

***Carson City School District
Fritsch Elementary School
504 Bath Street
Carson City, Nevada 89703***

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

For Implementation in
(2011 - 2012)

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 Garey	Principal
Jenny Correlli	IC Coordinator
Margy Aldrich	SFA Facilitator
Judy Gentner	First Grade Teacher
Tanya Fontes	Third Grade Teacher
Laura Valley	PE Teacher
Dianne Hale	Speech Pathologist
Joyce Cavanaugh	ESL Teacher
Kristin Robison	Parent
Rachel Bennet	Parent

School Improvement Planning Team (continued)

School: Fritsch Elementary School	District: Carson City School District
Principal: Mary Garey	School Year: 2011 - 2012
Address: 504 Bath Street Carson City, Nevada 89703	Phone: 775-283-1400 fax 1490

TABLE OF CONTENTS		Page #
Part I:	Vision of Learning	
Part II:	Inquiry Process: Evidence of Development of the SIP (Comprehensive Needs Assessment)	
Part III:	SIP Goals & Measurable Objectives	
Part IV:	School Improvement Master Plan (Reform Strategies):	
	Goal 1: Action Plan & Monitoring Plan	
	Goal 2: Action Plan & Monitoring Plan	
	(Add extra rows for additional goals)	
Part V:	Budget for the overall cost of carrying out the plan	
Part VI:	Evaluation of the SIP	
Part VII:	Other Required Elements & Assurances of the SIP (All schools)	
Part VIII:	Required Elements & Assurances for Title I Schools	
Part IX:	Additional Required Elements & Assurances for Non-Title I Schools	
Appendix A:	School Profile (Accountability Report, Other Data)	
Attachments:	Professional Development Chart, Parent Involvement Chart	

Part I: VISION FOR LEARNING

District Vision or Mission Statement

The mission of the Carson City School District is to contribute to the development of successful young adults who will make healthy contributions to themselves, their families, the State of Nevada, our great nation, and the world.

District Goal 1

Carson City School District students will improve academic achievement throughout the district in English/Language Arts (ELA). There will be an emphasis on the subgroups which did not meet AYP at each level.

District Goal 2

Carson City School District students will improve academic achievement through the district in mathematics. There will be an emphasis on the subgroups which did not meet AYP at each level.

(add more rows if necessary)

VISION FOR LEARNING (continued)

School Vision or Mission Statement

The mission of Fritsch Elementary School is to create a safe environment where children will develop into responsible, caring, life-long learners who will grow up to be contributing members of society.

We had a great year at Fritsch! We continued to learn, grow, and have fun while doing some of these things:

- The Carson City School District is supporting the adoption of the Success For All Reading Program here at Fritsch for the 2011 – 2012 school year
- Parents and volunteers assist our staff and students by tutoring, fundraising and supervising
- Fritsch made adequate yearly progress for the 2010 – 2011 school year
- PTA provided enrichment opportunities in the arts with the Artist in Residence program
- Teachers sought to maximize student achievement by participating in weekly Professional Learning Communities
- Our after-school tutoring program served nearly 80 students in the area of reading and math remediation and math enrichment prior to spring testing
- Our English as a Second Language Department hosted a parent Welcome and Information Breakfast for the third year
- We have decreased our number of misconduct referrals by over 65% over the past three years by practicing the skills of the *Character Counts!* Program

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)

- *Success For All School
- *Dedicated professional staff
- *Strong parent involvement
- *Continuing school-wide Write From the Beginning Programfocus
- **Character Counts!* School
- *Made adequate yearly progress past five years
- *Instructional Consultation Team to support teachers and instruction
- *School-wide web-based tutorial programs: Study Island, ALEKS, My Reading Coach
- *School-wide Wellness Council

Priority Concerns

- *Reading and Math scores in IEP, ESL, FRL subpopulations
- *Writing

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 and math scores in sub-populations	Lack of support for underachieving students Lack of computer exposure in test-taking Lack of developed listening skills and following directions	Success For All Before/After school tutoring Data driven PLC's to focus on target students Research-based interventions: IC Team and staff Use assessment results to guide instruction SFA data to guide professional development Technology training/support
*Writing achievement	Loss of writing coach Inconsistent delivery in writing instruction Lack of sustained professional development in WFTB	Professional development for staff from District Writing Coach PLC's to focus on pacing, student work, rubrics for common scoring

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: The goal of Fritsch Elementary School is to increase ELA achievement for all students at Fritsch Elementary School.

Measurable Objective 1: 75.9% of students in English language arts will meet at least district cut scores as measured by MAP scores and CRT results

(Add additional rows for measurable objectives if needed.)

Goal 2: The goal of Fritsch Elementary School is to increase Math achievement for all students at Fritsch Elementary School.

Measurable Objective 2: 77.2% of students in math will meet at least district cut scores as measured by MAP scores and CRT results

(Add additional rows for measurable objectives if needed.)

Part IV: SCHOOL IMPROVEMENT MASTER PLAN & REFORM STRATEGIES

Action Plan: List the action steps to implement the solutions for each goal, as well as the timeline, resources, and the person(s) responsible.

Monitoring Plan: Identify the data that will be collected to monitor the action steps, as well as the timeline and the person(s) responsible.

Goal 1: Our goal is to increase ELA achievement for all students at Fritsch Elementary School.

Measurable Objective(s): 75.9% of students in English language arts will meet at least district cut scores as measured by MAP scores and CRT results

ACTION PLAN				MONITORING PLAN	
Action Steps	Timeline	Resources	Person(s) Responsible	Monitoring Measures	Person(s) Responsible
to implement the solutions/strategies	for implementing action steps	e.g., money, people, facilities to be used for implementation	Who is the person or group who will ensure that each action step is implemented?	Identify data sources & timeline for monitoring the progress of each action step.	Who is the person or group who will ensure that the progress is monitored?

1.1 Implement the SFA Reading Program to include the tutoring component recommended by the SFA Foundation	August 2011 through June 2012	SFA Facilitator Site Trainers Administrator Teachers Superintendent to appropriate funds for initial implementation	SFA Facilitator Administrator District Office Senior Admin Fritsch Teaching Staff	SFA Data collection Member Center Principal walk through data collection SFA Facilitator walk through data SFA Site reps visitations	SFA Leadership Team Administrator Teachers Tutors
1.2 Teachers will meet in PLC's weekly to develop priority lists of students, discuss instructional strategies for meeting their needs, and develop monitoring practices to ensure success	August 2011 – May 2012	District curriculum materials Student hot lists	Teaching staff Principal	Sign-in sheets to record attendance Meeting minutes MAP scores – pre and post Student achievement data PEP plans	Principal Teachers IC Coach SFA Facilitator Certified staff
1.3 After school remedial reading for students scoring below grade level as measured on the district MAP test.	October 2011 thru April 2012	Study Island curriculum District and teacher materials	After school teacher/tutors Hot list students	MAP scores fall 2011, spring 2012 Attendance in A/S program Study Island progress reports	Teachers Principal MAP coordinator SFA Facilitator Technology Committee
1.4 Reading interventions determined by fall MAP scores to include tutoring, leveled grouping, HQSI methods, T4S strategies	Aug 2011 thru May 2012	CCSS curriculum materials MAP scores	Teachers Administration District training/support personnel	Interventions Scores	Teachers PLC's Administration Tutors
1.5 Students will participate in fall and spring MAP tests	October 2011 and	MAP tests	MAP coordinator	Monitoring MAP	Math Specialist

to measure progress with teachers using results to guide instruction and grouping	May 2012	Member Center data NWEA strand data	Math specialist Teachers IC Facilitator IC Team	scores PEP plans Monitoring data ELA Benchmark quarterly assessments	Teachers Principal Teachers SFA Facilitator
1.6 Teachers will conference with students to set goals for individual growth and share those goals with parents at conference meetings	Sept 2011 Goal setting Fall 2011 and Spring 2012 Parent conferences	On-site computer lab District MAP access Goal sheets	Teachers Principal Parents	MAP growth/goal attainment Data for conferences Individual student goal sheets	Teachers Students Parents Principal
1.7 Teachers will pre and post test students in reading to guide differentiated instruction and create appropriate grouping	Sept 2011 thru May 2012	Roots assessments Member center ELA – CCSS assessment Hot Lists	Teachers Principal Students	Roots assessment ELA CCSS Assessments Member Center	Teachers Principal Technology Committee SFA Facilitator

SCHOOL IMPROVEMENT MASTER PLAN (Continued)

Goal 2: Our goal is to increase Math achievement for all students at Fritsch Elementary School.					
Measurable Objective(s): 77.2% of students in math will meet at least district cut scores as measured by MAP scores and CRT results					
ACTION PLAN				MONITORING PLAN	
Action Steps	Timeline	Resources	Person(s) Responsible	Monitoring Measures	Person(s) Responsible

to implement the solutions/strategies	for implementing action steps	e.g., money, people, facilities to be used for implementation	Who is the person or group who will ensure that each action step is implemented?	Identify data sources & timeline for monitoring the progress of each action step.	Who is the person or group who will ensure that the progress is monitored?
---------------------------------------	-------------------------------	---	--	---	--

2.1 Follow grade level uniform expectations at each grade level for math homework assignments	Fall 2011	Common Core Standards Pacing guides Curriculum	PLCs Teachers	Common Core Standards District Vocabulary and Pacing guides Peechee reports	Teachers Principal Parents
2.2 Teachers will use math journals to prepare students for constructed response items on CRT's	Aug 2011 through June 2012	District mandated math journals Grade level math standards	Teachers Students Principal	Completed student journals PLC pacing guides Expressions and Houghton Mifflin math series	Teachers Site Math Consultant Principal
2.3 After school remedial math for students scoring below grade level as measured on the district MAP test.	Oct 2011 through April 2012	MP Room Pink slips Student rewards/prizes	Students Teachers Staff Administration	Newsletter congrats Calendar	Administration Teachers
2.4 Students participate in MAP goal setting for the year	Fall 2011	MAP Lab Goal setting sheets	Students Teachers	Student goal sheets	Students Teachers
2.5 Math interventions determined by fall MAP scores to include flexible grouping, manipulatives, Study Island, ALEKs, volunteer tutors	August 2011 through May 2012	CCSS curriculum materials MAP scores	Teacher Administration	Intervention scores MAP score growth Study Island weekly reports	Teachers Administration PLC's
2.6 Teachers will meet in PLC's weekly to develop priority lists of students, discuss instructional	August 2011 through May 2012	District curriculum materials Student Hot	Teachers Administration	Sign-in sheets to record attendance Meeting minutes MAP scores – pre	Teachers Administration IC Coach

strategies to meet their needs, and develop monitoring practices to ensure success.		Lists		and post Student achievement data PEP Plans	Site Math Rep
---	--	-------	--	---	---------------

Part V: BUDGET FOR THE OVERALL COST OF CARRYING OUT PLAN
 List the funds necessary to carry out the school improvement plan and accomplish the goals.

Goals	Total amount needed to accomplish goal. (Amounts for each action step should be listed under "Resources.")	Monies available in current funding for school that have been specifically set aside for the implementation of the goal.	Funds still needed to implement goal.
Goal 1	1) ½ After school tutoring program \$7,500 2) ½ Transportation for A/S program \$3,500 3) 5 Tutors for SFA \$35,000 4) SFA Materials \$15,000	\$3,500 General fund	Approx. \$62,000.00
Goal 2	1) Study Island \$7,500 2) ALEKs \$3,000 3) ½ After school tutoring program \$7,500 4) ½ Transportation for A/S program \$3,500	\$2,000 General fund	Approx. \$20,000.00

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 (Monitoring Data & Outcome Indicators to evaluate progress in achieving the Measurable Objectives.)	Timeline For collecting data	Person(s) Responsible, Who is the person or group who will ensure that the evaluation is completed?
75.9% of students in ELA will meet at least district cut scores as measured by MAP scores and CRT results	NWEA Reports MAP results Student Goal setting Sheets District Cut Scores	Aug thru June 2011 - 2012	SFA Facilitator Teachers Administration
77.2% of students in math will meet at least district cut scores as measured by MAP scores and CRT results	NWEA Reports MAP results Student Goal setting Sheets District Cut Scores	Aug thru June 2011 - 2012	Teachers Administration District site rep

Part VII: OTHER REQUIRED ELEMENTS OF THE SIP

All schools MUST complete this page.

School Characteristics	#	%	Title I	Yes	No
Average Daily Attendance			Eligible		
Transiency Rate			Served		
% enrolled continuously since Count Day			Targeted Assisted		
Incidents of School Violence: Student-to-Student			Schoolwide		
Incidents of School Violence: Student-to-Staff			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.		
Dropout Rate (HS)			Did you appeal your latest AYP designation?		
Graduation Rate (HS)			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?

*Adoption of the Success For All Reading Program

*Teachers collaborate through weekly Professional Learning Communities.

*School-wide common assessment data collected to differentiate instruction and building instructional groups.

*Push-in, co-teaching, and small group instruction provided for IEP, LEP, FRL students

* IC team trained to assist teachers with instructional practices, interventions and monitoring student progress.

<p>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.</p> <p>*Our lack of grant funding, including Title and other monies, limits our ability to hold remedial classes any time other than throughout the day due to teacher compensation.</p>
<p>3. Describe the resources available to the school to carry out the plan.</p> <p>*Carson City School District general fund monies, particularly carry-over balance.</p>
<p>4. Summarize the effectiveness of any appropriations for the school made by the Legislature to improve student academic achievement.</p> <p>*Our budget has been cut by nearly 60% each year for the past three years</p>
<p>5. Discuss how the school will utilize Educational Involvement Accords for Parents including the Honor Code and meet all the requirements of the law.</p> <p>*Parents are asked to sign the parent accords and copies are kept in the teachers' rooms</p> <p>*Teachers communicate classroom and grade level expectations during Back-to-School Nights.</p>
<p>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).</p> <p>*ESL students will participate in the prescribed curriculum of the Carson City School District</p> <p>*Students will benefit from co-teaching, immersion, technology, and small group instruction.</p>

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 School-wide 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.

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

Title I schools, identified as “Needs Improvement,” MUST complete Items 1 through 5 on this page. Title I Schools operating a School-wide Program, MUST complete Items 6 through 10 on 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

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.