

CARSON CITY SCHOOL DISTRICT
MARK TWAIN ELEMENTARY SCHOOL
2111 Carriage Crest Drive, Carson City, NV 89706

SAGE
SCHOOL IMPROVEMENT PLAN TEMPLATE
TITLE I - NRS 385

For Implementation in
2011-12

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
Laura Austin	Principal
Ruthlee Caloiaro	Assistant Principal
Susan Keema	Associate Superintendent
Judy Foster	SFA Coordinator
Cheryl Richetta	1 st Grade Team Leader
Amelia Henrie	2 nd Grade Team Leader
Deanna Fine	3 rd Grade Team Leader
Lisa Hagen	4 th Grade Team Leader
Sheri Heimerdinger	5 th Grade Team Leader
Debi Crozier	ECE/K Team Leader
Susan Zink	Resource Teacher

Chris Mauldin	Classified Staff Member/Specialist Team Leader
Maria Wilson	Classified Staff Member
*Tina Galhaut	Parent/PTA Officer
*Trish O'Flinn	Parent/PTA Officer
*Maria Diaz	Parent

Submission Date: 11-1-11

Area Reviewer: NAME, TITLE

School: Mark Twain Elementary	District: Carson City School District
Principal: Mark Twain	School Year: 2011-2012
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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

The goal of the Carson City School District is to 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

All subgroups will make Adequate Yearly Progress (AYP) in Math and English/Language Arts (ELA).

(add more rows if necessary)

VISION FOR LEARNING (continued)

School Vision or Mission Statement

Our mission is to create a learning community that fosters student achievement and promotes the development of confident, lifelong learners.

School Highlights

Mark Twain Elementary made Adequate Yearly Progress as determined by CRT scores in both Math and English Language Arts for the school year 2010-2011. In addition, every subpopulation showed growth in both Math and ELA. Mark Twain Elementary 5th grade writing scores showed improvement and growth for the past 3 years. Mark Twain Elementary has a school-wide Title 1 program for grades Pre-K through 5. As a Success For All school, 1st-5th grade students have a 90-minute uninterrupted literacy period. Leveled reading groups assure that accelerated learners receive appropriately rigorous reading instruction through the use of newly implemented interactive software program. A state of the art SFA Reading Tutoring Lab provides one-on-one targeted reading instruction. The highly experienced and highly qualified Mark Twain staff is not only trained in the use of technology in the classroom, including SmartBoards, document cameras, classroom laptops, audio enhancement and computer-assisted instruction, but also continues to participate in a variety of professional development. The Instructional Consultation (IC) model has been adopted and utilized whereby trained staff members assist peers in the implementation of highly targeted instruction. Specialists provide weekly education in music, technology, library and physical education to all students. Extracurricular enrichment programs are designed to meet the needs of students. Gifted and Talented Education students are offered the web-based ALEKS individualized math program and special event programs conducted on early release days to augment classroom instruction. The recent addition of the Fast Forward Computer program and Reading Coach will provide support for students. The afterschool Soaring Hawks Program provides opportunity for students to receive remediation or instructional reinforcement in the areas of reading, writing and mathematics. Community partnerships with Greater Nevada Credit Union, UNR Cooperative Extension, and Carson City Arts Coalition provide enriching afterschool programs for all students. Mark Twain PTA is a strong advocacy group for all students. They are an integral part of maintaining a positive learning environment. The Carson City Sheriff's Department provides our 5th grade students with Drug and Alcohol Resistance Education (DARE). Mark Twain ES is the recipient of a USDA grant that provides fresh fruit and vegetable snacks twice weekly to our students. All staff members participate weekly in grade level meetings as part of a professional learning community focusing on student achievement. Quarterly assessments of student learning assure careful monitoring of students' academic progress via Measures of Academic Progress (MAP), Quarterly ELA District Common Assessments, 4-Sight Reading Comprehension Test and annual Criterion Reference Testing (CRTs). The Mark Twain Elementary community is committed to the ongoing success of 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)

- Mark Twain Elementary School made AYP in Math and English Language Arts during the 2010-2011 school year.
- In ELA , the percent of proficient students in each subpopulation increased from the previous year.
- In Math, the percent of proficient students in each subpopulation increased from the previous year.
- In ELA, the percent of proficient students in each subpopulation were as follows: School (70.01%), Hispanic/Latino (63.97%), White/Caucasian (81.49%), IEP (61.02%), LEP (61.39%), and FRL (64.17%).
- In Math, the percent of proficient students in each subpopulation were as follows: School (82.08%), Hispanic/Latino (79.27%), White/Caucasian (88.21%), IEP (78.91%), LEP (78.42%), and FRL (79.1%).
- Writing Data reflect 3 years growth

Priority Concerns

- Two elements related to curriculum, instruction, and assessment were identified as priority concerns using the NCCAT-S process: 1.5A and 2.4B. The elements are listed below.
 - Element 1.5A – All instructional staff members consistently analyze classroom and individual student level data derived from a variety of assessments to refocus or modify instruction through selection of instructional strategies and content emphasis to ensure students meet or exceed proficiency.
 - Element 2.4B – Feedback is specific, timely, and is consistently understood by students as constructive in helping them improve their performance.
- Several elements related to leadership were identified as priority concerns using the NCCAT-S process. In particular, a need was identified to utilize adult professional development practices to make changes in the methods that teachers use to effectively implement the reading program at the school.
- All subpopulations are below the 2011-2012 AYP benchmarks for ELA of 75.9 with the exception of White/Caucasian.

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>
<p>Two elements related to curriculum, instruction, and assessment were identified as priority concerns using the NCCAT-S process: 1.5A and 2.4B. The elements are listed below.</p> <ul style="list-style-type: none"> • Element 1.5A <ul style="list-style-type: none"> ○ All instructional staff members consistently analyze classroom and individual student level data derived from a variety of assessments to refocus or modify instruction through selection of instructional strategies and content emphasis to ensure students meet or exceed proficiency. • Element 2.4B <ul style="list-style-type: none"> ○ Feedback is specific, timely, and is consistently understood by students as constructive in helping them improve their performance. • Several elements related to 	<ul style="list-style-type: none"> • Results of school wide data identified that Mark Twain's reading program (SFA) shows that it needs to be consistently implemented with fidelity. Specifically, teachers need support in scoring of the SFA components and must closely follow the instructional outline to meet individual student needs. • In addition, it was noted that coaching and feedback loops between onsite support staff including the SFA coach and building administration has not effectively utilized adult professional development practices to make changes in the methods that teachers use to effectively implement the reading program at the school. 	<ul style="list-style-type: none"> • Every six weeks, six teachers will be selected to receive focused cognitive coaching from a member of the leadership team. Each team member, with the exception of the external facilitator, will coach two teachers. These teachers will receive cognitive coaching, and direct instruction if necessary, on effective reading instructional practices within the SFA model. During this process teachers will be observed and asked to demonstrate the identified skills. At the same time, student performance in each classroom will be closely monitored. Utilizing SFA data student growth will be monitored and teachers informed of the effect of his or her professional practices on the performance of their students in the area of reading. • The district external facilitator will work side by side with the principal and her leadership team as they observe classrooms, gather data, and coach teachers. Side by side collaboration means that the external

<p>leadership were identified as priority concerns using the NCCAT-S process. In particular, a need was identified to utilize adult professional development practices to make changes in the methods that teachers use to effectively implement the reading program at the school.</p>		<p>facilitator will be present during professional development teaching and coaching sessions. The external facilitator will observe and coach the leadership team as they provide training and coaching to participating teachers.</p> <ul style="list-style-type: none"> • The leadership team will meet weekly to discuss experiences related to focus cognitive coaching within a Professional Learning Community (PLC) format. Each will discuss both student performance and teacher practices occurring within each participating classroom. Group members will use the time to review data and determine if the coaching and staff development is leading to the changes in school culture, climate, and instructional practices that the SIP team and SFA consultants identified in the initial program review. • All teachers will gather and input data into the SFA Data Tools after each cycle of instruction. This data will be discussed by the leadership team and classroom teachers every two weeks within a Professional Learning Community (PLC) format.
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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: In order to improve Reading scores, the SFA program will be implemented with fidelity by all teachers. In order for instructional practices to improve, individual staff members must clearly understand the performance requirements of each student, be able to gather and input data into the SFA Data Tools, select the appropriate curricular materials, and deliver the appropriate instruction for each individual student. In addition, school leadership will target coaching and feedback loops in relation to SFA fidelity. School leaders, including the principal and her leadership team, will continue to receive coaching in order to improve their coaching skills. This in turn will allow the leadership to further support teachers in the process of implementing SFA with fidelity.

Measurable Objective 1:

- The district external facilitator will observe all members of the leadership team using the appropriate cognitive coaching stance 100% of the time.
- All teachers will gather and input data into SFA Data Tools and use this data to meet the needs of individual students.
- At the conclusion of the 2011-12 school year, all subgroups will make Adequate Yearly Progress (AYP) in Reading as measured by state CRT results. In addition, 60% of all students meet or exceed their fall to spring NWEA growth targets.

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: In order for instructional practices to improve, individual staff members must clearly understand the performance requirements of each student, be able to gather and input data into the SFA Data Tools, select the appropriate curricular materials, and deliver the appropriate instruction for each individual student. In addition, school leadership will target coaching and feedback loops in relation to SFA fidelity. School leaders, including the principal and her leadership team, will continue to receive coaching in order to improve their coaching skills. This in turn will allow the leadership to further support teachers in the process of implementing SFA with fidelity.

Measurable Objective(s):

- The district external facilitator will observe all members of the leadership team using the appropriate cognitive coaching stance 100% of the time.
- All teachers will gather and input data into SFA Data Tools and use this data to meet the needs of individual students.
- At the conclusion of the 2011-12 school year, all subgroups will make Adequate Yearly Progress (AYP) in Reading as measured by state CRT results. In addition, 60% of all students meet or exceed their fall to spring NWEA growth targets.

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. One of the primary areas of focus for this action step is to improve administrator practices in the area of cognitive coaching. Every six weeks, six teachers will	Six teachers will be selected every 6 weeks.	District External Facilitator Coaching sessions will	Laura Austin	Coaching Calendar Weekly SFA Data Tools reports	Leadership Team SIP Team Susan Keema

<p>be selected to receive focused cognitive coaching from a member of the leadership team. Each team member, with the exception of the external facilitator, will coach two teachers. These teachers will receive cognitive coaching, and direct instruction if necessary, on effective reading instructional practices within the SFA model. During this process teachers will be observed and asked to demonstrate the identified skills. At the same time, student performance in each classroom will be closely monitored. Utilizing SFA data student growth will be monitored and teachers informed of the effect of his or her professional practices on the performance of their students in the area of reading.</p>	<p>Each selected teacher will be observed and coached at least once each week.</p> <p>SFA Data Tools data will be reviewed weekly during Leadership Team PLCs</p> <p>T4S instructional data will be reviewed weekly during Leadership Team PLCs</p>	<p>occur during the instructional day at times appropriate for the teacher, the coach, and the external facilitator</p> <p>SFA Data Tools are already available</p> <p>T4S observations are already occurring</p>		Weekly T4S reports	
<p>2. The district external facilitator will work side by side with the principal and her leadership team as they observe classrooms, gather data, and coach teachers. Side by side collaboration means that the external facilitator will be present</p>	<p>Each member of the leadership team will be observed while coaching the</p>	<p>District External Facilitator</p> <p>Coaching sessions will occur during the instructional</p>	Laura Austin	Coaching Calendar	<p>Leadership Team</p> <p>SIP Team</p> <p>Susan Keema</p>

during professional development teaching and coaching sessions. The external facilitator will observe and coach the leadership team as they provide training and coaching to participating teachers.	selected teachers (at least 6 observations per week)	day at times appropriate for the teacher, the coach, and the external facilitator			
3. The leadership team will meet weekly to discuss experiences related to focused cognitive coaching within a Professional Learning Community (PLC) format. Each will discuss both student performance and teacher practices occurring within each participating classroom. Group members will use the time to review data and determine if the coaching and staff development is leading to the changes in school culture, climate, and instructional practices that the SIP team identified.	<p>PLCs will meet at least weekly</p> <p>Program evaluation by the leadership team will occur every six weeks</p> <p>Teacher perception data will be collected every six weeks</p>	<p>PLC time for the Leadership Team</p> <p>SFA Point Trainers</p>	Laura Austin	<p>PLC Calendar</p> <p>PLC Minutes</p> <p>Perception survey results – every 6 weeks</p> <p>Six week program review conducted by District Office and External Facilitator</p> <p>Complete program review once all teachers in the school have participate in focused cognitive coaching</p>	<p>Leadership Team</p> <p>SIP Team</p> <p>Susan Keema</p>

4. All teachers will gather and input data into the SFA Data Tools after each cycle of instruction. This data will be discussed by the leadership team and classroom teachers every two weeks within a Professional Learning Community (PLC) format.	Data will entered into SFA Data Tools after every cycle of instruction (approximately once per week)	PLC time	Laura Austin	Weekly SFA Data Tools reports PLC minutes	Leadership Team SIP Team Susan Keema
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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		Title I \$ 60,000.00	\$ 0.00

Part VI: EVALUATION OF THE SIP

For each measurable objective, identify the data that will be collected to monitor the action steps, as well as the timeline and the person(s) responsible.

Measurable Objectives	Evaluation Measures (Monitoring Data & Outcome Indicators to evaluate progress in achieving the Measurable Objectives.)	Timeline For collecting data	Person(s) Responsible, Who is the person or group who will ensure that the evaluation is completed?
<ul style="list-style-type: none"> The district external facilitator will observe all members of the leadership team using the appropriate cognitive coaching stance 100% of the time. 	<ul style="list-style-type: none"> Six week program review conducted by District Office and External Facilitator Complete program review once all teachers in the school have participated in focused cognitive coaching 	Weekly	<ul style="list-style-type: none"> Leadership Team SIP Team Susan Keema
<ul style="list-style-type: none"> All teachers will gather and input data into SFA Data Tools and use this data to meet the needs of individual students. 	<ul style="list-style-type: none"> SFA Data Tools reports PLC minutes 	Weekly	<ul style="list-style-type: none"> Leadership Team SIP Team
<ul style="list-style-type: none"> At the conclusion of the 2011-12 school year, all subgroups will make Adequate Yearly Progress (AYP) in Reading as measured by state CRT results. In addition, 60% of all students meet or exceed their fall to spring NWEA growth targets. 	<ul style="list-style-type: none"> Progress towards proficiency will be measured using annual CRT, Fall/Spring MAP, and weekly SFA Data Tools results 	After each assessment	<ul style="list-style-type: none"> Leadership Team SIP Team

Part VII: OTHER REQUIRED ELEMENTS OF THE SIP

All schools MUST complete this page.

School Characteristics	#	%	Title I	Yes	No
Average Daily Attendance		96.1	Eligible	X	
Transiency Rate		18.1	Served	X	
% enrolled continuously since Count Day			Targeted Assisted		X
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	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.	N2-H	
Dropout Rate (HS)			Did you appeal your latest AYP designation?		X
Graduation Rate (HS)			Was your latest appeal granted?		X
			Designated as Persistently Dangerous School?		X
			Receiving State Remediation funding?		X
			Has a State SST been assigned to your school?		X

1. What are the policies and practices in place that ensure proficiency of each subgroup in the core academic subjects?

Reading:

School wide Success For All Reading program. Uninterrupted 90 minute reading period daily. School wide Quarterly Assessment Summaries completed by all teachers; data monitored by administration and SFA Coordinator; Reading groups adjusted based on CAS data; SFA Tutoring Lab for all students reading below grade level; LEXIA Computer Assisted Instruction for all students reading below grade level. English as a Second Language program provide ELD lessons for grade K-5 using the REACH curricula. Individual Language Education Plan (ILEP) are implemented for all ELL students who do not demonstrate sufficient growth on the annual ELPA test. Inclusion/Co-teach model of classroom instruction for IEP students implemented at all grade levels. Paraprofessionals and certified staff push-in to regular classroom to provide ELA support for IEP and LEP students.

Mathematics:

School wide implementation of Common Core State Standards utilizing Houghton Mifflin, Expressions and Number Corner Curriculum. Master Schedule allows for implementation of intervention. 75 minute math period daily. Inclusion/Co-teach model of classroom instruction for IEP students implemented at all grade levels. Paraprofessionals and certified ESL and special

education staff push-in to regular classroom to provide Math support for IEP and LEP students.

Language Arts/Writing:

School wide implementation of Common Core State Standards utilizing Write From the Beginning writing curriculum. Master Schedule allows for minimum of 45 minutes uninterrupted writing period. Inclusion/Co-teach model of classroom instruction for IEP students implemented at all grade levels. Individual Language Education Plan (ILEP) are implemented for all ELL students who do not demonstrate sufficient growth on the annual ELPA test. Paraprofessionals and certified ESL and special education staff push-in to regular classroom to provide Language Arts/Writing support for IEP and LEP students.

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.

Soaring Hawks extended day academic support for IEP, FRL, Hispanic and LEP students achieving below grade level in core academic areas. Extended Day kindergarten for English Language Learners is provided for daily English Language Development lesson. Academic tutoring for English Language Learners is provided by ESL staff.

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

Title I funds; Tutoring Lab; SFA Coordinator; Personnel to staff extended day/year programs; district bus transportation for extended day/year programs; Curriculum materials including Scholastic reading; SFA; Manipulative-based math; Professional development for extended day/year staff in the areas of Thinking Maps, HQSI/TESO, and Common Core State Standards.

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

Class-size reduction has enabled students to receive more targeted, individualized instruction. Our very successful Pre-Kindergarten program is funded by a state grant benefiting FRL, IEP and LEP students and preparing them for kindergarten. Instructional monies appropriated by the legislature have enabled Mark Twain to upgrade and maintain technology in all classrooms to include SMART Boards, ELMOS, audio-enhancement devices.

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

The accords are discussed at parent / teacher conference. Signed accords are maintained by the classroom teacher. Accords are used on an as-needed basis in discipline situations. Personalized Education Plans include, as appropriate, reference to the accords.

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).

Students are identified, per state requirement, for testing based on the home language survey. Identified students are assessed annually, per state requirement, on the English Language Proficiency Assessment language acquisition testing. Certified English as Second Language teachers are on staff to provide English Language Development lessons daily to students based on the LAS Links testing data. ELD lessons include listening, speaking, reading and writing skill development. Ongoing staff development in the areas of HQSI/TESOL and T4S effective teaching strategies is provided to staff by SFA Coordinator, District ESL Coordinator, District Writing Coordinator and District TESOL instructor. Individual Language Education Plan (ILEP) are implemented for all ELL students who do not demonstrate sufficient growth on the annual ELPA test

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.

Year 2: School Choice – School Choice was offered to families per state and district guidelines. Parents were notified by English/Spanish letter during the summer (2011) of the school choice. Supplemental Services for qualifying students (FRL) is offered in the form of at-school or in-home tutoring.

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

Mark Twain Elementary will not spend less than 10% of its annual Title 1 allocation for quality professional development. Budgeted are SFA conference attendance for selected staff members; SFA New Leader Conference, substitute pay available for staff development in the areas of HQSI/TESOL, Cognitive Coaching and SFA Components.

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

Mark Twain will provide written notice to parents as needed regarding the school’s “Needs Improvement” status and/or AMAO status. Following state and district guidelines parent letters will be sent in English and Spanish to all parents meeting all deadlines.

4. Specify how Title I funds will be used to remove school from “Needs Improve Year 2 (Hold): School Choice – School Choice was offered to families per state and district guidelines. Parents were notified by English/Spanish letter during the summer (2011) of the school choice status. Title I funds will be used to remove school from Needs Improvement Status by:

- 1) Hiring highly qualified paraprofessionals for the ESL program, SFA Tutoring Lab and Pre-Kindergarten Program.
- 2) Providing funds for substitutes, teacher overtime, conference registration and professional development trainers for high quality professional development in the areas of instruction and assessment.
- 3) Providing funds for instructional materials in the area of reading and language arts.
- 4) Providing funds for native language translation of school wide parent communiqués.
- 5) Providing funds for staffing of extended day and summer school educational programs for LEP, IEP, FRL, Hispanic at-risk students.
- 6) Providing funds for transportation for extended day and summer school educational programs for LEP, IEP, FRL, and Hispanic at-risk students.

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

Mark Twain Elementary provides teacher mentoring and coaching via the Success For All Reading Coordinator (SFARC) position, New Hire Mentor, Cognitive Coaching initiative. These positions support the goals and objectives of the School Improvement Plan by:

Goal 1: The SFARC assist in refining the ELA curriculum. The SFARC helps to lead the staff through the district's curriculum mapping initiative. This position also monitors fidelity to curriculum by observing and providing timely, specific feedback to staff. The SFARC position model effective curriculum delivery techniques for staff. The New Hire Mentor provides the school's newest staff with support in order to implement all district curriculums..

Goal 2: The SFARC and administration assist in monitoring for fidelity to the SFA curriculum. The SFARC attends all team meeting to provide support in the above areas.

Goal 3: The District Home-Advocate assists in planning and implementation of parent education in the areas of reading, writing and math curriculum.

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.

All teachers at Mark Twain are Highly Qualified as determined by the State of Nevada and the Carson City School District. Applicants are screened before interviewing to ensure that only candidates who meet the requirements for HQT are interviewed.

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

Describe the school's strategies to increase parent involvement in accordance with Section 1118 of NCLB, such as family literacy services. Staff and coordinator provide monthly opportunities for parents to participate in activities at various times during the school day and evening hours. Personal contact (telephone) is made to encourage participation. All programming is bilingual (English/Spanish). Special programs to educate parents regarding curriculum and assessment include: Pre-K Orientation, Kindergarten Orientation; 1st grade orientation, ESL Parent Night, Extended Day Kindergarten Orientation, Kindergarten Report Card Workshop, MAP (Measures of Academic Progress) Parent Workshops (Primary and Upper grade MAP), Family Storyteller Workshops (Pre-K and K-1), Family Literacy Night, and Family Math Night. Opportunities for parents to volunteer and participate in social activities include Principal's Coffees (monthly), Moms 'n Muffins, Dads 'n Donuts, Parent Volunteer orientation.

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.

Mark Twain Elementary has a state grant-funded Pre-K Curiosity Corner program that articulates with the Kindergarten Kinder Corner program. Both of these comprehensive literacy/school readiness programs articulate with the grades 1-5 comprehensive Success For All school wide reading program. Achievement data is aggregated and tracked for grades Pre-K – 5 by the site SFA Coordinator and grade level teams to ensure reading interventions are provided to students as appropriate.

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

Mark Twain Elementary has implemented a Professional Learning Community model of shared decision making whereby grade level teams set norms and meeting protocol, establish a weekly agenda and meet to address student achievement. In keeping with the PLC model, the grade level teams address 4 guiding questions: 1) What do we want all students to learn? 2) How will we know if they have learned? 3) How do we respond when students don't learn? 4) How do we respond when students who are ready for more? The teams establish the following for each of the core subject areas: SMART goals, Indicators (Standards and Objective), Measures (Common Assessments) and Targets (attainable performance levels).

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

Federal, state and local services are coordinated and integrated into school improvement efforts. Site administration receives training provided by district and state entities regarding school improvement policies and practices. Site administration follows all guidelines set forth by each governmental entity (federal, state and local). As a Title I school, administration participates in yearly audits by Title III and Title I programs to ensure compliance and coordination of efforts. The Mark Twain school improvement plan is submitted to the local agency for approval. Upon approval the plan is then submitted to the state for approval.

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.