

Washoe County School District



School Improvement Process Guide 2011-2012



Washoe County School District 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.

Washoe County School District 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 21st century.

Washoe County School Improvement Process Guide

The following guide was prepared to support schools in completing the Washoe County School District School Improvement Plan web template at <http://www.washoesip.org/index.html>.

For a deeper understanding of the school improvement process refer to the Washoe County School District Strategic Plan at <http://www.washoe.k12.nv.us> or consult the Nevada Department of Education SAGE (Student Achievement Gap Elimination) Process Guide to School Improvement, available through the Nevada Department of Education, Instructional, Research & Evaluative Services (IRE), School Improvement (SI) or online at http://nde.doe.nv.gov/SI_SAGE_Guidebook.htm.

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Washoe County School Improvement Process Guide

Introduction

“The combination of three concepts constitutes the foundation for positive improvement results: meaningful teamwork; clear, measurable goals; and the regular collection and analysis of performance data.”

Mike Schmoker - *Results: the Key to Continuous School Improvement* (1999)

Washoe County School District’s Strategic Plan is the guiding force behind the school improvement process and is to be implemented by all schools to enhance higher levels of student achievement for every student, every day, to graduation.

The core beliefs of the Washoe County School District as defined in the Strategic Plan are as follows:

We believe

- 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.

In order for all WCSD students to achieve at high levels of success and understanding, the following characteristics of high performing schools should be present in each of our schools:

- Student achievement is the number one priority and is shared by everyone in the school community. High expectations for student achievement for ALL students are communicated by everyone in the school community in visible concrete ways. (EdSource, 2006);
- A coherent standards-based instructional program is being implemented in every classroom to create school-wide instructional consistency within grades and curriculum alignment grade-to-grade (EdSource, 2006);
- A progress monitoring system is in place for all students and can be done on a daily, weekly, monthly, and/or biannual basis. The essence of this system is that teachers need different information in different forms at different times to do their jobs effectively and meet student needs (Stiggins, 2006);
- A balanced assessment system is in place and the data is used to improve student achievement and instruction, e.g., common assessments, benchmark tests, end-of-course exams, monthly/biannual formative and summative assessments. Teachers and staff have a full understanding of the crucial distinctions between assessment *of* learning and assessment *for* learning (Stiggins, 2006);
- Response to Intervention (RTI) protocols will be used to identify and address the educational needs of at-risk students;

- Professional development for teachers is job-embedded and focuses on student achievement through literacy, numeracy, content knowledge, assessment and data analysis to modify/plan differentiated instruction, effective strategies for LEP, special education and gifted students;
- Resources are aligned to ensure all students' needs are met (Ed Source Report, 2006).

WCSD Leadership believes the best way to close the achievement gap and attain high achievement for all students is for every school to utilize a model of continuous improvement that includes communities of collaboration, culturally competent staff and by building partnerships with parents and families. The district has also chosen to establish a path of effective and innovative reform that will provide the very best education to every student. This is reflected in the Vision, Mission, Core Belief statements and outlined in the *Pathways to College and Career Readiness* for system-wide performance expectations to ensure quality teaching and learning.

A school improvement plan (SIP) should be the guiding document for how a school will focus its time, energy and resources on improving student learning. The plan is representative of a cyclical, collaborative process that is grounded in data and that evolves and changes according to the needs of the school and its students. In order to comply with federal and state legislation, all WCSD schools must submit a school improvement plan or a revised plan to the district by November 1 of each school year. In addition, all schools that are identified as being "In Need of Improvement" must complete a school improvement plan within three months of designation and participate in a peer review process as established by the Nevada State Board of Education.

On-going intellectually engaging educational conversations and dialogues between and among all staff should be data-driven at every school and are expected to be focused on the following Nevada Department of Education, Nevada Comprehensive Curriculum Audit Tool for Schools (NCCAT-S) indicators:

NCCAT-S Curriculum and Instruction Indicators:

- 1.1 All instructional staff members implement a curriculum that is aligned with state standards.
- 1.2 All instructional staff members deliver the standards-based curriculum to all students.
- 1.3 All instructional staff members use effective instructional strategies to meet the learning needs of all students.
- 1.4 All instructional staff members routinely collaborate to review the impact of instructional strategies and to modify instruction accordingly.
- 1.5 All instructional staff members analyze results from available assessments, including state and local, and use the results to refocus or modify instruction at the school and classroom levels to ensure that all students meet or exceed proficiency.
- 1.6 All instructional staff members provide students with additional instruction and intervention as needed to improve student achievement.
- 1.7 All instructional staff members use instructional materials that meet the identified needs of all students.
- 1.8 The school implements an equitable code of conduct to create an environment conducive to teaching and learning.
- 1.9 School-parent partnerships are primarily focused on student achievement.

NCCAT-S Assessment and Accountability Indicators:

- 2.1 All instructional staff members use classroom assessments aligned to state content standards.
- 2.2 All instructional staff members develop unit/lesson plans based on student assessment results and adjust instruction accordingly.

- 2.3 All instructional staff members use progress monitoring, grading, and/or reporting procedures that are standards-based to inform students and parents of student academic progress.
- 2.4 All instructional staff members provide specific and timely feedback to students on an ongoing basis, and students use the feedback to improve their performance.

NCCAT-S Leadership Indicators:

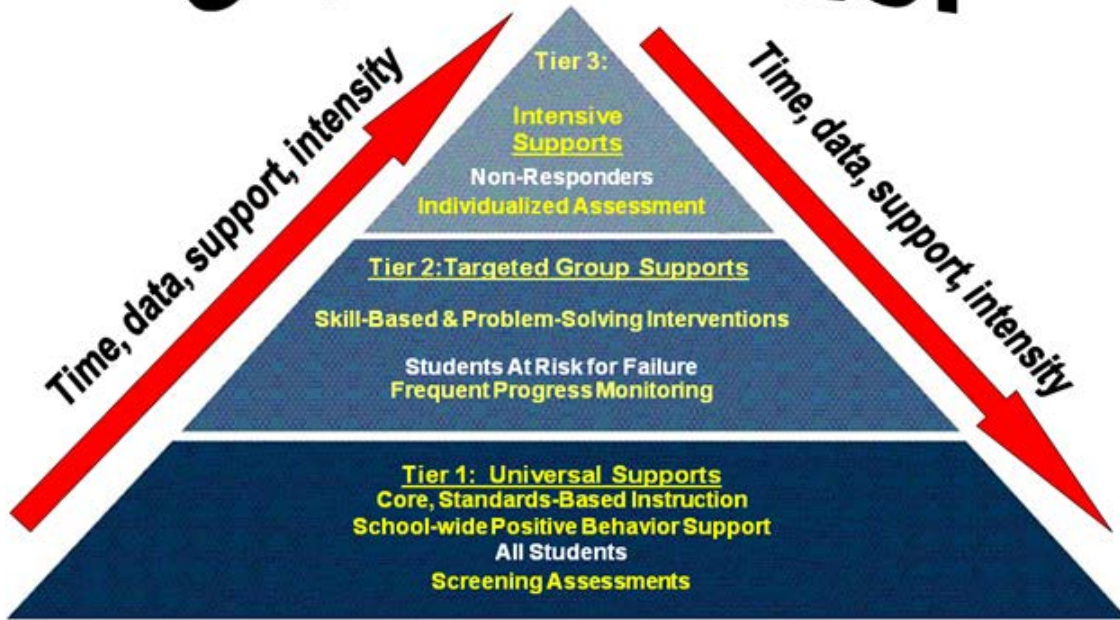
- 3.1 School leadership develops and communicates a clear, shared vision and mission.
- 3.2 School leadership focuses the entire school community on school improvement.
- 3.3 School leadership focuses on improving and supporting effective instruction.
- 3.4 School leadership systematically monitors and evaluates the effectiveness of instruction.
- 3.5 School leadership allocates the resources necessary to increase student achievement.
- 3.6 School leadership ensures the effective use of instructional time.
- 3.7 School leadership ensures that all professional development is focused on improving student achievement.

This process guide makes some assumptions about activities in which the school has already engaged regarding school improvement.

Assumptions:

1. The school is evolving as a professional learning community (PLC) using shared leadership as it monitors the implementation of the improvement plan on a regular basis and recommends modifications to the plan based on the review of the most recent data in the selected areas of improvement (e.g., data information from assessments in literacy, math and other content areas.)
2. Regular PLC sessions are accountable for vertical and horizontal alignment of curriculum and instruction with the goals of the improvement plan.
3. Professional development for staff is based on multiple measures of assessment data to meet staff needs and to improve student achievement and instruction.
4. The school improvement plan is comprehensive and its main focus is on improving instruction and increasing student achievement.
5. The response to intervention (RTI) and positive behavioral support (PBS) frameworks at the school include the essential elements of scientific, research-based instruction and interventions in general education; monitoring and measurement of student progress in response to the instruction and interventions; and use of these measures of student progress to shape instruction and decisions while integrating assessment and intervention to maximize student achievement and to reduce behavior problems as outline in the illustration below. The Washoe County School District Response to Intervention Implementation Manuals and monitoring forms are available at <http://www.washoe.k12.nv.us/rti/forms.htm>.

3-Tier Model



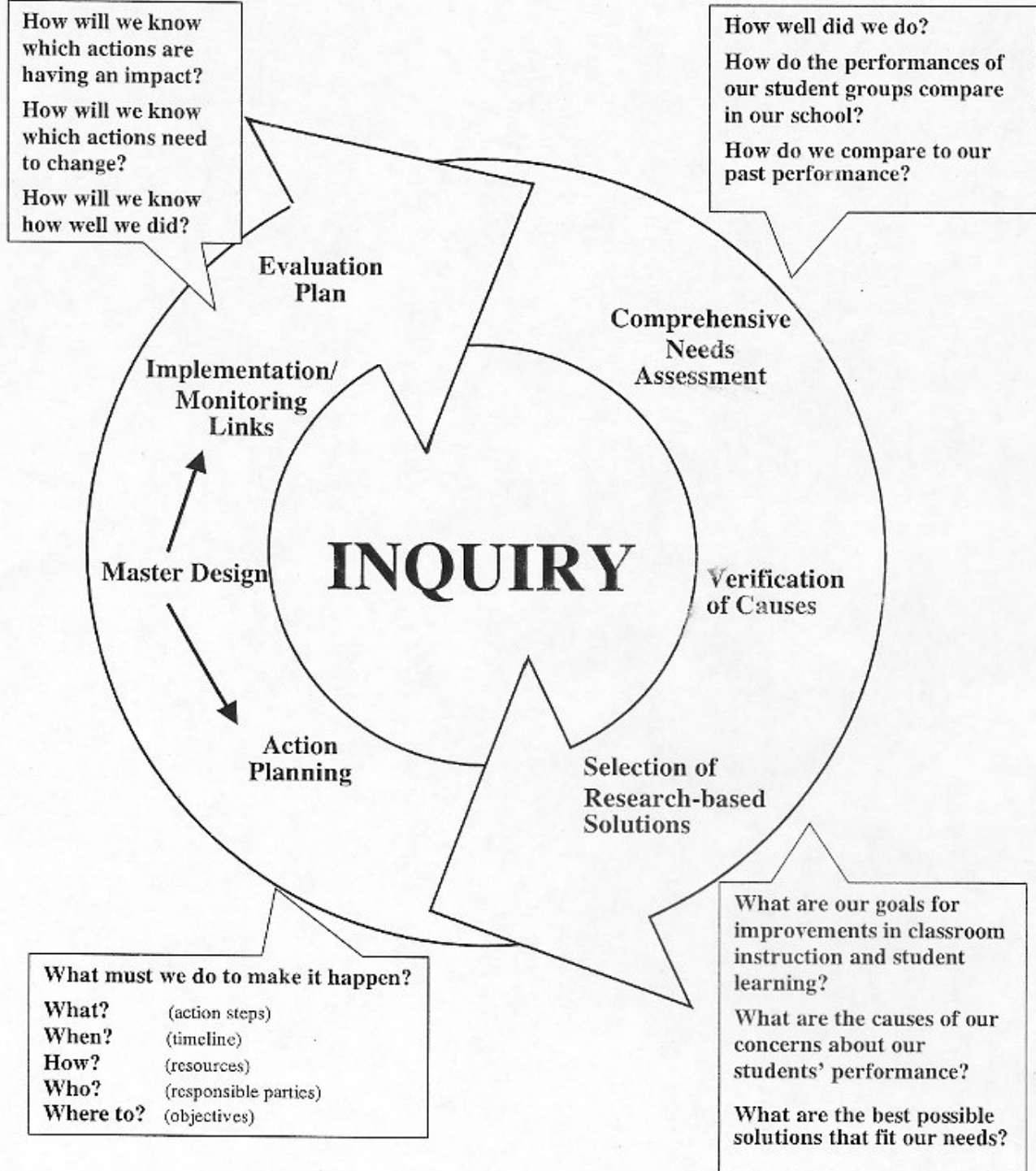
(Adapted From PA Training and Technical Assistance Network, 2005)

The school improvement planning process as outlined in this guide is central to achieving the mission and vision of Washoe County School District. It is intended to be cyclical and to help promote an ongoing climate of school improvement based on data, collaborative inquiry and shared/supportive leadership in professional learning communities (PLC).

In essence, the process follows the basic dimensions of a cycle of continuous improvement as outlined in the illustration below.

- Comprehensive needs assessment of all dimensions of school success
- Inquiry process identifying possible causes for or barriers to student success
- Master plan design consisting of complete action steps to improve student achievement in the determined area(s) of need
- Implementation, monitoring and evaluation of the school improvement plan
- Repetition of the process to review and revise as needed

School Improvement Planning Cycle



From: Nevada Department of Education *SAGE School Improvement Guidebook 2007*

Once a plan is implemented, the inquiry process will continue to repeat itself supported by the RTI framework throughout the school year as the school regularly looks at new data generated and adjusts the school improvement plan accordingly. School improvement plans must be both dynamic and meaningful if they are to truly guide the school's improvement efforts throughout the year. It is, therefore, expected that on-going monitoring resulting in responsive change(s) in the course of the school improvement planning process will take place as each school reacts to the outcomes of the formative assessment data as it is gathered and analyzed throughout the year. Studies have shown that effective planning, monitoring and implementation of school improvement plans are associated with improved student achievement for all students.

The need for review and revision of a current plan will be determined following evaluation of the success of the previous school plan as determined by student achievement summative data. As part of each school's action plan development, on-going or anticipated action steps and activities will be aligned to the Washoe County School District Strategic Plan Goals.

Continuous improvement development that is closely aligned to district goals and objectives and that is coherent, cohesive, and comprehensive in nature includes:

- 1) Development of professional learning communities in each school and site in staff collaborative planning time at least two times a month within the monthly schedule
- 2) Development of a Response to Intervention (RTI) model at each site that provides support to students who are not making benchmark proficiency in core content areas
- 3) Development of expertise in the use of the continuous improvement model, most specifically, learning all aspects of data-driven decision making and the use of a balanced assessment system to determine student success rates and needs for instructional changes and /or academic interventions
- 4) Continued concentrated implementation of the pacing guides and adopted comprehensive instructional programs (e.g., Houghton Mifflin and Everyday Math) with attention to necessary alignment with state standards and assessments and defined focus on all other important content areas
- 5) Writing across the curriculum as a means of processing information as well as demonstrating knowledge and understanding and developing writing skills
- 6) Layering literacy skills and strategies across all curricula and content areas
- 7) Increased flexibility in scheduling instructional minutes during the school day as well as utilizing before/after school, intersession, summer school, and other additional times in order to allow multiple opportunities and extra support for students to learn standards in all subject areas
- 8) Use of "walkthroughs" as a tool for instructional leadership
- 9) Infusion of the inquiry process into all curricular areas
- 10) Increased use of responsible inclusion for students with disabilities
- 11) Use of targeted teaching strategies such as SIOP, GLAD, or BELLS along with teaching strategies in adopted district programs to enhance all aspects of language acquisition and literacy development for English language learners
- 12) Assistance with character development of all students through content and strategies infused into all subject areas, events, and activities
- 13) Use of culturally competent, responsive teaching strategies to ensure all students will learn rigorous, relevant curriculum as well as establish supportive relationships with their teachers so that all students are positively connected to their schools
- 14) Assurance that the school culture is one that is safe and respectful and "Family Friendly" where students and families feel welcomed and valued and where warm and caring relationships with students and their families are expected and demonstrated. For further information, see Washoe

County School District Website at <http://www.washoe.k12.nv.us/misc/pdf/familyfriendlysg-website.pdf> or refer to the NEA Family, School, and Community Partnership materials by WEA. Additionally, NEA's KEYS materials will provide you with parent satisfaction surveys. For more information on KEYS and Family, School, Community Partnership materials, contact WEA's Elaine Lancaster ellancaster@washoe.k12.nv.us or at 828-3025.

Writing the school improvement plan is the first step in an ongoing journey to achieving educational excellence and equity for every student, every day, to graduation. Working together and supporting each other as colleagues is critical in this effort. WCSD Leadership is confident that the result of all of our collective efforts will be higher levels of student achievement for ALL students in Washoe County School District.

A Safe & Orderly Environment
Academic Success for All Students
Citizenship Development for Our Democracy
Problem-Solving Skills for Today & the Future
A Commitment to Continuous Improvement
A Community Atmosphere of Compassion & Collaboration

Six Essential Foundations of School Improvement

In addition to using data and following a school improvement process that is focused on increasing student learning, schools are most successful when they also remember to take into consideration the following six foundations of school improvement on a consistent basis:

- 1. *Establish a Governance Structure for the School Improvement Plan (SIP).*** Create a clear and shared focus for the school community and insist upon high standards and expectations for student success. Establish a(n) SIP/leadership team at the school site that consists of teachers, administrators, other school personnel, and parents who will focus on school improvement planning, implementation, monitoring, and evaluation. All populations at the school (LEP students, IEP students, ethnic groups, etc.) should be represented. This type of management team will increase collaboration, accountability, and leadership among teachers. Note: Procedures for selecting and orientating new members should be established and instituted prior to first annual revision.
- 2. *Agree to a Decision-Making Process for School Improvement.*** The SIP Team must establish a system or process for how it will make decisions about the school's improvement efforts. There are many ways to make decisions, whether by consensus, majority, or two-thirds vote—to name a few. The specific method is less important, but everyone must understand and be comfortable with the way upon which it is agreed.
- 3. *Facilitate Teacher Collaboration. Establish Regularly Scheduled Time to Plan, Monitor, and Evaluate.*** The SIP Team should establish regular planning time to conduct school improvement business. In addition, the school should build in time for staff to make sure school improvement activities occur in a timely, meaningful manner, as well as to monitor plan implementation and support ongoing professional development. For example, classroom teachers may meet in their content/grade level PLC groups twice a month and members from those groups can share findings and perceived needs/improvements via the SIP Team meetings.
- 4. *Encourage Team Building.*** Teams and schools often underestimate the need to develop and sustain themselves as teams and the work required to do so. When a team runs smoothly, members can concentrate on their primary goal of improving student learning. Maintaining an inclusive and common understanding and commitment to the goal of school improvement is vital for successful teamwork.
- 5. *Communicate with Staff and the School Community about School Improvement.*** Communication is central to school improvement efforts. Open communication encourages team building; helps prepare people for change; informs staff, parents, and the community about the school improvement effort and how it will be implemented; and identifies people's roles in these efforts. The SIP Team must develop a system to keep the entire staff and community informed and involved throughout the entire process and to ensure them that decisions made will be in the best interests of the school as a whole.
- 6. *Plan for and Manage Change.*** School improvement is change. Initial resistance to change in schools is predictable, but it is also manageable if the school anticipates the changes and plans for helping and supporting the school community in understanding and making the necessary transitions as well as the reasons for the needed changes.

**Nevada Department of Education/Washoe County School District
School Improvement Timeline and Activities 2011-2012**

School Identification	2011-12 Requirements: Title I Schools	2011-12 Requirements: Non-Title I Schools
All Achieving Schools and Watch List	School Improvement Planning (SIP) and Performance Monitoring –SAGE Process (September through June) <ul style="list-style-type: none"> • Prior to October 11th SIP Peer Review • November 1st SIP due to WCSD • December 15th SIP due to NDE • January/February SIP Mid-Year Monitoring • June SIP End of Year Analysis 	School Improvement Planning (SIP) and Performance Monitoring –SAGE Process (September through June) <ul style="list-style-type: none"> • November 1st SIP due to WCSD • December 15th SIP due to NDE • January/February SIP Mid-Year Monitoring • June SIP End of Year Analysis
Year 1 & Year 1 Hold: In Need of Improvement	School Improvement Planning (SIP) and Performance Monitoring –SAGE Process (September through June) <ul style="list-style-type: none"> • Prior to October 11th SIP Peer Review • November 1st SIP due to WCSD • December 15th SIP due to NDE • January/February SIP Mid-Year Monitoring • June SIP End of Year Analysis Parent Notifications of Designation -14 days before 1 st day of school <ul style="list-style-type: none"> • On or Before August 1st School Choice WCSD ensures Technical Assistance (TA)	School Improvement Planning (SIP) and Performance Monitoring –SAGE Process (September through June) <ul style="list-style-type: none"> • November 1st SIP due to WCSD • December 15th SIP due to NDE • January/February SIP Mid-Year Monitoring • June SIP End of Year Analysis Parent Notifications of Designation -14 days before 1 st day of school <ul style="list-style-type: none"> • On or Before August 1st WCSD ensures Technical Assistance (TA)
Year 2 & Year 2 Hold: In Need of Improvement	School Improvement Planning (SIP) and Performance Monitoring –SAGE Process (September through June) <ul style="list-style-type: none"> • Prior to October 11th SIP Peer Review • November 1st SIP due to WCSD • December 15th SIP due to NDE • January/February SIP Mid-Year Monitoring • June SIP End of Year Analysis Parent Notifications of Designation -14 days before	School Improvement Planning (SIP) and Performance Monitoring –SAGE Process (September through June) <ul style="list-style-type: none"> • November 1st SIP due to WCSD • December 15th SIP due to NDE • January/February SIP Mid-Year Monitoring • June SIP End of Year Analysis Parent Notifications of Designation -14 days before 1 st day of school

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	<p>1st day of school</p> <ul style="list-style-type: none"> On or Before August 1st <p>School Choice Supplemental Education Services (SES) WCSD ensures Technical Assistance (TA)</p>	<ul style="list-style-type: none"> On or Before August 1st <p>WCSD ensures Technical Assistance (TA)</p>
<p>Year 3 & Year 3 Hold: Corrective Action (CA)</p>	<p>School Improvement Planning (SIP) and Performance Monitoring –SAGE Process (September through June)</p> <ul style="list-style-type: none"> Prior to October 11th SIP Peer Review November 1st SIP due to WCSD December 15th SIP due to NDE January/February SIP Mid-Year Monitoring June SIP End of Year Analysis <p>Parent Notifications of Designation -14 days before 1st day of school</p> <ul style="list-style-type: none"> On or Before August 1st <p>WCSD ensures Technical Assistance (TA) School Choice Supplemental Education Services (SES) WCSD/School conducts Nevada Comprehensive Curriculum Audit Tool for Schools (NCCAT-S)</p> <ul style="list-style-type: none"> May 15th NCCAT-S due to WCSD <p>WCSD submits NCCAT-S Summary Report to NDE (June 30) WCSD submits Differentiated Consequences & Supports proposal, as informed by the results of the YR 3 NCCAT-S, to NDE (June 30)</p>	<p>School Improvement Planning (SIP) and Performance Monitoring –SAGE Process (September through June)</p> <ul style="list-style-type: none"> November 1st SIP due to WCSD December 15th SIP due to NDE January/February SIP Mid-Year Monitoring June SIP End of Year Analysis <p>Parent Notifications of Designation -14 days before 1st day of school</p> <ul style="list-style-type: none"> On or Before August 1st <p>WCSD ensures Technical Assistance (TA) WCSD/School conducts Nevada Comprehensive Curriculum Audit Tool for Schools (NCCAT-S)</p> <ul style="list-style-type: none"> May 15th NCCAT-S due to WCSD <p>WCSD submits NCCAT-S Summary Report to NDE (June 30) WCSD submits Differentiated Consequences & Supports proposal, as informed by the results of the YR 3 NCCAT-S, to NDE (June 30)</p>
<p>Year 4 & Year 4 Hold: Planning for Restructuring</p>	<p>School Improvement Planning (SIP) and Performance Monitoring –SAGE Process (September through June)</p> <ul style="list-style-type: none"> Prior to October 11th SIP Peer Review November 1st SIP due to WCSD December 15th SIP due to NDE January/February SIP Mid-Year Monitoring June SIP End of Year Analysis <p>Parent Notifications of Designation -14 days before 1st day of school</p> <ul style="list-style-type: none"> On or Before August 1st 	<p>School Improvement Planning (SIP) and Performance Monitoring –SAGE Process (September through June)</p> <ul style="list-style-type: none"> November 1st SIP due to WCSD December 15th SIP due to NDE January/February SIP Mid-Year Monitoring June SIP End of Year Analysis <p>Parent Notifications of Designation -14 days before 1st day of school</p> <ul style="list-style-type: none"> On or Before August 1st <p>WCSD ensures Technical Assistance (TA) WCSD/School conducts/revisits Nevada</p>

	<p>WCSD ensures Technical Assistance (TA) School Choice Supplemental Education Services (SES) WCSD/School conducts/revisits Nevada Comprehensive Curriculum Audit Tool for Schools (NCCAT-S)</p> <ul style="list-style-type: none"> • May 15th NCCAT-S due to WCSD <p>WCSD submits NCCAT-S Summary Report to NDE (June 30) School provides notice to teachers/parents to provide comment on or participate in the development process of the Restructuring Plan WCSD oversees development of the Restructuring Plan, informed by the NCCAT-S, to carry out Alternative Governance Restructuring Plan due to WCSD late May for Board approval WCSD Submits Restructuring Plan to NDE (June 30) WCSD submits Differentiated Consequences & Supports proposal, as informed by the results of the NCCAT-S, to NDE (June 30)</p>	<p>Comprehensive Curriculum Audit Tool for Schools (NCCAT-S)</p> <ul style="list-style-type: none"> • May 15th NCCAT-S due to WCSD <p>WCSD submits NCCAT-S Summary Report to NDE (June 30) School provides notice to teachers/parents to provide comment on or participate in the development process of the Restructuring Plan WCSD oversees development of the Restructuring Plan, informed by the NCCAT-S, to carry out Alternative Governance Turnaround Plan due to WCSD late May for Board approval WCSD Submits Turnaround Plan to NDE (June 30) WCSD submits Differentiated Consequences & Supports proposal, as informed by the results of the NCCAT-S, to NDE (June 30)</p>
<p>Year 5, Year 5 Hold & Beyond: Restructuring</p>	<p>WCSD implements Restructuring Plan, carries out selected Alternative Governance WCSD implements approved Differentiated Consequences/Supports Parent Notifications of Designation -14 days before 1st day of school</p> <ul style="list-style-type: none"> • On or Before August 1st <p>WCSD ensures Technical Assistance (TA) School Choice Supplemental Education Services (SES) WCSD/School conducts/revisits Nevada Comprehensive Curriculum Audit Tool for Schools (NCCAT-S)</p> <ul style="list-style-type: none"> • May 15th NCCAT-S due to WCSD <p>WCSD submits NCCAT-S Summary Report to NDE (June 30) School provides notice to teachers/parents to provide comment on or participate in the implementation process of the Restructuring Plan WCSD revises/updates Restructuring Plan, as informed by the NCCAT-S</p> <ul style="list-style-type: none"> • January 31 WCSD/NDE Mid-Year Monitoring of the Restructuring Plan implementation <p>Restructuring Plan due to WCSD late May for Board approval</p>	<p>WCSD implements Turnaround Plan, carries out selected Alternative Governance WCSD implements approved Differentiated Consequences/Supports Parent Notifications of Designation -14 days before 1st day of school</p> <ul style="list-style-type: none"> • On or Before August 1st <p>WCSD ensures Technical Assistance (TA) WCSD/School conducts/revisits Nevada Comprehensive Curriculum Audit Tool for Schools (NCCAT-S)</p> <ul style="list-style-type: none"> • May 15th NCCAT-S due to WCSD <p>WCSD submits NCCAT-S Summary Report to NDE (June 30) School provides notice to teachers/parents to provide comment on or participate in the implementation process of the Turnaround Plan WCSD revises/updates Turnaround Plan, as informed by the NCCAT-S</p> <ul style="list-style-type: none"> • January 31 WCSD/NDE Mid-Year Monitoring of the Turnaround Plan implementation <p>Turnaround Plan due to WCSD late May for Board approval WCSD Submits Turnaround Plan to NDE (June 30)</p>

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	<p>WCSD Submits Restructuring Plan to NDE (June 30)</p> <p>WCSD submits Differentiated Consequences & Supports proposal, as informed by the results of the NCCAT-S, to NDE (June 30)</p>	<p>WCSD submits Differentiated Consequences & Supports proposal, as informed by the results of the NCCAT-S, to NDE (June 30)</p>
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School Identification	2011-12 Requirements: Title I/Non-Title Schools
<p>All School Improvement Grant (SIG) schools</p>	<p>WCSD/School implements SIG Application/Plan</p> <p>WCSD/School conducts Nevada Comprehensive Curriculum Audit Tool for Schools (NCCAT-S)</p> <ul style="list-style-type: none"> • May 15th NCCAT-S due to WCSD <p>WCSD submits NCCAT-S Summary Report to NDE (June 30)</p> <p>NDE/SIG eNote for on-site monitoring due December 31</p> <p>NDE/SIG eNote monitoring instrument due early May</p> <p>NDE/SIG eNote monitoring documentation due June 30</p>

WCSD Office of School Improvement 2011-2012

School Designations/NDE High Needs/AMAO/Provision II Status/SIG			Options and Services for Students and Parents (Nevada Legislative Sanctions)	
High Achieving – 2 schools				
Title I	Non-Title/Charter		<p>All Schools: No Nevada Legislative Sanctions Applicable The school implements the School Improvement Planning and Performance Monitoring/ SAGE Process (SIP/Sept-May).</p> <p>Title I Schools: The school implements the School Improvement Planning and Performance Monitoring/SAGE Process (SIP/Sept-May).</p>	
	Lenz ES	TMCC HS		
Exemplary Achievement (Turnaround) – 1 schools				
Title I	Non-Title/Charter			
	WOLF HS			
Adequate Achievement – 37 schools				
Title I	Non-Title/Charter			
Greenbrae ES ■ K. Smith ES Maxwell ES Natchez ES Sierra Vista ES	A.A.C.T. Beck ES Billinghurst MS Brown ES Beasley ES Caughlin Ranch ES Coral Acad Charter ES/MS/HS Damonte Ranch HS Diedrichsen ES Double Diamond ES Drake ES Gerlach MS/HS Gomm ES Hall ES Huffaker ES Hunsburger ES	Incline HS Johnson ES Melton ES Mount Rose ES Peavine ES Pleasant Valley ES Picollo HS Sierra Nevada CS ES Reno HS Taylor ES Towles ES Van Gorder ES Verdi ES Westergard ES WOLF ES/MS Wooster HS		
Watch List – Fail to Make AYP for One Year – 20 schools				
Title I	Non-Title/Charter			<p>All Schools: No Immediate Consequences (Warning) The school implements the School Improvement Planning and Performance Monitoring/ SAGE Process (SIP/Sept-May).</p> <p>Title I Schools: The school implements the School Improvement Planning and Performance Monitoring/SAGE Process (SIP/Sept-May).</p>
Allen ES ■ Duncan ES (SIG-Yr. 4) Hug HS Mathews ES ■ Smithridge ES (SIG-Yr. 5)	ACE Charter HS Depoali MS Dunn ES Galena HS Gomes ES High Dst Mont Charter ES/MS McQueen HS North Vllys HS Picollo ES/MS	Sepulveda ES Shaw MS Stead ES Spanish Sprgs HS Sparks HS Winnemucca ES		
Year 1: In Need of Improvement – Fail to Make AYP for Two Years – 11 schools				
Title I	Non-Title/Charter		<p>All Schools: All parents will be notified of the school’s status. The school implements the School Improvement Planning and Performance Monitoring/ SAGE Process (SIP/Sept-May). The district ensures technical assistance to the school.</p> <p>Title I Schools: Parents in Title I schools may choose to send their children to a designated non-In Need of Improvement school and to receive transportation at district expense.</p>	
Anderson ES Desert Heights ES Sparks MS	Donner Springs ES Hidden Valley ES Hunter Lake ES (HOLD)	Mendive MS (HOLD) Moss ES A. Smith ES Swope MS Whitehead ES		
Year 2: In Need of Improvement – Fail to Make AYP for Three Years – 9 schools				
Title I	Non-Title/Charter		<p>All Schools: All parents will be notified of the school’s status. The school implements the School Improvement Planning and Performance Monitoring/ SAGE Process (SIP/Sept-May). The district ensures technical assistance to the school.</p> <p>Title I Schools: Parents in Title I schools may choose to send their children to a designated non-In Need of Improvement school and to receive transportation at district expense. Parents in Title I schools may choose Supplemental Educational Services (free before or after school tutoring) for eligible students in the free/reduced lunch program. Tutors may be selected from a state approved list of service providers.</p>	
Bennett ES	Clayton MS (SIG) Dodson ES Incline ES Incline MS Juniper ES Pine MS Reed HS Spanish Springs ES			
Year 3: In Need of Improvement – Fail to Make AYP for Four Years – 5 schools (Corrective Action)				
Title I	Non-Title/Charter		<p>All Schools: All parents will be notified of the school’s status. The school implements the School Improvement Planning and Performance Monitoring/ SAGE Process (SIP/Sept-May).</p>	
Bailey Charter ES Corbett ES ■ Mitchell				

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Risley ES Warner ES		The district ensures technical assistance to the school. All schools will conduct curriculum audits (Sept-May). Title I Schools: Parents in Title I schools may choose to send their children to a designated non-In Need of Improvement school and to receive transportation at district expense. Parents in Title I schools may choose Supplemental Educational Services (free before or after school tutoring) for eligible students in the free/reduced lunch program. Tutors may be selected from a state approved list of service providers. District selects intervention, making additional corrective action options and services available to Title I schools.
Year 4: In Need of Improvement – Fail to Make AYP for Five Years (Restructuring/Turnaround Planning) – 4 schools		
Title I	Non-Title/Charter	All Schools: All parents will be notified of the school’s status. The school implements the School Improvement Planning and Performance Monitoring/SAGE Process (SIP/Sept-May). The district ensures technical assistance to the school. All schools will conduct/revisit curriculum audits and apply State Board of Education differentiated consequences as informed by the Year 3 curriculum audit (Sept-May). The school submits the district prepared Restructuring/Turnaround Plan to the Board and NDE (June). Title I Schools: Parents in Title I schools may choose to send their children to a designated non-In Need of Improvement school and to receive transportation at district expense. Parents in Title I schools may choose Supplemental Educational Services (free before or after school tutoring) for eligible students in the free/reduced lunch program. Tutors may be selected from a state approved list of service providers. Before the Board of Trustees or the NDE proceeds with a plan for restructuring, the Board/NDE must provide to the administrators, teachers and other personnel, and parents/guardians of pupils enrolled at the school: 1) notice that a restructuring plan is being developed, 2) opportunity to comment before the plan is implemented, 3) opportunity to participate in developing the plan (eg. Parent Involvement Survey, collaborative/informational meetings). The district prepares a Restructuring Plan including a major reorganization and fundamental reform that affects the school’s staffing and governance informed by the current year curriculum audit. Non-Title I Schools: The district prepares a Turnaround Plan including a major reorganization and fundamental reform that affects the school’s staffing and governance informed by the current year curriculum audit.
■ Lincoln Park ES Dilworth MS (SIG)	Cold Springs MS Rainshadow Charter HS	
Year 5: In Need of Improvement – Fail to Make AYP for Six Years (Restructuring/Turnaround Implementation/ Monitoring) – 8 schools		
Title I	Non-Title/Charter	All Schools: All parents will be notified of the school’s status. The school implements the district prepared Restructuring/Turnaround Plan as the SIP, Performance Monitoring/SAGE Process, and Differentiated Consequence (Sept-June). The district ensures technical assistance to the school. All schools will conduct/revisit curriculum audits and apply State Board of Education differentiated consequences as informed by the Year 4 or current curriculum audit (Sept-May). The school implements the district prepared/revised/updated Restructuring/Turnaround Plan informed by the Year 4 or current curriculum audit. Schools submit district monitoring reports to the Board of Trustees and NDE (June). Title I Schools: Parents in Title I schools may choose to send their children to a designated non-In Need of Improvement school and to receive transportation at district expense. Parents in Title I schools may choose Supplemental Educational Services (free before or after school tutoring) for eligible students in the free/reduced lunch program. Tutors may be selected from a state approved list of service providers. Before the Board of Trustees or the NDE proceeds with a plan for restructuring, the Board/NDE must provide to the administrators, teachers and other personnel, and parents/guardians of pupils enrolled at the school: 1) notice that a restructuring plan is being developed, 2) opportunity to comment before the plan is implemented, 3) opportunity to participate in developing the plan (eg. Parent Involvement Survey, collaborative/informational meetings). The district submits a revised Restructuring Plan including a major reorganization and fundamental reform that affects the school’s staffing and governance informed by the current year curriculum audit (June). Non-Title I Schools: The district submits a revised Turnaround Plan including a major reorganization and fundamental reform that affects the school’s staffing and governance informed by the current year curriculum audit (June).
■ Booth ES (HOLD) Mariposa Charter ES ■ Sun Valley ES ■ Traner MS (HOLD)	ICDA Charter HS (HOLD) Lemmon Valley ES O’Brien MS (SIG) Washoe MS	
Year 6: INOI – Fail to Make AYP for Seven Years – 7 schools		
Title I	Non-Title/Charter	
■ Cannan Elmcrest ES ■ Loder ES (SIG) (HOLD) Palmer ES Vaughn MS Veterans (SIG)	Silver Lake ES	
Year 7: INOI – Fail to Make AYP for Eight Years – 1 schools		
	Washoe HS	

AMAO Target(s) NOT MET (data 2009-10 applied to 2010-11) Title I Provision II (100% FRL) ■ NDE Designated High Needs School

Getting Started with the On-line SIP Website

To facilitate the process of continuous school improvement, the District has developed a website at www.washoesip.org. There is a link for it located on the District Website under the STAFF tab and then select School Improvement Plan.

The Washoe SIP website is designed to help you develop better improvement plans and to save valuable time. With your feedback, the site will continue to improve. There is a list of resources available to assist administrators with writing the plan. See Figure B

Figure A: Main page for school improvement plans <http://www.washoesip.org>

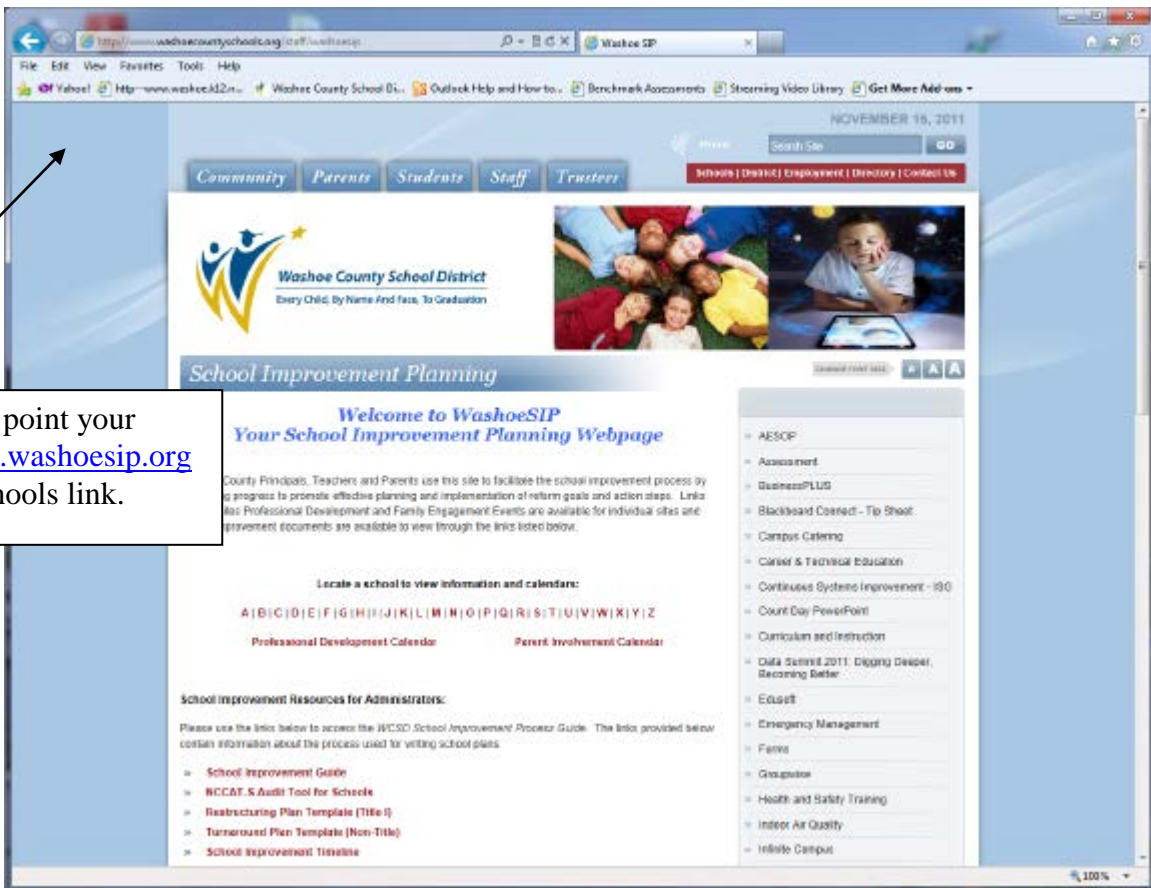


Figure B: School Improvement Resources:

Resources including the link for the SIP template

Washoe County School District
Every Child, By Name And Face, To Graduation

School Improvement Planning

Welcome to WashoeSIP
Your School Improvement Planning Webpage

Washoe County Principals, Teachers and Parents use this site to facilitate the school improvement process by monitoring progress to promote effective planning and implementation of school goals and action steps. Links to each sites Professional Development and Family Engagement Events are available for individual sites and school improvement documents are available to view through the links listed below.

Locate a school to view information and calendars:

A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X | Y | Z

Professional Development Calendar Parent Involvement Calendar

School Improvement Resources for Administrators:

Please use the links below to access the WCSD School Improvement Process Guide. The links provided below contain information about the process used for writing school plans.

- School Improvement Guide
- NCCAT-5 Audit Tool for Schools
- Restructuring Plan Template (Title I)
- Turnaround Plan Template (MS-1184)
- School Improvement Timeline
- WCSD SIP Rubric
- SIP Template 2011-12

Connect Daily Calendar Program:

The links provided below contain information about using the Connect Daily Calendar Program at

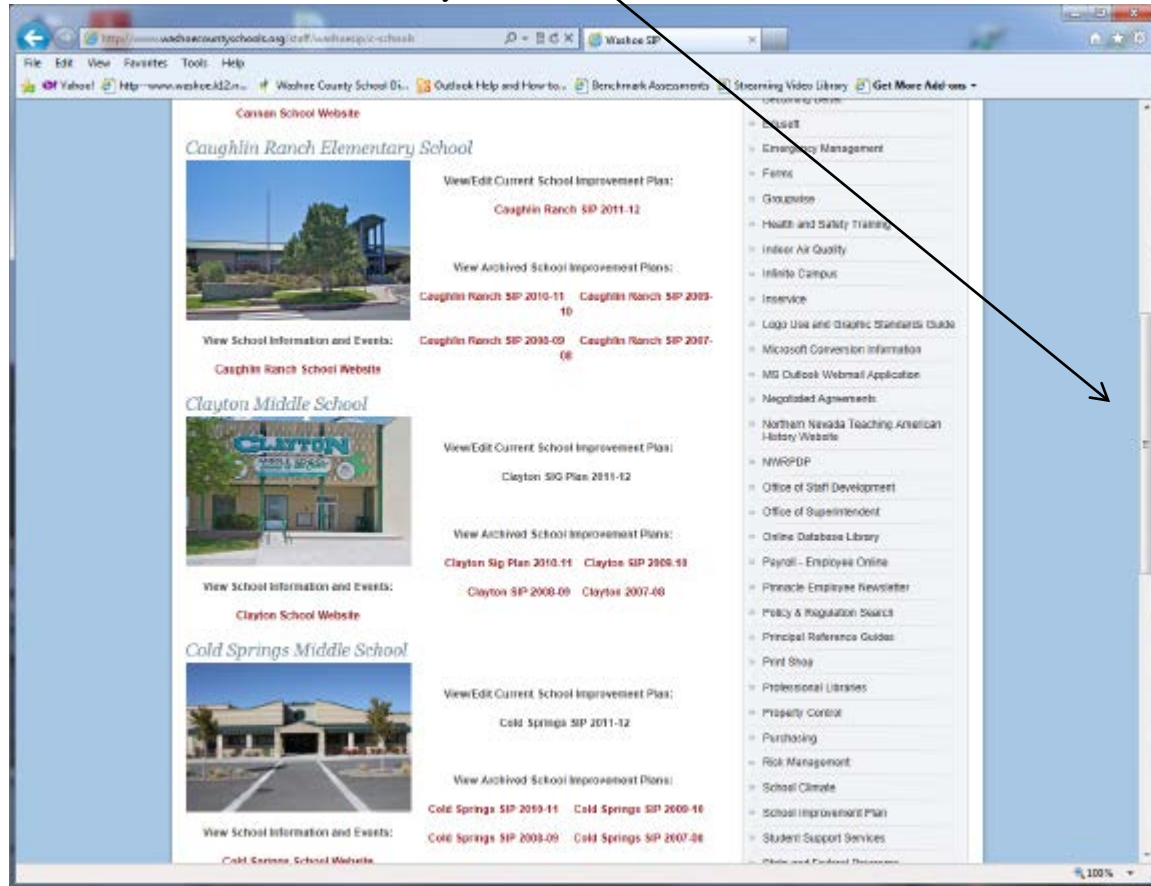
- AESOP
- Assessment
- BusinessPLUS
- Backboard Connect - Tip Sheet
- Campus Catering
- Career & Technical Education
- Continuous Systems Improvement - CSI
- Court Day PowerPoint
- Curriculum and Instruction
- Data Summit 2011: Digging Deeper, Becoming Better
- Edusoft
- Emergency Management
- Farms
- Groupware
- Health and Safety Training
- Indoor Air Quality
- InSafe Campus
- Inservice
- Logo Use and Graphic Standards Guide
- Microsoft Exchange Information
- MS Outlook Webmail Application
- Negotiated Agreements

Figure C: Locate your school



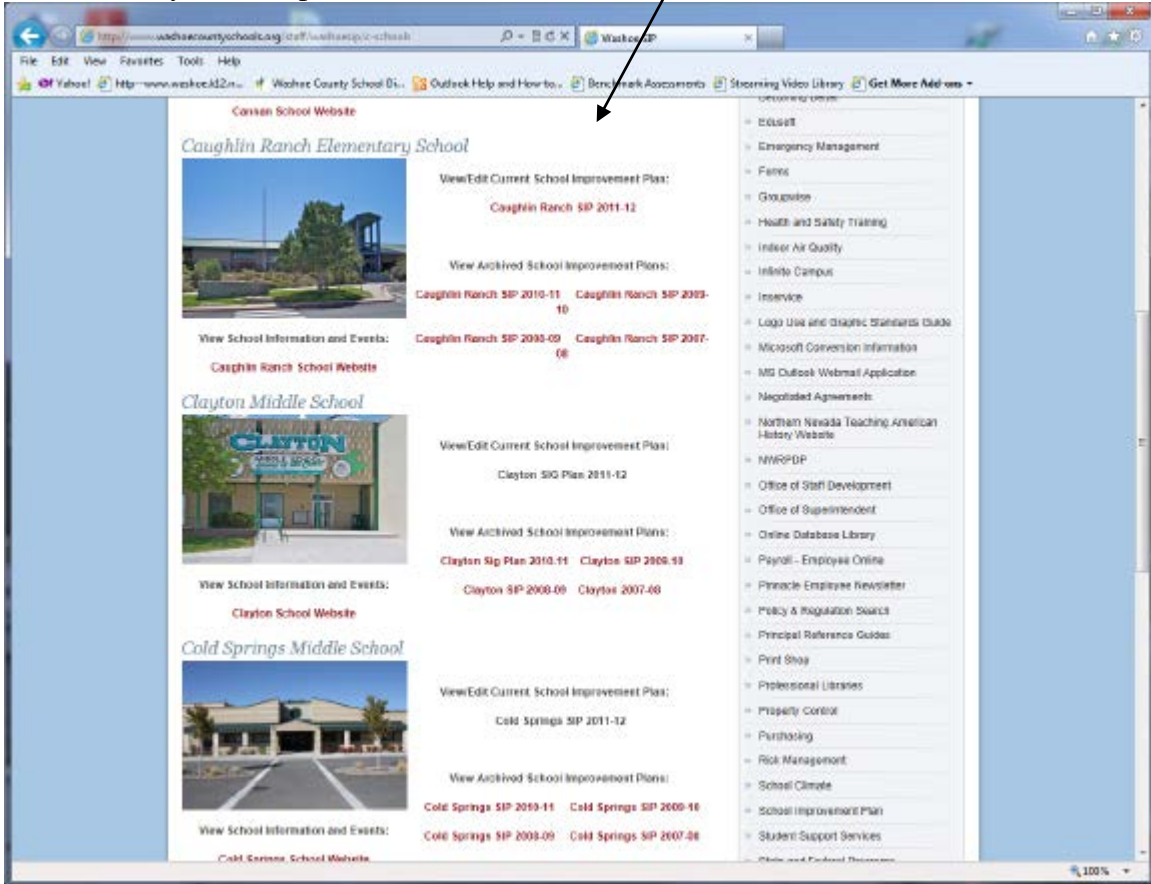
Click on the letter that correlates to your school name.

Figure D: If needed, scroll down to locate your school



Once you have located your school, you will be able to **click** on the previous year's plan for review.

Figure 1-1: Previous years SIP plan



You are ready to begin writing your School Improvement Plan

On the washoesip.org main page, you will see the current SIP template. Click on the template and save it to your desktop and you are ready to begin writing your new plan.

Establishing or Reconstituting the SIP Team

Before beginning the school improvement process you will need to have the school improvement planning (SIP) team in place. The team is essential in assuring a quality plan as well as staff commitment to carry out the action steps.

Establish or reconstitute SIP team

- Ensure balanced representation –Which segments of the school community should be represented? Who may no longer be able to serve? Who will be added to the team?
- How will new members be introduced/oriented to previous decisions/work and protocols?
- Update membership adding or removing names and changing positions as needed (see Figure D).

Figure D: School Planning Team

The image shows a screenshot of a PDF form titled "Washoe County School District" for a School Improvement Plan. The form includes a section for "School Name and Address" and a dropdown menu for "SCHOOL (NRS 385) For Implementation in (2011-2012)". It also has dropdown menus for "Title I Status" and "AYP Status". A table is provided for listing "School Improvement Planning Team" members, with columns for "Name of Member" and "Position".

Name of Member	Position

Part I. Vision for Learning

Before revising the SIP, you should:

1. Review goals and performance levels in the current school improvement plan

- Did the school achieve its performance levels as stated in its previous year's goal(s)?
- Which data sources will be utilized to monitor and evaluate performance levels?
- Review and renew commitment to mission, vision, and goals.

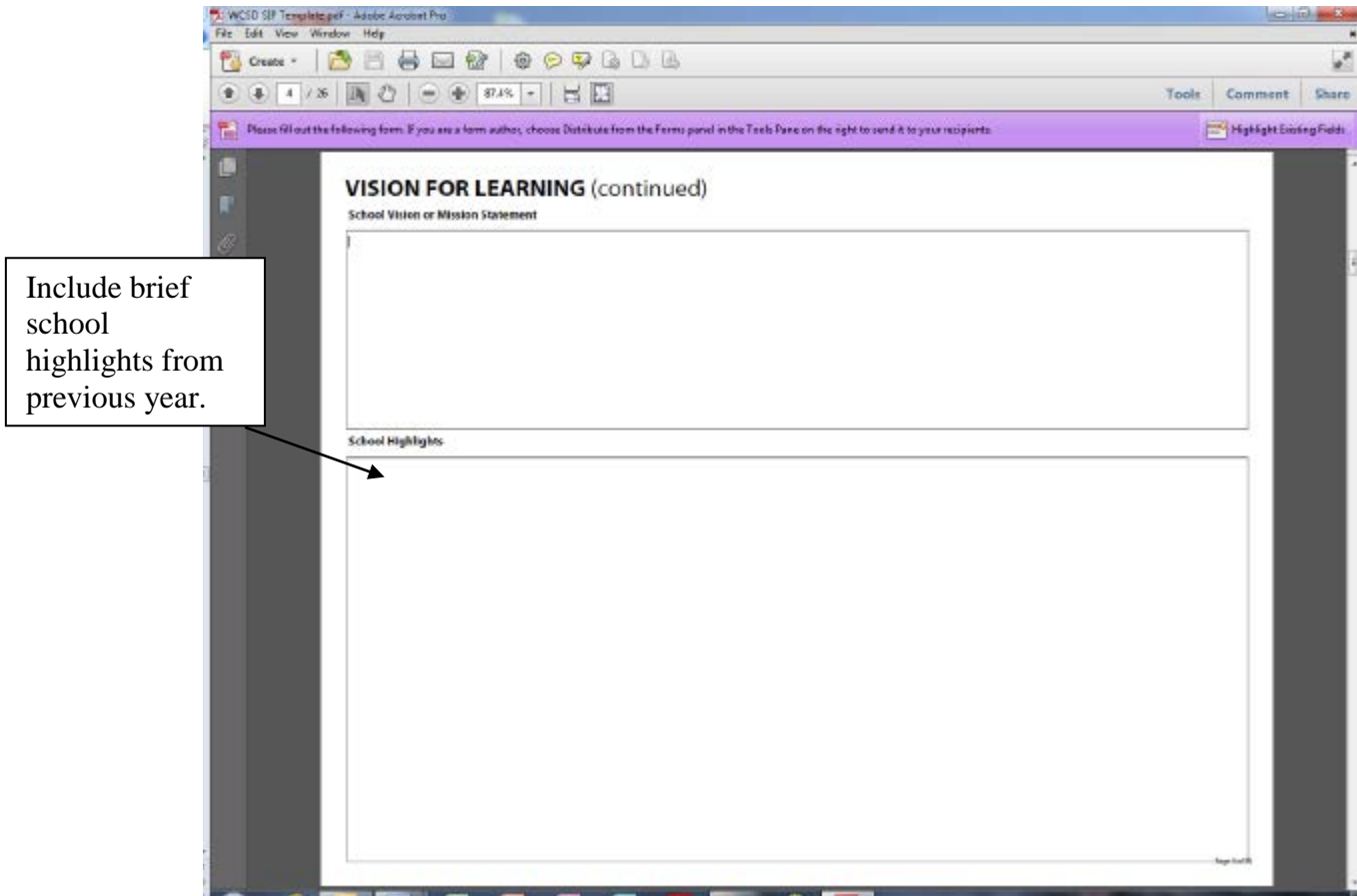
2. Review implementation (regardless of whether the school achieved its goals or not).

- Review Action Plan and Monitoring Plan – What is working?
 - How has your SIP/Leadership Team been guiding your activities and action plan?
 - How have your action plan activities been implemented school-wide and in the classroom?
 - Determine what has been implemented and what has not.
 - Determine how well the action steps have been implemented.
 - If certain steps have not been implemented well, determine why.
 - Especially important, determine how well the school/teachers have implemented changes in improved instruction as outlined in the previous year's plan.
- Review how well the team has been monitoring the existing plan.
 - In what ways does the current plan reflect the reality of what is happening at your school?
 - How have you been monitoring progress toward your school plan goal(s)? And, how often?

3. Develop consensus on past year's school highlights, strengths, and concerns.

- Collectively gather ideas from all staff members. Use surveys, discussion groups, etc.
- Post them visibly and provide opportunities for staff and parents to add to ideas
- Organize them into categories for easier analysis
- Scroll down below mission and vision statements, and add school highlights summary based on input from school community members. See Figure 1-1. Note: Elementary schools may want to use spring 2008 data from parent surveys.

Figure 1-1: School Highlights



**Part II. Inquiry Process: Evidence of Development of the SIP
(Comprehensive Needs Assessment)**

Comprehensive Needs Assessment (figure 2-1) 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.

Some types of information to consider might be:

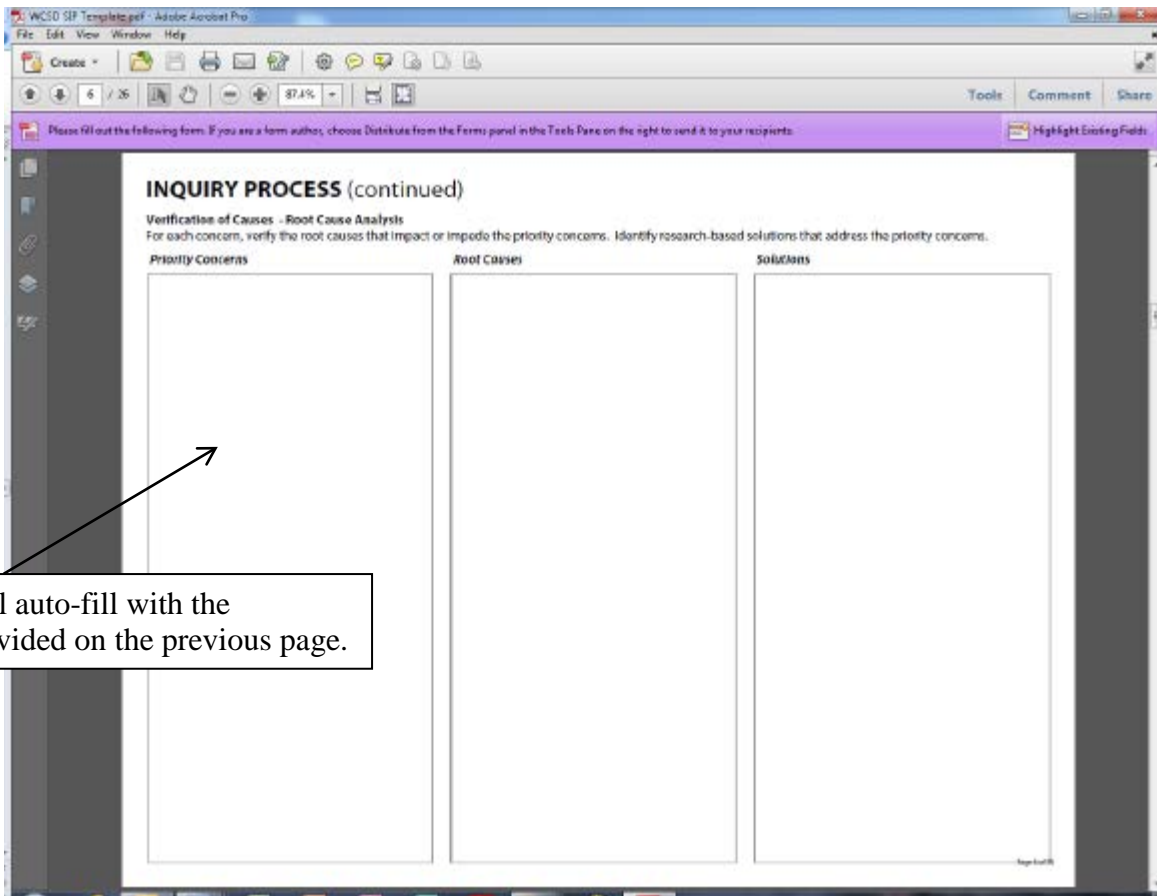
- Demographics: Changes in student, teacher, and/or administrative populations
- Quality Review information (selected schools only)
- Classroom observations
- Surveys: Teacher, parent, student (Washoe County requires elementary schools to administer staff/parent surveys every spring)
- Focus groups, interviews
- School Accountability Comprehensive Report (available online through the Nevada Department of Education at http://nde.doe.nv.gov/AYP_Results.htm (There's an underscore between "AYP" and "Results."))

Figure 2-1: Needs Assessment

The image shows a screenshot of a PDF form titled "PART II: INQUIRY PROCESS" for a "Comprehensive Needs Assessment". The form is displayed in Adobe Acrobat Pro. The main heading is "PART II: INQUIRY PROCESS". Below this, the text reads: "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." There are two main input areas: "Key Strengths (to sustain in the school improvement plan)" and "Priority Concerns". Both areas are currently empty text boxes. The form is part of a document named "WCSD SIP Template.pdf".

Identifying priority concerns is an especially crucial step in the planning process. The decisions you make here will have a profound effect on the focus of your goals, objectives, and action steps. In your SIP Team deliberations you will need to simultaneously review the school demographics; the data you have collected, organized, and analyzed; and the concerns you have assembled through the needs assessment. You may wish to begin by brainstorming with the SIP Team or as a whole-staff activity, then prioritizing the concerns so that you have a manageable number. The concerns listed on this page will auto-fill into the Priority Concerns identified on the following page (see figure 2-2).

Figure 2-2:



Root Causes and Solutions

For each concern addressed based on the data, a discussion of possible causes can lead to some of the underlying reasons for the concerns in relation to the chosen goal(s). For example, a school may have a goal to increase students’ skills in *mathematic computation*, specifically students who are classified as SpEd and FRL. The school may have chosen this goal based on its concerns in looking at the abilities strands on the state CRT data. Some causes that may have led to these concerns are: the lack of vertical articulation between grade levels, absence of a school-wide system to ensure grade level benchmarks and attention to transient students, professional development that has not matched staff/student needs, a lack of full implementation of professional development, or attention to specific learning problems including student motivation and parental involvement. These causes may be explored later in more depth during the Inquiry Process. Enter Causes/Factors in the left column of each Solutions/Strategies box under each goal. See example below.

Be sure to use multiple sources of student data:

AYP Data (AYP Profile, CRT results, Writing Assessment results, HSPE results, Participation, Other Indicators). Above information can be accessed online through the following website <http://www.nvadareportcard.com/>

What is the AYP designation of your school? (AYP reports can be accessed online through the Nevada Department of Education at http://nde.doe.nv.gov/2009-2010_Washoe.htm).

- List the areas where your school made progress.
- List the areas, if any, where your school did not make AYP. Consider whole group and subgroup participation and achievement. Identify any new subjects or subgroups that must be addressed in the revised plan.

The school-wide intervention system for grades 3 through 8 creates four categories of learners, e.g., *above benchmark* (advanced/exceeds standard), *benchmark* (proficient/meets standard), *strategic* (basic/approaching standard), and *intensive* (developing/emerging), all with needs for different levels of curriculum and instructional intensity and duration.

Crosswalk of Nevada and Federal Achievement Level Categories

Federal Achievement Levels	Nevada Gr. 3-8 Achievement Levels
Advanced	Exceeds Standard
Proficient	Meets Standard
Basic	Approaching Standard
	Developing/Emergent

Source: Nevada Department of Education

AMAO Data Within Title III of NCLB, each school is required to meet Annual Measurable Achievement Objectives (AMAOs) for every specific cohort of students. AMAOs indicate how much English language proficiency (reading, writing, speaking, listening, and comprehension) children served with Title III funds are expected to gain each year. The AMAO requirements include reporting on these three indicators:

- 1) Annual increases in the number or % of children making progress learning English,
- 2) Annual increases in number or % of children attaining English proficiency, and
- 3) ELL children making AYP.

See the English Language Learner Proficiency Levels provided by the Nevada Department of Education on page A-31 of the Appendix. **Note:** If your school *did not make AMAO*, you must add a specific objective and action steps under the school’s ELA goal. If your school did not make AMAO for year 2, the SIP team should review curriculum and supplemental programs. Schools in year 3 for AMAO may be required to make personnel changes. For information on your school’s AMAO status, contact the ESL office 333-6090.

Other Assessment Data

Review other, more comprehensive student achievement data to identify areas (content strands, abilities, standards) where students have not made acceptable achievement gains or where students have low achievement levels. Use this information to also look at areas of growth. Some examples of data might be district formative/end-of-course tests, school assessments, and/or classroom assessments.

- What are the highest and lowest levels of achievement for the subjects, strands, and abilities for the whole school and subgroups?
- What patterns or trends exist in the data? For example, which, if any, populations of students are not reaching the proficiency level in most/all areas?
- What do multi-year trends in the various assessments show about student achievement by whole school and subgroups; by subjects, strands, and abilities?
- How does your school compare with other schools of similar demographics and with district and state levels of achievement?
- If the district or school has assessments that show achievement growth of the same group of students over time, what are the highest and lowest rates of growth for subjects and/or subtests, whole school and subgroups?

Part III. SIP Goals & Measurable Objectives

The Inquiry process presents an opportunity to take a critical look at the data you collected in the needs assessment process. This process includes summarizing strengths and concerns, validating and prioritizing concerns, and problem-solving around each of the priority concerns.

Figure 3-1: Needs Assessment Overview

The image shows a screenshot of a PDF form titled "PART III: IMPROVEMENT GOALS and MEASURABLE OBJECTIVES". The form is displayed in a window titled "WCSD SIP Template.pdf - Adobe Acrobat Pro". The form content includes the following sections:

- Convert the top priority concerns into the goal(s) for improvement and incorporate the identified solutions into the action plans.**
- Goal 1:** [Text input field]
- Measurable Objective 1:** [Text input field]
- Goal 2:** [Text input field]
- Measurable Objective 2:** [Text input field]
- Goal 3: (if applicable)** [Text input field]
- Measurable Objective 3:** [Text input field]

The form is presented in a purple-themed interface with a sidebar on the left and a top navigation bar with "Tools", "Comment", and "Share" options.

Inquiry: Revisiting/Revising Goals

Based on the information from reviewing the plan and the analysis of all the new data, confirm the existing student achievement goal(s) or revise the goal(s), making sure to include ALL students as well as targeting those most in need of improvement. Typically, a school will not have a new goal unless there is a new content area or subgroup in need of improvement or if a review of other data suggests a new goal.

Given the possibility of multiple goals being considered, the school will need to prioritize the goals (based on data) and perhaps make some difficult decisions about where to focus school-wide efforts. A school should probably not try to manage more than two or three goals to ensure adequate concentration of their efforts.

Remember to use the most current district assigned performance indicators within your goal(s). The pathway targets are available through the WCSD Public Policy, Accountability and Assessment Office (PPA&A).

Review, revise, and/or create a measurable objective(s) for the goal.

Objectives can be long-term or short-term. Long-term objectives tend to be summative, achievement oriented, and focused on a final result. Short-term objectives tend to be formative, informing of progress in order to adjust action steps during implementation.

Objectives are specific, measurable outcomes of a goal that include 1) the goal statement, 2) a baseline, 3) an outcome indicator, 4) an expected performance level, and 5) a timeline. Objectives are often written using percentages that are identified in the baseline and expected performance level in order to show anticipated growth.

Part IV. School Improvement Master Plans (Reform Strategies)

Review, revise, and/or create Action Plans based on causes and solutions for each goal.

Based on data analysis and discussions on strengths, concerns, and goals:

Which action steps should be sustained?

Which actions steps should be revised?

Which action steps should be eliminated?

The Action Plan: The key to developing a good action plan is to provide enough detail so the staff knows and understands the key events and their responsibilities, but not so much detail that the plan is cumbersome.

- **Action steps:** Be specific in naming strategies. Remember the steps should be directly related to the causes and solutions identified during the inquiry process (figure 4-1).
 - The first Action Step of each goal must be related to *Professional Development*.
 - The second Action Step of each goal must be related to *Parent Engagement*.

Figure 4-1

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.

Goal 1:

Measurable Objective(s):

ACTION PLAN				MONITORING PLAN	
Action Steps to implement the solution/strategies	Timeline For implementing action steps	Resources e.g., money, people, facilities to be used for implementation	Person(s) Responsible Who is the person or group who will ensure that each action step is implemented?	Monitoring Measures Identify evidence/timeline the district/ site will use to evaluate the progress of the action step including Peer Reviews, Mid-Year, and End of Year Reviews.	Person(s) Responsible Who is the district/site staff that will ensure that each action step is monitored?
1.1					
1.2					
1.3					
1.4					
1.5					

Action step *_1* must be Professional Development only.

Action step *_2* must be Parent Engagement only

- **Timeline:** Be specific. Where possible, use dates rather than “ongoing.” This is especially important to make sure that timelines for activities do not overlap and cause difficulties in implementation.
- **Resources:** Include all resources used to support stated goals. These include money, people, time, and facilities. Aligning resources between activities can ensure a higher level of implementation. Schools may want to request guidance from the district office in how to best use financial resources. If there is insufficient funding in the current budget, enter the amount needed to accomplish this action step. If current funding covers part of the cost of any particular action step, enter only the additional amount that is needed.
- **Person(s) Responsible:** Be explicit. An activity that has a person’s name on it as “responsible” tends to be more readily addressed. As a standard assumption in the School Improvement Plan template, site administrators and the SIP/leadership teams will be part of the human resources indicated in the Action, Monitoring, and Evaluation Plans.

Create Monitoring Plans for each action step.

For each action step from the action plan, on-line space is provided on the monitoring form to identify the “monitoring measures, and the “person(s) responsible” for collecting the data.

Figure 4-2: Monitoring Action Steps Page for School Improvement Plan

- **Monitoring Measures (Data Source):** Identify the evidence/timeline the district/site will use to monitor the progress of the action step including; Peer Reviews, Mid-Year, and End of Year Reviews. Typically, SIP/leadership teams can easily determine what data is to be collected based on the activity that is implemented.
- **Person(s) Responsible:** Provide a designated person wherever possible. An expectation for the school improvement planning team is to meet and monitor the SIP at several intervals throughout the school year. The SIP leadership team may want to have other teams help in distributing the duties of implantation and monitoring processes. For example, grade levels or departments can gather data and provide the monitoring reports.

Part V. Budget

Funding:

The Budget is located on page 11 of the SIP. (See Figure 6-1 below) In *Budget for the Overall Cost* of carrying out the plan, the budget is designed to address the funding required to fulfill the goals, objectives, and action steps of the SIP.

Figure 5-1

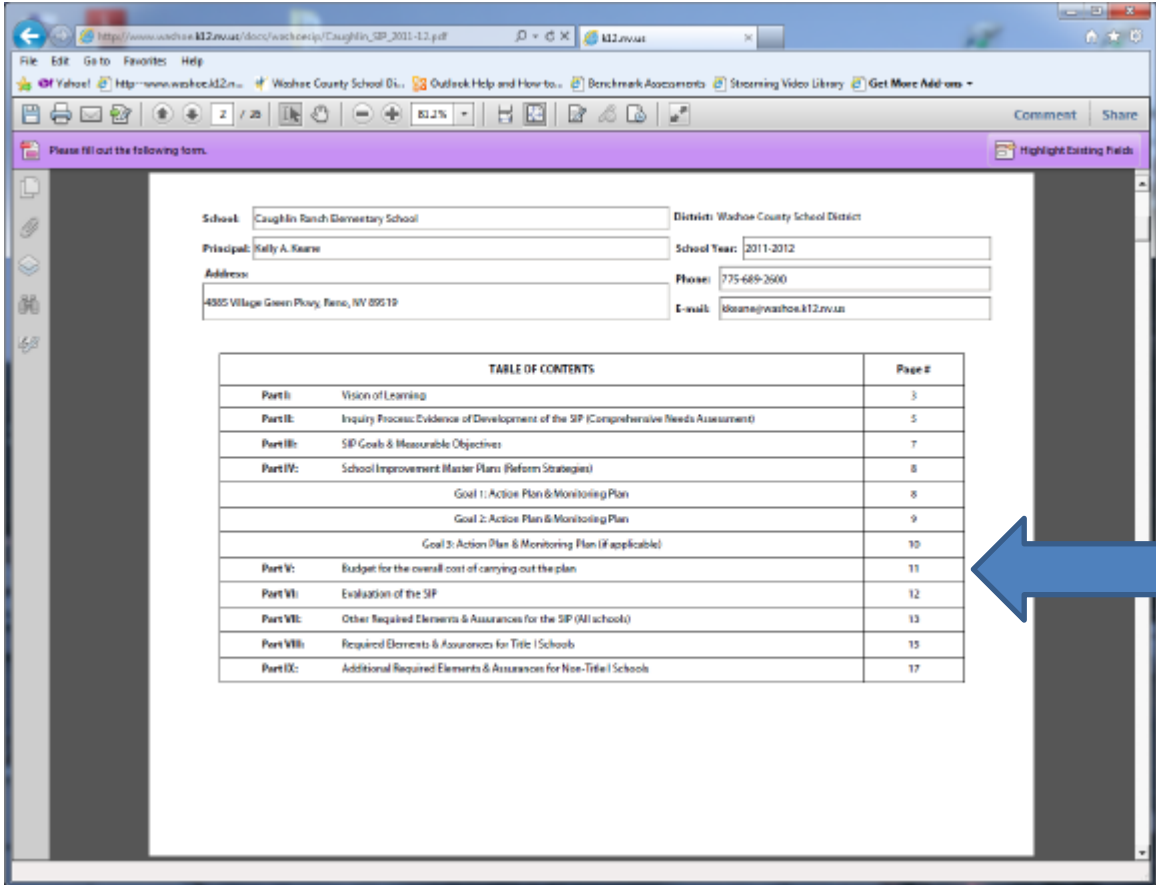


Figure 5-2 Budget Page

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 have been specifically set aside for the implementation of the goal.	Funds still needed to implement goal.
Goal 1	none	na	none
Goal 2	\$12000	none	\$1000 to purchase the Active Board supplemental materials for Every Day math that will help move our Tier 1 math instruction towards reaching Common Core Standards in all classrooms. \$9000 to purchase school wide sit license for FastMath.
Goal 3 (If applicable)	\$100 per day, 75 additional AHS web student accounts at 16 per student = \$450, we have 60 free accounts from WCSD	none	Money needed for half day jobs three times a year, so that PLCs can meet for three hours consecutively to analyze student data and develop intervention/ enrichment classes and lessons. \$450 to ensure that every child on a Tier 2 and Tier 3 plan has an AHS web account.

Note: In the Resources section of the action steps (see Part IV,) you already indicated whether **additional funding** is needed **if funding becomes available** to implement fully that particular action. Make sure to include the needed funds indicated on the budget sheet.

All you need to do to complete your budget is to enter the; **total amount needed to accomplish goal**, **available funds in current school funding**, and any **funds still needed to implement goal**. You need not include regular personnel or facilities costs. However, if your SIP indicates you are including an action step such as the *READ180* program to increase your students’ reading proficiency and funding is already being provided from another source, you should include costs for **additional** personnel to teach the program, as well as software, books, and computers to implement the program in the action step box.

Part VI. Evaluation of the SIP

The plan must remain the guiding document for the school in spite of all changes that may occur in personnel over the course of a school year or between years. The plan should be a living document that evolves according to the successes or needs of the students during the implementation of the plan. Therefore, the SIP/Leadership Team must be vigilant in ensuring that the action steps are begun and consistent evaluation of improvement takes place.

Create Evaluation Plan.

The Plan to Evaluate Goals is where the SIP/Leadership Team considers what data the school will use to evaluate, in a summative way, how well the school has achieved its goal(s) and met its timelines and responsibilities. Some forms of summative data to use for evaluation are state assessment results such as criterion-reference tests (CRTs), norm-reference tests (NRTs), writing exams, the high school proficiency examinations (HSPE), English Language Proficiency Assessments (ELPA), or district assessment results, such as final benchmark assessments. For each goal, the Leadership Team needs to specify the data to collect (the outcome indicator), when to collect the data, and the person responsible for data collection. Schools will want to collect data to evaluate long-term progress in terms of achievement data as well as ongoing achievement progress and short-term objectives.

- **Measurable Objectives:** These objectives will be automatically filled into the washoesip.org website plans based on information entered in the action plan.
- **Evaluation Measures:** This includes monitoring data and outcome indicators necessary to analyze progress in achieving the measurable objectives. Intended and unintended consequences of action steps should be monitored and addressed in the evaluation reports.
- **Timeline:** The timeline should include time for both collecting and analyzing data to meet the reporting deadlines.
- **Person(s) Responsible:** As with the implementation and monitoring process, the data collection and analysis can be part of the work of other teams; however, one designated individual must be responsible for timely, accurate evaluation reporting.

Figure 6-1: Evaluation Page for School Improvement Plan

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.
 For Restructuring/Turnaround Plans it is the responsibility of the district to keep the plans focused—ensuring that the objectives are implemented and monitored and that consistent evaluation relative to improvement and student achievement takes place.

Measurable Objectives	Evaluation Measures (Monitoring Data & Outcome Indicators to evaluate progress in achieving Measurable Objectives.)	Timeline For collecting data	Person(s) Responsible Who is the person or group who will ensure the the evaluation is completed? For Restructuring/Turnaround Plans Identify district staff responsible for monitoring/evaluating the objectives/ action steps for administering Technical Assistance/Consequences.
58% of Kindergarten students will be "On Pathway" as measured by the Spring DRA; 81% of 3rd grade students will meet or exceed standard as measured by the 2012 CRT; 81% of 3rd grade students will meet or exceed standard as measured by the 2012 CRT. EP students will increase their level of proficiency by a minimum of 10%.	All teachers will monitor individual student progress via classroom assessments, MAP scores, AIMSweb data, and ongoing formative assessments to determine student growth. PLCs will discuss student progress during data discussions at least monthly.	Beginning with the baseline MAP and DRA assessments in September 2011. Will monitor data every quarter.	Principal
90% of 3rd grade students will meet or exceed standard as measured by the 2012 CRT; 82% of 3rd grade students will meet or exceed standard as measured by the 2012 CRT. All students will increase their baseline MAP-RT scores in mathematics as measured by the Spring MAP assessment in 2012.	All teachers will continue to teach math skills and standards with a focus on increasing DOK questioning and performance tasks. Teachers will monitor student progress frequently with formative assessments and MAP scores.	Beginning with baseline MAP assessments in September 2011. Will monitor student progress each quarter.	Principal
EP students in all grades will demonstrate growth in English Language Arts as measured by MAP assessment scores and Spring CRT scores.	All EP students will be identified to teachers. They will be monitored weekly using AIMSweb probes. They will be identified for extended learning opportunities as they become available. Students will participate in all common and formative assessments to track progress.	September 2011-May 2012.	Principal, Resource teacher

Part VII: Other Required Elements & Assurances for the SIP (All schools)

Leave the first page (Figure 7-1) of this part blank as The Office of School Improvement will add the site's Accountability Report as an attachment to the SIP. However, you will need to address the questions on the second page of this section (see Figure 7-2)

Figure 7-1

Figure 7-2

Required Elements of the SIP for both Title and Non-Title Schools

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

Example: *Student data is reviewed as a staff at the beginning of the year and revisited biweekly at PLCs to identify students who are struggling or may need enrichment opportunities.. Possible Tier II or Tier III students are identified and interventions are designed to meet the needs of the different subgroups of students.*

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.

Example: *Within the school day students are provided additional time and support based on grade level intervention plans; Targeted students are afforded the opportunity of after-school tutoring in literacy; Abundance of volunteers available to assist classroom teachers with additional time and support for targeted students.*

3. Describe the resources available to the school to carry out the plan.

Example: *We have been seeking resources and support through our Implementation Specialists for assistance with the Common Core State Standards. We have a school-wide intervention block to ensure that all students are provided extra time and support for remediation, re-teaching, or enrichment.*

4. Summarize the effectiveness of any appropriations for the school made by the Legislature to improve student academic achievement.

Example: *N/A or it could be something like; Continuation with class-size reduction in grades 1-3 is helpful.*

5. Discuss how the school will utilize Educational Involvement Accords for Parents including the Honor code and meet all the requirements of the law.

Example: *Our Educational Involvement Accords are given to parents each year to review with their students and sign in the registration packets and the Accords are revisited during Parent/Teacher Conferences. Parents are notified of school events through Connect Ed messages and our school website. Teachers communicate with teachers weekly via class webpages and/or newsletters.*

6. If applicable, describe how the school will make its Title III Annual Measure Achievement Objective (AMAO) targets in English language proficiency (reading, writing, listening, and speaking comprehension).

Example: *Collaboration between ESL staff and classroom teachers. Repetition and daily use of vocabulary and verbage used on assessments. Building background knowledge and picture support to front load all ELL learners. Using SIOP and GLAD strategies to support the variety of learning styles. Fidelity to Avenues.*

Part VIII: Required Elements for Title I Schools

Title I schools, identified as “Needs Improvement,” MUST complete Items 1 through 5 of this section. Title I Schools operating a Schoolwide Program, MUST complete Items 6 through 10 of this section.

PART VIII: REQUIRED ELEMENTS FOR TITLE I SCHOOLS
Title I schools, identified as “Needs Improvement,” MUST complete Items 1 through 5 of this section. Title I Schools operating a Schoolwide Program, MUST complete Items 6 through 10 of this section]

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).
* 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.
3. Describe how the school will provide written notice to parents on the school’s “Needs Improvement” status and/or AMAO status.
4. Specify how Title I funds will be used to remove school from “Needs Improvement” status.

Title I schools, identified as “Needs Improvement,” MUST complete Items 1 through 5 of this section.

REQUIRED ELEMENTS FOR TITLE I SCHOOLS (continued)

5. Describe the school’s teacher mentoring program and how it supports the achievement of the school’s annual goals and objectives.
6. Describe the school’s strategies to attract high-quality highly qualified teachers to your school.
7. Describe the school’s strategies to increase parent involvement in accordance with Section 1188 of N.C.R. such as Family Literacy services.
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.
9. Identify the measures that include teachers in decisions regarding the use of academic assessments.
10. Provide assurance that federal, state, and local services are coordinated and integrated into the school improvement efforts.

Title I Schools operating a Schoolwide Program, MUST complete Items 6 through 10 of this section.

Requirements for Title I Schools: (Title I schools, identified as “Needs Improvement,” MUST complete Items 1 through 5 of this section).

- 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).**
 - **Year 1: School Choice.**
 - **Year 2: Supplemental Services.**
 - **Year 3: Corrective Action.**
 - **Year 4: Planning for Restructuring.**
 - **Year 5: Implementing Restructuring Plan.**

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

Example: The site administrator and the WCSD Title I office will monitor budgets to assure that no Title I school will spend less than 10% of their annual allocation for quality professional development.

- 3. Describe how the school will provide written notice to parents on the school’s “Needs Improvement” status and/or AMAO status.**

Example: Before the first day of the school year, the WCSD Title I office will send all parents notification of the school’s “Needs Improvement” status. This will include a letter to the parents outlining their rights under No Child Left Behind regarding School Choice and/or Supplemental Educational Services as well as Corrective Action and/or Restructuring, as appropriate. The WCSD Title III office will notify parents on the school’s AMAO status.

- 4. Specify how Title I funds will be used to remove school from “Needs Improvement” status.**

Using your Title I budget summary pages, list the items purchased that were targeted to improve student achievement and a brief explanation of their purpose(s).

- 5. Describe the school’s teacher mentoring program and how it supports the achievement of the school’s annual goals and objectives.**

Include information on policies and practices that support teacher mentoring and collaboration, including new teacher mentoring, PLC work, horizontal and vertical articulation, and administrative assistance for teacher effectiveness.

(Title I Schools operating a Schoolwide Program, MUST complete Items 6 through 10 of this section)

- 6. Describe the school’s strategies to attract high-quality, highly qualified teachers to your school.**

Example: All Title I teachers and staff must be and are highly qualified to work in our school.

Include any information on climate and culture of your school as well as recruitment efforts on the part of administration, faculty, staff, and community.

7. Describe the school’s strategies to increase parent involvement in accordance with Section 1118 of NCLB, such as family literacy services.

Include SIP action steps, PTA/PTO efforts, and parent involvement activities as well as allocation for a parent involvement facilitator (if applicable) and his/her collaborative work within the school community.

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.

Include any transitioning activities offered to parents (e.g. Kindergarten Jitters, parent orientations, community socials) as well as assessment and academic efforts to best meet student needs

9. Identify the measures that include teachers in decisions regarding the use of academic assessments.

10. Provide assurance that federal, state, and local services are coordinated and integrated into the school improvement efforts.

Part IX: Required Elements for Non-Title Schools

Non-Title I schools, identified as “Needs Improvement,” MUST complete this section (see figure 9-1).

1. Describe how and when the school will provide written notice to parents on the school’s “Needs Improvement” status and/or AMAO status.

Example: *Before the first day of the school year, WCSD will send all parents notification of the school’s “Needs Improvement” status. The WCSD Title III office will notify parents on the school’s AMAO status. If the school made AYP, insert “Not applicable.”*

2. Describe the school’s teacher mentoring program and how it supports the achievement of the school’s annual goals and objectives.

Include information on policies and practices that support teacher mentoring and collaboration, including new teacher mentoring, PLC work, horizontal and vertical articulation, and administrative assistance for teacher effectiveness.

Figure 9-1

The image shows a screenshot of a web browser window. The address bar shows the URL http://www.washoe.k12.nv.us/docs/washoesip/Whitehead_SIP_2011-12.pdf. The browser's menu bar includes File, Edit, Go to, Favorites, and Help. The toolbar contains various icons for navigation and document management. The main content area displays a form titled "PART IX: REQUIRED ELEMENTS FOR NON-TITLE I SCHOOLS". Below the title, it states "Non-Title I schools, identified as 'Needs Improvement,' MUST complete this page].". The form contains two numbered questions with corresponding text boxes for answers. The first question asks about written notice to parents, and the second asks about a teacher mentoring program. The browser's status bar at the bottom right indicates "Page 17 of 26".

Please fill out the following form. Highlight Existing Fields

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.
Parents will be notified in writing in our school newsletter and web-page about our AYP and AMAO status. The Parent-Faculty Association will be notified at the first PFA meeting of the year, usually in August.

2. Describe the school's teacher mentoring program and how it supports the achievement of the school's annual goals and objectives.
Our school will provide veteran teachers to serve as mentors for new teachers. We do not have any new teachers this year.

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Professional Development Plan

The information in this section will list the professional development activities that are connected to school improvement. It will include details such as dates and funding sources.

The screenshot shows a PDF form titled "Professional Development Plan" within an Adobe Acrobat Pro window. The form is divided into two main sections: "ACTION PLAN" and "MONITORING PLAN".

ACTION PLAN				MONITORING PLAN	
Action Steps	Timeline	Resources	Person(s) Responsible	Monitoring Measures	Person(s) Responsible
Goal 1:					
1.1					
Narrative					
Goal 2:					
2.1					
Narrative					
Goal 3: (if applicable)					
3.1					
Narrative					

Parent Engagement Plan

The information in this section will detail the ways in which the school community promotes family and local community involvement in the school. It will include strategies for communicating with families and the community about the school as well as ways to solicit their input in school and community improvement.

Each of the goals in this section are auto-filled from the second *Action Step* of each Goal on the Master Plan pages.

This section provides a narrative box to include any other details needed to carry out the plan.

Please fill out the following form.

Parent Engagement Plan

ACTION PLAN				MONITORING PLAN	
Action Steps	Timeline	Resources	Person(s) Responsible	Monitoring Measures	Person(s) Responsible
Goal 1: All students will increase reading proficiency as measured by multiple pathway indicators.					
1.2 Provide parents with appropriate reading levels books, logins for Study Island and updated student progress	September, 2011- June, 2012	Appropriate reading books/ levels	Teachers, parents	Each week teachers will explain topics of study for each grade/level so parents can participate in their progress	Teachers, principal
Narrative: By providing parents with information regarding student reading levels we can assist parents in helping their students reading proficiency by giving them tools to make good decisions about the type of materials their child is reading. Additionally, all 3-6 grade students have a subscription to Study Island, and on-line study/skills based program that will assist students in reading comprehension among other skills. We will ensure all parents have logins and accurate information about the program so they can let their child use the program.					
Goal 2: All students will increase math proficiency as measured by multiple pathway indicators.					
2.2 Share student achievement and progress with parents frequently.	September, 2011- May, 2012	MAP scores, student assessments, newsletters	Teachers, resource teachers	Each quarter teachers turn in a contact log identifying their parent contact. Each week they send home a newsletter	Teachers, principal
Narrative: We will use MAP reports to show parents how their child is performing. We will provide them with ways to help their children with specific skills. We will continue to update classroom newsletters and web pages monthly, highlighting areas of instruction in Reading, Math and content areas.					
Goal 3: (if applicable) All IEP students will increase proficiency in English Language Arts.					
3.2 We will ensure that all parents with students who have IEPs are informed of student progress.	September, 2011- May, 2012	IEP goals, IEP/001 GOR, MAP and other common assessments	Teachers, resource teachers, parent	Principal and teachers will ensure all IEP forms are updated on student progress	Teachers, resource teachers, principals
Narrative: Our students with IEPs are making steady, slow progress in Reading. Helping parents understand the importance of their role in their child's success can assist the students in making more progress and helping to meet our goal of at least a 10% growth in ELA.					

Type in further details needed to carry out the SIP

It may include plans for collecting and evaluating data on family needs and expectations for the school. It will also outline ways in which families and community members are involved in the school including parenting classes, volunteering, home-to-school learning connections, community collaboration, and communication plans for monitoring student achievement. For further information on *Family Friendly Schools*, go to the Washoe County School District <http://www.washoe.k12.nv.us> and **click** on the link for *Parents*, then links for Family Friendly Schools in English or in Spanish. See Appendix pages A-34 through A-43 for information on Parent Involvement Policies, Educational Accords, Code of Honor, and the Parent Involvement Standards.

Due Dates & Final Steps

1. School Improvement Plans or Revised Plans are due by law to the district on November 1 of each year. Refer to the Timeline on page 11 and check with your Area Superintendent for any other important or different due dates, *especially if you are in a year round school or if your school is required to participate in a peer review during the second week in October.* In most instances, you should consider October 15 as your required submission date. Included in the next few pages of this process guide is a timeline for school improvement planning activities.

2. A final step in communication that SIP/leadership teams should take is to have the school community review the draft of the master plan. This step will help ensure the SIP/Leadership Team has developed a quality school improvement plan that effectively communicates the solutions and the key activities. Title I schools in need of improvement must submit their plans to the school district for peer review. By law, these reviews must be completed within 45 days of receipt of the plan.

3. Conduct quarterly reviews. These reviews will be lead by the appropriate district supervisor. Site visits and monitoring will occur monthly and within two weeks of the end of the school year.

Below are suggestions for procedures that teams and schools should follow in order to support the purposeful and successful implementation of the plan.

- **Monitor plan implementation by following your data collection calendar.** The SIP/Leadership Team is an important leadership committee and should meet on a consistent basis to monitor the progress of the key action steps and timelines of the school improvement plan by using the Monitoring and Evaluation Plans. This group is also responsible, with input from staff, for completing the biannual and end-of-year plan reviews.
- **Provide an overview of the school improvement plan to all stakeholders.** Once the plan is finalized, introduce the school improvement plan to the whole school, refresh the purpose of the goals, and rekindle enthusiasm for moving forward together. Make sure all of the necessary material needs are accounted for and that training, programs, etc., are ready to start when they should. Briefly review the plan at Back to School Nights or parent meetings. Send plan highlights home to parents, translating into home languages, if necessary.
- **Plan for helping new personnel.** Staff changes. Think ahead about how your school will orient new personnel to the culture of a school improvement plan and how they will be brought up to speed with information, expectations, mentoring, and professional development. If leadership does change, the plan should live on as the guiding document of the school. The new leadership should be well-informed about the plan and committed to implementing it.
- **Have a visual reminder.** What we see before us tends to be the task that gets accomplished. *INSPECT what you EXPECT!* Have posters of the main goals and action steps of the plan hanging in various places around the school. Make a copy for the principal for his/her office. Create large banners to hang in the entrance of the school, the cafeteria, the library, or the gym. The whole school community should be aware of the focus of the school improvement plan and be reminded of it. Students and staff should be able to name the major goals of improvement at the school.
- **Bring in some outside eyes.** Find out who can come to the school, observe, and give feedback about your progress with the plan. Are you following the plan faithfully or are some things sliding

by? How are things progressing in the classrooms? Would a new round of classroom observations give helpful information?

- **What do you do with students who are not improving?** Brainstorm innovative ways of reaching students who, after a reasonable time, are not responding to school improvement efforts. What might be some alternative plans? Are interventions in place and coordinated? Is funding aligned to support goals and individual students?
- **Do not change the plan arbitrarily.** A great deal of time, thought, and hard work has gone into your school improvement plan. Don't make changes before a reasonable time has elapsed and you have evidence through evaluation that something is not working or could be done better.
- **Celebrate successes.** Find a way to enjoy successes together. Since it can take some time before the long-term school improvement results are visible, it is important to acknowledge the small successes along the way. These could be celebrated periodically on a school-wide basis in classrooms or through congratulatory school wide announcements or assemblies. Staff can acknowledge growth at staff or department meetings. The community can be informed at parent/teacher organization meetings or board meetings. Also, information that is announced publicly helps to keep us on track with what we say we are going to do.
- **Advertise successes and progress.** Good PR does not just happen. Find ways to get the good news out, to not only staff, students, and parents, but the whole community. The list of methods is long! To name a few: newsletters, student presentations at school board meetings or local organizations, student newspapers made available in community settings, future teachers invited to visit the school, etc. (Reminder: when dealing with news media, contact Steve Mulvenon 348-0371 for assistance and to ensure district and site collaboration.)

Note: If you are asked to provide a hard copy of your plan electronically, you can **click** on <Print Preview>, then select.