

Bordewich Bray Elementary School

110 South Thompson Street
Carson City, NV 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
Catherine Adams	2 nd Grade Teacher
Michele Cacioppo	Kindergarten Teacher
Marianna Gillilan	5 th Grade Teacher
Burlinda Seals	1 st Grade Teacher
Denise Holderman	Reading Facilitator
Janet Hughes	3 rd Grade Teacher
Linda Hurzel	Physical Education Teacher
Kathy Zuber	4 th Grade Teacher
Kayli Sprague	Special Education Teacher
Joanna Kaiser*	Parent/DIP Representative
Dr. Steven Pradere, PhD.	CCSD Grants Manager

Submission Date: 11/1/11

School: Bordewich Bray Elementary School	District: Carson City School District
Principal: Valerie Dockery	School Year: 2011-2012
Address: 110 South Thompson Street, Carson City, NV 89703	Phone: 775-283-2400
	Email: vdockery@carson.k12.nv.us
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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

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

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

Staff and parents will work together to empower students to reach their greatest potential. Students will become life-long learners, problem solvers, and possess the social skills necessary to become successful adults.

School Highlights

1. Bordewich Bray Elementary School made Adequate Yearly Progress for the 2010-11 school year.
2. For 2010-11, the school posted the highest percentage of students achieving AYP in every sub-group for both reading and math.
3. The school was named a “High Achieving” school by the Nevada Department of Education for our growth in student achievement during the 2009-10 school year.
4. Our school was named a 2010 National Title I Distinguished School by the National Title I Association last year.
5. We met last year’s SIP goal of raising the percentage of students who met standard for AYP on the reading/language and math CRTs for all sub-groups.
6. Our 21st Century after-school program, the Dolphin Club, has been recognized as a model program by the U. S. Department of Education and is featured on a national website, y4y.ed.gov.
7. We were named a “showcase” school by the Success For All Foundation.
8. One of our kindergarten teachers, Michele Cacioppo, was named the Carson City School District Teacher of the Year for 2010-11.
9. Our teachers participated in High Quality Sheltered Instruction (HQSI) training and many earned TESOL endorsements.
10. Our PTA has implemented a series of after-school enrichment programs that have been well-attended by our students.

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)

1. Our full-day kindergarten program posted excellent results in reading, with 96% of our students reading on the 1st grade level by the end of the 2010/11 school year.
2. For the school as a whole, and for each sub-group tested, we met or exceeded the AYP target in math without the confidence intervals.
3. 70% of our IEP students passed the Math CRT last year.
4. In reading, we met our AYP goals for all sub-groups except Hispanic and LEP, where we achieved safe harbor status.
5. In ELA, third, fourth and fifth graders scored high on word analysis and literary text.
6. Last year, we had the following passing rates for each grade (includes all students tested, not just those that counted for AYP):

	3 rd	4 th	5 th
Math	86%	78%	84%
Reading	75%	75%	71%
7. Data from Success For All assessments showed that 81% of students in grades 1-5 were at or above grade level in reading by the end of the 2010-11 school year.
8. Our SPLASH positive behavior program continued to help us keep our discipline referrals low.
9. Based on T4S walkthrough data, student engagement, instructional practices that support learning, the use of assessments, and the creation of a positive learning environment were high.
10. Community partnerships with The Boys and Girls Clubs of Western Nevada, The Children's Museum of Northern Nevada, the Brewery Arts Center, the Salvation Army, the Nevada State Museum, University of Nevada-Reno Cooperative Extension Services, Kohl's and Costco have been created to better serve our students and their families.
11. In writing, over 70% of 5th grade students received a passing score of at least 3 on the ideas, organization, and voice portions of the state writing assessment.

Priority Concerns

1. Students in all grades still have not mastered the ability to read and comprehend expository text at the higher depth of knowledge levels (2-3) and this is even more problematic for IEP, SES, Hispanic and LEP students.
2. In math and reading, students in 4th and 5th grade posted low scores on constructed response questions (which have DOK levels of 2 and 3).
3. We had no growth in the percentage of students passing the 5th grade writing assessment last year, with 5th graders scoring 20% lower on conventions than the other three traits. Conventions are also low for all other grades.
4. Over 100 students are new to our school this year, and we have a record enrollment of 637 students. The majority of students new to our school have gaps in their reading and math skills.
5. MAP scores for kindergarten students (percent passing) were low in spring of 2011: Math=43%, Reading=53%
6. Enrollment in kindergarten has increased by over 25 students, making the class size average 29.
7. Parent involvement is strong for some classes, but is still at about 50% schoolwide. Some parents lack the skills necessary to assist their students with their school work.
8. Students continue to need more practice in reading (outside of school) to improve their comprehension and fluency. This is hampered by limited access to reading materials at home.
9. Students do not have the skills to complete complex problems on their own (apply or above) in ELA or math. According to T4S data, teachers are not reaching the higher levels of Bloom's Taxonomy in their teaching (analyze, evaluate, create). In addition, the use of the following engagement techniques is low: identifying similarities and differences, summarizing, non-linguistic representations.

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>
<ol style="list-style-type: none"> 1. Students in all grades still have not mastered the ability to read and comprehend expository text at the higher depth of knowledge levels (2-3) and this is even more problematic for IEP, SES, Hispanic and LEP students. 2. In math and reading, students in 4th and 5th grade posted low scores on constructed response questions (which have DOK levels of 2 and 3). 3. We had no growth in the percentage of students passing the 5th grade writing assessment last year, with 5th graders scoring 20% lower on conventions than the other three traits. Conventions are also low for all other grades. 	<ol style="list-style-type: none"> 1. Students are not getting enough practice with clarifying and reading longer passages of expository texts. 2. Students are not getting enough practice in these areas. Some did not master the writing standards in previous grades, making further mastery difficult. 3. Some 5th graders did not master all four writing traits needed to pass the 5th grade writing assessment, lowering our passing percentage. 	<ol style="list-style-type: none"> 1. Implement clarifying strategies via Savvy Reader (SFA) at the beginning of the year (grades 1-5). Utilize new science leveled readers and all SFA expository materials to assist students in this area. 2. Design instruction targeted as higher DOK levels that include additional constructed response questions in reading and math. 3. Train teachers in new holistic scoring (3-5); administer a series of mock assessments in grades 4-5; align writing curriculum across grade levels K-5; review data quarterly; adjust instruction; remediate students that are not mastering writing standards.

<p>4. Over 100 students are new to our school this year, and we have a record enrollment of 637 students. The majority of students new to our school have gaps in their reading and math skills.</p> <p>5. MAP scores for kindergarten students (percent passing) were low in spring of 2011: Math=43%, Reading=53%</p> <p>6. Enrollment in kindergarten has increased by over 25 students, making the class size average 29.</p> <p>7. Parent involvement is strong for some classes, but is still at about 50% school wide. Some parents lack the skills necessary to assist their students with their school work.</p> <p>8. Students continue to need more practice in reading (outside of school) to improve their comprehension and fluency. This is hampered by limited access to reading materials at home.</p>	<p>4. Students have attended 2-3 different schools prior to coming to us; they have gaps in instruction caused by absenteeism and the lack of aligned curriculum across districts/schools.</p> <p>5. The correlation between MAP and curriculum may not be as high as we expected; students still have difficulty with online assessments at this age; class sizes in the half-day classes are large (30).</p> <p>6. School Choice option and increased movement of families into our zone has resulted in record kindergarten enrollment.</p> <p>7. Many parents are working or have transportation issues that make regular involvement in school difficult. Some lack parenting skills.</p> <p>8. Students lack access to reading materials outside of the school environment. They do not practice reading outside of school, and they lack the background knowledge to build their vocabulary.</p>	<p>4. Assess students throughout the year; adjust instruction as needed to meet their needs; provide additional assistance to those emergent or approaching standard in reading and math.</p> <p>5. Provide more opportunities for students to utilize computers; utilize formative assessments to track progress throughout the year.</p> <p>6. Reduce class size in kindergarten by hiring an additional teacher.</p> <p>7. Continue to plan events to draw parents into school, give them tools to assist in enhancing their children's education.</p> <p>8. Provide online program and classroom libraries for students to utilize at home (Reno Rodeo books, IRA grant, Rotary Dictionaries, Classroom Libraries).</p>
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<p>9. Students do not have the skills to complete complex problems on their own (apply or above) in ELA or math. According to T4S data, teachers are not reaching the higher levels of Bloom's Taxonomy in their teaching (analyze, evaluate, create). In addition, the use of the following engagement techniques is low: identifying similarities and differences, summarizing, non-linguistic representations.</p>	<p>9. The majority of instruction across grade levels are at the lower levels of Blooms Taxonomy (remembers and understands).</p>	<p>9. All teachers should plan lessons that meet the apply level (or above) on a regular basis.</p>
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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: Raise the Depth of Knowledge mastery level of state standards in reading, language arts and math for all students to two or above; improve writing proficiency of all students in grades K-5, with an emphasis on sentence structure and unassisted writing.

Measurable Objectives:

1. The percentage of students in grades K-5 who meet or exceed standard in writing, with emphasis on conventions, will equal **80%** or higher as measured by school-based (mock tests) and state assessments.
2. The percentage of students (K-5), including those in the LEP, IEP, Hispanic and SES sub-groups, who meet or exceed standard on the Depth of Knowledge Cognitive Levels 2 & 3 in Reading/Language Arts and Math will equal **80%** or higher as measured by school-based and state assessments (DOK 2&3 questions from SFA story tests, math journal, ELA assessments).
3. The percentage of students in each sub-group (grades 3-5) who meet or exceed standard on the ELA CRT exam will meet or exceed the state AYP goal of **76%**.
4. The percentage of students in each sub-group (grades 3-5) who meet or exceed standard on the Math portion of the state CRT will meet or exceed the state AYP goal of **77%**.
5. The overall percentage of 5th grade students that pass the 5th grade writing proficiency test will meet or exceed **76%**.
6. The percentage of students in grades K-2 who meet or exceed standard in reading and math will equal **76%** and **77%** respectively, as measured by MAP, SFA and school based assessments.
7. Students in the **IEP, Hispanic & ESL sub-groups** K-5 will improve their achievement levels at least **10% from 2010-11 levels** in reading and math as measured by MAP and school based assessments.

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: Raise the Depth of Knowledge mastery level of state standards in reading, language arts and math for all students to two or above; improve writing proficiency of all students in grades K-5, with an emphasis on sentence structure and unassisted writing.

Measurable Objective(s):

1. The percentage of students in grades K-5 who meet or exceed standard in writing, with emphasis on conventions, will equal **80%** or higher as measured by school-based (mock tests) and state assessments.
2. The percentage of students (K-5), including those in the LEP, IEP, Hispanic and SES sub-groups, who meet or exceed standard on the Depth of Knowledge Cognitive Levels 2 & 3 in Reading/Language Arts and Math will equal **80%** or higher as measured by school-based and state assessments (DOK 2&3 questions from SFA story tests, math journal, ELA assessments).
3. The percentage of students in each sub-group (grades 3-5) who meet or exceed standard on the ELA CRT exam will meet or exceed the state AYP goal of **76%**.
4. The percentage of students in each sub-group (grades 3-5) who meet or exceed standard on the Math portion of the state CRT will meet or exceed the state AYP goal of **77%**.
5. The overall percentage of 5th grade students that pass the 5th grade writing proficiency test will meet or exceed **76%**.
6. The percentage of students in grades K-2 who meet or exceed standard in reading and math will equal **76%** and **77%** respectively, as measured by MAP and school based assessments.
7. Students in the **IEP, Hispanic & ESL sub-groups** K-5 will improve their achievement levels at least **10% from 2010-11 levels** in reading and math as measured by MAP and school based assessments.

ACTION PLAN				MONITORING PLAN	
Action Steps to implement the solutions/strategies	Timeline for implementing action steps	Resources e.g., money, people, facilities to be used for implementation	Person(s) Responsible Who is the person or group who will ensure that each action step is implemented?	Monitoring Measures Identify data sources & timeline for monitoring the progress of each action step.	Person(s) Responsible Who is the person or group who will ensure that the progress is monitored?
1.1 Analyze MAP and other data to determine IEP, SES, Hispanic and LEP mastery levels in: <ul style="list-style-type: none"> • Reading: word analysis, expository text and evaluating literature. • Math: numbers and operations, measurement, and algebra 	August - December 2011 May 2012	IEP and ESL teachers, SFA facilitator, administrators, district data specialist, Title I for sub days	Principal Teachers in PLCs Hot List Team	MAP – fall/spring	Principal, grade-level and specialist teachers
1.2 Implement changes in writing instruction across all grade levels, with emphasis on sentence structure and unassisted writing. <ul style="list-style-type: none"> • Implement holistic scoring in grades 3-5 • Quarterly cross-grade level meetings • Revise curriculum maps and quarterly assessments as needed • Provide feedback to district to revise report card to align with standards and holistic scoring • Specialists support writing with monthly activities • Open labs for word processing before and after school • Have computer cart available during homework club before school 	August 2011 to June 2012	New writing pacing guides Quarterly writing assessments Training from district writing facilitator	Administrators Teachers	Review Quarterly writing assessments in PLCs Notetakers from quarterly cross-grade level meetings T4S data on sentence structure	Administrators

<p>1.3 Teachers develop classroom/grade level goals to address student needs in reading and math, track progress toward goals (ELA—76%, Math 77%).</p>	<p>Fall – 2011</p>	<p>PLC time</p>	<p>All licensed staff and administrators</p>	<p>MAP – fall/spring ELA Assessments – Pre& Post – Quarterly K-2 Math Vocabulary Assessments – Quarterly SRI – Jan., CRT - March</p>	<p>Teachers Administrators</p>
<p>1.4 Compile a hot list of students in grades K-5 that are approaching standard in math and ELA.</p> <ul style="list-style-type: none"> • Teachers will analyze data and develop a hot list of students who are not proficient in reading and math. • Grade level teams will match hot list students with appropriate interventions and create action plans. • Develop a spreadsheet to monitor progress of hot list students. • IEP and LEP specialists will meet with administrators to analyze progress of targeted sub-groups/hotlist, develop and implement remediation plan for each student. • Monitor student progress in PLCs 	<p>November – 2011 through April 2012</p>	<p>Classroom, special education and ESL teachers SFA facilitator Administrators, Intervention Specialist Title I funds</p>	<p>Administrators, teachers</p>	<p>MAP, SFA, ELA Assessments, SRI and 4Sight assessment data</p>	<p>Administrators</p>
<p>1.5 Implement three mock writing assessments to measure progress of 5th graders preparing to take the writing assessment:</p> <ul style="list-style-type: none"> • Teachers will be trained on holistic scoring • 2nd and 3rd mocks will be completed in computer lab to simulate new format • Assessment results will be analyzed in PLCs • Instruction adjusted according to assessment results 	<p>September, November 2011 January, 2012</p>	<p>District Writing Specialist</p>	<p>5th Grade Teachers Administrators</p>	<p>5th grade mock writing scores—same timeline</p>	<p>5th grade teachers, administrators, intervention specialist</p>

<ul style="list-style-type: none"> Additional tutoring provided to those students that need additional assistance 					
1.6 Continue professional learning communities at grade levels and with Dolphin Club staff to assess and monitor student progress towards SIP goals.	9/11 – 6/12	Weekly common prep time DC monthly meetings	Grade-level and specialist teams, administrators	Note-takers and sign in sheets for each weekly meeting	Administration and teachers
1.7 Implement Depth of Knowledge activities at all grade levels, emphasizing level 2 and above in reading and math: <ul style="list-style-type: none"> Utilize new Common Core State Standards in ELA/Math, which put greater emphasis on these levels of cognition. Use SFA Read and Respond forms, Team Talk, Team Talk Extenders and teacher-made materials to accomplish this. Use math talk, math journals, and open-ended multi-step math problems to raise the level of math instruction. Use a variety of engagement strategies to reach upper levels of Bloom’s Taxonomy and DOK 2 & 3 on a weekly basis in ELA and math. Focus teaching in grades 3-5 on constructed response questions for ELA & math that mirror CRT questions. 	9/10-6/11	SFA and teacher-made materials Blooms Cognitive Levels DOK wheels Constructed Response materials	Grade-level teachers	SFA story tests, QAS data, online tools, Expressions curriculum, journal questions T4S walk-through data Teacher lesson plans/logs	Teachers, SFA facilitator
1.8 Prepare for MAP and CRT spring tests in grades 3-5 by utilizing sample math DOK materials/assessments from NDE and other states. <ul style="list-style-type: none"> Utilize revised math pacing guides for grades 3-5. 	12/10-3/11	Downloaded test prep materials Dolphin Club	Teachers	Results of sample tests	Teachers and administrators

1.9 Utilize Savvy Reader to teach clarifying school wide to improve comprehension and vocabulary development.	9/11-10/11, and re-teaching throughout year	Savvy Reader materials, SFA facilitator	Teachers and SFA facilitator	Story Tests, CAS data, SRI assessments	Teachers and administrators
1.10 Continue to implement SFA, math (including Number Corner, Expressions, and journals), writing, and spelling programs with fidelity.	9/11-6/12	Curriculum pacing guides, SFA and HM materials, SmartBoards, computers, software	Teachers, SFA Facilitator	Weekly T4S, SFA, and informal walkthrough data to be utilized to track implementation.	Administrators
1.11 Focus on academic and process vocabulary development at all grade levels to improve comprehension and mastery at each DOK level in reading and math. <ul style="list-style-type: none"> • Implement math vocabulary assessments K-2. • Utilize Sitton spelling lists developed in ELA Mapping process 	Quarterly	Sitton materials and math vocabulary assessments HM curriculum Expressions	Teachers	Teachers will monitor results in PLCs	Grade-level teachers
1.12 Increase the use of non-fiction materials in SFA and throughout the curriculum to address deficiencies in CRT scores. <ul style="list-style-type: none"> • Utilize new leveled readers included in the new science program. • Implement cooperative learning strategies across curriculum • Teach language arts via social studies and science 	Ongoing, 9/11-6/12	Expository materials Science Materials WFTB	Teachers, SFA facilitator	Story Tests, QAS data	SFA facilitator

<p>1.13 Teach parents how to support reading at home (Scoops For All, Top Ten Tips, Love and Logic classes in English and Spanish, newsletter articles, etc.):</p> <ul style="list-style-type: none"> • How to select books for their children • Use of online tools • Promote library cards & use of library • Reach out to preschool parents prior to kinder registration—introduce new standards • Build classroom libraries • Show parents how to help with homework • Access free books from service clubs and grants • Teaching study skills 	<p>Ongoing, 9/11-6/12</p>	<p>SFA Materials, teacher expertise, Title I funds Special Events Newsletter Online information</p>	<p>SFA Facilitator, Administrators Love & Logic Trainers</p>	<p>Event agendas, sign-in sheets</p>	<p>Administrators, SFA facilitator</p>
<p>1.14 Implement Raz-Kids and IXL Math online programs to improve the home-school connection for all students in grades K-5.</p>	<p>Begins, 10/11</p>	<p>Online Program and licenses, Title I funds</p>	<p>Administration SFA Facilitator Lead Teacher</p>	<p>Online data reports</p>	<p>SFA facilitator, principal, teachers</p>
<p>1.15 Implement Phonics/Spelling Plan to increase phonics skills of students who are moved up or come into SFA after Roots.</p>	<p>9/11 – 6/12</p>	<p>Phonics plan, SFA phonics materials, Sitton, teacher made materials</p>	<p>Grade level teachers</p>	<p>Quarterly grade level stats, QAS data</p>	<p>SFA Facilitator, Principal</p>
<p>1.16. Continue to implement Love & Logic, “no play that looks like fighting” campaign, SPLASH, and anti-bullying programs to improve school climate.</p>	<p>9/10-6/11</p>	<p>Love & Logic materials, 5th grade leadership students</p>	<p>Vice principal, leadership advisors</p>	<p>Discipline data</p>	<p>Vice principal</p>
<p>1.17 Selected teachers will participate in High Quality Sheltered Instruction & TESOL training to better meet the needs of limited English proficient students.</p>	<p>9/11-6/12</p>	<p>HQSI/TESOL materials and trainers</p>	<p>District ELL coordinator</p>	<p>Sign-in sheets, agendas, lesson plans, notes</p>	<p>Administrators, district ELL coordinator</p>

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 has been specifically set aside for the implementation of the goal.	Funds still needed to implement goal.
Goal 1	<ul style="list-style-type: none"> The school will utilize the funds granted to us through Title I, the 21st Century Grant, and our general fund budget to accomplish our goals. 	<ul style="list-style-type: none"> Instruction Budget: \$69,230 - math, reading curriculum Principal's Budget – \$18,060 Title I: \$283,841 - SFA Tutors, parent involvement, writing assessments, intervention specialist, ESL paraprofessional 21st Century Grant: \$80,000 before school homework club; after-school remedial program for students approaching standard in reading and math District has provided funds this year for <ul style="list-style-type: none"> 1.5 (FTE) teachers to reduce kindergarten class sizes from 28/32 to the district average of 22 in and to reduce class size ratios in our first SFA reading block (grades 1-3). 	<p>Our designation as a school of choice has led to increased enrollment. This has led to larger class sizes and increased student need, as many of our new students are two years below grade level. Some of our SFA groups still exceed 20 students, which is higher than recommended by the Success For All Foundation. This impedes our ability to group students by reading level and focus instruction on individual needs.</p> <ul style="list-style-type: none"> <u>Funds are still needed to hire one more teacher (1 FTE) to reduce class sizes for our second SFA Reading block (grades 4-5); comply with state regulations regarding the use of special education teachers; and to provide one/one and small group interventions for students performing below grade level in grades 3-5.</u>

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?
<ol style="list-style-type: none"> 1. The percentage of students in grades K-5 who meet or exceed standard in writing, with emphasis on conventions, will equal 80% or higher as measured by school-based (mock tests) and state assessments. 2. The percentage of students (K-5), including those in the LEP, IEP, Hispanic and SES sub-groups, who meet or exceed standard on the Depth of Knowledge Cognitive Levels 2 & 3 in Reading/Language Arts and Math will equal 80% or higher as measured by school-based and state assessments (DOK 2&3 questions from SFA Story Tests, math journals, ELA assessments). 3. The percentage of students in each sub-group (grades 3-5) who meet or exceed standard on the ELA CRT exam will meet or exceed the state AYP goal of 76%. 4. The percentage of students in each sub-group (grades 3-5) who meet or exceed standard on the Math portion of the state CRT will meet or exceed the state AYP goal of 77%. 5. The overall percentage of 5th grade students that pass the 5th grade writing proficiency test will meet or exceed 76%. 6. The percentage of students in grades K-2 who meet or exceed standard in reading and math will equal 76% and 77% respectively, as measured by MAP and school based assessments. 7. Students in the IEP, Hispanic & ESL sub-groups K-5 will improve their achievement levels at least 10% from 2010-11 levels in reading and math as measured by MAP and school based assessments. 	<p>Data will be collected from T4S, MAP, SRI, SFA classroom assessments, Roots testing, writing assessments, ELA and math quarterly assessments, and CRT data</p>	<p>2-011-12 school year:</p> <ul style="list-style-type: none"> • SFA data: Quarterly • SRI: January • 4Sign: Winter • MAP: Fall and Spring • CRT: Spring • Writing: 1 Spring-2011; 3 mock tests (Sept-Jan); and the February state assessment • T4S Data, quarterly and district walk-through (January) • ELA pre/post assessments 	<ul style="list-style-type: none"> • Administrators • SFA facilitator • Counselor • grade level teams • Grants Administrator

Part VII: OTHER REQUIRED ELEMENTS OF THE SIP

All schools MUST complete this page.

School Characteristics	#	%	Title I	Yes	No
Average Daily Attendance		97.8	Eligible	X	
Transiency Rate		18.5	Served	X	
% enrolled continuously since Count Day			Targeted Assisted		
Incidents of School Violence: Student-to-Student	0		Schoolwide	X	
Incidents of School Violence: Student-to-Staff	0		Did your school make Adequate Yearly Progress (AYP)?	X	
% of Highly Qualified Teachers	100	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?		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?

Bordewich Bray is a comprehensive K-5 elementary school. Teachers are required to teach the Nevada State Standards in all subjects and are transitioning to the new Common Core State Standards for ELA and math. Research-based, district approved curriculum such as Success For All and Write From the Beginning are utilized. All teachers and paraprofessionals are highly qualified as required by No Child Left Behind. Bordewich Bray is a school wide Title I school and adheres to all requirements of this legislation. We house several special programs in accordance with IDEA guidelines. We also utilize multiple assessments to track student progress. Love and Logic has also been fully implemented, resulting in less discipline issues arising in our classrooms.

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 funds AM Homework Club five days per week. It also funds an after-school remediation program four days per week for students in grades 3—5 that are not reaching state benchmarks. An intervention specialist was also hired to provide small-group and one-to-one tutoring for students approaching standard. The instructional consultation model has also been implemented to help teachers design interventions for students who are not making academic progress.

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

- CCSD General Fund Budget for Bordewich Bray Elementary School
- Title I funds
- 21st Century Grant

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

The school does not receive any other remedial funds. However, Bordewich Bray Elementary School has made AYP since the inception of No Child Left Behind and was named a high achieving school for 2009-10. For 2011-12, we outscored the remaining five elementary schools on the CRT assessments. Title I and 21st Century audits have determined that Bordewich Bray is using this funding for its intended purpose.

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 parents and students sign the Educational Involvement Accords at the beginning of each school year, and those are kept on file at school. This accord is reviewed with students and parents on an individual basis when homework is not completed or absences and tardies become excessive. It is also referenced by teachers and administrators in parent meetings, presentations, and through our newsletter and website.

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).

Our school made its AMAO targets for 2010-11.

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).

Not Applicable

2. Provide an assurance that the school will not spend less than 10% of their annual Title I allocation for quality professional development.

Not applicable

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

Not applicable

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

Not applicable

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

Not applicable

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.

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

The school works with the district's human resources department to recruit highly qualified teachers. All teachers meet these criteria.

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

8.

Bordewich Bray 1) holds PTA meetings every month; 2) hosts a Hispanic parenting advisory group each month; and 3) continues to offer Love and Logic parenting classes in English and Spanish.

9. 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.

School administrators and kindergarten teachers reach out and meet with parents and teachers from local preschools.

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

The school uses professional learning communities to review and revise academic assessments as needed. Our teachers also attend district-level meetings where assessment decisions are made.

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

The school coordinates all local, state, and federal services into our 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.

Not applicable

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

Not applicable