

Carson City School District

Carson Middle School

School Address
1140 West King Street
Carson City, NV 89703

School Improvement Plan

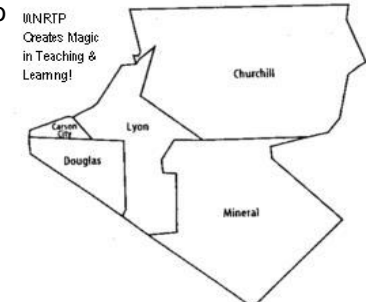
2008-2009

Carson Middle School

Revised: 10/01/08

SIP Team Members: Helen Billhimer (math teacher), Gail Bushey (science teacher), Celia Davis (history/art teacher), Ann Felte (counselor), Marvelee Gomez (speech pathologist), Susan Hoffman (English teacher), Dr. Vito Perrone (Assistant Principal), Marjorie Rispin (science teacher), Karla Rodriguez (reading teacher), Sam Santillo (Principal), Lisa Stocke (technology teacher/coordinator), Gavin Ward (Dean), Debbie McDonald (parent), David Ruf (parent).

Submission Date:



Carson Middle School

School Vision Statement

The vision of Carson Middle School is reflected in our school motto, "Learners Today Leaders Tomorrow."

School Mission Statement

The mission of Carson Middle School is to provide all students an equal opportunity to learn in a safe and structured environment. By creating a partnership between parents, students, staff, and community members we are actively engaged in pursuing our school motto, "Learners Today Leaders Tomorrow."

School Beliefs

Carson Middle School believes that all students can learn.

School Highlights

Opening of new facility on first day of school: August 25, 2008.
Increased parent involvement through Parent Teacher Association, parent volunteers, and parent notification.
Decrease in student behavior referrals for 2007-2009 school year.
Leveled math classes which include Advanced Math Placement. MAP scores utilized for improving math instruction, placement in leveled math classes and differentiated instruction.
T4S observations indicate high student engagement and high occurrence of literacy rich environments school wide.
HSPP implemented for credit retrieval, homework club, and enrichment. Zero retentions achieved for 2007-2008 school year.
Extra-curricular activities which include: Girls/boys basketball, volleyball, cross country team, wrestling, and track; marching band and color guard, Veteran's Day celebration, Art Show, Science Olympiad, Technology Night.

Comprehensive Needs Assessment **Carson Middle 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 Middle School exceeded the Math AYP PAC (54.6%) for some subpopulations (School - 70.18%, American Indian/Alaska Native - 88.44%, Asian/Pacific Islander - 93.48%, Hispanic/Latino - 58.16%, White/Caucasian - 75.7%, LEP - 57.16%, and FRL - 60.77%).
 Carson Middle School exceeded the ELA AYP PAC (51.7%) for some subpopulations (School - 66.44%, American Indian/Alaska Native - 79.87%, Asian/Pacific Islander - 86.09%, and White/Caucasian 73.47%).

Priority Concerns (e.g., subject areas below the targeted proficiency levels)

Carson Middle School made safe harbor for the IEP subpopulation in Math, but he group was still below the Math AYP PAC of 54.6% (41.86%).
 Carson Middle School did not meet the ELA AYP PAC of 51.7% for some subpopulations (Hispanic/Latino - 49.52%, LEP - 46.87%, FRL - 51.21%).
 Carson Middle School made safe harbor for the IEP subpopulation in ELA but eh group was still below the ELA AYP PAC of 51.7% (IEP - 37.49%).

| <i>Priority Needs</i> | <i>Causes (Example: Inconsistent curriculum, Ineffective teaching strategies)</i> | <i>Possible Solutions (Suggested strategies)</i> |
|--|---|---|
| Priority Need 1: Specific subpopulations' (IEP, LEP, Hispanic, FRL) learning needs in ELA (reading and writing) and math are not being met consistently across the curriculum. | *Inconsistent use of CRT/MAP data. *Inconsistent use of DesCartes *Inconsistent use of data to create flexible groups and hot lists. *Inconsistent implementation of differentiated instruction. *Inconsistent reading and writing instruction across the curriculum. | *PD on accessing CRT/MAP data. *PD on DesCartes *Grade level/subject area PLC meetings to discuss data, identify flexible groups, and create hot lists. *PD on differentiated instruction. *PD on content reading and writing. *PLCs that focus on reading and writing strategies. |
| | | |

Goal 1: Increase the student achievement of ALL students, regardless of grade or ability, while enrolled at Carson Middle School.

Action Plan-Goal1+Interventions

| Carson Middle School | | | 2008-2009 | | | |
|---|---|---|---|---|--|---|
| Goal 1: Increase the student achievement of ALL students, regardless of grade or ability, while enrolled at Carson Middle School. | | | | | | |
| Measurable Objective: Students will meet or exceed the math AYP PAC rate (54.6%) and English Language Arts PAC rate (51.7%) OR decrease by 10% the number of students who are non-proficient. | | | | | | |
| Intervention 1: Carson Middle School students will receive instruction, to include enrichment and remediation, based upon the utilization of assessment results. | | | | | | |
| # | Action Steps to implement the intervention | Date/ Timeline | Resources | Entity Responsible | Artifacts to be collected | Evaluation / Assessment Tool |
| 1 | Teachers will learn to access and interpret formative and summative assessments (CRT, MAP, Writing, and grade level department data) and use them to identify students' specific learning needs. | 9/11/08 9/23-24/08 | CRT scores MAP scores Writing scores Department data | CMS Administration R. Medina W. Greenlee J. Florey | Resource Checklist Attendance Forms Reaction Survey Results PD Assessment Results Observation Data | PD Rubric |
| 2 | Teachers will access MAP testing data in reading and math, follow the data to individual goal strands, and utilize the data to differentiate instruction for all students. | Ongoing | NWEA MAP Website DesCartes Dynamic Reports | CMS Administration CMS Dept Chairs CMS Staff CMS SIT | Resource Checklist Attendance Forms Reaction Survey Results PD Assessment Results Observation Data Common Assessments | PD Rubric |
| 3 | Teachers will meet in PLCs to discuss assessment data (CRT/MAP/Writing/grade level department data), compare students' content specific needs, and plan instruction informed by the data and driven by the students' learning needs. | 8/21/08 8/22/08 9/17/08 Weekly | CRT scores MAP scores Writing scores Department data WN RTP | CMS Administration CMS Dept Chairs CMS Staff CMS SIT | PLC Notetaker Reaction Survey Results My Learning.com Recert Credit | Activity Rubric |
| 4 | Read 180, a reading intervention program, will continue to be implemented to support special education, LEP, hispanic, FRL and low ability students in reading | Ongoing | MAP scores Read 180 Reports | CMS Administration CMS Staff CMS SIT | MAP Scores Read 180 Reports Class Rosters | MAP scores CRT Scores |
| 5 | Continue Math A/B classes which have been designed to pace the delivery of the mathematics curriculum to students who struggle in math content strands, based upon students' math achievement data. Targeted subpopulations to include Hispanic, IEP, LEP, FRL. | Ongoing | MAP scores Fast Math | CMS Administration CMS Staff CMS SIT | MAP Scores Curriculum pacing guide Teacher lesson plans | MAP scores CRT Scores Fast Math Reports |
| 6 | Special education and ESL support service personnel will co-teach/assist in classes across the curriculum. Key vocabulary and scaffolding strategies will be used to enhance student understanding of the content presented. | Ongoing | Master Schedule Essential Vocab T4S Data | CMS Administration CMS Staff CMS SIT | T4S Protocol SST Observation data Site Walk-through data | T4S Evaluation Walk-through data |
| 7 | Teachers will receive training on content reading and writing across the curriculum to increase students' achievement in ELA. | 10/22/08 | CMS Staff WN RTP Previous Training | CMS Administration CMS Dept Chairs CMS SIP | Resource Checklist Attendance Forms Reaction Survey Results PD Assessment Results Observation Data | PD Rubric |

SIP Summary Report

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| Carson Middle School | 2008-2009 |
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| 2 | Teachers will access MAP testing data in reading and math, follow the data to individual goal strands, and utilize the data to differentiate instruction for all students. |
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| 6 | Special education and ESL support service personnel will co-teach/assist in classes across the curriculum. Key vocabulary and scaffolding strategies will be used to enhance student understanding of |

Carson Middle 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: Increase the student achievement of ALL students, regardless of grade or ability, while enrolled at Carson Middle School. | \$95,000 | 43,700 | \$51,300 | |

Funds required include funding for School Improvement Team after hours work, teacher professional development, PLC meeting time after hours, sub pay for teachers providing professional development or attending professional development as it pertains to the goal of the SIP.
 In addition, funds are needed to continue the after school remediation and enrichment program known as HSPP.

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

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| 1. What are the policies and practices in place that ensure proficiency of each subgroup in the core academic subjects? |
| CMS provides leveled math classes for students using assessment data to provide appropriate differentiated instruction to all students. Read 180 is utilized with SPED, LEP and low achieving students, utilizing achievement data, to increase reading levels/ability. Sheltered English and science classes are provided for LEP and low achieving students to provide differentiated instruction. Stetson model of co-teaching and support facilitation has been implemented to provide support to all students with a target on SPED students. Grade level/subject area PLCs required for all teachers for collaboration on use of achievement data to identify and meet students' learning needs. |
| 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 |
| Lunch time or after school remediation for students having zero scores on assignments. Individual teachers providing lunch time and after school assistance to students. HSPP provides remediation for credit deficient students, homework club/tutoring assistance for all students, enrichment opportunities for all students after school. Transportation provided. Community Resources including Boys & Girls Club, Washoe Colony Tutoring, JPO programs |
| 3. Describe the resources available to the school to carry out the plan. |
| CCSD/CMS general budget, WNRTP grant, 21st Century Grant, APEDP Grant, PTA On-staff professionals that can provide training to the remaining staff. District level trainers, WNRTP trainers Parent/Community volunteers |
| 4. Summarize the effectiveness of any appropriations for the school made by the Legislature to improve student academic achievement. |
| Carson Middle School receives no direct appropriations from the Legislature. |
| 5. Discuss how the school will utilize Educational Involvement Accords for Parents including the Honor Code and meet all the requirements of the law. |
| Each student was given the Accord for Parents and the Honor Code on the 1st day of school to take home and have signed and returned to their 1st period teacher. Students who enrolled after the first day of school were given copies with their enrollment packets. To date (10/2/08) 1190 Accords for Parents have been returned and 912 Honor Codes have been returned. The signed and returned copies are maintained in the main office of CMS. Efforts are being made to identify those students who still need to return the forms and have them returned to the school. |
| 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 |

Other Required Elements

Carson Middle School

OTHER REQUIRED ELEMENTS OF THE SIP

All schools MUST complete this page.

| School Characteristics | # | % | Title I | Yes | No |
|--|---|------|--|--|----|
| Average Daily Attendance | | 92.1 | Eligible | | X |
| Transiency Rate | | 19.7 | Served | | |
| % enrolled continuously since Count Day | | 93.5 | Targeted Assisted | | |
| Incidents of School Violence: Student-to-Student | 9 | | Schoolwide | | |
| Incidents of School Violence: Student-to-Staff | 0 | | Did your school make Adequate Yearly Progress (AYP)? | | X |
| | | | 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. | Needs Improvement Year 3 - Hold | |
| Dropout Rate (HS) | | | Did you appeal your latest AYP designation? | | X |
| Graduation Rate (HS) | | | Was your latest appeal granted? | | |
| | | | Designated as Persistently Dangerous School? | | X |
| | | | Receiving State Remediation funding? | | |
| | | | Has a State SST been assigned to your school? | X | |

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.

Written notice of school's status provided through CCSD press release in local newspaper and television. School accountability report mailed to all parents. School newsletter mailed to all students' families advises parents of the "Needs Improvement" status. School status is also mentioned at open house at the beginning of the school year and awards assemblies at the end of the school year .

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

New teachers to Carson City School District are provided "new teacher" professional development training and an on site mentor. At Carson Middle School all mentors participate with the new teachers' in the professional development. In addition, they explain and work with them on the Framework for Effective Teaching, the teacher evaluation procedure. Goal setting is included through classroom observations and coaching sessions. Mentors support the achievement of all students at Carson Middle School by assisting new teachers with lesson plans, differentiated instruction, assessments and the use of dataas it relates to the goal and objectives of the SIP. New teachers and teacher mentors participate in the CMS PLCs together which focus on the goal and objectives of the SIP.