

Carson City School District Improvement Plan 2010-2012

District Improvement Plan	
Date:	December 1, 2011
District:	Carson City School District
Grades Served:	K-12
Address:	1402 West King Street
City/State/ZIP:	Carson City, NV 89703
Phone:	(775) 283-2000
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Individuals Responsible for the Development of the Plan	
Name	Position
Susan Keema	Associate Superintendent of Educational Services
Dr. Steven Pradere	District Grants and Special Project Manager
Dr. Keith Croskery	Director of Student Support Services
Dr. Ricky Medina	Director of Assessment & Accountability
Laurel Terry	ESL/Professional Development Administrator
Deirdre Pederson	PDC Trainer/Instructional Coach
Carol Harris	Instructional Consultant
Jason Zona	Principal at Pioneer High School
Laura Austin	Principal Mark Twain Elementary School
Ben Contine	Teacher Carson High School
Marc Rodina	Dean of Students at Carson High School
Joanna Kaiser	Parent
Jaci McCune	Teacher Fremont Elementary School
Paula Davies	Teacher Fritsch Elementary School
Julie Reid	Teacher Eagle Valley Middle School

IMPROVEMENT PLAN COMPONENTS

Step I - Comprehensive Needs Assessment

Identify and Analyze a variety of data elements in the areas of **Curriculum, Instruction, and Assessment** that are relevant to the operation and governance of the school and have caused the school to reach the Improvement stage. [The School Longitudinal Data Profile is required. Additional examples of data to consider include: AYP Reports, District Audit Reports, CRT Data, Interim Assessments, Survey Data, School Improvement Plans, Accountability Reports, SST Reports (e.g. November 1st Reports, Quarterly Reports, End of the Year Reports), School and Curriculum Audits, School Schedules, etc.]

I A. Data Element

Identify data sources and attach relevant documents.

School Longitudinal Data Profile – Attached.

District AYP Profiles - Available on the NDE website:

http://nde.doe.nv.gov/AYP_Results.htm

District Accountability Reports – Available on the NDE website:

<http://www.nevadareportcard.com/>

HSPE Results – Available on the Measured Progress website:

<http://iservices.measuredprogress.org/>

HSPE Writing Results – Available on the eMetric website:

<https://solutions.emetric.net/NevadaWriting/>

Measures of Academic Progress (MAP) Results – Available on the NWEA website:

<https://reports.nwea.org>

T4S Observation Results – Attached.

I B. Data Analysis

Identify the trends that significantly contributed to the school's failure to make AYP.

ELEMENTARY SCHOOL

- In ELA, during the 2010-11 school year, the IEP (43.01%) subpopulation failed to make AYP which required meeting the target of 63.80%.
- In ELA, during the 2010-11 school year, the FRL (56.81%) subpopulation made AYP by means of safe harbor.
- In ELA, during the 2010-11 school year, the Hispanic/Latino (54.97%) and LEP (50.83%) subpopulations made AYP by means of appeal.
- In math, during the 2010-11 school year, the IEP (60.15%) subpopulation made AYP by means of safe harbor.

MIDDLE SCHOOL

- In ELA, during the 2010-11 school year, the IEP (25.56%) subpopulation failed to make AYP which required meeting the target of 63.80%.
- In ELA, during the 2010-11 school year, the District (60.97%), American Indian/Alaskan Native (46.51%), Hispanic/Latino (48.54%), LEP (42.35%), and FRL (47.63%) subpopulations made AYP by means of safe harbor.
- In math, during the 2010-11 school year, the IEP (52.50%) subpopulation made AYP by means of safe harbor.

HIGH SCHOOL

- In ELA, during the 2010-11 school year, the IEP (70.71%) subpopulation failed to make AYP which required meeting the target of 86.70%.
- In ELA, during the 2010-11 school year, the Hispanic/Latino (80.48%) and LEP (78.85%) subpopulations made AYP by means of appeal.
- In math, during the 2010-11 school year, the IEP (60.00%) subpopulation made AYP by means of appeal.

Step II - Inquiry Process

Identify the Priority Concerns, Root Causes and Solutions from the data sources listed above that significantly contributed to the school's identification for Improvement and led to the creation of this Improvement plan. This should be a plan that looks at the operation and governance of the school. Attach relevant documents, i.e. charts, graphs, profiles.

II A. District Priority Concerns Based on the analysis of the Comprehensive Needs Assessment, identify priority concerns focused on the areas of curriculum, instruction, and/or assessment.	II B. Root Causes Identify the root cause(s) of the concern relative to the school's curriculum, instruction, and/or assessment.	II C. District Solutions Identify solutions selected by the LEA that focus on the district's curriculum, instruction, and/or assessment and have substantial promise of improving academic achievement.
The area of curriculum needs to be improved.	The process of standards adoption, building curriculum maps and pacing guides, adopting textbooks, and developing common assessments is not well defined for the district. Some subjects have not been mapped; many subjects do not have common assessments.	A standard process for adopting standards, building curriculum maps and pacing guides, adopting textbooks, and developing common assessments needs to be established and implemented.
The area of instruction needs to be improved.	Providing differentiated instruction is a key stumbling block throughout the district. Teachers need training and support on how to plan and deliver effective differentiated instruction.	Training and support for differentiated instruction needs to be provided to schools. However, a one size fits all approach is not appropriate. Each site has different instructional programs; therefore, differentiated instruction training and support must be site specific.
	Teachers do not have adequate time or support to share ideas about curriculum, instruction, and assessment and to leverage their collective knowledge for increased student achievement. PLCs have been introduced at all sites but not fully implemented.	PLCs must be fully implemented at all sites. Teachers must be given adequate time and support to share ideas about curriculum, instruction, and assessment and how they can better ensure that student learning is taking place.
The area of assessment needs to be improved.	Students are tested regularly (CRT, Las Links, MAP, common assessments). However, not all teachers have the ability to access / interpret the various test results. Many are ineffective at using test results to design instruction.	Professional development (training, implementation, observation & coaching, and possibly evaluation) on how to access and interpret various types of assessment data is necessary so that teachers may utilize data to design instruction. Time and support is necessary for teachers to be able to discuss data, identify flexible groups, and create hot lists.

Step III B. District Improvement Plan

Focus 1: Curriculum

DISTRICT GOAL: Increase the student achievement of ALL students in the Carson City School District. This includes students at ALL grade and ability levels.

DISTRICT OBJECTIVE: All subgroups will make Adequate Yearly Progress (AYP) in math and English/Language Arts (ELA).

Action Step Describe the Improvement action that will increase student achievement in areas currently identified as not meeting AYP.	Timeline Identify the timelines for implementing the action step.	Resource Allocation & Reallocation Include all types of resources (e.g. district personnel, funding sources, etc.) available to the school and necessary for implementing the action step.	Evidence Identify Evidence the District/Region will use to document implementation and determine the results of the action step.	Person(s) Responsible Identify District and/or School staff responsible for ensuring the action step is carried-out.
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The following cycle will began during the 2009-10 school year. Curriculum mapping in all content areas will continue through the 2010-11school year.

1a. Adopt standards, build curriculum maps and pacing guides	Curriculum Mapping will be completed by June 30, 2011	<ul style="list-style-type: none"> ● District Instructional Coaches ● Site Reps./Dept. Heads ● Rubicon Atlas Software 	<ul style="list-style-type: none"> ● Completed curriculum maps and pacing guides 	<ul style="list-style-type: none"> ● District Instructional Coaches ● Susan Keema, Associate Superintendent/Educational Services.
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2a. Adopt textbooks and refine curriculum maps and pacing guides.	K-5 Science & K-12 Technology Adoptions will be complete by the December 2010 State Board of Education Meeting	<ul style="list-style-type: none"> ● District Instructional Coaches ● Site Reps/Dept. Heads ● Rubicon Atlas Software 	<ul style="list-style-type: none"> ● Adopted textbooks ● Refined curriculum maps and pacing guides 	<ul style="list-style-type: none"> ● District Instructional Coaches ● Laurel Terry, Professional Development Administrator ● Susan Keema, Associate Superintendent/Educational Services.
3a. Develop common assessments	Common Assessments will be completed for core subjects by June 30, 2011	<ul style="list-style-type: none"> ● District Instructional Coaches ● Site Reps./Dept. Heads ● Adopted Textbooks ● Curriculum Maps 	<ul style="list-style-type: none"> ● Completed common assessments 	<ul style="list-style-type: none"> ● District Instructional Coaches ● Susan Keema, Associate Superintendent/Educational Services.
4a. Conduct curriculum audit	To be determined upon completion of steps 1-3	<ul style="list-style-type: none"> ● District Instructional Coaches ● Site Reps/Department Heads 	<ul style="list-style-type: none"> ● Completed curriculum audit and results 	<ul style="list-style-type: none"> ● District Instructional Coaches ● Susan Keema, Associate Superintendent/Educational Services.
5a. Repeat cycle when necessary.				

Focus 2: Instruction

DISTRICT GOAL: Increase the student achievement of ALL students in the Carson City School District. This includes students at ALL grade and ability levels.

DISTRICT OBJECTIVE: All subgroups will make Adequate Yearly Progress (AYP) in math and English/Language Arts (ELA).

Action Step Describe the Improvement action that will increase student achievement in areas currently identified as not meeting AYP.	Timeline Identify the timelines for implementing the action step.	Resource Allocation & Reallocation Include all types of resources (e.g. district personnel, funding sources, etc.) available to the school and necessary for implementing the action step.	Evidence Evidence the District/Region will use to document implementation and measure the results of the action step.	Person(s) Responsible Identify District and School staff responsible for the action step and timeline.
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Please note – Professional Development (PD) includes the following elements: training, implementation, observation & coaching, and possibly evaluation. Monitoring and evaluation of PD must account for all elements.

The type of Differentiated Instruction will be site specific and may include any or all of the following: T4S, Response to Intervention (RTI), Instructional Consultation (IC), Co-teaching, HQSI/SIOP, DesCartes, Write from the Beginning, Write for the Future, and Thinking Maps.

1b. PD on Differentiated Instruction	<ul style="list-style-type: none"> • Site specific • As identified in School Improvement Plans • SIP data will be shared with DIP team 	<ul style="list-style-type: none"> • Site specific • As identified in School Improvement Plans • SIP data will be shared with DIP team 	<ul style="list-style-type: none"> • Site specific • As identified in School Improvement Plans • SIP data will be shared with DIP team 	<ul style="list-style-type: none"> • Site specific • As identified in School Improvement Plans • SIP data will be shared with DIP team
2b. School administrators, designated teachers and district personnel will be provided professional development on the HQSI with a focus on selected T4S walkthrough attributes. <ul style="list-style-type: none"> • Objectives • Key Vocabulary • Engagement 	<ul style="list-style-type: none"> • Four cohorts have been established • HQSI Level 1 completion date September 2010 • HQSI Level 2 completion date December 2010 • HQSI Level 3 completion date May 2011 	<ul style="list-style-type: none"> • NWRPDP T4S Trainers • T4S Protocol • HQSI curriculum • Title II & III funds 	<ul style="list-style-type: none"> • HQSI training sign in sheet • Training objectives • Coaching Data • Observation will be conducted with trainers & site administrators 	<ul style="list-style-type: none"> • Kirsten Odegard, NWRPDP T4S Trainer • Laurel Terry, Professional Development Administrator • Christine Butson, ESL Administrator

<ul style="list-style-type: none"> Formative Assessment 				
3b. All teachers will be observed at least once every two weeks using the T4S based observation protocol	Observation reports will be submitted on the 15 th and the 30 th .	<ul style="list-style-type: none"> School Administrators 	<ul style="list-style-type: none"> Observation summaries (every two weeks) Monthly Principals/ Reading Reports 	<ul style="list-style-type: none"> Susan Keema, Associate Superintendent of Educational Services
4.1 Professional Learning Communities (PLCs) will be fully implemented at all sites	PLCs will be conducted weekly and PLC observation report will be conducted at the end of the year	<ul style="list-style-type: none"> NWRPDP District Coaches 	<ul style="list-style-type: none"> PLC observation protocol report 	<ul style="list-style-type: none"> Kirsten Odegard, NWRPDP
4.2 Departmental PLCs to develop / fine tune common assessments	PLCs will be conducted weekly and PLC observation report will be conducted at the end of the year	<ul style="list-style-type: none"> NWRPDP 	<ul style="list-style-type: none"> PLC observation protocol report 	<ul style="list-style-type: none"> Kirsten Odegard, NWRPDP
4.3 PLC meetings to discuss data, identify flexible groups, and create hotlists	PLCs will be conducted weekly and PLC observation report will be conducted at the end of the year	<ul style="list-style-type: none"> NWRPDP 	<ul style="list-style-type: none"> PLC observation protocol report 	<ul style="list-style-type: none"> Kirsten Odegard, NWRPDP

FOCUS 3: Assessment

DISTRICT GOAL: Increase the student achievement of ALL students in the Carson City School District. This includes students at ALL grade and ability levels.

DISTRICT OBJECTIVE: All subgroups will make Adequate Yearly Progress (AYP) in math and English/Language Arts (ELA).

Action Step	Timeline	Resource Allocation & Reallocation	Evidence	Person(s) Responsible
Describe the Improvement action that will increase student achievement in areas currently identified as	Identify the timelines for implementing the action step.	Include all types of resources (e.g. district personnel, funding sources, etc.)	Evidence the District/Region will use to document implementation and measure the results of the action step.	Identify District and School staff responsible for the action step and timeline.

not meeting AYP.		available to the school and necessary for implementing the action step.		
Please note – Professional Development (PD) includes the following elements: training, implementation, observation, coaching, and possibly evaluation. Monitoring and evaluation of PD must account for all elements.				
The following action steps pertaining to assessment data will be site specific.				
1c. PD on accessing / interpreting District assessment data. (CRT, HSPE, Las Links, MAP)	<ul style="list-style-type: none"> • Site specific • As identified in School Improvement Plans • SIP data will be shared with DIP team 	<ul style="list-style-type: none"> • Director of Assessment & Accountability • District MAP Coordinators 	<ul style="list-style-type: none"> • Site specific • As identified in School Improvement Plans • SIP data will be shared with DIP team 	<ul style="list-style-type: none"> • Ricky Medina, Director of Assessment & Accountability
2c. Development of common assessments.	<ul style="list-style-type: none"> • District Professional Development Days August 16-18, 2010 March 23, 2011 • Sub out days as determined by content team • PLC/Early Release time as determined by each site • June 30, 2011 completion 	<ul style="list-style-type: none"> • NWRPDP • Department Heads/Site content Reps. • NV State Standards • Common Core Standards • Rubicon Atlas Software • District Coaches 	<ul style="list-style-type: none"> • Completed common assessments for each content area 	<ul style="list-style-type: none"> • Susan Keema, Associate Superintendent Educational Services • Laurel Terry, PDC administrator • Ricky Medina, Director of Assessment & Accountability

Step IV – Monitoring and Evaluating Implementation of School Improvement Plan

The Monitoring and Evaluation Plan provides a mechanism for the appropriate district personnel to systematically monitor and evaluate the implementation of the improvement plan. During Step IV, it is the responsibility of the district to keep the Improvement plan focused – ensuring that the action steps are implemented and monitored and that consistent evaluation relative to improvement and student achievement takes place.

Action Steps	Timeline & Benchmarks	Responsible District Staff	Documentation of Implementation
Describe the Improvement action that will change the governance of the school in order to increase student achievement in areas currently identified as not meeting AYP. (Same as steps in Improvement Plan).	Identify Timeline for Implementing action steps/activities and benchmarks to be met toward accomplishing these action steps.	Identify District staff responsible for monitoring/evaluating the action steps/activities and timeline for administering Technical Assistance/Consequences for school if Improvement timelines/benchmarks are not met.	Identify Evidence to be collected by District/Region to document implementation of activity.

Focus 1 Curriculum

1a. Adopt standards, build curriculum maps and pacing guides	Curriculum Mapping will be completed by June 30, 2011	<ul style="list-style-type: none"> • District Instructional Coaches The Associate Superintendent of Educational Services will monitor this action step and will provide additional resources when necessary. 	<ul style="list-style-type: none"> • Completed curriculum maps and pacing guides
2a. Adopt textbooks and refine curriculum maps and pacing guides.	K-5 Science & K-12 Technology will be complete by the December 2010 State Board of Education Meeting	<ul style="list-style-type: none"> • District Instructional Coaches • Laurel Terry, Professional Development Administrator The Associate Superintendent of Educational Services will monitor this action step and will provide additional resources when necessary. 	<ul style="list-style-type: none"> • Adopted textbooks • Refined curriculum maps and pacing guides
3a. Develop common assessments	Common Assessment will be completed for core subjects by June 30, 2011	<ul style="list-style-type: none"> • District Instructional Coaches • Laurel Terry, Professional Development Administrator The Associate Superintendent of Educational Services will monitor this action step and will provide additional resources when necessary. 	<ul style="list-style-type: none"> • Completed common assessments
4a. Conduct curriculum audit	To be determines upon completion of steps 1-3	<ul style="list-style-type: none"> • District Instructional Coaches The Associate Superintendent of Educational Services will monitor this action step and will provide additional resources when necessary. 	<ul style="list-style-type: none"> • Completed curriculum audit and results
5a. Repeat cycle when necessary.		The Associate Superintendent of Educational Services will determine, with input from the DIP team, when the cycle needs to be repeated.	

Focus 2 Instruction

1b. PD on Differentiated Instruction	<ul style="list-style-type: none"> • Site specific • As identified in School Improvement Plans 	<ul style="list-style-type: none"> • Site specific • As identified in School Improvement Plans 	<ul style="list-style-type: none"> • Site specific • As identified in School Improvement Plans
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	<ul style="list-style-type: none"> • SIP data will be shared with DIP team 	<ul style="list-style-type: none"> • SIP data will be shared with DIP team <p>The DIP team will determine whether documentation of Differentiated Activities is sufficient at all school sites. District Personnel will provide sites support with monitoring SIP action steps when necessary.</p>	<ul style="list-style-type: none"> • SIP data will be shared with DIP team
<p>2b. School administrators, designated teachers and district personnel will be provided professional development on HQSI with a focus on selected T4S walkthrough attributes.</p> <ul style="list-style-type: none"> • Objective • Key Vocabulary • Engagement • Formative Assessment 	<ul style="list-style-type: none"> • Four cohorts have been established • HQSI Level 1 completion date September 2010 • HQSI Level 2 completion date December 2010 • HQSI Level 3 completion date May 2011 	<ul style="list-style-type: none"> • Kirsten Odegard, NWRPDP T4S Trainer • Laurel Terry, Professional Development Administrator • Christine Butson, ESL Administrator • Observations will be conducted with trainers and site administrators 	<ul style="list-style-type: none"> • HQSI training sign in sheet • HQSI training objectives • Coaching Data
<p>3b. All teachers will be observed at least once every two weeks using the T4S based observation protocol</p>	<p>Observation reports will be submitted on the 15th and the 30th.</p>	<ul style="list-style-type: none"> • Susan Keema, Associate Superintendent of Educational Services <p>Data for this action step is reported every two weeks to the District Statistician. Incomplete or missing reports will be handled by the Associate Superintendent of Educational Services.</p>	<ul style="list-style-type: none"> • Observation summaries (every two weeks)
<p>4.1 Professional Learning Communities (PLCs) will be fully implemented at all sites</p>	<p>PLCs will be conducted weekly and a PLC observation report will be conducted at the end of the year</p>	<ul style="list-style-type: none"> • NWRPDP <p>All sites have already developed schedules for PLCs. When possible, District Personnel will observe PLC meetings. Dates are already planned to observe PLC</p>	<ul style="list-style-type: none"> • PLC observation protocol report

		meetings at schools in Restructuring.	
4.2 Departmental PLCs to develop / fine tune common assessments	PLCs will be conducted weekly and a PLC observation report will be conducted at the end of the year	<ul style="list-style-type: none"> • NWRPDP All sites have already developed schedules for PLCs. When possible, District Personnel will observe PLC meetings. Dates are already planned to observe PLC meetings at schools in Restructuring.	<ul style="list-style-type: none"> • PLC observation protocol report
4.3 PLC meetings to discuss data, identify flexible groups, and create hotlists	PLCs will be conducted weekly and a PLC observation report will be conducted at the end of the year	<ul style="list-style-type: none"> • NWRPDP All sites have already developed schedules for PLCs. When possible, District Personnel will observe PLC meetings. Dates are already planned to observe PLC meetings at schools in Restructuring.	
Focus 3 Assessment			
1c. PD on accessing /interpreting district assessment data. (CRT, HSPE, Las Links, MAP)	<ul style="list-style-type: none"> • Site specific • As identified in School Improvement Plans • SIP data will be shared with DIP team 	<ul style="list-style-type: none"> • Ricky Medina, Director of Assessment & Accountability The DIP team will determine whether documentation of Assessment Activities is sufficient at all school sites. District Personnel will provide sites support with monitoring SIP action steps when necessary.	<ul style="list-style-type: none"> • Site specific • As identified in School Improvement Plans • SIP data will be shared with DIP team
2c. Development of common assessments.	<ul style="list-style-type: none"> • District Professional Development Days August 16-18, 2010 March 23, 2011 • Sub out days as determined by content team • PLC/Early Release time as determined by each site • June 30, 2011 completion 	<ul style="list-style-type: none"> • Susan Keema, Associate Superintendent Educational Services • Laurel Terry, PDC administrator • Ricky Medina, Director of Assessment & Accountability 	<ul style="list-style-type: none"> • Completed common assessments for each content area.

V. Approval and Assurances

	Print Name	Signature	Date
Superintendent	Richard Stokes	<i>Richard W. Stokes</i>	December 1, 2011
Associate Superintendent of Educational Services	Susan Keema	<i>Susan Keema</i>	December 1, 2011