



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 Monday, November 16, 2009, beginning at 6:30 PM 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 OCTOBER 26, 2009 REGULAR MEETING MINUTES
 - B. APPROVAL OF OCTOBER 26, 2009 EXECUTIVE SESSION MINUTES
 - C. APPROVAL OF REQUESTS FOR IMMUNIZATION EXEMPTION PURSUANT TO NRS 392.437 & 392.439.
 - D. APPROVAL FOR STUDENTS UNDER THE AGE OF 18 TO TAKE THE GED PURSUANT TO NRS 385.448 AND/OR ENROLL IN ADULT EDUCATION
 - E. ACCEPTANCE OF HOME SCHOOL APPLICATIONS
 - F. APPROVAL OF 2009-10 TUITION AGREEMENT WITH EUREKA COUNTY SCHOOL DISTRICT
4. APPROVAL OF WARRANTS, ACTION ITEM
5. REPORTS, INFORMATIONAL ITEM
 - A. SUPERINTENDENT'S REPORT
 - B. ADMINISTRATOR REPORTS
 - C. BOARD REPORTS/BOARD COMMITTEE REPORTS
6. PUBLIC INPUT, INFORMATIONAL ITEM
7. BOARD APPOINTMENTS, ACTION ITEM

8. CHANGE OF DATE/LOCATION OF FUTURE BOARD MEETINGS, ACTION ITEM
9. DECISION REGARDING SUBDIVISION MAPS, ACTION ITEM
10. APPROVAL OF GRANTS, ACTION ITEM
11. RECOGNITIONS, INFORMATIONAL ITEM
12. OVERVIEW OF NATIONAL GUARD DRUG DEMAND & REDUCTION PROGRAM, INFORMATIONAL ITEM
13. DISCUSSION REGARDING NIAA REALIGNMENT HISTORY & CURRENT BUDGETARY SITUATION, INFORMATIONAL ITEM
14. PRESENTATION - SCIENTIFIC LEARNING CORP, INFORMATIONAL ITEM
15. DISCUSSION/APPROVAL OF ARCHITECT CONTRACTS, ACTION ITEM
16. UPDATE ON CONSTRUCTION, INFORMATIONAL ITEM
17. DISCUSSION/POSSIBLE APPROVAL OF SCHOOL & DISTRICT IMPROVEMENT PLANS, ACTION ITEM
18. UPDATE ON POWERSCHOOL ISSUES, INFORMATIONAL ITEM
19. EXECUTIVE (CLOSED) SESSION
 - A. DISCUSSION REGARDING POSSIBLE STUDENT RIGHTS VIOLATIONS IN REGARDS TO RESTRAINTS
 - B. DISCUSSION REGARDING PERSONNEL ITEMS
 - C. DISCUSSION REGARDING LEGAL ITEMS
 - D. DISCUSSION REGARDING NEGOTIATIONS
20. DECISION REGARDING POSSIBLE STUDENT RIGHTS VIOLATIONS, ACTION ITEM
21. DECISION REGARDING RECOMMENDED DISMISSAL OF MICHELE LYNN ZARUBA, ACTION ITEM
22. APPROVAL OF FUTURE AGENDA ITEMS, ACTION ITEM
23. 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-
October 26, 2009**

Present: Kevin Pape, President; Harold Tokerud, Vice-President; Tracie Ward, Clerk; Mike Floyd, Edna Forsgren, Dennis Keating and J.E. "Doc" McNeely, Members; Dr. William Roberts, Superintendent; Rod Pekarek, Dale Norton and Jerry Hill, Assistant Superintendents; Ray Ritchie, Chief Financial and Administrative Officer; Cameron McRae, Transportation; Bob Wimpey, Maintenance and Operations; Sam Simatos, Special Education Director; Lisa Mays, Administrative and Board Services Coordinator; and Kerry Paniagua, Executive Secretary.

Absent: None.

Guests: Joe Gent, Special Education Coordinator; Doug Farinholt, Nye County Sheriff's Office; Frances Hanifen and Jerri Kerns, Gabbs School; and Sondra Adams, Gabbs.

CALL TO ORDER

The meeting was called to order via telephone in the following locations: Gabbs School, Pahrump District Office and Mr. McNeely's location in Washington. Board members, administrators and guests recited the Pledge of Allegiance. Roll was called, and all members were present.

ADOPTION OF AGENDA

Mrs. Ward moved adoption of the agenda. Mrs. Forsgren seconded, and a unanimous vote was recorded.

CONSENT CALENDAR

Mrs. Ward made the motion to approve the consent calendar, consisting of the October 5 minutes, two immunization exemptions and nine GED/Adult Ed requests. Mr. McNeely seconded, and a unanimous vote was cast.

APPROVAL OF WARRANTS

Mrs. Ward made the motion to approve the warrants. Mr. Tokerud seconded, and a unanimous vote was recorded.

REPORTS

Dr. Roberts thanked Dale Norton and Linda Reed for the excellent job they did preparing for the attendance audit, the results of which were very good. He toured the Northwest Career Academy with board members.

Mr. Hill informed the board about two grant opportunities. One will be a pilot project at Clarke Middle School in which eighth grade students in one pod will work with handheld devices, and the school will receive two LCD projectors, digital cameras and a computer. He informed the board that Beatty High was nominated, but not named, a distinguished Title I school. The school will receive \$20,000. The school

district had 15 slots for on-line graduate courses, which quickly filled up. The teachers will be reimbursed for tuition after completion of their chosen courses. Mr. McRae said he was able to procure two two-year old buses from Arizona with low mileage. The two free buses from a diesel energy grant will arrive in December. He will look into another clean diesel energy grant. After a resignation in Round Mountain, the two other bus drivers proposed eliminating the third route, which will save 32,000 miles annually. He alerted the board to bus stop changes that will become necessary when construction begins on Blagg Road. Mr. Whimpey reported on the ARRA grant for lighting. The work will be outsourced. Mr. Pekarek reported a special ed resignation in Pahrump that increased the vacancy list to three.

PUBLIC INPUT

None offered.

BOARD APPOINTMENTS

Item withdrawn.

CHANGE OF DATE/LOCATION OF FUTURE BOARD MEETINGS

Mr. Tokerud proposed changing the board meetings to another day of the week. Some members indicated difficulties with a change, and he said he would like to look at it again next year.

DECISION REGARDING SUBDIVISION MAPS

APPROVAL OF GRANTS

RECOGNITIONS

Items withdrawn.

REQUEST FOR VARIANCE FOR STUDENT WHO RESIDES IN NYE COUNTY TO CONTINUE ATTENDING SCHOOL IN CLARK COUNTY FOR THE 2009-10 SCHOOL YEAR

Mrs. Ward made the motion to allow the variance as long as the parent is responsible for transportation and any additional costs, such as tuition. Mrs. Forsgren seconded, and a unanimous vote was cast.

DISCUSSION REGARDING ATTENDANCE RATES FOR 2008-09 SCHOOL YEAR & PREVIOUS YEARS

Mr. Norton reported on results of 32 lost child reports and provided data for each school from the 2002-03 through the 2008-09 school years. The truancy officer accompanied him to rural communities for training on how to file truanies. They also met with each Justice of the Peace to explain what the district is doing and what they hope to see once the kids go to court. He provided three years of results from the truancy panel. Kids who don't show up for the truancy panel automatically go to court. Schools have to hold meetings before the kids go to the truancy panel.

PRESENTATION ON PROGRESSIVE PLANS OF DISCIPLINE

Mr. Norton said that plans were submitted for all schools. They all use a template, and the only differences are in the actions chosen.

APPROVAL OF PLAN TO COMPLY WITH REDUCTION OF PUPIL-TEACHER RATIO IN CERTAIN CLASSES, PART A

Mr. Pekarek said Part B would be prepared in November. This is an annual compliance issue. This year an alternate was chosen. The ratio will be 22:1 in grades K-3 and 25:1 for grades 4 and above. Mrs. Ward made the motion to approve the plan, and Mr. Floyd seconded. There was a unanimous vote in favor.

APPROVAL OF RESOLUTION CONCERNING THE FINANCING OF SCHOOL IMPROVEMENTS AND DIRECTING THE CLERK TO NOTIFY THE DEBT MANAGEMENT COMMISSION OF THE DISTRICT'S PROPOSAL TO ISSUE GENERAL OBLIGATIONS

Mr. Tokerud moved approval of the resolution. Mr. McNeely seconded, and a unanimous vote was registered.

DISCUSSION/POSSIBLE APPROVAL OF APPLICATIONS FOR ESTABLISHMENT OF EXTRA-CURRICULAR ACTIVITIES

Mr. Hill explained that NCCTA requested official establishment of the following extra-curricular activities: middle school honor society, middle school student council and Renaissance Club. He estimated the additional annual cost at \$6,600 if all schools participated. Mr. Keating made the motion to approve the new activities. Mr. Floyd seconded, and there was a unanimous vote in favor.

AWARD OF BID: PAHRUMP VALLEY HIGH SCHOOL FENCING

Bids were opened October 8. The following bids were received for fencing around the perimeter:

Tiberti Fencing	\$76,645.00
Snowden Landscape & Fencing	81,466.00
Morales Construction, Inc.	89,450.00

Mrs. Ward made the motion to award the bid to Tiberti Fencing in the amount of \$76,645.00, and Mr. Keating seconded. There was some discussion concerning the wisdom of installing fencing that might have to be removed once construction begins. Mr. Tokerud felt it was ill timed. Mr. McNeely asked if just the part of the fencing that wouldn't be displaced could be installed and wait on the rest until after the school remodel is completed. Mr. Whimpey brought up that the aim was to reduce vandalism and cut down on trancies. Mr. Tokerud thought it would be at least a year and a half before construction begins in earnest and believed it was worth it to cut down on vandalism. Those voting aye: Mr. Floyd, Mrs. Forsgren, Mr. McNeely, Mr. Pape and Mrs. Ward. Those voting nay: Mr. Keating and Mr. Tokerud. The motion carried with a majority vote.

AWARD OF BID: TONOPAH HIGH SCHOOL PARKING LOT REPAIR & RESEAL

Bids were opened on October 8, and the following bids were received:

Wulfenstein Construction	\$80,984.42
American Asphalt & Grading	111,451.62

Mrs. Ward made the motion to award the bid to Wulfenstein Construction in the amount of \$80,984.42. Mr. McNeely seconded, and a unanimous vote was recorded.

AWARD OF BID: ROUND MOUNTAIN HIGH SCHOOL HVAC

The only bid received on October 8 was from Marraccini Plumbing Heating and Cooling, Inc. Mr. Whimpey said the system will be eligible for a rebate from Nevada Power. Mrs. Ward made the motion to award the bid to Marraccini Plumbing Heating and Cooling in the amount of \$358,888.00. Mrs. Forsgren seconded, and a unanimous vote was registered.

UPDATE ON CONSTRUCTION

Dr. Roberts said the trip with the architects was informative. He asked to schedule a construction meeting to establish dates for the next six months and determine the academies. November 4 at 6:00 p.m. was tentatively chosen. He reported that SH architects had already met once with the Pahrump High staff.

DISCUSSION REGARDING POSSIBLE STUDENT RIGHTS VIOLATIONS IN REGARDS TO RESTRAINTS
DISCUSSION REGARDING PERSONNEL ITEMS
DISCUSSION REGARDING LEGAL ITEMS
DISCUSSION REGARDING NEGOTIATIONS

Discussion is reflected in Executive Session minutes.

DECISION REGARDING POSSIBLE STUDENT RIGHTS VIOLATIONS

Mrs. Ward made the motion that no violations were noted. Mrs. Forsgren seconded, and a unanimous vote was recorded.

APPROVAL OF FUTURE AGENDA ITEMS

None submitted.

ADJOURNMENT

Mr. Keating moved to adjourn at 7:08 p.m. Mr. McNeely seconded, and a unanimous vote was cast.

SCHEDULE OF MEETING

The meeting was called to order at 5:30 p.m. Mrs. Ward made the motion to go into Executive Session at 6:57 p.m. to discuss items a through d. Mr. Keating seconded, and a unanimous vote was registered. The regular session resumed at 7:07, and the meeting adjourned at 7:08 p.m.

By _____
Clerk

Prepared by Kerry Paniagua

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

STATE OF NEVADA

COUNTY OF EUREKA

THIS CONTRACT AGREEMENT, made and entered into this 27th day of
October, 2009, between

EUREKA COUNTY SCHOOL DISTRICT

hereinafter called Attendance District, and

NYE COUNTY SCHOOL DISTRICT

hereinafter called Resident District, for the purpose of providing educational
services to non-resident pupils of Eureka County School District.

WITNESSETH

8

WHEREAS, the respective parties under the laws of their respective
state(s) are authorized to enter into a contract whereby all, or part, of the
children of school age residing in the school district of the Residence
District shall be entitled to be taught in the School District of the
Attendance District for the school year commencing August 24, 2009, through
June 4, 2010.

WHEREAS, the Attendance District hereby agrees to admit into the public
schools of the Eureka County School District the children of the Residence
District referenced in Part 3-A of this agreement.

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

NOW, THEREFORE, the parties hereto agree as follows:

1. Period of Agreement. This agreement is effective only for school
year beginning August 24, 2009, and ending June 4, 2010. Neither district
is bound by said agreement or any of its covenants herein contained after the
expiration of said school year.

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

3. The Residence District shall:

A. Furnish the Attendance District a list of all pupils to be
provided services. The list is to contain the pupil's name, age,
grade, county residence and state. A list of the pupils to be
provided services (Exhibit A) is attached and made part of this
agreement.

B. Pay the Attendance District for and in consideration of the services described herein the sum of TWO THOUSAND DOLLARS, (\$2,000.00) as indicated below and in the following manner.
[NRS 392.010 (3)]

(1)	Tuition:	\$ <u>\$400.00</u>	x	<u>5</u>	=	\$ <u>2,000.00</u>
(2)	Transportation:	\$ _____	x	_____	=	\$ _____
(3)	Operations:	\$ _____	x	_____	=	\$ _____
(4)	Maintenance:	\$ _____	x	_____	=	\$ _____
(5)	Other:	\$ _____	x	_____	=	\$ _____
(6)	Total:					\$ <u>2,000.00</u>

4. Special Conditions

- A. The parties hereto agree that this agreement shall not become valid or binding upon either party until approved by the governing bodies of the Attendance and the Residence Districts, the County Superintendent of both parties and the Nevada Department of Education. 9
- B. The Attendance District and the Residence District each reserve the right to review this agreement prior to the conclusion of the first semester to determine if the contract will be effective for the second semester. If either District determines that the contract will be terminated it will provide written notice of the termination to the other District prior to the start of the terminating District's second semester.
- C. During the performance of this agreement, the Attendance District and the Residence District agree as follows:
- There is hereby incorporated by reference the same as if specifically written herein all rules, regulations and all other requirements including, but not limited to, compliance with the Nevada Revised Statutes governing Nevada Public Schools; Laws of the State of Nevada; the rules, regulations and policies of the Nevada State Board of Education; and the rules and regulations of the governing Board of the Attendance District. In case of conflict between any provisions of this agreement and such laws, rules and regulations, the rules and regulations of the Attendance District shall prevail.
- D. When a pupil of the District ceases to be a member of the Attendance District, a record of his withdrawal shall be established on the same document that contains his enrollment information, and the Residence District is to be immediately notified of the withdrawal. The record must show the day of withdrawal and reason, if known.
- E. The Attendance District reserves the right to determine a maximum number of students it will accept from the Residence District. The maximum number of students will be determined on or before August 30 of each year.

The Residence District will be notified in writing of the maximum number of students the Attendance District will accept on or before September 15 of each year.

F. Either District reserves the right to terminate this contract by giving forty-five (45) days written notice to the other District, provided however, that pupils enrolled under this agreement may complete the current semester in the Attendance District.

G. Due to economic conditions, tuition for the 2009/2010 school year will be waived.

IN WITNESS WHEREOF, the parties have caused this agreement to be executed in quadruplicate originals on the 27TH day of October, 2009.

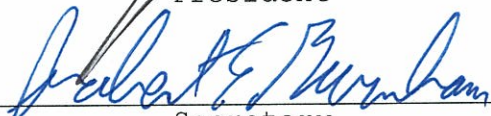
GOVERNING BOARD OF ATTENDANCE DISTRICT

GOVERNING BOARD OF RESIDENCE DISTRICT

10

By _____
President

By _____
President


Secretary

Secretary

10-27-09
Date

Date

APPROVED:
NEVADA DEPARTMENT OF EDUCATION

By _____

Title

Date

Exhibit A

RESIDENCE OF PUPILS OF
NYE
DISTRICT

NAME OF PUPILS	AGE	GRADE	COUNTY OF RESIDENCE	STATE
Apodaca, Arlie J.	16	10	Nye	NV
Birchim, Edgar	18	12	Nye	NV
Jackson, Odome	17	12	Nye	NV
Middlekoop, Nicole	17	12	Nye	NV
Moyle, Deidre	17	12	Nye	NV



Nye County School District

Office of the County Superintendent

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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

Kevin S. Pape, President
Harold Tokerud, Vice President
Tracie Ward, Clerk
Mike Floyd
Edna Jean Forsgren
Dennis Keating
J.E. "Doc" McNeely

Jerry C. Hill

Assistant Superintendent
for Student Achievement

Dr. William E. "Rob" Roberts
Superintendent

MEMORANDUM

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

FROM: Department for Student Achievement

- * Jerry C. Hill, Assistant Superintendent for Student Achievement
- * Maria Descamps, Administrator on Special Assignment
- * Ginger Olson, Administrator on Special Assignment for Technology Integration
- * Karen Holley, Coordinator of Federal and State Grants and Programs

RE: Report to Board of Trustees

DATE: November 5, 2009 – for Board Meeting November 16, 2009

JERRY C. HILL:

Assistant Superintendent for Student Achievement

- ♦ Discussed Nevada NCAT Instrument (used in assessment of NI 4 and above schools) with RCMS principal and made recommendations for fulfillment.
- ♦ Student issue involving bullying and discrimination, resolved by Pathways placement. Student will require weekly follow up from me.
- ♦ Held several discussions by phone on Creative Learning's Fast ForWord program. Did research on program and arranged for presentation.
- ♦ Participated in meeting with Dr. Roberts and Great Basin president on dual credit issues.
- ♦ Met with Ben Schmaus, food service director and head school nurse on National Health Alliance program. Arranging format whereby Mr. Schmaus can address principals to gain participation, if desired.
- ♦ Continuous meetings with administrators responsible for testing, curriculum and instruction, and data analysis. These meetings occur on a daily basis (Dept. for Student Achievement).
- ♦ Researched lesson plan formats based on Madelyn Hunter.
- ♦ Working with Educational Research Service (ERS) to provide district staffing analysis.
- ♦ Attended part of RCMS in service that dealt with common lesson plans and common assessments (part of day).
- ♦ Met with RCMS counselors on bullying issues. Collaborated with Mr. Norton, then Mr. Norton and I met with Mr. Skelton on these issues.
- ♦ Worked with PVHS parent and son on credit deficiency and credit recovery issues. Analyzed student schedule and produced plan. Met with the student and Mr. Buffi, then held meeting with mother on 11/5.
- ♦ Discussed NCAT issues with State Consultant Kathy St. Clair and sought to resolve issues.
- ♦ Held district wide counseling meeting is Beatty on 11/5.

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Department for Student Achievement

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- ♦ Met with Director of Special Education to re-define the process of 504 plans and determine responsibility at building levels.
- ♦ Met with Director of Special Education and PVHS administrative staff to discuss 504 issues and staffing of Special

Principal Pathways / Adult Education

- ♦ Held Pathways PLC meetings (10/21 and 10/28 and 11/4). Issues involved math remediation, individual student issues, disciplinary issues, computer software installation issues.
- ♦ Attempting to organize some form of lunch program for Pathways students who may not be getting any meals at home. Working with food service manager.
- ♦ Authorized Eirlen Syndrome testing for Pathways (visual problems related to light that can be solved by overlays). Will do pilot program that may be useful district wide.
- ♦ Developed and held in-service for Pathways on October 3rd. Centered on Pathways SIP and math remediation as well as crisis plan.

MARIA DESCAMPS:

Curriculum Instruction, School Improvement and ELL

- ♦ **Professional Development**
November 3rd In-service
Created professional development training for Title I school Instructional Specialist to deliver during the November 3rd in-service date. The training was on Depth of Knowledge. Teachers learned about the different levels that will appear on this year CRT tests. Teachers coded the CRT practice Manual for depth of knowledge, and standards. Teacher cooperatively determined important vocabulary and shared their findings so that a District document could be created and distributed.
- ♦ **Aspiring Leader Cohort**
RPDP administrators conducted the first session for the Aspiring Leaders, there are 24 participants this year. The session focused on the school improvement process. Members were asked to bring their SIP's, the group looked at action steps and determined if they were teacher or student centered. The group learned how to write an action step so that it measured what the students would do, the level of frequency that it would occur and how it would be monitored. The next session will be December 16.
- ♦ **Critical Friends Group**
The district is currently offering after school professional development opportunities. We are running two groups through the Critical Friends protocols. The group consists of teachers and administrators. The goal of these sessions is to strengthen the ability of staff to work collaboratively together during PLC. We have a total of 24 NCSD staff attending this monthly year-long training.

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- ♦ **Nye County Instructional Specialists (NCIS)**

The four NCIS members have been working at their assigned campuses daily. They are currently rolling out problem solving and constructed response strategies that are aligned to the CRT. NCIS have been going into classrooms and observing, and modeling math lessons. They also attend all PLC meetings for grades 3-8.

- ♦ **Curriculum**

- o **Math Adoption**

The Math Committee met and decided that they wanted to pilot Math Connects by McGraw Hill. The committee is regrouping November 19th, at that time trainers from McGraw Hill will be available to answer any questions that members might have after teaching the math curriculum. It is a goal of this office to bring a suggested adoption to the December Board meeting for approval to purchase.

- o **Mathematics Scope and Sequence**

Analyzing the trends from the last three years of the CRT test. Based on the findings, this office is designing a document that will provide a district scope and sequence of the mathematical standards. The purpose of this document is to provide a road map for teachers so that, as a district, we are consistently teaching the same standards beginning with our weakest to strongest, to ensure that the essential standards that are tested have been taught and mastered by students in time for the CRT test.

- ♦ **School Improvement**

Received School Improvement Plans from all campuses, as a Department the documents have been reviewed and revised.

- ♦ **ELL**

Schools with ELL teachers have received \$3,000 to purchase materials and software to support the success of all LEP students. The ELL teachers met on November 3rd and a presentation was made by Mr. Kessler on NWEA. The ELL teachers are learning to use NWEA to assist them in the instructional and intervention decisions that they make regarding each LEP student.

GINGER OLSON

Administrator on Special Assignment (AoSA) for Technology Integration

- ♦ Since my last board report, I have been to Tonopah Middle & Elementary, Silver Rim, Amargosa, PVHS, Floyd, Hafen, JG Johnson, Mt. Charleston, Rosemary Clarke, and Pathways.
- ♦ Twenty-four teachers attended the technology conference in Las Vegas. This number represents teachers' increased interest and desire to be a part of technology integration in their classrooms. Nearly every school in the district sent one or more teachers.
- ♦ I conducted technology training for Amargosa teachers at the October inservice. I went back a week later and assisted teachers on a one-to-one basis.
- ♦ Nye County School District is in a consortium with Churchill, Lander, Pershing and Humboldt counties to provide SMART boards and training to classroom teachers through grant funding. The target group is teachers in grades 3-6. Nye County will receive 5 SMART boards which will be placed at Floyd, Hafen, JG Johnson, and Mt. Charleston. The training will take place with 30 hours of online

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training and 4 Saturday sessions in Fallon. I had ten applicants willing to commit to this project. Training begins November 17, 2009. In addition to the SMART boards, teachers will receive a laptop, LCD projector and a document camera for their classroom. They will collaborate with teachers from the participating districts to develop lessons using the SMART board. Churchill County School District is providing the professional development by their eMINTS trainers. eMINTS is a project from the University of Missouri whose purpose is to:

- o inspire educators to use instructional strategies powered by technology
 - o engage students in the excitement of learning
 - o enrich teaching to dramatically improve student performance
- ◆ A representative from Learn360, an educational service providing online videos, will present their product on November 12, 2009 at 10:00 am in the annex conference room. Board members are invited to attend.
 - ◆ I attended an interesting presentation for a program that improves reading by remapping the brain and creating neural pathways.
 - ◆ My objectives for 2009-2010:
 - o Determine how technology is being used on a regular basis by our classroom teachers
 - o Design and implement professional development for teachers in the appropriate use of technology
 - o Continue to build a site level technology cadre
 - o Oversee all grant sponsored technology projects
 - o Supervise an instructional specialist for technology at PVHS
 - o Train additional personnel in testing and accountability

MARK KESSLER

Data Instructional Specialist

- ◆ Since the first week of school, the following list of activities has been performed as part of Mark's responsibilities for the NCSD Department for Student Achievement and RPDP. These activities include work in Nye, Esmeralda, Lincoln and Mineral counties.

NWEA Responsibilities

- ◆ During the first week of school, Mark exported the student and teacher schedules from PowerSchool to create a roster file for NWEA for assessments to be administered
- ◆ In NCSD, a total of 14,319 NWEA assessments have been administered in grades kindergarten through 10th grade in math, reading, language and science
- ◆ Regarding NWEA, Mark has been responsible for updating each school's server with the current student rosters, test files and agency data

Data Training

- ◆ 338 Teachers have been trained by Mark concerning the interpretation of NWEA, CRT and HSPE data to differentiate instruction and design remediation programs (including special education teachers)
- ◆ 77 Administrators have been trained regarding the use of NWEA, CRT and HSPE data to select school improvement goals and design remediation/intervention systems

BOARD REPORT**Department for Student Achievement**

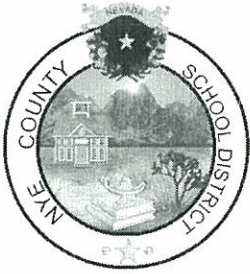
November 5, 2009

Page -5-

- ◆ 55 Other staff (LEP case managers, aides, etc.) have been trained on the use of NWEA data to facilitate their role in assisting teachers in providing remediation and support for at-risk students

School Improvement

- ◆ As part of the Department for Student Achievement team, Mark has participated in the school improvement (SIP) designs for each Nye County school (including presenting data in May and August in a format for selecting goals and action steps along with time for review and editing once submitted)
- ◆ As part of RPDP, Mark has participated in training and writing the SIPs for all of the Mineral County schools
- ◆ Data has been collected and charts/tables created for high schools in Nye and Mineral counties currently involved in the accreditation process
- ◆ As a member of the State Support Team for Rosemary Clarke, Mark has provided the team leader with longitudinal data for goals to be established as part of the restructuring process
- ◆ As a member of the State Support Team for Rosemary Clarke and the department's involvement with PVHS that is also in need of improvement, Mark is participating in the design of steps that are required by SB389 for both RCMS and PVHS to conduct an audit this year involving curriculum/instruction, assessment/accountability, and leadership practices



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

Dennis Keating, President
John "Doc" McNeely, Vice Pres.
Tracie Ward, Clerk
Mike Floyd
Edna Jean Forsgren
Kevin S. Pape
Harold Tokerud

Dr. William E. "Rob" Roberts
Superintendent

MEMORANDUM

DATE: September 23, 2009
TO: NCSD Board of Trustees
FROM: Mr. Raymond Ritchie, Chief Financial & Administrative Officer
SUBJECT: 1st Quarterly Report for 2009-2010

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Attached is the 1st Quarterly Report as filed with the Department of Taxation and Department of Education as required by Nevada School Law 387.320, Para 2.

RR/km

QUARTERLY REPORT

FOR

DATE October 23, 2009

PERIOD ENDED September 30, 2009

NYE COUNTY SCHOOL DISTRICT

FOR OFFICE _____

UNAUDITED

<u>GENERAL FUND</u>	ACCOUNT NUMBER	ORIGINAL ANNUAL AMOUNT	ADJUSTED ANNUAL BUDGET	ACTUAL TO DATE
SECTION A: SOURCES				
1. Opening Fund Balance		2,634,310		1,432,632
2. Revenues				
Local	1000	19,395,845		2,098,476
State	3000	32,747,551		5,316,482
Federal	4000	987,802		18
SUBTOTAL		55,765,508		8,847,590
3. Other Sources	5000	1,176,440		
4. TOTAL FUND RESOURCES		56,941,948		8,847,590
SECTION B: APPLICATIONS	PROGRAM OR FUNCTION NUMBER			
5. Appropriations				
Regular Programs	100	26,535,220		2,362,410
Vocational Programs	300	1,127,832		77,145
Other PK-12 Programs	400/900	729,878		73,926
Student Support	2100	417,998		40,636
Staff Support	2200	18,720		367
General Administration	2300	1,511,601		311,868
School Administration	2400	3,923,276		923,117
Business Support	2500	2,297,044		577,326
Oper & Mtce of Plant	2600	8,202,562		1,989,030
Student Transportation	2700	3,196,274		748,637
SUBTOTAL		47,960,405		7,104,462
6. Other Outlays				
Fund Transfers	5200	8,481,543		
Conversion Factor Reduction	5300			
7. Unappropriated Ending Fund Balance		500,000		1,743,127
TOTAL APPLICATIONS		56,941,948		8,847,590

QUARTERLY REPORT

DATE October 23, 2009

FOR

PERIOD ENDED September 30, 2009

NYE COUNTY SCHOOL DISTRICT

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

UNAUDITED

<u>BUILDINGS & SITES</u>		ORIGINAL ANNUAL AMOUNT	ADJUSTED ANNUAL BUDGET	ACTUAL TO DATE
Opening Balance				6,917
Revenues		20,000		9,803
Transfers In				
TOTAL RESOURCES		20,000		16,720
Expenditures		20,000		874
Transfers Out				
Ending Balance				15,846 ¹⁹
TOTAL APPLICATIONS		20,000		16,720

<u>CAPITAL PROJECTS FUNDS</u>		ORIGINAL ANNUAL AMOUNT	ADJUSTED ANNUAL BUDGET	ACTUAL TO DATE
Opening Balance		5,000,000		11,752,647
Revenues		1,063,052		67,125
Transfers In				
TOTAL RESOURCES		6,063,052		11,819,772
Expenditures		6,063,052		790,268
Transfers Out				
Ending Balance				11,029,505
TOTAL APPLICATIONS		6,063,052		11,819,772

<u>SCHOOL LUNCH PROGRAM</u>		ORIGINAL ANNUAL AMOUNT	ADJUSTED ANNUAL BUDGET	ACTUAL TO DATE
Opening Balance				(22,189)
Revenues		1,838,031		74,947
Transfers In				
TOTAL RESOURCES		1,838,031		52,758
Expenditures		1,838,031		197,787
Transfers Out				
Ending Balance				(145,029)
TOTAL APPLICATIONS		1,838,031		52,758

<u>STATE FUNDS</u>		ORIGINAL ANNUAL AMOUNT	ADJUSTED ANNUAL BUDGET	ACTUAL TO DATE
Opening Balance				107,121
Revenues		1,940,523		434,399
Transfers In		219,152		
TOTAL RESOURCES		2,159,675		541,520
Expenditures		2,159,675		192,149
Transfers Out				
Ending Balance				349,371
TOTAL APPLICATIONS		2,159,675		541,520

QUARTERLY REPORT

DATE October 23, 2009

FOR

PERIOD ENDED September 30, 2009

NYE COUNTY SCHOOL DISTRICT

FOR OFFICE _____

USE ONLY A

UNAUDITED

<u>SPECIAL FUNDS</u>		ORIGINAL ANNUAL AMOUNT	ADJUSTED ANNUAL BUDGET	ACTUAL TO DATE
Opening Balance		1,894,446		2,191,973
Revenues				2,667
Transfers In				
TOTAL RESOURCES		1,894,446		2,194,640
Expenditures		36,634		44,188
Transfers Out		1,176,440		20
Ending Balance		681,372		2,150,452
TOTAL APPLICATIONS		1,894,446		2,194,640

<u>STATE SPECIAL EDUCATION</u>		ORIGINAL ANNUAL AMOUNT	ADJUSTED ANNUAL BUDGET	ACTUAL TO DATE
Opening Balance				
Revenues				
Transfers In		8,262,391		
TOTAL RESOURCES		8,262,391		
Expenditures		8,262,391		741,411
Transfers Out				
Ending Balance				(741,411)
TOTAL APPLICATIONS		8,262,391		(741,411)

<u>SELF INS WORKERS COMP</u>		ORIGINAL ANNUAL AMOUNT	ADJUSTED ANNUAL BUDGET	ACTUAL TO DATE
Opening Balance				549,849
Revenues		336,762		26,174
Transfers In				
TOTAL RESOURCES		336,762		576,023
Expenditures		336,762		80,874
Transfers Out				
Ending Balance				495,149
TOTAL APPLICATIONS		336,762		576,023

<u>HEALTH INSURANCE</u>		ORIGINAL ANNUAL AMOUNT	ADJUSTED ANNUAL BUDGET	ACTUAL TO DATE
Opening Balance		1,000,000		1,172,777
Revenues		12,020,000		1,980,847
Transfers In				
TOTAL RESOURCES		13,020,000		3,153,624
Expenditures		12,020,000		2,382,476
Transfers Out				
Ending Balance		1,000,000		771,148
TOTAL APPLICATIONS		13,020,000		3,153,624

QUARTERLY REPORT

FOR

DATE October 23, 2009

PERIOD ENDED September 30, 2009

NYE COUNTY SCHOOL DISTRICT

FOR OFFICE _____

USE ONLY _____ A _____

UNAUDITED

<u>TEACHERAGES</u>		ORIGINAL ANNUAL AMOUNT	ADJUSTED ANNUAL BUDGET	ACTUAL TO DATE
Opening Balance				60,482
Revenues		9,000		5,576
Transfers In				
TOTAL RESOURCES		9,000		66,058
Expenditures		9,000		10,961
Transfers Out				
Ending Balance				55,097
TOTAL APPLICATIONS		9,000		66,058

<u>DEBT SERVICE FUND</u>		ORIGINAL ANNUAL AMOUNT	ADJUSTED ANNUAL BUDGET	ACTUAL TO DATE
Opening Balance		11,446,541		12,415,249
Revenues		8,716,548		3,037,369
Transfers In				
TOTAL RESOURCES		20,163,089		15,452,618
Expenditures		8,967,407		2,500
Transfers Out				
Ending Balance		11,195,682		15,450,118
TOTAL APPLICATIONS		20,163,089		15,452,618

FINANCIAL INFORMATION
NYE COUNTY SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING NOVEMBER 16, 2009
For FY2010

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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. Thank you.

NYE COUNTY SCHOOL DISTRICT
 GENERAL FUND - FY2010
 as of November 1, 2009

SUMMARY OF EXPENDITURES	BUDGETED	ACTUAL	%
100 - Regular	\$ 26,535,220	\$ 4,811,194	18.13%
300 - Vocational	1,127,832	154,238	13.68%
900 - Other	729,878	96,717	13.25%
TOTAL DISTRIBUTED EXPENDITURES	\$ 28,392,930	\$ 5,062,149	17.83%
000 - Undistributed			
2100 - Student Support	417,998	85,426	20.44%
2200 - Staff Support	18,720	1,061	5.67%
2300 - General Administration	1,511,601	392,100	25.94%
2400 - School Administration	3,923,276	1,252,366	31.92%
2500 - Business Support	2,297,044	723,387	31.49%
2600 - Plant Operation & Mtce.	8,202,562	2,568,655	31.32%
2700 - Student Transportation	3,196,274	973,412	30.45%
5200 - Transfer to Other Funds	8,481,543	0	0.00%
TOTAL UNDISTRIBUTED EXPENDITURES	\$ 28,049,018	\$ 5,996,408	21.38%
TOTAL EXPENDITURES	\$ 56,441,948	\$ 11,058,557	19.59%
Contingency			
Unappropriated Fund Balance	\$ 500,000		
TOTAL EXPENDITURES & FUND BALANCE	\$ 56,941,948		

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SUMMARY OF AVAILABLE FINANCING	BUDGETED	ACTUAL	%
Beginning Balance	\$ 2,634,310	0	0.00%
Ad Valorem	11,110,918	3,664,523	32.98%
Sales & Use Taxes	6,318,834	1,088,183	17.22%
General Govt. Services Tax	1,791,593	537,838	30.02%
Tuition - Out of State	7,500	0	0.00%
Earnings on Investments	107,000	1,588	1.48%
Bank of America Sweep Interest	5,000	71	1.42%
Miscellaneous	55,000	2,787	5.07%
State Distributive	32,697,551	10,519,494	32.17%
Special Appropriations (Counselors)	50,000	50,000	100.00%
Other Appropriations	0	0	0.00%
Other Federal Revenue	867,802	0	0.00%
In Lieu Fish & Wildlife	10,000	0	0.00%
National Forest Receipts	50,000	0	0.00%
Jr. R.O.T.C.	60,000	2,502	4.17%
Transfers from other Funds	1,176,440	0	0.00%
GRAND TOTAL REVENUES	\$ 56,941,948	\$ 15,866,987	27.87%

NYE COUNTY SCHOOL DISTRICT
 BOARD OF TRUSTEES BUDGET - FY 2010
 as of November 1, 2009

SUMMARY OF EXPENDITURES

	<u>BUDGETED</u>	<u>ACTUAL</u>	<u>ENCUMBERED</u>	<u>BALANCE</u>
Social Security	\$ 2,100	298	0	\$ 1,802
PERS	7,224	1,376	0	5,848
Workers Comp	810	297	0	513
Medicare	490	162	0	328
Day of Service	33,600	11,200	0	22,400
Professional Service	75,000	365	0	74,635
Travel	14,000	3,200	0	10,800
Supplies	4,000	124	3,097	780
Fuel	1,200	0	0	1,200
Dues and Fees	16,940	11,575	0	5,365
TOTAL EXPENDITURES	\$ 155,364	28,596	\$ 3,097	\$ 123,671

Character Trait of the Month: Citizenship

Why Is Teaching Children About Democratic Citizenship Important?

Democracies are built on the belief that people should be free, should have choices and opportunities, and should work together to make each other's lives better. If we want to maintain our democratic society, we must teach our children to be good citizens – which goes beyond teaching them to obey the laws of the land. We must also teach them about how their freedoms began and how they're maintained. We must teach them that they can make a difference and that if they don't become involved democratic citizens, they risk losing their free way of life.



What We Can Do To Help Our Children Learn

- *Listen to them and pay attention to their problems.*
- *Read with them.*
- *Tell family stories.*
- *Limit their television watching.*
- *Have books and other reading materials in the house.*
- *Look up words in the dictionary with them.*
- *Encourage them to use an encyclopedia.*
- *Share favorite poems and songs with them.*
- *Take them to the library--get them their own library cards.*
- *Take them to museums and historical sites, when possible.*
- *Discuss the daily news with them.*
- *Go exploring with them and learn about plants, animals, and local geography.*
- *Find a quiet place for them to study.*
- *Review their homework.*
- *Meet with their teachers.*

Do you have other ideas?



Oops!

Sometimes, as parents, we don't act the way we should in front of our children.

What to do:

1. Try to be honest with yourself and your child if you find that you've done something that sets a bad example. Sometimes we need to think a little bit about an event to realize that we've done something inappropriate.
2. If your child has observed your behavior, it's especially important that you be honest. A simple statement is appropriate in most cases; there is no need to turn your admission into a major event.
3. Follow up with an apology to anyone you have treated badly and, if possible, by making up for what you have done.

It's important that our children, especially older ones, see that we face up to our own mistakes.

Traits of good citizenship:

- Being a good neighbor by caring about others.
- Sharing your time and skills to the community to make it better, cleaner and safer.
- Conserving resources by practicing the three R's: Reduce. Re-use. Recycle.
- Staying informed on issues and voicing your opinions by voting.

You can be a positive role-model for citizenship by doing the following:

- Show concern for the success and safety of others.
- Use non-judgmental language that does not offend or demean.
- Do the right thing, especially when it is difficult.
- Do the right thing, even when no one is looking.
- Take responsibility for your actions.
- Reflect on how your actions affect the welfare of others.

Veteran's Day - November 11, 2009

Who is a Veteran?

Veterans are people who served in the military (U.S. Army, Navy, Marine Corps, Air Force, and Coast Guard) in times of war or peace.

Who do you know who is a veteran? Maybe it is your mother, father, sister, brother, aunt, uncle, grandfather, grandmother, cousin, neighbor, or teacher. You can be very proud of them. Many have given much to keep us safe and free.



2009 BOARD OF TRUSTEE COMMITTEE ASSIGNMENTS

NASB Director	Mr. Tokerud
Legislative Representative	Mr. Keating
Debt Management Commission Representative	Mrs. Ward
Parks & Recreation Representative	Mr. Pape
Policy Committee	Mr. Pape, Mr. Tokerud & Mrs. Ward
Insurance Committee	Mrs. Forsgren
United Way Board of Directors	Mr. Tokerud
Sick Leave Bank	Mr. Keating
Attendance Committee	Mrs. Ward
SB-289 Crisis Management Committee	Mr. Tokerud
Construction Committee	Mr. Floyd, Mr. McNeely & Mr. Tokerud
Career & Technical Skills Committee	Mr. Floyd
District Improvement Plan Committee	Mr. Pape
Liaison to Regional Planning Commission	Mrs. Ward
Capital Improvements Advisory Committee	Mr. Pape

Last updated 8-18-09

2009-10 NCSD BOARD MEETING CALENDAR			
DATE	TIME	LOCATION	AGENDA CLOSES AT NOON ON
Monday, July 27, 2009	6:30 p.m.	Videoconference	Thursday, July 16, 2009
Monday, Aug. 17, 2009	6:30 p.m.	Videoconference	Thursday, August 6, 2009
Monday, Sept. 14, 2009	5:30 p.m.	Duckwater	Thursday, Sept. 3, 2009
Monday, Oct. 5, 2009	6:30 p.m.	Videoconference	Thursday, Sept. 24, 2009
Monday, Oct. 26, 2009	5:30 p.m.	Gabbs	Thursday, Oct. 15, 2009
Monday, Nov. 16, 2009	6:30 p.m.	Videoconference	Thursday, Nov. 5, 2009
Monday, Dec. 14, 2009	6:00 p.m.	Beatty	Thursday, Dec. 3, 2009
Monday, Jan. 11, 2010	6:30 p.m.	Videoconference	Monday, Jan. 4, 2010
Monday, Feb. 1, 2010	6:00 p.m.	Amargosa	Thursday, Jan. 21, 2010
Monday, Feb. 22, 2010	6:30 p.m.	Videoconference	Thursday, Feb. 11, 2010
Monday, March 8, 2010	6:00 p.m.	Tonopah	Thursday, Feb. 25, 2010
Monday, March 29, 2010	6:30 p.m.	Videoconference	Thursday, March 18, 2010
Monday, April 19, 2010	6:00 p.m.	Round Mountain	Thursday, April 8, 2010
*Wednesday, May 19, 2010	6:30 p.m.	Videoconference	Tuesday, May 11, 2010
Monday, June 21, 2010	6:30 p.m.	Videoconference	Thursday, June 10, 2010

NOTE: Meetings are held by videoconference between the Pahrump and Tonopah District offices unless otherwise noted. Changes in time or location will be noted on the posted agenda. Agenda closing dates subject to change if necessary.

*NRS 354.596 requires the Public Budget Hearing be held the 3rd Wed. of May

Effective July 1, 2009



Executive Summary

- Scientific Learning Corporation was founded by scientists who successfully applied neuroscience principles to accelerate learning in students of various ages – from preschool to adults. Their work confirmed the concept of lifelong brain plasticity – that the brain can reinvent and reconfigure itself throughout life and not just during the formative years.
- Nearly 6,000 U.S. schools have implemented Scientific Learning’s Fast ForWord® family of software products, which applies “Brain Fitness” principles to the areas of language and reading. Using Fast ForWord, students from pre-K to post-secondary levels have realized achievement gains of one to two years in as little as 8-12 weeks and have maintained an accelerated rate of learning even after the program ended.
- Evidence of improved learning outcomes following the application of neuroscience theories may be found in the 200+ studies that have evaluated the effectiveness of Fast ForWord programs. Populations impacted include English language learners, struggling readers and special education students, as well as students performing at grade level and above.
- Education policy conversations have focused on quality teaching and research-based content, but have failed to recognize weaknesses in foundational learning skills such as attention, memory and processing rate. The scientific community has demonstrated that these cognitive challenges of varying severity in the brain of each learner can be overcome using highly scalable and replicable technology-based approaches.
- Given the promise of new advances in brain plasticity research and the emergence of cognitive skill development programs, it is imperative that legislators, education officials and community leaders understand, emphasize and support the application of neuroscience research aimed at improving student achievement and U.S. global competitiveness.
- Scientific Learning is prepared to help facilitate and inform such conversations and policies at the national, state and local levels in a variety of ways. Areas in which we can assist include providing neuroscience expertise for hearings and briefings before Congress as well as suggesting language for education legislation, standards or grants that can leverage or build upon these important scientific findings.



About Scientific Learning

Scientific Learning Corporation, a public company of approximately 200 employees headquartered in Oakland, California, applies more than 30 years of cognitive research and advances in neuroscience to accelerate learning in students of various ages – from preschool to adults. The company initially developed products for use by licensed specialists in private clinics where students with specific learning difficulties utilized Scientific Learning software as a component of intervention services.

In recent years, Scientific Learning expanded its product portfolio to strengthen brain processes and build literacy skills for all students in grades pre-K to post-secondary. Scientific Learning's Fast ForWord family of products has been implemented in nearly 6,000 elementary, middle and high schools across the United States and is widely recognized for its ability to help struggling students achieve a one to two year reading gain in as little time as 8 to 12 weeks.

The Fast ForWord programs trace their origins to the work of Scientific Learning's founding scientists, Drs. Michael Merzenich and William Jenkins (University of California, San Francisco), and Drs. Paula Tallal and Steven Miller (Rutgers University). Collectively, these four neuroscientists and cognitive researchers are responsible for the company's portfolio of 80+ patents in neuroscience and education.

How important is “Brain Fitness” to successful learning?

In our national effort to close the achievement gap in schools, conversations have focused primarily upon curriculum standards and strategies for individualizing instruction to give students optimal and repeated exposure to content they haven't mastered. While these objectives are critically important, they do not directly address the needs of students that have difficulty paying attention to instruction or remembering what they are taught. They also do not address a cognitive challenge faced by nearly every student from English language learners or struggling students to learners at grade level and above – the inability to process information in one or more subject areas as quickly as it is being presented. The loss of confidence that follows these difficulties can negatively impact student motivation and harm overall academic performance.

The latest neuroscience has shown that, unlike earlier claims that the brain is relatively fixed after early childhood, the brain is actually modified on a substantial scale, both physically and functionally, each time we learn a new skill or develop a new ability. This benefit of brain plasticity lasts throughout our lifetimes. Just as exercise of the body promotes physical fitness, so does proper exercise of the mind promote “Brain Fitness” in the areas of sequencing, processing rate, attention and recall. Such cognitive exercises enable learners to accelerate their acquisition of knowledge, to better utilize and organize information to which they have already been exposed, and to embark upon an improved trajectory of lifelong learning. Together, brain fitness activities and good instructional practices can create an optimal learning environment where every child, adolescent and adult can reach his or her full potential.

What evidence suggests a positive learning impact from combining “Brain Fitness” exercises with curriculum?

Two functional magnetic resonance imaging (fMRI) studies (one at Stanford and one at Harvard) showed the normalization of brain activity for dyslexic children in critical reading areas following the use of Fast ForWord Language. The studies showed that these physiological changes coincided with demonstrated improvements in reading and language skills. Another 200+ studies have been conducted on the efficacy of Fast ForWord programs, varying from small, school-based evaluations to independent studies that meet the highest standards of research as defined by the What Works Clearinghouse within the U.S. Department of Education. Overall, these various evaluations have clearly indicated that combining brain fitness exercises with a strong, standards-based curriculum can yield dramatic and enduring improvements in academic achievement. Full research reports may be found on the Scientific Learning public website (<http://www.scilearn.com/results>). Recent and notable field studies include:

- A four-year longitudinal study in Dallas ISD, where struggling students used the Fast ForWord family of products. Students who used the products made significant improvements on their Texas Assessment of Knowledge and Skills (TAKS) scores and narrowed the achievement gap by more than 25%. The improved learning trajectory of these students continued during the two years following Fast ForWord participation.
- Strong gains on the Louisiana Educational Assessment Program (LEAP) and the Integrated Louisiana Educational Assessment Program (iLEAP) for Fast ForWord student users in the St. Mary Parish School District. At one school, within two years of starting to use the Fast ForWord products, the number of 4th graders scoring Basic or above in Reading increased from 19% to 81%, and the number scoring Basic or above in math increased from 9% to 71%.
- A Davenport, Iowa randomized comparison trial where 3 to 5 year-old children using Fast ForWord products showed greater gains (with statistical significance) than the control group. The group that used the products improved from the 36th percentile to the 59th percentile on the Pre-school Language Scales test (PLS-4) in six months.
- Scalable success in Duval County, Florida, where the impact of Fast ForWord software on more than 23,000 students demonstrated that combining proven neuroscience principles with highly replicable technology can positively impact the reading skills of large populations of students in a short period of time.

The importance of brain research and brain fitness in education is also at the forefront of today’s science and technology discussions in the media. Public television stations across the country are currently airing a documentary entitled *The New Science of Learning: Brain Fitness for Kids*, which explores brain plasticity and how it can be applied to boost learners of all ability levels. Recently, *US News & World Report* (May 2009) published a special issue focusing on the mysteries of science, including brain research and new breakthroughs in education programs that build brain fitness.



What can education leaders and policymakers in the United States do to better leverage neuroscience and cognitive research and improve learning outcomes?

All of us agree that the future of our country depends upon our ability to successfully educate our children and young adults so that they can compete globally. Research has shown that brain fitness along with good teaching and content can close the achievement gap. Bringing educators, scientists, and education policymakers together to discuss brain fitness and its impact on learning and its connection to K-12 curriculum standards is a possible first step in helping struggling learners and elevating student achievement nationwide. Our neuroscientists are prepared to share this evidence and expertise in hearings and briefings before Congress.

But the need for improved learning does not end in the 12th grade. We have applied the principles of neuroscience to enable students to be more successful in post-secondary education, which can result in a more productive adult community. As demonstrated in Scientific Learning's early results from English learning centers around the world, brain fitness exercises can also improve the speed and efficiency of language training. An investment in brain fitness programs for the men and women of our armed forces may enhance their efforts in the service while helping them succeed in concurrent education programs or prepare for future civilian careers.

Legislators, education officials and community leaders hold the keys to bringing these dramatic, positive changes to learning. They can emphasize the impact of combining cognitive skill development with content area mastery in legislation, policy and national standards of learning, they can provide funding for grants that connect the power of these two disciplines, and they can recognize that the "Race to the Top" can be best achieved in districts that include a proven brain fitness component within their proposals.

Now is our great moment of responsibility to understand and emphasize these proven and innovative approaches, which hold the promise of establishing the pre-eminence of U.S. education in the world and enhancing future prospects for many generations of Americans.

Preschoolers in Davenport, IA, improve language skills from 36th to 59th percentile

Implementation Objectives

The Davenport Community Schools in Davenport, IA, were interested in evaluating the impact of the Fast ForWord products on the early reading skills of their preschool students. The study design was a randomized comparison trial. The developmental skills of the students, age 3 to 5 years old, ranged from delayed to accelerated, with the skills of most students in the average to slightly below average range. Students were randomly divided into a comparison group and a Fast ForWord group. The students' language skills were evaluated before and after participation on the Fast ForWord products.

Methodology

School personnel tested the students' early reading skills before and after Fast ForWord participation using the Preschool Language Scales – 4th edition (PLS-4).

Educators were trained in:

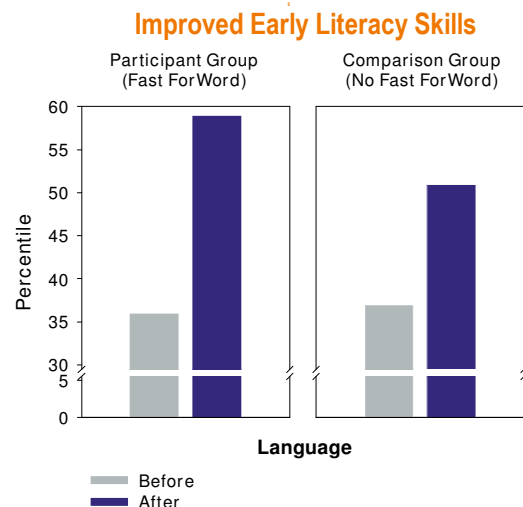
- Current findings on the neuroscience of how phonemic awareness and the acoustic properties of speech impact rapid development of language and reading skills
- Methods for selecting appropriate candidates for the Fast ForWord products
- Appropriate measures for testing and evaluation
- Effective implementation techniques
- Use of Progress Tracker reports to monitor student performance
- Techniques for measuring gains students achieve after using the products

Schedule of Use

Students in the experimental group used the 30-Minute protocols which call for students to use the products 30-minutes per day, five days per week. The students started in February on the Fast ForWord Language Basics product and, time permitting, progressed to the Fast ForWord Reading Prep and then the Fast ForWord Language products. Students in both the experimental and the comparison group were pre-tested in November and post-tested in May.

Assessment Results

The Preschool Language Scales – 4th edition (PLS-4) is an age-corrected norm-referenced test designed to evaluate the language skills of children from birth up through age 6. The items, which focus on receptive and expressive language, evaluate a range of language skills ranging from gestural and vocal behaviors up through early literacy and phonological awareness.



The Davenport Community Schools have a very strong preschool program. Based on the students' PLS-4 scores, the language skills of both groups of students improved relative to those of their peers nationwide. The improvement of the skills of the Fast ForWord participants was greater than that of the comparison group by a statistically significant amount ($p < 0.05$). After using the Fast ForWord products from early February through the post-test, the experimental group made a statistically significant improvement with scores increasing an average of 23 percentage points, moving from the 36th percentile in November up to the 59th percentile in May (see graph).

Educational Gains

The results found in this study support other studies demonstrating that using the Fast ForWord products results in the strengthening of foundational language skills, better positioning students to partake in the classroom curriculum.

Students who used Fast ForWord products achieved statistically significant gains in early literacy skills.



Program Study Statistics

School year:
2007 – 2008

Number of Students:
244 students

Grade Level:
Preschool Students (age: 3 – 5 years old)

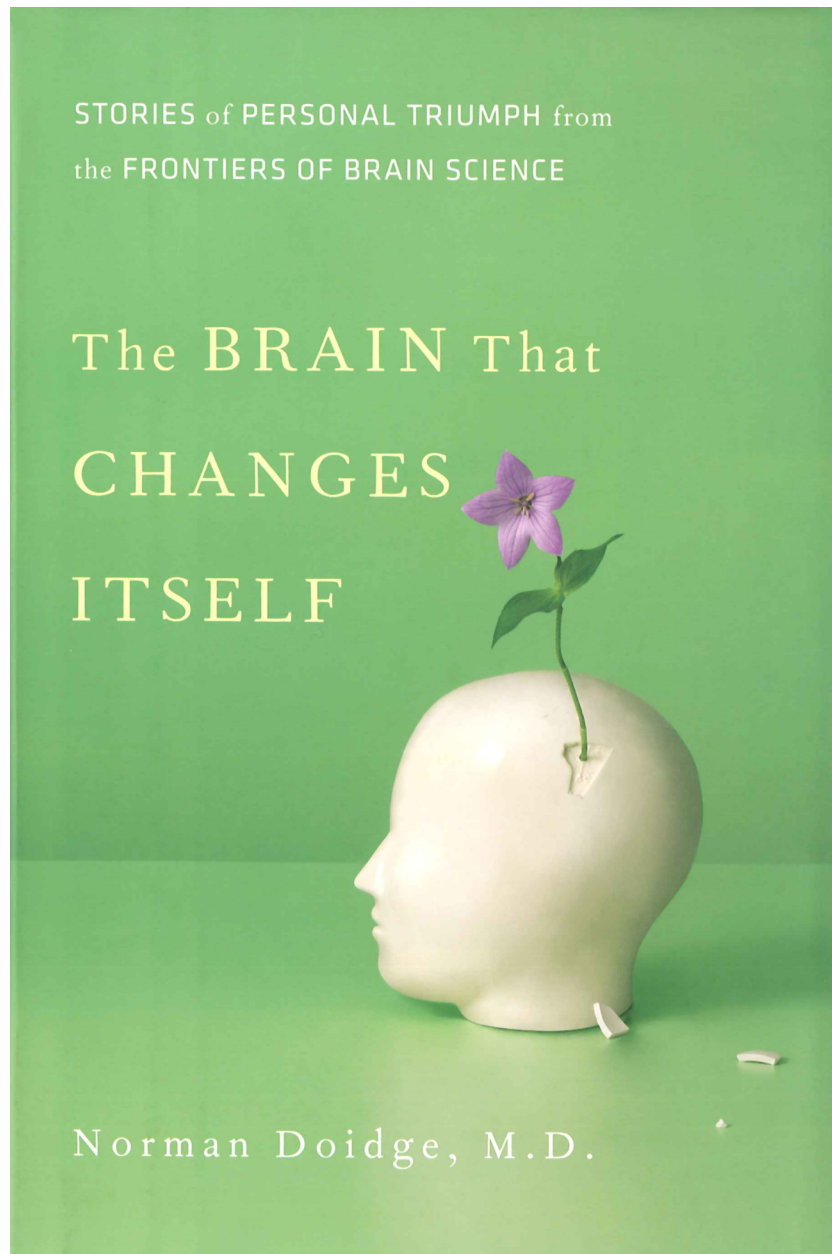
Products Used:
Fast ForWord Language Basics
Fast ForWord Reading Prep
Fast ForWord Language

Assessment tool used:
Preschool Language Scales – 4th edition (PLS-4)

School Structure:
Urban

For detailed analysis of this data or to request other reports showing significant academic gains following use of the Fast ForWord family of products go to: www.scilearn.com/resultsreports

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Chapter 3

Redesigning the Brain

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Redesigning the Brain

A Scientist Changes Brains to Sharpen Perception and Memory,
Increase Speed of Thought, and Heal Learning Problems

Michael Merzenich is a driving force behind scores of neuroplastic innovations and practical inventions, and I am on the road to Santa Rosa, California, to find him. His is the name most frequently praised by other neuroplasticians, and he's by far the hardest to track down. Only when I found out that he would be at a conference in Texas, went there, and sat myself down beside him, was I finally able to set up a meeting in San Francisco.

"Use *this* e-mail address," he says.

"And if you don't respond again?"

"Be persistent."

At the last minute, he switches our meeting to his villa in Santa Rosa.

Merzenich is worth the search.

The Irish neuroscientist Ian Robertson has described him as "the world's leading researcher on brain plasticity." Merzenich's specialty is improving people's ability to think and perceive by redesigning the brain by training specific processing areas, called brain maps, so that they do more mental work. He has also, perhaps more than any other scientist, shown in rich scientific detail *how* our brain-processing areas change.

This villa in the Santa Rosa hills is where Merzenich slows down and regenerates himself. This air, these trees, these vineyards, seem like a piece of Tuscany transplanted into North America. I spend the night here with him and his family, and then in the morning we are off to his lab in San Francisco.

Those who work with him call him "Merz," to rhyme with "whirs" and "stirs." As he drives his small convertible to meetings—he's been double-booked much of the afternoon—his gray hair flies in the wind, and he tells me that many of his most vivid memories, in this, the second half of his life—he's sixty-one—are of conversations about scientific ideas. I hear him pour them into his cell phone, in his crackling voice. As we pass over one of San Francisco's glorious bridges, he pays a toll he doesn't have to because he's so involved with the concepts we are discussing. He has dozens of collaborations and experiments all going on at once and has started several companies. He describes himself as "just this side of crazy." He is not, but he is an interesting mix of intensity and informality. He was born in Lebanon, Oregon, of German stock, and though his name is Teutonic and his work ethic unrelenting, his speech is West Coast, easygoing, down-to-earth.

Of neuroplasticians with solid hard-science credentials, it is Merzenich who has made the most ambitious claims for the field: that brain exercises may be as useful as drugs to treat diseases as severe as schizophrenia; that plasticity exists from the cradle to the grave; and that radical improvements in cognitive functioning—how we learn, think, perceive, and remember—are possible even in the elderly. His latest patents are for techniques that show promise in allowing adults to learn language skills, without effortful memorization. Merzenich argues that practicing a new skill, under the right conditions, can change hundreds of millions and possibly billions of the connections between the nerve cells in our brain maps.

If you are skeptical of such spectacular claims, keep in mind that they come from a man who has already helped cure some disorders that were once thought intractable. Early in his career Merzenich developed, along with his group, the most commonly used design for the cochlear implant, which allows congenitally deaf children

to hear. His current plasticity work helps learning-disabled students improve their cognition and perception. These techniques—his series of plasticity-based computer programs, *Fast ForWord*—have already helped hundreds of thousands. *Fast ForWord* is disguised as a children’s game. What is amazing about it is how quickly the change occurs. In some cases people who have had a lifetime of cognitive difficulties get better after only thirty to sixty hours of treatment. Unexpectedly, the program has also helped a number of autistic children.

Merzenich claims that when learning occurs in a way consistent with the laws that govern brain plasticity, the mental “machinery” of the brain can be improved so that we learn and perceive with greater precision, speed, and retention.

Clearly when we learn, we increase what we know. But Merzenich’s claim is that we can also change the very structure of the brain itself and increase its capacity to learn. Unlike a computer, the brain is constantly adapting itself.

“The cerebral cortex,” he says of the thin outer layer of the brain, “is actually selectively refining its processing capacities to fit each task at hand.” It doesn’t simply learn; it is always “learning how to learn.” The brain Merzenich describes is not an inanimate vessel that we fill; rather it is more like a living creature with an appetite, one that can grow and change itself with proper nourishment and exercise. Before Merzenich’s work, the brain was seen as a complex machine, having unalterable limits on memory, processing speed, and intelligence. Merzenich has shown that each of these assumptions is wrong.

Merzenich did not set out to understand how the brain changes. He only stumbled on the realization that the brain could reorganize its maps. And though he was not the first scientist to demonstrate neuroplasticity, it was through experiments he conducted early in his career that mainstream neuroscientists came to accept the plasticity of the brain.

To understand how brain maps can be changed, we need first to have a picture of them. They were first made vivid in human beings by the neurosurgeon Dr. Wilder Penfield at the Montreal Neurological Institute in the 1930s. For Penfield, “mapping” a patient’s brain meant finding where in the brain different parts of the body were represented and their activities processed—a solid localizationist project. Localizationists had discovered that the frontal lobes were the seat of the brain’s *motor* system, which initiates and coordinates the movement of our muscles. The three lobes behind the frontal lobe, the temporal, parietal, and occipital lobes, comprise the brain’s *sensory* system, processing the signals sent to the brain from our sense receptors—eyes, ears, touch receptors, and so on.

Penfield spent years mapping the sensory and motor parts of the brain, while performing brain surgery on cancer and epilepsy patients who could be conscious during the operation, because there are no pain receptors in the brain. Both the sensory and motor maps are part of the cerebral cortex, which lies on the brain’s surface and so is easily accessible with a probe. Penfield discovered that when he touched a patient’s sensory brain map with an electric probe, it triggered sensations that the patient felt in his body. He used the electric probe to help him distinguish the healthy tissue he wanted to preserve from the unhealthy tumors or pathological tissue he needed to remove.

Normally, when one’s hand is touched, an electrical signal passes to the spinal cord and up to the brain, where it turns on cells in the map that make the hand feel touched. Penfield found he could also make the patient feel his hand was touched by turning on the hand area of the brain map electrically. When he stimulated another part of the map, the patient might feel his arm being touched; another part, his face. Each time he stimulated an area, he asked his patients what they’d felt, to make sure he didn’t cut away healthy tissue. After many such operations he was able to show where on the brain’s sensory map all parts of the body’s surface were represented.

He did the same for the motor map, the part of the brain that controls movement. By touching different parts of this map, he could trigger movements in a patient’s leg, arm, face, and other muscles.

One of the great discoveries Penfield made was that sensory and motor brain maps, like geographical maps, are topographical, meaning that areas adjacent to each other on the body’s surface are generally adjacent to each other on the brain maps. He also discovered that when he touched certain parts of the brain, he triggered long-lost childhood memories or dreamlike scenes—which implied that higher mental activities were also mapped in the brain.

The Penfield maps shaped several generations' view of the brain. But because scientists believed that the brain couldn't change, they assumed, and taught, that the maps were fixed, immutable, and universal—the same in each of us—though Penfield himself never made either claim.

Merzenich discovered that these maps are neither immutable within a single brain nor universal but vary in their borders and size from person to person. In a series of brilliant experiments he showed that the shape of our brain maps changes depending upon what we do over the course of our lives. But in order to prove this point he needed a tool far finer than Penfield's electrodes, one that would be able to detect changes in just a few neurons at a time.

While an undergraduate at the University of Portland, Merzenich and a friend used electronic lab equipment to demonstrate the storm of electrical activity in insects' neurons. These experiments came to the attention of a professor who admired Merzenich's talent and curiosity and recommended him for graduate school at both Harvard and Johns Hopkins. Both accepted him. Merzenich opted for Hopkins to do his Ph.D. in physiology under one of the great neuroscientists of the time, Vernon Mountcastle, who in the 1950s was demonstrating that the subtleties of brain architecture could be discovered by studying the electrical activity of neurons using a new technique: micromapping with pin-shaped microelectrodes.

Microelectrodes are so small and sensitive that they can be inserted inside or beside a single neuron and can detect when an *individual* neuron fires off its electrical signal to other neurons. The neuron's signal passes from the microelectrode to an amplifier and then to an oscilloscope screen, where it appears as a sharp spike. Merzenich would make most of his major discoveries with microelectrodes.

This momentous invention allowed neuroscientists to decode the communication of neurons, of which the adult human brain has approximately 100 billion. Using large electrodes as Penfield did, scientists could observe thousands of neurons firing at once. With microelectrodes, scientists could "listen in on" one or several neurons at a time as they communicated with one another. Micromapping is still about a thousand times more precise than the current generation of brain scans, which detect bursts of activity that last one second in thousands of neurons. But a neuron's electrical signal often lasts a thousandth of a second, so brain scans miss an extraordinary amount of information. Yet micromapping hasn't replaced brain scans because it requires an extremely tedious kind of surgery, conducted under a microscope with microsurgical instruments.

Merzenich took to this technology right away. To map the area of the brain that processes feeling from the hand, Merzenich would cut away a piece of a monkey's skull over the sensory cortex, exposing a 1- to 2-millimeter strip of brain, then insert a microelectrode beside a sensory neuron. Next, he would tap the monkey's hand until he touched a part—say, the tip of a finger—that caused that neuron to fire an electrical signal into the microelectrode. He would record the location of the neuron that represented the fingertip, establishing the first point on the map. Then he would remove the microelectrode, reinsert it near another neuron, and tap different parts of the hand, until he located the part that turned on that neuron. He did this until he'd mapped the entire hand. A single mapping might require five hundred insertions and take several days, and Merzenich and his colleagues did thousands of these laborious surgeries to make their discoveries.

At about this time, a crucial discovery was made that would forever affect Merzenich's work. In the 1960s, just as Merzenich was beginning to use microelectrodes on the brain, two other scientists, who had also worked at Johns Hopkins with Mountcastle, discovered that the brain in very young animals is plastic. David Hubel and Torsten Wiesel were micromapping the visual cortex to learn how vision is processed. They'd inserted microelectrodes into the visual cortex of kittens and discovered that different parts of the cortex processed the lines, orientations, and movements of visually perceived objects. They also discovered that there was a "critical period," from the third to the eighth week of life, when the newborn kitten's brain *had to* receive visual stimulation in order to develop normally. In the crucial experiment Hubel and Wiesel sewed shut one eyelid of a kitten during its critical period, so the eye got no visual stimulation. When they opened this shut eye, they found that the visual areas in the brain map that normally processed input from the shut eye had failed to develop, leaving the kitten blind in that eye for life. Clearly the brains of kittens during the critical period were plastic, their structure literally shaped by experience.

When Hubel and Wiesel examined the brain map for that blind eye, they made one more unexpected discovery about plasticity. The part of the kitten's brain that had been deprived of input from the shut eye did not remain idle. It had begun to process visual input from the open eye, as though the brain didn't want to waste any "cortical real estate" and had found a way to rewire itself—another indication that the brain is plastic in the critical period. For this work Hubel and Wiesel received the Nobel Prize. Yet even though they had discovered plasticity in infancy, they remained localizationists, defending the idea that the adult brain is hardwired by the end of infancy to perform functions in fixed locations.

The discovery of the critical period became one of the most famous in biology in the second half of the twentieth century. Scientists soon showed that other brain systems required environmental stimuli to develop. It also seemed that each neural system had a different critical period, or window of time, during which it was especially plastic and sensitive to the environment, and during which it had rapid, formative growth. Language development, for instance, has a critical period that begins in infancy and ends between eight years and puberty. After this critical period closes, a person's ability to learn a second language without an accent is limited. In fact, second languages learned after the critical period are not processed in the same part of the brain as is the native tongue.

The notion of critical periods also lent support to ethologist Konrad Lorenz's observation that goslings, if exposed to a human being for a brief period of time, between fifteen hours and three days after birth, bonded with that person, instead of with their mother, for life. To prove it, he got goslings to bond to him and follow him around. He called this process "imprinting." In fact, the psychological version of the critical period went back to Freud, who argued that we go through developmental stages that are brief windows of time, during which we must have certain experiences to be healthy; these periods are formative, he said, and shape us for the rest of our lives.

Critical-period plasticity changed medical practice. Because of Hubel and Wiesel's discovery, children born with cataracts no longer faced blindness. They were now sent for corrective surgery as infants, during their critical period, so their brains could get the light required to form crucial connections. Microelectrodes had shown that plasticity is an indisputable fact of childhood. And they also seemed to show that, like childhood, this period of cerebral suppleness is short-lived.

Merzenich's first glimpse of adult plasticity was accidental. In 1968, after completing his doctorate, he went to do a postdoc with Clinton Woolsey, a researcher in Madison, Wisconsin, and peer of Penfield's. Woolsey asked Merzenich to supervise two neurosurgeons, Drs. Ron Paul and Herbert Goodman. The three decided to observe what happens in the brain when one of the peripheral nerves in the hand is cut and then starts to regenerate.

It is important to understand that the nervous system is divided into two parts. The first part is the central nervous system (the brain and spinal cord), which is the command-and-control center of the system; it was thought to lack plasticity. The second part is the peripheral nervous system, which brings messages from the sense receptors to the spinal cord and brain and carries messages from the brain and spinal cord to the muscles and glands. The peripheral nervous system was long known to be plastic; if you cut a nerve in your hand, it can "regenerate" or heal itself.

Each neuron has three parts. The *dendrites* are treelike branches that receive input from other neurons. These dendrites lead into the *cell body*, which sustains the life of the cell and contains its DNA. Finally the *axon* is a living cable of varying lengths (from microscopic lengths in the brain, to some that can run down to the legs and reach up to six feet long). Axons are often compared to wires because they carry electrical impulses at very high speeds (from 2 to 200 miles per hour) toward the dendrites of neighboring neurons.

A neuron can receive two kinds of signals: those that excite it and those that inhibit it. If a neuron receives enough *excitatory* signals from other neurons, it will fire off its own signal. When it receives enough *inhibitory* signals, it becomes less likely to fire. Axons don't quite touch the neighboring dendrites. They are separated by a microscopic space called a *synapse*. Once an electrical signal gets to the end of the axon, it triggers the release of

a chemical messenger, called a neurotransmitter, into the synapse. The chemical messenger floats over to the dendrite of the adjacent neuron, exciting or inhibiting it. When we say that neurons “rewire” themselves, we mean that alterations occur at the synapse, strengthening and increasing, or weakening and decreasing, the number of connections between the neurons.

Merzenich, Paul, and Goodman wanted to investigate a well-known but mysterious interaction between the peripheral and central nervous systems. When a *large* peripheral nerve (which consists of many axons) is cut, sometimes in the process of regeneration the “wires get crossed.” When axons reattach to the axons of the wrong nerve, the person may experience “false localization,” so that a touch on the index finger is felt in the thumb. Scientists assumed that this false localization occurred because the regeneration process “shuffled” the nerves, sending the signal from the index finger to the brain map for the thumb.

The model scientists had of the brain and the nervous system was that each point on the body surface had a nerve that passed signals directly to a specific point on the brain map, anatomically hardwired at birth. Thus a nerve branch for the thumb always passed its signals directly to the spot on the sensory brain map for the thumb. Merzenich and the group accepted this “point-to-point” model of the brain map and innocently set out to document what was happening *in the brain* during this shuffling of nerves.

They micromapped the hand maps in the brains of several adolescent monkeys, cut a peripheral nerve to the hand, and immediately sewed the two severed ends close together but not quite touching, hoping the many axonal wires in the nerve would get crossed as the nerve regenerated itself. After seven months they remapped the brain. Merzenich assumed they would see a very disturbed, chaotic brain map. Thus, if the nerves for the thumb and the index finger had been crossed, he expected that touching the index finger would generate activity in the map area for the thumb. But he saw nothing of the kind. The map was almost normal.

“What we saw,” says Merzenich, “was absolutely astounding. I couldn’t understand it.” It was *topographically* arranged as though the brain had unshuffled the signals from the crossed nerves.

This breakthrough week changed Merzenich’s life. He realized that he, and mainstream neuroscience, had fundamentally misinterpreted how the human brain forms maps to represent the body and the world. If the brain map could normalize its structure in response to abnormal input, the prevailing view that we are born with a *hardwired* system had to be wrong. The brain had to be plastic.

How could the brain do it? Moreover, Merzenich also observed that the new topographical maps were forming in slightly different places than before. The localizationist view, that each mental function was always processed in the same location in the brain, had to be either wrong or radically incomplete. What was Merzenich to make of it?

He went back to the library to look for evidence that contradicted localizationism. He found that in 1912 Graham Brown and Charles Sherrington had shown that stimulating *one point* in the motor cortex might cause an animal to bend its leg at one time and straighten it at another. This experiment, lost in the scientific literature, implied that there was no point-to-point relationship between the brain’s motor map and a given movement. In 1923 Karl Lashley, using equipment far cruder than microelectrodes, exposed a monkey’s motor cortex, stimulated it in a particular place, and observed the resulting movement. He then sewed the monkey back up. After some time he repeated the experiment, stimulating the monkey in that same spot, only to find that the movement produced often changed. As Harvard’s great historian of psychology of the time, Edwin G. Boring, put it, “One day’s mapping would no longer be valid on the morrow.”

Maps were dynamic.

Merzenich immediately saw the revolutionary implications of these experiments. He discussed the Lashley experiment with Vernon Mountcastle, a localizationist, who, Merzenich told me, “had actually been bothered by the Lashley experiment. Mountcastle did not instinctively want to believe in plasticity. He wanted things to be in their place, forever. And Mountcastle knew that this experiment represented an important challenge to how you think about the brain. Mountcastle thought that Lashley was an extravagant exaggerator.”

Neuroscientists were willing to accept Hubel and Wiesel’s discovery that plasticity exists in infancy, because they accepted that the infant brain was in the midst of development. But they rejected Merzenich’s discovery that plasticity continues into adulthood.

Merzenich leans back with an almost mournful expression and remembers, “I had all of these reasons why I wanted to believe that the brain wasn’t plastic in this way, and they were thrown over in a week.”

Merzenich now had to find his mentors among the ghosts of dead scientists, like Sherrington and Lashley. He wrote a paper on the shuffled nerve experiment, and in the discussion section he argued for several pages that the adult brain is plastic—though he didn’t use the word.

But the discussion was never published. Clinton Woolsey, his supervisor, wrote a big X across it, saying that it was too conjectural and that Merzenich was going way beyond the data. When the paper was published, no mention was made of plasticity, and only minimal emphasis was given to explaining the new topographic organization. Merzenich backed down from the opposition, at least in print. He was still, after all, a postdoc working in another man’s lab.

But he was angry, and his mind was churning. He was beginning to think that plasticity might be a basic property of the brain that had evolved to give humans a competitive edge and that it might be “a fabulous thing.”

In 1971 Merzenich became a professor at the University of California at San Francisco, in the department of otolaryngology and physiology, which did research on diseases of the ear. Now his own boss, he began the series of experiments that would prove the existence of plasticity beyond a doubt. Because the area was still so controversial, he did his plasticity experiments in the guise of more acceptable research. Thus he spent much of the early 1970s mapping the auditory cortex of different species of animals, and he helped others invent and perfect the cochlear implant.

The cochlea is the microphone inside our ears. It sits beside the vestibular apparatus that deals with position sense and that was damaged in Cheryl, Bach-y-Rita’s patient. When the external world produces sound, different frequencies vibrate different little hair cells within the cochlea. There are three thousand such hair cells, which convert the sound into patterns of electrical signals that travel down the auditory nerve into the auditory cortex. The micromappers discovered that in the auditory cortex, sound frequencies are mapped “tonotopically.” That is, they are organized like a piano: the lower sound frequencies are at one end, the higher ones at the other.

A cochlear implant is not a hearing aid. A hearing aid amplifies sound for those who have partial hearing loss due to a partially functioning cochlea that works well enough to detect some sound. Cochlear implants are for those who are deaf because of a profoundly damaged cochlea. The implant replaces the cochlea, transforming speech sounds into bursts of electrical impulses, which it sends to the brain. Because Merzenich and his colleagues could not hope to match the complexity of a natural organ with three thousand hair cells, the question was, could the brain, which had evolved to decode complex signals coming from so many hair cells, decode impulses from a far simpler device? If it could, it would mean that the auditory cortex was plastic, capable of modifying itself and responding to artificial inputs. The implant consists of a sound receiver, a converter that translates sound into electrical impulses, and an electrode inserted by surgeons into the nerves that run from the ear to the brain.

In the mid-1960s some scientists were hostile to the very idea of cochlear implants. Some said the project was impossible. Others argued that they would put deaf patients at risk of further damage. Despite the risks, patients volunteered for implants. At first some heard only noise; others heard just a few tones, hisses, and sounds starting and stopping.

Merzenich’s contribution was to use what he had learned from mapping the auditory cortex to determine the kind of input patients needed from the implant to be able to decode speech, and where to implant the electrode. He worked with communication engineers to design a device that could transmit complex speech on a small number of bandwidth channels and still be intelligible. They developed a highly accurate, multichannel implant that allowed deaf people to hear, and the design became the basis for one of the two primary cochlear implant devices available today.

What Merzenich most wanted, of course, was to investigate plasticity directly. Finally, he decided to do a simple, radical experiment in which he would cut off all sensory input to a brain map and see how it responded. He went to his friend and fellow neuroscientist Jon Kaas, of Vanderbilt University in Nashville, who worked with

adult monkeys. A monkey's hand, like a human's, has three main nerves: the radial, the median, and the ulnar. The *median* nerve conveys sensation mostly from the *middle* of the hand, the other two from either side of the hand. Merzenich cut the median nerve in one of the monkeys to see how the median nerve brain map would respond when *all* input was cut off. He went back to San Francisco and waited.

Two months later he returned to Nashville. When he mapped the monkey, he saw, as he expected, that the portion of the brain map that serves the median nerve showed no activity when he touched the middle part of the hand. But he was shocked by something else.

When he stroked the *outsides* of the monkey's hand—the areas that send their signals through the radial and ulnar nerves—the median nerve map lit up! The brain maps for the radial and ulnar nerves had almost doubled in size and *invaded* what used to be the median nerve map. And these new maps were topographical. This time he and Kaas, writing up the findings, called the changes “spectacular” and used the word “plasticity” to explain the change, though they put it in quotes.

The experiment demonstrated that if the median nerve was cut, other nerves, still brimming with electrical input, would take over the unused map space to process their input. When it came to allocating brain-processing power, brain maps were governed by competition for precious resources and the principle of *use it or lose it*.

The competitive nature of plasticity affects us all. There is an endless war of nerves going on inside each of our brains. If we stop exercising our mental skills, we do not just forget them: the brain map space for those skills is turned over to the skills we practice instead. If you ever ask yourself, “How often must I practice French, or guitar, or math to keep on top of it?” you are asking a question about competitive plasticity. You are asking how frequently you must practice one activity to make sure its brain map space is not lost to another.

Competitive plasticity in adults even explains some of our limitations. Think of the difficulty most adults have in learning a second language. The conventional view now is that the difficulty arises because the critical period for language learning has ended, leaving us with a brain too *rigid* to change its structure on a large scale. But the discovery of competitive plasticity suggests there is more to it. As we age, the more we use our native language, the more it comes to dominate our linguistic map space. Thus it is also because our brain is *plastic*—and because plasticity is competitive—that it is so hard to learn a new language and end the tyranny of the mother tongue.

But why, if this is true, is it easier to learn a second language when we are young? Is there not competition then too? Not really. If two languages are learned at the same time, during the critical period, both get a foothold. Brain scans, says Merzenich, show that in a bilingual child all the sounds of its two languages share a single large map, a library of sounds from both languages.

Competitive plasticity also explains why our bad habits are so difficult to break or “unlearn.” Most of us think of the brain as a container and learning as putting something in it. When we try to break a bad habit, we think the solution is to put something new into the container. But when we learn a bad habit, it takes over a brain map, and each time we repeat it, it claims more control of that map and prevents the use of that space for “good” habits. That is why “unlearning” is often a lot harder than learning, and why early childhood education is so important—it's best to get it right early, before the “bad habit” gets a competitive advantage.

Merzenich's next experiment, ingeniously simple, made plasticity famous among neuroscientists and eventually did more to win over skeptics than any plasticity experiment before or since.

He mapped a monkey's hand map in the brain. Then he amputated the monkey's middle finger. After a number of months he remapped the monkey and found that the brain map for the amputated finger had disappeared and that the maps for the adjacent fingers had grown into the space that had originally mapped for the middle finger. Here was the clearest possible demonstration that brain maps are dynamic, that there is a competition for cortical real estate, and that brain resources are allocated according to the principle of *use it or lose it*.

Merzenich also noticed that animals of a particular species may have similar maps, but they are *never* identical. Micromapping allowed him to see differences that Penfield, with larger electrodes, could not. He also found that the maps of normal body parts change every few weeks. Every time he mapped a normal monkey's

face, it was unequivocally different. Plasticity doesn't require the provocation of cut nerves or amputations. Plasticity is a normal phenomenon, and brain maps are constantly changing. When he wrote up this new experiment, Merzenich finally took the word "plasticity" out of quotes. Yet despite the elegance of his experiment, opposition to Merzenich's ideas did not melt away overnight.

He laughs when he says it. "Let me tell you what happened when I began to declare that the brain was plastic. I received hostile treatment. I don't know how else to put it. I got people saying things in reviews such as, 'This would be really interesting if it could possibly be true, but it could not be.' It was as if I just made it up."

Because Merzenich was arguing that brain maps could alter their borders and location and change their functions well into adulthood, localizationists opposed him. "Almost everybody I knew in the mainstream of neuroscience," he says, "thought that this was sort of *semi-serious* stuff—that the experiments were sloppy, that the effects described were uncertain. But actually the experiment had been done enough times that I realized that the position of the majority was arrogant and indefensible."

One of the major figures who voiced doubts was Torsten Wiesel. Despite the fact that Wiesel had shown that plasticity exists in the critical period, he still opposed the idea that it existed in adults, and wrote that he and Hubel "firmly believed that once cortical connections were established in their mature form, they stayed in place permanently." He had indeed won the Nobel Prize for establishing where visual processing occurs, a finding considered one of localizationism's greatest triumphs. Wiesel now accepts adult plasticity and has gracefully acknowledged in print that for a long time he was wrong and that Merzenich's pioneering experiments ultimately led him and his colleagues to change their minds. Hardcore localizationists took notice when a man of Wiesel's stature changed his mind.

"The most frustrating thing," says Merzenich, "was that I saw that neuroplasticity had all kinds of potential implications for medical therapeutics—for the interpretation of human neuropathology and psychiatry. And nobody paid any attention."

Since plastic change is a process, Merzenich realized he would only really be able to understand it if he could see it unfolding in the brain over time. He cut a monkey's median nerve and then did multiple mappings over a number of months.

The first mapping, immediately after he cut the nerve, showed, as he expected, that the brain map for the median nerve was completely silent when the middle of the hand was stroked. But when he stroked the part of the hand served by the outside nerves, the silent median nerve portion of the map lit up immediately. Maps for the outside nerves, the radial and ulnar nerves, now appeared in the median map space. These maps sprang up so quickly, it was as though they had been hidden there all along, since early development, and now they were "unmasked."

On the twenty-second day Merzenich mapped the monkey again. The radial and ulnar maps, which had been lacking in detail when they first appeared, had grown more refined and detailed and had now expanded to occupy almost the entire median nerve map. (A primitive map lacks detail; a refined map has a lot and thus conveys more information.)

By the 144th day the whole map was every bit as detailed as a normal map.

By doing multiple mappings over time, Merzenich observed that the new maps were changing their borders, becoming more detailed, and even moving around the brain. In one case he even saw a map disappear altogether, like Atlantis.

It seemed reasonable to assume that if totally new maps were forming, then new connections must have been forming among neurons. To help understand this process, Merzenich invoked the ideas of Donald O. Hebb, a Canadian behavioral psychologist who had worked with Penfield. In 1949 Hebb proposed that learning linked neurons in new ways. He proposed that when two neurons fire at the same time repeatedly (or when one fires, causing another to fire), chemical changes occur in both, so that the two tend to connect more strongly. Hebb's concept—actually proposed by Freud sixty years before—was neatly summarized by neuroscientist Carla Shatz: *Neurons that fire together wire together*.

Hebb's theory thus argued that neuronal structure can be altered by experience. Following Hebb, Merzenich's new theory was that neurons in brain maps develop strong connections to one another when they are activated at

the same moment in time. And if maps could change, thought Merzenich, then there was reason to hope that people born with problems in brain map-processing areas—people with learning problems, psychological problems, strokes, or brain injuries—might be able to form new maps if he could help them form new neuronal connections, by getting their healthy neurons to fire together and wire together.

Starting in the late 1980s, Merzenich designed or participated in brilliant studies to test whether brain maps are time based and whether their borders and functioning can be manipulated by “playing” with the timing of input to them.

In one ingenious experiment, Merzenich mapped a normal monkey’s hand, then sewed together two of the monkey’s fingers, so that both fingers moved as one. After several months of allowing the monkey to use its sewn fingers, the monkey was remapped. The two maps of the originally separate fingers had now merged into a single map. If the experimenters touched any point on either finger, this new single map would light up. Because all the movements and sensations in those fingers always occurred simultaneously, they’d formed the same map. The experiment showed that timing of the input to the neurons in the map was the key to forming it—neurons that fired together *in time* wired together to make one map.

Other scientists tested Merzenich’s findings on human beings. Some people are born with their fingers fused, a condition called syndactyly or “webbed-finger syndrome.” When two such people were mapped, the brain scan found that they each had one large map for their fused fingers instead of two separate ones.

After surgeons separated the webbed fingers, the subjects’ brains were remapped, and two distinct maps emerged for the two separated digits. Because the fingers could move independently, the neurons no longer fired simultaneously, illustrating another principle of plasticity: if you separate the signals to neurons in time, you create separate brain maps. In neuroscience this finding is now summarized as *Neurons that fire apart wire apart*—or *Neurons out of sync fail to link*.

In the next experiment in the sequence, Merzenich created a map for what might be called a nonexistent finger that ran perpendicular to the other fingers. The team stimulated all five fingertips of a monkey simultaneously, five hundred times a day for over a month, preventing the monkey from using its fingers one at a time. Soon the monkey’s brain map had a new, elongated finger map, in which the five fingertips were merged. This new map ran perpendicular to the other fingers, and all the fingertips were part of it, instead of part of their individual finger maps, which had started to melt away from disuse.

In the final and most brilliant demonstration, Merzenich and his team proved that maps cannot be anatomically based. They took a small patch of skin from one finger, and—this is the key point—with the nerve to its brain map still attached, surgically grafted the skin onto an adjacent finger. Now that piece of skin and its nerve were stimulated whenever the finger it was attached to was moved or touched in the course of daily use. According to the anatomical-hardwiring model, the signals should *still* have been sent from the skin along its nerve to the brain map for the finger that the skin and nerve originally came from. Instead, when the team stimulated the patch of skin, the map of its *new* finger responded. The map for the patch of skin migrated from the brain map of the original finger to its new one, because both the patch and the new finger were stimulated simultaneously.

In a few short years Merzenich had discovered that adult brains are plastic, persuaded skeptics in the scientific community this was the case, and shown that experience changes the brain. But he still hadn’t explained a crucial enigma: how the maps organize themselves to become topographical and function in a way that is useful to us.

When we say a brain map is organized topographically, we mean that the map is ordered as the body itself is ordered. For instance, our middle finger sits between our index finger and our ring finger. The same is true for our brain map: the map for the middle finger sits between the map for our index finger and that of our ring finger. Topographical organization is efficient, because it means that parts of the brain that often work together are close together in the brain map, so signals don’t have to travel far in the brain itself.

The question for Merzenich was, how does this topographic order emerge in the brain map? The answer he and his group came to was ingenious. A topographic order emerges because many of our everyday activities involve repeating sequences in a fixed order. When we pick up an object the size of an apple or baseball, we

usually grip it first with our thumb and index finger, then wrap the rest of our fingers around it one by one. Since the thumb and index finger often touch at almost the same time, sending their signals to the brain almost simultaneously, the thumb map and the index finger map tend to form close together in the brain. (Neurons that fire together wire together.) As we continue to wrap our hand around the object, our middle finger will touch it next, so its brain map will tend to be beside the index finger and farther away from the thumb. As this common grasping sequence—thumb first, index finger second, middle finger third—is repeated thousands of times, it leads to a brain map where the thumb map is next to the index finger map, which is next to the middle finger map, and so on. Signals that tend to arrive at separate times, like thumbs and pinkies, have more distant brain maps, because neurons that fire apart wire apart.

Many if not all brain maps work by spatially grouping together events that happen together. As we have seen, the auditory map is arranged like a piano, with mapping regions for low notes at one end and for high notes at the other. Why is it so orderly? Because the low frequencies of sounds tend to come together with one another in nature. When we hear a person with a low voice, most of the frequencies are low, so they get grouped together.

The arrival of Bill Jenkins at Merzenich's lab ushered in a new phase of research that would help Merzenich develop practical applications of his discoveries. Jenkins, trained as a behavioral psychologist, was especially interested in understanding how we learn. He suggested they teach animals to learn new skills, to observe how learning affected their neurons and maps.

In one basic experiment they mapped a monkey's sensory cortex. Then they trained it to touch a spinning disk with its fingertip, with just the right amount of pressure for ten seconds to get a banana-pellet reward. This required the monkey to pay close attention, learning to touch the disk very lightly and judge time accurately. After thousands of trials, Merzenich and Jenkins remapped the monkey's brain and saw that the area mapping the monkey's fingertip had enlarged as the monkey had learned how to touch the disk with the right amount of pressure. The experiment showed that when an animal is motivated to learn, the brain responds plastically.

The experiment also showed that as brain maps get bigger, the individual neurons get more efficient in two stages. At first, as the monkey trained, the map for the fingertip grew to take up more space. But after a while individual neurons within the map became more efficient, and eventually fewer neurons were required to perform the task.

When a child learns to play piano scales for the first time, he tends to use his whole upper body—wrist, arm, shoulder—to play each note. Even the facial muscles tighten into a grimace. With practice the budding pianist stops using irrelevant muscles and soon uses only the correct finger to play the note. He develops a "lighter touch," and if he becomes skillful, he develops "grace" and relaxes when he plays. This is because the child goes from using a massive number of neurons to an appropriate few, well matched to the task. This more efficient use of neurons occurs whenever we become proficient at a skill, and it explains why we don't quickly run out of map space as we practice or add skills to our repertoire.

Merzenich and Jenkins also showed that individual neurons got more selective with training. Each neuron in a brain map for the sense of touch has a "receptive field," a segment on the skin's surface that "reports" to it. As the monkeys were trained to feel the disk, the receptive fields of individual neurons got smaller, firing only when small parts of the fingertip touched the disk. Thus, despite the fact that the size of the brain map increased, each neuron in the map became responsible for a smaller part of the skin surface, allowing the animal to have finer touch discrimination. Overall, the map became more precise.

Merzenich and Jenkins also found that as neurons are trained and become more efficient, they can process *faster*. This means that the speed at which we think is itself plastic. Speed of thought is essential to our survival. Events often happen quickly, and if the brain is slow, it can miss important information. In one experiment Merzenich and Jenkins successfully trained monkeys to distinguish sounds in shorter and shorter spans of time. The trained neurons fired more quickly in response to the sounds, processed them in a shorter time, and needed less time to "rest" between firings. Faster neurons ultimately lead to faster thought—no minor matter—because speed of thought is a crucial component of intelligence. IQ tests, like life, measure not only whether you can get the right answer but how long it takes you to get it.

They also discovered that as they trained an animal at a skill, not only did its neurons fire faster, but because they were faster their signals were clearer. Faster neurons were more likely to fire in sync with each other—becoming better team players—wiring together more and forming groups of neurons that gave off clearer and more powerful signals. This is a crucial point, because a powerful signal has greater impact on the brain. When we want to remember something we have heard we must hear it clearly, because a memory can be only as clear as its original signal.

Finally, Merzenich discovered that paying close attention is essential to long-term plastic change. In numerous experiments he found that lasting changes occurred *only* when his monkeys paid close attention. When the animals performed tasks automatically, without paying attention, they changed their brain maps, but the changes did not last. We often praise “the ability to multitask.” While you can learn when you divide your attention, divided attention doesn’t lead to abiding change in your brain maps.

When Merzenich was a boy, his mother’s first cousin, a grade-school teacher in Wisconsin, was chosen teacher of the year for the entire United States. After the ceremony at the White House, she visited the Merzenich family in Oregon.

“My mother,” he recalls, “asked the inane question that you’d ask in conversation: ‘What are your most important principles in teaching?’ And her cousin answered, ‘Well, you test them when they come into school, and you figure out whether they are worthwhile. And if they are worthwhile, you really pay attention to them, and you don’t waste time on the ones that aren’t.’ That’s what she said. And you know, in one way or another, that’s reflected in how people have treated children who are different, forever. It’s just so destructive to imagine that your neurological resources are permanent and enduring and cannot be substantially improved and altered.”

Merzenich now became aware of the work of Paula Tallal at Rutgers, who had begun to analyze why children have trouble learning to read. Somewhere between 5 and 10 percent of preschool children have a language disability that makes it difficult for them to read, write, or even follow instructions. Sometimes these children are called dyslexic.

Babies begin talking by practicing consonant-vowel combinations, cooing “da, da, da” and “ba, ba, ba.” In many languages their first words consist of such combinations. In English their first words are often “mama” and “dada,” “pee pee,” and so on. Tallal’s research showed that children with language disabilities have auditory processing problems with common consonant-vowel combinations that are spoken quickly and are called “the fast parts of speech.” The children have trouble hearing them accurately and, as a result, reproducing them accurately.

Merzenich believed that these children’s auditory cortex neurons were firing too slowly, so they couldn’t distinguish between two very similar sounds or be certain, if two sounds occurred close together, which was first and which was second. Often they didn’t hear the beginnings of syllables or the sound changes within syllables. Normally neurons, after they have processed a sound, are ready to fire again after about a 30-millisecond rest. Eighty percent of language-impaired children took at least three times that long, so that they lost large amounts of language information. When their neuron-firing patterns were examined, the signals weren’t clear.

“They were muddy in, muddy out,” says Merzenich. Improper hearing led to weaknesses in *all* the language tasks, so they were weak in vocabulary, comprehension, speech, reading, and writing. Because they spent so much energy decoding words, they tended to use shorter sentences and failed to exercise their memory for longer sentences. Their language processing was more childlike, or “delayed,” and they still needed practice distinguishing “da, da, da” and “ba, ba, ba.”

When Tallal originally discovered their problems, she feared that “these kids were ‘broken’ and there was nothing you could do” to fix their basic brain defect. But that was before she and Merzenich combined forces.

In 1996 Merzenich, Paula Tallal, Bill Jenkins, and one of Tallal’s colleagues, psychologist Steve Miller, formed the nucleus of a company, Scientific Learning, that is wholly devoted to using neuroplastic research to help people rewire their brains.

Their head office is in the Rotunda, a Beaux Arts masterpiece with an elliptical glass dome, 120 feet high, its edges painted in 24-karat gold leaf, in the middle of downtown Oakland, California. When you enter, you enter

another world. The Scientific Learning staff includes child psychologists, plasticity researchers, experts in human motivation, speech pathologists, engineers, programmers, and animators. From their desks these researchers, bathed in natural light, can look up into the gorgeous dome.

Fast ForWord is the name of the training program they developed for language-impaired and learning-disabled children. The program exercises every basic brain function involved in language from decoding sounds up to comprehension—a kind of cerebral cross-training.

The program offers seven brain exercises. One teaches the children to improve their ability to distinguish short sounds from long. A cow flies across the computer screen, making a series of mooing sounds. The child has to catch the cow with the computer cursor and hold it by depressing the mouse button. Then suddenly the length of the moo sound changes subtly. At this point the child must release the cow and let it fly away. A child who releases it just after the sound changes scores points. In another game children learn to identify easily confused consonant-vowel combinations, such as “ba” and “da,” first at slower speeds than they occur in normal language, and then at increasingly faster speeds. Another game teaches the children to hear faster and faster frequency glides (sounds like “whoooooop” that sweep up). Another teaches them to remember and match sounds. The “fast parts of speech” are used throughout the exercises but have been slowed down with the help of computers, so the language-disabled children can hear them and develop clear maps for them; then gradually, over the course of the exercises, they are sped up. Whenever a goal is achieved, something funny happens: the character in the animation eats the answer, gets indigestion, gets a funny look on its face, or makes some slapstick move that is unexpected enough to keep the child attentive. This “reward” is a crucial feature of the program, because each time the child is rewarded, his brain secretes such neurotransmitters as dopamine and acetylcholine, which help consolidate the map changes he has just made. (Dopamine reinforces the reward, and acetylcholine helps the brain “tune in” and sharpen memories.)

Children with milder difficulties typically work at *Fast ForWord* for an hour and forty minutes a day, five days a week for several weeks, and those with more severe difficulties work for eight to twelve weeks.

The first study results, reported in the journal *Science* in January 1996, were remarkable. Children with language impairments were divided into two groups, one that did *Fast ForWord* and a control group that did a computer game that was similar but didn’t train temporal processing or use modified speech. The two groups were matched for age, IQ, and language-processing skills. The children who did *Fast ForWord* made significant progress on standard speech, language, and auditory-processing tests, ended up with normal or better-than-normal language scores, and kept their gains when retested six weeks after training. They improved far more than children in the control group.

Further study followed five hundred children at thirty-five sites—hospitals, homes, and clinics. All were given standardized language tests before and after *Fast ForWord* training. The study showed that most children’s ability to understand language normalized after *Fast ForWord*. In many cases, their comprehension rose above normal. The average child who took the program moved ahead 1.8 years of language development in six weeks, remarkably fast progress. A Stanford group did brain scans of twenty dyslexic children, before and after *Fast ForWord*. The opening scans showed that the children used different parts of their brains for reading than normal children do. After *Fast ForWord* new scans showed that their brains had begun to normalize. (For instance, they developed increased activity, on average, in the left temporo-parietal cortex, and their scans began to show patterns that were similar to those of children who have no reading problems.)

Willy Arbor is a seven-year-old from West Virginia. He’s got red hair and freckles, belongs to Cub Scouts, likes going to the mall, and, though barely over four feet tall, loves wrestling. He’s just gone through *Fast ForWord* and has been transformed.

“Willy’s main problem was hearing the speech of others clearly,” his mother explains. “I might say the word ‘copy,’ and he would think I said ‘coffee.’ If there was any background noise, it was especially hard for him to hear. Kindergarten was depressing. You could see his insecurity. He got into nervous habits like chewing on his clothes, or his sleeve, because everybody else was getting the answer right, and he wasn’t. The teacher had actually talked about holding him back in first grade.” Willy had trouble reading, both to himself and aloud.

“Willy,” his mother continues, “couldn’t hear change in pitch properly. So he couldn’t tell when a person was making an exclamation or just a general statement, and he didn’t grasp inflections in speech, which made it hard for him to read people’s emotions. Without the high and low pitch he wasn’t hearing that wow when people are excited. It was like everything was the same.”

Willy was taken to a hearing specialist, who diagnosed his “hearing problem” as caused by an auditory-processing disorder that originated in his brain. He had difficulty remembering strings of words because his auditory system was so easily overloaded. “If you gave him more than three instructions, such as ‘please put your shoes upstairs—put them in the closet—then come down for dinner,’ he’d forget them. He’d take his shoes off, go up the steps, and ask ‘Mom what did you want me to do?’ Teachers had to repeat instructions all the time.” Though he appeared to be a gifted child—he was good at math—his problems held him back in that area too.

His mother protested making Willy repeat first grade and over the summer sent him to *Fast ForWord* for eight weeks.

“Before he did *Fast ForWord*,” his mother recalls, “you’d put him at the computer, and he got very stressed out. With this program, though, he spent a hundred minutes a day for a solid eight weeks at the computer. He loved doing it and loved the scoring system because he could see himself going up, up, up,” says his mother. As he improved, he became able to perceive inflections in speech, got better at reading the emotions of others, and became a less anxious child. “So much changed for him. When he brought his midterms home, he said, ‘It is better than last year, Mommy.’ He began bringing home A and B marks on his papers most of the time—a noticeable difference...Now it’s ‘I can do this. This is my grade. I can make it better.’ I feel like I had my prayer answered, it’s done so much for him. It’s amazing.” A year later he continues to improve.

Merzenich’s team started hearing that *Fast ForWord* was having a number of spillover effects. Children’s handwriting improved. Parents reported that many of the students were starting to show sustained attention and focus. Merzenich thought these surprising benefits were occurring because *Fast ForWord* led to some general improvements in mental processing.

One of the most important brain activities—one we don’t often think about—is the determination of how long things go on, or temporal processing. You can’t move properly, perceive properly, or predict properly if you can’t determine how long events last. Merzenich discovered that when you train people to distinguish very fast vibrations on their skin, lasting only 75 milliseconds, these same people could detect 75-millisecond *sounds* as well. It seemed that *Fast ForWord* was improving the brain’s general ability to keep time. Sometimes these improvements spilled over into visual processing as well. Before *Fast ForWord*, when Willy was given a game that asked which items are out of place—a boot up in the tree, or a tin can on the roof—his eyes jumped all over the page. He was trying to see the whole page instead of taking in a little section at a time. At school he skipped lines when he read. After *Fast ForWord* his eyes no longer jumped around the page, and he was able to focus his visual attention.

A number of children who took standardized tests shortly after completing *Fast ForWord* showed improvements not only in language, speaking, and reading, but in math, science, and social studies as well. Perhaps these children were hearing what was going on in class better or were better able to read—but Merzenich thought it might be more complicated.

“You know,” he says, “IQ goes up. We used the matrix test, which is a *visual*-based measurement of IQ—and IQ goes up.”

The fact that a *visual* component of the IQ went up meant that the IQ improvements were not caused simply because *Fast ForWord* improved the children’s ability to read verbal test questions. Their mental processing was being improved in a general way, possibly because their temporal processing was improving. And there were other unexpected benefits. Some children with autism began to make some general progress.

The mystery of autism—a human mind that cannot conceive of other minds—is one of the most baffling and poignant in psychiatry and one of the most severe developmental disorders of childhood. It is called a “pervasive

developmental disorder,” because so many aspects of development are disturbed: intelligence, perception, socializing skills, language, and emotion.

Most autistic children have an IQ of less than 70. They have major problems connecting socially to others and may, in severe cases, treat people like inanimate objects, neither greeting them nor acknowledging them as human beings. At times it seems that autistics don’t have a sense that “other minds” exist in the world. They also have perceptual processing difficulties and are thus often hypersensitive to sound and touch, easily overloaded by stimulation. (That may be one reason autistic children often avoid eye contact: the stimulation from people, especially when coming from many senses at once, is too intense.) Their neural networks appear to be overactive, and many of these children have epilepsy.

Because so many autistic children have language impairments, clinicians began to suggest the *Fast ForWord* program for them. They never anticipated what might happen. Parents of autistic children who did *Fast ForWord* told Merzenich that their children became more connected socially. He began asking, were the children simply being trained to be more attentive listeners? And he was fascinated by the fact that with *Fast ForWord* both the language symptoms and the autistic symptoms seemed to be fading together. Could this mean that the language and autistic problems were different expressions of a common problem?

Two studies of autistic children confirmed what Merzenich had been hearing. One, a language study, showed that *Fast ForWord* quickly moved autistic children from severe language impairment to the normal range. But another pilot study of one hundred autistic children showed that *Fast ForWord* had a significant impact on their autistic symptoms as well. Their attention spans improved. Their sense of humor improved. They became more connected to people. They developed better eye contact, began greeting people and addressing them by name, spoke with them, and said good-bye at the end of their encounters. It seemed the children were beginning to experience the world as filled with other human minds.

Lauralee, an eight-year-old autistic girl, was diagnosed with moderate autism when she was three. Even as an eight-year-old she rarely used language. She didn’t answer to her name, and to her parents, it seemed she was not hearing it. Sometimes she would speak, but when she did, “she had her own language,” says her mother, “which was often unintelligible.” If she wanted juice, she didn’t ask for it. She would make gestures and pull her parents over to the cabinets to get things for her.

She had other autistic symptoms, among them the repetitive movements that autistic children use to try to contain their sense of being overwhelmed. According to her mother, Lauralee had “the whole works—the flapping of the hands, toe-walking, a lot of energy, biting. And she couldn’t tell me what she was feeling.”

She was very attached to trees. When her parents took her walking in the evening to burn off energy, she’d often stop, touch a tree, hug it, and speak to it.

Lauralee was unusually sensitive to sounds. “She had bionic ears,” says her mother. “When she was little, she would often cover her ears. She couldn’t tolerate certain music on the radio, like classical and slow music.” At her pediatrician’s office she heard sounds from the floor upstairs that others didn’t. At home she would go over to the sinks, fill them with water, then wrap herself around the pipes, hugging them, listening to the water drain through them.

Lauralee’s father is in the navy and served in the Iraq war in 2003. When the family was transferred to California, Lauralee was enrolled in a public school with a special-ed class that used *Fast ForWord*. The program took her about two hours a day for eight weeks to complete.

When she finished it, “she had an explosion in language,” says her mother, “and began to speak more and use complete sentences. She could tell me about her days at school. Before I would just say, ‘Did you have a good day or a bad day?’ Now she was able to say what she did, and she remembered details. If she got into a bad situation, she would be able to tell me, and I wouldn’t have to prompt her to get it out of her. She also found it easier to remember things.” Lauralee has always loved to read, but now she is reading longer books, nonfiction and the encyclopedia. “She is listening to quieter sounds now and can tolerate different sounds from the radio,” says her mother. “It was an awakening for her. And with the better communication, there was an awakening for all of us. It was a big blessing.”

Merzenich decided that to deepen his understanding of autism and its many developmental delays, he would have to go back to the lab. He thought the best way to go about it was first to produce an “autistic animal”—one that had multiple developmental delays, as autistic children do. Then he could study it and try to treat it.

As Merzenich began to think through what he calls the “infantile catastrophe” of autism, he had a hunch that something might be going wrong in infancy, when most critical periods occur, plasticity is at its height, and a massive amount of development should be occurring. But autism is largely an inherited condition. If one identical twin is autistic, there is an 80 to 90 percent chance the other twin will be as well. In cases of *nonidentical* twins, where one is autistic, the nonautistic twin will often have some language and social problems.

Yet the incidence of autism has been climbing at a staggering rate that can’t be explained by genetics alone. When the condition was first recognized over forty years ago, about one in 5,000 people had it. Now it is fifteen in 5,000. That number has risen partly because autism is more often diagnosed, and because some children are labeled mildly autistic to get public funding for treatment. “But,” says Merzenich, “even when all of the corrections are made by very hard-assed epidemiologists, it looks like it’s about a threefold increase over the last fifteen years. There is a world emergency that relates to risk factors for autism.”

He has come to think it likely that an environmental factor affects the neural circuits in these children, forcing the critical periods to shut down early, before the brain maps are fully differentiated. When we are born, our brain maps are often “rough drafts,” or sketches, lacking detail, *undifferentiated*. In the critical period, when the structure of our brain maps is literally getting shaped by our first worldly experiences, the rough draft normally becomes detailed and differentiated.

Merzenich and his team used micromapping to show how maps in newborn rats are formed in the critical period. Right after birth, at the beginning of the critical period, auditory maps were undifferentiated, with only two broad regions in the cortex. Half of the map responded to *any* high-frequency sound. The other half responded to *any* low-frequency sound.

When the animal was exposed to a particular frequency during the critical period, that simple organization changed. If the animal was repeatedly exposed to a high C, after a while only a few neurons would turn on, becoming *selective* for high C. The same would happen when the animal was exposed to a D, E, F, and so on. Now the map, instead of having two broad areas, had many different areas, each responding to different notes. It was now differentiated.

What is remarkable about the cortex in the critical period is that it is so plastic that its structure can be changed just by exposing it to new stimuli. That sensitivity allows babies and very young children in the critical period of language development to pick up new sounds and words effortlessly, simply by hearing their parents speak; mere exposure causes their brain maps to wire in the changes. After the critical period older children and adults can, of course, learn languages, but they really have to *work* to pay attention. For Merzenich, the difference between critical-period plasticity and adult plasticity is that in the critical period the brain maps can be changed just by being exposed to the world because “the learning machinery is continuously on.”

It makes good biological sense for this “machinery” always to be on because babies can’t possibly know what will be important in life, so they pay attention to everything. Only a brain that is already somewhat organized can sort out what is worth paying attention to.

The next clue Merzenich needed in order to understand autism came from a line of research that was originated during the Second World War, in Fascist Italy, by a young Jewish woman, Rita Levi-Montalcini, while in hiding. Levi-Montalcini was born in Turin in 1909 and attended medical school there. In 1938, when Mussolini barred Jews from practicing medicine and doing scientific research, she fled to Brussels to continue her studies; when the Nazis threatened Belgium, she went back to Turin and built a secret laboratory in her bedroom, to study how nerves form, forging microsurgical equipment from sewing needles. When the Allies bombed Turin in 1940, she fled to Piedmont. One day in 1940, traveling to a small northern Italian village in a cattle car that had been converted into a passenger train, she sat down on the floor and read a scientific paper by Viktor Hamburger, who had been doing pioneering work on the development of neurons by studying chick embryos. She decided to repeat and extend his experiments, working on a table in a mountain house with eggs from a local farmer. When she

finished each experiment, she ate the eggs. After the war Hamburger invited Levi-Montalcini to join him and his researchers in St. Louis to work on their discovery that the nerve fibers of chicks grew faster in the presence of tumors from mice. Levi-Montalcini speculated that the tumor might be releasing a substance to promote nerve growth. With biochemist Stanley Cohen she isolated the protein responsible and called it nerve growth factor, or NGF. Levi-Montalcini and Cohen were awarded the Nobel Prize in 1986.

Levi-Montalcini's work led to the discovery of a number of such nerve growth factors, one of which, brain-derived neurotrophic factor, or BDNF, caught Merzenich's attention.

BDNF plays a crucial role in reinforcing plastic changes made in the brain in the critical period. According to Merzenich, it does this in four different ways.

When we perform an activity that requires specific neurons to fire together, they release BDNF. This growth factor consolidates the connections between those neurons and helps to wire them together so they fire together reliably in the future. BDNF also promotes the growth of the thin fatty coat around every neuron that speeds up the transmission of electrical signals.

During the critical period BDNF turns on the nucleus basalis, the part of our brain that allows us to focus our attention—and keeps it on, throughout the entire critical period. Once turned on, the nucleus basalis helps us not only pay attention but remember what we are experiencing. It allows map differentiation and change to take place effortlessly. Merzenich told me, "It is like a teacher in the brain saying, 'Now *this* is really important—this you have to know for the exam of life.'" Merzenich calls the nucleus basalis and the attention system the "modulatory control system of plasticity"—the neurochemical system that, when turned on, puts the brain in an extremely plastic state.

The fourth and final service that BDNF performs—when it has completed strengthening key connections—is to help close down the critical period. Once the main neuronal connections are laid down, there is a need for stability and hence less plasticity in the system. When BDNF is released in sufficient quantities, it turns off the nucleus basalis and ends that magical epoch of effortless learning. Henceforth the nucleus can be activated only when something important, surprising, or novel occurs, or if we make the effort to pay close attention.

Merzenich's work on the critical period and BDNF helped him develop a theory that explains how so many different problems could be part of a single autistic whole. During the critical period, he argues, some situations overexcite the neurons in children who have genes that predispose them to autism, leading to *the massive, premature release of BDNF*. Instead of *important* connections being reinforced, *all* connections are. So much BDNF is released that it turns off the critical period prematurely, sealing all these connections in place, and the child is left with scores of undifferentiated brain maps and hence pervasive developmental disorders. Their brains are hyperexcitable and hypersensitive. If they hear one frequency, the whole auditory cortex starts firing. This is what seemed to be happening in Lauralee, who had to cover her "bionic" ears when she heard music. Other autistic children are hypersensitive to touch and feel tormented when the labels in their clothes touch their skin. Merzenich's theory also explains the high rates of epilepsy in autism: because of BDNF release, the brain maps are poorly differentiated, and because so many connections in the brain have been indiscriminately reinforced, once a few neurons start firing, the whole brain can be set off. It also explains why autistic children have bigger brains—the substance increases the fatty coating around the neurons.

If BDNF release was contributing to autism and language problems, Merzenich needed to understand what might cause young neurons to get "overexcited" and release massive amounts of the chemical.

Several studies alerted him to how an environmental factor might contribute. One disturbing study showed that the closer children lived to the noisy airport in Frankfurt, Germany, the lower their intelligence was. A similar study, on children in public housing high-rises above the Dan Ryan Expressway in Chicago, found that the closer their floor was to the highway, the lower their intelligence. So Merzenich began wondering about the role of a new environmental risk factor that might affect everyone but have a more damaging effect on genetically predisposed children: the continuous background noise from machines, sometimes called white noise. White noise consists of many frequencies and is very stimulating to the auditory cortex.

“Infants are reared in continuously more noisy environments. There is always a din,” he says. White noise is everywhere now, coming from fans in our electronics, air conditioners, heaters, and car engines. How would such noise affect the developing brain? Merzenich wondered.

To test this hypothesis, his group exposed rat pups to pulses of white noise throughout their critical period and found that the pups’ cortices were devastated.

“Every time you have a pulse,” Merzenich says, “you are exciting everything in the auditory cortex—every neuron.” So many neurons firing results in a massive BDNF release. And as his model predicted, this exposure brings the critical period to a premature close. The animals are left with undifferentiated brain maps and utterly indiscriminate neurons that get turned on by any frequency.

Merzenich found that these rat pups, like autistic children, were predisposed to epilepsy, and exposing them to normal speech caused them to have epileptic fits. (Human epileptics find that strobe lights at rock concerts set off their seizures. Strobes are pulsed emissions of white light and consist of many frequencies as well.) Merzenich now had his animal model for autism.

Recent brain scan studies now confirm that autistic children do indeed process sound in an abnormal way. Merzenich thinks that the undifferentiated cortex helps to explain why they have trouble learning, because a child with an undifferentiated cortex has a very difficult time paying attention. When asked to focus on one thing, these children experience booming, buzzing confusion—one reason autistic children often withdraw from the world and develop a shell. Merzenich thinks this same problem, in a milder form, may contribute to more common attention disorders.

Now the question for Merzenich was, could anything be done to normalize undifferentiated brain maps after the critical period? If he and his team could do so, they could offer hope for autistic children.

Using white noise, they first dedifferentiated the auditory maps of rats. Then, after the damage was done, they normalized and redifferentiated the maps using very simple tones, one at a time. With training, in fact, they brought the maps to an above-normal range. “And that,” says Merzenich, “is exactly what we are trying to do in these autistic children.” He is currently developing a modification of *Fast ForWord* that is designed for autism, a refinement of the program that helped Lauralee.

What if it were possible to reopen critical-period plasticity, so that adults could pick up languages the way children do, just by being exposed to them? Merzenich had already shown that plasticity extends into adulthood, and that with work—by paying close attention—we can rewire our brains. But now he was asking, could the critical period of effortless learning be extended?

Learning in the critical period is effortless because during that period the nucleus basalis is always on. So Merzenich and his young colleague Michael Kilgard set up an experiment in which they artificially turned on the nucleus basalis in adult rats and gave them learning tasks where they wouldn’t have to pay attention and wouldn’t receive a reward for learning.

They inserted microelectrodes into the nucleus basalis and used an electric current to keep it turned on. Then they exposed the rats to a 9 Hz sound frequency to see if they could effortlessly develop a brain map location for it, the way pups do during the critical period. After a week Kilgard and Merzenich found they could *massively* expand the brain map for that particular sound frequency. They had found an artificial way to reopen the critical period in adults.

They then used the same technique to get the brain to speed up its processing time. Normally an adult rat’s auditory neurons can only respond to tones at a maximum of 12 pulses per second. By stimulating the nucleus basalis, it was possible to “educate” the neurons to respond to ever more rapid inputs.

This work opens up the possibility of high-speed learning later in life. The nucleus basalis could be turned on by an electrode, by microinjections of certain chemicals, or by drugs. It is hard to imagine that people will not—for better or for worse—be drawn to a technology that would make it relatively effortless to master the facts of

science, history, or a profession, merely by being exposed to them briefly. Imagine immigrants coming to a new country, now able to pick up their new language, with ease and without an accent, in a matter of months. Imagine how the lives of older people who have been laid off from a job might be transformed, if they were able to learn a new skill with the alacrity they had in early childhood. Such techniques would no doubt be used by high school and university students in their studies and in competitive entrance exams. (Already many students who do not have attention deficit disorder use stimulants to study.) Of course, such aggressive interventions might have unanticipated, adverse effects on the brain—not to mention our ability to discipline ourselves—but they would likely be pioneered in cases of dire medical need, where people are willing to take the risk. Turning on the nucleus basalis might help brain-injured patients, so many of whom cannot relearn the lost functions of reading, writing, speaking, or walking because they can't pay close enough attention.

Merzenich has started a new company, Posit Science, devoted to helping people preserve the plasticity of their brains as they age and extend their mental lifespans. He's sixty-one but is not reluctant about calling himself old. "I love old people. I've always loved old people. Probably my favorite person was my paternal grandfather, one of the three or four most intelligent and interesting people I've met in life." Grandpa Merzenich came from Germany at nine on one of the last clipper ships. He was self-educated, an architect and a building contractor. He lived to be seventy-nine, at a time when life expectancy was closer to forty.

"It's estimated that by the time someone who is sixty-five now dies, the life expectancy will be in the late eighties. Well, when you are eighty-five, there is a forty-seven percent chance that you will have Alzheimer's disease." He laughs. "So we've created this bizarre situation in which we are keeping people alive long enough so that on the average, half of them get the black rock before they die. We've got to do something about the mental lifespan, to extend it out and into the body's lifespan."

Merzenich thinks our neglect of intensive learning as we age leads the systems in the brain that modulate, regulate, and control plasticity to waste away. In response he has developed brain exercises for age-related cognitive decline—the common decline of memory, thinking, and processing speed.

Merzenich's way of attacking mental decline is at odds with mainstream neuroscience. Tens of thousands of papers, written about the physical and chemical changes that occur in the aging brain, describe processes that occur as neurons die. There are many drugs on the market and scores of drugs in the pipeline designed to block these processes and raise levels of falling chemicals in the brain. Yet, Merzenich believes that such drugs, worth billions in sales, provide only about four to six months of improvement.

"And there is something really wrong about all this," he says. "It all neglects the role of what is required to *sustain* normal skills and abilities...It is as if your skills and abilities, acquired in the brain at some young age, are just destined to deteriorate as the physical brain deteriorates." The mainstream approach, he argues, is based on no real understanding of what it takes to develop a new skill in the brain, never mind to sustain it. "It is imagined," he says, "that if you manipulate the levels of the right neurotransmitter...that memory will be recovered, and cognition will be useful, and that you will start moving like a gazelle again."

The mainstream approach doesn't take into account what is required to maintain a sharp memory. A major reason memory loss occurs as we age is that we have trouble *registering* new events in our nervous systems, because processing speed slows down, so that the accuracy, strength, and sharpness with which we perceive declines. If you can't register something clearly, you won't be able to remember it well.

Take one of the most common problems of aging, trouble finding words. Merzenich thinks this problem often occurs because of the gradual neglect and atrophy of the brain's attentional system and nucleus basalis, which have to be engaged for plastic change to occur. This atrophy leads to our representing oral speech with "fuzzy engrams," meaning that the representation of sounds or words is not sharp because the neurons that encode these fuzzy engrams are not firing in the coordinated, quick way needed to send a powerful sharp signal. Because the neurons that represent speech pass on fuzzy signals to all the neurons downstream from them ("muddy in, muddy out") we also have trouble remembering, finding, and using words. It is similar to the problem we saw occurring in the brains of language-impaired children, who also have "noisy brains."

When our brains are “noisy,” the signal for a new memory can’t compete against the background electrical activity of the brain, causing a “signal-noise problem.”

Merzenich says the system gets noisier for two reasons. First because as everyone knows, “everything is progressively going to hell.” But “the main reason it is getting noisier is that it is not being appropriately exercised.” The nucleus basalis, which works by secreting acetylcholine—which, as we said, helps the brain “tune in” and form sharp memories—has been totally neglected. In a person with mild cognitive impairment the acetylcholine produced in the nucleus basalis is not even measurable.

“We have an intense period of learning in childhood. Every day is a day of new stuff. And then, in our early employment, we are intensely engaged in learning and acquiring new skills and abilities. And more and more as we progress in life we are operating as users of mastered skills and abilities.”

Psychologically, middle age is often an appealing time because, all else being equal, it can be a relatively placid period compared with what has come before. Our bodies aren’t changing as they did in adolescence; we’re more likely to have a solid sense of who we are and be skilled at a career. We still regard ourselves as active, but we have a tendency to deceive ourselves into thinking that we are learning as we were before. We rarely engage in tasks in which we must focus our attention as closely as we did when we were younger, trying to learn a new vocabulary or master new skills. Such activities as reading the newspaper, practicing a profession of many years, and speaking our own language are mostly the replay of mastered skills, not learning. By the time we hit our seventies, we may not have systematically engaged the systems in the brain that regulate plasticity for fifty years.

That’s why learning a new language in old age is so good for improving and maintaining the memory generally. Because it requires intense focus, studying a new language turns on the control system for plasticity and keeps it in good shape for laying down sharp memories of all kinds. No doubt *Fast ForWord* is responsible for so many general improvements in thinking, in part because it stimulates the control system for plasticity to keep up its production of acetylcholine and dopamine. Anything that requires highly focused attention will help that system—learning new physical activities that require concentration, solving challenging puzzles, or making a career change that requires that you master new skills and material. Merzenich himself is an advocate of learning a new language in old age. “You will gradually sharpen *everything* up again, and that will be very highly beneficial to you.”

The same applies to mobility. Just doing the dances you learned years ago won’t help your brain’s motor cortex stay in shape. To keep the mind alive requires learning something truly *new* with intense focus. That is what will allow you to both lay down new memories and have a system that can easily access and preserve the older ones.

The thirty-six scientists at Posit Science are working on five areas that tend to fall apart as we age. The key in developing exercises is to give the brain the right stimuli, in the right order, with the right timing to drive plastic change. Part of the scientific challenge is to find the most efficient way to train the brain, by finding mental functions to train that apply to real life.

Merzenich told me, “Everything that you can see happen in a young brain can happen in an older brain.” The only requirement is that the person must have enough of a reward, or punishment, to keep paying attention through what might otherwise be a boring training session. If so, he says, “the changes can be every bit as great as the changes in a newborn.”

Posit Science has exercises for memory of words and language, using *Fast ForWord*–like listening exercises and computer games for auditory memory designed for adults. Instead of giving people with fading memories lists of words to memorize, as many self-help books recommend, these exercises rebuild the brain’s basic ability to process sound, by getting people to listen to slowed, refined speech sounds. Merzenich doesn’t believe you can improve a fading memory by asking people to do what they can’t. “We don’t want to kick a dead horse with training,” he says. Adults do exercises that refine their ability to hear in a way they haven’t since they were in the crib trying to separate out Mother’s voice from background noise. The exercises increase processing speed and make basic signals stronger, sharper, and more accurate, while stimulating the brain to produce the dopamine and acetylcholine.

Various universities are now testing the memory exercises, using standardized tests of memory, and Posit Science has published its first control study in the *Proceedings of the National Academy of Sciences, USA*. Adults

between the ages of sixty and eighty-seven trained on the auditory memory program an hour a day, five days a week, for eight to ten weeks—a total of forty to fifty hours of exercises. Before the training, the subjects functioned on average like typical seventy-year-olds on standard memory tests. After, they functioned like people in the broad forty-to-sixty-year-old range. Thus, many turned back their memory clock ten or more years, and some individuals turned it back about twenty-five years. These improvements held at a three-month follow-up. A group at the University of California at Berkeley, led by William Jagust, did “before” and “after” PET (positron emission tomography) scans of people who underwent the training, and found that their brains did not show the signs of “metabolic decline”—neurons gradually becoming less active—typically seen in people of their age. The study also compared seventy-one-year-old subjects who used the auditory memory program with those of the same age who spent the same amount of time reading newspapers, listening to audiobooks, or playing computer games. Those who didn’t use the program showed signs of continuing metabolic decline in their frontal lobes, while those who used it didn’t. Rather, program users showed increased metabolic activity in their right parietal lobes and in a number of other brain areas, which correlated with their better performance on memory and attention tests. These studies show that brain exercises not only slow age-related cognitive decline but can lead to improved functioning. And keep in mind that these changes were seen with only forty to fifty hours of brain exercise; it may be that with more work, greater change is possible.

Merzenich says they have been able to turn back the clock on people’s cognitive functioning so that their memories, problem-solving abilities, and language skills are more youthful again. “We’ve driven people to abilities that apply to a much more youthful person—twenty or thirty years of reversal. An eighty-year-old is acting, operationally, like they are fifty or sixty years old.” These exercises are now available in thirty independent-living communities and for individuals through the Posit Science Web site.

Posit Science is also working on visual processing. As we age, we stop seeing clearly, not just because our eyes fail but because the vision processors in the brain weaken. The elderly are more easily distracted and more prone to lose control of their “visual attention.” Posit Science is developing computer exercises to keep people on task and speed up visual processing by asking subjects to search for various objects on a computer screen.

There are exercises for the frontal lobes that support our “executive functions” such as focusing on goals, extracting themes from what we perceive, and making decisions. These exercises are also designed to help people categorize things, follow complex instructions, and strengthen associative memory, which helps put people, places, and things into context.

Posit Science is also working on fine motor control. As we age, many of us give up on tasks such as drawing, knitting, playing musical instruments, or woodworking because we can’t control the fine movements in our hands. These exercises, now being developed, will make fading hand maps in the brain more precise.

Finally, they are working on “gross motor control,” a function that declines as we age, leading to loss of balance, the tendency to fall, and difficulties with mobility. Aside from the failure of vestibular processing, this decline is caused by the decrease in sensory feedback from our feet. According to Merzenich, shoes, worn for decades, limit the sensory feedback from our feet to our brain. If we went barefoot, our brains would receive many different kinds of input as we went over uneven surfaces. Shoes are a relatively flat platform that spreads out the stimuli, and the surfaces we walk on are increasingly artificial and perfectly flat. This leads us to dedifferentiate the maps for the soles of our feet and limit how touch guides our foot control. Then we may start to use canes, walkers, or crutches or rely on other senses to steady ourselves. By resorting to these compensations instead of exercising our failing brain systems, we hasten their decline.

As we age, we want to look down at our feet while walking down stairs or on slightly challenging terrain, because we’re not getting much information from our feet. As Merzenich escorted his mother-in-law down the stairs of the villa, he urged her to stop looking down and start feeling her way, so that she would maintain, and develop, the sensory map for her foot, rather than letting it waste away.

Having devoted years to enlarging brain maps, Merzenich now believes there are times you want to shrink them. He has been working on developing a mental eraser that can eliminate a problematic brain map. This

technique could be of great use for people who have post-traumatic flashbacks, recurring obsessional thoughts, phobias, or problematic mental associations. Of course, its potential for abuse is chilling.

Merzenich continues to challenge the view that we are stuck with the brain we have at birth. The Merzenich brain is structured by its constant collaboration with the world, and it is not only the parts of the brain most exposed to the world, such as our senses, that are shaped by experience. Plastic change, caused by our experience, travels deep into the brain and ultimately even into our genes, molding them as well—a topic to which we shall return.

This Mediterranean-style villa where he spends so much time sits among low mountains. He has just planted his own vineyard, and we walk through it. At night we talk about his early years studying philosophy, while four generations of his spirited family tease each other, breaking into peals of laughter. On the couch sits Merzenich's latest grandchild, just a few months old and in the midst of many critical periods. She makes everyone around her happy because she is such a good audience. You can coo at her, and she listens, thrilled. You tickle her toes, and she is completely attentive. As she looks around the room she takes in everything.

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AIA[®] Document B101[™] – 2007

Standard Form of Agreement Between Owner and Architect

AGREEMENT made as of the _____ day of _____ in the year _____
(In words, indicate day, month and year.)

BETWEEN the Architect's client identified as the Owner:
(Name, address and other information)

Nye County School District Board of Trustees
484 South West Street
Pahrump, Nevada 89048

and the Architect:

(Name, address and other information)

Carpenter Sellers Associates
1919 South Jones Blvd.
Suite C
Las Vegas, Nevada 89146
Telephone Number: 702-251-8896
Fax Number: 702-251-8876

This document has important legal consequences. Consultation with an attorney is encouraged with respect to its completion or modification.

for the following Project:

(Name, location and detailed description)

Nye County School District Manse Elementary School
New elementary school to be located on a 11.51 acre portion of an overall 19.78 acre site located at Lola Lane and Harris Farm Road in Pahrump, Nevada.
A new prototype design based on the single-story, 55,417 sf modular design of Floyd Elementary School.

The Owner and Architect agree as follows.

CSA will provide complete Architecture, Interior Design, MEP Engineering, Structural Engineering, Civil Engineering, Cost Estimating, Food Service Design, Specifications and Landscape Architecture for a new prototype design based on the single-story, 55,417 sf modular design of Floyd Elementary School; elevations will be the same with slight modifications due to height changes and color revisions. The overall building footprint will also be the same with slight modifications to the overall floor plan. Food Service Design will incorporate slight modifications to the overall layout. Structural Drawings were not included in the modular Floyd documents but will be included in the Manse Elementary prototypical documents.

Civil Engineering includes ½ mile of sewer and water extension required by the City that was not necessary on Floyd Elementary. Civil also includes boundary/topo, traffic study, a technical hydrology study as the site is located in a 500-year flood zone, grading plans, water network analysis, on and offsite civil improvements, legal description and storm water pollution prevention plan. We understand the additional 8.27 acres of the site is for future development of a new administration building and is not a part of our scope at this time but the half-street improvement of Lola Lane from Harris Farm Rd adjacent to the new Manse site is included. A street light is not anticipated or included in our scope of work at this time.

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EXHIBIT A INITIAL INFORMATION

ARTICLE 1 INITIAL INFORMATION

§ 1.1 This Agreement is based on the Initial Information set forth in this Article 1 and in optional Exhibit A, Initial Information:

(Complete Exhibit A, Initial Information, and incorporate it into the Agreement at Section 13.2, or state below Initial Information such as details of the Project's site and program, Owner's contractors and consultants, Architect's consultants, Owner's budget for the Cost of the Work, authorized representatives, anticipated procurement method, and other information relevant to the Project.)

§ 1.2 The Owner's anticipated dates for commencement of construction and Substantial Completion of the Work are set forth below:

.1 Commencement of construction date:

| TBD

.2 Substantial Completion date:

| TBD

§ 1.3 The Owner and Architect may rely on the Initial Information. Both parties, however, recognize that such information may materially change and, in that event, the Owner and the Architect shall appropriately adjust the schedule, the Architect's services and the Architect's compensation.

ARTICLE 2 ARCHITECT'S RESPONSIBILITIES

§ 2.1 The Architect shall provide the professional services as set forth in this Agreement.

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§ 2.2 The Architect shall perform its services consistent with the professional skill and care ordinarily provided by architects practicing in the same or similar locality under the same or similar circumstances. The Architect shall perform its services as expeditiously as is consistent with such professional skill and care and the orderly progress of the Project.

§ 2.3 The Architect shall identify a representative authorized to act on behalf of the Architect with respect to the Project.

§ 2.4 Except with the Owner's knowledge and consent, the Architect shall not engage in any activity, or accept any employment, interest or contribution that would reasonably appear to compromise the Architect's professional judgment with respect to this Project.

§ 2.5 The Architect shall maintain the following insurance for the duration of this Agreement. ~~If any of the requirements set forth below exceed the types and limits the Architect normally maintains, the Owner shall reimburse the Architect for any additional cost.~~ Architect shall maintain said insurance coverage for a period of at least two years following completion of the project and deliver Owner a certificate of insurance evidencing the insurance coverage is in place. The policies of insurance shall contain a provision that the coverages afforded under the policies will not be cancelled or allowed to expire until at least thirty days prior written notice has been given to Owner.

(Identify types and limits of insurance coverage, and other insurance requirements applicable to the Agreement, if any.)

.1 General Liability

\$1,000,000.00 / \$2,000,000.00

.2 Automobile Liability

\$1,000,000.00

.3 Workers' Compensation

\$1,000,000.00

.4 Professional Liability

\$1,000,000.00 / \$3,000,000.00 Aggregate

ARTICLE 3 SCOPE OF ARCHITECT'S BASIC SERVICES

§ 3.1 The Architect's Basic Services consist of those described in Article 3 and include usual and customary structural, mechanical, and electrical engineering services. Services not set forth in this Article 3 are Additional Services.

§ 3.1.1 The Architect shall manage the Architect's services, consult with the Owner, research applicable design criteria, attend Project meetings, communicate with members of the Project team and report progress to the Owner.

§ 3.1.2 The Architect shall coordinate its services with those services provided by the Owner and the Owner's consultants. The Architect shall be entitled to rely on the accuracy and completeness of services and information furnished by the Owner and the Owner's consultants. The Architect shall provide prompt written notice to the Owner if the Architect becomes aware of any error, omission or inconsistency in such services or information.

§ 3.1.3 As soon as practicable after the date of this Agreement, the Architect shall submit for the Owner's approval a schedule for the performance of the Architect's services. The schedule initially shall include anticipated dates for the commencement of construction and for Substantial Completion of the Work as set forth in the Initial Information. The schedule shall include allowances for periods of time required for the Owner's review, for the performance of the Owner's consultants, and for approval of submissions by authorities having jurisdiction over the Project. Once

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approved by the Owner, time limits established by the schedule shall not, except for reasonable cause, be exceeded by the Architect or Owner. With the Owner's approval, the Architect shall adjust the schedule, if necessary as the Project proceeds until the commencement of construction.

§ 3.1.4 The Architect shall not be responsible for an Owner's directive or substitution made without the Architect's approval.

§ 3.1.5 The Architect shall, at appropriate times, contact the governmental authorities required to approve the Construction Documents and the entities providing utility services to the Project. In designing the Project, the Architect shall respond to applicable design requirements imposed by such governmental authorities and by such entities providing utility services.

§ 3.1.6 The Architect shall assist the Owner in connection with the Owner's responsibility for filing documents required for the approval of governmental authorities having jurisdiction over the Project.

§ 3.2 SCHEMATIC DESIGN PHASE SERVICES

§ 3.2.1 The Architect shall review the program and other information furnished by the Owner, and shall review laws, codes, and regulations applicable to the Architect's services.

§ 3.2.2 The Architect shall prepare a preliminary evaluation of the Owner's program, schedule, budget for the Cost of the Work, Project site, and the proposed procurement or delivery method and other Initial Information, each in terms of the other, to ascertain the requirements of the Project. The Architect shall notify the Owner of (1) any inconsistencies discovered in the information, and (2) other information or consulting services that may be reasonably needed for the Project.

§ 3.2.3 The Architect shall present its preliminary evaluation to the Owner and shall discuss with the Owner alternative approaches to design and construction of the Project, including the feasibility of incorporating environmentally responsible design approaches. The Architect shall reach an understanding with the Owner regarding the requirements of the Project.

§ 3.2.4 Based on the Project's requirements agreed upon with the Owner, the Architect shall prepare and present for the Owner's approval a preliminary design illustrating the scale and relationship of the Project components.

§ 3.2.5 Based on the Owner's approval of the preliminary design, the Architect shall prepare Schematic Design Documents for the Owner's approval. The Schematic Design Documents shall consist of drawings and other documents including a site plan, if appropriate, and preliminary building plans, sections and elevations; and may include some combination of study models, perspective sketches, or digital modeling. Preliminary selections of major building systems and construction materials shall be noted on the drawings or described in writing.

§ 3.2.5.1 The Architect shall consider environmentally responsible design alternatives, such as material choices and building orientation, together with other considerations based on program and aesthetics, in developing a design that is consistent with the Owner's program, schedule and budget for the Cost of the Work. The Owner may obtain other environmentally responsible design services under Article 4.

§ 3.2.5.2 The Architect shall consider the value of alternative materials, building systems and equipment, together with other considerations based on program and aesthetics in developing a design for the Project that is consistent with the Owner's program, schedule and budget for the Cost of the Work.

§ 3.2.6 The Architect shall submit to the Owner an estimate of the Cost of the Work prepared in accordance with Section 6.3.

§ 3.2.7 The Architect shall submit the Schematic Design Documents to the Owner, and request the Owner's approval.

§ 3.3 DESIGN DEVELOPMENT PHASE SERVICES

§ 3.3.1. The Design Development effort will be eliminated based on the work completed on the Floyd Elementary School. Design Development will become part of the Construction Documents effort.

§

~~§ 3.3.1 Based on the Owner's approval of the Schematic Design Documents, and on the Owner's authorization of any adjustments in the Project requirements and the budget for the Cost of the Work, the Architect shall prepare Design Development Documents for the Owner's approval. The Design Development Documents shall illustrate and describe the development of the approved Schematic Design Documents and shall consist of drawings and other documents including plans, sections, elevations, typical construction details, and diagrammatic layouts of building systems to fix and describe the size and character of the Project as to architectural, structural, mechanical and electrical systems, and such other elements as may be appropriate. The Design Development Documents shall also include outline specifications that identify major materials and systems and establish in general their quality levels.~~

~~§ 3.3.2 The Architect shall update the estimate of the Cost of the Work.~~

~~§ 3.3.3 The Architect shall submit the Design Development documents to the Owner, advise the Owner of any adjustments to the estimate of the Cost of the Work, and request the Owner's approval.~~

§ 3.4 CONSTRUCTION DOCUMENTS PHASE SERVICES

§ 3.4.1 Based on the Owner's approval of the Design Development Documents, and on the Owner's authorization of any adjustments in the Project requirements and the budget for the Cost of the Work, the Architect shall prepare Construction Documents for the Owner's approval. The Construction Documents shall illustrate and describe the further development of the approved Design Development Documents and shall consist of Drawings and Specifications setting forth in detail the quality levels of materials and systems and other requirements for the construction of the Work. The Owner and Architect acknowledge that in order to construct the Work the Contractor will provide additional information, including Shop Drawings, Product Data, Samples and other similar submittals, which the Architect shall review in accordance with Section 3.6.4.

§ 3.4.2 The Architect shall incorporate into the Construction Documents the design requirements of governmental authorities having jurisdiction over the Project.

§ 3.4.3 During the development of the Construction Documents, the Architect shall assist the Owner in the development and preparation of (1) bidding and procurement information that describes the time, place and conditions of bidding, including bidding or proposal forms; (2) the form of agreement between the Owner and Contractor; and (3) the Conditions of the Contract for Construction (General, Supplementary and other Conditions). The Architect shall also compile a project manual that includes the Conditions of the Contract for Construction and Specifications and may include bidding requirements and sample forms.

~~§ 3.4.4 The Architect shall update the estimate for the Cost of the Work. Work @ 65% and 95%.~~

§ 3.4.5 The Architect shall submit the Construction Documents to the Owner, advise the Owner of any adjustments to the estimate of the Cost of the Work, take any action required under Section 6.5, and request the Owner's approval.

§ 3.5 BIDDING OR NEGOTIATION PHASE SERVICES

§ 3.5.1 GENERAL

The Architect shall assist the Owner in establishing a list of prospective contractors. Following the Owner's approval of the Construction Documents, the Architect shall assist the Owner in (1) obtaining either competitive bids or negotiated proposals; (2) confirming responsiveness of bids or proposals; (3) determining the successful bid or proposal, if any; and, (4) awarding and preparing contracts for construction.

§ 3.5.2 COMPETITIVE BIDDING

~~§ 3.5.2.1 Bidding Documents shall consist of bidding requirements and proposed Contract Documents and assist the District and its legal counsel in the review and preparation of the Bidding Documents and the Construction Documents.~~

§ 3.5.2.2 The Architect shall assist the Owner in bidding the Project by

- .1 procuring the reproduction of Bidding Documents for distribution to prospective bidders;

- .2 distributing the Bidding Documents to prospective bidders, requesting their return upon completion of the bidding process, and maintaining a log of distribution and retrieval and of the amounts of deposits, if any, received from and returned to prospective bidders;
- .3 organizing and conducting a pre-bid conference for prospective bidders;
- .4 preparing responses to questions from prospective bidders and providing clarifications and interpretations of the Bidding Documents to all prospective bidders in the form of addenda; and
- .5 organizing and conducting the opening of the bids, and subsequently documenting and distributing the bidding results, as directed by the Owner.

§ 3.5.2.3 The Architect shall consider requests for substitutions, if the Bidding Documents permit substitutions, and shall prepare and distribute addenda identifying approved substitutions to all prospective bidders.

§ 3.5.3 NEGOTIATED PROPOSALS

§ 3.5.3.1 Proposal Documents shall consist of proposal requirements and proposed Contract Documents.

§ 3.5.3.2 The Architect shall assist the Owner in obtaining proposals by

- .1 procuring the reproduction of Proposal Documents for distribution to prospective contractors, and requesting their return upon completion of the negotiation process;
- .2 organizing and participating in selection interviews with prospective contractors; and
- .3 participating in negotiations with prospective contractors, and subsequently preparing a summary report of the negotiation results, as directed by the Owner.

§ 3.5.3.3 The Architect shall consider requests for substitutions, if the Proposal Documents permit substitutions, and shall prepare and distribute addenda identifying approved substitutions to all prospective contractors.

§ 3.6 CONSTRUCTION PHASE SERVICES

§ 3.6.1 GENERAL

§ 3.6.1.1 The Architect shall provide administration of the Contract between the Owner and the Contractor as set forth below and in AIA Document A201™–2007, General Conditions of the Contract for Construction. If the Owner and Contractor modify AIA Document A201–2007, those modifications shall not affect the Architect's services under this Agreement unless the Owner and the Architect amend this Agreement.

§ 3.6.1.2 The Architect shall advise and consult with the Owner during the Construction Phase Services. The Architect shall have authority to act on behalf of the Owner only to the extent provided in this Agreement. The Architect shall not have control over, charge of, or responsibility for the construction means, methods, techniques, sequences or procedures, or for safety precautions and programs in connection with the Work, nor shall the Architect be responsible for the Contractor's failure to perform the Work in accordance with the requirements of the Contract Documents. The Architect shall be responsible for the Architect's negligent acts or omissions, but shall not have control over or charge of, and shall not be responsible for, acts or omissions of the Contractor or of any other persons or entities performing portions of the Work.

§ 3.6.1.3 Subject to Section 4.3, the Architect's responsibility to provide Construction Phase Services commences with the award of the Contract for Construction and terminates on the date the Architect issues the final Certificate for Payment.

§ 3.6.2 EVALUATIONS OF THE WORK

§ 3.6.2.1 The Architect shall visit the site at intervals appropriate to the stage of construction, or as otherwise required in Section 4.3.3, to become generally familiar with the progress and quality of the portion of the Work completed, and to determine, in general, if the Work observed is being performed in a manner indicating that the Work, when fully completed, will be in accordance with the Contract Documents. However, the Architect shall not be required to make exhaustive or continuous on-site inspections to check the quality or quantity of the Work. On the basis of the site visits, the Architect shall keep the Owner reasonably informed about the progress and quality of the portion of the Work completed, and report to the Owner (1) known deviations from the Contract Documents and from the most recent construction schedule submitted by the Contractor, and (2) defects and deficiencies observed in the Work.

§ 3.6.2.2 The Architect has the authority to reject Work that does not conform to the Contract Documents. Whenever the Architect considers it necessary or advisable, the Architect shall have the authority to require inspection or testing of the Work in accordance with the provisions of the Contract Documents, whether or not such Work is fabricated, installed or completed. However, neither this authority of the Architect nor a decision made in good faith either to exercise or not to exercise such authority shall give rise to a duty or responsibility of the Architect to the Contractor, Subcontractors, material and equipment suppliers, their agents or employees or other persons or entities performing portions of the Work.

§ 3.6.2.3 The Architect shall interpret and decide matters concerning performance under, and requirements of, the Contract Documents on written request of either the Owner or Contractor. The Architect's response to such requests shall be made in writing within any time limits agreed upon or otherwise with reasonable promptness.

§ 3.6.2.4 Interpretations and decisions of the Architect shall be consistent with the intent of and reasonably inferable from the Contract Documents and shall be in writing or in the form of drawings. When making such interpretations and decisions, the Architect shall endeavor to secure faithful performance by both Owner and Contractor, shall not show partiality to either, and shall not be liable for results of interpretations or decisions rendered in good faith. The Architect's decisions on matters relating to aesthetic effect shall be final if consistent with the intent expressed in the Contract Documents.

§ 3.6.2.5 Unless the Owner and Contractor designate another person to serve as an Initial Decision Maker, as that term is defined in AIA Document A201–2007, the Architect shall render initial decisions on Claims between the Owner and Contractor as provided in the Contract Documents.

§ 3.6.3 CERTIFICATES FOR PAYMENT TO CONTRACTOR

§ 3.6.3.1 The Architect shall review and certify the amounts due the Contractor and shall issue certificates in such amounts. The Architect's certification for payment shall constitute a representation to the Owner, based on the Architect's evaluation of the Work as provided in Section 3.6.2 and on the data comprising the Contractor's Application for Payment, that, to the best of the Architect's knowledge, information and belief, the Work has progressed to the point indicated and that the quality of the Work is in accordance with the Contract Documents. The foregoing representations are subject (1) to an evaluation of the Work for conformance with the Contract Documents upon Substantial Completion, (2) to results of subsequent tests and inspections, (3) to correction of minor deviations from the Contract Documents prior to completion, and (4) to specific qualifications expressed by the Architect.

§ 3.6.3.2 The issuance of a Certificate for Payment shall not be a representation that the Architect has (1) made exhaustive or continuous on-site inspections to check the quality or quantity of the Work, (2) reviewed construction means, methods, techniques, sequences or procedures, (3) reviewed copies of requisitions received from Subcontractors and material suppliers and other data requested by the Owner to substantiate the Contractor's right to payment, or (4) ascertained how or for what purpose the Contractor has used money previously paid on account of the Contract Sum.

§ 3.6.3.3 The Architect shall maintain a record of the Applications and Certificates for Payment.

§ 3.6.4 SUBMITTALS

§ 3.6.4.1 The Architect shall review the Contractor's submittal schedule and shall not unreasonably delay or withhold approval. The Architect's action in reviewing submittals shall be taken in accordance with the approved submittal schedule or, in the absence of an approved submittal schedule, with reasonable promptness while allowing sufficient time in the Architect's professional judgment to permit adequate review.

§ 3.6.4.2 In accordance with the Architect-approved submittal schedule, the Architect shall review and approve or take other appropriate action upon the Contractor's submittals such as Shop Drawings, Product Data and Samples, but only for the limited purpose of checking for conformance with information given and the design concept expressed in the Contract Documents. Review of such submittals is not for the purpose of determining the accuracy and completeness of other information such as dimensions, quantities, and installation or performance of equipment or systems, which are the Contractor's responsibility. The Architect's review shall not constitute approval of safety precautions or, unless otherwise specifically stated by the Architect, of any construction means, methods,

techniques, sequences or procedures. The Architect's approval of a specific item shall not indicate approval of an assembly of which the item is a component.

§ 3.6.4.3 If the Contract Documents specifically require the Contractor to provide professional design services or certifications by a design professional related to systems, materials or equipment, the Architect shall specify the appropriate performance and design criteria that such services must satisfy. The Architect shall review shop drawings and other submittals related to the Work designed or certified by the design professional retained by the Contractor that bear such professional's seal and signature when submitted to the Architect. The Architect shall be entitled to rely upon the adequacy, accuracy and completeness of the services, certifications and approvals performed or provided by such design professionals.

§ 3.6.4.4 Subject to the provisions of Section 4.3, the Architect shall review and respond to requests for information about the Contract Documents. The Architect shall set forth in the Contract Documents the requirements for requests for information. Requests for information shall include, at a minimum, a detailed written statement that indicates the specific Drawings or Specifications in need of clarification and the nature of the clarification requested. The Architect's response to such requests shall be made in writing within any time limits agreed upon, or otherwise with reasonable promptness. If appropriate, the Architect shall prepare and issue supplemental Drawings and Specifications in response to requests for information.

§ 3.6.4.5 The Architect shall maintain a record of submittals and copies of submittals supplied by the Contractor in accordance with the requirements of the Contract Documents.

§ 3.6.5 CHANGES IN THE WORK

§ 3.6.5.1 The Architect may authorize minor changes in the Work that are consistent with the intent of the Contract Documents and do not involve an adjustment in the Contract Sum or an extension of the Contract Time. Subject to the provisions of Section 4.3, the Architect shall prepare Change Orders and Construction Change Directives for the Owner's approval and execution in accordance with the Contract Documents.

§ 3.6.5.2 The Architect shall maintain records relative to changes in the Work.

§ 3.6.6 PROJECT COMPLETION

§ 3.6.6.1 The Architect shall conduct inspections to determine the date or dates of Substantial Completion and the date of final completion; issue Certificates of Substantial Completion; receive from the Contractor and forward to the Owner, for the Owner's review and records, written warranties and related documents required by the Contract Documents and assembled by the Contractor; and issue a final Certificate for Payment based upon a final inspection indicating the Work complies with the requirements of the Contract Documents.

§ 3.6.6.2 The Architect's inspections shall be conducted with the Owner to check conformance of the Work with the requirements of the Contract Documents and to verify the accuracy and completeness of the list submitted by the Contractor of Work to be completed or corrected.

§ 3.6.6.3 When the Work is found to be substantially complete, the Architect shall inform the Owner about the balance of the Contract Sum remaining to be paid the Contractor, including the amount to be retained from the Contract Sum, if any, for final completion or correction of the Work.

§ 3.6.6.4 The Architect shall forward to the Owner the following information received from the Contractor: (1) consent of surety or sureties, if any, to reduction in or partial release of retainage or the making of final payment; (2) affidavits, receipts, releases and waivers of liens or bonds indemnifying the Owner against liens; and (3) any other documentation required of the Contractor under the Contract Documents.

§ 3.6.6.5 Upon request of the Owner, and prior to the expiration of one year from the date of Substantial Completion, the Architect shall, without additional compensation, conduct a meeting with the Owner to review the facility operations and performance.

ARTICLE 4 ADDITIONAL SERVICES

§ 4.1 Additional Services listed below are not included in Basic Services but may be required for the Project. The Architect shall provide the listed Additional Services only if specifically designated in the table below as the Architect's responsibility, and the Owner shall compensate the Architect as provided in Section 11.2.

(Designate the Additional Services the Architect shall provide in the second column of the table below. In the third column indicate whether the service description is located in Section 4.2 or in an attached exhibit. If in an exhibit, identify the exhibit.)

Additional Services	Responsibility (Architect, Owner or Not Provided)	Location of Service Description (Section 4.2 below or in an exhibit attached to this document and identified below)
§ 4.1.1 Programming	<u>In Basic Service</u>	
§ 4.1.2 Multiple preliminary designs	<u>In Basic Service</u>	
§ 4.1.3 Measured drawings		
§ 4.1.4 Existing facilities surveys		
§ 4.1.5 Site Evaluation and Planning (B203™–2007)		
§ 4.1.6 Building information modeling	<u>In Basic Service</u>	
§ 4.1.7 Civil engineering	<u>In Basic Service</u>	
§ 4.1.8 Landscape design	<u>In Basic Service</u>	
§ 4.1.9 Architectural Interior Design (B252™–2007)	<u>In Basic Service</u>	
§ 4.1.10 Value Analysis (B204™–2007)		
§ 4.1.11 Detailed cost estimating	<u>In Basic Service</u>	
§ 4.1.12 On-site project representation		
§ 4.1.13 Conformed construction documents	<u>In Basic Service</u>	
§ 4.1.14 As-Designed Record drawings	<u>In Basic Service</u>	
§ 4.1.15 As-Constructed Record drawings	<u>In Basic Service</u>	
§ 4.1.16 Post occupancy evaluation		
§ 4.1.17 Facility Support Services (B210™–2007)		
§ 4.1.18 Tenant-related services		
§ 4.1.19 Coordination of Owner's consultants	<u>In Basic Service</u>	
§ 4.1.20 Telecommunications/data design		
§ 4.1.21 Security Evaluation and Planning (B206™–2007)		
§ 4.1.22 Commissioning (B211™–2007)		
§ 4.1.23 Extensive environmentally responsible design		
§ 4.1.24 LEED® Certification (B214™–2007)		
§ 4.1.25 Fast-track design services		
§ 4.1.26 Historic Preservation (B205™–2007)		
§ 4.1.27 Furniture, Furnishings, and Equipment Design (B253™–2007)		
4.1.28 Geotechnical Report		

§ 4.2 Insert a description of each Additional Service designated in Section 4.1 as the Architect's responsibility, if not further described in an exhibit attached to this document.

Additional Services Agreement descriptions will be provided as an amendment to the contract should they be requested by the client from items listed in sections 4.1.1 through sections 4.1.24 listed above; the services listed in 4.1.1, 4.1.2, 4.1.6, 4.1.7, 4.1.8, 4.1.9, 4.1.11, 4.1.13, 4.1.14, 4.1.15, and 4.1.19 are included as a part of the Basic Services at no additional charge.

§ 4.3 Additional Services may be provided after execution of this Agreement, without invalidating the Agreement. Except for services required due to the fault of the Architect, any Additional Services provided in accordance with this Section 4.3 shall entitle the Architect to compensation pursuant to Section 11.3 and an appropriate adjustment in the Architect's schedule.

§ 4.3.1 Upon recognizing the need to perform the following Additional Services, the Architect shall notify the Owner with reasonable promptness and explain the facts and circumstances giving rise to the need. The Architect shall not proceed to provide the following services until the Architect receives the Owner's written authorization:

- .1 Services necessitated by a change in the Initial Information, previous instructions or approvals given by the Owner, or a material change in the Project including, but not limited to, size, quality, complexity, the Owner's schedule or budget for Cost of the Work, or procurement or delivery method;
- .2 Services necessitated by the Owner's request for extensive environmentally responsible design alternatives, such as unique system designs, in-depth material research, energy modeling, or LEED® certification;
- .3 Changing or editing previously prepared Instruments of Service necessitated by the enactment or revision of codes, laws or regulations or official interpretations;
- .4 Services necessitated by decisions of the Owner not rendered in a timely manner or any other failure of performance on the part of the Owner or the Owner's consultants or contractors;
- .5 Preparing digital data for transmission to the Owner's consultants and contractors, or to other Owner authorized recipients;
- .6 Preparation of design and documentation for alternate bid or proposal requests proposed by the Owner;
- .7 Preparation for, and attendance at, a public presentation, meeting or hearing;
- .8 Preparation for, and attendance at a dispute resolution proceeding or legal proceeding, except where the Architect is party thereto;
- .9 Evaluation of the qualifications of bidders or persons providing proposals;
- .10 Consultation concerning replacement of Work resulting from fire or other cause during construction; or
- .11 Assistance to the Initial Decision Maker, if other than the Architect.

§ 4.3.2 To avoid delay in the Construction Phase, the Architect shall provide the following Additional Services, notify the Owner with reasonable promptness, and explain the facts and circumstances giving rise to the need. If the Owner subsequently determines that all or parts of those services are not required, the Owner shall give prompt written notice to the Architect, and the Owner shall have no further obligation to compensate the Architect for those services:

- .1 Reviewing a Contractor's submittal out of sequence from the submittal schedule agreed to by the Architect;
- .2 Responding to the Contractor's requests for information that are not prepared in accordance with the Contract Documents or where such information is available to the Contractor from a careful study and comparison of the Contract Documents, field conditions, other Owner-provided information, Contractor-prepared coordination drawings, or prior Project correspondence or documentation;
- .3 Preparing Change Orders and Construction Change Directives that require evaluation of Contractor's proposals and supporting data, or the preparation or revision of Instruments of Service;
- .4 Evaluating an extensive number of Claims as the Initial Decision Maker;
- .5 Evaluating substitutions proposed by the Owner or Contractor and making subsequent revisions to Instruments of Service resulting therefrom; or
- .6 To the extent the Architect's Basic Services are affected, providing Construction Phase Services 60 days after (1) the date of Substantial Completion of the Work or (2) the anticipated date of Substantial Completion identified in Initial Information, whichever is earlier.

§ 4.3.3 The Architect shall provide Construction Phase Services exceeding the limits set forth below as Additional Services. When the limits below are reached, the Architect shall notify the Owner:

- .1 (—) reviews of each Shop Drawing, Product Data item, sample and similar submittal of the Contractor
- .2 (—) Thirty eight (38) visits to the site by the Architect over the duration of the Project during construction
- .3 (—) inspections for any portion of the Work to determine whether such portion of the Work is substantially complete in accordance with the requirements of the Contract Documents
- .4 (—) inspections for any portion of the Work to determine final completion

§ 4.3.4 If the services covered by this Agreement have not been completed within (—)N/A (N/A) months of the date of this Agreement, through no fault of the Architect, extension of the Architect's services beyond that time shall be compensated as Additional Services.

ARTICLE 5 OWNER'S RESPONSIBILITIES

§ 5.1 Unless otherwise provided for under this Agreement, the Owner shall provide information in a timely manner regarding requirements for and limitations on the Project, including a written program which shall set forth the Owner's objectives, schedule, constraints and criteria, including space requirements and relationships, flexibility, expandability, special equipment, systems and site requirements. Within 15 days after receipt of a written request from the Architect, the Owner shall furnish the requested information as necessary and relevant for the Architect to evaluate, give notice of or enforce lien rights.

§ 5.2 The Owner shall establish and periodically update the Owner's budget for the Project, including (1) the budget for the Cost of the Work as defined in Section 6.1; (2) the Owner's other costs; and, (3) reasonable contingencies related to all of these costs. If the Owner significantly increases or decreases the Owner's budget for the Cost of the Work, the Owner shall notify the Architect. The Owner and the Architect shall thereafter agree to a corresponding change in the Project's scope and quality.

§ 5.3 The Owner shall identify a representative authorized to act on the Owner's behalf with respect to the Project. The Owner shall render decisions and approve the Architect's submittals in a timely manner in order to avoid unreasonable delay in the orderly and sequential progress of the Architect's services.

§ 5.4 The Owner shall furnish surveys to describe physical characteristics, legal limitations and utility locations for the site of the Project, and a written legal description of the site. The surveys and legal information shall include, as applicable, grades and lines of streets, alleys, pavements and adjoining property and structures; designated wetlands; adjacent drainage; rights-of-way, restrictions, easements, encroachments, zoning, deed restrictions, boundaries and contours of the site; locations, dimensions and necessary data with respect to existing buildings, other improvements and trees; and information concerning available utility services and lines, both public and private, above and below grade, including inverts and depths. All the information on the survey shall be referenced to a Project benchmark.

§ 5.5 The Owner shall furnish services of geotechnical engineers, which may include but are not limited to test borings, test pits, determinations of soil bearing values, percolation tests, evaluations of hazardous materials, seismic evaluation, ground corrosion tests and resistivity tests, including necessary operations for anticipating subsoil conditions, with written reports and appropriate recommendations.

§ 5.6 The Owner shall coordinate the services of its own consultants with those services provided by the Architect. Upon the Architect's request, the Owner shall furnish copies of the scope of services in the contracts between the Owner and the Owner's consultants. The Owner shall furnish the services of consultants other than those designated in this Agreement, or authorize the Architect to furnish them as an Additional Service, when the Architect requests such services and demonstrates that they are reasonably required by the scope of the Project. The Owner shall require that its consultants maintain professional liability insurance as appropriate to the services provided.

§ 5.7 The Owner shall furnish tests, inspections and reports required by law or the Contract Documents, such as structural, mechanical, and chemical tests, tests for air and water pollution, and tests for hazardous materials.

§ 5.8 The Owner shall furnish all legal, insurance and accounting services, including auditing services, that may be reasonably necessary at any time for the Project to meet the Owner's needs and interests.

§ 5.9 The Owner shall provide prompt written notice to the Architect if the Owner becomes aware of any fault or defect in the Project, including errors, omissions or inconsistencies in the Architect's Instruments of Service.

§ 5.10 Except as otherwise provided in this Agreement, or when direct communications have been specially authorized, the Owner shall endeavor to communicate with the Contractor and the Architect's consultants through the Architect about matters arising out of or relating to the Contract Documents. The Owner shall promptly notify the Architect of any direct communications that may affect the Architect's services.

§ 5.11 Before executing the Contract for Construction, the Owner shall coordinate the Architect's duties and responsibilities set forth in the Contract for Construction with the Architect's services set forth in this Agreement. The Owner shall provide the Architect a copy of the executed agreement between the Owner and Contractor, including the General Conditions of the Contract for Construction.

§ 5.12 The Owner shall provide the Architect access to the Project site prior to commencement of the Work and shall obligate the Contractor to provide the Architect access to the Work wherever it is in preparation or progress.

ARTICLE 6 COST OF THE WORK

§ 6.1 For purposes of this Agreement, the Cost of the Work shall be the total cost to the Owner to construct all elements of the Project designed or specified by the Architect and shall include contractors' general conditions costs, overhead and profit. The Cost of the Work does not include the compensation of the Architect, the costs of the land, rights-of-way, financing, contingencies for changes in the Work or other costs that are the responsibility of the Owner.

§ 6.2 The Owner's budget for the Cost of the Work is provided in Initial Information, and may be adjusted throughout the Project as required under Sections 5.2, 6.4 and 6.5. Evaluations of the Owner's budget for the Cost of the Work, the preliminary estimate of the Cost of the Work and updated estimates of the Cost of the Work prepared by the Architect, represent the Architect's judgment as a design professional. It is recognized, however, that neither the Architect nor the Owner has control over the cost of labor, materials or equipment; the Contractor's methods of determining bid prices; or competitive bidding, market or negotiating conditions. Accordingly, the Architect cannot and does not warrant or represent that bids or negotiated prices will not vary from the Owner's budget for the Cost of the Work or from any estimate of the Cost of the Work or evaluation prepared or agreed to by the Architect.

§ 6.3 In preparing estimates of the Cost of Work, the Architect shall be permitted to include contingencies for design, bidding and price escalation; to determine what materials, equipment, component systems and types of construction are to be included in the Contract Documents; to make reasonable adjustments in the program and scope of the Project; and to include in the Contract Documents alternate bids as may be necessary to adjust the estimated Cost of the Work to meet the Owner's budget for the Cost of the Work. The Architect's estimate of the Cost of the Work shall be based on current area, volume or similar conceptual estimating techniques. If the Owner requests detailed cost estimating services, the Architect shall provide such services as an Additional Service under Article 4.

§ 6.4 If the Bidding or Negotiation Phase has not commenced within 90 days after the Architect submits the Construction Documents to the Owner, through no fault of the Architect, the Owner's budget for the Cost of the Work shall be adjusted to reflect changes in the general level of prices in the applicable construction market.

§ 6.5 If at any time the Architect's estimate of the Cost of the Work exceeds the Owner's budget for the Cost of the Work, the Architect shall make appropriate recommendations to the Owner to adjust the Project's size, quality or budget for the Cost of the Work, and the Owner shall cooperate with the Architect in making such adjustments.

§ 6.6 If the Owner's budget for the Cost of the Work at the conclusion of the Construction Documents Phase Services is exceeded by the lowest bona fide bid or negotiated proposal, the Owner shall

- .1 give written approval of an increase in the budget for the Cost of the Work;
- .2 authorize rebidding or renegotiating of the Project within a reasonable time;
- .3 terminate in accordance with Section 9.5;
- .4 in consultation with the Architect, revise the Project program, scope, or quality as required to reduce the Cost of the Work; or
- .5 implement any other mutually acceptable alternative.

§ 6.7 If the Owner chooses to proceed under Section 6.6.4, the Architect, ~~without additional compensation, as an additional service shall, and as agreed between the owner and the architect,~~ shall modify the Construction Documents as necessary to comply with the Owner's budget for the Cost of the Work at the conclusion of the Construction Documents Phase Services, or the budget as adjusted under Section 6.6.1. The Architect's modification of the Construction Documents shall be the limit of the Architect's responsibility under this Article 6.

ARTICLE 7 COPYRIGHTS AND LICENSES

§ 7.1 The Architect and the Owner warrant that in transmitting Instruments of Service, or any other information, the transmitting party is the copyright owner of such information or has permission from the copyright owner to transmit such information for its use on the Project. If the Owner and Architect intend to transmit Instruments of Service or any other information or documentation in digital form, they shall endeavor to establish necessary protocols governing such transmissions.

§ 7.2 The Architect and the Architect's consultants shall be deemed the authors and owners of their respective Instruments of Service, including the Drawings and Specifications, and shall retain all common law, statutory and other reserved rights, including copyrights. Submission or distribution of Instruments of Service to meet official regulatory requirements or for similar purposes in connection with the Project is not to be construed as publication in derogation of the reserved rights of the Architect and the Architect's consultants. The Instruments of Service, including the drawings and specifications, remain the property of the design professional. Copies of the Instruments of Service, including the drawings and specifications, retained by Owner may be utilized only for Owner's use and for occupying the project for which they were prepared, and not for the construction of any other project. Owner shall have a permanent non-exclusive license to use the Instruments of Service, including the drawings and specification, for the use, design and construction of the Project. In the event of any termination of this Agreement, Owner shall retain a permanent non-exclusive license to use all Instruments of Service, including the drawings and specifications, for the completion of the design, construction and use of the Project. Owner agrees to release Architect from all claims arising out of the unauthorized reuse or modification to the Instruments of Service.

§ 7.3 Upon execution of this Agreement, the Architect grants to the Owner a nonexclusive license to use the Architect's Instruments of Service solely and exclusively for purposes of constructing, using, maintaining, altering and adding to the Project, provided that the Owner substantially performs its obligations, including prompt payment of all sums when due, under this Agreement. The Architect shall obtain similar nonexclusive licenses from the Architect's consultants consistent with this Agreement. The license granted under this section permits the Owner to authorize the Contractor, Subcontractors, Sub-subcontractors, and material or equipment suppliers, as well as the Owner's consultants and separate contractors, to reproduce applicable portions of the Instruments of Service solely and exclusively for use in performing services or construction for the Project. ~~If the Architect rightfully terminates this Agreement for cause as provided in Section 9.4, the license granted in this Section 7.3 shall terminate.~~

§ 7.3.1 In the event the Owner uses the Instruments of Service without retaining the author of the Instruments of Service, the Owner releases the Architect and Architect's consultant(s) from all claims and causes of action arising from such uses. The Owner, to the extent permitted by law, further agrees to indemnify and hold harmless the Architect and its consultants from all costs and expenses, including the cost of defense, related to claims and causes of action asserted by any third person or entity to the extent such costs and expenses arise from the Owner's use of the Instruments of Service under this Section 7.3.1. The terms of this Section 7.3.1 shall not apply if the Owner rightfully terminates this Agreement for cause under Section 9.4.

§ 7.4 Except for the licenses granted in this Article 7, no other license or right shall be deemed granted or implied under this Agreement. The Owner shall not assign, delegate, sublicense, pledge or otherwise transfer any license granted herein to another party without the prior written agreement of the Architect. Any unauthorized use of the Instruments of Service shall be at the Owner's sole risk and without liability to the Architect and the Architect's consultants.

ARTICLE 8 CLAIMS AND DISPUTES

§ 8.1 GENERAL

§ 8.1.1 The Owner and Architect shall commence all claims and causes of action, whether in contract, tort, or otherwise, against the other arising out of or related to this Agreement in accordance with the requirements of the method of binding dispute resolution selected in this Agreement within the period specified by applicable law, but in any case not more than 10 years after the date of Substantial Completion of the Work. The Owner and Architect waive all claims and causes of action not commenced in accordance with this Section 8.1.1.

§ 8.1.2 To the extent damages are covered by property insurance, the Owner and Architect waive all rights against each other and against the contractors, consultants, agents and employees of the other for damages, except such rights as they may have to the proceeds of such insurance as set forth in AIA Document A201-2007, General Conditions of the Contract for Construction. The Owner or the Architect, as appropriate, shall require of the

contractors, consultants, agents and employees of any of them similar waivers in favor of the other parties enumerated herein.

§ 8.1.3 The Architect and Owner waive consequential damages for claims, disputes or other matters in question arising out of or relating to this Agreement. This mutual waiver is applicable, without limitation, to all consequential damages due to either party's termination of this Agreement, except as specifically provided in Section 9.7.

§ 8.2 MEDIATION

§ 8.2.1 Any claim, dispute or other matter in question arising out of or related to this Agreement shall be subject to mediation as a condition precedent to binding dispute resolution. If such matter relates to or is the subject of a lien arising out of the Architect's services, the Architect may proceed in accordance with applicable law to comply with the lien notice or filing deadlines prior to resolution of the matter by mediation or by binding dispute resolution.

§ 8.2.2 The Owner and Architect shall endeavor to resolve claims, disputes and other matters in question between them by mediation which, unless the parties mutually agree otherwise, shall be administered by the American Arbitration Association in accordance with its Construction Industry Mediation Procedures in effect on the date of the Agreement. A request for mediation shall be made in writing, delivered to the other party to the Agreement, and filed with the person or entity administering the mediation. The request may be made concurrently with the filing of a complaint or other appropriate demand for binding dispute resolution but, in such event, mediation shall proceed in advance of binding dispute resolution proceedings, which shall be stayed pending mediation for a period of 60 days from the date of filing, unless stayed for a longer period by agreement of the parties or court order. If an arbitration proceeding is stayed pursuant to this section, the parties may nonetheless proceed to the selection of the arbitrator(s) and agree upon a schedule for later proceedings.

§ 8.2.3 The parties shall share the mediator's fee and any filing fees equally. The mediation shall be held in the place where the Project is located, unless another location is mutually agreed upon. Agreements reached in mediation shall be enforceable as settlement agreements in any court having jurisdiction thereof.

§ 8.2.4 If the parties do not resolve a dispute through mediation pursuant to this Section 8.2, the method of binding dispute resolution shall be the following:
(Check the appropriate box. If the Owner and Architect do not select a method of binding dispute resolution below, or do not subsequently agree in writing to a binding dispute resolution method other than litigation, the dispute will be resolved in a court of competent jurisdiction.)

☒ **[X]** Arbitration pursuant to Section 8.3 of this Agreement

☐ **[]** Litigation in a court of competent jurisdiction

☐ **[]** Other *(Specify)*

§ 8.3 ARBITRATION

§ 8.3.1 If the parties have selected arbitration as the method for binding dispute resolution in this Agreement, any claim, dispute or other matter in question arising out of or related to this Agreement subject to, but not resolved by, mediation shall be subject to arbitration which, unless the parties mutually agree otherwise, shall be administered by the American Arbitration Association in accordance with its Construction Industry Arbitration Rules in effect on the date of this Agreement. A demand for arbitration shall be made in writing, delivered to the other party to this Agreement, and filed with the person or entity administering the arbitration.

§ 8.3.1.1 A demand for arbitration shall be made no earlier than concurrently with the filing of a request for mediation, but in no event shall it be made after the date when the institution of legal or equitable proceedings based on the claim, dispute or other matter in question would be barred by the applicable statute of limitations. For statute of limitations purposes, receipt of a written demand for arbitration by the person or entity administering the arbitration shall constitute the institution of legal or equitable proceedings based on the claim, dispute or other matter in question.

§ 8.3.2 The foregoing agreement to arbitrate and other agreements to arbitrate with an additional person or entity duly consented to by parties to this Agreement shall be specifically enforceable in accordance with applicable law in any court having jurisdiction thereof.

§ 8.3.3 The award rendered by the arbitrator(s) shall be final, and judgment may be entered upon it in accordance with applicable law in any court having jurisdiction thereof.

§ 8.3.4 CONSOLIDATION OR JOINDER

§ 8.3.4.1 Either party, at its sole discretion, may consolidate an arbitration conducted under this Agreement with any other arbitration to which it is a party provided that (1) the arbitration agreement governing the other arbitration permits consolidation; (2) the arbitrations to be consolidated substantially involve common questions of law or fact; and (3) the arbitrations employ materially similar procedural rules and methods for selecting arbitrator(s).

§ 8.3.4.2 Either party, at its sole discretion, may include by joinder persons or entities substantially involved in a common question of law or fact whose presence is required if complete relief is to be accorded in arbitration, provided that the party sought to be joined consents in writing to such joinder. Consent to arbitration involving an additional person or entity shall not constitute consent to arbitration of any claim, dispute or other matter in question not described in the written consent.

§ 8.3.4.3 The Owner and Architect grant to any person or entity made a party to an arbitration conducted under this Section 8.3, whether by joinder or consolidation, the same rights of joinder and consolidation as the Owner and Architect under this Agreement.

ARTICLE 9 TERMINATION OR SUSPENSION

§ 9.1 If the Owner fails to make payments to the Architect in accordance with this Agreement, such failure shall be considered substantial nonperformance and cause for termination or, at the Architect's option, cause for suspension of performance of services under this Agreement. If the Architect elects to suspend services, the Architect shall give seven days' written notice to the Owner before suspending services. In the event of a suspension of services, the Architect shall have no liability to the Owner for delay or damage caused the Owner because of such suspension of services. Before resuming services, the Architect shall be paid all sums due prior to suspension and any expenses incurred in the interruption and resumption of the Architect's services. The Architect's fees for the remaining services and the time schedules shall be equitably adjusted.

§ 9.2 If the Owner suspends the Project, the Architect shall be compensated for services performed prior to notice of such suspension. When the Project is resumed, the Architect shall be compensated for expenses incurred in the interruption and resumption of the Architect's services. The Architect's fees for the remaining services and the time schedules shall be equitably adjusted.

§ 9.3 If the Owner suspends the Project for more than 90 cumulative days for reasons other than the fault of the Architect, the Architect may terminate this Agreement by giving not less than seven days' written notice.

§ 9.4 Either party may terminate this Agreement upon not less than seven days' written notice should the other party fail substantially to perform in accordance with the terms of this Agreement through no fault of the party initiating the termination.

§ 9.5 The Owner may terminate this Agreement upon not less than seven days' written notice to the Architect for the Owner's convenience and without cause.

§ 9.6 In the event of termination not the fault of the Architect, the Architect shall be compensated for services performed prior to termination, together with Reimbursable Expenses then due and all Termination Expenses as defined in Section 9.7.

§ 9.7 Termination Expenses are in addition to compensation for the Architect's services and include expenses directly attributable to termination for which the Architect is not otherwise compensated, plus an amount for the Architect's anticipated profit on the value of the services not performed by the Architect compensated.

§ 9.8 The Owner's rights to use the Architect's Instruments of Service in the event of a termination of this Agreement are set forth in Article 7 and Section 11.9.

ARTICLE 10 MISCELLANEOUS PROVISIONS

§ 10.1 This Agreement shall be governed by the law of the place where the Project is located, except that if the parties have selected arbitration as the method of binding dispute resolution, the Federal Arbitration Act shall govern Section 8.3.

§ 10.2 Terms in this Agreement shall have the same meaning as those in AIA Document A201-2007, General Conditions of the Contract for Construction.

§ 10.3 The Owner and Architect, respectively, bind themselves, their agents, successors, assigns and legal representatives to this Agreement. Neither the Owner nor the Architect shall assign this Agreement without the written consent of the other, except that the Owner may assign this Agreement to a lender providing financing for the Project if the lender agrees to assume the Owner's rights and obligations under this Agreement.

§ 10.4 If the Owner requests the Architect to execute certificates, the proposed language of such certificates shall be submitted to the Architect for review at least 14 days prior to the requested dates of execution. If the Owner requests the Architect to execute consents reasonably required to facilitate assignment to a lender, the Architect shall execute all such consents that are consistent with this Agreement, provided the proposed consent is submitted to the Architect for review at least 14 days prior to execution. The Architect shall not be required to execute certificates or consents that would require knowledge, services or responsibilities beyond the scope of this Agreement.

§ 10.5 Nothing contained in this Agreement shall create a contractual relationship with or a cause of action in favor of a third party against either the Owner or Architect.

§ 10.6 Unless otherwise required in this Agreement, the Architect shall have no responsibility for the discovery, presence, handling, removal or disposal of, or exposure of persons to, hazardous materials or toxic substances in any form at the Project site.

§ 10.7 The Architect shall have the right to include photographic or artistic representations of the design of the Project among the Architect's promotional and professional materials. The Architect shall be given reasonable access to the completed Project to make such representations. However, the Architect's materials shall not include the Owner's confidential or proprietary information if the Owner has previously advised the Architect in writing of the specific information considered by the Owner to be confidential or proprietary. The Owner shall provide professional credit for the Architect in the Owner's promotional materials for the Project.

§ 10.8 If the Architect or Owner receives information specifically designated by the other party as "confidential" or "business proprietary," the receiving party shall keep such information strictly confidential and shall not disclose it to any other person except to (1) its employees, (2) those who need to know the content of such information in order to perform services or construction solely and exclusively for the Project, ~~or (3) its legal counsel,~~ or (4) its consultants and contractors whose contracts include similar restrictions on the use of confidential information.

ARTICLE 11 COMPENSATION

§ 11.1 For the Architect's Basic Services described under Article 3, the Owner shall compensate the Architect as follows:

(Insert amount of, or basis for, compensation.)

Architectural/Interior Design, Structural, Mechanical, Electrical, and Plumbing Engineering, and Landscape Architectural Services described within this document will be provided for a fixed fee of \$562,800.00. The MEP Engineering fee is based on the same mechanical systems as Floyd Elementary School.

§ 11.2 For Additional Services designated in Section 4.1, the Owner shall compensate the Architect as follows:
(Insert amount of, or basis for, compensation. If necessary, list specific services to which particular methods of compensation apply.)

Additional Services Agreement compensations/fees will be provided as an amendment to the contract should they be requested by the client from items listed in sections 4.1.1 through sections 4.1.24 as agreed between the client and the Architect except for those already included in the Basic Services.

Init.

§ 11.3 For Additional Services that may arise during the course of the Project, including those under Section 4.3, the Owner shall compensate the Architect as follows:
(Insert amount of, or basis for, compensation.)

Additional Services Agreement compensations/fees provided outside of the scope of services listed in section 4.3 shall be an amendment to the contract should they be requested by the client and agreed to between the client and the architect.

§ 11.4 Compensation for Additional Services of the Architect's consultants when not included in Section 11.2 or 11.3, shall be the amount invoiced to the Architect plus ~~(---)~~ ten (10%), or as otherwise stated below:
The architect shall invoice at one hundred and ten percent (110%) of consultant Additional Services amount for the purpose of coordinating between consultant documents and architects documents as well as providing modifications to construction documents affected by changes associated with the Additional Services.

§ 11.5 Where compensation for Basic Services is based on a stipulated sum or percentage of the Cost of the Work, the compensation for each phase of services shall be as follows:

Schematic Design Phase	<u>\$168,840.00</u>	percent (	~~30%~~	)
~~Design Development Phase~~	<u>N/A</u>	percent (	<u>N/A</u>	~~10%~~)
Construction Documents Phase	<u>\$253,260.00</u>	percent (	~~45%~~	)
Bidding or Negotiation Phase	<u>\$28,140.00</u>	percent (	~~5%~~	)
Construction Phase	<u>\$112,560.00</u>	percent (	~~20%~~	)
Total Basic Compensation	~~one hundred~~ <u>\$562,800.00</u>	percent (	100	~~100~~ <u>100</u> %)

§ 11.6 When compensation is based on a percentage of the Cost of the Work and any portions of the Project are deleted or otherwise not constructed, compensation for those portions of the Project shall be payable to the extent services are performed on those portions, in accordance with the schedule set forth in Section 11.5 based on (1) the lowest bona fide bid or negotiated proposal, or (2) if no such bid or proposal is received, the most recent estimate of the Cost of the Work for such portions of the Project. The Architect shall be entitled to compensation in accordance with this Agreement for all services performed whether or not the Construction Phase is commenced. If this Agreement is terminated for any reason, Owner shall not be required to pay Architect for any phase of services which have not yet been commenced or performed. In the event of any termination, Owner shall only be required to pay Architect for the phase in progress based on the percentage of completion, plus Reimbursable Expenses incurred prior to the date of the termination.

§ 11.7 The hourly billing rates for services of the Architect and the Architect's consultants, if any, are set forth below. The rates shall be adjusted in accordance with the Architect's and Architect's consultants' normal review practices.

(If applicable, attach an exhibit of hourly billing rates or insert them below.)

See Schedule A attached.

Employee or Category	Rate

§ 11.8 COMPENSATION FOR REIMBURSABLE EXPENSES

§ 11.8.1 Reimbursable Expenses are in addition to compensation for Basic and Additional Services and include expenses incurred by the Architect and the Architect's consultants directly related to the Project, as follows:

- .1 Transportation and authorized out-of-town travel and subsistence;
- .2 Long distance services, dedicated data and communication services, teleconferences, Project Web sites, and extranets;

Init.

- .3 Fees paid for securing approval of authorities having jurisdiction over the Project;
- .4 Printing, reproductions, plots, standard form documents;
- .5 Postage, handling and delivery;
- .6 Expense of overtime work requiring higher than regular rates, if authorized in advance by the Owner;
- .7 Renderings, models, mock-ups, professional photography, and presentation materials requested by the Owner;
- .8 Architect's Consultant's expense of professional liability insurance dedicated exclusively to this Project, or the expense of additional insurance coverage or limits if the Owner requests such insurance in excess of that normally carried by the Architect's consultants;
- .9 All taxes levied on professional services and on reimbursable expenses;
- .10 Site office expenses; and
- .11 Other similar Project-related expenditures.

§ 11.8.2 ~~For Reimbursable Expenses the compensation shall be the expenses incurred by the Architect and the Architect's consultants plus (—) of the expenses incurred.~~ Reimbursable expenses are billed in at the cost to the architect.

§ 11.9 COMPENSATION FOR USE OF ARCHITECT'S INSTRUMENTS OF SERVICE

If the Owner terminates the Architect for its convenience under Section 9.5, or the Architect terminates this Agreement under Section 9.3, the Owner shall pay a licensing fee as compensation for the Owner's continued use of the Architect's Instruments of Service solely for purposes of completing, using and maintaining the Project as follows:

The payments to Architect for services rendered shall include a license to use the Instruments of Service for purposes of completing the project and no additional licensing fees shall be owed by Owner.

§ 11.10 PAYMENTS TO THE ARCHITECT

§ 11.10.1 ~~An initial payment of (\$ —) shall be made upon execution of this Agreement and is the minimum payment under this Agreement. It shall be credited to the Owner's account in the final invoice.~~

§ 11.10.2 Unless otherwise agreed, payments for services shall be made monthly in proportion to services performed. Payments are due and payable upon presentation of the Architect's invoice. Amounts unpaid (—) Thirty (30) days after the invoice date shall bear interest at the rate entered below, or in the absence thereof at the legal rate prevailing from time to time at the principal place of business of the Architect.

(Insert rate of monthly or annual interest agreed upon.)

The rate provided for in subsection 3 of NRS 338.515."

§ 11.10.3 The Owner shall not withhold amounts from the Architect's compensation to impose a penalty or liquidated damages on the Architect, or to offset sums requested by or paid to contractors for the cost of changes in the Work unless the Architect agrees or has been found liable for the amounts in a binding dispute resolution proceeding.

§ 11.10.4 Records of Reimbursable Expenses, expenses pertaining to Additional Services, and services performed on the basis of hourly rates shall be available to the Owner at mutually convenient times.

ARTICLE 12 SPECIAL TERMS AND CONDITIONS

Special terms and conditions that modify this Agreement are as follows:

INDEMNIFICATION:

Architect agrees, to the fullest extent permitted by law, to indemnify and hold Client harmless from any damages, liability or cost (including reasonable attorneys' fees and cost of defense) to the extent caused by the negligent acts, errors or omissions of Architect or Architect's officers, employees, contractors, subcontractors' consultants or anyone whom Architect is legally liable, and arising from the project that is the subject of this Agreement

Client agrees to the fullest extent permitted by law, to indemnify and hold Architect harmless from any damage, liability or cost (including reasonable attorneys' fees and cost of defense) to the extent caused by the negligent acts, errors or omissions of Client or Client's officers, agents or employees, and arising from the project that is the subject of this Agreement.

Init.

The foregoing indemnification shall not include and indemnification for the negligent acts, errors or omissions of the contractor or contractors constructing the project. Neither party shall be obligated to indemnify the other party for the other party's own negligence.

CONTRACTOR INSURANCE AND INDEMNITY REQUIREMENTS:

Client and Architect agree to use their best efforts to include in any construction contracts entered into in connection with this project to require all contractors of any tier to carry statutory workers compensation, employer's liability insurance and commercial general liability insurance (CGL) and to require said contractors to have their CGL policies endorsed in the name of Client and the Architect as additional insureds and to provide contractual liability coverage sufficient to insure the indemnity obligations assumed by the contractors. Client and Architect shall use their best efforts to require contractors to furnish to Client and Architect certificates of insurance as evidence of the required insurance prior to commencing work and upon renewal of each policy during the entire period of construction.

Neither Architect nor owner shall be responsible for damages or be deemed in default by reason of delays in performance due to circumstances beyond their reasonable control.

Limit of Liability

CSA shall not be responsible for damages or be deemed in default by reasons of delays in performance due to circumstances beyond our direct control. CSA does not control the duration of work by others including government agencies and makes no warranty, expressed or implied, about obtaining agency approvals by a certain date.

ARTICLE 13 SCOPE OF THE AGREEMENT

§ 13.1 This Agreement represents the entire and integrated agreement between the Owner and the Architect and supersedes all prior negotiations, representations or agreements, either written or oral. This Agreement may be amended only by written instrument signed by both Owner and Architect.

§ 13.2 This Agreement is comprised of the following documents listed below:

- .1 AIA Document B101™–2007, Standard Form Agreement Between Owner and Architect
- .2 AIA Document E201™–2007, Digital Data Protocol Exhibit, if completed, or the following:
- .3 Other documents:
(List other documents, if any, including Exhibit A, Initial Information, and additional scopes of service, if a, forming part of the Agreement.)

This Agreement entered into as of the day and year first written above.

OWNER

(Signature)

Dennis Keating, Nye County School District Board of Trustees President

(Printed name and title)

(Signature)

Tracie Ward, Nye County School District Board of Trustees Clerk

(Printed name and title)

ARCHITECT

(Signature)

W. Rick Sellers, Principal

(Printed name and title)

Certification of Document's Authenticity

AIA® Document D401™ – 2003

I, Steven R. Carpenter, hereby certify, to the best of my knowledge, information and belief, that I created the attached final document simultaneously with this certification at 15:09:10 on 11/04/2009 under Order No. 7480157329_1 from AIA Contract Documents software and that in preparing the attached final document I made no changes to the original text of AIA® Document B101™ – 2007 - Standard Form of Agreement Between Owner and Architect, as published by the AIA in its software, other than changes shown in the attached final document by underscoring added text and striking over deleted text.

(Signed)

(Title)

(Dated)

SCHEDULE A
Carpenter Sellers Associates
Terms and Conditions For Architectural Services

1. AUTHORIZATION TO PROCEED

Signing the accompanying agreement for architecture and related services shall be authorization by the Client for Carpenter Sellers Associates ("CSA" and/or "Architect") to proceed with the work described, unless otherwise stated in the agreement form.

Any services beyond those specified in this agreement will be provided for separately under an additional agreement or supplemental agreement.

**5. STANDARD HOURLY RATES FOR
ARCHITECTURE AND INTERIOR DESIGN**

Principal	\$290.00
Director of Operations	\$203.00
Licensed Architect / Proj. Manager	\$165.00
Design Director Arch. / Interiors	\$165.00
Project Manager Arch. / Interior Design	\$155.00
Project Coordinator Arch. / Interior Design	\$135.00
Job Captain Architecture	\$105.00
Job Captain Interior Design	\$95.00
Intern I	\$90.00
Intern II	\$78.00
Administrator/Business Development	\$100.00
Admin/Marketing	\$78.00
Admin I/Bookkeeping & Office Bsn. Mngr	\$75.00
Admin II/Project Secretary/CA Assistant	\$75.00
Admin III/Secretary/Reception	\$70.00

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2. STANDARD OF PRACTICE

Services performed by Carpenter Sellers Associates under this agreement will be conducted in a manner consistent with the level of care and skill ordinarily exercised by members of the profession currently practicing in the same locality under similar conditions. No other representation, express or implied, and no warranty or guarantee is included or intended in the agreement or in any report, opinion, document, or otherwise.

3. INVOICING AND PAYMENT

This schedule and these policies are part of the letter of agreement to which is attached indicating scope of work by the architect for this specific project. Payment of the retainer and signing of this page will signify your intent as a client to contract with Carpenter Sellers Associates, a Nevada Professional Corporation, for architectural services. This agreement may be in addition to our standard agreement (AIA Contract). In contracting with our company, the Client warrants that funds are available to compensate for the total amount of services and expenses contracted, and that these funds are neither encumbered nor contingent by lending institutions or other parties.

Unless noted otherwise in the proposal, invoices are submitted based upon progress of our work. They are due upon receipt and become delinquent if not paid in full thirty (30) days after the date of the invoice. A service charge will be applied to the delinquent balance at the rate of 1.5% per month.

Account delinquency will result in the stopping of all work on the project by Carpenter Sellers Associates and any of its consultants and sub-consultants. Work will commence upon payment of all retainers, fees and service charges due. In some cases, an additional fee will be required to re-start work that has been stopped due to account delinquency.

Standard billing rates are reviewed each year. Rates are adjusted annually, but will not increase more than 5% per year from those noted in number 5 for this project.

**6. REIMBURSABLE EXPENSES FOR IN-HOUSE
CONSUMABLES**

Blueprints/plots	18x24 - \$1.25/ea 24x36 - \$1.80/ea 30x42 - \$2.75/ea
Photo copy color	letter - \$1.00/ea 11x17 - \$1.50/ea
Photo copy B/W	letter - \$0.15/ea 11x17 - \$0.25/ea
Cover/binding	letter - \$1.00/ea
Color renderings	letter - \$8.00/ea 11x17 - \$10.00/ea 18x24 - \$24.00/ea 24x36 - \$48.00/ea 30x42 - \$72.00/ea

7. LIMITATION OF LIABILITY

In recognition of the relative risks and benefits of the Project to both the Owner and the Architect, the risks have been allocated such that the Owner agrees, to the fullest extent permitted by law, to limit the liability of CSA to the Owner for any and all claims, losses, costs, damages of any nature whatsoever or claims expenses from any cause or causes, including attorneys' fees and costs and expert-witness fees and costs, so that the total aggregate liability of the Architect to the Owner shall not exceed the Architect's insurance coverage available at the time of settlement or judgment. It is intended that this limitation apply to any and all liability or cause of action however alleged or arising, unless otherwise prohibited by law.

**SEE
INSERT 2**

~~Carpenter Sellers Associates will perform these services with reasonable diligence and expediency~~

4. ADDITIONAL SERVICES

1919 S. JONES SUITE C LAS VEGAS, NEVADA 89146
mail@csaarchitects.com
NCSD Tonopah Elementary School, 9/22/09

(702)251-8896 (702)251-8876
www.csaarchitects.com

**SEE
INSERT 1**

SCHEDULE A
Carpenter Sellers Associates
Terms and Conditions For Architectural Services

consistent with sound professional practices. CSA shall not be responsible for damages or be deemed in default by reasons of delays in performance due to circumstances beyond our direct control. For purposes of this proposal, such causes include, but are not limited to, strikes or other labor disputes; severe weather disruptions or other natural disasters; fires, riots, war or other emergencies or acts of God; acts of terrorism or acts of a public enemy, whether actual or threatened, an epidemic, quarantine or other causes similar to those enumerated or beyond the parties' control; failure of any government agency to act in a timely manner; failure of performance by the Owner or the Owner's contractors or consultants; or discovery of any hazardous substances or differing site conditions. CSA does not control the duration of work by others including government agencies and makes no warranty, expressed or implied, about obtaining agency approvals by a certain date.

CSA shall not have control over nor charge of, and shall not be responsible for construction means, methods, techniques, sequences or procedures, or for safety precautions or safety programs in connection with the project. CSA shall not be responsible for the contractor's schedules or failure to carry out the project in accordance with the construction documents. CSA shall not have control over or charge of acts or omissions of the contractor, sub-contractors, or their agents or employees, or of any non-CSA persons providing services or providing work on this project.

Specification of products to be used in the interior design and furnishings of the project represent CSA's professional opinion regarding aesthetics and conformance with the overall intent of the project. CSA assumes no responsibility for the use, warranties, guarantees, durability or reliability of the products. The Client agrees, to the fullest extent permitted by law, to defend, indemnify and hold CSA harmless from any claims resulting from the misuse or failure of products to comply with the intended use as specified by the manufacturer.

8. CONSEQUENTIAL DAMAGES

The client shall not be liable to Carpenter Sellers Associates and Carpenter Sellers Associates shall not be liable to the client for any consequential damages incurred by either party due to the fault of the other, regardless of the nature of this fault or whether it was committed by the client or Carpenter Sellers Associates, their employees, agents or consultants. Consequential Damages include, but are not limited to, loss of use and loss of profit.

9. OWNERSHIP AND COPYRIGHT

1919 S. JONES SUITE C LAS VEGAS, NEVADA 89146
mail@csaarchitects.com
NCSD Tonopah Elementary School, 9/22/09

All drawings and specifications remain the property of Carpenter Sellers Associates. Copies of the drawings and specifications retained by client/owner may be utilized for client/owner's use only and for occupying the project for which they were prepared and not for the construction of any other project. Any unauthorized modifications or use of the plans and specifications shall be at the Owner's sole risk and without liability to CSA and CSA's consultants.

10. SUSPENSION

In the event all or any portion of the of the Project is abandoned, terminated or suspended for more than thirty (30) calendar days, the Client shall pay Carpenter Sellers Associates for services rendered and documents prepared or partially prepared including expenses and other charges incurred by Carpenter Sellers Associates prior to the point of abandonment, termination or suspension. In addition, an equitable adjustment to both fee and schedule will be made to accommodate remobilization costs.

11. TERMINATION

In the event termination becomes necessary, the party (client or Carpenter Sellers Associates) effecting the termination shall so notify the other party and termination will become effective seven (7) calendar days after receipt of termination notice. Irrespective of which party shall effect termination or the cause of the termination; the client shall be responsible for the compensation to CSA for all services completed through the point of termination, reimbursable expenses, expenses directly attributed to termination for which CSA is not otherwise compensated, plus an amount of the anticipated profit on the value of services not performed by CSA within fourteen (14) days of receipt of the final bill.

12. DURATION

Carpenter Sellers Associates reserves the right to revise the scope and terms of this proposal, including fee for basic services, if not accepted by Client within 60 days from date of proposal.

13. GOVERNING LAW

This agreement is to be governed by and construed in accordance with the law of the principal place of business of Carpenter Sellers Associates, Nevada.

14. EXISTING CONDITIONS

If this Project involves the remodeling and/or rehabilitation of an existing structure or structures, the Owner shall furnish, at the Owner's expense, all information, requirements, reports, data, surveys and

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SEE
INSERT 3

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SCHEDULE A
Carpenter Sellers Associates
Terms and Conditions For Architectural Services

instructions required by this proposal, including but not limited to, existing drawings and as-built surveys. The Architect may use such information, requirements, reports, data, surveys and instructions in performing its services and is entitled to rely upon the accuracy and completeness thereof. If the Project involves the remodeling and/or rehabilitation of the existing structure, the Owner agrees to furnish such additional consultant(s) as may be reasonably required to address, evaluate and, as necessary, remediate previously unknown, existing conditions that should not have been reasonably discovered by the Architect in the exercise of its standard of care. Furthermore, inasmuch as the remodeling and/or rehabilitation of the existing structure requires that certain assumptions be made by the Architect regarding existing conditions, and because some of these assumptions may not be verifiable without the Owner's expending substantial sums of money or destroying otherwise adequate or serviceable portions of the structure, the Owner agrees, to the fullest extent permitted by law, to indemnify and hold harmless the Architect, its officers, directors, employees and consultants (collectively, Architect) against all damages, liabilities or costs, including reasonable attorneys' fees and defense costs, relating to the discovery of or lack of discovery of existing conditions and/or as otherwise associated with the remodeling and/or rehabilitation of the existing structure aspect of the Project, when such conditions could not have been reasonably discovered by the Architect, and excepting those damages, liabilities or costs attributable to the negligence and willful misconduct by the Architect.

15. OWNER'S RESPONSIBILITIES

The Owner shall: (a) provide full information in a timely manner regarding requirements for and limitations on the Project, (b) render decisions in a timely manner pertaining to documents submitted by the Architect in order to avoid unreasonable delay in the orderly and sequential progress of the Architect's services, (c) provide prompt written notice to the Architect if the Owner becomes aware of any fault or defect in the Project, including any errors, omissions or inconsistencies in the Architect's Instruments of Service, (d) furnish tests, inspections, and/or the services of other consultants when such tests, inspections, or services are requested by the Architect and are reasonably required by the scope of the Project; and (e) require the Contractor to review and approval all submittals prior to submitting the same to CSA. The aforementioned services, information, inspections and tests shall be furnished at the Owner's expense, and the Architect shall be entitled to rely upon the accuracy and completeness thereof.

16. RESPONSIBILITY FOR CONSTRUCTION COST

Evaluations of the Owner's Project budget, the preliminary estimate of Construction Cost and detailed estimates of Construction Cost, if any, shall be prepared by the Owner's cost estimator or contractor. The Owner may request that the Architect review and comment upon the proposed budget and estimates. However, the Owner understands that the review and comments by the Architect represent the Architect's judgment as a design professional familiar with the construction industry. Provided that the Owner approves CSA's plans and specifications at the conclusion of each design phase, CSA shall not be otherwise responsible for the Cost of Construction. Neither the Architect nor the Owner has control over the cost of labor, materials or equipment, over the Contractor's methods of determining bid prices, or over competitive bidding, market or negotiating conditions. Accordingly, the Architect cannot and does not warrant or represent that bids or negotiated prices will not vary from the Owner's Project budget or from any estimate of Construction Cost or evaluation prepared by the Owner's cost estimator or contractor and/or comments regarding the same by the Architect.

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17. NO THIRD PARTY BENEFICIARIES

Nothing contained in this proposal shall create a contractual relationship with or a cause of action in favor of a third party against either the Owner or Architect. The Architect's services under this proposal are being performed solely for the Owner's benefit, and no other party or entity shall have any claim against the Architect because of this proposal or the performance or nonperformance of services hereunder.

18. HAZARDOUS MATERIALS

The Architect and Architect's consultants shall have no responsibility for the discovery, presence, handling, removal or disposal of or exposure of persons to hazardous materials or toxic substances in any form at the Project site.

19. ~~SOLE CORPORATE REMEDY~~

~~It is intended by the parties to this proposal that the Architect's services in connection with the Project shall not subject the Architect's individual shareholders, employees, officers or directors to any personal legal exposure for the risks associated with this Project. Therefore, and notwithstanding anything to the contrary contained herein, except in the event of fraud, the Owner agrees that as the Owner's sole and exclusive remedy, any claim, demand or suit shall be directed and/or asserted only against CSA, the executing party to this Agreement, and not against any of the individual shareholders, employees, officers or directors.~~

**SEE
INSERT 4**

SCHEDULE A
Carpenter Sellers Associates
Terms and Conditions For Architectural Services

20. ASSIGNMENT

Neither party to this Agreement shall transfer, sublet or assign any rights under or interest in this Agreement (including but not limited to monies that are due or monies that may be due) and/or any right, claim, cause of action, duty or obligation under it without the prior written consent of the other party. Subcontracting to subconsultants normally contemplated by the CSA shall not be considered an assignment for purposes of this Agreement.

THE AGREEMENT AND THESE TERMS AND CONDITIONS EXPRESS THE ENTIRE AGREEMENT BETWEEN THE PARTIES. THESE TERMS AND CONDITIONS SHALL TAKE PRECEDENCE OVER ANY INCONSISTENT OR CONTRADICTORY PROVISIONS CONTAINED IN ANY PROPOSAL, CONTRACT, NOTICE TO PROCEED, OR LIKE DOCUMENT REGARDING CARPENTER SELLERS ASSOCIATE'S SERVICES. IF ANY ONE OR MORE OF THE PROVISIONS CONTAINED IN THIS AGREEMENT SHALL BE HELD UNENFORCEABLE, THE ENFORCEABILITY OF THE REMAINING PROVISIONS SHALL NOT BE IMPAIRED.

79

By: _____

Printed Name: _____

Title: _____ Date: _____

ADDENDUM TO SCHEDULE A
Carpenter Sellers Associates
Terms and Conditions For Architectural Services

INSERT 1

2. REPRESENTATIONS AND STANDARD OF PRACTICE

Carpenter Sellers Associates represents that (1) it is duly and properly licensed under the laws of the State of Nevada to perform the architectural, design and other services contemplated under the accompanying Agreement for Architectural Services ("Agreement"), (2) that Carpenter Sellers Associates shall maintain its architectural and business licenses in good standing throughout the term of the Agreement, (3) that all personnel and consultants providing services under Carpenter Sellers Associates shall be duly qualified, and if applicable licensed, to perform the services they are providing, (4) that the person executing the Agreement on behalf of Carpenter Sellers Associates has the full power and authority to bind Carpenter Sellers Associates; (5) that Carpenter Sellers Associates is financially solvent and has the necessary plant tools, materials, supplies, equipment, and labor required to properly complete the services contemplated under the Agreement, (6) that Carpenter Sellers Associates is authorized to do business in the State of Nevada as a properly licensed architect, (7) that Carpenter Sellers Associates has visited the project site and familiarized himself with the local conditions, and (8) that Carpenter Sellers Associates will conform to all governmental regulations, statutes and ordinances.

80

Carpenter Sellers Associates agrees to perform all work and services contemplated under the Agreement in a timely, efficient and professional manner consistent with all professional ethics and standards in a manner consistent with the level of care and skill ordinarily exercised by members of the architectural profession currently practicing in the State of Nevada.

INSERT 2

7. INDEMNIFICATION INSURANCE AND LIMITATION OF LIABILITY

Carpenter Sellers Associates agrees to maintain professional errors and omissions insurance throughout the term of the Agreement and for a period of at least two years following the completion of the construction contemplated under the Agreement. Carpenter Sellers Associates' professional liability insurance shall insure against its errors and omissions and shall have a liability limit of no less than \$1,000,000/\$3,000,000 aggregate. Such insurance shall insure against all errors and omissions of Carpenter Sellers Associates and those working under them in connection with this Project. Carpenter Sellers shall also maintain adequate business automobile liability insurance (with liability limits of at least \$1,000,000 and workers compensation

insurance for its employees. Carpenter Sellers Associates shall supply the Nye County School District with evidence of insurance prior to the execution of the Agreement.

Carpenter Sellers Associates agrees, to the fullest extent permitted by law, to indemnify and hold the NCSD harmless from any damage, liability, or cost (including reasonable attorneys' fees and costs of defense) to the extent caused by the negligent acts, errors, or omissions of Carpenter Sellers Associates or Carpenter Sellers Associates' officers, employees, contractors, subcontractors, or consultants, and arising from the project that is the subject of the Agreement.

INSERT 3

11. TERMINATION

In the event termination becomes necessary, the party (client or Carpenter Sellers Associates) effecting the termination shall so notify the other party and the termination will become effective seven (7) calendar days after receipt of the termination notice. In the event of termination not the fault of Carpenter Sellers Associates, Carpenter Sellers Associates shall be compensated for services performed prior to the termination, including expenses and other charges incurred by Carpenter Sellers Associates prior to the termination. If Carpenter Sellers Associates is terminated without cause by the NCSD, then Carpenter Sellers Associates shall be entitled to receive a prorata portion of the anticipated profit based upon the percentage of the services completed prior to the effective date of the termination. If Carpenter Sellers Associates terminates the Agreement, or if the Agreement is terminated with cause by the NCSD, then Carpenter Sellers Associates shall not be entitled to receive any anticipated profits from the project.

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INSERT 4

19. PROFESSIONAL CORPORATION RELATIONSHIP

The Agreement has been entered into by Carpenter Sellers Associates, A Professional Corporation, and as such is subject to the liability limitation provisions set forth in Chapter 89 of the Nevada Revised Statutes. As provided in Chapter 89, the relationship between the individual furnishing the professional service and the client receiving such service, including liability arising out of such professional service, are not altered by the fact that the Agreement has been entered into by a professional corporation; provided, however, nothing in this section shall render (1) a person liable in tort for any act in which he has not personally participated, or (2) a director, officer, or

employee of Carpenter Sellers Associates liable in contract for any contract which he signs on behalf of a professional entity within the limits of his actual authority.

By: _____

Printed Name: _____

Title: _____ Date: _____

NYE COUNTY SCHOOL DISTRICT
P. O. BOX 113
TONOPAH, NV 89049

DR. WILLIAM E. "ROB" ROBERTS
SUPERINTENDENT

DISTRICT IMPROVEMENT PLAN

For Implementation in
2009-2010



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Members of District Planning Team	
Kevin Pape	Board of Trustees
Dr. William E. "Rob" Roberts	Superintendent
Jerry Hill	Assistant Superintendent for Student Achievement
Maria Descamps	Director of Curriculum & Instruction
Ginger Olson	Director of Accountability & Testing
Sam Simatos	Director of Special Education
Karen Holley	Coordinator
Mark Kessler	Data Specialist
Alena Duvall	Parent
Shannon Moore	Parent
Lisa Hamrick	Parent

BOARD OF SCHOOL TRUSTEES
Kevin S. Pape, President
Harold Tokerud, Vice President
Tracie Ward, Clerk
Mike Floyd, Trustee
Edna Jean Forsgren, Trustee
J. E. "Doc" McNeely, Trustee
Dennis Keating, Trustee

District Mission or Vision Statement
<i>EVERY CHILD A SUCCESS</i>

EXECUTIVE SUMMARY

The Nye County School District (NCSD) has made significant strides over the past five years increasing the graduation rate and reducing the dropout rate. During this period, however, student achievement results continue to expose areas of concern. For this reason, the focus of the 2009-10 improvement plan is the refining of systems directly related to instruction that will positively affect student achievement.

Since the 2004-05 school year, NCSD has increased its graduation rate from 54.1% to 66.8% and the dropout rate has decreased from 5.0% five years ago to 0.6% in 2008-09. This data is reason for celebration but in looking at student achievement results, improvement is still needed. During the past five years, the percentage of proficient K-8 students in reading has increased from 54% to 62% and in math from 50% to 60%. While this improvement is notable, the concern now shifts to making changes that can improve on 40% of the students being non-proficient. In grades 9-12, the percentage of proficient students rose from 82% to 95% during these years, however, the 04-05 math percentage was 66% proficient while in 08-09 it was only 64%. Hence, the 2009-10 District Improvement Plan concentrates on providing maximum support for systems and processes that positively affect teaching district-wide with special attention given to math instruction.

From the efforts of a district improvement committee involving district personnel, principals and parents, the NCSD is devoted to utilizing resources to enhance the learning process for all students. Below is a list of strategies the NCSD will sustain in an effort to support its schools and teachers:

- Built in time during the day for collaboration among teachers across grade levels and content areas
- District support and participation in the monitoring of school improvement goal attainment
- Ongoing professional development catered to individual school needs regarding instruction
- Ongoing district support in the collection of data and in training staff in data-driven instruction
- Continuing systems of support such as the Aspiring Leaders cadre and Principals Academy to provide collaboration and mentoring between teachers and administrators
- Continuing to provide support to schools in the design and implementation of remediation and intervention programs during and outside the school day
- Continuing to survey students for interest in Career & Technical Education (CTE) programs to expand opportunities for students to learn
- Implementing a Comprehensive School Improvement Design (CSI) for all schools to monitor school improvement efforts and allow for self-assessment by administration and staff
- District support for improving parent communication and involvement through providing a district parent liaison through available grant monies

In the 2009-10 plan, efforts were made by the improvement committee to remove extraneous action steps, based on administrative input, that may hinder the process of improvement. While action steps stem from great ideas, more is not always better when dealing with increasing student achievement. Therefore, the committee chose to limit the district's priority needs to: increasing student achievement, sustaining best practices to improve the graduation rate and decrease the dropout rate, and maintaining a safe learning and working environment. In efforts to streamline professional development efforts, the action steps listed throughout the plan have an emphasis on math instruction with attention also being given to the subgroups of second language and special education students.

DISTRICT CHARACTERISTICS

GENERAL INFORMATION

The Nye County School District (NCSD) covers over 18,000 squares miles of southwest Nevada and has a population of over 40,000 people. The NCSD includes the communities of Amargosa, Beatty, Duckwater, Gabbs, Pahrump, Round Mountain and Tonopah that educate nearly 7,000 preschool through twelfth grade and adult students. The NCSD has a combination of schools with six elementary only schools, four K-8th, one 6th-12th, one 6th-8th, three 9th-12th schools and one Kindergarten-12th school. In addition, there is an alternative school and adult education school in Pahrump. The NCSD also has a program with the Great Basic College that provides opportunities for Pahrump Valley High school students to pursue their college education.

DISTRICT HIGHLIGHTS

The NCSD continues to produce systems of support for its schools through maximizing its limited resources. Providing professional development that supports standards-based instruction for a diverse collection of school settings is a daunting but attainable goal. Utilizing state, local and federal funding, personnel and programs continued to be refined in efforts to create opportunities for teachers to hone their skills in ways that best suite the demographics of their student population. Additionally, efforts continue in the assistance by the district to help school administration and staff to monitor student academic progress as well as school-wide improvement efforts.

PERSONNEL

TEACHERS

	Elementary	English	Mathematics	Science	Social Studies	Foreign Language	Arts
District	142	33	29	28	24	4	10

STUDENT TEACHER RATIO

	All School	Kindergarten	1st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade	6 th Grade	7 th Grade	8 th Grade
District	19:1	16:1	17:1	17:1	17:1	21:1	22:1	14:1	18:1	22:1

AVERAGE CLASS SIZE

	English	Mathematics	Science	Social Studies
District	23	21	23	24

PARAPROFESSIONALS

	Total Number of Paraprofessionals Employed	Paraprofessionals Not NCLB Qualified	
		Number	Percent
District	88	0	0.0%

As of 2006-2007 school year, paraprofessionals must be highly qualified to work in Nye County School District. Currently there are 88 paraprofessionals working and all are qualified.

FISCAL DATA

Per Pupil Expenditures (2008-2009)

	Instruction		Instructional Support		Operations		Leadership		Total Operating Expenditures	
	\$	%	\$	%	\$	%	\$	%	\$	%
District	5,835	60.3%	1,069	11.0%	2,119	21.9%	655	6.8%	9,678	100.0%

Remedial Education Funding (2008-2009)

Funds Recipient	Fund Source	Amount
District	Comprehensive School Reform	
	SB 185	\$443,679
	Title 1	\$551,150

Sources of Funding

	Fund Source			
	Federal	State	Local	Others
District	7%	48%	45%	0%

Legislative Appropriations (2008-2009)

Funds Recipient	Fund Source	Amount
District	Elementary School Counseling Services	\$50,000
	National School Lunch State Match	\$10,506

Professional Development Funding (2008-2009)

Funds Recipient	Fund Source	Amount
District	Title I	\$99,863
	Special Ed	\$32,260
	Local Plan	\$21,800
	GearUp	\$18,613
	Title V	\$13,770
	Enhancing Ed	\$11,261
	Carl Perkins	\$10,171
	State Tech Funding	\$8,962
	Migrant	\$6,122
	IDEA	\$5,503
	Perkins Incentive	\$2,300
	Adult Ed	\$1,915
	Title III LEP	\$1,658
	Title III IEP	\$900
	One Shot	\$643
	Pre-K	\$503
	Even Start	\$168

PARENT & COMMUNITY INVOLVEMENT				
Nye County School District Site-Based Parental Involvement Policy				
Parental Involvement Policy Component	Timeline for implementing components.	Person(s) Responsible Who is the person or group who will ensure that each component is implemented?	Monitoring Measures Identify data sources & timeline for monitoring the progress of each component.	Person(s) Responsible Who is the person or group who will ensure that the progress is monitored?
1. Each NCSD school will involve parents in the joint development of a school wide parental involvement plan.	August to December	School Improvement Committee	School Improvement Plan Action Steps	- Dept. for Student Achievement - School Administration
2. Each NCSD school will involve parents in the school review and improvement process.	May	School Improvement Committee	Review of Improvement Plan Action Steps	School Administration
3. Each NCSD school will provide coordination and technical assistance for its parents participating in activities that improve student academic achievement and school performance.	Ongoing throughout school year	- School Administration - Leadership Team	Participation Surveys following Parent Classes, Activities, and Public Presentations regarding academic achievement and student performance.	- School Administration - Dept. for Student Achievement
4. Each NCSD school will provide necessary program training for parents to assist in their child's learning when appropriate. (Such as: Head Start, Reading First, Early Reading First, Even Start, Parents as Teachers, Home Instruction Program for Preschool Youngsters, and state-operated programs)	Ongoing throughout school year	- Program Coordinators - School Administrators	- Training Completion - Training Participation Survey	- School Administration - Dept. for Student Achievement
5. Each NCSD school will involve parents in the evaluation of the school's parental involvement for effectiveness and possible improvements.	Fall P/T & Spring P/T Conference	School/Teachers will invite parents to complete Parent Perception Survey	Collection and Examination of Parent Survey Results	- School Administration - Dept. for Student Achievement
6. Each NCSD school will strengthen its parental involvement relationship through: a. providing explanations of State Standards and student achievement results on assessments b. Completion of Nevada D.O.E. Educational Involvement Accord	a. Ongoing throughout school year b. August	- Administrators - Counselors - Teachers	- Open House Events - P/T Conferences - IEP meetings	- School Administration - Dept. for Student Achievement

STUDENTS

STUDENT DEMOGRAPHICS:

Ethnicity

	Total Enrollment	American Indian/Alaskan Native		Asian/Pacific Islander		Hispanic		Black		White	
		#	%	#	%	#	%	#	%	#	%
District	6,099	141	2.3%	163	2.7%	1,393	22.8%	230	3.8%	4,172	68.4%

STUDENT ATTENDANCE

Average Daily Attendance

	All Students	American Indian/Alaskan Native	Asian/Pacific Islander	Hispanic	Black	White	IEP	LEP	FRL
District	93.9%	93.0%	94.3%	94.6%	92.6%	93.8%	93.0%	95.0%	93.4%

STUDENT RETENTION RATE:

Retention by Grade

Grade Level	K		1		2		3		4		5		6		7		8	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
District	12	3.0%	12	2.6%	4	0.9%	8	1.8%	2	0.4%	3	0.6%	5	1.0%	12	2.5%	13	2.4%

CREDIT DEFICIENT**Credit Deficient**

Grade Level	9		10		11		12	
	#	%	#	%	#	%	#	%
District	101	18.5%	97	20.2%	50	12.6%	3	0.9%

DROPOUTS**Dropout Rates - Grades 9 - 12 overall (Class of 2008)**

	All Students		Male		Female		American Indian/ Alaskan Native		Asian/ Pacific Islander		Hispanic		Black/ African American		White	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
District	11	0.6%	10	1.0%	1	0.1%	0	0%	0	0%	0	0%	1	1.3%	10	0.7%

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

	Number of Incidents Resulting in Suspensions or Expulsions						Number of Students	
	Violence to Other Students	Violence to School Staff	Possession of Weapons	Distribution of Controlled Substance	Possession or Use of Controlled Substance	Possession or Use of Alcoholic Beverage	Habitual Disciplinary Problems (Expulsion Only)	Habitual Truancy Incidents (no suspension or expulsion)
District	277	1	27	9	23	5	13	0

ADVANCED PLACEMENT COURSE AVAILABILITY AND ENROLLMENT

Course	Enrollment		Course	Enrollment
US History	18		Calculus	20
Government	23		English	14

CURRICULUM & INSTRUCTION

STANDARDS

Nye County School District instruction continues to be directed by the Nevada State Content Standards and district core curriculum for grades K-12 with ongoing adjustments to align with standards. Students' content mastery of standards is assessed through local and state assessments.

INSTRUCTIONAL PRACTICES

- In NCSD elementary schools, support is ongoing for the development and implementation of reading blocks providing uninterrupted reading instruction followed by additional time for targeted reading intervention
- In NCSD middle schools, support is ongoing from the district to assist in the targeting of students requiring supplemental instruction to accelerate learning
- Limited English Proficient (LEP) Programs across the Nye County School District continue to improve through:
 - a. training in Sheltered Instructional Observation Protocol (SIOP) techniques,
 - b. professional development on Differentiated Instruction (DI) techniques, and
 - c. supporting remedial and interventions programs based on individual student needs.
- Pathways: Is an alternative educational program that allows students to obtain middle school and high school credit.
- Career and Technical Education: Currently Technology, Automotive, Welding, Culinary Arts, Carpentry, Drafting and Certified Nursing Assistant are being offered.
- Differentiated Instruction: Differentiating instruction (DI) involves designing standards-based lessons with the multiple intelligences and multi-sensory needs of students in mind to guarantee all learning styles are addressed. The NCSD provided professional development last year for all personnel regarding DI teaching techniques. With the implementation of the Northwest Evaluation Association (NWEA) assessment program, teachers are being further trained on the use of achievement data to design lessons and interventions that are differentiated.
- Response to Intervention (RTI): The RTI model is a method of matching student needs with specific instructional strategies. For providing appropriate interventions, students are placed on a level or "tier" based on their performance and instructional practices are adjusted to accelerate each student's learning.
- ROTC: This program is part of the Pahrump Valley High School curriculum.
- Full Day Kindergarten: Amargosa Valley and Manse elementary schools offer full day kindergarten.

TEXTBOOKS & MATERIALS

Textbooks are selected by committees. When selecting a textbook the committee determines how a textbook correlates to the Nevada State Standards, and if it meets the criteria for special education to ensure that support materials are provided for students who receive special education under NIMAS. K-8 Math Curriculum adoption is ongoing at this time.

INSTRUCTIONAL TECHNOLOGY

The NCSD continues to monitor the technology needs of teachers in the classroom. In addition to past cadres, teachers are attending conferences and receiving training to be shared with staff at their respective school sites.

SUCCESSFUL PRACTICES

- Nye County School District administrators meet regularly to share information on programs, strategies and practices that are going on at each campus. This forum provides an opportunity for administrators to learn from another and replicate proven practices at the campus level.
- All special education and second language case managers will receive ongoing training in the use of achievement data to provide supplemental support to students that meets their individual academic needs.
- The school district supports and implements Professional Learning Communities as a framework for providing opportunities for principals to facilitate grade level meetings. Discussions pertain to individual student needs, assessments, best practices, and intervention.
- Response to Intervention (RTI) model is extended to all schools
- 21st Century funded tutoring at Rosemary Clarke Middle School
- Ongoing meetings with ESL case managers to collaborate and Sheltered Instruction Observation Protocol (SIOP) strategies discussed
- Read 180- is being utilized at Pahrump Valley High School and the program is being extended to the students with Individualized Educational Plans
- Pitsco Lab-Interactive science lab at JG Johnson and Mt. Charleston Elementary and will be added on a rotating basis for Beatty, Tonopah, Gabbs, and Round Mountain middle schools. Additional grant funding is enabling the NCSD to expand such labs in Tonopah, Gabbs and Pahrump in the near future.
- Pre-AP Program exists at Rosemary Clark Middle School as well as AP courses offered at Pahrump Valley High School.
- Through grant funding, an instructional technology specialists will be placed at Pahrump Valley High School to evaluate, train and monitor practices in the area of using technology as a regular part of instruction.

INTERVENTION & REMEDIATION PROCESSES

- Ongoing professional development for teachers in the area of reading, writing and mathematics instruction best practices.
- Middle School Disruptive Pupil Program continued at Rosemary Clark Middle School.
- Gear-Up program is in place at Pahrump Valley, Beatty, Tonopah and Gabbs High Schools.
- Early Childhood Intervention Program (Pre-K) has been instituted district-wide.
- All day kindergarten exists at Amargosa and Manse Elementary.
- Supplemental Education Services programs after school programs exist for elementary and middle schools.
- Double period classes for students who have been identified as deficient in math and reading have been instituted at Rosemary Clark Middle and Pahrump Valley High School.
- Read 180 software is used with students struggling in reading.
- Utilization of NWEA MAP Inventories to identify strengths and weaknesses in student academic performance in order to differentiate instruction and target intervention needs (RTI).

PROFESSIONAL DEVELOPMENT

DISTRICT-WIDE OPPORTUNITIES

- Department for Student Achievement Instructional Specialists are providing ongoing evening professional development opportunities in the following academic areas:
 - o Math Standards Based Instruction grades K-12
 - o Strategic Writing Conferences grades 3-6
 - o Literacy Stations grades K-2
 - o Literacy Stations grades 3-6
 - o English Language Arts Standards Based Instruction grades K-12
- Department for Student Achievement Data Specialist will continue to provide ongoing professional development on data-driven decision making at the school level, grade levels, in content areas and by support staff groupings.
- Southern Nevada Regional Professional Development (RPDP) training for all administration on math instruction and the 5+1 method for delivering math lessons
- Department for Student Achievement the Instructional Specialists will provide Depth of Knowledge (DOK) training ongoing throughout the year.
- Department for Student Achievement staff will continue to provide ongoing training on differentiated instruction at staff meetings, during inservice days and for individual cohort meetings or PLC times.
- Math curriculum adoption committee ongoing for the selection of new K-8 math curriculum
- Department for Student Achievement and RPDP staff will continue to facilitate the Aspiring Leadership Academy for future administrators
- Principal Academy to serve as a professional learning community to promote principal collaboration and professional development
- Instructional Consulting (IC) team at Manse Elementary focusing on reading intervention
- NWEA MAP Inventory program training for assessing student growth in reading, math, and science
- RTI training for regular education teachers, special education case managers and second language case managers

REGION-WIDE OPPORTUNITIES

- Nevada Association of School Administrators (NASA)
- National Association of Secondary Principals

SCHOOL-WIDE OPPORTUNITIES

- Ongoing Differentiated Instruction by staff who participated in “trainer of trainers” professional development
- School NWEA MAP Coordinators will continue to provide ongoing data analysis support to teacher peers
- Technology teacher/trainers will continue to provide training on the use of instructional technology

EVIDENCE OF PLAN DEVELOPMENT

COMPREHENSIVE NEEDS ASSESSMENT

REVIEW AND ANALYSIS OF DATA

DATA REVIEWED

CRITERION REFERENCE TEST DATA

NCSD CRT Elementary School Trends

Language Arts

1. The fourth grade has the strongest three year average in reading with 61.2% of the students being proficient while the lowest elementary average is the fifth grade at 51.6% proficient.
2. In all three elementary grades there was not a consecutive three year increase in the percentage of proficient students on the CRT Reading assessment.
3. For fifth grade writing, the percentage of proficient students has changed over the past three years from 44.6% to 36.9% and back up to 45.6% in 2008-09.
4. The three year average for proficient fifth graders on the Nevada Writing Assessment is 42%.

Math

1. As in reading, the strongest elementary average of proficient students was the fourth grade with 66% in math over the past three years with third being at 50% and fifth at 59%.
2. The elementary highlight was the district-wide fourth grade in 2007-08 showing 72.2% of the students being proficient on the math CRT.
3. Over the past three years, the 2008-09 data shows the only year that the percentages increased for each grade level with third having 49.5%, fourth having 56.4% and fifth being at 60.5% proficient.

Science

1. On the fifth grade science CRT, there has been a three year consecutive increase in the percentage of proficient students from 57.4% in 06-07 to 62.5% in 07-08 and 64.1% last year.

NCSD CRT Middle School Trends

Language Arts

1. On the CRT Reading assessment, the seventh grade three year average was the highest in middle school at 71.6% which is 10% higher than sixth grade and 7% higher than eighth grade.
2. In all three middle school grades, there was not a three year consecutive increase in the percentage of proficient students in reading.
3. The three year middle school highlight was the 2008-09 seventh grade that had 75.7% proficient in reading.
4. For eighth grade writing, the trend parallels the fifth grade showing a drop from 60.4% in 06-07 down to 52.9% in 07-08 and then increasing to 53.4% in 08-09 with the three year average being 55.6%.

Math

1. For three consecutive years, the sixth out performed the seventh which was higher than eighth grade on the CRT Math assessment with the three year averages being 62.8%, 58% and 53% in 6th, 7th, and 8th grade.
2. The highlight of the three years is that in all three middle school grades, the percentage of proficient students increased in each consecutive year. The average growth was 5.8% in sixth grade, 6.5% in seventh grade and 3.9% in eighth grade.
3. The highest percentage of proficient students on the math CRT over the past three years was the 2008-09 sixth grade with 69.1% proficient.

Science

1. Over the past three years the eighth grade percentage of proficient students on the science CRT has been 67.1%, 65.4% and 70.3%.
2. The three year average for eighth grade is 67.6% proficient which is 6% higher than the fifth grade average.

NEVADA HIGH SCHOOL PROFICIENCY EXAMINATION DATA

HSPE Language Arts

1. For ninth through twelfth grades, there has been a consecutive three year increase of proficient students on the HSPE Reading assessment from 89% to 94% and then 95% in 2008-09.
2. Considering the lowest and highest categories in the test's scoring, the lowest category of Emergent/Developing has declined from 8% in 06-07 to only 2% in 08-09 while the highest category of Exceeds Standard has risen from 12% to 50% last year.
3. On the HSPE Writing assessment, the last three proficiency percentages have been 89%, 89% and 86%.

HSPE Math

1. Over the past three years on the HSPE Math assessment, the proficiency percentages have gone from 55% to 65% and then down to 64% in 2008-09.
2. While the percentage of Emergent/Developing students has declined from 12% to 4%, the percentage of Exceeds Standard high school students has remained relatively the same over the past three years.
3. The 2008-09 percentage of proficient math students at 64% is 7% below the current percentage needed for a high school to make AYP.

ACT DATA

Since 2005, the number of NCSD students who have taken the ACT has varied from 98 to a high of 154 in 2009. The five year average scores as compared to the state are as follows:

Subject	NCSD Average Student Score	State Average Student Score
English	20	20.8
Math	20	21.4
Reading	21.3	21.9
Science	20.5	21

ADEQUATELY YEARLY PROGRESS

District AYP

Since 2006-07, the NCSD has been classified as Adequate twice and is currently on the Watch list. For the 2006-07 school year there were four Needs Improvement schools, in 2007-08 there were three, and last year there were seven. The seven schools in Need of Improvement in 2008-09 represent 36.8% of schools district-wide. Conversely, over the past three years there has been nine times in which a NCSD school has reached either the High Achieving or Exemplary status including Beatty High School that was High Achieving last year.

Elementary School AYP Trends

The AYP trend for the past three years in elementary schools shows one school in 2006-07 and 2007-08 in Needs of Improvement and three in 2008-09 while three were High Achieving or Exemplary in 06-07 and two in 07-08. In the categories of adequate or being on the watch list, the elementary numbers have gone from seven to eight and then nine over the past three years.

Middle School AYP Trends

The AYP trend for the past three years in middle schools shows two then one and then two being in Need of Improvement district-wide. The Adequate or Watch school numbers have declined from five to four and then three in 2008-09 while there has been one High Achieving or Exemplary middle school in each of the past two years.

High School AYP Trends

The AYP trends for high schools in Nye County show that in 06-07 and 07-08 only one school was in Need of Improvement while last year there were two. Additionally, the number of high schools classified as Adequate or on the Watch list has declined from five in 06-07 to four in 07-08 to three last year. Since 2006-07, only Beatty High School has been classified as High Achieving in which they have done for the past two consecutive years.

RESULTS FROM DATA ANALYSIS

Areas of Strength

- On the HSPE Reading assessment, the district high school percentage of proficient students has increased to 95% in 2008-09 with 50% of the students scoring in the Exceeds Standard category.
- In 2008-09 on the 11th Grade HSPE in math, Beatty, Round Mountain and Tonopah high schools had 0% of students in the Emergent/Developing category and Pahrump Valley High only had 5%.
- In 2008-09, Beatty, Round Mountain and Tonopah high schools had 100% of their students scoring as Meets or Exceeds Standard on the HSPE Reading assessment.
- For three consecutive years, the 6th, 7th, and 8th grade classes across the district have had a higher percentage of proficient students on the CRT Math assessment.
- In 2008-09, the percentage of 5th and 8th grade students proficient on the CRT Science assessment reached its highest point over the past three years.

Areas of Concern

- Although there has been progress in certain grades and in specific subgroups, the percentage of proficient students in math for both the CRT and the HSPE continues to be a concern.
- The increased number of NCSD currently classified as a Need of Improvement school also indicates that math instruction needs to be addressed.
- When disaggregating student achievement data in grades K-8, the percentage of proficient students in both reading and math fluctuates greatly. This raises a level of concern for the current alignment of curriculum both vertically and horizontally district-wide. Tracing a group of students from grade to grade and seeing the percentage of proficient scores going up and down points to a need for ensuring all schools are using curriculum directly aligned with standards and that teaching practices are being varied year-to-year based on the levels of mastery for current student populations.
- For the past three years, the 5th and 8th grade combined average for proficient students in writing is 49%. This also raises the need for a consistent writing curriculum from kindergarten through eighth grade with benchmarks at each grade level to measure student growth.
- Finally, the average of proficient 3rd grade students in mathematics has been less than 50%. The concern here is in the preparation in the younger grades for students in math to ensure they are prepared for the CRT tests that begin in the 3rd grade.

PRIORITY NEEDS (GOALS):		
PRIORITY NEED 1: Improvement in student achievement and proficiency levels for all students.		
PRIORITY NEED 2: Sustain practices in the NCSD educational organization that increase the graduation rate, decrease the dropout rate, utilize educational technology, and promote parental involvement.		
PRIORITY NEED 3: Maintain safe learning and working environments for all students and staff.		
PRIORITY NEEDS	Causes (Factors)	Solutions (Strategies)
PRIORITY NEED 1 Improvement in student achievement and proficiency levels for all students.	• Lack of expertise in the effective use of data to design instruction • Ineffective monitoring of student progress during the school year • Ineffective identification of and remediation for "Tier 2" students at risk of failing during the school year • Inability to address previous trends in regular education student achievement results such as gender and ethnicity trends or grade level trends	• Training administrators and staff to become more adept at using multiple measures of achievement data to design lesson plans • Professional development for all classroom and support staff in the analyzing and applying of NWEA data, classroom assessments, and informal observations to change system processes throughout the year • Training administrators and staff to utilize CRT data to begin the year and NWEA data throughout the year to design and modify intervention programs for Tier 2 and Tier 3 students and utilize appropriate funding sources to provide remediation for students • Implementation of a "Comprehensive Design for School Improvement" enabling district evaluators and principals to coordinate the monitoring efforts regarding intervention programs and professional development efforts
PRIORITY NEED 2 Sustain practices in the NCSD educational organization that increase the graduation rate, decrease the dropout rate, utilize educational technology, and promote parental involvement.	• Inability to involve parents in student learning • Inability to involve parents in school improvement efforts • Ineffective mid-year analyzing of grades by counselors and teachers	• Promoting and sharing of effective methods to involve parents in the educational process during administrative meetings • Implementation of a "Comprehensive Design for School Improvement" enabling district evaluators and principals to coordinate the efforts regarding parental involvement program • Implementation of a "Comprehensive Design for School Improvement" enabling district evaluators and principals to monitor grade check practices ongoing throughout the year
PRIORITY NEED 3 Maintain safe learning and working environments for all students and staff.	• Lack of community support and attention given to students continuing to commit offenses to other students and staff.	• Continue to implement character education and involve community/family members in analyzing district program strengths and weaknesses.

ACTION PLAN DESIGN

Action Plan PRIORITY NEED 1:

PRIORITY NEED 1: Improvement in student achievement and proficiency levels for all students.			
Measurable Objectives: 1. The percentage of non-proficient students in Math will decrease in grades three through eight on the CRT and in high school on the HSPE 2. The percentage of non-proficient students in Reading will decrease in grades three through eight on the CRT and in high school on the HSPE 3. The percentage of non-proficient students in Writing will decrease in grades five and eight on the State Writing Proficiency			
Action Steps	Timeline	Resources Needed for Implementation	Person Responsible
Measurable objective #1: MATH			
1.1.1 Utilize the Northwest Evaluation Association (NWEA) assessments and Criterion Reference Test results to tier all K-9 students in math in order that instruction can be delivered at the appropriate level for each student	Fall, Winter & Spring	State, local or federal funding	• Dept. for Student Achievement • Principals • Teachers
1.1.2 Creation of an interactive Pre-Algebra computer lab for Special Education students at Rosemary Clarke Middle School and Pahrump Valley High	Fall 2009	IDEA AARA Funding	• SESS Director • Principals
1.1.3 Purchase license for "Super Math Tutor" interactive software for Beatty, Tonopah, Round Mountain and Gabbs high schools to provide HSPE remediation for 11 th and 12 th grade non-proficient students	Ongoing	Grants if available	• Dept. for Student Achievement • Principals • Math Teachers
1.1.4 Provide professional development for elementary teachers, middle school math teachers and high school math teachers in instructional techniques to improve students' ability to apply math concepts to real world and problem solving situations	Ongoing during staff meetings, PLC meetings and inservice trainings	State, local or federal funding	• Dept. for Student Achievement • Principals • Math Teachers
1.1.5 Progress monitor all K-9 th grade Tier 2 and Tier 3 students in math using the NWEA assessment program	Monthly	State, local or federal funding	• Principals • Teachers
1.1.6 Identify all Pre-K students' early numeracy proficiency level using the NWEA MAP assessment tool and provide data to Kindergarten teachers for transition of incoming students	Spring 2010	NCSd General funds	• Department for Student Achievement
Measurable objective #2: READING			
1.2.1 Utilize the Northwest Evaluation Association (NWEA) assessments and Criterion Reference Test results to tier all K-9 students in reading in order that instruction can be delivered at the appropriate level for each student	Fall, Winter & Spring	State, local or federal funding	• Dept. for Student Achievement

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1.2.2 K-5 Reading Pacing Guides will be provided at all elementary schools to align district-wide reading instruction in order to reduce gaps in learning that occur in part from the district transiency rate	Ongoing	State, local or federal funding	• Dept. for Student Achievement • Principals
1.2.3 Provide a daily reading instruction delivery model and training for all schools based on the Balanced Literacy reading program that addresses the 5 components of reading	Ongoing during staff meetings, PLC meetings and inservice trainings	State, local or federal funding	• Dept. for Student Achievement • Principals
1.2.4 Using the Balanced Literacy approach, implement a small group instruction delivery model for K-8 reading classes based on the Tier 1, Tier 2 and Tier 3 student learning needs defined by the NWEA assessment results	Ongoing during staff meetings, PLC meetings and inservice trainings	State, local or federal funding	• Dept. for Student Achievement • Principals
1.2.5 Progress monitor all K-9 th grade Tier 2 and Tier 3 students in reading using the NWEA assessment program	Monthly	State, local or federal funding	• Dept. for Student Achievement • Principals
1.2.6 Creation of a English Language Arts curriculum guides for grades 6 to 8	Ongoing during staff meetings, PLC meetings and inservice trainings	State, local or federal funding or Grant funding	• Dept. for Student Achievement • Principals
1.2.7 Implementation of the "Read 180" interactive reading program for all elementary special education students in Pahrump and at RCMS	Fall 2009	IDEA AARA Funding	• SESS Director • Principals
1.2.8 Identify all Pre-K students' early literacy proficiency level using the NWEA MAP assessment tool and provide data to Kindergarten teachers for transition of incoming students	Spring 2010	NCSD General funds	• Department for Student Achievement
Measurable objective #3: WRITING			
1.3.1 Using the "Family Piece" writing assessment tool, create a collection of writing samples for each student that identify strengths and weakness to ensure instruction can be delivered at the appropriate level for each student which will accompany students from grade to grade	Ongoing during staff meetings, PLC meetings and inservice trainings	State, local or federal funding	• Dept. for Student Achievement • Principals • Teachers
1.3.2 Introduce K-5 pacing guides for writing that align Nevada writing standards with writing instruction ensuring that each genre and writing traits are addressed on a monthly basis in grades K to 5 to reduce gaps in student learning	Fall 2009	State, local or federal funding	• Dept. for Student Achievement
1.3.3 Provide results of a longitudinal data analysis of NCSD 5 th and 8 th grade writing proficiency results disaggregated by gender and ethnicity for system processes in writing instruction to be altered	Fall 2009	Grants	• Dept. for Student Achievement
1.3.4 Implement a consistent "writing process" approach to writing instruction in grades kindergarten through eighth grade	Ongoing during staff meetings, PLC meetings and inservice trainings	State, local or federal funding	• Dept. for Student Achievement • Principals • Teachers
1.3.5 Purchase software or licensing for 5 th and 8 th grade student writing to be scored electronically based on the 6 writing traits as a means of progress monitoring to drive instruction in preparation for the state writing assessment	Fall 2009	State, local or federal funding	• Dept. for Student Achievement

MONITOR PLAN DESIGN

Monitor Plan Implementation Priority Need 1 & Measurable Objectives

Priority Need 1: Improvement in student achievement and proficiency levels for all students.			
Measurable Objectives: 1. The percentage of non-proficient students in Math will decrease in grades three through eight on the CRT and in high school on the HSPE 2. The percentage of non-proficient students in Reading will decrease in grades three through eight on the CRT and in high school on the HSPE 3. The percentage of non-proficient students in Writing will decrease in grades five and eight on the State Writing Proficiency			
Action Step	Information	Timeline	Person Responsible
Measurable objective #1: MATH			
1.1.1 Utilize the Northwest Evaluation Association (NWEA) assessments and Criterion Reference Test results to tier all K-9 students in math in order that instruction can be delivered at the appropriate level for each student	NWEA Reports	Fall, Winter & Spring	• Dept. for Student Achievement
1.1.2 Creation of an interactive Pre-Algebra computer lab for Special Education students at Rosemary Clarke Middle School and Pahrump Valley High	Lab construction	Fall 2009	• SESS Director • Principals
1.1.3 Purchase license for "Super Math Tutor" interactive software for Beatty, Tonopah, Round Mountain and Gabbs high schools to provide HSPE remediation for 11 th and 12 th grade non-proficient students	License agreement	Fall 2009	• Dept. for Student Achievement • Coordinator of Grants
1.1.4 Provide professional development for elementary teachers, middle school math teachers and high school math teachers in instructional techniques to improve students' ability to apply math concepts to real world and problem solving situations	Staff meetings, PLC and inservice agendas	Ongoing	• Dept. for Student Achievement • Principals
1.1.5 Progress monitor all K-9 th grade Tier 2 and Tier 3 students in math using the NWEA assessment program	NWEA Reports	Monthly	• Dept. for Student Achievement • Principals
Measurable objective #2: READING			
1.2.1 Utilize the Northwest Evaluation Association (NWEA) assessments and Criterion Reference Test results to tier all K-9 students in reading in order that instruction can be delivered at the appropriate level for each student	NWEA Reports	Fall, Winter & Spring	• Dept. for Student Achievement
1.2.2 K-5 Reading Pacing Guides will be provided at all elementary schools to align district-wide reading instruction in order to reduce gaps in learning that occur in part from the district transiency rate	Staff meetings, PLC and inservice agendas	Ongoing	• Dept. for Student Achievement • Principals

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1.2.3 Provide a daily reading instruction delivery model and training for all schools based on the Balanced Literacy reading program that addresses the 5 components of reading	Staff meetings, PLC and inservice agendas	Ongoing	• Dept. for Student Achievement • Principals
1.2.4 Using the Balanced Literacy approach, implement a small group instruction delivery model for K-8 reading classes based on the Tier 1, Tier 2 and Tier 3 student learning needs defined by the NWEA assessment results	Staff meetings, PLC and inservice agendas	Ongoing	• Dept. for Student Achievement • Principals
1.2.5 Progress monitor all K-9 th grade Tier 2 and Tier 3 students in reading using the NWEA assessment program	NWEA Reports	Monthly	• Dept. for Student Achievement • Principals
1.2.6 Creation of a English Language Arts curriculum guides for 6 th through 8 th grade	Staff meetings, PLC and inservice agendas	Ongoing	• Dept. for Student Achievement • Principals
1.2.7 Implementation of the “Read 180” interactive reading program for all elementary special education students in Pahrump and at RCMS	Software installation and purchased licenses	Fall, 2009	• SESS Director • Principals
Measurable objective #3: WRITING			
1.3.1 Using the “Family Piece” writing assessment tool, create a collection of writing samples for each student that identify strengths and weakness to ensure instruction can be delivered at the appropriate level for each student which will accompany students from grade to grade	Data report	Fall 2009	• Dept. for Student Achievement
1.3.2 Introduce K-5 pacing guides for writing that align Nevada writing standards with writing instruction ensuring that each genre and writing traits are addressed on a monthly basis in grades K to 5 to reduce gaps in student learning	Purchase agreement	Fall 2009	• Dept. for Student Achievement • Coordinator of Grants
1.3.3 Provide results of a longitudinal data analysis of NCSD 5 th and 8 th grade writing proficiency results disaggregated by gender and ethnicity for system processes in writing instruction to be altered	Staff meetings, PLC and inservice agendas	Ongoing	• Dept. for Student Achievement • Principals
11.3.4 Implement a consistent “writing process” approach to writing instruction in grades kindergarten through eighth grade	Writing Curriculum	Fall, 2009	• Dept. for Student Achievement • Coordinator of Grants
1.3.5 Purchase software or licensing for 5 th and 8 th grade student writing to be scored electronically based on the 6 writing traits as a means of progress monitoring to drive instruction in preparation for the state writing assessment	Software and/or licenses	Fall, 2009	• Dept. for Student Achievement • Coordinator of Grants

ACTION PLAN DESIGN

Action Plan PRIORITY NEED 2:

PRIORITY NEED 2: Sustain practices in the NCSD educational organization that increase the graduation rate, decrease the dropout rate, utilize educational technology, and promote parental involvement.

Measurable Objectives:

1. Sustain professional development and implement processes that have a direct affect on school improvement
2. Sustain professional development regarding research-based instructional techniques proven to increase the level of engagement for all learners
3. Sustain professional development regarding collaboration and mentoring between administrators, teachers and support staff
4. Continue efforts to promote the expansion of Career and Technical Education programs
5. Sustain professional development in the use of educational technology in classrooms
6. Continue to involve parents and the community in the educational process
7. Continue to monitor attendance and truancy

Action Steps	Timeline	Resources Needed for Implementation	Person Responsible
Measurable Objective #1: School Improvement			
2.1.1 Implement a "Comprehensive Design for School Improvement" to tier schools based on AYP designations to ensure proactive monthly steps are being taken to improve a school's AYP status	Ongoing	State, local or federal funding	• Dept. for Student Achievement • Principals • Teachers
2.1.2 Complete a district-wide Effectiveness and Efficiency audit to evaluate current practices and processes at all levels that may be affecting school improvement efforts	Fall 2009	Grants if funding available	District Superintendent
2.1.3 Continue training regarding the use and interpretation of the NWEA assessment program and progress monitoring reports to improve instruction and remediation programs	September 8, 2009 inservice and ongoing during staff & PLC meetings	State, local or federal funding	• Dept. for Student Achievement • Principals
Measurable Objective #2: Research-based Instruction			
2.2.1 Continue training and support for Differentiated Instruction (DI), Response to Instruction and Professional Learning Community (PLC) practices across the district including special education teachers	Ongoing during staff meetings, PLC meetings and inservice trainings	State, local or federal funding	• Dept. for Student Achievement • Principals • Teachers
2.2.2 Emphasize a Sheltered Instruction Observation Protocol (SIOP) instructional technique quarterly for LEP and regular ed. teachers to strengthen instruction for LEP students via the web and newsletters	Ongoing during staff meetings, PLC meetings and inservice trainings	State, local or federal funding	• Dept. for Student Achievement

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2.2.3 Provide staff development ideas to provide test-taking strategies for each grade level to be incorporated in daily lessons	Ongoing during staff meetings, PLC meetings and inservice trainings	State, local or federal funding	• Dept. for Student Achievement • Principals • Teachers
2.2.4 Design professional development courses for teachers to receive graduate level credits in reading and writing instruction	Ongoing during staff meetings, PLC meetings and inservice trainings	State, local or federal funding	• Dept. for Student Achievement
2.2.5 Progress monitor student academic growth using the NWEA assessment program to ensure system processes such as remediation and intervention programs are successful	Ongoing	State, local or federal funding	• Dept. for Student Achievement • Principals • Teachers
Measurable Objective #3: Collaboration & Mentoring			
2.3.1 Continue utilizing "Building on Our Teachers' Success" (BOOTS) teacher mentoring program at each school	Ongoing	• Mentors • State, local or federal funding • Grants	• Dept. for Student Achievement • Principals • Teachers
2.3.2 Continue the practices of the "Aspiring Leaders" and "Principals Academy" that serve as PLC and mentoring opportunities for administration and teacher leaders	Ongoing	State, local or federal funding and Grants	• Dept. for Student Achievement • Principals
2.3.3 Promote collaboration through utilizing online social networks for teacher to teacher sharing of instructional strategies and internet resources	Ongoing	State, local or federal funding and Grants	• Instructional Technology specialists
Measurable Objective #4: CTE Courses			
2.4.1 Continue to survey interest levels and plan future CTE courses to enhance the learning opportunities for high school students in order to decrease the dropout rate	Ongoing	State, local or federal funding	• Dept. for Student Achievement • Principals
2.4.2 Increase core sequences for high school Career & Technical Education (CTE) programs	Ongoing	State, local or federal funding	• Dept. for Student Achievement • Principals
2.4.3 Increase the number of articulation agreements between NCSD and colleges	Ongoing	State, local or federal funding	• Dept. for Student Achievement • High School Principals
2.4.4 Develop CTE curriculum aligned with the Nevada state CTE academic standards	Ongoing	State, local or federal funding	• Dept. for Student Achievement • High School Principals and Counselors
2.4.5 For Pahrump Valley High School, continue to survey the interests of teachers, students and the Tech Committee to support ongoing plans for an CTE expansion wing on the PVHS campus	Ongoing	State, local or federal funding	• Dept. for Student Achievement • High School Principals and Counselors

Measurable Objective #5: Educational Technology			
2.5.1 Continue to utilize trained teacher cadres in the use of technology to improve instruction for professional development at the building level	Ongoing during staff meetings, PLC meetings and inservice trainings	State, local or federal funding and Grants	• Dept. for Student Achievement • Principals • Teachers
2.5.2 Continue to support technology integration through professional development opportunities throughout the year	Ongoing	State, local or federal funding and Grants	• Instructional Technology specialists
Measurable Objective #6: Parental Involvement			
2.6.1 NCSD schools will create opportunities for parents to engage in school-wide initiatives as outlined in each School Improvement Plan with involvement being monitored and shared during district-wide administrator meetings throughout the year	Ongoing	State, local or federal funding	• Principals
2.6.2 High school counselors will facilitate completion of and annual review of students' 4-year Academic Plans to be communicated with students and parents	Quarterly throughout the year	State, local or federal funding	• Principals • Counselors
2.6.3 Sustain the utilization of PowerSchool and ConnectEd to communicate with parents regarding attendance, truancy, and school functions	Ongoing	State, local or federal funding	• Principals • Clerical Staff • Assistant Superintendent of Character Education
2.6.4 Evaluate current parental involvement practices across the district and design steps for improvement via the Title I Site Representative position	Ongoing	Title I Funding	• Coordinator of Grants • Title I Parent Liaison
2.6.5 Increase the frequency of teacher to parent communication regarding both student successes and concerns in academic and social areas	Ongoing	State, local or federal funding	• Dept. for Student Achievement • Principals
2.6.6 Design and maintain a parent information page on the district website	Ongoing	State, local or federal funding	• Dept. for Student Achievement
Measurable Objective #7: Attendance & Truancy			
2.7.1 Monitor daily absence reports to ensure district truancy reports represent accurate data	Ongoing	State, local or federal funding	• Principals • Clerical Staff • Assistant Superintendent of Character Education

MONITOR PLAN DESIGN

Monitor Plan Implementation PRIORITY NEED 2 & Measurable Objectives

PRIORITY NEED 2: Sustain practices in the NCSD educational organization that increase the graduation rate, decrease the dropout rate, utilize educational technology, and promote parental involvement.

Measurable Objectives:

1. Sustain professional development and implement processes that have a direct affect on school improvement
2. Sustain professional development regarding research-based instructional techniques proven to increase the level of engagement for all learners
3. Sustain professional development regarding collaboration and mentoring between administrators, teachers and support staff
4. Continue efforts to promote the expansion of Career and Technical Education programs
5. Sustain professional development in the use of educational technology in classrooms
6. Continue to involve parents and the community in the educational process
7. Continue to monitor attendance and truancy

Action Step	Information	Timeline	Person Responsible
2.1.1 Implement a "Comprehensive Design for School Improvement" to tier schools based on AYP designations to ensure proactive monthly steps are being taken to improve a school's AYP status	- Monthly SIP committee meeting agendas - Professional Development Plans - Principal observations	Ongoing	- Dept. for Student Achievement - Principals - Teachers
2.1.2 Complete a district-wide Effectiveness and Efficiency audit to evaluate current practices and processes at all levels that may be affecting school improvement efforts	Audit results	Fall 2009	District Superintendent
2.1.3 Continue training regarding the use and interpretation of the NWEA assessment program and progress monitoring reports to improve instruction and remediation programs	Training activity log	Ongoing during staff meetings, PLC meetings and inservice trainings	- Dept. for Student Achievement - Principals
Measurable Objective #2: Research-based Instruction			
2.2.1 Continue training and support for Differentiated Instruction (DI), Response to Instruction and Professional Learning Community (PLC) practices across the district including special education teachers	Staff meetings, PLC and inservice agendas	Ongoing during staff meetings, PLC meetings and inservice trainings	- Dept. for Student Achievement - Principals - Teachers
2.2.2 Emphasize a Sheltered Instruction Observation Protocol (SIOP) instructional technique quarterly for LEP and regular ed. teachers to strengthen instruction for LEP students via the web and newsletters	Staff meetings, PLC and inservice agendas	Ongoing during staff meetings, PLC meetings and inservice trainings	Dept. for Student Achievement

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2.2.3 Provide staff development ideas to provide test-taking strategies for each grade level to be incorporated in daily lessons	Staff meetings, PLC and inservice agendas	Ongoing during staff meetings, PLC meetings and inservice trainings	• Dept. for Student Achievement • Principals • Teachers
2.2.4 Design professional development courses for teachers to receive graduate level credits in reading and writing instruction	Staff meetings, PLC and inservice agendas	Ongoing during staff meetings, PLC meetings and inservice trainings	• Dept. for Student Achievement
2.2.5 Progress monitor student academic growth using the NWEA assessment program to ensure system processes such as remediation and intervention programs are successful	NWEA reports	Ongoing	• Dept. for Student Achievement • Principals • Teachers
Measurable Objective #3: Collaboration & Mentoring			
2.3.1 Continue utilizing "Building on Our Teachers' Success" (BOOTS) teacher mentoring program at each school	Staff meetings, PLC and inservice agendas	Ongoing	• Dept. for Student Achievement • Principals • Teachers
2.3.2 Continue the practices of the "Aspiring Leaders" and "Principals Academy" that serve as PLC opportunities for administration and teacher leaders	Meeting agendas	Ongoing	• Dept. for Student Achievement • Principals
2.3.3 Promote collaboration through utilizing online social networks for teacher to teacher sharing of instructional strategies and internet resources	Contact Logs	Ongoing	• Instructional Technology specialists
Measurable Objective #4: CTE Courses			
2.4.1 Continue to survey interest levels and plan future CTE courses to enhance the learning opportunities for high school students in order to decrease the dropout rate	Survey results	Ongoing	• Dept. for Student Achievement • Principals
2.4.2 Increase core sequences for high school Career & Technical Education (CTE) programs	Master schedules	Fall, 2009	• Dept. for Student Achievement • Principals
2.4.3 Increase the number of articulation agreements between NCSD and colleges	Agreement plans	Ongoing	• Dept. for Student Achievement • Principals
2.4.4 Develop CTE curriculum aligned with the Nevada state CTE academic standards	Curriculum guides	Ongoing	• Dept. for Student Achievement • Principals
2.4.5 For Pahrump Valley High School, continue to survey the interests of teachers, students and the Tech Committee to support ongoing plans for an CTE expansion wing on the PVHS campus	Survey results	Ongoing	• Dept. for Student Achievement • Principals
Measurable Objective #5: Educational Technology			
2.5.1 Continue to utilize trained teacher cadres in the use of technology to improve instruction for professional development at the building level	Staff meetings, PLC and inservice agendas	Ongoing during staff meetings, PLC meetings and inservice trainings	• Dept. for Student Achievement • Principals • Teachers

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2.5.2 Continue to support technology integration through professional development opportunities throughout the year	Research results	Ongoing	• Instructional Technology specialists
Measurable Objective #6: Parental Involvement			
2.6.1 NCSD schools will create opportunities for parents to engage in school-wide initiatives as outlined in each School Improvement Plan with involvement being monitored and shared during district-wide administrator meetings throughout the year	School parental involvement plans	Ongoing	• Principals
2.6.2 High school counselors will facilitate completion of and annual review of students' 4-year Academic Plans to be communicated with students and parents	Counselor Duties & Responsibilities List and Contact Logs	Quarterly throughout the year	• Principals • Counselors
2.6.3 Sustain the utilization of PowerSchool and ConnectEd to communicate with parents regarding attendance, truancy, and school functions	Phone logs	Ongoing	• Principals • Clerical Staff • Assistant Superintendent of Character Education
2.6.4 Evaluate current parental involvement practices across the district and design steps for improvement via the Title I Site Representative position	Evaluation reports and proposals	Ongoing	• Coordinator of Grants • Title I Parent Liaison
2.6.5 Increase the frequency of teacher to parent communication regarding both student successes and concerns in academic and social areas	Surveys and school records	Ongoing	• Dept. for Student Achievement • Principals
2.6.6 Design and maintain a parent information page on the district website	Website Construction	Ongoing	• Dept. for Student Achievement
Measurable Objective #7: Attendance & Truancy			
2.7.1 Monitor daily absence reports to ensure district truancy reports represent accurate data	Absentee and truancy reports	Ongoing	• Principals • Clerical Staff Assistant Superintendent of Character Education

ACTION PLAN DESIGN

Action Plan PRIORITY NEED 3:

PRIORITY NEED 3: Maintain safe learning and working environments for all students and staff.			
Measurable Objectives: 1. Decrease the total number of disciplinary suspensions in the district 2. Conduct Crisis Management Plan drills at 100% of schools 3. Maintain Character Education in classroom lessons in all subjects			
Action Steps	Timeline	Resources Needed for Implementation	Person Responsible
Measurable Objective #1: Discipline			
3.1.1 Monitor the use of Discipline Matrix to ensure consistency is present concerning steps to monitor behavior and prevent suspensions or habitual discipline occurrences	Ongoing	State, local or federal funding	• Principals • Assistant Superintendent of Character Ed.
3.1.2 Continue yearly truancy and safety "sweeps" across communities	As Scheduled	Grant Funding	Assistant Superintendent of Character Ed.
3.1.3 Monitor each school's Progressive Discipline Plan and ensure the Pre-Referral Intervention Manuals (PRIM) manuals are included as a reference tool	Fall, 2009	State, local or federal funding	Assistant Superintendent of Character Ed.
3.1.4 Implement a PRIM "Intervention of the Month" to be distributed in the NCSD monthly Character Trait newsletter	Ongoing	State, local or federal funding	Assistant Superintendent of Character Ed.
3.1.5 Continue utilizing Leadership Academy for principals to collaborate on ideas such as: creating a common observation tool/visitation log and evaluating progressive discipline steps on referrals for effectiveness	Ongoing	State, local or federal funding or Grants if available	• Dept. for Student Achievement • Principals
Measurable Objective #2: Crisis Management			
3.2.1 Continue facilitating Crisis Management Plan drills at 100% of the schools a minimum of one time during the school year including "Code Red" drills and monthly fire/emergency drills	As Scheduled	State, local or federal funding	Assistant Superintendent of Character Ed.

Measurable Objective #3: Character Education			
3.3.1 Continue supporting teacher planning to embed 6 Pillars of Character into lessons by providing resources such as websites, sample lessons, thought of the week, and newsletter ideas	Ongoing	State, local or federal funding	• Assistant Superintendent of Character Ed. • Counselors
3.3.2 Promote the 6 Pillars of Character emphasis by maintaining communication to community through school newsletters and in a school display or bulletin boards	Ongoing	School General Funds	• Principals • Counselors
3.3.3 Promote a monthly character trait through the distribution of the "Traveling Character Trait Binder" sent from school to school	Monthly	State, local or federal funding	• Assistant Superintendent of Character Ed. • Counselors
3.3.4 Ensure all school site-level crisis management plans are aligned with the Nevada state crisis management standards currently being written	Ongoing	Spartan Grant	• Assistant Superintendent of Character Ed.

MONITOR PLAN DESIGN

Monitor Plan Implementation Priority Need 3 & Measurable Objectives

Priority Need 3: Maintain learning and working environments that are safe for all students and staff.			
Measurable Objectives: 1. Decrease the total number of disciplinary suspensions in the district, 2. Conduct Crisis Management Plan drills at 100% of schools, and 3. Maintain Character Education in classroom lessons in all subjects.			
Action Step	Information	Timeline	Person Responsible
Measurable Objective #1: Discipline			
3.1.1 Monitor the use of Discipline Matrix to ensure consistency is present concerning steps to monitor behavior and prevent suspensions or habitual discipline occurrences	Discipline Referrals	Ongoing	• Principals • Assistant Superintendent of Character Ed.
3.1.2 Continue yearly truancy and safety "sweeps" across communities	Event Schedule	Fall, 2009	Assistant Superintendent of Character Ed.

Nye County School District Improvement Plan 2009-10

3.1.3 Monitor each school's Progressive Discipline Plan and ensure the Pre-Referral Intervention Manuals (PRIM) manuals are included as a reference tool	School Discipline Plans	Fall, 2009	Assistant Superintendent of Character Ed.
3.1.4 Implement a PRIM "Intervention of the Month" to be distributed in the NCSD monthly Character Trait newsletter	PLC Notes and Observations	Ongoing	Principals
3.1.5 Continue utilizing Leadership Academy for principals to collaborate on ideas such as: creating a common observation tool/visitation log and evaluating progressive discipline steps on referrals for effectiveness	Meeting Logs	Ongoing	Director of Curriculum
Measurable Objective #2: Crisis Management			
3.2.1 Continue facilitating Crisis Management Plan drills at 100% of the schools a minimum of one time during the school year including "Code Red" drills and monthly fire/emergency drills	Schedule and Procedure Manuals	As Scheduled	Assistant Superintendent of Character Ed.
Measurable Objective #3: Character Education			
3.3.1 Continue supporting teacher planning to embed 6 Pillars of Character into lessons by providing resources such as websites, sample lessons, thought of the week, and newsletter ideas	Website Handouts Email	Ongoing	• Assistant Superintendent of Character Ed. • Counselors
3.3.2 Promote the 6 Pillars of Character emphasis by maintaining communication to community through school newsletters and in a school display or bulletin boards	Newsletters Bulletin Boards	Ongoing	• Principals • Counselors
3.3.3 Promote a monthly character trait through the distribution of the "Traveling Character Trait Binder" sent from school to school	Traveling Binder	Ongoing	Assistant Superintendent of Character Ed.
3.3.4 Ensure all school site-level crisis management plans are aligned with the Nevada state crisis management standards currently being written			

BUDGET

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 Improvement in student achievement and proficiency levels for all students.			
Priority Need #2 Sustain practices in the NCSD educational organization that increase the graduation rate, decrease the dropout rate, utilize educational technology, and promote parental involvement.			
Priority Need #3 Maintain learning and working environments that are safe for all students and staff.			

BUDGET

Source of Funds	Amount Received for 2009-2010 School Year	Purposes for which funds are used
ADULT HIGH SCHOOL DIPLOMA PROGRAM	\$421,096.31	Adult Education services
FULLTIME KINDERGARTEN TEACHERS	\$254,025.00	4.5 Kindergarten teachers
CLASS SIZE REDUCTION	\$1,309,498.00	18.75 Class size reduction teachers
RPDP	\$289,061.33	Admin. On Special Assignment, Data TOSA & Professional Development
NEVADA GEAR UP	\$115,000.00	Post-secondary readiness
NV PRE K PROGRAM	\$119,982.00	Pre-Kindergarten Program
EARLY CHILDHOOD	\$37,776.00	Early Childhood program

CARL PERKINS GRANT	\$73,205.71	Career & Technical Education
21st CENTURY	\$100,000.00	Remedial programming
LOCAL PLAN	\$1,084,136.00	Special Education
MIGRANT	\$116,000.00	Migrant recruiter, aides for parent invol., Prof. Dev., supplies
TITLE V INNOV. PROG. IIA SAFE/DRUG FREE	\$340,265.30	Diversified programming to include Prof. Dev., parent involvement, S&D Free, technology, credit recovery, Administrator for Technology Integration, and highly qualified
SCHOOL IMPROVEMENT, RCMS	\$30,000.00	Remediation & Prof. Dev.
SCHOOL IMPROVEMENT, AMARGOSA	\$12,000.00	Aide and supplies to enhance instructional strategies
TITLE I	\$1,126,828.00	Diversified programming to include Prof. Dev., parent involvement, SES
TITLE III - LEP	\$44,924.00	Prof. Dev. for ELL staff
ENHANCING EDUCATION - COMPETITIVE	\$62,638.75	PVHS Prof. Dev. - Integration Specialist
FRESH FRUIT & VEGETABLE	\$81,445.10	Provide fresh fruit & vegetables to low income schools
EARMARK CTE SMARTLAB	\$143,000.00	Creative Learning lab at PVHS
McKINNEY VENTO ARRA	\$13,120.00	Hire a Homeless Liaison Site Rep. to work with schools
STATE CTE ALLOCATION	\$33,325.60	State CTE funding for high schools across the district
SPECIAL EDUCATION ARRA	\$1,017,514.00	Remedial programming & Professional Dev.
ARRA EC	\$36,249.00	Hire part time EC teacher
TITLE I ARRA	\$545,393.00	4 Instructional Specialists for Title I schools
SCHOOL IMP. MANSE	\$12,000.00	Remedial programming & Professional Dev.
SCHOOL IMP. JG	\$12,000.00	
ED TECH ARRA	\$103,625.69	Professional Development

Nye County School District

**Amargosa Valley School
HC 69, Box 401-Z
Amargosa Valley, NV 89020**

SAGE SCHOOL IMPROVEMENT PLAN TITLE I - NRS 385

For Implementation in
2009-2010

School Improvement Planning Team

- ALL Title I schools must have a parent on their SIP team that is NOT a district employee. Indicate this member with an asterisk.

Name of Member	Position	Name of Member	Position
Karen E. Liberty	Principal	Ellice Dunsterville	Teacher
Lilia Hansen	Teacher	Lori Martin	Teacher
Denise Edwards	Teacher	Diane George	Teacher
Lynn Jordan	Teacher	Katie Dawson	Teacher
*Matilda Mesa	Parent	Debra Bosma	Teacher
*Angel Britton	Parent	Patty Duszynski	Teacher
*Monse Pinon	Parent	Brenda Dymond	Teacher

Submission Date: 10/05/09

Area Reviewer:

Jerry C. Hill, Assistant Superintendent
Department for Student Achievement

School: Amargosa Valley School	District: Nye	
Principal: Karen E. Liberty	School Year: 2009-2010	
Address: HC 69 401-Z, Amargosa Valley, NV 89020	Phone: 775-372-5324	
	Email: kliberty@nye.k12.nv.us	
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Part I: VISION FOR LEARNING

District Vision or Mission Statement

EVERY CHILD A SUCCESS

District Goal 1

Improvement in student achievement and proficiency levels for all students

District Goal 2

Sustain practices in the NCSD educational organization that increase the graduation rate, decrease the dropout rate, utilize educational technology, and promote parental involvement

District Goal 3

Maintain safe learning and working environments for all students and staff

VISION FOR LEARNING (continued)

School Vision or Mission Statement

Mission: The mission of Amargosa Valley School is to create and maintain an environment that ensures that every member of the school community strives for academic excellence as determined by state standards. We are committed to provide various avenues of support to assure this outcome.

Vision: *Committed to Excellence*

School Highlights

- Pre K-8th grade school
- 75% Hispanic population
- Very Rural
- School-wide Title I
- Provide Adult Education classes to learn English
- Credit Recovery/Odyssey Ware
- Full day Kindergarten
- Full time school counselor
- Full time ELL teacher
- Synergistic Science and Math Lab
- School wide Implementation FISH for School/Character Education
- Bilingual weekly progress reports
- Grades 6-8 made AYP in math, English Language Arts, and Science 2009 CRT
- Academic Excellence award assemblies four times a year
- Parent/Teacher conferences attendance at 95%
- Three *Reading is Fundamental* book distribution per year
- After school tutoring with transportation
- 18 middle school students visited Washington DC in 2009

PART II: INQUIRY PROCESS

Comprehensive Needs Assessment

Key Strengths

(to sustain in the school improvement plan)

- Amargosa Elementary School (3-5) made Safe Harbor in mathematics 2008-2009
- 82% (N-16) of 5th graders performed in Mathematics at meets or exceeds standards on the state CRT
- 84% (N-12) of 6th graders performed at meets or exceeds standards on the state CRT
- Professional Learning Community (PLC) weekly collaboration time
- Bilingual office staff
- Bilingual Migrant Recruiter/Parent Connection
- After-school tutoring/Supplemental Education Service with transportation
- Full time School Counselor
- Full time ESL teacher

Priority Concerns

- 24% of 3-5 grade students performed at the meets or exceeds level in English Language Arts in 2008-2009
- 44% of the 3-5 grade students performed at the meets or exceeds level in Mathematics in 2008-2009
- Limited use of school wide effective instructional strategies with emphasis for ELL students.
- 50% (N-16) of 5th graders performed at meets or exceeds on the state writing assessment NWPE
- 29% (N-17) of 8th graders performed at meets or exceeds on the state writing assessment NWPE
- 38% (N-21) of 8th graders performed at meets or exceeds standards on the state science assessment (CRT)
- 42% (N-16) of 5th graders performed at meets or exceeds standards on the state science assessment (CRT)

INQUIRY PROCESS (continued)

Verification of Causes – Root Cause Analysis

<i>Priority Concerns</i>	<i>Root Causes</i>	<i>Solutions</i>
1. Limited use of school wide instructional strategies that engage all students throughout the learning; over use of student seat work compared to student engaging instructional practices and limited use of English Language Learner strategies.	1. School needs to further refine its differentiated interventions support for struggling students achieving below grade level.	1. Implement Auto Skill Remediation program to assist Tier 2 students through gaps in mathematics.
2. Need to schedule data-driven discussions during Professional Learning Community time that is focused on essential standards, as well as, test data & remediation.	2. Teachers need support in using data for instructional planning, grouping students, and targeting instruction	2. Create infrastructure that incorporates data-driven discussions during Professional Learning Community time
3. ELL students need more time to master essential standards.	3. ELL students are not able to receive help at home because parents speak another language.	3. After-school tutoring and support for second language learners.
4. CRT results reflect students' weakness in vocabulary	4. ELL students are functioning in two languages and vocabulary gets lost in translation.	4. All math and English Language Arts instructors will use appropriate math and Language Arts vocabulary relevant to the CRT.

Part III: IMPROVEMENT GOALS AND MEASURABLE OBJECTIVES

Goal 1: Make Safe Harbor in Math

Measurable Objective 1:

The school will demonstrate a 10% reduction in the percent of non-proficient students from the previous school year in the Math CRT, 2009-2010.

Current Math results indicate that 31% in 3rd grade, 19 % in 4th grade, 82% in 5th grade, 84% in 6th grade, 56% in 7th grade, and 38% in 8th grade scored above the Meets Standards on CRT's during the 2008-2009 school year.

Goal 2: Make Safe Harbor in English Language Arts

Measurable Objective 2:

The school will demonstrate a 10% reduction in the percent of non-proficient students from the previous school year in the English Language Arts CRT and Nevada Writing Proficiency Exam, 2009-2010.

Current ELA results indicate that 16% in 3rd grade, 33 % in 4th grade, 25% in 5th grade, 69% in 6th grade, 56% in 7th grade, and 53% in 8th grade scored above the Meets Standards on CRT's during the 2008-2009 school year.

Goal 3: Make Safe Harbor in Science

Measurable Objective 3:

The school will demonstrate a 10% reduction in the percent of non-proficient students from the previous school year in the Science CRT, 2009-2010.

Current Science results indicate that 42% in 5th grade, and 38% in 8th grade scored above the Meets Standards on CRT's during the 2009-2010 school year.

Part IV: SCHOOL IMPROVEMENT MASTER PLAN & REFORM STRATEGIES

Goal 1: Make Safe Harbor in Math

Measurable Objective(s): The school will demonstrate a 10% reduction in the percent of non-proficient students from the previous school year in the Math CRT, 2009-2010.

Current Math results indicate that 31% in 3rd grade, 19 % in 4th grade, 82% in 5th grade, 84% in 6th grade, 56% in 7th grade, and 38% in 8th grade scored above the Meets Standards on CRT's during the 2008-2009 school year.

ACTION PLAN				MONITORING PLAN	
Action Steps	Timeline	Resources	Person(s) Responsible	Monitoring Measures	Person(s) Responsible
1.1 Students will learn 3 vocabulary words in each lesson using the school's adopted format (NVDoE math vocabulary)	Aug 2009 - May 2010	K-8 Math teachers	K-8 Math teachers	Students' flip cards will be checked weekly to assure vocabulary words follow the school's format and will be scored using the school's rubric Teachers will assess for word knowledge weekly	K-8 Math Teachers
1.2 All 2-8 students will write a summary in own words about what was learned in the day's math lesson.	Sept. 2009 – May 2010	2-8 Math teachers	2-8 Math teachers	Student journals will be checked weekly and will be checked using the school's rubric Teachers will assess for understanding	2-8 Math Teachers
1.3 All K-1 students will use interactive writing strategies to create a group summary for the math lesson of the day.	Aug 2009 - May 2010	K-1 Math Teachers	K-8 Math teachers	Student interactive writing will be kept and reviewed with students regularly	K-8 Math teachers
1.4 Weekly implement constructed responses in Math classes	Aug 2008 - May 2009	3-8 Math Teachers	3-8 Math teachers	Weekly scored and record constructed responses using the school's adopted rubric	3-8 Math Teachers

ACTION PLAN				MONITORING PLAN	
Action Steps	Timeline	Resources	Person(s) Responsible	Monitoring Measures	Person(s) Responsible
1.5 Create infrastructure that incorporates data-driven discussions during Professional Learning Community time.	Aug 2008-May 2009	PreK-8 Math Teachers	Principal	Weekly the PLC team will follow a protocol to discuss student achievement Teachers will use a spreadsheet to record achievement results that will be discussed	Principal
1.6 The SIP Committee will monitor the use of the rubric and a vocabulary format that the students use	Aug-Sept 2008	Math Committee	SIP Committee	Monitor spreadsheet	SIP Committee
1.7 After-school tutoring and support for second language learners and struggling learners.	Nov 2008-Mar 2009	Learning Solutions and Club Z,	Principal	Student Roster for attendance	Principal
1.8 Students will be taught how to set goals and achieve the set goals using the model "Walk Across America"	Oct 2009-May 2010	Teachers/Principal	Principal	Student records	Principal
1.9 After having success with goal setting using the program "Walk Across America" the students will goal set in math before every chapter test	Oct, 2009-May 2010	Teachers/Principal	K-8 Math Teachers	Students' record spreadsheet	Principal

SCHOOL IMPROVEMENT MASTER PLAN (Continued)

Goal 2: Make Safe Harbor in English Language Arts

Measurable Objective(s):

The school will demonstrate a 10% reduction in the percent of non-proficient students from the previous school year in the English Language Arts CRT and Nevada Writing Proficiency Exam, 2009-2010.

Current ELA results indicate that 16% in 3rd grade, 33 % in 4th grade, 25% in 5th grade, 69% in 6th grade, 56% in 7th grade, and 53% in 8th grade scored above the Meets Standards on CRT's during the 2008-2009 school year.

ACTION PLAN				MONITORING PLAN	
Action Steps	Timeline	Resources	Person(s) Responsible	Monitoring Measures	Person(s) Responsible
2.1 Students will learn 3/4 vocabulary words each week using vocabulary from CRT testing	Aug 2009-May 2010	K-8 Language Arts teachers	K-8 ELA teachers	Student flip pack will be checked weekly to assure vocabulary words follow the school's format	K-8 ELA Teachers
2.2 All 2-8 students will write a summary in own words about what was read in the day's Read Naturally lesson.	Sept 2009 - May 2010	2-8 ELA teachers	2-8 ELA teachers	Student journals will be checked weekly and will be checked using the school's rubric	2-8 ELA Teachers
2.3 All K-1 students will use interactive writing strategies to create a group summary for the reading lesson of the day.	Aug 2009-May 2010	K-1 ELA Teachers	K-8 ELA teachers	Student interactive writing will be kept and reviewed with students regularly	K-8 ELA teachers
2.4 All students will respond to a writing prompt once a month and be scored by more than one other person	Aug 2009-May 2010	K-8 ELA teachers	K-8 ELA teachers	Scores will be saved on a spreadsheet and reviewed monthly	K-8 ELA teachers
2.5 Each month the students will focus on a trait and a writing process	Aug-May 2009-2010	K-8 ELA teachers	K-8 ELA Teachers	Teachers' lesson plans	K-8 ELA Teachers

ACTION PLAN				MONITORING PLAN	
Action Steps	Timeline	Resources	Person(s) Responsible	Monitoring Measures	Person(s) Responsible
2.6 Weekly implement constructed responses in Language Arts classes	Aug 2009-May 2010	3-8 ELA Teachers	3-8 ELA teachers	Weekly score and record constructed responses using the school's adopted rubric	3-8 ELA teachers
2.7 Create infrastructure that incorporates data-driven discussions during Professional Learning Community time.	Aug 2009-May 2010	PreK-8 ELA Teachers	Principal	Weekly the PLC team will follow a protocol to discuss student achievement Teachers will use a spreadsheet to record achievement results that will be discussed	Principal
2.8 The SIP Committee will monitor vocabulary and the format to used by students	Aug-Sept 2009	SIP Committee	Committee chair person	Copy of the rubric and vocabulary format	SIP Committee
2.9 After-school tutoring and support for second language learners and struggling learners.	Nov 2009 – Feb 2010	Learning Solutions, Club Z, and Principal	Principal	Attendance Records of the students participating in tutoring	Principal
2.10 Students will be taught how to set goals and achieve the set goals using the model "Walk Across America"	Oct 2009-May 2010	Teachers / Principal	Principal	Student records	Principal
2.11 After having success with goal setting using the program "Walk Across America" the students will goal set using benchmark assessments after every reading unit	Oct, 2009-May 2010	Teachers / Principal	K-8 Math Teachers	Students' record spreadsheet	Principal

SCHOOL IMPROVEMENT MASTER PLAN (Continued)

Goal 3: Make Safe Harbor in Science

Measurable Objective(s):

The school will demonstrate a 10% reduction in the percent of non-proficient students from the previous school year in the Science CRT, 2009-2010.

Current Science results indicate that 42 % in 5th grade, and 38% in 8th grade scored above the Meets Standards on CRT's during the 2009-2010 school year.

ACTION PLAN				MONITORING PLAN	
Action Steps	Timeline	Resources	Person(s) Responsible	Monitoring Measures	Person(s) Responsible
3.1 Students will learn 3/4 vocabulary words using CRT vocabulary and Marzano's word list	Aug 2009-May 2010	K-8 Science teachers	K-8 Science teachers	Student flip pack will be checked weekly to assure vocabulary words follow the school's format	K-8 Science Teachers
3.2 All 2-8 students will write a summary in own words about what was learned in the day's lesson.	Sept – May 2009-2010	2-8 Science teachers	2-8 Science teachers	Student journals will be checked weekly and will be checked using the school's rubric	2-8 Science Teachers
3.3 All K-1 students will use interactive writing strategies to create a group summary for the science lesson of the day.	Aug 2009-May 2010	K-1 Science Teachers	K-8 Science teachers	Student interactive writing will be kept and reviewed with students regularly	K-8 Science teachers
3.4 Weekly implement constructed responses in grades 3-8 Science classes	Aug 2009-May 2010	3-8 Science Teachers	3-8 Science teachers	Weekly score and record constructed responses using the school's adopted rubric	3-8 Science teachers
3.5 Create infrastructure that incorporates data-driven discussions during Professional Learning Community time.	Aug 2009-May 2010	PreK-8 Science Teachers	Principal	Weekly the PLC team will follow a protocol to discuss student achievement Teachers will use a spreadsheet to record achievement results that will be discussed	Principal

ACTION PLAN				MONITORING PLAN	
Action Steps	Timeline	Resources	Person(s) Responsible	Monitoring Measures	Person(s) Responsible
3.6 The SIP Committee will monitor vocabulary completion monthly	Aug-May 2009-2010	SIP Committee	Committee chair	Copy of the vocabulary spreadsheet	SIP Committee
3.7 After-school tutoring and support for second language learners and struggling learners.	Nov 2008 – Feb 2009	Learning Solutions, Club Z, and Principal	Principal	Attendance Records of the students participating in tutoring	Principal
3.8 Students will be taught how to set goals and achieve the set goals using the model “Walk Across America”	Oct 2009-May 2010	Teachers/Principal	Principal	Student records	Principal
3.9 After having success with goal setting using the program “Walk Across America” the students will goal set using benchmark assessments after every science unit	Oct, 2009-May 2010	Teachers/Principal	K-8 Math Teachers	Students’ record spreadsheet	Principal

Part V: BUDGET FOR THE OVERALL COST OF CARRYING OUT PLAN

Goals	Total amount needed to accomplish Goal.	Funds available in current school funding that have been specifically set aside for the implementation of the goal.	Funds still needed to implement goal.
Goal 1	\$11, 873.80 for instructional supplies for Math Development \$5,000.00 Professional Development for DI training	\$11, 873.80 for instructional supplies for Math Development \$5,000.00 Professional Development for DI training	\$2500.00 for an after tutoring bus so the students have a way to get home after tutoring.
Goal 2	\$11, 873.80 for instructional supplies for English Language Arts Development \$5,000 Professional Development for DI training	\$11, 873.80 for instructional supplies for Math Development \$5,000.00 Professional Development for DI training	\$2500.00 for an after tutoring bus so the students have a way to get home after tutoring.
Goal 3	\$7,120.00 Seven additional Synergistic missions	\$7,120.00 Seven additional Synergistic missions	\$2500.00 for an after tutoring bus so the students have a way to get home after tutoring.

Part VI: EVALUATION OF THE SIP

Measurable Objectives	Evaluation Measures	Timeline	Person(s) Responsible
Objective 1: The school will demonstrate a 10% reduction in the percent of non-proficient students from the previous school year in the Math CRT, 2009-2010. Current Math results indicate that 31% in 3rd grade, 19 % in 4th grade, 82% in 5th grade, 84% in 6th grade, 56% in 7th grade, and 38% in 8th grade scored above the Meets Standards on CRT's during the 2008-2009 school year.	NDOE State Mandated Tests • 3rd – 8th CRTs	May 2010	Principal
Objective 2: The school will demonstrate a 10% reduction in the percent of non-proficient students from the previous school year in the English Language Arts CRT and Nevada Writing Proficiency Exam, 2009-2010. Current ELA results indicate that 16% in 3rd grade, 33 % in 4th grade, 25% in 5th grade, 69% in 6th grade, 56% in 7th grade, and 53% in 8th grade scored above the Meets Standards on CRT's during the 2008-2009 school year.	NDOE State Mandated Tests • 3rd – 8th CRTs • 5th & 8th Grade Writing Assessment	May 2010	Principal
Objective 3: The school will demonstrate a 10% reduction in the percent of non-proficient students from the previous school year in the Science CRT, 2009-2010. Current Science results indicate that 42 % in 5th grade, and 38% in 8th grade scored above the Meets Standards on CRT's during the 2009-2010 school year.	NDOE State Mandated Tests • 5th & 8th CRTs	May 2010	Principal

Part VII: OTHER REQUIRED ELEMENTS OF THE SIP

All schools MUST complete this page.

School Characteristics	#	%	Title I	Yes	No
Average Daily Attendance		94.5	Eligible	X	
Transiency Rate		33.9	Served	X	
% enrolled continuously since Count Day		100	Targeted Assisted		X
Incidents of School Violence: Student-to-Student	0		School wide	X	
Incidents of School Violence: Student-to-Staff	0		Did your school make Adequate Yearly Progress (AYP)?		X
% of Highly Qualified Teachers	13	100	What was your school's AYP Designation? Exemplary (EX), High Achieving (HA), Watch List (W), Needs Improvement Year 1 (N1), Needs Improvement Year 2 (N2), Needs Improvement Year 1 Hold (N1-H), Needs Improvement Year 2 Hold (N2-H), etc.	N2 (ES) Safe Harbor Math Watch List ELA (MS) made AYP	
Dropout Rate (HS)		n/a	Did you appeal your latest AYP designation?		X
Graduation Rate (HS)		n/a	Was your latest appeal granted?	n/a	
			Designated as Persistently Dangerous School?		X
			Receiving State Remediation funding?	X	
			Has a State SST been assigned to your school?		X

1. What are the policies and practices in place that ensure proficiency of each subgroup in the core academic subjects?

Teachers meet in Professional Learning Communities to discuss student performance and remediation... failure/no homework is not an option

Belief of the school...Committed to Excellence/all students can learn If the students need additional time to pass remediation is provided

Purchased Odyssey Ware for student use, who need remediation and credit recovery

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/or during any extension of the school year.

Summer School (ESY) for at-risk students, July 2009. Approximately 30 PreK-5 grade students participated in summer school.

Tutoring after school for remedial instruction, Nov 2009-March 2010. Approximately 45 students participated in the 2008-2009 school year.

3. Describe the resources available to the school to carry out the plan. <i>\$5,000.00 Professional Development/Title I Math and Reading DI training</i> <i>\$11,873.80 Instructional needs</i> <i>\$7,120.00 Seven additional Synergistic missions</i>
4. Summarize the effectiveness of any appropriations for the school made by the Legislature to improve student academic achievement. <i>Amargosa Valley School as a whole improved math by 10%. This growth shows that students are improving academically.</i> <i>The Middle School division made AYP in Mathematics and English Language Arts</i>
5. Discuss how the school will utilize Educational Involvement Accords for Parents including the Honor Code and meet all the requirements of the law. <i>All teachers, students, and parents signed accords which included the honor code. All signed copies are kept in cumulative folders as records.</i>
6. If applicable, describe how the school will make its Title III Annual Measurable Achievement Objective (AMAO) targets in English language proficiency (reading, writing, listening, and speaking comprehension). <i>Amargosa Valley School has a full time TESOL endorsed and Highly Qualified ESL teacher. This teacher uses a push in model as well as a pull out model to address students' needs.</i>

Part VIII: REQUIRED ELEMENTS FOR TITLE I SCHOOLS

Title I schools, identified as “Needs Improvement,” and are a school wide Title I school 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, (*e.g., schools in Year 2 of “Needs Improvement” must identify Year 1 and Year 2 services, and so on*).

- *Year 1: School Choice. K-5 students were offered school choice, 2 students selected school choice this school year 2009-2010*
- *Year 2: Supplemental Services. N1 (Year 2); SES will be provided by Club Z & Learning Solution for at risk students*
- *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.

Professional Development has been planned for the year with approximately \$5,000.00 of the Title I budget funding which represents approximately 11% of the Title I budget.

3. Describe how the school will provide written notice to parents on the school’s “Needs Improvement” status and/or AMAO status.

The district notified parents in written form; the status of the school. A copy of the letter is on file.

4. Specify how Title I funds will be used to remove school from “Needs Improvement” status.

All action steps for this SIP are student centered. All strategies that the students will be performing are scientific-based. Many studies have support positive results implementing these strategies. Teachers are supportive of the strategies and will assure students performance.

5. Describe the school’s teacher mentoring program and how it supports the achievement of the school’s annual goals and objectives.

The mentoring program is under the supervision of RPDP.

Part VIII: REQUIRED ELEMENTS FOR TITLE I SCHOOLS

Title I schools, identified as “Needs Improvement” and are a school wide Title I school, MUST complete this page.

6. Describe the school’s strategies to attract high-quality highly qualified teachers to your school.

Only highly qualified teachers are hired by the district and at this school.

7. Describe the school’s strategies to increase parent involvement in accordance with Section 1118 of NCLB, such as family literacy services.

Using Title I Migrant funding; Adult Literacy and English classes are offered to parents. Approximately 25 parents are participating. Also, The Parent Institute video system provides information how parents can help their students at home. All videos are bilingual.

8. Describe the school’s plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs.

*Amargosa Valley School offers pre school for at-risk three and four year olds under the umbrella, special education. The instructor supports the former preschoolers in their kindergarten years to assure easy transition. The preschool program follows the newly adopted preschool standards. 4 year olds are encouraged to be participants in the **Model Student Program**. This year, 8- 4 year olds are participating in the **Model Student Program**. The **Model Student Program** provides a “**Jump Start Into English**” making kindergarten an easy transition.*

9. Identify the measures that include teachers in decisions regarding the use of academic assessments.

Professional Learning Communities are used weekly. Teachers meet with their group and discuss students that are not achieving grade level work. During these meetings teachers discuss interventions as well as selected assessments that are informative. Remediation is provided immediately to assure success.

10. Provide assurance that federal, state, and local services are coordinated and integrated into the school improvement efforts.

All federal, state, and local services are coordinated and are integrated through the school improvement plan.

Part IX: REQUIRED ELEMENTS FOR NON-TITLE I SCHOOLS

Non-Title I schools, identified as “Needs Improvement,” MUST complete this page.

1. Describe how and when the school will provide written notice to parents on the school’s “Needs Improvement” status and/or AMAO status.

N/A

2. Describe the school’s teacher mentoring program and how it supports the achievement of the school’s annual goals and objectives.

N/A

Nye County School District

Beatty Elementary and Middle School
110 4th St, P. O. Box 369
Beatty, NV 89003

SAGE **SCHOOL IMPROVEMENT PLAN** **TITLE I - NRS 385**

For Implementation in
(2009-2010)

School Improvement Planning Team

2. ALL Title I schools must have a parent on their SIP team that is NOT a district employee. Indicate this member with an asterisk.

Name of Member	Position
Nancy Hein	Principal
Vern Nelson, Vonnie Gray	Middle School Teachers
Teresa Sullivan	Counselor
Leona Benshoof , Gary Torstenson	Elementary School Teachers
Coby Witz	Parent

Submission Date: October 2009

Area Reviewer:

Jerry C. Hill, Assistant Superintendent
Department for Student Achievement

School:	Beatty Elementary/Middle School	District:	Nye County
Principal:	Nancy Hein	School Year:	2009-2010
Address:	110 4th St., P. O. Box 369, Beatty, NV 89003	Phone:	775-553-2902
		Email:	nhein@nye.k12.nv.us
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Part I: VISION FOR LEARNING

District Vision or Mission Statement

Every Child a Success

District Goal 1

Improvement in student achievement and proficiency levels for all students

District Goal 2

Sustain practices in the NCSD educational organization that increase the graduation rate, decrease the dropout rate, utilize educational technology, and promote parental involvement.

District Goal 3

Maintain safe learning and working environments for all students and staff.

VISION FOR LEARNING (continued)

School Vision or Mission Statement

Mission Statement

We believe that each human being has intrinsic worth.

We believe that we all share the responsibility for the development of good citizens.

We believe that high expectations foster greater achievement.

We believe that people need love and respect.

We believe that a safe nurturing environment is essential for success.

We believe that trust is essential for a productive community.

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

PART II: INQUIRY PROCESS

Comprehensive Needs Assessment

Key Strengths

As presented in the attached Table 1, data was collected on the “Summary of 24 Essential Questions) as part of a data profile for school improvement. From the areas of assessments, curriculum and instruction, the learning environment and the culture, community, parent, and student involvement, and professional development, the highlights are as follows:

- In 20 of the 24 essential questions, the status was achieved.
- 5 of 6 questions concerning the learning environment and culture received an achieved status.
- All 4 questions concerning curriculum and instruction received an achieved status
- The professional development questions demonstrate the staff’s commitment to utilizing research-based professional development to improve instruction based on student needs.

In addition to these questions, classroom observations also provided additional insight to the level of instructional practices regularly employed to support student achievement.

- Observations show that one hundred percent of the observed classrooms have a climate of fairness, caring, and respect
- Eighty percent of the teachers maintain a clear standard for student behavior and maximize instructional time
- Ninety percent of the classrooms observed maintain a literacy rich environment

Priority Concerns

Do all students demonstrate targeted proficiency levels on statewide assessments?

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

Do all students demonstrate targeted proficiency levels on district assessments?

Forty percent of the third grade students did not meet the expected district assessment level in math and thirty percent in reading. Fourteen percent of the fifth grade students did not meet expected district assessment levels in math, fifty-seven percent in reading and one hundred percent in science. Fifty percent of the eighth grade students did not meet the expected district assessment level in math, twenty-nine percent in reading, and twenty-nine percent in science.

Are parents meaningfully involved in supporting student achievement?

On previous surveys, parents felt they were highly involved in supporting student achievement. Student surveys indicated a low parent involvement, and teacher’s surveys reported that half of the parents were actively involved in their child’s learning.

INQUIRY PROCESS (continued)

Verification of Causes – Root Cause Analysis

<i>Priority Concerns</i>	<i>Root Causes</i>	<i>Solutions</i>
1. Reading/Language Arts scores are below expectations, especially with Limited English Proficient students	- Classroom observations showed a lack of scaffolding and not using high level cognitive thinking skills - Students did not do enough independent reading outside of school - Lack of parental assistance of home	- Continuously provide courses to all teachers on effective reading strategies at the school - Continue implementation of a reading compact for use with teacher, parent, and students - Continuous implementation of high order thinking skills - Continue utilizing components of an effective lesson using SIOP - Continue having the students use Accelerated Reading - Encourage parent volunteers for classroom reading
2. Student discipline is in need of improvement	- Teacher and student surveys showed a need to implement a fair and consistent discipline plan - Discrepancy between home rules and school rules	- Continuous implementation of the District behavior management plan - Continuing to award positive student behavior monthly - Present yearly parent/student/teacher/principal compact which includes our school's mission statement to be signed by all and kept on file. - Continue student and parent involvement in the Second Step program - Continue to implement Positive Action - Continue to implement Character Education - Teacher and staff reinforcement of Second Step principles - Encourage parent volunteers to increase supervision during, before and after school and during lunch period.
3. Math scores are below expectations.	- Lack of student effort - Lack of parent involvement at school and at home - Classroom observations showed a lack of scaffolding and not using high level cognitive thinking skills (problem solving)	- Math homework practicing skills 3 to 4 nights per week - Continue having students use Accelerated Math - Use Odyssey where applicable to assist students with remediation - Implement appetizers to improve higher level thinking skills - Utilize math problem solving workbooks

Part III: IMPROVEMENT GOALS AND MEASURABLE OBJECTIVES

Goal 1:

Students will improve their performance in reading and language arts.

Measurable Objective 1:

Beatty Elementary and Middle School students will improve their achievement in reading/language arts by ten percent as demonstrated on assessments.

Goal 2:

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

Measurable Objective 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. The number of student referrals will decrease by 10%.

Goal 3 :

Students will improve their performance in math

Measurable Objective 3:

Beatty Elementary and Middle School students will improve their achievement in math by 10% as demonstrated on assessments.

Part IV: SCHOOL IMPROVEMENT MASTER PLAN & REFORM STRATEGIES

Goal 1: Students will improve their performance in reading and language arts

Measurable Objective(s): Beatty Elementary and Middle School students will improve their achievement in reading/language arts by ten percent as demonstrated on assessments.

ACTION PLAN				MONITORING PLAN	
Action Steps	Timeline	Resources	Person(s) Responsible	Monitoring Measures	Person(s) Responsible
1.1 Continue to conduct weekly “PLC” (Professional Learning Community) meetings.	September 2009 – May 2010	None	Principal Classroom Teachers	PLC Meeting Minutes	Teachers
1.2 Students will utilize Accelerated Reading Program as a supplement	August 2009 – June 2010	-Library -Classroom Computer -Computer Lab -Paper -\$2,000.00	Classroom Teachers, Principal, students, technology personnel	Number of books checked out of library, Accelerated Program, Number of books read, Percentage on test, Indiv. Reading goal	Teachers Students
1.3 Continue using the reading compact with teacher/parent/student	September 2009 – June 2010	Teachers	Principal, Student, Parent, Teacher	Number received	Teachers
1.4 Students will demonstrate Higher Order Thinking Skills through the use of Appetizers overheads	September 2009	None	Classroom Teachers Students	Teacher self rating on strategy implementation	Teachers
1.5 Continue to implement Components of Effective Lesson Plans, using the SIOP model	September 2009	CELP Guideline	Principal and Teachers	Teacher self rating on strategy implementation	Teachers
1.6 Invite parents to volunteer reading in classrooms	September 2009 – June 2010	None	Teachers	Teacher self rating on strategy implementation	Teachers

SCHOOL IMPROVEMENT MASTER PLAN (Continued)

Goal 2: Students will improve their behavior and ability to solve conflict situations.

Measurable Objective(s): 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. The number of student referrals will decrease by 10%.

ACTION PLAN				MONITORING PLAN	
Action Steps	Timeline	Resources	Person(s) Responsible	Monitoring Measures	Person(s) Responsible
2.1 Present code of conduct and student discipline in all classrooms	September 2009	Staff and Principal	Principal	Plan Distributed	Principal and Staff
2.2 Implement procedures for using district management plan	Sept. 2009 – June 2010	All staff	Principal	Observation	Principal
2.3 Students will continue conflict resolution using Second Step Program	October 2009	Second Step Program	Principal, Staff, students, parents	Observation	Counselor, Teacher
2.4 Continue Second Step Program school wide; hold parent meetings	Oct; 2009 – June 2010	Teachers, Counselor, students, parents	Teachers, Principal,	Observation	Counselor, Teacher
2.5 Continue rewarding positive student behavior monthly	Sept 2009 – June 2010	Stickers, pencils, paper, printer cartridge	Teachers, students, staff	Criteria Lists	Teachers
2.6 Continue “Hall of Excellence” for grades 6, 7, & 8 to reflect student behavior reward system	Sept. 2009 – June 2010	Middle School Teachers and students	Principal, Student Council, Teachers	Student Lists	Principal, Student Council, Teachers
2.7 Continue to implement Character Education	October 2009 – May 2010	DVDs, Posters, Workbooks	Counselor, Teacher, Students	Teacher Observation	Counselor & Teacher
2.8 Encourage parents to participate in lunchroom management	October 2009 – May 2010	Parent volunteers, Teachers	Principal, Counselor, Teachers	Observations	Principal

SCHOOL IMPROVEMENT MASTER PLAN (Continued)

Goal 3: Students will improve their performance in Math.

Measurable Objective(s): Beatty Elementary and Middle School students will improve their achievement in math by ten percent as demonstrated on assessments.

ACTION PLAN				MONITORING PLAN	
Action Steps	Timeline	Resources	Person(s) Responsible	Monitoring Measures	Person(s) Responsible
3.1 Provide skills practice 3-4 nights per week	Sept 2009 – June 2010	None	Teachers, Parents, Students	Teacher grade book	Teachers, Students
3.2 Students will utilize Accelerated Math Programs as a supplement	Aug 2009 – June 2010	Paper, scantron & cards, Library computer, \$2,000.00	Teacher, Principal, Student, Technology	Accelerated Grade Level Library; TOPS printout	Teachers, Students
3.3 Utilize Odyssey when applicable	Aug 2009 – June 2010	Computer Lab, Odyssey License \$2,000.00	Teacher, Student, Counselor	Odyssey program grade report	Teachers
3.4 Implement daily Appetizer	Aug 2009 – June 2010	Overhead or Elmo, Appetizer Program	Student, Teacher	Teacher self rating on strategy implementation	Teachers
3.5 Utilize Math Problem Solving Workbooks	Aug 2009 – June 2010	Workbook	Students, Teachers	Teacher Observation. Grade	Teacher

Part V: BUDGET FOR THE OVERALL COST OF CARRYING OUT PLAN

Goals	Total amount needed to accomplish Goal	Funds available in current school funding that have been specifically set aside for the implementation of the goal.	Funds still needed to implement goal
Goal 1	\$4,500.00 Tutor salaries Software Supplies/materials	Accelerated Reader –(\$2500) none Supplies – paper/toner (\$2000) none	\$4,500.00
Goal 2	\$3,050.00 Educational materials Supplies Volunteer stipends	Copies of Discipline Plan and Code of Conduct – (\$50) none Character Education (\$800) none Supplies (\$100) none Positive Behavior Awards (\$300) none Parent Stipend (\$1800) none	\$3,050.00
Goal 3	\$8,100.00 Tutor salaries Software and licenses Materials/supplies Equipment	Odyssey 5 licenses – (\$2500) none Supplies (paper, toner, pens, pencils, etc) – (\$2500.00) none Scantron/cards/etc Overhead projector/elmo - (\$600) none Accelerated Math – (\$2500) none	\$8,100.00

Part VI: EVALUATION OF THE SIP

Measurable Objectives	Evaluation Measures	Timeline	Person(s) Responsible
Beatty Elementary and Middle School students will improve their achievement in reading/language arts by ten percent as demonstrated on assessments.	CRTs, NWEA reports, Writing Assessments, LAS Links, Accelerated Reader reports, report cards, progress reports	Aug 2009 – June 2010	Teachers, Counselor, Principal
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. The number of student referrals will decrease by 10%.	Number of behavior referrals, parent participation, teacher observation, student survey	Aug 2009 – June 2010	SIP Team, Teachers, Students, Principal, Counselor
Beatty Elementary and Middle School students will improve their achievement in math by ten percent as demonstrated on assessments.	CRTs, NWEA reports, Writing Assessments, LAS Links, Accelerated Reader reports, report cards, progress reports	Aug 2009 – June 2010	Teachers, Counselor, Principal

Part VII: OTHER REQUIRED ELEMENTS OF THE SIP

All schools MUST complete this page.

School Characteristics	#	%	Title I	Yes	No
Average Daily Attendance			Eligible	X	
Transiency Rate			Served	X	
% enrolled continuously since Count Day			Targeted Assisted		X
Incidents of School Violence: Student-to-Student			Schoolwide	X	
Incidents of School Violence: Student-to-Staff			Did your school make Adequate Yearly Progress (AYP)?	X	
% of Highly Qualified Teachers			What was your school's AYP Designation? Exemplary (EX), High Achieving (HA), Watch List (W), Needs Improvement Year 1 (N1), Needs Improvement Year 2 (N2), Needs Improvement Year 1 Hold (N1-H), Needs Improvement Year 2 Hold (N2-H), etc.		
Dropout Rate (HS)			Did you appeal your latest AYP designation?		X
Graduation Rate (HS)			Was your latest appeal granted?		X
			Designated as Persistently Dangerous School?		X
			Receiving State Remediation funding?		X
			Has a State SST been assigned to your school?		X

1. What are the policies and practices in place that ensure proficiency of each subgroup in the core academic subjects?

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 NWEA to identify students who are below grade level so that these students receive additional instructional time in those areas in which they are not proficient.

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/or during any extension of the school year.

One teacher tutors K-5 students one hour per day from 2:30 p.m. to 3:30 p.m., Monday through Thursday. In the middle school, students who have not passed three semesters of math or language arts are taught by their teacher during elective classes every day. We are also using the RTI model that uses intervention strategies to identify at-risk students. Teachers work individually and in small groups with students who need additional assistance, and teachers modify assignments as necessary.

3. Describe the resources available to the school to carry out the plan.\
<i>We use Title I funds to support our assistance program. Title I funds support Accelerated Math and Reading software. RPDG supplies us with staff development needs in after school sessions. Title I purchased the Second Step program and will assist with Character Education materials.</i>
4. Summarize the effectiveness of any appropriations for the school made by the Legislature to improve student academic achievement.
<i>The SB404 grant purchase new computers so we are able to run new software. We have PITSCO modulars from a technology grant written by the district in previous years. These modulars will help the middle school students work on their critical thinking and problem-solving skills. Student improvement in these areas will help maintain a high percentage of science mastery in the standards.</i>
5. Discuss how the school will utilize Educational Involvement Accords for Parents including the Honor Code and meet all the requirements of the law.
<i>Every student fills out the Accords and Honor Code with they register at the beginning of each school year. The Accords and Honor Code are posted in our cafeteria. These accords and Honor code are discussed with our parents at our open house and parent/teacher conferences.</i>
6. If applicable, describe how the school will make its Title III Annual Measurable Achievement Objective (AMAO) targets in English language proficiency (reading, writing, listening, and speaking comprehension).
<i>Teachers use ELL strategies from teacher edition textbooks and implement SIOP based lesson plans. ELL students are in the regular education setting one hundred percent of the time since there is not a specific ELL program.</i>

Part VIII: REQUIRED ELEMENTS FOR TITLE I SCHOOLS

1. Describe the required services the school has provided based on the number of years the school has been in need of improvement, (*e.g., schools in Year 2 of “Needs 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.

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.

N/A

3. Describe how the school will provide written notice to parents on the school’s “Needs Improvement” status and/or AMAO status.

N/A

4. Specify how Title I funds will be used to remove school from “Needs Improvement” status.

N/A

5. Describe the school’s teacher mentoring program and how it supports the achievement of the school’s annual goals and objectives.

N/A

Part VIII: REQUIRED ELEMENTS FOR TITLE I SCHOOLS

6. Describe the school's strategies to attract high-quality highly qualified teachers to your school.

We offer a recruitment package to prospective teachers which include transportation, room and meals, provided by our community and the school. The interview process includes having the prospective teacher spend the day with our staff, parent, community, and students. The prospective teacher is also required to teach a class in his/her discipline.

7. Describe the school's strategies to increase parent involvement in accordance with Section 1118 of NCLB, such as family literacy services.

Our PTA supports our open house and parent/teacher conferences with free dinners. We deliver the parent component of Second Step every year over a two month period in the evening, both in Spanish and English. We hold athletic/parent information nights and athletic/academic award ceremonies. Individual teachers hold literacy nights to address grade level standards and encourage parent participation in their child's learning.

8. Describe the school's plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs.

Our Early Childhood Special Education program is in its third year in our school. The district has begun a child find as of October 2009 for the 2009-2010 school year. At the end of the school year, early childhood students will spend a day in kindergarten to assist in the transition.

9. Identify the measures that include teachers in decisions regarding the use of academic assessments.

Teachers are required to develop common assessments in the district. Teachers have aligned the curriculum with the state standards and state assessments.

10. Provide assurance that federal, state, and local services are coordinated and integrated into the school improvement efforts.

Because of our rural status, the federal, state, and local services are an integral part of our school improvement efforts. We are unable to support our programs without their help.

Part IX: REQUIRED ELEMENTS FOR NON-TITLE I SCHOOLS

Non-Title I schools, identified as “Needs Improvement,” MUST complete this page.

1. Describe how and when the school will provide written notice to parents on the school’s “Needs Improvement” status and/or AMAO status.

N/A

2. Describe the school’s teacher mentoring program and how it supports the achievement of the school’s annual goals and objectives.

N/A

Beatty Schools

Nye County School District

110 4th Street

Beatty, NV 89003

Ph: 775-553-2902 Fax: 775-553-2646

Mrs. Nancy Hein, Principal

Grade Levels: K-12

Website: <http://beatty-ems.nye.k12.nv.us>



2008-2009 School Accountability Summary Report

For more information visit www.nevadareportcard.com

Mission Statement

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

Principal's Highlights

Beatty Elementary and Middle Schools received recognition as an adequate Title I school, while Beatty High School received recognition as a high achieving Title I School.

- The continuation of an effective K-12 tutoring program.
- The continuation of a credit recovery program facilitated by a coordinator in the learning lab using on-line curriculums.
- A high number of students participate in co-curricular and extra-curricular programs during and after school.
- The continuous implementation of the K-12 school improvement plan through committee, staff and parent involvement.
- The continuation of the behavior reward systems of "Caught Being Good", "Hall of Excellence", Honor Cards, and Honor Roll.
- All staff members participated in SIOP, Critical Thinking Skills, and Academic Vocabulary staff development.
- The continuous use of the CELL, and ExLL reading strategies and reading compacts between teachers/parents/students.
- The continuous use of internet connected computers in K-8 classrooms to be used specifically by students.
- The measure of academic progress (MAP) program is used to measure the growth of student knowledge and skills in K-9.

Goals and Objectives

Goal 1

Beatty students will continue to show growth in reading/language arts on the state administered assessments.

Objective(s):

Student scores will increase by 5%, as measured by the state administered CRTs for grades three and eight.

Students passing the HSP Es in grades 10 - 12 will increase by 10% on subsequent testing opportunities within identified priority subgroups.

Goal 2

Beatty students will continue to show growth in math on the state administered assessments.

Objective(s):

Student scores will increase by 5%, as measured by the state administered CRTs for grades three and eight.

Students passing the HSP Es in grades 10 - 12 will increase by 10% on subsequent testing opportunities within identified priority subgroups.

Demographics and Student Information

Data are provided by the Nevada Department of Education using the state student information system. Demographic profiles are reported by gender, race/ethnicity, and special student populations as of count day. Student Average Daily Attendance (ADA) is the percentage of the school enrollment in attendance on an "average school day" as of the 100th day of school.

	Enrollment #		Enrollment %		Avg Daily Attendance		
	School	District	School	District	School	District	State
Total Students	242	6,099	100.0 %	100.0 %	95.1 %	93.9 %	94.7 %
Male	111	3,158	45.9 %	51.8 %	*	*	*
Female	131	2,941	54.1 %	48.2 %	*	*	*
American Indian/Alaskan Native	-	141	-	2.3 %	-	93.0 %	93.6 %
Asian/Pacific Islander	-	163	-	2.7 %	-	94.3 %	96.3 %
Hispanic	86	1,393	35.5 %	22.8 %	94.7 %	94.6 %	94.7 %
Black/African American	-	230	-	3.8 %	-	92.6 %	93.1 %
White	137	4,172	56.6 %	68.4 %	95.5 %	93.8 %	94.8 %
IEP	16	867	6.6 %	14.2 %	96.3 %	93.0 %	93.2 %
LEP	16	376	6.6 %	6.2 %	94.6 %	95.0 %	95.3 %
FRL	152	3,059	62.8 %	50.2 %	95.1 %	93.4 %	94.2 %
Migrant	-	13	-	0.2 %	*	*	*

IEP = Students with Disabilities

LEP = Students with Limited English Proficiency

FRL = Students qualifying for Free/Reduced Lunch

'-' indicates data not presented for groups fewer than 10.

'N/A' indicates a population of zero.

'*' indicates data are not available.

Transiency, Truancy, and Discipline

	School	District
Transiency Rate	31.0 %	39.1 %
Habitual Truancy - # of Incidents	0	0
Discipline - # of Incidents Resulting in Suspension/Expulsion for:		
Violence to Other Students	0	277
Violence to Staff	0	1
Possession of Weapon	0	27
Distribution of Controlled Substance	0	9
Possession/Use of Controlled Substance	0	23
Possession/Use of Alcohol	0	5
Habitual Disciplinary Expulsions	0	13

Incidents are reported at the school where the action occurred.

Data reported as of the end of the school year.

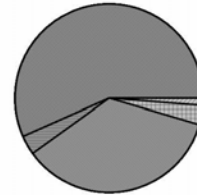
Retention/Credit Deficiency*

Grade	School #	School %	District #	District %
K	0	0.0 %	12	3.0 %
1	0	0.0 %	12	2.6 %
2	0	0.0 %	4	0.9 %
3	0	0.0 %	8	1.8 %
4	0	0.0 %	2	0.4 %
5	0	0.0 %	3	0.6 %
6	0	0.0 %	5	1.0 %
7	0	0.0 %	12	2.5 %
8	0	0.0 %	13	2.4 %

* Students are retained in grades 9-12 if they have insufficient credits.

Student Ethnicity

Data reported by NDE as of count day.



American Indian/Alaskan Native (1.2%)
 Asian/ Pacific Islander (3.3%)
 Hispanic (35.5%)
 Black/ African American (3.3%)
 White (56.6%)

Student/Teacher Ratio

Grade	School	District
ALL	16:1	19:1

Teachers may serve multiple grades as needed. Therefore, Student/Teacher Ratio is reported for the school as a whole. Student/Teacher Ratio is listed for all grade levels where students do not rotate to different teachers.
 Data reported as of December 1.

Average Class Size

Subject Area	School	District
English	24	23
Mathematics	16	21
Science	18	23
Social Studies	21	24

Average Class Size is listed for all core classes where students rotate to different teachers for different subjects.
 Data reported as of December 1.

Adequate Yearly Progress (AYP)

Elementary Designation: Adequate

Beatty Elementary School has been classified as a school which demonstrated Adequate Yearly Progress during the 2008-2009 school year. Classification as demonstrating AYP is due to the schools meeting all No Child Left Behind criteria in the areas of English language arts (ELA), mathematics, and the school-wide other indicator.

Middle Designation: Adequate

Beatty Middle School has been classified as a school which demonstrated Adequate Yearly Progress during the 2008-2009 school year. Classification as demonstrating AYP is due to the schools meeting all No Child Left Behind criteria in the areas of English language arts (ELA), mathematics, and the school-wide other indicator.

High Designation: High Achieving - Status

Beatty High School has been classified as a school which demonstrated Adequate Yearly Progress during the 2008-2009 school year. Classification as demonstrating AYP is due to the schools meeting all No Child Left Behind criteria in the areas of English language arts (ELA), mathematics, and the school-wide other indicator.

Summary of Standards-Based Test Performance

Nevada uses criterion referenced tests (CRTs) and the High School Proficiency Exam (HSPE) to measure student achievement relative to Nevada's academic standards. Data in these tables are a compilation of test results for grades represented at this school and may not represent the figures that were used to determine this school's Adequate Yearly Progress. For grade-specific assessment results and other assessment information, refer to the Nevada Report Card Website at www.nevadareportcard.com.

ED = Percentage of students performing in the lowest range of achievement (Emergent/Developing)

AS = Percentage of students performing in the Approaches Standards range of achievement

MS = Percentage of students performing in the Meets Standards range of achievement

ES = Percentage of students performing in the highest range of achievement (Exceeds Standards)

K-8	Reading				Writing				Mathematics				Science			
	ED	AS	MS	ES	ED	AS	MS	ES	ED	AS	MS	ES	ED	AS	MS	ES
State	7 %	32 %	44 %	17 %	7 %	41 %	44 %	8 %	9 %	29 %	39 %	23 %	9 %	32 %	48 %	11 %
District	6 %	32 %	47 %	15 %	6 %	45 %	44 %	5 %	8 %	32 %	42 %	18 %	4 %	29 %	53 %	15 %
School	1 %	22 %	61 %	15 %	5 %	36 %	50 %	9 %	13 %	42 %	31 %	13 %	0 %	36 %	45 %	18 %

'-' indicates data not presented for groups fewer than 10.

'N/A' indicates that data are not available.

9-12	Reading				Writing				Mathematics			
	ED	AS	MS	ES	ED	AS	MS	ES	ED	AS	MS	ES
State	1 %	5 %	41 %	52 %	1 %	12 %	83 %	4 %	4 %	26 %	51 %	19 %
District	2 %	3 %	45 %	50 %	1 %	13 %	84 %	2 %	4 %	32 %	51 %	13 %
School	0 %	0 %	42 %	58 %	0 %	12 %	88 %	0 %	0 %	26 %	56 %	18 %

'-' indicates data not presented for groups fewer than 10.

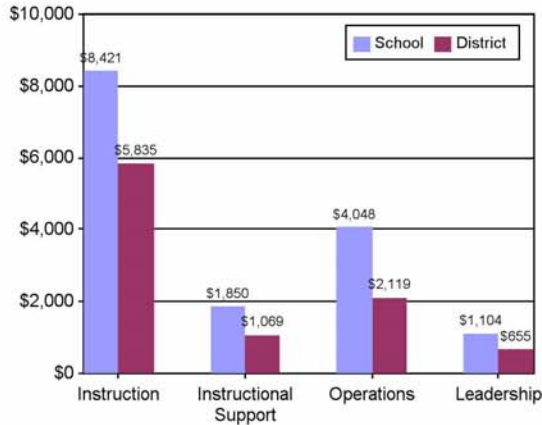
'N/A' indicates that data are not available.

Per-Pupil Expenditures 2007-2008

The per pupil expenditures for all Nevada school districts and schools are calculated by In\$ite, which results in comparable financial information over time and across the state. Financial data are reported for the year prior to the school year just completed.

Beatty Schools Total Cost Per Pupil = \$15,424.22
District Total Cost Per Pupil = \$9,677.57

Per-Pupil Expenditures By Category



Schools showing only \$0 have not been in operation long enough to have data for 2007-2008.

Personnel Information

Classes Not Taught by Highly Qualified Teachers

	School %	District %
Elementary	0.0 %	6.2 %
Arts	14.3 %	24.5 %
English	0.0 %	10.3 %
Foreign Language	0.0 %	36.8 %
Mathematics	54.5 %	13.2 %
Science	0.0 %	4.2 %
Social Studies	0.0 %	9.1 %

'N/A' indicates that these subjects or grade levels are not present. Data obtained from the Office of Teacher Licensure as of May 2009.

Highly qualified teachers hold a minimum of a bachelor's degree, are licensed to teach in the State of Nevada, and have demonstrated competence in their teaching area.

Teacher ADA and Licensure Information

	Teacher Average Daily Attendance Rate	Teachers providing instruction:		
		Pursuant to NRS 391.125 (Emergency Credential)	Pursuant to waiver with State Approval	Without an endorsement for the subject area
State	96.2 %	665	248	203
District	96.2 %	5	0	4
School	95.5 %	0	0	0

Teacher Average Daily Attendance (ADA) is the percentage of licensed educators who provided instruction to students in classrooms on an "average school day". 'N/A' indicates that data are not available.

Graduation/Dropout Information: Class of 2008

	Graduation Rate			Dropout Rate		
	School	District	State	School	District	State
Total Students	65.2 %	66.8 %	68.7 %	0.0 %	0.6 %	4.7 %
Male	80.0 %	68.1 %	66.8 %	0.0 %	1.0 %	5.0 %
Female	-	65.2 %	70.5 %	0.0 %	0.1 %	4.4 %
American Indian/Alaskan Native	-	-	58.0 %	0.0 %	0.0 %	5.5 %
Asian/Pacific Islander	-	-	80.7 %	0.0 %	0.0 %	3.2 %
Hispanic	-	63.5 %	57.0 %	0.0 %	0.0 %	6.2 %
Black/African American	-	-	54.5 %	0.0 %	1.3 %	6.4 %
White	-	67.8 %	76.8 %	0.0 %	0.7 %	3.5 %

'-' indicates data not presented for groups fewer than 10 for graduation rate.

'N/A' indicates sufficient data are not available.

High School Completion Indicators: Class of 2008

	Standard Diploma		Advanced Diploma		Adult Diploma*		Adjusted Diploma		Cert. of Attendance+	
	#	%	#	%	#	%	#	%	#	%
State	13,490	63.5 %	5,225	24.6 %	100	0.5 %	1,319	6.2 %	1,102	5.2 %
District	141	48.8 %	105	36.3 %	N/A	N/A	26	9.0 %	17	5.9 %
School	8	42.1 %	7	36.8 %	N/A	N/A	1	5.3 %	3	15.8 %

N/A indicates that no diplomas or certificates of this type were issued.

* Adult diplomas issued to 12th grade students enrolled in a program of alternative education are included in these figures.

+ Certificates of Attendance are given to students who did not receive a diploma only because they did not pass the Nevada High School Proficiency Exam.

Nevada System of Higher Education (NSHE): Fall 2008

Students enrolled in remedial courses within the Nevada System of Higher Education (NSHE) do not reflect all graduates. Some graduates do not attend college or they attend college out of state.

	# Enrolled	# Remediated	% Remediated
District	68	29	42.6 %
School	2	0	0.0 %

Parent/Community Involvement**Parent/Teacher Conference Participation**

08-09	07-08	06-07
87.0 %	62.0 %	48.0 %

N/A indicates the data are not available.

Beatty schools (from the towns of Beatty & Amargosa Valley) provide meaningful communications with parents, families, and communities by mailing home monthly parent letters, event flyers, and making telephone calls when necessary. Notices are posted downtown at local businesses, and the post offices. Two K-8 and one K-12 parent/teacher conferences are held each year in the fall and the spring. Beatty continues to receive strong activity support from the local PTA. The Grow.net system is made available to our parents and families. Students and parents are involved in the development of school policies and revisions. Our stakeholders can assess daily school information from our schools' websites and PowerSchool. We keep our parents and families informed of upcoming events and sometimes emergencies through the Connect-Ed system. Monthly calendars, high school newsletters, K-12 progress reports, 6-12 athletic award ceremonies attended by parents, K-12 academic award ceremonies and stakeholders' meetings with parent involvement are other means by which we keep our parents, families, and communities informed and involved.

Note: District totals do not include state or district sponsored charter school data.

The development of this annual school accountability report is a joint effort among the Nevada Department of Education, Otis Educational Systems, Inc., and Nevada school districts. This report is provided to the public as required by the federal No Child Left Behind Act and NRS 385.347. A comprehensive listing of all accountability data, including student test data, may be accessed on the Nevada Annual Reports of Accountability website at www.nevadareportcard.com.

PARENT & COMMUNITY INVOLVEMENT

Nye County School District Site-Based Parental Involvement Policy

Parental Involvement Policy Component	Timeline for implementing components.	Person(s) Responsible Who is the person or group who will ensure that each component is implemented?	Monitoring Measures Identify data sources & timeline for monitoring the progress of each component.	Person(s) Responsible Who is the person or group who will ensure that the progress is monitored?
1. Each NCSD school will involve parents in the joint development of a school wide parental involvement plan.	August to December	School Improvement Committee	School Improvement Plan Action Steps	• Dept. of Student Achievement • School Administration
2. Each NCSD school will involve parents in the school review and improvement process.	May	School Improvement Committee	Review of Improvement Plan Action Steps	School Administration
3. Each NCSD school will provide coordination and technical assistance for its parents participating in activities that improve student academic achievement and school performance.	Ongoing throughout school year	• School Administration • Leadership Team	Participation Surveys following Parent Classes, Activities, and Public Presentations regarding academic achievement and student performance.	• School Administration • Dept. of Student Achievement
4. Each NCSD school will provide necessary program training for parents to assist in their child's learning when appropriate. (Such as: Head Start, Reading First, Early Reading First, Even Start, Parents as Teachers, Home Instruction Program for Preschool Youngsters, and state-operated programs)	Ongoing throughout school year	• Program Coordinators • School Administrators	• Training Completion • Training Participation Survey	• School Administration • Dept. of Student Achievement
5. Each NCSD school will involve parents in the evaluation of the school's parental involvement for effectiveness and possible improvements.	Fall P/T & Spring P/T Conference	School/Teachers will invite parents to complete Parent Perception Survey	Collection and Examination of Parent Survey Results	• School Administration • Dept. of Student Achievement
6. Each NCSD school will strengthen its parental involvement relationship through: a. providing explanations of State Standards and student achievement results on assessments b. Completion of Nevada D.O.E. Educational Involvement Accord	a. Ongoing throughout school year b. August	• Administrators • Counselors • Teachers	• Open House Events • P/T Conferences • IEP meetings	• School Administration • Dept. of Student Achievement

SCHOOL DISTRICT NAME

**Beatty High School
1 Hornet Ave.
Beatty, NV 89003**

SAGE SCHOOL IMPROVEMENT PLAN TEMPLATE TITLE I - NRS 385

For Implementation in
2009-2010

School Improvement Planning Team

- ALL Title I schools must have a parent on their SIP team that is NOT a district employee. Indicate this member with an asterisk.

Name of Member	Position
Mary Beth Aragon, Michael Duszynski	Teachers
Stacy Hansen, Loy Koeller	Teachers
Teresa Sullivan	Counselor
Karen Hills	Principal
Kay Reed	Parent

Submission Date: October 2009

Area Reviewer: Jerry C. Hill, Assistant Superintendent
Department for Student Achievement

School: Beatty High School	District: Nye County	
Principal: Karen Hills	School Year: 2009-2010	
Address: 1 Hornet Avenue	Phone: (775) 553-2595	
	Email: khills@nye.k12.nv.us	
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Part I: VISION FOR LEARNING
District Vision or Mission Statement Every Child a Success
District Goal 1 Improvement in student achievement and proficiency levels for all students.
District Goal 2 Sustain practices in the NCSD educational organization that increase the graduation rate, decrease the dropout rate, utilize educational technology, and promote parental involvement.
District Goal 3 Maintain safe learning and working environments for all students and staff.

VISION FOR LEARNING (continued)

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.

Beatty High School Beliefs

1. We believe that all 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 believe that a well rounded education will foster tolerance for individual differences and a respect for one's self, others, and the environment.
3. We believe that responsible conduct must be modeled and encouraged.
4. We believe a safe and secure school is everyone's right.
5. We believe students are accountable for their own actions and destiny.
6. We believe that faculty, students and parents are active shareholders in the education process.
7. We believe that students and all staff are individuals with unique needs and abilities.

School Highlights

Beatty High School houses students in grades nine through twelve. Along with those living in the town of Beatty, students are bussed from the neighboring community of Amargosa Valley, Nevada. Beatty High School students are approximately 43% Caucasian and 51% Hispanic. Gender breakdown for the student population is fairly equal with no significant variants. The special education population has ranged from seven percent to fifteen percent over the last several years. Currently, 8% are identified as special education students. The dropout rate fluctuates with different student populations. Fourteen percent of the student population is identified as ELL. Over the last several years, the population that does not have an IEP or ELL classification has ranged from sixty-two percent to eighty percent 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 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. During the 2007-2008 school year, 100% of our sophomores passed their Reading HSPE the first time during the 2008-2009 school and after suffering a faculty reduction including a ½ time English ½ time ELL teacher, 87% of our sophomores passed the Reading HSPE the first time.

Our veteran staff organizes instruction based on state standards and district outlined curriculum. Instruction 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 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. A daily after-school tutor program is in place to assist students academically. We have developed a more effective intervention process based upon student achievement progress. We are using the RTI model in our intervention process.

PART II: INQUIRY PROCESS

Comprehensive Needs Assessment

Key Strengths

The steering committee has used numerous procedures to build consensus into the school improvement process. Through on-going staff, student and community meetings, strengths and weaknesses have been reviewed. These strengths are reflected in our primary belief statement. Identified strengths resulting from the school profile:

1. Strong community support
2. Active student involvement
3. Experienced staff with limited turnover
4. Varied course offerings 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 math and science.
9. Online credit recovery courses.
10. At risk and tutoring program
11. Strong CTE program

Priority Concerns

Using the same consensus building model s 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, and parent surveys. Local, state, and national standards were made part of the instruction data and in an analysis of standards targeted strength. Identified areas in need of improvement resulting from the school profile.

1. High transiency rate
2. Lack of availability of alternative education programs and assistance with at-risk students
3. Unreliable and inconsistent data due to small testing pool
4. Data suggest low passing rates on Nevada High School Proficiency Exams over the last 3 years
5. Decline in reading scores of ELL students on Nevada High School Proficiency exams over the last three years
6. Decline in ACT scores over the last four years
7. Increase in drop out rate
8. Lack of funds to support CTE programs

Based on a review of the data, Beatty High School has been an average achievement school with ELL and IEP students being the major challenge. Future academic emphasis will be centered on individual student achievement.

INQUIRY PROCESS (continued)

Verification of Causes – Root Cause Analysis		
<i>Priority Concerns</i>	<i>Root Causes</i>	<i>Solutions</i>
1. Students at Beatty High School will improve reading skills as evidenced by a ten percent increase in the number of students passing the Nevada High School Proficiency Exam within each subgroup.	As a result of an objective observation of educational practices at BHS, it was determined that the level of cognition was at the “recall” or recognition” stages in a majority of the classrooms	The staff continue to implement sound research based techniques in the areas of teaching critical thinking and communication skills across the curriculum • Reading across content areas • SIOP (Sheltered Instruction) • Academic Vocabulary • The faculty will increase articulation among themselves and faculty in K-8 feeder schools • Continue to use Odyssey for credit recovery • Write grants to acquire upgrades and materials • Students will demonstrate mastery of academic vocabulary
2. Students at Beatty High School will improve writing skills as evidenced by a ten percent increase in the number of students passing the Nevada High School Proficiency.	As a result of an objective observation of educational practices at BHS, it was determined that the level of cognition was at the “recall” or recognition” stages in a majority of the classrooms	The faculty will continue to implement sound research based techniques in the areas of teaching critical thinking and communication skills across the curriculum. • Writing across the curriculum • SIOP Sheltered Instruction • Academic Vocabulary • The faculty will increase articulation among themselves and faculty in K-8 feeder schools • Continue to use Odyssey for credit recovery • Write grants to acquire upgrades and materials • Students will demonstrate mastery of academic vocabulary

Verification of Causes – Root Cause Analysis		
<i>Priority Concerns</i>	<i>Root Causes</i>	<i>Solutions</i>
3. Students at Beatty High School will improve math skills as evidenced by a ten percent increase in the number of students passing the Nevada High School Proficiency.	As a result of an objective observation of educational practices at BHS, it was determined that the level of cognition was at the “recall” or recognition” stages in a majority of the classrooms	The faculty will continue to implement sound research based techniques in the areas of teaching critical thinking and communication skills across the curriculum. • Math across the curriculum • SIOP Sheltered Instruction • The faculty will increase articulation among themselves and faculty in K-8 feeder schools • Continue to use Odyssey for credit recovery • Write grants to acquire upgrades and materials • Utilization of succeedinmath.com to improve math skills • Students will demonstrate mastery of academic vocabulary

Part III: IMPROVEMENT GOALS AND MEASURABLE OBJECTIVES

Goal 1: Students will improve reading skills

Measurable Objective 1: Students at Beatty High School will improve reading skills as evidenced by a ten percent increase in the number of students passing the Nevada High School Proficiency on subsequent testing opportunities within identified priority subgroups (ELL, IEP, and non-classified students).

Goal 2: Students will improve writing skills

Measurable Objective 2: Students at Beatty High School will improve writing skills as evidenced by a ten percent increase in the number of students passing the Nevada High School Proficiency on subsequent testing opportunities within identified priority subgroups (ELL, IEP, and non-classified students).

Goal 3: Students will improve math skills

Measurable Objective 3: Students at Beatty High School will improve math skills as evidenced by a ten percent increase in the number of students passing the Nevada High School Proficiency on subsequent testing opportunities within identified priority subgroups (ELL, IEP, and non-classified students).

Part IV: SCHOOL IMPROVEMENT MASTER PLAN & REFORM STRATEGIES

Goal 1: Students will improve reading skills

Measurable Objective(s): Students at Beatty High School will improve reading skills as evidenced by a ten percent increase in the number of students passing the Nevada High School Proficiency on subsequent testing opportunities within identified priority subgroups (ELL, IEP, and non-classified students).

ACTION PLAN				MONITORING PLAN	
Action Steps	Timeline	Resources	Person(s) Responsible	Monitoring Measures	Person(s) Responsible
1.1 Review SIOP Model	Nov 2009	Teacher based material ELLIS, Intro to English	SIP Team	Meeting Log	Teachers
1.2 Identify below grade level students in freshmen class	Oct 2009	Staff, student report cards	SIP Team	Teacher referrals, test data, student files	Teachers
1.3 Re-hire at-risk aide to conduct credit recovery	Aug 2009	GEAR UP/School Based Funding, Odyssey Ware, \$18,000, Title I	Principal	Report cards, graduation requirements, test data	Principal
1.4 Sustained Silent Reading Across the Content Area 30 min per week	Sept 2009 – May 2010	Library books, class set of books	Librarian, Teacher	Teacher observation	Principal, Librarian, SIP Team
1.5 Students will demonstrate Higher Level Thinking Skills and use Thinking Maps one/week	Sept 2009 – May 2010	Paper, Copy supplies, inspiration software	Teachers	Student work samples	SIP Team, Principal
1.6 Students will use Communication and Thinking Strategies every day	Sept 2009 – May 2010	Critical Thinking Strategies educational flip charts	Principal, Teachers	Student work samples, journals	Principal, Teacher
1.7 Review student progress using NWEA	Oct 2009 – May 2009 Quarterly	Teachers	SIP Team	Grade Reports and assessment review	Teachers
1.8 Implement SAR program	Nov 2009	Teachers, SAR program, \$1,500.00	Teachers, SIP Team	Teacher review, SAR Reports	Teachers
1.9 Hire ELL/English Teacher to accommodate reading needs and administer ELL program	August 2010	\$60,000 Teacher salary and benefits	District Staff, Principal	Document requests to district	Principal

SCHOOL IMPROVEMENT MASTER PLAN (Continued)

Goal 2: Students will improve writing skills					
Measurable Objective(s): Students at Beatty High School will improve writing skills as evidenced by a ten percent increase in the number of students passing the Nevada High School Proficiency on subsequent testing opportunities within identified priority subgroups (ELL, IEP, and non-classified students).					
ACTION PLAN				MONITORING PLAN	
Action Steps	Timeline	Resources	Person(s) Responsible	Monitoring Measures	Person(s) Responsible
2.1 Review SIOP Model	Nov 2009	Teacher based material ELLIS, Intro to English	SIP Team	Meeting Log	Teachers
2.2 Train new staff in proficiency writing assessment scoring	Nov 2009	School based funding	Teachers	List of attendees	Teachers
2.3 Re-hire at-risk aide to conduct credit recovery	Aug 2009	GEAR UP/School Based Funding, Odyssey Ware, \$18,000, Title I	Principal	Report cards, graduation requirements, test data	Principal
2.4 Students will write in all content areas at least once per quarter	Oct 2009 – May 2010	Teachers, paper, copier	Teachers, SIP Team	Writing samples in folder	Teachers SIP Team
2.5 Evaluate and review student writing samples and identify students below proficiency level	Nov 2009	Teachers	SIP Team, Teachers	Writing samples	Teachers
2.6 Encourage all staff to score writing based on proficiency rubric	Sept 09 – May 10	Teachers	Principal	Observation	Principal
2.7 Students will use Communication and Critical Thinking Strategies daily	Sept 09 – May 10	Money to purchase Critical Thinking Strategies Educational Flip Charts	Principal, SIP Team, Teachers	Student samples, journals	Principal
2.8 Review progress using MAPS	Quarterly	Teachers	SIP Team	Grade reports, data review	Teachers Principal
2.9 Hire ELL/English Teacher to accommodate writing needs and administer ELL program	August 2010	\$60,000 Teacher salary and benefits	District Staff, Principal	Document requests to district	Principal

SCHOOL IMPROVEMENT MASTER PLAN (Continued)

Goal 3: Students will improve math skills

Measurable Objective(s): Students at Beatty High School will improve math skills as evidenced by a ten percent increase in the number of students passing the Nevada High School Proficiency on subsequent testing opportunities within identified priority subgroups (ELL, IEP, and non-classified students).

ACTION PLAN				MONITORING PLAN	
Action Steps	Timeline	Resources	Person(s) Responsible	Monitoring Measures	Person(s) Responsible
3.1 Review CRT scores and NWEA reports for new freshmen	Oct 2009 – May 2010	Teacher	SIP Team	Student test data	Teachers, Principal
3.2 Place students in appropriate classroom environment	Sept 2009	Counselor, Teacher, test data	Counselor, Teacher	Class schedule, Teacher, NWEA test data	Counselor, Teacher, Principal
3.3 Re-hire at-risk aide to conduct credit recovery	Aug 2009	GEAR UP/School Based Funding, Odyssey Ware, \$18,000, Title I	Principal	Report cards, graduation requirements, test data	Principal
3.4 Students will demonstrate Higher Level Thinking Skills and use Thinking Maps one/week	Sept 2009 – May 2010	Paper, Copy supplies, inspiration software	Teachers	Student work samples	SIP Team, Principal
3.5 Students will use Communication and Critical Thinking Strategies daily	Sept 09 – May 10	Money to purchase Critical Thinking Strategies Educational Flip Charts	Principal, SIP Team, Teachers	Student samples, journals	Principal
3.6 Review student progress using NWEA Reports	Quarterly	Teachers	SIP Team	Grade reports, data review	Teachers Principal
3.7 Students will use math in all content areas at least once per quarter	Oct 2009 – May 2010	Teachers, paper, copier	Teachers, SIP Team	Math samples in folder	Teachers SIP Team
3.8 Continue to use succeedinmath.com to improve math skills	Oct 2009 – May 2010	Teachers, succeedinmath.com program	Teacher, SIP Team	Score reports	Teacher
3.9 Hire ELL/English Teacher to accommodate math needs and administer ELL program	August 2010	\$60,000 Teacher salary and benefits	District Staff, Principal	Document requests to district	Principal

Part V: BUDGET FOR THE OVERALL COST OF CARRYING OUT PLAN

Goals	Total amount needed to accomplish Goal.	Funds available in current school funding that have been specifically set aside for the implementation of the goal.	Funds still needed to implement goal.
Goal 1 (Reading)	\$19,500.00 In-service time, consumable CTE materials and software Purchase 3 SAR programs	Software licenses – District supported Odyssey – none Teacher based materials - \$3,000.00 CTE Grant - \$2,000.00 SAR – none	\$16,500.00
Goal 2 (Writing)	\$18,000.00 In-service time, consumable CTE materials and software	Software licenses – District supported Odyssey – none Teacher based materials - \$3,000.00 CTE Grant - \$2,000.00	\$15,000.00
Goal 3 (Math)	\$19,500.00 In-service time, consumable CTE materials and software Succeedinmath.com - \$1,500	Software licenses – District supported Odyssey – none Teacher based materials - \$3,000.00 CTE Grant - \$2,000.00 Succeedinmath.com - none	\$16,500.00

Part VI: EVALUATION OF THE SIP

Measurable Objectives	Evaluation Measures	Timeline	Person(s) Responsible
Students at Beatty High School will improve reading skills as evidenced by a ten percent increase in the number of students passing the Nevada High School Proficiency on subsequent testing opportunities within identified priority subgroups (ELL, IEP, and non-classified students).	Meeting logs, student assessments, student samples, teacher referrals, CRTs, LAS Links, NWEA, graduation requirements, report cards, evaluation notes, list of attendees, number of CTE students, SAR scores	Sept 09 – June 10	Teachers, SIP Team, Counselor, Principal
Students at Beatty High School will improve writing skills as evidenced by a ten percent increase in the number of students passing the Nevada High School Proficiency on subsequent testing opportunities within identified priority subgroups (ELL, IEP, and non-classified students).	Meeting logs, student assessments, student samples, teacher referrals, CRTs, LAS Links, NWEA, graduation requirements, report cards, evaluation notes, list of attendees, number of CTE students, writing samples, PLC Minutes	Sept 09 – June 10	Teachers, SIP Team, Counselor, Principal
Students at Beatty High School will improve math skills as evidenced by a ten percent increase in the number of students passing the Nevada High School Proficiency on subsequent testing opportunities within identified priority subgroups (ELL, IEP, and non-classified students).	Meeting logs, student assessments, student samples, teacher referrals, CRTs, LAS Links, NWEA, graduation requirements, report cards, evaluation notes, list of attendees, number of CTE students, SAR scores, succeedinmath.com reports	Sept 09 – June 10	Teachers, SIP Team, Counselor, Principal

Part VII: OTHER REQUIRED ELEMENTS OF THE SIP

All schools MUST complete this page.

School Characteristics	#	%	Title I	Yes	No
Average Daily Attendance			Eligible	X	
Transiency Rate			Served	X	
% enrolled continuously since Count Day			Targeted Assisted		X
Incidents of School Violence: Student-to-Student			Schoolwide	X	
Incidents of School Violence: Student-to-Staff			Did your school make Adequate Yearly Progress (AYP)?	X	
% of Highly Qualified Teachers			What was your school's AYP Designation? Exemplary (EX), High Achieving (HA), Watch List (W), Needs Improvement Year 1 (N1), Needs Improvement Year 2 (N2), Needs Improvement Year 1 Hold (N1-H), Needs Improvement Year 2 Hold (N2-H), etc.	HA	
Dropout Rate (HS)			Did you appeal your latest AYP designation?		X
Graduation Rate (HS)			Was your latest appeal granted?		N/A
			Designated as Persistently Dangerous School?		X
			Receiving State Remediation funding?		X
			Has a State SST been assigned to your school?		X

1. What are the policies and practices in place that ensure proficiency of each subgroup in the core academic subjects?

The school will assess students quarterly to determine which students are 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 NWEA (maps) assessments to identify students for the tutoring program so that these students receive additional instructional time in those areas in which they are not proficient.

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/or during any extension of the school year.

We have an at-risk aide that helps with credit recovery and tutoring. We use Odyssey Ware and succeedinmath.com to remediate students. We have tutoring available after school or during school at various times throughout the school year. We have implemented the RTI model that uses intervention strategies to identify students at risk.

3. Describe the resources available to the school to carry out the plan.

We use Title I funds to support our at-risk aide and purchase software to continue our credit recovery and tutoring program. Additionally, Title I funds support succeedinmath.com and Odyssey Ware. RPDG supplies us with some staff development needs.

4. Summarize the effectiveness of any appropriations for the school made by the Legislature to improve student academic achievement.

The CTE grants that we receive from the state for our areas of study help us run these programs every year. These programs are proven to produce the most highly productive students in our building. It is documented that students that re involved I CTE programs have higher GPAs than those that are not involved in CTE programs, do not drop out of school and have a higher graduation rate. Title I helps support our credit recovery and long distance learning. The GEAR UP program helps us focus students in post graduate studies, increase parent involvement, and provide transportation to GEAR UP activities.

5. Discuss how the school will utilize Educational Involvement Accords for Parents including the Honor Code and meet all the requirements of the law.

Every student fills out the Accords and Honor Code when they register at the beginning of each school year. These Accords and Honor Code are posted in a prominent place in our school hallway. These Accords and Honor Code are discussed with our parents at our open house and the two parent-teacher conferences.

6. If applicable, describe how the school will make its Title III Annual Measurable Achievement Objective (AMAO) targets in English language proficiency (reading, writing, listening, and speaking comprehension).

We have made our AMAO targets in ELL for the last several years. This was accomplished with the help of our ELL teacher and the Intro English software program. Our ELL students are scheduled into regular education classes one hundred percent of the time. We are working toward reinstating the position of ELL/English Teacher and hiring an ELL teacher who can work individually with ELL students.

Part VIII: REQUIRED ELEMENTS FOR TITLE I SCHOOLS

Title I schools, identified as “Needs Improvement,” MUST complete Items 1 through 5 on this page. Title I Schools operating a Schoolwide Program, MUST complete Items 6 through 10 on 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, (e.g., schools in Year 2 of “Needs 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.

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.

N/A

3. Describe how the school will provide written notice to parents on the school’s “Needs Improvement” status and/or AMAO status.

N/A

4. Specify how Title I funds will be used to remove school from “Needs Improvement” status.

N/A

5. Describe the school’s teacher mentoring program and how it supports the achievement of the school’s annual goals and objectives.

N/A

6. Describe the school’s strategies to attract high-quality highly qualified teachers to your school.

We offer a recruitment package to prospective teachers which include transportation, room and meals, provided by our community and the school. The interview process includes having the prospective teacher spend the day with our staff, parent, community, and students. The prospective teacher is also required to teach a class in his/her discipline.

7. Describe the school's strategies to increase parent involvement in accordance with Section 1118 of NCLB, such as family literacy services.

Our PTA supports our open house and parent-teacher conferences with free dinners. We hold athletic/parent information nights two times a year along with athletic/academic award ceremonies. Our counselor holds grade level information nights to keep parents and students informed on requirements for graduation, preparing for post secondary education, and student/parent/school expectations. GEAR UP provides ongoing parent meetings and activities to prepare students for post secondary education and to assist parents in becoming more involved with their students and the school. We hold a scholarship dinner every year to thank our sponsors for donating money to help our seniors in their postgraduate studies.

8. Describe the school's plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs.

N/A

9. Identify the measures that include teachers in decisions regarding the use of academic assessments.

Teachers are required to develop common assessments in the district. Teachers of math have aligned the curriculum with the state math assessment and have developed teacher generated tests. Teachers have the opportunity to attend the writing workshop to develop the CRT questions each summer in Reno.

10. Provide assurance that federal, state, and local services are coordinated and integrated into the school improvement efforts.

Because of our rural status, the federal, state, and local services are an integral part of our school improvement efforts. We are unable to support our programs without their help.

Part IX: REQUIRED ELEMENTS FOR NON-TITLE I SCHOOLS

Non-Title I schools, identified as “Needs Improvement,” MUST complete this page.

1. Describe how and when the school will provide written notice to parents on the school’s “Needs Improvement” status and/or AMAO status.

N/A

2. Describe the school’s teacher mentoring program and how it supports the achievement of the school’s annual goals and objectives.

N/A

Beatty Schools

Nye County School District

110 4th Street
Beatty, NV 89003
Ph: 775-553-2902 Fax: 775-553-2646

Mrs. Nancy Hein, Principal
Grade Levels: K-12
Website: <http://beatty-ems.nye.k12.nv.us>



2008-2009 School Accountability Summary Report

For more information visit www.nevadareportcard.com

Mission Statement

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

Principal's Highlights

Beatty Elementary and Middle Schools received recognition as an adequate Title I school, while Beatty High School received recognition as a high achieving Title I School.

- *The continuation of an effective K-12 tutoring program.
- *The continuation of a credit recovery program facilitated by a coordinator in the learning lab, using on-line curriculums.
- *A high number of students participate in co-curricular and extra-curricular programs during and after school.
- *The continuous implementation of the K-12 school improvement plan through committee, staff and parent involvement.
- *The continuation of the behavior reward systems of "Caught Being Good", "Hall of Excellence", Honor Cards, and Honor Roll.
- *All staff members participated in SIOP, Critical Thinking Skills, and Academic Vocabulary staff development.
- *The continuous use of the CELL, and ExLL reading strategies and reading compacts between teachers/parents/students.
- *The continuous use of internet connected computers in K-8 classrooms to be used specifically by students.
- *The measure of academic progress (MAP) program is used to measure the growth of student knowledge and skills in K-9.

Goals and Objectives

Goal 1

Beatty students will continue to show growth in reading/language arts on the state administered assessments.

Objective(s):

Student scores will increase by 5%, as measured by the state administered CRTs for grades three and eight.

Students passing the HSPes in grades 10 - 12 will increase by 10% on subsequent testing opportunities within identified priority subgroups.

Goal 2

Beatty students will continue to show growth in math on the state administered assessments.

Objective(s):

Student scores will increase by 5%, as measured by the state administered CRTs for grades three and eight.

Students passing the HSPes in grades 10 - 12 will increase by 10% on subsequent testing opportunities within identified priority subgroups.

Demographics and Student Information

Data are provided by the Nevada Department of Education using the state student information system. Demographic profiles are reported by gender, race/ethnicity, and special student populations as of count day. Student Average Daily Attendance (ADA) is the percentage of the school enrollment in attendance on an "average school day" as of the 100th day of school.

	Enrollment #		Enrollment %		Avg Daily Attendance		
	School	District	School	District	School	District	State
Total Students	242	6,099	100.0 %	100.0 %	95.1 %	93.9 %	94.7 %
Male	111	3,158	45.9 %	51.8 %	*	*	*
Female	131	2,941	54.1 %	48.2 %	*	*	*
American Indian/Alaskan Native	-	141	-	2.3 %	-	93.0 %	93.6 %
Asian/Pacific Islander	-	163	-	2.7 %	-	94.3 %	96.3 %
Hispanic	86	1,393	35.5 %	22.8 %	94.7 %	94.6 %	94.7 %
Black/African American	-	230	-	3.8 %	-	92.6 %	93.1 %
White	137	4,172	56.6 %	68.4 %	95.5 %	93.8 %	94.8 %
IEP	16	867	6.6 %	14.2 %	96.3 %	93.0 %	93.2 %
LEP	16	376	6.6 %	6.2 %	94.6 %	95.0 %	95.3 %
FRL	152	3,059	62.8 %	50.2 %	95.1 %	93.4 %	94.2 %
Migrant	-	13	-	0.2 %	*	*	*

IEP = Students with Disabilities

LEP = Students with Limited English Proficiency

FRL = Students qualifying for Free/Reduced Lunch

'-' indicates data not presented for groups fewer than 10.

'N/A' indicates a population of zero.

"" indicates data are not available.

Transiency, Truancy, and Discipline

	School	District
Transiency Rate	31.0 %	39.1 %
Habitual Truancy - # of Incidents	0	0
Discipline - # of Incidents Resulting in Suspension/Expulsion for:		
Violence to Other Students	0	277
Violence to Staff	0	1
Possession of Weapon	0	27
Distribution of Controlled Substance	0	9
Possession/Use of Controlled Substance	0	23
Possession/Use of Alcohol	0	5
Habitual Disciplinary Expulsions	0	13

Incidents are reported at the school where the action occurred.

Data reported as of the end of the school year.

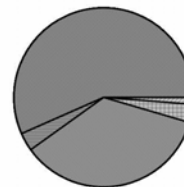
Retention/Credit Deficiency*

Grade	School #	School %	District #	District %
K	0	0.0 %	12	3.0 %
1	0	0.0 %	12	2.6 %
2	0	0.0 %	4	0.9 %
3	0	0.0 %	8	1.8 %
4	0	0.0 %	2	0.4 %
5	0	0.0 %	3	0.6 %
6	0	0.0 %	5	1.0 %
7	0	0.0 %	12	2.5 %
8	0	0.0 %	13	2.4 %

* Students are retained in grades 9-12 if they have insufficient credits.

Student Ethnicity

Data reported by NDE as of count day.



American Indian/Alaskan Native (1.2%)
 Asian/Pacific Islander (3.3%)
 Hispanic (35.5%)
 Black/African American (3.3%)
 White (56.6%)

Student/Teacher Ratio

Grade	School	District
ALL	16:1	19:1

** Teachers may serve multiple grades as needed. Therefore, Student/Teacher Ratio is reported for the school as a whole. Student/Teacher Ratio is listed for all grade levels where students do not rotate to different teachers.

Data reported as of December 1.

Average Class Size

Subject Area	School	District
English	24	23
Mathematics	16	21
Science	18	23
Social Studies	21	24

Average Class Size is listed for all core classes where students rotate to different teachers for different subjects.

Data reported as of December 1.

Adequate Yearly Progress (AYP)

Elementary Designation: Adequate

Beatty Elementary School has been classified as a school which demonstrated Adequate Yearly Progress during the 2008-2009 school year. Classification as demonstrating AYP is due to the schools meeting all No Child Left Behind criteria in the areas of English language arts (ELA), mathematics, and the school-wide other indicator.

Middle Designation: Adequate

Beatty Middle School has been classified as a school which demonstrated Adequate Yearly Progress during the 2008-2009 school year. Classification as demonstrating AYP is due to the schools meeting all No Child Left Behind criteria in the areas of English language arts (ELA), mathematics, and the school-wide other indicator.

High Designation: High Achieving - Status

Beatty High School has been classified as a school which demonstrated Adequate Yearly Progress during the 2008-2009 school year. Classification as demonstrating AYP is due to the schools meeting all No Child Left Behind criteria in the areas of English language arts (ELA), mathematics, and the school-wide other indicator.

Summary of Standards-Based Test Performance

Nevada uses criterion referenced tests (CRTs) and the High School Proficiency Exam (HSPE) to measure student achievement relative to Nevada's academic standards. Data in these tables are a compilation of test results for grades represented at this school and may not represent the figures that were used to determine this school's Adequate Yearly Progress. For grade-specific assessment results and other assessment information, refer to the Nevada Report Card Website at www.nevadareportcard.com.

ED = Percentage of students performing in the lowest range of achievement (Emergent/Developing)

AS = Percentage of students performing in the Approaches Standards range of achievement

MS = Percentage of students performing in the Meets Standards range of achievement

ES = Percentage of students performing in the highest range of achievement (Exceeds Standards)

K-8	Reading				Writing				Mathematics				Science			
	ED	AS	MS	ES	ED	AS	MS	ES	ED	AS	MS	ES	ED	AS	MS	ES
State	7 %	32 %	44 %	17 %	7 %	41 %	44 %	8 %	9 %	29 %	39 %	23 %	9 %	32 %	48 %	11 %
District	6 %	32 %	47 %	15 %	6 %	45 %	44 %	5 %	8 %	32 %	42 %	18 %	4 %	29 %	53 %	15 %
School	1 %	22 %	61 %	15 %	5 %	36 %	50 %	9 %	13 %	42 %	31 %	13 %	0 %	36 %	45 %	18 %

^ indicates data not presented for groups fewer than 10.

'N/A' indicates that data are not available.

9-12	Reading				Writing				Mathematics			
	ED	AS	MS	ES	ED	AS	MS	ES	ED	AS	MS	ES
State	1 %	5 %	41 %	52 %	1 %	12 %	83 %	4 %	4 %	26 %	51 %	19 %
District	2 %	3 %	45 %	50 %	1 %	13 %	84 %	2 %	4 %	32 %	51 %	13 %
School	0 %	0 %	42 %	58 %	0 %	12 %	88 %	0 %	0 %	26 %	56 %	18 %

^ indicates data not presented for groups fewer than 10.

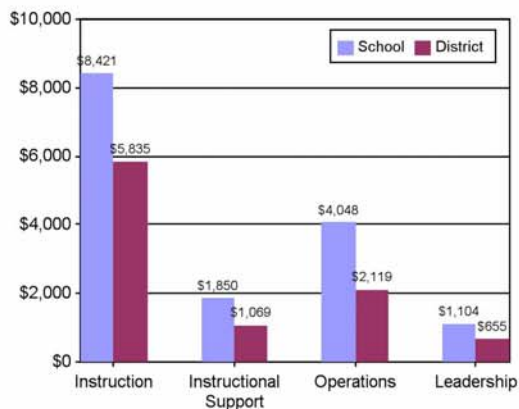
'N/A' indicates that data are not available.

Per-Pupil Expenditures 2007-2008

The per pupil expenditures for all Nevada school districts and schools are calculated by InSite, which results in comparable financial information over time and across the state. Financial data are reported for the year prior to the school year just completed.

Beatty Schools Total Cost Per Pupil = \$15,424.22
District Total Cost Per Pupil = \$9,677.57

Per-Pupil Expenditures By Category



Schools showing only \$0 have not been in operation long enough to have data for 2007-2008.

Personnel Information

Classes Not Taught by Highly Qualified Teachers

	School %	District %
Elementary	0.0 %	6.2 %
Arts	14.3 %	24.5 %
English	0.0 %	10.3 %
Foreign Language	0.0 %	36.8 %
Mathematics	54.5 %	13.2 %
Science	0.0 %	4.2 %
Social Studies	0.0 %	9.1 %

'N/A' indicates that these subjects or grade levels are not present. Data obtained from the Office of Teacher Licensure as of May 2009.

Highly qualified teachers hold a minimum of a bachelor's degree, are licensed to teach in the State of Nevada, and have demonstrated competence in their teaching area.

Teacher ADA and Licensure Information

	Teacher Average Daily Attendance Rate	Teachers providing instruction:		
		Pursuant to NRS 391.125 (Emergency Credential)	Pursuant to waiver with State Approval	Without an endorsement for the subject area
State	96.2 %	665	248	203
District	96.2 %	5	0	4
School	95.5 %	0	0	0

Teacher Average Daily Attendance (ADA) is the percentage of licensed educators who provided instruction to students in classrooms on an "average school day".

'N/A' indicates that data are not available.

Graduation/Dropout Information: Class of 2008

	Graduation Rate			Dropout Rate		
	School	District	State	School	District	State
Total Students	65.2 %	66.8 %	68.7 %	0.0 %	0.6 %	4.7 %
Male	80.0 %	68.1 %	66.8 %	0.0 %	1.0 %	5.0 %
Female	-	65.2 %	70.5 %	0.0 %	0.1 %	4.4 %
American Indian/Alaskan Native	-	-	58.0 %	0.0 %	0.0 %	5.5 %
Asian/Pacific Islander	-	-	80.7 %	0.0 %	0.0 %	3.2 %
Hispanic	-	63.5 %	57.0 %	0.0 %	0.0 %	6.2 %
Black/African American	-	-	54.5 %	0.0 %	1.3 %	6.4 %
White	-	67.8 %	76.8 %	0.0 %	0.7 %	3.5 %

'-' indicates data not presented for groups fewer than 10 for graduation rate.

'N/A' indicates sufficient data are not available.

High School Completion Indicators: Class of 2008

	Standard Diploma		Advanced Diploma		Adult Diploma*		Adjusted Diploma		Cert. of Attendance+	
	#	%	#	%	#	%	#	%	#	%
State	13,490	63.5 %	5,225	24.6 %	100	0.5 %	1,319	6.2 %	1,102	5.2 %
District	141	48.8 %	105	36.3 %	N/A	N/A	26	9.0 %	17	5.9 %
School	8	42.1 %	7	36.8 %	N/A	N/A	1	5.3 %	3	15.8 %

*N/A indicates that no diplomas or certificates of this type were issued.

* Adult diplomas issued to 12th grade students enrolled in a program of alternative education are included in these figures.

+ Certificates of Attendance are given to students who did not receive a diploma only because they did not pass the Nevada High School Proficiency Exam.

Nevada System of Higher Education (NSHE): Fall 2008

Students enrolled in remedial courses within the Nevada System of Higher Education (NSHE) do not reflect all graduates. Some graduates do not attend college or they attend college out of state.

	# Enrolled	# Remediated	% Remediated
District	68	29	42.6 %
School	2	0	0.0 %

Parent/Community Involvement**Parent/Teacher Conference Participation**

08-09	07-08	06-07
87.0 %	62.0 %	48.0 %

N/A indicates the data are not available.

Beatty schools (from the towns of Beatty & Amargosa Valley) provide meaningful communications with parents, families, and communities by mailing home monthly parent letters, event flyers, and making telephone calls when necessary. Notices are posted downtown at local businesses, and the post offices. Two K-8 and one K-12 parent/teacher conferences are held each year in the fall and the spring. Beatty continues to receive strong activity support from the local PTA. The Grow.net system is made available to our parents and families. Students and parents are involved in the development of school policies and revisions. Our stakeholders can assess daily school information from our schools' websites and PowerSchool. We keep our parents and families informed of upcoming events and sometimes emergencies through the Connect-Ed system. Monthly calendars, high school newsletters, K-12 progress reports, 6-12 athletic award ceremonies attended by parents, K-12 academic award ceremonies and stakeholders' meetings with parent involvement are other means by which we keep our parents, families, and communities informed and involved.

Note: District totals do not include state or district sponsored charter school data.

The development of this annual school accountability report is a joint effort among the Nevada Department of Education, Otis Educational Systems, Inc., and Nevada school districts. This report is provided to the public as required by the federal No Child Left Behind Act and NRS 385.347. A comprehensive listing of all accountability data, including student test data, may be accessed on the Nevada Annual Reports of Accountability website at www.nevadareportcard.com.

PARENT & COMMUNITY INVOLVEMENT

Nye County School District Site-Based Parental Involvement Policy

Parental Involvement Policy Component	Timeline for implementing components.	Person(s) Responsible Who is the person or group who will ensure that each component is implemented?	Monitoring Measures Identify data sources & timeline for monitoring the progress of each component.	Person(s) Responsible Who is the person or group who will ensure that the progress is monitored?
1. Each NCSD school will involve parents in the joint development of a school wide parental involvement plan.	August to December	School Improvement Committee	School Improvement Plan Action Steps	• Dept. of Student Achievement • School Administration
2. Each NCSD school will involve parents in the school review and improvement process.	May	School Improvement Committee	Review of Improvement Plan Action Steps	School Administration
3. Each NCSD school will provide coordination and technical assistance for its parents participating in activities that improve student academic achievement and school performance.	Ongoing throughout school year	• School Administration • Leadership Team	Participation Surveys following Parent Classes, Activities, and Public Presentations regarding academic achievement and student performance.	• School Administration • Dept. of Student Achievement
4. Each NCSD school will provide necessary program training for parents to assist in their child's learning when appropriate. (Such as: Head Start, Reading First, Early Reading First, Even Start, Parents as Teachers, Home Instruction Program for Preschool Youngsters, and state-operated programs)	Ongoing throughout school year	• Program Coordinators • School Administrators	• Training Completion • Training Participation Survey	• School Administration • Dept. of Student Achievement
5. Each NCSD school will involve parents in the evaluation of the school's parental involvement for effectiveness and possible improvements.	Fall P/T & Spring P/T Conference	School/Teachers will invite parents to complete Parent Perception Survey	Collection and Examination of Parent Survey Results	• School Administration • Dept. of Student Achievement
6. Each NCSD school will strengthen its parental involvement relationship through: a. providing explanations of State Standards and student achievement results on assessments b. Completion of Nevada D.O.E. Educational Involvement Accord	a. Ongoing throughout school year b. August	• Administrators • Counselors • Teachers	• Open House Events • P/T Conferences • IEP meetings	• School Administration • Dept. of Student Achievement

NYE COUNTY SCHOOL DISTRICT
DUCKWATER ELEMENTARY/MIDDLE SCHOOL
2 Duckwater Road
Duckwater, NV 89314

SAGE
SCHOOL IMPROVEMENT PLAN TEMPLATE
TITLE I - NRS 385

For Implementation in
2009-2010

School Improvement Planning Team

- ALL Title I schools must have a parent on their SIP team that is NOT a district employee. Indicate this member with an asterisk.

Name of Member	Position
Gary Flood	Principal
Lyn Huston	Lead Teacher
Randi Bradshaw	Teacher's Aide
*Brenna Rogne	Parent

Submission Date: October 2009

Area Reviewer: Jerry C. Hill, Assistant Superintendent
Department for Student Achievement

School:	Duckwater Elementary/Middle School	District:	Nye County School District
Principal:	Gary Flood	School Year:	2009-2010
Address:	2 Duckwater Road, Duckwater, NV 89314	Phone:	(775) 863-0277
		Email:	lhuston@nye.k12.nv.us
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Part I: VISION FOR LEARNING

District Vision or Mission Statement
“Every child a success!”

District Goal 1
Improvement in student achievement and proficiency levels for all students.

District Goal 2
Sustain practices in the NCSD educational organization that increase the graduation rate, decrease the dropout rate, utilize educational technology, and promote parental involvement.

District Goal 3
Maintain safe learning and working environments for all students and staff.

VISION FOR LEARNING (continued)

School Vision or Mission Statement

"We believe that teachers, students, and parents working together can achieve success for every child."

School Highlights

- *Duckwater Elementary School is a one-room school serving students enrolled in PK-8, and high school students through Pathways Distance Education Odyssey Ware program
- *16 students enrolled for the 2008-2009 school year
- *One teacher, with the help of one teacher's aide, serves all students
- *Nearest commercial services are 70 miles away in Ely, Nevada
- *Community is primarily involved with ranching, oil drilling and refining, and tribal operations
- *Students typically attend Eureka County High School, 55 miles distant, after graduating from the eighth grade
- *Students represent various culture groups: 27% Hispanic, 46% Native American, 27% Caucasian
- *Hispanic students are from Mexico and are in various English-acquisition stages
- *Native American students represent 75% of Early Childhood, K, and 1st grade students

PART II: INQUIRY PROCESS

Comprehensive Needs Assessment

Key Strengths

(to sustain in the school improvement plan)

Because of the small student population in K-8, the individual strengths of the students are varied. These strengths are identified by the teacher through analysis of standardized testing results, as well as by utilizing less formal testing situations and daily observations.

Since Duckwater Elementary/Middle School is a one-room school with multiple grades in one classroom, students may be cross-grade grouped in flexible, cooperative learning arrangements to best suit their needs for a particular subject. Such arrangements may be and are changed daily, weekly, or monthly, depending upon individual students' needs or strengths. Students are often in different groupings for different subject areas. There are many opportunities for all students to serve as peer tutors, since there is most always someone younger than they are. Similarly, there are many opportunities for reteaching of concepts because of the many grade levels involved in a K-8 classroom.

Priority Concerns

Because of the small student population in EC,K-12, there were no observable similar "gaps" for overall student population. In fact, only three students took part in CR testing. All three met or exceeded standards in all curricular areas. No students were in the 5th or 8th grade during the Writing Proficiency testing window, and so no students were tested. To assume that if the one fifth grader tested on the writing proficiency passed, that this was an indicator of excellent or even adequate instruction in writing, would be dangerous. Instead, each student has his or her own particular strengths and needs. The priority concern is to analyze these individual students' performance, not just on standardized testing results, but also in everyday applications, and provide appropriate instruction, particular to that student. Such instruction is planned to optimize and draw from a student's strengths, while targeting their individual needs for improvement. This has been a priority concern and planning activity for many years.

The main new priority for the 2007-2008 school year is to coordinate and cross-reference the state standards across grade-levels and teach targeted lessons for all students across all grade levels in one large group, "peeling off" grade levels for independent practice as their standards levels are met, as much as possible. The coordination and cross-referencing of state standards has already been accomplished, and the intent is to continue short- and long-range planning using this method.

INQUIRY PROCESS (continued)

Verification of Causes – Root Cause Analysis

<i>Priority Concerns</i>	<i>Root Causes</i>	<i>Solutions</i>
Individuals have varying needs due to individual differences, experiences, grade levels, language barriers.	Students at Duckwater Elementary/Middle School are from various ethnic/national/language backgrounds, and are enrolled in various grade levels (EC,K-12) in one classroom.	*Analyze individuals' needs and apply instruction based on those needs. *Cross-grade and multi-age groupings when feasible or desirable. *Peer tutoring. *Computer-assisted learning modules *Coordinate with the Duckwater Shoshone Tribal School to combine resources and teaching staff where possible, and to address the cultural needs of Shoshone students.
Students' direct instruction time has sometimes been limited.	There are nine (thirteen including high school students) grade levels to teach. Students have varying needs and strengths.	*Cross-reference and coordinate the state standards across grade levels as much as possible and teach more whole-group lessons, maximizing the amount of time available for direct instruction.

Part III: IMPROVEMENT GOALS AND MEASURABLE OBJECTIVES

Goal 1:

Increase achievement in reading/language arts for individual students who scored below Meets Standard on the Nevada CRTs.

Measurable Objective 1:

Students who scored below Meets Standard on standardized tests in reading/language arts will increase their individual overall reading/language arts achievement scores by 10% , as measured by teacher observation, informal testing situations, the STAR Reading test, and/or the formal standardized testing (for applicable grade levels) between end of October 2009 and end of May 2010.

Goal 2:

Increase achievement in mathematics for individual students who scored below Meets Standard on the Nevada CRTs.

Measurable Objective 2:

Students who scored below Meets Standard on standardized tests in math will increase their individual overall mathematics achievement scores by 10% , as measured by teacher observation, informal testing situations, the STAR Math test, and/or the formal standardized testing (for applicable grade levels) between end of October 2009 and end of May 2010.

Part IV: SCHOOL IMPROVEMENT MASTER PLAN & REFORM STRATEGIES

Goal 1: Increase achievement in reading/language arts for individual students who scored below Meets Standard on the Nevada CRTs.

Measurable Objective(s): Students who scored below Meets Standard on standardized tests in reading/language arts will increase their individual overall reading/language arts achievement scores by 10% , as measured by teacher observation, informal testing situations, the STAR Reading test, and/or the formal standardized testing (for applicable grade levels) between end of October 2008 and end of May 2009.

ACTION PLAN				MONITORING PLAN	
Action Steps	Timeline	Resources	Person(s) Responsible	Monitoring Measures	Person(s) Responsible
1.1 Analyze individuals' needs and apply instruction based on those needs.	Informal means by the end of the fourth week of school; NWEA as soon as available from district	Teacher, diagnostic testing materials	Lead Teacher	Initial analyses by fourth week of school, weekly re-assessments with informal testing and teacher observation.	Lead Teacher
1.2 Cross-grade groupings when feasible or desirable.	As needed	None	Lead Teacher	Regrouping on an as-needed basis. Weekly reflection to determine what best suits student(s)	Lead Teacher
1.3 Peer tutoring.	As needed	Students, teacher, regular or supportive teaching materials to be determined by the teacher	Lead Teacher	Data sources: student work, informal testing, teacher observation Timeline: Weekly	Lead Teacher
1.4 Computer-assisted learning modules	3 Xs weekly	Study Island Pittsco Science	Lead Teacher	Data sources: Embedded in the software Timeline: each time students complete a section	Lead Teacher
1.5 Cross-reference/coordinate the state standards across grade levels as much as possible and teach more whole-group lessons, maximizing the amount of time available for direct instruction.	Already completed and ongoing. Weekly whole-group lessons to be planned as part of regular instruction	Teacher, planning materials already available within the school	Lead Teacher	Date sources: student work Timeline: Weekly re-evaluation and planning for instruction.	Lead Teacher

SCHOOL IMPROVEMENT MASTER PLAN (Continued)

Goal 2: Increase achievement in mathematics for individual students who scored below Meets Standard on the Nevada CRTs.

Measurable Objective(s): Students who scored below Meets Standard on standardized tests in math will increase their individual overall mathematics achievement scores by 10% , as measured by teacher observation, informal testing situations, the STAR Math test, and/or the formal standardized testing (for applicable grade levels) between end of October 2008 and end of May 2009.

ACTION PLAN				MONITORING PLAN	
Action Steps	Timeline	Resources	Person(s) Responsible	Monitoring Measures	Person(s) Responsible
1.1 Analyze individuals' needs and apply instruction based on those needs.	Informal means by the end of the fourth week of school; NWEA as soon as available from district	Teacher, diagnostic testing materials	Lead Teacher	Initial analyses by fourth week of school, weekly re-assessments with informal testing and teacher observation.	Lead Teacher
1.2 Cross-grade groupings when feasible or desirable.	As needed	None	Lead Teacher	Regrouping on an as-needed basis. Weekly reflection to determine what best suits student(s)	Lead Teacher
1.3 Peer tutoring.	As needed	Students, teacher, regular or supportive teaching materials to be determined by the teacher	Lead Teacher	Data sources: student work, informal testing, teacher observation Timeline: Weekly	Lead Teacher
1.4 Computer-assisted learning modules	3 Xs weekly as soon as materials can be obtained	Pittsco Science Labs Study Island Accelerated Math Nutshell Math	Lead Teacher	Data sources: Embedded in the software Timeline: each time students complete a section	Lead Teacher
1.5 Cross-reference/coordinate the state standards across grade levels as much as possible and teach more whole-group lessons, maximizing the amount of time available for direct instruction.	Already completed and ongoing. Weekly whole-group lessons to be planned as part of regular instruction	Teacher, planning materials already available within the school	Lead Teacher	Date sources: student work Timeline: Weekly re-evaluation and planning for instruction.	Lead Teacher

Part V: BUDGET FOR THE OVERALL COST OF CARRYING OUT PLAN

Goals	Total amount needed to accomplish Goal	Funds available in current School funding that have been specifically set aside for the implementation of the goal	Funds still needed to implement goal
Goal 1	No additional funds are needed.	Not applicable	None additional needed
Goal 2	No additional funds are needed.	Not applicable	None additional needed

Part VI: EVALUATION OF THE SIP

Measurable Objectives	Evaluation Measures	Timeline	Person(s) Responsible
Students who scored below Meets Standard on standardized tests in reading/language arts will increase their individual overall reading/language arts achievement scores by 10% , as measured by teacher observation, informal testing situations, the STAR Reading test, and/or the formal standardized testing (for applicable grade levels) between end of October 2008 and end of May 2009.	Teacher observation Informal testing Textbook-based tests STAR Reading Formal testing CRTs IOWAs (if available) NV Writing Proficiency NWEA	Daily Weekly Quarterly Annually Annually Annually As determined by district	Lead Teacher
Students who scored below Meets Standard on standardized tests in math will increase their individual overall mathematics achievement scores by 10% , as measured by teacher observation, informal testing situations, the STAR Math test, and/or the formal standardized testing (for applicable grade levels) between end of October 2008 and end of May 2009.	Teacher observation Informal testing Accelerated Math STAR Math Formal testing CRTs IOWAs NWEA	Daily Weekly Quarterly Annually Annually As determined by district	Lead Teacher

Part VII: OTHER REQUIRED ELEMENTS OF THE SIP

All schools MUST complete this page.

School Characteristics	#	%	Title I	Yes	No
Average Daily Attendance		97.4%	Eligible		X
Transiency Rate		18%	Served		N/A
% enrolled continuously since Count Day		82%	Targeted Assisted		N/A
Incidents of School Violence: Student-to-Student	0		Schoolwide		N/A
Incidents of School Violence: Student-to-Staff	0		Did your school make Adequate Yearly Progress (AYP)?	X	
% of Highly Qualified Teachers		100%	What was your school's AYP Designation? Exemplary (EX), High Achieving (HA), Watch List (W), Needs Improvement Year 1 (N1), Needs Improvement Year 2 (N2), Needs Improvement Year 1 Hold (N1-H), Needs Improvement Year 2 Hold (N2-H), etc.		
Dropout Rate (HS)		N/A	Did you appeal your latest AYP designation?		X
Graduation Rate (HS)		N/A	Was your latest appeal granted?		N/A
			Designated as Persistently Dangerous School?		X
			Receiving State Remediation funding?		X
			Has a State SST been assigned to your school?		X

1. What are the policies and practices in place that ensure proficiency of each subgroup in the core academic subjects?

All students receive individualized instruction, based upon their specific needs, including their needs as related to ethnicity/culture and first language (both the teacher and the classroom aide are fluent in Spanish). In addition, the teacher also holds K-12 Special Education endorsement, and is working on a Middle School Math Certification for Algebra I and Geometry.

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/or during any extension of the school year.

Students who require special assistance receive it during or after the school day from the teacher.

3. Describe the resources available to the school to carry out the plan.

There is one teacher and one classroom aide to carry out the plan. The school has a superior level of technology available to students and staff.

4. Summarize the effectiveness of any appropriations for the school made by the Legislature to improve student academic achievement.

No legislative grant money was appropriated for DES/DMS last year.

5. Discuss how the school will utilize Educational Involvement Accords for Parents including the Honor Code and meet all the requirements of the law.

All students/parents have signed and returned the Educational Involvement Accords for Parents including the Honor Code. All parents have a high level of participation in their children's educational activities. Students have a high level of support from their parents/guardians for completing work, giving a best-effort, and for homework assignments that require parent assistance.

6. If applicable, describe how the school will make its Title III Annual Measurable Achievement Objective (AMAO) targets in English language proficiency (reading, writing, listening, and speaking comprehension).

Not applicable

Part VIII: REQUIRED ELEMENTS FOR TITLE I SCHOOLS *(NOT APPLICABLE to DUCKWATER SCHOOL)*

Title I schools, identified as “Needs Improvement,” and are a schoolwide Title I school 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, (*e.g., schools in Year 2 of “Needs 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.

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 and/or AMAO 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 supports the achievement of the school’s annual goals and objectives.

Part VIII: REQUIRED ELEMENTS FOR TITLE I SCHOOLS *(NOT APPLICABLE to DUCKWATER SCHOOL)*

Title I schools, identified as “Needs Improvement,” and are a schoolwide Title I school MUST complete this page.

6. Describe the school’s strategies to attract high-quality highly qualified teachers to your school.

7. Describe the school’s strategies to increase parent involvement in accordance with Section 1118 of NCLB, such as family literacy services.

8. Describe the school’s plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs.

9. Identify the measures that include teachers in decisions regarding the use of academic assessments.

10. Provide assurance that federal, state, and local services are coordinated and integrated into the school improvement efforts.

Part IX: REQUIRED ELEMENTS FOR NON-TITLE I SCHOOLS *(NOT APPLICABLE TO DUCKWATER SCHOOL)*

Non-Title I schools, identified as “Needs Improvement,” MUST complete this page.

1. Describe how and when the school will provide written notice to parents on the school’s “Needs Improvement” status and/or AMAO status.
2. Describe the school’s teacher mentoring program and how it supports the achievement of the school’s annual goals and objectives.

Duckwater Elementary School

Nye County School District

1 Duckwater Road
Duckwater, NV 89314

Ph: 775-863-0277 Fax: 775-863-0149

Mr. Gary Flood, Principal

Grade Levels: K-5

Website: <http://duckwater.nye.k12.nv.us>



2008-2009 School Accountability Summary Report

For more information visit www.nevadareportcard.com

Mission Statement

"We believe that teachers, students, and parents working together with cooperative communication can achieve success for every child."

Principal's Highlights

Culturally diverse
Violin lessons
Strong computer lab
English language learners

Goals and Objectives

Goal 1

Increase reading achievement
Increase math achievement
Increase social skills
Increase student achievement

Objective(s):

Increase reading achievement
Increase math achievement
Increase social skills
Increase student achievement

Demographics and Student Information

Data are provided by the Nevada Department of Education using the state student information system. Demographic profiles are reported by gender, race/ethnicity, and special student populations as of count day. Student Average Daily Attendance (ADA) is the percentage of the school enrollment in attendance on an "average school day" as of the 100th day of school.

	Enrollment #		Enrollment %		Avg Daily Attendance		
	School	District	School	District	School	District	State
Total Students	16	6,099	100.0 %	100.0 %	95.4 %	93.9 %	94.7 %
Male	-	3,158	-	51.8 %	*	*	*
Female	10	2,941	62.5 %	48.2 %	*	*	*
American Indian/Alaskan Native	-	141	-	2.3 %	-	93.0 %	93.6 %
Asian/Pacific Islander	N/A	163	N/A	2.7 %	N/A	94.3 %	96.3 %
Hispanic	-	1,393	-	22.8 %	-	94.6 %	94.7 %
Black/African American	N/A	230	N/A	3.8 %	N/A	92.6 %	93.1 %
White	-	4,172	-	68.4 %	-	93.8 %	94.8 %
IEP	-	867	-	14.2 %	-	93.0 %	93.2 %
LEP	-	376	-	6.2 %	-	95.0 %	95.3 %
FRL	N/A	3,059	N/A	50.2 %	N/A	93.4 %	94.2 %
Migrant	N/A	13	N/A	0.2 %	*	*	*

IEP = Students with Disabilities

LEP = Students with Limited English Proficiency

FRL = Students qualifying for Free/Reduced Lunch

'-' indicates data not presented for groups fewer than 10.

'N/A' indicates a population of zero.

'*' indicates data are not available.

Transiency, Truancy, and Discipline

	School	District
Transiency Rate	42.1 %	39.1 %
Habitual Truancy - # of Incidents	0	0
Discipline - # of Incidents Resulting in Suspension/Expulsion for:		
Violence to Other Students	0	277
Violence to Staff	0	1
Possession of Weapon	0	27
Distribution of Controlled Substance	0	9
Possession/Use of Controlled Substance	0	23
Possession/Use of Alcohol	0	5
Habitual Disciplinary Expulsions	0	13

Incidents are reported at the school where the action occurred.

Data reported as of the end of the school year.

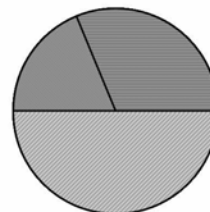
Retention

Grade	School #	School %	District #	District %
K	0	0.0 %	12	3.0 %
1	0	0.0 %	12	2.6 %
2	0	0.0 %	4	0.9 %
3	0	0.0 %	8	1.8 %
4	0	0.0 %	2	0.4 %
5	0	0.0 %	3	0.6 %
6	0	0.0 %	5	1.0 %
7	0	0.0 %	12	2.5 %
8	0	0.0 %	13	2.4 %

Data reported as of count day.

Student Ethnicity

Data reported by NDE as of count day.



American Indian/Alaskan Native (50%)
Hispanic (18.8%)
White (31.3%)

Student/Teacher Ratio

Grade	School	District
ALL	13:1	19:1
K*	-	16:1
1	-	17:1
2	-	17:1
3	-	17:1
4	-	21:1
5	-	22:1
6	-	14:1
7	-	18:1
8	-	22:1

* Kindergarten ratios are based on the number of classes, not teachers.

- Teachers may serve multiple grade levels as needed. Therefore, Student/Teacher Ratio is reported for the school as a whole.

Data reported as of December 1.

Adequate Yearly Progress (AYP)

Elementary Designation: Adequate

Duckwater Elementary School has been classified as a school which demonstrated Adequate Yearly Progress during the 2008-2009 school year. Classification as demonstrating AYP is due to the schools meeting all No Child Left Behind criteria in the areas of English language arts (ELA), mathematics, and the school-wide other indicator.

Middle Designation: Adequate

Duckwater Middle School has been classified as a school which demonstrated Adequate Yearly Progress during the 2008-2009 school year. Classification as demonstrating AYP is due to the schools meeting all No Child Left Behind criteria in the areas of English language arts (ELA), mathematics, and the school-wide other indicator.

Summary of Standards-Based Test Performance

Nevada uses criterion referenced tests (CRTs) to measure student achievement relative to Nevada's academic standards. This table reflects a compilation of test results for grades represented at this school and may not represent the figures that were used to determine this school's Adequate Yearly Progress (AYP). Mathematics, Reading, and Writing test results are used to determine AYP. For grade-specific assessment results and other assessment information, refer to the Nevada Report Card Website at www.nevadareportcard.com.

ED = Percentage of students performing in the lowest range of achievement (Emergent/Developing)

AS = Percentage of students performing in the Approaches Standards range of achievement

MS = Percentage of students performing in the Meets Standards range of achievement

ES = Percentage of students performing in the highest range of achievement (Exceeds Standards)

	Reading				Writing				Mathematics				Science			
	ED	AS	MS	ES	ED	AS	MS	ES	ED	AS	MS	ES	ED	AS	MS	ES
State	7 %	32 %	44 %	17 %	7 %	41 %	44 %	8 %	9 %	29 %	39 %	23 %	9 %	32 %	48 %	11 %
District	6 %	32 %	47 %	15 %	6 %	45 %	44 %	5 %	8 %	32 %	42 %	18 %	4 %	29 %	53 %	15 %
School	-	-	-	-	N/A	N/A	N/A	N/A	-	-	-	-	N/A	N/A	N/A	N/A

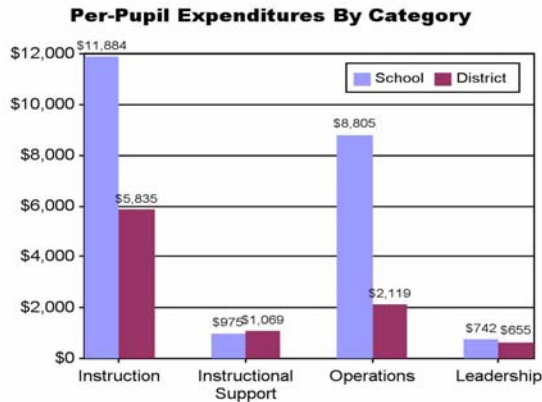
^ indicates data not presented for groups fewer than 10.

'N/A' indicates that data are not available.

Per-Pupil Expenditures 2007-2008

The per pupil expenditures for all Nevada school districts and schools are calculated by InSite, which results in comparable financial information over time and across the state. Financial data are reported for the year prior to the school year just completed.

Duckwater Total Cost Per Pupil = \$22,406.12
District Total Cost Per Pupil = \$9,677.57



Schools showing only \$0 have not been in operation long enough to have data for 2007-2008.

Personnel Information

Classes Not Taught by Highly Qualified Teachers

	School %	District %
Elementary	0.0 %	6.2 %
Arts	N/A	24.5 %
English	N/A	10.3 %
Foreign Language	N/A	36.8 %
Mathematics	N/A	13.2 %
Science	N/A	4.2 %
Social Studies	N/A	9.1 %

'N/A' indicates that these subjects or grade levels are not present. Data obtained from the Office of Teacher Licensure as of May 2009. Highly qualified teachers hold a minimum of a bachelor's degree, are licensed to teach in the State of Nevada, and have demonstrated competence in their teaching area.

Teacher ADA and Licensure Information

	Teacher Average Daily Attendance Rate	Teachers providing instruction:		
		Pursuant to NRS 391.125 (Emergency Credential)	Pursuant to waiver with State Approval	Without an endorsement for the subject area
State	96.2 %	665	248	203
District	96.2 %	5	0	4
School	99.5 %	0	0	0

Teacher Average Daily Attendance (ADA) is the percentage of licensed educators who provided instruction to students in classrooms on an "average school day". 'N/A' indicates that data are not available.

Parent/Community Involvement

Parent/Teacher Conference Participation

08-09	07-08	06-07
100.0 %	93.0 %	100.0 %

'N/A' indicates the data are not available.

Note: District totals do not include state or district sponsored charter school data.

The development of this annual school accountability report is a joint effort among the Nevada Department of Education, Otis Educational Systems, Inc., and Nevada school districts. This report is provided to the public as required by the federal No Child Left Behind Act and NRS 385.347. A comprehensive listing of all accountability data, including student test data, may be accessed on the Nevada Annual Reports of Accountability website at www.nevadareportcard.com.

Web Site: www.nevadareportcard.com

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Duckwater

PARENT & COMMUNITY INVOLVEMENT				
Nye County School District Site-Based Parental Involvement Policy				
Parental Involvement Policy Component	Timeline for implementing components.	Person(s) Responsible Who is the person or group who will ensure that each component is implemented?	Monitoring Measures Identify data sources & timeline for monitoring the progress of each component.	Person(s) Responsible Who is the person or group who will ensure that the progress is monitored?
1. Each NCSD school will involve parents in the joint development of a school wide parental involvement plan.	August to December	School Improvement Committee	School Improvement Plan Action Steps	• Dept. of Student Achievement • School Administration
2. Each NCSD school will involve parents in the school review and improvement process.	May	School Improvement Committee	Review of Improvement Plan Action Steps	School Administration
3. Each NCSD school will provide coordination and technical assistance for its parents participating in activities that improve student academic achievement and school performance.	Ongoing throughout school year	• School Administration • Leadership Team	Participation Surveys following Parent Classes, Activities, and Public Presentations regarding academic achievement and student performance.	• School Administration • Dept. of Student Achievement
4. Each NCSD school will provide necessary program training for parents to assist in their child's learning when appropriate. (Such as: Head Start, Reading First, Early Reading First, Even Start, Parents as Teachers, Home Instruction Program for Preschool Youngsters, and state-operated programs)	Ongoing throughout school year	• Program Coordinators • School Administrators	• Training Completion • Training Participation Survey	• School Administration • Dept. of Student Achievement
5. Each NCSD school will involve parents in the evaluation of the school's parental involvement for effectiveness and possible improvements.	Fall P/T & Spring P/T Conference	School/Teachers will invite parents to complete Parent Perception Survey	Collection and Examination of Parent Survey Results	• School Administration • Dept. of Student Achievement
6. Each NCSD school will strengthen its parental involvement relationship through: a. providing explanations of State Standards and student achievement results on assessments b. Completion of Nevada D.O.E. Educational Involvement Accord	a. Ongoing throughout school year b. August	• Administrators • Counselors • Teachers	• Open House Events • P/T Conferences • IEP meetings	• School Administration • Dept. of Student Achievement

Nye County School District

Floyd Elementary School

6181 South Jane Ave.

Pahrump, NV 89061

SCHOOL IMPROVEMENT PLAN

For Implementation in
(2009-2010)

School Improvement Planning Team

ALL Title I schools must have a parent on their SIP team that is NOT a district employee. Indicate this member with an asterisk.

Name of Member	Position
Holly Lepisto	Principal
Kathy Gailey	Counselor
Kathleen Eisner	Teacher
Linda Wogee	Teacher
Mika Greenwald	Teacher
Wendy Weeks	Teacher
Tony Streater	Teacher
Jessica Jones	Teacher
Ann Couture	Teacher
*Debbie Holder	Parent

Submission Date: October 2009

Area Reviewer:

Jerry Hill, Assistant Superintendent
Department for Student Achievement

School:	Floyd Elementary School	District:	Nye
Principal:	Holly Lepisto	School Year:	2009-2010
Address:	6181 S. Jane Avenue	Phone:	775-751-4889
		Email:	hlepisto@nye.k12.nv.us
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Part I: VISION FOR LEARNING

District Vision or Mission Statement

Our mission is to provide each student the necessary educational tools to reach his or her full academic potential for the workplace and college.

Every Child a Success!

District Goal 1

Improvement in student achievement and proficiency levels for all students.

District Goal 2

Sustain practices in the NCSD educational organization that impact quality instruction, increases the graduation rate, decreases the dropout rate, utilizes educational technology, and promotes parental involvement.

District Goal 3

Maintain safe learning and working environments for all students and staff.

VISION FOR LEARNING (continued)

School Vision or Mission Statement

Our mission is to provide an optimum learning environment through ongoing collaboration with our school, families, and community, in which students will successfully achieve and exceed the essential learning outcomes, as measured by common assessments.

School Highlights

Floyd Elementary is a newly constructed school in its second year of operation. We have a great deal of technology equipment in the classrooms that teachers may use to help in the instructional process. All staff members are highly qualified. Students come from varied socioeconomic backgrounds. We have an 8.2% ESL population at our school. We now have our first year of CRT scores and NWEA scores to help with making curriculum decisions and setting achievable goals for our students. We have three special education self-contained classrooms which add to the uniqueness and diversity of our student population. This past year the staff has developed a bond that has added to the cohesiveness of purpose at our school. The community has been drawn into the school through many activities throughout the past school year that has help them to identify with our school.

PART II: INQUIRY PROCESS

Comprehensive Needs Assessment

Key Strengths

Floyd is a newly constructed elementary school that is in its second year of operation. Some of our strengths are that we have a staff that is highly qualified and dedicated to providing a quality education to all students. Instruction is given through many learning modalities and through the use of differentiated instruction. Our class sizes have been generally small which enables more opportunity for small group and one-on-one instruction.

Priority Concerns

With this being only our second year of operation, we still have a limited amount of data about our students to help with making instructional decisions. We are concerned about meeting the instructional needs of such a diverse population of students. Due to budget cuts, our staff has been reduced by four teachers and a clerical aide which has increased the workload for all others and decreased our opportunities for one-on-one, small group, and remediation instruction.

Verification of Causes – Root Cause Analysis

<i>Priority Concerns</i>	<i>Root Causes</i>	<i>Solutions</i>
With a limited amount of data, it is difficult to define ourselves academically and to make program and instructional changes.	• Combination of students from different schools with differing amounts of prior knowledge and skills. • Combination of teachers with different backgrounds and diverse amounts of expertise. • Lack of NWEA data due to a dysfunctional computer lab our first school year.	• Use 08-09 CRT and NWEA scores to establish a baseline of knowledge for each student and to determine each student's strengths and weaknesses. • Use NWEA evaluations 3 times throughout the school year to define student growth and needs. • Use short-cycle assessments to determine student mastery and remediation needs. • Continue professional development to align curriculum and teacher expertise. • An updated and functioning computer lab so teachers may use NWEA to help in the evaluation and determination of student needs to drive curriculum and instructional decisions.

Verification of Causes – Root Cause Analysis

<i>Priority Concerns</i>	<i>Root Causes</i>	<i>Solutions</i>
Fifth grade writing proficiency scores were far below our expectations	• Lack of vertical alignment of the writing curriculum and instruction. • A wide range of skills between students coming from many different schools.	• Through use of Title 1 funds, we will purchase “Step Up to Writing” to vertically align our writing curriculum from kindergarten through 5th grade. • Professional development will be provided for all teachers on the use of “Step Up to Writing”. • All teachers will implement the “Step Up to Writing” program in their classrooms to help unify student knowledge and skills in grades K-5.
Our Reading and Math CRT scores indicated consistent instructional gaps across the grade levels in our curriculum.	• Gaps between our curriculum and the math and reading standards. • Lack of professional development time for hands-on learning regarding the use of data for instructional and curriculum decision making.	• Identify gaps in our math and reading curriculums and find/purchase learning materials to fill these gaps. • Share best practices of teachers whose students scored high in certain subject areas or skills. • Identify weaknesses in knowledge through • Our CRT and NWEA scores and develop teaching and remediation strategies to focus on these weaknesses. • Develop and use common vocabulary in math, reading and writing that matches the standards and CRTs. • Provide grade level professional development in the use of NWEA and data-driven decision making.

Part III: IMPROVEMENT GOALS AND MEASURABLE OBJECTIVES

Goal 1:

Improve student achievement on all mandated state tests.

Measurable Objectives:

1. Show an overall school increase in our student population that reach proficiency or better on the Math and Reading CRTs by at least 10%.
2. Increase the number of students who score 12 or better on the 5th Grade Writing Proficiency.

Goal 2:

Professional development of staff in instructional practices and programs.

Measurable Objectives:

1. Training and implementation for all staff in the “Step Up to Writing program”.
2. Continued training and implementation of a word study program with all teaching staff.
3. Provide professional development time for the sharing of best practices between teachers at a grade level and between grade levels to increase instructional strengths.

Goal 3:

Build a stronger school community through increased parental involvement.

Measurable Objective 3:

1. The school will provide many diverse opportunities for parents to be involved with our school.

Part IV: SCHOOL IMPROVEMENT MASTER PLAN & REFORM STRATEGIES

Goal 1:

Improve student achievement on all mandated state tests.

Measurable Objectives:

1. Show an overall school increase in our student population that reach proficiency or better on the Math and Reading CRTs by at least 10%.
2. Increase the number of students who score 12 or better on the 5th Grade Writing Proficiency.

ACTION PLAN				MONITORING PLAN	
Action Steps	Timeline	Resources	Person(s) Responsible	Monitoring Measures	Person(s) Responsible
1.1 Grade levels will find, purchase or produce materials to fill-in any gaps in the math and reading curriculum to meet the state standards.	September-December	Title 1 Funds, Internet, RPDP	Teachers, Principal	Teachers will share what they have done to fill instructional gaps with the Principal	Principal
1.2 All grade levels will develop common short-cycle assessments for the math and reading standards.	September-December	Teacher knowledge, Math & Reading Standards	Teachers, Principal	Teachers will share copies of these assessments with the principal	Teachers, Principal
1.3 All grade levels will develop and conduct intervention and remediation activities to be done with students that do not score at least 80% on short-cycle assessments and do not meet the standard RIT score for NWEA.	September-May	NWEA, PRIM, Teacher knowledge	Teachers, Principal	Principal observation	Principal
1.4 All grade levels will use a constructive response in all subject areas at least once a week. They will review with students the evaluation of the responses and share with them examples of good responses.	September-May	Writing rubrics, Writing standards, Teacher knowledge	Teachers, Principal	Teachers will share examples of good constructive responses among themselves and with other grade levels.	Teachers, Principal

ACTION PLAN				MONITORING PLAN	
Action Steps	Timeline	Resources	Person(s) Responsible	Monitoring Measures	Person(s) Responsible
1.5 All grade levels will teach and use the vocabulary as it is used on the CRTs.	September-May	CRT Standards, vocabulary lists, practice tests	Teachers, Principal	Principal Observation	Principal
1.6 Teachers at all grade levels will develop a grade appropriate vocabulary list based on the Nevada Math and Reading Standards.	September-October	Nevada Standards for reading and math	Teachers	Teachers will share their list with other grade levels and with the principal	Teachers, Principal
2.1 All grade levels will be trained and will implement the “Step Up to Writing” program.	September-November	Professional Development, Step Up to Writing Materials	Principal, Professional Trainer, Teachers	Trainer and Principal Observation	Trainer, Principal
2.2 All grade levels will give a monthly writing prompt to students.	September-November & January-May	Writing prompts, rubrics, writing standards	Teachers	Principal will receive a copy of a good response from each grade level	Principal
2.3 PLCs will meet once a month to review writing samples and share teaching strategies using the “Step Up to Writing” program..	October-May	<i>Step Up to Writing</i> manuals and materials	PLC Groups	Principal Observation	Principal

Part IV: SCHOOL IMPROVEMENT MASTER PLAN & REFORM STRATEGIES

Goal 2:

Professional development of staff in instructional practices and programs.

Measurable Objectives:

1. Training and implementation for all staff in the “Step Up to Writing program”.
2. Continued training and implementation of a word study program with all teaching staff.
3. Provide professional development time for the sharing of best practices between teachers at a grade level and between grade levels to increase instructional strengths.

ACTION PLAN				MONITORING PLAN	
Action Steps	Timeline	Resources	Person(s) Responsible	Monitoring Measures	Person(s) Responsible
2.1.1 Training in “Step Up to Writing” will be provided at our first 3 Inservice Days in September, October, and November.	September-November	Instructional Materials, Title 1 money, Professional Trainer	Professional Trainer, Principal	Attendance of Teachers to trainings, Principal observations	Principal
2.1.2 Teachers will be provided with the “Step Up to Writing” materials and mentoring in the implementation of the program in their classrooms.	September-November	Professional Trainer	Professional Trainer, Principal	Observation of teacher implementation of the program in the classroom	Principal
2.2.1 Teachers in grades K-5 will provide word study instruction. Those teachers that are not familiar with the program may ask the administration for further training and modeling of the program in order to incorporate it into their instruction this school year.	September-May	Mentors to help teachers that need further instruction in the implementation of the program	Teachers, Principal	Observation of teacher implementation of the program in the classroom	Principal

ACTION PLAN				MONITORING PLAN	
Action Steps	Timeline	Resources	Person(s) Responsible	Monitoring Measures	Person(s) Responsible
2.3.1 Teachers will meet weekly at their grade levels to share instructional strengths.	September-May	Teacher knowledge	Teachers	Weekly PLC reports	Principal
2.3.2 Teachers will meet once a month with a grade level below or above them to discuss curriculum alignment.	September-May	Teacher knowledge, State Standards	Teachers	PLC Reports	Principal

Goal 3:

Build a stronger school community through increased parental involvement.

Measurable Objectives:

1. The school will provide many diverse opportunities for parents to be involved with our school.

ACTION PLAN				MONITORING PLAN	
Action Steps	Timeline	Resources	Person(s) Responsible	Monitoring Measures	Person(s) Responsible
3.1 The staff will create a master calendar within the first month of school, scheduling the literacy nights and other activities.	September-October	Title 1 Funds, Teachers, Parent Volunteers	Teachers, Principal	A Calendar of events for the school year is completed	Teachers, Principal
3.2 Provide a weekly school-wide newsletter in English and Spanish.	September-May	Principal, Parent Volunteers, Staff, Website	Principal	Posted copies of the weekly newsletter on the Website	Principal

ACTION PLAN				MONITORING PLAN	
Action Steps	Timeline	Resources	Person(s) Responsible	Monitoring Measures	Person(s) Responsible
3.3 Hold monthly parent-teacher organizational meetings.	September-May	Connect-Ed Message, Newsletter, teachers	Teachers, Principal, Parents	Attendance Counts at the meeting, Meeting notes	Principal
3.4 Have parent volunteers to help students in kindergarten and first grade with early reading skills and practice.	September-May	Parent Volunteers, Leveled Reading Books	Parents, Teachers, Principal	Volunteer Records, Reading Evaluations, Visual Observation	Teachers, Volunteers, Principal
3.5 Hold the following activities throughout the school year to bring parents into the schools: parent/teacher conferences, family literacy nights, science fair, movie nights, talent show, winter concert, career on wheels, field day.	September-June	Staff Involvement, Parent Volunteers, Title 1 Funding	Teachers, Support Staff, Parent Volunteers, Principal	Attendance at Activities, Comments from parents, Visual Observation	Teachers, Principal
3.6 Ongoing communication between the teachers and parents on at least a weekly basis by any of the following methods: newsletters, journals, homework planners, notes home, e-mail, or phone calls.	September-May	Teachers, Newsletters, Student Planners, E-mail, Connect Ed, Phone Calls	Teachers, Principal, Parents	Number of Newsletters sent home, Comments from parents, Teacher logs of phone calls, e-mails or notes sent home and received.	Teachers, Principal

Part V: BUDGET FOR THE OVERALL COST OF CARRYING OUT PLAN

Goals	Total amount needed to accomplish Goal	Funds available in current school funding that have been specifically set aside for the implementation of the goal	Funds still needed to implement goal
Goal 1 Improve student achievement on all mandated state tests.	\$33,000.00	Title 1 Funds	none
Goal 2 Professional development of staff in instructional practices and programs.	\$20,000.00	Title 1 Funds	none
Goal 3 Build a stronger school community through increased parental involvement.	\$8,000.00	Title 1 Funds	none

Part VI: EVALUATION OF THE SIP

Measurable Objectives Goal 1	Evaluation Measures	Timeline	Person(s) Responsible
1. Show an overall school increase in our student population that reach proficiency or better on the Math and Reading CRTs by at least 10%.	CRT Scores, NWEA Scores, Short-Cycle Assessments	September-May	Teachers, Principal, Students
2. Increase the number of students who score 12 or better on the 5 th Grade Writing Proficiency.	CRT Writing Scores, Practice Writing Samples, Monthly Writing Prompts	September-May	Teachers, Principal, Students
Measurable Objectives Goal 2	Evaluation Measures	Timeline	Person(s) Responsible
1. Training and implementation for all staff in the “Step Up to Writing” program.	Principal and Trainer Observations	September-November	Principal, Teachers, Trainers
2. Continued training and implementation of the “Words Their Way” program with all teaching staff.	Principal and Mentor Observations	September-December	Teachers, Principal, Mentors
3. Provide professional development time for the sharing of best practices between teachers at a grade level and between grade levels to increase instructional strengths.	PLC Reports, In-service Day Agendas, Principal Observation	September-May	Teachers, Principal
Measurable Objectives Goal 3	Evaluation Measures	Timeline	Person(s) Responsible
1. The school will provide many diverse opportunities for parents to be involved with our school.	Parental involvement as measured by our volunteer log and attendance of families at school-sponsored activities.	September-May	Teachers, Principal

Part VII: OTHER REQUIRED ELEMENTS OF THE SIP All schools MUST complete this page.

School Characteristics	#	%	Title I	Yes	No
Average Daily Attendance		93	Eligible	X	
Transiency Rate		15.5	Served	X	
% enrolled continuously since Count Day		84.5	Targeted Assisted	X	
Incidents of School Violence: Student-to-Student	104		School wide	X	
Incidents of School Violence: Student-to-Staff	35		Did your school make Adequate Yearly Progress (AYP)?	Yes	
% of Highly Qualified Teachers	23	100	What was your school's AYP Designation? Exemplary (EX), High Achieving (HA), Watch List (W), Needs Improvement Year 1 (N1), Needs Improvement Year 2 (N2), Needs Improvement Year 1 Hold (N1-H), Needs Improvement Year 2 Hold (N2-H), etc.	Adequate	
Dropout Rate (HS)	N/A		Did you appeal your latest AYP designation?	No	
Graduation Rate (HS)	N/A		Was your latest appeal granted?	N/A	
			Designated as Persistently Dangerous School?	No	
			Receiving State Remediation funding?		X
			Has a State SST been assigned to your school?		X
1. What are the policies and practices in place that ensure proficiency of each subgroup in the core academic subjects? <i>We have an ESL teacher that evaluates and works with our ESL students. We have an intervention team that helps to develop and track interventions for students who are struggling in the regular classroom. From this team, the recommendations for complete psychological testing are done. We have special education teachers who provide for the programming and instruction to meet the goals of individual student IEPs. Teachers give short cycle assessments to evaluate student progress on mastering the state standards. Remediation is done with students that do not meet mastery by at least 80% as measured on the short cycle assessments or those who fall below proficiency on the NWEA evaluation.</i>					
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/or during any extension of the school year. <i>The school district offers Extended School Year in the summer for those students who qualify for the program. We also offer an extended kindergarten day for students that lag behind in acquiring reading skills.</i>					
3. Describe the resources available to the school to carry out the plan. <i>The resources we have available are our PLC Groups, our SIP Team, district level curriculum director, RPDP, our school administration, and our Title 1 funding for consultants and needed materials.</i>					

Part VII: OTHER REQUIRED ELEMENTS OF THE SIP All schools MUST complete this page.

4. Summarize the effectiveness of any appropriations for the school made by the Legislature to improve student academic achievement.

N/A

5. Discuss how the school will utilize Educational Involvement Accords for Parents including the Honor Code and meet all the requirements of the law.

The EI Accords and the Honor Code are published in our Student/Parent Handbook. Parents and students must sign and return a paper stating that they have read and understand these things. We hold parent/teacher conferences, literacy nights, and other school activities that bring parents into the school. Parents volunteer in classrooms. We have a weekly newsletter with tips that parents may use to help their children with their education at home.

6. If applicable, describe how the school will make its Title III Annual Measurable Achievement Objective (AMAO) targets in English language proficiency (reading, writing, listening, and speaking comprehension).

In order to make our Title III Annual Measurable Achievement Objective, we will utilize the following:

- *E.S.L. teacher that will work with the E.S.L. students, classroom teachers, and parents to implement and carry out an English acquisition program.*
- *Leap Pads are made available for students to take home for listening and reading practice.*

Part VIII: REQUIRED ELEMENTS FOR TITLE I SCHOOLS

Title I schools, identified as “Needs Improvement,” and are a schoolwide Title I school 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.
- 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 and/or AMAO status.

Part VIII: REQUIRED ELEMENTS FOR TITLE I SCHOOLS

Title I schools, identified as “Needs Improvement,” and are a schoolwide Title I school MUST complete this page.

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 supports the achievement of the school’s annual goals and objectives.
6. Describe the school’s strategies to attract high-quality highly qualified teachers to your school.
7. Describe the school’s plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs.
8. Identify the measures that include teachers in decisions regarding the use of academic assessments.
9. Provide assurance that federal, state, and local services are coordinated and integrated into the school improvement efforts.

Part IX: REQUIRED ELEMENTS FOR NON-TITLE I SCHOOLS

Non-Title I schools, identified as “Needs Improvement,” MUST complete this page.

1. Describe how and when the school will provide written notice to parents on the school’s “Needs Improvement” status and/or AMAO status.
2. Describe the school’s teacher mentoring program and how it supports the achievement of the school’s annual goals and objectives.

NYE COUNTY SCHOOL DISTRICT

**GABBS SCHOOL
BOX 147, 511 E. AVENUE
GABBS, NV 89409**

SAGE SCHOOL IMPROVEMENT PLAN TEMPLATE TITLE I - NRS 385

For Implementation in
(2009-2010)

School Improvement Planning Team

- ALL Title I schools must have a parent on their SIP team that is NOT a district employee. Indicate this member with an asterisk.

Name of Member	Position
Selway Mulkey	Principal
Howard Hall	3 rd -6 th Teacher
Jerri Kerns	K-1-2 Teacher, Head Teacher
M.K. Hovden	7-12 Math
Sue Wood	7-12 Art, Home Econ; History
Michael Doheny	7-12 English, History
Connie Stinson	K-12 Sped and PE
David Tooley	7-12 Science
Lita Lance*	Parent
Wendy Traub*	Parent

Submission Date: October, 2009

Area Reviewer:

Jerry Hill, Assistant Superintendent
Department for Student Achievement

School:	Gabbs School	District:	Nye County School District
Principal:	Selway Mulkey	School Year:	2009-2010
Head Teacher:	Jerri Kerns	Phone:	775.285.2692
Address:	Box 147 511 E. Avenue, Gabbs, NV 89409	Email:	smulkey@nye.k12.nv.us
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Part I: VISION FOR LEARNING
District Vision or Mission Statement Every Child a Success
District Priority Need 1 Improvement in student achievement and proficiency levels for all students
District Priority Need 2 Sustain practices in the NCSD educational organization that increase the graduation rate, decrease the dropout rate, utilize educational technology, and promote parent involvement
District Priority Need 3 Maintain safe learning and working environments for all staff and students

VISION FOR LEARNING (continued)

School Vision or Mission Statement

Our vision is to foster a caring, multicultural, diverse learning environment where all persons are understood, respected, appreciated and treated equally. With this vision in mind the students from Gabbs/Yomba Communities will move forward on a path wherein they can strive for and fulfill worthwhile lifelong goals and reach their ultimate potential.

School Highlights

Gabbs School achieved Goal 1, Objective 1 and Objective 2 of the 2008-2009 School Improvement Plan. For Goal 2, Objective 1, we have 50% above the standard and 50% below standard.

Experienced principal and all our experienced teachers returned to school for 2009-2010.

All Class of 2009 passed the HSPE in reading as juniors. Math and writing were passed by 75%, in both subjects.

All Class of 2010 has passed all their proficiencies, with 25% exceeding in reading.

All Class of 2011 passed math, science and reading, with 100% exceeding in reading and 50% exceeding in science.

One graduate from the Class of 2005 has earned her Associate of Arts Degree at Haskell University.

Three students from Class of 2007 have earned their Associate Degrees and one completed his program and is successfully employed at Barrick Gold in Elko.

Staff continues effective collaboration on the Professional Learning Communities Model.

We have several students doing elective classes through Odyssey Ware online.

Gear Up students who are now 10th graders continue to excel and be involved in planning their futures.

For the first time in three years, we had enough boys who had a successful boys' basketball season.

PART II: INQUIRY PROCESS

Comprehensive Needs Assessment

Key Strengths

(to sustain in the school improvement plan)

- 50% of students in grades 3-8 met or exceeded their grade level standards in reading, math, and science.
- 67% of students in grade 3 met or exceeded standards in reading and math
- 100% of students in grade 5 exceeded the standard in reading and science and met standard in math
- 60% of students in grade 6 met or exceeded their grade level standards in math.
- 80% of students in grade 7 met or exceeded their grade level standards in math.
- 60% of students in grade 7 met or exceeded their grade level standards in reading.
- All Class of 2009 passed the HSPE in reading as juniors. Math and writing were passed by 75% (with 25% pending in July), in both subjects.
- K-12th - dedicated staff - all are highly qualified in their fields; small school with lower teacher/student ratio provides lots of opportunities for interaction and peer tutoring. Improving math, reading, and writing skills is an instructional priority at all levels. Using our Professional Learning Community model, teachers are expanding collaboration at all levels K-12.
- Students are receiving improved instruction through active teaching and learning. We have been able to establish two more class-rooms with new computers for student use on a daily basis.

Priority Concerns

- 50% of grades 3-8 scored below their grade level standards in reading, math, and science.
- 50% of grades 5 and 8 scored below their grade level standards in writing.
- In grades 5 and 8 Writing, the category with the lowest average remains Voice.
- Less than half, 40% of 3rd grade students met or exceeded their grade level standards in reading and math.
- None of the 4th grade students met or exceeded their grade level standards in math or reading
- None of the 8th grade students met or exceeded their grade level standards in math.
- In grades K-8 Reading, the categories with the lowest average remain Expository Text and Determining Critical Stance.
- In grades K-8 Math, the categories with the lowest average remain Measurement/Geometry and Problem Solving.
- Native American students are under-represented in students who meet or exceed their grade level standards in reading and math.
- Students with IEPs continue to cluster in the Developing/Emerging level in both math and reading.
- In our comprehensive student surveys, 52.5% of our students in Grades 7-12 “Disagree” or “Strongly Disagree” with the statement “My parents help me with schoolwork at home.” In the K-1 group, the percentage was 56%.

INQUIRY PROCESS (continued)

Verification of Causes – Root Cause Analysis

For each concern, verify the root causes that impact or impede the priority concerns. Identify research-based solutions that address the priority concerns.

<i>Priority Concerns</i>	<i>Root Causes</i>	<i>Solutions</i>
Reading – expository text and determining critical stance	Focus on basic reading skills due to high number of non-proficient students.	a. Model proper techniques of reading and responding to expository text. Increase focus on higher level thinking skills. b. Gourmet Learning Reading will be used with students second through sixth.
Math – measurement/geometry and problem solving	Saxon does not have problem solving within their program. Students don't retain instruction.	a. Basics have to be re-taught frequently. Continue using "problems of the day" and use Marilyn Burns' materials. b. Problem solver books by Judy Goodnow and Shirley Hooeboom will be used in first through sixth. c. Gourmet Learning Math will be used with students second through sixth and algebra I.
Writing - Voice	Students still lack basic writing skills	Teachers will use picture books to teach writing. Collect monthly writing samples from all students and score them using 6 Traits (K-8) and Holistic (9-12).
Native American students over-represented at non-proficient levels.	Learning disabilities and home environment compounded by their inability to receive tutoring after school.	a. Special accommodations for students with IEPs. Yomba Tribe has talked about establishing after-school tutoring. b. Yomba tribe is providing tutoring after school Monday through Friday for all students k-8 who live in Reese River.
A large number of students with IEPs.	16.6% of our students have learning disabilities.	Special accommodations and after-school tutoring for students who live in Gabbs and Yomba and can make arrangement for ride home.

Part III: IMPROVEMENT GOALS AND MEASURABLE OBJECTIVES

Goal 1:

Gabbs School will achieve Safe Harbor in English Language Arts.

Measurable Objective 1:

10% fewer students will score at non-proficient levels in reading as measured by 3-8 CRT Reading and HSPE reading assessments.

Measurable Objective 2:

10% fewer students will score at non-proficient levels in writing as measured by the 5th and 8th grade Writing Assessment and HSPE Writing assessment.

Goal 2:

Gabbs School students will achieve Safe Harbor in Math.

Measurable Objective 1:

10% fewer students will score at non-proficient levels in math as measured by 3-8 CRT Math and HSPE math assessments.

Part IV: SCHOOL IMPROVEMENT MASTER PLAN & REFORM STRATEGIES

Goal 1:

Gabbs School students will achieve Safe Harbor in English Language Arts.

Measurable Objective(s):

1. 10% fewer students will score at non-proficient levels in reading as measured by 3-8 CRT Reading and HSPE reading assessments.
2. 10% fewer students will score at non-proficient levels in writing as measured by the 5th and 8th grade Writing Assessment and HSPE Writing assessment.

ACTION PLAN				MONITORING PLAN	
Action Steps	Timeline	Resources	Person(s) Responsible	Monitoring Measures	Person(s) Responsible
1.1.1 All K-12 students will read in every class daily	Beginning August 24 and continuing	Teachers, library, internet	Teachers (and Mr. Mulkey) by checking lesson plans and making class visits	Students are to keep reading log (K-12)	Teachers and Principal Mulkey
1.1.2 All K-12 students will use Wordsmart to increase their vocabulary and improve their reading skills	Beginning August 24 and continuing	Wordsmart and teacher expertise	Teachers and Mr. Mulkey	Check progression of scores in the program, with 80% as standard for mastery.	Teachers and Principal Mulkey
1.1.3 All K-12 students will utilize the library and check out books for reading activities in classes	Beginning August 24 and continuing	Library and teacher planning and usage	Teachers and Mr. Mulkey	Enlist librarian's help in keeping track of books checked out weekly.	Teachers, librarian, and Principal Mulkey
1.2.1 All K-12 students will publish a writing sample monthly	Once per month beginning September 15	Teachers	Teachers and Mr. Mulkey	Teacher scoring	Teachers and Principal Mulkey
1.2.2 All K-6 teachers and the 7-12 English teacher will focus on voice using picture books.	Once per month beginning September 15	Ms. Kerns Selected Picture Books	Teachers and Mr. Mulkey	Teacher scoring	Teachers and Principal Mulkey

Part IV: SCHOOL IMPROVEMENT MASTER PLAN & REFORM STRATEGIES (CONTINUED)

Goal 2:

Gabbs School students will achieve Safe Harbor in Math.

Measurable Objective(s):

1. 10% fewer students will score at non-proficient levels in math as measured by 3-8 CRT Math and HSPE math assessments.

ACTION PLAN				MONITORING PLAN	
Action Steps	Timeline	Resources	Person(s) Responsible	Monitoring Measures	Person(s) Responsible
2.1.1 Students will participate in an academic problem solving competition	One day per quarter beginning October 23	Teachers, donations from mine and PTO	Teachers, with Ms. Kerns organizing	Copy of the activities agenda.	Ms. Kerns and other teachers.
2.1.2 K-12 students will master grade level math facts.	Daily for K-6; weekly for 7-12.	Texts, flashcards and internet sites	Teachers and Mr. Mulkey	Check at end of each segment or once a month; CRT and HSPE breakdowns	Teachers and Principal Mulkey

Part V: BUDGET FOR THE OVERALL COST OF CARRYING OUT PLAN

Goals	Total amount needed to accomplish Goal	Funds available in current school funding specifically set aside for the implementation of the goal.	Funds still needed to implement goal.
Goal 1	\$1,200.00 for library books; \$5,000.00 for laptops with wireless cards	Title I funds of \$1,200.00 GEAR UP funds for extra duty pay for teachers to tutor 10 th grade GEAR UP students.	Our allotment will really help provide additional reading materials for our students.
Goal 2	\$5,000.00 for laptops with wireless cards	No money for laptops at this time. GEAR UP funds for extra duty pay for teachers to tutor 10 th grade GEAR UP students.	\$5,000.00

Part VI: EVALUATION OF THE SIP

Measurable Objectives	Evaluation Measures	Timeline	Person(s) Responsible
Goal 1 Measurable Objective 1: 10% fewer students will score at non-proficient levels in reading as measured by 3-8 CRT Reading and HSPE reading assessments. Measurable Objective 2: 10% fewer students will score at non-proficient levels in writing as measured by the 5 th and 8 th grade Writing Assessment and HSPE Writing assessment.	• CRT, MAP and HSPE breakdowns	• Spring CRT • MAP three times per year • Fall & Spring HSPE	• Teachers and Principal Mulkey
Goal 2 Measurable Objective: 10% fewer students will score at non-proficient levels in math as measured by 3-8 CRT Math and HSPE math assessments.	• CRT, MAP and HSPE breakdowns	• Spring CRT • MAP three times per year • Fall and Spring HSPE	• Teachers and Principal Mulkey

Part VII: OTHER REQUIRED ELEMENTS OF THE SIP (All schools MUST complete this page.)

School Characteristics	#	%	Title I	Yes	No
Average Daily Attendance	1034	96	Eligible	X	
Transiency Rate		5	Served	X	
% enrolled continuously since Count Day		95	Targeted Assisted	X	
Incidents of School Violence: Student-to-Student		1	Schoolwide	X	
Incidents of School Violence: Student-to-Staff		0	Did your school make Adequate Yearly Progress (AYP)?	X	
% of Highly Qualified Teachers		100	What was your school's AYP Designation? Exemplary (EX), High Achieving (HA), Watch List (W), Needs Improvement Year 1 (N1), Needs Improvement Year 2 (N2), Needs Improvement Year 1 Hold (N1-H), Needs Improvement Year 2 Hold (N2-H), etc.	Elem/Middle – Met AYP (Adequate) W – High School	
Dropout Rate (HS)		0	Did you appeal your latest AYP designation?		X
Graduation Rate (HS)		50%	Was your latest appeal granted?		N/A
			Designated as Persistently Dangerous School?		X
			Receiving State Remediation funding?		X
			Has a State SST been assigned to your school?		X

1. What are the policies and practices in place that ensure proficiency of each subgroup in the core academic subjects?

We follow the NV State Standards and they are denoted in lesson plans checked weekly. CRT, MAP scores and HSPE scores are analyzed for each subgroup.

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/or during any extension of the school year.

Ms. Kerns tutors Gear Up students on Tuesday afternoons and we have ESY available for those who qualify.

3. Describe the resources available to the school to carry out the plan.

Gear Up, NCSD Title 1, and General Funds

4. Summarize the effectiveness of any appropriations for the school made by the Legislature to improve student academic achievement.

No special legislative funds are available during the 2009-2010 school year; in fact, we received large budget cuts this year.

5. Discuss how the school will utilize Educational Involvement Accords for Parents including the Honor Code and meet all the requirements of the law.
We have received all of them back from our parents and we will refer to the Accord as appropriate in meetings/correspondence with parents.

6. If applicable, describe how the school will make its Title III Annual Measurable Achievement Objective (AMAO) targets in English language proficiency (reading, writing, listening, and speaking comprehension).

Part VIII: REQUIRED ELEMENTS FOR TITLE I SCHOOLS

1. Describe the required services the school has provided based on the number of years the school has been in need of improvement, (*e.g., schools in Year 2 of “Needs Improvement” must identify Year 1 and Year 2 services, and so on*).

- Year 1: School Choice. (N/A)
- 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.

Based on the lack of substitute teachers available in our area, professional development outside of our district is nearly impossible to achieve. However, we do allow teachers to attend a conference if substitutes are available.

3. Describe how the school will provide written notice to parents on the school’s “Needs Improvement” status and/or AMAO status.

N/A

4. Specify how Title I funds will be used to remove school from “Needs Improvement” status.
<i>N/A</i>
5. Describe the school’s teacher mentoring program and how it supports the achievement of the school’s annual goals and objectives. <i>We utilize our semi-weekly Professional Learning Community meetings to gather as a staff and share ideas, techniques, and experiences in the classroom.</i>
6. Describe the school’s strategies to attract high-quality highly qualified teachers to your school. <i>All of our highly qualified teachers returned to Gabbs this year.</i>
7. Describe the school’s strategies to increase parent involvement in accordance with Section 1118 of NCLB, such as family literacy services. <i>Ms. Kerns has scheduled “Family Literacy Nights” on a regular schedule for the full school year.</i>
8. Describe the school’s plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs. <i>Our K-1-2 teacher and our special education teacher cooperatively plan this smooth transition.</i>
9. Identify the measures that include teachers in decisions regarding the use of academic assessments. <i>We discuss the results and “trends” in faculty meetings and then teachers are given the direction to “beef up” areas where students need more work. These activities are monitored in their weekly lesson plans.</i>
10. Provide assurance that federal, state, and local services are coordinated and integrated into the school improvement efforts. <i>We work with all the federal, state, and local services available to us in our remote rural area. Some of that contact has to be by phone and email.</i>

Part IX: REQUIRED ELEMENTS FOR NON-TITLE I SCHOOLS

Non-Title I schools, identified as “Needs Improvement,” MUST complete this page.

1. Describe how and when the school will provide written notice to parents on the school’s “Needs Improvement” status and/or AMAO status.

N/A

2. Describe the school’s teacher mentoring program and how it supports the achievement of the school’s annual goals and objectives.

N/A

Nye County School District – Gabbs High School Career & Technical Education (CTE) Programs

The Nye County School District Career & Technical Education (CTE) courses are funded by the Carl Perkins Vocational and Applied Technology Education Basic Grant. Courses are offered on an exploratory level and provide experiences to be applied by students towards career and college training or certification. Based on the unique characteristics of each school, CTE programs differ in their offerings and application to college/certificate opportunities. Students and parents are encouraged to contact counselors to receive more information and planning of post secondary educational/career possibilities.

CAREER & TECHNICAL EDUCATION Areas of Study for Gabbs High School

Career & Technical Courses for Gabbs High School	Course Title	Type	Cert. Avail	Tech Prep	Course Title	Type	Cert. Avail	Tech Prep
	Newspaper	O						
	Foods I	I						
	Textiles	I						
	Computer Application	O						
	Career Cruising	I						

State of Nevada Definitions	I = Introductory Occupational Education Course	O = Occupational-Specific Course	T = Terminal Course
	A course which introduces students to an occupational education program area and should be a preparatory/prerequisite course for one or more occupationally specific courses.	A course that provides specific preparation for entry-level employment. Instruction is focused on a specific occupation and is usually taught in either the 11 th or 12 th grades.	An occupational specific course which is taken at the end of a sequential course of study and each school district has the responsibility of identifying the district's terminal courses.

Nye County School District Site-Based Parental Involvement Policy				
Parental Involvement Policy Component	Timeline for implementing components.	Person(s) Responsible Who is the person or group who will ensure that each component is implemented?	Monitoring Measures Identify data sources & timeline for monitoring the progress of each component.	Person(s) Responsible Who is the person or group who will ensure that the progress is monitored?
1. Each Title I school will involve parents in the joint development of a school wide parental involvement plan.	August to December	School Improvement Committee	School Improvement Plan Action Steps	• Dept. of Student Achievement • School Administration
2. Each Title I school will involve parents in the school review and improvement process.	May	School Improvement Committee	Review of Improvement Plan Action Steps	School Administration
3. Each NCSD school will provide coordination and technical assistance for its parents participating in activities that improve student academic achievement and school performance.	Ongoing throughout school year	• School Administration • Leadership Team	Participation Surveys following Parent Classes, Activities, and Public Presentations regarding academic achievement and student performance.	• School Administration • Dept. of Student Achievement
4. Each Title I school will provide necessary program training for parents to assist in their child's learning when appropriate. (Such as: Head Start, Reading First, Early Reading First, Even Start, Parents as Teachers, Home Instruction Program for Preschool Youngsters, and state-operated programs)	Ongoing throughout school year	• Program Coordinators • School Administrators	• Training Completion • Training Participation Survey	• School Administration • Dept. of Student Achievement
5. Each Title I school will involve parents in the evaluation of the school's parental involvement for effectiveness and possible improvements.	Fall P/T & Spring P/T Conference	School/Teachers will invite parents to complete Parent Perception Survey	Collection and Examination of Parent Survey Results	• School Administration • Dept. of Student Achievement
6. Each Title I school will strengthen its parental involvement relationship through: a. providing explanations of State Standards and student achievement results on assessments b. Completion of Nevada D.O.E. Educational Involvement Accord	a. Ongoing throughout school year b. August	• Administrators • Counselors • Teachers	• Open House Events • P/T Conferences • IEP meetings	• School Administration • Dept. of Student Achievement

Gabbs School

Nye County School District

511 E Avenue
Gabbs, NV 89409
Ph: 775-285-2692 Fax: 775-285-2381

Mr. Selway Mulkey, Principal
Grade Levels: K-12
Website: www.gabbs.nye.k12.nv.us



2006-2007 School Accountability Summary Report

For more information visit www.nevadareportcard.com

Mission Statement

Our vision is to foster a caring, multicultural, diverse learning environment where all persons are understood, respected, appreciated, and treated equally. With this vision in mind the students from Gabbs/Yomba Communities will move forward on a path wherein they can strive for and fulfill worthwhile lifelong goals and reach their ultimate potential.

Principal's Highlights

Experienced principal returned to site for third year. Hired replacement teachers for English and math. Seven of eight Gear-Up seniors to attend GBC in fall. Eighth enrolled at WNCC in Fallon.

- Students continue to have success from the SB 404 funded Headsprout Early Reading program grades K-2.
- All juniors passed the writing proficiency on first try.
- Gear-up Seniors continue to excel and be involved in planning their futures.
- One student named to "Academic All State" in basketball. Three students made All Stage Academic Team for volleyball.
- Staff continues to collaborate on matters related to PLC.
- All eleventh graders have passed the HSPE in reading.
- Students are taking physics and a medical terminology class on the internet.
- With Federal Impact Money, we purchased new science equipment, a new scoreboard, and new sewing machines for sewing.
- Students and parents volunteered to paint our lockerrooms and to clean up the VFW hall in town.

Goals and Objectives

Goal 1

Gabbs Elementary students will improve their reading achievement on the CRTs and HSPE.

Objective(s):

Students will improve their performance on interpreting informational text by at least 10%.

Goal 2

Students will become more proficient in voice, ideas, organization and conventions on writing proficiencies.

Objective(s):

Students will improve their performance in using proper voice, ideas, organization and conventions by at least 10%.

Goal 3

Students will improve math performance on CRT's and HSPE's.

Objective(s):

Students will improve their performance in math problem solving by at least 10%.

Demographics and Student Information

Demographic profiles are reported by gender, race/ethnicity, and special student populations as of count day. Student Average Daily Attendance (ADA) is the percentage of the school enrollment in attendance on an "average school day" as of the 100th day of school.

	Enrollment #		Enrollment %		Avg Daily Attendance		
	School	District	School	District	School	District	State
Total Students	60	6,369	100.0 %	100.0 %	93.3 %	92.4 %	93.9 %
Male	31	3,295	51.7 %	51.7 %	*	*	*
Female	29	3,074	48.3 %	48.3 %	*	*	*
American Indian/Alaskan Native	21	145	35.0 %	2.3 %	91.3 %	91.9 %	92.9 %
Asian/Pacific Islander	N/A	164	N/A	2.6 %	N/A	93.1 %	95.7 %
Hispanic	-	1,377	-	21.6 %	-	93.1 %	93.9 %
Black/African American	N/A	220	N/A	3.5 %	N/A	90.8 %	92.2 %
White	36	4,463	60.0 %	70.1 %	94.1 %	92.2 %	94.1 %
IEP	-	884	-	13.9 %	-	91.4 %	92.3 %
LEP	N/A	305	N/A	4.8 %	N/A	93.6 %	94.4 %
FRL	38	3,034	63.3 %	47.6 %	93.4 %	91.7 %	93.4 %
Migrant	N/A	N/A	N/A	N/A	*	*	*

IEP = Students with Disabilities

LEP = Students with Limited English Proficiency

FRL = Students qualifying for Free/Reduced Lunch

'-' indicates data not presented for groups fewer than 10.

'N/A' indicates a population of zero.

'*' indicates data are not available.

Transiency, Truancy, and Discipline

	School	District
Transiency Rate	40.3 %	37.0 %
Habitual Truancy - # of Incidents	0	0
Discipline - # of Incidents Resulting in Suspension/Expulsion for:		
Violence to Other Students	4	326
Violence to Staff	0	0
Possession of Weapon	0	9
Distribution of Controlled Substance	0	1
Possession/Use of Controlled Substance	0	6
Possession/Use of Alcohol	0	5
Habitual Disciplinary Expulsions	0	3

Incidents are reported at the school where the action occurred.

Data reported as of the end of the school year.

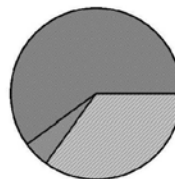
Retention/Credit Deficiency*

Grade	School #	School %	District #	District %
K	0	0.0 %	19	4.1 %
1	0	0.0 %	22	4.8 %
2	0	0.0 %	6	1.2 %
3	0	0.0 %	3	0.6 %
4	0	0.0 %	5	1.0 %
5	0	0.0 %	4	0.8 %
6	0	0.0 %	18	3.3 %
7	0	0.0 %	28	5.3 %
8	0	0.0 %	38	6.8 %
9	0	0.0 %	74	12.3 %
10	0	0.0 %	77	14.5 %
11	0	0.0 %	19	4.9 %
12	0	0.0 %	2	0.6 %

* Students are retained in grades 9-12 if they have insufficient credits.

Student Ethnicity

Data reported as of count day.



- American Indian/Alaskan Native (35%)
- Asian/Pacific Islander (0%)
- Hispanic (5%)
- Black/African American (0%)
- White (60%)

Student/Teacher Ratio

Grade	School	District
ALL	13:1	20:1

*** Teachers may serve multiple grades as needed. Therefore, Student/Teacher Ratio is reported for the school as a whole. Student/Teacher Ratio is listed for all grade levels where students do not rotate to different teachers. Data reported as of December 1.

Average Class Size

Subject Area	School	District
English	5	22
Mathematics	3	22
Science	5	23
Social Studies	5	25

Average Class Size is listed for all core classes where students rotate to different teachers for different subjects. Data reported as of December 1.

Adequate Yearly Progress (AYP)

Elementary Designation: Adequate

Gabbs Elementary School has been classified as a school which demonstrated Adequate Yearly Progress during the 2006-2007 school year. Classification as demonstrating AYP is due to the schools meeting all No Child Left Behind criteria in the areas of English language arts (ELA), mathematics, and the school-wide other indicator.

Middle Designation: Adequate

Gabbs Middle School has been classified as a school which demonstrated Adequate Yearly Progress during the 2006-2007 school year. Classification as demonstrating AYP is due to the schools meeting all No Child Left Behind criteria in the areas of English language arts (ELA), mathematics, and the school-wide other indicator.

High Designation: Watch

Gabbs High School has been classified as a school which did not demonstrate Adequate Yearly Progress (AYP) during the 2006-2007 school year. Classification as not demonstrating AYP is due to the schools not meeting 1 of the No Child Left Behind criteria in the area of the school-wide other indicator. In order for a school to demonstrate Adequate Yearly Progress, all NCLB criteria must be met.

Summary of Standards-Based Test Performance

Nevada uses criterion referenced tests (CRTs) and the High School Proficiency Exam (HSPE) to measure student achievement relative to Nevada's academic standards. Data in these tables are a compilation of test results for grades represented at this school and may not represent the figures that were used to determine this school's Adequate Yearly Progress. For grade-specific assessment results and other assessment information, refer to the Nevada Report Card Website at www.nevadareportcard.com.

ED = Percentage of students performing in the lowest range of achievement (Emergent/Developing)

AS = Percentage of students performing in the Approaches Standards range of achievement

MS = Percentage of students performing in the Meets Standards range of achievement

ES = Percentage of students performing in the highest range of achievement (Exceeds Standards)

K-8	Reading				Writing				Mathematics				Science			
	ED	AS	MS	ES	ED	AS	MS	ES	ED	AS	MS	ES	ED	AS	MS	ES
State	10 %	33 %	45 %	13 %	9 %	38 %	43 %	10 %	12 %	29 %	40 %	18 %	11 %	36 %	42 %	11 %
District	8 %	31 %	49 %	12 %	6 %	41 %	47 %	6 %	12 %	32 %	43 %	13 %	7 %	31 %	49 %	14 %
School	20 %	40 %	32 %	8 %	10 %	60 %	30 %	0 %	24 %	24 %	52 %	0 %	10 %	70 %	20 %	0 %

'-' indicates data not presented for groups fewer than 10.

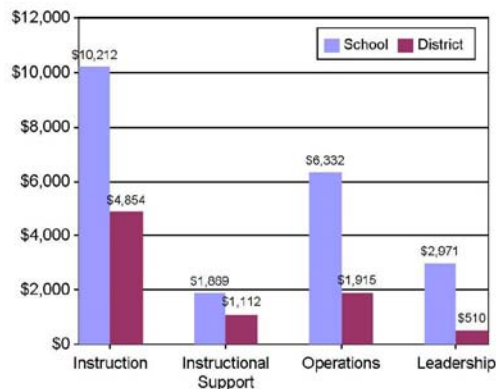
'N/A' indicates that data are not available.

Per-Pupil Expenditures 2005-2006

The per pupil expenditures for all Nevada school districts and schools are calculated by In\$ite, which results in comparable financial information over time and across the state. Financial data are reported for the year prior to the school year just completed.

Gabbs School Total Cost Per Pupil = \$21,383.30
District Total Cost Per Pupil = \$8,391.30

Per-Pupil Expenditures By Category



Schools showing only \$0 have not been in operation long enough to have data for 2005-2006.

Personnel Information

Classes Not Taught by Highly Qualified Teachers

	School %	District %
Elementary	0.0 %	8.9 %
Arts	0.0 %	24.6 %
English	0.0 %	22.1 %
Foreign Language	0.0 %	0.0 %
Mathematics	75.0 %	23.3 %
Science	0.0 %	11.7 %
Social Studies	0.0 %	8.2 %

'N/A' indicates that these subjects or grade levels are not present. Data obtained from the Office of Teacher Licensure as of May 2007.

Highly qualified teachers hold a minimum of a bachelor's degree, are licensed to teach in the State of Nevada, and have demonstrated competence in their teaching area.

Teacher ADA and Licensure Information

	Teacher Average Daily Attendance Rate	Teachers providing instruction:		
		Pursuant to NRS 391.125 (Emergency Credential)	Pursuant to waiver with State Approval	Without an endorsement for the subject area
State	95.8 %	537	638	144
District	95.5 %	2	13	1
School	93.9 %	0	0	0

Teacher Average Daily Attendance (ADA) is the percentage of licensed educators who provided instruction to students in classrooms on an "average school day". 'N/A' indicates that data are not available.

Graduation/Dropout Information: Class of 2006

	Graduation Rate			Dropout Rate		
	School	District	State	School	District	State
Total Students	-	66.7 %	67.5 %	0.0 %	3.3 %	4.6 %
Male	-	57.7 %	64.6 %	0.0 %	3.5 %	5.0 %
Female	-	76.3 %	70.4 %	0.0 %	3.0 %	4.2 %
American Indian/Alaskan Native	-	57.1 %	59.2 %	0.0 %	0.0 %	4.2 %
Asian/Pacific Islander	-	-	76.8 %	0.0 %	0.0 %	3.2 %
Hispanic	-	53.2 %	55.3 %	0.0 %	2.6 %	6.5 %
Black/African American	-	-	52.7 %	0.0 %	1.6 %	5.8 %
White	-	70.1 %	75.0 %	0.0 %	3.7 %	3.5 %

'-' indicates data not presented for groups fewer than 10 for graduation rate.
'N/A' indicates sufficient data are not available.

High School Completion Indicators: Class of 2006

	Standard Diploma		Advanced Diploma		Adult Diploma*		Adjusted Diploma		Cert. of Attendance+	
	#	%	#	%	#	%	#	%	#	%
State	11,710	62.8 %	4,657	25.0 %	88	0.5 %	1,238	6.6 %	939	5.0 %
District	90	31.7 %	154	54.2 %	N/A	N/A	26	9.2 %	14	4.9 %
School	2	40.0 %	N/A	N/A	N/A	N/A	2	40.0 %	1	20.0 %

* 'N/A' indicates that no diplomas or certificates of this type were issued.

* Adult diplomas issued to 12th grade students enrolled in a program of alternative education are included in these figures.

+ Certificates of Attendance are given to students who did not receive a diploma only because they did not pass the Nevada High School Proficiency Exam.

Parent/Community Involvement**Parent/Teacher Conference Participation**

06-07	05-06	04-05
90.0 %	46.0 %	57.0 %

* 'N/A' indicates the data are not available.

We continue to fax our daily bulletin to the Gabbs Library, to the Yomba Tribal Office, and to the local R & H Cafe in town. We regularly send notices home regarding special events at school, such as our Family Literacy Nights, the PTSO Talent Show and Donkey Basketball this year. In addition, we are a close-knit community, with frequent contacts with parents, grandparents, and other relatives, as well as with other school patrons through various events at the VFW Hall or the town hall. We regularly contribute to the Gabbs Communicator, we keep our Gabbs School Website (www.gabbs.nye.k12.nv.us) up to date and we are available by phone and by fax by which we communicate readily and often.

Note: Charter school numbers, excluding local state-sponsored charter schools, are reflected in all district totals in this report.

The development of this annual school accountability report is a joint effort among the Nevada Department of Education, Otis Educational Systems, Inc., and Nevada school districts. This report is provided to the public as required by the federal No Child Left Behind Act and NRS 385.347. A comprehensive listing of all accountability data, including student test data, may be accessed on the Nevada Annual Reports of Accountability website at www.nevadareportcard.com.

NYE COUNTY SCHOOL DISTRICT

HAFEN ELEMENTARY SCHOOL

7120 S. Hafen Ranch Rd.

Pahrump, NV 89061

SAGE SCHOOL IMPROVEMENT PLAN

TITLE I - NRS 385

For Implementation in 2009-10 School Year

School Improvement Planning Team

[ALL Title I schools must have a parent on their SIP team that is NOT a district employee. This member is indicated with an asterisk.]

Name of Team Member	Position
Dr. Terry Owens	Principal
Mrs. Jean Aubol	Teacher, 1 st Grade
Mrs. Cindy Thayer	Teacher, 3 rd Grade
Mrs. Paula Ward	Teacher, 4 th Grade
Mrs. Mary Brickles	Teacher, 5 th Grade
Mrs. Shannon Cobilas	Parent
Mrs. Kjester Buesig	Parent

Submission Date: October 2009

Area Reviewer: Jerry Hill, Assistant Superintendent
Department for Student Achievement

School:	Hafen Elementary School	District:	Nye County School District
Principal:	Dr. Terry Owens	School Year:	2009-10
Address:	7120 S. Hafen Ranch Road	Phone:	(775) 751-4688
	Pahrump, NV 89061	Email:	towens@nye.k12.nv.us
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Part I: VISION FOR LEARNING
District Mission Statement <i>Every child a success!</i>
District Goal 1 Improvement in student achievement and proficiency levels for all students.
District Goal 2 Sustain practices in the NCSD educational organization that increase the graduation rate, decrease the dropout rate, utilize educational technology, and promote parental involvement.
District Goal 3 Maintain safe learning and working environments for all students and staff.

VISION FOR LEARNING (continued)

School Vision or Mission Statement

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.

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 from 2008-09

- 3rd, 4th, and 5th grades made gains on the 2009 CRTs in reading
- 4th and 5th grades made gains on the 2009 CRTs in mathematics
- 5th grade CRT science scores were up significantly (17 point gain) from last year: from 62% to 79% proficient
- 5th grade state writing results were up by 10 points
- Several successful academic events were held this year, including an Awesome Authors Fair, Science Fair, and 3 Math Nights
- To ease district budget constraints, Hafen staff lowered school electric consumption each month anywhere from 11% to 20%
- Hafen music student participated in the Pahrump Fall Festival Parade and the December Pahrump-pa-pa-pum performance
- School volunteers put in over 1,000 hours of time for our Hafen ES
- A volunteer appreciation luncheon was held at the school to honor our volunteers
- The School Intervention Team met weekly to review and serve student needs
- Title I tutoring programs were held prior to CRTs and again the last five weeks of school
- Parents, students, and the community supported the HES-PTO school carnival fundraiser in May and other events
- A well organized Student Council (4th and 5th grades) set and met their goals for this school year, including a pet food drive to benefit the local Senior Center
- Tomes for Domes student bookstore sold new and used books at reduced prices for students
- Pahrump Arts Council provided “Art in the Schools” for 5th graders
- Hafen students welcomed Rosemary Clarke MS students as Reading Ambassadors
- High school Key Club presented “Teens Against Tobacco Use” (TATU) to 4th and 5th graders
- Elks Club donated flags and Rotary Club donated dictionaries for 4th and 3rd grades respectively
- A first grade teacher won a Rotary Club grant
- A Hafen teacher won a one year free school-wide subscription to the tech program, “BrainPop”
- The counselor ran a free after school sports club
- The library had a successful presentation of “Peeps” dioramas built on literary themes

PART II: INQUIRY PROCESS

Comprehensive Needs Assessment

Key Strengths

- > The school, as a whole, increased student academic achievement.
- > There was improvement in decreasing the gender gap in some subjects and grades.
- > Upper grades, with more time in Hafen, were successful on the CRTs.
- > Science scores increased substantially again.
- > Writing initiatives appear to be working, with a ten point gain in student scores on the state writing exam.
- > Grade level progress monitoring included valuable data from NWEA MAPS administered 1st through 5th grades on site.
- > The School Intervention Team brought attention and assistance to individual students.
- > Teachers were given continued training in Differentiated Instruction.
- > Teachers were cross trained by fellow staff in use of math manipulatives and games, and in writing strategies.
- > Teachers incorporated more hands-on instruction.
- > Math vocabulary was disseminated to classroom teachers.
- > Daily and weekly whole grade reading intervention continued.
- > Technology emphasized continued, with laptops, NEO units for 5th grades; Elmos, LCD projectors, interactive whiteboards, digital photography by students, and in classrooms.
- > Continued use of remediation software, including the Visagraph equipment, Ellis, My Reading Coach, Reading Plus for focus on at-risk students, MINES (math), Science Builder, and various computer skills programs.
- > A/R and A/M were used (Renaissance software programs) to supplement reading and math instruction.
- > Strong PLC practice kept focus on standards, student progress, and team problem-solving.
- > Leadership Council promoted shared decision making system with open communication and buy-in for school initiatives.
- > Student Council promoted involvement and empowerment of students.
- > Volunteer hours were high.
- > Community connections were positive and productive.

Priority Concerns

- 1) The Hispanic subpopulation was not meeting proficiency Percent Above Cut (PAC) targets.
- 2) Third grades were below PAC targets in math and slightly below in reading.
- 3) Number/operations and literary/expository text comprehension were low for boys in 4th grade.
- 4) LEP students were low in informational text and algebra for 3rd grade, and expository text for 4th grade.
- 5) Girls were low in all math areas except numbers and operations for 3rd grade.
- 6) IEP students were lower than the general population in reading and math, especially for 3rd grade.
- 7) Project-based grades and subsequent performance on science appeared to be affected by low SES.
- 8) Writing proficiency for 5th grade was only 50%, which was a gain, but still too low.

Verification of Causes – Root Cause Analysis

<i>Priority Concerns</i>	<i>Root Causes</i>	<i>Solutions</i>
Hispanic performance was low. Third grade performance was low. Writing scores are still too low. IEP students are below PAC targets. <u>STANDARDS NOT MET (3rd Gr.):</u> Phonics/context clues to determine meaning Cause/effect & fact/opinion Inferences & predictions of plot Restate facts & details Draw conclusions & support w/evidence Patterns, algebra, & functions Numbers & operations <u>STANDARDS NOT MET (4th Gr.):</u> Narrative elements to aid comprehension Patterns, algebra, & functions Problem solving	▪ Hispanic students were not always LEP eligible, and many didn't have English practiced at home. ▪ Content vocabulary was limited. ▪ Some Hispanic students were low SES. ▪ Not enough emphasis on expository text. ▪ 18% of 3rd graders were IEP; the pull-out program may not be effective. ▪ SpEd grading not integrated w/classroom. ▪ Not enough communication w/SpEd. ▪ Grade intervention was not consistent. ▪ Math curriculum was inconsistent. ▪ Saxon doesn't introduce stats in 4th. ▪ Not enough stats practice in 5th. ▪ There was a lack in prior years of whole school, consistent focus on writing. ▪ Writing wasn't always incorporated into everyday activities.	◆ Provide consistent standards resource materials and mandates for use. Toss all old standards references. ◆ Follow through on math vocabulary use by every teacher and finish writing glossary materials for all. ◆ Use A/M to meet math standards. ◆ Use touch math for low students. ◆ Use tech for vocab; Hispanics & IEP ◆ Consider more push-in for IEP. ◆ More visual instruction – vocabulary. ◆ Use peer coaching for students. ◆ Put more emphasis on logic/thinking. ◆ Mandate weekly intervention by whole grade level (1-5). ◆ Provide intervention materials. ◆ Integrate specials with academics. ◆ Start cross-grade intervention (fall).

Verification of Causes – Root Cause Analysis

<i>Priority Concerns</i>	<i>Root Causes</i>	<i>Solutions</i>
STANDARDS NOT MET (5 th Gr.): Expository text elements to aid comp. Data, probability and statistics Measurement	▪ Not enough connection to standards and classroom curriculum. ▪ Not enough concrete materials and direction to teachers for curriculum. ▪ Transiency rate remains a challenge. ▪ Not enough teaching to mastery level.	◆ Monitor daily instruction for appropriate focus on math & writing. ◆ Continue fairs and contests. ◆ Continue successful practices and programs (Step Up, etc.). ◆ Do MAP diagnostics on new students.

Part III: IMPROVEMENT GOALS AND MEASURABLE OBJECTIVES

Goal 1:

Increase academic achievement scores in reading and mathematics to meet AYP PAC targets of 63.8% for ELA and 67.2% for Math on the 2010 CRTs.

Measurable Objective 1.1:

Third grade achievement will increase from 56% proficient to at least 65% proficient in reading, and increase from 41% proficient to at least 68% proficient in mathematics.

Measurable Objective 1.2:

Students in the Hispanic sub-group will increase their rate of proficiency in reading and math to at least within 5 percentage points of the overall third grade rate of proficiency.

Measurable Objective 1.3:

Students having an IEP in grades 3-5 will decrease membership in the lowest quartile on both reading and math CRTs by at least 10% to meet Safe Harbor.

Goal 2:

Increase writing proficiency scores.

Measurable Objective 2.1:

Fifth grade scores on the state writing proficiency examination will improve to at least 60% proficient on the 2010 examination.

Part IV: SCHOOL IMPROVEMENT MASTER PLAN & REFORM STRATEGIES

Goal 1:

Increase academic achievement scores in reading and mathematics to meet AYP PAC targets of 63.8% for ELA and 67.2% for Math on the 2010 CRTs.

Measurable Objective 1.1:

Third grade achievement will increase from 56% proficient to at least 65% proficient in reading, and increase from 41% proficient to at least 68% proficient in mathematics.

Measurable Objective 1.2:

Students in the Hispanic sub-group will increase their rate of proficiency in reading and math to at least within 5 percentage points of the overall third grade rate of proficiency.

Measurable Objective 1.3:

Students having an IEP in grades 3-5 will decrease membership in the lowest quartile on both reading and math CRTs by at least 10% to meet Safe Harbor.

ACTION PLAN				MONITORING PLAN	
Action Steps	Timeline	Resources	Person(s) Responsible	Monitoring Measures	Person(s) Responsible
1. Creation of coded math and ELA standards maps, and accountability schedule for each grade level.	Summer and Fall 2009 and revisions as needed 2009-10	Nevada Standards for Math and Lang. Arts 2009 CRT tiers data and MAPS skill strands	SIT members Ward, Thayer, Brickles, and Aubol	Dissemination of the finished product for teacher inservice days 10/13/09 and 11/3/09	SIT and SIT sub-committee
2. Students will receive instruction based upon the state math standards rather than text sequence. Priority will be given to first semester attainment of essential state standards. [Note: ELA pacing is based on Trophies aligned to state standards.]	Aug. 2009 through June 2010	Teacher lesson plans and use of the product in Action Step 1. Individual teacher pacing as determined by effectiveness of academic outcomes. (See what successful teachers did & when.)	K-5 Teachers	Leadership Council reports; PLC meetings; lesson plans; observations	PLC cohort leads and Principal

ACTION PLAN				MONITORING PLAN	
Action Steps	Timeline	Resources	Person(s) Responsible	Monitoring Measures	Person(s) Responsible
3. Students will create and conduct surveys and then use data skills to present the results in various formats, including the school newsletter.	Sept. 2009 through May 2010	Teachers and staff Tech class Student input Chart sized paper and other school supplies as needed.	Individual classes, Student Council, Principal (to promote and track)	Monthly results can be shared at SIT meetings	SIT Principal
4. Students will learn and use consistent vocabulary in math and reading.	Aug. 2009 through June 2010	State math glossary State ELA standards	Math Committee SIT	Completed product in use in classes as evidenced by lessons taught.	Principal
5. Students will learn and use content vocabulary.	Aug. 2009 through June 2010	Technology software resources (various), Foldables, text lists	SIT Tech teacher Classroom teachers	Completed product used in classes as evidenced by lessons taught.	Principal
6. Students will utilize A/M and other software to meet math standards.	Aug. 2009 through June 2010	Math scanners and cards; paper, printers	Teachers	"Status of the Class" reports from A/M PLC minutes	Math Committee Principal Leadership Council PLC leaders
7. Students will be grouped for daily or weekly math and reading intervention. Some students may be directed to cross-grade intervention groups, including advanced students.	First semester	School intervention materials, including Read Well, Read 180, Soar to Success, A/M. MAPs	Certified staff, including SpEd, ELL, aides, limited volunteers and cross-age tutoring.	Finished monitoring schedule and chart. MAPs results to track progress on objectives	PLC leaders Principal Classroom Teachers SIT
8. Students with an IEP will use district directed Read 180 or System 44 (4 th & 5 th) in the resource room, and will receive push-in services per IEP.	Start Fall 2009	SESS purchase of Read 180 and System 44 for schools. IEP meetings and addendums as needed.	SpEd teachers	IEP schedules IEP files	Principal SESS oversight of Read 180 implementation and training.
9. Issue logic puzzles for students to solve.	Ongoing	Problem solving books; Teacher submissions	Principal and guest challengers.	Intercom announcements	Whole school

SCHOOL IMPROVEMENT MASTER PLAN (Continued)

Goal 2:

Increase writing proficiency scores.

Measurable Objective 2.1:

Fifth grade scores on the state writing proficiency examination will improve to at least 60% proficient on the 2010 examination.

ACTION PLAN				MONITORING PLAN	
Action Steps	Timeline	Resources	Person(s) Responsible	Monitoring Measures	Person(s) Responsible
1. Student writing K-5 will be featured through hall displays, school newsletter, and other publications.	Sept. 2009 through June 2010	Building cork strips, class display areas, newsletter, book binders, outside publishers.	Teachers Newsletter committee	Finished products on display with at least monthly rotations.	Leadership Council SIT Principal
2. Showcase student work through an authors' fair.	One per semester	School supplies Outside judges (Board of Trustees, community members)	2 nd -5 th teachers Writing Committee	Successful fairs open to the public	Writing Committee
3. Students K-5 will write across the curriculum on a daily basis.	Aug. 2009 through June 2010	Step Up to Writing (4,5); Lucy Calkins/Writers; Workshop; 6+1 Writing Traits; writingfix.com	Teachers	Lesson Plans Observations Student work	Principal
4. Students in 3 rd , 4 th and 5 th will receive common writing prompts.	Sept. 2009 through May 2010	Common grade level prompts, writingfix.com prompts; Writing trait rubrics; Student assessment charts	Writing Committee Teachers	Student work	Principal SIT PLCs
5. Students will use a common writing vocabulary.	Aug. 2009 through June 2010	Writing glossary; Nye Curriculum Guide; State ELA standards; glossary	Writing Committee SIT	Completed product in use in classes as evidenced by lessons taught.	Principal

Part V: BUDGET FOR THE OVERALL COST OF CARRYING OUT PLAN			
Goals	Total amount needed to accomplish Goal.	Funds available in current school funding that has been specifically set aside for the implementation of the goal.	Funds still needed to implement goal.
Goal 1 [Increase student proficiency in reading and math.] Goal 2 [Increase student proficiency in writing.]	\$3,839.83 for Renaissance programs. Varying amounts needed for ongoing supplies, copier or printer use, and software renewals throughout the year. Training costs: \$6,500.00	\$41,570.45 of Title I funds were set aside to support the plan through tutoring, site professional development on math and reading software, and web fees for math and reading programs. This includes the \$6,500 training fees. Title I supplies include support for writing. The school's general budget also supports the improvement plan initiatives.	None

Part VI: EVALUATION OF THE SIP			
Measurable Objectives	Evaluation Measures	Collection Timeline	Person(s) Responsible
1.1 Third grade achievement will increase from 56% proficient to at least 65% proficient in reading, and increase from 41% proficient to at least 68% proficient in mathematics.	MAPs CRT scores	Sept., Dec. 09 and May 2010 March 2010	Classroom and tech teachers Admin- site, district, state
1.2 Students in the Hispanic sub-group will increase their rate of proficiency (ELA & Math) to at least within 5 percentage points of the third grade proficiency.	MAPS Reading CRTs	Sept., Dec.09 and May 2010 March 2010	Classroom and tech teachers Admin- site, district, state
1.3 Students having an IEP in grades 3-5 will decrease membership in the lowest quartile on both reading and math CRTs by at least 10% to meet Safe Harbor.	MAPs Read 180 reports CRT scores	Sept, Dec, 09 May 2010 Monthly March 2010	Classroom and tech teachers SpEd teacher Admin- site, district, state
2.1 Fifth grade scores on the state writing proficiency examination will improve to at least 60% proficient on the 2010 examination.	Monthly prompts assessed in class Writing Scores	October thru May January 2010	Classroom teachers Admin- site, district, state

Part VII: OTHER REQUIRED ELEMENTS OF THE SIP

School Characteristics	#	%	Title I	Yes	No
Average Daily Attendance		95%	Eligible	✓	
Transiency Rate		43%	Served	✓	
% enrolled continuously since Count Day			Targeted Assisted		✓
Incidents of School Violence: Student-to-Student	5		School-wide	✓	
Incidents of School Violence: Student-to-Staff	0		Did your school make Adequate Yearly Progress (AYP)?	✓	
% of Highly Qualified Teachers		100%	What was your school's AYP Designation? Exemplary (EX), High Achieving (HA), Watch List (W), Needs Improvement Year 1 (N1), Needs Improvement Year 2 (N2), Needs Improvement Year 1 Hold (N1-H), Needs Improvement Year 2 Hold (N2-H), etc.		
Dropout Rate (HS)		n/a	Did you appeal your latest AYP designation?		✓
Graduation Rate (HS)		n/a	Was your latest appeal granted?		na
			Designated as Persistently Dangerous School?		
			Receiving State Remediation funding?		
			Has a State SST been assigned to your school?		

1. What are the policies and practices in place that ensure proficiency of each subgroup in the core academic subjects?

Hafen Elementary is a Professional Learning Community (PLC) where teachers meet weekly to collaboratively plan lessons, pace instruction for the year, and agree on common assessments. There is ongoing progress monitoring of students and grade level ability grouping for intervention. We will continue emphasis on Differentiated Instruction (DI) and Response to Intervention (RTI).

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/or during any extension of the school year.

Remedial instruction takes place in additional, focused instruction for reading during whole grade intervention during school hours. Title I funds are used for certified staff to conduct after school tutoring of selected high risk students.

3. Describe the resources available to the school to carry out the plan.

Title I, School General Fund (through DSA and district), and the school activity account (fundraising).

4. Summarize the effectiveness of any appropriations for the school made by the Legislature to improve student academic achievement. <i>None at this time.</i>
5. Discuss how the school will utilize Educational Involvement Accords for Parents including the Honor Code and meet all the requirements of the law. <i>We distributed the Accord, followed-up on non-returns, and placed the Accord in new student packets. All signed Accords were placed in a binder at the front desk. Parents are asked to volunteer and we use the Accord to encourage more parent involvement.</i>
6. If applicable, describe how the school will make its Title III Annual Measurable Achievement Objective (AMAO) targets in English language proficiency (reading, writing, listening, and speaking comprehension). <i>There is a .5 ELL teacher and classroom at Hafen. Students were identified, pull-out services delivered, Ellis software used to support and supplement targeted instruction, and supplemental curriculum materials matching the classroom basal reader series used. An in-service training was conducted on differentiated instruction.</i>

Part VIII: REQUIRED ELEMENTS FOR TITLE I SCHOOLS IDENTIFIED AS NEEDS IMPROVEMENT Title I schools, identified as “Needs Improvement,” and are a schoolwide Title I school 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, (e.g., schools in Year 2 of “Needs 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.	
2. Provide an assurance that the school will not spend less than 10% of their annual Title I allocation for quality professional development. n/a	
3. Describe how the school will provide written notice to parents on the school’s “Needs Improvement” status and/or AMAO status. n/a	
4. Specify how Title I funds will be used to remove school from “Needs Improvement” status. n/a	

Part VIII: REQUIRED ELEMENTS FOR TITLE I SCHOOLS IDENTIFIED AS NEEDS IMPROVEMENT

Title I schools, identified as “Needs Improvement,” and are a schoolwide Title I school MUST complete this page.

5. Describe the school’s teacher mentoring program and how it supports the achievement of the school’s annual goals and objectives.

n/a

6. Describe the school’s strategies to attract high-quality highly qualified teachers to your school.

n/a

7. Describe the school’s strategies to increase parent involvement in accordance with Section 1118 of NCLB, such as family literacy services.

n/a

8. Describe the school’s plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs.

n/a

9. Identify the measures that include teachers in decisions regarding the use of academic assessments.

n/a

10. Provide assurance that federal, state, and local services are coordinated and integrated into the school improvement efforts.

n/a

Part IX: REQUIRED ELEMENTS FOR NON-TITLE I SCHOOLS

Non-Title I schools, identified as “Needs Improvement,” MUST complete this page.

1. Describe how and when the school will provide written notice to parents on the school’s “Needs Improvement” status and/or AMAO status.

N/A

2. Describe the school’s teacher mentoring program and how it supports the achievement of the school’s annual goals and objectives.

N/A

Hafen Data Chart, Spring 2004 through Spring 2009

Hafen Elementary Grade and Assessment	2004 Percent Proficient	2005 Percent Proficient	2006 Percent Proficient	2007 Percent Proficient	2008 Percent Proficient	2009 Percent Proficient
3 rd Grade Reading CRT	29%	47%	62%	77%	50%	56%
3 rd Grade Math CRT	31%	45%	54%	65%	43%	41%
4 th Grade ITBS – Reading	38%	34%	44%	54%	56%	n/a
4 th Grade ITBS – Lang. Arts	31%	42%	41%	54%	53%	n/a
4 th Grade ITBS – Math	30%	45%	44%	52%	62%	n/a
4 th Grade ITBS – Science	58%	51%	55%	60%	70%	n/a
4 th Grade CRT - Reading	n/a	n/a	44%	69%	62%	65%
4 th Grade CRT - Math	n/a	n/a	40%	70%	68%	71%
5 th Grade Reading CRT	48%	49%	32%	54%	57%	62%
5 th Grade Math CRT	40%	41%	50%	51%	70%	72%
5 th Grade Science CRT	49%	59%	43%	52%	62%	79%
4 th Grade Writing Exam 5 th Grade Writing Exam	22%	22%	45%	44%	40%	50%

NYE COUNTY SCHOOL DISTRICT

J. G. JOHNSON ELEMENTARY SCHOOL

900 Jackrabbit Street
Pahrump, Nevada 89048

SAGE SCHOOL IMPROVEMENT PLAN TITLE I - NRS 385

For Implementation in
(2009-2010)

School Improvement Planning Team

- ALL Title I schools must have a parent on their SIP team that is NOT a district employee. Indicate this member with an asterisk.

Name of Member	Position
Dona Descamps	Principal
Elaine Goins	Counselor
Shelly Jacobi, Katie Dockter, Linda Sims, Phyllis Laden, Melinda Dennis, Sheila Windholz, Amy Sanders	Teachers
*Jeanette Tholt	Parent

Submission Date: October 8, 2009

Area Reviewer: Jerry C. Hill, Assistant Superintendent
Department for Student Achievement

School:	J. G. Johnson Elementary	District:	Nye County
Principal:	Dona Descamps	School Year:	2009-2010
Address:	900 Jackrabbit Street	Phone:	775-727-6619
	Pahrump, Nevada 89048	Email:	ddescamps@nye.k12.nv.us
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Part I: VISION FOR LEARNING

District Vision or Mission Statement

Our mission is to provide each student the necessary educational tools to reach his or her full academic potential for the workplace and college.

Every Child a Success!

District Goal 1

Improvement in student achievement and proficiency levels for all students.

District Goal 2

Sustain practices in the NCSD educational organization that increase graduation rate, decrease the dropout rate, utilize educational technology, and promote parental involvement.

District Goal 3

Maintain safe learning and working environments for all students and staff.

VISION FOR LEARNING (continued)

School Vision or Mission Statement

Our mission is to provide an optimum learning environment through ongoing collaboration with our school, families, and community, in which students will successfully achieve their grade level learning expectations

School Highlights

- All students, grades K-5, participate in Readers and Writers workshops.
- Grades 2-5 students participate in the on-line CRT study program, Study Island.
- NWEA Map assessments are used three times each year to determine students' instructional strengths and areas of concern.
- Kindergarten and first grades determined as at-risk are provided one-one-on tutoring by grades 4-5 tutors in the Alpha-Pal intervention program.
- Kindergarten, first and second grade students identified as at-risk participate in an additional 30 minutes of small group reading instruction daily using the Pinnell-Fountas Reading Intervention Systems.
- Grades 3-5 students identified as at-risk in reading participate in the Scholastic Read 180 and/or System 44 programs in a 90 minute daily block.
- The school's mathematics core curriculum is supplemented with the Problem Solver curriculum to enhance teaching and learning of problem solving strategies.

PART II: INQUIRY PROCESS

Comprehensive Needs Assessment

Key Strengths

(to sustain in the school improvement plan)

- J. G. Johnson has increased CRT math scores in the subgroup “all students” in grades 3 and 4 this past year as compared to the previous year.
- J. G. Johnson has increased CRT reading scores by 14% in the subgroup “all students at grade 3 last year as compared to the 2008-2009 school year.
- CRT grade 3 reading scores improved last year as compared to the 2007 school year.
- Daily attendance rate was 94.3% during the 2008-2009 school year; slightly higher than the district average.

Priority Concerns

- The number of Limited English Proficiency students over the past two years is a concern.
- Transiency rate this past year was 47.3%, 11% higher than the district rate.
- The school’s retention rate is significantly above the district rate, above 5% for both kindergarten and first grade.
- Thirteen percent of the students enrolled last year were designated special education (IEP)
- The school did not meet AYP this past year due to its Special Education population and Hispanic students failing to meet state targets in math and reading.
- The campus is in “Need of Improvement” Year I in both Math and English Language Arts.

INQUIRY PROCESS (continued)

Verification of Causes – Root Cause Analysis

<i>Priority Concerns</i>	<i>Root Causes</i>	<i>Solutions</i>
- Both subgroups, Limited English proficient students (LEP) and Special education students (IEP) failed to make adequate yearly progress in reading. - The school's retention rate is significantly higher than that of the district and state. - The school's IEP percentage is 13% of the school's student population.	- Lack of effective intervention programs for both LEP and IEP students. - Need for professional development in strategies for teaching reading for at-risk students. - Insufficient time allotted to address all instructional components of reading effectively. - Lack of focused reading intervention program in special education reading instruction.	- Implement Scholastic Read 180 program for grades 4-5 special education and other identified grades 4-5 at-risk students and use the program's L book to scaffold instruction. - Implement Systems 44 Reading intervention program for grades 3 special education students and other identified grades 3-5 at-risk students. - Increase reading time allocations at all grade levels for K-6. - Implement research-based Readers' Workshop model in all K-5 classrooms including specific time allocations for each of the reading components. - Implement in-school reading intervention program for grades 1-2 using Pinnell-Fountas Reading Intervention Systems and in special education resource instruction for grades 1-2 students
IEP and LEP students did not make adequate yearly progress in math.	- Insufficient time allocated to open-ended math problem solving. - Lack of CRT formatted instructional materials in mathematics - Lack of focus on standards-based instruction in mathematics in special education resource classrooms	- Implement one-on-one tutoring in literacy skills for identified Kinder-first graders. - Increase allotted time in math block teaching and learning of problem solving strategies. - Purchase Gourmet Appetizer curriculum to provide CRT formatted math problems. - Increase of time in special education and ESL classes focused on standards-based instruction of mathematics. - Continue use of Study Island CRT preparation program in grades 3-5 and add grade 2.

Part III: IMPROVEMENT GOALS AND MEASURABLE OBJECTIVES

Priority Need 1: Improve student achievement and proficiency levels for all students.

Measurable Objective 1:

- Decrease the percentage of non-proficient students in third through fifth grades on the state math CRT scores by at least 10%.

Measurable Objective 2:

- Decrease the percentage of non-proficient students in third through fifth grades on the state reading CRT scores by at least 10%.

Measurable Objective 3:

- Decrease the percentage of non-proficient students on the state 5th grade writing CRT by at least 10%.

Priority Need 2: Sustain practices at the campus level that increase the graduation rate, decrease the dropout rate, utilize educational technology, and promote parental involvement.

Measurable Objective 1:

- Sustain professional development and implement processes that have a direct affect on school improvement.

Measurable Objective 2:

- Implement practices to promote parental involvement.

Part IV: SCHOOL IMPROVEMENT MASTER PLAN & REFORM STRATEGIES

Priority Need 1:

Improve student achievement and proficiency levels for all students.

Measurable Objective 1:

Decrease the percentage of non-proficient students in third through fifth grades on the state math CRT scores by at least 10%.

ACTION PLAN				MONITORING PLAN	
Action Steps	Timeline	Resources	Person(s) Responsible	Monitoring Measures	Person(s) Responsible
1.1.1 Students, grades 1-5, will participate in weekly math problem solving activities using the curriculum, <i>The Problem Solver</i> .	October, 2009 June, 2010	<i>Problem Solver</i> curriculum	SIP Team, PLC groups, Principal, Teachers	Weekly PLC meetings, monthly SIP Team meetings, Student work samples will be analyzed and displayed (ongoing)	SIP Team, PLC Groups, Principal
1.1.2 Students, grades 1-5, will solve CRT formatted “problems of the day” using activities from the Gourmet Math curriculum. daily.	October, 2009 June, 2010	<i>Gourmet Learning</i> Title I funds \$2277	SIP Team, PLC groups, Principal, Teachers	Weekly PLC meetings, monthly SIP Team meetings, student work, lesson plans, (ongoing)	SIP Team, PLC Groups, Principal
1.1.3 Students, K-5, will learn and use math vocabulary that is used on the CRT math assessments and appropriate for their grade level state math standards.	November, 2009- June, 2010	CRT Practice Tests, grade level math standards and specification guides	SIP Team, PLC groups, principal, teachers	Grade level vocabulary lists, lesson plans, classroom observations/ongoing October-June)	SIP Team, PLC Groups, Principal
1.1.4 Students will engage in math activities based on grade level assurance standards	October, 2009-June, 2010	Developed timeline products, end of mathematical strand assessments.	SIP Team, PLC groups, Principal, Teachers	Lesson plans, classroom observations, student work products	SIP Team, PLC Groups, Principal
1.1.5 Students, K-5 will take the NWEA Map assessments to determine instructional priorities and students requiring intervention.	Sept, 2009, Nov, 2009, May, 2010	District Department for Student Achievement staff, Technology, NWEA assessment program.	Teachers, Computer Teacher, Principal	NWEA class and individual student reports.	SIP Team, PLC Groups, Principal

ACTION PLAN				MONITORING PLAN	
Action Steps	Timeline	Resources	Person(s) Responsible	Monitoring Measures	Person(s) Responsible
1.1.6 Eligible students will have the opportunity to participate in math tutoring activities through SES provider programs.	Jan, 2010- 2 Feb , 2010	District SES funds	SIP Team, PLC groups, Principal, Teachers	NWEA individual student reports, beginning of year, mid-year, end of year. CRT math results	SIP Team, PLC Groups, Principal,
1.1.7 Teachers, grades 2-5 will participate in professional development activities to enhance their teaching of constructive responses in mathematics.	Oct-Nov, 2009	CRT math specifications and rubrics, PLC sessions, instructional specialist	SIP Team, PLC groups, Principal, Instructional Specialist, Teachers	Student work products using constructive response, lesson plans, classroom observations	SIP Team, PLC Groups, Principal
1.1.8 Students, grades 3-5 will take a CRT practice assessment in mathematics to determine instructional priorities.	November, 2009	Teachers, CRT Practice Tests	SIP Team, PLC groups, Principal, Teachers	Individual and class test data, PLC groups, SIP Team, Principal, Instructional Specialist	SIP Team, PLC Groups, Teachers, Principal
1.1.9 Students, grades 2-5 will solve weekly math problems requiring a constructive response.	November, 2009-June, 2010	Teachers, state math standards, <i>Saxon</i> , <i>Gourmet Learning</i> and <i>Problem Solver</i> math curriculum	SIP Team, PLC groups, Principal, Instructional Specialist, Teachers	Student work, PLC Groups, SIP Team monthly meetings,	SIP Team, PLC Groups, Principal
1.1.10 Students, grades 2-5 will practice math using the CRT Preparation on-line program, <i>Study Island</i> .	Oct, 2009-June, 2010	Sudy Island program, Title I funds \$4,000	SIP Team, PLC groups, Teachers, Computer Lab Teacher, Principal	<i>Study Island</i> individual student and class reports	SIP Team, PLC Groups, Principal

SCHOOL IMPROVEMENT MASTER PLAN (Continued)

Priority Need 1:

Improve student achievement and proficiency levels for all students.

Measurable Objective 2:

Decrease the percentage of non-proficient students in third through fifth grades on the state reading CRT scores by at least 10%.

ACTION PLAN				MONITORING PLAN	
Action Steps	Timeline	Resources	Person(s) Responsible	Monitoring Measures	Person(s) Responsible
1.2.1 Students, grades 1-5, will participate in a 90 minute reading block with designated time allotments for each reading component.	September, 2009-June, 2010	Teachers, Principal Instructional specialist	PLC Groups, SIP Team, Teachers, Principal	Classroom observations using Observation protocols, lesson plans	SIP Team, PLC Groups Principal
1.2.2 Identified at-risk grades 4-5 students will participate in the Read 180 reading program	October, 2009 - June, 2010	Special Ed funds for Read 180 lab	PLC Groups, SIP Team, Teachers, 3-5 Sped Teacher, Principal	Classroom observations, lesson plans, Read 180 progress monitoring assessments.	SIP Team, PLC Groups, Principal
1.2.3 Identified at-risk grades 3-5 students will participate in the Systems 44 reading program.	October, 2009 June, 2010	Special Ed funds for Systems 44, Title I funds for additional license (\$5,000) program	PLC Groups, SIP Team, Teachers, 3-5 Sped Teacher, Principal	Classroom observations, lesson plans, Systems 44 progress monitoring assessments.	SIP Team, PLC Groups, Principal
1.2.4 Grades 2-5 students will practice reading strategies using the on-line CRT Preparation program study, <i>Study Island</i>	Sept, 09-June, June, 2010	<i>Study Island</i> program, Technology, Computer Teacher, Teachers	PLC Groups, SIP Team, Teachers, Principal	Individual reports of student progress	SIP Team, PLC Groups, Principal
1.2.5 Teachers will participate in the professional development, <i>Transforming Readers and Writers</i>	Oct, 2009-May, 2010	Title I school improvement funds (\$5,700) for released time substitutes and professional books Instructional Specialist	PLC Groups, SIP Team, Teachers, Instructional Specialist, Principal	Sign-in sheets, lesson plans, classroom observations	SIP Team, PLC Groups, , Instructional Specialists, Principal

ACTION PLAN				MONITORING PLAN	
Action Steps	Timeline	Resources	Person(s) Responsible	Monitoring Measures	Person(s) Responsible
1.2.6 Grades K-5 students will take NWEA reading assessments to determine instructional priorities and to monitor student progress.	Sept, 2009 Jan, 2010 May, 2010	District funds, Technology, Computer Teacher, Teachers	PLC Groups, SIP Team, Teachers, Principal	NWEA class and individual student reports	SIP Team, PLC Groups, , Principal
1.2.7 Students, grades 3-5, will participate in instructional activities related to the <i>Language to Literacy</i> comprehension strategy.	Nov, 2009- June, 2010	Title I funds (\$1,500) Teachers,	PLC Groups, SIP Team, Teachers, Instructional Specialist, Principal	Displays of student work in classrooms and hallways bulletin boards, lesson plans, classroom observations	SIP Team, PLC Groups, Principal
1.2.8 Identified at-risk K-1students will receive tutoring of basic literacy skills by cross-grade tutors in the Alpha-Pals program.	November, 2009- May, 2010	instructional materials, Grades 4-5 tutors, Kinder teachers, Instructional Specialist, Title I funds \$1,000	PLC Groups, SIP Team, Teachers, Principal	Kindergarten assessments, NWEA progress assessments,	SIP Team, PLC Group Principal SIP Team, PLC Groups, Principal
1.2.9 Students, K-5, will participate in literacy activities based on a designated author through Author Studies.	Nov, 2009- June, 2010	Title I funds (\$8,000) to purchase books Teachers, Instructional Specialist	PLC Groups, SIP Team, Teachers, Instructional Specialist, Principal	Displays of student work in classrooms and hallways bulletin boards, lesson plans, classroom observations	SIP Team, PLC Groups, Principal
1.2.10 Identified at-risk students, grades 1-2, will participate in Tier III reading group instruction.	Oct, 2009-June, 2010	Fountas-Pinnell Intervention System curriculum,	PLC Groups, SIP Team, Teachers, Principal	Reading assessment progress monitoring data.	SIP Team, PLC Groups, Principal
1.2.11 Students, K-5, will be assessed with the Pinnell-Fountas Reading Assessments to determine instructional reading levels and to monitor progress.	Sept, 2009- June, 2010	Teachers, Instructional Specialist, Reading Assessment Kits	PLC Groups, SIP Team, Teachers, Instructional Specialist	Fountas-Pinnell reading assessment class and individual student data	SIP Team, PLC Groups, Principal
1.2.12 Teachers, 3-5, will participate in professional development in literacy comprehension strategies facilitated by the Instructional Specialist.	Oct, 2009- May, 2010	Instructional materials, professional books, Title I funds (\$1,500) District RPDP funds	PLC Groups, SIP Team, Teachers, Instructional Specialist	Classroom observations, student work products.	SIP Team, PLC Groups, Principal
1.2.13 Students, grades 3-5 will take a CRT practice assessment in reading to determine instructional priorities.	November, 2009	Teachers, CRT Practice Tests	SIP Team, PLC groups, Principal, Teachers	Individual and class test data, PLC groups, SIP Team, Principal, Instructional Specialist	SIP Team, PLC Groups, Teachers, Principal

Priority Need 1:

Improve student achievement and proficiency levels for all students.

Measurable Objective 3:

Decrease the percentage of non-proficient students on the state 5th grade Writing CRT by at least 5%.

ACTION PLAN				MONITORING PLAN	
Action Steps	Timeline	Resources	Person(s) Responsible	Monitoring Measures	Person(s) Responsible
1.3.1 Teachers, K-5, will participate in professional development of Writer's Workshop conferencing strategies	Nov, 2009	Instructional Specialist, District RPDP funds	PLC Groups, SIP Team, Principal	Professional development agendas, sign-in sheets, handouts, classroom observations, student writing products	SIP Team, PLC Groups, Principal
1.3.2 Students, grades K-5, will participate in writing instruction using the Lucy Calkins curriculum.	Dec, 2009-June, 2010	Teachers, Lucy Calkins curriculum, Instructional Specialist	PLC Groups, SIP Team, Principal	Classroom observations, lesson plans, student writing products	SIP Team, PLC Groups, Principal
1.3.3 Students, grades K-5 will participate in daily Writers' Workshop (60 minutes for grades 1-5), (30 minutes for Kinder).	Sept, 2009-June, 2010	Grades K-5 Teachers	PLC Groups, SIP Team, Principal	Classroom schedules, lesson plans, classroom observations	SIP Team, PLC Groups, Principal
1.3.4 Students will write a benchmark writing piece three times each year entitled "My Family (beg-year, mid-year, end-of-yr) and results will be analyzed to determine instructional needs.	Oct, 2009 Jan, 2010 May, 2010	Grades K-5 Teachers	PLC Groups, SIP Team, Principal	Writing folders, Student work samples,	SIP Team, PLC Groups, Principal
1.3.5 Grade 5 students will take a CRT Practice Writing Test to determine instructional needs.	Nov, 2009	Grade 5 teachers, Instructional Specialist	PLC Groups, SIP Team, Principal	Assessment scores and analysis of test items.	SIP Team, PLC Groups, Principal
1.3.6 Students, grades 4-5, will practice scoring writing samples using state rubric and anchor papers.	Oct, 2009-Jan, 2010	Grades 4-5 teachers, Instructional Specialist	PLC Groups, SIP Team, Principal	Student products, classroom observations	SIP Team, PLC Groups, Principal

ACTION PLAN				MONITORING PLAN	
Action Steps	Timeline	Resources	Person(s) Responsible	Monitoring Measures	Person(s) Responsible
1.3.7 Students, grades K-5, will participate in activities to improve writing traits.	Oct, 2009- May, 2010	Grades K-5 teachers, Instructional Specialist, <i>Trait Crate</i> writing curriculum, Title I School Improvement funds (\$1,900)	PLC Groups, SIP Team, Principal	Student products, Classroom	SIP Team, PLC Groups, Principal
1.3.8 Teachers will collect writing benchmark pieces three times during the year and maintain in student writing folders.	Sept, 2009- May, 2010	Grades K-5 teachers, Instructional Specialist	PLC Groups, SIP Team, Instructional Specialist, Principal	Student writing folder with benchmark writing pieces	SIP Team, PLC Groups, Principal

Priority Need 2:

Sustain practices at the campus level that increase the graduation rate, decrease the dropout rate, utilize educational technology, and promote parental involvement.

Measurable Objective 1:

Sustain professional development and implement processes that have a direct affect on school improvement.

ACTION PLAN				MONITORING PLAN	
Action Steps	Timeline	Resources	Person(s) Responsible	Monitoring Measures	Person(s) Responsible
2.1.1 Continue Professional Learning Communities strategy to enhance collaboration	Aug, 2009- May, 2010	Teachers, Instructional Specialist, Principal	PLC Groups, SIP Team, Instructional Specialist, Principal	Minutes of PLC meetings,	SIP Team, PLC Groups, Principal
2. 1.2 Provide professional development opportunities for all teachers during PLC, in-service days and released time days	Aug, 2009- May, 2010	Title I School Improvement funds (\$6,000) for released time, professional books, Instructional Specialist	PLC Groups, SIP Team, Instructional Specialist, Principal	In-service, PLC meeting agendas, Classroom observations, student work products	SIP Team, PLC Groups, Principal

ACTION PLAN				MONITORING PLAN	
Action Steps	Timeline	Resources	Person(s) Responsible	Monitoring Measures	Person(s) Responsible
2. 1.3 Selected staff will participate in the RPDP, Critical Friends Group	Nov, 2009-May, 2010	RPDP district funds for released time and professional books	SIP Team, Principal	Critical Friends Group agendas, sign-in sheets	SIP Team, Principal
2.1.4 Selected staff will participate in the Aspiring Leaders Academy	Nov, 2009-May, 2010	RPDP District funds for released time and professional books	SIP Team, Principal,	Aspiring Leaders Academy agendas, sign-in sheets	SIP Team, Principal
2.1.5 New teachers will be provided a mentor teacher to enhance their success.	Sept, 2009-May, 2010	Mentor teachers, released time observations, Title I funds (\$500	SIP Team, Principal, Instructional Specialist	Mentor assignments, observation protocols and observation data	SIP Team, Principal
2.1.6 Pre-service opportunities will be provided for pre-service individuals	Oct, 2009- May, 2010	College instructors/Professors Lead teachers for student teachers, Principal	SIP Team, Principal	Visitation agendas for pre-service teachers, feedback data from Great Basin	SIP Team, Principal

Priority Need 2: Sustain practices at the campus level that increase the graduation rate, decrease the dropout rate, utilize educational technology, and promote parental involvement.
Measurable Objective 2: Implement practices to promote parental involvement.

ACTION PLAN				MONITORING PLAN	
Action Steps	Timeline	Resources	Person(s) Responsible	Monitoring Measures	Person(s) Responsible
2.2.1 Continue implementation of Grandparents Forum	Sept, 2009-May, 2010	Counselor, Community resources agents, Principal	SIP Team, Principal, Counselor	Sign-in sheets, agendas, feedback reflections from participants	SIP Team, Principal
2.2.2 Continue Monthly Parent Newsletter	Aug, 2009-May, 2010	Counselors, Campus funds for purchase of parent newsletter (\$150)	SIP Team, Principal, Counselor	Copies of Parent Newsletter	SIP Team, Principal
2.2.3 Implement Family Activity Nights (Literacy, Movie)	Sept, 2009-May, 2010	Teachers, Counselor, Principal, Community Volunteers	SIP Team, Principal, Counselor	Copies of invitations, entries in Parent Newsletter and school website	SIP Team, Principal
2.2.4 Continue school website with information for parents	Sept, 2009-May, 2010	Computer Teacher, school funds for copies (\$500)	SIP Team, Principal, Computer Teacher	Website information, data on # of hits on website	SIP Team, Principal
2.2.5 Develop partnership with Kiwanis Club to provide support for community activities	Sept, 2009-May, 2010	Kiwanis Club volunteers, Counselor	SIP Team, Principal, Counselor	Sign-in sheets for family events	SIP Team, Principal
2.2.6 Distribute information regarding the School Improvement status to parents and the community in various ways	Sept, 2009	Dept of Student Achievement staff, Principal	SIP Team, Principal	Copies of information, website, Copy of school information brochure	SIP Team, Principal

Part V: BUDGET FOR THE OVERALL COST OF CARRYING OUT PLAN

Goals	Total amount needed to accomplish Goal.	Funds available in current school funding that have been specifically set aside for the implementation of the goal.	Funds still needed to implement goal.
Goal 1 Improve student achievement	(Math) \$6,277 (Reading) \$22,700 (Writing) \$1,900	\$6,277 \$22,700 \$1,900	
Goal 2 Increase graduation rate; decrease dropout rate; educational technology; and parental involvement.			
Goal 3 (if applicable)			

Part VI: EVALUATION OF THE SIP

Measurable Objectives	Evaluation Measures	Timeline	Person(s) Responsible
Decrease the percentage of non-proficient students in third through fifth grades on the state math CRT scores by at least 10%.	NWEA score comparisons between September and January assessments. CRT Practice test scores	October-January	PLC groups, SIP team, Principal
Decrease the percentage of non-proficient students in third through fifth grades on the state reading CRT scores by at least 10%.	NWEA score comparisons between September and January assessments. CRT Practice test scores	October-January	PLC groups, SIP team, Principal
Decrease the percentage of non-proficient fifth grade students on the state writing CRT scores by at least 10%.	NWEA score comparisons between September and January assessments. CRT Practice test scores	October-January	PLC groups, SIP team, Principal
Sustain professional development and implement processes that have a direct affect on school improvement.	NWEA score comparisons between September and January assessments. Comparison of student work products over time.	October-January	PLC groups, SIP team, Principal
Implement practices to promote parental involvement.	Collection of products used to disseminate school improvement information to the public. Sign-in sheets, parent survey data	October-January	PLC groups, SIP team, Principal

Part VII: OTHER REQUIRED ELEMENTS OF THE SIP

School Characteristics	#	%	Title I	Yes	No
Average Daily Attendance		94-3	Eligible	X	
Transiency Rate		47.3	Served	X	
% enrolled continuously since Count Day		85%	Targeted Assisted		
Incidents of School Violence: Student-to-Student		2	Schoolwide	X	
Incidents of School Violence: Student-to-Staff		0	Did your school make Adequate Yearly Progress (AYP)?		X
% of Highly Qualified Teachers		100%	What was your school's AYP Designation? Exemplary (EX), High Achieving (HA), Watch List (W), Needs Improvement Year 1 (N1), Needs Improvement Year 2 (N2), Needs Improvement Year 1 Hold (N1-H), Needs Improvement Year 2 Hold (N2-H), etc.		
Dropout Rate (HS)			Did you appeal your latest AYP designation?		X
Graduation Rate (HS)			Was your latest appeal granted?		NA
			Designated as Persistently Dangerous School?		X
			Receiving State Remediation funding?		X
			Has a State SST been assigned to your school?		X

1. What are the policies and practices in place that ensure proficiency of each subgroup in the core academic subjects?

The school has an intervention team that develops and monitors intervention for students with academic and/or behavior difficulties. Three special education teachers and two instructional aides support the academic needs of identified special education students, K-5, in resource classrooms and in the regular classroom through an inclusion model. The school has full-time English as a Second language teacher and English Language Learners (ELL) participate in programs to enhance their academic and language abilities (ELLIS, English in a Flash). We are implementing our second year of school-wide academic assessments (NWEA Map) to provide data regarding instructional needs for all students. We continue to provide time during the school day for teachers to engage in professional development opportunities through Professional Learning Communities, and in-service days. Title I funds supports our released time professional development.

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/or during any extension of the school year.

We have increased reading instruction time allotments for grades 1-2 students and provide Tier III reading instruction during the regular school day. Grades 3-5 students identified at-risk in reading participate in the Read 180 and/or Systems 44 reading intervention programs. Tutoring is provided in reading, writing and mathematics by SES providers for eligible K-5 students. The school will provide tutoring opportunities in math and reading to identified at-risk students. At-risk kindergarten and first grades are provided an individual peer tutor for instruction in basic literacy skills.

3. Describe the resources available to the school to carry out the plan. <i>The school receives funding through District and Title I funds to complete this plan. Resources available are our PLC groups, our SIP team, and the District's Department of Student Achievement. We have been assigned an Instructional Specialist who works part-time at the school to provide professional development and coaching in effective instructional practices.</i>
4. Summarize the effectiveness of any appropriations for the school made by the Legislature to improve student academic achievement. <i>No appropriations have been made by the Legislature for this school.</i>
5. Discuss how the school will utilize Educational Involvement Accords for Parents including the Honor Code and meet all the requirements of the law. <i>A Parent Handbook is developed and distributed to all parents and includes the Educational Involvement Accords and Honor Code. An acknowledgement page is signed and returned by parents stating they have read and understand the accords and code.</i>
6. If applicable, describe how the school will make its Title III Annual Measurable Achievement Objective (AMAO) targets in English language proficiency (reading, writing, listening, and speaking comprehension). <i>The school will provide instruction in English as a Second Language and purchase and implement programs to enhance this instruction. We will provide tutoring opportunities for all students. Our special education population will participate in research-based effective reading intervention programs.</i>

Part VIII: REQUIRED ELEMENTS FOR TITLE I SCHOOLS

1. Describe the required services the school has provided based on the number of years the school has been in need of improvement, (e.g., schools in Year 2 of “Needs Improvement” must identify Year 1 and Year 2 services, and so on).

- Year 1: School Choice.

Parents were given the opportunity to attend another Elementary School not identified as in Need of Improvement and bus transportation was provided.

- 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.

The Title I allocations for specific school improvement initiatives have been included in this plan. Purchase orders using Title I funds will provide evidence of expenditures for professional books, substitute forms will be used to provide evidence of expenditures for released time professional development.

3. Describe how the school will provide written notice to parents on the school’s “Needs Improvement” status and/or AMAO status.

Information was distributed to parents by mail, and is included in the monthly Parent Newsletter and on the school website. A brochure will be developed to distribute to parents informing them of the school’s status and plan for improvement.

4. Specify how Title I funds will be used to remove school from “Needs Improvement” status.

Title I funds will be used to support reading, writing and math through the purchase of software and intervention curriculum. In addition, funds will be used to support tutoring of at-risk students.

5. Describe the school’s teacher mentoring program and how it supports the achievement of the school’s annual goals and objectives.

The school has been provided this year with an Instructional Specialist who provides professional development and follow-up classroom support through demonstrations/coaching to improve the school’s teaching expertise. Professional Learning Communities provide a weekly in-school time for teachers to meet and collaborate. Each teacher new to the school is provided a mentor teacher. Selected teachers will participate in a Critical Friends Group this year to enhance their abilities in collaboration with colleagues.

Part VIII: REQUIRED ELEMENTS FOR TITLE I SCHOOLS

6. Describe the school's strategies to attract high-quality highly qualified teachers to your school.

All teachers at the school are highly qualified. The District, due to budget reductions this year, decreased the teaching staff which has provided a pool of highly qualified teachers who have not been placed, but available in the event the school should require additional teachers this year.

7. Describe the school's strategies to increase parent involvement in accordance with Section 1118 of NCLB, such as family literacy services.

We have increased the number of parent involvement events to once monthly and continue to implement our Grandparent forum as approximately 100 of our students are being raised by grandparents at our school.

8. Describe the school's plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs.

The school has two early childhood special education classrooms and ECSE teachers and kindergarten teachers collaborate to ensure a smooth transition into kindergarten. Kindergarten Round-up is provided each year by the district which provides information and registration for parents of students entering kindergarten.

9. Identify the measures that include teachers in decisions regarding the use of academic assessments.

The School Improvement Team consists primarily of teachers' representative of all grade levels. This team develops the school improvement plan, including decisions as to what assessments are used. PLC groups analyze data from the district-wide NWEA Map assessments and determine instructional priorities based on this data.

10. Provide assurance that federal, state, and local services are coordinated and integrated into the school improvement efforts.

The school improvement plan activities delineated in this plan include coordinated efforts through expenditures and use of resources.

Part IX: REQUIRED ELEMENTS FOR NON-TITLE I SCHOOLS

1. Describe how and when the school will provide written notice to parents on the school's "Needs Improvement" status and/or AMAO status.
2. Describe the school's teacher mentoring program and how it supports the achievement of the school's annual goals and objectives.

J. G. Johnson Elementary School

Nye County School District

900 E. Jackrabbit St.

Pahrump, NV 89048

Ph: 775-727-6619 Fax: 775-727-7885

Ms. Dona Descamps, Principal

Grade Levels: K-5

Website: <http://jgjohnson.nye.k12.nv.us>



2008-2009 School Accountability Summary Report

For more information visit www.nevadareportcard.com

Mission Statement

Our mission is to provide an optimum learning environment through ongoing collaboration with our school, families, and community, in which students will successfully achieve and exceed the essential learning outcomes, as measured by common assessments.

Principal's Highlights

The J. G. Johnson staff is committed to providing each student with the necessary educational tools to reach his or her full academic potential for the workplace and college.

- All kindergarten through 5th grade students participate in Writer's Workshop on a daily basis.
- The Problem Solver curriculum is integrated with the regular math program to enhance students' problem solving skills.
- Grades 3-5 students participate in the on-line CRT study program, Study Island to increase their test taking skills.
- NWEA Map assessments are used three times each year to determine students' instructional strengths and areas of concern.
- Afterschool tutoring is available in reading and math for students in grades 1-5.
- 4-5 students participate in the peer tutor program, KinderPals, to assist kindergarten students in reading readiness skills.

Goals and Objectives

Goal 1

Improve student achievement and proficiency levels for all students.

Objective(s):

Implement effective intervention programs.
Provide a challenging instructional program based on best practices.

Goal 2

Provide for a collaborative school environment.

Objective(s):

Promote parental involvement.
Sustain professional learning communities.

Goal 3

Sustain practices that enhance student achievement

Objective(s):

Implement workshop model for reading and writing instruction.
Implement cooperative learning strategies in all classrooms.

Demographics and Student Information

Data are provided by the Nevada Department of Education using the state student information system. Demographic profiles are reported by gender, race/ethnicity, and special student populations as of count day. Student Average Daily Attendance (ADA) is the percentage of the school enrollment in attendance on an "average school day" as of the 100th day of school.

	Enrollment #		Enrollment %		Avg Daily Attendance		
	School	District	School	District	School	District	State
Total Students	471	6,099	100.0 %	100.0 %	94.3 %	93.9 %	94.7 %
Male	236	3,158	50.1 %	51.8 %	*	*	*
Female	235	2,941	49.9 %	48.2 %	*	*	*
American Indian/Alaskan Native	10	141	2.1 %	2.3 %	92.0 %	93.0 %	93.6 %
Asian/Pacific Islander	-	163	-	2.7 %	-	94.3 %	96.3 %
Hispanic	108	1,393	22.9 %	22.8 %	95.7 %	94.6 %	94.7 %
Black/African American	28	230	5.9 %	3.8 %	91.8 %	92.6 %	93.1 %
White	318	4,172	67.5 %	68.4 %	94.2 %	93.8 %	94.8 %
IEP	64	867	13.6 %	14.2 %	93.9 %	93.0 %	93.2 %
LEP	48	376	10.2 %	6.2 %	96.6 %	95.0 %	95.3 %
FRL	274	3,059	58.2 %	50.2 %	94.3 %	93.4 %	94.2 %
Migrant	N/A	13	N/A	0.2 %	*	*	*

IEP = Students with Disabilities

LEP = Students with Limited English Proficiency

FRL = Students qualifying for Free/Reduced Lunch

-' indicates data not presented for groups fewer than 10.

'N/A' indicates a population of zero.

'' indicates data are not available.

Transiency, Truancy, and Discipline

	School	District
Transiency Rate	47.3 %	39.1 %
Habitual Truancy - # of Incidents	0	0
Discipline - # of Incidents Resulting in Suspension/Expulsion for:		
Violence to Other Students	2	277
Violence to Staff	0	1
Possession of Weapon	0	27
Distribution of Controlled Substance	0	9
Possession/Use of Controlled Substance	0	23
Possession/Use of Alcohol	0	5
Habitual Disciplinary Expulsions	0	13

Incidents are reported at the school where the action occurred.

Data reported as of the end of the school year.

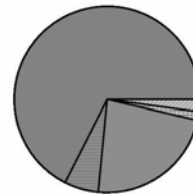
Retention

Grade	School #	School %	District #	District %
K	3	5.6 %	12	3.0 %
1	4	5.2 %	12	2.6 %
2	2	2.7 %	4	0.9 %
3	2	2.4 %	8	1.8 %
4	0	0.0 %	2	0.4 %
5	0	0.0 %	3	0.6 %

Data reported as of count day.

Student Ethnicity

Data reported by NDE as of count day.



American Indian/ Alaskan Native (2.1%)
 Asian/ Pacific Islander (1.5%)
 Hispanic (22.9%)
 Black/ African American (5.9%)
 White (67.5%)

Student/Teacher Ratio

Grade	School	District
ALL	18:1	19:1
K*	14:1	16:1
1	15:1	17:1
2	16:1	17:1
3	17:1	17:1
4	19:1	21:1
5	22:1	22:1

* Kindergarten ratios are based on the number of classes, not teachers.

- Teachers may serve multiple grade levels as needed. Therefore, Student/Teacher Ratio is reported for the school as a whole.

Data reported as of December 1.

Adequate Yearly Progress (AYP)

Elementary Designation: In Need of Improvement (Year 1)

J G Johnson Elementary School has been classified as a school which did not demonstrate Adequate Yearly Progress (AYP) during the 2008-2009 school year. Classification as not demonstrating AYP is due to the schools not meeting 2 of the No Child Left Behind criteria in the areas of English language arts (ELA) and mathematics. In order for a school to demonstrate Adequate Yearly Progress, all NCLB criteria must be met.

Summary of Standards-Based Test Performance

Nevada uses criterion referenced tests (CRTs) to measure student achievement relative to Nevada's academic standards. This table reflects a compilation of test results for grades represented at this school and may not represent the figures that were used to determine this school's Adequate Yearly Progress (AYP). Mathematics, Reading, and Writing test results are used to determine AYP. For grade-specific assessment results and other assessment information, refer to the Nevada Report Card Website at www.nevadareportcard.com.

ED = Percentage of students performing in the lowest range of achievement (Emergent/Developing)

AS = Percentage of students performing in the Approaches Standards range of achievement

MS = Percentage of students performing in the Meets Standards range of achievement

ES = Percentage of students performing in the highest range of achievement (Exceeds Standards)

	Reading				Writing				Mathematics				Science			
	ED	AS	MS	ES	ED	AS	MS	ES	ED	AS	MS	ES	ED	AS	MS	ES
State	7 %	32 %	44 %	17 %	7 %	41 %	44 %	8 %	9 %	29 %	39 %	23 %	9 %	32 %	48 %	11 %
District	6 %	32 %	47 %	15 %	6 %	45 %	44 %	5 %	8 %	32 %	42 %	18 %	4 %	29 %	53 %	15 %
School	6 %	36 %	42 %	16 %	7 %	37 %	54 %	2 %	7 %	31 %	41 %	20 %	3 %	35 %	44 %	17 %

'-' indicates data not presented for groups fewer than 10.

'N/A' indicates that data are not available.

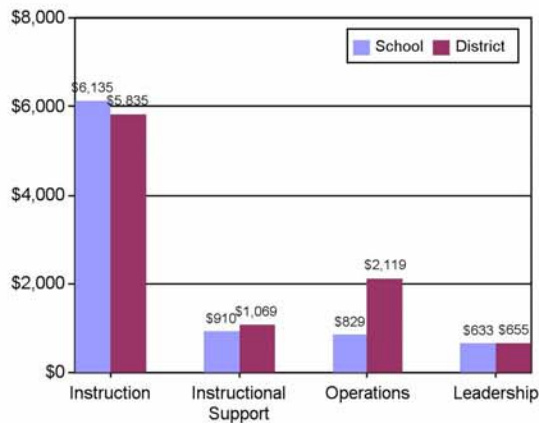
Per-Pupil Expenditures 2007-2008

The per pupil expenditures for all Nevada school districts and schools are calculated by InSite, which results in comparable financial information over time and across the state. Financial data are reported for the year prior to the school year just completed.

Johnson ES Total Cost Per Pupil = \$8,506.86

District Total Cost Per Pupil = \$9,677.57

Per-Pupil Expenditures By Category



Schools showing only \$0 have not been in operation long enough to have data for 2007-2008.

Personnel Information

Classes Not Taught by Highly Qualified Teachers

	School %	District %
Elementary	7.4 %	6.2 %
Arts	N/A	24.5 %
English	N/A	10.3 %
Foreign Language	N/A	36.8 %
Mathematics	N/A	13.2 %
Science	N/A	4.2 %
Social Studies	N/A	9.1 %

'N/A' indicates that these subjects or grade levels are not present. Data obtained from the Office of Teacher Licensure as of May 2009.

Highly qualified teachers hold a minimum of a bachelor's degree, are licensed to teach in the State of Nevada, and have demonstrated competence in their teaching area.

Teacher ADA and Licensure Information

	Teacher Average Daily Attendance Rate	Teachers providing instruction:		
		Pursuant to NRS 391.125 (Emergency Credential)	Pursuant to waiver with State Approval	Without an endorsement for the subject area
State	96.2 %	665	248	203
District	96.2 %	5	0	4
School	97.4 %	0	0	0

Teacher Average Daily Attendance (ADA) is the percentage of licensed educators who provided instruction to students in classrooms on an "average school day".

'N/A' indicates that data are not available.

Parent/Community Involvement

Parent/Teacher Conference Participation

08-09	07-08	06-07
90.0 %	89.0 %	84.0 %

'N/A' indicates the data are not available.

The staff at J.G. Johnson Elementary School understands the importance of embracing parents in the educational process and has implemented various practices to ensure effective communication between home and school. Our school maintains a current webpage with information regarding the instructional program and school activities and events. Parents receive a monthly Parent Newsletter containing information about the school's programs, activities, community resources, and articles about supporting their children's education.

This year we have opened a Parent Center where we hold monthly Grandparent Forums to assist the many grandparents in our school community who are raising their grandchildren.

We communicate pertinent information to parents through direct phone contact via the ConnectEd system. Each teacher distributes end of the quarter academic reports and bi-quarterly progress reports. Parents are able to access their children's grades, and attendance through the PowerSchool website.

Note: District totals do not include state or district sponsored charter school data.

The development of this annual school accountability report is a joint effort among the Nevada Department of Education, Otis Educational Systems, Inc., and Nevada school districts. This report is provided to the public as required by the federal No Child Left Behind Act and NRS 385.347. A comprehensive listing of all accountability data, including student test data, may be accessed on the Nevada Annual Reports of Accountability website at www.nevadareportcard.com.

Web Site: www.nevadareportcard.com

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Johnson ES

PARENT & COMMUNITY INVOLVEMENT				
Nye County School District Site-Based Parental Involvement Policy				
Parental Involvement Policy Component	Timeline for implementing components.	Person(s) Responsible Who is the person or group who will ensure that each component is implemented?	Monitoring Measures Identify data sources & timeline for monitoring the progress of each component.	Person(s) Responsible Who is the person or group who will ensure that the progress is monitored?
1. Each NCSD school will involve parents in the joint development of a school wide parental involvement plan.	August to December	School Improvement Committee	School Improvement Plan Action Steps	- Dept. of Student Achievement - School Administration
2. Each NCSD school will involve parents in the school review and improvement process.	May	School Improvement Committee	Review of Improvement Plan Action Steps	School Administration
3. Each NCSD school will provide coordination and technical assistance for its parents participating in activities that improve student academic achievement and school performance.	Ongoing throughout school year	- School Administration - Leadership Team	Participation Surveys following Parent Classes, Activities, and Public Presentations regarding academic achievement and student performance.	- School Administration - Dept. of Student Achievement
4. Each NCSD school will provide necessary program training for parents to assist in their child's learning when appropriate. (Such as: Head Start, Reading First, Early Reading First, Even Start, Parents as Teachers, Home Instruction Program for Preschool Youngsters, and state-operated programs)	Ongoing throughout school year	- Program Coordinators - School Administrators	- Training Completion - Training Participation Survey	- School Administration - Dept. of Student Achievement
5. Each NCSD school will involve parents in the evaluation of the school's parental involvement for effectiveness and possible improvements.	Fall P/T & Spring P/T Conference	School/Teachers will invite parents to complete Parent Perception Survey	Collection and Examination of Parent Survey Results	- School Administration - Dept. of Student Achievement
6. Each NCSD school will strengthen its parental involvement relationship through: a. providing explanations of State Standards and student achievement results on assessments b. Completion of Nevada D.O.E. Educational Involvement Accord	a. Ongoing throughout school year b. August	- Administrators - Counselors - Teachers	- Open House Events - P/T Conferences - IEP meetings	- School Administration - Dept. of Student Achievement

Nye County School District

Manse Elementary School

1020 E. Wilson Road

Pahrump, NV 89048

SAGE

SCHOOL IMPROVEMENT PLAN TEMPLATE

TITLE I - NRS 385

For Implementation in
2009-10

School Improvement Planning Team

- ALL Title I schools must have a parent on their SIP team that is NOT a district employee. Indicate this member with an asterisk.

Name of Member	Position
Evangelyn Visser	Principal
Carolyn Steele	Instructional Coach
Laurie Spencer	ESL Teacher
Lynne Lindberg	Teacher
Pam Larmouth	Resource Teacher
Dana Stobbe	Teacher
Kim Kingsley	Teacher
Elissa Couch	Counselor
*Mrs. Gent	Parent
*Mrs. Hansen	Parent

Submission Date: October 2009

Area Reviewer: Jerry C. Hill, Assistant Superintendent
Department for Student Achievement

School:	Manse Elementary School	District:	Nye County
Principal:	Evangelyn Visser	School Year:	2009-10
Address:	1020 E Wilson Rd	Phone:	775 727-5252
	Pahrump, NV 89048	Email:	evisser@nye.k12.nv.us
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Part I: VISION FOR LEARNING

District Vision or Mission Statement

The Nye County School District, a dynamic multi-cultural, geographically large community of all ages, will ensure that each student has the skills necessary to succeed, achieve his or her aspirations, be a productive citizen and become a life-long learner.

In a safe, nurturing environment, students will meet high standards with the guidance of dedicated, well-qualified staff and teachers using effective educational practices and the latest technology in partnership with families and communities.

PRIORITY NEED 1: Improvement in student achievement and proficiency levels for all students.

Measurable Objectives:

1. The percentage of non-proficient students in Math will decrease in grades three through eight on the CRT and in high school on the HSPE
2. The percentage of non-proficient students in Reading will decrease in grades three through eight on the CRT and in high school on the HSPE
3. 3. The percentage of non-proficient students in Writing will decrease in grades five and eight on the State Writing Proficiency

PRIORITY NEED 2: Sustain practices in the NCSD educational organization that increase the graduation rate, decrease the dropout rate, utilize educational technology, and promote parental involvement.

Measurable Objectives:

1. Sustain professional development and implement processes that have a direct affect on school improvement
2. Sustain professional development regarding research-based instructional techniques proven to increase the level of engagement for all learners
3. Sustain professional development regarding collaboration and mentoring between administrators, teachers and support staff
4. Continue efforts to promote the expansion of Career and Technical Education programs
5. Sustain professional development in the use of educational technology in classrooms
6. Continue to involve parents and the community in the educational process
7. Continue to monitor attendance and truancy

PRIORITY NEED 3: Maintain safe learning and working environments for all students and staff.

Measurable Objectives:

1. Decrease the total number of disciplinary suspensions in the district
2. Conduct Crisis Management Plan drills at 100% of schools
3. Maintain Character Education in classroom lessons in all subjects

VISION FOR LEARNING (cont.)

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 effective 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

- Met increased AYP goal for School in English-Language Arts and Math
- Met additional the state AMAO goals for English Language Learners
- Continued community outreach by providing family nights for parents to come with their children to school events focused on academics
- Continued to recognize every student during the year for his/her achievements
- Integrated an Special Education Early Childhood program into the school successfully
- Initiated a weekly newsletter to keep parents abreast of school activities
- Fostered a closer community partnership with Wal-Mart.
- Limited teacher turnover to two – one teacher became an administrator, one was released during Reduction In Force (RIF) process
- Sent all 1-5 students on a field trip outside Nye County through our fund-raising efforts
- Implemented “Food for Thought”—a PTO sponsored program to ensure students have food over the week-end
- Created a new grassy area for the use of Physical Education students

PART II: INQUIRY PROCESS

Comprehensive Needs Assessment

Key Strengths

(to sustain in the school improvement plan)

1. Teachers used NWEA MAP assessments to identify student strengths and weaknesses to better target instruction and intervention.
2. Teachers focused on meeting target growth goals (based on MAP) for each student.
3. Teachers benefited from professional learning communities (PLCs) that focused on student work and improving instruction.
4. Positive behavior interventions have results in a decrease in referrals/discipline issues for the fourth year.
5. Teachers used Cooperative Learning Structures to improve student engagement and encourage academic discourse.
6. Teachers used Differentiated Instruction in classrooms to meet the various needs of students.
7. The Instructional Consultation Team has been trained and is ready to take on “live” intervention cases during the next school year. All the members of the team will remain at Manse and on the team.
8. 76% of 1st grade students read just below (12-14), at (16), or above (16+) grade level expectations.

Priority Concerns

1. The IEP (Individual Education Plan) and FRL (Free & Reduced Lunch) subpopulations did not meet the AYP goal in Math
2. Many IEP and FRL students have low vocabulary and language skills.
3. The majority of students in the Emergent/Developing category in Reading and Math are IEP or LEP students (14/15 students in Reading and 20/24 students in Math).
4. There were 13 students with substantial differences between reading and math CRT scores. There were 23 students in the emergent/developing standard in math and 13 in this category in reading.
5. Teachers do not know which students are in the FRL category so they can appropriately target intervention.
6. There are communication issues between teachers sharing students during intervention which prevents it from being as effective as it could be.
7. There are students who we have not been able to motivate. These include students with limited or maladaptive social skills.
8. The transiency rate continues to disrupt our classes due to worsening economic conditions in the valley.
9. There are parents who need help helping their students benefit from school.

INQUIRY PROCESS (continued)

Verification of Causes – Root Cause Analysis

<i>Priority Concerns</i>	<i>Root Causes</i>	<i>Solutions</i>
1. The IEP (Individual Education Plan) and FRL (Free & Reduced Lunch) subpopulations did not meet the AYP goal in Math 2. Many IEP and FRL students have low vocabulary and language skills. 3. The majority of students in the Emergent/Developing category in Reading and Math are IEP or LEP students (14/15 students in Reading and 20/24 students in Math). 4. There were 13 students with substantial differences between reading and math CRT scores. There were 23 students in the emergent/developing standard in math and 13 in this category in reading. 5. Teachers do not know which students are in the FRL category so they can appropriately target intervention. 6. There are communication issues between teachers sharing students during intervention which prevents it from being as effective as it could be. 7. There are students who we have not been able to motivate. These include students with limited or maladaptive social skills. 8. The transiency rate continues to disrupt our classes due to worsening economic conditions in the valley. 9. There are parents who need help helping their students benefit from school.	• low parent education/ expectations • poor communication between home & school • education is not a high priority to families • lack of academic support at home • economic stressors (transiency, homelessness) • pre-natal drug use • foster care/grandparents raising grandchildren • high rate of absenteeism for some students • expectations at home and school are different • environmental distractions at home • low vocabulary • lack of background knowledge and experiences • limited experiences that contribute to school success • ineffective Math Intervention	◆ Change locus of control to students -- students will set and track their progress toward goals ◆ Focus on improving student vocabulary & language ◆ Focus on developing students' critical thinking skills (spoken & written) ◆ Focus on developing students' listening & comprehension skills by reading aloud ◆ Provide opportunities for students to write for an audience ◆ Continue to scaffold improved student behavior through positive supports, consistency, and school-wide expectations ◆ Provide intervention (academic and behavior) for all students who need it

Part III: IMPROVEMENT GOALS AND MEASURABLE OBJECTIVES

Goal 1:

Students will improve their performance in Reading, Math, and Writing.

Measurable Objective 1:

55% of students will meet target growth on MAP assessments in Reading and Math from Fall 2009 to Spring 2010.

Measurable Objective 2:

Increase by 5% from 64.8% to 68% correct responses in the Word Analysis content strand in ELA.

Measurable Objective 3:

Increase the average points for Constructed Response from .97 to 1.02.

Goal 2:

Students will continue to improve social skills.

Measurable Objective 1:

Decrease referrals and suspensions by 5 %.

Part IV: SCHOOL IMPROVEMENT MASTER PLAN & REFORM STRATEGIES
Goal 1: Students will improve their performance in Reading, Math, and Writing.
Measurable Objective 1: 55% of students will meet target growth on MAP assessments in Reading and Math from Fall 2009 to Spring 2010.
Measurable Objective 2: Word Analysis content strand in ELA increase by 5% from 64.8% to 68% correct responses.
Measurable Objective 3: Increase the average points for Constructed Response from .97 to 1.02.

ACTION PLAN				MONITORING PLAN	
Action Steps	Timeline	Resources	Person(s) Responsible	Monitoring Measures	Person(s) Responsible
1. Students will participate in at least 30 minutes of intervention or enrichment per day. - Schedule, skills groups and objectives determined by pre-assessment and progress monitored by post assessment - Parent Workshops (helping students at home)	Oct 29	Power Standards (unpacked) Computer Lab supplies (\$5000) Software: Headsprout	Teachers	Daily schedules, PLC notes, observation	Principal
	Sept 30	Academy of Reading Academy of Math Read 180	Principal		
	Sept 15 through Oct 29	System 44 Lexia – Primary and SOS Classworks (\$5000) – updates Fast Forward (\$70,300) 25 computer lab (\$50,000) Fast Forward software Coach – 5.5 hour aide (\$18,000) Intervention Specialist - \$91,219.50 After School Tutoring Program (195 hours of extra duty pay - \$5752.57) Supplies (\$2500) Parent Involvement Materials (\$500)	Principal	Copy	Principal
				Observation of computers	Principal

ACTION PLAN				MONITORING PLAN	
Action Steps	Timeline	Resources	Person(s) Responsible	Monitoring Measures	Person(s) Responsible
2. Students will learn new vocabulary words and a poem every week. • Print Rich Classrooms • Read Alouds • Pre-load background knowledge • Prof. Dev (OWL?, Supporting ELL in Math Class) • Reading Street (focus on vocabulary (tier 2 words, multiple readings)	Sept – May	Fresh Fruit & Vegetable Program \$33,453.07	Teachers, Counselor, Instructional Specialists, Intervention Specialists	Classroom observations In-Service Day Agendas Training Agendas Include poem in PLC notes	Principal
3. Students will demonstrate critical thinking skills through oral and written responses to higher level questions. • ACE & Writing Fix • Teacher modeling (verbal and written) for peers • Gradual release of responsibility model	Oct - May	Instructional Specialists Intervention Specialist Problem Solver materials Constructed Response Practice Items (teacher developed or found) Depth of Knowledge resources 8 step model drawing resources (\$750)	Teachers	Classroom Observations	Instructional Specialists Intervention Specialists
4. Students will produce published writing pieces which will be displayed across campus. • Schedule class writing time/space • Weekly lessons plans include focus for reading and writing. • Voluntary monthly support group for writing instruction. • Writing Boards will display student work – changed every 2-4 weeks.	Nov - May	Trait Crates (\$2000) Writing Boards (existing bulletin boards around campus including library & office)	Teachers Intervention Specialist Instructional Specialists Teachers	Principal will inspect weekly. Sign-In Sheet/Agenda Photographs	
5. Students will develop listening and comprehension skills through reading aloud (peer, buddies, teacher, principal, literacy nights)	Sept - May	AR Points RAZ-Kids licenses (\$250) Reading Street Resources Books for literacy nights (\$500)	Teachers, Library Aide, Buddy Classes	Observation Photographs	Principal

ACTION PLAN				MONITORING PLAN	
Action Steps	Timeline	Resources	Person(s) Responsible	Monitoring Measures	Person(s) Responsible
6. Students will set short and long-term growth goals.	Oct - May	Goal Journals (dialog) (\$750) NWEA MAP assessments (district)	Teachers	Review sample of journals	Principal
7. Students will improve academic efficacy through positive interactions with and feedback from their teachers. - Classroom observations- record positive/negative (at least 3 to 1), re-directs s/b short and sweet - No negative talk about one student in front of student(s).	Oct - May		Teachers	Classroom Observations	Principal

Goal 2: Students will improve their social skills.

Measurable Objective 1: The number of school and bus referrals will decrease by 10%.

ACTION PLAN				MONITORING PLAN	
Action Steps	Timeline	Resources	Person(s) Responsible	Monitoring Measures	Person(s) Responsible
1. Students will improve behavior and character by being in a positive, consistent environment with common school wide expectations - lunchroom - lines - Kagan Class Builders and Team Builder support for teachers - Soaring Hawks (behavior and character traits) - Announcements – pledges at 8:25	Aug - May	4 th Grade Students (announcements) with Counselor Lunch aides and Duty teachers (\$500)	All Manse Staff	Observations Referrals/Step Cards/Red Slips Soaring Hawk log	Principal

ACTION PLAN				MONITORING PLAN	
Action Steps	Timeline	Resources	Person(s) Responsible	Monitoring Measures	Person(s) Responsible
2. Students will participate in a rewards activities by earning good behavior points and AR points	Nov – May	AR Store (\$500) Fun Activities	Teachers	Record in PLC notes	Principal
3. Identified students will participate in Student Success Groups	Sept – May		Counselor		
4. Students will participate in monthly guidance lessons and weekly lessons focusing on social skills and character traits. • Supplemental lessons • Kelso's Choices • Student of Character • Student of the Month			Counselor & Teachers	Lesson Plans Monthly Counselor Schedule	Principal

Part V: BUDGET FOR THE OVERALL COST OF CARRYING OUT PLAN			
Goals	Total amount needed to accomplish Goal	Funds available in current school funding that have been specifically set aside for the implementation of the goal.	Funds still needed to implement goal.
Goal 1	Students will improve their performance in Reading, Math, and Writing.	\$135,817	\$138,300 \$12,000
Goal 2	Students will improve their social skills.	\$1,000	
Goal 3 (if applicable)			

Part VI: EVALUATION OF THE SIP

Measurable Objectives	Evaluation Measures	Timeline	Person(s) Responsible
Measurable Objective 1.1: 55% of students will meet target growth on MAP assessments in Reading and Math from Fall 2009 to Spring 2010.	Spring 2010 MAP data	May-June	Principal
Measurable Objective 1.2: Word Analysis content strand in ELA increase by 5% from 64.8% to 68% correct responses.	2010 CRT data	June	Principal
Measurable Objective 1.3: Increase the average points for Constructed Response from .97 to 1.02.	2010 CRT data	June	Principal
Measurable Objective 2.1: The number of school and bus referrals will decrease by 10%.	PowerSchool Data	June	Counselor

Part VII: OTHER REQUIRED ELEMENTS OF THE SIP

School Characteristics	#	%	Title I	Yes	No
Average Daily Attendance		94.0	Eligible	X	
Transiency Rate		42.8	Served	X	
% enrolled continuously since Count Day		87.6	Targeted Assisted		X
Incidents of School Violence: Student-to-Student	24		Schoolwide	X	
Incidents of School Violence: Student-to-Staff	0		Did your school make Adequate Yearly Progress (AYP)?		X
% of Highly Qualified Teachers	22	100.0	What was your school's AYP Designation? Exemplary (EX), High Achieving (HA), Watch List (W), Needs Improvement Year 1 (N1), Needs Improvement Year 2 (N2), Needs Improvement Year 1 Hold (N1-H), Needs Improvement Year 2 Hold (N2-H), etc.	N1	
Dropout Rate (HS)			Did you appeal your latest AYP designation?		X
Graduation Rate (HS)			Was your latest appeal granted?		
			Designated as Persistently Dangerous School?		X
			Receiving State Remediation funding?		X
			Has a State SST been assigned to your school?		X

1. What are the policies and practices in place that ensure proficiency of each subgroup in the core academic subjects?

Manse has implemented inclusion and integrated systematic intervention. All students receive grade-level instruction from classroom teacher. Struggling students, regardless of sub-group receive targeted intervention during the day. Grade-level PLCs analyze data and implement instructional practices based on that data and analyze the effectiveness of these instructional 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/or during any extension of the school year.

In the past Manse has incorporated remedial instruction during the school day due to the fact that many of our neediest students do not have the means to attend remedial instruction outside the regular school day. We are going to put in place an after school program this year. We did use RAZ-Kids (web-based) to keep our ELL students reading over the summer. We have not been able to secure funding for a summer program.

3. Describe the resources available to the school to carry out the plan. Money was allocated to Manse to provide 139 hours of after school tutoring by our teachers (extra-duty pay).
4. Summarize the effectiveness of any appropriations for the school made by the Legislature to improve student academic achievement. N/A
5. Discuss how the school will utilize Educational Involvement Accords for Parents including the Honor Code and meet all the requirements of the law. A Parent Education Meeting will be held that utilizes the Educational Involvement Accords for Parents.
6. If applicable, describe how the school will make its Title III Annual Measurable Achievement Objective (AMAO) targets in English language proficiency (reading, writing, listening, and speaking comprehension). We will include the needs of English Language Learners in our systematic intervention system. The ESL teacher will concentrate on students at levels 1 and 2 and ensure that all students participate in English in a Flash (computer-assisted) and determine which students will benefit from the ELLIS program (computer-assisted). Classroom teachers will implement instructional strategies including Cooperative Learning Structures that provide the support ESL students need to succeed.

Part VIII: REQUIRED ELEMENTS FOR TITLE I SCHOOLS

Title I schools, identified as “Needs Improvement” and are a school-wide Title I school, 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, (*e.g., schools in Year 2 of “Needs Improvement” must identify Year 1 and Year 2 services, and so on*).
 - Year 1: School Choice. – ***letter offering School Choice was sent to parent during the summer. 2 families took advantage of this offer.***
 - 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.
97% of our school budget is spent on an Instructional Consultant who provides on-going job-embedded professional development for five in-service days and about 30% of her time.
3. Describe how the school will provide written notice to parents on the school’s “Needs Improvement” status and/or AMAO status.
Letter sent out by the district.
4. Specify how Title I funds will be used to remove school from “Needs Improvement” status.
Goal setting, professional development to address language and problem solving in math.
5. Describe the school’s teacher mentoring program and how it supports the achievement of the school’s annual goals and objectives.
Although this is an informal program, the three new teachers to our school were assigned a mentor who had experience at Manse and at the mentees grade-level.
6. Describe the school’s strategies to attract high-quality highly qualified teachers to your school.
The district was forced to cut positions. Teachers on the recall list are highly-qualified. There are no openings.

Part VIII: REQUIRED ELEMENTS FOR TITLE I SCHOOLS

Title I schools, identified as “Needs Improvement” and are a school-wide Title I school, MUST complete this page.

7. Describe the school’s strategies to increase parent involvement in accordance with Section 1118 of NCLB, such as family literacy services.

We continue to hold four Literacy Nights a year. In addition, the PTO is scheduling parent involvement activities (some educational, some just for fun).

8. Describe the school’s plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs.

The district does not currently have any early childhood programs.

9. Identify the measures that include teachers in decisions regarding the use of academic assessments.

Teachers are included in the SIP team. In addition, the governance of the school is collaborative.

10. Provide assurance that federal, state, and local services are coordinated and integrated into the school improvement efforts.

Part IX: REQUIRED ELEMENTS FOR NON-TITLE I SCHOOLS

Non-Title I schools, identified as “Needs Improvement,” MUST complete this page.

1. Describe how and when the school will provide written notice to parents on the school’s “Needs Improvement” status and/or AMAO status.

2. Describe the school’s teacher mentoring program and how it supports the achievement of the school’s annual goals and objectives.

Manse Elementary School

Nye County School District

1020 E. Wilson Road

Pahrump, NV 89048

Ph: 775-727-5252 Fax: 775-727-1526

Mrs. Evangelyn Visser, Principal

Grade Levels: K-5

Website: <http://manse.nye.k12.nv.us/>



2008-2009 School Accountability Summary Report

For more information visit www.nevadareportcard.com

Mission Statement

Successful learning for one and all!

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.
- Learns to treat others with respect and is treated with respect.
- Is routinely monitored for success.
- Knows he or she is safe in the classroom, on the playground, in the lunch room, and on the buses.

Principal's Highlights

Manse Elementary School has high academic standards with a strong focus on the individual needs of the students. Teachers, custodians, and staff go the extra mile to help students succeed.

- Manse students as a whole met the proficiency goal of 51.7% in English-Language Arts and 56.3% in Mathematics for 2007-08.
- On the 5th grade Writing Proficiency Examination, 39% of our students wrote a proficient narrative.
- Manse Elementary continues in its second year as a pilot school for the Instructional Consultation (IC) Invention Program.
- We have used NWEA Measure of Academic Progress (MAP) to monitor student progress for the last three years.
- Manse Elementary continues to expand the computer-assisted intervention programs available to struggling students.
- Resource teachers and the ESL teacher work with classroom teachers to assist students with special needs succeed.
- Our new kindergarten students benefit from the third year of our all-day kindergarten program.
- The Early Childhood Special Education program serves the needs of Pre-K students in their neighborhood school.
- The staff at Manse Elementary has very little turn-over -- only 3 new teachers in 2008-09 out of 33 positions.

Goals and Objectives

Goal 1

Goal 1: Students will improve their performance in Reading and Writing.

Objective(s):

Measurable Objective 1: The School and all sub-groups will make AYP in English-Language Arts.

Goal 2

Goal 2: Students will improve their social skills.

Objective(s):

Measurable Objective 1: The number of school and bus referrals will decrease by 10%.

Demographics and Student Information

Data are provided by the Nevada Department of Education using the state student information system. Demographic profiles are reported by gender, race/ethnicity, and special student populations as of count day. Student Average Daily Attendance (ADA) is the percentage of the school enrollment in attendance on an "average school day" as of the 100th day of school.

	Enrollment #		Enrollment %		Avg Daily Attendance		
	School	District	School	District	School	District	State
Total Students	497	6,099	100.0 %	100.0 %	94.0 %	93.9 %	94.7 %
Male	243	3,158	48.9 %	51.8 %	*	*	*
Female	254	2,941	51.1 %	48.2 %	*	*	*
American Indian/Alaskan Native	-	141	-	2.3 %	-	93.0 %	93.6 %
Asian/Pacific Islander	21	163	4.2 %	2.7 %	95.7 %	94.3 %	96.3 %
Hispanic	130	1,393	26.2 %	22.8 %	94.5 %	94.6 %	94.7 %
Black/African American	19	230	3.8 %	3.8 %	91.9 %	92.6 %	93.1 %
White	321	4,172	64.6 %	68.4 %	93.9 %	93.8 %	94.8 %
IEP	85	867	17.1 %	14.2 %	91.9 %	93.0 %	93.2 %
LEP	56	376	11.3 %	6.2 %	95.0 %	95.0 %	95.3 %
FRL	316	3,059	63.6 %	50.2 %	93.3 %	93.4 %	94.2 %
Migrant	N/A	13	N/A	0.2 %	*	*	*

IEP = Students with Disabilities

LEP = Students with Limited English Proficiency

FRL = Students qualifying for Free/Reduced Lunch

“-” indicates data not presented for groups fewer than 10.

"N/A" indicates a population of zero.

"*" indicates data are not available.

Transiency, Truancy, and Discipline

	School	District
Transiency Rate	42.8 %	39.1 %
Habitual Truancy - # of Incidents	0	0
Discipline - # of Incidents Resulting in Suspension/Expulsion for:		
Violence to Other Students	32	277
Violence to Staff	0	1
Possession of Weapon	0	27
Distribution of Controlled Substance	0	9
Possession/Use of Controlled Substance	0	23
Possession/Use of Alcohol	0	5
Habitual Disciplinary Expulsions	0	13

Incidents are reported at the school where the action occurred.
Data reported as of the end of the school year.

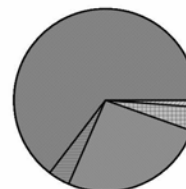
Retention

Grade	School #	School %	District #	District %
K	1	1.2 %	12	3.0 %
1	1	1.2 %	12	2.6 %
2	0	0.0 %	4	0.9 %
3	2	2.9 %	8	1.8 %
4	0	0.0 %	2	0.4 %
5	0	0.0 %	3	0.6 %

Data reported as of count day.

Student Ethnicity

Data reported by NDE as of count day.



American Indian/ Alaskan Native (1.2%)
Asian/ Pacific Islander (4.2%)
Hispanic (26.2%)
Black/ African American (3.8%)
White (64.6%)

Student/Teacher Ratio

Grade	School	District
ALL	24:1	19:1
K*	23:1	16:1
1	22:1	17:1
2	22:1	17:1
3	22:1	17:1
4	26:1	21:1
5	29:1	22:1

* Kindergarten ratios are based on the number of classes, not teachers.

- Teachers may serve multiple grade levels as needed. Therefore, Student/Teacher Ratio is reported for the school as a whole.

Data reported as of December 1.

Adequate Yearly Progress (AYP)

Elementary Designation: In Need of Improvement (Year 1)

Manse Elementary School has been classified as a school which did not demonstrate Adequate Yearly Progress (AYP) during the 2008-2009 school year. Classification as not demonstrating AYP is due to the schools not meeting 2 of the No Child Left Behind criteria in the area of mathematics. In order for a school to demonstrate Adequate Yearly Progress, all NCLB criteria must be met.

Summary of Standards-Based Test Performance

Nevada uses criterion referenced tests (CRTs) to measure student achievement relative to Nevada's academic standards. This table reflects a compilation of test results for grades represented at this school and may not represent the figures that were used to determine this school's Adequate Yearly Progress (AYP). Mathematics, Reading, and Writing test results are used to determine AYP. For grade-specific assessment results and other assessment information, refer to the Nevada Report Card Website at www.nevadareportcard.com.

ED = Percentage of students performing in the lowest range of achievement (Emergent/Developing)

AS = Percentage of students performing in the Approaches Standards range of achievement

MS = Percentage of students performing in the Meets Standards range of achievement

ES = Percentage of students performing in the highest range of achievement (Exceeds Standards)

	Reading				Writing				Mathematics				Science			
	ED	AS	MS	ES	ED	AS	MS	ES	ED	AS	MS	ES	ED	AS	MS	ES
State	7 %	32 %	44 %	17 %	7 %	41 %	44 %	8 %	9 %	29 %	39 %	23 %	9 %	32 %	48 %	11 %
District	6 %	32 %	47 %	15 %	6 %	45 %	44 %	5 %	8 %	32 %	42 %	18 %	4 %	29 %	53 %	15 %
School	8 %	40 %	39 %	14 %	7 %	58 %	32 %	4 %	11 %	39 %	35 %	14 %	2 %	33 %	50 %	15 %

“-” indicates data not presented for groups fewer than 10.

“N/A” indicates that data are not available.

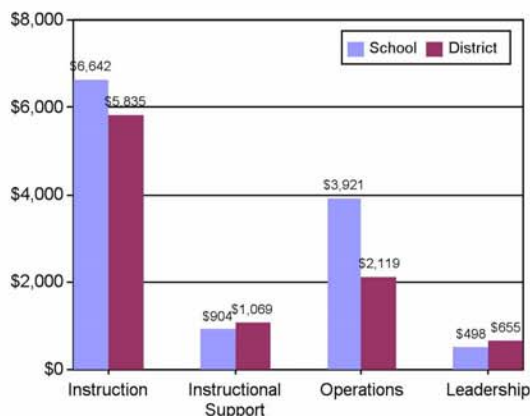
Per-Pupil Expenditures 2007-2008

The per pupil expenditures for all Nevada school districts and schools are calculated by InSite, which results in comparable financial information over time and across the state. Financial data are reported for the year prior to the school year just completed.

Manse ES Total Cost Per Pupil = \$11,965.45

District Total Cost Per Pupil = \$9,677.57

Per-Pupil Expenditures By Category



Schools showing only \$0 have not been in operation long enough to have data for 2007-2008.

Personnel Information

Classes Not Taught by Highly Qualified Teachers

	School %	District %
Elementary	12.2 %	6.2 %
Arts	N/A	24.5 %
English	N/A	10.3 %
Foreign Language	N/A	36.8 %
Mathematics	N/A	13.2 %
Science	N/A	4.2 %
Social Studies	N/A	9.1 %

“N/A” indicates that these subjects or grade levels are not present. Data obtained from the Office of Teacher Licensure as of May 2009.

Highly qualified teachers hold a minimum of a bachelor's degree, are licensed to teach in the State of Nevada, and have demonstrated competence in their teaching area.

Teacher ADA and Licensure Information

	Teacher Average Daily Attendance Rate	Teachers providing instruction:		
		Pursuant to NRS 391.125 (Emergency Credential)	Pursuant to waiver with State Approval	Without an endorsement for the subject area
State	96.2 %	665	248	203
District	96.2 %	5	0	4
School	97.5 %	1	0	0

Teacher Average Daily Attendance (ADA) is the percentage of licensed educators who provided instruction to students in classrooms on an "average school day".

“N/A” indicates that data are not available.

Parent/Community Involvement

Parent/Teacher Conference Participation

08-09	07-08	06-07
88.0 %	87.0 %	77.0 %

'N/A' indicates the data are not available.

Upon the recommendation of the newly formed PTO, Manse began publishing a weekly newsletter last year and has continued this year. Most documents are sent with the newsletter. In addition, the newsletter and other parent resources are posted on the school's website.

This year we had an Ice Cream Social the Thursday before school started. This gave parents the opportunity to walk students to their new classes and meet teachers. In addition, community resource providers were invited to set up tables and meet with parents.

Manse collaborated with the Nye County Coalition by participating in the Kindergarten Round-Up. Parents can register their students for school and make sure immunizations and other important health concerns are taken care of before school starts.

The PTO started a Food for Thought program to provide needy students with food over the weekend.

The PTO also organized a six-week after school enrichment program that offered a variety of classes, such as cheerleading, drums, and cribbage.

We continued to host Family Literacy Nights as a venue for parents and students to enjoy books together and each child leaves with a book of their own.

Note: District totals do not include state or district sponsored charter school data.

The development of this annual school accountability report is a joint effort among the Nevada Department of Education, Otis Educational Systems, Inc., and Nevada school districts. This report is provided to the public as required by the federal No Child Left Behind Act and NRS 385.347. A comprehensive listing of all accountability data, including student test data, may be accessed on the Nevada Annual Reports of Accountability website at www.nevadareportcard.com.

PARENT & COMMUNITY INVOLVEMENT

Nye County School District Site-Based Parental Involvement Policy				
Parental Involvement Policy Component	Timeline for implementing components.	Person(s) Responsible Who is the person or group who will ensure that each component is implemented?	Monitoring Measures Identify data sources & timeline for monitoring the progress of each component.	
1. Each NCSD school will involve parents in the joint development of a school wide parental involvement plan.	August to December	School Improvement Committee	School Improvement Plan Action Steps	• •
2. Each NCSD school will involve parents in the school review and improvement process.	May	School Improvement Committee	Review of Improvement Plan Action Steps	
3. Each NCSD school will provide coordination and technical assistance for its parents participating in activities that improve student academic achievement and school performance.	Ongoing throughout school year	• School Administration • Leadership Team	Participation Surveys following Parent Classes, Activities, and Public Presentations regarding academic achievement and student performance.	• •
4. Each NCSD school will provide necessary program training for parents to assist in their child's learning when appropriate. (Such as: Head Start, Reading First, Early Reading First, Even Start, Parents as Teachers, Home Instruction Program for Preschool Youngsters, and state-operated programs)	Ongoing throughout school year	• Program Coordinators • School Administrators	• Training Completion • Training Participation Survey	• •
5. Each NCSD school will involve parents in the evaluation of the school's parental involvement for effectiveness and possible improvements.	Fall P/T & Spring P/T Conference	School/Teachers will invite parents to complete Parent Perception Survey	Collection and Examination of Parent Survey Results	• •
6. Each NCSD school will strengthen its parental involvement relationship through: a. providing explanations of State Standards and student achievement results on assessments b. Completion of Nevada D.O.E. Educational Involvement Accord	a. Ongoing throughout school year b. August	• Administrators • Counselors • Teachers	• Open House Events • P/T Conferences • IEP meetings	• •

*Manse Elementary School
School Improvement Plan 2009-2010*

NYE COUNTY SCHOOL DISTRICT
MT. CHARLESTON ELEMENTARY SCHOOL
1521 E. Idaho Street
Pahrump, NV 89048

SAGE
SCHOOL IMPROVEMENT PLAN
TITLE I - NRS 385

For Implementation in 2009-10 School Year

School Improvement Planning Team

- ALL Title I schools must have a parent on their SIP team that is NOT a district employee. Indicate this member with an asterisk.

Name of Member	Position	Name of Member	Position
Tim Wombaker	Principal	Esther Englund	Teacher
Laura Weir	Teacher	Michelle Shereck	Teacher
Keele McDaniel	Teacher	Carrie Moore	Parent

Submission Date: December 1, 2009

Area Reviewer:

Jerry C. Hill, Assistant Superintendent
Department for Student Achievement

School: Mt. Charleston Elementary School	District: Nye County School District
Principal: Tim Wombaker	School Year: 2009-10
Address: 1521 E. Idaho St.	Phone: (775) 727-7892
Pahrump, NV 89048	Email: twombaker@nye.k12.nv.us
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Part I: VISION FOR LEARNING

District Vision or Mission Statement

Every Child a Success!

District Goal 1

Improvement in student achievement and proficiency levels for all students.

District Goal 2

Sustain practices in the NCSD educational organization that impact quality instruction, increases the graduation rate, decreases the dropout rate, utilizes educational technology, and promotes parental involvement.

District Goal 3

Maintain safe learning and working environments for all students and staff.

VISION FOR LEARNING (continued)

MISSION STATEMENT

Mt. Charleston Elementary is committed to providing a quality education for all students.

VISION STATEMENT

We believe that the most promising strategy for achieving the mission of Mt. Charleston is to develop our capacity to function as a Professional Learning Community. We envision a school in which staff establishes a learning partnership of home, school, and community to ensure personal and academic excellence through:

- working in collaboration to achieve a common purpose and clear goals;
- seeking and implementing promising strategies for improving student achievement on a continuing basis;
- monitoring each student's progress based upon a standards driven curriculum;
- demonstrating a personal commitment to the academic and social success and general well-being of all students.
- empowering students to become active participants in their learning process.
- modeling responsible behaviors and citizenship skills
- preparing students to become life-long learners

School Highlights

Mt. Charleston's school highlights and successes:

- Student of the Month assemblies
- Quarterly Reward Rendezvous
- Read 180 program for 4th & 5th grade below level readers and System 44 for below level readers in grades 2 and 3
- PITSCO lab to strengthen science, math, and technology skills for grades K-5
- Cougar Cub Club for 4th and 5th grade students with an emphasis on school and community service
- Extended Day Kindergarten program to enhance readiness skill for at-risk Kindergarteners
- Honors Math for grades 3rd through 5th
- Parental involvement in student conferences and school sponsored events – 80% or greater.
- Character Education Program to improve citizenship
- Guided reading groups in grades 1 and 2
- Literacy activities to educate families on how to support children
- Science fair to promote science application
- High school students come to the honor's math classes in 3-5 twice a month for Math Olympiads
- Music/choir performances for development in fine arts education
- A talent show for students in grades 3-5 (fine arts education)
- Educational assemblies
- Classroom reading incentive programs
- 87% of parents feel their children are safe at school.
- Garden Club to raise environmental awareness through gardening, recycling, and promoting school community pride.

PART II: INQUIRY PROCESS

Comprehensive Needs Assessment

Key Strengths

During collaboration meetings, the staff reviews assessment and classroom data, makes suggestions for improvement, and shares successful teaching strategies.

The use of one educational assembly per month, and scheduled morning or afternoon tri-monthly meetings have provided time for needed collaboration. Staff is also meeting in cross grade level collaboration efforts monthly.

Our Intervention Team meets weekly to create action plans for at risk students.

School-wide and classroom behavior plans with an emphasis on consistent behavior expectations are in place. In addition, positive rewards such as Student of the Month-Character Trait Recognition, Superstars, All-stars, Principal for a Day contests, and quarterly Reward Rendezvous programs help to establish incentives for good behavior and high academic achievement.

Data from teacher, parent, and student surveys show there is agreement with the high expectations outlined at our school.

Data survey results show that parents feel welcomed and involved at our school-**90%**. We welcome parents to join in during our collaboration times.

Concerning communication, **87%** of parents think our communication is effective.

Professional development is ongoing to continue promoting the Professional Learning Community approach. We will continue to implement the balanced literacy strategies and will use assessments to design tutorial opportunities for at risk students.

Priority Concerns

IEP students – Mt. Charleston IEP student scores will improve by 10% on the 3rd through 5th grade standardized reading and math CRT tests.

Reading/Language Arts – Mt. Charleston students in 3rd, 4th, and 5th grade will increase proficiency on standardized tests by 10% in the area of reading to comprehend informational text.

Math – Mt. Charleston students in 3rd, 4th, and 5th grade will increase proficiency on standardized tests by 10% in the areas of numbers and operations, algebra and functions, and geometry.

INQUIRY PROCESS (continued)

Verification of Causes – Root Cause Analysis

<i>Priority Concerns</i>	<i>Root Causes</i>	<i>Solutions</i>
Based on STANDARDIZED performance, our 3 rd – 5 th grade students with IEPs need improvement in Math and Reading areas.	- o Format of tests are too difficult for IEP students - o IEP students are typically identified as 2-3 years below level - o Students are lacking effective test taking strategies - o Test vocabulary doesn't match curriculum vocabulary - o Too much emphasis is placed upon grade level curriculum and not on skill development specific to child's need	- o Staff will be familiar with CRT testing format/vocabulary and will review at the start of and throughout the school year. - o NWEA testing and monitoring program will be used to analyze student growth. - o Staff Collaboration meetings during educational assemblies to focus on student achievement, assessment, and possible remediation strategies - o Computer lab will be available for remediation and skill development - o Implementation of the READ 180 program for 4th and 5th grade below level students - o SESS is purchasing reading support programs/materials for at risk students.
Reading/Language Arts – Low performance in the area of comprehension of informational text.	- o Reading levels affect reading skills - o Students are lacking effective test taking strategies - o Format and length of test is too difficult for many students - o Lack of interest of students often affects results - o Not enough focus on essential standards within the curriculum - o Reading curriculum is too broad and more focus is needed on essential skills	- o Staff will be familiar with CRT testing format/vocabulary and will review at the start of and throughout the school year. - o SESS is purchasing reading support programs/materials for at risk students. - o Staff Collaboration meetings to focus on student achievement, assessment, and scope and sequence of remediation strategies. - o NWEA testing and monitoring program will be used to analyze student growth. - o Student selection to participate in Public Library Reading Program - o Weekly remediation/re-teaching time to focus on student deficiencies - o Reading groups led by certified staff with more emphasis on nonfiction reading. - o 90 minutes dedicated to Language arts/Reading school wide - o Weekly use of computer lab with educational websites and software to enhance reading/language skills.

Verification of Causes – Root Cause Analysis		
Priority Concerns	Root Causes	Solutions
Math – Low performance in numbers and operations, algebra and functions, and geometry.	- o Saxon Math format and vocabulary are not correlated to testing format - o Students are lacking effective test taking strategies - o Timeline of the adopted curriculum in the specific areas does not match the testing timeline so students may not be exposed to necessary skills	- o Staff will be familiar with CRT testing format/vocabulary and will review at the start of and throughout the school year. - o Weekly remediation/re-teaching time to focus on student deficiencies - o Staff Collaboration meetings to focus on student achievement, assessment, and scope and sequence of remediation strategies. - o Weekly use of computer lab with educational websites and software to enhance math skills.

Part III: IMPROVEMENT GOALS AND MEASURABLE OBJECTIVES
Goal 1: To increase test scores of students with IEP's in Reading/Language Arts and Math.
Measurable Objective: Mt. Charleston IEP student scores will improve by 10% on the 3rd through 5th grade math and reading CRT tests.
Goal 2: Improve general education student performance on standardized tests in Reading/Language Arts.
Measurable Objective: Mt. Charleston students in 3rd, 4th, and 5th grade will increase proficiency on standardized tests by 10% in the area of reading to comprehend informational text.
Goal 3: Improve student performance on standardized tests in Math.
Measurable Objective: Mt. Charleston students in 3rd, 4th, and 5th grade will increase proficiency on standardized tests by 10% in the areas of numbers and operations, algebra and functions, and geometry.

Part IV: SCHOOL IMPROVEMENT MASTER PLAN & REFORM STRATEGIES

Goal 1: To increase test scores of students with IEP's in Reading/Language Arts and Math

Measurable Objective(s): Mt. Charleston IEP student scores will improve by 10% on the 3rd through 5th grade math and reading CRT tests.

ACTION PLAN				MONITORING PLAN	
Action Steps	Timeline	Resources	Person(s) Responsible	Monitoring Measures	Person(s) Responsible
Staff will be familiar with CRT testing format/vocabulary and will review at the start of and throughout the school year.	Aug. 2009 Ongoing	State provided standardized teaching tools, teacher team to develop list of test-taking skills/vocabulary	Teachers/Principal	o CRT test data	o Staff/Principal
NWEA testing and monitoring program will be used to analyze student growth.	Aug. 2009 Ongoing	District funded	Staff/Principal	o NWEA results/reports	o Teachers/Staff
Staff Collaboration meetings during educational assemblies to focus on student achievement, assessment, and remediation strategies	Sept. 2009 Ongoing	None	Staff/Principal	o STAR/AR/Running Record assessments	o Teachers/Staff/PLC Facilitators
Computer labs are available for remediation/skill development	Sept. 2009 ongoing	None	Staff	o Smart Team Feedback Sheets	
Implementation of the READ 180 program for 4 th and 5 th grade below level students	Aug. 2009 Ongoing	SESS	4/5 Resource teacher	o Assessment data created by READ 180 program	o 4/5 Resource Teacher
SESS is purchasing reading support programs/materials for special education students.	Aug 2009	SESS	Staff	o Assessment data created by purchased program	o Teachers/Staff

SCHOOL IMPROVEMENT MASTER PLAN (Continued)

Goal 2: Improve general education student performance on standardized tests in Reading/Language Arts.

Measurable Objective(s): Mt. Charleston students in 3rd, 4th, and 5th grade will increase proficiency on standardized tests by 10% in the area of reading to comprehend informational text.

ACTION PLAN				MONITORING PLAN	
Action Steps	Timeline	Resources	Person(s) Responsible	Monitoring Measures	Person(s) Responsible
Staff will be familiar with CRT testing format/vocabulary and will review at the start of and throughout the school year.	Aug. 2009 Ongoing	State provided standardized teaching tools, teacher team to develop list of test-taking skills/vocabulary	Teachers/Principal	o CRT test results	o Test coordinator/principal o PLC Facilitators o Staff o Teachers/Staff
NWEA testing and monitoring program will be used to analyze student growth.	Aug 2009 Ongoing	District funded	Staff	o Smart Team Feedback sheets	
SESS is purchasing reading support programs/materials for at risk students.	Aug. 2009 Ongoing	None	Staff	o NWEA results/reports	
Staff Collaboration meetings to focus on student achievement, assessment, and scope and sequence of remediation strategies.	Sept. 2009 Ongoing	None	Staff	o Classroom assessments/PLC notes	
Student selection to participate in Public Library Reading Program	Oct. 2009 Ongoing	None	Teachers/Staff	o Assessment data created by purchased program	
Weekly remediation/re-teaching time to focus on student deficiencies	Sept. 2009 Ongoing	None	Teachers/Staff	o Collaboration notes	
Reading groups led by certified staff with more emphasis on nonfiction reading.	Sept. 2009 Ongoing	None	Teachers	o STAR/AR/Running Record assessments	
Weekly use of computer lab with educational websites and software to enhance reading/language skills.	Sept. 2009 Ongoing	Title I	Teachers/Principal	o Assessment data created by purchased program	

SCHOOL IMPROVEMENT MASTER PLAN (Continued)

Goal 3: Improve student performance on standardized tests in Math.

Measurable Objective(s): Mt. Charleston students in 3rd, 4th, and 5th grade will increase proficiency on standardized tests by 10% in the areas of numbers and operations, algebra and functions, and geometry.

ACTION PLAN				MONITORING PLAN	
Action Steps	Timeline	Resources	Person(s) Responsible	Monitoring Measures	Person(s) Responsible
Staff will be familiar with CRT testing format/vocabulary and will review at the start of and throughout the school year.	Aug. 2009 Ongoing	Staff obtains standardized teaching tools from NVDOE website, teacher team to develop list of test-taking skills/vocabulary	Staff	o CRT test results	o Staff/Principal
NWEA testing and monitoring program will be used to analyze student growth.	Aug 2009 Ongoing	District funded	Staff	o NWEA results/reports	o Staff
Weekly remediation/re-teaching time to focus on student deficiencies	Sept.. 2009 Ongoing	None	Staff	o CRT test results/collaboration notes	o Staff/Principal
Staff Collaboration meetings to focus on student achievement, assessment, and scope and sequence of remediation strategies.	Sept. 2009 Ongoing	None	Staff	o SMART TEAM feedback sheets	o Staff
Weekly use of computer lab with educational websites and software to enhance math skills.	Sept 2009 Ongoing	Title I	Staff/Principal	o Assessment data created by purchased program	o Teachers/Staff
Class subscription to Scholastic's DynaMath	Sept 2009 – June 2010	Title I	Staff/Principal	o CRT test results/collaboration notes	o Staff/Principal

Part V: BUDGET FOR THE OVERALL COST OF CARRYING OUT PLAN

Goals	Total amount needed to accomplish Goal	Funds available in current school funding that has been specifically set aside for the implementation of the goal.	Funds still needed to implement goal.
Goal 1 [IEP]	1. Computer Lab and Read 180 Program: - Supplies – ink, paper, misc. - Upkeep of equipment	- Read 180 is funded from Special Education. - Supplies for the computer lab will be funded through Title I funds: \$1,375.49	None
Goal 2 [Reading/LA]	1. Nonfiction books 2. Computer Lab - Supplies-ink, paper, misc. - Upkeep of equipment - Licensing – MClass Reading	1. Book fair monies and Title I funds. 2. Title I: \$5,648.68	None
Goal 3 [Math]	1. Computer Lab Licensing - TimezAttack 2. DynaMath – one class subscription each for 3 rd , 4 th , and 5 th .	1. Title I: TimezAttack - \$10 x 100 = \$1000 2. Title I: DynaMath - \$5.15 per issue x 120 = \$618	None

Part VI: EVALUATION OF THE SIP

Measurable Objectives	Evaluation Measures	Timeline	Person(s) Responsible
Mt. Charleston IEP student scores will improve by 10% on the 3 rd through 5 th grade math and reading CRT tests.	Classroom observations of teacher practices. PLC meetings. Standardized test results.	Ongoing Ongoing May 2009	Administration Administration/Teachers Administration/Teachers
Mt. Charleston students in 3 rd , 4 th , and 5 th grade will increase proficiency on standardized tests by 10% in the area of reading to comprehend informational text.	Classroom observations of teacher practices. PLC meetings. Standardized test results.	Ongoing Ongoing May 2009	Administration Administration/Teachers Administration/Teachers
Mt. Charleston students in 3 rd , 4 th , and 5 th grade will increase proficiency on standardized tests by 10% in the areas of numbers and operations, algebra and functions, and geometry.	Classroom observations of teacher practices. PLC meetings. Standardized test results.	Ongoing Ongoing May 2009	Administration Administration/Teachers Administration/Teachers

Part VII: OTHER REQUIRED ELEMENTS OF THE SIP

All schools MUST complete this page.

School Characteristics	#	%	Title I	Yes	No
Average Daily Attendance		93%	Eligible	✓	
Transiency Rate		47%	Served	✓	
% enrolled continuously since Count Day		80%	Targeted Assisted		✓
Incidents of School Violence: Student-to-Student	18		Schoolwide	✓	
Incidents of School Violence: Student-to-Staff	3		Did your school make Adequate Yearly Progress (AYP)?		✓
% of Highly Qualified Teachers	100%		What was your school's AYP Designation? Exemplary (EX), High Achieving (HA), Watch List (W), Needs Improvement Year 1 (N1), Needs Improvement Year 2 (N2), Needs Improvement Year 1 Hold (N1-H), Needs Improvement Year 2 Hold (N2-H), etc.	Watch List (W)	
Dropout Rate (HS)		n/a	Did you appeal your latest AYP designation?		✓
Graduation Rate (HS)		n/a	Was your latest appeal granted?		✓
			Designated as Persistently Dangerous School?		✓
			Receiving State Remediation funding?		✓
			Has a State SST been assigned to your school?		✓

1. What are the policies and practices in place that ensure proficiency of each subgroup in the core academic subjects?

The Professional Learning Community model utilized by Mt. Charleston staff provides time for teachers to regularly monitor student achievement levels. Collaboration meetings enable staff to review classroom data, make suggestions for improvements, and share successful teaching strategies. In addition, our Intervention Team meets weekly to create action plans for at-risk 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/or during any extension of the school year.

Mt. Charleston utilizes the ESY program offered by NCSD Special Education Support Services.

3. Describe the resources available to the school to carry out the plan.

Title I and Special Education Funding

4. Summarize the effectiveness of any appropriations for the school made by the Legislature to improve student academic achievement.

There is no funding provided by the Legislature due to state budget shortfall.

5. Discuss how the school will utilize Educational Involvement Accords for Parents including the Honor Code and meet all the requirements of the law.

We distributed the Accord and followed-up on students who did not return the form. We continuously invite parents to volunteer and are committed to encouraging parents to be a supporting element in their children's education.

6. If applicable, describe how the school will make its Title III Annual Measurable Achievement Objective (AMAO) targets in English language proficiency (reading, writing, listening, and speaking comprehension).

Students identified through state criteria as being ELL are provided instruction in both pull-out services and within the regular classroom. Additionally, in-service training will be conducted throughout the year to support strategies that specifically target the second language learners.

Part VIII: REQUIRED ELEMENTS FOR TITLE I SCHOOLS

Title I schools, identified as "Needs Improvement," and are a schoolwide Title I school 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, (e.g., schools in Year 2 of "Needs 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.

2. Provide an assurance that the school will not spend less than 10% of their annual Title I allocation for quality professional development.

This year, we are not required, per the state, to spend 10% of our Title I allocation.

3. Describe how the school will provide written notice to parents on the school's "Needs Improvement" status and/or AMAO status.

Mt. Charleston will notify parents in the first annual newsletter that the school is designated on the "Watch List."

4. Specify how Title I funds will be used to remove school from "Needs Improvement" status.

N/A

5. Describe the school's teacher mentoring program and how it supports the achievement of the school's annual goals and objectives.

Mt. Charleston has 2 teachers that are part of the NCSD Mentoring Program. They will be assisting teachers through observation and discussion.

6. Describe the school's strategies to attract high-quality highly qualified teachers to your school.

The school strives to maintain high standards and expectations for students and staff. Consistent administrative support, follow through with discipline, strong sense of community within the school, and regular communication with parents/community stakeholders are the strategies that Mt. Charleston Elementary School is proud of.

7. Describe the school's strategies to increase parent involvement in accordance with Section 1118 of NCLB, such as family literacy services.

The school consistently communicates with parents, and organizes activities to promote family involvement with the school.

8. Describe the school's plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs.

Mt. Charleston Elementary School offers a new parent/student orientation at the start of every school year to familiarize families with the school campus, procedures, and expectations.

9. Identify the measures that include teachers in decisions regarding the use of academic assessments.

Monthly PLC facilitator meetings are held to communicate and collaborate on academic progress, concerns, and programs.

10. Provide assurance that federal, state, and local services are coordinated and integrated into the school improvement efforts.

The school improvement plan is monitored by the Nye County School District's Title I coordinator to ensure that federal, state, and local services are integrated.

Part IX: REQUIRED ELEMENTS FOR NON-TITLE I SCHOOLS

Non-Title I schools, identified as “Needs Improvement,” MUST complete this page.

1. **Describe how and when the school will provide written notice to parents on the school’s “Needs Improvement” status and/or AMAO status.**

N/A

2. **Describe the school’s teacher mentoring program and how it supports the achievement of the school’s annual goals and objectives.**

N/A

Nye County School District Site-Based Parental Involvement Policy				
Parental Involvement Policy Component	Timeline for implementing components.	Person(s) Responsible Who is the person or group who will ensure that each component is implemented?	Monitoring Measures Identify data sources & timeline for monitoring the progress of each component.	Person(s) Responsible Who is the person or group who will ensure that the progress is monitored?
1. Mt. Charleston Elementary School will involve parents in the joint development of a school wide parental involvement plan.	August to December	School Improvement Committee	School Improvement Plan Action Steps	• Nye County School District Title I Coordinator • School Administration
2. Mt. Charleston Elementary School will involve parents in the school review and improvement process.	May	School Improvement Committee	Review of Improvement Plan Action Steps	School Administration
3. Each NCSD school will provide coordination and technical assistance for its parents participating in activities that improve student academic achievement and school performance.	Ongoing throughout school year	• School Administration • Leadership Team	Participation Surveys following Parent Classes, Activities, and Public Presentations regarding academic achievement and student performance.	• School Administration • Nye County School District Title I Coordinator
4. Mt. Charleston Elementary School will involve parents in the evaluation of the school's parental involvement for effectiveness and possible improvements.	Fall P/T & Spring P/T Conference	School/Teachers will invite parents to complete Parent Perception Survey	Collection and Examination of Parent Survey Results	• School Administration • Nye County School District Title I Coordinator
5. Mt. Charleston Elementary School will strengthen its parental involvement relationship through: a. providing explanations of State Standards and student achievement results on assessments b. Completion of Nevada D.O.E. Educational Involvement Accord	a. Ongoing throughout school year b. August	• Administrators • Counselors • Teachers	• Open House Events • P/T Conferences • IEP meetings	• School Administration • Nye County School District Title I Coordinator

Mt. Charleston Elementary School

Nye County School District

1521 E. Idaho St.
Pahrump, NV 89048
Ph: 775-727-7892 Fax: 775-727-7894

Mr. Tim Wombaker, Principal
Grade Levels: K-5
Website: <http://mtcharleston.nye.k12.nv.us>



2008-2009 School Accountability Summary Report

For more information visit www.nevadareportcard.com

Mission Statement

Mt. Charleston Elementary is committed to providing a quality education for all students.

Principal's Highlights

Mt. Charleston is a Professional Learning Community. We strive to increase student achievement as our dedicated staff works to maintain high academic and behavioral standards.

- Nine students in grades 3-5 scored a perfect 500 on CRT tests.
- We had 85% parent attendance at the Fall Open House and parent/teacher conferences.
- Our Character Education program has reduced the amount of discipline problems.
- We had 57% proficient on the NV State writing exam.
- Surveys state that 97% of parents believe communication is strong and effective.
- 98% of parents feel their child is safe at school.
- 6 Pahrump Valley High School students work with our honor's math students in grades 3-4-5 to develop higher math skills.
- Our Cougar Cub Club emphasizes school and community service. We have over 30 members participating in this club.
- Our extended day Kindergarten program has 12 exited students due to increased skills. Deemed High Achieving for 2008/09.

Goals and Objectives

Goal 1

To increase test scores of students with IEP's in Reading/Language Arts and Math

Objective(s):

Mt. Charleston IEP student scores will improve by 10% on the 3rd through 5th grade standardized tests.

Goal 2

Improve general education student performance on standardized tests in Reading/Language Arts.

Objective(s):

Mt. Charleston students in 3rd, 4th, and 5th grade will increase proficiency on standardized tests by 10% in the areas demonstrating a critical stance, developing an interpretation, and comprehension.

Goal 3

Improve student performance on standardized tests in Math.

Objective(s):

Mt. Charleston students in 3rd, 4th, and 5th grade will increase proficiency on standardized tests by 10% in the areas of measurement, geometry, and problem solving.

Demographics and Student Information

Data are provided by the Nevada Department of Education using the state student information system. Demographic profiles are reported by gender, race/ethnicity, and special student populations as of count day. Student Average Daily Attendance (ADA) is the percentage of the school enrollment in attendance on an "average school day" as of the 100th day of school.

	Enrollment #		Enrollment %		Avg Daily Attendance		
	School	District	School	District	School	District	State
Total Students	516	6,099	100.0 %	100.0 %	94.9 %	93.9 %	94.7 %
Male	262	3,158	50.8 %	51.8 %	*	*	*
Female	254	2,941	49.2 %	48.2 %	*	*	*
American Indian/Alaskan Native	-	141	-	2.3 %	-	93.0 %	93.6 %
Asian/Pacific Islander	-	163	-	2.7 %	-	94.3 %	96.3 %
Hispanic	127	1,393	24.6 %	22.8 %	94.9 %	94.6 %	94.7 %
Black/African American	15	230	2.9 %	3.8 %	97.3 %	92.6 %	93.1 %
White	359	4,172	69.6 %	68.4 %	94.8 %	93.8 %	94.8 %
IEP	81	867	15.7 %	14.2 %	92.9 %	93.0 %	93.2 %
LEP	42	376	8.1 %	6.2 %	94.2 %	95.0 %	95.3 %
FRL	259	3,059	50.2 %	50.2 %	94.3 %	93.4 %	94.2 %
Migrant	N/A	13	N/A	0.2 %	*	*	*

IEP - Students with Disabilities

LEP - Students with Limited English Proficiency

FRL - Students qualifying for Free/Reduced Lunch

* Indicates data not presented for groups fewer than 10.

'N/A' indicates a population of zero.

*** Indicates data are not available.

Transiency, Truancy, and Discipline

	School	District
Transiency Rate	37.0 %	39.1 %
Habitual Truancy - # of Incidents	0	0
Discipline - # of Incidents Resulting in Suspension/Expulsion for:		
Violence to Other Students	9	277
Violence to Staff	1	1
Possession of Weapon	4	27
Distribution of Controlled Substance	0	9
Possession/Use of Controlled Substance	0	23
Possession/Use of Alcohol	0	5
Habitual Disciplinary Expulsions	0	13

Incidents are reported at the school where the action occurred.
Data reported as of the end of the school year.

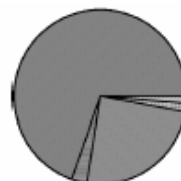
Retention

Grade	School #	School %	District #	District %
K	5	6.3 %	12	3.0 %
1	1	1.3 %	12	2.6 %
2	1	1.3 %	4	0.9 %
3	2	2.4 %	8	1.8 %
4	1	1.2 %	2	0.4 %
5	1	1.0 %	3	0.6 %

Data reported as of count day.

Student Ethnicity

Data reported by NDE as of count day.



American Indian/Alaskan Native (1.4%)
Asian/Pacific Islander (1.6%)
Hispanic (24.6%)
Black/African American (2.9%)
White (69.6%)

Student/Teacher Ratio

Grade	School	District
ALL	24:1	19:1
K*	20:1	16:1
1	19:1	17:1
2	19:1	17:1
3	21:1	17:1
4	26:1	21:1
5	25:1	22:1

* Kindergarten ratios are based on the number of classes, not teachers.

- Teachers may serve multiple grade levels as needed. Therefore, Student/Teacher Ratio is reported for the school as a whole.

Data reported as of December 1.

Adequate Yearly Progress (AYP)

Elementary Designation: Watch

Mt Charleston Elementary School has been classified as a school which did not demonstrate Adequate Yearly Progress (AYP) during the 2008-2009 school year. Classification as not demonstrating AYP is due to the schools not meeting 2 of the No Child Left Behind criteria in the areas of English language arts (ELA) and mathematics. In order for a school to demonstrate Adequate Yearly Progress, all NCLB criteria must be met.

Summary of Standards-Based Test Performance

Nevada uses criterion referenced tests (CRTs) to measure student achievement relative to Nevada's academic standards. This table reflects a compilation of test results for grades represented at this school and may not represent the figures that were used to determine this school's Adequate Yearly Progress (AYP). Mathematics, Reading, and Writing test results are used to determine AYP. For grade-specific assessment results and other assessment information, refer to the Nevada Report Card Website at www.nevadareportcard.com.

ED = Percentage of students performing in the lowest range of achievement (Emergent/Developing)

AS = Percentage of students performing in the Approaches Standards range of achievement

MS = Percentage of students performing in the Meets Standards range of achievement

ES = Percentage of students performing in the highest range of achievement (Exceeds Standards)

	Reading				Writing				Mathematics				Science			
	ED	AS	MS	ES	ED	AS	MS	ES	ED	AS	MS	ES	ED	AS	MS	ES
State	7 %	32 %	44 %	17 %	7 %	41 %	44 %	8 %	9 %	29 %	39 %	23 %	9 %	32 %	48 %	11 %
District	6 %	32 %	47 %	15 %	6 %	45 %	44 %	5 %	8 %	32 %	42 %	18 %	4 %	29 %	53 %	15 %
School	3 %	34 %	49 %	14 %	4 %	39 %	54 %	3 %	5 %	36 %	35 %	24 %	4 %	27 %	44 %	25 %

'-' indicates data not presented for groups fewer than 10.

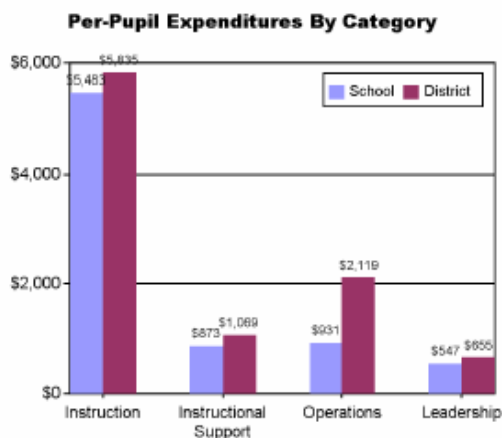
'N/A' indicates that data are not available.

Per-Pupil Expenditures 2007-2008

The per pupil expenditures for all Nevada school districts and schools are calculated by InSite, which results in comparable financial information over time and across the state. Financial data are reported for the year prior to the school year just completed.

Mt. Charleston ES Total Cost Per Pupil = \$7,833.54

District Total Cost Per Pupil = \$9,677.57



Schools showing only \$0 have not been in operation long enough to have data for 2007-2008.

Personnel Information

Classes Not Taught by Highly Qualified Teachers

	School %	District %
Elementary	0.0 %	6.2 %
Arts	N/A	24.5 %
English	N/A	10.3 %
Foreign Language	N/A	36.8 %
Mathematics	N/A	13.2 %
Science	N/A	4.2 %
Social Studies	N/A	9.1 %

'N/A' indicates that these subjects or grade levels are not present. Data obtained from the Office of Teacher Licensure as of May 2009.

Highly qualified teachers hold a minimum of a bachelor's degree, are licensed to teach in the State of Nevada, and have demonstrated competence in their teaching area.

Teacher ADA and Licensure Information

	Teacher Average Daily Attendance Rate	Teachers providing instruction:		
		Pursuant to NRS 391.125 (Emergency Credential)	Pursuant to waiver with State Approval	Without an endorsement for the subject area
State	96.2 %	665	248	203
District	96.2 %	5	0	4
School	95.2 %	0	0	0

Teacher Average Daily Attendance (ADA) is the percentage of licensed educators who provided instruction to students in classrooms on an "average school day". 'N/A' indicates that data are not available.

Parent/Community Involvement

Parent/Teacher Conference Participation

08-09	07-08	06-07
86.0 %	93.0 %	87.0 %

N/A indicates the data are not available.

At Mt. Charleston Elementary School, we feel that communication is the key to success. We offer weekly behavior notes and frequent communication with parents to keep them informed of student progress and achievement. The school has an autodial system to notify parents of upcoming events and attendance concerns. Our marquee sign keeps the community informed of upcoming events. Parents can contact school staff through email and/or voicemail, and obtain information through the school and district websites, along with grades and report cards on-line. Our Cougar folder is provided to all students for reference every day for the entire school year. We hold several literacy nights and activities to make parents feel welcome in the school. Our Cougar Cub Club works with the community and school with tremendous assistance from parents. The progressive discipline plan and the school-wide improvement plan were developed with input from parents. Any discipline problems and/or other concerns are dealt with and communicated directly and immediately for successful results. Mt. Charleston Elementary School has been very successful with communication.

Note: District totals do not include state or district sponsored charter school data.

The development of this annual school accountability report is a joint effort among the Nevada Department of Education, Otis Educational Systems, Inc., and Nevada school districts. This report is provided to the public as required by the federal No Child Left Behind Act and NRS 385.347. A comprehensive listing of all accountability data, including student test data, may be accessed on the Nevada Annual Reports of Accountability website at www.nevadareportcard.com.

Web Site: www.nevadareportcard.com

Page 4 of 4

Mt. Charleston ES

NYE COUNTY SCHOOL DISTRICT

Pathways Innovative Education

484 S. West Street
Pahrump, NV 89048

SAGE SCHOOL IMPROVEMENT PLAN TITLE I - NRS 385

For Implementation in 2009-10 School Year

School Improvement Planning Team

[ALL Title I schools must have a parent on their SIP team that is NOT a district employee. This member is indicated with an asterisk.]

Name of Team Member	Position
Jerry Hill	Principal
Susan Zink	Teacher
E Byron Cork	Teacher
Steven Dotson	Teacher
Alan Chenevert	Teacher
Lori Denny	Teacher Aide
Henry Holdfeldt	Counselor
Ms. Laura Boggs	Parent

Submission Date: October 2009

Area Reviewer:

Jerry Hill, Assistant Superintendent
Department for Student Achievement

School:	Pathways Innovative Education	District:	Nye County School District
Principal:	Jerry Hill	School Year:	2009-10
Address:	484 S. West Street	Phone:	(775) 751-6822
	Pahrump, NV 89048	Email:	jhill@nye.k12.nv.us
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Part I: VISION FOR LEARNING
District Mission Statement <i>Every child a success!</i>
District Goal 1 Improvement in student achievement and proficiency levels for all students.
District Goal 2 Sustain practices in the NCSD educational organization that increase the graduation rate, decrease the dropout rate, utilize educational technology, and promote parental involvement.
District Goal 3 Maintain safe learning and working environments for all students and staff.

VISION FOR LEARNING (continued)

School Vision or Mission Statement

Success for all students through positive encouragement, understanding and positive reinforcement.

School Highlights from 2008-09

In the past few years, Pathways school has implemented systems to meet the needs of the unique student population it serves. Below is a list of practices that will be maintained to encourage alternative education students to reach their goals.

Pathways Innovation Education will sustain the following practices:

- Utilizing the Pathways Adult Education greenhouse for learning experiences
- Monitoring the weather station data and coordinating with the local television station for students to present weather updates during the local news cast
- Continuing to monitor student and adult progress in reaching academic goals utilizing computer software and assessment programs
- Continuing to monitor weekly contact hours with students
- Continuing to develop and implement project-based learning activities and field trips to promote parental involvement and raise student interest levels and motivation
- Continue to seek out community members willing to make presentations to bridge the gap between learning and real-life for students

PART II: INQUIRY PROCESS

Comprehensive Needs Assessment

Key Strengths

- Web-based curriculum programs such as Odyssey Ware and Study Island are continuously used to provide individualized curriculum and learning based on student academic needs
- Intervention team is very active in the monitoring of student growth and identifying solutions for student growth concerns
- All staff participate in ongoing Professional Learning Community (PLC) meetings to monitor school practices and identifying changes that can promote higher motivation in students
- Attendance at the high school level increased over 4% from previous year to 91.8% in 2008-09
- On the HSPE reading assessment the high school had 94% of the students pass while on the HSPE Writing proficiency, 73% were proficient in 2008-09

Priority Concerns

- **For both the middle school and the high school the percentage of proficient students on the state required math assessments is extremely low**
- **Attendance remains a concern at Pathways as the quality of instruction provided to students is dependent on student contact**
- **Participation during the required state assessments is still a concern**
- **Having systems in place to adequately measure students' academic ability and monitor their growth is difficult in an alternative setting**

Verification of Causes – Root Cause Analysis

<i>Priority Concerns</i>	<i>Root Causes</i>	<i>Solutions</i>
• Low percentage of proficient students in middle school and high school on the CRT and HSPE math assessment • The attendance rate and participation rates negatively affect the percentage of proficient students on the state required assessments • The measuring and monitoring of students' academic ability needs to be improved	• Based on the transiency and lack of contact hours for students in an alternative education setting, severe gaps in math development occur • Attendance policies in an alternative setting make it difficult to require students to participate and the school staff cannot control student motivation • Lack of a systemized approach to evaluate and monitor student abilities	• Utilize assessment tools such as NWEA to evaluate student abilities and target areas for improvement in each individual student • Evaluate methods for motivating students to regularly attend and provide as many opportunities to connect learning to real-life situations as possible • Develop practices using NWEA and support from the Department for Student Achievement to create baseline academic data for students and monitor their progress throughout the year

Part III: IMPROVEMENT GOALS AND MEASURABLE OBJECTIVES

Goal 1: Increase academic achievement scores on the CRT and HSPE math assessment.

Measurable Objective: Pathways middle and high school will decrease the percentage of non-proficient students in grades 6-12 on the CRT and HSPE math assessment by 10%.

Goal 2: Improve the attendance rate and participate rate at Pathways Innovating Education school.

Measurable Objectives:

1: The attendance rate for the high school and middle school will increase over the past school year.

2: The participation rate needed for those eligible for taking the CRT and HSPE assessments will be met.

Goal 3: Implement a system for evaluating and monitoring students' academic ability levels.

Measurable Objective: The Pathways staff will be trained in the use of NWEA MAP assessments and implement a system of evaluating each student's academic ability and monitor student progress throughout the year.

Part IV: SCHOOL IMPROVEMENT MASTER PLAN & REFORM STRATEGIES

Goal 1: Increase academic achievement scores on the CRT and HSPE math assessment.

Measurable Objective: Pathways school will decrease the percentage of non-proficient students in grades 6-12 on the CRT and HSPE math assessment by 10%.

ACTION PLAN				MONITORING PLAN	
Action Steps	Timeline	Resources	Person(s) Responsible	Monitoring Measures	Person(s) Responsible
1.1 Monitor student progress in math using the NWEA MAP assessments	Fall, Winter & Spring	NWEA computerized assessment program	Principal Staff NCSD Data Specialist	Student progress reports	Principal Staff NCSD Data Specialist
1.2 Present students with progress reports and help students identify areas of strength and weaknesses in math	Fall, Winter & Spring	NWEA student progress reports	Principal Staff NCSD Data Specialist	Student progress reports	Principal Staff NCSD Data Specialist
1.3 Utilize PLC meetings for staff to discuss student progress and develop changes in school systems to foster success	Ongoing	NWEA teacher reports	Principal Staff NCSD Data Specialist	PLC agendas Teacher reports	Principal Staff NCSD Data Specialist
1.4 Continue to promote parental involvement through regular communication to foster student motivation	Ongoing	None	Principal Staff	Flyers Newsletters Personal Contact	Principal Staff
1.5 Utilize existing staff to tutor students in math based on deficiencies identified by NWEA MAP assessments and prior CRT scores	Ongoing	NWEA CRT	All staff	NWEA and HSPE Performance	Principal NCSD Data Specialist
1.6 Create additional math remediation “classes” for basic math facts and HSPE preparation	Fall 2009 ongoing	Sharing Adult Ed Instructor	Principal Adult Ed Instructor	Class Attendance	Principal
1.7 All students will be proficient in multiplication tables and basic math facts, including estimation	Ongoing	Computer programs Staff Instructional Spec.	Staff	Instructors will be responsible for identification and remediation fulfillment	Instructor Counselor Principal

SCHOOL IMPROVEMENT MASTER PLAN (Continued)

Goal 2: Improve the attendance rate and participate rate at Pathways Innovating Education school.

Measurable Objectives:

1. The attendance rate for the high school and middle school will increase over the past school year.
2. The participation rate needed for those eligible for taking the CRT and HSPE assessments will be met.

ACTION PLAN				MONITORING PLAN	
Action Steps	Timeline	Resources	Person(s) Responsible	Monitoring Measures	Person(s) Responsible
2.1.1 Evaluate school attendance monitoring practices and develop plan for logging weekly contact time with students	Ongoing	Attendance Policy	Principal Staff	Attendance Policy Attendance reports	Principal Staff
2.1.2 Promote community involvement and guest speakers to encourage students to attend more regularly	Ongoing	Community members and businesses	Principal Staff	Special events and presentations	Principal Staff
2.1.3 Continue to develop project based learning opportunities to promote regular attendance	Ongoing	Teacher-developed curriculum projects	Principal Staff	Lesson plans	Principal Staff
2.2.1 Develop a communication plan that clearly helps students understand the importance of being present during weeks involving state required assessments	Ongoing	Communication plan	Principal Staff	Communication plan	Principal Staff

SCHOOL IMPROVEMENT MASTER PLAN (Continued)

Goal 3: Implement a system for evaluating and monitoring students' academic ability levels.

Measurable Objective: The Pathways staff will be trained in the use of NWEA MAP assessments and implement a system of evaluating each student's academic ability and monitor student progress throughout the year.

ACTION PLAN				MONITORING PLAN	
Action Steps	Timeline	Resources	Person(s) Responsible	Monitoring Measures	Person(s) Responsible
3.1 Train staff on the NWEA MAP assessments concerning proctoring and analyzing student reports	Ongoing	NWEA assessment program	NCSD Data Specialist	Inservice and PLC agendas	Principal NCSD Data Specialist
3.2 Train staff on the use of NWEA student progress reports to teach students how to self-assess and monitor growth	Ongoing	NWEA assessment program	NCSD Data Specialist	Inservice and PLC agendas	Principal Staff NCSD Data Specialist
3.3 Train staff on the use of NWEA MAP assessment results to set academic goals for students when using web-based curriculum such as Odyssey Ware and Study Island	Ongoing	NWEA assessment program	NCSD Data Specialist	Inservice and PLC agendas	Principal Staff NCSD Data Specialist

Part V: BUDGET FOR THE OVERALL COST OF CARRYING OUT PLAN			
Goals	Total amount needed to accomplish Goal.	Funds available in current school funding that has been specifically set aside for the implementation of the goal.	Funds still needed to implement goal.
Goal 1 Increase academic achievement scores on the CRT and HSPE math assessment.	\$2,932.80		\$2,932.80
Goal 2 Improve the attendance rate and participate rate at Pathways Innovating Education school.	-0-	-0-	-0-
Goal 3 Implement a system for evaluating and monitoring students' academic ability levels.	-0-	-0-	-0-

Part VI: EVALUATION OF THE SIP			
Measurable Objectives	Evaluation Measures	Collection Timeline	Person(s) Responsible
Goal 1 Measurable Objective: Pathways middle and high school will decrease the percentage of non-proficient students in grades 6-12 on the CRT and HSPE math assessment by 10%.	CRT and HSPE data	Spring 2010	Principal
Goal 2 Measurable Objective 1: The attendance rate for the high school and middle school will increase over the past school year. Measurable Objective 2: The participation rate needed for those eligible for taking the CRT and HSPE assessments will be met.	Accountability Report for 2009-10 school year	Spring 2010	Principal
Goal 3 Measurable Objective: The Pathways staff will be trained in the use of NWEA MAP assessments and implement a system of evaluating each student's academic ability and monitor student progress throughout the year.	Inservice and training agendas	Ongoing	Principal NCSD Data Specialist

Part VII: OTHER REQUIRED ELEMENTS OF THE SIP

School Characteristics	#	%	Title I	Yes	No
Average Daily Attendance		91.8%	Eligible		X
Transiency Rate		100%	Served		X
% enrolled continuously since Count Day			Targeted Assisted		
Incidents of School Violence: Student-to-Student	1		School-wide		
Incidents of School Violence: Student-to-Staff	0		Did your school make Adequate Yearly Progress (AYP)?		X
% of Highly Qualified Teachers		100%	What was your school's AYP Designation? Exemplary (EX), High Achieving (HA), Watch List (W), Needs Improvement Year 1 (N1), Needs Improvement Year 2 (N2), Needs Improvement Year 1 Hold (N1-H), Needs Improvement Year 2 Hold (N2-H), etc.	Watch	
Dropout Rate (HS)		1.7%	Did you appeal your latest AYP designation?		n/a
Graduation Rate (HS)		n/a	Was your latest appeal granted?		n/a
			Designated as Persistently Dangerous School?		
			Receiving State Remediation funding?		
			Has a State SST been assigned to your school?		

1. What are the policies and practices in place that ensure proficiency of each subgroup in the core academic subjects?

Student progress will be monitored with reports from web-based programs and NWEA MAP assessments.

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/or during any extension of the school year.

Remedial instruction is provided by teachers and tutors on an individual basis.

3. Describe the resources available to the school to carry out the plan.

Through grants and general funding, the school has computer software available to provide instruction to students in an alternative setting.

4. Summarize the effectiveness of any appropriations for the school made by the Legislature to improve student academic achievement.

None at this time.

5. Discuss how the school will utilize Educational Involvement Accords for Parents including the Honor Code and meet all the requirements of the law.

We distribute the Accord and the Honor Code and require that guardians sign and return it.

6. If applicable, describe how the school will make its Title III Annual Measurable Achievement Objective (AMAO) targets in English language proficiency (reading, writing, listening, and speaking comprehension).

Part VIII: REQUIRED ELEMENTS FOR TITLE I SCHOOLS IDENTIFIED AS NEEDS IMPROVEMENT

Title I schools, identified as “Needs Improvement,” and are a schoolwide Title I school 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, (e.g., schools in Year 2 of “Needs Improvement” must identify Year 1 and Year 2 services, and so on). 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. n/a**
- 3. Describe how the school will provide written notice to parents on the school’s “Needs Improvement” status and/or AMAO status. n/a**
- 4. Specify how Title I funds will be used to remove school from “Needs Improvement” status. n/a**
- 5. Describe the school’s teacher mentoring program and how it supports the achievement of the school’s annual goals and objectives. n/a**
- 6. Describe the school’s strategies to attract high-quality highly qualified teachers to your school. n/a**
- 7. Describe the school’s strategies to increase parent involvement in accordance with Section 1118 of NCLB, such as family literacy services. n/a**
- 8. Describe the school’s plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs. n/a**
- 9. Identify the measures that include teachers in decisions regarding the use of academic assessments. n/a**
- 10. Provide assurance that federal, state, and local services are coordinated and integrated into the school improvement efforts. n/a**

Part IX: REQUIRED ELEMENTS FOR NON-TITLE I SCHOOLS

Non-Title I schools, identified as “Needs Improvement,” MUST complete this page.

1. **Describe how and when the school will provide written notice to parents on the school’s “Needs Improvement” status and/or AMAO status.**

N/A

2. **Describe the school’s teacher mentoring program and how it supports the achievement of the school’s annual goals and objectives.**

N/A

**Pathways Innovative Education Data Chart
2006-07 to 2008-09**

Hafen Elementary Grade and Assessment	2006-07 Percent Proficient	2007-08 Percent Proficient	2008-09 Percent Proficient
Pathways Middle School Reading CRT	46%	n/a	49%
Pathways High School Reading HSPE	88%	100%	94%
Pathways Middle School Math CRT	31%	n/a	46%
Pathways High School Math HSPE	44%	55%	24%
Pathways Middle School Writing CRT	45%	n/a	29%
Pathways High School Writing HSPE	n/a	95%	73%

Nye County School District

Pahrump Valley High School
501 E. Calvada Blvd.
Pahrump Nevada 89048

SAGE **SCHOOL IMPROVEMENT PLAN** **TITLE I - NRS 385**

For Implementation in
(2009-2010)

School Improvement Planning Team

ALL Title I schools must have a parent on their SIP team that is NOT a district employee. Indicate this member with an asterisk.

Name of Member	Position
Max Buffi	Principal
Robert Williams, Pat Respass, Bill Mendenhall, Jason Odegard, Diane Caristo, Robert Hopkins, Dave Harris	Department Chairs
John Mullins	Teacher
Patsy L. Jensen, Todd Nelson	Assistant Principals
Candy Simpson	Parent

Submission Date: October 2009

Area Reviewer:

Jerry C. Hill, Assistant Superintendent
Department for Student Achievement

Part I: VISION FOR LEARNING

District Vision or Mission Statement

Every child a success.

District Goal 1

Improvement in student achievement and proficiency levels for all students.

District Goal 2

Sustain practices in the NCSD educational organization that increase the graduation rate, decrease the dropout rate, utilize educational technology, and promote parental involvement.

District Goal 3

Maintain safe learning and working environments for all students and staff.

VISION FOR LEARNING (continued)

School Vision or Mission 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

Pahrump Valley High School went through an exciting physical transformation over the summer.. Our Student Council and their advisor worked tirelessly painting the interior of the entire school in *Trojan* Maroon and Gold. It is amazing what a fresh coat of paint and that undefeatable Trojan Pride will do for school spirit!

As part of Pahrump Valley High School's mission to give all students the opportunity to develop their unique talents and abilities to their maximum potential, we have become a professional learning community. Our teachers collaborate at least two times per week for the purpose of improving student achievement. All efforts are directed toward helping students accomplish their goals through the use of differentiated instructional strategies, interventions, and an emphasis on the development of math and science skills and overall literacy. Our staff is continually trained in these areas so that they may address the individual needs of students. We are further helped to determine the individual needs of students through the use of the NWEA diagnostic test in math and reading. Grade level counselors move with their grade level, giving our students a contact that is familiar with their four year plans and any other needs specific to the individual student. Progress reports are sent out with students three times each quarter to notify parents of their student's grades. Teachers contact parents and are available for conferences and tutoring. In addition, we offer peer tutoring and tutoring through our athletic teams for those athletes who may be struggling.

PVHS has made enormous strides in other areas as well. Along with the continuation of our Career and Technology Education course, we're offering two new computer labs and the PITSCO math lab. We are also fortunate enough to benefit from a grant which will allow us to have a technology assistant this year who will train our staff in the optimal use of existing classroom technology. Our schedule allows time in the afternoon for 11th and 12th graders to take dual-credit and regular college level classes through Great Basin College, which is located adjacent to our campus. These students are enrolled in a supervised study hall on the days they do not attend GBC classes. We've also added classes in Personal Finance, Economics, and Current Events and we continue offering Advanced Placement classes in Government, U.S. History, Biology, and British Literature. There has been steady growth in the number of students wanting to take honors classes, so they are now available in all core subjects. This year PVHS continued math and writing proficiency courses which are designed to assist students as they prepare for the high school proficiency examinations. Tutoring is also available for this purpose.

VISION FOR LEARNING (continued)

The Gear-Up class of 2012 are now Sophomores; one year closer to the \$10,000 scholarship which is theirs upon graduation, providing they are not suspended for drug or alcohol use. Each of these students has a four-year plan which is guiding them through high school (as do all incoming ninth graders). Gear-Up students are provided multiple opportunities to participate in activities which introduce them to a myriad of post high school opportunities and this year they will be part of a mentoring program designed to give them even more individual help along the way toward graduation.

We communicate with parents and the community through Connect-Ed (a program which allows us to send recorded messages to the families of all of our students), our website, our school newspaper, the local community newspaper, radio station, and television station, as well as Open Houses, Parent Conferences, and our marquee.

We are implementing an anti-bullying program this year and we continually adjust our security system so that it meets our needs and enhances our ability to provide a safe and secure environment. The 2009-2010 school year promises to be an exciting one, as we work together to increase student achievement and make AYP.

PART II: INQUIRY PROCESS

Comprehensive Needs Assessment

Based on a complete analysis of the data, list the key strength and priority concerns in student performance, instructional and remediation practices, and program implementation for ALL students in ALL grade levels.

Key Strengths

(to sustain in the school improvement plan)

Teaching cohorts by department (geographical proximity)

Continuing development and reinforcement of Professional Learning Communities

Credit Recovery Program

Additional help for Math HSPE exams

Curriculum Alignment within English, Math, Science

Implementation of a Ninth Grade Academy – giving incoming 9th graders additional help in English, Math, & Science

School safety anti-bullying program

PART II: INQUIRY PROCESS

Priority Concerns

Proficiency passing rates
 Literacy
 Curriculum Alignment
 Attendance/Dropout rates
 Geography of campus re: security
 Post high school opportunities

Verification of Causes – Root Cause Analysis

<i>Priority Concerns</i>	<i>Root Causes</i>	<i>Solutions</i>
Proficiency passing rates/meeting AYP criteria	Participation rate for some sub populations Inadequate math and reading skills. Lack of awareness of exam date; Absenteeism; Lack of parental notification	• Improved notification; security will use NCSD vehicles to bring students who lack transportation. • Improved efforts at intervention and remediation
Attendance/Dropout rates	Lack of long-term goals (by students) Students caring for siblings Truancy	• Creation of parent center • Creation and sending of Parent newsletter • Teacher instruction • Bring in guest speakers re: career paths, opportunities based on education. • Career Guidance through Counseling Dept. • Add Career Center/Career Pathways • Initiation of 4 year Plan linking Education classes to Career Goals
Curriculum Alignment	Not done since 1996 New standards for Social Studies 2008-2009 New standards for Language Arts 2008	• Meet periodically with subject/course teacher cohorts • Attend training to learn new standards

Part III: IMPROVEMENT GOALS AND MEASURABLE OBJECTIVES

Goal 1:

Maintain a minimum of 96% participation rate for school and all subpopulations on HSPE tests.

Measurable Objective 1:

Using HSPE results to assess achievement of this goal we maintain or exceed 96% participation.

Goal 2:

71.3% of the cohort group for AYP will meet or exceed the cut score of **304** in mathematics by the end of their 11th grade year in the Spring of 2010.

Measurable Objective 2:

Use HSPE results to assess achievement of this goal.

Goal 3:

86.7% of the cohort group for AYP will meet or exceed the cut score of **251** in English/Language Arts (Rdng. & Writing combined) by the end of their 11th grade year in the Spring of **2010**.

Measurable Objective 3:

Use HSPE results to assess achievement of this goal.

Part IV: SCHOOL IMPROVEMENT MASTER PLAN & REFORM STRATEGIES

Goal 1: Meet 95% participation rate for school and all subpopulations on HSPE tests.

Measurable Objective(s): Use HSPE results to assess achievement of this goal.

ACTION PLAN				MONITORING PLAN	
Action Steps	Timeline	Resources	Person(s) Responsible	Monitoring Measures	Person(s) Responsible
1.1 Ensure accuracy of student lists for test-taking	Prior to test dates	Test Coordinators, SPED, ELL Coordinators	Principal, Counselors, SPED, ELL Coordinators	Previous HSPE data from state, monitoring will be continuous throughout testing	Principal, Counselor w/ help from grade level AP's
1.2 Promote awareness of test dates	One week prior to tests	ConnectEd, Posters, Teacher communication,	Principal, Counselors, Teachers, Secretaries	Test attendance rolls, continuous monitoring throughout testing	Principal, Counselor w/ help from grade level AP's
1.3 Personal contact with absent students	Daily during testing period	Staff	Administrators, Counselors, Secretaries	Each day after testing to ensure 100% participation	Principal, Counselor w/ help from grade level AP's
1.4 Incentives to students for test participation	Each day after testing	\$1000 for prizes	Administration	HSPE attendance rolls	Principal, Counselor w/ help from grade level AP's
1.5 Make transportation available for absent students	Every testing day	NCSD vans	Administration	Van availability	Campus security & administrative personnel
1.6 Informational signs at school regarding testing dates, locations, etc.	Prior to test dates	Clerical aide to print posters	Clerical Aide	Posters on wall	Testing Coordinator
1.7 Testing dates on school marquee	Prior to test	Marquee already in place	Student Council	Message posted	Administration, Student Council
1.8 Public Service Announcement in local newspaper	Prior to test	Cooperation of PV Times	Administration, Dept. Heads	Check to see if PSA was published	Administration, Dept. Heads

ACTION PLAN				MONITORING PLAN	
Action Steps	Timeline	Resources	Person(s) Responsible	Monitoring Measures	Person(s) Responsible
1.9 Emphasize literacy and writing skills across the curriculum..	Every day	Professional Development for literacy strategies & vocabulary dev; minimal consistent writing expectations for every course	PVHS Dept. heads and teachers of every subject; PLC groups		Administration, Dept. Heads
1.10 SIP team will meet weekly; discuss & assign the completion & monitoring of action steps.	Prior to & after test	SIP Team	SIP Team		Administration, Dept. Heads

Goal 2: 71.3% of the cohort group for AYP will meet or exceed the cut score of **304** in mathematics for the **2009-10** school year.

Measurable Objective(s): At least 71.3% of juniors will have passed the math proficiency by the spring test date in 2010.

ACTION PLAN				MONITORING PLAN	
Action Steps	Timeline	Resources	Person(s) Responsible	Monitoring Measures	Person(s) Responsible
2.1 Analyze previous student performance on CRT & NWEA	Oct. 31, 2009	Data provided by district; District Data Analyst	Administration, Math Dept.	HSPE Results; June 2010	Principal, Math Department Chair, Math Teachers
2.2 Individual assistance to students as needed	Ongoing	Teachers	Math teachers, tutors	HSPE Results; June 2010	Teachers and Administrators
2.3 Remediation as needed	Daily	Teachers	Math Teachers	HSPE Results; June 2010	Teachers and Administrators

ACTION PLAN				MONITORING PLAN	
Action Steps	Timeline	Resources	Person(s) Responsible	Monitoring Measures	Person(s) Responsible
2.4 Regular department meetings to discuss methods of teaching/results	3 rd Monday each month	Dept. Chairs, Math Dept., PLC groups?	Math Dept.	HSPE Results; June 2010	Teachers and Administrators
2.5 Reinforce math concepts through science curriculum	Ongoing	Science Dept.	Science teachers	HSPE Results; June 2010	Teachers and Administrators
2.6 Proficiency Pullout Program	1 month prior to proficiencies	\$3,000 for certified instructor	Math teachers	HSPE Results; June 2010	Principal, Math Instructors
2.7 Proficiency Review in math classes	Three weeks prior to proficiencies	Time in math classes	Math teachers	HSPE Results; June 2010	Dept. Chair, Math Dept.
2.8 HSPE warm-ups	Daily	Time in math classes	Math teachers (& other instructors - & math skills across the curriculum)	Periodic administrative walk – throughs, evaluations and lesson plans	Administration, Dept. Chair, Math Teachers

Goal 3: 86.7% of the cohort group for AYP will meet or exceed the cut score of 251 in English/Language Arts (Rdng. & Writing combined) for the 2009-10 school year.					
Measurable Objective(s): At least 86.7% of juniors will have passed the English/Language Arts proficiency exam (Reading & Writing combined) by the spring test date in 2010.					
ACTION PLAN				MONITORING PLAN	
Action Steps	Timeline	Resources	Person(s) Responsible	Monitoring Measures	Person(s) Responsible
3.1 Emphasize Writing Across the Curriculum	ongoing	Time during in-service days	Administrative staff	HSPE results	Administration
3.2 Emphasize literacy training for all staff members	Daily, ongoing	Time during in-service days	All teachers	SRI test results	READ 180 teachers
3.3 After school tutoring for students with low skills	3 times per week	Provided by student tutors and teachers voluntarily; Gear-Up funds for Gear-Up students (10 th graders)	Program Coordinator, Teachers	Pre and post tutorial program grades	Tutorial Program Coordinator
3.4 Credit Recovery program	4 days per week/2.5 hours a day	\$10,000	Administration, Counseling, CR teachers	Student grades through Credit Recovery	Teachers and Program Coordinator
3.5 Reading proficiency class for dual credit course enrollees	2-3 times per week	Provided by Great Basin College	Great Basin Teaching staff	Pre and Post test scores on test upon admission	Reading course instructor
3.6 Teachers of Juniors/Seniors review writing expectations/prompts	1 week prior to testing	Class time during English classes	English teachers	HSPE test scores	English teachers
3.7 State issued practice test which will be scored; multiple prompts	September before the initial writing test in Nov.	11 th grade English Classes	11 th Grade English teachers	HSPE test scores	
3/8 Emphasize reading/writing in AP courses	Daily	Class time devoted to utilizing reading/writing skills	AP course instructors	HSPE test scores	AP English teachers

SCHOOL IMPROVEMENT MASTER PLAN (Continued)

Goals	Total amount needed to accomplish Goal	Funds available in current school funding that have been specifically set aside for the implementation of the goal.	Funds still needed to implement goal
Goal 1	Approximately \$1,000	Student Generated Funds	Money is currently available
Goal 2	Approximately \$3,000	\$0 Looking for grant funding	Approximately \$3,000
Goal 3	Approximately \$3,000	\$0 Looking for funds using grants or other resources	Approximately \$3,000

Part VI: EVALUATION OF THE SIP

For each measurable objective, identify the data that will be collected to monitor the action steps, as well as the timeline and the person(s) responsible.

Measurable Objectives	Evaluation Measures	Timeline	Person(s) Responsible
Goal 1: Meet 95% participation rate for school and all subpopulations on HSPE tests. MO: Use HSPE results to assess achievement of this goal.	HSPE Results indicate a 95% or better participation rate in all subgroups.	June 2010	Administration
Goal 2: 71.3% of the cohort group for AYP will meet or exceed the cut score of 304 in mathematics by the end of their 11 th grade year in the Spring of 2010. MO: Use HSPE results to assess achievement of this goal.	HSPE results will indicate that 71.3% or more of 11 th grade students have passed their math proficiency exam at the conclusion of the Spring 2010 testing.	June 2010	Administration
Goal 3: 86.7% of the cohort group for AYP will meet or exceed the cut score of 251 in English/Language Arts (Rdng. & Writing combined) by the end of their 11 th grade year in the Spring of 2010 . MO: Use HSPE results to assess achievement of this goal.	HSPE results indicate that 86.7% or more of 11 th grade students will have passed their math proficiency exam at the conclusion of the Spring 2010 testing.	June 2010	Administration

Part VII: OTHER REQUIRED ELEMENTS OF THE SIP (based on 2008-09 demographics)

School Characteristics	#	%	Title I	Yes	No
Average Daily Attendance	1299	90	Eligible		
Transiency Rate		28	Served		
% enrolled continuously since Count Day		94	Targeted Assisted		
Incidents of School Violence: Student-to-Student	50	3	School wide		
Incidents of School Violence: Student-to-Staff	0		Did your school make Adequate Yearly Progress (AYP)?		
% of Highly Qualified Teachers			What was your school's AYP Designation? Exemplary (EX), High Achieving (HA), Watch List (W), Needs Improvement Year 1 (N1), Needs Improvement Year 2 (N2), Needs Improvement Year 1 Hold (N1-H), Needs Improvement Year 2 Hold (N2-H), etc.	N2-H	
Dropout Rate (HS)	21	1.5	Did you appeal your latest AYP designation?	x	
Graduation Rate (HS)	179	60	Was your latest appeal granted?	x	
			Designated as Persistently Dangerous School?		x
			Receiving State Remediation funding?		x
			Has a State SST been assigned to your school?		x

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
 READ 180 course for IEP students
 Parents informed by Connect Ed of exam date
 Writing Across the Curriculum emphasized
 After School Tutoring provided
 Transportation provided for test takers as needed
 Teacher training in Differentiated Instruction and Literacy
 State practice writing test in mid September; scored before Nov. writing proficiency test.

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
Zeroes Aren't Permitted (ZAP) Program
Use of 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
Gear-Up class (10th grade) will receive tutoring throughout the year before the initial Math HSPE in March, 2010.

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/or during any extension of the school year.

We offered a two week summer school tutoring program during the summer for incoming 9th grade students in Math and English (emphasis in writing)

Describe the resources available to the school to carry out the plan.

In-service days have been planned to address teacher knowledge of and comfort level with the concepts of Professional Learning Communities and Differentiated Instruction. PVHS administration has committed funds and personnel to READ 180 and Pre-Algebra classes.

Summarize the effectiveness of any appropriations for the school made by the Legislature to improve student academic achievement.

Availability of the September writing practice test for the 11th grade.

Discuss how the school will utilize Educational Involvement Accords for Parents including the Honor Code and meet all the requirements of the law.

PVHS includes, as part of its registration package, the Educational Involvement Accord for Parents and the Honor code and requires parents to sign and return it. Our return rate is not yet 100% so we are going to explore ways to improve that form of communication. However, this year we have created a parent/teacher committee to address concerns of the staff and particularly parents with regard to the operations of the school.

If applicable, describe how the school will make its Title III Annual Measurable Achievement Objective (AMAO) targets in English language proficiency (reading, writing, listening, and speaking comprehension).

Part VIII: REQUIRED ELEMENTS FOR TITLE I SCHOOLS

Title I schools, identified as “Needs Improvement,” and are a schoolwide Title I school MUST complete this page.

Describe the required services the school has provided based on the number of years the school has been in need of improvement, (*e.g., schools in Year 2 of “Needs 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.

Describe how the school will provide written notice to parents on the school’s “Needs Improvement” status and/or AMAO status.

Specify how Title I funds will be used to remove school from “Needs Improvement” status.

Describe the school’s teacher mentoring program and how it supports the achievement of the school’s annual goals and objectives.

Describe the school’s strategies to attract high-quality highly qualified teachers to your school.

Describe the school's strategies to increase parent involvement in accordance with Section 1118 of NCLB, such as family literacy services.

Describe the school's plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs.

Identify the measures that include teachers in decisions regarding the use of academic assessments.

Provide assurance that federal, state, and local services are coordinated and integrated into the school improvement efforts.

Part IX: REQUIRED ELEMENTS FOR NON-TITLE I SCHOOLS

Non-Title I schools, identified as "Needs Improvement," MUST complete this page.

1. Describe how and when the school will provide written notice to parents on the school's "Needs Improvement" status and/or AMAO status.

2. Describe the school's teacher mentoring program and how it supports the achievement of the school's annual goals and objectives.

Pahrump Valley High School



Nye County School District

501 E. Calvada Blvd.

Pahrump, NV 89048

Ph: 775-727-7737 Fax: 775-727-7722

Mr. Max Buffi, Principal

Grade Levels: 9-12

Website: <http://pvalley-hs.nye.k12.nv.us>

2008-2009 School Accountability Summary Report

For more information visit www.nevadareportcard.com

Mission Statement

The mission of Pahrump Valley High School is to instill in its students the knowledge, skills, and values they will need to excel in our ever-changing society. The school will work to create an environment in which every student is encouraged to explore and develop to his or her fullest potential.

Principal's Highlights

Our focus at Pahrump Valley High for 2008-2009 school has been on student achievement, lowering our dropout percentage and helping students stay on track to graduate.

- We opened our Ninth Grade Academy.
- We started Maps testing for all Ninth grade students.
- We have developed 4 year educational plans for 90% of all ninth graders with parent cooperation.
- We instituted a Tutoring program before school in Math with many teachers also conducting tutoring at lunch time.
- We started a Credit Recovery program after school to assist students to be able to graduate on as scheduled..

Goals and Objectives

Goal 1

Meet 95% participation rate for school and all subpopulations for AYP.

Objective(s):

Use HSPE results to measure achievement of this goal.

Goal 2

Meet or exceed Cut score 61.2% for math proficiency tests.

Objective(s):

Use HSPE results to assess achievement of this goal.

Demographics and Student Information

Data are provided by the Nevada Department of Education using the state student information system. Demographic profiles are reported by gender, race/ethnicity, and special student populations as of count day. Student Average Daily Attendance (ADA) is the percentage of the school enrollment in attendance on an "average school day" as of the 100th day of school.

	Enrollment #		Enrollment %		Avg Daily Attendance		
	School	District	School	District	School	District	State
Total Students	1,509	6,099	100.0 %	100.0 %	92.3 %	93.9 %	94.7 %
Male	787	3,158	52.2 %	51.8 %	*	*	*
Female	722	2,941	47.8 %	48.2 %	*	*	*
American Indian/Alaskan Native	28	141	1.9 %	2.3 %	92.6 %	93.0 %	93.6 %
Asian/Pacific Islander	46	163	3.0 %	2.7 %	93.4 %	94.3 %	96.3 %
Hispanic	288	1,393	19.1 %	22.8 %	92.6 %	94.6 %	94.7 %
Black/African American	76	230	5.0 %	3.8 %	91.1 %	92.6 %	93.1 %
White	1,071	4,172	71.0 %	68.4 %	92.2 %	93.8 %	94.8 %
IEP	199	867	13.2 %	14.2 %	90.4 %	93.0 %	93.2 %
LEP	48	376	3.2 %	6.2 %	53.1 %	95.0 %	95.3 %
FRL	678	3,059	44.9 %	50.2 %	91.0 %	93.4 %	94.2 %
Migrant	-	13	-	0.2 %	*	*	*

IEP = Students with Disabilities

LEP = Students with Limited English Proficiency

FRL = Students qualifying for Free/Reduced Lunch

-'-' indicates data not presented for groups fewer than 10.

'N/A' indicates a population of zero.

"" indicates data are not available.

Transiency, Truancy, and Discipline

	School	District
Transiency Rate	42.9 %	39.1 %
Habitual Truancy - # of Incidents	0	0
Discipline - # of Incidents Resulting in Suspension/Expulsion for:		
Violence to Other Students	57	277
Violence to Staff	0	1
Possession of Weapon	6	27
Distribution of Controlled Substance	5	9
Possession/Use of Controlled Substance	13	23
Possession/Use of Alcohol	3	5
Habitual Disciplinary Expulsions	3	13

Incidents are reported at the school where the action occurred.
Data reported as of the end of the school year.

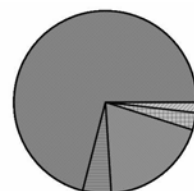
Credit Deficiency

Grade	School #	School %	District #	District %
9	76	15.7 %	101	18.5 %
10	82	20.3 %	97	20.2 %
11	44	13.3 %	50	12.6 %
12	3	1.1 %	3	0.9 %

Data reported as of count day.

Student Ethnicity

Data reported by NDE as of count day.



American Indian/ Alaskan Native (1.9%)
Asian/ Pacific Islander (3%)
Hispanic (19.1%)
Black/ African American (5%)
White (71%)

Average Class Size

Subject Area	School	District
English	25	23
Mathematics	22	21
Science	24	23
Social Studies	27	24

Average Class Size is listed for all core classes where students rotate to different teachers for different subjects.
Data reported as of December 1.

Adequate Yearly Progress (AYP)

High Designation: In Need of Improvement (Year 3)

Pahrump Valley High School has been classified as a school which did not demonstrate Adequate Yearly Progress (AYP) during the 2008-2009 school year. Classification as not demonstrating AYP is due to the schools not meeting 3 of the No Child Left Behind criteria in the areas of English language arts (ELA) and mathematics. In order for a school to demonstrate Adequate Yearly Progress, all NCLB criteria must be met.

Summary of Standards-Based Test Performance

Nevada uses the High School Proficiency Exam (HSPE) to measure student achievement relative to Nevada's academic standards. Data in this table are a compilation of test results for grades represented at this school and may not represent the figures that were used to determine this school's Adequate Yearly Progress. For grade-specific assessment results and other assessment information, refer to the Nevada Report Card Website at www.nevadareportcard.com.

ED = Percentage of students performing in the lowest range of achievement (Emergent/Developing)

AS = Percentage of students performing in the Approaches Standards range of achievement

MS = Percentage of students performing in the Meets Standards range of achievement

ES = Percentage of students performing in the highest range of achievement (Exceeds Standards)

	Reading				Writing				Mathematics			
	ED	AS	MS	ES	ED	AS	MS	ES	ED	AS	MS	ES
State	1 %	5 %	41 %	52 %	1 %	12 %	83 %	4 %	4 %	26 %	51 %	19 %
District	2 %	3 %	45 %	50 %	1 %	13 %	84 %	2 %	4 %	32 %	51 %	13 %
School	2 %	4 %	44 %	49 %	1 %	13 %	83 %	2 %	5 %	31 %	52 %	12 %

“-” indicates data not presented for groups fewer than 10.

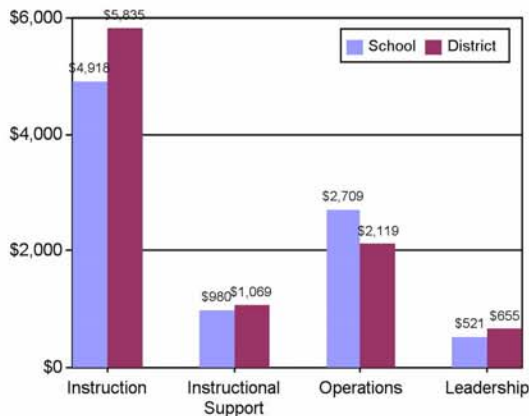
“N/A” indicates that data are not available.

Per-Pupil Expenditures 2007-2008

The per pupil expenditures for all Nevada school districts and schools are calculated by InSite, which results in comparable financial information over time and across the state. Financial data are reported for the year prior to the school year just completed.

Pahrump HS Total Cost Per Pupil = \$9,128.17
District Total Cost Per Pupil = \$9,677.57

Per-Pupil Expenditures By Category



Schools showing only \$0 have not been in operation long enough to have data for 2007-2008.

Personnel Information

Classes Not Taught by Highly Qualified Teachers

	School %	District %
Elementary	N/A	6.2 %
Arts	23.1 %	24.5 %
English	22.6 %	10.3 %
Foreign Language	33.3 %	36.8 %
Mathematics	11.0 %	13.2 %
Science	14.3 %	4.2 %
Social Studies	13.0 %	9.1 %

“N/A” indicates that these subjects or grade levels are not present. Data obtained from the Office of Teacher Licensure as of May 2009.

Highly qualified teachers hold a minimum of a bachelor's degree, are licensed to teach in the State of Nevada, and have demonstrated competence in their teaching area.

Teacher ADA and Licensure Information

	Teacher Average Daily Attendance Rate	Teachers providing instruction:		
		Pursuant to NRS 391.125 (Emergency Credential)	Pursuant to waiver with State Approval	Without an endorsement for the subject area
State	96.2 %	665	248	203
District	96.2 %	5	0	4
School	96.3 %	2	0	0

Teacher Average Daily Attendance (ADA) is the percentage of licensed educators who provided instruction to students in classrooms on an "average school day".

“N/A” indicates that data are not available.

Graduation/Dropout Information: Class of 2008

	Graduation Rate			Dropout Rate		
	School	District	State	School	District	State
Total Students	69.5 %	66.8 %	68.7 %	0.5 %	0.6 %	4.7 %
Male	69.6 %	68.1 %	66.8 %	0.8 %	1.0 %	5.0 %
Female	69.4 %	65.2 %	70.5 %	0.2 %	0.1 %	4.4 %
American Indian/Alaskan Native	-	-	58.0 %	0.0 %	0.0 %	5.5 %
Asian/Pacific Islander	-	-	80.7 %	0.0 %	0.0 %	3.2 %
Hispanic	62.0 %	63.5 %	57.0 %	0.0 %	0.0 %	6.2 %
Black/African American	-	-	54.5 %	1.4 %	1.3 %	6.4 %
White	70.8 %	67.8 %	76.8 %	0.6 %	0.7 %	3.5 %

‘-’ indicates data not presented for groups fewer than 10 for graduation rate.

‘N/A’ indicates sufficient data are not available.

High School Completion Indicators: Class of 2008

	Standard Diploma		Advanced Diploma		Adult Diploma*		Adjusted Diploma		Cert. of Attendance+	
	#	%	#	%	#	%	#	%	#	%
State	13,490	63.5 %	5,225	24.6 %	100	0.5 %	1,319	6.2 %	1,102	5.2 %
District	141	48.8 %	105	36.3 %	N/A	N/A	26	9.0 %	17	5.9 %
School	106	50.5 %	72	34.3 %	N/A	N/A	19	9.0 %	13	6.2 %

‘N/A’ indicates that no diplomas or certificates of this type were issued.

* Adult diplomas issued to 12th grade students enrolled in a program of alternative education are included in these figures.

+ Certificates of Attendance are given to students who did not receive a diploma only because they did not pass the Nevada High School Proficiency Exam.

Nevada System of Higher Education (NSHE): Fall 2008

Students enrolled in remedial courses within the Nevada System of Higher Education (NSHE) do not reflect all graduates. Some graduates do not attend college or they attend college out of state.

	# Enrolled	# Remediated	% Remediated
District	68	29	42.6 %
School	43	14	32.6 %

Parent/Community Involvement

Pahrump Valley High School parents are a highly valued component of the learning community, and in that capacity they are encouraged to communicate frequently and openly with staff members through letters, telephone conversations, and personal conferences. PVHS hosts an open house/parent-conference night in the fall. Power School provides parents constant computer access their student's academic progress and an additional opportunity for communication with teachers. In addition, student progress reports are sent home with students every three weeks. PVHS uses the Connect-Ed telephone communication system to notify parents of upcoming events, student absences, and any other pertinent information which might concern our students. Our website is updated weekly, as well. The local newspaper devotes several pages bi-weekly to PVHS, and the local television station covers most events which occur on our campus. The Ninth Grade Academy parent center is open to parents throughout the week. It is equipped with computers and relevant guidance information for ninth graders. The center is adjacent to the administrative offices and the ninth grade counseling office for easy access to the ninth grade counselor and administrator.

Note: District totals do not include state or district sponsored charter school data.

The development of this annual school accountability report is a joint effort among the Nevada Department of Education, Otis Educational Systems, Inc., and Nevada school districts. This report is provided to the public as required by the federal No Child Left Behind Act and NRS 385.347. A comprehensive listing of all accountability data, including student test data, may be accessed on the Nevada Annual Reports of Accountability website at www.nevadareportcard.com.



NYE COUNTY SCHOOL DISTRICT

ROSEMARY CLARKE MIDDLE SCHOOL 4201 N. BLAGG ROAD PAHRUMP, NV 89060

SCHOOL IMPROVEMENT PLAN TITLE I - NRS 385

For Implementation in:
2009 – 2010

School Improvement Planning Team

Member Names – SIP Committee		Member Names – SST	
Jeffery V. Skelton - Administration	Daleena Craig – Secretary	Terre Butler, Ph.D. – SSTL	Sharyn Peal - NDE
Lenna Skelton – ESL	Christi Meads - Parent	Terry Owens Ph.D. – Administrator	Candace Mapp - NCSD
Tonia Petrie – Special Education	Kelley Hodge - Counselor	Debra Bowman - Parent	Karen Holley - NCSD
Claire Legowski – Teacher		Jerry Hill – NCSD Administrator	Maria DesCamps – NCSD Administrator
Robert Rooley - Teacher		Deborah Carle - NCSD	Mark Kessler - NCSD

Submission Date: October 2009

Area Reviewer:

Jerry Hill, Assistant Superintendent
Department for Student Achievement

School:	ROSEMARY CLARKE MIDDLE SCHOOL	District:	Nye County School District
Administration:	Jeffery V. Skelton	School Year:	2009 – 2010
Address:	4201 North Blagg Road	Phone:	(775) 727-5546
	Pahrump, NV 89060	Email:	jskelton@nye.k12.nv.us
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Part I: VISION FOR LEARNING

District Vision or Mission Statement

Our mission is to provide each student the necessary educational tools to reach his or her full academic potential for the workplace and college.

Every Child a Success!

District Goal 1

Improvement in student achievement and proficiency levels for all students.

District Goal 2

Sustain practices in the NCSD educational organization that impact quality instruction, increases the graduation rate, decreases the dropout rate, utilizes educational technology, and promotes parental involvement.

District Goal 3

Maintain safe learning and working environments for all students and staff.

School Motto

**“One Community - One Goal:
Student Achievement”**

School Vision or Mission Statement

The mission of Rosemary Clarke Middle School is to provide a secure, challenging, learning environment, which will empower all students to achieve their greatest potential. The Rosemary Clarke Middle School team joins the parents and community to assist students in developing the skills necessary to become successful, responsible, and contributing citizens.

Part I: VISION FOR LEARNING

School Highlights

- Technology
 - o Orchard system in place (Academics)
 - o Accelerated Math Program (Academics)
 - o Accelerated Reader Program (Academics)
 - o MigrantReadingNet.com for ELL
 - o Technology class offered to students every year in one semester rotations
 - o Lexia Software Program for LEP students to increase Language Arts and Math scores
 - o PITSCO Science Lab (8th Grade) provided by National Securities Technology
 - o PITSCO Math Lab (7th & 8th Grade)
 - o Read 180
 - o Audio Enhancement equipment
 - o I-Touch readers and additional mobile laptop labs
- School-wide
 - o Counseling Department has created groups in areas of anti-bullying, victim and bullies groups, and others that will assist in creating academic success for every RCMS student
 - o Advanced Placement Programs for all grade level students in Language Arts and Math, and for 8th grade Science
 - o Builders Club, National Junior Honor Society, and Student Council are active clubs
 - o Student of the Month Awards
 - o Character Education classes
 - o NWEA Testing
 - o School-wide Positive Behavior Support Plan improve behavior, attendance, and grades
 - o Study Skills class to improve test-taking strategies
- Parents
 - o Front office staff creates and distributes newsletters
 - o Phone system allows mass messaging to parents regarding academic and social events at RCMS
 - o Parent/Student Handbooks in English and Spanish are distributed at the beginning of the year
 - o PTSO established to help improve parent/school communication
 - o Open House, Orientation, Parent/Teacher conferences, Parent Contact Logs, Family Math and Literacy Nights
 - o Parent involvement in “Walk to School Day” and other school activities
 - o Parents have access via the web to check student grades, assignments, attendance, and contact teachers
 - o Parent Homework Handbooks

PART II: INQUIRY PROCESS

Comprehensive Needs Assessment

Key Strengths

Student Performance:

- Objectives posted in the classroom and discussed
- Safety nets in place to assure student success including after-school activities, tutoring
- Attendance increased and more homework turned in due incentives for attending school
- 8th Grade Science CRT score increased to 75% Met or Exceeded Standards

Instructional:

- State standards listed in all lesson plans
- School-wide lesson plan templates include Components of an Effective Lesson, which aids in teacher organization and exceptional presentation
- Objectives posted in the classroom, discussed with students, and later evaluated based upon week's activities
- Lesson designed to address students' learning styles
- Higher level thinking questions are being implemented in all subject areas
- Teachers repeatedly move about the classroom interacting with students
- Differentiated Instruction and SIOP methods implemented in the classroom
- Study Skills class for CRT skill preparation

Remediation:

- SAFE after-school program
- Student Tutoring – at school or in the home; Total Tutoring; Learning solutions; Club Z; Title I tutoring
- RTI , Differentiated Instruction, Kagan Models, and SIOP training and implementation for teachers and staff
- Read 180 for Language Arts and Reading
- PITSCO Math Lab

Priority Concerns

Math – Low scores in areas of basic operations, graphing and charts, geometry and measurement.

Reading – Low scores in areas of comprehension, interpretation and evaluation of informational text.

LEP – Low scores from students in process of learning and comprehending English; large population with IEPs.

IEP- Low scores in Language arts and Math from students with active IEPs.

Verification of Causes – Root Cause Analysis		
<i>Priority Concerns</i>	<i>Root Causes</i>	<i>Solutions</i>
<u>Math</u> – Low scores in areas of basic operations; measurement and geometry; problem-solving; and constructed response	Students did not master basic math skills; lack of daily oral, as well as written practice; large population of F/R Lunch, IEP and LEP students.	Restructuring class schedule to include CRT prep time during Study Skills; Map testing; hiring additional teachers and aides; Elective teachers to focus on non-proficient students; Utilize Title I tutorial hours and substitute days; RTI strategies; Differentiated Instruction; Individual Strategy Plans.
<u>Reading</u> – Low scores in areas of comprehension, interpretation and evaluation of informational text.	Lacking phonics-based instruction and basic comprehension strategies; large population of F/R Lunch, IEP and LEP students.	Utilize software programs for tutoring and interventions for low achieving students; hiring aides to work with LEP and IEP students; MAP testing; Elective teachers to focus on non-proficient students; Utilize Title I tutorial hours and substitute days; RTI strategies; Differentiated Instruction; Individual Strategy Plans.
<u>LEP</u> – Low scores from students in process of learning and comprehending English	Incomplete records upon transfer for testing and placement; no schooling in their home country for transference of knowledge or basic skills; transient nature of population. One-third of population is also IEP; Large population of FRL	Hire LEP aides to work in Core subject classes; Renew Lexia site license; Ellis program; SIOP training for staff. Utilize Title I tutorial hours and substitute days; MAP testing; RTI strategies; Differentiated Instruction; Individual Strategy Plans.
<u>IEP</u> - Low scores from students with an IEP in place. Low attendance rate from students with an IEP.	Large population of IEP students for school's population. Medically fragile IEP students. Large population of FRL students.	Monitoring and assuring IEP compliance; Utilize Title I tutorial hours and substitute days; MAP testing; RTI strategies; Differentiated Instruction Individual Strategy Plans. Keep in close contact with parents to ensure that absences really are due to medical needs. Resource teachers pulling out students in small groups during study skill time.

Part III: IMPROVEMENT GOALS AND MEASURABLE OBJECTIVES

Goal 1: Overall math scores will increase to meet the current annual measurable State objectives.

Measurable Objectives:

1. A minimum of 66% of students will meet or exceed state standards as measured by the CRT.
2. The percentage of non-proficient IEP students will decrease by 10% as measured by the Nevada CRT.
3. The percentage of non-proficient LEP students will decrease by 10% as measured by the Nevada CRT.

Goal 2: Overall Language Arts scores will increase to meet the current annual measurable State objectives.

Measurable Objective:

1. A minimum of 64% of students will meet or exceed state standards in ELA as measured by the CRT.
2. The percentage of non-proficient IEP students will decrease by 10% as measured by the Nevada CRT.
3. The percentage of non-proficient LEP students will decrease by 10% as measured by the Nevada CRT.
4. The percentage of non-proficient 8th grade students will decrease by 10% as measured by the Nevada Writing Proficiency.

Part IV: SCHOOL IMPROVEMENT MASTER PLAN & REFORM STRATEGIES

Goal 1: Overall math scores will increase to meet the current annual measurable State objectives.

Measurable Objectives:

1.1 A minimum of 66% of students will meet or exceed state standards as measured by the CRT.

1.2 The percentage of non-proficient IEP students will decrease by 10% as measured by the Nevada CRT.

1.3 The percentage of non-proficient LEP students will decrease by 10% as measured by the Nevada CRT

ACTION PLAN				MONITORING PLAN	
Action Steps	Timeline	Resources	Person(s) Responsible	Monitoring Measures	Person(s) Responsible
1.1.1 Remediation will be provided to non-proficient students based upon NWEA and CRT scores.	August 2009 – June 2010	21 st Century Grant; Supplemental Education Services; Orchard Program; Study Island; NWEA; Lexia Software; Title I tutoring money; Gourmet Math; Problem Solver; General and Special Ed Teachers, Instructional Specialist	Director of SAFE: SAFE Program; Administrators; Club Z; Total Tutoring; Learning Solutions	Monthly tests; reports	Administration; Director of SAFE; Curriculum Director; Instructional Specialists
1.1.2 Professional development on effective math strategies	August 2009 – June 2010; Weekly staff meetings; in-services; afterschool PLC meetings	Bill Hanlon video; DI; Constructed Response; RTI; Administrators; Learning Style assessments; Gourmet Learning Curriculum; Problem Solver; Study Island; NWEA data analysis; Instructional Specialist; PITSCO Math Lab	SIP Team; Administrators; After school PLC	Sign-in sheets; Learning Assessments, PLC forms	Administration Instructional Specialists
1.1.3 Teachers will collect and analyze data to identify students who are non-proficient to determine student needs, and plan and implement appropriate interventions	August 2009 – June 2010	Teacher Made Test, CRT Data, MAP Testing, Learning Style assessments; LAS Links tests	Teachers; ELL Coordinator; SIP Committee; afterschool PLC meetings; Administrators; District Data Coordinator	In-service days Department Meeting records Assessment Data; Learning styles	SIP Team Administration
1.1.4 Teacher will implement “Components of an Effective Lesson” to develop lesson plans	August 2009 – June 2010	Classroom teachers;	Administration	Lesson plans, observations, evaluations, Curriculum mapping	Administration

ACTION PLAN				MONITORING PLAN	
Action Steps	Timeline	Resources	Person(s) Responsible	Monitoring Measures	Person(s) Responsible
1.1.5 Exploratory teacher will give extra instruction in Math	Aug. 2009 – June 2010	Exploratory teacher; PITSCO Math Lab; Study Island	Exploratory Teachers, SIP	Pre and Post Tests	Administration
1.1.6 Develop and implement parent education centered on parent involvement in math instruction.	Ongoing	Family Math Nights using Math manipulatives, Math staff, Parent Homework Handbook; SIP budget \$1,000.00	Math department; PTSO	Attendance sheets	Math Chair; Administration; Instructional Specialists
1.1.7 Focusing on Math; conduct a year-long audit of school practices and processes regarding math curriculum & instruction, assessments & accountability, and school leadership	Ongoing	District and School general funds	SST members NCSD Dept. for Student Achievement Personnel School Administration & Staff	Nevada Comprehensive Curriculum Audit Tool (NCCAT)	SST members
1.1.8 School-wide intervention team to analyze data to target curriculum for non-proficient students	Ongoing	Title I monies; NWEA/Descartes reports	Teachers and Administration	Time sheets and reports	Administration
1.2.1/1.3.1 Tier three students receive monthly NWEA testing	Ongoing	NWEA testing; Instructional Specialist; Special Ed. Teachers and Aides	Administration; Instructional Specialist; Special Ed. Teachers and Aides	Assessment results	Administration; Instructional Specialists; Special Ed. Teachers and Aides
1.2.2/1.3.2 Hire two full time highly qualified paraprofessionals to assist in the facilitation of Direct Instruction	January 2010	School Improvement monies	Administration	Budget Proposals	Administration
1.2.3/1.3.3 Teachers will develop Individual Strategy Plans that target non-proficient benchmarks for IEP and gauge students	August 2009 – June 2010	Special Education and General Education Teachers	Administration; SIP	Teachers will turn in lesson and student work	Administration
1.2.4 IEP's will be reviewed for appropriate placement, modifications, and accommodations	Sept. 2009 - June 2010	Special Education Teachers; LEA	Administration	IEP	Administration Directory of SAFE

SCHOOL IMPROVEMENT MASTER PLAN (Continued)

Goal 2: Overall English Language Art scores will increase to meet the current annual measurable State objectives.

Measurable Objectives:

- 2.1 A minimum of 64% of students will meet or exceed state standards in ELA as measured by the CRT.
- 2.2 The percentage of non-proficient IEP students will decrease by 10% as measured by the Nevada CRT.
- 2.3 The percentage of non-proficient LEP students will decrease by 10% as measured by the Nevada CRT.
- 2.4 The percentage of non-proficient 8th grade students will decrease by 10% as measured by the Nevada Writing Proficiency.

ACTION PLAN				MONITORING PLAN	
Action Steps	Timeline	Resources	Person(s) Responsible	Monitoring Measures	Person(s) Responsible
2.1.1 Remediation will be provided to non-proficient students based upon NWEA and CRT scores.	August 2009 – June 2010	21 st Century Grant; Supplemental Education Services; Teachers; Orchard Program; Study Island; NWEA; Lexia Software; Title I tutoring money; Gourmet Learning; Read 180 program	Director of SAFE: SAFE Program; Administrations; Club Z; Total Tutoring; Learning Solutions	Monthly tests; reports	Administration, Director of SAFE; Curriculum Director
2.1.2 Professional staff development	August 2009 – June 2010	DI; Constructed Response; RTI; Administrators; Learning Style assessments; Gourmet Learning Curriculum; Instructional Specialist	ELA department chair; SIP Team; After school PLC; Administration; SIP	Teacher in-service sign-in sheets; PLC forms	ELA Department Chair, Administration; Instructional Specialists
2.1.3 Teacher will collect and analyze assessment data to identify students that are non-proficient to plan and implement appropriate instructions.	Monthly August 2009 – June 2010	CRT, NV Writing Proficiency; NWEA test; LAS Links data; RTI; Learning Style assessments	ELL Coordinator; Classroom teachers; SIP Team; District Data Coordinator	Classroom assessment; PLC assessments; CRT data	ELL Coordinator, ELA Department Chair, Administration
2.1.4/2.4.1 Teachers will implement strategies to help improve reading and writing skills.	Monthly August 2009 – June 2010	Classroom Teachers; after school PLC meetings; Thinking Maps; DI; SIOP; RTI; Leveled Readers ; Read180; 6+1 Writing Traits	ELA Department Chair; SIP Team; Grade Level Administrations	Lesson plans, class observations, evaluations	Administration

ACTION PLAN				MONITORING PLAN	
Action Steps	Timeline	Resources	Person(s) Responsible	Monitoring Measures	Person(s) Responsible
2.1.5/2.4.2 Student will participate in practice writing proficiency exams and competitions	Ongoing	Practice Proficiency Tests; School wide competitions	ELA Department Chair; Teachers and Administration	Student submissions & competition entries; Practice Proficiency tests	ELA Department Chair and Administration
2.1.6 Teacher will use “Components of an Effective Lesson” to develop lesson plans and deliver instruction	August 2009 – June 2010	Classroom teachers	Administration	Lesson plans, observations, evaluations, Curriculum mapping	Administration
2.1.7 Develop and implement parent education centered on parent involvement in reading instruction.	Family Literacy Nights	Brochures; Parent handbooks; books; Family Literacy Nights, \$1000	Language Arts department; PTSO	Attendance sheets	ELA Chair, Administration; Instructional Specialists
2.1.8 School-wide intervention team to analyze data to target curriculum for non-proficient students	Ongoing	Title I monies; NWEA/Descartes reports	Teachers and Administration	Time sheets and reports	Administration
2.1.9 Exploratory teachers will give instruction in ELA	August 2009 – June 2010	Exploratory teacher	Administration	Pre and Post Tests	Administration
2.1.10 Focusing on ELA; conduct a year-long audit of school practices and processes regarding ELA curriculum & instruction, assessments & accountability, and school leadership	Ongoing	District and School general funds	SST members NCSD Dept. for Student Achievement Personnel School Administration & Staff	Nevada Comprehensive Curriculum Audit Tool (NCCAT)	SST members
2.2.1, 2.3.1 Hire two full time highly qualified paraprofessionals to assist in the facilitation of Direct Instruction	January 2010	School Improvement monies	Administration	Budget Proposals	Administration
2.2.2 IEP’s will be reviewed to ensure appropriate placement, modifications, and accommodations	September 2009	Special Education Teachers ; LEA	Administration	IEP	Administration

ACTION PLAN				MONITORING PLAN	
Action Steps	Timeline	Resources	Person(s) Responsible	Monitoring Measures	Person(s) Responsible
2.2.3 Individual Strategy Plans will be developed and utilized for non-proficient IEP students and gauge students	September 2009 – June 2010	Special Education and General Education teachers	Administration	IEP	Administration

Part V: BUDGET FOR THE OVERALL COST OF CARRYING OUT PLAN					
Goals	Total amount needed to accomplish Goal	Need	Funds available	Funding Source	Funds still needed to implement goal.
Goal 1: Overall English Language Art scores will increase to meet the current annual measurable State objectives.	\$69,656.53	Teachers	\$69,656.53	Title I	\$ -
	\$55,797.23	Tutoring	\$55,797.23	Title I & 21 st Century	\$ -
	\$7,917.98	Extra Duty for intervention teamwork, tutoring, professional development and parent involvement	\$7,917.98	Title I & School Improvement	\$ -
	\$11,316.43	Substitutes – PD & Intervention	\$11,316.43	Title I & School Improvement	\$ -
	\$3,863.67	Supplies for intervention and PD	\$3,863.67	Title I & School Improvement	\$ -
	\$3,750.00	Travel – PD, intervention, DI & RTI	\$3,750.00	School Improvement	\$ -
	\$500.00	Books for PD	\$500.00	School Improvement	\$ -
	\$38,960.31	Paraprofessionals to assist with intervention.	\$ -	-	\$38,960.31
	\$14,349.50	Classified Personnel	\$14,349.50	Title I	\$ -
Total:	\$206,111.65		\$167,151.34		\$38,960.31

Part V: BUDGET (Continued)

Goals	Total amount needed to accomplish Goal	Need	Funds available	Funding Source	Funds still needed to implement goal.
Goal 2: Overall math scores will increase to meet the current annual measurable State objectives.	\$69,656.53	Teachers	\$69,656.53	Title I	\$ -
	\$55,797.23	Tutoring	\$55,797.23	Title I & 21 st Century	\$ -
	\$7,917.98	Extra Duty for intervention teamwork, tutoring, professional development and parent involvement	\$7,917.98	Title I & School Improvement	\$ -
	\$11,316.43	Substitutes – PD & Intervention	\$11,316.43	Title I & School Improvement	\$ -
	\$3,863.67	Supplies for intervention and PD	\$3,863.67	Title I & School Improvement	\$ -
	\$3,750.00	Travel – PD, intervention, DI & RTI	\$3,750.00	School Improvement	\$ -
	\$500.00	Books for PD	\$500.00	School Improvement	\$ -
	\$38,960.31	Paraprofessionals to assist with intervention.	\$ -	-	\$38,960.31
	\$14,349.50	Classified Personnel	\$14,349.50	Title I	\$ -
Total:	\$206,111.65		\$167,151.34		\$38,960.31
Goal 1:	\$206,111.65		\$167,151.34		\$38,960.31
Goal 2:	\$206,111.65		\$167,151.34		\$38,960.31
TOTAL:	\$412,223.30		\$334,302.68		\$77,920.62

Part VI: EVALUATION OF THE SIP

Measurable Objectives Goal 1	Evaluation Measures	Timeline	Person(s) Responsible
Measurable Objectives: Math 1.1 A minimum of 66% of students will meet or exceed state standards as measured by the CRT. 1.2 The percentage of non-proficient IEP students will decrease by 10% as measured by the Nevada CRT. 1.3 The percentage of non-proficient LEP students will decrease by 10% as measured by the Nevada CRT.	Disaggregate data from CRT and NRT test results; practice tests; MAP testing; Computer-based assessments	August 2009 through June 2010	Administration; SIP Team; Teachers; PLC groups; Department Heads; District Data Coordinator; Instructional Specialists
Measurable Objectives Goal 2	Evaluation Measures	Timeline	Person(s) Responsible
Measurable Objective: ELA 2.1 A minimum of 64% of students will meet or exceed state standards in ELA as measured by the CRT. 2.2 The percentage of non-proficient IEP students will decrease by 10% as measured by the Nevada CRT. 2.3 The percentage of non-proficient LEP students will decrease by 10% as measured by the Nevada CRT. 2.4. The percentage of non-proficient 8th grade students will decrease by 10% as measured by the Nevada Writing Proficiency.	Disaggregate data from CRT and NRT test results; practice tests; MAP testing; Computer-based assessments; LAS Links tests; Nevada Writing Proficiency	August 2009 through June 2010	Administration; SIP Team; Teachers; PLC groups; Department Heads; ELL Coordinator; Instructional Specialists

Part VII: OTHER REQUIRED ELEMENTS OF THE SIP

All schools MUST complete this page.

School Characteristics	#	%	Title I	Yes	No
Average Daily Attendance		94.5%	Eligible	X	
Transiency Rate		24.7%	Served	X	
% enrolled continuously since Count Day			Targeted Assisted		X
Incidents of School Violence: Student-to-Student	123		School wide	X	
Incidents of School Violence: Student-to-Staff	0		Did your school make Adequate Yearly Progress (AYP)?	No	
% of Highly Qualified Teachers	92.6%		What was your school's AYP Designation? Exemplary (EX), High Achieving (HA), Watch List (W), Needs Improvement Year 1 (N1), Needs Improvement Year 2 (N2), Needs Improvement Year 1 Hold (N1-H), Needs Improvement Year 2 Hold (N2-H), etc.	N4	
Dropout Rate (HS)	n/a		Did you appeal your latest AYP designation?	No	
Graduation Rate (HS)	n/a		Was your latest appeal granted?	No	
			Designated as Persistently Dangerous School?	No	
			Receiving State Remediation funding?		X
			Has a State SST been assigned to your school?	X	

1. What are the policies and practices in place that ensure proficiency of each subgroup in the core academic subjects?

Teachers have been provided with CRT scores on each of their students from the previous year and used that data to identify non-proficient students. Released practice tests from the DOE and several school districts around the country are available for teachers to use as sample instruction questions. Training for teachers in standards implementation, differentiated instruction, and sheltered instruction is being provided during teacher in-services. Also, Response-To-Intervention (RTI) training for teachers to identify and work with non-proficient or at-risk students. Teachers are using a learning style inventory to group students according to a survey taken to show how students learn best. Social Studies and Science teachers have imbedded math and language arts CRT prep type questions into each of their tests. Read 180, Pitsco Math Lab, and Study Island are being provided to non-proficient students, including the LEP and IEP sub-populations. Special Education teachers will develop an individual strategy plan for IEP students. School-wide daily study skills for CRT prep. Three non-core classes have been added in reading, language arts, and math to assist student that scored low on the CRT. During PLC, teachers are examining modifications and best practices for their students by developing Individual Strategy Plans and by using the NWEA tests. ELL teachers are using Lexia software programs to provide individual remediation for students in ELA. The staff was restructured to move teachers to work with non-proficient students in Reading, Language Arts, and Math for the LEP and IEP sub-populations.

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/or during any extension of the school year.

The 21st Century Grant, Learning Solutions, Club Z, Total Tutoring, and Title I tutoring are providing tutorial services for all students who need additional assistance with academics as well as providing enrichment activities. Grade level teachers and department chairs identified gauge students to provide them with additional remediation to be successful on the CRT. Math teachers are drilling lower level math facts and working to increase math vocabulary.

3. Describe the resources available to the school to carry out the plan.

SAFE Program through the 21st Century Grant has after-school tutoring; Learning Solutions, Club Z, Total Tutoring, and Title I tutoring also offer remediation programs at no cost to students for after school help with work and grade level instruction from the Title I Grant money. SIP monies available to hire additional paraprofessional staff. Title I grant and Special Education funds used to purchase Read 180 and PITSCO Math Labs

4. Summarize the effectiveness of any appropriations for the school made by the Legislature to improve student academic achievement.

NCLB has forced teachers to look into alternative methods to help students achieve. CRT testing gives teachers an overview of students' levels of achievement in Math and Reading. Eighth grade teachers also have the NV Writing Proficiency and Science tests to measure student achievement in those areas. NWEA MAP testing gives teachers a broad overview of students' academic level and allows teachers to prepare lessons accordingly. Learning style assessments help teachers to group students according to the style of learning that best suits their needs.

5. Discuss how the school will utilize Educational Involvement Accords for Parents including the Honor Code and meet all the requirements of the law.

The following procedures are in place to meet the foregoing criteria:

- a. Front office staff creates and distributes newsletters
- b. Phone system allows mass messaging to parents regarding RCMS academic and social events
- c. School web site for parents to check on activities, student grades, assignments, and attendance
- d. Discipline Handbooks in English and Spanish are distributed at the beginning of the year
- e. Classroom rules, expectations, and a course syllabus are sent home for parent signature in all classrooms
- f. Absolute Rules posted in classrooms with consequences Code of Honor signed by parents and students
- g. Parent Homework Dictionaries in English and Spanish
- h. PTSO
- i. Teachers are required to contact parents if student has a "D" or "F" in their classes
- j. Additional activities such as: Family Math and Literacy Nights; Open House; Parent In-Services

6. If applicable, describe how the school will make its Title III Annual Measurable Achievement Objective (AMAO) targets in English language proficiency (reading, writing, listening, and speaking comprehension).

Two classroom aides will be hired to help core teacher with LEP and IEP. Title I and School Improvement funding is allowing the school to hire two more teachers to help lower student-to-teacher ratios. A combination push-in and pull-out English Language Learners class is supporting the LEP subpopulation. Teacher in-services on correct use of sheltered instruction strategies and differentiated instruction techniques are being provided. Lexia and Orchard Software are being used for individual remediation to ensure English language proficiency and increase vocabulary. Teachers will make use of cooperative grouping and achievement leveled instructions. When applicable and available, material is being provided to students in their native language so that maximum transference of knowledge is attained.

Part VIII: REQUIRED ELEMENTS FOR TITLE I SCHOOLS

Title I schools, identified as “Needs Improvement,” and are a school wide Title I school 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. (e.g., schools in Year 2 of “Needs Improvement” must identify Year 1 and Year 2 services, and so on).

- Year 1: School Choice. SIOP training, teacher in-services; exCel training; Orchard computer program for supplemental language arts
- Year 2: Supplemental Services. Word Smart phonics based instruction program, Orchard and Lexia Software, and Soliloquy program for supplemental reading instruction.
- Year 3: Corrective Action. Relocating teachers to assignments appropriate to their Highly-Qualified status. Study Skills class to reinforce skills needed to achieve AYP. Alternative Education classes on site to provide services to non-proficient students; additional RTI and staff development in standards-based instructional strategies.
- Year 4: Restructuring. Relocating teachers to different assignments to provide high-quality instruction in the subject areas; additional RTI and staff development in standards-based instructional strategies, including Tier II and III intervention training; PLC includes time for Differentiated Instruction in-services and other professional development; increased length of instructional time of Core classes from 45 to 60 minutes; ELLIS program for LEP students; Lexia for extra reading instruction for LEP, IEP, and F/R Lunch students.
- Year 4 +1: Restructuring classes; relocating teachers; Read 180; Gourmet Learning; Study Island; Study skills classes for CRT prep; additional RTI and staff development in standards-based instructional strategies, including Tier II and III intervention training and higher-order questioning and thinking skills; PLC includes time for Differentiated Instruction in-services and other professional development; Lexia for extra reading instruction for LEP and IEP; Teachers target gauge students for extra instruction of standards based material; PITSCO Math Lab.

2. Provide an assurance that the school will not spend less than 10% of their annual Title I allocation for quality professional development.

Professional development training by SIOP trainer and Differentiated Instruction instructors; ELL instructors going to TESOL conference; Webinar training from Kate Kinsella; RTI training; Administrators’ Classroom Walk-Through training and PDAs; Special Ed training for administrators.

3. Describe how the school will provide written notice to parents on the school’s “Needs Improvement” status and/or AMAO status. Letters mailed home to parents; newspaper articles; school newsletters; CRT test scores mailed home to parents; State, District, and School websites with information; Parent/Student Handbook, and Parent In-service.
4. Specify how Title I funds will be used to remove school from “Needs Improvement” status. Hire additional teachers and staff ; professional development: Constructed response training, DI, SIOP and RTI training; High quality professional conference attendance; Incentives for students to increase attendance during the 1st 100 days. Parent homework manuals have been provided.
5. Describe the school’s teacher mentoring program and how it supports the achievement of the school’s annual goals and objectives. Master teachers are assigned to help ease new teachers’ transition into the school system. New teacher handbooks are given to new staff members.
6. Describe the school’s strategies to attract high-quality highly qualified teachers to your school. Advertisements are sent to colleges around the country; Administrators attend job fairs in different states; the district provides a monetary incentive for new teachers; Nye County School District and RCMS websites.
7. Describe the school’s strategies to increase parent involvement in accordance with Section 1118 of NCLB, such as family literacy services. Parent/Teacher/Student Organization; Family Math and Literacy Nights; Parent Orientation; Open-House; and Parent In-services will be held to initiate the parents to the school and involved community participation.
8. Describe the school’s plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs. N/A
9. Identify the measures that include teachers in decisions regarding the use of academic assessments. Teachers are provided with results of all CRT tests to use as tools to aide instruction. Grade levels and departments meet to review the data and identify areas needing improvement, students requiring greater skills development, and to share techniques proven successful. Staff has been directed to identify the gauge students and begin intervention and remediation to help those students become achieve success. NWEA Map testing in Reading, Math, and Science will give teachers specific objectives to help with student remediation, and the Individual Strategy Plan targets individual learning needs.
10. Provide assurance that federal, state, and local services are coordinated and integrated into the school improvement efforts. Local service providers will be invited to a Parent In-service to help parents familiarize themselves with community services which are available to them. SST members include County and State representatives helping guide the school to meet AMAO status.

Staff Training and Parental Involvement Schedule 2008-2009 School Year		
Month	Staff Training	Parental Involvement
August 2009	Teacher In-service; NWEA refresher course, use of reports	Parent Orientation; newsletter sent home; RCMS website; ConnectEd; PTSO; Open House;
September 2009	Weekly staff meetings; Weekly Department Head meetings and Grade level meetings; Teacher In-service; Higher order thinking skills questions by Dept.; CRT PowerPoint	Family Math Night; PTSO formed; Sexual harassment letter to parents and newsletter sent home; RCMS website; ConnectEd
October 2009	CRT results; Anti-bullying training; staff meeting; Math Department training; Department Head and Grade level meetings; DOK introduction	PTSO Meeting; Parent/Teacher Conferences; newsletter sent home; GEAR-UP Grant parent meeting; RCMS website; ConnectEd
November 2009	Teacher In-service; Constructed Response training; Math Department training; RTI training; staff meeting; DOK training; Department Head and Grade level meetings; Review SIP Goals; PLC (6+1 Writing Traits training; Assessing whether the mods for the subpopulations are working.); Weekly department training (school-wide); All-day departmental trainings	PTSO meeting; newsletter sent home; Parent representative to Anti-bullying Task Force; RCMS website; ConnectEd; Family Literacy Night; NWEA Family Training
December 2009	DOK training; PLC training- Goal #1 and #2; Weekly department training (school-wide); All-day departmental trainings	Parent Character Education Night; newsletter sent home; RCMS website; ConnectEd; PTSO
January 2010	Teacher In-service; DOK training; Test security training; PLC review MAP testing; Constructed Response In-service; Goal #1 and #2; Weekly department training (school-wide); All-day departmental trainings	PTSO meeting; newsletter sent home; RCMS website; ConnectEd
February 2010	Teacher In-service; DOK training; PLC training- Goal #1 and Goal #2; Weekly department training (school-wide); All-day departmental trainings	PTSO meeting; newsletter sent home; RCMS website; ConnectEd
March 2010	PLC training- Goal #1 and Goal #2; Weekly department training (school-wide)	Parent/Teacher conferences; PTSO; newsletter sent home; RCMS website; ConnectEd
April 2010	Teacher In-service- DI training; PLC training- Goal #1 and Goal #2; Weekly department training (school-wide)	PTSO meeting; newsletter sent home; RCMS website; ConnectEd; PTSA Walk-a-Thon
May 2010	PLC training- Goal #1 and Goal #2; review CRT results to begin planning for next year; Weekly department training (school-wide)	PTSO meeting; newsletter sent home; RCMS website; ConnectEd
June 2010		PTSO meeting; newsletter sent home; RCMS website; ConnectEd

Rosemary Clarke Middle School

Nye County School District

4201 N. Blagg

Pahrump, NV 89060

Ph: 775-727-5546 Fax: 775-727-7104

Mr. Jeffrey Skelton, Principal

Grade Levels: 6-8

Website: <http://rclarke.nye.k12.nv.us>



2008-2009 School Accountability Summary Report

For more information visit www.nevadareportcard.com

Mission Statement

Our mission is to confirm, maintain, and secure a Legacy of Excellence at Rosemary Clarke Middle School.

Principal's Highlights

Rosemary Clarke Middle School has created several new programs, as well as maintained several programs already established.

- PITSCO LAB: A state of the art, interactive science lab that helps all students no matter their level.
- SAFE PROGRAM: 21st Century grant funded after school tutoring/enrichment program targeting academic needs of all students.
- ELL PROGRAM: Includes teachers, support staff, curriculum, that helps meet the needs of our English language Learners.
- ACANDEMIC TUTORING TYPE I: A program during the school aimed to help students that fall behind during the quarter
- ACADEMIC TUTORING TYPE II: A program during school aimed to help students meet standards.
- CBE PROGRAM: Computer-based program designed for credit recovery, offered during/after the school day, and on weekends.
- PLC PROGRAM – Professional Learning Committees were developed to implement effective teaching strategies.
- SCHEDULING – A true middle school schedule was designed to create a smaller school atmosphere, and provide better support.

Goals and Objectives

Goal 1

Overall math scores will increase to meet the current annual measurable State objectives.

Objective(s):

A minimum of 55% of students will meet or exceed state standards as measured by the CRT.

Goal 2

Overall English Language Arts scores will increase to meet the current annual measurable State objectives.

Objective(s):

A minimum of 52% of students will meet or exceed state standards in ELA as measured by the CRT.

Goal 3

Student attendance will increase across school subpopulations.

Objective(s):

Increase attendance in the F/R Lunch and IEP subpopulations to above 92% in each ADA period.

Demographics and Student Information

Data are provided by the Nevada Department of Education using the state student information system. Demographic profiles are reported by gender, race/ethnicity, and special student populations as of count day. Student Average Daily Attendance (ADA) is the percentage of the school enrollment in attendance on an "average school day" as of the 100th day of school.

	Enrollment #		Enrollment %		Avg Daily Attendance		
	School	District	School	District	School	District	State
Total Students	1,151	6,099	100.0 %	100.0 %	94.5 %	93.9 %	94.7 %
Male	614	3,158	53.3 %	51.8 %	*	*	*
Female	537	2,941	46.7 %	48.2 %	*	*	*
American Indian/Alaskan Native	28	141	2.4 %	2.3 %	93.3 %	93.0 %	93.6 %
Asian/Pacific Islander	36	163	3.1 %	2.7 %	95.8 %	94.3 %	96.3 %
Hispanic	261	1,393	22.7 %	22.8 %	95.3 %	94.6 %	94.7 %
Black/African American	48	230	4.2 %	3.8 %	95.0 %	92.6 %	93.1 %
White	778	4,172	67.6 %	68.4 %	94.3 %	93.8 %	94.8 %
IEP	185	867	16.1 %	14.2 %	93.4 %	93.0 %	93.2 %
LEP	43	376	3.7 %	6.2 %	95.0 %	95.0 %	95.3 %
FRL	648	3,059	56.3 %	50.2 %	93.8 %	93.4 %	94.2 %
Migrant	-	13	-	0.2 %	*	*	*

IEP = Students with Disabilities

LEP = Students with Limited English Proficiency

FRL = Students qualifying for Free/Reduced Lunch

* indicates data not presented for groups fewer than 10.

N/A indicates a population of zero.

*** indicates data are not available.

Transiency, Truancy, and Discipline

	School	District
Transiency Rate	24.7 %	39.1 %
Habitual Truancy - # of Incidents	0	0
Discipline - # of Incidents Resulting in Suspension/Expulsion for:		
Violence to Other Students	123	277
Violence to Staff	0	1
Possession of Weapon	10	27
Distribution of Controlled Substance	4	9
Possession/Use of Controlled Substance	10	23
Possession/Use of Alcohol	0	5
Habitual Disciplinary Expulsions	7	13

Incidents are reported at the school where the action occurred.

Data reported as of the end of the school year.

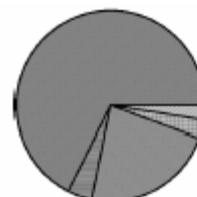
Retention

Grade	School #	School %	District #	District %
6	2	0.5 %	5	1.0 %
7	2	0.5 %	12	2.5 %
8	10	2.5 %	13	2.4 %

Data reported as of count day.

Student Ethnicity

Data reported by NDE as of count day.



American Indian/ Alaskan Native (2.4%)
 Asian/ Pacific Islander (3.1%)
 Hispanic (22.7%)
 Black/ African American (4.2%)
 White (67.6%)

Average Class Size

Subject Area	School	District
English	28	23
Mathematics	29	21
Science	30	23
Social Studies	30	24

Average Class Size is listed for all core classes where students rotate to different teachers for different subjects.

Data reported as of December 1.

Adequate Yearly Progress (AYP)

Middle Designation: In Need of Improvement (Year 4)

Rosemary Clarke Middle School has been classified as a school which did not demonstrate Adequate Yearly Progress (AYP) during the 2008-2009 school year. Classification as not demonstrating AYP is due to the schools not meeting 1 of the No Child Left Behind criteria in the area of English language arts (ELA). In order for a school to demonstrate Adequate Yearly Progress, all NCLB criteria must be met.

Summary of Standards-Based Test Performance

Nevada uses criterion referenced tests (CRTs) to measure student achievement relative to Nevada's academic standards. This table reflects a compilation of test results for grades represented at this school and may not represent the figures that were used to determine this school's Adequate Yearly Progress (AYP). Mathematics, Reading, and Writing test results are used to determine AYP. For grade-specific assessment results and other assessment information, refer to the Nevada Report Card Website at www.nevadareportcard.com.

ED = Percentage of students performing in the lowest range of achievement (Emergent/Developing)

AS = Percentage of students performing in the Approaches Standards range of achievement

MS = Percentage of students performing in the Meets Standards range of achievement

ES = Percentage of students performing in the highest range of achievement (Exceeds Standards)

	Reading				Writing				Mathematics				Science			
	ED	AS	MS	ES	ED	AS	MS	ES	ED	AS	MS	ES	ED	AS	MS	ES
State	7 %	32 %	44 %	17 %	7 %	41 %	44 %	8 %	9 %	29 %	39 %	23 %	9 %	32 %	48 %	11 %
District	6 %	32 %	47 %	15 %	6 %	45 %	44 %	5 %	8 %	32 %	42 %	18 %	4 %	29 %	53 %	15 %
School	6 %	26 %	49 %	19 %	4 %	42 %	47 %	7 %	9 %	25 %	47 %	20 %	4 %	22 %	62 %	13 %

'-' Indicates data not presented for groups fewer than 10.

'N/A' Indicates that data are not available.

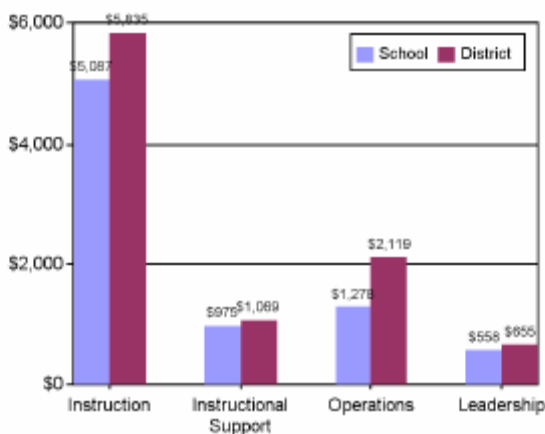
Per-Pupil Expenditures 2007-2008

The per pupil expenditures for all Nevada school districts and schools are calculated by InSite, which results in comparable financial information over time and across the state. Financial data are reported for the year prior to the school year just completed.

Clarke MS Total Cost Per Pupil = \$7,898.14

District Total Cost Per Pupil = \$9,677.57

Per-Pupil Expenditures By Category



Schools showing only \$0 have not been in operation long enough to have data for 2007-2008.

Personnel Information

Classes Not Taught by Highly Qualified Teachers

	School %	District %
Elementary	N/A	6.2 %
Arts	0.0 %	24.5 %
English	4.8 %	10.3 %
Foreign Language	0.0 %	36.8 %
Mathematics	6.5 %	13.2 %
Science	0.0 %	4.2 %
Social Studies	10.9 %	9.1 %

'N/A' indicates that these subjects or grade levels are not present. Data obtained from the Office of Teacher Licensure as of May 2009.

Highly qualified teachers hold a minimum of a bachelor's degree, are licensed to teach in the State of Nevada, and have demonstrated competence in their teaching area.

Teacher ADA and Licensure Information

	Teacher Average Daily Attendance Rate	Teachers providing instruction:		
		Pursuant to NRS 391.125 (Emergency Credential)	Pursuant to waiver with State Approval	Without an endorsement for the subject area
State	96.2 %	665	248	203
District	96.2 %	5	0	4
School	95.8 %	0	0	1

Teacher Average Daily Attendance (ADA) is the percentage of licensed educators who provided instruction to students in classrooms on an "average school day".

'N/A' indicates that data are not available.

Parent/Community Involvement

Parent/Student Orientation prior to the start of school
Monthly Newsletters
RCMS Website
ConnectEd mass communication phone calls regarding school events and student attendance
PTSO formed (first year) and meetings twice a month
Open House (5th week of school)
Sexual Harassment Parent Letter sent home
Fall and Spring Parent/Teacher Conferences (3:00 to 7:00 P.M.) Tutoring companies attended
Math Night with free literature for parents attending
Literacy Night with books for each parent attending

Note: District totals do not include state or district sponsored charter school data.

The development of this annual school accountability report is a joint effort among the Nevada Department of Education, Otis Educational Systems, Inc., and Nevada school districts. This report is provided to the public as required by the federal No Child Left Behind Act and NRS 385.347. A comprehensive listing of all accountability data, including student test data, may be accessed on the Nevada Annual Reports of Accountability website at www.nevadareportcard.com.

Nye County School District

Round Mountain Elementary School

P.O. Box 1429

Round Mountain, NV 89045

SCHOOL IMPROVEMENT PLAN TEMPLATE TITLE I - NRS 385

For Implementation in
2009-2010

School Improvement Planning Team

- ALL Title I schools must have a parent on their SIP team that is NOT a district employee. Indicate this member with an asterisk.

Name of Member	Position
Fritche Lage	Kindergarten
Janine Tuss,	First Grade
Carol Taylor, Jim Hunt	Second Grade
Tamara Jones	Third Grade
Sherrilynn Rakestraw, Michelle Lopez	Fourth/Fifth Grade
Linda Cable, Julie Clifford, Jeremy Briggs	Health/Spec Ed/Music

Submission Date: October, 2009

Area Reviewer: Jerry C. Hill, Assistant Superintendent
Department for Student Achievement

School:	Round Mountain Elementary	District:	Nye
Principal	Selway Mulkey	School Year:	2009-2010
Address:	59 Hadley Circle, P.O. Box 1429	Phone:	(775)377-2236
	Round Mountain NV 89045	Email:	smulkey@nye.k12.nv.us
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(Add extra rows for additional goals)			
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Part I: VISION FOR LEARNING

District Vision or Mission Statement

Every Child a Success!

District Goal 1

Improvement in student achievement and proficiency levels for all students.

District Goal 2

Sustain practices in the NCSD educational organization that impact quality instruction, increases the graduation rate, decreases the dropout rate, utilizes educational technology, and promotes parental involvement.

District Goal 3

Maintain safe learning and working environments for all students and staff.

VISION FOR LEARNING (continued)

School Vision or Mission 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 the 2004-2005, 2005-2006, 2006-2007, 2007-2008, and 2008-2009 school years.

We have a high rate of attendance for Parent/Teacher conference, and Open House-(*back to school night*).

RMES offered a Family Literacy night for K-1 students and their families which gives families a chance to come together to read, and have a Literacy Fair which displays the work and success of our students.

Last year we participated in the St. Jude's Math-A-Thon which raised money for patients at St. Jude's.

The fourth and fifth grades participated in a Spelling Bee last year.

Our school partners with the Round Mountain Public Library for assistance with the Renaissance Program for Accelerated Reading and Accelerated Math, after school activities.

RMES in conjunction with RMMS and RMHS have a strong community partnership with Round Mountain Gold Corporation.

PART II: INQUIRY PROCESS

Comprehensive Needs Assessment

Key Strengths

(to sustain in the school improvement plan)

Round Mountain has a highly qualified and experienced faculty, who are assisted by highly qualified classroom paraprofessionals. RMES has a very low percentage rate of staff turnover, including teachers, paraprofessionals, and other classified. With our dedicated and qualified staff, we are able to offer all the fine arts disciplines.

Priority Concerns

To meet the new bench mark requirements (ELA 63.8% and Math 65.9%) RMES aims to increase the writing scores for the fifth grade writing proficiency and to make certain that grades kindergarten through fifth are incorporating all 6 writing traits within the writing process.

Verification of Causes – Root Cause Analysis

<i>Priority Concerns</i>	<i>Root Causes</i>	<i>Solutions</i>
Math	Reading comprehension, vocabulary in the math context, and constructed response questions.	More exposure and practice to those problems presented during testing and increased exposure/emphasis on math vocabulary.
Writing skills <i>Writing Process Approach</i>	Lack of student motivation when writing <i>Not enough emphasis or modeling of what good writing is.</i>	In-service training to review and refresh 6+1 traits writing, offer more professional development in writing area, and continue to use the Literacy Fair as a platform for encouraging student writing. <i>Incorporate writing workshop where good writing is modeled and emphasized</i>

Part III: IMPROVEMENT GOALS AND MEASURABLE OBJECTIVES

Goal 1: Improve student achievement scores in math.

Measurable Objective 1:

There will be 10% fewer non-proficient students on the math CRT

Goal 2: Improve student achievement scores in English Language Arts.

Measurable Objective 1:

There will be 10% more students in grades 3-5 proficient on the reading CRT.

Measurable Objective 2:

There will be 10% fewer non proficient students on the 5th grade writing proficiency.

Part IV: SCHOOL IMPROVEMENT MASTER PLAN

Goal 1: Use math data to focus on areas needing improvement in math.

Measurable Objective(s): There will be 10% fewer non-proficient students on the math CRT.

ACTION PLAN				MONITORING PLAN	
Action Steps	Timeline	Resources	Person(s) Responsible	Monitoring Measures	Person(s) Responsible
1.1 Implement constructed response questions weekly in classroom.	On-going	RPDP/District provided	3 rd -5 th	On-going constructed response assessments	3 rd -5 th grade teachers
1.2 Incorporate and implement assessments from PLC meetings.	Weekly, beginning 8/27/09	Staff	Teachers	Weekly meetings and discussing test results Keep a PLC notebook with objects and strategies recorded.	Staff/Selway Mulkey
1.3 Introduce and use correct math vocabulary to apply to appropriate math lessons.	On-going	Nevada State Web site of Math Standards	K-5 th grade teachers	Incorporated within weekly lesson plans	Staff/Selway Mulkey
1.4 CRT preparation	10/09 – 5/10	Teachers, classroom	3 rd , 4 th , & 5 th grade teachers/Selway Mulkey	District provided measurement tools	3 rd -5 th teachers

SCHOOL IMPROVEMENT MASTER PLAN (Continued)

Goal 2: Improve student achievement scores in English Language Arts.

Measurable Objective(s):

2.1 There will be 10% more students in grades 3-5 proficient on the reading CRT.

2.2 There will be 10% fewer non proficient students on the 5th grade writing proficiency.

ACTION PLAN				MONITORING PLAN	
Action Steps	Timeline	Resources	Person(s) Responsible	Monitoring Measures	Person(s) Responsible
2.1 6+1 Traits	8/09 – 5/10	Professional development through in-service	Faculty	Assessments	Faculty
2.2 Use Reading Street series for organizational prompts, authors purpose, genre studies.	8/08 – 6/09	District supplied	Faculty	Weekly assessments	K-5 th grade teachers
2.3 Administer the writing prompts in the fall and spring from the, writing prompt folders	8/09 – 6/10	District supplied	Faculty	Fall/Spring inserts	K-5 th grade teachers
2.4 Implement Literacy Fair K-5 th grades.	Spring, 2010	Teachers, Multi-Purpose room, held in conjunction with the elementary spring concert at the High School Gymnasium.	Faculty	Spring, student selections	Faculty
2.5 Incorporate Constructed Response Questions in weekly classroom lessons.	2009/2010	CRT practice	3 – 5 teachers	CRT practice assessments	3rd – 5th teachers
2.6 Integrate writing process within the K-5 th grade classroom instruction. Build writing skills that will encompass the 6 writing traits throughout grades K-5th.	2009/2010	Reading curriculum the use of a variety of materials, trainings, and resources. Modeled writing, student teacher conferencing, peer conferencing, weekly writing practice. RPDP/District supplied resources.	Faculty	District writing folder entries, Literacy fair entries	Faculty

Part V: BUDGET FOR THE OVERALL COST OF CARRYING OUT PLAN

Goals	Total amount needed to accomplish Goal.	Funds available in current school funding that have been specifically set aside for the implementation of the goal.	Funds still needed to implement goal.
Goal 1	\$0	N/A	\$0
Goal 2	\$0	N/A	\$0
Goal 3 (if applicable)	\$0	N/A	\$0.

Part VI: EVALUATION OF THE SIP

Measurable Objectives	Evaluation Measures	Timeline	Person(s) Responsible
There will be 10% fewer non-proficient students on the math CRT.	Tests associated with the curriculum, CRT practice assessments, weekly meetings regarding outcome of tests, 2008/2009 CRT results	Weekly, monthly	All faculty
Improve 5 th grade writing scores by 10%. All RMES staff (K-5) will incorporate and instruct all of the 6 writing traits focusing on one trait per month to be used within the writing process.	5th grade writing proficiency exam. Staff at RMES will assess student papers monthly and will assist students 3 rd -5 th on assessing their own papers according to the state rubric.	Spring, 2010	RMES staff K-5

Part VII: OTHER REQUIRED ELEMENTS OF THE SIP

All schools MUST complete this page.

School Characteristics	#	%	Title I	Yes	No
Average Daily Attendance		94.2%	Eligible		X
Transiency Rate		27.2%	Served		
% enrolled continuously since Count Day		98.6	Targeted Assisted		
Incidents of School Violence: Student-to-Student	4		Schoolwide		
Incidents of School Violence: Student-to-Staff	0		Did your school make Adequate Yearly Progress (AYP)?	X	
			What was your school's AYP Designation? Exemplary (EX), High Achieving (HA), Watch List (W), Needs Improvement Year 1 (N1), Needs Improvement Year 2 (N2), Needs Improvement Year 1 Hold (N1-H), Needs Improvement Year 2 Hold (N2-H), etc.	Adequate	
Dropout Rate (HS)			Did you appeal your latest AYP designation?		X
Graduation Rate (HS)			Was your latest appeal granted?		N/A
			Designated as Persistently Dangerous School?		X
			Receiving State Remediation funding?		X
			Has a State SST been assigned to your school?		X

1. What are the policies and practices in place that ensure proficiency of each subgroup in the core academic subjects? Round Mountain Elementary School staff employs maximum effective use of classroom time and time on task.

The Round Mountain elementary School staff will continue to employ effective use of classroom time on task. In addition, the staff at RMES provides student engaged lessons that are based upon the Nevada State 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/or during any extension of the school year. Round Mountain Elementary School has a homework room available after school for 3rd – 5th grade students needing remedial instruction or tutoring

Round Mountain elementary School provided a summer tutorial for primary grade students that needed remediation in reading, language arts, and math.

3. Describe the resources available to the school to carry out the plan. The faculty will use resources purchased by the district as well as the provided curriculum and any additional support or resources. <i>The faculty will use resources purchased by the district as well as the provided curriculum and any additional support or resources. RMES assesses grades K-5th three times a year using the NWEA (MAPS) test, as well as other diagnostic tests (STAR math and reading).</i>
4. Summarize the effectiveness of any appropriations for the school made by the Legislature to improve student academic achievement. <i>Some of our classrooms still have a low teacher student ratio; however; with the reductions in the budget this past spring, some of our classes are much larger, which will make this a more difficult task.</i>
5. Discuss how the school will utilize Educational Involvement Accords for Parents including the Honor Code and meet all the requirements of the law. <i>We will pass out the Accord to all students at the beginning of the school year. All signed Accords will be collected and saved by teachers. We encourage parents to volunteer and we use the Accord to start the parent involvement discussion.</i>
6. If applicable, describe how the school will make its Title III Annual Measurable Achievement Objective (AMAO) targets in English language proficiency (reading, writing, listening, and speaking comprehension). N/A

Part VIII: 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, (*e.g., schools in Year 2 of “Needs 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.
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 and/or AMAO 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 supports the achievement of the school’s annual goals and objectives.
6. Describe the school’s strategies to attract high-quality highly qualified teachers to your school.
7. Describe the school’s strategies to increase parent involvement in accordance with Section 1118 of NCLB, such as family literacy services.
8. Describe the school’s plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs.

Part IX: REQUIRED ELEMENTS FOR NON-TITLE I SCHOOLS

Non-Title I schools, identified as “Needs Improvement,” MUST complete this page.

1. Describe how and when the school will provide written notice to parents on the school’s “Needs Improvement” status and/or AMAO status.

Round Mountain Elementary School is considered an adequate school because AYP (Adequate Yearly Progress) as made in all 37 of the 37 categories measured during the 2004-2005, 2005-2006, 2006-2007, 2007-2008, and 2008-2009 school years. If RMES were to fail AYP, we would provide written notice to parents through parent notes, student newspapers, school website, and the local newspapers.

2. Describe the school’s teacher mentoring program and how it supports the achievement of the school’s annual goals and objectives.

Grade level teachers work toward a common timeline for instruction, compatible lesson plans, assessments and classroom management routines. With the implementation of the Professional Learning Community at RMES, weekly collaborative meetings are held and essential standards, strategies and skills for Tier I and II students and common assessments are discussed as well as common goals for our school.

Round Mountain Elementary School

Nye County School District

59 Hadley Circle

Round Mountain, NV 89045

Ph: 775-377-2236 Fax: 775-377-2354

Mrs. Barbara Floto, Principal

Grade Levels: K-5

Website: <http://rmdmtn-es.nye.k12.nv.us>



2008-2009 School Accountability Summary Report

For more information visit www.nevadareportcard.com

Mission 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.

Principal's Highlights

Round Mountain Elementary School has continued to service students in a wide range of strategies and activities.

- PLC is an active part of staff collaboration.
- The Spring Literacy Fair/Music Program was held in the high school gym.
- The St. Jude's Math-a-Thon fund raiser earned over \$3,000.00.
- Differentiating instruction training for faculty was attended on in-service days.
- Accelerated Math and Reading were implemented through Renaissance Learning.
- To support student needs the intervention team provided excellent attention and implementation.
- Parent/Teacher conferences were well attended.
- Each semester an all school awards assembly acknowledged student success and achievement.
- The second grade presented a Veterans' Day assembly.

Goals and Objectives

Goal 1

We will increase our CRT math scores in measurement, geometry, analysis/statistics, probability and problem solving.

Objective(s):

We will improve student writing scores in the Writing Proficiency exam.

Goal 2

We will see a 7% increase in writing by the end of 2009-2010 school year.

Objective(s):

We will see a 7% increase in writing by the end of 2009-2010 school year.

Demographics and Student Information

Data are provided by the Nevada Department of Education using the state student information system. Demographic profiles are reported by gender, race/ethnicity, and special student populations as of count day. Student Average Daily Attendance (ADA) is the percentage of the school enrollment in attendance on an "average school day" as of the 100th day of school.

	Enrollment #		Enrollment %		Avg Daily Attendance		
	School	District	School	District	School	District	State
Total Students	154	6,099	100.0 %	100.0 %	94.2 %	93.9 %	94.7 %
Male	71	3,158	46.1 %	51.8 %	*	*	*
Female	83	2,941	53.9 %	48.2 %	*	*	*
American Indian/Alaskan Native	-	141	-	2.3 %	-	93.0 %	93.6 %
Asian/Pacific Islander	N/A	163	N/A	2.7 %	N/A	94.3 %	96.3 %
Hispanic	16	1,393	10.4 %	22.8 %	96.6 %	94.6 %	94.7 %
Black/African American	N/A	230	N/A	3.8 %	N/A	92.6 %	93.1 %
White	131	4,172	85.1 %	68.4 %	94.0 %	93.8 %	94.8 %
IEP	12	867	7.8 %	14.2 %	93.2 %	93.0 %	93.2 %
LEP	N/A	376	N/A	6.2 %	N/A	95.0 %	95.3 %
FRL	19	3,059	12.3 %	50.2 %	92.8 %	93.4 %	94.2 %
Migrant	N/A	13	N/A	0.2 %	*	*	*

IEP = Students with Disabilities

LEP = Students with Limited English Proficiency

FRL = Students qualifying for Free/Reduced Lunch

'-' indicates data not presented for groups fewer than 10.

'N/A' indicates a population of zero.

'*' indicates data are not available.

Transiency, Truancy, and Discipline

	School	District
Transiency Rate	27.2 %	39.1 %
Habitual Truancy - # of Incidents	0	0
Discipline - # of Incidents Resulting in Suspension/Expulsion for:		
Violence to Other Students	4	277
Violence to Staff	0	1
Possession of Weapon	0	27
Distribution of Controlled Substance	0	9
Possession/Use of Controlled Substance	0	23
Possession/Use of Alcohol	0	5
Habitual Disciplinary Expulsions	0	13

Incidents are reported at the school where the action occurred.

Data reported as of the end of the school year.

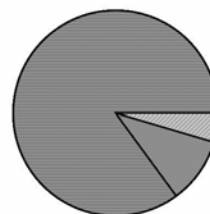
Retention

Grade	School #	School %	District #	District %
K	0	0.0 %	12	3.0 %
1	0	0.0 %	12	2.6 %
2	0	0.0 %	4	0.9 %
3	0	0.0 %	8	1.8 %
4	0	0.0 %	2	0.4 %
5	0	0.0 %	3	0.6 %

Data reported as of count day.

Student Ethnicity

Data reported by NDE as of count day.



American Indian/Alaskan Native (4.5%)
Hispanic (10.4%)
White (85.1%)

Student/Teacher Ratio

Grade	School	District
ALL	16:1	19:1
K*	16:1	16:1
1	18:1	17:1
2	10:1	17:1
3	14:1	17:1
4	23:1	21:1
5	23:1	22:1

* Kindergarten ratios are based on the number of classes, not teachers.

- Teachers may serve multiple grade levels as needed. Therefore, Student/Teacher Ratio is reported for the school as a whole.

Data reported as of December 1.

Adequate Yearly Progress (AYP)

Elementary Designation: Adequate

Round Mountain Elementary School has been classified as a school which demonstrated Adequate Yearly Progress during the 2008-2009 school year. Classification as demonstrating AYP is due to the schools meeting all No Child Left Behind criteria in the areas of English language arts (ELA), mathematics, and the school-wide other indicator.

Summary of Standards-Based Test Performance

Nevada uses criterion referenced tests (CRTs) to measure student achievement relative to Nevada's academic standards. This table reflects a compilation of test results for grades represented at this school and may not represent the figures that were used to determine this school's Adequate Yearly Progress (AYP). Mathematics, Reading, and Writing test results are used to determine AYP. For grade-specific assessment results and other assessment information, refer to the Nevada Report Card Website at www.nevadareportcard.com.

ED = Percentage of students performing in the lowest range of achievement (Emergent/Developing)

AS = Percentage of students performing in the Approaches Standards range of achievement

MS = Percentage of students performing in the Meets Standards range of achievement

ES = Percentage of students performing in the highest range of achievement (Exceeds Standards)

	Reading				Writing				Mathematics				Science			
	ED	AS	MS	ES	ED	AS	MS	ES	ED	AS	MS	ES	ED	AS	MS	ES
State	7 %	32 %	44 %	17 %	7 %	41 %	44 %	8 %	9 %	29 %	39 %	23 %	9 %	32 %	48 %	11 %
District	6 %	32 %	47 %	15 %	6 %	45 %	44 %	5 %	8 %	32 %	42 %	18 %	4 %	29 %	53 %	15 %
School	15 %	32 %	43 %	10 %	5 %	68 %	23 %	5 %	10 %	47 %	32 %	11 %	9 %	41 %	41 %	9 %

'-' indicates data not presented for groups fewer than 10.

'N/A' indicates that data are not available.

Per-Pupil Expenditures 2007-2008

The per pupil expenditures for all Nevada school districts and schools are calculated by In\$ite, which results in comparable financial information over time and across the state. Financial data are reported for the year prior to the school year just completed.

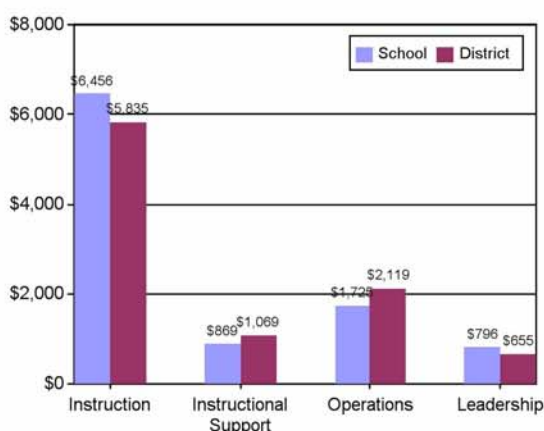
Round Mt. ES Total Cost Per Pupil = \$9,846.44
District Total Cost Per Pupil = \$9,677.57

Personnel Information

Classes Not Taught by Highly Qualified Teachers

Data Not Available

Per-Pupil Expenditures By Category



Schools showing only \$0 have not been in operation long enough to have data for 2007-2008.

Teacher ADA and Licensure Information

	Teacher Average Daily Attendance Rate	Teachers providing instruction:		
		Pursuant to NRS 391.125 (Emergency Credential)	Pursuant to waiver with State Approval	Without an endorsement for the subject area
State	96.2 %	665	248	203
District	96.2 %	5	0	4
School	95.9 %	0	0	0

Teacher Average Daily Attendance (ADA) is the percentage of licensed educators who provided instruction to students in classrooms on an "average school day".
'N/A' indicates that data are not available.

Parent/Community Involvement

Nye County School District

Round Mountain High School

P.O Box 1427

Round Mountain, NV, 89045

SAGE SCHOOL IMPROVEMENT PLAN TEMPLATE

For Implementation in
(2009/2010)

School Improvement Planning Team

- ALL Title I schools must have a parent on their SIP team that is NOT a district employee. Indicate this member with an asterisk.

Name of Member	Position
Jake Topholm, Spike Tuss, Debbie Cutler, Dan Kurtak, Chad Montgomery, Jeremy Briggs , Heather Nield, Taylour Freed, John Raley, Mike Domagala, Bob Curry,	Teachers
John Raley, Natalie Resseguie	Special Ed Teacher
Pam Everett	Counselor

Submission Date: October 24, 2009

Area Reviewer: Jerry Hill, Assistant Superintendent
Department for Student Achievement

School: Round Mountain High School	District: Nye County School District
Principal: Selway Mulkey	School Year: 2009/2010
Address: P.O. Box 1427, Round Mountain, NV 89045	Phone: 775-377-2690
	Email: smulkey@nye.k12.nv.us
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Part I: VISION FOR LEARNING
District Vision or Mission Statement Every Child a Success
District Goal 1 Improvement in student achievement and proficiency levels for all students.
District Goal 2 Sustain practices in the NCSD educational organization that increase the graduation rate, decrease the dropout rate, utilize educational technology, and promote parent involvement.
District Goal 3 Maintain safe learning and working environments for all staff and students

VISION FOR LEARNING (continued)

School Vision or Mission Statement

It is the mission of Round Mountain Schools to be exemplary. It is our commitment to do whatever it takes to work collaboratively with faculty, parents, and students to ensure the success of every child. We will provide our students with opportunities to learn, meet individual needs, and work to ensure that every child has experiences which promote growth in all areas. Through mutual respect within the total school community, our children will grow and learn in a safe and positive atmosphere.

School Highlights

• One student qualified for National FBLA • Six students qualified for State FBLA • One State FBLA Officer • \$164.00 was raised by FBLA for the March of Dimes • \$15,550 awarded in scholarships to graduating seniors • 43% of graduating seniors qualified of the Millennium Scholarship • 9 graduating seniors received an Advanced Diploma • 4th Annual Jerry Gray Fundraiser gave out \$4,200 in scholarships to graduating seniors • Student Council gave over \$800.00 to Make a Wish Foundation • Met AYP • We currently meet Northwest Accreditation Standards • Six Year visit approved • 90% of all students passed the Math Proficiency • 88% of all students passed the Reading Proficiency • 64% of all students passed the Science Proficiency • Twenty-Six students made “A” Honor Roll • Twenty-Eight students made “B” Honor Roll • The Drama Department put on two productions • The History Department put on the Veterans Day Ceremony • The Vocational Department poured concrete for the Sheriffs Department • The Vocational Department worked on three sheds for the Teacher Houses • The Vocational Department made puzzles and donated them to Smoky Valley Day Care • The English Department published “Then and Now” and donated it to the public library • FFA was started this year • FFA raised \$2500 for the FFA Organization • FFA received \$46,000 from the Learn and Serve Grant for beatification of RM Schools • One Student qualified for FFA State • Seven qualified for Nationals held in Indianapolis, Indiana	• National Honor Society made 7 Christmas Boxes and sent them to under-privileged kids • Three Students were inducted into National Honor Society • Twenty Volunteers earned the 100 hour award for help through out the year • Football qualified for the post season • Jim Swigert was named 1A Football Coach of the Year • Seven Students were named to the All-Conference Team for Football • Girls Volleyball, Basketball, and Track Teams qualified for the post season • Three Students were named to the All-Conference Team for Girls Volleyball • Two Students were named to the All-Conference Team for Girls Basketball • Boys Basketball qualified for the post season • Three Students were named to the All-Conference Team for Boys Basketball • Three Wrestlers qualified for State • One Student was Runner-Up at State • One Student was State Champion for Track and Field • One Student was Runner-Up for Track and Field • Boys Track and Field Team Academic State Champions 2009 • Girls Track and Field Team placed third at State • Six students were named to the All-Conference Team for Boys Baseball • Two Students were named to the All-Conference Team for Girls Softball • Boys Golf Team placed 2nd at the Divisional Tournament • Boys Golf Team placed 5th at the State Tournament • Two Students were named to the All-Conference Team for Boys Golf • Academic Olympic Team qualified for State • Bathrooms were added to the Football Field Concession Stand • Bathrooms and a Concession Stand was added to the Baseball Field

PART II: INQUIRY PROCESS

Comprehensive Needs Assessment

Key Strengths

- Utilizing high school proficiency exams.
- Teaching to modalities: Each student has key learning strengths
 - o Visual
 - o Auditory
 - o Kinesthetic
- Differentiated instruction designed to address multiple learning styles.
- PLC Team in place and functioning strongly

Priority Concerns

- Focus on teacher development so that every teacher can implement lessons that address different learning styles.
- Utilize RPDP, and outside sources to enhance and facilitate staff development.
- Providing more career planning for seniors

Verification of Causes – Root Cause Analysis

<i>Priority Concerns</i>	<i>Root Causes</i>	<i>Solutions</i>
• Students have low math and science vocabulary skills • Lack of staff development opportunities • Providing more career planning for seniors	• Poor understanding of terminology in proficiency tests, student ability levels in problem solving inadequate • Lack of planning professional development trainings • Lack of planning time or emphasis on training seniors to develop career goals	• All teachers will incorporate vocabulary words in their classrooms to help students become familiar with the words or terms in disciplines taught • Utilize the Department for Student Achievement and RPDP personnel to plan more frequent professional development trainings during inservice days, PLC times and staff meetings • Utilize local business resources to train seniors in career planning

Part III: IMPROVEMENT GOALS AND MEASURABLE OBJECTIVES

Convert the top priority concerns into the goal(s) for improvement and incorporate the identified solutions into the action plan.

Goal 1:

Improve student vocabulary skills in math and science content areas

Measurable Objectives:

1. RMHS math teachers will reinforce math vocabulary during daily lessons and present terms to staff during bi-monthly PLC meetings
2. RMHS science teachers will reinforce math vocabulary during daily lessons and present terms to staff during bi-monthly PLC meetings

Goal 2:

Improve professional development for RMHS staff

Measurable Objective:

RMHS will utilize the Department for Student Achievement and RPDP personnel to provide professional development a minimum of one time during the second, third and fourth quarter

Goal 3:

Improve career planning for senior class at RMHS

Measureable Objective:

Community resources will be used to implement career planning for seniors throughout the year

Part IV: SCHOOL IMPROVEMENT MASTER PLAN & REFORM STRATEGIES

Goal 1: Improve student vocabulary skills in math and science content areas

Measurable Objectives:

1. RMHS math teachers will reinforce math vocabulary during daily lessons and present terms to staff during bi-monthly PLC meetings
2. RMHS science teachers will reinforce math vocabulary during daily lessons and present terms to staff during bi-monthly PLC meetings

ACTION PLAN				MONITORING PLAN	
Action Steps	Timeline	Resources	Person(s) Responsible	Monitoring Measures	Person(s) Responsible
1.3 Math and science teachers will be observed presenting lessons including explicit vocabulary development for students	Ongoing	PLC team members	Individual faculty members	Each teacher will be responsible for 2 teacher observations per school year.	High School Administrative staff
1.2 Team initiative: Each teacher will be responsible to present vocabulary words in PLC meeting to all high school teachers	Ongoing	Internet/ research	PLC team members	A record of each teacher's participation in PLC meetings and presentations will be kept	PLC team members
1.3 Math and science teachers will use HSPE proficiency problems during instruction to help students become accustomed to format	Ongoing	Quizzes, Chapter assessments	Mr. Montgomery Mr. Raley	Monitor quizzes to evaluate student success in dealing with word problems on a weekly basis	Faculty
1.4 Social Studies and English teachers will include vocabulary words in their classroom	Ongoing	Vocabulary tests	Mrs. Cutler Mr. Domagala	Report in PLC on lessons given	Faculty

SCHOOL IMPROVEMENT MASTER PLAN (Continued)

Goal 2: Improve professional development for RMHS staff

Measurable Objective: RMHS will utilize the Department for Student Achievement and RPDP personnel to provide professional development a minimum of one time during the second, third and fourth quarter

ACTION PLAN				MONITORING PLAN	
Action Steps	Timeline	Resources	Person(s) Responsible	Monitoring Measures	Person(s) Responsible
2.1 Staff development will be planned once per quarter focusing on instruction with topics such as differentiated instruction based on student learning styles.	Ongoing	RDPD/ Outside sources	High School Principal	Inservice meetings will be monitored and training will be administered in coordination with High School Administration	High School Administrative staff

Goal 3: Improve career planning for senior class at RMHS

Measurable Objective: Community resources will be used to implement career planning for seniors throughout the year

ACTION PLAN				MONITORING PLAN	
Action Steps	Timeline	Resources	Person(s) Responsible	Monitoring Measures	Person(s) Responsible
3.1 RMHS staff will continue working with Round Mountain Gold Corporation Human Resources department to provide student training in the areas of resume writing and interviewing.	Ongoing	Round Mountain Gold Human Resources	Principal Selway Mulkey; Mrs. Cutler; Mrs. Nield	An accounting will be given in PLC meeting after the presentations in the spring.	PLC team members
3.2 RMHS staff will continue working with Round Mountain Gold Corporation Ag personnel to provide student training in the area of welding.	Ongoing	Round Mountain Gold Personnel	Principal Selway Mulkey; Mrs. Cutler; Mrs. Nield	An accounting will be given in PLC meeting after the presentations in the spring.	PLC team members

ACTION PLAN				MONITORING PLAN	
Action Steps	Timeline	Resources	Person(s) Responsible	Monitoring Measures	Person(s) Responsible
3.3 RMHS will continue to have guest speakers from different community areas speak to graduating seniors regarding careers	Ongoing	Community	Pam Everitt	A record of each community speaker will be kept and presented in PLC	PLC team members
3.4 RMHS staff will continue communication at PLC meetings regarding strengths and weaknesses of career planning programs	Ongoing	PLC team members	Individual faculty members	Each teacher will be responsible for contributing to the meetings on their outside communications.	High School Administrative staff

Part V: BUDGET FOR THE OVERALL COST OF CARRYING OUT PLAN			
Goals	Total amount needed to accomplish Goal	Funds available in current school funding that have been specifically set aside for the implementation of the goal.	Funds still needed to implement goal.
Goal 1 Improve student vocabulary skills in math and science content areas	n/a	n/a	n/a
Goal 2 Improve professional development for RMHS staff	n/a	n/a	Ongoing goal that may warrant funding for future implementation pending data from student achievement
Goal 3 Improve career planning for senior class at RMHS	n/a	n/a	n/a

Part VI: EVALUATION OF THE SIP

Measurable Objectives	Evaluation Measures	Timeline	Person(s) Responsible,
Goal 1 Measurable Objective 1: RMHS math teachers will reinforce math vocabulary during daily lessons and present terms to staff during bi-monthly PLC meetings. Measurable Objective 2: RMHS science teachers will reinforce math vocabulary during daily lessons and present terms to staff during bi-monthly PLC meetings	Teacher lesson plans Teacher observations PLC meeting notes Teacher lesson plans Teacher observations PLC meeting notes	Ongoing Ongoing	Faculty and Administration Faculty and Administration
Goal 2 Measurable Objective: RMHS will utilize the Department for Student Achievement and RPDP personnel to provide professional development a minimum of one time during the second, third and fourth quarter.	Inservice agendas	Quarterly	Faculty and Administration Department for Student Achievement and RPDP personnel
Goal 3 Measurable Objective: Community resources will be used to implement career planning for seniors throughout the year	Presentation agendas and materials Student produced career planning documents	Ongoing	Faculty and Administration Guest speakers Round Mountain Gold Corporation personnel

Part VII: OTHER REQUIRED ELEMENTS OF THE SIP

School Characteristics	#	%	Title I	Yes	No
Average Daily Attendance		93.8	Eligible	n/a	
Transiency Rate		n/a	Served	n/a	
% enrolled continuously since Count Day	111		Targeted Assisted	n/a	
Incidents of School Violence: Student-to-Student			Schoolwide	n/a	
Incidents of School Violence: Student-to-Staff			Did your school make Adequate Yearly Progress (AYP)?	x	
% of Highly Qualified Teachers		100	What was your school's AYP Designation? Exemplary (EX), High Achieving (HA), Watch List (W), Needs Improvement Year 1 (N1), Needs Improvement Year 2 (N2), Needs Improvement Year 1 Hold (N1-H), Needs Improvement Year 2 Hold (N2-H), etc.	Adequate	
Dropout Rate (HS)	0		Did you appeal your latest AYP designation?		x
Graduation Rate (HS)	100		Was your latest appeal granted?		n/a
			Designated as Persistently Dangerous School?		n/a
			Receiving State Remediation funding?		n/a
			Has a State SST been assigned to your school?		n/a

- What are the policies and practices in place that ensure proficiency of each subgroup in the core academic subjects?

We follow the NV State Standards which are to be denoted in teacher lesson plans checked by the principal, CRT, MAP and HSPE scores, which are analyzed for each subgroup

- 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/or during any extension of the school year.

Teachers are readily available after school to assist students with their assignments

- Describe the resources available to the school to carry out the plan.

Teacher time after school

- Summarize the effectiveness of any appropriations for the school made by the Legislature to improve student academic achievement.

None received lately; in fact, because of the economy and the state budget, we have received significant cuts in staff and staff time at the school.

- Discuss how the school will utilize Educational Involvement Accords for Parents including the Honor Code and meet all the requirements of the law.

Parents are asked to sign the Accord at the time of student registration and we remind parents, as appropriate, of their obligation to assist the school in the education of their student(s).

6. If applicable, describe how the school will make its Title III Annual Measurable Achievement Objective (AMAO) targets in English language proficiency (reading, writing, listening, and speaking comprehension).

N/A

Part VIII: REQUIRED ELEMENTS FOR TITLE I SCHOOLS

Title I schools, identified as “Needs Improvement,” and are a schoolwide Title I school 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, (*e.g., schools in Year 2 of “Needs Improvement” must identify Year 1 and Year 2 services, and so on*). 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. n/a
3. Describe how the school will provide written notice to parents on the school’s “Needs Improvement” status and/or AMAO status. n/a
4. Specify how Title I funds will be used to remove school from “Needs Improvement” status. n/a
5. Describe the school’s teacher mentoring program and how it supports the achievement of the school’s annual goals and objectives. n/a
6. Describe the school’s strategies to attract high-quality highly qualified teachers to your school. n/a
7. Describe the school’s strategies to increase parent involvement in accordance with Section 1118 of NCLB, such as family literacy services. n/a
8. Describe the school’s plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs. n/a

9. Identify the measures that include teachers in decisions regarding the use of academic assessments n/a

10. Provide assurance that federal, state, and local services are coordinated and integrated into the school improvement efforts. n/a

Part IX: REQUIRED ELEMENTS FOR NON-TITLE I SCHOOLS

Non-Title I schools, identified as “Needs Improvement,” MUST complete this page.

1. Describe how and when the school will provide written notice to parents on the school’s “Needs Improvement” status and/or AMAO status.

We are now termed an “Adequate” school. Should we be deemed in the “Needs Improvement” category, we would do articles for our school newspaper, as well as the Valley View, the local paper that serves all of Smoky Valley in which our Round Mountain High School is located.

2. Describe the school’s teacher mentoring program and how it supports the achievement of the school’s annual goals and objectives.

We get assistance from the RPDP program, as well as District personnel.

Round Mountain Jr/Sr High School



Nye County School District

61 Hadley Circle

Round Mountain, NV 89045

Ph: 775-377-2690 Fax: 775-377-1239

Ms. Barbara Floto, Principal

Grade Levels: 6-12

Website: <http://rmdmtn-js-hs.nye.k12.nv.us/>

2008-2009 School Accountability Summary Report

For more information visit www.nevadareportcard.com

Mission Statement

Round Mountain Jr./Sr. High School recognizes 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.

Principal's Highlights

The Veterans' Day program, Remembering our Veterans, used pictures taken by students who went on the Close Up trip to Washington, D. C. and prepared by our media department was excellent.

- Teacher In-service Days promoted PLC and Differentiated Instruction training.
- The summer program, "Great Games" allows high school students to volunteer as assistants that work with elementary students.
- The chartering of the Future Farmers of America was successful thanks to support given by the Nevada Farm Bureau.
- The Odyssey program for Credit Recovery assisted students in reaching their goals for graduation credits.
- Round Mountain's FBLA program featured two state officers, one a senior serving as the Southern Region State Vice President.
- RMHS's Booster Club is a great asset to the students through financial help for equipment, fees, and adds school spirit.
- RMHS has again achieved the AYP status and is fully accredited by Northwest Accreditations for another five years.
- Round Mountain Gold provided a volunteer master welder to the vocational education program involving community in education.

Goals and Objectives

Goal 1

We desire to increase math proficiency scores by 10% from the 2008-2009 test scores

Objective(s):

Using real world experiences and use of hands on material we will help stuents construct and interpret number meaning; teach students how to represent and use numbers in a variety of equivalent forms (using fractions, decimals, percentages, exponents and scientivic notation).

Goal 2

We wish to maintain a passing rate of 50% on the high school science proficiency exam.

Objective(s):

Based on information received from the State Department of Education we will analyze the strengths and weaknesses of our program and use the results to formulate teaching objectives and goals addressing those weaknesses while maintaining our strengths.

Demographics and Student Information

Data are provided by the Nevada Department of Education using the state student information system. Demographic profiles are reported by gender, race/ethnicity, and special student populations as of count day. Student Average Daily Attendance (ADA) is the percentage of the school enrollment in attendance on an "average school day" as of the 100th day of school.

	Enrollment #		Enrollment %		Avg Daily Attendance		
	School	District	School	District	School	District	State
Total Students	194	6,099	100.0 %	100.0 %	93.3 %	93.9 %	94.7 %
Male	108	3,158	55.7 %	51.8 %	*	*	*
Female	86	2,941	44.3 %	48.2 %	*	*	*
American Indian/Alaskan Native	-	141	-	2.3 %	-	93.0 %	93.6 %
Asian/Pacific Islander	10	163	5.2 %	2.7 %	90.6 %	94.3 %	96.3 %
Hispanic	24	1,393	12.4 %	22.8 %	94.3 %	94.6 %	94.7 %
Black/African American	N/A	230	N/A	3.8 %	N/A	92.6 %	93.1 %
White	153	4,172	78.9 %	68.4 %	93.3 %	93.8 %	94.8 %
IEP	33	867	17.0 %	14.2 %	91.8 %	93.0 %	93.2 %
LEP	N/A	376	N/A	6.2 %	N/A	95.0 %	95.3 %
FRL	26	3,059	13.4 %	50.2 %	94.0 %	93.4 %	94.2 %
Migrant	N/A	13	N/A	0.2 %	*	*	*

IEP = Students with Disabilities

LEP = Students with Limited English Proficiency

FRL = Students qualifying for Free/Reduced Lunch

'-' indicates data not presented for groups fewer than 10.

'N/A' indicates a population of zero.

'*' indicates data are not available.

Transiency, Truancy, and Discipline

	School	District
Transiency Rate	34.7 %	39.1 %
Habitual Truancy - # of Incidents	0	0
Discipline - # of Incidents Resulting in Suspension/Expulsion for:		
Violence to Other Students	14	277
Violence to Staff	0	1
Possession of Weapon	0	27
Distribution of Controlled Substance	0	9
Possession/Use of Controlled Substance	0	23
Possession/Use of Alcohol	0	5
Habitual Disciplinary Expulsions	3	13

Incidents are reported at the school where the action occurred.

Data reported as of the end of the school year.

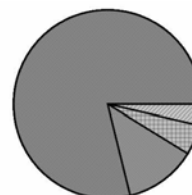
Retention

Grade	School #	School %	District #	District %
6	2	6.7 %	5	1.0 %
7	1	5.0 %	12	2.5 %
8	0	0.0 %	13	2.4 %
9	1	4.3 %	101	18.5 %

Data reported as of count day.

Student Ethnicity

Data reported by NDE as of count day.



American Indian/ Alaskan Native (3.6%)
 Asian/ Pacific Islander (5.2%)
 Hispanic (12.4%)
 White (78.9%)

Average Class Size

Subject Area	School	District
English	19	23
Mathematics	16	21
Science	12	23
Social Studies	16	24

Average Class Size is listed for all core classes where students rotate to different teachers for different subjects.
Data reported as of December 1.

Adequate Yearly Progress (AYP)

Middle Designation: Adequate

Round Mountain Middle School has been classified as a school which demonstrated Adequate Yearly Progress during the 2008-2009 school year. Classification as demonstrating AYP is due to the schools meeting all No Child Left Behind criteria in the areas of English language arts (ELA), mathematics, and the school-wide other indicator.

High Designation: Adequate

Round Mountain High School has been classified as a school which demonstrated Adequate Yearly Progress during the 2008-2009 school year. Classification as demonstrating AYP is due to the schools meeting all No Child Left Behind criteria in the areas of English language arts (ELA), mathematics, and the school-wide other indicator.

Summary of Standards-Based Test Performance

Nevada uses criterion referenced tests (CRTs) to measure student achievement relative to Nevada's academic standards. This table reflects a compilation of test results for grades represented at this school and may not represent the figures that were used to determine this school's Adequate Yearly Progress (AYP). Mathematics, Reading, and Writing test results are used to determine AYP. For grade-specific assessment results and other assessment information, refer to the Nevada Report Card Website at www.nevadareportcard.com.

ED = Percentage of students performing in the lowest range of achievement (Emergent/Developing)

AS = Percentage of students performing in the Approaches Standards range of achievement

MS = Percentage of students performing in the Meets Standards range of achievement

ES = Percentage of students performing in the highest range of achievement (Exceeds Standards)

	Reading				Writing				Mathematics				Science			
	ED	AS	MS	ES	ED	AS	MS	ES	ED	AS	MS	ES	ED	AS	MS	ES
State	7 %	32 %	44 %	17 %	7 %	41 %	44 %	8 %	9 %	29 %	39 %	23 %	9 %	32 %	48 %	11 %
District	6 %	32 %	47 %	15 %	6 %	45 %	44 %	5 %	8 %	32 %	42 %	18 %	4 %	29 %	53 %	15 %
School	11 %	32 %	45 %	12 %	8 %	35 %	50 %	8 %	13 %	28 %	47 %	13 %	4 %	20 %	60 %	16 %

'-' indicates data not presented for groups fewer than 10.

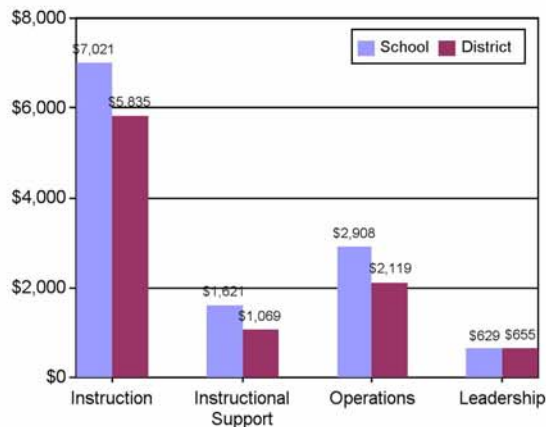
'N/A' indicates that data are not available.

Per-Pupil Expenditures 2007-2008

The per pupil expenditures for all Nevada school districts and schools are calculated by In\$ite, which results in comparable financial information over time and across the state. Financial data are reported for the year prior to the school year just completed.

Round Mt. School Total Cost Per Pupil = \$12,179.52
District Total Cost Per Pupil = \$9,677.57

Per-Pupil Expenditures By Category



Schools showing only \$0 have not been in operation long enough to have data for 2007-2008.

Personnel Information

Classes Not Taught by Highly Qualified Teachers

	School %	District %
Elementary	0.0 %	6.2 %
Arts	100.0 %	24.5 %
English	0.0 %	10.3 %
Foreign Language	0.0 %	36.8 %
Mathematics	46.2 %	13.2 %
Science	0.0 %	4.2 %
Social Studies	0.0 %	9.1 %

'N/A' indicates that these subjects or grade levels are not present. Data obtained from the Office of Teacher Licensure as of May 2009.

Highly qualified teachers hold a minimum of a bachelor's degree, are licensed to teach in the State of Nevada, and have demonstrated competence in their teaching area.

Teacher ADA and Licensure Information

	Teacher Average Daily Attendance Rate	Teachers providing instruction:		
		Pursuant to NRS 391.125 (Emergency Credential)	Pursuant to waiver with State Approval	Without an endorsement for the subject area
State	96.2 %	665	248	203
District	96.2 %	5	0	4

Teacher Average Daily Attendance (ADA) is the percentage of licensed educators who provided instruction to students in classrooms on an "average school day".

'N/A' indicates that data are not available.

Parent/Community Involvement

Parent communication is done in various ways:

1. Teacher/Parent contact via phone or through e-mail.
2. Monthly/weekly newsletters/mailed home and/or within written articles in the Valley View bi-monthly newspaper.
3. Weekly changes on the Round Mountain Marquee
4. Written letters/phone calls by principal
5. Website coverage in our cover page within the Jr/Sr high school as well as the elementary school.
6. Test results mailed out to parents upon receiving results.
7. Use of flyers to advertise necessary information.
8. Use of Connect Ed
9. High school monthly Black and White newspaper

Note: District totals do not include state or district sponsored charter school data.

The development of this annual school accountability report is a joint effort among the Nevada Department of Education, Otis Educational Systems, Inc., and Nevada school districts. This report is provided to the public as required by the federal No Child Left Behind Act and NRS 385.347. A comprehensive listing of all accountability data, including student test data, may be accessed on the Nevada Annual Reports of Accountability website at www.nevadareportcard.com.

PARENT & COMMUNITY INVOLVEMENT				
Nye County School District Site-Based Parental Involvement Policy				
Parental Involvement Policy Component	Timeline for implementing components.	Person(s) Responsible Who is the person or group who will ensure that each component is implemented?	Monitoring Measures Identify data sources & timeline for monitoring the progress of each component.	Person(s) Responsible Who is the person or group who will ensure that the progress is monitored?
1. Each NCSD school will involve parents in the joint development of a school wide parental involvement plan.	August to December	School Improvement Committee	School Improvement Plan Action Steps	• Dept. of Student Achievement • School Administration
2. Each NCSD school will involve parents in the school review and improvement process.	May	School Improvement Committee	Review of Improvement Plan Action Steps	School Administration
3. Each NCSD school will provide coordination and technical assistance for its parents participating in activities that improve student academic achievement and school performance.	Ongoing throughout school year	• School Administration • Leadership Team	Participation Surveys following Parent Classes, Activities, and Public Presentations regarding academic achievement and student performance.	• School Administration • Dept. of Student Achievement
4. Each NCSD school will provide necessary program training for parents to assist in their child's learning when appropriate. (Such as: Head Start, Reading First, Early Reading First, Even Start, Parents as Teachers, Home Instruction Program for Preschool Youngsters, and state-operated programs)	Ongoing throughout school year	• Program Coordinators • School Administrators	• Training Completion • Training Participation Survey	• School Administration • Dept. of Student Achievement
5. Each NCSD school will involve parents in the evaluation of the school's parental involvement for effectiveness and possible improvements.	Fall P/T & Spring P/T Conference	School/Teachers will invite parents to complete Parent Perception Survey	Collection and Examination of Parent Survey Results	• School Administration • Dept. of Student Achievement
6. Each NCSD school will strengthen its parental involvement relationship through: a. providing explanations of State Standards and student achievement results on assessments b. Completion of Nevada D.O.E. Educational Involvement Accord	a. Ongoing throughout school year b. August	• Administrators • Counselors • Teachers	• Open House Events • P/T Conferences • IEP meetings	• School Administration • Dept. of Student Achievement

Nye County School District

Silver Rim Elementary

881 Smoky Valley Road

Tonopah, NV 89049

(775) 482-9713

SCHOOL IMPROVEMENT PLAN

TITLE I - NRS 385

For Implementation in
2009-2010

School Improvement Planning Team

- ALL Title I schools must have a parent on their SIP team that is NOT a district employee. Indicate this member with an asterisk.

Name of Member	Position
Gary Flood	Principal
Anena Kipp, Sher Miller	Chairpersons
Elizabeth Vessels, Sher Miller, Anena Kipp, Rene Redman, Barb Serfoss, Jeanne Lawton, Khris Campos Patrick Mulkerns (Counselor)	Teachers
Kristi Ferguson	Community
Rachel Van Treuren Meridith Davis	Parents

Submission Date: October 1, 2009

Area Reviewer: Jerry Hill, Assistant Superintendent for Student Achievement

School: Silver Rim Elementary	District: Nye County School District		
Principal: Gary Flood	School Year: 2009- 2010		
Address: 881 Smoky Valley Road PO Box 591	Phone: 775-482-9713		
Tonopah, NV 89049	Email: gflood@nye.k12.nv.us		
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Part I: VISION FOR LEARNING
District Vision or Mission Statement Every child a success!
District Goal 1 Improvement in student achievement and proficiency levels for all students.
District Goal 2 Sustain practices in the NCSD educational organization that increase the graduation rate, decrease the dropout rate, utilize educational technology, and promote parental involvement.
District Goal 3 Maintain safe learning and working environments for all students and staff.

VISION FOR LEARNING (continued)

Silver Rim Elementary School Mission Statement

The purpose of our school is to work collaboratively to ensure our students are challenged at their level. We must continually assess our effectiveness in achieving our purpose on the basis of results: tangible evidence that our students are acquiring the knowledge, skills, and dispositions essential to their future success.

Silver Rim Elementary School Vision Statement

We believe that the most promising strategy for achieving the mission for Silver Rim Elementary is to continually develop our ability 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 attain success. 2. We will work collaboratively to achieve our goals. 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 growth. 5. We will establish intervention programs so that student academic growth may be achieved.

School Highlights

1. Fifth year of implementing Professional Learning Community
2. High Achieving School 2007 – 2008
3. All regular education teachers are highly qualified
4. General education teachers and specialists have taken Reading Recovery, CELL, Exll, Primary Writing course, OMNI, CORE, Aspiring Leadership, TAG and Continuing Education Courses are ongoing
5. Master Teacher in Curriculum and Development(Literacy specialist) and Master Teacher in Learning Disabilities
6. Teachers are actively involved with Central Nevada Reading Association (CNRA). Reading incentives are provided by CNRA.
7. Teachers Involvement in River Deep Technology for reading and math

PART II: INQUIRY PROCESS

Comprehensive Needs Assessment

Key Strengths

1. Small community
2. Teachers are united in their efforts to help students achieve
3. Attained AYP for two years
4. First and second grade teachers display graph/chart results of weekly reading and math assessments to direct instruction per SMART goals and providing a data base for intervention
5. Student communication folder/behavior sheets are provided for daily communication between school and home
6. General/Special education teachers provide support for all students through differentiated instruction
7. Resources and support are provided for all struggling students through dividing and combining grade level classes
8. School has implemented a Response To Intervention (RTI) model utilizing a School Intervention Team (SIIT)
9. Achieved High Achievement status for 2007-2008

Priority Concerns

1. All students are challenged to obtain proficiency in literacy and math at grade level
2. Continue to communicate with parents and increase Parental Involvement
3. To increase implementation of active learning/ literacy development through district funded classes and training

INQUIRY PROCESS (continued)

Verification of Causes – Root Cause Analysis

<i>Priority Concerns</i>	<i>Root Causes</i>	<i>Solutions</i>
1. All students are challenged to obtain proficiency in literacy and math at their grade level	• Not developmentally ready • Attendance • Home environment • Not enough monetary resources (insufficient funding)	• Intervention • Awards and other incentives • Behavior sheets • Parent/teacher notes • District funded through Grants
2. Continue to communicate with parents and increase parental involvement	• Parents unaware • Divorced parents • Home environments • Working Parents • Schedule conflict • Disinterest/priority	• Web pages • Class notes • Newsletter • Community press/Marquee • Behavior sheets • Family Activity Night • Teacher availability after school hours • Modeling what is best for students
3. Increase implementation of active learning/literacy development through District Funded classes and training	• Lack of training • Some teachers not buying in • Teachers unsure of capabilities and are uncomfortable • Lack of mentorship	• Staff training/Professional development • Mentorship • Professional Learning Community • District funded through Grants

Part III: IMPROVEMENT GOALS AND MEASURABLE OBJECTIVES

Goal 1:

All students are challenged to obtain proficiency in literacy and math at their grade level.

Measurable Objective 1:

K Math: 80% of all kindergarten students will be able to read, write, count, and understand one to one correspondence with 80% accuracy on numbers up to 20 on the Nye County Kindergarten assessment in May, 2010. 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.

Measurable Objective 2:

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, 2010. 1st and 2nd grade Language Arts: 80% of first and second graders will score at least 80% accuracy in Scott Foresman Selection Tests, given weekly, Unit Benchmark Tests, and End-of-Year Tests.

Goal 2:

We will continue to communicate with parents and increase parental involvement.

Measurable Objective 1:

To facilitate awareness of student activities, behavior and events through the use of communication folders, website, newsletters and newspaper articles as evidenced by parent responses, parent signatures and teacher observations. Inform parents of volunteer process and monitor sign in sheet on a monthly basis.

Goal 3:

Increase implementation of active learning and Character Education.

Measurable Objective 1:

Active learning and Character Education will be used in daily classroom instruction as evidenced by lesson plans, self monitoring, Counselor, Principal, and PLC observation.

Part IV: SCHOOL IMPROVEMENT MASTER PLAN

Goal 1: All students are challenged to obtain proficiency in literacy and math at their grade level

Measurable Objective 1:

K Math: 80% of all kindergarten students will be able to read, write, count, and understand one to one correspondence with 80% accuracy on numbers up to 20, on the Nye County Kindergarten assessment in May, 2010. 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.

Measurable Objective 2:

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 2010. 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.

ACTION PLAN				MONITORING PLAN	
Action Steps	Timeline	Resources	Person(s) Responsible	Monitoring Measures	Person(s) Responsible
1.1 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.	Aug. 2009 - June 2010	District Funded: when grants available	All staff Principal SIIT	Scheduled PLC weekly meetings All grade collaboration once per month Same grade level teacher prep time	All staff Principal
1.2 Utilize differentiated instruction and active learning strategies to build and reinforce comprehension skills/ literacy skills through best practices.	Aug. 2009 - June 2010	District Funded: when grants available	All staff Principal	Incorporated into daily schedules & lesson plans Staff training on Differentiated Inst. and literacy development through district awareness and PLC	All staff Principal
1.3 Utilize differentiated instruction and active learning strategies to build and reinforce math computation skills through best practices	Aug. 2009 - June 2010	District Funded: when grants available	All staff Principal	Incorporated into daily schedules & lesson plans Staff training on Differentiated Inst. and math education through district awareness and PLC	All staff Principal

ACTION PLAN				MONITORING PLAN	
Action Steps	Timeline	Resources	Person(s) Responsible	Monitoring Measures	Person(s) Responsible
1.4 Follow RTI protocol	Aug. 2009 - June 2010	District funded: when grants available	All staff Principal SIIT	Scheduled meetings based on student's needs and their response to the intervention Director of Special Education PLC	All staff Principal SIIT/RTI chair Counselor Psychologist
1.5 Teachers will inform parents of student progress through the communication folder, email, and parent notes	Aug. 2009 - June 2010	Communication folder supplied by school general fund, email, and Power School	Teachers Principal	Daily report 5 week progress report Quarterly Report Cards PLC	Teachers Principal
1.6 Students' academic achievements will be recognized through quarterly celebrations	Aug. 2009 - June 2010	General Fund CNRA: reading incentives District funded: when grants available	All staff Principal	Quarterly celebrations PLC	All staff Principal
1.7 Use Nevada State Standards in lesson planning for literacy and math	Aug. 2009 - June 2010	NA	All staff Principal	Daily lesson plans PLC	All staff Principal
1.8 Utilize Accelerated Reader/Accelerated Math programs for high and low levels	Aug. 2009 - June 2010	K-8 site funded District funded: when grants available	All Staff Principal	Program reports PLC	All Staff Principal
1.9 Utilize Destination Reading and Destination Math	Aug. 2009 - June 2010	Destination Grant: if available	All Staff Principal	Program reports Staff training on Destination	All Staff Principal

Goal 2: We will continue to communicate with parents and increase parental involvement.

Measurable Objective 1:

To facilitate awareness of student activities, behavior and events through the use of communication folders, email, website, newsletters and newspaper articles as evidenced by parent responses, parent signatures and teacher observations.

ACTION PLAN				MONITORING PLAN	
Action Steps	Timeline	Resources	Person(s) Responsible	Monitoring Measures	Person(s) Responsible
2.1 Daily behavior sheets are sent home and returned to the teacher, who will review for parent signature	Aug. 2009 - June 2010	Communication folder supplied by school general fund	Teachers Principal	Daily teacher observation PLC	Teachers Principal
2.2 Newsletters are sent home monthly in communication folder with students	Aug. 2009 - June 2010	Communication folder supplied by school general fund	Teachers Principal Computer-Specialist	Evidenced by teacher observation PLC	Teachers Principal
2.3 School website is updated	Aug. 2009 - June 2010	District funded	All staff Principal Computer-Specialist	PLC	Webmasters Computer Specialist
2.4 Classroom communications are sent home	Aug. 2009 - June 2010	Communication folder supplied by school general fund and email	Teachers Principal	Daily teacher observation Parent signatures PLC	Teachers Principal
2.5 Newspaper articles and marquee are submitted dealing with school accomplishments/ activities to local press	Aug. 2009 - June 2010	School general fund	All staff Principal	As events happen	All staff Principal
2.6 Utilize automated phone system	Aug. 2009 - June 2010	District funded	Secretary Principal	As deemed necessary	Principal
2.7 Parental involvement/volunteers will be recognized at quarterly celebrations	Aug. 2009 - June 2010	School general fund; District Funded: when grants available	Teachers Principal	Quarterly PLC	Teachers Principal

Goal 3: A. Increase implementation of Active Learning **B.** Increase implementation of Character Education

Measurable Objective: Active learning and Character Education will be used in daily classroom instruction as evidenced by lesson plans, self monitoring, principal, counselor, and PLC observation

ACTION PLAN				MONITORING PLAN	
Action Steps	Timeline	Resources	Person(s) Responsible	Monitoring Measures	Person(s) Responsible
3.1 Continuous PLC, Staff training/Professional development through classes, conferences and observing other programs and professionals to improve daily instruction is given that promotes active learning	Aug. 2009 - June 2010	District funded: when grants available RPDP/NWEA: if available Teachers with expertise at other sites	District Teachers Principal	Scheduled in-services Individual professional classes Sign in sheets PLC mini lessons	All staff Teacher with expertise Counselor Principal District
3.2 Continuous PLC, Staff training/Professional development through classes, conferences and observing other programs to ensure Character Education lessons are delivered on an ongoing basis	Aug. 2009 - June 2010	District funded: when grants available RPDP/NWEA: if available Teachers with expertise at other sites	District Teachers Principal	Scheduled in-services Individual professional classes Sign in sheets PLC mini lessons	All staff Teacher with expertise Counselor Principal District
3.3 Through teacher mentorship, active student learning and character education will be implemented and monitored	Aug. 2009 - June 2010	PLC BERC STAR observation guide	All staff Principal	Monthly PLC meetings Grade/all grade level meetings Daily prep times	All staff Principal

Part V: BUDGET FOR THE OVERALL COST OF CARRYING OUT PLAN

Goals	Total amount needed to accomplish Goal	Funds available in current school funding that have been specifically set aside for the implementation of the goal	Funds still needed to implement goal
Goal 1 <i>All students are challenged to obtain proficiency in literacy and math at their grade level</i>	Action step 1.1 1.2 1.3 1.4 1.5 1.6 1.7 1.8 1.9	District Funded: when Grants available District Funded: when Grants available District Funded: when Grants available District Funded: when Grants available \$150.00 General Fund District Funded: when Grants available No additional costs District Funded NA	District Funded: when Grants available \$79.95 reading a-z website membership for differentiated instruction per classroom District Funded: when Grants available District Funded: when Grants available
Goal 2 <i>We will continue to communicate with parents</i>	2.1 2.2 2.3 2.4 2.5 2.6 2.7	\$150.00 General Fund \$500 General Fund District Funded \$150.00 General Fund \$500 General Fund if not donated District Funded District Funded, General Fund \$150.00	If General Funds are depleted we will need District funding
Goal 3 <i>Increase implementation of active learning/literacy development through district funded classes and training</i>	3.1 3.2 3.3	District Funded: when Grants available District Funded: when Grants available District Funded: when Grants available	Additional training on differentiated learning, active learning, technology and mentoring at approximately \$10,000

Part VI: EVALUATION OF THE SIP

Measurable Objectives	Evaluation Measures	Timeline	Person(s) Responsible
GOAL 1 Measurable Objective 1: Math: 80% of all kindergarten students will be able to read, write, count, and understand one to one correspondence with 80% accuracy on numbers up to 20, on the Nye County Kindergarten assessment in May 2010. 1 st and 2 nd grade Math: 80% of first and second graders will score at least 80% accuracy of Saxon written and fact assessments given weekly.	Nye County Kindergarten assessment Saxon assessments	Quarterly weekly	Principal Teachers
Measurable Objective 2: 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 2009. 1 st and 2 nd 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.	Nye County Kindergarten assessment Scott Foresman assessments Unit Tests End of the Year	Quarterly Weekly Every 6 weeks Yearly	Principal Teachers
GOAL 2 Measurable Objective 1: To facilitate awareness of student activities, behavior and events and improve parental involvement through the use of communication folders, website, newsletters and newspaper articles as evidenced by parent responses, parent signatures and teacher observations.	Parent responses Parent signatures Teacher observations	Daily	Principal Teachers
GOAL 3 Measurable Objective 1: Active learning and literacy development will be used in daily classroom instruction as evidenced by lesson plans, self monitoring, principal and PLC observation.	Lesson plans Self monitoring PLC observations Principal observations	Weekly Daily	Principal Teachers

Part VII: OTHER REQUIRED ELEMENTS OF THE SIP All schools MUST complete this page.

School Characteristics	#	%	Title I	Yes	No
Average Daily Attendance		93.8%	Eligible		
Transiency Rate		39.4%	Served		
% enrolled continuously since Count Day			Targeted Assisted		X
Incidents of School Violence: Student-to-Student	0		School wide		
Incidents of School Violence: Student-to-Staff	0		Did your school make Adequate Yearly Progress (AYP)?	X	
			What was your school's AYP Designation? Exemplary (EX), High Achieving (HA), Watch List (W), Needs Improvement Year 1 (N1), Needs Improvement Year 2 (N2), Needs Improvement Year 1 Hold (N1-H), Needs Improvement Year 2 Hold (N2-H), etc.		
Dropout Rate (HS)		NA	Did you appeal your latest AYP designation?		X
Graduation Rate (HS)		NA	Was your latest appeal granted?		X
			Designated as Persistently Dangerous School?		X
			Receiving State Remediation funding?		X
			Has a State SST been assigned to your school?		X

- What are the policies and practices in place that ensure proficiency of each subgroup in the core academic subjects?
Silver Rim will follow the NCSD RTI protocol. Students receive grade level instruction from classroom teachers as well as remediation in the areas needed
- 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/or during any extension of the school year.
Silver Rim provides remedial instruction during the school day because of after school transportation issues. Teachers will collaborate to incorporate interventions for students as needed per Assessment scores. Walk- to- Learn will be implemented during the 2009-2010 school year. Teachers will also utilize instructional and non-instructional time to conference with individual students, assessing their needs, and intervening where applicable. Students with IEPs who require extended school year will be determined based on a case by case basis.
- 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 as funding is available. We are working with our District Budget and utilizing our school fundraisers to support our programs.

4. Summarize the effectiveness of any appropriations for the school made by the Legislature to improve student academic achievement. <i>Increased student achievement through incentives by previous grants.</i>
5. Discuss how the school will utilize Educational Involvement Accords for Parents including the Honor Code and meet all the requirements of the law. <i>Parents were provided a copy of Educational Involvement Accords for Parents and Honor Code upon registering their student for school. Information will be visibly posted reiterating these concepts.</i>
6. If applicable, describe how the school will make its Title III Annual Measurable Achievement Objective (AMAO) targets in English language proficiency (reading, writing, listening, and speaking comprehension). <i>NA</i>

Part VIII: 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, (<i>e.g., schools in Year 2 of “Needs Improvement” must identify Year 1 and Year 2 services, and so on</i>). • Year 1: NA • Year 2: NA • Year 3: NA • Year 4: NA.
2. Provide an assurance that the school will not spend less than 10% of their annual Title I allocation for quality professional development. <i>NA</i>
3. Describe how the school will provide written notice to parents on the school’s “Needs Improvement” status and/or AMAO status. <i>NA</i>
4. Specify how Title I funds will be used to remove school from “Needs Improvement” status. <i>NA</i>
5. Describe the school’s teacher mentoring program and how it supports the achievement of the school’s annual goals and objectives. <i>NA</i>

6. Describe the school's strategies to attract high-quality highly qualified teachers to your school.

NA

7. Describe the school's strategies to increase parent involvement in accordance with Section 1118 of NCLB, such as family literacy services.

NA

8. Describe the school's plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs.

NA

Part IX: REQUIRED ELEMENTS FOR NON-TITLE I SCHOOLS

Non-Title I schools, identified as "Needs Improvement," MUST complete this page.

1. Describe how and when the school will provide written notice to parents on the school's "Needs Improvement" status and/or AMAO status.

As soon as provided to the school, it is listed on the school website. Parents are also provided a link to Nevada Department of Education website, report card link.

2. Describe the school's teacher mentoring program and how it supports the achievement of the school's annual goals and objectives.

Staff size is of such a nature, mentoring continually takes place.

Silver Rim Elementary School

Nye County School District

881 Smoky Valley Rd.

Tonopah, NV 89049

Ph: 775-482-9713 Fax: 775-482-3375

Mr. Gary Flood, Principal

Grade Levels: K-2

Website: <http://silverrim.nye.k12.nv.us/>



2008-2009 School Accountability Summary Report

For more information visit www.nevadareportcard.com

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.

Principal's Highlights

General education teachers have taken a Primary Writing course

Third year of implementing PLC

Special education teachers/Assistive Technology Team

Participation in OMNI/McRel

Goals and Objectives

Goal 1

All students proficient in literacy and math

Parent communication

Active learning

Objective(s):

All students proficient in literacy and math

Parent communication

Active learning

Demographics and Student Information

Data are provided by the Nevada Department of Education using the state student information system. Demographic profiles are reported by gender, race/ethnicity, and special student populations as of count day. Student Average Daily Attendance (ADA) is the percentage of the school enrollment in attendance on an "average school day" as of the 100th day of school.

	Enrollment #		Enrollment %		Avg Daily Attendance		
	School	District	School	District	School	District	State
Total Students	108	6,099	100.0 %	100.0 %	93.8 %	93.9 %	94.7 %
Male	63	3,158	58.3 %	51.8 %	*	*	*
Female	45	2,941	41.7 %	48.2 %	*	*	*
American Indian/Alaskan Native	-	141	-	2.3 %	-	93.0 %	93.6 %
Asian/Pacific Islander	N/A	163	N/A	2.7 %	N/A	94.3 %	96.3 %
Hispanic	12	1,393	11.1 %	22.8 %	91.7 %	94.6 %	94.7 %
Black/African American	-	230	-	3.8 %	-	92.6 %	93.1 %
White	88	4,172	81.5 %	68.4 %	94.0 %	93.8 %	94.8 %
IEP	18	867	16.7 %	14.2 %	94.3 %	93.0 %	93.2 %
LEP	N/A	376	N/A	6.2 %	N/A	95.0 %	95.3 %
FRL	36	3,059	33.3 %	50.2 %	93.4 %	93.4 %	94.2 %
Migrant	N/A	13	N/A	0.2 %	*	*	*

IEP = Students with Disabilities

LEP = Students with Limited English Proficiency

FRL = Students qualifying for Free/Reduced Lunch

'-' indicates data not presented for groups fewer than 10.

'N/A' indicates a population of zero.

'*' indicates data are not available.

Transiency, Truancy, and Discipline

	School	District
Transiency Rate	39.4 %	39.1 %
Habitual Truancy - # of Incidents	0	0
Discipline - # of Incidents Resulting in Suspension/Expulsion for:		
Violence to Other Students	0	277
Violence to Staff	0	1
Possession of Weapon	0	27
Distribution of Controlled Substance	0	9
Possession/Use of Controlled Substance	0	23
Possession/Use of Alcohol	0	5
Habitual Disciplinary Expulsions	0	13

Incidents are reported at the school where the action occurred.

Data reported as of the end of the school year.

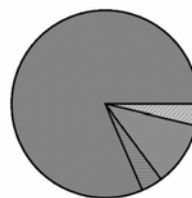
Retention

Grade	School #	School %	District #	District %
K	0	0.0 %	12	3.0 %
1	1	2.8 %	12	2.6 %
2	0	0.0 %	4	0.9 %

Data reported as of count day.

Student Ethnicity

Data reported by NDE as of count day.



American Indian/ Alaskan Native (3.7%)
 Hispanic (11.1%)
 Black/ African American (3.7%)
 White (81.5%)

Student/Teacher Ratio

Grade	School	District
ALL	21:1	19:1
K*	15:1	16:1
1	19:1	17:1
2	19:1	17:1

* Kindergarten ratios are based on the number of classes, not teachers.

- Teachers may serve multiple grade levels as needed.

Therefore, Student/Teacher Ratio is reported for the school as a whole.

Data reported as of December 1.

Adequate Yearly Progress (AYP)

Elementary Designation: Adequate

Silver Rim Elementary School has been classified as a school which demonstrated Adequate Yearly Progress during the 2008-2009 school year. Classification as demonstrating AYP is due to the schools meeting all No Child Left Behind criteria in the areas of English language arts (ELA), mathematics, and the school-wide other indicator.

Summary of Standards-Based Test Performance

Nevada uses criterion referenced tests (CRTs) to measure student achievement relative to Nevada's academic standards. This table reflects a compilation of test results for grades represented at this school and may not represent the figures that were used to determine this school's Adequate Yearly Progress (AYP). Mathematics, Reading, and Writing test results are used to determine AYP. For grade-specific assessment results and other assessment information, refer to the Nevada Report Card Website at www.nevadareportcard.com.

ED = Percentage of students performing in the lowest range of achievement (Emergent/Developing)

AS = Percentage of students performing in the Approaches Standards range of achievement

MS = Percentage of students performing in the Meets Standards range of achievement

ES = Percentage of students performing in the highest range of achievement (Exceeds Standards)

	Reading				Writing				Mathematics				Science			
	ED	AS	MS	ES	ED	AS	MS	ES	ED	AS	MS	ES	ED	AS	MS	ES
State	7 %	32 %	44 %	17 %	7 %	41 %	44 %	8 %	9 %	29 %	39 %	23 %	9 %	32 %	48 %	11 %
District	6 %	32 %	47 %	15 %	6 %	45 %	44 %	5 %	8 %	32 %	42 %	18 %	4 %	29 %	53 %	15 %

'-' indicates data not presented for groups fewer than 10.

'N/A' indicates that data are not available.

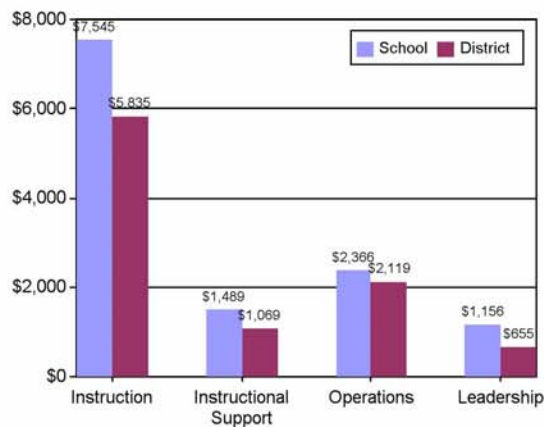
Per-Pupil Expenditures 2007-2008

The per pupil expenditures for all Nevada school districts and schools are calculated by InSite, which results in comparable financial information over time and across the state. Financial data are reported for the year prior to the school year just completed.

Silver Rim ES Total Cost Per Pupil = \$12,555.83

District Total Cost Per Pupil = \$9,677.57

Per-Pupil Expenditures By Category



Schools showing only \$0 have not been in operation long enough to have data for 2007-2008.

Personnel Information

Classes Not Taught by Highly Qualified Teachers

	School %	District %
Elementary	18.2 %	6.2 %
Arts	N/A	24.5 %
English	N/A	10.3 %
Foreign Language	N/A	36.8 %
Mathematics	N/A	13.2 %
Science	N/A	4.2 %
Social Studies	N/A	9.1 %

'N/A' indicates that these subjects or grade levels are not present. Data obtained from the Office of Teacher Licensure as of May 2009.

Highly qualified teachers hold a minimum of a bachelor's degree, are licensed to teach in the State of Nevada, and have demonstrated competence in their teaching area.

Teacher ADA and Licensure Information

	Teacher Average Daily Attendance Rate	Teachers providing instruction:		
		Pursuant to NRS 391.125 (Emergency Credential)	Pursuant to waiver with State Approval	Without an endorsement for the subject area
State	96.2 %	665	248	203
District	96.2 %	5	0	4
School	95.6 %	0	0	0

Teacher Average Daily Attendance (ADA) is the percentage of licensed educators who provided instruction to students in classrooms on an "average school day".

'N/A' indicates that data are not available.

Parent/Community Involvement

Parent/Teacher Conference Participation

08-09	07-08	06-07
89.0 %	93.0 %	90.0 %

'N/A' indicates the data are not available.

Note: District totals do not include state or district sponsored charter school data.

The development of this annual school accountability report is a joint effort among the Nevada Department of Education, Otis Educational Systems, Inc., and Nevada school districts. This report is provided to the public as required by the federal No Child Left Behind Act and NRS 385.347. A comprehensive listing of all accountability data, including student test data, may be accessed on the Nevada Annual Reports of Accountability website at www.nevadareportcard.com.

Nye County School District

**Tonopah Elementary School
1220 Idaho Circle**

SAGE SCHOOL IMPROVEMENT PLAN TITLE I - NRS 385

For Implementation in
2009 - 2010

School Improvement Planning Team

- ALL Title I schools must have a parent on their SIP team that is NOT a district employee. Indicate this member with an asterisk.

Name of Member	Position
Khris Campos, Russ Olin, Rochelle Eiseman, Gayle Gillard, Mary Thibodeaux, Jan Beaudin Johnson, Steve Stringer,	Teachers
Gary Flood	Principal

Submission Date: October 22, 2009

Area Reviewer: Jerry Hill, Assistant Superintendent
Department for Student Achievement

School:	Tonopah Elementary School	District:	Nye County School District
Principal:	Gary Flood	School Year:	2009-2010
Address:	Box 1749 Tonopah, Nevada 89049	Phone:	775-482-6644
		Email:	gfflood@nye.k12.nv.us
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Part I: VISION FOR LEARNING	
District Vision or Mission Statement Every child a success.	
District Goal 1 Improvement in student achievement and proficiency levels for all students.	
District Goal 2 Sustain practices in the NCSD educational organization that increase the graduation rate, decrease the dropout rate, utilize educational technology, and promote parental involvement.	
District Goal 3 Maintain safe learning and working environments for all students and staff.	
School Vision or Mission Statement Success and learning for all!	
School Highlights All teachers are actively involved in our Professional Learning Community. Quarterly Celebration Assemblies are held to recognize student accomplishments both academically and behaviorally. Winter program was held and was well attended by the community. 5th grade students participated and graduated D.A.R.E. program. 5th Grade teacher awarded Nevada D.A.R.E. Teacher of the Year Students participate in Student Council and are hold mock elections for national races. A needy family was adopted by students at Christmas and provided gifts and food items. Students held a Spirit Week during Tonopah High School Homecoming and participated in school and community activities.	

PART II: INQUIRY PROCESS

Comprehensive Needs Assessment

Key Strengths

(to sustain in the school improvement plan)

- Tonopah Elementary met Annual Yearly Progress goals in the 2008-2009 school year
- Tonopah Elementary School continued to reduce the number of students deemed “non-proficient” in reading and math from the previous year.
- Professional Learning Practices are used actively by all staff to strengthen student achievement, teacher collaboration, and success for all learners.
- Accelerated Math and Reading are used more extensively by staff for reading and math instruction and will continue to be utilized as a component of the curriculum. These programs are more specifically used by teachers and students to provide current data on reading and math levels attained by individual students, teams and classrooms.
- Orchard Software was purchased through SB404 grant monies and will continue to be used for differentiated instruction and to guide instruction.
- Art curriculum/standards being taught by specialist
- Computer curriculum/standards being taught by specialist
- Computer specialist works closely with classroom teachers to collaborate on large scale student projects that involve use of technology.

Priority Concerns

- Effective interventions for struggling students have not been streamlined across grades and subjects.
- Curriculum, specifically assessment, doesn’t regularly align with state standards.
- Assessment data across grades is not regularly used in the same manner.

INQUIRY PROCESS (continued)

Verification of Causes – Root Cause Analysis

<i>Priority Concerns</i>	<i>Root Causes</i>	<i>Solutions</i>
Students identified as in need of further intervention are showing slower gains toward proficiency in reading/language arts and math	• No systematic plan for providing intervention for struggling students across grade levels. • Test taking skills have not been incorporated as part of the ongoing curriculum across grade levels.	• Better utilize Professional Learning Communities and Professional Development to provide re-teaching and intervention strategies. • Focus on test taking skills throughout the year by using agreed upon vocabulary and mini-lessons across grade levels. • CRT item analysis to be used to identify areas of weakness for specific students, classes and teachers.

Part III: IMPROVEMENT GOALS AND MEASURABLE OBJECTIVES

Goal 1: Improve student achievement in math.

Measurable Objective 1: Develop and implement a focused intervention system in order to reduce the percentage of non-proficient students in grades 3-5 by 3% on the CRT Math assessment.

Goal 2: Improve student achievement in English Language Arts.

Measurable Objective 1: Develop and implement a focused intervention system in order to reduce the percentage of non-proficient students in grades 3-5 by 5% on the CRT Reading assessment.

Measurable Objective 2: Develop and implement instruction focused on test-taking strategies throughout the year.

Part IV: SCHOOL IMPROVEMENT MASTER PLAN & REFORM STRATEGIES

Goal 1: Improve student achievement in math.

Measurable Objective: Develop and implement a focused intervention system in order to reduce the percentage of non-proficient students in grades 3-5 by 3% on the CRT Math assessment.

ACTION PLAN				MONITORING PLAN	
Action Steps	Timeline	Resources	Person(s) Responsible	Monitoring Measures	Person(s) Responsible
1.1 Utilize CRT item analysis to identify areas needing intervention.	Aug 2009-March 2010	PLC CRT item analysis	PLC Principal	CRT item analysis	Principal PLC
1.2 Identify and chart challenges and progress towards identified intervention areas of specific students.	Sept 2009 - May 2010	PLC	PLC Principal	Saxon Math and Accelerated Math data State Standards	PLC
1.3 Provide professional development during staff meetings and inservice days in the use of intervention programs and strategies.	Sept 2009-May 2010	None	PLC Principal	PLC	PLC Principal
1.4 Utilize PLC time to brainstorm and select intervention strategies for struggling learners.	Sept 2009-May 2010	PLC	PLC Principal	PLC	PLC
1.5 Utilize Accelerated Math programs for additional practice.	Oct 2009 - May 2010	Renaissance Place website	PLC Principal	Accelerated math reports	PLC
1.6 Encourage cooperative learning/active engagement	Oct 2009 - May 2010	Kagan Resources	PLC	PLC	PLC
1.7 Utilize Orchard software.	Sept. 2009 - May 2010	Orchard software	PLC Professional development	Orchard reports	PLC

SCHOOL IMPROVEMENT MASTER PLAN (Continued)

Goal 2: Improve student achievement in English Language Arts.

Measurable Objective(s):

1. Develop and implement a focused intervention system in order to reduce the percentage of non-proficient students in grades 3-5 by 5% on the CRT Reading assessment.
2. Develop and implement instruction focused on test-taking strategies throughout the year.

ACTION PLAN				MONITORING PLAN	
Action Steps	Timeline	Resources	Person(s) Responsible	Monitoring Measures	Person(s) Responsible
2.1.1 Utilize CRT item analysis to identify standards for focused intervention.	Aug 2009 - March 2010	PLC CRT item analysis	PLC Principal	CRT item analysis	Principal
2.1.2 Monitor, assess, and chart progress toward student intervention goals.	Sept 2009 -May 2010	Classroom Teacher Records & Data Assessment data	PLC Intervention team	Goal charts Reading Street Baseline, Benchmark and Selection Assessments	PLC Principal
2.1.3 Provide professional development during staff meetings and inservice days .	Sept 2009 - May 2010	Bake Sales Donations	RDPD PLC	PLC	PLC Principal
2.1.4 Utilize PLC time to brainstorm and select intervention strategies for struggling learners.	Sept. 2009 – May 2010	PLC	PLC	PLC	PLC Principal
2.1.5 Utilize Accelerated Reader programs.	Sept 2009 -May 2010	Renaissance Place website	Staff	Website reports	staff
2.1.6 Utilize Carbo reading program.	Oct 2009 -May 2010	Carbo charts	Staff	Carbo reports	staff
2.1.7 Teach essential standards.	Oct 2009 -May 2010	Standards Curriculum	Teachers PLC	Essential standards	teachers

ACTION PLAN				MONITORING PLAN	
Action Steps	Timeline	Resources	Person(s) Responsible	Monitoring Measures	Person(s) Responsible
2.1.8 Encourage cooperative learning/active learning	Oct 2009 -May 2010	Staff	Staff	PLC	teachers
3.1 Incorporate weekly mini-lessons on test-taking strategies.	Oct 2009 -May 2010	Reading Street; Accelerated reader; Practice tests; Carbo Program	Staff Counselor	Weekly and unit test data	Staff counselor
3.2 Provide instruction in constructed responses using key vocabulary.	Oct 2009 -May 2010	Staff	Principal PLC	Monthly writing samples	staff
3.3 Make time available in daily schedule for independent reading and writing.	Sept. 2009 -May 2010	Schedules Writing notebooks School Staff	Staff	Notebooks	staff

Part V: BUDGET FOR THE OVERALL COST OF CARRYING OUT PLAN

Goals	Total amount needed to accomplish Goal	Funds available in current school funding that have been specifically set aside for the implementation of the goal	Funds still needed to implement goal
Goal 1			
Goal 2			
Goal 3 (if applicable)			

Part VI: EVALUATION OF THE SIP

Measurable Objectives	Evaluation Measures	Timeline	Person(s) Responsible
Goal 1 Measurable Objective: Develop and implement a focused intervention system in order to reduce the percentage of non-proficient students in grades 3-5 by 3% on the CRT Math assessment.	Monthly data collected through: • Saxon Math • Teacher Observation/Assessment • Accelerated Math Software • State Standards • Orchard Software Program	Sept. 2009 to May 2010	All Staff Principal
Goal 2 Measurable Objective 1: Develop and implement a focused intervention system in order to reduce the percentage of non-proficient students in grades 3-5 by 5% on the CRT Reading assessment.	Monthly Data collected through: • Curriculum assessments such as Baseline, Benchmark, Unit and Selection Tests • Ongoing assessment by teacher observation and active engagement • Use of Accelerated Reader to motivate and provide leveled data • Orchard Software Program	Sept. 2009 May 2010	All Staff Principal
Goal 2 Measurable Objective 2: Prepare students and teachers for standardized testing by improving test-taking skills.	• Teachers will familiarize students using key vocabulary • Test taking features incorporated into ongoing assessments all year long	Sept. 2009 – May 2010	All Staff Principal

Part VII: OTHER REQUIRED ELEMENTS OF THE SIP					
School Characteristics	#	%	Title I	Yes	No
Average Daily Attendance		93.9%	Eligible		x
Transiency Rate		36%	Served		
% enrolled continuously since Count Day		NA	Targeted Assisted		
Incidents of School Violence: Student-to-Student	0		Schoolwide		
Incidents of School Violence: Student-to-Staff	0		Did your school make Adequate Yearly Progress (AYP)?	x	
			What was your school's AYP Designation? Exemplary (EX), High Achieving (HA), Watch List (W), Needs Improvement Year 1 (N1), Needs Improvement Year 2 (N2), Needs Improvement Year 1 Hold (N1-H), Needs Improvement Year 2 Hold (N2-H), etc.	Adequate	
Dropout Rate (HS)		NA	Did you appeal your latest AYP designation?		x
Graduation Rate (HS)		NA	Was your latest appeal granted?		
			Designated as Persistently Dangerous School?		x
			Receiving State Remediation funding?		x
			Has a State SST been assigned to your school?		x

1. What are the policies and practices in place that ensure proficiency of each subgroup in the core academic subjects?
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/or during any extension of the school year.
3. Describe the resources available to the school to carry out the plan.
4. Summarize the effectiveness of any appropriations for the school made by the Legislature to improve student academic achievement.
5. Discuss how the school will utilize Educational Involvement Accords for Parents including the Honor Code and meet all the requirements of the law.
6. If applicable, describe how the school will make its Title III Annual Measurable Achievement Objective (AMAO) targets in English language proficiency (reading, writing, listening, and speaking comprehension).

Part VIII: 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, (*e.g., schools in Year 2 of “Needs 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.
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 and/or AMAO 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 supports the achievement of the school’s annual goals and objectives.
6. Describe the school’s strategies to attract high-quality highly qualified teachers to your school.
7. Describe the school’s strategies to increase parent involvement in accordance with Section 1118 of NCLB, such as family literacy services.
8. Describe the school’s plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs.

Part IX: REQUIRED ELEMENTS FOR NON-TITLE I SCHOOLS

Non-Title I schools, identified as “Needs Improvement,” MUST complete this page.

1. Describe how and when the school will provide written notice to parents on the school’s “Needs Improvement” status and/or AMAO status.

2. Describe the school’s teacher mentoring program and how it supports the achievement of the school’s annual goals and objectives.

Table A

Enrollment	#	%	Staff Characteristics	
Total # of Students Enrolled	82		Number of Administrators (Principal, Assistants)	1
Number and Percent Female	43		Number of Deans	0
Number and Percent Male	39		Number of Counselors	1
Important Subpopulations			Number of Classroom Teachers	6
English Language Learners (ELL)	0	0	Number of Special Services Teachers (Art, Computers, ELL Music, PE, Special Education, Speech, etc.)	3
Students Having IEPs	15		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			% of Highly Qualified Instructional Paraprofessionals	0
Ethnic Subpopulations			Number of site RPDP/NELIP or other trainer/facilitators	0
African-American			Title I	Yes ✓
Asian/Pacific Islander			Served	No ✓
Hispanic			Eligible	x
Native American/Alaskan Native			Targeted Assisted	
White			Schoolwide	
School Characteristics		%	Identified as Needing Improvement (NI)	Yes ✓
Average Daily Attendance			Failed AYP one year?	No ✓
Transiency Rate			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

Tonopah Elementary School



Nye County School District

1220 Idaho Circle
Tonopah, NV 89049

Ph: 775-482-6644 Fax: 775-482-5717

Mr. Gary Flood, Principal

Grade Levels: 3-5

Website: <http://tonopah-ems.nye.k12.nv.us/>

2008-2009 School Accountability Summary Report

For more information visit www.nevadareportcard.com

Mission Statement

Learning and success for all

Principal's Highlights

Third year of implementing PLC
Parent communication
Strong academic and social skills focus

Goals and Objectives

Goal 1

Increase student social skills
Increase student-centered learning focus
Increase student attendance

Objective(s):

Increase student social skills
Increase student-centered learning focus
Increase student attendance

Demographics and Student Information

Data are provided by the Nevada Department of Education using the state student information system. Demographic profiles are reported by gender, race/ethnicity, and special student populations as of count day. Student Average Daily Attendance (ADA) is the percentage of the school enrollment in attendance on an "average school day" as of the 100th day of school.

	Enrollment #		Enrollment %		Avg Daily Attendance		
	School	District	School	District	School	District	State
Total Students	82	6,099	100.0 %	100.0 %	93.9 %	93.9 %	94.7 %
Male	38	3,158	46.3 %	51.8 %	*	*	*
Female	44	2,941	53.7 %	48.2 %	*	*	*
American Indian/Alaskan Native	N/A	141	N/A	2.3 %	N/A	93.0 %	93.6 %
Asian/Pacific Islander	-	163	-	2.7 %	-	94.3 %	96.3 %
Hispanic	-	1,393	-	22.8 %	-	94.6 %	94.7 %
Black/African American	-	230	-	3.8 %	-	92.6 %	93.1 %
White	73	4,172	89.0 %	68.4 %	94.3 %	93.8 %	94.8 %
IEP	15	867	18.3 %	14.2 %	92.3 %	93.0 %	93.2 %
LEP	N/A	376	N/A	6.2 %	N/A	95.0 %	95.3 %
FRL	40	3,059	48.8 %	50.2 %	91.9 %	93.4 %	94.2 %
Migrant	N/A	13	N/A	0.2 %	*	*	*

IEP = Students with Disabilities

LEP = Students with Limited English Proficiency

FRL = Students qualifying for Free/Reduced Lunch

'-' indicates data not presented for groups fewer than 10.

'N/A' indicates a population of zero.

'*' indicates data are not available.

Transiency, Truancy, and Discipline

	School	District
Transiency Rate	36.0 %	39.1 %
Habitual Truancy - # of Incidents	0	0
Discipline - # of Incidents Resulting in Suspension/Expulsion for:		
Violence to Other Students	0	277
Violence to Staff	0	1
Possession of Weapon	0	27
Distribution of Controlled Substance	0	9
Possession/Use of Controlled Substance	0	23
Possession/Use of Alcohol	0	5
Habitual Disciplinary Expulsions	0	13

Incidents are reported at the school where the action occurred.

Data reported as of the end of the school year.

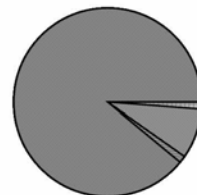
Retention

Grade	School #	School %	District #	District %
3	0	0.0 %	8	1.8 %
4	0	0.0 %	2	0.4 %
5	0	0.0 %	3	0.6 %

Data reported as of count day.

Student Ethnicity

Data reported by NDE as of count day.



Asian/ Pacific Islander (1.2%)
Hispanic (8.5%)
Black/ African American (1.2%)
White (89%)

Student/Teacher Ratio

Grade	School	District
ALL	13:1	19:1
3	10:1	17:1
4	16:1	21:1
5	14:1	22:1

* Kindergarten ratios are based on the number of classes, not teachers.

- Teachers may serve multiple grade levels as needed.

Therefore, Student/Teacher Ratio is reported for the school as a whole.

Data reported as of December 1.

Adequate Yearly Progress (AYP)

Elementary Designation: Adequate

Tonopah Elementary School has been classified as a school which demonstrated Adequate Yearly Progress during the 2008-2009 school year. Classification as demonstrating AYP is due to the schools meeting all No Child Left Behind criteria in the areas of English language arts (ELA), mathematics, and the school-wide other indicator.

Summary of Standards-Based Test Performance

Nevada uses criterion referenced tests (CRTs) to measure student achievement relative to Nevada's academic standards. This table reflects a compilation of test results for grades represented at this school and may not represent the figures that were used to determine this school's Adequate Yearly Progress (AYP). Mathematics, Reading, and Writing test results are used to determine AYP. For grade-specific assessment results and other assessment information, refer to the Nevada Report Card Website at www.nevadareportcard.com.

ED = Percentage of students performing in the lowest range of achievement (Emergent/Developing)

AS = Percentage of students performing in the Approaches Standards range of achievement

MS = Percentage of students performing in the Meets Standards range of achievement

ES = Percentage of students performing in the highest range of achievement (Exceeds Standards)

	Reading				Writing				Mathematics				Science			
	ED	AS	MS	ES	ED	AS	MS	ES	ED	AS	MS	ES	ED	AS	MS	ES
State	7 %	32 %	44 %	17 %	7 %	41 %	44 %	8 %	9 %	29 %	39 %	23 %	9 %	32 %	48 %	11 %
District	6 %	32 %	47 %	15 %	6 %	45 %	44 %	5 %	8 %	32 %	42 %	18 %	4 %	29 %	53 %	15 %
School	6 %	36 %	46 %	12 %	4 %	61 %	32 %	4 %	6 %	37 %	40 %	17 %	0 %	33 %	52 %	15 %

'-' indicates data not presented for groups fewer than 10.

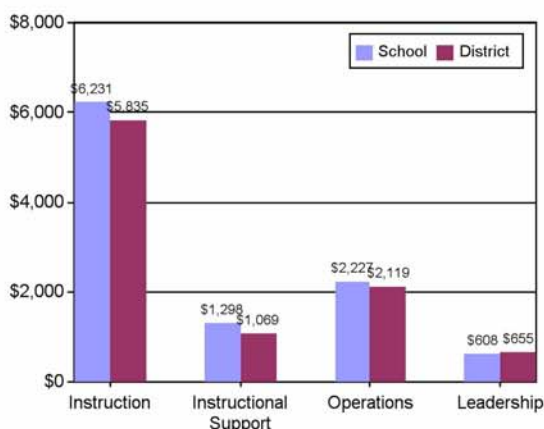
'N/A' indicates that data are not available.

Per-Pupil Expenditures 2007-2008

The per pupil expenditures for all Nevada school districts and schools are calculated by InSite, which results in comparable financial information over time and across the state. Financial data are reported for the year prior to the school year just completed.

Tonopah ES Total Cost Per Pupil = \$10,363.47
District Total Cost Per Pupil = \$9,677.57

Per-Pupil Expenditures By Category



Schools showing only \$0 have not been in operation long enough to have data for 2007-2008.

Personnel Information

Classes Not Taught by Highly Qualified Teachers

	School %	District %
Elementary	7.5 %	6.2 %
Arts	N/A	24.5 %
English	N/A	10.3 %
Foreign Language	N/A	36.8 %
Mathematics	N/A	13.2 %
Science	N/A	4.2 %
Social Studies	N/A	9.1 %

'N/A' indicates that these subjects or grade levels are not present. Data obtained from the Office of Teacher Licensure as of May 2009.

Highly qualified teachers hold a minimum of a bachelor's degree, are licensed to teach in the State of Nevada, and have demonstrated competence in their teaching area.

Teacher ADA and Licensure Information

	Teacher Average Daily Attendance Rate	Teachers providing instruction:		
		Pursuant to NRS 391.125 (Emergency Credential)	Pursuant to waiver with State Approval	Without an endorsement for the subject area
State	96.2 %	665	248	203
District	96.2 %	5	0	4
School	96.6 %	0	0	0

Teacher Average Daily Attendance (ADA) is the percentage of licensed educators who provided instruction to students in classrooms on an "average school day".

'N/A' indicates that data are not available.

Nye County School District

**Tonopah Middle School
1220 Idaho Circle
Tonopah, NV 89049**

SAGE SCHOOL IMPROVEMENT PLAN TEMPLATE TITLE I - NRS 385

For Implementation in
2009-2010

School Improvement Planning Team

- ALL Title I schools must have a parent on their SIP team that is NOT a district employee. Indicate this member with an asterisk.

Name of Member	Position
Ronda Bridgman, Jill Katzenbach, Danni Wilson, Deb Rogers, Michelle Anthony, Gene Smith	Teachers
Gary Flood	Principal
Trish Gray	Parent

Submission Date: October 22, 2009

Area Reviewer:

Jerry Hill, Assistant Superintendent
Department for Student Achievement

School:	Tonopah Middle School	District:	Nye County School District
Principal:	Gary Flood	School Year:	2009-2010
Address:	Box 1749 Tonopah, Nevada 89049	Phone:	775-482-6644
		Email:	gflood@nye.k12.nv.us
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Part I: VISION FOR LEARNING	
District Mission Statement <i>Every child a success!</i>	
District Goal 1 Improvement in student achievement and proficiency levels for all students.	
District Goal 2 Sustain practices in the NCSD educational organization that increase the graduation rate, decrease the dropout rate, utilize educational technology, and promote parental involvement.	
District Goal 3 Maintain safe learning and working environments for all students and staff.	
School Vision or Mission Statement TMS is a school striving to meet each individual student needs through differentiated instruction.	
School Highlights All teachers are actively involved in our Professional Learning Community. Tonopah Middle School met AYP for the 2008-2009 school year. 62.8% of TMS 8th grade students passed the State Writing Assessment Test. Winter and Spring band concerts were held and well attended by the community. Reorganized school schedule to accommodate common time for teachers for collaboration and planning. School fair presented by all classes for public to attend.	

PART II: INQUIRY PROCESS

Comprehensive Needs Assessment

Key Strengths

(to sustain in the school improvement plan)

*3 days a week teachers offer after school tutoring to any student who needs or wants it.

*Teachers meet weekly to discuss students and address any immediate concerns.

*Mandatory study hall for all students.

Priority Concerns

*Consistent use of differentiated instruction, ie. active learning, think-pair-share, study skills.

*Math – Student competency must be improved in areas that have been consistently low on past CRT's.

*Constructive response questions as they pertain to the CRT's.

INQUIRY PROCESS (continued)

Verification of Causes – Root Cause Analysis

<i>Priority Concerns</i>	<i>Root Causes</i>	<i>Solutions</i>
1. TMS is concerned that not enough time is spent utilizing differentiated instruction.	1.a. Not enough materials available to provide adequate instruction to all students. b. Not all teachers have adequate training.	1.a. Teachers materials will be made available to aid in this area. b. Staff in-service will be used to help teachers incorporate differentiated learning into their daily routine.
2. TMS is concerned about the number of students still not proficient in Math.	2. Lack of student motivation.	2.a. Continued after school tutoring. b. Develop intervention/motivation strategies. c. Increase time spent on basic skills, problem solving and data interpretation. d. Organize students by math skills to provide time for remediation.
3. Although our scores on the constructive response questions have improved, TMS is concerned about scores on the constructive response portion of the CRT's.	3. Lack of practice.	3.a. TMS will purchase for teachers a tool to help aid in the teaching of constructive response questions. b. Teachers will incorporate these questions into their lesson plans bi-weekly in Math, Science and Language Arts.

Part III: IMPROVEMENT GOALS AND MEASURABLE OBJECTIVES

Goal 1:

Consistent use of differentiated instruction.

Measurable Objective:

Teachers will incorporate differentiated instruction into their lesson plans a minimum of one time a week.

Goal 2:

Decrease the amount of non-proficient students in Math.

Measurable Objective:

TMS will decrease the number of non-proficient students by 10% in grades 6-8 on the CRT Math assessment.

Goal 3:

Increase student mastery of constructive response answering techniques.

Measurable Objective:

Increase the percentage of correct responses on CRT constructive response questions by 5% in grades 6-8.

Part IV: SCHOOL IMPROVEMENT MASTER PLAN & REFORM STRATEGIES

Goal 1: Consistent use of differentiated instruction.

Measurable Objective 1: Teachers will incorporate differentiated instruction into their lesson plans a minimum of one time a week.

ACTION PLAN				MONITORING PLAN	
Action Steps	Timeline	Resources	Person(s) Responsible	Monitoring Measures	Person(s) Responsible
1.1 Teachers will incorporate differentiated instruction into their lesson plans a minimum of one time a week.	10/09 – 6/10	Grade level curriculum	Site Administrator	Administrative Evaluation	Site Administrator
1.2 Materials will be purchased for teacher resources in differentiated instruction.	10/09 – 6/10	Money will need to be made available for purchase of materials.	Site Administrator		Site Administrator
1.3 Orchard software will be utilized to aid differentiated instruction for struggling students.	10/09 – 6/10	Classroom computers	Technology Dept. and Site Administrator	Classroom teacher and Site Administrator	Classroom teacher and Site Administrator

Goal 2: Decrease the amount of non-proficient students in Math.

Measurable Objective: TMS will decrease the number of non-proficient students by 10% in grades 6-8 on the CRT Math assessment.

ACTION PLAN				MONITORING PLAN	
Action Steps	Timeline	Resources	Person(s) Responsible	Monitoring Measures	Person(s) Responsible
2.1 Utilize CRT item analysis standards for focused intervention	10/09 – 6/10	CRT item analysis	TMS Staff	CRT item analysis for 2007-2008	Math Staff
2.2 Monitor and assess student academic progress toward student goals	10/09 – 6/10	Teacher developed assessments	Math Staff	Quarterly assessments of student's progress	Math Staff
2.3 Provide time during in-service days to discuss assessments and create interventions for struggling students.	10/09 – 6/10	Inservice time	TMS Staff Site Administrator	Quarterly assessment and teacher observation	TMS Staff

ACTION PLAN				MONITORING PLAN	
Action Steps	Timeline	Resources	Person(s) Responsible	Monitoring Measures	Person(s) Responsible
2.4 Materials will be purchased for teacher resources in differentiated instruction.	10/09 – 6/10	Money will need to be available for purchase of materials.	Site Administrator	Purchased materials	Site Administrator
2.5 Orchard software will be used for remedial instruction.	10/09 – 6/10	Classroom computers	Math Staff	Data analysis of reports generated by Orchard software.	Math Staff

Goal 3: Increase student mastery of constructive response answering techniques.

Measurable Objective: Increase the percentage of correct responses on CRT constructive response questions by 5% in grades 6-8.

ACTION PLAN				MONITORING PLAN	
Action Steps	Timeline	Resources	Person(s) Responsible	Monitoring Measures	Person(s) Responsible
3.1 Purchase materials containing sample constructive response questions.	10/09 – 6/10	Money for purchase of books.	Site Administrator	Purchased materials	TMS Staff
3.2 Implement bi-weekly constructive response questions for Math, Language Arts and Science.	10/09 – 6/10	Examples of constructive response questions.	TMS Staff	Previous years CRT's and monthly assessment of constructive response sample questions.	TMS Staff
3.3 Teachers will strive to incorporate constructive response questions into unit exams.	10/09 – 6/10	Sample constructive response questions	TMS Staff	Test	Site Administrator

Part V: BUDGET FOR THE OVERALL COST OF CARRYING OUT PLAN			
Goals	Total amount needed to accomplish Goal.	Funds available in current school funding that have been specifically set aside for the implementation of the goal.	Funds still needed to implement goal.
Goal 1	Action Step 1.1 1.2 1.3		
Goal 2	Action Step 2.1 2.2 2.3 2.4 2.5		
Goal 3	Action Step 3.1 3.2 3.3		

Part VI: EVALUATION OF THE SIP			
Measurable Objectives	Evaluation Measures	Timeline	Person(s) Responsible
Goal 1 Measurable objective: Teachers will incorporate differentiated instruction into their lesson plans a minimum of one time a week.	Teachers will be assessed by administrator observations.	10/09 – 6/10	TMS Staff Site Administrator
Goal 2 Measurable objective: TMS will decrease the number of non-proficient students by 10% in grades 6-8 on the CRT Math assessment.	CRT Item Analysis 2008 – 2009 Quarterly assessments of student's progress Quarterly assessments and teacher observation	10/09 – 6/10	TMS Staff Site Administrator
Goal 3 Measurable objective: Increase the percentage of correct responses on CRT constructive response questions by 5% in grades 6-8.	Previous years CRT's and monthly assessment of constructive response sample questions. Data collection of each month's weekly constructive response questions. Test	10/09 – 6/10	TMS Staff Site Administrator

Part VII: OTHER REQUIRED ELEMENTS OF THE SIP

School Characteristics	#	%	Title I	Yes	No
Average Daily Attendance		92%	Eligible		x
Transiency Rate		9%	Served		
% enrolled continuously since Count Day		95%	Targeted Assisted		
Incidents of School Violence: Student-to-Student	0		Schoolwide		
Incidents of School Violence: Student-to-Staff	0		Did your school make Adequate Yearly Progress (AYP)?	x	
			What was your school's AYP Designation? Exemplary (EX), High Achieving (HA), Watch List (W), Needs Improvement Year 1 (N1), Needs Improvement Year 2 (N2), Needs Improvement Year 1 Hold (N1-H), Needs Improvement Year 2 Hold (N2-H), etc.	Adequate	
Dropout Rate (HS)		NA	Did you appeal your latest AYP designation?		x
Graduation Rate (HS)		NA	Was your latest appeal granted?		
			Designated as Persistently Dangerous School?		x
			Receiving State Remediation funding?		x
			Has a State SST been assigned to your school?		x

- What are the policies and practices in place that ensure proficiency of each subgroup in the core academic subjects?
Mandatory study hall, after school tutoring and incorporation of differentiated learning techniques.
- 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/or during any extension of the school year.
The staff at TMS donates time to provide tutoring to any student who needs or wants it a minimum of 3 days a week for 30 min. after school.
- Describe the resources available to the school to carry out the plan.
Study hall built into daily schedule, and teacher donation of time.
- Summarize the effectiveness of any appropriations for the school made by the Legislature to improve student academic achievement.
- Discuss how the school will utilize Educational Involvement Accords for Parents including the Honor Code and meet all the requirements of the law.
All parents and students are given a copy of the Educational Involvement Accords for Parents including the Honor Code. Both parents and students are encouraged to read it, discuss it and sign it.
- If applicable, describe how the school will make its Title III Annual Measurable Achievement Objective (AMAO) targets in English language proficiency (reading, writing, listening, and speaking comprehension).

Part VIII: REQUIRED ELEMENTS FOR TITLE I SCHOOLS

1. Describe the required services the school has provided based on the number of years the school has been in need of improvement, (*e.g., schools in Year 2 of “Needs 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.
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 and/or AMAO 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 supports the achievement of the school’s annual goals and objectives.
6. Describe the school’s strategies to attract high-quality highly qualified teachers to your school.
7. Describe the school’s strategies to increase parent involvement in accordance with Section 1118 of NCLB, such as family literacy services.
8. Describe the school’s plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs.
9. Identify the measures that include teachers in decisions regarding the use of academic assessments.
10. Provide assurance that federal, state, and local services are coordinated and integrated into the school improvement efforts.

Part IX: REQUIRED ELEMENTS FOR NON-TITLE I SCHOOLS

1. Describe how and when the school will provide written notice to parents on the school's "Needs Improvement" status and/or AMAO status.

As soon as the status is received by the school, it is placed on the school website.

2. Describe the school's teacher mentoring program and how it supports the achievement of the school's annual goals and objectives.

Our teaching staff is very small. We work closely with new and returning teachers to insure that everyone knows our goals and objectives. We meet weekly to review our progress.

TABLE A

Enrollment	#	%	Staff Characteristics		
Total # of Students Enrolled	115		Number of Administrators (Principal, Assistants)		1
Number and Percent Female	58	50	Number of Deans		0
Number and Percent Male	57	50	Number of Counselors		1
Important Subpopulations			Number of Classroom Teachers		5
	English Language Learners (ELL)	0	Number of Special Services Teachers (Art, Computers, ELL Music, PE, Special Education, Speech, etc.)		3
	Students Having IEPs	24	Number of Instructional Paraprofessionals		0
	Gifted and Talented Education	0	Number of Other Paraprofessionals		0
	Migrant	0	% of Highly Qualified Teachers		100
	Free/Reduced Meals	40	% of Highly Qualified Instructional Paraprofessionals		0
			Number of site RPDP/NELIP or other trainer/facilitators		0
Ethnic Subpopulations					
African-American	2	2	Title I	Yes ✓	No ✓
Asian/Pacific Islander	0	0	Served		x
Hispanic	7	8	Eligible		x
Native American/Alaskan Native	0	0	Targeted Assisted		
White	106	92	Schoolwide		
School Characteristics			Identified as Needing Improvement (NI)	Yes ✓	No ✓
Average Daily Attendance		92	Failed AYP one year?		X
Transiency Rate		9	Designated as Needing Improvement?		X
% enrolled continuously since Count Day		95	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

TABLE B – ACHIEVEMENT DATA

Elementary Achievement Data 1. Developing/Emerging 2. Approaching 3. Meets 4. Exceeds																								
	English Language Arts																							
	CRT 6th Grade Reading								CRT 7 th Grade Reading								CRT 8 th Grade Reading							
Subpopulation Tested	Not Proficient				Proficient				Not Proficient				Proficient				Not Proficient				Proficient			
TES	1		2		3		4		1		2		3		4		1		2		3		4	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Male		20		24		40		16		0		30		70		0		0		30		65		5
Female		12		41		12		35		0		13		75		13		0		13		63		25
American Indian/Alaskan Native																								
Asian/Pacific Islander																								
Hispanic																								
Black/African American																								
White		16		29		29		26		0		19		73		8		0		21		64		15
IEP		36		29		29		7																
LEP																								
FRL																								
Participation Rate	100								100								100							
School Average		17		31		29		24		0		19		73		8		0		20		64		16
District Average		11		28		40		21		4		21		59		17		5		30		50		15

Elementary Achievement Data 1. Developing/Emerging 2. Approaching 3. Meets 4. Exceeds

	English Language Arts																							
	CRT 6th Grade Math								CRT 7th Grade Math								CRT 8th Grade Math							
Subpopulation Tested	Not Proficient				Proficient				Not Proficient				Proficient				Not Proficient				Proficient			
	1		2		3		4		1		2		3		4		1		2		3		4	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Male		16		32		32		20		0		40		50		10		5		40		50		5
Female		12		35		29		24		25		31		31		13		8		21		54		17
American Indian/Alaskan Native																								
Asian/Pacific Islander																								
Hispanic																								
Black/African American																								
White		16		34		29		21		15		35		38		12		8		26		54		13
IEP		36		43		14		7																
LEP																								
FRL																								
Migrant																								
Participation Rate	100								100								100							
School Average		14		33		31		21		15		35		38		12		7		30		52		11
District Average		8		23		46		23		11		23		45		20		10		33		46		12

Elementary Achievement Data	1. Developing/Emerging	2. Approaching	3. Meets	4. Exceeds

[illegible]

Tonopah Middle School



Nye County School District

1221 Idaho Circle

Tonopah, NV 89049

Ph: 775-482-6644 Fax: 775-482-5717

Mr. Gary Flood, Principal

Grade Levels: 6-8

Website: <http://tonopah-ems.nye.k12.nv.us/>

2008-2009 School Accountability Summary Report

For more information visit www.nevadareportcard.com

Mission Statement

TMS is a school striving to meet each individual student's needs through differentiated instruction.

Principal's Highlights

Strong third year PLC
Strong teaching staff
Student-centered learning
Strong resource room program

Goals and Objectives

Goal 1

Increase social skills
Increase student-centered learning
Increase student attendance

Objective(s):

Increase social skills
Increase student-centered learning
Increase student attendance

Demographics and Student Information

Data are provided by the Nevada Department of Education using the state student information system. Demographic profiles are reported by gender, race/ethnicity, and special student populations as of count day. Student Average Daily Attendance (ADA) is the percentage of the school enrollment in attendance on an "average school day" as of the 100th day of school.

	Enrollment #		Enrollment %		Avg Daily Attendance		
	School	District	School	District	School	District	State
Total Students	115	6,099	100.0 %	100.0 %	93.6 %	93.9 %	94.7 %
Male	58	3,158	50.4 %	51.8 %	*	*	*
Female	57	2,941	49.6 %	48.2 %	*	*	*
American Indian/Alaskan Native	N/A	141	N/A	2.3 %	N/A	93.0 %	93.6 %
Asian/Pacific Islander	N/A	163	N/A	2.7 %	N/A	94.3 %	96.3 %
Hispanic	-	1,393	-	22.8 %	-	94.6 %	94.7 %
Black/African American	-	230	-	3.8 %	-	92.6 %	93.1 %
White	106	4,172	92.2 %	68.4 %	93.5 %	93.8 %	94.8 %
IEP	25	867	21.7 %	14.2 %	92.9 %	93.0 %	93.2 %
LEP	N/A	376	N/A	6.2 %	N/A	95.0 %	95.3 %
FRL	35	3,059	30.4 %	50.2 %	91.2 %	93.4 %	94.2 %
Migrant	N/A	13	N/A	0.2 %	*	*	*

IEP = Students with Disabilities

LEP = Students with Limited English Proficiency

FRL = Students qualifying for Free/Reduced Lunch

“-” indicates data not presented for groups fewer than 10.

"N/A" indicates a population of zero.

"*" indicates data are not available.

Transiency, Truancy, and Discipline

	School	District
Transiency Rate	24.4 %	39.1 %
Habitual Truancy - # of Incidents	0	0
Discipline - # of Incidents Resulting in Suspension/Expulsion for:		
Violence to Other Students	0	277
Violence to Staff	0	1
Possession of Weapon	3	27
Distribution of Controlled Substance	0	9
Possession/Use of Controlled Substance	0	23
Possession/Use of Alcohol	0	5
Habitual Disciplinary Expulsions	0	13

Incidents are reported at the school where the action occurred.

Data reported as of the end of the school year.

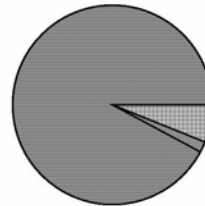
Retention

Grade	School #	School %	District #	District %
6	1	2.3 %	5	1.0 %
7	0	0.0 %	12	2.5 %
8	0	0.0 %	13	2.4 %

Data reported as of count day.

Student Ethnicity

Data reported by NDE as of count day.



Hispanic (6.1 %)
Black/ African American (1.7 %)
White (92.2 %)

Average Class Size

Subject Area	School	District
English	23	23
Mathematics	23	21
Science	23	23
Social Studies	23	24

Average Class Size is listed for all core classes where students rotate to different teachers for different subjects.

Data reported as of December 1.

Adequate Yearly Progress (AYP)

Middle Designation: Adequate

Tonopah Middle School has been classified as a school which demonstrated Adequate Yearly Progress during the 2008-2009 school year. Classification as demonstrating AYP is due to the schools meeting all No Child Left Behind criteria in the areas of English language arts (ELA), mathematics, and the school-wide other indicator.

Summary of Standards-Based Test Performance

Nevada uses criterion referenced tests (CRTs) to measure student achievement relative to Nevada's academic standards. This table reflects a compilation of test results for grades represented at this school and may not represent the figures that were used to determine this school's Adequate Yearly Progress (AYP). Mathematics, Reading, and Writing test results are used to determine AYP. For grade-specific assessment results and other assessment information, refer to the Nevada Report Card Website at www.nevadareportcard.com.

ED = Percentage of students performing in the lowest range of achievement (Emergent/Developing)

AS = Percentage of students performing in the Approaches Standards range of achievement

MS = Percentage of students performing in the Meets Standards range of achievement

ES = Percentage of students performing in the highest range of achievement (Exceeds Standards)

	Reading				Writing				Mathematics				Science			
	ED	AS	MS	ES	ED	AS	MS	ES	ED	AS	MS	ES	ED	AS	MS	ES
State	7 %	32 %	44 %	17 %	7 %	41 %	44 %	8 %	9 %	29 %	39 %	23 %	9 %	32 %	48 %	11 %
District	6 %	32 %	47 %	15 %	6 %	45 %	44 %	5 %	8 %	32 %	42 %	18 %	4 %	29 %	53 %	15 %
School	6 %	24 %	53 %	17 %	12 %	26 %	51 %	12 %	12 %	32 %	41 %	15 %	7 %	30 %	64 %	0 %

“-” indicates data not presented for groups fewer than 10.

“N/A” indicates that data are not available.

Per-Pupil Expenditures 2007-2008

The per pupil expenditures for all Nevada school districts and schools are calculated by InSite, which results in comparable financial information over time and across the state. Financial data are reported for the year prior to the school year just completed.

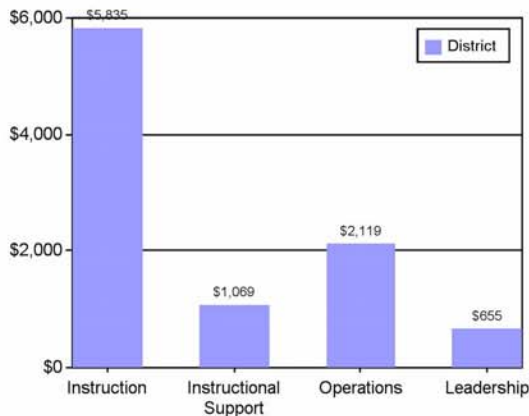
Tonopah MS Total Cost Per Pupil = (No data found)
District Total Cost Per Pupil = \$9,677.57

Personnel Information

Classes Not Taught by Highly Qualified Teachers

Data Not Available

Per-Pupil Expenditures By Category



Schools showing only \$0 have not been in operation long enough to have data for 2007-2008.

Teacher ADA and Licensure Information

	Teacher Average Daily Attendance Rate	Teachers providing instruction:		
		Pursuant to NRS 391.125 (Emergency Credential)	Pursuant to waiver with State Approval	Without an endorsement for the subject area
State	96.2 %	665	248	203
District	96.2 %	5	0	4

Teacher Average Daily Attendance (ADA) is the percentage of licensed educators who provided instruction to students in classrooms on an "average school day". "N/A" indicates that data are not available.

Parent Involvement - Not Available

Note: District totals do not include state or district sponsored charter school data.

The development of this annual school accountability report is a joint effort among the Nevada Department of Education, Otis Educational Systems, Inc., and Nevada school districts. This report is provided to the public as required by the federal No Child Left Behind Act and NRS 385.347. A comprehensive listing of all accountability data, including student test data, may be accessed on the Nevada Annual Reports of Accountability website at www.nevadareportcard.com.

Nye County School District

**Tonopah High School
PO Box 1349
1 Ray Tennant Drive
Tonopah, NV 89049**

SAGE SCHOOL IMPROVEMENT PLAN

For Implementation in
(2009-2010)

School Improvement Planning Team

- ALL Title I schools must have a parent on their SIP team that is NOT a district employee. Indicate this member with an asterisk.

Name of Member	Position
Alvin Eiseman	High School Principal
Charles Manes	English Teacher
James Wright	Special Education Teacher

Submission Date: October 5, 2009

Area Reviewer:

Jerry Hill, Assistant Superintendent
Department for Student Achievement

School: Tonopah High School	District: Nye County School District	
Principal: Alvin Eiseman	School Year: 2009-10	
Address: 1 Ray Tennant Drive, Tonopah, NV 89049	Phone: 775-482-3698	
	Email: aeiseman@nye.k12.nv.us	
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Part I: VISION FOR LEARNING

District Vision or Mission Statement

Every Child a Success!!

District Goal 1

Improvement in student achievement and proficiency levels for all students.

District Goal 2

Sustain practices in the NCSD educational organization that increase the graduation rate, decrease the dropout rate, utilize educational technology, and promote parental involvement.

District Goal 3

Maintain safe learning and working environments for all students and staff.

School Vision or Mission Statement

Tonopah High School focuses on promoting student achievement in a safe, orderly environment.
Students will become life long learners capable of leading productive lives.

School Highlights

- The data indicates that Tonopah High School was a high achieving school in 2009.
- Over 80% of students in the Junior class have passed the Math Proficiency.
- Over 90% of students in the Junior class have passed the Reading and Writing Proficiency Exams.
- Tonopah High School started using the MAP Assessment Program in 2009 for 9th grade students.

PART II: INQUIRY PROCESS

Comprehensive Needs Assessment

Key Strengths

- The data indicates that Tonopah High School was a high achieving school in 2009.
- Over 80% of students in the Junior class have passed the Math Proficiency.
- Over 90% of students in the Junior class have passed the Reading and Writing Proficiency Exams.

Priority Concerns

- Low scores on the HSPE Math assessment for sophomore students.
- Students are not using technology within their classroom at a high level.

Verification of Causes – Root Cause Analysis

<i>Priority Concerns</i>	<i>Root Causes</i>	<i>Solutions</i>
Students are not performing at an adequate level on the Math HSPE.	Students do not have the basic skills in the math area to be successful.	Students will receive instruction on basic skills in the math area.
Students are not receiving enough instruction in geometry within other math areas to prepare them for the math proficiency exam by the third quarter of their sophomore year.	Standard curriculum has not included enough geometry instruction within the non geometry math courses.	Curriculum mapping could be used to increase levels of geometry instruction within other math classes.
Not enough student utilization of technology within core areas.	Lack of norms relative to utilize technology in core curriculum.	Norms concerning technology will be established and implemented in all core areas.

Part III: IMPROVEMENT GOALS AND MEASURABLE OBJECTIVES

Goal 1:

Improved proficiency for students attending Tonopah High School in Math in order to increase opportunities for post secondary schooling and/or career choices after high school.

Measurable Objective:

Students will increase their geometry and measurement score on the Nevada State Math Proficiency by 5%.

Goal 2:

Increase student use of computer technology in each core academic area.

Measurable Objective:

At least once per week, designated core areas will complete one activity within the computer lab or classroom.

Part IV: SCHOOL IMPROVEMENT MASTER PLAN

Goal 1: Improved proficiency for students attending Tonopah High School in Math in order to increase opportunities for post secondary schooling and/or career choices after high school.

Measurable Objective: Students will increase their geometry and measurement score on the Nevada State Math Proficiency by 5%.

ACTION PLAN				MONITORING PLAN	
Action Steps	Timeline	Resources	Person(s) Responsible	Monitoring Measures	Person(s) Responsible
1.1 Students attending Tonopah High School will be reinforced in basic concepts of math.	Entire school year.	Math and Special Education Staff. Professional Learning Communities and professional development.	Math and Special Education Staff.	Lesson plans the entire school year.	Administration
1.2 Students attending Tonopah High School will focus on math vocabulary in all areas.	Entire school year.	All Certified Staff. Professional Learning Communities and professional development.	All Certified Staff	Lesson plans will be monitored weekly to see that math vocabulary is focused in all core areas	Administration
1.3 Students attending Tonopah High School will be given instruction in geometry measurement by the end of the 3 rd quarter in other math classes than geometry	1st through 3 rd quarter 2010	Math and Special Education Certified Staff . Computer labs used for internet math supplemental programs for reteaching	Math and Special Education Certified Staff	Lesson plans	Administration
1.4 11 th and 12 th grade students will use Super Math Tutor an online math program to increase HSPE proficiency scores	Entire 2010 school year	Certified Math Instructors Special Education Certified Staff	Math and Special Education Certified Staff	Math Progress Checks on Super Math Tutor	Certified Math Staff Special Education Certified Staff
1.5 Progress monitor all 9 th and 10 grade Tier 2 and Tier 3 students in Math Using the NWEA assessment program	Three times during the 2010 school year	Certified Math Instructors Special Education Certified Staff	Math and Special Education Certified Staff	NWEA Progress checks three times during the school year	Certified Math Staff Special Education Certified Staff

SCHOOL IMPROVEMENT MASTER PLAN (Continued)

Goal 2: Increase student use of computer technology in each core academic area.

Measurable Objective: At least once per week, designated core areas will complete one activity within the computer lab or classroom.

ACTION PLAN				MONITORING PLAN	
Action Steps	Timeline	Resources	Person(s) Responsible	Monitoring Measures	Person(s) Responsible
2.1 Incoming 9 th and 10 th Grade students attending THS in 2010 will average one assignment or project per week using computer technology	Weekly	Computer classroom or lab	Core 9 th and 10 th English, Science, Math, Social Studies	Sign-in sheets; historical data by tech mentor monthly	Admin and certified staff
2.2 Students will be given instruction on making projects including graphs and power point	Throughout the school year	Certified Instructors	Certified instructors	Assessing projects to look for graphs and power point presentations	Certified Staff

Part V: BUDGET FOR THE OVERALL COST OF CARRYING OUT PLAN

Goals	Total amount needed to accomplish Goal	Funds available in current school funding that have been specifically set aside for the implementation of the goal	Funds still needed to implement goal
Goal 1 Improved proficiency for students attending Tonopah High School in Math in order to increase opportunities for post secondary schooling and/or career choices after high school.	None	None	None
Goal 2 Increase student use of computer technology in each core academic area.	None	None	None

Part VI: EVALUATION OF THE SIP

Measurable Objectives	Evaluation Measures	Timeline	Person(s) Responsible
Measurable Objective 1: Students will increase their geometry and measurement score on the Nevada State Math Proficiency by 5%.	Student assessment scores on both the HSPE and Measured Academic Progress Assessments	April 2010	Certified staff and Administration
Measurable Objective 2: At least once per week, designated core areas will complete one activity within the computer lab or classroom.	Sign-in sheets; historical data by tech mentor monthly	Monthly throughout school year	Certified staff and Administration

Part VII: OTHER REQUIRED ELEMENTS OF THE SIP

All schools MUST complete this page.

School Characteristics	#	%	Title I	Yes	No
Average Daily Attendance		90	Eligible		x
Transiency Rate		13.9	Served		x
% enrolled continuously since Count Day			Targeted Assisted		x
Incidents of School Violence: Student-to-Student	3		Schoolwide		x
Incidents of School Violence: Student-to-Staff	0		Did your school make Adequate Yearly Progress (AYP)?	X	
			What was your school's AYP Designation? Exemplary (EX), High Achieving (HA), Watch List (W), Needs Improvement Year 1 (N1), Needs Improvement Year 2 (N2), Needs Improvement Year 1 Hold (N1-H), Needs Improvement Year 2 Hold (N2-H), etc.	High Achieving	
Dropout Rate (HS)		1.3	Did you appeal your latest AYP designation?		x
Graduation Rate (HS)		76.2	Was your latest appeal granted?		x
			Designated as Persistently Dangerous School?		x
			Receiving State Remediation funding?		x
			Has a State SST been assigned to your school?		x

1.	What are the policies and practices in place that ensure proficiency of each subgroup in the core academic subjects? <i>Staff has completed data analysis of previous proficiency assessments to determine what common standards are below desired outcomes. Staff is highly qualified to teach in their core academic area.</i>
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/or during any extension of the school year. <i>Tonopah High School has a credit recovery program in which students may receive credit for 60 hours of seat work and assessments after school on Tuesday and Thursday Nights. We also have purchased the 180 read program for students that require assistance in reading. Tonopah High School has tutoring for students through the Gear Up Program after school.</i>
3.	Describe the resources available to the school to carry out the plan. <i>Connect Ed, District Testing Coordinator, Power School, NWEA, and staff resource material covering available learning strategies.</i>
4.	Summarize the effectiveness of any appropriations for the school made by the Legislature to improve student academic achievement. <i>Funds from SB 404 monies are being used to improve academic concerns in the core areas of reading and science. The funds are being spent for technology in the reading area and hands on activities in the science area.</i>
5.	Discuss how the school will utilize Educational Involvement Accords for Parents including the Honor Code and meet all the requirements of the law. <i>The school, parents, and students will be held accountable by working together to meet the needs of every child no matter what the educational level of the student.</i>
6.	If applicable, describe how the school will make its Title III Annual Measurable Achievement Objective (AMAO) targets in English language proficiency (reading, writing, listening, and speaking comprehension). <i>N/A</i>

Part VIII: 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, (*e.g., schools in Year 2 of “Needs Improvement” must identify Year 1 and Year 2 services, and so on*).

Tonopah High School is not a Title One School

2. Provide an assurance that the school will not spend less than 10% of their annual Title I allocation for quality professional development. N/A

3. Describe how the school will provide written notice to parents on the school’s “Needs Improvement” status and/or AMAO status. N/A

4. Specify how Title I funds will be used to remove school from “Needs Improvement” status. N/A

5. Describe the school’s teacher mentoring program and how it supports the achievement of the school’s annual goals and objectives. N/A

6. Describe the school’s strategies to attract high-quality highly qualified teachers to your school. N/A

7. Describe the school’s strategies to increase parent involvement in accordance with Section 1118 of NCLB, such as family literacy services. N/A

8. Describe the school’s plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs. N/A

Part IX: REQUIRED ELEMENTS FOR NON-TITLE I SCHOOLS

Non-Title I schools, identified as “Needs Improvement,” MUST complete this page.

1. Describe how and when the school will provide written notice to parents on the school’s “Needs Improvement” status and/or AMAO status. Parents have received written notice through our school website at the beginning of the 2007-2008 school year.

Currently, Tonopah High School is not on the watch list for No Child Left Behind.

2. Describe the school’s teacher mentoring program and how it supports the achievement of the school’s annual goals and objectives.

The school’s teacher mentoring program is designed for new teachers to be paired up with another teacher in the same academic area. These teachers meet periodically throughout the school year to discuss curriculum and procedural matters. The new teacher is also given support through the administration by having him or her attend new teacher in-services. In addition, the technology mentor assists the new teacher how to enter data on Power School, Power Grade, email, and technology that enhances student achievement in the classroom. Also the new teacher meets with the administration periodically throughout the school year to encourage and support the teacher in a variety of areas.

Tonopah High School

Nye County School District

Box 1349

Tonopah, NV 89049

Ph: 775-482-3698 Fax: 775-482-3935

Mr. Alvin Eiseman, Principal

Grade Levels: 9-12

Website: <http://tonopah-hs.nye.k12.nv.us/>



2008-2009 School Accountability Summary Report

For more information visit www.nevadareportcard.com

Mission Statement

The Mission of Tonopah High School focuses on promoting student achievement, in a safe, orderly environment. Students will become life long learners capable of leading productive lives.

Principal's Highlights

Our school made annual year progresss for NCLB this past school year. We have also worked on differentiated instruction at inservices this school year.

- Our school has received 60 new computers for student use.
- We have used NWEA Assessment in Math, Reading, and Language Arts to measure academic progress throughout the school year.
- Beginning this year, we are a Gear Up school. This program promotes college readiness.
- Our Pro Start class placed 5th in their state competition this year.
- 60 percent of our school participates in extra curricular activities.
- The Tonopah High School Football Team placed second in the state 1A this school year.
- Nye County Coalition gave presentations to physical education and health classes on life choices.

Goals and Objectives

Goal 1

Goal 1: Tonopah High School will improve Math scores on the Sophomore HSPE Exam.

Objective(s):

Measurable Objective 1: The percentage of sophomores passing the Math HSPE Exam will increase by increase by 10 percent the 2009 school year

Goal 2

Goal 2: Writing will be assigned by all staff.

Objective(s):

Measurable Objective 2: Once every three weeks there will be at least a one paragraph writing activity in each content area during the 2009 school year.

Demographics - Not Available**Transiency, Truancy, and Discipline**

	School	District
Transiency Rate	13.9 %	39.1 %
Habitual Truancy - # of Incidents	0	0
Discipline - # of Incidents Resulting in Suspension/Expulsion for:		
Violence to Other Students	12	277
Violence to Staff	0	1
Possession of Weapon	0	27
Distribution of Controlled Substance	0	9
Possession/Use of Controlled Substance	0	23
Possession/Use of Alcohol	1	5
Habitual Disciplinary Expulsions	0	13

Incidents are reported at the school where the action occurred.
Data reported as of the end of the school year.

Ethnicity - Not Available**Credit Deficiency**

Grade	School #	School %	District #	District %
9	3	0.0 %	101	18.5 %
10	5	0.0 %	97	20.2 %
11	2	0.0 %	50	12.6 %
12	0	0.0 %	3	0.9 %

Data reported as of count day.

Average Class Size

Subject Area	School	District
English	16	23
Mathematics	19	21
Science	18	23
Social Studies	18	24

Average Class Size is listed for all core classes where students rotate to different teachers for different subjects.
Data reported as of December 1.

Adequate Yearly Progress (AYP)

High Designation: Adequate

Tonopah High School has been classified as a school which demonstrated Adequate Yearly Progress during the 2008-2009 school year. Classification as demonstrating AYP is due to the schools meeting all No Child Left Behind criteria in the areas of English language arts (ELA), mathematics, and the school-wide other indicator.

Summary of Standards-Based Test Performance

Nevada uses the High School Proficiency Exam (HSPE) to measure student achievement relative to Nevada's academic standards. Data in this table are a compilation of test results for grades represented at this school and may not represent the figures that were used to determine this school's Adequate Yearly Progress. For grade-specific assessment results and other assessment information, refer to the Nevada Report Card Website at www.nevadareportcard.com.

ED = Percentage of students performing in the lowest range of achievement (Emergent/Developing)

AS = Percentage of students performing in the Approaches Standards range of achievement

MS = Percentage of students performing in the Meets Standards range of achievement

ES = Percentage of students performing in the highest range of achievement (Exceeds Standards)

	Reading				Writing				Mathematics			
	ED	AS	MS	ES	ED	AS	MS	ES	ED	AS	MS	ES
State	1 %	5 %	41 %	52 %	1 %	12 %	83 %	4 %	4 %	26 %	51 %	19 %
District	2 %	3 %	45 %	50 %	1 %	13 %	84 %	2 %	4 %	32 %	51 %	13 %
School	0 %	0 %	52 %	48 %	0 %	7 %	93 %	0 %	0 %	22 %	56 %	22 %

-' indicates data not presented for groups fewer than 10.

'N/A' indicates that data are not available.

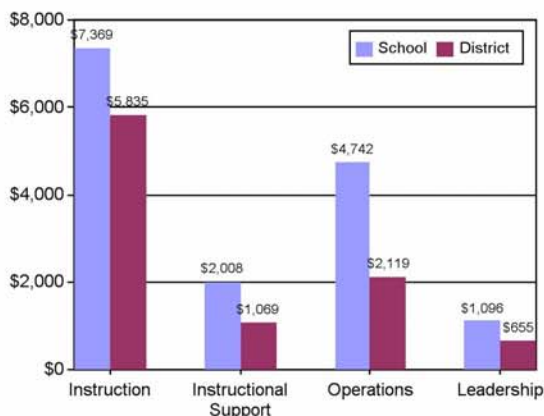
Per-Pupil Expenditures 2007-2008

The per pupil expenditures for all Nevada school districts and schools are calculated by InSite, which results in comparable financial information over time and across the state. Financial data are reported for the year prior to the school year just completed.

Tonopah HS Total Cost Per Pupil = \$15,215.51

District Total Cost Per Pupil = \$9,677.57

Per-Pupil Expenditures By Category



Schools showing only \$0 have not been in operation long enough to have data for 2007-2008.

Personnel Information

Classes Not Taught by Highly Qualified Teachers

	School %	District %
Elementary	N/A	6.2 %
Arts	0.0 %	24.5 %
English	0.0 %	10.3 %
Foreign Language	100.0 %	36.8 %
Mathematics	0.0 %	13.2 %
Science	0.0 %	4.2 %
Social Studies	0.0 %	9.1 %

'N/A' indicates that these subjects or grade levels are not present. Data obtained from the Office of Teacher Licensure as of May 2009.

Highly qualified teachers hold a minimum of a bachelor's degree, are licensed to teach in the State of Nevada, and have demonstrated competence in their teaching area.

Teacher ADA and Licensure Information

	Teacher Average Daily Attendance Rate	Teachers providing instruction:		
		Pursuant to NRS 391.125 (Emergency Credential)	Pursuant to waiver with State Approval	Without an endorsement for the subject area
State	96.2 %	665	248	203
District	96.2 %	5	0	4
School	96.2 %	0	0	0

Teacher Average Daily Attendance (ADA) is the percentage of licensed educators who provided instruction to students in classrooms on an "average school day".

'N/A' indicates that data are not available.

Graduation/Dropout Information: Class of 2008

	Graduation Rate			Dropout Rate		
	School	District	State	School	District	State
Total Students	76.2 %	66.8 %	68.7 %	1.3 %	0.6 %	4.7 %
Male	76.2 %	68.1 %	66.8 %	2.3 %	1.0 %	5.0 %
Female	76.2 %	65.2 %	70.5 %	0.0 %	0.1 %	4.4 %
American Indian/Alaskan Native	-	-	58.0 %	0.0 %	0.0 %	5.5 %
Asian/Pacific Islander	-	-	80.7 %	0.0 %	0.0 %	3.2 %
Hispanic	-	63.5 %	57.0 %	0.0 %	0.0 %	6.2 %
Black/African American	-	-	54.5 %	0.0 %	1.3 %	6.4 %
White	82.8 %	67.8 %	76.8 %	1.6 %	0.7 %	3.5 %

- indicates data not presented for groups fewer than 10 for graduation rate.

'N/A' indicates sufficient data are not available.

High School Completion Indicators: Class of 2008

	Standard Diploma		Advanced Diploma		Adult Diploma*		Adjusted Diploma		Cert. of Attendance+	
	#	%	#	%	#	%	#	%	#	%
State	13,490	63.5 %	5,225	24.6 %	100	0.5 %	1,319	6.2 %	1,102	5.2 %
District	141	48.8 %	105	36.3 %	N/A	N/A	26	9.0 %	17	5.9 %
School	16	45.7 %	16	45.7 %	N/A	N/A	3	8.6 %	N/A	N/A

'N/A' indicates that no diplomas or certificates of this type were issued.

* Adult diplomas issued to 12th grade students enrolled in a program of alternative education are included in these figures.

+ Certificates of Attendance are given to students who did not receive a diploma only because they did not pass the Nevada High School Proficiency Exam.

Nevada System of Higher Education (NSHE): Fall 2008

Students enrolled in remedial courses within the Nevada System of Higher Education (NSHE) do not reflect all graduates. Some graduates do not attend college or they attend college out of state.

	# Enrolled	# Remediated	% Remediated
District	68	29	42.6 %
School	11	7	63.6 %

Parent/Community Involvement

Tonopah High School communicates daily with parents on attendance through the use of Connect Ed. In addition, we use Connect Ed for announcing special events that happen at school throughout the year. Parents are also given ID's and passwords to have access to student grades through our Powerschool student information program. This is an excellent tool to keep parents informed. Parents are mailed three week reports that inform parents of student progress academically and on student attendance. Our staff also communicates with parents over the phone or schedule conferences with parents other than during parent teacher conferences.

Note: District totals do not include state or district sponsored charter school data.

The development of this annual school accountability report is a joint effort among the Nevada Department of Education, Otis Educational Systems, Inc., and Nevada school districts. This report is provided to the public as required by the federal No Child Left Behind Act and NRS 385.347. A comprehensive listing of all accountability data, including student test data, may be accessed on the Nevada Annual Reports of Accountability website at www.nevadareportcard.com.