

**SEPARATE APPLICATION FOR A SUBGRANT UNDER THE
NO CHILD LEFT BEHIND ACT OF 2001
P.L. 107-110**

**Title I School Improvement
Section 1003(g)**

Return to: NEVADA DEPARTMENT OF EDUCATION
Office of Special Education, ESEA & School Improvement Programs
700 East Fifth Street, Suite 113
Carson City, NV 89701 ATTN: Marcia Calloway

SECTION A: CERTIFICATION

I HEREBY CERTIFY that, to the best of my knowledge, the information in this application is correct.

The applicant designated below hereby applies for a subgrant of Federal funds to provide instructional activities and services to meet the special educational needs of educationally deprived children as set forth in this application. The local Board of Trustees has authorized me to file this application and such action is recorded in the minutes of the agency's meeting held on _____ (Date).

Signature: _____ Date: _____
Superintendent of Schools or Designated Representative

PART I - APPLICANT

Applicant (Legal Name of Agency) Carson City School District	
Mailing Address (Street, P.O. Box, City/Zip) PO Box 603 Carson City, Nevada 89703	Application for FY2010
	Starting Date June 4, 2010
Name, title and phone number of authorized contact person: Dr. Steven J. Pradere Grants and Special Projects Mgr. Carson City, Nevada 89703	Ending Date June 30, 2011
Amount of application: \$ 1,105,000.00	

PART II - STATE DEPARTMENT OF EDUCATION USE

Date Received:	Obligation Amount	\$ _____
Panel Member Signature:	Date:	

SECTION B

LIST OF SCHOOLS TO BE SERVED

School Improvement Section 1003(g)

SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant.

An LEA must identify each Tier I, Tier II, and Tier III school the LEA commits to serve and identify the model that the LEA will use in each Tier I and Tier II school.

SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)			
					turnaround	restart	closure	transformation
Eagle Valley MS			X					X

Note: An LEA that has nine or more identified Tier I and Tier II schools may not implement the transformation model in more than 50 percent of those schools.

SECTION C

DESCRIPTIVE INFORMATION

Descriptive Information: An LEA must include the following information in its application for a School Improvement Grant. This information will be evaluated using the rubric, which begins on page 21. Please consult this rubric throughout this process in order to shape your application.

Please provide a narrative explaining the following requirements. As a reminder, some of these requirements address the LEA as a whole while others address each school in the application. If you are an LEA with only Tier III schools, please respond to Requirements 8 and 9 only.

Requirement 1: For each Tier I and Tier II school that the LEA commits to serve, the LEA must demonstrate that the LEA has analyzed the needs for each school and selected an intervention.

During the 2009-2010 school year the Nevada Department of Education conducted a statewide review process to identify the lowest performing schools in the state. As part of that review Eagle Valley Middle School was identified as one of the states persistently low performing schools. In order to rectify that status the Carson City School District is submitting a 1003(g) application. The finds identified in this application provide the critical resources necessary to upgrade curriculum, instruction, and assessment systems at the site. As defined later in the application the school site does not have a guaranteed and viable curriculum nor does it possess a common assessment system in common classes. These current deficiencies are creating an insurmountable barrier to improving teaching and learning at the site.

Improvement Model: The Carson City School District has chosen the transformational model as the foundation for applying for the 1003(g) grant to provide interventions to Eagle Valley Middle School (EVMS). In accordance with 1003g guidelines the school district is replacing the principal at the site and is moving forward with a plan to improve the learning opportunities of all students. The following application outlines the plan for instituting school wide reform at the site.

Process of Review: In order to determine the most effective path for improvement, the school district utilized the Nevada Comprehensive Curriculum Alignment Tool (NCCAT(S)) template as a guide to gather the critical data necessary to identify the barriers to success found within that system. The district leadership brought together the districts leading experts in school improvement and combined that group with the site leadership to investigate the root causes of the ongoing lack of performance of students of EVMS.

SIG Model Selection: In analyzing the type of restructure model for this project the Carson City School determined that the most appropriate model to utilize for this application is the Transformational Model. The school district is relatively small and the Turn Around Model, Restart Model, and School Closure Models are not viable options for our district. In meeting the requirements of the Transformational Model the school district has recently replaced the principal (2008-2009 school year). The district has a well developed teacher and administrator evaluation system based on the Danielson Model. The district is planning on utilizing the attributes in these evaluations to promote teacher growth on this project. The administrator evaluation has been completed and piloted this year. This tool does have performance requirements built in. In addition the district has built into its application incentive pay for all site staff if the school is able to meet the performance requirements outlined in this project. Finally, this project is based on building a systemic professional development environment. The project is designed to provide teachers the opportunity to collaboratively plan and work together to improve their craft. The transformation model does provide a strong framework to build this project.

NCCAT Results: After diligently moving through the NCCAT(s) process Eagle Valley Middle School has

identified several areas that must improve if they are going to move students to meet their individual academic expectations. These areas include development and clarification of the curriculum and improvement of the formative and summative assessment system (see results of NCCAT(S) in Appendix A). The data also reflects the need to provide support in the areas of goal oriented leadership and professional development. Each of these areas will be addressed in this model.

Targets for improvement based on the data: The target at this site is to create a curriculum and assessment system established around a unit of instruction. In this model the instructor(s) determine what the student is to know and be able to do in alignment with state or federal standards. The instructor(s) then chunk the data into units. Linear assessments are developed for each unit so that students work toward full mastery at the end of each calendar year one unit at a time. [The development of a guaranteed and viable curriculum will help staff members increase their ability to meet the needs of all learners, especially the subgroups that have traditionally underperformed at the site including the IEP and LEP sub groups.](#) In order to begin to go through this process, EVMS staff will need to make significant adjustments in practice in order to develop the curriculum (units of study), the assessments for each unit, and in the area of instruction. In addition the project will require an opportunity for coaching and mentoring of teachers, teacher leaders, and site administrators at many points throughout the project.

Requirement 2: The LEA has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the application in order to implement, fully, and effectively, the required activities of the school intervention model it has selected.

Insert narrative here:

Leading Change - Selecting Project Leaders: The Carson City School district does have extensive experience serving as an effective SST. The latest example is at Empire Elementary School. With guidance from the SST and hard work by teachers and staff Empire Elementary students have out performed their peers across the district in both writing and mathematics. The school district has assigned some of its most talented administrators and researchers to lead this project. This includes the Associate Superintendent Susan Keema who as a principal led a Title I school that was recognized as an exemplary school as well as serving as an SST lead on multiple schools. All of these schools have demonstrated significant improvement in both teacher practices and student performance. In addition the Grants and Special Projects Manager Dr. Steven Pradere has ten years of school reform experience and numerous publications related to the topic of staff development and school reform. Ricky Medina the Carson City School District Data Analyst is also a member of the project leadership. Mr. Medina is recognized across the state for his work in assessment and development of school reform data monitoring processes.

In order for reform to take place the school must have strong leadership. The school district [has elected to remove the current administrator and is in the process of hiring a highly qualified replacement for this position.](#) Teacher leadership is a critical component of successful schools. Teacher leaders (department chairs) will be selected by administration to take active roles in the development of each phase of the project. Individual skills of each selected staff member will be evaluated and staff development provided as needed so that staff members will be able to support growth of staff in each aspect of the project. This training may include methods for utilizing data, methods for coaching staff members, strategies for delivering interventions, and a variety of other areas that may be needed for teacher leaders to effectively support the initiative. These teacher leaders will include department chairs that will provide critical leadership and support of the project. They will be responsible for leading the curriculum and assessment development process. They will be conducting walk through observations to gather data and provide feedback to staff on curricular, instruction, and assessment practices. They will facilitate the work done in Professional Learning Community (PLC) groups. In order to meet requirements defined in the given tasks, the department chairs will require extensive training and support as they take on expanded roles related to their leadership positions. In order to meet their responsibilities the department chairs will be granted an additional preparation period that will reduce their classroom instructional assignments, but allow time to provide additional support to the instructors who work within their departments.

This leadership team will include parent advocates. In the initial work conducted during the development of this application parent advocates provided powerful suggestions and supported the improvement vision imbedded in this grant. Finally the project will include two implantation specialists. These will either be highly trained teachers on

special assignment or retired educators. These staff developers will be expected to follow the reform practices demonstrated by the WNRTP when it operated in Northern Nevada. These instructional leaders will be expected to coach, collaborate, and consult with teachers and administrators as they facilitate changes in practice throughout the building. They will be full time and will be assigned to the building with their only assignments related to supporting the reform movement in the building. These positions will be in place for the life of the grant.

In order to orchestrate the desired changes the school district will be utilizing the SST process when implementing this plan. The SST model requires a leadership team to meet several times a month to look at the current status of the school in each of the targeted areas. This leadership team has the power to make decisions about implementation and make adjustments to the plan when progress is not occurring. This model is based on effective data collection and review. The district has extensive experience in this area and will continue to follow the models it has effectively implemented at Empire, Fremont, and Carson Middle Schools. In a general overview, the district will utilize a proven model for supervising implementation of the project and will assign its most talented people to see that the plan is effectively implemented.

Professional Development: This project is based on the Nevada State Standards for Staff Development. The project is based on providing skills to teachers and administrators that will lead to desired changes in practice and lead to measureable improvement in student performance. Essentially this model requires ongoing support from teachers much of it provided by two site leaders on special assignment. Teachers and administrators will be working in PLC's or participating in staff development reform initiatives weekly. The staff development will be set up to allow staff members to receive support while they are doing the day to day work as teachers. In other words this project is built around developing units of instruction. The staff development or PLC work will align directly with this task. Teachers should feel supported in their work as they move forward with this initiative.

In order to be successful, this program will require significant training and support for the administrator, department chairs, and classroom teachers. In order for staff members to be successful the following training program will need to be put in place. The site administrator will be mentored [weekly](#) by district office leadership with a focus on leading a school through the transition model. The site administrators will be coached on the data to be collected and how to use the data results to move the staff. This mentoring will also provide support on coaching, staffing, and other key leadership elements that will promote growth of the organization. The district office will assume this task and will assign a senior leadership member to serve as the mentor and evaluator of the site administrators. [Site administrators will also receive training on utilizing MAP data, facilitating PLCs, meeting needs of special populations \(LEP & IEP subgroups\), and methodologies for gathering and reporting data for school change. Administrators will attend MAP and PLC training with their staff and the data gathering and reporting training will be facilitated and monitored by district office staff.](#)

The department chairs will require the highest levels of coaching and professional support for the upcoming three year period. The role of this leadership team has greatly increased within this model. Department chairs will receive [training](#) on developing the curriculum assessment system, on coaching, and the use of data to move their departments ([see implementation timeline in appendix B](#)). These leaders will be expected to complete observations, gather data, and lead professional learning communities. The regional professional development center and the Carson City Educational Services departments will be utilized to provide this training. Additional resources related to these services will be addressed in the form of teacher substitutes and extra hourly pay. [Department chairs are expected to attend training weekly as a PLC group. The training will be led by the implementation specialists. Each of the targeted areas including unit development, MAP usage, PLC, and meeting the needs of special populations, will be provided in an introductory format and then will be revisited periodically so that department chairs have an opportunity to learn about each in practice. This PLC format will allow professional discussion, coaching, and observation opportunities, all of which are designed to enhance the department chairs skills in leading and supporting implementation of this staff development initiative at the school site. These weekly PLC training meetings will last a minimum of one hour per week.](#)

[In order for the administration, department chairs, and the implementation specialists to have access to the most recent knowledge related to PLCs, MAP, Sheltered Instruction and Unit Design \\$15,000.00 has been requested to bring in national experts to provide introductory and skill enhancement training in those areas. This training will take place early in each year and the areas will be selected in consultation with the SST.](#)

Staff members will receive direct support on developing common curriculum and assessments. [This training will include an introductory training at the beginning of the year and intense follow up and support provided during common planning periods. This training initiative will be led by the implementation specialists. Daily work](#)

schedules will be established from the beginning and end of contracted time so that staff members are allocated time to work both independently and collaboratively to develop common curriculum and assessments. Due to the complex nature of the work, additional time outside of the contracted day will be expected and will be addressed through the use of substitutes and/or extra hourly pay. This staff development initiative will be led by the department chairs, and intensely supported by the intervention specialists. In order to enhance the skills of staff members in relation to work conducted in PLCs the North Western Regional Professional Development Program and site implementation specialists will be asked to provide refresher training to all staff members. The PLC teams will be observed at least once per month; data will be gathered and shared with SST team and department chairs. This data will also be shared monthly with each PLC group and training specific to each group will be provided as needed. The PLC initiative is not new to the district, but this additional support will verify that all staff members are meeting performance expectations for participating in PLCs. In addition, those staff members who are working with the MAP assessment will receive intense support on using the MAP system to identify student needs and to build targeted interventions for students. This group includes the extended school day staff. As part of this training all certified staff must demonstrate that they can access and utilize MAP data. This will include a one on one or small group assessment facilitated by the implementation specialists. Staff members who are not highly skilled or proficient will be required to attend ongoing training until they reach a point of proficiency in the collection and use of MAP data. This follow up training will be an intense immersion class where staff practice desired skills with support of the implementation specialists. Over time the school has had two populations that have not met their academic expectations. These include the IEP and LEP subgroups. In the first two weeks these students will be assigned to responsibility teams made up of each child's group of teachers and the school counselor. In a PLC setting teachers will review each child's skill level and special support needs. This information will be used to plan and adjust teaching and learning opportunities to verify that lessons can meet the needs of the learner. These students will also be monitored in their homeroom classes and extra support provided to this group of students in these class sessions.

A final summary of the leadership component of the project will require the selection and placement of two full time teachers on special assignment to serve as implementation specialists for the project. Teacher leaders will also be selected for the project to take on leadership roles in each of the key areas. Staff members will be supported in developing their PLC skills and will be working within weekly schedules where they will have an opportunity to participate in meaningful collaboration. Leadership at all levels of the site will be supported as they take on challenges related to the project. Finally, district office staff will be providing significant support to the site staff as they take on this initiative.

The hiring process for the implementation specialists being sought for these positions is targeting highly qualified staff developers who are familiar with the change process. The district is hoping to hire implementation specialists who have several years of experience in leading staff development initiatives.

One of the most important elements of this transformational project is the role and skill level of the implementation specialists. The highly skilled change agents must have significant experience in delivering and monitoring the effects of adult professional development, have strong knowledge of district assessment, have the ability to lead and monitor PLCs, and most importantly be able to facilitate the implementation of a school improvement project. This position carries significant responsibility and the ability of these implementation specialists to support the change process at the school may very well determine the success or failure of this project.

Staff members who are ultimately selected for this project are expected to have the following skill sets:

Coaching and Adult Staff Development

- Demonstrate the ability to implement staff development initiatives from start to finish
- Ability to utilize the four cognitive coaching stances (coaching, collaboration, consultation, and evaluation) to support adult changes in practice
- Can utilize state standards for staff development as a guide to develop, implement, and evaluate staff development initiatives.
- Must be able to follow district directives in implementing this initiative including working with administrators, department chairs, teachers, and paraprofessionals.

Content Knowledge:

- Knowledge of MAP assessment and Descartes. Must be able to navigate website, download data, and provide instruction to others on gathering data and using data to provide instructional interventions.
- Knowledge of state writing traits and how the writing assessments are scored.

- Knowledge of state CRT exams and data associated with those exams. Must be able to support teachers across content areas to utilize this data to support student learning in each classroom.
- Expertise in Standards Based Unit Design and Assessment. Must be able to support unit design and development. This includes establishing learning targets, SMART goals, and assessment development.
- Understand and facilitate PLC work. Must be able to observe, gather data, and coach individuals and teacher teams on PLC processes. Must be familiar with the PLC protocol developed by WNRTP.
- Knowledge of the co-teaching model to provide services to ESL and special education students. The Carson City School District utilizes this model to provide services and the implementation specialists must understand these practices and be able to support teacher teams as they do this collaborative classroom work.
- Meeting the needs of special populations including IEP and LEP subgroups

Systemic School Improvement Initiatives:

- Must have experience connecting staff development initiatives to school improvement plans. Must be able to share systemic data with staff members and provide support to teacher teams in enhancing the initiative based on data.
- Must be able to contact appropriate district personnel and acquire resources necessary to support program initiative.
- Must be able to support numerous groups at the school level as they address staff development at the school level.
- Must be able to gather and report data following scientific protocol established by district office researchers.
- Must have the ability to connect staff development initiatives to student performance in the classroom.

Professional Integrity:

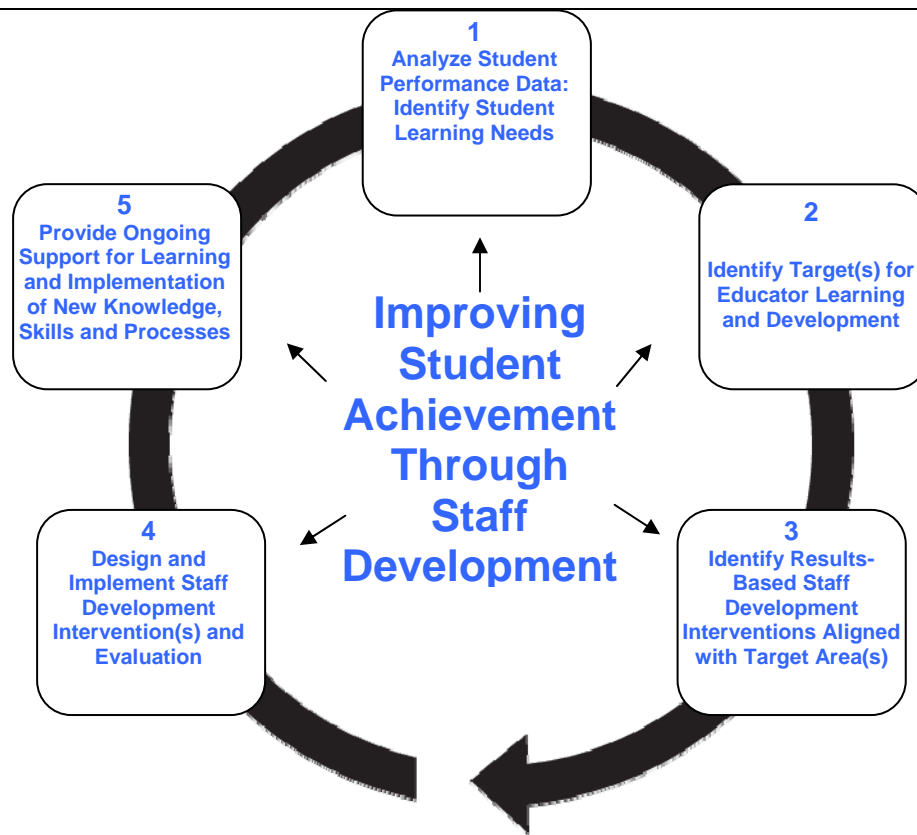
- The school site is persistently low performing, therefore, the implementation specialists at this site must be able to support the change process and follow district directives when implementing the school plan.
- The students of the school must come first. The stance of the implementation specialists must be founded in student performance and supporting the change in adult behaviors which ultimately lead to students improving their academic performance in all areas.

General information:

- Implementation specialist is expected to work a 220 day contract.
- The implementation will operate under a flexible start schedule that will require them to work a 7.5 hour day, but the start time will vary based on daily responsibilities.
- The implementation specialist will be selected and evaluated by district office personnel.
- Must demonstrate the ability to improvise and make adjustments in order to meet the staff development needs of site staff members.

In order to further support the work of the implementation specialist the district office will facilitate monthly staff development PLCs for the implementation specialists. These meetings will be led by district office staff and will focus on the primary implementation elements of the 1003(g) grant. These meetings will problem solve each element of the 1003(g) plan and will review skills and effectiveness of the implementation specialists. If training needs are identified as part of this process then the district office will either provide the training or will utilize other district staff to provide the necessary staff development. The school district is currently employing experts in each area of the grant initiative as well as staff members who have expertise in cognitive coaching and school wide systemic improvement initiatives.

Professional development at the site will be based on two primary professional development models. The first is the Killion Model for Enhancing Student Achievement through Staff Development (2002) and the second is the Nevada State Standards for Staff development. All professional development that is utilized as part of this project will be developed and evaluated in the manor described in these standards (see Appendix D).



Killion (2002)

Coaching and consultation: Coaching, collaboration, and consultation will be critical at each point of this project. The administrators, department chairs, and teachers will all be part of the staff development project and will include participation in these activities as part of their regular duties.

The administrator will be assigned a district level administrator as a mentor. In this case the associate superintendent will be doing that work. Work will be done weekly utilizing the SIG plan as the point of focus. Each week the site leader and mentor will meet to look at goals related to the project and review the data and leadership responsibilities related to the project. The district administrator will utilize the appropriate stance in order to continue momentum on the project. This close collaboration has worked well in other sites and should help the building administrator to stay grounded and on target.

Department chairs will need additional coaching as well. The implementation specialists and district leadership will be providing support to these teams. With this group there will be individual and group coaching as these leaders expand their skills and [coaching opportunities will be provided weekly](#). Training is critical for this group since it is being asked to serve an expanded role. They are being asked to facilitate the development of the units and to facilitate the PLC teams with teachers in their departments. Each has some PLC training, but not all members are able to work independently and will need help in the beginning as they work with their department staff.

Teacher training will be important as well. Again, implementation specialists and department chairs will be asked to work with teachers and teacher teams as they develop their units of study and assessments in the first year of the project. In the second year the work will shift to focusing on student progress on the assessments that have been developed and the steps staff must take to assist students to reach mastery on the targeted skills.

In this model teachers will be expected to collaborate. In the development of units teachers in content areas will be expected to work together to develop their curriculum and assessments. In other words all seventh grade teachers will develop common units and utilize common unit assessments. This work will take place in the PLC format. The school has already had extensive training in this area and does utilize PLC skills when they meet. Some groups are more effective than others and in order to assist these groups the implementation specialist and local RPDP specialist will be assisting in this process.

Hiring Practices: The 1003(g) grant opportunity has provided a foundation to look at specific skills of administrators and certified staff. Current and future EVMS employees will experience a significant shift in professional practices and new applicants will be screened in order to verify that they possess the necessary skill sets to function in this new environment. The Carson City School District personnel office supports this shift in professional practice and will be addressing these new hiring practices as well as adjusting teacher evaluation practices associated with this project.

Project Implementation Data: Without a high quality data system it is impossible to verify that a program is being effectively implemented. This project is going to look at several data points to verify that interventions are being effectively demonstrated. When this model is fully implemented each instructor that teaches a common course (I/E 7th grade math) will have developed common expectations, common units of study, and common unit assessments. Though instruction may vary, the goals for student achievement will be uniform and in alignment with state standards and state assessments. In order to be sure that these elements are in place the district will be utilizing a checklist and observation protocol to verify that staff members are developing the units of study and field testing their assessments. This data collection will be conducted by the implementation specialists and the department chairs. They will conduct regular walkthroughs, teacher interviews, and PLC observation to verify that staff members implementing the practices they have been taught in developing and implementing the unit/standards based model of instruction and assessment. Student data will also be collected to determine how well students performed on each unit assessment. Results will be shared with the SST, department chairs, and teachers who teach the common courses.

In addition to information collected about the unit system, the SST team will also be collecting data on the effectiveness of the teams when they work in their PLC's. The WNRTP developed a PLC observation protocol and that will be used to help PLC leaders determine how effective their work is in PLC's. The implementation specialists and RPDP personnel will be used to conduct these observations. This group will also provide training to be sure that the effective practices are in place and proper protocols are being adhered to as work continues in this area. This is a critical data point since so much of this work will be done in collaborative groups.

The district utilizes MAP assessment data to determine student performance in mathematics and ELA. In those content areas the SST team, department chairs, and content area teachers will review the data to measure student progress four times per year. This data will verify that students are meeting their growth targets as well as proficiency targets in those areas. The implementation specialist and district leaders will be supporting this connection assisting staff members to expand their knowledge in these areas. EVMS staff possesses varying skill levels when utilizing the MAP assessment information to plan intervention and instruction activities. Each teacher and administrator must demonstrate the ability to utilize this data in a one on one assessment environment being led by the implementation specialists. Staff skill levels will be recorded and staff that demonstrates the need for additional professional development will be scheduled and provided additional training. This model is currently in place at several elementary schools in the district and has proven very valuable in the process of raising teacher skill levels in the use of MAP data to enhance teaching and learning opportunities.

T4S is a research based tool to gather data around instruction. This data will be gathered throughout the project and the data will be used inform site leadership on practices that are present. This information will be used in PLC's along with student test results. This comingling of data provides teachers well defined ideas on how instruction can impact assessment. This data has been used in the district for the past eight years.

Individual teacher and administrator evaluations are also part of this project. The Carson City School District utilizes the Danielson Model for teacher evaluation and over the next three years the staff will be encouraged to work on the preparation, planning, and instruction sections of the evaluation. The rubrics associated with this model score highly when teachers are doing the work defined in this project. In addition this project will be looking at student progress on unit assessments in all content areas. Teachers will be asked to move students to 85% mastery on each unit assessment administered throughout the life of the project. Students will have multiple opportunities to meet this level of mastery. The current culture of the school resonates around content delivery. In other words staff members are concerned more about the delivery of content than a focus on students demonstrating mastery of key skills associated with the curriculum. This project is designed to realign teacher focus and centralize their efforts on student mastery of content within a standards based model. The change in evaluation practices will provide a great opportunity for staff to reflect on their classroom procedures. The information gathered in both areas (teacher practices and student performance) will be used to measure teacher effectiveness and will be used support improvement of teachers.

The selected areas of the teacher and administrator evaluation documents directly align with the staff development

that is being targeted with this project. If the teacher and administrator effectively demonstrate the skills associated with the training provided in curricular and assessment design, unit construction, assessment development and implementation, instruction or effectively supervises the development of those items then the teacher or administrator will be able to earn a proficient or distinguished rating on the teacher evaluation document. One of the strong elements of this project is that the teacher and administrator practices, professional development, evaluations, and incentive pay are all closely aligned. Staff members who meet expectations will be recognized and rewarded. Staff members who do not will be identified and targeted for improvements in practices. The 1003(g) model built at this site is a very well designed project and will provide the opportunity to differentiate rewards and support in a manor that will most likely lead to improved professional practices and student performance school wide.

The Carson City School District administrator evaluation has recently been completed and it like the Danielson Model for teachers utilizes performance rubrics for evaluation, these include work in both building management and instructional leadership. Student performance is already a significant portion of the administrator evaluation.

The school district office and each of its bargaining units have a very strong positive working relationship. In regards to this project both the administrator and certified teacher unions are in support of this project.

Program Evaluation: As stated earlier the school district is supporting the SST model of program evaluation. As part of this project the SST will look at the development of the units of study, the assessment results on each unit assessment (pre-post), the MAP assessment, and the state CRTs. In addition the SST will utilize T4S, PLC, and qualitative observation, interview, and survey data to build a comprehensive data set to review the effectiveness of this project. Data will be gathered as stated in the calendar below, as data is collected and reviewed and staff skills (including administrator, teacher, and implementation specialists) by the SST then professional development will be provided in each of the target areas. This feedback loop will provide the necessary information to the SST in regards to the level of implementation of each component of this transformation initiative. If deficiencies exist then additional training will be designed and implemented until the targeted performance levels of each target area of the initiative are met. Staff training on the targeted initiatives will be provided in a differentiated manor based on recipient ability to demonstrate skill level in practice.

The following timeline outlines the data to be collected and shared for each year of the project:

Student achievement Data:

Beginning of school year

- **Student:** MAP and CRT data collected for each student and shared with SST, Implementation specialists, Department Chairs and individual teachers
- **Staff:** Survey Data on basic knowledge related to project
- **SST:** Plan Review - Progress

Weekly:

- **Staff:** Grade level PLCs share data on progress to unit development and student success on administered unit assessments
- **Implementation Specialist:** Share data gathered during the week and meet either individually or with teacher groups

Monthly (each month)

- **Staff/ Implementation Specialists:** Unit data collection tools finalized (Modeled after work done at UNR)
- **Staff/Implementation Specialists:** Initial PLC Data Collected – collected and shared at least one time per month
- **Staff:** T4S bi-weekly walkthrough
- **SST:** Plan Review Progress (2 times per month) – review all data sets

Quarterly (3-4 times per year)

- **Student:** Administer and review MAP data include student growth and proficiency targets
- **SST:** Focus groups with select teachers to determine project success

Once per year

- **CRT Data:** Assessment given and data reviewed
- **T4S District Observation:** Conducted once per year used as longitudinal data on instructional practices

Creating a data feedback loop is critical to the success of any project. The data set listed above will provide information in a timely manner and will allow all stakeholders the information they need to effectively implement this reform model.

Facilitative Administrative Supports: As stated earlier the district will provide district office support at the site. The district office will take on much of the data gathering and processing as well as much of the training and support. This is a highly supportive model and the district office will have personnel on site weekly to support all staff members as they move forward with this model.

One of the key supports in this model is the two **implementation specialists**. These highly trained, highly qualified instructional leaders will serve as additional catalysts for change. They will be able to provide support but they are more than just coaches. These specialists are working under the direction of the district office and as such carry significant weight in the buildings. This is not based on the coaching model, but it is based on the implementation model. In other words teachers are coached to improve, in the rare case that does not work, then consultation becomes the stance. This model does provide an interesting twist, but has proven to be effective in the sites it has been utilized in Carson City (I/E Empire Elementary).

Essentially, the district office personnel have a significant investment in this project and will be walking hand in hand with staff to verify that practices align with project goals. If challenges arise, the district is prepared to provide additional support and resources to redirect the project if need be. This includes utilizing other district personnel or funding including grant funding or the general fund.

Under this unit based system the school should see a significant shift in professional practices and student performance. The school district is already planning on implementing a similar model at other school sites within the district and is planning on committing fiscal and personnel resources to this endeavor. The 1003(g) grant at EVMS can serve as a pilot project and as the school moves through this restructuring process successes and challenges associated should become evident and this information can be used at other similar projects throughout the district.

System Interventions: The beauty of the unit based model is that when it is well implemented, teacher practices and student performance drastically increase. The SST driven system will provide appropriate information to leadership and staff as to the effectiveness of the project. Staff members have intuitive understanding of the model and in most cases look forward to its implementation. The actual implementation will provide some challenges, but staff members will learn the skills necessary to develop their units of study and will begin to collaborate more effectively on student performance due to clearer expectations in all courses. The data systems and staff development practices are well proven and can be supported throughout this project. Since this model will follow a similar model already in place in the district, SST and district staff will have the information and opportunity to improve the project when data supports such a change.

Requirement 3: If the LEA is not applying to serve each Tier I school, the LEA, as a whole, must explain why it lacks capacity to serve each Tier I school.

Insert narrative here:

The Carson City School District has chosen to serve the single Tier II school that has qualified for funding. The district does not have a Tier I school that qualified for support.

Requirement 4: The LEA must describe actions it has taken, or will take, to design and implement interventions consistent with the final requirements at each Tier I and Tier II school to be served.

Insert narrative here:

Transformational Model:

The SST has determined that the school is going to utilize a comprehensive instructional reform strategy as a basis of this program. Educational research for the past fifty years has identified elements of curriculum, instruction, and assessment as key components of an effective school system. Unfortunately, establishing strong practices in one or even two of these areas are not enough to establish effective educational practices at any school site. A simplistic analogy is one of a three legged table, if one could place the weight of the day to day workings of the school in the center and if all three elements (curriculum, instruction, and assessment) are in place and functioning well, students will have the opportunity to meet their academic targets. If one of the elements is suspect, then the table or the system in this case will not support the weight of any systemic academic initiative and inevitably students who would normally meet academic expectations will fall below their educational potential. After diligently moving through the Nevada Comprehensive Curricular Alignment Tool NCCAT process, Eagle Valley Middle School has identified several areas that must improve if they are going to move students to meet their individual academic expectations.

Curriculum:

One of the key components to an effective school is a guaranteed and viable curriculum (Marzano, 2003). Over the past school year the school participated in a district initiative to develop curriculum maps in each of the core curricular areas. Though work is proceeding in this area, more work must be done. The preliminary curricular efforts require continued refinement and student expectations clarified so that units of study can be established for key learning target identified in the curriculum mapping documents.

In a simplistic definition each course will have a series of units that will encompass the curriculum for the year. Prior to starting instruction on each unit, teachers will be able to share with students the key components of the unit and will be able to define for the students how they will demonstrate mastery prior to beginning instruction. At the same time students will be able to restate the requirements and will establish a general knowledge of expectations prior to entering the learning experience with the teacher and their student peers. Common courses will utilize common units of study and these units will be established through the professional learning community process. Ultimately, this process will fall to the teachers who are teaching these courses to collaborate and align these units of study with the state standards.

In order to help the school verify the delivery of the curriculum, a series of curriculum check lists and pre and post unit documents will be developed by staff and with the support of the district office so that department and school leaders can monitor content delivery. This information will also be used to help identify holes in student performance on school, district, and state level assessments. This project will also include an implementation observation process that will verify integrity, an alignment in the curriculum development and implementation process.

In an overview of the curriculum targets for this project the staff will complete the mapping process and clearly define units of study for each class taught at the school. These units will be planned collaboratively and will be horizontally and vertically aligned. Staff will develop common unit assessments that will serve as targets for learning. In addition staff will develop documents that will assist students to understand the learning targets prior to instruction. Finally, a monitoring system will be developed to verify full implementation of the unit based system. Information gathered will be shared on a regular basis with teachers and administrators so that systemic adjustments

can be made to verify that the desired system is in place and functioning as envisioned in this program.

Assessment:

Effective schools have well established formative and summative assessment systems. Summative assessments include end of unit assessments, along with district, and state standardized assessments. Formative assessments are checks for understanding that are developed by the teachers to see that students are making progress toward the learning goals identified for each unit. Stiggins (2000) introduced the concept assessment for learning as a foundational method for enhancing student achievement. In this model students are introduced to primary topics and levels of mastery prior to instruction. In other words, prior to instruction students know what mastery looks like and are aware of exactly what must be demonstrated for mastery prior to starting a lesson. This concept goes far beyond the concept of earning a grade. This process actually defines skill demonstration prior to instruction. Once students know what the mastered skill looks like, they also need tools and the opportunity to monitor their progress with teacher guidance toward the learning goal identified within the unit. In this model students receive feedback on measured progress regularly and then have the opportunity to demonstrate mastery on the summative assessment at the conclusion of the unit. This summative assessment may be paper pencil or may be performance in nature. By following this model Stiggins (2001) reports that students regularly make one full standard deviation growth on standardized national assessments.

In a review of the sites current assessment system, some teachers do have units of study with assessments developed, but it is not school wide. The site will have to work to build the infrastructure to support the standards based unit system utilized by all teachers in all content areas. This is no small task, and will require time, resources, training, and coaching to allow each teacher to meet the professional expectations that are attached to this project.

Beyond the unit assessment is the district level assessment the district utilizes the Measures of Academic Progress (MAP) assessment. This assessment is a self leveling web based assessment that the district has utilized for over ten years to monitor student progress in the areas of mathematics and reading. The MAP assessment can be used to identify students who are grade level proficient (able to pass CRT) with an accuracy rate of 98%. Currently the staff does utilize this information to do some student identification, but does not utilize the information to target interventions for all students. One of the key features of the MAP assessment is Descartes. The Descartes portion of the MAP assessment program can be used to identify student deficiencies and the targeted interventions specific to each individual student. Staff members can use this information to supplement and differentiate instruction of specific students. In order to utilize the MAP in this way, teachers will need additional training in how to access and use the information to enhance instruction.

The MAP assessment can also be used to measure student growth in the core areas over time. North West Evaluation Association (NWEA) the vendor who has created the MAP assessment has developed growth level targets for each student. Each student is assigned a Raush Unit Score (RIT) that serves as the aggregate score in each of the core areas (reading and math). This score is identified when the MAP results are released immediately following the first administration of the assessment. Each year the student should meet or exceed their individual growth targets in both reading and math. A typical growth score for an average student is approximately 5-8 RIT points per year. Currently the site does not utilize this information to determine if students are meeting their growth targets. Again, staff members will need extensive training on how to utilize the RIT score information to determine if students will meet identified growth targets.

Implementation specialists will be monitoring student progress through data collection school wide. As students are identified as needing assistance in specific areas then the implementation specialist and the content area specialists, and homeroom teacher will collaborate in order to align necessary interventions for each student. In cases where this does not work, students will be introduced to the IC team an additional support will be provided. This multiple intervention approach should expand the opportunities students have to master the targeted curriculum.

Writing is one of the key components in the English Language Arts (ELA) curriculum. Currently the site does have some ELA department members trained on the skills necessary to score sample papers utilizing the state rubric and to coach students toward mastery in the writing process, however the staff could use further support to ensure that a higher percentage of students meet the targeted skill level on the writing portion of the CRT.

The state CRT assessments will serve an important role in this project. Currently the site is not meeting annual measurable objectives in either of the core areas of ELA or Math. By utilizing the MAP assessment as described earlier, students can receive appropriate interventions and have time to improve skills prior to the administration of the state assessments. The goal is that students at the site meet the academic proficiency targets as defined by the

state.

Summarizing the assessment targets of this project the staff needs to develop unit assessments, both summative and formative, essentially indentifying learning targets for each unit of study. The staff will work toward full utilization of the MAP assessment in the core areas of reading and math where student scores are correlated to proficiency. Students who are not on target to pass the proficiency are guided through a series of interventions based on Descartes data. Finally student academic growth in reading and math will be monitored two to three times per year utilizing MAP growth targets to determine if students are making adequate progress each year. Students who have been identified as being below the grade level proficiency targets must exceed the projected growth targets on the MAP if they hope to meet learning expectations that align with passage of the state CRT.

Instruction:

Instruction in this model will be based on learner centered delivery of curricular units of study on each course. This may be a significant shift of focus for some staff members. Success in this model will be measured on the number of students who are able to reach mastery within each unit of study, as well as, the MAP and CRT assessments. The quality of instructional delivery will be important, however the success in this project will center primarily on student achievement as the core theme for success. This idea is built behind the philosophy that good teaching will lead to large numbers of students reaching desired achievement targets.

With a continuous focus on instruction, the district has for many years utilized the T4S protocol as a method to measure instructional quality utilizing a specific set of effective instructional strategies derived from high quality educational research. Results of several regional research projects built on the T4S model have demonstrated that student engagement promoted through teacher effective instructional practices has significantly enhanced student performance. (Casey, 2005; Cutler, 2007; Pradere, Perreault, and Thornton, 2007) This project will continue that focus by utilizing the four key elements identified by the Carson City School District, the most important being the student engagement. In addition to these elements the site must add additional walkthrough components that verify curricular delivery and student clarity of the learning objective. In order for any staff to adopt new professional practices there must be a data projection system in place where staff members can identify their individual and school wide progress toward program implementation goals. Only through regular feedback will staff members be able to make the adjustments to their daily practice that lead to desired outcomes.

The school and district have been pursuing high quality instructional practices by implementing the Danielson Model of teacher evaluation as well as introducing and supporting the use of the T4S program at the site ([see T4S explanation in the following paragraph](#)). This project will look at improving instruction as defined by the Danielson Model in three areas planning and preparation, the classroom environment, and instruction. Staff members will be supported in their work both individually and in teams of teachers to improve their skills in each of these areas. This project will seek to place two implementation specialists on the site full time. These instructional leaders will help verify the key elements of curriculum, assessment, and instruction in place. A large portion of their duties will be to coach teachers on methods to improve practices in each of these areas that are in alignment with the current teacher evaluation system.

T4S classroom observation protocol is a classroom observation instrument developed by Fitterer, H., Harwood, S., Locklear, K., & Wright, K., (2005) to assist schools in developing a common language and to gather data about instructional practices being utilized by a school site. The T4S protocol is utilized by schools to gather information about the instructional practices present during a specific classroom observation. Utilizing this protocol, observers enter the classroom and script the teacher and student actions during a 20 minute period of time. At the conclusion of the 20 minutes the observers leave the room and utilize the scripted data to record the instructional practices and levels of student engagement present during the lesson. The information gathered during these observations is used by schools to determine the type of instruction present, the levels of student engagement, the level of cognition, the type of assessment, and the use of instructional strategies to support diverse learners Fitter et al. (2005).

Teachers working in the core areas of reading and mathematics have access to additional data related to the MAP assessment. As part of this project an initial evaluation of teacher skills in use of the MAP assessment will be conducted to determine teacher knowledge and skill related to the assessment. Based on results of this review, a staff development program will be developed to address the individual needs of each teacher in terms of using the MAP assessment as part of their instructional duties. Math and ELA instructors should be able to access individual student MAP data to determine student deficiencies and design student interventions that will help students meet their academic targets in these core areas.

Teachers will have specific information about each of their IEP and LEP students within the first two weeks of school. Teachers are expected to use that data to design instruction to meet the needs of all students including the IEP and LEP subgroups. This additional information will also raise the awareness of the classroom teacher so that they can better monitor progress and provide early interventions as needed.

Summarizing the instructional goals of this project, teachers will receive initial support in the process of developing, delivering, and evaluating their instructional practices within the unit system of instruction. Teachers will receive regular feedback on instructional delivery practices through the use of the T4S program and select teachers will participate in staff development that will build their skills on the use of data and delivery of targeted interventions for select students utilizing MAP data as a primary source.

Unit Model of Instruction – “A critical need at a critical time”:

As stated above, the focal point of this intervention is the development of the unit based model of instruction. Eagle Valley Middle School does not currently have a unit/standards based model of curriculum organization and delivery. The staff does not utilize common units of study in common classes. In a simplistic recreation, one could say that there are four seventh grade math teachers, but all four have different learning expectations, assessments, and timelines for completing units of study. This broad and undefined curriculum is creating significant problems in terms of tracking students and providing timely interventions. Without this significant change in the way of doing business, the EVMS will continue to have large populations of students not meeting their academic expectations. Larger school districts have curriculum departments who can do this kind of work, but a small district does not have the resources to develop these units of study outside of work completed at the school site. The new site administrator is expected to bring staff members together to and to build a collaborative urgency among staff members to change their practices and to successfully implement each aspect of this transformational project.

When this program is fully implemented each course will have a guaranteed and viable curriculum, common pre and post assessments, and stakeholders (teachers and students) will enter each unit of study with the learning expectations outlined prior to participating in the learning experience. Targets for performance will also be established with each unit of study and staff members will identify which students are not meeting learning expectations and will be able to provide targeted interventions in these areas.

Finally, the assessment targets that are established for each unit of study will be used as one of the key performance criteria for incentive pay. In order to receive incentive pay eighty five percent of all students must meet proficient level on each unit assessment for each course taught within the school site. The unit of study model expands academic performance expectations to all students in all content areas.

Leadership:

Success of this project hinges on providing critical information to the administration and staff on the fidelity of program implementation. This project will require two full time implementation specialists (teachers on special assignment or contracted service providers). These skilled professionals will be contracted and their duties will include providing direct support to staff as they implement the key elements of this project. These teacher leaders will be expected to utilize high quality staff development practices that include coaching, collaboration, and consultation skills as needed to lead to full program implementation. The intervention specialist is expected to guide and support the leadership through implementation of this program. In terms of importance, the implementation specialist is the single most important support provider defined within this project. They are expected to gather data and report it to all stakeholders. They will be asked to coach and support department chairs in their expanded role, and they will be expected to spend time with teachers and support them in their work of developing and implementing a unit based system. The persons selected for this role will serve as the catalyst for program implementation.

In order for the initiative to move forward successfully the district office has chosen to replace the current administrator. The district is in the middle of the recruitment process and will be selecting a leader who has the ability to effectively orchestrate the targeted improvement initiative. The new leader is expected to be highly skilled in leading school reform initiatives and has demonstrated a past record of uniting staff in similar reform efforts. This new leader should demonstrate the ability to coach teachers and be able to address disciplinary issues with staff as they arise. The administrator must have a strong handle on the classroom observation process employed in this project (Teacher Evaluation and T4S). Finally, this leader will be counted on to build a shared vision among staff, parents, and other stakeholders as the work with this initiative proceeds. Ultimately, the site leader may be the single

most important player in the future success of this initiative.

The successful implementation of this initiative will require targeted interventions led by the site administrator, in order to support this new leader in this highly challenging role, the school district will facilitate a mentoring program with both site administrators. This mentoring will occur weekly and will entail a district administrator meeting and reviewing the work of the site administrators as it relates to the project. This one on one mentoring will help the administrator strategize and work on the initiative as it proceeds throughout the year. The district level administrator assigned to this project has extensive experience in leading school change and has demonstrated the ability to support administrators through other successful school transformations within the district.

Successful implementation of this initiative will require site administrators to understand every aspect of the project. Site administrators will be expected to provide direct support to staff in terms of implementation or setting aside resources to make the project a success. The administrator will be asked to use a variety of leadership stances (coaching, collaboration, consultation, and evaluation) with staff members to successfully guide the successful implementation of all aspects of the project.

The school district has a commitment to teacher collaboration as part of professional practices that promote educational success of its students. This project will provide support to staff members on professional collaboration practices. Utilizing the PLC observation protocol staff members will be supported in setting targets for task completion as well as establishing professional practices for collaboration. Data will be gathered utilizing the [PLC observation tool](#) and staff will have an opportunity to review their effectiveness while working in PLCs. The work being done by these PLC teams will be critical in the development of curriculum, assessment, and instruction components of this project. In addition, time will be set aside each week for PLC work so that staff members will have the time necessary to meet project goals.

Teacher leadership is a critical component of successful schools. Teacher leaders will be selected by administration to take active roles in the development of each phase of the project. Individual skills of each selected staff member will be evaluated and staff development provided as needed so that staff members will be able to support growth of staff in each aspect of the project. This training may include methods for utilizing data, methods for coaching staff members, strategies for delivering interventions, and a variety of other areas that may be needed for teacher leaders to effectively support the initiative. These teacher leaders will include department chairs that will provide critical leadership and support of the project. They will be responsible to lead the curriculum and assessment development process. They will be conducting walk through observations to gather data and provide feedback to staff on curricular, instruction, and assessment practices. They will facilitate the work done in PLC groups. In order to meet requirements defined in the given tasks, the department chairs will require extensive training and support as they take on expanded roles related to their leadership positions. In order to meet their responsibilities the department chairs will be granted an additional preparation period that will reduce their classroom instructional assignments, but allow time to provide additional support to the instructors who work within their departments.

The central office will serve a significant role in this project. The district office staff will be supporting the development of all four areas; curriculum, instruction, assessment, and leadership throughout the life of the project. They will also provide support in procuring resources and materials as needed. Much of this work will be evident in work with the transition implementation team or the SIP team. Ultimately, this will be a collaborative effort in which participating staff members from the site and district will work to see that all elements of the project are successfully implemented and the results are evident in student performance at the site.

Extended School Day / After School Program:

The school has identified that there is a relatively large percentage of students who are not grade level proficient in reading, writing, and mathematics. The school will be taking a two pronged approach to alleviate the problem. First and foremost the school will be making significant changes in the regular school day by establishing a guaranteed and viable curriculum through the development of the unit based system. Student progress will be monitored in each area and teachers will be expected to provide in classroom interventions to move students to proficiency within the regular school day. [In addition to work conducted during the regular school day, students will be provided two opportunities for extended learning. These include the home room intervention project and the extended school day project.](#)

[The home room intervention project will require that every teacher in the site supervise a class of students who will be organized by their Raush Unit \(RIT\) Score on the MAP assessment in the areas of math or reading. This RIT score also identifies the appropriate learning targets for each student within subject area \(reading and mathematics\).](#)

Homeroom teachers will take the information contained within the MAP data set and provide activities to students that align with their skill level need. This home room time is also a time to review classroom assignments with students in this targeted core areas (reading or mathematics). Home room teachers will serve as responsibility teachers and will work with students to be sure that they are making adequate progress in the targeted areas. Teachers new to this homeroom experience may need assistance in providing content area interventions. This assistance will be provided by implementation specialists, department chairs, and core content teachers responsible for each identified student. This method of intervention ties every teacher and classified employee working with students directly to student results presented in the MAP assessment (reading and mathematics).

In order to further explain this process, all students will be divided into one of two areas, reading or mathematics. They will be broken into groups based on their RIT scores on the MAP. The scores are broke into RIT bands spanning approximately ten points. Each tem point range targets student learning to a specific content area learning targets. Utilizing student groups with similar RIT bands, students will be divided into groups of 12-15 students and assigned a home room teacher. Utilizing MAP information (Descartes) staff members can plan and provide learning opportunities in the targeted areas. Essentially, every student will receive an addition twenty five minutes of instruction in either reading or math. Student placement will be done collaboratively by the department chairs, counselors, implementation specialists and building administrators. This model provides intervention opportunities for all students whether they are the highest, lowest, or an average performer.

In order to meet the needs of the lowest performing students the school is planning after school interventions for key subject areas. The school is poised to provide writing interventions to students immediately. Thanks to the leadership of the district writing coach, Eagle Valley ELA teachers have developed mock writing assessments and have established inter-rater reliability protocols that match the scoring protocols of the state writing exam reviewers. This highly specialized skill set allows the school to identify the students who are not grade level proficient and then provide targeted interventions that could lead to grade level mastery in writing. Students who have been identified as the lowest performers will be entered into an after school writers workshop that will be a mandatory intervention. Students will learn the basic skills related to creating a proficient paper. Once students can demonstrate proficient skills they will be moved out of the writer's workshop group and replaced by a second group of underperforming students. Students will be evaluated every four weeks to determine if they are to continue or graduate from the program.

A secondary area of concern is reading. The school has presented limited student growth in both reading and mathematics over the past several years. Though interventions could occur in both areas, the limited development of the unit based system and the cost of running an after school program will significantly limit the ability of the site to provide after school interventions in a quality manner. The school does have resources to address reading in a limited way by targeting a select group of students to address specific needs identified within the results of the MAP assessment. The school will model this intervention program after a successful intervention model first demonstrated at several rural Nevada Schools. Students selected for this program will attend a regular math class during the day and a second extended school day intervention program at the end of the school day. The school will group students based on their RIT scores within this program and provide targeted interventions based on MAP data (Descartes). Instruction will be targeted toward individual deficiencies and students will be assessed every four weeks utilizing the MAP assessment. The goal of this project is to accelerate the learning for the participating students so that they can move to grade level proficiency at a much greater rate. The project will be evaluated every four weeks to determine student and project success. Adjustments will be made as a result of each project review. Once students reach targeted proficiency they may graduate from the program and other students introduced as space is available. The mathematics portion of this project will be set up for a group to support 20 to 40 students based on the number of teachers assigned to the project. The extended school day project will be constructed to support approximately 80 to 100 hundred students and will be divided between writing and mathematics in the first year.

In the second year, the extended school day program will look at student performance closely in all three areas (reading, writing, and mathematics). Students will be introduced to the program and will receive targeted interventions. Student placement will be addressed on student performance within the unit based system, and will be targeted to specific skills. Other data such as mock writing exams, MAP, and teacher recommendations will be used to help identify and place students within the extended school day program. This will be a data driven model and will be set up in a four week window, similar to the extended school day project described in year one.

The school understands that the life of the grant is limited and is looking to create self sustaining infrastructure so that programs that begin with this grant can be continued after the funds are expended. The school site has determined that it would be possible to assign 3 to 4 teachers that would be working on alternative day contracts. These teachers would work a traditional seven and a half hour day, however they would start school later in the

morning and would end their day just after 4:00 PM. Teachers on this program would have an additional hour and one half to run an intervention program. This program is designed to provide interventions for twenty to twenty five students per class. The school will run two classes for writing and one to two classes for mathematics interventions. In the pilot years (during the life of the grant) teachers who run these classes will require an additional instructional period added on to their contractual time and will be paid accordingly.

In addition to this intervention program the school will open up a before and after school program that will invite all students to participate. As students are expected to master skills housed in each unit of study, students may find that the limited exposure to the new content during the school day will not allow students to reach mastery independent of the teacher. Teachers and paraprofessionals will be paid extra hour stipends to monitor and provide assistance to students who choose to participate in this program. These programs will be staffed on a ten to fifteen student ratio. As more students participate more staff members will be recruited to take on a before or after school program. The after school program will also be used for enrichment programs that include programs like National History Day, Science Olympiad, Math Counts, Geography Bee, and other academic clubs.

An extended school day program will require addition transportation options for students. The route that will be used for this program will be the standard activity bus route which encompass approximately twenty miles of stops and two full bus driver hours. In addition to the home area drops the school will be forming a partnership with the Carson City Chapter of the Boys and Girls club. In order to accommodate will transport participating students to the club location. This Boys and Girls Club stop provides supervised option for students whose parents select this option. The grant will cover the transportation costs as well as the membership costs of students who participated in the extended school day project.

Professional Development

This program will require significant training and support for the administrator, department chairs, and classroom teachers. In order for staff members to be successful the following training program will need to be put in place. The site administrator will be mentored regularly by district office leadership with a focus on leading a school through the transition model.

The site administrators will be coached on the data to be collected and how to use the data results to move the staff. This mentoring will also provide support on coaching, staffing, and other key leadership elements that will promote growth of the organization. The district office will assume this task and will assign a senior leadership member to serve as the mentor and evaluator of the site administrators.

The department chairs will require the highest levels of coaching and professional support for the upcoming two year period. The role of this leadership team has greatly increased within this model. Department chairs will receive support on developing the curriculum assessment system, on coaching, and the use of data to move their departments. These leaders will be expected to complete observations, gather data, and lead professional learning communities. The regional professional development center and the Carson City Educational Services Departments will be utilized to provide this training. Additional resources related to these services will be addressed in the form of teacher substitutes and extra hourly pay.

Staff members will receive direct support on developing common curriculum and assessments. Schedules will be established from the beginning and end of contracted time so that staff members are allocated time to work both independently and collaboratively to develop common curriculum and assessments. Due to the complex nature of the work, additional time outside of the contracted day will be expected and will be addressed through the use of substitutes and/or extra hourly pay. This staff development initiative will be led by the department chairs, and intensely supported by the intervention specialists. In addition, those staff members who are working with the MAP assessment will receive intense support on using the MAP system to identify student needs and to build targeted interventions to students. This group includes the extended school day staff.

In a final summary of the leadership component of the project will require the selection and placement of two full time teachers on special assignment to serve as implementation specialists for the project. Teacher leaders will also be selected for the project to take on leadership roles in each of the key areas. Staff members will be supported in developing their PLC skills and will be working within weekly schedules where they will have an opportunity to participate in meaningful collaboration. Leadership at all levels of the site will be supported as they take on challenges related to the project. Finally, district office staff will be providing significant support to the site staff as they take on this initiative.

Community oriented Schools:

District and school leadership recognizes the need to reconstitute the EVMS Parent Teacher Association (PTA). The parent group plays a very minor role at the site and the focus of their work is not academic in nature. The 1003(g) grant provides an excellent opportunity to invite parents into the EVMS educational setting. In order to facilitate this development the school will request 1003(g) funds to hire and place a *parent involvement liaison* for a three year period. This paraprofessional position will be used to build parent participation at the site. This program will utilize a series of activities offered monthly. These parent activity nights will bring parents to the site for the purpose of education and gaining input from parents on educational opportunities for middle school students. Parents will also be included on the SST team. Parent representatives on the SST team will be actively participating in the planning and implementation of the model.

In order to initially invite parents into the school an introductory information night will be held several weeks prior to the start of school. Parents will be brought to the site and will be introduced the 1003(g) project. This introduction will walk parents through the improvement project and what to expect in terms of learning opportunities for students. Similar meetings will be held quarterly with a focus on project progress.

Parent involvement timeline:

August 2010:

- Parent Night Introduction to 1003 Grant – Led by district office administrator, site administrators, teacher representatives, and parent liaison.

September 2010 and October 2010

- Parent Night parent activities focused around student learning and parent involvement – (Parent liaison, site administrators, and teacher representatives).

November 2010:

- Parent Night Review of progress 1003 Grant – Collaborative setting parents and school leaders present information about project implementation - Led by district office administrator, site administrators, teacher representatives and parent liaison.

December 2010 and January 2011

- Parent Night parent activities focused around student learning and parent involvement – (Parent liaison, site administrators, and teacher representatives).

February 2011:

- Parent Night Review of progress 1003 Grant – Collaborative setting parents and school leaders present information about project implementation - Led by district office administrator, site administrators, teacher representatives and parent liaison.

March 2011 and April 2011

- Parent Night parent activities focused around student learning and parent involvement – (Parent liaison, site administrators, and teacher representatives).

May 2011

- Parent Night Review of progress 1003 Grant – Collaborative setting parents and school leaders present information about project implementation, this includes a year in review progress report - Led by district office administrator, site administrators, teacher representatives and parent liaison.

*** This process is to be repeated in each year of the three years of the grant and will follow the same time table.**

The Carson City School District funds a Hispanic Parent Liaison as part of their Title II program. EVMS will be utilizing this person to support each of the parent nights. They will be included in the planning and delivery of services in each of the parent nights and the parent activities at the school.

In addition to work done during parent nights the EVMS parent liaison is expected to provide training to staff members. This training will enhance teacher's ability to develop supportive relationships with parents. Staff members at the secondary level have traditionally had less contact with parents and this project will look for ways to enhance this interaction.

Washoe County has a PIRC office and the EVMS parent liaison is expected to utilize the resources provided at the PIRC office to enhance the EVMS parent program. This includes gathering resources and topic experts to bring the most effective learning opportunities to parents and staff in order to enhance the overall educational experiences of all EVMS students.

Finally, the homeroom times that have been set aside for student interventions for reading and mathematics interventions will also provide a little time (approximately once every two weeks) to address middle school student responsibility issues. These sessions will focus on bullying, tolerance, career exploration, and student responsibility. Student education is about growing the whole child and this time can effectively improve the school culture for the student body.

Project implementation model:

The implementation model for this program is based on building a strong staff development system where teachers are given the opportunity to look at targeted outcomes and will receive time and support in order to realize those outcomes. This project will require multiple changes in current day schedule.

Daily schedule and teacher assignments will be an important consideration for this project. Initially the administration will look at the placement of each instructor in terms of their skills as well as their role in the development of the curriculum and assessments related to this project. They will place teachers and adjust schedules so that teachers who teach common courses have the opportunity to meet at least one time per week during the work day for an extended period of time to complete the curriculum and instruction work. This time is critical so that targeted tasks and important PLC work can be completed.

Extra duty stipends will be awarded before and after the regular school year calendar so that staff members can work together in common core classes to develop curriculum and assessment. This extended time may also be included during the year where a team works collaboratively after hours to complete necessary tasks associated with this project.

Incentive Pay for Staff Members:

Incentive pay will be offered in all three years of the project in the following amounts 3,000.00 Year I, \$3,500.00 Year II and \$4,000.00 Year III per certified staff member (Administrators, Teachers, and Implementation Specialists) \$1,000.00 Year I, \$1,500.00 Year II, and \$2,000.00 Year III per classified staff (Instructional and Non-instructional support staff) if the following performance thresholds are met:

Teacher Incentive Pay:

In order to receive incentive pay, teachers must meet all the following requirements:

In the description below the following definitions apply-

Core content teachers: *are teachers who teach either mathematics or English Language Arts Classes at the site.*

Home room teachers: *Every teacher at the site including core content teachers will be assigned a mathematics or*

ELA home room group. Students will be grouped by common skill level based on RIT band scores. This common grouping will allow for targeted interventions based on group needs. Home room teachers will monitor and provide additional support in the core areas as needed.

- Student performance results will be connected to the work of teachers in the core content areas of reading and math. Students must meet targeted thresholds in regular classes led by core content teachers and in home room classes led by all teachers.
- Unit assessment results will be included in evaluation requirements in all content areas during the second and third years of this project.
- All teachers will be assigned a core group of students (mathematics or ELA) in their home room class. Homeroom teachers must facilitate targeted learning interventions during homeroom time directed at one of the core content areas. Descartes will be the primary source of intervention information. This work will connect all certified staff members to student assessment scores in mathematics and ELA.
- Teachers must develop units of study in collaboration with their peers for each course they teach. They are to build and utilize common pre/post assessments for each course, and they are to create a learning guide that can be used by students and staff members that outlines necessary skills that lead to unit mastery.
- Staff members must achieve proficient or distinguished rating on all elements of the teacher evaluation document (Danielson Teacher Evaluation Model). Staff is to move through the model one domain at a time as defined in the negotiated agreement.
 - Year I - Domain I (Content and Pedagogy, Knowledge of Students, Selecting Instructional Goals, Knowledge of Resources, Designing Coherent Instruction, and Assessing Student Learning).
 - Year II -Domain III (Communicating clearly and accurately, Utilizing question and discussion techniques to enhance student participation, enhance student engagement in learning, provide appropriate and timely feedback to students, demonstrate flexibility and responsiveness during instruction, and utilize student assessment data appropriately in order to enhance instruction).
 - Year III staff members will be asked to select two Domains. They will be asked to revisit Domains I or III and complete work on Domain II (Creating an environment of respect and rapport, establish a culture for learning, manage classroom practices, establish student learning expectations, and organize the physical space to enhance learning opportunities).
 - Each domain has four rating options for each attribute: Unsatisfactory, Basic, Proficient, and Distinguished. In order to receive an incentive pay stipend, staff members must earn a proficient or distinguished rating on each attribute defined in the selected Domain.
- Each teacher will be required to promote student achievement in the core areas for the students that they supervise. For example, a 6th grade math instructor's students are expected to meet targeted performance scores for 6th grade math. If that teacher does not work in the ELA area, the ELA scores will not be included in the 6th grade teacher's performance requirements. In another example, a social studies teacher is assigned homeroom group made up of 8th grade students focusing on reading content. Then, the 8th grade ELA student thresholds apply. Each teacher must meet the performance thresholds that apply to their current work assignment.

Year I:

1. 73% of 6th grade students, 64% of 7th grade students, and 58% of 8th grade students meet or exceed their growth targets on the MAP assessment in the areas of reading and mathematics.
2. 65% of 6th grade students, 70% of 7th grade students, and 75% of 8th grade students can develop a proficient paper on both the mock writing assessments.
3. 65% of all 8th grade students produce a proficient paper on the state writing exam.
4. 75% of students are proficient in reading, mathematics, and language on the CRT exam or a 10% reduction of non-proficient students in each identified sub-group on the CRT exam.

Year II:

5. 85% of all students meet mastery on all unit assessments in all content areas throughout year II. Students may attempt to meet mastery on each assessment multiple times.
6. 73% of 6th grade students, 64% of 7th grade students, and 58% of 8th grade students meet or exceed their growth targets on the MAP assessment in the areas of reading and mathematics.
7. 65% of 6th grade students, 70% of 7th grade students, and 75% of 8th grade students can develop a proficient paper on both the mock writing assessments.
8. 75% of all 8th grade students produce a proficient paper on the state writing exam.
9. 75% of students are proficient in reading, mathematics, and language on the CRT exam or a 10% reduction of non-proficient students in each identified sub-group on the CRT exam

Year III:

10. 85% of all students meet mastery on all unit assessment in all content areas throughout year II. Students may attempt to meet mastery on each assessment multiple times.
11. 73% of 6th grade students, 64% of 7th grade students, and 58% of 8th grade students meet or exceed their growth targets on the MAP assessment in the areas of reading and mathematics.
12. 65% of 6th grade students, 70% of 7th grade students, and 75% of 8th grade students can develop a proficient paper on both the mock writing assessments.
13. 75% of all 8th grade students produce a proficient paper on the state writing exam
14. 75% of students are proficient in reading, mathematics, and language on the CRT exam or a 10% reduction of non-proficient students in each identified sub-group on the CRT exam

* Confidence intervals are to be added to the CRT results in years I, II, and III.

High end attributes of the teacher evaluation in combination with student target thresholds allow for differentiated distribution of incentive pay. Though the teacher evaluation system is not new to the school, it is the first time that the tool has been used in this way. The teacher performance thresholds have been raised significantly and the connection to student learning should provide a foundation for significant improvement in both teacher practices and student learning.

Classified Employee Incentive Pay:

- Classified employees who work directly with students will be tied to either a home room class or core content area classes that they work in. Student thresholds apply for students that they provide service to. In addition to student achievement targets being met, classified employees must achieve a satisfactory evaluation to receive incentive pay.
- Classified employees who do not work directly with students must have a satisfactory evaluation and students must meet the academic thresholds identified on a school wide basis.

Building Administrators Incentive Pay:

- In order to receive the incentive pay the unit of study work must be completed and updated in each course taught at the school.
- Each school wide student performance targets must be met each year.
- Administrator evaluation must demonstrate a proficient or distinguished rating on each attribute in each of the following areas: Domain I (Learning environment and Student achievement), Domain II (Supervision, Budget, Self Reflection, and Growth); and Domain III (Climate and Culture for adult learning). The site leader will work in two of three domains each year. Addressing all three domains at least one time every two years.

Implementation Specialists:

- Units of study, unit assessments, and learning target documents are developed for all courses
- Required data sets collected and shared in a timely manner with staff members
- PLC groups organized and functioning effectively (PLC data collected and shared with stakeholders)
- Implementation specialists receive a satisfactory evaluation based on implementation of project attributes. Utilize self directed evaluation document developed in collaboration with district office supervisor.
- Students meet school wide projected growth targets.

Staff members who do not meet satisfactory performance requirements will be subjected to a performance improvement plan (Plan 3). Staff members who do not meet improvement requirements described in the Plan 3 document may be subject to termination.

If staff fails to meet growth targets, funds will be used to provide additional staff development to staff members as well as replace student and staff computers which are being used to support the student assessment system as well as student instruction that is being provided at the school site.

Project evaluation:

The project will be developed in two phases. The first phase is the development of the curriculum (units of study) and assessments. Data will be gathered to verify that the unit based system is fully developed and the all parts completed the first year of implementation. Observation and focus group data will be used to gather information related to success and challenges related to program implementation. Student data will be collected on each assessment and information shared with the leadership team and teachers as to success of the student over time. Trends will be sought in both CRT and MAP data as well. The second phase or year two will look closely at student performance on the unit assessments and also on the MAP and CRT assessments. This evaluation will verify that the curriculum is fully developed, implemented and adjusted as needed. Student performance data will be collected and reviewed in relation to each unit of study. Data will be gathered identifying the number of students passing their classes as well. Overall the evaluation will be well organized and data shared with teachers, department chairs and site leaders regularly. Data distribution deadlines will be established so that timely feedback can be provided throughout the project. Adjustments will be made within the program so that students have the best opportunity to meet their achievement expectations.

Project summary:

This project has been designed to provide staff members the opportunity to enhance the curriculum and move to a unit based system of instruction school wide. Students and parents will have the opportunity to have a deep understanding of learning targets prior to beginning each unit of study and can prepare to meet learning expectations of each unit prior to entering that learning experience. During each unit of study students will receive feedback on their performance and have the opportunity to practice and improve prior to entering the post unit examination. At the conclusion of each unit, students who do not meet mastery targets have the opportunity to receive additional support so that mastery can be achieved. The MAP assessment will be critical to the site. Teachers will know which students are on target to pass the proficiency and what curricular areas will be used for student interventions. Every student's growth target will be identified and student's growth on the MAP will be measured three times per year. This data will be shared staff wide so that all teachers can support interventions of students as needed. This project will also look at teacher teams ability to interact through the PLC process and will receive support as they work together to build each of the primary aspects of the project. Finally, at the conclusion of this project the school will have a guaranteed and viable curriculum. The site will also have a fully developed formative and summative assessment system in which student growth and mastery will be considered. In the area of instruction, staff members will have the opportunity to verify curricular delivery as well as student engagement. In essence the site will have shored up all the critical educational components (curriculum, assessment, instruction, and leadership) that effective schools master. In the end, the students at the site will be meeting their growth targets and the site will be recognized for becoming a high performing educational institution.

Requirement 5: The LEA, as a whole, must describe actions it has taken, or will take, to—

- Recruit, screen, and select external providers, if applicable, to ensure their quality;
- Align other resources with the interventions;
- Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively; and
- Sustain the reforms after the funding period ends.

Insert narrative here:

External Providers: The district will not be utilizing external providers for this project.

Align other resources: The school district is currently working on a similar unit design model across the district in its curriculum mapping process. As such the district has developed numerous experts and is funding the use of an online curriculum mapping and unit development tool. The district pays for this service out of Title II and the Eagle Valley staff will have access to this resource. As challenges become evident and additional resources needed, the district will utilize additional grant and general funds to address the issues if extra funds are needed. The district will also recruit additional expertise if that is a necessary step to move the project forward. This expertise may be needed for ESL or other group that may need special interventions associated with this project.

Co-Teaching: As part of the school improvement process the EVMS along with other schools in the district are moving forward with IC and Co-teach Training. The school district has received a Federal District Improvement Grant that is providing funding for both the IC and Co-teach implementation. The EVMS special education population is one of the groups that have not consistently made adequate yearly progress. Training funded by the DIG grant will be providing extensive staff development at the site to bring about changes in instructional practices for participating staff members.

In the IC program staff members are receiving training presented by the University of New Hampshire. Staff members in this program attend training and learn basic skills of running an IC team. Teams are made of up four staff member and a site administrator. The first year of the project provides IC teams the skills to function with support. IC teams run IC meetings and video tape those meetings. These video tapes are sent on to experts at the UNH. These experts observe the video tape and provide feedback to staff members on levels of implementation. This type of training continues the second year. On the third year of the project participants begin to invite other staff members on to the teams so that the skills can be added to other staff members. EVMS is currently entering the second year of this project.

The district is currently hiring a new Title III coordinator. This person will be called upon to provide direct support to EVMS. They will be expected to lead training, coach department chairs and teachers in order to expand staff skills in this area.

The Carson City School district maintains a professional development center. This center includes professional developers who are experts in lesson design, writing traits, co-teaching, sheltered instruction, PLCs and teacher induction. This group will be called upon regularly along to provide services to the school. This also includes services from the regional professional development center who has agreed to provide additional support to this project.

Modify practices: The district will not have to significantly modify practices related to this project. More important to this discussion is that the district verifies that support staff has the time necessary to meet the requirements set forth in the project. If leadership determines that additional time is needed, then adjustments in the model or increase in personnel may be required. The district is committed to this reform project and will follow the reform model identified in this grant with integrity.

Sustain reforms after period ends: This model is designed specifically to be completed and fully implemented at the end of two years. The site may find it necessary to fund the implementation specialist to keep the project moving forward, but if the units of study are developed and the collaborative practices adopted then the model should be self sustaining. After the system is up and running at the conclusion of the grant period, the site may choose to retain the intervention specialists. The site should be able to adjust staffing to absorb at least one of these positions.

The Carson City School District currently runs a teacher induction program for staff members new to the district.

This is a two year program that includes general practices through unit design in the first year. The second year focuses on enhancing teaching and learning with a focus on sheltered instruction (meeting the needs of LEP students). In addition to this program staff members will work with the implementation specialists and department chairs in order to become strong contributors to the learning community of EVMS.

Overall, the district is well placed to implement this model. The staff is in place to lead the project and if the funding is made available the school has an opportunity to make significant improvement in the learning opportunities of the students of EVMS.

Requirement 6: The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each Tier I and Tier II school identified in the LEA's application.

This is a two year process that will require the school to develop the units of study and assessments during the first year and then teachers complete full implementation the second year by implementing those units and utilizing assessment data. The timeline is listed below.

Timeline for implementation: (SEE APPENDIX B for full Detail MAP)

Requirement 7: The LEA, must describe the annual goals for student achievement on the State's assessments in both reading/language arts and mathematics that it has established in order to monitor at each of its Tier I and Tier II schools that receives school improvement funds.

The following list outlines the expected student achievement targets on the MAP, CRT, and State Writing Examinations.

Year I:

- 73% of 6th grade students, 64% of 7th grade students, and 58% of 8th grade students meet or exceed their growth targets on the MAP assessment in the areas of reading and mathematics.
- 65% of 6th grade students, 70% of 7th grade students, and 75% of 8th grade students can develop a proficient paper on both the mock writing assessments.
- 65% of all 8th grade students produce a proficient paper on the state writing exam.
- 75% of students are proficient in reading, mathematics, and language on the CRT exam or a 10% reduction of non-proficient students in each identified sub-group on the CRT exam.

Year II:

- 85% of all students meet mastery on all unit assessments in all content areas throughout year. Students may attempt to meet mastery on each assessment multiple times.
- 73% of 6th grade students, 64% of 7th grade students, and 58% of 8th grade students meet or exceed their growth targets on the MAP assessment in the areas of reading and mathematics.
- 65% of 6th grade students, 70% of 7th grade students, and 75% of 8th grade students can develop a proficient paper on both the mock writing assessments.
- 75% of all 8th grade students produce a proficient paper on the state writing exam.
- 75% of students are proficient in reading, mathematics, and language on the CRT exam or a 10% reduction of non-proficient students in each identified sub-group on the CRT exam

Year III:

- 85% of all students meet mastery on all unit assessment in all content areas throughout year. Students may attempt to meet mastery on each assessment multiple times.
- 73% of 6th grade students, 64% of 7th grade students, and 58% of 8th grade students meet or exceed their growth targets on the MAP assessment in the areas of reading and mathematics.
- 65% of 6th grade students, 70% of 7th grade students, and 75% of 8th grade students can develop a proficient paper on both the mock writing assessments.
- 75% of all 8th grade students produce a proficient paper on the state writing exam
- 75% of students are proficient in reading, mathematics, and language on the CRT exam or a 10% reduction of non-proficient students in each identified sub-group on the CRT exam

* Confidence intervals are to be added to the CRT results in years I, II, and III.

Requirement 8: If applicable, the LEA must identify the services that each Tier III school, that the LEA commits to serve, will receive or the activities the school will implement.

Insert narrative here:

The Carson City School District has not chosen to serve any Tier III schools with its application.

Requirement 9: If applicable, the LEA, as a whole, must describe the goals it has established to hold accountable the Tier III schools it will serve with SIG funds.

Insert narrative here:

There are no Tier III schools being served in this application

Requirement 10: As appropriate, the LEA, as a whole, must consult with relevant stakeholders regarding the LEA's application and implementation of school improvement models in its Tier I and Tier II schools.

Insert narrative here:

The Carson City School District does believe in utilizing the collaboration model. In the development of this project the school district did gather input and support from all stakeholders including the school board, district office administration, building administration, certified and classified staff, teachers union and input was solicited from parents who serve on the school turnaround team.

In order for this school to adopt this model this spirit of cooperation will be necessary for the life of the project. The district plans on utilizing the School Support Team (SST) model and in the implementation of that model a team will meet several times a month to review progress toward the established goals on this project. The team at this site will be made up of the three district staff members including the Associate Superintendent of Curriculum, Grants and Special Projects Manager, and the School District Data Analyst. The school will provide a site administrator (principal), a department chair person from each department, and a parent representative. This group will review the targeted behaviors associated with the project and utilize data to determine if the necessary progress is being made both by teachers and by students.

The school is planning on developing an active partnership with parent groups. They will be utilizing a site parent

liaison as well as the school district Hispanic liaison as resources to support this improvement initiative. Training will be provided to administrators, implementation specialists, department chairs, teachers, and parents in order to bring about positive change in this process.

There will also be times during this project where the district personnel director will be working with both teacher and classified union representatives. When ever challenges arise in the employment areas these groups will work together to resolve any issues. This work occurs at all our sites and would continue at Eagle Valley during this project. The goal for everyone is to maintain the integrity of the model and see improvement in teaching and learning.

The Carson City School District has done its homework on this project. The stakeholders have come together in the planning process and they believe that working together they make meet the goals and objectives set forth in this application.

SECTION D

BUDGET SUMMARY AND SUPPLEMENTAL SCHEDULE

- | | |
|---------------------------------------|---|
| 1. May 2010 to June 30, 2010 | School District will not seek funds for this period |
| 2. July 1, 2010 to June 30, 2011 | School District will seek \$ 712,163.24 |
| 3. July 1, 2011 to June 30, 2012 | School District will seek \$ 746,518.44 |
| 4. July 1, 2012 to June 30, 2013 | School District will seek \$ 791,237.23 |
| 5. July 1, 2013 to September 30, 2013 | School District will not seek funds for this period |

APPENDIX A: NCCAT(S) Results Eagle Valley Middle School

2010-2011 School Year

CATEGORY 1. CURRICULUM and INSTRUCTION								
Indicator/Element	Rubric Score				Priority Score	Opportunity Score	Index	Evidence: For each element, please list the evidence that was collected and analyzed, and that supports the assigned scores.
	1	2	3	4				
1.1 All instructional staff members implement a curriculum that is aligned with state standards.								
a. Vertical Alignment	0	12	14	2	3	2	6	Curriculum Maps, Lesson Plans, Obs.
b. Horizontal Alignment	0	17	9	2	3	3	9	Curriculum Maps, Lesson Plans, Obs.
c. Professional Development	0	10	17	1	1	2	2	PD Calendar/materials/etc., PLC minutes
1.2 All instructional staff members deliver the standards-based curriculum to all students.								
a. Standards-Based Instruction	0	18	10	0	3	2	6	Lesson Plans, Observations, Student Work
b. Content Knowledge	0	21	7	0	2	3	6	Lesson Plans, Observations, Student Work
c. Cognitive Level	0	24	4	0	1	2	2	Lesson Plans, Observations, Student Work
d. Communication	0	20	7	1	1	3	3	Lesson Plans, Observations, Student Work
e. Observable Student Work	0	18	10	0	1	2	2	Lesson Plans, Observations, Student Work
1.3 All instructional staff members use effective instructional strategies to meet the learning needs of all students.								
a. Effective Strategies	2	20	6	0	3	2	6	Lesson Plans, Observations, Student Work
b. Adaptations	0	24	3	0	2	2	4	Lesson Plans, Observations, Student Work
c. Professional Development	1	14	12	1	1	2	2	PD Calendar/materials/etc., PLC minutes
d. Cultural/Linguistic Response	0	27	1	0	1	2	2	Lesson Plans, Observations, Student Work
1.4 All instructional staff members routinely collaborate to review the impact of instructional strategies and to modify instruction accordingly.								
a. Collaboration	1	17	9	1	1	2	2	PLC Minutes
b. Sharing Information	6	18	4	0	2	3	6	PLC Minutes
c. Continuous Improvement	1	22	5	0	3	2	6	Lesson Plans, Observations, Student Work
1.5 All instructional staff members analyze results from available assessments, including state and local, and use the results to refocus or modify instruction at the school and classroom levels to ensure that all students meet or exceed proficiency.								
a. Analyze and Use Data	2	23	3	0	2	2	4	Assessment Tools, Lesson Plans, Obs.
b. Collaboration	4	17	7	0	2	3	6	PLC Minutes
c. Professional Development	5	9	14	0	1	2	2	PD Calendar/materials/etc., PLC minutes

CATEGORY 1. CURRICULUM and INSTRUCTION

Indicator/Element	Rubric Score				Priority Score	Opportunity Score	Index	Evidence: For each element, please list the evidence that was collected and analyzed, and that supports the assigned scores.
	1	2	3	4				
1.6 All instructional staff members provide students with additional instruction and intervention as needed to improve student achievement.								
a. Identification	6	17	4	0	2	3	6	PLC Min., Assess. Tools (Hot Lists, etc.)
b. Re-teaching/Addit'l Instruction	2	25	1	0	3	2	6	Lesson Plans, Observations, Student Work
c. Participation	3	19	5	0	2	3	6	Intervention Data, Attendance
d. Results	4	20	4	0	2	3	6	Interven. Data, Attendance, Interven. Eval.
1.7 All instructional staff members use instructional materials that meet the identified needs of all students.								
a. Materials	0	16	12	0	2	3	6	Material Audits, Technology Audits
b. Variety	0	20	8	0	1	3	3	Material Audits, Technology Audits
c. Diversity	3	18	7	0	1	3	3	Material Audits
1.8 The school implements an equitable code of conduct to create an environment conducive to teaching and learning.								
a. Culture	2	14	12	0	3	3	9	Policy Manuals, Disc./Couns./etc. Records
b. Policies and Procedures	10	16	2	0	3	3	9	Policy Manuals, Disc./Couns./etc. Records
1.9 School-parent partnerships are primarily focused on student achievement.								
a. Culture	7	16	3	0	2	3	6	Volunteer Records
b. Policies and Procedures	4	18	5	0	1	2	2	Translation Information/Requests/Records
c. Parent Training	13	14	0	0	1	2	2	PD Calendars (Parents), PTA Minutes
d. Teacher Training	12	13	2	0	1	3	3	PD Calendar/materials/etc., PLC minutes
e. Reporting	1	22	4	0	1	2	2	PowerSchool Progress Reports

CATEGORY II. ASSESSMENT and ACCOUNTABILITY

Indicator/Element	Rubric Score				Priority Score	Opportunity Score	Index	Evidence: For each element, please list the evidence that was collected and analyzed, and that supports the assigned scores.
	1	2	3	4				
2.1 All instructional staff members use classroom assessments aligned to state content standards.								
a. Alignment	0	26	8	3	3	3	9	Classroom Assessments
b. Assessment	0	25	12	1	2	2	4	Classroom Assessments
2.2 All instructional staff develops unit/lesson plans based on student assessment results and adjusts instruction accordingly.								
a. Plan Development	2	25	9	2	1	2	2	PLC minutes, Lesson Plans, Assess. Tools
b. Adjustment	3	26	9	0	3	3	9	Lesson Plans, Observations, Student Work
2.3 All instructional staff members use progress monitoring, grading, and/or reporting procedures that are standards-based to inform students and parents of student academic progress.								
a. Progress Monitoring	2	21	13	2	1	3	3	PowerSchool Prog. Reports/Report Cards
b. Use of Standards-based Data in Grading Practices	2	25	9	2	1	2	2	PowerSchool Prog. Reports/Report Cards
c. Reporting	8	20	8	2	1	2	2	PowerSchool Prog. Reports/Report Cards
2.4 All instructional staff members provide specific and timely feedback to students on an ongoing basis, and students use the feedback to improve their performance.								
a. Frequency	0	10	25	2	2	3	6	Stud. Work, Form. Assess. (T4S), Observ.
b. Specific, Timely, Constructive	0	15	19	3	3	3	9	Stud. Work, Form. Assess. (T4S), Observ.
c. Use of Feedback	2	24	10	1	2	3	6	Stud. Work, Form. Assess. (T4S), Observ.

CATEGORY III. LEADERSHIP								
Indicator/Element	Rubric Score				Priority Score	Opportunity Score	Index	Evidence: For each element, please list the evidence that was collected and analyzed, and that supports the assigned scores.
	1	2	3	4				
3.1 School leadership develops and communicates a clear, shared vision and mission.								
a. Beliefs	0	35	6	1	3	3	9	Surveys, Lesson Plans, Observations
b. Communication	10	25	5	2	1	3	3	Location/Use of Mission Statement
c. Implementation	8	24	6	3	1	3	3	Use of Mission Statement, Meeting Min.
d. Revision	7	23	9	3	1	2	2	Mission Statement Review Process
3.2 School leadership focuses the entire school community on school improvement.								
a. Leadership	2	26	10	2	3	3	9	SIP/Management Team Mem., PLC Min.
b. Planning	9	10	20	2	2	3	6	SIP Minutes, PLC Minutes
c. Implementation & Monitoring	6	23	11	1	2	2	4	PLC/Fac. Meeting Min., SIP Eval. Data
d. Sustained Support	8	22	12	0	2	3	6	SIP Calendar, PD Calendar, SIP Resources
e. Recognition	11	24	6	1	3	3	9	Celebration Calendars
3.3 School leadership focuses on improving and supporting effective instruction.								
a. Expectations	5	9	26	1	2	3	6	Meeting Min., Observations, Coaching Logs
b. Policies & Procedures	4	23	14	1	3	3	9	Policy/Eval. Manuals, Admin. Eval.
c. Assignment	4	22	15	0	1	2	2	Teacher Licenses, Course Schedules
d. Sustained Support	9	28	5	0	3	3	9	PD Calendar, PLC minutes, Coaching Logs
3.4 School leadership systematically monitors & evaluates the effectiveness of instructional programs.								
a. Monitoring	10	16	14	1	1	3	3	Teacher Eval., Obs., Coaching Logs
b. Standards-based Instruction	5	22	14	1	1	3	3	Teacher Eval., Obs., Coaching Logs
c. Teacher Evaluation	6	19	15	1	2	2	4	Teacher Eval., Obs., PD Calendar
d. Feedback	14	23	5	0	2	3	6	Coaching Logs
3.5 School leadership allocates the resources necessary to increase student achievement.								
a. Budget Development	4	33	4	0	2	3	6	Meeting Minutes, School Budget
b. Resource Allocation	5	21	9	1	1	3	3	School Budget, Assessment Results
c. Managerial Duties	2	17	16	2	1	2	2	School Budget & Exp., Grant Appl.
d. Resource Acquisition	10	15	15	0	1	3	3	School Grant Applications

CATEGORY III. LEADERSHIP

Indicator/Element	Rubric Score				Priority Score	Opportunity Score	Index	Evidence: For each element, please list the evidence that was collected and analyzed, and that supports the assigned scores.
	1	2	3	4				
3.6 School leadership ensures the effective use of instructional time.								
a. Time Allocation	2	6	29	4	2	2	4	Course Schedules
b. Protection of Instruction Time	3	12	22	5	1	3	3	Announ./Assembly/FT Policies/Calendars
c. Monitoring	4	20	15	2	2	2	4	Observations, Coaching Logs
3.7 School leadership ensures that all professional development is focused on improving student achievement.								
a. Focus	14	21	7	0	3	3	9	PD Cal./materials/etc., Assess. Results
b. Planning	22	18	2	0	2	3	6	PD Surveys
c. Leadership Support	10	22	8	0	2	2	4	Administrator PD Calendar/materials/etc.
d. Evaluation	12	22	7	1	2	3	6	PD Cal./mat./etc., Obs., Assess. Results

SUMMARY:

The results of the NCCAT-S guide the development of the school's Restructuring or Turnaround Plan. Please list those indicators and/or elements that are considered to be of highest priority based on Index and Rubric Scores.
(Add more Indicator or Element rows if needed.)

Element 1.1b - The instructional staff implements a written curriculum horizontally aligned to all state core content standards. **(Included in Turn-Around Plan)**

Element 1.8a - All school staff members consistently promote reinforcement of self-discipline and responsibility.

Element 1.8b - School policy and procedures are clearly defined and followed by all staff to provide for identification of at-risk students, discipline, assistance, counseling, and/or referral.

Element 2.1a - All classroom assessments are aligned with state content standards. **(Included in Turn-Around Plan)**

Element 2.2b - All instructional staff members adjust units or lessons, based on analysis of assessment results, and allow for adjustment of concepts, level of difficulty, strategy for instruction, and/or amount of work time needed to meet individual needs. **(Included in Turn-Around Plan)**

Element 2.4b - Feedback is specific, timely, and is consistently understood by students as constructive in helping them improve their performance. **(Included in Turn-Around Plan)**

Note - Leadership elements with index scores of 9 will be serve as the focus for administrator coaching/supervision by District Office personnel.

Explanation - The Elements listed above have been identified as the highest priority based on Index and Rubric Scores. The District Office, in consultation with the Eagle Valley Middle School School Turn-Around Team, determined that the best course of action was to focus on a subset of the above Elements. The Elements which served as the focus of the Turn-Around Plan are labeled as such.

APPENDIX B
Comprehensive Time Line
Instructional Reform Unit Development and Implementation Model
Eagle Valley Middle School

Unit Design Model – Project Timeline
Changes in instructional practice and student performance (Presenter Steven Pradere)

Year I

- June 2010
 - Project calendar reviewed by SST
 - Project calendar approved by district office
 - Replacement of department chairs with new leaders
 - If approved grant to be set up in fiscal
 - Teacher schedules organized for PLC and Department Chair Groups
 - SST orientation on grant expectations and requirements
 - Staff orientation on grant expectations and requirements
- July 2010
 - Implementation Specialists (2) Hired
 - Project Data Targets finalized
 - Complete a templates and table drops for grant compliance
 - Data calendar reviewed and updated
 - New department chairs placed
 - Project implementation calendar updated and finalized
 - SST school meeting dates finalized
 - Administrator mentoring dates finalized
- August 2010
 - SST Team begins work
 - Implementation specialists begin work
 - Department chairs training (Includes importing National Experts)
 - PLC work
 - Unit design
 - Assessment development
 - Coaching
 - Constructed response review
 - Staff receives MAP training review
 - Basic training
 - Descartes
 - Growth targets
 - Constructed Response Training for staff members
 - Staff Members receive constructed response training addressing development and scoring of items
 - Staff receives PLC review
 - Calendars shared for all staff members regarding meeting times
 - PLC protocols review
 - Dates set for PLC practices review (data collection)
 - Meeting the needs of special populations -PLC review of individual students (IEP and LEIP)
- September 2010
 - SST team meets weekly – project implementation and progress monitoring PLC work on unit development all school (During and after school hours with teams)
 - Pre-post unit assessments administered
 - Unit goals reviewed with students
 - Assessments administered
 - Student progress monitored
 - Department chair training weekly on target areas led by implementation specialists (Student Learning)
 - Administrator mentoring (weekly)
 - MAP assessment administered to all students results reviewed in PLC's
 - MAP Data used to plan for student interventions (targeted teacher groups)
 - Growth targets set for all students math and reading
 - Trait scoring training for select group
 - Mock writing assessment administered and scored school wide - baseline
 - Extended school day – after school program begins

- October 2010
 - SST team meets weekly – project implementation and progress monitoring
 - PLC work on unit development all school (During and after school hours with teams)
 - Pre-post unit assessments completed for each unit
 - Set SMART Goals
 - Create student learning guides for each unit of study
 - Field test the assessments
 - Department chair training weekly on target areas led by implementation specialists
 - Administrator Mentoring (weekly)
 - MAP assessment administered to all students results reviewed in PLC's
 - MAP Data used to plan for student interventions (targeted teacher groups)
 - Growth targets set for all students math and reading
 - Trait Scoring Training for select group
 - Mock writing assessment administered select group
 - Extended School day – after school program continues
- November 2010
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 - PLC work on unit development all school (During and after school hours with teams)
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 - Growth targets set for all students math and reading
 - Trait Scoring Training for select group
 - Mock writing assessment administered and scored school wide - baseline
 - Extended School day – after school program begins

- February 2011
 - SST team meets weekly – project implementation and progress monitoring
 - PLC work on unit development all school (During and after school hours with teams)
 - Pre-post unit assessments completed for each unit
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 - MAP assessment administered to all students results reviewed in PLC's
 - MAP Data used to plan for student interventions (targeted teacher groups)
 - Growth targets set for all students math and reading
 - Trait Scoring Training for select group
 - Mock writing assessment administered
 - Extended School day – after school program continues
- March 2011
 - SST team meets weekly – project implementation and progress monitoring
 - PLC work on unit development all school (During and after school hours with teams)
 - Pre-post unit assessments completed for each unit
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 - MAP Data used to plan for student interventions (targeted teacher groups)
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 - Mock writing assessment administered
 - Extended School day – after school program continues
- April 2011
 - SST team meets weekly – project implementation and progress monitoring
 - PLC work on unit development all school (During and after school hours with teams)
 - Pre-post unit assessments completed for each unit
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 - Create student learning guides for each unit of study
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 - Department chair training weekly on target areas led by implementation specialists
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 - MAP assessment administered to all students results reviewed in PLC's
 - MAP Data used to plan for student interventions (targeted teacher groups)
 - Growth targets set for all students math and reading
 - Trait Scoring Training for select group
 - Mock writing assessment administered and scored school wide - baseline
 - Extended School day – after school program begins
- May 2011
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 - PLC work on unit development all school (During and after school hours with teams)
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 - Set SMART Goals
 - Create student learning guides for each unit of study
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 - Mock writing assessment administered and scored school wide - baseline
 - Extended School day – after school program begins
- June 2011
 - SST Program Evaluation (quarterly review)
 - Year End review of all project work
 - Project Calendar Reviewed by and approved SST
 - Project Calendar approved by District Office
 - Review of Department Chair performance identify future support
 - Teacher Schedules organized for PLC and Department Chair Groups
 - SST orientation on grant expectations and requirements
 - Staff orientation on grant expectations and requirements

Unit Design Model – Year II

- July 2011
 - Project Data Targets finalized
 - Complete a templates and table drops for grant compliance
 - Data Calendar reviewed and updated
 - Project implementation calendar updated and finalized
 - SST school meeting dates finalized
 - Administrator mentoring dates finalized
- August 2011
 - SST Team begins work
 - Implementation specialists begin work
 - Department chairs training (Includes importing national experts)
 - PLC work
 - Unit Design
 - Assessment development
 - Coaching
 - Constructed Response Review
 - Connecting student performance to unit of study
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 - Staff receives MAP training review
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 - Staff Members receive constructed response training addressing development and scoring of items
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 - PLC work focus changes to student mastery
 - Teacher discussions focus on student learning and targeted instruction
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- June 2012
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 - Year End review of all project work
 - Project Calendar Reviewed by and approved SST
 - Project Calendar approved by District Office
 - Review of Department Chair performance identify future support
 - Teacher Schedules organized for PLC and Department Chair Groups
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 - Staff orientation on grant expectations and requirements
 - Next Steps – moving forward without grant funding

Unit Design Model – Year III

- July 2012
 - Project Data Targets finalized
 - Complete a templates and table drops for grant compliance
 - Data Calendar reviewed and updated
 - Project implementation calendar updated and finalized
 - SST school meeting dates finalized
 - Administrator mentoring dates finalized
- August 2012
 - SST Team begins work
 - Implementation specialists begin work
 - Department chairs training (Includes importing national experts)
 - PLC work
 - Unit Design
 - Assessment development
 - Coaching
 - Constructed Response Review
 - Connecting student performance to unit of study
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- November 2012
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 - Project Calendar Reviewed by and approved SST
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 - Review of Department Chair performance identify future support
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Appendix C: Demographic Data

Demographics and Student Information

Demographics and Student Information

Data are provided by the Nevada Department of Education using the state student information system. Demographic profiles are reported by gender, race/ethnicity, and special student populations as of count day. Student Average Daily Attendance (ADA) is the percentage for the school enrollment in attendance on an "average school day" as of the 100th day of school.

	Enrollment #		Enrollment %		Average Daily Attendance		
	School	District	School	District	School	District	State
Total Students	695	7,929	100.0%	100.0%	95.9%	96.3%	94.7%
Male	340	4,018	48.9%	50.7%	*	*	*
Female	355	3,911	51.1%	49.3%	*	*	*
American Indian/Alaskan Native	20	242	2.9%	3.1%	94.4%	94.5%	93.6%
Asian/Pacific Islander	10	232	1.4%	2.9%	96.9%	97.4%	96.3%
Hispanic	268	2,736	38.6%	34.5%	96.9%	96.8%	94.7%
Black/African American	-	109	-	1.4%	-	94.8%	93.1%
White	392	4,610	56.4%	58.1%	95.4%	94.5%	94.8%
IEP	73	909	10.5%	11.5%	94.8%	96.0%	93.2%
LEP	76	1,322	10.9%	16.7%	97.4%	97.0%	95.3%
FRL	295	2,974	42.4%	37.5%	96.0%	96.1%	94.2%
Migrant	-	-	-	-	*	*	*

IEP = Students with Disabilities

LEP = Students with Limited English Proficiency

FRL = Students qualifying for Free/Reduced Lunch

'-' indicates data not presented for groups fewer than 10.

'N/A' indicates a population of zero.

'*' indicates data are not available.

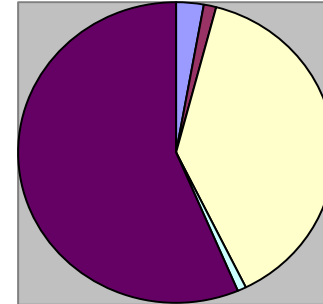
Transiency, Truancy, and Discipline

	School	District
Transiency Rate	16.5%	22.0%
Habitual Truancy - # of Incidents	8	26
Discipline-# of Incidents Resulting in Suspension/Expulsion for:		
Violence to Other Students	4	24
Violence to Staff	0	1
Possession of Weapon	1	3
Distribution of Controlled Substance	0	0
Possession/Use of Controlled Substance	2	22
Possession/Use of Alcohol	0	6
Habitual Disciplinary Expulsions	0	0

Incidents are reported at the school where the action occurred.
Data reported as of the end of the school year.

Retention - Not Available

Student Ethnicity



■ American Indian/Alaskan Native (2.9%)
■ Asian/Pacific Islander (1.4%)
■ Hispanic (38.6%)
■ Black/African American (0.7%)
■ White (56.4%)

Average Class Size

Subject Area	School	District
English	23	25
Mathematics	23	24
Science	23	25
Social Studies	23	26

* Average Class Size is listed for all core classes where students rotate to different teachers for different subjects.

* Data reported as of December 1.

Appendix D: Nevada Professional Development Standards

Appendix D: Nevada Professional Development Standards

Standard I: Professional development is based on what educators need to know and be able to do to assist all students in achieving high academic standards

- 1.1 Professional development programs apply knowledge about human learning and change.
- 1.2 Professional development programs are planned collaboratively by those who will participate in and facilitate the program. Teachers and administrators should be involved in identifying their own training requirements. They should be strongly supported in their desire to serve as leaders of training for identified requirements.
- 1.3 Professional development programs are focused upon clearly measurable outcomes. Whether a classroom demonstration, classroom visitation, orientation program, workshop, credit courses, or consultation, major expected outcomes should be clearly identified in the form of written objectives.
- 1.4 Professional development is designed to give teachers of limited English proficient and/or special needs populations the skills to provide appropriate instruction, support, curricula and assessments for those students.

Standard II: Professional development is data-driven Student performance data is used to demonstrate appropriate targets and priorities for professional development, monitor progress, and make appropriate adjustments

- 2.1 The professional development program must be responsive to students' needs as identified by their level of achievement of state academic standards as measured by multiple assessments
- 2.2 The professional development program must be aligned to teacher and administrator needs for growth as identified through needs assessments and program evaluations.
- 2.3 The professional development program includes instruction in the use of data and assessments to inform and instruct classroom practice.
- 3.1 The professional development program prepares educators to apply research to decision making
- 3.2 Professional development programs are based upon research on elements of effective professional development processes.
- 3.3 Professional development programs are based upon research on effective teaching and learning practices.

Standard IV: Professional development is continuous and ongoing, and is part of a comprehensive long-range plan that aligns with school and district improvement plans.

- 4.1 Professional development programs support continuous growth of teachers, administrators, and students, and have a lasting effect on teachers classroom performance
- 4.2 Professional development programs include internal and external supports: fiscal, human, leadership, capital, time and opportunity for practice and reflection, technical assistance, and sustained central office follow-through.
- 4.3 Professional development programs require skillful school and district leaders who guide instructional improvement.
- 4.4 Each professional development program is high quality, sustained, intensive, classroom focused, and part of a comprehensive plan. It is not episodic (one-shot, one day or short term workshops/conferences that are not included in a comprehensive plan).

Standard V: Professional development deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, prepares them to use various types of classroom assessments appropriately, and gives foundational knowledge and skill in classroom management.

5.1 In order to build internal capacity and expertise, districts or regional PD providers may use the Trainer of Trainers Model, thereby investing in professional resources already within the district/state, and use external resources such as consultants to broaden the foundation of content/pedagogy expertise.

5.2 Professional development programs will incorporate appropriate uses of technology to assist students in meeting rigorous academic standards and to enhance the instructional process.

Standard VI: Professional development is built into the day-to-day work of educators at the school level, should foster professional learning communities by employing collaborative and problem solving work groups both within and across disciplines and grade levels.

6.1 Training activities will be conducted at the best geographic site, with greatest accessibility for maximum participation.

6.2 Training activities promote continuous inquiry and improvement embedded in the daily life of schools and provides educators with the knowledge and skills to collaborate.

6.3 The work of the learning communities will be aligned with the goals of the school, district, and state.

Standard VII: Professional development is evaluated on the basis of impact on teacher effectiveness and student learning/achievement.

7.1 Professional development programs must include an evaluation component. Evaluation plans must contain a design, measurable objectives, description of instrumentation, data collection procedures, and analysis techniques.

7.2 Professional development should use multiple sources of information to continuously demonstrate impact, guide improvement, and refine activities.

7.3 Results of evaluations shall be used to improve the quality of subsequent professional development efforts.

Standard VIII: Professional development is connected with and supportive of larger school, district, state, and federal initiatives for comprehensive school reform, and is an integral part of broad school-wide and district-wide educational improvement plans.

8.1 Professional development is aligned with district and state goals and expectations.

8.2 Professional development programs foster continuous communication among and between stakeholders and practitioners of professional development.

8.3 Professional development may form partnerships with institutions of higher education to establish school based teacher training programs in which perspective and beginning teachers work under the guidance of experienced teachers and college faculty.

8.4 Professional development may create programs to enable paraprofessionals in becoming certified and licensed teachers.

Appendix E Budget and Budget Narrative

Year I Budget Narrative

Salaries

Object Code 111 Salaries Implementation Specialists (2): Salaries for extended school day contract (220 days) \$ 174,714.00

Object Code 112 Classified Parent Involvement Liaison: Salary for full time parent involvement liaison. This person is responsible for building the link between the parent and the school site. (\$24,586.60)

Object Code 123 Certified Substitutes: Salaries certified substitutes for subbing teachers out to do work on unit design and other related work. This resource provides work or planning time during the school day (\$22,973.50).

Object Code 141 Preparation Period Buy Out for Dept. Chairs: Preparation period buyout for all department chairs so that they can spend time leading staff development project. The additional time is critical to allow staff to grow. Also this may be required infrastructure to maintain this project when funding concludes. (\$82,829.50)

Object Code 161 Salaries Certified Extra Hours Teacher Planning: Salaries Certified Extra Hours Teacher Planning will be used to allow teachers additional time to work on unit development. This provides time outside of the school day and will be required if staff will be able to complete the required tasks defined in this project. (\$40,927.60)

Object Code 161 Teacher Incentive Pay Stipends: Remuneration for certified staff that meets benchmarks, this includes the administrators, implementation specialists, department chairs, and teachers- 46 certified staff members (\$134,458.00)

Object Code 161 Salaries Certified Extra Hours Teacher After School Program: Salaries Certified Extra Hours after school program are to provide supplemental resources and additional teachers. The extended period day for teachers will not address all students who need to be served by this project. (\$21,540.22)

Object Code 162 Salaries Classified Extra Hours Teacher Planning: Salaries Classified Extra Hours Planning: Eagle Valley has eighteen classified staff members who work with students. These staff members will be included in unit based planning so that they also have the background to help students in each unit of study. (\$14,099.05)

Object Code 161 Classified Incentive Pay Stipends: Remuneration for certified staff that meets benchmarks, this includes the administrators, implementation specialists, department chairs, and teachers – 21 classified staff members (\$16,905.00)

Object Code 162 Salaries Classified Extra Hours Teacher After School Program: Salaries for classified extra hours for after school program. The school will hire classified staff to work as tutors in the after school class. This role is designed to support teachers. (\$6,042.45)

Object Code 167 Salaries Classified Sub Aids: Salaries Certified Extra Hours Classified sub aids extra hours during and after school. This funding is designed to pay for the substitute when the classified staff member is absent for their afterschool tutoring program. (\$4,594.50)

Benefits

Object Code 231,271,261,241,211,291 Benefits for Implementation Specialist (2): Required benefits for the position. (\$63,288.18)

Object Code 231,271,261,241,211,291 Classified Parent Liaison: Required benefits for the position. (\$17,502.13)

Object Code 273, 227, 267, 247 Benefits for Certified Subs: Required benefits for the position. (\$2,026.27)

Object Code 271, 261, 241 Benefits Department Chair Preparation Period Buyout: Required benefits for the position (\$2,170.14)

Object Code 271, 261, 241 Benefits Certified Extra Hours Teacher Planning: Required benefits for the position (\$1,072.30)

Object Code 271, 261, 241 Benefits Certified Incentive Pay Stipends: Required benefits for the position (\$3,216.36)

Object Code 271, 261, 241 Benefits Certified Extra Hours After School Program: Required benefits for the position (\$459.58)

Object Code 272, 262, 242, 232 Benefits Classified Extra Hours Planning. Required benefits for the position (\$3,031.30)

Object Code 231,271,261,241,211,291 Benefits Classified Incentive Pay Stipends Required Benefits for the position (\$3,495.06)

Object Code 272, 262, 242, 232 Benefits for classified extra hours for after school program: Required benefits for the position (\$1,457.45)

Object Code 272, 262, 242, 232 Benefits for Classified Sub Aid: Required benefits for the position (\$405.24)

Purchase Professional Services

Object Code 331 Purchased professional services funds used to bring in national experts in MAP, PLC, and unit design: Though the district does have experts who can do some of provide the follow up work, but department chairs, administration and implementation specialists will benefit from direct contact with national experts in these areas. (\$15,000.00)

Student Transportation

Object Code 510 Student Transportation after school program: This transportation is used to transport students from extended school day program, 150 days @ \$5.00 per mile and 20 miles per route and the bus driver rate of \$25.00 per hour for 2 hours per day (\$22,500.00)

Supplies – Books and Periodicals – Technology

Object Code 610 General Supplies: These supplies include professional development supplies as well as materials for implementation of both during and afterschool portion of this project. This will also include teacher desks work tables etc Remaining balance used as materials for developing unit assessments including performance assessments for each teacher – approximately \$300.00 per teacher. (\$17,000.00)

Object Code 640 Books and periodicals: Reading materials and support references to be used by staff members in the implementation of this project. (\$2,500.00)

Object Code 652 Lap top computers for implementation specialists: Portable workstations for the implementation specialists (\$5,000.00)

Object Code 652 LCD Projectors (Portable): Used by implementation specialists to present information to teacher work groups (\$3,000.00)

Dues and Fees

Object Code 810 Membership to Boys and Girls Club: Used to pay membership cost of students. So that boys and girls club can provide a supervised place in the community that provides enrichment for students (\$2,500.00)

Object Code 810 ASCD Membership: Professional membership for school leadership teams. This is an outstanding general reference that allows school leaders to stay abreast of latest professional trends in education. (\$2,500.00)

Year II Budget Narrative

Salaries

Object Code 111 Salaries Implementation Specialists: Salaries for extended school day contract (220 days) (\$181,702.56)

Object Code 112 Classified Parent Involvement Liaison: Salary for full time parent involvement liaison. This person is responsible for building the link between the parent and the school site. (\$25,570.06)

Object Code 123 Certified Substitutes: Salaries certified substitutes for subbing teachers out to do work on unit design and other related work. This resource provides work or planning time during the school day (\$22,973.50).

Object Code 141 Preparation Period Buy Out for Dept. Chairs: Preparation period buyout for all department chairs so that they can spend time leading staff development project. The additional time is critical to allow staff to grow. Also this may be required infrastructure to maintain this project when funding concludes. (\$82,829.50)

Object Code 161 Salaries Certified Extra Hours Teacher Planning: Salaries Certified Extra Hours Teacher Planning will be used to allow teachers additional time to work on unit development. This provides time outside of the school day and will be required if staff will be able to complete the required tasks defined in this project. (\$40,927.60)

Object Code 161 Teacher Incentive Pay Stipends: Remuneration for certified staff that meets benchmarks, this includes the administrators, implementation specialists, department chairs, and teachers- 46 certified staff members (\$156,860.00)

Object Code 161 Salaries Certified Extra Hours Teacher After School Program: Salaries Certified Extra Hours after school program are to provide supplemental resources and additional teachers. The extended period day for teachers will not address all students who need to be served by this project. (\$21,540.22)

Object Code 162 Salaries Classified Extra Hours Teacher Planning: Salaries Classified Extra Hours Planning: Eagle Valley has eighteen classified staff members who work with students. These staff members will be included in unit based planning so that they also have the background to help students in each unit of study. (\$14,099.05)

Object Code 162 Classified Incentive Pay Stipends: Remuneration for certified staff that meets benchmarks, this includes the administrators, implementation specialists, department chairs, and teachers – 21 classified staff members (\$25368.00)

Object Code 162 Salaries Classified Extra Hours Teacher After School Program: Salaries for classified extra hours for after school program. The school will hire classified staff to work as tutors in the after school class. This role is designed to support teachers. (\$6,042.45)

Object Code 167 Salaries Classified Sub Aids: Salaries Certified Extra Hours Classified sub aids extra hours during and after school. This funding is designed to pay for the substitute when the classified staff member is absent for their afterschool tutoring program. (\$4,594.50)

Benefits

Object Code 231,271,261,241,211,291 Benefits for Implementation Specialist: Required benefits for the position. (\$65,819.56)

Object Code 231,271,261,241,211,291 Classified Parent Liaison: Required benefits for the position. (\$18,202.30)

Object Code 273, 227, 267, 247 Benefits for Certified Subs: Required benefits for the position. (\$2,026.27)

Object Code 271, 261, 241 Benefits Department Chair Preparation Period Buyout: Required benefits for the position (\$2,170.14)

Object Code 271, 261, 241 Benefits Certified Extra Hours Teacher Planning: Required benefits for the position (\$1,072.30)

Object Code 271, 261, 241 Benefits Certified Incentive Pay Stipends: Required benefits for the position (\$3,752.70)

Object Code 271, 261, 241 Benefits Certified Extra Hours After School Program: Required benefits for the position (\$459.58)

Object Code 272, 262, 242, 232 Benefits Classified Extra Hours Planning. Required benefits for the position (\$3,400.70)

Object Code 231,271,261,241,211,291 Benefits Classified Incentive Pay Stipends Required Benefits for the position (\$5,244.66)

Object Code 272, 262, 242, 232 Benefits for classified extra hours for after school program: Required benefits for the position (\$1,457.45)

Object Code 272, 262, 242, 232 Benefits for Classified Sub Aid: Required benefits for the position (\$405.24)

Purchase Professional Services

Object Code 331 Purchased professional services funds used to bring in national experts in MAP, PLC, and unit design: Though the district does have experts who can do some of provide the follow up work, but department chairs, administration and implementation specialists will benefit from direct contact with national experts in these areas. (\$15,000.00)

Student Transportation

Object Code 510 Student Transportation after school program: This transportation is used to transport students from extended school day program, 150 days @ \$5.00 per mile and 20 miles per route and the bus driver rate of \$25.00 per hour for 2 hours per day (\$22,500.00)

Supplies – Books and Periodicals – Technology

Object Code 610 General Supplies: These supplies include professional development supplies as well as materials for implementation of both during and afterschool portion of this project, this equates to approximately \$300.00 per teacher to utilize for supplies for development of unit assessments including performance assessments or support materials for individual units of instruction. (\$15,000.00)

Object Code 640 Books and periodicals: Reading materials and support references to be used by staff members in the implementation of this project. (\$2,500.00)

Dues and Fees

Object Code 810 Membership to Boys and Girls Club: Used to pay membership cost of students. So that boys and girls club can provide a supervised place in the community that provides enrichment for students (\$2,500.00)

Object Code 810 ASCD Membership: Professional membership for school leadership teams. This is an outstanding general reference that allows school leaders to stay abreast of latest professional trends in education. (\$2,500.00)

Year III Budget Narrative

Salaries

Object Code 111 Salaries Implementation Specialists: Salaries for extended school day contract (220 days) (\$188,970.66)

Object Code 112 Classified Parent Involvement Liaison: Salary for full time parent involvement liaison. This person is responsible for building the link between the parent and the school site. (\$26,592.86)

Object Code 123 Certified Substitutes: Salaries certified substitutes for subbing teachers out to do work on unit design and other related work. This resource provides work or planning time during the school day (\$22,973.50).

Object Code 141 Preparation Period Buy Out for Dept. Chairs: Preparation period buyout for all department chairs so that they can spend time leading staff development project. The additional time is critical to allow staff to grow. Also this may be required infrastructure to maintain this project when funding concludes. (\$82,829.50)

Object Code 161 Salaries Certified Extra Hours Teacher Planning: Salaries Certified Extra Hours Teacher Planning will be used to allow teachers additional time to work on unit development. This provides time outside of the school day and will be required if staff will be able to complete the required tasks defined in this project. (\$40,927.60)

Object Code 161 Teacher Incentive Pay Stipends: Remuneration for certified staff that meets benchmarks, this includes the administrators, implementation specialists, department chairs, and teachers- 46 certified staff members (\$179,262.00)

Object Code 161 Salaries Certified Extra Hours Teacher After School Program: Salaries Certified Extra Hours after school program are to provide supplemental resources and additional teachers. The extended period day for teachers will not address all students who need to be served by this project. (\$21,540.22)

Object Code 162 Salaries Classified Extra Hours Teacher Planning: Salaries Classified Extra Hours Planning: Eagle Valley has eighteen classified staff members who work with students. These staff members will be included in unit based planning so that they also have the background to help students in each unit of study. (\$14,099.05)

Object Code 162 Classified Incentive Pay Stipends: Remuneration for certified staff that meets benchmarks, this includes the administrators, implementation specialists, department chairs, and teachers – 21 classified staff members (\$33,831.00)

Object Code 162 Salaries Classified Extra Hours Teacher After School Program: Salaries for classified extra hours for after school program. The school will hire classified staff to work as tutors in the after school class. This role is designed to support teachers. (\$6,042.45)

Object Code 167 Salaries Classified Sub Aids: Salaries Certified Extra Hours Classified sub aids extra hours during and after school. This funding is designed to pay for the substitute when the classified staff member is absent for their afterschool tutoring program. (\$4,594.50)

Benefits

Object Code 231,271,261,241,211,291 Benefits for Implementation Specialist: Required benefits for the position. (\$68,362.42)

Object Code 231,271,261,241,211,291 Classified Parent Liaison: Required benefits for the position. (\$18,930.67)

Object Code 273, 227, 267, 247 Benefits for Certified Subs: Required benefits for the position. (\$2,026.27)

Object Code 271, 261, 241 Benefits Department Chair Preparation Period Buyout: Required benefits for the position (\$2,170.14)

Object Code 271, 261, 241 Benefits Certified Extra Hours Teacher Planning: Required benefits for the position (\$1,072.30)

Object Code 271, 261, 241 Benefits Certified Incentive Pay Stipends: Required benefits for the position (\$4,288.20)

Object Code 271, 261, 241 Benefits Certified Extra Hours After School Program: Required benefits for the position (\$459.58)

Object Code 272, 262, 242, 232 Benefits Classified Extra Hours Planning. Required benefits for the position (\$3,400.70)

Object Code 231,271,261,241,211,291 Benefits Classified Incentive Pay Stipends Required Benefits for the position (\$7,000.92)

Object Code 272, 262, 242, 232 Benefits for classified extra hours for after school program: Required benefits for the position (\$1,457.45)

Object Code 272, 262, 242, 232 Benefits for Classified Sub Aid: Required benefits for the position (\$405.24)

Purchase Professional Services

Object Code 331 Purchased professional services funds used to bring in national experts in MAP, PLC, and unit design: Though the district does have experts who can do some of provide the follow up work, but department chairs, administration and implementation specialists will benefit from direct contact with national experts in these areas. (\$15,000.00)

Student Transportation

Object Code 510 Student Transportation after school program: This transportation is used to transport students from extended school day program, 150 days @ \$5.00 per mile and 20 miles per route and the bus driver rate of \$25.00 per hour for 2 hours per day (\$22,500.00)

Supplies – Books and Periodicals – Technology

Object Code 610 General Supplies: These supplies include professional development supplies as well as materials for implementation of both during and afterschool portion of this project, this equates to approximately \$300.00 per teacher to utilize for supplies for development of unit assessments including performance assessments or support materials for individual units of instruction. (\$15,000.00)

Object Code 640 Books and periodicals: Reading materials and support references to be used by staff members in the implementation of this project. (\$2,500.00)

Dues and Fees

Object Code 810 Membership to Boys and Girls Club: Used to pay membership cost of students. So that boys and girls club can provide a supervised place in the community that provides enrichment for students (\$2,500.00)

Object Code 810 ASCD Membership: Professional membership for school leadership teams. This is an outstanding general reference that allows school leaders to stay abreast of latest professional trends in education. (\$2,500.00)

SECTION E

**STATEMENT OF ASSURANCE
CERTIFICATION - FY2010**

**Name Of District Or Agency:
Carson City School District**

Printed Name And Title Of The District's (Agency's) Signatory:

**Dr. Steven Pradere
Grants and Special Projects Mgr
Carson City School District**

The LEA must assure that it will –

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;
- (2) Establish annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
- (3) If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and
- (4) Report to the SEA the school-level data required under section III of the final requirements.

By signing below, it indicates the individual has read and agrees to follow all of the assurances.

Signature of Authorized Person

Date

SECTION F

WAIVERS

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

- Extending the period of availability of school improvement funds.

Note: If an SEA has requested and received a waiver of the period of availability of school improvement funds, that waiver automatically applies to all LEAs in the State.

- “Starting over” in the school improvement timeline for Tier I schools implementing a turnaround or restart model.
- Implementing a schoolwide program in a Tier I school that does not meet the 40 percent poverty eligibility threshold.

Note: If an SEA has not requested and received a waiver of any of these requirements, an LEA may submit a request to the Secretary.

