

Carson City School District

**Seeliger Elementary School
2800 South Saliman Road
Carson City, NV 89701**

SCHOOL IMPROVEMENT PLAN 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
Sydney Hannon	Kindergarten Teacher
Deborah Hartley	First Grade Teacher
Liz Beltrami	Second Grade Teacher
Cassie Smith	Third Grade Teacher
Jen Pavlik	Fourth Grade Teacher
Deb Mead	Fifth Grade Teacher
Patrick Flynn	Reading Specialist
Susan Henrie	ESL Teacher
Tara Sakelarios	PE Teacher
Heidi White	Speech Therapist
Carol Earle*	Parent
Wayland Denny	Assistant Principal
Paula Zona	Principal

Submission Date: 10/5/11

Area Reviewer: Susan Keema, Associate Superintendent of Student Services

School: Seeliger Elementary School	District: Carson City School District
Principal: Paula Zona	School Year: 2011-2012
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Part 1: Vision For Learning

District 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. Measurable Objective 1: Status targets for percent of proficient students as determined by AYP calculations. Measurable Objective 2: Carson City School District students will improve their achievement in English/Language Arts as shown on Measures of Academic Progress (MAP) tests. Measurable Objective 3: Carson City School District teachers will improve their instructional strategies as shown on T4S observations. Measurable Objective 4: Carson City School District will create a Parent Involvement policy to insure a strong, positive, and cooperative academic relationship exists between school and home.

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. Measurable Objective 1: Carson City School District students will improve their achievement in mathematics as shown on Measures of Academic Progress (MAP) test. Measurable Objective 2: Carson City School District will utilize multiple formative assessments to more accurately measure student proficiency.

VISION FOR LEARNING (continued)

School Vision or Mission Statement

Al Seeliger Elementary School is providing a successful, meaningful, fulfilling, and comprehensive education for all students in order to direct them to productive and meaningful lives as American citizens.

Al Seeliger Elementary School promotes a comprehensive learning environment that maximizes student development and achievement for an increasingly diverse population.

School Highlights

Successes, Honors, and Unique Features: Al Seeliger Elementary School prides itself on academic success and learning opportunities. Overall, most 3rd-5th grade students continue to score above the state and district achievement levels in mathematics and English/language arts.

Highlights Continued

We continue to recognize and reinforce positive behavior and academic achievement through quarterly awards ceremonies. A character development plan was created and implemented. Behavior modification and character education continues to be stressed throughout the school climate and students are given opportunities to make the right choices through the use of Kid Court and the Focus Room. Write From the Beginning/Thinking Maps curriculum has been consistently implemented in all classrooms. Accelerated Math and Reader programs are widely used and were expanded with the web-based version of Accelerated Reader, which includes unlimited assessments and home/school connections. The Gifted and Talented Program boasts a number of events that stretch and challenge our gifted students which our GATE teachers have planned and coordinated. Leadership Club involves a large number of 5th graders in various leadership activities. Most classrooms boast a SmartBoard and Audio Enhancement system, as well as more ELMO document cameras and DVD/VCRs. Al Seeliger Elementary School provides a wide variety of cultural and family-oriented events throughout the year. Included are performing artists and musicians, choral and band programs, science fair, reading, writing, and math weeks culminating in Family Reading and Math Nights, Pumpkin Patch, Bike Safety, PTO Sponsored events: 80's Dance, Winter Wonderland, Field Day, and Back to School Barbecue Round Up are all well-attended.

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

Most subpopulations made AYP in math and ELA. Most subpopulations showed growth on CRT assessments. All subpopulations except IEP and LEP showed growth and met 2010-2011 benchmarks in ELA. All subpopulations showed growth in Math. All met 2010-2011 benchmarks except students in the subpopulation of IEP.

T4S strengths include high engagement, learning made relevant for learners, instructional scaffolding, literacy rich environment, and instructional time maximized. Providing specific and immediate feedback are also strengths. There are minimal discipline issues or concerns. Attendance also remains very high. Student and teacher morale reflect a positive and supportive learning environment.

Priority Concerns

Seeliger has seen a dramatic increase in our ESL subpopulation over the past 3-4 years. Many of these students are also entering school with very little or no English-speaking skills. Our subpopulations of IEP and LEP are the two groups that are of most concern and scored lowest on CRTs. The subpopulations of IEP, American Indian, and LEP students scored the lowest on ELA with regards to CRT tests. Maintaining our high writing scores, as based on the 5th grade Writing Proficiency test will be our focus, as we raised our scores this past year. Even though we had good growth in the following areas, key vocabulary, use of higher-level questioning, and use of formative assessment continue to be areas in need of further improvement. The need for further professional development and/or implementation is still present in the areas of HQSI, T4S, Write From the Beginning/Thinking Maps and Balanced Literacy, the Houghton-Mifflin Math series and Number Corner (Balanced Math), and utilization of MAP (Measure of Academic Progress).

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.

Priority Concerns	Root Causes	Solutions
<p><i>Reading/Language Arts</i> A number of our 2010 students were not proficient on the 2010 State Reading CRT in strand C3-Reading to comprehend, interpret, and evaluate informational text.</p> <p><i>Mathematics</i> Hispanic and IEP subpopulations performed below the overall school average in all strands.</p>	<p><i>Reading/Language Arts</i> Difficulty in understanding and decoding vocabulary of informational text.</p> <p><i>Mathematics</i> Most instruction is at the recall/comprehension level due to needs of low achieving students and the need for repeated skill practice.</p>	<p><i>Reading/Language Arts</i> Continue professional development and support of implementation of expository text features.</p> <p>Provide time for collaboration to enable teachers to disaggregate and analyze student performance data and plan for targeted instruction to help students not meeting proficiency levels.</p> <p>Provide opportunities for increased collaboration and professional development through development of a community of learners and peer-coaching model. Identify students not meeting proficiency standards and provide targeted support.</p> <p><i>Mathematics</i> Continue concentrated professional development to familiarize teachers with adopted math materials and strategies.</p> <p>Provide time for collaboration during PLCs to enable teachers to disaggregate and analyze student performance data and plan for targeted instruction to help students not meeting proficiency levels.</p> <p>Identify students not meeting proficiency standards and provide targeted support.</p>

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.

Goal 1: Seeliger Elementary School students will improve their achievement by 3% in English Language Arts (ELA), which includes both reading and writing. Subpopulations, specifically, LEP, IEP, and Hispanic, will be monitored for continued growth.

Measurable Objective 1:

On average, K-2 students will increase MAP scores to reflect a 3% increase in their RIT score from fall to spring. On average, 3-5 students will increase CRT scores to reflect a 3% increase. Teachers will assess current skills of students and establish goals for growth based on need using classroom assessment data. Students not making progress will receive classroom interventions. Teachers will monitor student progress and adjust balanced literacy and writing teaching practices as needed. Teachers will post assess to determine student growth and progress towards established SMART goals. Teachers will discuss gathered evidence of student achievement during collaborative professional learning communities. The progress toward the ELA goals will be reviewed with the site administrator annually.

Goal 2: Seeliger Elementary School students will improve their achievement by 3% in Mathematics. Subpopulations, specifically, LEP, IEP, and Hispanic, will be monitored for continued growth.

Measurable Objective 2:

On average, K-2 students will increase MAP scores to reflect a 3% increase in their RIT score from fall to spring. On average, 3-5 students will increase CRT scores to reflect a 3% increase. Teachers will assess current skills of students and establish goals for growth based on need using classroom assessment data. Students not making progress will receive classroom interventions. Teachers will monitor student progress and adjust best teaching practices as needed. Teachers will post assess to determine student growth and progress towards established SMART goals. Teachers will discuss gathered evidence of student achievement during collaborative professional learning communities. The progress toward the Math goals will be reviewed with the site administrator annually.

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: Seeliger Elementary School students will improve their achievement by 3% in English Language Arts (ELA), which includes both reading and writing. Subpopulations, specifically, LEP, IEP, and Hispanic, will be monitored for continued growth.

Measurable Objective(s): On average, K-2 students will increase MAP scores to reflect a 3% increase in their RIT score from fall to spring. On average, 3-5 students will increase CRT scores to reflect a 3% increase. Teachers will assess current skills of students and establish goals for growth based on need using classroom assessment data. Students not making progress will receive classroom interventions. Teachers will monitor student progress and adjust balanced literacy and writing teaching practices as needed. Teachers will post assess to determine student growth and progress towards established SMART goals. Teachers will discuss gathered evidence of student achievement during collaborative professional learning communities. The progress toward the ELA goals will be reviewed with the site administrator annually.

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 a reading readiness strategy in K using a Reading Readiness Team	August 2011-June 2012	Para-pros, aides, specialist	RR Team, teachers, Administration	MAP Fall/Spring, Quarterly grades, assessments, attendance	RR Team, teachers, Administration
1.2 Implement Hear Builder as a resource for struggling readers in the areas of phonological awareness	August 2011-June 2012	\$ Computer labs, teachers, specialists	RR team, teachers, Administration	Pre and post test scores, MAP Fall/Spring, Quarterly grades, assessments, attendance	Teachers, Administration
1.3 Promote increased parental involvement	monthly	\$ Use of school building	Administration, teachers, PTO	K-5 Parent Orientation	PTO, Teachers Administration
1.4 Grade level mentors	Quarterly	Teacher recommended students.	Teachers, Administration	MAP Fall/Spring, Quarterly grades, assessments, attendance	Teachers Administration
1.5 Implement 30-45 mins of WFTB beyond ELA block	August 2011-June 2012	Teachers,	Teachers, Administration		Teachers Administration
1.6 Use quarterly assessments and MAP/CRT	August 2011-June	Specialists, Teachers,	Teachers, Administration	MAP Fall/Spring, Quarterly grades,	Teachers Administration

data to identify, intervene, and monitor sub-pops who did not meet growth	2012			assessments, attendance, PLC conversations	
1.7 Teachers will use balanced literacy strategies geared to the specific needs of all learners ranging from high achieving students to those who are not meeting benchmarks.	August – June	Balanced literacy materials related to specific strategies, including leveled books, informational texts, content books, independent reading level books, writing across the curriculum, and writing traits.	Classroom teachers, specialists and support staff.	Lesson plans will reflect the use of specific balanced literacy objectives, activities/materials, and assessments	Administrators
1.8 Teachers will collect a writing sample 3 times a year based upon a grade level prompt with collaborative scoring.	August-June	State Writing Assessment Prompts	All teachers will meet and discuss writing trends amongst grade levels.	By the end of May, an evaluated writing sample for each grade will be given to the level above.	All teachers and administrators

1.9 Teachers will analyze student performance data and common formative assessment data and implement interventions for students not meeting proficiency in reading	August-June	Formative assessment data (classroom and site) including MAP data, DesCartes Resources, PALS, and DRA	Classroom teachers, specialists, and support staff	Analysis of formative assessment data available for review	Administrators
1.10 Test taking strategies for reading offered to students during classroom instruction.	August-June	Test taking strategies materials	Teachers and specialists	Bulletin board with Posters and morning announcements	Administrators
1.11 Teachers will have the opportunity to participate in collaborative professional learning communities	August-June	Materials based on assessed needs	Teachers and specialists	Notes from collaboration meetings	Administrators
1.12 Communication of Common Core ELA standards to parents <ul style="list-style-type: none"> • Site newsletter • Parent Teacher Organization Meetings • Classroom teacher 	August-June	Common Core	Site administrators Classroom Teachers	Copies of newsletters and meeting minutes	Administrators

<p>1.13 Communication of School Improvement Plan and process along with Adequate Yearly Progress to parents.</p> <ul style="list-style-type: none"> • Site newsletter • Parent Teacher Organization Meetings • Classroom teacher 	<p>August-June</p>	<p>Accountability Report and SIP</p>	<p>Site administrators Classroom Teachers</p>	<p>Copies of newsletters and meeting minutes</p>	<p>Administrators</p>
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SCHOOL IMPROVEMENT MASTER PLAN (Continued)

Goal 2: Seeliger Elementary School students will improve their achievement by 3% in Mathematics. Subpopulations, specifically, LEP, IEP, and Hispanic, will be monitored for continued growth.

Measurable Objective(s): On average, K-2 students will increase MAP scores to reflect a 3% increase in their RIT score from fall to spring. On average, 3-5 students will increase CRT scores to reflect a 3% increase. Teachers will assess current skills of students and establish goals for growth based on need using classroom assessment data. Students not making progress will receive classroom interventions. Teachers will monitor student progress and adjust best teaching practices as needed. Teachers will post assess to determine student growth and progress towards established SMART goals. Teachers will discuss gathered evidence of student achievement during collaborative professional learning communities. The progress toward the Math goals will be reviewed with the site administrator annually.

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 Continue ESL tutoring/homework club	Sept. – May 2011-2012	ESL teacher, ESL assistant	ESL teacher, ESL assistant, parent letter for notification of this opportunity	MAP Fall/Spring, Quarterly grades/assessments, attendance	ESL teacher, ESL assistant, homeroom teacher
2.2 Amount of time for instruction will be consistent throughout the school at 75 minutes.	August-June 2011-2012	Teachers, administration	Teachers, administration	MAP Fall/Spring, Quarterly grades/assessments, attendance	Teachers, administration
2.3 Grade level mentors for curriculum needs	August-June 2011-2012	Teachers	Teachers	Administration observations and conferencing	Teachers, administration
2.4 Pursue and research interest in a Math club	August	Teachers	Teachers	Surveys for students and staff to determine interest	Teachers, administration
2.5 Teachers will have the opportunity to participate in a collaborative professional learning communities	August-June	Materials based on assessed needs	Teachers and specialists	Notes from collaboration meetings	Administrators

<p>2.6 Communication of School Improvement Plan and process along with Adequate Yearly Progress to parents.</p> <ul style="list-style-type: none"> • Site newsletter • Parent Teacher Organization Meetings 	August-June	Accountability Report and SIP	Site administrators Classroom Teachers	Copies of newsletters and meeting minutes	Administrators
<p>2.7 Teachers will analyze student performance data and common formative assessment data and implement interventions for students not meeting proficiency in math</p>	August-June	Formative assessment data (classroom and site) including MAP data, DesCartes Resources	Classroom teachers, specialists, and support staff	Analysis of formative assessment data available for review	Administrators
<p>2.8 Test taking strategies for math offered to students during classroom instruction.</p>	August-June	Test taking strategies materials	Teachers and specialists	Review of lesson plans	Administrators
<p>2.9 Communication of Common Core Math standards to parents</p> <ul style="list-style-type: none"> • Site newsletter • Parent Teacher Organization Meetings • Classroom teacher 	August-June	Common Core	Site administrators Classroom Teachers	Copies of newsletters and meeting minutes	Administrators

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.")	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			

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?
<p>MAP data will be collected and reviewed during PLCs. Pre-and Post Quarterly assessments will be reviewed and SMART goals determined. Meeting agendas and notes will be collected and reviewed. Planning time will be used to discuss individual and group student achievement based on data such as MAP, high-stake test results and quarterly assessments. Ideas will be shared among colleagues to increase student achievement and awareness.</p> <p>Benchmarks for 2011-2012 CRT are: ELA: 75.9%; Math: 77.2%</p>	<p>AYP scores will show growth</p> <p>MAP data will be analyzed to determine growth and help guide instructional planning</p>	<p>CRT Data from spring 2012</p> <p>MAP Data from fall 2011 and spring 2012</p> <p>Notes from PLCs, weekly</p>	<p>Administration, Grade Level Teachers</p>

Part VII: OTHER REQUIRED ELEMENTS OF THE SIP

All schools MUST complete this page.

School Characteristics	#	%	Title I	Yes	No
Average Daily Attendance		96.3	Eligible		X
Transiency Rate		12.8	Served		X
% enrolled continuously since Count Day		?	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	37	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)			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?

Data-driven instruction based on CRTs, MAP, Writing Proficiency, Differentiated Instruction, Multiple resources and strategies utilized throughout the day which are research based (T4S and HQSI strategies); Special Education Interventions (pull-out and Inclusion); Reading Recovery/Reading Specialist; English-As-A-Second Language interventions; Native American Tutor; Emotionally Handicapped Child Paraprofessional

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.

Specific instruction/remediation in ELA and MATH based upon state and district assessments, academic scores and teacher observation and input. Enrichment activities (Chess, Drums) were also offered through our own highly qualified teachers with no compensation.

3. Describe the resources available to the school to carry out the plan.

No funds are available to our school at this time.

4. Summarize the effectiveness of any appropriations for the school made by the Legislature to improve student academic achievement.

3rd Grade Class-Size Reduction has attempted to lower student/teacher ratio, but our numbers are still higher than the Legislature prescribed because it is a district-wide average.

5. Discuss how the school will utilize Educational Involvement Accords for Parents including the Honor Code and meet all the requirements of the law.

These documents are used in our schoolwide and classroom discipline expectations. We use these as a guide for student behavioral and academic expectations. When working with a child in regards to discipline and academic concerns, we use these as a resource. These will also be used for commitment by students and parents as part of our character educational instruction.

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 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. **(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)**