



NYE COUNTY SCHOOL DISTRICT
Board of Trustees
Regular Agenda

A Regular of the Board of Trustees of Nye County School District will be held on Friday, February 10, 2006, beginning at 10:00 AM at the Southern District Office Boardroom, 484 S West Street, Pahrump, NV 89048.

The subjects to be discussed, considered, or acted upon are listed below. Items do not have to be taken in the order presented below and the Board may combine two or more agenda items for consideration at any time. The Board may also remove any items on the agenda or delay discussion relating to any item listed on the agenda at any time. Unless removed from the Consent Agenda, items identified within the Consent Agenda will be acted on at one time.

1. CALL TO ORDER
 - A. PLEDGE OF ALLEGIANCE
 - B. ROLL CALL
2. ADOPTION OF AGENDA, ACTION ITEM
3. CONSENT CALENDAR, ACTION ITEM
 - A. APPROVAL OF JANUARY 6, 2006 REGULAR MEETING MINUTES
 - B. APPROVAL OF JANUARY 6, 2006 EXECUTIVE SESSION MINUTES
 - C. APPROVAL OF JANUARY 20, 2006 REGULAR MEETING MINUTES
 - D. APPROVAL OF JANUARY 20, 2006 EXECUTIVE SESSION MINUTES
 - E. APPROVAL OF TRANSPORTATION CONTRACTS
 - F. ACCEPTANCE OF HOME SCHOOL APPLICATIONS
 - G. APPROVAL TO ADMINISTER GED EXAMS TO 16-YEAR OLD STUDENTS
 - H. APPROVAL OF REQUESTS FOR IMMUNIZATION EXEMPTION
 - I. APPROVAL OF WARRANTS
 - J. APPROVAL OF TUITON AGREEMENT WITH INYO OFFICE OF EDUCATION
4. REPORTS, INFORMATIONAL ITEM
 - A. SUPERINTENDENT'S REPORT
 - B. ADMINISTRATOR REPORTS
 - C. BOARD REPORTS
 - D. BOARD COMMITTEE REPORTS

5. PUBLIC INPUT, INFORMATIONAL ITEM
6. BOARD APPOINTMENTS, ACTION ITEM
7. CHANGE OF DATE/LOCATION OF FUTURE BOARD MEETINGS, ACTION ITEM
8. DECISION REGARDING SUBDIVISION MAPS, ACTION ITEM
9. APPROVAL OF GRANTS, ACTION ITEM
10. RECOGNITIONS, INFORMATIONAL ITEM
11. DISCUSSION/POSSIBLE DECISION REGARDING SCHOOL CONSTRUCTION, ACTION ITEM
12. DECISION REGARDING REQUEST FOR PATHWAYS STUDENT TO PARTICIPATE IN PAHRUMP VALLEY HIGH SCHOOL GRADUATION CEREMONY, ACTION ITEM
13. DISCUSSION REGARDING BOND ROLLOVER & PROJECTED ASSESSED VALUATIONS FOR 2005-06, INFORMATIONAL ITEM
14. PRESENTATION & ACCEPTANCE OF 2003-04 SCHOOL ACTIVITY ACCOUNTS AUDIT, ACTION ITEM
15. RETENTION OF AUDITOR FOR INDEPENDENT AUDIT FOR YEAR ENDING JUNE 30, 2006, ACTION ITEM
16. SET BEGINNING & ENDING DATES FOR SCHOOL YEAR 2006-07, ACTION ITEM
17. APPROVAL OF REQUEST TO HIRE TEMPORARY DEAN OF STUDENTS AT PAHRUMP VALLEY HIGH SCHOOL, ACTION ITEM
18. SATURDAY CAMP FOR GIFTED & TALENTED, INFORMATIONAL ITEM
19. APPROVAL OF FIRST READING, POLICY 0642 - AGENDAS, ACTION ITEM
20. DECISION REGARDING REQUEST FOR STUDENT WHO RESIDES IN NYE COUNTY TO CONTINUE ATTENDING CLARK COUNTY SCHOOL, ACTION ITEM
21. PRESENTATION ON NEW DISTRICT WEB SITE, INFORMATIONAL ITEM
22. EXECUTIVE (CLOSED) SESSION
 - A. DISCUSSION REGARDING POSSIBLE STUDENT RIGHTS VIOLATIONS
 - B. DISCUSSION REGARDING RESULTS OF STUDENT DISCIPLINARY HEARINGS
 - C. DISCUSSION REGARDING LEGAL ITEMS
 - D. DISCUSSION REGARDING PERSONNEL ITEMS
 - E. DISCUSSION REGARDING NEGOTIATIONS
23. DECISION REGARDING POSSIBLE STUDENT RIGHTS VIOLATIONS, ACTION ITEM
24. ADJOURNMENT, ACTION ITEM

This Meeting will be streamed live online via the link <https://livestream.nyeschools.org/ViewStream.html> on the Nye County School District website. Click on the following link if you have difficulties with the live streaming: <https://bit.ly/ncsdbotmeetings>.

Public input may be accepted live via email for the duration of the Meeting and shared during the public input designated timeframe (all rules and timelines as listed in the Agenda still apply). Public comments made by members of the public attending the meeting virtually must be emailed to publiccomment@nyeschools.org and must include:

- a. The author's first and last name
- b. The author's phone number (will not be read with comment)
- c. Date of the Meeting for which the comment is intended

Nye County School District (NCSD) will empower students to learn at their highest level in an environment of mutual respect.

The NCSD BOT Goals are as follows:

Culture

Improve and sustain a culture of learning for all through:

- ◆ Recruiting, selecting, inducting, supporting, evaluating, and developing staff.
- ◆ Fostering a safe and respectful learning and working environment.
- ◆ Promoting ongoing family and community engagement in pursuit of our vision.

Academic

Elevate achievement and support lifelong learning for all through:

- ◆ Creating and sustaining a results-focused learning environment; establishing measurable goals for all.
- ◆ Creating and sustaining an instructional framework and common language to ensure essential content standards drive instruction.

The notice for this posting was posted on the NCSD Website (<https://www.nye.k12.nv.us>), Nevada's Notice Website (<https://notice.nv.gov/>), at the main physical location of the meeting, and has also been provided to all persons who have made a specific request of a copy of the Agenda by US Mail or electronic mail. A Public Binder will be available for viewing at the scheduled location at the time of the Meeting.

NYE COUNTY SCHOOL DISTRICT NOTICE OF NONDISCRIMINATION

Nye County School District (NCSD) does not discriminate on the basis of race, color, religion, national origin, ancestry, disability, age, marital status, sex, sexual orientation, gender identity or expression, or any other category protected by applicable state or federal law in its program and activity, including employment. In keeping with requirements of federal and state law, NCSD strives to remove any vestige of discrimination in accommodating the public at public meetings.

The Nye County School District is pleased to provide reasonable accommodations for the disabled. Members of the public who are physically handicapped and require special accommodations or assistance to attend the meeting are requested to notify the Executive Assistant to the Superintendent and Board of Trustees in writing at 484 S West Street, Pahrump, NV 89048, email Iliana Garcia at igarcia@nyeschools.org, or call 775-727-7743, ext. 239 at least one week before the meeting.

NYE COUNTY SCHOOL DISTRICT

-M-I-N-U-T-E-S-

January 6, 2006

Present: Deborah Wescoatt, President; Tracie Ward, Vice-President; Dawn Murphy, Clerk; Edna Forsgren, Nicole Genet, Dennis Keating and Cindy Marcotte, Members; Dr. William Roberts, Superintendent; Dale Norton, Assistant Superintendent; Ray Ritchie, Chief Financial and Administrative Officer; Bob Whimpey, Maintenance and Operations; Cameron McRae, Transportation; Sam Simatos, Director of Special Education and Related Services; Karen Liberty, Curriculum Coordinator; Ginger Olson, Testing and Accountability Coordinator; Pat Garlin, Food Services; Karen Holley, Grant Writer; Lisa Mays, Board and Administrative Services Coordinator; and Kerry Paniagua, Executive Secretary.

Absent: None.

Guests: Gina B. Good, Pahrump Valley Times.

1. Call to Order

The meeting was called to order at 9:10 a.m. in the Pahrump boardroom with a telephone link to the Tonopah boardroom. Board members, administrators and guests recited the Pledge of Allegiance. Roll call was taken, and all members were present.

2. Adoption of Agenda

Dennis Keating moved adoption of the agenda. Dawn Murphy seconded, and a unanimous vote was cast.

3. Election of Officers

Mrs. Forsgren nominated Dennis Keating for President, and Dawn Murphy nominated Deborah Wescoatt. Nominations were closed. Those voting aye for Mr. Keating: Edna Forsgren and Dennis Keating. Those voting nay: Nicole Genet, Cindy Marcotte, Dawn Murphy, Tracie Ward and Deborah Wescoatt. Those voting aye for Mrs. Wescoatt:

Nicole Genet, Cindy Marcotte, Dawn Murphy, Tracie Ward and Deborah Wescoatt. Those voting nay: Edna Forsgren and Dennis Keating. Mrs. Wescoatt was re-elected.

Nominations were opened for vice-president. Mrs. Murphy nominated Tracie Ward. There were no other nominations. Mrs. Ward was named vice-president by acclamation.

Nominations were opened for clerk. Mrs. Marcotte nominated Dawn Murphy; there were no other nominations. Mrs. Murphy was named clerk by acclamation.

4. Fix Term of Office

Mr. Keating made the motion to fix the term of office at one year. Mrs. Forsgren seconded, and a unanimous vote was recorded.

5. Establish Salary of Members

Mrs. Murphy made the motion to establish the salaries for the clerk and president at \$85 per meeting and for members at \$80 per meeting pursuant to NRS 386.320. Mrs. Ward seconded, and a unanimous vote was cast.

6. Designate Signatures for Checks/Warrants

Mrs. Murphy moved that the primary signatures would be the president and clerk, and the secondary signatures would be the vice-president and superintendent. Mrs. Ward seconded the motion, and a unanimous vote was registered.

7. Appointment of Any Other Positions, Offices or Committees

The following appointments were made:

NASB Director	Cindy Marcotte
Legislative Representative	Deborah Wescoatt
Debt Management Commission	Tracie Ward
Parks & Recreation Committee	Nicole Genet
Policy Committee	Nicole Genet, Dawn Murphy, Tracie Ward & Deborah Wescoatt
Insurance Committee	Edna Forsgren
United Way	Dawn Murphy
Sick Leave Bank	Dennis Keating
Attendance Committee	Tracie Ward
Strategic Plan Committee	Nicole Genet, Tracie Ward & Deborah Wescoatt
SB-289 Crisis Management	Cindy Marcotte
Negotiations Team	Dennis Keating & Deborah Wescoatt
Construction Committee	Dawn Murphy, Tracie Ward & Deborah Wescoatt
Bond Committee	Edna Forsgren, Tracie Ward & Deborah Wescoatt

Mrs. Wescoatt asked to be notified if Mr. Keating was unable to attend negotiations team meetings. Dr. Roberts said he had been asked for a school district representative to attend strategic planning meetings for EDEN with the first meeting on January 12 and asked if a board member wished to attend. Mrs. Wescoatt asked that he send a staff member.

- 8a. Approval of December 16, 2005 Regular Session Minutes
- 8b. Approval of December 16, 2005 Executive Session Minutes
- 8c. Approval of Transportation Contracts
- 8d. Acceptance of Home School Applications
- 8e. Approval to Administer GED Exams to 16-Year Old Students
- 8f. Approval of Requests for Immunization Exemption
- 8g. Approval of Warrants

Mrs. Ward moved approval of consent agenda items (there were no submissions for 8c, 8d or 8f). Mr. Keating seconded, and a unanimous vote was recorded.

- 9a. Superintendent's Report

Dr. Roberts informed the board that since August, over ten million gallons of water have been conserved, which equates to 30.62 acre feet. He congratulated staff for their efforts. He had been notified by the Department of Education that the only schools that qualify for all-day kindergarten, based on 55.51% free and reduced meals, were Amargosa and Manse. The district continues to work on acquiring water rights from developers.

- 9b. Administrator Reports

Karen Holley reported on an inventory of the CNA computers at CCSN and found that two monitors were still missing. She is awaiting a response from CCSN and has forwarded the information to Dan McArthur. Mr. Ritchie reminded board members that BoardBook will not be accessible during the next board meeting due to a move.

- 9c. Board Reports
- 9d. Board Committee Reports

None given.

- 10. Public Input
- 11. Board Appointments
- 12. Change of Date/Location of Future Board Meetings

Items withdrawn.

- 13. Decision Regarding Subdivision Maps

Mr. Whimpey said one subdivision map was for only three lots. The other was phase one of Concordia on Homestead Street.

14. Approval of Grants

Item withdrawn.

15. Recognitions

Dr. Roberts recognized Dale Norton for filling in as a referee at a moment's notice when no referees showed up for the wrestling tournament at Pahrump High.

16. Discussion/Possible Decision Regarding School Construction

Mr. Whimpey said bids will be due in April. He asked board members to comment on the blueprints before they are released the following week.

17. Approval of Memorandum of Understanding with Department of Health & Human Services, State Health Division, Bureau of Early Intervention Services

Mr. Simatos said early childhood students from the ages of 0 to three years of age are being identified under new procedures of IDEA and will be referred to the district for services. Mr. Keating moved to approve the Memorandum of Understanding. Mrs. Marcotte seconded, and a unanimous vote was cast.

18a. Discussion Regarding Possible Student Rights Violations

18b. Discussion Regarding Results of Student Disciplinary Hearings

18c. Discussion Regarding Legal Items

18d. Discussion Regarding Personnel Items

18e. Discussion Regarding Negotiations

Discussion is reflected in Executive Session minutes.

19. Decision Regarding Possible Student Rights Violations

Item withdrawn.

SCHEDULE OF MEETING

The meeting was called to order at 9:10 a.m. Tracie Ward made the motion to go into Executive Session at 9:38 a.m. Dennis Keating seconded, and a unanimous vote was recorded. The regular session resumed at 9:51 a.m., and the meeting adjourned at 9:52 a.m.

By _____

NYE COUNTY SCHOOL DISTRICT

-M-I-N-U-T-E-S-

January 20, 2006

Present: Deborah Wescoatt, President; Tracie Ward, Vice-President; Dawn Murphy, Clerk; Nicole Genet, Dennis Keating and Cindy Marcotte, Members; Dr. William Roberts, Superintendent; Kay Decker, Rod Pekarek and Dale Norton, Assistant Superintendents; Ray Ritchie, Chief Financial and Administrative Officer; Sam Simatos, Director of Special Education and Related Services; Karen Liberty and Jerry Hill, Curriculum Coordinators; Ginger Olson, Testing and Accountability Coordinator; Bob Whimpey, Maintenance and Operations; Dr. Brent McBride, Johnson Elementary Principal; Lisa Mays, Board and Administrative Services Coordinator; and Kerry Paniagua, Executive Secretary.

Absent: Edna Forsgren.

Guests: Laura Weir, Sheila Windholz, Terra Price and Christy Henshaw, Johnson Elementary; Jim Petell, Pahrump Public Lands Advisory Board; Gina Good, Pahrump Valley Times; and Robert Smith, Pahrump.

1. Call to Order

The meeting was called to order at 9:58 a.m. in the Pahrump boardroom with a videoconference link to the Tonopah boardroom. Board members, administrators and guests recited the Pledge of Allegiance. Roll was called; Mrs. Forsgren was the only member absent.

2. Adoption of Agenda

Dennis Keating moved adoption of the agenda. Tracie Ward seconded, and a unanimous vote was recorded.

3a. Approval of Transportation Contracts

3b. Acceptance of Home School Applications

- 3c. Approval to Administer GED Exams to 16-Year Old Students
- 3d. Approval of Requests for Immunization Exemption
- 3e. Approval of Warrants

Mr. Keating made the motion to approve the consent calendar (there were no submissions for 3a or 3c). Mrs. Ward seconded, and a unanimous vote was cast.

4a. Superintendent's Report

Dr. Roberts reported that several schools were awarded grants under SB-404 for incentive programs, and Jerry Hill served on the grant awarding committee. He thanked Mrs. Holley for her efforts in preparing a template for administrators to use. He referred to an article in the newspaper about Mr. Norton taking over the reins at Pahrump High School. Dr. Roberts also attended a family literacy night and will be visiting Tonopah Schools next week.

4b. Administrator Reports

No verbal reports.

4c. Board Reports

Mr. Keating toured the Mt. Charleston office. He requested access to the board members' office. Mrs. Murphy attended a Pahrump High basketball game. Mrs. Marcotte asked if middle school students were no longer provided math and science books to take home. Mrs. Wescoatt reported on the training for the new Web site and said it will be presented to the board on February 10. She said she would enter some of the information from the NASB biographies onto the Web site.

4d. Board Committee Reports

Mrs. Marcotte attended the Crisis Management meeting. Mr. Keating participated in two negotiation team meetings.

- 5. Public Input
- 6. Board Appointments
- 7. Change of Date/Location of Future Board Meetings
- 8. Decision Regarding Subdivision Maps
- 9. Approval of Grants
- 10. Recognitions
- 11. Discussion/Possible Decision Regarding

Items withdrawn.

12. Presentation on Construction

Mr. Whimpey presented a PowerPoint of the visit to the modular factory in Arizona, showing the advantages of modular construction. He said the bid packages have been published and are being advertised. Bids will be due the first of April. After evaluation, if prices are too much over budget, the District will go to plan B, which is modular construction. The plan had to be compressed because the school site is 11.2 acres, whereas Hafen is on 15 acres. He showed a site plan with access on Jane Avenue. The plan would be used whether the school is stick-built or modular. He showed examples of how the school would be constructed if it was modular. Prevailing wage would only have to be paid for the work done on the school site, and the time to construct the school would be cut in half.

13. Discussion/Possible Decision Regarding BLM & U.S. Department of Fish & Wildlife Areas of Concern

Mr. Petell asked for a letter of recommendation for the town to use to set up presentations to schools on job opportunities and need for protecting public lands. Mrs. Wescoatt advised him to contact schools directly.

14. Presentation on Organization & Implementation of Professional Learning Communities

Dr. McBride introduced the four members of his third grade team: Laura Weir, Sheila Windholz, Terra Price and Christy Henshaw. They showed a PowerPoint that addressed how the team implemented Professional Learning Communities. They discussed such things as building an academic focus calendar, templates for lesson plans, instructional focus time, common assessments, reteaching and needs. Dr. Roberts expressed his appreciation for their dedication, loyalty and professionalism.

15. Approval of Resolution Creating New Funds

Mrs. Ward moved approval of the resolution. Mr. Keating seconded, and a unanimous vote was recorded. Mr. Hill said a committee has been formed to review AB-580 projects and requested a board member be appointed.

16a. Discussion Regarding Possible Student Rights Violations

16b. Discussion Regarding Results of Student Disciplinary Hearings

16c. Discussion Regarding Legal Items

16d. Discussion Regarding Personnel Items

16e. Discussion Regarding Negotiations

Discussion is reflected in Executive Session minutes.

17. Decision Regarding Possible Student Rights Violations

Mrs. Ward made the motion that there were no violations noted. Mrs. Murphy seconded, and a unanimous vote was registered.

18. Adjournment

Mrs. Murphy moved to adjourn at 12:09 p.m. Mrs. Ward seconded, and a unanimous vote was recorded.

SCHEDULE OF MEETING

The meeting was called to order at 9:58 a.m. Mr. Keating made the motion to go into Executive Session at 11:18 a.m., and Mrs. Ward seconded. Those voting aye: Mrs. Genet, Mr. Keating, Mrs. Marcotte, Mrs. Ward and Mrs. Wescoatt. Those voting nay: none. Mrs. Murphy was absent for this vote. The motion passed with a majority vote. The regular session resumed at 12:08 p.m., and the meeting adjourned at 12:09 p.m.

By _____

**CONTRACT AGREEMENT FOR ADMISSION
OF NON-RESIDENT PUPILS
PURSUANT TO NRS 392.010**

STATE OF NEVADA

COUNTY OF NYE

THIS CONTRACT AGREEMENT made and entered into this 20th day
of January, 2006, between

NYE COUNTY SCHOOL DISTRICT

Hereinafter called Attendance District, and

INYO COUNTY OFFICE OF EDUCATION
STATE OF CALIFORNIA

Hereinafter called Residence District, for the purpose of providing educational services to non-resident pupils of Nye County School District.

WITNESSETH

WHEREAS, the respective parties under the laws of their respective state(s) are authorized to enter into a contract whereby general education children of school age residing in the school district of the Residence District shall be entitled to be taught in the School District of the Attendance District, providing space is available, for the school year commencing August 29, 2005, through June 8, 2006.

WHEREAS, the Attendance District hereby agrees to admit into the public schools of the Nye County School District the general education children of the Residence District referenced in Part 3-A of this agreement, providing space is available.

WHEREAS, the Attendance District hereby agrees to provide to the general education pupils of the Residence District comparable instruction and facilities for learning as are furnished the pupils of the Attendance District.

NOW, THEREFORE, the parties hereto agree as follows:

1. Period of Agreement. This agreement is effective only for the school year beginning August 29, 2005, and ending June 8, 2006. Neither district is bound by said agreement or any of its covenants herein contained after the expiration of said school year.

2. The Attendance District shall provide the educational services listed below to pupils of the Residence District that are listed in Part 3-A of this agreement that are usual to the educational services provided to similar pupils residing in the Attendance District. The Attendance District shall also provide attendance data to the Residence District on a monthly basis.

3. The Residence District shall:
 - A. Furnish the Attendance District a list of all pupils to be provided services. The list is to contain the pupil's name, grade, county of residence and state. A list of the pupils to be provided services (Exhibit A) is attached and made part of this agreement.
 - B. Provide transportation of residence district pupils.
 - C. Pay the Attendance District for and in consideration of the services described herein the sum of Thirty Nine Thousand Two Hundred Forty-Two Dollars and Seventy Cents, (\$39,242.70) as indicated below and in the following manner [NRS 392.010(3)].
 - D. Make all payments on or before June 30th of the school year.

PAYMENT TABLE

(1) Tuition General Ed:	\$ 7,848.54	X	5	= \$	39,242.70
(2) Additional Tuition Resource Program		X		= \$	
(3) Sp Ed Tuition (7 Hr) Sp Ed Classroom aide		X		= \$	
(4) Homebound Teacher		X		=	
	\$			\$	
(5) Operations:	\$	X		= \$	
(6) Maintenance:	\$	X		= \$	
Other:	\$	X		= \$	
TOTAL				\$	39,242.70

4. Special Conditions:
 - A. The parties hereto agree that this agreement shall not become valid or binding upon either party until approved by the governing bodies of the Attendance and Residence Districts, the County Superintendent of both parties, and the Nevada Department of Education.
 - B. The Attendance District and the Residence District each reserve the right to terminate its commitments hereunder by either party upon sixty (60) days' prior written notice of such termination.
 - C. During the performance of this agreement, the Attendance District and the Residence District agree as follows:

There is hereby incorporated by reference the same as if specifically written herein all rules, regulations and all other requirements including, but not limited to, compliance with the Nevada Revised Statutes governing Nevada Public Schools; laws of the State of Nevada; the rules, regulations and policies of the Nevada State Board of Education; and the rules and regulations of the governing board of the Attendance District. In case of conflict between any provisions of this agreement and such laws, rules and regulations, the rules and regulations of the Attendance District shall prevail.

- D. When a pupil of the Residence District ceases to be a member of the Attendance District, a record of his withdrawal shall be established on the same document that contains his enrollment information, and the Residence District is to be immediately notified of the withdrawal. The record must show the day of withdrawal and reason, if known.
- E. Prior to final payment the Attendance District will provide the Residence District with documentation of any extraordinary costs associated with special education services provided for a Residence District student.

IN WITNESS WHEREOF, the parties have caused this agreement to be executed in quadruplicate originals on the _____ day of _____, 20 ____.

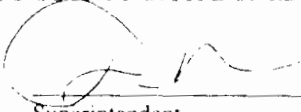
GOVERNING BOARD OF
NYE COUNTY SCHOOL DISTRICT

By _____
President

Secretary

Date

INYO COUNTY OFFICE OF EDUCATION

By  _____
Superintendent

Date 1/25/06

APPROVED:
NEVADA DEPARTMENT OF EDUCATION

By _____



EXHIBIT A
RESIDENCE PUPILS OF
INYO COUNTY, CALIFORNIA

COUNT DATE: SEPTEMBER 23, 2005

BEATTY HIGH

- | | |
|--------------------|------|
| 1. Heidi Gomez | 9th |
| 2. Rebecca Bindner | 10th |
| 3. Ingris Gomez | 11th |

BEATTY ELEMENTARY

- | | |
|-----------------|-----|
| 1. Teresa Gomez | 6th |
| 2. John Stark | 8th |

Nye County School District



Dr. William E. (Rob) Roberts
Superintendent

Office of the County Superintendent

P.O. Box 113
Tonopah, Nevada 89049
Phone 775-482-6258
Fax 775-482-8573

Southern Administration Office

484 S. West Street
Pahrump, Nevada 89048
Phone 775-727-7743
Fax 775-727-7768

BOARD OF TRUSTEES

Deborah L. Wescoatt, President
Tracie Ward, Vice President
Dawn Murphy, Clerk
Edna Jean Forsgren
Nicole Genet
Dennis Keating
Cindy Marcotte

February 10, 2006

MEMORANDUM

TO: Board of Trustees
FROM: Dr. William E. Roberts, Superintendent
SUBJECT: Superintendent Report

A good day to be from Nevada and an excellent time to be from the County of Nye.

On Monday, January 23, I spent the day visiting Hafen Elementary and Amargosa schools.

On Wednesday and Thursday, January 25 & 26, I could be found in the Tonopah and Round Mountain areas. The weather was cold but the schools were warm and happy. I visited schools, District Office, met with Shawn Hall and attended the Tonopah High School-Pahrump Valley High School basketball games.

On Friday, January 27, I met with representatives from Audio Enhancement. At the present time, we have three schools, Manse, JG Johnson, and Mt. Charleston, with audio systems in place. You will receive a presentation at the next BOT meeting. Also, I helped round up missing children for Hafen Elementary School.

On January 30, Cameron McRae was informed that he is one of four finalists for the Cashman Good Government Award. The presentation will take place on March 9, 2006 in Las Vegas. I will be attending to support the most deserving finalist they have. This is the same award that Ray and I were finalists for last year. I submitted Cameron's name this year because he has saved this district thousands of dollars.

On Wednesday and Thursday, February 1 & 2, I could be found in Reno attending the monthly Nevada Association of School Superintendent's meeting. We discussed SB 404, AB 580, DSA, and many other monetary items.

On Monday morning, February 6, I traveled to Amargosa in the wind. The school is holding up well to the gale forces that occur frequently there. In the afternoon I met with Vern Van Winkle of Channel 41 to discuss creating video segments for the Bond Issue, website, and recruiting. He has been extremely cooperative in offering low cost (or free) public service announcements for the district.

On Tuesday, February 7, I met with Bob Baker of United Way to discuss our 2006 Campaign Drive and Teacher Mini-Grant Program. I also met with Donna Anspach of Nevadans for Quality Education and we discussed the needs of Nye County School District and how we can work together for students.

On Wednesday morning, February 8, Paul Tischler of TischlerBise met with me to discuss the findings of the Fiscal Impact Analysis his company has prepared for the County. At noon, I attended the Chamber of Commerce Business-to-Business luncheon during which Dawn Gibbons spoke.

Next week I will travel with the Board President to Washington, D.C. to voice our support for the Reauthorization of PL 106-393. We received \$70,750 during 2004-2005 and have received \$372,367 over the last five years.

I will be out of the office from February 22 through February 27, attending the American Association of School Administrators conference as a Governing Board member representing Nevada. Mr. Pekarek will be in my place for the February 24 Board Meeting. While at the convention, I am being honored on Friday evening, January 24, as one of eSchool News' Tech-Savvy Superintendents of the Year (see attached).

eSCHOOL NEWS

Technology News for Today's K-20 Educator

Dear William Roberts,

Congratulations. After reviewing hundreds of applications from a wide variety of qualified and innovative school leaders across the county, the editors of *eSchool News*, the nation's premier educational technology news publication, are pleased to name you one of eSN's Tech-Savvy Superintendents of the Year.

Now in its sixth year, the eSN Tech-Savvy Superintendent Awards program recognizes exemplary leadership and vision in using technology to improve education. As a winner, we believe this distinction sets you apart as one of the foremost advocates of technology-based instruction and educational leadership in your field.

To honor this tremendous achievement, *eSchool News* would like to request your presence at an awards ceremony and luncheon to be held in conjunction with the 2006 American Association of School Administrators Conference in San Diego, Feb. 23-26. Please see the enclosed invitation for details.

Your successes also will be featured in print as part of our Tech-Savvy Superintendent Awards profile scheduled to run in the February edition of *eSchool News*, the nation's foremost source for educational technology news, now read by more than 300,000 education decision makers nationwide.

Again, congratulations on this prestigious honor. We look forward to seeing you in San Diego.

If you have any questions about the ceremony, your award, or the selection process itself, please do not hesitate to contact us at (800) 394-0115 ext. 113.

Happy New Year—and keep up the good work,

The Editors



eSchool News

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Nye County School District

BOARD OF TRUSTEES

Debbie Wescoatt President
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Dr. William E. "Rob" Roberts
Superintendent

MEMORANDUM

DATE: January 24, 2006
TO: NCS D Board of Trustees
FROM: Mr. Raymond Ritchie, Chief Financial & Administrative Officer
SUBJECT: 2nd Quarterly Report

Attached is the 2nd Quarterly Report as filed with the Department of Taxation and Department of Education as required by Nevada School Law 387.320, Para 2.

RR/vf

QUARTERLY REPORT

DATE January 20, 2006

FOR

PERIOD ENDED December 31, 2005

NYE COUNTY SCHOOL DISTRICT

FOR OFFICE _____ _____

<u>GENERAL FUND</u>	ACCOUNT NUMBER	ORIGINAL ANNUAL AMOUNT	ADJUSTED ANNUAL BUDGET	ACTUAL TO DATE
SECTION A: SOURCES				
1. Opening Fund Balance		1,213,749	1,469,522	1,467,314
2. Revenues				
Local	1000	16,172,289	18,044,851	7,431,621
State	3000	28,077,925	26,310,539	12,939,893
Federal	4000	146,931	146,931	28,836
SUBTOTAL		45,610,894	45,971,843	21,867,664
3. Other Sources	5000	937,500	937,500	
4. TOTAL FUND RESOURCES		46,548,394	46,909,343	21,867,664
SECTION B: APPLICATIONS				
	PROGRAM OR FUNCTION NUMBER			
5. Appropriations				
Regular Programs	100	21,405,788	22,327,506	7,673,287
Special Programs	200			
Vocational Programs	300	968,113	968,113	296,090
Other PK-12 Programs	400/900	719,612	719,612	223,544
Non-Public School Programs	500			
Adult Education Programs	600			
Vocational Support Programs	700			
Community Services Programs	800			
Undistributed Expenditures		////////////////////	////////////////////	
Student Support	2100	213,164	213,164	86,778
Staff Support	2200	265,958	265,958	111,154
General Administration	2300	970,861	1,087,788	495,515
School Administration	2400	3,313,121	3,313,121	1,473,751
Business Support	2500	2,036,606	2,042,638	773,113
Oper & Mtce of Plant	2600	6,146,490	6,191,801	3,185,322
Student Transportation	2700	2,841,054	2,841,054	1,155,605

QUARTERLY REPORT

DATE January 20, 2006

FOR

PERIOD ENDED December 31, 2005

NYE COUNTY SCHOOL DISTRICT

FOR OFFICE _____
USE ONLY <u> A </u>

<u>BUILDINGS & SITES</u>		ORIGINAL ANNUAL AMOUNT	ADJUSTED ANNUAL BUDGET	ACTUAL TO DATE
Opening Balance				6,918
Revenues		20,250	20,250	15,025
Transfers In				
TOTAL RESOURCES		20,250	20,250	21,943
Expenditures		20,250	20,250	8,833
Transfers Out				
Ending Balance				13,110
TOTAL APPLICATIONS		20,250	20,250	21,943

<u>CAPITAL PROJECTS FUNDS</u>		ORIGINAL ANNUAL AMOUNT	ADJUSTED ANNUAL BUDGET	ACTUAL TO DATE
Opening Balance				318,390
Revenues		690,345	690,345	300,971
Transfers In		150,000	150,000	150,000
TOTAL RESOURCES		840,345	840,345	769,361
Expenditures		840,345	840,345	767,976
Transfers Out				
Ending Balance				1,385
TOTAL APPLICATIONS		840,345	2,521,035	769,361

<u>SCHOOL LUNCH PROGRAM</u>		ORIGINAL ANNUAL AMOUNT	ADJUSTED ANNUAL BUDGET	ACTUAL TO DATE
Opening Balance		849	849	78,844
Revenues		1,636,686	1,636,686	488,946
Transfers In				
TOTAL RESOURCES		1,637,535	1,637,535	567,790
Expenditures		1,633,285	1,633,285	632,523
Transfers Out				

QUARTERLY REPORT

DATE January 20, 2006

FOR

PERIOD ENDED December 31, 2005

NYE COUNTY SCHOOL DISTRICT

FOR OFFICE _____
USE ONLY _____ A _____

<u>SPECIAL FUNDS</u>		ORIGINAL ANNUAL AMOUNT	ADJUSTED ANNUAL BUDGET	ACTUAL TO DATE
Opening Balance		857,643	857,643	1,218,971
Revenues		287,500	287,500	
Transfers In				
TOTAL RESOURCES		1,145,143	1,145,143	1,218,971
Expenditures		100,000	100,000	
Transfers Out		937,500	937,500	
Ending Balance		107,643	107,643	1,218,971
TOTAL APPLICATIONS		1,145,143	1,145,143	1,218,971

<u>STATE SPECIAL EDUCATION</u>		ORIGINAL ANNUAL AMOUNT	ADJUSTED ANNUAL BUDGET	ACTUAL TO DATE
Opening Balance				
Revenues				
Transfers In		6,398,331	6,398,331	
TOTAL RESOURCES		6,398,331	6,398,331	
Expenditures		6,398,331	6,398,331	2,310,920
Transfers Out				
Ending Balance				(2,310,920)
TOTAL APPLICATIONS		6,398,331	6,398,331	

<u>HEALTH INSURANCE</u>		ORIGINAL ANNUAL AMOUNT	ADJUSTED ANNUAL BUDGET	ACTUAL TO DATE
Opening Balance		668,502	668,502	1,001,698
Revenues		5,588,743	5,588,743	2,709,630
Transfers In				
TOTAL RESOURCES		6,257,245	6,257,245	3,711,328
Expenditures		5,328,942	5,328,942	3,053,782
Transfers Out				

QUARTERLY REPORT

DATE January 20, 2006

FOR

PERIOD ENDED December 31, 2005

NYE COUNTY SCHOOL DISTRICT

FOR OFFICE _____
USE ONLY _____ A _____

<u>DEBT SERVICE FUND</u>		ORIGINAL ANNUAL AMOUNT	ADJUSTED ANNUAL BUDGET	ACTUAL TO DATE
Opening Balance		6,722,164	6,722,164	7,227,665
Revenues		5,756,177	5,881,727	3,533,884
Transfers In				
TOTAL RESOURCES		12,478,341	12,603,891	10,761,549
Expenditures		5,581,643	5,581,643	1,206,343
Transfers Out				
Ending Balance		6,896,698	7,022,248	9,555,206
TOTAL APPLICATIONS		12,478,341	12,603,891	10,761,549



Dr. William E. "Rob" Roberts
Superintendent

Nye County School District

Office of the County Superintendent

P.O. Box 113
 Tonopah, Nevada 89049
 Phone 775-482-6258
 Fax 775-482-8573

Southern Administration Office

484 S. West Street
 Pahrump, Nevada 89048
 Phone 775-727-7743
 Fax 775-727-7768

BOARD OF TRUSTEES

Deborah Wescoatt, President
 Tracie Ward, Vice President
 Dawn Murphy, Clerk
 Edna Jean Forsgren
 Nicole Genet
 Dennis Keating
 Cindy Marcotte

Kay Decker
Assistant
Superintendent
for Student
Achievement

MEMORANDUM

TO: Board of Trustees
 Dr. William E. "Rob" Roberts, Superintendent

FROM: Department of Student Achievement
 * Kay Decker, Assistant Superintendent for Student Achievement
 * Jerry Hill, Coordinator of Grants and Secondary Curriculum
 * Karen Holley, Grant Writer
 * Karen Liberty, Curriculum Coordinator
 * Ginger Olson, Coordinator of Testing, Accountability and Educational Technology

RE: Report to Board of Trustees

DATE: February 2, 2006 – Board Meeting February 10, 2006

KAY DECKER:

- January 24, 2006, accompanied state consultant Steven Ross and U.S. General Accountability Office to RCMS and Amargosa Valley. Purpose was to review Title III.
- Attended National Title I Conference in Dallas, Texas, January 27-31, 2006.
- February 6 - classroom visitation in Beatty and Tonopah.
- February 7 – classroom visitation in Round Mountain.
- February 9 – classroom visitation in Tonopah.

MEMORANDUM

February 2, 2006

Page -2-

KAREN LIBERTY:

- January 20 - Met with Pitsco Rep to discuss Gifted and Talented program needs
- January 23 - Visited RCMS staff development day events
- January 25 - Met with WordSmart reps
- January 26 - Team meeting to discuss OMNI Conference events, design the conference for August
- January 27-31 - Attended Title I National Conference in Dallas, TX
- February 2 - Team meeting to discuss OMNI Conference events, still in the design stage

GINGER OLSON:

- Conducted training on Standards Master for:
 - Counselors
 - Teachers at Mt. Charleston
 - Teachers at Hafen
 - Teachers at JG Johnson
 - Teachers at Rosemary Clarke
- Supervised testing:
 - 8th grade writing
 - Standards Master
 - Iowa Test of Basic Skills (ITBS) and Iowa Test of Educational Development (ITED)
- Collected data for the accountability report
- Attended a webcast on educational technology

JERRY HILL:

- Submitted revision for Advanced Placement Incentive Grant for \$33,000.
 - Amount will cover National AP Conference attendance for the 9 member "Vertical Team" from RCMS and PVHS and attendance at an AP summer institute for course content.
- Attended grant review session in Reno for the Disruptive Pupils Grant; we

MEMORANDUM

February 2, 2006

Page -3-

received \$60,000 for RCMS students.

- o We have posted the positions for the counselor and special educator at RCMS.
 - o Academic portion is already underway.
- Attended National Title I Conference in Dallas, TX with Student Achievement Team (Jan. 27-31).
 - Arranged training for counselors with Clark County Virtual High School which our students can now access at no cost to district or students.

MONTHLY ENROLLMENT REPORT FOR NYE COUNTY SCHOOL DISTRICT

Fifth MONTH FROM 12/19/2005 1/20/06

Attendance Area	Spec Ed Enrollment	garten Enrollment			garten Enrollment			ntary Enrollment			School Enrollment			Total School Enrollment		Change from last Month	Prior Year Month
														Current Month	Prior Month		
AMARGOSA	39	30	30	25.2	19	17	13.9	161	158	145.73	0	0	0.00	205	196	9	183
BEATTY ELEM.	14	0	0	0.0	7	7	5.9	108	108	101.26	0	0	0.00	115	107	8	122
BEATTY HIGH	14	0	0	0.0	0	0	0.0	0	0	0.00	125	124	113.35	124	125	-1	128
DUCKWATER	1	0	0	0.0	0	0	0.0	11	11	9.96	0	0	0.00	11	10	1	11
GABBS	12	0	0	0.0	6	6	5.3	33	33	31.26	25	25	23.00	64	61	3	63
HAFEN	118	0	0	0.0	82	78	71.4	495	489	452.20	0	0	0.00	567	559	8	557
MANSE ELEM.	56	0	0	0.0	68	64	55.7	440	429	388.54	0	0	0.00	493	478	15	483
J.G. JOHNSON ELEM.	34	0	0	0.0	110	107	94.2	536	527	481.74	0	0	0.00	634	619	15	554
MT. CHARLESTON	100	0	0	0.0	84	81	74.4	511	502	469.35	0	0	0.00	583	579	4	572
EARLY CHILDHD	85	114	112	97.4	0	0	0.0	0	0	0.00	0	0	0.00	112	107	5	114
ROSEMARY CLARKE	212	0	0	0.0	0	0	0.0	1238	1210	1095.63	0	0	0.00	1210	1205	5	1114
PAHRUMP HIGH	193	0	0	0.0	0	0	0.0	0	0	0.00	1215	1187	1084.97	1187	1207	-20	975
RND. MTN. ELEM.	19	5	5	3.85	25	25	23.9	130	123	114.49	0	0	0.00	153	150	3	158
RND. MTN. JR/SR.	39	0	0	0.0	0	0	0.0	96	91	88.06	106	104	98.92	195	199	-4	192
SILVER RIM	5	10	10	9.1	25	25	21.6	65	62	55.68	0	0	0.00	97	94	3	113
TONOPAH ELEM.	39	0	0	0.0	0	0	0.0	209	207	196.30	0	0	0.00	207	210	-3	226
TONOPAH HIGH	31	0	0	0.0	0	0	0.0	0	0	0.00	165	162	148.43	162	165	-3	153
PATHWAYS	0	0	0	0.0	0	0	0.0	54	52	38.39	118	106	83.82	158	162	-4	142
TOTALS	1011	159	157	135.48	426	410	366.2	4087	4002	3668.59	1754	1708	1552.49	6277	6233	44	5860

SPEECH ONLY:

PRE- K-12 ENROLLMENT TOTALS

PRIOR MONTH'S NET ENROLLMENT:

Total Speech	<u>388</u>	<u>NET</u>	<u>GROSS</u>	<u>GROSS ADA</u>
		6277	6426	5750.46

1st
6223
5th
9th

**** Percentage of attendance for Pathways is not correct due to nature of non traditional classes**

AMARGOSA VALLEY SCHOOLS
 HCR 69 Box 401-Z
 Amargosa Valley, NV 89020
 Faye Porche, Principal

Class size for Amargosa School for the ----- 5th _____ school month.
 December 19, 2005 – January 20, 2006

TEACHER	CLASS/GRADE	# IN CLASS
Lynne Bates	Early Childhood	--- <u>30</u>
Diane George	Kindergarten	----- <u>17</u>
Lilia Hansen	Grade 1	<u>12</u>
Lynn Jordan	Grade 1	<u>12</u>
Lori Martin	Grade 2	<u>19</u>
Denise Edwards	Grade 3	<u>12</u>
Laurel Hickenbotham	Grade 4	<u>16</u>
Ellice Dunsterville	Grade 5	<u>22</u>
John Bosta	Grade 6	<u>22</u>
Brenda Dymond	Grade 7	<u>22</u>
James Hein	Grade 8	<u>20</u>

TOTAL: 204

Beatty Elementary and Middle School
P.O. Box 369
Beatty, NV 89003
(775) 553-2902 phone (775) 553-2646 fax
Nancy Hein, Principal

January 20, 2006

Class size for the Beatty Elementary and Middle School for the 5th school month from December 19, 2005 to January 20, 2006:

Carol Senary	Kindergarten	7
Carol Senary	1st Grade	8
Leona Benshoof	2nd Grade	12
Holly Lane	3rd Grade	8
Gary Torstenson	4th Grade	11
Aimee Senior	5th Grade	15

Sub Total: 61

Vonnie Gray	6th Grade (homeroom)	16
Vern Nelson	7th Grade (homeroom)	18
Patty Duszynski	8th Grade (homeroom)	20

Sub Total: 54

GRAND TOTAL: 115

CC: Brock, Bobbie; Hein, Nancy

From: Lindy Cruz
To: Paniagua, Kerry
Date: 1/26/2006 10:23:55 AM
Subject: Beatty High School Count for the 5th School Month

Beatty High School Count for the 5th School Month

Freshman	27
Sophomores	34
Juniors	37
Seniors	26
TOTAL	124

Duckwater School
1 Duckwater Road
Duckwater, NV 89314
Lynn Huston, Lead Teacher

Class size for Duckwater School for the 5th school month.
December 19, 2005 – January 20, 2006

<u>TEACHER</u>	<u>CLASS/GRADE</u>	<u># IN CLASS</u>
Lynn Huston	K-8	10
TOTAL:		10

GABBS HIGH SCHOOL
Jan. 24, 2006
ADA 5th MONTH

<u>TEACHER/ ADVISOR</u>	<u>GRADE</u>	<u># OF STUDENTS</u>
Bryan	7	3
Bryan	8	7
Bryan	9	5
Nappi	10	5
Tooley	11	9
Wood	12	6

Total Students: 35

Special Education Students grade 7 through 12: 9

GABBS ELEMENTARY

Kerns	K	6
Kerns	1	3
Kerns	2	2
Hall	3	3
Hall	4	3
Hall	5	7
Hall	6	5

Total Students: 29

Special Education Students K through 6: 3

CLASS SIZE FOR PAHRUMP EARLY CHILDHOOD SPECIAL EDUCATION
FOR THE 5th SCHOOL MONTH

TEACHER	GRADE	# IN CLASS	
		A.M.	P.M.
Sarah Hopkins	ECSE	13	11
Shelly Jacobi	ECSE	10	13
Michelle Petaros	ECSE	7	13
Randi Porter	ECSE	13	12
Traci Priest	ECSE	7	13
TOTAL		50	62

**CLASS SIZE FOR MANSE ELEMENTARY
SCHOOL FOR THE 5TH SCHOOL MONTH
2005-2006**

TEACHER	GRADE	# IN CLASS
LAURA HART	K	32
LOIS MILLS	K	32
CINDI HASTINGS	1	21
CATHEY JOHNSON	1	14
RENAE LINDGREN	1	20
TERESA LINNER	1	20
ELIZABETH MATTSON	1	21
AMY BERRY	2	22
JUDITH CAMPBELL	2	23
SANDRA KIRKER	2	22
JENNIFER OGDEN	2	23
GINA BRAATHEN	3	23
MISA CARLSON	3	22
DEANNA FLOYD	3	22
CHRISTIAN RICHARDSON	3	22
LYNNE LINDBERG	4	25
JUDITH LISTER	4	25
CAROLIN STEELE	4	25
RITA CHVILICEK	5	19
MIKE LINNER	5	18
DEBRA ORNDORFF	5	18
PAMELA TEHUIOTOA	5	19
DANIEL DURHAM	EH	5
TOTAL		493
NUMBER OF STUDENTS ON VARIANCE	44	

J.G. Johnson Elementary
5th School Month 2005-2006

Teacher	Grade	Class Size
Deborah Carle	K	42
Charese Moore	K	41
Joette Thorn	K	21
Julie Clark	1	19
Pam Mulkey	1	20
Joann Philpot	1	20
Kathleen Eisner	1	20
Lisa True	1	21
Melanie Fried	2	26
Mika Greenwald	2	25
Nora Nygaard	2	24
Linda Sims	2	25
Christy Henshaw	3	28
Terra Price	3	28
Laura Weir	3	28
Sheila Windholz	3	28
Doris Jackson	4	21
Joan Mercadante	4	23
Debra Norton	4	24
Gary Ward	4	22
Ruby Cooper	5	26
Melinda Dennis	5	26
David Dispensa	5	25
Tamara Janneck	5	24
Kris Dale	UG	10
Mary Bjerke	UG	13
Tammy Cochrell	UG	4
Total		634

Special Education Count **73**

**CLASS SIZE FOR MT. CHARLESTON ELEMENTARY
SCHOOL FOR THE 5th SCHOOL MONTH
2005/06**

TEACHER	GRADE	#IN CLASS
ESTHER ENGLUND	K	27
PAM MOEN	K	27
CHERYL OCCHUIZZO	K	27
HEATHER FREEMAN	1	22
LAURA JENSEN	1	20
KEELE MCDANIEL	1	21
BARBARA SWAILS	1	21
LAUREN YORK	1	19
BARBARA SUTTON	2	25
DONALD JENSEN	2	26
TRUDI SALZWEDEL	2	25
DONALD SUTTON	2	27
LANCE ENGLUND	3	23
KARLYLE SHOOK	3	21
JULIE STAIRS	3	23
MICHELE ZARUBA	3	22
KATHLEEN FLOYD	4	25
MARK MCDANIEL	4	23
RENEE SMITH	4	25
LORI ODEGARD	4	25
LINDA BAILEY	5	27
MICHELLE SHERECK	5	28
JILL HARRIS	5	27
JILL WARREN	5	27
TOTAL		583
NUMBER OF STUDENTS ON A VARIANCE		47

**CLASS SIZE FOR HAFEN ELEMENTARY SCHOOL
5th SCHOOL MONTH
2005-06**

TEACHER	GRADE	# IN CLASS
Jean Aubol	K	29
Emily Boston	K	25
Robert Schoenhofen	K	24
Lynn Frye	1st	23
Suzie Hagloch	1st	22
Lyndee Presgrove	1st	23
Yvette Rivera	1st	24
Linda Wogee	1st	24
Cindy Benton	2nd	24
Rebecca Graham	2nd	22
Elizabeth Dymond	2nd	24
Kurt Thorne	2nd	24
Diane Bradley	3rd	22
Coleen Gremore	3rd	22
Tammie Moniz	3rd	22
Jeffrey Pomije	3rd	19
Lisa Carl	4th	24
Cheryl Frye	4th	25
Pamela Shank	4th	25
Mike Ponton	4th	25
Ruthy Andresen	5th	24
Michael Gogerty	5th	24
Georgia Salway	5th	23
Paula Ward	5th	24
TOTAL		567
# OF STUDENTS/VARIANCE		2

Rosemary Clarke Middle School Memorandum

Date:

To: Bobbie Brock

From: Carol Kubinski

Re: 5th ADA counts

Grade	Male	Female	Total
6	196	192	388
7	208	197	405
8	218	199	417
OVERALL STUDENT TOTAL			1210

Thank you.

January 27, 2006

TO: Bobbie, TDO

FROM: Teresa, Pathways

RE: 5th ADA, Pathways High School

	<u>Male</u>	<u>Female</u>
_____ 9 th grade	18	28
10 th grade	9	23
11 th grade	13	7
12 th grade	<u>3</u>	<u>5</u>
_____ TOTAL	43	63

RE: 5th ADA, Pathways Middle School

	<u>Male</u>	<u>Female</u>
_____ 6 th grade	4	4
7 th grade	7	6
8 th grade	<u>22</u>	<u>9</u>
_____ TOTAL	33	19

ROUND MOUNTAIN ELEMENTARY SCHOOL
HOME OF THE SQUIRES

P.O. Box 1429
Round Mountain, NV 89045
Phone: (775) 377-2236
Fax: (775) 377-2354

Principal
Barbara Floto

Secretary
Sandy Dutton

Superintendent
Dr. William E. (Rob) Roberts

Class size for the Round Mountain Elementary School for the 5th

School month December 19, 2005 to January 20, 2006

<u>TEACHER</u>	<u>CLASS</u>	<u>NUMBER IN CLASS</u>
Katie Dawson	Early Childhood	5
Stacie King	Kindergarten	13/12
Tamara Jones	First Grade	15
Janine Tuss	First Grade	16
James Hunt	Second Grade	10
Kathy Iannacchione	Second Grade	8
Carol Taylor	Third Grade	15
Fritche Lage	Third Grade	14
Betty Boggs	Fourth Grade	20
Susan Lewis	Fifth Grade	25
	Total	<hr/> 153

From: Christie Wilson
To: Paniagua, Kerry
Date: 1/25/2006 1:34:01 PM
Subject: 5th month class size

Enrollment at RMHS as of 1/20/06 is:

9th grade - 26
10th grade - 24
11th grade - 35
12th grade - 21

Total - 106

Enrollment at RMMS as of 1/20/06 is:

6th grade - 23
7th grade - 39
8th grade 34

Total - 96

Total enrollment - 202

SILVER RIM ELEMENTARY SCHOOL

Mrs. Lynna Howerton, Principal
P.O. Box 591
881 Smoky Valley Road
Tonopah, Nevada 89049-0591
Phone (775) 482-9713
Fax (775) 482-3375

Jan. 27, 2006

ATTENDANCE FOR THE 5th SCHOOL MONTH 19 DEC TO 20 JAN 2005

<u>TEACHER</u>	<u>CLASS</u>	<u>NO. STUDENTS</u>
Patricia Woods	K	25
Khris Campos	1 st	17
Anena Kipp	1 st	18
Jennifer Clifford	2 nd	13
Sher Miller	2 nd	14
Katie Dawson	PK	10
TOTALS		97

Lynna Howerton, Principal

LH:ch

TONOPAH ELEMENTARY/MIDDLE SCHOOL

January 20, 2006

ATTENDANCE FOR THE 5TH SCHOOL MONTH 19 DEC 2005 – 20 JAN 2006

<u>TEACHER</u>	<u>CLASS</u>	<u>NO. STUDENTS</u>
ELEMENTARY		
Bridgman, Ronda	3rd	18
Olin, Russell	3rd	19
Byrnes, Mike	4th	15
Wilson, Danni	4th	14
Gillard, Gayle	5th	17
Thibodeaux	5th	17
	Sub Total	100
MIDDLE SCHOOL		
	6th	39
	7th	44
	8th	24
	Sub Total	107
TOTALS		207

LH:ch

From: Janet Dwyer
To: Kerry Paniagua
Date: 2/1/2006 11:36:00 AM
Subject: Class Count

Tonopah High School Class Count 5th Month 2005-2006

9th Grade	45
10th Grade	42
11th Grade	47
12th Grade	28

Total	162
-------	-----

Critical Issues for Team Consideration

		Mid-Year Year End	
	School:		Amargosa Valley
Grade-Level / Team: Middle School	Date:	January 20, 2006	

Rating Scale for Each Statement

1	2	3	4	5	6	7	8	9	10
Not true of our team			Our team is addressing				True of our team		

8 _____ We have identified team norms and protocols to guide us in working together.

7 _____ We have analyzed student achievement data and have established SMART goals that we are working interdependently to achieve.

7 _____ Each member of our team is clear on the essential learnings of our course in general as well as the essential learnings of each unit.

8 _____ We have aligned the essential learnings with state and district standards and the high stakes exams required of our students.

8 _____ We have identified course content and/or topics that can be eliminated so we can devote more time to essential curriculum.

7 _____ We have agreed on how to best sequence the content of the course and established procedures to help students achieve the intended essential learnings.

8 We have identified the prerequisite knowledge and skills students need in order to master the essential learnings of our courses and each of its units.

8 We have identified strategies and created instruments to assess whether students have the prerequisite knowledge and skills.

7 We have developed strategies and systems to assist students in acquiring prerequisite knowledge and skills when they are lacking in those areas.

8 We have developed frequent common formative assessments that help us to determine each student's mastery of essential learnings.

7 We have established the proficiency standard we want each student to achieve on each skill and concept examined with our common assessments.

8 We have developed common summative assessments that help us assess the strengths and weaknesses of our program.

8 We have established the proficiency standard we want each student to achieve on each skill and concept examined with our summative assessments.

8 We have agreed on the criteria we use in judging the quality of student work related to the essential learnings of our course and we practice applying those criteria to ensure consistency.

8 We have taught students the criteria we will use in judging the quality of their work and have provided them with examples.

7 We use the results of our common assessments to assist each other in building on strengths and addressing weaknesses as part of a process of continuous improvement designed to help students achieve at higher levels.

8 We use the results of our common assessments to identify students who need additional time and support to master essential learning and we work within the system and processes of the school to ensure they receive that support.

Critical Issues for Team Consideration

	School:	Mid-Year Year End Amargosa Valley
Grade-Level / Team: 3rd – 5th Grade	Date:	January 20, 2006

Rating Scale for Each Statement									
1	2	3	4	5	6	7	8	9	10
Not true of our team			Our team is addressing				True of our team		

9 We have identified team norms and protocols to guide us in working together.

6 We have analyzed student achievement data and have established SMART goals that we are working interdependently to achieve.

8 Each member of our team is clear on the essential learnings of our course in general as well as the essential learnings of each unit.

8 We have aligned the essential learnings with state and district standards and the high stakes exams required of our students.

10 We have identified course content and/or topics that can be eliminated so we can devote more time to essential curriculum.

- 7 We have agreed on how to best sequence the content of the course and established procedures to help students achieve the intended essential learnings.
-
- 6 We have identified the prerequisite knowledge and skills students need in order to master the essential learnings of our courses and each of its units.
-
- 9 We have identified strategies and created instruments to assess whether students have the prerequisite knowledge and skills.
-
- 9 We have developed strategies and systems to assist students in acquiring prerequisite knowledge and skills when they are lacking in those areas.
-
- 3 We have developed frequent common formative assessments that help us to determine each student's mastery of essential learnings.
-
- 4 We have established the proficiency standard we want each student to achieve on each skill and concept examined with our common assessments.
-
- 3 We have developed common summative assessments that help us assess the strengths and weaknesses of our program.
-
- 3 We have established the proficiency standard we want each student to achieve on each skill and concept examined with our summative assessments.
-
- 9 We have agreed on the criteria we use in judging the quality of student work related to the essential learnings of our course and we practice applying those criteria to ensure consistency.
-
- 7 We have taught students the criteria we will use in judging the quality of their work and have provided them with examples.
-

9 We use the results of our common assessments to assist each other in building on strengths and addressing weaknesses as part of a process of continuous improvement designed to help students achieve at higher levels.

8 We use the results of our common assessments to identify students who need additional time and support to master essential learning and we work within the system and processes of the school to ensure they receive that support.

Mid-Year Reflections Summary

Grade-Level / Team: 3rd – 5th School: Amargosa Valley
Date: January 20, 2006

Please reflect on your experiences as a member of an instructional team this school year and respond to the following questions:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I know the Norms/Protocols Established by my team.	5	4	3	2	1

3

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Members of my team are living up to the established Norms/ Protocols.	5	4	3	2	1

3

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
	5	4	3	2	1
Our team maintains focus on established team goals.					
			3		

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
	5	4	3	2	1
Our team is making progress in achieving SIP goals through implementation of the PLC framework.					
			3		

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
	5	4	3	2	1
The principal promotes a collaborative culture in our school.					
			3		

Audit of Commitment to PLC Concepts

DIRECTIONS FOR COMPLETING THIS AUDIT: Individually, silently and *honestly* assess the current status of our school for each indicator according to the following scale:

- 4 – This practice is deeply embedded in our culture.
- 3 – We have made some changes to move in this direction, but the changes are fragile.
- 2 – We are talking about this, but have taken no significant action to make it a reality.
- 1 – We have not yet begun to address this issue.

Learning as our Fundamental Purpose: *We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore we are willing to examine all of our practices in light of their impact on learning.*

Indicators of a Focus on Learning

- 4
_____ We work with colleagues on our team to build shared knowledge regarding state standards, district curriculum guides, trends in student achievement, and expectations for the next course or grade level. This collective inquiry has enabled each member of our team to clarify what all students must know and be able to do as a result of every unit of instruction.

- 3
_____ We work with colleagues on our team to:
Clarify the criteria by which we will judge the quality of student work; and
We practice applying those criteria until we can do so consistently.

- 4
_____ We monitor the learning of each student on all essential outcomes on a *timely* basis through a series of frequent, team-developed formative assessments that are aligned with district and state assessments.

- 3
_____ We identify the specific standard or target each student must achieve on each of the essential skills being addressed by the formative assessments.

- 3
_____ We provide a system of interventions that guarantees each student will receive additional time and support for learning if he/she experiences initial difficulty.

- 3.5
_____ Students are required rather than invited to devote the extra time and receive the additional support until they are successful.

- 3 We have developed strategies to extend and enrich the learning of students who have mastered essential skills.
-
- 3 We continually work together to identify policies and procedures that encourage learning in areas such as homework, grading, discipline, recognition, etc.
-

Audit of Commitment to PLC Concepts

Amargosa Schools
Mid-Year
Year End

DIRECTIONS FOR COMPLETING THIS AUDIT: Individually, silently and *honestly* assess the current status of our school for each indicator according to the following scale:

- 4 – This practice is deeply embedded in our culture.**
- 3 – We have made some changes to move in this direction, but the changes are fragile.**
- 2 – We are talking about this, but have taken no significant action to make it a reality.**
- 1 – We have not yet begun to address this issue.**

Learning as our Fundamental Purpose: *We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore we are willing to examine all of our practices in light of their impact on learning.*

Indicators of a Focus on Learning

- 4 We work with colleagues on our team to build shared knowledge regarding state standards, district curriculum guides, trends in student achievement, and expectations for the next course or grade level. This collective inquiry has enabled each member of our team to clarify what all students must know and be able to do as a result of every unit of instruction.
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- 3 We work with colleagues on our team to:
Clarify the criteria by which we will judge the quality of student work; and
We practice applying those criteria until we can do so consistently.
-
- 4 We monitor the learning of each student on all essential outcomes on a *timely* basis through a series of frequent, team-developed formative assessments that are aligned with district and state assessments.
-

- 3 We identify the specific standard or target each student must achieve on each of the essential skills being addressed by the formative assessments.

- 3 We provide a system of interventions that guarantees each student will receive additional time and support for learning if he/she experiences initial difficulty.

- 3.5 Students are required rather than invited to devote the extra time and receive the additional support until they are successful.

- 3 We have developed strategies to extend and enrich the learning of students who have mastered essential skills.

- 3 We continually work together to identify policies and procedures that encourage learning in areas such as homework, grading, discipline, recognition, etc.

Critical Issues for Team Consideration

	School:	Mid-Year Year End Amargosa Valley
Grade-Level / Team: Primary K-2	Date:	January 20, 2006

Rating Scale for Each Statement

1	2	3	4	5	6	7	8	9	10
Not true of our team			Our team is addressing				True of our team		

- 8 We have identified team norms and protocols to guide us in working together.

- 8 We have analyzed student achievement data and have established SMART goals that we are working interdependently to achieve.

- 7 Each member of our team is clear on the essential learnings of our course in general as well as the essential learnings of each unit.
-
- 8 We have aligned the essential learnings with state and district standards and the high stakes exams required of our students.
-
- 7 We have identified course content and/or topics that can be eliminated so we can devote more time to essential curriculum.
-
- 7 We have agreed on how to best sequence the content of the course and established procedures to help students achieve the intended essential learnings.
-
- 8 We have identified the prerequisite knowledge and skills students need in order to master the essential learnings of our courses and each of its units.
-
- 9 We have identified strategies and created instruments to assess whether students have the prerequisite knowledge and skills.
-
- 9 We have developed strategies and systems to assist students in acquiring prerequisite knowledge and skills when they are lacking in those areas.
-
- 9 We have developed frequent common formative assessments that help us to determine each student's mastery of essential learnings.
-
- 9 We have established the proficiency standard we want each student to achieve on each skill and concept examined with our common assessments.
-
- 8 We have developed common summative assessments that help us assess the strengths and weaknesses of our program.
-

- 8 We have established the proficiency standard we want each student to achieve on each skill and concept examined with our summative assessments.

- 8 We have agreed on the criteria we use in judging the quality of student work related to the essential learnings of our course and we practice applying those criteria to ensure consistency.

- 7 We have taught students the criteria we will use in judging the quality of their work and have provided them with examples.

- 7 We use the results of our common assessments to assist each other in building on strengths and addressing weaknesses as part of a process of continuous improvement designed to help students achieve at higher levels.

- 9 We use the results of our common assessments to identify students who need additional time and support to master essential learning and we work within the system and processes of the school to ensure they receive that support.

Mid-Year Reflections Summary

Grade-Level / Team: Kinder – 2nd School: Amargosa Valley
Date: January 20, 2006

Please reflect on your experiences as a member of an instructional team this school year and respond to the following questions:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
	5	4	3	2	1
I know the Norms/Protocols Established by my team.		3			

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Members of my team are living up to the established Norms/ Protocols.	5	4	3	2	1

3

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Our team maintains focus on established team goals.	5	4	3	2	1

3

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Our team is making progress in achieving SIP goals through implementation of the PLC framework.	5	4	3	2	1

3

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
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The principal promotes a collaborative culture in our school.

5 4 3 2 1

3

Audit of Commitment to PLC Concepts

Amargosa Schools
Mid-Year
Year End

DIRECTIONS FOR COMPLETING THIS AUDIT: Individually, silently and *honestly* assess the current status of our school for each indicator according to the following scale:

- 4 – This practice is deeply embedded in our culture.
- 3 – We have made some changes to move in this direction, but the changes are fragile.
- 2 – We are talking about this, but have taken no significant action to make it a reality.
- 1 – We have not yet begun to address this issue.

Learning as our Fundamental Purpose: *We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore we are willing to examine all of our practices in light of their impact on learning.*

Indicators of a Focus on Learning

4 We work with colleagues on our team to build shared knowledge regarding state standards, district curriculum guides, trends in student achievement, and expectations for the next course or grade level. This collective inquiry has enabled each member of our team to clarify what all students must know and be able to do as a result of every unit of instruction.

3 We work with colleagues on our team to:
Clarify the criteria by which we will judge the quality of student work; and
We practice applying those criteria until we can do so consistently.

4 We monitor the learning of each student on all essential outcomes on a *timely* basis through a series of frequent, team-developed formative assessments that are aligned with district and state assessments.

- 3 We identify the specific standard or target each student must achieve on each of the essential skills being addressed by the formative assessments.

- 3 We provide a system of interventions that guarantees each student will receive additional time and support for learning if he/she experiences initial difficulty.

- 3.5 Students are required rather than invited to devote the extra time and receive the additional support until they are successful.

- 3 We have developed strategies to extend and enrich the learning of students who have mastered essential skills.

- 3 We continually work together to identify policies and procedures that encourage learning in areas such as homework, grading, discipline, recognition, etc.

Critical Issues for Team Consideration

	School:	Mid-Year Year End Amargosa Valley
Grade-Level / Team: Middle School	Date:	January 20, 2006

Rating Scale for Each Statement

1	2	3		4	5	6	7		8	9	10
Not true of our team				Our team is addressing					True of our team		

- 8 We have identified team norms and protocols to guide us in working together.

- 7 We have analyzed student achievement data and have established SMART goals that we are working interdependently to achieve.

- 7 Each member of our team is clear on the essential learnings of our course in general as well as the essential learnings of each unit.
-
- 8 We have aligned the essential learnings with state and district standards and the high stakes exams required of our students.
-
- 8 We have identified course content and/or topics that can be eliminated so we can devote more time to essential curriculum.
-
- 7 We have agreed on how to best sequence the content of the course and established procedures to help students achieve the intended essential learnings.
-
- 8 We have identified the prerequisite knowledge and skills students need in order to master the essential learnings of our courses and each of its units.
-
- 8 We have identified strategies and created instruments to assess whether students have the prerequisite knowledge and skills.
-
- 7 We have developed strategies and systems to assist students in acquiring prerequisite knowledge and skills when they are lacking in those areas.
-
- 8 We have developed frequent common formative assessments that help us to determine each student's mastery of essential learnings.
-
- 7 We have established the proficiency standard we want each student to achieve on each skill and concept examined with our common assessments.
-
- 8 We have developed common summative assessments that help us assess the strengths and weaknesses of our program.
-

- 8 We have established the proficiency standard we want each student to achieve on each skill and concept examined with our summative assessments.

- 8 We have agreed on the criteria we use in judging the quality of student work related to the essential learnings of our course and we practice applying those criteria to ensure consistency.

- 8 We have taught students the criteria we will use in judging the quality of their work and have provided them with examples.

- 7 We use the results of our common assessments to assist each other in building on strengths and addressing weaknesses as part of a process of continuous improvement designed to help students achieve at higher levels.

- 8 We use the results of our common assessments to identify students who need additional time and support to master essential learning and we work within the system and processes of the school to ensure they receive that support.

Mid-Year Reflections Summary

Grade-Level / Team: Middle School School: Amargosa Valley
Date: January 20, 2006

Please reflect on your experiences as a member of an instructional team this school year and respond to the following questions:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
	5	4	3	2	1
I know the Norms/Protocols Established by my team.		3			

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Members of my team are living up to the established Norms/ Protocols.	5	4	3	2	1
			3		

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Our team maintains focus on established team goals.	5	4	3	2	1
		3			

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Our team is making progress in achieving SIP goals through implementation of the PLC framework.	5	4	3	2	1
		3			

Comments:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
	5	4	3	2	1
The principal promotes a collaborative culture in our school.		3			

Critical Issues for Team Consideration

		Mid-Year Year End
	School:	Amargosa Valley
Grade-Level / Team: 3rd – 5th Grade	Date:	January 20, 2006

Rating Scale for Each Statement

1	2	3	4	5	6	7	8	9	10
Not true of our team			Our team is addressing				True of our team		

9 _____ We have identified team norms and protocols to guide us in working together.

6 _____ We have analyzed student achievement data and have established SMART goals that we are working interdependently to achieve.

8 _____ Each member of our team is clear on the essential learnings of our course in general as well as the essential learnings of each unit.

8 _____ We have aligned the essential learnings with state and district standards and the high stakes exams required of our students.

10 We have identified course content and/or topics that can be eliminated so we can devote more time to essential curriculum.

7 We have agreed on how to best sequence the content of the course and established procedures to help students achieve the intended essential learnings.

6 We have identified the prerequisite knowledge and skills students need in order to master the essential learnings of our courses and each of its units.

9 We have identified strategies and created instruments to assess whether students have the prerequisite knowledge and skills.

9 We have developed strategies and systems to assist students in acquiring prerequisite knowledge and skills when they are lacking in those areas.

3 We have developed frequent common formative assessments that help us to determine each student's mastery of essential learnings.

4 We have established the proficiency standard we want each student to achieve on each skill and concept examined with our common assessments.

3 We have developed common summative assessments that help us assess the strengths and weaknesses of our program.

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Mid-Year Reflections Summary

Grade-Level / Team: Middle School School: Amargosa Valley
Date: January 20, 2006

Please reflect on your experiences as a member of an instructional team this school year and respond to the following questions:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I know the Norms/Protocols Established by my team.	5	4	3	2	1
		3			

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Members of my team are living up to the established Norms/ Protocols.	5	4	3	2	1

3

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Our team maintains focus on established team goals.	5	4	3	2	1

3

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Our team is making progress in achieving SIP goals through implementation of the PLC framework.	5	4	3	2	1

3

Comments:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The principal promotes a collaborative culture in our school.	5	4	3	2	1

3

Critical Issues for Team Consideration

	School:	Mid-Year Year End Amargosa Valley
Grade-Level / Team: 3rd – 5th Grade	Date:	January 20, 2006

Rating Scale for Each Statement

1	2	3		4	5	6	7		8	9	10
Not true of our team			Our team is addressing						True of our team		

9 _____ We have identified team norms and protocols to guide us in working together.

6 _____ We have analyzed student achievement data and have established SMART goals that we are working interdependently to achieve.

8 _____ Each member of our team is clear on the essential learnings of our course in general as well as the essential learnings of each unit.

8 _____ We have aligned the essential learnings with state and district standards and the high stakes exams required of our students.

10 _____ We have identified course content and/or topics that can be eliminated so we can devote more time to essential curriculum.

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Mid-Year Reflections Summary

Grade-Level / Team: 3rd – 5th School: Amargosa Valley
Date: January 20, 2006

Please reflect on your experiences as a member of an instructional team this school year and respond to the following questions:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I know the Norms/Protocols Established by my team.	5	4	3	2	1
		3			

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Members of my team are living up to the established Norms/ Protocols.	5	4	3	2	1
			3		

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Our team maintains focus on established team goals.	5	4	3	2	1
	3				

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Our team is making progress in achieving SIP goals through implementation of the PLC framework.	5	4	3	2	1
	3				

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The principal promotes a collaborative culture in our school.	5	4	3	2	1
	3				

Audit of Commitment to PLC Concepts

DIRECTIONS FOR COMPLETING THIS AUDIT: Individually, silently and *honestly* assess the current status of our school for each indicator according to the following scale:

- 4 – This practice is deeply embedded in our culture.
- 3 – We have made some changes to move in this direction, but the changes are fragile.
- 2 – We are talking about this, but have taken no significant action to make it a reality.
- 1 – We have not yet begun to address this issue.

Learning as our Fundamental Purpose: *We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore we are willing to examine all of our practices in light of their impact on learning.*

Indicators of a Focus on Learning

- 4 We work with colleagues on our team to build shared knowledge regarding state standards, district curriculum guides, trends in student achievement, and expectations for the next course or grade level. This collective inquiry has enabled each member of our team to clarify what all students must know and be able to do as a result of every unit of instruction.

- 3 We work with colleagues on our team to:
Clarify the criteria by which we will judge the quality of student work; and
We practice applying those criteria until we can do so consistently.

- 4 We monitor the learning of each student on all essential outcomes on a *timely* basis through a series of frequent, team-developed formative assessments that are aligned with district and state assessments.

- 3 We identify the specific standard or target each student must achieve on each of the essential skills being addressed by the formative assessments.

- 3 We provide a system of interventions that guarantees each student will receive additional time and support for learning if he/she experiences initial difficulty.

- 3.5 Students are required rather than invited to devote the extra time and receive the additional support until they are successful.

- 3 We have developed strategies to extend and enrich the learning of students who have mastered essential skills.
-
- 3 We continually work together to identify policies and procedures that encourage learning in areas such as homework, grading, discipline, recognition, etc.
-

Audit of Commitment to PLC Concepts

Amargosa Schools
Mid-Year
Year End

DIRECTIONS FOR COMPLETING THIS AUDIT: Individually, silently and *honestly* assess the current status of our school for each indicator according to the following scale:

- 4 – This practice is deeply embedded in our culture.**
- 3 – We have made some changes to move in this direction, but the changes are fragile.**
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- 3 We work with colleagues on our team to:
Clarify the criteria by which we will judge the quality of student work; and
We practice applying those criteria until we can do so consistently.
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- 4 We monitor the learning of each student on all essential outcomes on a *timely* basis through a series of frequent, team-developed formative assessments that are aligned with district and state assessments.
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- 3 We identify the specific standard or target each student must achieve on each of the essential skills being addressed by the formative assessments.

- 3 We provide a system of interventions that guarantees each student will receive additional time and support for learning if he/she experiences initial difficulty.

- 3.5 Students are required rather than invited to devote the extra time and receive the additional support until they are successful.

- 3 We have developed strategies to extend and enrich the learning of students who have mastered essential skills.

- 3 We continually work together to identify policies and procedures that encourage learning in areas such as homework, grading, discipline, recognition, etc.

Critical Issues for Team Consideration

	School:	Mid-Year Year End Amargosa Valley
Grade-Level / Team: Primary K-2	Date:	January 20, 2006

Rating Scale for Each Statement

1 2 3 4 5 6 7 8 9 10
Not true of our team Our team is addressing True of our team

- 8 We have identified team norms and protocols to guide us in working together.

- 8 We have analyzed student achievement data and have established SMART goals that we are working interdependently to achieve.

- 7 Each member of our team is clear on the essential learnings of our course in general as well as the essential learnings of each unit.
-
- 8 We have aligned the essential learnings with state and district standards and the high stakes exams required of our students.
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- 7 We have identified course content and/or topics that can be eliminated so we can devote more time to essential curriculum.
-
- 7 We have agreed on how to best sequence the content of the course and established procedures to help students achieve the intended essential learnings.
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- 8 We have identified the prerequisite knowledge and skills students need in order to master the essential learnings of our courses and each of its units.
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- 9 We have identified strategies and created instruments to assess whether students have the prerequisite knowledge and skills.
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- 9 We have developed strategies and systems to assist students in acquiring prerequisite knowledge and skills when they are lacking in those areas.
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- 9 We have developed frequent common formative assessments that help us to determine each student's mastery of essential learnings.
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- 9 We have established the proficiency standard we want each student to achieve on each skill and concept examined with our common assessments.
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- 8 We have developed common summative assessments that help us assess the strengths and weaknesses of our program.
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- 8 We have established the proficiency standard we want each student to achieve on each skill and concept examined with our summative assessments.

- 8 We have agreed on the criteria we use in judging the quality of student work related to the essential learnings of our course and we practice applying those criteria to ensure consistency.

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- 7 We use the results of our common assessments to assist each other in building on strengths and addressing weaknesses as part of a process of continuous improvement designed to help students achieve at higher levels.

- 9 We use the results of our common assessments to identify students who need additional time and support to master essential learning and we work within the system and processes of the school to ensure they receive that support.

Mid-Year Reflections Summary

Grade-Level / Team: Kinder – 2nd School: Amargosa Valley
Date: January 20, 2006

Please reflect on your experiences as a member of an instructional team this school year and respond to the following questions:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
	5	4	3	2	1
I know the Norms/Protocols Established by my team.		3			

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Members of my team are living up to the established Norms/ Protocols.	5	4	3	2	1

3

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Our team maintains focus on established team goals.	5	4	3	2	1

3

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Our team is making progress in achieving SIP goals through implementation of the PLC framework.	5	4	3	2	1

3

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
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The principal promotes a collaborative culture in our school.

5 4 3 2 1

3

Audit of Commitment to PLC Concepts

Amargosa Schools
Mid-Year
Year End

DIRECTIONS FOR COMPLETING THIS AUDIT: Individually, silently and *honestly* assess the current status of our school for each indicator according to the following scale:

- 4 – This practice is deeply embedded in our culture.
- 3 – We have made some changes to move in this direction, but the changes are fragile.
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- 1 – We have not yet begun to address this issue.

Learning as our Fundamental Purpose: *We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore we are willing to examine all of our practices in light of their impact on learning.*

Indicators of a Focus on Learning

4 We work with colleagues on our team to build shared knowledge regarding state standards, district curriculum guides, trends in student achievement, and expectations for the next course or grade level. This collective inquiry has enabled each member of our team to clarify what all students must know and be able to do as a result of every unit of instruction.

3 We work with colleagues on our team to:
Clarify the criteria by which we will judge the quality of student work; and
We practice applying those criteria until we can do so consistently.

4 We monitor the learning of each student on all essential outcomes on a *timely* basis through a series of frequent, team-developed formative assessments that are aligned with district and state assessments.

3 We identify the specific standard or target each student must achieve on each of the essential skills being addressed by the formative assessments.

3 We provide a system of interventions that guarantees each student will receive additional time and support for learning if he/she experiences initial difficulty.

3.5 Students are required rather than invited to devote the extra time and receive the additional support until they are successful.

3 We have developed strategies to extend and enrich the learning of students who have mastered essential skills.

3 We continually work together to identify policies and procedures that encourage learning in areas such as homework, grading, discipline, recognition, etc.

Mid-Year Reflections Summary

Grade-Level / Team: K-8

School: Duckwater

Date: 1-11-06

Please reflect on your experiences as a member of an instructional team this school year and respond to the following questions:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I know the Norms/Protocols Established by my team.	5	4	3	2	1

3

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Members of my team are living up to the established Norms/ Protocols.	5	4	3	2	1

3

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Our team maintains focus on established team goals.	5	4	3	2	1

3

-
- 10 We have identified team norms and protocols to guide us in working together.
-
- 10 We have analyzed student achievement data and have established SMART goals that we are working interdependently to achieve.
-
- 10 Each member of our team is clear on the essential learnings of our course in general as well as the essential learnings of each unit.
-
- 10 We have aligned the essential learnings with state and district standards and the high stakes exams required of our students.
-
- 10 We have identified course content and/or topics that can be eliminated so we can devote more time to essential curriculum.
-
- 10 We have agreed on how to best sequence the content of the course and established procedures to help students achieve the intended essential learnings.
-
- 10 We have identified the prerequisite knowledge and skills students need in order to master the essential learnings of our courses and each of its units.
-
- 10 We have identified strategies and created instruments to assess whether students have the prerequisite knowledge and skills.
-
- 10 We have developed strategies and systems to assist students in acquiring prerequisite knowledge and skills when they are lacking in those areas.
-
- 10 We have developed frequent common formative assessments that help us to determine each student's mastery of essential learnings.
-
- 10 We have established the proficiency standard we want each student to achieve on each skill and concept examined with our common assessments.
-

10 We have developed common summative assessments that help us assess the strengths and weaknesses of our program.

10 We have established the proficiency standard we want each student to achieve on each skill and concept examined with our summative assessments.

10 We have agreed on the criteria we use in judging the quality of student work related to the essential learnings of our course and we practice applying those criteria to ensure consistency.

10 We have taught students the criteria we will use in judging the quality of their work and have provided them with examples.

10 We use the results of our common assessments to assist each other in building on strengths and addressing weaknesses as part of a process of continuous improvement designed to help students achieve at higher levels.

10 We use the results of our common assessments to identify students who need additional time and support to master essential learning and we work within the system and processes of the school to ensure they receive that support.

Audit of Commitment to PLC Concepts

Duckwater

Mid-Year
Year End

DIRECTIONS FOR COMPLETING THIS AUDIT: Individually, silently and *honestly* assess the current status of our school for each indicator according to the following scale:

- 4 – This practice is deeply embedded in our culture.**
- 3 – We have made some changes to move in this direction, but the changes are fragile.**
- 2 – We are talking about this, but have taken no significant action to make it a reality.**
- 1 – We have not yet begun to address this issue.**

Learning as our Fundamental Purpose: *We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore we are willing to examine all of our practices in light of their impact on learning.*

Indicators of a Focus on Learning

- 4 We work with colleagues on our team to build shared knowledge regarding state standards, district curriculum guides, trends in student achievement, and expectations for the next course or grade level. This collective inquiry has enabled each member of our team to clarify what all students must know and be able to do as a result of every unit of instruction.

- 4 We work with colleagues on our team to:
Clarify the criteria by which we will judge the quality of student work; and
We practice applying those criteria until we can do so consistently.

- 4 We monitor the learning of each student on all essential outcomes on a *timely* basis through a series of frequent, team-developed formative assessments that are aligned with district and state assessments.

- 4 We identify the specific standard or target each student must achieve on each of the essential skills being addressed by the formative assessments.

- 4 We provide a system of interventions that guarantees each student will receive additional time and support for learning if he/she experiences initial difficulty.

- 4 Students are required rather than invited to devote the extra time and receive the additional support until they are successful.

- 4 We have developed strategies to extend and enrich the learning of students who have mastered essential skills.

- 4 We continually work together to identify policies and procedures that encourage learning in areas such as homework, grading, discipline, recognition, etc.

Audit of Commitment to PLC Concepts

Beatty School – K-12
Mid-Year
Year End

DIRECTIONS FOR COMPLETING THIS AUDIT: Individually, silently and *honestly* assess the current status of our school for each indicator according to the following scale:

- 4 – This practice is deeply embedded in our culture.
- 3 – We have made some changes to move in this direction, but the changes are fragile.
- 2 – We are talking about this, but have taken no significant action to make it a reality.
- 1 – We have not yet begun to address this issue.

Learning as our Fundamental Purpose: *We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore we are willing to examine all of our practices in light of their impact on learning.*

Indicators of a Focus on Learning

- 3 We work with colleagues on our team to build shared knowledge regarding state standards, district curriculum guides, trends in student achievement, and expectations for the next course or grade level. This collective inquiry has enabled each member of our team to clarify what all students must know and be able to do as a result of every unit of instruction.

- 3 We work with colleagues on our team to:
Clarify the criteria by which we will judge the quality of student work; and
We practice applying those criteria until we can do so consistently.

- 3 We monitor the learning of each student on all essential outcomes on a *timely* basis through a series of frequent, team-developed formative assessments that are aligned with district and state assessments.

- 3 We identify the specific standard or target each student must achieve on each of the essential skills being addressed by the formative assessments.

- 3 We provide a system of interventions that guarantees each student will receive additional time and support for learning if he/she experiences initial difficulty.

6 We have identified course content and/or topics that can be eliminated so we can devote more time to essential curriculum.

6 We have agreed on how to best sequence the content of the course and established procedures to help students achieve the intended essential learnings.

7 We have identified the prerequisite knowledge and skills students need in order to master the essential learnings of our courses and each of its units.

6 We have identified strategies and created instruments to assess whether students have the prerequisite knowledge and skills.

6 We have developed strategies and systems to assist students in acquiring prerequisite knowledge and skills when they are lacking in those areas.

7 We have developed frequent common formative assessments that help us to determine each student's mastery of essential learnings.

7 We have established the proficiency standard we want each student to achieve on each skill and concept examined with our common assessments.

6 We have developed common summative assessments that help us assess the strengths and weaknesses of our program.

7 We have established the proficiency standard we want each student to achieve on each skill and concept examined with our summative assessments.

- 7 We have agreed on the criteria we use in judging the quality of student work related to the essential learnings of our course and we practice applying those criteria to ensure consistency.
-
- 6 We have taught students the criteria we will use in judging the quality of their work and have provided them with examples.
-
- 6 We use the results of our common assessments to assist each other in building on strengths and addressing weaknesses as part of a process of continuous improvement designed to help students achieve at higher levels.
-
- 7 We use the results of our common assessments to identify students who need additional time and support to master essential learning and we work within the system and processes of the school to ensure they receive that support.
-

Mid-Year Reflections Summary

Grade-Level / Team: K-12 School: Beatty School
Date: 1-17-06

Please reflect on your experiences as a member of an instructional team this school year and respond to the following questions:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I know the Norms/Protocols Established by my team.	5	4	3	2	1
		2			
	3	4	6	0	0
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

Members of my team are living up to the established Norms/ Protocols.

5	4	3	2	1
4	6	3	0	0

Our team maintains focus on established team goals.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5	4	3	2	1
4	7	2		

Our team is making progress in achieving SIP goals through implementation of the PLC framework.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5	4	3	2	1
4	5	4	0	0

The principal promotes a collaborative culture in our school.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5	4	3	2	1
6	6	1	0	0

Mid-Year Reflections Summary

Grade-Level / Team: K-5

School: Hafen Elementary
Date: 1-20-06

Please reflect on your experiences as a member of an instructional team this school year and respond to the following questions:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I know the Norms/Protocols Established by my team.	5	4	3	2	1

	17	11	0	0	0
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	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Members of my team are living up to the established Norms/ Protocols.	5	4	3	2	1

	11	15	2	0	0
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	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Our team maintains focus on established team goals.	5	4	3	2	1

	8	17	2	1	0
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	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Our team is making progress in achieving SIP goals through implementation of the PLC framework.	5	4	3	2	1
	9	18	1	0	0

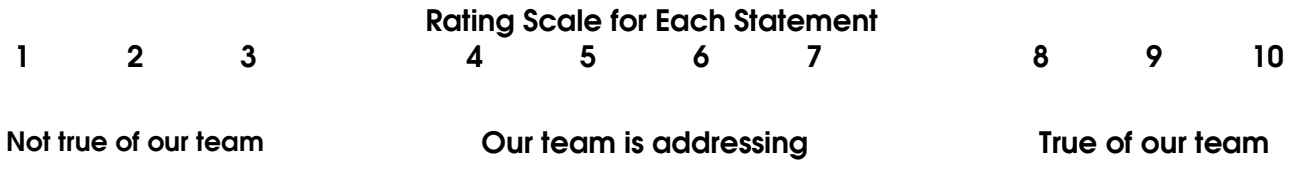
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The principal promotes a collaborative culture in our school.	5	4	3	2	1
	16	10	0	1	1

Critical Issues for Team Consideration

Grade-Level / Team: K-5

School: Mid-Year
Year End
Hafen Elementary

Date: 1-20-06



8.9 We have identified team norms and protocols to guide us in working together.

8.3 We have analyzed student achievement data and have established SMART goals that we are working interdependently to achieve.

7.7 Each member of our team is clear on the essential learnings of our course in general as well as the essential learnings of each unit.

8.8 We have aligned the essential learnings with state and district standards and the high stakes exams required of our students.

8.1 We have identified course content and/or topics that can be eliminated so we can devote more time to essential curriculum.

7.8 We have agreed on how to best sequence the content of the course and established procedures to help students achieve the intended essential learnings.

7.6 We have identified the prerequisite knowledge and skills students need in order to master the essential learnings of our courses and each of its units.

7.5 We have identified strategies and created instruments to assess whether students have the prerequisite knowledge and skills.

7.0 We have developed strategies and systems to assist students in acquiring prerequisite knowledge and skills when they are lacking in those areas.

8.3 We have developed frequent common formative assessments that help us to determine each student's mastery of essential learnings.

7.8 We have established the proficiency standard we want each student to achieve on each skill and concept examined with our common assessments.

8.0 We have developed common summative assessments that help us assess the strengths and weaknesses of our program.

7.6 We have established the proficiency standard we want each student to achieve on each skill and concept examined with our summative assessments.

7.8 We have agreed on the criteria we use in judging the quality of student work related to the essential learnings of our course and we practice applying those criteria to ensure consistency.

7.2 We have taught students the criteria we will use in judging the quality of their work and have provided them with examples.

7.7 We use the results of our common assessments to assist each other in building on strengths and addressing weaknesses as part of a process of continuous improvement designed to help students achieve at higher levels.

8.0 We use the results of our common assessments to identify students who need additional time and support to master essential learning and we work within the system and processes of the school to ensure they receive that support.

Audit of Commitment to PLC Concepts

Hafen Elementary
Mid-Year
Year End

DIRECTIONS FOR COMPLETING THIS AUDIT: Individually, silently and *honestly* assess the current status of our school for each indicator according to the following scale:

4 – This practice is deeply embedded in our culture.

3 – We have made some changes to move in this direction, but the changes are fragile.

2 – We are talking about this, but have taken no significant action to make it a reality.

1 – We have not yet begun to address this issue.

Learning as our Fundamental Purpose: *We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore we are willing to examine all of our practices in light of their impact on learning.*

Indicators of a Focus on Learning

3.7 We work with colleagues on our team to build shared knowledge regarding state standards, district curriculum guides, trends in student achievement, and expectations for the next course or grade level. This collective inquiry has enabled each member of our team to clarify what all students must know and be able to do as a result of every unit of instruction.

3.4 We work with colleagues on our team to:
Clarify the criteria by which we will judge the quality of student work; and
We practice applying those criteria until we can do so consistently.

3.4 We monitor the learning of each student on all essential outcomes on a *timely* basis through a series of frequent, team-developed formative assessments that are aligned with district and state assessments.

3.3 We identify the specific standard or target each student must achieve on each of the essential skills being addressed by the formative assessments.

3.4 We provide a system of interventions that guarantees each student will receive additional time and support for learning if he/she experiences initial difficulty.

3.3 Students are required rather than invited to devote the extra time and receive the additional support until they are successful.

3.2 We have developed strategies to extend and enrich the learning of students who have mastered essential skills.

3.6 We continually work together to identify policies and procedures that encourage learning in areas such as homework, grading, discipline, recognition, etc.

Mid-Year Reflections Summary

Grade-Level / Team: K-12 School: Gabbs
Date: 1-11-06

Please reflect on your experiences as a member of an instructional team this school year and respond to the following questions:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I know the Norms/Protocols Established by my team.	5	4	3	2	1

	1	6	1	0	0
--	---	---	---	---	---

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Members of my team are living up to the established Norms/ Protocols.	5	4	3	2	1

	1	6	1	0	0
--	---	---	---	---	---

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Our team maintains focus on established team goals.	5	4	3	2	1

	0	8	0	0	0
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	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Our team is making progress in achieving SIP goals through implementation of the PLC framework.	5	4	3	2	1
	0	8	0	0	0

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The principal promotes a collaborative culture in our school.	5	4	3	2	1
	3	5	0	0	0

Critical Issues for Team Consideration

Grade-Level / Team: K-12

Mid-Year
Year End
School: Gabbs

Date: 1-11-06

Rating Scale for Each Statement

1 2 3 4 5 6 7 8 9 10

Not true of our team Our team is addressing True of our team

7 We have identified team norms and protocols to guide us in working together.

7 We have analyzed student achievement data and have established SMART goals that we are working interdependently to achieve.

6 Each member of our team is clear on the essential learnings of our course in general as well as the essential learnings of each unit.

7 We have aligned the essential learnings with state and district standards and the high stakes exams required of our students.

5 We have identified course content and/or topics that can be eliminated so we can devote more time to essential curriculum.

5 We have agreed on how to best sequence the content of the course and established procedures to help students achieve the intended essential learnings.

5 We have identified the prerequisite knowledge and skills students need in order to master the essential learnings of our courses and each of its units.

5 We have identified strategies and created instruments to assess whether students have the prerequisite knowledge and skills.

4 We have developed strategies and systems to assist students in acquiring prerequisite knowledge and skills when they are lacking in those areas.

7 We have developed frequent common formative assessments that help us to determine each student's mastery of essential learnings.

7 We have established the proficiency standard we want each student to achieve on each skill and concept examined with our common assessments.

- 5 We have developed common summative assessments that help us assess the strengths and weaknesses of our program.

- 5 We have established the proficiency standard we want each student to achieve on each skill and concept examined with our summative assessments.

- 6 We have agreed on the criteria we use in judging the quality of student work related to the essential learnings of our course and we practice applying those criteria to ensure consistency.

- 6 We have taught students the criteria we will use in judging the quality of their work and have provided them with examples.

- 6 We use the results of our common assessments to assist each other in building on strengths and addressing weaknesses as part of a process of continuous improvement designed to help students achieve at higher levels.

- 7 We use the results of our common assessments to identify students who need additional time and support to master essential learning and we work within the system and processes of the school to ensure they receive that support.

Audit of Commitment to PLC Concepts

Gabbs

Mid-Year
Year End

DIRECTIONS FOR COMPLETING THIS AUDIT: Individually, silently and *honestly* assess the current status of our school for each indicator according to the following scale:

- 4 – This practice is deeply embedded in our culture.**
- 3 – We have made some changes to move in this direction, but the changes are fragile.**
- 2 – We are talking about this, but have taken no significant action to make it a reality.**
- 1 – We have not yet begun to address this issue.**

Learning as our Fundamental Purpose: *We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore we are willing to examine all of our practices in light of their impact on learning.*

Indicators of a Focus on Learning

3 We work with colleagues on our team to build shared knowledge regarding state standards, district curriculum guides, trends in student achievement, and expectations for the next course or grade level. This collective inquiry has enabled each member of our team to clarify what all students must know and be able to do as a result of every unit of instruction.

3 We work with colleagues on our team to:
Clarify the criteria by which we will judge the quality of student work; and
We practice applying those criteria until we can do so consistently.

3 We monitor the learning of each student on all essential outcomes on a *timely* basis through a series of frequent, team-developed formative assessments that are aligned with district and state assessments.

3 We identify the specific standard or target each student must achieve on each of the essential skills being addressed by the formative assessments.

3 We provide a system of interventions that guarantees each student will receive additional time and support for learning if he/she experiences initial difficulty.

2 Students are required rather than invited to devote the extra time and receive the additional support until they are successful.

2 We have developed strategies to extend and enrich the learning of students who have mastered essential skills.

3 We continually work together to identify policies and procedures that encourage learning in areas such as homework, grading, discipline, recognition, etc.

Mid-Year Reflections Summary

Grade-Level / Team: K-5

School: J.G. Johnson

Date: January 17, 2006

Please reflect on your experiences as a member of an instructional team this school year and respond to the following questions:

	Strongly Agree	A gree	Neutral	Disagree	Strongly Disagree
I know the Norms/Protocols Established by my team.	5	4	3	2	1

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Members of my team are living up to the established Norms/ Protocols.	5	4	3	2	1

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Our team maintains focus on established team goals.	5	4	3	2	1

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
	5	4	3	2	1
Our team is making progress in achieving SIP goals through implementation of the PLC framework.					

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
	5	4	3	2	1
The principal promotes a collaborative culture in our school.					

Critical Issues for Team Consideration

	Mid-Year Year End
	School: J.G. Johnson
Grade-Level / Team: K-5	Date: <u>January 17, 2006</u>

Rating Scale for Each Statement									
1	2	3	4	5	6	7	8	9	10
Not true of our team			Our team is addressing				True of our team		

7 We have identified team norms and protocols to guide us in working together.

5 We have analyzed student achievement data and have established SMART goals that we are working interdependently to achieve.

8 Each member of our team is clear on the essential learnings of our course in general as well as the essential learnings of each unit.

8 We have aligned the essential learnings with state and district standards and the high stakes exams required of our students.

8 We have identified course content and/or topics that can be eliminated so we can devote more time to essential curriculum.

7 We have agreed on how to best sequence the content of the course and established procedures to help students achieve the intended essential learnings.

8 We have identified the prerequisite knowledge and skills students need in order to master the essential learnings of our courses and each of its units.

7 We have identified strategies and created instruments to assess whether students have the prerequisite knowledge and skills.

7 We have developed strategies and systems to assist students in acquiring prerequisite knowledge and skills when they are lacking in those areas.

8 We have developed frequent common formative assessments that help us to determine each student's mastery of essential learnings.

7 We have established the proficiency standard we want each student to achieve on each skill and concept examined with our common assessments.

- 5 We have developed common summative assessments that help us assess the strengths and weaknesses of our program.

- 5 We have established the proficiency standard we want each student to achieve on each skill and concept examined with our summative assessments.

- 6 We have agreed on the criteria we use in judging the quality of student work related to the essential learnings of our course and we practice applying those criteria to ensure consistency.

- 7 We have taught students the criteria we will use in judging the quality of their work and have provided them with examples.

- 7 We use the results of our common assessments to assist each other in building on strengths and addressing weaknesses as part of a process of continuous improvement designed to help students achieve at higher levels.

- 8 We use the results of our common assessments to identify students who need additional time and support to master essential learning and we work within the system and processes of the school to ensure they receive that support.

Audit of Commitment to PLC Concepts

J.G. Johnson Elementary
Mid-Year
Year End

DIRECTIONS FOR COMPLETING THIS AUDIT: Individually, silently and *honestly* assess the current status of our school for each indicator according to the following scale:

- 4 – This practice is deeply embedded in our culture.**
- 3 – We have made some changes to move in this direction, but the changes are fragile.**
- 2 – We are talking about this, but have taken no significant action to make it a reality.**
- 1 – We have not yet begun to address this issue.**

Learning as our Fundamental Purpose: *We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore we are willing to examine all of our practices in light of their impact on learning.*

Indicators of a Focus on Learning

3 We work with colleagues on our team to build shared knowledge regarding state standards, district curriculum guides, trends in student achievement, and expectations for the next course or grade level. This collective inquiry has enabled each member of our team to clarify what all students must know and be able to do as a result of every unit of instruction.

3 We work with colleagues on our team to:
Clarify the criteria by which we will judge the quality of student work; and
We practice applying those criteria until we can do so consistently.

3 We monitor the learning of each student on all essential outcomes on a *timely* basis through a series of frequent, team-developed formative assessments that are aligned with district and state assessments.

3 We identify the specific standard or target each student must achieve on each of the essential skills being addressed by the formative assessments.

3 We provide a system of interventions that guarantees each student will receive additional time and support for learning if he/she experiences initial difficulty.

3 Students are required rather than invited to devote the extra time and receive the additional support until they are successful.

3 We have developed strategies to extend and enrich the learning of students who have mastered essential skills.

3 We continually work together to identify policies and procedures that encourage learning in areas such as homework, grading, discipline, recognition, etc.

Audit of Commitment to PLC Concepts

Manse Elementary
Mid-Year
Year End

DIRECTIONS FOR COMPLETING THIS AUDIT: Individually, silently and *honestly* assess the current status of our school for each indicator according to the following scale:

- 4 – This practice is deeply embedded in our culture.
- 3 – We have made some changes to move in this direction, but the changes are fragile.
- 2 – We are talking about this, but have taken no significant action to make it a reality.
- 1 – We have not yet begun to address this issue.

Learning as our Fundamental Purpose: *We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore we are willing to examine all of our practices in light of their impact on learning.*

Indicators of a Focus on Learning

- 3 We work with colleagues on our team to build shared knowledge regarding state standards, district curriculum guides, trends in student achievement, and expectations for the next course or grade level. This collective inquiry has enabled each member of our team to clarify what all students must know and be able to do as a result of every unit of instruction.

- 3 We work with colleagues on our team to:
Clarify the criteria by which we will judge the quality of student work; and
We practice applying those criteria until we can do so consistently.

- 3 We monitor the learning of each student on all essential outcomes on a *timely* basis through a series of frequent, team-developed formative assessments that are aligned with district and state assessments.

- 3 We identify the specific standard or target each student must achieve on each of the essential skills being addressed by the formative assessments.

- 3 We provide a system of interventions that guarantees each student will receive additional time and support for learning if he/she experiences initial difficulty.

3 Students are required rather than invited to devote the extra time and receive the additional support until they are successful.

3 We have developed strategies to extend and enrich the learning of students who have mastered essential skills.

3 We continually work together to identify policies and procedures that encourage learning in areas such as homework, grading, discipline, recognition, etc.

Critical Issues for Team Consideration

Grade-Level / Team: _____ Summary (average) _____

School: _____ Mid-Year
Year End
Manse Elementary

Date: _____ 1/20/2006 _____

Rating Scale for Each Statement

1 2 3 4 5 6 7 8 9 10

Not true of our team Our team is addressing True of our team

9 We have identified team norms and protocols to guide us in working together.

7 We have analyzed student achievement data and have established SMART goals that we are working interdependently to achieve.

8 Each member of our team is clear on the essential learnings of our course in general as well as the essential learnings of each unit.

8 We have aligned the essential learnings with state and district standards and the high stakes exams required of our students.

8 We have identified course content and/or topics that can be eliminated so we can devote more time to essential curriculum.

7 We have agreed on how to best sequence the content of the course and established procedures to help students achieve the intended essential learnings.

7 We have identified the prerequisite knowledge and skills students need in order to master the essential learnings of our courses and each of its units.

8 We have identified strategies and created instruments to assess whether students have the prerequisite knowledge and skills.

8 We have developed strategies and systems to assist students in acquiring prerequisite knowledge and skills when they are lacking in those areas.

8 We have developed frequent common formative assessments that help us to determine each student's mastery of essential learnings.

7 We have established the proficiency standard we want each student to achieve on each skill and concept examined with our common assessments.

5 We have developed common summative assessments that help us assess the strengths and weaknesses of our program.

6 We have established the proficiency standard we want each student to achieve on each skill and concept examined with our summative assessments.

- 8 We have agreed on the criteria we use in judging the quality of student work related to the essential learnings of our course and we practice applying those criteria to ensure consistency.
-
- 7 We have taught students the criteria we will use in judging the quality of their work and have provided them with examples.
-
- 6 We use the results of our common assessments to assist each other in building on strengths and addressing weaknesses as part of a process of continuous improvement designed to help students achieve at higher levels.
-
- 7 We use the results of our common assessments to identify students who need additional time and support to master essential learning and we work within the system and processes of the school to ensure they receive that support.
-

Mid-Year Reflections Summary

Grade-Level / Team: K-5 School: Manse Elementary
Date: 1/20/2006

Please reflect on your experiences as a member of an instructional team this school year and respond to the following questions:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I know the Norms/Protocols Established by my team.	5	4	3	2	1
	16	13	0	0	0
	5	4	3	2	1
Members of my team are living up to the established Norms/ Protocols.	5	4	3	2	1
	107				

4 24 1 0 0

Our team maintains focus on established team goals.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
	5	4	3	2	1
	6	18	5	0	0

Our team is making progress in achieving SIP goals through implementation of the PLC framework.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
	5	4	3	2	1
	1	21	7	0	0

The principal promotes a collaborative culture in our school.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
	5	4	3	2	1
	21	7	1	0	0

Mid-Year Reflections Summary

Grade-Level / Team: K-5

School: Manse Elementary
Date: 1/20/2006

Please reflect on your experiences as a member of an instructional team this school year and respond to the following questions:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I know the Norms/Protocols Established by my team.	5	4	3	2	1
	16	13	0	0	0

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Members of my team are living up to the established Norms/ Protocols.	5	4	3	2	1
	4	24	1	0	0

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Our team maintains focus on established team goals.	5	4	3	2	1
	6	18	5	0	0

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Our team is making progress in achieving SIP goals through implementation of the PLC framework.	5	4	3	2	1
	1	21	7	0	0

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The principal promotes a collaborative culture in our school.	5	4	3	2	1
	21	7	1	0	0

Critical Issues for Team Consideration

		Mid-Year Year End
	School:	Manse Elementary
Grade-Level / Team: Summary (average)	Date:	1/20/2006

Rating Scale for Each Statement									
1	2	3	4	5	6	7	8	9	10
Not true of our team			Our team is addressing				True of our team		

9 We have identified team norms and protocols to guide us in working together.

7 We have analyzed student achievement data and have established SMART goals that we are working interdependently to achieve.

8 Each member of our team is clear on the essential learnings of our course in general as well as the essential learnings of each unit.

8 We have aligned the essential learnings with state and district standards and the high stakes exams required of our students.

8 We have identified course content and/or topics that can be eliminated so we can devote more time to essential curriculum.

7 We have agreed on how to best sequence the content of the course and established procedures to help students achieve the intended essential learnings.

7 We have identified the prerequisite knowledge and skills students need in order to master the essential learnings of our courses and each of its units.

8 We have identified strategies and created instruments to assess whether students have the prerequisite knowledge and skills.

8 We have developed strategies and systems to assist students in acquiring prerequisite knowledge and skills when they are lacking in those areas.

8 We have developed frequent common formative assessments that help us to determine each student's mastery of essential learnings.

7 We have established the proficiency standard we want each student to achieve on each skill and concept examined with our common assessments.

5 We have developed common summative assessments that help us assess the strengths and weaknesses of our program.

6 We have established the proficiency standard we want each student to achieve on each skill and concept examined with our summative assessments.

8 We have agreed on the criteria we use in judging the quality of student work related to the essential learnings of our course and we practice applying those criteria to ensure consistency.

7 We have taught students the criteria we will use in judging the quality of their work and have provided them with examples.

- 6 We use the results of our common assessments to assist each other in building on strengths and addressing weaknesses as part of a process of continuous improvement designed to help students achieve at higher levels.
-

- 7 We use the results of our common assessments to identify students who need additional time and support to master essential learning and we work within the system and processes of the school to ensure they receive that support.
-

Audit of Commitment to PLC Concepts

Manse Elementary
Mid-Year
Year End

DIRECTIONS FOR COMPLETING THIS AUDIT: Individually, silently and *honestly* assess the current status of our school for each indicator according to the following scale:

- 4 – This practice is deeply embedded in our culture.
3 – We have made some changes to move in this direction, but the changes are fragile.
2 – We are talking about this, but have taken no significant action to make it a reality.
1 – We have not yet begun to address this issue.

Learning as our Fundamental Purpose: *We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore we are willing to examine all of our practices in light of their impact on learning.*

Indicators of a Focus on Learning

- 3 We work with colleagues on our team to build shared knowledge regarding state standards, district curriculum guides, trends in student achievement, and expectations for the next course or grade level. This collective inquiry has enabled each member of our team to clarify what all students must know and be able to do as a result of every unit of instruction.
-

- 3 We work with colleagues on our team to:
Clarify the criteria by which we will judge the quality of student work; and
We practice applying those criteria until we can do so consistently.
-

3 We monitor the learning of each student on all essential outcomes on a *timely* basis through a series of frequent, team-developed formative assessments that are aligned with district and state assessments.

3 We identify the specific standard or target each student must achieve on each of the essential skills being addressed by the formative assessments.

3 We provide a system of interventions that guarantees each student will receive additional time and support for learning if he/she experiences initial difficulty.

3 Students are required rather than invited to devote the extra time and receive the additional support until they are successful.

3 We have developed strategies to extend and enrich the learning of students who have mastered essential skills.

3 We continually work together to identify policies and procedures that encourage learning in areas such as homework, grading, discipline, recognition, etc.

Mid-Year Reflections Summary

Grade-Level / Team: K-5

School: Mt. Charleston Elem.
Date: January 20, 2006

Please reflect on your experiences as a member of an instructional team this school year and respond to the following questions:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I know the Norms/Protocols Established by my team.	5	4	3	2	1
	26%	63%	11%	0	0

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Members of my team are living up to the established Norms/ Protocols.	5	4	3	2	1
	19%	56%	19%	7%	0

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Our team maintains focus on established team goals.	5	4	3	2	1
	19%	70%	4%	7%	0

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Our team is making progress in achieving SIP goals through implementation of the PLC framework.	5	4	3	2	1
	15%	74%	4%	7%	0

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The principal promotes a collaborative culture in our school.	5	4	3	2	1
	11%	70%	19%	0	0

Critical Issues for Team Consideration

Grade-Level / Team: K-5

Mid-Year
Year End
School: Mt. Charleston Elem.

Date: January 20, 2006

Rating Scale for Each Statement

1 2 3 4 5 6 7 8 9 10

Not true of our team Our team is addressing True of our team

- 8 We have identified team norms and protocols to guide us in working together.

- 8 We have analyzed student achievement data and have established SMART goals that we are working interdependently to achieve.

- 7 Each member of our team is clear on the essential learnings of our course in general as well as the essential learnings of each unit.

-
- 8 We have aligned the essential learnings with state and district standards and the high stakes exams required of our students.
-
- 7.1 We have identified course content and/or topics that can be eliminated so we can devote more time to essential curriculum.
-
- 7.4 We have agreed on how to best sequence the content of the course and established procedures to help students achieve the intended essential learnings.
-
- 7.4 We have identified the prerequisite knowledge and skills students need in order to master the essential learnings of our courses and each of its units.
-
- 7.3 We have identified strategies and created instruments to assess whether students have the prerequisite knowledge and skills.
-
- 7.3 We have developed strategies and systems to assist students in acquiring prerequisite knowledge and skills when they are lacking in those areas.
-
- 8.2 We have developed frequent common formative assessments that help us to determine each student's mastery of essential learnings.
-
- 7.5 We have established the proficiency standard we want each student to achieve on each skill and concept examined with our common assessments.
-
- 7 We have developed common summative assessments that help us assess the strengths and weaknesses of our program.
-
- 7 We have established the proficiency standard we want each student to achieve on each skill and concept examined with our summative assessments.
-

- 7.3 We have agreed on the criteria we use in judging the quality of student work related to the essential learnings of our course and we practice applying those criteria to ensure consistency.
-
- 7.2 We have taught students the criteria we will use in judging the quality of their work and have provided them with examples.
-
- 7.1 We use the results of our common assessments to assist each other in building on strengths and addressing weaknesses as part of a process of continuous improvement designed to help students achieve at higher levels.
-
- 8 We use the results of our common assessments to identify students who need additional time and support to master essential learning and we work within the system and processes of the school to ensure they receive that support.
-

Audit of Commitment to PLC Concepts

Mt. Charleston Elementary
Mid-Year
Year End

PLC TEAM AVERAGES

DIRECTIONS FOR COMPLETING THIS AUDIT: Individually, silently and *honestly* assess the current status of our school for each indicator according to the following scale:

- 4 – This practice is deeply embedded in our culture.**
- 3 – We have made some changes to move in this direction, but the changes are fragile.**
- 2 – We are talking about this, but have taken no significant action to make it a reality.**
- 1 – We have not yet begun to address this issue.**

Learning as our Fundamental Purpose: *We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore we are willing to examine all of our practices in light of their impact on learning.*

Indicators of a Focus on Learning

- 3.1 We work with colleagues on our team to build shared knowledge regarding state standards, district curriculum guides, trends in student achievement, and expectations for the next course or grade level. This collective inquiry has enabled each member of our team to clarify what all students must know and be able to do as a result of every unit of instruction.
-

3.7 We work with colleagues on our team to:
Clarify the criteria by which we will judge the quality of student work; and
We practice applying those criteria until we can do so consistently.

3.7 We monitor the learning of each student on all essential outcomes on a *timely* basis through a series of frequent, team-developed formative assessments that are aligned with district and state assessments.

3.3 We identify the specific standard or target each student must achieve on each of the essential skills being addressed by the formative assessments.

3.3 We provide a system of interventions that guarantees each student will receive additional time and support for learning if he/she experiences initial difficulty.

3.2 Students are required rather than invited to devote the extra time and receive the additional support until they are successful.

3 We have developed strategies to extend and enrich the learning of students who have mastered essential skills.

3.6 We continually work together to identify policies and procedures that encourage learning in areas such as homework, grading, discipline, recognition, etc.

Mid-Year Reflections Summary

Grade-Level / Team: 6-12

School: Pathways
Date: 1-10-06

Please reflect on your experiences as a member of an instructional team this school year and respond to the following questions:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I know the Norms/Protocols Established by my team.	5	4	3	2	1

4

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Members of my team are living up to the established Norms/ Protocols.	5	4	3	2	1

4

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Our team maintains focus on established team goals.	5	4	3	2	1

4

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Our team is making progress in achieving SIP goals through implementation of the PLC framework.	5	4	3	2	1

3 1

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The principal promotes a collaborative culture in our school.	5	4	3	2	1

2 2

Critical Issues for Team Consideration

Grade-Level / Team: 6-12 School: Mid-Year
 Date: 1-10-06 Year End
Pathways

Rating Scale for Each Statement

1 2 3 4 5 6 7 8 9 10

Not true of our team Our team is addressing True of our team

7 We have identified team norms and protocols to guide us in working together.

7 We have analyzed student achievement data and have established SMART goals that we are working interdependently to achieve.

6 Each member of our team is clear on the essential learnings of our course in general as well as the essential learnings of each unit.

7 We have aligned the essential learnings with state and district standards and the high stakes exams required of our students.

6 We have identified course content and/or topics that can be eliminated so we can devote more time to essential curriculum.

6 We have agreed on how to best sequence the content of the course and established procedures to help students achieve the intended essential learnings.

5 We have identified the prerequisite knowledge and skills students need in order to master the essential learnings of our courses and each of its units.

5 We have identified strategies and created instruments to assess whether students have the prerequisite knowledge and skills.

7 We have developed strategies and systems to assist students in acquiring prerequisite knowledge and skills when they are lacking in those areas.

8 We have developed frequent common formative assessments that help us to determine each student's mastery of essential learnings.

5 We have established the proficiency standard we want each student to achieve on each skill and concept examined with our common assessments.

8 We have developed common summative assessments that help us assess the strengths and weaknesses of our program.

6 We have established the proficiency standard we want each student to achieve on each skill and concept examined with our summative assessments.

8 We have agreed on the criteria we use in judging the quality of student work related to the essential learnings of our course and we practice applying those criteria to ensure consistency.

7 We have taught students the criteria we will use in judging the quality of their work and have provided them with examples.

7 We use the results of our common assessments to assist each other in building on strengths and addressing weaknesses as part of a process of continuous improvement designed to help students achieve at higher levels.

8 We use the results of our common assessments to identify students who need additional time and support to master essential learning and we work within the system and processes of the school to ensure they receive that support.

Audit of Commitment to PLC Concepts

Pathways

Mid-Year
Year End

DIRECTIONS FOR COMPLETING THIS AUDIT: Individually, silently and *honestly* assess the current status of our school for each indicator according to the following scale:

- 4 – This practice is deeply embedded in our culture.**
- 3 – We have made some changes to move in this direction, but the changes are fragile.**
- 2 – We are talking about this, but have taken no significant action to make it a reality.**
- 1 – We have not yet begun to address this issue.**

Learning as our Fundamental Purpose: *We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore we are willing to examine all of our practices in light of their impact on learning.*

Indicators of a Focus on Learning

- 3 We work with colleagues on our team to build shared knowledge regarding state standards, district curriculum guides, trends in student achievement, and expectations for the next course or grade level. This collective inquiry has enabled each member of our team to clarify what all students must know and be able to do as a result of every unit of instruction.
-
- 2 We work with colleagues on our team to:
Clarify the criteria by which we will judge the quality of student work; and
We practice applying those criteria until we can do so consistently.
-
- 4 We monitor the learning of each student on all essential outcomes on a *timely* basis through a series of frequent, team-developed formative assessments that are aligned with district and state assessments.
-
- 4 We identify the specific standard or target each student must achieve on each of the essential skills being addressed by the formative assessments.
-
- 3 We provide a system of interventions that guarantees each student will receive additional time and support for learning if he/she experiences initial difficulty.
-
- 2 Students are required rather than invited to devote the extra time and receive the additional support until they are successful.
-
- 2 We have developed strategies to extend and enrich the learning of students who have mastered essential skills.
-
- 4 We continually work together to identify policies and procedures that encourage learning in areas such as homework, grading, discipline, recognition, etc.
-

Mid-Year Reflections Summary

Grade-Level / Team: Social Studies School: PVHS
 Date: 1-31-06

Please reflect on your experiences as a member of an instructional team this school year and respond to the following questions:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I know the Norms/Protocols Established by my team.	5	4	3	2	1
		2			
	5	1	0	0	0

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Members of my team are living up to the established Norms/ Protocols.	5	4	3	2	1
	5	1	0	0	0

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Our team maintains focus on established team goals.	5	4	3	2	1
	1	5	0	0	0

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Our team is making progress in achieving SIP goals through implementation of the PLC framework.	5	4	3	2	1
	1	5	0	0	0

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The principal promotes a collaborative culture in our school.	5	4	3	2	1
	0	5	1	0	0

Critical Issues for Team Consideration

Mid-Year
Year End

School: PVHS

Grade-Level / Team: Social Studies

Date: 1-31-06

Rating Scale for Each Statement

1 2 3 4 5 6 7 8 9 10

Not true of our team Our team is addressing True of our team

- 10 We have identified team norms and protocols to guide us in working together.

- 6 We have analyzed student achievement data and have established SMART goals that we are working interdependently to achieve.

- 9 Each member of our team is clear on the essential learnings of our course in general as well as the essential learnings of each unit.

- 10 We have aligned the essential learnings with state and district standards and the high stakes exams required of our students.

- 6 We have identified course content and/or topics that can be eliminated so we can devote more time to essential curriculum.

- 8 We have agreed on how to best sequence the content of the course and established procedures to help students achieve the intended essential learnings.

- 8 We have identified the prerequisite knowledge and skills students need in order to master the essential learnings of our courses and each of its units.

- 7 We have identified strategies and created instruments to assess whether students have the prerequisite knowledge and skills.

- 8 We have developed strategies and systems to assist students in acquiring prerequisite knowledge and skills when they are lacking in those areas.

- 9 We have developed frequent common formative assessments that help us to determine each student's mastery of essential learnings.

- 9 We have established the proficiency standard we want each student to achieve on each skill and concept examined with our common assessments.

-
- 9 We have developed common summative assessments that help us assess the strengths and weaknesses of our program.
-
- 8 We have established the proficiency standard we want each student to achieve on each skill and concept examined with our summative assessments.
-
- 8 We have agreed on the criteria we use in judging the quality of student work related to the essential learnings of our course and we practice applying those criteria to ensure consistency.
-
- 8 We have taught students the criteria we will use in judging the quality of their work and have provided them with examples.
-
- 7 We use the results of our common assessments to assist each other in building on strengths and addressing weaknesses as part of a process of continuous improvement designed to help students achieve at higher levels.
-
- 7 We use the results of our common assessments to identify students who need additional time and support to master essential learning and we work within the system and processes of the school to ensure they receive that support.
-

Audit of Commitment to PLC Concepts

PVHS – Social Studies
Mid-Year
Year End

DIRECTIONS FOR COMPLETING THIS AUDIT: Individually, silently and *honestly* assess the current status of our school for each indicator according to the following scale:

- 4 – This practice is deeply embedded in our culture.**
- 3 – We have made some changes to move in this direction, but the changes are fragile.**
- 2 – We are talking about this, but have taken no significant action to make it a reality.**
- 1 – We have not yet begun to address this issue.**

Learning as our Fundamental Purpose: *We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore we are willing to examine all of our practices in light of their impact on learning.*

Indicators of a Focus on Learning

4 We work with colleagues on our team to build shared knowledge regarding state standards, district curriculum guides, trends in student achievement, and expectations for the next course or grade level. This collective inquiry has enabled each member of our team to clarify what all students must know and be able to do as a result of every unit of instruction.

4 We work with colleagues on our team to:
Clarify the criteria by which we will judge the quality of student work; and
We practice applying those criteria until we can do so consistently.

3 We monitor the learning of each student on all essential outcomes on a *timely* basis through a series of frequent, team-developed formative assessments that are aligned with district and state assessments.

4 We identify the specific standard or target each student must achieve on each of the essential skills being addressed by the formative assessments.

3 We provide a system of interventions that guarantees each student will receive additional time and support for learning if he/she experiences initial difficulty.

3 Students are required rather than invited to devote the extra time and receive the additional support until they are successful.

3 We have developed strategies to extend and enrich the learning of students who have mastered essential skills.

4 We continually work together to identify policies and procedures that encourage learning in areas such as homework, grading, discipline, recognition, etc.

Audit of Commitment to PLC Concepts

DIRECTIONS FOR COMPLETING THIS AUDIT: Individually, silently and *honestly* assess the current status of our school for each indicator according to the following scale:

- 4 – This practice is deeply embedded in our culture.**
- 3 – We have made some changes to move in this direction, but the changes are fragile.**
- 2 – We are talking about this, but have taken no significant action to make it a reality.**
- 1 – We have not yet begun to address this issue.**

Learning as our Fundamental Purpose: *We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore we are willing to examine all of our practices in light of their impact on learning.*

Indicators of a Focus on Learning

- 3 We work with colleagues on our team to build shared knowledge regarding state standards, district curriculum guides, trends in student achievement, and expectations for the next course or grade level. This collective inquiry has enabled each member of our team to clarify what all students must know and be able to do as a result of every unit of instruction.

- 4 We work with colleagues on our team to:
Clarify the criteria by which we will judge the quality of student work; and
We practice applying those criteria until we can do so consistently.

- 3 We monitor the learning of each student on all essential outcomes on a *timely* basis through a series of frequent, team-developed formative assessments that are aligned with district and state assessments.

- 3 We identify the specific standard or target each student must achieve on each of the essential skills being addressed by the formative assessments.

- 3 We provide a system of interventions that guarantees each student will receive additional time and support for learning if he/she experiences initial difficulty.

- 3 Students are required rather than invited to devote the extra time and receive the additional support until they are successful.

1 We have developed strategies to extend and enrich the learning of students who have mastered essential skills.

3 We continually work together to identify policies and procedures that encourage learning in areas such as homework, grading, discipline, recognition, etc.

Critical Issues for Team Consideration

Grade-Level / Team: Science

School: Mid-Year
Year End
PVHS

Date: 1-26-06

Rating Scale for Each Statement

1 2 3 4 5 6 7 8 9 10

Not true of our team Our team is addressing True of our team

8 We have identified team norms and protocols to guide us in working together.

n/a We have analyzed student achievement data and have established SMART goals that we are working interdependently to achieve.

10 Each member of our team is clear on the essential learnings of our course in general as well as the essential learnings of each unit.

10 We have aligned the essential learnings with state and district standards and the high stakes exams required of our students.

10 We have identified course content and/or topics that can be eliminated so we can devote more time to essential curriculum.

- 10 We have agreed on how to best sequence the content of the course and established procedures to help students achieve the intended essential learnings.
-
- 10 We have identified the prerequisite knowledge and skills students need in order to master the essential learnings of our courses and each of its units.
-
- 10 We have identified strategies and created instruments to assess whether students have the prerequisite knowledge and skills.
-
- 4 We have developed strategies and systems to assist students in acquiring prerequisite knowledge and skills when they are lacking in those areas.
-
- 4 We have developed frequent common formative assessments that help us to determine each student's mastery of essential learnings.
-
- 4 We have established the proficiency standard we want each student to achieve on each skill and concept examined with our common assessments.
-
- 4 We have developed common summative assessments that help us assess the strengths and weaknesses of our program.
-
- 6 We have established the proficiency standard we want each student to achieve on each skill and concept examined with our summative assessments.
-
- n/a We have agreed on the criteria we use in judging the quality of student work related to the essential learnings of our course and we practice applying those criteria to ensure consistency.
-
- 10 We have taught students the criteria we will use in judging the quality of their work and have provided them with examples.
-

n/a We use the results of our common assessments to assist each other in building on strengths and addressing weaknesses as part of a process of continuous improvement designed to help students achieve at higher levels.

n/a We use the results of our common assessments to identify students who need additional time and support to master essential learning and we work within the system and processes of the school to ensure they receive that support.

Mid-Year Reflections Summary

Grade-Level / Team: Science	School: PVHS
	Date: 1-31-06

Please reflect on your experiences as a member of an instructional team this school year and respond to the following questions:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I know the Norms/Protocols Established by my team.	5	4	3	2	1
	2	0	0	0	0

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Members of my team are living up to the established Norms/ Protocols.	5	4	3	2	1
	1	1	0	0	0

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Our team maintains focus on established team goals.	5	4	3	2	1

2 0 0 0 0

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Our team is making progress in achieving SIP goals through implementation of the PLC framework.	5	4	3	2	1

0 1 1 0 0

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The principal promotes a collaborative culture in our school.	5	4	3	2	1

0 0 1 1 0

Critical Issues for Team Consideration

Mid-Year
Year End

School: PVHS

Grade-Level / Team: Performing Arts

Date: 1-31-06

Rating Scale for Each Statement

1 2 3 4 5 6 7 8 9 10

Not true of our team Our team is addressing True of our team

8 We have identified team norms and protocols to guide us in working together.

9 We have analyzed student achievement data and have established SMART goals that we are working interdependently to achieve.

9 Each member of our team is clear on the essential learnings of our course in general as well as the essential learnings of each unit.

9 We have aligned the essential learnings with state and district standards and the high stakes exams required of our students.

9 We have identified course content and/or topics that can be eliminated so we can devote more time to essential curriculum.

9 We have agreed on how to best sequence the content of the course and established procedures to help students achieve the intended essential learnings.

8 We have identified the prerequisite knowledge and skills students need in order to master the essential learnings of our courses and each of its units.

9 We have identified strategies and created instruments to assess whether students have the prerequisite knowledge and skills.

9 We have developed strategies and systems to assist students in acquiring prerequisite knowledge and skills when they are lacking in those areas.

9 We have developed frequent common formative assessments that help us to determine each student's mastery of essential learnings.

9 We have established the proficiency standard we want each student to achieve on each skill and concept examined with our common assessments.

9 We have developed common summative assessments that help us assess the strengths and weaknesses of our program.

9 We have established the proficiency standard we want each student to achieve on each skill and concept examined with our summative assessments.

9 We have agreed on the criteria we use in judging the quality of student work related to the essential learnings of our course and we practice applying those criteria to ensure consistency.

9 We have taught students the criteria we will use in judging the quality of their work and have provided them with examples.

9 We use the results of our common assessments to assist each other in building on strengths and addressing weaknesses as part of a process of continuous improvement designed to help students achieve at higher levels.

9 We use the results of our common assessments to identify students who need additional time and support to master essential learning and we work within the system and processes of the school to ensure they receive that support.

Mid-Year Reflections Summary

Grade-Level / Team: Performing Arts

School: PVHS

Date: 1-31-06

Please reflect on your experiences as a member of an instructional team this school year and respond to the following questions:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I know the Norms/Protocols Established by my team.	5	4	3	2	1
	0	1	0	0	0

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Members of my team are living up to the established Norms/ Protocols.	5	4	3	2	1
	0	1	0	0	0

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Our team maintains focus on established team goals.	5	4	3	2	1
	0	1	0	0	0

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Our team is making progress in achieving SIP goals through implementation of the PLC framework.	5	4	3	2	1
	0	0	1	0	0

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The principal promotes a collaborative culture in our school.	5	4	3	2	1
	0	0	1	0	0

Audit of Commitment to PLC Concepts

PVHS – Performing Arts
Mid-Year
Year End

DIRECTIONS FOR COMPLETING THIS AUDIT: Individually, silently and *honestly* assess the current status of our school for each indicator according to the following scale:

- 4 – This practice is deeply embedded in our culture.
- 3 – We have made some changes to move in this direction, but the changes are fragile.
- 2 – We are talking about this, but have taken no significant action to make it a reality.
- 1 – We have not yet begun to address this issue.

Learning as our Fundamental Purpose: *We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore we are willing to examine all of our practices in light of their impact on learning.*

Indicators of a Focus on Learning

4 We work with colleagues on our team to build shared knowledge regarding state standards, district curriculum guides, trends in student achievement, and expectations for the next course or grade level. This collective inquiry has enabled each member of our team to clarify what all students must know and be able to do as a result of every unit of instruction.

4 We work with colleagues on our team to:
Clarify the criteria by which we will judge the quality of student work; and
We practice applying those criteria until we can do so consistently.

4 We monitor the learning of each student on all essential outcomes on a *timely* basis through a series of frequent, team-developed formative assessments that are aligned with district and state assessments.

4 We identify the specific standard or target each student must achieve on each of the essential skills being addressed by the formative assessments.

4 We provide a system of interventions that guarantees each student will receive additional time and support for learning if he/she experiences initial difficulty.

4 Students are required rather than invited to devote the extra time and receive the additional support until they are successful.

4 We have developed strategies to extend and enrich the learning of students who have mastered essential skills.

4 We continually work together to identify policies and procedures that encourage learning in areas such as homework, grading, discipline, recognition, etc.

Mid-Year Reflections Summary

Grade-Level / Team: P.E. / Health / ROTC

School: PVHS

Date: 1-31-06

Please reflect on your experiences as a member of an instructional team this school year and respond to the following questions:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I know the Norms/Protocols Established by my team.	5	4	3	2	1
	0	1	0	0	0

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Members of my team are living up to the established Norms/ Protocols.	5	4	3	2	1
	1	0	0	0	0

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Our team maintains focus on established team goals.	5	4	3	2	1
	1	0	0	0	0

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Our team is making progress in achieving SIP goals through implementation of the PLC framework.	5	4	3	2	1

1 0 0 0 0

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The principal promotes a collaborative culture in our school.	5	4	3	2	1
	1	0	0	0	0

Audit of Commitment to PLC Concepts

P.E. / Health / ROTC
Mid-Year
Year End

DIRECTIONS FOR COMPLETING THIS AUDIT: Individually, silently and *honestly* assess the current status of our school for each indicator according to the following scale:

- 4 – This practice is deeply embedded in our culture.
- 3 – We have made some changes to move in this direction, but the changes are fragile.
- 2 – We are talking about this, but have taken no significant action to make it a reality.
- 1 – We have not yet begun to address this issue.

Learning as our Fundamental Purpose: *We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore we are willing to examine all of our practices in light of their impact on learning.*

Indicators of a Focus on Learning

- 3 We work with colleagues on our team to build shared knowledge regarding state standards, district curriculum guides, trends in student achievement, and expectations for the next course or grade level. This collective inquiry has enabled each member of our team to clarify what all students must know and be able to do as a result of every unit of instruction.

- 3 We work with colleagues on our team to:
Clarify the criteria by which we will judge the quality of student work; and
We practice applying those criteria until we can do so consistently.

- 3 We monitor the learning of each student on all essential outcomes on a *timely* basis
through a series of frequent, team-developed formative assessments that are
aligned with district and state assessments.

- 4 We identify the specific standard or target each student must achieve on each of
the essential skills being addressed by the formative assessments.

- 4 We provide a system of interventions that guarantees each student will receive
additional time and support for learning if he/she experiences initial difficulty.

- 3 Students are required rather than invited to devote the extra time and receive the
additional support until they are successful.

- 3 We have developed strategies to extend and enrich the learning of students who
have mastered essential skills.

- 3 We continually work together to identify policies and procedures that encourage
learning in areas such as homework, grading, discipline, recognition, etc.

Critical Issues for Team Consideration

	School:	Mid-Year Year End PVHS
Grade-Level / Team: P.E. / Health / ROTC	Date:	1-31-06

Rating Scale for Each Statement

1 2 3 4 5 6 7 8 9 10
 Not true of our team Our team is addressing True of our team

-
- 8 We have identified team norms and protocols to guide us in working together.
-
- 7 We have analyzed student achievement data and have established SMART goals that we are working interdependently to achieve.
-
- 7 Each member of our team is clear on the essential learnings of our course in general as well as the essential learnings of each unit.
-
- 10 We have aligned the essential learnings with state and district standards and the high stakes exams required of our students.
-
- 10 We have identified course content and/or topics that can be eliminated so we can devote more time to essential curriculum.
-
- 10 We have agreed on how to best sequence the content of the course and established procedures to help students achieve the intended essential learnings.
-
- 10 We have identified the prerequisite knowledge and skills students need in order to master the essential learnings of our courses and each of its units.
-
- 10 We have identified strategies and created instruments to assess whether students have the prerequisite knowledge and skills.
-
- 9 We have developed strategies and systems to assist students in acquiring prerequisite knowledge and skills when they are lacking in those areas.
-
- 10 We have developed frequent common formative assessments that help us to determine each student's mastery of essential learnings.
-

- 10 We have established the proficiency standard we want each student to achieve on each skill and concept examined with our common assessments.
-
- 7 We have developed common summative assessments that help us assess the strengths and weaknesses of our program.
-
- 7 We have established the proficiency standard we want each student to achieve on each skill and concept examined with our summative assessments.
-
- 8 We have agreed on the criteria we use in judging the quality of student work related to the essential learnings of our course and we practice applying those criteria to ensure consistency.
-
- 9 We have taught students the criteria we will use in judging the quality of their work and have provided them with examples.
-
- 10 We use the results of our common assessments to assist each other in building on strengths and addressing weaknesses as part of a process of continuous improvement designed to help students achieve at higher levels.
-
- 10 We use the results of our common assessments to identify students who need additional time and support to master essential learning and we work within the system and processes of the school to ensure they receive that support.
-

Mid-Year Reflections Summary

Grade-Level / Team: Math	School: PVHS	
	Date: 1-31-06	

Please reflect on your experiences as a member of an instructional team this school year and respond to the following questions:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I know the Norms/Protocols Established by my team.	5	4	3	2	1

0 1 0 0 0

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Members of my team are living up to the established Norms/ Protocols.	5	4	3	2	1

0 1 0 0 0

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Our team maintains focus on established team goals.	5	4	3	2	1

0 1 0 0 0

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Our team is making progress in achieving SIP goals through implementation of the PLC framework.	5	4	3	2	1

0 1 0 0 0

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The principal promotes a collaborative culture in our school.	5	4	3	2	1
	1	0	0	0	0

Critical Issues for Team Consideration

Grade-Level / Team: Math

School: PVHS

Date: 1-31-06

Rating Scale for Each Statement

1 2 3 4 5 6 7 8 9 10

Not true of our team Our team is addressing True of our team

- 8 We have identified team norms and protocols to guide us in working together.

- 5 We have analyzed student achievement data and have established SMART goals that we are working interdependently to achieve.

- 7 Each member of our team is clear on the essential learnings of our course in general as well as the essential learnings of each unit.

8 We have aligned the essential learnings with state and district standards and the high stakes exams required of our students.

10 We have identified course content and/or topics that can be eliminated so we can devote more time to essential curriculum.

10 We have agreed on how to best sequence the content of the course and established procedures to help students achieve the intended essential learnings.

7 We have identified the prerequisite knowledge and skills students need in order to master the essential learnings of our courses and each of its units.

10 We have identified strategies and created instruments to assess whether students have the prerequisite knowledge and skills.

8 We have developed strategies and systems to assist students in acquiring prerequisite knowledge and skills when they are lacking in those areas.

9 We have developed frequent common formative assessments that help us to determine each student's mastery of essential learnings.

8 We have established the proficiency standard we want each student to achieve on each skill and concept examined with our common assessments.

10 We have developed common summative assessments that help us assess the strengths and weaknesses of our program.

8 We have established the proficiency standard we want each student to achieve on each skill and concept examined with our summative assessments.

- 8 We have agreed on the criteria we use in judging the quality of student work related to the essential learnings of our course and we practice applying those criteria to ensure consistency.
-
- 8 We have taught students the criteria we will use in judging the quality of their work and have provided them with examples.
-
- 10 We use the results of our common assessments to assist each other in building on strengths and addressing weaknesses as part of a process of continuous improvement designed to help students achieve at higher levels.
-
- 7 We use the results of our common assessments to identify students who need additional time and support to master essential learning and we work within the system and processes of the school to ensure they receive that support.
-

Audit of Commitment to PLC Concepts

PVHS – Math

Mid-Year
Year End

DIRECTIONS FOR COMPLETING THIS AUDIT: Individually, silently and *honestly* assess the current status of our school for each indicator according to the following scale:

- 4 – This practice is deeply embedded in our culture.
- 3 – We have made some changes to move in this direction, but the changes are fragile.
- 2 – We are talking about this, but have taken no significant action to make it a reality.
- 1 – We have not yet begun to address this issue.

Learning as our Fundamental Purpose: *We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore we are willing to examine all of our practices in light of their impact on learning.*

Indicators of a Focus on Learning

- 4 We work with colleagues on our team to build shared knowledge regarding state standards, district curriculum guides, trends in student achievement, and expectations for the next course or grade level. This collective inquiry has enabled each member of our team to clarify what all students must know and be able to do as a result of every unit of instruction.
-

-
- 3 We work with colleagues on our team to:
Clarify the criteria by which we will judge the quality of student work; and
We practice applying those criteria until we can do so consistently.
-
- 4 We monitor the learning of each student on all essential outcomes on a *timely* basis
through a series of frequent, team-developed formative assessments that are
aligned with district and state assessments.
-
- 3 We identify the specific standard or target each student must achieve on each of
the essential skills being addressed by the formative assessments.
-
- 4 We provide a system of interventions that guarantees each student will receive
additional time and support for learning if he/she experiences initial difficulty.
-
- 3 Students are required rather than invited to devote the extra time and receive the
additional support until they are successful.
-
- 4 We have developed strategies to extend and enrich the learning of students who
have mastered essential skills.
-
- 4 We continually work together to identify policies and procedures that encourage
learning in areas such as homework, grading, discipline, recognition, etc.
-

Mid-Year Reflections Summary

Grade-Level / Team: Foreign Language School: PVHS
Date: 1-31-06

Please reflect on your experiences as a member of an instructional team this school year and respond to the following questions:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
I know the Norms/Protocols Established by my team.	5	148	4	3	2	1

2 1 0 0 0

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Members of my team are living up to the established Norms/ Protocols.	5	4	3	2	1

2 1 0 0 0

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Our team maintains focus on established team goals.	5	4	3	2	1

2 1 0 0 0

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Our team is making progress in achieving SIP goals through implementation of the PLC framework.	5	4	3	2	1

0 3 0 0 0

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The principal promotes a collaborative culture in our school.	5	4	3	2	1
	1	2	0	0	0

Critical Issues for Team Consideration

	School: <u> </u>	Mid-Year Year End PVHS
Grade-Level / Team: <u>Foreign Language</u>	Date: <u> </u>	<u>1-17-06</u>

Rating Scale for Each Statement

1 2 3 4 5 6 7 8 9 10

Not true of our team Our team is addressing True of our team

- 8 We have identified team norms and protocols to guide us in working together.

- 8 We have analyzed student achievement data and have established SMART goals that we are working interdependently to achieve.

- 9 Each member of our team is clear on the essential learnings of our course in general as well as the essential learnings of each unit.

- 9 We have aligned the essential learnings with state and district standards and the high stakes exams required of our students.

-
- 10 We have identified course content and/or topics that can be eliminated so we can devote more time to essential curriculum.
-
- 10 We have agreed on how to best sequence the content of the course and established procedures to help students achieve the intended essential learnings.
-
- 7 We have identified the prerequisite knowledge and skills students need in order to master the essential learnings of our courses and each of its units.
-
- 8 We have identified strategies and created instruments to assess whether students have the prerequisite knowledge and skills.
-
- 9 We have developed strategies and systems to assist students in acquiring prerequisite knowledge and skills when they are lacking in those areas.
-
- 10 We have developed frequent common formative assessments that help us to determine each student's mastery of essential learnings.
-
- 8 We have established the proficiency standard we want each student to achieve on each skill and concept examined with our common assessments.
-
- 7 We have developed common summative assessments that help us assess the strengths and weaknesses of our program.
-
- 8 We have established the proficiency standard we want each student to achieve on each skill and concept examined with our summative assessments.
-
- 8 We have agreed on the criteria we use in judging the quality of student work related to the essential learnings of our course and we practice applying those criteria to ensure consistency.
-

9 We have taught students the criteria we will use in judging the quality of their work and have provided them with examples.

8 We use the results of our common assessments to assist each other in building on strengths and addressing weaknesses as part of a process of continuous improvement designed to help students achieve at higher levels.

7 We use the results of our common assessments to identify students who need additional time and support to master essential learning and we work within the system and processes of the school to ensure they receive that support.

Audit of Commitment to PLC Concepts

PVHS – Foreign Language
Mid-Year
Year End

DIRECTIONS FOR COMPLETING THIS AUDIT: Individually, silently and *honestly* assess the current status of our school for each indicator according to the following scale:

4 – This practice is deeply embedded in our culture.

3 – We have made some changes to move in this direction, but the changes are fragile.

2 – We are talking about this, but have taken no significant action to make it a reality.

1 – We have not yet begun to address this issue.

Learning as our Fundamental Purpose: *We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore we are willing to examine all of our practices in light of their impact on learning.*

Indicators of a Focus on Learning

4 We work with colleagues on our team to build shared knowledge regarding state standards, district curriculum guides, trends in student achievement, and expectations for the next course or grade level. This collective inquiry has enabled each member of our team to clarify what all students must know and be able to do as a result of every unit of instruction.

- 3 We work with colleagues on our team to:
Clarify the criteria by which we will judge the quality of student work; and
We practice applying those criteria until we can do so consistently.

- 3 We monitor the learning of each student on all essential outcomes on a *timely* basis
through a series of frequent, team-developed formative assessments that are
aligned with district and state assessments.

- 2 We identify the specific standard or target each student must achieve on each of
the essential skills being addressed by the formative assessments.

- 2 We provide a system of interventions that guarantees each student will receive
additional time and support for learning if he/she experiences initial difficulty.

- 2 Students are required rather than invited to devote the extra time and receive the
additional support until they are successful.

- 3 We have developed strategies to extend and enrich the learning of students who
have mastered essential skills.

- 4 We continually work together to identify policies and procedures that encourage
learning in areas such as homework, grading, discipline, recognition, etc.

Mid-Year Reflections Summary

Grade-Level / Team: English School: PVHS
Date: 1-31-06

Please reflect on your experiences as a member of an instructional team this school year and respond to the following questions:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
	5	4	3	2	1
I know the Norms/Protocols Established by my team.					

2 4 0 0 0

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Members of my team are living up to the established Norms/ Protocols.	5	4	3	2	1

2 4 0 0 0

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Our team maintains focus on established team goals.	5	4	3	2	1

3 3 0 0 0

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Our team is making progress in achieving SIP goals through implementation of the PLC framework.	5	4	3	2	1

1 4 1 0 0

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The principal promotes a collaborative culture in our school.	5	4	3	2	1
	1	5	1	0	0

Critical Issues for Team Consideration

	School:	Mid-Year Year End PVHS
Grade-Level / Team: English	Date:	1-31-06

Rating Scale for Each Statement

1 2 3 4 5 6 7 8 9 10
 Not true of our team Our team is addressing True of our team

- 8 We have identified team norms and protocols to guide us in working together.

- 7 We have analyzed student achievement data and have established SMART goals that we are working interdependently to achieve.

- 8 Each member of our team is clear on the essential learnings of our course in general as well as the essential learnings of each unit.

- 9 We have aligned the essential learnings with state and district standards and the high stakes exams required of our students.

8 We have identified course content and/or topics that can be eliminated so we can devote more time to essential curriculum.

9 We have agreed on how to best sequence the content of the course and established procedures to help students achieve the intended essential learnings.

9 We have identified the prerequisite knowledge and skills students need in order to master the essential learnings of our courses and each of its units.

9 We have identified strategies and created instruments to assess whether students have the prerequisite knowledge and skills.

8 We have developed strategies and systems to assist students in acquiring prerequisite knowledge and skills when they are lacking in those areas.

8 We have developed frequent common formative assessments that help us to determine each student's mastery of essential learnings.

8 We have established the proficiency standard we want each student to achieve on each skill and concept examined with our common assessments.

8 We have developed common summative assessments that help us assess the strengths and weaknesses of our program.

7 We have established the proficiency standard we want each student to achieve on each skill and concept examined with our summative assessments.

7 We have agreed on the criteria we use in judging the quality of student work related to the essential learnings of our course and we practice applying those criteria to ensure consistency.

7 We have taught students the criteria we will use in judging the quality of their work and have provided them with examples.

8 We use the results of our common assessments to assist each other in building on strengths and addressing weaknesses as part of a process of continuous improvement designed to help students achieve at higher levels.

8 We use the results of our common assessments to identify students who need additional time and support to master essential learning and we work within the system and processes of the school to ensure they receive that support.

Audit of Commitment to PLC Concepts

PVHS - English

Mid-Year

Year End

DIRECTIONS FOR COMPLETING THIS AUDIT: Individually, silently and *honestly* assess the current status of our school for each indicator according to the following scale:

4 – This practice is deeply embedded in our culture.

3 – We have made some changes to move in this direction, but the changes are fragile.

2 – We are talking about this, but have taken no significant action to make it a reality.

1 – We have not yet begun to address this issue.

Learning as our Fundamental Purpose: *We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore we are willing to examine all of our practices in light of their impact on learning.*

Indicators of a Focus on Learning

4 We work with colleagues on our team to build shared knowledge regarding state standards, district curriculum guides, trends in student achievement, and expectations for the next course or grade level. This collective inquiry has enabled each member of our team to clarify what all students must know and be able to do as a result of every unit of instruction.

3 We work with colleagues on our team to:
Clarify the criteria by which we will judge the quality of student work; and
We practice applying those criteria until we can do so consistently.

4 We monitor the learning of each student on all essential outcomes on a *timely* basis through a series of frequent, team-developed formative assessments that are aligned with district and state assessments.

4 We identify the specific standard or target each student must achieve on each of the essential skills being addressed by the formative assessments.

3 We provide a system of interventions that guarantees each student will receive additional time and support for learning if he/she experiences initial difficulty.

4 Students are required rather than invited to devote the extra time and receive the additional support until they are successful.

3 We have developed strategies to extend and enrich the learning of students who have mastered essential skills.

4 We continually work together to identify policies and procedures that encourage learning in areas such as homework, grading, discipline, recognition, etc.

Mid-Year Reflections Summary

Grade-Level / Team: Science School: RCMS
 Date: 1-20-06

Please reflect on your experiences as a member of an instructional team this school year and respond to the following questions:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I know the Norms/Protocols Established by my team.	5	4	3	2	1

0 7 1 0 0

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Members of my team are living up to the established Norms/ Protocols.	5	4	3	2	1

1 4 3 0 0

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Our team maintains focus on established team goals.	5	4	3	2	1

1 7 0 0 0

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Our team is making progress in achieving SIP goals through implementation of the PLC framework.	5	4	3	2	1
	1	4	3	0	0

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The principal promotes a collaborative culture in our school.	5	4	3	2	1
	1	6	1		

Audit of Commitment to PLC Concepts

RCMS - Science

Mid-Year

Year End

DIRECTIONS FOR COMPLETING THIS AUDIT: Individually, silently and *honestly* assess the current status of our school for each indicator according to the following scale:

- 4 – This practice is deeply embedded in our culture.
- 3 – We have made some changes to move in this direction, but the changes are fragile.
- 2 – We are talking about this, but have taken no significant action to make it a reality.
- 1 – We have not yet begun to address this issue.

Learning as our Fundamental Purpose: *We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore we are willing to examine all of our practices in light of their impact on learning.*

Indicators of a Focus on Learning

3 We work with colleagues on our team to build shared knowledge regarding state standards, district curriculum guides, trends in student achievement, and expectations for the next course or grade level. This collective inquiry has enabled each member of our team to clarify what all students must know and be able to do as a result of every unit of instruction.

3 We work with colleagues on our team to:
Clarify the criteria by which we will judge the quality of student work; and
We practice applying those criteria until we can do so consistently.

3 We monitor the learning of each student on all essential outcomes on a *timely* basis through a series of frequent, team-developed formative assessments that are aligned with district and state assessments.

3 We identify the specific standard or target each student must achieve on each of the essential skills being addressed by the formative assessments.

2 We provide a system of interventions that guarantees each student will receive additional time and support for learning if he/she experiences initial difficulty.

2 Students are required rather than invited to devote the extra time and receive the additional support until they are successful.

2 We have developed strategies to extend and enrich the learning of students who have mastered essential skills.

3 We continually work together to identify policies and procedures that encourage learning in areas such as homework, grading, discipline, recognition, etc.

Critical Issues for Team Consideration

Mid-Year
Year End
School: RCMS

Grade-Level / Team: Science

Date: 1-20-06

Rating Scale for Each Statement

1 2 3 4 5 6 7 8 9 10

Not true of our team **Our team is addressing** **True of our team**

7 We have identified team norms and protocols to guide us in working together.

5 We have analyzed student achievement data and have established SMART goals that we are working interdependently to achieve.

7 Each member of our team is clear on the essential learnings of our course in general as well as the essential learnings of each unit.

9 We have aligned the essential learnings with state and district standards and the high stakes exams required of our students.

9 We have identified course content and/or topics that can be eliminated so we can devote more time to essential curriculum.

8 We have agreed on how to best sequence the content of the course and established procedures to help students achieve the intended essential learnings.

7 We have identified the prerequisite knowledge and skills students need in order to master the essential learnings of our courses and each of its units.

6 We have identified strategies and created instruments to assess whether students have the prerequisite knowledge and skills.

- 4 We have developed strategies and systems to assist students in acquiring prerequisite knowledge and skills when they are lacking in those areas.
-
- 9 We have developed frequent common formative assessments that help us to determine each student's mastery of essential learnings.
-
- 6 We have established the proficiency standard we want each student to achieve on each skill and concept examined with our common assessments.
-
- 7 We have developed common summative assessments that help us assess the strengths and weaknesses of our program.
-
- 6 We have established the proficiency standard we want each student to achieve on each skill and concept examined with our summative assessments.
-
- 5 We have agreed on the criteria we use in judging the quality of student work related to the essential learnings of our course and we practice applying those criteria to ensure consistency.
-
- 6 We have taught students the criteria we will use in judging the quality of their work and have provided them with examples.
-
- 6 We use the results of our common assessments to assist each other in building on strengths and addressing weaknesses as part of a process of continuous improvement designed to help students achieve at higher levels.
-
- 4 We use the results of our common assessments to identify students who need additional time and support to master essential learning and we work within the system and processes of the school to ensure they receive that support.
-

Audit of Commitment to PLC Concepts

DIRECTIONS FOR COMPLETING THIS AUDIT: Individually, silently and *honestly* assess the current status of our school for each indicator according to the following scale:

- 4 – This practice is deeply embedded in our culture.**
- 3 – We have made some changes to move in this direction, but the changes are fragile.**
- 2 – We are talking about this, but have taken no significant action to make it a reality.**
- 1 – We have not yet begun to address this issue.**

Learning as our Fundamental Purpose: *We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore we are willing to examine all of our practices in light of their impact on learning.*

Indicators of a Focus on Learning

- 3 We work with colleagues on our team to build shared knowledge regarding state standards, district curriculum guides, trends in student achievement, and expectations for the next course or grade level. This collective inquiry has enabled each member of our team to clarify what all students must know and be able to do as a result of every unit of instruction.

- 4 We work with colleagues on our team to:
Clarify the criteria by which we will judge the quality of student work; and
We practice applying those criteria until we can do so consistently.

- 3 We monitor the learning of each student on all essential outcomes on a *timely* basis through a series of frequent, team-developed formative assessments that are aligned with district and state assessments.

- 3 We identify the specific standard or target each student must achieve on each of the essential skills being addressed by the formative assessments.

- 3 We provide a system of interventions that guarantees each student will receive additional time and support for learning if he/she experiences initial difficulty.

- 3 Students are required rather than invited to devote the extra time and receive the additional support until they are successful.

2 We have developed strategies to extend and enrich the learning of students who have mastered essential skills.

3 We continually work together to identify policies and procedures that encourage learning in areas such as homework, grading, discipline, recognition, etc.

Critical Issues for Team Consideration

Grade-Level / Team: Social Studies

School: Mid-Year
Year End
RCMS

Date: 1-20-06

Rating Scale for Each Statement

1 2 3 4 5 6 7 8 9 10

Not true of our team **Our team is addressing** **True of our team**

8 We have identified team norms and protocols to guide us in working together.

6 We have analyzed student achievement data and have established SMART goals that we are working interdependently to achieve.

9 Each member of our team is clear on the essential learnings of our course in general as well as the essential learnings of each unit.

9 We have aligned the essential learnings with state and district standards and the high stakes exams required of our students.

8 We have identified course content and/or topics that can be eliminated so we can devote more time to essential curriculum.

8 We have agreed on how to best sequence the content of the course and established procedures to help students achieve the intended essential learnings.

8 We have identified the prerequisite knowledge and skills students need in order to master the essential learnings of our courses and each of its units.

9 We have identified strategies and created instruments to assess whether students have the prerequisite knowledge and skills.

8 We have developed strategies and systems to assist students in acquiring prerequisite knowledge and skills when they are lacking in those areas.

9 We have developed frequent common formative assessments that help us to determine each student's mastery of essential learnings.

8 We have established the proficiency standard we want each student to achieve on each skill and concept examined with our common assessments.

9 We have developed common summative assessments that help us assess the strengths and weaknesses of our program.

6 We have established the proficiency standard we want each student to achieve on each skill and concept examined with our summative assessments.

9 We have agreed on the criteria we use in judging the quality of student work related to the essential learnings of our course and we practice applying those criteria to ensure consistency.

8 We have taught students the criteria we will use in judging the quality of their work and have provided them with examples.

6 We use the results of our common assessments to assist each other in building on strengths and addressing weaknesses as part of a process of continuous improvement designed to help students achieve at higher levels.

5 We use the results of our common assessments to identify students who need additional time and support to master essential learning and we work within the system and processes of the school to ensure they receive that support.

Mid-Year Reflections Summary

Grade-Level / Team: Social Studies School: RCMS
Date: 1-20-06

Please reflect on your experiences as a member of an instructional team this school year and respond to the following questions:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I know the Norms/Protocols Established by my team.	5	4	3	2	1
	0	7	0	0	0

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Members of my team are living up to the established Norms/ Protocols.	5	4	3	2	1
	1	6	0	0	0

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Our team maintains focus on established team goals.	5	4	3	2	1

1	6	0	0	0
----------	----------	----------	----------	----------

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Our team is making progress in achieving SIP goals through implementation of the PLC framework.	5	4	3	2	1

0	1	6	0	0
----------	----------	----------	----------	----------

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The principal promotes a collaborative culture in our school.	5	4	3	2	1

4	2	1	0	0
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Mid-Year Reflections Summary

Grade-Level / Team: Math

School: RCMS
Date: 1-20-06

Please reflect on your experiences as a member of an instructional team this school year and respond to the following questions:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I know the Norms/Protocols Established by my team.	5	4	3	2	1

1 5 0 0 0

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Members of my team are living up to the established Norms/ Protocols.	5	4	3	2	1

1 4 1 0 0

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Our team maintains focus on established team goals.	5	4	3	2	1

1 5 0 0 0

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
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Our team is making progress in achieving SIP goals through implementation of the PLC framework.

5	4	3	2	1
	6	0	0	0

The principal promotes a collaborative culture in our school.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5	4	3	2	1
1	5			

Critical Issues for Team Consideration

Grade-Level / Team: Math

School: Mid-Year
Year End
RCMS

Date: 1-20-06

Rating Scale for Each Statement

1	2	3	4	5	6	7	8	9	10
Not true of our team			Our team is addressing				True of our team		

7 We have identified team norms and protocols to guide us in working together.

5 We have analyzed student achievement data and have established SMART goals that we are working interdependently to achieve.

8 Each member of our team is clear on the essential learnings of our course in general as well as the essential learnings of each unit.

9 We have aligned the essential learnings with state and district standards and the high stakes exams required of our students.

6 We have identified course content and/or topics that can be eliminated so we can devote more time to essential curriculum.

7 We have agreed on how to best sequence the content of the course and established procedures to help students achieve the intended essential learnings.

7 We have identified the prerequisite knowledge and skills students need in order to master the essential learnings of our courses and each of its units.

6 We have identified strategies and created instruments to assess whether students have the prerequisite knowledge and skills.

5 We have developed strategies and systems to assist students in acquiring prerequisite knowledge and skills when they are lacking in those areas.

7 We have developed frequent common formative assessments that help us to determine each student's mastery of essential learnings.

7 We have established the proficiency standard we want each student to achieve on each skill and concept examined with our common assessments.

- 7 We have developed common summative assessments that help us assess the strengths and weaknesses of our program.
-
- 7 We have established the proficiency standard we want each student to achieve on each skill and concept examined with our summative assessments.
-
- 7 We have agreed on the criteria we use in judging the quality of student work related to the essential learnings of our course and we practice applying those criteria to ensure consistency.
-
- 6 We have taught students the criteria we will use in judging the quality of their work and have provided them with examples.
-
- 6 We use the results of our common assessments to assist each other in building on strengths and addressing weaknesses as part of a process of continuous improvement designed to help students achieve at higher levels.
-
- 6 We use the results of our common assessments to identify students who need additional time and support to master essential learning and we work within the system and processes of the school to ensure they receive that support.
-

Audit of Commitment to PLC Concepts

RCMS - Math

Mid-Year

Year End

DIRECTIONS FOR COMPLETING THIS AUDIT: Individually, silently and *honestly* assess the current status of our school for each indicator according to the following scale:

4 – This practice is deeply embedded in our culture.

3 – We have made some changes to move in this direction, but the changes are fragile.

2 – We are talking about this, but have taken no significant action to make it a reality.

1 – We have not yet begun to address this issue.

Learning as our Fundamental Purpose: *We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore we are willing to examine all of our practices in light of their impact on learning.*

Indicators of a Focus on Learning

4 We work with colleagues on our team to build shared knowledge regarding state standards, district curriculum guides, trends in student achievement, and expectations for the next course or grade level. This collective inquiry has enabled each member of our team to clarify what all students must know and be able to do as a result of every unit of instruction.

4 We work with colleagues on our team to:
Clarify the criteria by which we will judge the quality of student work; and
We practice applying those criteria until we can do so consistently.

4 We monitor the learning of each student on all essential outcomes on a *timely* basis through a series of frequent, team-developed formative assessments that are aligned with district and state assessments.

3 We identify the specific standard or target each student must achieve on each of the essential skills being addressed by the formative assessments.

3 We provide a system of interventions that guarantees each student will receive additional time and support for learning if he/she experiences initial difficulty.

3 Students are required rather than invited to devote the extra time and receive the additional support until they are successful.

3 We have developed strategies to extend and enrich the learning of students who have mastered essential skills.

4 We continually work together to identify policies and procedures that encourage learning in areas such as homework, grading, discipline, recognition, etc.

Mid-Year Reflections Summary

Grade-Level / Team: English

School: RCMS
Date: 1-19-06

Please reflect on your experiences as a member of an instructional team this school year and respond to the following questions:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I know the Norms/Protocols Established by my team.	5	4	3	2	1

1 5 1 1 0

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Members of my team are living up to the established Norms/ Protocols.	5	4	3	2	1

2 3 3

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Our team maintains focus on established team goals.	5	4	3	2	1

1 5 2 0 0

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
--	-----------------------	--------------	----------------	-----------------	--------------------------

Our team is making progress in achieving SIP goals through implementation of the PLC framework.

5	4	3	2	1
1	1	5	1	0

The principal promotes a collaborative culture in our school.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5	4	3	2	1
1	4	2	1	0

Critical Issues for Team Consideration

Grade-Level / Team: English

School: Mid-Year
Year End
RCMS

Date: 1-19-06

Rating Scale for Each Statement

1	2	3	4	5	6	7	8	9	10
Not true of our team			Our team is addressing				True of our team		

7 We have identified team norms and protocols to guide us in working together.

5 We have analyzed student achievement data and have established SMART goals that we are working interdependently to achieve.

7 Each member of our team is clear on the essential learnings of our course in general as well as the essential learnings of each unit.

7 We have aligned the essential learnings with state and district standards and the high stakes exams required of our students.

5 We have identified course content and/or topics that can be eliminated so we can devote more time to essential curriculum.

6 We have agreed on how to best sequence the content of the course and established procedures to help students achieve the intended essential learnings.

6 We have identified the prerequisite knowledge and skills students need in order to master the essential learnings of our courses and each of its units.

5 We have identified strategies and created instruments to assess whether students have the prerequisite knowledge and skills.

4 We have developed strategies and systems to assist students in acquiring prerequisite knowledge and skills when they are lacking in those areas.

6 We have developed frequent common formative assessments that help us to determine each student's mastery of essential learnings.

6 We have established the proficiency standard we want each student to achieve on each skill and concept examined with our common assessments.

- 7 We have developed common summative assessments that help us assess the strengths and weaknesses of our program.
-
- 5 We have established the proficiency standard we want each student to achieve on each skill and concept examined with our summative assessments.
-
- 6 We have agreed on the criteria we use in judging the quality of student work related to the essential learnings of our course and we practice applying those criteria to ensure consistency.
-
- 5 We have taught students the criteria we will use in judging the quality of their work and have provided them with examples.
-
- 4 We use the results of our common assessments to assist each other in building on strengths and addressing weaknesses as part of a process of continuous improvement designed to help students achieve at higher levels.
-
- 4 We use the results of our common assessments to identify students who need additional time and support to master essential learning and we work within the system and processes of the school to ensure they receive that support.
-

Audit of Commitment to PLC Concepts

RCMS - English

Mid-Year

Year End

DIRECTIONS FOR COMPLETING THIS AUDIT: Individually, silently and *honestly* assess the current status of our school for each indicator according to the following scale:

4 – This practice is deeply embedded in our culture.

3 – We have made some changes to move in this direction, but the changes are fragile.

2 – We are talking about this, but have taken no significant action to make it a reality.

1 – We have not yet begun to address this issue.

Learning as our Fundamental Purpose: *We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore we are willing to examine all of our practices in light of their impact on learning.*

Indicators of a Focus on Learning

3 We work with colleagues on our team to build shared knowledge regarding state standards, district curriculum guides, trends in student achievement, and expectations for the next course or grade level. This collective inquiry has enabled each member of our team to clarify what all students must know and be able to do as a result of every unit of instruction.

3 We work with colleagues on our team to:
Clarify the criteria by which we will judge the quality of student work; and
We practice applying those criteria until we can do so consistently.

3 We monitor the learning of each student on all essential outcomes on a *timely* basis through a series of frequent, team-developed formative assessments that are aligned with district and state assessments.

3 We identify the specific standard or target each student must achieve on each of the essential skills being addressed by the formative assessments.

2 We provide a system of interventions that guarantees each student will receive additional time and support for learning if he/she experiences initial difficulty.

2 Students are required rather than invited to devote the extra time and receive the additional support until they are successful.

2 We have developed strategies to extend and enrich the learning of students who have mastered essential skills.

2 We continually work together to identify policies and procedures that encourage learning in areas such as homework, grading, discipline, recognition, etc.

Mid-Year Reflections Summary

Grade-Level / Team: K-12

School: Round Mountain

Date: 1-18-06

Please reflect on your experiences as a member of an instructional team this school year and respond to the following questions:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I know the Norms/Protocols Established by my team.	5	4	3	2	1
		2			
	8	13	3		

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Members of my team are living up to the established Norms/ Protocols.	5	4	3	2	1
	5	13	5	2	

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Our team maintains focus on established team goals.	5	4	3	2	1
	7	12	6		

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Our team is making progress in achieving SIP goals through implementation of the PLC framework.	5	4	3	2	1
	5	8	11		1

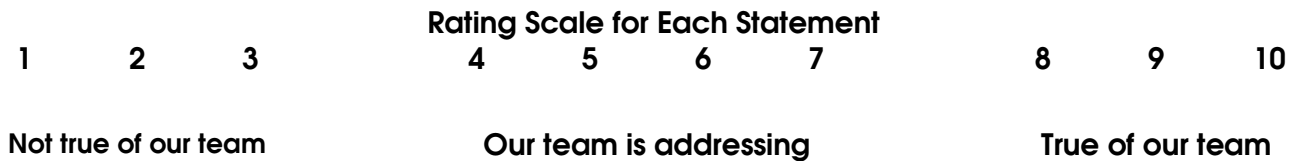
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The principal promotes a collaborative culture in our school.	5	4	3	2	1
	9	9	6	1	

Critical Issues for Team Consideration

Grade-Level / Team: K-12

School: Round Mountain

Date: 1-18-06



- 10 We have identified team norms and protocols to guide us in working together.
-
- 5 We have analyzed student achievement data and have established SMART goals that we are working interdependently to achieve.
-
- 7 Each member of our team is clear on the essential learnings of our course in general as well as the essential learnings of each unit.
-
- 9 We have aligned the essential learnings with state and district standards and the high stakes exams required of our students.
-
- 8 We have identified course content and/or topics that can be eliminated so we can devote more time to essential curriculum.
-
- 5 We have agreed on how to best sequence the content of the course and established procedures to help students achieve the intended essential learnings.
-
- 7 We have identified the prerequisite knowledge and skills students need in order to master the essential learnings of our courses and each of its units.
-
- 6 We have identified strategies and created instruments to assess whether students have the prerequisite knowledge and skills.
-
- 8 We have developed strategies and systems to assist students in acquiring prerequisite knowledge and skills when they are lacking in those areas.
-
- 4 We have developed frequent common formative assessments that help us to determine each student's mastery of essential learnings.
-
- 3 We have established the proficiency standard we want each student to achieve on each skill and concept examined with our common assessments.
-

-
- 5 We have developed common summative assessments that help us assess the strengths and weaknesses of our program.
-
- 4 We have established the proficiency standard we want each student to achieve on each skill and concept examined with our summative assessments.
-
- 5 We have agreed on the criteria we use in judging the quality of student work related to the essential learnings of our course and we practice applying those criteria to ensure consistency.
-
- 6 We have taught students the criteria we will use in judging the quality of their work and have provided them with examples.
-
- 6 We use the results of our common assessments to assist each other in building on strengths and addressing weaknesses as part of a process of continuous improvement designed to help students achieve at higher levels.
-
- 5 We use the results of our common assessments to identify students who need additional time and support to master essential learning and we work within the system and processes of the school to ensure they receive that support.
-

Audit of Commitment to PLC Concepts

Round Mountain
Mid-Year
Year End

DIRECTIONS FOR COMPLETING THIS AUDIT: Individually, silently and *honestly* assess the current status of our school for each indicator according to the following scale:

- 4 – This practice is deeply embedded in our culture.**
- 3 – We have made some changes to move in this direction, but the changes are fragile.**
- 2 – We are talking about this, but have taken no significant action to make it a reality.**
- 1 – We have not yet begun to address this issue.**

Learning as our Fundamental Purpose: *We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore we are willing to examine all of our practices in light of their impact on learning.*

Indicators of a Focus on Learning

3 We work with colleagues on our team to build shared knowledge regarding state standards, district curriculum guides, trends in student achievement, and expectations for the next course or grade level. This collective inquiry has enabled each member of our team to clarify what all students must know and be able to do as a result of every unit of instruction.

3 We work with colleagues on our team to:
Clarify the criteria by which we will judge the quality of student work; and
We practice applying those criteria until we can do so consistently.

3 We monitor the learning of each student on all essential outcomes on a *timely* basis through a series of frequent, team-developed formative assessments that are aligned with district and state assessments.

3 We identify the specific standard or target each student must achieve on each of the essential skills being addressed by the formative assessments.

4 We provide a system of interventions that guarantees each student will receive additional time and support for learning if he/she experiences initial difficulty.

3 Students are required rather than invited to devote the extra time and receive the additional support until they are successful.

3 We have developed strategies to extend and enrich the learning of students who have mastered essential skills.

3 We continually work together to identify policies and procedures that encourage learning in areas such as homework, grading, discipline, recognition, etc.

Audit of Commitment to PLC Concepts

Silver Rim

Mid-Year
Year End

DIRECTIONS FOR COMPLETING THIS AUDIT: Individually, silently and *honestly* assess the current status of our school for each indicator according to the following scale:

- 4 – This practice is deeply embedded in our culture.
- 3 – We have made some changes to move in this direction, but the changes are fragile.
- 2 – We are talking about this, but have taken no significant action to make it a reality.
- 1 – We have not yet begun to address this issue.

Learning as our Fundamental Purpose: *We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore we are willing to examine all of our practices in light of their impact on learning.*

Indicators of a Focus on Learning

- | | |
|-------|---|
| 4 | We work with colleagues on our team to build shared knowledge regarding state standards, district curriculum guides, trends in student achievement, and expectations for the next course or grade level. This collective inquiry has enabled each member of our team to clarify what all students must know and be able to do as a result of every unit of instruction. |
| <hr/> | |
| 3 | We work with colleagues on our team to:
Clarify the criteria by which we will judge the quality of student work; and
We practice applying those criteria until we can do so consistently. |
| <hr/> | |
| 4 | We monitor the learning of each student on all essential outcomes on a <i>timely</i> basis through a series of frequent, team-developed formative assessments that are aligned with district and state assessments. |
| <hr/> | |
| 3 | We identify the specific standard or target each student must achieve on each of the essential skills being addressed by the formative assessments. |
| <hr/> | |
| 3 | We provide a system of interventions that guarantees each student will receive additional time and support for learning if he/she experiences initial difficulty. |
| <hr/> | |

4 Students are required rather than invited to devote the extra time and receive the additional support until they are successful.

2 We have developed strategies to extend and enrich the learning of students who have mastered essential skills.

3 We continually work together to identify policies and procedures that encourage learning in areas such as homework, grading, discipline, recognition, etc.

Critical Issues for Team Consideration

Grade-Level / Team: K-2

School: Silver Rim

Date: 1-19-06

Rating Scale for Each Statement

1 2 3 4 5 6 7 8 9 10

Not true of our team **Our team is addressing** **True of our team**

10 We have identified team norms and protocols to guide us in working together.

9 We have analyzed student achievement data and have established SMART goals that we are working interdependently to achieve.

9 Each member of our team is clear on the essential learnings of our course in general as well as the essential learnings of each unit.

10 We have aligned the essential learnings with state and district standards and the high stakes exams required of our students.

9 We have identified course content and/or topics that can be eliminated so we can devote more time to essential curriculum.

8 We have agreed on how to best sequence the content of the course and established procedures to help students achieve the intended essential learnings.

6 We have identified the prerequisite knowledge and skills students need in order to master the essential learnings of our courses and each of its units.

5 We have identified strategies and created instruments to assess whether students have the prerequisite knowledge and skills.

5 We have developed strategies and systems to assist students in acquiring prerequisite knowledge and skills when they are lacking in those areas.

9 We have developed frequent common formative assessments that help us to determine each student's mastery of essential learnings.

8 We have established the proficiency standard we want each student to achieve on each skill and concept examined with our common assessments.

6 We have developed common summative assessments that help us assess the strengths and weaknesses of our program.

7 We have established the proficiency standard we want each student to achieve on each skill and concept examined with our summative assessments.

- 4 We have agreed on the criteria we use in judging the quality of student work related to the essential learnings of our course and we practice applying those criteria to ensure consistency.
-
- 4 We have taught students the criteria we will use in judging the quality of their work and have provided them with examples.
-
- 6 We use the results of our common assessments to assist each other in building on strengths and addressing weaknesses as part of a process of continuous improvement designed to help students achieve at higher levels.
-
- 7 We use the results of our common assessments to identify students who need additional time and support to master essential learning and we work within the system and processes of the school to ensure they receive that support.
-

Mid-Year Reflections Summary

Grade-Level / Team: K-2 School: Silver Rim
Date: 1-19-06

Please reflect on your experiences as a member of an instructional team this school year and respond to the following questions:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I know the Norms/Protocols Established by my team.	5	4	3	2	1
		2			
	5	0	0	0	0

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Members of my team are living up to the established Norms/ Protocols.	5	4	3	2	1

2 3 0 0 0

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Our team maintains focus on established team goals.	5	4	3	2	1

2 3 0 0 0

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Our team is making progress in achieving SIP goals through implementation of the PLC framework.	5	4	3	2	1

1 4 0 0 0

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The principal promotes a collaborative culture in our school.	5	4	3	2	1

2 3 0 0 0

Audit of Commitment to PLC Concepts

Tonopah High School
Mid-Year
Year End

DIRECTIONS FOR COMPLETING THIS AUDIT: Individually, silently and *honestly* assess the current status of our school for each indicator according to the following scale:

- 4 – This practice is deeply embedded in our culture.
- 3 – We have made some changes to move in this direction, but the changes are fragile.
- 2 – We are talking about this, but have taken no significant action to make it a reality.
- 1 – We have not yet begun to address this issue.

Learning as our Fundamental Purpose: *We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore we are willing to examine all of our practices in light of their impact on learning.*

Indicators of a Focus on Learning

- 2 We work with colleagues on our team to build shared knowledge regarding state standards, district curriculum guides, trends in student achievement, and expectations for the next course or grade level. This collective inquiry has enabled each member of our team to clarify what all students must know and be able to do as a result of every unit of instruction.

- 2 We work with colleagues on our team to:
Clarify the criteria by which we will judge the quality of student work; and
We practice applying those criteria until we can do so consistently.

- 3 We monitor the learning of each student on all essential outcomes on a *timely* basis through a series of frequent, team-developed formative assessments that are aligned with district and state assessments.

- 2 We identify the specific standard or target each student must achieve on each of the essential skills being addressed by the formative assessments.

- 3 We provide a system of interventions that guarantees each student will receive additional time and support for learning if he/she experiences initial difficulty.

2 Students are required rather than invited to devote the extra time and receive the additional support until they are successful.

3 We have developed strategies to extend and enrich the learning of students who have mastered essential skills.

3 We continually work together to identify policies and procedures that encourage learning in areas such as homework, grading, discipline, recognition, etc.

Critical Issues for Team Consideration

Grade-Level / Team: 9-12

School: Tonopah High School

Date: 1-18-06

Rating Scale for Each Statement

1 2 3 4 5 6 7 8 9 10

Not true of our team Our team is addressing True of our team

7 We have identified team norms and protocols to guide us in working together.

6 We have analyzed student achievement data and have established SMART goals that we are working interdependently to achieve.

7 Each member of our team is clear on the essential learnings of our course in general as well as the essential learnings of each unit.

7 We have aligned the essential learnings with state and district standards and the high stakes exams required of our students.

6 We have identified course content and/or topics that can be eliminated so we can devote more time to essential curriculum.

7 We have agreed on how to best sequence the content of the course and established procedures to help students achieve the intended essential learnings.

6 We have identified the prerequisite knowledge and skills students need in order to master the essential learnings of our courses and each of its units.

6 We have identified strategies and created instruments to assess whether students have the prerequisite knowledge and skills.

7 We have developed strategies and systems to assist students in acquiring prerequisite knowledge and skills when they are lacking in those areas.

7 We have developed frequent common formative assessments that help us to determine each student's mastery of essential learnings.

7 We have established the proficiency standard we want each student to achieve on each skill and concept examined with our common assessments.

7 We have developed common summative assessments that help us assess the strengths and weaknesses of our program.

7 We have established the proficiency standard we want each student to achieve on each skill and concept examined with our summative assessments.

- 7 We have agreed on the criteria we use in judging the quality of student work related to the essential learnings of our course and we practice applying those criteria to ensure consistency.
-
- 6 We have taught students the criteria we will use in judging the quality of their work and have provided them with examples.
-
- 6 We use the results of our common assessments to assist each other in building on strengths and addressing weaknesses as part of a process of continuous improvement designed to help students achieve at higher levels.
-
- 7 We use the results of our common assessments to identify students who need additional time and support to master essential learning and we work within the system and processes of the school to ensure they receive that support.
-

Mid-Year Reflections Summary

Grade-Level / Team: 9-12 School: Tonopah High School
Date: 1-18-06

Please reflect on your experiences as a member of an instructional team this school year and respond to the following questions:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I know the Norms/Protocols Established by my team.	5	4	3	2	1
	1	5	2	1	0

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Members of my team are living up to the established Norms/ Protocols.	5	4	3	2	1

1 6 2 0 0

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Our team maintains focus on established team goals.	5	4	3	2	1

1 7 1 0 0

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Our team is making progress in achieving SIP goals through implementation of the PLC framework.	5	4	3	2	1

2 5 1 1 0

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The principal promotes a collaborative culture in our school.	5	4	3	2	1

3 6 0 0 0

Audit of Commitment to PLC Concepts

Tonopah Middle School
Mid-Year
Year End

DIRECTIONS FOR COMPLETING THIS AUDIT: Individually, silently and *honestly* assess the current status of our school for each indicator according to the following scale:

- 4 – This practice is deeply embedded in our culture.
- 3 – We have made some changes to move in this direction, but the changes are fragile.
- 2 – We are talking about this, but have taken no significant action to make it a reality.
- 1 – We have not yet begun to address this issue.

Learning as our Fundamental Purpose: *We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore we are willing to examine all of our practices in light of their impact on learning.*

Indicators of a Focus on Learning

- 3 We work with colleagues on our team to build shared knowledge regarding state standards, district curriculum guides, trends in student achievement, and expectations for the next course or grade level. This collective inquiry has enabled each member of our team to clarify what all students must know and be able to do as a result of every unit of instruction.

- 3 We work with colleagues on our team to:
Clarify the criteria by which we will judge the quality of student work; and
We practice applying those criteria until we can do so consistently.

- 3 We monitor the learning of each student on all essential outcomes on a *timely* basis through a series of frequent, team-developed formative assessments that are aligned with district and state assessments.

- 3 We identify the specific standard or target each student must achieve on each of the essential skills being addressed by the formative assessments.

- 4 We provide a system of interventions that guarantees each student will receive additional time and support for learning if he/she experiences initial difficulty.

- 3 Students are required rather than invited to devote the extra time and receive the additional support until they are successful.

- 2 We have developed strategies to extend and enrich the learning of students who have mastered essential skills.

- 4 We continually work together to identify policies and procedures that encourage learning in areas such as homework, grading, discipline, recognition, etc.

Critical Issues for Team Consideration

	Mid-Year Year End
	School: Tonopah Middle School
Grade-Level /Team: 3-8	Date: _____
_____	_____

Rating Scale for Each Statement

1 2 3 4 5 6 7 8 9 10

Not true of our team Our team is addressing True of our team

- 10 We have identified team norms and protocols to guide us in working together.

- 9 We have analyzed student achievement data and have established SMART goals that we are working interdependently to achieve.

- 5 Each member of our team is clear on the essential learnings of our course in general as well as the essential learnings of each unit.

- 9 We have aligned the essential learnings with state and district standards and the high stakes exams required of our students.

-
- 8 We have identified course content and/or topics that can be eliminated so we can devote more time to essential curriculum.
-
- 8 We have agreed on how to best sequence the content of the course and established procedures to help students achieve the intended essential learnings.
-
- 8 We have identified the prerequisite knowledge and skills students need in order to master the essential learnings of our courses and each of its units.
-
- 7 We have identified strategies and created instruments to assess whether students have the prerequisite knowledge and skills.
-
- 9 We have developed strategies and systems to assist students in acquiring prerequisite knowledge and skills when they are lacking in those areas.
-
- 8 We have developed frequent common formative assessments that help us to determine each student's mastery of essential learnings.
-
- 3 We have established the proficiency standard we want each student to achieve on each skill and concept examined with our common assessments.
-
- 10 We have developed common summative assessments that help us assess the strengths and weaknesses of our program.
-
- 3 We have established the proficiency standard we want each student to achieve on each skill and concept examined with our summative assessments.
-

- 9 We have agreed on the criteria we use in judging the quality of student work related to the essential learnings of our course and we practice applying those criteria to ensure consistency.
-
- 9 We have taught students the criteria we will use in judging the quality of their work and have provided them with examples.
-
- 7 We use the results of our common assessments to assist each other in building on strengths and addressing weaknesses as part of a process of continuous improvement designed to help students achieve at higher levels.
-
- 10 We use the results of our common assessments to identify students who need additional time and support to master essential learning and we work within the system and processes of the school to ensure they receive that support.
-

Mid-Year Reflections Summary

Grade-Level / Team: 3-8 School: Tonopah Middle School
Date: 1-11-06

Please reflect on your experiences as a member of an instructional team this school year and respond to the following questions:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I know the Norms/Protocols Established by my team.	5	4	3	2	1
	4	2	0	0	0

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Members of my team are living up to the established Norms/ Protocols.	5	4	3	2	1

3 2 0 1 0

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Our team maintains focus on established team goals.	5	4	3	2	1

3 3 0 0 0

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Our team is making progress in achieving SIP goals through implementation of the PLC framework.	5	4	3	2	1

3 3

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The principal promotes a collaborative culture in our school.	5	4	3	2	1

2 4

**NYE COUNTY SCHOOL DISTRICT
2005-06 Board Meeting Dates**

July 05						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

August 05						
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September 05						
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25	26	27	28	29	30	

October 05						
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November 05						
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6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December 05						
S	M	T	W	T	F	S
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

<u>Date of Meeting</u>	<u>Time</u>	<u>Agenda Closes @ Noon on</u>
Fri. 7/29/05	10:00 am	Thur. 7/21/05
Fri. 8/12/05	10:00 am	Thur. 8/4/05
Fri. 8/26/05	10:00 am	Thur. 8/18/05
Fri. 9/9/05	10:00 am	Thur. 9/1/05
Fri. 9/23/04	10:00 am	Thur. 9/15/05
Fri. 10/7/05	10:00 am	Thur. 9/29/05
Fri. 10/21/05	10:00 am	Thur. 10/13/05
Fri. 11/4/05	10:00 am	Thur. 10/27/05
Fri. 11/18/05	10:00 am	Wed. 11/9/05
Fri. 12/2/05	10:00 am	Tues. 11/22/05
Fri. 12/16/05	10:00 am	Thur. 12/8/05
Fri. 1/6/06	9:00 am	Mon. 12/19/05
Fri. 1/20/06	10:00 am	Thur. 1/12/06
Fri. 2/10/06	10:00 am	Thur. 2/2/06
Fri. 2/24/06	10:00 am	Thur. 2/16/06
Fri. 3/10/06	10:00 am	Thur. 3/2/06
Fri. 3/24/06	10:00 am	Thur. 3/16/06
Fri. 4/14/06	10:00 am	Thur. 4/6/06
Fri. 4/28/06	10:00 am	Mon. 4/24/06
Fri. 5/12/06	10:00 am	Thur. 5/4/06
Wed. 5/17/06*	7:00 pm	Thur. 5/11/06
Fri. 5/26/06	10:00 am	Thur. 5/18/06
Fri. 6/16/06	10:00 am	Thur. 6/8/06
Fri. 6/30/06	10:00 am	Thur. 6/22/06

January 06						
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29	30	31				

February 06						
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26	27	28				

March 06						
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12	13	14	15	16	17	18
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April 06						
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May 06						
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28	29	30	31			

June 06						
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18	19	20	21	22	23	24
25	26	27	28	29	30	

NOTE: All meetings begin at 10:00 a.m. and will be held by videoconference between the Pahrump and Tonopah District offices unless the time or location is noted otherwise on the posted agenda.

*Public Budget Hearing pursuant to NRS 354.596.

Effective 6/24/05

Tues 10/11
Wed 10/26

Nye County School District



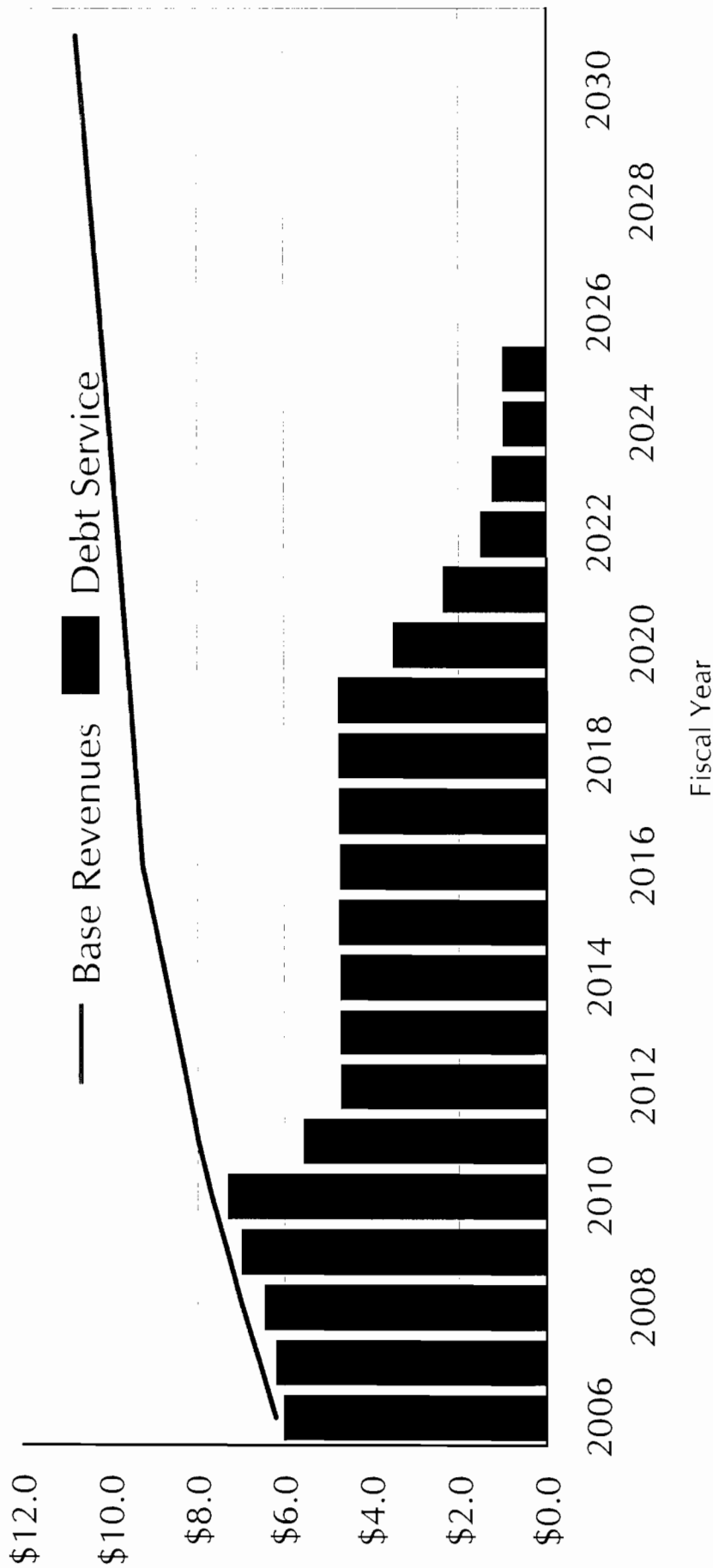
Rollover Bond Presentation

February 10, 2006



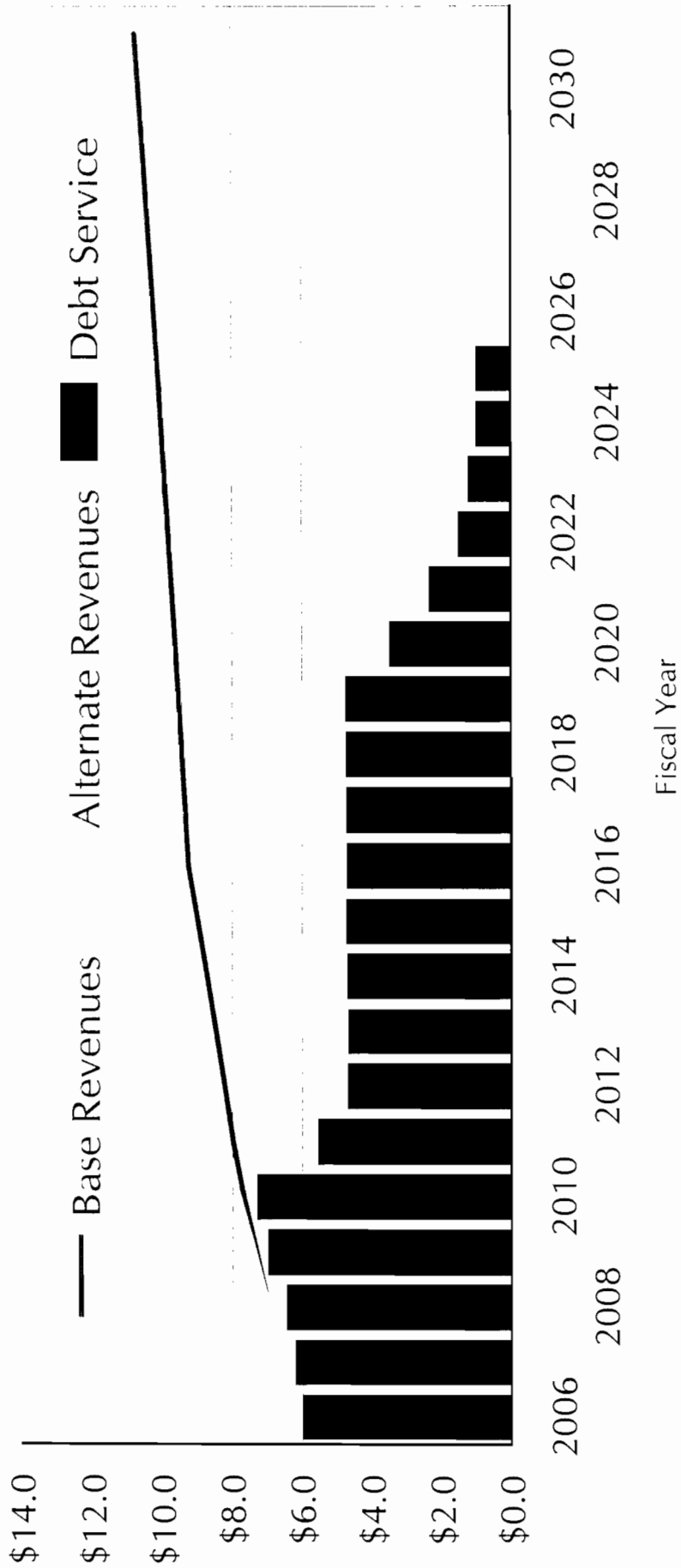
Johnson Consulting Group

Nye County School District Rollover Bond Election Presentation



Base Revenues assumes an average growth of 4.2% to 2016

Nye County School District Rollover Bond Election Presentation



Base Revenues assumes an average growth of 4.2% to 2016
 Alternate Revenues assumes annual growth of 6% to 2016

NYE COUNTY SCHOOL DISTRICT BOND QUESTION:

Shall Nye County School District be authorized to issue general obligation school bonds to acquire, construct, improve and equip school facilities until June 30, 2008? Bonds may be issued pursuant to this authorization only if the payment of the principal and interest on those bonds is not expected to result in an increase in the existing property tax rate (of 58.5 cents per \$100 assessed value) for the payment of school district bonds. Consequently, adoption of this question is not expected to cause property tax rates to pay school bonds to increase.

Nye County School District, Nevada
 Rollover Bond Election
 November 2006

APRIL 2006						
S	M	T	W	T	F	S
						1
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9	10	11	12	13	14	15
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30						

MAY 2006						
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21	22	23	24	25	26	27
28	29	30	31			

JUNE 2006						
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18	19	20	21	22	23	24
25	26	27	28	29	30	

JULY 2006						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Proposed Election Schedule

Date	Activity
02/10/06	Presentation to the Board of Trustees ("Board") of capital funding alternatives
03/25/06	FY2007 Revenue Projections Available
May 2006	Develop draft Election Question including parameters of proposal and language of Election Question.
June 2006	Bond Adoprs Election Question Resolution.
07/17/06	Last day for Election Question explanation, arguments for and against the Question and the fiscal note to be completed and delivered to County Clerk

**NYE COUNTY SCHOOL DISTRICT
SCHOOL ACCOUNTS
REPORT ON FINANCIAL STATEMENTS
YEARS ENDED JUNE 30, 2004 AND 2003**

TABLE OF CONTENTS

	<u>PAGE</u>
Auditor's report	3
Financial statements:	
Statement of assets, liabilities, and fund equity- Cash basis	4
Statement of revenues, expenditures, and changes in fund balance- Cash basis	5
Notes to financial statements	6
Supplemental information:	
Auditor's report on supplemental information	7
Combining statement of revenues, expenditures, and changes in fund balance- Cash basis	8-11
Statement of changes in cash balance	12-27

Honorable Board of Trustees
Nye County School District
Tonopah, Nevada

I have audited the accompanying statement of assets, liabilities and fund equity- cash basis of Nye County School District School Accounts, as of June 30, 2004 and 2003, and the related statement of revenues, expenditures, and changes in fund balance-cash basis for the years then ended. These financial statements are the responsibility of the Nye County School District's management. My responsibility is to express an opinion on these financial statements based on my audit.

I conducted my audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that I plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit also includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. I believe that my audit provides a reasonable basis for my opinion.

As described in Note 1, the District prepares the School Accounts financial statement on the cash basis, which is a comprehensive basis of accounting other than generally accepted accounting principles.

In my opinion, the financial statements referred to above present fairly, in all material respects, the assets, liabilities, and fund equity-cash basis of Nye County School District School Accounts as of June 30, 2004 and 2003 and its revenues and expenditures and changes in fund equity- cash basis for the years then ended on the basis of accounting described in Note 1.

Las Vegas, Nevada
May 10, 2005

**NYE COUNTY SCHOOL DISTRICT
SCHOOL ACCOUNTS
STATEMENT OF ASSETS, LIABILITIES, AND FUND EQUITY - CASH BASIS
June 30, 2004 and 2003**

	2004	2003
ASSETS		
Cash	<u>\$ 414,256</u>	<u>\$ 384,467</u>
LIABILITIES AND FUND EQUITY		
Fund Balance	<u>\$ 414,256</u>	<u>\$ 384,467</u>

**NYE COUNTY SCHOOL DISTRICT
SCHOOL ACCOUNTS
STATEMENT OF REVENUES, EXPENDITURES AND
CHANGES IN FUND BALANCE - CASH BASIS
Years Ended June 30, 2004 and 2003**

	2004	2003
Revenues:	<u>\$ 1,011,201</u>	<u>\$ 887,199</u>
Expenditures:		
Art/Drama	9,254	14,736
School choir	4,657	13,460
Student Activities	299,933	275,605
Athletics	307,406	263,758
Yearbook	72,098	56,818
Student council	27,782	29,706
Fire Fund	1,758	4,689
Teacher's Lounge Snacks	1,150	700
Pencils	531	1,326
Library	19,201	28,443
Class of 2010	1,932	-
Class of 2009	664	1,573
Class of 2008	1,806	642
Class of 2007	1,698	-
Class of 2006	9,418	2,359
Class of 2005	17,633	7,933
Class of 2004	19,094	16,351
Class of 2003	6,460	23,055
Class of 2002	-	2,744
Class of 2001	-	82
Pop machine	42,527	45,752
High school band	23,123	31,499
Shop fund	7,749	7,662
Cheerleaders	10,642	11,621
Home economics	4,685	4,582
Computer lab	3,169	1,196
Const. Trade	919	2,921
Close up funds	45,238	-
Donations	7,473	7,959
Picture fund	2,463	853
Drafting	-	50
Drill team	3,574	1,877
Welding	2,536	833
Business	18,192	20,669
Scholarships	6,650	7,200
Total Expenditures	<u>981,415</u>	<u>888,654</u>
Excess (deficiency) of revenues over expenditures	<u>29,786</u>	<u>(1,455)</u>
Fund balance:		
Beginning of year	<u>384,470</u>	<u>385,922</u>
End of year	<u>\$ 414,256</u>	<u>\$ 384,467</u>

See notes to financial statements

**NYE COUNTY SCHOOL DISTRICT
SCHOOL ACCOUNTS
NOTES TO FINANCIAL STATEMENTS**

NOTE 1 - SUMMARY OF ACCOUNTING POLICIES

A. Fund Accounting

The accounts of the District School Accounts are organized on the basis of a fund. The operations of the fund are accounted for with a set of self balancing accounts that are comprised of assets, liabilities, fund equity, revenues, and expenditures as appropriate.

B. Basis of Accounting

Basis of accounting refers to when revenues and expenditures are recognized in the accounts and reported in the financial statements. Basis of accounting relates to the timing of the measurements made, regardless of the measurement focus applies.

The District's school accounts use the cash basis of accounting. Revenues are recognized when received.

Expenditures are generally recognized when the related liability is paid.

NOTE 2- FINANCIAL REPORTING ENTITY

The financial statement included herein presents the financial position and results of operations and changes in fund balance of fourteen school business and student activity funds. These funds are in the custody of the management at each school location. The Board of Trustees of the Nye County School District has oversight responsibility.

**INDEPENDENT AUDITOR'S REPORT
ON SUPPLEMENTAL INFORMATION**

Honorable Board of Trustees
Nye County School District
Tonopah, Nevada

My report of the audit of the basic financial statements of Nye County School District School Accounts for June 30, 2004 and 2003 appears on page three. That audit was made for the purpose of forming an opinion on the basic financial statements taken as a whole. The supplemental information presented on pages 8 through 27 is presented for purposes of additional analysis and is not a required part of the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and, in my opinion, is fairly stated in all material respects in relation to the basic financial statements taken as a whole.

Las Vegas, Nevada
May 10, 2005

**NYE COUNTY SCHOOL DISTRICT
SCHOOL ACCOUNTS
COMBINING STATEMENT OF REVENUES, EXPENDITURES,
AND CHANGES IN FUND BALANCE - CASH BASIS
Year Ended June 30, 2004**

	Round Mountain JR/SR High	Round Mountain Elementary	Amargosa	Manse Elementary
Revenues:	\$ 120,664	\$ 3,693	\$ 31,470	\$ 38,904
Expenditures:				
Art/Drama	1,008	-	-	-
School choir		-	-	-
Student Activities	7,588	2,999	24,753	28,999
Athletics	41,452	-	3,013	-
Yearbook	4,577	-	1,214	2,148
Fire Fund	-	-	-	-
Student council	2,144	-	-	-
Teacher's Lounge Snacks	-	-	-	-
Pencils	-	-	-	-
Library	-	-	-	4,040
Class of 2010	1,932	-	-	-
Class of 2009	664	-	-	-
Class of 2008	1,806	-	-	-
Class of 2007	540	-	-	-
Class of 2006	1,405	-	-	-
Class of 2005	5,301	-	-	-
Class of 2004	4,654	-	-	-
Class of 2003	1,088	-	-	-
Pop machine	19,385	-	-	-
Band	573	-	-	-
Shop fund	-	-	-	-
Cheerleaders	1,130	-	-	-
Home economics	390	-	-	-
Computer lab	-	-	-	-
Const. Trade	191	-	-	-
Close up funds	-	-	-	-
Donations	7,473	-	-	-
Picture fund	-	-	-	-
Drill team	3,574	-	-	-
Welding	2,536	-	-	-
Business	1,386	1,688	3,653	545
Scholarships	2,100	-	-	-
Total Expenditures	<u>112,897</u>	<u>4,687</u>	<u>32,633</u>	<u>35,732</u>
Excess (deficiency) of revenues over expenditures	7,767	(994)	(1,163)	3,172
Fund balance:				
Beginning of year	<u>32,765</u>	<u>6,522</u>	<u>15,936</u>	<u>16,841</u>
End of year	<u>40,532</u>	<u>5,528</u>	<u>14,773</u>	<u>20,013</u>

See accompanying accountant's report on supplemental material
812

Mount Charleston	J.G. Johnson	Rosemary Clarke	Pahrump High School
\$ 54,389	\$ 44,435	\$ 120,485	\$ 275,682
-	-	-	5,670
-	-	-	4,657
42,460	42,548	53,575	20,392
-	-	39,670	151,472
-	-	2,839	30,617
-	-	-	-
-	-	2,882	17,056
1,150	-	-	-
-	-	531	-
1,871	2,704	3,568	275
-	-	-	-
-	-	-	-
-	-	-	1,158
-	-	-	2,171
-	-	-	4,501
-	-	-	6,676
-	-	-	1,631
-	-	-	22,676
-	-	13,896	-
-	-	-	4,301
-	-	7,342	-
-	-	-	-
-	-	-	88
-	-	-	-
-	-	-	-
-	-	-	1,858
-	-	-	-
-	-	-	-
-	-	473	1,108
-	-	-	-
<u>45,481</u>	<u>45,252</u>	<u>124,776</u>	<u>276,307</u>
8,908	(817)	(4,291)	(625)
<u>12,226</u>	<u>37,864</u>	<u>54,862</u>	<u>92,342</u>
<u>21,134</u>	<u>37,047</u>	<u>50,571</u>	<u>91,717</u>

See accompanying accountant's report on supplemental material

**NYE COUNTY SCHOOL DISTRICT
SCHOOL ACCOUNTS
COMBINING STATEMENT OF REVENUES, EXPENDITURES,
AND CHANGES IN FUND BALANCE - CASH BASIS
Year Ended June 30, 2004**

	Beatty Elementary	Beatty High School	Silver Rim Elementary	Hafen Elementary
Revenues:	\$ 18,491	\$ 76,073	\$ 12,773	\$ 46,465
Expenditures:				
Art/Drama	-	-	-	-
School choir	-	-	-	-
Student Activities	5,645	4,567	1,598	24,819
Athletics	10,255	12,298	-	-
Yearbook	-	4,314	-	10,635
Fire Fund	-	-	-	-
Student council	494	1,086	572	-
Teacher's Lounge Snacks	-	-	-	-
Pencils	-	-	-	-
Library	333	-	9	6,098
	-	-	-	-
Class of 2009	-	-	-	-
Class of 2008	-	-	-	-
Class of 2007	-	-	-	-
Class of 2006	-	34	-	-
Class of 2005	-	1,272	-	-
Class of 2004	-	657	-	-
Class of 2003	-	622	-	-
Pop machine	-	-	-	-
Band	-	-	-	-
Shop fund	-	1,519	-	-
Cheerleaders	-	2,170	-	-
Home economics	-	728	-	-
Computer lab	-	-	-	-
Const. Trade	-	-	-	-
Close up funds	-	45,238	-	-
Donations	-	-	-	-
Picture fund	100	505	-	-
Drill team	-	-	-	-
Welding	-	-	-	-
Business	-	743	4,816	-
Scholarships	-	500	-	-
Total Expenditures	<u>16,827</u>	<u>76,253</u>	<u>6,995</u>	<u>41,552</u>
Excess (deficiency) of revenues over expenditures	1,664	(180)	5,778	4,913
Fund balance:				
Beginning of year	<u>2,558</u>	<u>14,417</u>	<u>6,641</u>	<u>21,311</u>
End of year	<u><u>4,222</u></u>	<u><u>14,237</u></u>	<u><u>12,419</u></u>	<u><u>26,224</u></u>

See accompanying accountant's report on supplemental material

Tonopah Elementary	Tonoaph High School	Gabbs School	Total
\$ 27,143	\$ 105,575	\$ 34,959	\$ 1,011,201
-	2,420	156	9,254
-	-	-	4,657
23,751	2,250	13,989	299,933
-	44,761	4,485	307,406
-	12,753	3,001	72,098
-	-	1,758	1,758
1,127	2,421	-	27,782
-	-	-	1,150
-	-	-	531
303	-	-	19,201
-	-	-	1,932
-	-	-	664
-	-	-	1,806
-	-	-	1,698
-	3,511	2,297	9,418
-	2,755	3,804	17,633
-	3,848	3,259	19,094
-	3,119	-	6,460
466	-	-	42,527
-	8,654	-	23,123
-	1,929	-	7,749
-	-	-	10,642
-	3,269	298	4,685
-	3,081	-	3,169
-	728	-	919
-	-	-	45,238
-	-	-	7,473
-	-	-	2,463
-	-	-	3,574
-	-	-	2,536
-	3,780	-	18,192
-	4,050	-	6,650
<u>25,647</u>	<u>103,329</u>	<u>33,047</u>	<u>981,415</u>
1,496	2,246	1,912	29,786
<u>5,751</u>	<u>46,234</u>	<u>18,200</u>	<u>384,470</u>
<u>7,247</u>	<u>48,480</u>	<u>20,112</u>	<u>414,256</u>

See accompanying accountant's report on supplemental material
 215

**NYE COUNTY SCHOOL DISTRICT
SCHOOL ACCOUNTS CASH BALANCE
ROUND MOUNTAIN JR/SR HIGH
JUNE 30, 2004**

	Balance 7/1/03	Revenue	Expense	Balance 6/30/04
Art	271	802	323	750
Drama	750	504	685	569
Athletics	190	33,618	31,100	2,708
B Basketball	849	3,030	2,602	1,277
Baseball	426	1,421	980	867
Football	108	1,475	1,160	423
G Basketball	749	3,716	1,664	2,801
Golf	98	-	-	98
HS Track	-	1,467	1,104	363
JH Athletics	744	1,451	1,174	1,021
Softball	747	480	464	763
Volleyball	839	960	801	998
Wrestling	420	800	403	817
Auto Shop	-	-	-	-
Business Account	35	1,388	1,386	37
Cheerleaders	786	353	1,130	9
JH Cheer	-	-	-	-
Class 2001	-	-	-	-
Class 2003	1,088	-	1,088	-
Class 2004	1,686	3,193	4,654	225
Class 2005	817	4,656	5,301	172
Class 2006	4,365	935	1,405	3,895
Class 2007	1,669	1,058	540	2,187
Class 2008	1,849	1,746	1,806	1,789
Class 2009	688	1,012	664	1,036
Class 2010	-	2,138	1,932	206
Const. Trade	492	-	191	301
Donations	1,812	6,788	7,473	1,127
Drafting	-	-	-	-
Drill Team	646	4,329	3,574	1,401
Home Ec	287	488	390	385
Music	146	427	573	-
Scholarships	2,415	3,786	2,100	4,101
School Activities				
FBLA	462	3,327	3,121	668
Close up	-	1,800	-	1,800
Honor Society	32	168	185	15
Humanities	-	185	184	1
Kiln Fund	143	-	143	-
Newspaper	29	-	29	-
Office Skills	-	385	344	41
Physics	23	-	23	-
RM Support Staff	75	-	-	75
School Store	83	-	26	57
School to Careers	23	-	-	23
Science	131	142	110	163
Social Committee	210	477	335	352
Social Studies Dept	-	174	46	128
Spanish	19	-	19	-
Store Receipts	475	671	952	194
Textbook Deposits	822	2,522	2,071	1,273
VICA	407	-	-	407
Student Council	859	1,888	2,144	603
Vending	2,258	19,244	19,385	2,117
Welding	276	2,550	2,536	290
Yearbook	1,466	5,110	4,577	1,999
	<u>32,765</u>	<u>120,664</u>	<u>112,897</u>	<u>40,532</u>

**NYE COUNTY SCHOOL DISTRICT
SCHOOL ACCOUNTS CASH BALANCE
ROUND MOUNTAIN ELEMENTARY SCHOOL
JUNE 30, 2004**

	Balance		Balance	
	7/1/03	Revenue	Expense	6/30/04
Business	2,395	1,947	1,688	2,654
Student Activity				
Reading Assoc.	2,999	720	1,247	2,472
Store Receipts	<u>1,128</u>	<u>1,026</u>	<u>1,752</u>	<u>402</u>
	<u>6.522</u>	<u>3.693</u>	<u>4.687</u>	<u>5.528</u>

**NYE COUNTY SCHOOL DISTRICT
SCHOOL ACCOUNTS CASH BALANCE
AMARGOSA VALLEY ELEMENTARY SCHOOL
JUNE 30, 2004**

	Balance 7/1/03	Revenue	Expense	Balance 6/30/04
Student Activity				
Preschool	110	23	23	110
Kindegarten Fund	650	-	-	650
1st Grade- Diane	23	167	190	-
2nd Grade	151	1,014	811	354
3rd Grade	223	178	373	28
4th Grade	205	-	56	149
5th Grade	562	20	-	582
6th Grade	11	-	11	-
7th Grade	102	179	280	1
8th Grade	394	430	802	22
Computer	9	341	311	39
Folkloric Fund	845	-	845	-
Tumbleson Class Fund	14	83	48	49
Music	120	888	324	684
Reading Specialist	70	814	884	-
RIF	216	2,793	2,494	515
See's Fundraiser	356	250	606	-
School to Careers	200	-	-	200
Title I	2,103	-	-	2,103
Athletic	602	3,320	1,963	1,959
Basketball	26	-	26	-
Football	585	-	585	-
Jump for Heart	40	-	-	40
Scoreboard fund	1,290	-	-	1,290
Volleyball	439	-	439	-
Yearbook	922	1,091	1,214	799
Student Council	288	-	-	288
Supplies	-	3,346	2,334	1,012
Business	2,934	2,648	3,653	1,929
General	<u>2,446</u>	<u>13,885</u>	<u>14,361</u>	<u>1,970</u>
	<u>15,936</u>	<u>31,470</u>	<u>32,633</u>	<u>14,773</u>

**NYE COUNTY SCHOOL DISTRICT
SCHOOL ACCOUNTS CASH BALANCE
MANSE ELEMENTARY
JUNE 30, 2004**

	Balance 7/1/03	Revenue	Expense	Balance 6/30/04
Activity	4,167	7,087	8,083	3,171
Cans Kingdom	2,680	1,229	2,565	1,344
Santa's Workshop	3,315	2,508	664	5,159
Christmas Party 03	-	1,000	900	100
Cow County Title	-	1,125	300	825
Penny Wars	-	1,390	182	1,208
Signature	691	-	131	560
Humanities	-	10,690	8,984	1,706
Pahrump Rotary Club	182	739	408	513
Pizza Fundraiser	-	5,404	5,404	-
Science	105	630	658	77
Volunteers fingerprinting	139	-	-	139
Sunshine Committee	261	610	720	151
1st Grade Snack Fund	-	375	208	167
Library	1,615	4,188	4,040	1,763
Transportation	(5)	609	337	267
Yearbook	<u>3,691</u>	<u>1,320</u>	<u>2,148</u>	<u>2,863</u>
	<u>16,841</u>	<u>38,904</u>	<u>35,732</u>	<u>20,013</u>

**NYE COUNTY SCHOOL DISTRICT
SCHOOL ACCOUNTS CASH BALANCE
MT. CHARLESTON ELEMENTARY SCHOOL
JUNE 30, 2004**

	Balance 7/1/03	Revenue	Expense	Balance 6/30/04
Student Activity				
Fundraiser	1,978	49,458	40,210	11,226
Ice Cream	816	-	-	816
Juice Machine	4,152	-	-	4,152
K-Kids	1,741	1,822	2,250	1,313
K-kids Admin	45	-	-	45
Library	3,047	2,005	1,871	3,181
Teacher's Lounge Snacks	298	1,104	1,150	252
Teacher's Lounge Soda	149	-	-	149
	<u>12,226</u>	<u>54,389</u>	<u>45,481</u>	<u>21,134</u>

**NYE COUNTY SCHOOL DISTRICT
SCHOOL ACCOUNTS CASH BALANCE
J.G. JOHNSON ELEMENTARY SCHOOL
JUNE 30, 2004**

	Balance 7/1/03	Revenue	Expense	Balance 6/30/04
Student Activity	8,384	6,562	4,955	9,991
AR	2,067	-	1,122	945
Wheel-A-Thon	6,937	-	6,937	-
ESCE	183	-	183	-
Fundraiser	2,845	17,773	2,594	18,024
QSP	8,297	14,834	23,131	-
School Improvement	5,974	1,397	1,297	6,074
Library	2,045	2,672	2,704	2,013
Pencil	543	418	961	-
Pop	<u>589</u>	<u>779</u>	<u>1,368</u>	<u>-</u>
	<u>37,864</u>	<u>44,435</u>	<u>45,252</u>	<u>37,047</u>

**NYE COUNTY SCHOOL DISTRICT
SCHOOL ACCOUNTS CASH BALANCE
ROSEMARY CLARKE MIDDLE SCHOOL
JUNE 30, 2004**

	Balance 7/1/03	Revenue	Expense	Balance 6/30/04
Activity	17,188	18,119	17,567	17,740
6th Grade	391	375	503	263
7th Grade	288	373	317	344
Honor Society	993	13,701	13,478	1,216
S.H.I.E.L.D.	3	2,308	2,317	(6)
D Building Student Recognition	283	5,964	4,639	1,608
Student Store	5,164	14,198	14,754	4,608
Athletic Department	8,217	33,526	32,147	9,596
PE Uniforms	1,769	6,431	7,523	677
Band	3,409	13,095	13,896	2,608
Builders Club	1,152	-	-	1,152
Cheerleading	4,523	4,592	7,342	1,773
Project NOW	-	495	448	47
Library	3,169	3,156	3,568	2,757
Pencil	646	336	531	451
Student Council	776	3,801	2,882	1,695
Uncategorized	-	15	25	(10)
Yearbook	6,891	-	2,839	4,052
	<u>54,862</u>	<u>120,485</u>	<u>124,776</u>	<u>50,571</u>

**NYE COUNTY SCHOOL DISTRICT
SCHOOL ACCOUNTS CASH BALANCE
PAHRUMP HIGH SCHOOL
JUNE 30, 2004**

	Balance 7/1/03	Revenue	Expense	Balance 6/30/04
Art (Owen)	206	4,356	4,439	123
Drama	5,607	1,409	1,231	5,785
Activity				
AP English	916	128	-	1,044
AP Program	253	-	-	253
AP Spanish	206	308	514	-
Asst. Principal Fund	75	-	75	-
Building Trades	310	-	310	-
Bob Mentzer Memorial	252	-	252	-
Career Center	90	570	561	99
Club ESD	11	660	671	-
Commencement	3,157	2,371	2,065	3,463
Computer Lab	1,297	2,075	88	3,284
Drawing	500	-	500	-
English Dept	228	155	15	368
Foods- Eason	1,234	501	1,142	593
German Club	577	390	400	567
Ground Zero	3,150	-	1,189	1,961
Hill	2,303	2,849	5,147	5
Honor Society	533	493	298	728
Hooper-Hunt Textbook	208	-	208	-
Interact	306	951	1,028	229
Key Club- Admin	346	-	-	346
Key Club- Service	746	653	562	837
Lost Book	934	792	-	1,726
Newspaper	307	-	-	307
PE Dept	1,818	794	2,016	596
PVH Graphics	334	-	334	-
SADD	399	81	286	194
Science Club	208	33	-	241
SNSFSA	-	700	600	100
Spanish Club	399	588	154	833
St. Handbook	606	15	-	621
United Way	-	500	500	-
Use of Facility	1,175	390	1,565	-
Vending	-	1,306	-	1,306
Athletics	24,691	154,063	151,472	27,282
Auto Shop	118	-	118	-
Shop (Fried)	157	-	75	82
Woodshop	9,773	5,451	4,108	11,116
Music	613	5,175	4,657	1,131

**NYE COUNTY SCHOOL DISTRICT
SCHOOL ACCOUNTS CASH BALANCE
PAHRUMP HIGH SCHOOL
JUNE 30, 2004**

	Balance 7/1/03	Revenue	Expense	Balance 6/30/04
Freshman 2007	350	1,734	1,158	926
Sophmore 2006	674	2,891	2,171	1,394
Junior 2005	2,435	7,099	4,501	5,033
Seniors 2004	4,278	2,398	6,676	-
Library	298	80	275	103
Pepsi	418	24,642	18,941	6,119
Pepsi (9th grade academy)	-	3,735	3,735	-
Photo (Mercer)	680	2,795	1,858	1,617
Postage	792	1,169	1,108	853
Senior 2003	1,631	-	1,631	-
Student Council	2,947	18,933	17,056	4,824
Yearbook	<u>13,796</u>	<u>22,449</u>	<u>30,617</u>	<u>5,628</u>
	<u>92,342</u>	<u>275,682</u>	<u>276,307</u>	<u>91,717</u>

**NYE COUNTY SCHOOL DISTRICT
SCHOOL ACCOUNTS CASH BALANCE
BEATTY ELEMENTARY
JUNE 30, 2004**

	Balance 7/1/03	Revenue	Expense	Balance 6/30/04
Student Activity				
Miscellaneous Acct	73	828	836	65
BMS	3	976	963	16
Store	25	498	500	23
Student Body	403	3,319	3,337	385
Christmas	19	-	9	10
Athletic	808	10,927	10,255	1,480
Library	535	777	333	979
Student Council	588	651	494	745
Picture Fund	104	515	100	519
	<u>2,558</u>	<u>18,491</u>	<u>16,827</u>	<u>4,222</u>

**NYE COUNTY SCHOOL DISTRICT
SCHOOL ACCOUNTS CASH BALANCE
BEATTY HIGH SCHOOL
JUNE 30, 2004**

	Balance 7/1/03	Revenue	Expense	Balance 6/30/04
Art/Drama	374	-	-	374
Student Activity	-			-
Music	26	-	-	26
Principals	-	4,909	4,059	850
Student Body	(1)	21	3	17
Teachers	627	713	505	835
Athletic	1,625	12,058	12,298	1,385
Yearbook	6,112	2,585	4,314	4,383
Student Council	1,644	130	1,086	688
Library	126	58	-	184
Class 2006	-	422	34	388
Class 2005	416	1,551	1,272	695
Class 2004	1,030	728	657	1,101
Class 2003	622	-	622	-
Shop Fund	217	2,166	1,519	864
Cheerleaders	125	2,693	2,170	648
Home Economics	271	784	728	327
Close Up Funds	796	45,681	45,238	1,239
Picture Fund	356	332	505	183
Business	1	742	743	-
Scholarships	50	500	500	50
	<u>14,417</u>	<u>76,073</u>	<u>76,253</u>	<u>14,237</u>

**Nye County School District
School Accounts Cash Balance
Silver Rim Elementary
JUNE 30, 2004**

	Balance 7/1/03	Revenue	Expense	Balance 6/30/04
Student Activity				
1st Grade Class	135	-	-	135
2nd Grade Class	300	-	57	243
3rd Grade Class	75	-	-	75
3rd Grade Field Trip	101	478	380	199
4th Grade Class	65	-	-	65
4th Grade Field Trip	381	576	528	429
5th Grade Class	226	-	82	144
P.E.	36	-	-	36
Carnival	1,560	1,444	551	2,453
Band	241	126	-	367
General Fund	3,426	9,156	4,816	7,766
Library	47	121	9	159
Student Council	48	872	572	348
	<u>6,641</u>	<u>12,773</u>	<u>6,995</u>	<u>12,419</u>

**NYE COUNTY SCHOOL DISTRICT
SCHOOL ACCOUNTS CASH BALANCE
HAFEN ELEMENTARY
JUNE 30, 2004**

	Balance 7/1/03	Revenue	Expense	Balance 6/30/04
Activity	3,375	6,879	8,047	2,207
Box Tops	165	126	-	291
Fundraiser	14,278	21,169	16,230	19,217
Music	20	1,252	24	1,248
PAC Committee	-	-	-	-
Penny War	1,987	-	-	1,987
Social Committee	212	335	518	29
Wheel-a-thon	567	-	-	567
Yearbook	49	11,084	10,635	498
Library	<u>658</u>	<u>5,620</u>	<u>6,098</u>	<u>180</u>
	<u>21,311</u>	<u>46,465</u>	<u>41,552</u>	<u>26,224</u>

**Nye County School District
School Accounts Cash Balance
Tonopah Elementary School
JUNE 30, 2004**

	Balance 7/1/03	Revenue	Expense	Balance 6/30/04
Activity				
6th Grade Fund	235	-	235	-
8th Grade Fund	13	186	-	199
Elem. Fund	2,224	22,197	20,172	4,249
MS Sports Fund	91	342	250	183
Off. Sup. Fund	45	21	3	63
PTA Fund	1,518	2,016	3,091	443
Tech Fund	8	-	-	8
Vending Fund	508	183		691
Coke Fund	279	1,012	466	825
Comp Fund	73	-	-	73
Library Fund	192	232	303	121
MS Student Council Fund	<u>565</u>	<u>954</u>	<u>1,127</u>	<u>392</u>
	<u>5,751</u>	<u>27,143</u>	<u>25,647</u>	<u>7,247</u>

**Nye County School District
School Accounts Cash Balance
Tonopah High School
JUNE 30, 2004**

	Balance 7/1/03	Revenue	Expense	Balance 6/30/04
Art	444	3,707	1,882	2,269
Art Club	489	731	538	682
Drama	470	-	-	470
Student Activity				
FBLA	517	2,384	892	2,009
Honor Society	446	1,829	1,358	917
Snowball	1,177	-	-	1,177
Athletics	4,474	21,815	23,598	2,691
Baseball	77	3,500	2,953	624
Football Camp	1,246	9,605	10,068	783
Boys Basketball	-	4,500	4,420	80
Girls Basketball	901	1,910	1,189	1,622
Softball	-	500	-	500
Volleyball	297	1,425	694	1,028
Wrestling	-	3,696	1,839	1,857
Auto Shop	30	2,217	1,929	318
Band	4,642	9,917	8,654	5,905
Boni Computers	351	460	608	203
Computer Supply	1,587	1,295	2,473	409
Class of 2003	3,119	-	3,119	-
Class of 2004	2,349	3,802	3,848	2,303
Class of 2005	2,303	1,830	2,755	1,378
Class of 2006	65	7,052	3,511	3,606
Const. Trade	395	600	728	267
Drill Team	-	366	-	366
Home Ec	1,177	2,820	3,269	728
HS Account	2,716	3,233	3,780	2,169
Library	1,015	20	-	1,035
Scholarship	7,929	5,500	4,050	9,379
Student Council	1,742	1,108	2,421	429
Yearbook	6,276	9,753	12,753	3,276
	<u>46,234</u>	<u>105,575</u>	<u>103,329</u>	<u>48,480</u>

**NYE COUNTY SCHOOL DISTRICT
SCHOOL ACCOUNTS CASH BALANCE
GABBS SCHOOL
JUNE 30, 2004**

	Balance 7/1/03	Revenue	Expense	Balance 6/30/04
Activity				
ASB	1,919	2,113	2,539	1,493
Block G	16	23	-	39
Dream	-	6,000	5,849	151
Gear Up	113	-	-	113
Jr. High Pep Club	259	-	-	259
Miscellaneous	3,025	3,505	4,130	2,400
Pep Club	495	1,366	1,464	397
Science	126	30	7	149
Scrappers	381	39	-	420
Spring Fling	-	25	-	25
Art & Drama	78	208	156	130
Athletics	1,281	2,510	2,688	1,103
Vball Camp	73	-	-	73
Pay to Play	-	1,879	1,607	272
Jr High Bball	-	233	190	43
Jr High Vball	36	-	-	36
Class of 2002	-	-	-	-
Class of 2003	-	-	-	-
Class of 2004	648	3,632	3,259	1,021
Class of 2005	3,284	5,048	3,804	4,528
Class of 2006	627	5,392	2,297	3,722
Class of 2007	-	780	-	780
Home Ec	36	281	298	19
Shop Fund	121	-	-	121
Fire	4,402	-	1,758	2,644
Yearbook	1,280	1,895	3,001	174
	<u>18,200</u>	<u>34,959</u>	<u>33,047</u>	<u>20,112</u>

MANAGEMENT COMMENTS LETTER

Honorable Board of Trustees
Nye County School District
Tonopah, Nevada

In planning and performing my audit of the financial statements of the School Accounts of Nye County School District for the year ended June 30, 2004, I considered the District's internal control structure over School Accounts in order to determine my auditing procedures for the purpose of expressing an opinion on the financial statements and not to provide assurance on the internal control structure.

During my audit I noted certain matters involving the internal control structure that are presented for your consideration. These findings, which have been discussed with the members of management, are intended to improve the internal control structure or result in other operating efficiencies and are summarized as follows:

STATUS OF PRIOR YEAR MATTER

GENERAL COMMENTS:

The Management Comments letter from the June 30, 2003 audit report noted that the school district policy regarding approval of expenditures were not implemented until the school year beginning July 1, 2003, so there was a carryover of many of the same policy violations that have been noted in prior years.

Status

Nye County School District policies were revised as recommended.

TONOPAH ELEMENTARY

1. Every check tested did not have a sponsor signature. Each invoice had the principal's signature, but the funds did not have separate sponsor signatures.

Status

Corrective action has been implemented

ROUND MOUNTAIN ELEMENTARY SCHOOL

1. One invoice that was manually prepared by the vendor did not foot correctly. The school paid this vendor too much. Each invoice needs to be checked for mathematical accuracy.

Status

Corrective action has been implemented

SILVER RIM ELEMENTARY

1. Every check tested did not have a sponsor signature. Each invoice had the principal's signature, but the funds did not have separate sponsor signatures. According to Colleen they implemented the new sponsors starting July 1, 2003.

Status

Corrective action has been implemented

TONOPAH HIGH SCHOOL

1. One deposit did not total the amount of receipts that made up that deposit. The deposit was \$10 less than what the receipts and back-up stated.
2. Two (2) of twenty-five (25) expenditures tested did not have a vendor invoice to support the expenditure as required by the school district's policy.
3. One (1) of twenty-five (25) expenditures tested did not have sponsor approval.

Status

Corrective action has been implemented

BEATTY ELEMENTARY SCHOOL

1. There were two receipts that totaled \$604.00 that could not be traced to the bank statements or to the general ledger prepared by the school.
2. Two (2) of fifteen (15) expenditures tested did not have a sponsor approved signature.

Status

Corrective action has been implemented

J.G. JOHNSON ELEMENTARY

1. One of the cancelled checks that were examined showed that one of the signatures was the person that the check was written to.

Status

Corrective action has been implemented

BEATTY HIGH SCHOOL

1. Four (4) of twenty (20) expenditures tested did not have the proper invoice back-up to support the expenditure.
2. Eight (8) of twenty (20) expenditures tested did not have a sponsor approved signature.

Status

Corrective action has been implemented

MOUNT CHARLESTON ELEMENTARY

1. One of the expenditures tested was paid of a statement and not an invoice.

Status

Corrective action has been implemented

ROSEMARY CLARKE MIDDLE SCHOOL

1. One of the expenditures tested did not have the principal's signature, only the sponsor's signature.
2. One of the cancelled checks that was reviewed had only one signature. Nye County School District accounting policies require that every check issued have two signatures.

Status

Corrective action has been implemented

PAHRUMP VALLEY HIGH SCHOOL

1. One of the expenditures tested did not have the principals' signature, only the sponsor's signature.

Status

Corrective action has been implemented

PAHRUMP VALLEY HIGH SCHOOL ATHLETICS

1. Two (2) of the twenty-five (25) expenditures tested did not have the principal's signature or proper approval.
2. One of the expenditures tested did not have the invoice to back-up the payment voucher.

Status

Corrective action has been implemented

CURRENT YEAR MATTERS

AMARGOSA ELEMENTARY

1. Two deposits did not total the amount of receipts that made up the deposits. The deposits were \$126.50 less than the receipts and back-up stated.
2. One (1) of twenty (20) expenditures tested did not have a vendor invoice to support the expenditure as required by the school district's policy.

BEATTY HIGH SCHOOL

1. Three (3) of twenty (20) expenditures tested did not have the proper invoice back-up to support the expenditures as required by the school district's policy.

TONOPAH ELEMENTARY

1. Deposits could not be traced to receipts properly for four (4) of the sixteen (16) deposits made during the year. In total \$485.47 was deposited into the bank for which no receipts can be found. Receipts are not being written for every transaction which is required by school policy.
2. Every invoice did not have a principal or sponsor approval. No purchase orders were prepared and the secretary would tape an invoice to a piece a paper along with the canceled check. The principal's signature was on the checks.

ROUND MOUNTAIN HIGH SCHOOL

1. One (1) of twenty (20) expenditures tested did not have the proper invoice back-up to support the expenditures as required by the school district's policy.

HAFEN ELEMENTARY

1. The school did not use a pre-numbered receipt book from January 2004 through the end of the school year. Many receipts stapled to deposits had no numbers others had hand written numbers. There is no way to know if all the money was properly deposited into the account.
2. Four (4) of the twenty (20) expenditures tested had problems. On one invoice the distribution was changed with no explanation. Another voucher had no invoice attached. One of the cancelled checks that were examined showed that one of the signatures was the person that the check was written to. The other check was paid to a substitute teacher and the explanation was reimbursement for difference in pay, this should have been paid through the district's payroll.

GABBS SCHOOL

1. On March 15, 2005 I went to Gabbs School to perform the student activity audit. I was informed by Francis Hanifen that the information was not ready and that she would mail me completed work the following week. The books should have been completed in August 2004 before the new school year began as required by the school district's policy. We did not receive the work until May 28, 2005.
2. The beginning balance per these books was \$605 less than the prior years ending balance. The discrepancy could not be explained by the secretary.
3. I also noted that deposits are not being made in a timely manner. There were many months when deposits were not made and the final deposit for receipts dated 6/30/04 was not made until October 8, 2004 which means the money was at the school for over three months while the school was closed. This does not make sense as deposits were made on 7/2/04 and 8/13/04 so the money should have been deposited at one of these times.
4. I am unable to balance the June 2004 Bank Reconciliation register ending balance to the General Ledger Report. The variance shows \$144.30 more per the bank reconciliation than the general ledger.

J.G. JOHNSON ELEMENTARY

1. Two (2) of the cancelled checks examined had only one signature on the check.
2. One (1) of the expenditures tested did not have principal or sponsor approval on the voucher.

PAHRUMP VALLEY HIGH SCHOOL ATHLETICS

1. One (1) of the expenditures tested did not have an invoice attached.
2. While examining cancelled checks I found three (3) checks with only one signature.

CONCLUSION

I will review the status of these comments during my next engagement. I have already discussed many of these comments and suggestions with various District personnel, and I will be pleased to discuss them in further detail at your convenience, to perform any additional study of these matters, or to assist you in implementing corrective action.

DANIEL C. MCARTHUR, LTD.

Nye County School District

Deborah Wescoatt, President
Tracie Ward, Vice-President
Dawn Murphy, Clerk
Edna Jean Forsgren
Nicole Genet
Dennis Keating
Cindy Marcotte



Raymond Ritchie
Chief Financial &
Administrative Officer

Office of the County Superintendent
P.O. Box 113
Tonopah, Nevada 89049
Phone 775-482-6258
Fax 775-482-8573

Southern Administration Office
484 S. West St.
Pahrump, Nevada 89048
Phone 775-727-7743
Fax 775-727-7768

William E. "Rob" Roberts, Ed.D
Superintendent

January 31, 2006

MEMORANDUM

TO: BOARD OF TRUSTEES

FROM: Ray Ritchie, Chief Financial & Administrative Officer

SUBJECT: Retention of Auditor

In accordance with NRS 354.624 (3), the board must designate the auditor to conduct the annual independent audit.

Mr. McArthur's firm has worked with this district for a number of years. He and his staff are familiar with District policies, procedures, files and accounting staff. For these reasons, I recommend that Daniel C. McArthur be appointed to conduct the audit for the year ending June 30, 2006.

RR/kp

2006

JANUARY

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NEW YEAR'S DAY
Sunday, Jan. 1

M.L. KING, JR. DAY
Monday, Jan. 16

CHINESE NEW YEAR
Sunday, Jan. 29

PRESIDENT'S DAY
Monday, Feb. 20

ST. PATRICK'S DAY
Friday, March 17

GOOD FRIDAY
Friday, April 14

EASTER
Sunday, April 16

MOTHER'S DAY
Sunday, May 14

MEMORIAL DAY
Monday, May 29

INDEPENDENCE DAY
Tuesday, July 4

LABOR DAY
Monday, Sept. 4

ROSH HASHANAH
Saturday, Sept. 23

YOM KIPPUR
Monday, Oct. 2

COLUMBUS DAY
Monday, Oct. 9

ELECTION DAY
Tuesday, Nov. 7

VETERAN'S DAY
Saturday, Nov. 11

THANKSGIVING DAY
Thursday, Nov. 23

HANUKKAH
Friday, Dec. 15

CHRISTMAS DAY
Monday, Dec. 25

2007

JANUARY

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VETERAN'S DAY
Sunday, Nov. 11

THANKSGIVING DAY
Thursday, Nov. 22

HANUKKAH
Tuesday, Dec. 4

CHRISTMAS DAY
Tuesday, Dec. 25

**Proposed Calendar #1
2006-2007 School year**

Beginning date for teachers	August 23, 2006
Ending date for teachers	June 8, 2007
Beginning date for students	August 28, 2006
Ending date for students	June 7, 2007

Nye County School District



William E. "Rob" Roberts, Ed.D
Superintendent

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Tracie Ward, Vice-President
Dawn Murphy, Clerk
Edna Jean Forsgren
Nicole Genet
Dennis Keating
Cindy Marcotte

January 31, 2006

MEMORANDUM

TO: Board of Trustees

FROM: Dr. Rob Roberts, Superintendent

SUBJECT: Dean of Students

Please consider approval of my request to hire a temporary dean of students at Pahrump Valley High School. The cost would be that of a substitute teacher for the remainder of the 2005-06 school year and a \$2,000 stipend for the dean.

With the loss of the past principal, there would be the savings of his salary to cover this expense.

RR/kp

Copies: Rod Pekarek
Kay Decker
Dale Norton
Ray Ritchie

AN EQUAL OPPORTUNITY EMPLOYER



PAHRUMP VALLEY HIGH SCHOOL

501 E. Calvada Blvd. • Pahrump, NV 89048
(775) 727-7737 • Fax: (775) 727-7722

Kent Roberts
Assistant Principal

Elaine Wabbel
Assistant Principal

January 27, 2006

Dear Dr. Roberts,

This letter is a request to obtain a long term substitute for Jason Odegard, science teacher at Pahrump Valley High School for second semester. I would like to place Jason in the position of dean to primarily handle discipline issues for our ninth grade students, allowing our assistant principal Kent Roberts to concentrate on other time consuming duties such as compiling a master schedule and ensuring all students are scheduled for the 2006-07 school year. Jason has the experience needed for this position as he has filled in when needed for our assistant principals on past occasions.

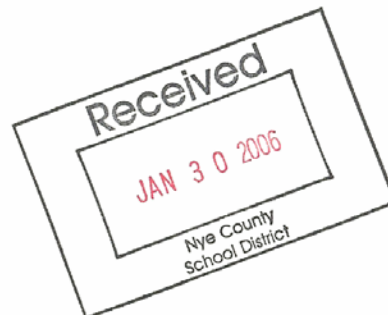
I would also like to request a stipend for Mr. Odegard over his current salary. My recommendation would be in the amount of \$2000.00. Upon approval, I will meet with Jason to line out exactly what his duties and responsibilities will involve.

Thank you for your attention to this matter.

Sincerely

Dale Norton
Assistant Superintendent/Interim Principal PVHS

DN/cg



Pilot Gifted and Talented Program 2006
Saturday Academic Camp for Gifted and Talented

Program Description

2 Saturdays per month; 3 hours of instruction, 2 teachers facilitating the program, program begins February 25, 2006, 5 days of Summer Camp is included.

30 Missions have been selected

Math, Science, and Technology will be the centered themes. The Spectrum System® will be purchase to assist with the GATE Program. The Spectrum System® is an integrated hands-on science curriculum. Though the content focus is science, Spectrum® is packed with math, technology, and language arts experiences, making Spectrum® a truly well-rounded curriculum.

Pre and Post assessments will be used to chart students' progress

Mission Statement

Nye County School District will recognize and nurture exemplary talents so that advanced learners are provided with an appropriately challenging education. This education will enable students to realize their fullest potential and to become contributing citizens of the world.

Belief Statements

We believe that:

- there is a diversity of talents in the academics and the arts.
- advanced students demonstrate a range of exemplary talents.
- there is a need for a variety of educational approaches, experiences, activities, strategies, and resources.
- the family and the community are essential elements of individual student success.

Program Outcomes

Students who are participants of advanced programs will:

- develop their interests;
- develop their passions;

- use analytical thought processes;
- use resources wisely;
- become first-hand investigators;
- become integrated learners; and
- become change agents.

Students

30 / 4th and 5th grade students have been identified

The students that were invited to participate in the **Saturday Academic Camp for the Gifted and Talented** were selected at the district level. Several pieces of data were used to help identify high achieving students. The data that was available was the Iowa Test of Basic Skills, Nevada Writing Proficiency Exam, Math and English Language Arts Criterion Reference Tests, report cards, and Math and English Language Arts Standards Master.

"The term 'gifted and talented,' when used with respect to students, children, or youth means students, children, or youth who give evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who need services or activities not ordinarily provided by the school in order to fully develop those capabilities"

Costs and Funding

Title V is fully funding this PILOT program at a cost of approximately \$45,000.00.

Location

JG Johnson ES in a portable classroom

Parents

Parent Information Meeting will be held at JG Johnson on February 9, 2006 at 6:00 pm to 7:00 pm.

Home Science Links as well as a Home Math Links are available for parents Activities are noted in the home links to extend the students knowledge while involved in the science, math, and technology missions.

**Parents will provide transportation for the program.*

0642

BOARD OF TRUSTEES MEETING AGENDA

The agenda of the Board of Trustees shall be prepared by the **Board President** in consultation with the **Superintendent**, Board members, staff members, and other groups or individuals directly concerned. The proposed agenda will be posted in compliance with NRS 241.020.

Reviewed: February 4, 2005

Adopted: June 28, 1995

Revised:

NEPN/NSBA Classification: BEDB

Legal Reference: NRS 241.020