



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, December 1, 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 NOVEMBER 3, 2006 REGULAR MEETING MINUTES
 - B. APPROVAL OF NOVEMBER 3, 2006 EXECUTIVE SESSION MINUTES
 - C. APPROVAL OF NOVEMBER 13, 2006 REGULAR MEETING MINUTES
 - D. ACCEPTANCE OF HOME SCHOOL APPLICATIONS
 - E. APPROVAL OF REQUESTS FOR 16-YEAR OLD STUDENTS TO TAKE THE GED
 - F. APPROVAL OF LICENSED CONTRACTS
 - G. APPROVAL OF SPECIAL ASSIGNMENT AGREEMENTS
 - H. APPROVAL OF WARRANTS
4. REPORTS, INFORMATIONAL ITEM
 - A. SUPERINTENDENT'S REPORT
 - B. ADMINISTRATOR REPORTS
 - C. BOARD REPORTS
 - D. BOARD COMMITTEE REPORTS
 - E. EDUCATIONAL TRAVEL 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. DISCUSSION/POSSIBLE DECISION REGARDING LOCKERS AT ROSEMARY CLARKE MIDDLE SCHOOL, ACTION ITEM
13. PRESENTATION & ACCEPTANCE OF INDEPENDENT AUDIT FOR YEAR ENDING JUNE 30, 2006, ACTION ITEM
14. APPROVAL OF LETTER REGARDING 2005-06 PROFESSIONAL DEVELOPMENT PROVIDED BY REGIONAL PROFESSIONAL DEVELOPMENT, PROGRAM, ACTION ITEM
15. DISCUSSION/POSSIBLE RATIFICATION OF MASTER CONTRACT BETWEEN NCSD AND NYE COUNTY SUPPORT STAFF ORGANIZATION, ACTION ITEM
16. APPROVAL OF DISTRICT HEALTH INSURANCE PLAN, ACTION ITEM
17. APPROVAL OF TECHNOLOGY PLAN, ACTION ITEM
18. APPROVAL OF RESOLUTION IN SUPPORT OF INVEST 07, ACTION ITEM
19. APPROVAL OF RESOLUTION CREATING FUNDS, ACTION ITEM
20. PRESENTATION & POSSIBLE APPROVAL OF SCHOOL & DISTRICT IMPROVEMENT PLANS, ACTION ITEM
21. DISCUSSION/POSSIBLE APPROVAL OF SECOND READING, POLICY 0211 - SAFE & RESPECTFUL LEARNING ENVIRONMENT, ACTION ITEM
22. DISCUSSION/POSSIBLE APPROVAL OF SECOND READING OF POLICY 6147A - DRUG TESTING, ACTION ITEM
23. DISCUSSION/POSSIBLE APPROVAL OF SECOND READING, POLICY 6439 - DONATED LEAVE PROGRAM FOR NON-UNION EMPLOYEES, ACTION ITEM
24. DISCUSSION/POSSIBLE APPROVAL OF SECOND READING, POLICY 6574 - CORRECTIVE DISCIPLINE OF NON-UNION CLASSIFIED STAFF, ACTION ITEM
25. DISCUSSION/POSSIBLE APPROVAL OF SECOND READING OF POLICY 7620 - WELLNESS, ACTION ITEM
26. MID-YEAR PERFORMANCE REVIEW OF SUPERINTENDENT, INFORMATIONAL ITEM
27. 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
- 28. DECISION REGARDING POSSIBLE STUDENT RIGHTS VIOLATIONS, ACTION ITEM
- 29. 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-

November 3, 2006

Present: Deborah Wescoatt, President; Tracie Ward, Vice-President; Edna Forsgren, Nicole Genet, Dennis Keating and Cindy Marcotte, Members; Dr. William Roberts, Superintendent; Rod Pekarek, Dale Norton and Jerry Hill, Assistant Superintendents; Ray Ritchie, Chief Financial and Administrative Officer; Bob Whimpey, Maintenance and Operations; Cameron McRae, Transportation; Pat Garlin, Food Service; Karen Holley, Grant Writer; Max Buffi, Innovative Ed; Lisa Mays, Board and Administrative Services Coordinator; and Kerry Paniagua, Executive Secretary.

Absent: Dawn Murphy.

Guests: Procter Hug, Maupin, Cox and LeGoy; Jewell Burton-Avery, Mike Floyd and Harold Tokerud, Pahrump; Kevin Pape, Wal-Mart; Jon Benton, Orcutt/Winslow Architects; Mike DelGatio and Rick Sellers, Carpenter Sellers; Casey Jones, Architect; Karen Purcell, PK Electrical, Inc.; Steven Prince, Jerry Eich and Robin Caulfield, HMC Architects; and Christina Eichelkraut, Pahrump Valley Times.

1. Call to Order

The meeting was called to order at 10:00 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 call was taken; Mrs. Murphy was absent.

2. Adoption of Agenda

Mrs. Ward moved adoption of the agenda. Mrs. Genet seconded, and a unanimous vote was registered.

3a. Approval of October 20, 2006 Regular Meeting Minutes

3b. Approval of October 20, 2006 Executive Session Minutes

- 3c. Approval of Transportation Contracts
- 3d. Approval of Requests for Immunization Exemption
- 3e. Approval of Licensed Contracts
- 3f. Approval of Special Assignment Agreements
- 3g. Approval of 2006-07 Tuition Agreement with Eureka County School District
- 3h. Approval of Warrants

Mrs. Ward made the motion to approve the consent calendar. Mr. Keating seconded, and a unanimous vote was cast.

4a. Superintendent's Report

In addition to his written report, Dr. Roberts mentioned the Town Hall meeting held the night before in Tonopah.

4b. Administrator Reports

Mr. Whimpey reported completion of the initial contract for the water main problem at the Ninth Grade Academy site. The fire system comes off the domestic water and must be engineered and approved by the State Fire Marshal. It now goes into the time and materials aspect of the contract. It appears there is no damage under the foundation, and no lead or other contaminants were found. Mr. Pekarek reported there are 11 vacancies. The Insurance Committee will meet November 6. The drug testing committee will meet on November 13.

4c. Board Reports

Mrs. Genet attended Family Literacy Night at Mt. Charleston. Mr. Keating participated in Oktoberfest and a Boys and Girls Club meeting. Mrs. Ward visited Pathways and the Town Hall meeting in Tonopah. Mrs. Wescoatt attended disciplinary hearings and the Town Hall meeting in Tonopah. She said the District Improvement Plan should be finished soon.

4d. Board Committee Reports

Mrs. Ward participated in architect interviews for the Construction Committee. Mrs. Wescoatt reported on the Policy Committee meeting. She will attend the Health Insurance meeting on Mrs. Forsgren's behalf. Mr. Keating will participate in NCSSO negotiations.

5. Public Input

None offered.

6. Board Appointments

7. Change of Date/Location of Future Board Meetings

Items withdrawn.

8. Decision Regarding Subdivision Maps

Mr. Whimpey said he had received another map of Mountain Falls North.

9. Approval of Grants

Item withdrawn.

10. Recognitions

Dr. Roberts recognized Wal-Mart Manager, Kevin Pape, with a plaque for donating 170 bags of rubberized material for various facilities and science materials for Clarke Middle School.

11. Discussion/Possible Decision Regarding School Construction

Item withdrawn.

12. Opening & Award of Bid: Sale of Gabbs Property

The only bid received was from Ray Dummar in the amount of \$38,500. Mrs. Ward made the motion to award the bid, and Mrs. Forsgren seconded. Procter Hug said the District has been trying to sell this property for a number of years. In November 2004 the board adopted a resolution of intent to sell. An appraiser was selected who spent a year complying with State standards. In October 2005 the appraiser said he was unable to complete the appraisal in accordance with statutes and his standards. The District was unable to find another appraiser because there was no market data. Mr. Hug felt the only alternative was to use the Nye County Assessor's appraisal of \$37,458. The board again passed a resolution of intent to sell. He said the statutes also call for oral bids from people present at the meeting, and the bids would have to be at least five percent over the written bid. He recommended the board determines this to be the best response, ask if there are any oral bids and then make a decision. Mrs. Ward and Mrs. Forsgren rescinded the bid and second. Mrs. Wescoatt asked if there were any oral bids; there were none. Mrs. Ward made the motion to accept Mr. Dummar's bid. Mrs. Forsgren seconded, and a unanimous vote was recorded. Mr. Keating stated he would like to see that some or most of the funds be dedicated to the Gabbs School.

13. Selection of Architect

The following made presentations: Rick Sellers and Mike DelGatio of Carpenter Sellers; Casey Jones and Karen Purcell of Casey M. Jones, Architect; and Jerry Eich, Robin Caulfield and Steven Prince of HMC Architects. Mrs. Forsgren stated she was impressed with Casey Jones because of his experience in building in Nevada's climate. Mrs.

Marcotte made the motion to select Carpenter Sellers, and Mr. Keating seconded. Mr. Keating said because sales of new and existing homes have slowed considerably and with growth hovering around five percent, he would advise purchasing enough modulars to handle the 06-07 growth and not push for a school to be opened next fall so that it could be done right. Mrs. Wescoatt said she would like to keep an architectural pool and draw from that when the District gets ready for other projects. Mrs. Marcotte said all three firms were well qualified; she liked the enthusiasm of Carpenter Sellers' architects and the fact they built on time and on budget. Those voting aye: Mrs. Ward, Mrs. Genet, Mrs. Marcotte and Mrs. Wescoatt. Those voting nay: Mr. Keating and Mrs. Forsgren. The motion carried with a majority vote.

14. Approval for Purchase of a Modular from Adult Ed Funds

Mrs. Ward made the motion to approve the purchase of a modular. Mr. Keating seconded, and a unanimous vote was registered.

15. Decision Regarding Request for Part-Time Clerical Aide at J.G. Johnson Elementary

Mrs. Ward made the motion to approve a four-hour aide. Mr. Keating seconded, and a unanimous vote was recorded.

16. Discussion/Possible Decision Regarding Request for 25 Desk Top Computers for Beatty Elementary/Middle School

Mrs. Ward made the motion to approve the purchase of 25 computers. Mrs. Marcotte seconded, and a unanimous vote was cast.

17. Approval of Letter Regarding 2005-06 Professional Development Provided by Regional Professional Development Program

Mr. Hill said the professional development program is directed by Karen Liberty. The District presently has three TOSAs. He provided information on classes offered. A letter was not available for the board to approve.

18. Approval of First Reading, Policy 0211 – Safe & Respectful Learning Environment

Mrs. Ward moved approval of the first reading, and Mrs. Marcotte seconded. Mr. Keating thought it should specify that it is applicable on all District property. Mr. Norton felt it was inclusive. Mrs. Wescoatt suggested another policy to address his concerns. The motion to approve the first reading was unanimous. A copy of this policy is attached.

19. Approval of First Reading, Policy 6439 – Donated Leave Program for Non-Union Employees

Mrs. Ward made the motion to approve the first reading, and Mr. Keating seconded. Mr. Keating wanted to make sure there are safeguards for employees earning leave at

different rates and that employees have to maintain a certain balance. Mr. Ritchie said both are covered in the regulation. The motion to approve was unanimous. A copy of this policy is incorporated into these minutes.

20. Approval of First Reading, Policy 6574 – Corrective Discipline of Non-Union Classified Staff

Mrs. Ward moved approval of the first reading. Mr. Keating seconded, and a unanimous vote was recorded. A copy of this policy is attached.

21. Discussion/Possible First Reading of Policy 6147a – Drug Testing

Mr. Keating made the motion to approve the existing policy, and Mrs. Forsgren seconded. Mrs. Wescoatt said union members would like to remove references to immediate termination and to follow corrective discipline. Mrs. Ward suggested “will subject an employee to progressive discipline.” Mr. McRae recommended the word “may” and said giving an employee any indication they could receive admonishment or warning doesn’t comply with the drug free workplace law. Bus drivers who test positive can be terminated and their licenses suspended. That has been upheld under contract review both inside and outside the District. Mrs. Forsgren said the District should be as tough as it can be if someone tests positive. Mr. McRae said there is documented notification that they understand it. There are ample safeguards and remedies for basic concerns brought up such as medical reasons. Everyone would understand his/her obligation to comply and consequences for refusal. Mr. Pekarek said they weren’t opposed to testing; their concerns were for rights within the program. Mr. McRae said there should be no change to the pre-employment portion. Mrs. Marcotte said anyone failing the pre-employment test should not be hired. The District should be concerned with the safety and health of students, other employees and outsiders. Mr. Keating voted aye on the first motion; all other members voted nay. The motion failed. Mrs. Ward made the motion to approve changing the last sentence to read “Failure to comply may subject an employee to termination of employment and will preclude an applicant from an offer of employment.” Mr. Keating seconded, and a unanimous vote was cast.

22. Discussion/Possible First Reading of Policy 7620 – Wellness

Mrs. Ward moved approval of the first reading. Mr. Keating seconded, and a unanimous vote was recorded. A copy of this policy is incorporated into the minutes.

- 23a. Discussion Regarding Possible Student Rights Violations
- 23b. Discussion Regarding Results of Student Disciplinary Hearings
- 23c. Discussion Regarding Legal Items
- 23d. Discussion Regarding Personnel Items
- 23e. Discussion Regarding Negotiations

Discussion is reflected in Executive Session minutes.

24. Decision Regarding Possible Student Rights Violations

Item withdrawn.

25. Adjournment

Mrs. Marcotte moved to adjourn at 12:40 p.m. Mrs. Genet seconded, and a unanimous vote was registered.

SCHEDULE OF MEETING

The meeting was called to order at 10:00 a.m. Mrs. Ward made the motion to go into Executive Session at 12:32 p.m. Mrs. Marcotte seconded, and a unanimous vote was recorded. The regular session resumed at 12:39 p.m. The meeting adjourned at 12:40 p.m.

By_____

Prepared by Kerry Paniagua

NYE COUNTY SCHOOL DISTRICT

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

November 13, 2006

Present: Deborah Wescoatt, President; Tracie Ward, Vice-President; Dawn Murphy, Clerk; Edna Forsgren, Nicole Genet and Dennis Keating, Members; Dr. William Roberts, Superintendent; Rod Pekarek, Assistant Superintendent; Ray Ritchie, Chief Financial and Administrative Officer; Bob Whimpey, Maintenance and Operations; Pat Garlin, Food Service; Lisa Mays, Board and Administrative Services Coordinator; and Kerry Paniagua, Executive Secretary.

Absent: Cindy Marcotte.

Guests: Mike Floyd and Harold Tokerud, Pahrump; and Lisa Eichelkraut, Pahrump Valley Times.

1. Call to Order

The meeting was called to order at 10:58 a.m. in the Pahrump boardroom with a videoconference link to the Tonopah boardroom. All members were present except Cindy Marcotte.

2. Adoption of Agenda

Mrs. Murphy moved adoption of the agenda. Mr. Keating seconded, and a unanimous vote was recorded.

3. Public Input

None offered.

4. Canvass of Election Results

Mrs. Murphy made the motion to ratify the results of the County Commissioners' canvass of election results. Mrs. Ward seconded, and a unanimous vote was cast.

5. Report on Beatty Elementary Health & Safety Items

Mr. Wimpey said the school has been checked several times, and no gas was detected. There is no mold. There is corrosion in the evaporative cooler fusers, and they are being replaced. The fire marshal requested installation of five smoke detectors, and that has been done. A sewer line collapsed but asbestos remediation must be done prior to work on the sewer line. There have also been requests for additional electrical outlets.

6. Adjournment

Mrs. Murphy moved to adjourn at 11:02 a.m. Mr. Keating seconded, and a unanimous vote was recorded.

By_____

Prepared by Kerry Paniagua

LICENSED CONTRACTS

12/01/06

DeWitt, Brienne
Sperti, Regina
Staton, Jon

*RCMS, Core
*PVHS, Special Ed
*RCMS, PE/Health

* First Year Probationary

SPECIAL ASSIGNMENT AGREEMENTS

12/01/06

Perez, Dolores	Amargosa Fall Cheerleader Advisor
Maldonado, Edgar	BHS Asst Varsity Boys' Basketball
Barber, Cyndi	RMHS Freshman Class Advisor
Larson, Kendra	Rd Mtn Jr High Asst Girls' Basketball
Scamahorn, Shane	Rd Mtn Jr High Asst Boys' Basketball



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

Dr. William E. (Rob) Roberts
Superintendent
December 1, 2006

MEMORANDUM

TO: Board of Trustees

FROM: Dr. William E. Roberts, Superintendent

SUBJECT: Superintendent Report

A hundred years from now, it will not matter what my bank account was, the sort of house I lived in, or the kind of car I drove, but the world may be different because I was important in the life of a child.....Forest Witcraft

On Monday, November 6, I started with a State Superintendent Meeting in Las Vegas, which lasted the majority of the morning. Upon returning to Pahrump in the afternoon, I visited school sites in an around the Pahrump Valley.

Tuesday, November 7, found me visiting various schools observing their professional development day activities.

On Wednesday, November 8, I traveled to Carson City to attend the DSA Equality Meeting.

Thursday, was spent clearing the paperwork off my desk and meeting with staff.

The days of November 13, 14, and 15, were full with meetings and school site visitations. The planning and design committee meetings for the Floyd Elementary School started on the 14th and will continue weekly with the last meeting scheduled for December 19.

Thursday through Sunday, November 16 – 19, I attended the Nevada Association of School Boards Annual Conference in Carson City. There were wonderful speakers and great motivational programs. This was, by far, one of the best conferences they have offered.

November 20 – 22, was packed with meetings with staff and parents.

This week I traveled to Tonopah to attend a community meeting regarding the possible closure of the Tonopah Test Range. I also visited school sites in Tonopah, Beatty, and Amargosa.

The Rotary Club reviewed mini grants submitted by local teachers. Over 23 teachers applied. They awarded at total of \$2,500.00.

Nevada System of Higher Education
JAMES E. ROGERS, CHANCELLOR

5550 W. Flamingo Rd., Suite C-1
Las Vegas, Nevada 89103
Tel: (702) 889-8426
Fax: (702) 889-4360



2601 Enterprise Road
Reno, Nevada 89512
Tel: (775) 784-4905 x225
E-mail: chancellor@nevada.edu

November 17, 2006



Dr. William Roberts
Nye County School District
P.O. Box 113
Tonopah, NV 89049-0113

Dear William,

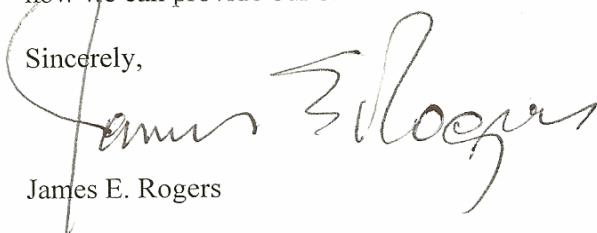
Thank you for agreeing to participate in our first education partnership meeting on December 7. I look forward to our discussions and the guidance we will receive as we move toward the 2007 legislative session.

I believe we can no longer afford to live in a world where K-12 and higher education function as separate systems. We must use our collective strength to work together to advance key issues that will dramatically improve the quality of education.

Although I have not had the opportunity to work with you as closely as I would have liked, I believe we will create a new and productive relationship on December 7 and will continue to build upon that foundation in the months ahead.

When you come to the meeting, please bring your ideas, criticisms, and best practices. While it may be an informal discussion, it is important that we have an open dialogue on how we can provide our state with the education system our citizens deserve.

Sincerely,


James E. Rogers

FINANCIAL INFORMATION
NYE COUNTY SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING DECEMBER 1, 2006

Dear Board Member:

If you have questions regarding this Financial Report, please contact Mr. Ritchie's Office in Pahrump prior to the Board Meeting, to insure a timely response at the meeting.

11/2/2006

BOARD OF TRUSTEES BUDGET for 06-07

	<u>Budgeted</u>	<u>YTD Exp.</u>	<u>Encumbered</u>	<u>Balance</u>
Social Security	850	338		512
Workers Comp	250	127		123
Medicare	200	79		121
Day of Service	13,680	5,455		8,225
Professional Service	75,000			75,000
Lobbying		6,000		(6,000)
Communications		257		(257)
Travel	7,000	2,002		4,999
Supplies	4,000	1,105	813	2,082
Fuel		363		(363)
Tech Supplies/Software				
Tech Items of Value				
Dues & Fees	15,400	13,575		1,825
TOTAL	\$116,380	\$29,300	\$813	\$86,267

NYE COUNTY SCHOOL DISTRICT

As of 11/2/06

SUMMARY OF EXPENDITURES	BUDGETED	ACTUAL	%
100 - Regular	24,319,640	4,110,108	16.90%
300 - Vocational	967,850	141,465	14.62%
900 - Other	755,593	64,820	8.58%
TOTAL DISTRIBUTED EXPENDITURES	26,043,083	4,316,394	16.57%
000 - Undistributed			
2100 - Student Support	263,755	49,200	18.65%
2200 - Staff Support	232,896	84,160	36.14%
2300 - General Administration	1,369,140	368,376	26.91%
2400 - School Administration	3,580,311	980,805	27.39%
2500 - Business Support	2,182,021	714,296	32.74%
2600 - Plant Operation & Mtce.	6,346,233	2,509,363	39.54%
2700 - Student Transportation	2,820,245	767,908	27.23%
5200 - Transfer to Other Funds	7,143,739	50,000	0.70%
TOTAL UNDISTRIBUTED EXPENDITURES	23,938,340	5,524,108	23.08%
TOTAL EXPENDITURES	49,981,423	9,840,502	19.69%
Contingency			
Unappropriated Fund Balance	421,455		
Reserved Fund Balance			
TOTAL EXPENDITURES & FUND BALANCE	50,402,878		

SUMMARY OF AVAILABLE FINANCING	BUDGETED	ACTUAL	%
Beginning Balance	421,455	421,455	100.00%
Ad Valorem	8,394,253	4,441,294	52.91%
Sales & Use Taxes	8,254,006	1,372,240	16.63%
General Govt. Services Tax	1,996,226	478,847	23.99%
Tuition - In-State	20,000		0.00%
Tuition - Out of State	60,000		0.00%
Earnings on Investments	150,000	63,055	42.04%
Bank of America Sweep Interest	50,000	19,646	39.29%
Miscellaneous	134,753	97,145	72.09%
State Distributive	29,502,853	7,247,596	24.57%
Special Appropriations (Counselors)	50,000	50,000	100.00%
Other Appropriations	220,244	461,363	209.48%
Federal Grants in Aid	0	6,230	



OFFICE OF THE
STATE TREASURER
Local Government Investment Pool
NYE COUNTY SCHOOL DISTRICT Detail Report

9/7/2006 1:56:22PM

Page: 1

Date	Beginning Balance	Total Debits	Total Credits	Ending Balance
NCSD - NYE COUNTY SCHOOL DISTRICT				
08/01/2006	21,430,704.39	108,759.50	435.04	21,539,028.85
08/02/2006	21,539,028.85			21,539,028.85
08/03/2006	21,539,028.85			21,539,028.85
08/04/2006	21,539,028.85			21,539,028.85
08/05/2006	21,539,028.85			21,539,028.85
08/06/2006	21,539,028.85			21,539,028.85
08/07/2006	21,539,028.85	8,381,242.00		29,920,270.85
08/08/2006	29,920,270.85			29,920,270.85
08/09/2006	29,920,270.85			29,920,270.85
08/10/2006	29,920,270.85			29,920,270.85
08/11/2006	29,920,270.85			29,920,270.85
08/12/2006	29,920,270.85			29,920,270.85
08/13/2006	29,920,270.85			29,920,270.85
08/14/2006	29,920,270.85			29,920,270.85
08/15/2006	29,920,270.85			29,920,270.85
08/16/2006	29,920,270.85		1,000,000.00	28,920,270.85
08/17/2006	28,920,270.85			28,920,270.85
08/18/2006	28,920,270.85			28,920,270.85
08/19/2006	28,920,270.85			28,920,270.85
08/20/2006	28,920,270.85			28,920,270.85
08/21/2006	28,920,270.85			28,920,270.85
08/22/2006	28,920,270.85			28,920,270.85
08/23/2006	28,920,270.85			28,920,270.85
08/24/2006	28,920,270.85			28,920,270.85
08/25/2006	28,920,270.85			28,920,270.85
08/26/2006	28,920,270.85			28,920,270.85
08/27/2006	28,920,270.85			28,920,270.85
08/28/2006	28,920,270.85			28,920,270.85
08/29/2006	28,920,270.85			28,920,270.85
08/30/2006	28,920,270.85			28,920,270.85
08/31/2006	28,920,270.85		2,382,000.00	26,538,270.85
Totals	21,430,704.39	8,490,001.50	3,382,435.04	26,538,270.85

Account Summary

Ending Balance: \$26,538,270.85
Gross Earnings: \$123,466.68
Administrative Fee: -\$493.87
Net Earnings: \$122,972.81

Gross Interest Rate: 5.1752 %
Net Interest Rate: 5.1545 %



OFFICE OF THE
STATE TREASURER
Local Government Investment Pool
NYE COUNTY SCHOOL DISTRICT Detail Report

10/9/2006 12:09:47PI

Page: 1

Date	Beginning Balance	Total Debits	Total Credits	Ending Balance
NCSD - NYE COUNTY SCHOOL DISTRICT				
09/01/2006	26,538,270.85	123,466.68	493.87	26,661,243.66
09/02/2006	26,661,243.66			26,661,243.66
09/03/2006	26,661,243.66			26,661,243.66
09/04/2006	26,661,243.66			26,661,243.66
09/05/2006	26,661,243.66			26,661,243.66
09/06/2006	26,661,243.66			26,661,243.66
09/07/2006	26,661,243.66			26,661,243.66
09/08/2006	26,661,243.66			26,661,243.66
09/09/2006	26,661,243.66			26,661,243.66
09/10/2006	26,661,243.66			26,661,243.66
09/11/2006	26,661,243.66			26,661,243.66
09/12/2006	26,661,243.66	1,066,714.00		27,727,957.66
09/13/2006	27,727,957.66			27,727,957.66
09/14/2006	27,727,957.66			27,727,957.66
09/15/2006	27,727,957.66		2,500,000.00	25,227,957.66
09/16/2006	25,227,957.66			25,227,957.66
09/17/2006	25,227,957.66			25,227,957.66
09/18/2006	25,227,957.66			25,227,957.66
09/19/2006	25,227,957.66			25,227,957.66
09/20/2006	25,227,957.66			25,227,957.66
09/21/2006	25,227,957.66	3,544,820.00		28,772,777.66
09/22/2006	28,772,777.66			28,772,777.66
09/23/2006	28,772,777.66			28,772,777.66
09/24/2006	28,772,777.66			28,772,777.66
09/25/2006	28,772,777.66			28,772,777.66
09/26/2006	28,772,777.66			28,772,777.66
09/27/2006	28,772,777.66			28,772,777.66
09/28/2006	28,772,777.66			28,772,777.66
09/29/2006	28,772,777.66		3,485,000.00	25,287,777.66
09/30/2006	25,287,777.66			25,287,777.66
Totals	26,538,270.85	4,735,000.68	5,985,493.87	25,287,777.66

Account Summary

Ending Balance: \$25,287,777.66
 Gross Earnings: \$116,839.57
 Administrative Fee: -\$467.36
 Net Earnings: \$116,372.21

Gross Interest Rate: 5.2020 %
 Net Interest Rate: 5.1812 %

OFFICE OF THE
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Local Government Investment Pool
NYE COUNTY SCHOOL DISTRICT Detail Report

11/8/2006 1:48:22PM

Page: 1

Date	Beginning Balance	Total Debits	Total Credits	Ending Balance
NCSD - NYE COUNTY SCHOOL DISTRICT				
10/01/2006	25,287,777.66	116,839.57	467.36	25,404,149.87
10/02/2006	25,404,149.87			25,404,149.87
10/03/2006	25,404,149.87			25,404,149.87
10/04/2006	25,404,149.87			25,404,149.87
10/05/2006	25,404,149.87			25,404,149.87
10/06/2006	25,404,149.87	1,409,251.00		26,813,400.87
10/07/2006	26,813,400.87			26,813,400.87
10/08/2006	26,813,400.87			26,813,400.87
10/09/2006	26,813,400.87			26,813,400.87
10/10/2006	26,813,400.87			26,813,400.87
10/11/2006	26,813,400.87			26,813,400.87
10/12/2006	26,813,400.87			26,813,400.87
10/13/2006	26,813,400.87		1,655,875.00	25,157,525.87
10/14/2006	25,157,525.87			25,157,525.87
10/15/2006	25,157,525.87			25,157,525.87
10/16/2006	25,157,525.87			25,157,525.87
10/17/2006	25,157,525.87			25,157,525.87
10/18/2006	25,157,525.87			25,157,525.87
10/19/2006	25,157,525.87			25,157,525.87
10/20/2006	25,157,525.87			25,157,525.87
10/21/2006	25,157,525.87			25,157,525.87
10/22/2006	25,157,525.87			25,157,525.87
10/23/2006	25,157,525.87			25,157,525.87
10/24/2006	25,157,525.87			25,157,525.87
10/25/2006	25,157,525.87			25,157,525.87
10/26/2006	25,157,525.87			25,157,525.87
10/27/2006	25,157,525.87			25,157,525.87
10/28/2006	25,157,525.87			25,157,525.87
10/29/2006	25,157,525.87			25,157,525.87
10/30/2006	25,157,525.87			25,157,525.87
10/31/2006	25,157,525.87		3,300,000.00	21,857,525.87
Totals	25,287,777.66	1,526,090.57	4,956,342.36	21,857,525.87

Account Summary

Ending Balance:	\$21,857,525.87
Gross Earnings:	\$114,534.39
Administrative Fee:	-\$458.14
Net Earnings:	\$114,076.25

Gross Interest Rate:	5.2232 %
Net Interest Rate:	5.2023 %



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

Dr. William E. "Rob" Roberts
Superintendent

BOARD OF TRUSTEES

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

Raymond Ritchie
Chief Financial &
Administrative Officer

Corr:189:06

October 26, 2006

TO: Board of Trustees

FROM: Raymond Ritchie, Chief Financial & Administrative Officer

RE: Information on Technology Position

I would like to inform the Board of Trustees that after careful review of the Technology Department needs, it is felt that the Department would be better served by hiring a Desktop Support Technician for the amount of repairs the department is faced with. This is a budgeted position. By hiring a Desktop Support Technician rather than a Help Desk Technician the District would be saving money.

RR:ro

Cc: Dr. Roberts, Superintendent
Jerry Hill, Asst. Superintendent
Dale Norton, Asst. Superintendent
Rod Pekarek, Asst. Superintendent

MONTHLY ENROLLMENT REPORT FOR NYE COUNTY SCHOOL DISTRICT

Second MONTH FROM 9/25/2006 10/20/2006

Attendance Area	Spec Ed Enrollment	Pre-Kindergarten Enrollment			Kindergarten Enrollment			Elementary Enrollment			High School Enrollment			Total School Enrollment		Change from last Month	Prior Year 10th Month	Change from Last Year	% of Attendance	
														Current Month	Prior Month				Current	Last Year
AMARGOSA	35	17	17	16.5	30	29	26.1	157	152	143.70	0	0	0.00	198	194	4	183	15	96%	94%
BEATTY ELEM.	6	2	2	1.5	11	11	10.2	99	97	89.41	0	0	0.00	110	105	5	122	-12	95%	97%
BEATTY HIGH	10	0	0	0.0	0	0	0.0	0	0	0.00	141	138	129.24	138	134	4	128	10	95%	94%
DUCKWATER	1	0	0	0.0	1	1	1.0	7	7	6.78	0	0	0.00	8	8	0	11	-3	95%	92%
GABBS	12	0	0	0.0	7	7	6.2	32	32	29.93	22	21	19.01	60	58	2	63	-3	93%	93%
HAFEN	38	0	0	0.0	78	75	70.4	524	506	485.45	0	0	0.00	581	586	-5	557	24	93%	93%
MANSE ELEM.	53	0	0	0.0	97	95	86.4	427	416	388.48	0	0	0.00	511	512	-1	483	28	93%	91%
J.G. JOHNSON ELEM.	79	0	0	0.0	112	112	103.9	571	561	523.05	0	0	0.00	673	658	15	554	119	94%	92%
MT. CHARLESTON	40	0	0	0.0	85	80	74.0	499	488	456.60	0	0	0.00	568	559	9	572	-4	95%	94%
EARLY CHILDHD	103	112	108	98.4	0	0	0.0	0	0	0.00	0	0	0.00	108	103	5	114	-6	94%	91%
ROSEMARY CLARKE	203	0	0	0.0	0	0	0.0	1274	1249	1163.75	0	0	0.00	1249	1261	-12	1114	135	93%	92%
PAHRUMP HIGH	183	0	0	0.0	0	0	0.0	0	0	0.00	1400	1359	1238.80	1359	1370	-11	975	384	91%	90%
RND. MTN. ELEM.	26	2	2	2.00	21	18	16.9	139	131	121.17	0	0	0.00	151	156	-5	158	-7	94%	94%
RND. MTN. JR/SR.	33	0	0	0.0	0	0	0.0	91	90	81.73	113	112	103.66	202	198	4	192	10	92%	94%
SILVER RIM	10	8	8	7.8	41	41	38.4	66	66	61.55	0	0	0.00	115	115	0	113	2	94%	94%
TONOPAH ELEM.	45	0	0	0.0	0	0	0.0	228	227	214.85	0	0	0.00	227	223	4	226	1	95%	95%
TONOPAH HIGH	21	0	0	0.0	0	0	0.0	0	0	0.00	163	157	142.89	157	162	-5	153	4	90%	91%
PATHWAYS	8	0	0	0.0	0	0	0.0	62	59	46.47	92	84	67.87	143	134	9	142	1	83%	78%
TOTALS	906	141	137	126.06	483	469	433.4	4176	4081	3812.92	1931	1871	1701.47	6558	6536	22	5860	698		

SPEECH ONLY:

PRE- K-12 ENROLLMENT TOTALS

PRIOR MONTH'S NET ENROLLMENT:

Total Speech | 390

NET
6558GROSS
6731GROSS ADA
6073.85

1st	2nd	3rd	4th
6536	6558		
5th	6th	7th	8th
9th	10th		

24
 *** 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
Mary Sue Morin, Principal

2nd School Month: September 25 – October 20, 2006

PK	Lynne Bates	17
Kdg	Diane George	15
Kdg.	Katie Dawson	14
Grade 1	Lynn Jordan	9
Grade 1	Lilia Hansen	9
Grade 2	Lori Martin	22
Grade 3	Denise Edwards	18
Grade 4	Laurel Hickinbotham	13
Grade 5	Ellice Dunsterville	15
Grade 6	Patty Duszynski	21
Grade 7	Dennis Rafferty	24
Grade 8	James Hein	21
TOTAL:		198

BEATTY ELEMENTARY AND MIDDLE SCHOOL
P.O. BOX 369
BEATTY, NV 89003

PHONE (775) 553-2902 FAX (775) 553-2646

NANCY HEIN, PRINCIPAL

MEMORANDUM

To: Kerry Paniagua
From: Linda Borowick, Secretary
Re: Beatty Elementary and Middle School Class Size
Date: October 23, 2006

Class size for the Beatty Elementary and Middle school for the 2nd school month from September 25, 2006 to October 20, 2006:

Speech Aide	Early Childhood	2
Holly Lane (Erika Gerling-substitue)	Kindergarten	11
Carol Senary	1st Grade	9
Leona Benshoof	2nd Grade	10
Gary Torstenson	3rd Grade	8
Aimee Senior	4th/5th Grade 4=6, 5=16	<u>22</u>
	Sub Total:	62
Elizabeth Vessels	6th Grade (homeroom)	17
Vonnie Gray	7th Grade (homeroom)	15
Vern Nelson	8th Grade (homeroom)	<u>16</u>
	Sub Total:	48
	GRAND TOTAL:	110

Beatty High School County

2nd Month

Freshman	42
Sophomores	29
Juniors	27
Seniors	40
TOTAL	138

Duckwater Elementary/Middle School
Class Size Report

October 2006

Teachers

Students

1

9

GABBS HIGH SCHOOL
Oct. , 2006
ADA 2nd MONTH

<u>TEACHER/ ADVISOR</u>	<u>GRADE</u>	<u># OF STUDENTS</u>
Hovden	7	4
Hovden	8	5
Hovden	9	3
Schroeder	10	5
Wood	11	4
Wood	12	9

Total Students: 30

Special Education Students grade 7 through 12: 10

GABBS ELEMENTARY

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

Total Students: 30

Special Education Students K through 6: 3

CLASS SIZE FOR PAHRUMP EARLY CHILDHOOD SPECIAL EDUCATION
FOR THE 2nd SCHOOL MONTH

<u>TEACHER</u>	<u>GRADE</u>	<u># IN CLASS</u>	
		A.M.	P.M.
Sarah Hopkins	ECSE	12	12
Shelly Jacobi	ECSE	9	12
Michelle Petaros	ECSE	4	11
Randi Porter	ECSE	4	12
Traci Priest	ECSE	4	11
Stephanie Bibler	ECSE	5	12
TOTAL		38	70

**CLASS SIZE FOR MANSE ELEMENTARY
SCHOOL FOR THE 2nd SCHOOL MONTH
2006-2007**

TEACHER	GRADE	# IN CLASS
SOPHIA HUSS LTS	K	23
CINDI HASTINGS	K	23
LOIS MILLS	K	26
TONI WOMBAKER	K	23
DONAMARIE DESCAMPS	1	15
SHIRLEY JACKSON	1	16
TERESA LINNER	1	16
SUSAN TOOMER	1	16
SUSAN BROWN	2	19
SANDRA KIRKER	2	19
CASSONDRA LAUVER	2	20
JUDITH LISTER	2	19
JENNIFER OGDEN	2	21
JUDITH CAMPBELL	3	16
KELLY JONES	3	17
KIMBERLY KINGSLEY	3	15
MIKE LINNER	3	17
PAMELA TEHUIOTOA	3	17
GINA BRAATHEN	4	23
MISA CARLSON	4	22
DEANNA FLOYD	4	23
CHRISTINE RICHARDSON	4	23
RITA CHVILICEK	5	24
LYNNE LINDBERG	5	26
DEBRA ORNDORFF	5	24
LAURA HART	EH	8
 TOTAL		 511
 NUMBER OF STUDENTS ON VARIANCE	 37	

J.G. Johnson Elementary
2nd School Month 2006-2007

<u>Teacher</u>	<u>Grade</u>	<u>Class Size</u>
Deborah Carle	K	36
Charese Moore	K	35
JoAnne Dean	K	36
Julie Clark	1	23
Pam Mulkey	1	22
Joette Thorn	1	23
Kathleen Eisner	1	23
Lisa True	1	24
Melanie Fried	2	19
Mika Greenwald	2	23
Nora Nygaard	2	22
Linda Sims	2	22
Allison Eadie	2	22
Christy Henshaw	3	26
Greg Severts	3	27
Laura Weir	3	27
Sheila Windholz	3	23
Doris Jackson	4	30
Joan Mercadante	4	29
Debra Norton	4	28
Gary Ward	4	30
Ruby Cooper	5	26
Melinda Dennis	5	26
David Dispensa	5	24
Tamara Janneck	5	25
Kris Dale	UG	8
Mary Bjerke	UG	7
Tammy Cochrell	UG	7
<u>Total</u>		<u>673</u>

**CLASS SIZE FOR MT. CHARLESTON ELEMENTARY
SCHOOL FOR THE 2nd SCHOOL MONTH
2006/07**

<u>TEACHER</u>	<u>GRADE</u>	<u>#IN CLASS</u>
ESTHER ENGLUND	K	27
PAM MOEN	K	26
CHERYL OCCHUIZZO	K	27
LAUREN BOLLING	1	15
SANDRA FIELDS	1	17
HEATHER FREEMAN	1	18
LAURA JENSEN	1	18
KEELE MCDANIEL	1	18
DONALD JENSEN	2	19
RENAE LINDGREN	2	20
TRUDI SALZWEDEL	2	22
DONALD SUTTON	2	19
BARBARA SUTTON	2	19
VICKI BENIZIO	3	24
LANCE ENGLUND	3	23
DAN LINDGREN	3	23
KARLYLE SHOOK	3	23
MICHELE ZARUBA	3	20
KATHLEEN FLOYD	4	23
MARK MCDANIEL	4	21
LORI ODEGARD	4	22
RENEE SMITH	4	21
LINDA BAILEY	5	25
JILL HARRIS	5	26
MICHELLE SHERECK	5	26
CINDY THAYER	5	26
TOTAL		568
 NUMBER OF STUDENTS		 41
ON A VARIANCE		

CLASS SIZE FOR HAFEN ELEMENTARY SCHOOL
2nd SCHOOL MONTH
2006-07

TEACHER	GRADE	# IN CLASS
Ruthey Andresen	K	29
Robert Schoenhofen	K	29
Jill Tietjen	K	17
Jean Aubol	1 st	22
Crystal Farinella	1 st	20
Lyndee Presgrove	1 st	22
Sandra Schultz	1 st	20
Linda Wogee	1 st	20
Cindy Benton	2 nd	19
Elissa Couch	2 nd	19
Elizabeth Dymond	2 nd	18
Cheryl Frye	2 nd	18
Jeff Pomije	2 nd	18
Kurt Thorne	2 nd	19
William Alexander	3 rd	21
Diane Bradley	3 rd	22
Coleen Gremore	3 rd	21
Jessica Tsu	3 rd	22
Lisa Carl	4 th	26
Becci Graham	4 th	27
Mike Ponton	4 th	24
Laura Shelton	4 th	25
Michael Gogerty	5 th	27
Mark Kessler	5 th	26
Georgia Salway	5 th	24
Paula Ward	5 th	26
TOTAL		581
# OF STUDENTS/VARIANCE		3

Rosemary Clarke Middle School Memorandum



Date: October 20, 2006

To: Kerry Paniagua

From: Carol Kubinski

Re: 2nd ADA counts

Grade	Male	Female	Total
6	223	192	417
7	209	204	413
8	207	212	419
OVERALL STUDENT TOTAL			1249

October 30, 2006

TO: Kerry, TDO
FROM: Laurel, PVHS
RE: 2nd ADA Count

The 1st ADA class distribution is as follows:

Grade	Male	Female
9	257	210
10	242	203
11	137	131
12	85	92
Prev-Grad - Sped	<u>1</u>	<u>1</u>
	722	637
Total	1359	

2nd ADA, Pathways High School

	<u>Male</u>	<u>Female</u>
9 th grade	18	20
10 th grade	7	19
11 th grade	4	9
12 th grade	<u>4</u>	<u>3</u>
TOTAL	33	51

2nd ADA, Pathways Middle School

	<u>Male</u>	<u>Female</u>
6 th grade	5	7
7 th grade	4	9
8 th grade	<u>21</u>	<u>13</u>
TOTAL	30	29

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 2nd

School month September 25 to October 20, 2006

<u>TEACHER</u>	<u>CLASS</u>	<u>NUMBER IN CLASS</u>
Rachel Potter	Early Childhood	2
Stacie King	Kindergarten	9/9
Tamara Jones	First Grade	15
Janine Tuss	First Grade	16
James Hunt	Second Grade	13
Tena Jones	Second Grade	17
Carol Taylor	Third Grade	10
Fritche Lage	Third Grade	11
Lisa Granillo	Fourth Grade	28
Susan Lewis	Fifth Grade	21
Total		151

Enrollment at RMHS as of 10/20/06 is:

9th grade - 34

10th grade - 24

11th grade - 22

12th grade - 32

Total - 112

Enrollment at RMMS as of 10/20/06 is:

6th grade - 29

7th grade - 27

8th grade - 34

Total - 90

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

October 20, 2006

ATTENDANCE FOR THE 1st SCHOOL MONTH 25 SEPT TO 20 OCT 2006

TEACHER	CLASS	NO. STUDENTS
Patricia Woods	K	41
Cara Ramsey	1 st	15
Anena Kipp	1 st	14
Jennifer Jerrell	2 nd	19
Sher Miller	2 nd	18
Rachel Potter	PK	8
TOTALS		115

Lynna Howerton, Principal

LH:ch

TONOPAH ELEMENTARY/MIDDLE SCHOOL

September 25, 2006

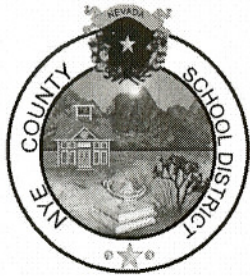
ATTENDANCE FOR THE 1ST SCHOOL MONTH 28 AUG – 22 SEP 06

TEACHER	CLASS	NO. STUDENTS
ELEMENTARY		
Campos, Khristine	3 rd	16
Olin, Russell	3 rd	17
Bridgman, Ronda	4 th	23
Wilson, Danni	4 th	22
Gillard, Gayle	5 th	13
Thibodeaux, Mary	5 th	17
	Sub Total	108
MIDDLE SCHOOL		
	6 th	36
	7 th	40
	8 th	43
	Sub Total	119
TOTALS		227

LH:ch

Tonopah High School Class Size 2nd Month 2006-07

Grade 9	41
Grade 10	39
Grade 11	41
Grade 12	36
Total	157



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

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Pahrump, Nevada 89048
Phone 775-727-7743
Fax 775-727-7768

BOARD OF TRUSTEES

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

Dr. William E. "Rob" Roberts
Superintendent

Raymond Ritchie
Chief Financial &
Administrative Officer

Corr:194:06

October 31, 2006

TO: Board of Trustees

FROM: Raymond Ritchie, Chief Financial & Administrative Officer

RE: Use Agreement Between Amargosa Valley Town Advisory Board and the NCSD

I would like to inform the Board of Trustees that the Use Agreement between the Amargosa Valley Town Advisory Board and the Nye County School District with respect to the use of the facility commonly referred to as the Amargosa Community Center ("Community Center") has been revised to include the new amount to be paid by the District on or before June 30th of each year. The new fee is \$660 a month for a total of \$5,940 for 9 months.

RR:ro

Cc: Dr. Roberts, Superintendent
Jerry Hill, Asst. Superintendent
Dale Norton, Asst. Superintendent
Rod Pekarek, Asst. Superintendent

USE AGREEMENT
BETWEEN AMARGOSA VALLEY TOWN ADVISORY BOARD
and
NYE COUNTY SCHOOL DISTRICT

This Use Agreement ("Agreement"), is entered into between the Amargosa Valley Town Advisory Board located in Nye County, Nevada ("AVTAB"), and the Nye County School District, a political subdivision of the State of Nevada ("NCSD"), with respect to the use of the facility commonly referred to as the Amargosa Community Center ("Community Center"), located in Amargosa Valley, Nye County, Nevada.

I.

TERMS

A. Purpose. AVTAB and the NCSD agree that the NCSD shall have use of the Community Center for educational programs and functions, extracurricular activities and events which occur throughout the calendar year. NCSD shall, on an annual basis and at such time as is agreed to between the parties, provide to AVTAB a calendar setting forth the dates NCSD intends to reserve the Community Center for use. Attached hereto as Exhibit "A," and incorporated herein by reference, is a calendar of events for NCSD uses of the Community Center during the 2006-07 school year.

B. Consideration. As consideration for the use of the Community Center, NCSD agrees to pay AVTAB the sum of Six Hundred Sixty Dollars (\$660.00) per month, with payment being made in one annual nine-month payment of Five Thousand Nine Hundred Forty Dollars (\$5,940.00) on or before June 30th of each year this Agreement remains in effect. There shall be no security deposit requested or charged by AVTAB to the NCSD for its use of the Community Center; however, should any portion of the Community Center or any personal property or fixtures located within the Community Center which belongs to AVTAB be damaged or destroyed, NCSD agrees to pay for its replacement or repair within thirty (30) days following notice from AVTAB.

C. Priority of Use. NCSD shall have priority for use of the Community Center, except in those situations wherein the Community

Center has previously been reserved for other community events.

D. Clean up and Maintenance. NCSD shall be provided a key to the Community Center by AVTAB and shall be responsible for unlocking and, after it's use, locking the Community Center. NCSD shall additionally be responsible for any and all set-up costs associated with any particular event as well as for clean-up costs following an event, other than music and physical education activities.

II.

MISCELLANEOUS

A. Term of Agreement. This Agreement shall remain in effect between the parties and is subject to termination only upon the party seeking termination providing the other party with thirty (30) days written notice of its intent to terminate the Agreement. Notwithstanding the above, this Agreement shall be reviewed every three (3) years by the parties to determine any changes to the terms set forth herein including, but not limited to, the amount of consideration to be paid on a monthly basis as set forth in Article I., paragraph B., above.

B. Governing law and Venue. This Agreement shall be governed by the laws of the State of Nevada as they exist from time to time, and any litigation regarding the terms of this Agreement shall be brought in a court of competent jurisdiction located within Nye County, Nevada.

C. Attorney's fees and Costs. Should either party bring an action against the other party to enforce the terms of this Agreement, the prevailing party shall be entitled to the recovery of reasonable costs and attorney's fees incurred in the action.

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D. Review of Agreement. The parties represent that they have had the opportunity to review the terms of this Agreement with independent counsel of their own selection, that neither party has been coerced to enter into this Agreement, and that each party executes this Agreement of its own free will. Should any of the terms of this Agreement be determined to be invalid or unenforceable, the invalidity or enforceability of that particular clause shall not invalidate the remainder of this Agreement.

Dated this _____ day of _____, 2006.

NYE COUNTY SCHOOL DISTRICT

By: _____

AMARGOSA VALLEY TOWN
ADVISORY BOARD

By: _____



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
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BOARD OF TRUSTEES
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Dr. William E. "Rob" Roberts
Superintendent

Jerry C. Hill
Assistant Superintendent
for Student Achievement

MEMORANDUM

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

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

RE: Report to Board of Trustees

DATE: November 21, 2006 – for Board Meeting December 1, 2006

JERRY HILL:

- ♦ Worked on District Improvement Plan with department staff, BOT President and district team.
- ♦ Held initial District Counselors' Meeting at Beatty (Nov. 6th.), addressed issues and formulated plans to deal with those issues.
- ♦ Attended Initial Career and Technical Education Meeting in Reno (Nov. 8th.).
- ♦ Worked with Mr. Whimpey to complete submission for Cashman Good Govt. Award (water savings).
- ♦ Northern Visitations (Tonopah, Rnd. Mtn., Gabbs) from Nov. 15th. to Nov. 17th.
- ♦ Met with RCMS principal and Mr. Norton to revise language in middle school promotion regulation.
- ♦ Met with representatives from National Securities Technology (test site) to secure donation for various projects (funding science related projects and scholarships).

MEMORANDUM

November 21, 2006

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- ♦ Completed TAP (Tech. Assistance Partnership) forms, met with principals concerning improvement areas.
- ♦ Held departmental meeting to identify and pursue goals related to district improvement including curriculum revision and staff development as well as use of data.
- ♦ Attended AP Vertical Team meeting for RCMS and PVHS.

KAREN LIBERTY

- 11/1 All SIPs due to the district for presentations, Collected all SIPs for review
- 11/2 Worked with Jan Batchelder/RCMS to set up new Synergistic Lab for the new pre AP Science course
- 11/3 Observed Manse and Hafen OMNI teachers/Active learning Lessons
Attended Dept. Meeting
- 11/6 Observed JG Johnson OMNI teachers/Active Learning lessons
- 11/7 Observed Pathways OMNI teachers/Active learning lessons
- 11/8 Math Cohort II met at 9th Grade Academy to go over new math standards and test results. Professional development provided by Dave Brandcamp/NDOE using math manipulatives.
- 11/13 SIP meeting to review all SIPs
Observed Mt Charleston OMNI teachers/Active Learning Lessons
- 11/14 Observed PVHS OMNI teachers/Active Learning Lessons
McRel training for the McRel teachers
Attended the State Support Team meeting for Manse ES
- 11/15 Observed PVHS OMNI teacher/Active learning Lesson
Attended the technology committee meeting to finalize the tech plan
Visited with RCMS OMNI teachers to go over observations

MEMORANDUM

November 21, 2006

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GINGER OLSON:

- ♦ Our first HSPE (High School Proficiency Examination) of the school year occurred during the first week of November. It went smoothly.
- ♦ I observed a 6th grade Social Studies class at Rosemary Clarke Middle School to see how interactive response systems were being used.
- ♦ During the week of Nov 6-10, I attended the T + L2 in Dallas, Texas. This technology conference sponsored by the National School Boards Association always has up to the minute technology for schools. I brought back several ideas to discuss with the Department of Student Achievement.
- ♦ McRel returned to Great Basin College November 14 and 15 to continue training for our teacher leaders. I facilitated the meetings.
- ♦ I attended a meeting of the technology plan team on November 15. I provided an evaluation form for software at that time. The form is to be used by schools prior to purchasing any software.
- ♦ On November 16, a team went to Anaheim, CA to the Tiger Woods Learning Center. This center uses PITSCO science labs. It was an inspiring trip.
- ♦ On November 20 I attended a WebEx to preview an assessment program from Pearson Education, the maker of Power School/Po

The Shakespearean camp was one of the best learning experiences I've had. Their techniques were fun and challenging and they helped me learn a lot about acting. Being able to talk with real actors certainly gave me a better inside view of what it was like. Everyday made me practice new and harder things.

The first day, we went over the code of ethics. Some were obvious and what we already knew, "The show must go on," but there were others that I didn't know about at all. "I shall respect the play and the playwright, remembering that 'a work of art is not a work of art until it is finished.'" We were lucky to have this given to us because it's not something you give out to every actor. It's something that they're expected to already know. Next, we got assigned scenes from one of the three Shakespeare plays we were going to see. We would perform the scenes at the end of the week.

In the week we were there, we saw three Shakespeare plays. There were two tragedies, *Antony and Cleopatra* and *Hamlet*, and one comedy, *The Merry Wives of Windsor*. Earlier in the day we would have one of the actors playing in it come in and tell us a little of what's happening in the play so we wouldn't get too confused with Shakespeare's wordplay. The next day, someone else would come in and answer any questions we had.

The Merry Wives of Windsor was not what I expected. I saw Shakespeare in a very grave way, but I was shocked with the comedy that ensued. He found a way to mix his reality with his comedy better than we do today. To most of the world, Shakespeare is known as a tragic writer. *Romeo and Juliet*, *Richard III*, *Hamlet*, he's known for romance

and death. But this was very different. *Hamlet* was also different from what I expected. There was romance and death, but there was also some humor to even out the seriousness. Everyone hears about all the main characters dieing, so it might not seem like the best play, but it wonderful! Complicated, yes, there's no one today who can say they know exactly what was going through Hamlet's mind: they can only guess. Everyone had a different perspective and that's what made it so exciting. Depending on the person watching, so many different things can be interpreted. Unlike today, where the plot is thrown in our faces, it gives subtle hints at what might be. The plays were a big part of the experience and I'm glad to say I believe I got everything I wanted out of them.

Everyday in the morning we would have a small workshop or two. The second day we had an improvisation workshop where we learned lots of improv exercises and how it can also help us on stage. The next day we had two workshops. One was voice and diction, which helped us better articulate. The second was movement, which showed us how to express emotion in our movements without making it overly dramatic or obvious. We had a backstage tour the day after that, starting with make up. They did examples on people in the class and explained how the layering of colors can change an entire expression. They also said that it was just as stressful for them as for the actors who had multiple characters because they have to change make up quickly so that the actor can get on stage and they can work on another. Then we toured the off campus theater, the Randall L. Jones Theater, and the on-campus theater, the Adams Memorial Theatre. The next day, we had a stage combat workshop. They taught us the difference between the sounds you should make between a slap and a punch. Everyone had to have a stance and be a certain distance from

their partner. Though these workshops were just the basics, they showed me a lot I didn't know.

I can honestly say that Shakespeare for Junior Actors was one of, if not the, best experience I have ever had. It showed me a lot about acting and life in general. I look forward to continuing the class in later years.

Going to the Utah Shakespearean Festival and taking Actor Training I was probably one of the best experiences in my life. Not only was it incredibly fun, but I learned more in those 10 days than in any other class I have taken.

During those 10 days, we got to stay in the dorms and really get to know our classmates. I became very close with quite a few of them and still talk to them to this day.

While there, I took a variety of classes: Shakespearean Text Analysis, Pre- and Post-show discussions, Voice, Movement, Stage Combat, Greenshow techniques, plus other workshops. Along with that, we were each assigned a monologue and a scene. For those, we got to work individually with actors from the festival. My coaches, Chris Silcox and Jesse Raynes, were both extremely talented and it was awesome to work with them.

The campus of Southern Utah University was absolutely beautiful, and so were the theaters. There was a replica of Shakespeare's Globe Theater which we got to see Hamlet,

the Merry Wives of Windsor, and Antony and Cleopatra in. Across the street was the Randall, where we saw On Golden Pond, Room Service, and HMS Pinafore. All of the plays were done amazingly.

Thank you so much for the opportunity to do something as amazing as this. I learned so much, made new friends, and improved my acting skills. I can only hope I can go again next summer.

Maggie Walsh

Gateways to China

A Report to NCSD Board of Trustees

By Jeri Tout

Gabbs School

On July 4, 2006, a new journey for 35 teenagers, 4 delegation members, and me began as we traversed the roads of another country. Our trip first landed in the great city of Beijing, where even the buildings beside us looked as old as the Forbidden City. Indeed, Beijing was a spectacular city that possessed many interesting things such as Tai Chi, kung fu, the Forbidden City, Tiananmen Square, and the awe-inspiring Great Wall. This city was more like the first impression that is desperately needed when meeting someone and was how I judged all other cities as a whole. Even now, I still love Beijing and I always will. Its architecture, its people, its kindness, and its deferent atmosphere are the striking images of China today.

They say that when you visit Beijing, you must do three things: first, you must visit the Forbidden City. Second, you must climb the Great Wall. Third, you must eat Peking duck. Each of these things I experienced and enjoyed to no end, making me feel more outgoing and interested in the past of what used to be thought of as a feudal country.

The visit to the Forbidden City just took my breath away and I could feel the impression it had on its people. The colors, the designs, the courtyards and halls all had me speechless. For the longest time I could not believe my eyes. Was I actually in the Forbidden City? It was a dream come true that passed all my expectations. To this day, I still don't know how to explain it and I think it's best that there is no true word for the atmosphere in that ancient city.

My mother had always told me that she wanted to climb the Great Wall, to experience all its wonders. On my hike up those steep steps carved of stone, her words were what kept me driving to the top of the mountain. Mao Zedong once said that if someone climbed to the third tower, then they are considered a hero. I not only climbed to the third tower, but to the last tower that had been rebuilt due to centuries of wear - the seventh tower. To me, climbing the Great Wall wasn't just a mere experience; it was more like a pilgrimage for my mother. The Great Wall was my favorite adventure because I felt so inspired when I climbed it. To think that mankind created such a wall, using their own bare hands and even their horses to build it, and to imagine how many people died in creating it struck me in the heart. The pride and honor in building the wall can literally leak through those rough rocks and into your heart. You can feel what those people felt during the creation of the Great Wall.

Now, I have to be honest with you, Peking duck was delicious. It tasted just like chicken, but the sauce that you had to eat with it was a little bitter for my tongue. However, I still tried my hardest to swallow Beijing's most favored dinner and keep it down. Oh, yes, the food was something that only the finest in China ever ate and most were only fortunate to eat. I had to eat it, knowing that others didn't have the money to eat the expensive food.

The next day brought us to our last destination in Beijing, the extravagant Summer Palace. If you truly want to feel like an emperor or empress, then all you had to do is go to this place and feel the imperial atmosphere. The buildings appear to be archways to shrines, and the large open lake where you can freely rent a boat and cruise

on it glitters under the sun. It's surrounded by trees, large rocks, and giant lily pads with pink flowers the size of a man's fist. It was a sore beauty that deserved to be captured on camera or canvas. Indeed, the Summer Palace was made to be fit for only the emperor and empress themselves.

Ah, yes, the overnight train was the first real experience I had ever had with a train. Each room had four beds and at the end of each bed it had a flat screen television. We knew we were traveling in style, but it never really rubbed off on us. Twelve hours we were on that train, riding across the landscape to our next destination, Xi'an, and through most of those hours, we did actually sleep.

Xi'an, home to the Terra Cotta Warriors and an ancient city wall, is the only one that still stands and was built in the Ming Dynasty. First, we were presented with a welcome ceremony into Xi'an where we had dancers and the emperor and empress sit only a few feet away from us. Everything was authentic, except the actors of course. Afterward, we were taken to the Big Goose Pagoda. The story behind this eight-floor building is just this: a monk, who was starving, came to plead to Buddha to help him through his hunger. Quite suddenly, a large white goose fell from the sky and landed in front of the monk. Because of the goose, the monk blessed the area and called it the Big Goose Pagoda from that day forward. It's interesting how just one bird can make a difference in the lives of men.

The next day, we traveled many miles to witness the greatness of the Terra Cotta Warriors. Staring down at them from behind a fence, they still appear enormous. An army of realistic clay figures spread from one side of the pit - about the size of a football field - to the other side. Each figure stands about six feet tall and each one has its own characteristics. For someone who is an artist, it was a sight truly to behold. The magnificence of the sculpture work was overwhelming and beautiful at the same time. However, these clay men didn't start out as one complete piece, they were actually broken into many pieces. For thirty years, the Chinese people have uncovered and repaired all of the soldiers, horses, and even the last two carriages. The Terra Cotta Warriors were simply interesting to look at and the powerful feeling of an emperor leading those men to victory was definitely there.

The next day brought us to the most nerve-racking experience of the trip, the stay in Donghan Village. That day, we were brought to a quaint little gated community to meet the farmers with whom would be sharing our night. I was nervous, to say the least. I had no idea how I was going to communicate to the woman who took three girls and me to her home. A beautiful two-story house - something that well fed farmers got to live in - was where the four of us ambassadors were going to sleep. It was much different than I had originally thought - wooden floors, thin walls, beds on the floor ... etc. - it astounded me that people were still fortunate to live in these homes. That night was the time to let go all of our worries and issues and party till it was late. I made two Chinese girls my best friends and taught them patty-cake with their hands. Their names were Mary and Alice. That night was the night that I most enjoyed, and I shall remember it always.

Our next stop was Shanghai, the city that never stops growing and is always modernizing. Truly, Shanghai is a glittering city that can almost compare to Las Vegas. While we visited Shanghai, there were a multiple of things we were going to be doing. One of those things was the visit to the Jade Buddha Temple. An extravagant temple with many statues of Buddha and disciple, and hidden in another building was the

beautiful Jade Buddha. Its white color in Jade, and its many jewels hanging from its hands and neck, definitely hush the entire room at its godly magnificence. The Jade Buddha was beautiful in so many ways that when I left the room, I actually wanted to go back and stare at it some more. This is piece of artwork not done in China but actually made in India, where it was carved and the gold jewelry was placed on it. It was then moved to Shanghai and fiercely protected. There it sits, with bright lights and glass surrounding it, in its entire true splendor.

During night, as the colorful lights across the Huangpu River illuminated the water and Shanghai, we went on a cruise to tour the city that keeps growing. Red, blue, and white dots shine in the dark waters below while above a cloud of red lingers. The sight of skyscrapers brushing against the clouds made the scene look like it was from a movie. It was my first cruise on a boat, and I thoroughly enjoyed it.

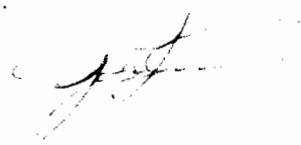
The last thing that we did in Shanghai was visit a Foreign Language School. There, we prepared ourselves for a talent show against all of the children attending the school. There were some singers, some children who played Chinese instruments, and some dancers. However, we Americans were not without our own certain talents: on our side we had an Irish dancer, other dancers, and a pianist. At the end, we all made a line and danced with the children, going around a gigantic room, hopping on one foot and our arms on the person's shoulders. It was a fun time that everyone definitely enjoyed.

After our visit in Shanghai, we left for the canal city named Suzhou, also known as the Venice of the East. We got to go into a small boat on the river, and slowly we made our way through the canals with bridges built above us. Buildings stood inches off of the canal walls, which were poorly taken care of. People sat on staircases that disappeared into the water, washing their clothes and other items. This was the washing machine in Suzhou - this was how they cleaned their clothes. It's a good thing that everyone knows that water is not drinkable unless in a distilled water bottle.

After our one-day visit in Suzhou, we went back to Shanghai to catch a plane to Hong Kong, the last stop in our journey. By this time, every ambassador was tired and worn out. However, none of us wanted to go back home yet, and because Hong Kong was our last visit, we knew that in a couple of days we would be taking a long flight back home to America. It was depressing to think that the life we had made in China was only going to be a memory and each ambassador had to soon go their own way. The thought that we would have to email each other in order to stay in touch hurt a lot of us.

The next day in Hong Kong, we went up the tallest mountain there, known as Victoria Peak. Victoria Peak is renowned for its lush plantation, and for the scenery of all of Hong Kong. In all of its brilliance, Hong Kong's buildings stood out like the red dots on yellow. The sight can capture a person's attention for hours on end, because it is a city that never stops moving.

My time in China was one of great experience and of many memories and lessons learned. Being in China taught me not only of its rich history, but also of its respectable people. They are people who try every day to accomplish things that they know might not happen, but they try to live and try to succeed. Their traditions still live on in the hearts of the newest generation and their wills to survive are the same as Americans. China is great in so many ways that it is hard to conjure all of it up into one essay. It is a country that can only touch you if you walk on its soil, climb its mountains, and meet its people who uphold all of China with their own hands.



Gateways to China 2006

KH 07/04-1

Tuesday, July 4 **Depart for China** **Day 1**

Greet your fellow Ambassadors in your departure city before boarding your international flight to Beijing, China.

Wednesday, July 5 **En route** **Day 2**

Lose this day as you cross the International Date Line en route to Beijing!

Thursday, July 6 **Beijing** **Day 3**

Welcome to China! Upon your arrival in Beijing, you will meet your People to People delegation manager. Beijing has been China's capital city for seven centuries and its cultural heart for over 3000 years. Today, Beijing is home to more than 11 million people, as well as the center to the nation's government and economic life. On route to your hotel, your delegation manager will brief you on all that waits on your Gateways to China program! Be introduced to Beijing with a guided orientation around Tiananmen Square. With its imposing gate, Tiananmen Square is the largest open public square in the world (covering 100 acres), and gives entry to the Imperial City and the Old Forbidden City.

Friday, July 7 **Beijing** **Day 4**

In the morning, you will attend a vocational school and learn some basic skills in preparing Chinese cuisine. Learn hands on how to make typical Chinese dishes and taste test your final product. Today, your introduction to the city of Beijing continues and will include discovering the Forbidden City. Built during 1406-1420 AD, it is the world's largest and best-preserved Imperial Palace. This evening's activities include a performance at the Peking Acrobatic Show, where you will witness an intricate display of traditional Chinese music, pantomime, dance and acrobatics.

Saturday, July 8 **Beijing** **Day 5**

Although Beijing plays a very important role in China's politics, economy, culture and education, it has received more attention recently for becoming host to the 2008 Olympics. This morning, you will visit a sports school which is the cradle of several world champions. You will also have a chance to learn Ping Pong. Ping Pong is very popular here and was an integral part of the friendship between China and the U.S. in the 1970s. After a sportsmen's lunch, share a rickshaw with one of your fellow Ambassadors and navigate through the narrow residential streets of old Beijing, also known as Hutong. On the way, drop in and get to know a local family as they tell you about their urban life. Tonight, have a rockin' and rollin' good time at the Hard Rock Café, amidst its fascinating collection of music memorabilia.

Sunday, July 9 **Beijing** **Day 6**

Depart this morning for an excursion to the Great Wall, Juyongguan Section. The Great Wall of China is one of history's most remarkable accomplishments and extends for more than 3,000 miles over the Chinese landscape. Believe it or not, it is visible from spacecraft orbiting the earth. En route to the Great Wall, explore a nearby *cloisonné* factory. *Cloisonné*, with a history

dating back over 500 years, is well-known traditional enamelware. The making of *Cloisonné* involves quite elaborate and complicated processes: base-hammering, soldering, enamel-filling, enamel firing, polishing and gilding. Later, you will have the unique experience to learn Chinese Kung Fu at the training school and meet with the local students. In the evening, your delegation will be honored at a banquet where you will be served Peking duck, a traditional Northern Chinese delicacy.

Monday, July 10 **Overnight Train to Xi'an** **Day 7**

Today your journey will take you to the Summer Palace, an immense imperial garden dotted with Qing architecture, located in a beautiful area on the outskirts of Beijing. Many families spend their Sunday boating on Lake Kunming, picnicking on its shores, or hiking up Longevity Hill that houses a number of temples. Next, explore the largest zoo in China, the Beijing Zoo. Participate in a clay and ceramic crafts workshop in this afternoon. You will have a chance to try pottery making and other clay works. Dinner is planned at KFC. After Dinner, take an overnight train to Xi'an. The train ride lasts approximately 12 hours and you'll arrive in Xi'an the next morning.

Tuesday, July 11 **Xi'an** **Day 8**

Once you arrive in Xi'an this morning, you will continue on to your hotel to freshen up before attending a Welcome Ceremony presented in the ancient Tang dynasty style. You will also have some time to see the city wall of Xi'an, which was built in the Ming Dynasty and has a history of 600 years. Today, Xi'an is the only large city in China still surrounded by a complete city wall system. After a buffet lunch in the hotel, you will visit the Big Wild Goose Pagoda. The pagoda was originally built in Tang Dynasty in the 7th century. This evening, enjoy a Tang Dynasty show and dumpling banquet.

Wednesday, July 12 **Xi'an** **Day 9**

Xi'an's history unfolds before you today as you discover the museum of the Famous Terracotta Warriors, the retinue of unified China's first emperor, Qin Shihuang Ti. In 1974, a villager chanced upon what has become one of the world's most astonishing archaeological finds—an 8000 man army in battle-ready formation, each warrior a life-size figure in pottery made over 2200 years ago. Before seeing the original warriors, you will also have a chance to visit a workshop that duplicates the warriors, and then learn the technique. Upon return to the city, your journey will take you on to the Stone Steles Forest, the former Confucius Temple. Dinner this evening is at the local McDonald's.

Thursday, July 13 **Donghan Village** **Day 10**

This morning, you will drive to nearby Donghan village; use this time to catch up on your journal. Once there, a village official will welcome you and introduce you to Donghan through a guided orientation. Your delegation will then be divided into several small groups and be taken to the farmers' homes and have lunch in the host families. This is a wonderful opportunity to try new things! Later today, you will go to a local farmer artist's workshop and learn about Chinese painting and paper cutting. There is also a friendly sports contest with local students if time permits. This evening socialize with local students at a gathering in the village. Be prepared for some party time.

Friday, July 14 **Shanghai** **Day 11**

Experience life on a traditional farm; learn how to do simple farm work, harvest fruits and vegetables. Later this morning, you will sit down in the meeting hall of the village with local students and help them practice their English. Remember to thank your hosts as you depart.

after lunch for your flight to Shanghai. With a population of over 14 million, Shanghai is China's largest and most cosmopolitan city, as well as one of the largest cities in the world. Explore this bustling city and let it capture your imagination. See the influence of 19th century European trading companies and their massive European style buildings. Dinner is in the hotel.

Saturday, July 15 **Shanghai** **Day 12**

Your discovery of the city starts with the Jade Buddha Temple. Built in the beginning of the 20th century, this is one of the few Buddhist temples in Shanghai. The temple was constructed around a six-foot high white jade Buddha that stands in its center. Walk along the Bund, a wide boulevard paralleling the Huangpu River, known as the Wall Street of the Orient. Note the impressive neo-classical buildings currently undergoing restoration. A visit to the City Construction Museum will give you a clear picture of the past, present and future of the metropolis. You will also have a chance to walk into a local silk reeling factory and see the works of local workers. Spend this afternoon with the "Neighborhood Committee," an organization that overlooks all local activities within the local neighborhoods. Learn about local government, various residential activities and programs, childcare issues, retirement, and kindergarten programs in the community. Before your home visit, you will have time in the local market. You will have some pocket money to buy a gift for the host family. After sunset, appreciate beautiful views of the city from an evening cruise on the Huangpu River.

Sunday, July 16 **Suzhou** **Day 13**

Depart for Suzhou in the morning by coach. Suzhou is known as the Venice of the East and is also famous for traditional gardens. You will explore the Net Master's Garden before lunch. In the afternoon, you will have a chance to go to a local gym and learn another popular sport in China, Badminton. Enjoy a dinner of *Zongzi*, which is very popular here. *Zongzi* is a pyramid-shaped dumpling made of glutinous rice wrapped in bamboo or reed leaves, and traditionally eaten during the Dragon Boat Festival.

Monday, July 17 **Shanghai** **Day 14**

This morning, you will take a cruise on the Grand Canal, opened 1500 years ago, and still a busy water way today. The cruise will also take you to the narrow canals that spread around the city which gives you a chance to see life from a different angle. Discover the Silk Embroidery Institute where you will find some of the most accomplished silk embroideries in China. The artists working upstairs stitch by hand, depending only on natural light, without magnifying lenses or other aids. Thinning the filaments of silk thread down to almost invisible lines, they work 2-hour stretches and take 10-minute tea breaks. The results are stunning works of art. In the afternoon, the Suzhou Foreign Language School is waiting for your arrival, where you will meet with local students and have the opportunity to make new friends. Return to Shanghai in late afternoon. Dinner is at a local Pizza Hut.

Tuesday, July 18 **Hong Kong** **Day 15**

Leave for Shanghai Pudong International Airport and your flight to Hong Kong. After an early dinner, you will have a chance to stroll along the Star Boulevard and see the stunning night view of the city.

Wednesday, July 19 **Hong Kong** **Day 16**

Start your exploration of Hong Kong with a morning cruise of Victoria Harbor. In the afternoon, you will get a panoramic view of the city from Victoria Peak and a look into the westernized style of Stanley Market. A short cruise in a junk boat at the Aberdeen Fishing Village, will show you

another side of the lives in the bustling city. These contrasts create a unique area which stands as both a gentle reminder of Hong Kong's past, as well as a look into its hopes and plans for the future. Afterwards, you will have some time to explore the local flower market.

Thursday, July 20 **Depart for the U.S.A.** **Day 17**

After packing your suitcase for the last time, make sure you have everything you need for the flight in your carry-on. Board the coach to the airport for your return flight to the United States.

PLEASE NOTE: *This itinerary may change at any time without prior notice. Overnight accommodation lists will be sent separately prior to travel.*

2006 BOARD OF TRUSTEE COMMITTEE ASSIGNMENTS

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

Last updated 5-31-06

**NYE COUNTY SCHOOL DISTRICT
2006-07 BOARD OF TRUSTEES MEETING CALENDAR**

<u>Meeting Date</u>	<u>Time*</u>	<u>Location</u>	<u>Agenda closes @ noon on</u>
Monday, 7/10/06	11:00 a.m.	Videoconference	Friday, 6/30/06
Friday, 7/28/06	10:00 a.m.	Videoconference	Thursday, 7/20/06
Friday, 8/11/06	10:00 a.m.	Videoconference	Thursday, 8/3/06
Friday, 8/25/06	10:00 a.m.	Videoconference	Thursday, 8/17/06
Friday, 9/8/06	10:00 a.m.	Videoconference	Thursday, 8/31/06
Friday, 9/22/06	10:00 a.m.	Videoconference	Thursday, 9/14/06
Friday, 10/6/06	10:00 a.m.	Videoconference	Thursday, 9/28/06
Friday, 10/20/06	10:00 a.m.	Videoconference	Thursday, 10/12/06
Friday, 11/3/06	10:00 a.m.	Videoconference	Wednesday, 10/25/06
Friday, 12/1/06	10:00 a.m.	Videoconference	Tuesday, 11/21/06
Friday, 12/15/06	10:00 a.m.	Videoconference	Thursday, 12/7/06
Friday, 1/5/07	10:00 a.m.	Videoconference	Wednesday, 12/20/06
Friday, 1/19/07	10:00 a.m.	Videoconference	Thursday, 1/11/07
Friday, 2/2/07	10:00 a.m.	Videoconference	Thursday, 1/25/07
Friday, 2/16/07	10:00 a.m.	Videoconference	Thursday, 2/8/07
Friday, 3/9/07	10:00 a.m.	Videoconference	Thursday, 3/1/07
Friday, 3/23/07	10:00 a.m.	Videoconference	Thursday, 3/15/07
Friday, 4/6/07	10:00 a.m.	Videoconference	Thursday, 3/29/07
Friday, 4/20/07	10:00 a.m.	Videoconference	Wednesday, 4/11/07
Friday, 5/4/07	10:00 a.m.	Videoconference	Thursday, 4/26/07
Wed., 5/16/07**	6:00 p.m.	Videoconference	Thursday, 5/10/07
Friday, 5/18/07	10:00 a.m.	Videoconference	Thursday, 5/10/07
Friday, 6/1/07	10:00 a.m.	Videoconference	Thursday, 5/24/07
Friday, 6/15/07	10:00 a.m.	Videoconference	Thursday, 6/7/07

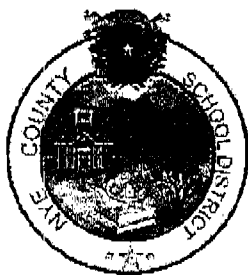
NOTE: Unless time or location is noted otherwise on the posted agenda. Agenda closing dates subject to change if necessary.

*Denotes change since last update.

**Includes Public Budget Hearing [NRS 354.596].

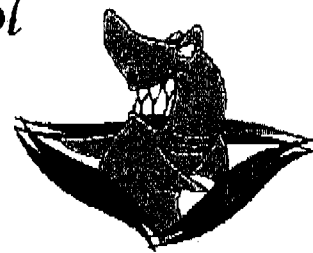
All meetings are held by videoconference between the Pahrump and Tonopah District offices unless otherwise noted on the agenda.

Effective 6/28/06



Rosemary Clarke Middle School

4201 North Blagg Road
Pahrump, Nevada 89060
(775) 727-5546 Fax (775) 727-7104



November 21, 2006

To: The Board of Trustees, Nye County

Fr: Joe Peters, Principal RCMS

Subject: School Lockers and December 1, 2006 Agenda Item

I have included in the packet for your information three things; an approximation of initial expenditure figures for the proposed project, my professional recommendation, and website pages of vendors with locker information.

INITIAL ESTIMATED COSTS FOR LOCKERS AT RCMS

1500 Lockers (two tier).....\$ 100,000
Installation (including labor).....\$ 100,000
**Note: This installation figure was
based on consultation with Robert Whimpey**
Initial Total.....\$ 200,000

I am including some sheets that show vendor's websites, pictures of the units, and costs. Most suggested price does not include the assembly or installation costs.

OTHER ISSUES TO CONSIDER THAT MIGHT INVOLVE COST AND LOGISTICAL PLANNING

- Transportation Department would need to make accommodations for students who would have to go to their locker after school to retrieve school materials and instruments. Currently, the buses have a set schedule when they are to arrive and depart. Those times would have to be adjusted to accommodate the 1200 to 1500 students that would be dealing with locker situations.
- Yearly maintenance and security costs would have to be taken into consideration.
- The school would have to create a new time schedule to accommodate extra time needed to place items in lockers and retrieve items from lockers.

Joe Peters – F
Karen L. Waters, Ph.D. –
Doug A. Steward– As
Jeff Skelton – Assis
Home of the

Post-it® Fax Note	7671	Date	11/23/06	# of pages	1
To	Kerry P.	From	Joe Peters		
Co./Dept.		Co.			
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- There would be additional costs based on the selection of locks for the lockers. What additional costs would the district or school incur if lockers require combination locks? Would lockers be purchased that had pre-set locks on them? Would we make it the responsibility of students to purchase their own locks?
- If the purchase and installation of lockers at RCMS will affect time schedules, then that might affect time schedules for other schools. Buses currently have a schedule that allows them to make their elementary rounds after their rounds at RCMS. Will these lockers have an impact on the transportation pick-up and arrival times at other schools?

STATEMENT BY JOE PETERS, PRINCIPAL AT RCMS

Earlier in the school year, I heard, for the first time, the idea of having lockers at RCMS. I had no previous knowledge, at the time that this idea had come up before. I have worked in and seen middle schools that have lockers. For the most part, these schools opened up with lockers being designed and installed during the construction phases of the school. I have also been in school where lockers had to be replaced due to time, wear, and tear. I decided to have an open mind about the idea. I researched costs. I researched for arguments for and against lockers in schools, especially in middle school. I asked key people in the district for consult. I asked several RCMS employees that would be impacted with the proposed idea of installing lockers at RCMS. I needed this information to reflect upon before I offered my recommendation/opinion about the proposed idea of having lockers installed at RCMS. Before I do that, I respectfully admire the idea proposed. The main argument for lockers at RCMS, I believe, is due to the amount of weight that accumulates in any given students' backpack. I have read research that indicates that students across the nation are carrying too much weight in their backpacks. Many in the medical profession, including physicians and chiropractors, believe that this unnecessary weight on a child's back could be damaging in the short-term and the long-term. However, there are many reasons why I, and many at this school, believe that the proposed idea of installing lockers at RCMS might not be the best avenue to take to spend the funding that would be allocated for this project.

Joe Peters -- Principal

Karen L. Waters, Ph.D. - Assistant Principal

Doug A. Steward- Assistant Principal

Jeff Skelton - Assistant Principal

Home of the Sharks



Rosemary Clarke Middle School

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Here are my findings to support my recommendation not to have lockers placed at RCMS:

- According to a principal at North Tapps Middle School in Washington State, he said of school lockers that "many students didn't use their lockers", "lockers were a large cause of stress to many students", "lockers were a large cause of stress to parents", "lockers were the place where contraband would be found", and "lockers affected school climate in a negative way."
- An article written by John Triano, D.C., Ph.D. entitled "Backpacks and Back Pain in Children" published in *Spine-Health* commented that "the literature currently suggests there is little chance a child will be permanently injured by carrying a heavy backpack."
- Robert Schenck, MD in his article entitled "Issues in non-clinical Orthopedic Surgery" does mention that 51% of all school-age children will suffer with some back pain. The report also states that a "second set of books" decrease the incident of back pain in school-aged children.
- Phil Krugler of the Door and Hardware Institute wrote in 2003 that as far as school lockers goes, districts/schools are "faced with a major, long-term investment as months and years of constant use can result in costly locker maintenance plans or even full scale replacements."
- Chris Kotterman wrote an article "Lockdown of lockers" in the May 2004 edition of *National Educational Association Magazine*. He states, "Jacksonville Middle School in Texas, for instance, hasn't used lockers in years, even though the school has them. NEA member Kathy McCown, who teaches history at the school, says there were just too many problems with weapons on campus."
- William Pappalardo wrote an article in 2002 for the American Association of School Administrators entitled, "Proofing Schools against School Vandalism-School Safety." His suggestion for school safety was to eliminate school lockers because of the materials that could be stored in them.
- In the medical journal *Archives of Diseases in Childhood*, an article entitled, "Parental knowledge of school backpack weight and contents", has an abstract that reads: Parents knowledge of their students' backpack weight and contents was assessed by identifying 188 students who carried backpacks weighing at least 10% of their body weights through a survey of 745 students in three elementary schools. The finding included that 96% of parents

Joe Peters – Principal
Karen L. Waters, Ph.D. – Assistant Principal
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had never checked their child's backpack weight and 34% had never checked the backpack contents.

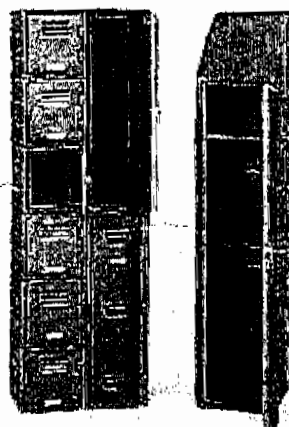
- Doug Steward, Assistant Principal of Safety and Discipline at RCMS states that the concerns he has about lockers at RCMS are as follows:
 - More disruptive behavior, such as bullying
 - Challenges and difficulties with supervision and safety logistics
 - Space issue
 - Student population growth over the next few years
 - Cleaning and maintenance
 - Yearly costs associated with this project
 - Insect and rodent issue
 - Easy place to conceal items not allowed on school grounds
 - More tardiness
 - Passing period disciplinary issues
 - Students forgetting locker combinations
 - Health issues
 - Less time spent in class if schedule needs to be adjusted
 - Increase in theft

In general, there are many things to consider if the board plans to adopt the measure to proceed to bid for purchase and installation of school lockers at RCMS. I am aware that the Board of Trustees for Nye County will make the determination based on the financial feasibility of the project and other relative factors and recommendations. Thank you for the opportunity to present my information and recommendation memo.

Joe Peters – Principal
Karen L. Waters, Ph.D. - Assistant Principal
Doug A. Steward – Assistant Principal
Jeff Skelton – Assistant Principal

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PLAS-LKR-2T121536	DBI Tier Plas Locker	2	12 W X 15 D X 36 H		\$284.19
PLAS-LKR-6T121512	Plas Box Locker	6-ALL INDIVIDUAL NEEDS TO BE BOLTED TOGETHER			12 W X 15 D X 12 H \$395.84
	SLOPE-TOP	OPTIONAL SLOPE TOP			\$16.23

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Each locker provides six total openings

Click Model Number for Details & Order Information					
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68123X028	12 w x 12 d x 36 h	3-Wide	\$406.61		Add to Cart
68133X028	12 w x 15 d x 36 h	3-Wide	\$426.78		Add to Cart
68143X028	12 w x 18 d x 36 h	3-Wide	\$445.15		Add to Cart
68153X028	15 w x 15 d x 36 h	3-Wide	\$460.32		Add to Cart
68263x073	15 w x 18 d x 36 h	3 Wide	\$483.38		Add to Cart



More Information

Multi-point latching that makes opening and closing door an effortless task. [Multi-point latching locker details & photo](#)

- [PDF - Extended locker color table](#)
- [PDF - Assembly Instructions](#)
- [PDF - Construction specifications](#)
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Penco Products
Guardian Double-Tier Locker

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Guardian Double-Tier Locker

Choose a model below for more details:

Locker Door Style	Type	Individual Compartment Dimensions
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		12" W x 15" D x 30" H (Details)
		12" W x 12" D x 36" H (Details)
		12" W x 18" D x 30" H (Details)
		15" W x 12" D x 30" H (Details)
		15" W x 15" D x 30" H (Details)

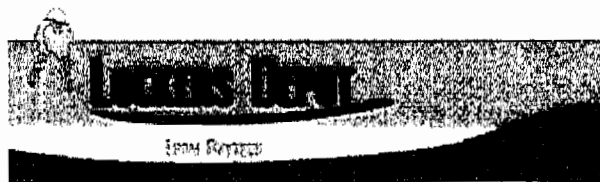
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260-2776.

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62158	Double Tier Standard Locker - 1 Wide - 5 Feet High - 18 Inches Deep	Buy Now!	\$125.00

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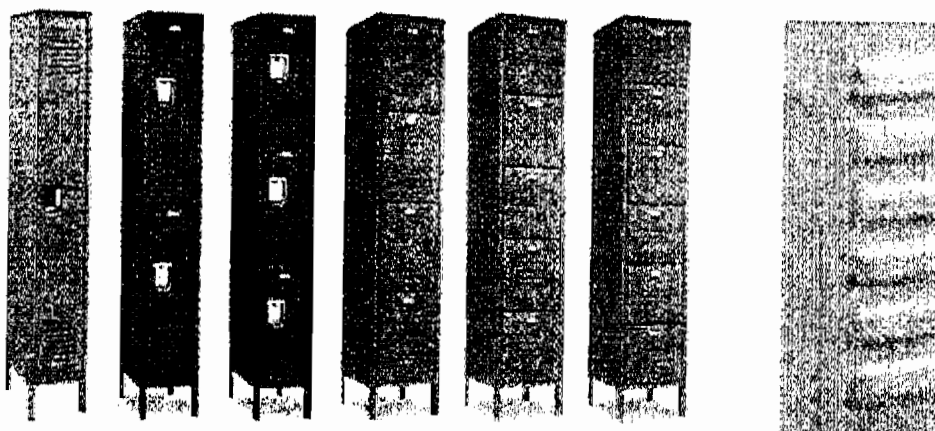
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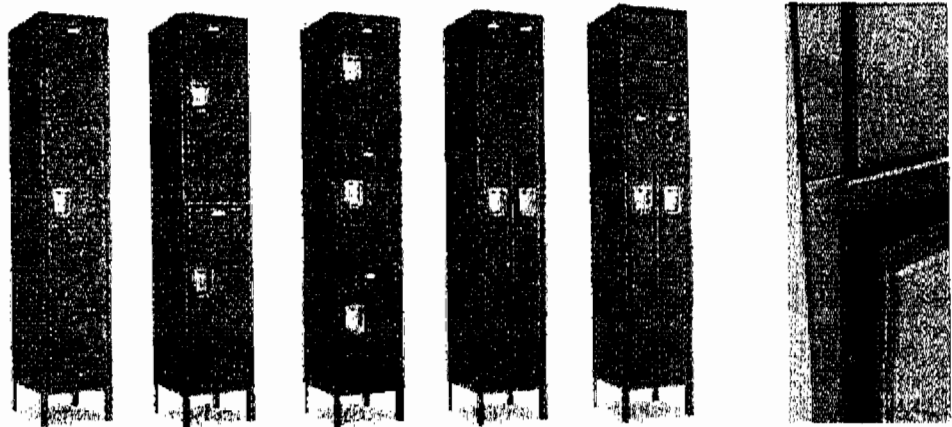
Standard Ventilation Lockers

The row of images here shows a standard louvered ventilation locker in various tiers and colors.



Invisible Ventilation Lockers

The row of images here shows a door ventilation locker in various tiers and colors and the door vent design.

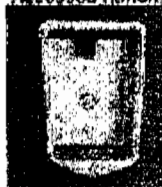


Handle and Latch Options

Die Cast Handle



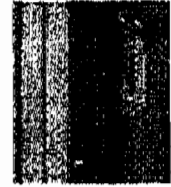
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Stainless Steel
Recessed Handle



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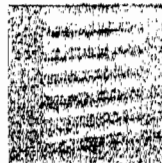


Single Point Latch



Ventilation Options

Louvers



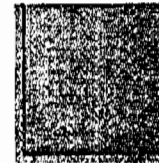
Visual
Perforations



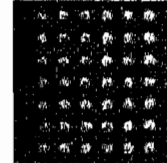
Diamond Shaped
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Mini Louvers



Round Hole
Perforations
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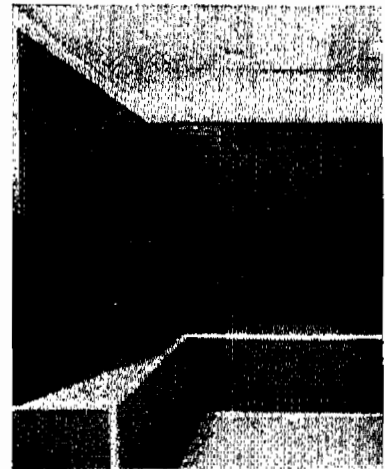
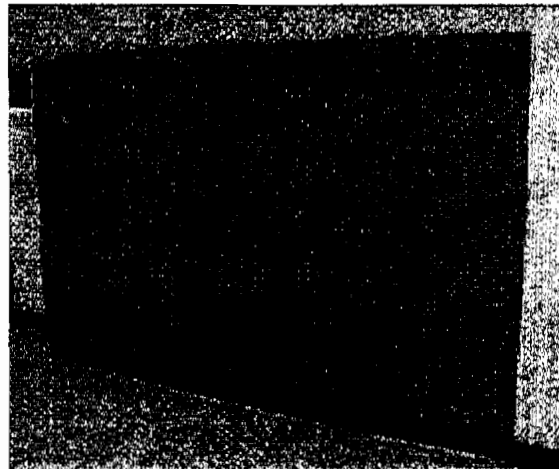


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[Click here to view color options.](#)



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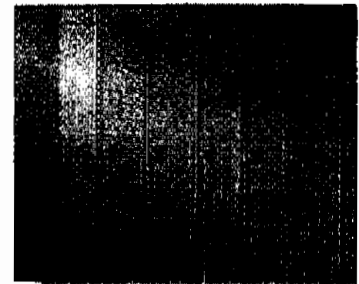
Anyone who knows anything about lockers knows there's no one tougher on them than teenage girls. So, to make our new plastic lockers, we've taken high impact, high density polyethylene and formed it under high pressure into 3/8" thick, rigid panels that can withstand everything a teenage girl or anyone else can dish out.

The result, lockers that are far more resistant to denting than metal, wood, or phenolic lockers. Lockers that are totally rustproof, too, because all structural components are one hundred percent plastic down to their heavy-duty hinges, fasteners, and joints.

They're also far more resistant to other types of corrosion: mildew, odors, stains, and graffiti. And they're not susceptible to delamination because sides, tops, bottoms, doors, and shelves are all solid high density polyethylene.

Quite simply, you've never seen lockers this durable before. Built for the most rugged duty in locker rooms, swimming pools, schools, amusement parks, factories, hospitals, airports, train stations, bus terminals, and more.

Yet, with their trim lines and decorator colors, they're equally well suited for the finest country clubs, spas, and fitness centers, too. And they're as quiet in operation as they are durable. That makes them a great choice wherever you want to keep noise levels



Lockers so durable, they can withstand the most destructive force found in nature.

down.

All the design versatility you are looking for.

plastic lockers are available in 12", 15", and 18" depths, with a choice of single-tier, two-tier, three-tier, and six-tier configurations, and can be complemented with solid plastic benches of the same color and material.

Unlike less sturdy lockers which must be mounted to a wall, plastic lockers can also be installed as free-standing units to give you more design options. And speaking of options, plastic lockers give you everything you could ask for including venting choices, sloping tops, and a broad range of colors. For the ultimate design option, lockers can even be imprinted or engraved with a logo or other graphic elements.

All the cost advantages you need.

Unlike most lockers, plastic lockers knock down and ship flat to cut shipping costs considerably. Because they're lightweight and assemble in minutes, installation is fast and easy, which further reduces your up-front costs.

But the real savings come over time. Because plastic lockers are so durable, we can back them with a 10-year limited warranty against breakage, corrosion, and delamination. Compare that to any other locker warranty. Or compare how plastic lockers never need to be painted, resurfaced, or refinished. That all adds up to cost-effective maintenance.

And that's one more reason plastic lockers are the right choice for you.



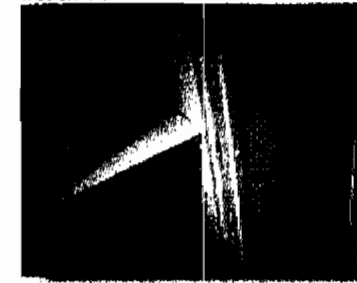
For maximum security, the latching mechanism runs the entire length of the door. Locking options include padlocks, key locks, combination locks, and coin locks.



A non-porous surface makes lockers graffiti resistant and easy to clean. Since color goes all the way through, scratches if incurred, are also easy to repair.



plastic lockers offer exceptional impact resistance. And because water and chlorine can't harm them, they're the smart choice for swimming pools or other wet environments.



Continuous piano hinges discourage vandalism and theft. End lockers open freely a full 270° for easier access and less stress on hinges.

ClassroomFurniture.com

with the
discount
& lowest
prices

Fast & Friendly Service...We Make It Easy

Vanguard Lockers

For a limited time, get 2-week delivery on Vanguard KD School Lockers! Limited quantities, colors & sizes included in the promotion are list below...

Vanguard School Lockers are the embodiment of what it takes to withstand the daily use typically given to locker furniture. What you see first is the baked enamel finish, which is applied over a phosphatized smooth steel surface on these school lockers.

Click image for more info...



1 Tier/1 Wide

2 Tier/1 Wide

6 Tier/1 Wide

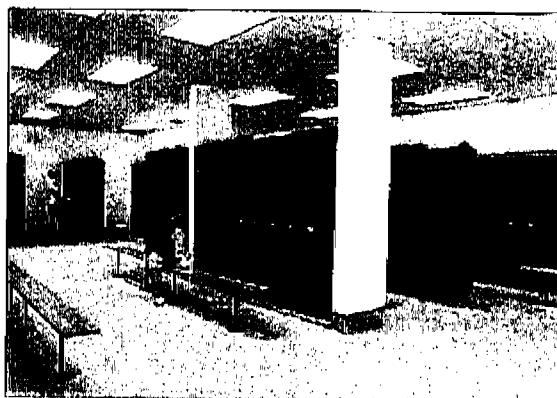


1 Tier/3 Wide

2 Tier/3 Wide

6 Tier/3 Wide

All Prices Include 3% Prepaid Discount.



PENCO Vanguard School Lockers 1-Tier/1-Wide

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The most popular and widely used locker furniture offers maximum space for full hanging of clothing and other belongings. Each locker has a convenient shelf for storage of books, hats or other small articles. Lockers 18 deep or more come with a coat rod in addition to coat hooks.



1 Tier

3% Steel Price Increase Not Included

Per Opening	Model	Retail	1-15	16-25
12x12x60	68001X	\$192.75	\$143.82	\$120.19
Per Opening	Model	Retail	1-14	15-24
12x15x60	68011X	\$1201.56	\$150.39	\$125.69
Per Opening	Model	Retail	1-14	15-23
12x15x60	68021X	\$213.75	\$159.49	\$133.29
Per Opening	Model	Retail	1-14	15-23
12x12x72	68051X	\$212.64	\$158.66	\$132.60
Per Opening	Model	Retail	1-13	14-22
12x15x72	68061X	\$220.40	\$164.45	\$137.44
Per Opening	Model	Retail	1-12	13-21
15x18x72	68071X	\$233.78	\$174.44	\$145.78
Per Opening	Model	Retail	1-11	12-19
15x18x72	68091X	\$255.39	\$190.56	\$159.25
Per Opening	Model	Retail	1-10	11-18
18x18x72	68101X	\$243.69	\$204.21	\$170.67

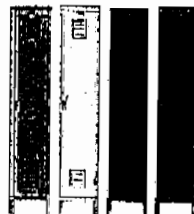
2-Week Delivery Colors:

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028 Gray
073 Champagne
806 Marine Blue
736 Burgundy

PENCO Vanguard School Lockers 2-Tier/1-Wide

The most popular and widely used locker offers maximum space for full hanging of clothing and other belongings. Each locker has a convenient shelf for storage of books, hats or other small articles. Lockers 18 deep or more come with a coat rod in addition to coat hooks.



2 Tier

3% Steel Price Increase Not Included

Per Opening	Model	Retail	1-25	26-43
12x12x30	68111X	\$115.51	\$86.19	\$72.03
Per Opening	Model	Retail	1-24	25-40
12x12x36	68121X	\$122.28	\$91.24	\$76.25
Per Opening	Model	Retail	1-23	24-38
12x15x36	68131X	\$128.37	\$95.78	\$80.05
Per Opening	Model	Retail	1-22	23-37
12x18x36	68141X	\$133.77	\$99.81	\$83.42

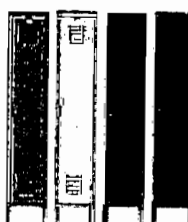
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PENCO Vanguard School Lockers 6-Tier/1-Wide

Also known as "box lockers" for their compact dimensions, multiple tier Penco lockers allow numerous users in the smallest amount of floor space. These school lockers are ideal for storage of athletic gear or employee personal storage. Each compartment can be locked with padlocks or built-in locks.



6 Tier

3% Steel Price Increase Not Included

Per Opening	Model	Retail	1-57	57-96
12x12x12	68191X	\$51.97	\$38.78	\$32.41

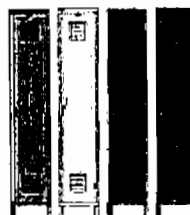
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PENCO Vanguard School Lockers 1-Tier/3-Wide

Accommodates twice as many people as single tier school lockers in the same floor space, while still providing enough room for light outer wear and personal belongings.



1 Tier / 3 Wide

3% Steel Price Increase Not Included

Per Opening	Model	Retail	1-18	19-31
12x12x60	68003X	\$160.78	\$119.97	\$100.28
Per Opening	Model	Retail	1-17	18-29
12x15x60	68013X	\$167.92	\$125.29	\$104.71
Per Opening	Model	Retail	1-16	17-28
12x18x60	68023X	\$178.09	\$132.88	\$111.05
Per Opening	Model	Retail	1-16	17-28
12x12x72	68053X	\$177.23	\$132.24	\$110.52
Per Opening	Model	Retail	1-16	17-27
12x15x72	68063X	\$183.81	\$137.15	\$114.62
Per Opening	Model	Retail	1-15	16-25
12x18x72	68073X	\$194.78	\$145.34	\$121.46

Per Opening	Model	Retail	1-14	15-23
15x18x72	68093X	\$212.77	\$158.76	\$132.68
Per Opening	Model	Retail	1-13	14-21
18x18x72	68103X	\$227.92	\$170.08	\$142.12

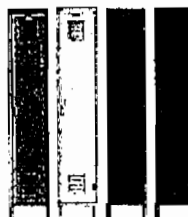
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PENCO Vanguard School Lockers 2-Tier/3-Wide

Accommodates twice as many people as single tier locker furniture in the same floor space, while still providing enough room for light outer wear and personal belongings.



2 Tier / 3 Wide

3% Steel Price Increase Not Included

Per Opening	Model	Retail	1-31	32-51
12x12x30	68113X	\$96.22	\$71.79	\$60.00
Per Opening	Model	Retail	1-29	30-49
12x12x36	68123X	\$101.83	\$75.98	\$63.50
Per Opening	Model	Retail	1-28	29-46
12x15x36	68133X	\$106.88	\$79.25	\$66.65
Per Opening	Model	Retail	1-26	27-50
12x18x36	68143X	\$111.47	\$83.17	\$69.51

PENCO Vanguard School Lockers 6-Tier/3-Wide

Also known as "box lockers" for their compact dimensions, Penco multiple tier lockers allow

numerous users in the smallest amount of floor space. These lockers are ideal for storage of athletic gear or employee personal storage. Each compartment can be locked with padlocks or built-in locks.



6 Tier / 3 Wide

3% Steel Price Increase Not Included

Per Opening	Model	Retail	1-77	78-129
12x12x12	68193X	\$36.94	\$28.88	\$24.13

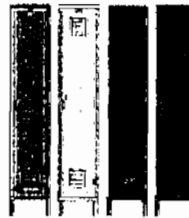
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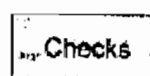
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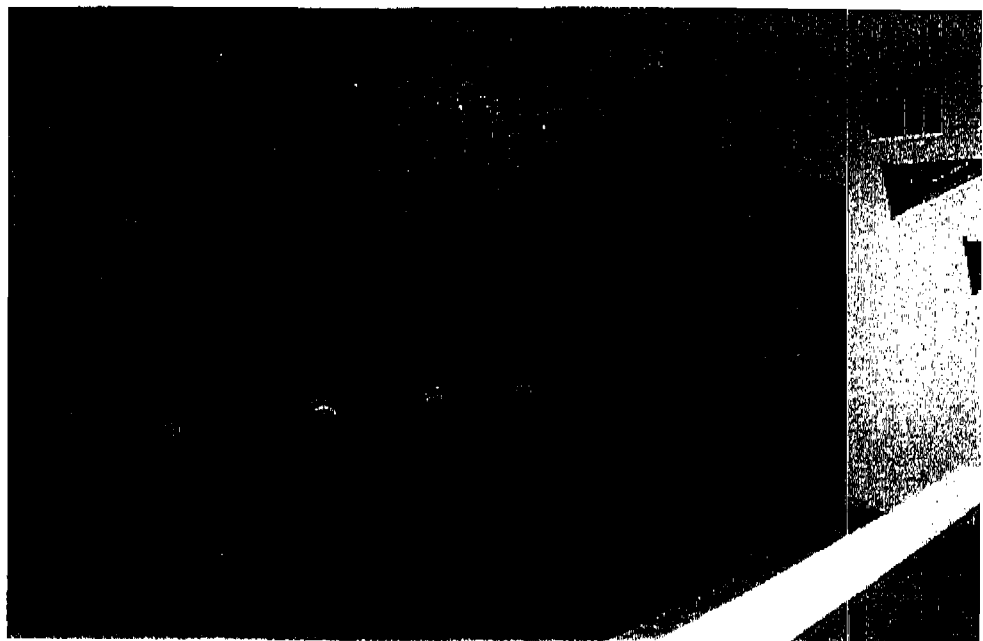
PRODUCT INFORMATION

Product Applications: HIGH SCHOOL LOCKER ROOM

This high school locker room combines team spirit with functional style. Durable Lenox™ plastic is rust, dent, or bend. Lenox™ plastic lockers and pedestal benches come in a variety of colors and are vandal-resistant, making them ideal for high traffic areas.

Lenox™ Solid Plastic
Pedestal Bench
Model
LENOXPEDESTAL

Lenox™ Solid Plastic
Lockers
Model LENOX
LOCKERS



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PRODUCT INFORMATION

Available Lenox™ Plastic Colors



(S202) Beige



(S205) Black



(S201) White

(Not available for Locker Bench or Base)



(S211) Burgundy



(S215) Charcoal Gray



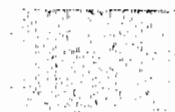
(S203) Deep Blue



(S406) Desert Stone



(S400) Dove



(S200) Gray



(S214) Red

(Not available for Pedestal Bench, Locker Bench or Base)



(S210) Teal

(Not available for Locker Bench or Base)



(M226) Buttermilk



(M230) Stardust Gray



(S225) Starry Night



(M229) Caribbean Sage



(M228) Navy



*(M231) Red Coextruded
(Not available for Pedestal Bench, Locker Bench or Base)



*(M233) Blue Coextruded
(Not available for Pedestal Bench, Locker Bench or Base)



(M227) Teal



*(M232) Green Coextruded
(Not available for Pedestal Bench, Locker Bench or Base)



*(M234) Brown Coextruded
(Not available for Pedestal Bench, Locker Bench or Base)

Due to graphical variances, the actual color may differ. Material samples are available.

*Coextruded colors are available at an additional charge.

Legal Statement Copyright© 2005 Bradley Corporation Privacy Statement

Specifier notes are shown in italics and should be deleted from the final document. Generally all of the manufacturer's products in this category are listed and the specifier must take care to delete those products not included in the project.

Depending on the relative complexity of the project, the specifier may choose to combine two or more Locker Sections into one Section, Section 10500 - Lockers, corresponding to the CSI MasterFormat™.

Edit each Article in this Section to suit project requirements.

SECTION 10520

PLASTIC LOCKERS

PART 1 GENERAL

1.01 SECTION INCLUDES

- A. Solid plastic lockers.
- B. Solid plastic bench lockers.
- C. Solid plastic cubby lockers.
- D. Pedestal benches.
- E. Hardware and accessories.

1.02 RELATED SECTIONS

- A. Section (select Sections that describe the anchoring substrate: floor and/or walls).

1.03 REFERENCES

- A. ADA Accessibility Guidelines for Buildings and Facilities.

1.04 SUBMITTALS

- A. Provide submittals in accordance with Conditions of the Contract and Section 01330-Submittal Procedures.
- B. Submit shop drawings showing locker plan layout, numbering plan, profiles, and product components, including anchorage, accessories and finish colors.
- C. Submit product data on locker construction, hardware, and accessories.
- D. Submit two samples 4 x 4 inch (100 x 100 mm) in size illustrating finish and color.
- E. Submit maintenance data for installed products in accordance with Section 01780-Closeout Submittals.

1.05 DELIVERY, STORAGE AND HANDLING

- A. Generally comply with provisions of Section 01600-Product Requirements.
- B. Comply with manufacturer's ordering instructions and lead time requirements to avoid construction delays.
- C. Deliver materials in manufacturer's original, unopened, undamaged containers with identification labels intact.
- D. Store lockers indoors, protected from weather conditions and construction activities.

1.06 PROJECT CONDITIONS

- A. Building enclosed, completely protected from outside weather with minimum inside temperature of 60°F.

1.07 WARRANTY

- A. Provide manufacturer's twenty year warranty against rust, delamination or breakage of plastic components.

PART 2 PRODUCTS

2.01 MANUFACTURERS

- A. The Mills Company, a subsidiary of Bradley Corporation, P.O. Box 309, Menomonee Falls, WI 53052-0309. Phone 800-BRADLEY (800-272-3539), FAX 262-251-5817. <http://www.bradleycorp.com>
- B. Substitutions: [Comply with Section 01600 - Product Requirements] [Not Permitted].

2.02 MANUFACTURED UNITS

- A. Model LENOXLOCKER lockers, [60 inch (1524 mm)] [72 inch (1829 mm)] high x [12 inch (305 mm)] [15 inch (381 mm)] [18 inch (457 mm)] wide x [12 inch (305 mm)] [15 inch (381 mm)] [18 inch (457 mm)] deep, [1] [2] [3] [4] [5] tier [6 tier (72 inch model only)], (specify from standard and optional selections).
- B. Model LENOXBENCH bench lockers, 20 inch (508 mm) high x 12 inch (254 mm) wide x 10 inch deep, (specify from standard and optional selections).
- C. Model LENOXCUBBY cubby lockers, [60 inch (1524 mm)] [72 inch (1829 mm)] high x [12 inch (305 mm)] [15 inch (381 mm)] [18 inch (457 mm)] wide x [12 inch (305 mm)] [15 inch (381 mm)] [18 inch (457 mm)] deep, [2] [3] [4] [5] tier [6 tier (72 inch model only)], (specify from standard and optional selections).
- D. Model LENOXPEDESTAL pedestal bench, 20 inch (508 mm) high x 9 1/2 inch (241 mm) wide, (specify from standard selections).

2.03 COMPONENTS

- A. Locker material: Sides, backs, shelves, tops, bottoms, doors, door frames and continuous latch constructed from high-density polyethylene (HDPE).

1. Sides, shelves, tops, bottoms and backs fabricated from 3/8 inch (10 mm) HDPE.
 2. Doors, door frames and continuous latch fabricated from 1/2 inch (13 mm) HDPE.
 3. Slope tops fabricated from 1/2 inch (13 mm) HDPE sheets, and 1 inch (25.4 mm) HDPE back plates.
 4. Bases fabricated from 1 inch (25.4 mm) HDPE.
 5. End panels fabricated from 3/8 inch (10 mm) HDPE.
 6. Flat tops fabricated from 1/2 inch (13 mm) HDPE.
 - B. Door hinge: Continuous piano hinge fabricated from 16 gauge type 304 stainless steel.
 - C. Pedestal bench: Top fabricated from 1 1/2 inch (38 mm) thick HDPE, pedestals 18 1/2 inch (470 mm) black anodized aluminum with welded aluminum flanges.
 - D. Locker bench top: 1 inch (25 mm) thick HDPE.
- 2.04 **HARDWARE AND ACCESSORIES**
- A. Provide one plastic double coat hook for each opening in one and two tier lockers.
 - B. Provide one number plate for each opening.
 - C. Provide screws, anchors and angle brackets for locker base installation.
 - D. Provide hardware for attaching bench top to pedestals and anchoring pedestals to floor.
- 2.05 **FABRICATION**
- A. Locker box fabricated from a single sheet of HDPE with corners fused together. Weld frame and shelves to box assembly.
 - B. Attach hinge to door and frame with vandal-resistant double threaded stainless steel screws.
 - C. Continuous latch securely attached to the entire length of the door with stainless steel screws, providing a full length latching mechanism capable of accepting several lock types.
 - D. Fabricate slope top from a single sheet of HDPE, grooved to permit bending to form a backing strip for attachment to wall.
 - E. Locking device: [Hasp] [Key lock] [Built-in combination lock] [Coin/token operated lock] [card operated lock].
 - F. Provide [openings at top and bottom of each door] [mesh door] for ventilation.
 - G. Base: [3] [4] inch high.
 - H. End panels: [Flat top] [Slope top] for [single] [double] locker configuration.
 - I. Factory finish:
 1. Tops, bottoms, side walls, backs and shelves, smooth white commercial grade.
 2. Door, door frames and continuous latch, slightly textured matte finish, color selected from manufacturer's standard.
 3. Hinge powdercoated to match door and frame.
 4. Base color: [Black] [(select special color)].
 5. End panel color selected from manufacturer's standard.

PART 3 EXECUTION

- 3.01 **EXAMINATION**
- A. Verify that locker area is ready for installation.
 - B. Verify field measurements are as shown on approved shop drawings.
 - C. Verify that bases are properly, leveled, sized and in correct location.
 - D. Verify correct location of built-in framing and blocking.
- 3.02 **INSTALLATION**
- A. Comply with manufacturer's written instructions for installation of lockers [and bases]. Install plumb and square.
 - B. Anchor locker units to wall through the locker back with suitable anchor devices for the substrate.
 - C. Anchor locker units to floor [base for island applications] with hardware furnished by manufacturer.
 - D. Through-bolt adjoining locker units together to provide rigid installation.
 - E. Install accessories, [number plates,] [end panels,] [sloped tops,] [and flat tops].
- 3.03 **ADJUSTING**
- A. Section 01700 – Execution Requirements: Testing, adjusting, and balancing.
 - B. Adjust and align components to operate smoothly.
 - C. Correct minor damage to installed products; remove and replace work that cannot be satisfactorily repaired.
- 3.04 **CLEANING**
- A. Section 01700 – Execution Requirements: Final cleaning.
 - B. Clean locker interiors and exterior surfaces.
 - C. Remove packaging and construction debris, and legally dispose of off-site.
- 3.05 **SCHEDULE**
- (Where specified locker units vary in tier number, depth, color, etc., it might be best to give them a "mark" and create a schedule.)*

END OF SECTION



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December 1, 2006

Legislative Council Bureau
401 S. Carson Street
Carson City, Nevada 89701-4747

To Whom it May Concern:

Pursuant to NRS 391.552, this letter serves as the reporting requirement from Nye County School District with regards to the Southern Nevada Regional Professional Development Program.

During the 2005-06 school year, a total of 320 teachers participated in professional development opportunities provided by the Southern Nevada Regional Professional Development Program. This number reflects participation by 80% of the total body of professional educators in Nye County. These opportunities included classes for SUU credit, site-based in-services, observation and mentoring in teachers' classrooms, and one-on-one help through online and telephone services. Additionally, the SNRPDP provides several publications each year to facilitate teachers' professional growth. All professional development opportunities followed the standards of content and performance established pursuant to NRS 389.520.

The Southern Nevada Regional Professional Development Program funds three full-time regional trainers in Nye County, two of whom are located in the northern part of the county, and one located in the southern part. In addition, regional trainers housed within Clark County travel frequently to Nye County to provide services in specific core content. The SNRPDP pays for any interested teacher to attend the June Summer Institute, which is located in Las Vegas. Funding includes travel, hotel and per diem. Finally, special projects are often funded by the SNRPDP to help the District in its pursuit of professional development.

Sincerely,

Deborah Wescoatt
President

Southern Nevada Regional Professional Development Program

Nye County School District 2005-2006 State Report



Prepared by:

Karen E. Liberty, Curriculum and Instruction
Jaclyn Peterson, TOSA
Sherrilynn Rakestraw, TOSA

NYE COUNTY SCHOOL DISTRICT
Southern Nevada Regional Professional Development

Graduate Level Courses

Over the last five years the Nye County School District has had numerous adjustments with RPDP Regional Trainers. In 2001 Nye had five Teachers on Special Assignment (TOSA). Then in 2004 only two regional trainers were on the team and now at beginning of this school year an additional TOSA has been added to the professional development team. At the present, the Nye County School District has three Teachers on Special Assignment (TOSA), living in the Nye region to assist and service the Nye County teachers and administrators in effective teaching strategies for all core subjects. It has been very beneficial for the Nye County teachers and administrators because the trainers have spent the last five school years working side by side with teachers and administrators in:

- ◆ **Early Literacy:** Words Their Way, Components of a Balance Literacy Program. Lucy Calkins Primary Writing Year Long Course
- ◆ **Technology:** Enhancing Education using Technology
- ◆ **Mathematics:** Calculators for Elementary Teachers, Methods and Content of Mathematics, Integrating math and children literature , use of mathematic manipulatives
- ◆ **Classroom management:** Effective Strategies
- ◆ **Writing:** 6-Trait Analytical Writing Assessment®, Writing across the Curriculum
- ◆ Differentiated instructional strategies
- ◆ Administrative leadership
- ◆ Constructed Response

Without the assistance of these professional regional trainers, the Nye County teachers and administrators would not have advanced their effectiveness as educators. After one year, 177 teachers and administrators took advantage of graduate level courses that were given by our regional trainers. This was possible because regional trainers lived in the county and gave evening classes. The following trainings were all standard and content based to assist teachers in their effectiveness.

Staff Development

Throughout the last year the Nye County regional trainers gave training seminars. This was possible because the Nye County School District's calendar had placed five teacher institute day throughout the year. The regional trainers gave workshops/In-services in:

◆ curriculum mapping	Math and Children's Literature
◆ Words Their Way®	6-Trait Analytical Assessment Model®
◆ Differentiated Instruction	Accommodation and Modifications
◆ Writing Across the Curriculum	Constructed Responses

◆ Second Language Acquisition-LA	Cooperative Learning/Learning Styles
◆ Early Literacy strategies	Classroom Management
◆ Math Articulation Between Grade Levels	Photo Story 3
◆ PowerPoint	Integrating Technology into the Curriculum
◆ High School Math (using new textbook)	Inter Act-On line resource for teacher
◆ Utilizing test data in making instructional decisions	
◆ Effective Web searches	Interpreting test data
◆ Data Interpretation for sub groups	Backwards Assessment Model (BAM)
◆ Components of an Effective Lesson	Six Components of Reading
◆ Thinking Maps®	Learning Styles
◆ Technology	Peer Coaching

Technology

All classrooms in Nye County have at least one computer in their classroom that is connected to the Internet. Graduate level classes as well as in-services have been offered to assist teachers utilize technology in their professional duties. Trainings have been provided in a variety of software applications including word processing, spreadsheet, database, and multi media presentations.

Long Distance/Interactive Video

Throughout the last school years it has been a difficult task reaching all Nye County School District teachers due to the 18,400 square miles of territory. To help bring the teachers closer together for staff development and graduated level courses the regional trainers have incorporated the Polycom long distance learning labs. Every Nye County high school and district office has a Polycom System that can be used for this purpose. This is the cutting edge for Nye County School District and has opened new doors that will help with staff development in the future.

Mathematics

During the past year the math teachers of Nye County have been supported in a variety of ways. "Best teaching practices" have been imbedded in all of the activities provided. The regional trainers have taken on the role of peer coaches by modeling and observing in the classrooms. Articulations regarding processes and problems faced by classroom teachers have allowed them to benefit from the experience of others. Discussions also focused on scheduling issues between the middle schools and high schools. By learning to interpret and utilize test data, teachers have begun to make instructional decisions based on CRT results. New this year the Nye County School District and the Regional Professional Development Program formed a Math Cohort. This group of Mathematics teachers met four times last year and worked with Dr. John Hawk in effective pedagogy.

Elementary Literacy

Throughout last school year, Sherrilynn Rakestraw and Jackie Peterson supported 25 teachers that attended Lucy Calkin's Primary Writing Year long Course. Teachers weekly wrote answers to discussion questions that the RPDP trainer proposed. The group of teachers met monthly with trainers to support the writing process that the teachers were implementing.

Needs Improvement Schools

Sherrilynn Rakestraw, a Regional Trainer, attended the three school-wide planning meeting for Manse Elementary School with state support team leader, Jim Hager and a representative from the Nevada Department of Education, Jane Splean. Ms. Rakestraw attended these meetings as an RPDP liaison to support their staff development plans for the next year.

Jacalyn Peterson was contacted by Amargosa Valley Schools to work with staff members on classroom management. She visited the school once a week to observe classes and model management strategies. Jackie also was the RPDP liaison for the state support team. She attended six meetings with the team and offered her expertise in effective pedagogy.

Additional Trainings

Under the auspices of RPDP, The Nye County School District's Administrators attended a test data workshop and an algebra training session. In these two training sessions administrators learned how to use their test data to drive their school improvement plan and how to implement effective teaching strategies in algebra.

In the last two years the Nye County School District has been supporting professional Learning Communities, (PLC) at each school site. With help from RPDP 150 teachers and administrators have been trained in professional learning communities. At the beginning of this year the Nye County School District performed a survey to assess effectiveness of professional learning communities. Approximately 80% of the schools were at the Developing Stage and the Sustaining Stage. After one year of implementation this represents total buy in.

Professional Development and Trainings

- ◆ The Nye County School District, like other districts in the state, must prepare administrators, teachers and staff for the educational requirements mandated under the No Child Left Behind Act. Therefore, the regional trainers' main priority is to provide the Nye County School District's staff with the necessary means to raise student achievement.

The following is a list of conferences and trainings the regional trainers attended in 2005 – 2006:

- o ASCD – October 2006
- o Nevada Department of Education Writing Proficiency Test Training- October 2005
- o US Department of Education No Child Left Behind Training – June, 2005
- o Data Analysis and Training – November 2005
- o Professional Learning Communities Conference – June, 2005
- o Thinking Maps; Trainer of Trainers – February , 2006
- o SAGE – June, 2005
- o WestEd Facilitator Observation Training – April 2005
- o NCTM April 2006

**NYE COUNTY SCHOOL DISTRICT
BOARD RESOLUTION NO. 06-07 - 1
December 1, 2006**

WHEREAS, Nevada's educational leaders are wholly committed to improving student achievement for all students; and

WHEREAS, Nevada's educational leaders face significant challenges in meeting that goal, including a student population growing rapidly in both size and diversity, additional federal and state standards, and increasingly limited resources; and

WHEREAS, Nevada's educational leaders have identified specific programs, funding levels, and accountability measures to meet those challenges and improve student achievement; and

WHEREAS, this plan is known as **iNVEST '07** and has been collaboratively developed by all of Nevada's school boards and superintendents; and

WHEREAS, **iNVEST '07** is based upon three fundamental tenets:

- Provide adequate basic support;
- Attract and retain a high quality work force; and
- Improve student achievement.

NOW, THEREFORE, IT IS HEREBY RESOLVED that the Superintendent and Board of Trustees of Nye County School District fully endorse and support **iNVEST '07** and its primary purpose of improving student achievement for all students and urge the Governor and Nevada State Legislature to support **iNVEST '07** through specific action to enact the policies and provide the funding necessary to achieve the fundamental tenets of **iNVEST '07**, provide basic support; attract and retain a high quality work force; and improve student achievement.

PASSED AND ADOPTED this first day of December, 2006 by the Superintendent and Board of Trustees.

President, Board of Trustees

Superintendent

Trustee

Trustee

Trustee

Trustee

Trustee

Trustee

**NYE COUNTY SCHOOL DISTRICT
BOARD RESOLUTION NO. 06-07 - 2
December 1, 2006**

WHEREAS, the Board of Trustees of the Nye County School District, at a regular meeting held on December 1, 2006 determine that the public interest requires the creation of the following funds:

Tech Implementation Audio Pilot Program
S.B. 404 Pathways
Full Day Kindergarten Teachers

B.E.S. Missoula Theatre
R.C.M.S. G.A.T.E.
Educational Travel Fund

and the following findings of fact determine this:

- A. The source of funds is from a federal, state or local agency grant, or sale of bonds.
- B. The primary purpose of the funds is specified within the individual grant documents, and funds may only be used for the purpose authorized by the issuing agency.
- C. The short and long-term plans for expenditures within each fund are the accomplishment of the stated goals and objectives of the specific grants.
- D. It is not anticipated that there will be any reserves in these funds. However, should there be a balance at the end of a fiscal year, then disposition will be determined by the appropriate funding agency.
- E. It is not anticipated that there will be any deficiency in these funds. However, should there be a deficiency, it will be covered by the general fund.
- F. Should a balance or reserve occur in these funds, its reasonableness or necessity will be determined by the appropriate funding agency.

WHEREAS, proper notice was given of the intention to act upon the Resolution Authorizing the Creation of a Fund,

NOW, THEREFORE, IT IS HEREBY RESOLVED that the Board of Trustees of the Nye County School District hereby approves the creation of the above funds for the purposes stated above.

IT IS FURTHER RESOLVED that the clerk forward the necessary documents to the Executive Director, Department of Taxation, 1550 E. College Parkway, Suite 115, Carson City, Nevada 89706.

PASSED AND ADOPTED this first day of December, 2004 by the Governing Body consisting of seven members.

Ayes: ____
Nays: ____
Absent: ____

President, Board of Trustees
Nye County School District

ATTEST:

Clerk, Board of Trustees

NYE COUNTY SCHOOL DISTRICT

SCHOOL ADDRESS

**484 S. West Street
Pahrump, NV 89048
775 727-7743**

**SUPERINTENDENT
Dr. "Rob" Roberts**

DISTRICT SCHOOL IMPROVEMENT PLAN

For Implementation in 2006-2007



Members of District Planning Team	
Deb Westcoatt	BOT President
Dr. Rob Roberts	Superintendent
Jerry Hill	Assistant Superintendent
Dale Norton	Assistant Superintendent
Sam Simatos	Special Education Director
Mary Sue Morin	ELL Director
Karen Liberty	Curriculum and Instruction
Ginger Olson	Testing and Accountability
Karen Holley	Grant Writer
Kent Roberts	HS Principal
Joe Peters	MS Principal
EV Visser	ES Principal
John Kiley	Teacher
Linda Reed	Student Achievement Secretary

BOARD OF SCHOOL TRUSTEES
Deborah Wescoatt, President
Tracie Ward, Vice Pres.
Dawn Murphy, Clerk
Edna Jean Forsgren
Nicole Genet
Dennis Keating
Cindy Marcotte

District Mission or Vision Statement

Every Child a Success

EXECUTIVE SUMMARY

(PROVIDE A SUMMARY THAT CAPTURES THE ESSENCE OF YOUR PLAN IN ONE-TWO PAGES)

Data Reviewed. The SDI Team reviewed the school district's School District's Comprehensive Accountability Reports for 2001-02, 2002-03, 2003-04, 2004-05 and 2005-06. The SDI Team also reviewed:

- Longitudinal district wide test results of student achievement from state assessments, disaggregated by appropriate subgroups, including state Criterion Referenced Tests, Iowa Test of Basic Skills, Iowa Test of Educational Development, Nevada High School Proficiency Exams, and Nevada Writing Assessment,
- Classroom observations based on Teach For Success Observation Protocol summarized across schools,
- Current individual Title I school improvement plans,
- District wide curriculum adoptions,
- District wide professional development activities, and
- 2005-2006 District Improvement Plan

The SDI Team identified three priority need areas for 2006-07.

Reading/language arts:

- ◆ A number of teachers are not using the most recent research-based instructional strategies that engage students in learning.
- ◆ Targeted interventions and remediation are not occurring where needed.
- ◆ Special Education and classroom teachers find it difficult to collaborate regularly about student progress.
- ◆ The District needs to develop methods to improve the quality of instruction.
- ◆ A number of teachers are not familiar with differentiated instructional strategies to attain success for all students.

- ◆ Item analysis indicates curriculum, instruction, and standards may need revision for alignment with a priority at the middle school level.

Mathematics:

- ◆ A number of teachers are not using the most recent research-based instructional strategies that engage students in learning.
- ◆ Targeted interventions and remediation are not occurring where needed.
- ◆ Special Education and classroom teachers find it difficult to collaborate regularly about student progress.
- ◆ The District needs to develop methods to improve the quality of instruction.
- ◆ A number of teachers are not familiar with differentiated instructional strategies to attain success for all students.

Item analysis indicates curriculum, instruction, and standards may need revision for alignment with a priority at the middle school level.

High School Graduation Rate:

- ◆ Inordinate number of failures at 9th and 10th grade level lead to credit deficiency/students get discouraged
- ◆ Students receiving an adjusted diploma counts against the district's graduation rate/AYP
- ◆ Poor academic skills
- ◆ Poor attendance

Goals

Reading/Language Arts Nye County School District students will improve their achievement in reading and language arts as shown on State AYP calculations.

- ***IEP.*** Current records show that 41.2 percent of elementary school IEP students, 35.8 percent of middle school IEP students, and 51.59 percent of high school IEP students are proficient on State AYP calculations. At the end of the 2006-07 school year, there will be a 10 percent reduction in the percent of non-proficient IEP students at the elementary, middle, and high schools.
- ***LEP.*** Current records show that 58.03 percent of elementary school LEP students, 52.33 percent of middle school LEP students are proficient on State AYP calculations. At the end of the 2006-07 school year, there will be a 10 percent reduction in the percent of non-proficient LEP students.
- ***District Wide.*** Current records show that 46.33 percent of elementary school students, 49.0 percent of middle school students, and 68.0 percent of high school students are proficient on State AYP calculations. At the end of the 2006-07 school year,

there will be a 10 percent reduction in the percent of non-proficient students at the elementary, middle, and high schools.

Mathematics Nye County School District students will improve their achievement in mathematics as shown on State AYP calculations.

- **IEP** Current records show that 51.33% percent of elementary school IEP students, 34.03% percent of middle school IEP students, and 8.54 percent of high school IEP students are proficient on State AYP calculations. At the end of the 2006-07 school year, there will be a 10 percent reduction in the percent of non-proficient IEP students at the elementary, middle, and high schools.
- **District Wide.** Current records show that 46.67 percent of elementary school students, 37.0 percent of middle school students, and 34.0 percent of high school students are proficient on State AYP calculations. At the end of the 2006-07 school year, there will be a 10 percent reduction in the percent of non-proficient students at the elementary, middle, and high schools.

High School graduation rate: Nye County School District, district wide, will reduce the high school drop-out rate by 10%.

- **High School Students:** Dropout rate of class 2005 shows that; 11.1% male, 7.3% female, 23.1% American Indian/Alaskan Native, 8.7% Hispanic, 8.5% Black/African American, and 9.0% White abandon school.

DISTRICT CHARACTERISTICS

GENERAL INFORMATION

[Include such things as geography, growth, facilities planning, safety, communication plans, surveys, etc.]

- Nye County Population: 39,598
- Nye County Area: 18,400 square miles
- Communities: Amargosa, Beatty, Duckwater, Gabbs, Pahrump, Round Mountain and Tonopah
- Building Construction—Last 12 Years ; 3 High Schools, 1 Middle School, 2 Elementary Schools, 1 High Tech Center—CCSN, 23 Modulares.
- Transportation—District-wide: 100 Busses, 82 Daily Routes, 1,077,512 miles driven per year on school routes, 143,248 miles driven per year on activity routes, 5,986 average miles driven per day for student transportation

DISTRICT HIGHLIGHTS

[Include such things as achievements, recognitions, improvements]

Nye County School District is addressing the needs of our gifted and talented students in Pahrump with two pilot programs.

- A hands-on science lab was set up at J. G. Johnson Elementary School. This lab was utilized by fourth and fifth grade students from all four elementary school during the school year 05/06. The program will continue throughout the 06-07 school year.
- At the middle and high school level, teachers have been trained to teach pre-AP and AP classes. A team of eight teachers attended the national AP conference in Orlando, FL. The team of high school teachers also attended the Silver State AP conference during the summer.

A hands-on science lab has been set up at Rosemary Clarke Middle School. This lab will be utilized by Physical Science students during the school year 06/07.

Majority of Nye County Schools met Adequate Yearly Progress or demonstrated significant improvement

PERSONNEL

[Include such things as recruitment - diversity, special education, Teach for Success]

TEACHERS

STUDENT TEACHER RATIO

Student / Teacher Ratio

	All Schools*	Kindergarten+	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade
District	20:1	16:1	19:1	21:1	21:1	22:1	23:1	12:1	12:1	13:1

PARAPROFESSIONALS

	Total Number of Paraprofessionals Employed	Paraprofessionals Not NCLB Qualified	
		Number	Percent

* 2006-2007 Paraprofessionals must be highly qualified to work in Nye County School District

FISCAL DATA

2005-2006		Instruction		Instruction Support		Operations		Leadership		Total Expenditures	
		\$	%	\$	%	\$	%	\$	%	\$	%
Per Pupil Expenditures											
District	Graph	\$4,895	57.8 %	\$1,049	12.4 %	\$1,903	22.5 %	\$615	7.3 %	\$8,462	100 %
Remedial Education Funding											
Reading First										\$211,931	
Title I										\$610,646	
Professional Dev. Funding											
RPDP										\$15,047	
Title I										\$6,178	
Title II A										\$199	
Title II D										\$2,308	
Special Ed										\$4,300	
Safe-Drug Free Schools										\$1,813	
ER Crisis										\$1,621	
Carl Perkins										\$650	
Title III IEP										\$45	
Legislative Appropriations											
Elementary School Counseling Programs										\$50,000	

PARENT & COMMUNITY INVOLVEMENT

PARENT ACTIVITIES AND INVOLVEMENT (Specifically, what is the district doing to implement its required parent involvement policy?)

Parent communication and parent involvement are keys to student success. Open houses and parent conferences are held by all schools and regular written reports of progress are sent to parents. Our larger schools feature such communication tools as homework hotlines and a phone master system which relays information about absences and school events. The district maintains a continuously updated website as do our individual schools. Parent advisory committees and school improvement teams with parent membership ensure open lines of communication and parental input. Many schools regularly publish newsletters containing articles written by the students.

PARENT SURVEYS/OTHER INPUT SUCH AS FOCUS GROUPS/INTERVIEWS, ETC. (How is this input considered as the district plans for future activities?)

SCHOOL / COMMUNITY ACTIVITIES AND PARTNERSHIPS (Include information on partnerships with businesses, foundations, institutions of higher education, etc)

STUDENTS

STUDENT DEMOGRAPHICS:

Ethnicity

		Total Enrollment	American Indian / Alaskan Native		Asian / Pacific Islander		Hispanic		Black		White	
			#	%	#	%	#	%	#	%	#	%
District	Graph	6,088	129	2.1 %	139	2.3 %	1,228	20.2 %	208	3.4 %	4,384	72.0 %

Special Populations

	Total Enrollment	IEP		LEP		FRL		Migrant	
		#	%	#	%	#	%	#	%

STUDENT ATTENDANCE

Average Daily Attendance

		All Students	American Indian / Alaskan Native	Asian / Pacific Islander	Hispanic	Black / African American	White	IEP	LEP	FRL
District	Graph	93.0 %	92.9 %	93.5 %	93.3 %	92.8 %	92.9 %	91.1 %	94.1 %	92.3 %

STUDENT RETENTION RATE:

Retention by Grade

Grade Level		K		1		2		3		4		5		6		7		8	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
District	Graph	6	1.5	30	6.2	14	3.0	9	1.9	2	0.5	8	1.7	4	0.8	7	1.3	19	3.5

CREDIT DEFICIENCY/ALTERNATIVE SCHOOLS/OPTIONS AVAILABLE TO STUDENTS**Credit Deficient**

Grade Level		9		10		11		12	
		#	%	#	%	#	%	#	%
District	Graph	5	0.8 %	3	0.6 %	6	1.7 %	6	2.1 %

DROPOUTS (What is the district's dropout rate, and what is the district doing to lower the dropout rate?)**Dropout Rates - Grades 9 - 12 overall (Class of 2005)**

	All Students		Male		Female		American Indian / Alaskan Native		Asian / Pacific Islander		Hispanic		Black / African American		White	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%

DISCIPLINE:**Discipline, Habitual Disciplinary, and Habitual Truants**

State / District / Schools	Number of Incidents						Number of Students	
	Suspensions or Expulsions						Habitual Disciplinary Problems (Expulsion Only)	Habitual Truants (no suspension or expulsion)
	Violence to Other Students	Violence to School Staff	Possession of Weapons	Distribution of Controlled Substances	Possession or Use of Controlled Substances	Possession or Use of Alcoholic Beverages		

ADVANCED PLACEMENT COURSE AVAILABILITY AND ENROLLMENT**CURRICULUM & INSTRUCTION****STANDARDS** [Include such things as Nevada Standards, Power Standards, Benchmarks, Curriculum Essentials Framework]

The Nye County School District uses a standard-based curriculum for K-5 and standard-based course of study for grades 6 -12. The NCSD web-site, posts the standard-based curriculum and courses of study. To gain access log on to; www.nyecounty.schoolinsites.com

Nye County School District has created Essential Standards Document to assist Teachers

INSTRUCTIONAL PRACTICES [Include specifics, i.e. Block Scheduling, Structured Teacher Planning Time, Full/Extended Day Kindergarten,]

ESL Programs: At this time Nye County School District uses mostly pull-out program. ESL classrooms exist at Beatty, Amargosa, and Pahrump.

An In-take Center has been established at Amargosa Valley Schools to services newcomers. All ESL teachers are trained in the Sheltered Instructional Observation Protocol, SIOP®. The ESL teachers are training their staff in this model. The ESL teachers also serve as a resource person at their sites.

Pathways: This program allows students to choose an alternative educational program to complete middle school and high school credit.

Occupational Education: At this time Nye County School District has programs in Technology, Automotive, Welding, Culinary Arts, Drafting, and Certified Nursing Assistant.

K-8 Literacy: Every K-8 teachers who teaches Language Arts has been trained in Balanced Literacy. The classrooms are literacy rich with practices in shared and model reading, guided reading, independent reading, shared and model writing, guided writing, and independent writing.

The 6 Trait Analytical Model® is used in the NCSD writing curriculum K-12 to prepare students for the writing proficiency exams.

ROTC: This program is part of the Pahrump Valley High School curriculum.

GATE: A pilot program for gifted students was held every other Saturday. Called Saturday Academic Camp, the students studied math, science and technology in an active learning laboratory setting.

Full Day Kindergarten: Two elementary schools, Manse and Amargosa practice full day kindergarten

TEXTBOOKS & MATERIALS

Textbooks are selected by committees. When selecting a textbook the committee determines how a textbook meets the NCSD standard-based curriculum and Nevada State standards.

INSTRUCTIONAL TECHNOLOGY**Technology Details**

Educational Technology		# of classrooms	# of classrooms with Internet access	# of labs, libraries, media centers	# of labs, libraries, media centers with Internet access	# of classroom instructional computers	# of classroom instructional computers with Internet access	Web Site
District	Graph	323	323	24	24	1,092	962	www.nye.k12.nv.us

SUCCESSFUL PRACTICES Include identification of programs, practices, and strategies used in schools throughout the district that have proven successful in improving achievement, including:

1. identification of each school that carries out the program, practice, strategy
2. Indication of which programs, practices, strategies are carried out district-wide vs. individual schools
3. extent to which programs, practices, strategies include methods to improve achievement and proficiency
4. description of how the school district disseminates information concerning successful programs, practices, strategies to all schools within the district.

Monthly School Administrators Meetings keeps the communication channels open.

Professional Learning Communities has been implemented at all sites. Most sites are implementing PLC at sustained level.

INTERVENTION & REMEDIATION PROCESSES [Include strategies to improve achievement including the appropriate curriculum, manner by which instruction will improve proficiency on state assessments, and identification of instruction and curriculum specifically designed to improve achievement and proficiency for required subgroups, i.e. early intervention, curriculum mapping, special programs, Reading First, etc.]

Professional classes for teachers

Extended School Year is fully implemented during the month of August

21st Century supports an after school tutoring and enrichment classes for middle school students

Masonic Model implemented at the high school sites

Supplemental Education and School choice are fully implemented to asst at risk students

Reading 1st at one elementary site with great results

Middle School Disruptive Pupil Program implemented at one site

Gear-Up

PROFESSIONAL DEVELOPMENT

DISTRICT-WIDE OPPORTNITIES

Professional Learning Communities annual conference has been attended yearly for 75 teachers and administrators

New Teacher mentoring program sponsored by Regional Professional Dev. Program/RPDP

OMNI Conference attended by 46 veteran teachers 60 new teachers/ ACTIVE TEACHING for ACTIVE LEARNING

REGION-WIDE OPPORTNITIES

Bill Dagget's Model School Conference

Mega Conference sponsored by Nevada Department of Education

National Advance Placement Conference

NASA for school administrators

SCHOOL-WIDE OPPORTNITIES

Professional Learning Communities

RPDP

New Teachers Mentoring Program

Math Cohort I and II

- ◆ curriculum mapping
- ◆ Words Their Way®
- ◆ Differentiated Instruction
- ◆ Writing Across the Curriculum
- ◆ Second Language Acquisition-LA
- ◆ Early Literacy strategies
- ◆ Math Articulation Between Grade Levels
- ◆ PowerPoint
- ◆ High School Math (using new textbook)
- ◆ Utilizing test data in making instructional decisions
- ◆ Effective Web searches
- ◆ Data Interpretation for sub groups
- ◆ Components of an Effective Lesson
- ◆ Thinking Maps®
- ◆ Technology
- Math and Children's Literature
- 6-Trait Analytical Assessment Model®
- Accommodation and Modifications
- Constructed Responses
- Cooperative Learning/Learning Styles
- Classroom Management
- Photo Story 3
- Integrating Technology into the Curriculum
- Inter Act-On line resource for teacher
- Interpreting test data
- Backwards Assessment Model (BAM)
- Six Components of Reading
- Learning Styles
- Peer Coaching

EVIDENCE OF PLAN DEVELOPMENT

COMPREHENSIVE NEEDS ASSESSMENT

REVIEW AND ANALYSIS OF DATA

DATA REVIEWED
NORM REFERENCE TEST DATA 2003-2006 4 th , 8 th , 10 th ITBS
CRITERION REFERENCE TEST DATA 2003- 2006 3-8 grade Math, Reading and Writing
NEVADA HIGH SCHOOL PROFICIENCY EXAMINATION DATA 2003-2006 HSPE
ACT / SAT DATA
ADEQUATELY YEARLY PROGRESS 2005 accountability report

RESULTS FROM DATA ANALYSIS

Areas of Strength (e.g., subject areas that exceed targeted proficiency levels).

Brief narrative

- The teachers across the district are implementing a balanced literacy program in English/language arts and using best practices outlined in the Sheltered Instruction Observation Protocol model.
- 100% district high school math teachers are “highly qualified”.
- Twenty-one occupational education classes in the district are offered with seven certification classes in 2004-05.
- Nye County School District is implementing a Professional Learning Communities model with professional development support 2005-2006.
- Majority of the Nye County Schools met Adequate Yearly Progress or significant increase in student achievement.
- The district’s largest middle school made progress in the reduction of non proficient LEP students in English Language Arts and mathematics.
- The district made adequate yearly progress 2005-2006 school year
-

Areas of Concern (e.g., subject areas below the targeted proficiency levels, subject areas in which safe harbor was made but not the targeted proficiency levels, subject areas that are low relative to other subject areas, and non-academic concerns, such as student behavior)

Brief narrative

The SDI Team identified three priority need areas for 2006-07.

Reading/language arts:

- ◆ A number of teachers are not using the most recent research-based instructional strategies that engage students in learning.
- ◆ Targeted interventions and remediation are not occurring where needed.
- ◆ Special Education and classroom teachers find it difficult to collaborate regularly about student progress.
- ◆ The District needs to develop methods to improve the quality of instruction.
- ◆ A number of teachers are not familiar with differentiated instructional strategies to attain success for all students.
- ◆ Item analysis indicates curriculum, instruction, and standards may need revision for alignment with a priority at the middle school level.

Mathematics:

- ◆ A number of teachers are not using the most recent research-based instructional strategies that engage students in learning.
- ◆ Targeted interventions and remediation are not occurring where needed.
- ◆ Special Education and classroom teachers find it difficult to collaborate regularly about student progress.
- ◆ The District needs to develop methods to improve the quality of instruction.
- ◆ A number of teachers are not familiar with differentiated instructional strategies to attain success for all students.

Item analysis indicates curriculum, instruction, and standards may need revision for alignment with a priority at the middle school level.

High School Graduation Rate:

- ◆ Inordinate number of failures at 9th and 10th grade level lead to credit deficiency/students get discouraged
- ◆ Students receiving an adjusted diploma counts against the district's graduation rate/AYP
- ◆ Poor academic skills
- ◆ Poor attendance

PRIORITY NEEDS (GOALS): A priority need is the overall or big picture outcome for a content area. Based on the review and analysis of the school district's data, identify **priorities (goals) for improvement**. Priority needs are general yet target a specific area and specific subpopulations. Include areas such as English language arts, mathematics, and writing. *EXAMPLE: Students in grades 3 and 5 will show increased achievement in mathematics on the spring 2005 Nevada CRT. Specific improvement will be made the subgroups of White, African American, and Hispanic students in the strands of Problem Solving and Measurement and Geometry Operations.*

PRIORITY NEED 1

At the end of the 2006-07 school year, there will be a 10 percent reduction in the percent of non-proficient IEP, LEP, and district wide students at the elementary, middle, and high schools in English Language Arts and Math on the state CRT/HSPE.

PRIORITY NEED 2

Nye County School District, district wide, will reduce the high school drop-out rate by 10%.

Inquiry Process

What are the causes/factors that may impact or impede student achievement for each priority need, and what are the solutions/strategies that will address each priority need and the underlying causes/factors?

When selecting solutions/strategies for the district school improvement plan, consider four requirements for school improvement plans under NRS 385: School Improvement plans must include:

- a. Scientifically based research strategies and materials to strengthen core academic subjects.
- b. Strategies to promote effective parental involvement.
- c. As appropriate, programs of remedial education or tutoring offered before/after school or summer school and intersession activities.
- d. Strategies to improve academic achievement, including the following:
 - Instruct pupils who are not achieving to their fullest potential.
 - Increase student attendance and reduce the drop out rate.
 - Integrate technology into the instructional and administrative programs.
 - Manage effectively the discipline of pupils.
 - Enhance professional development.

PRIORITY NEEDS	Causes (Factors) List as many causes as necessary for each priority need (Example: inconsistent curriculum, ineffective teaching strategies)	Solutions (Strategies)
Reading/language arts	◆ A number of teachers are not using the most recent research-based instructional strategies that engage students in learning. ◆ Targeted interventions and remediation are not occurring where needed. ◆ Special Education and classroom teachers find it difficult to collaborate regularly about student progress. ◆ The District needs to develop methods to improve the quality of instruction. ◆ A number of teachers are not familiar with differentiated instructional strategies to attain success for all students. ◆ Item analysis indicates curriculum, instruction, and standards may need revision for alignment with a priority at the middle school level.	◆ Continue supporting Professional Learning Communities (PLC) at each school site to concentrate on student achievement. ◆ Implement a three tier service delivery model for students that are at-risk of failure ◆ Professional development for school administrators and teachers in test data analysis that will drive classroom instruction ◆ Evaluate linkage between current curriculum and state standards ◆ Increase levels of student engagement during instruction
Mathematics	◆ A number of teachers are not using the most recent research-based instructional strategies that engage students in learning. ◆ Targeted interventions and remediation are not occurring where needed. ◆ Special Education and classroom teachers find it difficult to collaborate regularly about student progress. ◆ The District needs to develop	◆ Continue supporting Professional Learning Communities (PLC) at each school site to concentrate on student achievement. ◆ Implement a three tier service delivery model for students that are at-risk of failure ◆ Professional development for school administrators and teachers in test data analysis that will drive classroom

PRIORITY NEEDS	Causes (Factors) List as many causes as necessary for each priority need (Example: inconsistent curriculum, ineffective teaching strategies)	Solutions (Strategies)
	methods to improve the quality of instruction. ◆ A number of teachers are not familiar with differentiated instructional strategies to attain success for all students. ◆ Item analysis indicates curriculum, instruction, and standards may need revision for alignment with a priority at the middle school level.	instruction ◆ Evaluate linkage between current curriculum and state standards ◆ Increase levels of student engagement during instruction
High School graduation rate	◆ Inordinate number of failures at 9th and 10th grade level lead to credit deficiency/students get discouraged ◆ Students receiving an adjusted diploma counts against the district's graduation rate/AYP ◆ Poor academic skills ◆ Poor attendance	◆ Early identification of students at risk of failure ◆ Provide increased opportunities for credit recovery for students at risk of failure

ACTION PLAN DESIGN

Action Plan PRIORITY NEED 1: List the action steps to implement the solutions/strategies for each priority need, as well as the timeline, resources, and the entity responsible for the action steps.

PRIORITY NEED 1: English Language Arts and Mathematics			
Measurable Objective 1: <i>(Objectives are specific, measurable outcomes of a goal that include an outcome indicator, baseline, expected performance level, and timeline. Example 1: Third grade students identified as approaching or developing in the content area of reading fluency will increase their reading fluency by X%, as measured by the XYZ diagnostic test between fall 2005 and end of May 2006. Example 2: Students in grades 3 and 5 will show an increase in mathematics as measured by the Nevada CRT in Mathematics. ES students meet or exceed expectations. At the end of one year, spring 2006, 64% of the students in grades 3 and 5 will meet or exceed the goal.)</i>			
Measurable Objective 1: At the end of the 2006-07 school year, there will be a 10 percent reduction in the percent of non-proficient IEP, LEP, and district wide students at the elementary, middle, and high schools in English Language Arts and Math on the state CRT/HSPE.			
Action Steps to implement the solutions/strategies NOTE: Action steps MUST address causes and solutions in Section B. Create as many as necessary.	Timeline for implementing action steps	Resources Needed for Implementation (people, materials, professional development, dollars)	Person Responsible (who in your district will insure these action steps happen?)
1. Continue supporting Professional Learning Communities (PLC) at each school site to concentrate on student achievement.	2006-2007 on going	PLC tool Kit	Assistant Superintendent of Student Achievement
2. Implement a three tier service delivery model (Response to Interventions, RTI) for students that are at-risk of failure	August, 2006 on-going	Special education funding District General Fund	Assistant Superintendent of Student Achievement and Special Education Director
3. Professional development for school administrators and teachers in test data analysis that will drive classroom instruction	August, 2006 on-going	RPDP funding	Assistant Superintendent of Student Achievement
4. Explore funding avenues to provide aid to principals and teachers in the area of collection and interpretation of academic data to drive instruction	2006-2007 on-going	n/a	Assistant Superintendent of Student Achievement Coordinator of Testing and Accountability

5. Evaluate linkage between current curriculum and state standards	2006-2007 on-going	n/a	Assistant Superintendent of Student Achievement and Curriculum & Instruction Coordinator
6. Create at the elementary and middle school level curriculum map of essential standards and benchmarks in math, science, and English Language Arts that will be implemented side-by-side with the current curriculum	June, 2007	District Improvement funds	Assistant Superintendent of Student Achievement and Curriculum & Instruction Coordinator
7. Increase levels of student engagement during instruction by supporting OMNI and McRel teachers and continue expanding these programs	August, 2006 on-going	404 Funding Title V RPDP State Technology Funding	Assistant Superintendent of Student Achievement and Curriculum & Instruction Coordinator
8. Provide professional development for administrators and teachers in utilizing state created assessment tools	Jan-June 2007	n/a	Assistant Superintendent of Student Achievement Coordinator of Testing and Accountability

MONITOR PLAN DESIGN

Monitor Plan Implementation Priority Need 1 & Measurable Objective 1

Identify how each of the action steps in Priority Need 1 will be monitored, including the information/data that will be collected as well as the timeline and the entity responsible for monitoring the action steps.

Priority Need 1: English Language Arts and Mathematics			
Measurable Objective 1: At the end of the 2006-07 school year, there will be a 10 percent reduction in the percent of non-proficient IEP, LEP, and district wide students at the elementary, middle, and high schools in English Language Arts and Math on the state CRT/HSPE.			
Action Step	Information (Data) that will verify the action step has occurred.	Timeline for collecting data	Person Responsible (Who at your district will insure these action steps happen?)
1. Continue supporting Professional Learning Communities (PLC) at each school site to concentrate on student achievement.	PLC monitoring visits	Sept and June	Assistant Superintendent of Student Achievement
2. Implement a three tier service delivery model (Response to Interventions, RTI) for students that are at-risk of failure	Individual Student Data Report	August-June 2006-2007	Special Education Director
3. Professional development for school administrators and teachers in test data analysis that will drive classroom instruction	Sign-in sheets and agendas	May, 2006 on-going	Assistant Superintendent of Student Achievement and Testing & Accountability Coordinator
4. Explore funding avenues to	Create a proposal	Mar, 2007	Assistant Superintendent of

provide aid to principals and teachers in the area of collection and interpretation of academic data to drive instruction			Student Achievement and Grant Writer
5. Evaluate linkage between current curriculum and state standards	Summary Report	June 2007	Assistant Superintendent of Student Achievement and Curriculum & Instruction Coordinator
6. Create at the elementary and middle school level curriculum map of essential standards and benchmarks in math, science, and English Language Arts that will be implemented side-by-side with the current curriculum	Curriculum maps	June, 2007	Assistant Superintendent of Student Achievement and Curriculum & Instruction Coordinator
7. Increase levels of student engagement during instruction by supporting OMNI and McRel teachers and continue expanding these programs	List of Completed projects and lessons plans	June, 2007	Assistant Superintendent of Student Achievement and Curriculum & Instruction Coordinator
8. Provide professional development for administrators and teachers in utilizing state created assessment tools	Sign-in sheets and agendas sample of CRT tests	June, 2007	Assistant Superintendent of Student Achievement and Testing & Accountability Coordinator

ACTION PLAN DESIGN

Action Plan PRIORITY NEED 2: List the action steps to implement the solutions/strategies for each priority need, as well as the timeline, resources, and the entity responsible for the action steps.

PRIORITY NEED 2: Nye County School District, district wide, will reduce the high school drop-out rate.			
Measurable Objective 2: <i>(Objectives are specific, measurable outcomes of a goal that include an outcome indicator, baseline, expected performance level, and timeline. Example 1: Third grade students identified as approaching or developing in the content area of reading fluency will increase their reading fluency by X%, as measured by the XYZ diagnostic test between fall 2005 and end of May 2006. Example 2: Students in grades 3 and 5 will show an increase in mathematics as measured by the Nevada CRT in Mathematics. ES students meet or exceed expectations. At the end of one year, spring 2006, 64% of the students in grades 3 and 5 will meet or exceed the goal.)</i>			
Measurable Objective 2: Nye County School District, district wide, will reduce the high school drop-out rate by 10% , using 2005-2006 with 2006-2007 graduation data			
Action Steps to implement the solutions/strategies NOTE: Action steps MUST address causes and solutions in Section B. Create as many as necessary.	Timeline for implementing action steps	Resources Needed for Implementation (people, materials, professional development, dollars)	Person Responsible (Who in your district will insure these action steps happen?)
Early identification of students at risk of failure using recent CRT data and the 9 th week report cards	2006-2007 on-going	n/a	District Superintendent/or designated person
Provide increased opportunities for credit recovery for students at risk of failure	Summer, 2007	\$33,000	Board of Trustees/District Superintendent or designated person
Implement a pilot mentoring program at the middle and high school level to mentor students who are identified as at-risk of failure due to poor attendance	2006-2007 on-going	n/a	Assistant Superintendent of Student Achievement
Institute remediation periods within the school setting for math, English Language Arts and third core in the district's middle schools and English Language Arts and math at the high school level for students below grade level as needed	November, 2006 on-going	Title I Title III Migrant 404 21 st Century General fund	District Superintendent/or designated person

MONITOR PLAN DESIGN

Monitor Plan Implementation Priority Need 2 & Measurable Objective 2:

Identify how each of the action steps in Priority Need 2 will be monitored, including the information/data that will be collected as well as the timeline and the entity responsible for monitoring the action steps.

PRIORITY NEED 2: Nye County School District, district wide, will reduce the high school drop-out rate.			
Measurable Objective 2: Nye County School District, district wide, will reduce the high school drop-out rate by 10% , using 2005-2006 with 2006-2007 graduation data			
Action Step	Information (Data) that will verify the action step has occurred.	Timeline for collecting data	Person Responsible (Who at your district will insure these action steps happen?)
Early identification of students at risk of failure using recent CRT data and the 9 th week report cards	Quarterly report	Nov, Jan, Apr, and Jun	District Superintendent/or designated person
Provide increased opportunities for credit recovery for students at risk of failure	List of students that need credit recovery	Jan and Jun	Assistant Superintendent of Student Achievement
Implement a pilot mentoring program at the middle and high school level to mentor students who are identified as at-risk of failure due to poor attendance	List of students that are being mentored	August 2006	Assistant Superintendent of Character Education
Institute remediation periods within the school setting for math, English Language Arts and third core in the district's middle schools and English	Pre and post assessments results	Beginning and ending of assignment of remediation	District Superintendent/or designated person

Language Arts and math at the high school level for students below grade level as needed			

EVALUATE PLAN IMPLEMENTATION

For each priority need, identify the data to collect (outcome indicator), when to collect it, and the entity responsible for collecting it.

	Data to Analyze (Outcome Indicator: Assessment instrument used to measure success)	Timeline: Date(s) when the standard(s) or performance level(s) will be reached.	Person(s) Responsible (Who at your school site will analyze the data?)
Measurable Objective 1 At the end of the 2006-07 school year, there will be a 10 percent reduction in the percent of non-proficient IEP, LEP, and district wide students at the elementary, middle, and high schools in English Language Arts and Math on the state CRT/HSPE.	2007 CRT results: grades; 3 rd , 4 th , 5 th , 6 th , 7 th , 8 th 2007 1 st try results HSPE: grades; 10 th Writing Proficiency results: grades; 5 th , 8 th , 11 th	June, 2007	Assistant Superintendent of Student Achievement Testing and Accountability Coordinator
Measurable Objective 2 Nye County School District, district wide, will reduce the high school drop-out rate by 10% , using 2005-2006 with 2006-2007 graduation data	2007 Credit Deficiency Rate Grades 6 th -12 th Graduation Rate of 2007 Dropout Rate: Class of 2007	June, 2007	Assistant Superintendent of Student Achievement Testing and Accountability Coordinator

Other Required Elements of a District School Improvement Plan.

All districts MUST complete this page.

1. Strategies to Improve the Allocation of Resources to Improve Student Achievement

2. Resources Available to the School District to Implement Plan

3. Summary of Effectiveness of Legislative Appropriations

Other Required Elements: Title I District Identified as “Needs Improvement” MUST complete this page.

1. Incorporate scientifically based research strategies to strengthen core academic program.
2. Identify actions that have the greatest likelihood of improving the achievement of participating children in meeting the State’s student academic achievement standards.
3. Address the teaching and learning needs of district schools and specific academic problems of low-achieving students (including reason why the district’s prior plan failed to bring about increased student achievement).
4. Include specific measurable achievement goals and targets for all groups of students.
5. Incorporate, as appropriate, activities before school, after school, during the summer, and during an extension of the school year.
6. Specify the responsibilities of NDE and school district, including the technical assistance provided by NDE (if requested) and the school district’s responsibilities to use federal funds to supplement, not supplant non-federal funds.
7. Include strategies to promote effective parental and community involvement

BUDGET All districts *MUST* complete this page.

Priority Need	Total Amount Need to Implement Goal	Funds Specifically Set Aside for the Implementation of the Goal	Funds Still Needed to Implement the Goal
Priority Need #1 At the end of the 2006-07 school year, there will be a 10 percent reduction in the percent of non-proficient IEP, LEP, and district wide students at the elementary, middle, and high schools in English Language Arts and Math on the state CRT/HSPE.		District Improvement Fund	
Priority Need #2 Nye County School District, district wide, will reduce the high school drop-out rate by 10% , using 2005-2006 with 2006-2007 graduation data	\$33,000		\$33,000

Provide the other sources of funds you are currently receiving and identify the purposes for which those funds are spent. Possible sources of funds might include Title I, Title II, Title III, Title IV, Title V, 21st Century, Gear Up, Reading First, Business Partnerships, etc.

BUDGET *All districts MUST complete this page.*

Source of Funds	Amount Received for 2005-2006 School Year	Purposes for which funds are used

NYE COUNTY SCHOOL DISTRICT

**AMARGOSA VALLEY SCHOOL
HCR 69, BOX 401-Z
AMARGOSA VALLEY, NV 89020**

TITLE I - SB 1 SAGE SCHOOL IMPROVEMENT PLAN

For Implementation in
2006 / 2007

Members of School Planning Team and Category: Mary Sue Morin (Principal), Lynn Jordan (First grade Teacher), Denise Edwards (Third grade Teacher), James Hein (Middle School Teacher), Rowena Jones (Special Education Teacher), Celia Lemmink (ESL Teacher), Kathy Barent (Parent).

Submission Date: November 1, 2006

EXECUTIVE SUMMARY	
District Mission or Vision Statement Every Student a Success	
School Mission or Vision Statement <i>The staff at Amargosa Valley School, working with our students and partners, will provide educational opportunities so that all will learn to become responsible citizens in a nurturing environment where diversity means strength, knowledge means freedom, and commitment means success.</i>	
School Highlights Successes, Honors, and Unique Features • The school met Safe Harbor in Language Arts for 2005-2006. • Reading Is Fundamental Grant recipient • K-8th grade school • 72% Hispanic population • Very Rural • All students met or exceeded the district curriculum standards for technology foundations • School-wide Title I • Full time Intake Center • Provide Adult Education classes in English/ESL/GED/Credit Recovery • Full day Kindergarten • Four teachers on staff have an ESL endorsement.	

Evidence of Plan Development

1. Comprehensive Needs Assessment.

A. Review and analysis of data. Each school improvement plan must be based on a review and analysis of the school accountability report and any more recent data. Schools can use the data tables in Appendix A, as well as district test results, classroom observations, surveys, and any other data from the comprehensive School Profile (Appendix B).

Areas of Strength
▪ 42% (N=19) of 8th grade students performed at the Meets or Exceeds CRT Reading level in 2005-2006 ▪ 45% (N=20) of 8th grade students performed at the Meets or Exceeds State Writing level in 2005-2006 ▪ Positive student attitude and behavior – respect for teachers ▪ Professional Learning Community (PLC) collaboration time ▪ New standards-aligned Language Arts series ▪ Spanish-speaking ESL-endorsed School Improvement Facilitator ▪ Leap Frog/Leap Track remediation materials at academic achievement level of students ▪ Bilingual principal and office staff ▪ Intake Center for newcomer students – Migrant aide ▪ Small class sizes ▪ Infusion of CELL/ExLL strategies and follow-up training ▪ After-school tutoring ▪ School Counselor
Areas of Concern
▪ 13% drop in 5th grade, 9% drop in 3rd, 27% drop in 8th math ▪ 63% of 3rd grade students performed at the Emerging or Approaches level in 2005-2006. ▪ Approximately 77% of 5th grade students performed at the Emerging or Approaches level in 2005-2006, an increase from 64% in 2004-2005. ▪ Only 13% of 5th grade students passed the 5th grade writing proficiency. ▪ Alignment of literacy program with essential grade level standards and its resources used comprehensively to address the many levels of student need. ▪ Deeper focus of PLC teacher collaboration time on the alignment of curriculum and instruction to rigorous grade level standards and the regular examination of data to plan and deliver differentiated instruction. ▪ Limited use of schoolwide instructional strategies that allow for frequent opportunities for interaction and discussion between teacher/student and amongst students. This provides students an opportunity to extend their thinking, involves all

students simultaneously, and allows second language learners opportunities to practice the target language - creating a student-centered environment.

B. Goals: Based on your review and analysis, which **goals** are identified for improvement? Identify the specific skill(s) (*e.g., reading - main idea and fluency*) and the specific student subpopulation(s) (*e.g., ELL, low SES, ethnic group*) to be targeted for improvement.

Goal: Make Safe Harbor in Language Arts (reading and writing) and Math

The school will demonstrate a 10% reduction in the percent of non-proficient students from the previous school year as well as meet group performance for average daily attendance in CRT Reading, Math, and Writing in 2006-2007. The percentage of proficient Amargosa Valley School students will increase 10% on the State Writing Assessment and Math and Reading/Language Arts CRT's in grades 3, 4, and 5 during the 2005-2006 School Year.

The percentage of proficient Amargosa Valley School Students will increase 10% on the State Writing Assessment and Math and Reading/Language Arts CRT's during the 2005-2006 School Year. Current Reading/Language Arts results indicate that 38% in 3rd grade, 18% in 5th grade and 47% in 8th grade scored above the Meets Standards on CRT's during the 2005-2006 School Year. In math, 23% scored above the Meets Standards in 3rd and 5th grade. Thirteen (13) percent of the 5th graders and 45% of the 8th graders were proficient on the State Writing Assessment during the 2005-2006 School Year.

Objective 1. Align literacy program with essential grade level standards and use the adopted Language Arts Program's resources more comprehensively to address the many levels of student need, including writing.

Objective 2. Further focus PLC teacher collaboration time on the alignment of curriculum and instruction to rigorous grade level standards and the regular examination of data to plan and deliver differentiated instruction.

Objective 3. Engage all students, including English Language Learners and Special Education students, through implementation of higher-level instructional strategies.

Objective 4. Develop math vocabulary and comprehension of written text through consistent implementation of the district's math standards and adopted math program.

2. Inquiry Process. What are the causes/factors that may impact or impede student achievement for each goal, and what are the solutions/strategies that will address each goal and the underlying causes/factors?

When selecting solutions/strategies for the school improvement plan, consider four requirements for school improvement plans under Senate Bill 1: School Improvement plans must include:

- a. Scientifically based research strategies to strengthen core academic subjects,
- b. Strategies to promote effective parental involvement
- c. As appropriate, programs of remedial education or tutoring offered before/after school or summer school and intersession activities
- d. Strategies to improve academic achievement, including strategies to:
 - instruct pupils who are not achieving to their fullest potential;
 - increase student attendance and reduce the drop out rate;
 - integrate technology into the instructional and administrative programs;
 - manage effectively the discipline of pupils; and
 - enhance the professional development for teachers/administrators, 20 U.S.C. §7801(34)

Objective 1. Align literacy program with essential grade level standards and use the adopted Language Arts Program’s resources more comprehensively to address the many levels of student need, including writing.

Challenge/Barrier	Causes (e.g., inconsistent curriculum, ineffective teaching strategies)	Solutions (Strategies)
The recently adopted comprehensive literacy program needs to be aligned with essential grade level standards and its resources used comprehensively to address the many levels of student need. There is limited	• Series was new last year – teachers needed time to familiarize themselves with the material. • Limited time at the start of the year and during the year to reflect on essential grade level standards and the pacing on those standards. • School Improvement Facilitator not hired until end of year and unable to facilitate planned curriculum-mapping process before end of last school year or prior to start of this second year. • School needs to further refine its	• Identify essential grade level standards and use the standards to focus and guide curriculum coverage. • Develop and adopt a pacing guide/schedule to ensure alignment between coverage of essential standards and their assessment throughout the year on school, district and state level assessments. • Assess essential standards throughout year and use the information to guide and differentiate instructional planning. • Provide regular facilitated teacher PLC collaboration time for data driven instructional planning. • Continue to support implementation of the curriculum through site-based professional development on new adoption • Secure School Improvement Facilitator position and RPDP professional development to support teachers in

information provided to teachers specifying the pacing of instruction needed to ensure coverage of essential grade level standards within the timeline reflected in the multiple district and state testing cycles.	differentiated intervention support for struggling students achieving below grade level. • Limitations in adoption's writing program and limited schoolwide emphasis on the writing process.	implementing reading series. • Continue professional development for teachers on sheltering delivery of the newly adopted curriculum material for English Learners (e.g., use of ELL Materials from Reading Street and Teacher Guide) • Continue offering feedback and ensuring accountability regarding implementation of series through classroom observations, Literacy Rubric, lesson plans • Place a focus of strengthening the adoption's writing program (e.g., by securing writing prompts from the district and setting agreed-upon prompts early in the year so teachers will know what to instruct for) • Secure School Improvement Facilitator position to support the principal's instructional activities. • Continue focus on creating a student-centered learning environment allowing for greater achievement by more students.

Objective 2. Further focus PLC teacher collaboration time on the alignment of curriculum and instruction to rigorous grade level standards and the regular examination of data to plan and deliver differentiated instruction.

Challenge/Barrier	Causes (Factors) (Example: inconsistent curriculum, ineffective teaching strategies)	Solutions (Strategies)
Need to further focus PLC teacher collaboration time on the alignment of curriculum and instruction to rigorous grade level standards and the regular examination of data	• Absence of essential standards and pacing guide. • Interim assessments not fully aligned with agreed-upon essential standards, pacing guide, and curriculum materials. • Teachers need support in using data for instructional planning, grouping students, and targeting instruction.	• Secure School Improvement Facilitator position to support teachers in using data and lesson planning during PLC time. • Continue use of K assessments • Use of curriculum-embedded assessments at grades K-5 • Use of standards masters (quarterly assessments from district) • Use of pre-post test writing assessments • Schoolwide use of agreed-upon monthly writing prompts by grade level.

to plan and deliver differentiated instruction.	• Informal format and structure for use of teacher collaboration time • Absence of School Improvement Facilitator until late in the year.	• Schedule data-driven discussions focused on grade level standards and lesson planning focused on series adoption and differentiating instruction. • Professional development on process of using data for instructional planning • Professional development on vertical grade level standards • Long-term collaboration calendar/schedule • Inclusion of specialists and assistants in lesson planning and data analysis dialogue • Linking technology instruction with ongoing Language Arts and math instruction (in support of) • Create infrastructure that incorporates math instruction into PLC time • Use GAP project to improve curriculum.

Objective 3. Engage all students, including English Language Learners and Special Education students, through implementation of higher-level instructional strategies.

Challenge/Barrier	Causes (Factors) (Example: inconsistent curriculum, ineffective teaching strategies)	Solutions (Strategies)
Limited use of schoolwide instructional strategies that engage all students throughout the learning; overuse of student seatwork compared to teacher-directed instruction (with objectives, modeling, guided practice, and checks for understanding); and, limited use of English Learner strategies (e.g., frequent opportunities for interaction and discussion between teacher/student and amongst students).	• Lack of teacher/school feedback from Teach for Success classroom observations • Need for professional development on incorporation of student-centered classroom strategies • Absence of accountability for inclusion of student-centered strategies • Belief that current practices are working – leading to student learning • Lack of teacher knowledge of how to implement ESL strategies. • SIOP (sheltering) strategies are not being regularly implemented schoolwide • Absence of School Improvement Facilitator to support teachers in planning and delivering instruction	• Develop and implement teacher-directed lessons inclusive of objective(s), clear information with models, checks for understanding, and guided student practice • Implement continuous involvement all students by eliciting mandatory responses of everyone throughout the learning (e.g., through oral, written, signal, or thinking responses). • Accountability for implementation of the current adoption with consistency by meeting needs of students through data analysis. • Professional development (e.g., modeling) on incorporating Teach for Success (T4S) and SIOP strategies into delivery of current adoption series • Teacher observations of Master Teachers and Master Teacher visits • Secure School Improvement Facilitator position to support the principal's instructional activities and teacher planning • After-school tutoring and support for second language learners. • Select, implement, and monitor for implementation (with teacher feedback) monthly schoolwide strategies for T4S, SIOP, and differentiated instruction. • Model how to solve math problems. • Math Journal/Vocabulary Notebook draw picture (see/say/do) • Use test data to identify specific skill deficits to reteach.

Objective 4. Develop math vocabulary and comprehension of written text through consistent implementation of the district’s math standards and adopted math program.

Challenge/Barrier	Causes (Factors) (Example: inconsistent curriculum, ineffective teaching strategies)	Solutions (Strategies)
Adopted math program does not address all the essential standards.	- Deficit coverage of specific standards - Inconsistency in use of math vocabulary between elementary and middle school - Not enough practice of concepts taught - Very little problem solving with writing constructed response. - Student reading comprehension is very low.	- More intensive/effective vocabulary instruction. - Locating/developing and sharing of high frequency word lists. - Math Word Walls - Identify gaps in standards covered by adoption. - Secure supplemental materials needed to address adoption gaps. - Implement Accelerated Math for all grade levels. - Use Destination Math at grades K-3. - Foster parent involvement/support of mathematics instruction

3A. Action Plan. List the action steps to implement the solutions/strategies for each goal, as well as the timeline, resources, and the entity responsible for the action steps.

Goal: Make Safe Harbor in Language Arts (reading and writing) and Math

The school will demonstrate a 10% reduction in the percent of non-proficient students from the previous school year as well as meet group performance for average daily attendance in CRT Reading, Math, and Writing in 2006-2007. The percentage of proficient Amargosa Valley School students will increase 10% on the State Writing Assessment and Math and Reading/Language Arts CRT’s in grades 3, 4, and 5 during the 2005-2006 School Year.

The percentage of proficient Amargosa Valley School Students will increase 10% on the State Writing Assessment and Math and Reading/Language Arts CRT’s during the 2005-2006 School Year. Current Reading/Language Arts results indicate that 38% in 3rd grade, 18% in 5th grade and 47% in 8th grade scored above the Meets Standards on CRT’s during the 2005-2006 School Year. In math, 23% scored above the Meets Standards in 3rd and 5th grade. Thirteen (13) percent of the 5th graders and 45% of the 8th graders were proficient on the State Writing Assessment during the 2005-2006 School Year.

Objective 1: Align literacy program with essential grade level standards and use the adopted Language Arts Program’s resources more comprehensively to address the many levels of student need, including writing.			
Action Steps to implement the solutions/strategies	Timeline for implementing action steps	Resources , e.g., money, people, facilities	Entity Responsible , e.g., district, school, state, person(s)
1. Site Based professional development: How to implement Language Arts series in all classrooms/grades.	Aug – June 06-07	Mentoring Teacher RPDP	Principal
2. Implement a Literacy Block (reading, writing and language arts) 90 minutes to 120 minutes with no interruptions.	Aug – June 06-07	Schedule	Principal Schedule Committee
3. Schedule remediation activities and support a) Supplemental Education Services (SES) b) Tutoring c) After-school tutoring d) LEAPTrack system e) English Language Learners support f) Special Education support g) RPDP support	Aug – June 06-07	Title I Admin funding Migrant Funds Gear-Up Funds Title I ESL Teachers Special Ed Teacher	Principal and Specialty Teachers K-8 Teachers Tutors
4. Professional Learning Communities (PLC) consistently scheduled.	Aug. – June 06-07	Schedule Specialists	Principal
5. Consultation between individual teachers and principal/School Improvement Facilitator every quarter or as needed concerning implementation of effective strategies for literacy and ESL scaffolding.	Aug – June 06-07	Scheduling teacher observations and consultations	Principal/School Improvement Facilitator
6. Purchase Center Kits for the adopted ELA series.	Aug – Dec 06	Title I Funds	C&I Dept. Principal
7. Implement constructed responses in Language Arts.	Minimum every other week	RPDP	Teachers

Objective 1: Align literacy program with essential grade level standards and use the adopted Language Arts Program’s resources more comprehensively to address the many levels of student need, including writing. Continued			
Action Steps to implement the solutions/strategies	Timeline for implementing action steps	Resources , e.g., money, people, facilities	Entity Responsible , e.g., district, school, state, person(s)
8. Focus on essential grade level standards in the adopted ELA program as agreed upon in PLC meetings.	Daily	Textbooks and Scaffolding Materials	Teachers
9. Development and implementation of a “Scope and Sequence” aligned to the Essential Grade Level Standards for the new ELA series.	November 06	Outside consultant (SB 404 funding)	Principal
10.Hire School Improvement Facilitator to support the principal’s instructional activities (SB 404 funding).	Nov 06-07	SB 404 funding	Principal
11. Continue using the Kindergarten assessment.	Each quarter	Kindergarten Assessment	K Teachers with aide assistance
12. Use of curriculum-embedded assessments at grades K-8.	Ongoing October 06 – June 07	Common assessments	K-8 teachers
13. Continue use of Standards Masters Quarterly Assessments.	Each quarter	District Funds Testing Materials Scantrons	3-8 teachers District Testing Dept.
14. Use of pre- and post district writing assessments and writing prompts.	October 06 and May 07	District Writing Cum folders	K-8 teachers
15. Implement monthly writing prompts to practice Six+1 analytical writing traits to assist in making instructional decisions.	Monthly	Released state writing prompts (modified as needed)	K-8 teachers District C&I
16. Share standards and grading rubrics with students.	Ongoing Nov 06 – June 07	N/A	K-8 teachers

Objective 2: Further focus PLC teacher collaboration time on the alignment of curriculum and instruction to rigorous grade level standards and the regular examination of data to plan and deliver differentiated instruction.			
Action Steps to implement the solutions/strategies	Timeline for implementing action steps	Resources , e.g., money, people, facilities	Entity Responsible , e.g., district, school, state, person(s)
1. Provide training on using data to plan instruction (e.g., forming and instructing flexible small groups) for both language arts and math.	Nov 06	School Improvement Facilitator, RPDP	Principal
2. The PLC Team will complete the Team Feedback Sheet at the end of each meeting.	Ongoing Nov 06 – June 07	School Improvement Facilitator	Principal, PLC Team Leader, and Administrative Assistant pending SB 404 funding
3. Use PLC student achievement SMART Goal Setting Worksheet to incorporate use of data for lesson planning.	Ongoing Nov 06 – June 07	School Improvement Facilitator	Principal and K-8 Teachers
4. Provide professional development for everyone on Reading Street/Literacy Block, model lessons, and visits to successful schools in district.	Dec 06 – Jan 07	School Improvement Facilitator, RPDP	Principal and District Administration
5. Provide professional development for classroom teachers in differentiating instruction to provide targeted assistance to students in language arts and math.	Sept 06 – May 06	School Improvement Facilitator, RPDP	Principal, K-8 Teachers, and Administrative Assistant pending SB 404 funding
6. Technology: incorporate and coordinate ongoing Language Arts and math classroom instruction with technology time (in support of, not apart from, language arts).	Nov 06	Technology computer lab	Principal, K-8 Teachers, and Technology Teacher
7. Hire School Improvement Facilitator to support the principal's instructional activities (SB 404 funding).	Fall 06	SB 404 funding	Principal and District Administration

Objective 3: Engage all students, including English Language Learners and Special Education students, through implementation of higher-level instructional strategies.			
Action Steps to implement the solutions/strategies	Timeline for implementing action steps	Resources , e.g., money, people, facilities	Entity Responsible , e.g., district, school, state, person(s)
1. Incorporate SIOP strategies in Literacy and Math Block.	Nov 06 – May 07	SIOP Training	K-8 Teachers
2. Use Components of an Effective Lesson on a daily basis.	Nov 06 – May 07	N/A	K-8 teachers
3. Utilizing T4S data from previous year, select Effective Strategies for Instructing English Learners/T4 to be incorporated and added monthly.	Incorporate one per quarter (agree during PLC time)	N/A	K-8 teachers
4. Use <i>Lesson Strategy Guide</i> components for teacher lesson planning	Nov 06 – May 07 Weekly	N/A	Principal, K-8 teachers, RPDP
5. Provide professional development on 50 Strategies for Instructing English Learners/T4S.	1 per quarter in PLC time	School Improvement Facilitator, RPDP	Principal and School Improvement Facilitator (SB 404 funding)
6. Weekly classroom observations by principal with teacher feedback (using <i>Lesson Strategy Guide</i> and/or observation tool reflecting adopted series elements)	Nov 06 – May 07 Weekly	N/A	Principal and School Improvement Facilitator (SB 404 funding)
7. a) Schedule visits to master teachers. b) Master teachers visit AVS.	1 time per year per teacher	Staff Travel 580 (Title I)	Principal and School Improvement Facilitator (SB 404 funding)
8. Hire School Improvement Facilitator to support the principal's instructional activities	Fall 06	SB 404 funding	Principal and District Administration
9. Continue offering after-school tutoring	Nov 06 – May 07 (1 hour, four days per week)	SES Funds/ Title I Funds	Principal, tutors
10. Continue offering English classes for parents	Nov 06 – May 07 (1 hour, one day per week)	Migrant Funds Adult Ed	Principal, Migrant Aide, School Improvement Facilitator
11. Offer Spanish classes for teachers.	Sept to May (1 hour per week)	Adult Ed Title I	Principal, School Improvement Facilitator

Objective 4: Develop math vocabulary and comprehension of written text through consistent implementation of the district’s math standards and adopted math program.			
Action Steps to implement the solutions/strategies	Timeline	Resources	Entity Responsible
1. Identify deficits in Saxon Math (gaps in standards not covered by adoption)	October 06	GAP	School Improvement Facilitator, Teachers
2. Identify and focus on covering essential grade level standards.	Aug 06– June 07	GAP, essential standards	School Improvement Facilitator, Teachers
3. Site Based professional development: How to implement math series in all classrooms/grades.	Aug – June 06-07	Mentor Teacher RPDP	Principal
4. Purchase Destination Math	Nov 06	Title I budget	Principal
5. Utilize <i>Getting Parents Involved</i>	Nov.06 – June 07	Internet	Principal, Teachers
6. Incorporate math word problems in the reading comprehension lessons	Nov 06 – June 07	Bell Ringers	Teachers, TOSA
7. Incorporate scaffolding and EL strategies in the teaching of math	Nov 06– June 07	50 Strategies for ESL	School Improvement Facilitator, Principal
8. Allow more time for practicing the application of math concepts	Nov 06– June 07	Schedule	Teachers
9. Use manipulatives	Nov 06 – June 07	Title I budget	Teachers
10. Get test diskette for Saxon	Nov 06	Title I budget	Principal
11. Offer tutoring focused on mathematics	Nov 06 – June 07	Title I budget	Afterschool tutors, aides
12. Use math centers to differentiate instruction	Nov 06 – June 07	Schedule	Teachers
13. Schedule remediation time and support with Accelerated Math.	Nov 06– June 07	Schedule	Teachers
14. Implement constructed responses in math.	Minimum every other week	RPDP	Teachers
15. Increase math block from 60 minutes to 75-90 (additional minutes for intervention support)	Nov 06 – June 07	Schedule	Principal, teachers
16. Consultation between individual teachers and principal/School Improvement Facilitator every quarter	Aug – June 06-07	Scheduling teacher	Principal/School Improvement

or as needed concerning implementation of effective math strategies.		observations and consultations	Facilitator

3B. Monitor Plan Implementation. Identify how the action steps for the solutions/strategies of each goal will be monitored, including the data that will be collected as well as the timeline and the entity responsible for monitoring the action steps.

Goal: Make Safe Harbor in Language Arts (reading and writing) and Math

The school will demonstrate a 10% reduction in the percent of non-proficient students from the previous school year as well as meet group performance for average daily attendance in CRT Reading, Math, and Writing in 2006-2007. The percentage of proficient Amargosa Valley School students will increase 10% on the State Writing Assessment and Math and Reading/Language Arts CRT's in grades 3, 4, and 5 during the 2005-2006 School Year.

The percentage of proficient Amargosa Valley School Students will increase 10% on the State Writing Assessment and Math and Reading/Language Arts CRT's during the 2005-2006 School Year. Current Reading/Language Arts results indicate that 38% in 3rd grade, 18% in 5th grade and 47% in 8th grade scored above the Meets Standards on CRT's during the 2005-2006 School Year. In math, 23% scored above the Meets Standards in 3rd and 5th grade. Thirteen (13) percent of the 5th graders and 45% of the 8th graders were proficient on the State Writing Assessment during the 2005-2006 School Year.

Objective 1: Align literacy program with essential grade level standards and use the adopted Language Arts Program's resources more comprehensively to address the many levels of student need, including writing.

Action Step to monitor	Data to collect	Timeline for collecting data	Entity responsible, e.g., district, school, state, person(s)
1. Site Based professional development: How to implement Language Arts series in all classrooms/grades	Visitor log PLC documentation	Aug – June 06-07	Principal, SST review
2. Implement a Literacy Block (reading, writing and language arts) 90 minutes to 120 minutes with no interruptions	Literacy Rubric Teacher Daily Schedules	Aug – June 06-07	Principal, SST review

Objective 1: Align literacy program with essential grade level standards and use the adopted Language Arts Program’s resources more comprehensively to address the many levels of student need, including writing. Continued			
Action Step to monitor	Data to collect	Timeline for collecting data	Entity responsible , e.g., district, school, state, person(s)
3. Schedule remediation activities and support a) Supplemental Education Services (SES) b) Tutoring c) After-school tutoring (GEAR-UP) Learning After School (LAS) d) LEAPTrack system e) English Language Learners support f) Special Education support g) RPDp support	Reports from SES Timesheets for Tutors Data collected on LEAPTrack LAS Data for AMAOs Standardized tests and IEP present levels Teacher Daily Schedules Log of RPDp support	Aug – June 06-07	Principal, SST review
4. Professional Learning Communities (PLC) consistently scheduled	PLC Documentation and Schedule	Aug. – June 06-07	Principal, SST review
5. Consultation between individual teachers and principal/School Improvement Facilitator every quarter or as needed concerning implementation of effective strategies for literacy and ESL scaffolding	Literacy Rubric SIOP Protocol Meeting Log	Aug – June 06-07	Principal, SST review
6. Purchase Center Kits for the adopted ELA series.	Purchase Orders and Materials on Inventory	Aug – Dec 06	Principal, SST review
7. Implement constructed responses in Language Arts.	Student constructed responses shared during PLCs	Minimum every other week	Principal, SST review

Objective 1: Align literacy program with essential grade level standards and use the adopted Language Arts Program’s resources more comprehensively to address the many levels of student need, including writing. Continued			
Action Step to monitor	Data to collect	Timeline for collecting data	Entity responsible , e.g., district, school, state, person(s)
8. Focus on essential grade level standards in the adopted ELA program as agreed upon in PLC meetings	Daily Lesson Plans and Textbook Assessment Results Principal Classroom Observations	Daily	Principal, SST review
9. Development and implementation of a “Scope and Sequence” aligned to the Essential Grade Level Standards for the new ELA series	Plan of scope and sequence to be published	Nov – Dec 06	Principal, SST review
10. Hire School Improvement Facilitator to support the principal’s instructional activities.	Personnel Action Form Evaluation of Lit. Specialist	Nov 06	Principal, SST review
11. Continue use of Kindergarten assessment	Quarterly report cards	Each quarter	Principal, SST review
12. Continue use of curriculum-embedded assessments at grades K-8	Grade books	Chapter/Unit Assessments	Principal, SST review
13. Continue use of Standards Masters Quarterly Assessments	Test Reports	Each quarter	Principal, SST review
14. Use of pre- and post district writing assessments	Portfolios of writing (green writing folders)	October and May	Principal, SST review
15. Implement monthly writing prompts to practice Six+1 analytical writing traits to assist in making instructional decisions	Writing samples with scored rubrics	Monthly	Principal, SST review
16. Share standards and grading rubrics with students.	Teacher use in lesson plans Student rubrics by grade level	Ongoing Quarterly	Principal, SST review

Objective 2: Further focus PLC teacher collaboration time on the alignment of curriculum and instruction to rigorous grade level standards and the regular examination of data to plan and deliver differentiated instruction.			
Action Step to monitor	Data to collect	Timeline for collecting data	Entity responsible , e.g., district, school, state, person(s)
1. Training on using data to plan instruction (e.g., forming and instructing flexible small groups)	Agenda Sign In Sheet Training Handouts	Nov 06	Principal, SST review
2. Use Components of an Effective Lesson on a daily basis.	Agendas Calendar	Nov 06	Principal, SST review
3. Utilizing the consensus of the staff, one of the 50 Effective Strategies for Instructing English Learners/T4S, will be incorporated and added by quarter.	Agenda Revised PLC Recording Sheet	Nov 06	Principal, SST review
4. Professional development for everyone on Reading Street/Literacy and math Block, model lessons, visits to successful schools in district	Agenda Log of classroom visits Visit Logs – Sign In Sheets	Dec 06 – Jan 07	Principal, SST review
5. Provide professional development for classroom teachers in differentiating instruction to provide targeted assistance to students.	Agenda Sign In Sheet Lesson Plans	Sept 06 – May 07	Principal, SST review
6. Technology: incorporate and coordinate ongoing Language Arts and math classroom instruction with technology time (in support of, not apart from, language arts)	Classroom and Technology Teacher Collaboration Log Revised Technology Time Schedule with description of instruction focus and materials used	Nov 06	Principal, SST review
7. Hire an on-site administrative assistant to support the principal's instructional activities.	Personnel Action Form Evaluation of Lit Specialist Signed Contract	Dec 06	Principal, District, SST review

Objective 3: Engage all students, including English Language Learners and Special Education students, through implementation of higher-level instructional strategies.			
Action Step to monitor	Data to collect	Timeline for collecting data	Entity responsible , e.g., district, school, state, person(s)
1. Incorporate SIOP strategies in Language Arts and math block.	Lesson Plans	Nov 06 – May 07 Weekly lesson plans with feedback	Principal, SST Review
2. Use Components of an Effective Lesson on a daily basis.	Lesson Plans Principal Observations with Feedback	Nov 06 – May 07 Weekly lesson plans with feedback	Principal, SST Review
3. Utilizing the consensus of the staff, one of the 50 Effective Strategies for Instructing English Learners/T4S, will be incorporated and added by quarter.	Principal Observations with Feedback Formal “outsider” observation 2-3 times per year (T4S)	Incorporate one per quarter (agree during PLC time)	Principal, SST Review
4. Use Literacy Rubric components for teacher lesson planning.	Sample Principal observations with feedback Lesson Plans	Nov 06 – May 07 2-3 times/year	Principal, SST Review
5. Professional development on 50 Strategies for Instructing English Learners/T4S.	Sign In Sheet Training Handouts T4S elements highlighted or “starred” on lesson plans	1 per quarter	Principal, SST Review
6. Weekly classroom observations by principal with teacher feedback (using Literacy Rubric and/or observation tool reflecting adopted series elements)	Sample Principal observations with feedback Log of classroom visits	Nov 06 – May 07 Weekly	Principal, SST Review
7. Schedule visits to master teachers.	After-Visit Report(s)	1 time per year per teacher	Principal, SST Review

Objective 3: Engage all students, including English Language Learners and Special Education students, through implementation of higher-level instructional strategies. Continued			
Action Step to monitor	Data to collect	Timeline for collecting data	Entity responsible , e.g., district, school, state, person(s)
8. Hire an on-site administrative assistant to support the principal's instructional activities.	Personnel Action Form Evaluation of Lit Specialist Signed Contract	Nov 06	Principal, SST Review
9. Continue to offer after-school tutoring	Sign-Up Rosters Grades CRTs	Nov 06 – May 07 (1 hour, four days per week)	Principal, SST Review
10. Continue to offer English classes for parents	Sign-Up Roster Student Homework	Nov 06 – May 07 (1 hour, one day per week)	Principal, SST Review
11. Offer Spanish classes for teachers.	Sept to May (1 hour per week)	Adult Ed Title I	Principal, School Improvement Facilitator

Objective 4: Develop math vocabulary and comprehension of written text through consistent implementation of the district’s math standards and adopted math program.			
Action Step to monitor	Data to collect	Timeline for collecting data	Entity responsible , e.g., district, school, state, person(s)
1. Identify deficits in Saxon Math (gaps in standards not covered by adoption)	Curriculum map to standards	October 06	Principal, SST Review
2. Identify and focus on covering essential grade level standards.	Lesson Plans Classroom Observations	Aug 06– June 07	Principal, SST Review
3. Purchase Destination Math	Purchase Order	Nov 06	Principal, SST Review
4. Utilize <i>Getting Parents Involved</i>	Agendas, Parent Materials	Nov.06 – June 07	Principal, SST Review
5. Incorporate math word problems in the reading comprehension lessons	Lesson Plans Classroom Observations	Nov 06 – June 07	Principal, SST Review
6. Incorporate scaffolding and EL strategies in the teaching of math	Lesson Plans Classroom Observations	Nov 06– June 07	Principal, SST Review
7. Allow more time for practicing the application of math concepts	Schedule, Lesson Plans Classroom Observations	Nov 06– June 07	Principal, SST Review
8. Use manipulatives	Lesson Plans Classroom Observations	Nov 06 – June 07	Principal, SST Review
9. Get test diskette for Saxon	Purchase Order	Nov 06	Principal, SST Review
10. Offer tutoring focused on mathematics	Class Lists	Nov 06 – June 07	Principal, SST Review
11. Use math centers to differentiate instruction	Lesson Plans Classroom Observations	Nov 06 – June 07	Principal, SST Review

3C. Evaluate Plan Implementation. For each goal, identify the data to collect (outcome indicator), when to collect it, and the person responsible for collecting it.

Goal	Data to Collect (Outcome Indicator)	Timeline for collecting data	Entity Responsible, e.g., district, school, state, person(s)
Goal: Make Safe Harbor in Language Arts (reading and writing) and Math The school will demonstrate a 10% reduction in the percent of non-proficient students from the previous school year as well as meet group performance for average daily attendance in CRT Reading, Math, and Writing in 2006-2007. The percentage of proficient Amargosa Valley School students will increase 10% on the State Writing Assessment and Math and Reading/Language Arts CRT's in grades 3, 4, and 5 during the 2005-2006 School Year.	NDOE State Mandated Tests • 4th & 7th Grade ITBS • 3rd – 8th CRTs • 5th & 8th Grade Writing Assessment	1/06 to 5/07	Principal & teachers SST Review

Other Required Elements of a School Improvement Plan. All schools complete this page.

1. What are the policies and practices in place that ensure proficiency of each subgroup in the core academic subjects? • Weekly Professional Learning Communities (PLC) time for analyzing data (ongoing curriculum-embedded, district benchmark, and state assessments) and collaborative lesson planning based on student needs. • Grade level clusters meet to evaluate student progress in reading and writing and to develop intervention strategies • Differentiated instruction and flexible grouping of students offering targeted instruction based on ongoing analysis of data. • Remediation as necessary. • Instructional focus on grade level essential standards.
2. List and briefly describe, as appropriate, how the school has incorporated activities of remedial instruction or tutoring before school, after school, during the summer, and during any extension of the school year. • Extended instructional time/school day through making breakfast before the school day begins. • A 45-minute remediation time for all students in grades 3 – 5 through use of the Leap Frog LEAP Track systems that assesses the student's ability in Reading, Language Arts and Math and provides standards based instruction through cards and cartridges. • Extra-curricular after-school tutoring – Certified teachers are providing after-school tutoring above and beyond the Supplemental Educational Services that are required by Title I. • Peer tutoring – classroom teachers select SWATT (Students with the aptitude for Teaching Team) to help other students succeed.
3. Describe the resources available to the school to carry out the plan. • District & State Assistance • Highly Qualified Teachers • RPDP assistance • Title I funds, Title I – Migrant, Title III LEP, Title III Immigrant Grants
4. Summarize the effectiveness of any appropriations for the school made by the Legislature to improve student academic achievement. • Reading Is Fundamental creates motivation and puts literature in homes and classrooms, increases parental involvement in the school, and impacts 100% of the student body. • Title I Migrant Funding supports a migrant recruiter who is the liaison between the school and the community, to promote early literacy skills and adult literacy skills in the community

Required Elements for Title I Schools. Title I schools, identified in need of improvement, must complete this page.

1. Describe the required services the school provided based on the number of years the school has been in need of improvement, <i>(e.g., schools in Year 2 of in need of improvement must identify Year 1 and Year 2 services, and so on)</i>. • Year 1: School Choice - District provided supplemental services due to geographical isolation of school • Year 2: Supplemental Services - provided Saturday Academic Camp and Extended school year • Year 3: Corrective Action – School working collaboratively with State School Support Team • Year 4: Corrective Action - Institute and fully implement a new curriculum
2. Provide an assurance that the school will not spend less than 10% of their annual Title I allocation for quality professional development. • In Amargosa School at least 10% of the Title I school budget has been allocated for professional development
3. Describe how the school will provide written notice to parents on the school’s “Needs Improvement” status. • Detailed information in English/Spanish was mailed and sent home with each child. In July 2006 the district sent a letter to each parent of students enrolled in Amargosa Schools providing them with School Choice and informing them that the school had made Safe Harbor and would remain in Year 4 of Corrective Action. Furthermore, in September 2006, a letter was sent home to all students at Amargosa Valley Schools indicating that the school had met Safe Harbor AYP criteria.
4. Specify how Title I funds will be used to remove school from “Needs Improvement” status. • Master teacher consultants from various districts to become on-site mentors of teachers in grades K-5. • New TOSA with TESL experience to help teachers understand the needs of ELLs in academic settings. • Travel reimbursements associated with visiting successful schools in district. • Mileage costs associated with student tutoring services. • Leap Track for use during remediation periods and after school for grades 3-5.
5. Describe the school’s teacher mentoring program and how it relates to achieving the school’s annual goals and objectives. • RPDP consultants visit Amargosa weekly to target reading and writing instruction • TOSA Support (peer mentoring, peer collaboration) • Amargosa Teachers’ Observations of master teachers in other schools • Master Teachers come to Amargosa and over the span of a week assist grade level clusters of teachers in their planning and delivery of lessons (K-2, 3-5, and 6-8). • Grade level clusters meet to evaluate student progress in reading and writing and to develop intervention strategies

Additional Required Elements for Non-Title I Schools Failing AYP for 2 Years.

1. Describe how the school will provide written notice to parents on the school's "Needs Improvement" status.

N/A – Amargosa is a Title I school

2. Describe the school's teacher mentoring program and how it relates to achieving the school's annual goals and objectives.

N/A – Amargosa is a Title I school

Appendix A

Data Tables

Dates connected to school improvement plan process:

Last Review: October 2006

Due to Region: November 1 **Due to District:** November 1 **Due to State (TAP or SST):** November 1

Due to State: December 15

Instructions for Data Table A

Use figures as of Count Day in current school year for:

- Enrollment, including gender and ethnicity
- English Language Learners (ELL)
- Gifted and Talented Education
- Migrant

Use figures from previous school year for:

- Students Having IEPs (December 1 of previous year)
- Transience rate
- Average Daily Attendance
- Dropout rate
- Graduation rate
- Remediation Rate at UCCSN

Table A. School Characteristics.

Use figures as of Count Day in current school year for: Enrollment, including gender, and ethnicity; English Language Learners (ELL); Gifted and Talented Education; Migrant.

Use figures from previous school year for: Students Having IEPs (December 1 of previous year); Transience rate; Average Daily Attendance; Dropout rate; Graduation rate; Remediation Rate at UCCSN

Enrollment	#	%	Staff Characteristics		
Total # of Students Enrolled	194		Number of Administrators (Principal, Assistants)	1	
Number and Percent Female	88	46%	Number of Deans	0	
Number and Percent Male	105	54%	Number of Counselors	1	
Important Subpopulations			Number of Classroom Teachers	10	
English Language Learners (ELL)	82	42%	Number of Special Services Teachers (Art, Computers, ELL Music, PE, Special Education, Speech, etc.)	3	
Students Having IEPs	41	21%	Number of Instructional Paraprofessionals	6.5	
Gifted and Talented Education	0	0%	Number of Other Paraprofessionals	1	
Migrant	118	61%	% of Highly Qualified Teachers	87%	
Free/Reduced Meals	172	88%	% of Highly Qualified Instructional Paraprofessionals	100%	
Ethnic Subpopulations			Number of site RPDP/NELIP or other trainer/facilitators	1	
African-American	0	0%	Title I	Yes ✓	No ✓
Asian/Pacific Islander	0	0%	Served		No
Hispanic	139	72%	Eligible		No
Native American/Alaskan Native	0	0%	Targeted Assisted		No
White	53	28%	Schoolwide	Yes	
School Characteristics		%	Identified as Needing Improvement (NI)	Yes ✓	No ✓
Average Daily Attendance		93.78%	Failed AYP one year?	Yes	
Transiency Rate		40%	Designated as Needing Improvement?	Yes	
% enrolled continuously since Count Day		90.2%	Appeal process utilized?		No
Incidents of School Violence		2	Designated as Needing Improvement again?	Yes	
Dropout Rate (HS)			Designated as Persistently Dangerous School?		No
Graduation Rate (HS)			Receiving Remediation funding?	Yes	
Remediation Rate at UCCSN (HS)			Is the school using a district TAP or State SST?	Yes	

Table B: Achievement Data

Elementary Achievement Data																								
1. Developing/Emerging 2. Approaching 3. Meets 4. Exceeds																								
English Language Arts																								
Subpopulation Tested	CRT 3rd Grade Reading								CRT 5th Grade Reading								Writing 5th Grade							
	Not Proficient				Proficient				Not Proficient				Proficient				Not Proficient				Proficient			
	1		2		3		4		1		2		3		4		1		2		3		4	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Male	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**
Female	**	**	**	**	**	**	**	**	4	24	9	53	3	18	0	0%	5	29%	11	65%	1	6%	0	0
American Indian/Alaskan Native	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**
Asian/Pacific Islander	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**	5	33	9	60	1	7	0	0	6	40%	7	46%	2	13%	0	0
Black/African American	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**
White	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**
IEP	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**
LEP	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**								
FRL	**	**	**	**	**	**	**	**	5	27	8	53	2	13	0	0								
Migrant	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**
Participation Rate	4	31%	4	31%	3	23%	2	15%	5	23%	13	59%	3	14%	0	0	6	26%	14	62%	3	12%	0	
School Average															0	0							0	
District Average		10%		40%		30%		19%		13%		49%		34%		3%								

Table C: Achievement Data

Elementary Achievement Data 1. Developing/Emerging 2. Approaching 3. Meets 4. Exceeds																
	Mathematics															
	CRT 3rd Grade Math								CRT 5th Grade Math							
Subpopulation Tested	Not Proficient				Proficient				Not Proficient				Proficient			
	1		2		3		4		1		2		3		4	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Male	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**
Female	**	**	**	**	**	**	**	**	0	0	13	76	4	24	**	**
American Indian/Alaskan Native	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**
Asian/Pacific Islander	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**	0	0%	13	87%	2	13%	0	0%
Black/African American	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**
White	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**
IEP	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**
LEP	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**
FRL	**	**	**	**	**	**	**	**	0	0%	11	73%	4	27%	0	0%
Migrant	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**
Participation Rate	3	23%	7	54%	2	15%	1	8%	0	0%	17	77%	5	23%	0	0%
School Average																
District Average		11%		48%		27%		14%		8%		41%		43%		8%

Table D: Achievement Data

Eighth Grade Achievement Data 1. Developing/Emerging 2. Approaching 3. Meets 4. Exceeds																								
Subpopulation Tested	CRT 8th Grade Reading								CRT 8th Grade Math								Writing 8th Grade							
	Not Proficient				Proficient				Not Proficient				Proficient				Not Proficient				Proficient			
	1		2		3		4		1		2		3		4		1		2		3		4	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Male	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**
Female	0	0	7	54	4	31	1	11	1	8%	8	62%	4	31%	0	0	0	0%	7	46%	5	38%	1	7%
American Indian/Alaskan Native	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**
Asian/Pacific Islander	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**
Hispanic	0	0%	7	58%	5	42%	0	0%	1	8%	7	58%	4	33%	0	0%	0	0%	6	50%	6	50%	0	0%
Black/African American	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**
White	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**
IEP	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**
LEP																								
FRL	0	0%	6	55%	5	45%	0	0%	0	0%	6	55%	5	45%	0	0%	1	7%	7	50%	6	43%	0	0%
Migrant	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**
Participation Rate	1	5%	9	47%	7	37%	2	11%	1	5%	11	58%	7	37%	0	0%	1	5%	10	52%	7	38%	1	5%
School Average																								
District Average		8%		42%		40%		11%		16%		43%		37%		3%								

Table E: Achievement Data

High School Achievement Data								
	HSPE 10th Grade Reading				HSPE 10th Grade Math			
Subpopulation Tested	Not Proficient FAIL		Proficient PASS		Not Proficient FAIL		Proficient PASS	
	#	%	#	%	#	%	#	%
Male	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Female	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
American Indian/Alaskan Native	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Asian/Pacific Islander	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Hispanic	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Black/African American	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
White	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
IEP	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
LEP	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
FRL	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Migrant	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Participation Rate	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
School Average	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
District Average	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Table F: Achievement Data

High School Achievement Data												
	HSPE 11th Grade Reading				HSPE 11th Grade Math				Writing 11th Grade			
Subpopulation Tested	Not Proficient FAIL		Proficient PASS		Not Proficient FAIL		Proficient PASS		Not Proficient FAIL		Proficient PASS	
	#	%	#	%	#	%	#	%	#	%	#	%
Male	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Female	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
American Indian/Alaskan Native	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Asian/Pacific Islander	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Hispanic	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Black/African American	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
White	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
IEP	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
LEP	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
FRL	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Migrant	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Participation Rate	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
School Average	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
District Average	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

TABLE G: Achievement Data**ELEMENTARY / 4th Grade Proficient (Meets Standard & Exceeds Standard)**

Grade Level and Subpopulation Tested –	ITBS Rdg TOTAL		ITBS Rdg Subtest Vocab		ITBS Rdg Subtest Comp		ITBS Lang Arts TOTAL		ITBS Lang Arts Subtest Spelling		ITBS Lang Arts Subtest Capit		ITBS Lang Arts Subtest Punct		ITBS Lang Arts Subtest Usage & Express		ITBS Math TOTAL		ITBS Math Subtest Concpt Estimt		ITBS Math Subtest Probs Data		ITBS Math Subtest Compu- tation		Language Assessment Survey LAS
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
Male	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	
Female	**	**	**	**	**	**	**	*	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	
American Indian/Alaskan Native	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	
Asian/Pacific Islander	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	
Hispanic	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	
Black/African American	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	
White	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	
IEP	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	
LEP	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	
FRL	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	
Migrant	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	
Participation Rate	3	27%	2	18%	5	45%	4	36%	3	27%	5	45%	5	45%	2	18%	3	27%	4	36%	4	36%	8	73%	
School Average																									
District Average																									

TABLE G: Achievement Data**MIDDLE SCHOOL 7th Grade Proficient (Meets Standard & Exceeds Standard)**

Grade Level and Subpopulation Tested –	ITBS Rdg TOTAL		ITBS Rdg Subtest Vocab		ITBS Rdg Subtest Comp		ITBS Lang Arts TOTAL		ITBS Lang Arts Subtest Spelling		ITBS Lang Arts Subtest Capit		ITBS Lang Arts Subtest Punct		ITBS Lang Arts Subtest Usage & Express		ITBS Math TOTAL		ITBS Math Subtest Concpt Estimtn		ITBS Math Subtest Probs Data		ITBS Math Subtest Compu- tation		Language Assessment Survey LAS
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
Male	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	
Female	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	
American Indian/Alaskan Native	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	
Asian/Pacific Islander	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	
Hispanic	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	
Black/African American	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	
White	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	
IEP	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	
LEP	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	
FRL	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	
Migrant	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	
Participation Rate	3	13%	5	22%	3	13%	2	8%	4	17%	3	13%	4	17%	4	17%	2	8%	5	22%	1	4%	10	43%	
School Average																									
District Average																									

TABLE H: Achievement Data**HIGH SCHOOL**

Grade Level and Subpopulation Tested –	ITED Rdg TOTAL		ITED Rdg Subtest Vocab		ITED Rdg Subtest Comp		ITED Lang Arts TOTAL		ITED LA Subtest Revising Matls		ITED Math TOTAL		ITED Math Subtest Conc & Prob Solving		ITED Math Subtest Compu- tation		HSPE Rdg		HSPE Math		HSPE Writing		Language Assessment Survey LAS
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
Male	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Female	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
American Indian/Alaskan Native	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Asian/Pacific Islander	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Hispanic	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Black/African American	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
White	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
IEP	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
LEP	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
FRL	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Migrant	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Participation Rate	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

School Average		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
District Average		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Table A. School Characteristics.

Use figures as of Count Day in current school year for: Enrollment, including gender, and ethnicity; English Language Learners (ELL); Gifted and Talented Education; Migrant.

Use figures from previous school year for: Students Having IEPs (December 1 of previous year); Transience rate; Average Daily Attendance; Dropout rate; Graduation rate; Remediation Rate at UCCSN

Enrollment	#	%	Staff Characteristics		
Total # of Students Enrolled	178		Number of Administrators (Principal, Assistants)		1
Number and Percent Female	90	51%	Number of Deans		0
Number and Percent Male	88	49%	Number of Counselors		1
Important Subpopulations			Number of Classroom Teachers		10
English Language Learners (ELL)	84	47%	Number of Special Services Teachers (Art, Computers, ELL Music, PE, Special Education, Speech, etc.)		5.5
Students Having IEPs	40	22.47%	Number of Instructional Paraprofessionals		6
Gifted and Talented Education	0	0%	Number of Other Paraprofessionals		1
Migrant	98	55%	% of Highly Qualified Teachers		94%
Free/Reduced Meals	163	91.5%	% of Highly Qualified Instructional Paraprofessionals		100
Ethnic Subpopulations			Number of site RPDP/NELIP or other trainer/facilitators		0
African-American	0	0%	Title I		Yes ✓
Asian/Pacific Islander	0	0%	Served		No
Hispanic	130	73%	Eligible		No
Native American/Alaskan Native	1	0.04%	Targeted Assisted		No
White	47	26.6%	Schoolwide		Yes
School Characteristics		%	Identified as Needing Improvement (NI)		Yes ✓
Average Daily Attendance	175	94.4%	Failed AYP one year?		Yes
Transiency Rate	75	42%	Designated as Needing Improvement?		Yes
% enrolled continuously since Count Day	143	80%	Appeal process utilized?		No
Incidents of School Violence	2		Designated as Needing Improvement again?		Yes
Dropout Rate (HS)			Designated as Persistently Dangerous School?		No
Graduation Rate (HS)			Receiving Remediation funding?		Yes

Remediation Rate at UCCSN (HS)			Is the school using a district TAP or State SST?	Yes	

Table B: Achievement Data

Elementary Achievement Data																								1. Developing/Emerging				2. Approaching				3. Meets				4. Exceeds			
	English Language Arts																																						
	CRT 3 rd Grade Reading								CRT 5 th Grade Reading								Writing 4 th Grade																						
Subpopulation Tested	Not Proficient				Proficient				Not Proficient				Proficient				Not Proficient				Proficient																		
	1		2		3		4		1		2		3		4		1		2		3		4																
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%															
Male	**	**	**	**	**	**	**	**	3	19	12	75	0	0	1	6	**	**	**	**	**	**	**	**															
Female	3	27	4	36	4	36	0	0	**	**	**	**	**	**	**	**	4	22	11	50	2	8	0	0															
American Indian/Alaskan Native	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**															
Asian/Pacific Islander	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**															
Hispanic	**	**	**	**	**	**	**	**	4	21	13	68	2	11	2	11	4	31	8	61.5	1	.07	0	0															
Black/African American	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**															
White	2	20	4	40	4	40	0	0	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**															
IEP	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**															
LEP	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	4	31%	8	61.5%	1	8%	0	0															
FRL	7	47	4	27	4	27	0	0	4	19	14	67	3	14	3	14	4	31%	8	61.5%	1	8%	0	0															
Migrant	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**															
Participation Rate	7	35%	8	40%	5	25%	0	0%							0	0																							
School Average							0	0							0	0							0																
District Average																																							

Table C: Achievement Data

Elementary Achievement Data 1. Developing/Emerging 2. Approaching 3. Meets 4. Exceeds																
	Mathematics															
	CRT 3rd Grade Math								CRT 5th Grade Math							
Subpopulation Tested	Not Proficient				Proficient				Not Proficient				Proficient			
	1		2		3		4		1		2		3		4	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Male	**	**	**	**	**	**	**	**	1	7%	8	53%	6	40%	0	0%
Female	2	18%	5	45%	3	27%	1	9%	**	**	**	**	**	**	**	**
American Indian/Alaskan Native	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**
Asian/Pacific Islander	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**	1	6%	11	61%	5	28%	1	6%
Black/African American	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**
White	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**
IEP	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**
LEP	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**
FRL	4	29%	6	43%	3	21%	1	7%	1	5%	12	60%	6	30%	1	5%
Migrant	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**
Participation Rate																
School Average																
District Average																

Table D: Achievement Data

Eighth Grade Achievement Data 1. Developing/Emerging 2. Approaching 3. Meets 4. Exceeds																								
Subpopulation Tested	CRT 8th Grade Reading								CRT 8th Grade Math								Writing 8th Grade							
	Not Proficient				Proficient				Not Proficient				Proficient				Not Proficient				Proficient			
	1		2		3		4		1		2		3		4		1		2		3		4	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Male	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**
Female	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**
American Indian/Alaskan Native	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**
Asian/Pacific Islander	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**
Hispanic	0	0%	4	40%	6	60%	0	0%	3	30%	2	20%	5	50%	0	0%	2	20%	2	20%	4	40%	2	20%
Black/African American	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**
White	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**
IEP	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**
LEP																								
FRL	0	0%	3	30%	7	70%	0	0%	3	30%	1	10%	6	60%	0	0%	2	20%	2	20%	4	40%	2	20%
Migrant	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**
Participation Rate																								
School Average																								
District Average																								

Table E: Achievement Data

High School Achievement Data								
	HSPE 10th Grade Reading				HSPE 10th Grade Math			
Subpopulation Tested	Not Proficient FAIL		Proficient PASS		Not Proficient FAIL		Proficient PASS	
	#	%	#	%	#	%	#	%
Male	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Female	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
American Indian/Alaskan Native	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Asian/Pacific Islander	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Hispanic	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Black/African American	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
White	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
IEP	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
LEP	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
FRL	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Migrant	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Participation Rate	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
School Average	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
District Average	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Table F: Achievement Data

High School Achievement Data												
	HSPE 11th Grade Reading				HSPE 11th Grade Math				Writing 11th Grade			
Subpopulation Tested	Not Proficient FAIL		Proficient PASS		Not Proficient FAIL		Proficient PASS		Not Proficient FAIL		Proficient PASS	
	#	%	#	%	#	%	#	%	#	%	#	%
Male	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Female	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
American Indian/Alaskan Native	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Asian/Pacific Islander	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Hispanic	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Black/African American	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
White	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
IEP	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
LEP	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
FRL	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Migrant	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Participation Rate	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
School Average	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
District Average	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

TABLE G: Achievement Data**ELEMENTARY/ 4th Grade Proficient (Meets Standard & Exceeds Standard)**

Grade Level and Subpopulation Tested –	ITBS Rdg TOTAL		ITBS Rdg Subtest Vocab		ITBS Rdg Subtest Comp		ITBS Lang Arts TOTAL		ITBS Lang Arts Subtest Spelling		ITBS Lang Arts Subtest Capit		ITBS Lang Arts Subtest Punct		ITBS Lang Arts Subtest Usage & Express		ITBS Math TOTAL		ITBS Math Subtest Concpt Estimtn		ITBS Math Subtest Probs Data		ITBS Math Subtest Compu-tation		Language Assessment Survey LAS
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
Male	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	
Female	4	26.7	2	13.3	4	25.1	4	25	3	18.8	4	25.1	7	43.8	4	25	*	*	3	18.8	4	25	*		
American Indian/Alaskan Native	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	
Asian/Pacific Islander	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	
Hispanic	1	7.7	0	0	4	30.8	1	7.7	2	15.4	2	15.4	3	23.1	1	7.7	*	*	2	15.4	2	15.4	*		
Black/African American	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	
White	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	
IEP	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	
LEP	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	
FRL	4	23.5	2	11.8	5	29.4	3	17.7	3	17.7	4	23.5	5	29.4	3	17.7	*	*	6	35.3	4	23.6	*		
Migrant	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	
Participation Rate																									
School Average																									
District Average																									

***Did not complete the ITBS Math Computation test; therefore no total Math score was available.**

TABLE G: Achievement Data**MIDDLE SCHOOL 7th Grade Proficient (Meets Standard & Exceeds Standard)**

Grade Level and Subpopulation Tested –	ITBS Rdg TOTAL		ITBS Rdg Subtest Vocab		ITBS Rdg Subtest Comp		ITBS Lang Arts TOTAL		ITBS Lang Arts Subtest Spelling		ITBS Lang Arts Subtest Capit		ITBS Lang Arts Subtest Punct		ITBS Lang Arts Subtest Usage & Express		ITBS Math TOTAL		ITBS Math Subtest Concpt Estimtn		ITBS Math Subtest Probs Data		ITBS Math Subtest Compu- tation		Language Assessment Survey LAS
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
Male	0		0		0		1	7.1	0	0	0	0	1	7.1	1	7.1	*	*	2	14.3	2	14.3	*	*	
Female	1	7.1	1	7.1	3	21.4	1	7.1	0	0	1	7.1	3	21.4	2	14.2	*	*	2	14.3	2	14.3	*	*	
American Indian/Alaskan Native	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	
Asian/Pacific Islander	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	
Hispanic	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	
Black/African American	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	
White	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	
IEP	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	
LEP	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	
FRL	0	0	0		1	8.3	1	8.3	0	0	1	8.3	2	16.7	2	16.7	*	*	2	16.7	2	16.7	*	*	
Migrant	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	
Participation Rate																									
School Average																									
District Average																									

***Did not complete the ITBS Math Computation test; therefore no total Math score was available.**

TABLE H: Achievement Data**HIGH SCHOOL**

Grade Level and Subpopulation Tested –	ITED Rdg TOTAL		ITED Rdg Subtest Vocab		ITED Rdg Subtest Comp		ITED Lang Arts TOTAL		ITED LA Subtest Revising Matls		ITED Math TOTAL		ITED Math Subtest Conc & Prob Solving		ITED Math Subtest Compu- tation		HSPE Rdg		HSPE Math		HSPE Writing		Language Assessment Survey LAS
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
Male	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Female	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
American Indian/Alaskan Native	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Asian/Pacific Islander	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Hispanic	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Black/African American	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
White	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
IEP	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
LEP	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
FRL	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Migrant	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Participation Rate	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

School Average		n/ a	n/ a	n/ a	n/a	n/a	n/ a	n/ a	n/a	n/a	n/ a	n /a	n/a	n/a	n/a	n/a	n/ a	n/ a	n/ a	n/ a	n/a	n/ a	n/a
District Average		n/ a	n/ a	n/ a	n/a	n/a	n/ a	n/ a	n/a	n/a	n/ a	n /a	n/a	n/a	n/a	n/a	n/ a	n/ a	n/ a	n/ a	n/a	n/ a	n/a

***EXECUTIVE SUMMARY FOR BEATTY ELEMENTARY AND MIDDLE SCHOOL
for 2006 – 2007***

District Mission or Vision Statement

Success For Every Child

School Mission or Vision Statement

We believe it is important that our families and our school community work together to help students achieve high academic standards. The Beatty Elementary and Middle School staff strives to provide a safe and positive school environment that supports academic achievement along with the growth and positive development of students' self-esteem and citizenship. The following are agreed upon responsibilities that we will carry out to the best of our abilities to support the opportunity for student success.

- We help students develop self-discipline and accept personal responsibility to attain life long skills for future success.
- We provide opportunities for students to master grade-appropriate skills in academic areas following Nevada State Standards

School Highlights

BE HONEST

EAGER TO LEARN

ACHIEVE YOUR GOALS

TO ALWAYS USE MANNERS

TREAT OTHERS WITH RESPECT AND KINDNESS

YOU ARE THE **BEST**

Honorable

Organized

Respectful

Neighborly

Excellent

Trustworthy

Successful

School Name and Code: Beatty Elementary & Middle School **Phone:** (775) 553 2902 **FAX:** (775) 553-2646

[See instructions on last page.]

Table A

Enrollment	#	%	Staff Characteristics	
Total # of Students Enrolled	105		Number of Administrators (Principal, Assistants)	Half
Number and Percent Female	58	55.2	Number of Deans	Zero
Number and Percent Male	47	44.8	Number of Counselors	Half
Important Subpopulations			Number of Classroom Teachers	Eight
English Language Learners (ELL)		6.7	Number of Special Services Teachers (Art, Computers, ELL Music, PE, Special Education, Speech, etc.)	Three & Half
Students Having IEPs	13	12.4	Number of Instructional Paraprofessionals	Zero
Gifted and Talented Education	0	N/A	Number of Other Paraprofessionals	Zero
Migrant	0	N/A	% of Highly Qualified Teachers	100%
Free/Reduced Meals	64	61	% of Highly Qualified Instructional Paraprofessionals	N/A
Ethnic Subpopulations			Number of site RPDP/NELIP or other trainer/facilitators	Zero
African-American		19	Title I	Yes No
Asian/Pacific Islander		2.9	Served	X
Hispanic	17	16.2	Eligible	X
Native American/Alaskan Native		3.8	Targeted Assisted	X
White	79	75.2	Schoolwide	X
School Characteristics			Identified as Needing Improvement (NI)	Yes No
Average Daily Attendance		94.7	Failed AYP one year?	X
Transiency Rate		16.5	Designated as Needing Improvement?	X
% enrolled continuously since Count Day		93.5	Appeal process utilized?	X
Incidents of School Violence	Zero	0%	Designated as Needing Improvement again?	X
Dropout Rate (HS)		N/A	Designated as Persistently Dangerous School?	X
Graduation Rate (HS)		N/A	Receiving NERA (remediation) funding?	X
Remediation Rate at UCCSN (HS)		N/A	Is the school using a district TAP or State SST?	X

TABLE B: Achievement Information

MIDDLE SCHOOL

Grade Seven and Subpopulation Tested	ITBS Rdg TOTAL	ITBS Rdg Subtest Vocab	ITBS Rdg Subtest Comp	ITBS Lang Arts TOTAL	ITBS Lang Arts Subtest Spelling	ITBS Lang Arts Subtest Capit	ITBS Lang Arts Subtest Punct	ITBS Lang Arts Subtest Usage & Express	ITBS Math TOTAL	ITBS Math Subtest Concpt Estimtn	ITBS Math Subtest Probs	ITBS Math Subtest Computation	CRT Rdg	CRT Math	CRT Writing	Language Assessment Survey LAS
ELL	0															
Stu w/IEPs										20		12				
SES Free/Reduced Meals	54	54	54	42	48	38	42	48	56	52	53	62				
African- American																
Asian/Pacific Islander																
Hispanic																
Native American																
White																
Migrant	0															
Female	56	55	56	50	49	43	56	59	62	62	59	62				
Male	55	51	56	46	63	36	44	51	71	64	64	78				
Participation Rate																
School Average																
District Average																

Table D: Achievement Data

Eighth Grade Achievement Data																								1. Developing/Emerging				2. Approaching				3. Meets				4. Exceeds			
Subpopulation Tested	CRT 8th Grade Reading								CRT 8 th Grade Math								Writing 8 th Grade																						
	Not Proficient				Proficient				Not Proficient				Proficient				Not Proficient				Proficient																		
	1		2		3		4		1		2		3		4		1		2		3		4																
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%															
Male	0	0		64		18		18		9		18	12	64		9		9		27	13	64	0	0															
Female																																							
American Indian/Alaskan Native																																							
Asian/Pacific Islander																																							
Hispanic																																							
Black/African American																																							
White	0	0		27		40		33	0	0		13	11	73		13	0	0		13	13	87	0	0															
IEP																																							
LEP	0	0		47		20		33		7		20		60		13		7		27	10	67	0	0															
FRL																																							
Migrant																																							
Participation Rate	100																																						
School Average		5		35		30		30		10		20	12	60		10		10		20	14	70	0	0															
District Average		8		42		40		11		16		43		37		3		8		36		50		6															

TABLE B: Achievement Information

ELEMENTARY SCHOOL

Grade Four and Subpopulation Tested	ITBS Rdg TOTAL	ITBS Rdg Subtest Vocab	ITBS Rdg Subtest Comp	ITBS Lang Arts TOTAL	ITBS Lang Arts Subtest Spelling	ITBS Lang Arts Subtest Capit	ITBS Lang Arts Subtest Punct	ITBS Lang Arts Subtest Usage & Express	ITBS Math TOTAL	ITBS Math Subtest Concpt Estimtn	ITBS Math Subtest Probs	ITBS Math Subtest Computation	CRT Rdg	CRT Math	CRT Writing	Language Assessment Survey LAS
ELL	0															
Stu w/IEPs	18	28		18	19	19	20	15	12	18	12	18				
SES Free/Reduced Meals	52	54	50	48	38	33	56	48	51	64	51	36				
African- American																
Asian/Pacific Islander																
Hispanic																
Native American																
White																
Migrant																
Female	56	57	54	54	59	55	64	46	50	53	47	54				
Male	63	64	61	58	46	41	60	58	65	70	69	69				
Participation Rate																
School Average																
District Average																

Table B: Achievement Data

Elementary Achievement Data																									1. Developing/Emerging				2. Approaching				3. Meets				4. Exceeds			
	English Language Arts																																							
	CRT 3 rd Grade Reading								CRT 5 th Grade Reading								Writing 5 th Grade																							
Subpopulation Tested	Not Proficient				Proficient				Not Proficient				Proficient				Not Proficient				Proficient																			
	1		2		3		4		1		2		3		4		1		2		3		4																	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%																
Male																																								
Female																																								
American Indian/Alaskan Native																																								
Asian/Pacific Islander																																								
Hispanic																																								
Black/African American																																								
White									0	0		40		60	0	0	0	0		30		40		30																
IEP																																								
LEP									0	0		50		50	0	0	0	0		30		50		20																
FRL									0	0		50		50	0	0	0	0		30		30		40																
Migrant																																								
Participation Rate	100								100																															
School Average									0	0		47		53	0	0	0	0		33		33		33																
District Average		10		43		29		18		13		49		34		3		11		39		35		15																

Table C: Achievement Data

Elementary Achievement Data 1. Developing/Emerging 2. Approaching 3. Meets 4. Exceeds																
	Mathematics															
	CRT 3rd Grade Math								CRT 5th Grade Math							
Subpopulation Tested	Not Proficient				Proficient				Not Proficient				Proficient			
	1		2		3		4		1		2		3		4	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Male																
Female																
American Indian/Alaskan Native																
Asian/Pacific Islander																
Hispanic																
Black/African American																
White									10		30		60	0	0	
IEP																
LEP									10		30		60	0	0	
FRL									10		30		60	0	0	
Migrant																
Participation Rate	100								100							
School Average									7		33		60		0	
District Average		11		48		27		14		33		41		43		8

School Improvement Plan

Name of School—Beatty Elementary and Middle School

Address—P. O. Box 369, Beatty, NV 89003

Phone—(775) 553-2590

Principal—Nancy L. Hein

School Improvement Planning (SIP) Team Members and Process 1

Nancy L. Hein (Principal)

Vern Nelson (Teacher)

Teresa Sullivan (Parent/Counselor)

Liz Robbins (Teacher)

Carol Senary (Teacher)

Mary Beth Aragon (Teacher)

Elizabeth Vessels (Teacher)

Notification of Parents 2

The school yearly notifies the parents of Beatty Elementary and Middle School students that the No Child Left Behind Law has been continuously implanted and our SIP Plan reflects this law.

¹ This section fulfills item 15. *Identify the people who helped develop the improvement plan and describe the process for the School Improvement Plan.*

² This section fulfills item 1. *Describe the process and timeline used to notify parents for the School Improvement Plan.*

Part I: Data Profile 3

The SIP Team answered the 24 Essential Questions from the Data Profile by selecting the sub-questions that applied to the school and then collecting data to answer the sub-questions. The SIP Team collected a wide range of data, including results from state, district, and school assessments; teacher, parent, and student surveys; observations of classroom instruction; and interviews with teachers and administrative staff.

Table 1, presents the outcomes of all the data collected on the 24 Essential Questions. It indicates whether NCLB Beatty Elementary and Middle School “Achieved” the target for the Essential Question, made “Progress” but still needs improvement, or did “Not achieve” the target and is in need of improvement. The table is followed by a narrative summary for each Essential Question in which the school either made progress but needs improvement, or did not achieve the target.

Table 1. Data Profile for School Improvement: Summary of 24 Essential Questions

Categories of School Reform/Essential Questions	Status
A. Large Scale Assessment & Achievement —	
1. Do all students participate in statewide assessments?	Achieved
2. Do all students participate in district assessments?	Achieved
3. Do all Limited English Proficient Students (LEP) participate in the statewide test of English Proficiency?	Achieved
4. Do all students demonstrate targeted proficiency levels on statewide assessments?	Progress
5. Do all students demonstrate targeted proficiency levels on district assessments?	Progress
B. Curriculum & Instruction —	
6. Are curricular and instructional materials designed to support teaching of state standards?	Achieved
7. Do students have access to and use of standards-based instructional materials?	Achieved
8. Do instructional practices consistently support individual student achievement?	Progress

³ This section fulfills item 2. *Compete the Data Profile for School Improvement* for the School Improvement Plan.

9. Do administrators and teachers effectively use the results of state, local, and classroom assessments to make instructional decisions that increase student achievement?	Achieved
10. Is an effective system of interventions in place for students who are not meeting grade level objectives?	Progress
C. Learning Environment and Culture —	
11. Does the condition of the school's physical plant support student achievement?	Achieved
12. Do staff allocations support student achievement?	Achieved
13. Are the school's resources allocated to support student achievement?	Achieved
14. Do students have equitable access to resources and opportunities at the school?	Achieved
15. Are supports effectively provided to help students meet needs in non-academic areas, so they may focus productively on learning?	Achieved
16. Do behavior management and disciplinary practices consistently support individual student achievement?	Achieved
D. Community, Parent, and Student Involvement —	
17. Do students, parents, and teachers demonstrate high expectations for student achievement?	Achieved
18. Does staff collaboration occur to support student learning?	Achieved
19. Is effective instructional leadership in place to support student achievement?	Achieved
20. Is an effective process in place to communicate with parents and other stakeholders?	Achieved
21. Are parents meaningfully involved in supporting student achievement?	Progress
22. Are community members/business partners meaningfully involved in supporting student achievement?	Achieved
E. Professional Development —	
23. Do staff members' levels of education, experience, and expertise support student achievement?	Achieved
24. Is research-based professional development provided in response to site based needs for student achievement?	Achieved

1. Large Scale Assessment and Achievement

Question 4. Do all students demonstrate targeted proficiency levels on statewide assessments?

In the area of reading, the fourth grade students scored in the lower fifty percentile. In the area of language arts, the fourth grade males scored below the fifty percentile. In the area of math, the fourth grade females scored below the fifty percentile. The seventh grade males scored in the lower fifty percentile. In the areas of language arts, the males scored below the fifty percentile. The seventh grade scored below the fifty percentile in the area of math.

Question 5. Do all students demonstrate targeted proficiency levels on district assessments?

Sixty-one percent of the third grade students did not meet the expected district assessment level in math and thirty-eight percent in reading. Eighteen percent of the fifth grade students did not meet the expected district assessment level in math, twenty-five percent in reading and twenty-five percent in science. Sixty-five percent of the eighth grade students did not meet the expected district assessment level in math, fifty-seven percent in reading, and fifty-seven percent in science.

2. Curriculum and Instruction

Question 8. Do instructional practices consistently support individual student achievement?

Data from classroom observation showed only 20% of the observed classrooms used application/analyzing/producing/creating techniques. Only 30% percent of the observed teachers used scaffolding techniques. Data from classroom observations show one hundred percent of the observed classrooms had a climate of fairness, caring, and respect. Eighty percent of the teachers maintained a clear standard for student behavior. In eighty percent of the observed classrooms, instructional time was maximized in ninety percent of the observed classrooms a literacy rich environment was established.

Question 10. Is an effective system of interventions in place for students who are not meeting grade level objectives?

The teacher and student surveys showed a need for an effective system of intervention to be in place throughout the school. Teachers also felt that a tutoring program is needed in the school.

4. Community, Parent and Student Involvement

Question 21. Are parents meaningfully involved in supporting student achievement?

On the surveys, parents felt they were highly involved in supporting student achievement. Student surveys indicated a low parent involvement, and teacher's survey reported that half of the parents were actively involved in their child's learning. This reflection was shown by low parent attendance at a literacy night program meeting and at our annual P.I.N. (parent information night)

Priority Needs 4

The SIP Team, with staff and school community input, identified the top two priority need areas to work on in their school improvement plan:

Reading/language arts. Teachers and parents would like to see an increase in our reading/language art scores. In addition, reading/language arts become increasing important to our Hispanic population, who are often limited English proficient when they arrive at school.

Disciplinary practices. Teachers and students would like consistent management of disciplinary practices throughout the grade levels.

The SIP Team developed two preliminary goals.

Goal 1: Beatty Elementary and Middle School students will improve their achievement in reading/language arts by ten percent as demonstrated on the State CRT assessments.

Goal 2: Beatty Elementary and Middle School teachers will enforce a consistent discipline practice and develop a process of intervention and implement it during the school year. We will increase the percentage of students demonstrating positive HORNET behavior by ten percent as shown through teacher observation.

⁴ This section fulfills 3. *Identify the school's needs for increasing student achievement* for the School Improvement Plan

Part II: Inquiry Process

This section presents a brief summary of the inquiry process conducted by the SIP Team to search for and select the most appropriate research-based strategies for the school's two priority needs in reading/language arts and student discipline.

1. Investigate the Causes of Priority Needs. 5

The SIP Team established three subcommittees (one for each priority need) to explore why the priority needs exist at Beatty Elementary & Middle School. Each subcommittee followed a similar process. First, each subcommittee developed a list of possible or likely reasons for the priority needs. For example, the subcommittee on reading/language discovered a need for more scaffolding and the use of higher level cognitive thinking skills through classroom observations. Staff showed a concern of not enough reading outside of the classroom. Test results on the ITBS showed that seventh and eighth grade students were in the bottom quartile.

Second, each subcommittee looked for existing data to confirm whether the possible reasons were accurate. For each possible reason, they looked at data from the Data Profile, including test, survey, observation, and interview data to confirm if the possible reason was accurate. For example, surveys and interviews of teachers showed a need for more scaffolding. Third, for those possible reasons in which the SIP Team did not have any existing data, the subcommittee discussed whether the possible reason was accurate. If the subcommittee reached consensus (i.e., all agreed the possible reason was true), the possible reason was considered accurate.

Table 2, shows the **verified explanations** that each subcommittee identified for the two priority needs.

Table 2. Explanations of Priority Needs

Priority Need	Reasons
Reading/Language Arts	Classroom observations showed a lack of scaffolding and not using higher level cognitive skills. Staff showed a concern of not enough independent reading outside of school. Test results on ITBS showed seventh and eighth grade students were in the bottom quartile.

⁵ This section fulfills 4. *Investigate and describe the causes of the identified needs* for the School Improvement Plan

<i>Student discipline</i>	Teacher and student surveys showed poor student discipline outside the classroom. Teachers showed a need for a more consistent student discipline plan outside of the classroom during the school day.

2. Investigate Possible Solutions.

Each subcommittee investigated possible solutions to the priority needs and their underlying reasons. Each subcommittee followed a similar process.

First, each subcommittee reviewed the research literature on effective practices and programs. For example, the subcommittee on reading/language arts reviewed:

- *Scaffolding Reading Experience Article*, published by Bransford, Brown & Cocking, 2000
- *Scaffolding Student Performance of New and Difficult Tasks*, published by Bransford, Brown & Cocking, 1999.
- *A Positive Approach to Discipline*, based on Glassers Reality Therapy (e.g. Allen 1981)
- *Adlerian Approaches* (Emmer Aussiker 1989)

Table 3 presents the possible solutions that each subcommittee identified as a result of their investigation. Each subcommittee identified five different solutions.

Table 3, Possible Solution to Priority Needs

Priority Need	Possible Reasons	Possible Research-Based Solutions
<i>Reading/Language Arts</i>	Classroom observations showed a lack of scaffolding and not using higher level cognitive thinking skills. Staff showed a concern of not enough independent reading outside of school Test results on ITBS showed seventh and eighth grade students were in the bottom quartile.	Adopt a balanced literacy approach using the Components of a Balanced Literacy Program Continuously providing graduate courses to all teachers on effective reading strategies at the school. Continue utilizing PALS Continue implementation of a reading compact for use with teacher, parent, and students. Continuous Implementation of higher order thinking skills Continue utilizing components of an effective lesson, using SIOP Continue implementation of Accelerated reading.
<i>Student discipline</i>	Teacher and student surveys showed a need for a fair and consistent discipline plan. Teachers showed a need for a more consistent student discipline plan during the school day.	Continuous implementation of the District behavior management plan. Continuing to award positive student behavior in monthly student assembly. Present yearly parent/student/teacher/principal compact which includes our school's mission statement to be signed by all and kept on file. Implementation of the Second Step Program

3. Selecting Solutions to Fit the School Context.

The SIP Team held a school wide meeting to discuss and select the most appropriate solutions for the priority needs and the school. Each subcommittee presented the possible solutions to the school followed by discussion. School staff talked about possible obstacles, resources, and whether the proposed solutions sufficiently addressed the priority need and would improve student learning. Table 4 presents the solutions selected by the school. Together the selected solutions address all the Essential Questions in which the school needed improvement. The Essential Question(s) addressed by each solution is in parentheses () after the solution.

Table 4. Solutions Selected to Address Priority Needs

Priority Need	Selected Solutions
<i>Reading/Language Arts: Scores for students will continue to show growth by increasing membership in “meeting” or “exceeding” proficiency by at least 5%, as measured by the state administered CRT for grades 3 and 5</i>	A. Adopt a balanced literacy approach using the Components of a Balanced Literacy Program B. (ES# 4, 5, & 8) C. Continue utilizing PALS(ES# 10) D. Continue to implement a reading compact for use with teacher, E. parent, and students. (ES# 8, 10) F. Implement higher order thinking skills.(ES # 8) G. Continue utilizing components of an effective lesson, SIOP H. (ES #8) I. Continue implementation of Accelerated Reading. (ES #8,10) J. Continue intervention system

<i>Student discipline: Students will improve their behavior and ability to solve conflict situations by showing a 10% reduction in student discipline referrals.</i>	A. Implement the school's discipline policy. (ES# 16) B. Continue a system to reward good student behavior. C. (ES# 16) D. Implementation of the Second Step Program (ES# 21) E. D. Implementation of Second Step Parent Meetings. (ES# 21)

4. Verify proposed solutions meet the required components of a School Improvement Plan.

Scientifically based strategies. 6 CELL/ExLL is listed in the *Catalog of School Reform Models* (Northwest Regional Educational Laboratory).

Target students in specific subgroups. 7 The school will assess students every nine weeks to determine which students and which subgroups of students, especially Hispanic and low-income are making progress on state standards. Teachers will use this information to revise their classroom instructional program, developing strategies for Hispanic and low-income students who are not achieving state standards. In addition, teachers will use the results of the nine week assessments to identify students for the after-school tutoring program so that these students receive additional instructional time in those areas in which they are not proficient.

High quality professional development. 8 Teachers will meet monthly in their PLC's to discuss implementation and research articles on reading/language arts instruction. The TOSA (Teacher on Special Assignment) will provide on-going professional development.

Part III: Schoolwide Program Design

⁶ This section fulfills 6.*List strategies based on scientifically based research* for the School Improvement Plan

⁷ This section fulfills 7.*Target students in specific subgroups* for the School Improvement Plan

⁸ This section fulfills 8.*Describe the high quality professional development* for the School Improvement Plan

Introduction: This section presents a summary of the steps that the SIP Team took to develop action plans for each priority need and it presents the master plan. The solutions are:

Reading/Language Arts

- A. Implement higher level thinking skills of instruction.
- B. Implement components of an effective lesson
- C. Expand a framework of balanced literacy. (CELL & ExLL)
- D. Continue implementation of accelerated reading.
- E. Continue utilizing PALS
- F. Continue use of the parent/teacher/student reading compact.
- G. Continue intervention system.

Schoolwide discipline

- A. Implement district policy, including the development of clear and concise rules.
- B. Continue a system to reward good student behavior.
- C. Implement the Second Step Program

1. Develop a blueprint or action plan.

The three subcommittees that identified the solutions for the three priority needs also developed the action plans to implement the solutions. Each subcommittee—

- identified all of the major steps to implement the solutions
- when the step would be completed,
- the resources needed to complete the step, and
- the person(s) responsible for completing the step.

Tables 5a and 5b on the following pages show the action plans for each priority need.⁹

⁹ This section fulfills 14. *Specify responsibilities and a timeline* for the School Improvement Plan

2. Integrate Solutions.

After the subcommittees completed the action plans, the SIP Team reconvened to develop a **master plan** displayed in a Gantt Chart in Table 6 that integrates the three action plans. This procedure ensured that the solutions could realistically occur given the timelines and responsibilities assigned to each step. The master plan showed the sequence of steps to implement the solutions from the three action plans and the timeline for completing the steps. The SIP Team used the master plan to communicate the improvement efforts to the community.

Table 5a. Action Plan #1 for Reading/Language Arts

Priority Need: Reading/Language Arts

Goal Statement: Students will improve their performance in reading and language arts

Activity	Timeline	Resources	Person(s) Responsible
1. Continue implementation of CELL	August 2005 to June 2008	None	Classroom Teachers
2. Continue effective reading strategies for intermediate teacher's grades 3-8 using the ExLL model.	August 2005 to June 2008	None	Classroom Teachers
3. Establish and conduct weekly "PLC (Professional Learning Community) Meetings".	September 2005- June 2008	None	Principal and Classroom teachers
4. Continue to utilize Accelerated Reading Program as a supplement.	August 2005 – June 2008	Library, upgraded computers	Classroom Teachers, principal, Technology personnel
5. Continue all components of PALS	September 2005 – June 2008	Upgrade, Computers	Classroom teachers, principal, Technology personnel
6. Continue using the reading compact with teacher/parent/student.	September 2005 – June 2008	Teachers	Principal
7. Continue intervention system.	August 2005 – June 2008	None	Teacher
8. Arrange peer tutors to help engage students.	January 2007	None	Classroom teacher
9. Assess students in tutoring program every nine weeks to determine progress on state standards.	Jan., April, June, 2007	Upgrade computers	Teachers, principal, Technology personnel
10. Continue training in High Order Thinking Skills.	August 2006	None	Classroom Teachers
11. Continue to implement Components of Effective Lesson Plans, Using the SIOP model	August 2006	CELP Guideline	Principal

Table 5b. Action Plan #3 for student behavior

Priority Need: School wide Discipline

Goal Statement: Students will improve their behavior and ability to solve conflict situations.

Activity	Timeline	Resources	Person(s) Responsible
1. Conduct meetings with student body to define schoolwide code of conduct needs.	Sept. 2005 – June 2008	All Staff	Principal
2. Publish code of conduct and student discipline plan and send it home to parents(send by e-mail if possible)	September 2005	Copy Machine, paper, upgraded computers	School Counselor, principal, technology personnel
3. Present code of conduct and student discipline plan in all classrooms.	September 2005	Staff and Principal	Principal
4. Implement procedures for using district management plan.	September 2005 – June 2008	All staff	Principal
5. Implementation of training in conflict resolution using Second Step Program.	October 2006	Second Step Program	Principal
6. Implement Second Step Program schoolwide; hold parent meetings.	October 2006 – June 2008	Teachers, students, upgraded computers	All classroom teachers, principal, Technology personnel
7. Continue positive student behavior at monthly student assemblies.	September 2006	Stickers, pencils, paper, printer cartages	All classroom teachers
8. Continue “Hall of Excellence” for grades 6, 7, & 8 to reflect the student behavior reward system	September 2006	Middle School Teachers	Principal

Table 6. Beatty Elementary & Middle School Master Plan

Action Plan (Step)	Timeline											
	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	
1.4 Continue Accelerated Reading Prog.	→	→	→	→	→	→	→	→	→	→	→	→
1.5 Continue PALS	→	→	→	→	→	→	→	→	→	→	→	→
1.1 Continue implementation of CELL	→	→	→	→	→	→	→	→	→	→	→	→
1.2 Continue effective ExLL strat....	→	→	→	→	→	→	→	→	→	→	→	→
1.3 Establish and conduct monthly meet....		→	→	→	→	→	→	→	→	→	→	→
1.6 Implement reading compact		→	→	→	→	→	→	→	→	→	→	→
1.7 Arrange for staff to train using the....						→	→	→				
1.8 peer tutors to help engage....				→	→	→	→	→	→	→	→	→
1.9 Assess students every nine weeks....						→	→	→	→	→	→	→
1.10 Continue training in HOTS....		→	→	→	→	→	→	→	→	→	→	→
1.11 Continue implementation of CELP....	→	→	→	→	→	→	→	→	→	→	→	→
2.1 Conduct with student body to define....		→	→	→	→							
2.2 Publish code of conduct and student....		→	→	→	→							
2.3 Present code of conduct and student...		→	→	→	→							
2.4 Implement procedures for using....		→	→	→	→							
2.5 Arrange for training in conflict reso.....			→	→	→	→						
2.6 Implement Second Step Program....			→	→	→	→						
2.7 Criteria to award student...		→	→	→	→	→	→	→	→	→	→	→
2.8 Implement plan to award positive...		→	→	→	→							
2.8 Continue “Hall of Excellence” for grades 6, 7, & 8 to reflect student behavior system...	→	→	→	→	→	→	→	→	→	→	→	→

Part IV: Evaluation ¹⁰

Introduction: This section presents the plans to monitor and to evaluate the Master Plan.

Monitor Implementation of Program Activities.

The three subcommittees that developed the action plans also developed the evaluation plans for each priority need. To monitor implementation, each subcommittee collected information on—

whether the action steps were completed, and/or
whether the action steps were successful.

Each subcommittee decided what data to collect and who would collect it. Tables 7a and 7b show the Monitoring Plan developed for each of the two Action Plans.

Establish and Assess Student and Program Goals. ¹¹

Each subcommittee also developed outcome goals for the action plans, as shown below.

Reading/Language Arts. Beatty students will improve their achievement in reading and language arts, by ten percent as demonstrated on assessments.

All students. In 2003-2004 records show that 76 percent of all students are proficient on the ITBS. At the end of the 2004-2005 year of the improvement plan, we projected that 79.8 percent of all students would be proficient. At the end of the second year, 83.8 percent will be proficient.

Our scored showed we did not meet our projected outcomes, in year two. In 2005 – 2006 records show that 57 percent of all students are proficient on the ITBS. Our projected outcomes in year three will be 62 percent proficient in 2006 -2007.

¹⁰ This section fulfills 13. *Describe the evaluation process* for the School Improvement Plan.

¹¹ This section fulfills 5. *List the annual individual schools goals and objectives* for the School Improvement Plan.

That in the third grade 58 percent of all students are proficient on the Reading CRT and 50 percent of all students are proficient on the Math CRT. The fifth grade show that 53 percent of all students are proficient on the Reading CRT, 60 percent of all students are proficient on the Math CRT and 66 percent of all students are proficient on the Science CRT. The eighth grade show that 66 percent of all students are proficient on the Reading CRT, 70 percent of all students are proficient on the Math CRT, and 70 percent of all students are proficient on the Science CRT.

Student behavior. Student behavior will improve at Beatty Elementary and Middle School. Records show that 10 percent of the student population was referred for poor behavior in 2003-2004. At the end of the 2004-2005 year of the improvement plan, 18 percent of the student population was referred for behavior. At the end of the second year, 10 percent of the student population should have been referred for behavior. Our referrals increased by 8 percent, so we did not meet our projected outcomes. At the end of the 2005 – 2006 year of the improvement plan, 32 percent of the student population was referred for behavior. We still have not met our goal to reduce our referrals. Hopefully, with the introduction of the Second Step Program we will see reduction in the number of referrals for the 2006 -2007 school year.

Each subcommittee continues to collect the data described by the goals. Table 8 presents the goal, the data that will be collected, when, and by whom.

Table 7a. Monitoring Plan for Action Plan #1 for reading/Language Arts

Activity	Data to collect	When to collect	Person responsible
1. Literacy Coordinators continue to collect data: one for <i>CELL</i> and one for <i>ExLL</i>		May 2007	Principal or designee
2. Conduct weekly “Guided Meetings” for grade level teams.	Minutes from PLC Meetings	August 2006 – June 2008	Principal or designee
3. Continue monitoring students who are not proficient in reading/language arts	On-going list of Students	September 2006 – June 2007	Principal or designee
4. Teachers continue to implement effective research-based strategies from <i>CELL/ExLL</i> framework.	Grade level self rating on degree of implementation of <i>CELL</i> and <i>ExLL</i> strategies	August 2006 - June 2005	Principal or designee
5. Literacy Coordinators mentor teachers in continue implementation of <i>CELL/ExLL</i> .	Schedule of meetings with teachers	October 2006 through June 2007	Principal or designee
6. School staff keep revising, existing plan based on data collected from monitoring plan and on program outcomes.	Revised implementation plan from the meeting	August 2006 – June 2008	Principal or designee

Table 7b. Monitoring Plan for Action Plan #2 for Student behavior

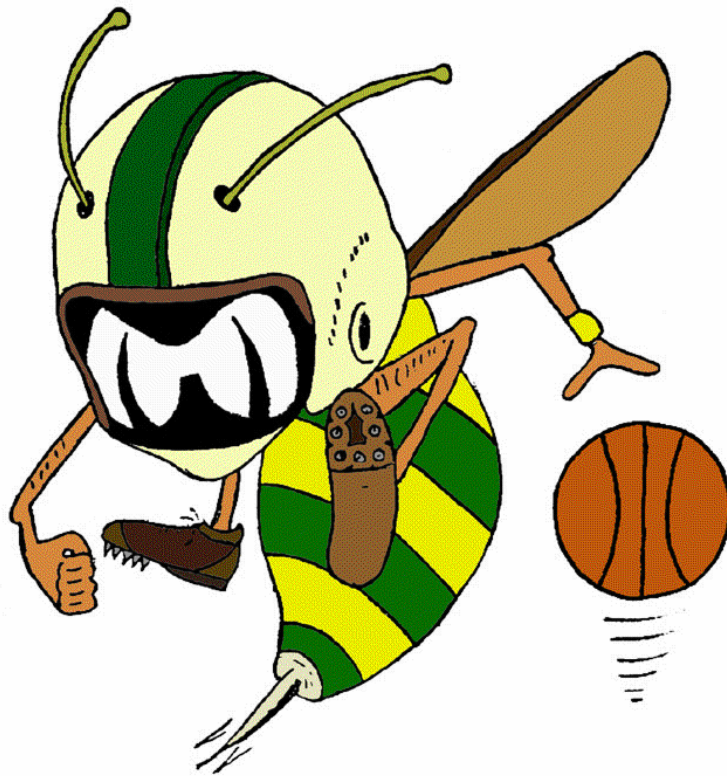
Activity	Data to collect	When to collect	Person responsible
1. Review and revise the school's student discipline plan and code of conduct in light of effective student behavior management practices and based on input from teachers, parents, and students.	A copy of the revised Student Discipline Plan and Code of Conduct	October 2006	Principal and staff
2. Publish new student discipline plan and send it home to parents.	The number of copies sent to parents.	October 2006	Principal or designee
3. Present and implement new student discipline and code of conduct plans in all classrooms.	A survey of student understanding of the discipline plan and code of conduct	October 2006	Principal
4. Counselor is implementing Second Step Program	Observation	October 2006 - June 2008	Counselor & Principal
5. Awarding positive student behavior in monthly student assemblies.	List of Criteria	August 2006 - May 2007	Principal or designee
6. Awarding good student behavior at monthly student assemblies.	List of students awarded for good behavior	September 2006 – May 2007	Principal

Table 8. Student and Program Outcome goals for Action Plans.

Goal	Data to collect	When to collect	Person responsible
Students will improve their performance in reading/language arts.	ITBS, CRTs, Standard Master Quarterly Assessments, Writing Assessments, LAS Links Assessment, Renaissance Assessments, PALS	Fall 2006 and Fall 2007	Counselor, Librarian
Student behavior will improve at Beatty Elementary and Middle School.	Number of Behavior Referrals, Parent participation, teacher observation, student survey	June 2006 and June 2007	SIP Team

SCHOOL IMPROVEMENT PLAN

BEATTY HIGH SCHOOL



2006 - 2007

Beatty High School
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Connie Adcox	Sherrie Eltrevoog
Allison Henderson	

MESSAGE FROM THE SCHOOL ACCREDITATION STEERING COMMITTEE

The accreditation process has followed the five-phase outline developed for review by the response team. Each phase is introduced with review comments concerning processes and procedures used in the development of each area.

The data collection process has included a broad range of stakeholders from the school staffs, community members, student population, and RPDP (Regional Professional Development Program). The collected data includes the testing information, parent teacher student and community surveys, and observation of instructional practices.

The steering committee members met with general staff during the half-day workshops offered once a month by the NCSD. Follow-up contact was made with staff through weekly staff meetings.

Community stakeholders were organized through PTA meetings, and follow-up opportunities to meet in a dissemination and informational gathering process. Included with the community stakeholders were representatives from the sheriff's office, local businesses, Amargosa community and school personnel

Student as stakeholders have been involved through a monthly, Wednesday seminar student body meeting, student council contact and information gathered by questionnaire from the student body.

Members of the RPDP met with the steering committee on four occasions assisting in the development of the accreditation process, specifically working with the team and the establishment of SMART goals and power goals.

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PART I

Beatty High School Story

INTRODUCTION to SCHOOL PROFILE

The school profile contains a brief history of the community and Beatty High School. Information is included regarding local demographic data and information related specifically to school programs.

The school's story provides data used in determining areas of strengths and areas requiring improvement. References will be made throughout the accreditation document based on school profile information.

Identified strengths resulting from the school profile:

1. Strong community support
2. Active student involvement
3. Experienced staff with little turnover
4. Varied course offering considering a limited number of staff
5. Culturally diverse environment
6. Minimal disciplinary issues
7. Students not classified as ELL or IEP achieve consistently high scores on Nevada High School Proficiency Exams.
8. Remediation Courses in Reading, Writing, and Math
9. On-line credit recovery courses
10. At-Risk Program

Identified areas in need of improvement resulting from the school profile:

1. Articulation with feeder schools
2. Conflict resulting from cultural diversity
3. High transiency rate
4. Lack of availability of alternative education programs and assistance with at-risk students
5. Unreliable and inconsistent data due to small testing pool and a change in testing instruments
6. Data suggests low passing rates on Nevada High School Proficiency exams for students in ELL and IEP subgroups
7. Decline in reading scores of ELL students on Nevada High School Proficiency Exams over the last 3 years
8. Decline in ACT scores over the last 4 years
9. Increase in the drop out rate

Conclusion

Based on a review of the data by the steering committee, staff, and community stakeholders, Beatty High School has been an average achievement school with cultural diversity as a major challenge. Future academic and cultural emphasis will be centered on individual student achievement and attention paid to ethnic and cultural difficulties associated with academic achievement.

BEATTY HIGH SCHOOL PROFILE

History of Beatty

Beatty High School is located 115 miles north of Las Vegas on Highway 95 in the Oasis Valley. The high school is located on Cottonwood Avenue and Hornet Avenue.

Beatty is a rural and remote community of a population of 1149. The closest towns of any larger populations are Tonopah, which is 92 miles to the north and Pahrump, which is 72 miles to the south. The major industries are gaming, tourism and mining. Some small livestock and alfalfa ranches, mines and a dairy are located through the Oasis Valley and the neighboring Amargosa Valley (population 1142). The history of Beatty as a mining town is long, and quite interesting. Both American and foreign motor vehicle companies also do seasonal automobile testing here in the summer.

Beatty High School

Beatty School was first built in the 1930's with materials obtained from Rhyolite, a neighboring town that was a boomtown in the early 1900's. Additional buildings were added in the 1950's and 1960's. In August of 1991 Beatty High School was separated from the Elementary and Middle School when a new building was built at the present high school site about .5 miles away from the original site. Beatty Elementary, Beatty Middle School (grades 6-8) and Beatty High School all have their own separate buildings.

Beatty High School is a four- year public high school. The school has five hours and thirty-nine minutes of instructional time a day and is in session 180 days out of the year.

Students from Amargosa Valley are bussed to Beatty High School starting at the 9th Grade. Death Valley, California, (population 31) buses students to Beatty Middle School and High School starting in the 6th grade. The Death Valley transportation started in 1991.

The faculty at Beatty High School includes nine certified staff members, one principal (shared by three schools), one part-time psychologist and one counselor (shared by four schools). The staff also includes one secretary, one custodian, one maintenance engineer, one cafeteria worker, one resource aide, one at-risk aide, one library aide, one health aide (shared by four schools), and one librarian(shared by three schools).

The demographic profile of the staff is 55% white/Caucasian, 40% Hispanic, 7% other. The student-teacher ratio is 14.8 – 1. The average experience for the staff is 23.0 years. Five members of our staff/administration hold Master of Arts degrees. The counseling ratio is 1:239 students.

Athletic Programs

Beatty High School is a member of the 1A conference of the Nevada Interscholastic Activities Association (NIAA) and participates at both the varsity and junior varsity levels. The students must travel up to 115 miles to compete with rivals in the same league. We offer the following sports in which students may participate:

Wrestling
Football
Volleyball
Basketball

Softball
Track/Field
Golf
Baseball

Beatty High School recognizes both academic and athletic achievement with evening awards ceremonies conducted throughout the school year.

Clubs and Organizations

Beatty High School encourages an environment of participation. Extra-curricular offerings during the school day allow every student to develop their interests in many areas:

Academic Olympics
Band
Cheerleading
Choir
Drama
FCCLA/Prostart
Dance Team
Lettermen's Club
Chess Club
National Honor Society

Newspaper
Student Council
VICA
Yearbook
Close Up
FBLA
Hispanic Leadership Club
Yearbook
Weightlifting
FCCLA

Academic Olympics is a competition involving twelve member teams. All grades 9-12 are encouraged to participate. During 30-minute rounds timed questions from a wide spectrum are asked of two opposing teams. Questions cover math, language arts, history, science, art and music to name a few. Teams that answer correctly are given points and at the end of each round a winner is announced.

Drama is an after-school activity involving all students interested in developing a play or musical performed for the community.

Journalism is offered as a class in which students produce the school newspaper at regular intervals through the school year.

Since 1986 Beatty High has sent 187 students to Close-Up. In addition, there have also been 6 faculty members who have participated.

The Close-Up Foundation was started by a group of concerned business leaders and Congressmen. The main purpose of the organization was to bring high school students and teachers to Washington D.C. to see for themselves how government works and to have some fun while doing it.

Solo and ensemble opportunities are available to Beatty High School students to participate in the music festival held annually in Laughlin, Nevada. Students may then progress to the annual state music festival. The band and choir also perform and are rated at the Laughlin Music festival.

The student body of the high school elects student council officers. Each class has representatives to the council. Meetings are held to plan activities, events, community service projects, etc.

VICA (Vocational and Industrial Clubs of America) motivates vocational-technical students through encouragement and evaluation by representatives of business, industry, and organized labor. Beatty High School students participate in VICA Skills Championships Program which serves tens of thousands of students across the nation each year at the local, state, regional, and national levels

Beatty High School Learning Environment

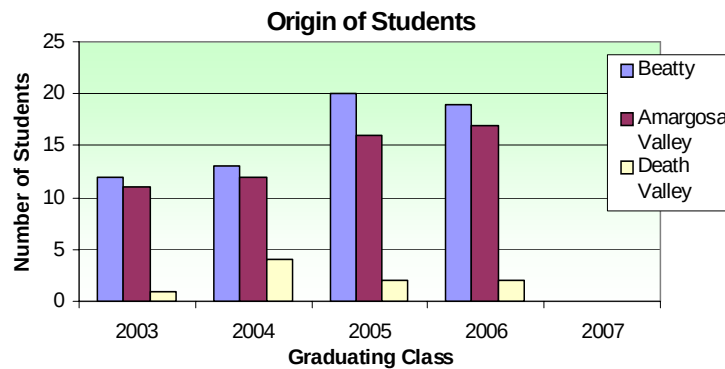
The current facilities for Beatty High School were built in 1991. The structure includes regular classrooms with two computer labs, a science lab, a tiered music room, a family and consumer science lab, a library media center, a cafeteria/kitchen and an auto shop in a separate building. Staff facilities include a teacher workroom and offices for the secretary, counselor, and principal. An all-purpose building, added to the campus in 2002, is used for various activities from wrestling practice to large meetings and gatherings. Athletic facilities include a gymnasium, a weight training room, a football field, a track, a baseball field and a softball field.

Each classroom has at least one computer with Internet access. A long distance learning lab is accessible during the school day and in the evenings. Services include on-line courses and video conference classes through Nye County School District, Clark County School District, and Great Basin Community College.

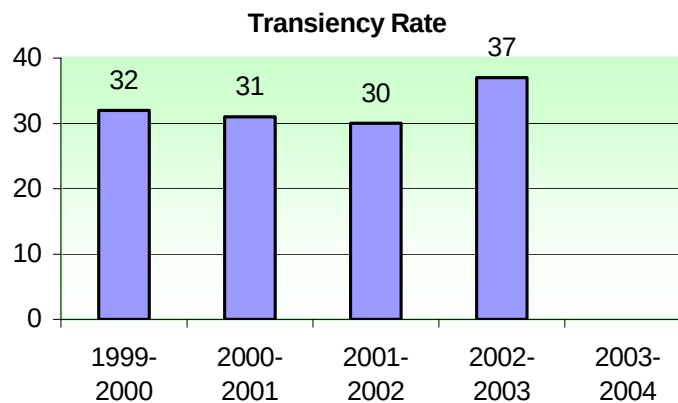
The learning environment and safety conditions of the school are excellent. A deputy from the Nye County Sheriff's Office visits the campus regularly. We have periodic drills for fire and lockdown. We have small class sizes and low student-teacher ratio. The teachers and the staff are actively involved and live in the community. This group is dedicated to school improvement and student accomplishment

Defining Features of our School:

Beatty High School houses students in grades 9 through 12. Along with those living in the town of Beatty, students are also bussed from two neighboring communities (Amargosa Valley, Nevada and Death Valley California).



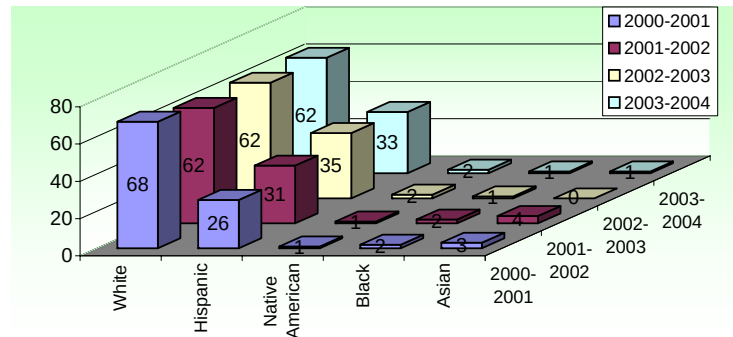
The community is 75-115 miles from major services found in Pahrump, Nevada and Las Vegas, Nevada. Due to this lack of services (medical, dental, etc), the absentee rate for students and staff is high. The school has a high transiency rate of 18%.



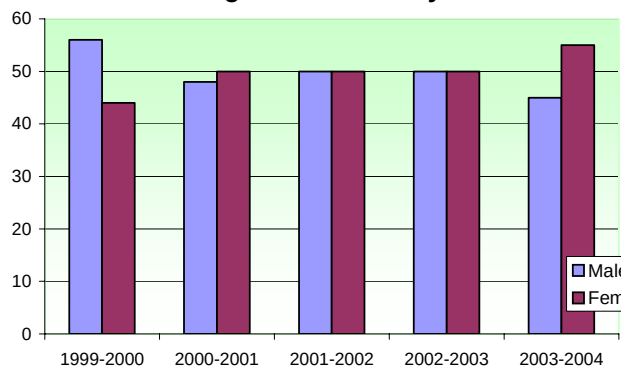
Based on 1999 census reports, the medium household income for Beatty is \$41, 076, \$34,432 in Amargosa Valley and \$25, 625 for families in Death Valley. It should be noted however, that these numbers do not reflect a major downturn in Beatty's economy due to a closure of a large mining operation.

Beatty High School students are predominantly Caucasian, with a significant and growing Hispanic population. Gender breakdown for the student population is fairly equal with no significant variants. The special education population has ranged from 9 to 15% over the last several years. The drop out rate fluctuates with different student populations.

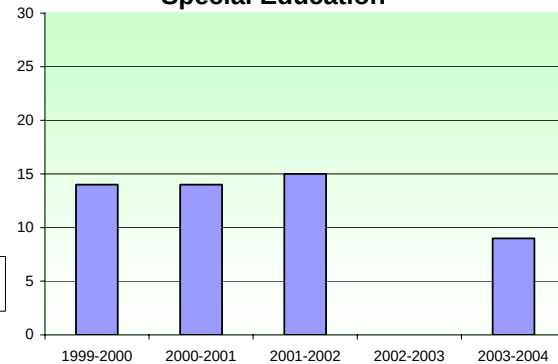
Percentage of Students by Ethnicity



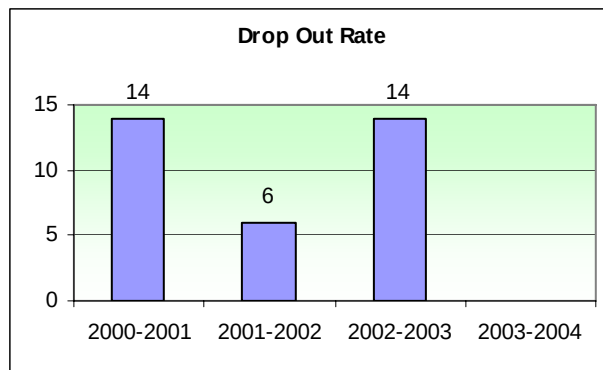
Percentage of Students by Gender



Percentage of Students in Special Education



Drop Out Rate

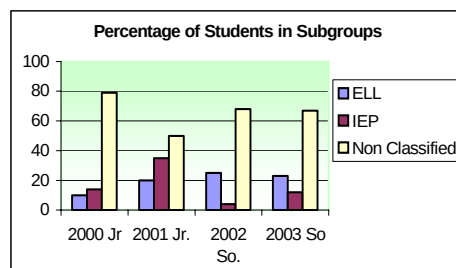
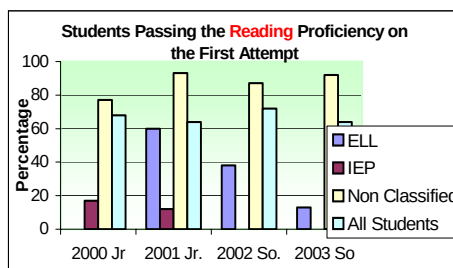
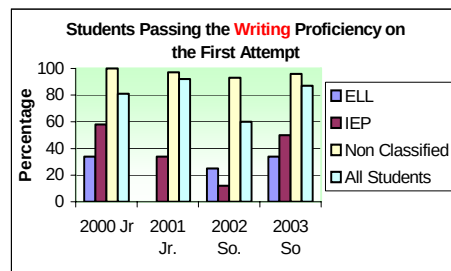
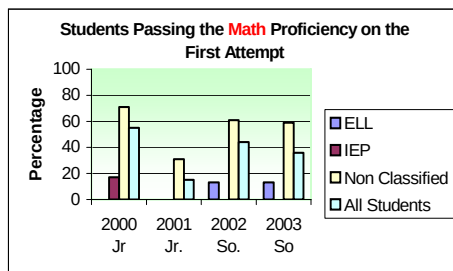
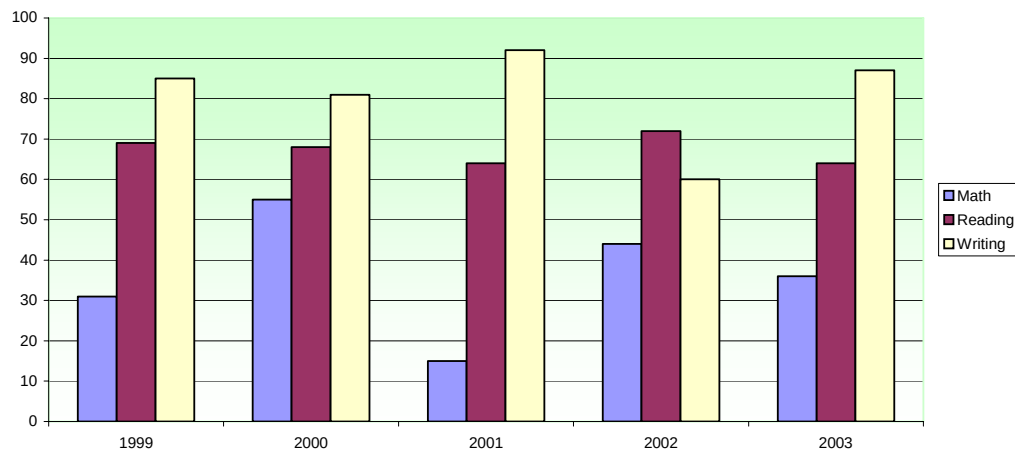


School Achievement Data

Student achievement information is based upon the Nevada High School Proficiency exam data for the past six years (1999-2005). This data, reported holistically and disaggregated, suggests a broad range of skills and academic achievement.

Once the data is disaggregated, a wide discrepancy is identified with various subgroups and their achievement levels. Over the last several years, the number of students who do not have an IEP or ELL classification has ranged from 62% to 80% of the high school population. This group of students achieves a first-time passing status at a significantly higher rate than those students receiving ELL or IEP services. It should be noted that both reading and writing scores for all groups are higher than math scores. Math continues to pose a challenge for a significant number of students at Beatty High School.

Percentage of Students Passing HSPE on the First Attempt



Community and Parent Support

In this rural environment parents and community have a high level of involvement in the school. They have many opportunities to show their support in many different ways.

The Beatty PTA is a very active and supportive group. The PTA sponsors a number of programs and events:

Bike A-Thon

Scholarship Dinner

Gong Show

Spaghetti Dinner

Chili Cook Off

Missoula Children's' Theater

Carnival

Santa's Secret Shop

\$1000 Scholarship

SCHOOL COMMUNITY CHARACTERISTICS

The racial makeup of Beatty high school students is about 55% Caucasian 40% Hispanic and 7% Native American, Black and Asian. They are generally well behaved and about 56% of the students are involved in extra-curricular activities. However, it does not appear that there is an understanding of the value education will play in the long term as related to a possible future career choice.

The faculty is made up of 94% Caucasian and 6% Hispanic backgrounds. The average number of years' experience for staff is 23 years with 100% of the staff in the highly qualified status. The student to teacher ratio is 11:1. The counseling ratio is 1:239 as three schools share the counselor. Currently, there are three paraprofessionals on staff at Beatty High School. The state-mandated class size reduction is not an issue at Beatty High School.

STUDENT ACHIEVEMENT

The student body is comprised of a number of high-achieving students, many are well motivated with diligent work habits and become involved in post secondary training in college, trade school and armed services. Since 1999-2000 school year, 60% to 82% of our students have been unclassified students (those not having IEP or ELL status). These students have a high success rate of passing the High School Proficiency Exam on the first attempt. Their success rate for first time passing the HSPE Writing exam ranges from 60% to 91% and 63% to 72% for passing the HSPE Reading exam over the last several years.

Student achievement concerns involve ELL student performance with a growing ELL student population, a history of low math scores, and significant student absences rate (90% adjusted rate).

The focus on testing in core academic areas ignores the fact that many students would be better served by a more substantial vocational arts program. Talented students have limited outlets for developing their talents.

Unmotivated students have been handicapped because of what they failed to learn foundational information early in their school careers. Others have difficulties because they do not speak English (or not well), often have had very little education before arriving here, and lack individual responsibility, pride and self-respect.

There is 51% of the student body currently receiving free or reduced lunches. This percentage reflects significant poverty in the attendance area. The employment community is on the down turn with the recent closure of area mining operations. There is some income stability, but the major income source involves tourist trade. We did not make AYP in 2005-2006 due to our 36.6% graduation rate.

Highlighted Staff Comments

Beatty High School staff members responded to the following questions.

1. What is the school's focus on improved student achievement?
 - The staff goal to develop an individual profile for each student has been accomplished through our at-risk program.
 - Student achievement focus ebbs and flows throughout the school year and sports activities are highly valued.
2. To what extent is data used to make instructional decisions?
 - Our staff is using data to identify areas of concern and develop intervention strategies.
 - Teachers are aware of students who have not passed the proficiency exams.
 - While some classes use test data to drive instruction, it is now universally applied among all staff members.
3. To what extent is assessment data used to diagnose programmatic and student weaknesses?
 - Individual student data and group data are analyzed and discussed by staff to determine how to address student needs.
4. To what extent have students participated in the various assessments?
 - The school is in compliance in this area. All students are tested according to state mandates.
 - English Language Learners participate in the statewide test of English proficiency.
5. What is the school's focus on improving the graduation rate?
 - We have remedial classes in reading and math.
 - We have credit recovery classes.
 - We have hired an at-risk aid.

CURRICULUM, INSTRUCTION AND ASSESSMENT

Our veteran staff organizes instruction based on state standards and district outlined curriculum. Instructional improvement is based upon lesson plan review, and dialog between staff and administration. Continual efforts are made to update text and equipment. Adequate office supplies are provided with limited resources.

Staff expresses concern regarding ill-defined instruction methods, inappropriate evaluation instruments, over-assessment of students, matching curriculum with assessment instruments and the lack of district funding to support equipment.

Regarding standard-based education, the school district's curriculum is aligned with the Nevada grade level content standards, including special education and ELL students. All classrooms implement the standards-based curriculum but not all areas are adequately supplied with the necessary standards-based instructional materials. Students have access to the available standards-based instructional materials.

Staff members implement instructional practices and strategies. There are interventions for students who are not meeting grade level standards including intervention team process, staff and counselor referral special education review and testing and evaluation processes and program placement. An after-school tutor program is functional. We have developed a more effective intervention process based upon student achievement progress.

PROFESSIONAL DEVELOPMENT

Staff development time is provided by the school district. Monthly half days are provided for a wide variety of uses. Currently, through the school improvement process, a well defined schedule of training opportunities has been developed and implemented. The plan is based on information gathered from student achievement data, observation of instruction and faculty, student, and community surveys. This information reflects a greater need for increased critical thinking and communication skills.

Individual staff members pursue continuing education opportunities for license renewal, greater expertise in content areas and adding endorsements.

LEARNING ENVIRONMENT AND SCHOOL CULTURE

Beatty High School is well maintained with limited custodial staff. Students take ownership in the school facilities and accept expectations in maintaining a safe and clean environment. There is, in general, good rapport between students and faculty. The faculty is aware of most students at most times. Student needs, weaknesses and strengths are recognized by the staff.

Due to ethnic diversity, there does tend to be some division among the students. Non-English speaking student tend to disassociate themselves from others, so English language acquisition may be delayed.

Through a consensus-building model, a mission statement and belief statements were developed that reflect student, parent, community and school philosophies.

While appropriate security measures are practiced, there are areas that concern staff. The open school environment is welcoming to all visitors, but create security issues. Staff is present during, before and after school activities, and the school is secured with locking gates and doors. The school has recently been re-keyed with a tighter security system in place.

A student behavior manual is published and circulated among all students and parents. It clearly defines all behaviors and consequences for student behaviors. Class rules are posted. Any students in violation of school expectations are interviewed prior to any consequence implementation. A new administration has greatly enhanced and fostered a fair and positive school environment where students feel accepted.

PARENT AND COMMUNITY INVOLVEMENT

Beatty High School has implemented a community stakeholder group, which includes representation from parents, business community, law enforcement, health services, feeder schools and staff. Attendance at stakeholder meetings indicates a strong community support system. There are plans to allow more community involvement and school facility use. The geographically large attendance area does present a challenge in that extra effort and attention need to be in place so as not to create a separation between the three attendance areas.

Parents, students and community members have related concerns and commendations in several different areas including core academics, living skills, career development and other areas. These comments generally reflected a desire for students to graduate from Beatty High School with transferable skills that allow for successful transition to adult life. These comments have been a valuable tool for future programmatic and curricular development.

PART II

BEATTY HIGH SCHOOL BELIEFS AND MISSION STATEMENT

PROCESS OVERVIEW

The steering committee has used numerous procedures to build consensus into the accreditation process. Through on-going staff, student and community meetings a mission statement as well as belief statements have evolved. These statements were derived from a review of school strengths and weaknesses, stakeholder input and current research trends.

Our belief and mission statements represent the commitment of the various stakeholder groups. Members of the various stakeholder groups have been participants in the continual evolution of the mission statements and beliefs, which include the identified program strengths and weaknesses and have been reviewed in the formulation of the mission statement and beliefs. For example, a major identified school strength was seen as extensive staff experience and the variety of programs offered. These strengths are reflected in our primary belief statement. Cultural diversity and low math scores are two specific areas of weakness that are included in the mission and belief statement.

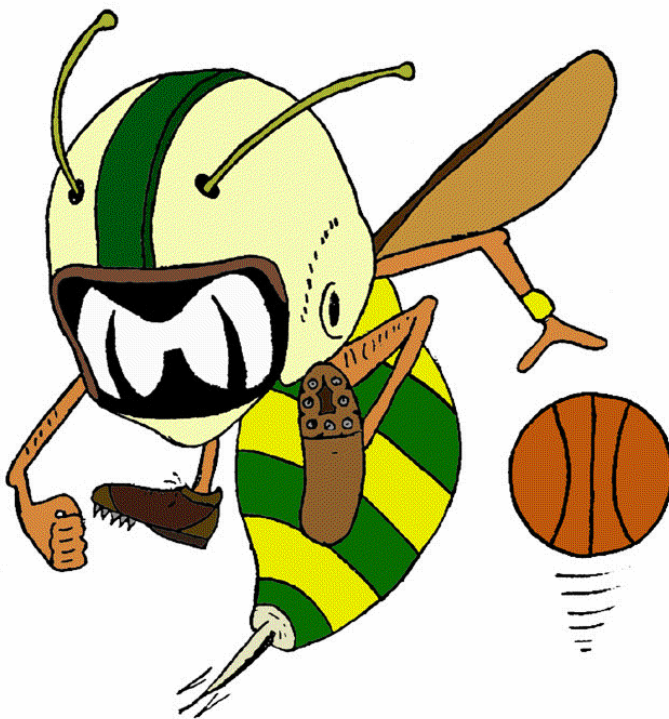
STAKEHOLDER MEETING LOG

Date	Topic	Participants
9/8/06	Information Sharing	PTA Members
9/11/6	Information Sharing	Beatty High School Faculty
9/15/06	Planning Process	Steering Committee
9/18/06	Recruitment and Information Sharing	Community Spaghetti Feed
9/22/06	Process review	Steering Committee
9/29/06	Process review	Steering committee
10/6/06	Process review	Steering Committee
10/9/06	Process Update	PTA Members
10/12/06	Work Session	Beatty High School faculty
10/15/06	Process review	Steering committee and
10/20/06	Process review	Steering Committee
11/3/06	Process Update	PTA Members
11/6/06	Work Session	Beatty High School Faculty
11/7/06	Process review	Steering Committee
11/13/06	Process review/Work Session	Steering Committee
11/17/06	Process review/Work Session	Steering Committee
11/20/06	Process Review/Work Session	Steering Committee
12/04/06	Work Session	Beatty High School Faculty
12/8/06	Process Update	PTA Members

12/12/06	Process review/Work Session	Steering Committee
12/15/06	Process review/Work Session	Steering Committee and RPDP Consultants
1/5/07	Process review/Work Session	Steering Committee
1/8/07	Process Update	PTA Members
1/9/07	Process Review/Work Session	Steering Committee
1/12/07	Work Session	Beatty High School Faculty
1/22/07	Process review/Work Session	Steering Committee
1/26/07	Process review/Work Session	Steering Committee
1/29/07	Process Update and Recruitment	Community Chili Cook-off
1/30/07	Process review/Work Session	Steering Committee
2/5/07	Work Session	Beatty High School Faculty
2/6/067	Process review/Work Session	Steering Committee
2/9/07	Process Update	PTA Members
2/19/07	Process review/Work Session	Steering Committee
2/20/07	Process review/Work Session	Steering Committee
2/26/07	Process review/Work Session	Community Stakeholder Group
2/27/07	Process review/Work Session	Steering Committee
3/5/07	Process review/Work Session	Steering Committee
3/9/07	Process Update	PTA Members

MISSION STATEMENT

Beatty High School will create an environment that encourages and promotes the development of Communication and Critical Thinking skills as students achieve their potential as productive knowledgeable, healthy, creative individuals and members of a democratic society.



BELIEFS

1. The students deserve a well-balanced education that includes the core academics of reading, writing, and mathematics, as well as vocational education, arts, sciences and extra-curricular activities
2. We will foster tolerance for individual differences and a respect for one's self, others, and the environment.
3. We will model and encourage responsible conduct. Students will be responsible for their own actions and destiny.
4. We will provide a safe and secure school for everyone's right.
5. We believe that faculty, students, and parents will be active shareholders in the education process.
6. We will recognize that students and all staff are individuals with unique needs and abilities.

PART III

WHAT BEATTY HIGH STUDENTS SHOULD KNOW AND BE ABLE TO DO UPON LEAVING THE SCHOOL

PROCESS OVERVIEW

Using the same consensus building model as in previous phases, information was gathered from various stakeholder groups. Surveys, research review, staff review of state standards and review of existing programs have been included. Information was gathered through teacher, community, student, parent surveys. Local, state, and national standards were made part of the instruction data and in an analysis of standards targeted strength and weaknesses identified in Part I.

The following pages contain samples of forms issued to the various stakeholders, as well as research documentation which was used in determining the SMART goals.

Student skill in communication and critical thinking was determined to be the instructional emphasis to be included in the power goals. Math, reading and writing were determined to be the smart goals developed through communication and critical thinking.

The following SMART Goals were developed after data analysis

1. Students at Beatty High School will improve reading skills as evidenced by a 10% increase in the number of students passing the Nevada High School Proficiency exam within each subgroup.
2. Students at Beatty High School will improve writing skills as evidenced by a 10% increase in the number of students passing the Nevada High School Proficiency exam within each subgroup.
3. Students at Beatty High School will improve math skills as evidenced by a 10% increase in the number of students passing the Nevada High School Proficiency exam within each subgroup.



Staff members used the following form to identify necessary skills within each subject area. In order to ensure that material taught was in alignment with state standards, teachers were asked to reference the skill with the specific standard(s). Prior to completing this activity, several “brainstorming” sessions were held in order to discuss the key goals of READING, WRITING, MATH, COMMUNICATION, and CRITICAL THINKING SKILLS. While the responses varied from very detailed to general, the overall results identified these skills as being universal to all subject areas.

CONTENT AREA _____
ACQUIRED SKILLS UPON PROGRAM COMPLETION

	Reading	Standard Reference		Writing	Standard Reference		Math	Standard Reference		Critical Thinking	Standard Reference		Communication	Standard Reference	



SURVEY RESPONSES

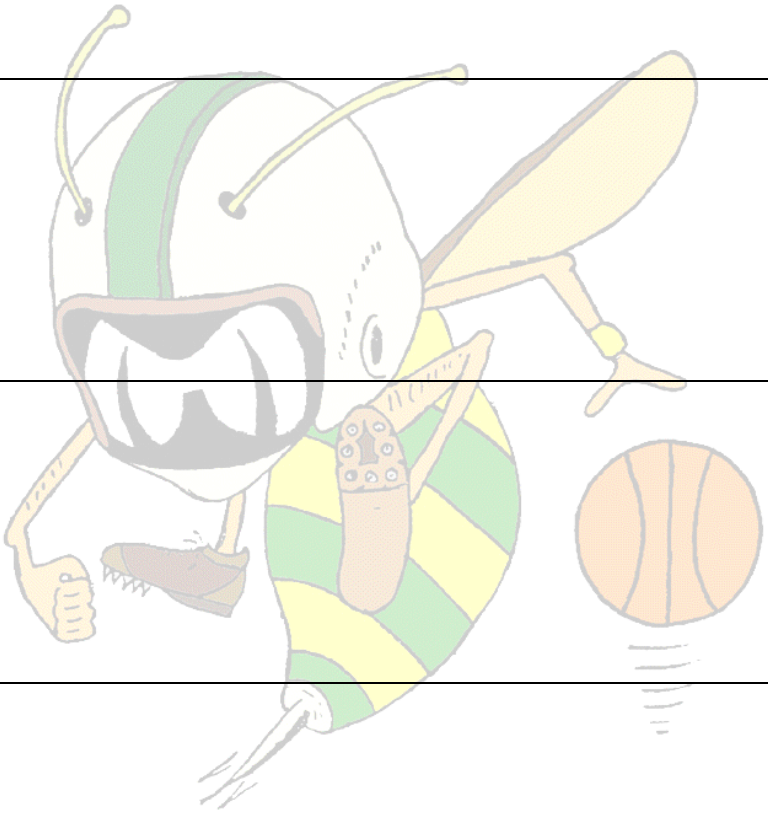
An informal, open form survey was issued to students, parents, support staff, and community members. They were asked to identify critical skills that are important for students to know upon graduation. The following were subcategories for this survey:

1. Academic Skills
2. Life Skills
3. Employment Skills
4. Personal and Social Skills
5. Other Areas

The responses in the *academic* area ranged from acquiring a functional level of knowledge (being able to read, write and perform basic math functions), to specific courses that would be beneficial for college entrance (honors, advance placement). The responses in the *life skills* area were highly varied. Most of the items listed were skills that are currently being taught in the vocational programs. Several surveys revealed areas that could be addressed more effectively, possibly resulting in a wider range of course offerings in the future (for example: Parenting education, Study/Coping Skills). *Employment Skills* identified were fairly universal among survey respondents. The ability to get and keep a job in a chosen career was seen as a high priority. *Personal/Social Skills* identified were also quite varied. The idea of being a “Responsible Citizen” was an underlying theme through most responses.



Please use the space below to list skills that are critical for our students to have upon graduation from high school.

AREA	SKILL
Academic Skills	
Life Skills	
Employment Skills	
Personal/Social Skills	



RESEARCH

Research findings supported the selection of the two power goals of CRITICAL THINKING and COMMUNICATION.

Increased critical thinking ability was highly correlated with higher achievement.

Sub-skills that increase critical thinking abilities are:

- Finding analogies and other relationships
- Determining the relevancy and validity of information
- Finding and evaluating solutions for treating problems

Teaching practices that enhance critical thinking are:

- Promoting interaction among students as they learn
- Asking open-ended questions that encourage students to think and respond creatively
- Allowing sufficient time for students to reflect on the questions asked or the problems posed
- Provide opportunities for students to see how a skill is generalized to different situations

Potts, B, 1994. "Strategies for Teaching Critical Thinking" ERIC Digest.

The ability for students to communicate effectively has been linked to critical thinking and problem solving. It is for this reason that communication skills are also emphasized in the Power Goal structure.



PART IV

ANALYSIS OF CURRENT PRACTICES

As a result of an objective observation of current educational practices at Beatty High School, it was determined that the level of cognition was at the “recall” or “recognition” stages in a majority of the classrooms. One teacher, at this time, is using higher order thinking skills as an instructional technique. In 100% of the classrooms, the instructional objectives were aligned with state standards. In 30% of the observed classrooms, instructional time was maximized. In 10% of the classrooms, a literacy rich environment was created.

Data in a Day

Classroom Observation Results for Beatty High School

(Yes = Observed/Present N.O. = Not Observed)

Yes	N.O	Instructional Practices to Engage and Support All Students in Learning
1	9	Active Learning/Active Teaching (Teacher is the facilitator of students constructing own meaning to create a product collaboratively. All students are engaged at the application level or higher)
2	8	Teacher-Led Conversation (Teacher is a facilitator of small and whole group discussion. All students are engaged at the application level or higher)
4	6	Teacher-Led Instruction (Teacher gives direct instruction or directions through lecture, demonstrations, skill teaching, or video in conjunction)
5	5	Student Seatwork or Group Work with Teacher Engaged (Teacher is present among students working cooperatively or individually to complete an assignment(s) and provides assistance as needed)
2	8	Student Seatwork or Group Work with Teacher Disengaged (Teacher is not present among students working cooperatively or individually to complete an assignment(s) and provides no assistance)
2	8	Total Disengagement (Teacher and students not engaged in any instructional practices associated with learning the relevant curriculum)

Student Engagement Throughout the Learning

85% +	84% - 60%	59% - 40%	39% - 20%	19% - 0%
1	6	3	---	---

Level of Cognition

Recall/Comprehension	Application	Analyzing/Producing/Creating
7	3	1



Yes	N.O	Instructional Practices Related to Standards/Curriculum/Students
10		Instruction appropriate to grade level standard(s)
6	4	Learning objective(s) was/were communicated to all students
4	6	Learning is made relevant for learners
6	4	EL – Key vocabulary emphasized
5	5	EL – Consistent use of scaffolding techniques throughout lesson to assist/support student understanding
7	3	EL – Frequent opportunities for interaction and discussion between teacher/student and among students to elaborate
6	4	EL – Regularly provides specific feedback to students on their output
5	5	EL – All input, activities, teacher responses related to objective(s)

Yes	N.O	Assessing Student Learning
	10	Formal assessment to assess learning to give indicator of progress – all students
6	5	Informal assessment – checking all students understanding to determine instructional needs
5	5	Monitors and/or adjusts individually or collectively

Yes	N.O	Creating and Maintaining Effective Learning Environments for Student Learning
7	2	Climate of fairness, caring, and respect is maintained by the teacher
3	7	Standards for behavior are clear and are maintained by the teacher
3	7	Instructional time maximized
1	9	Literacy rich environment established

As a result of gathered information, the following strategies were decided upon to maximize student achievement, and increase the graduation rate.

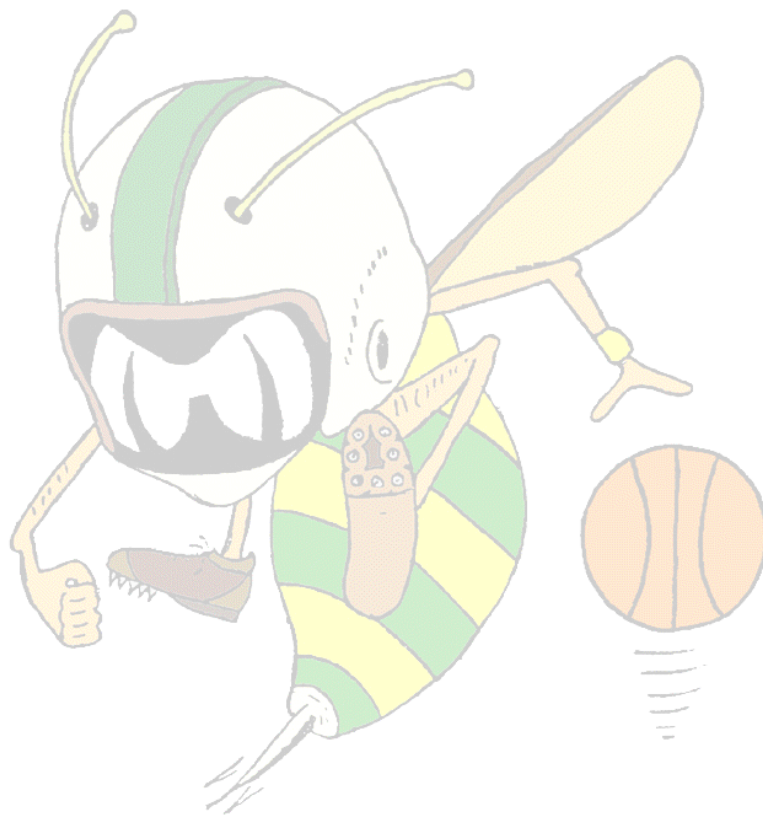
1. The staff will receive training on sound research based techniques in the areas of teaching critical thinking and communication skills across the curriculum
 - a. Non-fiction Writing Across the Curriculum
 - b. Thinking Maps
 - c. Math instruction
 - d. Higher Order thinking Skills
 - e. SIOP (Sheltered Instruction) Methods
2. Staff Development activities will include Spanish language instruction
3. The staff will increase articulation among themselves and staff in K-8 feeder schools.
4. Develop credit recovery alternatives



PART V

BEATTY HIGH SCHOOL'S PLAN FOR ACTION

A power goal and three smart goals for the school improvement plan are identified in the **plan overview**. These goals have been developed into an **action plan** that will be monitored by the steering committee on a monthly basis. A **plan evaluation** will be conducted on an annual basis to determine the effectiveness of the school improvement plan.





School Improvement Plan Overview

POWER GOAL

Beatty High School will create an environment that encourages and promotes the development of *COMMUNICATION* and *CRITICAL THINKING* skills as we prepare students to achieve their potential as knowledgeable, productive, healthy, creative individuals and members of a democratic society.

SMART GOALS*

4. *Students at Beatty High School will improve reading skills as evidenced by a 10% increase in the number of students passing the Nevada High School Proficiency exam on subsequent testing opportunities within identified priority subgroups. (ELL, IEP, and non-classified students)*
5. *Students at Beatty High School will improve writing skills as evidenced by a 10% increase in the number of students passing the Nevada High School Proficiency exam on subsequent testing opportunities within identified priority subgroups. (ELL, IEP, and non-classified students)*
6. *Students at Beatty High School will improve math skills as evidenced by a 10% increase in the number of students passing the Nevada High School Proficiency exam on subsequent testing opportunities within identified priority subgroups. (ELL, IEP, and non-classified students)*

STRATEGIES

1. *The staff will receive training on sound research based techniques in the areas of teaching critical thinking and communication skills across the curriculum*
 - a. *Non-fiction Writing Across the Curriculum*
 - b. *Thinking Maps*
 - c. *Math instruction*
 - d. *Higher Order thinking Skills*
 - e. *SLOP (Sheltered Instruction) Methods*
2. *Staff Development activities will include Spanish language instruction*
3. *The staff will increase articulation among themselves and staff in K-8 feeder schools.*
4. *Writing grants to acquire upgrades so we can follow through on these strategies*
5. *Collaborate with Clark County to develop credit recovery classes and remediation*
6. *PLATO*

COLLABORATION

Collaboration and input has occurred at several different levels including:

1. School Accreditation steering committee
2. BHS Staff Members and students
3. PTA Community Stake Holders (Law Enforcement, Service Organizations, Business Community, Elementary/Middle Schools)
4. Community Informational Meetings

*The Smart Goals will be evaluated and adapted as other state testing instruments become available (i.e.: Nevada CRT /Standards-Based Evaluation)



School Improvement Action Plan

Priority Need #1: Students at Beatty High School will improve reading skills as evidenced by a 10% increase in the number of students passing the Nevada High School proficiency exam on subsequent testing opportunities within identified priority subgroups.

	Activity	Timeline	Resources	Person(s) Responsible	Data to collect	Date Completed
1.	Orient staff to SIOP model	February, 2005	Teacher based material	SIP Team	Meeting Log	06/2006
2.	Investigate STAR Reading testing for all students	March 2005	Site license, school based funding, upgrade computer	SIP Team	Price List and General Information	10/2006
3.	Identify below grade level students in freshmen class	March 2005	Staff, upgrade computer	SIP Team	Tutor Referrals, Test Data, Student Files	08/2006
4.	Hire tutor for after school program to conduct credit recovery & reinforce standards	January 2006	GEAR-UP/School Based, PLATO, World & I, Virtual H.S.	SIP Team	Julie Pentecost	09/2005
5.	Review SIOP inclusion for classroom instruction	April 2005	Staff, ELLIS, Intro English	Principal	Evaluation Notes	08/2006
6.	Thinking Map Workshop	March 2005	RPDP	Peterson & Mattson	List of Attendees	11/2006
7.	Higher Level Thinking Workshop	April 2005	RPDP	Peterson & Mattson	List of Attendees	10/2006
8.	Communication and Critical Thinking Strategies Workshop	May 2005	RPDP	Peterson & Mattson	List of Attendees	10/2006
9.	Review Student progress	Ongoing (Quarterly)	Staff, upgrade computers	SIP Team	Grade reports and assessment review	In progress
10.	Review and revise existing plan based on data collection	May 2005		SIP Team	Revised plan	10/2006
11.	Review available assessment tools	May, 2005	Upgrade computers	SIP Team	Assessment Instruments	8/2006
12.	Implement available assessment instruments in the goals statements	as available	School Based Funding, upgrade computers, ELLIS, Intro English	SIP Team	Revised Plan	In progress
13.	Classroom observation to review workshop content implementation (#6, 7, 8)	October 2005, December 2005, February 2006, April 2006	RPDP	Jackie Peterson & Elizabeth Mattson	Jackie Peterson & Elizabeth Mattson	06/2007



Priority Need #2: Students at Beatty High School will improve writing skills as evidenced by a 10% increase in the number of students passing the Nevada High School proficiency exam on subsequent testing opportunities within identified priority subgroups

	Activity	Timeline	Resources	Person(s) Responsible	Data to collect	Date Collected
1.	Orient staff to SIOP model	February, 2005	Teacher based material	SIP Team	Meeting Log	06/2006
2.	Develop Writing Assessment Process	September 2005	Staff	Language Arts Staff	Assessment Tool	11/2005
3.	Train staff in proficiency writing assessment scoring	September 2005	School based Funding	Language Arts Staff	List of Attendees	11/2005
4.	Hire tutor for after school program to conduct credit recovery and re-enforcing standards	January 2005	GEAR-UP/School Based, upgrade computers, Virtual H.S.	SIP Team	Julie Pentecost	09/2005
5.	Review SIOP inclusion for classroom instruction	April 2005	Staff, ELLIS, Intro English	Principal	Evaluation Notes	08/2006
6.	Evaluate and review writing samples and identify students who are below proficiency level	September 2005	staff	SIP Team	Writing Samples list of students	08/2006
7.	Encourage all staff to score writing based on proficiency rubric	Sept 2005-June 2006	staff	Principal	Evaluation notes	08/2006
8.	Thinking Map Workshop	March 2005	RPDP	Peterson & Mattson	List of Attendees	11/2006
9.	Higher Level Thinking Workshop	April 2005	RPDP	Peterson & Mattson	List of Attendees	10/2006
10.	Communication and Critical Thinking Strategies Workshop	May 2005	RPDP	Peterson & Mattson	List of Attendees	10/2006
11.	Review Student progress	Ongoing (Quarterly)	Staff	SIP Team	Grade reports, PLC minutes, & assessment review	In Progress
12.	Review available assessment tools	May, 2005	Upgrade computers	SIP Team	Assessment Instruments, & PLC minutes	08/2006
13.	Implement available assessment instruments in the goals statements	as available	School Based Funding, ELLIS, Intro English	SIP Team	Revised Plan	In Progress
14.	Review and revise existing plan based on data collection	May 2006		SIP Team	Revised implementation plan & PLC minutes	In Progress
15.	Classroom observation to review workshop content implementation (#6, 7, 8)	October 2005, December 2005, February 2006, April 2006	RPDP	Peterson & Mattson	Peterson & Mattson	06/2006



Priority Need #3: Students at Beatty High School will improve math skills as evidenced by a 10% increase in the number of students passing the Nevada High School proficiency exam on subsequent testing opportunities within identified priority subgroups

	Activity	Timeline	Resources	Person(s) Responsible	Data to collect	Date Collected
1.	Level students on STAR Math	May 2005	Upgrade computers	Math Staff	List of student assessment results	06/2006
2.	Communicate to feeder schools for STAR Math scores for 8 th graders	May 2005		SIP Team	List of student assessment results	In progress
3.	Place students in appropriate classroom environment	September 2005	SuperMath.com Upgrade computers	Counselor Math Staff	Class Schedule	09/2006
4.	Hire tutor for after school program to conduct credit recovery & re-enforce standards	January 2005	GEAR-UP/School Based, PLATO, Virtual H.S. World & I	SIP Team	Julie Pentecost	09/2005
5.	Research Integrated Math Programs	March 2005	Upgrade computers, SuperMath.com	SIP Team	Research Results	In Progress
6.	Thinking Map Workshop	March 2005	RPDP	Peterson & Mattson	List of Attendees	11/2006
7.	Higher Level Thinking Workshop	April 2005	RPDP	Peterson & Mattson	List of Attendees	10/2006
8.	Communication and Critical Thinking Strategies Workshop	May 2005	RPDP	Peterson & Mattson	List of Attendees	10/2006
9.	Review Student progress	Ongoing (Quarterly)	Staff	SIP Team	Grade reports and assessment review	In progress
10.	Review available assessment tools	May, 2005	Upgrade computers	SIP Team	Assessment Instruments	08/2006
11.	Implement available assessment instruments in the goals statements	as available	School Based Funding	SIP Team	Revised Plan	In Progress
12.	Review and revise existing plan based on data collection	May 2006		SIP Team	Revised implementation plan	In Progress
13.	Classroom observation to review workshop content implementation (#6, 7, 8)	October 2005, December 2005, February 2006, April 2005	RPDP	Peterson & Mattson	Peterson & Mattson	06/2006



Baseline Year 2003-2004

School Improvement Plan Evaluation

PRIORITY NEEDS	STRATEGIES IMPLEMENTED	Nevada High School Proficiency Exam Data		
		<i>Passing % of Entire Testing Pool</i>	<i>Passing % of Students with IEP's</i>	<i>Passing % of ELL Students</i>
#1: Students at Beatty High School will improve reading skills as evidenced by a 10% increase in the number of students passing the Nevada High School proficiency exam on subsequent testing opportunities within selected subgroups.	SIOP model Tutoring Thinking Maps Higher Order Level Thinking Skills Communication & Critical Thinking Strategies STAR Testing	63.9		
#2: Students at Beatty High School will improve writing skills as evidenced by a 10% increase in the number of students passing the Nevada High School proficiency exam on subsequent testing opportunities within selected subgroups.	SIOP model Proficiency Writing Assessments Tutoring Rubric Thinking Maps Higher Order Level Thinking Skills Communication & Critical Thinking Strategies Classroom Observations Assessments	58		
#3: Students at Beatty High School will improve math skills as evidenced by a 10% increase in the number of students passing the Nevada High School proficiency exam on subsequent testing opportunities within selected subgroups.	STAR Math Tutoring Integrated Math Thinking Maps Higher Order Level Thinking Skills Communication & Critical Thinking Strategies Assessments	36.5		



Annual School Improvement Plan Evaluation School Year 2004 - 2005

PRIORITY NEEDS	STRATEGIES IMPLEMENTED	Nevada High School Proficiency Exam Data		
		<i>Passing % of Entire Testing Pool</i>	<i>Passing % of Students with IEP's</i>	<i>Passing % of ELL Students</i>
#1: Students at Beatty High School will improve reading skills as evidenced by a 10% increase in the number of students passing the Nevada High School proficiency exam on subsequent testing opportunities within selected subgroups.	SIOP model Tutoring Thinking Maps Higher Order Level Thinking Skills Communication & Critical Thinking Strategies STAR Testing	81		
#2: Students at Beatty High School will improve writing skills as evidenced by a 10% increase in the number of students passing the Nevada High School proficiency exam on subsequent testing opportunities within selected subgroups.	SIOP model Proficiency Writing Assessments Tutoring Rubric Thinking Maps Higher Order Level Thinking Skills Communication & Critical Thinking Strategies Classroom Observations Assessments	87		
#3: Students at Beatty High School will improve math skills as evidenced by a 10% increase in the number of students passing the Nevada High School proficiency exam on subsequent testing opportunities within selected subgroups.	STAR Math Tutoring Integrated Math Thinking Maps Higher Order Level Thinking Skills Communication & Critical Thinking Strategies Assessments	57		



Annual School Improvement Plan Evaluation School Year 2005 - 2006

PRIORITY NEEDS	STRATEGIES IMPLEMENTED	Nevada High School Proficiency Exam Data		
#1: Students at Beatty High School will improve reading skills as evidenced by a 10% increase in the number of students passing the Nevada High School proficiency exam on subsequent testing opportunities within selected subgroups.	SIOP model Tutoring Thinking Maps Higher Order Level Thinking Skills Communication & Critical Thinking Strategies STAR Testing Virtual High School PLATO Remedial Reading	<i>Passing % of Entire Testing Pool</i> 92	<i>Passing % of Students with IEP's</i>	<i>Passing % of ELL Students</i> 80
#2: Students at Beatty High School will improve writing skills as evidenced by a 10% increase in the number of students passing the Nevada High School proficiency exam on subsequent testing opportunities within selected subgroups.	SIOP model Proficiency Writing Assessments Tutoring Rubric Thinking Maps Higher Order Level Thinking Skills Communication & Critical Thinking Strategies Classroom Observations Assessments Remedial Writing	<i>Passing % of Entire Testing Pool</i> 74	<i>Passing % of Students with IEP's</i>	<i>Passing % of ELL Students</i>
#3: Students at Beatty High School will improve math skills as evidenced by a 10% increase in the number of students passing the Nevada High School proficiency exam on subsequent testing opportunities within selected subgroups.	STAR Math Tutoring Integrated Math Thinking Maps Higher Order Level Thinking Skills Communication & Critical Thinking Strategies Assessments SuperMath.com Virtual H.S. PLATO Remedial Math	<i>Passing % of Entire Testing Pool</i> 62	<i>Passing % of Students with IEP's</i>	<i>Passing % of ELL Students</i> 10



Narrative Evaluation of Data

1. What strategies were introduced as stated on the action plan?
SIOP Model, Tutoring, Thinking Maps, Higher Order Level Thinking Skills, Communication & Critical Thinking Skills Strategies, STAR Math and Reading, Proficiency Writing Assessments, Rubrics, Classroom Observations, and Assessments
2. What strategies were not introduced as stated on the action plan?
All were introduced.
3. To what degree have these strategies been effective instruments that lead to goal attainment?
Tutoring, credit recovery (on-line), and remediation classes were the most successful strategy so far. Students with failing grades have decreased by five percent. The thinking maps and higher order level thinking skills have only made a minimal effect (two percent gain) as shown by teacher observation and assessments. STAR Math and Reading have been used to assess the grade equivalent gains of our students, which have been from a quarter to one year gain. The SIOP model still has not been fully implemented through out the curriculum.
4. How will the baseline test data be used?
All data collected in the future will be compared to our baseline data of 2003-2004, to see if our implemented strategies are making the necessary changes needed to improve what student are learning. The assessment data will control what we spend our resources on in the future. It will also drive our staff development.
5. How does the data compare with previous year(s)?
In the 2004-2005 school year we made our ten percent increase in the number of students passing the Nevada High School proficiency exam in reading, writing, and math. The IEP subpopulation passing the HSPE dropped by five percent, while our ELL subpopulation passing the HSPE remained stable, as assessed by the proficiency exams in reading, writing, and math. Our transience rate has increased by nearly ten percent. Our ethnicity rate continues to increase around two percent per year. The special education population has increased by three percent. The dropout rate remains stable at around fourteen percent. In the 2005-2006 school year we made our ten percent increase in the number of students passing the Nevada High School proficiency exam in reading, writing, and math. The IEP subpopulation passing the HSPE keep decreasing, while our ELL population passing the HSPE in reading made the ten percent increase but not in Math. Our transience rate has decreased to 18%. Our ethnicity rate has increased to 45% and is expected to increase by two percent each year. The special education population continues to remain constant. The dropout rate has increased to 63.3%, which is nine students out of twenty-five that did not graduate with their cohort group.





PART VI

DATA TABLES

TABLE H: Achievement Data

HIGH SCHOOL

Tenth Grade and Subpopulation Tested	ITED Rdg TOTAL	ITED Rdg Subtest Vocabulary	ITED Rdg Subtest Comp	ITED Rdg Subtest Spelling	ITED Rdg Subtest Revising Matls	ITED Math TOTAL	ITED Math Subtest Conc & Prob Solving	ITED Math Subtest Computation	HS PE Rdg	HS PE Math	HS PE Writing	Language Assessment Survey LAS
	# %	# %	# %	# %	# %	# %	# %	# %	# %	# %	# %	# %
Male	29	20	35	23	25	32	32	39	22			4
Female	23	12	35	12	30	34	28	35	18			3
American Indian/Alaskan Native												
Asian/Pacific Islander												
Hispanic												
Black/African American												
White												
IEP	17	22	17	49	12	12	12	38	21			
LEP	14	9	24	63	17	12	12	17	13			3
FRL	24	13	35	20	27	31	29	35	21			
Migrant												
Participation Rate	100											
School Average												
District Average												



Table A. School Characteristics.

Use figures as of Count Day in current school year for: Enrollment, including gender, and ethnicity; English Language Learners (ELL); Gifted and Talented Education; Migrant.

Use figures from previous school year for: Students Having IEPs (December 1 of previous year); Transience rate; Average Daily Attendance; Dropout rate; Graduation rate; Remediation Rate at UCCSN

Enrollment	#	%	Staff Characteristics		
Total # of Students Enrolled	134		Number of Administrators (Principal, Assistants)		.5
Number and Percent Female	72	54	Number of Deans		0
Number and Percent Male	62	46	Number of Counselors		.5
Important Subpopulations			Number of Classroom Teachers		9
	English Language Learners (ELL)	14	Number of Special Services Teachers (Art, Computers, ELL Music, PE, Special Education, Speech, etc.)		3
	Students Having IEPs	10	Number of Instructional Paraprofessionals		1
	Gifted and Talented Education	N/A	Number of Other Paraprofessionals		2
	Migrant	N/A	% of Highly Qualified Teachers		100
Free/Reduced Meals	61	45.5	% of Highly Qualified Instructional Paraprofessionals		3
Ethnic Subpopulations			Number of site RPDP/NELIP or other trainer/facilitators		2
	African-American	.8	Title I		
	Asian/Pacific Islander	2.2	Served	Yes ✓	No ✓
	Hispanic	54	Eligible	X	
	Native American/Alaskan Native	2.2	Targeted Assisted		X
White	73	55	Schoolwide	X	
School Characteristics		%	Identified as Needing Improvement (NI)		
Average Daily Attendance		92	Failed AYP one year?	X	
Transiency Rate		18	Designated as Needing Improvement?	X	
% enrolled continuously since Count Day		97	Appeal process utilized?		X
Incidents of School Violence		0	Designated as Needing Improvement again?		X
Dropout Rate (HS)		22.2	Designated as Persistently Dangerous School?		X
Graduation Rate (HS)		77.8	Receiving Remediation funding?		X
Remediation Rate at UCCSN (HS)		0	Is the school using a district TAP or State SST?		X



Table E: Achievement Data
High School Achievement Data

Subpopulation Tested	HSPE 10 th Grade Reading				HSPE 10th Grade Math			
	Not Proficient FAIL		Proficient PASS		Not Proficient FAIL		Proficient PASS	
	#	%	#	%	#	%	#	%
Male		11	16	89	13	70		30
Female		30		70	17	94		6
American Indian/Alaskan Native								
Asian/Pacific Islander								
Hispanic		16	10	84	10	83		17
Black/African American								
White		14	13	86	12	86		14
IEP								
LEP		20		80	10	90		10
FRL		24	13	76	14	80		20
Migrant								
Participation Rate	93							
School Average		18	23	82	93	86		14
District Average		29		72	24	65		35



TARANTULA COUNTRY

Gabbs School ES/MS/HS

School Improvement Plan

October 2006

Created by Gabbs' Technical Team



EXECUTIVE SUMMARY

District Mission:

Every Child A Success

School Mission:

Using the Professional Learning Community (PLC) paradigm, Gabbs' School's mission is to increase measurable student learning and achieve expected levels of competency as benchmarked by district standards.

School Highlights: A multicultural learning environment set in a small mining town where teachers are integral members of the community. Many teachers volunteer for the fire department and paramedic unit and have a close association with the Yomba Shoshone Reservation.

- ***A model Gear-Up program being completed***
- ***Community supported sports program with high student participation***
- ***Inaugural Close-Up trip for Seniors***
- ***Tradition of significant community supported scholarships for seniors***
- ***80% graduation rate and 0% drop out rate***
- ***Highly successful career fair held***
- ***Excellent success rate on proficiency exams***
- ***Continuing work on our facilities***
- ***Improved success for students after planned interventions***

SCHOOL IMPROVEMENT PLAN TEMPLATE

School Name and Code: Gabbs School (105;315;602) Phone (775)285-2692
 FAX: (775) 285-2381

Table A

Enrollment	#	%	Staff Characteristics		
Total # of Students Enrolled	60	100	Number of Administrators (Principal, Assistants)	1	
Number and Percent Female	30	50	Number of Deans	0	
Number and Percent Male	30	50	Number of Counselors	.20	
Important Subpopulations			Number of Classroom Teachers	6	
English Language Learners (ELL)	1	1	Number of Special Services Teachers (Art, Computers, ELL Music, PE, Special Education, Speech, etc.)	1	
Students Having IEPs	13	22	Number of Instructional Paraprofessionals	1	
Gifted and Talented Education	0	0	Number of Other Paraprofessionals	1	
Migrant	0	0	% of Highly Qualified Teachers	100	
Free/Reduced Meals	30	50	% of Highly Qualified Instructional Paraprofessionals	50	
Ethnic Subpopulations			Number of site RPDP/NELIP or other trainer/facilitators	0	
African-American	0	0	Title I	Yes ✓	No ✓
Asian/Pacific Islander	1	0	Served	✓	
Hispanic	3	2	Eligible	✓	
Native American/Alaskan Native	20	29	Targeted Assisted		✓
White	36	69	School wide	✓	
School Characteristics		%	Identified as Needing Improvement (NI)	Yes ✓	No ✓
Average Daily Attendance		94	Failed AYP one year?		✓
Transiency Rate		0	Designated as Needing Improvement?		✓
% enrolled continuously since Count Day		97	Appeal process utilized?		✓
Incidents of School Violence		1	Designated as Needing Improvement again?		✓
Dropout Rate (HS)		0	Designated as Persistently Dangerous School?		✓

Graduation Rate (HS)		100	Receiving NERA (remediation) funding?		√
Remediation Rate at UCCSN (HS)		n/a	Is the school using a district TAP or State SST?		√

SCHOOL IMPROVEMENT PLAN

TABLE B: Achievement Information, % Proficient

ELEMENTARY/ MIDDLE SCHOOL

Grade Level and Subpopulation Tested <u>5th</u> <u>7th</u>	ITBS Rdg TOTAL	ITBS Rdg Subtest Vocab	ITBS Rdg Subtest Comp	ITBS Lang Arts TOTAL	ITBS Lang Arts Subtest Spelling	ITBS Lang Arts Subtest Capit	ITBS Lang Arts Subtest Punct	ITBS Lang Arts Subtest Usage & Express	ITBS Math TOTAL	ITBS Math Subtest Concpt Estimtn	ITBS Math Subtest Probs	ITBS Math Subtest Computation	CRT Rdg	CRT Math	CRT Writi ng	English Language Develmt Assessment ELDA
ELL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Stu w/IEPs (1 Student)																-
SES Free/Reduced Meals(1 student)																-
African- American																-
Asian/Pacific Islander																-
Hispanic																-
Native American																-
White																-
Migrant																-
Female																-
Male																-
Participation Rate																-
School Average																

District Average																

TABLE B: Achievement, % Proficient

HIGH SCHOOL

Grade Level and Subpopulation Tested <u>10th</u>	ITED Rdg TOTAL	ITED Rdg Subtest Vocab	ITED Rdg Subtest Comp	ITED Lang Arts TOTAL	ITED LA Subtest Revising Matls	ITED Math TOTAL	ITED Math Subtest Conc & Prob Solving	ITED Math Subtest Computation	HSPE Rdg	HSPE Math	HSPE Writing	English Lang Develmt Assessment ELDA
ELL												
Stu w/IEPs												
Stu rec Free/Reduced Meals												
African-American												
Asian/Pacific Islander												
Hispanic												
Native American												
White												
Migrant												
Female												
Male												
Participation Rate												
School Average												
District Average												

School Improvement Plan

Name of School—Gabbs School

Address—511 E Ave.

PO Box 147

Gabbs, NV 89409

Phone—(775) 285-2692

Principal—Selway Mulkey

School Improvement Planning (SIP) Team Members and Process¹

Sue Wood (Teacher)

Connie Stinson (Teacher)

Ben Hall (Teacher)

David Tooley (Teacher)

Harold Schroeder (Teacher)

Charity Brown (Parent)

Karen E. Liberty, NCSD C & I Coordinator

Sherrilynn Rakestraw TOSA

M.K. Hovden (Teacher)

Jerri Kerns (Teacher)

Selway Mulkey (Principal)

The Gabbs School staff met to complete the school improvement plan.

Data Profile²

The table on the following page presents the outcomes of all the data collected on the 24 Essential Questions. It indicates whether Gabbs School “Achieved” the target for Essential Question, made “Progress” but still needs improvement, or did “Not Achieve” the target and is in need of improvement. The table is followed by a narrative for each Essential Question in which the school either made progress but needs improvement, or did not achieve the target.

Table 1. Data Profile for School Improvement: Summary of 24 Essential Questions

¹ This section fulfills item 15. *Identify the people who helped develop the improvement plan and describe the process* for the School Improvement Plan.

² This section fulfills item 2. *Complete the Data Profile for School Improvement* for the School Improvement Plan.

Categories of School Reform/Essential Questions	Status
A. Large Scale Assessment & Achievement —	
1. Do all students participate in statewide assessments?	Achieved
2. Do all students participate in district assessments?	In progress
3. Do all Limited English Proficient Students (LEP) participate in the statewide test of English Proficiency?	In progress
4. Do all students demonstrate targeted proficiency levels on statewide assessments?	In progress
5. Do all students demonstrate targeted proficiency levels on district assessments?	In-progress
B. Curriculum & Instruction —	
6. Are curricular and instructional materials designed to support teaching of state standards?	Achieved
7. Do students have access to and use of standards-based instructional materials?	Achieved
8. Do instructional practices consistently support individual student achievement?	In progress
9. Do administrators and teachers effectively use the results of state, local, and classroom assessments to make instructional decisions that increase student achievement?	Achieved
10. Is an effective system of interventions in place for students who are not meeting grade level objectives?	In progress
C. Learning Environment and Culture —	
11. Does the condition of the school's physical plant support student achievement?	Achieved
12. Do staff allocations support student achievement?	Achieved
13. Are the school's resources allocated to support student achievement?	In progress
14. Do students have equitable access to resources and opportunities at the school?	Achieved
15. Are supports effectively provided to help students meet needs in non-academic areas, so they may focus productively on learning?	In progress
16. Do behavior management and disciplinary practices consistently support individual student achievement?	Achieved
D. Community, Parent, and Student Involvement —	
17. Do students, parents, and teachers demonstrate high expectations for student achievement?	In progress
18. Does staff collaboration occur to support student learning?	Achieved
19. Is effective instructional leadership in place to support student achievement?	Achieved
20. Is an effective process in place to communicate with parents and other stakeholders?	Achieved
21. Are parents meaningfully involved in supporting student achievement?	In progress
22. Are community members/business partners meaningfully involved in supporting student achievement?	Achieved
E. Professional Development —	
23. Do staff members' levels of education, experience, and expertise support student achievement?	Achieved
24. Is research-based professional development provided in response to site based needs for student achievement?	In progress

A. Large Scale Assessment and Achievement

Question 4. Do all students demonstrate targeted proficiency levels on statewide assessments?

Gabbs School does not have a large enough population to report the data so we do not have a targeted proficiency level.

B. Curriculum and Instruction

Question 10. Is an effective system of interventions in place for students who are not meeting grade level objectives?

Regular education teachers are working with special education teacher to create a plan that will help students work toward grade level standards. We continue to work on interventions.

C. Learning Environment and Culture

Question 11. Does the condition of the school's physical plant support achievement?

The elementary building at Gabbs School is not handicapped accessible. Computer lab equipment has been updated and old chalk boards were replaced over the summer with new dry erase whiteboards.

Question 14. Do students have equitable access to resources and opportunities at the school?

Gabbs School has to share a counselor, school nurse, and school psychologist with another school but they work hard to provide services at our school.

Question 15. Are supports effectively provided to help students meet needs in non-academic areas, so they may focus productively on learning?

We have a strong Gear Up program and a strong DARE and GREAT program that provided important supports to students and families. With Mr. Anderson, our counselor, we are working with the Lions Club to assist students who need glasses and we have contacts with the Yomba tribe and the social services available there.

.D. Community, Parent and Student Involvement

Question 19. Is effective instructional leadership in place to support student achievement?

Yes! Gabbs School now has a full time site administrator to assist teachers at the site. A School counselor visit with all 9-12 grade students to review credits earned and needed.

E. Professional Development

Question 24. Is research-based professional development provided in response to site based needs for student achievement?

Gabbs School is becoming a Professional Learning Community and the Collaborative Teaching model between classroom teacher and special education teacher is being implemented.

Priority Needs³

The SIP Team, with staff and school community input, identified the top three priority need areas to work on in their school improvement plan:

- **Reading.** Criterion Reference Test, High School Proficiency Exam scores in reading and language arts are below the state average and many students do not meet district competencies. In addition, test scores reflect Gabbs students have difficulties finding the main idea from informational texts, including reading to interrupt and evaluate.
- **Writing.** According to the Nevada State 5th and 8th Grade Writing Proficiency Exam the students at Gabbs School are not proficient in voice, organization, ideas, and conventions. Continued work with 11th grade student in writing
- **Math.** According to Nevada Criterion Referenced Tests results, students at Gabbs are not proficient in problem solving.

The SIP Team developed three preliminary goals.

- Goal 1:** Gabbs School students will improve their reading achievement on the CRTs and HSPE by 10% in the areas; using informational texts and reading to interpret and evaluate.
- Goal 2:** Gabbs School students will become 10% more proficient in Voice, Ideas, Organization, and Conventions on the Writing Proficiency Exam and the HSPE Writing.
- Goal 3:** Gabbs School students will improve by 10% on CRTs, HSPE, and classroom assessments in the areas of mathematical problem solving and practical reasoning.

³ This section fulfills 3. *Identify the school's needs for increasing student achievement* for the School Improvement Plan

Part II: Inquiry Process

This section presents a brief summary of the inquiry process conducted by the SIP Team to search for and select the most appropriate research-based strategies for the school's three priority needs in reading/language arts, parent involvement, and student discipline.

1. Investigate the Causes of Priority Needs.⁴

Gabbs School established a committee to explore why the priority needs exists at Gabbs School.

First, the committee developed a list of possible or likely reasons for the priority needs. Based upon informal open discussion, the committee of teachers, parents, school staff, principal, and RPDP member concluded that writing proficiency, finding the main idea using informational text, reading and interpreting, mathematical problem solving, and practical reasoning were areas of concern.

Second, the committee looked for existing data to confirm whether the possible reasons were accurate.

Table 2 shows the ***verified explanations*** that each subcommittee identified for the three priority needs.

⁴ This section fulfills 4. *Investigate and describe the causes of the identified needs* for the School Improvement Plan

Table 2. Explanations of Priority Needs

Priority Need	Reasons
Reading	◆ Because of insufficient exposure, teachers were not using the most recent research-based instructional strategies for interpretation of nonfiction, and evaluating text in their classrooms. ◆ Students are not actively engaged in reading opportunities because they are not meaningful to them. ◆ Students did not practice re-reading strategies to better their skills. They are practicing those now. ◆ Informational texts' readability levels were sometimes above students' abilities.
Writing	◆ Not all instructors were trained in the 6+1 Trait Writing/Writers Workshop Lucy Caulkin ◆ Students had limited knowledge of the 6+1 Trait Writing terminology. ◆ Some students did not understand basic sentence structure and grammar. ◆ Teachers did not utilize the district writing folders effectively.
Math/Problem Solving	◆ The Saxon elementary textbook did not address problem solving effectively. ◆ Prior MS/HS staff taught outside of subject area. ◆ Many students lacked comprehension skills when solving math word problems. ◆ Math class constructive responses were not utilized effectively.

2. Investigate Possible Solutions.

The committee investigated possible solutions to the priority needs and their underlying reasons.

First, the committee reviewed the research literature on effective practices and programs. For example, the committee on reading/language arts reviewed:

- ◆ *Catalog of School Reform Models*, published by the Northwest Regional Educational Laboratory and available at <http://www.nwrel.org/scpd/natspec/catalog/index.html>.
- ◆ *List of Effective Remedial Programs*, published by the Legislative Committee on Education and available from the Nevada Department of Education.

Next, the committee contacted local experts about possible solutions. For example, one member of the committee contacted the Regional Professional Development Program.

Table 3 presents the possible solutions that the committee identified as a result of their investigation. The committee identified different solutions.

Table 3. Possible Solution to Priority Needs

Priority Need	Possible Reasons	Possible Research-Based Solutions
1. To increase scores on the state writing assessments.	◆ Not all instructors were trained in the 6+1 Trait Writing ◆ Students had limited knowledge of the 6+1 Trait Writing terminology ◆ Some students did not understand basic sentence structure and grammar. ◆ Teachers did not utilize the district writing folders effectively	◆ Continue implementing the new literature series K-8, 6+1 Writing Trait components and explicit lessons in Trait Writing ◆ Continue implementing the new literature series K-8 English and grammar component ◆ Teachers will use the district writing folders as pre- and post- writing tests to drive decisions in writing instruction
2. To increase reading scores in informational text and interpret and evaluating text on Nevada State CRT and HSPE	◆ Because of insufficient exposure, teachers were not using the most recent research-based instructional strategies for interpretation of nonfiction and evaluating text in their classrooms. ◆ Students were not actively engaged in reading opportunities that were meaningful to them. ◆ Students did not practice re-reading strategies to better their skills. ◆ Informational texts' readability levels were sometimes above students' abilities.	◆ Teachers 6-12 will practice cross-discipline collaboration to demonstrate the relationship among the disciplines ◆ All teachers will receive staff development in the following strategies: shared reading, interactive editing, and guided reading ◆ All teachers will receive staff development in Readers and Writers workshop to increase independent student achievement
3. To increase math scores on the Nevada State CRT and HSPE	◆ The Saxon elementary textbook did not address problem solving effectively. ◆ Prior MS/HS staff taught outside of subject area. ◆ Many students lacked comprehension skills when solving math word problems. ◆ Math class constructive responses were not utilized effectively.	◆ All teachers will receive staff development in the following strategies: mathematical problem solving skills and interactive editing ◆ Staff is 100% highly qualified ◆ All core teachers K-12 will receive staff development in constructed responses for all core classes ◆ Teachers will implement problem of the day to assist

		students with problem solving.

3. Selecting Solutions to Fit the School Context.

The SIP Team held a school-wide meeting to discuss and select the most appropriate solutions for the priority needs and the school. Each subcommittee presented possible solutions to the school followed by discussion. School staff talked about possible obstacles, resources, and whether the proposed solutions sufficiently addressed the priority need and would improve student learning. Table 4 presents the solutions selected by the school. Together, the selected solutions address all the Essential Questions in which the school needed improvement. The Essential Question(s) addressed by each solution is in parentheses () after the solution.

Table 4. Solutions Selected to Address Priority Needs

Priority Need	Selected Solutions
Writing	A. Continue Implementing the <i>Writers Workshop</i> by Lucy Caulkin, and NWREL research (ES # 1,2,4,6,7,8,9,13,14,17,18,19,23,24) B. Students will continue implementing Thinking Maps throughout the writing process (ES #6,7) C. Extend the in-school tutoring program to students who are not proficient in language arts. (ES# 10)
Reading/Informational Text	A. Continue a balanced literacy approach using the newly adopted K-5 literacy program (Scott Foresman <u>Reading Street</u>) (ES# 4, 5, 8, 9, 18, & 24) B. Continue balanced literacy approach, using the newly adopted 6-8 literacy program McDougal (<u>Language of Literature</u>). Extend the in-house tutoring program to students who are below grade in reading. (ES#10)
Math/Problem Solving	A. Continue implementing Majorie Montague's Practical Approach to teaching Mathematical Problem Solving Skills (Solve It!) (ES# 24) B. Continue a school wide implementation of the mathematical problem of the day. (ES# 8)

4. Verify proposed solutions meet the required components of a School Improvement Plan.

*Scientifically based strategies.*⁵ *Scott Foresman Reading Street* and *McDougal Language of Literature* are listed in the *Catalog of School Reform Models* (Northwest Regional Educational Laboratory) and *List of Effective Remedial Programs* (Legislative Committee on Education) as a research-based program.

⁵ This section fulfills 6.*List strategies based on scientifically based research* for the School Improvement Plan

Target students⁶ The teacher will continue assessing students every three weeks to determine which students are not approaching or meeting district standards. Teachers will use this information to revise their classroom instructional program to help these students meet district standards. In addition, teachers will use the results of the three-week assessments to identify students for the in-school tutoring program so that these students receive additional instructional time in those areas in which they are not proficient.

High quality professional development⁷

All teachers will receive additional staff development in the following strategies: shared reading, interactive editing, and guided reading. All teachers will receive additional staff development in Readers and Writers workshop. In addition, this year, all licensed staff will receive additional training in use of computers and Microsoft programs through RPDP.

Teacher-mentor program⁸

Teachers will meet with other northern district schools to discuss strategies so that collaborative teams of teachers at Gabbs can move from initiation stage to developing stage, measured by PLC continuum rubric.

Extended-time activities⁹ The school will continue the current in-school tutoring program in math and language arts.

Parental involvement strategies¹⁰ . In addition, our strong Gear Up program has a great parent involvement component which gets those parents involved with our school. In addition, we have some volunteers that help transport small groups of junior high students to some of their activities.

⁶ This section fulfills 7. *Target students in specific subgroups* for the School Improvement Plan

⁸ This section fulfills 9. *Describe the schools teacher mentoring program* for the School Improvement Plan

⁹ This section fulfills 10. *List the extended learning time activities* for the School Improvement Plan

¹⁰ This section fulfills 11. *Describe the strategies to promote parent involvement* for the School Improvement Plan

Part III: School wide Program Design

Introduction: This section presents a summary of the steps that the SIP Team took to develop action plans for each priority need and it presents the master plan. The solutions are:

READING

- A. Teachers 6-12 will practice cross-discipline collaboration to demonstrate the relationship among the disciplines
- B. All teachers will receive staff development in the following strategies: shared reading, interactive editing, and guided reading
- C. All teachers will receive staff development in Readers and Writers workshop

WRITING

- A. Implement the new literature series K-8, 6+1 Writing Trait components and explicit lessons in Trait Writing
- B. Implement the new literature series K-8 English and grammar component
- C. Teachers will use the district writing folders as pre- and post- writing tests to drive decisions in writing instruction

MATH/PROBLEM SOLVING

- A. Continue implementing Majorie Montague's Practical Approach to teaching Mathematical Problem Solving Skills (Solve It!) (ES#24)
- B. Continue a school wide implementation of the mathematical problem of the day (ES#8)

1. *Develop a blueprint or action plan.*

The committee that identified the solutions for the three priority needs also developed the action plans to implement the solutions. The committee—

- identified all of the major steps to implement the solutions
- when the step would be completed,
- the resources needed to complete the step, and
- the person(s) responsible for completing the step.

Tables 5a, 5b, and 5c on the following pages show the action plans for each priority need.¹¹

¹¹ This section fulfills 14. *Specify responsibilities and a timeline* for the School Improvement Plan

2. *Integrate Solutions.*

After the committee completed the action plans, the SIP Team reconvened to develop a **master plan** displayed in a Gantt Chart in Table 6 that integrates the three action plans. This procedure ensured that the solutions could realistically occur given the timelines and responsibilities assigned to each step. The master plan showed the sequence of steps to implement the solutions from the three action plans and the timeline for completing the steps. The SIP Team used the master plan to communicate the improvement efforts to the community.

Table 5a. Action Plan #1 for LANGUAGE ARTS

Priority Need: LANGUAGE ARTS/Writing

Goal Statement: Decrease non-proficient students on the Nevada Writing Proficiency Exam by 10%.

Activity	Timeline	Resources	Person(s) Responsible
1. Students will participate in the District pre-writing assessment.	October 2006	District Writing Prompt;	Principal
2. Teachers will collaboratively score student pre-writing assessment.	October 2006	None	Principal
3. Teachers will collaboratively discuss pre-writing assessments, looking for deficiencies to guide instruction.	October 2006-ongoing	None	Principal
4. Teachers will explicitly teach the Writers Workshop program created by Lucy Caulkin and will assess monthly to guide instruction.	October 2006 on going	RPDP	Principal
5. Students will continue to write summaries of their learning in each writing class daily.	October 2006 on going	none	Principal
6. Teachers will explicitly teach students how to write a summary.	October, 2006-on-going	None	Principal
7. Students will be explicitly taught how to assess their own writing using the state 6 + 1 Writing Trait rubric.	November 2006-on-going	None	Principal
8. Teachers will record students' monthly results on a principal created template.	November 2006 on- going	None	Principal

6. Table 5b. Action Plan #2 for Reading

Priority Need: READING /Informational Text

Goal Statement: Decrease non-proficient students on the CRT by 10% in informational text.

Activity	Timeline	Resources	Person(s) Responsible
1. Teachers will continue implementing Thinking Map strategies to assist students with comprehension of informational text.	Fall 2006- ongoing	RPDP	Principal
2. To continue training teachers in effective strategies in reading informational text.	Fall 2006-ongoing	RPDP	Principal
3. To fully implement District's newly adopted reading series, with emphasis on informational text.	Fall 2006-ongoing	NONE	Principal
4. All teachers will continue implementing readers' workshop	Fall 2006-on-going	RPDP	Principal
5. All teachers will continue receiving staff development in the following strategies: shared reading, interactive editing, and guided reading	Fall 2006-on-going	RPDP	Principal
6. The principal will observe all K-12 teachers doing an interactive editing lesson quarterly.	Quarterly (November, January, March and May)	None	Principal

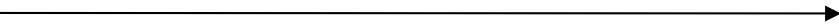
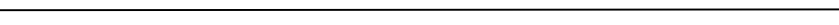
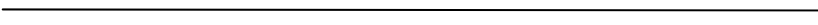
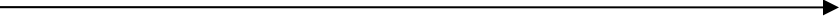
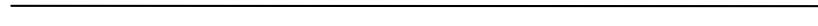
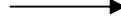
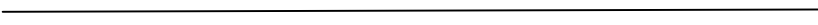
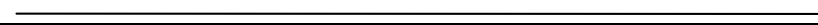
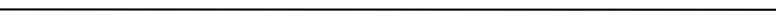
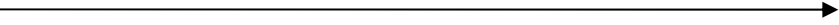
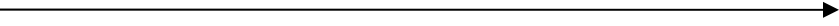
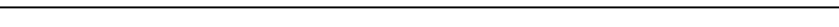
Table 5c. Action Plan #3 for MATH

Priority Need: Problem Solving Skills

Goal Statement: To increase CRT, and HSPE scores in problem solving skills by 10%.

Activity	Timeline	Resources	Person(s) Responsible
1) Teachers will implement effective strategies to teach problem solving skills.	November 2006-ongoing	None	Principal
2) School wide implementation of the mathematical problem of the day	November 2006- ongoing	Text books and supplemental materials	Principal
3) To seek solutions and find research based materials to be implemented and to supplement Saxon math.	November 2006-ongoing	Use resources on hand	principal
4) Increase practice time solving mathematical story problems	November 2006-ongoing	None	Principal
5) To make available to teachers Marilynn Burns' work	November 2006-ongoing	None	Principal
6) Teachers will make problem-solving a major focus in their mathematical program (problem of the day)	November 2006-ongoing	None	Principal
7) Problem- solving strategies such as those of Marilynn Burns' will be implemented as a whole school focus	November 2006-ongoing	None	Principal

Table 6. Gabbs School Master Plan

Action Plan (Step)	Timeline										
	Nov. 06	Dec. 06	Jan. 07	Feb. 07	March 07	April 07	May 07	June 07	Sept. 07	Oct. 07	Nov. 07
1.1. Students will write a summary of their learning in each core class.											
1.2. Teachers will explicitly teach students how to write a summary.											
1.3. Students will be held accountable by earning credit for each summary.											
1.4. Teachers will be trained in the 6+1 Writing Traits	 										
1.5. Teachers will implement the 6+1 Writing Traits in their classrooms											
2.1. To support and train/retrain teachers in Thinking Maps											
2.2. To train teachers in effective strategies in reading informational text											
2.3. To revisit “CELL/ExLL” /balanced literacy techniques											
2.4. All teachers will receive staff development in Readers and Writers workshop											
2.5. All teachers will receive staff development in the following strategies: shared reading, interactive editing, and guided reading											
3.1. To train teachers with effective strategies to use to teach problem solving skills.											
3.2. School wide implementation of the mathematical problem of the day											
3.3. To seek solutions and find research based materials to be implemented and to											

supplement Saxon math.	
3.4. To implement analytical thought processes school wide	_____→
3.5. Apply and use Majorie Montague's Book <i>SOLVE IT! A Practical Approach To Teaching Mathematical Problem Solving Skills</i>	_____→
3.6. Increase practice time solving mathematical story problems	_____→
3.7. To make available to teachers known successful problem- solving strategies	_____→
3.8. Teachers will make problem solving a major focus in their mathematical program	_____→
3.9 Problem- solving strategies will be implemented as a whole school focus	_____→

Part IV: Evaluation¹²

Introduction: This section presents the plans to monitor and to evaluate the Master Plan.

1. Monitor Implementation of Program Activities.

The committee that developed the action plans also developed the evaluation plans for each priority need. To monitor implementation, the committee will collect information on—

- whether the action steps were completed, and/or
- whether the action steps were successful.

The committee decided what data to collect and who would collect it. Tables 7a, 7b, and 7c show the Monitoring Plan developed for each of the three Action Plans.

2. Establish and Assess Student and Program Goals.¹³

3. The committee also developed outcome goals for the action plans, as shown below.

- **Writing.** The Gabbs students will improve their achievement in writing, as measured by the State Writing Proficiency Exam by 10%.
 - **All students.** Current records show that 20% percent of all students are proficient on the Fifth Grade Writing Proficiency Exam, 67% of all students are proficient on the Eighth Grade Writing Proficiency Exam, and 100% of the all students are proficient on the High School Writing Proficiency Exam. At the end of the second year of the improvement plan, 35% of fifth graders, 77% of eighth graders, and 100% of juniors will be proficient on the State Writing Proficiency Exam.
- **Reading/Informational Texts.** Gabbs students will improve their achievement in reading informational texts on the Iowa Test Basic Skills Exam and the CRT by 10%.
- **Math/Problem-Solving** Gabbs School students will improve their achievement in mathematical problem-solving on the CRT's by 10%. Problem Solving is the foundation for all mathematical processes.
 - **All students.** Current records show that 67% of all students are proficient on the CRT. At the end of the second year of the improvement plan 82% of all students will be proficient in mathematical problem-solving.
 - **Gabbs High School students** consistently fail at their first attempt at the High School Math Proficiency Exam. At the end of the second year of the improvement plan an increase of 10% of the high school students will pass on the first attempt of the HSPE.

The committee also developed a plan to collect the data described by the goals. Table 7a presents the goal, the data that will be collected, when, and by whom.

¹² This section fulfills 13. *Describe the evaluation process* for the School Improvement Plan.

¹³ This section fulfills 5. *List the annual individual school goals and objectives* for the School Improvement Plan.

Table 8a. Monitoring Plan for Action Plan #1 for LANGUAGE ARTS/WRITING

Activity	Data to collect	When to collect	Person responsible
1. Students will write a summary of their learning in each core class.	Notebooks	November 2006-ongoing Daily	Principal
2. Teachers will explicitly teach students how to write a summary.	Example posters to hang in classrooms.	November 2006	principal
3. Students will be held accountable by earning credit for each summary.	Summary notebooks	November 2006-ongoing Daily	principal
<i>4. Teachers will be trained in the 6+1 Writing Traits</i>	Sign in Sheet	November 2006	Principal
5. Teachers will implement the 6+1 Writing Traits in their classrooms	Writing Samples	January 2007 Monthly	principal

Table 8b. Monitoring Plan for Action Plan #2 Reading/Informational Texts

Activity	Data to collect	When to collect	Person responsible
1. To Support and train/retrain teachers in Thinking Maps	Sign in sheet	November 2006	Principal
2. To train teachers in effective strategies in reading informational text	Sign in sheet	November 2006	Principal
4. All teachers will receive staff development in Readers and Writers workshop	Sign in sheet	November 2006	Principal
5. All teachers will receive staff development in the following strategies: shared reading, interactive editing, and guided reading	Sign in sheet	November 2006	Principal

Table 8c. Monitoring Plan for Action Plan #3 Problem solving Skills

Activity	Data to collect	When to collect	Person responsible
1. To train teachers with effective strategies to use to teach problem solving skills.	Sign in sheet	November 2006	Principal
2. School wide implementation of the mathematical problem of the day	Book of Problems/Dailey Bulletins	monthly	Principal
3. To seek solutions and find research based materials to be implemented and to supplement Saxon math.	Bibliography of resource materials	June 2007	Principal
6. Increase practice time solving mathematical story problems	Class schedule	June 2007	Principal
7. To make available to teachers known successful problem-solving strategies	Sign in sheet and a list of activities	November 2006	Principal
8. Teachers will make problem-solving a major focus in their mathematical program	Lesson Plans	June 2007	Principal
9 Problem -solving strategies will be implemented as a whole school focus	Book of daily math problems	June 2007	Principal

Table 8. Student and Program Outcome goals for Action Plans.

Goal	Data to collect	When to collect	Person responsible
Gabbs students will improve their level of proficiency in writing on the Fifth Grade, Eighth Grade and High School State Writing Proficiency Exam	Fifth Grade, Eighth Grade and High School State Writing Proficiency Exam results	Spring 2007	Principal
Gabbs students will improve their performance in reading informational texts.	CRT	Spring 2007	Principal
Gabbs students will improve their performance in mathematical problem solving.	CRT, & HSPE	Spring 2007	Principal

BUDGET/EXPENDITURE SUMMARY – School Improvement Grant

Applicant Name: Gabbs School

Project Number: _____

Fiscal Year: 2005-2006

Check One: **Budget** **X** **Amendment** **Number** **Report of Expenditures**

OBJECT	DESCRIPTION	INSTRUCTION COST	SUPPORT SERVICES	TOTAL
100/200	Salaries & Benefits		\$ 10,400.19 2,401.77.	\$ 12,801.96
300	Purchased Professional Services			
400	Purchased Property Services			
500	580 Staff Travel			XXXXXXXXXX
	Other			XXXXXXXXXX
	Other Purchased Services – Total			
600	610 General Supplies			
	640 Books and Periodicals			XXXXXXXXXX
	650 Audio Visual Materials			XXXXXXXXXX
	660 Instructional Kits			XXXXXXXXXX
	670 Software			XXXXXXXXXX
	Other			XXXXXXXXXX
	Supplies – Total			
800	810 Dues and Fees			XXXXXXXXXX
	Other			XXXXXXXXXX
	Other Objects (Total)			
Subtotal 100 - 600 & 800				\$ 12,801.96
Approved Indirect Costs		Rate:	%	XXXXXXXXXX
				XXXXXXXXXX
700	730 Equipment			XXXXXXXXXX
	Other			XXXXXXXXXX
	Equipment (Total)			\$.00
TOTAL		XXXXXXXXXXXXXXXXXXXXXXX		\$ 12,801.96

Jerry C. Hill

5/9/06

Signature: _____

Date: _____

District Superintendent or Authorized Individual

**SCHOOL IMPROVEMENT GRANT
SUPPLEMENTAL SCHEDULE**

Applicant Name: _Nye County School District –Gabbs School

Project Number: _____

Fiscal Year: 2006-2007

A	B	C	D	E	F
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount
100	PERSONNEL: Title 1 Aide	58.4 9%		\$21.95 X 4.5 hrs. X 180 days X 58.49 %	\$ 10,400.19
	NARRATIVE: Title I teacher aide. This aide will work in classrooms to provide assistance with low achieving students.				
	BENEFITS: 272 Aide Workers Comp 292 Aide Medicare 232 Aide PERS			10,399.23 x .0201 x .94 10,399.23 x 1.45% 10,399.23 x 19.75 %	\$ 197.13 150.79 2,053.85
	NARRATIVE: Benefits as required by law.				\$2,401.77
300	PURCHASED PROF. SERVICES:				
	NARRATIVE:				
400	PURCHASED PROPERTY SERVICES:				

	NARRATIVE:				
500	OTHER PURCHASED SERVICES (Staff Travel):				\$
	NARRATIVE:				
600	SUPPLIES:				\$ 475.00
	NARRATIVE: To purchase professional resources and supplies				
800	OTHER OBJECTS:				
	NARRATIVE:				
Subtotal Objects 100 – 600 & 800					
Approved Indirect Cost Rate: _____ x Subtotal Above					
700	EQUIPMENT:				
	NARRATIVE:				
TOTAL					\$ 12,801.96

Note: Form can be expanded as necessary. District forms can be used in place of this form as long as the same information is presented in the same format. The narrative section of this form should be used to provide a justification for the budget items and to demonstrate that the items are appropriate expenditures of Title I funds. Sample budgets and Word or Excel versions of the forms are available by contacting Sharyn Peal at (775) 687-9212 or speal@nsn.k12.nv.us.

STATEMENT OF ASSURANCE CERTIFICATION - FY2003

Name Of District Or Agency: Nye County School District
Printed Name And Title Of The District's (Agency's) Signatory: Jerry C. Hill, Assistant Superintendent for Student Services
Indicate a check (X) by the program(s) for which the assurance listed below are applicable: (x) Title I, Part A, Improving Basic Programs Operated by Local Educational Agencies () Title I, Part B, Subpart 3 – Even Start Family Literacy Programs () Title I, Part C, Education of Migratory Children () Title I, Part D, Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk of Dropout () Title I, Part F, Comprehensive School Reform () Title I, Part G, Advanced Placement Programs () Title I, School Improvement () Title III, Part A, English Language Acquisition, Language Enhancement, and Academic Achievement Act () Title III, Part B, Improving Language Instruction Education Programs () Title IV, Part A, Safe and Drug-Free Schools and Communities () Title IV, Part B, 21st Century Community Learning Centers () Title X, Part A, Education for Homeless Children and Youth () Refugee School Impact Grant

By signing below, it indicates the individual has read and agrees to follow the assurances included on pages 1 – 7 of the Assurances Section. Specific assurances include the following: General Assurances; Certification Regarding Lobbying; Drug-Free Workplace Requirements; Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion - Lower Tier Covered Transactions; and General Assurances Specific to Title I.

_____ Jerry C. Hill _____

Signature of Authorized Person

Date: 5/9/06

You must return a copy of this Assurance page when making an application for funds from any of the above programs.

NYE COUNTY SCHOOL DISTRICT

**MANSE ELEMENTARY SCHOOL
1020 E. WILSON RD
PAHRUMP, NV 89048**

TITLE I - SB 1 SAGE SCHOOL IMPROVEMENT PLAN

For Implementation in
2006-2007

Members of School Planning Team and Category:

Evangelyn Visser (Principal), Pennie Rosco (Resource Teacher), Lynne Lindberg (Teacher), Mike Linner (Teacher), Toni Wombaker (Teacher), Carolin Steele (Teacher on Special Assignment (TOSA))

Submission Date: October 27, 2006

EXECUTIVE SUMMARY	
District Mission or Vision Statement Every child a success!	
School Mission Successful learning for one and all!	
Vision Statement We envision a school in which each Manse student: ➤ Successfully learns every day through active engagement. ➤ Learns from teachers who seek out and implement promising strategies. ➤ Receives the time and support necessary to achieve or exceed established benchmarks in reading, writing, and mathematics. ➤ Is routinely monitored for success. ➤ Learns to treat others and is treated with respect. ➤ Knows he or she is safe in the classroom, on the playground, in the lunch room, and on the buses.	

School Highlights

Successes, Honors, and Unique Features

- Met AYP goals for ELA and Math in all sub-groups (2005-06).
- Hired a full-time School Improvement Coordinator in February 2006 for 1.5 years with an SB404 grant.
- Installed audio augmentation systems in all classrooms to aid in student audio awareness and assist in student attention to task (funded with SB404 grant).
- Increased community outreach by providing literacy, science, and math nights for parents to come with their children to school events. These were in addition to the movie and skate nights already in existence.
- Fourth year of implementing PLC - 10 staff members have participated in a PLC Institute.
- Four staff members are participating in OMNI, a district professional development initiative based on Teach for Success and Robert Marzano's research to improve student achievement.
- Five staff members are participating in McREL technology training which is also based on Robert Marzano's research to improve student achievement.
- Selected to implement full-day kindergarten. Full-day kindergarten allows Manse to close the gap for students who do not come to school with pre-school skills.
- Five classes of students were assigned to the same teacher for the next grade-level.

-

Evidence of Plan Development

1. Comprehensive Needs Assessment.

A. Review and analysis of data. Each school improvement plan must be based on a review and analysis of the school accountability report and any more recent data. Schools can use the data tables in Appendix A, as well as district test results, classroom observations, surveys, and any other data from the comprehensive School Profile (Appendix B).

Areas of Strength (e.g., subject areas that exceed targeted proficiency levels).

1. In 3rd Grade the percentage of Hispanic, IEP, and Male proficient scores in ELA and Math has increased over the last 3 years. In 5th Grade the percentage of proficient scores in Math in all sub-populations has increased over the last 3 years.
2. Of the students selected to receive additional during-the-day tutoring (Tier 2 intervention) last year, 62% met proficiency requirement in ELA.
3. PLC goals in 3rd, 4th, and 5th grades were to increase achievement in ELA Content Standard 3 (informational text). Both 3rd and 4th grades exceeded the district average in C3 (Informational Text) and A3 (Critical Stance). This was done with Special Education support in the classroom and Tier 2 Intervention. Special Education students were not moved to receive instruction in 3rd or 4th grade.
4. Manse exceeded the district average on constructed response items on the 4th grade ELA CRT. There was a concerted effort to practice writing constructed responses 3-5 prior to the assessment.
5. Professional Learning Communities are part of the school governance structure and built into the daily schedule. PLCs are used to discuss student academic and behavioral concerns based on data and provide a “first step” to intervention.
6. Manse participated in the introductory meeting of the NDE Intervention System pilot program.

As Areas of Concern (e.g., subject areas below the targeted proficiency levels, subject areas in which safe harbor was made but not the targeted proficiency levels, subject areas that are low relative to other subject areas, and non-academic concerns, such as student behavior)

1. Given the current rate of growth in achievement at Manse Elementary School, ELA/Math AYP goals will not be achieved in all sub-populations in 2007-08 when the state goals increase.
2. In the writing assessment, the percentage of proficient students decreased from 28% 2004-05 to 18% in 2005-06, even though this was the same cohort of students.
3. In 5th Grade, the percentage of proficient scores in Reading in all sub-populations has decreased over the last 3 years.
4. Only two sub-populations (IEP and Hispanic) were targeted to receive during-the-day tutoring (Tier 2 intervention). Not all non-proficient students received Tier 2 intervention in 2005-06.
5. 27% of scan cards for Standards Master, district-level tests, had one or more bubbling errors.
6. There is no consistent school-wide emphasis on test-taking strategies throughout the year.
7. Special Education services were provided to identified students in a variety of ways last year (co-teaching, extra support, pull-out). This was not based on student need but on variations between grade level teams.

8. Common Assessments are not standard-specific to help guide instruction or consistently identify struggling students. They also have not been fully implemented and some of the selected assessments (DRA) are time-consuming.
9. District adopted-curriculum and textbooks do not always align with essential standards.
10. There is a wide variation in grade-level cohorts of students at Manse. Goals are based on the previous year test results from the previous class.
11. Transiency rates do not include population changes at the beginning of the school: 20% of students in grades 1-5 were new to Manse.

B. Goals: Based on your review and analysis, which **goals** are identified for improvement? Identify the specific skill(s) (*e.g., reading - main idea and fluency*) and the specific student subpopulation(s) (*e.g., ELL, low SES, ethnic group*) to be targeted for improvement.

Goal 1. Reduce the percentage of non-proficient students at Manse in English Language Arts by 10% as measured by AYP in 2007.

2. Inquiry Process. What are the causes/factors that may impact or impede student achievement for each goal, and what are the solutions/strategies that will address each goal and the underlying causes/factors?

When selecting solutions/strategies for the school improvement plan, consider four requirements for school improvement plans under Senate Bill 1: School Improvement plans must include:

- a. Scientifically based research strategies to strengthen core academic subjects,
- b. Strategies to promote effective parental involvement
- c. As appropriate, programs of remedial education or tutoring offered before/after school or summer school and intersession activities
- d. Strategies to improve academic achievement, including strategies to:
 - instruct pupils who are not achieving to their fullest potential;
 - increase student attendance and reduce the drop out rate;
 - integrate technology into the instructional and administrative programs;
 - manage effectively the discipline of pupils; and
 - enhance the professional development for teachers/administrators, 20 U.S.C. §7801(34)

Goals	Causes (Factors) (Example: inconsistent curriculum, ineffective teaching strategies)	Solutions (Strategies)
#1 <i>Reduce the percentage of non-proficient students at Manse in English Language Arts by 10% as measured by AYP in 2007.</i>	No systematic plan, program or schedule for providing intervention for all struggling students. Schedules did not allow for both guided reading and writing instruction in all classrooms.	Develop and implement a school wide Intervention System Provide time in schedule for daily intervention (Tier 2 intervention). In 3rd, 4th, and 5th grades the blocks do not overlap so ELL and SpEd can all provide support at the same time. Master schedule set up to provide a ELA/Content block, a writing block, and a guided reading (differentiated instruction) block.

	CRT test-taking strategies and lessons have been one-shot/quick-fixes, not ongoing throughout the year. Teachers are unfamiliar with essential standards, and may focus on textbook sequence rather than standards.	Weekly integrated mini-lessons that focus on test-taking skills in grades 2-5. Distribute CRT item-analyses and essential standards to all teachers; implement standards-based planning and instruction through PLCs.

School Improvement Plan – Master Plan Design

3A. Action Plan. List the action steps to implement the solutions/strategies for each goal, as well as the timeline, resources, and the entity responsible for the action steps.

Goal 1: <i>Reduce the percentage of non-proficient students at Manse in English Language Arts by 10% as measured by AYP in 2007.</i>			
Objective 1: <i>Develop and implement a comprehensive intervention system.</i>			
Action Steps to implement the solutions/strategies	Timeline for implementing action steps	Resources , e.g., money, people, facilities	Entity Responsible , e.g., district, school, state, person(s)
1.1 Administer common assessments quarterly to identify individual achievement levels and use results to provide intervention (both high and low).	Sept. 2006-June 2007	Teachers Aides (Title I) Substitute release time for assessments (3 days per teacher K-5) School Improvement funds	PLCs Principal
1.2 Expand understanding of Kirk L Adams Elementary School Intervention System and develop/adopt appropriate components – intergrate with the current SIIT structures, procedures, and practices.	Sept. 2006-June 2007	Jane Splean Kirk L Adams School intervention packet Substitutes for school visits (Title I funds-15 sub days) Teachers	TOSA School Instructional Intervention Team (SIIT)

1.3 Catalogue available school interventions and research/purchase new interventions as needed.	Sept. 2006-June 2007	Staff input SIIT (School Instructional Intervention Team) Title I funds	TOSA Principal
1.4 Assess, chart, and monitor progress toward individual student goals, adjusting interventions as needed.	Sept. 2006-June 2007	Teachers TOSA (SB404) Literacy Specialist (Title I)	SIIT Case Managers Principal
1.5 Evaluate the effectiveness of the current common assessments to identify students who require intervention and monitor their achievement.	Sept. 2006-June 2007	Teachers SIIT Case Managers Title I funds	TOSA Principal
1.6 Provide professional development during staff meetings and in-service days in the use of intervention assessments, programs, and strategies.	Sept. 2006-June 2007	Title I funds Independent consultants RPDP TOSA	TOSA Literacy Specialist
1.7 Monitor and evaluate success of Manse Intervention System.	Dec. 2006 & May 2007	Teachers SIIT Case Managers	TOSA Principal
1.8 Develop, design, and utilize individual learning progress chart (Successful Learning Folder).	Jan. 2007	Supplies (folders) – Title I	SIP Team
1.9 Research the possibility of future participation in the NDE Intervention System pilot school project.	Jan. 2007-June 2007	NDE NDE sub-grants	Principal

School Improvement Plan – Master Plan Design

3A. Action Plan. List the action steps to implement the solutions/strategies for each goal, as well as the timeline, resources, and the entity responsible for the action steps.

Goal 1: <i>Reduce the percentage of non-proficient students at Manse in English Language Arts by 10% as measured by AYP in 2007.</i>			
Objective 2: <i>Provide increased literacy instruction for struggling students.</i>			
Action Steps to implement the solutions/strategies	Timeline for implementing action steps	Resources, e.g., money, people, facilities	Entity Responsible, e.g., district, school, state, person(s)
2.1 Continue TOS A position to coordinate school improvement initiatives.	Aug. 2006-June 2007	SB 404 Title I funds	SIP Team Principal
2.2 Continue Literacy Specialist position to provide intensive reading intervention.	Aug. 2006-June 2007	Title I funds	SIP Team Principal
2.3 Provide personnel support for Tier 2 literacy intervention for struggling students.	Sept. 2006-May 2007	Title I funds Sp. Ed. funds School Improvement funds	Principal Dir. SpEd
2.4 Implement and utilize “Walk to Read” leveled reading groups for Guided Reading across grade levels.	Sept. 2006-May 2007	Teachers Aides (Title I, SpEd)	PLCs TOSA Principal
2.5 Expand the use of Headsprout (web-based early reading program).	Sept. 2006-May 2007	Title I funds Headsprout licenses	TOSA Classroom Teachers

2.6 Implement and utilize Lexia (computer-based reading program for grades 3-5) as a reading intervention.	Oct. 2006-May 2007	Computers, software School Improvement funds	Principal
2.7 Utilize Accelerated Reader programs for independent reading (both high and low levels).	Nov. 2006-June 2007	Renaissance Place website District Technology	PLCs Principal
2.8 Investigate and use other effective reading interventions with struggling students.	Nov. 2006-June 2007	ReadWell, SRA, ERI, & KPALS materials Daily schedules All Staff	TOSA Principal
2.9 Purchase and incorporate ELL posters from Reading Street into Content/Literacy vocabulary lessons.	Nov. 2006	District or Title I funds ELL Funds	ELL Teacher Principal
2.10 Pilot, evaluate, and extend, if successful, a “buddy program” for struggling students.	Nov. 2006-June 2007	Daily schedules ALL Staff	Principal
2.11 Investigate and provide information about interactive technology options.	Jan. 2007	Internet Computers School Improvement funds	McREL teachers

School Improvement Plan – Master Plan Design

3A. Action Plan. List the action steps to implement the solutions/strategies for each goal, as well as the timeline, resources, and the entity responsible for the action steps.

Goal 1: <i>Reduce the percentage of non-proficient students at Manse in English Language Arts by 10% as measured by AYP in 2007.</i>			
Objective 3: <i>Actively prepare teachers, parents, and students for standardized testing by improving test-taking skills.</i>			
Action Steps to implement the solutions/strategies	Timeline for implementing action steps	Resources , e.g., money, people, facilities	Entity Responsible , e.g., district, school, state, person(s)
3.1 Incorporate weekly mini-lessons on test-taking strategies (bubbling in, eliminating obvious wrong answers, underlining, constructed response, ELL strategies of visual learning, pre-teaching academic vocabulary, repetition, identifying key vocabulary, etc.)	Nov. 2006-June 2007	Reading Street resources Accelerated Reader Practice tests	Staff
3.2 Provide instruction in constructed responses using key vocabulary in expository modes within CRT responses.	Nov. 2006-June 2007	RPDP	3-5 Teachers Principal TOSA
3.3 Make time available in daily schedule for extended independent reading and writing.	Nov. 2006-June 2007	Classroom journals Schedules	Classroom teachers
3.4 Research, review, & purchase resources to enhance boys/active engagement in reading.	Dec. 2006-June 2007	Title I funds	Principal

School Improvement Plan – Master Plan Design

3A. Action Plan. List the action steps to implement the solutions/strategies for each goal, as well as the timeline, resources, and the entity responsible for the action steps.

Goal 1: <i>Reduce the percentage of non-proficient students at Manse in English Language Arts by 10% as measured by AYP in 2007.</i>			
Objective 4: <i>Utilize essential grade level standards to focus planning, teaching, and intervention across school population (ESL, IEP, FRL, etc.) in informational text.</i>			
Action Steps to implement the solutions/strategies	Timeline for implementing action steps	Resources, e.g., money, people, facilities	Entity Responsible, e.g., district, school, state, person(s)
4.1 Utilize CRT item analysis to identify essential standards for focused classroom intervention in grades 3-5.	Aug. 2006-Oct. 2006	PLC CRT item analysis	PLCs TOSA Principal
4.2 Implement school-wide professional development in balanced literacy.	Sept. 2006-April 2007	Title I funds RPDP Consultants TOSA Literacy Specialist	Principal
4.3 Use essential standards reference guide in lesson planning for English-Language Arts.	Sept. 2006-June 2007	Essential Standards Curriculum RPDP	Classroom Teachers PLCs Principal
4.4 Teach standards-based lessons to address ELA Content Standard 4.0: Students read to comprehend, interpret, and evaluate information texts for specific purposes.	Oct. 2006-June 2007	Standards Curriculum RPDP	Principal Classroom Teachers PLCs

4.5 Monitor use of effective instructional strategies.	Oct. 2006-May 2007	Teachers	Principal
4.6 Encourage cooperative learning/active engagement as demonstrated by OMNI Conference and training.	Oct. 2006-June 2007	OMNI-Trained teachers Staff Meetings & In-service Days	Principal
4.7 Provide extra-duty pay for teachers to become familiar with the essential standards during after hours in-service.	Oct. 2006-May 2007	Title I funds School Improvement funds	Principal PLCs
4.8 Create standards-based common assessments at Grades 2-5 for ELA Content Standard 4.0.	Nov. 2006-June 2007	Standards Professional Development	PLCs RPDP

3B. Monitor Plan Implementation. Identify how the action steps for the solutions/strategies of each goal will be monitored, including the data that will be collected as well as the timeline and the entity responsible for monitoring the action steps.

Goal 1: <i>Reduce the percentage of non-proficient students at Manse in English Language Arts by 10% as measured by AYP in 2007.</i>					
Action Step to monitor			Data to collect	Timeline for collecting data	Entity responsible , e.g., district, school, state, person(s)
1	2.1	Continue TOSA A position to coordinate school improvement initiatives	TOSA Weekly schedule of tasks performed Analysis of benefits provided by TOSA	Sept. 2006-June 2007	TOSA Principal
2	2.2	Continue Literacy Specialist position to provide intensive reading intervention.	Literacy Specialist schedule Analysis of student data for those served	Sept. 2006-June 2007	Literacy Specialist Principal
3	4.1	Utilize CRT item analysis to identify essential standards for focused classroom intervention in grades 3-5.	PLC Team Feedback sheets	Aug. 2006-Oct. 2006	PLCs TOSA Principal
4	4.2	Implement school-wide professional development in balanced literacy.	Agendas and Sign-in Sheets PD Evaluations	Sept. 2006-April 2007	TOSA Principal
5	1.1	Administer common assessments quarterly to identify individual achievement levels and use results to provide intervention (both high and low).	Assessment results List of students in each group and assigned teachers	Sept. 2006-June 2007	PLC teams Principal
6	1.2	Expand understanding of Kirk L Adams Elementary School Intervention System and develop/adopt appropriate components – intergrate with the current SIIT structures, procedures, and practices.	Manse Intervention Packet Manse Intervention System	Sept. 2006-June 2007	TOSA School Instructional Intervention Team (SIIT)
7	1.3	Catalogue available school interventions and	Catalogue	Sept. 2006-June 2007	SIP Team

		research/purchase new interventions as needed.	Purchase Requisitions		Principal
8	2.3	Provide personnel support to Tier 2 literacy instruction for struggling students.	Aide position postings Aide schedules/timesheets Correspondence re: SpEd aides	Sept. 2006-June 2007	Principal Dir. SpEd
9	1.4	Assess, chart, and monitor progress toward individual student goals, adjusting interventions as needed.	Individual Intervention folders Analysis of Student Data	Sept. 2006-June 2007	SIIT Case Managers TOSA Principal
10	1.5	Evaluate the effectiveness of the current common assessments to identify students who require intervention and monitor their achievement.	Individual Intervention folders Analysis of Student Data Report on the effectiveness of various interventions and progress monitoring	Sept. 2006-June 2007	Principal
11	1.6	Provide professional development during staff meetings and in-service days in the use of intervention assessments, programs, and strategies.	Agendas and Sign-in Sheets PD Evaluations	Sept. 2006-June 2007	TOSA Literacy Specialist
12	2.4	Implement and utilize “Walk to Read” leveled reading groups for Guided Reading across grade levels.	List of students in each groups and assigned teacher Successful Learning Folders	Sept. 2006-June 2007	TOSA Principal Classroom Teachers
13	2.5	Expand the use of Headsprout (web-based early reading program).	Headsprout Episode Progress Report	Sept. 2006-June 2007	TOSA Classroom Teachers
14	4.3	Use essential standards reference guide in lesson planning for English-Language Arts.	Lesson plans (may be common grade-level	Sept. 2006-June 2007	Principal Classroom Teachers

			plans)		PLCs
15	4.4	Teach standards-based lessons to address ELA Content Standard 4.0: Students read to comprehend, interpret, and evaluate information texts for specific purposes.	Lesson plans Observation records	Sept. 2006-June 2007	Principal Classroom Teachers PLCs RPDP
16	4.5	Monitor use of effective instructional strategies.	Observation records	Sept. 2006-May 2007	Principal
17	2.6	Implement Lexia (computer-based reading program for grades 3-5).	Lexia records PR for software and computers	Oct. 2006-June 2007	Principal
18	4.6	Encourage cooperative learning/active engagement as demonstrated by OMNI Conference and training.	Schedule of peer-coaching Observation records Staff Meeting Agendas	Oct. 2006-June 2007	OMNI-Trained Teachers Principal
19	4.7	Provide extra-duty pay for teachers to become familiar with the essential standards during after hours in-service.	Sign-in sheets	Oct. 2006-May 2007	Principal PLCs
20	2.7	Utilize Accelerated Reader programs for independent reading (both high and low levels).	A/R reports Successful Learning Folders	Nov. 2006-June 2007	Staff
21	2.8	Investigate and use other effective reading interventions with struggling students.	Purchase Requisitions Catalogue of available interventions	Nov. 2006	Principal
22	2.9	Purchase and incorporate ELL posters from Reading Street into Content/Literacy vocabulary lessons.	Purchase Requisitions/Packing Slips	Nov. 2006	Principal
23	2.10	Pilot, evaluate, and extend, if successful, a	Individual Intervention	Nov. 2006-June 2007	ALL Staff

		“buddy program” for struggling students.	folders		
24	3.1	Incorporate weekly mini-lessons on test-taking strategies (bubbling in, eliminating obvious wrong answers, underlining, constructed response, ELL strategies of visual learning, pre-teaching academic vocabulary, repetition, identifying key vocabulary, etc.)	Lesson materials Lesson plans Observation records	Nov. 2006-June 2007	Staff
25	3.2	Provide instruction in constructed responses using key vocabulary in expository modes within CRT responses.	Lesson plans Observation records	Nov. 2006-June 2007	Principal TOSA
26	3.3	Make time available in daily schedule for extended independent reading and writing.	Master Schedule Grade-Level Schedules Lesson Plans	Nov. 2006-June 2007	Classroom teachers Principal
27	4.8	Create standards-based common assessments at Grades 2-5 for ELA Content Standard 4.0.	Common Assessments	Nov. 2006-June 2007	PLCs
28	4.9	Incorporate peer tutoring and reciprocal teaching within grade level classroom.	Lesson plans Observation records	Nov. 2006-June 2007	Classroom Teachers PLCs Principal
29	4.10	Utilize cross-grade level peer tutors for reinforcement of standards.	Individual Intervention folders	Nov. 2006-June 2007	Classroom Teachers PLCs Student partners
30	1.7	Monitor and evaluate success of Manse Intervention System.	Individual Intervention folders Successful Learning Folders Teacher Survey results Summary of SIIT Case Managers’ reflections	Dec. 2006 & May 2007	SIIT Case Managers TOSA Principal

31	4.11	Provide strategy fact sheets (school-home connection) to parents on how to best reinforce learning at home in English and Spanish.	Copies of fact sheets	Dec. 2006-June 2007	Principal
32	1.8	Develop, design, and utilize individual learning progress chart (Successful Learning Folders).	Successful Learning Folders Analysis of Student Achievement data	Jan. 2007	SIP Team
33	2.11	Investigate and provide information about interactive technology options.	Memo or e-mail Purchase Requisition for computers and software	Jan. 2007	McREL teachers Principal
34	3.4	Research, review, & purchase resources to enhance boys/active engagement in reading.	Purchase Requisitions	Jan. 2007	Principal TOSA Literacy Specialist
35	1.9	Research the possibility of future participation in the NDE intervention system school pilot project.	Correspondence	Jan. 2007-June 2007	Principal

3C. Evaluate Plan Implementation. For each goal, identify the data to collect (outcome indicator), when to collect it, and the person responsible for collecting it.

Goal <i>Reduce the percentage of non-proficient students at Manse in English Language Arts by 10% as measured by AYP in 2007.</i>		
Data to Collect (Outcome Indicator)	Timeline for collecting data	Entity Responsible , e.g., district, school, state, person(s)
Monitoring Chart Check-off	May 2007	TOSA Principal
Common Assessment Results (Successful Learning Folders)	May 2007	Teachers PLC teams Principal
Intervention System Review	May 2007	TOSA
CRT Results for 3-5 (compare CRT Results to goals for each sub-population in AYP Comparison Chart)	June 2007	NDE
AYP Report	July 2007	Nevada Department of Education (NDE)

Other Required Elements of a School Improvement Plan. All schools complete this page.

1. What are the policies and practices in place that ensure proficiency of each subgroup in the core academic subjects? ▪ Manse has implemented inclusion. Students receive grade-level instruction from classroom teacher. Struggling students receive targeted intervention.
2. List and briefly describe, as appropriate, how the school has incorporated activities of remedial instruction or tutoring before school, after school, during the summer, and during any extension of the school year. ▪ Because of transportation issues, Manse provides intervention during the school day. ▪ Supplemental Educational Services are provided by an outside firm (Club-Z) to students from Low Socio-Economic Status (F/RL).
3. Describe the resources available to the school to carry out the plan. ▪ SST ▪ Title I funds allocated to Manse as a designated Title I school ▪ School Improvement funds for 2006-2007 (\$30,000) ▪ SB404 (Audio Enhancement, TOSA, Mobile Computer Lab)
4. Summarize the effectiveness of any appropriations for the school made by the Legislature to improve student academic achievement. ▪ SB404 funds are being used to implement the Response to Intervention system and hire the TOSA who coordinates the School Instructional Intervention Team (SIIT) and other School Improvement initiatives. ▪ School Improvement funds will be used to expand the use of computerized intervention.

Required Elements for Title I Schools. Title I schools, identified in need of improvement, must complete this page.

1.	Describe the required services the school provided based on the number of years the school has been in need of improvement, (e.g., schools in Year 2 of in need of improvement must identify Year 1 and Year 2 services, and so on). ▪ Year 1: School Choice ▪ Year 2: Supplemental Services-Saturday School (terminated); tutoring by external services (continued) ▪ Year 3. Corrective Action-Thirty (30) minute expansion of Reading/Language Arts block ▪ Year 4. Restructuring-New principal (Evangelyn Visser) appointed as principal October 2005. In August 2006, reorganized PLC teams by changing the grade level of fourteen teachers, increased ELL teacher to full-time, added full-time TOSA to coordinate school improvement and an intervention system, mandated time for Writing Workshop, Guided Reading (leveled), and Content/Literacy in daily schedule for all grade levels.
2.	Provide an assurance that the school will not spend less than 10% of their annual Title I allocation for quality professional development. ▪ Title I budgets must be approved by the Assistant Superintendent of Student Services who ensures this allocation is met by the district.
3.	Describe how the school will provide written notice to parents on the school's "Needs Improvement" status. ▪ Handled by Assistant Superintendent of Student Services
4.	Specify how Title I funds will be used to remove school from "Needs Improvement" status. ▪ Title I fund allocations are made based on the School Improvement Plan. Every expenditure must be directly related to the School Improvement Plan.
5.	Describe the school's teacher mentoring program and how it relates to achieving the school's annual goals and objectives. ▪ Experienced Manse teachers are assigned to teachers new to Manse. In addition, the PLC concept provides a vehicle to transfer the traditions of the school to new teachers.

Appendix A

Data Tables

Dates connected to school improvement plan process:

Last Review: _____

Due to Region: _____ Due to District: November 1 Due to State (TAP or SST): November 1

Due to State: December 15

Instructions for Data Table A

Use figures as of Count Day in current school year for:

- Enrollment, including gender and ethnicity
- English Language Learners (ELL)
- Gifted and Talented Education
- Migrant

Use figures from previous school year for:

- Students Having IEPs (December 1 of previous year)
- Transience rate
- Average Daily Attendance
- Dropout rate
- Graduation rate
- Remediation Rate at UCCSN

Table A. School Characteristics.

Enrollment	#	%	Staff Characteristics		
Total # of Students Enrolled	512		Number of Administrators (Principal, Assistants)	1	
Number and Percent Female	247	48.2	Number of Deans	0	
Number and Percent Male	265	51.8	Number of Counselors	1	
Important Subpopulations			Number of Classroom Teachers	26	
English Language Learners (ELL)	96	18.8	Number of Special Services Teachers (Art, Computers, ELL, Music, PE, Special Education, Speech, etc.)	9.7	
Students Having IEPs	77	15.0	Number of Instructional Paraprofessionals	3	
Gifted and Talented Education	n/a		Number of Other Paraprofessionals	2	
Migrant	n/a		% of Highly Qualified Teachers	100	
Free/Reduced Meals	174	34.0	% of Highly Qualified Instructional Paraprofessionals	100	
Ethnic Subpopulations			Number of site RPDP/NELIP or other trainer/facilitators	0	
African-American	17	3.3	Title I	Yes ✓	No ✓
Asian/Pacific Islander	25	4.9	Served	✓	
Hispanic	155	30.3	Eligible	✓	
Native American/Alaskan Native	15	2.9	Targeted Assisted		✓
White	300	58.6	Schoolwide	✓	
School Characteristics		%	Identified as Needing Improvement (NI)	Yes ✓	No ✓
Average Daily Attendance		93.0	Failed AYP one year?	✓	
Transiency Rate		45.6	Designated as Needing Improvement?	✓	
% enrolled continuously since Count Day		84.0	Appeal process utilized?	✓	
Incidents of School Violence		46	Designated as Needing Improvement again?	✓	
Dropout Rate (HS)		N/A	Designated as Persistently Dangerous School?		✓
Graduation Rate (HS)		N/A	Receiving Remediation funding?	✓	
Remediation Rate at UCCSN (HS)		N/A	Is the school using a district TAP or State SST?	✓	

Table B: Achievement Data

Elementary Achievement Data																								1. Developing/Emerging				2. Approaching				3. Meets				4. Exceeds			
	English Language Arts																																						
	CRT 3 rd Grade Reading								CRT 5 th Grade Reading								Writing 5 th Grade																						
Subpopulation Tested	Not Proficient				Proficient				Not Proficient				Proficient				Not Proficient				Proficient																		
	1		2		3		4		1		2		3		4		1		2		3		4																
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%															
Male	5	10	20	40	24	47	2	3	10	22	26	56	10	22	0	0	12	27	25	57	6	14	0	0															
Female	0	0	17	36	20	44	9	20	5	17	15	50	10	33	0	0	7	22	17	53	8	25	0	0															
American Indian/Alaskan Native	N/A								N/A								N/A																						
Asian/Pacific Islander	N/A								N/A								N/A																						
Hispanic	4	14	11	39	9	32	4	14	4	29	10	64	1	7	0	0	4	27	11	73	0	0	0	0															
Black/African American	N/A								N/A								N/A																						
White	6	11	23	40	16	28	12	21	7	12	30	55	18	33	0	0	13	23	30	54	13	23	0	0															
IEP	6	45	6	45	1	9	0	0	47	35	53	47	0	0	0	0	6	55	5	45	0	0	0	0															
LEP	4	25	8	50	2	13	2	13	N/A								N/A																						
FRL	4	10	21	53	10	24	5	13	7	21	19	55	8	24	0	0	7	22	20	65	4	13	0	0															
Migrant	N/A								N/A								N/A																						
Participation Rate	100								99								93																						
School Average	9	11	32	39	29	37	11	13	7	14	34	38	30	44	3	4	19	25	43	57	14	18	0	0															
District Average		11		40		36		13		8		41		43		8																							

Elementary Achievement Data 1. Developing/Emerging 2. Approaching 3. Meets 4. Exceeds																
	Mathematics															
	CRT 3rd Grade Math								CRT 5th Grade Math							
Subpopulation Tested	Not Proficient				Proficient				Not Proficient				Proficient			
	1		2		3		4		1		2		3		4	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Male	5	10	22	44	16	31	8	15	8	17	17	37	19	41	2	4
Female	6	14	23	50	11	23	6	14	3	10	12	40	14	47	1	3
American Indian/Alaskan Native	N/A								N/A							
Asian/Pacific Islander	N/A								N/A							
Hispanic	5	11	23	50	8	18	10	21	3	20	6	40	6	40	0	0
Black/African American	N/A								N/A							
White	5	9	26	45	21	36	5	9	6	11	21	38	25	45	3	5
IEP	6	45	5	36	1	9	1	9	6	35	8	47	3	18	0	0
LEP	3	19	9	56	1	6	3	19	N/A							
FRL	4	11	20	50	13	32	3	8	4	12	14	41	14	41	2	6
Migrant	N/A								N/A							
Participation Rate	100								100							
School Average	12	12	46	47	26	27	14	14	11	14	29	38	33	43	3	4
District Average		11		48		27		14		8		41		43		8

TABLE G: Achievement Data**ELEMENTARY/ MIDDLE SCHOOL**

Grade Level and Subpopulation Tested –	ITBS Rdg TOTAL		ITBS Rdg Subtest Vocab		ITBS Rdg Subtest Comp		ITBS Lang Arts TOTAL		ITBS Lang Arts Subtest Spelling		ITBS Lang Arts Subtest Capit		ITBS Lang Arts Subtest Punct		ITBS Lang Arts Subtest Usage & Express		ITBS Math TOTAL		ITBS Math Subtest Concpt Estimtn		ITBS Math Subtest Probs Data		ITBS Math Subtest Compu- tation		Language Assessment Survey LAS
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
Male	16	41	14	36	16	41	16	41	15	39	10	26	14	36	14	36	17	45	16	41	18	46	17	45	
Female	12	40	8	27	12	40	9	30	10	33	10	33	11	37	10	33	11	38	11	37	8	28	9	30	
American Indian/Alaskan Native	N/A						N/A										N/A								
Asian/Pacific Islander	N/A						N/A										N/A								
Hispanic	5	36	4	28	5	36	6	43	5	36	4	29	6	43	4	28	6	43	5	36	5	36	7	41	
Black/African American	N/A						N/A										N/A								
White	26	47	22	40	26	47	23	42	24	44	18	33	22	40	22	40	27	49	26	47	26	48	21	39	
IEP	N/A						N/A										N/A								
LEP	N/A						N/A										N/A								
FRL	9	35	8	31	9	35	9	35	10	38	8	31	9	35	10	38	12	46	11	42	11	44	10	40	
Migrant	N/A						N/A										N/A								
Participation Rate		100						100										100							
School Average	28	40	22	32	28	41	25	36	25	46	20	29	25	36	24	35	28	42	27	39	26	38	26	38	
District Average	213	48					228	51									238	53							

**NYE COUNTY SCHOOL DISTRICT
JG JOHNSON ELEMENTARY
900 E. JACKRABBIT ROAD
PAHRUMP, NV 89048**

**SAGE
SCHOOL IMPROVEMENT PLAN**

For Implementation in
2006-2007

Members of School Improvement Planning Team

Holly Lepisto (Principal), Charese Moore (Teacher), Kathleen Eisner (Teacher),
Melanie Fried (Teacher), Kris Dale (Teacher), Doris Jackson (Teacher), David
Dispensa (Teacher), Michelle Bolton (Teacher), Kathy Gailey (Counselor)

Submission Date: November 2006

Evidence of Plan Development

I. Comprehensive Needs Assessment.

A. Review and analysis of data. Each school improvement plan must be based on a review and analysis of the school accountability report and any more recent data. Schools can use the data tables in Appendix A, as well as district test results, interim assessment results, classroom assessment results, classroom observations, surveys, and any other data from the comprehensive School Profile (Appendix B).

Areas of Strength (e.g., subject areas that exceed targeted proficiency levels).

JG Johnson made its AYP in all areas according to “No Child Left Behind.” JG Johnson was nominated for Outstanding Title One School based on test scores. Fifth grade students have continually increased in the percentage of students at/above the state reading standards over the past three years.

Areas of Concern (e.g., subject areas below the targeted proficiency levels, subject areas in which safe harbor was made but not the targeted proficiency levels, subject areas that are low relative to other subject areas, and non-academic concerns, such as student behavior)

Third grade reading scores on the State CRT have dropped by at least 10% over the past three years. Third grade Math State CRT scores dropped by 22% between 2005 and 2006. Fifth grade Math State CRT scores dropped by 2% from 2005 and 2006. There has been an increase in violent student disciplinary issues since last year, especially in weapons violations up from 1 to 3 violations.

B. Goals: Based on your review and analysis, which **goal(s)** are identified for improvement? Identify the specific skill(s) (e.g., *reading - main idea and fluency*) and the specific student subpopulation(s) (e.g., *LEP, low SES, ethnic group*) to be targeted for improvement. A **goal** is the overall plan or big picture outcome for a content area. *Example: All students, especially our LEP students, will increase language skills, particularly in the area of vocabulary.*

Goal 1. Students in third through fifth grades will show an increase in state math CRT scores of at least 5% over the 2006 scores.

Goal 2. Students in 3rd through 5th grade will increase their reading comprehension skills by 5% over the 2006 scores on the state reading CRT using a home reading program that encourages students to practice reading with understanding.

Goal 3. Decrease office referrals dealing with violence against other students by at least 5%.

II. Inquiry Process. What are the causes/factors that may impact or impede student achievement for each goal, and what are the solutions/strategies that will address each goal and the underlying causes/factors?

When selecting solutions/strategies for the school improvement plan, consider four requirements for school improvement plans under NRS 385: School Improvement plans must include:

Scientifically based research strategies to strengthen core academic subjects,

Strategies to promote effective parental involvement

As appropriate, programs of remedial education or tutoring offered before/after school or summer school and intersession activities

Strategies to improve academic achievement, including strategies to:

instruct pupils who are not achieving to their fullest potential;

increase student attendance and reduce the drop out rate;

integrate technology into the instructional and administrative programs;

manage effectively the discipline of pupils; and

enhance the professional development for teachers/administrators, 20 U.S.C.

§7801(34)

Goals (Cut and paste from 1B)	Causes (Factors): (Example: inconsistent curriculum, ineffective teaching strategies) List only those causes that the school can address (For example, the school cannot change low SES).	Solutions (Strategies): Make sure to line up each cause with a solution.

#1 Students in third through fifth grades will show an increase in state math CRT scores of at least 5% over the 2006 scores.	-Gaps in the math curriculum -Lack of alignment of math scope and sequence for grades K-5. -Lack of effective review strategies in preparation for CRTs. -Need for short-cycle assessments to check for mastery of essential standards -Need for intervention activities for students not meeting essential standards	-Identify and produce or find materials to fill math curriculum gaps. -Align math curriculum in grades K-5 to fit state standards. -Develop student study guide for the essential standards to use with students prior to the CRTs -Set aside 10-15 minutes a day the month before state testing to complete a part of the review study guide. -Short-cycle common math assessments for the essential standards. -Intervention activities done students who do not score 80% or better on short-cycle common assessments.

#2 Students in 3rd through 5th grade will increase their reading comprehension skills by 5% over the 2006 scores on the state reading CRT using a home reading program that encourages students to practice reading with understanding.	-Lack of family reading activities to increase literacy. -Limited focus on reading as an important home activity. -Need for programs to promote and encourage independent reading. -Need to make sure curriculum aligns with essential reading standards. -Need for short-cycle assessments to check for student mastery of essential standards. -Need for interventions that can be used at home for students who do not meet the essential standards.	- Hold 3 family literacy nights at the school to increase literacy focus in the home. -Conduct a third grade parent instructional night in the third grade classrooms to share techniques and ideas with parents to use with their children to increase reading activities in homes. -Use the Accelerated Reader Computer program and the Dr. Rob Ranger Reader program to increase student independent reading. -Align curriculum to match the essential reading state standards. -Develop short-cycle assessments to check for mastery of the essential standards -Provide interventions that can be used at home for students who do not pass short-cycle assessments by at least 80%.
#3 Decrease office referrals dealing with violence against other students by at least 5%.	-Ineffective ways to handle feelings of frustration and anger. -Bullying by students against other students. -Increase in students bring “weapons” to school. -Increase in physical (fighting, pushing, kicking, hitting) contact between students. -Decrease in character trait development.	-Classroom activities that teach effective ways to handle feelings of frustration and anger. -Counseling by the school counselor one-on-one and in an anger-management group for students at risk. -Development and implementation of a school wide anti-bullying program. -Implementation of a school-wide character education program.

School Improvement Plan – Master Plan Design

IIIA. Action Plan. List the action steps to implement the solutions/strategies for each goal, as well as the timeline, resources, and the person(s) responsible for the action steps.

Goal 1: Students in third through fifth grades will show an increase in state math CRT.			
Measurable Objective(s): Students in third through fifth grades will show an increase in state math CRT scores of at least 5% over the 2006 scores.			
Action Steps to implement the solutions/strategies Note: Action steps must address causes and solutions from II. Inquiry Process	Timeline for implementing action steps	Resources , e.g., money, people, facilities to be used for implementation	Person(s) Responsible , e.g., district, region, school. Who is the designated person or group who will ensure that each action step is implemented (for example, literacy coordinator, SIP team, principal)?
1. Use in-service time and PLC group time to develop or find instructional materials to fill gaps in the math curriculum at each grade level.	November 2006-January 2007	PLC Groups, Computer Disk listing Saxon Math Gaps, Essential Math Standards, Math Manuals, Math Resource Materials	Principal, Assistant Principal, PLC Groups, TOSA Representative
2. Use in-service time and PLC group time to align the math curriculum in grades K-5 to match math essential standards.	November 2006-January 2007	PLC Groups, Essential Math Standards.	Principal, Assistant Principal, PLC Groups
3. Use in-service time and PLC group time to develop a student study guide of the essential math standards.	November 2006-December 2006	PLC Groups, Essential Math Standards, Math Resource Materials.	Principal, Assistant Principal, PLC Groups

4. Set aside 10-15 minutes a day the month before state testing to complete a part of the review study guide.	December 2006-January 2007	Students, Teachers, Essential Standards Study Guide	Teachers
5. Short-cycle common math assessments of the essential standards.	September 2006-December 2007	PLC Groups, Essential Math Standards, Math Resource Materials.	PLC Groups, Assistant Principal, Principal
6. Intervention activities for students who do not score 80% or better on short-cycle common assessments.	October 2006-May 2007	PLC Groups, Common Assessments for Essential Math Standards, Math Resource Materials, Record Sheets.	PLC Groups, Principal, Assistant Principal

IIIB. Monitor Plan Implementation. Identify how each of the action steps for the solutions/strategies of each goal listed in IIIA will be monitored, including the data that will be collected as well as the timeline and the person(s) responsible for monitoring the action steps.

Goal 1: Students in third through fifth grades will show an increase in state math CRT.			
Measurable Objective(s): Students in third through fifth grades will show an increase in state math CRT scores of at least 5% over the 2006 scores.			
Action Step to monitor Note: Action steps must address causes and solutions from II. Inquiry Process. Cut and paste from IIIA.	Data to collect in order to verify the action step has occurred.	Timeline for collecting data	Person(s) responsible , e.g., district, region, school. Who is the designated person or group who will ensure that each action step is implemented (for example, literacy coordinator, SIP team, principal)?
1. Use in-service time and PLC group time to develop or find instructional materials to fill gaps in the math curriculum at each grade level.	PLC Groups will turn into the principal copies of activities or materials that will be used to fill gaps in the math curriculum.	November 2006-January 2007	PLC Groups, Principal/Assistant Principal
2. Use in-service time and PLC group time to align the math curriculum in grades K-5 to match essential standards.	PLC Groups will turn into the principal copies of their scope and sequence (curriculum map) for teaching the math essential standards at each grade level.	October 2006-February 2007	PLC Groups, Principal/Assistant Principal
3. Use in-service time and PLC group time to develop a student study guide of the essential math standards.	PLC Groups will turn into the principal copies of their student study guide of the essential math standards.	September 2006-December 2006	PLC Groups, Principal/Assistant Principal

4. Set aside 10-15 minutes a day the month before state testing to complete a part of the review study guide.	Classroom teachers lesson plans, Completed review study guides	December 2006-January 2007	Classroom Teachers, Principal/Assistant Principal
5. Short-cycle common math assessments of the essential standards.	Copies of the short-cycle assessments turned into the principal/assistant principal	September 2006-December 2006	PLC Groups, Principal/Assistant Principal
6. Intervention activities for students who do not score 80% or better on short-cycle common assessments.	Copies of intervention activities, Record sheet indicating student scores on common assessments and intervention activities turned into the principal/assistant principal	September 2006-May 2007	PLC Groups, Principal/Assistant Principal

IIIC. Plan to Evaluate Goals. For each goal's measurable objective(s), identify the data to collect (outcome indicator), when to collect it, and the person responsible for collecting it.

Goal 1: Students in third through fifth grades will show an increase in state math CRT scores of at least 5% over the 2006 scores.			
Measurable Objective(s):	Data to Collect (Outcome Indicator: Assessment instrument to measure success)	Timeline for collecting data	Person(s) Responsible, e.g., district, region, school. Who is the designated person or group who will ensure that evaluation is completed (for example, literacy coordinator, SIP team, principal)?
1. Use in-service time and PLC group time to develop or find instructional materials to fill gaps in the math curriculum at each grade level.	Activities, resource materials and/or worksheets that match the gaps found in the math curriculum at each grade level. CRT or teacher developed common math assessments that evaluate math concepts that were found as gaps in the math curriculum	October 2006-December 2006	PLC Group, Principal/Assistant Principal
2. Use in-service time and PLC group time to align the math curriculum in grades K-5 to match essential standards.	Lesson Plans, Scope and Sequence Charts/Curriculum Maps	October 2006-December 2006	PLC Group, Principal/Assistant Principal

3. Use in-service time and PLC group time to develop a student study guide of the essential math standards.	Copy of the student study guide	October 2006-December 2006	PLC Group, Principal/Assistant Principal
4. Set aside 10-15 minutes a day the month before state testing to complete a part of the review study guide.	Lesson Plans, Completed Study Guides	One Month before CRT Math Test	PLC Group, Principal/Assistant Principal
5. Short-cycle common math assessments of the essential standards.	Copies of the common assessments matching essential math standards.	September 2006-December 2006	PLC Group, Principal/Assistant Principal
6. Intervention activities for students who do not score 80% or better on short-cycle common assessments.	Teachers, Record Sheets, Intervention Activities, Lesson Plans	October 2006-May 2007	PLC Group, Principal/Assistant Principal

IIIA. Action Plan. List the action steps to implement the solutions/strategies for each goal, as well as the timeline, resources, and the person(s) responsible for the action steps.

Goal 2: Students in 3 rd through 5 th grade will increase their reading comprehension skills.			
Measurable Objective(s): Students in 3 rd through 5 th grade will increase their reading comprehension skills by 5% over the 2006 scores on the state reading CRT using a home reading program that encourages students to practice reading with understanding.			
Action Steps to implement the solutions/strategies Note: Action steps must address causes and solutions from II. Inquiry Process	Timeline for implementing action steps	Resources , e.g., money, people, facilities to be used for implementation	Person(s) Responsible , e.g., district, region, school. Who is the designated person or group who will ensure that each action step is implemented (for example, literacy coordinator, SIP team, principal)?
1. Hold 3 family literacy nights at the school to increase literacy focus in the home.	October 2006-April 2007	PLC Groups, Essential Reading Standards, Reading Resource Materials. Multipurpose Room at School	Principal, Assistant Principal, PLC Groups
2. Conduct a third grade parent instructional night in the third grade classrooms to share techniques and ideas with parents to use with their children to increase reading activities in homes.	October 2006	PLC Groups, Essential Reading Standards, Reading Resource Materials. Classrooms	Third Grade PLC Group
3. Use the Accelerated Reader Computer program and the Dr. Rob Ranger Reader program to increase student independent reading.	October 2006-May 2007	Computer, Internet Access, Printer, Reading Logs, Trade Books, library	Teachers, Principal, Assistant Principal, Library Aide
4. Align curriculum to match the essential reading state standards.	September 2006-December 2006	Essential Reading Standards, Reading Curriculum, Reading Resource Materials, PLC Groups	Teachers, Principal, Assistant Principal

5. Develop short-cycle assessments to check for mastery of the essential standards	September 2006-December 2006	Essential Reading Standards, Reading Curriculum, Reading Resource Materials, PLC Groups	Teachers, Principal, Assistant Principal
6. Provide interventions that can be used at home for students who do not pass short-cycle assessments by at least 80%.	October 2006-May 2007	Essential Reading Standards, Reading Curriculum, Reading Resource Materials, PLC Groups	Teachers, Principal, Assistant Principal

IIIB. Monitor Plan Implementation. Identify how each of the action steps for the solutions/strategies of each goal listed in IIIA will be monitored, including the data that will be collected as well as the timeline and the person(s) responsible for monitoring the action steps.

Goal 2: Students in 3 rd through 5 th grade will increase their reading comprehension skills.			
Measurable Objective(s): Students in 3 rd through 5 th grade will increase their reading comprehension skills by 5% over the 2006 scores on the state reading CRT using a home reading program that encourages students to practice reading with understanding.			
Action Step to monitor Note: Action steps must address causes and solutions from II. Inquiry Process. Cut and paste from IIIA.	Data to collect in order to verify the action step has occurred.	Timeline for collecting data	Person(s) responsible , e.g., district, region, school. Who is the designated person or group who will ensure that each action step is implemented (for example, literacy coordinator, SIP team, principal)?
1. Hold 3 family literacy nights at the school to increase literacy focus in the home.	Agenda and a list of activities for each literacy night. Log-in sheet of families that attend the programs.	November 2006-April 2007	Principal, PLC Groups, Assistant Principal
2. Conduct a third grade parent instructional night in the third grade classrooms to share techniques and ideas with parents to use with their children to increase reading activities in homes.	Agenda and a list of activities for the evening. Log-in sheet of families that attend the program.	October 2006	Principal, PLC Groups, Assistant Principal

3. Use the Accelerated Reader Computer program and the Dr. Rob Ranger Reader program to increase student independent reading.	Reading Logs, AR print-outs, Data on Awards Earned	November 2006-May 2007	Principal, PLC Groups, Assistant Principal
4. Align curriculum to match the essential reading state standards.	Standards noted in teachers' plans, Scope and sequence by quarters of what standards are being taught.	September 2006-December 2007	Principal, PLC Groups, Assistant Principal
5. Develop short-cycle assessments to check for mastery of the essential standards	Copies of short-cycle assessments turned into the principal/assistant principal, record sheets of students' scores on the assessments.	September 2006-May 2007	Principal, PLC Groups, Assistant Principal
6. Provide interventions that can be used at home for students who do not pass short-cycle assessments by at least 80%.	Record data of students taking home, completing and returning intervention activities or materials.	November 2006-May 2007	Principal, PLC Groups, Assistant Principal

IIIC. Plan to Evaluate Goals. For each goal's measurable objective(s), identify the data to collect (outcome indicator), when to collect it, and the person responsible for collecting it.

Measurable Objective(s): Students in 3rd through 5th grade will increase their reading comprehension skills by 5% over the 2006 scores on the state reading CRT using a home reading program that encourages students to practice reading with understanding.

Measurable Objectives	Data to Collect (Outcome Indicator: Assessment instrument to measure success)	Timeline for collecting data	Person(s) Responsible, e.g., district, region, school. Who is the designated person or group who will ensure that evaluation is completed (for example, literacy coordinator, SIP team, principal)?
1. Hold 3 family literacy nights at the school to increase literacy focus in the home.	Log-in sheet of families that attend the programs. Survey of families towards the end of the school year concerning reading in the home.	November 2006-May 2007	SIP team, Principal, Assistant Principal
2. Conduct a third grade parent instructional night in the third grade classrooms to share techniques and ideas with parents to use with their children to increase reading activities in homes.	Percent report of parents that attended the workshop and those that have implemented ideas at home.	October 2006-May 2007	SIP team, Principal, Assistant Principal, PLC Group
3. Use the Accelerated Reader Computer program and the Dr. Rob Ranger Reader program to increase student independent reading.	AR print-outs, Reading logs, Percentage of awards earned by students	November 2006-May 2007	Teachers, Principal, Assistant Principal

4. Align curriculum to match the essential reading state standards.	Lesson plans showing the match of the essential standard(s) to the instruction. Record Chart indicating when and what standard was taught.	September 2006-December 2007	Teachers, Principal, Assistant Principal
5. Develop short-cycle assessments to check for mastery of the essential standards	Data on students that indicates scores on short-cycle assessments. Copies of short-cycle assessments given to the principal/assistant principal.	September 2006-May 2007	Teachers, Principal, Assistant Principal
6. Provide interventions that can be used at home for students who do not pass short-cycle Assessments by at least 80%.	Record data of students taking home, completing and returning intervention activities or materials.	November 2006-May 2007	Teachers, Principal, Assistant Principal

IIIA. Action Plan. List the action steps to implement the solutions/strategies for each goal, as well as the timeline, resources, and the person(s) responsible for the action steps.

Goal 3: Decrease office referrals dealing with violence against other students.
Measurable Objective(s): Decrease office referrals dealing with violence against other students by at least 5%.

Action Steps to implement the solutions/strategies Note: Action steps must address causes and solutions from II. Inquiry Process	Timeline for implementing action steps	Resources , e.g., money, people, facilities to be used for implementation	Person(s) Responsible , e.g., district, region, school. Who is the designated person or group who will ensure that each action step is implemented (for example, literacy coordinator, SIP team, principal)?
1. Classroom activities that teach effective ways to handle feelings of frustration and anger.	October 2006-May 2007	D.A.R.E.-5 th Grade Internet Resources, Incorporation of lessons into content materials, Character Counts Program, Poster Contest, Instruction by the School Counselor in conjunction with the Enrichment Instructor	School Counselor, Enrichment Teacher, DARE Officer, Principal, Assistant Principal, Teachers
2. Counseling by the school counselor one-on-one and in an anger-management group for students at risk.	October 2006-May 2007	School Counselor Room Space	School Counselor
3. Development and implementation of a school wide anti-bullying program.	November 2006-May 2007	“Fish for Schools” Program or/and another anti-bullying program, School Counselor in conjunction with Enrichment teacher, Awards, poster paper, Assembly, announcements	School Counselor/Enrichment Teacher, Principal, Assistant Principal, Student Council, P.T.A.

4. Implementation of a school-wide character education program.	October 2006-May 2007	Monthly theme, Awards at Student of the Month Assemblies, Newsletter Information, Announcements, School Counselor	School Counselor, Principal, Assistant Principal, Student Council

IIIB. Monitor Plan Implementation. Identify how each of the action steps for the solutions/strategies of each goal listed in IIIA will be monitored, including the data that will be collected as well as the timeline and the person(s) responsible for monitoring the action steps.

Goal 3: Decrease office referrals dealing with violence against other students.			
Measurable Objective(s): Decrease office referrals dealing with violence against other students by at least 5%.			
Action Step to monitor Note: Action steps must address causes and solutions from II. Inquiry Process. Cut and paste from IIIA.	Data to collect in order to verify the action step has occurred.	Timeline for collecting data	Person(s) responsible , e.g., district, region, school. Who is the designated person or group who will ensure that each action step is implemented (for example, literacy coordinator, SIP team, principal)?
1. Classroom activities that teach effective ways to handle feelings of frustration and anger.	List of Activities done by the counselor and/or teacher, Reduction in Referrals having to do with anger and frustration	October 2006-May 2007	School Counselor/Enrichment Teacher, Principal, Assistant Principal,
2. Counseling by the school counselor one-on-one and in an anger-management group for students at risk.	Log of counseling conducted and groups being held.	October 2006-May 2007	School Counselor
3. Development and implementation of a school wide anti-bullying program.	Reduction in referrals for bullying,	October 2006-May 2007	School Counselor/Enrichment Teacher, Principal, Assistant Principal,
4. Implementation of a school-wide character education program.	Record data of the character awards that have been given each month.	October 2006-May 2007	School Counselor/Enrichment Teacher, Principal, Assistant Principal,

IIIC. Plan to Evaluate Goals. For each goal's measurable objective(s), identify the data to collect (outcome indicator), when to collect it, and the person responsible for collecting it.

Goal 3: Decrease office referrals dealing with violence against other students.
Measurable Objective(s): Decrease office referrals dealing with violence against other students by at least 5%.

Measurable Objectives	Data to Collect (Outcome Indicator: Assessment instrument to measure success)	Timeline for collecting data	Person(s) Responsible, e.g., district, region, school. Who is the designated person or group who will ensure that evaluation is completed (for example, literacy coordinator, SIP team, principal)?
1. Classroom activities that teach effective ways to handle feelings of frustration and anger.	Discipline Logs, Counselor's Data on referrals	September 2006-May 2007	School Counselor, Principal, Assistant Principal
2. Counseling by the school counselor one-on-one and in an anger-management group for students at risk.	Discipline Logs, Counselor's Data on referrals	October 2006-May 2007	School Counselor

3. Development and implementation of a school wide anti-bullying program.	Reduction in Referrals for bullying behaviors, Discipline Logs	November 2006-May 2007	School Counselor/ Enrichment Teacher, Principal, Assistant Principal,
4. Implementation of a school-wide character education program.	Data on Character Awards given to students, Reduction in discipline referrals	October 2006-May 2007	School Counselor/ Enrichment Teacher, Principal, Assistant Principal,

IV. Other Required Elements of a School Improvement Plan. All schools
MUST complete this page.

Common assessments for the essential standards must be developed and used at all grade levels in Language Arts and Math. Intervention programs are in place at each grade level. An ELL program addresses English language deficiencies. A school-wide intervention team is in place to brainstorm and address student problems that impact learning.

School Intervention Team, Specialists, PLC Team Members, Grade Level Intervention Programs, Classroom aides, and Parent Volunteers all help in providing interventions for students who are not achieving at grade level.

General Funds, P.T.A., financial donations, and money raised through school fundraisers and recycling programs are our only funds.

404 Funding made it possible to purchase and install audio enhancement systems in every classroom. This equalized the ability for students to hear the instructor no matter where they sat in the classroom.

HAFEN ELEMENTARY SCHOOL

School Improvement Plan

School Year 2006 – 2007

NYE COUNTY SCHOOL DISTRICT

HAFEN ELEMENTARY SCHOOL

**7120 S. Hafen Ranch Rd.
Pahrump, NV 89061**

TITLE I - NRS 385 SAGE SCHOOL IMPROVEMENT PLAN

For Implementation in 2006-07

Members of School Improvement Planning Team

- Dr. Terry Owens, Principal
- Mrs. Jean Aubol
- Mrs. Mary Brickles
- Mrs. Cheryl Frye
- Mrs. Coleen Gremore
- Mr. Mark Kessler
- Mr. Michael Ponton
- Mr. Robert Schoenhofen
- Mrs. Paula Ward
- Mrs. Linda Wogee
- Mrs. Lisa Joyce, PTO President, and
- PTO Members: Shannon Cobillas, Debbie Doty, Samantha Sarandos, Judith Hernandez, and Kelli Kessler

Submission Date: Nov. 1, 2006

School Improvement Plan Checklist

School: Hafen Elementary School	District: Nye County School District
Principal: Dr. Terry Owens	School Year: 2006-07
Address: 7120 S. Hafen Ranch Rd.	Phone: (775) 751-4688
Pahrump, NV 89061	Email: towens@nye.k12.nv.us
	Plan Section Description
√	Executive Summary
√	IA. Comprehensive Needs Assessment: Review and analysis of data
√	IB. Comprehensive Needs Assessment: Goals
√	II. Inquiry Process: Goals, Causes (Factors), Solutions (Strategies)
√	IIIA. Master Plan Design: Action Plan(s) for Goal(s)
√	IIIB. Master Plan Design: Monitoring Plan(s) for Goal(s)
√	IIIC. Master Plan Design: Evaluation Plan(s) for Goal(s)
√	IV. Other Required Elements of a School Improvement Plan (All schools)
√	V. Required Elements for Title I Schools
√	VI. Additional Required Elements for Non-Title I Schools
√	Table A: School Characteristics
√	Tables B and C: Data Tables
√	Other Data: Three Year Review of State Proficiency Examination Results
Comments	This plan represents the continuing efforts of all staff at Hafen Elementary School. We started school reform in fall of the 2004-05 school year. Test scores were exceptionally low, including 71% of 3rd graders below proficiency in reading and 69% below proficiency level in math. In our 5th grades, 78% were below proficiency in writing. Parent involvement was nearly non-existent, discipline was approaching an out of control state, and staff morale was at a low point. There was no grade level planning or collaboration. Over the last two years, we worked as a team and turned the school around. We focused curriculum through a Reading First grant (not continued in this current school year), implemented a new reading curriculum K-5, added new staff, and became a Professional Learning Community with site-based management, grade level planning, active collaboration, and common assessments. We view ourselves as a school that does intervention on a continual basis because of ongoing needs and the student transient rate. We work for excellence every single day, and we do it as an involved, caring team.

EXECUTIVE SUMMARY
District Mission or Vision Statement Every child a success!
School Mission or Vision Statement Hafen's Mission: Hafen Elementary students will acquire the necessary skills to become successful middle school learners. Teachers will assess, and re-teach as needed, to achieve proficiency of the state standards. Hafen's Vision: Hafen Elementary is a positive, safe, and caring environment for all. We embrace a philosophy of continuous improvement through data-driven, student-centered instruction, high expectations, and collaborative effort to inspire life long learning.
School Highlights ▪ Professional Learning Community school – successful teacher collaboration on planning, curriculum, assessments ▪ Top Reading First school in state for 2005-06 school year ▪ Highest 5th grade writing score gains and 3rd grade reading score gains in district for 2005-06 ▪ Conducted a successful Spell-a-thon fundraiser, May 2006 ▪ Made AYP for the 2005-06 school year ▪ Conducted popular Family Literacy Nights in 2005-06 ▪ Started an after school Science Club, 2005-2007 ▪ Exceptional parent turn-out on Open House nights, Sept. 2005 and Sept. 2006 ▪ Implemented electronic assessment through PALS and DIBELS on PDAs for K-3rd in 05-06, continuing 06-07 ▪ Added two teachers for 2nd grades in the 2006-07 school year ▪ Created a Title I certified science teacher position for the 2006-07 school year ▪ Continued grade level intervention for K, 1st, 2nd, and 3rd reading/language arts ▪ Tech Net integrated into the classrooms as well as the lab with networked computers; use of A/R, A/M, PowerPt. ▪ PTO continued to grow with a new, active board and development of by-laws ▪ Teacher Resource / Guided Reading Room was created ▪ Cross-grade Reading Buddy program (1st/2nd paired with 5th grades) was expanded

Evidence of Plan Development

I. Comprehensive Needs Assessment.

A. Review and analysis of data.

Areas of Strength
▪ <i>Hafen ES made AYP (July 2006)</i> ▪ <i>5th Grade Writing proficiency increased from 22% to 45% - same group tested 4th (2005) and 5th (2006)</i> ▪ <i>5th Grade Math proficiency increased from 41% (2005) to 50% (2006)</i> ▪ <i>4th Grade PAC in all subjects of ITBS; Reading scores increased 2005-06 from 34% to 44%; Science was 55% in 06</i> ▪ <i>3rd Grade Math proficiency increased from 45% (2005) to 54% (2006)</i> ▪ <i>3rd Grade Reading proficiency increased from 47% (2005) to 62% (2006)</i>
Areas of Concern
▪ <i>IEP student scores were below proficiency benchmarks in both math and ELA achievement.</i> ▪ <i>A gender gap identified two years ago has appeared again. Boys underscored girls in all but one area of the test scores.</i> ▪ <i>Scores for Hispanic students not receiving LEP services were low across subjects and grade level.</i> ▪ <i>Writing scores indicated 55% of students did not meet proficiency in 2006.</i>

B. Goals

Goal 1. Students having an IEP will meet the criteria for Safe Harbor: At least 10% of the subpopulation will move from non-proficient (Emergent/Developing or Approaching Standards) to proficient (Meeting or Exceeding Standards) on the Spring 2007 CRT in combined grades of 3rd – 5th.
Goal 2. Standardized test scores (CRT and ITBS) for male students will increase to within five percentage points of scores for female students across core academic subjects in grades three, four, and five.

II. Inquiry Process. What are the causes/factors that may impact or impede student achievement for each goal, and what are the solutions/strategies that will address each goal and the underlying causes/factors? School Improvement plans must include:

- a. Scientifically based research strategies to strengthen core academic subjects,
- b. Strategies to promote effective parental involvement
- c. As appropriate, programs of remedial education or tutoring offered before/after school or summer school and intersession activities
- d. Strategies to improve academic achievement, including strategies to:
 - instruct pupils who are not achieving to their fullest potential;
 - increase student attendance and reduce the drop out rate;
 - integrate technology into the instructional and administrative programs;
 - manage effectively the discipline of pupils; and
 - enhance the professional development for teachers/administrators, 20 U.S.C. §7801(34)

Goals	Causes (Factors)	Solutions (Strategies)
#1. Students having an IEP will meet the criteria for Safe Harbor: At least 10% of the subpopulation will move from non-proficient (Emergent/Developing or Approaching Standards) to proficient (Meeting or Exceeding Standards) on the Spring 2007 CRT in combined grades of 3rd – 5th.	a) Traditional instructional techniques are not effective enough to increase IEP academic achievement. b) There is too little differentiated instruction in classrooms for IEP students. c) The CC model coincided with a decrease in IEP student achievement last year. d) Special education case loads are uneven: top-heavy load in 4 th and 5 th . e) There is a lack of exposure to life experiences for many IEP students. f) IEP students have low retention of information.	a) Implement use of the <i>Visagraph</i> and software systems for diagnosis and treatment of visual tracking problems. b) Increase computer instruction with <i>My Reading Coach</i> , <i>A/R</i> , <i>A/M</i> for IEP students to work at their level & pace. c) Return to effective past practice of small group instruction in the quieter resource room setting. d) Redistribute the caseload files for better service of IEP student needs. e) Build knowledge/relevance through virtual and real exploration. f) Do more drill and repetition; vary pacing for short-term focus; work on effective engagement techniques.

#2. Standardized test scores (CRT and ITBS) for male students will increase to within five percentage points of scores for female students across core academic subjects in grades three, four, and five.	a) Some teachers are using standard teaching techniques that do not effectively address boys’ focus, motivation, retention, and engagement. b) Learning styles are affected by video games and TV. There is a discrepancy between the classroom environment and the students’ technology/virtual world. c) Participation for male students is generally lower than girls; expectations of responsibility should be higher. Some males are passive in their efforts to improve academically. d) Disruptive behavior by boys distracts other students and hinders their own progress.	a) Increase visual instructional strategies and decrease lecture. Incorporate multi-sensory techniques, varied modalities (movement music, art, color,) and interactive engagement. b) Incorporate more technology for classroom instruction. Use technology for engagement, remediation, intervention, motivation, and enrichment. c) Encourage all students to work with student council to take ownership of the school. Assign room chores. Create competition. Set up immediate reward system for tasks/assignments. d) Pilot creative gender grouping in 5th grade classes for intervention in at least one subject – math or reading.
Extra Note: Hafen ES improvement efforts have produced significant gains in academic achievement for the past two school years. We will continue the practices, policies, and academic initiatives that made us successful, including addressing ongoing concerns for the academic progress of all students.	♦ The transient rate undermines the effectiveness of progress over time for smooth grade level articulation, and there are a significant number of low performing students (including the Hispanic ethnic population and low SES group). [Observation – not a cause, but it <u>can</u> be addressed.]	♦ Administer quick assessments on every new student and assign each to an intervention group as applicable. Make use of tech for remediation, including use of A/M, A/R, LeapPads, to target and develop math and language skills. Encourage advanced students through enrichment classes.

School Improvement Plan – Master Plan Design

IIIA. Action Plan.

Goal 1: Students having an IEP will meet the criteria for Safe Harbor.			
Measurable Objective A: Increase effective diagnosis of visual reading difficulties by targeting 90-100% of students with an IEP.			
Action Steps	Timeline	Resources	Person(s) Responsible
1. Finish training selected staff on the <i>Visa graph</i> .	Fall semester, 06	SB 404 funds, vendor	Principal to contact vendor for date.
2. Set schedule for <i>Visa graph</i> testing of IEP students.	ASAP after training	SpEd & Classrm tchrs	Special Ed. staff
3. Start selected students on <i>Visa graph</i> exercises for visual tracking.	ASAP after testing	SpEd & Classrm tchrs <i>Reading Plus</i> software	Special Ed. staff
Measurable Objective B: At least 10% of students with an IEP will move to meeting standards or above on the Spring 07 CRT in both ELA and math.			
Action Steps	Timeline	Resources	Person(s) Responsible
1. Differentiate instruction in the classroom for SpEd, including drill and repetition. Incorporate more technology in the classrooms and SpEd resource rooms.	2006-07	Site software, computers, Harcourt website, My Reading Coach, LeapPads	3 rd -5 th teachers & technology teacher Principal to evaluate instruction
2. Return to more effective pull-out remediation.	Fall 2006	SpEd teachers	Principal and Leadership Council
3. Redistribute caseloads for SpEd teachers.	Fall 2006	SpEd tchr files	District SESS (SpEd) and Principal
4. Provide relevance and enrichment experiences for IEP students.	2006-07	PTO/Activity funds, science lab & science teacher- Title I	Principal, Leadership, PTO

Goal 2: Standardized test scores (CRT and ITBS) for male students will increase to within five percentage points of scores for female students across core academic subjects in grades three, four, and five.			
Action Steps	Timeline	Resources	Person(s) Responsible
1. Increase multi-sensory, hands-on instruction, and interactive engagement.	Ongoing, 2006-07	All teachers, cohort collaboration, WestEd engagement research, NCSD staff (T4S), science lab & teacher	PLC cohorts track, and Principal monitors and evaluates
2. Incorporate technology into classroom instruction; include software programs, research, and writing.	Ongoing 2006-07	Tech lab & teacher; room computers from SB 404 & NCSD; software from SB404, TechNET standards	Teachers and Principal
3. Encourage responsibility of boys through student council, room chores, and reward systems.	Ongoing 2006-07	Student Council Committee, PLC	Teachers
4. Pilot ability/gender intervention groups in one grade level and subject.	Start 2 nd quarter, 06	Research articles	5 th Grade Teachers

Note: Hafen has an abundance of supplies, books, software programs, and intervention materials. Our biggest need now is to continue to improve student academic achievement with the practices begun two years ago, including ongoing improvement in instruction. Our teachers have risen to the challenges and expectations given them. They analyze student outcomes and behavior, then collaboratively discuss the best way to reach each child. This plan contains ways to refine our teaching, but does not fully describe all of the current practices that brought us success to date, including the following:

- 90 minute morning reading block;
- 30-45 minute daily intervention for struggling readers;
- Ongoing monitoring and benchmarking of student academic progress (DIBELS, PALS, Harcourt pre/post tests);
- Integration of writing across the curriculum, including more constructed responses;
- Upper grade literacy circles;
- Interactive teaching and less reliance on worksheets;
- PLC collaborative planning, common assessments, pacing calendars, etc. in weekly meetings of each grade level;
- Site-based decision model (Carl Glickman, Level 2), and
- High expectations of student and teacher success.

IIIB. Monitor Plan Implementation.

Goal 1: Students having an IEP will meet the criteria for Safe Harbor.			
Measurable Objective(s): A. Increase effective diagnosis of visual reading difficulties by targeting 90-100% of students with an IEP. B. At least 10% of students with an IEP will move to meeting standards or above on the Spring 07 CRT in both ELA and math.			
Action Step	Data	Timeline	Person(s) responsible
1. Finish training selected staff on the <i>Visa graph</i> .	Checklist of personnel and date trained.	Fall Semester, 2006	Principal
2. Set schedule for <i>Visa graph</i> testing of IEP students.	Completed schedules from all SpEd staff	Fall Semester, 2006	D. Oakey, P. Ponton, G. Oakey
3. Start selected students on <i>Visa graph</i> exercises for visual tracking.	Log-in sheets for student use of the software to track time on the computer for <i>Reading Plus</i>	2 nd and 3 rd quarters, 2006-07	D. Oakey, P. Ponton, G. Oakey
4. Differentiate instruction in the classroom for SpEd, including drill, repetition, and tech use.	Teach For Success (T4S) survey and principal observation logs	Ongoing	SpEd and Classroom teachers; Principal to monitor; district staff (T4S)
5. Return to more effective pull-out remediation (IEP).	Compare outcome data from 2007 with 2006 (CRT, ITBS)	Begin practice fall 2006	D. Oakey, P. Ponton, G. Oakey
6. Redistribute caseloads for SpEd teachers.	Caseload reports	October 2006	SpEd; Principal; SESS Director
7. Provide relevance, enrichment experiences for IEP students.	Lesson plans	Ongoing	All teachers; Principal
Goal 2: Standardized test scores (CRT and ITBS) for male students will increase to within five percentage points of scores for female students across core academic subjects in grades three, four, and five.			
Action Step	Data	Timeline	Person(s) responsible
1. Increase multi-sensory, hands-on instruction.	Lesson plans, observation logs	Ongoing	Teachers; principal to monitor
2. Incorporate tech into instruction; include software, research, and writing.	Lesson plans, observation logs	Ongoing	Teachers; principal to monitor
3. Encourage responsibility of boys through student council, chores, and rewards.	Teacher observations and class charts for rewards, chores; student council roster	Ongoing	Teachers
4. Pilot gender intervention groups (5 th).	Pre/post Harcourt, Saxon; CRT results	2 nd quarter	5 th grade cohort

IIIC. Plan to Evaluate Goals.

Measurable Objectives	Data to Collect	Timeline	Person(s) Responsible
#1. Students having an IEP will meet the criteria for Safe Harbor: At least 10% of the subpopulation will move from non-proficient (Emergent/Developing or Approaching Standards) to proficient (Meeting or Exceeding Standards) on the Spring 2007 CRT in combined grades of 3rd – 5th.	DIBELS (Benchmark, Progress)	6 weeks	3 rd , 4 th , 5 th Teachers, 2/3 and 4/5 SpEd Teachers, Principal; and District Accountability Coordinator (for results on state tests)
	PALS (Diagnostic)	Semester start	
	Harcourt Unit Pre/Post Tests	5 weeks	
	Saxon Pre/Post Tests	End 5 lessons	
	CRT	March 07	
	ITBS	Feb. 07	
#2. Standardized test scores (CRT and ITBS) for male students will increase to within five percentage points of scores for female students across core academic subjects in grades three, four, and five.	Star Reading Tests (optional)	Individual	
	Accelerated Math Star Tests (opt.)	Individual	

Additional notes: Hafen ES uses Harcourt *Trophies* with DIBELS and PALS as major assessments for ongoing progress monitoring as well as benchmark assessments. Previously we used DIBELS/PALS solely in K-3rd grades, and we now plan to extend the use of these instruments into the 4th and 5th grades. Our 1st grades use *Reading A-Z* to level the students and determine guided reading groups. Running records are used in both 1st and 2nd grades as well as continuing use of electronic DIBELS assessments for grouping and intervention. Lower grades have use of *Read Well*, *Soar to Success*, and other intervention tools (Harcourt). The SNRPDP *Math GAPs* binder will be utilized to support K-5 instruction in math. (The GAP document shows where SAXON math does not meet the Nevada standards.) We feel accurate, ongoing progress monitoring and targeted intervention has been crucial to our success to date.

IV. Other Required Elements of a School Improvement Plan. All schools MUST complete this page.

1.	What are the policies and practices in place that ensure proficiency of each subgroup in the core academic subjects? Hafen teachers assess and review student data in their respective PLC grade level cohorts. Intervention groups have been created for reading and language arts. Math ability groupings have been piloted in the 5th grades, with gender as one variable. Students receive instructional support through Special Education, Limited English Proficiency, grade level intervention groups, and individual attention in the school's Intervention Team. Our strongest policy is common planning/collaboration and ongoing intervention for low-performing students.
2.	List and briefly describe, as appropriate, how the school has incorporated activities of remedial instruction or tutoring before school, after school, during the summer, and during any extension of the school year. The school has no current programs for instruction outside of the school day, with the exception of a science club, which is not remedial in nature.
3.	Describe the resources available to the school to carry out the plan. The school's general budget is directed to support instruction; Title I is used for a certified science teacher allocation, professional development, electronic assessments for reading, and instructional supplies and books; SB 404 funds science, technology, enrichment, and special education diagnostics for reading. In addition, school fundraisers support assemblies and field trips for enrichment. Our focus is on special education and closing a gender gap in learning. Our resources support an emphasis on hands-on instruction, relevance, diagnostics, and technology that are essential to success of the plan.
4.	Summarize the effectiveness of any appropriations for the school made by the Legislature to improve student academic achievement. Class size reduction funding supports first and second grades for positive student teacher ratios. SB 404 funds allowed the school to increase use of computers for an increase in the integration of technology into the classroom; supported the diagnosis and intervention of reading problems; and extended the enhanced science program into after school learning.

V. Required Elements for Title I Schools. Title I schools, identified as “Needs Improvement,” MUST complete this page.

1. Describe the required services the school has provided based on the number of years the school has been in need of improvement, • Year 1: School Choice: Hafen ES is currently on “Hold” due to making AYP this year. The school was placed on the “Watch List” last year. • Year 2: Supplemental Services. [n/a] • Year 3: Corrective Action. [n/a] • Year 4: Restructuring. [n/a]
2. Provide an assurance that the school will not spend less than 10% of their annual Title I allocation for quality professional development. The approved 2006-07 Title I budget for Hafen ES includes at least 10% for line items in travel and registration for professional conferences, workshops, and seminars, as well as funding for professional books for teachers.
3. Describe how the school will provide written notice to parents on the school’s “Needs Improvement” status. Hafen ES students were given choice of another school within the district attendance area. Letters that followed the NCLB notification schedule were sent to parents from the district office during the summer.
4. Specify how Title I funds will be used to remove school from “Needs Improvement” status. The 2006-07 budget supports professional development for teachers (registration and travel), professional books, and renewal of electronic support for DIBELS and PALS reading assessments to ensure progress in AYP for ELA. A small allocation was made to support targeted tutoring and for extra duty pay to finish curriculum mapping and standards alignment across all grade levels.
5. Describe the school’s teacher mentoring program and how it relates to achieving the school’s annual goals and objectives. Mentoring is integrated with the school’s PLC. Lead teachers from each grade level cohort mentor new teachers. Other mentors outside the cohort are also assigned to assist new staff with social adjustments and practical concerns.

VI. Additional Required Elements. Non-Title I Schools in “Needs Improvement” MUST complete this form.

1. Describe how and when the school will provide written notice to parents on the school’s “Needs Improvement” status.	n/a
2. Describe the school’s teacher mentoring program and how it relates to achieving the school’s annual goals and objectives.	n/a

Dates connected to school improvement plan process:

Last Review: December 2005 (Title I Peer Review)

Due to Region: N/A **Due to District:** November 1, 2006 **Due to State (TAP or SST):** _____

Due to State: December 15, 2006

Instructions for Data Table A

Use figures as of Count Day in current school year for:

- Enrollment, including gender and ethnicity
- English Language Learners (ELL)
- Gifted and Talented Education
- Migrant

Use figures from previous school year for:

- Students Having IEPs (December 1 of previous year)
- Transience rate
- Average Daily Attendance
- Dropout rate
- Graduation rate
- Remediation Rate at UCCSN

Table A. School Characteristics, 2006

Enrollment	#	%	Staff Characteristics		
Total # of Students Enrolled	586*		Number of Administrators (Principal, Assistants)	1	
Number and Percent Female	289	49%	Number of Deans	0	
Number and Percent Male	297	51%	Number of Counselors	1	
Important Subpopulations			Number of Classroom Teachers	26	
	English Language Learners (ELL)	78*	13%	Number of Special Services Teachers (Computers, ELL Music, PE, Special Education, & Speech)	8
	Students Having IEPs	46*	8%	Number of Instructional Paraprofessionals	1
	Speech Services	54*	9%	Number of Other Paraprofessionals	1
	Migrant	0	0	% of Highly Qualified Teachers	100
	Free/Reduced Meals	299*	51%	% of Highly Qualified Instructional Paraprofessionals	100
			Number of site RPDP/NELIP or other trainer/facilitators	0	
Ethnic Subpopulations**			Title I	Yes ✓	No ✓
	African-American	26	4%	Served	✓
	Asian/Pacific Islander	21	4%	Eligible	✓
	Hispanic	143	24%	Targeted Assisted	✓
	Native American/Alaskan Native	9	2%	School-wide	✓
	White	387	66%		
School Characteristics			Identified as Needing Improvement (NI)	Yes ✓	No ✓
Average Daily Attendance		94%	Failed AYP one year?		✓
Transiency Rate		36%	Designated as Needing Improvement?		✓
% enrolled continuously since Count Day			Appeal process utilized?	✓	
Incidents of School Violence		8	Designated as Needing Improvement again?		Hold
Dropout Rate (HS)	N/A	N/A	Designated as Persistently Dangerous School?		✓
Graduation Rate (HS)	N/A	N/A	Receiving Remediation funding?		✓
Remediation Rate at UCCSN (HS)	N/A	N/A	Is the school using a district TAP or State SST?	✓TAP	

*Current year figures (9/06)

Table B: Elementary Achievement Data, 2006

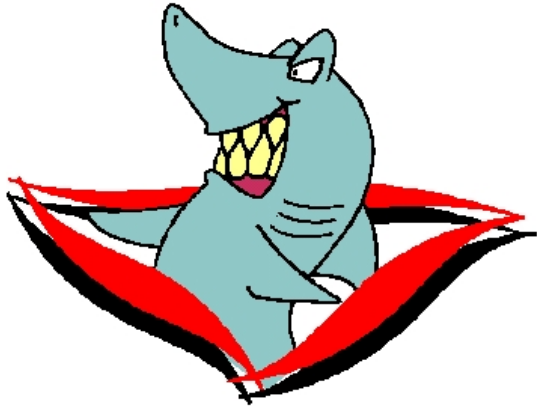
Reading												
	3 rd Grade CRT, 2006						5 th Grade CRT, 2006					
Subpop- ulation	Enroll- ment	Partici- pation	Emerg/Dev	Approach	Meets	Exceeds	Enroll- ment	Partici- pation	Emerg/Dev	Approach	Meets	Exceeds
Male	44	100%	9%	32%	39%	20%	52	100%	13%	60%	27%	0
Female	41	100%	0	34%	39%	27%	44	100%	23%	39%	39%	0
Am.Ind.	3	100%	*	*	*	*	2	100%	*	*	*	*
Asian	5	100%	*	*	*	*	2	100%	*	*	*	*
Hispanic	20	100%	5%	55%	20%	20%	20	100%	30%	50%	20%	0
Black	3	100%	*	*	*	*	2	100%	*	*	*	*
White	54	100%	4%	26%	46%	24%	70	100%	16%	50%	34%	0
IEP	9	100%	*	*	*	*	17	100%	59%	35%	6%	0
LEP	10	100%	0	40%	30%	30%	13	100%	31%	31%	38%	0
FRL	29	100%	7%	55%	17%	21%	35	100%	29%	54%	17%	0
Migrant	0	*	*	*	*	*	0	*	*	*	*	*
504	0	*	*	*	*	*	2	100%	*	*	*	*
School	85	100%	5%	33%	39%	24%	96	100%	18%	50%	32%	0
District			10%	40%	30%	19%			13%	49%	34%	3%

Table C: Elementary Achievement Data, 2006

Mathematics												
	3rd Grade CRT, 2006						5th Grade CRT, 2006					
Subpop-ulation	Enroll-ment	Partici-pation	Emerg/Dev	Approach	Meets	Exceeds	Enroll-ment	Partici-pation	Emerg/Dev	Approach	Meets	Exceeds
Male	44	100%	5%	39%	34%	23%	52	100%	12%	40%	44%	4%
Female	41	100%	2%	46%	37%	15%	44	100%	16%	32%	43%	9%
Am.Ind.	3	100%	*	*	*	*	2	100%	*	*	*	*
Asian	5	100%	*	*	*	*	2	100%	*	*	*	*
Hispanic	20	100%	5%	60%	25%	10%	20	100%	15%	55%	30%	0
Black	3	100%	*	*	*	*	2	100%	*	*	*	*
White	54	100%	2%	33%	43%	22%	70	100%	13%	34%	44%	9%
IEP	9	100%	*	*	*	*	17	100%	41%	35%	24%	0
LEP	10	100%	0	50%	30%	20%	13	100%	23%	31%	31%	15%
FRL	29	100%	7%	38%	41%	14%	35	100%	20%	46%	31%	3%
Migrant	0	*	*	*	*	*	0	*	*	*	*	*
504	0	*	*	*	*	*	2	100%	*	*	*	*
School	85	100%	4%	42%	35%	19%	96	100%	14%	36%	44%	6%
District			10%	40%	30%	19%			8%	41%	43%	8%

Hafen Elementary: Three Year Review of State Proficiency Examination Results

Grade and Assessment	2004	2005	2006
3rd Grade Reading CRT	Proficient: 29%	Proficient: 47%	Proficient: 62%
3rd Grade Math CRT	Proficient: 31%	Proficient: 45%	Proficient: 54%
4th Grade ITBS – Reading	Proficient: 38%	Proficient: 34%	Proficient: 44%
4th Grade ITBS – Lang. Arts	Proficient: 31%	Proficient: 42%	Proficient: 41%
4th Grade ITBS – Math	Proficient: 30%	Proficient: 45%	Proficient: 44%
4th Grade ITBS – Science	Proficient: 58%	Proficient: 51%	Proficient: 55%
5th Grade Reading CRT	Proficient: 48%	Proficient: 49%	Proficient: 32%
5th Grade Math CRT	Proficient: 40%	Proficient: 41%	Proficient: 50%
5th Grade Science CRT	Proficient: 49%	Proficient: 59%	Proficient: 43%
4th Grade Writing Exam	Proficient: 21%	Proficient: 21%	n/a
5th Grade Writing Exam	n/a	n/a	Proficient: 45%



Rosemary Clarke Middle School

School Improvement Plan

Revision

October 12, 2006

Committee Members:

Joe Peters (Principal)
Karen Waters, Ph.D. (AP)
Robin Gourley (parent)
Lenna Skelton

Becky Thompson
Robert Nielson
Genevieve Ozment
Tonia Petrie
Edward Jacobson

Jackie Peterson
Karen Holley (District Representative)
Karen Liberty (NCSD Curriculum)
William Fuessel (counselor)

EXECUTIVE SUMMARY

District Mission Statement:

Every Child a Success

School Mission Statement:

To confirm, maintain, and secure a Legacy of Excellence at Rosemary Clarke Middle School

**OUR SCHOOL MOTTO:
Legacy of Excellence**

School Demographical Highlights: Rosemary Clarke Middle School currently serves 1251 students. RCMS students are Hispanic (20 percent), Black (4 percent), Caucasian (72 percent), Indian (2 percent), and Asian (2 percent). The number of Limited English Proficient students has risen to 53 students (or 4 percent). The school serves 210 students (17 percent) who have an Individualized Education Plan (IEP), compared to the district average of 18 percent. Forty-three (43) percent of students qualify for the Free or Reduced Lunch program.

SCHOOL IMPROVEMENT PLAN

School Name and Code: Rosemary Clarke Middle School Phone (775) 727-5546
 FAX: (775) 727-7104

Table A

Enrollment	#	%	Staff Characteristics		
Total # of Students Enrolled	1251	100	Number of Administrators (Principal, Assistants)	4	
Number and Percent Female	610	49	Number of Deans	0	
Number and Percent Male	641	51	Number of Counselors	3	
Important Subpopulations			Number of Classroom Teachers	65	
English Language Learners (ELL)	53	4	Number of Special Services Teachers (Art, Computers, ELL Music, PE, Special Education, Speech, etc.)	21	
Students Having IEPs	221	18	Number of Instructional Paraprofessionals	14	
Gifted and Talented Education	0		Number of Other Paraprofessionals	0	
Migrant	3	.002	% of Highly Qualified Teachers	99	
Free/Reduced Meals	394	42	% of Highly Qualified Instructional Paraprofessionals	100	
Ethnic Subpopulations			Number of site RPDP/NELIP or other trainer/facilitators	0	
African-American	47	04	Title I	Yes	No
Asian/Pacific Islander	31	02	Served	X	
Hispanic	251	20	Eligible	X	
Native American/Alaskan Native	21	02	Targeted Assisted		X
White	901	72	School wide	X	
School Characteristics		%	Identified as Needing Improvement (NI)	Yes	No
Average Daily Attendance		94	Failed AYP one year?	X	
Transiency Rate		n/a	Designated as Needing Improvement?	X	
% enrolled continuously since Count Day		99	Appeal process utilized?		X
Incidents of School Violence		n/a	Designated as Needing Improvement again?	X	
Dropout Rate (HS)		n/a	Designated as Persistently Dangerous School?		X
Graduation Rate (HS)		n/a	Receiving NERA (remediation) funding?		X
Remediation Rate at UCCSN (HS)		n/a	Is the school using a district TAP or State SST?	X	

School Improvement Plan

Name of School—Rosemary Clarke Middle School

Address—4201 Blagg Road

Pahrump, Nevada 89060

Phone—(775) 727-5546

Principal—Joe Peters

Assistant Principal-Dr. Karen Waters

Assistant Principal-Jeff Skelton

Assistant Principal-Doug Steward

School Improvement Planning (SIP) Meetings

1) September 26, 2006

Discussion:

- We discussed that the computer program Orchard should be installed on the server and individual computers for use in all classrooms.
- We reviewed our Goals from 2005-2006 School Year-
 - 1) Did referrals decrease by 25% during that year?
 - 2) Did teachers have adequate professional training?
 - 3) Did we achieve notification of all “D” and “F” scores to parents? Staff felt that this was achieved by the computer generated reports to parents, and the progress reports being sent out every three weeks. Others felt that it should be on a weekly basis.
- What strategies to accomplish teacher training?
 - 1) Use in-service time to teach strategies; One per quarter, and see that teachers are using that strategy by checking lesson plans
 - 2) Teach for Success training to be provided at January and February Teacher In-service. (January-Karen Liberty and February- Jackie Peterson)
 - 3) 50 Effective Strategies for LEP students

- Teach for Success observations to be completed in month of April.
- Data to be collected using Parent, Teacher, and Student surveys. 200 surveys to be distributed to selected parents of 7th and 8th grade students; all 7th and 8th grade students in homeroom setting; and all staff at RCMS. Surveys to be sent out by October 1st.
- Committees established to gather data and individuals responsible for information:
 - 1) Survey committee: Ed Jacobson and Lenna Skelton
 - 2) CRT line item results and disaggregate data:
 - Math- Rob Nielson, Robin Gourley
 - Reading- Becky Thompson, Genevieve Ozment
 - Writing- Lenna Skelton, Rob Nielson
 - 3) Improvement Plan Goals: Michelle Anthony, Tonia Petrie, Tammie Moniz
 - 4) Referral information: Karen Waters

2) September 27, 2006

Discussion:

- Previously we had discussed whether the goal of a 25% reduction in referrals had been met. Karen Waters provided evidence that the referrals had increased rather than decreased, both on the bus and in school. Reasons brought up for increased referrals were:
 - 1) Increase in student population
 - 2) Teachers sending more referrals instead of dealing with the problems themselves
 - 3) No consistency in dealing with behavior problems due to having at least four Deans last year.
- Committee members went through State CRT data from last years 8th grade class in math and reading. Committees identify Exceeding, Meeting, Approaching, and Emergent Standards information for both math and reading and decided that we did not meet our goals for improving math and reading scores on the CRT's. Percentage breakdowns are:
 - Reading-** 8% were Emergent; 38% Approached Standards; 38% Meets Standards; 16% Exceeded Standards
 - Math-** 17% were Emergent; 45% Approached Standards; 35% Meets Standards; 2% Exceeded Standards.
 Reasons given for possibly not doing well were:
 - 1) Lack of student motivation
 - 2) Too many tests administered over the year

3) Tests administered right after a long break

- It was decided that surveys will be sent out next week and Reading teachers will be responsible for giving the survey to all 7th and 8th grade students. A letter explaining what the team wants will be emailed to all reading teachers. A meeting after school on Monday will explain how to administer the survey and why.
- LEP population met AMYO overall. LEP met AYP in Language Arts, but not Math.

Action Steps:

- Karen Waters asked the elementary principals to send the disaggregated data from the 5th grade CRT's to be sent to our school ASAP. We need to find the Line Item scores for the Writing Proficiency Test.
- Karen Liberty will check to make sure that data we received from the District is correct.
- We need to gather disaggregated data from the Subpopulation groups from the CRT and Writing Proficiency test.
- SIP members will meet before the October 11th meeting to go over data from the surveys and put it together in to some order.
- The SIP team needs to notify the staff they are planning to address for this year and methods to achieve the goals.
- Curriculum mapping- Teachers need to be using curriculum mapping to make sure Essential Standards are taught before testing occurs. Teachers need time to develop those maps to increase math and reading scores by meeting the measurable objectives set forth by the State.
- The team discussed ways to reward students for meeting and exceeding standards on their tests. Suggestions were:
 - 1) Cash incentives
 - 2) Trips
 - 3) Purchase items of certain value

3) October 11th and October 12th, 2006

Discussion:

- Committee members tallied surveys from students
- Members color coded the CRT results from last spring and noticed that the 5th grade students were meeting standards on all of their tests. Some schools showed a marked difference in whether they met standards or not.
- It was discussed that the SIP Team set a goal to increase scores in all subpopulations taking standardized tests.

Action Steps:

- Genevieve Ozment took information and made graphs to represent data from the CRTs.
- Karen Liberty will check to make sure that data we received from the District is correct.

- We need to gather disaggregated data from the Subpopulation groups from the CRT and Writing Proficiency test. Lenna Skelton will be responsible for finding that data and reporting it.
- SIP members will meet on October 17th to finish compiling data from the surveys and put it together in to some order.
- The SIP team will present the data collected to the staff and the next Teacher In-service on November 7th.
- Mr. Hammar will have PLC team meet with the SIP Team to coordinate Action Steps lined out in the SIP Plan before the November 7th meeting so that we can show a united front to the staff.

RCMS HIGHLIGHTS

- Technology
 - o Orchard system in place (Academics).
 - o Accelerated Math Program (Academics).
 - o Accelerated Reader Program (Academics).
 - o Word Smart Program used every morning by the 6th Grade classes
 - o Soliloquy reading program set up for all classes
 - o Technology class offered to students every year in 9 week rotations.
 - o Standards Master to assess data and technology.
- Parents
 - o Front office staff creates and distributes newsletters.
 - o Phone system allows mass messaging to parents about academic and social events at RCMS.
 - o Discipline Handbooks in English and Spanish are distributed at the beginning of the year
 - o *Parent's Homework Dictionary: Helping Parents Understand Homework* will be passed out to parents during the Nov. 2 report card conferences. The book will be distributed in both English and Spanish versions. Copies are also available on CDs in English and Spanish.
- PLC- Professional Learning Communities
 - o District has adopted PLC and has mandated that all schools incorporate this as part of a goal of establishing consistent objectives across subjects and grade levels.
 - o Teacher and administrators at RCMS attended several initial meetings and conferences during the 2005-2006 school year.

- o PLC has begun at RCMS. Teachers meet with their PLC team every Wednesday after school for approximately 1 hour. Teachers have been instructed on the steps and deadlines involved in PLC implementation.
- Testing
 - o Four types of test given throughout the year. Norm reference, district test, CRT State Testing, and an assessment that has been developed through PLC meetings and Standards Master program.
- Other Programs
 - o 21st Century grant, Learning Solutions, and Club Z will allow children to participate in after school tutoring programs in group settings and one-on-one.
 - o GEAR-Up program- Students will start through student support with tutoring and monitoring progress of students. This program will be implemented in grades 7 through 12.
 - o Credit Recovery after school will allow students to make up credits not earned in the regular classroom for Language Arts and Math.
 - o Saturday School will be in place for students to receive extra tutoring and homework help for those students unable to attend tutoring after school.
 - o Counseling department has created groups in the areas of grief, anger management, test anxiety, peer mediation, and others that will assist in creating academic success for every student at RCMS.
 - o Advanced Placement Programs for 8th grade students in Language Arts, Math, Social Studies, and Science
 - o Builders Club, NJHS, and Student Council are active clubs
 - o Student of the Month Awards, Student of Week Awards
 - o Autistic Unit added this year
- Teachers
 - o Encouraged to attend professional development conferences.
 - o 99% Highly Qualified.
 - o Four teachers attended a conference in Florida last summer for instruction to teach the Advanced Placement classes.
 - o Several teachers attended the Omni Conference
 - o PLC training was held for several teachers last summer in Las Vegas
 - o 20 teachers attended classes provided by RPDP and SUU in Las Vegas for one week.

Data Profile 2

The table on the following page presents the outcomes of all the data collected on the 24 Essential Questions. It indicates whether Rosemary Clarke Middle School “Achieved” the target for Essential Question, made “Progress” but still needs improvement, or did “Not Achieve” the target and is in need of improvement. The table is followed by a narrative for each Essential Question in which the school either made progress but needs improvement, or did not achieve the target.

Table 1. Data Profile for School Improvement: Summary of 24 Essential Questions

Categories of School Reform/Essential Questions	Status
A. Large Scale Assessment & Achievement —	
Do all students participate in statewide assessments?	Achieved
Do all students participate in district assessments?	Achieved
Do all Limited English Proficient Students (LEP) participate in the statewide test of English Proficiency?	Achieved
Do all students demonstrate targeted proficiency levels on statewide assessments?	Not Achieved
Do all students demonstrate targeted proficiency levels on district assessments?	In-Progress
B. Curriculum & Instruction —	
Are curricular and instructional materials designed to support teaching of state standards?	Achieved
Do students have access to and use of standards-based instructional materials?	Achieved
Do instructional practices consistently support individual student achievement?	In-Progress
Do administrators and teachers effectively use the results of state, local, and classroom assessments to make instructional decisions that increase student achievement?	Achieved
Is an effective system of interventions in place for students who are not meeting grade level objectives?	In-Progress
C. Learning Environment and Culture —	

² This section fulfills item 2. *Complete the Data Profile for School Improvement* for the School Improvement Plan.

Does the condition of the school's physical plan supports student achievement?	Achieved
Do staff allocations support student achievement?	Not Achieved
Are the school's resources allocated to support student achievement?	Achieved
Do students have equitable access to resources and opportunities at the school?	Achieved
Are supports effectively provided to help students meet needs in non-academic areas, so they may focus productively on learning?	Achieved
Do behavior management and disciplinary practices consistently support individual student achievement?	Achieved
D. Community, Parent, and Student Involvement —	
Do students, parents, and teachers demonstrate high expectations for student achievement?	In-Progress
Does staff collaboration occur to support student learning?	In-Progress
Is effective instructional leadership in place to support student achievement?	Achieved
Is an effective process in place to communicate with parents and other stakeholders?	In-Progress
Are parents meaningfully involved in supporting student achievement?	In-Progress
Are community members/business partners meaningfully involved in supporting student achievement?	In-Progress
E. Professional Development —	
Do staff members' levels of education, experience, and expertise support student achievement?	Achieved
Is research-based professional development provided in response to site based needs for student achievement?	In-Progress

A. Large Scale Assessment and Achievement

Question 4. Do all students demonstrate targeted proficiency levels on statewide assessments?

- o RCMS maintains a clear focus on improved student achievement by providing a period during homeroom to address math, reading, or other subject areas for remediation. This class uses test data to guide instruction for tutoring students who are targeted. Training for teachers in standards implementation and sheltered instruction is provided by PLC collaborative teams and teacher in-services. Eighth grade teachers are utilizing a remediation period before or after lunch, to address targeted literacy standards identified by using CRT results in language arts. 21st Century Grant is providing tutorial services for all students who would like additional assistance with academics as well as providing enrichment activities. Sixth grade teachers have identified the students with the lowest math and reading scores and

they are getting additional remediation. Reading teachers are using Word Smart program and Weekly Readers. Math teachers are drilling lower level math facts.

- o Saturday School will be in place for students to receive extra tutoring and homework help for those students unable to attend tutoring after school.
- o Credit Recovery after school will allow students to make up credits not earned in the regular classroom for Language Arts and Math.

B. Curriculum and Instruction

Question 8 Do Instructional practices consistently support individual student achievement?

- Observation data showed that 62 percent of teachers emphasized key vocabulary during instruction: 38 percent did not. In addition, observation data showed that 46 percent provided frequent opportunities for interaction/discussion between teacher and students and among students to elaborate; 54 percent did not. The observers found evidence of higher order thinking skills being used in few classes and would encourage all teachers to become knowledgeable in how to incorporate them into instruction so there are more opportunities for divergent thinking and a deeper understanding of content.
- Observation data showed that in 86 percent of the classrooms, instruction was appropriate to the grade level standard(s). Sixty-eight percent of the teachers communicated the learning objective to the students, while 55 percent of the teachers made learning relevant for the learners. The following indicates the percent of observed teachers who used the following key English-learner strategies:
 - 60 percent emphasized key vocabulary;
 - 46 percent used scaffolding techniques;
 - 46 percent provided frequent opportunities for interaction/discussion between teacher and students and among students to elaborate;
 - 60 percent regularly provided specific feedback to students
 - 63 percent of all teacher activities, input, and responses were related to the objective(s).

Question 10. Is an effective system of interventions in place for students who are not meeting grade level objectives?

- Progress reports are sent out to parents a minimum of every 3 weeks.
- Phone Master notifies parents/guardians on a weekly basis students who are receiving D's and F's
- Counselors meet with students who are in jeopardy of failing any grade level.
- Homeroom classes are developed to target students with low scores in math or English/Language arts and provide additional language acquisition for ESL students.
- Intervention Programs such as after school tutoring.
- Combination, push-in and pull-out, English Language Learners class is supporting the LEP subpopulation

- Special Education Programs.
- Paraprofessionals and Parent Volunteers.
- 21st Century After-School Program (SAFE) coordinator monitors SAFE student's academic achievement in all core classes and is in constant communication with parents.

Only six percent of students failed a grade level during the 2005-2006 school year. However, test scores show Hispanic/Latino; Individual Education Plan (IEP); and Free/Reduced Lunch (FRL) subgroup populations did not meet the adequate yearly progress requirements. Staff development will provide training for teachers and paraprofessionals in content areas, targeting math and reading/writing.

C. Learning Environment and Culture

Question 12. Do staff allocations support student achievement?

- RCMS student/teacher ratio is 19.5:1 based upon 1251 students. This ratio represents all teachers including the ESL and Special Education teachers
- RCMS does not meet the classroom reduction requirement. However, each grade level received additional teachers in an attempt to lower the student/teacher ratio because of our low test scores in Math and English/Language Arts.

Question 13. Are the school's resources allocated to support student achievement?

- The state and the district have not prioritized class size reduction in a middle school setting. Counseling and administrative personnel is low for the population of the school. RCMS does not have a full-time nurse.
- Research computers have been purchased, but more need to be available for students throughout the day.

Question 14. Do students have equitable access to resources and opportunities at the school?

- According to data from teacher surveys, many teachers feel that they are lacking the needed standard based instructional resources especially with CC special education model. Results from teacher, student surveys show that all students have access to the materials that RCMS has, but the school does not have all the resources needed.

Question 15. Are supports effectively provided to help students meet needs in non-academic areas, so they may focus productively on learning?

- The state and the district have not prioritized class size reduction in a middle school setting. Counseling and administrative personnel is low for the population of the school. There is a health aide on site, but no site-based nurse.

Question 16. Do behavior management and disciplinary practices consistently support individual student achievement?

- RCMS strives to create a feeling of comfort and belonging for all students. The staff has had several in-services on identifying individual student characteristics in order to create a more positive interaction between instructor and students. In attempt to reduce discipline referrals the school has had several school-wide assemblies that address harassment, safety and drugs, and developing a positive attitude towards school and other students. RCMS offers an extra-curricular sports program and Safe program after school that helps students interact with other students in a positive manner.

D. Community, Parent and Student Involvement

Question 17. Do students, parents, and teachers demonstrate high expectations for student achievement?

- Progress reports are sent home every three weeks of each grading period. These reports are to inform parents of the student's progress at that time. Grade cards are sent as a quarterly report.
- A homework hotline is provided for parents and students to receive information about homework.
- Monthly newsletters are sent home with the students to inform parents about upcoming events and dates.
- "D" and "F" grades are reported by the school phone network in addition to the progress reports being sent out. Teachers will contact parent within five (5) days of a student not returning a signed progress report that has one or more "D" or "F" grade on the report.
- Through the counseling office has developed a Student of the Month and Student of the Week.
- PLC philosophy is to celebrate academic achievement.
- Parents receive a SAFE daily homework report. Also, SAFE has a Homework coupon as a reward for citizenship.

Question 19. Is effective instructional leadership in place to support student achievement?

- The administration, School Improvement Team, and PLC collaborative team at RCMS has, and will continue to provide professional development in curriculum as it relates to student achievement.

E. Professional Development

Question 23. Do staff members' levels of education, experience, and expertise support student achievement?

- RCMS has a plan for professional development. This plan is based on student achievement data.
- RCMS provides in-service training once a month for professional development. The in-service training includes classroom instructional strategies, assessment planning, and other classroom management techniques.
- Teacher survey and anecdotal perception data show that staff believes that professional development activities match their teaching needs to improve all student achievement. Teachers have requested additional in-service training that focuses on explicit instruction in their content area. .

Question 24. Is research-based professional development provided in response to site based needs for student achievement?

- RCMS was not in accordance with the requirements of section 1116 of NCLB during the years 2001-2003, which states that professional development must focus on specific content areas. However, beginning in 2003 school year the NCLB requirements are in progress. Research-based professional developed has been provided through RPDP and on-site master teachers.

The SIP Committee identified the top three priority need areas to work on in the School Improvement Plan:

- **Low Test Scores in Reading/Language Arts.** Eighth grade Students' performance on the Nevada Criteria Reference Test demonstrated 54% met or exceeded state standards in reading and language arts. In addition sixth and seventh grade students' performance on the 05-06 Nevada CRT demonstrated low achievement on state standards.
- **Low Test Scores in Math.** Eighth grade students' performance on the Nevada Criteria Reference Test demonstrated 35% met or exceeded state standards. In addition Hispanic, IEP and F/RL sub-populations did not make the AYP and sixth and seventh grade students' performance on the 05-06 Nevada CRT demonstrated low achievement on state standards.
- **Learning Environment and School Culture**
On a survey of 7th and 8th grade students 424 out of 614 students feel strongly or somewhat strongly, that students do not stay out of trouble in school. Half of the students surveyed believe that drugs, alcohol, and weapons are a problem at our school. 320 students out of 614 students feel that school rules are not fair and all students do not have to follow them.

The SIP Committee developed three preliminary goals for the School Improvement Plan:

- **Goal 1-** RCMS students will improve their reading/language arts achievement in word analysis and reading comprehension by 10% on the CRT by the end of the 2006-2007 academic year.
- **Goal 2-** RCMS students in sub-populations, Hispanic, LEP, IEP and FRL will improve their math achievement in Number and Operations, Data Analysis Statistics Probability/ Data by 10% on the CRT by the end of the 2006-2007 academic year.
- **Goal 3 –** Reduce the actual number of students assigned a disciplinary action between the academic years 2005-2006 with the 2006-2007 school year by 15%.

Part II: Inquiry Process

This section presents a brief summary of the inquiry process conducted by the SIP Team to search for and select the most appropriate research-based strategies for the school's three priority needs in reading/language arts, math, and learning environment.

1. Investigate the Causes of Priority Needs.

Clarke Middle School established a committee to explore why the priority needs exist at RCMS.

The committee collected data from parents, students, staff surveys, TOSA observational evaluations, *Data in a Day*, test results, and the school accountability report to determine the priority needs of RCMS. From the data collected we formalized RCMS three priority needs.

Table 2 shows the **verified explanations** that each subcommittee identified for the four priority needs.

Table 2. Explanations of Priority Needs

Priority Need	Reasons
Reading- Word Analysis Skills/ Read to Comprehend, Interpret, and Evaluate Informational Text	• Low test scores in reading/writing • RCMS demographics exceed district average, lacking resources for SPED, IEP, Hispanic, F/RL populations. • Teachers are underutilizing data from ELA, CRT and Writing Proficiency scores to help students in academic achievement. • Teachers need to refocus to standards-based curriculum, rather than text-book curriculum to help to track student's achievement. • Teachers are underutilizing curriculum maps to teach essential standards to help track student's achievement academic achievement.

⁴ This section fulfills 4. *Investigate and describe the causes of the identified needs* for the School Improvement Plan

Math- Number and Operations, Data Analysis Statistics Probability/ Data	• Low test scores in math. • RCMS demographics exceed district average, lacking resources for SPED, ELL, IEP, Hispanic, and F/RL populations. • Teachers are underutilizing data from CRT scores to help students in academic achievement . • Teachers need to refocus to standards-based curriculum, rather than text-book curriculum to help track student's achievement.. • Teachers are underutilizing curriculum maps to teach essential standards to help track student's achievement academic achievement.
Learning Environment and School Culture	• Many students do not have good strategies in problem solving skills when dealing with conflict. • Teachers feel the discipline plan has too many steps and tiers before students experience any consequences. • Good student behavior is not communicated often enough to parents. • Teachers have expressed that student behavior is interfering with academic learning time in the classroom • 04-05 CRT show improvement in student achievement as well as a reduction in student behavior referrals • 05-06 CRT expressed a decrease in student achievement with increase student referral • Teachers have expressed a need for consistency dealing with student behavior

2. Investigate Possible Solutions.

The committee investigated possible solutions to the priority needs and their underlying reasons.

First, the committee reviewed the research literature on effective practices and programs. For example, the committee on reading/language arts reviewed *Catalog of School Reform Models*, published by the Northwest Regional Educational Laboratory and available at <http://www.nwrel.org/scpd/natspec/catalog/index.html> and *List of Effective Remedial Programs*, published by the Legislative Committee on Education and available from the Nevada Department of Education.

Next, the committee contacted local experts about possible solutions. For example, one member of the committee contacted the Regional Professional Development Program.

Table 3 presents the possible solutions that the committee identified as a result of their investigation. The committee identified different solutions.

Table 3. Possible Solution to Priority Needs

Priority Need	Possible Reasons	Possible Research-Based Solutions
Reading- Word Analysis Skills/ Read to Comprehend, Interpret, and Evaluate Informational Text	• Low test scores in reading/writing • RCMS demographics exceed district average, lacking resources for SPED, ELL, Hispanic, IEP, and F/RL populations. • Teachers are underutilizing data from ELA, CRT and Writing Proficiency scores to help students in academic achievement. • Teachers need to refocus to standards-based curriculum, rather than text-book curriculum to help to track student's achievement. • Teachers are underutilizing curriculum maps to teach essential standards to help track student's academic achievement. • Common assessments are underutilized to drive instruction in essential standards for English/Language Arts.	• Provide professional development using RPDP in effective strategies to teach comprehension skills to all teachers. • Additional SIOP training to all teachers using a SIOP trainer of trainers. • Increased data gathering by TOSA such as <i>Teach For Success</i>. • Professional development in effective strategies in differential instruction techniques • PLC collaborative teams will map essential standards for all core subjects. • Homeroom will be utilized for remediation for those students not achieving essential standards in English Language Arts

Math- Number and Operations, Data Analysis Statistics Probability/ Data	• Low test scores in math. • RCMS demographics exceed district average, lacking resources for SPED, ELL, F/RL populations. • Teachers are underutilizing data from ELA CRT and Writing Proficiency scores to help students in academic achievement. • Teachers need to refocus to standards-based curriculum, rather than text-book curriculum to help track student's achievement. • Teachers are underutilizing curriculum maps to teach essential standards to help track student's academic achievement. • Common assessments are underutilized to drive instruction in essential standards for Math.	• Provide professional development using RPDP in effective strategies to teach Concept/ Estimation, Probability/Data, and computation to all teachers. • Additional SIOP training to all teachers using a SIOP trainer of trainers. • Increased data gathering by TOSA such as <i>Teach For Success</i>. • Professional development in effective strategies in differential instructional techniques. • Math Department will view Bill Hanlon's video on effective math lessons. • Math Classes for teachers to assist with effective mathematical strategies. • Supplement using the Accelerated Math Program to provide practice. • PLC will map essential standards for all core subjects. • Homeroom will be utilized for remediation for those students not achieving essential standards in math

Learning Environment and School Culture	• Many students do not have good strategies in problem solving skills when dealing with conflict. • Teachers feel the discipline plan has too many steps and tiers before students experience any consequences. • Good student behavior is not communicated often enough to parents. • Teachers have expressed that student behavior is interfering with academic learning time in the classroom • 04-05 CRT show improvement in student achievement as well as a reduction in student behavior referrals • 05-06 CRT expressed a decrease in student achievement with increase student referral • Teachers have expressed a need for consistence dealing with student behavior	• The counseling department will be implementing anger management/conflict resolution groups to help students dealing with issues in the school setting • Implement a school-wide anti-bullying and harassment program • Streamline the step process for disciplinary actions from 24 steps to six steps for minor infraction. • Implement a positive behavior program to recognized students demonstrating positive behavior. • Create an administrative position that focuses on safety and disciplinary issues • Student handbook, discipline packet and behavior contract for all RCMS students will be handed out to students as well as parents • Compare with the actual number of students assigned a disciplinary action between the academic years 2005-2006 with the 2006-2007 school year

3. Selecting Solutions to Fit the School Context.

The SIP Team held a school wide meeting to discuss and select the most appropriate solutions for priority needs in the school. Each subcommittee presented possible solutions followed by discussion. School staff discussed obstacles, resources, and whether the proposed solutions sufficiently addressed the priority need and would improve student learning. Table 4 presents the solutions selected by the school. Together the selected solutions address all the Essential Questions in which the school needed improvement. The Essential Question(s) addressed by each solution is in parentheses () after the solution.

Table 4. Solutions Selected to Address Priority Needs

Priority Need	Selected Solutions
Word Analysis Skills/ Read to Comprehend, Interpret, and Evaluate Informational Text	• Provide professional development using RPDP in effective strategies to teach comprehension skills to all teachers. • Additional SIOP training to all teachers using a SIOP trainer of trainers. • Increased data gathering by TOSA such as <i>Teach For Success</i>. • Professional development in effective strategies in differential instruction techniques • PLC collaborative teams will map essential standards for all core subjects. • Homeroom will be utilized for remediation for those students not achieving essential standards in English Language Arts
Number and Operations, Data Analysis Statistics Probability/ Data	• Provide professional development using RPDP in effective strategies to teach Number and Operations, Probability/Data, and computation to all teachers. • Additional SIOP training to all teachers using a SIOP trainer of trainers. • Increased data gathering by TOSA such as <i>Teach For Success</i>. • Professional development in effective strategies in differential instructional techniques. • Math Department will view Bill Hanlon's video on effective math lessons. • Math Classes for teachers to assist with effective mathematical strategies. • Supplement using the Accelerated Math Program to provide practice. • PLC will map essential standards for all core subjects. • Homeroom will be utilized for remediation for those students not achieving essential standards in math

Learning Environment and School Culture	• The counseling department will be implementing anger management/conflict resolution groups to help students dealing with issues in the school setting • Implement a school-wide anti-bullying and harassment program • Streamline the step process for disciplinary actions from 24 steps to six steps for minor infraction. • Implement a positive behavior program to recognized students demonstrating positive behavior. • Create an administrative position that focuses on safety and disciplinary issues • Student handbook, discipline packet and behavior contract for all RCMS students will be handed out to students as well as parents • Compare with the actual number of students assigned a disciplinary action between the academic years 2005-2006 with the 2006-2007 school year

4. Verify proposed solutions meet the required components of a School Improvement Plan.

- *Scientifically based strategies.* The Canter and Jones Model on effective student behavior is listed in the *Catalog of School Reform Models* (Northwest Regional Educational Laboratory) Also identified in the catalog is *Effective Schooling Practices: A Research Synthesis*. Harry Wong's Model for positive student behavior is noted in the *List of Effective Remedial Programs* (Legislative Committee on Education) as a research-based program.
- *Target students in specific subgroups.* RCMS will provide a homeroom period as a remediation program for all subjects. This class will use test data to guide instruction by grouping students and tutoring students who are below grade level, and by providing training for teachers in standards implementation and sheltered instruction. RCMS will use common assessments every three weeks to track students that are not achieving proficiency on state standards in math and reading especially those special populations of FRL, Hispanic, Special Education, and African-Americans.

⁵ This section fulfills 6.*List strategies based on scientifically based research* for the School Improvement Plan

⁶ This section fulfills 7.*Target students in specific subgroups* for the School Improvement Plan

- *High quality professional development.* Teachers will attend workshops and staff development training in the following areas, Bill Hanlon's math video class, vocabulary and comprehension strategies, and diversity education.
- *Teacher-mentor program.* Department collaborative teams will meet once a month to discuss and review student needs regarding proficiency in state standards.
- *Extended-time activities.* The homeroom model will be used to address student achievement in all core areas.
- *Positive Student Behavior Program.* Implement a positive behavior program to recognized students demonstrating positive behavior. Create an administrative position that focuses on safety and disciplinary issues

Part III: School Wide Program Design

Introduction: This section presents a summary of the steps that the SIP Committee will take to develop action plans for each priority need. The steps are as follows:

READING- VOCABULARY AND COMPREHENSION

- Provide professional development using RPDP in effective strategies to teach comprehension skills to all teachers.
- Additional SIOP training to all teachers using a SIOP trainer of trainers.
- Increased data gathering by TOSA such as *Teach For Success*.
- Professional development in effective strategies in differential instruction techniques
- PLC collaborative teams will map essential standards for all core subjects.
- Homeroom will be utilized for remediation for those students not achieving essential standards in English Language Arts

⁷ This section fulfills 8.*Describe the high quality professional development* for the School Improvement Plan

⁸ This section fulfills 9.*Describe the schools teacher mentoring program* for the School Improvement Plan

⁹ This section fulfills 10.*List the extended learning time activities* for the School Improvement Plan

MATH- CONCEPT/ESTIMATION, PROBABILITY/DATA, AND COMPUTATION

- Provide professional development using RPDP in effective strategies to teach Concept/ Estimation, Probability/Data, and computation to all teachers.
- Additional SIOP training to all teachers using a SIOP trainer of trainers.
- Increased data gathering by TOSA such as *Teach For Success*.
- Professional development in effective strategies in differential instructional techniques.
- Math Department will view Bill Hanlon's video on effective math lessons.
- Math Classes for teachers to assist with effective mathematical strategies.
- Supplement using the Accelerated Math Program to provide practice.
- PLC will map essential standards for all core subjects.
- Homeroom will be utilized for remediation for those students not achieving essential standards in math

LEARNING ENVIRONMENT AND SCHOOL CULTURE

- The counseling department will be implementing anger management/conflict resolution groups to help students dealing with issues in the school setting.
- Implement a positive behavior program to recognized students demonstrating positive behavior.
- Implement a school-wide anti bullying and harassment program.
- Streamline the step process for disciplinary actions from 24 steps to six steps for minor infraction.
- Implement a positive behavior program to recognized students demonstrating positive behavior.
- Create an administrative position that focuses on safety and disciplinary issues.
- Student handbook, discipline packet and behavior contract for all RCMS students will be handed out to students as well as parents.
- Compare with the actual number of students assigned a disciplinary action between the academic years 2005-2006 with the 2006-2007 school year.

Table 5a. ACTION PLAN #1 FOR READING

Priority Need: WORD ANALYSIS AND READING TO COMPREHEND, INTERPRET, AND EVALUATE INFORMATIONAL TEXT.

Goal Statement: RCMS students will improve their reading/language arts achievement in word analysis and reading to comprehend, interpret, and evaluate informational text by 10% on the CRT by the end of the 2006-2007 academic year.

Table 5a

Activity	Timeline	Resources	Person(s) Responsible
1. Provide professional development using RPDP in effective strategies to teach comprehension skills to teachers.	August, 2006 OMNI Conference	RPDP funding	District Department of Student Achievement
2. Additional SIOP training for teachers using a SIOP trainer of trainers.	September- on going 2006-2007	n/a	RPDP
3. Increased data gathering by TOSA such as <i>Teach For Success</i> .	April 2007	RPDP funding	RPDP
4. Professional development in effective strategies in differential instruction techniques	August, 2006 OMNI Conference	RPDP funding	District Department of Student Achievement
5. PLC collaborative teams will map essential standards for all core subjects.	September-on going, 2006-2007	n/a	Assistant Principal and PLC teacher leader
6. Homeroom will be utilized for remediation for those students not achieving essential standards in English Language Art	September-on going, 2006-2007	n/a	Grade level administrators

Table 5b. ACTION PLAN #2 FOR MATH

Priority Need: DATA ANALYSIS: STATISTICS AND PROBABILITY/DATA, AND NUMBER AND OPERATIONS

Goal Statement: - RCMS students in sub-populations, Hispanic, LEP, IEP and FRL will improve their math achievement in Concept/ Estimation, Probability/Data, and Computation by 10% on the CRT by the end of the 2006-2007 academic year.

Table 5b.

Activity	Timeline	Resources	Person(s) Responsible
1. Provide professional development using RPDP in effective strategies to teach Concept/ Estimation, Probability/Data, and computation to all teachers.	August, 2006 OMNI Conference	RPDP funding	District Department of Student Achievement
2. Additional SIOP training to all teachers using a SIOP trainer of trainers.	September- on going 2006-2007	n/a	RPDP
3. Increased data gathering by TOSA such as <i>Teach For Success</i> .	April 2007	RPDP funding	RPDP
4. Professional development in effective strategies in differential instructional techniques.	August, 2006 OMNI Conference	RPDP funding	District Department of Student Achievement
5. Math Department will view Bill Hanlon's video on effective math lessons.	September-on going, 2006-2007	n/a	RCMS TOSA
6. Math Classes for teachers to assist with effective mathematical strategies.	September-on going, 2006-2007	n/a	RCMS TOSA
7. Supplement using the Accelerated Math Program to provide practice.	September-on going, 2006-2007	n/a	Grade level administrators
8. PLC will map essential standards for all core subjects.	September-on going, 2006-2007	n/a	Assistant Principal and PLC teacher leader
9. Homeroom will be utilized for remediation for those students not achieving essential standards in math	September-on going, 2006-2007	n/a	Grade level administrators

Table 5c. ACTION PLAN #3 FOR LEARNING ENVIRONMENT AND SCHOOL CULTURE

Priority Need: SAFER LEARNING ENVIRONMENT AND POSITIVE SCHOOL CULTURE

Goal Statement: Reduce the actual number of students assigned a disciplinary action between the academic years 2005-2006 with the 2006-2007 school year by 15%.

Table 5c.

Activity	Timeline	Resources	Person(s) Responsible
1. The counseling department will be implementing anger management/conflict resolution groups to help students dealing with issues in the school setting	September-on-going, 2006-2007	n/a	Counselor Department
2. Implement a school-wide anti-bullying and harassment program	September-on-going, 2006-2007	n/a	Counselor Department
3. Streamline the step process for disciplinary actions from 24 steps to six steps for minor infractions.	August, 2006	n/a	Assistant Principal (discipline)
4. Implement a positive behavior program to recognized students demonstrating positive behavior.	August, 2006	n/a	Assistant Principal (discipline), Counselors
5. Create an administrative position that focuses on safety and disciplinary issues	August, 2006	Title I funding	Principal
6. Student handbook, discipline packet and behavior contract for all RCMS students will be handed out to students as well as parents	August, 2006	n/a	Assistant Principal (discipline)
7. Compare with the actual number of students assigned a disciplinary action between the academic years 2005-2006 with the 2006-2007 school year.	May, 2007	n/a	Assistant Principal (discipline)

8. Implement hall monitors to create a safer learning environment and assist in creating a positive school culture.	Dec. 2006 – June 2007	School Improvement Plans	Assistant Principal (discipline)

Part IV: Evaluation

Introduction: This section presents the plans to monitor and to evaluate the School Improvement Plan.

Monitor Implementation of Program Activities:

- The committee that developed the action plans also developed the evaluation plans for each priority need. To monitor implementation, the committee will collect information on whether the action steps were completed, and/or whether the action steps were successful.
- The committee decided what data to collect and who would collect it. Tables 7a, 7b, and 7c show the monitoring and evaluation plan developed for each of the four action plans.

Establish and Assess Student and Program Goals

- **Reading.** RCMS bottom two quartile 8th grade IEP students will improve their achievement scores in word analysis and reading to comprehend, interpret, and evaluate informational text by 10% as measured by the 8th Grade ELA CRT.
- **All students.** Current records show that 15 percent of all students in 8th grade exceed proficiency in word analysis while 2.7% of all students exceed proficiency in reading to comprehend, interpret, and evaluate informational text. Exactly 60.9% are proficient in word analysis while 56.2% are proficient in reading to comprehend, interpret, and evaluate informational text according to ELA CRT scores. At the end of the first year of the improvement plan, 67% of all students will be proficient in word analysis skills, while 61.8% will be proficient in reading to comprehend, interpret, and evaluate informational text. At the end of the second year, 73.7% will be proficient in word analysis, while 68% will be proficient in reading to comprehend, interpret, and evaluate informational text.
- **IEP.** Current records show that 32.7% of 8th grade IEP students are proficient on ELA CRT word analysis and 32.1% are proficient on reading to comprehend, interpret, and evaluate informational text. At the end of the first year of the plan, 36% of IEP students will be proficient word analysis and 35.3% will be proficient in reading to comprehend, interpret, and evaluate informational text. At the end of the second year, 39.6% percent of IEP students will be proficient word analysis and 38.8% in reading to comprehend, interpret, and evaluate informational text .

¹² This section fulfills 13. *Describe the evaluation process* for the School Improvement Plan.

- **LEP.** Current records show that 46.4% of 8th Grade LEP students are proficient on ELA CRT word analysis skills and 40% are proficient in reading to comprehend, interpret, and evaluate informational text. By the end of the first year of the plan, 51% of LEP students will be proficient in word analysis and 44% will be proficient in reading to comprehend, interpret, and evaluate informational text. By the end of the second year of the plan, 56.1% of LEP students will be proficient in word analysis and 48.4% will be proficient in reading to comprehend, interpret, and evaluate informational text.
 - **Hispanic.** Current records show that 56.4% of 8th Grade IEP students are proficient on ELA CRT word analysis skills and 51.4% are proficient in reading to comprehend, interpret, and evaluate informational text. By the end of the first year of the plan, 62% of IEP students will be proficient in word analysis and 56.5% will be proficient in reading to comprehend, interpret, and evaluate informational text. By the end of the second year of the plan, 68.2% of IEP students will be proficient in word analysis and 62.2% will be proficient in reading to comprehend, interpret, and evaluate informational text.
-
- **Mathematics.** RCMS bottom two quartile, specifically, 8th grade IEP, LEP, F/RL and Hispanic students will improve their achievement scores in concept/estimation, probability/data, and computation by 10% as measured by the ELA CRT scores.
 - **All Students.** Current records show that 2 percent of all 8th grade students exceeded proficiency in number and operations, <1% exceeded proficiency in data analysis statistics and probability/data. 51.7% are proficient in number and operations, 37.6% are proficient in data analysis statistics probability/data ELA CRT scores. At the end of the first year of improvement plan, 56.9% will be proficient in number and operations, 41.4% will be proficient in data analysis statistics and probability/data according to ELA CRT scores.
 - **F/RL.** Current records show that 46.7 percent of F/RL students are proficient in number and operations, 33.5% are proficient in data analysis statistics and probability/data according to the ELA CRT scores. At the end of the first year of the improvement plan, 51.4% of all students will be proficient in number and operations, 36.9% will be proficient in data analysis statistics and probability/data. At the end of the second year, 56.5% will be proficient in number and operations, and 40.6% will be proficient in data analysis statistics and probability/data.
 - **IEP.** Current records show that 30% of IEP students are proficient in number and operations, and 25.3% are proficient in data analysis statistics and probability/data according to the ELA CRT scores. At the end of the first year of the improvement plan, 33% of all students will be proficient in number and operations, 27.8% will be proficient in data analysis statistics and probability/data. At the end of the second year, 36.3% will be proficient in number and operations, 39.9% will be proficient in data analysis statistics and probability/data according to ELA CRT scores.
 - **LEP.** Current records show that 42% of LEP students were proficient in data analysis statistics and probability on the ELA CRT, 28.3% were proficient on numbers and operations. At the end of the first year of the improvement plan 46.2% of LEP students will be proficient in data analysis and probability and 31.3% will be proficient in numbers and operations. At the end

of the second year, 50.8% will be proficient in data analysis and probability and 34.4% will be proficient in numbers and operations.

- **Hispanic students.** Current records show that 44.2% of Hispanic students in the 8th grade are proficient in number and operations, 33.5% are proficient in data analysis statistics and probability/data according to the ELA CRT scores. At the end of the first year of the improvement plan, 48.6% of all students will be proficient in number and operations, 36.9% will be proficient in data analysis statistics and probability/data according to ELA CRT scores. At the end of the second year, 53.4% will be proficient in number and operations, 40.5% will be proficient in data analysis statistics and probability/data according to ELA CRT scores.

Annual Measurable Objectives (AMO) for 2006-2007 School Year: These percentages represent the percent of RCMS students that must be proficient to achieve AYP. Math: 56.9% Reading/Language Arts: 59.4. %.

The committee also developed a plan to collect the data described by the goals. Table 8 presents the goal, the data that will be collected, when, and by whom.

Table 7a. Monitoring Plan for Action Plan #1 WORD ANALYSIS SKILLS AND READING TO COMPREHEND, INTERPRET, AND EVALUATE INFORMATIONAL TEXT

Goal 1 : RCMS students will improve their reading/language arts achievement in vocabulary and comprehension by 10% on the CRT by the end of the 2006-2007 academic year.

Table 7a.

Activity	Data to collect	When to collect	Person responsible
1. Provide professional development using RPDP in effective strategies to teach comprehension skills to teachers.	Sign-in sheets	August, 2006	Department of Student Achievement
2. Additional SIOP training for teachers using a SIOP trainer of trainers.	September- on going 2006-2007	n/a	RPDP
3. Professional development in effective strategies in differential instruction techniques.	Sign-in sheets	August, 2006	Department of Student Achievement
4. PLC collaborative teams will map essential standards for all core subjects.	Curriculum maps for core subjects	Trimester; Nov, Feb, May	Assistant Principal
5. Homeroom will be utilized for remediation for those students not achieving essential standards in English Language Arts	Test scores	Weekly	Classroom Teachers

Table 7b. Monitoring Plan for Action Plan #2 MATH – DATA ANALYSIS STATISTICS AND PROBABILITY/DATA, AND NUMBER AND OPERATIONS

Goal 2 : RCMS students in sub-populations, Hispanic, LEP, IEP and FRL will improve their math achievement in Data Analysis Statistics and Probability/Data, and Number and Operations by 10% on the CRT by the end of the 2006-2007 academic year.

Table 7b.

Activity	Data to collect	When to collect	Person responsible
1. Provide professional development using RPDP in effective strategies to teach Data Analysis Statistics and Probability/Data, and Number and Operations to all teachers.	Sign-in sheet	August, 2006	Department of Student Achievement
2. Additional SIOP training to all teachers using a SIOP trainer of trainers.	Sign-in sheet		RPDP
3. Professional development in effective strategies in differential instructional techniques.	Sign-in sheets	August, 2006	Department of Student Achievement
4. Math Classes for teachers to assist with effective mathematical strategies.	Sign-in sheets	February 2007	A. Veloz
5. Supplement using the Accelerated Math Program to provide practice.	Diagnostic Reports	November 2006	Math Teachers
6. PLC will map essential standards for all core subjects.	Curriculum Maps	October 2006	Team Leaders
7. Homeroom will be utilized for remediation for those students not achieving essential standards in math.	Test scores	August 2006	Classroom Teachers

Table 7c. Monitoring Plan for Action Plan #3 LEARNING ENVIRONMENT AND SCHOOL CULTURE

Goal Statement: Reduce the actual number of students assigned a disciplinary action between the academic years 2005-2006 with the 2006-2007 school year by 15%.

Table 7c.

Activity	Data to collect	When to collect	Person responsible
1. The counselor department will be implementing anger management/conflict resolution groups to help students dealing with issues in the school setting	Day, time, and attendance logs	End of each semester	Counselor Department
2. Implement a school-wide anti bullying and harassment program	Program curriculum	Review program scope and sequence annually	Principal
3. Streamline the step process for disciplinary actions from 24 steps to six steps for minor infractions.	New and revised discipline plan	November, 2006	Assistant Principal (discipline)
4. Implement a positive behavior program to recognized students demonstrating positive behavior.	SOM referrals, Weekly positive reward slips	Weekly	Counselors
5. Create an administrative position that focuses on safety and disciplinary issues	End of year statistical data	August 2006	Principal
6. Student handbook, discipline packet and behavior contract for all RCMS students will be handed out to students as well as parents	Forms signed by parent and student	August 2006	Assistant Principal, Dean

7. Implement hall monitors to create a safer learning environment and assist in creating a positive school culture.	Dec. 2006 – June 2007	School Improvement Plans	Assistant Principal (discipline)

BUDGET/EXPENDITURE SUMMARY – School Improvement Grant

Applicant Name: Rosemary Clarke Middle School

Project Number: _____

Fiscal Year: **2006-2007**

Check One: Budget ☐ **X** Amendment ☒ Number ☐ **Report of Expenditures**

OBJECT	DESCRIPTION	INSTRUCTION COST	SUPPORT SERVICES	TOTAL
100/200	Salaries & Benefits	\$152,793.00 \$67,811.93		\$220,605.43
300	Purchased Professional Services			
400	Purchased Property Services			
500	580 Staff Travel			XXXXXXXXXX
	Other			XXXXXXXXXX
	Other Purchased Services – Total			XXXXXXXXXX
600	610 General Supplies	\$5,489.20		XXXXXXXXXX
	640 Books and Periodicals			XXXXXXXXXX
	650 Audio Visual Materials			XXXXXXXXXX
	660 Instructional Kits			XXXXXXXXXX
	682 Tech. Items of Value		\$16,787.00	XXXXXXXXXX
	Other			XXXXXXXXXX
	Supplies – Total	\$5,489.20	\$16,787.00	\$22,276.20
800	810 Dues and Fees			XXXXXXXXXX
	Other			XXXXXXXXXX
	Other Objects (Total)			
Subtotal 100 – 600 & 800				\$242,881.63
Approved Indirect Costs		Rate: %	XXXXXXXXXX	XXXXXXXXXX
700	730 Equipment		\$7181.50	XXXXXXXXXX
	Other			XXXXXXXXXX
	Equipment (Total)			XXXXXXXXXX
TOTAL		XXXXXXXXXXXXXXXXXXXXXXX		\$242,881.63

5/9/06

Signature: _____

Date: _____

District Superintendent or Authorized Individual

**SCHOOL IMPROVEMENT GRANT
SUPPLEMENTAL SCHEDULE**

Applicant Name: **Rosemary Clarke Middle School**

Project Number: _____

Fiscal Year: **2005-2006**

A	B	C	D	E	F
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount
100	PERSONNEL:				
	101 ESL Teacher	1	1		\$41,915.00
	101 Title 1 Teacher	1	1		\$32,659.00
	101 Assistant Principal	1	1		\$62,207.00
	110 Health Aide	1	1	\$12.50 x 7 hrs x 183 days	\$16,012.00
	NARRATIVE: The ESL teacher will serve the growing LEP population at Rosemary Clarke and the Title I teacher will serve to help remediate Title I students and F/RL students failed to make AYP. The health aide will serve the needs of all students and is requested due to the shortage of school nurses. An Assistant Principal will be hired to deal with the rising discipline problems identified in the SIP.				\$152,793.50
200	BENEFITS:				
	271 Lic. Worker's Comp			\$136,781 x .0217 x 1.07	\$3,175.91
	291 Lic. Medicare			\$136,781 x 1.45%	\$1,983.33
	231 Lic. PERS			\$136,781 x 19.75%	\$27,014.24
	211 Lic. Insurance			3 x \$7968	\$23,904.00
	Classified Worker's Comp			\$16,012.50 x .0217 x 1.07	\$371.79
	292 Aide Medicare			\$16,012.50 x 1.45%	\$232.18
	232 Aide PERS			\$16,012.50 x 19.75%	\$3,162.47
	212 Aide Insurance			\$1 x \$7,968.00	\$7,968.00
	NARRATIVE: Benefits as required by law.				\$67,811.93

300	PURCHASED PROF. SERVICES:				
	NARRATIVE:				
400	PURCHASED PROPERTY SERVICES:				
	NARRATIVE:				
500	OTHER PURCHASED SERVICES (Staff Travel):				
	NARRATIVE:				
600	SUPPLIES: 610 Supplies 682 Tech. Items of Value				\$5,489.20 \$16,787.00
	NARRATIVE: Consumable and Non-consumable supplies will be purchased to assist the school-wide program. Audio enhancement will be purchased in conjunction with another grant to provide quality sound for instruction in all core subject classrooms.				\$22,276.20
800	OTHER OBJECTS:				
	NARRATIVE:				
Subtotal Objects 100 – 600 & 800					
Approved Indirect Cost Rate: _____ x Subtotal Above					
700	EQUIPMENT:				
	NARRATIVE:				
TOTAL					\$242,881.63

Note: Form can be expanded as necessary. District forms can be used in place of this form as long as the same information is presented in the same format. The narrative section of this form should be used to provide a justification for the budget items and to demonstrate that the items are appropriate expenditures of Title I funds. Sample budgets and Word or Excel versions of the forms are available by contacting Sharyn Peal at (775) 687-9212 or speal@nsn.k12.nv.us.

**STATEMENT OF ASSURANCE
CERTIFICATION - FY2006**

Name Of District Or Agency:

Printed Name And Title Of The District's (Agency's) Signatory:

Indicate a check (X) by the program(s) for which the assurance listed below are applicable:

- ☐ Title I, Part A, Improving Basic Programs Operated by Local Educational Agencies
- ☐ Title I, Part B, Subpart 3 – Even Start Family Literacy Programs
- ☐ Title I, Part C, Education of Migratory Children
- ☐ Title I, Part D, Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk of Dropout
- ☐ Title I, Part F, Comprehensive School Reform
- ☐ Title I, Part G, Advanced Placement Programs
- ☐ Title I, School Improvement
- ☐ Title III, Part A, English Language Acquisition, Language Enhancement, and Academic Achievement Act
- ☐ Title III, Part B, Improving Language Instruction Education Programs
- ☐ Title IV, Part A, Safe and Drug-Free Schools and Communities
- ☐ Title IV, Part B, 21st Century Community Learning Centers
- ☐ Title X, Part A, Education for Homeless Children and Youth
- ☐ Refugee School Impact Grant

By signing below, it indicates the individual has read and agrees to follow the assurances included on pages 1 – 7 of the Assurances Section. Specific assurances include the following: General Assurances; Certification Regarding Lobbying; Drug-Free Workplace Requirements; Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion - Lower Tier Covered Transactions; and General Assurances Specific to Title I.

Signature of Authorized Person

Date

You must return a copy of this Assurance page when making an application for funds from any of the above programs.

Nye County School District

**Pahrump Valley High School
501 E. Calvada Blvd.
Pahrump, NV. 89048**

SCHOOL IMPROVEMENT PLAN

For Implementation in
2006-2007

Members of School Planning Team and Category: Kent Roberts (Principal), Todd Nelson (Assistant Principal), Diane Caristo (Teacher), Rhonda Cosner (Teacher), Dawn Brex (Teacher), Paul DiLella (Teacher), Kathy Eason (Teacher), Robert Hopkins (Teacher), Ginger Olson (District), Karen Liberty (District)

Submission Date: 11/1/06

EXECUTIVE SUMMARY	
District Mission or Vision Statement	
Every child a success	
School Mission or Vision Statement	
The mission of Pahrump Valley High School is to instill in its students the knowledge, skills, and values they need to excel in our ever-changing society. The school community will work together to create an environment in which every student is encouraged to explore and develop to his or her fullest potential	

School Highlights

Successes, Honors, and Unique Features

Pahrump Valley High School's mission is to give every student an opportunity to develop his or her unique talents and abilities to their fullest potential. The course catalog has expanded this year to include AP Biology, a Biology for Non-Majors course offered as a dual credit course through Great Basin College, which is located on our campus, and an AP United States History course. The Biology for Non-Majors course was made possible by grant money obtained by the district with the long-term goal of developing a home grown supply of medical service providers to the newly built hospital here in town. The grant enabled PVHS to purchase equipment for an additional lab facility located at Great Basin College.

PVHS continues to offer Workplace Basic Skills, a course which focuses on basic organizational and study skills, as well as teaching students how to prepare themselves for the world of work. Writing letters of interest and resumes are part of the curriculum, as are interview and personal presentation skills. Another new course for this year is READ 180. This is a remedial reading and language arts course which extensive research has proven to be very successful in bringing students with poor reading and/or language skills up multiple grade levels. We have also hired an instructor with experience in delivering this program, and it appears to be a very sound success at this point.

We are particularly proud of our newly added Renaissance course. This is a course based on the Josten's Renaissance program which seeks to encourage school spirit, community service, and positive peer interaction. A peer mediation program, started last year, has been folded into this course, and teachers have commented that Renaissance should be expanded to include more students, which we are considering for next year.

PVHS has also added an Auto Shop class, again provided by grant money, and has stocked the auto shop with \$80,000 worth of tools. Although a small class at present, it is anticipated that enrollment will grow considerably in the future. Grant money has also allowed PVHS to upgrade its Drafting class facilities, purchasing several new computers and high end software for students enrolled in that course.

We continue to upgrade our technological resources in other areas as well. Currently about one-third of our classrooms have LCD projectors, and we plan to equip about another third with them this year. Many classes have interactive white boards as well. Our students now have access to one fixed computer lab and two portable labs. This year we also purchased professional animation and music software for use in our web design classes, although there are plans to integrate the use of these software applications across the curriculum. This development has been facilitated by the school's association with the McREL foundation, which is providing year long training for a cadre of teachers who will then train other teachers in the acquired methods. Cross-curricular teaching is encouraged through this training.

The concept of Professional Learning Communities continues to be developed by PVHS. Classrooms were moved over the summer to put teachers in closer proximity to colleagues in the same department. Thus the math and English departments are now

located in one central area as opposed to being spread out throughout the campus. Teachers have also been asked to develop a Professional Development Plan which identifies a particular interest/or need on their part, and which describes exactly how that interest will be addressed through professional development activities. Data driven instruction continues to be a focus as well. We have also added teacher to student mentoring for students with grade and attendance programs.

Mandatory after school tutoring has been added this year to help freshman who show signs of academic difficulty to maintain passing grades and to earn sufficient credit to be promoted to the tenth grade. The Honors Society students continue to offer after school peer tutoring for older students who need more academic assistance as well. PVHS has also expanded its Interactive Television services, providing Spanish and Pre-Calculus classes to rural schools within the district which are unable to find certified teachers in these areas. A small group of students has attended the Utah Shakespearean Festival this year, and some students attended a summer camp where they received acting lessons from experienced actors. Our ROTC program, now in its third year continues to grow. Initial enrollment this year for ROTC was 250 students, which has necessitated our search for another instructor, currently on hold due to federal government budget restrictions. Once this restriction is lifted we anticipate filling this position.

Our community's commitment to our programs continues to be strong. Our band program has received thousands of dollars in donations for new equipment. Often these funds are the result of an agreement to match funds raised by the band program itself. We have also received donations of equipment and labor in the reconditioning of one of our athletic facilities.

Evidence of Plan Development

1. Comprehensive Needs Assessment.

A. Review and analysis of data. Each school improvement plan must be based on a review and analysis of the school accountability report and any more recent data. Schools can use the data tables in Appendix A, as well as district test results, classroom observations, surveys, and any other data from the comprehensive School Profile (Appendix B).

Areas of Strength (e.g., subject areas that exceed targeted proficiency levels).

For the 2004-2005 school year, Pahrump Valley High School was categorized as a Needs Improvement school. Due to our focus on improving those identified weak areas we made AYP in 2005-2006 and look to continue that improvement for this upcoming year. We have chosen to focus on maintaining our participation rates, which was a factor in our Needs Improvement status last year, improving our English/Language Arts and Math scores.

Areas of Concern (e.g., subject areas below the targeted proficiency levels, subject areas in which safe harbor was made but not the targeted proficiency levels, subject areas that are low relative to other subject areas, and non-academic concerns, such as student behavior)

Our primary focus is on English/Language Arts and math because those are the building blocks for all learning. While our English/Language Arts scores are satisfactory we want to reach higher levels. We know that the increasing number of Limited English Proficient students at Pahrump Valley High School will impact Proficiency scores when this particular sub-population reaches sufficient numbers for measurement. Math is particularly an area of focus because our passing rates on the Proficiency exam are significantly lower than that for English/Language Arts. We are currently very concerned about the number/percentage of freshmen students who are failing one or more classes. We have adopted some preventative strategies to help these students academically and to prevent future dropouts.

B. Goals: Based on your review and analysis, which **goals** are identified for improvement? Identify the specific skill(s) (e.g., reading - main idea and fluency) and the specific student subpopulation(s) (e.g., ELL, low SES, ethnic group) to be targeted for improvement.

Goal 1. *We will maintain the percentage of students taking the proficiency exam in all areas so that participation rates exceed 95%. We will focus particularly on IEP and ESL subpopulations.*

Goal 2. *We will increase the percentage of students who pass the English/Language Arts proficiency exams by at least 5% in the 2006-2007 school year.*

Goal 3. *We will increase the percentage of students who pass the math proficiency exams by at least 5% in the 2006-2007 school year.*

2. Inquiry Process. What are the causes/factors that may impact or impede student achievement for each goal, and what are the solutions/strategies that will address each goal and the underlying causes/factors?

When selecting solutions/strategies for the school improvement plan, consider four requirements for school improvement plans under Senate Bill 1: School Improvement plans must include:

- a. Scientifically based research strategies to strengthen core academic subjects,
- b. Strategies to promote effective parental involvement
- c. As appropriate, programs of remedial education or tutoring offered before/after school or summer school and intersession activities
- d. Strategies to improve academic achievement, including strategies to:
 - instruct pupils who are not achieving to their fullest potential;
 - increase student attendance and reduce the drop out rate;
 - integrate technology into the instructional and administrative programs;
 - manage effectively the discipline of pupils; and
 - enhance the professional development for teachers/administrators, 20 U.S.C. §7801(34)

Goals	Causes (Factors) (Example: inconsistent curriculum, ineffective teaching strategies)	Solutions (Strategies)
#1 95% participation rate for all proficiency exams	Lack of awareness of exam date; Absenteeism; Lack of parental notification	Person to person contact to ensure daily attendance in school and participation in proficiency exam; Use of automated phone dialer to contact parents. Promote awareness of and participation in proficiency examination through local media, stressing importance of exams.
#2 Improve English/Language Arts proficiency exam passing percentages by 5% in 2006-2007	Inconsistent teaching strategies;	Move to more cohesive departments; reassign teachers to rooms in close proximity to other teachers of English

	Lack of textbooks for every student in years past Language acquisition prevents learning of content in core areas Textbook driven instruction rather than standards driven instruction	District purchased textbooks to match student need in each course offered by PVHS READ 180 program designed to lift poor readers' skills by multiple grade levels. One section devoted exclusively to students who are second language learners Training for teachers on data driven instructional methods, such as common assessments and item analysis Provide time for teachers to create and revise common assessments as needed or as indicated by results from data analysis
#3 Improve math proficiency exam passing percentages by 5% in 2006-2007	Math curriculum prevents some students from learning tested concepts until after first exam date Students coming to PVHS unprepared for rigor of high school math courses Large math classes prevent students from getting individual help as needed	Discussion to eliminate classes which delay students' entry into Geometry, from which many concepts are drawn on for the proficiency exam Discussions planned with middle school to develop exit standards for students in math classes, allowing for proper placement in high school Additional math teacher hired over the summer to drive teacher class loads down across the board Training for teachers on data driven instructional methods, such as common assessments and item analysis

		Provide time for teachers to create and revise common assessments as needed or as indicated by results from data analysis

School Improvement Plan – Master Plan Design

3A. Action Plan. List the action steps to implement the solutions/strategies for each goal, as well as the timeline, resources, and the entity responsible for the action steps.

Goal 1: *We will maintain the percentage of students taking the proficiency exam in all areas so that participation rates exceed 95%. We will focus particularly on IEP and ESL subpopulations*

Objective: *Pahrump Valley High School will continue to monitor the status of all current and new students as pertains to the High School Proficiency Exams, particularly those students identified as requiring either Special Education services or English as a Second Language services.*

Action Steps to implement the solutions/strategies	Timeline for implementing action steps	Resources , e.g., money, people, facilities	Entity Responsible , e.g., district, school, state, person(s)
1. Identify students that have not taken or passed the Nevada Proficiency Exam	On-going	Enrollment data, cumulative folders, SPED, ESL facilitator/coordinator	School: administration, counselors, staff
2. Place students properly in academic areas	On-going	Enrollment data, cumulative folders, SPED/ESL facilitator/coordinator	School
3. Reinforce importance of proficiency exam	On-going	Teachers, Admin	School, District
4. Communicate with parents	On-going	Staff & Admin	School, District
5.			
6.			
7.			
8.			

Schools should create additional action plans for other goals, if needed.

3B. Monitor Plan Implementation. Identify how the action steps for the solutions/strategies of each goal will be monitored, including the data that will be collected as well as the timeline and the entity responsible for monitoring the action steps.

Goal 1: <i>We will maintain the percentage of students taking the proficiency exam in all areas so that participation rates exceed 95%. We will focus particularly on IEP and ESL subpopulations</i>			
Action Step to monitor	Data to collect	Timeline for collecting data	Entity responsible , e.g., district, school, state, person(s)
1. Identify the students in the 11th grade cohort that count for participation.	Demographics	On-going	Counselors, Facilitators, teachers
2. Place students properly in academic areas	Look at student grades, especially test scores	On-going throughout school year	Administrators, teachers, counselors
3. Reinforce importance of proficiency exam	Level of awareness of exam date	One week prior to exam	Staff
4. Communicate with parents	Level of awareness of exam date	Three days prior to exam	Staff

Schools should create additional monitoring plans, if needed

School Improvement Plan – Master Plan Design

3A. Action Plan. List the action steps to implement the solutions/strategies for each goal, as well as the timeline, resources, and the entity responsible for the action steps.

Goal 2: *We will improve English/Language Arts scores for all subgroups by at least 5% in the 2006-2007 school year.*

Objective: *Pahrump Valley High School will improve its English/Language Arts proficiency scores by 5% as a school and across all subgroups as determined by the state proficiency examination.*

Action Steps to implement the solutions/strategies	Timeline for implementing action steps	Resources , e.g., money, people, facilities	Entity Responsible , e.g., district, school, state, person(s)
1. Identify students who may be at risk of not passing	On-going	Enrollment data, cumulative folders, SPED, ESL facilitator/coordinator	School: Administration, Counselors, Staff
2. Implement READ 180 program	August 28, 2006	Software, hardware, teacher training, creation of course in master schedule	Administration
3. Staff development on implementing reading strategies	On-going	Time, dedication to continual training	School, Admin, Staff
4. Regular meetings with Language Arts/Social Studies Departments to discuss collaboration on cross-curricular projects	On-going	Time, dedication to continual meetings	School, Admin, Staff
5. After School Tutoring for students at-risk for failure in academic core areas and HSPE	On-going	Time, Teachers, Transportation, Facilities, funded through AB 404 grant	District, School, Admin. Staff, Students, Parents
6. Require non-fiction writing in every class	On-going	Teachers, Funds for Training	School, Admin, Staff
7. In-service training for teachers on item analysis	On-going	Time, Teachers, dedication to continual training	Admin., Staff
8. Use and revision of common assessments	On-going	Time, Teachers, dedication to continual training	Admin, Staff

3B. Monitor Plan Implementation. Identify how the action steps for the solutions/strategies of each goal will be monitored, including the data that will be collected as well as the timeline and the entity responsible for monitoring the action steps.

Goal 3: We will improve math scores for all subgroups by at least 5% in the 2006-2007 school year.			
Action Step to monitor	Data to collect	Timeline for collecting data	Entity responsible , e.g., district, school, state, person(s)
1. Analyze course offerings in master schedule	HSPE math data; teacher attitudes re: effectiveness of curriculum	June 2007	Admin. Counselors, Staff
2. Promote Active Learning	Test scores, lesson plans	On-going	Admin., Staff
3. Implement READ 180 program	Pre/Post Tests	September 2006 and May 2007	Admin., READ 180 Teacher
4. Regular meetings with Language Arts/Social Studies Departments to discuss collaboration on cross-curricular projects	Agenda/Minutes of meetings	Beginning November 7, 2006 (continual)	Administration, Dept. Chairs
5. After School Tutoring for at-risk kids	Student Grades	On-going	Administration, Staff
6. Use Plato program to remediate/enhance math skills	HSPE math scores	July 1, 2007	State, District, School
7. Develop math teaching skills for current Special Education staff	HSPE scores in IEP sub-population	July 1, 2007	State, District, School

Schools3A. **Action Plan.** List the action steps to implement the solutions/strategies for each goal, as well as the timeline, resources, and the entity responsible for the action steps.

Goal 3: *We will improve math scores for all subgroups by at least 5% in the 2006-2007 school year.*

Objective: *Pahrump Valley High School will improve its math proficiency scores by 5% as a school and across all subgroups as determined by the state proficiency examination.*

Action Steps to implement the solutions/strategies	Timeline for implementing action steps	Resources , e.g., money, people, facilities	Entity Responsible , e.g., district, school, state, person(s)
1. Analyze course offerings in master schedule	On-going	Time, Admin. Staff	Admin., Dept. Chairs
2. Active Learning	August 28, 2006	Training, Time for teacher planning	Admin., Staff
3. Proficiency Preparation Class	Three weeks prior to math proficiency	Time, Previous exam data, math tutor	School, Admin, Staff
4. Regular meetings with Math/Science Departments to discuss collaboration on cross-curricular projects	On-going	Time, dedication to continual meetings	School, Admin, Staff
5. After School Tutoring for students at-risk for failure in academic core areas and HSPE	On-going	Time, Teachers, Transportation, Facilities	District, School, Admin. Staff, Students, Parents
6. Use Plato program to remediate/enhance math skills	November 7, 2006	Teachers, Funds for Training	District, Admin., Staff
7. Seek SPED teachers with math training and develop math teaching skills for current staff	On-going	Recruiting efforts, Administration	District, Admin.

3B. Monitor Plan Implementation. Identify how the action steps for the solutions/strategies of each goal will be monitored, including the data that will be collected as well as the timeline and the entity responsible for monitoring the action steps.

Goal 3: We will improve math scores for all subgroups by at least 5% in the 2006-2007 school year.			
Action Step to monitor	Data to collect	Timeline for collecting data	Entity responsible , e.g., district, school, state, person(s)
1. Analyze course offerings in master schedule	HSPE math data; teacher attitudes re: effectiveness of curriculum	June 2007	Admin. Counselors, Staff
2. Promote Active Learning	Test scores, lesson plans	On-going	Admin., Staff
4. Regular meetings with Math/Science Departments to discuss collaboration on cross-curricular projects	Teacher Surveys	Beginning November 7, 2006 (continual)	Administration, Dept. Chairs
5. After School Tutoring	Student Grades	On-going	Administration, Staff
6. Use Plato program to remediate/enhance math skills	HSPE math scores	July 1, 2007	State, District, School
7. Seek SPED teachers with math training; develop math teaching skills for current staff	HSPE scores in IEP sub-population	July 1, 2007	State, District, School
8. Require non-fiction writing in every class	Teacher Lesson Plans	At least once per semester	Admin., Staff

3C. Evaluate Plan Implementation. For each goal, identify the data to collect (outcome indicator), when to collect it, and the person responsible for collecting it.

Goal	Data to Collect (Outcome Indicator)	Timeline for collecting data	Entity Responsible, e.g., district, school, state, person(s)
#1 95% participation rate for all proficiency exams	HSPE proficiency participation data	To be completed by July 1, 2007	State, District, School, Admin. and Counselors
#2 Improve English/Language Arts proficiency exam passing percentages by 5% in 2006-2007	HSPE English/Language Arts scores	To be completed by July 1, 2007	State, District, School, Admin. and Counselors
#3 Improve math proficiency exam passing percentages by 5% in 2006-2007	HSPE Math scores	To be completed by July 1, 2007	State, District, School, Admin. and Counselors

Other Required Elements of a School Improvement Plan. All schools complete this page.

1. What are the policies and practices in place that ensure proficiency of each subgroup in the core academic subjects?

English/Language Arts

- Teacher training on uniform evaluation in holistic scoring across the curriculum
- Proficiency class in reading and writing
- Emphasis on proficiency writing techniques
- Use of holistic scoring rubrics
- Life-skills English for IEP students
- ZAP (Zeros Aren't Permitted) Program
- READ 180 course for ESL/IEP students
- Parents informed by auto-dialer of exam date
- Language Arts skills integrated throughout the curriculum
- Mandatory after school tutoring
- After school peer tutoring
- Transportation provided for test takers as needed
-

Math

- Improved placement of 8th grade students into high school math courses through end of course exams at 8th grade level
- Pizza and Proficiency. This is a program which is run three consecutive Saturdays prior to Math Proficiency test
- Consultation and Collaboration model used for IEP students in regular classroom

- ZAP Program
- Manipulatives
- Sample proficiency questions posted on walls in math classes
- IEP students have calculators to use in class and on tests
- Parents informed by auto-dialer of exam date
- Math skills integrated throughout the curriculum
- Mandatory after school tutoring
- After school peer tutoring
- Transportation provided for test takers as needed

2. List and briefly describe, as appropriate, how the school has incorporated activities of remedial instruction or tutoring before school, after school, during the summer, and during any extension of the school year.

Students who are struggling in core subject areas are assigned to mandatory after school tutoring. Peer tutoring is also available at the school two days per week. Many teachers offering individual tutoring during their preps or before/after school. Read 180 is being used as a remediation tool.

3. Describe the resources available to the school to carry out the plan.

1. Teaching staff is highly qualified and continues to receive ongoing professional development.
2. Many members of teaching staff have master's degrees
3. Updated textbooks for every student in each course
4. Easy access to computer labs/new, high-level software
5. RPDP trainers
6. Specialists
7. Pathways/Alternative Education/Homebound Instruction

4. Summarize the effectiveness of any appropriations for the school made by the Legislature to improve student academic achievement.

AB 404 grant funds were used to pay for After-School Tutoring program and also to purchase READ 180 program. This was begun only this year, so effectiveness of programs has not yet been measured, however READ 180 has been shown to improve reading abilities of many students.

Required Elements for Title I Schools. Title I schools, identified in need of improvement, must complete this page.

1. Describe the required services the school provided based on the number of years the school has been in need of improvement, <i>(e.g., schools in Year 2 of in need of improvement must identify Year 1 and Year 2 services, and so on)</i>. • Year 1: School Choice. • Year 2: Supplemental Services. • Year 3: Corrective Action. • Year 4: Restructuring.
2. Provide an assurance that the school will not spend less than 10% of their annual Title I allocation for quality professional development.
3. Describe how the school will provide written notice to parents on the school’s “Needs Improvement” status.
4. Specify how Title I funds will be used to remove school from “Needs Improvement” status.
5. Describe the school’s teacher mentoring program and how it relates to achieving the school’s annual goals and objectives.

Additional Required Elements for Non-Title I Schools Failing AYP for 2 Years.

- | |
|--|
| 1. Describe how the school will provide written notice to parents on the school’s “Needs Improvement” status. |
| 2. Describe the school’s teacher mentoring program and how it relates to achieving the school’s annual goals and objectives. |

Appendix A

Data Tables

Dates connected to school improvement plan process:

Last Review: 10-07-06

Due to Region: _____ **Due to District:** November 1 **Due to State (TAP or SST):** November 1

Due to State: December 15

Instructions for Data Table A

Use figures as of Count Day in current school year for:

- Enrollment, including gender and ethnicity
- English Language Learners (ELL)
- Gifted and Talented Education
- Migrant

Use figures from previous school year for:

- Students Having IEPs (December 1 of previous year)
- Transience rate
- Average Daily Attendance
- Dropout rate
- Graduation rate
- Remediation Rate at UCCSN

Table A. School Characteristics.

Use figures as of Count Day in current school year for: Enrollment, including gender, and ethnicity; English Language Learners (ELL); Gifted and Talented Education; Migrant.

Use figures from previous school year for: Students Having IEPs (December 1 of previous year); Transience rate; Average Daily Attendance; Dropout rate; Graduation rate; Remediation Rate at UCCSN

Enrollment	#	%	Staff Characteristics		
Total # of Students Enrolled	1370		Number of Administrators (Principal, Assistants)	3	
Number and Percent Female	639	47	Number of Deans	0	
Number and Percent Male	731	53	Number of Counselors	3	
Important Subpopulations			Number of Classroom Teachers	70	
English Language Learners (ELL)	34	2.7	Number of Special Services Teachers (Art, Computers, ELL Music, PE, Special Education, Speech, etc.)	32	
Students Having IEPs	119	9.4	Number of Instructional Paraprofessionals	11	
Gifted and Talented Education	0	0	Number of Other Paraprofessionals	1	
Migrant	0	0	% of Highly Qualified Teachers	95	
Free/Reduced Meals	333	26.2	% of Highly Qualified Instructional Paraprofessionals	100	
Ethnic Subpopulations			Number of site RPDP/NELIP or other trainer/facilitators	2	
African-American	62	4	Title I	Yes ✓	No ✓
Asian/Pacific Islander	44	3	Served		NO
Hispanic	264	19	Eligible		NO
Native American/Alaskan Native	29	2	Targeted Assisted		NO
White	969	70	Schoolwide		NO
School Characteristics		%	Identified as Needing Improvement (NI)	Yes ✓	No ✓
Average Daily Attendance		92	Failed AYP one year?	YES	
Transiency Rate		38.1	Designated as Needing Improvement?	YES	
% enrolled continuously since Count Day		96	Appeal process utilized?		NO
Incidents of School Violence		52	Designated as Needing Improvement again?		NO
Dropout Rate (HS)		6.7	Designated as Persistently Dangerous School?		NO
Graduation Rate (HS)		58.6	Receiving Remediation funding?		NO
Remediation Rate at UCCSN (HS)		40	Is the school using a district TAP or State SST?		NO

Table B: Achievement Data

Elementary Achievement Data																									1. Developing/Emerging				2. Approaching				3. Meets				4. Exceeds			
	English Language Arts																																							
	CRT 3 rd Grade Reading								CRT 5 th Grade Reading								Writing 4 th Grade																							
Subpopulation Tested	Not Proficient				Proficient				Not Proficient				Proficient				Not Proficient				Proficient																			
	1		2		3		4		1		2		3		4		1		2		3		4																	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%																
Male																																								
Female																																								
American Indian/Alaskan Native																																								
Asian/Pacific Islander																																								
Hispanic																																								
Black/African American																																								
White																																								
IEP																																								
LEP																																								
FRL																																								
Migrant																																								
Participation Rate																																								
School Average																																								
District Average																																								

Table C: Achievement Data

Elementary Achievement Data 1. Developing/Emerging 2. Approaching 3. Meets 4. Exceeds																
	Mathematics															
	CRT 3rd Grade Math								CRT 5th Grade Math							
Subpopulation Tested	Not Proficient				Proficient				Not Proficient				Proficient			
	1		2		3		4		1		2		3		4	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Male																
Female																
American Indian/Alaskan Native																
Asian/Pacific Islander																
Hispanic																
Black/African American																
White																
IEP																
LEP																
FRL																
Migrant																
Participation Rate																
School Average																
District Average																

Table D: Achievement Data

Eighth Grade Achievement Data																								1. Developing/Emerging				2. Approaching				3. Meets				4. Exceeds			
	CRT 8th Grade Reading								CRT 8 th Grade Math								Writing 8 th Grade																						
	Not Proficient				Proficient				Not Proficient				Proficient				Not Proficient				Proficient																		
Subpopulation Tested	1		2		3		4		1		2		3		4		1		2		3		4																
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%															
Male																																							
Female																																							
American Indian/Alaskan Native																																							
Asian/Pacific Islander																																							
Hispanic																																							
Black/African American																																							
White																																							
IEP																																							
LEP																																							
FRL																																							
Migrant																																							
Participation Rate																																							
School Average																																							
District Average																																							

Table E: Achievement Data

High School Achievement Data								
	HSPE 10th Grade Reading				HSPE 10th Grade Math			
Subpopulation Tested	Not Proficient FAIL		Proficient PASS		Not Proficient FAIL		Proficient PASS	
	#	%	#	%	#	%	#	%
Male		29.3	96	70.7	77	57.9	56	42.1
Female		20.2	89	79.8	65	58.8	45	41.2
American Indian/Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	12	27.9	31	72.1	26	65.1	14	34.9
Black/African American	2	20	8	80	7	70	3	30
White	45	24.5	140	75.5	103	55.6	82	44.3
IEP	17	61.3	11	38.7	25	90.3	3	9.7
LEP	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
FRL	24	38.1	38	61.9	43	69.8	18	30.2
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Participation Rate	98	31			98			
School Average								
District Average								

Table F: Achievement Data

High School Achievement Data												
	HSPE 11th Grade Reading				HSPE 11th Grade Math				Writing 11th Grade			
Subpopulation Tested	Not Proficient FAIL		Proficient PASS		Not Proficient FAIL		Proficient PASS		Not Proficient FAIL		Proficient PASS	
	#	%	#	%	#	%	#	%	#	%	#	%
Male	32	31	22	69	51	51	49	49	17	14	105	86
Female	25	28	18	72	54	37	25	46	16	15	95	85
American Indian/Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Black/African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White	12	31	27	69	46	48	50	52	19	13	147	87
IEP	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
LEP	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
FRL	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Participation Rate	42%				96%							
School Average												
District Average												

TABLE G: Achievement Data**ELEMENTARY/ MIDDLE SCHOOL**

Grade Level and Subpopulation Tested –	ITBS Rdg TOTAL		ITBS Rdg Subtest Vocab		ITBS Rdg Subtest Comp		ITBS Lang Arts TOTAL		ITBS Lang Arts Subtest Spelling		ITBS Lang Arts Subtest Capit		ITBS Lang Arts Subtest Punct		ITBS Lang Arts Subtest Usage & Express		ITBS Math TOTAL		ITBS Math Subtest Concpt Estimtn		ITBS Math Subtest Probs Data		ITBS Math Subtest Compu- tation		Language Assessment Survey LAS
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
Male																									
Female																									
American Indian/Alaskan Native																									
Asian/Pacific Islander																									
Hispanic																									
Black/African American																									
White																									
IEP																									
LEP																									
FRL																									
Migrant																									
Participation Rate																									
School Average																									
District Average																									

TABLE H: Achievement Data**HIGH SCHOOL**

Grade Level and Subpopulation Tested 10 th	ITED Rdg TOTAL		ITED Rdg Subtest Vocab		ITED Rdg Subtest Comp		ITED Lang Arts TOTAL		ITED LA Subtest Revising Writing		ITED Math TOTAL		ITED Math Subtest Conc & Prob Solving		ITED Math Subtest Compu- tation		HSPE Rdg		HSPE Math		HSPE Writing		Lang uage Asse sme nt Surv ey LAS
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
Male	183	56	183	37	183	37					183	39	183	40	147	39	136	73	133	34	126	81	
Female	147	44	147	32	147	39					147	35	147	35	147	39	111	82	110	32	115	87	
American Indian/Alaskan Native	n/a	n/a	n/a	n/a	n/a	n/a					n/a	n/a	n/a	n/a	n/a	n/a	na	Na	n/a	n/a	n/a	n/a	
Asian/Pacific Islander	n/a	n/a	n/a	n/a	n/a	n/a					n/a	n/a	n/a	n/a	n/a	n/a	na	Na	n/a	n/a	n/a	n/a	
Hispanic	n/a	n/a	n/a	n/a	n/a	n/a					n/a	n/a	n/a	n/a	n/a	n/a	na	Na	n/a	n/a	n/a	n/a	
Black/African American	13	52	12	41	13	51					11	36	14	32	13	29	2	80	7	30	13	84.6	
White	237	45	233	42	236	44					229	37	232	39	230	35	185	78	215	34	166	87.3	
IEP	34	15	35	12	33	14					34	19	34	14	35	14	30	43	28	11	34	56	
LEP	n/a	n/a	n/a	n/a	n/a	n/a					n/a	n/a	n/a	n/a	n/a	n/a	na	na	n/a	n/a	n/a	n/a	
FRL	n/a	n/a	n/a	n/a	n/a	n/a					n/a	n/a	n/a	n/a	n/a	n/a	62	63	61	20	56	73.2	
Migrant	n/a	n/a	n/a	n/a	n/a	n/a					n/a	n/a	n/a	n/a	n/a	n/a	na	na	n/a	n/a	n/a	n/a	
Participation Rate	329	93	330	92	329	93					327	91	330	92	328	92	247	77	117	33	288	78	
School Average																							
District Average																							

Appendix B

School Profile

Pahrump Valley High School continues to improve on the delivery of its product: a quality education for all students. Improvements have been made in the areas of facilities improvements and maintenance, the bell schedule, delivery of instruction, and supervision and safety of students.

Pahrump Valley High School's physical plant presents some unique challenges for an educational institution. The high school consists of four major buildings (one of which is Great Basin College, where PVHS students take classes for dual credit), numerous portables, and four other smaller buildings which house programs such as weights, wood shop, metal shop, etc. Some of these buildings (two in particular) are located quite some distance from the main building. Students may have classes in some or all of these buildings during the day, but could also have classes in only a couple, but still have their locker in yet a third building where they have no classes. Clearly this situation presents some unique challenges. It is hoped that an upcoming bond election will provide funds to build a new, more traditional building in the near future. In the interim, students have been afforded a longer passing period to accommodate the longer distances. Passing periods have been lengthened between classes, while shortening the lunch periods which helps to solve discipline issues arising from an extended lunch (previously 50 minutes). Lunches are now served in only one location on campus as well, which has improved safety and security greatly over last year, especially in the freshman lunch period.

Through in-services and other on-going training (such as OMNI and McREL) teachers are learning how to better deliver their instruction to students. Active Learning, collaborative integration of subject matter, and Professional Development Forms are some of the ways in which teachers are working to improve their own performance in the classroom. Many teachers have responded positively to opportunities for training in areas such as AP courses, classroom management, and technology integration. Many teachers have arranged to observe other outstanding teachers in their discipline, either at the school itself, or off-site.

School spirit is very high among the students at PVHS. Students have responded favorably to Maroon and Gold Days, held every Friday. Many comments have been made by outside observers that school spirit seems to be higher than it has been in a very long time. Quite a few of our athletic teams are involved in regional playoffs, which is always a boost to school morale. Many teachers have agreed to serve as mentors for students with academic or attendance problems.

In conclusion, much progress has been made at Pahrump Valley High School, and we are very encouraged by the improvements that have been made in the past year. We look forward to continuing to improve our program and to help each student reach their goals.

SCHOOL IMPROVEMENT PLAN

School Year 2006-2007

Nye County School District

**Pathways MS/HS
2101 S. Mt. Charleston
Pahrump Nv. 89048**

**For Implementation in
SCHOOL YEAR
2006-2007**

Members of School Planning Team and Category: Max Buffi (Principal), Ms. Laura Boggs (Parent), E Byron Cork (Teacher), Robert Rowlett (Classroom Aide), Steven Dotson (teacher)

EXECUTIVE SUMMARY	
District Mission or Vision Statement	
Every child a success.	
School Mission or Vision Statement	
Success for all students through positive encouragement, understanding, and positive reinforcement	
School Highlights	
Successes, Honors, and Unique Features	
Completed first year in new facility, Percentage of students taking CRT's and HSPE tests improved over the prior years	
Awarded grant to hire a Counselor, and a part time Parent Liaison for the Pathways schools.	

Evidence of Plan Development
Comprehensive Needs Assessment.

A. Review and analysis of data. Each school improvement plan must be based on a review and analysis of the school accountability report and any more recent data. Schools can use the data tables in Appendix A, as well as district test results, classroom observations, surveys, and any other data from the comprehensive School Profile (Appendix B).

Areas of Strength (e.g., subject areas that exceed targeted proficiency levels).
100% participation of 8 th graders in Reading and 97% participation in Math
Areas of Concern (e.g., subject areas below the targeted proficiency levels, subject areas in which safe harbor was made but not the targeted proficiency levels, subject areas that are low relative to other subject areas, and non-academic concerns, such as student behavior)
Only 37% of 8 th grade students proficient in Math, Only 23% of high school students were proficient in Math

B. Goals: Based on your review and analysis, which **goals** are identified for improvement? Identify the specific skill(s) (e.g., reading - main idea and fluency) and the specific student subpopulation(s) (e.g., ELL, low SES, ethnic group) to be targeted for improvement.

Goal 1. Using the 8 th grade CRT all middle school students will increase proficiency in mathematics by 10%. From 37% to 47%
Goal 2. Using the 10 th – 12 th grade HSPE all high school students will increase proficiency in mathematics by 10%. From 23% to 33%
Goal 3 (If applicable).

Inquiry Process. What are the causes/factors that may impact or impede student achievement for each goal, and what are the solutions/strategies that will address each goal and the underlying causes/factors?

When selecting solutions/strategies for the school improvement plan, consider four requirements for school improvement plans under Senate Bill

1: School Improvement plans must include:

Scientifically based research strategies to strengthen core academic subjects,

Strategies to promote effective parental involvement

As appropriate, programs of remedial education or tutoring offered before/after school or summer school and intersession activities

Strategies to improve academic achievement, including strategies to:

instruct pupils who are not achieving to their fullest potential;

increase student attendance and reduce the drop out rate;

integrate technology into the instructional and administrative programs;

manage effectively the discipline of pupils; and

enhance the professional development for teachers/administrators, 20 U.S.C. §7801(34)

Goals	Causes (Factors) (Example: inconsistent curriculum, ineffective teaching strategies)	Solutions (Strategies)
#1 Middle School students will increase math skills	Students lack of personal motivation in test taking Inconsistent monitoring of students progress and assistance needed	Student tutoring students, peer coaching model Adult volunteers to work with students one-on-one Using data to drive academic decisions for at risk students Implementing mathematics tutorial software program(Access/ 21 st Century and Plato)

#2 High School students will increase math skills	Students lack of personal motivation in test taking Inconsistent monitoring of students progress and needed assistance.	Student tutoring students, peer coaching model Adult volunteers to work with students one-on-one Using data to drive academic decisions for at risk students Implementing mathematics tutorial software program(Access 21 st Century and Plato)
#3 <i>(If applicable)</i>		

School Improvement Plan – Master Plan Design

3A. Action Plan. List the action steps to implement the solutions/strategies for each goal, as well as the timeline, resources, and the entity responsible for the action steps.

Goal 1: Students will increase mathematics skills			
Objective 1: Using the 8 th grade CRT all middle school students will increase proficiency in mathematics by 10%.			
Action Steps to implement the solutions/strategies	Timeline for implementing action steps	Resources , e.g., money, people, facilities	Entity Responsible , e.g., district, school, state, person(s)
Teachers collaborating about student data using the Professional Learning Community Model	Weekly teachers meet together to discuss student data 1 hr each Wednesday is set aside for teachers to collaborate	n/a	Principal
Schedule tutorial/remediation time to address students who are not achieving in mathematics.	End of October schedules will be setup	Adult volunteers-volunteer time for tutoring/remediation	Principal & mathematics teacher
Create a volunteer sign-in log to record tutorial/remediation sessions, logs will include student name, volunteer's name, content, and length of tutorial/remediation time.	End of October	n/a	Principal & office manager
Implementing district's CRT assessments quarterly to identify at risks students for additional services	Nov, Jan, Mar, and May	n/a	Principal
Communicate often with parents reminding of testing dates, i.e. newsletters, flyers, calls, and letters		\$4,000 site budget	Principal

School Improvement Plan – Master Plan Design

3A. Action Plan. List the action steps to implement the solutions/strategies for each goal, as well as the timeline, resources, and the entity responsible for the action steps.

Goal 2: Students will increase math skills			
Objective 2: Using the 10 th grade HSPE all high school students will increase proficiency in mathematics by 10%.			
Action Steps to implement the solutions/strategies	Timeline for implementing action steps	Resources , e.g., money, people, facilities	Entity Respon sible , e.g., district, school, state, person(s)
Teachers collaborating about student data using the Professional Learning Community Model	Weekly teachers meet together to discuss student data 1 hr each Wednesday is set aside for teachers to collaborate	n/a	Principal
Schedule tutorial/remediation time to address students who are not achieving in mathematics.	End of October schedules will be setup	Adult volunteers-volunteer time for tutoring/remediation	Principal & mathematics teacher
Create a volunteer sign-in log to record tutorial/remediation sessions, logs will include student name, volunteer's name, content, and length of tutorial/remediation time.	End of October	n/a	Principal & office manager
Implementing district's CRT assessments quarterly to identify at risks students for additional services	Nov, Jan, Mar, and May	n/a	Principal
Communicate often with parents reminding of testing dates, i.e. newsletters, flyers, calls, and letters		\$4,000 site budget	Principal

3B. Monitor Plan Implementation. Identify how the action steps for the solutions/strategies of each goal will be monitored, including the data that will be collected as well as the timeline and the entity responsible for monitoring the action steps.

Goal 1: Using the 8th grade CRT proficiency assessment all middle school students will increase proficiency in mathematics by 10%.

Action Step to monitor	Data to collect	Timeline for collecting data	Entity responsible , e.g., district, school, state, person(s)
Teachers collaborating about student data using the Professional Learning Community Model	PLC district reporting form	Weekly teachers meet together to discuss student data 1 hr each Wednesday is set aside for teachers to collaborate	Principal
Schedule tutorial/remediation time to address students who are not achieving in mathematics.	Tutorial/remediation schedule	End of October schedules will be setup	Principal & mathematics teacher
Create a volunteer sign-in log to record tutorial/remediation sessions, logs will include student name, volunteer's name, content, and length of tutorial/remediation time.	Logs	End of October	Principal & office manager
Implementing district's CRT assessments quarterly to identify at risks students for additional services	Testing Reports	Nov, Jan, Mar, and May	Principal
Communicate often with parents reminding of testing dates, i.e. newsletters, flyers, calls, and letters	Copy of newsletters, flyers, calling log and letters	Oct- May	Principal

3B. Monitor Plan Implementation. Identify how the action steps for the solutions/strategies of each goal will be monitored, including the data that will be collected as well as the timeline and the entity responsible for monitoring the action steps.

Goal 2: Using the 10th grade HSPE proficiency assessment all high school students will increase proficiency in mathematics by 10%.

Action Step to monitor	Data to collect	Timeline for collecting data	Entity responsible , e.g., district, school, state, person(s)
Teachers collaborating about student data using the Professional Learning Community Model	PLC district reporting form	Weekly teachers meet together to discuss student data 1 hr each Wednesday is set aside for teachers to collaborate	Principal
Schedule tutorial/remediation time to address students who are not achieving in mathematics.	Tutorial/remediation schedule	End of October schedules will be setup	Principal & mathematics teacher
Create a volunteer sign-in log to record tutorial/remediation sessions, logs will include student name, volunteer's name, content, and length of tutorial/remediation time.	Logs	End of October	Principal & office manager
Implementing district's CRT assessments quarterly to identify at risks students for additional services	Testing Reports	Nov, Jan, Mar, and May	Principal
Communicate often with parents reminding of testing dates, i.e. newsletters, flyers, calls, and letters	Copy of newsletters, flyers, calling log and letters	Oct- May	Principal

Evaluate Plan Implementation. For each goal, identify the data to collect (outcome indicator), when to collect it, and the person responsible for collecting it.

Goal	Data to Collect (Outcome Indicator)	Timeline for collecting data	Entity Responsible, e.g., district, school, state, person(s)
#1. Using the 8 th grade CRT proficiency assessment all middle school students will increase proficiency in mathematics by 10%.	District and state CRT Proficiency	Nov, Jan, Mar, and May	Principal
#2. Using the 10 th grade HSPE proficiency assessment all high school students will increase proficiency in mathematics by 10%.	District and state HSPE	Nov, Jan, Mar, and May	Principal

Other Required Elements of a School Improvement Plan. All schools complete this page.

What are the policies and practices in place that ensure proficiency of each subgroup in the core academic subjects? Students must complete 100% of assignments.

Students are monitored and identified if having difficulties in subject. Students identified will be placed with tutors for help.

List and briefly describe, as appropriate, how the school has incorporated activities of remedial instruction or tutoring before school, after school, during the summer, and during any extension of the school year.

Remedial instruction will be provided in math by instructors and tutors.

Describe the resources available to the school to carry out the plan.

Volunteers and student tutors, computer software for practice and interactive instruction.

Summarize the effectiveness of any appropriations for the school made by the Legislature to improve student academic achievement.

Not applicable

Required Elements for Title I Schools. Title I schools, identified in need of improvement, must complete this page.

Describe the required services the school provided based on the number of years the school has been in need of improvement, (*e.g., schools in Year 2 of in need of improvement must identify Year 1 and Year 2 services, and so on*).

Year 1: School Choice.

Year 2: Supplemental Services.

Year 3: Corrective Action.

Year 4: Restructuring.

Provide an assurance that the school will not spend less than 10% of their annual Title I allocation for quality professional development.

Not applicable

Describe how the school will provide written notice to parents on the school's "Needs Improvement" status.

Letters will be sent to all middle school parents notifying them of the middle schools need improvement status.

Specify how Title I funds will be used to remove school from "Needs Improvement" status. Not applicable

Describe the school's teacher mentoring program and how it relates to achieving the school's annual goals and objectives.

Pathways will enlist the support of the local Teachers on Special Assignment in the county to assist with evaluations of the program, suggestions and ideas, and implementation of learning strategies for students.

Additional Required Elements for Non-Title I Schools Failing AYP for 2 Years.

Nye County School District

Round Mountain Elementary 59 Hadley Circle

SB 1 SCHOOL IMPROVEMENT PLAN For Implementation in 2006-2007

Submission Date: October 18, 2006
Principal: Barbara Floto

Members of School Planning Team and Category:
Entire Staff of Round Mountain Elementary

EXECUTIVE SUMMARY

District Mission or Vision Statement

Every Child a Success

School Mission or Vision Statement

The mission of Round Mountain Elementary School is to educate students for success in life; today and tomorrow. Round Mountain Elementary School recognizes our vital role in the community, the value of diversity, our commitment to educating students to be self-sufficient, responsible citizens in a competitive, changing world, and preparing students to become life-long learners who contribute to a global society.

School Highlights

Successes, Honors, and Unique Features

Round Mountain Elementary School made AYP (Annual Yearly Progress) in all 37 of the 37 categories measured during both the 2004/2005 and 2005/2006 school years.

SB 1 SCHOOL IMPROVEMENT PLAN

School Name and Code: Round Mountain Elementary School
Phone: 377-2236
FAX: 377-2354
TABLE

Enrollment	#	%	Staff Characteristics	
Total # of Students Enrolled	147		Number of Administrators (Principal, Assistants)	1
Number and Percent Female	67	45.6	Number of Deans	0
Number and Percent Male	80	54.4	Number of Counselors	1
Important Subpopulations			Number of Classroom Teachers	3
English Language Learners (ELL)	0	0	Number of Special Services Teachers (Art, Computers, ELL Music, PE, Special Education, Speech, etc.)	9
Students Having IEPs	14	9.5	Number of Instructional Paraprofessionals	4
Gifted and Talented Education	-----	-----	Number of Other Paraprofessionals	0
Migrant	-----	-----	% of Highly Qualified Teachers	100%
Free/Reduced Meals	30	20.4	% of Highly Qualified Instructional Paraprofessionals	100%
Ethnic Subpopulations			Number of site RPDP/NELIP or other trainer/facilitators	1
African-American	-----	-----	Title I	Yes ✓ No ✓
Asian/Pacific Islander	0	0	Served	X
Hispanic	22	15	Eligible	X
Native American/Alaskan Native	9	6.1	Targeted Assisted	X
White	116	78.9	Schoolwide	X
School Characteristics		%	Identified as Needing Improvement (NI)	Yes ✓ No ✓
Average Daily Attendance		99	Failed AYP one year?	X
Transiency Rate		0	Designated as Needing Improvement?	X
% enrolled continuously since Count Day		0	Appeal process utilized?	X
Incidents of School Violence		0	Designated as Needing Improvement again?	X
Dropout Rate (HS)		---	Designated as Persistently Dangerous School?	X
Graduation Rate (HS)		---	Receiving Remediation Funding?	X
Remediation Rate at UCCSN (HS)		---	Is the school using a district TAP or State SST?	X

[See instructions on last page.]

TABLE B: Achievement Data

Elementary Achievement Data																								1. Developing/Emerging				2. Approaching				3. Meets				4. Exceeds			
	English Language Arts																																						
	CRT 3 rd Grade Reading								CRT 5 th Grade Reading								Writing 5 th Grade																						
Subpopulation Tested	Not Proficient				Proficient				Not Proficient				Proficient				Not Proficient				Proficient																		
	1		2		3		4		1		2		3		4		1		2		3		4																
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%															
Male		20		40		20		20		20		53		20		7		20		47		26		7															
Female		7		40		40		13		10		70		20		0		20		30		50		0															
American Indian/Alaskan Native		*		*		*		*																															
Asian/Pacific Islander																																							
Hispanic		*		*		*		*		*		*		*		*		*		*		*		*															
Black/African American																																							
White		8		38		35		19		14		59		23		5		23		36		36		5															
IEP																																							
LEP																																							
FRL	*	*	*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*															
Migrant																																							
Participation Rate		100		100		100		100		100		100		100		100		100		100		100		100															
School Average		13		40		30		17		16		60		20		4		20		39		38		3															
District Average		10		40		31		19		14		50		33		3																							

Table C: Achievement Data

Elementary Achievement Data 1. Developing/Emerging 2. Approaching 3. Meets 4. Exceeds																
	Mathematics															
	CRT 3rd Grade Math								CRT 5th Grade Math							
Subpopulation Tested	Not Proficient				Proficient				Not Proficient				Proficient			
	1		2		3		4		1		2		3		4	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Male		27		40		7		27		13		53		33		0
Female		13		73		13		0		10		60		30		0
American Indian/Alaskan Native																
Asian/Pacific Islander																
Hispanic		*		*		*		*		*		*		*		*
Black/African American																
White		15		58		12		15		14		56		32		0
IEP		*		*		*	*	*		*	*	*	*	*	*	*
LEP																
FRL		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Migrant																
Participation Rate		100		100		100		100		100		100		100		100
School Average		20		57		10		13		14		56		30		0
District Average		11		49		27		13		8		42		43		7

Table D: Achievement Data

Eighth Grade Achievement Data																								1. Developing/Emerging				2. Approaching				3. Meets				4. Exceeds			
	CRT 8th Grade Reading								CRT 8 th Grade Math								Writing 8 th Grade																						
	Not Proficient				Proficient				Not Proficient				Proficient				Not Proficient				Proficient																		
Subpopulation Tested	1		2		3		4		1		2		3		4		1		2		3		4																
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%															
Male																																							
Female																																							
American Indian/Alaskan Native																																							
Asian/Pacific Islander																																							
Hispanic																																							
Black/African American																																							
White																																							
IEP																																							
LEP																																							
FRL																																							
Migrant																																							
Participation Rate																																							
School Average																																							
District Average																																							

Table E: Achievement Data

High School Achievement Data								
	HSPE 10th Grade Reading				HSPE 10th Grade Math			
Subpopulation Tested	Not Proficient FAIL		Proficient PASS		Not Proficient FAIL		Proficient PASS	
	#	%	#	%	#	%	#	%
Male								
Female								
American Indian/Alaskan Native								
Asian/Pacific Islander								
Hispanic								
Black/African American								
White								
IEP								
LEP								
FRL								
Migrant								
Participation Rate								
School Average								
District Average								

Table F: Achievement Data

High School Achievement Data												
	HSPE 11 th Grade Reading				HSPE 11 th Grade Math				Writing 11 th Grade			
Subpopulation Tested	Not Proficient FAIL		Proficient PASS		Not Proficient FAIL		Proficient PASS		Not Proficient FAIL		Proficient PASS	
	#	%	#	%	#	%	#	%	#	%	#	%
Male												
Female												
American Indian/Alaskan Native												
Asian/Pacific Islander												
Hispanic												
Black/African American												
White												
IEP												
LEP												
FRL												
Migrant												
Participation Rate												
School Average												
District Average												

TABLE G: Achievement Data**ELEMENTARY/ MIDDLE SCHOOL**

Grade Level and Subpopulation Tested	ITBS Rdg		ITBS Rdg		ITBS Rdg		ITBS Lang Arts TOTAL		ITBS Lang Arts Subtest		ITBS Lang Arts Subtest		ITBS Lang Arts Subtest		ITBS Lang Arts Subtest		ITBS Math		ITBS Math		ITBS Math		ITBS Math		Language Assessment Survey LAS
	TOTAL		Subtest		Subtest										TOTAL		Subtest		Subtest		Subtest				
			Vocab		Comp					Spelling	Capit	Punct	Usage & Express				Concpt Estimtn	Probs Data	Compu-tation						
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	N/A
Male	11	44	11	47	11	41	11	53	11	54	11	51	11	57	11	57	11	58	11	53	11	59	11	63	N/A
Female	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	N/A
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	N/A
Asian/Pacific Islander																									
Hispanic	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	N/A
Black/African American																									
White																									
IEP	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	N/A
LEP																									
FRL	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	N/A
Migrant																									
Participation Rate		100		100		100		100		100		100		100		100		100		100		100		100	N/A
School Average		30		20		35		26		27		36		35		09		25		21		16		32	N/A
District Average		25		21		26		25		32		29		24		15		21		27		31		21	N/A

1` TABLE H: Achievement Data**HIGH SCHOOL**

Grade Level and Subpopulation Tested	ITED Rdg TOTAL		ITED Rdg Subtest Vocab		ITED Rdg Subtest Comp		ITED Lang Arts TOTAL		ITED LA Subtest Revising Matls		ITED Math TOTAL		ITED Math Subtest Conc & Prob Solving		ITED Math Subtest Compu- tation		HSPE Rdg		HSPE Math		HSPE Writing		Language Assessment Survey LAS
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
Male																							
Female																							
American Indian/Alaskan Native																							
Asian/Pacific Islander																							
Hispanic																							
Black/African American																							
White																							
IEP																							
LEP																							
FRL																							
Migrant																							
Participation Rate																							
School Average																							
District Average																							

GUIDELINES FOR CONSIDERATION OF DEMOGRAPHIC FACTORS AND ACHIEVEMENT DATA

1. On the basis of your review of the accountability data, the data tables and any more recent data, determine the following to complete your school goals:
 - a) Have you identified specific skills or strategies within the identified subject area(s) that need improvement? (Example: reading - main idea and fluency; language arts - vocabulary; or math - decimals and fractions)
 - b) Have you identified the specific student subpopulation to be targeted for improvement? (ELL, low SES, ethnic group, or Students with IEPs)

2. List the annual school goals, factors/causes, objectives, and strategies/solutions. (See Table C.)

A goal should be the overall plan or big picture outcome for a content area.

Factors/causes should be listed that impact or impede student achievement.

Objectives should be specific, measurable outcomes that are subsets of the goal.

Strategies/solutions in the overall plan or big picture outcome should be based on scientific research to:

- a) Instruct students not achieving to their fullest potential;
- b) Increase attendance rate;
- c) Decrease dropout rate (as appropriate to the school);
- d) Integrate technology into the school's instructional and administrative programs;
- e) Effectively manage student discipline; and
- f) Enhance professional development offered for teachers and administrators.

Example:

Our goal is to increase student achievement in reading.

Factors/causes impacting/impeding student achievement in reading are inconsistent implementation of curriculum, ineffective teaching strategies, and poor use of assessment data for instructional planning.

Objective 1 is to (increase proficiency) the (percent/number) of students in (reading fluency) as measured by (diagnostic test) at the (grade level) by (timeline).

Strategies/Solutions: list the different interventions the school will take to increase reading fluency.

SCHOOL IMPROVEMENT STRATEGIES/SOLUTIONS: Table I

Areas of Strength—Areas That Exceed the Targeted Proficiency Levels
Round Mountain Elementary School made AYP (Adequate Yearly Progress) in all 37 of the 37 categories measured during the 2003/2004, 2004/2005 and the 2005/2006 school years.
Areas to Monitor—Areas in Which Safe Harbor Was Made But Not the Proficiency Target
Round Mountain Elementary School made AYP (Adequate Yearly Progress) in all 37 of the 37 categories measured during the 2003/2004, 2004/2005 and the 2005/2006 school years.
Areas to Remedy—Areas in Which AYP Was Not Made
Goal 1: Increase reading skills in non IEP students by 7% at the 1 st through 5 th grade levels by the end of the 2006-2007 school year. The reading skills targeted are vocabulary, comprehension, and reading in the content area.
Factors/Causes Why AYP Was Not Made
Inconsistent implementation of curriculum, ineffective teaching strategies, and lack of communication between grade levels.
Objective 1: Increase reading skills in non IEP students by 7% at the 1 st through 5 th grade levels by the end of the 2006-2007 school year. The reading skills targeted are vocabulary, comprehension, and reading in the content area.
Strategy/Solution 1: All classrooms (K-5) at Round Mountain Elementary will use the Scott Foresman Basal Reading Series during the 2005/2006 school year. This series incorporates the CELL/ExLL methods of teaching reading.
Strategy/Solution 2: Round Mountain Elementary School is implementing the strategies to become a Professional Learning Community. Through the Professional Learning Community teachers will collaborate on the essential standards that should be taught.
Strategy/Solution 3: Through the Professional Learning Community an emphasis will be placed on student learning.

Objective 1 continued

Factors/Causes	Action Steps	Timeline	Entity Responsible
Factors/Causes that will be addressed by strategy/solution.	Action steps to be taken to achieve each of the academic goals.	Milestones for implementation and completion	Implementation:
Inconsistent implementation of curriculum, ineffective teaching strategies, and lack of communication between grade levels	1. All classrooms (K-5) at RMES will use the Scott Foresman Basal Reading Series during the 2006/2007 school year. 2. RMES is implementing the strategies to become a Professional Learning Community. 3. An emphasis will be placed on student learning.	Implementation will begin in August of 2006 and continue through June of 2007.	The K-5 teachers will be responsible for teaching the Scott Foresman Reading Series. The entire staff including specialty teachers and support staff will be involved in the Professional Learning Community.

Professional Development	Measurement	Resources	Parent Involvement
Professional development to support the academic goals.	Assessments used to evaluate or assess action steps (i.e., Surveys, site assessments, NRT, CRT, Proficiency tests, student work samples, programs)	Alignment of resources to support the academic goals.	Strategies for parent involvement and communication
Weekly K-5 meetings will be held to discuss the Scott Foresman Reading Series. Daily/Weekly PLC Curriculum Team meetings will be held throughout the year.	Measurement will be made by informal classroom surveys, 3 rd , 4 th , 5 th grade CRT's in the Spring, and 4 th grade ITBS testing in January. Teachers will also be working collaboratively to create common assessments.	Scott Foresman teaching materials have been purchased and are being used by the K-5 staff.	Family Literacy Night will be held once a month with an emphasis on reading. Announcements concerning the PLC will be put in the local newspaper and in the parent notes.

[ADDITIONAL PAGES for the above TO BE PROVIDED by school TO INCLUDE NO MORE THAN THREE OBJECTIVES]

Other Required Elements of a School Improvement Plan. All schools complete this page.

1. What are the policies and practices in place that ensure proficiency of each subgroup in the core academic subjects?

Round Mountain Elementary School is considered an adequate school because AYP (Adequate Yearly Progress) was made in all 37 of the 37 categories measured during the 2004/2005 and 2005/2006 school years.

2. List and briefly describe, as appropriate, how the school has incorporated activities of remedial instruction or tutoring before school, after school, during the summer, and during any extension of the school year.

Round Mountain Elementary School will be starting a homework club after school for students needing remedial instruction or tutoring. A teacher will also be available during the lunch recess for any tutoring that a student may need.

3. Describe the resources available to the school to carry out the plan.

The Nye County School District has purchased the Scott Foresman Basal Reading Series to be used by RMES teachers during the 2006/2007 school year.

4. Summarize the effectiveness of any appropriations for the school made by the Legislature to improve student academic achievement.

The class size reduction in grades 1, 2, and 3 have proven effective at RMES. One example of the effectiveness of this is the increase in scores on the 3rd grade Math CRT. In the 2004/2005 school year 00% of the 3rd grade students at RMES tested in the top two quartiles. In the 2005/2006 school year 00% of the 3rd grade students at RMES tested in the top two quartiles.... An increase of 00%.

5. Attach other district or school requirements, including accreditation.

NCSD requires that teachers teach state standards and RMES principal requires standards be included on all lesson plans. State standards are posted in each classroom.

Additional Required Elements for Non-Title I Schools Failing AYP for 2 Years.

1. Describe how the school will provide written notice to parents on the school's "Needs Improvement" status.

Round Mountain Elementary School is considered an adequate school because AYP (Adequate Yearly Progress) was made in all 37 of the 37 categories measured during the 2004/2005, 2005/2006 and 2006/2007 school years. If RMES were to fail AYP we would provide written notice to parents through parent notes, student newspapers, and the local newspaper.

2. Describe the school's teacher mentoring program and how it relates to achieving the school's annual goals and objectives.

Grade level teachers work toward a common timeline for instruction, compatible lesson plans and classroom management routines. With the implementation of the Professional Learning Community at RMES, daily collaborative meetings are held and essential standards are discussed as well as common goals for our school.

DATES CONNECTED TO SCHOOL IMPROVEMENT PLAN PROCESS—**Last Review:** Oct. 19, 2006**Due to Region:** _____ **Due to District:** _____ **Due to State (TAP or SST):** _____**Due to State:** _____**Instructions for Data Table A**

Use figures as of Count Day in current school year for:

- Enrollment, including gender and ethnicity
- English Language Learners (ELL)
- Gifted and Talented Education
- Migrant

Use figures from previous school year for:

- Students Having IEPs (December 1 of previous year)
- Transience rate
- Average Daily Attendance
- Dropout rate
- Graduation rate
- Remediation Rate at UCCSN

Overall:

Each school improvement plan should be based upon the priority needs as determined by the data in the school profile. Please use the data tables, surveys, and any other information to complete a comprehensive profile of your school. Don't forget to include a review of your school's accountability report.

Nye County School District

Round Mountain Middle School
PO Box 1427
Round Mountain, NV 89045

SCHOOL IMPROVEMENT PLAN

For Implementation in
2006-2007

Submission Date: September 12, 2006
Principal: Barbara Floto

Members of School Planning Team and Category:
Holly Merritt, Betty Boggs, Robin Ackerman,
Candace Brown, Michelle Giltrap, and John Raley

EXECUTIVE SUMMARY

District Mission or Vision Statement

Every Child A Success

School Mission or Vision Statement

Round Mountain Jr./Sr. High School recognized our vital role in the community, the value of diversity, our commitment to educating students to be self sufficient adults, responsible citizens, active leaders in a competitive changing world, and preparing students to become life-long learners who contribute to a global society.

School Highlights

Successes, Honors, and Unique Features

- 100% of the RMMS teaching staff are highly qualified.
- 15% of eighth grade students were in Honors Algebra 1 class.
- RMMS made AYP.
- RMMS offers exploratory electives that enhance character development.
- RMMS teachers have embraced and practiced the PLC concept years before it was mandated.
- RMMS offers accelerated math course currently for 7th and 8th grades: 5% of 8th grade are in Honors Algebra 1 and 13% of 7th grade are in a pre-algebra course.
- 100% of RMMS core teachers are participating in a year-long Unit 3-5 Writing course.

School Name and Code: Round Mountain Middle School – 313 Phone:(775) 377-1629 FAX: (775) 377-1239

Enrollment	#	%	Staff Characteristics		
Total # of Students Enrolled	87		Number of Administrators (Principal, Assistants)	1	
Number and Percent Female	49	56	Number of Deans	0	
Number and Percent Male	38	44	Number of Counselors	1	
Important Subpopulations			Number of Classroom Teachers	5	
English Language Learners (ELL)	4	4	Number of Special Services Teachers (Art, Computers, ELL Music, PE, Special Education, Speech, etc.)	2	
Students Having IEPs	11	12	Number of Instructional Paraprofessionals	0	
Gifted and Talented Education	0	0	Number of Other Paraprofessionals	0	
Migrant	0	0	% of Highly Qualified Teachers	100	
Free/Reduced Meals	17	18	% of Highly Qualified Instructional Paraprofessionals	.5	
Ethnic Subpopulations			Number of site RPDP/NELIP or other trainer/facilitators	3	
African-American	0	0	Title I	Yes ✓	No ✓
Asian/Pacific Islander	2	2	Served		X
Hispanic	10	12	Eligible		X
Native American/Alaskan Native	2	2	Targeted Assisted		X
White	78	85	Schoolwide		X
School Characteristics		%	Identified as Needing Improvement (NI)	Yes ✓	No ✓
Average Daily Attendance		n/a	Failed AYP one year?		X
Transiency Rate		n/a	Designated as Needing Improvement?		X
% enrolled continuously since Count Day		n/a	Appeal process utilized?		X
Incidents of School Violence		2	Designated as Needing Improvement again?		X
Dropout Rate (HS)		n/a	Designated as Persistently Dangerous School?		X
Graduation Rate (HS)		n/a	Receiving Remediation Funding?		X
Remediation Rate at UCCSN (HS)		n/a	Is the school using a district TAP or State SST?		X

Table D: Achievement Data

Eighth Grade Achievement Data																								1. Developing/Emerging				2. Approaching				3. Meets				4. Exceeds			
Subpopulation Tested	CRT 8th Grade Reading								CRT 8 th Grade Math								Writing 8 th Grade																						
	Not Proficient				Proficient				Not Proficient				Proficient				Not Proficient				Proficient																		
	1		2		3		4		1		2		3		4		1		2		3		4																
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%															
Male	1	7	8	53	5	33	1	7	3	20	5	33	5	33	2	13	0	0	5	31	11	69	0	0															
Female	0	0	3	23	7	54	3	23	2	15	3	23	6	46	2	15	0	0	2	15	9	69	2	15															
American Indian/Alaskan Native																																							
Asian/Pacific Islander																																							
Hispanic																																							
Black/African American																																							
White	1	4	9	38	11	46	3	13	4	17	7	29	9	38	4	17	0	0	7	28	16	64	2	8															
IEP	1	8	8	67	3	25	0	0	4	33	7	58	1	8	0	0	0	0	8	62	4	31	1	8															
LEP																																							
FRL																																							
Migrant																																							
Participation Rate										100		100		100		100		100		100		100		100															
School Average	1	4	11	39	12	43	4	14	5	18	8	29	11	39	4	14	0	0	7	24	20	69	2	7															
District Average		3		35		48		14		13		39		43		5		4		25		59		13															

TABLE G: Achievement Data**7th Grade ITBS**

Grade Level and Subpopulation Tested	ITBS Rdg		ITBS Rdg		ITBS Rdg		ITBS Lang Arts TOTAL		ITBS Lang Arts Subtest		ITBS Lang Arts Subtest		ITBS Lang Arts Subtest		ITBS Lang Arts Subtest		ITBS Math		ITBS Math		ITBS Math		ITBS Math		Language Assessment Survey LAS
	TOTAL		Subtest		Subtest										TOTAL		Subtest		Subtest		Subtest				
			Vocab		Comp			Spelling	Capit	Punct	Usage & Express						Concpt Estimtn	Probs Data	Compu- tation						
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%			
Male		51		56		47		31		42		28		28		35		62		66		64		56	
Female		51		52		50		40		42		39		40		44		55		51		49		64	
American Indian/Alaskan Native																									
Asian/Pacific Islander																									
Hispanic																									
Black/African American																									
White		55		58		52		38		46		33		37		43		61		65		59		60	
IEP																									
LEP																									
FRL																									
Migrant																									
Participation Rate																									
School Average		51		54		49		35		42		33		34		40		58		59		56		60	
District Average		39						39									58								

GUIDELINES FOR CONSIDERATION OF DEMOGRAPHIC FACTORS AND ACHIEVEMENT DATA

1. On the basis of your review of the accountability data, the data tables and any more recent data, determine the following to complete your school goals:
 - a) Have you identified specific skills or strategies within the identified subject area(s) that need improvement? (Example: reading - main idea and fluency; language arts - vocabulary; or math - decimals and fractions)
 - b) Have you identified the specific student subpopulation to be targeted for improvement? (ELL, low SES, ethnic group, or Students with IEPs)

2. List the annual school goals, factors/causes, objectives, and strategies/solutions. (See Table C.)

A goal should be the overall plan or big picture outcome for a content area.

Factors/causes should be listed that impact or impede student achievement.

Objectives should be specific, measurable outcomes that are subsets of the goal.

Strategies/solutions in the overall plan or big picture outcome should be based on scientific research to:

- a) Instruct students not achieving to their fullest potential;
- b) Increase attendance rate;
- c) Decrease dropout rate (as appropriate to the school);
- d) Integrate technology into the school's instructional and administrative programs;
- e) Effectively manage student discipline; and
- f) Enhance professional development offered for teachers and administrators.

Example:

Our goal is to increase student achievement in reading.

Factors/causes impacting/impeding student achievement in reading are inconsistent implementation of curriculum, ineffective teaching strategies, and poor use of assessment data for instructional planning.

Objective 1 is to (increase proficiency) the (percent/number) of students in (reading fluency) as measured by (diagnostic test) at the (grade level) by (timeline).

Strategies/Solutions: list the different interventions the school will take to increase reading fluency

SCHOOL IMPROVEMENT STRATEGIES/SOLUTIONS: Goal 1

Areas of Strength—Areas That Exceed the Targeted Proficiency Levels
77% of 8 th graders met or exceeded the proficiency standards on the science CRTs. 76% of 8 th graders passed the writing proficiency. 24% of 8 th graders scored in approaching with 0% scoring in emerging.
Areas to Monitor—Areas in Which Safe Harbor Was Made But Not the Proficiency Target
Within the area of reading, deficits were observed in vocabulary and comprehension.
Areas to Remedy
Goal 1: Increase student achievement in Language Arts by targeting spelling, grammar, usage, and mechanics.
Factors/Causes Why AYP Was Not Made
Not Applicable
Objective 1: Middle school students will increase Language Arts scores 10% from 2005-06 CRT scores.
Strategy/Solution 1: Teachers will instruct students to follow the basic standards of punctuation, mechanics, usage, and spelling across the curriculum.(Sebranek, et. al., 1999).
Strategy/Solution 2: In writing and test-taking, teachers will instruct students across the curriculum to use nouns and verbs that are specific; modifiers that are colorful; and to create an overall level of language that helps communicate message or tone (Sebrakek, et. al., 1999)
Strategy/Solution 3: Teachers will implement methods obtained from the Units 3-5 Writing course in order to promote writing across the curriculum. (Lucy Calkins)

Goal 1 continued

Factors / Causes	Action Steps	Timeline	Entity Responsible
Factor/Causes that will be addressed by strategy/solution.	Action steps to be taken to achieve each of the academic goals.	Milestones for implementation and completion	Implementation:
Ineffective teaching strategies, poor use of assessment data for instructional purposes, transiency.	Collaboration with other middle school teachers to develop lessons to include proper grammar usage, punctuation, spelling, and mechanics. All teachers taking and implementing Unit 3-5 Writing Course Methods.	Learning communities will begin at the beginning of the 2006-07 school year and will continue throughout this school year and beyond.	A collaborative team will meet once a week to discuss strategies that will help to increase student understanding in Language Arts.

Professional Development	Measurement	Resources	Parent Involvement
Professional development to support the academic goals.	Assessments used to evaluate or assess action steps (i.e., Surveys, site assessments, NRT, CRT, Proficiency tests, student work samples, programs)	Alignment of resources to support the academic goals.	Strategies for parent involvement and communication
A PLC curriculum group meets once a week. PLC Leadership team meets once a week. In-service days used to develop a Professional Learning Community. Teachers hold regular intervention meetings. Teachers are enrolled in a	6 th , 7 th , & 8 th Grade CRTs 8 th Grade Writing Proficiency 7 th Grade ITBS 6-8 Standard Masters	Writing Across the Curriculum Six Trait Writing Unit 3-5 Writing Course	Parent access to PowerSchool Interventions Progress Reports Accessible teacher e-mail

year-long unit 3-4 writing course.			

SCHOOL IMPROVEMENT STRATEGIES/SOLUTIONS: Goal 2

Areas to Remedy
Goal 2: Increase student achievement in Math by targeting analytical and critical thinking skills.
Factors/Causes Why AYP Was Not Made
Not Applicable
Objective 2: Middle school students will increase math scores 10% from 2005-06 CRT scores.
Strategy/Solution 1: Teachers will break down complex processes into smaller bits, or skills, which should be taught with time allotted for student practice and adaptation (Marzano et. al. 2001). Strategy/Solution 2: Teachers will implement teaching methods that provide the students with an ability to evaluate processes, strategies, calculations, and solutions to verify reasonableness of solutions. Teachers will also implement teaching tools that allow students to communicate reasoning processes, solutions, ideas, and conclusions; correct mathematical terminology, symbols, and notation (Proficiency-based Administration Standards System). Strategy/Solution 3: Teachers will implement teaching methods, including test-taking strategies that provide the students with an understanding and formulation of mathematical problems using selected or relevant information (Proficiency-based Administration Standards System). Appropriate leveling of students to meet individual needs.

Goal 2 continued

Factors / Causes	Action Steps	Timeline	Entity Responsible
Factor/Causes that will be addressed by strategy/solution.	Action steps to be taken to achieve each of the academic goals.	Milestones for implementation and completion	Implementation:
Ineffective teaching strategies, poor use of assessment data for instructional purposes.	Collaboration with other middle school teachers to develop lessons that focus on critical and analytical thinking skills.	Learning communities will begin at the beginning of the 2006-07 school year and will continue throughout this school and beyond.	Collaborative teams will meet once a week to discuss strategies that will help to increase student understanding in math.

Professional Development	Measurement	Resources	Parent Involvement
Professional development to support the academic goals.	Assessments used to evaluate or assess action steps (i.e., Surveys, site assessments, NRT, CRT, Proficiency tests, student work samples, programs)	Alignment of resources to support the academic goals.	Strategies for parent involvement and communication
A PLC curriculum groups meet once a week. PLC Leadership team meets once a week. In-service days used to develop a Professional Learning Community	6 th , 7 th , & 8 th Grade CRTs 7 th Grade ITBS District Standard Masters	Proficiency-based Administration Standards System	Parent access to Power School Interventions Progress Reports

DATES CONNECTED TO SCHOOL IMPROVEMENT PLAN PROCESS—**Last Review:** September 12, 2006**Due to Region:** _____ **Due to District:** September 13, 2006 **Due to State (TAP or SST):** _____**Due to State:** _____**Instructions for Data Table A**

Use figures as of Count Day in current school year for:

- Enrollment, including gender and ethnicity
- English Language Learners (ELL)
- Gifted and Talented Education
- Migrant

Use figures from previous school year for:

- Students Having IEPs (December 1 of previous year)
- Transience rate
- Average Daily Attendance
- Dropout rate
- Graduation rate
- Remediation Rate at UCCSN

Overall:

Each school improvement plan should be based upon the priority needs as determined by the data in the school profile. Please use the data tables, surveys, and any other information to complete a comprehensive profile of your school. Don't forget to include a review of your school's accountability report.

Nye County School District

Silver Rim Elementary 881 Smoky Valley Rd.

SB 1 SCHOOL IMPROVEMENT PLAN TEMPLATE 2006-2007

Submission Date: 10/17/06
Principal: Lynna Howerton

Members of School Planning Team and Category:
Chair Persons: Jennifer Jerrell & Patricia Woods
Anena Kipp, Sher Miller, Cara Ramsey, Tina Snyder

Parents: Stefanie Galli & Dana Friel

EXECUTIVE SUMMARY

District Mission Statement Every Child a Success

Silver Rim Elementary School Mission Statement

The purpose of our school is to see to it that all our students learn at high levels; the future of our students depends upon our success. We must work collaboratively to achieve that purpose because it is impossible to accomplish if we work in isolation. We must continually assess our effectiveness in achieving our purpose on the basis of results – tangible evidence that our students are acquiring the knowledge, skill, and dispositions essential to their future success.

Silver Rim Elementary School Vision Statement

We believe that the most promising strategy for achieving the mission of Silver Rim Elementary is to develop our capacity to function as a Professional Learning Community. We envision a school in which:

1. We are united in our efforts to create and achieve common goals to help our students achieve success.
2. We will work collaboratively to achieve our goals, not in isolation.
3. We will seek to implement best and effective practices for improving student achievement.
4. We will monitor each student's progress on a continual basis to determine and achieve growth – not just assess.
5. We will establish intervention programs so that student academic growth might be achieved.

School Highlights

2005-2006 was our first year as a pre-K, K, 1, 2 elementary school site.

All teachers are actively involved in our Professional Learning Community.

Made AYP based on attendance for 2005-2006.

PLC meetings are held ever other Wednesday at 7:00 am.

Open House and Parent/Teacher conferences were well attended.

Active PTA and classroom volunteers

Parent/Teacher/Students were involved with Reading goals.

Intervention programs implemented, i.e., Thursdays a 45 minute period is devoted to individual/small group instruction; as well as small groups being pulled weekly based on assessment scores.

Student Newspaper printed monthly

Monthly Celebration Assemblies

Family Literacy Nights

SB 1 SCHOOL IMPROVEMENT PLAN

School Name and Code: Silver Rim Elementary
Phone: 775-482-9713
FAX: 775-482-3375

Enrollment	#	%	Staff Characteristics	
Total # of Students Enrolled	115		Number of Administrators (Principal, Assistants)	1/3
Number and Percent Female	57	50 %	Number of Deans	0
Number and Percent Male	58	50 %	Number of Counselors	1/3
Important Subpopulations			Number of Classroom Teachers	5
English Language Learners (ELL)	0	0 %	Number of Special Services Teachers (Art, Computers, ELL Music, PE, Special Education, Speech, etc.)	4
Students Having IEPs	19	16.5 %	Number of Instructional Paraprofessionals	1/2
Gifted and Talented Education	0	0 %	Number of Other Paraprofessionals	
Migrant	0	0 %	% of Highly Qualified Teachers	100 %
Free/Reduced Meals	43	37 %	% of Highly Qualified Instructional Paraprofessionals	100 %
Ethnic Subpopulations			Number of site RPDP/NELIP or other trainer/facilitators	0
African-American	4	3.5 %	Title I	Yes ✓ No ✓
Asian/Pacific Islander	0	0 %	Served	X
Hispanic	19	16.5 %	Eligible	X
Native American/Alaskan Native	3	2.6 %	Targeted Assisted	X
White	89	77 %	School wide	X
School Characteristics		%	Identified as Needing Improvement (NI)	Yes ✓ No ✓
Average Daily Attendance		94.5 %	Failed AYP one year?	X
Transience Rate		26.5 %	Designated as Needing Improvement?	X
% enrolled continuously since Count Day			Appeal process utilized?	X
Incidents of School Violence			Designated as Needing Improvement again?	X
Dropout Rate (HS)			Designated as Persistently Dangerous School?	X
Graduation Rate (HS)			Receiving Remediation Funding?	X
Remediation Rate at UCCSN (HS)			Is the school using a district TAP or State SST?	x

Table B: Achievement Data

Elementary Achievement Data 1. Developing/Emerging 2. Approaching 3. Meets 4. Exceeds																								
Subpopulation Tested	English Language Arts																							
	CRT 3 rd Grade Reading								CRT 5 th Grade Reading								Writing 4 th Grade							
	Not Proficient				Proficient				Not Proficient				Proficient				Not Proficient				Proficient			
	1		2		3		4		1		2		3		4		1		2		3		4	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Male	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Female	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Black/African American	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
IEP	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
LEP	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
FRL	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Migrant	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Participation Rate	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
School Average	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
District Average	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Table C: Achievement Data

Elementary Achievement Data 1. Developing/Emerging 2. Approaching 3. Meets 4. Exceeds																
	Mathematics															
	CRT 3rd Grade Math								CRT 5th Grade Math							
Subpopulation Tested	Not Proficient				Proficient				Not Proficient				Proficient			
	1		2		3		4		1		2		3		4	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Male	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Female	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Black/African American	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
IEP	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
LEP	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
FRL	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Migrant	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Participation Rate	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
School Average	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
District Average	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

TABLE G: Achievement Data**ELEMENTARY/ MIDDLE SCHOOL**

Grade Level and Sub-population Tested	ITBS Rdg TOTAL		ITBS Rdg Subtest Vocab		ITBS Rdg Subtest Comp		ITBS Lang Arts TOTAL		ITBS Lang Arts Subtest Spelling		ITBS Lang Arts Subtest Capit		ITBS Lang Arts Subtest Punct		ITBS Lang Arts Subtest Usage & Express		ITBS Math TOTAL		ITBS Math Subtest Concpt Estimtn		ITBS Math Subtest Probs Data		ITBS Math Subtest Compu-tation		Language Assessment Survey LAS
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
Male	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
Female	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
Asian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
Hispanic	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
Black/African American	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
White	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
IEP	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
LEP	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
FRL	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
Migrant	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
Participation Rate	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
School Average	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	
District Average	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	

SCHOOL IMPROVEMENT STRATEGIES/SOLUTIONS: Table I

Areas of Strength—Areas That Exceed the Targeted Proficiency Levels
Silver Rim K – 2 made AYP based on attendance
Areas to Remedy in which Proficiency Levels were not made
Math – Problem Solving; Fact Recall Language Arts – Comprehension
Silver Rim Elementary School Improvement Plan Smart Goals
Smart Goals – K Math: 80% of all kindergarten students will be able to identify with 80% accuracy numbers up to 20, count up to 39 and write their numbers 0 to 10. K Language Arts: 80% of kindergarten students will score at least 80% accuracy of their letters and sounds on the Nye County Kindergarten assessment in May 2007. Smart Goals – 1st and 2nd grade Math: 80% of first and second graders will score at least 80% accuracy of Saxon written and fact assessments given weekly. 1st and 2nd grade Language Arts: 80% of first and second graders will score at least 80% accuracy on Scott Foresman Selection Tests, given weekly, Unit Benchmark Tests, and End-of-Year Tests.
Objective 1: To improve student performance in Reading Comprehension in each grade level as measured by performance on Reading Series Assessments and Kindergarten Assessments.
Strategy/Solution 1: Continue to develop and expand our S.R. Professional Learning Community as we collaborate, trouble shoot, problem-solve and focus on success for our students. Strategy/Solution 2: A 45 minute period of time once a week will be set aside to address intervention needs in Language Arts and Math. Strategy/Solution 3: Utilize differentiated instruction and active learning strategies to build and reinforce comprehension skills.

Objective 2:

To improve student performance in Math fact recall and problem solving in each grade level as measured by performance on Saxon Assessments and Kindergarten Assessments.

Strategy/Solution 1: Continue to develop and expand our S.R. Professional Learning Community as we collaborate, trouble shoot, problem-solve and focus on success for our students.

Strategy/Solution 2: A 45 minute period of time once a week will be set aside to address intervention needs in Language Arts and Math.

Strategy/Solution 3: Utilize differentiated instruction and active learning strategies to build and reinforce math computation skills.

1. What are the policies and practices in place that ensure proficiency of each subgroup in the core academic subjects?

Strategy/Solution 1: Continue to develop and expand our S.R. Professional Learning Community as we collaborate, trouble shoot, problem-solve and focus on success for our students.

Strategy/Solution 2: Utilize differentiated instruction and active learning strategies to build and reinforce comprehension skills.

Strategy/Solution 3: Create individual and small group programs to provide additional learning time for students who need it.

Strategy/Solution 4: Utilize differentiated instruction and active learning strategies to build and reinforce math problem solving skills.

2. List and briefly describe, as appropriate, how the school has incorporated activities of remedial instruction or tutoring before school, after school, during the summer, and during any extension of the school year.

Strategy/Solution 1: A 45 minute period of time once a week will be set aside to address intervention needs in Language Arts and Math.

Strategy/Solution 2: Grade Level Teachers will collaborate to incorporate interventions for students as needed per Assessment scores.

Strategy/Solution 3: Teachers will utilize non-instructional time to conference with individual students, assessing their needs, and intervening where applicable.

3. Describe the resources available to the school to carry out the plan.

Staff is utilizing the District and PLC trainings as well as Multi-media workshops. We are working within our District Budget, PLC grant monies, and school fund raisers to support our programs.

4. Summarize the effectiveness of any appropriations for the school made by the Legislature to improve student academic achievement.

Class size reduction

5. Attach other district or school requirements, including accreditation.

Additional Required Elements for Non-Title I Schools Failing AYP for 2 Years.

1. Describe how the school will provide written notice to parents on the school's "Needs Improvement" status.

N/A

2. Describe the school's teacher mentoring program and how it relates to achieving the school's annual goals and objectives.

N/A

DATES CONNECTED TO SCHOOL IMPROVEMENT PLAN PROCESS—

Last Review: October 18, 2006

Due to Region: _____ Due to District: November 1, 2006 Due to State (TAP or SST): _____

Due to State: _____

Instructions for Data Table A

Use figures as of Count Day in current school year for:

- Enrollment, including gender and ethnicity
- English Language Learners (ELL)
- Gifted and Talented Education
- Migrant

Use figures from previous school year for:

- Students Having IEPs (December 1 of previous year)
- Transience rate
- Average Daily Attendance
- Dropout rate
- Graduation rate
- Remediation Rate at UCCSN

Overall:

Each school improvement plan should be based upon the priority needs as determined by the data in the school profile. Please use the data tables, surveys, and any other information to complete a comprehensive profile of your school. Don't forget to include a review of your school's accountability report.

Draft

**NYE County School District
Tonopah Middle School
1402 Utah Street**

**SB 1
SCHOOL IMPROVEMENT PLAN**

For Implementation in
<2006-2007 >

Submission Date:10/16/06
Principal: Mrs. Howerton

Members of School Planning Team and Category: Mrs. Rogers
Mrs. Code, Mrs. Katzenbach, Mrs. Wickenden, Mrs. Bayne, and Mr. Prewett

EXECUTIVE SUMMARY

District Mission or Vision Statement

Every child is a success

School Mission or Vision Statement

Our vision is to become an exemplary school with no child left behind.

School Highlights

Successes, Honors, and Unique Features

Tonopah Middle School met all goals and received an adequate achieving designation.

Achievement-successful in football/volleyball/basketball season, students participated in the National Youth Leadership Council in Washington, D.C., VFW speech contest, and 88% of our students enrolled in eighth grade were deemed proficient on the state writing exam. The staff actively participated in Professional Learning Communities, extra courses, workshops and groups to improve skills.

Parent involvement-volunteers in the classrooms, active PTA and Booster Club

Technology-we have 44 computers; 19 from NREA grant, 25 from Commissioner funding.

Incentive programs - Reading Goals, high honor roll trip, Academic Awards Banquet, Middle School Student of the Quarter (principal take them to lunch), reward program every three weeks for students with all assignments in and no disciplinary actions.

Table A:
SB 1 SCHOOL IMPROVEMENT PLAN TEMPLATE

School Name and Code: Tonopah Middle School Phone: 775-482-6644
FAX: _____

Enrollment	#	%	Staff Characteristics		
Total # of Students Enrolled	117	100	Number of Administrators (Principal, Assistants)	1	
Number and Percent Female	59	50.4	Number of Deans	0	
Number and Percent Male	58	49.6	Number of Counselors	1 / 3	
Important Subpopulations			Number of Classroom Teachers	5	
English Language Learners (ELL)	0	0	Number of Special Services Teachers (Art, Computers, ELL Music, PE, Special Education, Speech, etc.)	1	
Students Having IEPs	23	19.65	Number of Instructional Paraprofessionals	1/3	
Gifted and Talented Education	0	0	Number of Other Paraprofessionals	0	
Migrant	0	0	% of Highly Qualified Teachers	100%	
Free/Reduced Meals	33	28.20	% of Highly Qualified Instructional Paraprofessionals	0	
Ethnic Subpopulations			Number of site RPDP/NELIP or other trainer/facilitators	0	
African-American	4	3.4	Title I	Yes ✓	No ✓
Asian/Pacific Islander	2	1.7	Served		X
Hispanic	13	11.11	Eligible		X
Native American/Alaskan Native	0		Targeted Assisted		X
White	98	83.76	Schoolwide		X
School Characteristics		%	Identified as Needing Improvement (NI)	Yes ✓	No ✓
Average Daily Attendance		93.9	Failed AYP one year?		X
Transiency Rate	12.1	35.6	Designated as Needing Improvement?		X
% enrolled continuously since Count Day	117	100	Appeal process utilized?		X
Incidents of School Violence	11	10.0	Designated as Needing Improvement again?		X
Dropout Rate (HS)	n/a	n/a	Designated as Persistently Dangerous School?		X
Graduation Rate (HS)	n/a	n/a	Receiving Remediation Funding?		X
Remediation Rate at UCCSN (HS)	n/a	n/a	Is the school using a district TAP or State SST?		X

Table B: Achievement Data

Elementary Achievement Data																									1. Developing/Emerging				2. Approaching				3. Meets				4. Exceeds			
	English Language Arts																																							
	CRT 6th Grade Reading								CRT 7th Grade Reading								Writing 4 th Grade																							
Subpopulation Tested	Not Proficient				Proficient				Not Proficient				Proficient				Not Proficient				Proficient																			
	1		2		3		4		1		2		3		4		1		2		3		4																	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%																
Male		0		33		61		6		13		46		38		4																								
Female		10		10		76		5				26		53		21																								
American Indian/Alaskan Native																																								
Asian/Pacific Islander																																								
Hispanic																																								
Black/African American																																								
White	34								38																															
IEP																																								
LEP																																								
FRL																																								
Migrant																																								
Participation Rate	98								93																															
School Average		5		21		69		5		7		37		44		12																								
District Average		12		37		42		9		13		39		38		10																								

Table C: Achievement Data																
Elementary Achievement Data 1. Developing/Emerging 2. Approaching 3. Meets 4. Exceeds																
	Mathematics															
	CRT 6 th Grade Math								CRT 7 th Grade Math							
Subpopulation Tested	Not Proficient				Proficient				Not Proficient				Proficient			
	1		2		3		4		1		2		3		4	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Male		16		21		53		11		17		38		38		8
Female		10		43		43		5		17		22		39		22
American Indian/Alaskan Native																
Asian/Pacific Islander																
Hispanic																
Black/African American																
White	34								38							
IEP	4															
LEP																
FRL																
Migrant																
Participation Rate	100								91							
School Average		13		33		48		8		17		31		38		14
District Average		17		38		37		8		22		35		33		10

Table D: Achievement Data

Eighth Grade Achievement Data 1. Developing/Emerging 2. Approaching 3. Meets 4. Exceeds

	CRT 8th Grade Reading								CRT 8th Grade Math								Writing 8th Grade							
Subpopulation Tested	Not Proficient				Proficient				Not Proficient				Proficient				Not Proficient				Proficient			
	1		2		3		4		1		2		3		4		1		2		3		4	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Male				29		53		18				35		53		12				12				88
Female		*		*		*		*		*		*		*		*				14				86
American Indian/Alaskan Native																								
Asian/Pacific Islander																								
Hispanic																								
Black/African American																								
White	22								22								22							
IEP																								
LEP																								
FRL																								
Migrant																								
Participation Rate	100								100								100							
School Average				33		54		13				38		54		8				12				88
District Average		8		42		40		11		16	487	43		37		3								

Table E: Achievement Data

High School Achievement Data								
	HSPE 10th Grade Reading				HSPE 10th Grade Math			
Subpopulation Tested	Not Proficient FAIL		Proficient PASS		Not Proficient FAIL		Proficient PASS	
	#	%	#	%	#	%	#	%
Male								
Female								
American Indian/Alaskan Native								
Asian/Pacific Islander								
Hispanic								
Black/African American								
White								
IEP								
LEP								
FRL								
Migrant								
Participation Rate								
School Average								
District Average								

Table F: Achievement Data

High School Achievement Data												
	HSPE 11th Grade Reading				HSPE 11th Grade Math				Writing 11th Grade			
Subpopulation Tested	Not Proficient FAIL		Proficient PASS		Not Proficient FAIL		Proficient PASS		Not Proficient FAIL		Proficient PASS	
	#	%	#	%	#	%	#	%	#	%	#	%
Male												
Female												
American Indian/Alaskan Native												
Asian/Pacific Islander												
Hispanic												
Black/African American												
White												
IEP												
LEP												
FRL												
Migrant												
Participation Rate												
School Average												
District Average												

TABLE G: Achievement Data**ELEMENTARY/ MIDDLE SCHOOL 7th Grade**

Grade Level and Subpopulation Tested <u>7th Grade</u>	ITBS Rdg TOTAL		ITBS Rdg Subtest Vocab		ITBS Rdg Subtest Comp		ITBS Lang Arts TOTAL		ITBS Lang Arts Subtest Spelling		ITBS Lang Arts Subtest Capit		ITBS Lang Arts Subtest Punct		ITBS Lang Arts Subtest Usage & Express		ITBS Math TOTAL		ITBS Math Subtest Concpt Estimtn		ITBS Math Subtest Probs Data		ITBS Math Subtest Compu- tation		Language Assessment Survey LAS
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
Male		39		39		39		36		30		40		35		42		43		48		45		38	
Female		51		48		52		67		54		64		68		64		60		63		58		59	
American Indian/Alaskan Native																									
Asian/Pacific Islander																									
Hispanic																									
Black/African American																									
White		44		43		45		51		40		53		53		53		51		54		51		48	
IEP		23		16		28		23		20		30		18		26		20		27		19		24	
LEP																									
FRL		33		35		32		38		37		38		39		43		40		49		44		30	
Migrant																									
Participation Rate																									
School Average		44		43		45		51		40		53		53		53		51		54		51		48	
District Average																									

TABLE H: Achievement Data**HIGH SCHOOL**

Grade Level and Subpopulation Tested	ITED Rdg TOTAL		ITED Rdg Subtest Vocab		ITED Rdg Subtest Comp		ITED Lang Arts TOTAL		ITED LA Subtest Revising Matls		ITED Math TOTAL		ITED Math Subtest Conc & Prob Solving		ITED Math Subtest Compu- tation		HSPE Rdg		HSPE Math		HSPE Writing		Language Assessment Survey LAS
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
Male																							
Female																							
American Indian/Alaskan Native																							
Asian/Pacific Islander																							
Hispanic																							
Black/African American																							
White																							
IEP																							
LEP																							
FRL																							
Migrant																							
Participation Rate																							
School Average																							
District Average																							

GUIDELINES FOR CONSIDERATION OF DEMOGRAPHIC FACTORS AND ACHIEVEMENT DATA

1. On the basis of your review of the accountability data, the data tables and any more recent data, determine the following to complete your school goals:
 - a) Have you identified specific skills or strategies within the identified subject area(s) that need improvement? (Example: reading - main idea and fluency; language arts - vocabulary; or math - decimals and fractions)
 - b) Have you identified the specific student subpopulation to be targeted for improvement? (ELL, low SES, ethnic group, or Students with IEPs)

2. List the annual school goals, factors/causes, objectives, and strategies/solutions. (See Table C.)

A goal should be the overall plan or big picture outcome for a content area.

Factors/causes should be listed that impact or impede student achievement.

Objectives should be specific, measurable outcomes that are subsets of the goal.

Strategies/solutions in the overall plan or big picture outcome should be based on scientific research to:

- a) Instruct students not achieving to their fullest potential;
- b) Increase attendance rate;
- c) Decrease dropout rate (as appropriate to the school);
- d) Integrate technology into the school's instructional and administrative programs;
- e) Effectively manage student discipline; and
- f) Enhance professional development offered for teachers and administrators.

Example:

Our goal is to increase student achievement in reading.

Factors/causes impacting/impeding student achievement in reading are inconsistent implementation of curriculum, ineffective teaching strategies, and poor use of assessment data for instructional planning.

Objective 1 is to (increase proficiency) the (percent/number) of students in (reading fluency) as measured by (diagnostic test) at the (grade level) by (timeline).

Strategies/Solutions: list the different interventions the school will take to increase reading fluency.

SCHOOL IMPROVEMENT STRATEGIES/SOLUTIONS: Table I

Areas of Strength—Areas That Exceed the Targeted Proficiency Levels
Brief narrative Tonopah Middle School surpassed the proficiency levels in all subgroups (math, reading, science and writing).
Areas to Monitor—Areas in Which Safe Harbor Was Made But Not the Proficiency Target
Brief narrative Tonopah Middle School was adequate in all areas. The scores for incoming 6 th graders constituted AYP but will be monitored by staff to insure success for the 2006-2007 AYP.
Areas to Remedy—Areas in Which AYP Was Not Made
Goal 1: Improve constructive response scores on CRTs . Goal 2: Increase the use of differentiated instruction in the classroom.
Factors/Causes Why AYP Was Not Made
There are no factors. We made AYP
Objective 1: Constructive response questions will be presented to the students bimonthly. Objective 2: Students will share and evaluate constructive responses in small groups. Objective 3: Using the BERC Group observation as a tool, staff will incorporate differentiated instruction into lessons. Objective 4: Self and staff reflection will be used monthly to determine an increase from non-observable to the middle or above the continuum using the BERC rubric.
Strategy/Solution 1A: Students will complete one constructive response question every two weeks. Strategy/Solution 2A: Students will be instructed on how to use a rubric to assess constructive responses. Strategy/Solution 1B: Teacher implementation of the BERC rubric will be assessed at each teacher in-service.

Objective 1 continued

Factors/Causes	Action Steps	Timeline	Entity Responsible
Factors/Causes that will be addressed by strategy/solution.	Action steps to be taken to achieve each of the academic goals.	Milestones for implementation and completion	Implementation:
See School Improvement strategies page 14	See School Improvement Strategies see page 14	Bimonthly PLC meetings Teacher in-services	Middle School Staff

Professional Development	Measurement	Resources	Parent Involvement
Professional development to support the academic goals.	Assessments used to evaluate or assess action steps (i.e., Surveys, site assessments, NRT, CRT, Proficiency tests, student work samples, programs)	Alignment of resources to support the academic goals.	Strategies for parent involvement and communication
PLC, BERC rubric, teacher in-services, NDE rubric for constructive responses.	CRT test for 6 th , 7 th & 8 th . Staff evaluation of the BERC rubric.	BERC rubric, NDE rubric, teachers trained through OMNI Conference.	Parents invited to help develop school improvement plan. 6 th grade progress reports- every 3 weeks. (2) Parents conferences during the school year. Parents can conference with a teacher at any time.

[ADDITIONAL PAGES for the above TO BE PROVIDED by school TO INCLUDE NO MORE THAN THREE OBJECTIVES]

Other Required Elements of a School Improvement Plan. All schools complete this page.

1. What are the policies and practices in place that ensure proficiency of each subgroup in the core academic subjects? Standards are checked, Lesson plans, monitoring weekly grades, conferences, parent communication, mandatory study hall, effective teaching practices.
2. List and briefly describe, as appropriate, how the school has incorporated activities of remedial instruction or tutoring before school, after school, during the summer, and during any extension of the school year. A daily study hall has been set up with students going to the class in which they are struggling. The teachers meet weekly to monitor students' progress and adjust the study halls accordingly. With grant monies a tutoring program has been set up 4 days a week. Because of a lack of funds, before and after school programs and summer school are not available to us. The staff provides after school tutoring 4 days a week.
3. Describe the resources available to the school to carry out the plan. Access to the BERC Group resources, teachers and administrator trained in differentiated instruction techniques, PLC and a shared prep period that allows teachers to collaborate on plans and programs.
4. Summarize the effectiveness of any appropriations for the school made by the Legislature to improve student academic achievement. SB 404 funding was granted To Tonopah schools to provide after school tutoring for at risk students. Also calculators and microscopes were purchased to enhance the math and science programs for students.
5. Attach other district or school requirements, including accreditation.
N/A

Additional Required Elements for Non-Title I Schools Failing AYP for 2 Years.

1. Describe how the school will provide written notice to parents on the school's "Needs Improvement" status.

N/A we are exemplary

2. Describe the school's teacher mentoring program and how it relates to achieving the school's annual goals and objectives.

N/A

DATES CONNECTED TO SCHOOL IMPROVEMENT PLAN PROCESS—

Last Review: _____

Due to Region: _____ **Due to District:** November 1 **Due to State (TAP or SST):** November 1

Due to State: December 15

Instructions for Data Table A

Use figures as of Count Day in current school year for:

- Enrollment, including gender and ethnicity
- English Language Learners (ELL)
- Gifted and Talented Education
- Migrant

Use figures from previous school year for:

- Students Having IEPs (December 1 of previous year)
- Transience rate
- Average Daily Attendance
- Dropout rate
- Graduation rate
- Remediation Rate at UCCSN

Overall:

Each school improvement plan should be based upon the priority needs as determined by the data in the school profile. Please use the data tables, surveys, and any other information to complete a comprehensive profile of your school. Don't forget to include a review of your school's accountability report.

Tonopah High School

P.O. Box 1349

1250 S. Main @ Tennant Lane

Tonopah, NV 89049

SB 1

SCHOOL IMPROVEMENT PLAN

For Implementation in
2006 - 07

Submission Date: October 26, 2006
Principal: Patsy Jensen

Members of School Planning Team and Category: Christie Eason– Chair,
James Wright, Charles Manes, James Anderson, Patsy Jensen

EXECUTIVE SUMMARY

District Mission or Vision Statement

NCSD Mission Statement: Every child a success!

EXECUTIVE SUMMARY

Tonopah High School's School Improvement Committee meets weekly to evaluate our progress toward completion of our goals. We also work toward helping our school become a Professional Learning Community by evaluating our progress completion of common assessments and by evaluating data which is used to make decisions for our school. This summer Tonopah High School sent five of its thirteen teachers and its principal to the Professional Learning Communities seminar in Las Vegas. The teacher collaborated and decided to change our schedule to include thirty minutes a day for mentoring and study hall. We started the year with a little over 30% of our student body in study hall because of failing grades at the end of the second semester last year. Within three weeks, that is the end of the first progress report, that number had dropped to 14%. We decided at the end of the second progress reporting period to include students who earned D's in the study hall at the end of the first nine week reporting period. When that occurred on October 26th of this year, we put 42% of our student body into a study hall. The overwhelming majority of that percentage is students who have D's. However, there are many students with multiple failures. Our Student Intervention Team will be investigating those students and meeting with the students, their parents or guardians, their mentors, the counselor, the principal, and the students' teachers to design an intervention plan that will address student needs. Our goal is that 90% of our students will be passing every class by the end of the year. An underlying goal is that 90% of our students will earn C's or better. We've initiated a reward system for all A's, A's & B's, good attendance, good behavior, and not being mandated to attend study hall. The emphasis is on learning and we're beginning to work together as a team with our students and our parents to achieve our goals. Two years ago we had the state champion Academic Team. We hope to accomplish that again this year and even more importantly, to give each of our students a helping hand toward becoming life-long learners! ***Mucker Power*** means power in heart, mind, & body. ***Muckers are Life-long Winners!***

School Mission or Vision Statement

Mission Statement

The Mission of Tonopah High School focuses on student achievement in order to maximize learning for all students, in a safe, orderly environment. Our goal is that students will become life-long learners who lead productive lives in a rapidly changing and increasingly complex society.

Vision Statement

As an educational institution with a highly qualified teaching staff, Tonopah High School enables young people to achieve their

maximum academic potential through the use of individualized intervention strategies, research-based best teaching practices, firm, consistent discipline, and high expectations. Graduates are prepared to enter institutions of higher learning, vocational training, or the work world with entry level skills. Their technological skills are current and they are given ample opportunity to explore their interests in athletics, vocations, and the arts.

SB 1 SCHOOL IMPROVEMENT PLAN

School Name and Code: Tonopah High School

Phone 775 482 3698

FAX: 775-482-3935

Enrollment	#	%	Staff Characteristics	
Total # of Students Enrolled	159		Number of Administrators (Principal, Assistants)	1
Number and Percent Female	77	48 %	Number of Deans	na
Number and Percent Male	82	52 %	Number of Counselors	1
Important Subpopulations			Number of Classroom Teachers	14
English Language Learners (ELL)	1	.006 %	Number of Special Services Teachers (Art, Computers, ELL Music, PE, Special Education, Speech, etc.)	9
Students Having IEPs	23	6.9%	Number of Instructional Paraprofessionals	1
Gifted and Talented Education	na	na	Number of Other Paraprofessionals	0
Migrant	6	0.3%	% of Highly Qualified Teachers	14
Free/Reduced Meals	52	30.7%	% of Highly Qualified Instructional Paraprofessionals	
Ethnic Subpopulations			Number of site RPDP/NELIP or other trainer/facilitators	2
African-American	4	3.9%	Title I	Yes ✓ No ✓
Asian/Pacific Islander	1	.005%	Served	x
Hispanic	22	7.2%	Eligible	x
Native American/Alaskan Native	3	.05%	Targeted Assisted	x
White	129	81%	School wide	x
School Characteristics		%	Identified as Needing Improvement (NI)	Yes ✓ No ✓
Average Daily Attendance	147.47	92.7 (06-07) As of Count Day 9/22/06	Failed AYP one year?	x
Transiency Rate	21	13%(05-06)	Designated as Needing Improvement?	x
% enrolled continuously since Count Day	157	98%(06-07)	Appeal process utilized?	x
Incidents of School Violence		.017%	Designated as Needing Improvement again?	x
Dropout Rate (HS)		9%(05-06)	Designated as Persistently Dangerous School?	x
Graduation Rate (HS)		86%(05-06)	Receiving Remediation Funding?	x
Remediation Rate at UCCSN (HS)		n/a	Is the school using a district TAP or State SST?	x

Table E: Achievement Data

High School Achievement Data *based on '05-'06 data (April 2006)								
	HSPE 10th Grade Reading				HSPE 10th Grade Math			
Subpopulation Tested	Not Proficient FAIL		Proficient PASS		Not Proficient FAIL		Proficient PASS	
	#	%	#	%	#	%	#	%
Male	8	44%	10	55%	13	36%	7	19%
Female	6	33%	12	66%	11	30%	7	19%
American Indian/Alaskan Native	2	100%	0	0%	2	100%	0	0
Asian/Pacific Islander	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Hispanic	0	0%	5	100%	2	40%	3	60%
Black/African American	0	0%	1	100%	0	0	1	100%
White	12	42%	16	57%	17	60%	11	40%
IEP	4	80%	1	20%	5	100%	0	0
LEP	0		0					
FRL	6	50%	6	59%	9	75%	3	25%
Migrant	0	0%	1	100%	0	0	1	100%
Participation Rate	13	36%	22	61%	22	61%	14	39%
School Average	n/a only one class of 10 th	n/a only one class of 10 th	n/a only one class of 10 th	n/a only one class of 10 th	n/a only one class of 10 th	n/a only one class of 10 th	n/a only one class of 10 th	n/a only one class of 10 th
District Average	n/a each school has a different student population		n/a each school has a different student population		n/a each school has a different student population		n/a each school has a different student population	

High School Achievement Data *'05-'06 Data (Tested in March, 2006)												
	HSPE 11th Grade Reading				HSPE 11th Grade Math				HSPE 11th Grade Writing			
Subpopulation Tested	Not Proficient FAIL		Proficient PASS		Not Proficient FAIL		Proficient PASS		Not Proficient FAIL		Proficient PASS	
	#	%	#	%	#	%	#	%	#	%	#	%
Male	1(4 total)	.25%	3 (4 total)	75%	2(18 total)	11.7%	6(18 total)	33%	1 (5 total)	20%	4 (5 total)	80%
Female	2(7 total)	.28%	5(7 total)	71%	8(12 total)	66%	3(12 total)	31%	0	0	1(1 total)	100%
American Indian/Alaskan Native	na	na	na	na	na	na	na	na	na	na	na	na
Asian/Pacific Islander	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Hispanic	1(1)	100%	0	0	2(3 total)	75%	1(3 total)	25%	0	0	1(1 total)	100%
Black/African American	na	na	na	na	na	na	na	na	na	na	na	na
White	0	.038	25	96	19	63%	8	26%	1(5 total)	20%	4(5 total)	80%
IEP	0	0	2 (2 total)	100%	6(6 total)	100%	0	0	1(2 total)	50%	1(2 total)	50%
LEP	na	na	na	na	na	na	na	na	na	na	na	na
FRL	1(out of 3)	33%	2(out of 3)	66%	5(6 total)	83%	1(6 total)	17%	1 (2 total)	50%	1 (2 total)	50%
Migrant	na	na	na	na	na	na	na	na	na	na	na	na
Participation Rate	na	na	na	na	na	na	na	na	na	na	na	na
School Average	na only one 11 th grade class		na only one 11 th grade class		na only one 11 th grade class		na only one 11 th grade class		na only one 11 th grade class		na only one 11 th grade class	

District Average	na each school has a different student population		na each school has a different student population		na each school has a different student population		na each school has a different student population		na each school has a different student population		na each school has a different student population	

High School Achievement Data *'05-'06 Data (Tested in May, 2006)												
Subpopulation Tested	HSPE 12th Grade Reading				HSPE 12th Grade Math				HSPE 12th Grade Writing			
	Not Proficient FAIL		Proficient PASS		Not Proficient FAIL		Proficient PASS		Not Proficient FAIL		Proficient PASS	
	#	%	#	%	#	%	#	%	#	%	#	%
Male	na	na	na	na	1	100	0	0	na	na	na	Na
Female	na	na	na	na	4	100	0	0	na	na	na	na
American Indian/Alaskan Native	na	na	na	na	2	100	0	0	na	na	na	na
Asian/Pacific Islander	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Hispanic	na	na	na	na	1	100	0	0	na	na	na	na
Black/African American	na	na	na	na	na	na	na	na	na	na	na	na
White	na	na	na	na	2	100	0	0	na	na	na	na
IEP	na	na	na	na	3	100	0	0	na	na	na	na
LEP	na	na	na	na	na	na	na	na	na	na	na	na
FRL												
Migrant	na	na	na	na	na	na	na	na	na	na	na	na
Participation Rate	na	na	na	na	na	na	na	na	na	na	na	na
School Average	na	na	na	na	na	na	na	na	na	na	na	na
District Average	na	na	na	na	na	na	na	na	na	na	na	

TABLE H: Achievement Data**HIGH SCHOOL Not enough students to report (05-06) data**

Grade Level and Subpopulation Tested	ITED Rdg TOTAL		ITED Rdg Subtest Vocab		ITED Rdg Subtest Comp		ITED Lang Arts TOTAL		ITED LA Subtest Revising Matls		ITED Math TOTAL		ITED Math Subtest Conc & Prob Solving		ITED Math Subtest Compu- tation		HSPE Rdg		HSPE Math		HSPE Writing		Language Assessment Survey LAS
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
Male																							na
Female																							na
American Indian/Alaskan Native																							
Asian/Pacific Islander																							
Hispanic																							
Black/African American																							
White																							
IEP																							
LEP																							
FRL																							
Migrant																							
Participation Rate																							
School Average																							
District Average																							

GUIDELINES FOR CONSIDERATION OF DEMOGRAPHIC FACTORS AND ACHIEVEMENT DATA

On the basis of your review of the accountability data, the data tables and any more recent data, determine the following to complete your school goals:

- a) Have you identified specific skills or strategies within the identified subject area(s) that need improvement? (Example: reading - main idea and fluency; language arts - vocabulary; or math - decimals and fractions)
- b) Have you identified the specific student subpopulation to be targeted for improvement? (ELL, low SES, ethnic group, or Students with IEPs)

List the annual school goals, factors/causes, objectives, and strategies/solutions. (See Table C.)

A goal should be the overall plan or big picture outcome for a content area.

Factors/causes should be listed that impact or impede student achievement.

Objectives should be specific, measurable outcomes that are subsets of the goal.

Strategies/solutions in the overall plan or big picture outcome should be based on scientific research to:

- a) Instruct students who are not achieving to their fullest potential;
- b) Increase attendance rate;
- c) Decrease dropout rate (as appropriate to the school);
- d) Integrate technology into the school's instructional and administrative programs;
- e) Effectively manage student discipline; and
- f) Enhance professional development offered for teachers and administrators.

Example:

Our goal is to increase student achievement in reading.

Factors/causes impacting/impeding student achievement in reading are inconsistent implementation of curriculum, ineffective teaching strategies, and poor use of assessment data for instructional planning.

Objective 1 is to (increase proficiency) the (percent/number) of students in (reading fluency) as measured by (diagnostic test) at the (grade level) by (timeline).

Strategies/Solutions: list the different interventions the school will take to increase reading fluency

SCHOOL IMPROVEMENT STRATEGIES/SOLUTIONS: Table I

Areas of Strength—Areas That Exceed the Targeted Proficiency Levels
Tonopah High School achieved <i>Adequate Yearly Progress</i> for the 2005-06 school year.
Areas to Monitor—Areas in Which Safe Harbor Was Made But Not the Proficiency Target
Not applicable – met AYP.
Areas to Remedy—Areas in Which AYP Was Not Made
<i>Goal 1: 100 % of 11th graders and 12th graders will receive information regarding post graduation opportunities (vocational or specialty institutions, military, college requirements scholarship opportunities, testing, career opportunities, testing).</i>
<i>Goal 2: 90 % of the student body will be passing each of their classes with a minimum of 60 %, by the end of the second semester.</i>
<i>Goal 3: Increase by 10 % the percentage of students who pass the HSPE the first time it is given each year.</i>
Factors/Causes Why AYP Was Not Made
No factors – we made AYP.

Objective 1: 100% of 11th graders and 12th graders will receive information regarding post graduation opportunities (vocational or specialty institutions, military, college requirements scholarship opportunities, testing, career opportunities, testing).

Factors/Causes	Action Steps	Timeline	Entity Responsible
Factors/Causes that will be addressed by strategy/solution.	Action steps to be taken to achieve each of the academic goals.	Milestones for implementation and completion	Implementation:
1. Inconsistent servicing of students 2. Lack of resources for students and parents 3. Isolation from other counselors 4. Scholarship committee was inconsistent with service 5. Lack of communication between counselor's office with students, parents, teachers	1. Career and vocation IEP for every student at Tonopah High School 2. Hold a parent financial aid night at the counselor's office and school site each semester. 3. One appointment with each senior parent 4. By the end of each student's sophomore year a complete credit audit will be performed by the counselor's office 5. Scholarship committee will have set permanently monthly meetings throughout 2006-2007 school year 6. Implement 8th grade orientation and parent night assuring clear and concise direction is offered to parent and students via a handout packet.	Three scheduled meetings to review progress toward graduation and post high school goals	Implementation by school counselor

Objective 2: 90% of the student body will be passing each of their classes with a minimum of 60%, by the end of the second semester.

Factors/Causes	Action Steps	Timeline	Entity Responsible
Factors/Causes that will be addressed by strategy/solution.	Action steps to be taken to achieve each of the academic goals.	Milestones for implementation and completion	Implementation:
1. Students are not held accountable for making C's or better. 2. Students are not rewarded for C's or better.	1. Implement study hall four days a week for all 9th graders. 2. Implement study hall four days a week for all 10th-12th graders who have a D's or F's at the end of each progress reporting period (every three weeks). 3. Offer study hall for any student who needs help, regardless of grades. 4. Students with C's or better at the end of the three week grade check will have free time four days a week. 5. Standards visible in all lesson plans and written on the instructional board. 6. Every student will be assigned a mentor who will go over their grades with them once weekly. 7. Mentors will contact parents at least once every nine week period. 8. Students with all A's at the end of the 9 week period will be given a Gold Card, which entitles them to free	1. Grades will be checked each three weeks during three week progress reporting periods. 2. Red and Gold cards will be issued at the end of each 9 week period.	1. Teachers (action steps 1-3; 5) 2. Students (action step 4) 3. Mentors (action steps 4. Principal (action steps 5-6-10)

	admittance for every extra-curricular event (excluding play-off athletic events). 9. Students with A's and B's at the end of the 9 week period will be given a Gold Card, which entitles them to half off the admittance fee for every extra-curricular event (excluding play-off athletic events). 10. Students who get out of study hall by improving their grades will receive a reward. 11. Students who consistently fail more than one class will meet with parent(s)/guardian(s), the principal, their teachers, & the Student Intervention Team, to establish an intervention plan designed to help the students bring their grades up to C's or better. 12. Students who do not ever have to attend study hall will be treated to a sit-down dinner at a restaurant at the end of the year.		

Objective 3: Increase by 10% the percentage of students who pass the HSPE the first time it is given; reducing the number of students who must re-take the HSPE.

Factors/Causes	Action Steps	Timeline	Entity Responsible
Factors/Causes that will be addressed by strategy/solution.	Action steps to be taken to achieve each of the academic goals.	Milestones for implementation and completion	Implementation:
1. Limited staffing 2.. Many students don't take geometry until their 11th grade year and it is on the HSPE in 10th grade, which may account for the increased percentage of 10th grade math proficiency failures, and thus creating a larger number of 11th graders who have to re-take the test. Most of those 11th graders will not have had enough geometry in November when the test is offered for the first time.	1. All 11th & 12th grade students who have not yet passed the math proficiencies will complete proficiency math. 2. Ninth and tenth grade students can take a basic math class, with an emphasis on basic skills. 3. Study hall for those students who are making D's or F's in any class, including math. Students can move out of study hall when they have all C's or better; however, study hall is available for every student who wants help.	1. 1st semester of 2006. 2. 2006-07 school year. 3. 2006-07 school year; grade checks every three weeks.	1. Math teachers 2. Math teacher 3. Study hall teachers.

1. List and briefly describe, as appropriate, how the school has incorporated activities of remedial instruction or tutoring before school, after school, during the summer, and during any extension of the school year.

1. Remedial math periods 2,3, & 4 with highly qualified teachers; study hall 4 days per week with highly qualified teachers; IEP study halls 3 periods per day (5 days per week) with highly qualified SPED teacher; mentoring one day per week; teachers available before school, lunch, and after school.

2. Describe the resources available to the school to carry out the plan.

2. We changed our schedule to accommodate study hall. Highly qualified teachers teach the study halls and offer help before school, lunch, and after school.

3. Summarize the effectiveness of any appropriations for the school made by the Legislature to improve student academic achievement.

3. SB 404 money was used to purchase ORCHARD math software, which is the basis of the remedial math programs. These classes are taught in the computer labs by a highly qualified math teacher. SB 404 money was also used to purchase proficiency study guides for use by Juniors and Seniors who have not passed the math proficiency. SB 404 money will be used this year to send two teachers to observe Teach for Success protocol in other NCSD high schools as part of last year's SIP goals and our PLC plan. We are still working on the use of differentiated instruction and active learning in every classroom.

4. Attach other district or school requirements, including accreditation.

4. We are currently accredited by Northwest Association of Accredited Schools. We are conducting a self-study this year and we will be evaluated by an outside accreditation team in the spring of 2007. It has been six years since our last self-study.

Additional Required Elements for Non-Title I Schools Failing AYP for 2 Years.

1. Describe how the school will provide written notice to parents on the school's "Needs Improvement" status.

N/A

2. Describe the school's teacher mentoring program and how it relates to achieving the school's annual goals and objectives.

Every student has a mentor with whom they meet once a week. Mentors help students keep track of their grades. They contact parents and teachers about students who need intervention. They come to student intervention team meetings and act as part of the SIT for their students.

DATES CONNECTED TO SCHOOL IMPROVEMENT PLAN PROCESS—

Last Review: October 16, 2005

Due to Region: _____ **Due to District:** November 1, 2006 **Due to State (TAP or SST):** November 1

Due to State: December 15

Instructions for Data Table A

Use figures as of Count Day in current school year for:

- Enrollment, including gender and ethnicity
- English Language Learners (ELL)
- Gifted and Talented Education
- Migrant

Use figures from previous school year for:

- Students Having IEPs (December 1 of previous year)
- Transience rate
- Average Daily Attendance
- Dropout rate
- Graduation rate
- Remediation Rate at UCCSN

Overall:

Each school improvement plan should be based upon the priority needs as determined by the data in the school profile. Please use the data tables, surveys, and any other information to complete a comprehensive profile of your school. Don't forget to include a review of your school's accountability report.

Nye County School District is committed to providing all students and employees with a safe and respectful learning environment in which persons of differing beliefs, characteristics and backgrounds can realize their full academic and personal potential. It is the intent of this policy to ensure that all administrators, principals, teachers and other personnel of the District demonstrate appropriate behavior on the premises of any of its public schools by treating other persons, including, without limitation, pupils, with civility and respect and by refusing to tolerate harassment and intimidation.

Any form of harassment or intimidation seriously interferes with the ability of teachers to teach, pupils to learn and other employees to complete their assigned duties. No employee, volunteer, pupil or member of the Board of Trustees shall engage in acts of harassment or intimidation on the premises of any public school, school-sponsored event, or school bus in the District or on any school-sponsored activity outside the County.

All pupils, employees, board members and members of the public are entitled to maintain their own beliefs and to respectfully disagree without resorting to violence, harassment or intimidation. This policy neither advocates nor requires the acceptance of differing beliefs in a manner that would inhibit the freedom of expression but does require that individuals with differing beliefs be free from harassment and abuse.

Reviewed:

Adopted:

Revised:

NEPN/NSBA Classification:

Legal Reference: NRS 388.121 through 388.139

6147(a) DRUG TESTING

The district recognizes the importance of providing/ensuring a drug-free workplace for the health and safety of its employees, students and visitors. In doing so, the District believes that a testing program is necessary to ensure the highest level of conformity to the drug-free workplace policy.

The District, through other policies and administrative regulations, will implement a drug and alcohol testing program for all employees of the District. The District will implement programs as follows:

- A. Bus Drivers and Commercial Vehicle Drivers, Pursuant to Title 49 CFR, Part 382 and Part 40
- B. All District employees:
 - 1. Pre-Employment/Pre-Placement
 - 2. Reasonable Suspicion
 - 3. Post Accident

Employment with Nye County School District is contingent upon, among other things, compliance with this policy. Failure to comply **may** subject an employee to termination of employment and will preclude an applicant from an offer of employment.

Reviewed: September 20, 2006
Adopted: October 6, 2006
Revised:

NEPN/NSBA Classification: GBEC
Legal Reference: Federal Drug Free Workplace Act

DONATED LEAVE PROGRAM FOR NON-UNION EMPLOYEES

Employees not covered by negotiated agreements may voluntarily donate a portion of their earned sick leave to other specified non-union employees who have exhausted their own sick, personal, annual and compensatory leave and who are suffering from a health condition or injury which is expected to require a prolonged absence from work. Recipients who must care for an immediate family member so affected or participating in organ donation are also eligible.

Participation is on a strictly voluntary basis.

Donors and recipients will abide by the requirements set forth in the regulation.

Reviewed:

Adopted:

Revised:

NEPN/NSBA Classification:

Legal Reference:

CORRECTIVE DISCIPLINE OF NON-UNION CLASSIFIED STAFF

The Nye County School District will enlist the use of progressive discipline to provide the opportunity for the supervisor to communicate and document unsatisfactory job performance and allow the employee to make corrections in order to succeed in his/her position.

Corrective discipline is designed to provide a fair and structured way for employees to improve their job performances and/or behaviors which do not meet the standards or demands of their positions and to provide a system for fair and equitable treatment of all employees. Nye County School District recognizes and will follow the standards of due process throughout the corrective/progressive discipline procedure.

Reviewed:

Adopted:

Revised:

NEPN/NSBA Classification: GDQD

Legal Reference:

WELLNESS POLICY

The Nye County School District promotes healthy schools and healthy students by supporting wellness, good nutrition and regular physical activity as a part of the total learning environment. The District supports a healthy environment where students learn and participate in positive dietary and lifestyle practices. By facilitating learning through the support and promotion of good nutrition and physical activity, schools contribute to the basic health of students.

The entire school environment shall be aligned with healthy school goals to positively influence a student's understandings, beliefs and habits as they relate to good nutrition and regular physical activity. All foods available on school grounds and at school sponsored events during the instructional day should meet or exceed District Nutrition Standards.

A quality physical education program is an essential component of wellness. Physical activity shall be included in each school's daily education program at all grade levels. Physical activity shall include regular instructional physical education, recess, co-curricular activities and walking between classes where appropriate.

Reviewed: April 14, 2006

Adopted: May 26, 2006

Revised:

NEPN/NSBA Classification: JLC

Legal Reference: Child Nutrition & WIC Reauthorization Act of 2004