

Comprehensive Plan Report

Filter: [Spotlight Indicators Only.](#)

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

3/31/2017

CARLISLE HIGH SCHOOL NCES - 50396000140

CARLISLE SCHOOL DISTRICT

School Success Indicators

Key Indicators are shown in RED.

School Leadership and Decision Making

Focusing the principal's role on building leadership capacity, achieving learning goals, and improving instruction

Indicator	IE10 - The principal celebrates individual, team, and school successes, especially related to student learning outcomes.(61)		
Status	Tasks completed: 4 of 10 (40%)		
Assessment	Level of Development:	Initial: Limited Development 11/30/2016	
	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:	<p>Currently Carlisle High School celebrates individual, team and school successes in the following ways:</p> <ul style="list-style-type: none"> - Boundless Bison - teachers submit student successes to the principal and the principal issues certificate of recognition - \$100 drawing (ready/exceeding ACT Aspire) - College acceptance letter wall - Pizza for lowest # of discipline referrals by grade - Academic day - Students sign "growth" poster for ACT Aspire Interims - Semester test exemptions - Teacher of the month - Notes/emails ("glows") - Life impact awards - Potlucks (birthdays, etc.) - Stress relief week - Social media - Josten's Renaissance 	
Plan	Assigned to:	Brad Horn	
	How it will look when fully met:	<ul style="list-style-type: none"> - Teachers, students, and community members will report an above average morale on a survey - Leadership team will collect screen shots, newspaper clippings, etc. 	
	Target Date:	05/25/2017	
	Tasks:		
	1. The Leadership team will generate questions for a Baseline morale survey.		
	Assigned to:	Rachel Horn	
	Added date:	11/30/2016	

	Target Completion Date:	12/06/2016
	Comments:	The Leadership Team used a "Jot Thoughts" strategy to create question ideas. These ideas were then turned into questions with measurable outcomes (i.e. rating scales, etc.).
	Task Completed:	12/06/2016
2. A Baseline morale survey will be created.		
	Assigned to:	Rachel Horn
	Added date:	11/30/2016
	Target Completion Date:	12/15/2016
	Comments:	The assistant principal and counselor took the questions generated by the leadership team and grouped them into like categories. They broke them down into questions for certified staff, students, parents, classified staff, and community members. They then created a Google Form as a survey and split the questionnaire into parts applicable to each group.
	Task Completed:	12/06/2016
3. The Baseline morale survey will be sent out to teachers, students, and community members (via social media for community members).		
	Assigned to:	Brad Horn
	Added date:	11/30/2016
	Target Completion Date:	12/16/2016
	Comments:	
	Task Completed:	12/16/2016
4. The Baseline morale survey will be completed by teachers, students, and community members.		
	Assigned to:	Brad Horn
	Added date:	11/30/2016
	Target Completion Date:	01/09/2017
	Comments:	
	Task Completed:	01/09/2017
5. The principal will communicate existing and new "programs" (to include a student-created newsletter) for public acknowledgement via social media, newspaper, and school website.		
	Assigned to:	Brad Horn
	Added date:	11/30/2016
	Target Completion Date:	05/25/2017
	Comments:	
6. The Baseline morale survey will be copied and modified to become a Growth survey.		
	Assigned to:	Rachel Horn
	Added date:	11/30/2016
	Target Completion Date:	05/02/2017
	Comments:	
7. The Growth survey will be sent out to teachers, students, and community members (via social media for community members).		
	Assigned to:	Brad Horn
	Added date:	11/30/2016

	Target Completion Date:	05/03/2017
	Comments:	
8. Growth survey will be completed by teachers, students, and community members.		
	Assigned to:	Brad Horn
	Added date:	11/30/2016
	Target Completion Date:	05/10/2017
	Comments:	
9. Data comparing Baseline morale survey to Growth survey will be compiled.		
	Assigned to:	Rachel Horn
	Added date:	11/30/2016
	Target Completion Date:	05/15/2017
	Comments:	
10. The Leadership team will analyze data compiled for this objective.		
	Assigned to:	Rachel Horn
	Added date:	11/30/2016
	Target Completion Date:	05/16/2017
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 4 of 10 (40%)
Classroom Instruction		
Expecting and monitoring sound instruction in a variety of modes		
Indicator	IIIA07 - All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.(116)	
Status	Tasks completed: 1 of 6 (17%)	
Assessment	Level of Development:	Initial: No development or Implementation 11/30/2016
	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:	<p>Carlisle High School currently offers the following:</p> <ul style="list-style-type: none"> - Tutoring based on test results and formative assessments - Allow students to come in during lunch if they extended time on tests - Provide detailed or fill-in-the-blank notes as needed - Peer-to-peer as needed
Plan	Assigned to:	Rachel Horn
	How it will look when fully met:	Struggling students' grades will show improvement on formative assessments and tests. Because students will receive instruction that is tailored to their individual learning styles and abilities, students will be more engaged and take ownership of their education. To document the success of this objective, we will need pre-test data and post-test data. We can also use formative grade data throughout the semester. Student engagement will be documented through administrative observations.

	Target Date:	05/23/2018
	Tasks:	
	1. Teachers will be notified of this objective.	
	Assigned to:	Brad Horn
	Added date:	11/30/2016
	Target Completion Date:	01/02/2017
	Comments:	
	Task Completed:	01/02/2017
	2. Data will be compiled to compare student achievement from before this objective was addressed and student achievement by the end of the spring semester.	
	Assigned to:	Rachel Horn
	Added date:	11/30/2016
	Target Completion Date:	05/31/2017
	Comments:	
	3. A form will be created so that teachers can report their intended and implemented methods of differentiation.	
	Assigned to:	Rachel Horn
	Added date:	11/30/2016
	Target Completion Date:	08/03/2017
	Comments:	
	4. Teachers will determine and report intended or implemented methods of differentiation.	
	Assigned to:	Rachel Horn
	Added date:	11/30/2016
	Target Completion Date:	08/09/2017
	Comments:	
	5. Principals and leadership team members observe classrooms to collect evidence of differentiation and student ownership of education.	
	Assigned to:	Laura Widener
	Added date:	11/30/2016
	Target Completion Date:	05/01/2018
	Comments:	
	6. Leadership team will meet to analyze data from this objective.	
	Assigned to:	Rachel Horn
	Added date:	11/30/2016
	Target Completion Date:	05/08/2018
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 1 of 6 (17%)
Classroom Instruction		
Expecting and monitoring sound classroom management		
Indicator	IIIC12 - All teachers engage all students (e.g., encourage silent students to participate).(167)	
Status	Tasks completed: 2 of 5 (40%)	

Assessment	Level of Development:	Initial: No development or Implementation 11/30/2016	
	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:	<p>Carlisle High School currently uses the following to engage all students:</p> <ul style="list-style-type: none"> - Small group work - Use of small white boards for response to be shown instead of speaking out - Encourage a comfortable environment where it is okay to make a mistake and promote the idea that making mistakes is what makes us better. 	
Plan	Assigned to:	Brad Horn	
	How it will look when fully met:	All students will be engaged in classroom instruction. Teachers will employ a variety of classroom engagement strategies. Evidence that this objective will be met can come from administrative classroom observations.	
	Target Date:	05/23/2018	
	Tasks:		
	1. Teachers will be informed of this objective.		
	Assigned to:	Brad Horn	
	Added date:	11/30/2016	
	Target Completion Date:	01/02/2017	
	Comments:		
	Task Completed:	01/02/2017	
	2. Teachers will have professional development over student engagement strategies.		
	Assigned to:	Rachel Horn	
	Added date:	11/30/2016	
	Target Completion Date:	01/02/2017	
	Comments:		
	Task Completed:	01/02/2017	
	3. Administration and Leadership team members will gather evidence that this objective is being met through classroom observations.		
	Assigned to:	Brad Horn	
	Added date:	11/30/2016	
	Target Completion Date:	05/01/2018	
	Comments:		
	4. Observation data will be compiled to determine the extent to which this objective has been met.		
	Assigned to:	Rachel Horn	
	Added date:	11/30/2016	
	Target Completion Date:	05/07/2018	
	Comments:		

5. The leadership team will analyze data to determine the extent to which this objective has been met.

Assigned to:	Rachel Horn
Added date:	11/30/2016
Target Completion Date:	05/08/2018
Comments:	

Implement Percent Task Complete: Tasks completed: 2 of 5 (40%)

Classroom Instruction

Provide a tiered system of instructional and behavioral supports and interventions

Indicator **IIID04 - The school implements a system-wide monitoring process that utilizes collaborative instructional teams who meet regularly to review student data from screening, progress monitoring, and outcome assessment to identify next steps for instruction for students across all tiers.(5196)**

Status Tasks completed: 2 of 10 (20%)

Assessment	Level of Development:	Initial: No development or Implementation 11/30/2016	
	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:	<p>Carlisle High School currently uses the following practices:</p> <ul style="list-style-type: none"> - We are in the beginning stages of forming an RtI team, establishing goals for the team, determining criteria for referral to and moving out of RtI - We have established a shared document that will help us identify students who are struggling in one or more subjects based on current grades
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Plan	Assigned to:	Rachel Horn
	How it will look when fully met:	When this objective is fully met, teachers will know which students need help because they maintain a current file of struggling students and report that to a shared document. Teachers will have discussions about students in multiple classes as well as non-academic contributing factors to student success. Students will be moved fluidly in and out of RtI based on current needs as demonstrated by current student data. Evidence that will show the extent to which this objective is being met can come from RtI team meeting agendas, progress monitoring forms, and aggregated grade data.
	Target Date:	05/23/2018

Tasks:

1. A team of core teachers will determine RtI needs.

Assigned to:	Rachel Horn
Added date:	03/29/2017
Target Completion Date:	12/16/2016
Comments:	Teachers determined that there are two specific groups of students: those who work hard, but have difficulty understanding and those who do not complete their work and appear apathetic. Teachers have said that these two groups require very different approaches.

		For the group that does not complete assignments, we are looking at "The Power of ICU." For students who try to learn, but have difficulty, we need to implement some one-on-one or small group time for RtI teaching. We are working on creating a schedule that would allow for this time each day.
	Task Completed:	10/13/2016
	2. Methods of intervention will be researched and discussed.	
	Assigned to:	Rachel Horn
	Added date:	03/29/2017
	Target Completion Date:	02/28/2017
	Comments:	We got teachers together to determine what our RtI needs are. Teachers mentioned two distinct groups of students: students who perform poorly because they do not understand the material, but work hard and students who perform poorly because they do not complete their work and seem apathetic. We agreed that these two groups need to be handled differently. Ms. Horn attended a workshop on chronic attendance. We agree that attendance is a factor in RtI as well.
	Task Completed:	02/14/2017
	3. Aggregated grade data from the 2016-2017 school year will be compiled as a baseline.	
	Assigned to:	Rachel Horn
	Added date:	11/30/2016
	Target Completion Date:	05/31/2017
	Comments:	
	4. Criteria will be established for referring students to RtI.	
	Assigned to:	Rachel Horn
	Added date:	03/29/2017
	Target Completion Date:	08/01/2017
	Comments:	We have determined that, should grades be used as a criterion, grades must truly represent student ability and mastery.
	5. Teachers will develop and administer assignments and assessments that truly reflect the extent to which students know course content and are able to perform according to course objectives.	
	Assigned to:	Rachel Horn
	Added date:	11/30/2016
	Target Completion Date:	08/09/2017
	Comments:	
	6. Data will be compiled to determine the extent to which grades accurately reflect student knowledge and ability.	
	Assigned to:	Rachel Horn
	Added date:	11/30/2016
	Target Completion Date:	10/19/2017
	Frequency:	three times a year
	Comments:	
	7. Teachers will update grades weekly.	

	Assigned to:	Brad Horn
	Added date:	11/30/2016
	Target Completion Date:	05/15/2018
	Frequency:	weekly
	Comments:	
8. Teachers will update the progress monitoring form weekly.		
	Assigned to:	Rachel Horn
	Added date:	11/30/2016
	Target Completion Date:	05/15/2018
	Frequency:	weekly
	Comments:	
9. Teachers will recommend students for RtI weekly based on accurate, current student achievement data.		
	Assigned to:	Rachel Horn
	Added date:	11/30/2016
	Target Completion Date:	05/15/2018
	Frequency:	weekly
	Comments:	
10. The Leadership team will analyze data to determine the extent to which this objective has been met.		
	Assigned to:	Rachel Horn
	Added date:	11/30/2016
	Target Completion Date:	05/15/2018
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 2 of 10 (20%)