

Carson City School District RTT-D Quarter 2 Progress Report



Report Date: July 30, 2013

The following report provides a summary of activities completed by the Carson City School District for the first quarter of the Race to the Top for Districts (RTT-D) project for the time frame of April 1, 2013 through June 30, 2013.

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Quarter 2 Program Evaluation Report

The Carson City School District has had an exceptional roll out of the RTT-D project. The district has met the obligations laid out in the RTT-D application defined for the first year of the grant. The definition of this evaluation will define first if the organization made some of the basic changes identified in the application; secondly if those changes led to changes in practice, and finally did those changes in practice lead to improvements in student performance.

Project Goals for Quarter 2:

- A. Continue to build organizational knowledge around the RTT-D Project and the Learner Centered Philosophy that drives the work.
 - B. Continue to hire and place staff into positions identified within the grant.
 - C. Provide professional development to new staff members so that they can successfully meet the obligations identified in their new positions
 - D. Move forward with the work of the District SST, Site SST and begin the work of Secondary Counselor and Community Support Teams
 - E. Development of the Scope of Work required by each RTT-D grantee
 - F. Work closely with the University of Nevada to build a program evaluation for the RTT-D project
 - G. Student Mastery Data System Purchase
 - H. Project expenditures for the first two quarters of the grant
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A. Theory behind the practice: Building organizational knowledge of the Learner Centered Stance

Carson City School District's RTT-D project is based on the premise of developing a Learner Centered Organization. The foundation of this work can be traced back to the work of individual teachers. Dr. Steven Pradere and Dr. Ricky Medina have collaboratively identified two basic stances that seem to be present in most secondary teachers.

Learner Centered Education System

Delivery Stance: Theresa, an energetic second grade teacher is in the middle of her fourth year as a classroom teacher. This has been an exceptional day for Theresa; her principal has just informed her that she has been nominated as the teacher of the year for her school, an unusual honor for a young teacher at this elementary school. In Theresa's district the nominees must present a resume, video of a model lesson, and a single page written response to the following prompt, "*As a classroom instructor how do you measure your success?*" The principal let Theresa know that she had a week to get her materials together for the district level teacher of the year review. Within a few days Theresa had updated her resume and videotaped a strong lesson. Finally, Theresa was ready to move on to the final task of writing her one page response to the required prompt. Theresa excused her students for the day and headed to the local park. She found a nice table next to the water, placed her pen on the paper, and began to ponder the question, "*As a classroom instructor how do I measure my success?*"... Put yourself in Theresa's place, if you had been selected as the teacher of the year and asked to respond to this question how do you believe you would respond?... As school improvement facilitators, Dr. Medina and I have had the opportunity to

ask hundreds of educators from administrators to classroom teachers this question and we have been surprised by the answers. Let's begin by assigning a term to describe this response, simply put, an educator **Performance Stance** or **Educational Stance** is defined by how each individual teacher measures his or her success. Does a teacher measure success by how effectively he or she delivers information, or does the teacher measure success by how well his or her students are able to demonstrate knowledge and skills related to the targeted curriculum. Intuitively, most believe that teachers measure success by what his or her students can do, but initial investigation into the topic may support other findings. The remainder of this chapter will review the concept of teacher stance and systemic pressure that may push teachers toward one stance or the other.

As products of our educational system, we possess both positive and negative memories of our time spent in school. These memories help to form our individual beliefs about the quality of the education we received. Engrained in our memories are highly effective teachers that we connected with. Each of us remembers the teacher that provided those experiences that significantly changed our lives. As a person whose career is centered in educational improvement, I often consider the qualities that separate our best teachers from those that need improvement. Consider this question, *what separates the exceptional educator from the average or below average teacher?*

Think back to your time as a student in our education system. Who was your most effective teacher? Not necessarily the teacher that you liked the most, but the teacher who moved you to strive for perfection. The person who introduced you to new ideas or content and no matter how difficult the task, this teacher was able to help you to master this new skill. Take a minute to travel back to this classroom and this specific teacher. What do you believe made this teacher different? What kind of connection did you have with this teacher? What attributes did the teacher display that facilitated such a large change in you?

... If you had an opportunity to invite yourself to have cup of coffee with this exceptional teacher and ask, "How do you measure your success as a teacher?" What do you believe the response will be?

Having asked this question many times to teachers with various skill levels it is interesting that two basic responses tend to appear.

The first focuses on the work of the teacher or a **Delivery Stance**:

" ... I measure my success by how well I present information. I work hard to maintain well behaved students and try to organize information in a way that students can keep up. I try to address a wide variety of learning styles by presenting information various ways. Students are ultimately responsible for learning. I present, assess, and move on. I have a limited time to present the standards so I have to make sure to get through all the material before the administration of the state or high stakes assessment"

The other common response is focused on performance of the student or a **Learner Centered Stance**:

"... I measure my success by how well students are able to demonstrate knowledge and skills related to the key curriculum I present in class. I have found that if I set learning targets for students prior to entering the learning cycle and participating students understand the learning target and are able to personally monitor progress toward the learning target, they are much more likely to demonstrate the

targeted knowledge and skills when called upon to do so. I know I am responsible to teach content, but I also know that I need to teach my students how to interact with new information when I am not there. In other words, part of my work is content driven and another part is to teach students how to study and perform on their own. I guess I would say that I measure my success by how well students can demonstrate targeted knowledge and skills whenever they are called upon to do so.”

I find it very interesting that teachers tend to respond one way or another and there are very few people who provide different responses. The next logical question is which stance do our most effective teachers identify with? Initial data in this area connects our most effective teachers the Learner Centered Stance. Essentially they view their personal success by how effectively students are able to demonstrate the identified knowledge and or skills.

Teachers who measure personal success by what is delivered operate within a delivery centered success model and teachers who measure success based on knowledge or skills gained by the student are considered learner centered.

(Delivery Centered Stance): *Teacher presents information and assesses level of learning at the conclusion of the unit. Teachers in this group are concerned about what and how information was delivered. The focus is on delivery or the presentation of information and not mastery. “I did it, it is up to the students to get it”*

The delivery centered educator presents information, knowledge, and required skills to students over a given period of time. This teacher requires students to determine what is important. Controlling the key concepts for learning, the teacher secretly selects the key content to be assessed. He or she is concerned about the key knowledge and skills, but their fundamental stance is on the delivery of information. The teacher places high value information in an assessment and waits to see which students could figure out what the teacher thought was important and was able to demonstrate mastery on a given assessment. The teacher measures his or her success on how well he or she believes information was presented. Delivery centered teachers often grade on the bell curve. “I taught it, those that studied got it, now it’s time to move on.” Educators in this group tend to believe most students can learn. Delivery centered teachers hold the primary stake in the learning.

(Learner Centered Stance): *The educator’s focus is on student mastery of knowledge, skills, and behaviors within each unit of study. Educators in this model measure professional success by what students know and can demonstrate as a result of participating within each unit of study.*

A Learner Centered Educator (LCE) measures his or her success by the students’ ability to demonstrate identified knowledge, skills, and behaviors at the conclusion of each unit of study. Learner Centered Educators believe that all students can learn and perform their work in a way that leads to content mastery by all. They utilize summative and formative assessment to guide instruction. They identify learning targets and levels of mastery prior to instruction and they share that information with students. Prior to entering each unit of study students possess a clear set of required expectations for achieving mastery within each unit. Stiggins (2000) through the development of the *Assessment for Learning* research supports the idea of establishing learning targets and providing timely feedback to stakeholders so that mastery can be achieved.

Learner Centered Educators believe that they serve an important role in a community of learners. They have a responsibility to move all students to a level of mastery on all key concepts. They believe that every curricular element that is worth teaching is worth learning for a lifetime. Learner Centered Educators support a spiraling curriculum process. They visit and re-visit key concepts throughout the school year at a high enough frequency that students leave the class with enough background knowledge to perform the required tasks whenever called upon to do so. Learner Centered Educators utilize teaching strategies that promote study skills both in and out of the class. LCE's believe that they serve two roles in terms of teaching. The first is to build student content knowledge, the second is to enhance a student's ability to work with new information independent of the teacher.

Learner Centered Organizations establish learner centered attributes throughout the system. Dr. Ricky Medina (2011) stated that an outstanding teacher can move all students to mastery, but an outstanding educational system allows the average teacher to bring all students to mastery. There are four basic components that make up a Learner Centered System and they include: curriculum, instruction, assessment, and leadership. The following sections will provide a general description of the primary components of the Learner Centered System.

Teachers tend to fall into one stance or the other and do not easily move back and forth between stances. Though the primary dividing line between stances is found between the delivery centered and learner centered stance, there appears to be levels of commitment to each stance. We could consider this a continuum of commitment see the figure below.

<u>Tier I</u>	<u>Tier II</u>	<u>Tier III</u>	<u>Tier IV</u>	<u>Tier V</u>
Content Delivery Content Teacher	Content Delivery Content Review Focus	Learner Centered LC I	Learner Centered LCII Long Term Learning	Learner Centered LC Self Actualized

Tier I Content Delivery (Content/Teacher Centered Model): *Teacher presents information and assesses level of learning at the conclusion of the lesson*

The Tier I teacher presents information, knowledge, and required skills to students over a given period of time. This teacher requires the students to determine what is important; holding on to the key concepts for learning the teacher secretly selects the key content to be assessed. Finally the teacher places that information in an assessment and waits to see which students could figure out what the teacher thought was important and could demonstrate it on an assessment. The teacher measures their success by how well they believe they have presented information. Tier I teachers often grade on the bell curve. "I taught it, those that studied got it, now it's time to move on." Teachers in this group tend to believe most students can learn. Tier I teachers hold the primary stake in the learning.

Tier II: Content/Review Focused (Delivery Centered Model): *Teacher presents information and provides students with key elements to review*

The Tier II teacher identifies the key knowledge, skills, and behaviors that students need to master within a given unit of study. The teacher reviews the key instructional elements and shares the information with students. Tier II teachers assess on those areas at the end of the unit. They again measure their success on the bell curve. They are concerned about the key knowledge and skills, but their fundamental stance is on the delivery of information. After the assessment, the teacher moves on to new content, possibly assessing the key information that was addressed in the unit of study at a later date, but not identifying mastery or

planning for spiraling key concepts. The focus here is still on the individual classroom and delivering information to students. The teachers who identify with this group believe that most students can learn. The teacher maintains the primary responsibility in the learning process.

Tier III Learner Centered (Learner Centered Model): *Teacher focus is on student mastery of knowledge, skills, and behaviors within each unit of study.*

Teachers that function as Tier III teachers have made a significant shift in their beliefs about the role of a teacher in the education system. Tier III teachers measure their success by their students' ability to demonstrate identified knowledge, skills, and behaviors at the conclusion of each unit. Tier III teachers believe that all students can learn, and they perform their work in a way that leads to mastery of the content. They use both summative and formative assessment to guide their instruction. They identify learning targets and levels of mastery prior to instruction. They share that information with students as well as student work exemplars which guide both the teaching and learning to a high quality conclusion. Students enter each unit of study with a clear picture of what they must do to achieve mastery of the learning. Stiggins (2000) defines this work in the *Assessment for Learning* research. As units proceed teachers make adjustments to their planning and practice so that all students can demonstrate the essential skills during and at the conclusion of each unit. In Tier III, students take ownership of their learning. Rich conversations between teachers and students occur throughout the learning process and both the teacher and student take things from the conversation which leads to significant improvements in both teaching and learning practices.

Tier IV Learner Centered – Long Term Learning (Learner Centered Model): *Teacher focus is on student mastery of knowledge, skills, and behaviors and students can demonstrate mastery when it is required.*

Tier IV Teachers believe that they serve an important role in a community of learners. They have a responsibility to move all students to a level of mastery on all key concepts. They believe that every key element that is worth teaching is worth learning for a lifetime. They demonstrate all the skills of a Tier III teacher as well as supporting a spiraling curriculum process. They visit and re-visit key concepts throughout the school year at a high enough frequency that students leave the class with enough schema to perform the required tasks whenever called upon to use them. Tier IV teachers utilize teaching strategies which promote study skills both in and out of the class. They believe that they serve two roles in terms of teaching. The first is to teach students the content, the second is to provide them the skills to be able to study and work with information independent of the teacher. They don't expect students to have study skills already; they measure student's ability to study and learn independently. Then provide instruction as needed to help students to become more efficient lifetime learners.

Tier V Learner Centered Self Actualized (Learner Centered Model): *Teachers focus on students across the system. They consider their position in the system and make contributions system wide to help students meet learning expectations.*

Tier V teachers are *self-actualized* teachers who maintain a balcony view of their school and their role within it. They support the learning of all students in the building through their professional practices both inside and outside their classroom. These teachers meet all the requirements defined in Tier IV and also understand their place within the organization. Tier V teachers support the development of curriculum,

assessment, and instructional practices school wide (Learner Centered Practices). From a philosophical perspective, teachers in this group take students where they are in the class and push or pull them to level of mastery so that they will be successful within the organization as a whole. They understand that every student in the building is their responsibility and they do what they can to support the learning of all students. They share their knowledge and skills with their peers and work to support the professional growth of the entire organization.

Tier V teachers understand that much of the work of supporting student learning within an organization occurs within the PLC environment. This group clearly understands the learning targets, but they can also effectively function on a PLC team. They are able to identify learning targets and use data to verify progress along the mastery continuum. This group also works effectively with peers and is able to help peers reflect and adjust practices that lead to students to meet expected academic outcomes.

If we consider teachers within the educational system kindergarten through grade three, evidence points to a majority of teachers at this level are Learner Centered. The focus in this area is to verify that students are able to read and perform basic math calculations and teachers at this level tend to measure teaching success by their students ability to perform these basic tasks; as students move up the system the focus for many teachers shifts from skill mastery to content mastery. A simple example is the shift from learning to read to reading to learn. Many systems begin to group students and move students from one teacher to another and teachers may specialize in a content area. Entering middle school, student's move from class to class and teachers are responsible for a large number of students, usually more than one hundred depending on the size of the school or the system. Teachers are asked to present information and move students through the system. Much of the work focuses on managing classes, presenting information, collecting and recording results and moving on to the next topic. Many systems do not closely monitor student progress beyond the concept of pass/fail.

In the K-12 system, high schools are usually made up of large numbers of classes with individual teachers who hold autonomy on the information that is presented and assessed. Within this system it is not uncommon for teachers who share the same courses to present completely different information and utilize independent assessments. In this example five different teachers teach algebra class within the same school yet each student receives a different set of knowledge and skills related to content. Professional Learning Communities provide opportunities for teacher teams to gather and monitor student progress. In the system described above there is difficulty pinpointing student needs because the system does not require the use of common assessments in common classes. Thus student progress again turns to pass/fail. Systemically this model allows teachers to present information to students and not be connected to student success beyond the concept of pass fail. In most cases if a majority of students are passing classes, then there is not pressure on teachers to make sure that all students meet mastery. Again, it is only an internal drive that will separate the learner centered teacher from the delivery centered educator. As you can see it is easy for a secondary educator to take on the philosophy *"I taught it and it was up to the student to get it"*. Now I am moving on.

The concept of equilibrium reminds us that it is difficult for teachers to move from one stance to another. However, we are confident that with the correct systemic leverage individual teachers and entire organizations can move from a delivery stance to a learner centered stance. In order to make this shift, organizations must have some very specific systemic elements in place. They include a guaranteed and

viable curriculum and assessment system, high quality instruction, learner centered leadership, and high quality data systems that allow groups of teachers to come together to share student progress and take responsibility for all students in all grade levels and all content areas to meet mastery on each assessment. The following chapters will further define each component and the system that must be in place to drive and manage these critical pieces.

In order to create an environment that will support the growth of every teacher to become Learner Centered, the district is building an organizational system that includes developing an aligned curriculum and assessment system. Instructional practices that are built to support long term mastery of key content. Professional Learning Communities (PLC's) that share common student data and a student mastery data system that allows all stakeholders to understand learning targets by course and student progress toward meeting those goals. In addition, PLC's that promote effective teaching and movement toward a student centered stance. Finally the district believes that every student should be college and career ready when exiting high school and is working to build infrastructure components that will allow every student to grow in the college and career ready areas. Future evaluation documents will define the infrastructure targets and the organization growth in each area to meet the goals of the district to become a Learner Centered Organization.

B. Project Staffing:

The Carson City School District, in the last quarter, completed the hiring of the Implementation Specialists for the projects. Each school site was assigned a project lead to supervise the roll out on each campus. As project leads, staff members will serve as the campus coordinators for all endeavors related to Race to the Top. These individuals will support both the district office as well site leaders at each location in the implementation of instructional, curricular, and assessment modifications, in alignment with the district's previously submitted and approved grant application. Project leads will also mentor Implementation Specialist members, assisting in their continued growth and familiarity within these positions. Three of the four candidates selected for these positions have previous experience performing the many duties encompassed within these crucial positions; however, all four selected staff members possess the ideal skill sets to lead the many projected tasks and ventures on their perspective campuses. Along with their project supervision the project leads also provide professional support in specific content areas; Allen Gosselin – High School Science and CTE; Candi Ruf - High School English, PE and Health; Amy Burton – Middle School Science; and Kari Pryor Middle School Social Studies.

Implementation Specialists – Project Leads

In the following sections we will identify the project leads and provide a general description of their professional experience.

Allen Gosselin
Carson High School Project Lead



Allen Gosselin is an RTT-D Implementation Specialist and the designated team lead for Carson High School. He brings 27 years of experience to the district, including 25 years as a classroom teacher, grades K-12, and has twice been recognized by his peers as a teacher of the year (Eureka County School District, 1989 and Douglas High School, 2000). In addition to his classroom experience, Mr. Gosselin served as a regional trainer for WNRTP, facilitating professional development for Nevada's five western districts in the areas of school improvement planning (SIP), co-teaching, instructional strategies (T4S) and PLC/collaborative practices. Mr. Gosselin is a highly skilled trainer and respected for his professionalism and leadership at each of the organizations he has served. Mr. Gosselin is an excellent addition to the RTT-D project.

Candi Ruf
Pioneer High School Project Lead



Candi Ruf received a Bachelor of Arts in English and Secondary Teaching Credential from the University of Nevada, Reno and began her teaching career at Proctor R. Hug High School in Reno, Nevada where she taught 9th, 10th, 11th grade English. In addition, Ms. Ruf reinstated the Journalism class and monthly newspaper as well as curriculum mapped, piloted, and co-taught a transitional English course for students moving out of self-contained or immersion programs into mainstream classrooms. She also served as Cheerleading Advisor, Drill team Advisor, Class advisor, and Speech and Debate Coach.

In 2006 Ms. Ruf returned to the classroom after certifying in Elementary Education at Sierra Nevada College. She taught third grade at Bordewich Bray Elementary School for 7 years. As a co-teacher utilizing the Inclusion Model, she worked with Special Education, Deaf and Hard of Hearing, Autistic, and GATE students. Additionally, Ms. Ruf is a certified Write...from the Beginning Thinking Maps Teacher Trainer and Cognitive Coach. She served as a New Hire Mentor for two years and was a three year member of the CCSD English Language Arts Curriculum Mapping Team for third grade. Additionally, Ms. Ruf served on various site-based committees including Safety, Nevada Day, Spelling Bee, Principal's Advisory, and Climate.

Currently Ms. Ruf is the Implementation Specialist for Pioneer High School and is working on her TESOL Certification.

Amy Burton
Carson Middle School Project Lead



Amy Burton is lead for the Carson Middle School implementation team. Burton has over twenty years of teaching experience in English Language Arts and Journalism. She began her teaching career in 1991 as a middle school ELA teacher in northern Virginia after receiving her masters of education from the University of Virginia, Curry School of Education. Since then Burton has taught ELA and journalism courses to various age groups ranging from 6th grade through community college and university adults in both northern Virginia and Nevada. In addition she has taught secondary literacy courses at the University of Nevada, Reno. Burton began exploring teacher leadership and professional development while teaching ELA at Churchill County High School when she was selected as a trainer for the Nevada State Standards, a scorer for the Nevada High School Proficiency Writing Exam, and a T4S observer and Professional Learning Community facilitator. In addition, Burton earned a National Board certification in ELA in 2005 and was awarded Teacher of the Year at CCHS. These interests and accomplishments led to her selection as a regional trainer for the Western Nevada Regional Training Program (WNRTP) in 2006 serving Carson City, Churchill, Douglas, Lyon and Mineral counties. While with WNRTP, Burton specialized in program development using the backward assessment model. In 2008 Burton transferred to the Northern Nevada Regional Professional Development Team in Reno, NV, serving Washoe County and continued her work with program evaluation. In addition, she began focusing on secondary literacy and teacher leadership through professional learning communities. In 2009, joined Traner Middle School's faculty to explore a holistic approach to teacher-led professional learning. While at Traner, Burton coordinated an academic vocabulary professional development partnership with UNR's Dr. Dianna Townsend, trained with the Teacher Development Group in coaching mathematics instruction, conducted action research in a laboratory classroom setting and was selected by Dr. Shane Templeton, co-developer of *Words Their Way*, to be filmed teaching academic vocabulary in that setting by Pearson Publishing Group.

Kari Pryor
Eagle Valley Middle School Project Lead



Kari Pryor is currently an Implementation Specialist at Eagle Valley Middle School and serves as the Teacher on Special Assignment Cognitive Coaching Trainer. She taught at the elementary level for 8 years before leaving the classroom to work in staff development and facilitation. Prior to joining Carson

City School District in 2010, Ms. Pryor worked for the Douglas County Professional Development Center as the New Hire/Mentor trainer and the K-6 Elementary Mathematics Specialist. Her career in professional development continued when she left Douglas County to work for the Western Nevada Regional Training Program (WNRTP) where she supported 5 counties throughout western Nevada in the areas of effective instruction, Professional Learning Communities, Cognitive Coaching, and mathematics. She holds a BS and Master's Degree in Elementary Education. Ms. Pryor is also a nationally certified Cognitive Coaching Agency Trainer.

Implementation Specialists

In addition to project leads, three of the four sites also have Implementation Specialists that work in specific content areas. Work completed by these professionals is provided on their home campus as well as project specific support on each of the participating campuses. The sections below provide a general description of each of the remaining Implementation Specialists.

Ben Contine
Carson High School CTE Implementation Specialist



Ben Contine is an Implementation Specialist for Career and Technical Education (CTE) in the Carson City School District. He serves as the lead outreach coordinator and developer of the district's community partnership program. After an early career in politics and community organizing, Mr. Contine worked as a special education teacher in both the Clark County and Carson City School Districts. He was recognized for his work as an interventionist and expertise in the co-teach model. Recently, Mr. Contine served as Chairman of the Carson City School District's Strategic Plan Committee, facilitating the development of the Empower Plan. The plan was unanimously adopted by the Carson City School Board in 2012. Mr. Contine has been named the Ormsby County Education Association Rookie of the Year, Carson City Rotary's Teacher of the Month, and presented a City Life Magazine "Local Hero" award for neighborhood organizing. He holds a Bachelor's Degree in Political Science, a Master's Degree in Special Education, a Master's Degree in Educational Leadership and holds an Administrative License and TESL endorsement. Mr. Contine has been identified as an educational agent of change committed to empowering students as lifelong learners ready to innovate, adapt, and succeed in a changing world.

Michele Lewis
Carson High School CTE Implementation Specialist (Administrator)



Michele Lewis is the Career and Technical Education (CTE) Administrator in the Carson City School District. She began her career in 1983 in Eureka, Nevada, where she was the agriculture science teacher and advisor for the Diamond Mountain FFA Chapter. She then served as one of the first Tech Prep coordinators in Nevada and was instrumental in moving this initiative forward by working with the Nevada Board of Education and University of Nevada Regents to develop a joint tech prep agreement, which – after many modifications and amendments – is still in use today.

Ms. Lewis then went on to serve as the Nevada FFA Executive Director where her work revitalized the Nevada FFA Foundation and established the Nevada Agriculture license plate, which provides annual income to the FFA organization. After earning a Master’s degree in Education Leadership, Ms. Lewis spent a year at Cuesta College as the Workforce Development Manager before moving on to become the Administrator at Washoe County School District’s CTE high school – Regional Technical Institute (now AACT).

She has been with Carson City School District since 2005 and has served as dean of students and administrator for CTE programs at Carson High School. She has received many awards for her dedication to CTE, such as the Nevada CTE Educator of the Year, Nevada Agriculture Teacher’s Association Member of the Year, and the coveted Bill Trabert Memorial Award for Excellence in Occupational Education. She was most recently recognized by the Nevada Association for Career and Technical Education with the Award of Service – the highest recognition given by the association. She has earned the Honorary American FFA Degree and has served on the Douglas County School District Board of Trustees and the Nevada Interscholastic Activities Association Board of Control. All of these awards speak to Michele’s passion for inspiring students to reach their fullest potential for premier leadership, personal growth and career success.

Cheryl Macy
Carson High School ELA Implementation Specialist



As a native of Carson City, Cheryl Macy attended Carson High School, where she now works as Implementation Specialist. After high school, she attended the University of Nevada, Reno, earning a degree in English with a minor in American History. During this time, Mrs. Macy worked as a clerk and

Continuous Quality Improvement coach for the Medical Imaging Department of Carson-Tahoe Hospital. While there, Mrs. Macy co-authored a paper on sinusitis and medical imaging exams. Although her hospital work excited her, she decided to become a teacher and returned to UNR for her education classes. Mrs. Macy has taught English for fourteen years, spending five years as Speech and Debate Coach and five years as Language Arts Department Chair. Her work as a teacher leader inspired her to get her Master's degree in Education Administration from Grand Canyon University, which led to a year-long internship as dean at Eagle Valley Middle School. In 2011, Mrs. Macy was named the Nevada Teacher of the Year. This honor gifted her with a great deal of professional development on topics ranging from ESEA to teacher leadership to crafting messages for the media. During this time, Mrs. Macy developed her platform on the relationship between sleep and success in school. In 2012, Mrs. Macy had the opportunity to visit China with the NEA Foundation, where she was able to visit a middle school and a specialized career and technical high school, as well as an American company out-sourcing in China. These opportunities have expanded her understanding of what our students and our schools need to improve. All of these experiences furthered her love of curriculum, instruction and teacher leadership.

Mena Dedmon
Carson High School Social Studies Implementation Specialist



Mena Dedmon has been a teacher for 13 years. She lives in Minden with her husband, an English teacher, and her two daughters aged 8 and 3. Her first job in education was teaching US History, World Geography, and Leadership at Pau-Wa-Lu Middle School in Douglas County. During this time she was an annual participant in the Teaching American History Project (TAHP) in Washoe County. She twice served as the master teacher for TAHP summer institutes and participated in fellowship program at the National Archives. In 2008 she sat on the panel which revised the Social Studies standards for the state of Nevada.

Next came a three year stint as an ESL teacher at the Koc School in Istanbul, Turkey. The Koc School is a private Turkish school working with a focus on bilingual instruction. While there, she and two colleagues developed a discipline policy that was adopted school-wide. Ms. Dedmon was selected as the 6th grade level leader for the English department at the end of her first year and remained in that capacity until returning to the United States.

Next, she taught grade 7 World Geography and Leadership at Carson Middle School from 2011 until she was moved to Carson High School as an Implementation Specialist under the RTT-D grant. While at CMS, she mentored her second student teacher.

Ms. Dedmon has a Master's Degree in Teaching History (MTH) from UNR.

Sarah Lobsinger
Carson High School Mathematics Implementation Specialist



Sarah Lobsinger received her Bachelor's degree in Secondary Mathematics from Oklahoma State University in Stillwater, Oklahoma and has taught middle school and high school mathematics in Oklahoma, Texas, and Nevada. She has taught Algebra I, Algebra II and Geometry at Carson High School for the past 8 years. Ms. Lobsinger's love of teaching began at the age of 4 when she taught her cats and stuffed animals how to write numbers and letters on her chalkboard. A strong advocate for teaching students to love learning, she involves her students in exploring new ways in applying their knowledge of mathematics. Her current professional interests focus on working with other teachers and her current projects include implementing Common Core Standards in mathematics throughout the district.

Jeremy Lewis
Carson Middle School ELA Implementation Specialist



Jeremy Lewis is currently an Implementation Specialist at Carson Middle School for the Race to the Top District Grant (RTT-D) awarded to Carson City School District by the U.S. Department of Education. Mr. Lewis holds a bachelor's degree in communications & journalism from Sonoma State University and a master's degree in teaching from Sierra Nevada College.

As a teacher for the Carson City School District at Carson Middle School, Mr. Lewis has been a special education teacher, an 8th grade English Language Arts teacher, the ELA department chair, and lead department chair. In addition, Mr. Lewis has a strong background in computers and information technology and has been an essential resource for CMS staff.

In his day to day work, Mr. Lewis has fostered collaboration and designed cross-curricular instruction between 8th grade English Language Arts and social studies. He has earned the respect of his peers and was Carson Middle School's Teacher of the Year for 2011-2012.

During the life of the Eagle Valley Middle School SIG Grant, Mr. Lewis worked closely with the EVMS Implementation Specialists to align ELA curriculum and assessments between the two middle schools and begin the implementation process of the Learner-Centered Model.

Jeff Greb
Carson Middle School CTE, PE – Health Implementation Specialist



Jeff Greb is currently an Implementation Specialist at Carson Middle School. He taught English at Carson High School beginning in 1995 and taught students at all grade and ability levels, from remedial freshmen classes to Advanced Placement seniors. He holds a BA in English from UCLA, attended graduate school at CSULA, and earned his teaching education license through SNC. He also holds a MA in Education Administration and Supervision from University of Phoenix and is currently working on his doctorate in Educational Leadership.

From 2010-2013, Mr. Greb served as CHS Language Arts Department Chair. In addition, he has held numerous leadership positions within the district. He is a former president of OCEA and currently serves as vice president. Mr. Greb has chaired and served on a wide variety of education committees at the site, district, and state levels. For example, he was an item writer as well as content reviewer of the Nevada HSPE reading test for over 12 years. He was also a site trainer for CHS when state standards rolled out beginning in 1999.

Prior to beginning his teaching career, Mr. Greb worked in various positions at Griffith Observatory and as Implementation and Support Coordinator for Public Storage Management, Inc., the world's largest private landlord.

Kim Whisler
Eagle Valley Middle School Mathematics Implementation Specialist



Kim Whisler graduated from Northern Arizona University Summa Cum Laude in 1997 with a B.A. in Elementary Education. She worked in the Carson City School District for the past 17 years. Her first year was spent working as a substitute teacher. She was then hired as a 2nd grade teacher at Mark Twain Elementary School in 1998. Since that time she has taught 4th grade, 5th grade, 6th and 7th grade math, advanced math, and social studies.

Mrs. Whisler has served in many leadership positions. She has been a grade level representative, math department chair, and served on various committees at the school sites. Mrs. Whisler spent 3 years participating on the Nevada Mathematics and Science Leadership Cadre in collaboration with the University of Las Vegas Nevada. She also spent time working with the Nevada Department of Education and Carson City School District to help implement the Common Core State Standards for Mathematics. In 2010 she was selected as the Carson Middle School Teacher of the Year.

The Implementation Specialist positions are the most important positions in the full development of the project. This group of highly skilled educators will be providing professional support to site leaders, department chairs, and classroom teachers.

Administrative Assistant

In addition the district hired an administrative assistant to support the project and to assist in placement of students in campus and community job shadowing experiences.

Paige Ellis Administrative Assistant II



Paige Ellis is a Senior Office Specialist for Carson City School District's Race to the Top project. She is currently working on-site at Carson High School as support for the Implementation Specialists.

Mrs. Ellis comes to her current position with a varied work history. She began her professional career as a secretary for Robert's Home Improvement, where she handled the budgeting and daily administration. Later, she enjoyed working in various positions for JCPenney, including Visual Specialist, Catalog Supervisor and Shoe Supervisor. Her supervisory roles at JCPenney provided opportunity for honing her problem-solving and people skills. Wanting to continue to develop these skills, Mrs. Ellis went to work for the Dollar Tree, where she was hired as Freight Manager/Assistant Store Manager.

Over the years, these professional positions have given Mrs. Ellis opportunities to gain skills as well as develop her natural abilities. As a natural problem-solver, Mrs. Ellis enjoys a challenge. She enjoys using computers to manage data and track budgets and is always exploring new ways to use technology in her work. Mrs. Ellis is passionate about education and is currently enrolled at Western Nevada College. Her enthusiasm for her job, passion for learning, and her admirable work ethic has made her an excellent choice for her role as a Senior Office Specialist in a school setting.

Counselor

The Carson City School District hired a sixth counselor to support the development of the career cluster model at Carson High School. Prior to receiving the grant the Carson High School had only five counselor positions. In recognition of this need the need to address each career pathway.

Tim McCarthy Counselor Carson High School

Mr. McCarthy has a very strong counseling background with the Carson City School District. Mr. McCarthy came to the school district in 1988 and work in the district until 1994. Mr. McCarthy returned to the district in 2008 after serving as a school counselor at Galena High School in Washoe County.

Along with his work in counseling Mr. McCarthy earned a Master's Degree in Counseling from the University of Nevada and is considered one of Carson High Schools most effective school counselors.

The district still has two more positions to fill for this grant and they are two administrative assistant positions. The positions are expected to be hired at the beginning of the third quarter of the grant.

C. Professional Development:

Transitioning out of the classroom: each of the candidates selected by the Carson City School District to serve as Implementation Specialist position are considered some of the very best teaching staff available to the district. The district leadership understood the need to maintain a high quality classroom experience but at the same time recognized the need to prepare the Implementation Specialists for their new role. In order to facilitate the transition the district hired substitute teachers to take on a majority of the classroom load for the Implementation Specialist. The district required the IS to support the classroom substitute and dedicate approximately one day per week in that area. The remaining four days would be spent in comprehensive professional development where IS staff would learn about the Learner Centered System, curriculum, assessment, and instruction development along with training on cognitive coaching. This schedule was maintained by IS staff until the end of June 2013. The exception to this was Amy Burton and Allen Gosselin who were hired from outside of the district. Those two staff members worked closely with Dr. Pradere on an individual basis to gain a deeper understanding of the content. Once hired at the beginning of June both staff members entered into the training modules with the other Implementation Specialists.

Professional Development for Implementation Specialists

As the Implementation Specialists were hired the District SST team identified the need to provide professional development to these team members. This professional development addressed the following areas:

1. Learner Centered Stance and components of the Learner Centered Model
2. Methods for building high quality curriculum and assessment
3. Cognitive Coaching
4. Classroom instruction and classroom observations – T4S

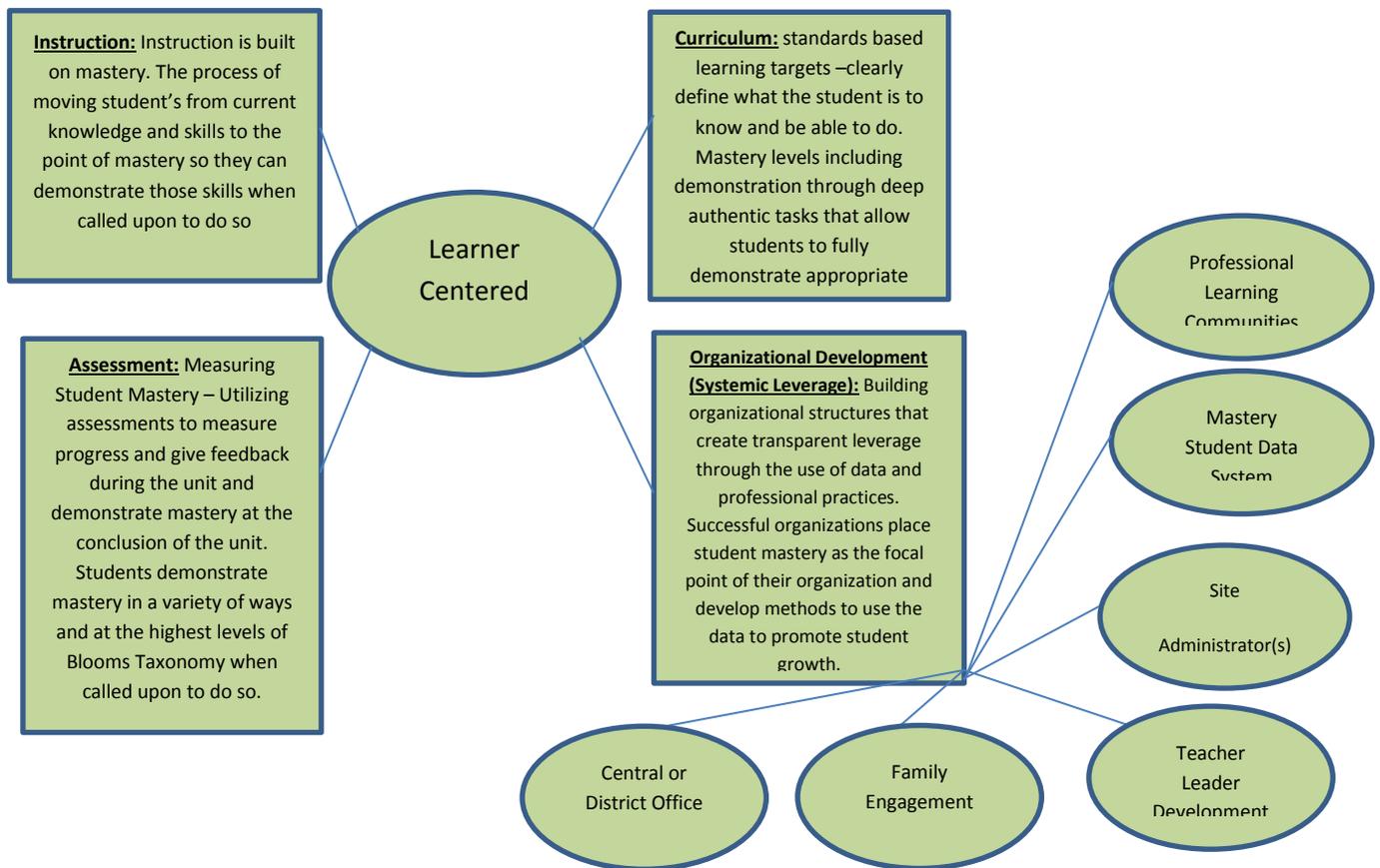
Training for staff members began in April as staff members worked with Dr. Steven Pradere the Transformation Office Director, Dr. Ricky Medina Director of accountability and Assessment, and Kari Pryor Lead Implementation Specialist provided the professional development to new staff members so that they are capable of leading the change initiative on each of the campuses. The training began with a specific review of the components of the Learner Centered Model.

Learner Centered Model: The model is strategically designed to address four critical elements, specifically; Curriculum, Instruction, Assessment, and Leadership. Each of the four elements must be fully developed and designed to provide appropriate learning opportunities that will lead to student mastery. Failure to develop or effectively implement any of the four areas will create gaps and ultimately leave a large number of students performing below expectations. We cannot over-emphasize the

importance of the interrelationship of the elements identified in this model. The latest educational research has identified teacher effectiveness as one of the most important elements to achieving student success, however if the curriculum or assessment system presented by the organization does not provide an accurate pathway to mastery of the state assessments then no matter how effective the teacher, student outcomes will always fall short of expectations. See Figure (A) (1) below.

In order to share this information Ms. Pryor, Dr. Medina and Dr. Pradere reviewed this information with the Implementation Specialist teams in formal meetings as well as informal work where staff members asked questions and received feedback on each of the required components. This training was intermixed with training that included methods for building high quality curriculum, assessment and instruction. Finally specific training on cognitive coaching was included for staff members. Implementation Specialists attended training four days per week from their date of hire until mid-June.

(A)(1) Figure I: Carson City School District – Learner-Centered Organizational Model 2013



(A)(1) Figure I: Learner-Centered Organizational Improvement Model: Originally developed by the Carson City School District in 2009.

High Quality Curriculum and Assessment: In order to lead teachers through the process of developing an aligned curriculum and assessment system that will provide a rigorous pathway

through the district's secondary school system the Implementation Specialists must be clear on the method for developing common curriculum. Dr. Pradere and Dr. Medina led this process with the IS team. The training set the foundation for the following:

- Each course will include a common comprehensive post assessment.
- Each course will include common set of unit assessments that are divided into approximately three week sections.
- Content for the courses will be vertically and horizontally aligned.
- Curriculum will be divided into a series of common learning targets which will define the learning pathway for each course.
- Learning guides will be developed for each unit that will be used to guide students to mastery of the content.

Instructional Observation and Cognitive Coaching: Kari Pryor led the remainder of the training which focused on instruction observations and cognitive coaching. This training was provided on the Eagle Valley campus and allowed the Implementation Specialists to observe and practice in a live school setting.

T4S: The Carson City School District has utilized the T4S observation protocol developed by WestEd. This observation tool is used to identify the quality of instruction being delivered within each classroom. The tool can be used to identify twenty four different instructional practices. In order to conduct a formal T4S review the observer enters a classroom and scripts every action of the teacher and their class over a twenty minute period. The observation is broken down into five minute segments. At the conclusion of the observation the observer moves through the script and identifies which instructional practices were identified as having occurred during the lesson. Each Implementation Specialist received training on this tool and then once they meet the inter-rater criteria identified by the district (95 % accuracy rate) then the Implementation Specialist could conduct the observation independent of the trainer. All but four trainers met these criteria by June 30 and the rest met the requirement in August of 2013.

Cognitive Coaching: In order to assist teachers and teacher teams the district leadership team identified that each Implementation Specialist must complete the cognitive coaching series. This training consists of eight days of training on the four stances of coaching; Coaching, Collaboration, Consultation, and Calibration. The skills learned in this training will help Implementation Specialists to build skills that will support interaction with teachers that will lead to teacher self-reflection and changes in practice. Each Implementation Specialist completed this training by June 30, 2013.

District and School Support Teams:

District SST: The district will also form a leadership team known as the Transformation Office Leadership Team (TOLT) also known as the District SST team made up of the Superintendent, Associate Superintendent – Human Resources, Associate Superintendent – Educational Services, and the Director of Accountability. This group will be closely monitoring success of the project. The TOLT will look at structural development of the project as well as student performance data when it becomes available and will work with the AOSA to provide district level support at each school site. The TOLT is not an implementation team, but it is a supervisory team and will use its influence to support, gather resources, and enhance the work of School Support Teams (SST) that will serve as the implementation teams at the sites. This group is meeting on a weekly basis and the meetings began January 8, 2013. This group continued meeting on a weekly basis throughout the second quarter. The focus of the work hovered around implementation of the project at each site.

School Support Teams (SST): Each school site will have a school support team that will be made up of three team members from the transformational office including the AOSA. In order to manage the projects the remaining transformational team members will be spread across all four school support teams. All transformational team members will be available to support an SST when called upon to do so. The SST will also include the site administrators and Implementation Specialists. This team will be responsible for the day to day implementation of the plan at each site. The school support teams met on all four campuses beginning on the dates listed below:

Location	Date	Frequency
1. Carson High School	February 4, 2013	Weekly
2. Eagle Valley Middle School	January 11, 2013	Twice per month
3. Carson Middle School	April 17, 2013	Weekly
4. Pioneer High School	May 7, 2013	Weekly

These meetings usually run two to three hours in length and are designed to review implementation of the RTT-D project on each campus. The initial meetings in the second quarter focused on project roll out on each campus. The following sections highlight the key topics addressed over the second quarter.

Carson High School:

- Change in daily schedule to develop a common PLC time that will occur on Mondays. This change will allow a sixty five minute time block to set up for common course PLC's across the campus.
- Development of a freshman transition class that will provide students with a strong skill set to navigate the high school experience and also provide a course where students can participate in introductory activities connect to the career pathways
 - Review of general content and course expectations
- Setting up of a training room for the Implementation Specialists
- Improving methods and strategies for aligning eligible students with Free and Reduced Lunch Services
- Reopening of department chair positions that align to the new job responsibilities
 - Develop a performance interview process
 - Developing a scoring rubric for the performance interview
- Defining responsibilities of Implementation Specialist Staff as members of both the district and campus teams
- Roll out plan for the campus and sharing information with staff members regarding adoption of practices connected to the RTT-D project
- Review of student data including writing assessment results and adjusted cohort graduation rates
- Development of a 90 day plan for the implementation of the third quarter of the project
- Interviewing and hiring new staff members for the campus
 - Encouraging IS staff members to serve on and support the process
- Review accreditation responsibilities as they align with the RTT-D project
- Develop a MAP testing calendar for 2013-2014 school year
 - Consider MAP data and its uses for the campus
- Develop and support a summer school intervention program for credit deficient high school students.

- Review change in proficiency cut scores in mathematics and preliminary data on the state star rating system
- Text Book adoption in ELA and other key core areas as part of this project roll out
- Success of ESL students and ESL services to be provided to students over the coming year.
- Career and Technical Education that includes a review of completer courses and the approximate number of students enrolled in each career pathway.
- Development of AP courses in the Learner Centered System
- Early development of curriculum across all content areas.

Pioneer High School:

- Review of the Learner Centered Model and related attributes
- Shared work across campuses
- Developing curriculum across content
 - Work of Pioneer and Carson High Staff members in collaboration to develop a high quality curriculum and assessment system
- Department Chairs and if there will be department chairs on the campus
- Roll out plan for the campus and sharing information with staff members regarding adoption of practices connected to the RTT-D project
- Review of student data including writing assessment results and adjusted cohort graduation rates
- Development of a 90 day plan for the implementation of the third quarter of the project
- Interviewing and hiring new staff members for the campus
 - Encouraging IS staff members to serve on and support the process
- Review accreditation responsibilities as they align with the RTT-D project
- Develop a MAP testing calendar for 2013-2014 school year
 - Consider MAP data and its uses for the campus
- Develop and support a summer school intervention program for credit deficient high school students.
- Review change in proficiency cut scores in mathematics and preliminary data on the state star rating system
- JAG project – school to career placement and counseling

Carson Middle School:

- Setting up of a training room for the Implementation Specialists
- Improving methods and strategies for aligning eligible students with Free and Reduced Lunch Services
- Reopening of department chair positions that align to the new job responsibilities
 - Develop a performance interview process
 - Developing a scoring rubric for the performance interview
- Defining responsibilities of Implementation Specialist Staff as members of both the district and campus teams
- Roll out plan for the campus and sharing information with staff members regarding adoption of practices connected to the RTT-D project
- Review of student data including writing assessment results and MAP results
- Development of a 90 day plan for the implementation of the third quarter of the project
- Interviewing and hiring new staff members for the campus
 - Encouraging IS staff members to serve on and support the process
- Develop a MAP testing calendar for 2013-2014 school year
 - Consider MAP data and its uses for the campus
- SBAC Assessments
- District wide professional development days connected to the RTT-D project
- Develop and support a summer school intervention program for credit deficient middle school students.
- Success of ESL students and ESL services to be provided to students over the coming year.
- Career and Technical Education that includes a review of completer courses and the approximate number of students enrolled in each career pathway.
- Development of AP courses in the Learner Centered System
- Early development of curriculum across all content areas.
- Interventionist program addressing direct student interventions.
 - Developing a performance interview for the SST
- Classroom Observations – T4S protocol and sharing observation data
- Co-Teaching practices and meeting the needs of IEP students served by this staff

Eagle Valley Middle School:

- Develop a transition plan from 1003(g) SIG to RTT-D for the Eagle Valley campus
- Improving methods and strategies for aligning eligible students with Free and Reduced Lunch Services
- Reopening of department chair positions that align to the new job responsibilities
 - Develop a performance interview process
 - Developing a scoring rubric for the performance interview
- Defining responsibilities of Implementation Specialist Staff as members of both the district and campus teams
- Roll out plan for the campus and sharing information with staff members regarding adoption of practices connected to the RTT-D project
- Review of student data including writing assessment results and MAP results
- Development of a 90 day plan for the implementation of the third quarter of the project
- Interviewing and hiring new staff members for the campus
 - Encouraging IS staff members to serve on and support the process
- Develop a MAP testing calendar for 2013-2014 school year
 - Consider MAP data and its uses for the campus
- SBAC Assessments
- District wide professional development days connected to the RTT-D project
- Develop and support a summer school intervention program for credit deficient middle school students.
- Success of ESL students and ESL services to be provided to students over the coming year.
- Success rates and services for Native American Students
- Career and Technical Education that includes a review of completer courses and the approximate number of students enrolled in each career pathway.
- Development of AP courses in the Learner Centered System
- Early development of curriculum across all content areas.
- Interventionist program addressing direct student interventions.
 - Developing a performance interview for the SST
- Classroom Observations – T4S protocol and sharing observation data
- Co-Teaching practices and meeting the needs of IEP students served by this staff

Overall, the SST teams met on a regular basis and the collaborative work between the district office and site staff allowed the RTT-D project to meet each of the required deadlines. The second quarter work is being addressed so that each campus will be ready to take on the RTT-D grant components when school starts next year. Some very important components include the establishment of common meeting times so that staff can have PLC's, re-hiring of department chairs, support for specific sub groups, and testing conversations all needed to be addressed to get the campuses ready to begin the work associated with the grant.

Scope of Work:

The district is continuing with the process of developing a scope of work document. Utilizing the provided template the district is methodically working through each element of the grant and building an implementation template that meets the requirements set forth by the United States Department of Education. The district hopes to complete the development of the scope of work by the end of the next quarter.

Evaluation Plan:

The district has begun to develop a comprehensive evaluation plan in coordination with the University of Nevada Reno. A team made up of Dr. Steven Pradere Transformation Office Director, Dr. Ricky Medina Director of Assessment and Accountability, Allen Gosselin Implementation Specialists, Amy Burton Implementation Specialist and Dr. Bill Thornton from the University of Nevada, Reno are working together to build the template and evaluation elements for the project. This group is meeting on a weekly basis.

Student Mastery Data System:

The district moved through a formal review process and placed a request for proposal reviewing approximately ten different products in the review process. The district has selected Mastery Connect as the vendor and will be developing a contract during the third quarter of the project to begin use of the product during the coming year. The steps utilized by the district to complete the process are listed below:

1. Identified the characteristics of the program that will meet needs of the district
2. Distribute a request for proposal
3. Form a district committee to review the products in alignment with district needs
4. Activate sample programs for review
5. Committee identifies top products
6. Committee selects product
7. District sets up contract with the vendor

The district completed items one through six and will be addressing item seven, setting up the district contract during the third quarter of the grant.

Grant Expenditures:

The district has followed the expenditure plan set forth in the grant application and expenditures for the first two quarters are provided in appendix A.

General Progress:

The district made significant progress during this quarter in building the infrastructure to begin the work associated with the grant. The following is a list of tasks completed:

1. Hired Implementation Specialists, counselor, and an administrative assistant
2. Provided essential training to the Implementation Specialists
3. Continued work of the SST on each campus
4. Addressed school schedules so that teacher teams had common PLC's
5. Continued with the development of the scope of work
6. Continued developing a program evaluation plan
7. Set up for the purchase of a student mastery data system

In the next quarter the district will begin the actual implementation of the project with an emphasis on the development of curriculum and assessment components of the grant. In addition the district will look at moving forward other project components including further development of school to career aspects of the grant. During the first two quarters of the grant the district has met all of the timelines for completion of required activities.

Appendix A

RTT-D Quarterly Expenditures

January 1, 2013 to June 30, 2013

Carson City School District RTT-D Project

Year to Date Expenditures January 1, 2013 to June 30, 2013

Site	Approved Budget Fiscal Yr. 13	QT 1 Expenditures	QT 2 Expenditures	Total Expenditures
District Office				
Salaries and Benefits	\$ 62,316.67	\$ 15,637.72	\$ 49,288.57	\$ 64,926.29
Administrative Travel	\$ 5,000.00	\$ 3,441.36	\$ 1,257.24	\$ 4,698.60
Supplies	\$ 3,800.00	\$ 671.14	\$ 2,123.44	\$ 2,794.58
Contractual	\$ 250,000.00			\$ -
Site Totals	\$ 321,116.67	\$ 19,750.22	\$ 52,669.25	\$ 72,419.47
Carson High School				
Salaries and Benefits	\$ 747,958.31	\$ 2,174.41	\$ 181,822.08	\$ 183,996.49
Supplies	\$ 30,343.75	\$ 8,519.28	\$ 5,616.02	\$ 14,135.30
Other	\$ 2,739.47	\$ -	\$ 107.10	\$ 107.10
Site Totals	\$ 781,041.53	\$ 10,693.69	\$ 187,545.20	\$ 198,238.89
Pioneer High School				
Salaries and Benefits	\$ 118,949.51	\$ 83.82	\$ 41,858.35	\$ 41,942.17
Supplies	\$ 17,543.75	\$ 1,566.39	\$ 710.79	\$ 2,277.18
Other	\$ 2,739.47	\$ -	\$ -	\$ -
Site Totals	\$ 139,232.73	\$ 1,650.21	\$ 42,569.14	\$ 44,219.35
Carson Middle School				
Salaries and Benefits	\$ 299,800.43	\$ 3,713.10	\$ 85,413.81	\$ 89,126.91
Supplies	\$ 22,543.75	\$ 3,913.37	\$ 2,546.58	\$ 6,459.95
Other	\$ 2,739.47	\$ -	\$ -	\$ -
Site Totals	\$ 325,083.65	\$ 7,626.47	\$ 87,960.39	\$ 95,586.86
Eagle Valley Middle School				
Salaries and Benefits	\$ 195,713.31	\$ 299.25	\$ 1,453.12	\$ 1,752.37
Supplies	\$ 16,043.75	\$ 30.58	\$ 329.64	\$ 360.22
Other	\$ 2,739.47	\$ -	\$ -	\$ -
Site Totals	\$ 214,496.53	\$ 329.83	\$ 1,782.76	\$ 2,112.59