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# NYE COUNTY SCHOOL DISTRICT

## BEATTY HIGH SCHOOL 1 HORNET AVENUE

### SAGE SCHOOL IMPROVEMENT PLAN TITLE I - NRS 385

For Implementation in  
2012 - 2013

#### School Improvement Planning Team

- ALL Title I schools must have a parent on their SIP team that is NOT a district employee. Indicate this member with an asterisk.

Name of Member	Position
Gary Flood	Principal
Connie Adcox	Aide
Jerry Adcox	Teacher
Kitty Shubert	Parent

Submission Date:

Area Reviewer: Department of Student Achievement

<b>School: Beatty High School</b>	<b>District: Nye</b>
<b>Principal: Gary Flood</b>	<b>School Year: 2011-2012</b>
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**Part I: VISION FOR LEARNING**

**District Vision or Mission Statement**

Every Child a Success

**PRIORITY NEED/GOAL 1** Improvement in student achievement and proficiency levels for all students.

**PRIORITY NEED/GOAL 2** Sustain and build practices in the NCSD educational organization that increase the graduation rate, increase parental involvement, and promote best teaching practices.

**PRIORITY NEED/GOAL 3** Maintain a safe and respectful learning environment.

## **VISION FOR LEARNING** (continued)

### **School Vision or Mission Statement**

Beatty High School has created an environment that encourages and promotes the development of Communication and Critical Thinking Skills as we prepare students to pass the High School Proficiency Examinations, and to achieve their potential as productive, knowledgeable, healthy, creative individuals and members of a democratic society.

1. We believe that all students deserve a well-balanced education that includes the core academics of Reading, Writing, and Mathematics, as well as Career and Technical Education, the Arts, Sciences, and extra-curricular activities.
2. We believe that a well-rounded education will foster tolerance for individual differences and a respect for one's self, others, and the environment.
3. We believe that responsible conduct must be modeled and encouraged.
4. We believe a safe and secure school is everyone's right.
5. We believe students are accountable for their own actions and destiny.
6. We believe that faculty, students and parents are active shareholders in the educational process.
7. We believe that students and all staff are individuals with unique needs and abilities.

### **School Highlights**

Our highest achieving students are also highly involved in extracurricular activities. Their achievements have been recognized at state and national levels. Students who are involved in FCCLA, Skills USA, Student Council and Poetry Outloud are among the highest achieving students academically.

Our Music Program is consistently rated as excellent/superior in yearly musical competitions, and is the pride of Beatty and Amargosa Valley.

Our highest achieving athletes are also among our highest achieving students in academics.

Our “Friends of Rachel” Club participants show the highest standards of empathy, community and social outreach and support.

## PART II: INQUIRY PROCESS

### 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.

#### *Key Strengths*

(to sustain in the school improvement plan)

Beatty High School was recognized as a High Achieving School in the recent past.  
AYP is met perennially; Beatty High School has never been a Needs Improvement School.  
Results of standardized testing point to increasing achievement.  
NHSPE scores show Beatty High School surpassing other District scores.  
ACT scores of Beatty High students surpass statewide scores.

#### *Priority Concerns*

Significantly low family and community involvement.  
Language and cultural barriers between school and non-English speaking families and students.  
**Beatty High School requires a full time ESL instructor.**  
Graduation rate less than 100%.  
Initial pass rates for all HSPEs need improvement.

## INQUIRY PROCESS (continued)

### Verification of Causes – Root Cause Analysis

For each concern, verify the root causes that impact or impede the priority concerns. Identify research-based solutions that address the priority concerns.

<i>Priority Concerns</i>	<i>Root Causes</i>	<i>Solutions</i>
<p>1. The school feels the lack of family and community involvement. Lack of awareness and/or support of BHS' goals for attendance and academic progress weaken our academic and CTE programs.</p> <p>2. The percentage of BHS students who do not pass the NHSPE at the first opportunity is too high. This eventually contributes to a less than 100% graduation rate, which is unacceptable.</p>	<p>1. Lack of parental concern for school issues.</p> <p>2. Poverty/Unemployment</p> <p>3. Lack of family resources (affecting transportation, attendance, health, etc.)</p> <p>4. Insufficient, ineffective communication with non-English speaking families.</p> <p>5. Undocumented families and students are apprehensive, uncertain about school and district involvement, sometimes lacking access to mediating programs, etc.</p> <p>6. Unique rural Nevada demographics mean a majority of BHS families must commute over 30 miles to the school, much of the way on unimproved rural roads.</p> <p>1. Faculty needs Professional Development, including TESOL issues, SIOP, Critical thinking, etc.</p> <p>2. Parents are non-English speakers/readers Most faculty are non-Spanish speakers /readers Students with an IEP and/or ELLs have low scores on HSPE and often need several opportunities to pass.</p> <p>3. Many students have inadequate preparation for high school level classes.</p>	<p>1. Family attendance at conferences, concerts, awards nights, etc. (Some district-sponsored transportation could be a progressive solution for the unique problems our setting and demographics pose.)</p> <p>2. The Student Intervention Team meets with parents and at-risk students, outlining issues of attendance, academics, and behavior. The array of possible solutions is presented, sometimes including suggestions for alternative placement. Parental buy-in is considered essential to this process.</p> <p>3. Translation machines acquired to help resolve language/communication issues.</p> <p>1. Parenting classes in English and Spanish. An adequately staffed and integrated school-wide ESL initiative.</p> <p>2. Professional development for faculty in best practices, implementation of the Common Core State Standards.</p> <p>3. Avenues for credit recovery and remediation searched out and evaluated on an ongoing basis.</p> <p>4. Parenting classes in English and Spanish.</p>



<p>3. School-wide communication skills and critical thinking across the curriculum are not evident enough at BHS.</p> <p>4. District transportation restrictions negatively impact teacher-student-parent communication and participation</p>	<p>4. Family problems including poverty, alcoholism, immigration issues, medical illness, lack of nutrition.</p> <p>1. Students lack practice in higher-order thinking skills.  2. Classes are full, with less time for conferencing, individuation, and remediation.  3. Fast-paced classes and testing demands cut back on time for oral presentations, group discussions, writing assignments.  4. Teachers need to emphasize and implement lesson development that reflects higher-order thinking.  5. Evaluation standards for cross-curricular projects, presentations, etc. are not in place.</p> <p>1. Conflict between curricular and academic activity needs.  2. Financial restrictions on communication opportunities between both students and parents living in our two regions. There is a 30 to 40 mile commute for parents and students living in the Amargosa region.</p>	<p>1. Provide the staff with training on research-based teaching techniques for Critical Thinking and Communication skills, across the curriculum.</p> <p>2. Increased collaboration among faculty and between disciplines will allow lesson planning to reflect Critical Thinking skills. We have significant present successes in group settings.  3. Teachers will plan courses to include oral projects, writing across the curriculum, and group work, and evaluation standards for those projects.</p> <p>1. District support for legitimate transportation needs—even if pay to play restrictions might otherwise apply.  2. Co-curricular is an educational standard.</p>
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### **Part III: IMPROVEMENT GOALS AND MEASURABLE OBJECTIVES**

Convert the top priority concerns into the goal(s) for improvement and incorporate the identified solutions into the action plan.

**Goal 1:** Increase the graduation rate for all BHS Students

**Measurable Objective 1:** Increase the Beatty High School graduation rate to 100%

(Add additional rows for measurable objectives if needed.)

**Goal 2:** Increase the initial percentage passing on the High School Proficiency Exam in all tested subjects.

**Measurable Objective 1.** Increase the initial percentage passing on the High School Proficiency Exam in all subjects to 60%.

**Measurable Objective 2.** Reduce the number of Tier 3 students on the NWEA in all core subjects to less than 15%.

(Add additional rows for measurable objectives if needed.)

**Goal 3** (if applicable):

Increase Communication and Critical Thinking Skills.

**Measurable Objective 3:**

Increase Communication and Critical Thinking Skills by applying resources, staff development and collaborative learning.

**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:** Increase the graduation rate for all BHS students

**Measurable Objective(s):** Increase the BHS graduation rate to 100%

ACTION PLAN				MONITORING PLAN	
Action Steps	Timeline	Resources	Person(s) Responsible	Monitoring Measures	Person(s) Responsible
to implement the solutions/strategies	for implementing action steps	e.g., money, people, facilities to be used for implementation	Who is the person or group who will ensure that each action step is implemented?	Identify data sources & timeline for monitoring the progress of each action step.	Who is the person or group who will ensure that the progress is monitored?

<p><b>1</b> Ongoing formal and informal communication with parents throughout the school year, including Open House at start of School Year, and Parent Conferences for 1<sup>st</sup> report cards; phone calls, letters, school handbook distribution.</p>	<p>Sept., Nov. 2012 and March of 2013.</p>	<p>Translation for letters. Interpreter for meetings with non-English speaking parents. Incentives for parents to attend: extra credit for students, etc. Paper Copier, Ink Stamps</p>	<p>Principal, Counselor, Teachers, Secretary, Parents and Students.</p>	<p>Sign in sheets at functions. Records of phone contacts. Letters Teacher reporting/documentation Principal's calendar Fall 2012 and Spring 2013. Participation, percentages of contact and attendance at provided functions.</p>	<p>Principal, Counselor</p>
<p><b>1.2</b> Reschedule English teacher with TESOL certification to create time for ESL testing and services.</p>	<p>Fall 2012</p>	<p>ESL Teacher ESL testing materials ESL curriculum materials Books, Paper, Dictionaries</p>	<p>Teacher, Counselor, Principal</p>	<p>LAS Test results ELPA test results HSPE test results Graduation School year 2012-13, as results are supplied from state.</p>	<p>Principal, Counselor</p>
<p><b>1.3</b> Remediation and preparation for success in all HSPEs.</p>	<p>Oct. 29-Nov.2 2012; March 4-8, 2013; April 29-May 1, 2013; July 8-12, 2013</p>	<p>Math and Science Proficiency classes Separate 11<sup>th</sup> and 12<sup>th</sup> grade for English USA Test Prep Math - \$500 USA Test Prep Science - \$500 Curriculum needs:</p>	<p>Teachers, Counselor/ Principal</p>	<p>Lesson Plans Weekly print outs of student grades. NWEA scores for 3 test sessions of school year. HSPE scores.</p>	<p>Principal</p>

		<p>paper; books; supplies.</p> <p>Fall, Winter and Spring NWEA test scores for 9<sup>th</sup> and 10<sup>th</sup> gr. and others to measure progress in Core subjects.</p> <p>All staff monitoring students' graduation status</p>			
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<p><b>1.4</b> Interpret HSPE results individually with all juniors and seniors who have not passed the HSPE</p>	<p>2012-2013 school year, as results are obtained from the state.</p>	<p>Counselor time Teacher SIT time Paper, copier, ink,</p>	<p>Counselor, Subject teachers</p>	<p>Counselor records</p>	<p>Principal</p>
<p><b>1.5</b> The Student Intervention Team will meet with students 9-12 and parents for any student at risk to not graduate.</p>	<p>Monthly review through PD Wednesday. This Team takes significant time and preparation to insure that all at risk students have every opportunity for parental, teacher and professional assistance to formulate success plans for all students. Meetings as scheduled.</p>	<p>A minimum of \$5000 to compensate SIT members for their time. The time invested by each school professional (staff member) in achieving the goals of SIT require that the staff involved be paid for their time and the hours of commitment they invest in research, discussion and communication with other professionals, parents, students and in some cases law enforcement.</p>	<p>Principal, Counselor, Teachers</p>	<p>Meeting records and schedules. Student contracts and goals.</p>	<p>Principal, Counselor</p>

## SCHOOL IMPROVEMENT MASTER PLAN (Continued)

**Goal 2:** Increase the initial percentage passing on the High School Proficiency Exam in all tested subjects.

**Measurable Objective 1:** Increase the initial percentage passing on the High School Proficiency Exam in all subjects to 60%.

**Measurable Objective 2:** Reduce the number of Tier 3 students on the NWEA in all core subjects to less than 15%.

ACTION PLAN				MONITORING PLAN	
<b>Action Steps</b>  to implement the solutions/strategies	<b>Timeline</b>  for implementing action steps	<b>Resources</b>  e.g., money, people, facilities to be used for implementation	<b>Person(s) Responsible</b>  Who is the person or group who will ensure that each action step is implemented?	<b>Monitoring Measures</b>  Identify data sources & timeline for monitoring the progress of each action step.	<b>Person(s) Responsible</b>  Who is the person or group who will ensure that the progress is monitored?

<p><b>2.1</b> All teachers will be continually aware of HSPE status of all students.</p>	<p>From the beginning of the school year and reflected during Wednesday Professional Development sessions, staff discussions and evaluations.</p>	<p>Lists of students and their HSPE status will be distributed at PLC meetings for all teachers.</p> <p>Graphs prepared to illustrate progress toward the HSPE goal.</p> <p>NWEA test data for 9<sup>th</sup> and 10<sup>th</sup> grade will be promulgated to all teachers after each scoring session.</p> <p>Paper, copier, ink,</p>	<p>Teachers/ Counselor/ Principal</p>	<p>Teacher records and graphs of students' HSPE status.</p> <p>NWEA test data available.</p>	<p>PLC</p>
<p><b>2.2</b> Teachers will reflect on and discuss NWEA scores and their relevance to initial passing rates on HSPE</p>	<p>Nov. 2012 and ongoing (every Wednesday throughout the school year) at PLC meetings, and in-services set aside for staff development.</p>	<p>NWEA scores from each testing session.</p> <p>Discussion of students' designation as Tier 1, 2, 3.</p> <p>Professional Development to ensure teachers' understanding of how <b>Descartes</b> can help move students out of Tier 3 designation in core subjects.</p> <p>In-services on Descartes &amp; remediation resources</p>	<p>PLC</p>	<p>Teacher communication.</p> <p>Counselor data.</p>	<p>PLC</p>



**SCHOOL IMPROVEMENT MASTER PLAN (Continued)**

**Goal 3:** (if applicable) Increase Communication and Critical Thinking Skills.

**Measurable Objective(s): Increase Communication and Critical Thinking Skills by applying resources, staff development and collaborative learning.**

<b>ACTION PLAN</b>				<b>MONITORING PLAN</b>	
<b>Action Steps</b> to implement the solutions/strategies	<b>Timeline</b> for implementing action steps	<b>Resources</b> e.g., money, people, facilities to be used for implementation	<b>Person(s) Responsible</b> Who is the person or group who will ensure that each action step is implemented?	<b>Monitoring Measures</b> Identify data sources & timeline for monitoring the progress of each action step.	<b>Person(s) Responsible</b> Who is the person or group who will ensure that the progress is monitored?

<p><b>3.1 School wide communication skills and critical thinking across the curriculum.</b></p>	<p><b>2012-2013 Fall, Winter, Spring. PLC-PD Wednesday and In-service days. Discussion and development continues in interstaff contacts, communications and evaluations of student needs.</b></p>	<p>Purchase – USA Test Prep for Math, Science, English \$300.00 yearly for each course. Purchase – Odyssey yearly (Paid by NCSD) \$1,000 Odyssey supplies Paper, copier, printer, ink, stamps Paper - \$600.00 Ink - \$500.00 Stamps - \$500.00 Misc. Items - \$200.00</p>	<p>Teachers/ Counselor/ Principal</p>	<p>PD Wednesday Log Inservice schedule</p>	<p>Principal, teachers</p>
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**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	<b>Total amount needed to accomplish Goal.</b>  (Amounts for each action step should be listed under "Resources.")	<b>Funds available in current school funding that have been specifically set aside for the implementation of the goal.</b>	<b>Funds still needed to implement goal.</b>
<b>Goal 1</b>	1.1 Ongoing formal and informal communication with parents throughout the school year, including Open House at start of School Year, and Parent Conferences for 1 <sup>st</sup> report cards; phone calls, letters, school handbook distribution. 1.2 Reschedule English teacher with TESOL certification to create time for ESL testing and services. 1.3 Remediation and preparation for success in all HSPEs. 1.4 Interpret HSPE results individually with all juniors and seniors who have not passed the HSPE 1.5 Student Intervention Team will meet with students 9-12 and parents for any student at risk of not graduating.		
<b>Goal 2</b>	2.1 All teachers will be continually aware of HSPE status of all students. 2.2 Teachers will reflect on and discuss NWEA scores and their relevance to initial passing rates on HSPE		

<b>Goal 3</b> (if applicable)	<b>3.1 Increase Communication and Critical Thinking Skills</b>		
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## 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.

<b>Measurable Objectives</b>	<b>Evaluation Measures</b> (Monitoring Data & Outcome Indicators to evaluate progress in achieving the Measurable Objectives.)	<b>Timeline</b> For collecting data	<b>Person(s) Responsible,</b> Who is the person or group who will ensure that the evaluation is completed?
Increase the BHS graduation rate to 100%	Graduation statistics	May through July, 2013 and during August, 2013 as results from the state are obtained.	Counselor//Principal
<p>Several communication events with parents throughout the school year, (Open House, Report Card conferences, written communication in both Spanish and English, student Intervention Team meetings, phone contacts when appropriate) to inform parents as a group and individually of academic, behavioral and/or attendance issues affecting their child's likelihood of graduation</p> <p>-----</p> <p>Increase the initial percentage passing on the HSPE in all subjects to 60%</p>	<p>School calendar, Principal's calendar, Counselor log Parent letters</p> <p>*****</p> <p>NV State Dept. of Ed results</p>	<p>Throughout 2012-2013 Beginning with open house on September 18, 2012 and continual contacts between staff and parents during each grading period. PLC-PD Weds &amp; Inservice days</p>	<p>SIT Team, Counselor, Principal</p> <p>*****</p> <p>Principal, Counselor, SIT Team, PLC</p>

		***** Dec. 2012- March 2013	
Reduce the number of Tier 3 students on the NWEA tests in all core subjects to less than 15%	NWEA test results	Fall, Winter and Spring, 2012-2013	Teachers of Core subjects tested PLC

## Part VII: OTHER REQUIRED ELEMENTS OF THE SIP

All schools MUST complete this page.

School Characteristics	#	%	Title I	Yes	No
Average Daily Attendance	115	93	Eligible	X	
Transiency Rate	0	27.9	Served	X	
% enrolled continuously since Count Day	111	.97	Targeted Assisted		X
Incidents of School Violence: Student-to-Student	0	0	Schoolwide	X	
Incidents of School Violence: Student-to-Staff	0	0	Did your school make Adequate Yearly Progress (AYP)?	X	
% of Highly Qualified Teachers	10	100	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)	0	0	Did you appeal your latest AYP designation?		X
Graduation Rate (HS)		80	Was your latest appeal granted?		X
			Designated as Persistently Dangerous School?		X
			Receiving State Remediation funding?		X
			Has a State SST been assigned to your school?		X

1. What are the policies and practices in place that ensure proficiency of each subgroup in the core academic subjects? **The school will assess students 3 times per year to determine which students and which subgroups of students, especially Hispanic and low income students are making progress on state standards. Teachers will use this data to revise and enrich their instructional programs, developing strategies for ELLs, including SIOP, and putting in place higher-order thinking skills. Students' placement in Resource and/or remedial classes is designed to enhance opportunities to pass HSPE tests**
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. **We have an At-risk aide who helps with credit recovery and tutoring. We use OdysseyWare and succeedinmath.com to remediate students. We have tutoring available throughout the school year from the Resource Teacher and the ESL Teacher and additional staff. We have implemented the RTI model that uses intervention strategies to identify students at risk.**

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|--|
| <p>3. Describe the resources available to the school to carry out the plan. <b>We use Title I funds to support our at-risk aide and purchase software to continue our credit recovery and tutoring program. Additionally, Title I funds support succeedinmath.com and OdysseyWare. RPDP supplies us with some staff development needs, as does the Dept. of Student Achievement of our school district. The Resource teacher and ESL teacher confer with teachers and make recommendations regarding instructional practices for students with special needs.</b></p>  |
| <p>4. Summarize the effectiveness of any appropriations for the school made by the Legislature to improve student academic achievement. <b>The CTE grants that we receive from the State help us run these programs every year. These CTE programs have proved to produce the most productive students in our school. Documentation shows students involved in our CTE programs have higher GPAs than those who are not involved, also a lower dropout rate and higher graduation rate. Title I helps support our credit recovery and distance learning.</b></p>   |
| <p>5. Discuss how the school will utilize Educational Involvement Accords for Parents including the Honor Code and meet all the requirements of the law. <b>Every student subscribes in writing to the Accords and Honor Code when they register at the beginning of each school year. These Accords and the Honor Code are posted in a prominent place in our school hallway. We discuss the Accords and the Honor Code at Student Intervention meetings, Disciplinary meetings, and we refer to violations, when called for, on our misconduct reports .</b></p>   |
| <p>6. If applicable, describe how the school will make its Title III Annual Measurable Achievement Objective (AMAO) targets in English language proficiency (reading, writing, listening, and speaking comprehension). <b>We have made our AMAO targets in ESL for the last several years. This year we have reinstated our in-house ESL program, through a rescheduling of our English Teacher, who is TESOL certified. The program includes the required testing, plus recommendations from the ESL teacher to regular classroom teachers regarding students' levels of English proficiency, their progress, modifications that are called for, etc. The ESL teacher is available to help in planning and implementing curriculum for all ELLs in all classes.</b></p> |



### **Part VIII: REQUIRED ELEMENTS FOR TITLE I SCHOOLS**

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

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.

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

## **Part VIII: REQUIRED ELEMENTS FOR TITLE I SCHOOLS**

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

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

At present all teachers are highly qualified. The district advertises in the appropriate places when there is an opening. The school follows up on all leads, only looking at highly qualified applicants.

7. Describe the school’s strategies to increase parent involvement in accordance with Section 1118 of NCLB, such as family literacy services. **We hold athletic/ parent information nights 2 times per year, Open House and Parent/Teacher Conferences. Our Counselor holds several grade-level information nights for parents and students to inform them about requirements for graduation, preparation for postsecondary education, and school-based expectations, including HSPE and attendance. We hold a scholarship dinner every year to thank our local scholarship sponsors for donating money to our seniors for their postsecondary studies. Beatty High School has successfully launched our new PTA, which has affiliated with the state and federal organizations. We are excited about the new opportunities for parental involvement and support from our new PTA.**

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. **Nye County School District Early Childhood program is the only early childhood program available. We promote the screening necessary for parents to enroll their children in this program by promulgating the ECE Screening in Spanish and English. The children transition easily since the ECE teacher works with the Kindergarten teacher. The 5<sup>th</sup> grade students remain on the same campus for 6<sup>th</sup> grade. 5<sup>th</sup> graders participate in a middle-school picnic to get acquainted with the middle school. The 8<sup>th</sup> grade students from both our feeder schools attend an all-day orientation together at the high school to assist the transition to high school. Beatty High School, Amargosa Middle School and Beatty Middle School will convene in Dec. 2012 for a presentation from the national foundation called Rachel’s Challenge which encourages tolerance and friendship.**

9. Identify the measures that include teachers in decisions regarding the use of academic assessments. **Teachers are required to develop common assessments in the district. Teachers of Math have aligned the curriculum with the State math assessment. Teachers have the opportunity to attend the writing workshop to develop the CRT questions each summer in Reno. The District sponsored an in service in June, 2012, to discuss the Professional development plan, SIT and PLC for the 2012-2013 School Year, as well as to discuss the School Improvement Plan.**

10. Provide assurance that federal, state, and local services are coordinated and integrated into the school improvement efforts. **Because of our rural status, the federal, state and local services we receive are an integral part of our school improvement efforts. We are unable to support our programs without this help.**

**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.

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