/17/2016
	Target Completion Date: 01/09/2017
	Frequency: four times a year
	Comments:
	2. Periodic PLC meetings will take place and teachers will discuss results of the formative tests and chart a plan of action. They will offer each other help and find similarities and differences in the results so that they can create a plan of attack.
	Assigned to: Yvette Green
	Added date: 03/17/2016
	Target Completion Date: 08/14/2017
	Frequency: twice monthly
	Comments:
Implement	Percent Task Complete: 0%
Classroom Instruction	
Expecting and monitoring sound instruction in a variety of modes	
Indicator	IIIA01 - All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.(110)(All Schools,Focus,Priority)
Status	Tasks completed: 0 of 1 (0%)
Assess	Level of Development: Initial: Limited Development 12/14/2015
	Index: 6 (Priority Score x Opportunity Score)
	Priority Score: 2 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score: 3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development: Subject areas such as Math, English, and Science use pacing guides through The Learning Institute. Other core and non-core subjects could work together to create their own pacing guides.
Plan	Assigned to: Carol Plafcan
	How it will look when fully met: This objective will be met when we have a copy of each teacher's pacing guides along with their unit plans for each week. We will also see evidence in the classrooms that the guides and plans are being used effectively. We will see that the instruction is aligning with the formative assessments as indicated by TLI scores or another standards based formative assessment.
	Target Date: 03/18/2016
	Tasks:
	1. Teachers will have pacing guides for their year of study and planned formative and/or unit tests.

		Assigned to:	Yvette Green
		Added date:	03/11/2016
		Target Completion Date:	05/26/2016
		Comments:	We use TLI which requires mapping and formative testing
Implement	Percent Task Complete:		0%
Family Community Engagement			
Defining the purpose, policies, and practices of a school community			
Indicator	IVA01 - The school's Title I Compact (Or Non-Title I schools roles and expectations for parents, students, and teachers) includes responsibilities (expectations) that communicate what parents (families) can do to support their students' learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home). (3983)(All Schools,Focus,Priority)		
Status	Tasks completed: 0 of 4 (0%)		
Assess	Level of Development:	Initial: Limited Development 12/14/2015	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	We want to grow in this area. We plan to add the CAPS program or something similar. We also plan to have career speakers. We require all teachers to call the students' parents or guardians.	
Plan	Assigned to:	Laura Widener	
	How it will look when fully met:	When fully implemented, the compact will resemble the current one. The goal is to reduce the content to keep the reader's attention/make it easier to read and focus on. Evidence that the objective is met will be uploading the updated compact to the school website. It would also be a good idea to keep evidence of communication with parents in a specific spot to later review as a leadership group and make yearly adjustments.	
	Target Date:	05/25/2016	
	Tasks:		
	1. Release current compact		
		Assigned to:	Laura Widener
		Added date:	03/11/2016
		Target Completion Date:	05/25/2016
		Frequency:	twice a year
		Comments:	
	2. Upload new compact to school website; include in open house packet; possibly post in visible places to remind parents/students/teachers		
		Assigned to:	Laura Widener

		Added date:	03/11/2016
		Target Completion Date:	05/25/2016
		Comments:	
	3. delete		
		Assigned to:	Laura Widener
		Added date:	03/11/2016
		Target Completion Date:	05/25/2016
		Comments:	
	4. Update current compact		
		Assigned to:	Laura Widener
		Added date:	03/11/2016
		Target Completion Date:	05/26/2016
		Frequency:	once a year
		Comments:	
Implement	Percent Task Complete:		0%