

Carson City School District

Carson High School

School Address
P.O. Box 603
1111 N. Saliman Road
Carson City, NV 89702

School Improvement Plan

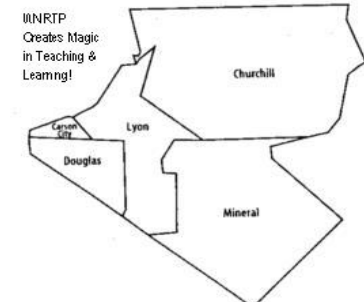
2008-2009

Carson High School

Revised: 07/08/08

SIP Team Members: Ron Beck, Carl Henry, Joe Girdner, Marc Rodina, Michelle Lewis, Bill Barbie, Ben Contine, Jeff Greb, Jennifer Minifie, Jeff Rispin, Shawn Schneider, Fred Steinle, John Valley, Jim Olson, Cory King, Kim Arnold

Submission Date: October 1st, 2008



Carson High School

School Mission Statement

Carson High School
Educates, Engages, and Excites
our learning community
while treating individuality with Respect.

School Beliefs

- We believe that all students have unique needs and their individuality is valued and respected.
- We believe that students achieve their fullest potential when students, high school staff, parents and community members work together to provide a total educational environment that supports all facets of the educational process.
- We believe relevant and differentiated instruction is necessary for the engagement and educational success of all students.
- We believe that a commitment to research based and relevant professional development is essential for building learning communities that result in students who are productive, self- motivated, lifelong learners.
- We believe all students will thrive academically in a challenging, stimulating and engaging school, with student initiative, faculty encouragement and parent support.

School Highlights

- Carson High School is only one of three comprehensive four year high schools at the 4A level in the state of Nevada to be designated by the Nevada State Department of Education as High Achieving. We not only met the Annual Measurable Objective (AMO) for each of our subgroups, we also demonstrated enough improvement in each area to gain this distinction.
- Enrollment has grown for five consecutive years in our AP program.
- The Carson High School Web Design program has finished first in the nation for the last two years with Skills USA and has qualified for international competition.
- Our Culinary Arts program finished first in the state in Culinary Management and fourth in the nation.
- The Carson High School Choir program took first place in the Western Regional Chamber Choir competition and has qualified for nationals.

Comprehensive Needs Assessment		Carson High School
Instructions for this page are available at: http://www.wnrtp.net/sip_dip.htm		
Key Strengths (e.g., subject areas that exceed targeted proficiency levels).		
Carson High School met the AMO for all subgroups on the math and ELA HSPE. We increased our course offerings for AP classes and increased the seat enrollment in those classes. We showed improvement in all focus areas related to the Teach For Success protocol.		
Priority Concerns (e.g., subject areas below the targeted proficiency levels)		
We did not show a decrease in our 9th grade failure rate. 84 first year students are currently (Sept. 29, 2008) failing 2 or more classes (12.4%). 58% of those students are Hispanic, 62% are on free/reduced lunch, 27% have an IEP. Of the failing students on FRL, 55% are Hispanic. Last year's 10th graders did not have proficiency percentages as high as the previous year's (2006-07) 10th graders for math (62% versus 70%) and they maintained the same proficiency percentage in reading (90%).		
Priority Needs	Causes (Example: Inconsistent curriculum, Ineffective teaching strategies)	Possible Solutions (Suggested strategies)
Priority Need 1: Addressing achievement concerns for all students. We need to address a 10th grade class that did not score as well on the math proficiency test as the class before them. We'll be looking at an increased AMO for both math and reading in 2009-10.	transiency, absenteeism, inconsistent curriculum, ineffective teaching strategies, improper student placement	proficiency classes, remediation programs, tutoring, data analysis for student placement, MAP testing, DIG grant interventions for IEP students
Goal 1: To increase the student achievement of ALL students at Carson High School. This includes students at ALL grade and ability levels.		
Priority Need 2: The failure rate for 1st year students, especially those students in the Hispanic, IEP, and FRL subgroups.	size of school, size of many 9th grade classes, lack of mentoring, transiency, absenteeism, inconsistent curriculum, ineffective teaching strategies, improper student placement	transition programs, interventions for at-risk students, remediation programs, tutoring, data analysis for student placement, MAP testing, AB 212 implementation, DIG grant interventions for IEP students
Goal 2: To specifically address the transition into 9th grade for students in order to reduce the 9th grade failure rate, and to meet the provisions of AB 212 where practicable.		

Action Plan-Goal1+Interventions

Carson High School		2008-2009				
Goal 1: To increase the student achievement of ALL students at Carson High School. This includes students at ALL grade and ability levels.						
Measurable Objective: All subgroups will make Adequate Yearly Progress (AYP) in math and English/language arts (ELA). Increase the following T4S results for April 2009 by 10%: student engagement, key vocabulary emphasized, level of cognition at apply or above, formative assessment, and instructional time maximized. The DIG grant has an additional objective: To reduce the IEP drop-out rate from 11% to meet or be lower than state target of 7.4%.						
Intervention 1: To utilize assessment results and/or programs to provide placement data, to drive instruction, and to provide enrichment and remediation.						
#	Action Steps to implement the intervention	Date/ Timeline	Resources	Entity Responsible	Artifacts to be collected	Evaluation / Assessment Tool
1	All 9th graders will participate in MAP testing for math and reading in the fall and the spring of their 9th grade year.	Sept. - June 2008- 09	NWEA MAP testing	District MAP coordinator CHS MAP coordinator	MAP results, progress reports, growth charts	Growth data
2	All 10th graders (second year students) will take the PSAT free of charge. Results will be utilized to determine placements and to serve as a recruitment tool for advanced classes.	Sept. - June 2008- 09	College Board PSAT	Vice-Principal Testing and Curriculum Counseling and Guidance AP Coordinator	PSAT results	Diagnostic data
3	Fully Implement inclusion model to fulfill all requirements and guidelines.	Sept. - June 2008-09	Co-teaching model/training	SPED Department Chair inclusion coordinator Principal Inclusion team Co-teachers	Test data, grades, survey data, classroom observations	Test data, grades, survey data
4	Implementation of programs/interventions through DIG grant for IEP students.	Sept. - June 2008- 09	DIG grant funding WNRTP grant	Principal DIG grant coordinator	Test data, graduation/drop- out data, program assessments, survey data	Test data, graduation/drop- out data, program assessments, survey data

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5						
6						

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Intervention 2: To utilize instructional strategies that meet the needs of all students in all content areas.						
#	Action Steps to implement the intervention	Date/ Timeline	Resources	Entity Responsible	Artifacts to be collected	Evaluation / Assessment Tool
1	Training for department chairs in the Teach for Success (T4S) protocol and in T4S strategies so they can serve as coaches in their departments.	Sept. - June 2008- 09	WNRTP	Vice-Principal Testing and Curriculum Department Chairs	Walk-through observational data April T4S observation data, lesson plans	T4S observation results
2	Training in PLC's (Professional Learning Communities) for all staff members.	Sept. - June 2008- 09	WNRTP	Administration Department Chairs	Common assessment data, all other test data, survey results, notes from PLC meetings	T4S data, common assessment data, all other test data, survey results
3						
4						
5						
6						

Action Plan-Goal2+Interventions

Carson High School		2008-2009				
Goal 2: To specifically address the transition into 9th grade for students in order to reduce the 9th grade failure rate, and to meet the provisions of AB 212 where practicable.						
Measurable Objective: To reduce by 5% the overall 9th grade failure rate (students with less than 4.5 credits at end of first school year). To reduce the 9th grade failure rate for Hispanic students by 10%. All 9th grade (first year) student subgroups will be at or above the 50th percentile for the percent of students who meet annual growth targets in math and reading on the Measures of Academic Progress (MAP).						
Intervention 1: To utilize assessment results and/or programs to provide placement data, to drive instruction, and to provide enrichment and remediation (all to enhance the transition process).						
#	Action Steps to implement the intervention	Date/ Timeline	Resources	Entity Responsible	Artifacts to be collected	Evaluation / Assessment Tool
1	Continue implementation of MASH program to address transitional needs for those 9th graders proven to be most at-risk at the high school.	Sept. - June 2008-09	Funding for MASH coordinator and MASH teachers	Principal MASH coordinator	Test data, grades, survey data	Test data, grades, survey data
2	Implement Fresh Start classes for those incoming 9th graders identified as most at-risk.	June- June 2008-09	Curricular materials	Vice-Principal Testing and Curriculum Counseling and Guidance (high school and middle schools)	Test data, grades, survey data	Test data, grades, survey data
3	Continue MAP testing for 9th graders to develop growth targets and RIT score growth data. Fully utilize 8th grade RIT data for placement with incoming 9th graders.	Sept. - June 2008-09	NWEA MAP testing	District MAP coordinator CHS MAP coordinator	MAP results, progress reports, growth charts	MAP results, progress reports, growth charts
4						
5						

Action Plan-Goal2+Interventions

Carson High School		2008-2009				
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6						

Action Plan-Goal2+Interventions

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Goal 2: To specifically address the transition into 9th grade for students in order to reduce the 9th grade failure rate, and to meet the provisions of AB 212 where practicable.						
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Intervention 2:						
#	Action Steps to implement the intervention	Date/ Timeline	Resources	Entity Responsible	Artifacts to be collected	Evaluation / Assessment Tool
1						
2						
3						
4						
5						
6						

SIP Summary Report

Carson High School		2008-2009
Goal 1: To increase the student achievement of ALL students at Carson High School. This includes students at ALL grade and ability levels.		
Intervention 1: To utilize assessment results and/or programs to provide placement data, to drive instruction, and to provide enrichment and remediation.		
#	Action Steps to implement the intervention	
1	All 9th graders will participate in MAP testing for math and reading in the fall and the spring of their 9th grade year.	
2	All 10th graders (second year students) will take the PSAT free of charge. Results will be utilized to determine placements and to serve as a recruitment tool for advanced classes.	
3	Fully Implement inclusion model to fulfill all requirements and guidelines.	
4	Implementation of programs/interventions through DIG grant for IEP students.	
5	0	
6	0	
Intervention 2: To utilize instructional strategies that meet the needs of all students in all content areas.		
#	Action Steps to implement the intervention	
1	Training for department chairs in the Teach for Success (T4S) protocol and in T4S strategies so they can serve as coaches in their departments.	
2	Training in PLC's (Professional Learning Communities) for all staff members.	
3	0	
4	0	
5	0	
6	0	

SIP Summary Report

Carson High School	2008-2009
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Goal 2: To specifically address the transition into 9th grade for students in order to reduce the 9th grade failure rate, and to meet the provisions of AB 212 where practicable.

Intervention 1: To utilize assessment results and/or programs to provide placement data, to drive instruction, and to provide enrichment and remediation (all to enhance the transition process).

#	Action Steps to implement the intervention
1	Continue implementation of MASH program to address transitional needs for those 9th graders proven to be most at-risk at the high school.
2	Implement Fresh Start classes for those incoming 9th graders identified as most at-risk.
3	Continue MAP testing for 9th graders to develop growth targets and RIT score growth data. Fully utilize 8th grade RIT data for placement with incoming 9th graders.
4	0
5	0
6	0

Intervention 2:

#	Action Steps to implement the intervention
1	0
2	0
3	0
4	0
5	0
6	0

Carson High School

BUDGET <i>All schools MUST complete this page.</i>					
School Goals		Total Amount Needed to Implement Goal	Funds Specifically Set Aside for the Implementation of the Goal	Funds Still Needed to Implement the Goal	
Goal#1	Goal 1: To increase the student achievement of ALL students at Carson High School. This includes students at ALL grade and ability levels.	\$9,000.00 (PSAT) \$5,250.00 (ALEKS)	\$9,000.00 \$5,250.00 (Summer school funds)		
Goal#2	Goal 2: To specifically address the transition into 9th grade for students in order to reduce the 9th grade failure rate, and to meet the provisions of AB 212 where practicable.	\$5,000.00 (MASH)	\$5,000.00 (Title II/V)		

Budget Information

Carson High School

Provide the other sources of funds you are currently receiving and identify the purposes for which those funds are spent. Possible sources of funds might include Title I, Title II, Title III, Title IV, Title V, 21st Century, Gear Up, Reading First, Busin

BUDGET *All schools MUST complete this page .*

Source of Funds	Amount Received for current school year	Purposes for which funds are used
State DIG Grant	\$37,000.00	Programs, materials, training to address needs and interventions for IEP students.

Required Elements of a School Improvement Plan. All Schools complete this page

1. What are the policies and practices in place that ensure proficiency of each subgroup in the core academic subjects?
Proficiency classes for math and English, remediation programs, before and after school tutoring, summer school proficiency classes
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 during any extension of
The school uses READ 180 and ALEKS math to remediate non-proficient students. Math and special education provide before and after school tutoring. "March Madness" will go into effect on February 16th; intensive before and after school proficiency tutoring for math, reading, and writing.
3. Describe the resources available to the school to carry out the plan.
We have benefitted from the funding received through SB 404 and now SB 185 through the state legislature in the past. We have also received grants through WNRTP, and funding from our school district. We are relying on carry-over funds from summer school and a Title II/V grant this year. Special education has DIG grant funding this year.
4. Summarize the effectiveness of any appropriations for the school made by the Legislature to improve student academic achievement.
Legislative remediation funding was extremely valuable, but it no longer exists.
5. Discuss how the school will utilize Educational Involvement Accords for Parents including the Honor Code and meet all the requirements of the law.
We send them home with our students, collect them, and then keep the documents on file. We also send a copy home in our newsletter to assure that our parents receive them.
6. If applicable, describe how the school will make it's Title III Annual Measurable Achievement Objective (AMAO) targets in English language proficiency (reading, writing, listening, and speaking
N/A

Carson High School

OTHER REQUIRED ELEMENTS OF THE SIP

All schools MUST complete this page.

School Characteristics	#	%	Title I	Yes	No
Average Daily Attendance		90.70%	Eligible		
Transiency Rate		17.90%	Served		
% enrolled continuously since Count Day	2,370		Targeted Assisted		
Incidents of School Violence: Student-to-Student	10		Schoolwide		
Incidents of School Violence: Student-to-Staff	2		Did your school make Adequate Yearly Progress (AYP)?		
			What was your school's AYP Designation? Exemplary (EX), High Achieving (HA), Watch List (W), Needs Improvement Year 1 (N1), Needs Improvement Year 2 (N2), Needs Improvement Year 1 Hold (N1-H), Needs Improvement Year 2 Hold (N2-H), etc.	HA	
Dropout Rate (HS)		0.50%	Did you appeal your latest AYP designation?		X
Graduation Rate (HS)		86.80%	Was your latest appeal granted?		
			Designated as Persistently Dangerous School?		X
			Receiving State Remediation funding?		X
			Has a State SST been assigned to your school?		X

Require Elements for Title I Schools. Title I Schools, identified in needs of improvement, must complete this page.

1. Describe the required services the school provided based on the number of years the school has been in need of improvement, (*e.g., schools in Year 2 of in need of 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.

5. Describe the school's teacher mentoring program and how it relates to achieving the school's annual goals and objectives.

6. Describe the school's strategies to attract high-quality, highly qualified teachers to your school and your plan to offer them high-quality, ongoing professional development.

7. Describe the school's strategies to increase parent involvement in accordance with Section 1118 of NCLB, 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.

Additional Required Elements for Non-Title I Schools, identified as "Needs Improvement"

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

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