

CARSON CITY SCHOOL DISTRICT

**CARSON HIGH SCHOOL
PO BOX 603
CARSON CITY, NEVADA 89702**

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
Ron Beck	Principal
Joe Girdner	Vice Principal
Michele Lewis	Dean
Marc Rodina	Dean
Jeff Greb	Language Arts Chair
Bill Barbie	Career and Technical Education Chair
*JoAnn Share	Parent

Jennifer Minifie	PE Chair
Susan Drozdoff	Math Chair
Jennifer Chander	Social Studies Chair
Monica Weaver	Counselor
John Valley	Science Chair
Dena Minton	Student Support Services Chair
Ben Contine	Teacher
Trish Stephenson	Power School Coordinator
Anne Britt	Teacher
*David Ruf	Parent
Cory King	Library
Misty Harris	Student Activities Director
Rebecca Roding	Teacher
MaryAnne Weaver	Teacher
Megan Sakelarios	Student
Cheena Amaranto	Student

Submission Date:

Area Reviewer:

School: Carson High School	District: Carson City School District
Principal: Ron Beck	School Year: 2011-2012
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Part I: 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

In the area of Curriculum:

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

District Goal 2

In the area of Instruction:

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

District Goal 3

In the area of Assessment:

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

VISION FOR LEARNING (continued)

Carson High School Mission Statement:

*Carson High School Educates, Engages and Excites
our learning community
while treating individuality with respect.*

Carson High School Beliefs:

- We believe that all students have unique needs and their individuality is valued and respected.
- We believe that students achieve their fullest potential when students, high school staff, parents and community members work together to provide a total educational environment that supports all facets of the educational process.
- We believe relevant and differentiated instruction is necessary for the engagement and educational success of all students.
- We believe that a commitment to research based and relevant professional development is essential for building learning communities that result in students who are productive, self- motivated, lifelong learners.
- We believe all students will thrive academically in a challenging, stimulating and engaging school, with student initiative, faculty encouragement and parent support.
- We believe Carson High School strives to provide a safe, respectful, and academically rich environment in which students grow and learn through their classes and school based activities.

School Highlights

- CHS's Advanced Placement program currently has 460 seats occupied in AP courses. CHS offers 9 AP courses, two more than the previous year.
- CHS has two National Merit semi-finalists, who will be notified in February 2012 whether or not they have advanced to the finalist level.
- CHS seniors were offered \$2.6 million in college scholarships; up from \$1.4 million in 2009 and \$2.2 million in 2010.
- CHS's freshmen transition program has been in effect since 2007 and has effectively lowered freshmen failure rate from 16% down to 8.8%.
- Cheryl Macy, Language Arts teacher at CHS, was named Nevada State Teacher of the Year for 2010/11
- Increased safety practices have been implemented on campus including closing campus to 9th graders and adding an additional security position.
- New nutrition program was added with a greater variety of healthy food choices.
- HOSA Student Professional Organization was created for students interested in pursuing a career in the medical field is entering its 2nd year at CHS. Advisor, Shana Wilkins, was named HOSA Advisor of the Year.
- Carson High's Student Council was recognized at the state level for achieving the Silver Star. In addition our student council also received the Wild West Award for achieving excellent standards in the western region of Nevada.
- Honor Code/cheating/plagiarism policy has been fine-tuned and is entering its second year of implementation.
- Our Career and Technical students continue to excel at the state and national level.
- Skills USA 2011: Sherry Kelly was named Nevada Skills USA Advisor of the Year. We brought home 6 Gold medals, 7 Silver and 4 Bronze 2 students were elected as State Officers. At National Skills CHS took 10th in Architectural Drafting, 6th in Commercial Baking and 8th in Culinary Arts.
- Culinary Arts 2011: 2nd at Nevada State Pro Start in both Culinary Arts and Management.
- CHS Culinary Arts was awarded the Top 20 Culinary Schools in America Award.
- CHS obtained grant funding to start up a Computer Repair and Networking program as well as an Agricultural Science program. The Carson City Green house project in partnership with CHS, has initiated the construction of a 2160 square foot greenhouse at CHS.
- The University of Nevada, Reno this fall has accepted into their Honors Program five Carson High School graduates.

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)

STUDENT PERFORMANCE

- Carson High School met the AMO for all subgroups on the state HSPE.
- Graduation rate for our Hispanic population is 14% higher than the state average.
- Overall graduation rate 18% higher than the state average.
- The Number of Advanced Diplomas earned at Carson High School is 29% higher than the state average.

INSTRUCTIONAL AND REMEDIATION PRACTICES

- Five administrators and 16 teachers have completed at least Level 2 HQSI training during 2010-11 school year
- One administrator and 14 teacher are currently receiving levels 1,2 and 3 HQSI training.
- Co-teaching, Strategies for teaching IEP students, continued work in professional learning communities (PLC's)
- The number of teacher web pages increased from 17 to 42.

PROGRAM IMPLEMENTATION

- MASH program has been enhanced to address incoming 9th graders on academic probation and to add 10th grade credit recovery. In previous years MASH has focused solely on Academic success, Enrichment activities, and credit recovery, starting this year there will also be a focus on Family and Community Engagement and Student Health and fitness.
- Campus is now closed during nutrition break and closed at lunch for 9th graders. This has reduced number of tardies by 2/3 and our overall attendance has jumped from
- A well-attended 9th grade parent orientation was held the week before the start of school.
- Automated phone system is now in place to better communicate with parents and community.
- On-line and credit recovery programs were put into place for Carson High students.
- Hispanic liaison is now in place at the high school to improve the communication with Latino parents.
- Curriculum mapping for all subject areas is 90% complete.

Priority Concerns

- Carson High School English Language Arts HSPE scores have been on a downward trend for the last three years.

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>
<ul style="list-style-type: none"> Carson High School did meet the AMO for all subgroups; however, we are very concerned by the fact that our ELA proficiency levels have continued to drop for the last three years. 	<ul style="list-style-type: none"> The State has implemented a new reading test which is more rigorous with more questions focusing on a higher DOK. 	<ul style="list-style-type: none"> Training for our Language Arts Department on analyzing data from both the Nevada HSPE results and MAP Test results. From this training develop measurable student objectives. Depth of knowledge training for all departments to empower teacher to prepare students for the new reading test. From this training departments should be able to identify and develop specific student goals and take ownership of these goals. Realigning entire Language arts curriculum to match the more rigorous CCSS. Cross curricular literacy training where multiple departments are taking ownership of student literacy goals.

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:

To increase the student achievement of ALL students at Carson High School.

Measurable Objective 1.1

All subgroups will make Adequate Yearly Progress (AYP) in math and English/Language Arts (ELA). Reverse the downward trend in our ELA AYP scores.

Measurable Objective 1.2

2011-12 HSPE Results, will decrease failure rate in our ELA scores by 10%

T4S results for February 2011, will increase in the following areas by 10%:

- Student Engagement

- Key Vocabulary

- Learning Objective

- Formative Assessment

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: To increase the student achievement of ALL students at Carson High School.

Measurable Objective 1.1

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Measurable Objective 1.2

2011-12 HSPE Results, will decrease failure rate in our ELA scores by 10%

T4S results for February 2011, will increase in the following areas by 10%:

Student Engagement

Key Vocabulary

Learning Objective

Formative Assessment

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. Training for our Language Arts Department on analyzing data from both the Nevada HSPE results and MAP Test results. From this training develop measurable student objectives.	September 2011 – October 2011	CCSD District Statistician/Map Coordinator	CHS Principal and Curriculum VP	September 21, 2011 is the first training on HSPE Data and trainings on analyzing MAP data is currently being scheduled	District Statistician CHS Principal CHS Curriculum VP CHS Teachers

1.2 Depth of knowledge training for all departments to empower teacher to prepare students for the new reading test.	October 2011-March 2012	CCSD professional development	CHS Principal and Curriculum VP	Research depth of Knowledge on new HSPE Reading test by October 1 st	CHS Principal CHS Curriculum VP CCSD professional development
1.3 Realigning entire Language arts curriculum to match the more rigorous CCSS.	January 2012-August 2013	LAD Department LAD Dept. Head Curriculum VP	CHS Principal and Curriculum VP	CCSS will be fully implemented 2013/14 School year	LAD Department LAD Dept. Head Principal and Curriculum VP
1.4 Cross curricular literacy training where multiple departments are taking ownership of student literacy goals.	October 2011-March 2012	LAD Department LAD Dept. Head Curriculum VP CCSD PD	CHS Principal and Curriculum VP	Literacy training to meet requirement of CCSS and more rigorous HSPE Reading test	CHS Principal and Curriculum VP
1.5 Results from 10-20 minutes' walk-throughs will be distributed to staff on a bi-weekly basis and used for enhancing teacher best practices. Additional training will be provided in T4S.	On-going – September 2010 – May 2011	T4S Protocol NWRPDP Personnel	Principal T4S Chairperson	Walk-through T4S Data February T4S Data	Principal District Office NWRPDP
1.6 Utilize co-teaching protocol to strengthen inclusion	September 2010 – June 2011	DIG Grant	Dept Chair – Student Support Services	Co-teach protocol Test score data	District Grant Manager District Support Services Director
1.7 Continue to increase the number of HQSI trained staff members.	August 2010 – Ongoing	District ESL Coordinator	Principal District ESL Coordinator	AMAO data	District ESL Director

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 To increase the student achievement of ALL students at Carson High School.	-0-	-0-	-0-

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.

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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>Measurable Objective 1.1 All subgroups will make Adequate Yearly Progress (AYP) in math and English/Language Arts (ELA).</p> <p>Measurable Objective 1.2 2011-12 HSPE Results, will decrease failure rate in our ELA scores by 10%</p> <p>T4S results for February 2011, will increase in the following areas by 10%:</p> <ul style="list-style-type: none"> Student Engagement Key Vocabulary Learning Objective Formative Assessment 	<p>HSPE Results</p> <p>T4S Data</p>	<p>HSPE - June</p> <p>T4S February 2011</p>	<p>Curriculum VP</p> <p>Principal</p>

Part VII: OTHER REQUIRED ELEMENTS OF THE SIP

All schools MUST complete this page.

School Characteristics	#	%	Title I	Yes	No
Average Daily Attendance		98.4	Eligible		X
Transiency Rate		12.1	Served		
% enrolled continuously since Count Day		97.8	Targeted Assisted		
Incidents of School Violence: Student-to-Student	13		School wide		
Incidents of School Violence: Student-to-Staff	1		Did your school make Adequate Yearly Progress (AYP)?	Y	
% of Highly Qualified Teachers	98.1		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)		1.8	Did you appeal your latest AYP designation?		X
Graduation Rate (HS)		88.6	Was your latest appeal granted?		
			Designated as Persistently Dangerous School?		
			Receiving State Remediation funding?		
			Has a State SST been assigned to your school?		

- What are the policies and practices in place that ensure proficiency of each subgroup in the core academic subjects? *Proficiency classes for math and science, Mandatory Academic Study Hall tutoring for 9th grade at-risk students, before and after-school tutoring, math tutoring, summer school proficiency classes, Read 180. Map testing to ensure correct placement of students.*
- 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 school uses Read 180 to remediate non-proficient students. The Math department and Special Education department provide free after school proficiency tutoring for math, reading and writing. Summer school programs are in place to provide remedial instruction in math. Mandatory academic study hall is also in place for at-risk 9th graders. Math Proficiency class is offered to students struggling to pass the HSPE Mathematics test.*
- Describe the resources available to the school to carry out the plan. *21st Century Learning grant funds, SPED funding.*

4. Summarize the effectiveness of any appropriations for the school made by the Legislature to improve student academic achievement. <i>There are currently no legislative appropriations available.</i>
5. Discuss how the school will utilize Educational Involvement Accords for Parents including the Honor Code and meet all the requirements of the law. <i>Educational Involvement Accords are sent home with students, returned, collected and kept on file.</i>
6. If applicable, describe how the school will make its Title III Annual Measurable Achievement Objective (AMAO) targets in English language proficiency (reading, writing, listening, and speaking comprehension). <i>District ESL Coordinator, Chris Butson, is working with administration and staff on HQSI training along with meeting with counselors to address LEP student placement.</i>

Part VIII: REQUIRED ELEMENTS FOR TITLE I SCHOOLS

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

1. Describe the required services the school has provided based on the number of years the school has been in need of improvement, *(e.g., schools in Year 2 of “Needs Improvement” must identify Year 1 and Year 2 services, and so on).*
 - Year 1: School Choice.
 - Year 2: Supplemental Services.
 - Year 3: Corrective Action.
 - Year 4: Restructuring.
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 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.

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.