

***** if it is in yellow, I either changed it, added to it, or am not sure about what I need to have in there....I will check and correct on Tuesday, October 7. JH 😊**

CARLISLE INDEPENDENT SCHOOL DISTRICT

**Campus Improvement Plan for a School-wide Program
for
CARLISLE SCHOOL**

SCHOOL YEAR 2014-2015

Site Based Decision-Making Committee



Carlisle ISD Mission Statement

The district is committed to promoting an education to prepare all students for lifelong success, stressing a positive learning environment, preparing our students to becoming productive citizens while focusing on student safety and progressive learning,

and involving our community in creating a positive school image.

With leadership from the superintendent and collaboration with the Site Based Decision Making Committee, this plan has been developed to represent all stakeholders. All performance goals identified in No Child Left Behind legislation have been adopted by the district and are reflected in this Plan of Action.

The following funding sources support the objectives and strategies implemented to address identified student needs: Titles I, IIA, IID, III, IV, V, Special Education, State Compensatory Education, Career and Technology Education, Optional Extended Year, TEA Grant and Local Funds.

District Committee Members

Jennifer Gholson	JH Principal
Jennifer Hale	Curriculum Director
Jamie Skelton	Secondary Teacher
Byron Skaggs	Secondary Teacher
Pam Smith	Elementary Teacher
Dorian Martin	Elementary Teacher
Stephanie Rowan	Elementary Principal
Julia Wooten	Parent

Comprehensive Needs Assessment

The following information sources provided data for the comprehensive needs assessment:

- Longitudinal AEIS data
- Longitudinal academic performance information for non – AEIS student groups
- RPTE, TPRI, AYP, TELPAS, ACT/SAT, PSAT, Benchmark Tests, Teacher Inventories
- Program evaluations
- Staffing needs
- Professional/Paraprofessional training needs
- Norm – referenced test data
- Discipline data
- Promotion/Retention rates
- Stakeholder surveys
- Informal evaluation
- BrightBytes technology data
- College readiness

An in – depth review and desegregation of data by the district site – based committee led to the development of the goal(s), objectives, and strategies included in this Plan of Action.

Conclusions:

- There is an achievement gap between the Economic Disadvantaged students and English language learners compared to other student populations.
- The achievement gap is narrowing between Hispanic TAKS scores compared to the other student populations.
- LEP student population TAKS/STAAR scores are not meeting the state accountability standards.
- Would like to see if it would be possible to hire more bilingual certified teachers for district.
- Implementing new G/T program
- Completion rate has increased and it is now greater, when compared to the state
- District's attendance rate is above the statewide percentage. District needs to continue its high percentage of its attendance rate.
- There needs to be more parental involvement with activities district-wide.
- There needs to be more communication between district and parents of students (possible campus newsletter).
- Increase the college readiness performance as demonstrated on SAT/ACT assessments
- Technology on campus is up to date and used effectively and beneficial in most instances. Need to discuss more in depth
- Pre College prep classes are in place
- More options for upper level courses

State Compensatory Education Information

State Compensatory Education (SCE) is defined in law as programs and/or services designed to supplement the regular education program for students identified as at risk of dropping out of school.

The purpose is to increase the academic achievement and reduce the drop out rate of these students.

As a goal, the SCE program seeks to provide a challenging and meaningful instructional program to close the achievement gap between children at risk of dropping out of school and their peers.

State Criteria Used to Identify Students in At-Risk Situations:

A student at risk of dropping out of school includes each student who is under 21 years of age and who:

- is in prekindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;

- is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
- was not advanced from one grade level to the next for one or more school years;
- did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, **and** who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
- is pregnant or is a parent;
- has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;
- has been expelled in accordance with Section 37.007 during the preceding or current school year;
- is currently on parole, probation, deferred prosecution, or other conditional release;
- was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school
- is a student of limited English proficiency, as defined by Section 29.052;
- is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
- is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or
- resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

*** I have the TPRI report...I will input this info when I get back unless there is something else that I need to use...Also, how many years do we need to show on here?... Probably 12-13 & 13-14

Academic Performance Chart

	2006 -		2007		
	Reading	Math	Writing	Soc.St	Science
All	84	74	93	91	66
Male	84	74	91	92	61
Female	83	73	94	89	73
Afr.Am.	93	67	100	75	50
Hispanic	68	67	90	85	45
White	93	78	94	95	80
Eco.Dis	78	72	90	87	59
At Risk	71	59	91	84	42
ESL	53	57	100	62	12
GT	97	97	100	100	100
Sp.Ed	60	54	100	100	0
Cate	79	58	n/a	96	61
LEP	61	59	88	80	24

	2007 -		2008		
	Reading	Math	Writing	Soc.St	Science
All	83	70	92	87	70
Male	81	69	88	87	74
Female	87	70	97	87	66
Afr.Am.	88	56	100	89	60
Hispanic	76	66	87	76	46
White	88	73	96	94	88
Eco.Dis	78	65	91	80	57
At Risk	74	60	83	73	47
ESL	79	70	92	25	38
GT	100	96	100	100	100
Sp.Ed	67	38	100	14	14
Cate	83	58	n/a	87	69
LEP	70	61	79	27	29

	06-07	07-08
Completion	86.8	100.0
State	88.6	89.5

	06-07	07-08
Dropout	2.2	1.6
State	3.9	3.2

	06-07	07-08
Rec Progra	64.5	67.6
State	77.9	81.4

	06-07	07-08
Attendance	96.3	96.0
State	95.5	95.5

	06-07	07-08
SAT/ACT	N/A/19.2	N/A/17.6
State	992/20.2	987/20.5
Tested	68.0	65.4
Criteria	23.5	5.9

	2008 -		2009		
	Reading	Math	Writing	Soc.St	Science
All	84	77	86	88	77
Male	84	76	81	89	82
Female	84	79	91	88	69
Afr.Am.	89	67	83	75	67
Hispanic	76	75	83	78	61
White	90	81	89	97	88
Eco.Dis	81	75	82	89	72
At Risk	75	64	78	82	63
ESL	79	70	92	25	38
GT	100	100	100	100	100
Sp.Ed	27	25	100	60	17
Cate	84	69	n/a	91	74
LEP	59	63	72	63	54

	PRELIMINARY	2009 -		2010	
	Reading	Math	Writing	Soc.St	Science
All	85	75	89	91	79
Hispanic	80	78	87	84	72
White	91	74	95	98	87
Eco.Dis	81	73	85	89	76

PRELIMINARY					
	2010	-		2011	
	Reading	Math	Writing	Soc.St	Science
All	85	75	89	91	79
Hispanic	80	78	87	84	72
White	91	74	95	98	87
Eco.Dis	81	73	85	89	76



	2010		-		2011	
	Reading	Math	Writing	Soc.St	Science	
All	84	77	86	88	77	
Male	84	76	81	89	82	
Female	84	79	91	88	69	
Afr.Am.	89	67	83	75	67	
Hispanic	76	75	83	78	61	
White	90	81	89	97	88	
Eco.Dis	81	75	82	89	72	
At Risk	75	64	78	82	63	
ESL	79	70	92	25	38	
GT	100	100	100	100	100	
Sp.Ed	27	25	100	60	17	
Cate	84	69	n/a	91	74	
LEP	59	63	72	63	54	

	08-09	09-10
Attendance	96.3	96.0
State	95.5	95.5

	10-11	11-12
Attendance	96.7	
State	95.5	95.5

Goal 1: Carlisle ISD will establish a culture of high expectations for both student achievement and behavior so that all students will annually achieve academic success and will graduate with a strong sense of self – worth, possessing both academic and marketable skills.

Objective: Total number of students meeting expectations on the STAAR test will increase 3 % in 2014-2015.

Summative Assessment: Accomplishment of objective as measured by STAAR scores.

Strategy	Person Responsible	Resources	Timeline	Formative Assessment	Notes
<p>Continue benchmark testing for mastery of TEKS/STAAR objectives</p> <p>Ensure that all LEP students become proficient in English through the following: Increase ESL time for Students English Language Acquisition class – mainstreamed at elementary and will be at the secondary level</p>	<p>Principal(s)</p> <p>ESL Teachers ESL Aide</p>	<p>Title I DMAC</p> <p>Title III Local Funds</p>	<p>6 weeks – secondary 9 weeks - elementary</p> <p>3 times yearly</p>	<p>STAAR DATA – AEIS/AYP</p> <p>TELPAS, RPTE Scores, TOP Ratings</p>	

Goal 1: Carlisle ISD will establish a culture of high expectations for both student achievement and behavior so that all students will annually achieve academic success and will graduate with a strong sense of self – worth, possessing both academic and marketable skills.

Objective: 90% of all students will graduate on the **Recommended plan** from Carlisle ISD.
Need to include the new graduation requirements

Summative Assessment: Transcripts upon graduation.

Strategy	Person Responsible	Resources	Timeline	Formative Assessment	Notes
Provide Academic Counseling for all students in grades 6 – 12.	Counselor	Comp Ed	2 times annually	Parental/Student input Schedules	
Continue to develop Personal Graduation Plans and incorporate student’s concerns and interests.	Counselor	Comp Ed	1 st 9 Weeks	Parental/Student input Schedules	
Review Senior Graduation plans and develop college entrance strategies.	Counselor	Comp Ed	Beginning of 2 nd Semester	College Attendance numbers	
Develop Schedules that promote the Recommended Program.	Principal/ Counselor	Comp Ed	1 st Week of School	ACT/SAT/PLAN/PSAT and TSI test scores	
Develop elective classes that offer a variety of choices including programs that offer certifications.	Principal	Comp Ed	1 st Week of School	Graduation Transcripts	
Partner with colleges to offer dual credit courses that enable students to transition easily into the college environment and promote college prep planning	Principal Counselor	Comp Ed	Title IV Comp Ed	Graduation/ College Transcripts	

Students will utilize the distance learning lab for online classwork	Counselor	Comp Ed.	Comp Ed.	Graduation/College Transcripts	
--	-----------	----------	----------	--------------------------------	--

Goal 1: Carlisle ISD will establish a culture of high expectations for both student achievement and behavior so that all students will annually achieve academic success and will graduate with a strong sense of self – worth, possessing both academic and marketable skills.

Objective: Students will receive instruction in a variety of ways that address differing learning styles.

Summative Assessment: Accomplishment of objective as measured by STAAR scores and summaries of parental and student surveys.

Strategy	Person Responsible	Resources	Timeline	Formative Assessment	Notes
Teachers will receive professional development that encourages collaboration and eclectic teaching styles and SIOP models.	Principal	Rural Tech TEKS Resource System ELPS	6 times	STAAR Scores, Parental and student surveys.	
Teachers will have opportunity to collaborate and develop project based learning assignments.	Principal	Training Titile II	2 times annually	Parental and student surveys	
The school will continue using the Read Naturally Program for students reading below grade level in grades 1 – 8	Principal(s)t	TEKSRS Local Funds	Daily	Benchmarking periodically throughout the program	
The school will continue using Reasoning Minds for students in grades 2 – 5 who need math interventions	Elem. Principal	Local Funds	Daily	STAAR scores reported each year.	

<p>The school will incorporate Response to Intervention for grades K – 12.</p>	<p>Teachers Administrators</p>		<p>1 meeting every other week</p>	<p>Benchmarking Teacher Feedback</p>	
<p>Tier I and II Reading and Math Interventions for K-12</p>	<p>RTI Team</p>	<p>Rural Tech. Grant and Local Funds</p>	<p>Every 2 weeks</p>	<p>STAAR Scores</p>	
<p>Teachers will use Word Walls in classrooms in grades K – 12</p>	<p>Principals</p>	<p>Local Funds</p>			
<p>School will incorporate Smart ISS – teachers will go to the ISS room to check on their student(s)</p>	<p>Principals</p>	<p>Local Funds</p>	<p>As needed</p>		
<p>Students will receive intensive remediation using tutorials. Students will be offered after-school tutorials beginning in January, specifically addressing STAAR and the individual needs of each student</p>	<p>Principals Administrators</p>	<p>Local Funds</p>	<p>2 days per week</p>	<p>STAAR scores</p>	
<p>Develop a G/T comprehensive framework</p>	<p>Principals & Tarla Bates</p>	<p>Local Funds</p>	<p>2 times annually</p>	<p>G/T Participation</p>	

Goal 1: Carlisle ISD will establish a culture of high expectations for both student achievement and behavior so that all students will annually achieve academic success and will graduate with a strong sense of self – worth, possessing both academic and marketable skills.

Objective: The LEP population will increase language proficiency by one level each year.

Summative Assessment: Accomplishment of objective as measured by TELPAS.

Strategy	Person Responsible	Resources	Timeline	Formative Assessment	Notes
Utilize the ELL laboratory with Rosetta Stone for language acquisition	ESL / English Teachers	Local Funds	Daily	Observation Protocol Scores RPTE Scores LAS Scores TAKS/STAAR Scores	
Develop after school program that remediates language acquisition.	Principal ESC 7	Title I Title III	9 week periods Summer	TELPAS Scores	
Encourage parental involvement by offering computer access and participation in school activities.	Principal ESC 7	Title I Title III	9 week periods	LPAC Minutes Parental Surveys Observation Participation in weekly bilingual classes for parents	
Develop an early-exit bilingual program for grades K-3	Principal & superintendent	Title III & Local Funds	Aug. of each yr.	Students meeting proficiency standards at the end of the school year.	

Goal 2: Carlisle ISD will establish a safe and positive environment for all stakeholders in the learning community.

Objective: Students, Parents and Community members will have a positive perception of the school.

Summative Assessment: Accomplishment of objective as measured by parent, teacher, student and community interest surveys.

Strategy	Person Responsible	Resources	Timeline	Formative Assessment	Notes
Provide opportunities for CPR and First Aid training for those staff members incorporating UIL standards	Superintendent School Nurse	Title V	Once every two years	Training records	
Utilize drug dog to detect illegal substances on campus.	Superintendent	Local funds	Randomly	Number of violations	
Provide educational programs for students as to the serious physical, mental, and emotional harm caused by the use of harmful substances including alcohol, drugs and tobacco.	Counselor	Safe and Drug Free Schools Texas Agencies CVCOC agencies	2 times annually	Activities records and SDFSC yearly evaluation	
The school safety checklist will be used to assess school safety and security	Nurse School Health Advisory Committee	ESC	1 time annually	Completed checklist	

Carlisle ISD
 Highly Qualified Plan
 Addendum to Campus Improvement Plan

Carlisle ISD
 Highly Qualified Teacher Plan 2014-2015

Goal: Continue the percentage of highly qualified core academic subject area teachers on campus to remain at 100% by end of 2014-2015, or later if applicable exception

Objective 1: Continue the percentage of core academic subject area classes taught by highly qualified teachers on each campus to remain at 100% by end of 2014-2015

Objective 2: Continue the percentage of core academic subject area classes taught by highly qualified teachers on high poverty campuses to meet 100% by end of 2014-2015 **Is this needed?**

Strategies/Activities	Timeline	Person Responsible	Benchmark/Evaluation
Continue to develop two-year professional development plan for each teacher not HQ in all core content areas.	August 2014	Campus Principal	Professional Development plans on file for all non-HQ teachers
Evaluate progress of professional development plan of all non-HQ teachers (if need be).	Every 6 months	Campus Principal	<ul style="list-style-type: none"> All non-HQ teachers’ professional development plans are monitored every 6 months Timelines in plans are met

Carlisle ISD
 Highly Qualified Plan
 Addendum to Campus Improvement Plan

Objective 3: Increase the percentage of teachers receiving high-quality professional development on campus to meet 100% by end of 2014-2015

Strategies/Activities	Timeline	Person Responsible	Benchmark/Evaluation
Each campus develop professional development plan based on performance data and teacher input.	August 2014	Campus Principals Superintendent	Campus will have professional development plan that ensures all teachers will receive professional development which will meet the HQ requirements.

Objective 4: Ensure low-income students and minority students are not taught at higher rates than other student groups by inexperienced, out of field non-HQ teachers (if district dips below 100% HQ).

Objective 5: Continue the percentage of core academic subject area classes taught by highly qualified teachers on high poverty campuses to meet 100% by end of 2012-2013.

Strategies/Activities	Timeline	Person Responsible	Benchmark/Evaluation
Analyze HQ teacher data between <u>high-poverty and low-poverty student body</u> .	December 2014	Principal Superintendent	Data analysis documentation on file showing HQ teacher gap between high poverty and low poverty student body (if need be).
<u>Offer incentive to work with high poverty student body</u> .	Spring 2015	Principal Superintendent	After school program that increases support with HQ teachers.
Develop inclusion with Special Education and ESL support in the secondary classrooms.	Fall 2014	Principal Superintendent	Evaluate inclusion benefit every 6 months.

Carlisle ISD
 Highly Qualified Plan
 Addendum to Campus Improvement Plan

Objective 6: Attract and retain highly qualified teachers to the district

Strategies/Activities	Timeline	Person Responsible	Benchmark/Evaluation
Participate in job fairs at ESC and local universities	March – May 2015	Campus Principals	Increase number of applicants for positions.
Develop programs on campus that will attract and retain highly qualified teachers.	February – August 2015	Superintendent Campus Principals	<ul style="list-style-type: none"> • Increase number of application for positions. • Increase attrition of HQ teachers.

Objective 7: Assist teachers not currently highly qualified to meet the highly qualified requirements in a timely manner (if need be).

Objective 8: Utilize resources to recruit and retain HQ teachers.

Strategies/Activities	Timeline	Person Responsible	Benchmark/Evaluation
The district will allocate resources to develop and retain HQ teachers	Aug. 2014	Superintendent	2014 Budget
The district will monitor permanent employee folders to ensure that teachers submit documentation related to HQ requirements.	January – May 2015	Superintendent Campus Principals	Permanent Employee Folders

Highly Qualified Report **Current year?**

Carlisle ISD # of teachers required to be Highly Qualified:

Elementary		
Total	HQ	Percentage
26	26**	100% **
Secondary	HQ	Percentage
18	18**	100% **
School District		
Total	HQ	Percentage
44	44**	100% **