Carson City School District Turnaround Plan
John C. Fremont Elementary
2011-2012

District Turnaround Plan	
Date:	July 18, 2011
District:	Carson City School District
School Name:	Fremont Elementary School
Grades Served:	K-5
School Location Number:	204
School Address:	1511 Firebox Road
City/State/ZIP:	Carson City, NV 89701
Phone:	775-283-1200
Fax:	775-283-1290

Individuals Responsible for the Development of the Plan	
The Local Educational Agency (LEA) is responsible for the development of the Turnaround Plan [NRS 385.3745 Sec. 18(a)(1)]. Therefore, Turnaround team membership must include at least 1 District-level representative who is responsible for plan oversight.	
Name	**Position**
Richard Stokes	CCSD Superintendent
Susan Keema	Associate Superintendent of Education Services
Jose Delfin	Associate Superintendent of Human Resources
Dr. Ricky Medina	Director of Accountability and Assessment
Dr. Steven Pradere	Director of Grants and Special Projects
Marcia Richey	District Math Coach
Casey Gilles	School Principal
Dan Brown	School Assistant Principal
Robin Ross	SFA Reading Facilitator
Gina Chambers	Parent
Nancy Bryant	District Differentiated Support Consultant
School's SIP Team	

For NDE Use Only	
Date:	**Approval Status:**
NDE Comments:	

Community Notifications Required for Turnaround *(Attach ALL required notifications and relevant documentation as available)*:	
Notice to Parents and Teachers Informing the Community of the Need to Turnaround – REQUIRED YR 1 – NRS 385.3661	NA
Notice to Parents and Teachers of the Plan for Turnaround to be Implemented – REQUIRED YR 2 - NRS 385.3693	NA
Invitation to Parents/Community and Teachers to Participate in the Process - *Optional*	April's Parent School of Choice Letter-Attachment #1 April's Parent Letter indicating Fremont will no longer be a Title I school – Attachment #2
Additional Information to Parents/Community - *Optional* (ex. Music Programs, PTA Presentations, PAC Meetings)	School notification given at a parent meeting held on August 3,2011. School notification given by means of school's newsletter on July 29,2011. School notification posted on Fremont's website on August 1,2011.
Additional Information to Parents/Community - *Optional*	

TURNAROUND PLAN COMPONENTS

Step I - Comprehensive Needs Assessment

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

I A. Data Element Identify data sources and attach relevant documents.	I B. Data Analysis Identify the trends that significantly contributed to the school's failure to make AYP.
School Longitudinal Data Profile	

NCCAT-S Summary Report- Required	• The NCCAT-S process required the analysis of various sources of data. Some data sources were already available and in use; others were already available and not in use; others had to be collected and/or organized. Based on careful analysis of the data, the following indicators were identified for potential inclusion in next year's restructuring plan based on the needs of the school and high index scores:
	    ▪ Indicator 1.2 – All instructional staff members deliver the standards-based curriculum to all students.
	        ○ Standards-based Instruction (index=9)
	        ○ Content Knowledge (6)
	        ○ Cognitive Level (6)
	        ○ Communication (6)
	        ○ Observable Student Work (6)

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- Indicator 1.3 – All instructional staff members use effective instructional strategies to meet the learning needs of all students.
  - Effective Strategies (6)
  - Professional Development (6)
- Indicator 1.4 – All instructional staff members routinely collaborate to review the impact of instructional strategies and to modify instruction accordingly.
  - Collaboration (9)
  - Sharing Information (6)
  - Continuous Improvement (6)
- Indicator 1.5 – All instructional staff members analyze results available from local and state assessments, and use the results to refocus or modify instruction at the school and classroom levels to ensure that all students meet or exceed proficiency levels.
  - Analyze and Use Data (9)
  - Collaboration (6)
  - Professional Development (6)
- Indicator 1.6 - All instructional staff members provide students with additional instruction and intervention as needed to improve student achievement
  - Identification (6)
  - Re-Teaching/additional instruction (6)
- Indicator 2.1 – All professional staff members use classroom assessments aligned to state content standards.
  - Alignment (6)
  - Assessment (6)
- Indicator 2.2 – All instructional staff develops unit/lesson plans based on student assessment results and adjusts instruction accordingly.
  - Adjustment (6)

The continuation in the implementation of the SFA reading program will address all of these indicators.

	TURNAROUND PLAN COMPONENTS
**Step I - Comprehensive Needs Assessment** *Identify and Analyze* a variety of data elements in the areas of **Curriculum and Instruction, Assessment and Accountability, and Leadership** that are relevant to the operation and governance of the school and have caused the school to reach the Turnaround stage. [The School Longitudinal Data Profile and a summary report of the Nevada Comprehensive Curriculum Audit Tool for Schools (NCCAT-S) are required. Additional examples of data to consider include: AYP Reports, District Audit Reports, CRT Data, Interim Assessments, Survey Data, School Improvement Plans, Accountability Reports, SST Reports (e.g. November 1st Reports, Quarterly Reports, End of the Year Reports), School and Curriculum Audits, School Schedules, etc.]

Measures of Academic Progress Growth Analysis Program Results	• In Reading, the percent of students who met their projected growth targets (measured using MAP assessment results) by grade level is as follows: 1st grade (52.33%), 2nd (52.33%), 3rd grade (70.67%), 4th grade (65.93%), and 5th grade (79.12%). • In Math, the percent of students who met their projected growth targets (measured using MAP assessment results) by grade level is as follows: 1st grade (43.02%), 2nd (33.33%), 3rd grade (64.47%), 4th grade (43.82%), and 5th grade (59.14%).
T4S	• During annual T4S observations, student engagement has increased but data shows room for improvement. During the 2010-11 school year, only 61% of the classrooms were found to have greater than 85% student engagement. • During annual T4S observations, the communication of selected standards or objectives to all students has increased but data shows room for improvement. During the 2010-11 school year, only 77% of classrooms were found to have selected standards or objectives communicated to all students. • During annual T4S observations, the emphasis on key vocabulary has increased but data shows room for improvement. During the 2010-11 school year, only 42% of the classrooms were found to be emphasizing key vocabulary. • During annual T4S observations, formative assessment data has been decreasing. During the 2010-11 school year, only 6% of the classrooms were found to be using formative assessment.
5th Grade Writing Results	On the 2010-11 5th Grade Writing Assessment, 44.3% of 5th graders were proficient. In 2009-10, the percent of proficient students were 73.5%; and in 2008-09, 64.3% of students were proficient.
District Math Observation Data	During the 2010-11 school year, district observation data was gathered on math instruction for the following: key vocabulary (65%), multiple modalities (85%), formative assessment (45%),

TURNAROUND PLAN COMPONENTS	

Step I - Comprehensive Needs Assessment

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	increasing student collaboration (45%). These three areas will be the focus for math improvement for 2011-2012.
SST Minutes and the Final Report on the Status of Implementation of Restructuring Plan. SFA Point Coaches	• The SST Team assisted the SST Leader in completing a Restructuring Plan Tracker. Overall, the action steps in the prior year plan were fully implemented. However, issues were still present in regards to the 2nd year of implementation for the SFA Reading Program. • The following is verbatim from the SST Minutes: o The school's SST/SIP Teams reviewed the NCCAT Curriculum Audit. Results of this audit showed that implementation of standards based instruction utilizing effective instructional strategies, content knowledge and the use of assessment data to be areas of concern. These goals should be continued for next year's restructuring plan which will emphasize the further implementation of SFA and the continuation of the two math programs along with the District's adopted Common Core Standards focus. **SFA Point Coaches** The observation information we received on the implementation of the SFA Program with fidelity (the schools primary goal) showed there needed continuation in modeling and encouraging speaking in sentences and answering questions in a complete sentence. Celebrate the student success with SFA Cheers, and mandate the implementation of the STAR components within each cycle of the Roots program. With Wings, the "next steps" recommendation is to continue with GREAT(ER) coaching with identified reading teachers. Continued emphasis on completion of the Classroom Assessment Summary and use of the data to guide instruction. Reading teachers need to identify students from their homeroom that need other interventions to support their reading needs.

TURNAROUND PLAN COMPONENTS

Step I - Comprehensive Needs Assessment

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Step II - Inquiry Process

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

II A. District Priority Concerns	II B. Root Causes	II C. District Solutions
Based on the analysis of the Comprehensive Needs Assessment, identify priority concerns focused on the areas of Curriculum and Instruction, assessment and Accountability, and/or Leadership that led to the failure of the school to make AYP.	Identify the root cause(s) of the concern relative to the school's Curriculum and Instruction, Assessment and Accountability, and/or Leadership that led to the failure to make AYP and resulted in the need for this Turnaround plan.	Identify solutions selected by the LEA that focus on the school's Curriculum and Instruction, Assessment and Accountability, and/or Leadership and have substantial promise of improving academic achievement, enabling the school to make AYP this year and in the future.
- Delivery of the standards-based curriculum to all students is inconsistent (Indicator 1.2). - The use of effective instructional strategies to meet the learning needs of all students is inconsistent (Indicator 1.3). - Lack of time to routinely collaborate to review the impact of instructional strategies and to modify instruction is always a concern (Indicator 1.4). - The analysis of results from available assessments and use of the results to refocus or modify instruction at the school and classroom levels to ensure that all students meet or exceed proficiency is inconsistent (Indicator 1.5). The use of classroom assessments	- Fremont is in the first year of implementation of the SFA Program. Staff members are either at the mechanical or routine stage of implementation. - The use of research-based instructional strategies to meet the needs of all students is not being used consistently during math instruction - Instructional staff members are unfamiliar with the Math Common Core Standards which are required to be implemented in its entirety K-2 and phased into grades 3-5.	- The following will be completed to transition teachers from mechanical/routine to the refined level of implementation of SFA with fidelity: - All teachers will continue to receive professional development on the implementation of the SFA Reading Program as recommended by the SFA Foundation - All teachers will be observed implementing the SFA Reading Program by SFA Consultants (Site Administration and SFA Facilitator will shadow) - The following four research-based instructional strategies will be

aligned to state content standards is inconsistent (Indicator 2.1). All instructional staff members inconsistently provide students with additional instruction and intervention as needed to improve student achievement by developing unit/lesson plans based on student assessment results and adjusts instruction accordingly- (Indicator 1.6/2.2)		improved upon using key vocabulary, incorporating multiple modalities, utilizing formative assessment, increasing student collaboration. The following will need to be done: - o All teachers will receive professional development on research-based instructional strategies with an emphasis on implementing Math Common Core Standards - o The focus of assigned PLC meetings will be devoted to discussing the following: math Common Core Standards, key vocabulary, multiple modalities, formative assessment, increasing student collaboration, and sharing best instructional practices to support student needs. - o All teachers will be observed by the District Math Coach - o Staff will receive coaching on the selected 4 research-based instructional strategies as needed

Step III - Master Plan Design

The Master Plan Design is designed to improve the academic achievement of the pupils enrolled in the school and have substantial promise of ensuring that the school makes AYP this year and in the future. In this section, the LEA must develop a School Turnaround Plan that identifies the Goals, Measurable Objectives, and respective Action Steps and the supporting information and data. The NDE requires that all Turnaround plans address restructuring the governance of the school. *(Under this option, NDE requires that the LEA changes the governance structure of the school in a significant manner that either diminishes school-based management and decision making or increases control, monitoring, and oversight of the school's operations and educational program by the LEA)*

Step III A. School Turnaround Plan

Directions - Use for the following chart below.

1) Develop no more than 2 Turnaround Plan Goals. Based upon data obtained from NCCAT-S results, each goal must address one of the following as an area of focus: Curriculum and Instruction, Assessment and Accountability, or Leadership.
2) Provide Rationale for Goal as supported by the Priority Concerns, Root Causes, and District Solutions identified in the Inquiry Process.
3) State no more than 3 Measurable Objective(s) for each Turnaround Plan Goal.
4) Describe the Action Steps that will change the operation and governance of the school in order to increase student achievement in areas currently identified as not meeting AYP.
5) Specify the Timelines for implementing each action step.
6) Describe the Resources, including district personnel as well as funding sources, available to the school to carry out the plan.
7) Identify the Evidence to be collected by Area/Division to document implementation of the action step.
8) List District/Area/School Staff Responsible for ensuring the action step is carried-out.

Goal 1 – Select an area of focus: Curriculum and Instruction, Assessment and Accountability, or Leadership

Turnaround Plan Goal 1: In Reading, all SFA teachers will be instructing at the refined level of SFA implementation. At the refined level, the teacher has mastered the logistics of SFA, all non-negotiable elements are present, and pacing is appropriate, At this level, adaptations within fidelity to the program focus on individual student needs.

Rationale for Goal *(as supported by Inquiry Process)*: 2010-2011 was Fremont's first implementation year for the SFA Program. Based on observations from SFA consultants, site coach, school administration, and self reflection, teachers progressed through the Mechanical and Routine stages of implementation and are ready to stretch to the Refined Level of Implementation. Research tells us that student achievement is positively influenced once the staff reaches this stage of implementation.

Measurable Objective 1: By the conclusion of the school year, 100% of the teachers will be observed, at the refined level of SFA implementation.

Action Step Describe the turnaround action that will increase student achievement in areas currently identified as not meeting AYP.	Timeline Identify the timelines for implementing the action step.	Resource Allocation & Reallocation Include all types of resources (e.g., district personnel, funding sources, etc.) available to the school and necessary for implementing the action step.	Evidence Identify Evidence the District/Area will use to document implementation and determine the results of the action step.	Person(s) Responsible Identify District and/or School staff responsible for ensuring the action step is carried-out.
• All teachers & administration will receive professional development on the implementation of the SFA reading program as recommended by the SFA Foundation	• Roots/Wings Component Training – July 19,20,21 • Monthly Component Roots/Wings meetings • District Leadership Days (Administration & facilitator only) 11/3,2011, 1/31/2012 & 3/22/2012 • Experienced Site Conference • Additional Topics and Dates will be added as they become necessary or at the request of the SFA Foundation	• District General Fund Budget • SFA Foundation Consultants • SFA Materials • CCSD Technology i.e.: Smart Boards • Site Discretionary Funds	• Professional Development Calendar • Lists of Training Objectives and Agendas • Lists of Participants • Verification of implementation of instructional practices presented through SFA Snapshot data	• Associate Superintendent of Educational Services (Susan Keema) • School Management Team Note: School Management Team consists of the Principal, Assistant Principal, Reading Facilitator, Math Coach Site Counselor

• All teachers will be observed implementing the SFA reading program by SFA Consultants, Site Administration, and SFA Facilitator.	• SFA Consultants will six site visits **Roots/Kinder Corner Visits:** 11/2/2011 & 11/4/2011, 2/1/2012 & 2/12/2012; 4/26/2012 & 4/27/2012 **Wings Visits:** 9/7/2011 & 9/8/2011, 2/15/2012 & 2/16/2012, 4/23/2012 & 4/24/2012	• District General Fund Budget • SFA Foundation Consultants • SFA Materials • CCSD Technology i.e.: Smart Boards Site Discretionary Funds	• SFA Consultant Observation Calendar • SFA Snapshots Report of Consultant Observations • Documentation that Observation Summaries were shared with staff • Student Assessment Results • Use of Implementation Checklist	• Associate Superintendent of Educational Services (Susan Keema) • School Management Team
• Staff will utilize SFA online data tools for interventions, enrichment and class placement.	• To be used by teachers daily, weekly and quarterly	• SFA Member Center • Quarterly Assessment Sheets (QAS)	• Member Center Reports on student Progress • Grade Summary Form • SFA Snapshot Report • Class Placement Lists • Tutoring Lists	• Associate Superintendent of Educational Services (Susan Keema) • School Management Team

Goal 2 – Select an area of focus: Curriculum and Instruction, Assessment and Accountability, or Leadership

Turnaround Plan Goal 2:
In math, all teachers will implement Common Core Standards using research-based instructional strategies to meet the learning needs of all students.

Rationale for Goal *(as supported by Inquiry Process)*: **Complete after release of AYP Data (Need to add Common Core)**

Measurable Objective 1: Baseline data indicates that 45%-75% of the teachers at Fremont use research-based instructional strategies in math. By the conclusion of the school year, 100% of the teachers will be observed effectively using the following research-based practices: using key vocabulary, incorporating multiple modalities, utilizing formative assessment, and increasing student collaboration, at 100% implementation using the math protocol. This will be measured by means of the District Math Observation Protocol.

| Action Step
Describe the turnaround action that will increase student achievement in areas currently identified as not meeting AYP. | Timeline
Identify the timelines for implementing the action step. | Resource Allocation & Reallocation
Include all types of resources (e.g., district personnel, funding sources, etc.) available to the school and necessary for implementing the action step. | Evidence
Evidence the District/Area will use to document implementation and measure the results of the action step. | Person(s) Responsible
Identify District and School staff responsible for the action step and timeline. |
|---|---|---|---|---|
| The focus of assigned PLC meetings will be devoted to discussing the following: math Common Core Standards, key vocabulary, multiple modalities, formative assessment, increasing student collaboration, and sharing best instructional practices to support student needs. | • One PLC per month will be devoted to math | • District General Fund Budget
• Houghton Mifflin Math Program
• Number Corner
• Math Journals
• Observation protocol designed on the selected 4 research-based instructional strategies
• Consultant, Carol Harris
• State Consultant | • PLC Observation Summary/meeting notes | • District Math Coach (Marcia Richey)
• School Management Team |
| • All teachers will be observed by the District Math Coach | • Baseline- Sept.
 Post- May | • Consultant, Carol Harris | • Math Coach Observation Calendar
• Math Observation Protocol
• Documentation that Observation Summaries shared with staff | • District Math Coach (Marcia Richey)
• School Management Team |

• Staff will receive coaching on the selected 4 research-based instructional strategies as needed	• Ongoing throughout the course of the year • Coaching log will be submitted to District Office		• Coaching Log	• District Math Coach (Marcia Richey) • School Management Team

Step IV – Monitoring and Evaluating Implementation of School Turnaround Plan

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

Action Steps Describe the turnaround action that will change the governance of the school in order to increase student achievement in areas currently identified as not meeting AYP. (Same as steps in Turnaround Plan).	Timeline & Benchmarks Identify Timeline for Implementing action steps/activities and benchmarks to be met toward accomplishing these action steps.	Responsible District Staff Identify District staff responsible for monitoring/evaluating the action steps/activities and timeline for administering Technical Assistance/Consequences for school if turnaround timelines/benchmarks are not met.	Documentation of Implementation Identify Evidence to be collected by District/Area to document implementation of activity.
• All teachers will receive professional development on the implementation of the SFA Reading Program as recommended by the SFA Foundation	• Roots/Wings Training – July 19,20,21,2011 • Experienced Site Conference • Additional Topics and Dates will be added as they become necessary or at the request of the SFA Foundation	• Associate Superintendent of Educational Services (Susan Keema) • School Management Team Note: School management Team consists of the Principal, Assistant Principal, Reading Facilitator, Math Coach, and Site Counselor	• SFA Training Agenda sign in sheet 8/15 Completed

	Benchmark	Assistance/Consequence	
	• **Roots Visits:** 11/2/2011 & 11/4/2011, 2/1/2012 & 2/2/2012; 4/26/2012 & 4/27/2012 **Wings Visits:** 9/7/2011 & 9/8/2011, changed to 8/29& 30 2/15/2012 & 2/16/2012, 4/23/2012 & 4/24/2012 • July 21 – 100% of teachers will have participated in training provided by the SFA Foundation • 100% of teachers will participate in training deemed necessary by the SFA Foundation (Exact dates/topics are not know at this time, dates/topics, if necessary, will be determined in consultation between the SFA Foundation and the District Office)	If the SFA Foundation does not meet contract deadlines, negotiations will resume with the SFA Foundation to reschedule services on other dates. • Any teachers who does not participate in the training as scheduled will be trained in a one-on-one or small group session by the SFA Reading Facilitator • The site principal will be responsible for ensuring that all teachers participate in all required trainings and will report training progress to the Associate Superintendent of Educational Services	11/2 & 4Visit Completed 8/29& 30 visit completed 8/15 Completed
• All teachers will be observed implementing the SFA Reading Program by SFA Consultants, Site Administration and SFA Facilitator.	• Consultants will be on site **Roots Visits**: 11/2/2011 & 11/4/2011 2/1/2012 & 2/2/2012 4/26/2012 & 4/27/2012 **Wings Visits:** 9/7/2011 & 9/8/2011 changed to 8/29&302/15/2012 & 2/16/2012; 4/23/2012 & 4/24/2012 • Consultants will be on site monthly **Benchmark** • After each visit the SFA consultant will	• Associate Superintendent of Educational Services (Susan Keema) • School Management Team **Assistance/Consequences** • Administrative/Facilitator Conferencing with Susan Keema	• SFA Consultant Observation Calendar • SFA Snapshots Report of Consultant Observations • Documentation that Observation Summaries were shared with staff • Quarterly

		Assessment Results MAP
debrief with site leadership	• Reschedule SFA Consultant visitation dates	• Record results of % of teachers meeting number of required cycles goal
• After the second visit, the SFA consultant will compare with site leadership the baseline snapshot to the 2nd snapshot. This pattern will continue after each SFA visit	• Teachers who are unable to effectively implement critical SFA components in the classroom will receive coaching from the SFA Reading Facilitator	

• Based on Implementation Checklist data the percentage of teacher at Refinement level:
    End of Oct. 50%
    End of Mar. 75%
    End of May 100%
	• A Coaching plan may be developed for specific teachers	

• School snapshot data will be reviewed after each visit with staff.	• Teachers who refuse to work with the coach, both overtly and covertly, will be coached by site administration	8/15 July and August not completed as Member Center was not working SFA company is working on the problem
Classroom Assessment Summary (CAS) Form Scores will be used to track implementation and the use of required elements.		
Summaries due at the end of each cycle and are used to inform and adjust instruction and re-group students. This will be monitored by Administration	• Teachers who fail to respond to coaching will be placed on a Carson City School District *Framework for Effective Teaching* Plan 3 for Improvement.	
Number of cycles to be completed per quarter: Roots/ Wings 1st Quarter 7 5 2nd Quarter 8 6 3rd Quarter 8 6 4th Quarter 7 5		Note Changes
Changed to		

	# of Days	**Roots 3 Day Cycle**	**Roots 4 Day Cycle**	**Wings 6 Day Cycle**
First Quarter	33	10	7-8	5
Second Quarter	27	8	6	4
Third Quarter				
Fourth Quarter				

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• Staff will utilize SFA online data tools for interventions, enrichment and recommendations and suggestions for class placement. SFA Facilitator makes class placements.	100% of all reading staff will utilize the Online Data Tools on SFA Member Center • Bi-monthly PLCs and Component meetings will be used to compare report to identify needs for student interventions, progress monitoring of students, and teacher implementation	• Associate Superintendent of Educational Services (Susan Keema) • School Management Team • SFA Facilitator **Assistance/Consequence** • Coaching from the SFA Reading Facilitator • Conference between staff member and Principal • For staff non-use – level 1 disciplinary action per insubordination - Principal • Teachers who are unable to effectively utilize SFA data tools for interventions, enrichment,	• Member Center reports on student progress • Grade Summary Form • Classroom Assessment Summary • Class Placement Lists • Tutoring Lists • Measure of Academic Progress (MAP) Results 8/15 1st Component Meeting Held August 23rd 9/20 Component

		and provide recommendations for class placement will receive coaching from the SFA Reading Facilitator • Teachers who refuse to work with the coach, both overtly and covertly, will be coached by site administration • • Teachers who fail to respond to coaching will be placed on a Carson City School District *Framework for Effective Teaching* Plan 3 for Improvement.	meeting held
• The focus of one PLC meeting per month will be devoted to the discussion and implementation of CCS emphasizing each of the following: using key vocabulary, incorporating multiple modalities, utilizing formative assessment, and increasing student collaboration	• Timeline once a month according PLC Agenda Benchmark • 100% of all teachers will attend devoted PLCs	• District Math Coach (Marcie Richey) • School Management Team **Assistance/Consequence** • Coaching for staff for compliance/work quality • Conference with Principal • Possible Level 1 disciplinary action • Teachers who are unable to effectively implement the identified practices will be coached by the <u>Math Coach</u> • Teachers who refuse to work with the coach, both overtly and covertly, will be	• PLC Weekly Minutes • Walk through Observations • Monthly Coaching Logs 8/15 - 8/25 PLC topic: Discussion on the use of Key Vocabulary in common core,. 11-3 PLC Math meetings held with Marcia (See Minutes) K-2 Key Vocabulary assessments shared with teachers.

		coached by site administration • Teachers who fail to respond to coaching will be placed on a Carson City School District *Framework for Effective Teaching* Plan 3 for Improvement.	
• All teachers will be observed by the District Math Coach	Informal Observations by math coach will be ongoing **Formal Observations by District Staff** • End of Sept. 2011 • End of May 2012 **Benchmark** • Observation data will be shared at the weekly management team meeting the week after observations are complete • Data will be shared at grade level PLCs' • Data will be shared and analyzed during SIP meetings • Each observation will result in a data comparison with the Site Management Team and School Improvement Team • Individual coaching session to discuss observation data and to set and refine instructional goals as needed for identified teachers	• District Coach (Marcie • Richey) • School Management Team **Assistance/Consequence** • Reschedule observation • Site Math coach will set goals with teachers • Site math coach will schedule observations to match goals • An additional District Math Coach will be assigned and/or the District Math Coach will be replaced	• Math Coach's log • Math Observation Protocol • Documentation that Observation Summaries were shared with staff • Criterion Reference Test (CRT) Results • Measure of Academic Progress (MAP) results • SIP Minutes
• Staff will receive coaching on the selected 4 research-based	• Ongoing throughout the course of the year • Coaching log will be submitted to district office monthly • District CCS training schedule Will be	• District Math Coach (Marcie Richey) • School Management Team	• PLC's Minutes • Walk through Observations • Monthly Coaching

instructional strategies as needed	followed: TBA:: **Benchmark** • Coaching logs submitted monthly • May 2012– 100% of the Teachers staff will be observed effectively implementing Key Vocabulary, Formative Assessments, Student Reflection/collaboration and Multiple Modalities • District Math Vocabulary Assessments K-2 will be administered following schedule: TBA • Results will be shared and analyzed with Site Management, and staff. SMART goals will be established with identified teachers	**Assistance/Consequence** • When a teacher has been identified in need of coaching and is resistant – assistance from the Principal will be expected • Teachers who are unable to effectively implement the identified practices will be coached by the <u>Math Coach</u> • Teachers who refuse to work with the coach, both overtly and covertly, will be coached by site administration • Teachers who fail to respond to coaching will be placed on a CCSD Danielson Model Plan	Logs • Common Core District Training sign in sheets 8/15 Selected teachers have begun receiving coaching 2nd grade has requested coaching on common core • 11/3 PLC training held (see minutes)

Step V – Budget for the Overall Cost of Carrying Out the Plan
List the funds necessary to carry out the Turnaround 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	SFA Implementation Resources and Contract	$110,400.50	CCSD General Fund	
	Additional SFA Training	$4,500.00	CCSD General Fund	

	SFA Training – contracted support with SFA for improved implementation. This goes along with the work of the implementation specialists	$33,707.50 CCSD General Fund	
	SST Lead – Salary school leadership and implementation support	$10,000.00 Title II Funds	
	SFA Facilitator	$65,000.00 CCSD General Fund	
	SFA Tutor Coordinador	$65,000.00 CCSD General Fund	
	SFA Tutor X 2	35,987.14 x 2 = $71,974.28	
	Additional Tutoring Personnel X 2 (per SFA recommendation)		35,987.14 x 2 = $71,974.28
	After School Program		$65,000.00 Unfunded **136,974.28 Total Unfunded**
Goal 2	District Math Coach Contract	$4,000.00 Title II Funds	
	After School Program		$65,000.00
Total Funding Required	**$501,556.56**	**$364,582.28**	**$136,974.28**

Step VI – Required Elements for All Schools
Complete items 1-6.

1. What are the policies and practices in place that ensure proficiency of each subgroup in the core academic subjects? Data is looked at weekly via professional learning communities or faculty meetings.   School Management Team overseas School Improvement Team directives during weekly meetings

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. Tutoring will occur in conjunction with the Success For All Program utilizing CCSD general funds. Dawn Patrol which is an early morning homework club run by SFA Tutors begins at 7:45.a.m. Fremont applied for but was not awarded 21st Century funds for remediation in 2010. Fremont is no longer receiving Title 1, ARRA or 1003(a)(g) funding which was used for after school tutoring. Fremont's school calendar doesn't permit a summer school session long enough to be able to determine if research based strategies would be effective for academic growth

3. Describe the resources available to the school to carry out the plan. See Step V, in addition District PD, ESL Director, Grants Director, Director of Accountability and Assessment and possibly a half-time SSTL for 2011-12 school year paid through General Funds.

4. Summarize the effectiveness of any appropriations for the school made by the Legislature to improve student academic achievement. Class size reduction funds have allowed for more intervention and enrichment opportunities in a child's homeroom.

5. Discuss how the school will utilize Educational Involvement Accords and Code of Honor for parents and meet all the requirements of the law. These documents are sent home to the parents asking that they be returned to the school with a parent signature as verification the school is seeking parent partnerships in educating our youth. The district is also informing parents of the consequences that students will receive if they choose to cheat.

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). Fremont has made AMAO 1 and 2 for the 2009-10 school year. AMAO is still pending per AYP designations. The goal is to continue more direct instruction for ELL students. Inclusion is a philosophy Fremont shares with the District. A new teacher has been hired at Fremont to lead the English as a Second Language Program.

VII. Approval and Assurances

This Turnaround plan is legally sufficient and meets all the requirements established by State, and District entities.   The Carson City School District will implement this Turnaround Plan at Fremont Elementary School as described above at the beginning of the In Need of Improvement (INOI) Year 5 school year.

	Print Name	Signature	Date
Superintendent	Richard Stokes		7-18-11
Associate Superintendent for Educational Services	Susan Keema		7-18-11