

Carson City School District

Fritsch Elementary School

School Address
504 Bath Street
Carson City, Nevada 89521

School Improvement Plan

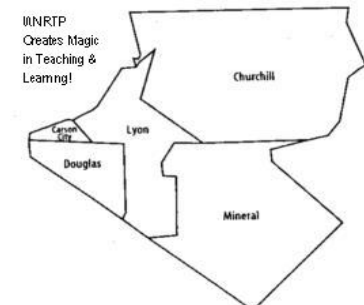
2008-2009

Fritsch Elementary School

Revised: 07/08/08

SIP Team Members: Mary Garey, Principal; Wayland Denny, Vice Principal; Karen Scott, Counselor; Mary DeLorme, Psychologist; Kerrie Laack, Literacy Coach; Joyce Cavanaugh, ESL Teacher; Jason King, Fifth Grade Teacher; Kellie Jensen, Special Education Teacher; Laura Valley, P.E. Teacher; Christine Donaldson, Kindergarten Teacher; Judy Gentner, First Grade Teacher; Paula Davies, Second Grade Teacher; Nancy Pradere, Third Grade Teacher; Heide Lerud, Fourth Grade Teacher.

Submission Date: October 1, 2008



Fritsch Elementary School

School Vision Statement

Empower all students to achieve to their highest potential.

School Mission Statement

Our mission is to create a safe environment where children can develop into responsible, caring, life-long learners who will grow up to be contributing members of society.

School Beliefs

Fritsch Elementary School believes that all students can learn. We are focused on data-based decision making to improve teaching and learning. We also believe a cooperative team of family, school, and community is critical for academic success.

School Highlights

- *Implement school-wide anti-bullying program including Character Counts curriculum
- *Improved fifth grade writing proficiency scores
- *Create a tutoring program using MAP data
- *Hold Jr Engineering Day for all grade levels funded by our PTA
- *Provide Artist-in-Residence for K - 5 organized and funded by our PTA
- *Teach after school Spanish language class for approximately 40 students K - 5
- *Sponsor all school science fair
- *Develop school-wide reading folders/longitudinal records
- *Participate in state Reflections contest

Comprehensive Needs Assessment Instructions for this page are available at: http://www.wnrtp.net/sip_dip.htm		Fritsch Elementary School
Key Strengths (e.g., subject areas that exceed targeted proficiency levels).		
**Active parent participation group *61% of all 3rd, 4th, and 5th grade students made AYP in Reading *67% of all 3rd, 4th, and 5th grade students made AYP in Math *Literacy and Writing coaches are on staff for the 2008 - 2009 school year *Inclusion and push-in teachers provide additional instruction to regular ed classrooms using the co-teaching model *Teachers use the MAP assessments to guide instruction and interventions *Student selection for after school remedial programs were determined by using the MAP scores "		
Priority Concerns (e.g., subject areas below the targeted proficiency levels)		
*Continue to monitor the IEP, FRL, LEP, and Hispanic populations for growth in reading, writing, and math *Staff needs to be trained in HQSI and T4S protocol * First year implementation of 100% inclusion model *Loss of positions for reading/literacy remediation *Loss of Math coach position *Loss of Literacy Coach position *Loss of additional funding for 2008 - 2009 school year		
Priority Needs	Causes (Example: Inconsistent curriculum, Ineffective teaching strategies)	Possible Solutions (Suggested strategies)
Priority Need 1. Fritsch will sustain and improve efforts of successful interventions, programs, and instructional support by certified staff in Math for all students, with particular emphasis on Hispanic and FRL subgroups, through increased professional development of effective instructional strategies, continued implementation of the new math textbook and manipulatives, Professional Learning Communities, and formative assessment tools.	Inconsistent curriculum Inconsistent assessments Loss of Math Coach No staff training in HQSI and Differentiated Instruction	Continue implementation of new math textbook Create uniform expectations for assessments PLC's to collaborate best strategies Train all staff in HQSI and Differentiated instructions
Goal 1: Raise ELA scores in all sub-populations, especially IEP, FRL, LEP, and Hispanic. Continue to improve math and writing scores in all sub-populations, and implement a school-wide character building program.		

Comp. Needs Assessment

<p>Priority Need 2. Fritsch needs to accelerate growth in Reading and writing for the entire student population with an emphasis on Hispanic and FRL subpopulations through coaching by the reading specialist, district leadership training for assessment analysis, Professional Learning Communities, ESL resources including ESL teacher, ESL teacher assistant, push-in and co-teaching, and district phonemic awareness interventionist.</p>	<p>Lack of staff training in the writing process Lack of effective after school tutoring program Lack of writing coach Lack of training in HQSI and Differentiated Instruction</p>	<p>Literacy Coach to assist in training staff Implement an effective after school tutoring program Train staff in writing process and continue implementation of the Write From the Beginning Program Train staff in HQSI and Differentiated Instruction</p>
<p>Goal 2:</p>		

Action Plan-Goal1+Interventions

Fritsch Elementary School		2008-2009				
Raise ELA scores in all sub-populations, especially IEP, FRL, LEP, and Hispanic. Continue to improve math and writing scores in all sub-populations, and implement a school-wide character building program.						
Measurable Objective: All sub-populations including Hispanic, LEP, IEP, and FRL will meet the expected AYP goal of 54.7% proficient or better in math for the years 2007 - 2009 or decrease the number of non-proficient by 10%.						
Intervention 1: Professional engagement specific to maintaining and raising achievement scores and building character to decrease discipline problems						
#	Action Steps to implement the intervention	Date/ Timeline	Resources	Entity Responsible	Artifacts to be collected	Evaluation / Assessment Tool
1	Principal goes to conference to be trained and follow the "Train the Trainer" model for Character Counts	06/08	Carson City School District funding	Principal	Training materials and staff posters, manuals, etc.	Attendance and materials collection Baseline discipline data from previous years
2	After-school remedial reading and math for students scoring at the 25th to 50th %ile as measured on the district MAP's test	10/08	Title III Grant District Funds	Teachers Counselor VP Intern Principal	Studyisland on-line program MAP Data	Curriculum based assessments MAP Data Studyisland data/assessments
3	Hispanic parent information meeting to explain and increase participation in the ESL program	9/08 - 5/09	common plan time	Teachers Principal	Sign-in sheets Meeting Minutes Student achievement data	Principal observation Attendance Hot lists Student achievement
4	Students will participate in fall and spring MAP tests to measure progress with teachers yusing results to guide instruction and grouping	Fall 2008by 12/1/08	RTI Team	RTI Team Principal Counselor Psychologist	Sign-in sheets PEP Plans Agenda	Principal observation Student achievement
5	Second through fifth grade teachers will conference with students to set goals for individual growth and share those goals with parents at conference meetings.	By 12/1/08	MAP test results	Teachers Parents Principal Counselor	PEP Plans	Student achievement MAP scores
6	Teachers will pre and post test students using curriculum based assessments in math	9/15/08 5/30/09	Curriculum assessment tools	Teachers Students	Pre-test scores Post-test scores	Curriculum assessment tools

Action Plan-Goal1+Interventions

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Professional Development specific to research-based instructional practices and the use of data in instructional planning						
#	Action Steps to implement the intervention	Date/ Timeline	Resources	Entity Responsible	Artifacts to be collected	Evaluation / Assessment Tool
1	Literacy coach will work with teachers to develop uniform assessments in Reading to create a common language and expectations	2008 - 2009	Reading specialist position used as Literacy Coach	Literacy Coach	Blue student folders Student assessment tools	Uniform assessments
2	RTI Team will train teachers in the PEP and RTI processes.	10/08 5/09	District funded MAP tests	MAP coordinator Teachers Principal	MAP scores Student achievement data	MAP scores
3	4th and 5th grade teachers trained with the district writing coach and supported by the site writing coach	10/08 2008 - 2009	District funded writing coach Rdng specialist as writing coach	Principal	Student writing samples	Lesson plans Sign-in sheets at training
4	All staff trained in HQSI	2008 - 2009	District funded trainer	District trainer Principal	HQSI agendas Sign-in sheets	Teachers employing strategies in the classroom
5	Teachers will meet weekly in Profesional Learning Communities to monitor student progress and collaborate on best practices.	Fall 2008	Site budget	ESL teachers Translators	Program agenda Sign-in sheets	Increased participation in ESL by those students who qualify
6	Teachers will write PEP plans for those students scoring in the lowest 10 percentile on MAPS testing if not already identified as IEP.	10/08 11/08	No cost	Teachers Students Parents Principal	Goals sheets	Increased student achievement

Action Plan-Goal2+Interventions

2008-2009						
Raise ELA scores in all sub-populations, especially IEP, FRL, LEP, and Hispanic. Continue to improve math, reading, and writing scores in all sub-populations, and implement a school-wide character building curriculum.						
Measurable Objective: All sub-populations including Hispanic, LEP, IEP, and FRL will meet the expected AYP goal of 51.7% proficient or better in Reading and Writing for the years 2008 - 2009 or decrease the number of non-proficient by 10%.						
Intervention 1: All staff will be trained in HQSI using District trainers and resources on early release days during the 2008 - 2009 school year. Staff will continue to advance through the levels of T4S training.						
#	Action Steps to implement the intervention	Date/ Timeline	Resources	Entity Responsible	Artifacts to be collected	Evaluation / Assessment Tool
1	Train staff in T4S according to their level of need	10/08	WNRTP Regional Trainers	WNRTP Trainers Teachers Principal	Agendas Sign-in sheets	Included with lesson plans Staff attendance
2	Principal and vice-principal will do walk-through observations based on the T4S model.	2008 - 2009 school year	Walk through sheets	Principal Vice-principal	Walk through sheets Schedules of walk throughs	Administrative observatiao/records
3	Principal and Counselor will continue to visit other schools to do T4S Observations to glean ideas and hone skills and knowledge	2008 - 2009 school year	WNRTP support and training	WNRTP Principal Counselor	Notes Observation data	Attendance Principal and counselor sharing of ideas
4	At least seven teachers will sign up for HQSI observation and coaching	by 12/1/08	District funds	CCSD District Trainer Principal	Coaching sign-ups	Seven or more teachers participated
5	All staff will be trained in the HQSI Model	2008 - 2009 school year	District funds	CCSD District Trainer Principal	Agendas Sign-in sheets	Administrative observatiao/records
6	All teachers will try at least one sheltered lesson per month for the second semester of 2008 - 2009 school year.	1/1/09 - 5/30/09	District Trainers	Teachers CCSD District Trainer Principal	Lesson plans Resource materials lists	Principal observation Teacher participation District Trainer walk throughs

Action Plan-Goal2+Interventions

2008-2009						
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Measurable Objective: All sub-populations including Hispanic, LEP, IEP, and FRL will meet the expected AYP goal of 51.7% proficient or better in Reading and Writing for the years 2008 - 2009 or decrease the number of non-proficient by 10%.						
Intervention 2: 100% of classroom instructional settings will use formative assessment tools and other diagnostic data to determine at risk students' independent reading level and provide a balanced literacy approach to the Cell-ExLL strategies that includes phonics instruction to help instruct all students.						
#	Action Steps to implement the intervention	Date/ Timeline	Resources	Entity Responsible	Artifacts to be collected	Evaluation / Assessment Tool
1	Teachers will share effective Cell/ExLL strategies at PLC collaborative sessions.	2008 - 2009	Common Plan Time	Teachers Principal	Sign-in sheets Meeting minutes	Principal observation Teacher participation
2	Literacy coach to meet with teachers to decide on common reading assessments	by 12/1/08	District provided	Literacy Coach Teachers Principal	Meeting minutes	Principal observation Teacher participation
3	Sample classrooms to use phonics in one third grade classroom and one fifth grade classroom; spelling program to be adopted at the end of the year.	2008 - 2009 school year	2008 - 2009 school year	Third and Fifth grade classrooms	Student achievement gains as measured by MAP scores Student growth as measured by DRA levels	Teacher assessment DRA score growth MAP score growth
4	Sample classrooms to use spelling pilot in all but one third grade; spelling program to be adopted at the end of the year.	2008 - 2009 school year	2008 - 2009 school year	Third and Fifth grade classrooms	Student achievement gains as measured by MAP scores Student growth as measured by DRA levels	Teacher assessment DRA score growth MAP score growth
5	Community of Learners to be formed by teachers after school to study the book "Strategies that Work" to enhance best practices and share ideas.	2008 - 2009 school year	Prof Growth Credits Teachers	Teaching and Learning Committee	Agendas Meeting minutes Attendance rosters	Lesson Plans Teacher reports Principal observation Student achievement
6	Use ten minutes each staff meeting on "mini-lessons" and sharing of ideas regarding Cell/Exll components.	2008 - 2009 school year	Grade level teams to present at each meeting	Teachers Principal	Materials Agendas	Lesson Plans Teacher reports Principal observation Student achievement

SIP Summary Report

Fritsch Elementary School	2008-2009
All sub-populations including Hispanic, LEP, IEP, and FRL will meet the expected AYP goal of 54.7% proficient or better in math for the years 2007 - 2009 or decrease the number of non-proficient by 10%.	
Intervention 1: Professional engagement specific to maintaining and raising achievement scores and building character to decrease discipline problems	
#	Action Steps to implement the intervention
1	Principal goes to conference to be trained and follow the "Train the Trainer" model for Character Counts
2	After-school remedial reading and math for students scoring at the 25th to 50th %ile as measured on the district MAP's test
3	Hispanic parent information meeting to explain and increase participation in the ESL program
4	Students will participate in fall and spring MAP tests to measure progress with teachers yusing results to guide instruction and grouping
5	Second through fifth grade teachers will conference with students to set goals for individual growth and share those goals with parents at conference meetings.
6	Teachers will pre and post test students using curriculum based assessments in math
Professional Development specific to research-based instructional practices and the use of data in instructional planning	
#	Action Steps to implement the intervention
1	Literacy coach will work with teachers to develop uniform assessments in Reading to create a common language and expectations
2	RTI Team will train teachers in the PEP and RTI processes.
3	4th and 5th grade teachers trained with the district writing coach and supported by the site writing coach
4	All staff trained in HQSI
5	Teachers will meet weekly in Profesional Learning Communities to monitor student progress and collaborate on best practices.
6	Teachers will write PEP plans for those students scoring in the lowest 10 percentile on MAPS testing if not already identified as IEP.

SIP Summary Report

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Measurable Objective: All sub-populations including Hispanic, LEP, IEP, and FRL will meet the expected AYP goal of 51.7% proficient or better in Reading and Writing for the years 2008 - 2009 or decrease the number of non-proficient by 10%.	
Intervention 1: All staff will be trained in HQSI using District trainers and resources on early release days during the 2008 - 2009 school year. Staff will continue to advance through the levels of T4S training.	
#	Action Steps to implement the intervention
1	Train staff in T4S according to their level of need
2	Principal and vice-principal will do walk-through observations based on the T4S model.
3	Principal and Counselor will continue to visit other schools to do T4S Observations to glean ideas and hone skills and knowledge
4	At least seven teachers will sign up for HQSI observation and coaching
5	All staff will be trained in the HQSI Model
6	All teachers will try at least one sheltered lesson per month for the second semester of 2008 - 2009 school year.
Intervention 2: 100% of classroom instructional settings will use formative assessment tools and other diagnostic data to determine at risk students' independent reading level and provide a balanced literacy approach to the Cell-ExLL strategies that includes phonics instruction to help instruct all students.	
#	Action Steps to implement the intervention
1	Teachers will share effective Cell/ExLL strategies at PLC collaborative sessions.
2	Literacy coach to meet with teachers to decide on common reading assessments
3	Sample classrooms to use phonics in one third grade classroom and one fifth grade classroom; spelling program to be adopted at the end of the year.
4	Sample classrooms to use spelling pilot in all but one third grade; spelling program to be adopted at the end of the year.
5	Community of Learners to be formed by teachers after school to study the book "Strategies that Work" to enhance best practices and share ideas.
6	Use ten minutes each staff meeting on "mini-lessons" and sharing of ideas regarding Cell/Exll components.

Fritsch Elementary 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	All sub-populations including Hispanic, LEP, IEP, and FRL will meet the expected AYP goal of 54.7% proficient or better in math for the years 2007 - 2009 or decrease the number of non-proficient by 10%.	General fund monies Title III allocation funding	100%	
Goal#2	All sub-populations including Hispanic, LEP, IEP, and FRL will meet the expected AYP goal of 51.7% proficient or better in Reading and Writing for the years 2008 - 2009 or decrease the number of non-proficient by 10%.	General fund monies Title III allocation funding	100%	

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?
We have implemented the Stetson Inclusion model to provide co-teaching learning opportunities for our IEP students based on their IEP goals in conjunction with MAP test results to shore up deficiencies. Additionally, the ESL teacher is implementing the district prescribed phonics program "Zip Zoom" to assist our LEP students. Teachers are using the RTI process to begin interventions for those students scoring at the 10th percentile or below and who are not identified as IEP students, based on MAP test results. We have begun an after-school program for those students scoring at the 25th to 50th percentiles based on MAP scores to remediate reading and math. One of our reading specialists is acting as a writing coach in collaboration with the district writing coach to provide additional training and support to our teachers in their second year of Write From the Beginning. Our teachers participate in PLC's, Professional Learning Communities, to collaborate on best practices using assessment data, to increase learning and achievement. Additionally, we have set up a new governance structure and increased communication throughout the school.
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
We provide after school remedial programs four days a week, taught by licesned teachers on staff, to students scoring at the 25th to 50th percentile as measured by district MAP scores in both the areas of reading and math. We offer summer school three weeks before school starts as well. Transportation is provided by the district for our after school program four days a week.
3. Describe the resources available to the school to carry out the plan.
Title III funds provide salary to teachers teaching after school remedial classes, and we have piggy-backed tranportation costs with a neighboring school.
4. Summarize the effectiveness of any appropriations for the school made by the Legislature to improve student academic achievement.
We receive Title III funds for our after-school program.
5. Discuss how the school will utilize Eductional Involvement Accords for Parents including the Honor Code and meet all the requirements of the law.
Our parents are provided a copy of these Accords, and they sign and return them to their teachers. We meet with parents to create PEP's, Personal Education Plans, to provide assistance to those students needing additional practice and/or instruction, as well as parental interventions.
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
Our school made AMAO last year, and we are hopeful our new plans in place will again provide increasing achievement for our ESL learners. The ESL teacher has implemented the district prescribed phonics program "Zip Zoom" in addition to our differentiated instructional practices and all staff being trained in HQSI this year.

Fritsch Elementary School

OTHER REQUIRED ELEMENTS OF THE SIP

All schools MUST complete this page.

School Characteristics	#	%	Title I	Yes	No
Average Daily Attendance	96.3		Eligible		X
Transiency Rate	22.2		Served		
% enrolled continuously since Count Day	95.1		Targeted Assisted		
Incidents of School Violence: Student-to-Student	10		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.		
Dropout Rate (HS)			Did you appeal your latest AYP designation?	X	
Graduation Rate (HS)					
			Designated as Persistently Dangerous School?		X
The above figures were taken from the 2007 - 2008 Accountability Summary Report.			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.

We made AYP for the 2006 - 2007 and the 2007 - 2008 school years.

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