# Carson City School District

Pioneer High School 9-12
Carson Online 6-12
Opportunity High School 8-12
Murphy-Bernardini Regional Juvenile Justice Education 6-12
225 E. Park Street
Carson City, NV  89702

**SAGE**
**SCHOOL IMPROVEMENT PLAN TEMPLATE**
**TITLE I - NRS 385**

For Implementation in
(2011-2012)

**School Improvement Planning Team**

- ALL Title I schools must have a parent on their SIP team that is NOT a district employee. Indicate this member with an asterisk.

| Name of Member | Position |
|---|---|
| *Mr. and Mrs. Wallace | Parents |
| Georgina Deltoro | PHS Student Leadership President |
| Fernando Silas | PHS/OPP Student |
| Teri Riddle | PHS/Carson Online Student |
| Brent Whipple | Full Time Carson Online Student |
| Sue Reed | Science Teacher |
| Anthony "Tony" Brown | Science Teacher |
| Jillian Lauderdale | Math Teacher |
| Pam McMullan | Social Studies Teacher |
| David Johnson | Social Studies Teacher |
| Ron Rhoads | English Teacher |
| Elizabeth Lucinian | English Teacher |
| Erin Urutia | Special Education Teacher |
| Brian Chamberlin | Special Education Teacher |
| Charles Burt | Teacher |
| Jill Council | Distance Education Coord. |
| Silvia Perez | Library |
| Karen Wayne | Nutrition Services Staff |
| Marcene Weiler | Nursery Aide |
| Monica Weaver | Counselor (Part Time) |
| Elijah Rotter | Special Education Aide |
| Conny Hernandez | Office Specialist II |
| Jason Zona | Principal |

Submission Date: 11/01/11          Area Reviewer:  Susan Keema, Associate Superintendent of Student Services

| Schools: Pioneer High School, Carson Online, Opportunity HS, and the Murphy-Bernardini Regional Juvenile Justice Center Education | District: Carson City School District |
|---|---|
| Principal: Jason Zona | School Year: 2010-2011 |
| Address: 225 E. Park Street, Carson City, NV 89702 | Phone: (775) 283-1300 |
| | Email: jzona@carson.k12.nv.us |

## Part I: VISION FOR LEARNING

### District Mission Statement

**Mission Statement**
The mission of the Carson City School District is to contribute to the development of successful young adults who will make healthy contributions to themselves, their families, the State of Nevada, our great nation and the world.

### District Goal 1

Goal 1:
Carson City School District students will improve academic achievement throughout the district in English/Language Arts (ELA). There will be an emphasis on the subgroups which did not meet AYP at each level. Measurable Objective 1: Status targets for percent of proficient students as determined by AYP calculations. Measurable Objective 2: Carson City School District students will improve their achievement in English/Language Arts as shown on Measures of Academic Progress (MAP) tests. Measurable Objective 3: Carson City School District teachers will improve their instructional strategies as shown on T4S observations. Measurable Objective 4: Carson City School District will create a Parent Involvement policy to insure a strong, positive, and cooperative academic relationship exists between school and home.

### District Goal 2

Goal 2:
Carson City School District students will improve academic achievement through the district in mathematics. There will be an emphasis on the subgroups which did not meet AYP at each level. Measurable Objective 1: Carson City School District students will improve their achievement in mathematics as shown on Measures of Academic Progress (MAP) test. Measurable Objective 2: Carson City School District will utilize multiple formative assessments to more accurately measure student proficiency.

**(add more rows if necessary)**

## VISION FOR LEARNING (continued)

### School Vision or Mission Statement

**PHS Vision Statement**
The vision of Pioneer High School is to provide an alternative route to success for young adults.

**PHS Mission Statement**
The mission of Pioneer High School is 1) to provide an alternative route to success for young adults. 2) to align our curriculum with concepts, ideas, and skills required to improve the Nevada High School Proficiency Test results. 3) to align our curriculum to the Nevada State and Carson City School District standards and curriculum maps. 4) to provide a safe learning environment for all students. 5) to foster a school climate of effective classroom instruction, professional growth, and commitment to students' needs.

**PHS Beliefs**
It is the belief at Pioneer High School that all students can learn. The Professional Learning Community model will help involve the necessary parties in identifying goals and help build a sense of ownership. The master schedule will be modified to incorporate the Inclusion model which will provide 100% inclusion for all students.  Students will utilize work/volunteer experience, an eight credit per year schedule, WNC dual credits, and distance/adult education to make up credit deficiencies and increase the graduation rate.

### School Highlights

-The Nevada Department of  Education recognized PHS as a "Highlighted School" for 2010-2011 for the increase in achievement and graduation rate
•PHS increased the total number of graduates from 33 in 2010 to 55 in 2011
-PHS increased the overall graduation rate by 20% from 2009 to 2010
-A significant increase in enrollment has  occurred in  the last two years
•21% of PHS students volunteered in Student Leadership & Project Discovery Programs in 2009
•A Grant was utilized with Project Discovery to help build positive social skills, problem solving techniques, and support team building opportunities for students and staff throughout the year
•A Grant was obtained to continue Project Discovery until 2011 utilize ARA funding
•The Master Schedule was enhanced and additional elective opportunities were offered by staff which included: speech/debate, orienteering,  student leadership, Criminal justice, psychology, yoga, anatomy & physiology, and world cultures
•45 students had their original poetry published in a National Poetry Contest  (Creative Communications Publications) in the last 3 years
•Student Leadership arranged ongoing volunteer projects for the community such as morale boosting packages for troops overseas and a community blood drive
•An increase in parent involvement occurred at Open House and during the 2011 school year totally 29%
•Dual credit enrollment in Western Nevada College (WNC), and scholarships were promoted through the counseling office
-Additional counseling resources were added for the 2011-2012 school year
•Library resources were added and the Inclusion model allowed for 100% inclusion of all students into regular education curriculum
•An ELL teaching support system was added to encourage English Language Learners to succeed
•A focus on proven research based teaching strategies and usage of Teach for Success (T4S) data helped guide instruction
•Campus beautification projects included: classroom renovations, the creation of a student media career/lounge, cafeteria, Carson Online lab, and landscaping
•PHS Leadership students accepted a permanent seat at CCSD School Board Meetings and make regular presentations
-A bond was passed  in November of 2010 by Carson City residents to rebuild the PHS campus and add CTE options

## PART II: INQUIRY PROCESS

### Comprehensive Needs Assessment
Based on a complete analysis of the data, list the key strength and priority concerns in student performance, instructional and remediation practices, and program implementation for ALL students in ALL grade levels.

### *Key Strengths*
(to sustain in the school improvement plan)

1. The graduation rate increased by 20% in 2009-2010 (From 51.1% to 70.6%)
2. PHS graduation broke previous records with 33 students in 2010 and 55 students in 2011
3. The total number of graduates increased to a record high for the history of the school in 2009-2010
4. The percent of PHS students completing Standard Diplomas increased from 74.2% to 96%
5. Student Average Daily Attendance Rate decreased by 2.5% from 90.8% to 87.3% and is up to 95% for 2011
6. 89% of PHS students met standards and exceeded standards on the HPSE in Reading
7. The Project Discovery Partnership helped improve the overall school culture
8. PHS has a lower average class size than other schools in the state
9. The Per-Pupil Expenditures on Instruction increased from $3,947 in 2008-2009 to $7,115 in 2009-2010
10. The Per-Pupil Expenditures on Instructional Support increased from $355 in 2008-2009 to $895 in 2009-2010
11. Distance Education options through Carson Online (Advanced Academics) helped increase the number of graduates and offer advanced classes
12. Software based A+ lessons helped students recover credits and review for the HSPE

### *Priority Concerns*

1. Transiency Rate increased from 73.6% to 83% (increased 10.3%) from 2009 to 2010
2. Free and Reduced Lunch rate increased from 27.7% to 49.5%
3. Teacher Average Daily Attendance decreased by 5% from 98.1% to 93.1%
4. 58% of PHS students did not meet standards on the HSPE in Math
5. 46% of PHS students did not meet standards on the HSPE in Writing
6. 12% of PHS students did not meet standards on the HSPE in Reading
7. Highly Qualified Teachers were needed for English and Math ( This has been remedied for the 2010-2011 school year)
8. Inadequate facility concerns, lack of PE, 6 portable buildings, age of facility, cost of upkeep, outgrowing facility in increased population
9. PHS has reached an overcapacity with a lack of enough classrooms, ,offices, conference rooms, bathrooms, and the cafeteria is not large enough
10. PHS has no transportation system for students and needs CTE options

## INQUIRY PROCESS (continued)

### Verification of Causes – Root Cause Analysis
For each concern, verify the root causes that impact or impede the priority concerns.  Identify research-based solutions that address the priority concerns.

| *Priority Concerns* | *Root Causes* | *Solutions* |
|---|---|---|
| Transiency Rate increased from 73.6% to 83% (increased by 10.3%) | Economy, Declining city population, Family Issues, Credit Deficiency, Out of District movement | Promote usage of community resources such as the Ron Wood Family Resource Center, Use A+ credit Recovery and Carson Online Options, and Continue use of 4 semesters |
| Free and Reduced Lunch rate increased from 27.7% to 49.5% | Economy, Family Financial Issues | Promote usage of community resources such as the Ron Wood Family Resource Center, and McKinney Vento assistance and Food for Thought |
| Student Average Daily Attendance Rate decreased by 2.5% from 90.8% to 87.3% | Inconsistent attendance enforcement by staff | Review attendance promoting procedures used in 2008-2009 school year |
| Teacher Average Daily Attendance decreased by 5% from 98.1% to 93.1% | Health related and other unknown issues | Discuss solutions in PLC format with teachers |
| 56% of PHS students did not meet standards on the HSPE in Math | No HQ math teacher available last year<br>Students did not show for tutoring<br>4 semester format too fast for students | Hire HQ math teacher (Completed)<br>Embed math tutoring during the day and after school.  Revise math curriculum to increase exposure.  Schedule double math classes for students who don't pass HSPE. Use HQSI strat. |
| 24% of PHS students did not meet standards on the HSPE in Writing | No HQ English teacher available<br>Students did not show for tutoring | Hire HQ English teacher (Completed). Offer more HSPE tutoring sessions, Utilize Beth Prause, Incorporate HQSI strategies |
| 7% of PHS students did not meet standards on the HSPE in Reading | No HQ English teacher available | Hire HQ English teacher (Completed)<br>Incorporate HQSI strategies school-wide |
| Highly Qualified Teachers were needed for English and Math | No desired HQ Math or English Teachers were available | Both remaining teacher vacancies were filled with HQ teachers (Completed) |

## Part III: IMPROVEMENT GOALS AND MEASURABLE OBJECTIVES

Convert the top priority concerns into the goal(s) for improvement and incorporate the identified solutions into the action plan.

**Goal 1:**

Students at Pioneer High School will improve their performance in Mathematics. (All sub-groups will meet and/or exceed the AMO for Math or safe harbor on the 2011-2012 HSPE to meet AYP).

**Measurable Objective 1:**

Pioneer High School students will increase their proficiency in the area of Mathematics as measured by the Nevada High School Proficiency Exam and MAP scores.

**Goal 2:**

Students at Pioneer High School will improve their performance in Reading and Language Arts (ELA). All sub-groups will meet and/or exceed the AMO for ELA on the 2011-2012 HSPE to make AYP.

**Measurable Objective 2:**

Pioneer High School students will increase their proficiency in ELA as measured by the Nevada High School Proficiency Exam. Targeted populations for concentrated focus include the subgroup of LEP and IEP.

**Goal 3** (if applicable)**:**

Pioneer High School with improve overall health, nutrition, and health awareness and education of students during the 2011-2012 school year

**Measurable Objective 3:**

PHS will increase the use of  school lunches and add school breakfast options during  the  2011-2012 school year

(Add additional rows for measurable objectives if needed.)

## Part IV: SCHOOL IMPROVEMENT MASTER PLAN & REFORM STRATEGIES

**Action Plan**:  List the action steps to implement the solutions for each goal, as well as the timeline, resources, and the person(s) responsible.
**Monitoring Plan**:  Identify the data that will be collected to monitor the action steps, as well as the timeline and the person(s) responsible.

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**Goal 1:** Students at Pioneer High School will improve their performance in Mathematics. (All sub-groups will meet and/or exceed the AMO for Math or safe harbor on the 2011-2012 HSPE to meet AYP).

**Measurable Objective(s):** Pioneer High School students will increase their proficiency in the area of Mathematics as measured by the Nevada High School Proficiency Exam and MAP scores.

| ACTION PLAN | | | | MONITORING PLAN | |
|---|---|---|---|---|---|
| **Action Steps**<br><br>to implement the solutions/strategies | **Timeline**<br><br>for implementing action steps | **Resources**<br><br>e.g., money, people, facilities to be used for implementation | **Person(s) Responsible**<br><br>Who is the person or group who will ensure that each action step is implemented? | **Monitoring Measures**<br>Identify data sources & timeline for monitoring the progress of each action step. | **Person(s) Responsible**<br><br>Who is the person or group who will ensure that the progress is monitored? |

| 1.1 Hire HQ Math Teacher | (Done) | HQ Teacher | Administration | License | Administration |
|---|---|---|---|---|---|
| 1.2<br>Provide Math Tutoring during and after school | 2011-2012 | Larry Hawkins, Math Teachers, Title 1 Funding, A+ HSPE courses | Math teachers, Larry Hawkins, Administration, Grant Coordinator | Tutoring Schedule | SIP Team, Admin |
| 1.3<br>Use quarter credit time line for math curriculum to increase exposure | October - June | Math Teachers, Curriculum Mapping with Rubicon | Math Teachers and administration | Curriculum Maps, Rubicon | SIP Team, Admin |
| 1.4 Double math classes for electives for students who have not passed the math HSPE | September-June | Master Schedule | Teachers, Admin | Student Schedules, Graduation Plans | Teachers, Counselor, Admin |
| 1.5 Create more math related electives for HSPE review | October - June | Master Schedule | Teachers, Admin | Master Schedule | Teachers, Admin |
| 1.6 Provide HQSI instruction | October-June | HQSI Training | Laurel Terry | Training Notes | Laurel Terry, Admin |
| 1.7 Increase student attendance | October-June | Attendance procedures | All Staff | ADA | All Staff |
| 1.8 Utilize HQSI strategies in all classes | October-June | HQSI Trainers | Chris Butson, Laurel Terry, Kirsten Odegard | Classroom Obs., Lesson Plans | Admin |

## SCHOOL IMPROVEMENT MASTER PLAN (Continued)

**Goal 2:** Students at Pioneer High School will improve their performance in Reading and Language Arts (ELA). All sub-groups will meet and/or exceed the AMO for ELA on the 2011-2012 HSPE to make AYP.

**Measurable Objective(s):** Pioneer High School students will increase their proficiency in ELA as measured by the Nevada High School Proficiency Exam. Targeted populations for concentrated focus include the subgroup of LEP and IEP.

| ACTION PLAN | | | | MONITORING PLAN | |
|---|---|---|---|---|---|
| **Action Steps** <br><br> to implement the solutions/strategies | **Timeline** <br><br> for implementing action steps | **Resources** <br><br> e.g., money, people, facilities to be used for implementation | **Person(s) Responsible** <br><br> Who is the person or group who will ensure that each action step is implemented? | **Monitoring Measures** <br> Identify data sources & timeline for monitoring the progress of each action step. | **Person(s) Responsible** <br><br> Who is the person or group who will ensure that the progress is monitored? |

| | | | | | |
|---|---|---|---|---|---|
| 2.1 Hire HQ English Teacher | (Done) | HQ English Teacher | Interview Panel, Admin | License | Administration |
| 2.2 Provide English tutoring during the day and after school | September-June | English Teachers, Larry Hawkins, A+ HSPE Review | English Teachers, Larry Hawkins, Admin | Tutoring Schedule | SIP Team, Admin |
| 2.3 Provide HQSI training for staff | October-June | HQSI Training | Laurel Terry | Training Notes | Laurel Terry |
| 2.4 Increase student attendance | October-June | Attendance Procedures | All Staff | ADA | All Staff |
| 2.5 Develop Alternative Education Curriculum Maps for ELA | October-June | PLC's, Rubicon, English Teachers | English Teachers, Laurel Terry | Curriculum Maps, Rubicon | Laurel Terry, SIP Team, Admin |
| 2.6 Utilize HQSI strategies in all classes | October-June | HQSI Training | Laurel Terry, Cris Butson, Kirsten Odegard | Observations, Lesson Plans | Admin |
| 2.7 | | | | | |
| 2.8 | | | | | |

## SCHOOL IMPROVEMENT MASTER PLAN (Continued)

**Goal 3:** (if applicable)   **(N/A)**

**Measurable Objective(s):**

| ACTION PLAN | | | | MONITORING PLAN | |
|---|---|---|---|---|---|
| **Action Steps**<br><br>to implement the solutions/strategies | **Timeline**<br><br>for implementing action steps | **Resources**<br><br>e.g., money, people, facilities to be used for implementation | **Person(s) Responsible**<br><br>Who is the person or group who will ensure that each action step is implemented? | **Monitoring Measures**<br>Identify data sources & timeline for monitoring the progress of each action step. | **Person(s) Responsible**<br><br>Who is the person or group who will ensure that the progress is monitored? |
| **3.1** | | | | | |
| **3.2** | | | | | |
| **3.3** | | | | | |
| **3.4** | | | | | |
| **3.5** | | | | | |
| **3.6** | | | | | |
| **3.7** | | | | | |
| **3.8** | | | | | |

## Part V: BUDGET FOR THE OVERALL COST OF CARRYING OUT PLAN

List the funds necessary to carry out the school improvement plan and accomplish the goals.

| Goals | Total amount needed to accomplish Goal. (Amounts for each action step should be listed under "Resources.") | Funds available in current school funding that has been specifically set aside for the implementation of the goal. | Funds still needed to implement goal. |
|---|---|---|---|
| **Goal 1** | Students at Pioneer High School will improve their performance in Mathematics. (All sub-groups will meet and/or exceed the AMO for Math or safe harbor on the 2011-2012 HSPE to meet AYP). (7,500) | Title One Funding | Funds for computer upgrades for instruction of A+ software for all teachers (7,500 needed) Funding for HSPE Tutoring after school |
| **Goal 2** | Students at Pioneer High School will improve their performance in Reading and Language Arts (ELA). All sub-groups will meet and/or exceed the AMO for ELA on the 2011-2012 HSPE to make AYP. (7,500) | Title One Funding | Funds for computer upgrades for instruction of A+ software for all teachers (7,500 needed) Funding for HSPE Tutoring after school |
| **Goal 3** (if applicable) | **(N/A)** | | |

## Part VI: EVALUATION OF THE SIP

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

| Measurable Objectives | Evaluation Measures (Monitoring Data & Outcome Indicators to evaluate progress in achieving the Measurable Objectives.) | Timeline For collecting data | Person(s) Responsible, Who is the person or group who will ensure that the evaluation is completed? |
|---|---|---|---|
| Pioneer High School students will increase their proficiency in the area of Mathematics as measured by the Nevada High School Proficiency Exam and MAP scores. | HSPE, MAP | Dec.-May | SIP Team, Teachers, Admin |
| Pioneer High School students will increase their proficiency in ELA as measured by the Nevada High School Proficiency Exam. Targeted populations for concentrated focus include the subgroup of LEP and IEP. | HSPE, MAP | Dec.-May | SIP Team, Teachers, Admin |
|  |  |  |  |

## Part VII: OTHER REQUIRED ELEMENTS OF THE SIP

All schools MUST complete this page.                    *BASED ON PREVIOUS ACCT. REPORT (2010-2011)*

| School Characteristics | # | % | Title I | Yes | No |
|---|---|---|---|---|---|
| Average Daily Attendance | | 96.4 | Eligible | X | |
| Transiency Rate | | 70.1 | Served | X | |
| % enrolled continuously since Count Day | | ? | Targeted Assisted | X | |
| Incidents of School Violence: Student-to-Student | 2 | | School wide | X | |
| Incidents of School Violence: Student-to-Staff | 0 | | Did your school make Adequate Yearly Progress (AYP)? | | X |
| % of Highly Qualified Teachers | 10 | 100 | What was your school's AYP Designation? Exemplary (EX), High Achieving (HA), Watch List (W), Needs Improvement Year 1 (N1), Needs Improvement Year 2 (N2), Needs Improvement Year 1 Hold (N1-H), Needs Improvement Year 2 Hold (N2-H), etc. | **Adequate** | |
| Dropout Rate (HS) | | 10.3 | Did you appeal your latest AYP designation? | X | |
| Graduation Rate (HS) | | 68.1 | Was your latest appeal granted? | | X |
| | | | Designated as Persistently Dangerous School? | | X |
| | | | Receiving State Remediation funding? | | X |
| | | | Has a State SST been assigned to your school? | | X |

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

2. List and briefly describe, as appropriate, how the school has incorporated activities of remedial instruction or tutoring before school, after school, during the summer, and/or during any extension of the school year.  (**Tutoring 2/wk during the day by the liaison from CHS is provided in all contents.  All teachers can provide tutoring after school from 2:00pm – 2:45pm, and A+ HSPE tutoring with software is available to all students in the computer lab and on home computers.**)

3. Describe the resources available to the school to carry out the plan.  (**ARA funding, Title One Funding, Grants, and general funds.**)

| |
|---|
| 4.  Summarize the effectiveness of any appropriations for the school made by the Legislature to improve student academic achievement. **(If this includes Title One funding, this source helps continue distance education options, Project Discovery, and tutoring options.)** |
| 5.  Discuss how the school will utilize Educational Involvement Accords for Parents including the Honor Code and meet all the requirements of the law.  **(The Educational Involvement Accords for Parents and Honor Code were sent to all parents. Family Nights will focus and review the contents of these documents.)** |
| 6.  If applicable, describe how the school will make its Title III Annual Measurable Achievement Objective (AMAO) targets in English language proficiency (reading, writing, listening, and speaking comprehension). **(AMAO was adequate)** |

## Part VIII: REQUIRED ELEMENTS FOR TITLE I SCHOOLS

Title I schools, identified as "Needs Improvement," MUST complete Items 1 through 5 on this page.  Title I Schools operating a School wide Program, MUST complete Items 6 through 10 on this page.

1.  Describe the required services the school has provided based on the number of years the school has been in need of improvement, *(e.g., schools in Year 2 of "Needs Improvement" must identify Year 1 and Year 2 services, and so on).*

**(N/A)**

- Year 1: School Choice.

- Year 2: Supplemental Services.

- Year 3. Corrective Action.

- Year 4. Restructuring.

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

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

**(N/A)**

4.  Specify how Title I funds will be used to remove school from "Needs Improvement" status. **(N/A)**

5.  Describe the school's teacher mentoring program and how it supports the achievement of the school's annual goals and objectives.  **(N/A)**

**Part VIII: REQUIRED ELEMENTS FOR TITLE I SCHOOLS**

Title I schools, identified as "Needs Improvement," MUST complete Items 1 through 5 on this page.  Title I Schools operating a School wide Program, MUST complete Items 6 through 10 on this page.

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6. Describe the school's strategies to attract high-quality highly qualified teachers to your school.  **(All teachers are Highly Qualified in their content areas at PHS)**

7. Describe the school's strategies to increase parent involvement in accordance with Section 1118 of NCLB, such as family literacy services.  **(Family Night information provided and additional Family Nights will be implemented at ½ day staff development days.  The Parent Portal of PowerSchool, auto dialer, and hard copy letters will be used in both English and Spanish.)**

8. Describe the school's plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs. **(N/A)**

9. Identify the measures that include teachers in decisions regarding the use of academic assessments. **(Curriculum Mapping sessions and PLC's on a weekly and monthly basis.)**

10. Provide assurance that federal, state, and local services are coordinated and integrated into the school improvement efforts. **(All students at PHS/OPP and Carson Online have the same access to all services provided on campus.)**

**Part IX: REQUIRED ELEMENTS FOR NON-TITLE I SCHOOLS**

Non-Title I schools, identified as "Needs Improvement," MUST complete this page.

1. Describe how and when the school will provide written notice to parents on the school's "Needs Improvement" status and/or AMAO status. **(N/A)**

2. Describe the school's teacher mentoring program and how it supports the achievement of the school's annual goals and objectives.**(N/A)**