

CARSON CITY SCHOOL DISTRICT
1402 West King Street
Carson City, Nevada

**SUPERINTENDENT'S
COMMUNITY PARTNERSHIP MEETING**

PLEASE TAKE NOTICE that the Superintendent of the Carson City School District will conduct a meeting of his COMMUNITY PLC as follows:

LOCATION OF SUPERINTENDENT'S MEETING:

**Carson High School
Library
1111 N. Saliman Road
Carson City, Nevada**

DATE AND TIME OF SUPERINTENDENT'S MEETING:

**Wednesday, February 19, 2014
6:00 P.M.**

The purpose of the Superintendent's meeting is for community members and school district staff to meet, learn more about and help direct the Carson City School District Strategic Plan and Race to the Top Grant. The public is invited to attend.

Please note that although one (1) or more of the Trustees of the Carson City School District may attend, and a quorum may be present, no deliberations will be undertaken and no action can or will be taken at this meeting by the Board of Trustees of the Carson City School District.

A copy of the Public Notice of this Superintendent's meeting has been posted before 5:00 PM on Friday, February 14, 2014, at the following locations: 1) Department of Education, 700 E. Fifth Street; 2) School Administration Office, 1402 W. King Street; 3) Carson City Public Library, 900 N. Roop Street; and 4) Carson City Manager's Office, 201 N. Carson Street..

Carson City School District is pleased to provide accommodations for individuals with disabilities. If you have a disability, please contact us at 775-283-2100, and we will provide assistance or accommodate you in any way that we possibly can.

Superintendent Community Partnership Meeting

Wednesday, February 19, 2014

Carson High School Library

1111 N. Saliman Road

Carson City, Nevada

6:00 pm

- | | |
|---|------------------|
| A. Opening Remarks | Richard Stokes |
| B. Meeting the Challenge
Progress Overview | Allen Gosselin |
| C. Community Inspired Innovations <ul style="list-style-type: none">• GATE – Valerie Dockery• Library Grant – Tammy Westergard• Pathways – Kevin Edwards, Cherie Mathis, Ben Contine• 1:1 – LeAnn Morris• Health – Richard Stokes• Stakeholder Surveys – Richard Stokes, Dr. Steve Pradere• Race to the Top Progress Report – Dr. Steve Pradere• Family Engagement – Dr. Steve Pradere, Leticia Servin and Cherie Hensley | Ben Contine |
| D. Inform the Work
Activity to frame year-end report | Innovation Leads |
| E. Next Meeting and Close
May 28, 2014 | Richard Stokes |

The following document identifies the strategic plan-aligned action steps as framed at the November 20 Community PLC workshop. **HIGHLIGHTED** language reflects a next step that has been directly addressed in the last 90 days by one or more of the following initiatives:

***Pathways** ***Library Partnership** ***Family Engagement** ***1:1** ***GATE** ***Health Committee**

Goal 1: A Community in Full Partnership

Leads: Ron Rhodes, Ben Contine

So What? *What generalizations can we make about our efforts? What resulted from these efforts? How well do these efforts align with our goals and objectives? Do the current outcomes meet our expectations?*

1. The district has established partnerships with business, industry, and other community organizations. Under the strategic plan, the district has made great strides in expanding partnership efforts. The district is strong in partnerships around career opportunities for secondary students
2. Infrastructure for facilitation of career experiences for students is being supported mainly by the district (services are offered, district makes the fit). Input is faster than the processing speed of the district.
3. There are not as many experiences offered at Elementary schools, nor is there a formal plan to do so.
4. Career connections are made for students, but not their families.
5. Teacher engagement in the partnership process can be expanded.
6. Opportunities for service learning are not as great as in careers.

Now what? *What should our next step be? Do we need to revise something that is already in place or initiate something else?*

1. Sustain existing partnerships. **Expand partnership with legislature/State agencies** to take advantage of natural authentic curriculum opportunity.
2. **Build community logistical support** to facilitate making timely connections between stakeholder and the district. Create a master calendar around career cluster themes.
3. Develop a plan for providing more career experiences to elementary students.
4. Develop a master communications plan for the district. Develop family models of student experiences
5. Develop infrastructure to better encourage teachers to take advantage of partnerships
6. Develop partnerships with communities of faith and other social service organizations, such as Partnership Carson City, CASA, Boys and Girls Clubs, FISH, etc.

Next Steps

1. Explore NDOT, Gaming, Taxation, Law Enforcement, Mayor's Office, Department of Education
2. **Build logistical support: Articulate district/site needs and the ways that partners can support us. Those needs include framing a job-shadow or internship experience for interested students (articulating experience predicted outcomes, time scheduling, transportation, reporting actual outcomes). Identify partners for piloting this process with +/-30 students, 9 hours (3hrs x 3days).**
3. **Identify areas of the curriculum to be enhanced, who would lead the project internally & externally**
4. **Identify who might lead this internally, as a coordinator. Consider external support (contract basis?)**
5. **Make more overt connections between learning targets and authentic experiences**
6. **Make overt connections between learning targets and service learning experiences (include in job-shadow pilot program)**

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Goal 2: Engaged Families

Leads: Daphne DeLeon, Supt. Richard Stokes

So What? *What generalizations can we make about our efforts? What resulted from these efforts? How well do these efforts align with our goals and objectives? Do the current outcomes meet our expectations?*

1. The District's many communication efforts mainly reflect a one-way model
2. A greater emphasis should be placed on two-way communication

Now what? *What should our next step be? Do we need to revise something that is already in place or initiate something else?*

1. The parent commitment sheet (*Parent Pledge*) should be reviewed. Create a series of videos modeling parent engagement. Greater consideration needs to be given to non-English speakers. Provide access to evidence of student growth over time to establish the parent-school relationship in child development
2. Conduct communication opportunities in locations other than district sites, at diverse locations throughout the community. Encourage staff to conduct home visits.

Next steps

1. Acquire copies of the parent pledge for team review. Create a Communications **Team of internal & external stakeholders to** explore and define scope of video project. (What **information & support** would parents like? What skills would we like them to have, e.g., **navigating education systems, data acquisition & analysis**)? Investigate **how information on student progression over time is currently archived, presented and accessed.** (Objective 2.1, Strategy 2.1.2, 2.1.3, Objective 2.1, Objective 5.1, strategy 5.1.1)
2. Support Communications Team in creating a comprehensive **family engagement needs assessment and action plan.** (Strategy 2.1.1)

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Goal 3: Healthy Generations of Students

Leads: Martha Wise, Dr. Pradere

So What? *What generalizations can we make about our efforts? What resulted from these efforts? How well do these efforts align with our goals and objectives? Do the current outcomes meet our expectations?*

1. The District has developed and is currently updating the K-12 formal health curriculum. How can we use external resources, in addition to internal, to ensure its quality?
2. Do we consider the impact of the “soft curriculum” embodied by staff and peer modeling?
3. Health efforts extend beyond physical to social and psychological.
4. How does what we offer in our PE experiences align with student interest and needs?
5. Which school-based Health Clinic model should we consider? Referral only or service provider?
6. Are we maximizing community partnerships in addressing this goal?

Now what? *What should our next step be? Do we need to revise something that is already in place or initiate something else?*

1. Elicit external health experts to review the health curriculum. Expand WNC partnerships in health occupations programs.
2. Investigate the influence of staff and peer modeling and the development of an institutional culture of health awareness. Make teachers aware of their influence on students’ health-related attitudes and behaviors.
3. Investigate past partnerships with Cooperative Extension and expand on them. Elicit input & support from community mental health organizations when addressing action steps. Investigate current K-12 club offerings and expand number of offerings and participants. Add a culinary club? (Less formal than CTSO)
4. In light of the restrictive nature of extra-curricular sports, investigate opportunities for intramurals. Explore partnerships with Parks and Rec. Expand life-guarding class numbers and add swimming. Consider addition of Adventure PE. Seek opportunities to build a climbing wall at CHS. Explore building of community ropes/challenge course. Consider offering lacrosse, dance, skating.
5. Investigate creating a Nevada Health Center partnership. Serve WNC students, in partnership.
6. Explore collaborative development of the Multi-Athletic Center (MAC) with City Supervisors (1/8% sales tax). Expand greenhouse project to elementary and middle schools, with partnership to extend through the summer months (“community gardens”). Consider using the public rink and the skate park for PE.

Next steps

1. Investigate current level of partnership with WNC (Michele Lewis). Invite external and internal health experts to **conduct k-12 health curriculum audit, to include CTE, PE and other relevant courses** to determine strengths and opportunities for improvement. (Strategy 3.2.1, 3.2.5, 3.3.1)
2. Invite **district site health committees** to explore how healthy living is modeled in day to day operations of schools. Investigate model guidelines for developing healthful work places. (Strategy 3.2.2, 3.2.3)
3. Conduct a K-12 audit of extra- and co-curricular activities available to students, families & staff K-12. Explore current levels of partnership with mental health organizations, Cooperative Extension, et al. (Strategy 3.1.1, 3.2.4)
4. Conduct an audit of community-provided opportunities for youth activity and the degree of student involvement. Explore current levels of partnership with community organizations and opportunities for expanding access. Utilize health classes to assess levels of student participation in activities and general healthful living.
5. In regards to the proposed student health center, explore the possibility of forming a partnership with the Nevada Health Center as a provider of health services. Develop a formal proposal for the district health clinic.
6. **Investigate school garden models currently in place in the district.** Explore expansion of the model to other sites, and to year-round. Investigate opportunities to expand gardens to greenhouses. Recruit stakeholder leads for these projects.

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Goal 4: Curriculum That Matters

Leads: Jared Frost, Sue Keema, Mena Dedmon

So What? *What generalizations can we make about our efforts? What resulted from these efforts? How well do these efforts align with our goals and objectives? Do the current outcomes meet our expectations?*

Exciting career-focused opportunities for students grades 6-12

AP and honors programs, robotics and engineering programs offer rigorous college readiness opportunities

Students are being connected through career days, interest inventories

Now what? *What should our next step be? Do we need to revise something that is already in place or initiate something else?*

1. Expand career-based learning opportunities in middle schools and lower grades
2. Make enrollment for dual credit at WNC easier, in part through a more streamlined application process; encourage expansion of the program
3. Expand Jumpstart College program
4. Create a program of regular WNC tour hours for students (e.g. every Friday @3:00PM)
5. Expand greenhouse garden project to elementary schools
6. Integrate employability skills K-12 across the content areas (e.g. reward attendance)
7. Extend career partnerships at the middle school level
8. Investigate ways to extend the rigor of elementary school curriculum (e.g. GATE)
9. Encourage family tours of local businesses – ensure inclusion of ELL families

Next steps

1. Elicit support of CTE administrator & lead counselor in investigation of ways to expand opportunities for K-8 learning experiences around STEAM and world language. (Strategy 4.2.2)
2. Expand the district's high school CTE programs. See below for core academic areas. (Strategy 4.2.1, 4.2.2)
3. JumpStart College, a dual-credit multi-course program for juniors and seniors, is being implemented next year. (Strategy 4.2.1, 4.2.2)
4. Elicit the support of Kevin Edwards (WNC Tech-Prep coordinator) and Ben Contine to consult with WNC to establish a regular schedule of tours, e.g. every 3rd Friday.
5. Investigate school garden models currently in place in the district. Explore expansion of the model to other sites, and to year-round. Investigate opportunities to expand gardens to greenhouses. Recruit stakeholder leads for these projects.
6. Investigate the degree to which these skills are embedded in current K-12 programs (e.g. CTE, Success for All). Investigate other models used nationwide and opportunities to expand integration of the district.
7. Elicit support of CTE administrator & lead counselor in investigation of ways to duplicate high school experiences at the middle level. (Strategy 4.2.2)
8. Analyze response data from recent GATE survey distributed by Valerie Dockery.
9. Invite and recruit parents to after school co-attend industry tours currently being organized for the CHS MASH program in partnership with the Boys & Girls Club.

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Goal 5: Exceptional Educators and Staff

Leads: LeAnn Morris, Dr. Delfin

So What? *What generalizations can we make about our efforts? What resulted from these efforts? How well do these efforts align with our goals and objectives? Do the current outcomes meet our expectations?*

1. There has been progress in hiring practices with regard to performance-based interviews
2. Professional development has been a district focus
3. Increased depth of Knowledge in PLC's
4. Efforts are strategic and connected

Now what? *What should our next step be? Do we need to revise something that is already in place or initiate something else?*

1. Continue to refine recruitment & hiring practices to attract the most qualified candidates. Going to "home grow" staff as best possible.
2. Professional development for staff should move toward a blended, differentiated model, with consideration toward maximizing instructional time.
3. Continue to refine professional practices in review of data, with the goal of evaluating the impact of instructional practices on student performance (PLC practices)
4. Continue to review efforts for alignment with the goals, objectives and specific strategies of the district strategic plan

Next Steps

1. **Reduce the number of long-term substitute teachers. Explore avenues to increase the pool of applicants for vacant positions, by encouraging site personnel to employ active recruitment strategies** (e.g. attending career fairs).
2. **Encourage staff to self-develop workshops and other professional development opportunities around authentic professional needs. Reduce the amount of full-day professional development and employ a regular early-release model** for all sites.
3. Train administrators & select staff around PLC best practices (e.g. DuFour & DuFour) to promote a site trainer model. **Expand the skills of targeted staff members (e.g. Freshman House at CHS) in analysis of MAP and other data. Develop site-level data analysis experts.**
4. **Elicit and apply the input of the Community PLC. Follow each meeting with a series of timebound action steps.**

2.19.14 Community PLC

Third Meeting, 2013-14 School Year

<p style="text-align: center;">Logistics</p> <ul style="list-style-type: none"> • Location: CHS Library • Signs on front door and ambassadors in front hallway direct participants (Paige & Cheri?) • Snacks are provided on north table • Sign in Sheet is at library entrance with table set up perpendicular to doorway (Ben) • Name tags available • Agenda & lead cards on entry tables • Tables are set up with west-end whole group focus, with consideration to break-out teams • Technology rolling powerpoint references progress, to inform participants, microphone • Facilitation team (Allen, Ben, Mr. Stokes, Dr. Pradere) greets & directs participants to tables 	<p style="text-align: center;">Opening Remarks – <i>Superintendent Stokes</i></p> <p>Mr. Stokes gives opening remarks (+/- 5 minutes) “Meeting the Challenge” is our theme.</p> <ul style="list-style-type: none"> • Acknowledge participants, welcome leads • Input from all stakeholders was instrumental in framing the shared vision. • Stakeholder input continues to inform and direct its ongoing implementation at the ground level
<p style="text-align: center;">Progress Toward Goals - <i>Allen</i></p> <ul style="list-style-type: none"> • Allen reviews the five goals • Community PLC update: Next Steps document overview Allen • RTT Curriculum & Assessment: Dr. Pradere • Transition to Micro-Presentations: Allen 	<p style="text-align: center;">Micro-Presentations on Innovations – <i>Innovation Leads</i></p> <p>Innovation leads share out brief summary of progress while participants take notes, frame questions.</p> <ul style="list-style-type: none"> • GATE: Valerie Dockery • Library Partnership: Tammy Westergard • Guided Pathways: Kevin Edwards, Cherie Mathis, Ben Contine • 1:1: Technology: LeAnn Morris, Robert Maw • Health Committee: Mr. Stokes • Family Engagement: Dr. Pradere, Cheri Hensley, Leticia Servin • Communication: Allen Gosselin
<p style="text-align: center;">Innovation Roundtables – <i>Innovation Leads</i></p> <p><i>Participants are invited to select a roundtable work team based on personal interest & investment</i></p> <ul style="list-style-type: none"> • Leads give a more detailed report on their innovation • Innovation alignment with strategic plan goals and strategies is embedded (copies of plan will be provided) • Leads elicit feedback on current progress and invite input, support, resources for innovation next steps • Leads close session with the development of, and consensus on, time-bound action step(s). (Form provided for goal) • Leads invite stakeholders to complete survey 	<p style="text-align: center;">Stakeholder survey – <i>Independent</i></p> <p><i>Computer labs will be open for stakeholders to complete online survey</i></p>

