

Washoe County School District

State and Federal Programs

Categorical Planning Report

2011-2012



EVERY CHILD BY NAME AND FACE TO GRADUATION

Heath E. Morrison, Ph.D., Superintendent

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Submitted by: Kristen McNeill, Chief Strategies Officer
June 30, 2011

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Executive Summary

Categorical grants for Washoe County School District (WCSD) are awarded on a formula and competitive basis. Formula grants are based on funding formulas set by the funding agency; WCSD formula grants include Title I (improving the academic achievement of the disadvantaged); Title II-A (providing services for preparation, training and recruiting of high quality teachers and principals); Title III (language instruction of limited English proficient students); and Title VII (Indian education). Competitive grants are grants WCSD competes for with other school districts and educational agencies. Discussed here are those that involve competition among Nevada school districts. The School Improvement Grant (SIG) is a competitive grant awarded in both FY11 and FY12 under two separate competitions. Both programs will be addressed in this report.

In the area of categorical funding, our largest grants received reductions in funding and coupled with the end of ARRA funding, FY12 will prove to be a challenging year in the area of federal resources. The total allocation reduction for Title I from FY11 to FY12 was a 7% reduction in funding for our district and Title II-A saw a 24% reduction from FY11 to FY12. At this time, the FY12 federal budget has not been approved by Congress and therefore the future funding of many federal education programs remains uncertain. While it is not the purpose of this report to focus on other federal grants, it is important for interested parties to realize federal program grant budgets may continue to be reduced or even eliminated. Examples include: The dramatic reduction in the career and technical area such as the Perkins grant, which is anticipated to be cut by 43% for our district allocation next fiscal year (FY13) and the elimination of the Even Start (Title I-B) program.

Districts across the country are facing similar situations and at the same time dealing with the loss of local and state dollars. It may be appealing for districts to use federal dollars to support programs that in the past have been supported by local or state funding. It is a district's responsibility to be able to refute any suppositions of supplant vs. supplement before using federal dollars in this manner. Although compliance procedures are cumbersome and at times overwhelming staff with additional documentation, it is imperative for districts to track the use of all federal monies. The Office of State and Federal Programs in conjunction with the Business Office takes the responsibility of accounting for all federal dollars very seriously and tracks the use of these dollars through several methods. One of these methods includes the use of the Personnel Accountability Report (PAR) or the Semi-Annual Certification (SAC); these forms are used when a position is funded with federal dollars and the employee must keep track of time and effort. Every employee that is paid with federal dollars must either submit a form semi-annually or monthly depending on how many "jobs" they are conducting (multiple cost objectives).

The federal programs under Title I, II, and III are monitored on an annual basis by the Nevada Department of Education (NDE) either through the state monitoring system known as eNOTE or in person by a state team. Depending upon the schedule of grants, at least one of our large federal grants is audited every year by the District's external auditor, Kafory Armstrong. A thorough monitoring visit on the School Improvement Grant (SIG) during the SY10-11 was conducted by the U.S. Department of Education. Although this was a monitoring visit conducted by the U.S. DOE on the Nevada Department of Education, because our district has seven of the 10 state SIGs, WCSD was included in the visit and successful at demonstrating compliance with use of grant funds. With the end of ARRA funds, comes the conclusion of the reporting required for expenditures and jobs under all of those grants; the funds under ARRA programs must be expended by September 30, 2011. The reporting requirements for the Education Jobs Bill however, will continue through September 30, 2012.

The reauthorization of the Elementary Secondary Education Act (also known as NCLB) will lay the foundation for the next several years in federal education policy. The intent from the current Administration in Washington D.C. is to allow states and districts more flexibility with the uses of federal funding while holding states and districts accountable for increases in student achievement. The timeline for the final reauthorization of ESEA remains uncertain, but there is anticipation of policy shifts in several areas of the law which will ultimately have impact at the state and district levels.

Finally, the WCSD Board of Trustees, as one of their first reform policies, will be asked to review and adopt a comprehensive Accountability Policy. The Policy was drafted by a committee including teachers, principals, support staff, parents, higher education representatives, and community members. In short, the Policy will address what will occur when schools and central services departments meet or do not meet their goals. The Board's theory of action, Managed Performance Empowerment, also recognizes that performance varies across schools and encourages differentiated support and autonomy for schools based on performance. The Board's goal is to strike a balance between accountability and empowerment that maximizes student learning.

The information contained in this report is meant to inform the Board of Trustees, employees of Washoe County School District and the public, on federal categorical grant programs. Questions on the content of this report should be addressed to:

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Introduction

This report presents an overview of the Categorical Grant Program in Washoe County School District for the 2011-2012 school year. All programs underwent a planning process based on research and data supported needs. Goals for the 2011-2012 school year for each Categorical Grant Program have been included in this report. All the District's categorical grants align with the District's strategic plan, *Envision WCSD 2015 Investing In Our Future*; the five essential supports for school improvement: 1) *School Leadership*; 2) *Professional Capacity*; 3) *Learning Climate*; 4) *Parent/Community Ties*, and, 5) *Instruction*); and the Board adopted theory of action, Managed Performance Empowerment.

Through program evaluation and monitoring, each program will be examined to see that funds are used to increase both student achievement and efficiencies. We are confident the alignment between *Envision 2015* and program goals will lead to enhanced opportunities for program planning across District initiatives.

WCSD's Vision, Mission and Core Beliefs follow:

<i>Washoe County School District</i>	
<i>Excellence in Education, Every Student, Every Day, to Graduation.</i>	
Vision	As a courageous innovative leader in education, Washoe County School District will be one of the nation's top performing school districts, graduating all students college and/or highly skilled career ready.
Mission	To create an education system where all students achieve academic success, develop personal and civic responsibility, and achieve career and college readiness for the 21 st century.
Core Beliefs	<p>We believe:</p> <ul style="list-style-type: none"> •All students will learn and be successful. •The achievement gap will be eliminated by ensuring every student is challenged to learn at, or above grade level. •Effective teachers and principals, dedicated support staff, rigorous curriculum, measurable outcomes, ongoing monitoring and assessment, collaboration, professional development and a culture of continuous improvement will ensure classroom success for all students. •Superior performance will be achieved through clear goals that set high expectations and standards for all students and employees. •Family, school and community engagement will be required for student academic success. •Leadership and passion, together with accountability and transparency, will be keys to reform and success.

Categorical Grant and Major Project Planning for 2011-2012

Our major grant planning happens throughout the year with various planning committees. In fact, much of the program planning needs to happen for two consecutive years at once: The existing program is modified as needed with amendments based on formative evaluation and needs that are identified during the year. We must also plan proactively for the following year since writing and finalization needs to begin in March in order to secure continuous funding.

July	-Beginning of District and NDE fiscal year (FY) -Roll positions from previous year -Categoricals on e-PAGE
August	-Categorical Coordinator Meetings to ensure program implementation and share resources
September	-End of Federal FY -All ARRA funds must be expended
October	-District Improvement Plan/School Improvement Plans due -Beginning of Federal FY -District External Audit Report -Determination of carryover funds from FY11
November	-Categorical Coordinator Meetings
December	-Possible grant revisions if needed
January	
February	-Categorical Coordinator Meetings
March	-Individual Program focus meetings and interviews for program planning and applications -Grant planning for FY13
April	-Grant submissions for FY13
May	-Grant submissions for FY13
June	-End of District and State FY -Categorical Planning Report to Board of Trustees

Title I, Part A:

Improving the Academic Achievement of the Disadvantaged

Total Allocation for FY12\$12,912,979

***Allocation does not reflect anticipated carry over funds from FY'11**

School Improvement Set Aside 4% Not Required

Allocation for 2011-2012 Title I-A.....\$12,912,979

School Allocations\$7,151,550

Indirect/Administrative Costs\$560,183

Title I Support Staff Personnel Salaries/Benefits\$385,214

Homeless Support\$200,403

Early Childhood\$854,620

Private Schools (mandatory set aside)\$55,113

Supplemental Education Services/School Choice

(20% mandatory set aside).....\$2,582,596

Professional Development\$813,385

Parental Involvement (1% mandatory set aside)\$177,215

Title I Building Expenses & Operating Budget\$132,700



Title I Part A:

American Recovery and Reinvestment Act (ARRA)

Funding for ARRA was received in one year (FY09), to be expended over a two-year time frame. All funds from ARRA must be expended by September 30, 2011.

Remaining Allocation FY'12.....\$235,000

Summer SIGNature Academy Training\$235,000

Supports the training of Dilworth, Loder, Veterans, Smithridge and Duncan teachers in the area of STEM professional development. Teachers will be building lesson plans and interdisciplinary units to incorporate the Academy structures of these schools.

Goals for 2011-2012 Programming:

The Title I, Part A funds will continue to provide unique opportunities to build system capacity for Washoe County Schools during the 2011-2012 school year. The programs funded have been designed to improve student achievement, increase teacher effectiveness, turn around the lowest performing schools, increase parent engagement, and enhance early childhood education. These funds will also support the District goal of enhancing the RTI process by providing additional intervention support to meet the needs of all learners.

An important goal for the 2011-2012 school year, is to provide additional support for our students by creating a high quality workforce. The Title I Office will continue the Master’s Cohort for 20 Title I teachers in 2011-2012. These teachers will obtain an ESL endorsement and Master’s Literacy degree upon completion of this program. Title I will also continue to fund an additional ESL endorsement program for 75 Title I teachers, completing in Fall 2011, so they will be more equipped to meet the needs of our growing ELL population.

In addition, Title I monies will continue be used to fund three district-level Implementation Specialists, one Data Analyst, one GLAD Implementation Specialist, and two School Improvement Coordinators for school year 2011-2012. These positions will work closely with Title I sites to increase teacher effectiveness and build systems in schools through increasing the capacity of staff. Title I funds will also be used to support Early Childhood Education for Title I eligible students by funding seven certified, and fourteen classified instructional positions at various sites. Title I funded Parent Involvement programs including Parent ELL Classes and Teacher Home Visits will also continue in school year 2011-2012.

Other Title I Programs in the Elementary Secondary Education Act (ESEA):

Title I(a) School Improvement

Regular Allocation for FY12..... \$170,209

Title I(a) School Improvement funds will be used to support Student Learning Facilitator (SLF) and Assessment Symposium Summer training at eight Title I elementary schools.

The SLF program training, facilitated by Northwest Regional Professional Development Program (NWRPDP), will be delivered to teachers at Corbett, Lincoln Park, and Risley elementary schools. A full day of content training will be offered at each site. Participating teachers will become site-based specialists to increase student learning through the effective application of classroom assessments, essential understandings, and differentiated instructions. Monthly follow-up meetings and two observation periods for program fidelity will be supplemented by Title I, Part A school-site budgets.

A three day Assessment Symposium will be delivered to teachers and administrators at Anderson, Bennett, Mitchell, Sierra Vista, and Warner Elementary schools. The Assessment Symposium will kick-off a year-long focus on the use of assessment data to plan for and deliver differentiated instruction within the regular classroom setting. The Assessment Symposium will be linked to each site's School Improvement Plan to ensure alignment with goals and classroom learning.

Title I- 1003(g) School Improvement Grant (SIG)-district based (competitive) – \$2,779,678 (co-hort 1) and \$165,290 (co-hort 2)

Seven WCSD schools (co-hort 1) were identified as SIG schools with SY10-11 being the first year of implementation for the grant. Glen Duncan, Echo Loder, Smithridge and Veterans elementary schools; O'Brien, Dilworth, and Clayton middle schools completed the first full year of the SIG process. At the conclusion of 2010-11 school year, each site was given the opportunity to revise and amend their original SIG application. The revisions focused around curriculum changes, daily structure of the instructional day, personnel changes in instruction and support, and Academy development. The schools will continue to be monitored frequently by the District and NDE on grant compliance and meeting targets.

In March of 2011, the District applied for a second round of SIG funding (co-hort 2) and was successful at being awarded funds to support a Turnaround Director position funded for three years. This Turnaround Director under the supervision of the Area Superintendents will direct accountability efforts for all of the SIG schools. This allows for a single point of contact for the principals and schools. The Turnaround Director will be responsible for all reporting and compliance efforts with the grant and will work closely with the Office of State and Federal Programs.

Title I-B Even Start (formula)- \$172,000

WCSD has provided early education and literacy programs through the Even Start program for over 10 years. The federal funding for the program has been eliminated for SY2011-12. The WCSD Even Start program has funds that can be spent through December, 2011, to continue the program. The WCSD Even Start program supports high school students who are parents, and their young children. It provides parent education, mentoring, and tutoring for high school students with young children. It collaborates with the Early Head Start program to provide comprehensive services for high school students to be successful in school and for their children to develop readiness skills. The High School Graduation Grant will continue the work of supporting teen parents, ensuring that the success of the students served by Even Start will continue past the end of the Even Start funding.

Title I-C Migrant (formula)- \$34,000

Funds support high quality education programs for migratory children and helps to ensure that migratory children who move among the states are not penalized in any manner by disparities among states in curriculum, graduation requirements, or state academic content and student academic achievement standards. Funds also ensure that migratory children not only are provided with appropriate education services (including supportive services) that address their special needs, but such children receive full and appropriate opportunities to meet the same challenging state academic content and student academic achievement standards that all children are expected to meet. Federal funds are allocated by formula to SEAs, based on each state's per pupil expenditure for education and counts of eligible migratory children, age 3 through 21, residing within the state.

Title I-D Delinquent, Abused, Neglected (formula)

Regular Allocation FY12\$185,000

The Part D, Subpart 1, State Agency Neglected and Delinquent (N and D) program provides formula grants to SEAs for supplementary education services to help provide education continuity for children and youths in state-run institutions for juveniles and in adult correctional institutions so that these youths can make successful transitions to school or employment once they are released. In working with the District's Intervention Specialist as well as contracted services through the Children's Cabinet, a unique and effective programming effort has been created and more importantly sustained with these funds.

Title I Needs Assessment and Evaluation			Program Component:		Contact Person:	
			Students in Poverty		Kristen McNeill	
Identified Need(s)	Data to support need(s)	Proposed program to address need(s)	Measurable objectives	Data collection and analysis tool(s)	Person(s) responsible for data collection and analysis	Timeline or time periods of data collection
School Allocations \$7,151,550	<p>Schools qualify by low-income data (minimum 69% poverty).</p> <p>Adding four new schools in 2011/12: Bailey Charter ES, Desert Heights ES, Palmer ES, and Sparks MS</p>	<ul style="list-style-type: none"> • 8 Assistant Principal Upgrades (3.12FTE). • 18 Site Based Implementation Specialists (15.30 FTE). • 21 Certified Teachers (16.20 FTE). • 38 HQ Instructional Paraprofessionals (23.25 FTE). • 29 Parent Involvement Facilitators (24.58 FTE). • 34 Bilingual Aides (21.41) • Professional development and instruction support including substitutes, materials and supplies, technology. 	<p>Ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at minimum, proficiency on challenging State academic achievement standards and State academic assessments.</p>	<p>CRT, DRA, MAP, District Benchmarks</p>	<p>PPAA, School Improvement Office, Chief Officer, SFPD</p>	<p>Ongoing throughout school year</p>

Title I Needs Assessment and Evaluation			Program Component:		Contact Person:	
			Students in Poverty		Kristen McNeill	
Identified Need(s)	Data to support need(s)	Proposed program to address need(s)	Measurable objectives	Data collection and analysis tool(s)	Person(s) responsible for data collection and analysis	Timeline or time periods of data collection
Title I Support Staff Personnel Salaries/Benefits \$385,214	Federal & State Law/Compliance/Regulations AYP Data	<ul style="list-style-type: none"> • SFPD Chief Officer (0.25 FTE) • Zone Performance Director (0.75FTE) • 2 School Improvement Program Coord(1.5 FTE) •Non Public Schools Coord (0.15 FTE) • Fiscal Coord (1.0 FTE) •Program Tech II Choice SES (1.0 FTE) •2 Program Tech I Program Support (1.20 FTE) •Admin. Secretary (1.0 FTE) •Hourly SES monitors and translators 	Meet all Federal and State Mandates and reports in a timely and accurate manner.	District, State, and Federal Monitoring and Audit	Chief Officer SFPD Title I Fiscal Coordinator	Fall and Spring, end of year and as needed

Title I Needs Assessment and Evaluation			Program Component:		Contact Person:	
			Students in Poverty		Kristen McNeill	
Identified Need(s)	Data to support need(s)	Proposed program to address need(s)	Measurable objectives	Data collection and analysis tool(s)	Person(s) responsible for data collection and analysis	Timeline or time periods of data collection
Homeless Support \$200,403	Federal Law School Registration Data	<ul style="list-style-type: none"> • Homeless Liaisons 4 (3.0 FTE) • CIT/ECE Director (0.25 FTE) 	Support students whose Families are in transition.	Children in Transition Referral Forms	Director, Child and Family Services, Site Administrators, Homeless Liaisons, Site CIT Advocates	Ongoing
Early Childhood \$854,620	Child Find Data Title I Referrals	<ul style="list-style-type: none"> • CIT/ECE Director (0.25 FTE) • 1 ECE Administrator (0.5 FTE) • 7 Certified Teachers (7.0 FTE) • 14 HQ Instructional. Paraprofessionals (10.79 FTE) • 1 Program Tech I Support (0.5 FTE) 	Ensure learning readiness for at-risk students measured by pre- and post-assessment data.	Pre and Post Assessment	Director, Child and Family Services	Ongoing

Title I Needs Assessment and Evaluation			Program Component:		Contact Person:	
			Students in Poverty		Kristen McNeill	
Identified Need(s)	Data to support need(s)	Proposed program to address need(s)	Measurable objectives	Data collection and analysis tool(s)	Person(s) responsible for data collection and analysis	Timeline or time periods of data collection
Professional Development \$813,385	School Surveys, School Improvement Plans, District Improvement Plan	<ul style="list-style-type: none"> • UNR Masters' Cohort. (2010-2013) Tuition & Books. • ESL Endorsement Cohort (ends Fall 2011). • 3 Implementation Specialists (3.0 FTE). • 1 Data Analyst (1.0 FTE). • Certified GLAD Teacher (1.0 FTE). • Classified GLAD Clerk (0.5 FTE) • Stipends and substitutes for teachers to attend training. • GLAD Training Supplies. • Professional Development support for Title I Staff. 	High-quality teacher preparation.	Employee Evaluations, Administrator and Staff Surveys	Chief Officer, SFPD Title I Fiscal Coordinator	Ongoing

Title I Needs Assessment and Evaluation			Program Component:		Contact Person:	
			Students in Poverty		Kristen McNeill	
Identified Need(s)	Data to support need(s)	Proposed program to address need(s)	Measurable objectives	Data collection and analysis tool(s)	Person(s) responsible for data collection and analysis	Timeline or time periods of data collection
Non-Public Schools \$55,113	Community Can-vas/Solicitation	Non-Public School Title I Students (108) Tutoring and Equitable Services	Increased student achievement per pre- and post- assessment data.	Achieve Test- ing	Coordinator, Title II-A	Beginning, Mid, and End of School Year
School Choice / SES Mandated Set Aside 20% \$2,582,596	Federal Law/Compliance/Regulation	<ul style="list-style-type: none"> • School Choice for schools INOI years 1 and beyond; • Transportation from school of origin to school of choice \$400,000 • Parent Notification \$11,000 • SES Tutoring for schools INOI year 2 and beyond \$2,171,596 	Parental satisfaction, in-creased student achieve-ment per pre- and post-assessment data.	District, State, and Federal Monitoring and Audit	Chief Officer, SFPD SES/Choice Pro-gram Technician	Fall and Spring, end of year and as needed

Title I Needs Assessment and Evaluation			Program Component:		Contact Person:	
			Students in Poverty		Kristen McNeill	
Identified Need(s)	Data to support need(s)	Proposed program to address need(s)	Measurable objectives	Data collection and analysis tool(s)	Person(s) responsible for data collection and analysis	Timeline or time periods of data collection
Parent Involvement Support \$117,215	Federal Law/Compliance/Regulation	<ul style="list-style-type: none"> • Program Coord. (1.0 FTE). • On Call Staff and Supplies for Parent ESL Classes at Title I Sites. • Home Visit Stipends • Professional Development • Supplies 	SIP Data reports will indicate increased parent involvement.	SIP Data Reports, Staff and Parent Surveys	Title I Parent Involvement Coordinator	Ongoing, End of Year
WCSD Indirect/Admin \$560,183	State & District Policies	<ul style="list-style-type: none"> • District Costs to Administer (3.54% Indirect, 1.0% SFPD). 	N/A	N/A	N/A	N/A
Title I Building Expenses 535 E. Plumb Lane \$132,700	District policy	<ul style="list-style-type: none"> • Lease, utilities, phones, disposal services. • Operating budget 	N/A	N/A	N/A	N/A

Title II-A: Preparing, Training, and Recruiting High Quality Teachers and Principals

Allocation for 2011-2012 Title II-A	\$1,806,901.
Indirect/Admin Costs	\$79,055.
Professional Development Specialist.....	\$91,114.
Early Childhood Education.....	\$44,835.
Assessment Professional Development	\$90,810.
English Language Learners (ELL).....	\$150,000.
School Improvement.....	\$43,472.
Implementation Specialists	\$397,047.
Principal Training Program.....	\$400,420.
Online Professional Development	\$86,726.
Highly Qualified Teacher	\$118,207.
Title II-A Admin Staff	\$205,946.
Private Schools.....	\$44,269.
Program Evaluation	\$55,000.

Title II A program components align with the professional learning objectives identified in the District’s strategic plan. Program evaluation data was carefully reviewed to guarantee the continuation of effective program offerings under this teacher and principal professional learning initiative.

Title II- A: Preparing, Training, and Recruiting High Quality Teachers and Principals

Goals for 2011-2012 Programming:

- Prepare teachers and principals to meet the needs of all learners;
- Recruit, hire and retain highly qualified teachers;
- Build Human Capital and teacher/principal effectiveness through professional learning;
- Create professional culture to support inquiry based collaboration and continuous improvement.

The purpose of Title II Part A is to increase the academic achievement of all students by helping schools and districts improve teacher and principal quality and ensure that all teachers are highly qualified.

WCSD Title II-A Program Components support educator quality in the areas of assessment, high quality professional development, early childhood, school improvement, implementation specialists, online training, principal training, English Language Learners, Common Core State Standards, and a highly qualified and diverse workforce. The goals for the upcoming year are aligned with the District's strategic plan, *Envision 2015*. The work funded under this principal and teacher quality initiative is also aligned with the standards for quality teaching which embodies staff development that improves the learning of all students, deepens educators' content knowledge, provides educators with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares educators to use various types of classroom assessment appropriately.

Title II Needs Assessment and Evaluation Table			Program Component:		Contact Person:	
			Professional Development Specialist		Shari Dunn and Sue Denning	
Identified Need(s)	Data to support need(s)	Proposed program to address need(s)	Measurable objectives	Data collection and analysis tool(s)	Person(s) responsible for data collection and analysis	Timeline or time periods of data collection
<p><u>District Wide</u> A WCSD Curriculum Audit (2009-2010) indicated a need for an articulated and rigorous curriculum. The state of Nevada adopted the Common Core State Standards in 2010. WCSD has created Standards-Based curriculum documents to be used in WCSD schools.</p>	<p>WCSD <i>Envision 2015</i> plan: 1.1.1 Newly revised rigorous, standards-based curricula will focus on literacy and numeracy content and skills...to meet the needs of 21st century learners. 1.1.3 National Core Curriculum Standards will be adopted with support to ensure that curriculum materials are aligned to state standards and assessments.</p>	<p>Assist in developing and designing the district-wide professional development/ professional learning for the Common Core State Standards and the Standards-Based Curriculum Document.</p>	<p>Development of training or professional development modules for multiple delivery methods</p> <p>Development of evaluation plans for effective professional development</p> <p>Timelines for delivery/ implementation</p> <p>Development of goals and objectives for the development and implementation of the professional development</p>	<p>District-wide principal survey to assess effectiveness and utilitarian use of modules</p> <p>District-wide teacher survey to obtain feedback on usefulness of professional development for implementation of new standards and curriculum</p> <p>Records/notes of interdepartmental work</p>	<p>Shari Dunn, Staff Development Specialist</p> <p>Office of Staff Development</p>	<p>Spring, 2012</p>
<p><u>Multiple School Sites:</u> 9 schools in WCSD are part of the TIF grant (Teacher Incentive Fund) grant. This grant specifies a new teacher evaluation program which is linked to student achievement.</p>	<p>Targeting nine of our highest-need schools, this project encompasses a systemic reform initiative for our human capital which includes: a) working collaboratively with WCSD collective bargaining units to develop, pilot, modify, and communicate consistent, reliable, fair evaluation and professional growth</p>	<p>The Charlotte Danielson group is consulting with WCSD on the development of the new teacher evaluation system, and will be working with the TIF schools on the professional development around implementing the new teacher evaluation system. This</p>	<p>Teachers attending the trainings will be able to understand the evaluation system and the links between effective instruction, student achievement, and the new evaluation system.</p> <p>Principals attending</p>	<p>Sign in sheets from trainings attended (number of participants, number of trainings)</p> <p>Notes and plans, including timelines and professional development scope and sequence from meetings and trainings.</p>	<p>Shari Dunn</p> <p>Office of Staff Development</p>	<p>Spring, 2012</p>

Title II Needs Assessment and Evaluation Table			Program Component:		Contact Person:	
			Professional Development Specialist		Shari Dunn and Sue Denning	
Identified Need(s)	Data to support need(s)	Proposed program to address need(s)	Measurable objectives	Data collection and analysis tool(s)	Person(s) responsible for data collection and analysis	Timeline or time periods of data collection
	<p>system rubrics and policies to measure principal, teacher, and other personnel performance growth; b) training administrators, principals, Peer Assistance and Review (PAR) teams so they can conduct consistent, reliable, and fair teacher and principal performance evaluations and communicate evaluation findings to evaluatees; c) developing ongoing, embedded professional learning and support focused on individual performance growth for teacher retention in hard-to-fill schools; d) developing different levels of compensation and career ladders for effective teachers and principals based on set criteria at participating schools; and e) sustaining the system by leveraging district resources, federal, state, and private funds.</p> <p>The Principal and Teacher Performance Growth System is a performance-based compensation plan for Washoe</p>	<p>small-scale implementation will move to a district-wide scale the following year. District-wide training and implementation will need to be supported, revised, and developed within the Staff Development Office.</p>	<p>the trainings will be able to use the evaluation system for effective observation and coaching for improved instruction in the classroom observed. An inter-rater reliability will be obtained.</p> <p>Office of staff development will have a deep understanding of the professional development around the new teacher evaluation system in order to develop training modules.</p>	<p>Possible survey results with feedback from teachers/principals using the new evaluation system.</p>		

Title II Needs Assessment and Evaluation Table			Program Component:		Contact Person:	
			Professional Development Specialist		Shari Dunn and Sue Denning	
Identified Need(s)	Data to support need(s)	Proposed program to address need(s)	Measurable objectives	Data collection and analysis tool(s)	Person(s) responsible for data collection and analysis	Timeline or time periods of data collection
	County School District (WCSD) teachers, principals, and other personnel. It is multi-faceted and includes the use of student growth indicators and "valued-added tools." As of February 2010, Nevada's new law, Nevada Revised Statute 386.650, mandates all school districts and charter schools use student performance data as part of their principal and teacher evaluation systems.					
District Wide WCSD has implemented an Implementation Specialist program incorporating approximately 25 Implementation Specialists and site-funded coaches to work district-wide. On-going work around content and practices will continue through the 2012 school year.	Student data, Criterion Reference Tests (CRT), Measured Academic Progress (MAP). Research on Instructional coaching. WCSD Strategic Plan: 2.2, 2.3, 2.4 Needs Assessment from Implementation Specialists and annual program evaluation data.	Professional development will be designed to meet the needs of the district as indicated by the School Improvement Plans at each school site using an Implementation Specialist or site-based Coach.	100% of Implementation Specialists and site-based coaches will participate in professional learning.	Sign in sheets and evaluations from Implementation Specialists, training	Shari Dunn Sharyn Appolloni Office of Staff Development	Spring, 2012

Title II Needs Assessment and Evaluation Table			Program Component:		Contact Person:	
			Professional Development Specialist		Shari Dunn and Sue Denning	
Identified Need(s)	Data to support need(s)	Proposed program to address need(s)	Measurable objectives	Data collection and analysis tool(s)	Person(s) responsible for data collection and analysis	Timeline or time periods of data collection
<p>Site Specific: Two school sites have an on-going efficacy study using a new English Language Arts core program aligned to the Common Core State Standards and the Standards-Based Curriculum document.</p>	<p>Second year of the study. New coach at one site, existing coach at second site Professional development needed for deeper implementation of the program including all components of the program</p>	<p>WCSD Liaison between McGraw-Hill/Wright Group and two sites Assist coaches in developing effective Professional Development and Professional Learning opportunities for both school sites.</p>	<p>Coaches will work closely with Liaison to develop professional development indicated by school site needs, school improvement plans, and observations on site. Liaison will work closely with the WCSD assessment division to obtain data for the efficacy study.</p>	<p>Sign in sheets and evaluation forms for all Professional Development designed Student Achievement data (Developmental Reading Assessment, Measured Academic Progress, Criterion Reference Tests) from both sites, indicating growth Possible pre/post student achievement data for specific Professional Development directly tied to classroom instruction.</p>	<p>Shari Dunn Office of Staff Development Assessment Division</p>	<p>Spring/Summer 2012</p>

Title II Needs Assessment and Evaluation Table			Program Component:		Contact Person:	
			Early Childhood Education		Joanne Everts	
Identified Need(s)	Data to support need(s)	Proposed program to address need(s)	Measurable objectives	Data collection and analysis tool(s)	Person(s) responsible for data collection and analysis	Timeline or time periods of data collection
<p>Pre-K students need early literacy and language skills to be ready for kindergarten</p> <p>Teacher skill to implement early literacy strategies</p>	<p>Annual Child Assessment data</p> <p>Continuing Longitudinal Child data</p> <p>Data from the Early Language and Literacy Classroom Observation</p>	<p>Teacher training in early literacy strategies</p> <p>Teacher coaching using ELLCO (Early Language & Literacy Classroom Observation), ECERS (Early Childhood Environmental Rating Scale) & CLASS (Classroom Assessment Scoring System) by Early Childhood Professional Development Coordinator</p> <p>Teacher to teacher mentoring using documentation and reflection</p> <p>Classroom visitation and observation by teachers</p>	<p>Optimal scores on “Look Fors” based on the ELLCO and ECERS</p> <p>Teachers participate in CLASS observations and reflect on results</p> <p>Students meet the Nevada Pre-K indicators for outcomes</p> <p>Contribute to the attainment of WCS D <i>Envision 2015</i> Goal 1- Provide Continuous Academic Success for Every Student</p> <p>Longitudinal study assessments</p>	<p>Peabody Picture Vocabulary Test (PPVT) - annual and longitudinal</p> <p>Expressive One Word (annual and longitudinal)</p> <p>ELLCO</p> <p>ECERS</p> <p>CLASS</p>	<p>Teachers</p> <p>Teacher</p> <p>ECE Professional Development Staff</p> <p>Support staff</p>	<p>Pre tests 9/11</p> <p>Post tests 5/12</p> <p>Classroom Observation On-going</p>
<p>Pre-K Students need to meet the Nevada Pre-K Standards before entering kindergarten</p> <p>Teachers need to implement the Nevada Pre-K Standards</p>	<p>Nevada Pre-K Standards are based on current national research</p>	<p>Teacher training in Pre-K Standards</p> <p>Pre-K Standards integrated into all lesson plans and curriculum development</p> <p>Coaching and mentoring by teacher mentors</p>	<p>85% of the Students meet criteria of Pre-K Standards measured by the Pre-K Portfolio</p> <p>Pre-K Standards integrate Nevada Pre-K Standards</p> <p>Students meet the Nevada Pre-K indicators for outcomes</p>	<p>PPVT (annual and longitudinal)</p> <p>Expressive One Word (annual and longitudinal)</p> <p>ELLCO</p> <p>ECERS</p>	<p>Teachers</p> <p>Teacher mentors</p> <p>Support staff</p> <p>Virtual Pre-K Coordinator</p>	<p>Pre tests 9/11</p> <p>Post tests 5/12</p> <p>Classroom Observations ongoing</p>

Title II Needs Assessment and Evaluation Table			Program Component:		Contact Person:	
			Early Childhood Education		Joanne Everts	
Identified Need(s)	Data to support need(s)	Proposed program to address need(s)	Measurable objectives	Data collection and analysis tool(s)	Person(s) responsible for data collection and analysis	Timeline or time periods of data collection
		<p>Online to teacher mentoring</p> <p>Attendance at State & National Association for the Education of Young Children Conference</p>	<p>Observations by teacher mentors</p> <p>Contribute to the attainment of WCSD <i>Envision 2015</i> Goal 1- Provide Continuous Academic Success for Every Student</p>			
Teachers need to develop strategies for implementing particularly for English Language Learners; teachers involve parents with child's education	<p>Research supports specific practices for English language learners</p> <p>Professional Learning Communities Model supports teacher collaboration</p> <p>Research supports parent involvement as a key to school success</p>	<p>Research supports specific practices for English language learners</p> <p>Professional Learning Communities Model supports teacher collaboration</p> <p>Research supports parent involvement as a key to school success</p>	<p>Teachers implement Virtual Pre-k Program</p> <p>Teachers Meet together using the documentation and reflection</p> <p>Teachers develop strategies to support ESL students and parent</p> <p>Teachers implement Components of the Reggio Emilia Model</p>	<p>Best Practices identified</p> <p>Curriculum strategies and lesson plans developed</p> <p>Child Outcome Indicators met</p> <p>Teacher strategies shared and observed across classrooms</p> <p>Strategies share with Virtual Pre-K mentors across state and nation</p> <p>Teachers using Reggio Emilia Model mentor teachers</p>	<p>Teachers</p> <p>Teacher mentors</p> <p>Support staff</p> <p>Virtual Pre-K Coordinator</p>	<p>Pre tests</p> <p>9/2011</p> <p>Post tests</p> <p>5/2012</p> <p>Classroom Observations on going</p>

Title II Needs Assessment and Evaluation Table			Program Component:		Contact Person:	
			Assessment Professional Development		Mary Shoemaker	
Identified Need(s)	Data to support need(s)	Proposed program to address need(s)	Measurable objectives	Data collection and analysis tool(s)	Person(s) responsible for data collection and analysis	Timeline or time periods of data collection
District-wide implementation of a system of Response to Intervention (RTI) dictates that Tier 1 instruction in the Core Curriculum should result in progress toward proficiency for 75-85% of students. Nevada Criterion Reference Test (CRT) scores in Reading and Mathematics for grades 3–8 for the spring 2010 administration indicate that WCSD will benefit from a focus on professional development in assessment literacy.	State CRT results, Spring 2010 WCSD interim assessment program (Measured Academic Progress) not fully implemented in all schools.	The Data Interpretation Trainer will provide professional development on the use of assessment data with an emphasis on supporting the WCSD interim assessment program, classroom formative assessment, and Response To Intervention (RTI) implementation and support strategies.	85% of WCSD teachers participating in online surveys will indicate that they are engineering changes in instruction and learning during core instruction block as a result of knowledge gained through WCSD assessment literacy training.	Online Surveys	Data Interpretation Trainer	Spring, 2012
WCSD teachers have a continued need for in-depth professional development in using assessment data in support of learning in Tier 1 of the Response to Intervention (RTI) model, particularly during core instruction, developed through teacher learning communities.	District Assessment Division walk-throughs at various school sites. Principal requests for staff development.	The Data Interpretation Trainer will develop and coordinate activities in support of implementation of WCSD interim assessment program and classroom formative assessment.	85% of WCSD teachers participating in online surveys will indicate that they are engineering changes in instruction and learning during core instruction block as a result of knowledge gained through WCSD assessment literacy training.	Online Surveys	Data Interpretation Trainer Principals District Implementation Specialists	Spring, 2012

Title II Needs Assessment and Evaluation Table			Program Component:		Contact Person:	
			Assessment Professional Development		Mary Shoemaker	
Identified Need(s)	Data to support need(s)	Proposed program to address need(s)	Measurable objectives	Data collection and analysis tool(s)	Person(s) responsible for data collection and analysis	Timeline or time periods of data collection
A coordinated cadre of teacher leaders and implementation specialists is needed to meet the program implementation and training needs of WCSD.	A limited number of personnel in WCSD have had access to structured professional development to support them in developing assessment literacy.	The Data Interpretation Trainer will coordinate resources in support of development of knowledge in assessment functionality, assessment data interpretation, and student assessment strategies.	85% of WCSD teacher leaders, principals and implementation specialists participating in online surveys will indicate that teachers are utilizing WCSD assessment resources and support	Online Surveys	Data Interpretation Trainer	Spring, 2012
Teachers, principals, and implementation specialists need ongoing support for development of knowledge in assessment functionality, assessment data interpretation, and student engagement strategies.	A limited number of resources have been available to assist staff in developing and applying assessment literacy.	The Data Interpretation Trainer will coordinate resources in support of development of knowledge in assessment functionality, assessment data interpretation, and student assessment strategies.	85% of WCSD teacher leaders, principals and implementation specialists participating in online surveys will indicate that teachers are utilizing WCSD assessment resources and support.	Online Surveys	Data Interpretation Trainer	Spring, 2012

Title II Needs Assessment and Evaluation Table			Program Component:		Contact Person:	
			English Language Learners		Mary Ann Robinson	
Identified Need(s)	Data to support need(s)	Proposed program to address need(s)	Measurable objectives	Data collection and analysis tool(s)	Person(s) responsible for data collection and analysis	Timeline or time periods of data collection
Expand professional development opportunities for classroom teachers. Teachers must be prepared with the strategies needed to ensure student success in acquiring and learning English as well as content core subjects.	<p>Strategic Planning Input – 2.2.3 All teachers and administrators will receive training in teaching English Language Learners.</p> <p>Annual Measurable Achievement Objectives (AMAO): AMAO 1 requires 52% English Language Learners gain at least 25 points on the ELPA (English Language Proficiency Assessment) AMAO 2 requires 14.4 % English Language Learners exit the program</p> <p>54% District met AMAO 1 15.9% District met AMAO 2</p> <p>Individual Schools: AMAO 1: 81% elementary 29% middle 0% of high</p> <p>AMAO 2: 41% elementary 100% middle 75% high</p>	<p>Project STARS (Strategies to Accelerate Reading Success) to address the low literacy levels in grades 3-8. One Training in the fall and one in the spring.</p> <p>SIOP (Sheltered Instruction Observational Protocol) Training for 5 schools and monthly follow-up support for trainers</p> <p>GLAD (Guided Language Acquisition Design) Training: 2-day Research/Theory followed by 5-day Demo and individual support.</p>	<p>Increase the percentage of schools meeting AMAO</p> <p>Increase schools making AYP (Adequate Yearly Progress) in the LEP (Limited English Proficiency) category.</p>	<p>ELPA (English Language Proficiency Assessment) Scores</p> <p>Criterion Reference Tests and HSPE (High School Proficiency Exam) scores</p> <p>SIOP (Sheltered Instruction Observational Protocol) Walk Thru</p>	<p>Mary Ann Robinson Kay Windle Ben Hayes</p>	<p>August 2011-June 2012</p>

Title II Needs Assessment and Evaluation Table			Program Component:		Contact Person:	
			School Improvement		Carol Pittsley	
Identified Needs)	Data to support need(s)	Proposed program to address need(s)	Measurable objectives	Data collection and analysis tool(s)	Person(s) responsible for data collection and analysis	Timeline or time periods of data collection
The WCSD reform priorities identified in the Strategic Plan 2011-2012 dictate that district systems function aligned to building academic success through an exceptional educational experience and continuous improvement.	District State Reading/Math Criterion Reference Test (CRT) Trend Results District NV Writing Exam Trend Results District AYP (Adequate Yearly Progress) Designation School Improvement/Restructuring/ Turnaround Plan	The WCSD School Improvement Program Coordinator will build program capacity to promote school improvement aligned to district and state goals and initiatives, consulting with district and site leaders to effectively plan, monitor and evaluate the Washoe County School District School Improvement Plan (SIP) process including beginning of the year plans, biannual/end of the year reviews, informing teachers, administrators, parents and community about the Restructuring/ Turnaround process and expectations at the site level.	Teachers/Administrators will increase their knowledge and skills in using student data, to target interventions, connect curriculum, instruction and assessment, make informed decisions, build program capacity and sustainability to effectively support the school improvement process and will ensure that the 3% achievement target identified in the district's Pathways to Performance is met.	District Criterion Reference Test Scores District NV Writing Exam Scores District AYP Profile and Matrix (Red Cell) Monitoring of District Strategic Plan Goals and Pathway Performance Targets/ Indicators	WCSD School Improvement Program Coordinator(s) Data Analyst(s) Performance Director(s) Area Superintendent(s) School Administration School Instructional Staff Achievement Steering Committee Members	AMAO Status (February) NV Writing Exam (April) CRT (June/July) AYP Profile and Source Data (June/July) AYP Designations (August) On-going Weekly, Monthly and Quarterly Student Screening and Diagnostic Assessment Data (K Benchmark Portfolio, Developmental Reading Assessment, Measured Academic Progress, Benchmark Assessments.

Title II Needs Assessment and Evaluation Table			Program Component:		Contact Person:	
			School Improvement		Carol Pittsley	
Identified Needs)	Data to support need(s)	Proposed program to address need(s)	Measurable objectives	Data collection and analysis tool(s)	Person(s) responsible for data collection and analysis	Timeline or time periods of data collection
Resources and customized trainings are based on site needs that support continual data collection, effective data management and usage, analysis, reporting, evaluating impact of instructional strategies, response to intervention and alignment of curriculum and instruction to core content standards.	<p>State Reading/Math Criterion Reference Test Trend Results</p> <p>NV Writing Exam Trend Results</p> <p>Adequate Yearly Progress (AYP) Designations</p> <p>Nevada Comprehensive Curriculum Audit for Schools (NCCAT-S)</p> <p>Survey Data (Advisory & Supervisory and School Climate)</p> <p>Site-based/classroom assessments</p> <p>WCSD assessment data use matrix plan</p> <p>School Improvement/Restructuring/ Turnaround Plan</p> <p>Annual Measurable Achievement Objectives (AMAO) Status</p>	The WCSD School Improvement Program Coordinator will provide resources and customized training based on site needs that support continual data collection, effective data management and usage, analysis, reporting outcomes, evaluating impact of instruction, response to intervention strategies, facilitate training at the professional learning community (PLC) level, supporting administrators through the Annual Yearly Progress (AYP) appeal process, instructional coaching and professional learning of individual teachers and administrators as necessary.	The process of routine collaboration to effectively analyze results from standards aligned assessments, including state, local and classroom, using the results to refocus or modify instruction and reviewing the impact of instructional interventions will ensure that teachers are proficient at providing instructional support for student learning to meet the district's Pathway Performance Targets.	<p>School Criterion Reference Test Scores</p> <p>School NV Writing Exam Scores</p> <p>School AYP Profile and Matrix</p> <p>NCCAT-S Summary Report</p> <p>Mandatory Multi-Measures of the District Assessment Data Matrix (Benchmark Portfolio, Developmental Reading Assessment, Measured Academic Progress, Benchmark Assessment, Student Oral Proficiency Assessment, Curriculum-based measurement and student writing samples)</p>		SOPA (Student Oral Proficiency Assessment), CBM (curriculum-based measurement), student writing samples, Standards-Based Local Assessments, Running Records, Qualitative Spelling Inventory and teacher created

Title II Needs Assessment and Evaluation Table			Program Component:		Contact Person:	
			School Improvement		Carol Pittsley	
Identified Needs)	Data to support need(s)	Proposed program to address need(s)	Measurable objectives	Data collection and analysis tool(s)	Person(s) responsible for data collection and analysis	Timeline or time periods of data collection
Resources and customized trainings are based on site needs that support updated technical assistance of on-line systems to effectively evaluate school improvement planning and monitoring.	<p>School Improvement/Restructuring/ Turnaround Plan</p> <p>Nevada Comprehensive Curriculum Audit for Schools (NCCAT-S)</p> <p>Survey Data</p> <p>AYP Designations</p> <p>Annual Measurable Achievement Objectives (AMAO) Status</p>	The WCSD School Improvement Program Coordinator will provide updated technical assistance and training of on-line systems to implement a continuous process of feedback to plan, revise, monitor and effectively evaluate school improvement initiatives, conducting, facilitating a process for sites to complete the Nevada Comprehensive Curriculum Audit Tool for Schools (NCCAT-S), navigating/entering data into the Nevada Department of Education's (NDE) required web tool.		<p>Other Diagnostic and Screening Tools (Standards-Based Local Assessments, Running Records, Qualitative Spelling Inventory (QSI) and teacher created)</p> <p>Survey Results</p> <p>Administrative Observation and Evaluation notes</p> <p>Walk-Through Data (eWalk)</p> <p>AMAO Results</p>		Student Oral Proficiency Assessment (SOPA), Curriculum-based measurement (CBM), student writing samples, Standards-Based Local Assessments, Running Records, QSI and teacher created

Title II Needs Assessment and Evaluation Table			Program Component:		Contact Person:	
			Implementation Specialists		Sharon Appolloni	
Identified Need(s)	Data to support need(s)	Proposed program to address need(s)	Measurable objectives	Data collection and analysis tool(s)	Person(s) responsible for data collection and analysis	Timeline or time periods of data collection
Professional Development (PD) for Implementation Specialists and Teacher Leaders	Needs assessments School Improvement Plan goals Teacher surveys Research on instructional coaching Research on effective teaching	Monthly professional development opportunities Zone Professional Learning Communities (PLC) Site-based PLC's In-service classes Peer Coaching Walk-thru training Train-the-trainer opportunities Monthly Implementation Specialist Friday Forums	95% of Implementation Specialists and Teacher Leaders will indicate their confidence level increased over the year in the 4 Domains of teacher performance. 95% of Implementation Specialists and Teacher Leaders will indicate feeling adequately supported through professional learning opportunities	Formative assessments after each PD session Follow-up assessments of knowledge and skills implementation Summative assessments at end of year	Chief Academic Officer Office of School Performance UNR evaluation team Sharyn Appolloni	August, 2011 – June, 2012

Title II Needs Assessment and Evaluation Table			Program Component:		Contact Person:	
			Principals Training Program		Sue Denning & Sheila Meibergen	
Identified Need(s)	Data to support need(s)	Proposed program to address need(s)	Measurable objectives	Data collection and analysis tool(s)	Person(s) responsible for data collection and analysis	Timeline or time periods of data collection
Goal #1 (1) Increase the number and proportion of WCSD graduates in all ethnic and special populations. Support professional development for administrators to ensure effective practices aimed at increasing graduation rates and student achievement.	WCSD Graduation Data	Professional Development in the areas of Cultural Competency and Common Core State Standards delivered through Advisory & Supervisory monthly mtgs.	By June 2012, there will be a 3% increase in graduation rates for all students, and a 5% increase for students in minority, English Language Learners, and IEP subgroups. By June 2012, there will be a 1% decrease in dropout rates for all students and a 2% decrease for minority, English Language Learners and Individual Education Plan (IEP) subgroups.	WCSD and Nevada DOE graduation reports	Coordinator, Principals Training Program Office of Staff Development	June, 2012 graduation data reports and analysis
	WCSD Dropout Report			WCSD and Nevada DOE dropout reports		December, 2012 Dropout reports
Goal #1 (2) Increase capacity of leadership abilities in veteran principals by providing an updated , research based cohesive program that supports the complex work of site administrators	Principal and Area Superintendent feedback on use and implementation; feedback from National Institute of School Leadership (NISL) for quality control as they observe WCSD trainers	Train 12 WCSD administrators in the NISL Executive Development Program to become Trainers of the NISL program and then begin training cohorts of administrators	By June of 2012, Twelve Principals will receive training in the 18 month Executive Development Program of NISL (National Institute of School Leadership) in preparation of teaching NISL to other administrators	Attendance, homework assignments	Office of Staff Development	June, 2012

Title II Needs Assessment and Evaluation Table			Program Component:		Contact Person:	
			Principals Training Program		Sue Denning & Sheila Meibergen	
Identified Need(s)	Data to support need(s)	Proposed program to address need(s)	Measurable objectives	Data collection and analysis tool(s)	Person(s) responsible for data collection and analysis	Timeline or time periods of data collection
Provide required and optional coursework to improve knowledge needed to be successful on the job and provides for aspiring leaders and to equitably move through the principal pipeline	Individual professional development plans; attendance records; homework completion; certificates of completion	Under the umbrella of the Principal Training Program create the Leadership Academy and Summer Induction Institute to provide coursework that allows for participants access content in a variety of methods: face to face; online	By June 2012, all (100%) of aspiring leaders will have participated in Leadership Academy progressing through the pipeline coursework	Solutionware attendance records; Individual Professional Development Plans (IPDP)	Office of Staff Development	June, 2012
Provide support to new principals by providing coursework needed to complete their jobs successfully	Individual professional development plans; attendance records; homework completion; certificates of completion	hybrid model of both face-to-face & online; seminars, modules	100% of new principals will have participated in Leadership Academy coursework	Solutionware attendance records; IPDP	Office of Staff Development	June, 2012
Self-directed, inquiry based learning for administrators to deepen knowledge of effective leadership; mentoring for principals during induction years to increase leadership capacity and net-working with colleague	Solutionware records of attendance for study groups; IPDP; feedback from principals and area superintendents	Collegial learning networks such as principal networks; study groups; peer coaching and mentoring that create communities of practices and sources of ongoing support for problem solving	By June 2012, (50) principals will have participated in study groups or collegial networks (approx. 54%)	Applications for study group materials; Individual Professional Improvement Program (IPIP) credit; solutionware attendance records	Identified group leaders or facilitators; Office of Staff Development	June, 2012

Title II Needs Assessment and Evaluation Table			Program Component:		Contact Person:	
			Principals Training Program		Sue Denning & Sheila Meibergen	
Identified Need(s)	Data to support need(s)	Proposed program to address need(s)	Measurable objectives	Data collection and analysis tool(s)	Person(s) responsible for data collection and analysis	Timeline or time periods of data collection
WCSD has a need to attract and retain administrators representing a variety of minority groups reflective of our student demographics	WCSD Human Resources Department Data WCSD Student demographic data	Diversity Scholars Program: Support current minority employees in the program to complete educational leadership administration	Three candidates of 13 have already accomplished their degree; by June 2012, seven (7) more candidates will complete their administrative degree	Higher Education transcript; copy of State of Nevada license	Human Resources Department; Office of Staff Development	June, 2012
Provide mentoring and career counseling for diversity scholars	Reimbursement receipts for tuition and books costs	Monthly PLC (Professional Learning Community) meetings with Diversity Scholars to discuss equity and cultural competency	100% of Diversity Scholars will have had mentoring contact; participation in PLC	Mentor contact log; PLC attendance sheet	Office of Staff Development; Human Resources Department; Diversity Department	June, 2012
To develop quality instructional leaders, WCSD has a need to train and professionally develop all administrators in rolling out a K-12 Regional Model	WCSD Student Demographic Data Equity walkthrough data and feedback	Diversity and Equity Leadership Team (DELT); provide guidance and support through professional development In A&S meetings and other PD structures	By June 2012, all schools will have implemented various forms of cultural competency; i.e., book talks, study circles, equity walkthroughs, courageous conversations	Feedback from Area Superintendents on implementation; K12 Insight surveys	Diversity Equity Leadership Team	June, 2012

Title II Needs Assessment and Evaluation Table			Program Component:		Contact Person:	
			Principals Training Program		Sue Denning & Sheila Meibergen	
Identified Need(s)	Data to support need(s)	Proposed program to address need(s)	Measurable objectives	Data collection and analysis tool(s)	Person(s) responsible for data collection and analysis	Timeline or time periods of data collection
WCSD administrators are compelled to have an understanding of the common core state standards by 2014 - 15 as accountability assessments will measure students' progress accordingly	Timeline for Nevada Common Core State Standards Roll-Out	Advisory & Supervisory monthly Meetings; professional development provided by WCSD Curriculum and Instruction Department	100% of all schools will have received training and follow up professional development in CCSS (Common Core State Standards)	Feedback from Area Superintendents and Performance Directors on implementation in schools	Curriculum and Instruction Department	June, 2012

Title II Needs Assessment and Evaluation Table			Program Component:		Contact Person:	
			Online Professional Development		Sue Denning, OSD	
Identified Need(s)	Data to support need(s)	Proposed program to address need(s)	Measurable objectives	Data collection and analysis tool(s)	Person(s) responsible for data collection and analysis	Timeline or time periods of data collection
<p>Increase in availability of online professional development</p> <p>Increase in number of teachers who understand eLearning as a component of Professional Development courses</p>	<p>Unavailability of online professional development in many content areas.</p> <p>Few Professional Development courses include eLearning skills, tools and strategies</p>	<p>Train more online instructors by increasing online instructor courses in pedagogy and related eLearning skills, tools, and strategies</p> <p>Integration of eLearning into Professional Development course offerings</p>	<p>There will be a 20% increase in the number of staff enrolled in online courses during school year 2011-12.</p> <p>There will be a 100% increase in the number of instructors completing pedagogy training.</p> <p>There will be a 50% increase in the number of teachers receiving eLearning training /coaching in the Office of Staff Development (OSD) mini-lab</p>	<p>Online course feedback & inservice course evaluations</p> <p>Instructor online training course feedback & evaluation</p> <p>eLearning training/support feedback & evaluation</p>	<p>Online professional development course instructors</p> <p>Inservice department</p> <p>Online Learning Coordinator</p> <p>Office of Staff Development</p>	<p>Fall, 2011 & Spring, 2012</p>

Title II Needs Assessment and Evaluation Table			Program Component:		Contact Person:	
			Online Professional Development		Sue Denning, OSD	
Identified Need(s)	Data to support need(s)	Proposed program to address need(s)	Measurable objectives	Data collection and analysis tool(s)	Person(s) responsible for data collection and analysis	Timeline or time periods of data collection
Alignment of PD (Professional Development) standards & eLearning skills into district PD opportunities	PD courses may not be aligned to professional development and eLearning standards and these standards are not mapped to course content Some staff developers lack the requisite technical expertise to master online authoring	Alignment of eLearning skills, tools and strategies with PD standards Content development assistance provided to instructors of staff development courses and collegial groups	PD courses will be aligned to appropriate eLearning and PD standards. Instructors will receive consulting support for course design & creation	Alignment template created Document showing alignment of course objectives and standards. Log of instructors who receive consulting	Inservice Coordinator Staff Development Council Online Learning Coordinator	Fall, 2011 Spring, 2012
Migration to a new Learning Management System (LMS)	We need to ensure continuity of online learning platform before current AN-GEL Version 7.4 expires in 2012.	Participate in IT project team on LMS Migration to develop a rubric of required LMS criteria, evaluate available LMS options, and select the best one for PD & K12 online courses.	Task Force will create rubric of required LMS criteria and evaluate available LMS options. New LMS will be selected.	Rubric showing criteria will be used to evaluate LMS vendor presentations. Report of LMS Migration project team	IT Department LMS Migration Project team Online Learning Coordinator	Fall, 2011 Spring, 2012

Title III-Language Instruction for Limited English Proficient

Total Allocation for 2011-2012 Title III.....\$ 1,375,541*

*Used flat funding from FY11 - actual allocation will not be received until July, 2011

Indirect/Admin. Costs	\$ 19,000
LEP Teacher Assistants, Aides and Clerk Salaries.....	\$600,535
Benefits	\$426,485
Summer School tuition.....	\$15,000
Social Work Services.....	\$10,000
Parent Involvement.....	\$8,000
ELL Endorsement tuition.....	\$43,740

Title III funds help to provide supplementary support for English language learners (ELLs). These funds, combined with Title II and District monies, provide ELLs in Washoe County School District additional opportunities to meet the goals identified in “*Envision WCSD 2015*” Strategic Plan. “Deliver High Quality Differentiated Instruction” is goal number 1.2 and these funds assist schools in providing all students with extensive opportunities, challenges, and support in achieving continuous academic success and improve student achievement, increase teacher effectiveness and parent involvement. Six elementary, middle and high schools will receive SIOP professional development for full staff implementation. SIOP for Administrators will be offered to provide principals with the tools to assist them in observation and feedback data with follow-up coaching.

Goals for 2011-2012 Programming:

- Provide all students with extensive opportunities, challenges, and support in achieving continuous academic success.
 - Instruction for English Language Learners will be responsive to the needs of students and based on the national framework for High-Quality English Language Proficiency Standards and Assessment. Its impact will be measured by student achievement data.
- Title III funds will provide 30 ELL aides and assistants in 21 elementary, middle and high schools. The additional staff at the schools provides support for teachers and students by offering opportunities for small group instruction, one-on-one tutoring and in-

terpreting when necessary. Professional development will be offered throughout the year to the paraprofessionals ensuring they too have the knowledge and strategies for supporting ELLs.

- These funds enable the District to further support the ELLs in the District by providing training for content area and classroom teachers in strategies to instruct their ELLs. Differentiated instruction techniques provide staff at schools an opportunity to increase knowledge of expected classroom practices and responsible inclusion programs for students learning English.
- WCSD has selected two research based models: Guided Language Acquisition Design (GLAD) and Sheltered Instruction Observation Protocol (SIOP), for staff development to ensure teachers know and use successfully proven strategies to instruct their students. These models have been tried and found to be successful in helping ELLs achieve language and academic success. Title I and II funds provide GLAD trainers and coupled with Title III funds, a SIOP trainer provides the SIOP professional development for the District.
- Summer School tuition offers the opportunity for 100 English language learners, in high school, to enroll in courses for credit recovery allowing them to graduate in a timely manner. Moreover, the students are able to spend an extended time focused on one class at a time, enabling them to successfully complete a core content area course required for graduation. Eighty-four percent of students earned credit during the 2010 summer school term. Historically, 50% of general education students earn credit during summer school session.
- Immigrant children face many challenges for which a Social Worker has the skills and expertise to locate resources that assist the students. Title III monies provide these services for one high school. The Social Worker supervises one UNR Intern providing extra assistance at no cost to the school district.
- These Title III funds provide resources to continue, and expand, opportunities for parents of English language learners to be involved in the education process of their children. Classes for parents to either learn English, or increase their English skills, are always in high demand.
- Teachers and administrators interested in earning their ELL Endorsement apply to join an ELL Cohort to take four graduate level courses required for the endorsement. An ELL Endorsement provides a deeper understanding of second language acquisition enabling staff to understand and therefore better meet the needs of their English language learners.

Title III Needs Assessment and Evaluation Table			Program Component:		Contact Person:	
			Language Instruction for Limited English Proficient		Mary Ann Robinson	
Identified Need (s)	Data to Support need (s)	Proposed program to address need(s)	Measurable objectives	Data collection and analysis tool(s)	Person(s) responsible for data collection and analysis	Timeline or time periods of data collection
Sheltered Instruction Observation Protocol (SIOP) Professional development for content area teachers in elementary, middle and high schools.	Strategic Planning 1.2.8.	SIOP Trainer for "Training of Trainers" for 13 SIOP Cohorts, whole school training, modeling and follow-up.	Increase in SIOP implementation practices.	Protocol walk-thru collected quarterly at 10 participating schools.	SIOP District Trainer ELL/WL Coordinator	August 2010 – June 2011
Structured English language development program for elementary English language learners (ELL) (Avenues) Every ELL speaking and writing at paragraph level by third grade.	CRT Results AMAO Results 31% of the schools in WCSD met the Annual Measurable Achievement Objectives (AMAO). 39% of Elementary LEP met the Reading goal for AYP. 49% of Elementary LEP	Funding 30 ELL Assistants & Aides to support classroom teachers and ELL teachers in 21 schools.	Increase ELLs scores on ELPA, CRTs and HSPE.	ELPA, CRT & HSPE Scores.	SIOP Trainer ELL/World Lang. Coordinator PPA&A Staff	Spring 2011

Title III Needs Assessment and Evaluation Table			Program Component:		Contact Person:	
			Language Instruction for Limited English Proficient		Mary Ann Robinson	
Identified Need (s)	Data to Support need (s)	Proposed program to address need(s)	Measurable objectives	Data collection and analysis tool(s)	Person(s) responsible for data collection and analysis	Timeline or time periods of data collection
	<p>met the Math goal for AYP. 52% of Middle LEP met the Reading goal for AYP.</p> <p>55% of Middle School LEP met the Math goal for AYP.</p> <p>82% of High School LEP met the Reading goal for the HSPE.</p> <p>62% of High School LEP met the Math goal for the HSPE.</p>					

Title VII- American Indian and Alaska Native Education

Allocation for 2011-2012 Title VII:	\$259,094
Indirect/Admin:	\$11,335
Coordinator salary and benefits:	\$80,973
After School Programs at 3 targeted schools:	\$ 79,168
Paiute Language Classes at 3 targeted schools:	\$53,628
Other Student Programming:	
Academic Advising Consultant:	\$18,000
Student/Family Events:	\$2,400
Youth Conferences:	\$2,400
Tuition Waivers:	\$2,000
Test Fee Payments:	\$1,000
Professional Development:	\$3,850
Program Costs:	\$4,340

Goals for 2011-2012 Programming:

- Improve student achievement by providing enrichment and remedial opportunities and an academic support system for American Indian and Alaska Native students across grade levels throughout the district;
- Provide cultural enrichment opportunities for students and families in schools and tribal communities;
- Increase opportunities for parents to be involved with their children’s education by providing family activities, parent trainings, and opportunities to participate in state Indian Education conferences; and
- Continue to provide open lines of communication between the District and Reno Sparks Indian Colony, Pyramid Lake Paiute Tribe, and Nevada Urban Indians
- Continue to build partnership between other tribal organizations in Washoe County: Intertribal Council of Nevada and International Health Board of Nevada.

Title VII Needs Assessment and Evaluation Table			Program Component		Contact Person:	
			American Indian & Alaska Native Education		Lynn Manning	
Identified Needs	Data to Support Needs	Proposed Program Activities to Address Needs	Expected Goals, with Measurable Objectives	Data Collection and Analysis tool(s)	Person(s) responsible	Timeline
Personnel Salary & Benefits	Federal & State Law/Compliance/ Regulations AYP Data	Program Coordinator (1.0 FTE)	Meet all Federal and State mandates and reports in a timely and accurate manner.	Annual evaluation	Dropout Prevention Coordinator	Annual
Elementary After School Programs	AYP Data	After School Programs at 3 elementary schools that serve American Indian and Alaska Native students who reside on or near the Reno-Sparks Indian Colony, Hungry Valley Community, and Pyramid Lake Paiute Reservation. Certified Hourly Teachers, academic materials, nutrition, and transportation.	Increased student achievement per pre- and post- assessment data.	Pre- and post-tests Formative assessments in ELA and Math	Title VII Coordinator Classroom teachers	Quarterly

Title VII Needs Assessment and Evaluation Table			Program Component		Contact Person:	
			American Indian & Alaska Native Education		Lynn Manning	
Identified Needs	Data to Support Needs	Proposed Program Activities to Address Needs	Expected Goals, with Measurable Objectives	Data Collection and Analysis tool(s)	Person(s) responsible	Timeline
Paiute Language Classes	Student and Community Surveys, Parent Advisory Committee.	Paiute Language Classes at 3 high schools: One that serves students coming from the Hungry Valley Community (RSIC), one that serves students coming from the Pyramid Lake Paiute Reservation, and one that serves urban students. Paiute Language Consultants, Certified Hourly Teachers, academic materials.	Increased student achievement per pre- and post- assessment data, Meet the unique cultural and educational needs of American Indian and Alaska Native students.	Pre- and post-tests Formative assessments for Paiute Language (oral and written)	Paiute instructors Title VII Coordinator	Semester basis
Academic Advising	AYP Data, Student and Community Surveys.	Contract with Nevada Urban Indians to provide academic advising services to eligible American Indian and Alaska Native	Increased student achievement, attendance, and graduation rates per pre- and post-assessment data.	Attendance Discipline Credits earned	Case Managers Title VII Coordinator	Quarterly

Title VII Needs Assessment and Evaluation Table			Program Component		Contact Person:	
			American Indian & Alaska Native Education		Lynn Manning	
Identified Needs	Data to Support Needs	Proposed Program Activities to Address Needs	Expected Goals, with Measurable Objectives	Data Collection and Analysis tool(s)	Person(s) responsible	Timeline
		high school students in Reno-Sparks.				
Student/Family Events Youth Conferences	Federal guidelines, Student and Community Surveys.	Youth conferences, family events featuring activities that will meet the unique cultural and academic needs of American Indian and Alaska Native students, parental involvement trainings and development opportunities.	Increased student achievement per pre- and post-assessment data. Meet the unique cultural and educational needs of American Indian and Alaska Native students.	Student and community surveys	Title VII Coordinator	Annual
Tuition Waivers Test Fee Payments	AYP Data, Student and Community Surveys.	Supplemental Credit Fee Waivers and ACT/SAT Test Fee Payments.	Increased student achievement per pre- and post-assessment data. Increase student access to post-secondary education.	Test scores (pass fail) Number of AP tests administered	Title VII Coordinator	Annual

Title VII Needs Assessment and Evaluation Table			Program Component		Contact Person:	
			American Indian & Alaska Native Education		Lynn Manning	
Identified Needs	Data to Support Needs	Proposed Program Activities to Address Needs	Expected Goals, with Measurable Objectives	Data Collection and Analysis tool(s)	Person(s) responsible	Timeline
Professional Development	Federal Law/Compliance/Regulation	National Indian Education Conference, Nevada Indian Education Summit (Coordinator, teachers, consultants, and parents).	High quality preparation.	Attendance to conference	Title VII Coordinator	Annual
Program Costs	Federal Law/Compliance/Regulation	Office supplies, mileage, phone, postage.	N/A	N/A	N/A	N/A
WCSD Indirect/Admin	State & District Policies	District Costs to Administer (3.54% Indirect, 1.0% SFPD).	N/A	N/A	N/A	N/A

